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WORKING DOCUMENT

**DISCOVERING BARRIERS TO LEGAL
EDUCATION: FIRST-GENERATION
IMMIGRANTS IN GREATER
VANCOUVER**

**Brian Burtch and Kerri Reid
with the assistance of Paul Woodward
for**

**The People's Law School
Vancouver, British Columbia**

May 1994

WD1994-3e

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Department of Justice Canada and the Ministry of Attorney General of
British Columbia. The views expressed herein are solely those
of the author and do not necessarily represent the views
of the Department of Justice Canada.*

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EXECUTIVE SUMMARY

Modern societies are characterized by complex legal systems and a great variety of legal issues. It is important that Canadians are aware of their legal rights and responsibilities and are able to access pertinent legal information and resources. This requires an awareness of benefits and entitlements, as well as the ability to interact with various administrative systems. For many immigrants to Canada, who face language and cultural barriers which may inhibit their access to legal information, this need for legal information is heightened.

This exploratory study addresses barriers to legal information and services, as experienced or perceived by 300 first-generation immigrants in Greater Vancouver. Five cultural communities were studied: Polish, Hispanic, Chinese, Punjabi and Vietnamese. The sample was divided into two groups for the purpose of comparison: a People's Law School (PLS) group (n=152) of individuals who attended free law classes (FLCs) sponsored by the People's Law School; and a non-PLS group of first-generation immigrants who had not attended such classes (n=148). The sample consisted of 146 women (46 percent) and 154 men (54 percent).

There were four specific research objectives to this study:

- uncovering differences between those who attend FLCs and those who do not;
- assessing whether barriers differ within various cultural communities;
- examining how Public Legal Education and Information (PLEI) can overcome barriers;
- measuring the degree to which PLEI programs aid settlement.

The study used a semi-structured questionnaire to obtain basic information about the respondents (e.g., age, occupation, sex, and number of years in Canada). We also elicited more detailed and specific information regarding respondents' experiences of barriers to accessing legal information. Interviewers were recruited from the five cultural communities and most interviews were conducted face-to-face while a few were conducted by telephone. Interviewers were fluent in both English and the mother tongue of respondents.

The results section initially sets out the profile of our sample population. The sample was drawn based on a non-probability sampling technique and, therefore, does not comprise a random sample. Thus, the presentation and discussion of the socio-demographic characteristics of our respondents is specific to this sample only. In an effort to enhance

the quality of the data, many of the variables studied were also broken down into male and female responses for each of the five cultural communities. This enabled us to determine if there were any differences based on sex or country of origin between the two groups.

Our sample profile represents a broad representation of each cultural community. While sex was balanced as much as possible, other characteristics such as age, income, occupation, and years in Canada, were widely distributed. More commonalities were found in the following: citizenship status (primarily Landed Immigrant or Canadian citizen); area of residence (Vancouver); and social activities (most frequently one or less social activity per week). There was a wider distribution on marital status, language proficiency (based on perceived skills in English reading and writing), and types of services used. However, language skills, marital status and the presence of children did not systematically affect attendance at free law classes.

Researchers also examined respondents' legal information needs and related factors. Barriers to legal education were questioned in both closed and open-ended formats. The collapsed data for each of the five cultural communities' responses to a closed-ended question showed the following barriers in descending order of importance: language; lack of knowledge of the law; children; complexity of the law; and time constraints. The data for the open-ended question show similar findings, although many of our Chinese and Punjabi respondents put the onus on themselves to seek out legal information and, therefore, did not perceive similar barriers. The five most common responses in descending order were the following: language; no barriers (20 of the 60 Chinese respondents and 23 of the 60 Punjabi respondents); lack of time due to family and work obligations; lack of information about where to go; and lack of information in one's own language.

Reasons for consulting a lawyer involved many issues that would be encountered in immigrants' lives, with some differences noted among the respondents studied. Hispanic and Punjabi respondents were more likely to consult a lawyer for immigration-related matters; Chinese and Vietnamese respondents for real-estate transactions. Polish respondents were most likely to seek a lawyer's advice concerning family law, although, like the rest of the study sample, there were a range of issues that brought them to seek lawyers' advice.

Legal awareness of respondents was assessed through hypothetical cases involving a car accident, house purchase, spousal sponsorship and potential divorce. Findings indicated that this knowledge is largely contingent upon respondents' past experiences. Some patterns emerge based on overall experiences, but there are also individual differences within each cultural community. This reinforces the finding that access to legal information is affected greatly by factors such as a person's life circumstances and past experiences.

Most respondents who attended free law classes (FLCs) did so to obtain information regarding specific legal issues including the following: housing, immigration law,

establishing a small business, ICBC (Insurance Corporation of British Columbia) claims, and taxation. The Vietnamese sample largely attended classes to get a clearer general understanding of Canadian laws and the Canadian legal system (although this finding cannot be generalized to the wider community of Vietnamese immigrants). People who attended FLCs generally found that the classes imparted useful information. Many participants reported a reduction in language barriers through the use of translators and a greater understanding of Canada's legal system. Whether barriers were reduced also depended upon the types of barriers respondents encountered.

Several recommendations were made based upon respondents' suggestions and the broader findings. These include the following: continued use of written materials and ethnic media to disseminate legal information and to advertise available legal services; increasing the number of FLCs in more locations and at a wider variety of times; provision of child care and bus/transit passes for attendees at FLCs; and more English as a Second Language (ESL) classes. Further, some comments made by respondents indicate that community and governmental immigrant-serving agencies should be sensitive to the needs of new Canadians, especially in providing accurate information, appropriate referrals, and generally treating newcomers in a kindly way. Researchers also recommend providing bilingual speakers at the workshops, where possible.

Researchers found that there were no real differences between the free law class user group and the group of respondents who had not attended such classes. However, there were differences in barriers experienced by the five cultural groups. The Chinese and Punjabi respondents were less apt to experience barriers than the Polish, Hispanic and Vietnamese respondents. The Vietnamese respondents noted greater child care and transportation barriers and commented on the need to attend FLCs to attain general legal information. This finding is at variance with previous research and comments made by the other four cultural groups, which most often sought specific legal information. PLEI programs can overcome barriers such as language (the major barrier cited) with the use of translators and bilingual speakers and through the provision of well-translated written materials. Child care and transportation difficulties can be reduced through child care services at workshops and the provision of free bus/transit passes to those who need such assistance. Lack of knowledge of such services can be overcome through further advertising of the existence of such programs. As well, other means of disseminating legal information (e.g., audio and video tapes for library loan-out) could reduce time constraints. Our final conclusion was that PLEI programs do aid settlement by providing knowledge of a new system which reduces feelings of isolation and subsequently proves to be empowering.

1.0 INTRODUCTION: FIRST GENERATION IMMIGRANTS AND JUSTICE

Not enough information in general. Language barrier. Difficulty with assimilation -- cultural shock. (Polish Respondent).

Lack of English language. Lack of knowledge about Canadian laws and customs. Lack of integration which put[s] a barrier to communicate with Canadians. (Hispanic Respondent).

Language problem -- it's hard to find out and understand the Canadian law system, especially when I am so new in Canada. (Chinese Respondent).

I think new immigrants face lots of problems because they have limited knowledge about Canada. They live like strangers. (Punjabi Respondent).

Language difficulty. Don't know the language sometimes resulted in a big loss and disadvantage when you get involved in a legal matter. Not enough time, everyone is working hard in this society. Cannot find out way to learn' more about legal system in Canada. (Vietnamese Respondent)

[Comments made about barriers to accessing legal information in "Discovering Barriers to Legal Education"]

Access to justice is a fundamental problem with our legal system because in Canadian society many of our activities are legally regulated. If a person does not have a basic knowledge of law or the means to obtain the necessary legal information, many injustices may occur. Difficulties in understanding legal rights and the mechanisms for pursuing legal remedies may be especially acute for certain groups due to disabilities, economic considerations, and cultural and language differences. Public Legal Education and Information (PLEI) is a key resource for alleviating some of these difficulties experienced by new Canadians. Access to benefits and entitlements is an important aspect of settlement in Canada, and a number of studies¹ have documented difficulties some newcomers experience in securing these resources. With hundreds of thousands of people

¹ See for example:

Martyn, Carol, *Hidden Faces: A Survey of Suburban Immigrant Seniors* (Burnaby: Burnaby Multicultural Society, 1991).

Nann, Richard and Michael Goldberg, *The Legal Problems of Multicultural Canadians in Greater Vancouver: A Research Report* (Ottawa: Department of Justice Canada, 1993).

immigrating to Canada annually, it is important to examine the legal needs of different multicultural communities, their experiences in seeking legal remedies (or other methods of dispute resolution), and barriers in accessing PLEI services.

To put multiculturalism in context, census data from 1991 indicate that Canada is now the home of 4.3 million immigrants -- defined as people not born in Canada but permitted to reside here permanently.² While the actual number of immigrants since the Second World War has fluctuated -- with a peak in the late 1950s, and variations in subsequent decades³ -- it is expected that close to a quarter of a million immigrants per year will enter Canada by the mid-1990s.⁴ In 1991-92, a total of 232, 758 people immigrated to Canada. These newcomers tended to settle in the more populous provinces of Ontario (124, 045 or 53 percent), Quebec (47, 423 or 20 percent), and British Columbia (33, 477 or 14 percent).⁵

Not only are the number of immigrants increasing, but the people who immigrate have changed dramatically. In 1961, 90 percent of immigrants were from European countries; between 1981-1991 European immigrants were only 25 percent of total immigration. Asian-born immigrants increased from 14 percent in 1981 to 25 percent in 1991. Dumas and Lavoie reported that the most prominent groups of immigrants to Canada in 1991 were from southern, eastern and southeast Asia. Specifically, 53 percent of immigrants in 1991 were from Asia.⁶ They added that refugee claimants have also altered patterns of immigration.

A substantial increase is also notable in immigrants from El Salvador, Sri Lanka, Iran, Somalia, Guatemala, and Nicaragua. These increases are attributable to refugees from these countries. Of the 19, 425 accepted as refugees by the Immigration and Refugee Board, 13, 150 came from these countries.⁷

² *Globe and Mail* (December 9), 1992, pp. A1 & A8.

³ Dumas, Jean and Yolande Lavoie, *Report on the Demographic Situation in Canada 1992: Current Demographic Analysis* (Ottawa: Statistics Canada, 1992) (Catalogue No. 91-209E), p.69.

⁴ See Simmons, Alan and Kieran Keohane, "Canadian Immigration Policy: State Strategies and the Quest for Legitimacy." *Canadian Review of Sociology and Anthropology*, 1992, 29(4), p. 24.

⁵ Dumas and Lavoie, *op cit.*, p. 56.

⁶ *Ibid.*, p. 74.

⁷ *Ibid.*, p. 72.

It has been estimated that 100, 000 new Canadians will immigrate to British Columbia between 1990 and 1995. In British Columbia, immigrants now constitute 22.3 percent of the population. This percentage is the second highest in Canada, after Ontario (23.7 percent).

The growing multicultural mix highlights the need for legal awareness and the need to continue to devise means of making legal information and legal remedies increasingly accessible for this diverse, multicultural population.

1.1 Barriers to Justice

There has not been a great deal of research on Canadians' access to law focusing on Canadians in general or on specific groups that may be more disadvantaged by cultural and language barriers. Much of the work in recent years has been exploratory and includes the use of focus groups to identify legal problems among specific cultural communities, including aboriginal people.⁸ The major findings of the available literature will be discussed in order to lay the groundwork for this study.

Previous research has found that several factors might affect a person's access to law and his/her recognition that a problem is legal in nature, and can be resolved through legal channels. Such factors include the discrepancy in social and economic status of those who make the laws and design service programs and the public at large. Specialist knowledge required for drafting legislation, representing clients, and administering programs may clash with the layperson's understanding of law and legal procedures.⁹ Recognition of barriers has resulted in the citing of four major problem areas:

- the need for legal services for the rural poor and the remote areas of the country;
- the need for legal services that penetrate beyond social and cultural as well as economic barriers, such as the delivery of services to new Canadians in urban areas;

⁸ For example, see: Department of Justice Canada, *Qualitative Research on Education and Legal Information Needs* (Ottawa: Department of Justice Canada, 1990).

⁹ Canadian Council on Social Development, *Access to Justice: Report of the Conference on Legal Aid: 1975* (Ottawa: CCSD, 1976).

- the need for legal services for special groups such as natives, inmates of penitentiaries and other groups of institutionalized poor people;
- the need for services that provide counselling, preventative legal education, community group representation, and input into law reform.¹⁰

Our point here is that there has been a legacy of interest and research concerning accessibility of the law. Friedland (1975) found that legal information was disseminated primarily by lawyers in private practice, legal aid and assistance, government officers, community information centres, the police, and libraries. Friedland's study included recommendations to improve access to law through "improvement of existing legal materials, basic education of the public about law, improvement of the quality of legal information dispensed by intermediary organizations, and development of a new source of law for non-lawyers (i.e., an encyclopedia of law for non-lawyers)."¹¹

Despite awareness of obstacles to obtaining legal information, studies in Canada and the United States¹² have confirmed that legal information and advice are still difficult to obtain for many groups. Beyond structural barriers mentioned above -- remote location, physical disabilities, language difficulties -- these studies found other barriers, including lack of knowledge on the part of librarians, court registry staff, and others. First-generation immigrants interviewed in our study often mentioned concerns over incorrect information or frustrations with "referral run-around."

A primary area of concern regarding the accessibility of law involves the language employed. It has been recommended that the law be clearly and plainly rewritten to enable the provision of a system of justice that everyone can understand.¹³ In 1979, the American Bar Association established The Commission on Public Understanding about The Law, which uses pamphlets to educate citizens on the legal system. At that time, Canada was regarded as more advanced than the

¹⁰ *Ibid.*, pp.78-79. The Justice Reform Committee's Report (B.C.) entitled *Access to Justice* (1988:13) noted that some people in "remote areas or small communities", people with physical disabilities, and people who "have trouble with the English language" may lack access to justice.

¹¹ Friedland, Martin, *Access to the Law: A Study Conducted for the Law Reform Commission of Canada* (Toronto: Carswell, 1975), p. 80.

¹² Justice Reform Committee, *ibid.* Andrus, Kay, "Citizen Access to Legal Information," *Library Journal* (1987), p. 38.

¹³ Andrus, *ibid.*, p. 38. No author cited. "Assessment of Alternative Strategies for Increasing Access to Legal Services," *Yale Law Journal* (1980) 90(1), pp. 122-164.

United States in disseminating legal information through direct services such as legal aid and PLEI services.¹⁴

The available literature confirms that often the public has limited knowledge of the law, and some groups face additional barriers in obtaining legal information. Furthermore, agencies may provide incorrect or misleading information, or make referrals to inappropriate sources. Research directed towards disadvantaged groups illustrates that there are additional cultural and language barriers to accessing the law. Thus, if a minimum foundation of legal awareness and access to reliable sources is not provided, then many immigrant peoples will lack access to legal information and remedies through the Canadian legal system.

1.2 Public Legal Education and Information (PLEI) and Immigrants

The increasing number of immigrants in Canada raises many questions with respect to social policies and legal education. It has been reported that over one million immigrants arrived in Canada during the past decade. These immigrants comprised claimants for refugee status, landed immigrants, and people who were seen as legitimate refugees but who had not yet become permanent residents. Approximately two-thirds of these immigrants arrived from the Caribbean, Asia, Africa, and Latin American. This meant that a greater proportion of visible minorities were among these recent immigrants.¹⁵ Ongoing work with immigrant populations has confirmed a number of difficulties encountered by these new Canadians in obtaining legal and other information and also set the groundwork for systematically exploring their patterns of settlement.

Chan and Hagan's *Law and the Chinese in Canada*¹⁶ is a study of the Chinese business community in Toronto, in which the authors completed 187 interviews. The authors noted that their study is not representative of the wider Chinese community in Toronto. Their findings included a link between higher structural positions and greater criticism of the legal system. The greater a person's business status, fluency in English, and membership in Chinese and non-Chinese clubs, the more likely a respondent was to consult a lawyer. Respondents who were

¹⁴ Dykstra, Gail, "Legal Information to the People," From *Proceedings of the American Association of Law Libraries* (1970) 72, p. 613.

¹⁵ Oziewicz, Estanislao, "Study Debunks Myths About Immigrants, Welfare." *The Globe and Mail* (March 18, 1992), p. A6.

¹⁶ Chan, Janet and John Hagan, *Law and the Chinese in Canada: A Case Study in Ethnic Perceptions of the Law* (Toronto: Centre of Criminology, 1982).

poorer and not as conversant in English tended to prefer lawyers fluent in their mother tongue. Lawyers had been consulted by 94 percent of the sample. Chan and Hagan added that ethnic organizations and families continued to play an important role in assisting people with information and translation services.¹⁷ They also drew attention to the "long historical tradition of forming mutual-aid organizations to promote brotherhood, financial assistance and political change."¹⁸ One limitation of the study is its focus on the criminal justice system only. The authors concluded that even with the historical legal oppression of Chinese Canadians through discriminatory legislation, Chinese Canadians use legal services quite widely, and this is further influenced by their structural position and settlement.

A more recent Canadian study of direct relevance to our study was commissioned by the Department of Justice Canada and the British Columbia Ministry of Attorney General.¹⁹ This study used 12 focus groups from five Canadian cities to assess legal needs of specific disadvantaged groups including youths, seniors, aboriginal people, visible minorities, and others. It was believed that uncovering the needs of these populations could help reduce barriers through PLEI programs.

The major findings of this study were that these groups had a poor general knowledge of the law due to unfamiliarity with the Canadian way of life and the inability to recognize the legal nature of various situations. The focus groups also had limited knowledge on the best sources for seeking legal information so the authors recommended better advertisement of legal information services. The ability to find and use legal information hinges, in part, on past experiences but also, people may be discouraged by language difficulties, limited income, and apprehensiveness about dealing with people outside of their own cultural community. When legal information is desired, it is usually case-specific information rather than general knowledge.

Respondents in a focus group of Toronto immigrant women indicated that the immigration process provides some legal awareness but they said they would seek initial aid from family and friends, and failing that, social service agencies. This focus group was least likely to pursue final legal resolution and felt hindered by prejudice, intimidation, and barriers to access to correct sources. The Toronto Chinese immigrant focus group reaffirmed this barrier to direct access, which results

¹⁷ *Ibid.*, pp. 65-67.

¹⁸ *Ibid.*, p. 69.

¹⁹ Gallup Canada Inc., *Focus Groups on Public Legal Information Needs and Barriers to Access* (Ottawa: Gallup Canada Inc., 1991).

in time consuming "referral run-around". This focus group relied primarily on family and friends for information. The complexity of the law was also highlighted by the Chinese immigrant focus group. Finally, the focus group of working-poor mothers in Vancouver provided several examples of delays and "red tape" in social welfare bureaucracies.

The comparative study by the Law Courts Education Society of British Columbia used 20 key informant interviews to establish "a set of critical assumptions concerning Chinese attitudes toward the Canadian Criminal Justice System".²⁰ The research examined perceptions of members of the Chinese community towards police, courts, and lawyers and involved focus groups composed of the following: men only; women only; mixed-sex groups; and individual interviews with men and women; Cantonese-speaking and Mandarin-speaking people; and youths and seniors.

This study found that language was the most common barrier in understanding the law and in contacting the police. Suggestions were made concerning how police could be more accessible. The study found that the court system was not favourably viewed and that the Chinese community would avoid the justice system wherever possible. While printed materials were considered good, it was recommended that there be more legal clinics to resolve individual concerns. Many people commented on the professionalism of lawyers, while some expressed concern about lawyers exploiting immigrants financially in some immigration cases.

Hidden Faces, a wide-ranging survey of 250 suburban immigrant seniors in Greater Vancouver, addressed the experiences of immigrant seniors from the Chinese, German, Portuguese, Punjabi and Korean cultural communities.²¹ While the study did not focus on PLEI services, it explored important settlement issues such as language, health, education, housing, income, and transportation and revealed differences among the cultural communities studied. For example, Punjabi women tended to have less formal education than Punjabi men, and this pattern held true for women from other communities, with the exception of German seniors.²² Martyn found that "inability in English can, in effect, be the closed door behind

²⁰ Law Courts Education Society of British Columbia, *Comparative Justice Systems Report: Activity Report II* (Vancouver: LCESBC, September 1991). Project Coordinator: Evelyn Neaman.

²¹ Martyn, Carol, *Hidden Faces: A Survey of Suburban Immigrant Seniors* (Burnaby: Burnaby Multicultural Society, 1991).

²² *Ibid.*, p. 11.

which some seniors live a confined and sometimes fearful existence."²³ For the most part, *Hidden Faces* found that immigrant seniors with greater fluency in English were more likely to be aware of a range of community services; those who spoke little or no English often knew of a few or no services. German seniors tended to have the greatest awareness of services, followed by Chinese, Portuguese, Punjabi and Korean seniors.²⁴ The researcher concluded that multicultural media could be a useful resource for many immigrant seniors.

One aspect of settlement is dealing with discrimination against cultural minorities. Discrimination can occur in various places -- at work or school, while trying to find housing or navigating the immigration process.²⁵ In the Greater Vancouver area, for example, Nodwell and Guppy examined ways in which "ethnic hostility" is experienced by Indo-Canadians. They concluded that among the 294 Indo-Canadians interviewed in Vancouver "every second person reports at least one experience of ethnic hostility in the past two years."²⁶

Nann and Goldberg's report, *The Legal Problems of Multicultural Canadians in Greater Vancouver: A Research Report*, is of direct relevance to our study.²⁷ The authors relied on information gathered by staff of five major immigrant-serving agencies. The total sample of 4, 516 immigrants seeking help from these agencies represented several cultural communities: Chinese, Eastern European, Indo-Canadian, Hispanic, and Vietnamese.

²³ *Ibid.*, p. 17. This sentiment is echoed by a Chinese immigrant woman in Calgary: "My mother has great difficulty with language. Like a lot of women when they don't know the language, she finds it comfortable to be at home. She doesn't want to go out." See Warren, Catherine, *Vignettes of Life: Experiences and Self Perceptions of New Canadian Women* (Calgary: Detselig Enterprises Ltd., 1986).

²⁴ Martyn, *ibid.*, p. 13.

²⁵ Elliott, Jean and Augie Fleras, *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (Toronto: Prentice-Hall Canada, 1992).

See also:

Calliste, Agnes, "Canada's Immigration Policy and Domesticity from the Caribbean: The Second Domestic Scheme" in Elizabeth Comack and Stephen Brickey (eds.), *The Social Basis of Law: Critical Readings in the Sociology of Law* (Toronto: Garamond Press, 1991); and

Burtch, Brian, *The Sociology of Law: Critical Approaches to Social Control* (Chapter 6: "Racial Discrimination and Law") (Toronto: HBJ-Holt Canada, 1992).

²⁶ Nodwell, Evelyn and Neil Guppy, "The effects of publicly displayed ethnicity on interpersonal discrimination: Indo-Canadians in Vancouver." *Canadian Review of Sociology and Anthropology*, 1992, 29(1), p. 91.

²⁷ Nann, Richard and Michael Goldberg, *The Legal Problems of Multicultural Canadians in Greater Vancouver: A Research Report* (Ottawa: Department of Justice Canada, 1993).

Nann and Goldberg determined that approximately three-quarters of the sample brought at least one problem of a legal nature to an agency. Difficulties in the areas of administrative law and civil law were most prominent (46 percent and 45 percent respectively). Criminal law problems were a small minority (nine percent) of the total problems.²⁸ This study identified some patterns in use of PLEI services. Refugee claimants, for example, often required information on procedures for applying for citizenship. As newcomers settle, however, other areas become more salient: employment law, unemployment insurance and workers' compensation entitlements, and sponsorship of family members are some of the areas noted by the authors.²⁹

Another recent report on multiculturalism has just been published. This study focused on dispute resolution in five ethno-cultural communities (Chinese, Hispanic, Polish, South Asian, and Vietnamese) in Greater Vancouver. The interviewers relied on 116 key informant interviews to explore conflicts within these communities.³⁰ The authors noted that all communities prized family structures as a means of resolving disputes. Wider cultural celebrations were used as a means "to commemorate cultural traditions." Of interest to our study, the authors reported an "immigrant syndrome": many respondents referred to language problems, changing cultural values, and changes "in roles and adaptations among family members" as part of the settlement process.³¹

The study covered a wide range of issues. Discrimination was highlighted, and there was a tendency for some immigrants to distrust police officers and government officials. As the authors put it: "New Canadians encounter an unfamiliar system with unknown ground rules, a language barrier, and personnel with mandates and procedures that may seem intrusive or inexplicable."³² In general, the five communities preferred mediation of conflicts, culturally-sensitive services, and use of ethnic media to promote various community programs.

The study's qualitative interviews revealed few significant differences among the study samples. The authors cautioned that their exploratory findings cannot be

²⁸ *Ibid.*, pp. 22-24.

²⁹ *Ibid.*, pp. 35-36.

³⁰ Duryea, Michelle LeBaron and J. Bruce Grundison, *Conflict and Culture: Research in Five Communities in Vancouver, British Columbia* (Victoria: UVic Institute for Dispute Resolution, 1993).

³¹ *Ibid.*, xiv.

³² *Ibid.*, xxiii.

generalized safely to larger multicultural communities. That said, the University of Victoria *Conflict and Culture* study supports the principle of tailoring conflict-resolution to the norms and resources of various multicultural communities.

Thus, the available research suggests that access to the law and knowledge of the law is often problematic in Canada and the United States for both native-born people and immigrants. This is due to such factors as the following: complexity of legal materials, lack of resources, language barriers, and misinformation. Legal education is widely recommended and specifically for those who are often sought as sources of legal information. Often those of higher-socio-economic status pursue legal action, especially those with experience, who are property owners and who have personal contacts with lawyers. Many people have an inability to define a problem as legal in nature, and this is exacerbated by their limited knowledge of the law. Further, when no action is pursued, the individual remains ignorant of the law, which only serves to perpetuate barriers to justice.

There are other barriers encountered by immigrant peoples. Immigrants often feel alienated due to the imposition of a foreign justice system. Many immigrant groups are accustomed to an informal means of control and do not readily identify with an Anglo-Saxon heritage of state regulation over much of their lives. Another problem is that family and friends of immigrants often serve as sources of legal information, and they may give incorrect and/or misleading information. As with research on general access to the law, access seems contingent in part on one's place in society. As shown by Chan and Hagan's research, structural positions in society and cultural assimilation are positively related to knowledge and use of the legal system. Based on the information provided by these sources, it is clear that further research is needed to address the barriers experienced by immigrants in accessing the Canadian legal system.

To add to existing studies on multicultural groups and access to justice, it is important to study the experiences of first-generation immigrants in Canada. It is necessary to specifically examine the barriers to accessing legal information that have been experienced by these groups as this is a concern that has yet to be studied. The growing immigration population dictates that uncovering barriers should be a major focus for governments, immigrant-serving agencies, and PLEI organizations. Our study follows the recent tradition of comparing different cultural communities and their access to PLEI services -- specifically in terms of free law classes offered by People's Law School. First, it is necessary to describe briefly the Cultural Minorities Program of the People's Law School.

For most of its 20-year existence, the People's Law School Society has offered legal education services to immigrants as an integral part of its public legal education activities. In recent years, legal education for immigrants and first-

generation Canadians (people born outside of Canada) has taken on increased importance in the society's mandate to provide legal education for people with special needs.

The society offers legal education to immigrants and first-generation Canadians through its Cultural Minorities Program (which comprises five staff out of a total of 15). The Cultural Minorities Program uses approximately one-third of the society's budget in organizing free law classes, speaker placements, special workshops for employees of immigrant serving agencies, radio and television programs, and printed materials for 11 distinct immigrant communities.

In 1991-92, for example, the Cultural Minorities staff organized 246 public legal education events including free law classes, speaker placements, intermediary training workshops, etc. Total attendance at these events was about 7,000 people in locations throughout Vancouver, the Lower Mainland, the Fraser Valley and Vancouver Island.

In addition, the Cultural Minorities staff members -- each of whom is a bilingual immigrant drawn from the Punjabi, Chinese, Hispanic, Vietnamese and Iranian immigrant communities -- were active in the translation and distribution of brochures on fair working conditions (provincial employment standards legislation), elder abuse and prevention, and mental health law.

This study compares "users" of the society's classes to those who do not attend who were called "non-users". The society offers two kinds of classes, one where attendance is drawn from members of a given immigrant community, and the other where the class is given to a pre-existing group.

Free law classes (FLCs) for immigrants are almost always held in co-sponsorship with one of approximately 23 immigrant-serving organizations (ISOs), with which the society collaborates. Typically, the two groups jointly decide which topics are important to the target audience. Society staff then secure a speaker, publicize the event, and provide a host, while the co-sponsor usually provides the location, translation if necessary, and acts as a bridge to the immigrant groups.

As often as they can, the Cultural Minorities staff recruit professional volunteers, usually lawyers, who can speak the language of the class audience. This recruitment is not difficult in more established immigrant communities like the Chinese, who have many lawyers, notaries and accountants with Canadian qualifications. However, newer communities such as the Vietnamese or the Polish, lack professionals with Canadian accreditation who can be used as instructors. In this case, the Cultural Minorities staff are forced to recruit English-speaking

volunteers whose remarks are then translated into the language of the audience while audience members ask questions through an interpreter.

Speaker placements for existing groups differ from FLCs in one very important respect (although, for the purposes of this study, we have counted them as FLCs). Unlike FLCs, which draw upon members of an immigrant community at large, speaker placements are an arrangement where speakers address existing groups, which are usually organized around ethnicity, gender, or age. Hence, a speaker placement might typically occur with a Punjabi senior men's group, or a Vietnamese women's group.

Speaker placements play an increasingly important role in the society's delivery of public legal education because they allow staff to reach less accessible members of a given community -- the poorer, older, less educated, or newer to Canada -- who are sometimes organized into a social/support group under the wing of a larger immigrant serving organization. The practice of arranging speaker placements for the more vulnerable members of immigrant communities may be a factor in the economic, educational, and occupational status of respondents in this study.

Every attempt is made to provide speakers who speak the language of the group. When such a person cannot be found -- a frequent occurrence -- an interpreter translates an English speaker's comments and the group's questions.

The purpose of this study is to present a more focused examination of legal needs and access to justice for recent immigrants to attain a more complete understanding of particular legal problems and resolutions. This will help to improve the delivery of services offered by the People's Law School.

The specific objectives of this research project are:

- to determine differences between users and non-users of public education services;
- to determine barriers to access to legal information resources facing different cultural minorities as they attempt to learn about the law, and how these barriers differ from one group to another;
- to determine how PLEI programs can overcome barriers to access to legal information resources;
- to measure the degree to which PLEI programs play a role in immigrant settlement and adaptation.

This study provides information of direct relevance to immigrant-serving agencies in British Columbia, as well as people concerned with policy development and the administration of justice in British Columbia.

2.0 METHODOLOGY

2.1 Introduction

This exploratory study of barriers to justice for first-generation immigrants meshes with a number of recent studies on settlement in Canada. In keeping with such studies, we have selected a number of cultural communities, rather than a single community. The Chinese, Hispanic, Polish, Punjabi, and Vietnamese communities represent people born mostly in Asia, Eastern Europe, and Latin America. While this is not an exhaustive list of immigrants in the Greater Vancouver area, these five target groups provide a wide spectrum of ethno-cultural differences and commonalities. The Punjabi and Chinese communities are well-established and numerous in British Columbia; the Hispanic community is newer and allows a comparison based on resources in one's cultural community ("institutional completeness"). Also, the Vietnamese community is not as well-established as the Punjabi and Chinese communities. The Polish study sample enables us to compare the experiences of this non-visible, European-based, minority to the other visible minorities under study. An examination of these five communities in Greater Vancouver directly relates to our second research objective of assessing if barriers differ within these various cultural communities.

The scope of our research also includes an approximate balance of men and women in the overall sample. In all, 146 women and 154 men were interviewed. Including women in the study is important, since women have become a larger proportion of the immigrant population, and because women often face structural barriers in such key areas as work and access to justice.

Traditionally, more men than women immigrate. However, over the decades the gap in the sex ratio has gradually narrowed so that in 1981, for the first time, immigrant women outnumbered immigrant men ... [while Canadian immigrants were more likely to hold university degrees than non-immigrants] there was also a larger percentage of immigrants than non-immigrants with less than Grade nine education, and this was more frequent among immigrant women than immigrant men ... there is a tendency for under-representation of immigrant women in middle-class occupations and over-representation in working-class

occupations. This suggests the presence of barriers to middle-class occupations.³³

While other data indicate that female immigrants do not currently outnumber males -- there were 118,023 male immigrants to Canada in 1991-92, compared with 114, 735 females³⁴ -- the point remains that women constitute an important part of the immigrant community, and also that until recently there have been few studies that systematically explore women's settlement in Canada.

Our purpose is to gain further understanding into the barriers cultural minority groups have encountered in accessing legal information. Exploratory research is appropriate since it can add to existing studies, and indicate issues that can be more systematically studied with randomly-drawn samples from various ethno-cultural groups. A limitation of our research study is that it is not a representative sample of the five cultural communities in Vancouver, nor does it assess the wide range of immigrant services available. Nevertheless, the study offers a glimpse of many barriers to justice and comments from 152 respondents who attended free law classes in the Lower Mainland.

2.2 Study Samples

As noted above, our sample comprises five cultural communities: Polish, Hispanic, Chinese, Punjabi, and Vietnamese. This broad sample permits a more systematic method of comparing legal needs within and across target groups. Within each of the five study groups, the sample was divided into two groups: a PLS group, consisting of individuals who had attended FLCs sponsored by the People's Law School; and a non-user group, made up of respondents who had not attended such classes. This distinction allowed us to draw comparisons between the two samples, and to consider how some factors might encourage or discourage new Canadians from attending FLCs or other PLEI services and resources.

³³ Warren, Catherine, *Vignettes of Life: Experiences and Self Perceptions of New Canadian Women* (Calgary: Detselig Enterprises Ltd., 1986), p. 3. Two researchers have asserted that in general, "... immigrant women have had more trouble than immigrant men in accessing social services and programs designed to assist in settlement and adaptation." See: Elliott, Jean and Augie Fleras, *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (Toronto: Prentice-Hall Canada, 1992), p. 111.

³⁴ Dumas and Lavoie, *op cit.*, pp. 68-71.

For each of the five target groups, 30 respondents had attended PLS classes, and 30 respondents had not. Thus a total of 300 people were interviewed, 152 who had previously used FLCs offered by People's Law School, and 148 who had not.³⁵

2.3 Sampling Lists

Given that this is primarily exploratory research, a non-probability sample was used. The techniques specifically employed were quota and snowball sampling. Ideally, we intended to employ a systematic sample with a random start to reduce bias in selection and increase external validity. We had hoped to obtain extensive lists of first-generation immigrants in both the PLS and non-user samples, and to pick every third name, for example, to produce a more random sample.³⁶ However, we encountered difficulties when we sought to implement this random approach to drawing lists. Other researchers confronted similar difficulties in which people may not have the time or inclination to participate in a research study. Indeed, Chan and Hagan's carefully-designed study of the Chinese business community resulted in 29 percent of potential respondents refusing to be interviewed. Time was clearly at a premium for many people in Chan and Hagan's study:

A persistent problem had been to find an hour of spare time amidst the extremely busy schedule of some physicians, dry cleaners and small business operators. The pilot [study] had met with greater success simply because it involved a relatively short interview (about half an hour on the average) ... time could be an important factor. Most operators of dry cleaning services are extremely busy throughout the day. Nearly all the successful interviews were conducted at the service counter with constant interruptions while customers were being served.³⁷

³⁵ We did not achieve complete parity between PLS and non-PLS groups, due to the fact that two Punjabi respondents who were to be in the "non-user group" actually attended a free law class of which they were not initially aware.

³⁶ One difficulty to this would be when women (or men) are substantially under represented at particular FLCs, and we would not have an adequate population of women from which to sample.

³⁷ Chan, Janet and John Hagan, *Law and the Chinese in Canada: A Case Study in Ethnic Perceptions of the Law* (Toronto: Centre of Criminology, 1982), p. 20-21.

The PLS user group was to be drawn in a systematic fashion (with a random start) from a sample frame comprised of lists of attendees. This was found not to be possible as a result of the hesitancy of these cultural groups in giving out their names and phone numbers. Some interviewers indicated that some respondents were wary of the interview, since it might be an indirect way of finding out information for government purposes. Involvement with the law, attitudes toward settlement policies, and earned income are viewed as private concerns and, understandably, some respondents balked at giving out detailed information. We were aware also that people might be especially reluctant to participate in this study if they had emigrated from countries where political repression was common. These concerns were overcome to some extent because our interviewers and research advisors from the Cultural Minorities Staff at People's Law School were familiar with their respective cultural communities as workers and facilitators. Their rapport allowed us to draw up lists, to establish key variables we wished to examine, and then choose respondents for the two study groups -- PLS users and non-users.

Snowball sampling was sometimes employed where respondents provided names of potential respondents to the interviewers. Thus, in part, our sample could also be said to consist of a purposive sampling approach, where we selected a sample based on the criteria of providing a greater degree of understanding and information.³⁸

2.4 Questionnaire

In order to elicit the desired information, a questionnaire was developed (see Appendix A). The questionnaire is comprised of both closed-ended and open-ended questions. This combination provided both quantitative data and qualitative data concerning barriers in accessing legal information.

The questionnaire consists of two parts. The first part, entitled *Background Information*, solicits demographic information such as age, sex, country of birth, citizenship status, years residing in Canada, education, marital status, and occupation. Information was collected also regarding religious affiliation, fluency in English, use of multicultural media (e.g., reading a newspaper or watching televised programs in one's native language), and use of various community services. Taken together, this information provides a profile of the study sample, gives a sense of who they are, and of the activities in which they engage.

³⁸ See: Palys, Ted, *Research Decisions: Quantitative and Qualitative Perspectives* (Toronto: Harcourt Brace Jovanovich Canada, 1992), p. 147.

The second part of the questionnaire, entitled *Legal Information Needs*, explores PLEI needs and services, using closed and open-ended questions. Respondents were canvassed³⁹ if they have required legal information, and how PLEI information would be sought. We assessed knowledge of the law through hypothetical scenarios involving a car accident, house purchase, spousal sponsorship to Canada, and family law. Specific attention was paid to factors that respondents perceived as important in seeking or not seeking legal information. For the 152 respondents in the PLS user-group, we asked them why they attended FLCs, and how the classes might have helped them. Their responses included both positive and negative comments on the nature of these classes. A final open-ended question enabled respondents to express other points that might help us appreciate barriers in accessing legal information and ways to best address these barriers.

All 11 interviewers⁴⁰ were fluent in English as well as one of the native languages of the cultural groups. The original questionnaire was translated into each of the five languages -- Polish, Spanish, Punjabi, Cantonese, and Vietnamese -- to ensure that each respondent was asked the same question in the same way, avoiding variances in individual interviewer interpretation. The questionnaires were then pretested to identify any problem areas that required modification. The pretests comprised interviews with one PLS user and one non-user for each target group, yielding a total of ten pretests. Some minor modifications were made to the questionnaires (English version, and those in translation), but overall the pretesting indicated few problems with the issues covered.

2.5 Interviewers and Training

The interviewers selected were individuals familiar with each respective cultural community. For the most part, we attempted to hire one male and one female interviewer for each cultural target group. We believed this was the best way to conduct interviews for the following reasons: the interview could be conducted in the respondent's mother tongue; a greater degree of familiarity would yield more complete data as respondent apprehension would be reduced; and gender-balance among the interviewers meant that some hesitancy about being interviewed by one sex or the other might be alleviated. The interviewers were often highly-educated and many had substantial experience in conducting research, and/or providing services to the immigrant community.

³⁹ Likert-type scales were employed to measure the likelihood of using particular services, for example. See Appendix A for specific scales.

⁴⁰ Two members of the Cultural Minorities Staff took part in the interviews, along with nine interviewers from the wider community.

To ensure that the interviews were conducted in accordance with our guidelines, an Interviewer's Manual was developed (see Appendix B). The manual sets out general guidelines for conducting an interview and specifications regarding the purpose of questions, and probing techniques to be employed, in an attempt to reduce missing cases. This was to ensure that the correct question was asked and answered. A training session was then held to go over these guidelines. The interviews were conducted between February 1, 1993 and March 12, 1993. The interviews were almost always face-to-face, with the exception of a few telephone interviews where this was necessary.

2.6 Limitations of the Study

As previously noted, the sampling technique is non-probability which therefore reduced external validity and the ability to generalize to the larger population of immigrants. However, tentative broader conclusions may be drawn which then can be tested in future research. A further caution with the data includes missing cases. While every attempt was made to ensure that questionnaires were completed as with any research endeavour, this is difficult to actually realize. Furthermore, while face-to-face interviews provided greater insight into responses, several interviewers noted that some respondents were reluctant to give specific answers for certain questions such as income. Thus, the results obtained regarding this variable may be inaccurate due to misleading information. Although confidentiality was assured in a cover letter, and reinforced verbally by the interviewers, interviewers reported that many respondents were hesitant to answer some questions.

2.7 Summary

This exploratory study is meant to generate some understanding of the experiences of the people interviewed, and to document their perceptions of how existing PLEI services might be improved to reduce barriers to justice. Qualitative and quantitative data were obtained from a sample of 300 first-generation immigrants from five cultural communities. The sample was sub-divided into two groups: a user sample who had attended at least one free law class; and a non-user group who had not attended such classes. The data obtained are used to profile the study sample, and to discuss the barriers and legal information needs in order to develop strategies to improve PLEI services.

3.0 RESULTS

3.1 Introduction

The results section will follow the issues raised in the questionnaire. Initially, we will give a demographic profile of the study sample. This profile primarily involves frequency distributions and sub-group comparisons. Then, the results obtained will be examined in terms of the following: types of legal needs; awareness of law and legal resources; barriers to legal education; why respondents attended PLS classes; the results of attending FLCs; and helpfulness of printed materials. This was done in large part through manifest and latent content analysis. This simply involves analyzing the recorded responses by counting the number of similar responses (manifest) and assessing the underlying meaning of the responses as individuals will use different terms to indicate the same sentiment (latent).

3.1.1 Sex

For the variable of sex, the research sponsors desired an equal distribution of male and female respondents in the PLS and the non-PLS groups. While this was not possible, due to problems finding female respondents to meet our qualifications in the Punjabi community, the sample achieves near-parity, with a total of 154 male respondents and 146 female respondents. Table 1 provides a breakdown of sex of respondents for each of the five cultural groups studied.

Table 1 **Sex of Respondents by Cultural Community**

	Polish (n=60)	Hispanic (n=60)	Chinese (n=60)	Punjabi (n=60)	Vietnamese (n=60)
Male	29	27	31	40	27
Female	31	33	29	20	33

As can be seen, there was an approximate balance of men and women in each cultural community, except for the Punjabi community, where achieving parity was not possible.

3.1.2 Age

The following table outlines the distribution of the sample by age. We did not interview people under 18 years of age. Otherwise, we sought to have a cross-section of the adult community.

Table 2 **Age of Respondents**

Respondent Age	Number of Respondents (n=300)
18-20	2
21-29	55
30-39	113
40-49	70
50-59	30
>60	30

The mode (most frequent) age group is the 30-39 age category (38 percent of total sample). This was true for both the PLS and non-PLS groups (see Table 3).

Table 3 **Age and PLS Attendance**

Respondent Age	Attended PLS Class (n=152)	Did not attend PLS (n=148)
18-20	2	0
21-29	23	32
30-39	49	64
40-49	42	28
50-59	19	11
>60	17	13

Approximately three-fifths of the PLS group were 30-49 years old. These statistics can be useful in helping determine the types of classes that are most relevant to the needs and life circumstances of people in this age range. This is illustrated by the respondents who noted some of the issues that they would like to see addressed in PLS course offerings and written brochures and pamphlets. These issues include: real estate, Registered Retirement Savings Plans (RRSPs), loans, life insurance, Unemployment Insurance Commission (UIC), pensions, and landlord and tenant law.

3.1.3 Citizenship Status

The greatest number of respondents were Landed Immigrants (145), followed closely by Canadian citizens (141). The remainder of the sample included ten Refugees, one Work Visa, one Student Visa and two missing cases. This pattern was repeated when we examined citizenship status in the PLS group. The highest number of respondents who attended PLS classes were Landed Immigrants (81), followed by Canadian citizens (64). Table 4 compares citizenship status among the PLS and non-PLS groups.

Table 4 **Citizenship Status and Attendance at FLCs**

	Attended FLCs	Did Not Attend FLCs	Total
Canadian Citizen	64	77	141
Landed Immigrant	81	64	145
Refugee	6	4	10
Work Visa	0	1	1
Student Visa	0	1	1
Missing Cases	1	1	2
Total Respondents	152	148	300

One finding to note is the number of refugee-respondents who attended FLCs. Refugees may lack access to available resources (e.g., ESL classes), and may experience more difficulties in their initial contacts with immigrant-serving agencies.

However, in our study six of the ten refugees had attended PLS classes. Again, we caution that this is not a strict cross-section of the immigrant population in Greater Vancouver, so care should be taken in generalizing this finding. It does not suggest that a majority of refugees attend FLCs and is more likely a result of our sampling techniques.

3.1.4 Years of Residence in Canada

It could be argued that years of residence in Canada may relate to an individual seeking legal aid by consulting a lawyer or attending PLS classes. In our study, 39 people (13 percent) have been in Canada less than one year; 35 people (12 percent) have lived here 1.1 to 2 years. In all, about a quarter lived in Canada for less than two years and approximately one-third of our sample have been in Canada between 2.1 to 5 years. Nearly a quarter (23 percent) have resided here for more than ten years; 63 (21 percent) for 5.1 to 10 years. The mean is 6.7 years with a range of 0.2 years to 35 years.

Table 5 Years in Canada of Respondents in Comparison to Lawyer Use and Attendance

Respondents' Years in Canada	Respondent Total	Respondent Attended PLS	Respondent Did Not Attend PLS	Respondent Used Lawyer	Respondent Did not Use Lawyer
<1	39	18	21	17	22
1.1 to 2	35	25	10	15	20
2.1 to 5	95	49	46	35	60
5.1 to 10	63	30	33	32	31
>10	68	30	38	54	14
Total	300	152	148	153	147

When we compared the variable "years in Canada" with attendance at PLS classes, the highest frequency of attendees had lived in Canada between 2.1 and 5 years (49). There was also a relatively high number of PLS users who had lived in Canada between 5 and 10 years and more than 10 years. However, this same pattern is found in non-PLS users and, therefore, may be related more to the age of

those willing to participate in research rather than to a relationship between length of residence in Canada and use of PLS resources.

This same pattern or same frequency distribution was not found when comparing years in Canada to whether or not respondents consulted a lawyer. The highest frequency for lawyer use was among those who had resided in Canada for more than ten years. In contrast, only 17 of a total of 153 respondents who have been in Canada less than one year had consulted a lawyer. In part, this pattern could be attributed to the different reasons for consulting a lawyer cited by respondents. This may be contingent on immigrants having been in Canada long enough to achieve a certain level of economic standing (e.g., real estate, sponsoring a new immigrant, setting up a business), as well as issues relating to increased age (e.g., making a will, power of attorney, death of spouse).⁴¹ This would correspond with a recent study which highlighted changing needs of immigrants as they settled in Canada. Nann and Goldberg reported that for newly-arrived immigrants: "[T]he immediate need is to simply get settled, and for many new arrivals there is a great need for language-related assistance in order to get settled." The authors add that as newcomers settle, they may need to negotiate social welfare benefits, learn about landlord-tenant law, address cases of racial discrimination, or investigate procedures for sponsoring a family member to come to Canada.⁴² Thus, we believe that legal information needs are deeply affected by individuals' life-situations as they settle in Canada.

3.1.5 Residence

The respondents studied live primarily in Vancouver (156). The remainder of the sample (144) lived in the following suburbs/municipalities: Surrey (49); Burnaby/New Westminster (32); Richmond (19); Port Coquitlam/Port Moody (14); North Shore (13); Fraser Valley (11); and Delta/Ladner/White Rock/Tsawwassen (6).

⁴¹ For a detailed breakdown of the specific legal issues that respondents in each of the five study groups have sought information on and in what regularity, see Appendix C, Table C-1.

⁴² Nann and Goldberg, *op cit.*, pp. 35-36.

Table 6 **Residence of Respondents**

Place of Residence	Number of Respondents
Vancouver	156
North Shore	13
Burnaby/New Westminster	32
Richmond	19
PoCo/Coquit./Port Moody	14
Delta/Ladner/White Rock/Twsn.	6
Surrey	49
Fraser Valley	11
Total	300

3.1.6 Education

The following table sets out the distribution of educational attainment by sex and cultural group. The most frequent educational attainment level was Grade 12 (high school).

In our sample, Polish respondents were the most highly educated, with 13 of 59 respondents having graduate degree(s). Polish men and women were fairly evenly represented on this measure. The next highest was the Punjabi community, with 5 of 60 respondents having graduate degrees. This finding on the part of Polish respondents was also reinforced by some Polish respondents who commented on their occupational decline after they came to Canada. For example, a well-qualified professional might have to work in a less specialized occupation, such as manual work, once in Canada. This finding was supported by the previously-mentioned Conflict and Culture study from the University of Victoria.

The widest distribution of educational attainment appeared among the Hispanic and Vietnamese respondents, and was especially apparent for Vietnamese women. Discussion of the educational attainment for the Punjabi sample is difficult, given the ratio of female to male respondents.

Table 7 **Education of Respondents By Sex and Cultural Group**

Education	Sex	NF	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	SPS	CD	UD	SPG	GD	Total
Polish	Male	0	0	0	0	0	0	0	0	0	0	0	1	8	8	2	3	1	6	29
	Female	0	0	0	0	0	0	0	0	0	0	0	1	9	9	1	3	0	7	30
Hispanic	Male	0	0	1	0	1	0	0	0	1	1	3	1	3	2	6	7	1	0	27
	Female	1	0	0	0	1	1	2	3	0	4	0	0	5	4	6	5	1	0	33
Chinese	Male	1	0	0	0	0	0	1	0	0	0	1	3	3	3	8	6	2	3	31
	Female	1	0	0	0	0	1	0	0	0	0	0	3	7	6	6	5	0	0	29
Punjabi	Male	1	0	0	0	0	1	0	0	1	1	9	3	2	3	4	7	4	4	40
	Female	0	0	0	0	0	0	1	0	1	0	1	1	5	3	4	0	3	1	20
Vietnamese	Male	0	0	0	0	0	1	0	0	0	1	8	0	8	2	3	4	0	0	27
	Female	1	0	0	0	0	1	1	3	2	5	4	2	5	1	5	1	0	0	31
Total (n=297)		5	0	1	0	3	4	5	6	5	12	26	15	55	41	45	41	12	21	297

NF = No formal education
 Gr 1-12 = Grades One to Twelve
 SPS = Some Post-secondary
 CD = College Diploma

UD = University Degree
 SPG = Some Post-graduate
 GD = Graduate Degree(s)

For the five cultural communities under study, education was not found to have a relationship with attendance at FLCs. This is probably due to the fact that many FLCs offered by the People's Law School are operated under the practice of group level delivery where classes are organized for groups that previously exist. Table 8 breaks down education by sex and attendance for each of the five cultural groups. This is a similar pattern to the table on educational attainment and sex. Although Table 7 only sets out PLS attendees, no discernible patterns between educational attainment and attendance were found.

3.1.7 Occupation

Table 9 sets out respondents' occupation and attendance. Since our sample is not random, we can only draw conclusions about this sample and cannot generalize these findings to a larger population. We found that more unemployed respondents attended PLS classes than unemployed who did not (42 v. 17) and retired respondents attended more frequently than those who did not (6 v. 3). This could relate to a time-factor, with both unemployed and retired respondents having more time to attend free law classes. In contrast, housewives were less inclined to attend (18 v. 6) which could be due to child care responsibilities, which were cited by many respondents when they discussed barriers in legal education.

3.1.8 Marital Status

Some statistics indicate that immigrants in Canada are more likely to be in family structures than non-immigrants. Warren noted that: "Most immigrants came as husband and wife; only eight percent of immigrant families were headed by lone parents as compared with 12.5 percent of non-immigrant families."⁴³ In our sample of 300 respondents, 201 were cohabiting (196 married, five living with partner). The remainder of the sample were single (66), separated (12), widowed (11), or divorced (10).

Ideally, PLEI services are meant to appeal to a wide cross-section of the public. In relation to marital status this appears to be the case for FLCs in our study as there were no striking differences in the marital status of those who attended or did not attend FLCs. Separated respondents were more likely to attend (9/12) than other groups. However, exactly one-half of the single respondents (33/66) and divorced respondents (5/10) had attended FLCs. Just under one-half of the married respondents (97/196), and a slight majority of widowed respondents (6/11) had attended classes.

⁴³ Warren, *op cit.*, p. 3.

Table 8 Attendance by Education And Sex for the Five Cultural Communities

Education Level	Sex	NF	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	SPS	CD	UD	SPG	GD	Total Res.
Polish PLS Attendees (n=30)	Male	0	0	0	0	0	0	0	0	0	0	0	0	5	4	2	2	0	5	18
	Female	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	2	0	3	12
Hispanic PLS Attendees (n=32)	Male	0	0	1	0	0	0	0	0	0	0	2	1	2	1	2	3	0	0	12
	Female	1	0	0	0	0	1	1	3	0	2	0	0	2	1	4	3	1	0	19
Chinese PLS Attendees (n=31)	Male	1	0	0	0	0	0	1	0	0	0	1	3	0	2	5	5	0	2	20
	Female	1	0	0	0	0	0	0	0	0	0	0	1	1	3	2	3	0	0	11
Punjabi PLS Attendees (n=29)	Male	1	0	0	0	0	0	0	0	0	1	4	2	1	2	4	4	3	1	23
	Female	0	0	0	0	0	0	1	0	0	0	0	0	3	0	1	0	1	0	6
Vietnamese PLS Attendees (n=29)	Male	0	0	0	0	0	1	0	0	0	1	4	0	3	1	1	1	0	0	12
	Female	0	0	0	0	0	0	1	2	2	4	2	1	2	1	1	1	0	0	17

NF = No formal education
 Gr 1-12 = Grades One to Twelve
 SPS = Some Post-secondary
 CD = College Diploma

UD = University Degree
 SPG = Some Post-graduate
 GD = Graduate Degree(s)
 Res = Respondent

Table 9 Respondents' Occupation and Attendance

Current Occupation	Respondent Attended	Respondent did not Attend	Total
N/A	0	0	0
Unemployed	42	17	59
Volunteer	0	3	3
Housewife	6	18	24
Student	14	11	25
Religion	1	1	2
Military	0	0	0
Civil Servant	8	2	10
Education	3	5	8
Medical	3	7	10
Artist/Craftsperson	1	0	1
Agricultural	4	2	6
Clerical/Counterperson	6	17	23
Labour/Manufacturing	30	22	52
Trades	9	16	25
Foreman/Supervisor	1	0	1
Sales	3	1	4
Managerial	1	1	2
Professional	6	3	9
Self-Employed	8	11	19
Retired	6	3	9
Total Respondents	152	140	292

Table 10 **Marital Status, Presence of Children and Attendance**

Marital Status	Total Respondents	Attending	Not Attending	With Children	Attending	Not Attending
Single	66	33	33	13	9	4
Married	196	97	99	171	86	85
Living with partner	5	2	3	4	2	2
Separated	12	9	3	11	8	3
Divorced	10	5	5	8	5	3
Widowed	11	6	5	11	6	5
	300	152	148	218	116	102

Considering that FLCs span such a variety of legal issues, we were not surprised that these classes would attract people regardless of marital status.

As most of the respondents were married, it is not surprising that this group comprised the highest number of attendees (as well as non-attendees) with children: of the 171 married respondents with children, 86 attended PLS classes and 85 did not. These numbers are extremely close and therefore are not indicative of child care responsibilities being a large factor for at least one-half of the married respondents with children. Of the 13 single respondents with children, nine attended classes. Six of the 11 widowed respondents with children attended. Children may not necessarily be relevant here as most of the widowed respondents were older and would not have child care concerns as would respondents with young children. Of the eight divorced respondents who had children, five attended PLS classes, three did not. Of the 11 separated respondents with children, eight attended and three did not. Finally, of a total of four respondents who lived with a partner and had children, two attended and two did not.

On the one hand, the findings above may be interpreted to suggest support of the notion that raising children is not a barrier to FLC attendance. Indeed, people with children might need to attend to sort out a variety of issues in family law, taxation, welfare rights and appeal procedures. On the other hand, the interviews often documented cases in which parents of young children reported difficulties in attending classes. Many spoke of child care issues, such as lack of time and need for child care services. Indeed, 20 of the 60 Vietnamese respondents recommended that PLS workshops provide child care services for participants.

3.1.9 Income

Data were obtained on respondents' total gross annual household incomes. These results must be examined with some caution. Some interviewers believed that respondents were often leery about how the information would be used; some may have been concerned that the information would be reported to a government agency. Some interviewers believed that incomes were sometimes underreported. This might reflect the hidden economy, in which people earn income but do not declare it to taxation authorities. It is not clear whether this presumption skewed the results. Taken at face value, no relationships exist between PLS attendance and reported income. The responses for the variable income as well as frequency and percentages of attendance in relation to income are set out in Table 11.

This table indicates again that FLCs are attended by a wide range of income-earners. We note that respondents with the highest reported incomes are least likely to attend FLCs. This may reflect the access to other services (e.g., lawyers, accountants, etc.) that might be enjoyed by this relatively wealthy group. Further, respondents with an income of \$39,999 a year or less were more likely to attend than those respondents earning \$40,000 or more. The point remains however that, as with marital status, there are no generally striking differences in FLC attendance by income. While income does not appear to be a very relevant variable in this context, in other areas respondents often referred to economic barriers to accessing legal information. These comments were often made in the context of public transportation costs, and the recommendation that free bus passes be made available for poorer people seeking to attend FLCs.

Table 11 **Income and PLS Attendance**

Respondents' Income	Number of Respondents	Number of PLS Attendees	Percent
\$10,000 or less	59	30	51%
\$10,001-19,999	82	45	55%
\$20,000-29,999	60	28	47%
\$30,000-39,999	33	17	52%
\$40,000-49,999	25	16	64%
\$50,000-59,999	8	5	63%
\$60,000-or more	14	3	21%
Refused to Answer	9	8	89%
Total	290	152	

3.1.10 Religious Affiliation

Table 12 profiles respondents from the five cultural communities in terms of religion and sex. Although religion does not appear to be a determining factor in attendance, this breakdown may provide information for people especially interested in religious affiliation and settlement. While researchers cannot generalize according to these findings our Polish and Punjabi respondents were slightly more cohesive, with the great majority of Polish respondents being Christian, and a majority of Punjabi respondents being Sikh. There were no striking differences between male and female respondents.

Table 12 Religion of Respondents

Religion	Polish (n=60)		Hispanic (n=60)		Chinese (n=60)		Punjabi (n=60)		Vietnamese (n=60)	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
None	1	5	10	7	15	9	1	1	4	6
Unspecified	0	0	0	1	0	0	0	0	0	2
Buddhist	0	0	0	0	2	3	0	0	9	11
Sikh	0	0	0	0	0	0	38	18	0	0
Ancestry	0	0	0	0	0	0	0	0	4	6
Taoism	0	0	0	0	0	1	0	0	0	0
Hindu	0	0	0	0	0	0	1	1	0	0
Christian	28	26	17	25	14	16	0	0	10	8
Total Responses	29	31	27	33	31	29	40	20	27	33

3.1.11 Proficiency in English Language

Proficiency in English was measured in terms of oral and written ability, as perceived by respondents. Their responses were placed on a 5-point scale, ranging from 1 (cannot speak/read English), to five (fluent).⁴⁴ In general, respondents rated themselves at the same level of ability in written and spoken English. For example, if a person was fluent in written English, he or she was likely to report fluency in spoken English.

⁴⁴ The intermediary categories were: "speak/read a little", "get by", and "speak/read well". See Appendix A, Questionnaire, questions I-15 and I-16.

We conclude from Table 13A that there was considerable variation in reading levels across the sample. However, Vietnamese females were found to be less proficient in English when compared with Vietnamese males and the other four groups in general.

Table 13A English Reading: Level by Sex and Cultural Community

English Reading Level	Polish (n=60)		Hispanic (n=60)		Chinese (n=60)		Punjabi (n=60)		Vietnamese (n=60)	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
[1]Cannot Read	1	0	1	3	1	2	1	0	1	8
[2]Read a little	2	8	4	8	8	3	9	1	13	13
[3]Get by	10	5	9	6	11	14	6	6	8	11
[4]Read well	10	8	7	6	7	7	10	6	5	1
[5]Fluent	6	10	6	10	4	3	14	7	0	0
Total Responses	29	31	27	33	31	29	40	20	27	33

As noted in the above table, respondents' speaking level was similar to their reading level. However, a point of interest is that on average, Polish and Hispanic respondents note less proficient speaking levels compared with reading levels. This clashes with other findings which suggest that learning to speak a new language is easier than learning to read it.

Table 13B English Speaking Level

English Speaking Level	Polish (n=59)		Hispanic (n=60)		Chinese (n=60)		Punjabi (n=60)		Vietnamese (n=59)	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
[1]Cannot Speak	0	0	0	4	0	2	2	1	1	4
[2]Speak a little	1	7	5	8	8	3	8	3	6	18
[3]Get by	11	7	11	6	12	16	7	5	16	9
[4]Speak well	12	12	6	9	7	5	11	3	4	1
[5]Fluent	4	5	5	6	4	3	12	8	0	0
Total Responses	28	31	27	33	31	29	40	20	27	32

When we compared attendance with lowest and highest levels of reading proficiency, of the 18 respondents with the lowest reading level, 11 attended PLS classes and of the 60 respondents with the highest reading level, 27 attended. Similar findings were noted with speaking proficiency in English. Of the 15 respondents indicating the lowest speaking level, ten attended PLS classes and of the 47 with the highest speaking level, 21 attended PLS classes. Thus, we saw little difference with respect to the possible impact of reading proficiency on attendance/non-attendance at PLS classes. Proficiency in English, however, will be more indicative of the process of settlement and is not really relevant to attendance, as FLCs are offered in the immigrants' native languages.

3.1.12 Social Activities and Use of Spare Time

Frequency of respondents' social activities was measured to determine whether there might be a linkage between sociability, and attendance at PLS classes. The most frequent responses were "no social activity per week" or "one social activity per week" (183 of the 299 respondents). Approximately 52 percent of those respondents engaging in one or fewer social activities per week attended free law classes.

These findings cannot tell us if one's social activities affect attendance at FLCs. Again, more detailed and useful information was obtained when respondents gave their viewpoint of relevant factors in their own words.

Table 14 Social Activities and Attendance

Social Activity Per Week	Total Respondents	Respondents who Attended PLS	Percent of Groups who Attended PLS
<1	183	96	52%
1.1 - 2	58	25	43%
2.1 - 3	36	23	64%
3.1 - 4	11	3	27%
4.1 - 5	3	2	67%
5.1 - 6	3	2	67%
6.1 - 7	5	1	20%
Total Respondents (n=299)	299	152	

The breadth of this variable was further assessed by finding out how respondents were most likely to spend their spare time -- with family, friends, or alone. The most frequent responses for all of the cultural communities were the following: being with family (219); being alone (37); and being with friends (29). The table in its entirety is set out in Appendix C (quantitative data), Table C-1 to simplify comparison between the five groups of respondents studied. These findings reinforce the notion of generally strong family bonds in these respective communities and have implications for remedies to problem issues and location where assistance would be sought. Therefore, there is a need to reach these individuals in their home to either inform them of their legal rights and responsibilities or to inform them of where this information can be obtained. As will be seen, ethnic media has been recommended for this purpose.

3.1.13 Service Usage

To further determine other viable sources of disseminating legal information, respondents were also questioned regarding their use of community services. The results for the sample as a whole are set out in the following table.

The results indicate that a variety of services would be used by these respondents. Resources that would be used often by the sample include the following: churches or temples (97); libraries (67); community centres (31); immigrant-serving agencies (ISOs, 25); and neighbourhood houses (17). Churches/temples and libraries were also mentioned as a resource sometimes and Immigrant-Serving Organizations (ISOs) and community centres were often cited in this context. The findings point to a plurality of services that might be used by the respondents.

Table 15 breaks down service usage for all male and female respondents. With this collapsed data there is not a great deal of variance between respondents based on sex. Differences that are noted, based on our study sample, are that men more frequently went to churches or temples often (57 v. 40); and women used neighbourhood houses and immigrant-serving organizations more often than male respondents (11 v. 6; 17 v. 8).

Table 15 Respondents' Use of Services (N=300)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Male	Females
Often	57	40	34	33	6	11	19	12	8	17
Sometimes	35	37	48	36	13	13	32	37	35	42
Rarely	31	41	35	37	11	12	35	27	41	33
Never	30	27	36	40	123	110	68	68	70	54
No Response	1	1	1	0	1	0	0	2	0	0

The following tables document, based on sex, the range of services used for each of the cultural communities studied. The general findings for each community will be discussed first and this will be followed by an examination of any differences based on sex.

For the Polish community, churches and libraries were likely to be relied on (often or sometimes) by a majority of respondents (31/60). Neighbourhood houses and community centres were used less frequently.

Male and female Polish respondents showed similar service use. As with the collapsed data, male Polish respondents used churches and temples more often than female Polish respondents (11 v. 8); more female Polish respondents reported never having used churches or temples than did male Polish respondents (7 v. 2). However, overall there was a large degree of consistency between male and female Polish respondents which suggests that service delivery should be uniform for this cultural community.

A more even general distribution of service use was found for the Hispanic respondents. One-half would use community centres or libraries often or sometimes. Nearly one-half would go to churches often or sometimes (26/60), and approximately one-quarter (14/60) stated they would use services provided by neighbourhood houses often or sometimes.

Table 16 Polish Respondents Use of Services (N=60)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Often	11	8	9	10	1	1	2	3	1	3
Sometimes	9	7	6	6	1	1	5	6	7	10
Rarely	7	9	7	9	2	2	10	9	11	8
Never	2	7	6	6	25	27	12	13	10	10
No Response	0	0	1	0	0	0	0	0	0	0

As with the Polish respondents, there was not a great deal of variance on service usage between male and female Hispanic respondents. Collapsing the categories "often" and "sometimes", it can be seen that women used immigrant-serving agencies more than did male respondents (12 v. 9). Female Hispanic respondents also reported never using a library to a much greater degree than the male Hispanic respondents (10 v. 2).

Among the Chinese respondents, community centres would be used sometimes by over one-quarter of respondents. Churches and immigrant-serving organizations (ISOs) were mentioned sometimes or often by 28 and 15 respondents respectively. These findings may reflect the "institutional completeness"⁴⁵ of the Chinese community in Greater Vancouver. They may also correspond with the relative ease with which some Chinese newcomers settle in British Columbia (e.g., facility with English, and with cultural customs in Canada).

Male and female Chinese respondents also showed a great deal of similarity in service usage. However, male Chinese respondents were more likely to use neighbourhood houses sometimes than female respondents (5 v. 2); no male or female respondents reported using this service often. In contrast to the Hispanic

⁴⁵ "Institutional completeness" is a concept associated with Raymond Breton's work, beginning in 1964. This concept has helped to explore how immigrant communities interact with the host society, and how various structures provide new means of participation in the larger society. Thus, it refers to a rich variety of resources that enable ethno-cultural groups to seek resources and develop a range of religious, political, cultural, and economic activities. See Michael Rosenberg and Jack Jedwab. (1992) "Institutional Completeness, Ethnic Organizational Style and the Role of the State: the Jewish, Italian and Greek Communities of Montreal". *Canadian Review of Sociology and Anthropology*. 29(3): 266-287.

Table 17 Hispanic Respondents' Use of Services (N=60)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Often	5	7	7	6	3	4	8	5	2	5
Sometimes	4	10	10	7	3	4	6	11	7	7
Rarely	3	5	8	10	2	3	3	4	5	5
Never	15	10	2	10	19	22	10	11	13	16
No Response	0	1	0	0	0	0	0	2	0	0

Table 18 Chinese Respondents' Use of Services (N=60)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Often	9	9	5	7	0	0	0	0	2	3
Sometimes	5	5	14	11	5	2	10	8	4	6
Rarely	9	8	6	9	6	6	9	10	10	10
Never	8	7	6	2	20	21	12	11	15	10
No Response	0	0	0	0	0	0	0	0	0	0

respondents, the Chinese male respondents reported never using libraries more often than females (6 v. 2).

The Punjabi sample placed a relatively high value on temples for service usage. Indeed, all respondents reported they would use this resource to some extent; 47 out of 60 reported that they would rely on their temples often or sometimes. Libraries were seen as an important resource, with community centres, immigrant serving organizations and neighbourhood houses less likely to be used. In this sample religious resources were most prominent, although other services would be used to some extent by some respondents.

When comparing male and female Punjabi respondents in the area of service use, it must be remembered that there were twice as many male Punjabi respondents as female. Therefore, differences would be expected due to the difference in sheer

Table 19 Punjabi Respondents' Use of Services (N=60)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Often	23	6	13	2	2	3	7	1	0	0
Sometimes	10	8	6	6	3	3	8	3	6	2
Rarely	7	6	9	5	1	0	5	2	7	5
Never	0	0	12	7	34	14	20	14	27	15
No Response	0	0	0	0	0	0	0	0	0	0

numbers alone. With this in mind, the major differences evident in Table 19 are the following: male respondents used church or temple more often than females (23 v. 6); male respondents used libraries more often (13 v. 2); male respondents used community centres more often (7 v. 1). Controlling for the disparity in the study sample, the most significant distinction between male and female Punjabi respondents was use of church or temple. This finding may indicate that there are better ways to reach Punjabi women, although based on our study findings, the most appropriate means is not readily apparent.

Finally, the Vietnamese sample reflected a fairly high use of services. In total, a majority believed they would use churches (33), or immigrant serving organizations (37) often or sometimes. Vietnamese respondents had the highest number of responses indicating they would never use a library (25). This may reflect the lack of materials in Vietnamese in library holdings, and perhaps a cultural value that places importance on seeking face-to-face information through other community resources.

Vietnamese respondents showed the second greatest degree of distinction in service use based on sex. Female Vietnamese respondents used libraries much more often than males (8 v. 0). Female respondents also reported using neighbourhood houses and immigrant-serving agencies more often than male Vietnamese respondents (3 v. 0; 6 v. 3). The Vietnamese female respondents also used community centres sometimes or more often than did male respondents. (12 v. 5) Therefore, service delivery should be varied for male and female Vietnamese, as service use does appear to vary based on sex.

Table 20 Vietnamese Respondents' Use of Services (N=60)

Frequency of Service Use	Church/Temple		Library		Neighbourhood House		Community Centre		Immigrant Serving Organization	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Often	9	10	0	8	0	3	2	3	3	6
Sometimes	7	7	12	6	1	3	3	9	11	17
Rarely	5	13	5	4	0	1	8	2	8	7
Never	5	3	10	15	25	26	14	19	5	3
No Response	1	0	0	0	1	0	0	0	0	0

Combining these results with the qualitative results, we find support for respondents' specific recommendations. Many suggested that translated legal information materials be made available at organizations that serve these cultural communities including churches/temples, libraries, community centres, and immigrant-serving agencies. Given the frequency of use reported here, this is a viable and useful suggestion and a practice that has already been put to good use.

3.1.14 Sources of Information

Respondents were also questioned about sources of information they use, where information can be obtained, and specifically where information can be obtained in respondents' native languages. This variable relates to both sources for disseminating legal information and cultural settlement (specifically in terms of language). About two-thirds of respondents (199 out of 299) speak their native language outside of the home on a daily basis. This finding also holds true for each of the five subgroups.⁴⁶

The highest frequency for reading a paper in one's native language was on a weekly basis (144), followed by on a monthly basis (100). This high use has implications for using multicultural media for the dissemination of legal information. The number of respondents who most frequently read newspapers in their native language are the following: 30 Polish respondents on a weekly basis; 22 Hispanic respondents on a monthly basis; 31 Chinese respondents on a daily basis; 41 Punjabi respondents on a weekly basis; and 40 Vietnamese respondents on a monthly basis.

⁴⁶ For the entire breakdown of the response set for this question see Appendix C, Table C-3.

Of the 299 respondents who answered this question, 109 (or 36 percent) watch television in their native language on a weekly basis; however, a greater number (121) never watch native language programs. Specific frequency distributions indicate that the Chinese, Punjabi, and Vietnamese respondents could be best reached through this medium. The greatest number of respondents (149) never listen to a radio program in their own language; 60 respondents do so on a daily basis, and 53 do so on a weekly basis. Based on our samples, the most appropriate communities to reach through radio programming are Chinese and Punjabi.

Based on these results, the best means for disseminating legal information in ethnic media to the five communities are the following: weekly or monthly articles in newspapers for all communities; daily radio programs for Chinese and Punjabi communities; and television programs and advertisements for Chinese, Punjabi and Vietnamese communities. These recommendations are drawn from our small, and non-random samples, and we would need more systematic surveys to determine the usefulness of multicultural media for these target populations.

Resources that would be used to seek assistance for a legal problem indicate that there are a variety of sources that individual respondents would turn to, and once again no clear patterns emerge. However, generally the highest frequency of responses involve those sources or individuals that would never be consulted by this sample: paralegals (211); lawyer referral (203); dial-a-law (198); notary public (184); legal aid (161); PLS (145); family (126) [although for many respondents this was either because they had no family or, none in Canada]; immigrant-serving agency (93); community worker (92). However, 95 respondents would consult a friend, as the second most likely form of assistance.⁴⁷

In turn, respondents were asked to whom they would direct a friend or family member, to find out more about a particular law in Canada. The most frequent responses for respondents who answered this question include the following: 84 respondents would refer the individual to another friend, as a second choice; 71 respondents would refer to a community centre as a second choice; 72 would never refer another person to a lawyer; and 69 would refer the person to a library as a third choice. (The entire response set is set out in Appendix C, Table C-5). In this breakdown, the results show that Polish and Hispanic respondents would refer to lawyers as a first choice. Hispanic and Chinese respondents would refer the individual to a community centre as a first choice and the Chinese would refer to another friend as a first choice. Thus, there are differences among these respective ethno-cultural communities we sampled.

⁴⁷ The entire range of responses, beyond these most frequent responses, are set out in Appendix C, Table C-6.

From these hypothetical types of questions, respondents were then asked how they have sought information about their legal rights. The most frequent responses for sources used for those who answered will be set out here with the entire response set included in Appendix C, Table C-4. The results included the following: 204 sought information from an immigrant-serving agency; 203 from friends; 194 from pamphlets in their own language; 189 from ethnic media; 170 from mass media; 165 from free law classes; 162 from government agencies; and 144 from relatives. Thus reports of how information was actually sought differed from the sources that would be suggested to another person. Respondents have pursued a wider variety of legal assistance avenues than they would necessarily recommend to others.

3.1.15 Reasons for Consulting a Lawyer

Table 21 sets out the total number of males and females in the five cultural groups that consulted a lawyer.

Table 22 provides an overview of why respondents had consulted a lawyer. The most frequent responses generally included needing legal assistance for the following: real estate transactions; immigration law; family law; wills; small business matters; car accidents (ICBC); and power of attorney. A more limited number of responses was noted for Worker's Compensation Board (WCB) matters, contract law, taxation, workplace injury, adoption, death of spouse, and matters regarding the *Young Offenders Act* (YOA).

Table 21 **Lawyer Consultation by Sex and Cultural Community**

Cultural Community	Male	Female
Polish	10	9
Hispanic	16	21
Chinese	20	17
Punjabi	23	12
Vietnamese	11	14
Total	80	73

Table 22 **Reasons Why Respondents Consulted a Lawyer**

Reason	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Family Law	6	5	1	4	5
Real Estate	4	5	27	7	9
Will	1	4	6	0	0
Business Related	2	1	1	3	1
Workers Compensation Board	1	0	0	1	0
Car Accident/ICBC	2	5	2	4	5
Immigration Law	0	16	8	12	4
Contract Law	1	0	0	0	0
Car Licensing	1	0	0	0	0
Taxation	0	0	1	0	0
Power of Attorney	0	3	1	4	0
Young Offenders Act	0	0	0	1	0
Adoption	0	0	0	2	0
For Someone Else	0	0	0	2	0
Workplace Injury	0	0	0	0	1
Death of Spouse	0	0	0	0	1
Total Number of Respondents	N=19	N=37	N=37	N=35	N=25

N.B. Reasons for consulting a lawyer may exceed number of respondents seeking legal advice from a lawyer.

The reasons for consulting a lawyer within each cultural community are set out below. Note that the reasons for consulting a lawyer may exceed the number of respondents seeking legal advice from a lawyer. Thus some respondents had more than one reason, and the total reasons are set out in the following discussion.

Polish Respondents

Nineteen Polish respondents indicated that they had consulted a lawyer. One respondent declined to say why he had consulted a lawyer. For the 18 Polish respondents who stated why they sought out a lawyer, six consulted a lawyer

regarding family law matters; four for real estate transactions; two each for small business matters and relating to a car accident (ICBC); and one each for will, WCB, contract law, and special driver's licensing. As with the other communities, criminal representation or advice by a lawyer was not mentioned. This may reflect a reluctance to discuss this issue, but more likely reflects the far greater relevance of administrative law and civil law for newcomers.⁴⁸

Hispanic Respondents

Of the 37 Hispanic respondents who consulted a lawyer, 16 did so for immigration matters. This was the highest number of the five groups. Five responses were noted for family law, real estate, and ICBC; four regarding wills; three to establish power of attorney; and one for a business-related matter. For this group, as with the others, family law was not especially prominent. This may stem from a lower rate of divorce within these specific communities, and may also reflect a reluctance to use outside agencies to resolve what may be seen as personal and/or family matters.

Chinese Respondents

The Chinese respondents had the highest percentage of respondents consulting a lawyer for a real estate transaction (73 percent), with 27 of the 37 respondents consulting a lawyer for this reason. Of the remainder, eight consulted a lawyer for assistance with immigration; six regarding wills; two in terms of ICBC; and one for taxation, divorce, business, and power of attorney. Only one person reported consulting a lawyer for business-related issues but the business category attracted few responses from other groups. The finding that such a high percentage of Chinese respondents had been involved in a real estate transaction was highlighted in the later analysis where it was found that the Chinese respondents, more than any of the other four cultural communities under study, had a great deal of knowledge regarding steps to purchase a home.

Punjabi Respondents

Of the 35 Punjabi respondents who had consulted a lawyer, 12 did so for immigration matters; seven regarding real estate; four for power of attorney and ICBC; four for family law; three relating to business; two for adoption; and two

⁴⁸ See also Nann and Goldberg, *op cit.*

simply went to provide support to someone else for their legal concern. One Punjabi respondent went to a lawyer regarding WCB and one went and sought information about the Young Offenders Act.

Vietnamese Respondents

Twenty-five Vietnamese respondents consulted a lawyer. They did so for the following reasons: nine for real estate; five regarding a car accident; four for immigration matters; five for family law matters (divorce and legal separation); and one each for workplace injury, death of spouse, and business-related reasons.

3.1.16 Legal Information Needs

The reasons for consulting a lawyer correspond with the types of legal information requested by respondents. As can be seen from the data, much of the need for legal counsel and information stems from events commonly encountered in people's lives, with immigration concerns being an important area of need for recent immigrants. Indeed, many of the respondents requested the provision of more brochures and pamphlets, written in their own language, detailing information regarding specific topics and including relevant addresses and phone numbers. This is a finding that can be implemented to further aid the dissemination of necessary legal information.

Polish Respondents

Nearly two-thirds (37/60) of Polish respondents recommended that legal information be made available in print form. Respondents recommended the following specific legal topics to be covered in such material: immigration law, family law, wills, cooperative housing, employment standards law, welfare rights and appeals, income tax, RRSPs, loans, life insurance, and buying a car.

Hispanic Respondents

Eighteen of the 58 Hispanic respondents recommended that brochures and pamphlets be made more available in their own language. They specifically addressed the need for more information on immigration law and stressed the importance of translating materials currently available in English only (such as the motor vehicle booklet) that are a part of Canadians' everyday lives.

Chinese Respondents

By and large, Chinese respondents did not experience the barriers noted by the other cultural communities. Chinese respondents often stated that the onus was on individuals to seek out needed information so it was not surprising that only two of the 33 Chinese respondents recommended making available more brochures and pamphlets. It was suggested to us that services for Chinese immigrants are relatively complete and fairly accessible. This relates to our earlier point about the "institutional completeness" of much of the Chinese community in Canada.

Punjabi Respondents

Of the 26 respondents in the Punjabi community with specific suggestions, 14 recommended that more brochures and pamphlets be made available in their own language. Respondents requested more information on topics such as immigration, the Unemployment Insurance Commission (UIC), and pensions.

Vietnamese Respondents

The Vietnamese respondents were second to the Polish respondents in requesting more brochures and pamphlets in their own language (29 of the 60 Vietnamese made this request). These respondents supplied quite a comprehensive list of the topics they would like to have available in Vietnamese: employment standards regulations, immigration law, UIC, welfare, GAIN⁴⁹, ICBC, powers of police (and the citizen's subsequent rights), family law, wills, estate law, child education law, and landlord-tenant law. One Vietnamese respondent recommended the "translation of important standard legal forms so that people who do not know much English can fill out the forms themselves (welfare, other simple legal forms)."

Respondents suggested many types of information they would like to see made available. These suggestions must be placed in the context of services that are in place. Many of these requested topics are offered in FLCs provided by the People's Law School and other organizations. (A detailed discussion of all course offerings for each of the five cultural communities is set out in the section entitled "Services Presently Provided"). The point here is that many respondents were unaware of services that are available. This means that there is often a lack of knowledge rather than a lack of services. This finding is consistent with the Focus Group study commissioned by the Department of Justice Canada and the British

⁴⁹ Guaranteed Available Income for Need(GAIN).

Columbia Ministry of Attorney General which found a general lack of knowledge of such services as PLEI and "Dial-a-Law". Further advertisement has therefore been recommended to publicize existing services, to increase use of these services.

3.1.17 Feedback on Written Legal Materials

Table 23 provides an overview of the respondents' comments on written materials.

The feedback on written materials reinforces the argument for more PLEI brochures and pamphlets in immigrants' native languages. It should be noted that as this was an open-ended question, this enabled respondents to provide us with their own specific response on the usefulness of these resources. In all, 30 of the Polish respondents, 48 of the Hispanic respondents, 41 of the Chinese respondents, 26 of the Punjabi respondents and 29 of the Vietnamese had previously used written materials. The most frequent responses for each community are as follows.

Polish Respondents

Nine of the Polish respondents indicated that this material provided them with information; six noted that these materials were helpful in that they served as information guides giving readers the needed information about where to go and what to do. Five respondents specifically remarked that the materials provided general knowledge regarding Canadian law and the Canadian legal system. (This is an area where further information and knowledge is desired because many new immigrants develop a feeling of isolation when encountering a foreign legal system.) Four of the respondents were pleased with the different issues covered and the knowledge provided on specific issues and four noted the attainment of knowledge as to one's rights and responsibilities in Canada. However, as will be discussed, some respondents from the various cultural communities studied contended that while knowledge of rights is empowering in and of itself, often there still remains hesitancy due to feared repercussion in taking advantage of those rights. Three found that the information helped them solve problems and three noted that the information provided actually helped to prevent problems. Other comments included the following: the benefit that these materials were free; materials promoted the desire to learn more; information empowered respondent with more self confidence; information improved reading and language skills; and served to clarify problems and legal issues.

Table 23 **Respondents' Feedback on Written Materials**

Respondent Comment	Polish (n=30)	Hispanic (n=48)	Chinese (n=41)	Punjabi (n=26)	Vietnamese (n=29)
Helpful in daily life	0	2	0	0	0
Helpful	2	6	4	0	0
Help to solve problems	3	2	1	0	0
Help to prevent problems	2	1	0	0	2
Provided needed information	0	4	2	3	0
Inform of rights and responsibilities	4	4	2	1	13
Provide knowledge on Canadian law	5	14	15	6	14
Give further information	9	14	13	11	0
Describe different issues	4	1	0	3	0
Information guide	6	11	4	1	1
Give knowledge on specific laws	4	8	6	6	11
Clarify problem/legal issue	1	3	0	0	0
Enhances speaker's information	0	1	1	0	0
Keep for future reference	0	3	2	0	1
Learn about changes in law	0	0	0	1	1
Well written for understanding	2	1	3	0	0
Give desire to learn more	1	0	0	0	0
Gives self confidence	1	1	0	0	2
Improves reading and language	1	0	0	0	0
Stimulate thoughts	0	0	1	0	0
Used to help others	0	2	2	0	3
Work related	0	2	0	1	0
Someone else can explain	0	0	1	0	0
Cheap or free	1	0	0	0	0
Because in own language	0	2	0	0	2
Pure propaganda	1	0	0	0	0
Too difficult to understand	0	0	2	0	0
Not enough information to solve problem	0	0	1	0	0
Too limited - not detailed	0	0	0	1	1
Translations not good	0	1	0	0	0
Don't know	0	0	1	0	0

Hispanic Respondents

Fourteen of the Hispanic respondents mentioned written materials provide further information and 14 noted that materials provided knowledge about Canadian law and the legal system. Other responses included the following: eight commented on knowledge gained about specific issues; six stated materials were helpful in general; and four remarked that materials provided information regarding one's rights and responsibilities in Canada; and that materials provided needed information or information that all Canadians need to know. Other positive comments about materials included the following: they could be used for future reference; clarified problems; helped in daily life; aided problem resolution; could be passed around and used as a means of informing others of legal information (and in that context could be used on the job); were well written and in respondents' own language; and helped prevent problems which enhances self-confidence.

Chinese Respondents

The Chinese respondents also stressed that written material provided knowledge about Canadian laws and legal system (15); and that further information could be provided by this means (13). Six respondents remarked on the knowledge obtained on specific issues; four found materials helpful in general and provided knowledge of where to go and what to do and three found them well-written and understandable. Two respondents commented on each of the following issues: knowledge of rights and responsibilities; ability to keep materials for future use; ability to pass them around to friends to further impart knowledge within one's own community; and materials provided the knowledge that one needs to know. Materials also gave respondents the ability to: solve problems; enhance information provided by speakers in workshops; and stimulate thoughts. However, one respondent commented that written materials do not provide enough information to enable a person to solve his/her own problem.

Punjabi Respondents

Eleven of the Punjabi respondents found that written materials provide further information. Six commented on the provision of knowledge on specific issues, and the provision of knowledge on Canadian law and legal system; three commented on the provision of information on a variety of issues, and the provision of necessary and needed information. Other positive comments included the following: material gives knowledge of rights and responsibilities; gives direction on where to go and what to do; provides information about changes in the law; and can be used in the workplace.

Vietnamese Respondents

The Vietnamese respondents stated the following: 14 remarked on the attainment of knowledge of Canadian law and legal system; 13 noted the knowledge obtained regarding one's rights and responsibilities; 11 found the knowledge provided on specific issues beneficial; and three noted that these materials could then be passed around in one's community to further disseminate legal information. Other benefits cited included: the prevention of problems; providing self-confidence and empowerment; materials were in one's own language; materials could be kept for further reference; indicated changes in laws; and gave direction on where to go and what to do to solve problems.

Thus, while there are distinctions in emphasis noted by these five cultural communities, there is a great deal of overlap which indicates that the dissemination of legal information through written material in the forms of brochures and pamphlets is being used and is proving to be helpful. This point is also reinforced by the quantitative data results where it was found that respondents had limited social activities and spend much of their spare time with their families. Therefore, written materials could reduce time barriers and be a venue for disseminating legal information to those who do not use many activities outside the home. While a few respondents did note that problems could not be solved solely by this means, that is not the primary intent of written materials. The materials are meant to provide general and specific knowledge and to provide information of where people can go when they do confront legal difficulties. This knowledge can also help people recognize that a problem is of a legal nature and thereby has a legal solution.

3.1.18 Legal Awareness

Based on the respondent's own legal knowledge, the need for legal information does appear to vary within the five cultural communities. This was determined by including four hypothetical problems that may arise in an immigrant's life in Canada which were adopted from the previously discussed study conducted by Nann and Goldberg. These hypothetical scenarios enable conclusions to be drawn about respondents' legal knowledge and give information as to where respondents would be most likely to go to seek resolution to problems based on their answers and ranking of responses. As with Chan and Hagan's research (1982), and the research commissioned by the Department of Justice Canada (1991), respondents' knowledge of what to do in each situation was largely contingent upon their past experiences.

The complete response set is set out in Appendix C, Table C-7. The most frequent responses will be discussed here in order to get a sense of the various target group's familiarity with the legal and regularized means of resolving problems. The vignettes are set out verbatim beneath each sub-heading.⁵⁰

Car Accident

A relative who has recently arrived in Canada has a car accident. No one was hurt but there was quite a lot of damage to the car. What would you tell your relative to do?

The first hypothetical situation involved a car accident, with no injuries sustained, but a great deal of damage to the vehicle. For comparative purposes, the most frequent response, in order of priority, will be set out for each cultural community studied (with 60 respondents for each cultural group). Of the Polish respondents, 37 percent noted they would call ICBC as their first response; 25 percent would first phone the police. For the Hispanic sample, 38 percent would first phone the police, and 32 percent would first phone ICBC.⁵¹ For Chinese respondents, 63 percent would first phone the police and 32 percent would first phone ICBC; 48 percent of the Punjabi respondents would first phone ICBC, and one-third (33 percent) would call the police first. Finally, for the Vietnamese respondents, over three-quarters (77 percent) would first phone the police to report the incident.

Based on this information, it appears that there is considerable legal awareness among respondents. Since this question was based on a hypothetical case, where individuals involved could be described in detail, the respondents often qualified their answers based on who might have been involved in such an accident. In this context, language became a primary issue for those who might be involved in a car accident and yet not speak English. For such instances, respondents in all of the communities recommended that the aid of a translator -- such as a bilingual friend or acquaintance -- be sought to effectively deal with police, ICBC, or even lawyers. Another specific note of interest was that 23 percent of Vietnamese respondents recommended legal consultation since they felt that ICBC was prejudiced towards people of their cultural community, and subsequently did not always deal with their claims in a fair manner.

⁵⁰ The sub-headings (A-D) that follow, correspond to question four in the "Legal Information Needs" section of the questionnaire. See Appendix A.

⁵¹ All percentages are rounded off.

House Purchase

Close relatives have found a house to purchase, but they are not sure if they can secure a mortgage, and they are not sure if they should sign an interim agreement. What would you tell them to do?

The second hypothetical scenario revealed some differences among the communities. For Polish respondents, 27 percent indicated that their first response would be to recommend consultation with a real estate agent; 30 percent would advise consulting a lawyer right away. Twenty-five percent of the Hispanic respondents advised to first to go to a bank to secure a mortgage; 22 percent would tell their relative to go first to a lawyer. Of the Chinese respondents, 40 percent would recommend signing the interim agreement with a "subject to financing" clause; 23 percent recommended first going to a bank. Forty-three percent of Punjabi respondents would first recommend going to a bank to arrange the mortgage; with 20 percent recommending signing with a "subject to financing" clause. Of the Vietnamese respondents, 27 percent would advise initial discussion with a real estate agent; 17 percent would first recommend going to a bank.

These responses demonstrate the benefit of experience in becoming knowledgeable on how to go about such events as buying a home. In the lawyer consultation section it has been noted that the Chinese are most knowledgeable on the best means to achieve such an endeavour. Those who have no hopes of realizing such a dream (a statement made by respondents in the Hispanic community) have limited knowledge regarding how this can be done in the most effective way. As with the previous question, respondents noted that if the relative were neither fluent or comfortable in English that they should seek assistance from an interpreter. Furthermore, respondents believed they should find a lawyer from their own cultural community when consulting a lawyer.

Spouse Sponsorship

A recent immigrant (from your own cultural background) wants to sponsor their spouse. What would you tell this person to do?

The hypothetical case involving spouse sponsorship proved to be an area where a majority of the respondents had knowledge on the procedures to be taken: 43 percent of Polish respondents; 58 percent of both Hispanic and Chinese respondents; 63 percent of Punjabi respondents; and 40 percent of Vietnamese respondents would first go to the nearest Immigration Office, talk with an immigration officer and obtain the necessary forms. While there appears to be familiarity with this system (as indicated in further responses to which going to an

Immigration Office was invariably raised) many respondents also noted a desire to learn more about immigration and immigration law, largely due to changes made to the *Immigration Act*. Therefore, respondents know where to go but do not necessarily know what is required and who qualifies for sponsorship.

Divorce

A friend of the family is having problems with their spouse and wants to get a divorce. What would you tell this person to do? Can you also first describe the type of situation you are thinking of?

The final hypothetical case involved a divorce situation, or a presumed desire on the part of one of the spouses to obtain a divorce. Generally, in the Hispanic, Chinese, Punjabi and Vietnamese communities divorce is against the culture and/or religion and therefore respondents would recommend against it. While the Polish respondents did not express such specific concerns, all respondents stated that such a situation is private and therefore outside parties should not intervene. The most frequent first responses included the following: 28 percent of Polish respondents would first recommend consulting a lawyer; one-third of Hispanic respondents would tell the individuals concerned to seek counselling; 32 percent of the Chinese respondents would recommend going to a lawyer. A slim majority (52 percent) of Punjabi respondents advocated that the couple reconcile. Approximately 18 percent of the Vietnamese respondents would talk to the couple (often separately), and 17 percent of the Vietnamese respondents would advise that the couple seek counselling.

Where divorce was finally recommended (often as the third response when other options may have failed), respondents' personal experiences played a part in their answers. Where the respondent was female and had gone through a divorce herself, the recommendations and steps to be taken were quite specific regarding custody and maintenance issues. Both male and female respondents commented that often status and/or perception of males and females changed once they came to Canada. In other words, some male respondents contended that women had too many rights in Canada and indeed were of higher status than males. Interestingly, a female Vietnamese supported this same contention by stating:

Women have more liberty in this country than men. Men seem to be like second class when they come to Canada. I heard of a saying, "First's a rose, second's a dog, third's a woman and man comes the last."

In contrast, another Vietnamese woman had the following to say:

Vietnamese men are very bossy and dominat[ing]. They are abusive and powerful in the family. I hate to live with such a man. There is no respect between husband and wife. He doesn't care about me. He just uses me as a cook and an entertainment object to satisfy his own desire.

Aside from these types of comments it is clear from the responses that there would be a variety of recommendations made by individual respondents within each cultural community. Clear patterns did not emerge from the responses given. However, it has been noted in other contexts that many respondents would like to be further informed regarding family law as this is an area that may be treated quite differently in the respondents' countries of origin.

3.1.19 Barriers to Accessing Legal Information

To enhance information provided by respondents, barriers to legal education were addressed in closed-ended and open-ended questions. Table 24 provides some of the most frequent responses to the closed-ended question on factors that might hinder people from seeking legal information.

Most respondents within each respective community did not find sex to be a barrier to people in their community accessing legal information. Fully 217 of the 295 recorded responses supported this perception. Also, age was not seen as a major barrier. Language was cited as the major barrier with a total of 230 of the 299 respondents answering that this affects greatly their ability to seek legal information.

Location of respondents' residences did not show any consistent patterns, but the most frequent response noted that this is a factor. Time was found to be a major factor by 83 respondents and complexity of the law was noted by 87 as being a major factor.⁵² Intimidation by law was not seen as a barrier; however, lack of knowledge of the law was viewed as a major barrier by 105 respondents.

⁵² Complexity of the law and the importance of adopting a "Plain Language" approach to key resources and procedures are discussed in McEown, Carol, *Public Access to Legal Information and Administrative Law* (Vancouver: The Canadian Legal Information Centre, 1991).

Table 24 Barriers to Legal Information (Closed-Ended) n=300

Barriers*	Rankings					
	Affect Greatly	2	3	4	Affect Not at All	No Response
Female	14	9	32	23	217	5
Male	2	3	12	8	269	6
Youth	2	11	25	21	234	7
Old	31	47	56	22	135	9
Children	100	55	39	23	75	8
Language	230	31	20	5	13	1
Location (proximity)	43	80	71	29	76	1
Time	83	67	69	29	50	2
Complexity	87	67	64	27	54	1
Intimidation	57	61	58	27	95	2
Lack of Knowledge	105	78	43	22	50	2
Don't Need	87	44	35	28	88	18
Won't Help	95	28	33	16	114	14

* Factors that Might Prevent People From Seeking Legal Information

In order of frequency then, the major barriers cited by the respondents included: language; lack of knowledge of the law; children; complexity of the law; and time constraints. These findings are supported by the results obtained from the respondents when they were asked to discuss barriers in their own words.

Language was reported as a barrier that affects greatly access to legal information for the following respondents: Polish (45); Hispanic (51); Punjabi (44); and Vietnamese (55). Language was cited second in frequency by Chinese respondents (35) while "won't help" was the most frequent response by Chinese respondents. Both Polish (30) and Hispanic (39) respondents cited lack of knowledge as the second greatest barrier; Punjabi respondents (19) chose "don't need" as the second most appropriate category; the Vietnamese respondents in great frequency (41) cited child care as a second major barrier. The third most frequent responses were: complexity of law for 28 Polish respondents; "won't help" for 37 Hispanic respondents; "don't need" for 25 Chinese respondents; and both Punjabi and Vietnamese noted time as the third most frequent barrier.

Table 25 Barriers Acknowledged by Each Respective Cultural Community

Polish Respondents (n=60)

Barriers	Affect Greatly	2	3	4	Affect Not at All	No Response	Total
Female	5	0	1	2	50	2	58
Male	0	0	0	0	60	0	60
Youth	0	1	7	8	42	2	58
Old	1	3	11	8	35	2	58
Children	16	9	12	7	14	2	58
Language	45	7	5	0	3	0	60
Location	1	19	10	10	20	0	60
Time	18	12	16	5	9	0	60
Complexity	28	11	13	4	4	0	60
Intimidation	20	14	12	3	11	0	60
Lack of Knowledge	30	14	8	4	4	0	60
Don't Need	15	4	11	4	13	13	47
Won't Help	19	5	17	4	9	6	54

Hispanic Respondents (n=60)

Barriers	Affect Greatly	2	3	4	Affect Not at All	No Response	Total
Female	2	4	4	6	43	1	59
Male	1	3	4	1	50	1	59
Youth	2	6	7	6	39	0	60
Old	12	14	7	1	25	1	59
Children	26	12	11	5	5	1	59
Language	51	4	3	1	1	0	60
Location	15	21	13	3	7	1	59
Time	16	10	14	7	13	0	60
Complexity	22	14	15	3	6	0	60
Intimidation	23	14	15	2	9	0	63
Lack of Knowledge	39	14	2	3	2	0	60
Don't Need	27	12	7	6	7	1	59
Won't Help	37	11	5	2	4	1	59

Table 25 (cont'd)

Chinese Respondents (n=60)

Barriers	Affect Greatly	2	3	4	Affect Not at All	No Response	Total
Female	0	0	12	11	37	0	60
Male	1	0	5	6	47	1	59
Youth	0	4	6	6	44	0	60
Old	11	19	9	3	17	1	59
Children	16	18	7	3	14	2	58
Language	35	11	11	3	0	0	60
Location	10	12	16	12	10	0	60
Time	15	20	15	5	4	1	59
Complexity	22	19	11	6	1	1	59
Intimidation	12	16	15	13	3	1	59
Lack of Knowledge	19	24	8	6	2	1	59
Don't Need	25	16	6	9	3	1	59
Won't Help	36	9	5	3	5	2	58

Punjabi Respondents (n=60)

Barriers	Affect Greatly	2	3	4	Affect Not at all	No Response	Total
Female	3	5	12	3	37	0	60
Male	0	0	2	1	57	0	60
Youth	0	0	4	1	53	2	58
Old	2	4	14	10	28	2	58
Children	1	7	7	7	36	2	58
Language	44	6	1	0	9	0	60
Location	3	7	12	4	34	0	60
Time	13	9	12	8	18	0	60
Complexity	6	7	11	9	27	0	60
Intimidation	2	3	7	6	42	0	60
Lack of Knowledge	9	12	7	5	26	1	59
Don't Need	19	11	3	8	18	1	59
Won't Help	2	2	4	4	45	3	57

Table 25 (cont'd)

Vietnamese Respondents (n=60)

Barriers	Affect Greatly	2	3	4	Affect Not at All	No Response	Total
Female	4	0	3	1	50	2	58
Male	0	0	1	0	55	4	56
Youth	0	0	1	0	56	3	57
Old	5	7	15	0	30	3	57
Children	41	9	2	1	6	1	59
Language	55	3	0	1	0	1	59
Location	14	21	20	0	5	0	60
Time	21	16	12	4	6	1	59
Complexity	9	16	14	5	16	0	60
Intimidation	3	14	9	3	30	1	59
Lack of Knowledge	8	14	18	4	16	0	60
Don't Need	1	1	8	1	47	2	58
Won't Help	1	1	2	3	51	2	58

Assessing what can be termed psychological barriers, including the categories "intimidation", "don't need", and "won't help", the Polish, Hispanic and Chinese respondents all noted in relatively high frequencies that these factors affect greatly their access to legal information. The Punjabi and Vietnamese respondents reported relatively low numbers for these categories. This is an interesting finding and can be seen to be at variance with other findings. For example, based on the open-ended responses given by the Chinese respondents, these psychological barriers would appear to be low and would be in keeping with the findings for the Punjabi respondents.

As noted, respondents also reported perceived and experienced barriers in their own words. These qualitative data have been 'quantified' and are presented in Table 26. The results obtained for each specific community are as follows:

Polish Respondents

Of the 60 Polish respondents, 33 indicated that lack of English, or language in general, posed a great barrier. Seventeen respondents noted lack of time due to both work and family responsibilities. Ten of the Polish respondents indicated that there was a lack of information in Polish (confirmed by 62 percent of the 60 Polish

**Table 26 Factors that Might Prevent People from Seeking Legal Information:
Respondents' Barriers (Open-ended)***

Barriers	Polish (n=60)	Hispanic (n=60)	Chinese (n=60)	Punjabi (n=60)	Vietnamese (n=60)	Total Responses
Language - Lack of English	33	30	27	19	19	128
Lack of Time - Work/Family	17	6	5	5	20	53
Lack of Knowledge of Canadian System	6	5	1	1	4	17
Lack of Information of Where to Go	8	15	18	6	3	50
Health (Poor)	1	1	0	0	1	3
Lack of Legal Knowledge	9	1	0	0	0	10
Seek only if have to	1	1	0	4	1	7
Complexity of law (eg., language)	8	3	1	2	2	16
Lack of information in own language	10	5	1	2	6	24
Need more Free Law Classes	2	0	1	0	1	4
Lack of Money-Travel	3	4	0	1	6	14
Lack of Money-Lawyer	4	3	3	1	0	11
Problems with Immigrant Serving Organizations	4	2	1	0	0	7
Information in too many places	1	0	1	0	1	3
Being an immigrant	2	3	1	5	0	10
Lack of information in libraries	1	0	0	0	0	1
Laziness	1	0	2	3	0	6
Difficulties in Community	0	2	1	0	0	3
Lack of confidence	0	1	3	0	0	4
Transportation problem	0	2	2	0	19	23
Lack of friends	0	2	0	0	0	2
Age	0	0	0	1	0	1
No updated information	0	0	0	0	1	1
Children	0	0	0	0	7	7
Never needed legal information	4	1	1	2	0	8
No barriers	3	14	20	23	1	61
Didn't know importance	0	1	1	0	0	2
Don't know	0	0	1	0	0	1
No response	0	1	1	0	0	2

* Multiple responses were permitted.

respondents who recommended that more written materials be made available in their own language). Nine respondents found a lack of legal knowledge to be an inhibiting factor and eight respondents indicated lack of information (in terms of specifically where to go). One respondent noted that seeking out legal information for personal knowledge is not encouraged. He said:

Too much media advertisement that the lawyer will do everything for you, so you don't worry. No need to know so much, as Canada is a safe country.

Eight respondents commented that the law is too complex. One Polish respondent admitted that, "Law terrifies me!", while another commented on the "complexity of legal issues and terminology. Legal issues are difficult to understand in general."

Four Polish respondents cited lack of money for a lawyer, rudeness, unhelpfulness, misinformation supplied by government workers and the bureaucracy of government offices. Two responses illustrate this complaint:

The government officials are rude, and there is lack of thorough information in the government offices.

Lack of correct information (misinformation!) at government offices. Government offices try hard to make our life difficult, prevent [us] from access to legal information.

Four respondents indicated a lack of barriers since they have not needed legal information, although an interviewer also noted that due to one of the respondent's limited length of time in Canada, she might not even recognize a problem as being legal in nature. Three respondents contended that lack of money for transportation was a barrier.

Other barriers noted by one or two respondents included: being an immigrant (e.g., difficulty with assimilation or culture shock); the need for more free law classes; poor health; information in too many sources and not readily convenient; lack of legal information in libraries; and personal laziness. Three respondents noted that they have not experienced any barriers and that they have the requisite legal information for themselves, family or friends.

Hispanic Respondents

For the Hispanic community language was seen to be a primary barrier with 30 of the respondents stating this. Fifteen of the respondents referred to a general

lack of information while 14 indicated that they did not personally experience other barriers. It should be noted that while some respondents stated that they had not encountered any barriers, they did see language as being a perceived major barrier for others. Six of the Hispanic respondents referred to lack of time while five referred to unfamiliarity with the Canadian system. One respondent (a Landed Immigrant -- government sponsored refugee) specifically contended:

Because I am not a citizen I believe I don't have the same rights as a citizen.

Five respondents remarked on the lack of information in their own language. One of the respondents referred in this respect to the language problem:

Language, when free law classes are in English, a translation interrupts the continuation of the ideas, making them confusing and losing the content of the subject. Classes must be taught in the same language of the audience.

Another respondent contended that the translations that do exist are of poor quality and should be improved.

Four of the Hispanic respondents referred to lack of money for transportation expenses, while three referred to the expense of hiring a lawyer. Three of the respondents referred respectively to the fact of being an immigrant as a barrier, and to the complexity of law itself. This is further hindered by the language barrier as noted in the following response:

Laws have technical language which makes difficult to understand it for the average people. Lack of English language associated with technical language give to these arid matters a boring aspect. Maybe the classes can be programmed in the language of the group involved (no translations) also considering educational background.

Other barriers noted by the Hispanic respondents included: difficulties in the community; transportation problems (re: location); health; lack of legal knowledge; lack of confidence; and lack of friends. As with the Polish community, bureaucracy in immigrant serving agencies was cited by three of the Hispanic respondents as a barrier to legal education:

When I go to an immigrant-serving agency they are always "busy" and one has sometimes have to wait until the next day before speaking to a worker.

Immigrant-serving agencies do not make it easy to look for information. As I said in order to speak to a worker it takes time, it seems nobody else can provide any information but the worker. There are many barriers ... sometimes people (receptionist) don't give out proper information. I consider that to be one of the barriers. It seems to me the workers are too busy to pay attention to all the people. They usually make you wait one day before you can speak to them. Receptionist should be nicer and be more informed herself.

One Hispanic respondent noted that there were not barriers as such and legal information would be sought if it was needed.

Chinese Respondents

Of the 60 Chinese respondents, 27 indicated that the lack of English resulted in a communication barrier. However, 20 of the respondents indicated that they had not personally experienced barriers and either have legal information or the ability to access it when required:

Not many [barriers] because I know where to obtain legal information if I need them and I have experience in dealing with different situations that involved legal matters.

I don't think there is any [barrier] if one really want to get legal information. So 'does not want to' will probably be the main factor which prevent people from getting legal information.

This facility with obtaining resources might stem from the country of origin for most Chinese respondents: 37 respondents came from Hong Kong which is a highly industrialized and capitalist society. Therefore, these individuals would not encounter the same cultural shocks that some other cultural communities might experience. Furthermore, there is quite a large, cohesive and long-standing Chinese community in Greater Vancouver which can ease access and the provision of knowledge within the community itself.

Eighteen of the Chinese respondents reported barriers in terms of lacking information of where to go to access legal information. Five indicated barriers of time due to family and/or work responsibilities. Other barriers expressed by the Chinese respondents included lack of money (in terms of legal fees), and lack of confidence.

Chinese respondents commented on a fear of many unknown expenses. They also felt a shyness like most people who do not want others to know their secrets, especially secrets of legal/important aspects. Other responses included the following: transportation problem (in terms of location); laziness; lack of knowledge of the Canadian system; complexity of law; lack of information in native language; lack of FLCs; information is in too many places (not convenient); problems within one's cultural community; and not knowing the importance of obtaining legal information.

Punjabi Respondents

For the Punjabi respondents, the highest frequency of response was that barriers had not been personally evident (23). As with the Chinese community, many Punjabi respondents placed the onus on themselves to find the necessary information:

I think we don't try properly. If you don't understand English try to consult people or literature which is in your language.

In turn, 19 of the Punjabi respondents found language to be a major barrier to accessing legal information. Six respondents contended that barriers involve lack of knowledge about where to obtain such information. Five respondents indicated either lack of time or simply the fact of being an immigrant as a factor:

When I came to Canada, I faced few difficulties because a newcomer is like a stranger. I was not aware of the agencies who provide help. But now I don't have any difficulty.

Other barriers mentioned by Punjabi respondents included the following: personal laziness; complexity of the law; lack of information in one's own language; lack of knowledge of the system in Canada; age; and lack of money for both transportation and legal expenses. Four of these respondents indicated that they would only seek legal information if they had to for a specific problem.

Vietnamese Respondents

The Vietnamese respondents showed the highest frequency for language as a major barrier with 51 of the respondents identifying this problem:

Don't know the language sometimes resulted in a big loss and disadvantage when you get involved in a legal matter.

Language is the key of communication and integration but most of the Vietnamese people don't have that advantage. I myself suffer a lot.

Further, 20 of the respondents found lack of time because of both work and family responsibilities to be a hindrance. For example:

Most of the Vietnamese people when they come to Canada with the empty hand and pocket, they have to work, work, and work to re-set up their new life. I am one of them. I don't have enough time to participate in any program. I always worry about my family back in Vietnam.

Nineteen noted transportation problems in terms of location of residence and location of FLCs. Other factors mentioned by the Vietnamese respondents included: seven noted "children" (which links to the fact that 20 of the respondents suggested that FLCs offer free day-care services); six referred to either lack of information in their own language or lack of money for transportation costs (which is confirmed by the 15 respondents who recommended that workshop participants be offered a free bus pass). Lack of information of where to seek legal information was noted (3), along with: complexity of law and the resultant intimidation (2); poor health (1); the need for more FLCs (1); inconvenience -- necessary information is provided in too many places and not one central location (1); and lack of updated information (1). One Vietnamese respondent mentioned that they would only seek legal information if it was needed (another noted that, "People don't care about the law until they break the law."). Only one Vietnamese respondent found no personal barriers to accessing legal information.

For most of the communities then there are many barriers that inhibit access to legal information. Many agencies seek to reduce barriers and thus make PLEI more accessible. The free law classes offered by People's Law School have been an attempt to disseminate such information in both verbal and written form. Therefore, one of the specific research purposes of this study is to determine the effect of these classes on respondents who have attended. In the following section, we report findings concerning why respondents attended FLCs, the results of these classes, and if respondents believed that these classes reduced legal barriers.

3.2 Attendees of PLS Classes

3.2.1 Why Attended Classes

The question of why people attended free law classes produced results that were somewhat surprising. We found these involved both specific and general purposes. As expected, knowledge about specific laws was for some respondents a key reason for attending classes. However, respondents also cited a considerable range of non-specific reasons, such as becoming knowledgeable about Canadian laws and the legal system in general. Table 27 sets out why the PLS user group attended free law classes.

Table 27 Why Respondents Attended PLS Classes

Reason to Attend	Polish (n=30)	Hispanic (n=30)	Chinese (n=30)	Punjabi (n=30)	Vietnamese (n=30)
General Legal Knowledge	7	6	9	8	12
Understand country's laws	8	1	6	1	6
Specific legal knowledge	17	16	20	19	6
Make life easier	1	0	0	0	0
Pass onto others	1	3	1	0	3
To improve English	1	0	0	0	0
Part of program	0	0	0	3	2
Protect rights	0	0	1	0	0
In own language	0	0	1	0	2
Convenient	0	0	1	0	0
Interesting	0	1	1	0	2
Invited by someone	0	9	0	0	2
Boredom	0	0	0	0	5
To encourage community	0	0	0	0	2
Improvement	0	0	0	0	1
Integrate to society	0	0	0	0	1
Meet people	0	0	0	0	2

In keeping with earlier reports, and with the experiences of many immigrant-serving agency staff who provided feedback to us throughout the research, specific legal information was sought by most of the five communities. The Vietnamese sample was the only exception, with 6 of 30 responses mentioning specific legal knowledge. Our findings also point to the importance of gaining general legal knowledge, as well as the overall process of settling in Canada. This finding is higher than expected and from our finding proves to be an important reason for many of the attendees studied.

Polish Respondents

Of the Polish respondents, 17 of the 30 attended to improve their knowledge relative to a specific legal issue (the specific issues included information on cooperative housing, small businesses, customs, immigration, buying a used car, GAIN, buying a house and housing law). Eight respondents noted that they desired to understand the country and legal system better and seven noted that they desired to improve their knowledge of laws in Canada in general. Other reasons given included: to make life easier (1); to be able to pass on to others the learned information (1); and to improve English skills (1). There was nearly an even split among the Polish community between those seeking specific information, and those seeking general information.

Hispanic Respondents

Of those in the Hispanic study sample who had attended classes, 16 did so to attain specific legal information (on such mentioned topics of landlord and tenant law and immigration law). The other reasons for attending such classes noted by the Hispanic respondents included the following: being invited by a friend (9); to attain general knowledge of laws (6); to be able to pass information on to others (3); to better understand the country and the legal system (1); and because they found the topic interesting (1).

Chinese Respondents

The majority of Chinese respondents who attended FLCs did so to attain knowledge on a specific legal issue (20). The specific topics included the following: ICBC, immigration law, home purchasing, small business issues, customs law, RRSP, taxation, car insurance and WCB. Nine of these respondents attended to attain knowledge of laws in general, and six attended in order to be able to understand the country and the legal system better. Other responses included the

following: to be able to pass information on to others (1); to be able to protect one's rights (1); because they are conducted in native languages (1); convenience (1); and since they are interesting (1).

Punjabi Respondents

Punjabi attendees also attended classes primarily to gain knowledge in respect to specific legal issues (19). They included the following: UIC, welfare, immigration (specifically in regards to changes in this legislation), Tenancy Act, small claims laws, farm workers union, pensions, and matters pertaining to small businesses. Eight of these respondents attended to gain general knowledge and one to be able to understand the country and legal system better. Three went because this course was offered as part of a community centre program. This highlights the possibility of providing legal information classes in conjunction with other services, be they social, religious, or community service events. This point was raised by four Hispanic, two Vietnamese and one Punjabi respondent.

Vietnamese Respondents

The Vietnamese respondents had a broader number of reasons for attending these classes than other target groups. Some attended to find out specific legal information, but only six cited this reason (for income tax and immigration law). In contrast, 12 Vietnamese respondents attended to attain general legal information, and six in order to better understand this country and its legal system. This finding ties in with other responses made by the Vietnamese target group and the underlying notion of the need to understand one's rights and responsibilities in a foreign country.

It also should be noted how respondents from all five of the cultural communities found out about these FLCs to help determine the best means of making immigrants aware of such services. Immigrants cited a wide variety of sources which include the following in order of highest frequency: 52 found out through an immigrant-serving organization; 46 by an advertisement; 32 from a friend; seven through neighbourhood houses; six by a family member; five from television; and four from a community centre. There were two responses for each of the following categories: work; church/temple; PLS mail; cultural centre; and radio. Other responses included the following: library (1); legal aid (1); and welfare (1). The study also helped to inform several respondents of the existence of free law classes sponsored by the People's Law School. Based on these findings and respondents' suggestions, these and other resources need to be used to an even

greater degree, as many were not aware of such services and were pleased to hear about them and that they were free.

3.2.2 Results of PLS Classes

In terms of the results felt by these respondents the answers were quite broad and far reaching. Our impression is that the great majority of respondents were pleased with the free law classes. We set out some of their reactions below, including suggestions for modifying the format of some FLCs. First of all, Table 28 sets out the overall results obtained.

Polish Respondents

Polish respondents attending FLCs commented on them in the following ways: ten noted that they obtained necessary and useful information; six contended that the classes were good; five were satisfied; five felt that the speakers themselves were good, helpful and professional; two felt that classes are important for new immigrants; two found classes interesting; two were pleased that the classes were conducted in their native language; and two felt more comfortable as a result of attending such classes (regarding the issue of empowerment as a result of being knowledgeable in terms of one's rights and responsibilities). One respondent for each of the following categories realized these results: an extra opportunity to learn English; good and useful written materials; education regarding one's rights and responsibilities.

However, there were some concerns. Five Polish respondents found that the classes were too short to understand everything (this can be redressed to some extent by enhancing talks with written materials that can be studied over time and with the assistance of others) while four felt the classes needed to be more specific. Three respondents were ambivalent, indicating that some classes were good and some poor, and that this was contingent upon the quality of the speaker. Some respondents commented that the class was poor and of little use. One respondent complained that people asked irrelevant and long questions during the question session. However, this final comment can be interpreted in a positive way because many of these respondents applauded this question session as a means to address their own specific concerns during a time when they can consult with the respective officials in person and in a more comfortable atmosphere. Therefore, respondents resent when they feel that this time period is not being used to its full potential.

Table 28 Results of PLS Classes

Respondent Comments*	Polish (n=30)	Hispanic (n=30)	Chinese (n=30)	Punjabi (n=32)	Vietnamese (n=30)
Gave helpful information	10	28	27	18	28
Important for Immigration	2	1	1	3	0
Satisfied	5	2	2	1	0
Speakers good	5	2	0	1	1
Learn English terms	1	0	0	0	0
Interesting	2	1	0	0	0
Information in own language	2	1	1	1	0
Good	6	1	1	11	0
Good written information	1	0	0	0	0
More comfortable	2	0	2	0	0
Now find legal information	1	11	2	1	5
Know rights and responsibilities	1	5	4	0	7
Find out law changes	0	1	0	2	5
Speakers approachable	0	0	0	1	1
Can help others	0	5	1	0	2
Good question period	0	2	1	0	3
Helped solve problem	0	2	1	0	0
Maybe help later	0	4	4	0	3
Passes time	0	0	0	1	0
Too short	5	0	0	0	0
Don't know enough	1	0	0	0	0
Too general	4	1	2	4	1
Some good/bad	3	0	0	1	0
Speaker not good	1	0	0	0	0
People ask long questions	1	0	0	2	1
Poor and little help	1	0	0	4	0
Not very organized	0	0	1	2	0
Longer question period	0	0	0	1	0
Be in own language	0	0	0	1	1
Didn't solve problem	0	1	3	0	1

* Multiple responses were permitted

Hispanic Respondents

The results expressed by the Hispanic community included the following: 28 noted that the classes disseminated helpful and useful material; 11 responded that they now know how to solve their problems in terms of where to find the necessary information; five contended that they were able to learn their rights and responsibilities; five noted that this then enabled them to help others; four remarked that while the information may not help them immediately, it may be quite useful to them in the future; two said that the class helped them to solve their problem; and two commented on the benefit of the question period. Other responses included the following: satisfaction (2); good quality of speakers (2); classes are important for immigrants (1); classes are good (1); classes are interesting (1); classes provided in respondent's own language; and provided information about changes in the law. Negative comments included the remark that the class was too general and it did not solve one respondent's problem.

Chinese Respondents

Overwhelmingly, respondents in the Chinese study group who had attended FLCs found the classes to provide helpful and useful information, according to 27 of the 30 respondents. The other results experienced are as follows: four found that the classes enabled them to know their rights and responsibilities; four found that while they did not need the information now, it may prove to be useful in the future; two were satisfied; two commented that the classes imparted information on where to then go to solve a legal problem; and two felt that the classes made them feel more comfortable. One respondent apiece noted the following benefits: advantage of the classes being conducted in one's native language; class was deemed good; class enabled individuals to impart the information received to others; promoted problem resolution; the advantage of the question period; and the notion that these classes are important for immigrants.

The few negative comments included the following: classes were too general; classes did not assist in problem resolution; and classes were not very well organized.

Punjabi Respondents

The Punjabi sample highlighted the helpfulness and usefulness of the information presented (18 of the 30 respondents). Eleven respondents noted that the classes were good. Further responses included the following: the importance of these classes for immigrants (3); classes gave information regarding legislative

changes (2); the speakers were good and professional (1); respondent was satisfied (1); classes were presented in respondent's own language (1); classes gave information about where to go to seek resolution to legal problems (1); and the speakers are more approachable during such classes compared to in their offices (1).

Negative comments included the following: the classes were too general (4); classes were poor and of little assistance (4); participants asked long and irrelevant questions (2); classes were not very well organized; and while some classes were seen as good, some were poor (1). The Punjabi user group suggested that the question period be longer, and that a lawyer speak who is proficient in the participants' native language speak, rather than using a English speaking lawyer with a translator.

Vietnamese Respondents

Twenty-eight of the Vietnamese respondents found the classes both helpful and useful. Other impacts felt by those Vietnamese respondents who attended FLC included the following: seven learned their rights and responsibilities as a result of the classes; five indicated that they now know where to find out how to solve their problem and obtain further information; five also noted that classes provided a forum to find out about changes in the law; three commented on the positive aspect of the question period; three noted that while the information may not be needed now, it may prove to be useful in the future; two remarked that they then could impart this information to others; one found the speakers to be good; and one found the speakers more approachable in such a setting.

Negative comments included the following: the classes were found to be too general (1); some participants asked long and irrelevant questions; and the class did not solve a respondent's problems (1). One Vietnamese respondent suggested it would be better to have a bilingual lawyer presenting information rather than presenting through an interpreter.

3.2.3 Whether PLS Classes Reduce Barriers

Respondents who had attended People's Law School classes were then asked whether or not these classes served to reduce barriers encountered with accessing legal information. Free law classes by themselves are not seen as a panacea for legal conflicts or queries that might affect these cultural communities. However, they are widely seen as useful in reducing barriers. As can be seen in Table 29, the responses were generally positive, with Chinese (13) and Vietnamese (18) respondents citing reduction in language barriers due to the presence of translators.

Table 29 Whether PLS Classes Reduced Barriers*

	Polish (n=30)	Hispanic (n=30)	Chinese (n=30)	Punjabi (n=32)	Vietnamese (n=30)
Yes, class helped overcome barriers	5	6	1	5	0
To some extent	3	1	0	1	0
Got knowledge of different system	5	9	5	9	10
Important as new immigrant	2	0	0	0	1
Made issues more understandable	1	0	1	0	0
Know where to go	3	3	0	0	0
Know how to solve problem	1	1	2	1	1
Got general understanding	1	0	1	1	0
Know specific rights/laws	4	0	0	0	0
Overcame language barrier with translator	1	7	13	2	18
Make comfortable	0	1	1	0	0
Time convenient	0	0	1	0	0
Save time finding legal information	0	0	1	0	0
Useful	0	0	0	1	0
Went only for information	0	1	0	3	0
Free	0	2	0	0	0
Barriers personal/not legal	0	1	0	0	0
Good for informing others	0	1	0	0	3
Gave written materials	0	1	0	0	1
One workshop not enough	0	0	0	0	1
Know law/not reduce barrier	1	2	0	2	0
If need more, go to lawyer	1	0	0	0	0
Just a little	3	0	0	4	1
Not at all	5	3	4	5	0
Too general	1	0	0	2	0
N/A	1	3	4	3	0
No response	0	1	3	0	1

* Multiple responses were permitted

The Polish (5), Hispanic (9) and Punjabi (9) respondents referred to the attainment of knowledge of a foreign legal system, which eases the impediment of being initially unfamiliar with the legal system in one's new county of residence. Both the Chinese (5) and Vietnamese (10) respondents cited this as the second major impact felt by these classes. Five of the Polish respondents, six of the Hispanic respondents, one of the Chinese respondents and five of the Punjabi respondents simply asserted that these classes did serve to overcome barriers.

Polish Respondents

Several Polish respondents noted that it depends upon the kinds of barriers respondents had encountered to determine whether or not a class providing legal information served to reduce such obstacles. One or a few classes alone does not provide sufficient knowledge and integration they noted in the following Polish responses:

Free law classes did not overcome barriers but helped [me] to understand the principles of law.

To some extent it's a drop in the sea. Would have to attend several FLC to have a more [a] thorough knowledge about legal systems in Canada.

Other responses given by Polish study participants who had attended free law classes included the following: four noted that they learned information regarding specific rights and laws; three felt that they now knew where to go to solve or help solve legal problems; two felt these classes are important to new immigrants; and one respondent apiece said the classes made issues more understandable, provided information to then be able to solve legal problems, provided general understanding, and overcame language barrier because of the use of a translator.

Other more negative responses included the following: classes reduced barriers to some extent (3); classes reduced barriers just a little (3); classes did not reduce barriers at all (5); the classes were too general (1); and now respondent knows that a lawyer is required to resolve legal problems. Since 17 of the 30 respondents referred to lack of time as a barrier to accessing legal information, it is not surprising that some of the Polish respondents were still hindered in finding out such information. Again, this supports the idea of disseminating legal information in the form of written materials that can be then available for perusal when problems arise. Also, the suggestions regarding use of ethnic media to disseminate legal

information would provide the opportunity to either watch or read the desired information in the comfort of one's own home, which also resolves transportation difficulties.

Hispanic Respondents

Of the Hispanic respondents who attended PLS classes, seven contended that the classes enabled them to overcome the language barrier because of use of a translator. Three reported that the classes provided them with information on what to do and where to go. Two Hispanic respondents stated the following:

Yes, the class helped me to know where I could go because the speaker mentioned different places. Many questions were asked due to the technical language. This class reinforced the other classes I attended and pamphlets I read.

Yes because I get the sources where I can go for help when the problem arise. Lawyers gave me their knowledge and experience as a volunteer work, and offered their legal advice free too.

Other responses from the Hispanic sample included the following: the benefit of the classes being free which therefore reduced economic barriers (2); the classes made the respondent feel more comfortable and assimilated in Canadian society; the classes provide the participant with the ability to inform others about the law and legal issues; the advantage of receiving written materials from the class, which serve to further reduce the barrier of not knowing the law in one's new home country; and the ability know how to solve one's own problem. Qualified or negative responses included the following: the classes did not overcome barriers per se but did provide legal knowledge; barriers were reduced to some extent; the respondent went for legal information only, not barrier reduction; the respondent was experiencing personal barriers, not legally-related barriers; and three respondents contended that the classes did not lower any barriers that they might have been experiencing.

Chinese Respondents

In general, Chinese respondents did not raise external barriers to the same extent as other respondents. Instead, the Chinese tended to put the onus on themselves to seek legal information. Many did not experience barrier reduction, or felt that such an issue was not applicable to them. The positive responses included

the following: the classes made issues more understandable; they provided general understanding; the night classes were convenient; such a format saves time in finding out legal information; and the classes made the respondent feel more comfortable in the context of cultural settlement.

Punjabi Respondents

The Punjabi respondents did not cite a great number of personal barriers, thus, there was limited barrier reduction from the free law classes. The positive responses included the following: the classes overcame the language barrier due to the presence of a translator; the classes were useful; the classes provided general understanding; and the classes provided the information necessary for the respondents to solve their own problems. Two of the Punjabi respondents contended that while barriers were not overcome, the classes made laws more understandable; three respondents went only for legal information, not seeking any other potential consequence from the classes. Other responses were varied: one of the respondents found the classes reduced barriers to some extent; four said classes reduced barriers just a little; five contended that barriers were not reduced at all; two stated that the classes were too general. One of the Punjabi respondents pinpointed the confusion generated by free law classes:

I was thinking to adopt a child from India. The class lawyer said "you cannot do that." After that I consult with a lawyer, he said "you can do that." I think the classes are basic.

As noted previously, the quality of the classes seems to be contingent upon the speakers themselves. Furthermore, when Punjabi respondents cite no barrier reduction, this does not necessarily suggest that the classes are not beneficial. This response could be due to the fact that 23 of the Punjabi respondents contended that they did not experience any personal barriers and, therefore, it would logically follow that they would not need or experience a reduction in barriers that did not exist.

Vietnamese Respondents

The impediments to accessing legal information that were decreased by these classes, as cited by the Vietnamese user group, included the following: that the classes provided information that could then be relayed to others; the quality of the written materials; the ability to then solve one's problem based on the knowledge obtained; and the contention that these classes are important to new immigrants. One Vietnamese respondent noted that one class is not sufficient; another said that

barriers were reduced 'just a little'. However, two specific Vietnamese responses highlighted the benefits that the free law classes provide:

Before when I did not know the law, I'd just do whatever the landlord ask[ed] me to do. He might even fool me to take advantage of my stupidity. But after this class, I know that if I have a problem with the landlord I can talk to these people to get help. However, I prefer to settle down the problem between us first.

I can ask the question directly. I can never talk to them on the phone. Also the speaker seem very friendly and helpful when they come to the workshop. They don't look that serious as when you come and see them at court office (immigration officer).

The first quotation reinforced the need to inform new immigrants regarding such everyday issues as residency and the problems that might be encountered with landlords, and thereby the need to be aware of one's rights. As previously noted, knowledge of one's rights can be psychologically empowering, but some people may still be intimidated when they consider invoking their rights. The second quotation (above) affirms the need to have a multi-faceted approach to disseminating legal information. While printed materials have been recommended as they have been found to be beneficial and requested, this is not to say that this should replace other forums. Various techniques should be used in conjunction with one another with written materials to be used to enhance the information provided in a personal and verbal format.

One other point that arises from the information obtained from these interviews is the desire on the part of these cultural communities to spread information to others. While such a method must be used in part with caution due to the known 'misinformation' presented, the written materials can help to reduce this by providing the correct information. Furthermore, respondents themselves have noted that once they obtain brochures and pamphlets they do pass them around within their community. Also, people do not necessarily have to tell others specifically how to solve their problems; individuals can simply inform others of where to go to get assistance from the knowledge they obtained in classes and by other means.

3.3 Respondents' Suggestions

Respondents were then asked to make suggestions on how to improve the dissemination of legal information. While some of the respondents seemed to get tired of the rather lengthy questionnaire, we were pleased to see the amount and quality of responses given here. The recommendation regarding provision of more written materials has already been discussed, therefore, the other responses given will be set out here. Table 30 sets out the entire comments made for each of the five cultural communities studied.

Polish Respondents

Polish respondents strongly endorsed further advertisement of free law classes. Many were unaware of where to go for legal information and many were unaware that such services existed. Thirty-one of the Polish respondents favoured more media publicity of PLEI, in both mainstream and ethnic venues. As one Polish respondent notes:

More local advertisement so people are better aware of FLCs through:

- a) schools -- kids will inform parents;
- b) cooperative B.C. housing -- ads on bulletin boards;
- c) make media aware of FLCs so it can be advertised on TV and radio so people know where to find answers to their concerns;
- d) use ESL classes to inform new immigrants, they need this information the most. Get in touch with different ethnic organizations, post information in their community centres.

It was also recommended by many Polish respondents that Polish media be used in such an endeavour, making specific reference to the use of the Polish Bulletin and the magazine "PACYFIK."

Fourteen of the 60 Polish respondents wanted more FLCs, held in more locations, touching on a greater variety of legal topics. Specific sites recommended included Burnaby, Richmond, Delta, Coquitlam, and Surrey. Currently, People's Law School only offers classes translated in Polish in downtown Vancouver.

Table 30 Respondents' Suggestions for Improving the Dissemination of Legal Information*

Suggestion	Polish (n=60)	Hispanic (n=58)	Chinese (n=33)	Punjabi (n=26)	Vietnamese (n=60)
More and better translation	0	4	1	0	10
Use plain, understandable language	6	8	1	1	0
Written materials in own language	37	18	4	14	29
Written material in public places	12	3	2	3	4
Use ethnic media	23	6	8	8	25
Deliver information to homes	7	0	0	1	3
Advertise more (where to go)	8	12	22	10	8
Establish ethnic legal clinics	1	6	0	0	2
Usage of audio and video tapes	2	1	1	0	1
Have all information in one place	0	0	1	0	0
Have home visits	0	0	1	0	0
Provide information at airport	0	1	0	0	0
Create "hotline" in own language	0	1	0	0	1
Orientation program	0	2	0	0	0
Better access to lawyers	1	2	0	0	1
More training of ISO workers	0	4	0	0	2
More Free Law Classes	14	8	4	3	10
Provide childcare services	1	1	0	0	20
Speakers should be immigrants	2	6	0	0	2
Longer question period @ FLC	2	1	0	0	1
Classes be in day/weekend	0	0	1	0	6
Make classes more interesting	0	0	1	0	3
Attend social/religious groups	0	1	0	1	2
Give case examples	0	0	1	0	0
Provide information at airport	0	1	0	0	0
Work closer with community agency	0	3	0	0	0
Transportation (bus pass)	0	4	0	0	15
Change PLS name	0	0	0	1	0
Have more ethnic workers	0	5	0	0	2
More ESL classes	6	2	0	0	0
Create more jobs	0	1	0	0	0
People need more motivation	0	1	2	0	1
End discrimination	0	3	0	0	1
Information not readily available	0	0	0	1	0

* Multiple responses were permitted.

Polish respondents also requested written materials be made available in public places such as on buses, in libraries, markets, etc. One respondent stated the following:

Wide access to legal information (brochures) in various languages! We live double barriers: 1. lack of legal knowledge about Canada; 2. language barrier. Your brochures should be in churches, where people group most often. Hire volunteers to deliver pamphlets to houses just like newspapers (my teenage children would do it for free). In my area 70 percent of students are Polish.

Eight of the Polish respondents supported the idea of mailed or hand-delivered home delivery of legal information materials. This suggestion is supported by the finding that respondents generally had few social activities which may result from time constraints, and often spend any spare time with families. Therefore, the provision of legal information to one's home could be beneficial. One respondent cited this recommendation combined with the use of ethnic media:

Edit bilingual promotional booklet and mail it to all immigrants known to ISS. Introduce a legal column in ethnic newspaper. Introduce legal topics in interesting way to ethnic radio and TV programs.

This respondent, as well as others from other cultural communities, raised an interesting and very useful concept -- the idea of a specific column in a newspaper being allocated for disseminating legal information so people would know where to look, and could save the provided information for future reference and to inform others.

Six of the Polish respondents suggested that more ESL classes be offered. This is an important recommendation since 33 of the Polish respondents, 30 of the Hispanic respondents, 27 of the Chinese respondents, 19 of the Punjabi respondents and 51 of the Vietnamese respondents cited language as a major barrier to accessing legal information. Not only is this a barrier in this legal context; it is a barrier many new immigrants experience in everyday life. The most frequent response for English proficiency in the quantitative data was that respondents "get by" in both reading and speaking English, but in many contexts this would not be sufficient. This point was again highlighted in the responses to the hypothetical scenarios where respondents qualified their answers by noting that if the individual involved were not conversant in English, this person would first need to seek the assistance of a translator, before police could be called in the case of a car accident, or bankers to obtain a mortgage, or immigration officers or lawyers. Language poses near

universal problems for new immigrants and, therefore, is an issue that should be addressed in terms of funding allocation. As many of our respondents noted, problems can be prevented if individuals are provided the means to obtain information that they can understand -- this can be economically advantageous in itself. Not only should more ESL classes be offered to those who have attended them, but there should also be more classes to reduce the long waiting lists. Also, immigrants have come to Canada in a variety of ways, meaning that certain types of immigrants have access to programs while refugee claimants have no access at all. Therefore, this is an area that should be addressed which could have far reaching positive benefits.

Other suggestions made by Polish respondents included the following: use of plain and understandable language (i.e., reduce complexity of legal terminology) (6); it would be preferable if the speakers were immigrants themselves to reduce cultural and language barriers (2); another means of disseminating legal information which would resolve transportation and time-related barriers would be to provide videotapes and audio cassettes (i.e., available in libraries) (2); the question period should be longer to permit participants greater access to the individual speakers and their knowledge (2); child care services at the workshops (1); establishment of legal clinics for immigrants with immigrant workers who are knowledgeable on the law (1); and better access to lawyers at reduced costs for those who do not qualify for legal aid (1).

One finding among the Polish respondents, more pronounced than for other cultural groups studied, was the discrepancy between respondents' occupations in Poland compared to their occupation in Canada. This is a problem which can be further exacerbated when Polish immigrants feel that they are being treated in an unfair and perhaps discriminatory manner. This sentiment is succinctly summed up by one respondent's suggestion:

Do not treat immigrants as invaders! Help them understand Canadian law, customs, etc. through better ESL education. Without reasonable English immigrants are unable to understand Canadian laws. **Publish brochures stating very clearly in plain English what are the immigrant's rights and obligations in Canada.** Issues covered should be for education, employment, welfare rights, clear UI regulations, welfare rights, etc. We've had enough of welfare and UI officers playing cat and mouse with us, we have to know from day one (in writing) what we are entitled to in this country as permanent residents or Canadian citizens. Current immigration law is a total fake, it's like pulling people into a total vacuum, this specifically refers to people who are educated, it would

have been better for them if they had stayed in their home countries instead of fighting for janitorial jobs in Canada (this is a joke!). These people bring incredible skills into the country and they feel they'd been cheated on by the Canadian government! (emphasis in original)

Hispanic Respondents

The Hispanic respondents had recommendations similar to the Polish respondents, and also provided additional areas for potential reform. It must be kept in mind that of the target groups studied, the Hispanic community appears to have the least legal awareness and therefore may be in greatest need of legal information. This could be due in part to the relatively recent immigration patterns of Latin Americans to Canada, which began in the 1970s with the immigration of Latin Americans as political refugees, with a further influx after 1986. This resulted in a more limited Hispanic community to assist new immigrants in settlement, specifically in British Columbia.

With this in mind, the suggestions made by the Hispanic respondents included the following: further advertisement in order to make individuals aware of such services and where they are provided (12); more FLCs on more topics and in further locations (no specific suggestions were made) (8); written and verbal information should be presented in plain and clearly understandable language (8); ethnic media should be used not only for advertising purposes but also for legal information programs (6); there should be more and better translations (4); more ethnic workers should be available, specifically those who have legal knowledge (5); there should be some sort of resolution regarding transportation costs, although free bus passes were not specifically referred to by these Hispanic respondents (4); and brochures should be available in public places where Hispanic people frequent (3).

Six of the Hispanic respondents suggested legal clinics specifically for immigrants with immigrant workers who are knowledgeable about the law. One such response noted:

Is important to have special places where people can consult for any legal information in Spanish. Also that the people that work for those places to be knowledgeable of the law.

In this context, six of the respondents recommended that the workshop speakers be immigrants themselves, with two noting:

- a) people come here with a different idea about the law, generally speaking, because their countries are underdeveloped;
- b) the ignorance of Canadian laws, particularly about law enforcement is an important factor to be considered;
- c) teaching Canadian law to them will let [them] see the difference between both legal systems. Teaching has to be provided by qualified immigrants; and
- d) to eliminate discrimination through the understanding and respect of other cultures.

Teach legal matters in the same language that the audience has. The teacher must be a person very well prepared in the subject and talk in the same language **without translations**. The language must be used in accordance to the cultural level of the participants. Topics should be suggested by the group, not imposed. (emphasis in original)

Other suggestions made by Hispanic respondents included the following: those who provide legal information services should work more closely with community agencies which also provide services to immigrants (3); there should be an orientation program (2); more ESL classes (2); should be better access to lawyers and at a lower cost (2); provision of child care services at the workshops (1); creation of more jobs for immigrants (1); legal information should also be available on video and audio tapes (1); the question period should be longer (1); a hotline should be created (1); those that provide legal information services should attend social and religious groups and disseminate legal information there (1); and people need more motivation (1).

Four of the Hispanic respondents recommended that workers in immigrant-serving agencies should receive more training. One respondent noted:

There should somehow [be] more trust built between [the] community and agencies. People don't trust agencies because sometimes the same agencies make barriers for the immigrants. Agencies should get closer to the community through materials. The community (some members) are not aware of services available.

Three of the Hispanic respondents referred to discrimination and wanted it to end. Two respondents commented:

... Eliminate discrimination which is against the LAW.

... It exists cultural discrimination, specially against Latin American people. We are like second class citizens. Eliminate it.

Therefore, again we see that the problems encountered by immigrants do not simply involve legal issues, and needs for legal information, but are indeed very broad and far reaching and can affect immigrants' everyday lives.

Chinese Respondents

The most frequent comment of the 33 Chinese respondents who had further suggestions was to increase advertisement (22) to inform people of the provision of such services. Two Chinese respondents noted:

People don't buy newspapers everyday. The advertisement should be fixed on [a] certain day of the week. So they will go to buy the paper on those days.

More publication is needed, it should be continuously and regularly. People need a basic understanding about B.C. law. They need to know where can they go if they need legal information.

The first response reinforces a comment made by a Polish respondent by stating that there should be a regularized format of either advertisement, or a legal column, but people need to know when and where to look for information.

Other suggestions cited by the 33 Chinese respondents included the following: four recommended that there be more FLCs, in more locations and on more subjects (however, specific locations were not named); two thought that the requested printed materials should be available in public places which are frequented by Chinese immigrants. There was one response for each of the following categories: the material/information should be presented in plain and understandable language; video and audio tapes should be available to provide legal information; all legal information should be available in one place in order to be more convenient; home visits could provide another means of disseminating legal information; workshops could be made more interesting; case examples could be used to help

participants further remember the material presented; and there should be more translations of relevant legal materials.

One Chinese respondent recommended that classes be offered in the daytime. The spring program calendar for PLS classes does offer daytime classes, however, the topics are specific to seniors while topics relevant to a wider audience are available only in the evening. Since our society is not on a 9 a.m. to 5 p.m. working schedule due to shift work and long hours for many workers, cultural communities need a variety of classes at a wide variety of times.

As with the Polish and Hispanic respondents, the Chinese (8) respondents also recommended that media advertise existing programs and disseminate legal information. One Chinese respondent commented:

There is no such subject in high school, elementary school about law information. People are afraid of law and feel uncomfortable to go to law. Besides people don't know the resources. TV can help people to get more legal information. Some people think law is difficult, [and] therefore should be handled by lawyer, that concept is wrong.

One respondent from the Chinese sample recommended that a day-long law program be offered in the form of a 'Law Camp'.

Punjabi Respondents

In addition to recommending an increased number of brochures and pamphlets in Punjabi, 26 Punjabi respondents who commented further suggested the following: ten respondents felt that further advertising is needed in order to inform people of the services offered and where they are offered; eight respondents thought that ethnic media could be used for further advertising and providing legal information programs; three respondents recommended that written material be available in public places frequented by those in the Punjabi community. Three also recommended that there be more FLCs, including more subjects and in more locations (no specific suggestions were made); one respondent contended that the information provided should be in a plain and clearly understandable language; one respondent recommended that those who provide legal information services should attend social and religious functions to disseminate legal information; and one noted that legal information is not readily available.

As with other responses previously discussed from the other cultural communities, one Punjabi respondent suggested that legal information be delivered to people's homes:

People want to get information such as immigration, UI, pensions and other such issues. But they don't know from where to get information. They should get information at their doorstep in their own language and culturally sensitive.

Another Punjabi respondent commented that the People's Law School name be changed to be more reflective of the actual program offerings and purpose of the school:

First and foremost is to change your name or at least tell the public that you are not a career training school but a non-profit social organization that is open to the public. Tell them that they can get free legal information or advice. The actual aims and purposes of the PLS are not known to the public. For this ethnic TV is the best medium. You can get free interview from them.

From these interviews, there seems to be a great desire on the part of minorities to learn about the laws in Canada and the legal system in general, so there needs to be a better and more comprehensive provision of services to address these needs.

Vietnamese Respondents

All of the 60 Vietnamese respondents had suggestions to make for improving the provision of legal information and services. More so than the other four target groups, the Vietnamese respondents recommended both the provision of child care services at the workshops (20) and free bus passes to participants (15). One respondent noted:

Should have child-minding centre for single mother.
Translation materials should have both English and Vietnamese for people who want to learn English. Provide bus pass. Help new immigrants understand new issue, new policy and regulations when it happened.

Twenty-five of the Vietnamese respondents thought that ethnic media should be used to provide legal information. Ten of the 60 Vietnamese respondents desired more FLCs and in more locations, specifically in the Langley, Matsqui-Abbotsford

and Surrey areas. This suggestion may tie in with the growing immigrant population in the lower mainland of British Columbia. We note that the People's Law School, as well as other immigrant-serving agencies, are aware of how many cultural communities are dispersed in suburban areas outside the city of Vancouver. Indeed, the People's Law School's brochure describes classes throughout the Lower Mainland and Vancouver Island.

Other suggestions included the following: more and better translations (following from the fact that 51 of the 60 Vietnamese respondents found language to be a major barrier) (10); the provision of services needs to be increasingly and better advertised (8); printed materials should be available in public places that are frequented by people in the Vietnamese community (4); home delivery of written materials (3); workshops could be offered in a more interesting and relaxed environment (3); there should be legal clinics or a community centre for immigrants to disseminate legal information (2); the speakers in the workshops should be immigrants (2); there should be more ethnic workers (2); and legal information services could also be provided by workers attending social and religious groups (2). Further suggestions made by one respondent apiece included the following: a longer question period; the Law-Line should be operated in different languages; and people need more motivation.

Six of the Vietnamese respondents felt that FLCs should also be available at different times; five recommended weekend classes and one suggested daytime classes. While this may be a valid concern for these respondents, of the five target groups, Vietnamese language classes offered in this spring session are more numerous than for any of the other cultural communities. Twenty courses were offered in Vietnamese, 13 in Chinese, 12 in Punjabi, ten in Spanish and three in Polish. Also, of these 20 classes, three are on Saturdays and the weekday classes take place in the morning, afternoon and evening. Further, there are classes offered in Surrey. Thus, respondent suggestions could be due in large part to the lack of information about services, which highlights the need to advertise the provision of these and other legal information services in many different venues.

Two Vietnamese respondents suggested that immigrant-serving agency workers should have more training, that there should be more workers, and they could be more helpful. One Vietnamese respondent specifically noted:

There should be more Vietnamese workers in immigrant-serving agency. The Vietnamese workers in immigrant-serving agency should be more mature and knowledgeable and culturally sensitive in order to help Vietnamese immigrants more effectively. I worried about the younger generation of Vietnamese. They might lose their

identities very easy. Older immigrants with good backgrounds and education should be given employment opportunities in appropriate positions.

One Vietnamese respondent also referred to the issue of discrimination. As was previously seen, this was also noted by three Hispanic respondents, and was mentioned by several Vietnamese respondents when they made reference to ICBC in the context of the hypothetical car accident question.

A large percentage of the suggestions made by the Vietnamese respondents can be summarized in the words of one of the Vietnamese respondents:

Send fliers to Vietnamese businesses. Advertise in Vietnamese television. Should provide child care to look after children while parents attend to class. Should have more translation materials in Vietnamese, i.e., immigration law, UIC law, welfare rights and GAIN, ICBC law, powers of police and where to complain, the rights of citizen when they are stopped by police. (emphasis in original)

3.4 Services Currently Provided

It is necessary, to further improve the provision of legal information services, to place these above recommendations in the context of the services that are currently available. This provides a framework from which to work.

3.4.1 PLS Classes

First, looking at those courses currently offered by People's Law School, the spring class calendar lists three specific classes in Polish on the following topics: customs regulations, starting a small business, and cooperative housing. Polish respondents who said they wanted more written information on legal issues wanted to see the information provided expanded to include such topics as the following: family law, wills, immigration law, employment law, welfare rights (and appeals), income tax, RRSP, loans, life insurance, and buying a car. Therefore, it is recommended that more classes be offered to people in the Polish community, and more written materials be published on these specific topics. In addition, these classes should be offered in more locations. The present three courses are in downtown Vancouver and the Polish respondents would also like to see class offerings in Burnaby, Richmond, Coquitlam, Delta, and Surrey. Either the workshops should be offered in a wider variety of locations, or as many of the

Vietnamese respondents suggested, a free bus pass could be made available to participants to make it easier for them to attend classes. However with the Polish respondents, since transportation costs were not cited as a major hindrance, perhaps it would be better to extend the provision of PLEI services.

For the Hispanic community the spring calendar notes that there are ten classes offered in February and March, including such topics as the following: tenant's rights; immigration; seniors' benefits and resources; rights on the street; organ donations -- legal implications; child apprehension; separation and divorce; and landlord and tenant law. These classes are offered in Vancouver, Surrey and Abbotsford. The suggestions made by the Hispanic respondents noted the desire for further information on immigration law and translation of materials such as the motor vehicle booklet. Therefore, we are not able to make any specific recommendations about what classes should be offered and where. However, since there are a wide variety of classes currently being offered, perhaps the key problem lies with individuals in the Hispanic community not being aware of the provision of such services. Therefore, it is recommended that legal information services be better advertised in both mainstream and ethnic media sources for all cultural communities.

The Chinese respondents studied did not experience the same impediments to accessing legal information as the other four target groups, and relied more upon themselves and people in their community to find needed information. There are a variety of classes offered to Chinese immigrants by People's Law School including such topics as the following: small claims court; human rights and discrimination; RRSP; refugee and humanitarian class immigration; income tax issues; seniors' issues; immigration; customs; and small businesses. The Chinese respondents did not specify areas where they would like further information or further locations where they would like to see free law classes offered. Again, the only conclusion that can be drawn is to further advertise these services, in both the ethnic and other media venues, as was recommended by 22 of the 33 Chinese respondents who had suggestions.

For Punjabi respondents, who often placed the onus upon themselves to find their own needed legal information, further advertisement of the classes and increasing the number of locations where services are provided is recommended. The topics offered in the workshops should be expanded to include concerns raised by the Punjabi respondents under study. While there are classes offered in both downtown Vancouver and Surrey on such topics as elder abuse, welfare rights, seniors' benefits, small claims court, customs law, family immigration, and wills, the Punjabi respondents noted that they would like more information on UIC and pensions. There were no suggestions regarding other locations for these classes.

Vietnamese respondents suggested additional topics and locations for free law classes. There are 20 classes offered in Vietnamese on the following topics: income tax; welfare rights and GAIN; family sponsorship; immigration law; crime prevention; mental health law; employment standards; dealing with discrimination; tenant's rights; UIC laws; federal benefits for seniors; Canadian legal systems; legal services and resources; and ICBC and personal injury. These classes are offered in Vancouver, Surrey, Abbotsford, Nanaimo, Victoria and Kamloops. This is quite a comprehensive list of services currently provided and does address many of the issues and concerns raised by our respondents. The only topics that are not included and suggested by the Vietnamese respondents are family law, wills, estate, child education law, and the powers of police. Suggested locations included Surrey, Langley, and Matsqui-Abbotsford.

Thus, it appears that a barrier for Vietnamese immigrants is not being aware of the classes offered by People's Law School. Again, more publicity is necessary to inform these people that the information they desire is by and large currently being offered in the desired locations. Furthermore, the Vietnamese respondents wished that child care services were available at FLCs, and that free bus passes might be provided for those who needed them. These are two valid suggestions given the barriers of child care obligations and transportation costs. This is an area that should also be given thought in order to enable the provision of such services. It is somewhat futile to offer legal services no cost and not have enough participants because of barriers that can be resolved at little public expense.

We have seen from our results that the problems experienced by these immigrants are not simply legal in nature. Therefore, it is worthwhile to look at the broader services that are provided to recent immigrants which then could be perhaps used in conjunction with legal information services (as suggested by several respondents).

3.4.2 Immigrant-serving Agencies and Immigrant Orientation Programs

There are a number of immigrant-serving agencies which provide numerous services to immigrants and which have been contracted by Immigrant Settlement to provide orientation and settlement services. For example, orientation packages are given to immigrants by these agencies which include information on the following: welcome house rules/orientation; finding accommodations; communications; facilities; public transportation; shopping; emergency phone numbers; fire safety and security; hospitals/physicians/drug stores; and community resource information. Included beyond these topics in the draft orientation pamphlet put out by the Immigrant Services Society is a list of immigrant-serving agencies which include the following: The Immigrant Services Society of British Columbia; Oakridge

Reception and Orientation Centre; MOSAIC; Langley Immigrant Services; Inland Refugee Society; OASIS; Pacific Immigrant Resource Society (PIRS); SUCCESS; and Surrey/Delta Immigrant Services.

While there are a wide variety of services available, the respondents in this study note that sometimes the provision of such services could be improved. It is very important that the workers in these agencies be knowledgeable and well-trained, and treat newcomers in a kindly, efficient manner, thereby minimizing delays in speaking to individuals who seek their assistance. Some of our respondents suggested it would be beneficial to increase the number of such workers and ensure that a large number are immigrants themselves, which then eases the provision of services in one's own language and in a culturally sensitive way.

There is also the Ministry of Education, and the Ministry Responsible for Multiculturalism and Human Rights which is responsible on the provincial level in British Columbia. The latter seeks to promote:

- cross cultural understanding and positive race relations;
- mutual respect through cross cultural understanding;
- freedom from racism and discrimination based on race, culture, religious or ethnic origin;
- the equal and equitable treatment of all British Columbians regardless of their origin;
- the inherent right of all individuals to be treated with dignity;
- the resolution of culturally based conflict and the backlash against minorities;
- building a society that is at peace with itself;
- good citizenship and an understanding of rights and responsibilities;
- institutional change and sensitization to the multicultural reality of society;
- equity of access and delivery of services;
- equity in employment and opportunity;

- the removal of societal and systemic barriers to full participation in society and those that contribute to marginalization;
- an understanding and appreciation of diversity;
- a better understanding of multiculturalism, its benefit to society and its role in community building.

In keeping with the goals and purposes of these ministries, a *Newcomers' Guide to Resources and Services in British Columbia* is given to new immigrants free of charge. This guide discusses the following: British Columbia and Canada; communication; transportation; emergencies; immigration and settlement; money and finance; employment; business and professions; housing; education and training; medical and health care; families and children; seniors; recreation and culture; and citizenship. Furthermore, there is a chapter on legal matters which includes information on the following: the *Canadian Charter of Rights and Freedoms*; information on discrimination and where to go if such a problem arises; information and service providers in regards to the ombudsman; concerns about federal agencies; concerns about local or district agencies; and legal rights in terms of the police, lawyers, notaries public, courts. It also discusses where to learn about the law: Dial-a-Law; the Legal Resource Centre; The People's Law School; and assistance for victims of crime. This book is a very thorough and comprehensive means to disseminate information about the law and legal services and also to direct individuals on where to go for specific problems and concerns. However, the drawback is that the book is in English so many new immigrants would not be able to read it. Therefore, it would be most useful to translate this book into several different languages.

Beyond these resources there has also been the recent establishment of a very good program (in fact suggested by one Hispanic respondent) called the Community Airport Newcomers Network (C.A.N.N.). The mission statement for the programs cites the following goals:

C.A.N.N. facilitates the pre-settlement and integration of newly arrived immigrants through the provision of welcome reception, resource referral and orientation.

This service is delivered by two means. First of all, workers meet all new immigrants at the Vancouver International Airport and provide a welcome reception, basic orientation and needs assessment, and resource information. This service is provided from 9 a.m. to 5 p.m. Monday through Sunday except public holidays. Then immigrants can obtain further information and assistance through services provided at the program office available by appointment only. These services

include pre-settlement counselling, pre-settlement orientation and telephone follow-up services. These appointments can be made Monday through Friday from 9 a.m. to 5 p.m.

All of these services are available in English, Cantonese, Mandarin, Fukienese/Taiwanese/Hakka, Korean, Vietnamese, Punjabi, Farsi, Hindi, French, and Urdu. For our purposes, the only omission here is that such services are not provided in Polish or Spanish. As noted, C.A.N.N. also performs a referral function and thus informs newcomers of the immigrant-serving agencies, and directs immigrants to the agency most appropriate to their culture (i.e., SUCCESS is geared towards Asians, and OASIS to Indo-Canadians). C.A.N.N. also provides legal information, and supplies brochures and pamphlets put out by People's Law School. This is a very positive direction for disseminating legal information, as well as other information to new Canadians. Again, our only suggestion would be that the services should also be available in Polish and Spanish.

In addition, the Law Courts Education Society, through its comparative justice systems project, distributes materials designed to acquaint newcomers with legal processes and the court system. These culturally-specific materials are available in Vietnamese, Chinese, Punjabi, Spanish, and Iranian.

3.5 Recommendations

Inroads are being made to improve the delivery of services to immigrants. These improvements, carried out in conjunction with the recommendations made here as a result of the study findings, should serve to further strengthen the dissemination of legal information. The suggestions include the following:

- more FLCs on more topics and in more locations and at a greater variety of times;
- immigrant speakers where possible to reduce confusion with translation and to enable more time to clarify issues;⁵³
- longer question periods to facilitate attendees' participation and attention to specific concerns in a more relaxed and less intimidating environment;

⁵³ We acknowledge that there are variations in the resources to specific cultural communities. It is not always possible, for instance, to obtain a Farsi-speaking lawyer to volunteer to speak at a FLC for Iranian immigrants. Clearly, we favour ongoing efforts to provide multilingual and multicultural resources, and note that ISOs are well aware of the need in the wider community.

- provision of child care services at the workshops. This is supported also by the quantitative data results where 100 of the 292 respondents indicated that child care responsibilities posed a major barrier to accessing legal information;
- free bus passes for participants who need such a service;
- more (and better translated) written materials covering the issues discussed above (and in the five languages). These materials could be used by workshop participants and also could be passed around within communities;
- further dissemination of written materials by making them available at locations frequented by individuals of the five cultural communities, including church/temple, libraries, community centres and immigrant-serving agencies. (Neighbourhood houses were most frequently reported as never utilized);
- greater advertisement of the provision of such services (in both ethnic and mainstream media): newspapers for all communities, but with articles and advertisements on a weekly or monthly basis; radio programs in Chinese and Punjabi; and television for the Chinese, Punjabi and Vietnamese communities;
- for those who experience a time barrier, other venues should be utilized to disseminate legal information including TV programs on the multicultural channel, legal columns in ethnic media and video and audio tapes available in libraries;
- to reduce the language barrier, more ESL classes need to be offered (more to those who have enrolled, and more in number to reduce waiting lists) and they should be available to anyone in need (i.e., include refugee claimants);

and

- training upgrading and 'quality control' of immigrant-serving agency workers to ensure the provision of efficient and effective services to those who come to such agencies for assistance.

While such recommendations obviously lead to further expenditures, the costs might be reduced by making people aware of their rights and responsibilities. Working to prevent problems wherever possible could result in ultimate savings of further legal costs.

This study on barriers to justice documents several obstacles first-generation immigrants encounter in accessing legal information. Since the study is based on a non-probability sample, we cannot legitimately conclude that these are the types of problems and needs felt by all immigrants. However, looking at these results in conjunction with the available research, implementation of these recommendations would reduce many barriers faced by new immigrants. Beyond recommending the implementation of these recommendations, it is also suggested that future work in this area continue, and based on the information provided here, the methodological quality of the research can be enhanced. Future research, therefore, can be more explanatory in nature and could be achieved through the selection of a random sample to enable more meaningful statistical analysis and conclusions which can be generalized. However, it is also clear that barriers to access to legal information for immigrants are being reduced.

Thus, future research projects should be undertaken to extend the available literature and could be extended to other multicultural groups in Canada. It would be interesting to explore settlement patterns, PLEI needs, and barriers to accessing information and legal services for people arriving from the Caribbean, the former Soviet Union, and various countries in continental Europe and the United Kingdom. We think it would be useful also to explore justice-related issues for multicultural members of society who have been involved in administrative, civil, or criminal issues such as immigration law, contract law, marriage dissolution, and criminal matters. This would allow researchers to trace barriers in actual proceedings, and ways individuals seek to overcome these barriers.

We would encourage additional studies of "institutional completeness" within cultural communities. Particular attention could be paid to cultural communities who are arriving in Canada with limited or no institutional supports (e.g., Somalis, Kurds, Croatians, Serbs, Middle Eastern countries). The role of neighbourhood houses and other immigrant-serving agencies could also be explored, thus providing a clearer portrait of the range of needs, and services dealt with by these agencies. Similarly, more research on social mobility over time for new Canadians would be useful. Specific groups that have been studied through focus-testing could also be explored in greater depth: e.g., seniors, female immigrants, and single-parents. Aboriginal justice initiatives could be studied also.

Future research could consider alternative dispute resolution that may be more sensitive to cultural communities. The role of mediators conversant in different languages would be a useful point of departure for such research.

A wider study of FLCs could also be undertaken. This could provide a more systematic look at why people attend FLCs, how they apply information learned at the classes, and which topics should be provided in different languages. Greater

exploration of how multicultural media could be used to convey legal information is warranted, along with innovations to provide "one stop shopping" (Nann and Goldberg, 1993) services within specific immigrant-serving agencies.

Beyond suggested future research projects, the research conducted to date also has implications for funding allocations. Governments and other bodies funding legal information programs for immigrants should be guided in their funding priorities by the legal information needs of immigrants, as experienced by respondents in the Nann and Goldberg (1993) survey as well as our study and other research projects. The research findings provide extremely useful information that can be put to practical application.

4.0 CONCLUSION

To briefly summarize the major findings of this study, we will examine our initial study objectives. We began this project with four specific objectives which will be individually assessed relative to the results obtained.

The first objective was as follows: "To determine differences between users of public education services and non-users". As the previous discussion reveals, no patterns of differences were found between the user and non-user groups included in this study. This could be because this sample is a non-random, non-probability sample. Therefore, one conclusion we can reach is that future research should be conducted in this area, utilizing a random sample in order to clarify this issue.

There were initial expectations of what type of variables or factors might affect access to legal information and would thereby show differences between the user and non-user study samples. Such factors included education, cultural adaptation, occupation, living circumstances, etc. As discussed, however, these presumptions were not supported by the data results. Instead, it was found that both the user and non-user groups reported similar findings. In answer to this specific research objective then, while there were not distinct patterns found between the user and non-user groups, we did find some differences between the five cultural groups under study.

The second research objective was as follows: "To determine barriers to access to legal information resources facing different cultural minorities as they attempt to learn about the law, and how these barriers differ from one group to another." While there were many commonalities, as noted with the user and non-user groups under study, distinctions were noted between the different cultural communities. One distinction was in types of legal information needs; although most respondents did cite a basic need for more information, what they desired varied. This variance could be attributed to respondents' different life circumstances which was reflected in different needs and different experiences.

Also, there was a general finding that the Chinese and Punjabi respondents did not experience or perceive the same degree of external barriers to legal education and information cited by Polish, Hispanic and Vietnamese respondents. The Chinese and Punjabi respondents were more inclined to place the onus on themselves to seek out necessary information. Thus, many of the Chinese and Punjabi respondents cited laziness as a barrier rather than some of the more often mentioned external barriers cited by the other cultural communities. This is not to say that these two target groups did not experience any barriers, as many did. And when they had not personally experienced barriers, they provided us with information of the types of barriers other members of their community might have experienced. This distinction on the part of the Chinese and Punjabi respondents may reflect the immigration patterns of these two cultural groups

which has lead to more cohesive and familiar communities already existent in Greater Vancouver. This has facilitated the previously discussed concept of "institutional completeness" where members of a cultural community help others through the provision of needed services or information. Thus, many Punjabi and Chinese respondents noted that if they needed legal information, they would either know where to go or would know where to find out where to go. This finding supports previous research and was also confirmed by our advisors on the Cultural Minorities Staff at People's Law School from their work-related experiences.

There were also differences between the Vietnamese respondents and the other four cultural groups under study. One interesting distinction noted was that the Vietnamese respondents were more apt to attend Free Law Classes in order to obtain general knowledge whereas most respondents in this and other studies have been more inclined to seek legal information for specific legal issues/problems. However, the Polish, Hispanic, Chinese and Punjabi respondents did cite the desire to obtain general legal knowledge and need to understand the country's laws to a greater degree than was expected. As this study is not random, we cannot conclude that this finding would hold true for all Vietnamese immigrants. Nor can we necessarily conclude that this is always the case even with our respondents, as there may have been an underlying presumption on the part of some respondents that this would be an appropriate comment to make. This is a finding that merits further research as it does deviate from past findings.

To a much greater degree than other respondents, Vietnamese respondents asked for the provision of child care services and free bus passes for those who needed such assistance to attend workshops.

There were also differences noted among the cultural communities themselves. There are a wide variety of needs within any cultural community. This variance will be due to the fact that individuals within these communities will have different life circumstances and different past experiences. PLEI services therefore must take a very multifaceted approach in the dissemination of legal information.

While specific differences were noted, by and large many of the difficulties and barriers cited by these respondents were similar and are uniform to those of many Canadians. These barriers include the following: complexity of the law and legal terminology; lack of knowledge of where to obtain legal information (and correct information); intimidation; and lack of money and time. These points have been raised in much of the previous research and are certainly evidenced by research on aboriginal people who encounter a foreign legal system. Our recommendations, therefore, reflect a general need to enhance awareness and provide easily and readily understandable legal information.

The third research objective was as follows: "To determine how PLEI programs can overcome these barriers." While this is contingent upon the types of barriers experienced or perceived by respondents, there are some barriers that can be reduced. One of the most commonly cited barriers, language, can to a great extent be overcome with the use of translators at workshops, or preferably with bilingual speakers. While it is the policy of the People's Law School to have bilingual speakers, this is not always possible as for many communities there are not qualified speakers which then requires the need for interpreters. Further, language difficulties can also be reduced by PLEI programs with the provision of well-translated written materials. Again this was a major recommendation of the respondents and subsequently a research conclusion. Such written materials can be used to reinforce the information provided in workshops, to clearly inform people of where to go/who to see when specific problems arise. They can also be used to inform others or be passed around in a community to reduce the provision of 'misinformation'. It was also found and recommended that such written materials be further disseminated in a greater number of areas frequented by these cultural communities. However, this finding and recommendation does go against present thinking and many researchers argue that the provision of written materials is not the type of resource to be used. However, we found that such materials are widely used and are greatly desired. Brochures and pamphlets are kept, which then provide individual respondents with a legal resource guide that can be used when problems do arise, or to prevent problems in the future. While this finding seems to contradict conventional wisdom, it is an area that we believe should be pursued and perhaps future research may support this potential change in resource utilization.

Barriers other than language that could be reduced by PLEI programs would include providing child care services and free bus passes (to those in need of such services) to overcome parental responsibilities and money/location hindrances.

The results of this study also indicate that more advertising is needed to inform people of such services. This can be achieved through ethnic and mainstream venues. Respondents also requested a greater variety and increased number of FLCs (set out in preceding discussion) and the use of other techniques such as having audio and/or video tapes available in libraries. Since time was seen by many respondents to be a major barrier, such extended services could overcome time constraints. This may be especially critical as social activities outside of the home were minimal for many of our respondents. This technique would serve to reach people where it is perhaps most convenient for them at a time which is of their own choosing, and fits in with other obligations.

The final research objective was as follows: "To measure the degree to which PLEI programs play a role in immigrant settlement and adaptation." The respondents who had attended at least one free law class in the user group frequently noted that they were helped by these workshops and then further clarified that this involved beginning to be acquainted with what is to many a foreign legal system. Several respondents noted that they felt empowered by this knowledge, for example, by learning about their rights as a tenant. It

should be noted that while this is empowering, this does not necessarily mean that such knowledge will initially be put to practical use. Many respondents also found that such classes inform them of their rights and responsibilities in Canada. Several noted that such programs are important to new immigrants as they inform them of things that they should and need to know. Furthermore, a number of Punjabi respondents contended that when they initially came to Canada they felt like strangers (other respondents noted similar sentiments), yet once they began to become knowledgeable about "the system" in Canada, this feeling of isolation and alienation was reduced.

Thus, while we live in a multicultural society, there is great evidence from these findings that our culture, lifestyle, and legal system may not be that easy to adapt to and familiarize oneself with. These programs (FLCs) help in such an endeavour, as evidenced in the respondents' own comments. Our study, therefore, reaffirms the importance of such programs, as well as the importance of future research in this area to uncover the means by which these programs, and access to them, can be improved. Our final conclusion is that PLEI programs do aid settlement by providing knowledge of a new system which reduces feelings of isolation and subsequently proves to be empowering.

APPENDIX A

QUESTIONNAIRE

Discovering Barriers to Legal Education: First-Generation Immigrants in Greater Vancouver

Questionnaire

I. Background Information

Case Number

--	--	--	--

First of all we would like to get some general information about you.

1. Sex.

Male

[1]

Female

[2]

A

2. What is your age (now)? _____

(Only use categories below if respondent will not specify.)

18-20

[1]

40-49

[4]

B

21-29

[2]

50-59

[5]

30-39

[3]

60 and up

[6]

3. In what country were you born? _____

C

4. In what country, other than Canada, did you reside in the longest? _____ []

D

5. What is your status in Canada (*citizenship*)? _____

E

6. For how many years have you lived in Canada? _____

F

7. Where do you currently reside? _____ []

G

8. What is your highest level of formal education completed?

No formal schooling	[00]	Grade 9	[09]	H
Grade 1	[01]	Grade 10	[10]	
Grade 2	[02]	Grade 11	[11]	
Grade 3	[03]	Grade 12	[12]	
Grade 4	[04]	Some post-secondary	[13]	
Grade 5	[05]	College diploma	[14]	
Grade 6	[06]	University degree	[15]	
Grade 7	[07]	Some post-graduate	[16]	
Grade 8	[08]	Graduate degree(s)	[17]	

9. What was your occupation in your home country? _____ [] I

10. What is your occupation in Canada? _____ [] J

11. What is your marital status?

Single	[1]	Separated	[4]	K
Married	[2]	Divorced	[5]	
Living with partner	[3]	Widowed	[6]	

12. How many children do you have? _____ L

13. What is your current gross annual household income?

(If respondent does not initially want to answer, reiterate that the answers are confidential and that it is important for us to get information about a broad variety of factors that may affect access to legal information.)

Under \$10,000	[1]	\$40,000-\$49,999	[5]	M
\$10,001-\$19,999	[2]	\$50,000-\$59,999	[6]	
\$20,000-\$29,999	[3]	\$60,000 or more	[7]	
\$30,000-\$39,999	[4]	Refused to answer	[8]	

14. What is your religious affiliation, if any? _____ [] N

15. How well do you read English?

Cannot read English	[1]	O
Read a little English	[2]	
Get by in English	[3]	
Read English well	[4]	
Fluent	[5]	

16. How well do you speak English? P

Cannot speak English	[1]
Speak a little English	[2]
Get by in English	[3]
Speak English well	[4]
Fluent	[5]

17. What is your first language? _____ [] Q

18. What language do you speak most in your household? _____ [] R

Can you tell us whether this varies as to whom you are speaking to? (*probe the respondent as to what language is spoken to which individuals and their relationship to the respondent.*)

19. How often do you:

	Daily	Weekly	Monthly	Never	
-Read a newspaper or magazine in your native language	[1]	[2]	[3]	[4]	S
-Speak your native language outside the home	[1]	[2]	[3]	[4]	T
-Listen to a radio program in your native language	[1]	[2]	[3]	[4]	U
-Watch a TV program in your native language	[1]	[2]	[3]	[4]	V

20. In the average week, how many social events do you attend (not work related; outside of the home)? _____

W

21. In the same average week, how many of these social activities are specific to your native cultural heritage (ie. with people of your native culture)? _____

X

22. How do you spend your spare time?

	Most often 1	2	3	Least often 4	
Being with family	[]				Y
Being with friends	[]				Z
Being alone (TV, reading, walking...)	[]				AA
Other: _____	[]				

(Give respondents the categories, and have them supply the order of occurrence. Each of the numbers 1-4 can be used only once).

23. In an average month how often do you utilize the following services?

	Often	Sometimes	Rarely	Never	
Church/Temple	[1]	[2]	[3]	[4]	BA
Library	[1]	[2]	[3]	[4]	BB
Neighbourhood Houses	[1]	[2]	[3]	[4]	BC
Community Centre	[1]	[2]	[3]	[4]	BD
Immigrant Serving Organization	[1]	[2]	[3]	[4]	BE
Other specify _____	[1]	[2]	[3]	[4]	

24. Which of these facilities would provide services to you in your native language?

	YES	NO	
Church/Temple	[1]	[2]	CA
Library	[1]	[2]	CB
Neighbourhood Houses	[1]	[2]	CC
Community Centre	[1]	[2]	CD
Immigrant Serving Organizations	[1]	[2]	CE
Other -specify _____	[1]	[2]	CF

II. Legal Information Needs

1. Since you have come to live in Canada, what types of issues have you needed *legal* information about?

	Often	Sometimes	Rarely	Never	
-Immigration law	[1]	[2]	[3]	[4]	DA
-Welfare law	[1]	[2]	[3]	[4]	DB
-Family law	[1]	[2]	[3]	[4]	DC
-Employment related law	[1]	[2]	[3]	[4]	DD
-Criminal law	[1]	[2]	[3]	[4]	DE
-Civil action (private dispute)	[1]	[2]	[3]	[4]	DF
-Motor vehicle/ICBC	[1]	[2]	[3]	[4]	DG
-Real estate (ie home purch)	[1]	[2]	[3]	[4]	DH
-Housing (landlord/tenant)	[1]	[2]	[3]	[4]	DI
-Family violence	[1]	[2]	[3]	[4]	DJ
-Human rights	[1]	[2]	[3]	[4]	DK
-UIC, CPP, OAP	[1]	[2]	[3]	[4]	DL
-Wills, power of attorney, etc.	[1]	[2]	[3]	[4]	DM
- Youth in conflict with the law	[1]	[2]	[3]	[4]	DN
-Other: _____	[1]	[2]	[3]	[4]	DO

2. Choosing one of the specific issues you indicated in the previous question, what would you say would be the likelihood of you turning to the following individuals or organizations, with 1 being most likely, 4 being least likely, and 5 being never? Issue: _____

	1	2	3	4	Never	
-Family member	[1]	[2]	[3]	[4]	[5]	EA
-Friend	[1]	[2]	[3]	[4]	[5]	EB
-Community worker specify: _____	[1]	[2]	[3]	[4]	[5]	EC
-Immigrant Serving Agency	[1]	[2]	[3]	[4]	[5]	ED
-Lawyer	[1]	[2]	[3]	[4]	[5]	EE
-People's Law School	[1]	[2]	[3]	[4]	[5]	EF
-Paralegals	[1]	[2]	[3]	[4]	[5]	EG
-Notary Public	[1]	[2]	[3]	[4]	[5]	EH
-Legal Aid	[1]	[2]	[3]	[4]	[5]	EI
-Dial-a-law	[1]	[2]	[3]	[4]	[5]	EJ
-Lawyer referral	[1]	[2]	[3]	[4]	[5]	EK

3. Have you ever consulted a lawyer?

Yes [1] No [2] FA



If yes, could you please tell us what for?

4. For the following four hypothetical incidents, we would like you to tell us what you would do to resolve the concerns. Specifically, could you tell us what would be your first, second, and third responses? (What would you be most likely to do first, second, and third?)

A. A relative who has recently arrived in Canada has a car accident. No one was hurt but there was quite a lot of damage to the car. What would you tell this your relative to do?

(probe for relatively detailed answers and the reasons for them)

1st response: _____

2nd response: _____

3rd response: _____

B. Close relatives have found a house to purchase, but they are not sure if they can secure a mortgage, and they are not sure if they should sign an interim agreement. What would you tell them to do?

1st response: _____

2nd response: _____

3rd response: _____

C. A recent immigrant (from your own cultural background) wants to sponsor their spouse. What would you tell this person to do?

1st response: _____

2nd response: _____

3rd response: _____

D. A friend of the family is having problems with their spouse and wants to get a divorce. What would you tell this person to do? Can you also first describe the type of situation you are thinking of?

1st response: _____

2nd response: _____

3rd response: _____

5. If a friend or family member wanted to find out more about a particular law in Canada, what would you tell them to do? And in what order? (Read all possible responses in set, and have respondent assign a separate priority to each [except for the "Never" answer] - i.e. only one of the responses will be selected "First", but they all may be answered "Never".)

	First	Second	Third	Fourth	Fifth	Never	
Get a lawyer	[1]	[2]	[3]	[4]	[5]	[6]	FB
Go to the library	[1]	[2]	[3]	[4]	[5]	[6]	FC
Go to a Community resource centre (specify) _____	[1]	[2]	[3]	[4]	[5]	[6]	FD
Consult another friend	[1]	[2]	[3]	[4]	[5]	[6]	FE
Other (specify) _____	[1]	[2]	[3]	[4]	[5]	[6]	

6. How have you sought information about your legal rights?

	Yes	No	
Government agencies	[1]	[2]	GA
Legal clinics	[1]	[2]	GB
Free law classes	[1]	[2]	GC
Schools	[1]	[2]	GD
Church	[1]	[2]	GE
Organization specific to your culture	[1]	[2]	GF
Immigrant serving organization	[1]	[2]	GG
Mass media	[1]	[2]	GH
Media in your language (TV, papers, radio, etc.)	[1]	[2]	GI
Pamphlets in your language	[1]	[2]	GJ
Friends	[1]	[2]	GK
Relatives	[1]	[2]	GL
Have not sought information	[1]	[2]	GM
Other _____	[1]		

7. What do you believe are some of the factors that make it difficult for you to obtain legal information? (i.e. probe respondents for the types of barriers they have experienced trying to gain as much information as possible regarding the dynamics of these barriers as well as the order of degree of hindrance to accessing legal information).

8. The following is a list of factors that might prevent people from seeking legal information. Could you please tell us the degree to which you think each factor makes it difficult for people to seek legal information?

	Affects greatly 1	2	3	4	Not at all 5	
Being female	[1]	[2]	[3]	[4]	[5]	HA
Being male	[1]	[2]	[3]	[4]	[5]	HB
Youth	[1]	[2]	[3]	[4]	[5]	HC
Old age	[1]	[2]	[3]	[4]	[5]	HD
Children (difficulty in obtaining daycare or baby-sitting)	[1]	[2]	[3]	[4]	[5]	HE
Difficulty with language (English)	[1]	[2]	[3]	[4]	[5]	HF
Location (where you reside)	[1]	[2]	[3]	[4]	[5]	HG
Lack of time	[1]	[2]	[3]	[4]	[5]	HH
Complexity of law	[1]	[2]	[3]	[4]	[5]	HI
Intimidated by law	[1]	[2]	[3]	[4]	[5]	HJ
Lack of knowledge of law	[1]	[2]	[3]	[4]	[5]	HK
Do not require legal information	[1]	[2]	[3]	[4]	[5]	HL
Didn't believe legal information useful	[1]	[2]	[3]	[4]	[5]	HM

13. You have previously mentioned some barriers to seeking legal information. Could you please tell us whether People's Law School classes helped to overcome some of these barriers, and if so, how? *(probe for detailed responses here, regarding specifically what barriers and how respondent felt these barriers were overcome - if they were).*

14. How did you find out about People's Law School classes?

- | | | |
|----------------------------------|------|----|
| From a friend | [01] | HP |
| From a family member | [02] | |
| From an immigrant serving agency | [03] | |
| From a neighbourhood house | [04] | |
| From an advertisement | [05] | |
| Church/Temple | [06] | |
| Other (specify) _____ | [] | |

15. Have you attended any law classes other than those offered by People's Law School?

- | | | | | |
|-----|-----|----|-----|----|
| Yes | [1] | No | [2] | HQ |
|-----|-----|----|-----|----|

16. Have you read any legal information (brochures, etc.)?

- | | | | | |
|-----|-----|----|-----|----|
| Yes | [1] | No | [2] | HR |
|-----|-----|----|-----|----|

(if No, proceed to question # 18)

17. If yes, did you find it/them helpful?

Yes

[1]

No

[2]

HS

Why? _____

18. We have almost completed the interview. As you know, we are concerned about people's needs for legal information, and what obstacles they face in protecting their rights. Can you think of anything else that might help us understand the barriers to accessing legal information in order that we might be able to resolve them?

Thank you very much for taking the time to participate in our study.

APPENDIX B

INTERVIEWER'S MANUAL

First of all we would like to thank you for being an integral part of our study. This manual should be used as a guideline for the interviews you will be conducting. Initially some general rules for interviewing will be set out. Many of these points may be familiar to you and in essence be common sense but we want to ensure that bias in the interviewing process is eliminated as much as possible in order to obtain valid and reliable data. From these general guidelines, this manual sets out specifications regarding how certain questions are to be asked, the purpose of them, etc. It is important that you be as familiar as possible with the questionnaire and how specific questions are to be asked and how respondents' answers are to be elaborated on.

General Rules for Interviewing:

- In order not to bias responses, it is important to make the respondent comfortable, without appearing to be prying. A good note here is to reaffirm the importance of the study and the respondent's role in helping us to provide better legal services. Thus demeanor and an objective interest are important considerations.

- It is also important that you be familiar with the questionnaire. This will make the respondent feel more comfortable and make the interviewing process more efficient and reliable. Practice reading the questionnaire aloud prior to beginning interviews. Ideally, the interview will then flow as would a conversation.

- Follow the question wording exactly. We want to ensure that every respondent is asked the same question in the same way to avoid any potential bias. Included in this manual will be probes we would like you to use for more ambiguous and open-ended questions. Probes in general, in trying to get the respondent to elaborate on their answer, should be neutral (non-judgmental) so as to encourage the respondent to explain and further develop their answer in their own words (i.e. why they answered as they did).

- Be sure to record the responses exactly as they are given. This is particularly important for the open-ended questions -- do not paraphrase, summarize or correct the grammar of the response. We want to obtain the specific information given by the respondent. This is also important to us in terms of later coding of responses. Where difficulties arise, record your comments in the margin of the questionnaire.

In terms of actually conducting the interview, we will give you a list of names from the respective cultural communities that you will be interviewing, you will then be responsible for contacting these individuals and setting up a mutually convenient time and location to conduct the interview.

Begin the interview by introducing yourself and thanking the respondent for taking the time to participate in this study. Briefly discuss the purpose and importance of this study and give the respondent the covering letter; give them time to read it and then ask them if they have any questions. Reaffirm the issue of confidentiality (you may have to reinforce this at specific times throughout the interview).

When you then begin the interview, as per the cover letter, indicate that the first questions asked pertain to background information. Tell the respondent that we initially need to get some general information about them in order to help us determine what factors may affect access to legal education. Reaffirm confidentiality.

For closed ended questions, clearly circle response given in red pen. As previously noted, record open-ended questions as per the specific response given.

Specifications For Certain Questions:

I. Background Information

- #2. Try to find out the respondent's age now (as of their last birthday). This is the desired information but if the respondent does not want to give you their exact age, read the age categories provided and have the respondent indicate the appropriate category.
- #4. When asking what country respondent has lived in the longest other than Canada, if problems arise also refer to country as 'place'.
- #5. Also try to get the respondent to tell you how they came to live in Canada, in terms of sponsorship, by whom, etc.. This can be noted by you under this specific question. You may have to probe the respondent to be more specific.
- #6. The respondent may tell you how many years they have been in Canada, or may give you the year in which they arrived. Either response is

sufficient but if the respondent seems uncertain, ask them the year and month that they came to Canada and record this response.

- #7. We want respondent's specific area of residence. We will later code this regarding particular municipality. Attempt to determine which municipality the respondent lives in, e.g, North Vancouver, Burnaby, Coquitlam, Richmond, etc.. This question **does not** refer to the type of dwelling (i.e. apartment or single dwelling) that the respondent resides in.
- #9. If respondent had many different occupations, probe for the job of longest duration or most recent (i.e. did they recently become certified for a specific occupation and yet have only worked at such a job for a shorter duration -- in such an instance code the job of highest qualification).
- #10. If this question is not clear cut, specifically in terms of the respondent, get details in terms of what the respondent does in the workplace so as to facilitate accurate coding for our data analysis. Therefore we would like you to get as specific a response as possible (i.e. if the respondent indicates that they are a "driver" find out if this is private [i.e. chauffeur] or public [i.e. bus driver]).
- #12. This question pertains to children who have been born (i.e. does not include pregnancies, nor does it include children who have since deceased). Further, find out the living situation between parents and children -- do the children reside at home, on their own somewhere in Canada, or in a country other than Canada (i.e. native country)? Record this more detailed information in the space below the question.
- #13. As noted on the questionnaire, some respondents may be hesitant to answer this question. In such an instance, reiterate that this information is for our research purposes only and will not be divulged to anyone and the data obtained will in no way link particular respondents to answers given.
- #14. Again some respondents may view this as a personal and intrusive question; reinforce the issue of confidentiality and our need to obtain a variety of information in order to determine what factors may affect access to legal information.
- #17. If difficulties arise with this question, also refer to 'first language' as 'mother tongue'.
- #18. Try to get as much information as possible regarding the second part of the question in terms of what languages are spoken and to whom in the household (i.e. if this varies as per respondent's children and parents).

- #19. Respondent is to estimate on average how often they would partake in such activities. For this question indicate N/A in right margin if respondent notes that such services (i.e. T.V. program) are not offered in their native language.
- #20. Indicate to respondent that this question pertains to non work related activities and would include going to a movie, out for dinner, meeting friends, etc. In this context social events could include social gatherings in the home. We are looking for 'interpersonal interactions' that take place with non-family members.
- #21. The same specifications as for question #20 but specifically enquire as to social activities with members of their cultural group.
- #22. As noted on the questionnaire, the respondent must list in order of occurrence how their spare time is spent. Therefore the list must be answered with only one response falling into any one of the response sets. If respondent chooses "other" [as with any other question where "other" is in the response set], ask them specifically what this entails. Code responses 1 through 4 in box provided adjacent to response set.
- #24. This pertains to whether these facilities could (if required) provide services in their native language -- not necessarily that the respondent requires this.

II. Legal Information Needs

Tell the respondent that you are now beginning the second part of the interview during which you will be asking questions specific to legal information and legal information needs.

- #1. Slowly and clearly read each response set, explaining what these areas of law pertain to if required.
- #2. Ask the respondent to specifically choose one of the areas of law indicated in the preceding question in term of the likelihood of who they would turn to for legal information. If the respondent has answered "never" to question #1, ask him/her if they did need legal information, what do they think would be the likelihood of turning to the following individuals or organizations. Some respondents may identify

"Community Worker" and "Immigrant-serving Agency" as one category. In such instances ask the respondent what or who they mean by "Community Worker" and in space provided indicate the respondent's interpretation (therefore, for some this may be "Immigrant Serving Agency"). Do not define "Paralegals", only those respondents who are familiar with this term will be those who might utilize such services.

- #3. You may have to probe the respondent for information regarding why they consulted a lawyer. Again, use neutral probes such as "why?", "could you please tell me more", etc.
- #4 As noted on the questionnaire, probe respondents for as much information as possible. You may have to take some time for the respondent to give thought to these questions. Do not rush the respondent -- the more detailed the information obtained, the better the quality of the research. For question 4D some respondents may not initially identify a specific example. In such instances have respondents first indicate their first, second and third responses and then ask them in the context of their responses the type of situation they might have been referring to. Further, if respondents indicate that they would not get involved in such a situation, record that response and further probe respondent as to why they would not do so.
- #5 Response sets one through five can only be answered once. As noted on the questionnaire, read off the entire response set first to respondents in order to give them time to prioritize responses. If respondent gives more than one example for "Community Resource Centre" only code one response in this category and code additional responses in the "other" category, again indicating specifications. Only one example can be given for each response.
- #7 This question pertain to factors that might make it difficult for the **respondent** to obtain legal information. Only use neutral probes, do not provide information in terms of this question; specific categories are given in question #8.
- #8 This question pertains to the respondents' perceptions of what factors may serve as barriers to legal education to **people in general in their cultural community**. If respondent is not clear on what we mean by "Lack of knowledge of law" explain that this refers to not recognizing a problem as being legal in nature.

- #9 As the respondent may not know the class attended was specifically offered by the People's Law School, also refer to this as a free law class. This is a contingency question; if respondent answers "no", go to question #15.
- #11. Use neutral probes to obtain as much information as possible.
- #12. Do not initially give specific probes and if the respondent does not refer to italicized issues, then probe for these specific points and obtain as much detail as possible.
- #13. Take time with this question and use probes where needed. However if the respondent has already addressed this in question number 12, ask them if they have anything to add and proceed to next question.
- #15. Where appropriate, indicate "Don't Know" in right margin.
- #16. If the respondent answers "no", go to question #18.
- #18. Take some time with this question in order to allow the respondent time to think of any additional information that they would like to provide.

Thank the respondent for taking the time to participate in
this important study.

APPENDIX C

ADDITIONAL TABLES

Table C-1 Issues About Which Respondents Need Legal Information, Question #II, 1

	Immigration	Welfare	Family	Employment Related	Criminal	Civil	Motor Vehicle	Real Estate	Landlord /Tenant	Family Violence	Human Rights	UIC etc.	Wills/Power of Attorney	Youth
Polish Respondents (N=60)														
Often	23	18	9	14	1	1	7	10	6	2	4	12	2	1
Sometimes	9	14	8	21	5	4	14	10	14	3	5	15	5	2
Rarely	12	3	3	11	2	5	13	8	16	2	9	10	4	3
Never	16	25	40	13	52	50	26	32	24	53	42	23	48	54
No Response	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Hispanic Respondents (N=60)														
Often	13	11	3	5	2	0	2	1	7	2	4	4	0	1
Sometimes	25	20	7	14	8	3	14	5	25	6	20	22	5	6
Rarely	7	11	9	7	6	1	10	8	13	2	6	7	11	4
Never	15	18	40	33	43	55	34	45	15	49	28	27	44	49
No Response	0	0	1	1	1	1	0	1	0	1	2	0	0	0
Chinese Respondents (N=60)														
Often	14	14	6	13	5	5	17	10	5	2	9	10	4	4
Sometimes	26	28	17	32	8	9	28	24	17	6	16	34	15	9
Rarely	17	15	26	13	24	18	11	20	22	15	35	12	23	18
Never	3	3	11	2	22	28	4	6	15	37	10	3	18	28
No Response	0	0	0	0	1	0	0	0	1	0	0	1	0	1

Table C-1 continued

	Immigration	Welfare	Family	Employment Related	Criminal	Civil	Motor Vehicle	Real Estate	Landlord /Tenant	Family Violence	Human Rights	UIC etc.	Wills/Power of Attorney	Youth
Punjabi Respondents (N=60)														
Often	10	3	3	9	0	2	9	9	4	3	4	12	3	2
Sometimes	24	5	4	23	0	2	15	10	16	3	6	17	11	2
Rarely	14	3	4	8	5	1	14	17	9	5	10	13	6	4
Never	12	49	49	20	55	55	22	24	31	49	40	18	40	52
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese Respondents (N=60)														
Often	11	2	3	2	1	0	6	3	9	1	3	5	2	1
Sometimes	27	23	17	18	9	15	22	9	22	7	11	31	5	10
Rarely	13	23	21	20	10	11	13	7	20	15	23	10	11	10
Never	9	12	19	20	40	34	18	40	9	37	22	14	42	39
No Response	0	0	0	0	0	0	1	1	0	0	1	0	0	0
TOTAL														
Often	71	48	24	43	9	8	41	33	31	10	24	43	11	9
Sometimes	111	90	53	108	30	33	93	58	94	25	58	119	41	29
Rarely	63	55	63	59	47	36	61	60	80	39	83	52	55	39
Never	55	107	159	88	212	222	104	147	94	225	142	85	192	222
No Response	0	0	1	1	2	1	1	2	1	1	3	1	1	1

Table C-2 Social Activity and use of Spare Time, Question #I, 22

	Time With Family	Time With Friends	Time Spent Alone
Polish Respondents (N=60)			
Most Often	45	7	5
2nd Most Often	4	26	12
3rd Most Often	1	14	27
Least Often	6	10	13
No Response	4	3	3
Hispanic Respondents (N=60)			
Most Often	38	5	12
2nd Most Often	10	16	11
3rd Most Often	4	25	21
Least Often	7	13	15
No Response	1	1	1
Chinese Respondents (N=60)			
Most Often	49	5	5
2nd Most Often	8	18	30
3rd Most Often	2	37	20
Least Often	1	0	5
No Response	0	0	0
Punjabi Respondents (N=60)			
Most Often	42	4	11
2nd Most Often	12	14	30
3rd Most Often	1	29	16
Least Often	3	10	1
No Response	2	3	2

Table C-2 continued

	Time With Family	Time With Friends	Time Spent Alone
Vietnamese Respondents (N=60)			
Most Often	45	8	4
2nd Most Often	3	10	38
3rd Most Often	0	20	8
Least Often	2	15	2
No Response	10	7	8
TOTAL			
Most Often	219	29	37
2nd Most Often	37	84	121
3rd Most Often	8	125	92
Least Often	19	48	36
No Response	17	14	14

Table C-3 Respondents' Media Use, Question #I, 19

	Read Paper in Native Language	Speak Native Language Outside Home	Listen to Radio in Native Language	Watch T.V. in Native Language
Polish Respondents (N=60)				
Daily	8	34	0	1
Weekly	30	23	16	1
Monthly	21	2	22	1
Never	1	1	22	57*
No Response	0	0	0	0
Hispanic Respondents (N=60)				
Daily	4	29	1	0
Weekly	15	22	6	8
Monthly	22	5	6	5
Never	18	3	46	47
No Response	1	1	1	0
Chinese Respondents (N=60)				
Daily	31	44	33	34
Weekly	17	15	15	10
Monthly	10	1	5	7
Never	2	0	7	8
No Response	0	0	0	1
Punjabi Respondents (N=60)				
Daily	8	47	26	6
Weekly	41	10	16	47
Monthly	7	3	4	6
Never	4	0	14	1
No Response	0	0	0	0

Table C-3 continued

	Read Paper in Native Language	Speak Native Language Outside Home	Listen to Radio in Native Language	Watch T.V. in Native Language
Vietnamese Respondents (N=60)				
Daily	5	45	0	0
Weekly	11	14	0	43
Monthly	40	1	0	9
Never	4	0	60*	8
No Response	0	0	0	0
TOTAL				
Daily	56	199	60	41
Weekly	114	84	53	109
Monthly	100	12	37	28
Never	29	4	149	121
No Response	1	1	1	1

Table C-4 The Likelihood of Using these Services/Organizations, Question #II, 2

	Family	Friend	Community Worker	Immigrant Serving Organization	Lawyer	People's Law School	Paralegal	Notary Public	Legal Aid	Dial-a-law	Lawyer Referral
Polish Respondents (N=60)											
Most Likely	6	3	11	32	15	9	2	6	7	2	1
2nd Most Likely	4	11	6	8	10	9	1	8	5	6	3
3rd Most Likely	3	8	2	4	6	5	2	1	5	1	2
Least Likely	11	20	7	3	6	7	2	3	3	0	2
Never	36	18	34	13	23	30	53	42	40	51	52
No Response	0	0	0	0	0	0	0	0	0	0	0
Hispanic Respondents (N=60)											
Most Likely	8	5	15	16	23	8	6	7	13	2	7
2nd Most Likely	9	16	6	10	8	10	7	3	8	5	6
3rd Most Likely	6	11	9	6	9	12	11	2	9	8	8
Least Likely	2	11	8	5	6	8	5	5	4	2	4
Never	31	15	18	23	11	22	27	40	23	38	32
No Response	4	2	4	0	3	0	4	3	3	5	3

Table C-4 continued

	Family	Friend	Community Worker	Immigrant Serving Organization	Lawyer	People's Law School	Paralegal	Notary Public	Legal Aid	Dial-a-law	Lawyer Referral
Chinese Respondents (N=60)											
Most Likely	19	23	6	11	8	4	2	2	5	6	1
2nd Most Likely	6	21	14	12	11	10	6	1	7	17	12
3rd Most Likely	9	12	8	7	13	14	13	12	15	14	8
Least Likely	10	3	18	21	17	16	20	23	18	15	21
Never	15	1	12	9	11	16	19	21	15	8	18
No Response	1	0	2	0	0	0	0	1	0	0	0
Punjabi Respondents (N=60)											
Most Likely	22	11	7	9	16	8	0	13	7	3	2
2nd Most Likely	6	16	9	11	8	10	1	7	7	2	3
3rd Most Likely	10	17	8	13	5	6	0	5	9	4	4
Least Likely	7	9	15	7	12	12	4	9	10	5	5
Never	15	7	20	18	19	24	54	26	26	45	45
No Response	0	0	1	2	0	0	1	0	1	1	1

Table C-4 continued

	Family	Friend	Community Worker	Immigrant Serving Organization	Lawyer	People's Law School	Paralegal	Notary Public	Legal Aid	Dial-a-law	Lawyer Referral
Vietnamese Respondents (N=60)											
Most Likely	10	15	25	8	2	1	0	0	0	0	0
2nd Most Likely	3	31	6	6	0	1	0	1	0	0	0
3rd Most Likely	4	5	14	4	4	1	0	1	1	0	0
Least Likely	33	0	0	5	5	2	0	1	1	2	2
Never	29	9	8	30	49	53	58	55	57	56	56
No Response	11	0	7	7	0	2	2	2	1	2	2
TOTAL											
Most Likely	65	57	64	76	64	30	10	28	32	13	11
2nd Most Likely	28	95	41	47	37	40	15	20	27	30	24
3rd Most Likely	32	53	41	34	37	38	26	21	39	27	22
Least Likely	3	43	48	41	46	45	31	41	36	24	34
Never	126	50	92	93	113	145	211	184	161	198	203
No Response	16	2	14	9	3	2	7	6	5	8	6

Table C-5 Where should Friend/Family Member go for Advice, Question #II, 5

	Lawyer	Library	Community Centre	Friend
Polish Respondents (N=60)				
First Choice	19	12	4	2
Second Choice	5	22	15	6
Third Choice	13	10	10	14
Fourth Choice	7	11	11	14
Fifth Choice	5	5	9	12
Sixth Choice	11	0	11	12
No Response	0	0	0	0
Hispanic Respondents (N=60)				
First Choice	14	8	25	5
Second Choice	10	15	14	12
Third Choice	14	22	10	8
Fourth Choice	9	6	7	17
Fifth Choice	6	3	2	4
Sixth Choice	7	6	1	13
No Response	0	0	1	1
Chinese Respondents (N=60)				
First Choice	10	8	24	14
Second Choice	3	9	19	23
Third Choice	10	19	11	15
Fourth Choice	27	10	3	6
Fifth Choice	8	4	0	2
Sixth Choice	2	9	3	0
No Response	0	1	0	0

Table C-5 continued

	Lawyer	Library	Community Centre	Friend
Punjabi Respondents (N=60)				
First Choice	9	8	25	9
Second Choice	11	17	15	12
Third Choice	9	14	3	17
Fourth Choice	11	4	6	12
Fifth Choice	6	2	5	3
Sixth Choice	14	14	6	6
No Response	0	1	0	1
Vietnamese Respondents (N=60)				
First Choice	2	0	42	11
Second Choice	1	4	8	31
Third Choice	2	4	4	6
Fourth Choice	3	4	0	2
Fifth Choice	9	2	0	1
Sixth Choice	38	43	3	6
No Response	5	3	3	3
TOTAL				
First Choice	54	36	12	41
Second Choice	30	67	71	84
Third Choice	48	69	38	60
Fourth Choice	57	35	27	51
Fifth Choice	34	16	16	22
Sixth	72	72	24	37
No Response	5	5	4	5

Table C-6 How Respondents sought Information re: Legal Rights, Question #II, 6

	Government Agency	Legal Clinic	Free Law Class	Schools	Church	Ethnic Organizations	Immigrant Serving Organization	Mass Media	Ethnic Media	Pamphlet in National Language	Friends	Relatives	Have not sought
Polish Respondents (N=60)													
Yes	44	5	32	35	8	15	52	31	35	25	0	0	2
No	16	55	28	25	52	45	8	29	25	35	0	0	57
No Response	0	0	0	0	0	0	0	0	0	0	0	0	1
Hispanic Respondents (N=60)													
Yes	39	16	26	9	14	28	40	27	25	38	43	21	4
No	21	44	34	51	46	31	20	33	35	21	16	39	55
No Response	0	0	0	0	0	1	0	0	0	1	1	0	1
Chinese Respondents (N=60)													
Yes	42	43	50	6	10	31	38	34	41	45	56	47	1
No	18	16	10	54	49	29	22	26	19	14	4	13	59
No Response	0	1	0	0	1	0	0	0	0	1	0	0	0
Punjabi Respondents (N=60)													
Yes	25	8	27	18	26	29	35	52	47	46	51	47	0
No	35	52	33	42	34	31	25	8	13	14	9	13	60
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese Respondents (N=60)													
Yes	12	2	30	18	10	11	39	26	41	40	52	29	0
No	43	54	26	38	46	44	19	31	16	16	6	28	58
No Response	5	4	4	4	4	5	2	3	3	4	2	3	2

Table C-6 continued

	Government Agency	Legal Clinic	Free Law Class	Schools	Church	Ethnic Organizations	Immigrant Serving Organization	Mass Media	Ethnic Media	Pamphlet in National Language	Friends	Relatives	Have not sought
TOTAL													
Yes	162	74	165	86	68	114	204	170	189	194	203	144	7
No	133	221	131	210	227	180	94	127	108	100	36	94	289
No Response	5	5	4	4	5	6	2	3	3	6	61	62	4

Table C-7

Hypothetical Problems that May Arise in an Immigrant's Life, Question #II, 4

A. Car Accident - Who would respondent recommend first?					
(1st Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
ICBC	22	19	10	29	3
Police	15	23	38	20	46
Lawyer	6	10	1	5	
Immigrant Serving Organization	8	3			1
Two Truck	2			1	
Don't Know, No Car	5	1	1	2	
Doctor	1				
Call Husband or Someone	3			5	
Find Witnesses-Information	1	1	8		11
Take Down Information		1	21		2
Whatever Law Requires		2		1	
If at Fault, Pay Damages		1			
Ethnic Media					1
Interpreter to Explain					1
Resolve Privately					1
Friends for Help					1
Call Family Member					2
Don't Remove Car				1	

* Multiple responses were committed.

Table C-7 Continued

A. Car Accident - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
ICBC	20	22	36	21	23
Police	6	7	6	2	7
Lawyer	3	6	1	12	1
Immigrant Serving Organization	12	3		2	1
Tow Truck	2		3		1
Don't Know, No Car	4	1	1	4	3
Hospital/Doctor	1	2	5	1	6
Call Husband/or Someone					
Find Witnesses-information	1	1	6		3
Take down information		7	1		8
Whatever law requires					
If at fault, pay damages					
Ethnic media	3				
Interpreter to explain					
Resolve privately					
Friends for help					
Call family member					3
Don't remove car					
Get car repaired	1		1		
Ask people with experience	1	6			1
Comfort person			1		
Dial-a-law		1			
Appeal ICBC		1			
Advise no DWI		1			
Don't sign anything		1			
Avoid police		1			
Solve themselves				1	1
Dump car if cheap				1	
Legal services				1	

Table C-7 Continued

A. Car Accident - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
ICBC	6	8	20	1	22
Police	3	3	1		1
Lawyer	4	16	8	6	17
Immigrant Serving Organization	1	1			2
Tow Truck	2		1		1
Don't Know, No Car	2		2	2	3
Hospital/Doctor		4	6	1	10
Call Husband/or Someone					
Find Witnesses-information					
Take down information			1		
Whatever law requires					
If at fault, pay damages					
Ethnic media					
Interpreter to explain					1
Resolve privately		1			
Friends for help	3	1	1	1	
Call family member					
Don't remove car					
Get car repaired	2	6	8		1
Ask people with experience					
Comfort person					
Dial-a-law				1	
Appeal ICBC		1	4		
Advise no DWI					
Don't sign anything					
Avoid police					
Solve themselves					
Dump car if cheap					
Legal services					

Table C-7 Continued

A. Car Accident - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Study laws to know		1			
Church		1			
Go back to work					1
Calm down					1
Go to court					1

Table C-7 Continued

B. Home Purchase - Who would respondent recommend first?					
(1st Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Real Estate Agent	22	8	8	11	16
Bank - arrange mortgage	8	15	14	26	10
Mortgage broker	2				
"Subject to" financing	1		24	12	2
Sign	3			1	
Ethnic Media	4				2
Lawyer	18	13	4	3	5
Pre-approval	3		1	1	
Don't Know	2	2	7	6	9
Financial Consultant	1				
Immigrant Serving Organization	2	3			
Someone/friend who Ks		3	4	2	8
Legal services		2	1		
Prep docs to imp. inc.			1		
Do not sign		3	1	1	2
PLS (if time permits)		2			
BC information line		1			
Insurance company		1			
Get more information		1			
No response		2			1
Check funds		4			1
Get/have good job		1			6
Interpreter					1
Shop around					1

Table C-7 Continued

B. Home Purchase - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Real Estate Agent	15	3	2	10	11
Bank - arrange mortgage	10	11	24	20	9
Mortgage broker	1		1		
"Subject to" financing		1	1	1	1
Sign	2		1	2	2
Ethnic Media	2				
Lawyer	2	15	6	5	12
Pre-approval	5		1		
Don't Know	4	2	4		5
Financial Consultant					
Immigrant Serving Organization	1	3			
Someone/friend who Ks	3	3	4	3	7
Legal services				1	
Prep docs to imp. inc.					
Donot sign				2	
PLS (if time permits)					
BC information line					
Insurance company					
Get more information					2
No response					
Check funds	1	2			2
Get/have good job		2			
Interpreter					
Shop around					
Channel 18 TV	1				
Polish Credit Union	1				
Buy (if approved)			1		
Check condition of house		1			
Phone book for Legal Services		1			

Table C-7 Continued

B. Home Purchase - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Priest		1			
Keep up on payments		1			
City Hall		1			

Table C-7 Continued

B. Home Purchase - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Real Estate Agent		3	5	1	4
Bank - arrange mortgage	2	4	2	4	6
Mortgage broker	1				
"Subject to" financing					
Sign					
Ethnic Media					
Lawyer	1	5	7	2	11
Pre-approval					
Don't Know			3		9
Financial Consultant					
Immigrant Serving Organization					1
Someone/friend who Ks	1	3	1		2
Legal services					
Prepare documents to imp. inc.					
Donot sign					
PLS (if time permits)					
BC information line					
Insurance company		1			
Get more information		1		1	
No response					
Check funds	3	3			3
Get/have good job		1			1
Interpreter					
Shop around					
Channel 18 TV					
Polish Credit Union					
Buy (if approved)			10	1	2
Check condition of house		3			1
Phone book for legal services					

Table C-7 Continued

B. Home Purchase - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Priest/church		1			
Keep up on payments					
City Hall					
Find co-signer	1				
Wait for result			1		
Land registry			1		
Make decision			1		
Discuss with family			1		
Don't buy		1			
Person to help		1			
Notary public		1			

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend first?					
(1st Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Immigrant Serving Organization	25	11	3	11	13
Immigration	26	35	35	38	24
Job/need money	3	4	7	6	15
Fill out forms	2				
Asksomeone who Ks	3				15
Collect money	1				
Spouse return to National country	1				
Spouse check in National country	1		1		
Don'tKnow	1		4	1	
Dial-a-Law			1		
No response		1	1		
Ensurenot scam			1		
Lawyer		5	5	2	
Gather required information			1	1	1
Look for information		1		2	
Consulate		1			
Secure own status first		1			
PLS - pamphlets		1			
Through United States (faster)		1			
Think over					1

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Immigrant Serving Organization	15	14	5	5	18
Immigration	11	10	8	8	13
Job/need money					
Fill out forms	2	5	8	6	12
Ask someone who Ks	2		1	1	4
Collect money		9	1	1	9
Spouse return to National country					
Spouse check in National country	1	2	2		
Don't Know	3		6	2	2
Dial-a-Law					
No response					
Ensure not scam				11	
Lawyer	3	5	3	3	
Gather required information			1		1
Look for information					
Consulate	2				
Secure own status first					
PLS - pamphlets					
Through United States (faster)					
Think over					1
Check funds	1	1	1		
Send invitation	1				
Psychologically prep sps			1		8
Inform spouse			1		
Library			1	8	
Can't help			1		
Decide what is best			1		
Legal services		2	1	1	
Wait for reply			1		

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Tell sps to come tourist			1		
Reference letter from work		1			
Do what advised		1			2
Interpreter					2
Person give information				3	
Get co-sign				1	

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Immigrant Serving Organization	4	4	3	1	3
Immigration	1	6	4	3	6
Job/need money		6	1		7
Fill out forms		1	2		15
Ask someone who Ks	3	3	3	1	1
Collect money					
Spouse return to National country					
Spouse check in National country		3	1		1
Don't Know	3		2		6
Dial-a-Law					
No response					
Ensure not scam					
Lawyer	1	6	2	2	
Gather required information					
Look for information					
Consulate			1		
Secure own status first		2			
PLS - pamphlets	1			1	
Through United States (faster)					
Think over					
Check funds					
Send invitation					
Psychologically prp sps					2
Inform spouse					
Library					
Can't help					
Decide what is best			1		
Legal services					
Wait for reply	3	1	1		16

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Tell sps to come tourist					
Reference letter from work					
Do what advised					3
Interpreter					
Person give information		1			
Get co-sign					
Polish media	1				
Purchase media					
Purchase ticket			1		
Show financial documents			1		
Apply to stay in Canada			1		
Get travel credit		1			
Study material					1
Maintenance good cit status					2
Send materials to spouse					2

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend first?					
(1st Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Lawyer	17	7	19	9	3
Reconcile (especially child)	7	4		31	7
Don't Divorce		4	1	3	2
Don't intervene (private)	5	3	3	2	4
Immigrant Serving Organization	3	6	6		4
Divorce (self)	1				
Divorce (if no option)	1			1	1
Separate	3				1
Counsellor	5	20	8	5	10
Re-think	5	1	6	1	1
Get skilled - employed	1				
Nothing	9				
Psychologist	3	1			
Community member	1				
Welfare	1				
Family court	1	1			
Private investigator	1				
Police	1		1		
Pasor/priest/church		3	3		1
Talk to them (separate too)			5		11
Calm them down			4	1	
Family member to counsel		2	1	1	7
No response		1	3		
Don't know		1	6	2	
Determine problem		4		3	2
Talk things over		2		1	9
Talk to friend		1			
Bring spouse to Canada		1			
Use children as weapon					2

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Lawyer	9	12	8	17	9
Reconcile (especially child)	2	1		2	1
Don't Divorce		2	1		
Don't intervene (private)	1				3
Immigrant Serving Organization	5	1		5	10
Divorce (self)	1				
Divorce (if no option)	3	2	2	6	6
Separate	5	2	1	4	6
Counsellor	3	9	7	2	3
Re-think			1	1	1
Get skilled - employed	2				
Nothing					
Psychologist					
Community member					
Welfare/Social Services		1			
Family court					
Private investigator					
Police					
Pasor/priest/church		6	1		2
Talk to them (separate too)		2		3	3
Calm them down			1		
Family member to counsel		2		1	
No response			1		
Don't know			4		2
Determine problem					
Talk things over		3			2
Talk to friend					
Bring spouse to Canada					
Use children as weapon					

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend second?					
(2nd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Doctor	1				
Change attitudes	1	1			
Women's support services	1	1			
Go to one they respect			2		
Wait			1		
Understand doctors before sign		1			
Cancel joint accounts/cred.		1			
Person would help		1			1
Bad for children (lose them)		1		1	6
Should not cause violence				1	1

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Lawyer	7	12	7		14
Reconcile (especially child)			1		
Don't Divorce		1			1
Don't intervene (private)	1		1		1
Immigrant Serving Organization	5	1			2
Divorce (self)	4		2		2
Divorce (if no option)	1				
Separate	1	1			3
Counsellor	1	2	1		3
Re-think	1				1
Get skilled - employed					
Nothing					
Psychologist	1				
Community member					
Welfare/Social Services					
Family court					
Private investigator					
Police					
Pasor/priest/church		1			
Talk to them (separate too)					
Calm them down					
Family member to counsel					
No response					
Don't know			1		6
Determine problem					
Talk things over			1		
Talk to friend	1	1			1
Bring spouse to Canada					
Use children as weapon					

Table C-7 Continued

C. Spouse Sponsorship - Who would respondent recommend third?					
(3rd Response)	(N=60)	(N=60)	(N=60)	(N=60)	(N=60)
	Polish	Hispanic	Chinese	Punjabi	Vietnamese
Doctor					
Change attitudes					
Women's support services					
Go to one they respect					
Wait			1		
Understand doctors before sign					
Cancel joint accounts/cred.					
Person would help					
Bad for children (lose them)					
Should not cause violence					
Maintenance/Custody	3	3			1
Follow lawyers instructions			1		2
Dial-a-law			1		
Comfort friend			1		
Pray			1		
Court		1			
Talk to School counsellor		1			
Respect each other		1			
Solve themselves		1			2
Legal separation		1			
Immigration		1			
Children					1