

# **Sangam: Prompts for discussions, decision making, and design activities that respect newcomer communities and their data**

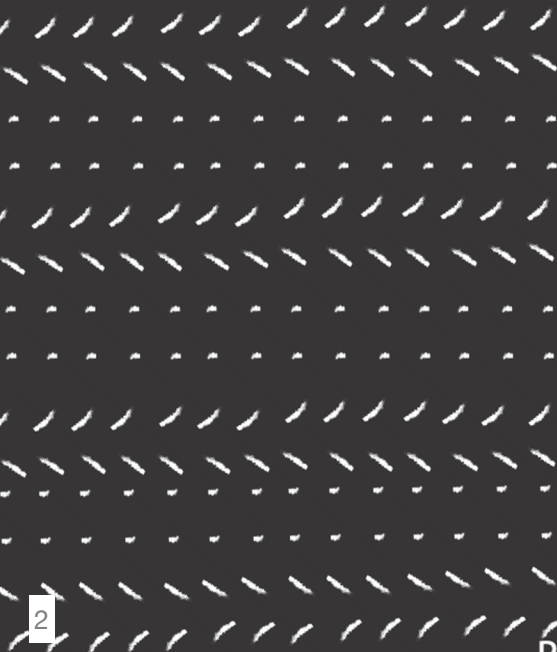
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## **Accountabilities and responsibilities**

- When working with newcomers' data, who are we accountable to? Why?
- Which individuals, groups, or interests motivate our work with immigration data?
- Who supports or enables our data practices? Why?
- How can we uphold our responsibilities when it comes to working with data and technologies?



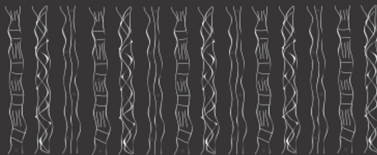
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People and Relationships



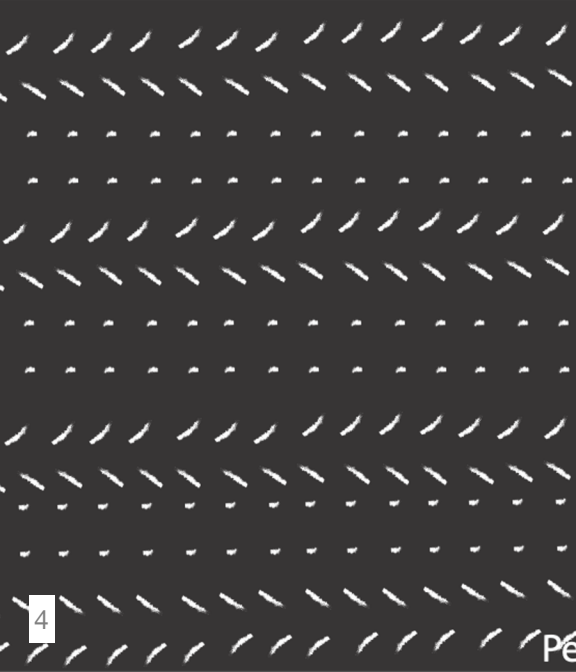
## Engaging with others

- In our work with newcomers' data, how do we see our relationships to others (e.g., newcomers, service providers, academics, government staff or policymakers, migrant justice advocates, designers of digital systems used by newcomers, and others)?
- Where have trusting relationships been built? Where might they need to be built?
- Who influences our work with newcomers' data?



## **Opportunities for participation**

- Who participates in designing our practices with data?
- How might we design our data practices with newcomers?
- Are there certain groups in our community who may be hesitant to participate in our data practices? Why? How could we prioritize listening to their experiences?



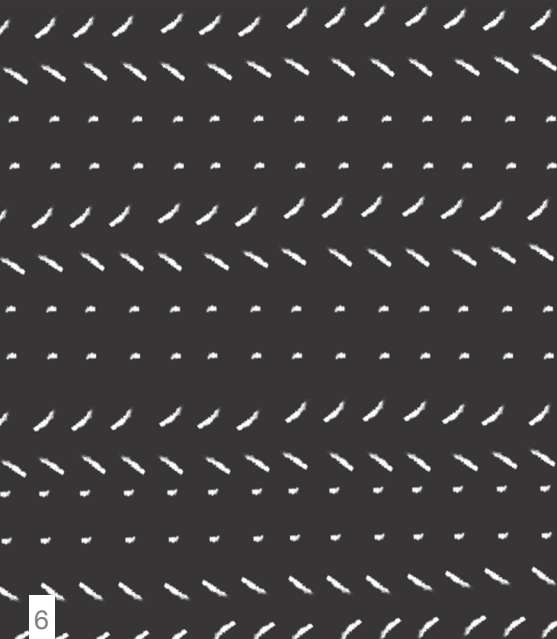
## Stewardship of data

- Who owns and takes care of newcomers' data?
- Are there multiple responsible people or groups of people involved (e.g., researchers, staff or volunteers, governing bodies, boards, partners, or corporations)?
- Do we share decisions about stewardship of the data with others? Why or why not?



## Whose data

- What personal information about newcomers do we collect?
- How should we retain either the confidentiality or anonymity of newcomers?
- What personal information about newcomers or our community members could be identified/de-anonymized if combined with other forms of data?
- What might we lose the ability to see about the people behind the data once it is anonymized?



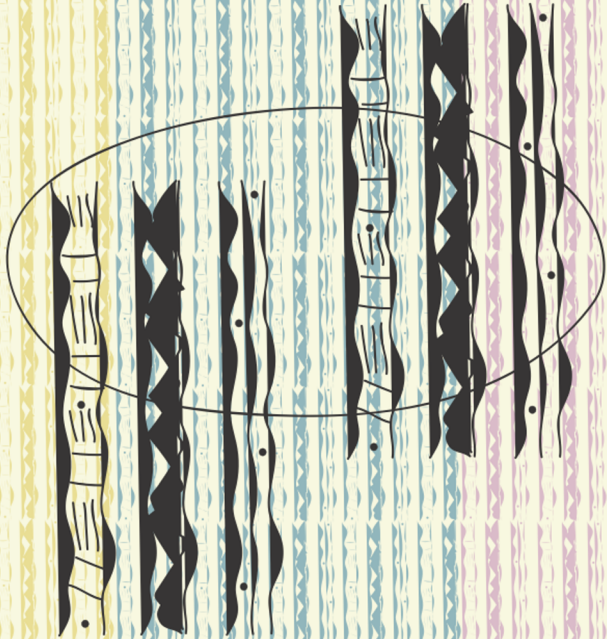
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People and Relationships



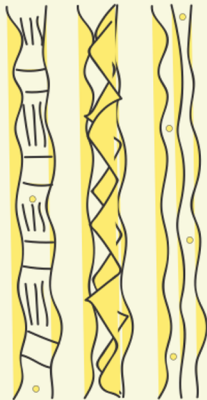
## **Outcomes of our work**

- What are the outcomes of our work with newcomers' data?
- Who currently benefits from our work with newcomers' data?
- Who do we want to benefit?



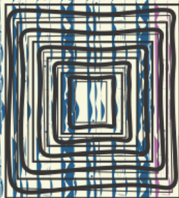
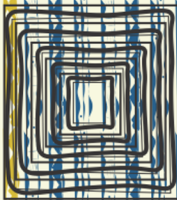
## Defining “data”

- What do we mean by “data”?
- What form does it take? What does it look like?
- Who collects or creates this data?
- If discussed in the context of a research project: What data are already available about the issue we are studying? How can we minimize the labour of data collection, creation, and use—and limit our requests for data from newcomers?



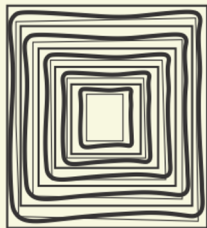
## Assessing our needs

- What do we have and what do we need as part of our culture of caring for newcomers' data?
- What guidelines, resources, and systems already exist that we can use or adapt?
- What trainings have we had (e.g., in ethics, information systems and technologies, or research methods)?
- What trainings do we need?



## Dynamics of data work

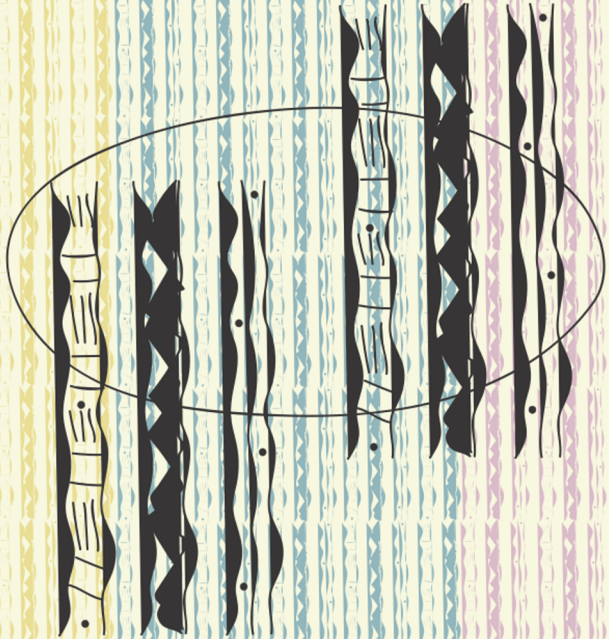
- Thinking about how our work is funded and structured, are there dynamics of collaboration, coordination, or competition that motivate our work with data, for example?
- If we are aiming to better collaborate and coordinate, do we share ideas and language for our practices with data?
- How can we build more common ideas and language about our work with data to understand one another?





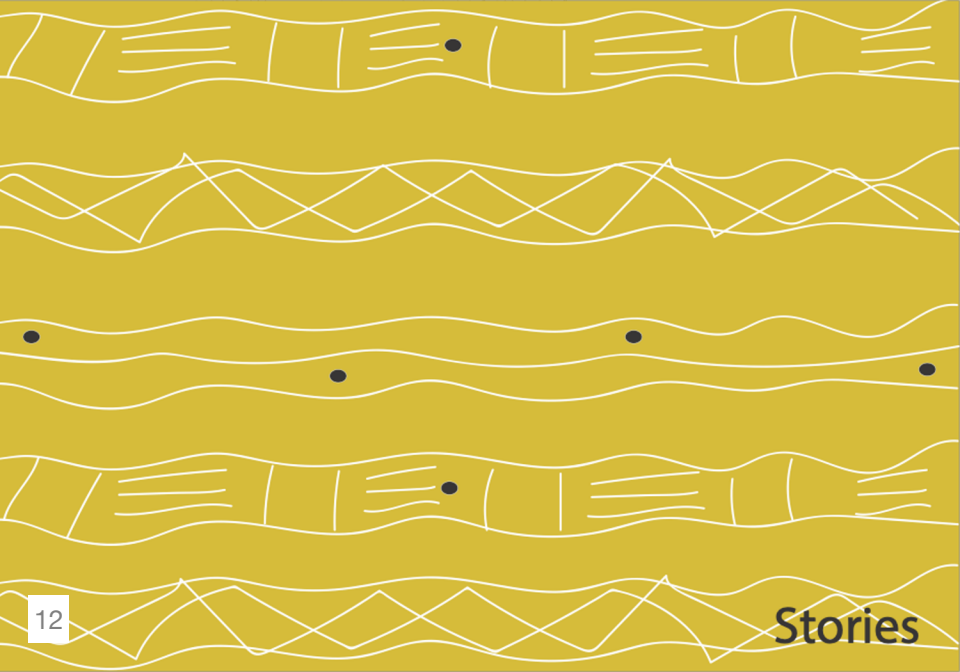
## Changing times

- In what ways have we found our work with immigration and settlement data, information, and technologies changing? What has changed for us, if anything?
- What are the time horizons we have for our current project or work with newcomers' data? Can we agree on a timeline for how long this data will exist (e.g., five years, 20 years, multiple generations)?
- How do we imagine the data we are collecting now will be used and cared for in the future?



## Organizing our data work

- What about our work with data, information, and technologies is important, yet is not fully appreciated or understood by others with whom we work?
- What parts of our workflows with data, information, and technologies do we want to re-organize? Why? How can we accomplish that together?
- Where is support needed (e.g., resources, trainings, systems, and technologies) in our work with data?



## Accessibility awareness

You are a refugee claimant who arrived in Canada a few months ago. While waiting for a decision on your claim, you decide to seek out community services. Before you begin a new program at a local organization, you are asked to provide some details through a form, which is written in English. You are being asked for your immigration status, your gender identity, your country of origin, and your cultural background. You believe answering these questions may be required to join the program.

- How do you feel about answering these questions?
- What might you do next?

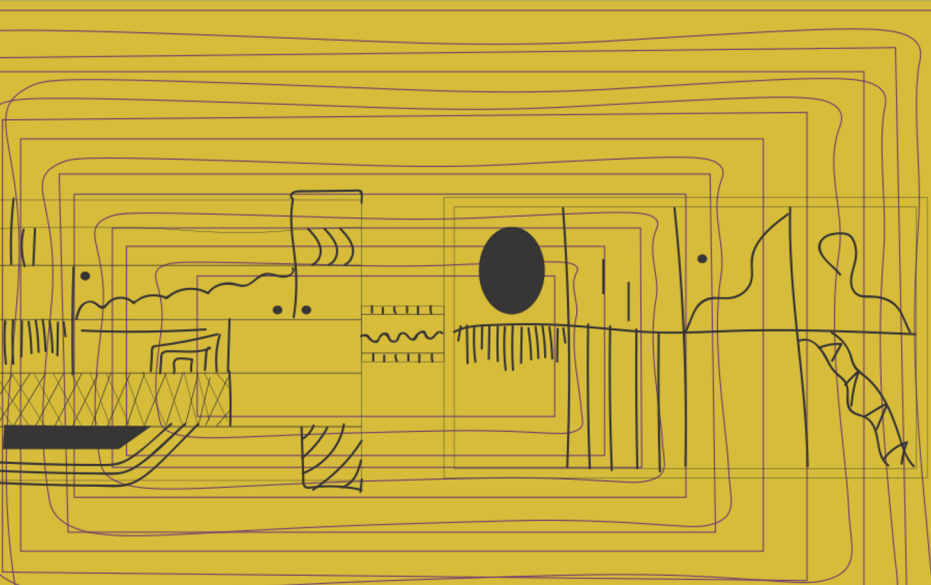


## Stewarding communities' data

You are involved in a project that is gathering reports on discrimination. You have tracked verbal and physical attacks against various communities, including individuals who identify as LGBTQ2S+ and newcomers. You have used social media to circulate a Google survey that gathers self-completed reports of attacks. This is the easiest and cheapest data gathering option for you and your small team of volunteers, despite its downsides. Your most recent analysis of the data revealed a disturbing increase in discrimination.

You put together several visualizations and send these to editors of the local newspaper to suggest that they cover your work to reveal this rising trend of discrimination. The editor responds to you with a request for your data set on attacks, explaining that they want to fact check your work. In addition, they want to contact a few victims of attacks who may be open to speaking to the media and providing a more personal story for readers of the newspaper to empathize with.

- How do you think through these issues as someone who is currently managing and caring for the data set?
- What might be your response?





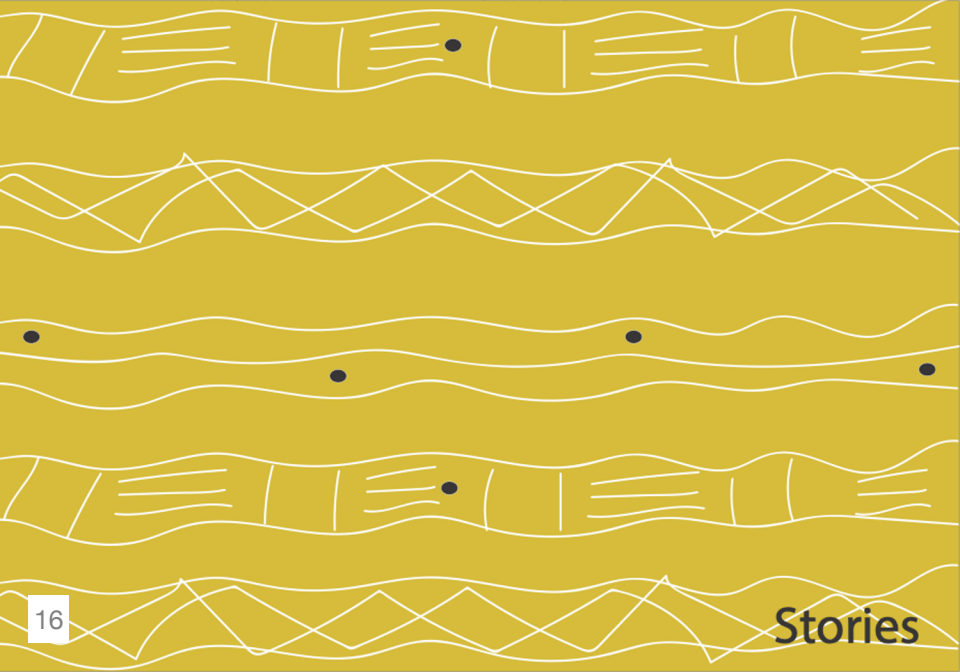
## Different views

- As a group or in a partnership project, can we remember a time when we had different views on how data or technologies should be used in our work together?
  - What happened?
  - Was the issue, question, or problem resolved?
- What are our ideas for negotiating different priorities and values in our work with data?



## **Narratives of migration**

- What are the narratives we want to tell or change?
- How do our community members (e.g., who are newcomers or who were once immigrants) want their stories to be told?
- What do our community members not want to be shared?



## Imagining future use of data

In your work as a government official, you are involved in a project to design a predictive “national immigration watch” system. This system will identify near-future patterns of displacement caused by climate change, political instability, and economic collapse. The project includes a range of partners, including immigration policymakers and researchers, computer scientists, and a technology firm. Your team has been tasked with ensuring the system complies with ethical standards and policies governing immigration and the use of personal information.

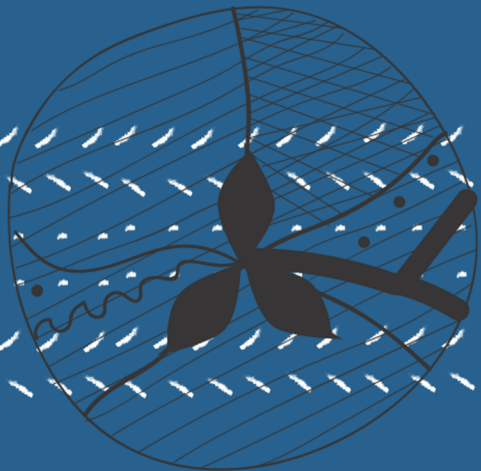
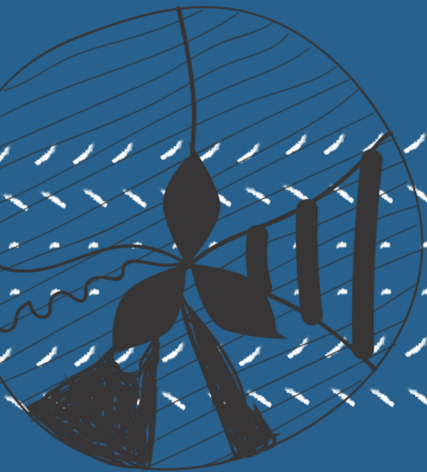
One of your colleagues has argued that the design should include several new features. They want to include automatic alerts to border guards about imminent border crossers likely to be seeking shelter after emergencies, so that these would-be migrants can be held in encampments and provided emergency equipment rather than being allowed to cross the border. Other members of your team agree that this feature would be a valuable addition to the system. The computer scientists demonstrate that it is very simple to implement this feature, and that it can be removed later if it causes problems.

- What questions about this system would you raise with your team?
- What might your ethical concerns or considerations be?



## Setting boundaries

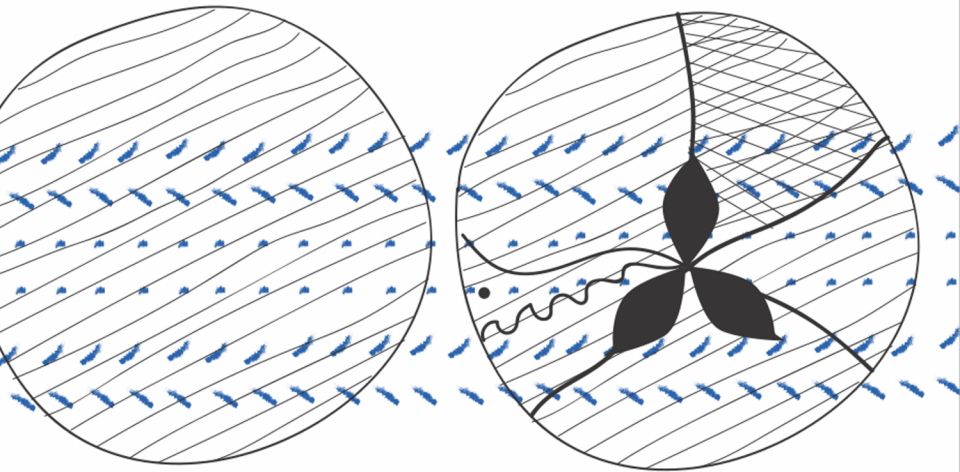
- What limits on data use should we create?
  - On what we collect?
  - On what we keep?
  - How long we keep it?
  - Where we store it?
  - When we destroy it?
  - How we share it, and with whom?
- What records do we not need to keep (e.g., individuals' home address, gender identity, sexual orientation, health status, etc.)?





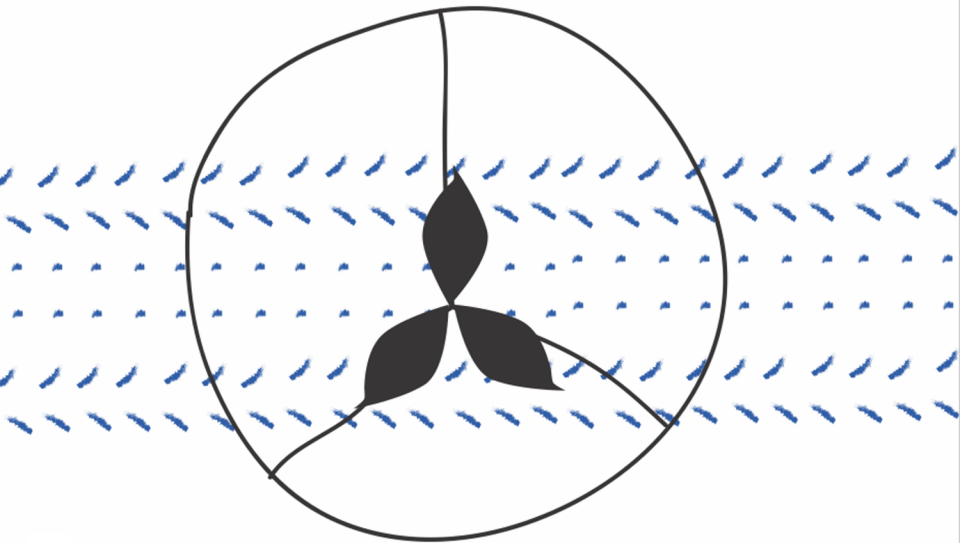
## Following the data

- Where could the data that we collect go—intentionally and unintentionally? You may wish to consider what are the “right hands” and the “wrong hands” for this data to fall into. In addition, you may want to think about the systems and technologies that the data will be communicated through.
- Using pen and paper, try drawing all the groups or places, as well as people and systems, which will have access to the data being gathered.



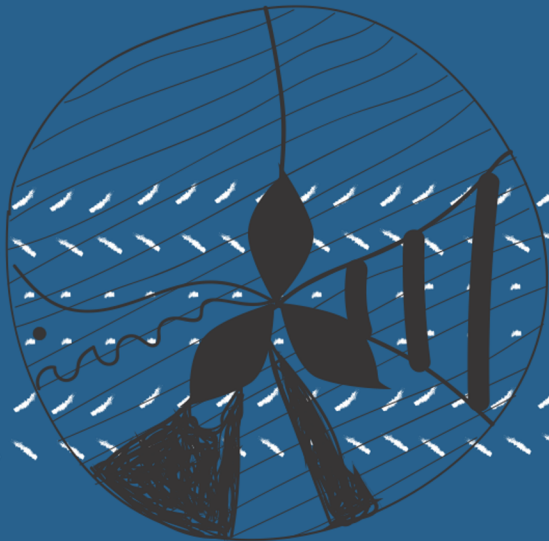
# Cybersecurity

- What is our group's approach to preventing hacking, data leaks, or accidental access to our data, and to newcomers' data in particular?
- What security measures do we follow?
- Does everyone in our network, organization, or project feel involved in sharing these responsibilities? Why or why not?
- Which policies or laws apply to our work with newcomers' data? What do those policies or laws require us to do?



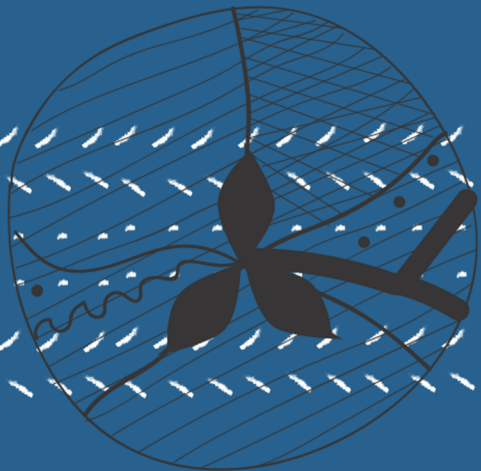
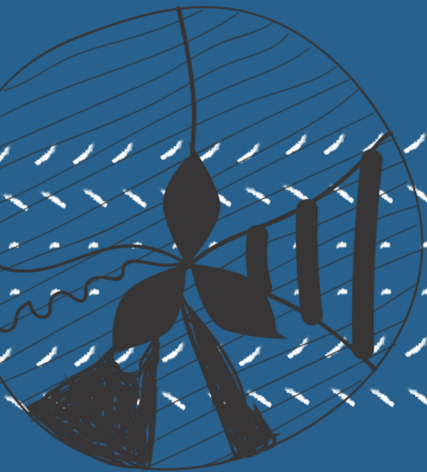
## Different interests in data

- What are our interests in, or needs for, working with newcomers' data?
- Does the data we collect answer our questions or meet our learning needs?
- If working with other collaborators: What are all collaborators' shared and different needs for data? What questions do we each bring to this project that are unique?
- How might we measure what matters to us?



## **Ethical guidelines**

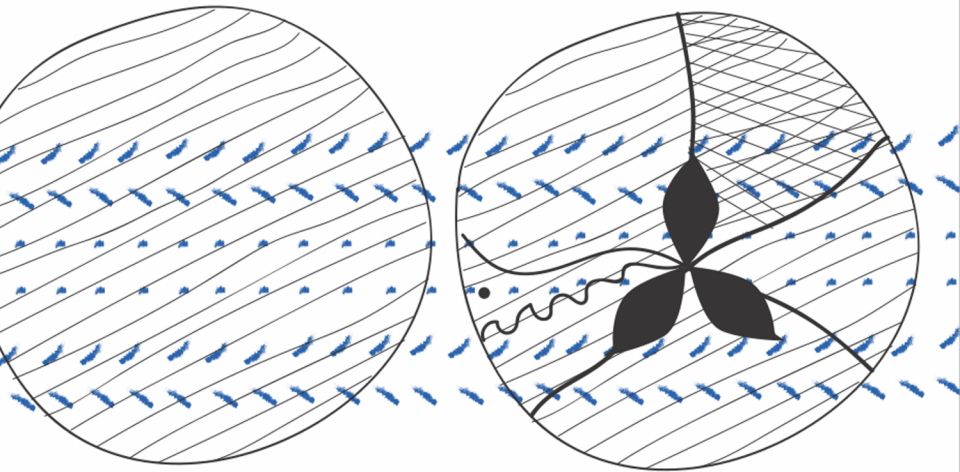
- What are the standards for ethical conduct with data and technologies that we follow?
- Where are these standards made explicit? Who has access to them?
- How do we teach our ethical guidelines to others with whom we work?





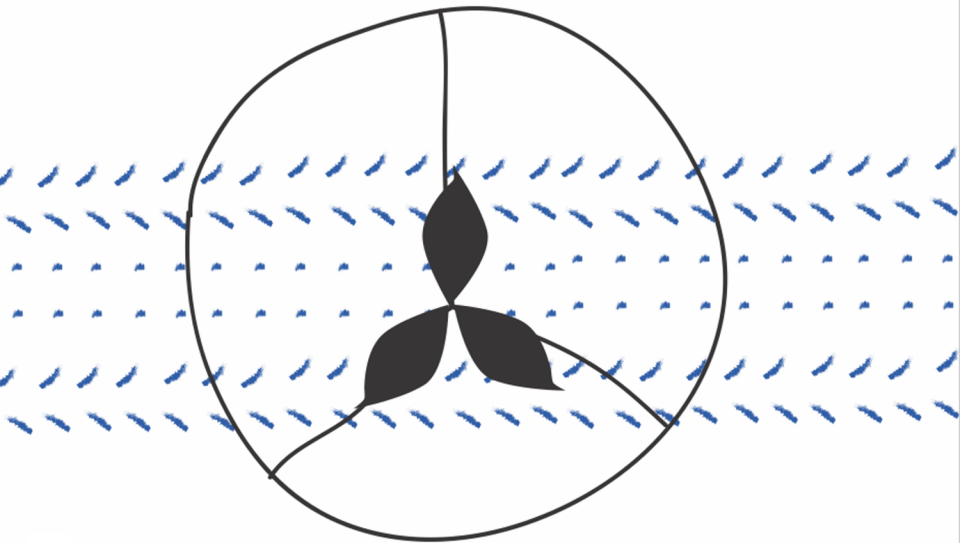
## **Data care capacities and challenges**

- What are our group's capacities, infrastructures, and resources?
- Where are our areas for capacity building?
- What limitations on our capacities do we recognize and work around?
- What makes caring for our community members and their data difficult for us?
- What are barriers?
- What could make our care work stronger?
- What supports would help us?



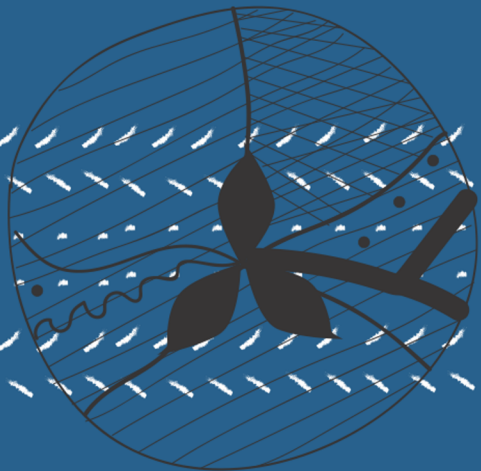
## Harm prevention and healing

- Can our community members or partners identify situations when data use has been harmful for newcomers?
- What are the concerns of newcomers with regards to uses of their personal information?
- What potential harms do we want to prevent (e.g., underrepresentation, overrepresentation; visibility or lack of privacy; misuse of data; security and safety risks; community-level vulnerabilities; misunderstandings or flawed interpretations; dangerous or discriminatory narratives; or other types of harm we can prevent)?
- What can we do to contribute to healing and trust building (e.g., learning more about histories of harm and identifying newcomers' concerns, teaching others, developing different strategies for how we use data)?



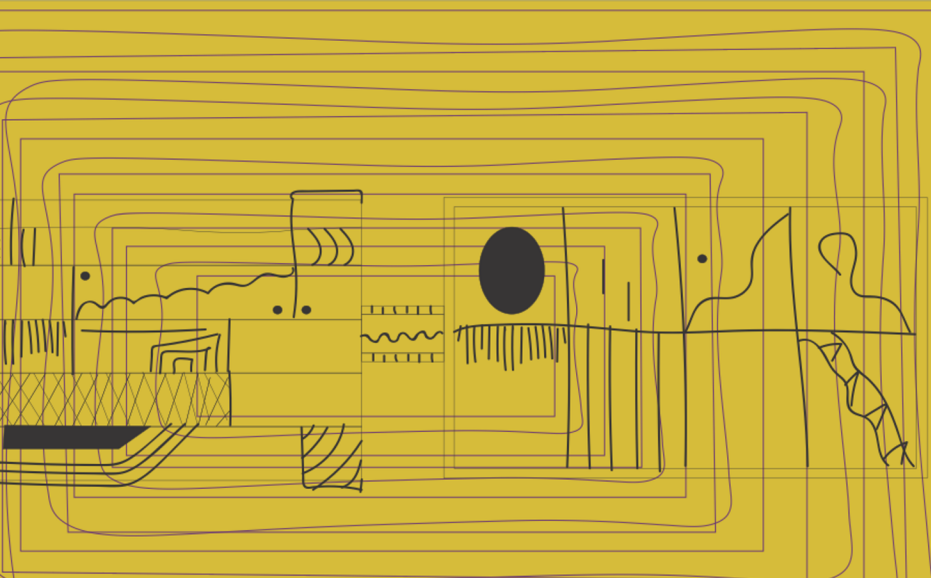
## Consent as process

- What are the procedures for informed and voluntary consent that should be explained so that newcomers we are working with can exercise their rights?
- How do we consider the role of culture and language in individuals' understandings of consent or refusal?
- Who will be requesting consent from individuals?
- What would help individuals feel they have control over their decision about whether to provide consent for data collection, analysis, and sharing?



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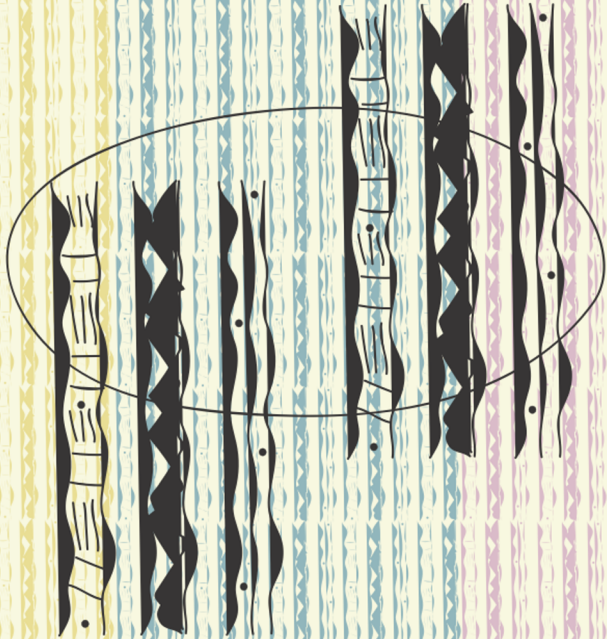
Make your own card...





**Card name:**

Make your own card...



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Make your own card...



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Make your own card...

# Backstory of the Cards

This deck of cards is based on Saguna's research project investigating the experiences of individuals who support and study newcomers to Canada. This project asked a range of groups about their work with immigration and settlement data, changes they noticed in their work, what they seek to learn from this data, concerns they have, and how they suggest that newcomers' data should be cared for ethically.

Individuals who participated in this project include:

- Settlement service providers
- Migrant justice advocates
- Academics conducting research about immigration and settlement
- Designers of digital systems oriented towards newcomers
- Government staff or policymakers

Contributors to this project spoke about their acts of care, culture dynamics, working relationships, and stories of stewarding newcomer communities' data. Their insights are integrated into the card deck so that their messages may travel more widely. The name "*Sangam*"— pronounced "*sung-gum*"— is a Tamil word for a meeting place, literally the joining of two rivers. In this spirit, this resource is a means of inviting different groups into conversation with one another. This card deck is left open to you to talk back to it, add to it, and make use of it how you see fit.

# Inspirations and References

- Friedman, B., Nathan, L., Kane, S., & Lin, J. (2018). Envisioning Cards. <https://www.envisioningcards.com/>
- Ojo, M. O. D. (2013). Symbols of warning, conflict, punishment and war and their meanings among the pre-colonial Yorùbá natives: A case of Àrokò. *Antropologija*, 13(1), 39–60.
- Sebanjo, L. (2020). BLM Ọ̀rìsùn. <https://laolu.nyc/orisun>

# Authorship and Design

- Authors of the cards: Saguna Shankar and Olúwáṣọlá Kẹ̀hìndé Olówó-Aké
- Designers of the cards: Olúwáṣọlá Kẹ̀hìndé Olówó-Aké, Ruby Pang, Arina Sin, Katherine Gillieson, and Saguna Shankar



# Acknowledgements

Saguna's many thanks are owed to Lisa P. Nathan, Rodrigo dos Santos, and Michelle Kaczmarek at the University of British Columbia for their guidance and conversations over the years. Saguna offers her gratitude to her family for their helping hands and ideas.

Olúwáṣọlá Kẹ̀hìndé Olówó-Aké pays homage to:

## *Place*

To the place that I was made in – Nigeria. My first contact point for diversity and celebration of culture, of the black body, of the black self.

*“You are from where your Father is from”* is an identity marker for us Yorùbá people. I am from Ogun State of the Ijebu People [Ijebu-Ode] and we are Yorùbás. It is from this heritage of mine that I imagine, make, and write from. It is through these lenses that I choose to see the world around me and speak to societal issues on race in the diasporic environment as it pertains to the black body.

To the land I live and work and write on. I am uninvited and on the unceded Coast Salish Territories, the traditional and ancestral territories of the Squamish, Tsleil-Waututh and Musqueam nations.

## *People*

To the storytellers who shaped me and taught me family legacies, moral lessons, and cultural values through stories. They taught me what it means to embody stories to keep them alive and the integrity that comes along with that.