Resources for Working with Newcomer Youth

Ontario Community Integration Network

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1.0   Introduction

Programming for immigrant and refugee youth is a developing field. People who work with newcomer youth use approaches taken from both the settlement services sector and from mainstream youth programming. They are also flexible and experimental, open to learning from youth what works best.

This guide collects some of the best ideas and materials that are currently being shared on the World Wide Web. In selecting items for inclusion here, priority was given to resources that:

- Contain useful tools
- Focus on youth[1]
- Were developed for use with immigrants or refugees OR for diverse groups or communities
- Are Canadian

All items included here are free, and readily available online (as are most of them), or by contacting the publisher through the website.

Research studies are concentrated in Sections 2 and 3. These provide the basis for understanding the needs of newcomer youth and the principles behind successful programming; and identify best or promising practices for meeting needs.

Starting with section 4, the focus is on practical resources for organizations and staff who work with newcomer youth. Every effort was made to include the best, most apt, and most useful resources. However, no tool is likely going to work for your program "straight out of the box". You should expect to make some adaptations, taking into consideration your resources, the characteristics of the youth you work with, and your community.

Based on the needs identified by newcomer youth and staff who work with them, this guide could potentially include many more sections. On many issues, no dedicated tools could be found. However, in some of these cases, you may still find that at least one of the more comprehensive manuals listed here addresses the topic in some way.

Web links are current as of March 2011. If a particular link doesn't work for you, it is very possible that the item is still available

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[1] Within this guide, "youth" encompasses ages 12 to 24, although some specific resources apply to a more restricted age range.

somewhere else on the Web. Try searching for the document title using Google or another web search engine. Or go to the root domain of the URL (everything up to and including the .com, .ca, .org, .net, for example) to access a home page and see if the site has an internal search function.

This guide showcases some wonderful materials, many developed through approaches that engage and empower newcomer youth. An increasing number of newer resources are "youth to youth" — meaning that newcomer youth are the authors. This is definitely a best practice, and these items are marked with a "shooting star" icon.

We owe sincere thanks to all the dedicated people who have recorded their successful approaches and shared them for the benefit of our newcomer youth.

1.1 Icons Used in this Guide

Developed by youth for youth, or for use in youth programs

Canadian

Useful tools, such as: templates, exercises, checklists, and workshop materials

Academic or community-based research

Focus on immigrant and refugee issues, services, or programs

Focus on youth issues, services, or programs

Focus on diverse groups or communities

2.0   Needs of Newcomer Youth

It has been well over a decade since Canadian researchers first became interested in the issue of youth settlement and integration. At that time, the numbers of immigrant and refugee children and youth in Canada were growing. It was becoming evident that these young newcomers faced quite different opportunities and challenges from their parents; also that the needs of newcomer youth were not being well addressed by existing services.

Consulting with newcomer youth, and with professionals who worked with them, researchers identified numerous and complex issues. These encompassed various age ranges and stages of development, numerous languages and cultures, different pre-settlement experiences, and compounding risk factors, such as poverty. Moreover, like any group of young people, newcomer youth have a wide range of individual aptitudes, interests, and goals in life.

More recent studies have found that the issues for newcomer youth remain much the same today. However, researchers are now able to identify a number of promising or emerging best practices across Canada.

Below are links to some important studies on newcomer youth issues. When new Canadian research results are published, they can most often be found on websites listed in Section 13.2.

Information and Tools

Newcomer Youth Settlement Guide for Service Providers,
OCASI: Ontario Council of Agencies Serving Immigrants, September 2009

http://www.ocasi.org/index.php?qid=1018

Immigrant and refugee youth conducted the community-based research behind this report that identifies challenges for newcomer youth in Ontario and makes recommendations for effective settlement services. The youth researchers wrote a proposed Youth Bill of Rights.

All Kids Have Dreams, *Cathy Taylor, Aspen Family and Community Network Society, 2005*

http://www.aspenfamily.org/resources/Aspen_AKHD_09.pdf

Immigrant youth in Calgary tell their own stories and provide commentary on various situations they and their peers face. The youth talk about risk and protective factors, gaps that need to be filled, and strategies for prevention and intervention.

New Start for Youth Study: An Examination of the Settlement Pathways of Newcomer Youth, *Susan S. Chuang, Associate Professor, University of Guelph & Canadian Immigrant Settlement Sector Alliance (CISSA), 2010*
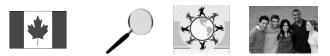
http://atwork.settlement.org/downloads/atwork/New_Start_for_Newcomer_Youth_CISSA_ACSEI_Report_En_Final.pdf

Researchers asked youth in Alberta, British Columbia, Nova Scotia, Ontario, and Quebec about their adjustment and settlement experiences. A key recommendation is to look at newcomer youth settlement from a national perspective.

Canadian Issues, *Association for Canadian Studies, Spring 2005*

http://canada.metropolis.net/pdfs/CITC_Spring_05_EN.pdf

This issue has two articles based on recent research:

- *The New Canadian Children and Youth Study: Research to Fill a Gap in Canada's Children's Agenda* by Morton Beiser, Linda Ogilvie, Joanna Anneke Rummens, Robert Armstrong and Jacqueline Oxman-Martinez
- *Immigrant Children and Youth in Focus* by Hieu Van Ngo and Barbara Schleifer

Immigrant Youth in Canada, *Canadian Council on Social Development, 2000*

http://www.ccsd.ca/subsites/cd/docs/iy/index.htm

Researchers held focus groups with newcomer youth in Montreal, Toronto and Vancouver and conducted a survey of agencies across Canada, including boards of education, community health centres, social services/child welfare agencies, police departments, public health departments, and settlement service providers.

Between Two Worlds: The Experiences and Concerns of Immigrant Youth in Ontario, *Kenise Murphy Kilbride, Paul Anisef, Etta Baichman-Anisef, and Randa Kattar, 2000*

http://ceris.metropolis.net/virtual%20library/other/kilbride2.html

Research with youth, their families, and service providers took place in Toronto, Kitchener and Ottawa.

To Build on Hope: Overcoming the Challenges Facing Newcomer Youth at Risk in Ontario, *Kenise Murphy Kilbride, Paul Anisef, 2001*

http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1002767&passed_lang=EN

Consultations with youth and youth service providers in Toronto, Hamilton and Ottawa focussed on young newcomers "at risk", meaning those having additional disadvantages such as poverty, visible minority status, lack of a community base, or lower levels of English.

The Needs of Newcomer Youth and Emerging Best Practices to Meet Those Needs, *Paul Anisef, Kenise M. Killbride, The Joint Centre of Research on Immigration and Settlement (CERIS), 2000*

http://atwork.settlement.org/sys/atwork_library_detail.asp?passed_lang=EN&doc_id=1002327

The authors identify needs, service gaps, and best practices for supporting immigrant youth aged 16 to 20 in the areas of education, social services, employment, health and mental health.

3.0   Programming Principles and Best Practices

Researchers and practitioners agree on certain characteristics of good youth programming, such as:

- Engaging youth — with fun activities, challenges, and opportunities they might not otherwise have

- Building relationships — so youth feel welcome and valued, which allows them to participate and learn

- Empowering youth — allowing them to be active players in the planning and delivery of programs

- Providing flexible program options — related to types of activities and when they are offered

As no one program can meet all youth needs, another universal best practice is for staff to know what services are available in the community, so they can make referrals.

Partnerships between organizations can bring about more opportunities and enhanced programs for the youth. When settlement programs are doing the outreach to potential partners, it's important to scan widely. Some partnerships seem obvious or ideal to you, but the other organization does not respond. On the other hand, many community organizations and businesses and government departments have a mandate to reach diverse and newcomer youth, but they don't know how to start. If you can bring them new outreach options, and help them to build their cultural competency, there will be benefits to both partners.

Information and Tools

Section 2.0 Resources

All of the studies listed in the previous section formulate recommendations for service providers and all levels of government. The newer studies also provide examples of existing programs that illustrate some best practices.

Best Practices for Youth Programs, *United Way of Greater Toronto, February 2005*

http://www.unitedwaytoronto.com/downloads/whatWeDo/reports/YouthBestPractices-FinalPublicReport.pdf

Newcomers were not the focus of this research and consultation project, but newcomer and diverse youth are a major part of the youth demographic in Toronto. The report identifies asset-based practices for training and employment, integrating newcomers, social recreation, violence prevention, and engaging at-risk and marginalized youth in low-income neighbourhoods.

Amplify: Designing Spaces and Programs for Girls: A Toolkit, *Girls Action Foundation, 2010*

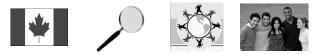http://www.girlsactionfoundation.ca/files/Amplify_2010_LR_0.pdf

This manual has reflections and recommendations from girls' programmers across Canada on how to develop spaces and programming. This includes considerations for newcomer and culturally diverse participants.

Conversations for Change: An Overview of Services for Immigrant Children and Youth in Calgary, *United Way of Calgary and Area, May 2004*

http://www.ceris.metropolis.net/Virtual%20Library/EResources/Hurlock McCullaghSchissel2004.pdf

Priority areas of need are: coordinated services, cultural competency, inclusive program development, and partnership opportunities. The study concludes that it is too early to identify "best" practices, because there are no standards for doing so. Researchers looked widely for emerging "promising" practices.

prACTice Matters, December 2004: Creating Successful Programs for Immigrant Youth, *ACT for Youth Upstate Center of Excellence*

http://www.actforyouth.net/documents/prACTice_Dec04.pdf

This newsletter identifies strategies for working with youth, parents and schools. This resource is most interesting because it begins with Four Assets of Immigrant Youth (rather than with their challenges). These are: the protection provided by their cultural values; (for most) their bilingualism; the development spurred by their migration struggles; and the resiliency and skills developed through juggling two cultures.

Best Settlement Practices: Settlement Services for Refugees and Immigrants in Canada, *Canadian Council for Refugees, 1998*

http://ccrweb.ca/bpfina1.htm

This is an influential source outlining the principles behind settlement services in Canada. This was the basis for a later discussion of a National Settlement Service Standards Framework: http://ccrweb.ca/standards.htm

4.0 Diversity and Inclusion

As they are exploring themselves and their place in society, newcomer youth are especially sensitive to issues of diversity and inclusion. Effective services start at the organizational level, with organizations that constantly assess their cultural competency and accessibility; and work on problems or gaps.

Resources in this section also include workshop materials for young people to learn about and discuss topics such as racism, stereotyping and exclusion.

4.1 Organizational Development

Information and Tools

Inclusive Community Organizations: A Tool Kit, *Ontario Healthy Communities Coalition, October 2004*

http://www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit

This resource is useful for community organizations that want to increase their capacity to include diverse groups in a way that is appropriate for both those groups and for the organization. Groups specifically covered include: Aboriginal peoples, ethno-racial groups, youth, persons with disabilities, all sexual orientations and gender identities. The kit covers how build a strategy and enhance knowledge and skills within the organization. It includes practical tools, such as for planning inclusive events, conducting focus groups, and evaluating success.

Guidebook for Diversity and Organizational Change, *North Shore Multicultural Society*

http://www.nsms.ca/Downloads/diversity.pdf

This resource from British Columbia provides guidelines and tools for organizations to incorporate diversity throughout their operations. It uses a four-stage model: Define, Discover, Discuss, and Develop.

Toward Cultural Competency: A Practical Guide to Facilitate Active Participation of Culturally Diverse Families In Schools, *Hieu Van Ngo, Coalition for Equal Access to Education, 2003*

http://www.eslaction.com/main/school%20cultural%20competency%20manual.pdf

The statistics and context relate to Calgary, but most of the tools in this guide can be adapted for other locations. Cultural competency is described as a process. There are tools for self-assessment and planning, and materials for two training workshops.

Preparing Staff to Work with Immigrant Youth, *National Collaboration for Youth*

http://www.nydic.org/nydic/staffing/workforce/PreparingStafftoWorkwithImmigrantYouth.htm

This American resource has practical tips for hiring, developing and retaining staff who work with immigrant youth. The same page has a link to *Training Staff to Work with Immigrant Youth*, a manual with instructions for training modules that are 45 minutes to 1 hour in length.

ID Booklet: Ideas for Inclusion and Diversity, *SALTO-YOUTH*

http://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

This European resource is for youth workers and others working directly with young people. It provides tools for reaching a diverse target audience and for making projects and organizations more inclusive.

[SALTO-YOUTH = Support and Advanced Learning and Training Opportunities within the YOUTH in Action program. Youth in Action provides young people with non-formal learning experiences.]

Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness, *Kathy Seitzinger Hepburn, M.S., 2004*

http://www.eric.ed.gov:80/PDFS/ED485881.pdf

This online tool kit defines cultural and linguistic competence for community services. It deals with: diversity and the cultural context of the family and community; understanding the impact of culture on child development; planning and implementing culturally and linguistically competent services. The focus of the tool is on early childhood services and school readiness, but most of the principles are widely applicable.

All Abilities Welcome Toolkit

http://www.spra.sk.ca/Default.aspx?DN=7c27c581-e292-4120-a105-e8acdf48b378

This toolkit has information, advice and checklists to help programs and service providers be inclusive to people of all abilities.

Print copies can be ordered through the *All Abilities Welcome* website: http://www.allabilitieswelcome.ca/

4.2   Youth Learning

Information and Tools

The Kit: A Manual for Youth to Combat Racism Through Education, *The United Nations Association in Canada, 2002*

http://www.unac.org/yfar/The_Kit.pdf

This resource was created by youth for youth. It includes a variety of interactive workshops and activities dealing with racism. There are complete instructions for workshop delivery, with templates for everything from workshop invitations through to evaluation and thank yous.

People Power, *North Shore Multicultural Society*

http://www.nsms.ca/Downloads/People_Power_booklet.pdf

The youth and youth workers who developed this resource describe *People Power* as a process whereby youth develop the skills for appreciating diversity and being an active part of creating an inclusive society. The manual is an interactive and flexible learning tool that deals with stereotyping, prejudice and various "isms" in society.

Celebrating Diversity, *Classroom Connections, 2000*

http://www.classroomconnections.ca/en/celdiversity.php

Classroom Connections works with major education organizations and a network of teachers across Canada to develop and pilot test new resources for classrooms. *Celebrating Diversity* is designed for use in grades 4-8. The materials include instructions for activities to foster inclusive classrooms and appreciation for diversity.

Strangers Becoming Us, *Classroom Connections, 2001*

http://www.classroomconnections.ca/en/sbuelementary.php

Strangers Becoming Us presents classroom-ready activities about multiculturalism, citizenship, and what it means to be a new Canadian. It is available in two versions: for Grades 5-8 social studies and ESL programs and for Grades 9-12. The secondary school version includes case studies, political cartoons, and activities that explore coming to Canada as an immigrant or as a refugee, the historical treatment of new Canadians and the stresses that occur for youth that live between two cultures. Audio CDs of radio show style content originally accompanied the manuals. Contact Classroom Connections through the website to request the CDs and/or transcripts of their content.

ThinkB4YouSpeak, *Gay, Lesbian and Straight Education Network (GLSEN)*

http://www.thinkb4youspeak.com/

ThinkB4YouSpeak is a campaign to help students learn about the negative consequences of homophobic language and anti-LGBT bias. The website has awareness materials and a teacher's guide.

Social Inclusion T-Kit, *Council of Europe and European Commission, 2003*

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/8/Tkit_8_EN

This manual has an explanation of the issues (in the European context) and exercises for youth group work on topics that include: young people with fewer opportunities, feeling social exclusion, building trust and self-esteem, conflict management, setting up partnerships, and peer education.

Intercultural Learning T-Kit, *Council of Europe and European Commission, 2000*

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN

There is a bit of background and theory on culture and intercultural learning (in the European context), followed by many exercises for youth groups: energizers, individual reflection, discussion, simulations and role plays, problem solving, and evaluation. There are also examples of weekend workshops built from the exercises.

COMPASS: A manual on human rights education with young people

    DOmino: A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance

      Education Pack All Different — All Equal

      Three resources from the Council of Europe

http://eycb.coe.int/compass/default.htm

COMPASS, *All-Different – All Equal*, and *DOmino* are complementary works on human rights, diversity, and anti-racism for young people. Each is a comprehensive online manual with background, guidelines for facilitators, and instructions for activities.

4.3　Older Youth and Adult Learning

Information and Tools

Why and How to Deal with Prejudice: *A Guide for Newcomers, Rubin Friedman, Jewish Family Services of Ottawa*

http://www.jfsottawa.com/antiprejudice/theprinciples_en.html

Using language and content geared to newcomers, this booklet explains rights and obligations under the Canadian Charter of Rights and Freedoms. It explains how to recognize and deal with prejudice within oneself; as well as how someone can take action when they encounter prejudice personally or within society.

Speak Up – Teaching Tolerance, *Southern Poverty Law Center*

http://www.tolerance.org/handbook/speak/speak

This resource uses real stories of racism, bigotry and bias related to race, religion, age, ethnicity, disability, gender or sexual orientation. Content on every topic answers the question "What Can I Do?" — at work, within family, or at school, for example. There is an outline for a short workshop, and a personal pledge form.

4.4　Diversity Resources

Canadian Race Relations Foundation Glossary

http://www.crr.ca/component/option,com_glossary/Itemid,553/lang,english/

An online dictionary of terms from "ableism" to "xenophobia".

Words with Dignity

http://www.uofaweb.ualberta.ca/ssds/wordswithdignity.cfm

This is a list of preferred terms for referring to persons with disabilities.

LGBT Definition of Terms

http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms

Multicultural Calendar

http://www.malkam.com/en/15.0.asp

There are a great number of multicultural calendars online. This one, maintained by an Ottawa business, includes an explanation of each culturally significant date.

5.0   Workshop Activities for Youth

5.1   Mostly Fun Activities

These are activities that can be done by themselves or as elements of your programs or youth sessions.

Information and Tools

Jabbertalk: A Methodology for International Youth Work, Don Bosco Youth-Net IVZW, Council of Europe

http://www.donboscoyouth.net/node/69

This manual contains tested activities for working with multicultural youth groups. Most of the activities are grouped according to a type of expression: oral, non-verbal, dance, manual, and musical. There are also sections on teamwork, values, and communications; and a chapter on the use of video as a tool for observation and feedback.

Stress Reduction Activities for Students, *San Francisco Unified School District*

http://healthiersf.org/Resources/pubs/stressRed/StressReductionActivities.pdf

These exercises use breathing and relaxation techniques, imagery, physical and artistic expression.

The Source for Youth Ministry

http://www.thesource4ym.com/

This evangelical Christian youth site has a "Free Resources and Ideas" area that is too good to miss. There are many, many creative and fun activities that require no adaptation to appeal to diverse youth groups. They are well-presented and well-organized for facilitators. For example, under "Games and Icebreakers", some of the categories are: mixers, big room games, outdoor games, games with a point, and sick and twisted games.
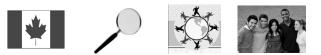
5.2   Sports and Recreation

These are activities that get young people moving and help them learn physical skills. Some benefits of being active are the same for all young people, such as increased physical well-being and confidence. For newcomers, sports and recreational activities can also be pathways to integration and social networking.

Information and Tools

Inclusive Model for Sports and Recreation Programming for Immigrant and Refugee Youth, *OCASI: Ontario Council of Agencies Serving Immigrants, 2006*

http://www.ocasi.org/index.php?catid=130

This Model for Sports and Recreation Programming for Immigrant and Refugee Youth was developed through testing by youth settlement program staff in Toronto, Hamilton, and Ottawa. The document includes "Twelve Elements Essential to an Effective Sports and Recreation Program for Immigrant and Refugee Youth".

Fit for Life: Using sports as an educational tool for the inclusion of young people with few opportunities, *SALTO, 2005*

http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/fitforlife/

This resource describes the benefits of including sports in youth programs, with examples from Europe. The chapter on *Methods for Getting Started* has many games and activities that require little or no equipment.

5.3   Youth Leadership Training

In keeping with the best practice approach of "youth to youth", these resources are designed to train youth to be peer educators.

Information and Tools

Manual for Violence Prevention with Immigrant and Refugee Youth, *Strengthening Families in Canada (SFIC), Phase Two: Youth Group, 2008*

http://www.serc.mb.ca/content/dload/download.2008-10-28.9116717055/file

The title of this manual is misleading. In fact, it has complete guides for workshops on these topics:

1. Introduction to the Workshop, Cultural Adaptation and Acculturation Session
2. Communication and Tools for Effective Communication
3. Self Esteem
4. Interpersonal Violence and Domestic Violence
5. Youth Sexuality, Birth Control and STI's/HIV
6. Stress Management/Maintaining Mental Health
7. Internet Safety

There are four additional workshops for Peer Resource Training. Graduates are prepared to be peer supporters in their community.

The workshops were designed following a community and youth engagement process, also described in the document.

PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects, *SALTO Youth*

http://www.salto-youth.net/downloads/4-17-972/Peer_Education_Approach_in%20Cultural_Diversity_Projects.pdf

This manual records the content of a training course for European youth working in cultural diversity projects. The goal was to train them to be peer educators. The training covers: leadership, facilitation, communication, group processes, and project management.

5.4 Facilitation Skills

Most of the training manuals listed above provide quite a bit of guidance for facilitators. In addition to leading the agenda, and bringing out participant contributions, youth facilitators have to create a safe environment and maintain an enthusiastic, fun approach.

Information and Tools

How to Facilitate a Meeting, *Amnesty International*

http://www.amnesty.ca/youth/youth_action_toolkit/how_to_facilitate_ meeting.php

Part of a *Youth Action Toolkit*, this is a one page introduction to the role of a facilitator. The same online toolkit has tips for group brainstorming and ideas for meeting "icebreakers".

Leading Youth to Lead, A Guide for Facilitating Youth Facilitation, *Student Support Services Department, San Francisco United School District*

http://www.healthiersf.org/ExCELafterschool/Resources/Technical-Assistance/guide/Meeting%20Facilitation%20Tips%20for%20Youth%2 0PDF.pdf

This is a practical resource for "adult allies" to support youth facilitators. There are simple tips for the facilitators, a sample agenda, meeting rules and roles, and an action items template. The example is planning a dance party, but the tools are widely applicable.

Basic Facilitation Skills, *The Human Leadership and Development Division of the American Society for Quality The Association for Quality and Participation The International Association of Facilitators, 2002*

http://www.uiowa.edu/~cqi/2002BasicFacilitationPrimer.pdf

This is a primer for people new to facilitation. It includes tips for dealing with common situations, such as staying on time, dealing with sidebar conversations or never-ending discussions.

6.0   Engaging Youth

Youth engagement is about fostering active citizenship, which is one of the goals of newcomer integration.

Youth engagement also relates to involving youth in how your program or organization is run, and giving them in a voice in decisions that affect them.

Information and Resources

Volunteering Eh Toolkit, *Kitchener-Waterloo Multicultural Centre, 2010*

http://www.volunteeringeh.com/Tool%20Kit/toc.html

This online toolkit has activities, templates, questionnaires, web links, and other useful materials for youth and for program staff who work with current or prospective newcomer youth volunteers. Each section title on the Table of Contents page is a link, and each toolkit page may be downloaded as a Word or PDF document.

InvolveYouth2: A Guide to Meaningful Youth Engagement, *City of Toronto, 2006*

http://www.toronto.ca/involveyouth/pdf/youth2inal.pdf

This approach to youth engagement emphasizes access, equity and social justice. The manual draws on the experience of youth workers in providing program activities and approaches that meaningfully engage youth and help young people gain new skills.

OTF Youth Engagement Tool, *Ontario Trillium Foundation, 2009*

http://www.trilliumfoundation.org/cms/en/html/GrantSeekers/youth_engagement.aspx

The web page shows a youth engagement spectrum, and provides questions to help you assess your organization's level of youth engagement. There is a link to *Building Ontario's Youth Social Infrastructure to Transform and Sustain Youth Engagement and Organizing*, the diagrammatic output of a "think tank" of youth visionaries.

Resource Guide for Immigrant and Refugee Youth,
Environmental Youth Alliance, 2010

http://practicalradical.files.wordpress.com/2010/07/immigrant-and-youth-refugee-guide.pdf

Written by and for immigrant and refugee youth, this is a guide to getting around Vancouver. The information is mostly specific to that city, however this document is a model for a useful resource that could be produced by youth anywhere in Canada.

Youth First: A Guide to Help Youth Take Action, *Education, Culture and Employment, Northwest Territories*

http://www.ece.gov.nt.ca/Publications/PDF%20Publications%20Files/Publications%20New/Youth%20First.pdf

This resource has many guidelines and tips for youth who want to plan and fundraise for new programs.

Let Discussion Guide Us: Decision Making — How should children and youth participate in decisions about them?, *Centres of Excellence for Children's Well-Being*

http://www.engagementcentre.ca/files/YDMGuide_web_e.pdf

This document explains the background and activities of an ongoing initiative to engage youth across Canada in a discussion about the concept of a national youth body. Anyone can host a group. This document provides questions to guide the discussion and information about sharing the ideas that come out of the discussion.

7.0   Engaging Parents

Outreach to youth very often entails engaging their parents as well. Language and cross-cultural skills will be helpful to building trust. Program staff also require an understanding of the settlement experience. Schools have taken the lead in recording and sharing some of their successful approaches.

Information and Tools

Toward Active Parental Participation: A Practical Guide to Working with Immigrants, *Hieu Van Ngo, Coalition for Equal Access to Education, 2002*

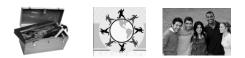http://www.eslaction.com/main/parent%20training%20manual.pdf

This train-the-trainer guide has complete facilitator notes and materials for 10 workshops. The content of over half of them are specific to the educational system in Calgary, Alberta. The rest, including "Effective Leadership" and "Issues Facing Immigrant Children and Youth" have wider application.

Beyond the content, this manual is a model, in that it was developed with the input and feedback of immigrant parents. The training uses participatory processes so that immigrant parents can reflect upon their shared experiences and draw upon their cultural strengths. The goal is for them to take individual and collective action to address barriers to participation.

See also the Coalition's manual: *Toward Cultural Competency: A Practical Guide to Facilitate Active Participation of Culturally Diverse Families In Schools*, listed in Section 4.1.

Parent Involvement in School: Engaging Immigrant Parents, *Wilder Research, 2009*

http://www.wilder.org/download.0.html?report=2262

This resource provides a "snapshot" of some proven strategies.

Successful Practices for Immigrant Parent Involvement: An Ontario Perspective, *Mary Ladky and Shelley Stagg Peterson, School of Education and Professional Learning, Trent University, March 2008*

http://edst.educ.ubc.ca/sites/edst.educ.ubc.ca/files/courses/eadm/Ladky%20and%20Peterson%20Successful%20Practices%20for%20Immigrant%20Parent.pdf

The researchers surveyed 21 immigrant parents, as well as teachers and principals.

Building Partnerships with Immigrant Parents, *Andrea Sobel and Eileen Gale Kugler, Educational Leadership, March 2007*

http://www.embracediverseschools.com/images/Ed_Leadership.pdf

An American school with a large immigrant parent population has developed an innovative parent outreach program.

The Community Youth Outreach Programme In Delta, British Columbia, Canada: "The Personal Touch That Works", *Sherman Chan, Hardeep Thind and Lesley Lim, 2000*

http://pi.library.yorku.ca/ojs/index.php/refuge/article/viewFile/22058/20726

Academic researchers capture some of the issues for newcomer families and some innovative approaches used to provide language and cultural interpretation and school-based initiatives for youth and their families.

8.0 Risk Management

Some risk is inherent in good programming for youth: you can't expect to avoid it entirely. Your organization should consider and demonstrate its duty of care to its board, employees, clients, volunteers and the

public. This section lists references related to organizational policies and practices, as well as useful tools that program staff can implement.

Information and Tools

Imagine Canada: Insurance and Liability Resource Centre for Non-Profits

http://nonprofitrisk.imaginecanada.ca/

The resource centre of the site has tip sheets, tools, and columns by experts on common issues. Non-profit organizations may contact Imagine Canada with questions or to request customized training.

Developing a Risk Management Strategy: Five Steps to Risk Management in Nonprofit and Charitable Organizations

http://nonprofitscan.imaginecanada.ca/files/nonprofitscan/kdc-cdc/guide_kowalski_risk_eng.pdf

This provides an overview of what's involved in developing a risk management strategy, and provides tips and checklists.

The Boundary Form: A Simple and Powerful Risk-Management Tool, *David Hartley, Imagine Canada, 2010*

http://nonprofitrisk.imaginecanada.ca/files/insuranceinfo/en/publications/boundary_form.pdf

A boundary form outlines what a volunteer must not do, as opposed to a job description that explains what they should do. The list of prohibited actions should be short and memorable, and explain the consequences for prohibited actions.

Scouts Canada ByLaw, Policies and Procedures

http://www.scouts.ca/dnn/scouters/BPPAdmin/BylawPoliciesandProced
ures/ElectronicVersionBPandP/tabid/232/Default.aspx

Relevant to Risk Management, Section 7000 *Duty of Care* provides a code of conduct for adults working with minors. It covers relationships, language, discipline, discrimination, physical contact, responsibilities to parents and youth, and procedures for handling allegations of harassment or abuse. Section 13000 is the Scouts' Risk Management Policy.

Volunteer Driving, *Imagine Canada Insurance and Liability Resource Centre for Nonprofits*

http://nonprofitrisk.imaginecanada.ca/node/885

This page has links to various articles and tools including:
- Volunteer Transportation Guide: A Screening Tool (Canada)
- Volunteer Driver's Handbook (UK)
- Driver's Pledge (US)

Our Community: Building Stronger Communities through Stronger Community Organizations

http://www.ourcommunity.com.au/insurance/insurance_article.jsp?arti
cleId=1244

This page of an Australian website has checklists to help organizations identify risks inherent in certain types of activities and to think about ways to manage the risks.

9.0   Needs Assessment Surveys

Surveys of youth interests and preferences will help you identify priorities and make programming decisions. Additionally, the needs assessment process is a way to engage with youth in your community. When youth play a role in designing and administering a survey, they will feel, and encourage their peers to feel, that you are asking questions because you really want to know and will respond to the answers.

Information and Tools

Online Survey Sites

Questionnaires are the most popular method of doing needs assessments. A number of websites offer online survey hosting services. These services are not free, unless you have a very short survey and a small group to consult with. But even if you don't plan to use their services, these sites all have many helpful tips and guidelines for designing survey questions.

SurveyMonkey	**Zoomerang**
http://www.surveymonkey.com/	http://www.zoomerang.com/
PollDaddy	**QuestionPro**
www.polldaddy.com	http://www.questionpro.com/
Survey Gizmo	**Fluid Surveys**
http://www.surveygizmo.com/	http://fluidsurveys.com

Microsoft Office

http://office.microsoft.com

Survey templates in Word are available as free downloads. These can save you a lot of time in formatting a good-looking survey. You can also download copyright-free photos and clip art.

Conducting Needs Assessment Surveys, *The Community ToolBox*

http://ctb.ku.edu/en/tablecontents/sub_section_main_1042.aspx

This toolbox has tips for designing and administering community surveys.

10.0 Program Evaluation

Your program evaluation should provide you with useful information on areas where your program is successful, and how it might be changed to have more impact or represent better value for your investment. The results of an evaluation may also be helpful for writing funding proposals and doing program promotion.

Youth should be involved in program evaluation. This will give them a voice and lead to their feeling ownership of the program.

Information and Tools

Jabbertalk: A Methodology for International Youth Work, *Don Bosco Youth-Net IVZW*

http://www.donboscoyouth.net/node/69

Most often, feedback is gathered orally or in writing. A chapter in this manual covers those methods, as well as more innovative and effective ways to collect the opinions of youth participants. There are, for example, methods based on: walking, manual expression (drawing or other art), and drama.

The Kit: How Youth Can Evaluate Their Services, Youth Services Bureau of Ottawa-Carleton, 1998

http://www.ysb.on.ca/uploads/documents/factsheets/The-Kit.pdf

Youth who did an evaluation of an Ottawa drop-in program prepared this youth-friendly, hand-crafted kit so others could reproduce their experience.

Participatory Evaluation with Young People, *Barry Checkoway & Katie Richards-Schuster, Youth and Community School of Social Work University of Michigan*

http://www.ssw.umich.edu/public/currentProjects/youthAndCommunity /pubs/youthbook.pdf

This workbook leads young people through the "whys" and "hows" of an evaluation: planning, gathering information, analyzing data and reporting. Youth are advised to include multicultural communities in designing and implementing their evaluation.

A companion document provides additional information and tools for "adult allies". It is:

> **Facilitator's Guide for Participatory Evaluation with Young People**, *Barry Checkoway & Katie Richards-Schuster, Youth and Community School of Social Work University of Michigan*
>
> http://www.ssw.umich.edu/public/currentprojects/youthandcommunity/pubs/guidebook.pdf

The two resources provide more formal and complete coverage of the topic of evaluation.

Project Evaluation Guide for Nonprofit Organizations, Fundamental Methods and Steps for Conducting Project Evaluation, *Fataneh Zarinpoush, Imagine Canada, 2006*

http://library.imaginecanada.ca/files/nonprofitscan/en/csc/projectguide_final.pdf

Participatory Evaluation Essentials: An Updated Guide for Nonprofit Organizations, *Anita M. Baker, Ed.D., Beth Bruner, The Bruner Foundation, 2010*

http://brunerfoundation.org/ei/docs/EvaluationEssentials2010.pdf

11.0   Mentoring

Mentoring is a proven tool in the settlement services field. Depending on a newcomer's needs, it can effectively support language learning, education or job search, or provide cultural or social guidance.

Information and Tools

Immigrant and Refugee Youth: A Toolkit for Program Coordinators, *Mentor/National Mentoring Partnership, 2009*

http://www.mentoring.org/downloads/mentoring_1197.pdf

This toolkit covers the principles of mentoring for immigrant youth, planning and managing a program, finding and preparing mentors, and supporting the mentoring relationships. It includes training exercises, guidelines and checklists, and tools, such as a sample mentor job description.

Tools for Mentoring Adolescents, *Search Institute and Mentoring Partnership of Minnesota*

http://www.search-institute.org/mentoring/tools-mentoring-adolescents

This page has links to ten tip sheets for mentors. #7 deals with the influence of culture.

12.0 Homework Clubs

The resource listed here is for a formal model of one-to-one tutoring, but it has some useful ideas and tools.

Most homework clubs for newcomer youth are operated on a drop-in basis with volunteer tutors who are usually older youth or young adults. In this model, the social interactions are as important as the academic support.

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Homework Clubs: How to Set Them Up, How to Run Them, Frontier College 2006

http://www.edu.gov.on.ca/eng/studentsuccess/learning/files/homework.pdf

This manual presents the collective knowledge and experience of Frontier College, school teachers, literacy workers, and community centre staff. The appendices have templates for many common administrative documents.

13.0   Websites

13.1   Mainly For Newcomer Youth

New Youth: Survival Info for Young Newcomers in Ontario

http://www.newyouth.ca/

New Youth has information about school, work, immigration, law, health and daily life, as well as news and an events calendar.

Canadian Council of Refugees Youth Network

http://www.ccrweb.ca/eng/about/youth.htm

The CCR Youth Network gives youth and youth allies a voice to address challenges faced by newcomer youth and a space to share ideas on how to meet these challenges. The main site has links to the Network's pages on Facebook and YouTube.

EXPRESS – Newcomer and Immigrant Youth Project
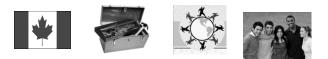
http://www.soytoronto.org/current/express.html

A project of Supporting Our Youth (SOY) based in Toronto, EXPRESS provides support for queer and trans youth between 16 and 29 who are immigrants, newcomers to Canada, refugees, refugee claimants, and non-status.

EXPRESS youth have created "The Newcomer/Immigrant Queer & Trans Ontario Youth Guide". The guide can be obtained by contacting SOY (details at the website); and it may appear in an online format sometime in the future.

Alone in Canada: 21 ways to make it better, a self-help guide for single newcomers, _Centre for Addiction and Mental Health_**_, 2001_**

http://www.camh.net/About_Addiction_Mental_Health/Mental_Health_
Information/alone_in_canada.html

The audience for this book is young adult newcomers. It presents real-life examples of typical problems that people face living in a new culture. Each chapter ends with tips or exercises to solve problems and stay healthy. *Alone in Canada* is available in English, French and 16 other languages.

13.2 Mainly For Program Staff

Settlement At Work

http://atwork.settlement.org/atwork/home.asp

This is a portal for all news, information, and resources related to newcomer issues and settlement services in Ontario and Canada. As of spring 2011, older pages remain available, with newer content appearing on the SettlementAtWork wiki:
http://wiki.settlementatwork.org/wiki/Main_Page

Learning AtWork

http://learnatwork.ca/

This is an eLearning website hosted by OCASI (Ontario Council of Agencies Serving Immigrants) to support the professional development of those working with newcomers to Ontario. Youth program modules are in development for 2011.

The New Canadian Children and Youth Study

http://www.nccys.com/

The New Canadian Children and Youth Study (NCCYS) is a national study of about 4,000 children and their families from sixteen different ethnocultural communities across Canada. It is a longitudinal study of children's physical health and mental health, and of the factors that affect children's health, growth, development and fulfillment of their potential. It aims to provide a knowledge base for effective policy and practice, towards the development of a National Children's Agenda.

SWIS: Settlement Workers in Schools

http://www.swisontario.ca/

The resources section of this site has many items that might be of interest to those who work with newcomer youth, in addition to those listed in previous sections.

CERIS-Metropolis Library

http://ceris.metropolis.net/frameset_e.html

CERIS is a source for research that focuses on the resettlement and integration of immigrants and refugees in Ontario. Use the search function to find research papers and conference presentations on any subject. The site also has a number of older studies not listed here that are specific to a municipality or to a particular ethnic, cultural or language group.

Opening Doors Project

http://www.toronto.cmha.ca/ct_PDFs/OpeningDoorsBrochure.pdf

This project offers free workshops for newcomer communities, immigrant and refugee serving agencies, and mental health services organizations within Ontario. Topics include anti-racism, mental health and the immigration experience, and culturally diverse self-care strategies.

All Abilities Welcome

http://www.allabilitieswelcome.ca/en/index.htm

All Abilities Welcome is a campaign of the Active Living Alliance for Canadians with a Disability (ALA) to help organizations be inclusive to all members of the community and be a part of promoting healthy Active Living for everyone.

SALTO-YOUTH.net

http://www.salto-youth.net/

This site has many youth work and youth training resources, a number of which are listed in this guide. [SALTO-YOUTH = Support and Advanced Learning and Training Opportunities within the YOUTH in Action program. Youth in Action provides young people with non-formal learning experiences.]