

Effectively Communicating Legal Information to Newcomers in Saskatchewan

Evaluation Report

October 2023



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Executive Summary

The Centre for Research, Evaluation, and Action Towards Equal Justice (CREATE Justice) contracted the Canadian Hub for Applied and Social Research (CHASR) to conduct an evaluation that would examine which formats of legal information are most effective for newcomers in Saskatchewan. In addition to planning the evaluation, three phases were completed to meet project objectives.

Evaluation Preparation

CHASR connected with seven service providers (across three organizations) who did, or had done, work with newcomers in Saskatchewan to ask for assistance with participant recruitment, feedback on the evaluation plan, and identifying some of the key barriers faced by newcomers in terms of legal information. The following resulted from these meetings:

1. Focus the evaluation on a subset of newcomers: It is too broad to condense newcomers into one group for a project about information resources. Some newcomers have higher English abilities and computer proficiencies, while others have lower. It is important to decide who to focus the evaluation on.
 - The research/evaluation team decided to focus on newcomers in Saskatchewan who had the English language and online navigation skills to participate in the planned evaluation activities. This decision was based on government interest in translating legal information online, as well as time and budget constraints. The hope is that more evaluation work will be conducted with other groups of newcomers.
2. Be thoughtful about the formats chosen to present information: Engage with newcomers through legal information formats that are culturally sensitive.
 - This supported the team's decision to speak with newcomers before developing informational resources.
3. Offer the survey in multiple languages: Surveys with newcomers tend to perform better when there are language options. At the minimum English and French should be offered.
 - CHASR was not able to offer translated data collection materials due to project time and budget constraints. This should be considered in future evaluation work.
4. Consider language level of the information materials: Aim for a Grade 5-6 level of language when creating data collection materials.
 - CHASR used an online tool to test word difficulty in the data collection materials and multiple individuals reviewed the materials before they were finalized.
5. There is a need for accessible legal information amongst newcomer populations: Sometimes there are misunderstandings when people from different countries have different norms about what behavior is allowed and not allowed. Further, there is sometimes mistrust in legal authorities. Some of the common topics newcomers have asked questions about include driver's licenses, consumer problems, contractor problems, debt collection matters, and introductory information about Canadian law.

Phase 1: Needs Assessment

CHASR hosted a 1.5-hour virtual focus group with eight self-identified newcomers, who were 18 years of age or older and reported living in Saskatchewan. The focus group was conducted to prepare for the development of legal information materials that would be tested for effectiveness. The objective was to

determine a) a suitable topic to focus the information resources on, b) three formats of presenting the information, and c) ways to make the resources useful and accessible.

Some participants listed legal topics that they had already learned about since coming to Saskatchewan, including activism, police brutality, 2SLGBTQ+ individuals, workplace laws, insurance, renting, and mortgage. Knowledge about these topics varied by participant and certain topics were not relevant to them. Some participants also shared legal topics that they personally wanted to know more about, such as family laws, workplace laws, rights when being stopped by police, and laws in general. Laws around renting, healthcare, and family, as well as laws in general, were identified by some participants as legal topics that are important for newcomers in Saskatchewan to learn about. These findings demonstrate the diverse informational needs of participants.

To explore newcomers' information presentation preferences and needs, CHASR showed participants examples of 10 different online formats of legal information, including:

- A flowchart
- A checklist
- Written materials (long)
- Plain language information (short)
- A worksheet
- A cartoon
- A workbook with step-by-step instructions
- An interactive, staged website
- A video
- An audio file

Most participants reported liking the flowchart and the video. They favored the flowchart because they thought it was concise, yet informative, presented information clearly, and was user-friendly. Participants enjoyed the video due to personal learning preferences, because they thought videos could help with understanding, and because videos are potentially an accessible option for newcomers with varying levels of English. Participants also discussed their preferences for mixing formats, which may help with language barriers and overall clarity.

Participants made recommendations to help make legal information resources useful and accessible to newcomers:

- Make the resources colorful
- Make use of visuals when possible (e.g., to represent what the content is saying)
- Use a larger font size
- Emphasize important words
- Add contact information to the resource
- Use plain, clear language at a lower level of English
- If there is someone speaking on a video, make the person's mouth visible

Phase 2: Development of Online Legal Resources

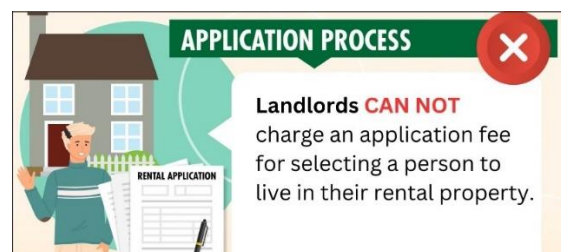
Based on the findings of Phase 1, and discussions with relevant stakeholders in the project, project partners made decisions about what legal topic to focus the resources on, and what formats to test for effectiveness in an experimental survey. Due to a small sample size in the focus group, and multiple participants joining the focus group late, no legal topic emerged as one in which there were the greatest knowledge gaps, or one that most participants wanted to know more about. The project team decided to focus on renting rights and responsibilities, since housing is a top area of need identified in the (forthcoming) study on *Legal needs in Saskatchewan, 2023* and the Saskatchewan-specific data from the *Canadian Legal Problems Survey, 2021*. The project team decided to develop materials in formats similar to those recommended in the needs assessment: a picture (i.e., infographic), a video, and a plain language summary.

CREATE contracted a graphic designer, Scott Mushens, to design the materials, based on legal information compiled by a Ministry of Justice lawyer from the project team, which included identical information that differed in presentation of information. See below for one screenshot from each resource:

Picture/Infographic



Video



Plain language summary

Renting a place to live in Saskatchewan? Know your Rights!

APPLICATION PROCESS

When you are applying to rent a place the landlord **CAN NOT** charge an application fee for selecting a person to live in their rental property.

A landlord **CAN** ask you for references. For instance, they might ask for the name of your employer.

Landlords **CAN** make reasonable rules which include rules about pets and smoking. They **CAN** also set the maximum number of people who can live in the rental property. These rules could affect whether the place is right for you. You may want to talk to other renters from the same building to find out if they have had any problems.

Tenants **SHOULD** view the property before signing a rental agreement.

SECURITY DEPOSIT

A landlord **CAN** require you to pay a security deposit that is no more than one month's rent. This is money you pay up-front that the landlord keeps until you move out. Landlords **CAN** only ask for a security deposit when you start to rent the place, however they can only require half of the security deposit up front. The other half must then be paid within two months.

Phase 3: Process and Outcome Evaluation

CHASR launched an experimental survey to evaluate the effectiveness of the developed legal information resources about renting rights and responsibilities in Saskatchewan. Participants needed to identify as newcomers living in Saskatchewan aged 18 years or older to participate in the survey. The survey included baseline questions about participants' knowledge and understanding about renting rights and responsibilities, and their perceived need for such information when newcomers arrive in Canada. The survey was designed to randomly assign participants to receive one format of the legal resource. Post-resource questions centered on satisfaction with the resource, perceived helpfulness of the resource, and post-resource knowledge/understanding about renting rights and responsibilities. CHASR designed the survey to assess program assumptions and short-term outcomes in the evaluation matrix (see [Appendix A](#)), effectiveness of the resources, and demographic differences.

The overall sample included 104 respondents, divided into the three conditions (31 picture, 37 video, 36 plain language summary). The overall sample represented the following demographics:

- Age: 18 – 56 years (average = 33 years)
- Ethnicity: Black (53.0%), South Asian (26.0%), White (7.0%), Southeast Asian (6.0%), Latin American (3.0%), East Asian (2.0%), Middle Eastern (2.0%), another ethnicity (1.0%).
- Origin Country: Nigeria (44.0%), India (12.0%), Bangladesh (12.0%), Pakistan (5.0%), Philippines (5.0%), another country (22.0%).
- Length of time living in Canada: Less than 5 years (90.0%), 5- 10 years (8.0%), 10 years or longer (2.0%).
- Area in Saskatchewan: Urban (91.0%), Rural (9.0%)
- First language: Not English (53.9%), English (46.1%)
- Level of English reading skills: Advanced (83.5%), Intermediate or Basic (16.5%)
- Level of English writing skills: Advanced (79.2%), Intermediate or Basic (20.8%)
- Level of Education: At least some university education (80.4%), no university education (19.6%)

Analysis provided evidence of program assumptions. Factors that were hypothesized to influence how much newcomers learned about renting properties were shown to be significantly related:

1. The more that respondents reported understanding what the resource was saying, the more they reported learning.
2. The more participants believed the information was true/accurate, the more they reported learning.
3. The more respondents viewed the resource as helpful, the more they reported learning.
4. The more respondents liked the resource, the more they reported learning.

Short-term outcomes were also met to varying degrees in the survey sample:

1. In the overall sample, there was a significant pre-resource to post-resource increase in test scores (68% - 79%), demonstrating that reviewing the resource led to increased knowledge about renting properties.
2. There was a significant improvement in self-reported understanding of renting rights and responsibilities, in which the median score changed from “mostly understand” to “clearly understand.”
3. After viewing the resource, over 75% of respondents in each condition reported that they had improved understanding of the following topics: a) overall rights and responsibilities of tenants, b) the application process, c) security deposits, d) the moving in process, e) property maintenance responsibilities, f) property access, g) the moving out process, and h) where to go with questions about renting rights and responsibilities.
4. Almost all participants in each group felt that they could explain all or most of the information in the resource to others (Picture Group – 90.4%; Video Group – 97.2%; and Summary Group – 94.4%).
5. After reviewing the resource, over half of participants in each group indicated that they would be willing to seek more information about renting properties (Picture Group – 58.1%; Video Group – 63.9%; and Summary Group – 52.8%).

CHASR compared experimental groups on multiple variables to determine which information format was more effective at conveying information. There were no significant differences in the amount experimental groups learned, nor on other dimensions of effectiveness:

1. There were no significant differences between experimental groups in the extent to which respondents gained knowledge about renting rights and responsibilities.
2. There were no significant differences on post-resource, self-reported understanding of renting rights and responsibilities.
3. There were no experimental group differences on self-reported knowledge gain on various property rental topics.
4. There were no significant group differences that resulted on helpfulness of the resource (to the self and to other newcomers), understandability of the resource, ability to explain the resource to others, and difficulty of the resource.

This suggests that, for the survey sample, the content of the resources mattered more than the format in which the content was communicated.

Finally, analysis revealed some significant demographic differences. Some differences were found based on how long respondents lived in Canada. For example, the longer the respondents lived in Canada, the less self-reported difficulty they had with the resource. Other differences were found based on English reading and writing abilities. Those who reported higher abilities were more likely to self-report having a better understanding. Education played a role in knowledge gain; those who completed any level of university reported greater understanding about renting rights and responsibilities than those who had not completed university.

Recommendations and Future Directions

CHASR made multiple recommendations based on the evaluation data to help develop and improve online legal information resources, so that they best meet the needs of newcomers in Saskatchewan. Most suggestions are to ensure accessibility and usefulness of newly developed resources, such as mixing formats, offering resources in multiple languages, and facilitating resource clarity by implementing newcomers' recommendations. It may also be helpful to create longer and shorter versions of resources to accommodate the diverse needs of newcomers who may access the materials.

A number of future directions are suggested. For example, it would be beneficial to conduct a more comprehensive needs assessment to determine which legal topics to prioritize and how to make resources as accessible as possible. Including newcomers in the development of materials is also important, as their perceptions of the resources influence the extent to which knowledge is gained. It would be useful to test the effectiveness of other formats of legal information, conduct user-testing once there is a website that hosts the resources, and provide data collection materials in multiple languages. Continued evaluation will help provide materials that are relevant and beneficial to newcomers in Saskatchewan.

1. Introduction

The Centre for Research, Evaluation, and Action Towards Equal Justice (CREATE Justice) is an action-oriented access to justice research centre at the College of Law, University of Saskatchewan that is working on transforming legal and justice services and the removal of systemic barriers to justice. The present evaluation focused on their project funded by the McLachlin Fund entitled *Improving Communication of Legal Information*. In collaboration with the Government of Saskatchewan Ministry of Justice and Attorney General, CREATE Justice aimed to shed light on the best ways to communicate legal information and processes to different demographic groups. The focus of this project was on communicating legal information to newcomers in Saskatchewan.

CREATE Justice contracted the Canadian Hub for Applied and Social Research (CHASR) to conduct an evaluation that would examine which formats of legal information are most effective and impactful for newcomers in Saskatchewan. This report documents the evaluation approach, activities, and findings, and outlines recommendations and future directions.

1.1 Evaluation Overview

A brief needs assessment was completed, followed by a combined process and outcome evaluation, to address several questions outlined in the evaluation matrix (see [Appendix A](#)). Three phases were completed to meet project objectives. **Phase 1** was conducted to assess the legal information needs of newcomers in Saskatchewan. Key questions included: What legal information knowledge gaps exist? What legal topics do newcomers want to know more about? What format of communicating legal information is preferred? What can be done to make legal information resources accessible and useful? In **Phase 2**, the project advisory committee reviewed the findings of the needs assessment to inform the development of three legal information resources on the same topic, but in different formats. Once a topic and three formats were chosen, graphic designer, Scott Mushens, was contracted to design the resources, based on legal information compiled by a Ministry of Justice lawyer from the project team. The purpose of **Phase 3** was to test the effectiveness of the developed resources and determine how they could be improved.

As outlined in the evaluation matrix in [Appendix A](#), three evaluation methods were used: Key informant meetings/interviews, a focus group, and an experimental survey. The subsections below detail the purpose of each method, recruitment strategies, and procedures.

a) Meetings with Key Informants (Evaluation Preparation)

Initially, CHASR planned to connect with a small number of newcomer agencies in Saskatchewan to inquire about their interest in assisting with recruitment for data collection. CHASR reached out to three non-profit organizations (two in Saskatoon, one in Regina), and received a response from one of the organizations. In January 2023, CHASR met with two representatives from the newcomer agency. CHASR provided an overview of the project, and asked if the organization would be willing to distribute recruitment posters and invitations. The newcomer agency representatives provided feedback on the evaluation plan, including advice about the newcomer population we were targeting, the methods we had planned, and recruitment for data collection. The advice is summarized here from the meeting minutes:

- It is too broad to condense newcomers into one group. There are very high functioning newcomers who speak English well, are in Saskatchewan on a work permit, and understand technology. On the other hand, there are newcomers who are more vulnerable, such as refugees, who may speak little to no English and have little to no computer literacy. Therefore, it is important to make a decision about which group to focus on.
- If CHASR collected data from more vulnerable newcomers, then using a recruitment poster with an email to contact CHASR, and completing a subsequent Doodle poll, would not be suitable. There are major computer literacy barriers and language barriers.
- If CHASR collected data from more vulnerable newcomers, it would be better for newcomer agencies to spread the word to their clients. For the focus group, it would be best to have a set date/time, rather than coordinating a date/time as newcomers became interested in participating.
- It is advisable to have translators/interpreters present for focus groups to mitigate language barriers.

The newcomer agency representatives also relayed that it could be helpful to focus the legal information resources in Phase 2 on workplace rights and responsibilities, as newcomers with lower levels of English are often taken advantage of and told false information by employers.

Based on these discussions, the project partners met with CHASR to decide which group of newcomers to focus on. We decided to focus the evaluation on newcomers in Saskatchewan who had the English language and online navigation skills to participate in the evaluation activities. Two main factors contributed to this decision. First, governments are currently focused on developing online legal information resources. Because government is a key stakeholder, it was important to determine how to best format *online* materials to suit the needs of *some* newcomers. The second reason was time and budget constraints of the project. Our hope was that future evaluative work would be done with different groups of newcomers in the future.

While collecting data from key informants was not a planned part of the evaluation, it was clear that speaking with individuals from relevant community organizations was important for: a) conducting the evaluation in an appropriate, efficient manner, and b) gaining insight about potentially important legal topics to focus on, and formats for presenting the legal information.

In February 2023, project partners and CHASR met with an individual from the Saskatchewan Association of Immigrant Settlement and Integration Agencies (SAISIA).¹ The purpose of the meeting was to inquire about how SAISIA could assist with recruiting newcomers from across the province to participate in the evaluation activities. As recorded in the meeting minutes, the SAISIA representative provided three main points to keep in mind as the evaluation was being planned:

- Newcomers have diverse needs (they may be victims of war conflict, international students, here for a job, etc.).
- Confrontation with the law can be terrifying for newcomers.

¹ SAISIA is “a non-profit umbrella organization for settlement and integration agencies in Saskatchewan.” (<https://saisia.ca/about-us/who-we-are.html>)

- Legal information formats must be culturally sensitive.

These thoughts reinforced the team’s decision to conduct a brief needs assessment before developing resources.

CHASR connected with another SAISIA employee to plan recruitment strategies. CHASR provided an overview of the project, and asked about challenges that may arise when recruiting newcomers across the province. The following insights were shared:

- The extent to which newcomer agencies are willing to help with recruitment will depend on their capacity and interest in research. Some agencies are small, so might be too busy. However, they may be excited to help with the project.
- It is strongly advisable to offer the survey in multiple languages. Surveys with newcomers tend to perform better when there are language options. At the minimum English and French should be offered.
- Aim for a Grade 5-6 level of language when creating data collection materials.

Though CHASR was unable to offer translated data collection materials due to time and budget constraints, multiple people reviewed the materials before they were finalized and an online tool was used to test language difficulty of the data collection materials.² The SAISIA employee also reviewed a drafted recruitment poster and made recommendations regarding accessible language and format of the poster.

Lastly, CHASR reached out to an organization that had developed legal information resources for newcomers in the past. The intent was to draw on their employees’ expertise on the need for such information, and insights about what legal topics and resource formats to focus on. A meeting guide was developed with a set list of questions (see [Appendix B](#)). In February 2023, three of the organization’s employees joined the virtual meeting. Meeting minutes were taken to record important responses.

One individual spoke about the need for newcomers to know how the legal system operates in Saskatchewan. They noted that misunderstandings may occur in legal settings, for example, due to varying norms in different countries that newcomers grew up in. Additionally, there is sometimes mistrust of authorities and fear of them.

The meeting attendees also shared common topics of legal information that newcomers ask questions about. These topics included driver’s licenses, consumer problems, contractor problems, debt collection matters, and introductory information about Canadian law. They mentioned that the topics chosen for the legal information materials were made in consultation with newcomer agencies. Thus, the topics of their materials shed light on newcomers’ legal information needs.

In terms of the formats of legal information that newcomers might prefer, the meeting attendees were uncertain. Information format was not a focus of their project. However, they recalled receiving requests and feedback from people to make the online material printable.

² VocabKitchen (<https://www.vocabkitchen.com/profile>)

Though CHASR hoped to meet with more relevant organizations to ask similar questions, time and budget constraints did not allow for this.

b) Focus Group (Phase 1 – Needs Assessment)

To assess legal information needs of newcomers in Saskatchewan, CHASR hosted a virtual focus group on March 20, 2023 via Zoom. The purpose was to examine what legal topics participants were already familiar with, where they learned about legal information, knowledge gaps in legal information, preferred modes to learn about legal information, and ways to make legal information resources more accessible. See [Appendix C](#) for the focus group guide.

CHASR requested assistance from SAISIA to recruit participants. SAISIA sent a study invitation via email to affiliated newcomer agencies, asking them to share the focus group recruitment poster and social media post (see [Appendix D](#) for the focus group recruitment materials). Interested individuals contacted CHASR directly ($n = 3$) or filled out a recruitment survey ($n = 27$; see [Appendix E](#)). CHASR sent 10 individuals a consent form to review (see [Appendix F](#)), as well as a Doodle poll link to schedule the focus group. People were chosen based on where they were located in Saskatchewan, prioritizing representation from across the province. Once a focus group date and time were chosen, additional interested people were contacted to replace those who were not available.

Eight participants and one moderator/notetaker attended the focus group, which lasted 1 hour and 22 minutes. After the focus group, all participants were offered a \$50.00 CAD honorarium via e-transfer or e-gift card.

Based on the findings of the focus group, **Phase 2** began. Project partners teamed with Scott Mushens, a graphic designer, to develop three legal information resources on the same topic based on legal information compiled by a Ministry of Justice lawyer from the project team. All resources included identical information on the topic of renting rights and responsibilities but were presented in different modes.

c) Experimental Survey (Phase 3 – Process and Outcome Evaluation)

An experimental survey hosted on the Voxco survey platform was launched on June 8, 2023 to explore the effectiveness of the legal information resources about renting rights and responsibilities in Saskatchewan. To be eligible for participation, individuals needed to identify as newcomers living in Saskatchewan aged 18 years or older. The survey was designed to last between 15 – 30 minutes. Participants were asked baseline questions regarding their knowledge and understanding about renting rights and responsibilities, and their perceived need for such information when newcomers arrive in Canada. Then, participants were randomly assigned to receive one mode of the resource: a picture (i.e., infographic), a video, or a plain language summary. Post-resource questions centered on satisfaction with the resource, perceived helpfulness of the resource, and post-resource knowledge/understanding about renting rights and responsibilities. A copy of the survey can be viewed in [Appendix G](#).

Multiple recruitment strategies were used to obtain at least 30 participants in each experimental group. First, Voxco Audience was used, which is a participant recruitment hub that utilizes multiple sampling

panels to recruit for research studies based on target demographics. Second, SAISIA sent an email to newcomer agencies across the province, which included a recruitment poster and social media post (see [Appendix H](#) for survey recruitment materials). Additional recruitment strategies were needed to boost participant numbers. CHASR sent email invitations to newcomer associations in Saskatoon and Regina; international student organizations at the University of Saskatchewan, the University of Regina, and Saskatchewan Polytechnic; and student-led international associations at the University of Saskatchewan. Physical posters were also hung up throughout USask campus, and CHASR staff sent email invitations to personally known newcomers (e.g., past students, colleagues, etc.).

A pilot of the survey was first launched to make sure the survey was working as intended ($n = 3$). Two feedback questions about the survey were included for those who completed the pilot:

- Do you have any feedback about the survey? (open-ended response)
- How difficult or easy was the level of English used in this survey? (very difficult, difficult, neither difficult nor easy, easy, very easy)

No feedback from the pilot warranted changes before the survey was officially launched. Out of the total 184 people who filled out a survey, 83 were recruited from Voxco audience, while 101 were recruited through other sources.

Two exclusion criteria were developed to remove poor quality data before analysis. First, if the participant spent less than 10 minutes on the overall survey their data was excluded, since it would be almost impossible for a participant to fully read/watch the resource and read through the survey questions and response options in under 10 minutes. Another exclusion criterion was needed for participants that we suspected did not read through/watch the entire resource. Though participants were timed when they were initially presented with the resource, it is possible that some did not realize they needed to read through/watch the resource, so did not review it in its entirety *at first* but *did* examine the resource more thoroughly on subsequent survey pages. Thus, data were excluded if the participant spent less than the minimum amount of time set to read/watch the resource (400 seconds for the video, 120 seconds for the summary, and 120 seconds for the infographic) *and* spent less than the average amount of time needed to complete the survey for the specific resource they received (1,282 seconds for the video, 1,093 seconds for the summary, and 1,045 seconds on the infographic).

Table 1 outlines the proportion of respondents who were included and excluded by experimental condition, as well as the overall inclusion rate for each condition (and overall).

	Infographic Condition	Video Condition	Summary Condition	Total
Exclude	28 (35.0%)	24 (30.0%)	28 (35.0%)	80
Include	31 (29.8%)	37 (35.6%)	36 (34.6%)	104
Overall inclusion rate	52.5%	60.7%	56.3%	56.5%

Table 1

The remainder of this report includes the results of all evaluation efforts and concluding recommendations and future directions.

2. Results: Legal Information Needs of Newcomers in Saskatchewan

Eight individuals participated in the focus group. All reported living in Saskatchewan. Two participants were located in large cities, three in smaller cities, and two in towns. As shown in **Table 2**, participants immigrated from various countries, and the length of time they reported living in Saskatchewan ranged from approximately 1 – 15 years (approximately 6 years on average).

Participant Number	Country that they arrived in Canada from	Length of time they have been in Saskatchewan
P1	South Africa	1 year and 6 months
P2	Algeria (in USA before Canada)	7 years
P3	United Kingdom	15 years
P4	South Africa	1 year
P5	Kenya	4 years
P6	Philippines	11 years
P7	Unknown	Unknown
P8	Wales	5 years

Table 2

Participants joined the virtual focus group at different times, though no individuals were admitted after the PowerPoint presentation of legal information resources began. The sections below indicate which participants were present for different focus group questions.

2.1 Legal Topics Newcomers Have Learned About

Three participants (P1, P2, and P8) were present in the focus group when asked about what legal topics they learned about since coming to Saskatchewan. Before being prompted with specific topics, one participant mentioned learning about social justice matters, including **activism, police brutality, and 2SLGBTQ+ topics**:

I'll say some activists [inaudible, 00:03:45, a lot of them]...Black Lives Matters stuff...police brutality. That is also common along where I'm staying. I've also seen LGBTQ. (P2)

Other topics P2 learned about included “**some rules that are governing the school**” and more generally, **law and order**: “*I had to also learn the rules of how things have been done here...I got to learn about law and order. Especially order.*”

Due to a lack of open-ended discussion around legal topics they had learned about, participants were prompted to talk about specific legal topics, such as driving laws and workplace laws.³ P1 and P2 reported learning about **driving laws** when taking their driving test or buying a vehicle:

When I took my driving test, I learned about some driving laws. (P1)

³ Prompted legal topics were chosen based on discussions with newcomer agency employees and relevant programming leaders.

When I bought a vehicle, I bought my first car, I had to go to these laws about speeding and the regulations and charges, everything. I had to learn that. (P2)

In the chat box, P8 said that they learned about **workplace laws**. Workplace laws were less relevant for P1 and P2, since P1 was a student who had not had the opportunity to work yet, and P2 mentioned that they were “*kinda self-employed.*”

Participants were also asked if they had learned about family-related laws, buying insurance, renting, or getting a mortgage in Saskatchewan. In the chat box, P8 mentioned that they were familiar with information about **insurance, renting, and mortgage**. P1 and P2 relayed that they had not learned about these topics. In relation to family-related laws, P2 responded: “*Not actually 'cause I live alone here*” and “*I'm not really interested in the family laws stuff 'cause I'm not planning on having a family yet.*”

As some of the passages above suggest, certain legal topics might not be relevant to individuals. The type of legal information that newcomers need varies based on individual contexts and interests.

2.2 Where and When Newcomers Have Retrieved Legal Information

Throughout the focus group, participants indicated where or when they learned about different legal topics. P1 learned about driving laws **before taking a driver's test**, and **through school** learned about the rules governing school. P1 also learned some legal information **from their landlord**:

The things I know, like the legal information I have right now is from the landlord. He gave me the laws that's it...I haven't really gotten...I would say general legal information. It was my landlord's, that's given to me. That's just what I have.

However, the participant felt that this was not a source of legal information that made sense: “*I feel like getting information directly from your landlord or the person you're renting from, I feel like it's actually very difficult...I feel, doesn't make sense.*”

Participants also retrieved information through **online searches**:

I Google a lot. I try to [browse through] a lot, checking answers for things I don't quite understand. (P7)

*When I needed some information with regards to Legal Aid for myself and for some newcomers we've helped, we just Google the number. Usually, Legal Aid Saskatchewan and then went to their website, try to call them. Hoping to be able to talk to somebody, stuff like that...It's usually just **Googling and researching online to get the telephone [number]**. (P6)*

For P6, Google was used to find telephone numbers, so that they could speak with someone about legal matters. The disadvantage to this method, according to the participant, was that obtaining information from someone was not always immediate: “*It will take some time for them to get back.*”

Additionally, P6 mentioned that they looked for information on **webpages** found through Google searches. However, they shared that finding information can be challenging when websites address multiple topics:

On the website, it's also confusing because there's also a bunch of other topics that you probably don't need but then you have to go through the website to be able to get exactly what you need.

2.3 Legal Topics That Newcomers Would Like to Know More About

Three participants (P1, P2, and P8) communicated legal topics that they wanted to know more about. In the chat box, P8 shared that they wanted to know more about **family law**, though they did not state why. The other two participants voiced their desire to learn about **workplace laws**. Although P1 mentioned that they had not had the opportunity to work yet because they were in school, it is possible that they were interested learning about workplace laws to prepare for future working opportunities. This was the case for P2, who planned on getting a job in the near future:

I would love to know more about work law 'cause I'm planning on getting a job, and that's all in three months. So, I would really love to know more about the laws, so I won't be ignorant when I go to my job.

P2 relayed that they did not know where to find such information.

In addition, P1 desired to know about their rights when being stopped by police:

P1: One of the legal information I always wanted to get to know...I've asked a police officer before why I was being stopped and such. That's one of the things I really ask because I feel like it's something illegal...I felt like it was a racial profiling because I am actually a Black man that's why I was just stopped and searched when I did nothing. He just looked me up and I'm supposed to be carrying something illegal.

I: Right. So, it would be helpful to know more about your rights in those types of situations when a police officer-

P1: Yeah.

The participant described this type of legal information as **system laws**:

I feel like learning about the system laws, like the one I talked about, a general law, to understand the reason why I was just stopped and such, without any reason. Things like that, I feel I still need to learn about laws. (P1)

Finally, some participants called for information about what is generally allowed and not allowed, or expressed a desire to learn about **legal topics, broadly**:

When you're going somewhere different, you have to know exactly what to do, how things are being done there. (P3)

When you come in, you just need to understand how things are being done so you don't get yourself to problem. (P3)

I had to also learn the rules of how things have been done here 'cause believe me, it's quite different from my home country, Algeria. Out there, you can do anything you really want, but yeah, I got to learn about law and order. Especially order. There's a lot of order in place. (P2)

I just feel there are lots of laws and legal information I still need to learn right now...Lots of legal information I would like to get to know, in general. (P1)

2.4 Important Legal Topics for Newcomers to Learn About

P1, P2, and P3 shared their thoughts on the most important legal topics to learn about when newcomers arrive in Saskatchewan. For P1, information about **renting** and **healthcare facilities** was the most important for newcomers to learn about, especially because the participant did not have enough information about these topics when they came to Saskatchewan:

It's about rentals and dues payment and the hospitals and medical centres. Those are the kind of information a person wants to get once [they get] to a new place...I feel it is because I didn't have enough information when I came here first.

P3 felt that **family law** was an important topic:

I just think family law is important because, literally, begins at home...The family law is very important for newcomers.

Similar to previous passages, P2 expressed that knowing about **general laws** (what is legal and illegal) is important for newcomers:

The most relevant topics to learn about as a newcomer here is really about...First of all, learn about like the law about order, the law of order. About how things are being run in the place we live in. That would really help you. Know the kind of environment you're getting yourself into. You know what can and can't be done.

This was especially relevant for P2, since they had experienced legal troubles in the past: *"I got into trouble a few more times so I had to really learn about how order is run in a place. For me, that's the most important."*

2.5 Preferred Modes of Learning Legal Information

Before going through the examples of legal information formats, participants were given the following instructions: *"I would like you to think about the things that you like and don't like about each of these options. Once I go through all 10 of them, then I'll ask you about your opinions on them."*

The two modes/formats that most participants reported liking were the flowchart and the video. Participants favored the **flowchart format** because they thought the format was concise, yet included a lot of information; presented information clearly; was user-friendly; and looked nice:

I like them because they are straight to the point. They clearly define what is supposed to be happening...yeah, it's good. (P4)

It's straight to the point and it's got a lot of information. Those basic information people do need. (P3)

It's informative, it's educative. (P3)

It's friendly, user-friendly...It's not complicated, doesn't necessarily need much. You can understand it easily; look at it and get the information about what you wanna do. (P2)

It's presentable and it's look good...It's easy to get along with. (P5)

Participants also enjoyed the **video format** due to personal learning preferences, because they thought videos could help with understanding, and because videos are potentially an accessible option for newcomers with varying levels of English (especially when mouth movements are shown when someone is speaking, or there are visual representations of what is being said):

My favourite format is the video format because learning virtually is better. (P8, in the chat box)

The video, you understand better than writing. (P3)

It really works a lot in some ways especially with newcomers. The audio is okay, but then we have to also think about the levels of English for newcomers that they would be able to really understand and articulate about the topics and stuff. So, video usually works pretty good and it's because you can see the person, you can see the movement of the mouth. And then if there's any re-enactment scenarios and situations, that probably also is okay. (P6)

P6 also thought that **mixing information formats** would be useful, and others agreed in the chat box. Some examples of mixed formats included:

i) Website with written information and videos:

[Videos] can be on a website, merged with the other formats as well. There can be a little written information in there. And then here's a video of some examples and stuff like that. (P6)

The videos and the writings. (P3)

ii) Written information with graphics/pictures:

A mix of written and graphics and picture and stuff like that would be really nice...Just my experience and observations with all of that information that you hand out to people, using brochures and pamphlets. (P6)

You could go with maybe pictures and the writing. (P3)

iii) Information and graphics included in a video:

Combine the info and the graphics in a video, I think that's the best option. (P4)

Participants felt that mixing formats was useful for different reasons. P6 commented that written information with no other components can be difficult to understand and overwhelming for newcomers, especially those with lower levels of English:

It's gonna be hard, if one page is just all letters, I think it's not very attractive for people that would like to know. 'Cause it's just like, 'Okay, I'm going to read all of this, but can I really understand all of it?' As a newcomer, and we have a lot of low-level newcomers that we help here in our organization and it's very common if you just give them a piece of paper with all letters and information, it's overwhelming for them.

P4 agreed, indicating that mixing modes can help with language barriers:

If you combined the video and the graphics, I believe that's the best fix because sometimes some people don't understand the language or don't want to read a lot when it looks kinda busy.

P3 liked the idea of mixing formats because if there is an audio component, such as videos, mixed in with other content, you can multitask and listen to the information while attending to other tasks:

I think that's perfect because sometimes I could be doing something, maybe I wanna multi-task and at the same time I wanna listen to the stuff. I could just play the audio...I'm listening, I'm multi-tasking.

No participants commented on formats that they disliked, though P6 shared that newcomers likely would not want to read formats that only include writing: *"If it's just all words...usually, people just don't read that."*

2.6 Making Online Legal Information Helpful and Easy to Understand

Participants identified three main advantages of having legal information available in online formats. First, some indicated that **online formats are an accessible, easy option**:

Online information is a very trendy platform now because it's easy to access and also everybody has smart cellphone now and so it's easy to connect to a WiFi and do an online search about that. (P6)

This is the most effective way 'cause...people can't use the paper anymore...Research is mostly online. (P2)

[You can get information] from the comfort of your house. You can just type; get the information you want...Google would run your website so to get this information faster. When to just type in there the research question to just see it there, they can learn about it. (P2)

Second, **online formats allow people to independently search for information**, which some participants felt was beneficial for newcomers who are hesitant to communicate with others about legal topics (e.g., due to feelings of inferiority, or uncertainty about how they will be perceived by others):

I think online communication is a lot better because some newcomers struggle with this inferiority complex. You can't really walk up to people and start asking for information and stuff like that. So, they just prefer – they want something alone, something to themselves. I think online information...[is] the best...for those kinds of people. (P3)

Personally I don't like speaking to people, maybe I don't know them and they feel like I'm kind of different from them that's why online is the best information you can get. 'Cause from your phone, you can just – on your laptop, you can get it...Rather than speaking to people personally and then you don't know [their] perspective so, it's hard, speaking to people. (P5)

Finally, some participants liked **the consistency of online formats**. Participants compared this to human interactions, in which people can receive slightly different information about the same topics:

You say one thing to one person, there is not hundred percent assurance that the person is actually gonna say that same thing to the next person...If it's online, it's the same thing, nothing changes. So, I think online information is actually the best. (P3)

Like the previous speaker said...it's there, you can't change it. The same information. People can try to change it, try to say it in their own way that they understand, and it won't really be what is written, the laws there. But if it's online, everybody would know what they're getting themselves into, you cannot change it, you can just go online, you see that information, you know what to do. (P2)

Participants also made suggestions for improving the example formats shown in the PowerPoint. They commented on multiple aspects of the specific format examples, including **visual appeal, font size, inclusion of contact information, and emphasis on important words**:

It looks kinda basic. Not very appealing, but it's a good idea. It's a good concept but the design is could have been a better job...It looks really bland, a little more colour. (P4)

I think the visuals are really poor, not making it work good. Everything is aesthetics. Everything just depends on how presentable it can be. (P3)

Maybe more colours in it, [a] little bit bigger font. Especially when it's...got a telephone number that they will contact so that will really pop up in there. Make emphasis on important words. (P6)

Suggestions about the use of graphics extended to legal information formats more generally (i.e., outside of the specific PowerPoint examples). P5 and P6 recommended **using visuals to help reduce language barriers**:

Legal information should cater to [their] needs when it comes to a low level with English and that's the use of the videos, and the pictures, and the graphics and stuff like that in the online website, it would be really nice. (P6)

I live with my brother, and he doesn't really understand English that well so, it's a problem. The presentation should be...visual or- yeah, I think, probably the best. (P5)

P6 also advocated for the **use of clear language**, especially because those with lower levels of English may need the information the most:

I know that it's legal, so there's gonna be legal terms, legal words. But if we could describe something like easy to understand for a newcomer, not use a lot- just easy, clear words to begin with...because everybody has different levels of English, some are higher, but then, unfortunately, the ones that will need it most are the ones that are of lower levels of English.

Lastly, P6 thought it would be useful to **foster connections between legal offices and newcomer agencies**, and for newcomer agencies to **have access to legal information**, so that information could be made readily available, and/or agency employees could make relevant client referrals:

Whoever is the legal offices or legal staff, if they could connect to the community organizations like us. So, if we do have clients that need information, then we do have the information already that we can refer our clients to because the clients will not directly go to the legal offices.

If there's also dissemination information to the community organizations, that would be great.

P6 felt this was important because newcomers may be more likely to obtain legal information if it could be retrieved from newcomer agencies, rather than legal offices. Newcomers may feel more comfortable interacting with people from places that they frequent:

The clients will go to the organization that they will feel comfortable with. And that's all the multicultural councils or the support community organizations that they are used to going. They would come to those offices and those staff; support staff will be able to help them around.

2.7 Informing the Creation of Legal Information Resources

The focus group data pinpoint a need for accessible and understandable legal information for newcomers in Saskatchewan. Some relayed that they came from countries that had different rules, and expressed a desire to learn about what is allowed (legal) and not allowed (illegal) in general. For one participant, the difference in laws between Saskatchewan and their previous geographic location led them to experience legal troubles: *“Like I said earlier, from where I come, Algeria, things are done totally different...and I got into trouble a few more times so I had to really learn about how order is run in a place”* (P2). Further, some participants indicated a lack of awareness about different legal topics.

As one participant (P6) talked about at length, there are drawbacks to existing sources of legal information. For example, there are wait times involved when you want to retrieve information from someone via telephone; you may not get the information you need as quickly as other sources. As well, it can be challenging to find information on websites that include materials on multiple topics. Lastly, people will not want to read legal information materials that only include writing (especially for newcomers with lower levels of English).

Legal Topics

The legal topics that participants did not know about, and the topics that they reported wanting to know more about, varied. Similarly, the topics that participants felt were most important for newcomers in the province to learn about were mixed. Moreover, as suggested by some participants, the type of legal information that is needed will range for newcomers based on their contexts and may change as new topics become relevant to them. From those that responded, there was no topic that stood out as one that was needed more than another. These topics included: workplace laws, family laws, “system laws” (e.g., rights when being pulled over), renting, healthcare, and generally what is legal and illegal.

Suggestions for choosing a topic for the experimental survey:

- Choose a topic that could be relevant to many newcomers. For example, driving laws (which some participants were familiar with already), work-related laws, or renting/buying property.
- Choose an impactful topic, such as participants’ rights in different situations (e.g., when experiencing work-related issues or being pulled over when driving).
- Look to other online legal information resources directed at newcomers. Identify which topics are included and/or determine how the topics were chosen by the host.

Modes/Formats of Legal Information

The two most favored formats of legal information were flowcharts and videos. Participants thought that flowcharts were concise, informative, and user-friendly, and indicated that the video format could be an accessible option for newcomers with varying levels of English. Additionally, multiple participants agreed that mixing modes was advantageous. There were three main suggestions for combining different formats: a) A webpage incorporating written materials and videos; b) A written format with graphics/pictures; and c) A video with written and graphic components. On the flip side, one participant indicated that written formats (with no other components) were unfavorable, since people may not be motivated to read these materials and there may be challenges with understandability for newcomers with lower levels of English.

Recommended resource formats for the experimental survey:

- A flowchart
- A video
- A written PDF document, or written materials on a webpage, with no graphic components. CHASR would expect this mode to perform more poorly in relation to the other modes in terms of satisfaction, understandability, and knowledge uptake.

Design Strategies to Keep in Mind

Recommendations from participants:

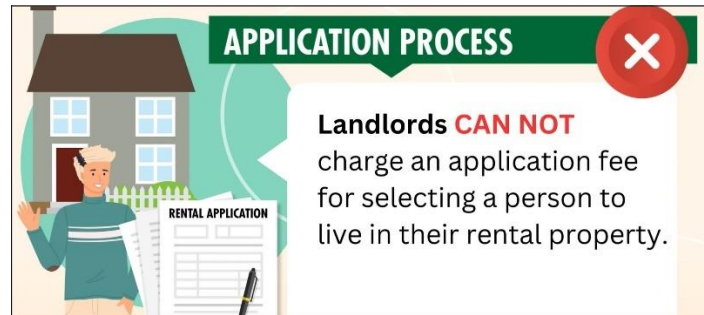
- Make the resources colorful
- Make use of visuals when possible (e.g., to represent what the content is saying)
- Use a larger font size
- Emphasize important words
- Add contact information to the resource
- Use plain, clear language at a lower level of English
- If there is someone speaking on a video, make the person’s mouth visible

Project partners met to discuss a topic to focus the legal resources on, as well as three formats to test. The partners decided on renting rights and responsibilities, since housing is a top area of need identified in the (forthcoming) study on *Legal needs in Saskatchewan, 2023* and the Saskatchewan-specific data from the *Canadian Legal Problems Survey, 2021*. As recommended, video and summary were chosen as formats. For the third format, a picture (i.e., infographic) made more sense than a flowchart for the topic that was chosen. Thus, the graphic designer developed a video, a picture and a summary about renting rights and responsibilities in Saskatchewan. Each resource included identical information. See below for one screenshot from each resource ([Appendix I](#) includes all screenshots from each resource):

Picture/Infographic



Video



Plain language summary

Renting a place to live in Saskatchewan? Know your Rights!

APPLICATION PROCESS

When you are applying to rent a place the landlord **CAN NOT** charge an application fee for selecting a person to live in their rental property.

A landlord **CAN** ask you for references. For instance, they might ask for the name of your employer.

Landlords **CAN** make reasonable rules which include rules about pets and smoking. They **CAN** also set the maximum number of people who can live in the rental property. These rules could affect whether the place is right for you. You may want to talk to other renters from the same building to find out if they have had any problems.

Tenants **SHOULD** view the property before signing a rental agreement.

SECURITY DEPOSIT

A landlord **CAN** require you to pay a security deposit that is no more than one month's rent. This is money you pay up-front that the landlord keeps until you move out. Landlords **CAN** only ask for a security deposit when you start to rent the place, however they can only require half of the security deposit up front. The other half must then be paid within two months.

3. Results: Effective Modes of Legal Information

This section details the results of the experimental survey, including characteristics of the final sample included in the analysis and findings organized by key evaluation questions.

To examine any demographic differences on the key variables of interest, nine different characteristics were compared. In terms of language ability, we looked at whether someone helped translate the survey, whether a translation tool was used, whether English was the respondent’s first language, and self-reported ability to read and write English. Other demographic factors that were assessed included time lived in Canada, whether the person lived in a rural or urban center, and whether they owned or rented a property. While these variables were part of each analysis, *only group differences that were statistically significant are reported.*

3.1 Survey Sample

The overall survey sample included in the analysis consisted of 104 self-identified newcomers living in Saskatchewan, aged 18 years or older. Participants were randomized into one of three conditions: picture (i.e., infographic; $n = 31$), video ($n = 37$), or plain language summary ($n = 36$). This randomization allows us to assume that there are no statistically significant differences between experimental groups in their demographic makeup.

Participants responded to two questions about whether they used translation aids to complete the survey. Out of 103 respondents, only three reported having another person help them translate the survey. All three individuals were in the infographic condition. Out of 102 respondents, only three reported using a translation tool to help translate the survey (e.g., Google translate or a translation dictionary). Two out of three were in the infographic condition, while the third was in the video condition.

All demographic questions were optional, so sample characteristics below are reported in percentages to account for fluctuating denominators. All graphs depicting demographic characteristics of the overall sample, as well as each experimental group, can be found in [Appendix J](#).

Age

Participants in the overall sample ranged from 18 – 56 years of age and were 33 years old on average. Group ranges and averages were similar, as shown in [Table 3](#).

	Picture ($n = 28$)	Video ($n = 36$)	Summary ($n = 36$)
Age range (years)	21 – 51	18 – 56	20 – 47
Average age (years)	34	36	33

Table 3

Ethnicity

Participants chose from a check-all that apply list of ethnicity options. All participants chose only one ethnic group. Slightly over half of the overall sample was Black (53.0%). Others were South Asian (26.0%), White (7.0%), Southeast Asian (6.0%), Latin American (3.0%), East Asian (2.0%), Middle Eastern

(2.0%), or another ethnicity (1.0%). **Table 4** demonstrates a similar trend of the most common ethnic groups in each experimental group, though groups varied in their ethnic makeup.

	Picture (n = 28)	Video (n = 36)	Summary (n = 36)
Black	46.4%	50.0%	61.1%
South Asian	32.1%	25.0%	22.2%
White	7.1%	5.6%	8.3%
Southeast Asian	7.1%	5.6%	5.6%
Latin American	3.6%	5.6%	0.0%
East Asian	3.6%	2.8%	0.0%
Middle Eastern	0.0%	5.6%	0.0%
Another Ethnicity	0.0%	0.0%	2.8%

Table 4

Country of Origin

In the overall sample Nigeria was the most common country of origin reported by survey respondents (44.0%). This was followed by India (12.0%), Bangladesh (12.0%), Pakistan (5.0%) and Philippines (5.0%).⁴ As shown in **Table 5**, this pattern was similar across experimental groups with two exceptions: a) a higher proportion of respondents from Bangladesh compared to India in the infographic group; b) a higher proportion of respondents from the Philippines compared to Pakistan and Bangladesh in the summary group.

	Picture (n = 28)	Video (n = 36)	Summary (n = 36)
Nigeria	42.9%	36.1%	52.8%
India	7.1%	11.1%	16.7%
Bangladesh	14.3%	8.3%	2.8%
Pakistan	7.1%	5.5%	2.8%
Philippines	7.1%	2.8%	5.5%
Another Country	21.4%	36.1%	19.4%

Table 5

Length of Time Living in Canada

Most participants in the overall sample reported living in Canada for less than 5 years (90.0%). Others lived in Canada for between 5 – 10 years (8.0%) or 10 years or longer (2.0%). This pattern was found in each experimental group, though a higher proportion of people in the infographic group reported living in Canada for more than 5 years (see **Table 6**).

⁴ Other origin countries reported in the overall sample (n = 100) included: Brazil, Burundi, China, Dominican Republic, Ecuador, Ghana, Iran, Izbekistan, Jamaica, Kenya, Kuwait, Russia, Senegal, South Africa, Trinidad and Tobago, Tunisia, Ukraine, United Kingdom, and Vietnam.

	Picture (n = 28)	Video (n = 36)	Summary (n = 36)
Less than 5 years	82.1%	91.7%	94.4%
Between 5 – 10 years	14.3%	5.6%	5.6%
10 years or more	3.6%	2.8%	0.0%

Table 6

Geographic Location

Almost all participants who provided the first three digits of their postal code lived in urban areas of Saskatchewan (91.0%). The remainder lived in rural areas. As outlined in **Table 7**, this trend was mirrored in the experimental groups, though a higher percentage of respondents in the infographic group reported living in rural areas compared to those in the other groups.

	Picture (n = 29)	Video (n = 36)	Summary (n = 35)
Urban	82.8%	91.7%	97.1%
Rural	17.2%	8.3%	2.9%

Table 7

English as a First Language

Just over half of respondents in the overall sample relayed that English was not their first language (53.9%). Similar proportions were present in the infographic and summary conditions; however, a noticeably higher proportion of respondents in the video condition reported that English was not their first language (see **Table 8**).

	Picture (n = 30)	Video (n = 36)	Summary (n = 36)
English is their first language	50.0%	36.1%	52.8%
English is <i>not</i> their first language	50.0%	63.9%	47.2%

Table 8

Level of Education

Approximately 1 in 5 respondents who reported their highest level of education in the overall sample had at least some university education (80.4%). The remainder had not started or completed any university degree. **Table 9** shows that most respondents in each experimental group had at least some university education, though this proportion was about 20% lower for the infographic group.

	Picture (n = 30)	Video (n = 36)	Summary (n = 36)
No university education	33.3%	11.1%	16.7%
At least some university education	66.7%	88.9%	83.3%

Table 9

Level of English Reading and Writing Skills

Respondents were asked to self-report on their level of English reading and writing skills. For both measures in the survey, participants could self-rate as basic-, intermediate-, or advanced-level.⁵ In terms of English reading level, respondents in the overall sample largely reported having advanced skills (83.5%). As shown in **Table 10**, over 80% of respondents in each experimental group reported having advanced English reading skills.

	Picture (n = 30)	Video (n = 37)	Summary (n = 36)
Basic	3.3%	2.7%	2.9%
Intermediate	10.0%	16.2%	17.1%
Advanced	86.7%	81.1%	80.0%

Table 10

The proportion of people who reported having advanced English writing skills was similar to those who reported advanced reading skills (79.2%). Around 80% of participants in each experimental group reported advanced English writing skills (see **Table 11**).

	Picture (n = 28)	Video (n = 33)	Summary (n = 35)
Basic	3.6%	0.0%	2.9%
Intermediate	17.9%	21.2%	16.7%
Advanced	78.6%	78.8%	80.0%

Table 11

3.2 Baseline Perceptions: Need for Information and Level of Understanding

Respondents were asked multiple pre-resource questions to explore their needs for information about renting rights and responsibilities in Saskatchewan. When participants were asked if they needed information on this topic when they arrived in Canada, most reported that they did (see **Figure 1**).

⁵ Canada uses Canadian Language Benchmarks (CLB) to determine scores for newcomers on reading, writing, speaking, and listening. CLB is a 12-point scale with 4 basic levels, 4 intermediate levels, and 4 advanced levels (See <https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf>). Based on these categories, CHASR developed three answer options for the survey question, which included the following definitions: **Basic** (Able to read or write common and/or simple words or phrases, such as basic needs and everyday activities), **Intermediate** (Able to read or write common and/or simple words or phrases, as well as some complex words or phrases), and **Advanced** (Able to read or write English fluently, communicate about familiar and unfamiliar topics, and understand words or phrases that are general or complex).

More than 60% of respondents reported that they **needed information** about renting when they arrived in Canada.



Figure 1

There were no demographic differences in perceptions of need for such information.

Respondents also shared their opinions about whether renting information would be needed by other newcomers living in Saskatchewan. Almost all (98.1%) agreed that other newcomers would need this information when arriving in Canada. Again, no demographic differences were found for these results.

Understanding perceptions of need was important, as need for information may indicate the extent to which the resources would be relevant for the newcomers in Saskatchewan. Relevance of the resource may influence the extent to which the resources are useful in a real-world setting – a relationship that could be explored once such resources are available online.

Need for resources can also be indicated by the extent to which individuals are knowledgeable about a topic, whereby gaps in knowledge indicate a need for information. Before being shown the resource, survey participants responded to the question: *Currently, how much do you understand about your rights and responsibilities if you were to rent a property?* **Figure 2** demonstrates that most respondents felt they had a good understanding of the topic prior to receiving the resource.

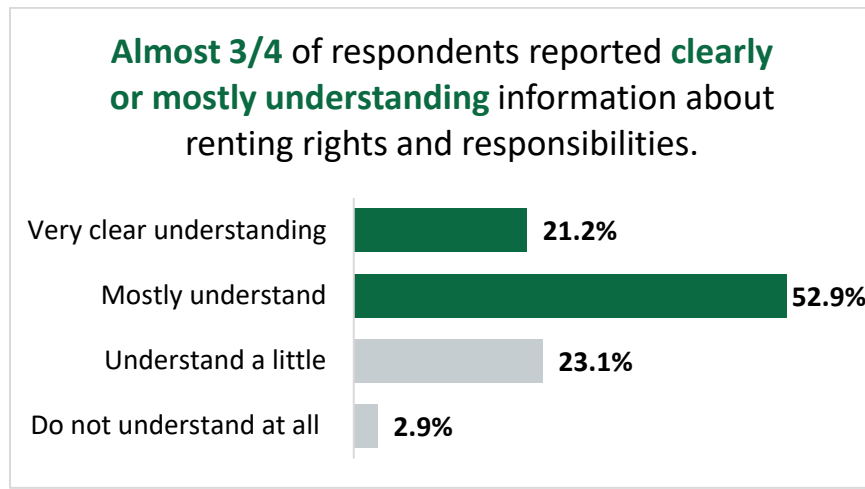


Figure 2

Statistical analyses revealed no demographic differences in individuals' perceived understanding about renting rights and responsibilities.

To delve further into the sample's understanding about the topic, respondents self-reported on their ability to help other newcomers understand renting rights and responsibilities. The ability to explain information to others served as an indicator of how much people felt they knew about the topic. As depicted in **Figure 3**, most respondents felt capable of explaining renting rights and responsibilities to other newcomers.

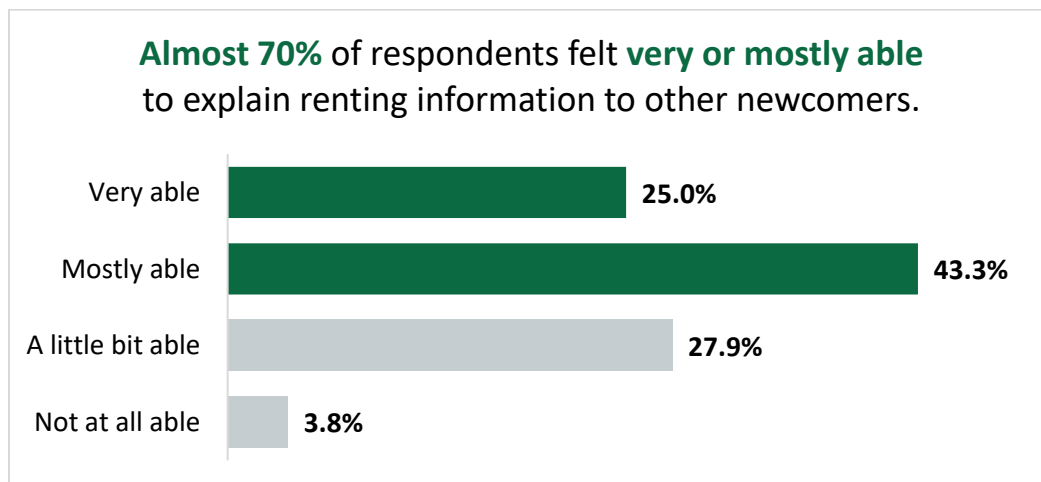


Figure 3

There were no demographic differences in the extent to which respondents felt capable of explaining information about renting properties to other newcomers.

Finally, before respondents were shown the resource they were asked if they knew where to go if they had questions about renting rights and responsibilities. Most were unsure about where to go (See **Figure 4**).

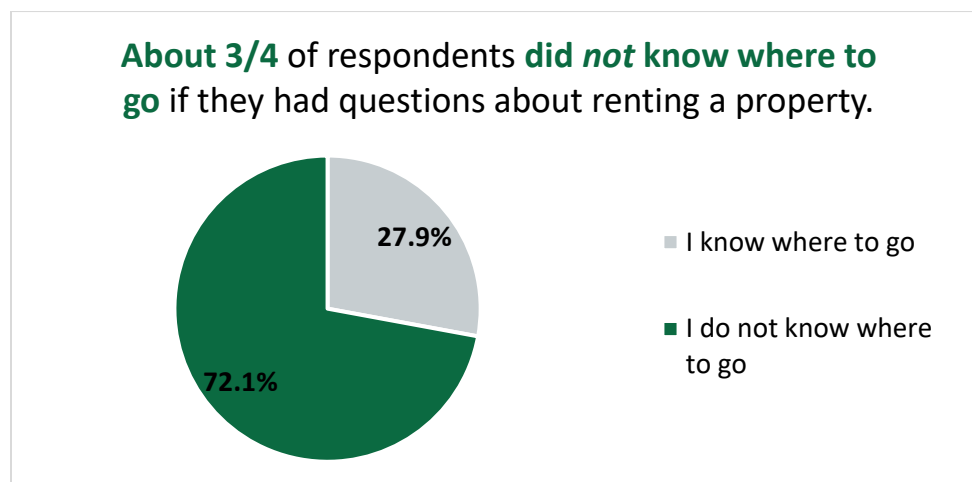


Figure 4

The analysis revealed a significant correlation between the amount of time respondents spent in Canada and their knowledge about where to go with questions $r(100) = .34, p < .001$. The longer respondents lived in Canada, the more likely they were to report knowing where to go. This relationship suggests that newcomers who have lived in Canada for shorter periods of time are more likely to need information about where to go if they have questions about renting properties.

Those who reported knowing where to go if they had questions ($n = 29$; 27.9%) were prompted to respond to an open-ended question about where they would go. Twenty-eight people responded.⁶ While 12 responses mentioned the *Office of Residential Tenancies*, other responses included *Government of Saskatchewan website* ($n = 7$), other leasing/residence organizations ($n = 4$; *University of Saskatchewan residence office, leasing authority, leasing office, and renters of Saskatoon and Area*), settlement agencies ($n = 2$), online resources ($n = 2$; *Google search, SK Tenancy Act*), and the city ($n = 1$).

3.3 Satisfaction with the Resources

Satisfaction with informational materials may influence the extent to which resources are accessed by target populations (e.g., newcomers), how much people are able to garner needed information, and/or whether people recommend resources to others. In random order, survey respondents were asked to rate how much they liked or disliked five aspects of the resource they received:

- What the resource looked like (i.e., visual appeal)
- The flow/organization of the material
- The English language level that was used

⁶ Two respondents provided two options for where to go with questions about renting properties, for a total of 30 responses. Two of the responses were unclear.

- The time it took to read through or watch the resource
- The overall resource.

In addition, respondents were asked two open-ended, satisfaction-related questions:

- *What did you like most about the [picture/video/summary]?*
- *What could be done to improve the [picture/video/summary]?*

In terms of visual appeal, participants in each group were largely satisfied (see **Figure 5**).

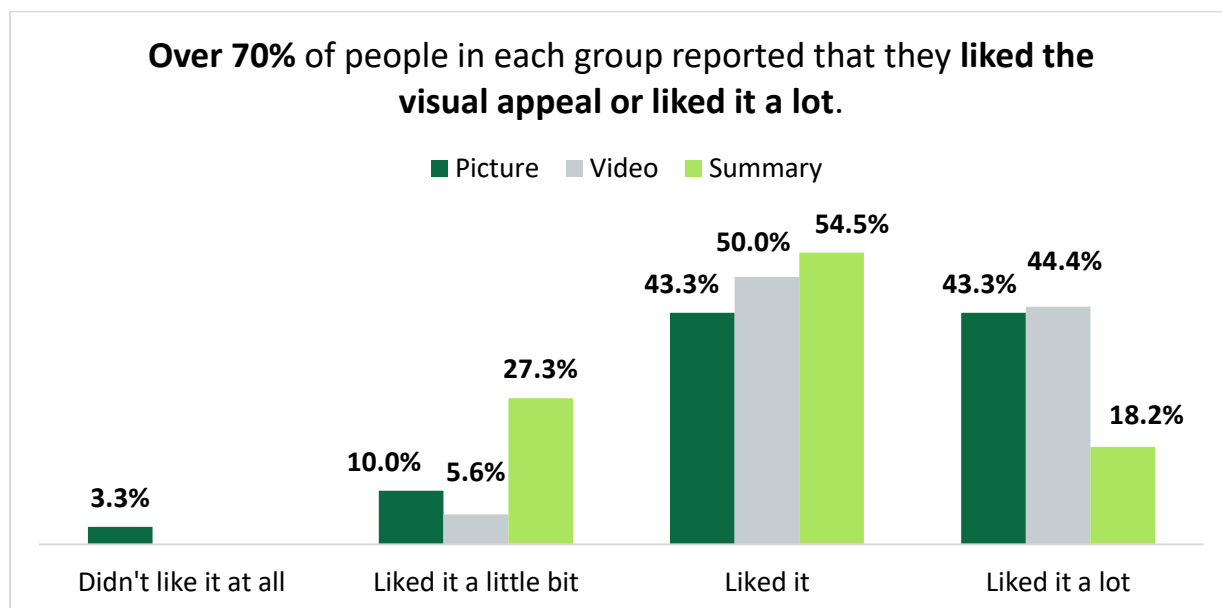


Figure 5

As expected, there was a significant difference in the extent to which participants reported they liked the “visual appeal” of the resource $\chi^2(2) = 8.90, p = 0.012$. The mean rank scores for the picture (54.0) and the video (56.8) were greater than for the summary (39.1) meaning that there was not a difference between the picture and video ratings, but the summary received the lowest rating for visual appeal.

When respondents were asked to describe what they liked most about the resources, no one from the **summary group** mentioned visuals (as expected). However, some respondents suggested translating the material into a video, and another recommended making it more accessible by adding pictures.

Some respondents in the **video group** commented that they liked the visuals in general. One thought the pictures could help with understanding the resource, while another described the use of cartoons as “friendly.” One individual thought the text of the video could be improved for mobile users: “*The wordings weren't displayed well on mobile interface.*”

Multiple respondents in the **picture group** shared that they liked the resource’s colorfulness, the graphics overall, and “*the different ethnic groups present.*” When asked how the resource could be improved, some respondents felt the resource could be brighter and “*more colorful,*” and that some words could be bolder (“*tiny words...bolder for people to read easily without straining their eyes*”).

The data presented in **Figure 6** show that survey respondents in each group were satisfied with the flow and organization of the resource content.

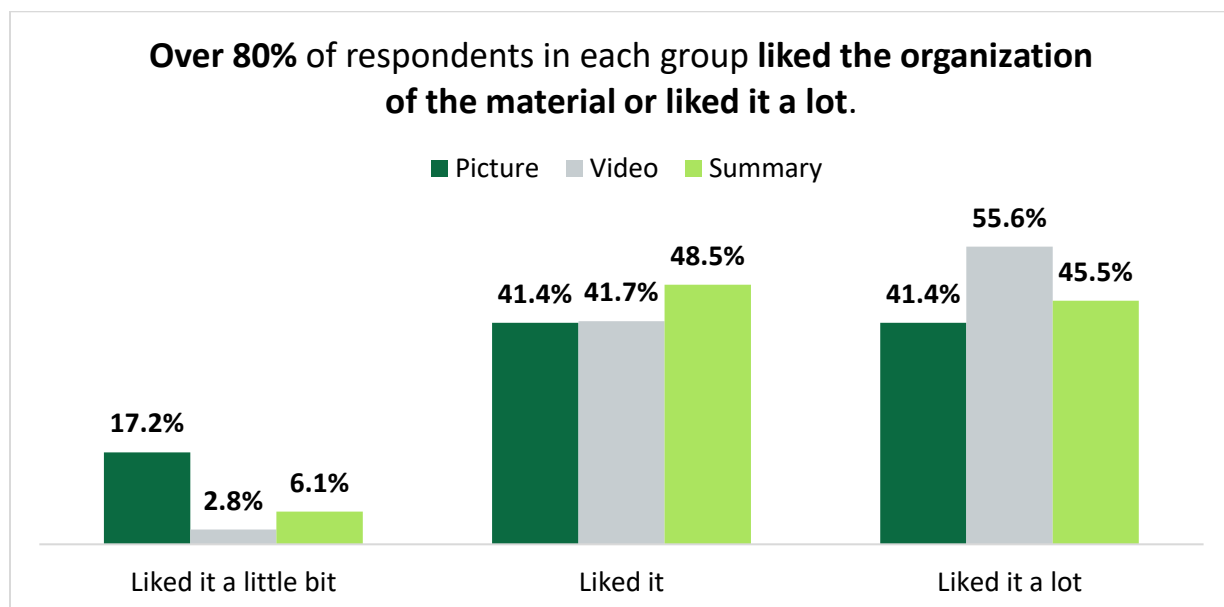


Figure 6

There were no significant experimental group differences on how much respondents liked the organization of the material. Likely, this is because the material was organized similarly across resource formats.

In response to the open-ended questions about what people liked about the resources, and what could be done to improve them, some wrote about information flow and organization. One individual in the **video group** shared that they liked the “*flow*” of the video, while another described it as “*organized.*” One respondent in this group thought it would be helpful if “*the information in the video [was cut] into smaller pieces of information.*”

Some respondents in the **picture group** indicated their satisfaction with the use of color and bolding to emphasize information:

- *The clear pictorials marked in red or green emphasizing what should not be and could be*
- *It is very clear and informative with the bold letters on what is possible and not possible*
- *Bolded words help with clarity*

In the picture group, there were two suggestions for improvement around flow and organization of the material. One suggested including the “*negative statement of each factor*,” while the other thought it would be helpful to separate responsibilities of the tenant and the landlord: “*Maybe all the ones the tenants can do or are allowed should be separate from what the landlord can or cannot do.*”

Similar to those in the picture group, some respondents in the **summary group** liked the use of bolding to “[highlight] the important parts”:

- *The do’s and dont’s are clearly written in bold letters*
- *Bold letters of CAN, MUST, SHOULD etc.*

Multiple participants made suggestions to improve the flow of the summary material. Some suggested using bullet points for ease of reading (e.g., “*use of bullets points would give readers the perception of a shorter length of text to read*” and “*maybe organize it in bullet points to make it easier to read*”). Others suggested putting more spaces between subsections to “*reduce cluttering*” and using “*tables and rows*” to present the rights and responsibilities.

Survey respondents were largely satisfied with the English language level that was used in the resources (See **Figure 7**).

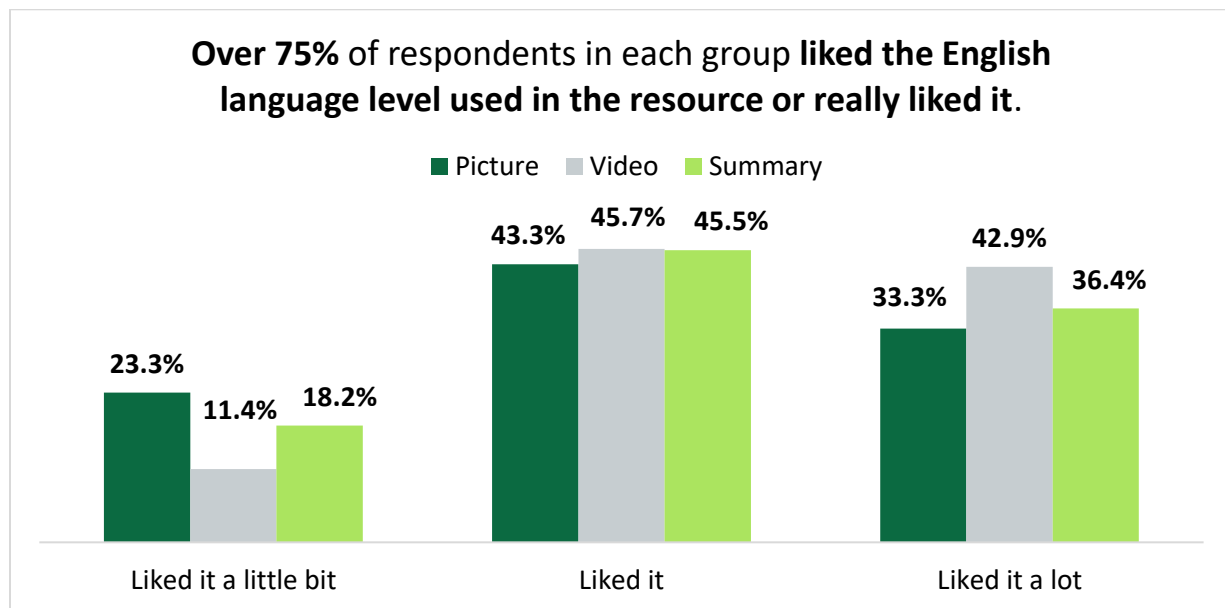


Figure 7

Unsurprisingly, analysis revealed no differences between experimental groups on satisfaction with the English language level used in the resource, since the information was identical across resource formats.

When sharing what they liked about the resource, one of the most common topics mentioned by respondents across groups was the English language level and overall resource clarity. As expected, answers were similar across groups, since information was identical in the summary, video, and picture:

- *It is...easy to understand* (Summary)
- *It was clear and easily understandable* (Summary)
- *Well spelt out responsibility of the landlord* (Summary)
- *The language is clear and concise* (Video)
- *Very clear...information about the rights of landlords and tenants* (Video)
- *Would be understood by everyone* (Video)
- *It was very easy to read and understand* (Picture)
- *The information was well written* (Picture)
- *Everything was clear* (Picture)

Some respondents in the video condition expressed appreciation for the “slow” and “clear” speaking.

In terms of improving the level of English used, two individuals suggested offering translation:

- *Should be translated to different languages* (Summary)
- *Adding different language translation of the video, so newcomers who don't speak English can understand it better* (Video)

Other suggestions for improvement regarding the English language level were defining terms at the beginning of the resource (e.g., “tenant” and “landlord”), using more plain language (e.g., “premises” might be challenging for some), and using examples to help with understanding (e.g., an example of what “normal wear and tear” means).

In terms of the resource length, most survey respondents were satisfied (see **Figure 8**).

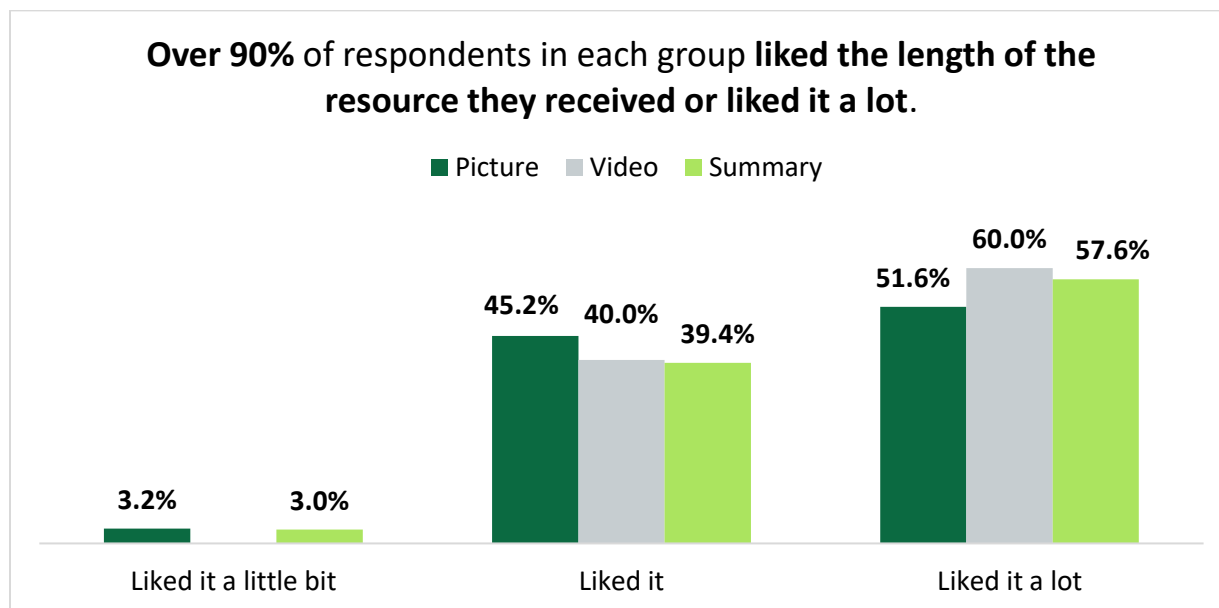


Figure 8

There were no significant differences between the experimental groups on how much they liked the length of the resource.

In the open-ended satisfaction responses, no participants mentioned the length of the resource they received. However, three individuals in the **picture group** and one from the **video group** expressed their desire for a shorter, more summarized version of the resource.

Lastly, as illustrated in **Figure 9**, the majority of respondents in each group were satisfied with the overall resource they received.

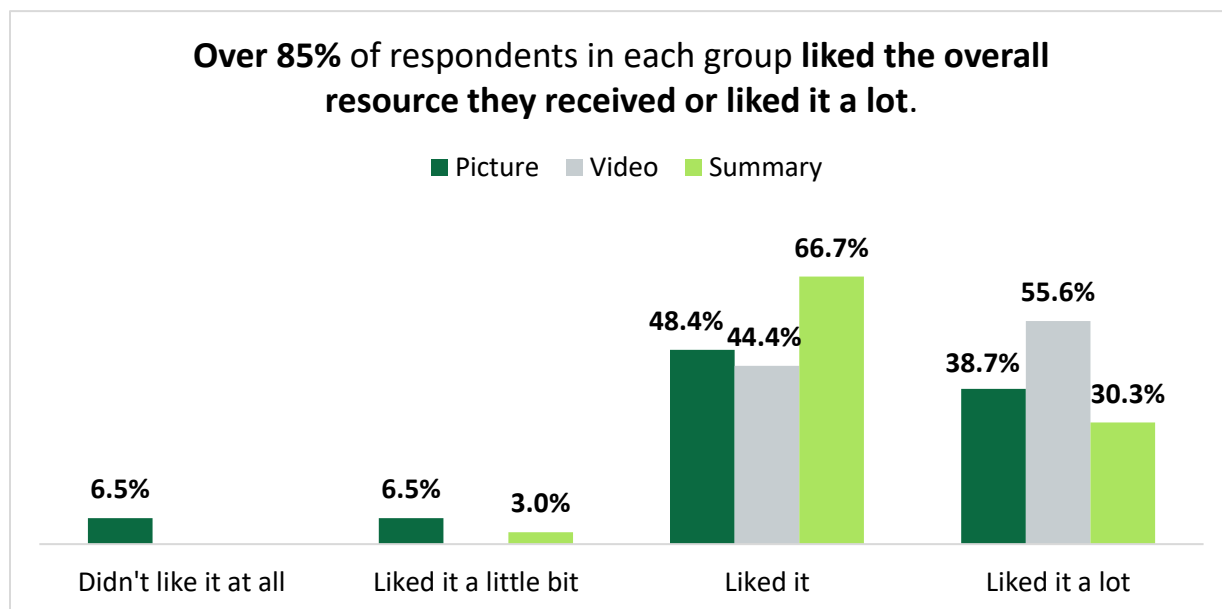


Figure 9

It was hypothesized that the video and/or picture resource would receive significantly higher satisfaction ratings in comparison to the summary resource. In the focus group, participants pointed to the importance of using visuals for legal information resources (out of preference and to facilitate understandability of the material). However, there were no experimental group differences in how much participants liked the resources. Conducting another focus group, in which participants review all three resources, could allow for a deeper understanding about which resource types are preferred and why.

These findings presented in **Figure 9** were mirrored in the open-ended comments about what people liked about the resource, and opinions about what could be improved. Respondents in each group often mentioned that they liked everything:

- *I liked everything. It's written in a very simple English; I think most people can understand and look at the pictures to have an idea to what's being said* (Picture)
- *I like it as is* (Video)
- *It's perfect, no changes* (Summary)

Similarly, it was common for respondents in each group to reply with “*nothing*” when asked how the resource could be improved.

The most common topic brought up by participants when communicating what they liked about the resource was the informativeness and level of detail:

- *How detailed the rules and regulations are* (Picture)
- *All the basic information was listed. Very informative.* (Picture)
- *Very informative and provided the necessary information in a condensed format.* (Video)
- *It goes into great detail...[and] contains valuable information* (Video)
- *It had the really important points* (Summary)
- *Well detailed information with regards [to the] duties of both the tenant and landlord* (Summary)

At the end of the survey, when asked if they had any final comments, some respondents shared that they wanted more information about specific topics including “*wear and tear,*” rent increases, and community rental homes.

Appendix K includes a full list of responses about what people liked and suggestions for improvement, organized into categories and subcategories.

When an overall satisfaction score was calculated, creating an average score based on responses to each satisfaction question, there were no significant group differences on the extent to which participants liked the resources. Further, there were no significant demographic differences on these measures in the overall sample.

Multiple other variables were examined to shed light on different aspects related to satisfaction, such as challenges experienced with the resource, helpfulness and understandability of the resource, as well as trust in the information.

After viewing the picture, video, or summary, respondents reported whether they had difficulties with the resource or whether they expected that other newcomers would. Most participants did not report any difficulties or expect that other newcomers would encounter any (see **Figure 10**).

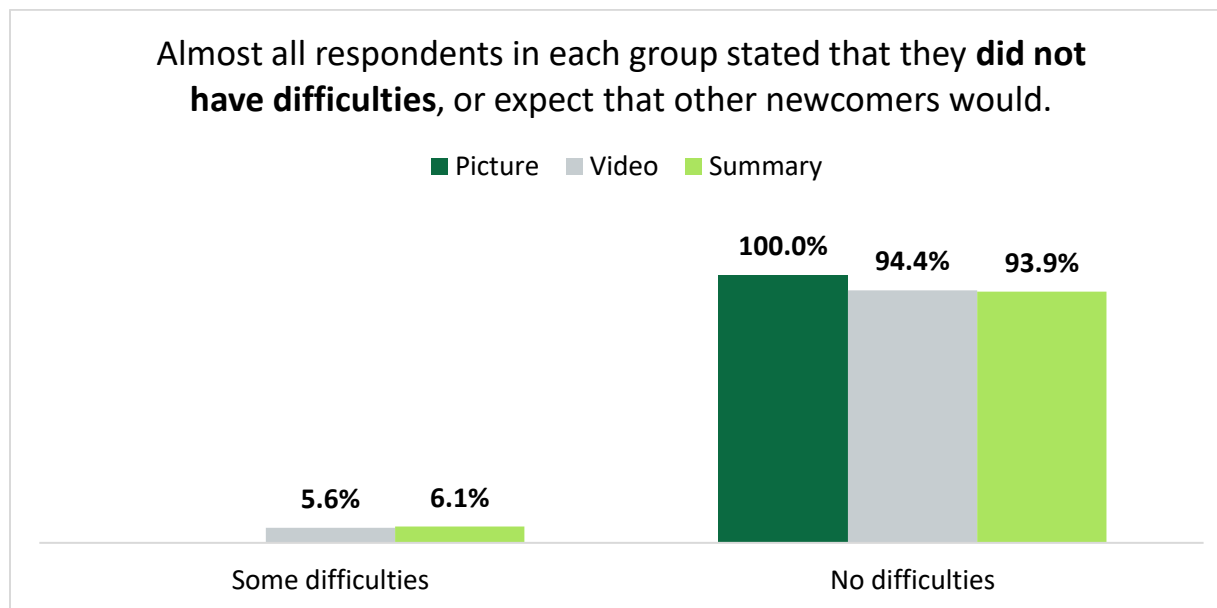


Figure 10

The analysis revealed no significant differences between groups on the extent to which they experienced difficulties with the resource, suggesting that no format of presenting the information presented more challenges than the others.

When examining demographic correlations with this measure in the overall sample ($n=100$), two results emerged. First, the extent to which participants reported having difficulties with the resource differed based on how long they reported being in Canada. The longer the person has been in the country, the less difficulty was experienced $r(96) = -.27, p = .008$. There was also a marginally significant difference in groups such that people who owned a property reported fewer challenges with the resource than those who rented $X^2(1, N = 96) = 7.00, p = .053$. These findings suggest that more difficulties may be faced when coming across renting information by those who have lived in Canada for shorter periods of time, and for those who do not own a property.

The extent to which the resources are helpful to newcomers can speak to how useful they would be in a real-life setting. Possibly, the more helpful the resource is perceived to be, the more likely newcomers might be to access the resource, find needed information, and/or recommend it to others. Over half of participants in each group rated the resource they received as very helpful (see [Figure 11](#)).

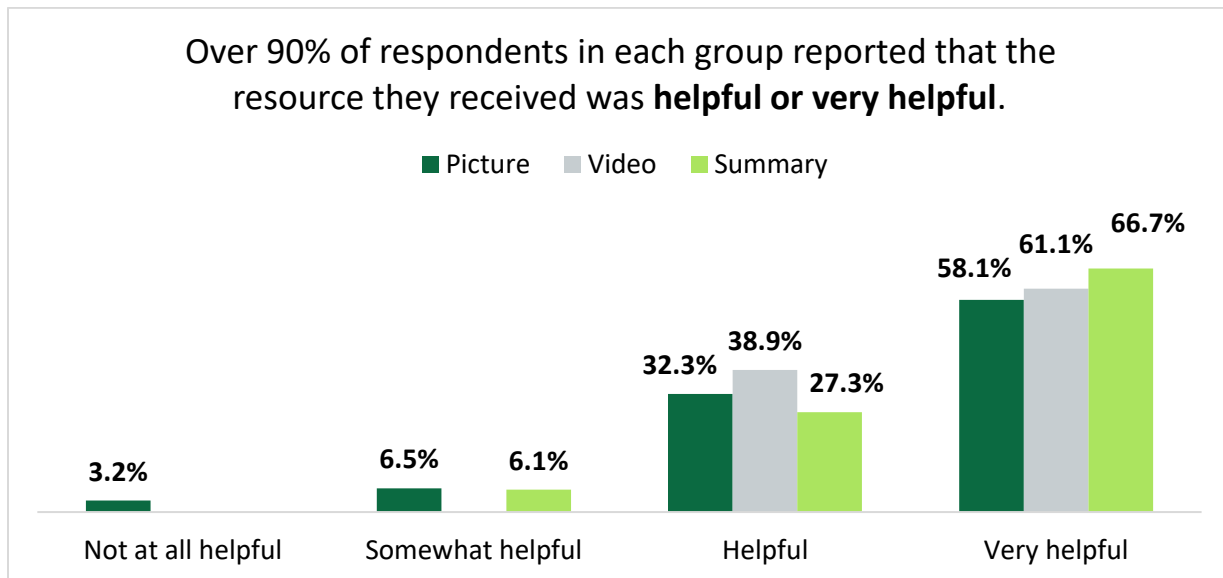


Figure 11

There were no significant group differences that emerged with respect to how much the resource was perceived as helpful, suggesting that all three modes were similarly helpful to respondents. As well, there were no demographic differences in perceived helpfulness of the resources in the overall sample.

Respondents were asked to speculate about how helpful the resource they received would be to other newcomers. **Figure 12** shows that most respondents perceived that the resource would be helpful or very helpful to other newcomers.

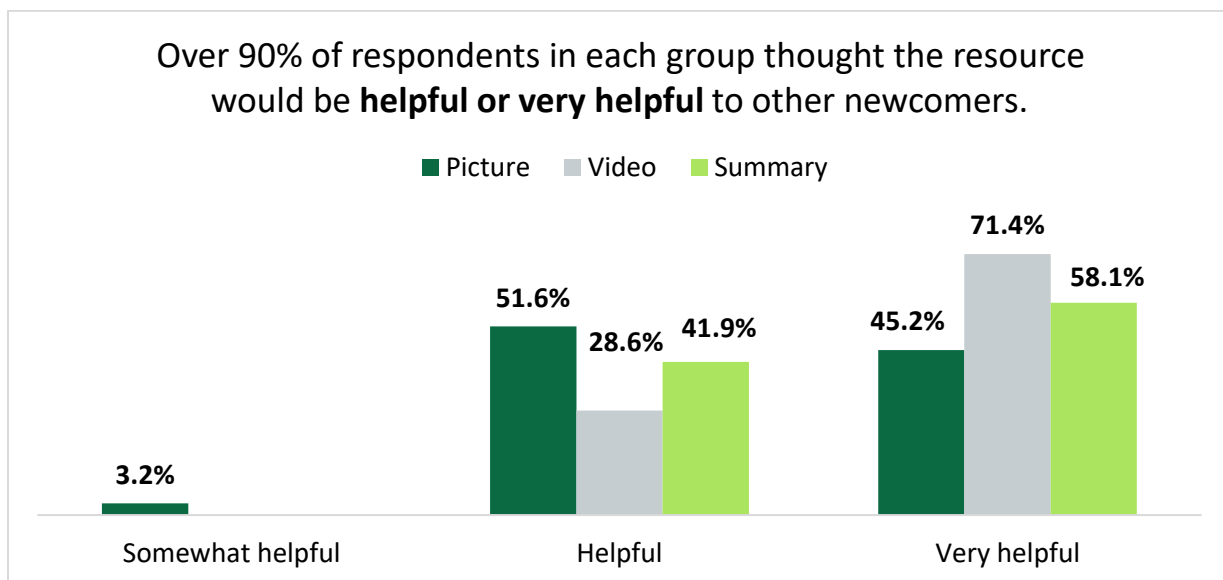


Figure 12

The analysis demonstrated no group differences in the degree to which participants thought the resource would be helpful to other newcomers. There were also no demographic differences on this measure in the overall sample.

The quantitative findings about helpfulness were strengthened when respondents provided final comments about the survey. Some respondents in each group relayed that the resource was useful and helpful:

- *I wish I had this video as soon as I got Canada* (Video)
- *It will definitely help [newcomers] to know their rights and responsibilities when renting a place.*
- *Helpful tool* (Video)
- *I am glad to see these initiatives because I would have liked to see something like this when I started renting. Instead I had to do my own research and it's easier for people to have everything summarized here.* (Video)
- *Thank you for the summary...it was really helpful.* (Picture)
- *This is very helpful* (Summary)

The extent to which the resource is understandable to people may also dictate whether it is useful for them. In a real-world setting, if an informational resource is difficult to understand, newcomers may be left without answers to their questions. Survey respondents self-reported on their ability to understand the information in the resource they received. As depicted in **Figure 13**, the large majority of participants reported understanding what the resource was saying.

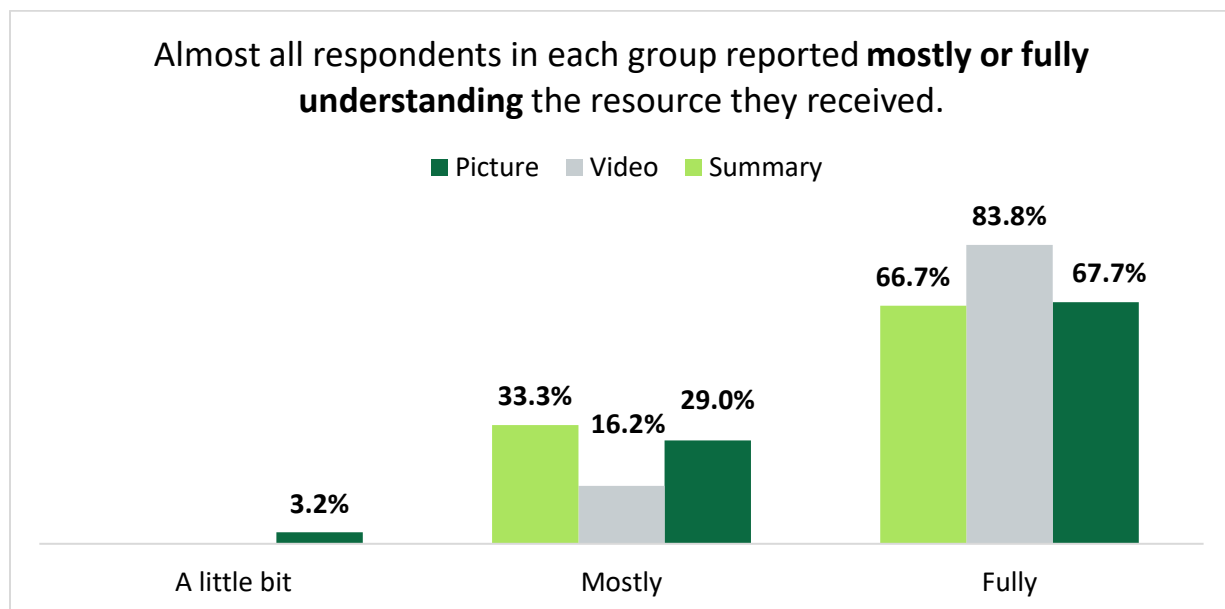


Figure 13

The experimental groups did not significantly differ on their self-reported ability to understand the information in the resources. This finding indicates that, in the survey sample, the format of the resource did not influence understandability of information about renting rights and responsibilities. Two demographic differences regarding understandability emerged in the overall sample. Self-reported understanding of the resource was greater for those who had higher abilities in reading English $r(103) = .194, p = .044$ and writing English $r(96) = .206, p = .049$.

As another measure of understanding, participants were asked how well they could explain the information in the resource to others. Almost all participants in each group reported that they could explain most or all of the information in the resource to other people (see **Figure 14**).

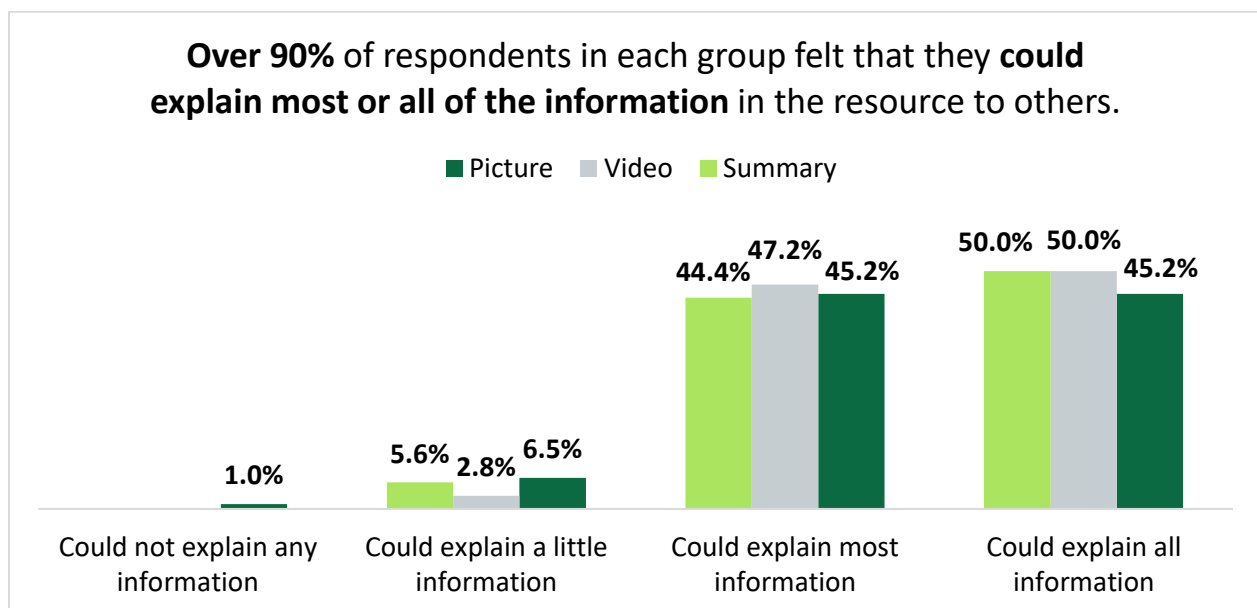


Figure 14

There were no significant demographic or experimental group differences with respect to participants' ability to explain the resource to others.

Believing the material presented in a resource may also affect whether people find it useful and/or make decisions based on the information in a real-world setting. Thus, survey respondents were asked: *How much do you believe the information provided in the [picture/video/summary] was true/accurate?* **Figure 15** shows that all or most people in each experimental group perceived that the information in the resource was mostly or fully true/accurate.

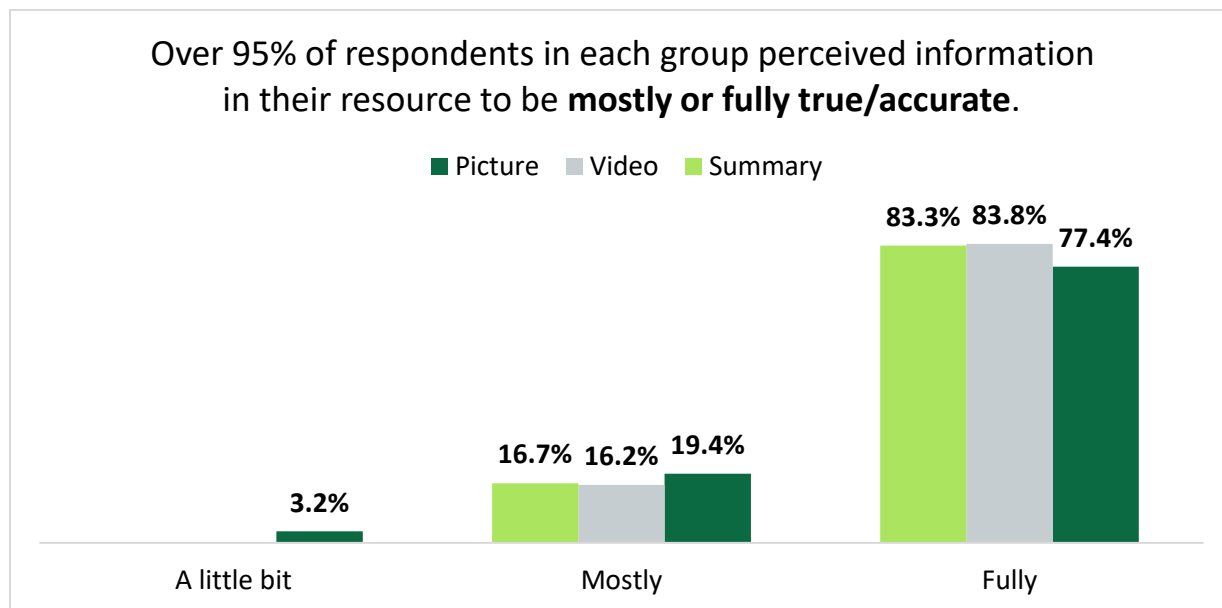


Figure 15

Analysis revealed no significant differences between the groups on perceptions of truth/accuracy of the information in the resource, suggesting that resource format does not impact belief in legal information about renting rights and responsibilities. No demographic differences were found in the overall sample regarding belief that the resource was true/accurate.

Those who thought the information was “a little bit” or “mostly” true/accurate were prompted with an open-ended question: “*What about the [picture/video/summary] do you believe to be untrue or inaccurate?*” Of the small number who responded ($n = 12$)⁷, seven indicated that nothing was untrue/inaccurate, and two responded with specific topics:

- *Tenants are responsible for pests*
- *Setting the maximum number of people living in a property*

One respondent provided feedback that newcomers might not know what was untrue/inaccurate.

3.4 Changes in Knowledge and Understanding

A primary aim of the experimental survey was to shed light on the effectiveness of the resources. As part of this objective, we examined the extent to which respondents experienced increased knowledge about renting rights and responsibilities. This outcome was tested in four main ways:

- A pre-resource to post-resource comparison of scores on a quiz about renting rights and responsibilities
- A pre-resource to post-resource comparison of self-reported understanding of renting rights and responsibilities

⁷ Two responses were unclear: “*Thanks*” and “*True*”

- Multiple post-resource questions about how much respondents learned about different dimensions of renting a property
- Self-reported, post-resource knowledge about where to go to find more information about renting a property.

The results of each of these measures are discussed below, including any group differences and demographic differences.

a) Pre-resource to post-resource comparison of scores on a quiz about renting a property

To compare pre-resource and post-resource knowledge scores on renting rights and responsibilities, participants were asked a set of true/false questions that were developed on the following subtopics that were included in each resource: The application process (4 questions), security deposits (2 questions), the moving in process (2 questions), premises maintenance (4 questions), property access (4 questions), and the moving out process (4 questions). Participants were provided with an equal number of questions on each subtopic before and after the resource was presented. To control for potential question difficulty effects, the questions that respondents received in each subtopic were randomized to be shown pre-resource or post-resource.

Participants were able to view the resource as they answered post-resource knowledge questions, since the objective was not to test which information they remembered; rather, the purpose was to examine the extent to which they were able to garner key information from the resource. This mimics an ideal, real-world scenario, in which people would be able to look at online legal resources as they had questions or wanted information.

The type of resource that survey respondents received was randomized to control for any group differences on all pre-resource measures. For instance, the three experimental groups were no different on how well they answered the pre-resource true/false questions. Similarly, analyses showed that after viewing the resource, there were no significant differences between experimental groups on the average number of correct true/false knowledge answers. This indicates that participants' ability to learn/garner information about renting rights and responsibilities did not depend on the format of the resource.

One significant demographic difference emerged in relation to the number of correct true/false answers. Namely, the mean number of correct responses over the two blocks of true/false questions was related to the ability to read English. Those who indicated that they were better at reading English had more correct responses to the questions on renters' rights and responsibilities $r(103) = .29, p = .003$.

The effectiveness of the resources in improving knowledge about renting rights and responsibilities was assessed by comparing participants' performance on true/false knowledge questions before and after viewing the resources. Participants demonstrated an average of 68% correct responses on the pre-test, which increased to 79% on the post-test $t(103) = 6.32, p < .001; d = -0.62$.

These findings highlight the impact of the resources in enhancing participants' understanding of renting rights and responsibilities. The extent to which knowledge scores actually improved was not related to any demographic factors.

A comparison of pre- and post-resource scores was conducted based on the type of resource participants interacted with, whether picture, video, or summary format. The results revealed a significant main effect of overall change in knowledge from time one to time two $F(1,31) = 38.88$, $p < .001$, $\eta^2 = 0.28$; however, the interaction between time and resource type was not statistically significant $F(2,101) = 1.25$, $p = .291$, $\eta^2 = 0.02$. In other words, knowledge did increase, but the type of resource—whether it was presented as a picture, video, or summary—did not distinctly influence the extent of knowledge improvement.

b) Pre-resource to post-resource comparison of self-reported understanding of renting properties

A self-reported pre/post measure of understanding was included to supplement the more objective measure of knowledge reported above. Respondents were asked:

- Pre-resource: *Currently, how much do you understand about your rights and responsibilities if you were to rent a property?*
- Post-resource: *Now that you have looked at the [picture/video/summary], how much do you understand about your rights and responsibilities if you were to rent a property?*

The analysis showed a significant pre-resource to post-resource change in self-reported understanding about renting rights and responsibilities ($Z = -5.42$, $p < .001$), such that the median rating score changed from “mostly understand” (pre-resource) to “clearly understand” (post-resource). This strengthens the findings of the more objective measure of knowledge change (i.e., the quiz); both measures indicated that viewing the resources led to improved knowledge about renting properties.

Like the results of the quiz, there were no significant experimental group differences on self-reported understanding of renting properties. Respondents in each group experienced similar self-reported improvement in knowledge.

Self-reported change in understanding of renting properties was influenced by two demographic characteristics. First, those who had completed some level of university reported greater understanding about renting rights and responsibilities than those who had not completed university $\chi^2(2) = 6.45$, $p = .011$. Second, those who had more advanced writing skills reported greater change in understanding $\chi^2(2) = 6.13$, $p = .047$. When developing additional legal information materials, the English language skills and education levels of the targeted audience must be considered. How can materials be made accessible for all newcomers, so that all can benefit similarly? Moreover, it will be valuable to continue examining differences on these characteristics in future evaluations.

c) Self-reported post-resource changes in knowledge about various aspects of renting a property

After viewing the resource, survey respondents were asked (in random order) to rate the extent to which they understood various aspects of renting on a 4-point scale (“I am more confused about this topic now than before,” “No change in understanding,” “A little more understanding,” and “Much more understanding”). Participants rated their knowledge about the following 8 sub-topics: a) overall rights

and responsibilities of tenants, b) the application process, c) security deposits, d) the moving in process, e) property maintenance responsibilities, f) property access, g) the moving out process, and h) where to go with questions about renting rights and responsibilities. As illustrated in **Figures 16 – 23**, the majority of respondents in each experimental group reported “a little more understanding” or “much more understanding” of each sub-topic.

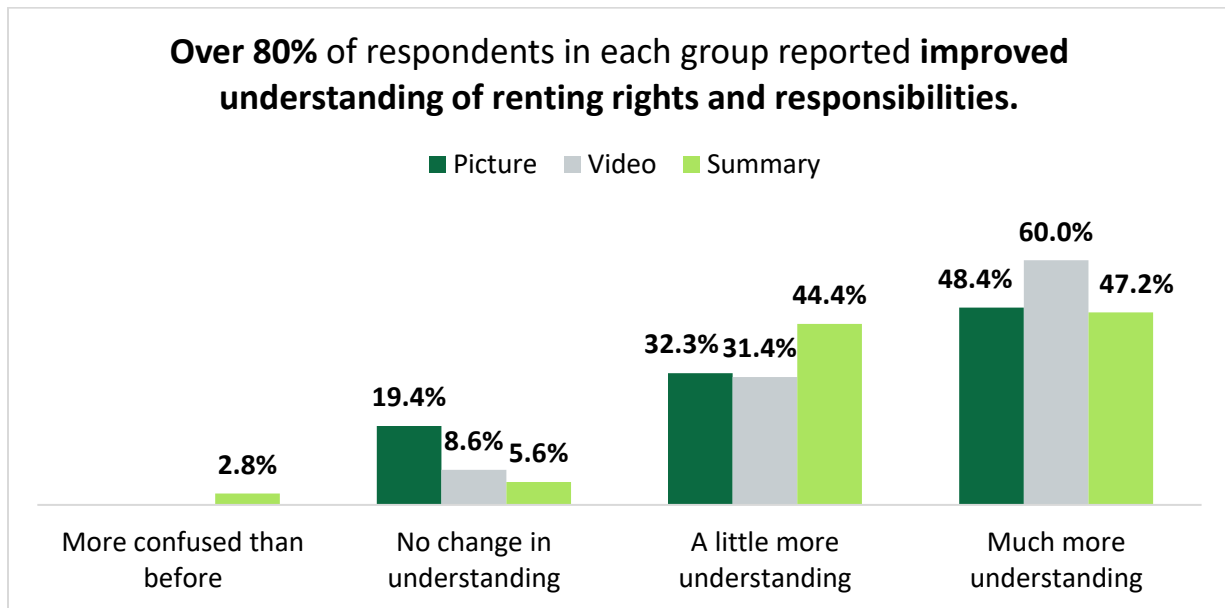


Figure 16

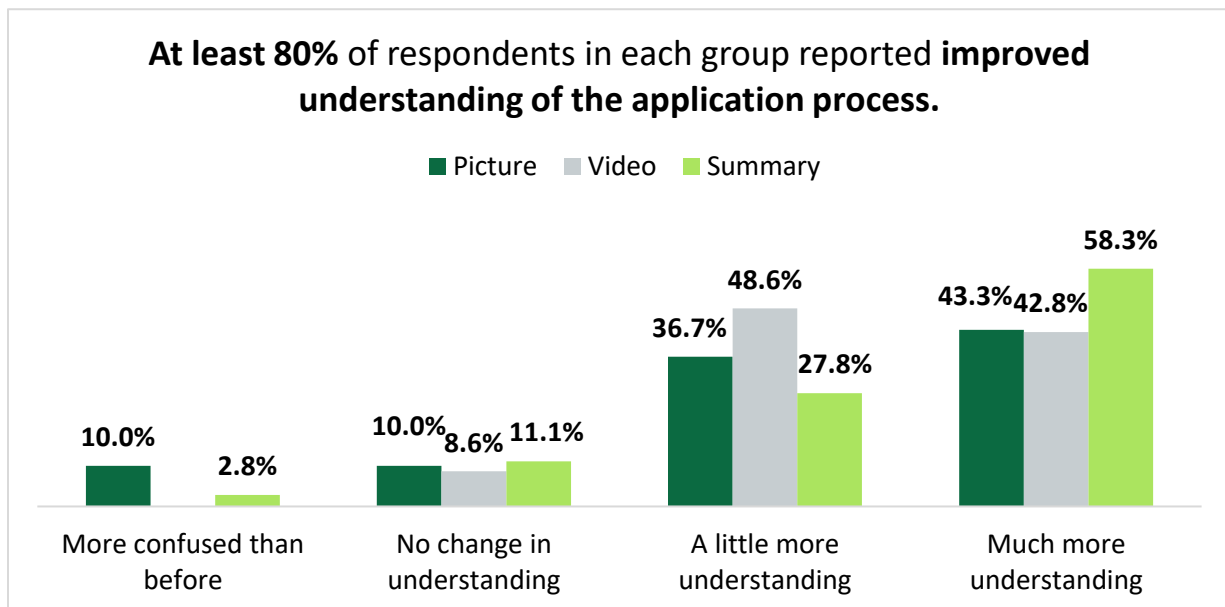


Figure 17

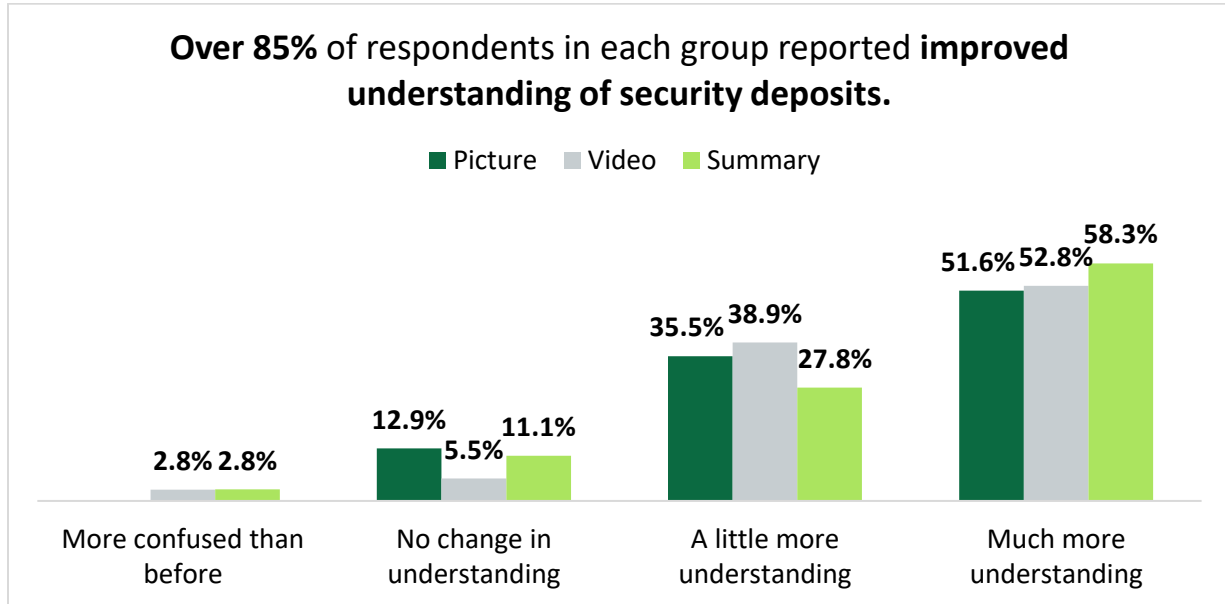


Figure 18

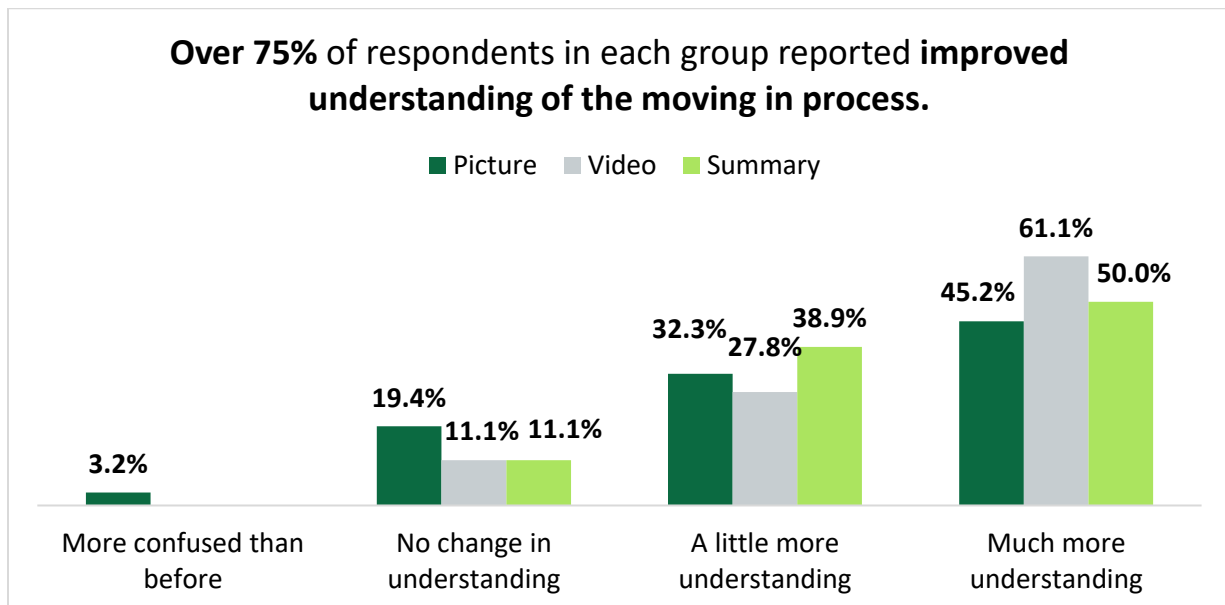


Figure 19

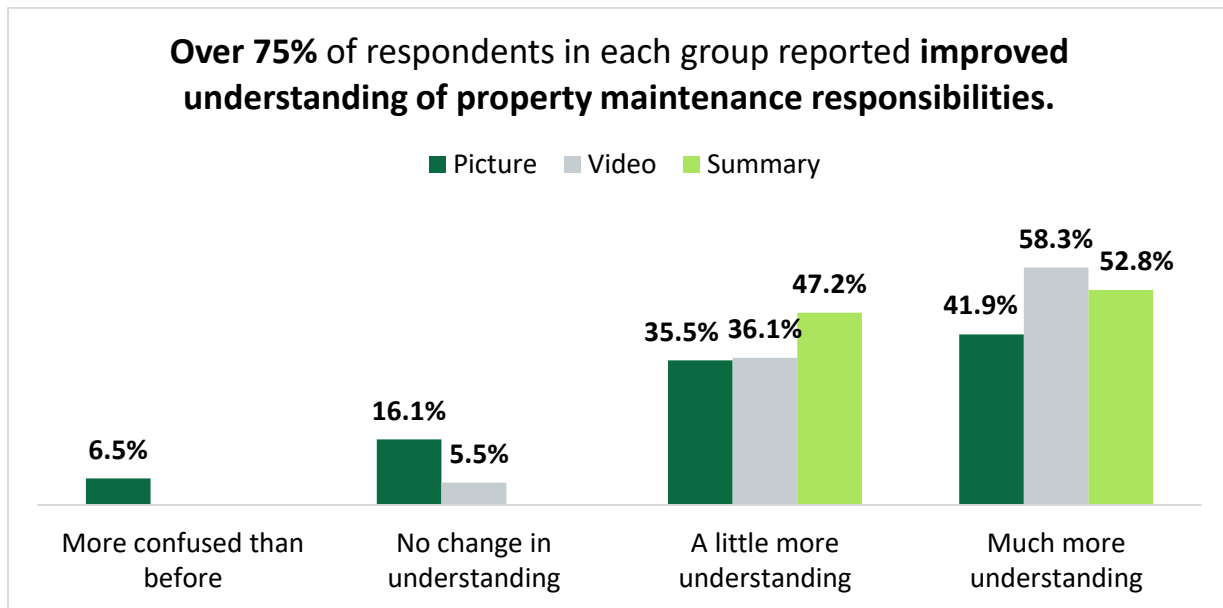


Figure 20

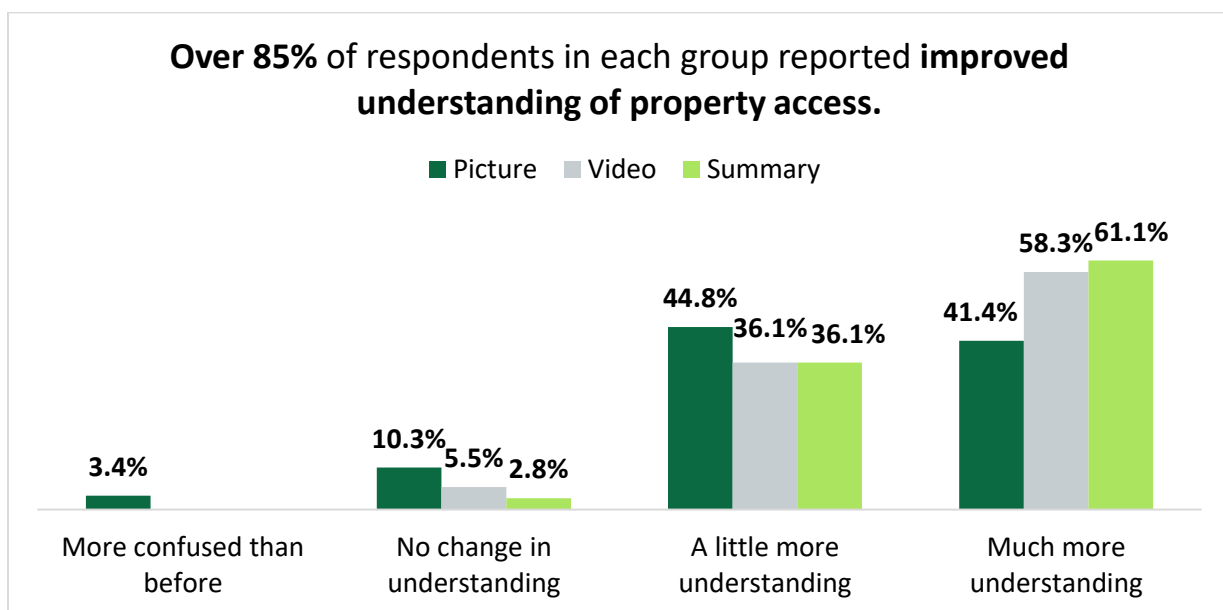


Figure 21

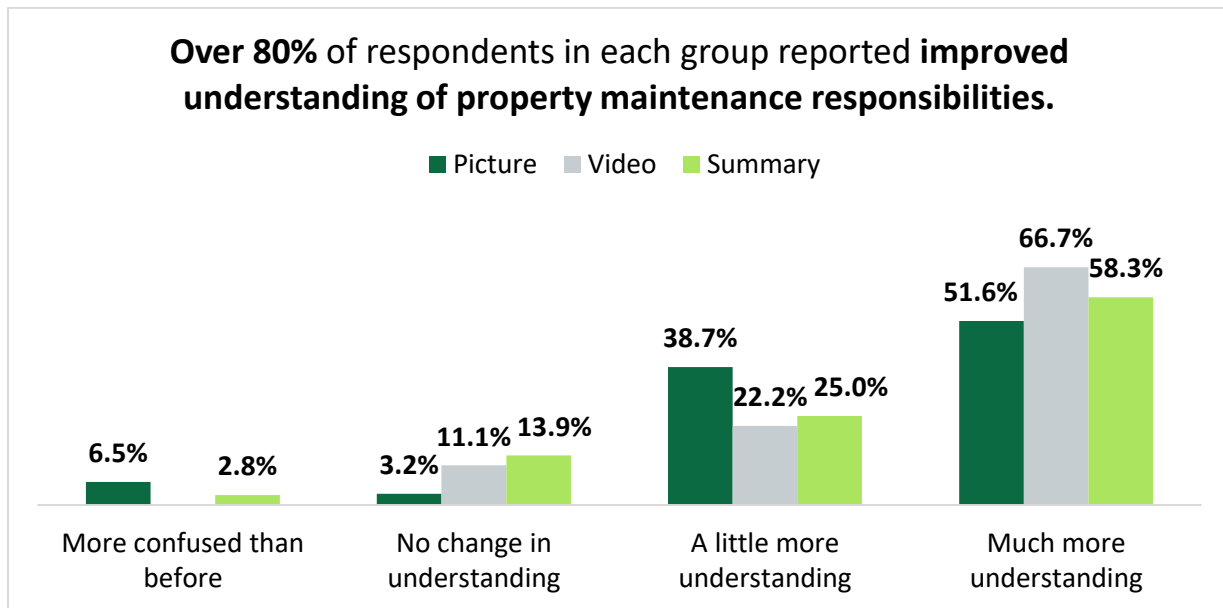


Figure 22

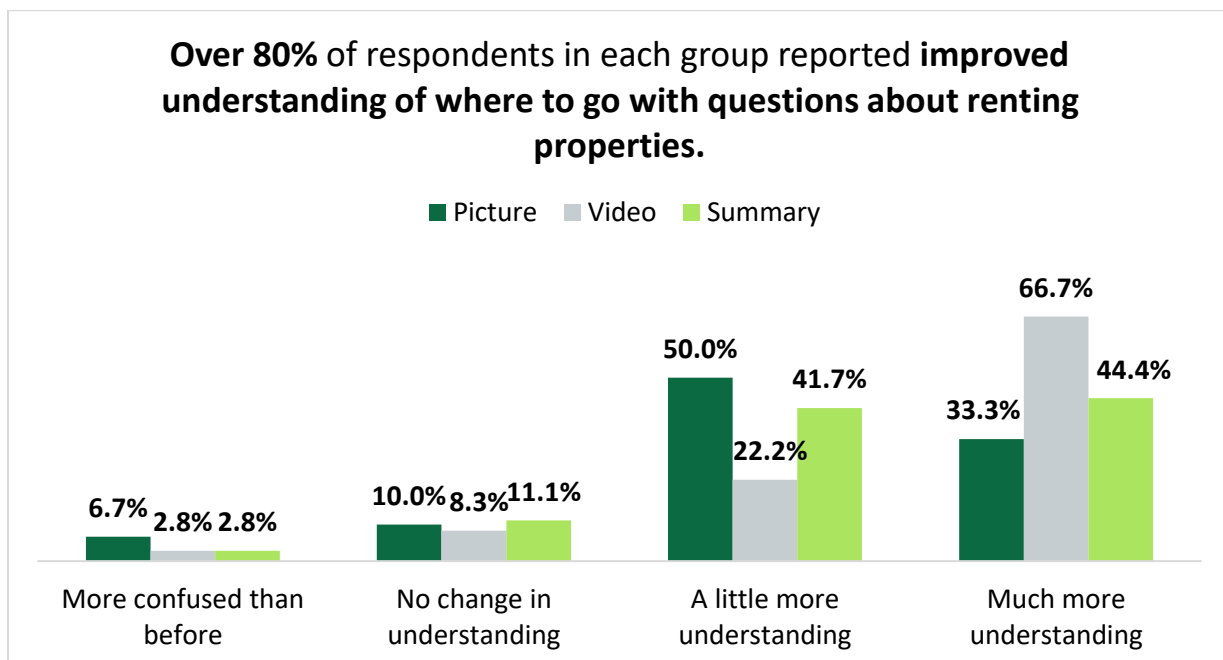


Figure 23

The analysis revealed no significant experimental group differences in the extent to which participants reported changes in knowledge about each topic. In terms of demographic differences, reported

changes in knowledge about renting after reviewing the resource were generally the same. However, reported improvements in knowledge were marginally higher for people who spoke English as a first language $t(95) = 1.15, p = .055$.

Interestingly, there were a number of correlations with respect to self-reported changes in knowledge about renting rights and responsibilities. The more that people reported learning, the more they reported that the resource was helpful for them, $r(95) = .2449, p < .001$ and would be helpful for other people $r(92) = .466, p < .001$. Though these findings may seem intuitive, it is a reminder to consider the informational needs of newcomers when developing future legal resources. Focusing on filling existing knowledge gaps will help ensure the materials are useful for newcomers.

Further, the more that respondents reported understanding what the resource was saying, the more they reported learning $r(99) = .323, p = .001$. Again, this finding seems obvious, but it points to the importance of testing resources for understandability, to ensure that newcomers will benefit from them.

Self-reported change in knowledge was also related to how much respondents believed the resource was true/accurate $r(99) = .328, p < .001$. The more respondents believed the resource was true/accurate, the more they reported gaining knowledge. It is useful to consider newcomers' perceptions of truth/accuracy of information, as it appears to promote gains in knowledge.

Lastly, self-reported change in knowledge was related to overall satisfaction with the resource $r(90) = .363, p < .001$. The more people were satisfied with the resource, the more they reported learning. Thus, it is highly advisable to consult with diverse groups of newcomers when developing more legal information resources. Their opinions about the overall resource, and how much they like different aspects of it, can help establish final products that newcomers will be more likely to learn from.

At the end of the survey, participants were invited to share any final comments they had. Some individuals from each group relayed that they had gained knowledge or found the resources informative:

- *It's interesting to know about rental property. Lots of information I gained today* (Picture)
- *I learned new things* (Picture)
- *I learned a lot from this survey* (Summary)
- *This was a good and informative experience for me* (Summary)
- *I gained more knowledge about rights and responsibilities of landlords and tenants* (Summary)
- *The video was very good and informative* (Video)

More qualitative data on the developed resources would result in a more in-depth understanding of what factors contribute to knowledge gain.

d) Self-reported post-resource knowledge about finding information related to renting a property

Whether respondents would be willing to access more information could be a transitional step for newcomers in achieving intermediate-term outcomes (e.g., continuous learning, sharing the information with others, and application of the information; see [Appendix A](#)). Thus, survey respondents were shown the following question: *If you were renting, would you seek out more information about your rights and*

responsibilities after seeing the [picture/video/summary]? **Figure 24** shows that most respondents in each group were willing to seek more information, though a similar proportion were not.

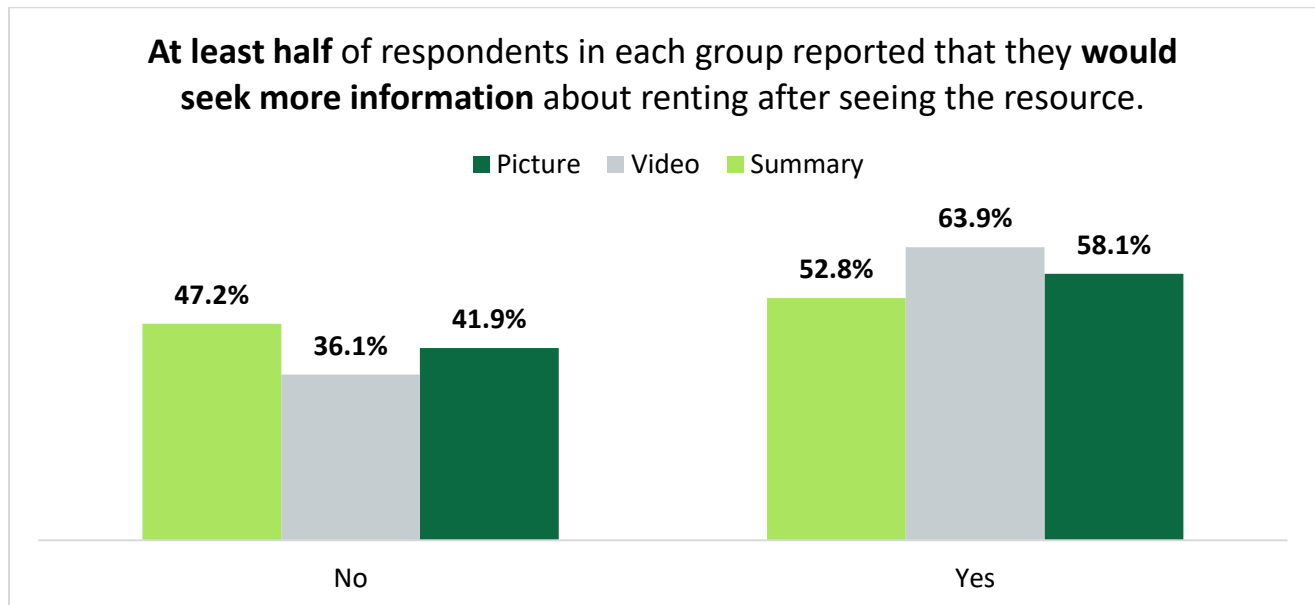


Figure 24

There were no demographic differences, or experimental group differences, with respect to participants' willingness to seek out more information on renting.

If respondents stated that they would seek out more information, they were prompted to respond to an open-ended question about where they would go ($n = 53$).⁸ Most commonly, people correctly identified the Office of Residential Tenancies – the reference included at the end of each resource ($n = 20$). The next most frequent responses were online ($n = 13$) and the Government of Saskatchewan website ($n = 8$). Other sources people identified were landlords ($n = 3$), a rental office ($n = 3$), the resource provided in the survey ($n = 2$), and friends ($n = 1$). Four respondents indicated that they didn't know where to seek more information about renting properties, suggesting that 49/53 respondents were aware of at least one place they could access such information.

As mentioned in **Section 3.2**, before receiving the resource, most participants reported that they *did not* know where to go if they needed information about renting rights and responsibilities (72.1%). Of the 27.9% who indicated that they *did* know where to go ($n = 29$), 12 people indicated the Office of Residential Tenancies and seven suggested the Government of Saskatchewan website. Post-resource, these numbers increased to 20 and 13, respectively. It is important to note that the post-resource numbers may have been higher if each participant was presented with the question about where they would go to seek more information. However, post-resource, respondents were only presented with this

⁸ Note: Five respondents provided two sources of information for a total of 58 responses, and four participants provided unclear answers.

question if they indicated that they would be willing to seek more information. Thus, a statistical pre-resource to post-resource comparison could not be made.

3.5 Preferred Resource Type

Respondents were asked to self-report their preferred format of receiving legal information from a check-all that apply list. As shown in **Figure 25**, video was the most popular choice of informational resource type.

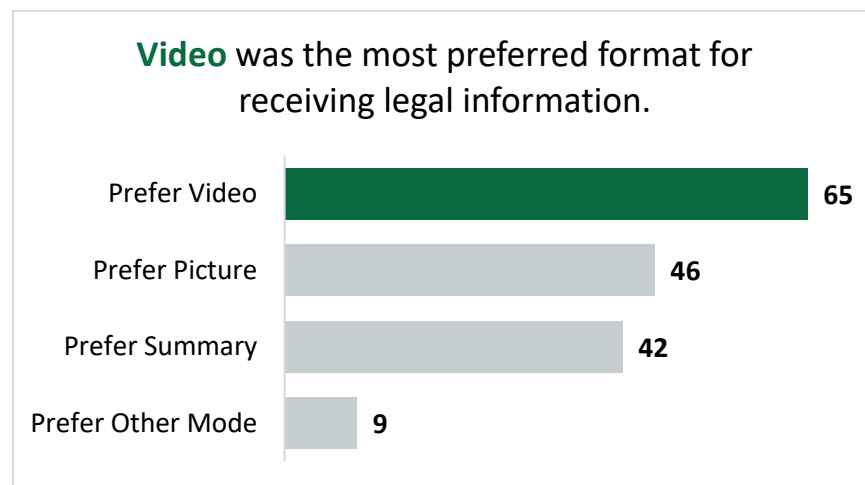


Figure 25

There were no differences in preference along demographic lines. There was one significant difference in participants' preferences on format for receiving information based on the resource they saw $\chi^2(2) = 6.89, p = .032$. Specifically, those who saw the video were most likely to give higher mean rank scores on the video (62.1) than those who saw the picture (49.1) or the summary (45.6).

When asked to write any final comments before ending the survey, some respondents mentioned the format of communicating information. Their responses spoke to the potential importance of using mixed formats:

- *I feel that it would be beneficial to have this information condensed in a printout so that people can have easy access to it without watching the video in case they need it again. (Video)*
- *A consolidated site for information and links for resources should be pointed to. (Summary)*
- *I wished the summary of rights and responsibilities of tenant can be shared as a pamphlet with all residents of Saskatchewan. (Summary)*

3.6 Summary of Key Survey Findings

Several analyses were run to explore satisfaction with, and effectiveness of, the resources. The main findings are summarized below.

a) Program Assumptions

1. The more that respondents reported understanding what the resource was saying, the more they reported learning.
2. The more participants believed the information was true/accurate, the more they reported learning.
3. The more respondents viewed the resource as helpful, the more they reported learning.
4. The more respondents liked the resource, the more they reported learning.

These findings shed light on the importance of ensuring online legal resources are understandable, perceived as accurate and helpful, and liked by the target audience. When these assumptions are met, newcomers are more likely to benefit from the resources. Thus, it will be critical to include newcomers in the development of legal information resources. Additionally, it will be important for evaluators to consider these variables when assessing the effectiveness of future resources.

b) Short-term Outcomes

1. In the overall sample, there was a significant increase in test scores (68% - 79%), demonstrating that reviewing the resource led to increased knowledge about renting properties.
2. There was a significant improvement in self-reported understanding of renting rights and responsibilities, in which the median score changed from “mostly understand” to “clearly understand.”
3. After viewing the resource, over 75% of respondents in each condition reported that they had improved understanding of the following topics: a) overall rights and responsibilities of tenants, b) the application process, c) security deposits, d) the moving in process, e) property maintenance responsibilities, f) property access, g) the moving out process, and h) where to go with questions about renting rights and responsibilities.
4. Almost all participants in each group felt that they could explain all or most of the information in the resource to others (Picture Group – 90.4%; Video Group – 97.2%; and Summary Group – 94.4%).
5. After reviewing the resource, over half of participants in each group indicated that they would be willing to seek more information about renting properties (Picture Group – 58.1%; Video Group – 63.9%; and Summary Group – 52.8%).

On different levels, there was evidence of each short-term outcome in the evaluation matrix that was tested. Regardless of what format, having access to the resource significantly improved knowledge about renting rights and responsibilities. Further, being able to explain information to others is not only an indicator of comprehending what the resource says, but also of knowledge depth. Having a deeper understanding of the content may help facilitate intermediate-term outcomes. Lastly, motivation to seek more information about renting rights and responsibilities may be a transitional outcome between

knowledge gain and more behavioral outcomes in the evaluation matrix (e.g., sharing the knowledge with others and continued learning). It will be important to measure this outcome in future evaluations.

c) Effectiveness of the resource formats

1. There were no significant differences between experimental groups in the extent to which respondents gained knowledge about renting rights and responsibilities.
2. There were no significant differences on post-resource, self-reported understanding of renting rights and responsibilities.
3. There were no experimental group differences on self-reported knowledge gain on various property rental topics.
4. There were no significant group differences that resulted on helpfulness of the resource (to the self and to other newcomers), understandability of the resource, ability to explain the resource to others, and difficulty of the resource.

No format of presenting information was more effective at increasing knowledge about renting rights and responsibilities. Further, analyses showed that all formats of information performed equally well on measures of helpfulness, understandability, and difficulty. This suggests that the content of the resources may matter more than the format in which the content is presented.

d) Demographic differences

1. The longer respondents lived in Canada, the more likely they were to report knowing where to go (before receiving the resource) for information about renting.
2. The longer the respondents lived in Canada, the less difficulty they reported experiencing with the resource.
3. Those who owned a property were marginally less likely to report difficulties with the resource than those who rented.
4. Self-reported understanding of the resource was greater for those who reported higher levels of English *reading* abilities.
5. Self-reported understanding of the resource was greater for those who reported higher levels of English *writing* abilities.
6. Those who indicated that they were better at reading English had more correct responses to the true/false questions on renters' rights and responsibilities.
7. Self-reported knowledge gains were marginally higher for those who spoke English as a first language.
8. Those who completed any level of university reported greater understanding about renting rights and responsibilities than those who had not completed university.
9. Those with more advanced English writing skills reported greater post-resource understanding about renting rights and responsibilities than those with less advanced writing skills.

These findings highlight the ways in which demographics are linked with various expected outcomes for newcomers. When developing legal information resources, it will be critical to involve newcomers with different levels of English and education, as well as those who have lived in Canada for different amounts of time. When testing the effectiveness of future resources (e.g., through a survey), evaluators

must be considerate of how questions are asked, and what languages data collection materials are offered in.

4. Conclusions and Future Directions

A summary of the evaluation is provided below, followed by a review of strengths and limitations. Based on the evaluation findings, recommendations for developing more legal information resources are provided. Future directions for evaluation work are listed, should this work continue.

4.1 Evaluation Summary

The purpose of this evaluation was to explore the best ways to communicate legal information to newcomers in Saskatchewan. First, a needs assessment was conducted to investigate where knowledge gaps existed, what formats of online legal information would be preferred, and how online resources could be made accessible and useful. Three legal information resources were developed on the topic of renting rights and responsibilities based on:

- The findings of the needs assessment
- Project partner discussions
- Two studies: *Legal needs in Saskatchewan, 2023* (forthcoming) and Saskatchewan-specific data from the *Canadian Legal Problems Survey, 2021*.

All three resources included identical information, but differed in how the information was communicated – a plain language summary, a video, or a picture (i.e., infographic). To test the effectiveness of these resources, an experimental survey was conducted with newcomers in Saskatchewan. The results showed that no format was more effective for gaining knowledge about renting properties. However, respondents answered a significantly higher number of questions correctly after viewing the resource. This suggests that availability and accessibility of the information matters to a greater extent than the way in which it is presented.

4.2 Strengths and Limitations

This evaluation had a number of noteworthy strengths and limitations related to evaluation activities, methods, and design. Limitations should be addressed in future evaluations.

Limitations

1. To gauge the needs of newcomers in terms of legal information topics and formats, only one virtual focus group with eight individuals was conducted. Further, most participants were late to the focus group and missed the first 2 – 3 questions. Thus, there was a minimal amount of data to make suggestions for the resource topics.
2. It is possible that some participants in the focus group were “imposter participants.”⁹ In the recruitment survey they were asked to provide the area in Saskatchewan that they lived. To receive the honorarium, they also had to provide the moderator with a mailing address for auditing purposes. For most participants, the cities/towns from the survey compared to the honorarium did not match. No participants turned their cameras on, raising further suspicions. Though it’s uncertain whether the identity of these participants was truthful, these are signs of

⁹ See Roehl, J.M. & Harland, D.J. (2022). Imposter participants: Overcoming methodological challenges related to balancing participant privacy with data quality when using online recruitment and data collection. *The Qualitative Report*, 27(11), 2469-2485. <https://doi.org/10.46743/2160-3715/2022.5475>

imposter participants that should be documented. Further screening activities may help to minimize the inclusion of imposter participants in online data collection methods.

3. Only three newcomers participated in the experimental survey pilot due to project timing concerns and recruitment difficulties. In the future, more participants from the target audience should have the opportunity to provide feedback on the survey (especially in terms of language difficulty).
4. It is important to note that the sample of the experimental survey is not representative of the population of newcomers in Saskatchewan. Most of the sample had completed at least some university, and most rated their English reading and writing skills as “advanced.” As well, just over half of the sample spoke English as a first language. It is uncertain how effective the resources would be for those with lower English language proficiencies, less education, and little to no skills in navigating online spaces. Future evaluations should focus on this group that may have additional needs in order to benefit from informational resources in the same way the present sample did.

Strengths

1. Gathering insight from service providers supplemented by legal needs survey findings helped make decisions about what group of newcomers to focus the evaluation on, effective strategies to recruit newcomers for data collection, the level of English to use for data collection materials, and the importance of providing translated materials in future studies.
2. Including the target population of an initiative in decisions about how the activities/materials are developed can be important for ensuring relevance and usefulness. Exploring the needs of newcomers in Saskatchewan was a key step in developing online legal resources to test for effectiveness. Even though there was a limited amount of data, there were some key considerations that resulted from the focus group that influenced the development of the legal resources (e.g., emphasizing key words, using clear language, using visuals, and including contact information if people have questions or want to know more).
3. Using an experimental method, in which participants had an equal chance at receiving any of the three resources, allowed us to determine whether one of the resource formats was more effective than the others. Including identical information across resource formats allowed us to focus on potential differences specific to resource format, rather than the content of the resources.
4. Multiple assumptions in the evaluation matrix were tested to determine key factors that affect expected outcomes for newcomers. The extent to which survey respondents felt they learned about renting properties was related to how much they understood the resource, perceived truth/accuracy of the information, perceived helpfulness, and satisfaction. These results point to the importance of including newcomers in decisions about the development of online legal materials, and the need to measure such variables in future evaluations.

4.3 Recommendations

The evaluation recommendations in **Table 12** are based on data gathered and analyzed in the evaluation, as well as CHASRs evaluation expertise. The purpose of providing clear, evidence-based suggestions is to help develop and improve online legal information resources, so that they best meet the needs of newcomers in Saskatchewan.

Suggested Actions	Why are These Actions Recommended?
<p>1. While a video format emerged as the top preference for participants in the experiment, and one of the top preferences in the focus group, mixing formats or using multiple formats may be the most accessible option.</p>	<ul style="list-style-type: none"> • Some individuals in the focus group thought that mixing formats could help with language barriers. • In open-ended survey responses, some commented that they would like to see mixed modes (e.g., adding pictures to the summary, or including a short summary to go with the video). • Forty survey respondents (38.4%) chose more than one option when asked about their preferred format of information. • Service provider meetings pointed to the importance of considering the diverse needs of newcomers, who have varying English proficiencies and computer skills.
<p>2. Develop shorter and longer versions of legal information resources.</p>	<ul style="list-style-type: none"> • As indicated by service providers who work with newcomers, newcomers have varying needs. The amount of information they need will also depend on their specific situations. At times they may need a quick answer, while at other times they may want to understand a topic more comprehensively. • While some survey respondents valued the informativeness and level of detail included in the resources, others recommended more summarized versions, or the use of bullet points to summarize the information further.
<p>3. Not all newcomers speak English or have computer access/skills. Offer resources in various languages and make the materials accessible to newcomer agencies.</p>	<ul style="list-style-type: none"> • Some survey respondents recommended offering translated legal information resources. This would make the content more accessible to a wider range of newcomers. • One focus group participant suggested fostering connections between legal offices and newcomer agencies, so that newcomer agencies could have improved access to legal information. Then, newcomer agency employees could assist newcomers in understanding the

Suggested Actions	Why are These Actions Recommended?
	information, especially those with lower levels of English.
4. Make resources visually appealing, such as by using color and including graphics that help convey what the content is saying.	<ul style="list-style-type: none"> Participants in the focus group and the experimental survey made this suggestion, for example, to improve understandability of the resource.
5. Facilitate resource clarity in a variety of ways: <ul style="list-style-type: none"> Use a larger font size Emphasize important words (e.g., by bolding them) Use plain and clear English Use examples If someone is speaking on a video, make their mouth visible and ensure they are speaking slowly Make the words accessible on multiple types of devices 	<ul style="list-style-type: none"> These suggestions stemmed from participant responses in the focus group and survey.
6. Add contact information to the resources to promote continued learning.	<ul style="list-style-type: none"> This was suggested by a focus group participant, so that people know where to go if they have questions or want to know more information.

Table 12

4.4 Future Directions

The following are suggestions for developing and evaluating online legal information materials:

1. Complete a comprehensive needs assessment of legal information from a more representative sample of newcomers. This will help determine which topics to prioritize and how to make online informational resources accessible to newcomers with varying levels of skills, access to resources, and lengths of time spent in Canada.
2. Include newcomers in the development of materials. The extent to which they benefit from the resources is associated with factors such as understandability, perceptions of accuracy and helpfulness, and satisfaction with the resource. Combining a comprehensive needs assessment with the opportunity for newcomers to review drafted materials will help them experience positive outcomes.
3. When evaluating future online legal information resources, ensure data collection materials are developed in multiple languages. Have translators available for qualitative data collection and/or offer surveys in common languages of the target population.
4. Conduct similar evaluations focusing on other legal topics to explore whether certain resource formats are preferred, or more effective, for different legal topics.
5. For online legal information materials, conduct in-depth user-testing to test accessibility, ease of navigation, language level, understandability, and comprehensiveness. Continuously evaluate the effectiveness of the resources, including outcomes at different levels, and the changing needs of newcomers.

Appendix A – Evaluation Matrix

Performance Indicators by Evaluation Question	Methods			
	Virtual Focus Group with Newcomers in SK	Meetings with Community Agency Reps	Online Experimental Survey	To Be Determined in Future Studies
Legal Information Needs of Newcomers in SK				
What legal topics do newcomers in SK need to know about?				
Newcomer identification of legal topics that they already know about	X			
Newcomer identification of legal topics that they would like to know more about	X			
Opinions about what legal topics are important for newcomers in SK to learn	X	X		
Which modes of online legal information are most useful for newcomers in SK?				
Newcomer opinions about different modes of legal information (What they like and do not like)	X			
Discussion about what details would make legal information materials more useful for newcomers in SK	X	X		
Discussion about what details would make legal information materials more understandable for newcomers in SK	X	X		
Reported format preference	X		X	
What legal information barriers are there for newcomers in SK?				
Newcomer and community organization employee identification of barriers or challenges when it comes to learning about legal information	X	X		
Satisfaction with Legal Information Materials				
To what extent are newcomers in SK satisfied with the legal information resources?				
Satisfaction ratings given using a Likert-type scale on a variety of domains (visual appeal, content flow/organization,			X	

Performance Indicators by Evaluation Question	Methods			
	Virtual Focus Group with Newcomers in SK	Meetings with Community Agency Reps	Online Experimental Survey	To Be Determined in Future Studies
the spoken/written language level, length of the resource, and the overall product)				
Opinions provided by newcomers in response to open-ended satisfaction-related questions			X	
What recommendations do newcomers in SK have to improve the legal information resources?				
Opinions provided by newcomers in response to open-ended improvement-related questions			X	
Program Assumptions				
Do newcomers in SK understand the information in the resource and/or have access to people or services that could help them understand it?				
Score on a Likert-type scale of understandability			X	
Self-reported use of translation assistance for the survey (yes/no)			X	
Open-ended responses about where people would go to seek information about renting rights and responsibilities			X	
Do newcomers in SK spend adequate time reviewing the legal information resource?				
Recorded time spent reviewing the legal information product			X	
Do newcomers in SK perceive that the legal information resources are trustworthy? (credible, reliable)				
Score on a Likert-type scale of truth/accuracy			X	
Responses to an open-ended question about what information in the resource seems untrue/inaccurate			X	
Do newcomers in SK perceive that the legal information resources are relevant to themselves or others?				
Self-reported need for information about renting rights and responsibilities (yes/no)			X	

Performance Indicators by Evaluation Question	Methods			
	Virtual Focus Group with Newcomers in SK	Meetings with Community Agency Reps	Online Experimental Survey	To Be Determined in Future Studies
Perception of other newcomers' needs for information about renting rights and responsibilities (yes/no)			X	
Do newcomers in SK perceive that the legal information resources will help them and/or others they know?				
Score on a Likert-type scale of helpfulness for self			X	
Score on a Likert-type scale of helpfulness for other newcomers			X	
Do newcomers in SK perceive that there are minimal barriers to using the content?				
Open-ended responses to questions about what people liked, what could be improved, and challenges encountered			X	
Short-Term Outcomes				
To what extent do newcomers in SK demonstrate increased knowledge/understanding about renting properties?				
Increased score on a pre- to post-resource true/false test of knowledge about renting rights and responsibilities			X	
Increased score on a pre- to post-resource Likert-type scale of understanding about renting rights and responsibilities			X	
Scores on post-resource Likert-type scales of knowledge gain on key topics about renting properties			X	
Comparison of open-ended pre- and post-resource responses about where people would go to seek information about renting rights and responsibilities			X	
To what extent do newcomers in SK feel capable of explaining the resource content to others?				
Score on a Likert-type scale of ability			X	
To what extent do newcomers in SK feel motivated to seek more information about renting/tenancy?				
Self-reported willingness to seek more information about renting rights and responsibilities (yes/no)			X	

Performance Indicators by Evaluation Question	Methods			
	Virtual Focus Group with Newcomers in SK	Meetings with Community Agency Reps	Online Experimental Survey	To Be Determined in Future Studies
Open-ended responses to a question about why they would or work not seek more information			X	
To what extent do newcomers in SK feel comfortable using the information provided in the resource (hypothetically or in reality)?				
Indicator(s) TBD				X
Intermediate-Term Outcomes				
Do newcomers in SK apply the information to their own life or others' lives? (Applied hypothetically, to existing issues, or to issues experienced by others they know)				
Indicator(s) TBD				X
Do newcomers in SK seek more information about renting/tenancy, whether online or through other means?				
Indicator(s) TBD				X
Do newcomers in SK seek more legal information online (on any topic) compared to before the program?				
Indicator(s) TBD				X
Do newcomers in SK access referrals or contacts included in the online legal information materials (to address existing issues or to learn more)?				
Indicator(s) TBD				X
Do newcomers in SK share the resources with others that they know?				
Indicator(s) TBD				X
Long-Term Outcomes				
Do newcomers in SK take (more) action to address existing legal issues?				
Indicator(s) TBD				X
Is there evidence that legal issues and conflicts are prevented to a greater extent for newcomers in SK?				
Indicator(s) TBD				X
Are the impacts of legal problems on newcomers mitigated?				
Indicator(s) TBD				X

Appendix B – Key Informant Meeting Guide

1. Tell me a little bit about your current role with [organization]
 - How long have you been working with newcomers?
 - In your position, what types of things do you assist newcomers with?
2. In what ways do service providers in your organization help newcomers with legal information?
 - *E.g., Provide physical resources/online resources, host classes/workshops, one-on-one assistance*
3. Are there other agencies or services that you refer newcomers to for legal information? Which ones?
 - What types of assistance do these organizations provide?
 - *If they don't make referrals themselves:* Are you aware of any community agencies or legal organizations that assist newcomers with legal information? Which ones?
4. Based on your experiences, what legal information needs do newcomers have in Saskatchewan?
 - How similar or different are legal information needs for newcomers who have different skill levels? (*e.g., language and computer skills*)
 - In your experience, what legal topics do newcomers most often seek assistance with?
5. When assisting newcomers with legal information, what modes/formats do you share with them? What modes or formats do you use to share legal information? (*E.g., flowcharts, summaries, videos, webpages, audio clips, cartoons, etc.*).
 - *If they don't specifically provide newcomers with resources:* If you were to provide newcomers with legal information, what modes/formats would be the most helpful to show them?
 - Based on your experience, what is the most helpful information mode for newcomers who can speak English fluently and are proficient in using computers?
 - On the other hand, what is the most helpful information mode for newcomers who do not speak English fluently and/or have low computer skills?

Now I would like to hear your thoughts about the study that we are doing. The grant we received is focused on establishing and assessing online legal information resources, so we plan to collect data from newcomers in Saskatchewan who can speak English fluently and are proficient with computers. There are multiple steps in our study, which include speaking with newcomers in a couple focus groups and disseminating an online questionnaire.

6. In your opinion, what is the best way to recruit newcomers who speak English fluently and can use computers proficiently? (*E.g., posters put up in organizations that newcomers visit frequently, email invitations, word-of-mouth, etc.*)
 - What might be some barriers to individuals participating in the focus group? How might we overcome these barriers to make participating easier?
7. What challenges might we run into with this group by hosting in-person focus groups, virtual focus groups, or disseminating an online questionnaire?
 - What would you suggest in order to address these potential obstacles?

8. Would you/your organization be willing to help us recruit newcomers for different phases in our study? (e.g., put up posters, send out email invitations, ask people you know)

9. Do you know any other service providers who might be interested in speaking with us about legal information needs of newcomers?

Thank you!

Appendix C – Focus Group Guide

Focus Group Guide

Introduction

The purpose of this focus group is to explore the best ways to provide newcomers in Saskatchewan with legal information. When I say *Legal information*, this means any kind of information about the law or legal processes (e.g., how to handle troubles in the workplace, driving laws, information about renting or mortgages, family laws, etc.). We want to know what topics would be helpful for you to know about, your favorite ways to learn about the information, and overall, what would be most useful for you when learning about different legal topics.

Focus Group Guidelines & Ethics

- In focus groups you don't have to speak in any specific order, but it is important that we try not to interrupt others while they are speaking. To do this, I'll ask that you use the "Raise your hand" button on Zoom. If you click on the button on the bottom of the screen that says "Reactions" you will see a raise hand button. Once you are done speaking, there is a button that says "Lower hand" that you can click.
- Make sure that when you are not speaking, you are muted. You can mute and unmute yourself using the button on the bottom left hand of the screen.
- You might disagree with one another on something, but it is important to be respectful of other people's thoughts.
- We will be audio-recording the focus group to make sure that we don't miss any of the thoughts you share with us today.
- To protect everyone's privacy, we ask that you do not share any details about this conversation outside of the group (e.g., who was here and what other people said). My team will also keep the findings confidential. This means that even though we will use quotes from this focus group, your name will not be linked to the quotes, and neither will any other identifying information.
- Lastly, there are no right or wrong answers to these questions. We are just interested in your thoughts and opinions.

Start audio recorder

If you consent to participate in this study, please give me a head nod or a thumbs up.

To start, it would be helpful to do a short round of introductions. When I call your name, please share: 1) your name, 2) the country you arrived in Canada from, and 3) how long you have been in Saskatchewan for.

Focus Group Questions

1. What legal topics have you learned about since you have come to Saskatchewan?

- Where did you learn about this information? (*e.g., other family members, the SODS or other newcomer programs, an internet search, a brochure, social media, etc.*)
- Was the information easy or difficult to understand?
 - What made it easy? What made it difficult?

2. What types of legal information do you want to know more about? Why? (*e.g., existing information is confusing, don't know where to learn about the topic, they have not had a chance to learn about it yet, etc.*). Topic prompts (if needed):

- Leaving or losing your job
- Other work complaints
- Driving laws
- Renting laws
- Working with a mortgage broker or real estate agent
- What to do when there is family violence
- Purchasing goods and services (*complaints, going to an auction, gift cards, scams, buying things online, warranties, services from a contractor, buying or fixing a vehicle*)
- Borrowing money from a lender
- Buying insurance
- Pensions
- Bankruptcy
- Wills

3. In your opinion, what are the most important legal topics for newcomers in Saskatchewan to learn about?

- Why are those topics the most important? (*e.g., useful for everyone to know about, important to know about the information as soon as possible, make the best use of your money, avoid negative outcomes, etc.*)

4. There are different ways that legal information can be shared. I am going to show you 10 different ways on the screen. As I talk through them, please make note of what things you like and dislike about each format. Once we have gone through all ten, I will ask you about what you think of them. **Go through booklet and give a brief explanation of each of the formats**

- Out of the options we saw, what are your favorite formats and why? (*e.g., easy language, options for different languages, easy to go through the document, pictures, it's funny, etc.*)
- Which formats do you dislike and why?
- Thinking about legal information you have learned about so far, what format is it usually in?
 - Would you have preferred a different format for the information you learned?
- Would you prefer to have different formats to learn about different legal topics? (*E.g., step-by-step instructions for getting a mortgage, but a video to explain what to do when you have lost your job? An interactive website for buying and fixing a vehicle?*)
 - If yes, why is [format 1] more helpful for [topic 1], and [format 2] more helpful for [topic 2]?

5. How can online legal information be helpful for newcomers in Saskatchewan and easy to understand? [e.g., language, pictures, having the information explained by someone (in person, in a video, in an audio clip), amount of text used, use of humor, etc.]

6. Is there anything we didn't talk about today that you would like to share?

Conclusion

Thank you so much for taking the time to share your thoughts with us. If you have any questions or think of more information that you would like to share, feel free to email me. We are offering everyone a \$50 e-transfer as a thank you. I will reach out to you by email later today to set that up.

Appendix D – Focus Group Recruitment Materials

Recruitment Poster

PARTICIPATE

Are you a newcomer in Saskatchewan? Consider participating in our study about the legal information needs of newcomers!

To participate, you must be:
Aged 18 years or older
Able to speak and read English
Comfortable using computers

What legal topics have you learned about since you have come to Saskatchewan?

What legal topics do you have the most questions about?

What are your favorite formats to learn about legal information? Video? Infographic? Other formats?



As a participant, you will be asked to take part in one 90-minute focus group. The focus group will be hosted on Zoom. You will be offered a cash incentive in appreciation of your time.

If you would like more information or are interested in participating:

Follow this QR Code



OR

Contact Shaneice by email:
shaneice.fletcher@usask.ca

This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board.

**Are you a newcomer in Saskatchewan?
Consider participating in our study
about the legal information needs
of newcomers!**

**What legal topics
have you learned
about since you
have come to
Saskatchewan?**

**What are your
favorite formats to
learn about legal
information? Video?
Infographic? Other
formats?**

**What legal
topics do you
have the most
questions
about?**

The study involves taking part in one 90-minute focus group via Zoom. You will be offered a cash incentive in appreciation of your time. If you are interested in participating:

**Follow
this QR
Code**



OR

**Contact Shaneice by email:
shaneice.fletcher@usask.ca**

This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board.



Appendix E – Focus Group Recruitment Survey

Thank you for your interest in participating in our study! We are looking for newcomers in Saskatchewan to take part in one 90-minute online focus group that will take place on Zoom. We are interested in knowing what legal topics you have learned about since coming to Saskatchewan, and your favorite ways to learn about legal information (for example, through a video or a short online summary). Everyone who takes part in the focus group will be offered a cash incentive in appreciation of their time.

To participate, you must be a newcomer in Saskatchewan who:

1. Is 18 years of age or older
2. Can read and speak English
3. Is comfortable using computers

If you are interested, we will work with everyone's schedule to determine a date and time for the online focus group. **We are hoping to have the focus group between March 20 - 22, 2023.**

Please fill out the questions below if you would like to take part. A researcher will contact you by email to provide you with more information.

What is your first name? (open-end)

What is your last name? (open-end)

What is your email address? (open-end)

Which city, town, or area in Saskatchewan do you currently live? (open-end)

Appendix F – Focus Group Consent Form

Participant Consent Form

Researchers: Shaneice Fletcher-Hildebrand, Canadian Hub for Applied and Social Research, University of Saskatchewan
Email: shaneice.fletcher@usask.ca or Phone: 306-966-1679

Jessica McCutcheon, Canadian Hub for Applied and Social Research, University of Saskatchewan
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Brea Lowenberger, CREATE Justice, College of Law, University of Saskatchewan
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Lora Bansley, Justice Services Division, Ministry of Justice and Attorney General
Email: lora.bansley@gov.sk.ca or Phone: 306-526-8099

Heather Heavin, College of Law, University of Saskatchewan
Email: heather.heavin@usask.ca or Phone: 306-966-5880

Purpose: You are invited to participate in a focus group about Saskatchewan newcomer needs in the area of legal information. *Legal information* refers to general information about the law or legal processes. Please read this form carefully, and feel free to ask any questions you might have about the study.

The purpose of the focus group is to determine how to effectively provide newcomers in Saskatchewan with legal information. We hope to uncover legal topics that are valuable for newcomers to learn about, as well as information formats that are most effective for conveying legal information (e.g., videos, flowcharts, checklists, interactive websites, etc.).

Procedure: The focus group will be conducted by CHASR employees and last approximately 90 minutes. The focus group will be held via Zoom. During the focus group, you will be asked to share your thoughts about important legal topics to know about. You will also be guided through a PowerPoint with examples of different formats that legal information is shared in. Then, you will be asked about which formats you like and dislike, and which formats you would prefer for different legal topics. It is important that you only answer questions that you feel comfortable responding to. At the end of the study, you will be given a chance to ask any further questions that you might have. CHASR will use an audio-recording device to record the session, which will be used for transcription purposes.

Funding: The focus group is funded by the McLachlin Fund.

Potential Risks: There are no known or anticipated risks to you by participating in the focus group.

However, as you reflect on your experiences it is possible that you may recall frustrating experiences. Please feel comfortable asking the interviewer for help.

Potential Benefits: You will not benefit directly from participating in the project. However, the information you provide will help us understand important legal topics for newcomers in Saskatchewan to know about, as well as the most effective ways to provide newcomers in Saskatchewan with legal information.

Compensation: Your participation in this research is completely voluntary. All participants will be offered one \$50.00 honorarium via e-transfer. Your compensation will not be dependent on completion of the project. Any personal information collected as a record of honorarium payment will be stored separately from the data by CHASR and may be kept for seven years in case the University of Saskatchewan is subjected to a financial audit.

Confidentiality: Your responses during the focus group will be kept confidential. Although the researchers will use direct quotations from the focus group in a final report, quotes and data will be reported in aggregate and all personally identifying information will be removed (e.g., names, geographic locations). In addition to a final report, it is possible that the results will be presented at conferences, shared with newcomer organizations in Saskatchewan, or published in academic articles. In any of these cases, all data will be de-identified.

Although the researchers will take efforts to safeguard the confidentiality of the discussion, the researchers cannot guarantee that other members in the focus group will do so. Please respect the confidentiality of the other members of the group by not disclosing the contents of this discussion outside the group and be aware that others may not respect your confidentiality.

Storage of Data: All the data from the interviews will be stored securely in CHASR's data storage system. The data stored in CHASR's server is only accessible to CHASR staff. Signed consent forms will be kept in a locked filing cabinet in a locked CHASR office. The audio file, transcript, and consent forms will be stored securely by the researchers for a minimum of five years after all publication and presentation efforts are complete. Five years after the data is no longer needed, it will be destroyed beyond recovery.

Right to withdraw: Your participation is voluntary, and you can answer only those questions that you are comfortable with. You may withdraw your participation at any time during the focus group, without explanation or penalty of any sort. Should you withdraw, your responses during the focus group will not be included in the data analysis. After the focus group, the resulting transcript will be de-identified, at which point you will not be able to withdraw your responses.

Follow up: To inquire about the results from the focus group, please email the researchers using the information at the top of page 1. We estimate that the results will be available in July 2023.

Questions or Concerns:

- If you have any questions or concerns, please contact the researchers using the information at the top of page 1.

- This evaluation project has received ethics exemption from the University of Saskatchewan Research Ethics Board on April 29, 2022 (ID E314).

Oral Consent:

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

Name of Participant

Researcher's Signature

Date

Appendix G – Experimental Survey

Participant Consent Form

You are invited to participate in this survey to collect your opinion about some legal information resources for tenants in Saskatchewan.

Purpose of study: To produce helpful legal resources for newcomers in Saskatchewan. We want to hear what you think about the resources we have made.

Procedures: You will look at the legal resource we provide and complete an online survey. The survey will take 15-30 minutes.

Confidentiality: Your answers will be anonymous and there will be no identifying information when you send in the survey. All data will be combined before it is reported on. This survey is hosted by Voxco (Voxco's privacy policy can be found here: <https://www.voxco.com/privacy-policy/>). Data will be securely stored indefinitely on a university-managed platform by CHASR.

Compensation: All participants will be offered \$25.00 CAD via e-transfer. If you would like to receive the e-transfer, you must provide your contact information at the end of this survey. The contact information will be stored separately from the survey data by CHASR and will be kept for 7 years in case the University of Saskatchewan is financially audited.

Right to withdraw: Participation in the study is voluntary and you have the option to skip questions that you do not feel comfortable answering. You can stop participating at any time by exiting the browser window. When the survey is completed, your responses are pooled anonymously with others so you will no longer be able to withdraw your data.

Questions or concerns: If you have questions or concerns before, during or after participation, please contact CHASR's Evaluation Research Manager and Specialist, Shaneice Fletcher-Hildebrand, at shaneice.fletcher@usask.ca

By continuing to complete this questionnaire, **YOUR FREE AND INFORMED CONSENT IS IMPLIED** and indicates that you understand the above conditions of participating in this study.

Screening Questions

Do you identify as a newcomer in Saskatchewan?

Yes

No [take to end of survey]

Are you 18 years of age or older?

Yes

No [take to end of survey]

Are you able to read and write English with *or* without help from others?

Yes

No [take to end of survey]

Pre-Resource Understanding Questions

This survey focuses on testing an information resource on renting a property in Saskatchewan. Before we show you the resource, we would like to understand what you already know about renting. Please select true or false for the following items related to renters' rights and responsibilities. It's okay if you don't know the answer and it's okay to guess!

	True	False
Landlords can charge an application fee when a tenant applies to rent		
Landlords can tell a tenant that they are only allowed to have a certain number of people living in the property		
Landlords can collect a security deposit from you at any point during your rental period		
A landlord should provide you with a phone number to call in the event of an emergency		
Landlords are responsible for fixing any damage on the property, even if it was caused by the tenant		
A tenant can stop paying rent if the landlord does not do needed repairs		
If it's not an emergency, landlords must give 24 hours' notice to enter the property		
Landlords cannot give notice to enter the property on a day of religious observance or a Sunday		
Tenants are responsible for cleaning the property when they move out		
Landlords can charge an automatic cleaning cost when a tenant moves out		

Currently, how much do you understand about your rights and responsibilities if you were to rent a property?

- Very clear understanding
- Mostly understand
- Understand a little
- Do not understand at all

Currently, how much do you feel able to help other newcomers understand their rights and responsibilities when renting in Saskatchewan?

- Very able
- Mostly able
- A little bit able
- Not at all able

Do you know where to go if you have questions about tenants' rights and responsibilities? *Please answer "yes" if you know where to go even if you do not need this information.*

- Yes
- No

[If answered yes] Where would you go? (open-end)

When you arrived in Canada, did you need information about rights and responsibilities when renting a property?

- Yes, please explain:
- No, please explain:

Do you think information about tenants' rights and responsibilities when renting a property is needed by other newcomers in Canada?

- Yes, please explain:
- No, please explain:

[Randomization to condition 1 (picture), condition 2 (video), or condition 3 (summary)]

[Condition 1]

On the next page, you will be shown a picture that provides some information for tenants about their rights and responsibilities when renting a place to live. Please take some time to read through this picture with words. We will ask your opinion about it afterward.

[Condition 2]

On the next page, you will be shown a video that that provides some information for tenants about their rights and responsibilities when renting a place to live. Please take some time to watch the video. We will ask your opinion about it afterward.

[Condition 3]

On the next page, you will be shown a summary that that provides some information for tenants about their rights and responsibilities when renting a place to live. Please take some time to read the summary. We will ask your opinion about it afterward.

[Insert timer on picture/video/summary page to record length of time reviewing material]

[PICTURE]

[VIDEO]

[SUMMARY]

Your Opinion of the Resource

We would now like to know what you think about the [picture/video/summary] you just saw.

What did you like most about the [picture /video/summary]? (open-end)

What could be done to improve the [picture /video/summary]? (open-end)

Did you have any difficulties with the [picture /video/summary], or expect that other newcomers would?

Yes, please describe:

No

How helpful do you think the [picture /video/summary] is in helping gain an understanding of rights and responsibilities to...

	Not at all helpful	Somewhat helpful	Helpful	Very helpful
You personally				
Other newcomers				

Please let us know how much you like or dislike the following aspects of the [picture/video/summary]:

	I didn't like it at all	I liked it a little bit	I liked it	I liked it a lot
The resource overall				
What it looked like (visual appeal)				
The flow or organization of the material				
The English language level that was used in the [picture/video/summary]				
The time it took to get through				

How much were you able to understand what the [picture /video/summary] was saying?

Fully

Mostly

A little bit

Not at all

How much do you believe the information provided in the [picture/video/summary] was true/accurate?

- Fully
- Mostly
- A little bit
- Not at all

[If answered mostly, a little bit, not at all] What about the [picture /video/summary] do you believe to be untrue or inaccurate? (open-ended)

If you had a choice, which format would you choose to learn about your renting rights and responsibilities? (Check all that apply)

- A plain language summary
- A picture
- A video
- Other, please specify:

Resource Content

We would now like to understand what you may or may not have learned from the resource. Please select true or false to the following items about renters’ rights and responsibilities. Again, it’s okay if you don’t know the answers and it’s okay to guess!

	True	False
Landlords can ask for references when tenants apply to rent		
Landlords can tell a tenant they are not allowed to smoke in the property		
Landlords are allowed to collect a security deposit up to the value of two months’ rent.		
A landlord and tenant should look carefully over the property before moving in to make note of any damages		
Landlords are responsible for making sure the property has proper heating, plumbing, and electricity, but any holes or leaks must be fixed by the tenant		
A landlord is not required to deal with pests if they can prove the tenant is responsible for them		
Landlords must provide a reason for coming into the property		
If given 24 hours’ notice, landlords are allowed to come into the property anytime		
Landlords can claim cleaning costs within six months of the tenancy ending		
Landlords must provide tenants with notice of a claim for cleaning costs if they make one when the tenant moves out		

How much do you understand about the following topics as compared to before you saw the resource?

	I am more confused about this topic now than before	No change in understanding	A little more understanding	Much more understanding
The rights and responsibilities of tenants				
The application process				
The security deposit				
The moving in process				
Responsibilities around premises maintenance				
Property access				
The moving out process				
Where to go if you have questions about tenants' rights and responsibilities				

Now that you have looked at the [picture/video/summary], how much do you understand about your rights and responsibilities if you were to rent a property?

- Very clear understanding
- Mostly understand
- Understand a little
- Do not understand at all

How well could you explain the information in the [picture /video/summary] to others?

- I could explain all of the information to others
- I could explain most of the information to others
- I could explain a little bit of the information to others
- I could not explain any of the information to others

If you were renting, would you seek out more information about your rights and responsibilities after seeing the [picture /video/summary]?

Yes, please explain why:

No, please explain why:

[If yes to seeking out more information] Where would you seek out more information about your rights and responsibilities as a renter? (open-ended)

Did someone help you translate this survey?

Yes

No

Did you use a translation tool to complete this survey? (e.g., Google translate, TradooIT translator, Microsoft Bing translator, DeepL translate, etc.)

Yes

No

About you

We would now like to ask you a few questions about yourself.

In what year were you born? _____

What is your country of origin? _____

What is your ethnicity?

Black (African, African Canadian, African American, Afro-Caribbean descent)

East Asian (Chinese, Japanese, Korean, Taiwanese descent)

Indigenous (Adivasis, Māori, Maya, etc.)

Latin American (Hispanic and/or Latin American descent such as Argentinian, Brazilian, Mexican, Peruvian, etc.)

Middle Eastern (Arab, Persian, or West Asian descent such as Afghan, Syrian, Iranian, Kurdish, Lebanese, Turkish)

South Asian (Bangladeshi, Indian, Indo-Caribbean, Pakistani, Sri Lankan)

Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, etc.)

White (European descent such as English, Irish, French, Ukrainian, etc.)

Another ethnicity (Please specify): _____

In what year did you move to Canada? _____

[If participant responds with 2022 or 2023 for the above question, prompt this question]:

How long have you been in Canada for?

Less than 3 months

Between 3 - 5 months

Between 6 – 8 months

Between 9 – 11 months
12 months or more

Is English your first language?

- Yes
- No

What are the first three characters of your postal code? _____

What do you consider your level of...

	Basic <i>Able to read or write common and/or simple words or phrases, such as basic needs and everyday activities.</i>	Intermediate <i>Able to read or write common and/or simple words or phrases, as well as some complex words or phrases.</i>	Advanced <i>Able to read or write English fluently, communicate about familiar and unfamiliar topics, and understand words or phrases that are general or complex.</i>
English <u>reading</u> ability			
English <u>writing</u> ability			

What is the highest level of education you have completed?

- No schooling
- Some school but did not complete secondary/high school
- Completed secondary/high school
- Some technical or community college
- Completed technical or community college
- Some university
- Bachelor's degree
- Master's degree
- Professional degree (e.g., law degree, medical degree)
- Doctorate

What is your housing situation?

- I own a property
- I rent a property

Do you have any final comments you would like to add? [open-ended]

[FOR PILOT ONLY] Survey Feedback

Do you have any feedback about the survey? Please describe in the box below. [open-ended]

How difficult or easy was the level of English used in this survey?

Very difficult

Difficult

Neither difficult nor easy

Easy

Very easy

Appendix H – Survey Recruitment Materials

Poster

PARTICIPATE IN OUR RESEARCH STUDY

Effectiveness of Legal Information Resources for Newcomers in Saskatchewan

To participate, you must be:

- **A newcomer**
- **Living in Saskatchewan**
- **Aged 18 years or older**



As a participant, you will be asked to take part in one online survey about your rights when renting a property in Saskatchewan. You will be offered a cash incentive in appreciation of your time.

Follow the QR code or link to learn more or participate:



<https://calse.voxco.com/SE/90/LegalinfoV3/>



Questions or Concerns? Contact Shaneice by email: shaneice.fletcher@usask.ca

This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board.

PARTICIPATE IN OUR RESEARCH STUDY
Effectiveness of Legal Information Resources for Newcomers in Saskatchewan



To participate, you must be:

- A newcomer
- Living in Saskatchewan
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As a participant, you will be asked to take part in one online survey about your rights when renting a property in Saskatchewan.

Questions or Concerns? Contact Shaneice by email:
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Follow the QR code or link to learn more or participate:



<https://calse.voxco.com/SE/90/Legalinformation/>

This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board.



Appendix I – Screenshots from Legal Information Resources

1. Picture/Infographic



RENTING
A PLACE TO LIVE
in Saskatchewan?

KNOW YOUR RIGHTS!

Tips For New Renters...

APPLICATION PROCESS



- ✗ Landlords **CAN NOT** charge an application fee for selecting a person to live in their rental property when you are applying to rent a place.
- ✓ Landlords **CAN** ask you for references.
For instance, they might ask for the name of your employer.
- ✓ Landlords **CAN** set the maximum number of people who can live in the rental property.
These rules could affect whether the place is right for you.
- ✓ Landlords **CAN** have rules about pets and smoking.
- ✓ Tenants **MAY** want to talk to other renters from the same building to find out if they have had any problems.
- ✓ Tenants **SHOULD** view the property before signing a rental agreement.

SECURITY DEPOSIT



- ✓ Landlords **MAY** require you to pay a security deposit at the start of renting that is no more than one month's rent. This is money you pay up-front that the landlord keeps until you move out.
- ✓ Landlords **CAN** only ask for a security deposit when you start to rent the place. However they can only require half of the security deposit up front. The other half must then be paid within two months.

MOVING IN PROCESS



- ✓ Landlords **MUST** provide you current contact information (telephone number and address) and a telephone number that you would call in the case of emergencies, including emergency repairs, if that number is different from the other number provided for the landlord.
- ✓ Tenant **SHOULD** check the place over by completing a move-in inspection before you move in or sign anything saying it is in a good state of repair. Many landlords have a checklist to mark the condition of each room when the tenant moves in and moves out. It is also a good idea to take photos as part of the inspection.
- ✓ Tenant **SHOULD** make sure the landlord knows about any damage that was already there. Otherwise the landlord may later claim that **YOU** caused the damage.

PREMISES MAINTENANCE



- ✓ Landlords **MUST** maintain the rental premises in a good state of repair.
It should be safe and fit for living in, including all services and facilities provided by the landlord in the tenancy agreement. Things like fire codes and health regulations require that all rental housing meet certain standards. *For example, there must be working smoke detectors. Your place must also be free of pests like bedbugs, mice or rats.*
- ✓ Landlord **MUST** ensure the rental unit and building has proper heating, plumbing, electricity, walls, floors and ceilings (with no water leaks or holes).
- ✓ Landlord **MUST** make any needed repairs.
You may be responsible for any damage caused by **YOURSELF** or your **GUESTS**.
- ✗ Tenants **ARE NOT** required to repair reasonable wear and tear.
- ✓ Landlords **MUST** deal with any pests.
The landlord may seek compensation if you are determined to be responsible for them.
- ✓ Tenants **ARE** responsible for ordinary cleaning of your place.
This includes the yard and outside of the building if you are renting a house and yard. This would include shoveling snow or cutting the grass unless you and the landlord have agreed otherwise.



Tenants **CAN NOT** stop paying rent because there are pest or repairs not done.

If you stop paying rent your landlord CAN apply to evict you.

PROPERTY ACCESS



- ✓ Landlords **MUST** respect your privacy.
- ✗ Landlords **CAN NOT** enter just to check things out for no particular reason.
- ✓ Landlords **CAN** come into your place if you agree to it.
- ✓ Landlords **MUST** give you their reasons for coming in and it must be stated in the notice.
- ✓ Landlords **MUST** must give you at least **24 hours'** notice that they are going to enter unless there is an emergency.
- ✓ Landlords **CAN**, with notice, enter between 8 am and 8 pm.
- ✗ Landlords **CAN NOT** give notice to enter on a day of religious observance or a Sunday.

MOVING OUT



- ✓ Tenants **CAN** move out if they give notice to their landlord:
 - If you rent by the **WEEK** you must give **one full week's written** notice.
 - If you rent by the **MONTH** you must give **one full calendar month's written** notice to the landlord.

For example. If you want to move out at the end of May, and you give notice April 30, you will pay rent until May 31. If you give notice on April 3, you are still required to pay rent until May 31. If you give notice on May 1, you will be legally responsible to pay June's rent.
- ✓ Tenants are **REQUIRED** to leave the premises reasonably clean. You are responsible for the condition of the property if the dirtiness or damage exceeds reasonable wear and tear.
- ✗ Landlords **CAN NOT AUTOMATICALLY** charge for cleaning or for steam cleaning carpets.
- ✓ Landlords **CAN** claim cleaning costs, damages and any **outstanding rent/utility arrears (or loss)**. Landlords may do this by making a claim to a tenant's security deposit within seven business days (excluding weekends and holidays) of the tenancy ending and/or by filing a monetary application within the appropriate limitation period.
- ✓ If a landlord makes a claim against you, they are **REQUIRED** to provide you notice of the claim to give you an opportunity to respond.

**KNOW
YOUR
RIGHTS!**

If you have any questions or want more information about responsibilities and rights of tenants,


please visit www.saskatchewan.ca/ORT, call at **1-888-215-2222**, email at ort@gov.sk.ca or visit the ORT offices located in Regina or Saskatoon.

2. Video



An illustration for a section titled 'APPLICATION PROCESS'. The title is in white letters on a green banner. To the right of the banner is a red circle with a white 'X'. Below the banner, a man in a green sweater is holding a large white form labeled 'RENTAL APPLICATION'. The form has a grid and a pen is resting on it. In the background, there is a grey house with a brown roof and a green fence. The overall background is a light beige color with a green circular graphic element.

Landlords CAN NOT charge an application fee for selecting a person to live in their rental property.



APPLICATION PROCESS


Landlords CAN ask you for references.

For instance, they might ask for the name of your employer.



APPLICATION PROCESS


Landlords CAN make reasonable rules, which include rules about pets and smoking.



APPLICATION PROCESS


They CAN also set the maximum number of people who can live in the rental property.

These rules could affect whether the place is right for you.



APPLICATION PROCESS

TENANTS MAY want to talk to other renters from the same building to find out if they have had any problems.



APPLICATION PROCESS

It is a good idea to view the property **BEFORE** signing a rental agreement.

YOU ARE HERE



SECURITY DEPOSIT

LANDLORDS MAY require you to pay a security deposit at the start of renting that is no more than one month's rent.

This is money you pay up-front that the landlord keeps until you

SECURITY DEPOSIT



LANDLORDS CAN only ask for a security deposit when you start to rent the place.

However they can only require half of the security deposit up front. The other half must then be paid

MOVING IN PROCESS



LANDLORDS MUST provide you current contact information, a telephone number and address.

...and a telephone number you would call in the case of emergencies, including emergency repairs, if that number is different from the other

MOVING IN PROCESS



TENANT SHOULD check the place over by completing a move-in inspection **BEFORE** you move in or sign anything saying it is in a good state of repair.

Many landlords have a checklist to mark the condition of each room when the tenant moves in and moves out.

MOVING IN PROCESS



TENANT SHOULD make sure the landlord knows about any damage that was already there.


*Otherwise the landlord may later claim that **YOU** caused the damage.*



PREMISES MAINTENANCE ✓

LANDLORD MUST maintain the rental premises in a good state of repair.

It should be safe and fit for living in, including all services and facilities provided by the landlord in the tenancy agreement. Things like fire codes and health regulations require that all rental housing meet certain standards. For example, there must be working smoke



PREMISES MAINTENANCE ✓

LANDLORD MUST ensure the rental unit and building has proper heating, plumbing, electricity, walls, floors and ceilings

(with no water leaks or holes).



PREMISES MAINTENANCE



If your place needs repairs or you have pests, talk to your landlord right away.



PREMISES MAINTENANCE



Your **LANDLORD MUST** make any needed repairs. **You** may be responsible for any damage caused by yourself or your guests.

*You are **NOT** required to repair*



PREMISES MAINTENANCE



LANDLORD MUST deal with any pests.

The landlord may seek compensation from you, if you are determined to be responsible for them.



PREMISES MAINTENANCE



TENANTS ARE responsible for ordinary cleaning of your place.

This includes the yard and outside of the building if you are renting a house and yard. This would include shoveling snow or cutting the grass unless you



PREMISES MAINTENANCE

TENANTS CAN NOT stop paying rent because there are pest or repairs not done.

If you stop paying rent your landlord CAN



PROPERTY ACCESS


LANDLORDS MUST respect your privacy.




PROPERTY ACCESS



LANDLORDS CAN come into your place if you agree to it.



PROPERTY ACCESS



They can also enter if there is an **EMERGENCY**. In all other cases, your **LANDLORD MUST** give you at least 24 hours' notice that they are going to enter.



PROPERTY ACCESS ✓

LANDLORDS MUST give you their reasons for coming in and it must be stated in the notice.



PROPERTY ACCESS ✗

LANDLORDS CAN NOT enter just to check things out for no particular reason.





PROPERTY ACCESS



LANDLORDS CAN, with notice, enter between 8 am and 8 pm.



PROPERTY ACCESS



LANDLORDS CAN NOT give notice to enter on a day of religious observance or a Sunday.

MOVING OUT




If you rent by the month or the week and want to move out, **YOU CAN** give notice to your landlord.


MOVING OUT




- If you rent by the **WEEK** you must give **one full week's written notice**.
- If you rent by the **MONTH** you must give **one full calendar month's written**

An illustration of a woman with dark skin and curly hair, wearing a red patterned shirt and blue jeans. She is standing next to a blue bucket with a yellow broom and a mop. The background is a light green circle with white sparkles and bubbles.


MOVING OUT



For example. *If you want to move out at the end of May, and you give notice April 30, you will pay rent until May 31. If you give notice on April 3, you are still required to pay rent until May 31. If you give notice on May 1, you will be legally responsible to pay May **AND** June's rent.*

An illustration of a woman with dark skin and curly hair, wearing a red patterned shirt and blue jeans. She is standing next to a blue bucket with a yellow broom and a mop. The background is a light green circle with white sparkles and bubbles.

MOVING OUT



TENANTS are **REQUIRED** to leave the premises reasonably clean. **YOU** are responsible for the condition of the property if the dirtiness or damage exceeds

MOVING OUT




LANDLORDS CAN NOT AUTOMATICALLY charge for cleaning or for steam cleaning carpets.


MOVING OUT



However...
A **LANDLORD MAY** claim cleaning costs, damages and any outstanding rent/utility arrears (or loss).

An illustration of a woman with dark skin and curly hair, wearing a red patterned shirt and blue jeans. She is standing next to a blue bucket with a yellow broom and a blue mop. The background is a light green circle with white sparkles and bubbles.

MOVING OUT



Landlords may do this by making a claim to a tenant's security deposit within seven business days (excluding weekends and holidays) of the tenancy ending and/or by filing a monetary application within the appropriate

An illustration of a woman with dark skin and curly hair, wearing a red patterned shirt and blue jeans. She is standing next to a blue bucket with a yellow broom and a blue mop. In front of her is a white document with the word "CLAIM" in red. The background is a light green circle with white sparkles and bubbles.

MOVING OUT



If a **LANDLORD** makes a claim against you, they are **REQUIRED** to provide you notice of the claim to give you an opportunity to respond.

If you have any questions or want more information about the responsibilities and rights of tenants, please visit:

www.saskatchewan.ca/ORT,

Call: 1-888-215-2222,

Email: ort@gov.sk.ca

or visit the ORT offices located



3. Plain Language Summary

Renting a place to live in Saskatchewan? Know your Rights!

APPLICATION PROCESS

When you are applying to rent a place the landlord **CAN NOT** charge an application fee for selecting a person to live in their rental property.

A landlord **CAN** ask you for references. For instance, they might ask for the name of your employer.

Landlords **CAN** make reasonable rules which include rules about pets and smoking. They **CAN** also set the maximum number of people who can live in the rental property. These rules could affect whether the place is right for you. You may want to talk to other renters from the same building to find out if they have had any problems.

Tenants **SHOULD** view the property before signing a rental agreement.

SECURITY DEPOSIT

A landlord **CAN** require you to pay a security deposit that is no more than one month's rent. This is money you pay up-front that the landlord keeps until you move out. Landlords **CAN** only ask for a security deposit when you start to rent the place, however they can only require half of the security deposit up front. The other half must then be paid within two months.

MOVING IN

Your landlord **MUST** provide you with current contact information (telephone number and address) and a telephone number that you would call in the case of emergencies, including emergency repairs, if that number is different from the other number provided for the landlord.

Tenants **SHOULD** Check the place over by completing a move-in inspection before you move in or sign anything saying it is in a good state of repair. Many landlords have a checklist to mark the condition of each room when the tenant moves in and moves out. It is also a good idea to take photos as part of the inspection. Make sure the landlord knows about any damage that was already there. Otherwise the landlord may later claim that **YOU** caused the damage.

PREMISES MAINTENANCE

Landlords **MUST** maintain the rental premises in a good state of repair, safe and fit for living in, including all services and facilities provided by the landlord in the tenancy agreement. Things like fire codes and health regulations require that all rental housing meet certain standards. For example, there must be working smoke detectors. Your place must also be free of pests like bedbugs, mice or rats.

Landlord **MUST** ensure the rental unit and building has proper heating, plumbing, electricity, walls, floors and ceilings (with no water leaks or holes).

If your place needs repairs or you have pests, talk to your landlord right away. Your landlord **MUST** make any needed repairs. You may be responsible for any damage caused by yourself or your guests. Tenants **ARE NOT** required to repair reasonable wear and tear.

Landlords **MUST** deal with any pests. The landlord may seek compensation from you if you are determined to be responsible for them.

Tenants **ARE** responsible for ordinary cleaning of the place including the yard and outside of the building if you are renting a house and yard. This would include shoveling snow or cutting the grass unless you and the landlord have agreed otherwise.

Tenants **CAN NOT** stop paying rent because there are pests or repairs are not done. If you stop paying rent your landlord **CAN** apply to evict you.

PROPERTY ACCESS

Your landlord **MUST** respect your privacy. Your landlord **CAN** come into your place if you agree to it. They **CAN** also enter if there is an emergency. In all other cases your landlord **MUST** give you at least **24 hours'** notice that they are going enter. Their reasons for coming in must be stated in the notice. Landlords **CAN NOT** enter just to check things out for no particular reason. With notice, they can enter between 8 am and 8 pm. However, they **CAN NOT** give notice to enter on a day of religious observance or a Sunday.

MOVING OUT

Tenants who rent by the month or the week and want to move out, **CAN** give notice to the landlord. If you rent by the **WEEK** you must give **one full week's written** notice. If you rent by the **MONTH** you must give **one full calendar month's written** notice to the landlord. For example, if you want to move out at the end of May, you give notice April 30 you will pay rent until May 31. If you give notice on April 3, you are still required to pay rent until May 31. If you give notice on May 1, you will be legally responsible for paying May and June's rent.

Tenants moving out are **REQUIRED** to leave the premises reasonably clean. You are responsible for the condition of the property if the dirtiness or damage exceeds reasonable wear and tear.

Landlords **CAN NOT AUTOMATICALLY** charge for cleaning or for steam cleaning carpets. However, a landlord **CAN** claim cleaning costs, damages and any outstanding rent/utility arrears (or loss). Landlords may do this by making a claim to a tenant's security deposit within seven business days (excluding weekends and holidays) of the tenancy ending and/or by filing a monetary application within the appropriate limitation period. If a landlord makes a claim against you, they are **REQUIRED** to provide you notice of the claim to give you an opportunity to respond.

If you have any questions or want more information about responsibilities and rights of tenants, please visit www.saskatchewan.ca/ORT, call at 1-888-215-2222, email at ort@gov.sk.ca or visit the ORT offices located in Regina or Saskatoon.

Appendix J – Graphs of Demographic Characteristics

Age (Overall)

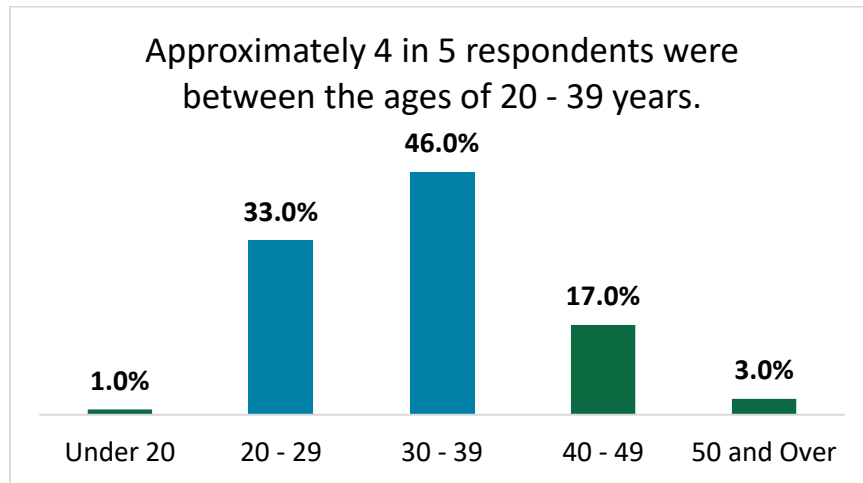


Figure 26

Age (By Group)

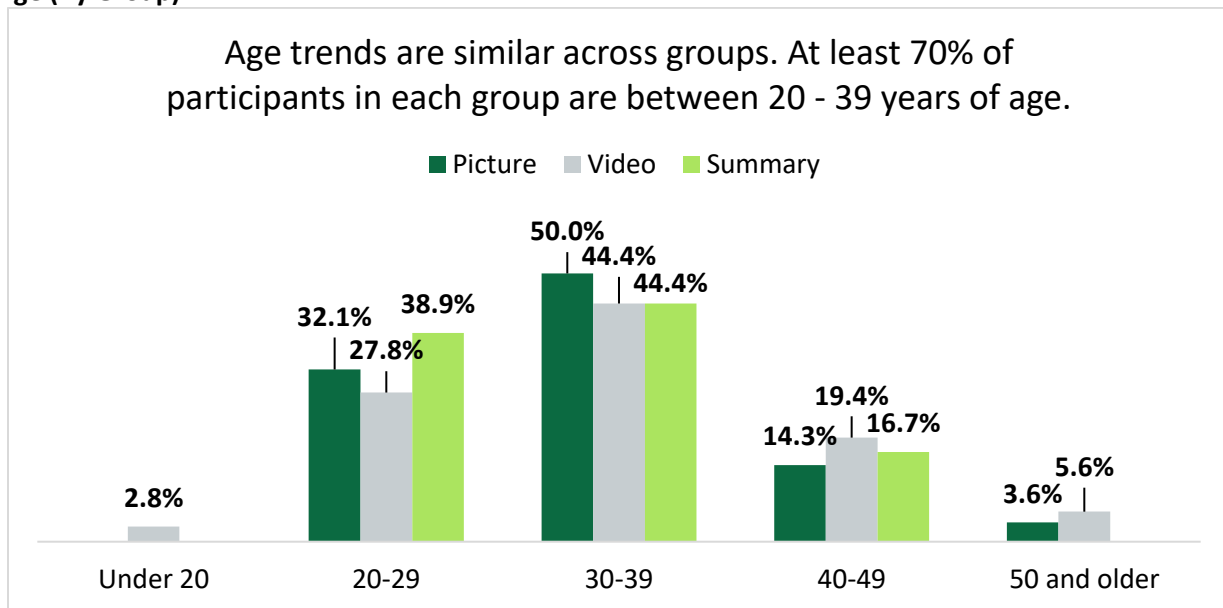


Figure 27

Country of Origin (Overall)

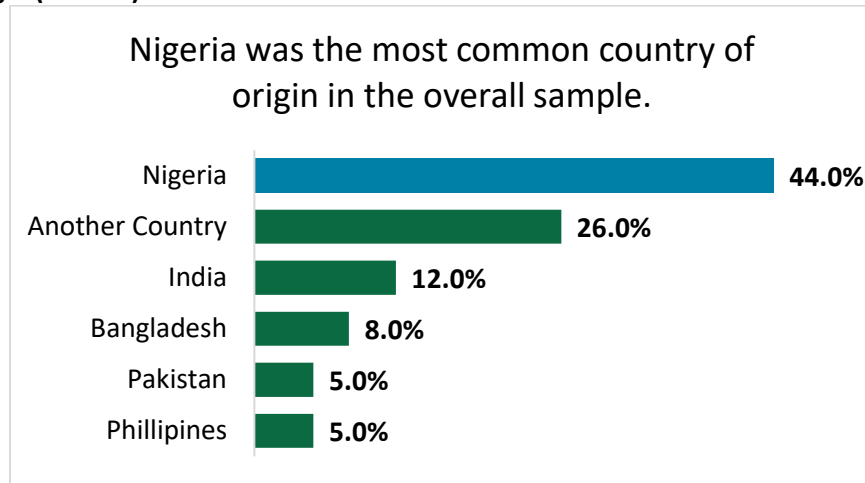


Figure 28

Country of Origin – By group

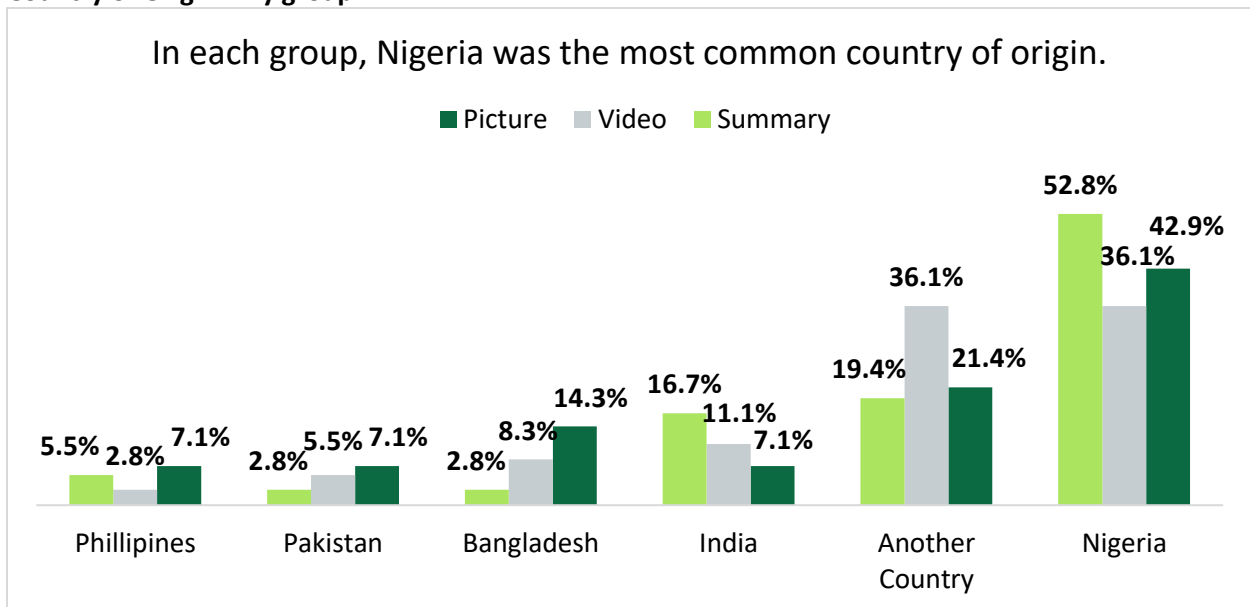


Figure 29

Ethnicity (Overall)

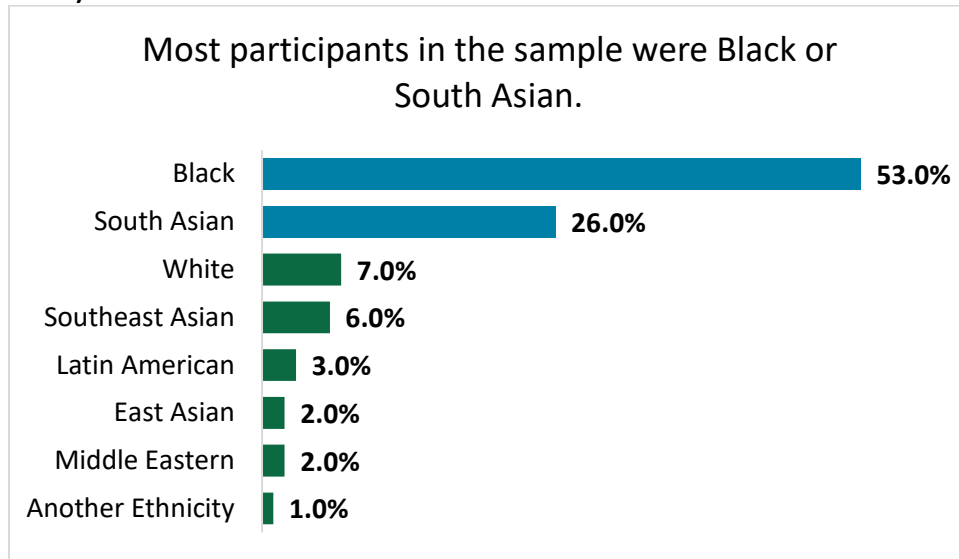


Figure 30

Ethnicity (By group)

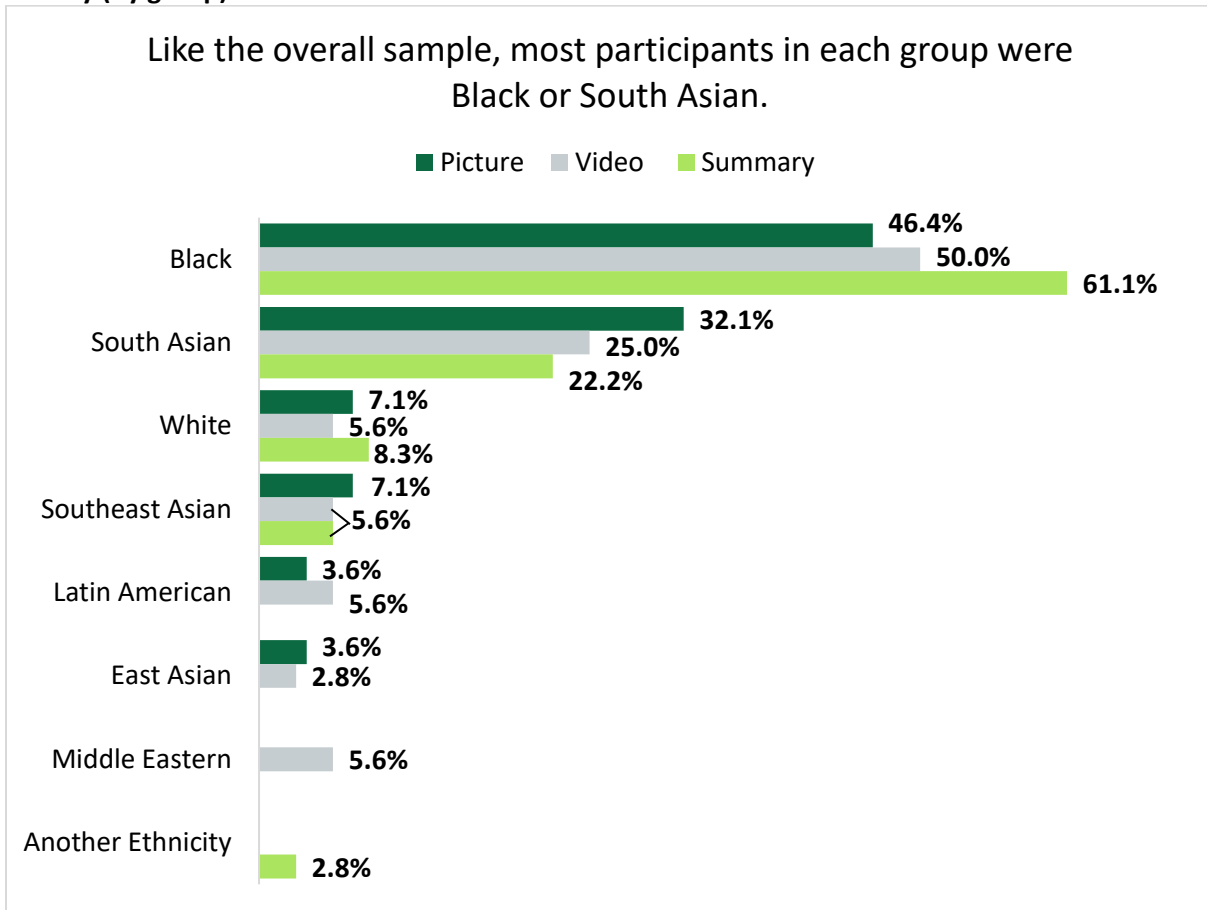


Figure 31

Length of Time in Canada (Overall)

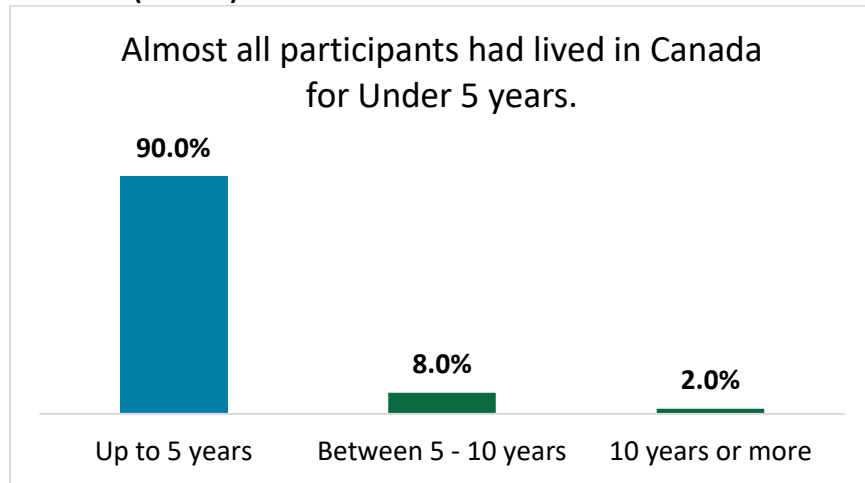


Figure 32

Length of Time in Canada (By group)

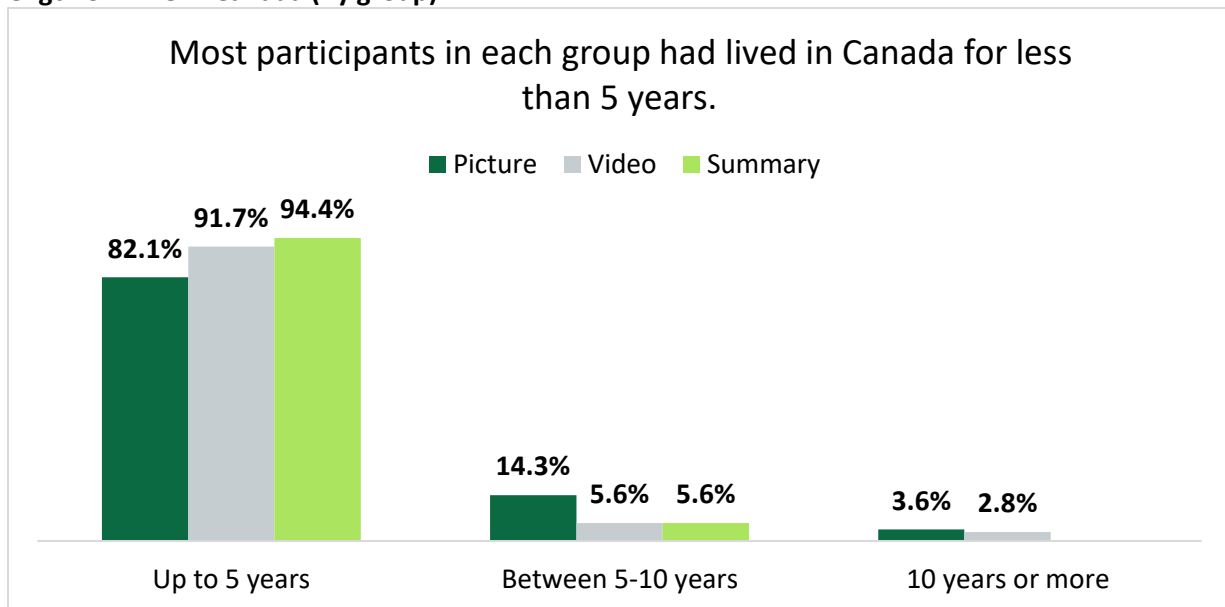


Figure 33

Geographic Location (Overall)

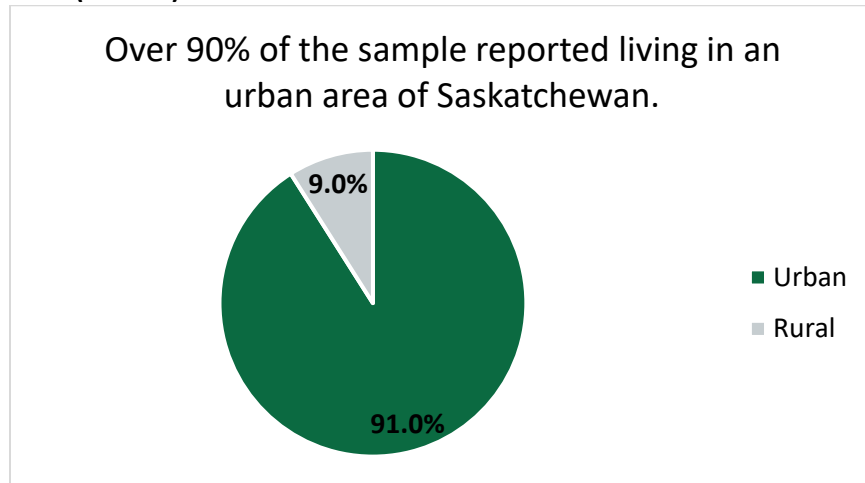


Figure 34

Geographic Location (By group)

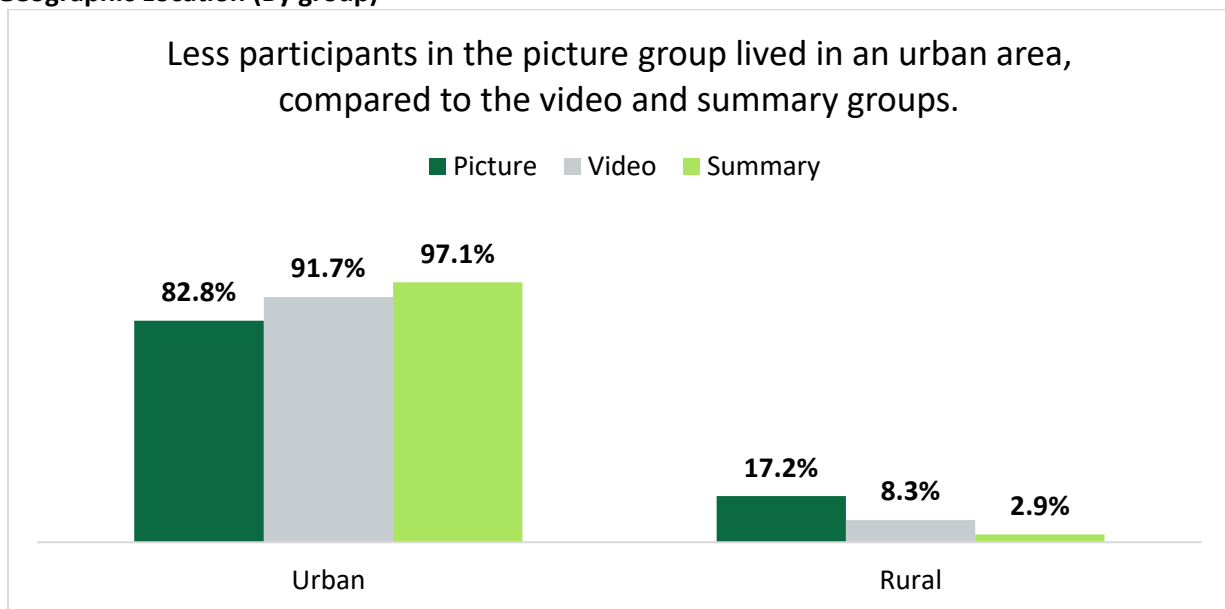


Figure 35

Rent/Own a Property (Overall)

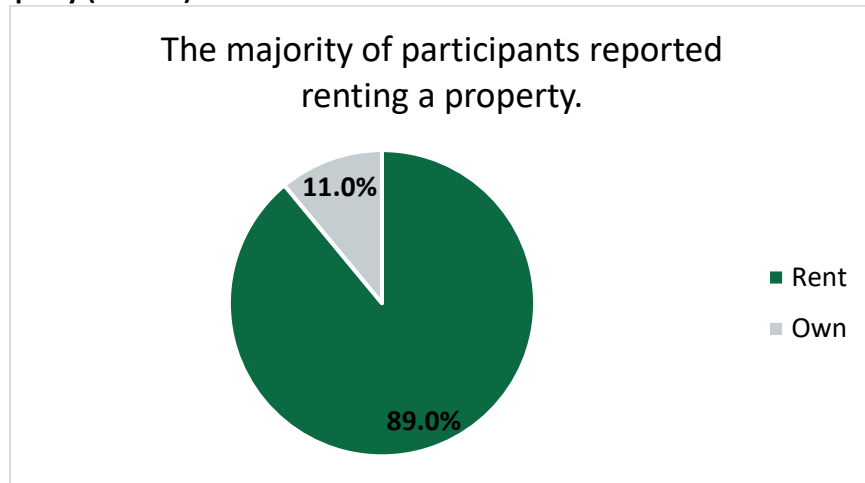


Figure 36

Rent/Own a Property (By group)

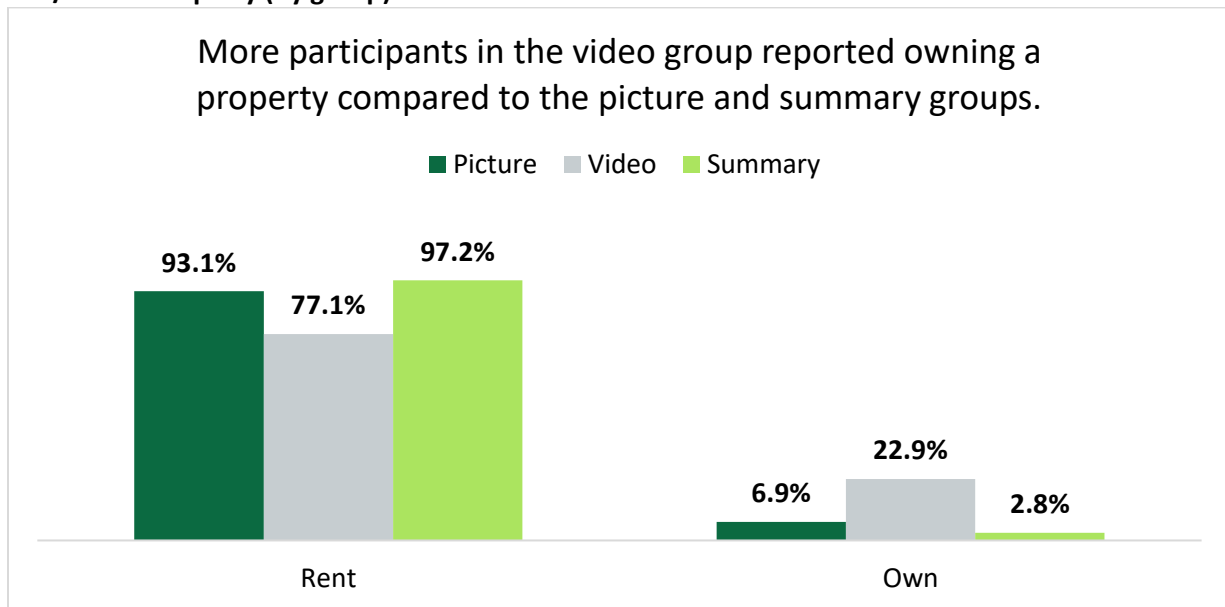


Figure 37

English First Language (Overall)

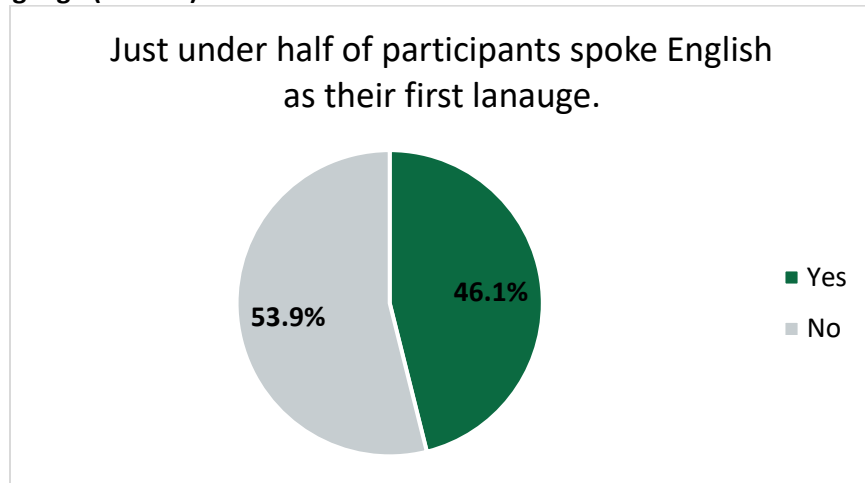


Figure 38

English First Language (By group)

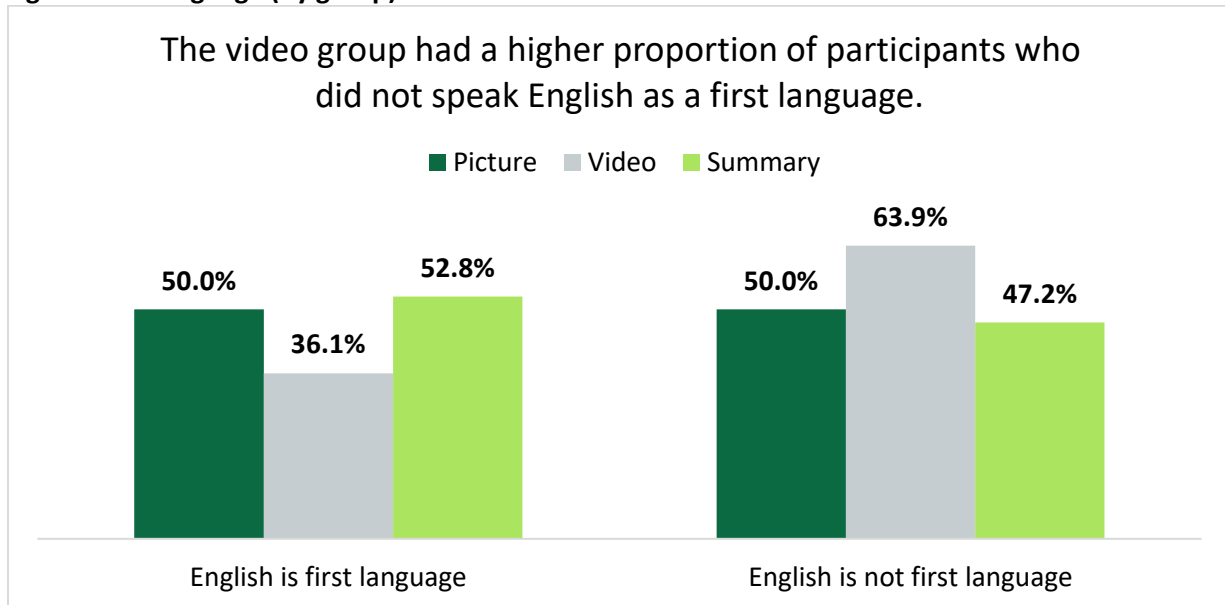


Figure 39

English Reading Ability (Overall)

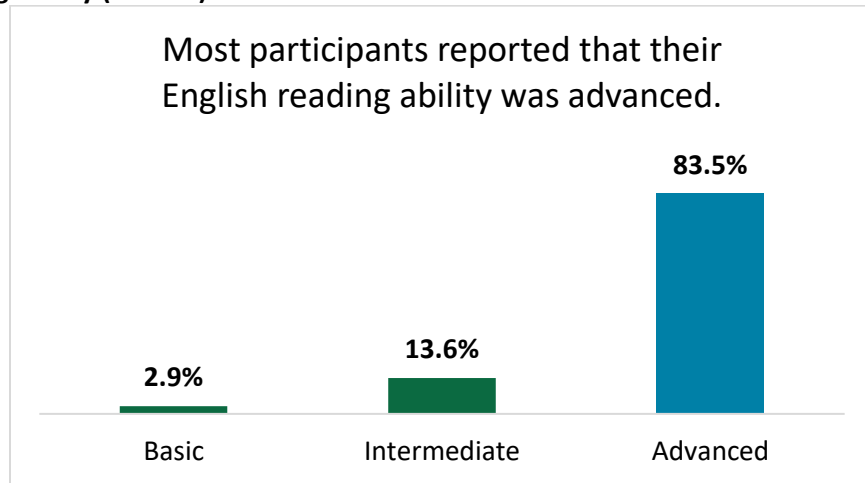


Figure 40

English Reading Ability (By group)

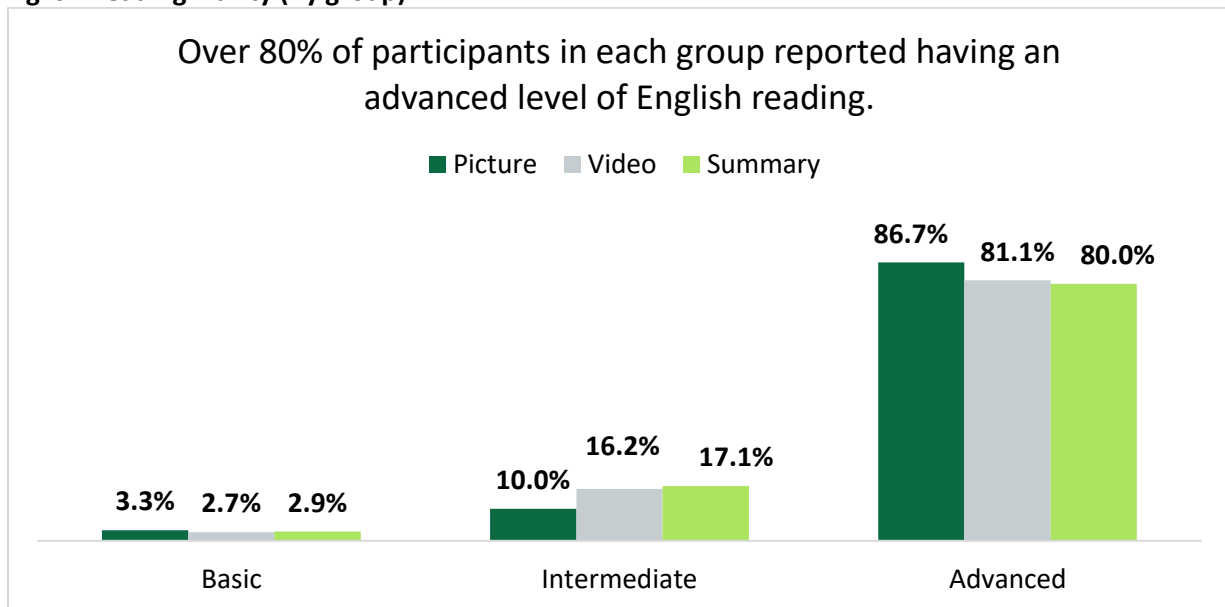


Figure 41

English Writing Ability (Overall)

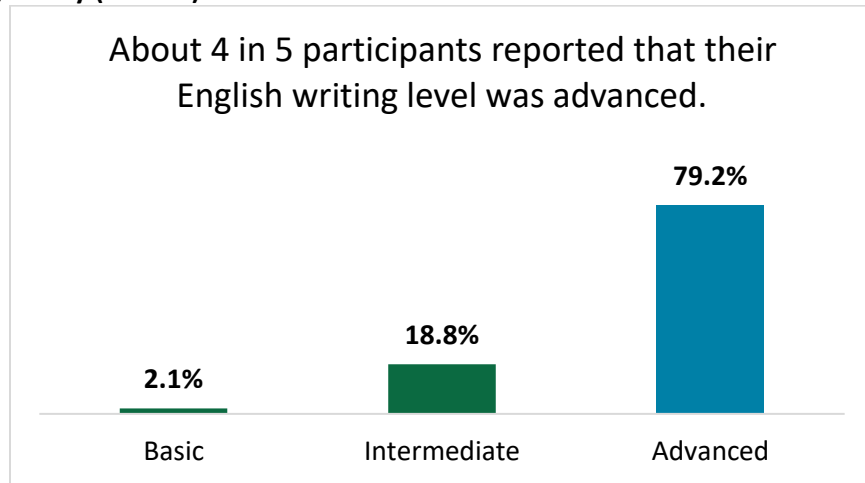


Figure 42

English Writing Ability (By group)

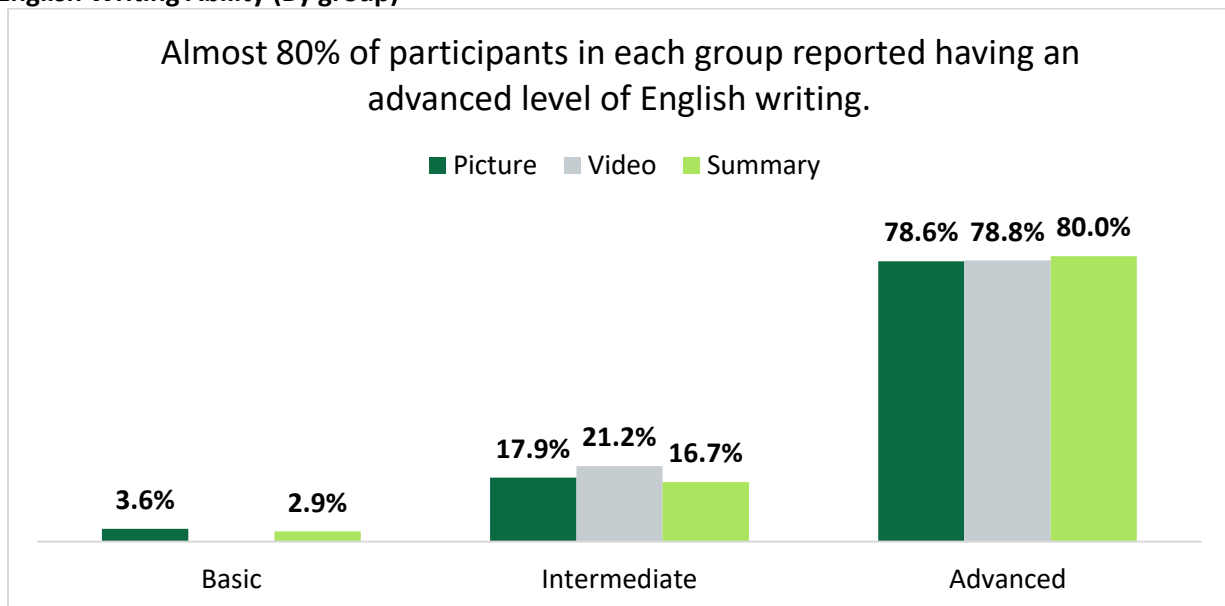


Figure 43

Assistance From a Person to Translate the Survey (Overall)

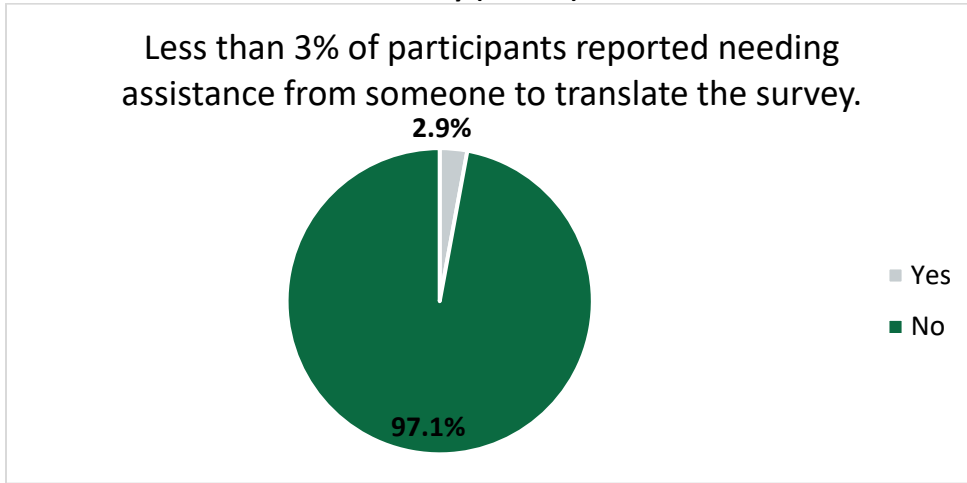


Figure 44

Assistance From a Person to Translate the Survey (By group)

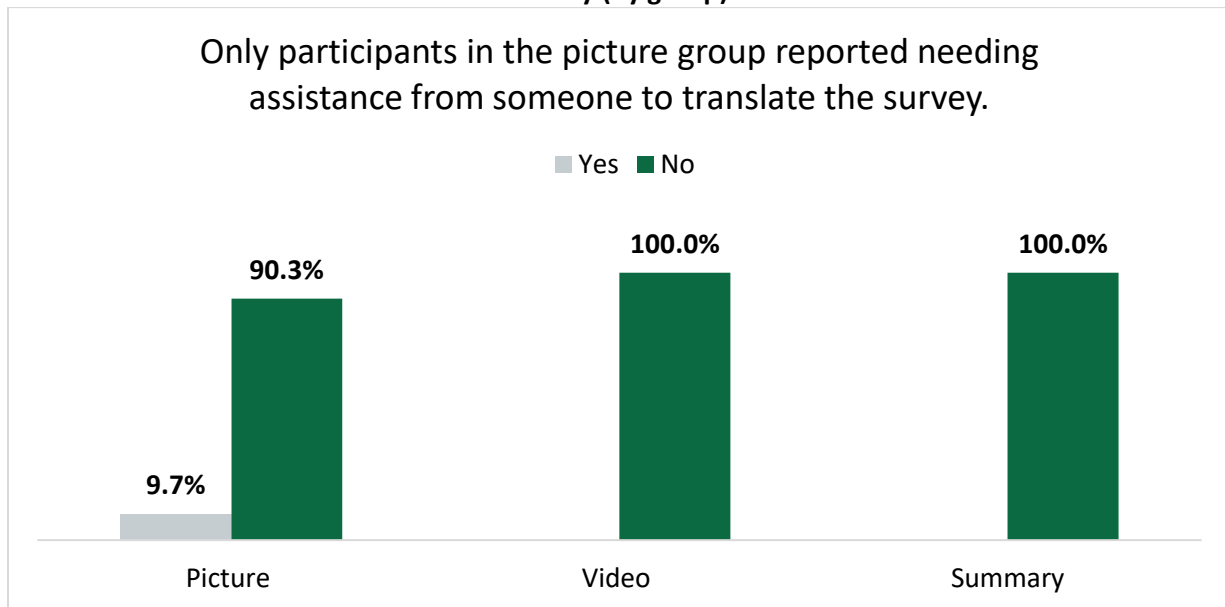


Figure 45

Assistance From a Translation Tool to Translate the Survey (Overall)

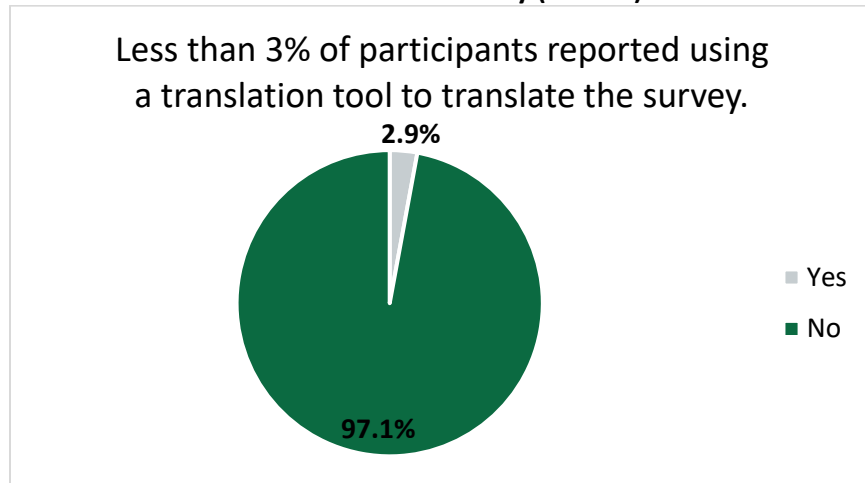


Figure 46

Assistance From a Translation Tool to Translate the Survey (By group)

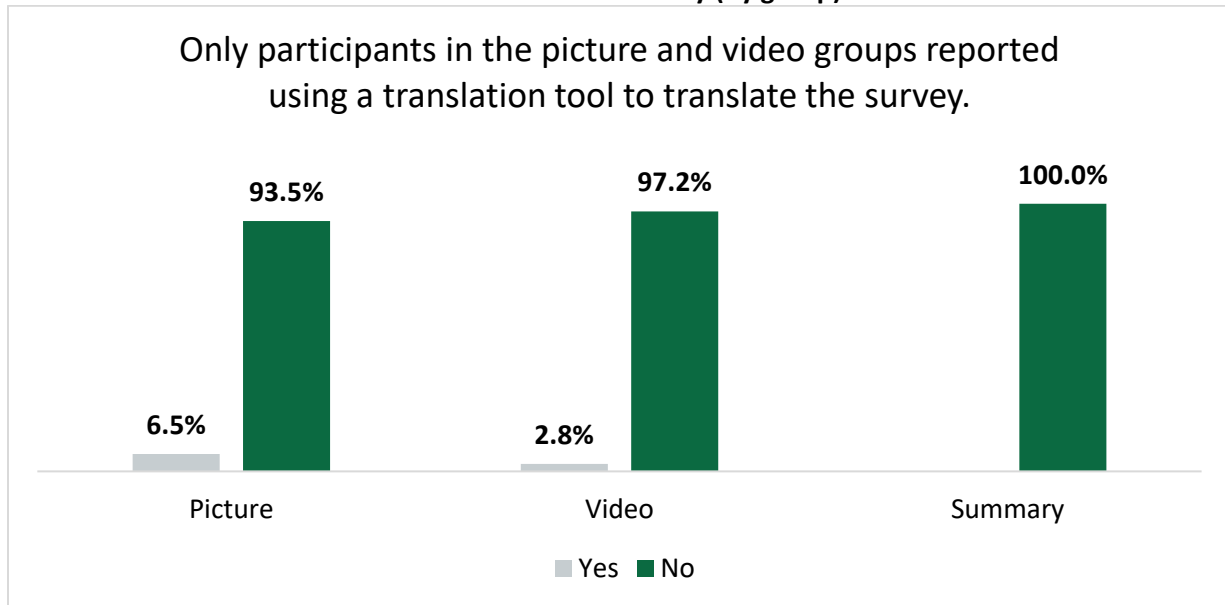


Figure 47

Appendix K – Open-Ended Satisfaction Responses

1. “What did you like most about the [picture/video/summary]?”

A. Picture (39 responses from 31 respondents)

Category	Sub-Category	Responses
Resource content	Specific content	-Tenants have some privacy and landlord cannot disturb you in any religious day.
	Informativeness/ Detailedness	-It summarized all that I needed to know as a newcomer in my relationship with my Landlord -How detailed the rules and regulations are -It tells you how to act when you are renting a home -It was...informative. -It's very explanatory -Basic information -All the basic information was listed. Very informative. -I learned the rights of tenants and landlords -It explains important point to note while renting a house -Knowing my rights and the landlord's limits -It tells about the rights, responsibility and integrity of the Renters and Landlords. It also talks about the fact[s] [and] exercising your rights as Renters.
Visuals	Color	-Colors -It was colorful -It's very colourful -The colours -It is colourful
	Pictures	-The graphics -The multicultural faces and different ethnic groups present -I liked the graphical description the most. -The drawings are inclusive of minority races
Clarity of information	Understandability/ Reading level	-It was very easy to read and understand -I like it because in this picture they explained about the rights and responsibilities of tenants in easy way -I like that it was easy to understand. -Ease of understanding -It is really simple to understand
	Flow of information	-The information arrangement
	Emphasis of information (using color/bolding)	-The clear pictorials marked In red or green emphasizing what should not be and could be. -It highlighted the what can and can't be done.

		-It is very clear and informative with the bold letters on what is possible and not possible. -bolded words help with clarity.
	General clarity	-The information was well written. -The clear rules -Everything was clear -Is explicit -Clarity
General comments		-I like all things. -I liked everything
Disregard	Unclear answers	-easy to reach

B. Video (46 responses from 36 respondents)

Category	Sub-Category	Responses
Resource content	Specific content	-Outlining the right of both the landlords and tenants. -I like the most about learning that landlord cannot charge fees on application process. -Landlord responsible any damage -I liked how...it mentioned specific scenarios -I liked about several information including move out term.
	Informativeness/ Detailedness	-Information -Very informative and provided the necessary information in a condensed format. -It's...informative -It shows newcomers how and what to do with renting accommodation -It explains fully the rights and responsibilities of a tenant when renting a property -Very informative -Well detailed -Informative -I liked how informative -It goes into great detail...[and] contains valuable information and everything that someone needs to rent a place and know their rights. -It's very informative -Information about the right and responsibilities of tenants. -Very... [detailed] information about the rights of landlords and tenants -It is very explanatory -Explains the rights of tenants

		-Very informative. -Very informative about rights of tenants and Landlords
	Interesting	-All information was of interest
Visuals	Pictures	-It...provides some pictures, pictograms that might help with the understanding. -It's cool. I like the fact that it's [a] cartoon. It's friendly.
	General visuals	-Visuals -I liked the visuals
	Video structure	-I like the structure of the video
Clarity of information	Reading level/ Understandability	-It was also quite simplified which made it easy to understand. -The language is clear and concise -It informs everything in a very easy way -Very clear...information about the rights of landlords and tenants -Would be understood by everyone.
	Flow of information	-Flow -It was...organized
	Talking speed	-It is slow and clear -Slowly and clearly speaking -I really like that it's slow paced
	General clarity	-Rules and regulations were clear enough to know -It's making everything quite clear -Some of the regulations were clearly explained -Simplicity of the video -It was pretty clear -It was clear and precise
General comments		-The presentation -It was very helpful...Very well done.

C. Summary (41 responses from 32 respondents)

Category	Sub-Category	Responses
Resource content	Specific content	-Tenants are not responsible for wear and tear. -Contact details if more clarity is required -Understanding how many people are allowed to stay in the apartment -I understand more about notices to the Landlord and costs of cleaning after moving out -About the notice of moving out of a rental place and informing the landlord a month before I leave a rental place

		<ul style="list-style-type: none"> - I like the aspect where the landlord is responsible for the control of pests, rat. And also control of the central heater should be well manage especially in a rented basement where it seems to be more colder during winter. -Landlords are responsible for pests eradication. Landlords must give notice and observe privacy prior to entering a tenant’s house.
	Informativeness/ Detailedness	<ul style="list-style-type: none"> -It is detailed -All the rights explained well -Information is very helpful -It is very informative -Informative -It is very comprehensive -The detailed information -It went over pretty much everything I could think about. It made me understand some of the things the landlord can and cannot legally do. -I like how it covers all right what I can and should do -It was detailed. -It briefly explained what a tenant's right and responsibilities with regards to renting an accommodation -It had the really important points -It’s very informative -Well detailed information with regards duties of both the tenant and landlord should incase of discrepancies -The summary is resourceful because it outlined the rights and responsibilities of both landlord and the tenants
	Accuracy of information	<ul style="list-style-type: none"> -It was...precise
Length of resource	Short	<ul style="list-style-type: none"> -That it is short -It was not too long
	Concise	<ul style="list-style-type: none"> -I like that the summary is concise -It is concise
Clarity of information	Reading level	<ul style="list-style-type: none"> -It is...easy to understand -That is easy to read and the terms that was use are easy to understand. -It is...easily understood -It was clear and easily understandable
	Emphasis of information (e.g., bolding)	<ul style="list-style-type: none"> -The do’s and don’s are clearly written in bold letters -Bold letters of CAN, MUST, SHOULD etc. -It also highlighted the important parts as well

	General clarity	-The clarity used to specify the terms -Clear -It is...clear -Well spelt out responsibility of the landlord
General comments		-Information is very helpful -I liked how I am familiar with all of the points in summary.
Disregard	Unclear answers	-About your right

2. “What could be done to improve the [picture /video/summary]?”

A. Picture (28 responses from 27 respondents)

Category	Sub-Category	Responses
Visuals	Colors	-Brightness -Make it more colorful -The background color is too dark. But the rest is Good
	Font size	-The tiny words should be bolder for people to read easily without straining their eyes
Additional information	Penalties	-penalties for breaking these rules could be added too.
	Student-friendly	- It should be more friendly for students
Length of resource	Shorter	-Not make it too lengthy, maybe make less posters/shorter read. -Make the point more concise and shorter -More summarized version
Clarity	Framing of points	-The negative statement of each factor should be mentioned at the end.
	Organization of points	-Maybe all the ones the tenants can do or are allowed should be separate from what the landlord can or cannot do.
Nothing to improve	No suggestions	-nothing I can think of -Nothing -Nothing -It’s okay -Nothing -Personally i didnt find anything wrong -It’s fine as is
	Liked everything	-It’s actually perfect -I liked everything. It's written in a very simple english, I think most people can understand and look at the pictures to have an idea to what's being said.

		-NONE. Picture was very catchy, colourful and well informative. Excellent - It was perfect -It's perfect
Real world application	Put information on a website	-There is a need for an inclusive website where newcomers and others can access information and get solutions from the apt agencies (as a one-stop service desk).
	Include information in renting contracts	-May be this part can be included in the contract agreement resource or Landlord's may provide this information voluntarily to the Renters.
Disregard	Unclear answers	-When we leave the apartment landlords make extra bill of charges for repairing ,cleaning cost etc. -Besides, more research-based IEC materials are needed. -Make some of the characters that are not clear legible.

B. Video (33 responses from 32 respondents)

Category	Sub-Category	Responses
Length of Video	Make it shorter	-Maybe make it a little bit shorter I feel it's too long and people might not watch it if it's more than 5 mins
Additional Information	More details in general	-Give more details -A little more information regarding rights and responsibilities of tenants.
	Add scenarios	-Maybe more scenarios could be included as well
	Fraud detection	-There can be more information about fraud detection in rentals etc.
	Negotiations	-Can we go into negotiations
	Resolving landlord-tenant conflicts	-Maybe add information on how to resolve conflicts and disputes between landlords and tenants.
Clarity	Offer translation	-I think one thing that can be improved is adding different language translation of the video, so newcomers who don't speak English can understand it better.
	Provide examples of difficult terms	-Normal wear and tear may be an expression foreign to some people and this concept is very subjective. An example may help (minor scratch on the kitchen counter or wall)
	Organization of information	-Cut the information in the video into smaller pieces of information.
	General clarity	-Clear demonstration more

Visuals	Improve text for mobile use	-The wordings weren't displayed well on mobile interface
Background music		-This is just personal preference but I didn't like the background music
Nothing to improve	No suggestions	-Nothing -None -Nothing -It has already given complete information -Nothing -Nothing, it's understandable -Nothing -Nothing -Absolutely nothing was left out. It was well detailed. Hence, nothing! -N/A
	Liked everything	-It's good as it is -I like it as is -It's okay by me -The video was great, explanatory and informative enough. -It was a good video -Video is perfect -It's fine -The info is ok
Disregard	Unclear answers	-I don't see anything with it -Yes

C. Summary (38 responses from 33 respondents)

Category	Sub-Category	Responses
Additional Information	Notice period	-The notice period is not clear and need further explanation
	What to do when rules are not followed	-Clarity on the steps to be taken on any violation.
	How to handle landlord-tenant disagreements	-I think certain examples should be included on how to handle disagreements between a tenant and landlord
	What to do if want more information	-Maybe tell them what they can do if landlords do something which was not on the summary
	Elaborate on reasonable wear and tear	-You should have mentioned more about the reasonable wear and tear, as what is reasonable should be elaborated.

	Consequences for not following rules	-Let the tenant know there are consequences for any rule not followed.
Clarity	Flow & organization of information	-The flow of the summary can be improved -Put the rules in tables and rows.
	Bullet points	-Use of bullets points would give readers the perception of a shorter length of text to read -Maybe organize it in bullet points to make it easier to read -Points may be bulleted
	More space between sections	-Major subsections should be separated a bit mor to reduce cluttering. font size can probably decrease to accommodate.
	Offer translation	-Should be translated to different languages.
	Define terms	-In the start include in simple words- who is a tenant, who is a landlord. Newcomers who are unable to effectively read and understand English might find it confusing
	Easier language	-Some words like premises should be re-worded to something else so that its easy for newcomers to comprehend.
Visuals	Change to video format	-Can make it as a audio visual representation -Videos
	Add pictures	-Can also make the summary in a pictorial representation for easy access.
Nothing to improve	No suggestions	-Nothing -Nothing needs to be improve[d] -None -Nothing -Nothing really, it's concise -N/A -Nothing -N/A -It's a good summary but I also think there should be a way to make rights and responsibilities of tenants and landlords easily accessible to newcomers coming to Saskatchewan
	Liked everything	-I think it's perfect -It's alright -It's pretty good -It's good -I feel the summary is great and requires no improvement since it explains everything about rental properties -It was okay, I understood it

		-It's perfect, no changes
	Don't know	-I don't know
Disregard	Unclear answers	-It just needs to be more accessible -Much emphasis should be put on that issue, especially old houses -People should know their right[s]

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