

2015

Hamilton Urban Core Community Health Centre



NEIGHBOURS, FRIENDS AND FAMILIES, IMMIGRANT & REFUGEE COMMUNITIES CAMPAIGN IN HAMILTON: GUIDELINES FOR COMMUNITY ACTION LEADERS

NFF Immigrant and Refugee Communities Campaign in Hamilton Guidelines for Community Action Leaders

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NFF Immigrant and Refugee Communities Campaign: Guidelines for Community Action Leaders

1. Introduction

1.1. Hamilton Urban Core Community Health Centre

Hamilton Urban Core is a thriving inner city community health centre and a leader in the provision of high quality primary health services and programs in more than 15 languages. Mission driven, the Centre provides responsive, accessible health and health related services to people in the inner city who are poor and marginalized and living with chronic and complex health and social conditions.

As a trusted provider to thousands of registered clients and 20 years of service, Hamilton Urban Core has worked with individuals, families and communities across a broad range of issues and needs. The Centre's client populations include immigrants and refugees, people who are homeless or at risk of being homeless, individuals and families living in poverty, individuals with mental health issues or mental illness, isolated seniors and street involved youth. Hamilton Urban Core is unique in that the Centre balances needs and issues across populations and does not segment groups. In other words, the strength of the service delivery approach is in adjusting the way in which services are delivered to meet the needs of diverse populations while offering the same high quality of services to all populations.

Hamilton Urban Core

Founded in 1996

One of 74 CHCs in Ontario

7,500 registered clients

20 Core Programs

30 staff

Community Board of Directors

Mission: Strong Core,

1.2. What is NFF?

Neighbours, Friends, and Families (NFF) is a public education campaign to raise awareness about the signs of violence against woman so that people close to an at-risk woman or abusive man can help them change their situation for the better.

"You don't have to be a hero or fix the situation. Caring about the people around us, paying attention to them when there are signs of trouble and responding appropriately can make a big difference. Little things count."

www.neighboursfriendsfamilies.ca

The NFF Campaign works to achieve:

- Increased public awareness of the warning signs and risk factors for violence against women
- Increased knowledge about available resources for violence against women
- Increased confidence for community members to offer support and make referrals

NFF campaigns are organized under four categories: NFF, Kanawayhitowin (Aboriginal communities), NFF Francophone Communities, and NFF Immigrant and Refugee Communities.

1.3. Connection between Hamilton Urban Core and NFF

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

Hamilton Urban Core has been providing leadership for the NFF Immigrant and Refugee Communities Campaign in Hamilton since 2009. The Centre identified best practices for addressing violence against women in immigrant and refugee communities, and recognized that diverse communities must be at the center of the campaign.

From 2009-2013, Hamilton Urban Core connected with communities and shared information through:

- Participating in culturally specific events
- Organizing knowledge exchanges, information sessions and workshops
- Providing anti-racism and cultural competence education to strengthen the supports in mainstream services that provide services to abused immigrant and refugee women and their families.

The guideline presents Hamilton Urban Core's 2014-2015 NFF Immigrant and Refugee Campaign model that focused on:

- Conducting outreach to marginalized immigrant and refugee communities to connect with individuals who may be interested in serving as Community Action Leaders
- Raising awareness and building capacity of Community Action Leaders to deliver Community Action Projects
- Engaging and raising awareness of community organizations so that others can implement the initiative in their communities

1.4. Violence Against Women and Promoting Healthy Families

Violence against women is a public health concern that occurs in all communities. It is widely recognized that families experiencing violence also experience a number of negative health effects. Social factors or determinants of health that contribute to or detract from the health of individuals and communities affecting families include: employment and income, networks of

social support, education, personal lifestyle and health practices (e.g. abuser has been drinking), and housing.

Hamilton Urban Core recognizes that there are unique needs and barriers that immigrant and refugee communities experience to addressing the issue of violence against women. Immigrant and refugee communities historically do not access or utilize conventional methods of service provision, such as the shelter system, when faced with violence or abuse. To overcome barriers, the Centre decided that to address violence against women in immigrant and refugee communities the starting point must be promoting healthy family relationships. This is a community development approach to addressing a complex social problem. To identify issues in communities, the project asked leaders the following questions:

- *What do they see in their community?*
- *What does a healthy family look like?*
- *What does an unhealthy family look like?*
- *What do people do about unhealthy families?*

Taking a healthy families approach to addressing violence against women enables immigrant and refugee women to enter into conversations about unhealthy families and relevant social factors affecting them. The language of healthy families is culturally safe and supports women to make considerations they may not have if approached otherwise. By starting conversations about healthy families, leaders from immigrant and refugee communities meet women where they are at in terms of addressing issues, taking action, and affecting positive change related to violence against women.

“A woman who experiences violence in her family is entangled in a web of complexities that make choosing a violence-free life all the more difficult.”
Gill. 2004

Participants in the project are referred to as Community Action Leaders. These individuals are leaders or emerging leaders from immigrant and refugee communities who are in a position to take action and affect positive change in their communities. The role of Community Action Leader involves identifying issues around healthy families in their community and developing a Community Action Project to increase the community’s response to issues related to unhealthy families.

The NFF Immigrant and Refugee Communities Campaign in Hamilton: Guidelines for Community Action Leaders is a tool that provides future Community Action Leaders or organizers with a template to use or adopt in their community to help raise awareness about violence against women and using healthy families as a culturally safe approach.

The guideline provides a step-by-step plan to take Community Action Leaders through the NFF Immigrant and Refugee Communities Campaign using Hamilton Urban Core’s model. The project involves two components that will support the capacity building of Community Action

Leaders to promote healthy family relationships in their community: 1) Community Action Leader Training, a six-part workshop series; and 2) planning and delivering Community Action Projects. Through these components of the project, Community Action Leaders will gain the knowledge and skills to identify and address issues of violence against women and promote healthy family relationships in their communities.

2. Community Action Leader Training

The Community Action Leader Training is about community capacity building, which is the strengthening of skills, competencies, and abilities of people and communities to develop and overcome causes for their exclusion in mainstream society. There are a series of six workshops for the training. In 2014-2015, Hamilton Urban Core hired staff with the title of Community and Cultural Facilitator to lead the training and support Community Action Leaders plan and deliver Community Action Projects. However, the guideline aims to transition the role of facilitator into the community. A workshop facilitator could be a community member or someone who is viewed by the community as a leader. However if no one person is available or able to volunteer for the position then group members may chose to rotate, alternate, or share co-facilitation of the sessions.

The six workshops are designed to support Community Action Leaders to reflect on their knowledge and experiences related to healthy and unhealthy families, identify relevant issues in their community, and create plans to take action and create change. The workshops also involve leadership development to prepare Community Action Leaders to take on Community Action Projects. Community Action Projects aim to raise awareness of the warning signs of abuse and equip communities with information and knowledge. These projects allow Community Action Leaders to be innovative to find affective solutions that are relevant and meet the needs of their communities that otherwise may not access information, programs or services related to violence against women.

Below is an outline of the six workshops for the Community Action Leader Training. Please refer to the NFF Immigrant and Refugee Communities Campaign in Hamilton: Design Looms for Community Action Leader Training for a complete step-by-step guide for facilitators.

Community Action Projects

Led by Community Action Leaders

Promote healthy family relationships

Create positive change in communities

Reflect the values, preferences, and lifestyles of leaders and their community

Community Action Leader Training Workshops	
Session	Goals
<p>1: Laying the Foundation</p> <p>The session is designed to introduce participants to the project, start defining key issues in communities, and build group cohesion.</p>	<ul style="list-style-type: none"> • Participants are familiar with project goals and plan, and the NFF Campaign • Participants are introduced to each other and begin building group dynamics • Group expectations and guidelines are determined • Definitions are created for healthy and unhealthy family relationships <ul style="list-style-type: none"> ○ It is important to have group discussion around what each person means by these key terms and share stories to illustrate each in the communities represented • Barriers to addressing issues of unhealthy families for immigrant and refugee communities are identified <ul style="list-style-type: none"> ○ This sets the foundation for the training as well as a context for Community Action Projects • Group dreams/visions is created to guide the work <p>Community Action Leaders are also provided with the NFF Immigrant and Refugee Communities Campaign: Guidelines for Community Action Leaders. This tool is referenced throughout the course of the training and support the planning and delivery of Community Action Project.</p>
<p>2: Community Initiatives</p> <p>The session aims to support participants to reflect on their knowledge and experiences related to social issues and tactics that have worked in their communities; this can then be applied to conversations around how to increase community accountability.</p>	<ul style="list-style-type: none"> • Participants reflect on their histories and experiences related to social issues and successful community initiatives <ul style="list-style-type: none"> ○ Participants start thinking about where they are coming from, what drives them, and what they have seen work to create positive change in their community • Participants develop an understanding of the importance of creating a sense of community accountability related to supporting healthy families <ul style="list-style-type: none"> ○ Community accountability is a community-based response to addressing violence. It is a process involving the community working together to: create/affirm values and practices resisting violence and encourage safety, support, accountability; develop strategies to address abusive behaviour; work on the development of the community/community members to transform political conditions reinforcing violence; and provide safety and support to community members targeted for their self-determination (http://www.incite-national.org/page/community-accountability) • Community organizing tactics that work for diverse communities and can be applied to Community Action Projects supporting healthy families are identified • Skills and resources relevant to Community Action Projects are identified • Participants are introduced to resources available in the community related to support for unhealthy families

<p>3: Leadership Development and Project Planning</p> <p>The session aims to build the leadership skills of participants and supports them to start visioning their role as a community leader promoting healthy families in their community.</p>	<ul style="list-style-type: none"> • Participants understand how information can become distorted as it is passed from one person to another • Participants identify how leadership affects group process • Participants start thinking about how to frame Community Action Projects and get others from the community involved <ul style="list-style-type: none"> ○ It is important to have discussions around communication and engagement of communities because the topic of violence against women/unhealthy families can be sensitive and stigmatized depending on how it is presented • Participants start planning Community Action Projects that promote healthy families
<p>4: Project Delivery</p> <p>The session has a practical focus on how to facilitate meetings and allows time to connect around Community Action Project progress.</p>	<ul style="list-style-type: none"> • Participants become familiar with elements of ineffective and effective meetings, as well as the role of facilitators in meetings • Participants provide updates on Community Action Projects • Participants connect around the projects and develop Action Plans
<p>5: Conflict Resolution and Problem Solving</p> <p>Identified by Hamilton Urban Core’s Community Action Leaders as an important addition, the session supports participants to gain confidence and understand approaches to resolve conflicts and problem solve throughout Community Action Projects and in their role as community leaders.</p>	<ul style="list-style-type: none"> • Participants provide updates on Community Action Projects • Participants learn about different ways people approach conflicts and identify their personal styles for conflict resolution • Participants are familiarized with steps to resolve emerging problems in projects and/or the community • Participants review the Final Report due by the end of the NFF Campaign, if applicable
<p>6: Graduation Celebration</p> <p>The session is designed to be a wrap-up celebration where participants’ work is recognized and evaluated.</p>	<ul style="list-style-type: none"> • Participants share successes and highlights from the Community Action Leader Training and Community Action Projects • Participants are recognized for completing the Community Action Leader Training and Community Action Projects • NFF Campaign is evaluated to see change among Community Action Leaders from start to finish of the project • Final reports are completed, if applicable

“There is immense power when a group of people with similar interests gets together to work toward the same goals.”
Idowu Koyenikan

3. Community Action Projects

Community Action Leaders taking on leadership roles identify ways to address an issue related to healthy families relevant to their community by planning and delivering a Community Action Project. Community Action Projects are grassroots, meaning they originate and stay within the community. The projects help people gather together with a focus, specifically raising awareness of violence against women and promoting the approach of understanding and developing health family relationships. The planning and delivery of each Community Action Project is supported by a Community Action Group, a small group of community members or community partners who are interested in supporting the initiative. Community Action Leaders will have to engage community members and/or partners to get them involved as Community Action Group members.

3.1. Working with a Group

Why Groups?

Community Action Projects are collective or group efforts rather than an individual solution because we know that acting alone is less effective than working as a group or community. Bringing together a group of people from the community will strengthen the Community Action Leaders' ability to affect positive change. How do groups support community-level action?

- Working as a group generally gains more credibility and community-level support than working as an individual.
- More people means there are more ideas at the table to support the development of the project. Sometimes this can lead to conflict and reconciliation, however when consensus is reached the effort is stronger.
- Groups provide an opportunity to educate others about the selected topic or issue, giving group members the opportunity to learn about the issue and how to address it. Group members will likely share what they know with others that surround them, spreading information further than if working as an individual.
- It provides a base for support. Group members will all have connections and know others in the community, meaning there are greater opportunities to involve more and more people.
- Group members provide each other with increased levels of personal support, which is important as challenges can be expected along the way.

Who to Recruit for Community Action Groups?

Community Action Groups look different depending on the design of the Community Action Project. However, in all cases, Community Action Leaders will recruit individuals who are able to support the work required of the project they have chosen. For example, it could involve establishing a partnership with a community-minded group or organization that the community is a part of (see Establishing Partnerships in Section 3.2.), or incorporating the project idea around promoting healthy families into an existing group or project that the Community Action Leader is already involved with. No matter who joins the group, it will have the mission of creating positive change to support healthy families in the community.

When forming Community Action Groups, Community Action Leaders will want to make sure to gather enough people to get everything in the project accomplished, but not too many as to make things complicated. Everyone can bring something to the group, whether it is a hard skill (e.g. access to space, graphic designer) or soft skill (e.g. communication skills, organizes lots of people from your community). Below are general guidelines about the type of people to involve:

- People from the community who are interested in the issue
- People who have time and energy to dedicate to the work
- People who are able to regularly attend meetings and be involved
- Recognized leaders in the community who are well connected and add credibility to the initiative
- Emerging leaders who are well respected in the community
- People who possess a skill or skills needed to make the project a success

How to Engage Group Members?

Community Action Group members will either have a personal reason to join the project or are community-minded and interested in addressing the issue. Either way, to engage members in Community Action Groups the Community Action Leader will need to think about why people join groups or get involved with community initiatives. Community Action Leaders will start strategizing around this in Workshop 3 of the Community Action Leader Training. Once Community Action Leaders have a clear idea about how to align the project with the priorities of others, they can connect with people and see if they are interested in getting involved. When speaking with potential group members, leaders must be clear about the goals and level of commitment required to ensure everyone is on the same page. Messaging of the project will likely be different depending on who is being approached.

3.2. Project Planning

In Workshop 4 of the Community Action Leader Training, Community Action Leaders will begin planning their Community Action Projects. It is important that the leaders start the process by clearly identifying project goal(s), i.e. what is it that they really want to achieve in their community? This will guide the development of the projects moving forward. Goals should fit with the Community Action Leaders' values, preferences, and lifestyle, as well as be:

- **Specific** – goals are focused and clear
- **Measurable** – goals are easy to gauge
- **Attainable** – goals are achievable based on the capacity of the Community Action Leader and Community Action Group
- **Realistic** – goals are practical and sensible based on the scope of issue and the capacity of the Community Action Leader and Community Action Group
- **Timely** – goals can be met in the time allowed for the project

Once each Community Action Leader has a clear idea about their goal(s), they will start project planning using the Project Planning Worksheet.

See Appendix A for the Project Planning Worksheet

Creating Action Plans

Once Community Action Leaders have set clear goals and a plan for their projects, they will be ready to create an Action Plan. Action Plans are an excellent tool for planning community initiatives. They help leaders to get specific by outlining the project's tasks (what needs to be accomplished), outcomes of each task (what are the results of tasks), responsibilities (who is going to be doing each piece of the project), and timelines (when is each piece going to happen). Tips for completing Action Plans:

- Think about all the different tasks required for the project to be a success; break down larger items into manageable stages and be specific
- Set a timeline that is realistic and efficient
- Remember that multiple tasks might need to happen over the same time period, and certain tasks will need to be accomplished first to allow others to move forward
- Be sure to consider possible areas where there may be gaps or unaddressed or unmet needs that need to be filled. For example, needing to connect with other people or partners to help move forward with certain pieces of the project

See Appendix B for the Action Plan

Planning Meetings

After the Action Plan is completed and Community Action Leaders have recruited Community Action Group members, they can host planning meetings with their group members to discuss the different pieces of the project. These planning meetings will look different depending on the project and roles of group members. The meetings could be:

- One-to-one with key people involved in the project
- Larger group meetings with everyone from the group
- Included as an agenda item at another group's meeting, particularly if the Community Action Leader is looking to partner with them (i.e. the Community Action Leader could be a guest at another group's meeting to present their idea and see if they are interested in being involved)

Community Action Leaders should seek guidance and support from others when arranging the planning meetings to make sure that everything is in place and they are prepared. They should also carefully consider the difference in individual circumstances and situations. Things to do before a planning meeting:

- Meeting times and dates should work for the majority of people, but should also consider who may not be able to attend at a particular time due to "life" situations such as child care responsibilities, lack of transportation and so on. If there are a larger number of people interested in attending the meeting then finding a date and time that works for everyone can be challenging and push back work schedules.
- Space should be arranged for the meeting. This could be at someone's house, a library or other public space, place of worship, and so on. Make sure a room is booked, if required and that it is accessible.
- An agenda should be created. Examples of initial meeting agenda items include: introductions, background and overview of initiative, review of action plan, roles and responsibilities, questions or concerns, next steps, next meeting date. Meeting agendas help keep everyone on track. Alternatively, if attending another group's meeting then it could be helpful to write down talking points to stay focused.
- A reminder should be sent to all group members about the meeting one or two days in advance, if possible. This should include the agenda as well as a request for others to send along any additional agenda items. The method for sending this information must be flexible to accommodate varying needs and may include email, phone call, mail, word-of-mouth, or other methods suitable to the intended group or community.

- A minute taker or someone to take notes for the meeting should be assigned. This allows the group to keep a record of what happened and what was decided. The minute or note taker will record an overview of the discussion at the meeting and share them with group members after. This is a good practice as minutes or notes provide documentation to refer to if questions arise later, assign responsibilities, and can be shared with anyone who might not have been present for part or all of the meeting.

See Appendix C for a Meeting Minutes Sample

- Meetings are important to move work forward – use the time efficiently and assign action items for people to follow-up on. Record names for each action item in the minutes so everyone knows that they are responsible for.
- Ensure there is time to answer people’s questions and concerns. This will help mitigate problems and ensure everyone has a clear understanding about the project from the start.
- Always do your best to start and finish meetings on time to respect people’s schedules.

Developing Partnerships

Partnerships are when two or more groups agree to work together on a project or task of common interest or for mutual benefit. They can strengthen projects by bringing together resources (e.g. space, money, materials) and other supports otherwise not found within the Community Action Group. Partners’ work should fit with the Community Action Project’s goals because this will make it more likely that they will be interested in supporting it.

Partners could be a part of the Community Action Group from the start of the project, or join later on if the Community Action Group identifies partnerships as a way to achieve project goals. Potential partners could be non-profits, religious institutions, or community groups. Tips for developing partnerships:

- Find a partner or partners who share common goals or would mutually benefit from the project
- Establish and share clear objectives for the project and partnership
- Be clear about the role of each partner and ensure they understands it clearly
- Research the partner – what is their track record and what do others say about working with them?
- Before the partnership begins, it can be helpful to create a Memorandum of Understanding (MOU) or Terms of Reference, which provides an overview of how

partners will work together throughout the partnership. It is a document is signed by both parties and can be referred to as needed throughout the partnership

- Maintain regular communication with the partner and check-in as needed to ensure that both sides are confident in the partnership and any arising issues/conflicts are resolved in a timely way

If and when Community Action Leaders are ready to connect with potential partners, they should identify the appropriate contact person and arrange an initial meeting. Before the meeting, an agenda should be prepared. For support, Community Action Leaders could invite members of the Community Action Group who are well positioned in the community or experienced with developing partnerships

3.3. Project Delivery

Throughout Community Action Projects, Community Action Leaders should seek guidance and support from other leaders in the group. However, below are some general areas to consider when implementing initiatives:

- Ensure strong relationships have been built between Community Action Group members and/or partners, and everyone has clear roles and responsibilities.
- Ensure there is access to the resources required for the project. Resources are items required for the project such as printing, space and food costs. This will be discussed as a group in Workshop 2 of the Community Action Leader Training. Also be aware that the project should not be resource heavy, i.e. require a lot of resources, in order to allow it to continue over time if the community wants it to.
- Community outreach works to ensure projects are communicated with the community. Engage Community Action Group members, leaders, other groups or organizations to help spread project information. Flyers or posters are tools that can be used for outreach; they should include important details such as the project/event title, what it is about, who it is for, what is being provided or if there are any costs, contact information, date, time, and location. Speaking with individuals and then providing information to take away is likely the most effective way to conduct outreach.

“There is no tool for development more effective than the empowerment of women.”

Kofi Annan

3.4. Project Evaluation

Evaluating Community Action Projects along the way at different points and times is important. The purpose of evaluation is to assess the value of the project or its impact in the community. It can provide useful feedback to Community Action Leaders informing their project direction or activities.

There are a number of ways to evaluate projects depending on the purpose identified by Community Action Leaders. The chart below outlines some common purposes for evaluation as well as some key evaluation methods indicating which purpose aligns with which methods.

	Participant Questionnaire	Interviews with key individuals/ focus groups	Project records	Observation of project delivery
What was the quality of the project?	Yes	Yes	Yes	Yes
How were the project goals met?	Yes	Yes	Yes	No
What other impacts did the project have?	Yes	Yes	No	No
How could the project be improved?	Yes	Yes	No	Yes

http://betterevaluation.org/start_here/decide_which_method

Participant surveys, questionnaires or evaluation forms can be done at different points depending on the project being evaluated. For example, if the Community Action Leader is running a program that is happening over weeks or months then they could have participants complete a survey at the beginning and end of it, commonly referred to as pre-project and post-project surveys. The pre-project survey provides a baseline for the group, and comparing the baseline to the post-project results shows change that occurred throughout the project. However, if the project is an event and the Community Action Leader wants to know how successful it was then it would make sense to do one survey at the end of the event.

See Appendix D for a Survey Evaluation Sample

Interviews with key individuals or focus groups can be arranged and facilitated by Community Action Leaders or Community Action Group members. A set of interview or focus group questions should be prepared in advance.

Project records can be used to assess various aspects of the project. Records can include attendance numbers, registrations, evaluation results, etc.

See Appendix E for an Attendance Sheet Sample. See Appendix F for a Registration Form Sample

Observation of project delivery involves reflections from Community Action Leaders or Community Action Group members on the project.

4. Conclusion

Hamilton Urban Core's model for implementing the NFF Campaign equips community leaders from immigrant and refugee communities with the knowledge and skills to create change around violence against women issues – a public health concern experienced in all communities. The approach is based on culturally safe strategies that work to promote healthy family relationships.

Through the Community Action Leader Training, leaders from immigrant and refugee communities build capacity related to community organizing, planning, and delivering Community Action Projects. The end result is that diverse communities get connected to information, programs and services that they otherwise may not have had access to. By meeting communities where they are at in terms of the issue of violence against women, leaders can create positive change and support healthier, safer, and more vibrant communities for everyone.

***"Tell me, and I forget.
Show me, and I remember.
Involve me, and I understand."
(Chinese proverb)***

Appendix A

NFF Immigrant and Refugee Communities Campaign in Hamilton Community Action Project Planning Work Sheet

The Community Action Project Planning Work Sheet is a tool for Community Action Leaders to start setting Community Action Project goals and outlines its various activities, how they will be accomplished, when, materials needed, supports, and outcomes.

DATE: _____

NAME: _____

COMMUNITY ACTION PROJECT: _____

ACTION GROUP NAMES: _____

GOAL(S):

BRIEF PROJECT DESCRIPTION:

PROJECT PLANNING:

What do you want to do?	How will you do it?	When will it be done?	What materials do you need?	Who will help?	How will you know when it's complete?

NEXT STEPS

- **Actions**

What activities must happen next to plan and deliver your project? When will these things happen? e.g. arrange meeting with pastor during the last week of March

- **Resources**

What materials are needed to do the project? How many or how much are required? e.g. printing of 50 flyers, snacks for 10 people

- **Evaluation**

How will you know if you did what you intended to do? What indicators can you look at or measure?

Appendix B

NFF Immigrant and Refugee Communities Campaign in Hamilton

Action Plan

The Action Plan is a tool for Community Action Leaders to complete a detailed outline of the project and all of its activities. This tool can then be shared with Community Action Group members and others as need.

Milestone (important stages of the project, e.g. booking an event location)	Timeline (start and end dates for each milestone, e.g. Sept1-Oct 24)	Activities (tasks that need to happen to achieve milestone, e.g. call mosque to book space)	Outcome (how you know when the milestone has been achieved, e.g. space booked)	Responsibility (who takes the lead or who is involved)

Appendix C

NFF Immigrant and Refugee Communities Campaign in Hamilton

Sample Meeting Minutes or Notes

The following is a sample of meeting minutes, which provide documentation of meetings to refer to if questions arise later, assign responsibilities, and can be shared with anyone who might not have been present for part or all of the meeting.

Workshop 1: Laying the Foundation

September 25, 2015

12:00 noon -5:00pm

Present: Suad, Mini, Ai, Xuemin, Chan, Renata, Fred, Alison

Minute Taker: Alison

1) Welcome and Introductions

Everyone introduced themselves and said what brought them to the project. The group reviewed the meeting structure and agenda, as well as the project itself and the timeline. The group was informed that NFF is a province-wide campaign to address woman abuse and that there is also the NFF Francophone, Aboriginal and Immigrant and Refugee Communities Campaigns.

Everyone was told that Hamilton Urban Core developed the healthy families approach based on principles of cultural safety – allowing communities to define issues and solutions for themselves. The project was providing three workshops (Sept 29, Oct 2, and Oct 9) followed by one-to-one or small group workshops to plan awareness raising projects in each participants' community. Participants received binders and *Guidelines for Community Action Leaders*. The group read through to the end of Section 2 of the guidelines.

2) Mapping Our World

As an icebreaker, participants paired up and interviewed each other. Questions included: what community or communities they are part of, places where they have lived, and places their families come from. Partners recorded the information on sticky notes and introduced their partner to the larger group and placed the partner's sticky notes on a world map. Afterwards, as a large group we discussed what geography and sense of place has to do with organizing communities around issues of family wellbeing and safety.

3) Community Contract: Setting Goals and Expectations

As a large group, participants brainstormed goals and expectations for the project. Goals and expectations included:

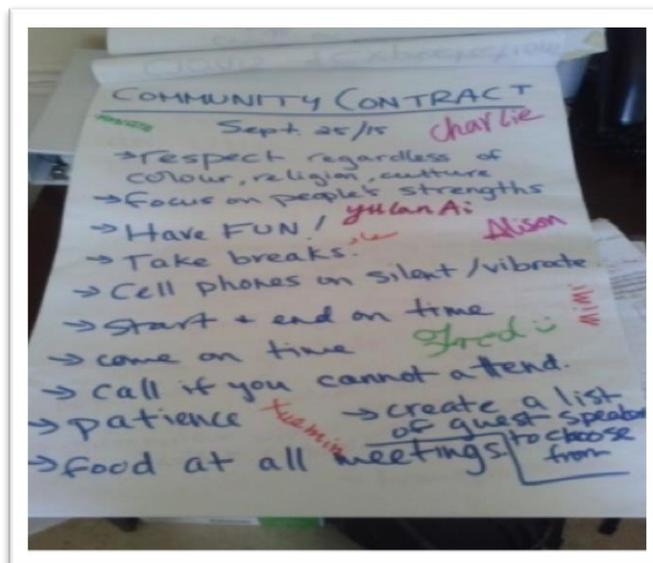
- Gain skills in conflict resolution in communities
- Support families in creating harmony

- Educate people on how to respect others
- Learn how to support families that have problems
- Learn how to create a plan for taking community action
- Build partnerships and connect communities to resources

As a large group, participants created a community contract for the project. The community contract included the following:

- Respect regardless of colour, religion, culture, etc.
- Focus on people's strengths
- Have fun!
- Take breaks
- Put cell phones on silent/vibrate
- Start and end on time
- Come on time
- Call if you cannot attend
- Patience
- Serve food at all meetings
- Create a list of guest speakers to choose from

All participants signed the Community Contract:



4) Defining Healthy and Unhealthy Family Relationships

Participants defined healthy and unhealthy family relationships in their communities using their first languages.



Afterwards, the group discussed what healthy and unhealthy families look like in their community, what people do about it, and why it is important to define the terms in their own languages.

The term *cultural safety* was reviewed and discussed and the group agreed that cultural safety approach maintains that if White/mainstream language is used when engaging diverse communities they will not connect with it, which can lead to:

- 'Denial' of suggestions that there is a problem or community issue
- Low utilization of available programs and services
- Low 'compliance' with service referrals or prescribed interventions
- Reticence in interactions with service providers
- Anger
- Feelings of low self-worth, disrespect, exclusion, and unprotected sense of identity

5) Paper Barriers

As a member of a community, participants are the most aware of the challenges to raising awareness and promoting healthy families (opposed to service providers). Their community initiatives can work to overcome barriers that are relevant to their community. The following questions were posed and participants responded to identifying barriers in immigrant and refugee communities:

Question 1: *If an immigrant is in an unhealthy family, what barriers would they face if they were trying to seek help?*

Question 2: *If an immigrant is contributing to creating an unhealthy family, what are the barriers they would face when trying to seek help?*

6) Collective Dreams

Participants created a collective drawing of their dreams for their community.



7) Evaluation

Participants completed both a pre-project evaluation and a workshop evaluation.

8) Next Meeting Date

Friday October 2nd from 12:00 noon - 3:30pm

Appendix D

NFF Immigrant and Refugee Communities Campaign in Hamilton

Evaluation Form Sample

The following is a sample evaluation form. This form was given to Community Action Leaders at the beginning and end of the NFF Immigrant and Refugee Communities Campaign in Hamilton to measure change throughout the project and assess its impacts.

1. I am familiar with NFF Immigrant and Refugee Communities Campaign:
 strongly agree **agree** **disagree**
2. My knowledge about healthy and unhealthy families in my community is:
 high **medium** **low**
3. My level of knowledge about resources to support unhealthy families in Hamilton is:
 high **medium** **low**
4. My level of knowledge of prevention around unhealthy families is:
 high **medium** **low**
5. I can apply what I learned in my attitudes, skills and knowledge after the project:
 strongly agree **agree** **disagree**
6. I feel that I have the leadership skills to raise awareness and take action in my community:
 strongly agree **agree** **disagree**

Thank you!

Appendix E

NFF Immigrant and Refugee Communities Campaign in Hamilton Community Action Leader Registration Form Sample

The following is a sample registration form. This form was given to applicants to the NFF Immigrant and Refugee Communities Campaign in Hamilton to gather contact information as well as supported the selection of candidates.

Name: _____

Phone number(s): _____

Email: _____

Do you need child care: Yes, ages _____ No

Do you need interpretation or translation: Yes, language _____ No

Do you have any dietary restrictions: Yes, please tell us: _____ No

Can you commit to being involved and leading a project for 4 months: Yes No

Availability (please check all that apply):

WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
AM	PM	AM	PM	AM	PM	AM	PM

Tell us a little about yourself:

Why would you like to participate in the project:

What skills or experience do you hope to gain from the project:

What issue(s) are you interested in addressing in your community:

Do you have any questions or concerns?

THANK YOU!

Appendix F

NFF Immigrant and Refugee Communities Campaign in Hamilton

Attendance Sheet Sample

The following is a sample attendance sheet. The attendance sheet was completed by Community Action Leaders at each workshop to collect information about the number of participants and their contact information as a project record.

Name of Activity/Event:

Date:

Name	Address/Email	Telephone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		