Youth in Charge

Urban Youth Awareness Project

Tool Kit

The Canadian CED Network

April 2009

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1. Overview of theYouth In Charge Project

The Canadian Community Economic Development Network, partnered with Pacific Community Resource Society, has worked with youth to develop local community action plans. The action plans address the human resource needs of employers and seek to find solutions to youth employment issues in urban settings.

Youth (aged 15-30 years old) have worked together with community mentors to assess their communities and the issues related to the needs of employers. They have created workshops to bring together stakeholders, business owners and other makers of change to find solutions to these challenges.

Each community has different needs and challenges as did the communities involved in these projects, and so the process looked slightly different in each community. The communities delivered their project through small brainstorming sessions, focus groups, strategic meetings and two large planning sessions involving broader community members. The planning sessions brought together youth, businesses, community stakeholders and other members of the community. Through the planning sessions communities have identified issues affecting the human resource needs of employers and have identified opportunities to meet these needs through a community economic development approach.

This resource manual compiles materials and tools from CCEDNet and our community partners that have been created throughout this project to help you and your organization successfully deliver youth focused and youth led projects in your community. Through the tools found in this toolkit the communities were able to prepare themselves and learn from the challenges to make change in their communites.

1.1 Expectations of Use

This toolkit is intended for users developing youth led community projects. Both service providers and youth will find useful information that is accessible, easy to understand and user friendly.

This tool kit is intended to be as useful as possible for you and your initiative. Please copy and distribute the materials as needed.

This work can not be used for commercial use and credit must be given to Canadian Community Economic Development Network.

The Canadian CED Network is based on the approach that solutions need to come from the people that are most affected by the issues. This approach recognizes that social, environmental and economic aspects are all interconnected.

Through gathering diverse youth and stakeholders, multiple issues are addressed and the community can identify solutions that meet their need and capacity to carry out the initiatives. The successful implementation of initiatives takes the commitment, resiliency and hard work of passionate individuals wanting to better themselves and their communities. Through their hard work and support of the community the solutions are long lasting and sustainable.

Shifting the ways of the community through this holistic approach has great benefits to the community as a whole as well as the individuals involved. Community projects of this type have consistently shown successes that continue to make change and have long term positive effects after the formal process has finished.

The Canadian CED Network wishes to thank Service Canada for funding this initiative.

The Canadian **CED** Network

Le Réseau canadien de **DÉC**

Pacific
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2. How to Develop a Community Youth Led Project

CED is an approach that recognizes that economic, environmental and social challenges are interdependent, complex and ever-changing.

Community is the place we live and the people we surround ourselves with. We strive to live in healthy communities where people are active, services are based on need and the energy is vibrant. We feel connected to our community by what it offers us, and how we choose to use it. As individuals we have the opportunity to become involved in existing community projects or create our own. Either way we feel connected to the people that live and work in our communities and better enjoy the lifestyle that we create for ourselves.

Developing a project using the **community economic development** approach will help you address multiple issues and build on community resources. Within the CED approach the people who are affected by problems are the ones identifying the solutions. These allows individuals to have a bigger impact and increases the sustainability of the project.

In this section of the Tool Kit we will share tools to help you plan and implement project ideas.

In This Section

2.1 Action Planning Sheet

What is our GOAL?*

*Of course many actions serve multiple goals. And we always need to remember that the processes of developing our organizations and skills are as important as urgent external goals.

Who can give us what we want? _____

Is there another audience who we also want to address? _____

Who is most affected by this issue? _____

Who is against us? _____

Who are our allies? _____

Who might become an ally? _____

Who can we try to keep neutral? _____

How do we get people who are with us to be willing to step it up a notch?

What resources do we have right now?

What are our weaknesses in resources?

What efforts have we already made to achieve our goal?

Taking all of the above into account, what is our best *Strategy* for using our resources to achieve our goal?

Now it's finally time to pick a Tactic that works strategically toward the goal:

What is our message*?

the message needs to fit into a clear story that we can tell about the issue

What tone* do we want to take?

shaming, supportive, educational, confrontational, mourning, celebratory…

When will we act?/Timing

Where will we take our stand?

Logistical timeline leading up to and through the event:

Counterplans for various anticipated reactions (rain, small turnout, police block our path)

if they _____ we will _____

if they _____ we will _____

if _____ we will _____

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2.2 Project Description

Describing your project can be challenging sometimes. Here is a template to help you get you start thinking about your project. Review the project description with your team to make sure you have a collective vision.

Project Title:	
Project Description:	

Objective *Explain the goals of the project.*	**For example:** The objective is to increase the human resource needs of employers among youth.
Target Population *Describe the primary group that benefits from the project.*	**For example:** Youth aged 15-30 years old in Surrey, New Westminster and Burnaby, BC.
Rationale *Share why this project is important.*	Describe how it meets the needs of the target population and how you identified those needs. Also mention if there are existing services in the community. If there is, list how you are working with those groups.
Project Activities *List all the project activities.*	

Project Activities are not to be confused with the action plan. The project activities break down all the activities that will happen in the project. Activities can include workshops, weekly groups, evaluation, etc. The cost of these activities should be listed on your budget, double check to make sure your budget reflects the activities.

Activity	Lead Person	People Involved	Resources Needed	Date to be completed

It's time to find out if your idea is worth it!

Below are important questions to consider before going ahead with your project.

- Does your project idea address issues of unemployment and/or other social issues that youth commonly face in your target community?

- What does the community need? Are your plans in line, or in conflict with the community's needs?

- Networking and public relation is essential. Are you capable of meeting such requirements?

- How much of your idea are you willing to compromise/negotiate/give up?

- Is your idea feasible and realistic (financially, socially and do you have the manpower)?

- How many hours per week are you and your partners willing to invest?

- Do you have a realistic timeline? How will your life change as a result of working on your project? Are you willing to embrace these changes?

- Do you have a Plan B? How will you feel if your idea is not realized in this project?

- Are you willing to take ownership of the project, "for better or for worse"? How would you handle failure?

- Do you have a plan in place in case a group member no longer wishes to, or can no longer participate?

2.5 BUDGET Don't let the idea of budgets scare you! They are actually quite easy to put together if you have a template to work from. Just reminder to match the budget with the activities proposed and make sure you've budgeted for them. Be realistic about your budget. Do not under budget, as most non profits are struggling to find funds, make sure the project has enough funds to complete your goals.

Project Budget

Item	Description (examples)	Cost
Program Coordinator Wages	$20 per hour x 35 hr/wk x 52 wks	
Support Staff Wages	$18 per hour x 30 hr/wk x 52 wks	
Benefits	8% of wages	
Rent	$700 per month x 12 months	
Hydro	$75 per month x 12 months	
Internet	$75 per month x 12 months	
Phone and fax	$50 per month x 12 months	
Workshop Space Rental		
Office supplies and materials		
Binders, computer		
Copy and promotional materials		
Program brochures		
Other		
Subtotal		
Administration costs	10% of subtotal	
Total Project Costs		

3. Best Practices for Community Projects

Best practices are ways of planning and delivering your project that will make your project smoother and more efficient. We learn from past mistakes and from successes, it is important to take what we learn and apply it in the future. When starting a project think of the challenges that you may face, you might have challenges with promoting your project, engaging youth, or working with partners. The following best practices will help you work through those challenges.

Community projects involving youth and stakeholders, such as this, require the efforts of multiple community members and require extensive planning. When working with diverse communities as well as the varied demographics both in age, experience, educational backgrounds and capacity it is important for the lead organization to have flexibility, patience, clarity and enthusiasm throughout the project

These best practices were gathered throughout the **Youth In Charge** *project and include the insights of community members, youth mentors, and youth.*

Various methods have been used to gather information:
- *Email and phone conversations*
- *Meetings*
- *Reports*
- *Peer Learning Sessions*
- *Community Planning Session Evaluations*
- *Project Evaluations*

Developing Your Idea

- Communicate with funders on the terms of the funding agreements where they are unclear or the objectives are unrealistic and need to be amended.

- Develop a document with short definitions of key terms and a set of links to web resources that go into more depth on issues such as community economic development, community employment development, labour market transitions for youth, rural and Aboriginal community development, and youth inclusion and others that pertain to your project.

- Hold a workshop for staff and representatives of key agencies involved in the project to go over these terms.

Working with Partners

● Develop a written "partnership agreement" between the key partners who will implement and receive funds for the project. Be specific on how to resolve disagreements

● Have a regular report-in system on steps taken by different partners and provide opportunities to share challenges

● Invest more time in relationship building early on

● Share funding deliverables with partners

● Use clear language so everyone can understand the project objectives

● Provide training on facilitation skills and specific activities beneficial for the workshops

● Use online tools to share success

● Create methods of sustainability for transitions in case needed

● Engage partners in an ongoing peer learning and resource network by sharing knowledge, research reports, and development tools

● Integrate the project and its plan into other community activities

● Ensure that there is a core group of committed organizations and individuals to carry forward the plan, including a significant presence of youth

Assessing Community Needs

● Contact community organizations and partners to brainstorm services, organizations and even individuals

● Conduct some key informant interviews with key players in key sectors to solicit from them other important actors in the community

● Connect with community colleges, local governments, health authorities, school boards, and other agencies that may have relevant local data

● Look for data that show trends among young people, local labour markets and economic conditions over time. Useful indicators include:
  ● Youth unemployment
  ● High school drop out rates
  ● Youth suicide rates
  ● Youth criminal justice statistics
  ● Families/households in poverty
  ● Teen pregnancy rates
  ● Employment Insurance and Welfare dependency rates
  ● Job growth
  ● Employment by industry
  ● Growth in employment by industry

● Compare your data to see how relevant it is to the region/province

● Review the information jointly with your partner(s) and decide what it tells you that is relevant and then put that information into an easy to understand format (e.g. tables and graphs) to share with participants in the project so they have the same knowledge base as you

● Consider using a tool for assessing community resiliency or vibrancy through interviews with key stakeholders. Resources include:
  ● Community Enterprises
  ● A local Centre for Innovation
  ● Entrepreneurs and local leaders.

Communicating with Partners

- Check in regularly (weekly or bi-weekly at minimum)
- A quick telephone meeting once every two weeks
- Expectations for youth and mentors
- Sponsors must clearly outline all program expectations including:
  - Regular communication
  - Meetings
  - Reports (prepare report templates prior to program start)
  - Evaluation
  - Invoicing
- Keep people motivated by reporting progress and successes no matter how small

Planning Workshops

- Have skilled facilitation to enable youth to fully participate
- Communicate the intended outcomes/ expectations
- Ask participants for their expectations
- Meet with key community people to ensure buy-in and ownership
- Arrange transportation to accommodate participants
- Invest in relationship building prior to the event
- Ensure sessions are accessible (appropriate language, seating style)
- Make sure the workshops include interactive activities
- Identify the incentives from different stakeholders
- Assess the appropriate time to suit participants, recognizing there may be no perfect time for everybody
- Assess competing events planned in the community that would prevent stakeholders (including youth) from participating
- Plan an agenda with stakeholders
- Try to incorporate different learning styles of participants (visual, audio, sensory)

Facilitating WorkShops

- Clearly articulate the project's goals, outcomes, deliverables and well as the roles and responsibilities for community partnership
- Share success stories
- Facilitation must respect youth expectations and concerns, especially in circumstances where some youth feel inherently excluded
- Ensure there is ample opportunity for dialogue between stakeholders from all sectors of the community. Success relies on having a genuine inter-generational dialogue
- Focus participants on action as well as information and dialogue. Frustration often builds when solutions are not apparent to community problems that people are well aware of
- Summarize workshop learnings and action items
- Make sure clearly measurable next steps are identified in the action plan and that someone has volunteered to take each one on

Best practices are unique to each community and project so use your judgement in applying them to your own situation.

4. Effective Community Partnerships

Creating working relationships with community organizations is essential. To build these community partnerships you need to invest time and energy. Through the relationships you better understand the needs in your community, the services available and the capacity of your community. You become stronger as you look outwards to find solutions instead of trying to provide everything yourself.

Funders especially are looking for partnerships within communities. Often funders will ask how your organization is working together with existing community organizations. While working with other community organizations is very important and adds richness to your project it is important to have a trusting relationship and be able to clarify commitments and expectations of the partners.

In This Section

The tools in this section will help you build effective community partnerships:

Name of Project
COMMUNITY PARTNER COLLABORATIVE AGREEMENT

1. PARTIES

Host Organization

Partner organization

2. PURPOSE

This is to implement the "collaborative agreement" between (**Host Organization** and **Partner Organization** and to establish the roles of **Partner Organization** and **Host Organization**)

Through this agreement, **Partner Organization** agrees to be a community partner with the **Host Organization**, name of project to:

List main roles and responsibilities (see examples below):
● To create community action plans with a variety of stakeholders (community groups, educational institutions, employers, youth organizations, municipalities) that enable young people to create community economic opportunities in their local areas.

● Provide support in organizing a "train-the-trainer" session for two youth leaders from each community, who will then implement workshops and action research in their communities resulting in youth-led community economic development action plans.

● Actively participate in a Learning Network between youth and local host community organizations engaged in the project facilitated by Host organization, with the purpose of sharing best practices, resources and tools through tele-learning and on-line learning activities.

The parties acknowledge that **Partner Organization** is not an employee of **Host Organization**. Accordingly, the purpose of this agreement is to serve as a means for ensuring that activities of the initiative are acceptable to all parties.

3. MODIFICATIONS AND AMENDMENTS

This collaborative agreement may be modified or amended only by a written document executed by **Partner Organization** and **Host Organization**. Changes in the activities conducted under the collaborative agreement may be made only as agreed upon between **Partner Organization** and **Host Organization**.

4. TERM

This agreement is effective on today's date and terminates on end date or sooner if agreed by both parties.

5. COMMUNITY PARTNER'S RESPONSIBILITIES
The **Partner Organization** agrees to:

● Become a member of **Host Organization**

● Connect with youth regularly in order to support the planning and implementation of the "training in CED" workshop replication. The replication of the CED workshop locally should happen no later than **Deadline No. 1.**

● Provide youth with facilitation support during the "action plan design" workshop,

● Provide guidance to youth representatives, as they take the steps needed to implement the action plan together with local youth;

● Keep a record of effective practices and activities in the community, and share these resources with other community organizations participating in this project through the Peer Learning Network;

● Participate in regular Partner Tele-Meetings for pre-planning sessions, action plan implementation strategies, and sharing of best practices and lessons learned (usually bi-monthly);

● Cooperates with **Host Organization's** Coordinator by providing regular project updates that will be included in the monthly project reports for **The Funder**;

● Assist Host organization in identifying funding opportunities that can be leveraged in order to expand the scope of the current project;

● Submit a Final Community Report that will include a specific prioritized implementation agreement with community stakeholders, and the steps that were taken to implement this agreement. The deadline to submit this report is **Deadline No. 2**.

● Provide support to host organization project coordinator, as s/he develops the final project and financial report that will be submitted to **The Funder** by **Final Deadline**.

6. HOST ORGANIZATION RESPONSIBILITIES
Host Organization agrees to:

● Support project implementation and documentation of effective strategies and practices

● Convene regular partner tele-conferences to facilitate workshop planning sessions and action plan follow up, as well as sharing of resources and problem solving

● Offer long-distance guidance to **Partner Organization** and youth representatives, as they prepare to replicate the training sessions, and action plan design and follow up in their communities

COMMUNITY PARTNER COLLABORATIVE AGREEMENT

- Support youth in developing and using various communication tools – blogs, listservs, Skype calls, etc. - that may be identified by workshop participants as needed in order to engage with youth from other regions

- Inform **Partner Organization** about other **Host Organization** youth programs and resources, as a way to create connections amongst youth in the region and in other communities across Canada

- Complete a final project report that includes a compilation of best practices and effective tools used in participating communities, which will be disseminated amongst all project participants

- Complete final project and financial report that will be submitted to **The Funder.**

7.   FUNDING ARRANGEMENTS

Host Organization shall pay **Partner Organization** the amount negotiated to support the work of this initiative.

8.   CONFIDENTIALITY AND WRITTEN RELEASE

Host Organization and **Partner Organization** agree to follow all federal, provincial, and local laws pertaining to confidentiality, informed consent, and written release.

9.   EARLY TERMINATION

Either **Host Organization** or **Partner Organization** may terminate this Agreement upon 30 days written notice. Upon termination, the obligations hereunder shall cease.

Signatures

_____   _____

Host Organization   **Date**

_____   _____

Partner Organization   **Date**

Example Deliverables
To be agreed on by partners

Project Objective:

The objective of this project is to address the human resources require-
ments of employers, while better preparing youth to meet future labour
market demands, by engaging youth, employers and other community
stakeholders in a strategic planning process that will primarily involve
and benefit the **Partner Communities**.

It is important to clarify your project goals with a succinct statement of your objectives and deliverables.

Briefly describe the objective of the project.

Deliverables:

1) Workshop to Develop Recommendations for Action on Youth Employment Issues

CCEDNet will assist the advisory committee to coordinate a
workshop in each of the three targeted communities in
order for stakeholders and selected youth to review the
issues identified by the report on the current state of youth employment
in the targeted communities, and produce recommendations to address
them.

Deliverable: Report on recommendations from each workshop

Note: 1st Workshop

Date: July 15, 2008

Clearly describe each deliverable as well as associated activities.

2) Workshop to Develop Action Plan for Youth Employment and Community Economic Development Initiatives

The sponsor will assist the advisory committee to coordinate workshops
in each of the three targeted communities, involved key stakeholders and
selected youth from the community, to engage in action planning for
youth employment and community economic development initiatives
that meet the needs identified in Activity 2, and incorporate the oppor-
tunities identified in Activity 4.

Deliverable: Workshop Reports

Note: 2nd Workshop

Date: Sept 6, 2008

Be specific about dates and deadlines.

3) Youth Employment and Community Economic Development Action Plan

The sponsor and advisory committee will follow-up the workshop with
development of an action plan for each community that short-lists pro-
posed strategies that engage and leverage the strengths and commitments
of stakeholders.

Deliverable: Action Plan Document

Note: To be submitted with 2nd Workshop Report

Date: Oct 12, 2008

Insert Host Organization Logos Here

Name of Project

It is important to recognise hard work and dedication. A well written letter of recommendation will help participants benefit from the expereince they have gained.

Host Organization Address

Partner Organization Address

Date

Dear Name of Person:

This letter is in recognition of your participation as a *position title* in the *name of project, year.* Through your participation as a *position title* you have *describe their successes*. **For example**: worked closely with your youth mentor, peers and community members to assess community needs, identify solutions through a community economic development approach and create a community action plan.

Name of Project is a partnership between *Host Organization* and *Partner Organization* funding through *name of funder*. *Describe the goals of the project*. **For example**: This project has created community action plans that enable young people to create community economic opportunities with labour market requirements in their communities. A total of four rural and three urban communities have been engaged in 2008. In each community youth representatives have developed and implemented the project, working with local host community organizations.

Highlight their learnings and the assets they brought to the project. **For example:** Through your efforts you have gained skills and knowledge in facilitating, networking, promoting, fundraising, public speaking and managing projects. Through your commitment to this project and your community you have become deeper connected to the resources in your community and the challenges that communities face. You have been able to listen to the needs of your peers, and other community members and identify positive attainable solutions.

Thank you again for your commitment to *name of project* and to making communities better.

Sincerely,

_____

Name of Project Manager
Position
Host Organization

_____

Name of Project Manager
Position
Partner Organization

5. Mentoring Overview and Guidelines

Most people have mentors in some form or another. For some it may be someone in their family, or a teacher or a professional in their field. When starting out as a young person there is a wealth of knowledge and experience to learn from others in your field.

Mentoring is a relationship between a person with experience and a person wanting to become more experienced. For a mentorship to work both people must be willing to learn from the relationship. It is not only the less experienced person that will be learning, but also the person with more experience.

When starting a mentoring relationship there needs to be trust from both parties as they enter into a mentorship. But with trust there also needs to be flexibility and patience. Some important tips for those entering into a mentoring relationship include:
● Stay in regular contact (phone/email)
● Respect the environment and boundaries of each other
● Set mutual expectations of the relationship
● Be able to transfer the knowledge

The mentor (person with experience) can offer:
● Learning opportunity
● Job shadowing
● Knowledge
● Networks
● Skills
● Support
● Advice
● Listening

There are many different types of mentoring relationships with variations in the length and formality of the relationship. Recognize which type of mentorship you are embarking on.

Mentors can guide us and help us shape our futures and many of the most passionate, experienced people have had the guidance of a supportive mentor.

6. Facilitation Tips and Techniques

A facilitator is someone that guides the group towards the workshop objectives. When the group gets off track, the facilitator refocuses them. The facilitator is there to help the group identify needs and find solutions. There are many different styles and things to consider as a facilitator.

In This Section

The tools in this section will help you become a more confident facilitator....

6.1 How to Hold a Workshop

Objectives: To impart skills and suggest models of facilitation essential to sharing information and engaging participants

Goals:
1. Define what facilitation is
2. Review what makes or breaks effective workshop delivery – Do's and Don'ts
3. How do you learn? – the 3 ways people learn
4. Let's talk about team work! – Group stages and dynamics
5. How did we do? – Wrapping up and feedback

Curriculum:
1. Defining Facilitation
I. Ice Breaker – Get to know someone and use toilet paper???
II. Brainstorming what you think of facilitation
III. Suggest and review the Azrin Model as an effective guide to facilitation

2. Do's and Don'ts
I. Better safe than sorry – "To wing it, or not to wing it" Is preparation crucial???
II. Uh-oh, but it's ok!
III. Sometimes prevention is key

3. How do you learn?
I. Find out the 3 ways everyone learns
II. Which of the 3 ways do you learn best?
III. How to address different learning styles in a workshop

4. Are you really a team player?
I. How much do you know about working with others?
II. Let's talk group stages and dynamics
III. How to: Conflict Resolution

5. We're done! How did we do?
I. Feedback on workshop
II. Open discussion - Can you use your new skills???
III. Feedback forms - options

Wrap-Up – CHEERS!!!

"Make sure you have finished speaking before your audience has finished listening." **Dorothy Samoff, Actor**

Do's

● Set group norms / rules at beginning of workshop

● Introductions to each other

● Reflect on the identity of the group in relation to the topic

● Identify participant expectations

● Introduce the theme of the workshop

● Stick to the agenda – focus on learning objectives

● Summarize the learnings at the end of the workshop

● Use participant names as much as possible

● Be aware of your body language (eye contact, posture)

● Get people "there" mentally as well as physically

● Nod as you listen to demonstrate active participation

● Lean into the group – it's a sign of respect and active engagement

● Paraphrase what the participant have shared to ensure everyone understands

● Walk around the room, close to participant speaking

● Monitor the group carefully to gauge energy levels. Switch to an activity or break when attention is lagging.

● Clear up any logistical details (washrooms, food, breaks)

● Ask for examples from the group, to highlight important points

● Use language to show you respect the intelligence of the group

Don'ts

● Inadequate preparation

● Delay the start of training to accommodate latecomers

● Reading from overhead / handouts rather than elaborating key points

● Exaggerated or insincere enthusiasm about delivering curriculum

● Sitting down / Rooted in one spot – no movement

● Talking down to participants

● Dismiss a participant's ideas as irrelevant

● Not managing participants who monopolize conversations, or are distracting

● Sharing personal stories unrelated to topic (appropriate disclosure)

● Not finishing on time (clock watching syndrome)

Workshop Assumptions

● Everyone will help contribute to a safe/non-judgmental environment

● Much of the content will be coming from the participants

● Participants bring analysis/ experience to the program

● Everyone will have a shared intolerance for all forms of oppression

● Participants will take responsibility for their own learning and interaction with other participants

● Everyone will participate fully in all sessions

● People will bring a sense of humour

● People will tolerate other approaches and strategies

The SWOT Analysis is identifying strengths, weaknesses, opportunities, and threats. It can be used to assess your organization, community issues or testing a project idea. It will help you develop a strategy that uses the strengths and opportunities to reduce the weaknesses and threats, and to meet the goals of your project.

6.3 SWOT Analysis

Using the SWOT analysis during a workshop is a great way to get participants active in the workshop.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

6.4 Lesson Plan Template

Title:

Learning Objective:

Materials:

Time Frame	Instructor Activities	Particpants Activities	Materials Needed

Wrap Up / Summary:

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Purpose/Objectives of Peer Learning Calls:
To create a space to share ideas about issues & topics related to Community Economic Development (CED)

Roles & Responsibilities:

● Work as a team to plan, develop and facilitate a 1 hour peer learning call for the larger group. Ensure that everyone in your team is involved, and has a role in this.

● Define your team's learning objectives for the call – what do you hope people will get out of/learn from the call?

● Develop and send-out preparatory materials, including the Peer Learning Call Agenda to the peer learning group at least one week before the scheduled call (this could include readings, discussion questions to think about, videos to watch, or other preparatory assignments)

● Take notes/ document the call and share these with your group. Post these and other resources on a Collaborative online space (wikidot.com).

● Debrief your learning with your group after the call about the process of developing & hosting the peer learning event

● Provide a short list of resources to participants for further learning on your topic

● Develop & distribute an evaluation form after the call and share the feedback with your team

Some Ideas for Peer Learning Calls:

There are a variety of ways to make Peer Learning Calls engaging and interesting. Here are some ideas you might want to consider:

● "Mini-presentations" – have different people in your group prepare short presentations on different aspects of your topic

● Guest Speakers – invite "experts" or resource people to share their knowledge on the topic

● Speakers Panel – as above, have a few different perspectives, or people who can speak to different aspects of your topic

● Group discussion – consider developing some discussion questions ahead of time and distributing them for people to think about in advance

● Readings – distribute short articles in advance of the call and ask people to come prepared to discuss

● Videos – same as above, but using video

● Discussion Forums/Blogs – start the discussion ahead of time to get things rolling online

● Interviews/Interview Summaries – interview a few resource people before the call and distribute a summary of your findings for discussion

● Live interviews – instead of having guest speakers "present", conduct a live interview and have others listen in

● Powerpoint – distribute a Powerpoint presentation in advance of the call so people can have visuals to follow along with during the call.

● Be creative – add your own!

Teleconferencing Tips:

● Begin the call with a reminder of teleconferencing protocol. It is helpful for the speaker to say their name and the organization you work with or province you are in) before speaking so people can identify the speakers' voice.

● Consider starting the call with some kind of icebreaker or introduction so everyone has a chance to speak and have their voice heard. It is helpful to have a list of participants you are expecting before the call so you know who to expect/who's there. Moving geographically from east to west or vice versa is an easy way to do introductions/rounds.

● Presentations- limit presentation to 10 minutes each, and be sure to balance them with time for discussion so people can participate.

● Facilitation- Because you can't see people to read their body language, it is important to have verbal prompts. Be sure to ask if anyone has anything to add before moving on to the next topic.

● Keep on time – one of the key roles of the facilitator is to make sure you start and end on time. Remember to remind presenters how long they have to present, and prompt speakers when it is time to move on to the next topic. If a discussion is particularly engaging, you could consider altering your agenda –in this case it's a good idea to check in with the group to make sure they are in agreement with changing the agenda.

● In order to ensure everyone's participation, consider incorporating at least one "round" where everyone shares their thoughts and has a chance to speak.

7. Evaluating your Project

Evaluating your project may seem overwhelming. There are a few easy steps to prepare you to efficiently evaluate your program. Do not wait until the project is almost over to start thinking about evaluating. Depending on your project you might be evaluating it as the project is happening. For example if you are facilitating workshops you might want to get feedback from surveys at each workshop. Each project will be evaluated differently depending on the identified outcomes of the project. Identify the outcomes in the planning stages to determine how you will evaluate the project.

In This Section

7.1 Indicators of Success

Identify the outcomes that will show your project is successful. For example some successes may be 20 youth in attendance at each workshop, or youth leaders learn new skills in facilitation, writing reports and networking. These examples are called Indicators of Success. Through the indicators of success you are able to share your projects success with a wider community.

People want to hear specifics, including numbers, percentages and other tangible outcomes. If you think it was great, be able to explain why it was great.

Here is a sample list of Indicators of Success:

● 80 to 100 youth will participate in the project

● Feedback from youth wanting to create relationships with youth from other diversities that they didn't before the project

● 30% of youth interested in finding community groups that encourage their passions

● Youth wanting to support activities for change and actively seeking out venues to do so

● Requests for future seminars

● Reduction in reports of racism and hate actions among youth

● Collaboration between new and existing community partners

● Positive anecdotal feedback from youth

● 20 youth in attendance at each seminar

● 15-20 stakeholders participated in community planning session

● Youth feeling confident to use tools to facilitate community planning session

● Youth viewing the project as effective

● 70% of youth report being introduced to 3 new community agencies or associations

Evaluating your project should include both quantitative and qualitative data that support the success of the project. Plan how you will gather this information. Some ways of collecting data can include:

● *Questionnaires/surveys*

● *Written evaluations*

● *Interviews with participants or community partners*

● *Media print*

● *Letters of support*

● *Small group discussions*

● *Photovoice displays*

● *Storytelling through drawings*

● *Observation*

● *Participant Profiles*

When evaluating your project it should be gratifying to see the results of your hard work throughout the project. Share the successes and the challenges with your colleagues. Most importantly apply your learnings from both the successes and challenges of the project when you are undertaking future initiatives.

7.2 Reporting Templates

Reporting is part of almost every project. When working with community partners it is important to prepare the report templates early on in the project. By clarifying the expectations there is better transparency between the partners, which makes for a smoother relationship.

The following sample report was used during the Youth In Charge project.

Youth in Charge
Community Workshop Report

PART 1: COMMUNITY WORKSHOP(s)

Community:

Date of workshop(s):

How many people attended the workshop(s)?

Who attended the workshop(s)? (egs. Youth, community service providers, youth mentors, local employers, etc.) If you have a list of people who attended, please provide this.

Youth:

Stakeholders:

Who facilitated the workshop(s)?

How did you promote the workshop(s)? (egs. direct invitation, posters, open invitation, advertising, etc.) Did this work well? What did you learn about promoting a workshop?

Please describe the topics and activities you covered in your workshop(s). (If you developed a workshop agenda, please attach a copy):

Which topics/activities worked well? Which ones did not work so well? Why?

What did you learn, or what skills were you able to develop through hosting this workshop?

What would you do differently if you were to do this workshop again?

PART 2: ACTION PLAN

Community Action Plan
Short Term Priorities
Please describe all the short term priorities that your community has identified to increase labour market opportunities (these do not need to be ones that you will actually do):

Please complete the Action Plan Template for the priorities that your community will act on (please add more lines if needed). If your community has chosen to act on more than one priority please complete an action plan for each additional one.

1. Activity (describe the activity):
Goal (what does the activity hope to achieve):

Action	Who's responsible?	Resources required?	Date to be completed

2. Activity (describe the activity):

Goal (what does the activity hope to achieve):

Action	Who's responsible?	Resources required?	Date to be completed

Long Term Priorities

Please describe all the long term priorities that your community has identified to increase labour market opportunities (these do not need to be ones that you will actually do):

Please complete the Action Plan Template for the priorities your community will act on (please add more lines if needed). If your community has chosen to act on more than one priority please complete an action plan for each additional one.

1.Activity (describe the activity):

Goal (what does the activity hope to achieve):

Action	Who's responsible?	Resources required?	Date to be completed

2. Activity (describe the activity):

Action	Who's responsible?	Resources required?	Date to be completed

Goal (what does the activity hope to achieve):
How will the described activities address labour market opportunities for young people within your community?

PART 3: ADDITIONAL INFORMATION

● **Please provide copies of any photos or promotional materials from your workshops.**
● **If you took notes at your workshop, please attach a copy here.**
● **Feel free to provide any additional information/comments you think would be useful to know about your workshops or share with others.**

Please submit your report by Deadline to:

Name of Project Manager
Position
Host Organization

THANK YOU!!

8. Toolkit Summary

The documents and information in this toolkit have been created throughout the Youth In Charge project. They have been modified to be used as templates for community, organizations and individuals developing their own youth initiative. Please use the information as templates and adjust as needed for your project.

We hope you will be able to use these tools to better your community and make change in your community.

Online Toolkit Resources:

The Community Toolbox
ctb.ku.edu/tools

YouthLearn
www.youthlearn.org/learning/planning/evaluation.html

A Guide to Youth Friendly Practices
www.calgary.ca/docgallery/bu/cns/cys_guide.pdf

Community Development Handbook
www1.servicecanada.gc.ca/en/epb/sid/cia/comm_deve/handbook.shtml

BC Healthy Communities Toolkit
www.bchealthycommunities.ca/Content/Resources/Toolkits.asp

Ontario Healthy Communities Proposal Writing Strategies
www.ohcc-ccso.ca/webfm_send/186

Youth Engagement: A Guide to Youth Friendly Practices
www.calgary.ca/docgallery/bu/cns/cys_guide.pdf

The Art of Advocacy: A Handbook for Non-Profit Organizations
www.ccednet-rcdec.ca/files/AdvocacyHandbook-FIN2.pdf

Youth Employment Resources

www.labourmarketinformation.ca **– job opportunities, demand, future projections**

www.passporttowork.ca **- under the "looking" section is information on labour market**

www.workfutures.bc.ca **- employment**

www.workapedia.ca **- manages the sector council websites**

www.bcstats.gov.bc.ca **- BC stats**

www.statcan.ca/start.html **- Statistics Canada**

www.thetyee.ca **-independent newspaper, local issues, business, social issues in BC**

www.workinfonet.bc.ca/youth **- youth stories, testimonies, career related articles**

9. Appendices

Look at each of your goals and evaluate it. Make any changes necessary to ensure it meets the criteria for SMART goals:

Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do.

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

Who: Who is involved?
What: What do I want to accomplish?
Where: Identify a location.
When: Establish a time frame.
Which: Identify requirements and constraints.
Why: Why is it important to do at this time? Specific reasons, purpose or benefits of accomplishing the goal.

Example: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Specific
Measurable
Attainable
Realistic
Timely

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project; if the goal is accomplished, there is a success. However, there are usually several short-term or small measurements that can be built into the goal.

Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal? Be specific! "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measure. "I want to be a good reader" is not as measurable.

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

Attainable

Can you achieve this goal? When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Information in this appendix sourced from: www.topachievement.com/smart.html & www.goal-setting-guide.com/smart-goals.html

Realistic

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

This is not a synonym for "easy." Realistic, in this case, means "do-able." It means that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them.

Make a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment. A goal of never again eating sweets, cakes, crisps and chocolate may not be realistic for someone who really enjoys these foods.

For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the amount of sweet products gradually as and when this feels realistic for you.

Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. Set the bar high enough for a satisfying achievement!

Specific
Measurable
Attainable
Realistic
Timely

Timely

Your goal should be grounded within a time frame. Set a timeframe for your goal: for next week, in three months, by the end of the year. Putting an end point on your goal gives you a clear target to work towards.

If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

Time must be measurable, attainable and realistic.

T can also stand for Tangible - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

YIC Urban Tool Kit

Youth in Charge Tool Kit

Appendix B: The Canadian Community Economic Development Network

Download the Power Point Presentation at www.ccednet-rcdec.ca

The Canadian CED Network
Le Réseau canadien de DÉC

What is CCEDNet?

- Member driven organization
- Over 700 members across Canada
- 25% of membership from BC

The Canadian CED Network
Le Réseau canadien de DÉC

What does CCEDNet do?

- CCEDNet helps people make communities better through improving social, economical, and environmental aspects of their communities.

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Le Réseau canadien de DÉC

What is Community Economic Development?

- Action by people locally to create economic opportunities and enhance social conditions in their communities on a sustainable and inclusive basis particularly those who are most disadvantaged.

- CED is an approach that recognizes that economic, environmental and social challenges are interdependent, complex and ever-changing.

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Why is Community Economic Development important?

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- "No one is as smart as everyone"
- Our communities need help!
- Community challenges!
  - o Poverty
  - o Inequality
  - o Injustice and need for peace
  - o Extreme differences in wealth
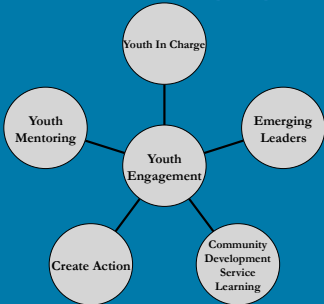 - o Environmental degradation

Why involve the community?

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- Community Resources
- Address multiple issues
- Build on assets
- Ownership
- Bigger impact
- Sustainability

Youth Engagement in CCEDNet

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Youth In Charge

Emerging Leaders

Youth Mentoring

Youth Engagement

Create Action

Community Development Service Learning

Youth In Charge

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- 7 communities (3 urban, 4 rural)
- Get young people involved in their communities
- Create more job opportunities for young people
- Create awareness of social enterprise (businesses)
- Create awareness of community economic development
- To address the human resource requirements of employers

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How?

- Gather young people, employers, organizations, educational centres, and other stakeholders together
- Facilitate workshops to community members and work together to create action plans for their communities
- Identify people to carry out the action plan
- And…

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Make change in your community

The Canadian CED Network

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The Canadian Community Economic Development Network

www.ccednet-rcdec.ca

Youth in Charge Tool Kit

Appendix C: Community Economic Development
CED 101

Download the Power Point Presentation at www.ccednet-rcdec.ca

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Definition of CED

Action by people locally to create economic opportunities and enhance social conditions in their communities on a sustainable and inclusive basis, particularly with those who are most disadvantaged.

"Neechi CED Principles"

1. Use local goods and services
2. Produce local goods and services
3. Local re-investment of profits
4. Long-term jobs for local people
5. Local skills developed
6. Local decision-making
7. Public health
8. Healthy physical environment
9. Neighbourhood stability
10. Human dignity
11. Support other CED initiatives

Why Community Participation?

- Best fit
- Community leadership
- Builds on assets
- Local ownership

Why Holistic and Integrated?

- Enhance social inclusion
- Create broad impact
- Address multiple issues
- Ask people – it's common sense
- Because it's possible

Group Exercise

Building a Better Bucket
Four CED Strategies
(An Economics Interlude)

International Trends

- World Health Organization – Social Determinants of Health
- Income, income distribution, social status, stress, early life indicators, social exclusion, work, social environment, physical environment, unemployment, social support networks, addiction, food, gender, culture and ethnicity, individual capacity and coping skills, and transportation

Social Enterprise

"A social enterprise is a business with primarily social objectives whose surpluses are reinvested for that purpose in the business or in the community, rather than being driven by the need to deliver profit to shareholders and owners"

Social Enterprise

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Created for meaningful employment to assist people in making the transition to mainstream employment opportunities

Social Enterprise

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- Created to provide revenue flow for one or more non-profit organizations
- Created to provide a commercial service that is needed in the community

Social Enterprise

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- Created to provide a good or service in an environmentally sustainable way

Social Enterprise in Quebec

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- 6,200 social enterprises (2300 co-ops & 3900 non-profit organizations)
- 65,000 employed
- $4.3 billion generated in sales

3

Thank You

For more information on what's happeing at CCEDNet, ask Abraham, or Dini (I have no idea what's up, because I live in the middle of the prairies. Or visit our website….

www.ccednet-rcdec.ca

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Youth in Charge Tool Kit
Appendix D:
Proposal Writing Strategies

Proposal writing strategies for
community development

Download the Power Point Presentation at www.ccednet-rcdec.ca

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Current Situation

- Increase of new organizations
- High competition among funders
- Government cutbacks higher demand on foundations, banks, service clubs, etc.
- Foundations are freezing $
- Project specific funds vs. Core funding

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Fundraising Plan

- Need a plan
- How much money does your initiative/ organization need to survive annually?
- What is your plan to make that happen?
- What happens when you don't reach your fundraising goals?

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Overview of Community Funding

- Non profits, charities and community organizations depend on community based funding
- Social ventures/enterprise

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Types of Funders

- Government (federal, provincial, municipal)
  - Ministry of Attorney General
  - City Council
- Foundations (family, corporate, community and special purpose)
  - McConnell Foundation
  - Coast Capital Savings Foundation
  - Vancouver Foundation
  - Hospital for Sick Children Foundation
- Banks
- Community Charities
- Service Clubs
  - Rotary Club
  - Lion's Club

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Fundraising Initiatives

- Special Events
- Donor giving
- Social enterprise/ventures
- Fee for service

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First Steps

- Research
  - Select funders that are aligned with your mission and mandate
- Contact funders and create relationships
- Research similar projects
  - Meet and learn from them
  - Partner with them if possible
- Prepare a one page project description (5 why's)
  - Clarify your ideas and get feedback from others

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SMART Goals

Check your project idea against the SMART goals method:

S=Specific
M=Measurable
A=Attainable
R=Realistic
T=Timely or Tangible

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Project Description

- Objective (what):

- Target Population (who):

- Rationale (why)

- Project Activities (how, when & where):

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Reviewing proposals

- Does it fit with your organization?
- Review and pull all relevant pieces
- Avoid trying to meet all criteria/focus if it doesn't fit with your project
- Identify all supporting materials needed for submission example: Support letters, evaluation methods, intake forms
- Create a time line for writing your proposal

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PARTNERSHIPS

- Collaboration is key
- Are there other similar organizations in your community?
- What are they doing?
- What is unique about yours?
- Can you draw on each other's experiences and resources?
- Why not work together?

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Why should they give YOU the money?

- What are they getting?
- Why is it important?

General Approach

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- Use everyday English
- Be politically correct
- Explain new ideas clearly
  Give examples

Phrases and sentences

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- Avoid jargon (specific language related to topic)
- Provide statistics to back it up
- Keep sentences and paragraphs short

Words

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- Use short words
- Delete words that aren't needed
- Use active rather than passive verbs
  Example: The program is attended by over 50 students
  - Change: Over 50 students attend the program.

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Expression	Alternative
In respect of	About
Prior to	Before
Endeavour	Find
In the event of	If
In consequence	So
In excess of	More
Utilise	Use
There is reasonable expectation that	Probably
Taking into consideration such factors as	Considering

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Evaluating your project

- Build in your project evaluation methods into your proposal
- Identify indicators of success and highlight those in your proposal

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Indicators Signifying the Success of the Proposed Project

- 80 to 100 youth will participate in the project
- Feedback from youth wanting to create relationships with youth from other diversities that they didn't before the project
- 30% of youth interested in finding community groups that encourage their passions
- Youth wanting to support activities for change and actively seeking out venues to do so
- Requests for future seminars
- Reduction in reports of racism and hate actions among youth
- Collaboration between new and existing community partners
- Positive anecdotal feedback from youth
- 20 youth in attendance at each seminar
- Youth feeling confident to use tools and techniques to combat racism and hate
- Youth viewing the project effective
- 70% of youth reporting being introduced to 3 new community agencies/associations

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Other things to do...

- Ask someone to proofread
- Recheck
- Check numbers of appendices
- Follow up with funders
- Wait….
- And keep looking for more!