Dreams and Aspirations of Newcomer Youth

A Community Research Project

November 9, 2014

ThreeHive CONSULTING

Edmonton Multicultural Coalition

Acknowledgements

Background and Purpose of the Research

Introduction

The Edmonton Multicultural Coalition (EMC) is a registered non-profit association of culturally and linguistically diverse communities in Edmonton. EMC believes that community members are best suited to develop knowledge about their own experiences, struggles and aspirations. Therefore, Edmonton Multicultural Coalition strives to conduct Community Based Research using Participatory Action Research (PAR) approaches in which community members identify issues of interest or concern in their communities and actively guide the research process. The results of the community research are used to identify emerging interests and needs in the community that need to be translated into community initiatives, new programs, training ideas and policy advocacy work.

In 2012 the EMC established a Community Based Research Advisory Committee (CRAC) comprised of Coalition members, Animators, Board members, and researchers who represent the Coalition and oversee the research project. In addition, a Research Facilitator is contracted to guide the community through the research process and to support the co-design of research documentation, train and support participants to conduct the research, and consolidate findings.

Each year community members chose a new topic for the community research. Topics for research questions important to the community were identified in a survey of EMC members. In 2012, the community examined factors that enhance community leadership and in 2013 the EMC developed a Community Research Handbook

"Communities Creating Knowledge Together" to guide future research activities with ethno-cultural communities. The research area identified for 2014 was youth issues. Three Hive Consulting was contracted to serve as the Research Facilitator.

What is Community Research?

The members of the EMC define Community Research as a systematic way of gathering information that is:

1) planned and intentional,
2) a strategic exploration,
3) focused on identifying the needs of the community, and;
4) grounded in individual's experiences and linked to broader systemic and social issues.

The goals of Community Research are to improve community well-being and respond to community issues in order to create awareness of multicultural communities and their stages of integration in their new homeland. As such Community Research serves to build community capacity. Community Research must be ethical, be guided by the community, and be communicated back to the community, reflecting suggestions and next steps (EMC Community Research Handbook [EMC CRH], 2013).

Furthermore, Community Research of the EMC is guided by the following key principles:

1) Recognizes community as a unit of identity;
2) Builds on strengths and resources within the community;
3) Facilitates collaborative and equitable involvement of all partners and in all phases of the research;
4) The knowledge generated from the research will benefit those who are partners and participants in the research;

5) Promotes mutual learning and empowering processes that attend to social realities and circumstances of the research participants;
6) Provides flexibility so that the research process can be adapted to new learnings and changing conditions;
7) Addresses health from both positive and ecological perspectives;
8) Disseminates findings and knowledge gained to all partners; and
9) Involves a long-term commitment from all partners.

What is the Community Research Cycle?
Community Research follows a cycle of planning, action and reflection with the active participation of the community members in the process [EMC CHR, 2013].

Planning → Action → Reflect (cycle diagram)
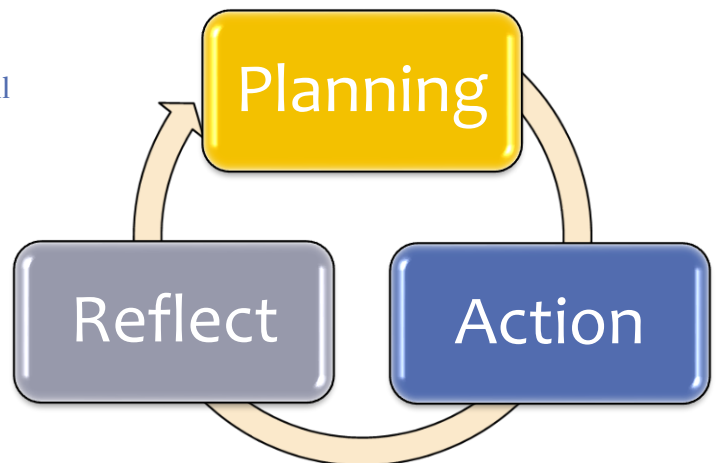
Planning: Involves identifying key issues or research questions that the community is most interested in, defining the principles that should guide the research process and planning how the research should be undertaken.

Action: Involves gathering data, organizing and interpreting the data, sharing the research results with the community and those who will be affected by the research findings, and acting on learnings.

Reflect: Involves learning about the community's experiences in the research and what has been learned from the experience, discovering potential research questions or issues that need to be responded to.

What is Community Research Design?

A research design is a plan of how the community research will take place and includes:

1) a review of relevant literature;
2) what research question(s) will be answered;
3) a plan for the approach best suited to answer the research question(s);
4) a description of what and how data will be collected, organized, and interpreted; and;
5) how learnings will be shared back to the community, disseminated to stakeholders, and ultimately acted upon.

The planning for a Participatory Action Research design is a participatory process with the community that reinforces continued learning, allowing for multiple perspectives and cultural context to shape the research design and reflect the community voice (EMC CHR, 2013).

A Review of the Literature

A first step in defining potential research questions on newcomer youth issues was reviewing the literature to appreciate what has already been studied on this topic. The review found research covering a vast range of subject areas, often focusing on youth from specific ethno-cultural communities and employing a wide variety of qualitative approaches. Key literature was summarized and presented in community discussions to guide conversation of potential research questions and approaches.

Bridging Gaps in Supports

Newcomer youth often experience gaps in system support (Ngo, 2009; Rossiter & Rossiter, 2009). Ngo (2009) explored select programs and supports serving immigrant youth in three Canadian metropolitan centers and revealed various shades of patchwork, sidelining and marginalization of immigrant youth. The author calls for a paradigm shift in immigrant youth services from charity-based to rights-based models of practice (Ngo, 2009). This shift requires comprehensive and coordinated immigrant-youth specific services that are culturally competent, involve immigrant youth in their design and support community development, advocacy and responsive policy development (Ngo, 2009).

Living in two cultures

A huge body of research has focused on the experiences of newcomers of living in two cultures or in multiple cultures. A study of the cross-cultural experiences of recent Chinese immigrant youth in Canada suggests that ongoing psychological adjustment at the intersection of two different cultures must be understood in light of interdependent individual and psychological processes (Li, 2009). The author advocates that while psychological adjustments are shaped by different cultural and relational forces at home and at school, youth are not passive recipients. The following quote speaks to these complexities:

> "...as they tell the stories of their lives, critique the world around them, and creatively resist the culturally defined family hierarchy at home and their socially marginalized status at school, these adolescents are actively crafting and expanding an intercultural psychological space to help themselves function between two different worlds, forging a unique developmental pathway to the future"
> (Li, 2009, p. 498).

Risk and protective factors

Many studies draw attention to the risk behaviors and risk factors of newcomer youth and often concentrate on at-risk youth. Key stakeholders involved with at-risk immigrant youth interviewed in the study by Rossiter & Rossiter (2009) highlighted family, individual, peer and school risk factors:

> "Immigrant parents struggle to provide for and supervise their children, while pursuing educational and employment opportunities of their own, which may leave disadvantaged and unsupervised youth vulnerable to involvement in criminal activities and/or recruitment into gangs. The vulnerability of individual youth may be further exacerbated by pre-existing mental health issues and psychological damage resulting from discrimination, victimization and bullying by peers at school. Unfortunately, teachers are often ill prepared to meet their complex needs. Isolation and a lack of social support at school and in the wider community mean that immigrant and refugee youth may be left with few options, and antisocial peers involved in drugs, crime and gangs may be perceived as attractive alternatives" (p. 426).

These same risk factors (family, individual, peer, and school) can also serve as protective factors:

> "Although youth face a multitude of challenges upon arrival to Canada, stakeholders identified a number of factors that can protect these youth from becoming involved in crime and violence. Family and community supports, including mentors and role models, can have an enormous affirming influence on immigrant and refugee youth. Programs at school and in the community offer opportunities for the development of relationships with both trusted adults and pro-social peers; these may be invaluable to youth who are struggling to develop a sense of identity and belonging. Finally, and importantly, participants emphasized the role of individual resilience" (p. 425).

Other research focuses on specific risk factors such as bullying (Vitoroulis & Schneider, 2009). A review by Salehi (2009) found that risk factor studies overshadow those which focus on positive strategies for coping with change or resiliency factors.

Experiences in education and employment

For many newcomer youth school is where Canadian culture is first introduced and integration into Canadian society begins. Success in the education system, as measured by academic performance, has been correlated with a variety of factors including country of birth, refugee camp experience, appropriate grade placement on arrival, parent's health, living in an urban area, and number of months in Canada (Salehi, 2009). Other research explores how youth make educational and career choices. Taylor & Krahn (2013) found that intergenerational obligation is problematic for many youth. In addition to the education system, some research has examined the experiences of visible minority immigrant youth as they enter the job market and barriers they may face such as lack of wider cross-ethnic social networks (Yan, Lauer, & Jhangiani, 2008).

Health and wellbeing

A systematic review by Salehi (2009) highlighted studies on a wide range of health topics including the experience of migration on wellbeing, psychological and physical well-being, identity formation, and the impact of socioeconomic and legal status on health and wellbeing. Additional research dedicated to broadening our understanding of the health of immigrant youth without legal status, youth with special needs, and on sensitive topics such as family violence and sexual health is needed (Salehi, 2009).

Family Dynamics

Parents may hold different values from those of their "more rapidly acculturating children regarding what is acceptable and what is not" (Salehi, 2009, p. 794). Intergenerational gaps may cause conflict within the family, intensifying the impact of intercultural conflicts faced by immigrant youth (Salehi, 2009). While research with immigrant and refugee families regularly documents acculturation gaps and role reversals between newcomer youth and their parents, families are also a source of strength.

In a study by Hynie, Guruge, & Shakya (2012) newcomer refugee youth aged 16 to 24 from the Afghan, Karen and Sudanese communities in Toronto often had increased responsibilities following migration such as helping families navigate services, interpret, and offer financial and emotional support. Many youth took on parental roles in the absence of a parent.

However, youth were often "resettlement champions" for their families, which improved family well-being. A strong theme throughout this research was that families are also a source of tremendous strength as they support the settlement and acculturation process for one another (Hynie, Guruge, & Shakya, 2012).

Given the vulnerable position of youth and in particular newcomer youth, a review of specific literature on participatory research considerations for youth research was conducted to enhance the participatory principles articulated in the EMC Community Research Handbook.

Considerations for Involving Youth in the Research

Supporting youth partnership in the research

Participatory research principles support youth as partners in the research process as opposed to participants or active recipients (Jacques, Vaughn & Wagner, 2012). As such, the Community Research should embrace participatory action-orientated values such as inviting youth to design the research questions, collect data and actively shape results, and take action on ideas generated from the research process.

Research has shown that youth partnership provides many benefits including developing research and leadership skills, increasing civic engagement, and fostering a sense of agency and personal efficacy when youth are empowered to act on findings. In addition, youth partnership improves the quality of research and its potential for impact when it embodies the voices of youth (Powers & Tiffany, 2006).

Considering power dynamics and building trust

It is important that researchers carefully consider power dynamics and ensure that youth are willing participants who do not feel expected to participate. It is important to ensure that the research process is carefully explained and that interested youth will give their assent prior to participating in the community research event. Youth must feel free to express their opinions and share their stories. Ground rules for group activities should be established with help from the youth, for example active listening, respect for the ideas of others, and sharing the floor. Building trust and respect requires time and space within the research process to develop relationships among youth and with the research team. Icebreaker activities will help youth, Animators and Research Facilitators to become more comfortable with each other. Future community research with youth should consider relationship building as central to all research activities, moving beyond initial ice-breaking activities and driven by youth's terms in a manner that is comfortable for most youth (Nygreen, Ah Kwon, & Sanchez, 2006). Finally, it is important to provide youth with opportunities to express ideas they may not want to openly share among peers.

Providing opportunities to express ideas

Some research indicates that verbal expression can be a restricting factor for youth engaged in the research process (Wattar, Fanous, Berliner, 2012). Other forms of expression such as writing, the arts, and physical activities all offer unique strategies to open dialogue. The community research should offer youth a variety activities for participation including physical activity, writing, discussion, and art.
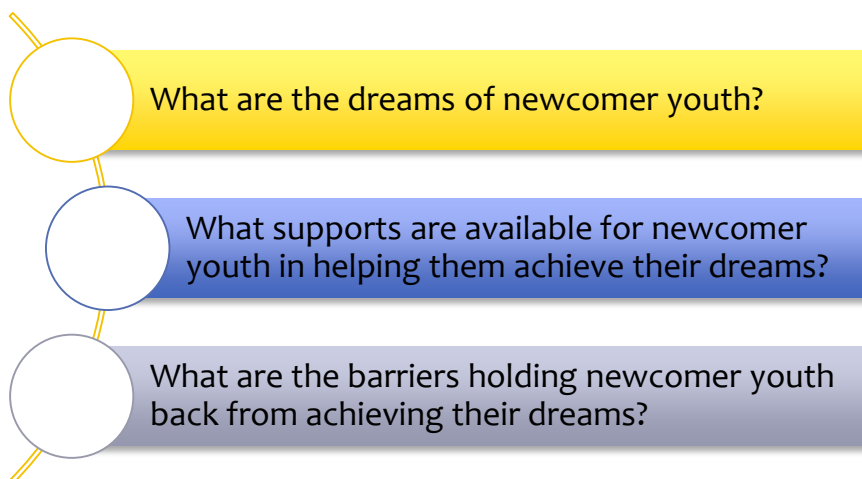
Encouraging wide representation

It is important to attract a wide representation of youth, not just the 'stars' (Powers & Tiffany, 2006). Salehi (2010) suggests that innovative sampling strategies such as Respondent Driven Sampling can facilitate the inclusion of hard to reach youth. Community animators engage with youth in a variety of settings and these relationships will be leveraged to invite youth to the community research event. Future projects should consider reaching out to youth involved in other newcomer youth serving agencies as well as the recruitment of youth through their own social networks.

Defining the Research Question

While the community identified youth issues as a topic of importance for Community Research, this topic needed to be defined into a research question. To do this, Three Hive facilitated discussions at Community Animator and EMC member meetings in May 2014. Themes were summarized and presented back to the CRAC along with potential research questions that could inform future program and policy work of the EMC. The CRAC guided the selection of the research questions which were then then brought back and refined by the Community Animators in June 2014. Three Hive also met with youth representatives to shape the research question.

The following questions were identified through this collaborative, participatory process:

What are the dreams of newcomer youth?

What supports are available for newcomer youth in helping them achieve their dreams?

What are the barriers holding newcomer youth back from achieving their dreams?

Identifying the Research Approach

Discussions with Community Animators, EMC members, CRAC, and youth representatives led to the creation of a research event in which youth ages 13 to 17 were invited through Community Animators to attend (Appendix 1). Given the short project timelines, it was determined that a research event would be best suited to attract youth from diverse ethno-cultural communities. Combining the event with fun activities (sports and pizza) helped to attract youth and encourage a sense of community spirit and open dialogue. Community Animators reached out through youth groups they are involved in (girls youth group, basketball, soccer) and through social media networks.
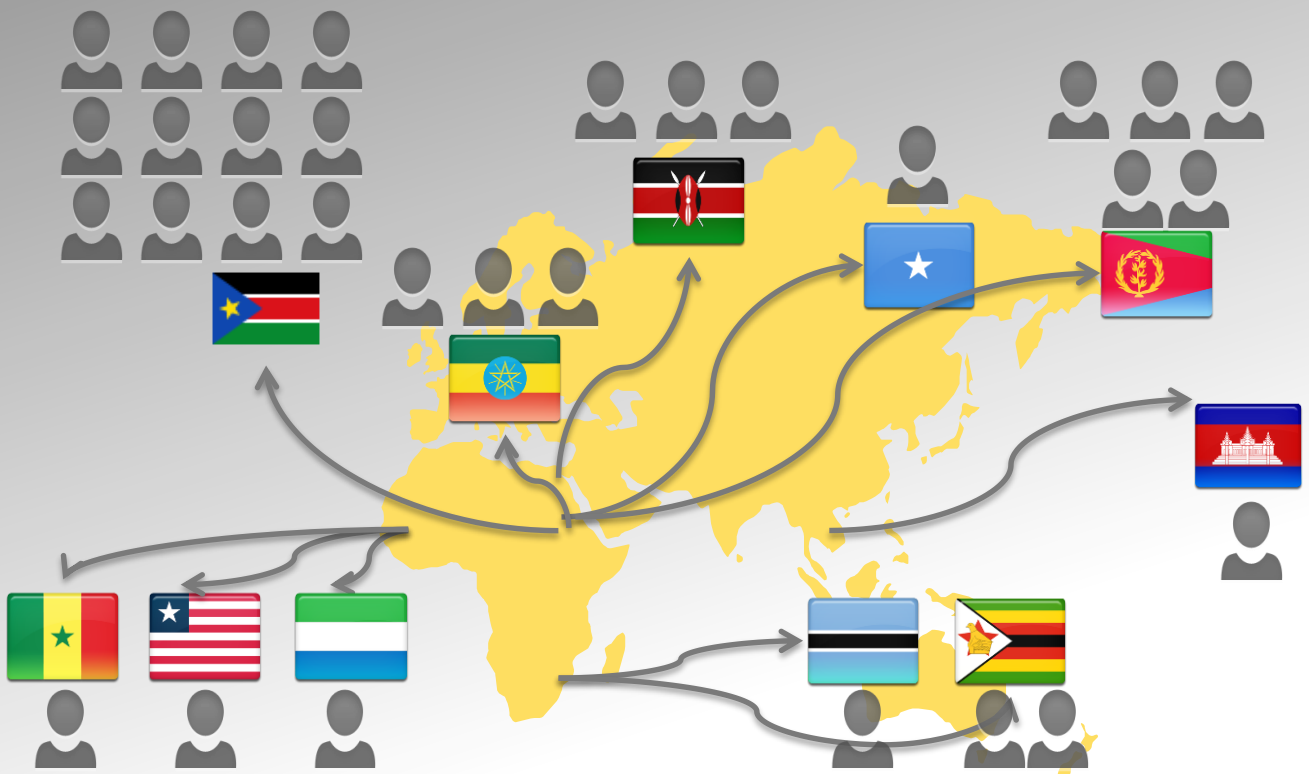
Event Details

September

13

2014

McCauley School

31 youth participants

Event Process

Map Activity

Two Stars and a Wish

Welcome

Commitment to Action

Icebreaker

Icebreaker

Initially, an icebreaker activity was planned to encourage youth to feel comfortable with each other and with the Community Animators and Three Hive facilitators. Recreational soccer and basketball games were organized by the Community Animators in the gym and outside field. However, at the day of the event Animators felt that moving these group activities to the end of the day would work best as some youth had limited time to participate.

Welcome

Three Hive facilitators led the welcome and introduction of the research project. Youth were divided into groups of 10-12 (a third session was added for a large group arriving late), with each small group led through the activities and discussion by a Three Hive facilitator. Despite efforts the project team was unable to recruit youth leaders or Community Animators who were interested in co-facilitating the research activities. Community Animators present at the event removed themselves from the discussion, feeling that youth would be more comfortable and more likely to share openly.

Map Activity

Using blank paper and colored pens youth spent approximately 10 minutes visually representing their dreams for themselves. All youth in the group were invited to share what they depicted through a larger group discussion.

Two Stars and a Wish Activity

Youth were invited to share 'two stars' (yellow post-it notes). Stars represent the resources, supports, and strengths available to help them achieve their dream depicted in the precious activity. Youth then shared a 'wish' (blue post-it notes). Wishes symbolize what they wish was available to help them achieve their dream.

Commitment to Action

Interested youth were asked to use a whiteboard to write down their commitment to action or an idea of how they can contribute to making their dream happen.

Screening for Ethical Considerations

Following the Community Research Handbook, the community project was screened using A pRoject Ethics Community Consensus Initiative (ARECCI). An ARECCI Second Opinion Reviewer reviewed the project to provide additional recommendations to strengthen the project. The reviewer confirmed that the level of ethics review was appropriate and made specific suggestions to strengthen the information letter and consent form.

These recommendations were incorporated into all project documentation. The initial plan for consent included collecting written consent from youth and parents/guardians (Appendix 2). Rather, the community animators used the guideline in the consent letter to discuss the research event with parents and youth. Youth and parents/ guardians were informed of the purpose for the event and its voluntary nature. In addition, the Three Hive facilitators reviewed the consent letter with all participating youth at the start of the research event.

Analyzing Data and Sharing Back

Three Hive as the Research Facilitator conducted a thematic analysis of the data collected. These preliminary themes were presented to the CRAC for future discussion and refinement. It was determined by the EMC that it was not feasible to bring all participating youth back for a sharing back event. Instead, the EMC arranged Three Hive to reconnect with some of the youth groups to present back findings and permit youth the opportunity to refine themes and recommendations. Finally, the research project was presented at the EMC Annual General Meeting, providing a forum to share research findings with the EMC members and create an opportunity for reflection.
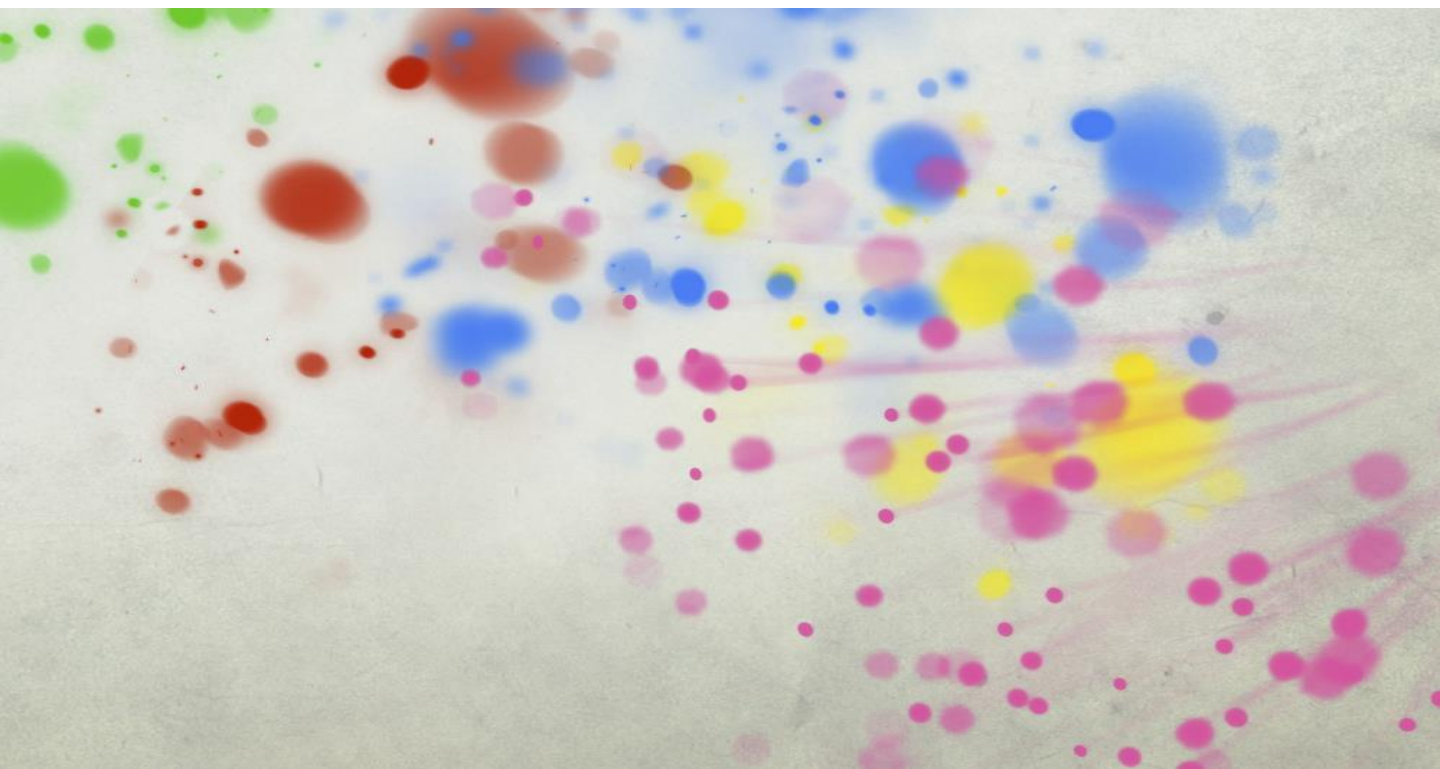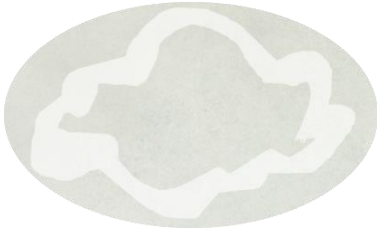
What are the dreams of newcomer youth?

The map activity encouraged youth to reflect on and reveal their dreams in Canada. Most youth described more than one goal. Six key themes emerged from the analysis of the maps and discussion among participants.

Education
Many newcomer youth described dreams of finishing high school, finishing school with honors, obtaining a university degree, and attracting scholarships.

Career
Many youth have dreams of personal success in specific career paths. In particular, becoming professional sport athletes or entrepreneurs were commonly expressed goals, as was medicine. Other careers mentioned included accountant, film director, and make up artist.

Sport
While some youth had dreams of becoming a professional athlete, others shared dreams of personal success in sports or to simply 'play everyday'. While basketball and soccer were the most popular sports, some mentioned swimming, motocross, and running.

Travel
Some youth revealed dreams of traveling and seeing the world, mentioning specific cities like Barcelona and Dublin.
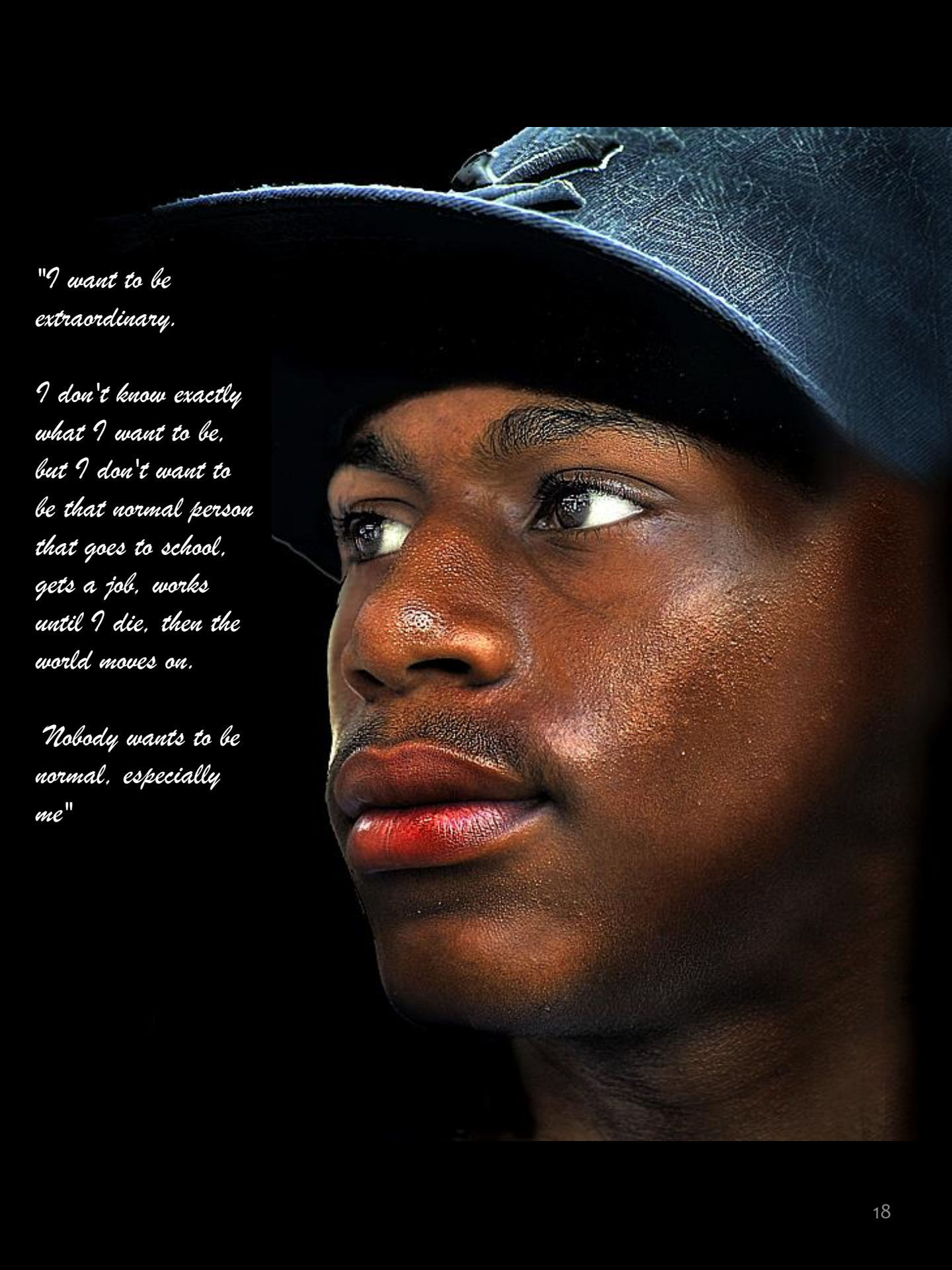
Family
Many youth desired a family of their own one day- a nice family, an amazing family, a spouse.

Service
Youth aspired to help others in need or those who deserve it.

"I want to be extraordinary.

I don't know exactly what I want to be, but I don't want to be that normal person that goes to school, gets a job, works until I die, then the world moves on.

Nobody wants to be normal, especially me"

Map Activity

Youth Research.

My goals in life. (in Canada)

To be Successful

Get a degree in accounting / bussines.
Management.

have an nice family
            Amazing

Become a citizen

Travel all over the World.

— Finish high School
— Play ball after high school
— NCAA Div 1
— Get my MBA degree
— play professionally or (NBA)
— Take care of family
— I ive my life

I Commit to working ha
every day to reach my go
and dreams.

To have my own business.
have a wife and a family

My dream is to become
a proffessional soccer
player.

I really When want to be inside of the house,
with all my friends and others that I know.
What I want when all that happened is to go to and play Soccer with
all of them.

What supports are available for newcomer youth in helping them achieve their dreams?

Through the Two Stars and a Wish activity, Three Hive facilitators led youth through an exploration of the supports available to help them realize their dreams. Youth identified supports within the community, as well as personal attributes that positioned them to succeed.

Mentors and Role Models
Coaches were prominent for many of the sport-inclined youth.

Family and Friends
Youth noted the importance of supportive parents and siblings, supportive teammates and friends, and like-minded peer groups.

Supports for Education
Practical supports such as scholarships, job training and skill development were noted by many of the youth. Some also identified their own dedication to education as a "star."

Personal Attributes
Youth described their ability to work hard, be determined and show determination as important enablers of success. Being goal-oriented, possessing self-confidence, and believing in oneself and one's abilities were other personal attributes that youth identified in the "stars" portion of the exercise.

During development of the research questions, community animators also identified supporting factors for newcomer youth. They spoke about similar concepts, noting the importance of stable families. They also described newcomer youth as being resilient, having the ability to exist in and adapt to multiple cultures, being able to overcome language barriers, having willingness and dedication to educate themselves, and possessing athletic and artistic skills.

What are the barriers holding newcomer youth back from achieving their dreams?

In conjunction with writing down their two "stars," youth also chose one "wish" to symbolize barriers that may prevent them from achieving their dreams, or gaps in available services and supports. Their wishes are grouped into six themes below.

1) **Sport-Related Barriers** - Youth with dreams of playing professional basketball noted the difficulties of being recruited in Edmonton and in Canada more broadly, and acknowledged that they would likely have to leave the city to realize such dreams. One youth wished for a running club. Some wished that they could improve their athletic skills and be the best soccer player, swimmer or basketball player.

2) **Programs** - Some youth wished for additional programming to be available, such as summer programs, a makeup class, an art academy for youth, architecture class, and financial planning.

3) **Mentorship** - Finding an appropriate mentor may be a challenge, and was a wish of two newcomer youth.

4) **Financial** - Some youth identified financial challenges such as not having enough money for a car or for university. Another wished for financial support for young entrepreneurs to open their own businesses, and another wanted to have the capacity to help others. "I wish I could be able to help poor people back home."

5) **Making Mistakes** - Some youth expressed the idea that personal missteps or failings might impede their progress toward their goals. "My wish is that I never do bad things."

6) **No Barriers** - Some youth wrote that they do not need anything beyond what they already have. "I think I have been given more than I'd ever need." "I wish to be in Edmonton, because I can live good and everything that I want is here."

The following themes emerged through discussions with the community animators:

Education - Animators expressed concern that newcomer youth are faring poorly academically and dropping out of school. Faced with language barriers and frequently lacking extensive academic preparation, youth may feel defeated and discouraged by their lack of success in school. Youth are placed with children of similar age rather than of similar academic standing, and may not have adequate classroom supports to succeed.

Family Struggles - Community animators discussed the potential mismatch of youth dreams for themselves and parents' dreams for their children, a situation leading to conflict and disappointment for both parent and child. They also described how single parents in particular struggle to support their families; single parents may have to work several jobs to provide for their children, and not have enough time to devote to being a parent and a role model.

Mental Health - Particularly for youth who have spent time in refugee camps, emotional barriers, stress and trauma may pose challenges not experienced by most youth in Edmonton. Animators identified a lack of Mental health supports for these affected youth.

Intercultural Challenges - Newcomer youth may be challenged to live up to their parents' expectations in a cultural setting that conflicts with those expectations. Some issues faced by youth in Edmonton, particularly relationship and sexual health issues, may be inappropriate for discussion in some cultures. Additionally, youth are faced with cultural stereotypes perpetuated by media; media may focus on negative stories rather than positive, and this presentation of their cultural group may impact youths' perceptions of their culture.

Sport-Related - Community animators noted that youth who may be able to excel in sport may not have the proper equipment and supports to do so. Traveling to elite sport events is also a challenge.

Systems Challenges - Youth may act as system navigators, but may themselves not understand Canadian systems well. Animators brought up the example of being able to obtain credit cards, but not fully understanding the implications of interest rates and credit scores.

What do youth say are their commitments to action?

To provide some perspective on how youth envision themselves working toward their goals, Three Hive facilitators invited youth to write down a "commitment to action." These commitments can be used to inform EMC programming directions.

While some youth chose not to participate in this activity, the themes that did emerge echo the supports and challenges described in the previous sections:

- Working hard
- Practicing sports
- Committing to education and studying
- Staying true to a sense of self and being happy
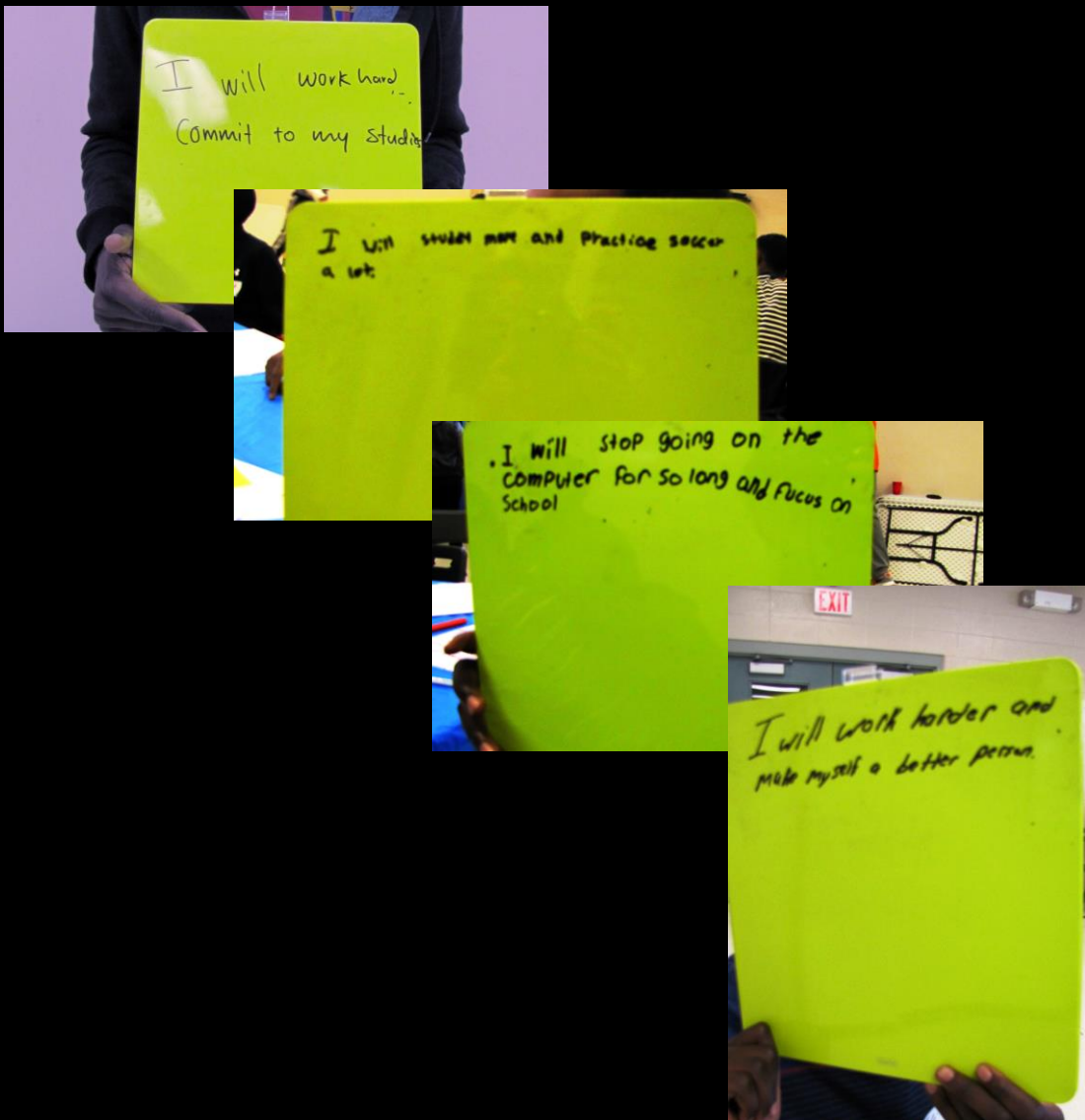
Recommendations and Future Next Steps

Edmonton Multicultural Coalition has the opportunity to use the findings from this project to inform future youth programming. To that end, the following recommendations are based on analysis of the results from discussions with youth and EMC community animators

Youth Programming Opportunities

Sport - Most of the youth who attended the event were involved in athletics. EMC should consider supporting or developing sport-based programming that integrates the teaching of important life skills that youth recognize as important, such as financial literacy. Athletes could also be supported by linkages with organizations that support youth involvement in sport and physical activity, such as KidSport Edmonton.

Entrepreneurism - Many youth have dreams of starting their own businesses. To help them understand the practical aspects of creating and running a business, EMC could support a workshop or course devoted to the topic. Entrepreneurially-inclined youth could also be connected with organizations such as Entrepreneurs' Organization Edmonton or Futurpreneur Canada.

Skill Development - Youth and community animators noted the importance of developing skills and working experience to help youth form fulfilling careers. EMC could explore the possibility of creating youth intern positions within its operations, with the aim of providing youth with transferrable experience. EMC could also refer youth to existing job training options like John Howard Society's REE*START Youth Program or the City of Edmonton's Leaders in Training program.

Volunteerism - Some youth want to give back to their communities through volunteering. EMC could ensure it offers youth the opportunity to volunteer at all EMC events. EMC could also refer interested youth to Volunteer Edmonton where youth can explore volunteer options and find their best fit.

Scholarships - Most youth have educational goals, and many identified scholarships as enablers of those goals. EMC may wish to consider seeking a donor to establish a scholarship. Alternatively, EMC could direct youth to the provincial government's Alberta Learning Information Service which lists scholarship and bursary options.

Leadership - Developing leadership skills and having the opportunity to practice those skills can help prepare youth for careers, and position youth to have a positive impact in their community. EMC could support youth to organize their own groups by providing support from community leaders and mentors. EMC should ensure it connects youth to existing programs such as the City of Edmonton Youth Council or Toastmasters International's Youth Leadership Program.

Opportunities for future youth research projects

Reflecting on this youth research project provides recommendations for similar projects in the future.

Timelines - External research facilitators likely do not have existing relationships with the target youth population. Future projects should have a longer timeline to allow for relationships to develop and to create opportunities for richer discussion and reflection.

Capacity Building - Community-based research projects should deliberately build research capacity among members. EMC should ensure that future projects have the support and interest of community animators, and that animators have sufficient time to devote to being active participants in the research process. Similarly, future projects should intentionally seek out youth in developing and executing the project, and focus on developing longer-term relationships with youth. Youth should be fully involved in developing the research question, collecting and analyzing data, and making recommendations.

Research Activities - To support collection of insightful data from youth, smaller group settings and multiple activities with the same group over time may better allow youth to feel comfortable sharing.

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SEPTEMBER 13, 2014
YOUTH COMMUNITY RESEARCH EVENT

Hosted by the Edmonton Multicultural Coalition

The Edmonton Multicultural Coalition wants to learn what it is like to be a newcomer youth aged 13-17 in Edmonton. We are hosting a youth community research event to bring together youth from many different communities to share their stories and ideas.

Edmonton
Multicultural
Coalition

Newcomer Youth ages 13-17

Your voice matters!!!!

Interactive discussions

Fun activities and refreshments

PLEASE CONTACT TO REGISTER

Yodit Tesfamicael
780-760-1973
info@emcoalition.ca

September 13, 2014
1pm – 4pm
McCauley School,
9538 107 Ave

27

Appendix 2: Consent and Assent

Edmonton Multicultural Coalition: Youth Community Research Project

Event: September 13, 2014

What is a research project? A research project is a way to find out new information about something. This project is being done by the Edmonton Multicultural Coalition with the help of three researchers from Three Hive Consulting. They will write a report about what they learn, and will share what they learn with the members of the Edmonton Multicultural Coalition.

What is this research project about? Families who are new to Canada have dreams about their future but sometimes it is hard to make those dreams come true. We want to find out more about the dreams of young people who are new to Edmonton and your path to making your dream come true. That way, we can find out how we can best help young people with their dreams. To do this we are hosting an event with youth on September 13, 2014. The event will include different activities and discussions about your dreams and what helps or stops you from making them come true. About 20 other youth will be part of this research project.

Who will know what you said? All the information collected from the project will be kept private and confidential. We will ask everyone who attends to keep what they heard to themselves. Only the project team can see everyone's information. When we share the findings from the project, the information will be grouped in a way that no one can be identified. We will be taking some pictures at the event, but we will not share your pictures unless you tell us it is okay to do so.

You do not have to participate in this research project. It is up to you. You can say okay now and change your mind later. All you have to do is tell us you want to stop. Nobody will be mad at you if you don't want to be in this research project. The services you and your family receive will not change if you don't want to be a part of the project or answer any of the questions.

Before you say yes or no, you can ask us questions:

Shelby Corley
780-952-2388
Shelby@threehive.ca

Jessica Schaub
780-667-3423
Jessica@threehive.ca

Kristy Madsen
780-399-1273
Kristy@threehive.ca

FOR YOUTH

Circle "yes, I want to be part of this research project" if you know what the research is all about and what we are asking you to do. Circling 'yes' means you can still ask questions whenever you want or stop being in the research project whenever you want.

Yes, I want to be part of this research project.
No, I don't want to do this.

_____ _____ _____
Youth Name   Signature   Date

FOR PARENT/ GUARDIAN

Circle "yes, I want my child to be part of this research project" if you know what the research is all bout and what we are asking your child to do. Circling 'yes' means you can still ask questions or stop having your child in the research project whenever you want.

Yes, I want my child to be part of this research project.
No, I don't want my child to do this.

_____ _____ _____
Parent/Guardian Name   Signature   Date
(if applicable youth is under 17 years old)

_____ _____ _____
Person Obtaining Consent   Signature   Date

PLEASE BRING THIS FORM WITH YOU TO THE EVENT

CONSENT TO PHOTOGRAPH

Youth Consent

I permit the Edmonton Multicultural Coalition to take a photograph of me for their Youth Community Research Project. The photograph may be used in their research report, on their website, or at the sharing back event.

I understand that the photograph belongs to the Edmonton Multicultural Coalition.

I understand that I will not be paid for the photograph.

I have had a chance to talk about this with the Edmonton Multicultural Coalition Community Animators, or with the researchers from Three Hive Consulting.

_____ _____ _____
Youth Name   Signature   Date

If you do not want to have your photograph taken, do not sign this form.

Parent/Guardian Consent

I permit the Edmonton Multicultural Coalition to take a photograph of my child for their Youth Community Research Project. The photograph may be used in their research report, on their website, or at the sharing back event.

I understand that the photograph belongs to the Edmonton Multicultural Coalition.

I understand that my child and I will not be paid for the photograph.

I have had a chance to talk about this with the Edmonton Multicultural Coalition Community Animators, or with the researchers from Three Hive Consulting.

_____ _____ _____
Parent/Guardian Name   Parent/Guardian Signature   Date

If you do not want to have your child's photograph taken, do not sign this form.

PLEASE BRING THIS FORM WITH YOU TO THE EVENT