2021 Community Vitality Survey

Black in Quebec

Acknowledgements

We thank you for your continued support to the project team and BCRC.

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Preface

This report offers a comprehensive overview of the 2021 Community Vitality Survey which was conducted by the Black in Quebec project team. Black in Quebec was launched in Fall 2019 and was a research project by the Black Community Resource Centre (BCRC) which researched the well-being and vitality of Quebec's English-speaking Black Community (ESBC). This is the third report to be released by the project team and complements the two previous research based publications. The first published report was *Quebec's English-speaking Black Community: An Analysis of Outcomes and Information Gaps* which was based on an assessment of currently available information pertaining to the English-speaking Black Community in Quebec. The second report to be released was entitled *Black in Quebec presents: In Focus* and it presented an overview of the Focus Groups conducted by the project team from May to December of 2020. This report focuses exclusively on the 2021 Community Vitality Survey which was conducted from April to June 2021 and provides a detailed overview of the survey. It is the last research based report to be released by the Black in Quebec project before the release of a final, comprehensive project summary report.

The project team regards this research to be of importance for members of Quebec's ESBC (and beyond) who want to understand the state of community well-being and vitality. This is within a context whereby there exists several information gaps pertaining to well-being and vitality of not only the ESBC, but other racialized minorities across different linguistic groups in Quebec. This research aimed to not just inform the BCRC and other community organizations about the state of the community, but contributed towards furthering understanding and discourse pertaining to Quebec's diverse communities.

The 2021 Community Vitality Survey represented one way that the project team collected information directly from community members. It has been particularly helpful in aiding the project team further its understanding on the state of well-being and vitality of Quebec's Black community, and in particular the ESBC. There were several challenges the project team had to face in order to conduct this study and the findings could not be extrapolated to make generalizations about Quebec's Black population as a whole. The findings also pointed to significant differences between different communities within the Black population which invites further research and discourse to take place.

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List of Abbreviations

A.O.I.G: Analysis of Outcomes and Information Gaps

BIQ: Black in Quebec

BCRC: Black Community Resource Center

ESBC: English-speaking Black Community

FG: Focus Groups

FSBC: French-speaking Black Community

Methodology

Holistic Approach

The BCRC adopts a holistic approach in its services and interventions and Black in Quebec project also followed suit. The project team adopted a holistic approach in trying to understand community vitality, firstly by acknowledging the complexity of the subject and secondly, by adopting a well-rounded approach in trying to understand the state of the ESBC. This included incorporating several methods of data collection (ex. reviewing literature, interviews, and surveying) as well as trying to observe a variety of these topics through these methods (ex. 5 thematic areas).

Sampling Methodology

While the project team had observed previously conducted research on the ESBC, they also acknowledged the need to collect new, up to date information pertaining to the community especially across areas relating to community vitality. Thus, the researchers decided to conduct an online survey as a means of understanding more about the state of the ESBC, however, this approach is referred to as non-probability (non-random) sampling (Statistics Canada, *Non-Probability Sampling*). The sampling method employed was a hybrid between quota sampling and network sampling. It was quota sampling because the researchers aimed to have a minimum sample size of 500 Black Quebecers. However, no quotas were applied for linguistic groupings. Furthermore, network sampling was applied as people who had the survey marketed to them were encouraged to share the survey with other people in the community (ie. Black Quebecers). Ultimately, the data collected was not representative of the population of interest and could not be used to make generalizations about the community as a whole because not everyone had the ability to participate. Instead, the survey findings only led to generalizations about the participants who took part in it. Importantly, given the differences between different groups of participants, this method of data collection helped greatly in framing follow-up research which could take place.

Community Based Research

Community Based Research (CBR) refers to research that is conducted with and for, not on, members of a community." (Strand et al, 2003.). Principles of Inclusivity, Collaboration, and Change are fundamental to CBR (Pacific Aids Network, *What is Community-based Research?*) and the project team attempted to live up to these principles throughout the research. The team attempted to be inclusive by trying to collect information from as many of voices as possible and through a variety of data collection methods despite having a limited capacity and being unable to reach everyone. Collaboration also played a key role in the research conducted with the project team having held discussions and consultations with several organizations, groups, and individuals in the community at every phase of the research including the research design, data collection phase, and dissemination. Lastly, creating positive social change was an important principle as a goal of the BIQ project was to build understanding about the state of the community so that many of the challenges facing Quebec's English-speaking Black Community can be addressed using an evidence-based approach.

Survey Phases
2021 Community Vitality Survey

Preliminary Research

Before creating and conducting the survey, the BIQ project team conducted background research pertaining to the vitality of the ESBC in Quebec. This took the form of an assessment of current information pertaining to the ESBC and led to the creation of the aforementioned report entitled "Quebec's English-speaking Black Community: An Analysis of Outcomes and Information Gaps" which was released in July 2021. Also, before conducting the survey, the project team had conducted Focus Groups in which they had interviewed 34 members of Quebec's English-speaking Black Community. This led to the creation of a second report entitled "Black in Quebec presents: In Focus" and both of these reports suggested areas where follow-up research could take place, something which was considered in the survey design.

Survey Design

Once the background research was completed, the project team shifted towards designing the survey along the same five thematic areas which remained consistent throughout the project (education, economics, health, psycho-social, and socio-cultural). The survey was aimed at Quebec's Black community as a whole, as opposed to solely the ESBC, as the project team wanted to observe similarities and differences across different linguistic groups in the community, particularly English and French speakers. Thus, an English and French version of the survey was created and promoted. The project team also consulted with members of the Research Committee to get their feedback on the survey questions and piloted the survey across the projects community network.

Surveying Phase

After designing and piloting the survey, it was launched in April 2020 and collected data until late June 2020. The researchers used Qualtrics, an online platform to host the survey and also collected some responses using Léger, a company which finds participants to take surveys. Leading up to and during the launch of the survey, the project team also promoted the survey by emailing members of the community network and subscribers, reaching out to media outlets, and contacting local community organizations.

Dissemination

Once the closing date of the survey had passed, the Black in Quebec project team had collected information from 894 respondents. However, upon reviewing the respondents to check for suspicious or invalid responses, the project removed several responses from the dataset and was left with a sample size of 531 participants. On July 22nd, 2021, the project team hosted a community forum event where initial findings from the survey were presented to the public.

Participants

531

members from Quebec's Black community participated in the study

Q.10 (Appendix A)

Female 58.4%

Male 41.6%

Q.11 (Appendix A)
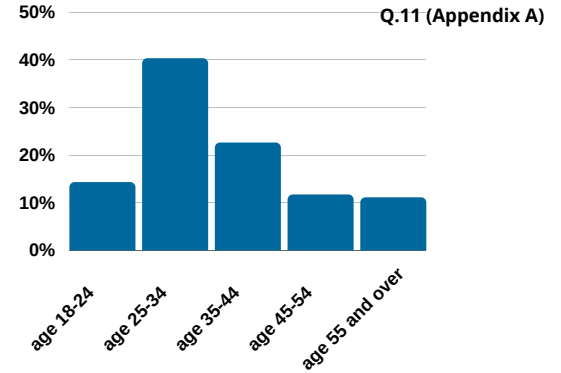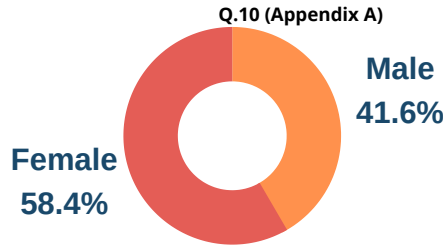
- A total of 531 participants who are currently living in Quebec were recruited. There were slightly more female (58.4%) participants than male (41.6%). In terms of age, 14.3% were between 18-24, 40.3% of our participants were between the age of 25 and 34, 22.6% were between 35-44, 11.7% were between 45 to 54, 11.1% were 55 and over.

Which linguistic communities do you belong to? (choose all that apply) Q.9 (Appendix A)

BOTH 9.6%

FSBC 34.8%

ESBC 55.6%
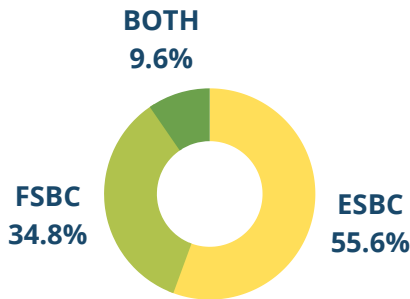
- Although there were both English and French versions of the survey, participants were asked which linguistic community they belong to. 55.6% of the participants identified with the English-speaking Black community (ESBC) only, 34.8% identified with the French-speaking Black community (FSBC) only, and 9.6% of the participants identified with both linguistic communities.

Q.12,15 (Appendix A)
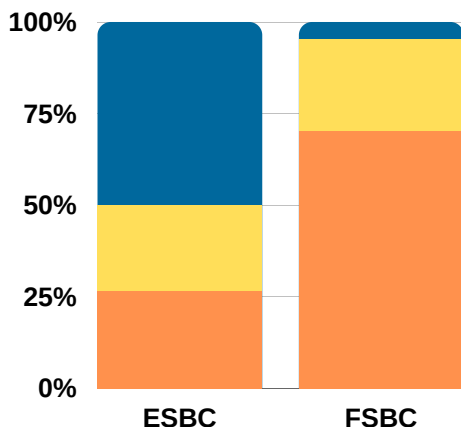
Generation Status

67.9%

identified as bilingual in both English and French, and this was true across reading, writing and verbal communication proficiency.

- There was **a significant difference in our sample between the ESBC and FSBC in terms of generation status.** 50.1% of the ESBC sample were 3rd generation Canadians while closed to 70.3% of the FSBC sample were 1st generation Canadians. **Therefore, the effect of generation status, gender and age had been controlled for the following findings.**

Education

Educational Attainment

No certificate, diploma or degree

1.1%

Secondary (high) school diploma or equivalency certificate

13.2%

Apprenticeship or trades certificate or diploma

7.1%

University Degree (at the Bachelors Level or above)

48.3%

College, CEGEP, or any other non- University degree or diploma

30.3%

Educational Attainment (Parents)

No certificate, diploma or degree

11.5%

Secondary (high) school diploma or equivalency certificate

17.3%

University Degree (at the Bachelors Level or above)

31.8%

Apprenticeship or trades certificate or diploma

10.4%

College, CEGEP, or any other non- University degree or diploma

19%

For educational attainment, nearly half of the participants (48.3%) reported having a University degree at the Bachelors level or above and 30.3% indicated that they possessed a College, CEGEP, or any other non-University diploma. 13.2% reported possessing a Secondary (High) school diploma or equivalency certificate. 1.1% of participants reported having no certificate, diploma or degree.

On the Educational Attainment of the parents of respondents, roughly one in three respondents (31.8%) reported (one of their parents) being in possession of a University Degree (at the Bachelors level or above) and around 1 in 5 (19%) reported that their parents possessed a College, CEGEP, or any other non-University degree or diploma. 17.3% reported that one of their parents had a Secondary (high) school diploma or equivalency certificate while 11.5% of respondents reported that their parents possessed No certificate, diploma, or degree.

Ultimately, the areas of educational attainment between respondents and their parents revealed significant differences. **The vast majority of respondents had completed a University and/or College, CEGEP, or any other non-University degree or diploma.** Parents were 3% more likely to possess an Apprenticeship or trades certificate or diploma than respondents. They were also 4% more likely to possess a Secondary or high school diploma or equivalency certificate. Notably, **parents were *ten times* more likely to possess No certificate, diploma, or degree than respondents.** While difficult to draw conclusions about the community as a whole, this data supported the idea that Quebec's Black Community has an increasing level of educational attainment between generations.

Educational Aspiration [Q.17 (Appendix A)]

- What is the highest level of education you *would like to* achieve?

Secondary (high) school diploma or equivalency certificate **6.5%**

Earned doctorate **15.6%**

College, CEGEP, or any other non- University degree or diploma **20.9%**

Master's degree **29.3%**

27.7% Bachelor's degree

Educational Expectation [Q.18 (Appendix A)]

- What is the highest level of education you *think you will* achieve?

Secondary (high) school diploma or equivalency certificate **7.1%**

Earned doctorate **12%**

College, CEGEP, or any other non- University degree or diploma **23.5%**

Master's degree **30.6%**

26.7% Bachelor's degree

Level of Educational Attainment — Mean=2.66

Level of Educational Aspiration — Mean=3.30
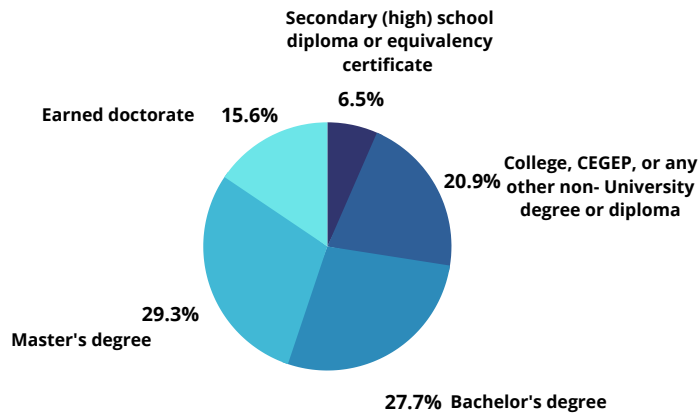
Level of Educational Expectation — Mean=3.21
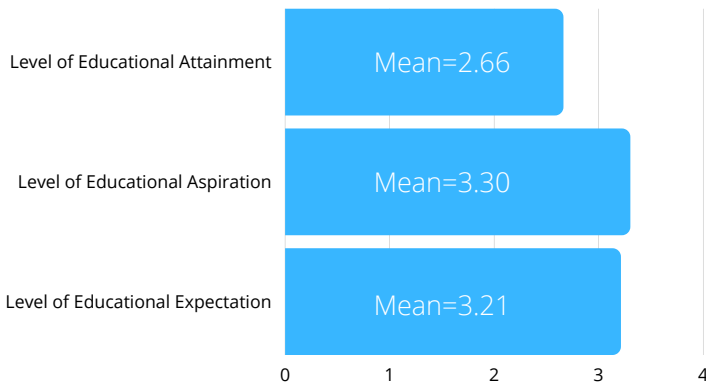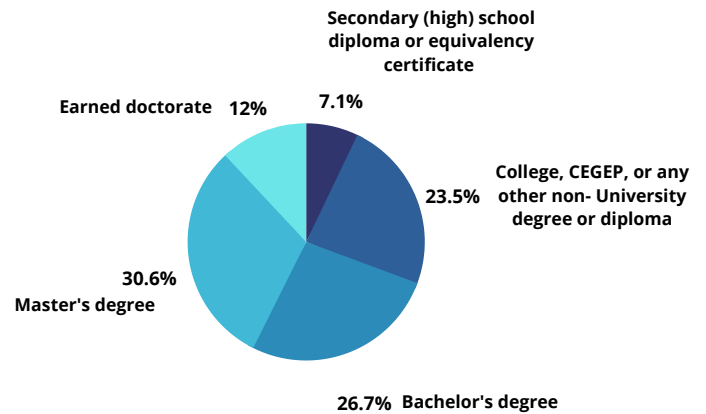
1=Secondary (high) school diploma or equivalency certificate
2=College, CEGEP or other non-university certificate or diploma
3=Bachelor's degree
4=Master's degree
5=Earned doctorate

Our findings indicated that respondents from the Black community had an educational attainment score (mean=2.66) which was **lower than their educational aspirations** (mean=3.30) **and educational expectations** (mean=3.21).

In addition, **12.8%** of the participants indicated their educational aspiration (i.e., the highest level of education they would like to achieve) was an Apprenticeship or trades certificate or diploma, **12.4%** indicated their educational expectation (i.e., the highest level of education they thought they would achieve) was an Apprenticeship or trades certificate or diploma.

Differences between the English & French-speaking Respondents

Educational Attainment Q.21 (Appendix A)

English-speaking Black respondents:

Earned doctorate 6%
Secondary (high) school diploma or equivalency certificate 13.8%
Master's degree 13.2%
Bachelor's degree 30.1%
College, CEGEP, or any other non- University degree or diploma 37%

French-speaking Black respondents:

Earned doctorate 3.1%
Secondary (high) school diploma or equivalency certificate 15.6%
Master's degree 21.9%
College, CEGEP, or any other non- University degree or diploma 25%
Bachelor's degree 34.4%

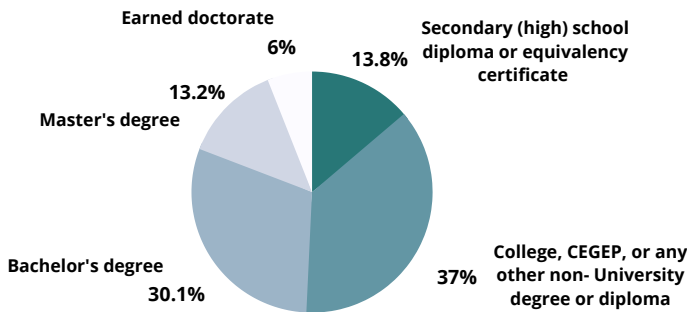## Educational Aspiration Q.17 (Appendix A)

- What is the highest level of education you *would like to* achieve?

English-speaking Black respondents:
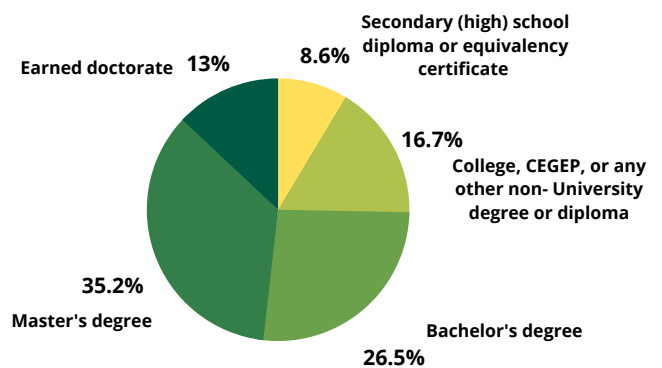
Earned doctorate 16.9%
Secondary (high) school diploma or equivalency certificate 5.5%
College, CEGEP, or any other non- University degree or diploma 23%
Master's degree 26.4%
Bachelor's degree 28.2%

French-speaking Black respondents:

Earned doctorate 13%
Secondary (high) school diploma or equivalency certificate 8.6%
College, CEGEP, or any other non- University degree or diploma 16.7%
Master's degree 35.2%
Bachelor's degree 26.5%

Educational Expectation Q.18 (Appendix A)

- What is the highest level of education you *think you will* achieve?

English-speaking Black respondents:

Earned doctorate 12.8%
Secondary (high) school diploma or equivalency certificate 6.4%
College, CEGEP, or any other non- University degree or diploma 28%
Master's degree 25.9%
Bachelor's degree 26.8%

French-speaking Black respondents:

Earned doctorate 13%
Secondary (high) school diploma or equivalency certificate 8.6%
College, CEGEP, or any other non- University degree or diploma 16.7%
Master's degree 35.2%
Bachelor's degree 26.5%
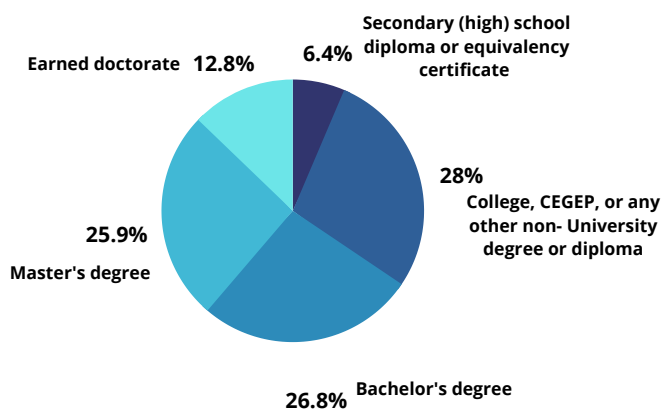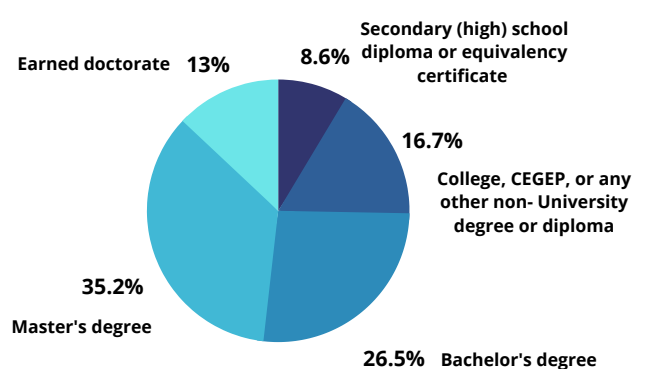
- **Difference between Educational Attainment and Aspirations:**
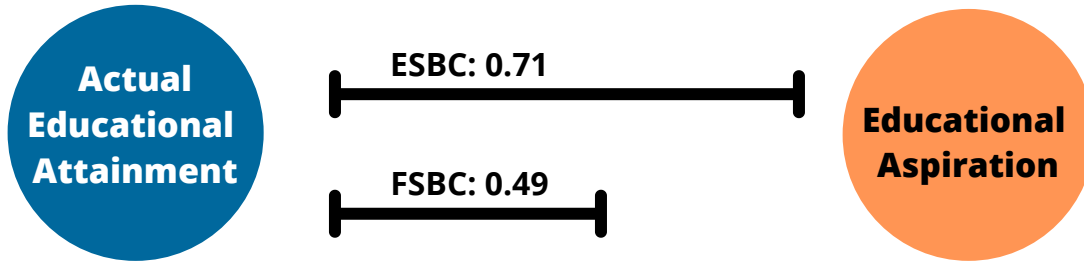
When observing differences between linguistic communities, we observed that respondents in the FSBC had their educational attainment come closer to their educational aspirations. **Respondents in the ESBC had a bigger gap between their actual educational attainment and their educational aspirations when compared to the FSBC.**

In addition, **7.1%** of the English-speaking respondents indicated their educational aspiration (i.e., the highest level of education they would like to achieve) was an Apprenticeship or trades certificate or diploma, compared to **5.8%** of the French-speaking respondents.

6.6% indicated their educational expectation (i.e., the highest level of education they thought they would achieve) was an Apprenticeship or trades certificate or diploma, compared to **4.1%** of the French-speaking respondents.

Importantly, "Apprenticeship or trades certificate or diploma" was separated from the other options when measuring educational aspiration and expectation. This is due to the approach taken by the project team which places Apprenticeship or Trades as an alternative to the University path.

Economic

Employment Status
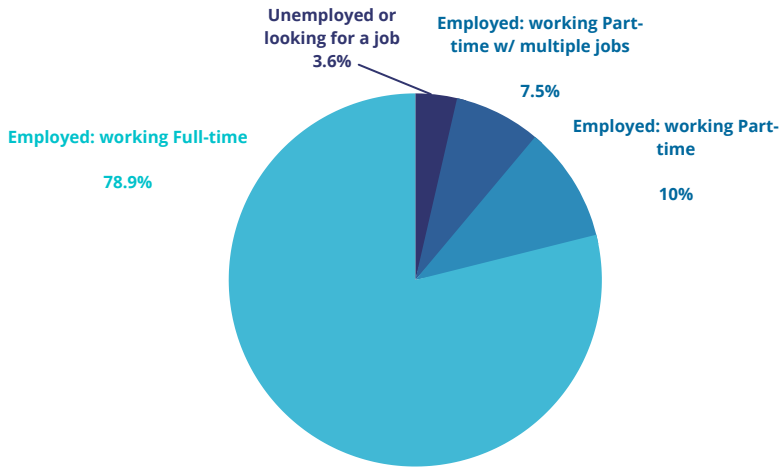
On the employment status of respondents, 78.9% reported being employed and working full-time while 10% were employed and working part-time. A further 7.5% were employed and working part-time in *multiple jobs*. 3.6% of respondents were unemployed or looking for a job.

Impact of COVID-19 pandemic on Employment Status
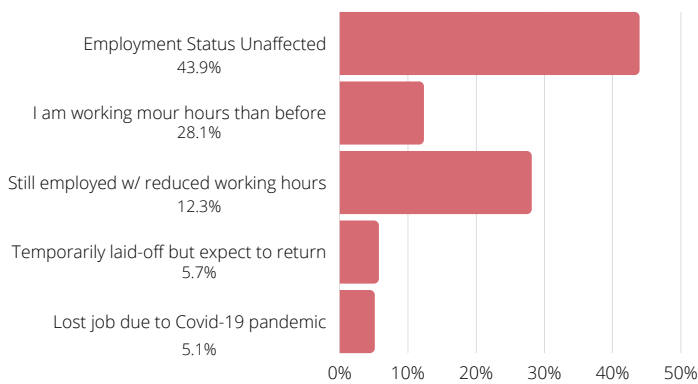
On the impact of the COVID-19 pandemic on the employment status of respondents, 43.9% of respondents said their employment status was unaffected by the pandemic. 28.1% reported having to work more hours since the onset of the pandemic. 12.3% were still employed but had their hours reduced while 5.7% of respondents were temporarily laid-off but expect to return. 5.1% of respondents lost their job due to the pandemic.

Financial Literacy mean score (1-5) : **3.56**

Respondents with a Retirement plan (%): **80%**

Career Motivation and Satisfaction

- **To what extent are the following statements reasons for choosing your program of study?**

I am not sure why I am studying this

(Mean = 2.06)

Because I would feel anxious, guilty or ashamed if I didn't study this.

(Mean = 2.41)

Because it seemed fun and interesting

(Mean = 3.84)

1= Strongly Disagree

(Mean = 2.36)

Because others expected me to study this.

(Mean = 4.23)

Because it seemed meaningful and important

5= Strongly Agree

- **In general, how satisfied do you feel about your job?**

Mean = 3.82 (out of 5)
(midpoint of 3)

Strongly Dissatisfied

Strongly Satisfied
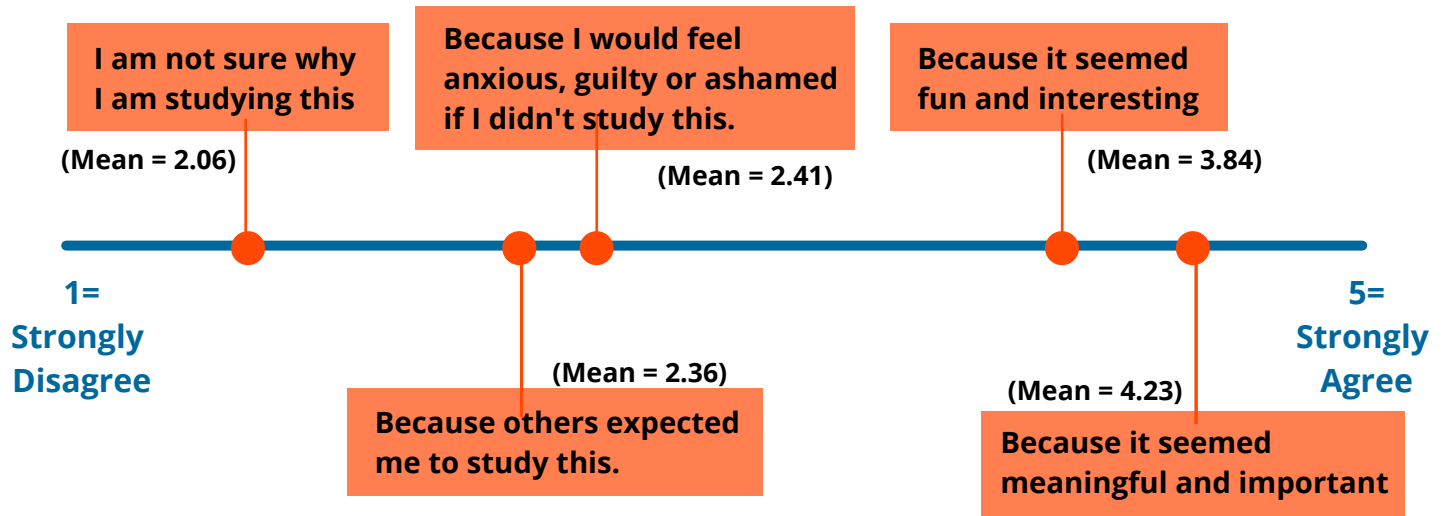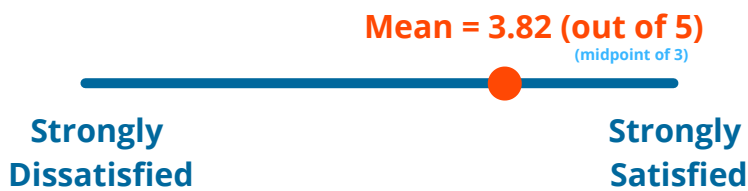
In general, participants from the Black community had an autonomous career motivation and positive work satisfaction. Most participants chose their programs of study due to intrinsic factors such as personal interest and meaningfulness as opposed to external factors such as the expectations of others.

Mentorships and Networking

46% Rate of respondents who indicated that they had a mentor

Most common kinds of Mentors

24% Teachers

21% Employers

11% Friends

8% Relatives

Differences between the English-speaking and the French-speaking Respondents:
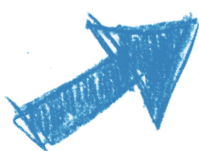
Members of the English-speaking community were more likely to engage in mentorships and job networking activities. 57% of English-speaking respondents indicated they had mentor(s), compared to 23% in the French-speaking respondents. On average, English-speaking respondents indicated more than 2 different ways of building career networks, while French-speaking respondents indicated 1 or 2 ways of networking.

Health

In general, respondents in the Black community,

indicated positive overall health, which included physical health, mental health, and oral health.

on average had more than 3 different healthcare providers.

had a positive doctor-patient relationship.

rated the healthcare system in Quebec as relatively good.

had received useful COVID-19 information.

Differences between the English & French speaking Respondents:

Physical Health
Q.46 (Appendix A)

Poor - Fair - Neutral - Good - Excellent

Oral Health
Q.46 (Appendix A)

Poor - Fair - Neutral - Good - Excellent

Mental Health
Q.46 (Appendix A)

Poor - Fair - Neutral - Good - Excellent

Number of healthcare provider
Q.47 (Appendix A)

0   1   2   3   4   5

● FSBC   ● ESBC
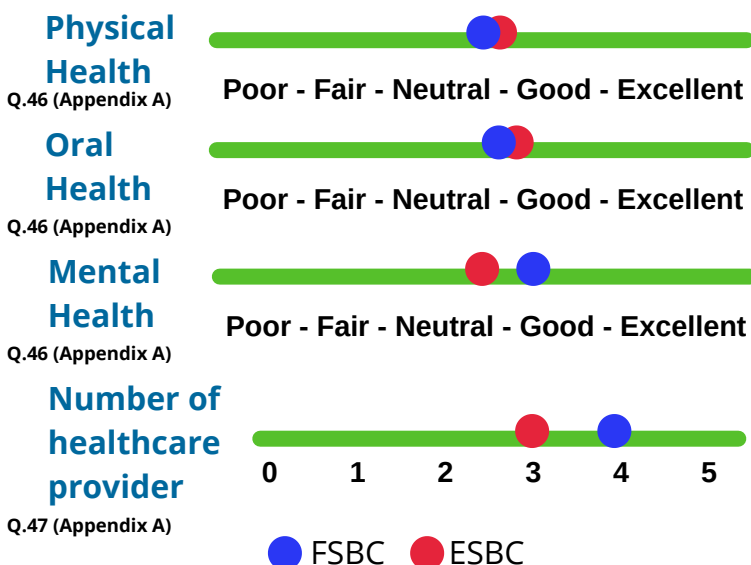
There was no difference between ESBC and FSBC in terms of overall, physical, and oral health.

However, French-speaking Black respondents rated **better mental health** than the English-speaking Black respondents. They also had **more healthcare providers** than participants from the English-speaking Black community.

Differences between the English & French-speaking Respondents:

● FSBC ● ESBC

My healthcare needs are well met. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

When I face a health issue, I am confident that I can find a suitable solution from the healthcare system. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

I am aware of the healthcare services that are available to me. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

My health insurance adequately covers my healthcare needs. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

The care I need is not available in my area. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

I feel that I have received inadequate care during my past visit(s). Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

I find it difficult to access the healthcare services in my preferred language. Q.49 (Appendix A)

Strongly disagree — Neither — Strongly agree

Both language communities indicated above midpoint levels of satisfaction towards Quebec's healthcare system in terms of having their needs met, knowledge of available services and their health insurance coverage.

However, the English-speaking respondents also indicated **higher dissatisfaction** with the healthcare system when compared to the French-speaking respondents. Participants from the English-speaking Black community indicated a higher level of agreement across the following statements:

- I feel that I have received inadequate care during my past visit(s).
- I find it difficult to access the healthcare services in my preferred language.
- The care I need is not available in my area.

During the COVID-19 pandemic, English-speaking Black respondents had also **received less COVID-19 related information** when compared to the French-speaking respondents.

Health

What role does language play?

1. Healthcare provider: Respondents from ESBC who were bilingual had more healthcare providers than individuals who were not bilingual. Bilingualism didn't make a significant difference for respondents in the FSBC.

2. **Doctor-patient relationship:** There was no difference between ESBC and FSBC regarding perceived autonomous support from doctors. But ESBC who were bilingual felt more autonomous support than individuals who were not bilingual. Again, bilingualism didn't make a significant difference for respondents in the FSBC.

3. **Receiving COVID-19 information:** ESBC respondents who were bilingual had received more COVID-19 information than individuals who were not bilingual. Again, bilingualism didn't make a significant difference for respondents in the FSBC.

Although being bilingual did not help the English-speaking Black community members overcome every barrier in accessing the healthcare system in Quebec, members in the English-speaking Black community who were bilingual had significantly more healthcare providers, received more COVID-19 information, and had a better doctor-patient relationship than members in the English-speaking Black community who were not bilingual. However, being bilingual did not make a significant difference for members in the French-speaking Black community regarding their accessibility to the healthcare system in Quebec.

Furthermore, English-speaking Black community respondents in general, were more dissatisfied with Quebec's healthcare system in terms of inadequate care, unavailable services in some regions, and difficulties with accessing services in their preferred language.

Psycho-social

Discrimination ^{Q.59 (Appendix A)}

Participants were asked whether they had experienced discrimination in Canada. In general, people experienced between 1 to 2 types of discrimination, and mostly towards racial (59%) and ethnic (31%) identity, followed by language (20%), gender (17%), religious identity (8%), and sexual orientation (6%).

Racial-Ethnic identity

Language

Gender

Religous Identity

Sexual Orientation
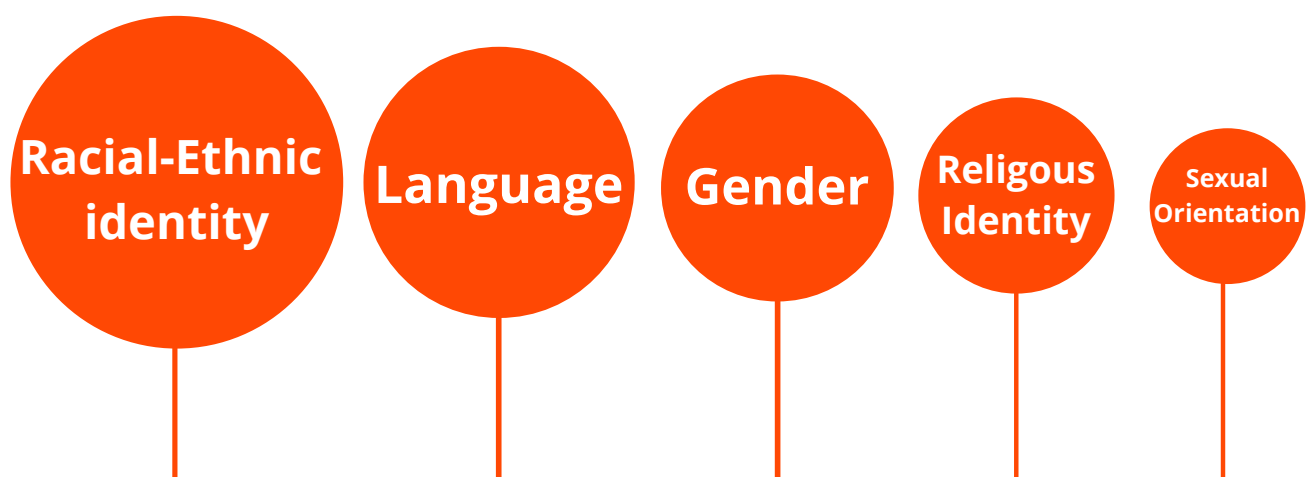
It has been well documented by previous research that discrimination is associated with worse health outcomes (Chae et al, 2011;Nestel, 2012; Siddiqi et al., 2017;). In our study, the experience of discrimination was associated with lower overall health. Furthermore, experiencing more discrimination was associated with feeling that the community was less supported in Quebec society.

In addition, English-speaking Black respondents perceived more discrimination than French-speaking Black respondents. The most significant difference in experiencing discrimination between the two groups was the the English-speaking respondents reported higher levels of language discrimination.

Socio-cultural

Civic Engagement

Black community in Quebec:

When looking at civic engagement, we asked participants how often (score of 1 to 5) they had participated in the activities organized by groups, associations, or organizations either online or in person. In general, civic engagement was below the midpoint (mean = 1.92).

Differences between the English & French-speaking Respondents:

We had observed a significant difference between linguistic communities where respondents in the English-speaking Black community participated more often in these types of activities than respondents in the French-speaking Black community. The biggest difference between the two groups was that the English-speaking respondents indicated higher levels of participation in school groups or neighbourhood associations (ex. parent-teacher association, alumni association, or block parents), civic or community associations (ex. community centre), followed by participation in immigrant or ethnic association or club, seniors' group, and youth organization.

Police Engagement

Black community in Quebec:

In the survey, we asked people to rate their level of agreement (1-5 with 3 being the midpoint) with 4 different statements about engagement with police officers. These statements included whether:

- I am comfortable when interacting with local police officers. **(mean = 3.03)**
- The police in my community are receptive to the needs of the community. **(mean = 3.01)**
- The police in my community often engage in community conversations and dialogue. **(mean = 2.89)**
- I would like to see more police officers in my community, who come from my community. **(mean = 3.78)**

Differences between the English & French-speaking Respondents:

When broken down by linguistic community, there emerged both similarity and difference between ESBC and FSBC on police engagement.

- I am comfortable when interacting with local police officers.

  🔴 ESBC = 2.91
  🔵 FSBC = 3.27

- The police in my community often engage in community conversations and dialogue.

  🔴 ESBC = 2.78
  🔵 FSBC = 3.10

- I would like to see more police officers in my community, who come from my community.

  🔴 ESBC = 3.78
  🔵 FSBC = 3.78

Compared to English-speaking Black respondents, French-speaking Black respondents indicated a higher agreement with statements that they were comfortable when interacting with local police officers and the police in their community often engaged in community conversations and dialogue.

Interestingly, **both** English-speaking and French-speaking respondents indicated fairly high agreement with the statement that **they would like to see more police officers in their community, who came from their community.**

Knowledge of History ^{Q.53 (Appendix A)}

Knowledge of Black History in Canada:

Mean = 2.80 (on a scale of 1-5)
(Midpoint of 3)

Knowledge of Black History in Quebec:

Mean = 2.78 (on a scale of 1-5)
(Midpoint of 3)

While the average score of participants was below midpoint (3), higher scores on these questions were **associated with positive outcomes including better overall health and stronger sense of community.**

Sense of Community and Contribution<superscript>Q.62 (Appendix A)</superscript>

Black community in Quebec:

Participants were asked to rate their level of agreement with statements about their sense of community and contribution to the community. In general, there was no difference between linguistic communities in terms of their integration and fulfillment of needs, membership, and shared emotional connection in the community, and **people in the Black community had a pretty strong sense of community, which was above the midpoint of 3** (mean=3.48).

Differences between the English & French speaking Respondents

However, the English-speaking respondents also reported a **stronger sense of contribution** to the community than the French-speaking respondents, believing that their actions were contributing positively to the political, economic, social advancement of the community.

Furthermore, correlational results suggested that feeling a higher sense of contribution was associated with increased levels of political engagement, voting, having more mentors, networking, and ultimately, a stronger sense of community.

Discussion

Purpose

The purpose of the 2021 Community Vitality Survey was to collect up to date information pertaining to Black Quebecers as a means of building our understanding of the situation facing the English-speaking Black Community (ESBC) across a number of areas. This also included collecting the same information from other populations (ex. the French-speaking Black Community) in order to analyze outcomes in relation to the ESBC and where there were similarities and differences. Despite the challenges of this study (see next section), the Black in Quebec project was able to collect data from hundreds of Black participants in Quebec. Ultimately, the project team was unable to extrapolate the findings from our participants to the wider ESBC or Quebec's Black population as a whole. Instead, this study and its findings suggested that there were certain aspects about the community which should be cross-referenced with other, larger data sets (ex. 2021 Census from Statistics Canada) to analyze how the findings compare. Were the trends observed in this survey also observed in larger studies? In the first report of the BIQ project (An Analysis of Outcomes and Information Gaps (A.O.I.G.)), Census data from 2016 was observed and trends were identified in the community, some of which were also identified in the 2021 Community Vitality survey.

Differences between the English & French speaking Respondents

Being both a racialized and linguistic minority, this research project aimed to get an understanding of how these two attributes affected the ESBC and how experiences for members of the Black community who are not English-speaking may differ. The data observed from the 2016 Census (Statistics Canada, 2016) showed that there were various similarities and differences in outcome between the English-speaking respondents and the French-speaking respondents. Some of these were also observable in the survey's findings. Starting with education, the A.O.I.G. showed differences in educational attainment whereby the FSBC had higher rates of people with a University degree at the bachelors level or above (24.7%) compared to the ESBC (16.6%) and had a lower proportion of people with a high school diploma or less (37.1%) compared to the ESBC (48.1%). While our study did not observe a significant difference in educational attainment levels between the two groups or participants, there was a significant difference between the two when it came to educational aspirations. The ESBC had a significantly larger gap between educational attainment and educational aspiration. Another area where our study found significant differences between the two communities was on the question of mentorships and job networking, with 57% of ESBC participants indicating that they had (a) mentor(s) compared to 27% of FSBC participants, and the ESBC being more engaged in job networking activities than participants from the FSBC.

Discussion

Differences between the two language groups were also observable across some of the questions pertaining to health. While both groups had similar outcomes when it came to rating overall health, physical health and oral health, ESBC respondents rated their mental health lower than the FSBC and reported having less access to healthcare providers (3 compared to 4 for the FSBC). Further, the ESBC displayed less agreement with statements pertaining to the availability of care in their areas, the adequacy of care received during past visits to healthcare professionals, and most polarized, the access of healthcare services in their preferred language. Across the thematic areas of Psycho-social and Socio-cultural, the ESBC respondents also displayed differences with the FSBC such as on the question pertaining to discrimination which the ESBC reported experiencing more of and often in relation to language as well. There were also differences in Civic Engagement with the ESBC reporting higher levels of engagement with school, neighbourhood, and community organizations. Lastly, on Police Engagement and Sense of Contribution there were differences with FSBC holding more positive views of policing and the ESBC feeling a stronger sense of contribution to the community.

Interestingly, the outcomes of those who were bilingual were generally more positive than those who only spoke English and this included the area of health where bilingual respondents had significantly more healthcare providers, received more COVID-19 information, and reported a better doctor-patient relationship than members in the English-speaking Black community who are not bilingual. Ultimately, the sample size was not large enough to extrapolate the findings to the wider community but did offer some insight on where differences amongst the participants of different language groups may lie and corresponded, to some extent, with previous research comparing the outcomes of the ESBC and FSBC.

Race-based Data

The Black in Quebec project aimed to further understanding of the well-being of the ESBC by observing currently available data and by collecting our own data. When it came to available data, Statistics Canada was the source for a large amount and several of the articles and reports consulted, cited Statistics Canada data including the Census, the Canadian Community Health Survey, and the Labour Force Survey. When it came to data collected by the province, there was little to no data to work with as data pertaining to the Black community (and other racialized communities) was not commonly collected. Even when this project came across publications from provincial institutions in which the Black community was referred to, the publications consulted used Statistics Canada Census data to base its findings (Adrien, 2020). Data which the project team consulted in the provincial or more local context (ie. Montreal) was sourced often from local community organizations.

Discussion

Moving Forward

The data collected from the 2021 Community Vitality Survey represented information which was up to date and collected from 531 self-identifying members of Quebec's Black population. While it has been stated that the information collected cannot be extrapolated to Quebec's Black population as a whole, it also needs to be re-iterated that the context the project team was operating within was one where several information gaps pertaining to this population exist. In other words, there are many aspects relating to the vitality of Quebec's Black population (and the ESBC) which have been under-researched if researched at all. Also, despite the 2016 Census having collected detailed information on the population, the frequency of the Census (once every 5 years) means that the Census data consulted by the project was outdated and that was of significance given the many different experiences that had taken place in Quebec since (ex. The COVID-19 pandemic and its impact across the five thematic areas). In addition to the age of the Census data consulted, statistics relating to vitality which had been collected since and by the province (ex. COVID-19 case counts, educational attainment rates, etc.) did not collect information on "visible minority" status nor "race" meaning that members of Quebec's Black population (or any other racialized groups) were indistinguishable from the larger population across statistics related to vitality. While the province collected information on country of origin for instance, country of origin is not a substitute term for "visible minority" or "race". Thus, this research attempted to build upon the very limited body of information which was available pertaining to Quebec's Black population and the ESBC, despite it not being able to do so in a way that is generalizable to the community as a whole.

While unable to make generalized statements about the Black population in Quebec, this survey did reveal significant differences between groups of participants. As discussed earlier in this section, differences between English and French participants were identified across some of the questions asked, however, for most questions that significant difference did not exist between the two linguistic groups. On differences, it is important to state why one aspect of the data analysis was to break down the Black population in the province along linguistic groups. Being both a racialized and linguistic minority in Quebec, this research project aimed to gain insight on the impact of both race and language on the experiences and outcomes of members of the ESBC. Looking at the FSBC in comparison to the ESBC aided the researchers in understanding how some aspects of the ESBC's experience in Quebec are distinct from those of the FSBC and how some aspects are similar. Learning more about different communities aided the researchers with learning more about the ESBC.

Discussion

Another reason for analyzing the survey data by comparing linguistic groups stemmed from the previously observed differences between the two communities shown in the Statistics Canada data which the project team had earlier consulted (ex. Attainment of a Bachelors degree)(See A.O.I.G. report).

Upon completing this research a key lesson for the researchers was that in order to understand the state of community vitality pertaining to the ESBC of Quebec, researchers of this population would benefit greatly from access to disaggregated data from which the ESBC population can be observed in comparison with other racialized and linguistic communities in Quebec. This access was something the project team did not possess as it did not have the funding to apply for and access data centers where this information would be stored (such as a Statistics Canada Research Data Center (RDC)). Secondly, researchers would benefit if "visible minority" or "race"-based data was collected more frequently (in Canada) and if the province of Quebec also began to collect this information especially across areas pertaining to community vitality (Education, Economics, Health, Psycho-social and Socio-cultural). While the data collected in the 2021 Community Vitality Survey could not match the scale and scope of data which is or could be collected by the federal or provincial governments, it still aided the researchers by helping to build upon the information collected and previous research pertaining to community vitality of the ESBC.

Challenges & Limitations

Throughout the course of the research and in particular, the assessment of current information and data collection component, there were difficulties with finding information pertaining to the English-speaking Black Community (ESBC). Much of the literature consulted during the assessment focused on larger populations that incorporated the ESBC. Examples include information pertaining to Black Quebecer's, Visible Minority Quebecer's, or Black Canadians overall. There was even an exceptional case of referring to information about Black populations in the U.S. and U.K. in the context of the COVID-19 pandemic as information simply wasn't being comprehensively collected about the population (and still isn't to a large degree). This however, was not an unexpected challenge as it was a key reason for the creation of the Black in Quebec project in the first place, to collect and build upon information focused exclusively on the ESBC. In trying to study the ESBC, we also often collected information about populations who were not in the ESBC in order to compare outcomes. In addition to the literature, another problem relating to sample size was encountered in the datasets we observed and analyzed. For example, in our observations of the Labor Force Survey data from Statistics Canada, we weren't able to acquire information pertaining to Black Quebecer's because the sample size was too low to be released or included in an analysis. Instead, we were only able to acquire information pertaining to populations such as Visible Minority Quebecers or Black Canadians, larger populations which the ESBC were a part of. While much of this data was pertinent and helpful to the research, it also proved challenging finding data which allowed us to compare the ESBC to other populations.

ESBC

Black Quebecers

English-speaking Quebecers

Visible Minority Quebecers

Black Canadians

Visible Minority Canadians
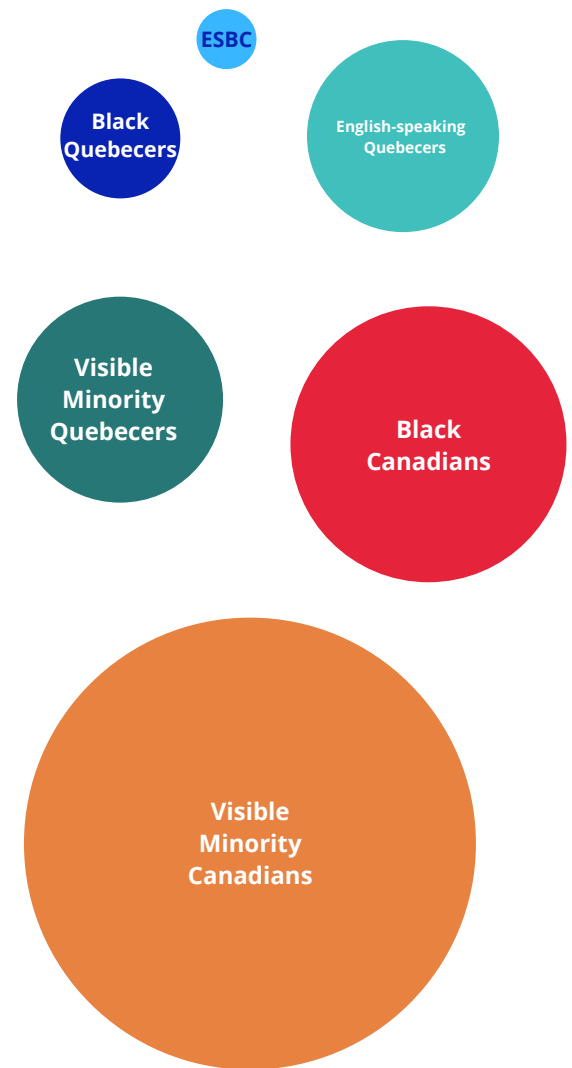
Challenges & Limitations

Furthermore, the data collected *by* the project team came from the Focus Groups and from online surveying and thus, the samples analyzed (Focus Group participants, survey respondents) were not representative of the community as a whole and were subject to non-respondent bias. There were many more people who did not participate than those who did and thus the samples that were analyzed and the findings which had been discussed were simply reflective of the participants themselves, those who engaged. However, there is still value to be derived from this sort of sampling because it can identify group characteristics and differences within our sample and cross-reference them with other research or inspire new research initiatives altogether. This kind of sampling is also common when there is a very specific, and relatively small population the research aims to cover, and the resources available to conduct research are limited.

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Appendix A

2021 Community Vitality Survey

English Version:

Over the following questions, you will be asked to indicate the extent to which you agree with or disagree with the statement. Please find a comfortable place and take the time you need to answer your questions by clicking on the circle which corresponds to your level of agreement. The survey will begin with questions about identity and demographics before covering the 5 thematic areas (Education, Economic, Health, Psycho-social, and Socio-cultural).

1. Are you currently living in the province of Quebec?
- Yes
- No → (terminate the survey)

According to Statistics Canada, the Black population refers to persons who self-identified as "Black" in the Census. While recognizing diversity within the Black community, for purposes of consistency, we will use the term "Black community" for the rest of the survey.

2. Do you identify yourself as a member of the Black community?
- Yes
- No

3. To what extent are you likely to be perceived by others as a member of the Black community?
- Extremely unlikely
- Somewhat unlikely
- Neither likely nor unlikely
- Somewhat likely
- Extremely likely

4. Do you have a multi-racial background?
- Yes, please specify:____
- No, both of my parents are from the same racial background

Please rate your level of agreement with the following statements.
(Likert scale: strongly disagree - somewhat disagree - neither agree nor disagree - somewhat agree - strongly agree)

5. I can read and understand in the following languages.
English only - (Likert scale)
French only - (Likert scale)
Both English and French - (Likert scale)
Alternative language, please specify: ___

6. I can write comprehensively in the following languages
English only - (Likert scale)
French only - (Likert scale)
Both English and French - (Likert scale)
Alternative language, please specify: ___

7. I can conduct a conversation in the following languages
English only - (Likert scale)
French only - (Likert scale)
Both English and French - (Likert scale)
Alternative language, please specify: ___

8. What language(s) do you speak on a regular basis at home? (choose all that apply)
- English
- French
- Please specify any alternative language(s): _____

9. Which of the following linguistic communities do you belong to? (choose all that apply)
- English-speaking community
- French-speaking community
- Please specify any alternative linguistic community: ____

Version en français:

Dans les questions suivantes, il vous sera demandé d'indiquer dans quelle mesure vous êtes d'accord ou non avec l'affirmation. Veuillez trouver un endroit confortable et prendre le temps nécessaire pour répondre aux questions en cliquant sur le cercle qui correspond à votre degré d'accord. L'enquête commencera par des questions sur l'identité et les données démographiques avant de couvrir les 5 domaines thématiques (éducation, économie, santé, psychosocial et socioculturel).

1. Habitez-vous actuellement dans la province de Québec ?
- Oui
- Non → (mettre fin à l'enquête)

Selon Statistique Canada, la population noire désigne les personnes qui se sont identifiées comme étant " noires " lors du recensement. Tout en reconnaissant la diversité au sein de la communauté noire, par souci de cohérence, nous utiliserons le terme " communauté noire " pour le reste de l'enquête.

2. Vous identifiez-vous comme un membre de la communauté noire ?
- Oui
- Non

3. Dans quelle mesure êtes-vous susceptible d'être perçu par les autres comme un membre de la communauté noire ?
- Extrêmement improbable
- Assez peu probable
- Ni probable, ni improbable
- Assez probable
- Extrêmement probable

4. Êtes-vous d'origine multiraciale ?
- Oui, veuillez préciser : ____
- Non, mes deux parents sont de la même origine raciale.

Veuillez évaluer votre degré d'accord avec les affirmations suivantes.
(Échelle de Likert: fortement en désaccord - plutôt en désaccord - ni d'accord ni en désaccord - plutôt d'accord - fortement d'accord))

5. Je peux lire et comprendre dans les langues suivantes.
Anglais seulement - (Échelle de Likert)
Français seulement - (Échelle de Likert)
Anglais et français - (Échelle de Likert)
Autre langue, veuillez préciser : ___

6. Je peux écrire de manière exhaustive dans les langues suivantes
Anglais seulement - (Échelle de Likert)
Français seulement - (Échelle de Likert)
Anglais et français - (Échelle de Likert)
Autre langue, veuillez préciser : ___

7. Je peux tenir une conversation dans les langues suivantes
Anglais seulement - (Échelle de Likert)
Français seulement - (Échelle de Likert)
Anglais et français - (Échelle de Likert)
Autre langue, veuillez préciser : ___

8. Quelle(s) langue(s) parlez-vous régulièrement à la maison ? (choisissez toutes les réponses qui s'appliquent)
- Anglais
- Français
- Veuillez préciser toute(s) autre(s) langue(s) : _____

9. À quelles communautés linguistiques suivantes appartenez-vous ? (choisissez toutes les réponses qui s'appliquent)
- Communauté anglophone
- Communauté francophone
- Veuillez préciser toute autre communauté linguistique : ____

10. What is your gender?
- Male
- Female
- Non-binary, please specify:____

11. What is your age? _____
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 and over

12. Where were you born?
- Born in Quebec
- Born in Canada, but outside of Quebec, please specify province: ____
- Born outside of Canada, please specify country: _____

13. How many years have you lived in Canada? ___

14. How many years have you lived in Quebec? _____

15. Where were your parents born?
- All parents born in Canada
- All parents born outside of Canada. Please type out the countries: _____
- One parent born outside of Canada, please type out the country: _____

16. What's your legal status in Canada?
- Canadian citizen
- Permanent resident
- Temporary resident (visitor, student, worker or other)
- Asylum-seeker or refugee
- Other, please specify: _____

The next set of questions will pertain to your education experiences.

17. What is the highest level of education you would like to achieve?
- Secondary (high) school diploma or equivalency certificate
- Apprenticeship or trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- Bachelor's degree
- Master's degree
- Earned doctorate

18. What is the highest level of education do you think you will achieve?
- Secondary (high) school diploma or equivalency certificate
- Apprenticeship or trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- Bachelor's degree
- Master's degree
- Earned doctorate

19. Is there a difference between the choices you made above (Questions 17 & 18)?
- Yes → Go to Question 20
- No → Go to Question 21

20. Why is there a difference?

21. What is the highest certificate, diploma or degree you have completed?
- No certificate, diploma or degree
- Secondary (high) school diploma or equivalency certificate
- Apprenticeship or trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- Bachelor's degree
- Master's degree
- Earned doctorate

[skip logic] Q22-24 only to individuals who have been or are currently in a program of study.

22. What is/was your field of study? ____

10. Quel est votre genre ?
- Homme
- Femme
- Non-binaire, veuillez préciser : ____

11. Quel est votre âge ? _____
- 18 à 24 ans
- 25 à 34 ans
- 35 à 44 ans
- 45 à 54 ans
- 55 à 64 ans
- 65 et plus

12. Où êtes-vous né(e) ?
- Né(e) au Québec
- Né(e) au Canada, mais à l'extérieur du Québec, veuillez préciser la province : _____
- Né(e) à l'extérieur du Canada, veuillez préciser le pays : _____

13. Depuis combien d'années vivez-vous au Canada ? ___

14. Depuis combien d'années vivez-vous au Québec ? _____

15. Où sont nés vos parents ?
- Tous les parents sont nés au Canada
- Tous les parents sont nés à l'extérieur du Canada. Veuillez taper les pays : _____
- Un parent est né à l'extérieur du Canada, veuillez indiquer le pays : _____

16. Quel est votre statut juridique au Canada ?
- Citoyen canadien
- Résident permanent
- Résident temporaire (visiteur, étudiant, travailleur ou autre)
- Demandeur d'asile ou réfugié
- Autre, veuillez préciser : _____

La prochaine série de questions portera sur vos expériences en matière d'éducation.

17. Quel est le plus haut niveau d'éducation que vous aimeriez atteindre ?
- Diplôme d'études secondaires (high school) ou certificat d'équivalence
- Certificat ou diplôme d'apprentissage ou de métier
- Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- Baccalauréat
- Maîtrise
- Doctorat obtenu

18. Quel est le plus haut niveau d'éducation que vous pensez atteindre ?
- Diplôme d'études secondaires (high school) ou certificat d'équivalence
- Certificat ou diplôme d'apprentissage ou de métier
- Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- Baccalauréat
- Maîtrise
- Doctorat obtenu

19. Y a-t-il une différence entre les choix que vous avez faits ci-dessus (questions 8 et 9) ?
- Oui → [passez à la Q20]
- Non → [passez à la Q21]

20. Pourquoi y a-t-il une différence ?

21. Quel est le plus haut certificat, diplôme ou grade que vous ayez obtenu ?
- Aucun certificat, diplôme ou grade
- Diplôme d'études secondaires (high school) ou certificat d'équivalence
- Certificat ou diplôme d'apprentissage ou de métier
- Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- Baccalauréat
- Maîtrise
- Doctorat obtenu

Q22-24 Uniquement aux personnes qui ont suivi ou suivent actuellement un programme d'études.

22. Quel est/était votre domaine d'études ? ____

23. To what extent are the following statements reasons for choosing your program of study? Please rate your level of agreement with each statement.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- Because it seemed fun and interesting
- Because it seemed meaningful and important
- Because I would feel anxious, guilty or ashamed if I didn't study this.
- Because others expected me to study this.
- I am not sure why I am studying this

24. To what extent is (was) your program of study related to the following factors? Please rate your agreement with the following statements.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- This program of study is highly valued in society
- My role models pursued this program of study
- My family encouraged me to study this.
- I had support and resources available in my community
- This was an affordable program to enroll in.
- I expect to make a good salary after completing this program
- I believe I have a good chance of being employed in this field of study I've chosen

25. Do you also possess training, knowledge or skills which you acquired outside of a formal learning institution (e.g., college, university, etc.)?
Yes, please specify: ____ → Go to Question 26
No → Go to Question 27

26. Do/did you utilize these training, knowledge, or skills you possess to generate income?
- Yes
- No

27. Do/did you utilize your training, knowledge, or skills you possess in any other settings (e.g., internship, volunteering)?
- Yes
- No

28. How do you build and develop your career network? (choose all that apply)
- Attend relevant events
- Participate in mentorship program
- Join a group, club, or association
- Connect with your former teachers, instructors and/or professors
- Keep in touch with former colleagues, co-workers
- Friends and family
- I haven't gotten around to it; I don't think about it
- other, please specify: _____

Next, we are going to ask you about your parents' level of education.

29. What is the highest certificate, diploma or degree one of your parents has completed? (select only one)
- No certificate, diploma or degree
- Secondary (high) school diploma or equivalency certificate
- Apprenticeship or trades certificate or diploma
- College, CEGEP or other non-university certificate or diploma
- Bachelor's degree
- Master's degree
- Earned doctorate
- I don't know / Not applicable

The next set of questions will pertain to your economic experiences.
Labour force experiences:

30. Which one of the following best describes your current employment status?
- Employed: working full time
- Employed: working part time
- Employed: working part time, with multiple jobs
- Unemployed or looking for job
- Self-employed
- Student
- Retired
- Other, please specify: _____

23. Dans quelle mesure les énoncés suivants sont-ils des raisons de choisir votre programme d'études ? Veuillez indiquer votre degré d'accord avec chaque affirmation.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Parce que cela semblait amusant et intéressant
- Parce que cela semblait significatif et important
- Parce que je me sentirais anxieux, coupable ou honteux si je ne faisais pas ces études.
- Parce que les autres s'attendaient à ce que je fasse ces études.
- Je ne suis pas sûr de la raison pour laquelle j'étudie ceci

24. Dans quelle mesure votre programme d'études est-il (était) lié aux facteurs suivants ?
Veuillez indiquer si vous êtes d'accord avec les énoncés suivants.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Ce programme d'études est très reconnu dans la société
- Mes modèles ont suivi ce programme d'études
- Ma famille m'a encouragé à poursuivre ce programme d'études
- J'avais du soutien et des ressources disponibles dans ma communauté
- Ce programme d'études était abordable.
- Je m'attends à gagner un bon salaire après avoir terminé ce programme
- Je pense avoir de bonnes chances d'être employé dans le domaine d'études que j'ai choisi

25. Possédez-vous également une formation, des connaissances ou des compétences que vous avez acquises en dehors d'un établissement d'enseignement formel (par exemple, un collège, une université, etc.) ?
- Oui, veuillez préciser : ____ → [passez à la Q26]
- Non → [passez à la Q27]

26. Utilisez-vous/avez-vous utilisé ces formations, connaissances ou compétences que vous possédez pour générer des revenus ?
- Oui
- Non

27. Utilisez-vous/avez-vous utilisé votre formation, vos connaissances ou vos compétences dans d'autres contextes (exemple: stage, bénévolat) ?
- Oui
- Non

28. Comment construisez-vous et développez-vous votre réseau professionnel ? (choisissez toutes les réponses qui s'appliquent)
- Participer à des événements pertinents
- Participer à un programme de mentorat
- Rejoindre un groupe, un club ou une association
- Entrer en contact avec vos anciens enseignants, instructeurs et/ou professeurs.
- Garder le contact avec vos anciens collègues, collaborateurs
- Vos amis et votre famille
- Je n'ai pas eu le temps de le faire ; je n'y pense pas
- Autre, veuillez préciser : _____

Maintenant, nous allons vous demander quel est le niveau d'éducation de vos parents.

29. Quel est le plus haut certificat, diplôme ou grade que l'un de vos parents ait obtenu ? (ne sélectionnez qu'une seule réponse)
- Aucun certificat, diplôme ou grade
- Diplôme de l'enseignement secondaire (high school) ou certificat d'équivalence
- Certificat ou diplôme d'apprentissage ou de métier
- Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- Baccalauréat
- Maîtrise
- Doctorat obtenu
- Je ne sais pas / Sans objet

La prochaine série de questions portera sur vos expériences économiques.

Expériences de vie active :
30. Lequel des énoncés suivants décrit le mieux votre situation professionnelle actuelle ?
- Employé : travail à temps plein
- Employé : travail à temps partiel
- Employé : travail à temps partiel, avec plusieurs emplois
- Chômeur ou à la recherche d'un emploi
- Travailleur indépendant
- Étudiant
- Retraité
- Autre, veuillez préciser : _____

31. Which of the following best describes your current work situation?
- Employee: permanent position (no fixed end date)
- Employee: fixed-term position (1 year or more)
- Employee: casual, seasonal or short-term position (less than 1 year)
- Self-employed without employee(s)
- Self-employed with employee(s)
- Unpaid family worker (without pay or salary) for your spouse or another relative in a family business or farm
- Not employed / not applicable
- Other, please specify: _____

32. What is your current work or occupation? _____
Please be specific. For example: automobile appraiser, web developer, civil engineer, secondary school teacher etc.

33. What kind of business, industry or service are you working in? _____
Please be specific. For example: primary school, municipal police, wheat farm, shoe store, road construction, web design etc.

34. In general, how satisfied do you feel about your job?
- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

35. Which one of the following statements best applies to you?
- My current job is a good match with my skills and knowledge
- I feel overqualified for my current job
- I feel underqualified for my current job

36. Did you have or do you currently have mentor(s) related to your career goals?
- Yes → Go to Question 37
- No → Go to Question 38

37. Who have you considered or do you currently consider to be your mentor(s) related to your career goals? (choose all that apply)
- Teacher in school/college/university
- Sports/recreation coach
- Relatives
- Employer/co-worker
- Friend
- Religious leader
- Other, please specify: ____

38. Since the beginning of the COVID-19 pandemic, how has your employment status been affected? (select one only)
- It was not affected by the COVID-19 pandemic
- I am still employed but my working hours have been reduced
- I am on temporary lay-off from my job but expect to return
- I have lost my job due to the COVID-19 pandemic
- I am now working more hours than before
- Other, please specify: ____

39. Can you estimate in which of the following groups your household income (before tax) falls in 2020?
- Less than $20,000
- $20,000 to $40,000
- $40,000 to $60,000
- $60,000 to $80,000
- $80,000 and over

40. How many people are included in your household?
Number of adult(s): _____
Number of children (17 years old or younger): ____

The following questions are about your principal residence, that is, the property where you usually live. In these questions, the word "you" refers to all family members that live at this address.

41. Is this property owned by you or do you pay rent?
- Owned (even if you are still paying a mortgage)
- Rented
- Other, please specify: ___

31. Laquelle des situations suivantes décrit le mieux votre situation professionnelle actuelle ?
- Employé(e) : poste permanent (sans date de fin fixe)
- Employé(e) : poste à durée déterminée (1 an ou plus)
- Salarié(e) : poste occasionnel, saisonnier ou à court terme (moins d'un an)
- Indépendant sans employé(s)
- Travailleur indépendant avec employé(s)
- Travailleur familial non rémunéré (sans rémunération ni salaire) pour votre conjoint ou un autre parent dans une entreprise ou une exploitation familiale
- Sans emploi / sans objet
- Autre, veuillez préciser : _____

32. Quel est votre travail ou votre profession actuelle ? _____
Veuillez être précis. Par exemple : évaluateur automobile, développeur web, ingénieur civil, professeur d'école secondaire, etc.

33. Dans quel type d'entreprise, d'industrie ou de service travaillez-vous ? _____
Veuillez être précis. Par exemple : école primaire, police municipale, ferme de blé, magasin de chaussures, construction de routes, conception de sites Internet, etc.

34. En général, dans quelle mesure êtes-vous satisfait(e) de votre travail ?
- Extrêmement insatisfait
- Assez insatisfait
- Ni satisfait ni insatisfait
- Assez satisfait
- Extrêmement satisfait

35. Laquelle des affirmations suivantes s'applique le mieux à vous ?
- Mon emploi actuel correspond bien à mes compétences et à mes connaissances.
- Je me sens surqualifié(e) pour mon emploi actuel
- Je me sens sous-qualifié(e) pour mon emploi actuel

36. Avez-vous eu ou avez-vous actuellement un ou plusieurs mentors liés à vos objectifs de carrière ?
- Oui → [passez à la Q37]
- Non → [passez à la Q38]

37. Qui avez-vous considéré ou considérez-vous actuellement comme votre ou vos mentors en ce qui concerne vos objectifs de carrière ? (choisissez toutes les réponses qui s'appliquent)
- Enseignant à l'école/au collège/à l'université
- Entraîneur sportif/récréatif
- Famille OU frère/soeur
- Employeur/collègues
- Ami(e)
- Chef religieux
- Autre, veuillez préciser : ____

38. Depuis le début de la pandémie COVID-19, comment votre statut professionnel a-t-il été affecté ? (sélectionnez une seule réponse)
- Il n'a pas été affecté par la pandémie COVID-19
- Je suis toujours employé mais mon temps de travail a été réduit
- Je suis en arrêt de travail temporaire, mais je compte reprendre mon travail
- J'ai perdu mon emploi à cause de la pandémie COVID-19
- Je travaille maintenant plus d'heures qu'avant
- Autre, veuillez préciser : ____

39. Pouvez-vous estimer dans lequel des groupes suivants se situe le revenu de votre ménage (avant impôts) en 2020 ?
- Moins de $20 000
- $20 000 à $40 000
- $40 000 à $60 000
- $60 000 à $80 000
- $80 000 et plus

40. Combien de personnes font partie de votre foyer ?
Nombre d'adulte(s) : _____
Nombre d'enfants (17 ans ou moins) : ____

Les questions suivantes concernent votre résidence principale, c'est-à-dire la propriété où vous vivez habituellement. Dans ces questions, le mot "vous" fait référence à tous les membres de la famille qui vivent à cette adresse.

41. Ce bien vous appartient-il ou payez-vous un loyer ?
- Propriétaire (même si vous payez encore une hypothèque)
- Loué
- Autre, veuillez préciser : ___

42. Other than your principal residence, do you [or anyone in your family] have any real estate or property (such as a vacant lot, cottage, timeshare, rental or commercial property, etc.) in Canada?
- Yes
- No

43. The following questions are about financial knowledge and behaviours. Please rate your level of agreement with the following statements.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I would describe my level of financial knowledge as excellent
- I have a clear idea of the types of financial products or services (e.g. TFSA's, loans, mortgages) that I need.
- I keep a close personal watch on my financial affairs
- I know enough about investments to feel comfortable choosing investments that are suitable for my circumstances.
- I always research my choices and resources thoroughly before making any financial decisions.

44. Are you financially preparing for your retirement either on your own or through government pension benefits or occupational pension plans?
- Yes → Go to Question 46
- No → Go to Question 45

45. Are there any particular reasons why you are not financially preparing for your retirement?
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I don't have a job.
- I can't afford to, don't earn enough, or income too low
- I don't know where to start, I need to learn more
- I haven't gotten around to it, it's not a current priority
- Other, please specify: _____

The next set of questions will pertain to your health experiences:

46. How would you rate your ...
(Excellent - Good - Neutral - Fair - Poor)
- Overall health?
- Oral health (i.e. teeth, mouth, gums)?
- Mental health?
- Physical health?

47. Do you have regular access to the following healthcare providers?
(Not applicable; I don't need / No / Yes)
- Family doctor
- Dentist
- Mental health provider (e.g., psychologist, psychotherapist, counsellors etc.)
- Optometrist
- Medical specialist (e.g., dermatologist, gynecologist etc.)
- Other health care provider (e.g., physiotherapist, naturopath)

48. Do you have health insurance? (choose all that apply)
- RAMQ - Quebec health insurance
- Personal health insurance
- Group insurance covered by your employer
- Parental health insurance
- Spousal health insurance
- I don't have health insurance
- Other, please specify: _____

49. Please rate your agreement with the following statements regarding the healthcare system in Quebec:
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I am satisfied with the healthcare system
- My healthcare needs are well met
- When I face a health issue, I am confident that I can find a suitable solution from the healthcare system
- I am aware of the healthcare services that are available to me
- My health insurance adequately covers my healthcare needs
- The cost of healthcare is too high
- The care I need is not available in my area
- I find it difficult to get an appointment
- I feel that I have received inadequate care during my past visit(s)
- I find it difficult to access the healthcare services in my preferred language

42. À part votre résidence principale, est-ce que vous [ou quelqu'un de votre famille] possédez des biens immobiliers ou des propriétés (comme un terrain vague, un chalet, une multipropriété, une propriété locative ou commerciale, etc.) au Canada ?
- Oui
- Non

43. Les questions suivantes portent sur les connaissances et les comportements en matière de finance. Veuillez évaluer votre niveau d'accord avec les affirmations suivantes.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je qualifierais mon niveau de connaissances financières d'excellent.
- J'ai une idée claire des types de produits ou de services financiers (p. ex. CELI, prêts, hypothèques) dont j'ai besoin.
- Je surveille personnellement de près mes affaires financières.
- Je connais suffisamment les placements pour me sentir à l'aise de choisir des placements adaptés à ma situation.
- Je fais toujours des recherches approfondies sur mes choix et mes ressources avant de prendre une décision financière.

44. Vous préparez-vous financièrement à votre retraite, que ce soit par vos propres moyens ou par le biais de prestations de l'État ou de régimes de retraite professionnels ?
- Oui → [passez à la Q46]
- Non → [passez à la Q45]

45. Y a-t-il des raisons particulières pour lesquelles vous ne vous préparez pas financièrement à votre retraite ?
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je n'ai pas d'emploi.
- Je n'en ai pas les moyens, je ne gagne pas assez ou mon revenu est trop faible.
- Je ne sais pas par où commencer, j'ai besoin d'en savoir plus
- Je n'ai pas encore trouvé le temps de le faire, ce n'est pas une priorité actuelle.
- Autre, veuillez préciser : _____

La prochaine série de questions portera sur vos expériences en matière de santé :

46. Comment évaluez-vous votre ...
(Excellente - Bonne - Neutre - Passable - Mauvaise)
- Santé générale ?
- Santé bucco-dentaire (c.-à-d. dents, bouche, gencives) ?
- Santé mentale ?
- Santé physique ?

47. Avez-vous un accès régulier aux prestataires de soins de santé suivants ?
(Sans objet ; je n'en ai pas besoin / Non / Oui)
- Médecin de famille
- Dentiste
- Prestataire de santé mentale (par exemple, psychologue, psychothérapeute, conseillers, etc.)
- Optométriste
- Médecin spécialiste (par exemple, dermatologue, gynécologue, etc.)
- Autre prestataire de soins de santé (par exemple, physiothérapeute, naturopathe)

48. Avez-vous une assurance maladie ? (choisissez toutes les réponses qui s'appliquent)
- RAMQ - Assurance maladie du Québec
- Assurance maladie personnelle
- Assurance collective couverte par votre employeur
- Assurance maladie parentale
- Assurance maladie du conjoint
- Je n'ai pas d'assurance maladie
- Autre, veuillez préciser : _____

49. Veuillez indiquer dans quelle mesure vous êtes d'accord avec les énoncés suivants concernant le système de santé au Québec :
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je suis satisfait(e) du système de santé
- Mes besoins en matière de soins de santé sont bien satisfaits
- Lorsque je suis confronté(e) à un problème de santé, je suis confiant(e) de pouvoir trouver une solution adéquate dans le système de santé.
- Je suis conscient(e) des services de soins de santé qui sont à ma disposition.
- Mon assurance maladie couvre adéquatement mes besoins en matière de soins de santé
- Le coût des soins de santé est trop élevé
- Les soins dont j'ai besoin ne sont pas disponibles dans ma région
- Je trouve difficile d'obtenir un rendez-vous
- J'ai le sentiment d'avoir reçu des soins inadéquats lors de ma ou mes dernières visites
- Je trouve difficile d'accéder aux services de soins de santé dans ma langue préférée

50. Please rate your agreement with the following statements. I have faced difficulty in accessing mental health services because…
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- The cost is too high
- There is a lack of culturally sensitive practices
- There is social stigma attached to mental health
- Mental health services are not covered by my insurance
- I don't know of any mental health services available to me
- Other, please specify: _____

51. Please rate your level of agreement with the following statements regarding your interactions with the doctors.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I feel that I am able to actively communicate with my doctor during the visit (e.g., ask questions)
- I feel that the doctor understands my concerns when I detail them during my visit
- I feel that I receive adequate information from the doctor during the visit

52. During the COVID-19 pandemic, to what extent do you agree with the following statements:
- I am well informed about developments of the pandemic
- I feel health authorities have been transparent in delivering information about the pandemic
- I have received adequate information in my preferred language

The next set of questions will pertain to your socio-cultural experiences.

53. What is your level of knowledge about the history of ……
(Not knowledgeable at all - Slightly knowledgeable - Moderately knowledgeable - Very knowledgeable - Extremely knowledgeable)
- Black community in Canada
- Black community in Quebec

54. Please rate your agreement with the following statements.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I am comfortable when interacting with local police officers
- The police in my community are receptive to the needs of the community
- The police in my community often engage in community conversations and dialogue
- I would like to see more police officers in my community, who come from my community.

55. Are/were you a member or participant of the following groups, associations, or organizations? If so, how often do/did you engage in their activities through the internet and/or in person?
- School group or neighbourhood association (e.g. parent-teacher association, alumni association, block parents or neighbourhood watch)
- Civic or community association (e.g. community centre)
- Religious-affiliated group
- Political party or political advocacy group
- Union or professional association
- Seniors' group
- Youth organization
- Immigrant or ethnic association or club
AND
- At least once a week
- A few times a month
- Once a month
- Once or twice a year
- I don't participate / Not applicable
[matrix design]

56. How closely do you follow politics at the……
(Not at all - Not very closely - Somewhat closely - Very closely)
- Federal level
- Provincial level
- Municipal level

57. Did you vote in the last election?
Yes/No/Not eligible to vote
- Federal election in 2019
- Provincial election in 2018
- Municipal or local election in 2017

50. Veuillez indiquer si vous êtes d'accord avec les affirmations suivantes. J'ai rencontré des difficultés pour accéder aux services de santé mentale parce que…
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Le coût est trop élevé
- Il y a un manque de pratiques sensibles à la culture.
- La santé mentale fait l'objet d'une stigmatisation sociale.
- Les services de santé mentale ne sont pas couverts par mon assurance
- Je ne connais pas de services de santé mentale à ma disposition.
- Autre, veuillez préciser : _____

51. Veuillez évaluer votre niveau d'accord avec les affirmations suivantes concernant vos interactions avec les médecins.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- J'ai l'impression de pouvoir communiquer activement avec mon médecin pendant la visite (exemple: poser des questions).
- J'ai l'impression que le médecin comprend mes préoccupations lorsque je les expose en détail au cours de la visite.
- J'ai le sentiment de recevoir des informations adéquates de la part du médecin au cours de la visite.

52. Pendant la pandémie COVID-19, dans quelle mesure êtes-vous d'accord avec les affirmations suivantes :
- Je suis bien informé des développements de la pandémie.
- J'estime que les autorités sanitaires ont fait preuve de transparence dans la transmission des informations de la pandémie.
- J'ai reçu des informations adéquates dans la langue de mon choix

La prochaine série de questions portera sur vos expériences socioculturelles.

53. Quel est votre niveau de connaissance de l'histoire de …
(Pas du tout informé - Légèrement informé - Modérément informé - Très informé - Extrêmement informé)
- La communauté noire au Canada
- La communauté noire au Québec

54. Veuillez indiquer si vous êtes d'accord avec les énoncés suivants.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je suis à l'aise lorsque j'interagis avec les agents de police locaux.
- La police de ma communauté est réceptive aux besoins de la communauté.
- La police de ma communauté participe souvent à des conversations et à des dialogues communautaires.
- J'aimerais voir plus d'agents de police dans ma communauté, qui viennent de ma communauté.

55. Êtes-vous/avez-vous été membre ou participant aux groupes, associations ou organisations suivantes ? Si oui, à quelle fréquence participez-vous/avez-vous participé à leurs activités par le biais d'Internet et/ou en personne ?
- Groupe scolaire ou association de quartier (exemple : association parents-enseignants, association d'anciens élèves, parents de quartier ou surveillance de quartier)
- Association civique ou communautaire (exemple : centre communautaire)
- Groupe d'appartenance religieuse
- Parti politique ou groupe de défense d'intérêts politiques
- Syndicat ou association professionnelle
- Groupe d'aînés
- Organisation de jeunes
- Association ou club d'immigrants ou ethnique
ET
- Au moins une fois par semaine
- Quelques fois par mois
- Une fois par mois
- Une ou deux fois par an
- Je ne participe pas / Sans objet
[matrix design]

56. Dans quelle mesure suivez-vous la politique au niveau ……
(Pas du tout - Pas très près - Assez près - Très près)
- Fédéral
- Provincial
- Municipal

57. Avez-vous voté lors des dernières élections ?
(Oui/Non/Non éligible pour voter)
- Élection fédérale en 2019
- Élection provinciale en 2018
- Élection municipale ou locale en 2017

58. What is(are) the main reason(s) that you didn't vote? (choose all that apply)
- Conflicting schedule
- Logistical Challenges (ex. Transportation, waiting time, etc.)
- Not interested
- Felt voting would not make a difference
- Undecided
- Did not vote to protest
- Other, please specify

59. Have you felt that you were discriminated against or been treated unfairly by others in Canada because of... (choose all that apply)
- Your ethno-cultural identity
- Your racial identity
- Your gender identity
- Your sexual orientation
- Your religious identity
- Your language
- I've not experienced any form of discrimination
- Other, please specify:

60. Please indicate your level of agreement with the following statements about your racial community.....
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I believe Quebec's society is open and inclusive for all minority communities.
- I feel that my community is supported and respected in Quebec's society
- I feel that my community's challenges are acknowledged in Quebec's society.
- I feel that my community is being represented in Quebec's political system.
- I feel that my community has a chance to contribute to Quebec's society
- I feel that my community has influence in Quebec's society

61. Please indicate your level of agreement with the following statements about your linguistic community.....
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- I believe Quebec's society is open and inclusive for all minority communities.
- I feel that my community is supported and respected in Quebec's society
- I feel that my community's challenges are acknowledged in Quebec's society.
- I feel that my community is being represented in Quebec's political system.
- I feel that my community has a chance to contribute to Quebec's society
- I feel that my community has influence in Quebec's society

62. Please rate your level of agreement with the following statements regarding the linguistic and racial community that you belong to.
(Strongly disagree - Somewhat disagree - Neither agree nor disagree - Somewhat agree - Strongly agree)
- My community has been successful in getting the needs of its members met.
- When I have a problem, I have access to resources within my community and the wider community.
- Being a member of my community makes me feel good.
- People in my community have similar priorities and goals.
- I can trust people in my community.
- I put a lot of time and effort into being part of my community.
- Being a member of my community is a part of my identity.
- I can recognize most of the members of my community.
- Most community members know me.
- I interact with other community members and enjoy being with them.
- Members of my community have shared emotional experiences and connections
- I feel strong ties to other members of my community.
- In a group of members from my community, I really feel that I belong.
- I believe that my actions contribute positively to the political, economic, social advancement of my community.

58. Quelle est la ou les principales raisons pour lesquelles vous n'avez pas voté ? (choisissez toutes les raisons qui s'appliquent)
- Conflit d'horaire
- Difficultés logistiques (ex. : transport, temps d'attente, etc.)
- Pas intéressé(e)
- Le fait de voter ne ferait pas de différence
- Indécis
- N'a pas voté pour protester
- Autre, veuillez préciser : _____

59. Avez-vous eu l'impression d'être victime de discrimination ou d'être traité injustement par d'autres personnes au Canada en raison de... (choisissez toutes les réponses qui s'appliquent)
- Votre identité ethnoculturelle
- Votre identité raciale
- Votre identité sexuelle
- Votre orientation sexuelle
- Votre identité religieuse
- Votre langue
- Je n'ai été victime d'aucune forme de discrimination
- Autre, veuillez préciser : _____

60. Veuillez indiquer votre degré d'accord avec les affirmations suivantes concernant votre communauté raciale.....
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je crois que la société québécoise est ouverte et inclusive envers toutes les communautés minoritaires.
- Je crois que ma communauté est soutenue et respectée dans la société québécoise.
- Je sens que les défis de ma communauté sont reconnus dans la société québécoise.
- Je sens que ma communauté est représentée dans le système politique québécois.
- Je sens que ma communauté a la possibilité de contribuer à la société québécoise.
- Je sens que ma communauté a une influence sur la société québécoise.

61. Veuillez indiquer votre degré d'accord avec les affirmations suivantes concernant votre communauté linguistique.....
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Je crois que la société québécoise est ouverte et inclusive pour toutes les communautés minoritaires.
- Je sens que ma communauté est soutenue et respectée dans la société québécoise.
- Je sens que les défis de ma communauté sont reconnus dans la société québécoise.
- Je sens que ma communauté est représentée dans le système politique québécois.
- Je sens que ma communauté a la possibilité de contribuer à la société québécoise.
- Je sens que ma communauté a de l'influence dans la société québécoise

62. Veuillez évaluer votre degré d'accord avec les énoncés suivants concernant la communauté linguistique et raciale à laquelle vous appartenez.
(Fortement en désaccord - Plutôt en désaccord - Ni d'accord ni en désaccord - Plutôt d'accord - Fortement d'accord)
- Ma communauté réussit à répondre aux besoins de ses membres.
- Lorsque j'ai un problème, j'ai accès à des ressources au sein de ma communauté et de la communauté au sens large.
- Je me sens bien en tant que membre de ma communauté.
- Les membres de ma communauté ont des priorités et des objectifs similaires.
- Je peux faire confiance aux membres de ma communauté.
- Je consacre beaucoup de temps et d'efforts à faire partie de ma communauté.
- L'appartenance à ma communauté fait partie de mon identité.
- Je peux reconnaître la plupart des membres de ma communauté.
- La plupart des membres de la communauté me connaissent.
- J'interagis avec les autres membres de la communauté et j'aime être avec eux.
- Les membres de ma communauté partagent des expériences et des liens affectifs.
- Je ressens des liens forts avec les autres membres de ma communauté.
- Dans un groupe de membres de ma communauté, j'ai un réel sentiment d'appartenance.
- Je crois que mes actions contribuent positivement à l'avancement politique, économique et social de ma communauté.