

## **An OCASI Project**

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Promoting Newcomer Integration and Social Inclusion through  
Community Participation and Engagement

# **Facilitator Guide to Encourage Newcomer Voluntarism**

February 2008

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## Acknowledgements

This Guide, which is part of the OCASI project: Promoting Newcomer Integration and Social Inclusion through Community Participation and Engagement, received financial support from the Government of Ontario, Ministry of Citizenship and Immigration, Voluntary Sector Relations Unit.

OCASI gratefully acknowledges all the individuals and organizations that have contributed to the completion of this Guide. Special thanks to Rafael Interiano, who researched resources and produced much of the content of this Guide and Jonquil Eyre for editing it.

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## About OCASI

The Ontario Council of Agencies Serving Immigrants (OCASI) is a province-wide coalition of over 190 immigrant serving agencies. OCASI is a registered charity governed by a volunteer board of directors. Formed in 1978, OCASI acts as a collective voice for immigrant-serving agencies, and coordinates responses to shared needs and concerns. The Mission of OCASI is to achieve equality, access and full participation for immigrants and refugees in every aspect of Canadian life.

OCASI member organizations provide a wide range of programs and services to facilitate immigrant settlement and integration. Their services include language training, citizenship classes, employment counselling, skills training and job placement, individual and family counselling, interpretation and translation, information and referral, legal assistance, and health care services. These services support the immediate settlement needs of persons newly arrived in Canada, as well as long-term settlement and related needs.

OCASI's work is informed by the experience of member organizations through ongoing communication and engagement. As such, OCASI is involved in a wide variety of activities on behalf of its membership. Grounded in capacity building and information delivery, OCASI's products and services are designed to keep the membership informed, develop their skills, create networking opportunities and provide members with tools to deliver effective settlement services to immigrants and refugees in order to support their integration and contribution to Ontario.

OCASI advocates for positive and accurate representation of immigrant and refugee issues in the media, in public debate and in political discourse, contributing to the public understanding of issues impacting on immigrants and refugees as well as their contribution to society. It promotes access and anti-discrimination in health, housing, youth, employment and other key areas. OCASI examines the impact that specific policies have on newcomers, including issues of access, social inclusion and discrimination. OCASI's advocacy work addresses these and other issues that affect the immigrant settlement sector as well as immigrants and refugees.

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# 1. Introduction

The purpose of this Guide is to provide staff and volunteers who work with newcomers<sup>1</sup> with a practical and easy to use resource to assist them to introduce newcomers to opportunities to become engaged in civic and community participation through voluntarism.

The Guide provides the staff or volunteer who is facilitating this work with background information on the role of community engagement and civic participation as well as rights, freedoms and responsibilities. Section 6 includes reference to the role of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Commission.

The Guide also provides tips for how to usefully approach these topics with newcomers, with a section on common barriers that newcomers face. The Guide demonstrates the continuum of involvement or levels of participation that volunteering offers by drawing on practical examples provided by Community Partners who contributed to the project. There is a detailed agenda for a three hour workshop that could be delivered for a group of interested newcomers. This is accompanied by handouts and a power point presentation. The purpose of providing the workshop outline and resources is to provide an easy to use tool for a staff or volunteer to provide a participatory and thought provoking workshop for newcomers who are interested in becoming more involved in their communities as volunteers.

The premise of this Guide is well understood by the many immigrant serving community organizations that report having informal initiatives to engage clients through community participation in Canadian civic life. This Guide attempts to provide a practical complement to these activities.

The Guide focuses particularly on the mutual benefits of civic participation and voluntarism for newcomers, and provides some further reading and resources. It does not attempt to duplicate the many excellent resources that exist on a broad range of aspects of volunteering.

It is hoped that when using this Guide, facilitators will customize the material to be useful in different settings for a variety of groups including adults, youth, women and seniors. If users inform OCASI about their use of this Guide OCASI will share their experience with other organizations.

A well prepared facilitator will customize the content of the workshop to meet the needs and experiences of the participants. Drawing on local examples and current situations in the local media will enhance the workshop. Facilitators are expected to be able to apply the principles of adult education, some of the principles of which are highlighted in the workshop planning section of this Guide. The workshop emphasizes the importance of learning with others and exploring practical information through sharing experiences both in Canada and before coming to Canada. In section 9 there are selected resources for further reading most of which have been referred to in the Guide. The first reference in the list directs readers to a comprehensive list of annotated resources related to Promoting Newcomer Integration and Social Inclusion identified on OCASI's website.

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<sup>1</sup> The term newcomer is used with the intension of being inclusive of all immigrants and refugees who were not born in Canada. It does not attempt to determine the duration a person has been in Canada.

The preparation of this Guide is part of a larger project to facilitate and encourage community engagement and participation by new Canadians. The material is designed to be used by local immigrant and refugee serving organizations across Ontario to help newcomers in their short and medium term process of settlement and integration, and to promote their social inclusion. However, it may also be a useful tool to other community groups and organizations.

The purpose is to inform and help immigrants to become involved in their communities and the larger Canadian society as well as to identify resources and opportunities to facilitate this involvement. As a result, it is hoped that more newcomers will become aware of the rights and responsibilities of being a resident in Canada, including human rights, tolerance and respect for diversity. Out of this it is hoped that more newcomers involve themselves in ways that fulfill them through becoming more aware of engagement and volunteer opportunities.

This Guide is a tool to help organizations include activities to facilitate community engagement and participation in their programming. Although the sections provide the information for a facilitator to organize a workshop, any of the components of this Guide may be used separately to facilitate discussion with individuals or groups.

## 2. Understanding Community Participation & Engagement

This Guide uses a variety of language to capture the essence of community engagement, including civic involvement, participatory citizenship and community participation. The goal is to propose that reaching out to engage newcomers, and newcomers involving themselves, are part of the shared responsibility of strengthening community. This engagement has particular appeal when it is seen as part of the welcome to Canada and the settlement process for newcomers.

“Settlement is not a time-bound phenomenon, but is a longer-term process that involves the creation of new social infrastructures for society as a whole.”<sup>2</sup>

Broad civic participation and community engagement can help to create a more equitable society where immigrants can achieve full and equal participation in the social, political, economic and cultural dimensions of Canadian society.

The Tamarack Institute defines community engagement as:

“...a method to improve communities by identifying and addressing local ideas, concerns and opportunities. It includes things like the involvement of the public in processes that affect them and their community.... community engagement means people working in collaboration, thought inspired action and learning, to create and realize a bold vision for their common future”<sup>3</sup>

This definition includes the concept of involvement of the public in processes that affect them and their community.

The Canadian Council for Social Development broadly defines social and civic engagement as:

“the active connections between people that foster mutual respect and facilitate cooperative action.”<sup>4</sup>

Community engagement embraces a whole spectrum of activities that support a two-way communication process. This Guide tries to use approaches and examples that particularly develop and enhance the participation of newcomers. While examples tend to focus on issues that affect newcomers, and may be less apparent or a concern for others, it is also hoped that this Guide supports the engagement of all residents as active and involved participants in the civic life of their community.

“People build the feeling and reality of belonging through participation and engagement. Community engagement – a process that brings people

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<sup>2</sup> OCASI. *When Services are not Enough: The Role of Immigrant and Newcomer Service Organizations in Fostering Community Leadership Development*. 2005. Recommendation 6.

<sup>3</sup> Tamarack Institute <http://tamarackcommunity.ca/downloads/home/whatisce.pdf>

<sup>4</sup> Canadian Council on Social Development. *Making Connections: Social and Civic Engagement Among Canadian Immigrants*, Katherine Scott, Kevin Selbee and Paul Reed, 2006. <http://www.ccsd.ca/pubs/2006/makingconnections/makingconnections.pdf>

together to create positive social change – builds capacity so that individuals and communities become more inclusive. The actual feeling and reality of belonging are created as people come together and establish social networks. Inclusion may be realized through access to services, acknowledgement of rights and responsibilities, identities, jurisdictions, etc.”<sup>5</sup>

Community engagement empowers individuals and groups through a collaborative process in which resources are shared and common causes bring together organizations and people. The outcomes of these processes are often both individual and collective with the result that change broadens attitudes and strengthens the social network. Community engagement can help to build agreement on issues and create momentum for newcomer communities by addressing local issues that are relevant to them.

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<sup>5</sup> Ontario Prevention Clearing House, *Count Me In! Inclusion: Societies that Foster Belonging Improve Health*. April 2006. <http://www.count-me-in.ca/docs/CMIFinalReport.pdf>

### 3. Levels of Community Participation & Engagement

Levels of participation and engagement may be seen as progressive along a continuum that moves from receiving information, providing input, influencing priorities, sharing in the planning process to initiating and providing leadership. At each level the mutual expectations change in the areas of:

- range of activities
- amount of active participation
- requirement for commitment of time and resources
- the nature of communication, and
- the development of relationships

Table 1 illustrates the progression as a linear process of community engagement from a passive role to a leadership one.

Table 1

<b>PASSIVE</b>	<b>REACTIVE</b>	<b>PARTICIPATIVE</b>	<b>EMPOWERMENT</b>	<b>LEADERSHIP</b>
Local residents and organizations are informed of issues by external organizations	Local residents and organizations provide input into the priorities and resource use of external organizations	Local residents and organizations influence the priorities and resources of external organizations	Local residents and organizations work in shared planning and action with external organizations	Local residents and organizations initiate and lead with external support on issues
<b>Levels of Engagement</b>				
Source: <a href="http://www.tamarackcommunity.ca">www.tamarackcommunity.ca</a> Adapted from: Hashagan 2002 and Sydney Department of Planning 2003.				



In a passive role individuals are recipients of information. At the other end of the continuum an example of a leadership role might be an individual focusing on a vision that includes his/her ability to mobilize others, utilizing the ideas of a group and effecting change through collective action.<sup>6</sup>

Any location on the continuum provides an opportunity for community engagement.

Examples at each point on the continuum are illustrated in Table 2.

<sup>6</sup> OCASI *When Services are not Enough: The Role of Immigrant and Newcomer Service Organizations in Fostering Community Leadership Development*. 2005. p.19

Table 2

<b>Examples of Volunteer Activities</b>				
<b>PASSIVE</b>	<b>REACTIVE</b>	<b>PARTICIPATIVE</b>	<b>EMPOWERMENT</b>	<b>LEADERSHIP</b>
Examples: Attending community information meetings • Supporting causes	Examples: Contributing to requests for input in writing or in person • Looking up information or conducting research • Providing technical support to computer users • Conservation steward • Event helper	Examples: Gathering information for, debating and voting on ideas and decisions • Writing for newsletters • Providing interpretation or translation • Fundraising • Artist • Welcome person • Marketer	Examples: Participating in setting priorities and planning activities • Teacher • Coach • Cooking or wood work instructor • Mentor • Tutor • Community outreach • Prevention worker • Expert panelist	Examples: Leading initiatives, making decisions and supporting others to participate • Board or committee member • Youth centre leader • Theatre director • Policy development • Public relations leader

In addition to confidence and interest, how a person chooses to volunteer may depend on their resources such as time requirements, experience, skills and training, family logistical support and financial resources to support their participation.

In the context of this Guide, the Levels of Engagement Tables 1 and 2 above, provide a tool to show and discuss with a person who wants to volunteer. The two tables appear together on workshop handout # 3.

The focus in Table 3 (next page) is the continuum of public impact of different kinds of information, communication and activity. It is a model from the International Association for Public Participation (IAP2, 2007) that presents five levels of participation - inform, consult, involve, collaborate, and empower.

One of the values of Table 3 is that it provides a framework to address the potential volunteer's motivation to make a difference. For example, if a person's motivation is informing people, activities they might want to be involved in could include distributing flyers or enhancing a website. If a person's motivation is influencing decisions, activities might include committee work or organizing a ballot.

Tables 1 and 3 may be useful tools to begin a discussion to find out the level of interest in different types of community involvement amongst newcomers. The conversation may begin with people's experience prior to coming to Canada. The facilitator may choose not to distribute copies of the tables (Handouts 3 and 4) if they are not likely to be of interest to participants.

Cultural differences may emerge from different ethno-cultural groups. An oral tradition may result in different approaches to disseminating information in one group compared with more technical or print oriented practices in other communities. Personal experience prior to coming to Canada may influence people's confidence in, enthusiasm for and knowledge about different community opportunities. A facilitator will create improved levels of comfort and trust among participants, if she or he is familiar with the ethno-cultural communities of people participating in the workshop.

Examples of volunteer involvement and civic participation include:

- Being a member of organizations such as charities, community organizations, or advocacy groups which aim to improve society in a variety of ways
- Voting in elections
- Sharing ideas and voicing opinions through debates and discussions about the affairs of the community
- Being a productive and contributing member of society by sharing your hobbies, your work, education, culture, and family values with others

Table 3

<b>IAP2 Public Participation Spectrum</b>				
Developed by the International Association for Public Participation				
Increasing Level of Public Impact 				
<b>INFORM</b>	<b>CONSULT</b>	<b>INVOLVE</b>	<b>COLLABORATE</b>	<b>EMPOWER</b>
Public Participation Goal: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	Public Participation Goal: To obtain public feedback on analysis, alternatives and/or decisions.	Public Participation Goal: To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	Public Participation Goal: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	Public Participation Goal: To place final decision-making in the hands of the public.
Promise to the Public: We will keep you informed.	Promise to the Public: We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	Promise to the Public: We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	Promise to the Public: We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	Promise to the Public: We will implement what you decide.
Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Fact sheets</li> <li>• Web sites</li> <li>• Open houses</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Public comment</li> <li>• Focus groups</li> <li>• Surveys</li> <li>• Public meetings</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Deliberate polling</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Citizen Advisory Committees</li> <li>• Consensus-building</li> <li>• Participatory decision-making</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Citizen juries</li> <li>• Ballots</li> <li>• Delegated decisions</li> </ul>

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## 4. Newcomer Barriers to Engagement

For all levels of involvement, there are a number of factors that present challenges to newcomer participation. The OCASI study: *When Services Are Not Enough: The Role of Immigrant and Newcomer Service Organizations in Fostering Community Leadership Development*, identifies a number of the barriers. They include socio-economic factors, levels of marginalization, the duration of settlement in Canada, cultural and religious factors, and access to resources and information.

### **Socio-economic Factors**

Lack of income significantly limits the ability of individuals to participate in community activities. Both unemployment and under employment are often faced by newcomers, and they result in being low-income. This is particularly an issue for newcomer women. The Canadian Council on Social Development's study *Making Connections: Social and Civic Engagement Among Canadian Immigrants*, identified that of particular concern to immigrants aged 16-25 years, is the cost of transportation and child care associated with volunteering.

### **Levels of Marginalization**

Marginalization experienced by different ethno-cultural communities is often compounded by the intersection of class, gender and cultural issues. A single parent household, in a low-income neighbourhood, with the major income earner facing underemployment and limited language skills, illustrates the many ways a newcomer family may face multiple aspects of marginalization, any one of which alone, presents a barrier to volunteer involvement.

### **Duration in Canada**

Effective settlement in Canada will be the first priority for newcomers, and for many people, past experience, for example arriving from war torn countries, presents challenges to the settlement process. Not surprisingly, data shows that the newcomers who have lived in Canada for five or more years volunteer more than those who have lived in Canada less than this time.<sup>7</sup>

### **Cultural Factors**

Diverse cultural issues also affect a person's readiness to become involved in their community. Previous political history may result in a fear of getting involved, especially for refugees and people fleeing violent political processes in their own countries. Others may distrust the self-interest of volunteers who put themselves forward, and others will be influenced in their confidence to participate by experiences of "bad leadership". In some ethno-cultural communities, voicing an opinion may raise cultural issues of sexism, racism and classism arising from religious beliefs or the practices of patriarchal societies.

### **Information and Resources**

Lack of language skills makes getting and understanding information more difficult and the challenges of misinformation and misunderstanding more common. Community engagement assumes communication and the ability to articulate community issues. The Canadian Council on Social Development also found that immigrants more than Canadian born people, were more likely to say they had not been personally asked to volunteer or did not know how to become involved.

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<sup>7</sup> Canadian Council on Social Development, *Fact sheet: Profile of Volunteering*, 2006

## Organizational Barriers to Engaging Volunteers

In addition to individuals facing barriers to involvement, organizations face challenges as well. Organizations often feel under pressure to recruit volunteers who are able to step in quickly to complete needed tasks regardless of the volunteer's aspirations. Sometimes the organization needs 'unpaid labour'. The organization may also require the volunteer to meet a series of requirements such as read a volunteer manual, attend training, complete a police check and go through a screening process before becoming involved. St. Christopher House's discussion paper that raises many of these issues, recognizes that there may be a lack of resources in organizations to provide the support to individuals who want to volunteer. The paper suggests that the end result provides benefits to organizations often at the expense of citizen engagement and inclusion for the volunteer.<sup>8</sup>

To balance the need of individuals and organizations, resources need to be available to address lack of language skills, create new avenues for participation, and to link volunteers with other people and activities that fulfill their aspirations. The discussion paper proposes that organizations need to assume a social inclusion perspective to volunteering and that from this approach, untapped benefits could emerge. For example, an organization could commit to an annual asset mapping exercise with volunteers that could highlight the skills and talents of volunteers. Programming could then be developed to make use of the shared assets. Perhaps new programs and activities could be born out of volunteer talents.

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<sup>8</sup> St. Christopher House. *Questioning Volunteer Management*, Discussion paper by Jennifer Woodill, November 2007.

## 5. Examples of Community Engagement Initiatives

“Issues such as un/underemployment, social exclusion and multiple systemic barriers are ongoing themes in the immigrant and refugee serving sector that impede the participation of immigrants in broader society. Research has shown that the strength and degree of the existence of community leadership within these groups is also a key factor in determining the levels of participation of particular communities in the broader social, economic, cultural and political context that is Canadian society.”<sup>9</sup>

This section includes examples of community engagement initiatives that were profiled as part of this project by immigrant settlement and newcomer service providers. These service providers play an important role in providing newcomers with resources, information and programs to facilitate their full and equitable participation in the social, cultural, political and economic life in Canada. Feedback from consultations conducted by OCASI, indicates that there are a number of activities that service providers engage in that foster community participation. These include mobilizing individuals and groups, advocacy activities, building the capacity of a community to articulate a problem or challenge, providing tools for empowerment and sharing information and resources.

A number of examples are provided from six community partners that cooperated with OCASI on the Promoting Newcomer Integration and Social Inclusion through Community Participation and Engagement project. The examples demonstrate how flexibility in the approach and design of programs, services and activities help to facilitate community engagement of newcomers. The discussion paper referred to in the previous section, presents a series of challenges for how to evaluate and enhance volunteer opportunities that encourage and enable newcomer community participation.

The following illustrations of volunteer initiatives provide useful examples both to individuals who are interested in volunteering and to organizations that are interested in working with volunteers. To find more information use the links that are provided at the end of each example.

### **The Karen Community Initiative - Catholic Immigration Centre, Ottawa**

Volunteers from the general public and the established Karen community in Ottawa played a key role in assisting a large group of high needs Karen refugees, from the Thailand-Burma border. Volunteers supported and assisted the new arrivals with adapting and settling into life in the Ottawa area, helped to fill gaps in the services offered by Ottawa area settlement agencies and went beyond this to offer friendship and guidance.

Described as a successful example of settlement agencies, community and volunteers working together, this project illustrates newcomer engagement, particularly through the contribution of the original small Ottawa Karen community. Members donated their time as translators and interpreters, helped to organize community events and offered their friendship to the incoming

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<sup>9</sup> OCASI. *When Services Are Not Enough: The Role of Immigrant and Newcomer Service Organizations in Fostering Community Leadership Development*. 2005. p.6.

Karen. A number of the more active volunteers have since been hired by settlement agencies, allowing them to dedicate more of their time to helping their fellow community members.

In addition to administrative tasks, volunteers played key roles in advocacy, language classes and organizing workshops. The project description points out that:

“recruiting such key volunteers is difficult at best; most had pre-existing ties with the community or were already strongly active in other causes. It is therefore crucial to support and encourage this core group of invaluable volunteers, as it may be impossible to replace them if they become discouraged, exhausted or frustrated with the volunteer experience.”

The initial Karen arrivals were subsequently recruited and trained as volunteers to provide settlement support to help new arrivals with the challenges that they themselves had experienced the previous year.

For more detail see:

[http://atwork.settlement.org/downloads/atwork/CIC\\_Karen\\_Project\\_Report.pdf](http://atwork.settlement.org/downloads/atwork/CIC_Karen_Project_Report.pdf)

### **The Lawyer’s Group - Catholic Immigration Centre, Ottawa**

Another project of the Catholic Immigration Centre is the Lawyer’s Group, which is a self-help group that gathers together for support, advocacy and professional actualization. The project involved creating and providing ongoing assistance to a support group for internationally trained legal professionals, most of whom are lawyers seeking to gain meaningful employment related to their education and experience, in the Ottawa labour market.

For more detail see: [http://atwork.settlement.org/downloads/atwork/CIC\\_Lawyers\\_project.pdf](http://atwork.settlement.org/downloads/atwork/CIC_Lawyers_project.pdf)

### **Leadership Training on Violence Prevention/Sexual Assault for Young Latinas – Mujer, Toronto**

Mujer, is a non-profit organization committed to social change through education and advocacy, that works with Spanish and Portuguese speaking women in Ontario. Mujer volunteers collaborate in developing information and education workshops and in organizing open forums and other public events. Their commitment, experience and enthusiasm form the backbone of the organization’s fundraising efforts, Mujer’s strong voice and participation in events at the local and national levels, as well as in the work developed by different committees. Mujer is planning to use their resources to develop and implement a train-the-trainer project for volunteer youth, focused on Leadership Training on Violence Prevention/Sexual Assault for Young Latinas.

For more detail see: <http://atwork.settlement.org/inclusion/featured/mujer.asp>

### **Ethno-cultural Seniors Advocacy Project - Rexdale Women’s Centre, Toronto**

The Rexdale Women’s Centre’s primary goal is the empowerment of women in order to enhance self-sufficiency and individual functioning skills through strengthening existing abilities, learning new skills, and through the provision of programmes and information.

Rexdale Women’s Centre’s consultations found that many ethno-cultural seniors stated that they wanted to share and utilize their skills and expertise, as well as expand their contact with other seniors from different cultures. They also wanted to meet with decision makers to be heard and seen. Most notably they wanted to increase their contacts with politicians, bureaucrats and policy makers responsible for services for seniors.

In 2005-06, Rexdale Women's Centre had a total of 126 volunteers who contributed 8,055 hours to delivering services and programs. They assisted with workshops based on a train-the-trainer model to promote voluntarism with ethno-cultural seniors. As part of a broader volunteer capacity building program, the workshops were offered to volunteer senior leaders from various ethno-cultural backgrounds to promote civic engagement, leadership and community development skills. The training also aims to help seniors to organize their socio-recreational activities and support groups in order to reduce isolation and become integrated into Canadian society.

Practical outcomes included inter-generational partnerships and programs, planting trees in local parks, computer training, fitness classes, workshops, educational tours, community festivals and advocacy with local politicians to discuss community and seniors issues. In 2001 a Guide was produced to help others learn from their work. See:

[http://atwork.settlement.org/sys/atwork\\_library\\_detail.asp?doc\\_id=1003126](http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1003126)

For more detail see: <http://atwork.settlement.org/inclusion/featured/rwc.asp>

### **Social Engagement and Inclusion workshops - Settlement and Integration Services Organization (SISO) with the Hamilton Centre for Civic Inclusion**

A series of workshops have been planned with the first workshop delivered in October 2007 called "Social Engagement and Inclusion: Essential aspects of immigrants' settlement and integration", which illustrates the concepts. The workshop focus is on the roles and responsibilities of active citizenship while emphasizing the need to act. It explores civic engagement from an action perspective and acknowledges the constraints that social activists encounter while trying to effect change. It includes the issues of understanding and implementing social inclusion and civic and political engagement, creating a sense of community, individual and community empowerment, building inclusive communities through social inclusion and civic engagement and challenging and overcoming systemic barriers. The Hamilton's Centre for Civic Inclusion has also prepared a series of complimentary power point presentations.

For these presentations and more detail see:

<http://atwork.settlement.org/inclusion/featured/siso.asp>

### **Social Inclusion Through Volunteering: Questioning Traditional Volunteer Management Practices and Exploring New Models – St. Christopher House**

St. Christopher House has been exploring the connections between volunteer engagement and social inclusion and have identified the organizational barriers that exist in the social services sector, that make it difficult for many community members to access volunteer opportunities. A discussion paper on the subject of the relationship between volunteer management and community development was completed in November 2007. It compares traditional volunteer management philosophy and practices with volunteer management from a community development perspective. The paper challenges organizations to ensure that their procedures and systems for volunteer recruitment address the needs of the volunteer not only the needs of the organization.

"Volunteering clearly has the potential to play an incredibly important role in fostering social inclusion. If so, then how are we, the ones who make decisions about volunteer involvement in our organizations, thinking about these questions? Or are we thinking at all?"

A workshop organized in October 2007 was attended by representatives from various agencies who are working with volunteers in different capacities. The participants were challenged to rethink traditional notions of volunteer management, and rethink volunteer management from a community development perspective. Through a better understanding of its definition and implications, participants explored best practices on developing and managing a volunteer program that identifies assets, mobilizes people and results in building stronger communities. During the workshop and follow up discussion session, the participants learned and exchanged ideas about how their agencies incorporate volunteer programming that reflect more of a community development approach.

For more detail and a copy of the discussion paper, see:  
<http://atwork.settlement.org/inclusion/featured/stchris.asp>

### **The Ambassador Project - Working Women Community Centre, Toronto**

Working Women Community Centre is a not-for-profit organization that strives to empower immigrant women and their families through a wide variety of program and services ranging from settlement and employment services to community engagement strategies.

The Ambassador Project, which ran for 12 months in 2006, was a community-driven project that engaged newcomers and immigrants in conducting outreach to isolated and vulnerable members of their own and other communities. It allowed newcomers and immigrants in the neighbourhood to play a key role in outreach and referral to settlement services as well as their engagement in community participation and engagement.

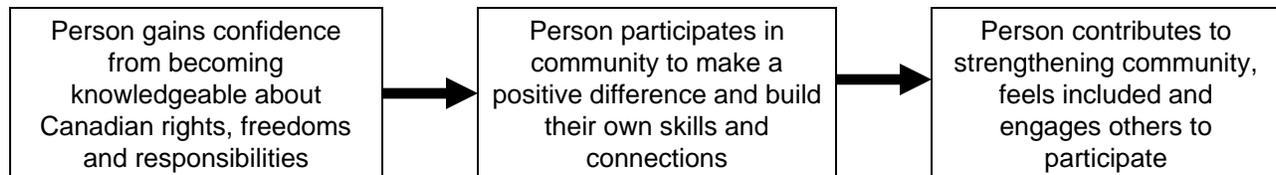
The Ambassador Project was designed to train twelve volunteers to provide information to link newcomer and immigrant women and their families to existing services. The focus was on reaching clients with little or no experience with the social service sector in Toronto. Volunteer Ambassadors created a visible presence in their communities wearing bright T-shirts and identification and handed out simple flyers in relevant languages with basic referral information to potential clients. Ambassadors scheduled times in key access points in their neighbourhoods such as apartment lobbies, malls, popular hang-outs, Laundromats and grocery stores to talk with neighbours, friends and family members about available services.

For more detail: <http://atwork.settlement.org/inclusion/featured/wwcc.asp>

## 6. Rights, Freedoms and Responsibilities

The purpose of this section of the Guide is to promote newcomer awareness of the rights and responsibilities of being a member of Canadian society, including human rights, tolerance and respect for diversity. It also promotes providing support to encourage newcomers to exercise these rights and responsibilities through active community participation.

The following simple diagram illustrates the anticipated process:



Newcomers who have become Canadian citizens or aspire to be a citizen may think of citizenship in terms of acquiring something. This Guide supports the concept of a mutual benefit that is derived from citizenship. That is the mutual benefit derived from an active and informed citizenry that participates in civic life and governance. Such involvement is an opportunity for newcomers to be active participants in Canadian society, carrying out their responsibilities for themselves, their families, and for the benefit of all members of society.

### **Rights, Freedoms and Responsibilities**

Rights, freedoms and responsibilities come with being a member of Canadian society. Individuals enjoy rights and freedoms, and in return, they are expected to carry out their responsibilities to society. Rights, freedoms and responsibilities are standards or expectations that members of society have agreed to live by. These expectations include both a written and an unwritten code of conduct. The written codes of conduct are civil and political rights and obligations. Other freedoms and responsibilities that are primarily social in nature, are governed by an unwritten or social code of conduct.

Examples of rights, freedoms and responsibilities:

- Individuals have the right to safety and security and this is based on the obligation to obey the laws in society and the responsibility to act for the common good of all individuals
- Members of society have access to social services and programs which help to ensure an adequate standard of living. These programs are only available because others have carried out their responsibilities by contributing to them through volunteer service, taxes and donations. Recipients have the responsibility to use these services only when needed and to take personal initiative to become full and equal participating members of society (e.g. attend job training programs, improve English or French language skills, volunteer, look for work, etc.).

Even between family members, society has established a set of expected behaviours, such as treating other family members with dignity and respect, practicing acceptable parenting practices, etc. The law extends to cover relationships between all members of society, including family members, for example, in cases of assault.

### **What are Rights?**

Rights are defined by, and enshrined in, federal, provincial and territorial laws such as Canadian Charter of Rights and Freedoms, Multiculturalism Act, Canadian Human Rights Act, Quebec Charter of Rights and Freedoms, city bylaws, etc. They are absolute, and they are protected by the courts and the police. They are not to be confused with social expectations or standards that Canadians can reasonably expect. Two important pieces of rights legislation are the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.

### **Canadian Charter of Rights and Freedoms**

Human rights are regulated differently in different parts of the world. In Canada, the *Canadian Charter of Rights and Freedoms* is probably the most important piece of legislation that sets out basic human rights for Canadians. It was passed in 1982 and particularly entrenched equality rights for women.<sup>10</sup>

In addition, both the federal and provincial governments have human rights codes that further protect the rights of individuals in certain situations. The *Charter* enshrines the equality rights of particular categories of people, including women.

Section 15 states:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Section 28 sets out women's equality rights even more specifically:

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.

These rights coexist with other sections of the *Charter*. For example:

- The right to freedom of religion, which is set out in Section 2(a):  
Everyone has the following fundamental freedoms: (a) freedom of conscience and religion. . .
- Canada's commitment to multiculturalism, which is set out in Section 27:  
This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

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<sup>10</sup> This information is drawn from the legal section of OCASI's online training: *Prevention of Domestic Violence against Immigrant and Refugee Women through Early Intervention*.  
<http://learn.moresettlement.org/course/view.php?id=2>

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

### **Ontario Human Rights Code**

In 1962 Ontario passed the *Ontario Human Rights Code*. The passage of this legislation, and similar ones in provinces across the country, saw the beginning of the documentation of equality rights and anti-discrimination for many groups of Canadians.

The Ontario Human Rights Commission (OHRC), an independent statutory body, provides leadership for the promotion, protection and advancement of human rights, and builds partnerships across the human rights system.

The Ontario Human Rights Commission declares:

“In pursuit of our vision, we will:

- Empower people to realize their rights
- Ensure those responsible for upholding human rights do so
- Advocate for the full realization of human rights
- Work with our independent partners at the Human Rights Tribunal of Ontario and the Human Rights Legal Support Centre
- Develop and encourage the implementation of human rights policies.
- Conduct research
- Monitor developments, trends, problem areas and case law involving human rights issues
- Use our legal powers to pursue remedies in the public interest
- Carry out public inquiries where appropriate
- Educate and build capacity
- Report on the state of human rights to the people of Ontario”

### **What are Freedoms?**

In addition to rights, and apart from social expectations, residents of Canada enjoy a vast array of freedoms and privileges which may be subject to certain lawful limitations, and which should be exercised responsibly. Many freedoms can be enjoyed only as long as they are used responsibly, with due consideration for the rights and freedoms of others and for society.

Rights, freedoms, privileges and social norms are based on social expectations and evolve over time to reflect changing values.

Certain rights, such as voting and minority language rights are restricted to Canadian citizens. However for other rights, regardless of Canadian citizenship status, all residents of Canada enjoy the same fundamental freedoms, legal rights and equality rights as well as the responsibilities that accompany these rights and freedoms.

Examples:

- right to be treated equally before the law
- right to live and work in any province
- right to live and participate in a democracy, and
- right to life, liberty and security of person

Examples of reasonable expectations:

- adequate food, clothing and housing
- a healthy environment, and
- being treated with respect by fellow citizens

### **What are Responsibilities?**

Responsibilities are moral obligations which should lead an individual to:

- develop attitudes or virtues and behaviours which reflect a concern for the public good
- carry out actions for the benefit of society
- make personal decisions about being a participating, productive member of society, and
- exercise a certain amount of self-restraint in order to support the rights and freedoms of others.

Examples:

- to respect the freedom of others
- to treat others with dignity and respect
- to take responsibility for your own actions
- when appropriate, to consider the needs of others above personal interests
- to support common values of fairness, caring, and peaceful resolution of conflicts
- to participate in the decision-making process in society
- to actively care for the environment and the community
- to be a productive and contributing member of society
- to vote in federal, provincial and municipal elections, and
- to support Canada's ideals.

### **Why are Responsibilities Important?**

While individuals may be aware of the importance of rights and freedoms, they may give less consideration to the importance of carrying out the responsibilities of community participation. The rights and freedoms enjoyed by members of society are only possible if others in society carry out their responsibilities.

For example:

- An individual's right to enjoy freedom of movement and safety from personal harm is possible because other members in society share the responsibility to obey Canada's laws and respect the rights and freedoms of others
- The citizen's reasonable expectation to enjoy a clean and safe environment is limited by others who litter or an industry that pollutes the land

- Rights to and reasonable expectations of health care, social assistance, child welfare, or emergency services are available because members of the society have taken the responsibility to make healthy lifestyle decisions, use services only when needed and support social services through advocacy and taxes

### **Overview: The Three Main Areas of Rights Freedoms, and Responsibilities of Citizenship**

- Rights, freedoms and responsibilities change and evolve as the values and beliefs of society change
- Social freedoms and expectations may evolve into civil rights and obligations when governments enact new laws to ensure widely accepted rights, freedoms or responsibilities are protected or enforced. Most civil rights began as social expectations which were later enshrined in law
- The evolution of social freedoms and expectations into civil rights occurs over time. This change results from a political process in which citizens voice their opinions for change. Once there is enough support from society, politicians may draw up legislation or laws to enact new civil rights. Political rights, freedoms and responsibilities give everyone the opportunity to participate in this process.

Some examples of rights, freedoms and responsibilities which have changed over time include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Federal and provincial government policies</li> <li>• A head tax on Chinese immigrants</li> <li>• Internment of citizens of Japanese descent during W.W. II</li> <li>• Exclusion of women, minority groups and aboriginal peoples from the political process</li> <li>• Aboriginal children being placed in residential schools</li> <li>• Labour codes</li> <li>• Minimum wage</li> </ul> | <ul style="list-style-type: none"> <li>• Employment equity</li> <li>• Pay equity</li> <li>• Hiring practices</li> <li>• Child labour laws</li> <li>• Safety standards</li> <li>• Cat and dog bylaws and animal control</li> <li>• Land use bylaws</li> <li>• Traffic and parking issues</li> <li>• Non-smoking areas in public places</li> <li>• Tree protection, green space, recreation and playgrounds.</li> </ul> |
|---|---|

## 7. Introducing Volunteering

This Guide proposes a three phase process:

- (1) Introduce the opportunity for civic and community participation through voluntarism
- (2) Hold a workshop with a group of interested newcomers
- (3) Follow up with individuals to assist them to link to areas of interest

This Guide does not attempt to summarize the content of the many excellent resources dedicated to recruiting, training and supporting volunteers. The contribution of this Guide is to provide background information with which the facilitator should become familiar, and a ready to use resource for a workshop on how to engage newcomers as volunteers. Such involvement is expected to enhance a newcomer's settlement experience and sense of being able to make a contribution in Canada, as well as benefiting their communities with their strengths and experience.

In general, newcomers volunteer for the same reasons as Canadian born volunteers:

- to contribute to their communities
- acquire new skills
- gain job experience
- make new friends,
- advance a particular cause
- create bridges between diverse groups<sup>11</sup>

“Volunteering brings benefits to both society at large and the individual volunteer. It makes important contributions, economically as well as socially. It contributes to more cohesive society by building trust and reciprocity among citizens.”<sup>12</sup>

In 2000 immigrants donated a total of 98.8 million hours that year to all types of Canadian organizations – the equivalent of over 50,000 full-time jobs.<sup>13</sup> The examples provided by community partners in Section 5, illustrate a variety of ways individuals, organizations and communities benefit from voluntarism.

The win-win nature of volunteering is captured in:

“By caring and contributing to change, volunteers decrease suffering and disparity, while they gain skills, self-esteem, and change their lives. People work to improve the lives of their neighbours and, in return, enhance their own”.<sup>14</sup>

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<sup>11</sup> Canadian Council on Social Development, *Making Connections: Social and Civic Engagement Among Canadian Immigrants*, Katherine Scott, Kevin Selbee and Paul Reed, 2006. p. 16

<sup>12</sup> United Nations Development Program, *Volunteer Mission Statement*  
<http://www.undplao.org/unv/index.php>

<sup>13</sup> Canadian Council on Social Development fact sheet *Profile of Volunteering*

<sup>14</sup> St. Christopher House, *Questioning Volunteer Management* cites *Making a Case for Volunteer Centres – Volunteer Ontario*, 1996

## Introduce the Opportunity to Volunteer

Engaging newcomers in a discussion about their interest in greater civic participation and community engagement through voluntarism might include:

- Discussion about their current community activities
- Discussion about their community activities prior to coming to Canada
- What they enjoy and hope to give and gain
- Completion of the volunteer quiz
- An opportunity to speak with others about their volunteer experiences

## Hold a Workshop

The previous sections of this Guide provide supporting material for a facilitator who is planning a three hour workshop for a group of interested newcomers. The following table highlights the information in each of the sections with which the facilitator should be familiar.

Section	Highlights of Contents
1. Introduction	<ul style="list-style-type: none"> <li>• The purpose of the Guide, and the concepts and content of it.</li> </ul>
2. Understanding Community Participation and Engagement	<ul style="list-style-type: none"> <li>• Definitions that link settlement, strengthening communities, making connections and the feeling of belonging as outcomes of community participation and engagement.</li> </ul>
3. Levels of Community Participation and Engagement	<ul style="list-style-type: none"> <li>• Two community resources from the Tamarack Institute and the International Association for Public Participation, which illustrate the continuum of involvement and the continuum of impact of community participation.</li> </ul>
4. Newcomer Barriers to Engagement	<ul style="list-style-type: none"> <li>• Points out a few of the barriers that prevent some newcomers from participating and adds that organizations face barriers as well.</li> </ul>
5. Examples of Community Engagement Initiatives	<ul style="list-style-type: none"> <li>• Examples from six community organizations that illustrate how individuals might get involved as volunteers and ways that organizations might involve volunteers. With links for more information.</li> </ul>
6. Rights, Freedoms and Responsibilities	<ul style="list-style-type: none"> <li>• An overview of each of rights, freedoms and responsibilities with an introduction to the <i>Charter of Rights and Freedoms</i> and the Ontario Human Rights Commission.</li> </ul>
7. Introducing Volunteering	<ul style="list-style-type: none"> <li>• Key points on the mutual benefits of volunteering.</li> </ul>
8. Planning for a Workshop on Volunteering	<ul style="list-style-type: none"> <li>• Practical suggestions on how to prepare for the workshop - from facilities to tips on adult learning.</li> </ul>
9. Further Reading and Resources	<ul style="list-style-type: none"> <li>• Selected references and directions to further relevant resources.</li> </ul>
Appendix 1	<ul style="list-style-type: none"> <li>• The agenda for the three hour workshop. All or parts of the workshop can be delivered</li> </ul>
Appendix 2	<ul style="list-style-type: none"> <li>• Detailed workshop notes for the facilitator</li> </ul>
Appendix 3	<ul style="list-style-type: none"> <li>• 9 workshop handouts – all of which or some of which can be copied for participants</li> </ul>
Appendix 4	<ul style="list-style-type: none"> <li>• 16 slides of an optional power point presentation that can be copied as handouts or is available as a power point presentation.</li> </ul>

### **Follow Up**

Newcomers more frequently than Canadian born people indicate that no one has asked them to volunteer. For this reason alone, a newcomer's interest in community participation needs to be supported. Assistance needs to be given and suggestions provided if there are barriers to a person getting involved.

Participants may be asked if they would like their names added to a contact list, so that they can be informed about community events and other activities that may be relevant to their interests. Follow up will also provide an opportunity to discuss specific involvement in the community, provide contact information or research the community and find which organizations will be interested in receiving referrals.

### **What Next?**

Based on time and interest, there are many ways and levels for people to contribute with organizations and in the community in other ways.

#### **Encourage participants to pursue their interest by exploring ways to get involved:**

- Visit organizations whose work is of interest and ask for their volunteer opportunities
- Talk to family, friends and neighbours about needs in the community and visit community centres to find out who can collaborate to address those needs
- Network with others with similar interests to share ideas and inform each other about community activities
- Talk to the facilitator of this workshop for more ideas on engagement and participation

## 8. Planning for a Workshop on Volunteering

Following one-on-one discussions with newcomers about volunteering, a three hour workshop provides an opportunity to combine discussion of community participation with the rights, freedoms and responsibilities of residents in Canada. Also by bringing 5 - 20 people together, a lively exchange of ideas and experience can enrich the opportunity for all participants.

- Appendix 1 is a one page agenda for a 3 hour workshop
- Appendix 2 provides detailed notes for the facilitator of the workshop
- Appendix 3 contains 9 ready to copy handouts for workshop participants
- Appendix 4 contains the slides of a power point presentation that is optional to use with the workshop.

### Objectives of the Workshop

Workshop Objectives: At the end of the workshop, participants will better:

- Understand opportunities for different levels of community engagement and civic participation
- Understand the impact of different involvement
- Name their own motivations to volunteer
- Understand the rights, freedoms and responsibilities of being a resident in Canada
- Understand the *Canadian Charter of Rights and Freedoms* and the role of the Ontario Human Rights Commission

### Who the Workshop is For

This workshop is designed for newcomers who:

- want to learn more about rights, freedoms and responsibilities in Canada
- want to explore participating in their community as a volunteer
- are interested in better understanding how to make a difference by becoming engaged in their community

### Length of Workshop

The workshop outlined in Appendices 1 and 2 is a three hour workshop. However, this can be divided into half or into one hour workshops, to suit the situation. Facilitators are encouraged to modify the materials to meet the needs of participants.

### Facilities

- The group should consist of 5 - 20 people, which allows for some group work
- Child care, preferably on-site, should be provided to enable parents to attend
- Interpretation should be available to facilitate people expressing themselves in their first language
- A suitable space is needed that is wheelchair accessible and will accommodate participants with a special need, including older participants and those with hearing or visual difficulties
- Refreshments may ensure participants are more comfortable

- Arrange the room so that participants are comfortable, and are able to see each other and the facilitator
- Consider the location carefully to ensure that it is welcoming and appropriate to all the potential participants
- Ensure the location is close to public transportation and is easy and safe to get to

### **Facilitator Role**

It is assumed that the facilitator for this workshop:

- Respects everyone
- Is familiar with working with multicultural and ethno cultural participants
- Is knowledgeable about Canadian society including rights, freedoms and responsibilities
- Has experience in training or facilitating adult groups
- Feels comfortable guiding the group without feeling they have to know the answers to every question. I.e. are able to say “I don’t know, this is how we could find out.”
- Is willing to draw on the knowledge and experience of participants
- Is able to use the available time, keep the discussion on topic and respect starting and ending times
- Will encourage exchange between participants including working in small groups
- Will be able to draw the themes together to wrap-up the workshop
- Will learn from participants what worked well and what could be improved (Handout 9 is an evaluation form.)

### **Participant Materials**

Materials needed for the workshop:

- This facilitator's Guide
- Copies of the handouts for each participant including the agenda
- Large size name tags, including for the facilitator, and markers
- The power point presentation and laptop computer and projector if the power point is to be used. (It is recommended to test the equipment before the workshop.)
- Extra pens for participants
- A flipchart and felt-tip pens to capture themes that arise
- Masking tape to post flip chart sheets if desired

### **Use an Adult Education Approach**

Adults learn best when:

- They are active, not passive during the learning process
- The content and learning processes relate directly to their current needs and problems
- Frequent meaningful feedback is built into the learning experience
- They are not over stimulated, stressed or anxious
- New information is presented through a variety of sensory modes and experiences (voice, visual aids, etc.), with sufficient repetition and variations on themes to allow patterns to emerge
- Individual learning styles are taken into consideration. There is no one best way to learn or to teach
- Sufficient time is given to integrate new information and knowledge

- The facilitator respects the past experience and cultural styles of the learners including the wisdom of older participants in the workshop
- Examples are used that relate directly to the group
- Methods are used to accommodate participants who have different levels of literacy
- Due to language differences activities that focus on oral ability rather than written communication are used

### **Facilitating in a Multicultural Setting**

A facilitator in a multicultural setting has a responsibility to be sensitive to, and to know methods of intercultural communication.

The following tips increase ability to communicate effectively in a multicultural setting:

- Be aware of the influence of culture on people's beliefs, values and behaviours, including your own
- Be aware of, and sensitive to verbal and nonverbal communication practices in different cultures (for example, making eye contact is appropriate in some cultures and not in others)
- Be able to identify cultural viewpoints that may be barriers to effective communication in a workshop setting.
- Be sensitive to participant proficiency in English
- See the workshop as an opportunity to practice language skills. Use a number of techniques to encourage the use of English during the workshop, such as expressive forms of communication (e.g., gestures and voice intonation), so that meaning is increased.
- Ask participants who have a greater facility in English to help others who have limited language skills
- Provide handouts that will enable participants to take only the notes they want

### **Effective Small Group Work**

Some of the activities call for dividing into small groups which provide a setting for participants to share their own experience and knowledge. For this workshop, there are two opportunities for small group activities. Suggested group size is no larger than five people in each group.

Some small groups work well with little guidance, others may need more help. In addition, some individuals may have difficulty working in small groups. The facilitator role is to be a resource, to help the small group get to work. The facilitator should be available to help if a group is having difficulty getting started or coming to a focus. Sometimes a group needs to be given the instructions a second time.

Each time the participants divide into small groups, explain clearly what is expected of them and how much time they have. Prepare the participants by asking the group to select someone to report back to the larger group. A few minutes before the end of the time given for the activity, let the small groups know how much time is left.

Point out to the groups that it is not necessary that everyone within a small group reaches agreement. Individuals may have different opinions.

**Make use of Brainstorming**

Introduce the idea of brainstorming as a technique that involves generating a list of thoughts without evaluating the suggestions. Make sure that the question that is being explored is clear to the participants. Ask the group to come up with ideas. Avoid discussing them until the brainstorming is finished.

**Improve the Workshop for Next Time**

After the workshop, make notes about each activity and what worked well and what should be done differently next time. Were there points when the discussion slowed down? Why? Was it due to lack of information, did some participants have language or cultural communication difficulties? If so, how could this be addressed another time?

Use the information from the participant evaluations as well as any other comments, to work out what would be improved another time.

OCASI welcomes feedback from facilitators on how the Guide can be enhanced.

## 9. Further Reading and Resources

The resources in this section include links to different organizations that work on the development of models for community engagement and civic participation. They offer approaches and examples that may be useful in the development of a variety of activities and programs.

For a comprehensive list of annotated resources see OCASI's website for the Promoting Newcomer Integration and Social Inclusion project.

<http://atwork.settlement.org/inclusion/research/biblio.asp>

Alberta Children's Services, *Community Engagement, A Strategic Framework and Guide*. Prepared by the Assembly Committee of Community Engagement. October 2006.

<http://www.child.gov.ab.ca/howeare/pdf/CommunityEngagementFramework200610.pdf>

Atlantic Metropolis Centre. *Immigrants and Cultural Citizenship: Rights, Responsibilities and Indicators*, Marjorie Stone, Hélène Destremes, John Foote and M. Sharon Jeannotte, Working Paper 2007. [http://www.atlantic.metropolis.net/WorkingPapers/Stone\\_et\\_al\\_WP6.pdf](http://www.atlantic.metropolis.net/WorkingPapers/Stone_et_al_WP6.pdf)

Canadian Council on Social Development, *Fact sheet: Profile of Volunteering*, 2006

<http://www.ccsd.ca/pubs/2006/makingconnections/factsheet2.pdf>

Canadian Council on Social Development, *Making Connections: Social and Civic Engagement Among Canadian Immigrants*, Katherine Scott, Kevin Selbee and Paul Reed, 2006. Available on: <http://www.ccsd.ca/pubs/2006/makingconnections/makingconnections.pdf>

Canadian Heritage is responsible for national policies and programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians.

[http://www.pch.gc.ca/index\\_e.cfm](http://www.pch.gc.ca/index_e.cfm)

The Human Rights Program of Canadian Heritage promotes the development, understanding, respect for and enjoyment of human rights in Canada. The program includes educational and promotional activities involving the public, educators, non-governmental organizations, government departments and others. This includes providing a selected number of grants and contributions to eligible organizations and distributing human rights publications upon request.

[http://www.pch.gc.ca/ddp-hrd/index\\_e.cfm](http://www.pch.gc.ca/ddp-hrd/index_e.cfm)

International Association of Public Participation. *Public Participation Toolbox*. 2000.

[http://www.vcn.bc.ca/citizens-handbook/participation\\_toolbox.pdf](http://www.vcn.bc.ca/citizens-handbook/participation_toolbox.pdf)

And

<http://iap2.org/associations/4748/files/Spectrum.pdf>

OCASI Voluntarism Toolkit <http://atwork.settlement.org/inclusion/volunteer/toolkit.asp>

OCASI *Prevention of Domestic Violence against Immigrant and Refugee Women through Early Intervention - Online Self-Directed Training* <http://www.ocasi.org/index.php?qid=946&catid=102>

OCASI. *When Services Are Not Enough: The Role of Immigrant and Newcomer Service Organizations in Fostering Community Leadership Development*. 2005. Available on: [http://www.ocasi.org/downloads/OCASI\\_Leadership\\_Research\\_2005.pdf](http://www.ocasi.org/downloads/OCASI_Leadership_Research_2005.pdf)

Ontario Human Rights Code. The official version of the Code can be obtained at Publications Ontario. The Commission's Web site: <http://www.ohrc.on.ca/>

Ontario Ministry of Citizenship and Immigration  
<http://www.citizenship.gov.on.ca/english/living/>

Ontario Prevention Clearing House, *Count Me In! Inclusion: Societies that Foster Belonging Improve Health*. April 2006. <http://www.count-me-in.ca/docs/CMIFinalReport.pdf>

St. Christopher House. *Questioning Volunteer Management*, Discussion paper by Jennifer Woodill, November 2007.  
[http://atwork.settlement.org/downloads/atwork/Questioning\\_Volunteer\\_Management\\_Discussion\\_Paper\\_Nov07.pdf](http://atwork.settlement.org/downloads/atwork/Questioning_Volunteer_Management_Discussion_Paper_Nov07.pdf)

Tamarack - An Institute for Community Engagement  
<http://tamarackcommunity.ca/>

Program, *Volunteer Mission Statement*  
<http://www.undplao.org/unv/index.php>

Workers Action Centre. *Working on the Edge*.  
<http://www.workersactioncentre.org/WAC%20Report%202007.pdf>

## Appendix 1. Workshop Agenda

### Encouraging Newcomer Voluntarism Workshop

#### Agenda

#	Time	Activity	Method	Resources
1	0:00 - 0:15	Welcome, introductions and warm-up activity, objectives of the workshop	Group activity Brief presentation	Handout 1
2	0:15 - 0:30	Why I volunteer and participate. Questionnaire and discussion	Individual activity Group discussion	Handout 2
3	0:30- 0.50	Community engagement and civic participation	Presentation and Group discussion	Handout 3
4	0.50 – 1.05	Levels of participation and making a difference	Presentation and Group discussion	Handout 4
5	1.05 – 1.20	Small group work: Levels of participation and making a difference	Small group discussion	Handout 5
6	1.20 – 1.30	Small group feedback	Group discussion	
7	1.30 – 1.40	Break		
8	1.40 - 1.55	Rights, Freedoms and Responsibilities Canadian Charter of Rights and Freedoms and Ontario Human Rights Code	Presentation and Group discussion	Handout 6 Handout 7
9	1.55 - 2:15	Small group work: Rights, Freedoms and Responsibilities	Small group discussion	Handout 8
10	2:15- 2:30	Small group feedback	Group discussion	
11	2.30-2.40	Bringing it all Together	Group discussion	
12	2:40 - 2:50	Workshop Evaluation	Individual activity	Handout 9
13	2:50- 3:00	Closing		

## Appendix 2. Facilitator Workshop Notes

This 3 hour workshop design proposes that participants are provided with 9 handouts, the first 8 of which can be copied and stapled ahead of the workshop. The ninth handout is the evaluation form. Note that the use of the handouts is optional. For example handouts 3 and 4 may be less important to some groups.

A power point slide show of 16 slides is available at the OCASI website.

[http://atwork.settlement.org/downloads/atwork/OCASI\\_Encouraging\\_Voluntarism\\_Workshop.pdf](http://atwork.settlement.org/downloads/atwork/OCASI_Encouraging_Voluntarism_Workshop.pdf)  
Using it is optional. The power point slides are in Appendix 4 and can be copied as handouts.

# Time	Encouraging Newcomer Voluntarism Workshop Activity	Method and Resources
1  0:00 - 0:15	<p><b>Welcome, go through the agenda, warm-up activity, and objectives of the workshop</b></p> <p><b>Purpose:</b> Help participants feel comfortable in the group. Create an easy opportunity for each person to speak to the whole group (the introduction of another person). Introduce objectives of the workshop.</p> <p><b>Activities:</b> Welcome everyone and go through the agenda, point out the break time, refer to any refreshments that will be available, tell people where the washrooms are, etc.</p> <p>Warm up activity: Ask people to spend 5 minutes getting to know the person sitting beside them. Ask their name, about their family, one of their favorite activities. Then ask each person to introduce the other to the group.</p> <p>Workshop Objectives: At the end of the workshop, participants will better:</p> <ul style="list-style-type: none"> <li>• Understand opportunities for different levels of community engagement and civic participation</li> <li>• Understand the impact of different involvement</li> <li>• Name their own motivations to volunteer</li> <li>• Understand the rights, freedoms and responsibilities of being a resident in Canada</li> <li>• Understand the Canadian Charter of Rights and Freedoms and the role of the Ontario Human Rights Commission</li> </ul>	<p><b>Method:</b> Group activity and brief presentation</p> <p><b>Resources:</b> Handout 1: Agenda</p> <p>Power point slides: 1,2 &amp; 3</p>

# Time	Encouraging Newcomer Voluntarism Workshop Activity cont.	Method and Resources
2  0:15 - 0:30	<p align="center"><b>Why I volunteer or want to volunteer or participate in my community</b></p> <p><b>Purpose:</b> To help people identify their motivation for volunteering</p> <p><b>Activity:</b> On Handout 2, ask each person to choose the 5 statements that best describe the reason they volunteer or want to volunteer.</p> <p>Allow enough time for everyone to complete the list and then ask people to count the number of ticks in each column.</p> <p>This is an individual exercise and participants should not feel compelled to share all their answers. It is likely that a person's thoughts may change during the workshop.</p> <p>Interpreting the responses            Ticks in column A show that the person is likely to volunteer primarily for his or her own development and needs.            Ticks in column B show that the person is likely to volunteer mainly to help and serve the community.            Ticks in column C show that the person is likely to focus their volunteering on education, advocacy and social change            Ticks in more than one column show multiple motivations</p> <p>When everyone has finished discuss the exercise and the 'scoring' by asking the following questions which are intended to encourage broader discussion.</p> <p>Q1: These are 3 ways of describing the motivation to volunteer. Do these categories seem useful to you? Do they capture your motivation accurately?</p> <p>Q2: What other reasons might there be for volunteering?</p>	<p><b>Method:</b> Individual activity Group discussion</p> <p><b>Resources:</b> Handout 2 Volunteer questionnaire</p> <p>Power point slide: 4</p>
3  0:30- 0.50	<p align="center"><b>Community engagement and civic participation</b></p> <p><b>Purpose:</b> To introduce the ideas of community engagement and civic participation.</p> <p><b>Activity:</b> Plan a short presentation by reviewing the content of section 2 of this Guide. Include: the definitions and other key concepts. (Suggestion: highlight the parts of section 2 to refer to.) If there is time ask: Q1: What are some examples of strengthening community in this way? (Refer to section 5 of the Guide for examples.)</p>	<p><b>Method:</b> Presentation and Group discussion</p> <p><b>Resources:</b> Handout: 3</p> <p>Power point slide: 5</p>

# Time	Encouraging Newcomer Voluntarism Workshop Activity cont.	Method and Resources
4  0.50 – 1.05	<p style="text-align: center;"><b>Levels of participation and making a difference</b></p> <p><b>Purpose:</b> To introduce the concepts of levels of participation and impact</p> <p><b>Activity:</b> Draw on section 3 of this Guide and, if appropriate introduce the tables in that section if they would be of interest to the group of participants (they have been copied onto handouts 3 and 4.) Point out the continuum of engagement and examples of each level. Stress the fact that all levels contribute to community strength.</p> <p>Introduce Section 4 - Common Barriers to Engagement faced by Newcomers and introduce Organizations also Face Barriers to Engaging Volunteers (page 12)</p>	<p><b>Method:</b> Presentation and Group discussion</p> <p><b>Resources:</b> Handout: 4</p> <p>Power point slides: 6, 7, 8 &amp; 9</p>
5  1.05 – 1.20	<p style="text-align: center;"><b>Small group work: Levels of participation and making a difference</b></p> <p><b>Purpose:</b> For all participants to share their experience and problem solve together.</p> <p><b>Activity:</b> Divide the group into small groups with not more than five participants per group to address the questions in Handout 5. Read the questions and make sure that everyone is clear about the task. Suggest that each group choose a volunteer to write down the answers to report back to the larger group.</p> <p>Facilitator role –Stress the importance of involving all members of the group and respecting each person and their ideas. Reassure the whole group that all ideas are welcome and that people can have different opinions in their group.</p> <p>While the small groups are working, circulate among the groups to make sure the participants understand the questions and are being inclusive and respectful.</p>	<p><b>Method:</b> Small group discussion</p> <p><b>Resources:</b> Handout 5</p>
6  1.20 – 1.30	<p style="text-align: center;"><b>Small group feedback</b></p> <p>Ask each group for one or two examples from questions 1 and 2. Focus on each group’s ideas for question 3 and capture them on flip chart paper to assemble the whole group’s ideas. Before taking a break ask if anyone has something to add or a question.</p>	<p><b>Method:</b> Group discussion</p> <p><b>Resources:</b> Flip chart and markers</p>

# Time	Encouraging Newcomer Voluntarism Workshop Activity cont.	Method and Resources
7 1.30 – 1.40	Break	
8 1.40 - 1.55	<p style="text-align: center;"><b>Rights, Freedoms and Responsibilities</b></p> <p><b>Purpose:</b> To introduce the concepts of (i) Rights, (ii) Freedoms and (iii) Responsibilities and introduce two documents: the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code</p> <p><b>Activity:</b> Prepare a short presentation on the information in section 6.</p> <p>Introduce the Canadian Charter of Rights and Freedoms as the umbrella for all Canadian Institutions and the Ontario Human Rights Commission. Refer to handouts 6 and 7.</p> <p>Ask participants to provide examples of related issues in the media, or real situations they know that raise respecting or not respecting rights, freedoms and responsibilities.</p>	<p><b>Method:</b> Presentation and group discussion</p> <p><b>Resources:</b> Handout 6 and Handout 7</p> <p>Power point slides: 10, 11, 12, 13, 14 &amp; 15</p>
9 1.55 - 2:15	<p style="text-align: center;"><b>Small group work: Rights, Freedoms and Responsibilities</b></p> <p><b>Purpose:</b> For all participants to share their experience and problem solve together.</p> <p><b>Activity:</b> Divide the group into small groups with not more than five participants per group to address the questions in Handout 8. Read the questions and make sure that everyone is clear on the task. Suggest that each group choose a volunteer to write down the answers to report back to the larger group.</p> <p>While the small groups are working, circulate among the groups to help participants exchange ideas usefully.</p>	<p><b>Method:</b> Small group discussion</p> <p><b>Resources:</b> Handout 8</p>
10 2:15- 2:30	<p style="text-align: center;"><b>Small group feedback</b></p> <p>Ask each group for one or two examples from questions 1 and 2. Focus on each group's ideas for question 3 and capture them on flip chart paper to assemble the whole group's ideas.</p> <p>Ask if anyone has something to add or a question.</p>	<p><b>Method:</b> Group discussion</p> <p><b>Resources:</b> Flip chart paper</p>

# Time	Encouraging Newcomer Voluntarism Workshop Activity cont.	Method and Resources
11  2.30- 2.40	<p style="text-align: center;"><b>Bringing it All Together</b></p> <p><b>Purpose:</b> To help participants see what has been achieved in the workshop and where these ideas can lead.</p> <p><b>Activity:</b> Provide an overview of what has been achieved during the workshop. Point out some of the interesting connections and examples that participants have provided.</p> <p>What next? Based on available time and interest, there are many ways and levels that a person can contribute to organizations and the community in general.</p> <p>Getting involved? Visit organizations whose work is of interest and ask for their volunteer opportunities. Talk to family, friends and neighbours about needs in the community and visit community centres to find out who can support addressing those needs.</p> <p>Ask the participants for ideas on engagement and participation, and to provide examples of areas of interest and what level of participation they may want to be involved in.</p>	<p><b>Method:</b> Large group presentation and discussion</p> <p><b>Resources:</b> Flip chart paper Power point slide: 16</p>
12  2:40 - 2:50	<p style="text-align: center;"><b>Evaluation</b></p> <p><b>Purpose:</b> To invite constructive feedback on how to improve the workshop.</p> <p><b>Activity:</b> Evaluation and Wrap- up Ask participants for their help in improving future workshops by completing and handing in handout 9. An individual activity.</p>	<p><b>Method:</b> Individual activity</p> <p><b>Resources:</b> Handout 9</p>
13  2:50- 3:00	<p style="text-align: center;"><b>Closing</b></p> <p><b>Purpose:</b> To close the discussion and provide contacts to ensure that participants can take further steps if they are interested.</p> <p>Thank the participants and invite any final comments.</p>	<p><b>Method:</b> Large group</p>

## **Appendix 3. Workshop Handouts**

There are 9 handouts on the following pages that can be copied for distribution to workshop participants.

Note: Handout 9 is the workshop evaluation that participants complete and hand in. All other handouts participants should be able to keep.

Handout 1: Workshop Agenda

Handout 2: Why I want to volunteer questionnaire

Handout 3: Levels of Engagement

Handout 4: Making a difference

Handout 5: Making a difference: Guiding questions for small group discussion

Handout 6: Canadian Charter of Rights and Freedoms

Handout 7: Ontario Human Rights Commission

Handout 8: Rights and Freedoms: Guiding questions for small group discussion

Handout 9: Workshop Evaluation Form

## Handout 1

### Encouraging Newcomer Voluntarism

#### Workshop Agenda

#	Time	Activity	Method	Resources
1	0:00 - 0:15	Welcome, introductions and warm-up activity, agenda and objectives of the workshop	Group activity Brief presentation	Handout 1
2	0:15 - 0:30	Why I volunteer and participate. Questionnaire and discussion Guiding questions	Individual activity Group discussion	Handout 2
3	0:30- 0.50	Community engagement and civic participation Guiding questions	Presentation and Group discussion	Handout 3
4	0.50 – 1.05	Levels of impact and making a difference	Presentation and Group discussion	Handout 4
5	1.05 – 1.20	Levels of participation and making a difference	Small group discussion	Handout 5
6	1.20 – 1.30	Small group feedback	Group discussion	
7	1.30 – 1.40	Break		
8	1.40 - 2.00	Rights, Freedoms and Responsibilities Canadian Charter of Rights and Freedoms and Ontario Human Rights Code	Presentation and Group discussion	Handout 6 Handout 7
9	2:00 - 2:20	Bringing it All Together Guiding questions	Small group discussion	Handout 8
10	2:20- 2:40	Large group Discussion	Group discussion	
11	2:40 - 2:50	Workshop Evaluation	Individual activity	Handout 9
12	2:50- 3:00	Closing		

## Handout 2

### Questionnaire

#### Why I volunteer or want to volunteer or participate in my community.

Choose the five main reasons you volunteer or participate or would like to volunteer or participate in the community. (Tick the open box at the end of the rows of each of your 5 selected reasons.)

		A	B	C
1	Career exploration, work experience, and/or maintain skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	I want to be part of a movement of people working for change.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	I value giving service to other people and to the community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	I need help dealing with some issues in my life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	I want to help improve the lives of other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	I care deeply about an issue.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	I want respect, support and appreciation from others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	I want to help others in my community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	I want to change the way people think about an issue.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	For challenge and stimulation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	I would feel guilty if I did not contribute my time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	I think something needs to change in my community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	I would like to help out.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	I want to meet new people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	I believe social change will only come about if people work together.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Adapted from the Canadian Ethnocultural Council's original set of questions which is part of Appendix III of the *Capacity Building & Strengthening for Ethnocultural Communities, A toolkit for trainers* produced by the Canadian Ethnocultural Council in 2005. Reproduced with permission.

### Levels of Engagement

<b>PASSIVE</b>	<b>REACTIVE</b>	<b>PARTICIPATIVE</b>	<b>EMPOWERMENT</b>	<b>LEADERSHIP</b>
Local residents and organizations are informed of issues by external organizations	Local residents and organizations provide input into the priorities and resource use of external organizations	Local residents and organizations influence the priorities and resources of external organizations	Local residents and organizations work in shared planning and action with external organizations	Local residents and organizations initiate and lead with external support on issues

**Levels of Engagement**  
 Source: [www.tamarackcommunity.ca](http://www.tamarackcommunity.ca) Adapted from: Hashagan 2002 and Sydney Department of Planning 2003.



<b>Examples</b>				
<b>PASSIVE</b>	<b>REACTIVE</b>	<b>PARTICIPATIVE</b>	<b>EMPOWERMENT</b>	<b>LEADERSHIP</b>
Examples: Attending community information meetings • Supporting causes	Examples: Contributing to requests for input in writing or in person • Looking up information or conducting research • Providing technical support to computer users • Conservation steward • Event helper	Examples: Gathering information for, debating and voting on ideas and decisions • Writing for newsletters • Providing interpretation or translation • Fundraising • Artist • Welcome person • Marketer	Examples: Participating in setting priorities and planning activities • Teacher • Coach • Cooking or wood work instructor • Mentor • Tutor • Community outreach • Prevention worker • Expert panelist	Examples: Leading initiatives, making decisions and supporting others to participate • Board or committee member • Youth centre leader • Theatre director • Policy development • Public relations leader

## Handout 4

### Making a Difference

<b>IAP2 Public Participation Spectrum</b>				
Developed by the International Association for Public Participation				
Increasing Level of Public Impact 				
<b>INFORM</b>	<b>CONSULT</b>	<b>INVOLVE</b>	<b>COLLABORATE</b>	<b>EMPOWER</b>
Public Participation Goal: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	Public Participation Goal: To obtain public feedback on analysis, alternatives and/or decisions.	Public Participation Goal: To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	Public Participation Goal: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	Public Participation Goal: To place final decision-making in the hands of the public.
Promise to the Public: We will keep you informed.	Promise to the Public: We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	Promise to the Public: We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	Promise to the Public: We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	Promise to the Public: We will implement what you decide.
Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Fact sheets</li> <li>• Web sites</li> <li>• Open houses</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Public comment</li> <li>• Focus groups</li> <li>• Surveys</li> <li>• Public meetings</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Deliberate polling</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Citizen Advisory Committees</li> <li>• Consensus-building</li> <li>• Participatory decision-making</li> </ul>	Example Techniques to Consider: <ul style="list-style-type: none"> <li>• Citizen juries</li> <li>• Ballots</li> <li>• Delegated decisions</li> </ul>
© 2005 International Association for Public Participation				

## Handout 5

### Making a difference: Guiding questions for small group discussion

**1.** Involving everyone in the group, list some examples of the community involvement experience of people in the group. Examples can be in Canada and before coming to Canada. When there are about 5 examples, as a group indicate for each activity what level of engagement it is: Passive, Reactive, Participative, Empowerment or Leadership. (Refer to Handout 3.)

Examples	Level
(1)	
(2)	
(3)	
(4)	
(5)	

**2.** Discuss whether the level of engagement was important to how much people (i) valued and (ii) enjoyed, their involvement, and why. Make notes of the comments.

.....

.....

.....

.....

**3.** Your small group has been assigned the task of promoting a campaign to encourage organizations to create meaningful volunteer opportunities for newcomers to Ontario. In each of the following categories identify one thing you would do.

<b>Inform</b>	
<b>Consult</b>	
<b>Involve</b>	
<b>Collaborate</b>	
<b>Empower</b>	

## Handout 6

### **The *Canadian Charter of Rights and Freedoms***

The *Charter of Rights and Freedoms* protects individuals from the possible effects of government actions, but does not normally deal with relations between private individuals. The *Charter* protects individuals from discrimination by law, not from private actions which may be covered under other laws such as Human Rights Acts.

Under the *Canadian Charter of Rights and Freedoms*, all residents of Canada have:

#### (a) Fundamental Freedoms

- to practice any religion, or none at all
- to say, believe, or think whatever you wish
- to read anything, or to listen to anything
- to belong to any group or to meet with anyone

(Fundamental Freedoms are guaranteed only to the extent that the practice of these rights and freedoms does not interfere with the rights and freedoms of others, such as the right to personal security, or to protection from slander or hate propaganda)

#### (b) Legal Rights

- to be protected by laws which ensure the right to life, freedom and security of the person

#### (c) Equality Rights

- to be treated equally before and under the law
- to expect equal protection and benefit without discrimination

#### (d) Official Languages of Canada

- to be served in either French or English when using federal government services

## Handout 7

### **Ontario Human Rights Commission**

The Ontario Human Rights Commission (OHRC), an independent statutory body, provides leadership for the promotion, protection and advancement of human rights, and builds partnerships across the human rights system.

In pursuit of the vision, the Ontario Human Rights Commission declares it will:

- Empower people to realize their rights.
- Ensure those responsible for upholding human rights do so.
- Advocate for the full realization of human rights
- Work with independent partners at the Human Rights Tribunal of Ontario and the Human Rights Legal Support Centre.
- Develop and encourage the implementation of human rights policies.
- Conduct research.
- Monitor developments, trends, problem areas and case law involving human rights issues.
- Use legal powers to pursue remedies in the public interest.
- Carry out public inquiries where appropriate
- Educate and build capacity
- Report on the state of human rights to the people of Ontario

## Handout 8

### Rights and Freedoms: Guiding questions for small group discussion

**1.** Drawing on the knowledge and experience of members in your group list some examples of rights, freedoms and responsibilities that are different in Canada from other countries? Refer to handout 6.

Canadian: right, freedom or responsibility	Other Country: right, freedom or responsibility	Name of country

**2.** Now list some examples of social expectations that are different in Canada from other countries?

Canadian: social expectations	Other Country: social expectations	Name of country

**3.** Identify some ways that (i) youth and (ii) adult newcomers can be helped and supported to know about, understand, and practice Canadian rights, freedoms and responsibilities. (Please use the back of the page for notes.)

## Handout 9

### **Participant Feedback on the Workshop:**

Thank you for taking time to provide us with your feedback which will help us improve this workshop for others.

(1) What did you like best about the workshop?

(2) What was one important thing you learned?

(3) What are one or two new things you will do because of this workshop?

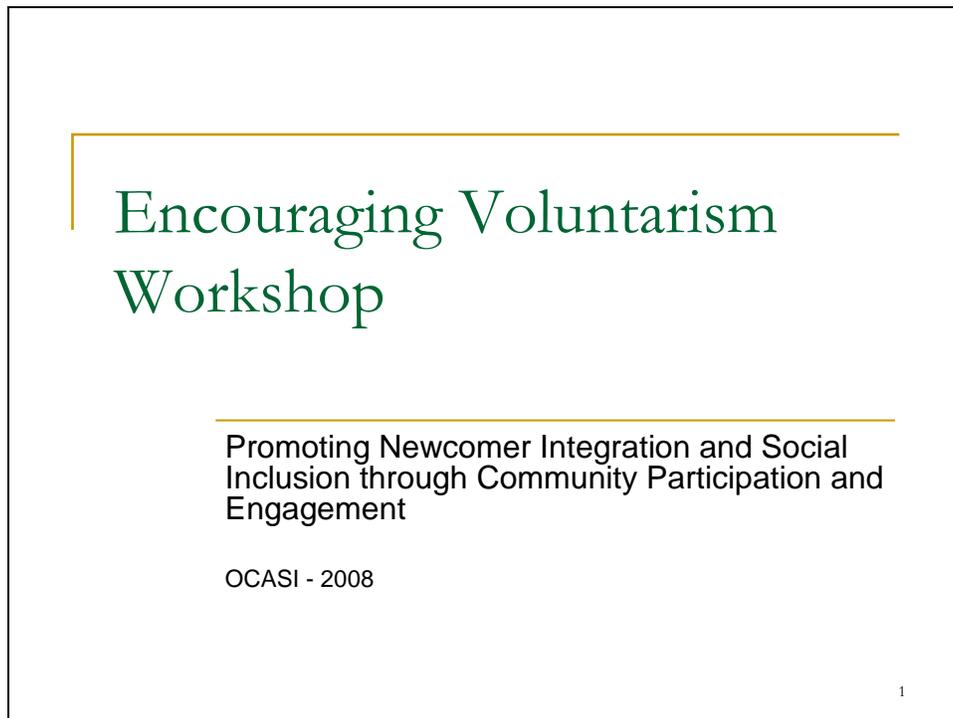
(4) Can you suggest any changes or improvements to the workshop?

(5) Can you suggest other groups of people who would benefit from this workshop?

(6) Other comments:

## Appendix 4. Workshop Power Point Presentation

The 16 slides for the power point presentation used during the workshop are included here. To download the power point presentation see [http://atwork.settlement.org/downloads/atwork/OCASI\\_Encouraging\\_Voluntarism\\_Workshop.pdf](http://atwork.settlement.org/downloads/atwork/OCASI_Encouraging_Voluntarism_Workshop.pdf).



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## Workshop Outline

- Welcome
  - Why volunteer?
  - Community Engagement and Participation
  - Levels of Engagement and Impact
  - Rights, Freedoms and Responsibilities
  - Canadian Charter and the OHRC
  - What next?
- 

2

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## Workshop Objectives

At the end of the workshop, participants will better:

- Understand opportunities for different levels of community engagement and civic participation
  - Understand the impact of different involvement
  - Name their own motivations to volunteer
  - Understand the rights, freedoms and responsibilities of being a resident in Canada
  - Understand the Canadian Charter and the role of the OHRC
- 

3

## Volunteering and Participating in Community

People volunteer or participate in community activities for different reasons:

- For their own development and needs.
- To help and serve the community.
- To advance education, advocacy or social change

*Whatever the reasons for participation, they all contribute to the development of our communities.*

## Community Engagement and Civic Participation

- Community engagement helps to create a more equitable society where immigrants can achieve full and equal participation in the social, political, economic and cultural dimensions of society.
- Reaching out to engage newcomers, and newcomers involving themselves, are part of the shared responsibility of strengthening community.

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## Levels of Engagement

PASSIVE	REACTIVE	PARTICIPATIVE	EMPOWERMENT	LEADERSHIP
Local residents and organizations are informed of issues by external organizations	Local residents and organizations provide input into the priorities and resource use of external organizations	Local residents and organizations influence the priorities and resources of external organizations	Local residents and organizations work in shared planning and action with external organizations	Local residents and organizations initiate and lead with external support on issues

Levels of Engagement



***Whatever the reasons or level, participation contributes to the development of our communities.***

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## Examples of Participation

- Being a member of organizations such as charities, community organizations, or advocacy groups which aim to improve society in a variety of ways
  - Voting in elections
  - Sharing ideas and voicing opinions through debates and discussions about the affairs of the community
  - Being a productive and contributing member of society by sharing your hobbies, your work, education, culture, and family values with others
- 

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## Knowledge and Skills Enhance Engagement

- Learning one of the official languages: English or French
  - Learning about what is happening in Canada, in the province, and in the neighbourhood.
  - Basing opinions and decisions on facts and respecting differences of opinion.
  - Understanding rights, freedoms and responsibilities.
- 

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## Barriers to Engagement

Newcomer barriers to engagement include:

- Socio-economic factors
- Levels of marginalization
- Duration in Canada
- Cultural factors
- Information and resources

Organizations also face barriers to engaging newcomer volunteers

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## Rights, Freedoms and Responsibilities

- The Canadian Charter of Rights and Freedoms
- The Ontario Human Rights Commission

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## The Canadian Charter of Rights and Freedoms

Under *The Canadian Charter of Rights and Freedoms*, all residents of Canada have:

### a. Fundamental Freedoms

- to practice any religion, or none at all
- to say, believe, or think whatever they wish
- to read anything, or to listen to anything
- to belong to any group or to meet with anyone

(Fundamental Freedoms are guaranteed only to the extent that the practice of these rights and freedoms does not interfere with the rights and freedoms of others, such as the right to personal security, or to protection from slander or hate propaganda)

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## The Canadian Charter of Rights and Freedoms cont.

### b. Legal Rights

- to be protected by laws which ensure the right to life, freedom and security of the person

### c. Equality Rights

- to be treated equally before and under the law
- to expect equal protection and benefit without discrimination

### d. Official Languages of Canada

- to be served in either French or English when using federal government services

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## Ontario Human Rights Commission

The OHRC is an independent statutory body that provides leadership for the promotion, protection and advancement of human rights, and builds partnerships across the human rights system. In pursuit of this vision, they will:

- ❑ Empower people to realize their rights.
- ❑ Ensure those responsible for upholding human rights do so.
- ❑ Advocate for the full realization of human rights
- ❑ Work with our independent partners at the Human Rights Tribunal of Ontario and the Human Rights Legal Support Centre.

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## Ontario Human Rights Commission

cont.

- ❑ Develop and encourage the implementation of human rights policies.
- ❑ Conduct research.
- ❑ Monitor developments, trends, problem areas and case law involving human rights issues.
- ❑ Use our legal powers to pursue remedies in the public interest.
- ❑ Carry out public inquiries where appropriate
- ❑ Educate and build capacity
- ❑ Report on the state of human rights to the people of Ontario

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## Responsibility

- Look after ourselves, our families, our country, and help those in need
- Contribute to Canada through our work, taxes, talents, cultures, families
- Be willing to help others in need through volunteer work, donations or other means
- Treat people with dignity and respect, including ourselves, family members, neighbours and others in society

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## What next?

Based on time and interest, there are many ways and levels to contribute with organizations and in the community other ways.

### **How to get involved**

- Visit organizations whose work is of interest to you and ask for their volunteer opportunities
- Talk to family, friends and neighbours about needs in your community and visit community centres to find out who you can collaborate with to address those needs
- Talk to the facilitator of this workshop for more ideas on engagement and participation

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