

Wellesley Urban Health Research Program: Enabling Grant Final Report

The views and opinions expressed herein do not necessarily reflect those of the Wellesley Central Health Corporation.

1. Abstract

This community-based project, a joint collaboration between the University of Toronto Faculty of Social Work and the Chinese Canadian National Council Toronto Chapter (CCNCTO), was made possible through an enabling grant received from the Wellesley Central Health Corporation. Through this pilot project, we helped Chinese Canadian immigrant youth identify and articulate the issues they are facing in Toronto, particularly with regards to their civic participation. It was important that we created a safe space for these youth in which they were able to learn and develop leadership and community building skills with their peers. Through this process of engagement, we began the process of building a model of youth engagement that is linguistically, culturally, and academically inclusive. The issues identified by the youth through this initial pilot phase (please see Appendix One: Emerging Themes Chart) will become the focus of the next stage of the research project and will inform the youth work of CCNCTO. Furthermore, we hope that the youth who participated in this first stage will be able to make use of their new leadership skills and confidence as “mentors” in the second stage of research. Finally, the process of collectively building a more inclusive model of youth engagement will also be expanded and developed through the second stage of the research process. Youth empowerment and capacity building have been and will continue to be the central component of this exciting project.

2. Project Update

Activities

Last fall we successfully recruited a group of Mainland Chinese immigrant youth volunteers from a variety of Toronto high schools for the project by distributing flyers to community agencies, youth events, high school guidance councilors and high school ESL teachers. These youth then met regularly over a five month period to identify and discuss those issues that have real consequences on their lives, and create action plans to directly tackle these issues. The activities to achieve these goals were multi-faceted. First, the project offered training on anti-racist oppression issues for the youth to be able to see structural issues affecting their daily lives. Next, we offered them the opportunity to explore and learn about issues of oppression, develop leadership skills through planning and leading discussions. The participants met other Chinese youth and developed a sense of cohesion in a bilingual (Mandarin-English) and youth-friendly atmosphere. After all the members presented the issues that they feel strongly about and led discussions, some members took on actions that would address these issues. A series of meetings ended with a final celebratory event in which their individual and collective learning processes were reviewed and their accomplishments commended. Through this pilot phase of the project, we identified the following research questions which will frame the second phase of research:

1. What are the barriers that Chinese Canadian youth face in regards to their engagement in the school and community? What is the nature of the barriers and discrimination they face? What are their strengths and strategies to tackle these issues?
2. How can we re-conceptualize the notion of youth ‘civic engagement’ so that it is culturally, linguistically, and academically inclusive and allows for multiple interpretations?
3. How can community-based organizations such as Chinese Canadian National Council Toronto Chapter better support Chinese Canadian youth, particularly new immigrant youth? What are the effective strategies to reach out to them?
4. How can we further refine the model of Community-Based Participatory Research in an ethno-cultural specific context, while recognizing the diversity that exists within an ethno-cultural community?

5. What are the policy, practice and scholarly implications to the above questions and of the findings of the research?

Outcomes

This pilot phase of research enabled us to provide an educational, consciousness-raising opportunity for this group of recent immigrant youth volunteers. These youth described feelings of marginalization within their schools, and lamented the lack of attention they receive from teachers and guidance councilors alike. At the same time, they brought to the group their energy, eagerness to learn, and desire to speak up and take action. This was a unique opportunity for them to discuss issues they identified as important with their peers in a supportive environment, and for them to obtain knowledge that will help them in their lives (e.g., analysis around systemic discrimination, information about youth rights in employment, strategies around how to fight back against unjust policies or practices in the school system).

Mutual learning was also an important outcome of this project and was the means by which consciousness raising and the development of leadership skills occurred. This mutual learning was made possible by our group process. The positive group dynamic created a sense of comradery and inclusion, and nurtured the building of community among this new generation of youth, across difference. We were able to negotiate our differences through our regular discussions. As we recognized and appreciate our differences, we were able to foster the identification of similarities. These differences included length of time in Canada, income security, age, gender, and region of birth, while similarities included comfort in Mandarin, high school student status, and identifying with a general sense of being "(Mainland) Chinese". Through learning together as a group, and listening to different standpoints, we were able to foster a sense of community. Participants' issues were different from each other; for example, the issue of public transportation was an important topic for some, but not all of the participants.

Unexpected Results

We were surprised and very excited that our recruitment efforts were so successful in involving recent immigrant youth in this project, which we anticipated would be "hard-to-reach". Recent immigrant youth who attend ESL programs in Toronto high schools in fact made up the core group of our youth volunteers, and gave us a window into many issues we would otherwise have great difficulty in accessing or understanding.

Furthermore, we did not anticipate that this group of youth would be interested in moving beyond the original scope of the project to create a bilingual newsletter for newly arrived Chinese high school students in Toronto (please see Appendix Four). This idea arose from one of the youth-led discussions about how to better support newcomer high school students who feel lost when they first enter high school here. A newsletter subcommittee was created, and they wrote, edited, and did the layout for this four page newsletter, with support from the research team. It is currently in the process of being distributed to high schools across the GTA, social service agencies serving Chinese immigrants and immigrant youth (or both at the same time), and beyond (participants' friends in China) through paper and electronic copies.

Innovative methods used

Listening to different voices is a central part of community building and social inclusion efforts, and was a key contributor to the success of this pilot phase. The participants and researchers learned about others' experiences firsthand in a warm and informal atmosphere which enabled them to feel connected to each other while they developed an awareness of the broader issues that affect the community. This in turn helped them to feel connected to the broader community, and thus develop a kind of empathy.

This pilot phase also involved great flexibility in language. Moving between English, Mandarin, and, in some small group contexts, Cantonese, the youth group's relationship to language allowed for a

decentralizing of power to take place. The imbalance of power (which exists when English is assumed to always be the predominant language of communication) was shifted to ensure the maximum comfort of participants. This process was more complex than merely creating a Chinese-only atmosphere, however, because some of the youth *wanted* to use this supportive and bilingual atmosphere to practice their English without fear of humiliation or embarrassment. Furthermore, only two out of the five research team members were able to speak Mandarin. Thus, conducting the meetings in Mandarin meant that some of the research team could not follow the discussion. This yielding of power by the research team enabled the youth participants to feel a genuine sense of ownership of the meetings. The negotiation of language and its flexibility was thus an important part of the CBPR process.

Ice-breakers were used at the start to each session, and a popular theatre exercise known as CAB (collaborative action brainstorming) was used to close each session. All of these activities included all members present at the sessions- both participants and researchers. These exercises allowed for physical movement, laughter, and a feeling of being connected to the other participants in body and spirit. Although not innovative, these factors helped to develop a strong sense of group cohesion, and pushed the boundaries of traditional ideas of “focus group research.” They also helped develop a sense of community by engaging all parties at the beginning/end of each session.

Food was always available on the table at the beginning of the sessions, and each meeting ended with eating dinner together- always hot meals made up of a variety of Chinese dishes. This sharing of warm familiar food (usually chosen by the participants and researchers together during break time) also helped foster community and a sense of cohesion.

The diversity that existed within the research team was an important contributor to the success of this enabling grant project. The research team differed significantly in terms of immigration status, length of time in Canada, country and language of origin, age, gender and sexual orientation. They were able to negotiate these differences throughout the research process in a positive and open environment.

3. Reflection

Challenges

Distance: Some of the participants who responded to our flyers lived far from downtown Toronto where all of the meetings took place. For the first few meetings, these youth spent three hours round trip after school to attend our meetings. However once winter came, this became too much for one participant from Scarborough, and she left the group.

Time: the participants had competing schedules, school pressure, exams, preparations to apply for university and take the TOEFL exams. Therefore, in order to accommodate this, we met bi-weekly instead of weekly. Meeting every week would have been better for our group however, as it would have created a sense of community more quickly, and would have allowed for a tighter bond to develop between participants. Also, people would have been able to better remember and retain what they discussed in the last session, which could have contributed to the discussion in the following session. We also had to choose one day a week in which to meet regularly. This unfortunately excluded two interested youth, who could not make that day, which was a Wednesday. Because that was the only day that the rest of the group could make it, we felt we had no choice but to exclude these two potential participants.

Diversity of Participants: It was difficult to include different age groups within the broad and elusive category which is “youth.” Therefore, we ended up working with students in high school, who shared certain common issues and experiences. And although we recruited and involved youth of Chinese descent, we still did not include everyone who may identify as such. We tried to create a balance between inclusivity and bringing together a group of youth who could discuss common issues and concerns, but this balance is by no means a perfect one.

Resources: If we had more extensive funding, we could have transcribed the tapes during the sessions, instead of relying on a volunteer note-taker. Further, we did not have funding for anyone except for the community researcher. Therefore, the co-principal investigators and the youth coordinator from CCNCTO were all involved on their own time. Hopefully, this problem will be dealt with by securing more substantial funding in the advanced grant stage.

Negotiation of roles between community agency and academics: All of the members of the research team work in different places, and have different schedules, which was at times challenging. For CCNCTO, a grassroots organization, using staff time has certain consequences. For Professor Sakamoto, it was also difficult to balance this project with other competing demands, particularly since CBPR is not legitimated in academia. Throughout the project, team members were constantly balancing their participation in the project with their commitment to other projects. Forming and maintaining equal partnerships is time-consuming because democratic decision-making takes time. Thus, one of our ongoing challenges is how we will be able to develop democratic decision-making with limited resources. One important way we managed this problem was to collectively create a terms of reference (please see Appendix Two).

4. Next Steps

This pilot phase has provided us with the opportunity to build our capacity to a point where we feel both prepared and excited to embark on a thorough community-based participatory action research project which will focus on civic participation and immigrant Chinese youth in the GTA. We plan to make use of our newly developed resources by incorporating the youth participants and the strategic issues they raised into the planning of the second research phase. We are planning to collaborate with other community agencies in the city by asking them to join a 'community advisory committee' that will oversee and advise the project. The next stage of research will also involve an exploration into models of civic engagement and CBPR that can be truly inclusive of racialized, new immigrant communities such as Chinese Canadians who come from Mainland China. Our primary focus right now is to apply for further funding through the Wellesley Advanced Grant Program. We also plan to apply for funding through the Laidlaw Foundation and possibly SSHRC Standard Grant. The information gathered through this initial pilot phase will also help determine the future of CCNCTO's programming and advocacy work in relation to youth, particularly recently immigrated youth.

5. How might Wellesley Central improve the supports offered to Enabling Award Recipients?

The community researcher attended four workshops offered by WCHC, and found them extremely helpful. She shared the knowledge she gained with other team members, as well as the written packages she received at the workshops. In the future, it would be very helpful if WCHC could provide prompt administrative and financial response to community grantees, outline a clear structure as to the methods of communication, and finally, provide community grantees with one consistent contact person for the duration of their project.

6. Summary of outcomes

Did you complete a literature review?	rough draft completed
Did you prioritize research questions in your community?	yes
Did you develop any data collection tools (surveys or interview guides)?	yes
Did you develop any new partnership(s) with other community group(s)?	yes
Did you develop any new partnership(s) with other academic	no

or research group(s)?	
Were the skills of partners on your team enhanced during the grant process?	yes
Did you complete a full proposal and submit it for funding?	no
Were you successful in securing further research funding?	no
Did the enabling phase result in any policy or program impacts?	yes
Did partners attend Wellesley Central CBR workshops?	yes
Did you receive any further consultation from WC staff?	yes
Did you get matched with an academic partner through Wellesley Central?	no
Will you continue to do research as an organization?	yes

7. Budget Summary

Income		
Wellesley Enabling Grant Funding	<u>\$10,650.00</u>	(only received \$9,650)
Total Income	\$10,650.00	
Expenses		
Food & Beverages	\$545.25	
Office supplies	\$347.59	
Postage & Courier	\$111.01	
Printing	\$147.50	
Program expense	\$632.71	
Salary – community researcher	\$8,320.00	
Travelling & Accommodation	<u>\$ 569.50</u>	
Total Expenses	<u>\$10,673.56</u>	
Net Income	<u><u>\$ (23.56)</u></u>	

8. Appendices

Appendix One: Emerging Themes Chart

Appendix Two: Terms of Reference

Appendix Three: Youth Evaluation

Appendix Four: CYSO newsletter (for the electronic version, see attached PDF file)

Appendix One: Emerging Themes Chart

Date	Topic	Emerging Themes
Oct 25	Intro session 1	<p>ESL program issues -teacher student ratio too large -not enough attention, help for ESL students -separation of youth increases feeling of being 'minority' -some students not challenged</p> <p>Identity issues -Canadian borns not wanting to identify as Chinese- this is upsetting to 1.5 generation youth</p> <p>Insufficient Role Models -Chinese Canadian youth need more role models</p> <p>Family issues -influences from school and peers conflict with family values/ priorities. Then there is communication problem.</p>
Nov 10	Intro session 2	<p>Facing challenging decisions re. post- high school -passing TOFEL, going to college/uni, how to get info on programs, requirements, choices for school, finding job</p> <p>Making friends- a challenge -What kinds of friends to make: Chinese or non-Chinese? -learning to understand different cultures-a challenge</p> <p>ESL program issues -program too long and inflexible -desire to communicate better in English -racism of ESL teachers</p> <p>Practical settlement issues -how to apply for youth welfare? -how to get around on the TTC? -how to get ID?</p> <p>Identity issues -"its difficult to feel like you are Canadian."</p>
Nov 24	Choosing Topics	n/a
Dec 8	Anti-Racism	<p>Racism on TTC -Chinese youth harassed in the subway by white youth</p> <p>Racism in school -ESL teachers give marks based on students' race -name calling by other students -distrust between Chinese and Black students</p> <p>Racism in employment -not hired because Chinese</p>

Date	Topic	Emerging Themes
Jan 12	ESL-what are your concerns?	<p>ESL program- structural problems</p> <ul style="list-style-type: none"> -too much grammar, not enough communication -not challenging -no English speaking environment -easier to make friends with your own people -ESL teachers favor people from big cities (e.g. Beijing) <p>marginalizes students</p> <p>ESL students face discrimination</p> <ul style="list-style-type: none"> -get judged and discriminated against by non-ESL students, and by both ESL and regular teachers -don't often join extra curricular activities -need more choices, more of a voice in the program <p>Difficulties with OSSLT</p> <ul style="list-style-type: none"> -many students fail, especially ESL students <p>Parents of ESL students marginalized</p> <ul style="list-style-type: none"> -don't speak English -don't communicate with school, teachers
Feb 16	What do you know about Toronto? (Focus on experience of newly arrived youth)	<p>Difficult to be dependent on TTC</p> <ul style="list-style-type: none"> -TTC is expensive, and getting more so -smells bad, is dirty -not 24hrs, infrequent service in some areas/times -bus drivers discriminate against students -no clear maps or signs <p>Discrimination/exploitation in employment</p> <ul style="list-style-type: none"> -newly arrived immigrant students desperate to find part-time work, so will take jobs with bad conditions/wages -exploitation of workers in Chinatown, Kensington <p>Language barriers in school</p> <ul style="list-style-type: none"> -new students lost- can't even find bathroom -high school less accommodating than elementary <p>Friendship issues</p> <ul style="list-style-type: none"> -have no friends when first arrive, can only rely on family, stay home all day when not in school -difficult to make friends: shyness, cultural difference
March 2	Do you feel you are a part of Canada?	<p>Chinese or Canadian</p> <ul style="list-style-type: none"> -most of the participants mention they see themselves as Chinese, in particular, Mainland Chinese -Chinese culture, including language, is important to them <p>Making Friends</p> <ul style="list-style-type: none"> -participants performed plays about experiences of exclusion in their school, specifically around ESL students being excluded and ridiculed by Canadian-born students

Date	Topic	Emerging Themes
March 16	How to choose a college/university?	<p>Going to college or university</p> <ul style="list-style-type: none"> -preference is for university, but very difficult to get in if you are ESL/immigrant student -because college is easier to get into, it is perceived as less competitive and therefore less useful. Students prefer university, which they believe will lead to a better job -difficult to choose and apply for universities because don't get help from teachers, and only very minimal help from guidance dept. This is a big difference from China, where teachers take the time to read through your application. -post-secondary tuition already too high- afraid it will get even higher, especially for visa students -lots of pressure from parents to get into a "good school", but parents in fact have little knowledge about the process <p>Unfair system for visa students</p> <ul style="list-style-type: none"> -visa students are forced to pay more than double the regular tuition, but then cannot work or access OSAP. This is the cause of great stress. <p>Exploitation in employment</p> <ul style="list-style-type: none"> -many do not know what their rights are, are afraid to speak up for fear of losing one's job
March 30	Final CYSO Party	N/A

Appendix Two: Terms of Reference

“Mapping Civic Participation Among Chinese Canadian Youth” Research Team

1. Purpose of the project

The Chinese Youth Speak Out! (CYSO) project is a strategic step for the youth leadership at CCNCTO to develop a research proposal to conduct community-based research, which is aimed at a) engaging the broader spectrum of Chinese-Canadian youth, particularly new immigrants, b) identifying the barriers that Chinese Canadian youth face in the GTA to engage in civic participation, and c) formulating alternative solutions.

The goal of the project is to develop the capacity to create a community-based participatory action research project that will ultimately empower Chinese Canadian youth to engage in civic participation.

Project objectives:

- a) build capacity among youth
- b) mobilizing community
- c) inform and affect public policy changes

2. Guiding Principles

- This project will engage in an open process where a collective vision of research goals and objectives is shared, and where the roles and expectations of team members are clearly understood;
- This project will be a collaborative and equitable partnership where members draw upon individual skill sets to meaningfully and mutually work toward the team’s vision;
- This project will engage in data analysis interpretation processes that honor the lived experiences/knowledge of community members;
- This project will employ dissemination strategies leading toward education, advocacy, community benefit, and social change;
- This project will foster a supportive team environment through critical reflection of our work and group process.

3. Roles and Responsibilities of Team Members

Co-Principal Investigator’s Responsibilities (Academic)

The Academic Co-Principal Investigator will provide leadership in every aspect of the project with support from the Community Co-Principal Investigator. This includes overseeing the entire project, data collection and analysis, coordinating research team activities, supervising the community researcher, report and proposal writing, and ensuring the dissemination of research findings.

Co-Principal Investigator (Community)

The Community Co-Principal Investigator will support the Academic Co-Principal Investigator in providing leadership for the entire project, focusing specifically on managing the budget, reporting to funders, supervising the youth coordinator, and participating in the dissemination of research findings.

Youth Coordinator

The youth coordinator will coordinate recruitment and outreach to members of CYSO, book meeting rooms, collaborate with the community researcher on CYSO meeting plans, co-facilitate CYSO meetings, and help in information gathering.

Community Researcher

The community researcher will coordinate project administrative activities (e.g. team minutes), collaborate with the youth coordinator on CYSO meeting plans, co-facilitate CYSO meetings, and be involved in data collection and analysis and report and proposal writing.

Placement Student

The placement student will participate in the writing of the literature review and the advanced grant proposal.

4. Decision-Making Process for the ProjectOur decision-making process in this project aims to :

- encourage participation and empowerment of all team members
- be transparent, open and clear

Process for team decisions:

- decision-making at Team meetings will occur through consensus.
- The community researcher and youth coordinator will meet regularly to brainstorm ideas for the activities and hand-outs for the CYSO meetings. The community researcher is responsible for forwarding those plans to the Co-Principal Investigators at least five days before a final decision needs to be made on them. The Co-Principal Investigators will have the final say on whether these items are used. Any disagreements over the use of these items will be worked out in a face-to-face setting, and the project team will work together towards consensus.

5. Access to/ Dissemination of Data

The Co-Investigators share ownership and have access to the research data. Usage of the data will be in accordance with the project goals and will adhere to all requirements of the Research Ethics Board of the University of Toronto. The Co-Principal Investigators will take the initiative in identifying potential journal articles and discussing them with the team. Articles may be written by individuals or by writing groups. All members of a writing group will share authorship on a manuscript. Project findings will be disseminated in various ways including community forums, agency workshops, newsletters, and journal articles.

Data will be used for:

- identification of future research questions;
 - making recommendations for policy and service provision;
 - development of community-based programs and initiatives;
 - advancement of scholarly knowledge.
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Appendix Three: Youth Evaluation .

CYSO! Meeting Evaluation <Anti-Racism> Date: December 8, 2004. (12 people) *spelling errors are left as is.

<p>What, in your opinion, was the best part of today's meeting?</p>	<ul style="list-style-type: none"> - Share the experience about racism - At the beginning of the meeting that we did a funny game. I love this game. - Dinner - Power flower - Groups discussion, and a game - Talking about some common problems such as discrimination and stereotype - Group talking and discussion - I like the part where we learn about the differences of stereotype, prejudice and discrimination. I think it's really informational. In all it's really good meeting. - Something about Racism - Terms related to Anti-Racism - Discussion, " How does RACISM affect your life?" - Name game
<p>What is one thing you learned in today's meeting?</p>	<ul style="list-style-type: none"> - Discussing with partners using correct words (such a s non-Chinese friends) - Talk to everybody is comfortable. That doesn't make people nervous. - Something about racism , sexism... - Power flower - The difference among stereotype, prejudice and discrimination - Existence of systemic discrimination - The definition of stereotype, prejudice, discrimination - Know some persons name - Prejudice, discrimination, stereotype - The difference between stereotype, prejudices and discrimination. - Stereotype, Prejudice, discrimination. - There are many kinds of stereotype in our society - Actually there are so many racisms in our life, we have to prevent them use the right way. - How to choose a university and some new words
<p>Is there anything that could have improved today's meeting?</p>	<ul style="list-style-type: none"> - More time to discuss - Explain some vocabulary. You know we could not know all about them. - I feel hot in the meeting room. - More sharp topic - Need more games - Turn down the hear temperature - More discussing with other people - Ummmmm, I think it's good enough. - Play other games in the break - Need more discussion time - Talk about more details about the racism that exists in our life
<p>Do you have any suggestions/comments for today's facilitators?</p>	<ul style="list-style-type: none"> - If there is more time to discuss and share experiences, it will be better. - They are perfect. 100% Good! - No. They do very well. - They are great - all well - So good. - No, they are great - No (2 people)
<p>If you have any other comments, opinions or questions about today's meeting topic, please write them down.</p>	<ul style="list-style-type: none"> - This topic can be more specific, for example, if we talk something about Chinese, we can talk in different groups such as Chinese who are new here (less than one year), 2-5 years, 10 years or more etc. - Organize the handouts with a folder that keep in the CCNC so we won't forget to bring - It's excellent. - We can talk about some interesting topics so that we are happy when we are in the meeting. - Topic could be narrowed a bit - Talk about Chinese people instead of discrimination as a general topic - World Peace , Be fair - I like the topic, its really realistic. - Funny and happy.

CYSO! Meeting Evaluation <ESL- what are your concerns?> Date: January 12, 2005 (9people)

<p>What, in your opinion, was the best part of today's meeting?</p>	<p>Part 1.</p> <ul style="list-style-type: none"> - Part - Discuss about the ESL program - Division group discussion - Talking about advantages and disadvantages by group - Ice breaker - Discussion on the disadvantage¹ of the ESL program - Talking with a group. - Disadvantage and advantage of ESL program <p>Part 2.</p> <ul style="list-style-type: none"> - When everyone shares information - Presenting the idea of the group - How to solve the problem
<p>What is one thing you learned in today's meeting?</p>	<p>Part 1.</p> <ul style="list-style-type: none"> - Team work - Different school has different ESL program - The different situations of ESL students in different schools - I learn more about ESL - ESL program. - Learn how to discuss problems and solve it with your partners. <p>Part 2.</p> <ul style="list-style-type: none"> - Speak out - ESL students need more help in the school - What can we do something to help the new students - Know solutions of the problems of ESL program
<p>Is there anything that could have improved today's meeting?</p>	<p>Part 1.</p> <ul style="list-style-type: none"> - Short time - Good - Be more organized - Wasting some time - More information from the leaders - Perfect - Should have started earlier - Concentrate the content and talk about the points. - Should spend more time on this issue <p>Part 2.</p> <ul style="list-style-type: none"> - Pay more attention - Perfect
<p>Do you have any suggestions/comments for today's facilitators?</p>	<p>Part 1.</p> <ul style="list-style-type: none"> - No - Funny - None - If they can lead more discussion, it will be better - No - They are good. - No.
<p>If you have any other comments..., please write them down.</p>	<ul style="list-style-type: none"> - I prefer discussing together, not in small groups. - The topics have much to do with as is. I am interested in them. - Good.

¹ Actually, the word, disadvantage, was written in Chinese.

CYSO! Meeting Evaluation <What do you know about Toronto?> Date: February 16, 2005 (5 people)

<p>What, in your opinion, was the best part of today's meeting?</p>	<ul style="list-style-type: none"> - Part 2 (3 people) - The discussions were pretty good. - Solution to TTC
<p>What is one thing you learned in today's meeting?</p>	<ul style="list-style-type: none"> - None - Problems of TTC (before unaware of) - Should not be shy, talk as much as I can in the future - The problem exists in new immigrants' lives
<p>Is there anything that could have improved today's meeting?</p>	<ul style="list-style-type: none"> - Introduction would be nice - More things about Toronto - Nothing - The presentation should be well organized
	<p>Was today's meeting interesting? Please circle one. (0=not at all, 10=very interesting!) <i>7.6 (min=7 max=8)</i> Did you learn anything new? Please circle one. (0=not at all. 10=a lot of new things) <i>7.0 (min=2 max=10)</i> Did you feel comfortable participating in the discussion today? Please circle one. (0=not at all. 10= very comfortable) <i>7.4 (min=5 max=10)</i></p>
<p>If you have any other comments..., please write them down.</p>	<ul style="list-style-type: none"> - No! It is all OK! - The presentation should be well organized

CYSO! Meeting Evaluation <Do you feel you are part of Canada?> Date: March 2, 2005 (6 people)

<p>What, in your opinion, was the best part of today's meeting?</p>	<ul style="list-style-type: none"> - The discussion - Making friends, plays. - Drama - Making friends - The drama is really interesting, it gets everyone involved, and express their ideas at the same time. - Making friends.
<p>What is one thing you learned in today's meeting?</p>	<ul style="list-style-type: none"> - Friendships between Chinese and non-Chinese - Friendship between teenagers - How different people look of (I cannot read) friendship - I learned that international students are so hard. - Hoe to make friends with different people.
<p>Is there anything that could have improved today's meeting?</p>	<ul style="list-style-type: none"> - We could get more people involved that will be nice. - The first part (Chinese or Canadian) could be more specific
	<p>Was today's meeting interesting? Please circle one. (0=not at all, 10=very interesting!) <i>8.1 (min=5.5 max=10)</i></p> <p>Did you learn anything new? Please circle one. (0=not at all. 10=a lot of new things) <i>6.25 (min=3 max=10)</i></p> <p>Did you feel comfortable participating in the discussion today? Please circle one. (0=not at all. 10= very comfortable) <i>9.1 (min=8.5 max=10)</i></p>
<p>If you have any other comments..., please write them down.</p>	<ul style="list-style-type: none"> - We can prepare more, rather than waiting for others' opinions. - Relax!

CYSO! Meeting Evaluation < How to choose a college/ university? > Date: March 16, 2005 (10 people)

<p>What, in your opinion, was the best part of today's meeting?</p>	<ul style="list-style-type: none"> - How to choose a collage or university. - First part (3 people) - Job (2 people) - Worker's rights - The discussion - Group discusion [sic: discussion] - The guest speaker. She gave a lot of useful information
<p>What is one thing you learned in today's meeting?</p>	<ul style="list-style-type: none"> - How to find a job in future - How to prepare our future - How to choose the career - What's out right to work - Career and future - Information about choosing a college and university - The right of workers - How to complain when being treated unfairly - I don't even know there is such program to help out the workers.
<p>Is there anything that could have improved today's meeting?</p>	<ul style="list-style-type: none"> - More activity. - Food - Better organized idea - Spend more time for organization - Can be more organized - No - A little bit late - Need to prepare well - More organized → for the College and University
	<p>Was today's meeting interesting? Please circle one. (0=not at all, 10=very interesting!) <i>7.6 (min=2 max=10)</i></p> <p>Did you learn anything new? Please circle one. (0=not at all. 10=a lot of new things) <i>8.2 (min=5 max=10)</i></p> <p>Did you feel comfortable participating in the discussion today? Please circle one. (0=not at all. 10= very comfortable) <i>9.0 (min=5 max=10)</i></p>
<p>If you have any other comments, opinions or questions about today's meeting topic, please write them down.</p>	<ul style="list-style-type: none"> - Very well. - Give more help to the project [sic: facilitators] who lead the presentation - They should have better organized ideas. - If they can speak louder it will be better

CYSO! Meeting Evaluation <Final Party > March 30, 2005. (11 people)

<p>What did you enjoy about the "Chinese Youth Speak Out" meetings?</p>	<ul style="list-style-type: none"> - Discussion - In my opinion, the project was quite interesting, and had a very good participation rate. It was well organized too. - Discussion - Game part - I like the facilitating part because we can get involved. - Discussion - Discussion part - Presentation part - The discussion. It was full of funny, wise, you can talk what you think freely, heartly. - Discussion - Participating in the discussion
<p>What are some things you learned during the meetings?</p>	<ul style="list-style-type: none"> - Education - I did learn how to be in a mentor role for youth. - Learn information about ESL - Get nice experiment [sic: experience] - I learned that there are a lot people are trying to help us, make the new immigrants life easier. - Education, career - Education plan - How to accept different opinion, coping with the bad thing that happened around you. - Discussion / team-work
<p>Is there anything that could improve this project?</p>	<ul style="list-style-type: none"> - No (2 people) - From what I can see, and based on my own opinion, most of those participants are from newly landed-immigrant family. I would concern about the limitation of the opinions gathered. According to the title, it should also be focusing on those Chinese Youth who have been here for long. I understand the project is aiming to help those landed-immigrant Chinese youth, but I think we also need to consider what other Chinese youth are facing. - Volunteer hours (outside research) - Dinner - Icebreaker - I learned how to communicate with others who has different opinions with me. - Walk out CCNCT / do some action
	<p>Were the meetings interesting? Please circle one. (0=not at all, 10=very interesting!) <i>9.2 (min=8 max=10)</i></p> <p>Did you feel comfortable participating in the discussions during the meetings? Please circle one. (0=not at all. 10= very comfortable) <i>9.2 (min=8 max=10)</i></p>
<p>Which meeting was most interesting to you? Why?</p>	<ul style="list-style-type: none"> - Interesting topics. - Icebreaker - Discussing part because got more information. - Dinner - News letter. It's my first time to do such thing. - Ice breaker - Discussion - Party - Ice breaker -fun
<p>Do you have any questions, suggestion, or comments for us?</p>	<ul style="list-style-type: none"> - Just sometimes due to communication problems, some students can't really express their feelings or thoughts well. - We can try to get the issue we commented on, on action to do something. - The leaders are great! I think anything is nice. - This is a really good program. I spent a lot of happy time here while earning volunteer hours. ☺ I think this kind of program could be held more so that more Chinese youth (especially new comers) can be involved and can get some help

