

Law for Alberta's Multicultural Communities

Research Report

Centre for Public
Legal Education Alberta

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Human Rights
Education and
Multiculturalism
Fund

Law for Alberta’s Multicultural Communities: Research Project
A Project of the Centre for Public Legal Education (CPLEA)

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Law for Alberta's Multicultural Communities: Research Project A Project of the Centre for Public Legal Education (CPLA)

Introduction

The Centre for Public Legal Education (CPLA) received funding from the Alberta Human Rights Education and Multiculturalism Fund for the project *Law for Alberta's Multicultural Communities: Research Project* to undertake research to clarify the need for accessible legal information for multicultural groups in Alberta. The project looked at the information needs related to specific areas of civil law as identified in the *Alberta Human Rights Act*. Immigrants' information-seeking behaviours, including when and how information is accessed, were investigated, and recommendations on appropriate formats and sources are provided here.

Project activities were to:

- Conduct community consultations in English through both in-person and online fact finding.
- Identify which legal situations commonly faced by Alberta immigrants are in most urgent need of increased awareness and knowledge. This information has been gathered from service providers.
- Identify gaps in existing services/information and how best to present the information so that it fits with information-seeking and learning patterns. Such patterns can differ greatly between cultures and it is critical that learners' preferences be taken into consideration. Since these resources may be later translated, this process also considered factors that might make future translation more efficient and effective.
- Identify which formats are most effective. While many individuals may feel comfortable with technology, others may not be computer literate or may not have easy access to computers. Different individuals have different learning styles and the information should be presented in various formats to ensure maximum learning potential.
- Identify the locations and service points that are best used to reach this target audience

Project Advisory Committee

- Alberta Civil Liberties Research Centre
- Edmonton Immigrant Services Association
- Edmonton Mennonite Centre for Newcomers
- John Humphrey Centre for Peace and Human Rights
- Grande Prairie Centre for Newcomers

Introduction to the Findings

Findings have been gathered from a literature review, four focus group discussions with a total of 16 participants and one personal interview with Sushila Samy, a human rights researcher and educator for over 20 years. Each focus group participant completed a written questionnaire designed to gather demographic information.

Findings from the literature review and focus groups are discussed separately except the personal interview which has been incorporated into the focus group discussions. These findings are then consolidated into the Conclusion.

Literature Review

The initial step of this project was to survey the existing published relevant literature on:

- the information needs of the multicultural groups (immigrants and refugees) in Alberta relating to the provisions of the *Alberta Human Rights Act*;
- the information seeking behaviour of the multicultural groups;
- best practices of providing legal information to immigrants
- available public legal education resource materials on human rights in Alberta;

Findings from the literature review are to inform future development and distribution of resource materials for this target group.

Selection Parameters

This review is selective and not exhaustive. It includes published peer-reviewed research articles by academics, research reports by government departments, and Alberta human rights resource materials published by non-profit organizations and the government. These materials are either available in printed form or in full text on the web.

There is only one needs assessment report on the human rights education needs of immigrants and refugees in Alberta and a research report on Alberta human rights. Most of the literature selected is on the general information needs and information practices of immigrants. The materials reviewed are listed in Appendix A.

Note: Throughout this document, the term “immigrants” is used for both immigrants and refugees.

Findings

Information Needs and Information Practices of Immigrants

The ultimate goal of most immigrants is to be a functioning member of their new country, with a good lifestyle and the capacity to fully participate in their community. However, at the beginning of the settlement process attending to immediate needs takes first priority. These emergent needs are similar across all cultures. The four areas where newly landed immigrants particularly struggle to find information include investigating employment opportunities, accessing language courses, finding housing, and searching for information about health services (Statistics Canada, 2007). In a review of information dissemination to newcomers, Muttersbach (2010) confirms that significant time and effort are expended by immigrants in seeking and accessing information related to issues such as housing, employment, education, law and health care. These information

needs are further explored by Caidi and Allard (2008) who relate them to the four stages of settlement: Pre-migration, Immediate, Intermediate and Long Term.

These studies are consistent with another way of looking at information needs: instrumental and expressive needs. At the pre-immigration, immediate, and even intermediate stages of settlement, the immigrants engaged in instrumental activities to address specific needs such as employment. At the long term stage (and possibly the intermediate stage) immigrants may instead be seeking information to satisfy their expressive needs, which are needs about identity.

Savolainen (cited in Caidi, Allard & Quirke, 2010) distinguishes between orienting and practical information seeking in everyday contexts. Orienting is daily monitoring of information usually using media such as newspaper, television and Internet while practical information seeking is problem specific. Problem specific information tends to be situation or case specific to the information seeker. These two types of information-seeking behaviours are interrelated. In coming across information as part of orienting, individuals may end up helping to solve specific problems. However, because of such barriers as limited time and a lack of understanding how information is organized within the new country's cultural and social networks, the immigrants may not be able to use the information effectively.

Separate studies by Cuesta (1990), To (1995) and Flythe (2001) (cited in Caidi, Allard & Dechief, 2008), identify the different reading patterns of immigrants. Upon arrival, newcomers frequently read instructional materials such as materials on learning English, information about the local community, services and finding employment. After they are more adjusted, some may then read for enjoyment and for understanding the host country's culture. It is important to note that there is a strong relationship between information practices and identity building. As immigrants build their new lives learning the community networks - social, cultural and information - their information seeking habits and practices may change.

Muttersbach (2010) further identifies obstacles to accessing information including language, low levels of literacy, cultural differences, lack of awareness about available information resources and social isolation. She observes that certain groups of women and seniors may encounter additional challenges such as social isolation and different cultural expectations of roles and responsibilities.

Samy (2007) lists the organizations in Alberta that contribute to human rights education based on the result of her survey questionnaire. Her research, for the Alberta Association of Immigrant Serving Agencies, was designed to identify the need for human rights information and how to satisfy this information need.

Information Sources

Immigrants make use of multiple sources and pathways including social networks, formal sources (organizations), information and communication technologies (including the Internet) and ethnic media. They may start with information seeking, follow by using the information and, in communicating with others, share the information. Immigrants are more likely to first ask someone they trust when looking for information. (Caidi et al. 2010).

Some of the formal sources identified by Caidi et al. (2010):

- Friends and family
- Church, school and workplace
- Libraries, social services agencies
- Government agencies
- Employment centres, language training centres
- Ethno-cultural organizations,
- Settlement agencies, immigrant organizations (not ethnic or cultural specific)
- Mass media (particularly in languages other than English) such as newspaper, Internet, TV, Radio, telephone directory

Best Practices in Resource Development and Dissemination of Legal Information to Immigrants

For immigrants in general, Muttersbach (2010) mentions using a combination of different media and dissemination techniques including printed materials, audio visual products, ethnic media as well as interpersonal communication such as theatres, workshops, seminars, and telephone helplines.

Factors to consider in developing and disseminating materials are:

- Immediate relevance – materials need to be in the context of daily activities;
- Cultural diversity in terms of its context and dissemination strategy.

Trust is an important issue for immigrants in accessing information. Some immigrants distrust government and other authorities based on their experiences. Others may be from cultures where seeking help outside of their culture is unacceptable. There are organizations that are overcoming these cultural barriers by having direct involvement from the community leaders in distributing key information to new immigrants. In the case of human rights information, Dos Ramos, Kier, Koshan and McKay-Panos (1999) recommend the Alberta Human Rights Commission consult with organizations and individuals to offer assistance in addressing discrimination and human rights issues to increase awareness and access.

In her 2011 scoping review on immigrant youth, Mah concludes that any legal information materials and programs must have content that is realistic, factual, and practical and not intimidating or authoritative. It should be accessible at a familiar place - physical or virtual - where youth already go. Information can be delivered using social media as participatory platform to engage and inform by creating a shared experience: inviting dialogue, social interaction and participation. Through these means, knowledge can be transferred by continuously providing new, shareable content such as creating smartphone apps that allow individuals to discover and generate their own content rather than being passive recipients. This in turn can create forums for open dialogue to engage youth with leaders while also encouraging them to analyze and apply the information presented.

Sexsmith (2010) comments that the Internet is usually used after getting information from friends or community leaders and may be used to reinforce what friends or service providers have said. It is also useful for locating current information such as news items. Sexsmith also mentions the importance of “positive redundancy” whereby information is provided several times, in several formats or through several means, to ensure there have been no misinterpretations, and that maximal absorption of information and thorough understanding of concepts presented has taken place.

Focus Group Discussions

Introduction

Four focus groups with a total of 16 participants were conducted to gather information to inform this project. These focus groups were organized by four of the project's partner organizations: Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, Grande Prairie Centre for Newcomers and John Humphrey Centre for Peace and Human Rights. Three focus groups met face-to-face while the group in Grande Prairie was conducted via Skype.

Participants of these focus groups were mainly staff of three immigrant serving agencies with the exception of the John Humphrey Centre. The focus group organized by John Humphrey Centre consisted of seven young people, two were staff of the Centre and the other five were volunteers. All the focus group participants have post secondary education. Of the total 16 participants, three of them have a Masters Degree and twelve of them have a Bachelors Degree or equivalent. Three were born in Canada, one has been in Canada for less than one year, four have been in Canada for up to three years and seven have been in Canada up to five years and more. All have good command of English.

All participants were asked to complete a written consent form (Appendix B). They also completed a short written survey (Appendix C) prior to the discussion. The discussion questions are listed in Appendix D.

Findings

Information Needs - Human Rights

- Generally, immigrants have many immediate information needs. The reality is that they will not be seeking human rights information nor do they typically have the interest and energy to learn about the subject until they have encountered a problem or they have been told about the topic.

"I never went out of my way to seek info. Assume that Canada is similar to England. I only look at my rights when I went through an employment issue. I did not look at Human Rights information since."

"Refugees bring their experience and need from their own country. In their home country, there is no protection. So the first thing they want is safety and protection in their house... then second is right to education, employment, housing, tenant rights and responsibilities."

“When or before they apply for employment, then human rights information is important.”

- In some cases, human rights information is sought for or given as part of job-related training.

“I didn’t look into human rights until I started working. ... I learned that the details are crucial.”

“I learned human rights [information]...from one component of the AAISA settlement worker certification training programs.”

“...First heard of human rights in the mid to late 80s as an employment counsellor at Employment Readiness session. Alberta Human Rights came to speak....”

- In general, when new immigrants report that when they hear the phrase “human rights” they think of issues such as the right to clean water and not of instances of discrimination.

“...Canada is one of the most humanitarian country. Compared to where we come from, this seems like golden. So we do not think about human rights.”

- The top three priorities identified for human rights information were: discrimination in employment practices, harassment, and discrimination in renting (tenancy);
- There is an assumption that the protection of human rights is all included under one piece of legislation, the *Canadian Human Rights Act*. This misconception stems from a lack of understanding of the Canadian legal system.

“I assume that Alberta Human Rights is the same as Canadian Human Rights. I assumed that Alberta Human Rights Commission is part of the federal commission. I did not understand they each had specific legislation. It wasn’t until people are coming to me, then I had to learn and applied the knowledge.”

- Human rights and other legal questions are not thought of as discrete issues. Rather they are part of a broader context such as looking for work or being served in a restaurant.

Information Sources

- Friends, co-workers
- News on TV and radio
- Community leaders. As leaders are well-respected, immigrants believe them.
- English classes
- Google
- Library
- Employment and professional bridging classes
- Settlement workers after they have encountered a problem

How should Human Rights information be given?

- Legal information on human rights is abstract to most immigrants and its relevance may not be immediately understood.

“People think of human rights as basic rights such as right to clean water.”

- For educational purposes, human rights information should be delivered in context, such as through case scenarios.

“When talking about employment, bring up human rights as it relates to employment.”

- Settlement presentations such as “Pathway to Permanent Residency” could incorporate information about human rights.

“If you offer a session on human rights, nobody will come.”

- Training approaches should include information that will support immigrants in overcoming their fears and helping them to realize that they can speak up for themselves.

- Information needs to be given more than once and at different stages of their settlement.

“Maybe newcomers should first get a pamphlet on human rights, then come to our office to attend a workshop, then they will be able to ask questions.”

“Before coming to Canada, they should be informed before they face their problem. They should be aware of their rights.”

- When immigrants seek help from settlement workers, it is usually after they have encountered discrimination or believe they have been discriminated against.

“After they have been discriminated and came to us, we have to first cool them down to make them strong. Sometimes it is sensing, listening, counselling. We try to help them overcome fear. We tell them what to do and give referral.”

- Although human rights education is included in the Alberta Social Studies curriculum, it does not include the Alberta human rights legislation. The Alberta Act should be incorporated into the school curriculum.
- Providing human rights information to newly landed immigrants may not be the best use of resources due to competing priorities at that stage of settlement.

“When you first landed isn’t the best time for info. There is too much information that you need at that time. Maybe it should be when you get your SIN. Human rights information related to employment should be given. So it is in context.”

Barriers to taking action even with information

- The system is seen to be very bureaucratic and slow.

“If the immigrants know how to navigate the system, they may not be fearful to take action.”

“The outcome seems to be not always favourable for the client. It seems to be siding with the employers or the police.”

- Actions may not be taken even if the immigrant knows about human rights.

“Sometimes depending on the cultural background, even though the victims know that their human rights are being violated, they are not prepared to complaint. For example, xxx are very subservient and re-paying the debt of gratitude is very important, they will take the harassment or other forms of discrimination because they feel that they are indebted to their employers for hiring them. Other times, it is because the person needs a job. So they hanged in there until they find another job.”

- Identified barriers to action included language, cultural background and experience.

“Many immigrated from autocratic system. They are afraid to complain.”

Preferred Format and Ways of Presenting Human Rights Information

There was a range of preferred formats and methods of presenting information mentioned during the group discussions. The variations appear to be based on the age and experiences of the participants. Younger participants appeared to favour social media. Only formats that have been mentioned more than once in each group are included in this section.

- On a website that is easy to access and navigate
- Posters about employment rights or tenancy rights on buses
“It is great we can work out the media format. But difficult to work out how to get info to people. Tricky to find out how to reach everyone. Maybe have posters on the metro.”
- Social media
“Keep it simple. Using lots of visuals in less than 5 min. segments. If you need to show terminology, use Google terms.”

“...using different languages...”
- Materials with visuals and motions that are in real-life contexts (for example, videos). There was disagreement on where and how to have the videos accessible. Some preferred YouTube while others preferred DVD.

“Well written, well produced videos can visually give more examples and let them see it more. I think text has died on paper. Internet has branched out and then shrunk down to social media. Video needs to be engaging and don’t have people going through pages of text.”

“Segments into parts. Chunk into segments so people get what they want. Always have a summary: short, simple, succinct. Also info in context.”

“On video, put link “to know more... call or go to...”

“The term “human rights” is too broad. Use terms such as ‘know your rights within employment contracts’.”
- Wallet card with list of places people can go to.
- Face-to-face interaction where answers are specific to the situation.

“9 out of 10 people come to talk to me rather have information mailed to them. One-on-one gives feeling of caring. Knowledgeable people give you realistic expectations.”

“They want customized answer.”

- Presentations in places where immigrant communities are, such as mosques.

Incidents of discrimination

The participants cited incidents of discrimination but emphasized that discrimination is not easy to prove and so they tend to not take any action.

- An immigrant working in janitorial services had an accident. He asked his boss to look at the benefits that he may access. His boss told him that he is new and is not entitled to any benefits. The boss even said you cannot apply for WCB. He approached staff of an immigrant serving agency who told him to call WCB and in the end he received WCB.
- A refugee claimant was applying as a tenant. When she showed her Social Insurance Number, which started with the number 9, she was told that the place has been rented. Note: SINs starting with “9” are issued to temporary workers who are neither Canadian citizens or permanent residents.
- An immigrant went to work outside Grande Prairie. He went into a restaurant. After 30 minutes, he was not served. Another non-immigrant came in after him and was served immediately.

“I don’t know. This (discrimination) is a grey area. My employer let me go for lack of work. But it became obvious to me that he didn’t want to sponsor me. I supposed I was discriminated because I was a Temporary Foreign Worker.”

“One time, my rental damage deposit was not refunded even though I left the place in the same shape as when we moved in. I read the Residential Tenancies Act and went to see the landlord the next day. Once I told the landlord that I could drag him to court, he paid back the money. Looking back, I now think it is discrimination. He said, “people from your community broke the floor.” But I didn’t. Most of the time, immigrants do not fight back. “

“One of my clients was discriminated because of his colour. He is a Canadian citizen and works in the oil rig. During office get together, if he takes a piece of pizza from a whole pizza, nobody will touch that pizza afterwards. ”

“In my ethnic community, there is a family with three daughters. Two of the daughters have an African last name and one has a Canadian last name as her father. When all 3 were looking for work, the one with the Canadian last name got a job immediately. But the other two had a hard time getting jobs. After many tries, one daughter changed her last name to a Canadian last name. After that, she applied and got a job. The third daughter who still has an African last name still could not get a job.”

“Racism is more about the colour of their skin. The non-immigrant don’t know what to do with immigrants. So they blame the immigrants. My friends and other students who were studying at the Grande Prairie College ended up going to Calgary where they are being treated more equally.”

Youth as Information Broker for Parents

In the case of immigrants who have limited English, many participants mentioned their concerns about children being the information broker for their parents.

- Having their children interpret put the parents in an awkward position.
- There may be misrepresentation or misinterpretation because of limited practical and technical knowledge.
- There is a need to inform the children so they will not be giving their parents the wrong information.

“Information for youth should be something fun. So they can get into it in non-school setting.”

“Use video games.”

“Start with their rights first. Kids know they have rights but aren’t given languages to talk. Start with what they can relate to and then branch off. They know more than what they get credit for.”

Written Survey Results

As part of the Focus Group Discussion, the participants in each of the focus groups were asked to complete a two page survey. See Appendix C.

Results: A total of 16 participants completed the survey.

1. Educational background : 12 participants with a Bachelor degree or equivalent, three participants with a Masters degree and one with post secondary education, including certification
2. Length of stay in Canada: one has less than one year, four have up to three years, seven have up to five or more years and four were Canadian born
3. 14 answered that it is very important to know about human rights and two answered important
4. When asked “Did you receive human rights information”, nine said “Yes”; five said “No” and one said “I don’t remember”
5. In terms of having experienced discrimination, 11 answered “Yes”, three “No” and two “Not sure”
6. Google (i.e. Internet search) is the top way that the participants get human rights information, followed by talking to a staff of an immigrant serving agency.
7. The most important areas of need identified for human rights information are (in the order of priority): discrimination in employment practices, harassment, and discrimination in renting (tenancy)
8. Preferred formats of materials on human rights are (in the order of highest ranking) : YouTube videos, podcasts, and print materials.

Conclusion

- Findings from the literature review are generally consistent with the findings of the focus group discussions and the interview on the general information needs of immigrants and how immigrants access information.
- There is a need to create awareness about human rights laws in Canada and the difference between federal and provincial (i.e. Alberta) laws.
- The top three human rights issues are: discrimination in employment practices, harassment, and discrimination in renting.
- Looking at the immigrants' information needs at different stages of settlement provides a framework for designing and disseminating information. The four stages of settlement are: pre-immigration, immediate, intermediate and long term.
- The immediate information need for immigrants during the immediate stage of settlement does not include human rights unless it is in the context of employment and housing.
- The needs of the immigrants who are at the same stages of settlement may be similar but their information seeking practices and their English language proficiency level may not be the same. Having information set in the context of everyday activities and in a variety of formats could address the difference.
- Human rights information needs to be given more than once and at different stages of settlement. This was mentioned at the focus group discussion and is referred to as "positive redundancy" in the literature.
- The key information source is the intermediary (also described in the literature as 'gatekeeper'). These intermediaries include community leaders, settlement practitioners, service providers and librarians.
- There are very few published research reports on the use of the Internet for public legal information, including human rights information.
- Resource materials need to incorporate visuals that are both interesting and relevant to the situation. Using cases or scenarios in simple English will enhance their understanding. A good example is the publication, *Human Rights in Alberta: A Plain Language Publication*. This publication is available at the Alberta Human Rights Commission website.

- In many countries, citizens do not have rights and may not have the conceptual framework about rights for them to want to learn and to take action, if necessary. A very important element of any human rights training program is to help immigrants overcome their fear of government and other institutions by providing information.
- Cultural diversity is an important factor in the design and dissemination strategy of legal information for the immigrant/multicultural communities.
- *Human Rights in Alberta: A Plain Language Publication*, available at the Alberta Human Rights Commission website, is not commonly known to the immigrant community.
- Human rights information is essential for small business owners, especially those who may be immigrants themselves.
- Understanding human rights issues is important for all community members not just the immigrant/multicultural communities.
- Human rights training for service providers will assist them in their work and in providing information to immigrants seeking help from them.
- Human rights training, formal and informal, is essential for community leaders so accurate information is provided to the community members.

Recommendations

- Promote the Alberta Human Rights Commission's *Human Rights in Alberta: A Plain Language Publication* as a key document for immigrants.
- Continue to promote the Alberta Human Rights educational training workshops.
- Develop resource materials on human rights for immigrants in Alberta with consideration to these elements:
 - The concept of human rights does not exist in isolation, there are always cultural, contextual and situational issues, using a holistic approach could make the materials more relevant.
 - The three stages of information processing: awareness, understanding and action. **Raise awareness** about the fact that discrimination is not acceptable. The *Alberta Human Rights Act* protects people from being discriminated against. **Develop understanding** of the grounds and protected areas as they relate to everyday life and what to do when discrimination has occurred. **Take Action** is the final and the hardest step. Designing resource material for specific stages helps determine the message, the length and the format.
 - The information needs of immigrants at the different stages of settlement, i.e. pre-immigration, immediate, intermediate and long term.
 - Human rights as it relates to the immigrants' daily activities such as receiving services, being an employee.
- Develop and produce resource materials for the immigrant community
 - Develop short graphic materials to create awareness about human rights in Alberta differentiating it from the Canadian human rights legislation.
 - Develop a coordinated dissemination strategy for the short graphic materials which includes social media and posters (both print and digital).
 - Develop short messages which include where to get more information. These materials could be in the form of digital wallet card or print wallet card.
 - As much as possible, use case scenarios to illustrate the five different protected areas with photos and visuals.
 - Create materials to develop functional knowledge, i.e. knowledge for problem solving. These materials can be used as follow up information

by intermediaries when immigrants approach them for help. Promote these materials to immigrants and intermediaries.

- Create a series of short videos that are less than 5 minutes in length. Each video will have a specific purpose, e.g. creating general awareness or developing understanding of one protected area. These videos may be posted on the web or used in presentations.
 - Create apps to create awareness and to inform immigrants about the human rights issues protected by Alberta human rights.
- Create resource materials and tools for immigrant youth
 - Create interactive apps for immigrant youth to get information, share experiences and generate new knowledge.
 - Use web. 2.0 to create resource materials.
 - Take a coordinated dissemination strategy or create a library of all the available resource materials on Alberta human rights.
 - Have human rights information in a variety of formats within easy access so immigrants will see or hear the information repeatedly. This could have an impact on their thinking and could be referred to when needed.
 - Provide training to service providers (settlement workers, government employee, Human Resource personnel) who work with immigrant and community leaders both formally and informally.
 - When designing training or presentations, incorporate scenarios to help participants overcome fear of people with power and to develop a basic understanding of the concept of rights.
 - Include a self-assessment activity for participants to see if they have discriminated against other people and/or they have been discriminated against.
 - Provide information and training to small business owners. For new small business owners, information could be provided upon application of license or registration or name.
 - Provide information to landlords through websites in addition to that of Service Alberta such as the Laws for Landlords and Tenants in Alberta. (www.landlordandtenant.org)

Appendix A

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Appendix B

Law for Alberta's Multicultural Communities: A Research Project (LAMC)
A Project of the Centre for Public Legal Education Alberta
Participant Written Consent Form
Focus Group Discussion

I understand that by taking part in this LAMC focus group meeting, I am giving my consent to be a participant and my comments may be recorded in audio and/or printed format. My role includes providing feedback on questions relating to the information needs of multicultural communities in specific areas of law as identified in the *Alberta Human Rights Act*. I am committed to participate in a two to three hour session.

I understand that I have the right:

- To not participate;
- To opt out at any time without giving a reason and with no consequences;
- To have any data that might be personally assignable to me withdrawn from the data analysis process up until September 1, 2013;
- To access any results of the study that will be made public.

Also, I understand that information from the discussions will not be attributable to me or my organization in any direct way. All information remains confidential and secure.

If you are willing to participate in the testing, please sign this consent form in the space provided below and return to the evaluator.

If you have any questions about the project, please contact the Dr. Diane Rhyason, Executive Director, Centre for Public Legal Education Alberta, Edmonton, AB, telephone: 780-451-5285 or email: Diane.Rhyason@cplea.ca

Thank you for your participation.

I, (please print) _____, give
permission to Dr. Rhyason to include my comments from the session in the reports.

Signature

Date

Appendix C

Law for Alberta's Multicultural Communities: Research Project Focus Group – Written Survey

1. Is it important for immigrants and refugees to know about human rights?
- Very important
 - Important
 - I don't know

2. Did you receive human rights information?
- Yes
 - No
 - I don't remember

3. Did you ever experience discrimination?
- Yes
 - No
 - Not sure, please explain
-

4. How do you go about getting human rights information that you need?
Please choose the top two.
- Ask a friend or "leader" in the community
 - Talk to staff of an immigrant serving agency
 - Look for information in the library
 - Google, i.e. search the Web
 - Attend a presentation
 - Other, Please specify
-

5. What is the most important area of human rights information? Please rank them in the order of importance with #1 being the most important.

Rank	Human Rights Information
	Discrimination in employment practices
	Harassment
	Discrimination in renting (tenancy)
	Discrimination relating to memberships in organizations such as trade unions, professional organizations
	Discrimination in publications
	Discrimination in providing services

6. What is the format that you prefer to have the human rights information in?

Please rank the following in the order of your preference, # 1 being your first choice.

Rank	Format
	Printed Material such as booklets, pamphlet
	Print Materials or media files on websites
	YouTube videos, Podcasts
	DVD
	Posters
	Messages via social media
	Other, Please specify

7. How long have you been in Canada?

- Less than one year
 - Up to 3 years
 - Up to 5 years and more
 - Does not apply
- Comment
-

8. What is your highest level of education?

- Less than high school
- post-secondary education including certification
- Bachelor Degree or equivalent
- Degree in medicine, dentistry, veterinary medicine or optometry
- Master Degree
- Doctorate Degree

9. What is your gender?

- Female
- Male

Appendix D

Law for Alberta's Multicultural Communities: A Research Project Focus Group – Questions

These questions will guide the discussion but they will not necessarily be used in sequence as presented.

Information Gathering - How and Where

1. How did you first hear about Human Rights legislation in Alberta?
2. When and how should human rights information be given to immigrants?
3. What is the first thing you do or who do you go to when you have a question about Canadian law, health or social services?
4. Have you experienced discrimination? How did you deal with it?
5. Do you think immigrants recognize when they have been discriminated? If not, how can we raise their awareness?
6. Have you been approached by clients, friends or relatives on discrimination and/or human rights issues? How did you help them? Who did you refer them to?
7. Do you know your rights and responsibilities in Canada? How did you learn about them?

Information

8. What are the discrimination issues that you have or were brought to your attention?
9. When you first arrived, what is most urgent legal information that you want to know?

Existing Materials and Preferred Format

10. What materials on human rights have you used?
11. If you have a choice as to the format of the materials, which format do you prefer to use?

Youth

12. What do you see as the role of youth/children in helping their parents with human rights issues?
13. How could we go about helping them learn about human rights?