

Running head: EVALUATING THE EFFICACY OF SYSTEMIC ADVOCACY

**Evaluating the Efficacy of Systemic Advocacy:
An Intersection of Disability, Human Rights, and Restorative Justice**

By

Darrell Raymond Seib

Submitted to the Faculty of Extension

University of Alberta

in partial fulfillment of the requirements for the degree of

Master of Arts in Communications and Technology

August 24, 2016

Acknowledgements

With thanks and appreciation, I recognize my colleagues at the Saskatchewan Human Rights Commission, including Chief Commissioner David Arnot for serving as a mentor, Norma Gunningham-Kapphahn for supporting ongoing learning, and Andy Livingston for co-facilitating the focus group sessions.

Former colleagues at the University of Saskatchewan, including Tom Steele, Don Story, Peter Stoicheff, and Vera Pezer who demonstrated the importance of lifelong learning, collegiality, and that academic pursuits could indeed be both selfless and rewarding.

The small team at the Office of the Treaty Commissioner, who demonstrated that a small group of committed people could make significant social change. I also acknowledge the late Elders Alma and Simon Kytwayhat, whose soft touch and firm convictions impressed upon me the need for truly social justice.

My thanks go to the Masters of Arts in Communications and Technology team at the University of Alberta – you too have demonstrated that a small team with a vision can create meaningful change through education. In particular, I thank Stanley Varnhagen for his deep insight into the social nature of research, his significant patience with this project, and his guidance which was instrumental in helping me transform an idea into text.

I acknowledge the thinkers, writers, and scholars who deeply consider human rights, human rights advocacy, and social justice to be of fundamental importance to our society. It is my hope that I have been true to and advanced their ideas with this research.

I dedicate this work to Patrick and Chelsea, who demonstrate to me that not only is learning social and modeled, but that it unquestionably goes both ways.

And to Heather, who has supported, been a part of, and helped me achieve the goals that I set out to accomplish, and, more importantly, achieve the successes that I did not know were before me, for the past 30 years.

Disclaimers

This research project offers an initial analysis of the use of systemic advocacy related to human rights in a unique social context. The findings are also subject to caveats that have been included in this paper. There are likely to be other caveats with, and considerations in, using, applying, or interpreting the materials presented herein. Careful consideration and analysis of the concepts and ideas presented in these materials should be given before any actions based on this research project are taken.

Table of Contents

Acknowledgements.....	i
Disclaimers	ii
Table of Contents.....	iii
Abstract.....	vii
Introduction.....	1
Literature Review	9
Discrimination.....	9
Discrimination as a Learned Behaviour	10
Discrimination and Social Cognitive Theory.....	11
Social Cognitive Theory and Self-Efficacy	13
Social Cognitive Theory and Restorative Justice Issues.....	15
Social Cognitive Theory and Socialization.....	16
Social Cognitive Theory and the Media.....	18
Human Rights.....	18
Human Rights Commissions in Canada.....	20
History of human rights commissions in Canada.....	20
Legislative foundations of Canadian human rights commissions.	21
Social cognitive theory and the work of human rights commissions.....	22
Restorative Justice.....	23
Restorative justice and social cognitive theory.	25
Systemic Advocacy.....	26
Systemic advocacy/consensus-based multiparty negotiation and social cognitive theory....	30

Consensus-Based Multiparty Negotiation.....	31
Consensus-based multiparty negotiation and social cognitive theory.....	33
Disability.....	35
Disability and Social Cognitive Theory.....	36
Evaluating Human Rights Commissions.....	37
Typical Metrics for Human Rights Commissions.....	38
Evaluating the Efficacy of Systemic Advocacy.....	38
Systemic Advocacy and The Saskatchewan Human Rights Commission.....	42
Systemic Advocacy, Public Education, and the Media.....	46
Research Questions for Systemic Advocacy Evaluation.....	47
Method.....	49
Purpose.....	49
Research Questions.....	49
Project Design.....	50
Focus Groups.....	52
Online Survey.....	54
Participants.....	54
Focus Group Participants.....	55
Survey Group 1 – ATSAC Organizations Members/Clientele.....	57
Survey Group 2 – 2012 Coffee House Attendees.....	59
2012 Consultation Report to Triangulate the Focus Group and Survey Responses.....	59
Media Reports to Triangulate the Focus Group and Survey Responses.....	60
Research Ethics Review.....	61

Data Analysis 61

Findings 63

 Focus Group Findings 63

 Theme 1: attitudes about disability..... 64

 Theme 2: rights awareness. 67

 Theme 3: communication. 68

 Theme 4: stakeholder satisfaction. 69

 Theme 5: systemic advocacy. 71

 Survey Groups 1 and 2 73

 2012 Consultation Report Secondary Data 77

 Media Report Secondary Data 79

Discussion..... 81

 A Social Cognitive Framework for Restorative Justice 81

 Regina Accessible Transportation Systemic Advisory Project (RATSAP) 83

 Systemic Advocacy 84

 HRCs, Restorative Justice, and Systemic Advocacy 85

 HRCs, Restorative Justice, Systemic Advocacy, and SCT 86

 Reinforcing the Importance of a Relational Restorative Justice Model..... 87

 The Need for Disability Awareness Remains Acute..... 88

 Advancing Systemic Advocacy, Restorative Outcomes, Beyond the Process 89

 Advancing Systemic Advocacy, Restorative Outcomes, Within the Process..... 90

 Limitations 90

 Conclusion..... 92

References.....	96
Appendix A: Saskatchewan Human Rights Commission Program Theory Model.....	114
Appendix B: 10 Principles of Multiparty Negotiation.....	115
Appendix C: Search Strategy.....	116
Appendix D: Focus Group Participants Recruitment Message	118
Appendix E: Information Letter and Consent Form for the Focus Groups	119
Appendix F: Focus Group Guide for Evaluation of Systemic Advocacy.....	124
Appendix G: Information Letter and Consent Form for the Survey Groups.....	127
Appendix H: Online Survey Questionnaire	130
Appendix I: Primary Stakeholder Groups	136
Appendix J: Prohibited Grounds in <i>The Saskatchewan Human Rights Code</i>	137
Appendix K: Sample Transcript Statement Raw Coding.....	138
Appendix L: Aggregated Survey Data Summary	141
Appendix M: Raw Focus Group Transcript	147

Abstract

In a human rights context, systemic discrimination can be described as inequity and disadvantage experienced by a group or cohort of people who share similar characteristics. The Saskatchewan Human Rights Commission (SHRC) uses an adapted form of consensus-based multiparty negotiation (CBMPN), to address systemic discrimination and inequity. This process is based on restorative justice principles that focus on repairing relational harm. The present research evaluated the SHRC's first ever use of its systemic advocacy/CBMPN process to address perceived inequity experienced by users of the accessible public transportation system in the City of Regina, Saskatchewan. Bandura's (1986) Social Cognitive Theory of learning was used as a means to understand and explore the efficacy of the SHRC's systemic advocacy. A mixed methods research design was used to assess focus group and online survey participant's perceptions of the SHRC's work. While the findings have limited generalizability, participants responded that the SHRC's systemic advocacy process was an effective means through which to improve equity. They also cited the need for ongoing education, communication, and dialogue. Social Cognitive Theory offers one way to explain how systemic advocacy can achieve the aims of relational restorative justice through a CBMPN process.

Introduction

Social justice has always been a strong interest of mine, having witnessed continual racism in the small town community I grew up in, hatred towards my LGBTQ friends and family, and most profoundly in an intensely personal way, when I married a paraplegic woman who uses a wheelchair for mobility. Intersecting with my undergraduate education with an emphasis on gender and sexuality issues, I sought careers with organizations concerned with social justice and equality; namely the Office of the Treaty Commissioner (Saskatchewan), a federal commission charged with exploring the treaty relationship in Saskatchewan, and, more recently, with the Saskatchewan Human Rights Commission. Enrolling in the Masters of Arts in Communication in Technology (MACT) program at the University of Alberta was a natural fit for my previous education, and, more directly, my employment for the last 25 years which has ranged from the production of provincial, national, and international videos on treaty, Indigenous, and legal issues, to the preparation of educational and presentation materials on many rights and equity related topics.

In the Fall of 2012, I began working at the Saskatchewan Human Rights Commission (SHRC) as a public relations and media specialist. One of the first training opportunities that I undertook during my first month in the position was to attend a seminar for Canadian human rights agencies from noted legal scholar Jennifer Llewellyn. At that event, Llewellyn spoke about the importance of applying restorative justice principles to the work of human rights commissions. Restorative justice can be described as an approach to justice that attempts to repair the harm, caused by crime or other wrongdoing. The form of the reparation might involve restitution in the form of monetary or material transfer, an apology, or a change in policy or practice. Llewellyn, however, added relational reparation to the outcomes of restorative justice.

That is, and for justice to be truly restorative, the relationships that have been harmed – including between a victim and an offender, between the victim and the community, and between the offender and the larger community – must be considered, reconciled and, if possible, replaced by equality of relationships “realizing equal respect, concern, and dignity” (Llewellyn, 2012, p. 102) between a broad range of affected parties. Relational restorative justice must, therefore, be inclusive and broad, inviting meaningful participation from communities and stakeholders who might be affected by wrongdoing.

A relational approach also has applicability to those communities and stakeholders that experience wrongdoing that affects “patterns of relationship without any single traceable cause” (Llewellyn, 2012, p. 97). This is noteworthy for the work of human rights commissions, and for the work of the SHRC in particular, for two reasons. First, and from a human rights perspective, inequality and discrimination is often described as endemic, invisible, and systemic. In other words, inequity and discrimination seem to exist in the absence of an instigating or causal action. Second, the SHRC was mandated by legislation, the year before I began working for the Commission, to address patterns of discrimination. These patterns are more commonly referred to as, and in the vernacular of human rights advocacy, systemic discrimination. During Llewellyn’s presentation at that Fall 2012 seminar, I became intrigued by the idea that a restorative justice approach, and in particular a relational restorative justice approach, could be used to address systemic discrimination.

I was also interested in the application of an essentially dialogic activity to challenge broad based discrimination for two reasons. First, and at a personal level, my everyday life, separate and apart from the work I do at the SHRC, is affected by disability. The dialogic interaction I have with friends, family, and the community requires me to be partly responsible

for conveying my spouse's needs in order to receive accommodation for her inability to walk. Second, and as is evident in my personal example, restorative justice does not just use or human-to-human communication to repair harm, it requires human-to-human communication to repair harm. Face-to-face and written communication are essential to the relational reparation between the victim and offender (and others) during the restorative justice process itself. As a graduate student in the Master of Arts in Communications and Technology (MACT) program, I was interested in the dynamics associated with this interpersonal communication. On the one hand, it might not be difficult to bring together many of the individuals affected by systemic discrimination. That communication technology enables group formation, and can unite and harness people with common purpose, has been well-established. Keeping people together and having them work together requires effective intraorganizational and interorganizational communication, as well as compelling social reasons to participate. As far as restorative justice is concerned, what person-to-person communication processes would repair the harm?

At the same time, I was also interested in understanding how, or if, the dialogic, communicative, and relational reparation could translate to the larger community. Every day, individuals, organizations, and businesses struggle to have their messages heard outside of their immediate groups even with the ubiquity of electronic communication. Moreover, and even where large-scale public communication is deployed, the outcomes can be hard to predict, and even harder to quantify. From a communication perspective, relational reparation through restorative justice intended for a community could be enabled by effective mass and intercultural communication using Internet-based technologies and the traditional media. Similarly, measuring the success of a restorative justice process could be facilitated by Internet-enabled stakeholder feedback, and by exploring the traditional and social media discussions. In short, it

seemed reasonable to me that communication and technology methods and practices could complement, contribute to, and assist with the relational reparation aims of a restorative justice approach to systemic discrimination.

Aside from the use of communication and technology practices with the goal of achieving (and measuring) relational reparation at a community level, applying restorative justice practices to systemic discrimination has other communications-related considerations. For the most part, restorative justice practices are used for individuals involved in individual cases using, largely, face-to-face communication. Systemic discrimination, by contrast, is disadvantage or inequity that effects cohorts of people. Restoring the relationship of cohorts of people who have experienced discrimination to their community (or communities), with the aid of an effective communication and technology strategy, would not only address the original inequity or discrimination, it could also be a more efficient means of effecting meaningful change.

Effectively applying restorative justice principles to systemic discrimination is likely to be challenging, even with the aid of communication and technology, in several ways. First, human rights commissions and agencies in Canada are mandated by legislation to resolve human rights complaints, promote equality, and prevent discrimination in many areas of social interaction and across expansive jurisdictions. Complaints can include, for example, a woman who is terminated from her employment when she informs her employer that she is pregnant. Service refusal human rights complaints on the basis of disability are also common. For example, it is a contravention of human rights legislation to deny an individual who is blind or visually impaired access to a taxi because they require the assistance of a service animal. These kinds of complaints are not usually bound to any particular geography, and can occur in cities, towns, and communities across a commission's jurisdiction. The SHRC, for example, serves a provincial

population of more than 1.1 million people across more than 651,000 square kilometers of land. Hearing all of the human rights complaints related to the provision of public services and employment, as examples, is challenging for a centralized government agency mandated to serve a geographically dispersed population. Internet-enabled technology could, however, address the difficulties associated with geography.

A second difficulty is that human rights agencies typically use hearings, litigation, and mediation to resolve “one-off” human rights complaints for individuals. When most statutory (legislated) commissions were established in Canada, in or around the 1970s, the focus was largely on discrimination against the individual (Clément & Trottier, 2012), and they were not specifically designed to resolve broad social issues. While human rights advocates effectively argue that individual complaints make a significant contribution to case law and the reinforcement of human rights principles, the reality is that most human rights agencies are not mandated to engage in large-scale restorative justice.

A third, and related, issue, is that addressing the underlying social issues that contribute to individual cases of discrimination, let alone systemic discrimination, would be an undeniably significant undertaking. As already noted, and for most human rights agencies, however, the focus is on changing the situation or circumstances for an individual. The existing tools for affecting this change, litigation and mediation, are not necessarily well-suited for social change of scale. While using litigation to promote and protect human rights in this way is possible (though costly), it is unlikely that it would create restorative justice in the sense Llewellyn (see Llewellyn, 2014) put forward.

This is not to say that human rights agencies are without tools to resolve discrimination that affects groups of people. Systemic advocacy is an umbrella term for the work of human

rights agencies that attempts to effect change for specific populations. Simply put, systemic advocacy addresses systemic discrimination. In this regard, there is some congruity between restorative justice principles and systemic advocacy. Both look beyond the individual case or complaint, both assert that if one person is being affected by a discriminatory act there are likely more people that experience the same kind of discrimination, and both want to affect change of scale. Systemic advocacy, as a stakeholder engagement process, often aims to achieve a mutually agreeable change in policy, action, or circumstance.

Also coinciding with my new employment with the SHRC in the Fall of 2012, the Commission received complaints from people with disabilities about accessible public transportation in the City of Regina. With these complaints, the SHRC was given an opportunity to pursue a resolution that could have systemic and possible restorative outcomes. The Commission was informed that, in some cases, passengers using wheelchairs were being injured because of the improper use of tie-down restraints, blind and visually impaired people were walking from sidewalks into oncoming traffic at certain intersections, and people who relied on accessible public transportation were, in some instances, unable to access this public service in a way that met their day-to-day needs. Put another way, people with disabilities who relied on accessible public transportation were reportedly unable to access the benefits of public transportation in the same way as all other people living in the City of Regina.

In this situation, it could be argued that, and from a systemic advocacy perspective, discrimination against a group of people (accessible public transit passengers) was occurring. Relatedly, and from a restorative justice perspective, damaged relationships existed between transit users with disabilities and the service provider, and the relationship between transit users with disabilities and the community. From a human rights point of view, at stake were the

principles of equality and equity. While accessible public transportation passengers did not need the same service (absolute equality), they did need access to a comparable service (i.e., equity). Typically, complaints related to equality or inequity would be handled by litigation or mediation. Litigation is known to be costly, time-consuming, and create adversarial rifts between the complainant and the respondent. Mediation is generally less costly, and it can be less time-intensive and less adversarial. Neither litigation or mediation would necessarily guarantee repaired relationships, or that future issues could be resolved without additional litigation or mediation.

Fortunately, the Commission had a business plan approved by the provincial government that did not require solely legal resolutions, recently minted legislation that could address patterns of discrimination, and a commitment to community/stakeholder engagement in the resolution of human rights concerns. Borrowing from established community engagement processes, the Commission met with stakeholders in the City of Regina, including accessible public transportation passengers and accessible public transportation service providers, in order to prepare situation report (SHRC, 2013). Determining that there was community interest in finding solutions that did not require litigation or other time-consuming adversarial processes, a framework for systemic advocacy using established principles of consensus-based multiparty negotiation was developed.

Within the first year, a stakeholder advisory community, comprised of leaders from many of leading disability advocacy organizations in Regina, and several transportation service representatives of the City of Regina, achieved many noteworthy successes, including equality in taxi fares for people using accessible taxis, increased levels of service availability for accessible transportation, and disability awareness training for transit employees. While the successes of the

SHRC's first ever systemic advocacy process were undeniable, the question remained, "Had the SHRC achieved its highest level goals, as found in its mission statement, of improving equity and reducing discrimination?" In other words, were these successes also achieving the overarching goals of promoting and protecting human rights? Was the systemic advocacy process addressing patterns of discrimination? Were the relationships between people with disabilities and the City of Regina, and between people with disabilities and the larger community, being repaired? Related to all of these questions is one more: could communications and technology methods and practices facilitate the desired change and/or be used to understand and explore the outcomes?

Research into these questions will offer valuable insight in four important ways. First, and to date, it has not been determined whether or not systemic advocacy can achieve the high level aspirations of restorative justice. This is important as, and despite the possibility of individual and community benefit, process complexity, cost, and time weigh against significant use of systemic advocacy (Eliadis, 2014). Evaluating the efficacy of systemic advocacy is one way to determine whether or not the investment is worthwhile. Second, an evaluation process, in and of itself, is an unusual undertaking for a human rights agency and a first ever effort for the SRHC. Although the SHRC has committed to the use and evaluation of its systemic advocacy practices (Arnot, 2013), it has not evaluated the impact of its efforts. Third, comparing the intended outcomes of the systemic advocacy in Regina with stakeholder perceptions via an evaluation process should advance the work still underway in that city. Finally, an evaluation will help contextualize the principles and theory behind systemic advocacy as a process, and it should, in turn, inform and improve future systemic advocacy processes that use a relational restorative justice approach.

Literature Review

With recent news of, and awareness about, ongoing and developing social issues (e.g., Missing and Murdered Indigenous Women and Girls, violence against LGBTQ individuals, etc.) human rights commissions can have a constructive role to play. While human rights commissions are well-grounded in legislation, not all human rights concerns need to be resolved using legal means. In many cases, social issues require social solutions. Unlike the legal mission(s) of human rights commissions in Canada which have been subject to debate and analysis, social solutions have received little specific analysis, evaluation, or study. To explore this gap, it is necessary to understand the essential terminology of discrimination, review application of human rights work, and the broad goals of restorative justice, in the application of systemic advocacy as a means to address the important social issues related to inequity and discrimination.

Discrimination

The concept of discrimination in the Canadian context, and as used by human rights commissions in Canada, has been (and continues to be) defined and shaped by federal and provincial case law, and judicial decisions. That said, Mr. Justice McIntyre (*Andrews v. Law Society of British Columbia*, 1989, 1 SCR 143) wrote a comprehensive description of discrimination that has been adapted for use by the Saskatchewan Human Rights Commission (SHRC). His judgment for the Supreme Court of Canada reads:

discrimination may be described as a distinction, whether intentional or not but based on grounds relating to persona characteristics of the individual or group, which has the effect of imposing burden, obligations, or disadvantaged on such individual or group not imposed upon others, or which withholds or limits access to opportunities, benefits, and

advantages available to other members of society. Distinction based on personal characteristics attributed to an individual solely on the basis of association with a group will rarely escape the charge of discrimination, while those based on an individual's merits and capacities will rarely be so classed." (p. 124).

In the context of the present research, and for the work of human rights commissions, discrimination is understood in the "pejorative sense" (*Andrews v. Law Society of British Columbia*, 1989, 1 SCR 143, p. 127), that is, the occurrence or existence of hurtful or negative behaviour, policy, procedure or practice that disadvantages an individual (or group) based on a personal characteristic (e.g., age, gender, nationality). While group versus group discrimination has often been used to describe large-scale racism, for example, group versus group discrimination can take many forms. Hogg (2013) notes that intergroup relations are characterized by, "discrimination, which can range from relatively innocuous ingroup favoritism, through name-calling and verbal abuse, to systematic intergroup violence and genocide" (p. 546). For most human rights-related purposes related, the concept of inequity could be framed in a similar way.

Discrimination as a Learned Behaviour

Much of the theoretical and research work of social psychologist Albert Bandura (1986) also aligns with the "pejorative sense" of discrimination. He examined, for example, beliefs, stereotypes, and behaviours that are considered discriminatory. What his work adds to a purely legalistic view of discrimination, however, is a way to view how discriminatory attitudes are acquired, and how those hurtful beliefs, stereotypes, and behaviours can lead to biased, hurtful, and even aggressive behaviours towards others (Bandura, 1961). Specifically, he found that learning or adopting beliefs that diminish personal responsibility ("self-exoneration") also

diminish prohibitions against aggression towards others. This can create desensitization toward wrongdoing against others and, in turn, lead to dehumanizing beliefs and victim-blaming (Bandura, 1973).

Bandura also discussed a process through which negative behaviours could be prevented. To do this, he conceptualized discrimination more broadly. That is, he examined discrimination as the ability to differentiate between two or more similar objects, concepts, or people. The ability for individuals to make such distinctions is, in this sense, a matter of categorization that has been well studied by biologists, developmental theorists, and psychologists (Eysenck, 2009). Bandura (1986), for example, found that individuals, at varying ages and from various cultures, have an innate ability to make distinctions between categories of objects, individuals, and behaviours.

Discrimination and Social Cognitive Theory

Although hurtful discrimination towards others and discrimination that is used to differentiate appear different in kind, there are important underlying similarities that can explain how both are learned. As put forward by Bandura (1986), Social Cognitive Theory (SCT) explores the interplay or interaction between individuals and social structures that can lead to behavioural change. In this tradition, individual behaviour is not only influenced by environmental determinants (e.g., society, peers, etc.) and personal determinants (the individual), but also by behavioral determinants (learned ways of operating). One way in which this occurs is through observational learning, that is learning that occurs by witnessing others perform a specific behaviour, witnessing the social responses to the specific behaviour, and, in turn, and internalizing those social responses such that the person witnessing the behaviour either is more likely (or less likely) to perform that same behaviour. While direct experience is important,

Social Cognitive Theory emphasizes that people also learn how to act, based upon what is observed. He asserted that indirect/observed experience affords the effective acquisition of knowledge and behaviour without actually having to perform a particular behaviour. Bandura used the term “modeling” to connote this form of behavioural learning. Modeling contributes to an individual’s sense of self and, also, to their perceptions of other individuals and groups. Moreover, this learning can take place in face-to-face interactions and in non-physical environments, including through media. In considering the importance of observational learning, Bandura (1986) observes, “Through the years, modeling has always been acknowledged to be one of the most powerful means of transmitting values, attitudes, and patterns of thought and behavior” (page 48).

Bandura (1997) found that discrimination, as with all other behaviours, could be learned through this indirect experience. This suggests that hurtful or disadvantaging discrimination towards another person, based on a personal characteristic or characteristics (e.g., disability), can be modeled based on the observed consequence of a discriminatory act. Thus, if an individual observes the discriminatory behaviour of another, and that other individual is not discouraged, sanctioned, or punished for the behaviour (or, alternatively, the behaviour is encouraged), then the individual observing the discriminatory act may become more likely to learn, and perform, the observed discriminatory act. In terms of SCT, this kind of modeled discrimination can be said to disinhibit social conventions against harming others, and thereby increase the performance of the discriminatory behaviour. Conversely, if an individual observes an individual being sanctioned or punished for performing a discriminatory behaviour then the observer is likely not model the sanctioned behaviour. From a SCT perspective, the observer’s performance of the discriminatory behaviour will be inhibited.

While the performance of a modeled (learned) behaviour is affected by individual, situational (environmental), and social factors, it is also directly influenced by the expected social outcomes of performing a given behaviour. That is, will the behaviour be inhibited or disinhibited based on the outcome information an individual has learned? For Bandura (1986):

The direction and strength of the impact of such information on personal restraint largely depends on three factors: on observers' judgments of their ability to execute the modeled behavior, on their perception of the modeled behavior, on their perception of the modeled actions as producing rewarding or punishing consequences, and on their inferences that similar or unlike consequences would result if they themselves were to engage in analogous activities (p. 49).

Social Cognitive Theory and Self-Efficacy

While Bandura demonstrates that, through social cognitive theory, learned behaviours establish and enable person-to-person interactions and, ultimately, social functioning, the resultant social interaction protocols (learned by observation), guide behaviour including actions that could be considered discriminatory. Thus, and even while, discrimination is the subject of social or legislative sanction, it is the effect of unwritten learned behaviours that determine whether an action is socially permissible or, alternatively, subject to social (but not legal) sanction. For example, a person who walks into a coffee shop and goes to the middle, or start, of the queue, is not breaking any law, but is violating well-established prohibition against queue-jumping.

Although behavioural acquisition through learning, including modeling, is a central precondition for performing a particular behaviour according to Social Cognitive Theory, it is not the only factor that influences whether or not an individual actually performs a behaviour.

Thus even if adequate attention, retention, production, and motivation processes and preconditions have been met, the actual performance of a behaviour is dependent on other factors such as self-efficacy (Bandura, 1997), an individual's belief that he or she can perform the steps necessary to produce a given action. Self-efficacy is, "the conviction that one can successfully execute the behavior required to produce outcomes" (Bandura, 1977, p. 193).

Social cognitive theory also asserts that perceived facilitators and perceived impediments improve (or hinder) perceived self-efficacy. In the vernacular of social cognitive theory, perceived facilitators and perceived impediments are two "sociostructural factors" (Bandura, 1997). For Bandura, self-efficacy is primarily affected by: 1) mastery experiences, 2) vicarious experiences, 3) social persuasion, 4) increase in positive mood. Bandura (2001) observed that the performance of learned behaviour is also related to an individual's belief that she or he has "agency" in a given situation. Thus, even if the attention, retention, production, and motivation processes have all been activated, an individual must believe in his or her ability to control a situation.

Recent research has focused on self-efficacy as a critical element that supports agentic behaviour. In a study designed to improve self-efficacy of Black American adolescents who, demographically, are likely to disproportionately experience police brutality, Allen and Solomon (2016) used theatre, facilitated discussion, and follow-up meetings as "edutainment" (i.e., educational entertainment; p. 325) opportunities that would allow teens (participants) to observe an actor successfully negotiate a threatening police/youth interaction. In turn, the participants would learn strategies that they could use to avoid police-related violence. The researchers found that relevant, locally-constructed theatre, coupled with an interactive discussion, and follow-up discussions, improve perceived self-efficacy to cope with police violence.

In a related example of interpersonal violence research, Hymel and Bonanno (2014) assert that school-based bullying behaviour can be explained by SCT, in part, as the disinhibition of violent and aggressive behaviours towards others. They suggest that moral disengagement of the bully leads to interpersonal violence. Moral disengagement occurs when an individual reframes immoral behaviour, via “cognitive restructuring” (Bandura, 2002, p. 106) to be more acceptable by: 1) moral justification, 2) advantageous comparisons, and 3) euphemistic labeling. According to Bandura, this disengagement diminishes responsibility, minimizes the consequences of actions, and attributes responsibility for a negative behaviour to the victim’s character (i.e., victim blaming). Observing moral disengagement in action can, in turn, lead to moral disengagement of witnesses. That is, individuals who do not exhibit moral disengagement can become (i.e., learn) to be morally disengaged. Hymel and Bonanno question “whether efforts to counter morally-disengaged reasoning can effectively reduce bullying,” and observe that, “At the present time, we do not know.”

Social Cognitive Theory and Restorative Justice Issues

Social Cognitive Theory has also been applied to justice and restorative justice issues. Anderson and Kras (2005), assert that the intergenerational cycle of interpersonal violence toward women can be explained as a function of learning and modeling. Specifically, “to the extent the children are reared in households where violence is pervasive and is used as a model of conflict resolution, research suggests that these children face a greater likelihood of being either directly or indirectly socialized into accepting such behavior as a legitimate form of response when confronted with similar situations as adults” (page 121). Based on this analysis, Anderson and Kras argue that prevention of interpersonal violence depends on, “resocializing children who are exposed to violence, punishing offenders, and better assisting the women who face both physical and psychological victimizations” (p.121).

While a typical learning situation might involve downward power and authority relationships, such as from parent to child (e.g., Andersen & Kras, 2005), or teacher to student in a classroom (Allen & Solomon, 2016), or from an authority agency to the public (e.g., a human rights commission), it has also been observed that such relationships are not, from an SCT perspective, unidirectional. Prichard (2002) found that parents who were involved in a restorative justice conference believed that their self-efficacy, as parents, is challenged by their child's offense(s), and the resultant negative feedback and shame they experienced during the restorative justice session. The author also cautions against intentional shaming during restorative justice processes as, "directing shame at a parent with low self-efficacy may damage an already jaundiced confidence and hence worsen parenting techniques," and, in turn, negatively affect the child's perceptions of his or her parents.

Social Cognitive Theory and Socialization

Performing an observed/modeled behaviour, that is applying what has been learned to another situation, is often referred to as socialization (Preeves & Mortimer, 2013). More broadly, socialization also includes the acquisition of shared norms, values, and behaviours that facilitate relationships (Thomas & Anderson, 2013; Hong, 2009). For example, research has demonstrated the importance of socialization, in the form of external social moderators, and behaviour in families. A study of obesity in African American children (Davis, Young, David, & Moll, 2008) found strong links between parents, the social environment, and parental depression. Family functioning itself was not found to be related to childhood obesity. While this study did not look at specific SCT factors, such as self-efficacy, the authors did note that childhood obesity outcomes "might be attributed to parental factors' interactions with the macro-system" (p.64). Put another way, relationships that are typically thought of as being two-way systems (e.g.,

families, parent to child) are shaped by social influences and modeling. Coupling this with Prichard's (2002) research, suggests that the behaviour of both parties in two-way relationships is influenced by external social moderators.

The effect of external social moderators on the behaviour on the parties in a two-way relationship, and between the parties in a two-relationship, can vary based on individual self-efficacy. In another obesity-related study, Andersen, Andersen, Muurholm, and Roessler (2014) found that the help-seeking behaviour – signing up for voluntary individual health counseling – was influenced by giving participants several small, individualized, and incrementally complex tasks. Also essential was the establishment of a positive, trust-based relationship with a counselor, and the support of the participant's immediate family. In this research, the health counseling, and the relationship between the counselor and the participant alone, was not found sufficient to positively change behaviour. That is, where the social facilitation of family or other supports was limited or not present, the help-seeking and health improving behaviours were seen as less effective and beneficial by the participant.

The acquisition and enhancement of self-efficacy (i.e., learning to be self-efficacious), as an element of SCT, is necessarily and predictably impaired (or advanced) by social influences. For Bandura (2004), self-efficacy interacts with social facilitators and social inhibitors. In turn, individual and vicarious (modeling) learning, social influence, biological, and mood states (Bandura 1997) are related to socialization. The effects of socialization, including the socialization of language (Ochs & Schieffelin, 2012; Ortactepe, 2012), gender (Carpenter & DeLamater, 2012; Ridgeway, 2011) and racism (Danso, 2010; Tileagă, 2016), as examples, have been found to be pervasive and enduring.

Social Cognitive Theory and the Media

Also foundational to SCT, is the assertion that behaviour does not need to be learned in face-to-face social interactions. Rather, modeled learning can occur through the media (e.g., television). In another study of health-related help-seeking behaviour, Morgan, Scott, Young, Plotnikoff, Collins, and Callister (2014) noted that the serious chronic health risks of obesity are further compounded for men who are reluctant to participate in weight loss programs. In this study, however, the researchers replaced direct contact with researcher/counselor with a DVD and program book designed to stimulate goal setting. While the intervention was also intended to improve self-efficacy, and encouraged men to develop social support strategies, the research did not provide the “socio-structural facilitators” such as a counselor support group. While Morgan et al. (2014) suggest strong support for the attention, retention, and production processes of men exposed to their weight loss intervention, and they observed improvements in self-efficacy, this did not lead to sustained participation. Results indicate that participants did not sustain interest in the program, and that few had active social support for their weight loss programs. As Bandura (1986) asserts, observing a behaviour through mass media (e.g., television, a DVD, online, etc.) can lead to learning from a Social Cognitive Theory perspective, it does not guarantee that the behaviour will be performed. Still, and as found in the Andersen et al. (2014) study, the presence of direct two-way social influences, as well as external moderators, does not guarantee the performance of a learned behaviour.

Human Rights

Discriminatory behaviour, in the pejorative sense, is a central feature of most human rights concerns. In some way, equality, liberty, or access to a good or service is being limited by the actions of others. A key difference between the concept of discrimination for human rights

commissions and the theoretical framework offered by social cognitive theory (or by other theories and disciplines), is that the former is grounded in law, legal principles, and legislation, while the latter is shaped by research. While flowing from different traditions, both the legal and SCT approaches to discrimination have an action and consequence view of human behaviour that can be linked to the values of society.

Although human rights commissions are bound to the legal traditions and dictates of the jurisdictions that they serve, their missions are linked to the high-level view of human worth put forward by the United Nations. Article 1 of the *Universal Declaration of Human Rights* states, that, “[a]ll human beings are born free and equal in dignity and rights,” (United Nations, 1948). Although the concept of human rights is often interpreted broadly, at a basic level human rights are rights that belong to all people (Bloomer, 2015) regardless of, and for example, physical or mental characteristics, social or economic status, or other defined attribute. Discrimination based on particular defined attributes is contrary to the Universal Declaration and, in many countries, contrary to national and local legislation.

In Saskatchewan, for example, there are 15 such personal characteristics, or grounds, that include religion, disability, and age (see Appendix G for the complete list). Human rights and discrimination are defined by legislation and ongoing evolution of legal principles and case law. In practice, discrimination is an evolving concept. However, and for the purposes of this paper, discrimination can be defined as behaviours or actions that unfairly differentiates between individuals, or groups of individuals, such that one or more individuals or groups experience unfair, biased, or harmful treatment that disadvantages them relative to others (see United Nations Office of the High Commissioner for Human Rights (OHCHR), 2012).

Human Rights Commissions in Canada

The mandate of human rights commissions in Canada is often expressed as the promotion and protection of human rights, addressing discrimination and working to improve equity and equality. From a Social Cognitive Theory perspective, human rights commissions should be perceived as a broad sociostructural factor that inhibits discriminatory and inequitable behaviours, and disinhibits behaviours that protect and promote human rights. In addition to shaping societal behaviour, human rights commissions should also influence individuals who exhibit discriminatory behaviour, and individuals who experience discriminatory behaviour. More specifically, individuals who have exhibited discriminatory behaviour should be inhibited from doing so in the future, and individuals who experience discriminatory behaviour should be disinhibited from performing behaviours that support (stand up for) their human rights. In both cases, human rights commissions can be seen as facilitators that improve individual self-efficacy and, thereby, reduce discrimination. For example, human rights commissions frequently work to remove systemic barriers to equity (e.g., physical access for people with disabilities, negative attitudes to newcomers, etc.). Research suggests there is a link between the reduction of systemic barriers and increasing opportunities for self-advocacy (Friedman, Arnold, Owen, & Sandman, 2014). Assisting individuals and groups to become effective self-advocates is related to another desired outcome of the activity of human rights commissions – empowering individuals to be able to assert themselves in a way that will uphold their human rights.

History of human rights commissions in Canada. Human rights commissions were established in Canada, in order to protect the rights of individuals and groups, following the Second World War as a response to the Holocaust (Cardenas, 2003). The magnitude of that race-based and state-sanctioned genocide, the significant loss of life to modern weaponry, and

the resulting social, political, and economic devastation had a global impact on the advancement of human rights (OHCHR, 2012; Clément, 2008). Prior to that time, Canadian history had already been marked by, and as examples, the oppression of people based on race and perceived race, gender discrimination, and lack of understanding about mental and physical disabilities (Clément, 2008; Howe & Johnson, 2000).

Legislative foundations of Canadian human rights commissions. While such a brief analysis oversimplifies Canada's past experience with oppression and discrimination, the response to the Holocaust and past discrimination included the creation of substantial human rights law. All human rights commissions in Canada have a legislative (i.e., statutory) base. Federally, *The Canadian Human Rights Act* (1985) gives the legal mandate to the Canadian Human Rights Commission, and provincial legislation gives authority to all other agencies in Canada (e.g., *The Saskatchewan Human Rights Code*). There is a division of authority between the Canadian Human Rights Commission, which is charged with resolving complaints that affect federally regulated institutions (e.g., telecommunications, banking, and transportation), and provincial organizations that resolve complaints in most other public or "social" circumstances (e.g., renting an apartment, purchasing goods from a store, and receiving workplace accommodations related to a disability).

All human rights commissions are accountable to a governmental/legislative body. As a federal agency, the Canadian Human Rights Commission reports to Parliament. All other provincial/territorial commissions report to their respective legislatures with varying degrees of autonomy. All commissions are bound by their mandates, Canadian law, and legal principles (Canadian Human Rights Commission, 2014; Canadian Heritage, 2005). Human rights legislation, and the authority for human rights commissions, is considered to be quasi-

constitutional (Norman, 2013; Morse, Groves, & Vermette, 2010; Ontario Human Rights Commission (OHRC), 2005). In other words, human rights legislation is of a higher order when considered against other legislation and, in all but a limited set of exceptions, all other legislation must conform to and comply with human rights legislation. As such, “Enforcing human rights is a basic principle of Canada’s democratic society” (Cornish, 2012, p. 7). Fairness, an unbiased approach, and working in an arms-length way from government, are common descriptors that have been used to characterize the work of human rights commissions in Canada.

Social cognitive theory and the work of human rights commissions. While Bandura (1977) uses SCT to explore the mechanisms through which the individual, the environment, and behaviour interact, he was also keenly aware of the impact of learning on the person experiencing discrimination and the person responsible for the discriminatory act. He wrote:

The freedom of disfavored groups is often curtailed by socially sanctioned discrimination. Here, the alternatives available to a person are prejudicially limited by skin color, sex, religion, ethnic background, or social class, regardless of capabilities. When self-determination is restricted by institutionalized prejudices, those who are affected strive to gain the freedom enjoyed by other segments of the society by removing inequitable practices (Bandura, 1986, pp. 42-43).

An important implication for discrimination related to the work of human rights commissions is that if discrimination can be learned, there may be means and opportunities to unlearn, change, or otherwise inhibit the expression of the discriminatory behaviours in order to eliminate the inequity. An overarching goal for human rights commissions is to find ways to prevent or otherwise inhibit discrimination experienced by individuals and groups. Social Cognitive Theory appears to predict that activities by a human rights commission that increase

public awareness that discriminatory behaviour is negative, that promotes awareness that sanctions (punishment) against discriminatory behaviour are consequential, and seeks to remove factors which contribute to discriminatory behaviour from the environment, should decrease discrimination. Specifically, actions aimed at eliminating discrimination, including public education, public awareness, and addressing policies and practices that lead to discrimination, should decrease, or inhibit, the occurrence of discrimination.

Restorative Justice

Given the importance afforded to human rights, and the primacy afforded to human rights legislation, human rights commissions are uniquely situated with respect to current societal issues. As well, human rights commission are also being challenged to address the underlying causes of discrimination, to help repair the relationship that have been harmed by discrimination, and to pursue restorative justice (Llewellyn & Philpott, 2014). Liebmann (2007) asserts that restorative justice, “aims to restore the well-being of victims, offenders and communities damaged by crime, and to prevent further offending” (p. 28). While restorative justice can have punitive aspects, it is more concerned with taking a reparative approach to the harm that has occurred. Reparations are those actions which will address the harm as experienced by the victim and the community as a whole. The focus on repairing the harm to individuals and to the community has roots in Indigenous cultural practice in Canada, New Zealand, and Australia. The goal for those cultures was, typically, to reconcile an individual’s behaviour with the community. This core principal of reconciliation has been adopted, in various ways, by traditional western legal systems for dealing with adult and youth crime.

In the traditional justice system, restorative justice principles are typically invoked during the sentencing recommendations. While restitution and rehabilitation are some of the possible

outcomes of sentencing that applies restorative justice principles, the intent is generally more transformative. Levad (2012) notes that the, “goal of restorative justice in addressing various conflicts is to empower the people with a direct interest in a particular conflict to participate in an inclusive procedure that enables them to come to an agreement about how to ‘repair the harm’ caused by the conflict” (page 9). Thus, the focus on each “particular conflict” is important from a restorative justice perspective, not only to judge the merits of each case as being unique, but to ensure that equity is factored into the outcomes; that is the solutions meet the needs of the situation.

Rather than having a focus on imposing punitive measures against an offender, or measures that may offer limited, if any, reparations to the victim, restorative justice outcomes can offer situationally meaningful resolutions to the victim and to the community. In this way, restorative justice is intended to heal relationships within the community. As well, there is a focus on the harm experienced by the offender in a restorative justice process. That is, to restore the relationship of the offender to the community as well as to restore the relationship of the victim to the community. In other words, the goal is to uncover and address the underlying relational inequality and conflicts within a community. Llewellyn and Philpott (2014), argues that relational equality:

is equality in the basic elements required for peaceful and productive human relationships—namely, equality of respect, dignity, and mutual concern for one another. These elements reflect the building blocks of peaceful coexistence and human flourishing. The equality sought by justice on this account is relational equality. It is thus not concerned with equality measured by either opportunity or outcome but rather with equality within relationships (p. 19).

This emphasis on equality is unique in that it can be seen to effectively straddle the twin concepts of equality and equity that are central to human rights legislation and to the work of human rights commissions. That is, the equality between individuals regardless of personal characteristics (e.g., race, creed, place of origin) or with respect to physical, mental, or intellectual ability, as affirmed by the United Nations *Universal Declaration of Human Rights*, but also of equity which has long been associated with the belief that, “Sometimes equality means treating people the same, despite their differences, and sometimes it means treating them as equals by accommodating their differences” (Abella, 1984, p. 3). For example, to address substantial inequality, social policy may need to provide additional supports or compensation to a particularly disadvantaged group.

Restorative justice and social cognitive theory. Prichard (2002) observes that, restorative justice as a, “perspective on criminal justice which seeks amongst other things the emotional and material reparation of victims, offenders and communities” (p. 330). This analysis of restorative justice acknowledges the reciprocal interaction between all parties involved in a restorative justice situation. Moreover, that there is an interaction between those that may not have influenced the performance of an injurious behaviour. A positive outcome for a restorative justice process, therefore, requires changes in the social environment – harmful behaviours have to stop and restorative behaviours have to start in order to repair relationships.

Similarly, social cognitive theory suggests that harmful discrimination, including desensitization, dehumanization, and moral disengagement, involves the inhibition of behaviour, disinhibition of behaviours, and individual’s ability to act (e.g., self-efficacy) in a social environment. Thus, even if a restorative justice process is itself successful, the effects of the process for individual participants, and an individual’s ability to contribute to or experience

improvements in equity or diminish discrimination, will be moderated by her or his experiences in the real world. Bandura (1986) posits that reciprocal determinism – the social cognitive relationship that describes the two-way influence between an individual's internal factors and external determinants. As this suggests, all participants in an environment assist in the mutual creation of the environment, regardless of their role, and that there is a learned impact on all involved. For restorative justice practices, this suggests that all stakeholders, will necessarily learn from the interaction. Human rights commissions, even as the authority and monitoring agency that has initiated a restorative justice process, has an obligation to reflect on and consider what it has learned from the process.

Systemic Advocacy

One way in which human rights commissions are addressing the underlying social issues related to discrimination (i.e., restorative justice), is through advocacy processes. Rights advocacy has been used to address broad system-wide discrimination have been used to promote an action-oriented approach to gender (Greaves, Pederson, & Poole, 2014), health improvement (World Health Organization (WHO), 2003) and social development (WHO, 1995). Advocacy can be defined as:

a combination of social actions designed to gain political commitment, policy support, social acceptance and systems support for a particular goal or programme. It involves collecting and structuring information into a persuasive case; communicating the case to decision-makers and other potential supporters, including the public, through various interpersonal and media channels; and stimulating actions by social institutions, stakeholders and policy-makers in support of the goal or programme (WHO, 1995, p. 2)

This now 20-year-old definition captures the salient elements of systemic advocacy for human rights commissions.

In addition to the above, systemic advocacy in a human rights context is intended to ameliorate a situation, practice, policy, or behaviour that discriminates against an identifiable group or cohort of people (SHRC, n.d.). A mandate to prevent systemic discrimination is, therefore, intended to achieve larger scale change. For example, section 25 (h) of *The Saskatchewan Human Rights Code* (1979) requires the Commission to work systemically to, “promote and pursue measures to prevent and address systemic patterns of discrimination.” Phrased in a tautological way, systemic advocacy challenges systemic discrimination.

An analogy to explain systemic advocacy could be made with the more familiar notion of a class action lawsuit. A class action case settles a complaint, wrong, or other legal claim for a group or “class” of individuals by having one individual (or a defined group of individuals) sue a defendant (or defendants) on behalf of the larger class. In turn, the entire class of individuals can receive redress without the entire class of people having to participate in the court process. With respect to the resolution of systemic discrimination through systemic advocacy, however, the group experiencing the discrimination, that is the beneficiaries of the advocacy, may or may not be active participants and/or even be aware that the advocacy is taking place. As well, systemic remedies often do not result in compensation to an individual or group (Eliadis, 2014) but instead improve access, remove constraints, or ease discriminatory practice. What is intended, however, is that systemic remedies address and prevent discrimination at a societal level. As Abella (1984) asserts, “[s]ystemic discrimination requires systemic remedies... the systemic approach acknowledges that by and large the systems and practices we customarily and often unwittingly adopt may have an unjustifiably negative effect on certain groups in society. The effect of the

system on the individual or group, rather than its attitudinal sources, governs whether or not a remedy is justified” (9). In turn, and through a rights advocacy lens, remedies that address the effect of systemic discrimination are believed to benefit groups and individuals through social and individual empowerment (Dean, 2009; Tibbitts, 2002).

Most human rights commissions in Canada work to resolve systemic discrimination through the use systemic advocacy by taking on “systemic complaints” (Day, Lamarche & Norman, 2014, p. 5). Howe and Johnson (2000), note that, “[r]ights advocacy groups lobbied strongly for this new approach; at the time, the political arena they were developing and legitimizing the concept of systemic discrimination, the argument being that it was the most effective means of attacking discrimination and the special programs, or affirmative action and employment equity, were justified” (124). In short, systemic complaints were believed to be the tool that would resolve vexing social concerns.

At the same time, systemic complaints do not require the inclusion or participation of those affected by systemic discrimination or the related stakeholders – human rights commissions and agencies work systemically for a cohort without necessarily involving the affected cohort. By contrast, and while a human rights commission or agency might conduct the systemic process, they are doing so as advocates for an identifiable group. That is, they are working for, supporting, or advocating for, a group (i.e., the primary stakeholder(s)). In addition to addressing discrimination, this advocacy promotes awareness, aims to change attitudes, promotes inclusion, and works to increase the involvement and voice of group members in the systemic issues that impact their lives (WHO, 2003). Systemic activity for the benefit of a group, without primary stakeholder involvement, is not systemic advocacy in the intended sense used for the purposes of the present evaluation.

Importantly, part of the appeal to advocacy groups, community based organizations, and other non-governmental organizations, of systemic advocacy is that they are often involved in a resolution process that raises awareness and can “change community culture” (Carney, Beaupert, Perry, & Tait, 2008, p. 130). A related benefit of engaging in a systemic advocacy process is that unlikely, but supportive, allies (Bloomer, 2015) can participate together in the resolution process. Through this broadly participative systemic advocacy, it is more likely to be the case that a resolution which meets the needs of all affected groups will be implemented. As a result, unique solutions can be achieved, relationships can be formed, and there is opportunity to engage in long-term systemic outcomes and inclusive outcomes in ways that would not be possible through traditional litigation, mediation, or court/court-like hearing mechanism (e.g., a human rights tribunal).

An additional benefit of systemic advocacy is that it has the capacity to inhibit future occurrences of a particular discriminatory behaviour because, and as the name implies, systemic remedies have a broader impact. By contrast, it is common to repeatedly litigate, hear in court, or mediate, the same type of discriminatory behaviour that happens to different people (Eliadis, 2014). In other words, resolving a complaint for an individual does not necessarily translate into big picture change. While some argue that individual complaints can in fact leverage large-scale change (Rees, 2010), systemic advocacy should more effectively reduce discriminatory behaviours in society when compared to single case litigation and mediation. In turn, systemic advocacy outcomes should directly address the primary mandate of human rights commissions in ways that individual complaints may not. In summary, systemic advocacy: (1) recognizes that the cohorts of people who experience discrimination are at the fore of the discrimination

resolution process and that, (2) assist cohorts of people who were, would, or could expect to, experience similar discrimination, and (3) that it would be demonstrably effective.

Systemic advocacy/consensus-based multiparty negotiation and social cognitive theory. Fundamentally, systemic advocacy (and more narrowly, consensus-based multiparty negotiation) for the SHRC is about two things: 1) to engage a group of stakeholders together to address the social concerns/inequity that caused the group to form, and 2) to create stakeholder leadership that will actively work to reduce discrimination, improve equity outside of the systemic advocacy process (see SHRC, 2011; SHRC, n.d.; SHRC, 2016). Susskind, Fuller, Ferenz, and Fairman (2003) observe that the information-sharing function of such multi-stakeholder dialogues are a means “by which convening agencies and organizations can help build the long-term capacity of key groups of stakeholders” (p. 238). At the same time, Susskind et al. (2003) note that the absolute efficacy of a convening agency (e.g., the SHRC) to create stakeholder capacity needs to be further tested. That said, Yankelovich (1999) asserts that dialogic processes are invaluable in “helping people to move from raw opinion to considered judgment, dialogue engages them in a complex, time-consuming, intensely involving process as they agonize over how to take the perspectives of others into accounts they match the facts with their values and feelings of troubling issues” (p. 91).

With respect to the effective aspects of systemic advocacy and consensus-based multiparty negotiation, there are several comparisons that can be made to the systemic advocacy as improving self-efficacy. From an SCT perspective, self-efficacy requires: 1) mastery experiences, 2) vicarious experiences, 3) social persuasion, and a 4) positive environment. Systemic advocacy offers participants the opportunity to try (master) behaviours that improve equity is present, vicarious learning is a given, social persuasion is a function of the process (in

particular negotiating priorities), and creating positive outcomes (i.e., improving equity/reducing discrimination) is the ultimate goal. Systemic advocacy should be seen by participants as an opportunity to have: mastery learning experiences, vicarious learning experiences, successfully engage in social persuasion, and to feel good about the work that has been done. To do this, systemic advocacy requires face-to-face social interaction wherein experienced leaders from various social organizations, including the SHRC, who can share their experience, knowledge, and successes. For those who have been affected by the work of the systemic advocacy process (i.e., experience improvements in accessible public transportation), but who are not members of the Accessible Transportation Systemic Advocacy Committee (e.g., the survey participants), they should experience an increase in equity (i.e., accessible public transportation).

Consensus-Based Multiparty Negotiation

Just as restorative justice can be pursued through systemic advocacy, one way for human rights commissions to pursue systemic advocacy is through multiparty negotiations and discussions. Multiparty negotiation is itself an umbrella term for a spectrum of activities designed to achieve an outcome amongst multiple stakeholders who have an interest in a particular decision, object, or problem. This practice is used broadly to achieve large scale and international agreements and small-scale agreements (Susskind & Rumore, 2015).

Multiparty negotiations that require stakeholder consensus in decision-making, “involves a synthesis of the ideas, needs, and interests of all team members and leads to a broad, general agreement on issues” (Moore, 2014, p. 559). As the word consensus implies, consensus-based decision-making requires group approval to agree to a specific action or recommendation. To achieve this, the perspectives, positions, and goals of the individual stakeholders must be discussed and considered. The dialogue, discussions, and negotiations offer opportunities for

individual participation and group education. Independent stakeholders and/or group representatives have equal opportunity and an equal voice in this situation. Although individual stakeholders may have specific goals and priorities, these need not be shared by the entire group (Moore, 2014). Nevertheless, the overall agenda of reducing, preventing, or eliminating systemic discrimination is shared.

Consensus-based multiparty negotiation (CBMPN) is founded on the principles of purpose-driven action, inclusion, voluntary participation, and implementation (Cormick, Dale, Emond, Sigurdson & Stuart, 1996). By comparison, Brett (2014) argues that successful multiparty negotiation requires an understanding of “five building blocks” (p. 17):

1. the parties who should be involved,
2. the issues that need to be discussed,
3. the existing positions, interests and priorities,
4. the options and alternatives to participating, and
5. the targets or goals that need to be achieved.

Rather than rely solely on the expertise of legal practitioners, consensus-based systemic advocacy requires organizations, spokespersons, and those involved in a dispute, complaint, or case to participate. In this regard, inclusive human rights practices and multiparty negotiation have similarities that support integration of these separate traditions.

From a program theory perspective, the principles of multiparty negotiation dictate (see Appendix B), in large part, the program design of the SHRCs systemic advocacy process. While these principles may dictate the form of systemic advocacy, they do not override the ability of the participants to determine the actions or solutions. As such, outcomes are subject to the contextual variables and mediators that affect any stakeholder engagement process. Similarly,

implementation strategies, timelines, and outputs are shaped by the desires and abilities of the participants, as well as the work needed to achieve the agreed upon outcomes.

Multiparty negotiation is based on several key principles (Cormick, Dale, Emond, Sigurdson & Stuart, 1996) that outline how the process is to unfold. These include:

1. Multiparty negotiation is intended to be purpose-driven such that, “people need a reason to participate in the process” (p. 15),
2. the process must be inclusive and not exclusive. That is, “All parties with a significant interest in the issues should be involved in the consensus process” (p. 23),
3. Voluntary participation,
4. The “parties design the consensus process” (p. 40),
5. Flexibility,
6. Equal opportunity for all parties,
7. Respect for diverse interests,
8. Stakeholder accountability,
9. Target dates and time limits, and
10. Ongoing commitment.

Consensus-based multiparty negotiation and social cognitive theory. The principles of restorative justice, systemic advocacy as a process, and consensus-based multiparty negotiation can be seen as interconnected by focus and level of abstraction. While restorative justice can refer to specific practices, conceptually, it represents a high level focus on repairing harm. Systemic advocacy can be conceived of as a more specific process aimed at achieving restorative justice. Consensus-based multiparty negotiation (CBMPN) is a more focused and proscribed mechanism through which to pursue systemic advocacy and achieve restorative

justice. As has been argued, the SHRC is modeling the ideas of restorative justice, the umbrella concept for systemic advocacy, and, in turn systemic advocacy is an umbrella for CBMPN.

Through CBMPN, the SHRC works to restore the relationship between the parties, and between the parties and the community as a whole, in a way that is not intended to be punitive to the discriminator; that is the discriminator is included in a positive way such that future acts of discrimination are reduced. In effect the discriminated and the discriminator are learning. The discriminator learns to attend to the positive responses in the environment. A human rights commission is, through a restorative justice/systemic advocacy/CBMPN approach, asking the discriminated to inhibit the performance of inequitable behaviours and to model the performance of equitable behaviours. A systemic advocacy process is also intended to have stakeholders learn from, and model, the positive behaviour, and improve their ability as advocates and self-advocates (i.e., increase their self-advocacy).

As noted at the start, the goal of a human rights commission is, broadly speaking, to promote and protect human rights. The corollary responsibility for human rights commissions to work to prevent discrimination. There are, also broadly speaking, two means to do this: (1) in a punitive way, by litigating or sanctioning discriminatory action according to statutes that describe behaviors that are “wrong” and are sanctionable, and (2) by demonstrating positive outcomes for acting in an equitable way. Systemic advocacy, and through the use of CBMPN, is a way to move in the latter direction by addressing “patterns of discrimination” in a non-punitive way. That is a human rights commission models non-discriminatory behaviour, describes and models the benefits of acting equitably, provides examples of sanctions about discriminatory behaviour (inhibition), and acknowledges individual and organizational behaviours that address discriminatory practices or policies, by increasing equity. More specifically, a human rights

commission sets the standard for expected behaviour, what is “right” and, in effect, the parameters for the outcomes (which will be sanctioned, which behaviours will be rewarded). In the face of highly charged issues, perceived inequity and discrimination, where emotions are elevated, and stakeholders feel they are not receiving what they need, and other stakeholders feel they are not receiving credit for what they have done. Methodically implementing timelines, the need for cooperation and reasonability, and demonstrating the importance of negotiation, creates a petri dish for social cognitive learning about human rights issues.

Disability

Resolving human rights issues related to disability is a central activity for human rights commissions. Recently, and for example, disability has been called, “the last bastion of prejudice” (Goar, 2016). While disability can be framed as a combination of physical and internal characteristics unique to an individual, there are also social considerations. Human rights legislation, for example, might list physical, intellectual, and learning disabilities, as well as “mental disorders” that are inherent to a person (e.g., *The Saskatchewan Human Rights Code*, 1979). However, the legislation to protect people with disabilities from discrimination (e.g., discrimination that occurs as a matter of employment, the receipt of public services, etc.) is inherently social. Disability is often defined in terms of physical and social functioning. The World Health Organization (2001) defines disability using a “biopsychosocial approach” (p.20):

Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors) (World Health Organization (WHO), 2011, p. 3).

Disability and Social Cognitive Theory

For Dunn (2014), it is the attitudes, stereotypes, and beliefs of three distinct, yet interacting sources, that influence the socialization of people with disability: 1) the attitudes of acquaintances and family members, 2) the attitudes of medical professionals, and 3) the attitudes of society. As with other groups protected by human rights legislation, people with disabilities experiences the negative consequences of attitudes, “stereotypes, prejudice, and even discriminatory behavior from majority group members” (Dunn, 2014, p. 61). Moreover, it has been argued that the experience of disability and discrimination is differentially gendered, such that “[w]omen with disabilities continue to experience serious violations of their human rights, and these experiences need to be understood on a local level but also require analysis on a global scale” (Frohman & Meekosha, 2012, p. 292). Extreme forms of discrimination, including violence against people with disability, have been designated as hate crimes (Quarmby, 2011).

With respect to the present study, the question arises, as attitudes affect behaviour, and as behaviour is a function of learning, can new social learning occur such that discrimination experienced by people with disabilities is changed? The literature suggests that, and with respect to attitudes about people with disabilities, this is possible (Cameron, Rutland, Turner, Holman-Nicolas, & Powell, 2011; Dovidio, Paggato, & Hebl, 2011; Dunn, Fisher & Beard, 2012; Monteith, Arthur, & Flynn, 2010).

Studies have explored the social experiences of people with disabilities along these same themes of socialization, themes that broach aspects of discrimination. For example, adolescents used moral justifications to explain why the exclusion of their peers with an autism spectrum disorder disability from public activities (e.g., in a school classroom) was less acceptable than social situations where students could choose to interact with each other (Bottema-Beutel & Li,

2015). Similarly, Van Roekel, Scholte, and Didden (2010) found that the more bullying behaviour towards children with autism spectrum disorder that was present in a school, the less likely it was that the bully perceived his or her behaviour to be bullying. The researchers also found that bullying towards students with this kind of disability was moderate to severe, and that the victims of bullying behaviour accurately understood the intent of bullying behaviour. These findings of disproportionate exclusion (Humphrey & Symes, 2011; Symes & Humphrey, 2010) and bullying have been corroborated (Kasari, Locke, Gulsrud, & Rotheram-Fuller, 2011; Symes & Humphrey, 2010).

Evaluating Human Rights Commissions

Despite their beginnings as a response to the Holocaust, and the deference given to human rights legislation, the work of human rights commissions is often called into question. Critics argue there is too much delay (Ombudsman, 2007; OHRC, 2005; Bryden, 2004), too much inefficiency, too much support for complainants, and too much bias against respondents (Levant, 2009; Tsun, 2009). Others have explored the practical and legal relevance of human rights commissions (Payne & Rootham, 2005), some have argued that human rights commissions abuse or seek to over-reach their authority (“A danger to democracy”, 2015; Amiel, 2015), and some have suggested that they should be eliminated (Flanagan, 2009; Kline, 2016). Others have observed that, “[l]egal requirements have made commission procedures relatively flat complex, time – consuming, and costly. This has embittered many who have found themselves needing to deal with the commissions” (Howe & Johnson, 2000, xv). In response to these criticisms, a fundamental question that has not been answered is this: are human rights commissions preventing, reducing, or eliminating discrimination within their jurisdictions? Demonstrations of

fair, timely, and appropriate outcomes should address the above concerns. One way to do this is through an evaluation process (Canadian Council for International Co-operation (CCIC), 2010).

Typical Metrics for Human Rights Commissions. Financial compensation awarded to an individual complainant is an outcome the public closely associates with human rights agencies. Protecting the public interest by eliminating discrimination, is often not considered as a primary outcome of complaint resolution (Eliadis, 2014). From one perspective, the total number of complaints taken in, the total number of complaints resolved, the length of time required to resolve a complaint, and other statistical measures are a proxy measure of the aggregate success of a human rights commission's activities to eliminate discrimination (Versteeg, 2008). In effect, how much was done in a given timeframe becomes the metric of success rather than any larger-scale reduction in discrimination. Timeframes, timeliness, and efficiency of process are the three indicators most commonly reported by human rights commissions, in large part, because they are the easiest to measure and analyze. At the same time, philosophers, commentators and critics have argued that efficiency alone should not be the singular test for the success and/or value of a public agency (Saul, 2009). It is reasonable to ask whether or not a commission is able to achieve its legislated mandate to address broad-based discrimination (Nierobisz, Searl, & Thérout, 2008).

Evaluating the Efficacy of Systemic Advocacy

A review of the literature and online sources has not revealed any formal evaluation of the success of the systemic advocacy process in Canada (see Appendix C). To be fair, most human rights commissions do not pursue a formal evaluation of any portion of their work. Budgets, time, and capacity have always been strong factors that shape what a human rights commission can do (OHRC, 2005; Council of Europe Commissioner for Human Rights, 2013).

However, the need for evaluation is understood in international human right aid contexts (Gruskin, Safreed-Harmon, Ezer, Gathumbi, Cohen & Kamari-Mbote, 2013; CCIC, 2010), and in terms of Human Rights Impact Assessments (Harrison, 2010; Walker, 2014). The Ontario Human Rights Commission Business Plan, for example, asserts that, “Without proper research and monitoring there are only very limited ways to measure real progress in achieving the code's aim of a climate of understanding and mutual respect” (OHRC, 2009, p. 3).

The use of evaluation in certain contexts, and the awareness that research and monitoring can provide a valuable demonstration of success, has not lead to wide-scale integration of evaluation as a core business practice. There is some concern that a program evaluation process, developed for other purposes (e.g., business practices, or institutions), would not capture concerns related to human rights advocacy or practice because they were not developed for this purpose (International Council on Human Rights Policy (ICHRP), 2012; Harrison, 2010). Moreover, it has been argued that human rights, as foundational principles embedded within democratic structures, should not be the focus of evaluation (ICHRP, 2012). Individual and group human rights are often perceived to be so fundamental that they are beyond the scope of any scrutiny. Complexity is also believed to be a consideration as: direct outcomes of human rights activities are difficult to assess; human rights legislation is sufficiently complex that rights related programs are not easily amenable to review; and that power relationships are biased against those perceived to be less powerful (OHCHR, 2010). While complexity may be a factor, the work of human rights commissions is not entirely dissimilar to that of any other service agency that is, should be, or could be, subject to satisfaction analysis, impact analysis, and functional analysis. A takeaway from these concerns, and from a practical perspective, an evaluation into a systemic advocacy process should guard against diminishing basic human

rights principles and/or the rights of individuals and groups who are involved in a systemic advocacy process.

Where the evaluation of human rights work is concerned, three broad goals have been asserted: (1) assessing, (2) monitoring, and (3) reporting on the effect of human rights promotion and discrimination prevention activities (CCIC, 2010). Having individuals and stakeholder groups included in the evaluation has been identified as essential. Specifically, individuals and stakeholder groups need to be able to be a part of the social accountability process: (1) express their concerns about the implicated human rights issues and, (2) have input and involvement in making change that addresses those issues (United Nations Development Programme, 2010). Referred to as “vertical accountability,” this form of civic engagement has similarities with the goals of human rights education, which fosters capacity building, community engagement, and human rights advocacy (Equitas, 2011; CCIC, 2010; Tibbitts, 2002). Both public education and systemic advocacy benefit from horizontal accountability. Horizontal accountability includes the ability for organizations and agencies to act according to their mandate, and to serve as a check and balance mechanism (Schillemans, 2010) in order to provide effective oversight (e.g., a human rights commission).

For the most part, accountability assessment and evaluations of the work of human rights commissions in Canada are undertaken in the ordinary sense of these terms. That is, data comparisons on a specific indicator (e.g., number of complaints resolved in a year) are made between one method of delivery or, more commonly, between consecutive years of service delivery (e.g., to show an increase in a particular area of discrimination). For example, an evaluation of an early mediation project in British Columbia found that the pilot program led to, “saving time and, in all likelihood, resources” (Bryden & Black, 2004). However, in this

instance there was no stakeholder, participant, or expert data collection to confirm that assumption.

A notable exception occurs with an evaluation of the Canadian Human Rights Program that is evaluated at five-year intervals. The purpose of that evaluation process is to better understand the perceptions of the key stakeholders within the federal government, as opposed to those individuals who use the services of the federal Human Rights Program, an entity with international and national liaising and information-sharing obligations that is distinct from the Canadian Human Rights Commission. Interviews with key informants, focus groups, telephone and web-based surveys, a file review or projects, and a document review are used to evaluate the Program's work. It was reported that, during the first evaluation process, evaluating the Human Rights Program, "proved quite challenging due to the lack of defined outcomes or articulated indicators" (Canadian Heritage, 2005, p. 46). As well, evaluators observed that performance indicators that referenced the program logic model were not well articulated. The 2010 edition of the Human Rights Program evaluation (Canadian Heritage, 2010) reported that improved data collection, information sharing, and impact assessment were still needed. Notwithstanding these criticisms, and unique to agencies that offer human rights information and services, the Human Rights Program now receives a fulsome evaluation complete with an evaluation of performance indicators that are tied to a program logic model. In this sense, the Human Rights Program is an exemplar of evaluation practice for human rights agencies. The goal of the present evaluation is, in part, to better understand the performance indicators relevant to the people involved in the systemic advocacy processes of the SHRC.

Systemic Advocacy and The Saskatchewan Human Rights Commission

Although human rights commissions in Canada have always had, and continue to focus on, discrimination experienced by individuals, they have also put greater emphasis on discrimination against groups. This was necessary for human rights commissions because, and as the Supreme Court of Canada observed, “The more subtle type of discrimination, which arises in the aggregate to the level of systemic discrimination, is now much more prevalent in the cruder brand of openly direct discrimination” (*British Columbia (Public Service Employee Relations Commission) v. BCGSEU*, 1999). At the same time, the path to implementing systemic advocacy processes has not always been direct.

In 1996, the Saskatchewan Human Rights Commission announced that it would undertake systemic advocacy activity. At the time, it was presented as a solution that would proactively address underlying, and societal, discriminatory employment practices in the province. Then Chief Commissioner Scott asserted:

[T]he complaint system uses an inadequate method of transforming the working environment. Complaints have very limited impact. They usually address only a single issue a single workspace, only after discrimination has occurred, and only if a complaint is filed... In contrast, employment equity programs focus on positive results. They seek to hire and promote members of groups which are traditionally been excluded from employment opportunities for reasons unrelated to ability. They provide comprehensive coverage and protect employers from complaints of discrimination (Saskatchewan Human Rights Commission, p. 96).

Systemic advocacy was also identified as a major initiative for the commission on decade later (Saskatchewan Human Rights Commission, 2005). In 2005, then Chief Commissioner

Scott wrote, “The commission will also attempt to achieve positive, widespread change to an approach that may be termed "systemic advocacy." This approach will seek to maximize the commissions educational efforts to the development of policies, guidelines, reports and public consultations on important issues, as well as to expanded partnerships” (p. 10). While the SHRC did work to resolve systemic complaints at that time, the use of systemic advocacy only became part of the Commission’s official mandate when legislation was enacted in 2011. The first formal systemic advocacy process, to consider possible systemic discrimination in the accessible public transportation offerings for people with disabilities in the City of Regina, began in 2012 (Saskatchewan Human Rights Commission, 2012).

In 2011, the Saskatchewan Human Rights Commission implemented a "four pillar strategic business plan" (Morgan, 2011, p. 751) that was to retain existing best practices, establish and fully implement new best practices activities, and, with respect to some retained practices, significantly alter the manner in which those activities took place. The four pillars represent the high-level program design elements of the SHRC’s program theory model (see Appendix A). Briefly, these program design elements include:

1. Investigation and litigation of allegations of discrimination. With the elimination of a previous tribunal hearing system (i.e., the Saskatchewan Human Rights Tribunal), litigation would take place in the Court of Queen's Bench.
2. Mediation and Directed Mediation – two similarly named, but differing practices that encourage parties to a complaint to resolve concerns outside of the courtroom. A central difference is that mediation occurs chronologically earlier in the process, and before investigation, while directed mediation occurs prior to end stage resolution

through the Court of Queen's Bench, in effect a last chance attempt at resolution prior to involving the Court.

3. Systemic advocacy, the practice of resolving a complaint of discrimination, or a discriminatory system, that has the potential to positively improve the experience of a cohort of similarly affected people. For example, an accessibility-related complaint that leads to a building owner replacing a stair entranceway to a building with a ramp positively improves physical accessibility for one person (the complainant). In turn, however, this change to the built environment improves accessibility for all persons with mobility impairments (not to mention, people without mobility impairments, the elderly, etc.).
4. Public education, the practice of raising awareness about the need for adherence to human rights legislation through outreach, information provision, and social action opportunities.

The four pillar business plan attracted significant interest from many interested parties. Politicians expressed interest in how the success of this plan would be evaluated (Forbes, 2013), human rights advocates expressed concern that this would affect access to justice, and academics were concerned in the shift to these new activities and, in particular, the shift from the use of a human rights tribunal to the Court of Queen's Bench to litigate complaints (Eliadis, 2014; Leslie, 2014; Norman, 2013). While the four pillar strategic business plan, and the use of mediation and responsive mediation, as well as premeditation and early mediation, may have eliminated the wait times to achieving resolution in Saskatchewan (Saskatchewan Human Rights Commission (SHRC), 2014), there is still significant interest in determining if the changes have negatively

affected individual complaints, but attention has not been given as to whether these changes influence societal level discrimination. In particular, Eliadis (2014) argues that:

The Saskatchewan government should undertake a study of Saskatchewan human rights system to determine the impact of the loss of specialized human rights tribunal on the level of access to justice, the types of remedies offered, and the length of delays as compared to other systems in Canada (p. 255).

The reactions to the changes to the SHRC's practices are of interest to the current research for three reasons. First, that there is an interest in determining how effective the changes are, and in particular the addition of systemic advocacy, and in the context of the present research, to evaluate the consequences of the implementation of these actions. Notably, the commission committed to evaluating these, and other, activities in 2013 (Arnot, 2013). Second, and for the most part, the study of the SHRC is focused towards the typical indicators (e.g., length of time to resolve a complaint, the length of delay, and remedy). What was not considered was the possible impact that pursuing the large-scale prevention of discrimination through systemic advocacy might mean. Third, the most interest is expressed in evaluating outcomes for individual complaints. In effect, there is interest in the outcomes of two of the four activities of the SHRC, investigation/litigation and mediation, but not for systemic advocacy activities or for public education. As a result, the two activities for which there is the most possibility of achieving large-scale prevention and elimination of discrimination are being ignored. Indeed, the relationship between systemic advocacy and public education are often seen as intertwined, if not identical (Howe & Johnson, 2000). To date, no formal evaluation of a systemic advocacy process has been undertaken.

Systemic Advocacy, Public Education, and the Media

Some authors suggest that there is little distinction between the goals of systemic advocacy and a human rights commission's public education work (Eliadis, 2014). Typically, much of the complaint resolution work undertaken by human rights commissions, outside of the public education offered by the commissions themselves, receives little or no public attention. Not that there is no public interest in these matters, but rather traditional and social media are, seemingly, less interested in this subject matter (Klein, 2011). How and when a human rights commission responds to media or social media provides another opportunity for systemic advocacy and education. That said, a small percentage of a commission's work involves matters that catch the media attention, including: matters of sexual orientation, matters of religious practice of minorities, and sometimes demonstrations of overt discrimination. When this small, but salient, percentage of complaints receives media or social media interest, the media exposure is often inflated (Gies, 2014).

Most human rights commissions have a public education function, which is not surprising given mandates to protect and promote human rights, that can respond proactively (e.g., policy papers, promotional posters, demonstrative videos) and reactively (e.g., giving interviews to the news media, responding through social media, holding special forums). More to the point, responding to emergent issues is considered a best practice to, "address public opinion directly or through any press organ, particularly in order to publicize opinions and recommendations" (General Assembly resolution 48/134 (Paris Principles), 1993). Publicizing the resolution outcomes, including the financial compensation, serves to educate and inform the public about discrimination, discriminatory behaviour, and, it is hoped, to inhibit such behaviour in others. When a systemic advocacy activity gathers media or social media interest, the outcome is an

amplification of the response to the initial discrimination and the circumstances that gave rise to the matter. This amplification should help to create an understanding of the discrimination that occurred, address the discriminatory issue, and quite possibly prevent or limit discrimination. In other words, reporting on a social advocacy initiative should speak to the foundational objectives of a human rights commission.

Research Questions for Systemic Advocacy Evaluation

Effective systemic advocacy should positively affect the experience of individuals and groups who have experienced discrimination and inequity. Specifically, people who are involved in the systemic advocacy process should learn about the benefits of performing equitable behaviours and of not performing inequitable behaviours. Through systemic advocacy, factors such as understanding human rights legislation, working in a collaborative consensus-based negotiation process, that leads to changes in policies and practices that reduce discrimination/inequitable circumstances for a group of people, can be observed. Importantly, systemic advocacy participants who have witnessed these changes and behaviours will also have observed others experience positive outcomes, such as thanks, praise, and recognition for those behaviours. As well, systemic advocacy affords the opportunities for participating stakeholders to learn about and/or witness sanction against individuals or groups for behaviours that are discriminatory or inequitable. From an SCT perspective, systemic advocacy affords opportunities to observe behaviour and also to learn about and experience inhibitory and disinhibitory consequences. Therefore, evaluating a systemic advocacy process should ascertain whether or not participants believe they are experiencing, or will experience, fewer incidences of discrimination because of the inhibitory/learning effect of the social advocacy process. In a related way, participation as stakeholders should foster a sense of social efficacy in changing a

system. The evaluation process should provide a better understanding of how, or if, systemic advocacy can serve as a perceived facilitator for individuals who experience discrimination and act as inhibiting mechanism for those who do not. Given these considerations, the following research question for the evaluation of systemic advocacy are proposed:

1. Do the stakeholders who work directly with the SHRC on a systemic advocacy project view systemic advocacy as an effective means through which to reduce discrimination and increase equity and self-efficacy?
2. Do stakeholders who have not worked directly with the SHRC on a systemic advocacy project see systemic advocacy as an effective means to reduce discrimination and increase equity and self-efficacy?
3. Overall, is there a sense that a systemic advocacy process produces the intended result of reducing discrimination?

Method

In the fall of 2012, the SHRC heard from people with disabilities who used the accessible public transportation system in the city of Regina (SHRC, 2013). The SHRC invited members of the public who relied on the accessible transportation system to provide statements about their experience with transportation in that city. Individuals provided this information, and their words suggested that the transportation situation for people with disabilities was inadequate when compared to transportation opportunities for other citizens. Since 2012, the SHRC has conducted a systemic advocacy process using consensus-based multiparty negotiation (CBMPN) with stakeholders in the city of Regina with the aim of promoting the rights of, and promoting equity for, people with disabilities who use accessible public transportation.

Purpose

The present research is intended to describe, assess, and evaluate the efficacy of the SHRC's implementation of the SHRC's first large-scale systemic advocacy process. To date, no formal evaluation of the systemic advocacy project has been conducted. The purpose of the present research is to prepare and provide that evaluation.

Research Questions

While the result was that the City of Regina has significantly provided increased accessible transportation opportunities for people with disabilities (SHRC, 2016), there is an outstanding need to determine whether the SHRC's systemic advocacy process itself is perceived to be effective in at least two ways. First, and in a way somewhat detached from the specific transportation related outcomes, to assess whether or not individuals involved in a systemic advocacy process find it to be effective means to address inequity. Second, and in a more direct way, to determine whether or not the SHRC's systemic advocacy process met (is meeting) the

objectives of people with disabilities who used accessible public transportation and, in turn, reduced perceived inequities. The following research questions are proposed:

1. Do individuals involved in a SHRC systemic advocacy process find it to be an effective way to address inequity and/or systemic discrimination?
2. Do stakeholders who work directly with the SHRC on the Regina Accessible Transportation Systemic Advocacy Project (RATSAP) view systemic advocacy as an effective means through which to reduce discrimination and increase equity and self-efficacy?
3. Do stakeholders who have not worked directly with the SHRC on the RATSAP project see systemic advocacy as an effective means to reduce discrimination and increase equity and self-efficacy?
4. Overall, is there a sense that the RATSAP produced the intended result of reducing discrimination?

Project Design

The RATSAP process, and the SHRC's systemic advocacy efforts more generally, have not been previously studied. To address these research questions, the project design will include both qualitative and quantitative data gathering approaches. Qualitative methods will contribute to this understanding in several ways. First, speaking directly with and to individuals involved in the SHRC's systemic advocacy process is an important way to understand what is taking place from the stakeholder's perspective. As well, researching stakeholder perspectives should help create a detailed understanding of what is taking place. In turn, this snapshot should advance the understanding of systemic advocacy for resolving inequity and systemic discrimination related to the work of human rights commissions.

The project design will also incorporate a quantitative approach targeted towards the larger accessible transportation user base. In this instance, and as no previous data has been captured, quantitative data will also be exploratory in nature. However, the snapshot data that is intended to be gathered, using quantitative methods aimed at the larger accessible transportation user base, should capture a larger-scale depiction of perspectives on systemic advocacy. As with the use of a qualitative approach, the incorporation of quantitative data gathering in the project design should afford an understanding of the impact of systemic advocacy. In this case, however, the understanding will come from a larger population of those affected by the work, but who are not directly involved in the process itself.

Given that the present research is exploratory, and as an understanding of systemic advocacy would benefit from both qualitative and quantitative understandings of stakeholder perspectives, a mixed-methods descriptive design using both qualitative and quantitative data gathering methods were chosen. The research questions are largely intended to capture the beliefs and opinions of two distinct target audiences: (1) the small group of individuals who worked directly on the RATSAP project, and (2) the larger group of accessible public transportation users in the City of Regina. Given the small population of the former group, the limited understanding of stakeholder opinions, and the need to explore the efficacy of the systemic advocacy process itself, focus groups were determined to be well-suited for this evaluation. It was also determined that, and with respect to the latter group, the significant number of accessible transit users and the need to preserve anonymity for a group that has been historically been marginalized, suggested the use of an anonymous online survey. Additionally, news media reports about the systemic advocacy process, and an initial pre-systemic advocacy report prepared by the SHRC, were available for triangulation purposes.

Focus Groups

The focus group method was specifically chosen for several reasons. First, it is in some ways natural extension of the dialogue and dynamic of the Accessible Transportation Systemic Advocacy Committee (ATSAC) meetings, but with the purpose of gathering responses to semi-structured questions that ask about the success of the process, more than the goals of the process. There is pre-existing rapport and trust with the ATSAC members (see also Carey and Asbury, 2012). Moreover, the composition of the focus groups, that is the ATSAC members who had specific expertise in the area of disability, and were already engaged with the community, were well suited to the focus group method. As Carey and Asbury assert, having a direct understanding of the issues being discussed, and a common understanding is important as, “Focus groups are best suited to environments and groups in which the members are knowledgeable, willing, and capable of communicating; the topic and the group setting are compatible to group interaction” (p. 16). Moreover, conducting focus groups research with systemic advocacy/consensus-based multiparty negotiation participants is, in part, a continuation of the dialogue based systemic advocacy process itself. Although the purpose of focus groups is not to build consensus, it does offer opportunities to form, test, and acquire opinions, beliefs (Carey & Asbury, 2012). In effect, this offers a social learning opportunity to reinforce, acquire, or inhibit future behaviours.

A second reason for selecting the focus group method is that it can “‘give voice’ to members of vulnerable populations who might not be heard as well with other approaches.” It is important to acknowledge that research into human rights discrimination always entertains the possibility of dealing with vulnerable populations or individuals. To not be seen as equal, to experience inequity or discrimination, is to experience disadvantage relative to another

individual or group (Kuttai, 2009). This experience is necessarily a vulnerability, and participating in a focus group is an opportunity for individuals to give voice to their lived experience.

A third reason to use focus groups is because of the social nature of this method. On the surface, focus groups are typically conceived of as “a social experience in which people not only express their own opinions but listen to the opinions of others, which then may be taken into account as they express additional opinions” (Dillman, Smyth, Christian & Dillman, 2009, p. 226). However, Kamberlis and Dimitriadis (2013) argue that focus groups can function as more than a corroborative data gathering method and, in and of themselves, focus groups contribute to the social aims of an organization. Specifically, and of interest to the present research, focus groups have a greater capacity to address power relationships, encourage engaged participation, and to actually provide a benefit to participants through sharing of experience, community building, and empowerment.

Delving further into the social function of focus groups, is that there are theoretical similarities between focus groups and social cognitive theory. Both see the social context and construction of information as essential, both consider environmental and cultural factors, both focus on the use of language and the transmission of ideas through “symbolic interaction” to create meaning (e.g., voice/dialogue, the written word, and other mediums such as television). Both SCT and focus groups share the need to understand the context of behaviour.

Another reason to select the focus group method is that human rights commissions in Canada have used focus groups for consultation and to critically review, assess, and make suggestions for changes (OHRC, 2005), to understand perceptions of racial profiling (Nova Scotia Human Rights Commission, 2013), and to understand employers’ understanding of

human rights legislation (Alberta Human Rights and Citizenship Commission, 2002). Although none of these examples used focus groups for internal evaluation of a core practices of a human rights commission, they share the common goal of understanding if an existing system is meeting the needs of those affected by the work of human rights commissions. With respect to the present research, focus groups were planned to be used to determine if the SHRC's systemic advocacy process has met, or is meeting, the needs of stakeholders and individuals involved in the Regina Accessible Transportation Systemic Advocacy Process (RATSAP).

Online Survey

In addition to the use of focus groups, an online survey (see Appendix G) is intended to be used to determine the perceived adequacy of the SHRC's RATSAP systemic advocacy activity. Like the focus groups, a survey was chosen because it could provide exploratory data. However, and in this instance, it is hoped that the survey will also provide baseline data about the opinions of accessible public transportation users. In other words, a survey should provide a numeric description of the perceived efficacy of the SHRC's systemic advocacy process. The survey should also afford more economical, and faster, data collection from a large target audience (see Creswell, 2003). Another benefit of using a survey, and although the survey results will be anonymous, the survey should also create awareness amongst public transit users (i.e., stakeholders) beyond the Accessible Transportation Systemic Advisory Committee (see Patton, 2008). Ultimately, the survey should assess the SHRC's impact on improving transportation-related equity for people with disabilities and the need for future systemic advocacy.

Participants

The SHRCs systemic advocacy process was purposely designed to engage and include stakeholders (see Appendix A). Conceptually, people experiencing systemic discrimination

should be included in a systemic advocacy processes aimed at resolving systemic discrimination. In practice, this may require people who represent the individuals and/or groups experiencing discrimination such as experts, advocates, and community based organization (CBOs) and nongovernmental organizations (NGOs). Inclusive action taking and engagement is a cornerstone of human rights practice (Susskind & Rumore, 2015), and is recommended by practitioners on national and international issues (Harrison, 2010).

Similarly, it has been argued that evaluations of human rights issues must demonstrate inclusion of both the service(s) provider (e.g., health services providers), the people who benefit from the service(s) (e.g., inpatients and day patients), and stakeholders (e.g., patient care advocates; Harrison, 2010). For these reasons, it is anticipated that the participants will be drawn from the stakeholder groups involved in the Regina Accessible Transportation Systemic Advocacy Process (i.e., Accessible Transportation Systemic Advisory Committee members), as well as people with disabilities who are accessible public transportation users.

Focus Group Participants

The focus group participants are intended to be the members of the SHRC's Accessible Transportation Systemic Advocacy Committee (ATSAC); these individuals have been directly involved with the systemic advocacy process. Most have been a part of the project since its inception, are members of the Regina Accessible Transportation Systemic Advisory Committee (ATSAC), and most are current members of the Committee. Through this work, there is a positive and collegial working relationship between the researcher as an SHRC employee and the focus group participants. All of the members have contributed to and/or have access to the reports on the Regina Accessible Transportation Systemic Advocacy Project. The focus group participants were contacted directly by the researcher (who is also an employee of the SHRC) by

email. The researcher minimized any sense of obligation for individuals to participate in the focus group by responding to questions by email prior to the study (participants were also aware that they could telephone the researcher directly with any questions). The research project also considered that many of the ATSAC members not only represent organizations that advocate for people with disabilities, but that many of the members also have the lived experience of disability themselves. A facilitator (the researcher) and a co-facilitator (another employee of the SHRC) were responsible for conducting the focus group sessions.

Two separate focus group sessions were held in the City of Regina during February 2016 in a meeting room within a government office building that, at the time, was the temporary location for the SHRC's Regina office. Both focus group sessions were intended to be informal, and both were semi-structured. The focus group guideline questions (see Appendix F) were intended to shape the conversation. At the same time, the structure of the session was intended to be flexible in order to explore relevant topics, and to assist with data richness. The focus group guide and questions (Appendix F) were adapted from other sources (see OHRC, 2005; Alberta Human Rights and Citizenship Commission, 2002; Nova Scotia Human Rights Commission, 2013). Questions were selected that:

- considered the participant's perspective on public attitudes towards disability, the participant's awareness of human rights work, and the work of human rights commissions,
- were respectful of and sensitive to the lived experience of individuals, were gender neutral, and non-discriminatory, and
- asked about the participant's experience with discrimination (if any).

Questions were adapted that:

- explored the participant's perspectives on, and familiarity with, advocacy for specific human rights issues (in this case, accessible public transportation in the City of Regina),
- asked the participants about his or her involvement with initiatives intended to change inequity (in this case, transportation),
- inquired about the perceived efficacy of systemic advocacy and the work of the SHRC, and
- elicited suggestions for future systemic advocacy work on a specific issue (i.e., transportation), and whether or not, all things considered, the systemic advocacy work should continue.

Both sessions were moderated by a facilitator (the researcher), and a co-facilitator. The co-facilitator is also an SHRC staff member and was familiar to all of the participants, and is considered to be the in-office expert on disability issues. The focus group participants have previously demonstrated the ability to disclose sensitive information to each other and maintain a professional and respectful dialogue. The entirety of both focus group sessions were audio recorded. Anonymized written transcripts of the audio recordings were prepared for each session following the focus group discussion.

Survey Group 1 – ATSAC Organizations Members/Cientele

In addition to the focus group sessions, an online survey was developed to assess the opinions of stakeholders. This survey was intended for two groups. The first was members/clientele of the Accessible Transportation Systemic Advisory Committees (ATSAC) member organizations. For example, Spinal Cord Injury Saskatchewan Inc. is a peer support

organization that provides information, community inclusion, and rehabilitation services to individuals with mobility and spinal cord injuries. A representative of Spinal Cord Injury Saskatchewan serves as a member of ATSAC. Through that representative, the people with mobility and spinal cord injuries served by that organization were invited to participate in the survey (see Appendix F for a complete list of the ATSAC member organizations).

ATSAC members were asked to email the survey information to the members/clientele of their respective organizations (i.e., forward the researcher's request with a link to the information letter/consent form; see Appendix G). These committee members represent many of the large stakeholder organizations in the city of Regina who serve people with disabilities. The ATSAC members were well placed to identify accessible transportation users within the City of Regina who would be willing to participate in the survey. Most, but not necessarily all, of the Survey Group 1 participants will have a disability and/or use the accessible public transportation system in Regina. The survey is intended to be anonymous; no contact information, or other identifying information, of these potential survey participants will be captured.

With respect to the total possible number of participants for this survey group, it has been estimated that of the 193,100 people living in the City of Regina (Statistics Canada, 2012), 12.4%, aged 15 and over, have a disability (SHRC, 2015b). As the definition of disability used to obtain those numbers is broad, a better estimate of the total potential number of participants would be the number of people actually using accessible public transportation. Specifically, the City of Regina's Paratransit department provides service to more than 2,400 registered users (City of Regina, 2016). That said, the possible participants would be an even smaller subset of that population as the ATSAC member organizations do not necessarily represent every group of persons with disabilities who use accessible public transportation, and not all people with

disabilities who use accessible transportation are members of an ATSAC organization. Given these considerations, a sample of 100 accessible public transportation users would be desirable target. Purposeful sampling for survey group 1 was intended to capture a representative sample of individuals with disabilities who use accessible public transit. As the overall population of accessible transit users is small, purposeful sampling was used instead of random sampling (see Patton, 2008).

Survey Group 2 – 2012 Coffee House Attendees

Participants for the second survey group are intended to come from the group of 36 accessible transit users who, in 2012, identified themselves to the SHRC at open “coffee house” public information sessions. At that time, these individuals offered the SHRC written statements about their perspectives on the accessible public transportation options available to them. This group was comprised of women and men, varying in age, employment status, educational attainment, and type of disability. While this cohort shares many of these same characteristics with the intended participants for survey group 1, this 2012 cohort demonstrated their willingness to offer their opinion about public transportation uninfluenced by a systemic advocacy process which had yet to begin. The goal of asking these individuals to complete the online survey is to determine if this group’s (i.e., survey group 2) opinions differ from those who did not meet with the SHRC in 2012.

2012 Consultation Report to Triangulate the Focus Group and Survey Responses

The intended survey group 2 participants are unique in that they had demonstrated a willingness to offer their opinions in writing (or verbally/transcribed) during the SHRC’s 2012 public consultations. Excerpts from their statements, as well as a summary of their perspectives were included in the report, “Achieving Equivalent, Comparable, and Accessible Public

Transportation in the City of Regina: A Report to Stakeholders” (SHRC, 2013). The opinions offered by these individuals were given before the ATSAC process took place. These opinions, in effect secondary data, provide an opportunity to compare the opinions of accessible transit users prior to the start of the systemic advocacy process, with individuals from the same cohort four years after the systemic advocacy process has been in place. This secondary data also allows for comparisons to be made between the focus group respondents and the survey groups.

Media Reports to Triangulate the Focus Group and Survey Responses

Media reports from the time periods during and prior to the systemic advocacy process offer an opportunity to triangulate the data from the focus groups. Media reports can, in part, serve as an indicator of the systemic advocacy project’s impact. To determine if systemic advocacy had improved equity or diminished discrimination a search for media reports between 2001 and 2016 was conducted. A search of the ProQuest database for news stories about accessible public transportation in the city of Regina was planned for Canada’s two leading national newspapers that were in operation during that time, the Globe and Mail and the National Post, as well as the two major daily newspapers in Saskatchewan, the Regina Leader-Post and the Saskatoon Star Phoenix.

News stories for local, provincial, and national radio and television outlets are not planned to be considered as there is no similarly index for these sources in an academic database. Related to this, it is worth noting that a search using the Google online search engine produced far fewer (e.g., using “Regina Paratransit” and “Regina accessible transit” search terms), and less relevant, results when compared to the ProQuest search of the Leader-Post newspaper; reports for radio, television, and online media outlets is possible from 2013.

Research Ethics Review

All participants were informed that they were under no obligation to participate in this research, that participation was completely voluntary, and that they had an option to withdraw (see Appendices E and G). The focus group participants were informed that it was not possible to withdraw focus group data collected up until the point they withdrew (i.e., physically departed the room where the focus group was taking place) because of the conversational nature of group discussion. Similarly, survey participants were informed that they were not obliged to answer any specific questions even if they choose to participate in the study. They were also informed that they could withdraw from the survey at any time before they pressed “submit” on the final page of the survey. Guidelines for research ethics were followed, and approval was granted for this study (study ID Pro00062244) by the University of Alberta’s Research Ethics Board 2.

Data Analysis

An inductive thematic approach to analysis of the focus group research is planned. First, the researcher will review and read the transcripts twice to increase familiarity with the participant’s responses. Broad themes from the participant’s statements in the transcripts, related to their perspectives on the success of the systemic advocacy process, will be identified. In turn, this initial content analysis will be used to refine the themes across focus groups. Next, NVivo 11 (QSR International, Burlington, MA) software will be used to assist with coding of the data. Once a first coding is completed, similarities between concepts will be explored and broad categories will be created (e.g., attitudes toward disability, communication, shortcomings). Sub-categories will then be grouped together if relationships between categories are found (e.g., stakeholder outcomes, areas of process improvement, benefits to the stakeholders). The

relationships between categories are to be used to establish emergent/overarching themes. A final re-reading of the transcripts, is planned in order to confirm the appropriateness of the identified themes and to capture transcript passages that may have been missed with respect to the respective themes. The analysis will be complete when no additional themes can be parsed from the transcripts (i.e., saturation).

The responses to the survey questions are planned to be summarized using descriptive statistics. In addition to a question-by-question tabulations of the responses, a descriptive analysis of the survey responses is planned. Similarly, a descriptive analysis of the 2012 stakeholder consultation report (as a source of secondary data), and of the media reports between 2000 and 2016, is also planned.

Findings

The research findings will be presented according to the instrument type. The qualitative results from the focus group sessions are reported first (see Appendix K for a sample of raw coded transcript responses; see Appendix M for the raw transcript responses). The quantitative survey results are presented next. The survey results have not been aggregated. However, the results for both survey groups are presented together, and are grouped in a question-by-question manner (see also Appendix L for an aggregated summary of the survey results). Finally, the secondary data (i.e., from the SHRC's 2013 pre-systemic advocacy report, and the media reports) are presented separately.

Focus Group Findings

Focus group participants were recruited from the total population of stakeholders participating in the Accessible Transportation Systemic Advisory Committee (ATSAC). Of the ten people asked to participate in the focus group, seven agreed to participate. Five of the participants were female, two were male, and four were persons with a disability. All focus group members were well versed about the purposes of the Regina Accessible Transportation Systemic Advocacy Project (RATSAP; i.e., to improve access to public transportation for people with disabilities), many have served in various professional capacities with organizations in Saskatchewan and across Canada, and are part of the 30 to 60-year-old demographic.

In general, the focus group discussion reflected the general themes of the focus group guide (see Appendix G). For example, all participants offered their perspectives on systemic advocacy process, disability issues, and human rights concerns. For example, one participant summarized systemic advocacy processes as determining, “[W]hat are the expectations, what is reasonable, what is fair, what is equitable?” The interaction was also free flowing, with

participants often reinforcing and adding to the comments of others. As well, individuals were comfortable with bringing in personal experiences, discussing related and new topics, and suggesting other disability-related topics that would be suitable for systemic advocacy. For example, responses from participants include the personal impact of the systemic advocacy work has had for them. One individual note that, “I have had a lot of people ... who know who I am because of my advocacy work, and they come to me with their advocacy work.”

The transcript data from both sessions was combined prior to coding and analysis (see Appendix K for examples). Analysis revealed six prominent themes across the focus groups, and these themes will be used to structure the reporting of the findings. These themes are:

1. Attitudes about disability: how the perception of disability has and has not changed.
2. Rights awareness: how stakeholder involvement in promoting the rights of people with disabilities has changed.
3. Communication: the role of communication, education, and credibility for stakeholders.
4. Stakeholder satisfaction: identifying successes and areas for improvement.
5. Systemic advocacy: takeaways for stakeholders and for the SHRC.

Theme 1: attitudes about disability. Many of the participants highlighted positive attitudinal shifts in the past several years. Specifically, participants noted that individual isolation is decreasing, employment opportunities are improving because of efforts to connect people with disabilities to employers, and government income support programs are addressing financial barriers to inclusion. One participant observed, “I look at it from a personal perspective as well as my own experience, because I am coming up twenty years in a wheelchair, I have seen some many changes with transit, both para[transit] and others. I have seen a lot of change as far as accessibility, getting into buildings, such as malls, office complexes, so on and so forth. There

has to be a certain amount of education done to places that will not provide accessibility.”

Several participants noted that there has been a perceptible improvement in accessibility, and that attitudes towards people with disabilities have correspondingly improved. Many of the participants noted that improvements in public transportation and the built environment have been attributed to the work of individuals and organizations rather than broad public understanding.

Several of the participants have extensive experience with accessible transportation services in Saskatchewan and across Canada. These participants observed that accessible transportation services are of concern across Canada, and that resultant human rights complaints are normative. They reported that they were unaware of any other collaborative stakeholder-centred approach as implemented in the RATSAP. Several participants observed that there has been improvement to the accessible public transportation system in Regina that has not been found in other Canadian jurisdictions. On this point, one participant observed, “[S]peaking with people from across Canada about their advocacy issues, with transportation, I am just giving this Saskatchewan solution, it just made lot of sense to people.” Those same participants who had experience with accessible transportation in the Canadian context also cited inconsistency with respect to transportation services across Canada, and argued that lack of standards and definitions are part of this issue. Several participants indicated that while there was some initial doubt as to whether or not the RATSAP would succeed, as discussion had taken place in the past but little had been done, there have been many positive changes with respect to accessible public transportation.

Despite these successes, several participants noted that there are fewer public champions for disability issues. Commenting on disability advocacy in the past, one participant stated, “[i]n

the past I know that people would come to the table and they would make a strong voice that they were not happy with things. And personally I don't see that anymore." Similarly, several participants observed that disability advocacy had been more organized, representative, and robust in the past, including more community based organizations, committees, and with the participation of high-level municipal leadership. Another participant described this as an "apathy" in the disability community towards discrimination-related issues. Others reinforced this belief, with one participant observing that many people with disabilities "don't want to get involved and they are fearful of the repercussions."

Aside from transportation, participants expressed a lack of public awareness about disability in general, and the need for increased accessibility in other areas of public life. One participant noted, and for example, that planning needs to be done to create more accessible public housing and accessible public spaces. Moreover, this issue was not seen as an issue independent from transportation. It was noted that, "if you are looking at larger systemic issues... the housing rate in Regina is low enough as it is and the rental availability is low enough as it is. When you throw accessibility into that formula, it's just a fraction of a percent and yet our developers, and our property developers just are not connecting the two [by creating more accessible housing]." Similarly, participants connected their housing and accommodation situations with the ability to travel safely, and the responsibility of the City. One participant stated:

We fought for five years or longer to get a pedestrian light... we got together the community in my building, and the seniors over in [another building] and [residents in another] building ... and we talked to [a City Councilor] and we had an open dialogue [about] the safety concerns that we had getting across that intersection without pedestrian

lights because our biggest concerns is the cars, because it was like a drag race... [and] I got clipped there.

In sum, many of the participants indicated that attitudes toward disability are improving. The improvements to accessible public transportation in the City of Regina has been noted as one such indicator. At the same time, several participants reported that there are outstanding systemic issues, and that there are fewer disability advocates taking on this work.

Theme 2: rights awareness. Several of the participants have had long-time working associations, outside of their work as ATSAC members, with the Saskatchewan Human Rights Commission. For all, however, this was the first time at being part of a systemic advocacy process. All participants have acted in their capacity as representatives of their stakeholder organizations, and all are familiar with the dialogue-based and collaborative approach to addressing discrimination and pursuing equity. Several of the participants reported familiarity with the SHRC's previous litigation focused approach. One participant contrasted their experience with both of these approaches by observing that in the past, "there was so much, negativity, adversarial dialogue, conflict between the City of Regina, the human rights commission, Regina [disability] advocates, the individual who had made the complaint, it was not a positive process. We worked through it [but the] way in which it was done was very negative."

While many of the participants reported that they initially participated in the ATSAC process in order to achieve meaningful outcomes for their stakeholder organizations, they also reported an increased understanding of the competing interests involved in making change happen. As one participant observed, "What pops to mind, and we have already covered it, is that it [RATSAP] did take the adversarial process, of us versus them, and it gave ownership of the

issue to the collaborative team around the table... the stakeholders, people around the table learning that [the City of Regina representatives] didn't have the magic wand." Similarly, that transit service providers served as equal members of ATSAC helped establish a rapport, an awareness of what hurdles service providers faced, and the need to take sequential action to achieve change. As one participant expressed, "What the human rights commission wants to see is progress. What the advocates want to see is progress. What can we do now? What is years down the road, a couple of years down the road? As long as there is progress, everyone seemed to be happy." In sum, several of the participants suggested that the collaborative aspects of the systemic advocacy process were increasing rights awareness and leading to change in a far more positive manner than in the past.

Theme 3: communication. The focus group participants identified the need to expand the circle of awareness beyond the ATSAC members and their stakeholder groups. Specifically, the participants identified the need to communicate the importance of accessible transportation to decision makers across Saskatchewan population. For example, one participant observed that advocating for equity in Regina was important, but that, "there should be low floor accessible busses in every town." Similarly, another participant recalled, "[At a provincial meeting, the City of] Lloydminster was talking about starting a transit system. Well, this is a provincial thing, and I agree, I think that communication [about what has been done here] is missed."

Participants noted that communications aimed at promoting the need for accessible public transportation, and other public education about the rights of people with disabilities, also empowers people with disabilities to assert their individual rights. One participant acknowledged that, "I am going to defend myself up to the utmost ability that I can." According to several participants, the need for individual and group advocates is ongoing. As one participant reported:

I have had conversations with other individuals who have taken city transit, and it's just not wheelchair [users who] have been pigeon-holed, like 'why are you on this bus?' I have been on the bus where I have overheard ambulatory passengers behind me, students from both universities and high school [students], saying these wheelchairs shouldn't be on here, this is our bus, not theirs.

Participants offered specific ways to offer this education to the public and to people with disabilities. One participant summarized the need as, "The human rights commission should hold, every so often, forums and advocacy training. When people are able to be thinking for themselves, they become empowered, they see that they can. Knowledge is power."

The participants emphasized the importance of communication afforded by the systemic advocacy process. This includes the communication between the ATSAC members, but also the communication between the stakeholder organizations being represented by the ATSAC members and the clients and community they serve. As well, the dialogue between the City of Regina transit service providers and the other ATSAC members/stakeholders was seen as contributing to the effectiveness of the process. One member noted that the process, rather than being adversarial towards the interests of the City, helped transit services acquire, "the resources you need to do what you would all already be planning on doing."

Theme 4: stakeholder satisfaction. Participants commented that having a completely low floor standard bus fleet (i.e., buses that lower ("kneel") so as to permit persons using mobility devices such as wheelchairs to board), the addition of a new Paratransit bus, and having the number of accessible taxis now reflect the proportion of people with disabilities in the City of Regina, as being significant outcomes of the ATSAC process for their organizations and for the people with disabilities they represent. At the same time, participants also reported tangible

benefits to themselves and their organization for participating in the process that were broader than transportation. One participant stated, “What I appreciate about our process is that we had directly impacted individuals with disabilities, and [who] were experiencing difficulties with transit, and it just allowed them, under that umbrella of systemic advocacy, it wasn’t myself as an individual, it wasn’t just [my organization], [but] it was kind of [like my organization] is doing this. It gave people more power.”

In their dual capacity as focus group participants and as ATSAC process members, the individuals expressed several perceived benefits to participating in the systemic advocacy process. One participant felt that their contribution to the ATSAC process enabled them to better serve their clients, “I was able to actually take a moment and sit down with somebody and explain the process and explain these things and they felt heard and they felt engaged and they felt progress was being made.” Related to this, participants also noted that having individuals represent organizations “sped up the process” by not requiring one-on-one meetings between the SHRC and each implicated organization. Being required to serve as a conduit between the ATSAC process and their respective organizations, also created an effective communications process that led to greater, “inclusion of the community.”

As well, systemic advocacy enabled stakeholders, who sometimes have competing interests based on the community they serve (e.g., mobility vs. auditory vs. visual accommodation), to participate in a transparent prioritization process. One participant recalled, “We were at the table talking about the issues. We have identified five things, which one is most important? We can do all five, but which one is most important?” Again, the participants reported being able to consider the sometimes competing needs of the broad group of people

with disabilities, resource availability, and prioritizing for the greatest need, when considering recommendations for accessible transit improvement.

At a more microsocial level, participants also reported increased involvement with the transit-related needs of the individuals represented by their organizations. As one participant asserted, “we need to be advocates for contacting city transit as soon as the incident happens.” Related to this, most participants expressed the need for ongoing dialogue, and meetings, even though the actions recommended by the ATSAC members have been, largely, completed. One participant observed:

The people that I work with are happier. Is it great? No. We still need more buses, we need more taxis, we need more availability, but that’s an issue that’s always going to be there. As our population grows and as our seniors, it’s an issue... Anything where people come together in a mutual interest rather than butting heads is a better solution. So if you could entertain continuing that process, and invite stakeholders and community in whatever process you are able to, to me, personally, I think that is an effective approach.

Theme 5: systemic advocacy. Participants were aware that the Regina Accessible Transportation Systemic Advocacy Project (RATSAP) was the first systemic advocacy project for the SHRC since the SHRC’s legislated mandate was amended to include “patterns of discrimination” in 2011. As one participant plainly stated, “I think it was huge education process for the human rights commission.” In exploring shortcomings with the process, focus group participants discussed the public meetings between Paratransit users and the SHRC in 2012. Those meetings, dubbed “coffee houses,” represented an initial fact-finding opportunity for the SHRC. The Paratransit users were asked to relay their concerns with the accessible transit system and, in turn, the SHRC used those reports to make the case for transportation inequity in Regina.

As participants observed, several of those stories were unfiltered and, as result, likely contained disputable and/or inaccurate information. As one participant noted, a failure to verify potentially damning stories could lead to a situation where, “you, as the human rights commission, lose your credibility.” Other participants reinforced this perspective by stating that the SHRC would not have learned of this procedural shortcoming had it not been for the systemic advocacy work with stakeholders.

In this regard, participants cited benefits to the SHRC including regularized contact with stakeholder group representatives. Participants emphasized that the establishment of a two-way relationship between the SHRC and stakeholder, and between the SHRC and transit officials in particular, can accelerate the resolution of emergent rights-related concerns, “because we have built a relationship, when we have issues we can come to you and say ‘hey, here I am with this issue.’” Related to the relationship building benefits to the SHRC, participants also observed that a dialogue-based approach produced less adversarial interactions for the SHRC to manage. The participants felt that while the existence of relationships did not lead to, “taking us off the hook for what needed to be done,” the existence of constructive relationships permitted open communication about existing and emergent issues. Moreover, and as described earlier, mutual understanding enabled a focus on progressive improvements and, “setting timelines that are realistic,” rather than singular immediate outcomes that could cause friction. A participant with many years’ experience in advocating for individuals with disabilities observed, “in my experience, it’s a battle or collaborative, collaborative nets better results.”

Survey Groups 1 and 2

Two groups of accessible public transportation stakeholders complete the online survey (see Appendix G). In total, 30 members/clientele of the Accessible Transportation Systemic Advisory Committees (ATSAC) member organizations were part of Survey Group 1. The number of participants in this survey group fell below expectations (i.e., 100 participants). Additionally, 8 individuals who, in 2012, identified themselves to the SHRC at open “coffee house” public information sessions were part of Survey Group 2. The response rate for the survey of the original 2012 coffee house attendees (i.e., survey group 2) was particularly limited. This limitation is a result of several factors, including limited and incomplete contact information for the 2012 coffee house attendees, and attrition (for various reasons) of the 2012 group. These limitations are further considered in the discussion section.

Given these limitations for both survey groups, and although there is no indication that the respondents differ significantly from the larger population, the results must be considered with caution. Rather than relying on descriptive statistics for the survey results, a narrative presentation of the findings will also be offered. As well, the findings for both survey groups will be presented sequentially on a question by question basis (see also Appendix L for a summary of the aggregated data).

Of the 30 Survey Group 1 respondents (i.e., the members or clientele of the ATSAC member organizations), the majority (more than 80%) indicated that they use accessible public transportation. Of those who use accessible transit, one third reported using this service, 40% use the service once day per week, 20% use the service two days per week, and 40% three or more days per week. Respondents indicated that the purpose of the trips was, more or less, equally distributed between (1) personal appointments, (2) work, and (3) shopping,

entertainment, and personal events. Over 10% of the respondents use accessible transit to attend school. All of the Survey Group 2 respondents (i.e., the 2012 “coffee house” attendees) indicated that they use accessible public transportation. Half of this survey group uses this service three, or more, days per week, while the remainder were split between using transit one or two days per week. All reported using this service to attend personal appointments, and to shop, travel to entertainment or other personal events.

In addition to using accessible transit, Survey Group 1 respondents reported occasional use of the city’s standard bus system, and more regular use of shuttle/taxi service. For the most part, individuals who use accessible transit did not have access to personal vehicles. By contrast, respondents who do not use accessible transit reported using personal vehicles as well as using, on occasion, city buses and taxi services. With respect to Survey Group 2, three-quarters of these respondents augment accessible transit with the use of city buses, and half also use taxis. None reported using a personal vehicle for transportation.

Of those people who actually use accessible transportation, nearly 70% reported experiencing difficulties with accessible transportation, and nearly 25% reported difficulties with other forms of transportation. Overall, nearly two-thirds reported not having difficulty with other forms of public transportation. There were no questions that addressed the kind, quality, or quantity of “difficulty” with public transportation. Rather, the goal was to get the respondents sense of their overall experience with transportation, and to serve as a lead up to the question, “Have you ever been discriminated against when using public transportation?” Eighty percent (80%) of respondents reported that they had not experienced discrimination. Neither difficulty nor discrimination leads to reporting concerns to either the SHRC or the City – only 10% of respondents contacted either agency.

All of the participants in Survey Group 1 reported experiencing difficulties with accessible public transit. All but one of the individuals in this group also reported having difficulties with other forms of public transportation. Survey Group 1 respondents reported either agreeing (60%), or strongly agreeing (40%) that they were familiar with the SHRC's systemic advocacy work.

Survey Group 2 respondents differentiated between difficulty and discrimination, with only half reporting they had experienced discrimination. Three-quarters of the individuals in Survey Group 2 indicated that they had reported concerns to the SHRC or to the City of Regina. Those participants responding in Survey Group 2 participants indicated, that they were familiar with the SHRC's systemic advocacy work.

Over 70% of the respondents in Survey Group 1 reported that the systemic advocacy project "met the needs of people with disabilities who use accessible transportation," while the remainder were neutral. At a more individual level, over 85% of Survey Group 1 respondents agreed or, strongly agreed, that they, personally, "better understood the right to accessible public transportation because of the systemic advocacy work." When respondents were asked to offer their opinion as to whether others "who use accessible public transportation in Regina better understand their rights" – just over 65% believing that others have better understanding.

With respect to the second survey group, 6 out of 8 respondents reported that the systemic advocacy project "met the needs of people with disabilities who use accessible transportation," while the remainder were neutral. These participants were either neutral, or agreed with, the proposition that they better understood the right to accessible public transportation. Again, 6 of 8 respondents were neutral to the idea that others better understood their rights.

Despite the perception of increased awareness amongst accessible transit users, Survey Group 1 respondents believed that the larger public is not any better informed as a result of the systemic advocacy. Over 60% of participants disagreed or strongly disagreed that “people who do not use accessible public transportation better understand the rights” of those who do. As well, over 15% of respondents were neutral to the idea that the broader public better understands the rights of those with disabilities. On the one hand, nearly 80% of respondents do not believe the ATSAC process had an impact on beliefs about disability rights for those outside of the disability community. This is tempered, somewhat, by the belief of nearly 25% of the respondents who agree or strongly agree that the general public has “more respect for the needs of people with disabilities.” Over 55% were neutral to this idea and over 20% disagreed that there was more respect for the needs of people with disabilities. Similarly, and on the narrower issue of public interest in accessible transportation, over 30% of respondents indicated that systemic advocacy had generated attention. Conversely, over 20% disagreed that public interest had been affected, and nearly half were neutral to the idea of there being increased public interest.

Survey Group 2 indicated that four out of eight of the respondents strongly agree or agree with respect to the assertion that the public better understand the rights of people who use accessible public transportation. The other four respondents either disagree or are neutral to that statement. Similarly, when Survey Group 2 participants were asked if they feel the general public now has, “more respect for the needs of people with disabilities,” – nearly 3 out of 8 agreed or strongly agreed, while 3 out of 8 disagreed.

Over 90% of Survey Group 1 respondents indicated that “there needs to be more promotion and education about the rights to accessible public transportation.” Support for the

SHRC's role in promoting and educating the public was assessed by asking participants if the, "changes to accessible public transportation would have occurred without the SHRC's involvement" – around 80% of the respondents disagree with this assertion. Related to this, over 85% percent of respondents believe that, "systemic advocacy for accessible public transportation needs to continue." Moving beyond the borders the SHRC's work in Regina, more than 95% of the respondents feel that "systemic advocacy work on accessible public transportation in Regina is relevant to the rest of Saskatchewan."

For Survey Group 2 all of the respondents in this group either agreed or strongly agreed with the need for promotion and education. Half of this group responded that the changes to accessible public transportation would not have happened without the SHRC, while 3 respondents agreed or strongly agreed that the changes would have happened anyway. All of the participants in this group agreed that systemic advocacy in Regina was relevant to the entire province.

2012 Consultation Report Secondary Data

The secondary data contained in the SHRC's (2013) report, "Achieving Equivalent, Comparable, and Accessible Public Transportation in the City of Regina: A Report to Stakeholders," offers insight into the opinions of accessible transit users prior to the beginning of the systemic advocacy process. This report was a summary of the "coffee house" consultations held in 2012. These consultations were open to all people with disabilities, and were held in several locations in the City of Regina. Individuals were invited to attend by the stakeholder organizations that later formed the Accessible Public Transportation Systemic Advisory Committee (ATSAC). This report was presented to those same stakeholder organizations that represented people with disabilities and to the City of Regina at a follow up meeting facilitated

by an SHRC mediator in June 2013 (this facilitated meeting took place prior to the formation of the ATSAC committee). The report included a summary of human rights principles related to disability, a description of systemic advocacy, the SHRC's recommendations for future actions, and a summary of the comments and feedback that was offered to the SHRC by the coffee house participants. In this report, individuals reported, and for example, service inequity (e.g., "A person who uses a service dog reported that, on a number of occasions, taxi drivers initially refuse[d] to accommodate the dog," p. 12), barriers to access (e.g., "A visually impaired individual... is unable to interpret the signage at the downtown bus stops," p. 14), and inequitable availability (e.g., "One user ... missed social and community activities with her friends because trips were denied," p.15). Another individual was quoted as saying, "Every day my quality of life is diminished because the basics of mobility are refused to me and others in this city." The SHRC summarized the impact of inequitable accessible public transportation as:

Citizens who rely exclusively on publicly available transit services are particularly vulnerable to service disruption and access limitations. Restrictions and inequity further compound the vulnerability of people with disabilities who, unintentionally or not, may find themselves excluded from social participation and isolated within their own community (SHRC, 2013, p. 5)

Furthermore, and also based on the 2012 stakeholder consultations, the SHRC indicated that five outcomes were needed to ensure equity. These included: (1) improving efficiency and effectiveness (i.e., service availability), (2) fare equity and access, (3) improving environmental access, (4) disability awareness, and (5) compliance with human rights legislation. The SHRC committed to working with stakeholders to address these concerns.

Media Report Secondary Data

Based on a ProQuest database search, the issue of accessible public transit and Paratransit in Regina was not reported in the two national newspapers. More to the point, the search returned less than 20 stories about accessible transportation in Canada. Only one story recognized the importance of accessible public transportation, but it was unrelated to accessible public transit in the City of Regina. By contrast a database search of the Regina Leader-Post daily newspaper found a total of 336 news stories about Paratransit and accessible public transit between 2001 and 2016. The Leader-Post newspaper is the only daily newspaper serving the City of Regina. Related to the purposes of the present research, it is also worth noting that the Leader-Post offers the only fully text indexed media outlet. As such, these sources offer an incomplete picture of accessible public transit concerns over the timeframe of interest. Of the 336 news reports related to accessible public transit and Paratransit, 28 referenced inequities in service and fares (e.g., Shervey, 2002). Of those 28 reports, 13 (or over 45%) were published after the RATSAP process launched in 2012.

Amongst the media reports posted between 2001 to 2016, the issues were concerned with service denial, increased and disproportionate fares. For example, in 2001, and in discussions about increased fares, inequity was noted such that, “While users of the city's regular Regina Transit services can reduce transportation costs by buying monthly passes or buying blocks of 10 tickets, no such discounts exist for users of the Paratransit system” (Scott, 2001). During that time, individuals and community-based organizations (e.g., Saskatchewan Voice of People with Disabilities) petitioned the City of Regina to provide, for example, extended hours and additional services.

During that time period, not all of the reports focused on negative aspects of accessible public transportation. For example:

Imagine not driving, relying on other people or public transportation just to get from point A to point B. Suddenly, a trip to the store for milk is an ordeal. You don't hop in a car and go. You plan, you pay and you wait. If you require a wheelchair to get around, you see the world under a different light... The City of Regina has an invaluable service: Regina Paratransit. I would be lost without it” (Jacobson, 2002).

Most news stories reflect accessible public transportation hours of service, the budget impact of providing those services, and fee increases. As well, concerns with inequitable fees had been regularly reported between 2002 and 2007. Specifically, users of accessible transit paid more for their service than people without disabilities who did not. This differential fee for users of accessible Paratransit culminated in a human rights complaint in 2007 (SHRC, 2007).

Discussion

While the social importance of addressing discrimination is frequently acknowledged (e.g., Eliadis, 2014; Day, Lamarche, & Norman, 2014), there has, to date, been very little evaluation, analysis, or reporting on the effectiveness of the systemic advocacy efforts of human rights agencies. The present research is intended to evaluate the real world efforts of the Saskatchewan Human Rights Commission (SHRC) to address and ameliorate systemic discrimination within a restorative justice context while, at the same time, situating the evaluation within a social cognitive theory learning framework.

A Social Cognitive Framework for Restorative Justice

Viewed through a social cognitive theory learning framework, a human rights commission serves as a model for learning about human rights promotion, protection, and equity. Thus, and in any intentionally instructive situation where a human rights commission describes human rights law and consequences, it can be seen as facilitating learning. As concerns the present research, and much more specifically, the Saskatchewan Human Rights Commission is, ultimately, trying to achieve restorative justice through its four pillar business plan and the practice of consensus-based multiparty negotiation (CBMPN) as part of a systemic advocacy process that promotes equality and reduces discrimination (SHRC, 2015a; SHRC 2010). In a systemic advocacy process, the SHRC intends to be an effective model for promoting equality and reducing discrimination and, moreover, to help stakeholders learn from instructive dialogic interaction. By describing and demonstrating the consequences for behaviours that are discriminatory and may receive sanction, and by describing and demonstrating the consequences for behaviours that receive acclaim and recognition, the learned behaviours might motivate

action. In brief, the SHRC's systemic advocacy processes is intended to provide an opportunity for stakeholders to observe, learn, and actively demonstrate behaviour that addresses inequity.

The present research offers some initial insight into how a systemic advocacy process that focuses on the promotion and protection of human rights can address discrimination and achieve restorative justice outcome. Focus group participants noted that the non-adversarial systemic advocacy process gave ownership to the stakeholders and fostered a "collaborative team" approach to problem solving. Secondary data, notably the 2012 "coffee house" report, demonstrates the need to address inequity, and the 2014 ATSAC report demonstrates the success of systemic advocacy in addressing this inequity. That the regular meetings of individuals to address a common goal generates positive outcomes seems straightforward when reviewing these reports, but how does this success occur? As with other social interactions, it is likely the case that, and from a social cognitive theory perspective, the four attentional processes of learning – attention, retention, production, and motivation – are at play. As Bandura (1986) notes:

Among the various attentional determinants, associational networks are clearly of major importance. The people with whom one regularly associates, either through preference or imposition, delimit the behavioral patterns that will be repeatedly observed and, hence, learned most thoroughly (p. 55).

That said, a restorative justice/systemic advocacy process is not an ordinary human interaction in an ordinary associational network. Participation in a systemic advocacy process may be a choice or it may be an imposition. That is, the impact of a legislated human rights commission on a stakeholder's choice to participate can also be an important social influence. This perspective was echoed by a focus group participant who stated:

[T]here is clout with the name “human rights commission,” there still is. People may not understand it, or [there] may be a lot of “black box” [perceptions] of what a human rights commission values, and what it really means, but when you mention human rights commission, or the [systemic advocacy] program that you are dealing with, it sharpens their awareness on many levels and people don’t want to dabble into that.

A human rights commission is, in effect, a catalyst for stakeholder action that is not easily ignored. With the legislated authority to address patterns of discrimination, and/or to pursue litigation, a human rights commission is not an ordinary model for learning. As the findings indicate, the SHRC’s systemic advocacy process was seen as helping facilitate important change, and as improving awareness of human rights related objectives for those involved. However, the influence and learning was also two-way. In observing the SHRC’s actions, the stakeholders in the focus groups were able to compare the systemic advocacy process to what had been done in the past, scrutinize the SHRC’s activity, and suggest future courses of action.

Regina Accessible Transportation Systemic Advisory Project (RATSAP)

The SHRC’s Regina Accessible Transportation Systemic Advisory Project (RATSAP) provided a unique opportunity to evaluate the efficacy of a human rights agency’s consensus-based multiparty negotiation practice, its systemic advocacy process, and the pursuit of restorative justice. First, and despite having indicated an interest in systemic advocacy work more than twenty years ago (Saskatchewan Human Rights Commission, 1996), this was the premiere systemic advocacy project for the SHRC with the authority of provincial legislation. Second, human rights complaints from people with disabilities comprise the majority of complaints received by the SHRC (see SHRC, 2012), a trend that is mirrored across Canada

(Canadian Human Rights Commission, 2015). Third, access to reliable and efficient transportation is directly related to meaningful participation in most aspects of life that our society considers essential – social, educational, employment, and personal experiences hinge on the ability to travel. Finally, although the specific systemic advocacy process relied heavily on well-established principles and practices of consensus based multiparty negotiation, this was the first time a resolution process of this kind was conducted outside of the usual litigation or mediation paradigms that included multiple, and directly implicated, parties. Focus group participants with experience in both models noted that the systemic model generated good will in a way that adversarial processes did not.

Given the alleged inequities reported by people with disabilities who required accessible public transportation (SHRC, 2013), the RATSAP process also delved into repairing the relationship between individuals and the community. In the present research, focus group participants identified, for example, the fear of retaliation for defending one's rights as a restorative imperative. Since the SHRC's initial consultation in 2012, Accessible Transportation Systemic Advisory Committee (ATSAC) stakeholders have worked to dispel that fear and encourage people with disabilities to report concerns with transportation service. A specific action of the ATSAC members was to create a safe reporting practice whereby individuals could report concerns to a tip line with the assistance of a community organization (see SHRC, 2016).

Systemic Advocacy

Systemic advocacy has three related goals: (1) to address existing/ongoing discrimination (i.e., inhibit discrimination), (2) to promote understanding and awareness of discrimination so that others do not engage in discriminatory acts, and (3) to demonstrate equitable means by which to address discrimination, and to encourage others to perform acts of non-discrimination

(or, to rephrase, acts to promote equity). Social cognitive theory principles can be used to describe ways to achieve these ends. From a social cognitive perspective, inhibition occurs when an individual observes another being sanctioned/receiving punishment for performing a specific behaviour. In this regard, and with a legislated mandate and the capacity to litigate, the SHRC is a particularly influential model. At the same time, the SHRC is only an effective model if it can demonstrate actions and deliver outcomes that generate results. As Bandura (1986) observes:

A model's efficacy is inferred partly from tangible evidence of the results of his or her actions and partly from symbols that signify competence and past success. When the value of alternative courses of action is not immediately evident, observers may deploy their attention to models who display symbols of skill and previous attainments. They pay attention to models reputed to be effective and ignore those who, by appearance or reputation, are presumed to be ineffectual (p. 53).

Several focus group participants suggested that the SHRC should host advocacy training events for people who experience discrimination. This suggests that acquiring advocacy skills is seen as a means of empowering individuals who experience inequity, that the SHRC is a model that groups and individuals attend to, and that the SHRC's systemic advocacy process facilitates the acquisition of equity-fostering behaviour.

HRCs, Restorative Justice, and Systemic Advocacy

While a human rights commission is a useful model for addressing inequity, the capacity for a human rights commission to continuously and consistently be the sole catalyst for restorative justice is not practical. For example, one of the goals of the Regina Accessible Transportation Systemic Advocacy Process was to create a model for equitable transportation that could be used by others in other communities. This recognizes that the SHRC does not have

the capacity to manage every transit-related inequity across the province. Similarly, as the SHRC does not have unlimited resources, yet still wants to address “systemic patterns of behaviour” to create restorative justice opportunities, it must find ways to educate the public about rights and equity. It also needs to find ways to engage the public so that individuals and organizations become both involved in the issues, and respond to situations. The participants in the present research, for example, identified an ongoing need for public education and engagement as related to the future direction and success of the RATSAP undertaking. In other words, an understanding of rights and equity, plus the impetus to act to create equity, requires active participation.

Systemic advocacy is intended to create restorative justice opportunities, in part because of the changes that are made, and also through the social understanding it creates. Several focus group participants commented that in their capacity as ATSAC members they had come to learn to consider and support the (sometimes competing) interests at the table. Equipped with an understanding of the purposes of systemic advocacy and related principles, the ATSAC members noted other situations of inequity that could benefit from a similar collaborative consensus-based multiparty negotiation process. As several of the focus group participants asserted, housing, physical space accessibility, and awareness of the intersectionality of individuals with disability would benefit from separate systemic advocacy processes. Systemic advocacy is, in part, a mentoring process for restorative justice.

HRCs, Restorative Justice, Systemic Advocacy, and SCT

In many ways, systemic advocacy goes beyond the one-way communication and public education typically offered by human rights commissions. Through systemic advocacy, the SHRC is not the sole actor responsible for restorative justice. Instead, the SHRC asks

stakeholders to engage in joint actions that increases equity and decreases discrimination.

Several focus group participants observed that two-way communication, dialogue, and shared responsibility for addressing inequity accelerated the resolution of human rights concerns.

Social cognitive theory, through modeled learning, offers a means to understand the conditions that enable individuals and organizations to effectively engage in restorative justice. Like the acquisition of any behavior, an individual gains new skills with and through the benefit of pre-existing knowledge. Language, verbal skills, specific knowledge, and experience all contribute to the acquisition of other information. Indeed, modeled learning occurs when people relate what they are learning to what is already known. The ATSAC members, for example, acknowledged their past experience, and their mutual understanding of discrimination, rights, and equity, during the focus group sessions. Focus groups participants reported that the dialogue that took place during ATSAC meetings helped them understand the perspectives of others, provided them with a measure of satisfaction that their concerns were heard, afforded an opportunity to learn from the expertise of the SHRC and others, and established relationships that could be used to solve problems unrelated to transportation equity.

Reinforcing the Importance of a Relational Restorative Justice Model

The media reports regarding accessible public transportation also reinforced the focus group and survey data, suggesting the value of using an inclusive process that focuses on relationships. For example, a focus group participant described the 2007 resolution to the differential accessible transportation fees, under what could be called a prosecutorial human rights model, as “adversarial.” More to the point, the manner in which the city was required to eliminate the inequitable fare structure caused concern that the already overtaxed paratransit service would receive even more requests. By contrast, the elimination of a similar differential

fee for accessible taxi service was noted in the Accessible Transportation Systemic Advisory Committee (ATSAC) 2014 report. That report, authored by the Accessible Transportation Systemic Advisory Committee (ATSAC), indicated a balanced approach such that, “All taxis will charge the same fares for service... administration recognizes that the cost of operating an accessible taxi is higher than for a regular taxi and is reviewing options for mitigating the revenue lost from the decrease in accessible taxi drop rates” (SHRC, 2014). It is worth noting that the fee was eliminated one year after the ATSAC committee was formed.

The Need for Disability Awareness Remains Acute

Participants reported a lack of understanding about disability. Moreover, they asserted that those outside of the experience or understanding of disability also do not understand the primacy of transportation. In short, there appears to be a disconnect between those people who are in the “disability community” and those who are not. Moreover, there was a sense that people with disabilities who do not fit into a clear category (e.g., wheelchair user, visually impaired person, deaf or hard of hearing individual) are subject to regular discrimination. In other words, offering one-size-fits-all accommodation to a seemingly homogenous group does not adequately accommodate the multi-dimensional aspects of the individuals in that group.

Within this context of intersectionality, two additional concerns emerged during the focus group conversations. First, is the issue of mental health and the lived experience of people with disabilities. Although *The Saskatchewan Human Rights Code* contemplates mental disabilities directly, participants viewed people with mental health disabilities and related concerns as being uniquely subject to social sanction and observation (e.g., surveillance in stores, trespassing bylaws). Similarly, participants observed that Indigenous people with disabilities, including mental disabilities, experience negative social outcomes including responses by the police, and

lack of employment opportunities. One participant stated, “We have been racially profiled, because we are in a chair.” The intersectionality of the individual, and the intersectionality of factors affecting a person’s ability to engage with their community, are seen as interdependent. In this regard, transportation is seen as enabling community engagement and fulfilling an individual’s needs.

Advancing Systemic Advocacy, Restorative Outcomes, Beyond the Process

Focus group participants felt that the SHRC could further the aims of the Regina Systemic Advocacy Process by communicating with other stakeholders of influence. The influence that having a legislated mandate to “address patterns of discrimination” behind a systemic advocacy process was apparent to focus group participants. Specifically, focus group participants asked the SHRC to use its authority to take the conversation about the need for accessible public transportation to those who have influence. This includes provincial leadership who manage resource and funding concerns, but “are dealing with hundreds of issues, so that for us to ask for ‘X’ amount of money, versus 50 other projects, it helps that we have the provincial body coming.” Similarly, the focus group participants are aware of the importance of accessible public transportation to the entire province. As one focus group participant reflected, accessible transportation users in Regina are, “not just city of Regina customers and population, they are Saskatchewanians.”

The need to dialogue regularly with local decision-makers was also noted. In particular, the dialogue between civic representatives, including the Mayor and Council, and the Chief Commissioner of the SHRC were seen as both necessary and underscored the importance of the rights of people with disabilities to people with disabilities. As one focus participant who attended a public follow up event observed, “seeing representatives from the human rights

commission and [the Chief Commissioner] ... that was their highlight, it gave credence to the whole project and it gave them that buy in that, you know what, things are going to change.”

Advancing Systemic Advocacy, Restorative Outcomes, Within the Process

Focus group participants also felt that the SHRC could further the objectives of RATSAP by communicating with the intended beneficiaries of the systemic advocacy process – the accessible public transportation system users. For example, focus group participants observed that there is still a misperception, amongst some Paratransit users, that a “blacklist” is used to deny transportation services to people who have complained about the transit system. This misperception was made public at the initial 2012 systemic advocacy open forum consultation, and the sense of some focus group participants is that this idea has become more public as the, “kinds of stuff that was coming up and you know being perpetuated a bit from some of these coffee houses.” In short, the SHRC was asked to monitor and dispel erroneous public comments made during future systemic advocacy processes. In this regard, the SHRC is both a model for behaviour and a stakeholder that must continue to perform acts that demonstrate improvements to equity. From a social cognitive theory perspective, this reflects the bidirectional influence of individuals on learning.

Limitations

The most significant limitation for the present research is related to the low number of participants for both survey groups. The survey results must be interpreted cautiously and they cannot be generalized to the larger population of accessible public transit users. The limited response to the surveys might be partially explained by unintentional impediments related to the use of an online survey. During the focus group sessions, one participant commented that, during the 2012 coffee house sessions, the SHRC was able to capture a broad array of user

experiences by providing an SHRC staff member to physically transcribe the oral statements from people with disabilities who could not complete the paper form. This accommodation was not offered to any individuals who were asked to complete the survey for the present research. Being physically unable to respond to an online survey because of a disability, or presuming potential participants have a paid subscription to access the Internet, is likely a significant matter for evaluation research related to people with disabilities. Offering to transcribe the oral responses of possible respondents, providing a paper version of the survey to potential respondents and/or to community based organizations, would assist data acquisition in future research.

A known limiting factor for Survey Group 2 was the unanticipated attrition in the population of coffee house informants. In attempting to contact this cohort, it was found that many individuals had changed their residence or mailing address, some individuals changed their electronic contact information (i.e., email address), and over the course of the past four years, some of the 2012 coffee house consultation attendees died. Anecdotal evidence suggests these factors influenced the ability to contact the attendees of the 2012 consultation. All other factors being equal, health may play an otherwise elevated role when surveying populations of people with disabilities over time. This indicates a need to ensure that accurate and complete contact information is captured, and updated on a regular basis, for future systemic advocacy evaluation.

With respect to the focus groups, the participants responded, in detail, to all questions that were asked, interacted with one another, and did not appear to limit their responses. However, and given the small number of ATSAC members, it would have been ideal to hold an additional focus group session that accommodated and included the three individuals who were not able to attend the two scheduled sessions. Incorporating the perspectives of the entire

ATSAC membership could have offered a more definitive summary of what it means to be involved in a systemic advocacy process. Together, the ATSAC members are a unique population with exclusive experience and understanding related to the SHRC's first ever systemic advocacy process. Related to this, the focus group discussions were somewhat limited by the 90-minute timeframe for the sessions. The availability of the ATSAC members to participate given their busy schedules, and the amount of detail they could offer in a 90-minute focus group session, required compromise.

Conclusion

The present study explored the opinions of accessible public transportation stakeholders about the efficacy of the Saskatchewan Human Rights Commission's systemic advocacy work to increase the equitable access to public transportation for people with disabilities. As Bandura (1986) asserts, the pursuit of equity for groups experiencing inequity and discrimination is a quintessentially social act.

The freedom of disfavored groups is often curtailed by socially sanctioned discrimination. Here, the alternatives available to a person are prejudicially limited by skin color, sex, religion, ethnic background, or social class, regardless of capabilities. When self-determination is restricted by institutionalized prejudices, those who are affected strive to gain the freedom enjoyed by other segments of the society by removing inequitable practices" (pp. 42-43).

As Bandura observes, and as is evident in human rights legislation, discrimination affects many different groups of people with varying personal characteristics. The present study focused, in part, on the utility of Social Cognitive Theory in explaining how systemic advocacy could reduce inequity for people with disabilities who use accessible public transportation in the

City of Regina. The present research found support for the position that a systemic advocacy process is an opportunity for the SHRC to model equitable practices and to encourage equitable behaviours. As well, systemic advocacy also allows the SHRC to discourage discriminatory practices by providing a forum for dialogic communication between stakeholders. This interpersonal communication was seen to support the equity and relational goals of stakeholders.

Additional research could contribute to a better understanding of the SHRC's systemic advocacy/restorative justice model in several ways. For example, by conducting additional consensus-based multiparty negotiation processes related to the inequity experienced by people with disabilities in other areas of social life (e.g., employment, public services, healthcare). Such research could answer the question, "Were these outcomes unique to transportation?" Related to this, it could be asked whether or not the results were unique to the City of Regina. Research into systemic advocacy for accessible public transportation in other jurisdictions could improve the generalizability of the model. Similarly, conducting systemic advocacy processes for other groups of people (i.e., based on other human rights grounds) such as race, religion, or sexual orientation, would contribute to a better understanding of the model. For example, and as noted earlier, human rights commissions may have a constructive role to play in addressing violence against LGBTQ persons and Missing and Murdered Indigenous women.

Aside from expanding the area of focus to other areas of possible and known inequity, and considering that systemic advocacy is itself resource intensive, future research on the Regina Accessible Transportation Systemic Advocacy Process could also help buttress the results of the present study. As discussed, the survey sample was notably limited. Providing assistance with the completion of the survey at new coffee house-style events could eliminate a barrier for some people with disabilities. This could also serve a related goal of systemic advocacy – to provide

feedback to the people being advocated for and with (e.g., people with disabilities). Securing access to the complete pool of accessible public transit users, and not just those who are members/clientele of the ATSAC stakeholder organizations, could provide a sample that would be generalizable to the larger population. For example, the registered user base of the Regina Paratransit service is a known (and large) population that uses accessible transportation. Providing the survey to this population could, caveats about providing assistance with completing the survey taken into consideration, generate a reasonable response rate.

Future research should also explore the utility of the survey instrument used in the current evaluation. For example, administering the survey to a larger population could support the reliability of the instrument. Similarly, adapting the survey for use with assessing other systemic advocacy processes might help determine if the survey is robust for the purposes of understanding restorative outcomes related to systemic advocacy. As well, questions that explore the theoretical foundations of the present research (i.e., Social Cognitive Theory) could support the merits of modeling and learning in explaining systemic advocacy outcomes. For example, “Did the SHRC model or demonstrate equity during meetings?” or “Did the SHRC’s systemic advocacy process serve as a model for you and your organization?” or “Do you feel better prepared to advocate for your rights or the rights of others by participating in the systemic advocacy process?”

To return to the research questions, the present study asked if the stakeholders who work directly with the SHRC view systemic advocacy as an effective means through which to reduce discrimination and increase equity and self-efficacy. The answer is mixed. Focus group participants were supportive of systemic advocacy, and of the associated education and communication, indicating that this work is necessary and should be ongoing. At the same time,

this group was also mindful of the larger, and intersecting, social issues facing people with disabilities that remain to be addressed. In part, no one systemic activity, in this case transportation, can resolve the lived experience of inequity and discrimination.

The second research question, asked if stakeholders who have not worked directly with the SHRC on a systemic advocacy project see systemic advocacy as an effective means to reduce discrimination and increase equity and self-efficacy, is similarly mixed. Focus group and survey participants responded that the SHRC's systemic advocacy process was an effective means through which to improve transportation equity. They also indicated that rights awareness for people with disabilities who use accessible public transportation was increased.

With respect to the third research question, asked if there was a sense that a systemic advocacy process produces the intended result of reducing discrimination. Participants noted that the significant public transit-related changes that had taken place in the City of Regina had improved transportation equity for people with disabilities. While acknowledging that discrimination against people with disabilities is ongoing, and that no one systemic activity can eliminate the broad lived experience of discrimination for people with disabilities, stakeholders signaled their willingness to continue to participate in the Regina Accessible Transportation Systemic Advocacy Process. Moreover, all participants supported the need for ongoing education, communication, and efforts to increase transportation equity. This evaluation offers support for the SHRC's position that systemic advocacy can achieve the aims of relational restorative justice through a consensus-based multiparty negotiation process.

References

- “A danger to democracy.” Editorial. (2015, Aug 15). *National Post*. Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/1704223274?accountid=14474>
- Abella, R. S. (1984). *Report of the commission on equality in employment*. Ottawa: Supply and Services Canada.
- Alberta Human Rights and Citizenship Commission. (2002). *Employers' perspective research project*. Retrieved from http://www.albertahumanrights.ab.ca/documents/Final_Report.pdf
- Allen, V. D., & Solomon, P. (2016). EVIP—Edutainment violence intervention/prevention model. *Journal of Human Behavior in The Social Environment*, 26(3/4), 325-335. doi:10.1080/10911359.2015.1129251
- Amiel, B. (2015, Jan 26). Islamists won't kill free speech--we will. *Maclean's*. Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/1645400198?accountid=14474>
- Andersen, L., Andersen, S., Muurholm, B., & Roessler, K. (2014). A qualitative study of citizens' experience of participating in health counseling. *Scandinavian Journal of Psychology*, 55(6), 558-566.
- Anderson, J., & Kras, K. (2005). Revisiting Albert Bandura's social learning theory to better understand and assist victims of intimate personal violence. *Women and Criminal Justice*, 17(1), 99-124.
- Andrews v. Law Society of British Columbia, Supreme Court of Canada (1989). [1989] 1 SCR 143. Retrieved from <http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/407/index.do>

- Arnot, D. M. (2013, Apr. 22). "Standing Committee on Intergovernmental Affairs and Justice". Saskatchewan. *Hansard Verbatim Report*. 27th Legislature, 1st session. Retrieved from <http://docs.legassembly.sk.ca/legdocs/Legislative%20Committees/IAJ/Debates/130422Debates-IAJ.pdf#page=16>
- Bandura, A. (1973). Institutionally sanctioned violence. *Journal of Clinical Child Psychology*, 2(3), 23-24. doi:10.1080/15374417309532525
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal & Social Psychology*, 63(3), 575-582.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26. doi:10.1146/annurev.psych.52.1.1
- Bandura, A. (2002). Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education*, 31(2), 101-119.
- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, 31, 143–164.
- Bloomer, P. (2014). Are human rights an effective tool for social change? A perspective on human rights and business. *Sur International Journal On Human Rights*, 11(20), 114-121.

- Bottema-Beutel, K., & Li, Z. (2015). Adolescent judgments and reasoning about the failure to include peers with social disabilities. *Journal of Autism & Developmental Disorders*, 45(6), 1873-1886. doi:10.1007/s10803-014-2348-7
- Brett, J. M. (2014). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries*. San Francisco, CA: Jossey-Bass.
- British Columbia (Public Service Employee Relations Commission) v. BCGSEU, 3 S.C.R. 3 (1999). Retrieved from <http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1724/index.do>
- Bryden, P., & Black, W. (2004). Mediation as a tool for resolving human rights disputes: An evaluation of the B.C. Human Rights Commission's early mediation project. *University of British Columbia Law Review*, 37(1), 73–112.
- Cameron, L., Rutland, A., Turner, R., Holman-Nicolas, R., & Powell, C. (2011). Changing attitudes with a little imagination: Imagined contact effects on young children's intergroup bias. *Anales de Psicologia*, 27(3), 708–717.
- Canadian Council for International Co-operation. (2010). *A Time to Act – implementing the ODA accountability act: A Canadian CSO agenda for Aid Reform*. Retrieved from http://www.ccic.ca/_files/en/what_we_do/002_aid_2010_05_a_time_to_act_e.pdf
- Canadian Heritage. (2005). *Summative evaluation of the human rights program*. Evaluation Services Corporate Review Branch, Department of Canadian Heritage. Ottawa: Canadian Heritage.
- Canadian Heritage. (2010). *Summative evaluation of the human rights program*. Office of the Chief Audit and Evaluation Executive, Evaluation Services Directorate. Ottawa: Canadian Heritage.

- Canadian Human Rights Act, RSC 1985, c H-6. Retrieved from <http://laws-lois.justice.gc.ca/eng/acts/h-6/page-1.html#h-1>
- Canadian Human Rights Commission. (2014). *Info source: Sources of federal government and employee information*. Retrieved from http://www.chrc-ccdp.gc.ca/sites/default/files/info_source-eng.pdf
- Canadian Human Rights Commission. (2015). *The rights of persons with disabilities to equality and non-discrimination: monitoring the implementation of the UN convention of the rights of persons with disabilities in Canada*. Retrieved from http://www.chrc-ccdp.gc.ca/sites/default/files/chrc_un_crpd_report_eng.pdf
- Cardenas, S. (2003). Transgovernmental activism: Canada's role in promoting national human rights commissions. *Human Rights Quarterly*, 25(3), 775-790.
- Carey, M. A., & Asbury, J. (2012). *Focus group research*. Walnut Creek, CA: Left Coast Press.
- Carney, T., Beupert, F., Perry, J., & Tait, D. (2008). Advocacy and participation in mental health cases: Realisable rights or pipe-dreams? *Law in Context*, 26(2), 125-147.
- Carpenter, L. & DeLamater, J. (2012). *Sex for life: From virginity to Viagra, how sexuality changes throughout our lives*. New York: NYU Press. Retrieved July 25, 2016, from Project MUSE database.
- City of Regina. (2016). *Regina paratransit service: Paratransit news, summer 2016*. Retrieved from <http://www.regina.ca/opencms/export/sites/regina.ca/residents/transit-services/.media/pdf/paratransit-newsletter-summer-2016.pdf>
- Clément, D. (2008). *Canada's rights revolution: Social movements and social change, 1937-82*. Vancouver: UBC Press.

Clément, D., Silver, W., & Trottier, D. (2012). *The evolution of human rights in Canada*.

Retrieved from http://www.chrc-ccdp.ca/sites/default/files/ehrc_edpc-eng.pdf

Cormick, G., Dale, N., Emond, P., Sigurdson, S. G., & Stuart, B.D. (1996). *Building consensus for a sustainable future: putting principles into practice*. Ottawa: National Round Table on the Environment and the Economy.

Cornish, M. F. (2012). *A living wage as a human right*. Toronto: Canadian Centre for Policy Alternatives. Retrieved from [https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario Office/2012/10/Living Wage as a Human Right.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2012/10/Living%20Wage%20as%20a%20Human%20Right.pdf)

Council of Europe Commissioner for Human Rights. (2013). *Safeguarding human rights in times of economic crisis*. Retrieved from <https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=2664103&SecMode=1&DocId=2215366&Usage=2>

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.). Thousand Oaks, CA: Sage Publications Inc.

Danso, R. (2010). Undoing the toxic doings of race and racism in a 'post-race' North America. In J. K. Crennan, (Ed.), *Race & ethnicity: Cultural roles, spiritual practices & social challenges*, (pp. 1-59). Hauppauge, N.Y.: Nova Science Publishers, Inc.

Davis, M., Young, L., Davis, S., & Moll, G. (2008). Parental depression, family functioning and obesity among African American children. *Journal of Cultural Diversity*, 15(2), pp. 61-65.

Day, S., Lamarche, L., & Norman, K. (Eds.). (2014). *14 arguments in favour of human rights institutions*. Toronto, ON: Irwin Law.

- Dean, J. K. (2009). Quantifying social justice advocacy competency: Development of the social justice advocacy scale.
- Dillman, D. A., Smyth, J. D., Christian, L. M., & Dillman, D. A. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method*. Hoboken, N.J.: Wiley & Sons.
- Dovidio, J. F., Pagotto, L., & Hebl, M. R. (2011). Implicit attitudes and discrimination against people with physical disabilities. In R. L. Wiener & S. L. Wilborn (Eds.), *Disability and age discrimination: Perspectives in law and psychology* (pp. 157–184). New York, NY: Springer. doi: 10.1007/978-1-4419-6293-5_9
- Dunn, D. (2014). *The social psychology of disability*. Oxford: Oxford University Press.
- Dunn, D. S., Fisher, D. J., & Beard, B. M. (2012). Revisiting the mine-thine problem: A sensitizing exercise for clinic, classroom, and attributional research. *Rehabilitation Psychology, 57*, 113–123. doi: 10.1037/a0027967
- Eliadis, P. (2014). *Speaking out on human rights: Debating Canada's human rights system*. Montreal: McGill-Queen's University Press.
- Equitas. (2011). *Evaluating human rights training activities: A handbook for human rights educators*. Montreal: Equitas International Centre for Human Rights Education and the Office of the United Nations High Commissioner for Human Rights. Retrieved from <http://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf>
- Eysenck, J. H. (2009). *The biological basis of personality*. New Brunswick, N.J.: Transaction Publishers.
- Ezpeleta, M., & Ouerdane, K. (2010). *Community-based human rights impact assessments: practical lessons: report from an International Meeting, Canada 2010*. [Montreal, Que.]: Rights & Democracy.

- Flanagan, T. (2009, May 19). Time to right some wrongs. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/globe-debate/time-to-right-some-wrongs/article4355596/>
- Forbes, D. (2013, Apr. 22). "Standing Committee on Intergovernmental Affairs and Justice". Saskatchewan. *Hansard Verbatim Report*. 27th Legislature, 1st session. Retrieved from <http://docs.legassembly.sk.ca/legdocs/Legislative%20Committees/IAJ/Debates/130422Debates-IAJ.pdf#page=16>
- Friedman, C., Arnold, C., Owen, A., & Sandman, L. (2014). 'Remember our voices are our tools:' Sexual self-advocacy as defined by people with intellectual and developmental disabilities. *Sexuality & Disability*, 32(4), 515-532. doi:10.1007/s11195-014-9377-1
- Frohman, C. & Meekosha, H. (2012). Recognition, respect and rights. In D. Goodley, B. Hughes & L. Davis (Eds.), *Disability and social theory*, (pp. 287–307). Retrieved from <http://www.palgraveconnect.com/pc/doi/10.1057/9781137023001.0023>
- General Assembly resolution 48/134, *Principles relating to the status of national institutions (the Paris principles)*, A/RES/48/134 (20 December 1993). Retrieved from <http://www.un.org/documents/ga/res/48/a48r134.htm>.
- Gies, L. (2014). *Mediating human rights: Culture, media and the human rights act*. Hoboken: Routledge.
- Goar, C. (2016, March 16). Disability: The last bastion of prejudice. *The Toronto Star*. Retrieved from <https://www.thestar.com/opinion/commentary/2016/03/16/disability-the-last-bastion-of-prejudice-goar.html>
- Greaves, L., Pederson, A. P., & Poole, N. (2014). *Making it better: gender-transformative health promotion*. Toronto: Canadian Scholars' Press/Women's Press.

- Gruskin, S., Safreed-Harmon, K., Ezer, T., Gathumbi, A., Cohen, J., & Kameri-Mbote, P. (2013). Access to justice: Evaluating law, health and human rights programmes in Kenya. *Journal of the International AIDS Society, 16*(1-7). doi:10.7448/IAS.16.3.18726
- Harrison, J. (2010). *Measuring human rights: Reflections on the practice of human rights impact assessment and lessons for the future*. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1706742
- Hogg, M. A. (2013). Intergroup relations. In J. D. DeLamater & A. Ward, A. (Eds.), *Handbook of social psychology*, (2nd ed.) (pp. 533-561). Springer: New York. DOI 10.1007/978-94-007-6772-0
- Hong, Y. (2009). A dynamic constructivist approach to culture: Moving from describing culture to explaining culture. In R. S. Wyer, C. Chiu, & Y. Hong (Eds.), *Understanding culture: Theory, research and application* (pp. 3–23). New York: Psychology Press
- Howe, R. B., & Johnson, D. (2000). *Restraining equality: Human rights commissions in Canada*. Toronto: University of Toronto Press.
- Humphrey, N., & Symes, W. (2011). Peer interaction patterns among adolescents with autistic spectrum disorders (ASDs) in mainstream school settings. *Autism, 15*(4), 397-419. doi:10.1177/1362361310387804.
- Hymel, S., & Bonanno, R. A. (2014). Moral disengagement processes in bullying. *Theory into Practice, 53*(4), 278-285.
- Jacobson, A. (2002, Jan 11). 'I would be lost without it'. *Leader Post* Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/349742688?accountid=14474>

- Kamberlis, G. & Dimitriadis, G. (2013). *Focus groups: From structured interviews to collective conversations*. New York: Routledge.
- Kasari, C., Locke, J., Gulsrud, A., & Rotheram-Fuller, E. (2011). Social networks and friendships at school: Comparing children with and without ASD. *Journal of Autism and Developmental Disorders*, 41(5), 533–544.
- Klein, J. (2011). The rhetoric and ideology of human rights in the media. In D. Papademas (Ed.), *Human Rights and Media* (pp. 41-56). Bingley, U.K.: Emerald Book Serials and Monographs.
- Kline, J. (2016, May 04). Settle your own disputes. *National Post*. Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/1786759563?accountid=14474>
- Kuttai, H. (2009). *Maternity rolls: Pregnancy, childbirth, and disability*. Winnipeg: Fernwood Publishing.
- Leslie, G. (2014). Saskatchewan and the gatekeeping debate. In S. Day, L. Lamarche, & K. Norman (Eds.), *14 arguments in favour of human rights institutions* (pp. 141-168). Toronto, ON: Irwin Law Inc.
- Levad, Amy. 2012. *Restorative justice: Theories and practices of moral imagination*. El Paso: LFB Scholarly Publishing LLC.
- Levant, E. (2009). *Shakedown: How our government is undermining democracy in the name of human rights*. Toronto: McClelland & Stewart
- Llewellyn, J. J. (2012). Restorative justice: Thinking relationally about justice. In J. Downie and J. Llewellyn, (Eds.). *Being relational: Reflections on relational theory and health law* (pp. 89-108). Vancouver: UBC Press.

- Llewellyn, J., & Philpott, D. (2014). Restorative justice and reconciliation: Twin frameworks for peacebuilding. In J. Llewellyn & D. Philpott (Eds.), *Restorative justice, reconciliation, and peacebuilding*. New York: Oxford University Press (pp. 14-36). DOI: 10.1093/acprof:oso/9780199364862.001.0001
- Liebmann, M. (2007). *Restorative justice: How it works*. Philadelphia, PA: Jessica Kingsley Publishers, 2007.
- Monteith, M. J., Arthur, S. A., & Flynn, S. M. (2010). Self-regulation and bias. In J. F. Dovidio, M. Hewstone, P. Glick, & V. M. Esses (Eds.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 493–507). Los Angeles, CA: Sage. doi: 10.4135/9781446200919.n30
- Moore, C. W. (2014). *The mediation process: Practical strategies for resolving conflict* (4th ed.). San Francisco: Jossey-Bass.
- Morgan, D. (2011, May 12). "Standing Committee on Intergovernmental Affairs and Justice". Saskatchewan. *Hansard Verbatim Report*. 26th Legislature, 4th session. Retrieved from <http://docs.legassembly.sk.ca/legdocs/Legislative%20Committees/IAJ/Debates/110512IAJ.pdf>
- Morgan, P., Scott, H., Young, M., Plotnikoff, R., Collins, C., & Callister, R. (2014). Associations between program outcomes and adherence to Social Cognitive Theory tasks: Process evaluation of the SHED-IT community weight loss trial for men. *International Journal of Behavioral Nutrition & Physical Activity*, *11*, 1-28. doi:10.1186/s12966-014-0089-9

- Morse, B. W., Groves, R., & Vermette, D. (2010). *Balancing individual and collective rights: Implementation of Section 1.2 of the Canadian Human Rights Act*. Ottawa: Canadian Human Rights Commission. Retrieved from http://www.chrc-ccdp.ca/sites/default/files/ind_col_rights_report-eng.pdf
- Nierobisz, A., Searl, M., & Thérroux, C. (2008). *Human rights commissions and public policy: The role of the Canadian human rights commission in advancing sexual orientation equality rights in Canada*. Retrieved from http://www.chrc-ccdp.ca/sites/default/files/soer_eng_1.pdf
- Preeves, S. E., & Mortimer, J.T. (2013). Socialization for primary, intimate, and work relationships in the adult life course. In J. D. DeLamater & A. Ward, A. (Eds.), *Handbook of social psychology*, (2nd ed.) (pp. 151-187). Springer: New York. DOI 10.1007/978-94-007-6772-0
- International Council on Human Rights Policy. (2012). *No perfect measure: Rethinking evaluation and assessment of human rights work*. Retrieved from www.ichrp.org/files/reports/68/181_evaluating_hr_work_report.pdf
- Norman, K. (2013). Promoting and protecting human rights: Snakes and ladders. *Canadian Issues / Thèmes Canadiens*, 55-60.
- Nova Scotia Human Rights Commission. (2013). *Working together to better serve all Nova Scotians: A report on consumer racial profiling in Nova Scotia*. Retrieved from https://humanrights.gov.ns.ca/sites/default/files/files/crp_short_eng.doc.pdf
- NVivo (Version 11) [Computer software]. Burlington, Ma: QSR International. Available from <http://www.qsrinternational.com>

- Ochs, E. & Schieffelin, B.B. (2012). The theory of language socialization. In A. Duranti, Ochs, E., & B. B. Schieffelin (Eds.), *The handbook of language socialization*, (pp. 1-21). Wiley-Blackwell: Malden, MA.
- Ombudsman. (2007). *Hearing back: Piecing together timeliness in Saskatchewan's administrative tribunals*. Retrieved from <https://www.ombudsman.sk.ca/uploads/document/files/hearing-back-en.pdf>
- Ontario Human Rights Commission (OHRC, 2009). *Ontario human rights commission: 2009/10 – 2011/12 business plan*. Toronto: The Commission.
- Ontario Human Rights Commission (OHRC, 2005). *Strengthening Ontario's human rights system: What we heard consultation report*. Retrieved from http://www.ohrc.on.ca/sites/default/files/consultation_report_strengthening_ontario%27s_human_rights_system_what_we_heard.pdf
- Ortactepe, D. (2012). *Advances in pragmatics and discourse analysis: The development of conceptual socialization in international students: A language socialization perspective on conceptual fluency and social identity*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.
- Patton, M. Q. (2008). *Utilization-focused evaluation*. Thousand Oaks, Calif.: Sage Publications.
- Payne, J.B. & Rootham, C. C. (2005, February). *Are human rights commissions still relevant?* Paper presented at the First Annual Catherine Helen MacLean Memorial Lecture, Ottawa, CA. Paper retrieved from <http://nelligan.ca/files/Are Human Rights Commissions Still Relevant.pdf>

- Prichard, J. (2002). Parent-child dynamics in community conferences: Some questions for reintegrative shaming, practice and restorative justice. *Australian & New Zealand Journal of Criminology (Australian Academic Press)*, 35(3), 330-346.
- Quarmby, K. (2011). *Scapegoat: why we are failing disabled people*. London: Portobello Books.
- Rees, O. (2010). Dealing with individual cases: An essential role for national human rights institutions for children? *International Journal of Children's Rights*, 18(3), 417-436.
- Ridgeway, C. (2011-01-12). The puzzle of persistence. In *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press: New York. Retrieved from <http://www.oxfordscholarship.com/login.ezproxy.library.ualberta.ca/view/10.1093/acprof:oso/9780199755776.001.0001/acprof-9780199755776-chapter-1>.
- Saskatchewan Human Rights Commission. (n.d.). *systemic advocacy*. Retrieved from <http://saskatchewanhumanrights.ca/learn/systemic-advocacy>
- Saskatchewan Human Rights Commission. (1996). *Renewing the vision: Human rights in Saskatchewan*. Saskatoon: The Commission.
- Saskatchewan Human Rights Commission. (2005). *Human rights education – making a difference: A 10-year report on education activities*. Saskatoon: The Commission.
- Saskatchewan Human Rights Commission. (2007). *Human rights complaint results in revision of Regina's transit fee structure* [Press Release]. Retrieved from <http://www.saskatchewan.ca/government/news-and-media/2007/august/20/human-rights-complaint-results-in-revision-of-reginas-paratransit-fee-structure>
- Saskatchewan Human Rights Commission. (2011). *Saskatchewan human rights commission: Bill 160 - proposed amendments to the human rights code*. Retrieved from

http://saskatchewanhumanrights.ca/pub/documents/bill_160/FAQs-Bill160_February8-2011.pdf

Saskatchewan Human Rights Commission. (2012). *Annual report 2012/2013: Four pillars - one vision*. Retrieved from

http://saskatchewanhumanrights.ca/+pub/documents/publications/SHRC_2012_2013_AnnualReport.pdf

Saskatchewan Human Rights Commission. (2013). *Achieving equivalent, comparable, and accessible public Transportation in the city of Regina: A report to stakeholders*.

Retrieved from

http://saskatchewanhumanrights.ca/+pub/documents/publications/Accessible%20Transit_Report_20130603.pdf

Saskatchewan Human Rights Commission. (2014). *Annual report 2013/2014: Collaborative resolution – restorative results*. Retrieved from

http://saskatchewanhumanrights.ca/+pub/documents/publications/SHRC_2013_2014_AnnualReport_web.pdf

Saskatchewan Human Rights Commission. (2015a). *A restorative approach*. Retrieved from

http://saskatchewanhumanrights.ca/pub/documents/policies_guidelines/RestorativeJustice.pdf

Saskatchewan Human Rights Commission. (2015b). *Employment equity reporting procedures, 2015-16*. Retrieved from

<http://saskatchewanhumanrights.ca/pub/EquityPrograms/EmploymentEquityReportingGuidelines2015.pdf>

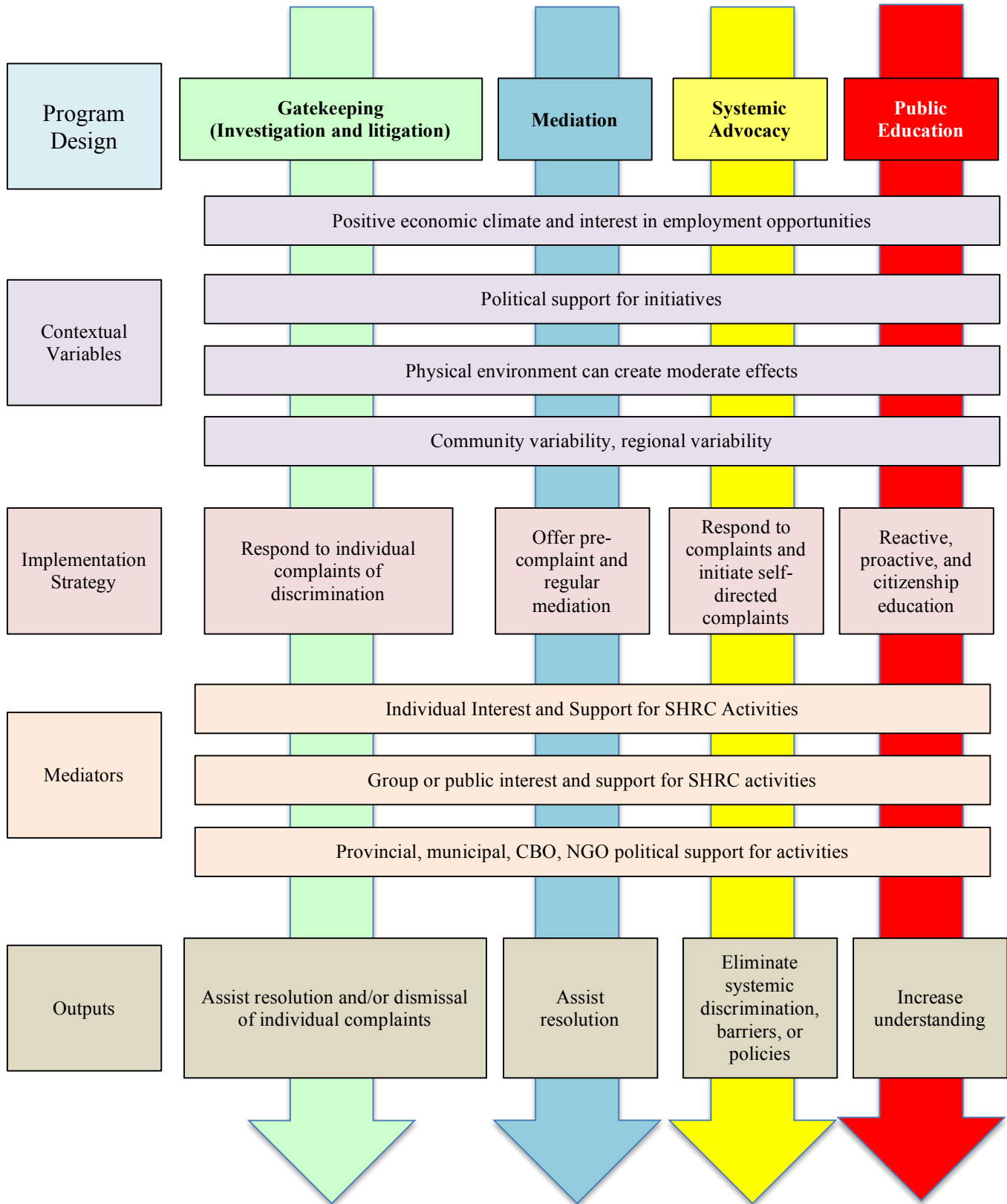
- Saskatchewan Human Rights Commission. (2016). *Achieving accessible transportation: A systemic approach for Saskatchewan*. Retrieved from http://saskatchewanhumanrights.ca/+pub/2016/Accessible_Transportation_Report.pdf
- Saul, J. R. (2009). *Voltaire's bastards: the dictatorship of reason in the West*. Simon & Schuster.
- Schillemans, T. (2010). Redundant accountability: The joint impact of horizontal and vertical accountability on autonomous agencies. *Public Administration Quarterly*, 34(3), 300-337.
- Scott, N. (2001, Apr 20). Bus service extended to new north superstore. *Leader-Post*. Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/349694633?accountid=14474>
- Shervey, A. (2002, Jul 19). Fares and fairness. *Leader Post*. Retrieved from <http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/login.ezproxy.library.ualberta.ca/docview/349738058?accountid=14474>
- Statistics Canada. (2012). *Focus on geography series, 2011 census: Census metropolitan area of Regina, Saskatchewan*. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-cma-eng.cfm?LANG=Eng&GK=CMA&GC=705>
- Symes, W., & Humphrey, N. (2010). Peer-group indicators of social inclusion among pupils with autism spectrum disorders (ASD) in mainstream secondary schools: A comparative study. *School Psychology International*, 31(5), 478–494.
- Susskind, L. E., Fuller, B. W., Ferenz, M., & Fairman, D. (2003). Multistakeholder dialogue at the global scale. *International Negotiation*, 8(2), 235-266.

- Susskind, L. E., & Rumore, D. (2015). Using devising seminars to advance collaborative problem solving in complicated public policy disputes. *Negotiation Journal*, 31(3), 223-235. doi:10.1111/nej.12092
- The Saskatchewan Human Rights Code, SS 1979, c S-24.1 Retrieved from www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf
- Thomas, S., & Anderson, E. L. (2013). *Socialization: Theories, processes and impact*. Hauppauge, N.Y.: Nova Science Publishers, Inc.
- Tibbitts, F. (2002). Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3-4), 159-171.
- Tileagă, C. (2016). *Nature of prejudice: Society, discrimination and moral exclusion*. East Sussex: Routledge.
- Tsun, T. A. (2009). Overhauling the Ontario human rights system: Recent developments in case law and legislative reform. *University of Toronto Faculty of Law Review*, 67(1), 115-133.
- United Nations Development Programme. (2010). *Fostering social accountability: From principle to practice*. Retrieved from [http://www.undp.org/content/dam/undp/library/Democratic Governance/OGC/dg-ogc-Fostering Social Accountability-Guidance Note.pdf](http://www.undp.org/content/dam/undp/library/Democratic%20Governance/OGC/dg-ogc-Fostering%20Social%20Accountability-Guidance%20Note.pdf)
- United Nations (1948). *Universal declaration of human rights*. Retrieved from http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- United Nations Office of the High Commissioner for Human Rights. (2010). *National human rights institutions: History, principles, roles and responsibilities*. HR/P/PT/4/Rev.1. Retrieved from http://www.ohchr.org/Documents/Publications/PTS-4Rev1-NHRI_en.pdf

- United Nations Office of the High Commissioner for Human Rights. (2012). *Human rights indicators: A guide to measurement and implementation*. HR/PUB/12/5. Retrieved from http://www.ohchr.org/Documents/Publications/Human_rights_indicators_en.pdf
- Van Roekel, E., Scholte, R. H. J., & Didden, R. (2010). Bullying among adolescents with autism spectrum disorders: Prevalence and perception. *Journal of Autism and Developmental Disorders*, 40(1), 63–73.
- Versteeg, M. (2008). Performance measures for human rights commissions. *Journal of Intergroup Relations*, 34(2), 55-69.
- Walker, S. (2014). Human rights impact assessments: Emerging practice and challenges.. In E. H. Riedel, G. Giacca & C. Golay (Eds.), *Economic, social, and cultural rights in international law: Contemporary issues and challenges* (pp. 391-416). New York: Oxford University Press. doi:10.1093/acprof:oso/9780199685974.003.0014
- World Health Organization. (1995). *Advocacy strategies for health and development: Development communication in action*. Geneva: Author. Retrieved from http://apps.who.int/iris/bitstream/10665/70051/1/HED_92.4_eng.pdf
- World Health Organization. (2001). *International classification of functioning, disability, and health (ICF)*. Geneva: Author.
- World Health Organization. (2003). *Advocacy for mental health (mental health policy and guidance package)*. Geneva: World Health Organization. Retrieved from www.who.int/mental_health/resources/en/Advocacy.pdf
- World Health Organization. (2011). *World report on disability*. Geneva, Switzerland: Author.

Yankelovich, D. (2008). Dialogue as a path to public judgment. In L. E. Susskind, & L. Crump (Eds.), *Multiparty negotiation volume 2: Theory and practice of Public dispute resolution* (pp. 87-91). Thousand Oaks, CA: Sage.

Appendix A: Saskatchewan Human Rights Commission Program Theory Model



Appendix B: 10 Principles of Multiparty Negotiation

(from Cormick, Dale, Emond, Sigurdson & Stuart, 1996)

- Principle 1. Purpose-Driven. People need a reason to participate in the process.
- Principle 2. Inclusive, Not Exclusive. All parties with a significant interest in the issues should be involved in the consensus process.
- Principle 3. Voluntary Participation. The parties who are affected or interested participate voluntarily.
- Principle 4. Self-Design. The parties design the consensus process.
- Principle 5. Flexibility. Flexibility should be designed into the process.
- Principle 6. Equal Opportunity. All parties have equal access to relevant information and the opportunity to participate effectively throughout the process.
- Principle 7. Respect for Diverse Interests. Acceptance of the diverse values, interests, and knowledge of the parties involved in the consensus process is essential.
- Principle 8. Accountability. The participants are accountable both to their constituencies and to the process that they have agreed to establish.
- Principle 9. Time Limits. Realistic deadlines are necessary throughout the process.
- Principle 10. Implementation. Commitments to implementation and effective monitoring are essential parts of any agreement.

Appendix C: Search Strategy

The following is a summary listing of the search term strings and strategies employed for the literature review. Where appropriate, different search strategies were used with different databases and search engines to make efficient use of the specific syntax appropriate for each search venue.

Internet Searches and Internet Search Engine Search Strings

An initial Internet search using the Google search engine (<http://www.google.com>) was used for an initial scan of publicly available information for the following search terms:

1. “human rights commission Canada”
2. human rights commission systemic advocacy Canada”
3. “focus groups” human rights commission
4. “focus groups” human rights commission Canada
5. human rights systemic advocacy
6. human rights systematic advocacy Canada

As well, the websites for each of the provincial statutory human rights agencies (or tribunal) were scanned for each of the above phrases using each website’s navigation system, the internal search engine (if available), and a Google search of each website (e.g., “systemic advocacy site:www.saskatchewanhumanrights.ca”):

1. British Columbia, <http://www.bchrt.bc.ca/>
2. Alberta, <http://www.albertahumanrights.ab.ca/>
3. Saskatchewan, <http://www.saskatchewanhumanrights.ca>
4. Manitoba, <http://www.manitobahumanrights.ca/>
5. Ontario, <http://www.ohrc.on.ca/>

6. Quebec, <http://www.cdpcj.qc.ca/en/Pages/default.aspx>
7. Newfoundland, <http://www.cdpcj.qc.ca/en/Pages/default.aspx>
8. New Brunswick, <http://www.gnb.ca/hrc-cdp/index-e.asp>
9. Nova Scotia, <http://humanrights.gov.ns.ca/>
10. Prince Edward Island, <http://www.gov.pe.ca/humanrights/>
11. Northwest Territories, <http://nwthumanrights.ca/>

Academic Library Catalog and Databases Search

A search of the University of Alberta library catalogue and holdings, as well as the multiple databases using the above key terms, found useful books, journal articles, and academic writing on human rights commissions in Canada, as well as systemic advocacy. Writing on human rights commissions is, generally speaking, limited but there have been consistent and substantive analyses written within the past two 15 years and, notably several books exploring human rights in the current context within the past 3 years.

Appendix D: Focus Group Participants Recruitment Message

DELIVERY METHOD: By e-mail and/or letter

TO: Research Group 1, Members of the Regina Accessible Transportation Systemic Advisory Committee

TITLE OF E-MAIL MESSAGE: Opinion requested: About How the SHRC Conducts Systemic Advocacy

CONTENT:

Opinion requested: About How the SHRC Conducts Systemic Advocacy

As a representative of a stakeholder group, and a member of the Accessible Transportation Systemic Advisory Committee, I would like to invite you to be a part of a research project that will allow the SHRC to improve its systemic advocacy work. I am conducting this research to partially complete my graduate program at the University of Alberta in the Masters of Arts in Communication and Technology (MACT) program and for the SHRC.

This research will include a focus group discussion about how you feel the SHRC has done its accessible transportation advocacy work for people with disabilities in the City of Regina. The focus group session should take about 90 minutes and will be held at the SHRC's Regina office at 10:00 a.m. on February 18, 2016. An alternate focus group session is also scheduled for 10:00 a.m. on February 25, 2016. Please let me know which time is convenient for you.

If you are interested in being a part of this project, please let me know by return email and I will send you an information document.

Best regards,

Darrell Seib.

Appendix E: Information Letter and Consent Form for the Focus Groups

Study Title: Evaluating the Effectiveness of Human Rights Systemic Advocacy

Background

In 2012, the Saskatchewan Human Rights Commission (SHRC) heard from individuals and groups about concerns with accessible transportation in the City of Regina.

Since that time the SHRC has been working with groups to improve accessible transportation in Regina. You are being asked to be a part of this study because of your experience with accessible transportation.

I am conducting this research on behalf of the SHRC to help the SHRC improve its systemic advocacy work and to partially complete my graduate program at the University of Alberta in the Masters of Arts in Communication and Technology (MACT) program.

Purpose

The purpose of this research is to hear from people in Regina who have a stake in accessible transportation. The results will be made available to the SHRC and the SHRC hopes to use this research to improve its systemic advocacy work. This research may help human rights advocates work more effectively. It also adds to the scholarly understanding of discrimination and social change.

Study Procedures

This research has four parts:

1. Two focus group sessions with at least ten members of the Regina Accessible Transportation Systemic Advisory Committee.
2. An online survey with 60 or more individuals who have been referred by members of the Regina Accessible Transportation Systemic Advisory Committee.

3. An online survey with 20 or more individuals who contacted the SHRC in 2012 about their concerns with accessible transportation in Regina.
4. A review of the news media stories about accessible transportation in the City of Regina between 2012 and 2016.

This data from the focus groups will be collected as follows:

The focus group sessions will take about 90 minutes to complete. The sessions will be audio recorded, transcribed, and content analyzed.

If you are in one of the focus groups, you will receive a summary of your session. A member of the SHRC will review the summaries to ensure that they reflect what you and the other participants said.

Benefits

There will be no direct benefit to you, your participation in this study is designed to help the SHRC improve its systemic advocacy. It might also help guide the SHRC's actions in future systemic advocacy. We hope that the information we get from doing this study will help other human rights commissions promote and protect the human rights of all people.

Risk

There are no known risks to your participation in this study. If we learn anything during the research that may affect your willingness to continue being in the study, we will tell you right away.

Voluntary Participation

You are under no obligation to participate in this study and your participation is completely voluntary. You are not obliged to answer any specific questions even if you choose to participate in the study. You are free to withdraw from the research study at any time during the

focus group, but it will not be possible to withdraw focus group data collected up until that point because of the nature of group discussion.

Confidentiality & Anonymity

Uses:

This research will be used in the follow forms:

- As part of a Master's program capping project
- It may be presented at professional (or academic) conferences or other events, and
- Published online or in print.

Anonymity:

- Your anonymity cannot be guaranteed in the focus group context as other participants will be in attendance.
- You and the other participants have a shared responsibility to keep what is said in the focus group confidential.
- The researchers will not personally identify you in presentations or in publications.

Data:

- Your original data will be kept confidential by the researcher, and only the researchers and the SHRC staff will have access to the data. Although the original data will not be shared with other members of the advisory committee, and given the small number of participants, anonymity cannot be guaranteed.
- Your data will be stored in a secure place for a minimum of 5 years following completion of research project.
- If/when appropriate destroyed in a way that ensures privacy and confidentiality.

- We may use your data in future research, but if we do this it will have to be approved by a Research Ethics Board.

Further Information

You are free to request your own copy of the report of the research findings by e-mail from darrell.seib@gov.sk.ca or dseib@ualberta.ca.

If you have any further questions regarding this study, please do not hesitate to contact:

Research Investigator:

Darrell Seib
8th Floor, Sturdy Stone Building
Saskatchewan Human Rights Commission
Saskatoon, SK, S7K 2H6
darrell.seib@gov.sk.ca
(306) 933-8281

Supervisor:

Stanley Varnhagen, PhD
Community University Partnership (CUP)
Faculty of Extension, University of Alberta
2-201 Enterprise Square, 10230 Jasper
Avenue NW
Edmonton, Alberta, T5J 4P6
Tel: [\(780\) 492-3641](tel:7804923641), Email:
stanley.varnhagen@ualberta.ca

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Consent Statement

I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described above and will receive a copy of this consent form. I will receive a copy of this consent form after I sign it.

Participant's Name (printed) and Signature

Date

Name (printed) and Signature of Person Obtaining Consent

Date

Appendix F: Focus Group Guide for Evaluation of Systemic Advocacy

The focus group guide and questions have been adapted from other sources (see Ontario Human Rights Commission, 2005; Alberta Human Rights and Citizenship Commission, 2002; Nova Scotia Human Rights Commission, 2013).

Focus group participants are familiar with the reports on the Regina Accessible Transportation Systemic Advocacy Project (available on the SHRC's website).

Project objectives:

- To determine whether or not the systemic advocacy work of the Saskatchewan Human Rights Commission has improved the lives of people with disabilities in the City of Regina who use accessible public transportation.
- To understand if the SHRC's systemic advocacy process has produced a perceived increase in equality between population groups with and without disabilities who use public transportation.

Research Question:

Has the Saskatchewan Human Rights Commission's current systemic advocacy process produced the intended result of reducing perceived discrimination related to the use of accessible public transportation in the City of Regina?

A. Background (5 minutes)

Introduce self, the SHRC investigator/systemic advocacy specialist, the SHRC and the topic of the discussion.

1. The SHRC's mandate includes systemic advocacy; the topic is accessible transportation
2. The research goal is to improve the systemic advocacy work the SHRC does;
3. The discussion will take between 1 and 1.5 hours;

4. Explain reasons for recording the presentation (i.e., for research) and reassure on confidentiality and anonymity;
5. Explain that we are seeing if the work of the SHRC has improved the experience of public transportation use by people with disabilities in the City of Regina;
6. Ask participants to complete and sign the consent forms.
7. Ask for honest answers to improve the systemic advocacy work of the SHRC.

B. Introduction of Participants / Icebreaker (10 minutes)

1. First ask their name, describe the kinds of transportation they use, and what they like or need to do when they travel around Regina.
2. If you could change one thing about accessibility in their community, what would it be, and why?

C. Attitudes toward Disability (20 minutes)

1. What is the attitude towards disability like in your community?
2. Has there been a change in attitude recently? Over the long term? If so, in what ways?
3. Do you think people are aware that they discriminate? Why or why aren't they aware?
4. What kinds of incidents are most likely to raise a human rights issue for you?
5. Have you experienced discrimination? What discrimination?

D. Rights Awareness (20 minutes)

6. Where do you go, or whom do you look to, for information about your rights?
7. The Saskatchewan Human Rights Code is the provincial law that addresses discrimination. What are some of the things you know about Code and transportation?
8. Have you had any previous experience with the SHRC? How do you think people perceive the SHRC? What misconceptions might they have?

E. Regina Systemic Advocacy Project (20 minutes)

9. What do you think is the purpose of having the Regina systemic advocacy project?
10. Who do you think was supposed to be helped by the systemic advocacy?
11. Have you perceived that attitudes towards disability or accessible transportation have changed since the coffee house in October 2012?
12. If you or the people in your organization use accessible public transportation, do you feel that systemic advocacy has helped? Has the SHRC done enough, can we do more? If so, what?
13. Section 25 (h) of *The Saskatchewan Human Rights Code* (1979) requires the Commission to work systemically to, “promote and pursue measures to prevent and address systemic patterns of discrimination.” Do you think the SHRC is meeting this objective in this situation?

F. What’s next? (15 minutes)

1. When you envision concrete systemic advocacy outcomes for accessible transportation, what do you picture?
2. What can the SHRC do to actually help achieve what people want? What messaging or data might help?
3. Other suggestions, ideas, feedback?

Appendix G: Information Letter and Consent Form for the Survey Groups

Study Title: Evaluating the Effectiveness of Human Rights Systemic Advocacy

Background

In 2012, the Saskatchewan Human Rights Commission (SHRC) heard from individuals and groups about concerns with accessible transportation in the City of Regina.

Since that time the SHRC has been working with groups to improve accessible transportation in Regina. You are being asked to be a part of this study because of your experience with accessible transportation.

I am conducting this research on behalf of the SHRC to help the SHRC improve its systemic advocacy work and to partially complete my graduate program at the University of Alberta in the Masters of Arts in Communication and Technology (MACT) program.

Purpose

The purpose of this research is to hear from people in Regina who have a stake in accessible transportation. There will be no direct benefits to the participants. The results will be made available to the SHRC and the SHRC hopes to use this research to improve its systemic advocacy work. This research will help human rights advocates work more effectively. It also adds to the scholarly understanding of discrimination and social change.

Study Procedures

This research has four parts:

5. Two focus group sessions with at least ten members of the Regina Accessible Transportation Systemic Advisory Committee.
6. An online survey with 60 or more individuals who have been referred by members of the Regina Accessible Transportation Systemic Advisory Committee.
7. An online survey with 20 or more individuals who contacted the SHRC in 2012 about their concerns with accessible transportation in Regina.
8. A review of the news media stories about accessible transportation in the City of Regina between 2012 and 2016.

The data for the surveys will be collected as follows:

The online surveys will take about 15 minutes to complete. The information from the survey will be aggregated and analyzed.

Benefits

There will be no direct benefit to you, your participation in this study is designed to help the SHRC improve its systemic advocacy. It might also help guide the SHRC's actions in future systemic advocacy. We hope that the information we get from doing this study will help other human rights commissions promote and protect the human rights of all people.

Risk

There are no known risks to your participation in this study. If we learn anything during the research that may affect your willingness to continue being in the study, we will tell you right away.

Voluntary Participation

You are under no obligation to participate in this study and your participation is completely voluntary. You are not obliged to answer any specific questions even if you choose to participate in the study. You are free to withdraw your data and your participation from the research study at any time before you press “submit” on the final page of the survey.

Confidentiality & AnonymityUses:

This research will be used in the follow forms:

- As part of a Master’s program capping project
- It may be presented at conferences or other events, and
- Published online or in print.

Anonymity:

- The researchers will not personally identify you in presentations or in publications.

Data:

- Your original data will be kept confidential, and only the researchers and the SHRC staff will have access to the data. The original data will not be shared with other members of the advisory committee. Aggregated data that does not identify you may be shared.
- Your data will be stored in a secure place for a minimum of 5 years following completion of research project.
- If/when appropriate destroyed in a way that ensures privacy and confidentiality.
- We may use your data in future research, but if we do this it will have to be approved by a Research Ethics Board.

Further Information

You are free to request your own copy of the report of the research findings by e-mail from darrell.seib@gov.sk.ca or dseib@ualberta.ca.

If you have any further questions regarding this study, please do not hesitate to contact:

Research Investigator:

Darrell Seib
8th Floor, Sturdy Stone Building
Saskatchewan Human Rights Commission
Saskatoon, SK, S7K 2H6
darrell.seib@gov.sk.ca
(306) 933-8281

Supervisor:

Stanley Varnhagen, PhD
Community University Partnership (CUP)
Faculty of Extension, University of Alberta
2-201 Enterprise Square, 10230 Jasper
Avenue NW
Edmonton, Alberta, T5J 4P6
Tel: [\(780\) 492-3641](tel:7804923641)
Email: stanley.varnhagen@ualberta.ca

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at (780) 492-2615.

Consent Statement

I have read this form and I understand the purposes of the research study. If I have any questions I understand that I can contact Darrell Seib (darrell.seib@gov.sk.ca, telephone (306) 933-8281) and have my questions answered. I can download a copy of the request form here [LINK TO DOWNLOAD CONSENT FORM] or request that a copy of the consent form be emailed to me. By clicking continue I agree to participate in the survey.

Continue [LINK TO THE SURVEY]

Appendix H: Online Survey Questionnaire

Online Survey Questionnaire (original formatted for online presentation)

Since 2012, the Saskatchewan Human Rights Commission (SHRC) has been working with groups in the City of Regina about the public transportation needs of people with disabilities. The goal of the SHRC is to improve access to public transportation for people with disabilities. The SHRC calls this kind of work systemic advocacy. The goal of systemic advocacy is to deal with human rights issues that affect a group of people.

This survey will be used to plan and evaluate the SHRC's systemic advocacy services, programs, and policies. I am conducting this survey to complete my graduate program at the University of Alberta, and on behalf of the SHRC. It will take about 15 minutes to complete.

Although this survey is voluntary, I hope you will participate as the information could benefit people who use accessible public transportation and help ensure their full participation in society.

Please note that you will need to press the "SUBMIT" button at the end of the survey for your responses to be included in the study.

You may answer the following questions by clicking on the circle that agrees most closely with how you feel.

1. Do you use accessible public transportation?

(Accessible public transportation includes services like Paratransit and low floor City buses.)

Yes

No

Not Sure / Don't Know

2. Do you use accessible public transportation to?

(Please check all that apply.)

- a) Attend school
- b) Go to work
- c) Attend personal appointments
- d) Shopping, entertainment, or personal event
- e) Other
- f) If other, please describe in the text box below:

3. How regularly do you use accessible public transportation?

- a) Never
- b) Less than one time per week
- c) One day per week
- d) Two days per week
- e) Three or more days per week

4. Do you ever use other means of transportation?

Please check all that apply.

- a) City Buses
- b) Taxis
- c) Shuttle Service
- d) Personal Vehicle

5. Have you ever experienced difficulties using accessible public transportation?

Yes

No

6. Have you ever experienced difficulties using other forms of public transportation?

Yes

No

7. Discrimination means treating someone differently or unfairly because of a personal characteristic or because they belong to a specific group. Whether intentional or not, discrimination can create disadvantages for some people but not others. It can prevent people from accessing something, or it can limit some people from access something.

Have you ever been discriminated against when using public transportation?
(For example, have you been stopped from getting on a bus?)

Yes

No

Not Sure / Don't Know

8. Did you report your concerns to the SHRC or to the City?

Yes

No

Please answer the follow questions by clicking on the number that agrees most closely with how you feel. For example, select “1” if you strongly agree with the statement, or “5” if you strongly disagree with the statement.

9. I am familiar with the Saskatchewan Human Rights Commission’s (SHRC) advocacy work to improve accessible public transportation in Regina.

- | | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| ① | ② | ③ | ④ | ⑤ |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

10. In my opinion, the SHRC’s systemic advocacy met the needs of people with disabilities who use accessible public transportation.

- | | | | | |
|-----------------------|--------------|-----------------|-----------------|--------------------------|
| ① | ② | ③ | ④ | ⑤ |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

11. Please use the text box below to describe what else you think could or should be done to meet the needs of people with disabilities?

a) Please use the text box below to describe what else you think could or should be done to meet your needs?

12. I better understand the right to accessible public transportation now because of the systemic advocacy work in Regina.

- | | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| ① | ② | ③ | ④ | ⑤ |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

13. In my opinion, more people who use accessible public transportation in Regina better understand their rights now.

- | | | | | |
|-----------------------|--------------|-----------------|-----------------|--------------------------|
| ① | ② | ③ | ④ | ⑤ |
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |

14. There needs to be more promotion and education about the right to accessible public transportation.

①	②	③	④	⑤
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

15. In my opinion, people who DO NOT use accessible public transportation better understand the rights of people who use accessible public transportation now.

①	②	③	④	⑤
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

16. In my opinion, people who DO NOT use accessible public transportation now have more respect for the needs of people with disabilities.

①	②	③	④	⑤
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

17. The changes to accessible public transportation would have occurred without the SHRC's involvement.

①	②	③	④	⑤
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

18. Given that many goals have already been achieved, systemic advocacy for accessible public transportation needs to continue.

①	②	③	④	⑤
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

19. This work contributed to the creation of educational and promotional tools about transportation for people with disabilities.

①	②	③	④	⑤
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

20. The public is more interested in accessible transportation because of the systemic advocacy.

①	②	③	④	⑤
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

21. In my opinion, the systemic advocacy work on accessible public transportation in Regina is relevant to the rest of Saskatchewan.

①	②	③	④	⑤
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

22. Please use the text box below to leave any comments that you would like to make.

Please press the SUBMIT button below to have your responses used in the study.

Once you press this button your responses can no longer be withdrawn.

[“SUBMIT” LINK TO SUBMIT SURVEY]

Thank you for completing this survey!

Appendix I: Primary Stakeholder Groups

The following organizations sent delegates to the Regina Accessible Transportation Systemic Advisory Committee meetings. These organizations were asked to inform their members of the online survey.

- Canadian Spinal Cord Injury Saskatchewan Inc.
- City of Regina
- Neil Squire Society
- Public Service Commission
- Saskatchewan Abilities Council
- Saskatchewan Deaf and Hard of Hearing Society
- Tetra Society
- Visually Impaired Resource Network

Appendix J: Prohibited Grounds in *The Saskatchewan Human Rights Code*

The prohibited grounds of discrimination included in The Saskatchewan Human Rights Code

(2015) include:

- i. religion;
- ii. creed;
- iii. marital status;
- iv. family status;
- v. sex;
- vi. sexual orientation;
- vii. disability;
- viii. age;
- ix. colour;
- x. ancestry;
- xi. nationality;
- xii. place of origin;
- xiii. race or perceived race;
- xiv. receipt of public assistance; and
- xv. gender identity

Appendix K: Sample Transcript Statement Raw Coding

1. Attitudes Toward Disability
 - a. Beliefs about the past statements
 - i. “In the past I know that people would come to the table and they would make a strong voice that they were not happy with things. And personally, I don’t see that anymore.”
 - b. Current negative attitude statements
 - i. “There is nothing for low income [housing] and there is nothing for, I shouldn’t say nothing, there is very little for low income, there is certainly less [housing] for accessibility.”
 - c. Positive attitude statements
 - i. “I think we are breaking down some isolation. I think this would be an interesting thing to review 20 years from now, 25 years from now.”
2. Dialogue and Communications
 - i. “If you only have two stakeholders there is not a lot of communication that gets disseminated into the community. If you have a lot of stakeholders, with the progress we have made... The inclusion of the community was just so much; I think it helped in the communications of the process.”
 - ii. “There has to be a line drawn in the sand where there is communication, consensus, and cooperation as well as on both sides, because if you are not going to have an open dialogue you are not going to get anywhere and you

have to get into it with an open mind, and if you're not willing to go into it with an open mind you are not going to get anywhere.”

3. Shortcomings of the Process

- i. “The facilitation of the coffee houses could have been done a little bit better.”
- ii. “We brought everybody together for these meetings... Do we need to improve on it? More meetings? Yes! I think an open house would be just perfect to bring more advocates out to speak out because I am finding talking with individuals they are afraid to speak out.”

4. The Saskatchewan Human Rights Commission's Involvement

d. SHRC's involvement in the past

- i. “The [systemic advocacy] process... is much more positive in the end [than the old process], bringing the group together, and allowing all the parties to sit at the table and to work collaboratively.”

e. SHRC's involvement is needed

- i. “I felt the process was good. I liked the dialogue and bringing the stakeholders together and working with transit together. There needs to be an awful lot more.”

f. SHRC's involvement is positive

- i. “This has been one process where we have seen a little bit of movement. But I wonder if the human rights commission didn't take hold of it, didn't take action, if really much would have come out of it. Do you know what I mean? If you guys weren't involved.”

5. Stakeholder outcomes

g. Areas of process improvement

- i. “When you are giving a public [audience for] sharing instances, stories and experiences [of discrimination] ... be sure that they are your legitimate defensible types of ones. You are going to get some [claims] that are not valid, and you will get some that are valid.”

h. Benefits to the Stakeholders

- i. “I was able to actually take a moment and sit down with [people in my organization] and explain the process, and explain these things, and they felt heard and they felt engaged and they felt progress was being made.”

i. Benefits to the SHRC

- i. “I think it was huge education process for the human rights commission... [by working together you can see] there is a genuine willingness to work together to make positive change and to be so involved in understanding the issues.”

Appendix L: Aggregated Survey Data Summary
(Survey Group 1 and Survey Group 2)

1. Do you use accessible public transportation?
 Yes 87%

2. Do you use accessible public transportation to?
 - a) Attend school 9%
 - b) Go to work 47%
 - c) Attend personal appointments 73%
 - d) Shopping, entertainment, or personal event 73%
 - e) Other 3%

3. How regularly do you use accessible public transportation?
 - a) Never 13%
 - b) Less than one time per week 0
 - c) One day per week 32%
 - d) Two days per week 18%
 - e) Three or more days per week 37%

4. Do you ever use other means of transportation?
 Please check all that apply.
 - a) City Buses 27%
 - b) Taxis 0
 - c) Shuttle Service 45%
 - d) Personal Vehicle 39%

5. Have you ever experienced difficulties using accessible public transportation?

Yes 66%

No 34%

6. Have you ever experienced difficulties using other forms of public transportation?

Yes 34%

No 66%

7. Discrimination means treating someone differently or unfairly because of a personal characteristic or because they belong to a specific group. Whether intentional or not, discrimination can create disadvantages for some people but not others. It can prevent people from accessing something, or it can limit some people from access something.

Have you ever been discriminated against when using public transportation?
(For example, have you been stopped from getting on a bus?)

Yes 26%

No 74%

Not Sure / Don't Know 0

8. Did you report your concerns to the SHRC or to the City?

Yes 24%

No 76%

9. I am familiar with the Saskatchewan Human Rights Commission's (SHRC) advocacy work to improve accessible public transportation in Regina.

Strongly Agree 53%

Agree 47%

10. In my opinion, the SHRC's systemic advocacy met the needs of people with disabilities who use accessible public transportation.

Strongly Agree	24%
Agree	46%
Neutral	30%

11. Please use the text box below to describe what else you think could or should be done to meet the needs of people with disabilities?

Example:

- “Better communication as well as more understanding by those who figure they know ... what it [is] like living with a disability and the barriers we face with access to transit / cabs, discrimination by drivers/other consumers of the systems. They need to work for all, not just for some.”
- “Longer hours, reduced wait times, drop off times, pick up times, (especially Sundays are difficult as we have no time to socialize without a cab to arrive home, workers [have] to alter work schedules to accommodate bus times.”

12. I better understand the right to accessible public transportation now because of the systemic advocacy work in Regina.

Strongly Agree	11%
Agree	67%
Neutral	22%

13. In my opinion, more people who use accessible public transportation in Regina better understand their rights now.

Strongly Agree	8%
Agree	51%
Neutral	41%

14. There needs to be more promotion and education about the right to accessible public transportation.

Strongly Agree	62%
Agree	33%
Neutral	5%

15. In my opinion, people who DO NOT use accessible public transportation better understand the rights of people who use accessible public transportation now.

Strongly Agree	5%
Agree	22%
Neutral	16%
Disagree	43%
Strongly Disagree	14%

16. In my opinion, people who DO NOT use accessible public transportation now have more respect for the needs of people with disabilities.

Strongly Agree	5%
Agree	22%
Neutral	48%
Disagree	24%

17. The changes to accessible public transportation would have occurred without the SHRC's involvement.

Strongly Agree	8%
Agree	8%
Neutral	11%
Disagree	38%
Strongly Disagree	35%

18. Given that many goals have already been achieved, systemic advocacy for accessible public transportation needs to continue.

Strongly Agree	35%
Agree	54%
Neutral	11%

19. This work contributed to the creation of educational and promotional tools about transportation for people with disabilities.

Strongly Agree	14%
Agree	43%
Neutral	35%
Disagree	8%

20. The public is more interested in accessible transportation because of the systemic advocacy.

Strongly Agree	5%
Agree	31%
Neutral	47%
Disagree	17%

21. In my opinion, the systemic advocacy work on accessible public transportation in Regina is relevant to the rest of Saskatchewan.

Strongly Agree 42%

Agree 55%

Neutral 3%

22. Please use the text box below to leave any comments that you would like to make.

Example:

“I recognize the difficulty in mandating education for Taxi drivers given the current structures in place. However, the City still has some power in Licensing Taxi cabs.

Perhaps education is mandatory for all drivers accessing the license provided by the city.”

Appendix M: Raw Focus Group Transcript

Raw Focus Group Transcript (edited to preserve participant anonymity)

– At a higher level, at a thirty-thousand-foot level, if you are looking down at Regina, what is the attitude towards to disability? To people with disability? Do you have a sense of your sense where it is at now, where it has been and where it's going?

– We are progressing, we are getting better, but in my, I have been working in the field for fifteen years, and I have seen some movement, we have a long way to go. [We] look so backwards compared to them, but have I seen some growth, yes I have, and so I would say that do we need more, absolutely.

– That's in the ten or 15 years that you're looking at. Anything more recent?

– More recent, I like the fact that we have disability strategy, I like that we have some of things the day to work that I do. Working with connecting employers to people with disabilities, yes, we have way better uptake, and way better understanding than we had five years ago, every two years ago, so yes I definitely have progress there. This whole work we did is a phenomenal step forward. We have been working, I have sat on [a] disability [income committee] since its beginning, that alone, working with [government agencies] I have seen huge improvements in many areas, but that being said we still have to keep going.

– I think the more options that people have to engage their community the more you are going to see people out and about and engaging in your community. And I think it just takes time for people's attitudes to adjust and to acclimatize to change their stores and their business. I think that transportation plays a key role in that for giving options for people to engage their communities. I think we are breaking down some isolation. I think this would be an interesting thing to review 20 years from now, 25 years from now; just a generation from just to see, "I remember when..." There were only three accessible cabs in Regina, you know.

– You mentioned the 20-year factor, and when we first started doing this we were told us that things haven't changed in decades? I don't know if that's true or not, is that your sense?

– I don't know, I mean personally, I don't want to be really negative, but I feel like working in this area, I have worked for a long time, 20 years, and I really think in a lot of respect we have taken some steps that. We have been talking about the city, we have our accessibility advisory committee and the city isn't encouraging it to meet on a regular basis. [Years ago], we had the accessibility advisory committee, we have the paratransit committee, we had 7 committees with 50 volunteers with pole working on employment opportunism, education opportunism, violence against people with disabilities, now that's sort of all not happening even when we have some issues even when they are affecting people. I know in the past I know that people would come to the table and they would make a strong voice that they were not happy with things. And personally I don't see that anymore. Even with the disability community, I get more a sense of apathy. This has been one process where have seen a little bit of movement, but I wonder if human rights commission didn't take hold of it, didn't take action, if really much would have

come out of it. Do you know what I mean? If you guys weren't involved, and take hold of it. If the community would say to heck with you. We are wanting change here. I don't know... maybe you could speak to that?

- Certainly with accessible cabs, I doubt that we would have the progress that we have had with the accessible cab licensing without this systemic advocacy for sure, that. But yeah, I suppose looking back, I remember when the Mayor's task force on access, where the mayor actually attended the meetings.

- You know that statistics wise, things for employment opportunities, for people with disabilities, are not getting a whole lot better. And there, like I said, there seems to be less focus. I was optimistic with the province's disability strategy committee, that the province was putting some focus to that, but you know with the economy, the downturn in the economy, it seems to have lost a bit of momentum. There as well, we had high hopes for that, and there was actually genuine commitment from the province to make some investment. I am not sure that it still isn't there, but with the economy being what it is, it's difficult to leverage those resources.

-What are your thoughts?

- I am coming at it from a mental health perspective ... the unwanted guests bylaw, it's in place in Regina downtown, it was to curtail panhandler. What they have done is they have expanded to the entire city. If you walk into a store and they don't like your appearance, they will ask you to leave, if you don't leave the police are summoned, you will get a 250-dollar ticket ... I say why don't the people put signs on the front door on the front entrance saying no Indians, no Jews, no whatever allowed, people with disabilities, oh yeah, that is discrimination, you can't do that, but they are doing this, and they have fined people. You go into a database, a police database, once it has been determined, there is no appeal process. You are done in. how wrong is that? So we have been fighting extremely hard to eliminate that bylaw, because there are, if you have shoplifted, there is disorderly conduct; there are laws in place already. Let's expand it further.

- That's really interesting because from a mental health perspective that's your focus, you are seeing people with mental health and addictions being affected by that. And that's a more recent development... there has been some evolution in some areas, but maybe mental health and addictions is different or are all areas still kind of tough.

- I think that all areas are kind of tough. Look at the entry to this building, is that conducive?

- It's not easy for a wheelchair.

- And there is an angle to come through and it's cuts it off and if you are not quick, the door will hit you in the rear. I saw a fellow loading something hit the door and it was hard.

- On the second floor there is a fire door blocking the women's washroom. There is no button to push or anything. It's a multimillion-dollar building and they can't afford a push button?

– One thing that I would like to add is that standardizing accessibility, this building is a not accessible by any stretch. When you have something to be a level playing field.

– I am surprised at how little injuries there are... and then [there is] the Indigenous issue... right now [with] racial profiling, I see that the police lack sensitivity training, I realize they work in a crisis mode, but you can't fit everyone into the same hole, its completely asinine, the few bad police officers make it bad for everybody..... was a constable, there was an individual [at a downtown location], it was on the news [the constable] kicked him in the stomach, he hit his head and broke it open at the back... said that this guy accosted him, he was inebriated but there are cameras that showed what [the constable] did [and he] was fired. A couple months later, the police commission reinstated him. No repercussions, so what we are sort of seeing,

– The broad description is intersectionality, people are not just a person who is indigenous but aboriginal, who has addictions issue, we are thinking in the interactions too.

– Like as far as emotional health, at least eighty percent of our clients have mental health issues, so we are a cross disability organization, but concurrent disability, at least sixty percent identify their primary disability as a mental health involvement so we are really seeing it slow, but there is education with employers, and that's what I can speak, to, and employers are hiring more ... they are less fearful ... I am seeing in our office especially in the last two years I am seeing that 95 percent are aboriginal, we are seeing, is slow, we are seeing changes. I am in a different system than ... I am working with people that a come to me and they are now at a place where people are stable managed and sober, if they have addiction issues, they are ready to be employed I am at a different level of involvement.

– Things are improving for people at different levels who are ready to move on. I know that you think a lot about these issues... what do you think about the attitudes? What about the big picture and what about the intersectionality too?

– I can speak on my own personal experience lately, it's been a significant discrimination abuse, abuse of power, especially through home care, and [we] were talking about it, and you and I were this morning, where we are finding that the healthcare system in this province is making rules up as they see fit and policies that are unconstitutional on several levels both provincially, federally, and UN Declaration. ... when I go into [stores] and I get the elevator to go upstairs, and I get looks from staff, what is she going to steal? It's that profiling, Aboriginals are getting it, mental issues as well, and we are getting as well. I am not the only one to speak of it, there are several individuals [that] have been racially profiled and I have had a couple of friends of mine that are not in the building and they have been accosted ... in several of the other malls by security that you can't be in here. If you are going to sit and wait for the bus you can't wait in here, you have to wait outside. When you go outside, where are you going to be able to sit, because the paratransit is ten minutes either side of the window so you could be out there for half an hour or more and they are sitting there watching you or pacing up and down outside... I have been waiting for a friend to come in, to go up to the food court, and I have had ...security, they have been pacing up and down in front of whatever the coffee shop is and I am waiting for my friends so that we can go with my friends up the elevator so that we can have something to eat. And then what they will do is to pace up and down the food court. We have been racially

profiled, because we are in a chair. I said, we had a round table in my building about this, about a month ago a month and a half ago, where everywhere we go, we are going to have to go in pairs, and we are going to have to stick up for what we want and not what they think we want or what we need. And some of these issues have come up, and we have been pigeon holed into a round hole where we can't shift out way out of unless we are together, and I myself have pigeon holed by... I have been pigeon holed when I have gone out when I have been wandering through..., an example, is that I got here at eight thirty this morning and I had the maintenance guy downstairs and he was downstairs busy mopping and he was watching me very closely. Now, he never approached me, he stood way over in the corner, in the far corner, by the elevators there, and he did nothing but watch me the whole time is waiting for... and that was fifteen minutes.

– Is there more of a need for advocacy both self-advocacy and organizational advocacy like stakeholder advocacy, is that coming up, is that changing over the years?

–... right now we are working on a case where a lady who is Caucasian who has mental health issues, who is watched everywhere she goes in [a particular building], one time she had problems with their stomach, and she ran in to the bathroom and she came out the first door and there are two [security personnel] standing waiting for her in between the two doors of the women's washroom. This is recent, so [the security company is] an example I will use, I had a meeting two weeks ago [with event organizers], [at that event] they are a bunch of happy drunks, one lady who is Indigenous stood up and she is dancing around, saying isn't it wonderful, a happy life, and there are four Caucasian women sitting beside there, one worked for [an organization] were in the same state of inebriation who didn't like this women dancing around touching people as a happy drunk, they called security, and the security came and put her hands behind her back and threw her to the ground, and the security guard put her foot on her neck, then she was right by the main stage, there is an exit right behind the main stage, and they dragged her right through the [event], she is screaming, she is not knowing what is going on, my friend... is standing there and her eight year old, [security] hip checked him and sent him flying, dragged her right through the [event venue], upset all along the way.

– You are working with a justice group on this issue?

– ... so what happened was, there were witnesses of course who came to us. We met with the board of directors of the [event] three weeks ago – [security] is fired.

– Maybe things are changing because there were witnesses, and willing to speak up? Is that a shift, and to speak out and maybe perhaps, people wouldn't have spoken up, and just said years ago that's...

– Just an Indian.

– It sounds like there is some growth and that people at different ends of the spectrum get treated poorly and really poorly.

– I am not sure if you are aware of this the only elevators [are in stores] and you have to go through the stores if you want to change stores, I don't know if there is one at [a particular store].

- There is one in [that particular store] going to the store itself.
- So there is no public elevator and they are all in private stores in the [store] and in my opinion that should be changed, but I am not a wheelchair user.
- We have tried [asking for help from a support network], and we have tried, and tried, and tried.
- If you are looking at larger systemic issues too, I remember going through the city planning process, the official city plan, we were going to some of those stakeholder meetings, and we were talking about accessible housing, because the housing rate in Regina is low enough as it is and the rental availability is low enough as it is. When you throw accessibility into that formula, it's just a fraction of a percent and yet our developers, and our property developers just are not... were happy to build several hundred three level bungalows and there is nothing for low income and there is nothing for, I shouldn't say nothing, there is very little for low income, there is certainly less for accessibility. That's maybe the next systemic.
- When you look at slumlords, back when I was with... we had a program... and my people would be assisting people with disabilities to look for housing and I think, I'm not sure who I spoke with, but I remember photocopying an actual, and it was printed in the classifieds', that no welfare, and it's like, oh my gosh, they put it in print, you mean it's one thing to meet with a landlord and they say you are doing this for, who is this guy, that's my support person, I'm on social assistance, oh this won't be the places for you. But to actually put it in print. I remember sending it to one of you guys, I was just astounding, this was 2008 or 09 and they would actually put it in print. They don't rent to welfare.
- Now it's on Kijiji and its online and it's the same thing and we are getting calls about that. It's still out there and there is no attempt to hide it. Is that your sense too?
- That is my sense, I would see some hope in a systemic advocacy work because it would be, and this is only my opinion, and the opinion that I formed at those forums and the official city plans and where the property developers were stakeholders at the table and their attitudes, and it seemed their attitudes were a little bit backwards, where they say this is what we want to build and give us the permits. Instead this is what our city needs, what can you build for us? I think it's upside down.
- This has shifted in other areas?
- Absolutely with housing, this is exactly the sense I got, this is what I got, that the builders go to the city and this is what we are going to build. This is what we can sell; this is what we can get rich off of.
- Is this discrimination at a conscious level? Are they ware of this?
- I think it's a naiveté, I know that you can't get them now, but a few years ago, it was possible to get a forty-year mortgage, so when you are young and in your 30s and you buy this big beautiful 3 level home, and just when you are paying of the mortgage, it's time to move because

you can't climb your stairs anymore and you have to look for more accessible housing just doesn't make sense to me. Hundreds of these houses that are just won't be of use to anybody beyond the age so 75,

– Do you think there is a shift to creating more accessible space?

– The official city plan is held with some credence and actually followed you know I think the idea of creating new spaces within the city with more of a community mind, I think we will see some progress, but if the official city plan is in a binder of the city planner's shelf that nobody visits for another twenty years...

– We fought for five years or longer to get a pedestrian light [at a particular intersection], we got together the community in my building, and the seniors over in [another building], and we talked to [a city councilor] first and ... we had an open dialogue [about] the safety concerns that we had getting across that intersection without pedestrian lights because our biggest concern is the cars, because it was like a drag race, the light changed at [a particular intersection, and I] got clipped there. It took a while, however, I agree that collaboration, communication, which was the biggest thing, and our own personal advocacy, because it just wasn't one or two of us in [it was a group of people]. I mean it was there, we dialogue, which was good, the commission, I agree has done phenomenal job with the city and getting things done. Do I agree that there needs to be more? You bet. There has to be a lot more and bringing more people into it because the biggest thing that I am finding ... is that people have their concerns, people have their opinions, but they are not willing to come forward because of the consequences.

– Thinking about, and just narrowing it down a little bit, and thinking about transportation, is that something where there has been a shift, or is there still need to do more?

– There has to be more done to educate the drivers. There has to be a little bit more in the sensitivity because I take the city transit a lot more than I do the Para, and some of the attitudes that I get from the drivers is, why are you on our buses when you've got your own? ... Where I see the need to improve it is I think what we are doing on ATSAC is really good, I think what needs to be done is more sensitivity training for the drivers because I know I have had conversations with other individuals who have taken city transit and it's just not wheelchairs, have been pigeon-holed, 'like why are you on this bus,' I have been on the bus where I have overheard ambulatory passengers behind me, students from both universities and high school, saying these wheelchairs shouldn't be on here, this is our bus, not theirs. And it's there. Like I have got some of these conversations on this phone ... you cannot paint us into a corner because if you continually paint us into a corner what is going to end up happening is revolution, right? We are going to come out fighting and you are not going to like us, and our defense area all going to go up, and we are not going to get anywhere. There has to be a line drawn in the sand where there is communication, consensus, and cooperation as well as on both sides, because if you are not going to have an open dialogue you are not going to get anywhere and you have to get into it with an open mind, and if you're not willing to go into it with an open mind you are not going to get anywhere and we have, we talk about this in my building, I've talked to different people individuals, within my social network, both on Facebook, and on twitter where this dialogue needs to come up with everybody. We just have to stand, or sit in most cases, as one

solid group, and I will bring it back to my early statement with homecare. They want everything to run smoothly with no ripples. I am not a ripple, I am a tidal wave, because I am going to defend myself up to the utmost ability that I can... if you are not going to get involved, you are going to get left out, and we as, you know like, ATSAC I love what progress we have made, there is an awful lot that still needs to happen, both municipally, provincially, and federally as far as person with disabilities on paratransit, access transit, and transit across this province and across the country. And I have traveled on, when I have gone to cities like Toronto, Vancouver, Edmonton, I have taken their transit systems, there is a lot of improvement that needs to be done there. But there is nothing, no groups to push for this, there is nothing, it's just, idle. And you can't make progress if everybody decides to stay idle. They don't want to get involved and they are fearful of the repercussions. So they don't talk, they keep it all internalized, and they don't express how they feel. Me, I am very vocal on what needs to happen and I have been a solid advocate for many, many years...

–And they are doing sensitivity training now.

– They are.

– There needs to be more though.

– I want to talk to... do you see that same need for uniting and, for advocacy?

– My basic concern is the fact that public transit is not person-centred... they need more service, they need, like there is nothing on Sunday evenings, so you can't go out for supper, you can't do anything, but paratransit still works.

– Paratransit shuts down at 7 o'clock on Sunday evenings, the same time as city transit. I've got two individuals ... that work at [a place of employment], one south, and one [at another place of employment], and it comes out of their pocket.

– At the last transit collation meeting, there was one member who had a number of complaints and the thing ... is the lack of specific times, and there are cameras on board, but if you don't call and make the complaint within ten days. Instead of waiting every three months about this bus driver on this day and [the city can] review the footage, so it does go both ways, and we need to be advocates for contacting city transit as soon as the incident happens.

– I think that is where systemic advocacy kind of brings that I don't want to say the stick to make progress happened, but you know it just places an expectation of we know we all want to move in particular direction, but there's an expectation of the timelines for that and I think that's what really because I know we would have eventually had you know one hundred percent fleet, we would have eventually had call stops, all of these things that we are doing, we would have eventually got there, but I think one of the things I felt around the systemic advocacy was that I think it gave, this is just my opinion, I think it gave, a little bit more to you guys that the city then because the city was under the pressure of, this is the progress that we need to see within a certain timeline it kind of put priorities in getting you guys the resources you need to do what you would all already be planning on doing but would just be on a longer period of time but

would be on your own frustration, I wish we could offer this, but we can't because we don't have the resources, I think the systemic advocacy kind of put a pressure to make these resources available to you guys.

– I think that's true, it might be hard to articulate what... was saying, I think that people, there is cloud with the name "human rights commission," there still is. People may not understand it, or [there] may be a lot of "black box" [perceptions] of what a human rights commission values, and what it really means, but when you mention human rights commission, or the [systemic advocacy] program that you are dealing with, it sharpens their awareness on many levels and people don't want to dabble into that. We are introducing this program and we have that program and we have that partnership with the SHRC and we are buying into that. It was a [inaudible] we again we see that we did use it a little bit to get some of the benefits that we gained that our customers gained, the Commission's name has the authority of name to it.

– I think that even when you say we're doing this because of the human rights commission, you may not totally understand it but they get the sense that we are doing wrong, that we are doing something discriminatory if human rights say it's wrong. Because obviously there is some discrimination, there is something wrong there.

– it's really fascinating because we talk human rights and I find when we talk about the idea of rights, the idea is not super well understood, what is in that black box, what does that really mean, and we talk about advocacy and what does that mean, when you start talking about equity I think that's a good word – equitable, fair, – fair is good, is that your experience?

– It's the same language. I see this as proactive. I think that also, I don't have the data in front of me, we know both these major cities are growing, the province is growing, Saskatoon and Regina are growing for sprawl size, and population, so I think that this has also helped us as well and helped the whole causes, let's say that it was a certain percentages have disabilities, just bringing more people in, that's more people that have disabilities, I think that has helped us to. Moving from 100K to 230K the math is automatically there. We see that we are helping more people; it's the same fraction of the percentages. It's definitely we are helping a lot more people and it's easier for us to partner up with the Human rights commissions.

- Is that your sense too...?

– What I really appreciate about the process, is that like you say, in the darker days, when it had to be you know, one individual [a complaint] Joe Blow vs. the city of Regina. There were not a lot of individuals who had the self-esteem or perseverance to see this through. They just saw this as not being as valid enough, or that their concerns were not valid enough that they would actually be the one named individual versus a large entity like a city or a province. What I appreciate about our process is that we had directly impacted individuals with disabilities, and [who] were experiencing difficulties with transit, and it just allowed them, under that umbrella of systemic advocacy, it wasn't myself as an individual, it wasn't just [my organization], [but] it was kind of [like my organization] is doing this. It gave people more power. This would be another interesting thing too, because I am with..., I think it would be fascinating to have some open houses so that you get the opinions of original stakeholders to gather the information that

went to. Just allowing that process of the individual being in a big part of the process was very powerful.

– It's still really proactive when you, some of the things we have changed, even in the last decade, it's only a decade old, so when you talk about low floor busses, it's kind of mind boggling that you didn't have them in the fifties and sixties, the issues were still there. For us to have stairs the front of the bus was not even ten years ago and it is still across Canada. We are still catching up. We are one of the first major cities to be low floor accessible. So it's just mind boggling that it didn't come ahead of the 70s 80s 50s whatever

– What I would like to comment on is that I have been through several human rights kind of issues..., and the difference that I notice with this current process, and the previous one... there was a lot of negativity... people very worried because right at that time they couldn't get enough service. So that they would have to go out and buy tickets and passes, and then you would have to go out and buy passes, a fundamental huge change to how we do things and it was very difficult at the time to negotiate this at that time ... There was so much, negativity, adversarial dialogue, conflict between the City of Regina, the human rights commission, Regina [disability] advocates, the individual who had made the complaint, it was not a positive process... We worked through it [but the] way in which it was done was very negative... ... in the end, was it right, should the city have gone to this yes absolutely. The way in which it was done was very negative. The difference between that and this, is the process in which it was done is much more positive in the end, bringing the group together, and allowing all the parties to sit at the table and to work collaborative ... when you sit and talk about it openly and honestly, everybody was reasonable. What the human rights commission wants to see is progress. What the advocates want to see is progress. What can we do now? What is years down the road, a couple of years down the road? As long as there is progress, everyone seemed to be happy. As well, it was much easier to get buy in at the upper reaches of the city with that process with versus the other one. Plus, on this end, because there was more than just one individual, there was a group, it was a group organization, that at were involved, there was, not. There were few hiccups here and there with certain individuals, but for the most part, everyone was on board and working together on this. The huge difference between the processes.

– I think that process really helped, and just the whole community being on the same page at the same time, and maybe I am *[inaudible]*. Was there any other single people coming in from outside saying that you should do this or do that? Was it just this RATSAC, and... is a stakeholder group

– I think those that worked, because if anyone wanted to come to the process outside of RATSAC, there was system that anything slightly different,... would go through the channels, in the that were set up and we would look at it and says is it more sensible on the table, and how is this going to function, or are there reasons that we didn't do what came from the outside. Outside of the RATSAC there was more collaboration. One thing I noticed, and I don't know if the city reps notice it, I think that the understanding from the customers and clients to the challenge that you guys face. I think that was big, big change. I remember from the start of it to even the midpoints, hearing some of the difficulties and implementation that you experience, there are

multi-phased process that were put in place. I even think that there was some greater understanding from the advocated and to the challenges that you guys face; I don't know if you guys sense that.

– There was certainly a lot more communication, because you had so many stakeholders at the table that represented groups. For me going back to..., people saying where is this happening. I was able to actually take a moment and sit down with somebody and explain the process and explain these things and they felt heard and they felt engaged and they felt progress was being made. Not just this, because if you only have two stakeholders there is not a lot of communication that gets disseminate in to the community. If you have a lot of stakeholders, the progress we have made, you know I think it just. The inclusion of the community was just so much; I think it helped in the communications of the process.

– Having us at the table, communication the issues we are dealing with taxpayers, and budget and timelines. Again it is having that open dialogue with what is realistic, is a reversal of [...'s] example. You have to mandate these. We were at the table talking about the issues. We have identified five things, which one is most important? We can do all five, but which one is most important? All that stuff, setting timelines that are realistic. You know taxis cannot be done in two months. We are going to do this over three or four years. This is huge, having people that can deliver on those issues are there and presenting open dialogue. That was good. It's almost like interest based bargaining. Everyone is a participant and sharing their point of view, and what are some fair and reasonable timelines and deliverables.

– The other thing that I found is really good. I think it was huge education process for the human rights commission. To be honest, typically, you get a complaint and you heard one side of the story, and then you build a case, by getting to know us ... there is a genuine willingness to work and to make positive change and to be so involved in understanding the issues. I remember... saying I am one of your biggest supporters because now I understand so much more about this issue by hearing from you and being involve and having these discussions that I am able to, with a lot of people to call in, I don't even need to go back and forth, it's such a nice quick process. I know the issues, and why the decisions are being made, and so it's been great and because we have built a relationship, when we have issues we can come to you and say 'hey, here I am with this issue and I am not sure how to approach it.'

– The word education has come up a couple of times, and it is about educating the drivers, and the passengers about their rights, and they both need to be respectful. Do you think education is the right thing?

– Education is directly the correct thing. And if could just address a couple of the points, is that I have found, in my experience, is that committees that come together get results, committees that fight are not as result oriented. What I am speaking to is that when we came together with all of the transportation people we got results. Personally, I have not. We do a lot of advocacy, we have gotten way less complaints, now I know that you are speaking from groups that you speak to, and I appreciate that, and I can only speak to my group. And my group, and the people that I work with are happier, is it great? No. We still need more buses, we need more taxis, we need more availability, but that's an issue that's always going to be there. As our population grows

and as our seniors, it's an issue. But have we personally at [my organization] had less, yes. So that I can speak to. Do we still have some work to do, of course we do? As far as the dialogue, it has to be a true dialogue and that works and the work when we work with government we get results, and when we work with human rights, and with transit we get results. Anything with, seems to get results, and the disability strategy, that was a win, it got results, that's just my opinion... So as far as advocates, do I think there are enough? People create advocates, and find advocates if they need them. So if there are not enough, grass roots will create them. This is my feeling. It will take a while. To change any system will take a long time, that's the nuts and bolts. Remember changing the health system, and changing all the systems. Is it changing? Absolutely. Do I think we need meetings still? Yes. I really like the community engagement and I really think that was powerful, so if the commission as your part in this, I thought that was brilliant, and I thought that made really good changes, and I thought it was an amazing process, and anything where people come together in a mutual interest rather than butting heads is a better solution. So if you could entertain continuing that process and invite stakeholders and community in whatever process you are able to, to me, personally, I think that was an effective approach.

– Knowledge is power. And I think that the human rights commission should hold every so often, forums, advocacy training. When people are able to be thinking for themselves, they become empowered, they see that they can. That's why we at our transit coalitions, we had speakers. Knowledge is power.

– I think that having both sides is when things get done.

– Part of the issues is that we see the stakeholders as the experts in your field, we have to apply human rights, when you come to the table, and say this is an issue, say snow removal, we can do five spots, and then 10 then 15 and beyond, and move beyond what was set up, that's impressive.

– This year, there is no snow and no ridges. The other little take away that I think is proactive and positive is that when you have groups representing their groups themselves it sped up the process. So instead of having 20 people coming from the... you can go back and say, are you getting our issues addressed, and you can deal with that, they come to the table and raise it. This is what we found. Priority one is now priority three, and made realistic deliverable, timelines, and objectives.

– I think that is building capacity in the stakeholder organization to be responsive to the constituents to the clients, I think that is a really important factor, one point of contact and to the meeting and being able to take that information back and forth and creating dialogue – what are the priorities? Was that your sense too...?

– What pops to mind, and we have already covered it, is that it [RATSAP] did take the adversarial process, of us versus them, and it gave ownership of the issue to the collaborative team around the table... the stakeholders, people around the table learning that [the City of Regina representatives] didn't have the magic wand.

– Do you see any other benefits or spin offs for what has been implemented? I can see some things to my mind, but have you had any feedback, or with audible signals or things like that.

– If anything that pops to my mind is the reverse. Not so much again, we go to our disability, provincial stakeholder groups, and again... when you talk to everyone else, you are kind of saying I am glad it's you and not me. No one else seems to understand that this is also for them. Your focus is here, and your takeaways, and your deliverable, nobody understand that they should be doing the same. That is something that we have missed, this should be linked out. These are your requirements here, and they are equal to all areas. There is a disconnect that we haven't connected with and there should be low floor accessible busses in every town. That is that stuff what everyone communicates to me, lucky it's you not me, kind of attitude

– that's an excellent point. I know I have missed a couple of those, but I remember one, Lloydminster and talking about starting a transit system. Well this is a provincial thing, its, and I agree, I think that communication is missed.

– would you say that is a shortcoming of the process that there is not enough of a provincial focus?

– I wouldn't say that it is a smear on the process, maybe just there is opportunity to use see key communication around this. I wouldn't throw out the process. I think the spin is that very easily you could have phase two and phase three of the same project that gets to the province. Maybe the next initiative could be major cities, then the towns, and again I have talked to others and it's the flying under the radar mentality.

–... you are busy quite nationally, are people talking about this kind of advocacy is Saskatchewan kind of behind or are people seeing this as a leverage point?

– I think we are absolutely leaders in this process. Lots and lots of people across the country are facing one off human rights complaints, and a lot of them touching on the same kind of things are the system comprehensive one. But not the positive approach.

– I think the Saskatoon and Regina in the province of Saskatchewan are real leaders on this because of the transit, what they want is clarity about what expectations we don't want all of these one offs human rights complaints, what are the expectations, what is reasonable, what is fair, what is equitable?

– I have found the same thing on my side of the table when I would go to ... national meetings, and speaking with people from across Canada about their advocacy issues, with transportation, I am just giving this Saskatchewan solution, it just made lot of sense to people. This is just all encompassing. Just a stakeholder buy in, I had a lot of people going back to their respective processes to see if they can duplicate that Saskatchewan solution and I am not sure, do all provinces allow for that systemic advocacy process or is that still closed in some provinces? I know that some people say. In 2013 I would promote the Saskatchewan solution and going in subsequent meetings I would sense frustration and they would do the same thing as the province.

– The legislation is different from province to province and it differs in province to province, Ontario does, Alberta does but they don't call it that, Manitoba does as well. The process we designed was a bit different as well.

– I think at the end, taking everything else off the table, you just look at [the RATSAP list of recommendations], you look at the completion dates, and measure our progress simply against that one thing, and no one can dispute the success of this process. Period.

– It's not a small list either. I really thought it was very good that prioritizing is the wrong word, sort of being able to communicate, what are the most important things and why are they important, so that everybody could see it is important... everyone has a little bit of interest, think that part of the success is that everyone knew that but everybody could see the bigger picture.

– What kind of impact [did the SHRC] appearing at council meetings have?

– ... Why we are pushing this, you need to understand that [leaders] are dealing with hundreds of issues, so that for us to ask for 'X' amount of money, versus 50 other projects, it helps that we have the provincial body coming and speaking there and how this is important to many individuals. This great service that you can come and speak to that.

– ...it was always not ever taking us off the hook for what needed to be done, but the approach in the way you dealt with it and that the way you spoke to the me was so critical to this success and the buy in from them.

– I don't know if you guys noticed it... attitudes to the project and to myself changes as well. They would actually call me for clarification, why this is important, I felt that was a positive change as well, so even some of the counselors who began adversarial took an interest because I was present so much.

– Your presence, [the Chief Commissioner's] presence, and yours as well... gave a lot of respect to the stakeholders who participated in the process from the very beginning. At the December 3 event for them, seeing representatives from the human rights commission, and [the Chief Commissioner], holy crap, I shook hands with the chief Commissioner, that was their highlight, it gave credence to the whole project and it gave them that buy in that you know what, things are going to change. It's not just... backing off, and making false promises... holy crap, the Chief Commissioner was here today. I think they felt respected and heard. I think that people who came to the open house and coming to the December 3 event it was very respectful and I think they respected that as well.

– I think that that the strategy was collaborative, it was good. Are there any areas where we have perhaps missed? I like that you brought up the December 3 event, it reconnected the individuals to the people who used the services.

– I think that we mentioned at least once, we had no one from the province from the table... not so much human rights, the provincial government. They are not just city of Regina customers

and population, they are Saskatchewanians, that was, I think, for them hear it. I think it is their responsibility as well.

– Broadening the stakeholders, and the province, that is a good province when people come to Regina the want to use transportation services and they expect certain things.

– The other thing that I would like to mention is the approach, the first off approach with the coffee house, where you just come and have people come and tell their stories, and a little bit of a feeling at our end that the human rights commission was simply taking those in at face value and there was no validation of whether their accusation, what they were saying was actually correct... when someone said, no one secured my wheelchair, or there was no operator training whatsoever, where some of those things simply are not true... human rights said all of this is valid with no opportunity ... to discuss ... that and I know there needs to be a safe place for the people to feel comfortable and share, but in terms in of giving another side of the story to be heard. It was a little disconcerting on the one December 3rd event where you simply put some of those stories up that were not necessarily valid or validated, no kind of cross dialogue or perspective, and I don't know that was fair.

– And on the validation part, I will even say that some of them are true, but people, everybody's, people don't validate when it happened. So people will say that my mobility device was not secured. But when you talk to them, you realize that it was ten years ago, and people still are giving those stories.

– The one that I think of ... that the city keeps a black list of people who have a complaint and denies them trips... it is a complete falsity... There is no blacklist; everyone gets denied trips so it's not a matter of blacklist. But that's the sort of kinds of stuff that was coming up and you know being perpetuated a bit from some of these coffee houses.

– The facilitation of the coffee houses could have been done a little bit better.

– In an evaluation phase we could have facilitated them quite a bit better. It's hard though because you want to allow the process to work unfettered, but you also recognize the individuals who complained about a blacklist... I think we could have facilitated the open houses in a way to make people's contributions defensible. Oh, really, did this happen? And I think we could have vetted those out, but I think because it was our very first kick at the can with the systemic advocacy we didn't want to have any kind of overt influence. But, I think there are some scales of balance.

– [...] some people with cognitive disabilities and their perception of events may not be how other people see. And you don't want to prevent that from happening, and that's fine, but when you are giving a publicly basis for publicly sharing instances, stories and experiences, to really be sure that they are your legitimate defensible, types of ones. You are going to get some [claims] that are not valid, and you will get some that are valid. Just to be sure that when you are doing the public piece that you are careful in bringing out the correct one, because I think that if you were to go to another city to another organization and you were to put some of these up that

were just, there really is no basis, then you, as the human rights commission, lose your credibility.

– Absolutely, I think that is an excellent point that is an excellent learning item for us.

– I think for the public communications, I think the public communications could have been not necessarily softened, but just generalized, there were concerns around this, there were concerns around that, but you're using specific stories probably quite inappropriately, that's a learning lesson. I think what we were trying to go for is because there was a lot of skepticism when we were promoting the open house, there was a lot of skepticism around whether or not change was possible; oh we've been talking about this for years and no change has even happened, and why would people listen to us. I think the reasons why we went for those is so that people could see their statements going forward, and yeah, in evaluation we should have not been so specific in those, but just communicating better with the stakeholders that yes, when you see this and the public communications, that's making reference to your concerns, but not necessarily their verbatim concerns, right?

– I felt the process was good. I liked the dialogue and bringing the stakeholders together and working with transit together. There needs to be an awful lot more. I think and I agree with you ... with the coffee house. That was very beneficial in 2012. I think more advocacy and not just individual groups in a whole around to come to the commission and say these are what our issues are. These are how can you help us, and how can we help you? The commission did wonderfully. Every system needs to have points to improve on, every system. Even people need points to improve on in the way they look at things. I look at it from a personal perspective as well as my own experience, because I am coming up twenty years in a wheelchair, I have seen some many changes with transit, both para[transit] and others. I have seen a lot of change as far as accessibility, getting into buildings, such as malls, office complexes, so on and so forth. There has to be a certain amount of education done to places that will not provide accessibility. This is where this pigeonhole mentality is that starts. What I find with the commission being right is we brought everybody together for these meetings... Do we need to improve on it? More meetings? Yes! I think an open house would be just perfect to bring more advocates out to speak out.

– ... What are the plans to communicating the plans, not just the stakeholders, but to the province, not just the citizens of the city, what is planned to the province, is it just a little coil report, or is there something public?

– ... We would like to ... take it back to the community... getting back to the individual user in some capacity. Would that be helpful, would that show the work that has been done in the city, that has been done by the stakeholder groups that this was a partnership, do you think that?

– We definitely communicate to our [clients] we are always communicating and stuff, but ... there has probably been a gap, [and now is the time] for the human rights commission to dial back in.

– Or for the human rights commission to ask to do a five-minute presentation just to recognize their support and effort I think it would be

- That would be very meaningful and just to have recognized and just say sort of really as a leader in that process, really, we are getting national attention for the work that we have done here. And it builds relationships. It doesn't seem such a negative... if you do a little glossy report and you could offer copies of it, and you could ask for five minutes at city council to just a thank you and recognition and that gets some public attention and likely the media will pick up on it.
- As long as the Riders don't have any changes or news or anything.
- I just wanted to add that the coffee houses, the United Nations have declared days of virtually everything, have you ever looked at one of their calenderers? Why don't we have our coffee house meeting in conjunction with the UN day?
- The December 3 event, is that it?
- That's not the only one.
- It might be a way for people to get together to have coffee and to educate... Maybe some possible training options to help people and to help them out.
- To me its rights education. A lot of people say human rights, great, when we say "Code," they say, what's that? Do you think there is value in educating the public?
- You are empowering people.
- People don't know until they have something go wrong. Would that be accurate?
- I agree, I have had a lot of people [where I live and elsewhere] who know who I am because of my advocacy work, and they come to me with their advocacy work. I keep saying phone, phone the city if you are not happy with things, speak out, join what we are all about.
- Things will change when you have made that phone call.
- Is there anything else that people want to add anything that you would want to say, any areas for improvement or anything that you think about, about we could do our work better?
- The only thing I want to chime in on, and I am assuming you have made the same assumption, the process, the study procedure number three, the online survey, because I was going to say that an online survey they would need some support, but it is already people who have contacted you then it's probably a different skill set. Never mind.
- I thought the process was really good, I can't see anything that needed improving, what I really liked about the process was the agenda, and that we are going to spend this much time on this, and this, and this, and I appreciate that, and I thought the meetings were good... I really liked the process. And I can't think of one thing I would change.

– I feel that at whenever you do that collaborative approach, in my experience, it's a battle or collaborative, collaborative nets better results.

– ...Thanks!