Public Legal Education and Information (PLEI) for Immigrant Youth

A Scoping Review

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ABSTRACT

Newly arrived immigrant families have legal information needs which are unique from the Canadian-born population. The failure to address these needs may result in drawn out disputes, unnecessary litigation, unsatisfactory resolution, and continued lack of awareness about when legal intervention is required and how to obtain it. Since immigrant youth often act as information providers and interpreters for their families, this paper explores whether providing immigrant youth with legal information and education regarding the Canadian justice system has the potential to assist immigrant families to prevent legal disputes, seek early intervention, and pursue appropriate forms of dispute resolution.

This Scoping Review describes promising practices in facilitating immigrant youth access to legal information. It includes a thorough, although non-exhaustive, literature review of methods of designing and delivering preventive youth programs that have been evaluated and recognized as promising. A cross-jurisdictional scan was conducted to identify existing preventive youth programs and information delivery methods for youth in general. The scan section of the Scoping Review is divided into two sections: non-legal programs for youth and legal programs for youth. The first section describes a number of successful youth programs in the fields of health, anti-violence, anti-bullying, and social development. The second section only describes youth programs that provide legal information. If an evaluation of a program was available, a summary of the evaluation's findings are included. Where possible, programs designed specifically for immigrant youth are presented.

The final section of this Scoping Review summarizes the results of a series of focus groups conducted with newcomer youth and adults that work with newcomer youth. These focus groups were held in Victoria, Vancouver, and Surrey, British Columbia, in spring 2011.

EXECUTIVE SUMMARY

British Columbia has an incredibly diverse immigrant population that includes a considerable number of youth. According to the latest available census statistics, almost 100,000 residents of British Columbia are immigrant youth.

New immigrants can face a number of language and cultural barriers when accessing available services. These barriers can be especially significant when new immigrants need to access complex legal information and/or services to resolve legal disputes. Research indicates that immigrant youth often help their parents and other older family members overcome these barriers by acting as information and/or language brokers within their family. Generally, cultural immersion and language classes at school help newcomer youth overcome such barriers sooner than their parents.

Public Legal Education and Information (PLEI) providers play a crucial role in helping new immigrants learn about Canada's laws and legal system. There exists the potential to utilize the new immigrant youth's role as information and language brokers to help new immigrant adults better understand the laws and access justice through appropriate dispute resolution by developing PLEI materials and programs specifically for immigrant youth.

This Scoping Review explores this concept by reviewing academic literature on disseminating information to youth, reviewing existing youth-oriented educational programs, and summarizing a series of focus groups and interviews conducted with new immigrant youth and settlement workers that work with newcomer youth in Vancouver, Surrey and Victoria British Columbia.

The academic literature on disseminating information to youth indicates, and the focus group discussions confirms, that applying the following principles for developing useful and effective youth-oriented educational materials and programs should be applied:

- Content should be realistic, practical and factual;

- Frameworks should be ongoing, structured, integrated and adaptive; and

- Delivery should be participatory, accessible and utilize media.

Details on how to properly apply these principles are described in the discussion below.

The cross-jurisdictional scan of select youth-oriented educational PLEI and non-PLEI programs from Canada, the United States, the United Kingdom and Australia indicates that many of these principles are being applied.

Research also indicates that youth acting as information and/or language brokers has the potential to create positive and/or negative effects. Positive effects include, but are not limited to:

- Increasing the youth's self-esteem and sense of maturity and importance in the family;

- Developing a sense of trust and understanding between the youth and adults in their family;

- Building the youth's linguistic, cultural and worldly knowledge and experience; and

- Helping the youth foster relationships outside their family and build linkages to their community.

While negative effects include, but are not limited to:

- Shifting the power balance and causing distress for parents, who may experience a sense of being exposed, inadequate, and dependent, thereby stressing family dynamics;

- Fostering feelings of frustration, obligation, stress, embarrassment, and resentment by the youth towards their parents; and

- Regarding the information/language brokering role as a burden.

The occurrence of these negative effects is correlated to the degree of difficulty and responsibility that youth face when acting as information and/or language brokers for their parents and family.

Acting as an information and/or language broker can be especially challenging for newcomer youth when this new role changes the traditional power dynamics of the family. Moreover, allowing or even requiring immigrant youth to act as information brokers in sensitive or difficult subject matter, such as legal issues, has been criticised in the literature. Primarily, requiring immigrant youth to act as information and/or language brokers in sensitive legal issues is regarded as not being appropriate for non-adults. Moreover, using informal youth information and language brokers for legal matters can result in inaccurate information being disseminated to the adults and lead to misunderstandings.

In spite of such criticisms, research also indicates that many immigrant parents prefer to use their children as information and language brokers for sensitive legal issues for the following reasons:

- The parents can communicate more honestly and openly, especially about sensitive matters, with their children than with third party interpreters;

- The youth tend to have considerable fluency in their native language; and

- The parents seem to trust their children (more than a neutral third party) to act in their family's best interests when the stakes are high.

Based on the evidence gathered from the literature and the focus group sessions, this Scoping Review concludes that it is not appropriate to develop PLEI programs and publications that are specifically designed to utilize the unique role of immigrant youth as information brokers to disseminate legal information to newcomer adults. While there may be benefits of developing the role of newcomer youth as public legal information brokers, it is not fair to unnecessarily burden the youth with educating their parents and other family members.

Future research that involves formal evaluations of existing youth-orientated PLEI programs is suggested to further develop best practices and lessons learned in developing PLEI materials and programs specifically geared towards the information needs of immigrant youth.

1 INTRODUCTION

1.1 ISSUE

Immigrant youth and their families have specific legal information needs when they arrive in a new country. As described in the Scoping Review *Appropriate Dispute Resolution for Immigrant Newcomers*, newcomers often experience disputes that stem from their arrival and settlement, including disputes related to family, employment, cultural differences, and with schools, bureaucracies, and professional bodies. Based in proactive and preventive law principles, Public Legal Education and Information (PLEI) providers in British Columbia and abroad play a crucial role in supporting the dissemination of legal information to build awareness of the laws, prevent legal disputes, promote timely intervention, and encourage early and appropriate dispute resolution.

Immigrant youth are an important audience for proactive and preventive legal information. Access to education and language classes often results in children learning the official language and integrating into a new country sooner than their parents. Consequently, immigrant children may be required to act as interpreters and an information source for the family. Providing legal information to immigrant youth has the potential to provide the immigrant youth, and subsequently their families, the information and resources to better recognize potential legal disputes and to raise awareness of where one can go to seek help in dealing with legal matters.

1.2 SCOPE

The purpose of this Scoping Review is to support the integration and settlement of new immigrant families by investigating possible approaches to disseminating PLEI. This Scoping Review provides academic and practical evidence on best practices on providing PLEI to youth and the role of immigrant youth as conduits of information for their families.

The first section of this paper provides a summary and analysis of current literature in the field of youth education and information dissemination. Preliminary research indicated that research and programs dedicated to delivering legal information to immigrant youth was limited. As a result, this Scoping Review takes a broad approach and focuses on promising practices in the design and delivery of information to youth in general, highlighting practices that are specific to legal education and immigrant youth where available. This analysis was taken from a variety of sources, including academic and grey literature[1].

The second section of the Scoping Review is a cross-jurisdictional scan of promising youth programs developed for both immigrant and non-immigrant youth. The examples are drawn from legal and non-legal fields—including substance abuse prevention, anti-bullying, suicide

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[1] Grey literature is defined as "Information produced on all levels of government, academics, business and industry in electronic and print formats not controlled by commercial publishing i.e. where publishing is not the primary activity of the producing body." The term refers to publications that are not published commercially or indexed by major databases (University of British Columbia Library, 2010).

prevention, and social and emotional development—and from youth programs in Canada, the United States, the United Kingdom, and Australia.

Special attention was given to programs that had available evaluations. Several studies indicate that the evaluation of youth development programs is a challenging area. One concern is the lack of evaluations. There is a low frequency of follow-up studies and tracking of youth outcomes following the delivery of many programs (Catalano, Berglund, Ryan, Lonczak & Hawkins, 1998). In cases where evaluations were conducted, Catalano et al. are critical of the lack of standardized measures applied within outcomes studies; an apparent deficiency in comprehensive quantitative and statistical information about each program and its outcomes; and the continued use of comparison group evaluations rather than exploring new measurement approaches.

The final section of this Scoping Review contains summaries of a series of focus groups and interviews held in the spring of 2011 in Victoria, Vancouver, and Surrey, British Columbia with dozens of diverse newcomer youth and dozens of adults that work with newcomer youth, primarily settlement workers in schools (SWIS).

2 DEFINITIONS

Economic Class

People immigrating under the Economic Class are selected for their skills and ability to contribute to Canada's economy, including skilled workers, business immigrants, provincial and territorial nominees and live-in caregivers (Citizenship and Immigration Canada, 2009).

Family Class

The Family Class is comprised of foreign nationals sponsored by close relatives or family members in Canada and includes spouses and partners, dependent children, parents and grandparents (Citizenship and Immigration Canada, 2009).

Information broker (language broker, cultural broker, para-phraser, child or family interpreter)

This paper will use the term "information broker" to refer to the informal role that immigrant children assume in their families to translate between and within languages and cultures. The term includes the various ways in which children use their language ability and knowledge of their settlement country to communicate on behalf of others in a variety of social settings (Orellana, Dorner & Pulido, 2003).

Alternatively, information brokers are labelled in the literature as language brokers (Tse, 1996), cultural brokers (Kilbride, Anisef, Baichman-Anisef, & Khattar, 200), para-phrasers (Orellana et al., 2003), and child or family interpreters (Araujo, 2008).

Permanent Residents

Permanent residents are people who have been granted permanent resident status in Canada. They must live in Canada for at least two years out of a five year period, or they risk losing their status (Citizenship and Immigration Canada, 2009).

The Immigration and Refugee Protection Act (IRPA) and its regulations define three basic categories of permanent residents: family class, economic immigrants, and refugees. These categories correspond to Canada's immigration program objectives, including reuniting families, contributing to economic development and protecting refugees, respectively (Citizenship and Immigration Canada, 2009).

PLEI

Public Legal Education and Information (PLEI) is informative content and/or any activity that allows individuals or groups to better understand and use the law. A deeper understanding of the law can help prevent disputes from occurring in the first place. Furthermore, PLEI can provide a foundation for the selection and subsequent use of appropriate dispute resolution options, including alternatives to court-based litigation. PLEI, however, does not include legal advice, legal aid, or training intended specifically for lawyers (CS/RESORS Consulting Ltd., 2005; Craig, 2009; Lisa Nakamura, Senior Policy Analyst, Dispute Resolution Office, British Columbia Ministry of Attorney General, personal communication, July 6, 2010).

In Australia, public legal education and information is generally referred to as Community Legal Education (CLE).

Refugees

Refugees are a classification of newcomers who have been granted permanent resident status by Citizenship and Immigration Canada. Under the Immigrant and Refugee Protection Act, refugees that have landed in Canada are referred to as *Protected Persons in Canada*. The refugee class of immigrants includes government-assisted refugees, privately sponsored refugees, refugees landed in Canada, and refugee dependants, which includes dependants of refugees landed in Canada and spouses and partners living abroad or in Canada (Citizenship and Immigration Canada, 2009).

Temporary Residents

Temporary residents are "foreign nationals who are lawfully in Canada on a temporary basis under the authority of a valid document (i.e., a work permit, a study permit, temporary resident permit, or a visitor record) issued for the purpose of entering Canada and individuals who seek asylum upon or after their arrival in Canada and remain in the country pending the outcome of processes relative to their claim" (Citizenship and Immigration Canada, 2009).

Youth

Research defines youth in a number of ways. A majority of literature and programs define youth through the following age categories:

- Children (includes early childhood and middle years): 0 to 12 years;

- Youth: 13 to 19 years; and

- Young adults: 19 to 25 years.

A report by Bonnell and Zizys (2005) states that defining youth solely through age categories ignores the broader implications of the youth population. Through interviews and a literature review, Bonnell and Zizys provide two alternate definitions of youth:

- First, youth is a transition period where an individual moves from a stage of life where they are cared for to a stage where they are living independently. The report identifies two important transition times within this long transition period:

  o The age of 12 or 13 years, when youth leave elementary school and enter the "upper reaches" of youth programming and education; and

  o The end of the teen years, when youth are nearing adulthood but may not yet be best-served by adult programs.

- Second, youth is a period of life characterized by particular needs and behaviours:

Youth seek to be engaged and listened to *on their terms*, as individuals and as a group that have perspectives that are unique and different from children and from adults (Bonnell & Zizys, 2005).

In this paper, youth is used as a catchall term, referring to both the above age category and a period of life. When research or programming concerns a particular age group or developmental characteristic, this is indicated. When the literature is general, this paper reflects that.

3 BACKGROUND

3.1 IMMIGRANT YOUTH IN CANADA

Youth comprise a significant part of B.C.'s diverse immigrant population. Census information indicates that a total of 99,300 immigrant youth lived in B.C. in 2006, representing 18.5 per cent of the province's total youth population, the second highest proportion in Canada (WelcomeBC, 2010). Figure 1 shows the ages of Canada immigrant population according to Citizenship and Immigration Canada (2009). According to the illustrated figures, 34.8 per cent of Canada's immigrant population is 24 years of age or under. From 2004 to 2008, approximately 6,400 new immigrant youth arrived in B.C., comprising 16 per cent of the total arriving immigrant population.

Figure 1: Permanent residents in Canada by Age (2004 to 2008)
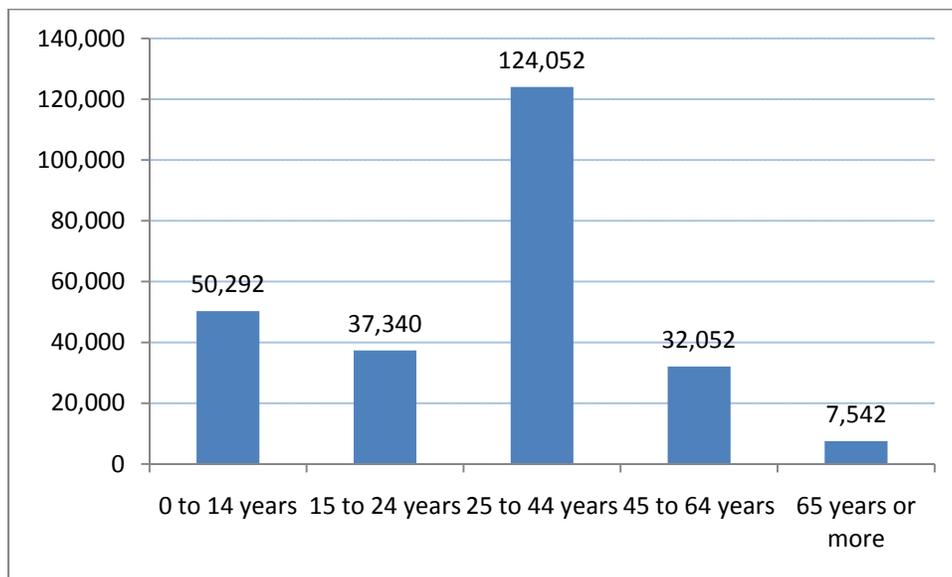
Source: Citizenship and Immigration Canada, 2009

Figure 2 shows the categories of permanent residency under which youth immigrated. The majority immigrate under the Economic Class or Family Class. Most immigrants arrive from Mainland China, India, the Philippines, South Korea, and Taiwan. Within the Economic Class, 91.6 per cent of immigrant youth were dependants and not principal applicants (WelcomeBC, 2010).

Figure 2: Distribution of Immigrant Youth arrivals to B.C. by Immigration Class (2004 to 2008)
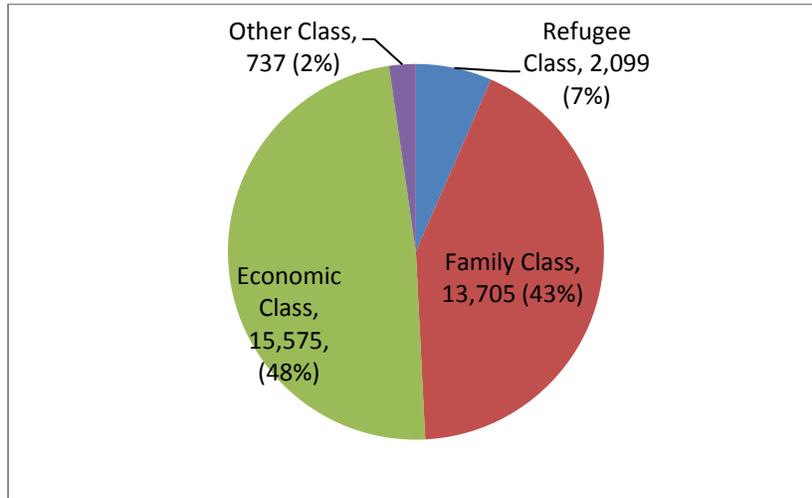
Source: WelcomeBC, 2010

Immigrant youth arrive in Canada with a diverse mix of skills, education, and training. Statistics indicate that more than half (55 per cent) of new immigrant youth arriving in B.C. have the ability to communicate in one of Canada's two official languages (English and French). This percentage, however, is somewhat lower than the national total, which shows that 64.8 per cent of all new immigrant youth arriving in Canada have the ability to communicate in either English or French (WelcomeBC, 2010). Figure 3 (below) shows the diversity of language ability that B.C.'s immigrant youth do bring, including Mandarin, Punjabi, Tagalog, and Korean. Figure 4 indicates the top five mother tongues of permanent residents in all age groups arriving in Canada.

Figure 3: Shares of Top Five Native Languages of Immigrant Youth arrivals to B.C. (2004 to 2008)
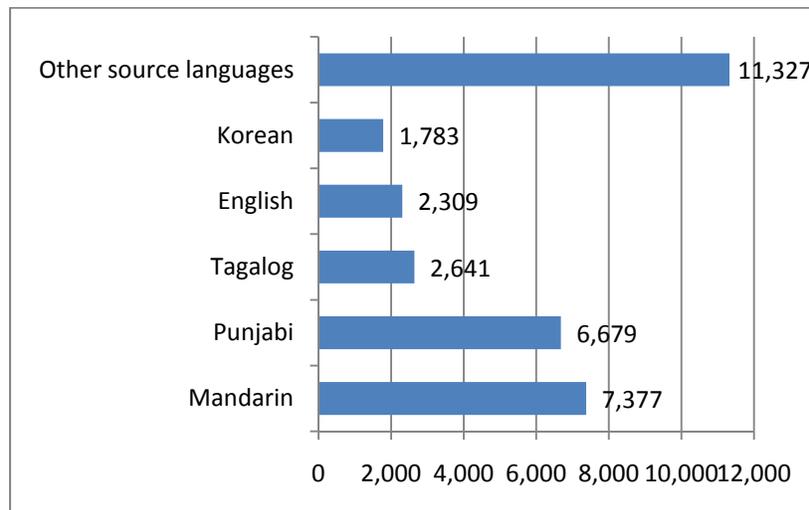
Source: WelcomeBC, 2010

Figure 4: Distribution of Permanent Residents by Mother Tongue (2009)
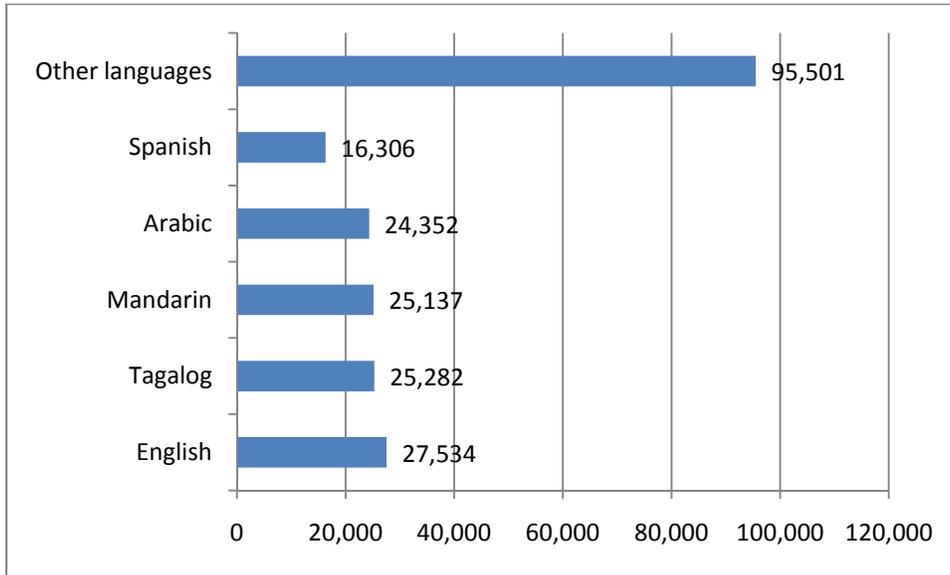
Source: Citizenship and Immigration Canada, 2009

WelcomeBC's research indicates that immigrants to British Columbia aged 15 to 19 have acquired higher levels of education in comparison to the national average. Morse (2005) states that immigrant youth are among the fastest growing population in public schools in Canada and the United States. Figure 5 shows that 90.5 per cent of this group have secondary education or less, compared to 88 per cent nationally (WelcomeBC, 2010). Figure 6 indicates the level of education of permanent residents to Canada in all age groups.

Figure 5: Distribution of Immigrant Youth arrivals to B.C. by Education Attainment Levels (2004 to 2008)
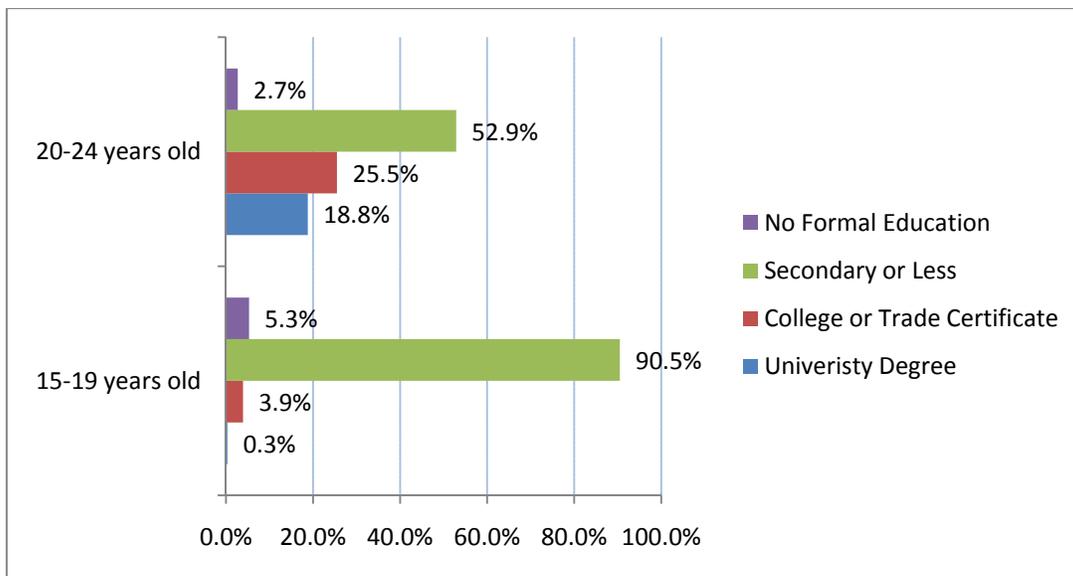
Source: WelcomeBC, 2010

Figure 6: Distribution of Permanent Resident arrivals by level of education (2009)
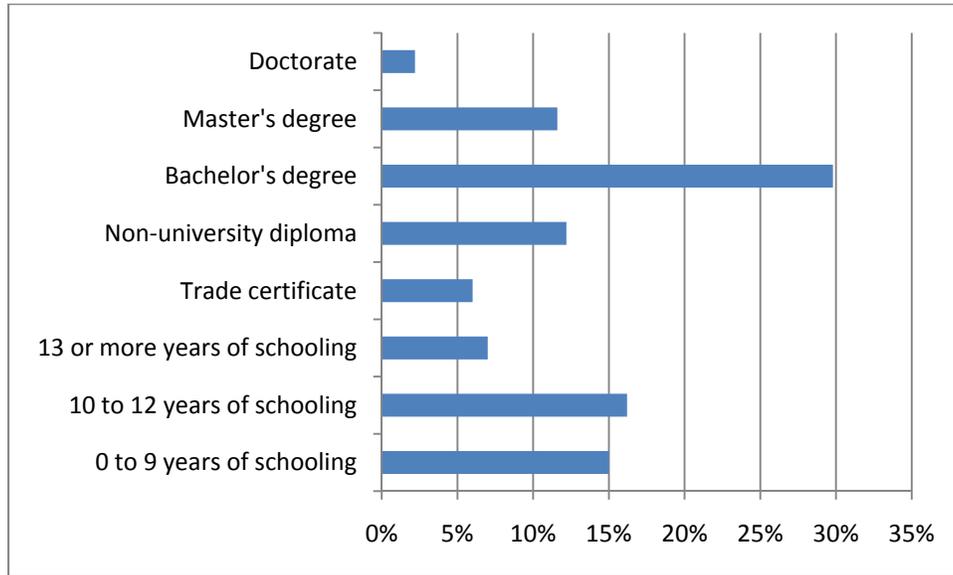
Source: Citizenship and Immigration Canada, 2009

British Columbia has a higher number of immigrant youth with formal education than the national average for immigrants aged 15 to 19 and 20 to 24. Figure 5 shows the proportion of immigrant youth that arrive in B.C. without formal education compared to the national average (WelcomeBC, 2010).

Figure 7: Immigrant Youth arrivals to B.C. and Canada with No Formal Education (2004 to 2008)
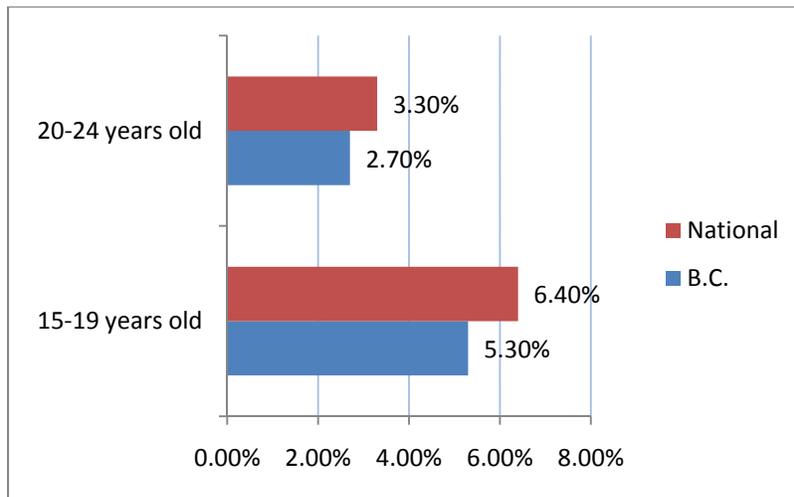
Source: WelcomeBC, 2010

3.2 DISPUTE RESOLUTION AND LEGAL EDUCATION FOR IMMIGRANTS

New immigrants and refugees face a number of hurdles when they arrive in a new country, such as language barriers, cultural differences, and lack of awareness of processes and procedures. These hurdles have the potential to contribute to, or potentially exacerbate, preventable legal issues for immigrants.

Research by LeBaron Duryea and Grundison (1993) identify several broad categories of conflict amongst immigrants in B.C.:

1) Familial conflicts;

2) Intergroup conflicts, which occur between immigrants and other cultural and ethnic groups;

3) Organizational conflicts, which occur between immigrants and other organizations and authority figures, including police, government officials, and social service agencies;

4) School conflicts, which usually occur between parents and educators;

5) Neighbourhood and housing conflicts;

6) Employment conflicts, including disputes with employers and professional bodies; and

7) Conflicts within cultural groups, including disputes about religion, politics, and identity.

LeBaron Duryea and Grundison (1993) state that immigrants' approach to conflict resolution is influenced by their cultural approaches to negotiation. Many immigrant communities in Canada are resistant to outside intervention from bureaucrats or other professionals when resolving disputes, particularly newcomers who come from collectivist cultures. Collectivist cultures tend to elevate the well-being and status of the group or family above those of the individual. Often, individuals from collectivist cultures prefer to resolve disputes within their community or immediate family. In cases where formal dispute resolution is not welcome, newcomers often seek assistance from other family members, friends, or community members, who may have no formal legal training and may provide inaccurate advice. In other circumstances, immigrants may be drawn into court-based litigation without adequate legal counsel or preparation. In each of these scenarios, the newcomer is in the position of reacting to an existing and escalating legal problem within a complicated and costly legal system.

In consideration of the preference that many immigrants may have to resolve disputes privately or with a minimal amount of external involvement, public legal education could provide information to immigrants that would permit them to resolve disputes on their own. Providing PLEI may result in providing individuals with a greater awareness of when a matter requires professional legal counsel or more information, where to seek out such guidance, and how best to make use of resources. PLEI providers may also assist immigrants to independently prevent disputes, seek qualified advice, participate in collaborative legal programs, resolve matters more quickly, and gain access to a wider range of appropriate outcomes. CS/RESORS Consulting Ltd.,

writing for the Public Legal Education and Information Working Group (2003), found that PLEI services were being accessed as a substitute for legal advocacy, legal advice, and other Legal Aid services that have been limited or eliminated because of financial restrains. By providing immigrant youth with an understanding of the many facets of law and strategies to prevent, intervene, and resolve civil law disputes, PLEI programs designed for immigrant youth can play a crucial role in preventing the escalation of disputes amongst immigrant youth, their families and communities.

3.3   LEGAL EDUCATION FOR YOUTH

Youth education programs began in the twentieth century, when scientists recognized childhood and adolescence as special periods of learning and development (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1998). Programs directed at reducing juvenile crime and "troubled youth" increased in the 1950s and 1960s, when intervention programs were considered the primary response for challenging youth substance abuse, conduct disorders, delinquency, anti-social behaviour, academic failure, and teenage pregnancy.

Prevention, rather than intervention, emerged as researchers began to focus on predictors of problematic youth behaviour (Catalano et al., 1998). However, this change in youth services still narrowly focused on prevention programs rather than promoting development. According to Pittman and Fleming (1991, as cited in Catalano et al., 1998), youth programs must be equally committed to "helping young people understand life's challenges and responsibilities and to [develop] the necessary life skills to succeed as adults". They argued that this conceptual shift from intervention and prevention to development was the "most effective strategy for the prevention of youth problems."

Currently, youth education programs involve intervention, prevention, development, or a mixture of all three approaches. They are delivered in a variety of methods, including schools, community programs, and the Internet. They focus on all fields, especially physical and emotional health, safety, employment, and social development.

A search of current youth legal education programs indicates that the majority of programs focus on juvenile delinquency, anti-criminality, and anti-gang behaviour. They provide youth with an overview of the court system, the consequences of criminal behaviour, and tools to prevent such behaviour. There are few programs, however, directed at civil or family law matters. Even fewer legal education programs are designed specifically for immigrant youth.

4 LITERATURE REVIEW

4.1 PUBLIC LEGAL EDUCATION AND INFORMATION FOR IMMIGRANT YOUTH

In addressing public legal education and information for immigrants, it is important to consider the role of immigrant youth in their families. Immigrant youth are often the first members of their families to become exposed to the dominant language and culture of their settlement country due to enrolment in school. As a result, immigrant children often take on important tasks, such as interpreting, translating, and seeking information for their parents and adult family members (Morse, 2005).

This section describes the role of information brokering and the impact it may have on the newcomer youth and his or her family. This analysis is followed by a review of promising practices in disseminating information to youth, since information brokering places immigrant youth in the position of being a gateway and carrier of information for their families.

4.1.1 Immigrant Youth as Information Brokers

Immigrant children frequently act as information brokers for their families due to their attendance in schools and subsequent contact with the dominant language and culture of their settlement country. As stated above, immigrant youth that broker information will often translate and deliver information to their families, acting as informal interpreters, sources of information, and an important point of contact for important family business.

In a study of the interpretation work that immigrant children perform, Orellana et al. (2003) identify a broad number of responsibilities undertaken by information brokers, such as translating correspondence, guides, financial statements, and informational letters; completing forms relating to immigration, benefits, and employment; and speaking to landlords, physicians, managers, and neighbours (Orellana et al., 2003).

The role of information brokering is complex and difficult, and can have both positive and negative effects for immigrant youth and their families. For many young people, intergenerational relationships can be difficult to navigate, and acting as an information broker can further complicate matters. The positive effects of information brokering may include increasing a child's self-esteem and sense of significance within the family unit (Orellana et al., 2003).

The responsibilities given to the information broker can increase the sense of trust and understanding between information brokers and adults in their families, and also provide the child with a sense of independence and maturity. In research conducted with Chinese- and Vietnamese-American students, Tse (1996) states that information brokers are uniquely well-informed because of their position as conveyers of information and concepts in a variety of situations. As a result of their language brokering role, information brokers gain linguistic, cultural and world knowledge and experience. Importantly, children who act as information

brokers can also "create, sustain, and utilize networks [and links to resources outside of the home] to benefit their families" (Orellana et al., 2003).

Information brokering can also have negative effects. Language and information brokering can shift the power balance and cause distress for parents, who may experience a sense of being exposed, inadequate, and dependent (Tyyskä, 2008). Youth may also experience frustration, obligation, stress, embarrassment, and resentment towards their parents (Chao, 2006).

Tse (1996) observed that information brokering experiences were viewed as a burden by some youth. In assuming the role of information brokers, many youth are also given other adult-like responsibilities by their parents, including making decisions that can impact the entire family. In assessing these findings, Araujo (2008) notes that "negative effects are indicative of degree of difficulty and responsibility that children and adolescent immigrants face as interpreters for their parents and family" (pp. 7-8).

In particular, the use of youth as information brokers in medical and legal settings has been criticized due to the often sensitive and difficult nature of the subject matter. Araujo (2008) states that youth information brokering in these settings can have significant consequences for both the youth and the family. Consequences for the youth stem from their exposure to situations that may be extremely complex or inappropriate for their age and role in the family. Consequences for the family stem from the youth's potentially inaccurate translation/interpretation leading to misunderstandings of the issue. Additionally, the power dynamic among the youth, family, and external party can be particularly complex in legal and medical settings, which may impact the way information is communicated.

Despite these concerns, youth continue to provide information and interpretation services for their immigrant families. When Auraujo (2008) asked immigrant adults to identify situations in which they used their children as interpreters, the respondents listed medical, legal, and news/current events situations the most frequently. The participants also stated that "the use of their children as interpreters was and continues to be their preference" for a variety of reasons, including their ability to communicate more honestly with their children than with third party interpreters, their child's fluency in their native language, and trust. One participant stated they prefer communicating through their child because children "have a different or greater interest in resolving whatever needs to be resolved with [their family's] interests in mind" (Auraujo, 2008, p.35). This statement implies that a youth's role as an information broker can and often does extend beyond linguistic translation.

Orellana et al. (2003) state that youth as information brokers play an important role in their parent's immigration and settlement experience and the family's survival in the host country. Several studies identify the multiple roles played by child information brokers (Auraujo, 2008; Orellana et al., 2003). In particular, two of these roles are applicable to this paper: tutors and advocates. As tutors, the youth can interpret, translate, and teach their families about certain activities and skills. As advocates, youth may informally intervene, mediate or otherwise actively represent the interests of their families. In both of these roles, information brokers can become "access points" to the host country for their families, by voicing their family's interests and providing access to society, services, and information (Auraujo, 2008). These roles played by the

youth inevitably affect the families' settlement experience, acculturation process, and decision-making.

4.2 PROMISING PRACTICES IN THE DISSEMINATION OF INFORMATION TO YOUTH THROUGH YOUTH PROGRAMS

A survey of existing preventive youth education programs reveals that youth educators and program developers use intervention, prevention, and development strategies, or a mixture of all three approaches, in developing preventive youth programming. This section discusses the promising practices in youth preventive education programming.

The best practices in this section are organized into three program elements:

- **Content** looks at the types of information to which youth audiences are most receptive;

- **Framework** reviews promising ways to organize and structure youth programs; and

- **Delivery** discusses promising practices in communicating with youth.

4.2.1 Content

Realistic, Factual and Practical

Creating content for a youth program is not as simple as determining the subject matter to be covered. Programs that present factual material in a manner that "recognizes the reality" of the current youth experience with the topic are more likely to be successful than programs that focus solely on abstinence or prevention (Centre for Addiction and Mental Health, n.d.). Research indicates that youth are dismissive of information they perceive as contradictory to their own personal experiences or reflective of "adult exaggeration and hysteria." Youth are most receptive to information that is presented objectively and honestly, with a presentation of both the positive and negative sides of the topic, and program leaders willing to admit when there are no answers.

Programs should combine accurate, factual information with strategies for developing skills. A number of successful youth programs combating substance abuse discuss the motivations for using drugs, such as self-discovery, or some perceived benefit, and also focus on life skills development that may combat these motivations. For example, assertiveness, decision-making, communication, and conflict resolution equip youth with alternative ways of handling the potential for substance abuse (Centre for Addiction and Mental Health, n.d.).

A study conducted by Weissberg, Kumpfer, and Seligman (2003) similarly concludes that the most "beneficial preventive interventions for young people involve coordinated, systemic efforts to enhance their social-emotional competence and health" (p. 425).

While these studies focus on public health programs for youth, they apply equally to legal education. Equipping youth with knowledge and some tools to recognize potential legal problems and be able to support their families in seeking more information about the context, resolution options, and sources of help provides them with a realistic, skills-based way to help their families prevent legal problems or seek their early intervention and resolution.

4.2.2 Framework

Ongoing, Structured, and Adaptive

Programs should be based on practical education principles and structures, not on ideology. Program providers should implement structured curriculum to consistently deliver the program from group to group and to provide guidance in developing more complex material as they encounter the same audience over time. Moreover, education programs should be ongoing from kindergarten through to secondary school. This ongoing curriculum increases the chance of a program's success as students come to expect it as part of their regular schedule (Centre for Addiction and Mental Health, n.d.).

Furthermore, students require sufficient time for information to be received and behaviour to change. Eighty per cent of the programs studied by Catalano, et al. (1998) provided their services for nine months or more.

In addition to being structured and continuous, it is important that educational approaches should be adaptable to their audience. Content and delivery should match a youth's age, gender, demographic characteristics, and background knowledge, experience, or sophistication (Centre for Addiction and Mental Health, n.d.).

In the case of immigrant youth, the program may be adapted to a student's particular language, cultural background, learning style, or the legal problems that immigrant youth are most likely to experience. Different program strategies may also be implemented, such as reaching different sub-groups through skills training, mentoring programs, or peer tutoring (Catalano et al., 1998). Morse (2005) suggests an innovative way to address linguistic and cultural barriers by combining language instruction with social support and program delivery.

Integrated

Programs should be integrated, include different components and complement each other. Research indicates that comprehensive community programs are more promising than one-off preventive strategies. Coordinated efforts on an ongoing basis create a continuous atmosphere and allow for the development of more complex curriculum as youth complete each stage of the program. Family-based approaches have also shown promise. These include promoting parent-child communication, encouraging parents to serve as positive role models, and teaching strong parenting skills (Homepage of Striving to Reduce Youth Violence Everywhere, n.d.; Centre for Addiction and Mental Health, n.d.). This approach may be less relevant to immigrant youth, however, who may be experiencing a role reversal, where the children have been able to integrate and settle more speedily in the host country.

4.2.3 Delivery

Social Media

Media is an important aspect of youth culture. Research directly discusses mass media campaigns and television as having the greatest impact on increasing knowledge and awareness, with lesser success in affecting behaviours. In particular, mass media campaigns are particularly

effective in "setting the agenda for public discussion" (Centre for Addiction and Mental Health, n.d.).

By raising public awareness of a topic, it makes the content of a program more socially acceptable and increases the likelihood that it will become a topic of conversation. Mirzae (1991) found that that young people report obtaining most drug information from television, followed by parents and other print media. Although dated, Mirzae's conclusion supports the theory that media are youth's primary source of information. More recent surveys suggest that immigrants have high levels of home computer and internet use (Veenhof, Wellman & Hogan, 2008; Aizlewood & Doody, 2002).

Statistics from the 2000 and 2003 *General Social Survey* indicate that immigrants are more likely to use the internet than Canadian-born individuals for certain purposes, including communicating with friends and family; obtaining local information about news and community events; and searching for Canadian government information (Statistics Canada, 2007).

Media may also play a role in informally educating youth. Informal learning is characterized as learning that is not based in the classroom. It is often unstructured, controlled by the user, and stimulated by general interest (Selwyn, 2007). Increasingly, youth are engaging in technology-based informal learning at home and in their communities. Selwyn (2007) also notes the role of Web 2.0 in informal learning. Web 2.0 includes technologies that involve information sharing and collaboration between users, including social networking sites, video sharing sites, wikis, and blogs. These technologies enable users to take a role in consuming, creating, and communicating web content. In contrast to Web 1.0, which involved a "top-down" approach of broadcasting content from a single source to a large audience, Web 2.0 allows users to participate directly in the creation and distribution of shared content. The interactivity of Web 2.0 applications make them particularly responsive to the needs and interest of its users and, therefore, potentially useful for informing, teaching, and learning.

A recent study of students spanning grades 7 to 12 collected data from media diaries kept by 694 participants in the United States. The data revealed that 20% of total weekly reading time by youth was conducted through "screen media", such as video/computer games, email, instant messaging, Web surfing, and television-watching. The report found that media usage by teens steadily increased between 2008 and 2010: youth consumed an average of over 10 hours of media content each day in 2010 (Henry J. Kaiser Family Foundation, 2010).

A survey of first year undergraduate students at British universities investigated the purpose for which youth used social networking sites. The data showed that students used social networking sites, such as Facebook, primarily for socialization and only secondarily for informal learning purposes, including working with other students on projects, asking questions about coursework, and contacting classmates. The study found that participants definitely did not use social networking sites for formal education (Madge, Meek, Wellens, & Hooley, 2009).

Although social media may not be used often for formal education, social networking sites can be a powerful marketing tool to spread important messages, inform users, direct them to educational materials, and build online communities. Web users are spending more and more time on social network sites. Furthermore, statistics released in early 2010 by the measurement

firm Compete Inc. indicate that Facebook surpassed the popular search-engine Google in directing users to major web portals like MSN, AOL, and Yahoo (Evangelista, 2010).

Users are no longer surfing the Web alone. Instead people are finding their way around the Internet based on the recommendations and activities of their friends and family. This shift in how people navigate the Web means that website operators should consider multi-pronged approaches to marketing their site. It is no longer enough to have good search-engine optimization. Web content creators should also focus on social media marketing so the people on social networking sites are talking about their website and thereby directing traffic to the site (Evangelista, 2010).

Martin (2010) provides further research on using social media to engage and inform young people, specifically Millennials, or youth who are between the age of 15 and 31 and are highly engaged with online technology, lifestyle marketing, and cultural consumption. Martin interviewed many brand managers, looking for patterns in how companies successfully engaged the Millennial market. This research identifies the strategies, which attempt to connect with Millennials on a personal level and create rapport through interactivity and participation. The strategies are as follows:

- **Create a shared experience** by relating to young people and communicating to them as peers and friends. Marketers should try to empathise with their experiences, solicit their opinions, and share their own insider knowledge. By inviting dialogue, social interaction, and participation, social media platforms can create a personalized experience and build trust; and

- **Transfer knowledge through content**, by continuously providing new, shareable content. Millennials prefer discovering information on their own, rather than being told. They engage more with applications that allows them to be spontaneous and generate their own content.

This Web 2.0 analysis and the data on immigrant internet use in the section above suggest that social media sites may be a potential way to share legal education and information to immigrant youth.

Participatory

Participation is a factor that runs through much of the research studying youth engagement. The **social influence model** was highlighted as a particularly important aspect of youth programming. Research indicates that participation and reception to education programs are influenced by how participatory and receptive peers, particularly socially influential peers, are to the program. In a study reviewing youth addiction programs in the United States, Ellickson (1995; as cited in Centre for Addiction and Mental Health, n.d., p2) states:

> Truly effective prevention programs in schools are difficult to implement.
> The most promising of the prevent approaches to date is the social
> influence model. The basic premise is that youths who use substances do
> so because of social pressures from peers, the family, and the media, as

well as internal pressures (e.g. the desire to be "cool" and popular). Social influence programs provide information on health and social consequences and attempt to motivate students to resist the pressures to use.

Other studies indicate that "peer influence" or "peer preference", and not peer pressure, are more likely the cause of substance abuse. This argument posits that youth are coerced to participate in certain behaviour because of nuanced social influences, and not overt pressure. Youth that are particularly receptive to certain behaviour or ideas already possess an intention or "readiness" to pursue a certain direction and tend to choose a social circle that is similarly focused (Centre for Addiction and Mental Health, n.d.).

The role of social influence is an important consideration in programming that concerns young people in a time when they are eager to establish themselves as adults and are also seeking social approval from their peers. Research also indicates that programs are more likely to succeed when they include youth participation, particularly when a peer leader is chosen to participate. This practice is discussed below.

Youth programs should encourage active participation. The role of peer participation and social influence is an important consideration with audiences that may seek social approval from their peers, especially with immigrant youth who are trying to integrate into a new peer groups. Research states that participation and reception to education programs are influenced by the participation and attitude of peers, particularly socially influential peers.

Research indicates that programs are more likely to succeed when they include youth and peer participation, particularly when a peer leader is chosen to assist in the coordination of the program. This not only encourages peer reception, but also creates an atmosphere that is inclusive and open. The selection of the peer participant is particularly important. Often, rigid social groups are already in place amongst students and it is important not to further isolate or "turn off" a particular social group through the choice of peer leader. To mitigate this, the organizational program leader or coordinator should also be a trained adult that students trust and who can deliver the program in an accurate and unbiased manner (Centre for Addiction and Mental Health, n.d.).

Participation is also influenced by the manner in which information is presented. Some studies suggest that youth programs are most effective when they encourage open dialogue between program leaders and students. Active learning, rather than passive learning through lectures, that engage the audience's participation will deliver information in a way that is engaging and memorable. Interactive delivery methods, such as group discussions and role playing, encourage youth to analyse and apply the information presented (Centre for Addiction and Mental Health, n.d.).

Accessible

The accessibility of assistance and program information is crucial to developing a sense of trust with youth audiences and therefore increasing the likelihood of a program's success. Information must be available where youth already go, such as in community centres, settlement agencies, and locations that house immigrant youth programs, so that they are able to access information and seek help outside of the classroom setting (Break the Cycle, n.d.).

5 JURISDICTIONAL SCAN

This section of the Scoping Review presents a number of promising and/or evaluated programs for youth with prevention, intervention, or development goals. The jurisdictional scan is organized into non-legal and legal topics, and further categorized by source country: Canada, the United States (U.S.), the United Kingdom, and Australia. Some programs target the youth audience generally, whereas others were designed with a certain youth demographic in mind. Special attention was given to programs created specifically for immigrant youth where possible.

5.1 NON-LEGAL PROGRAMS FOR YOUTH

Non-legal youth programs cover a broad range of topic areas and approaches. This section presents a selection of programs that have a positive evaluation or otherwise recognized as promising.

5.1.1 Canada

Canadian Centre on Substance Abuse: Xperiment.ca and URL-TV

Xperiment.ca and URL-TV are two initiatives created by the Canadian Centre on Substance Abuse. They both make use of web-based media to educate young people about the effects of using drugs.

Xperiment.ca is an interactive drug-prevention website. It was developed in consultation with partners in the Media/Youth Consortium, a cooperative of media, marketing, communications, youth service, and drug-prevention experts. The goal of the site is to provide Canadian youth with facts about drugs and their related harms, and prepare youth to make informed choices about substance use (Canadian Centre on Substance Abuse, 2010a). The site allows users to virtually experience the effects of drug use in an online video game environment through the character "Earl the Eyeball". Users can choose how Earl will virtually take a drug; play online games; and also obtain information on the descriptions, effects, and social and legal implications of taking drugs. According to the Alcohol-Drug Education Service (2009), Xperiment.ca's design was guided by youth surveys, focus groups, and the argument that strictly promoting drug abstinence is rarely effective. The Alcohol-Drug Education Service's (2009) website states that:

> Youth said that learning about drugs through virtual experimentation was relevant and appealing; that it balances the seriousness of the issue with interaction and exploration; and that it makes the goal of prevention clear. When concepts were tested with youth, they confirmed that they didn't want to be simply told not to do drugs. Youngsters know that drugs can be harmful, but are also fully aware that people use them nonetheless. Surveys showed that youth would be interested in learning and making their own choices, rather than being "preached to."

Xperiment.ca won a 2009/10 Applied Arts Magazine Award in the category of Interactive Educational/Reference.

URL-TV is an online, healthy lifestyle television channel for youth. Its goal was to broaden the appeal of Xperiment.ca and to address findings that "future viewing preferences of youth will revolve around 'on-demand' programming that can be delivered anytime and anywhere through an online connection" (URL-TV.com, 2010). The site hosts short video segments on topics such as independence, financial management, and impaired driving. It promotes its content as "infotainment" and "news youth can use" (Canadian Centre on Substance Abuse, 2010b).

Published evaluations from the youth user perspective are not available on either Xperiment.ca or URL-TV, although both websites do have user feedback forms. However, a formal review of the Canadian Centre on Substance Abuse states that the Centre was successful in delivering on its expected outcomes; was a national leader due to its sophisticated collaboration approach; and had raised awareness of the nature, extent, and consequences of substance abuse (Canadian Centre on Substance Abuse, 2010b).

Mothers Against Drunk Driving: Shattered

Shattered is a multimedia produced by Mothers Against Drunk Driving (MADD). It is aimed at secondary students and is presented on three screens with an advanced sound system. The film depicts three groups of teenagers, their involvement with alcohol on the same evening, and their respective outcomes. The film is accompanied by complementary curriculum, including discussion materials and fact sheets.

An evaluation of *Shattered* is not available. However, Enns and Liebrecht (2010) have reviewed *Wasted*, MADD's forerunner to *Shattered*, which makes similar use of film, sound and dramatizations. The evaluation found that *Wasted* was perceived by secondary school viewers as "resonating" and an effective communicator of the effects of impaired driving. Three months after viewing the show, 95 per cent of students voted that they wanted their school to show it again the following year. Even more importantly, six out of seven students interviewed reported they would discuss the presentation with their friends or family members, and 42 per cent stated the presentation was very effective in changing future behaviours of youth. The effectiveness of the presentation, however, diminished over time: three months after the program, only one-third of participants rated it as very effective. This report indicates that multimedia presentations are an appropriate delivery method for youth prevention programs. The decline in effectiveness supports the practice that continuous, scheduled programs are more effective at changing youth behaviour.

5.1.2   United States

Carnegie Cyber Academy

Carnegie Mellon University's Information Networking Institute created the Cyber Security Awareness Project to raise awareness on cyber threats, security, and ethics; online fraud; and bullying. The lessons are for students in three grade categories: kindergarten to third grade, fourth to sixth grade, and seventh to twelfth grade (Carnegie Mellon University, 2008).

Cyber Security Awareness is taught through an online, interactive game, called the Carnegie Cyber Academy. Students play games and complete online activities as cadets enrolled in the Cyber Academy in order to earn badges and "graduate" from the Cyber Academy's cyber

defence training (Carnegie Mellon University, 2010a). Lesson plans for teachers provide background information, activity ideas, and discussion topics, to support the online game (Carnegie Mellon University, 2010b).

Cyber Academy received two awards in the 2009 Communicator Awards in the categories of Interactive (Education) and Interactive (Children's Audience). The Communicator Awards are awarded annually by the International Academy of Visual Arts. The Cyber Academy was also a runner-up for the 2009 Japan Prize, an award recognizing original and outstanding achievement in science and technology (Carnegie Mellon University, 2010a).

Reconnecting Youth

Reconnecting Youth was developed in the United States in 1985, and has since been implemented in fifty states and a number of countries, including Canada. It is a school-based prevention program for secondary students, and targets youth who show poor academic performance and potential for dropout based on their school record. The program is incorporated into the secondary school curriculum and participation is based on a voluntary invitation to each student. Students meet daily or weekly during a scheduled block for one semester and receive credit for the program's completion. In a small group setting, the program teaches life skills to build a defence against substance abuse, aggression, depression, suicidal ideation, or emotional anxiety. The program is supported by various social and academic activities to improve social skills; build relationships with peers; teach healthy and safe activities; and active parental support (Homepage of Reconnecting Youth Inc., n.d.).

A study comparing a group of students who participated to Reconnecting Youth with a group that did not participate showed that the program improved academic performance and decreased absenteeism. Students also demonstrated a decrease in drug control problems, depression, anger, and suicidal behaviour, and an increase in peer bonding, self-esteem, and perceived social support (National Registry of Evidence-based Programs and Practices, 2009). The National Dropout Prevention Center/Network rated the program as showing "strong evidence of effectiveness", based on experimental studies, data collection and analysis (National Dropout Prevention Centre/Network, 2010).

Across Ages

Across Ages is a mentor-based substance abuse prevention program for youths ages nine to thirteen. The goal of the program is to prevent, reduce, or delay alcohol, tobacco, or other drug use and its associated problems. The program consists of weekly meetings with a trained mentor from the community; community service; regularly scheduled recreational activities with other youth, families, and mentors; and short, weekly training lessons using the Social Problem-Solving Module of the Social Competence Promotion Program.

The National Registry of Evidence-based Programs and Practices (2009) measured Across Ages' outcomes. It compared participants in the complete Across Ages program to two other groups, one that participated in Across Ages without the mentoring component, and one that did not participate in Across Ages at all. Data was collected from surveys conducted with youth in each group. The comparison found that the group that participated in the completed the Across Ages

program showed a significantly more positive attitude. Statistically, students in the other two groups did not show any significant changes or differences.

5.1.3   United Kingdom

Afasic

The Afasic Youth Project is a social club for 11 to 19 year olds with language and communication difficulties. Members meet weekly in a non-academic setting and participate in social activities.

The program was evaluated by City University, which interviewed members of the club and parents. Overall, feedback was positive. Members highlighted the social aspects of the program as being important, and parents recognized the role of the program in their child's development and independence. The researchers found the success of the program was based on a "normative model of social activity", a comfortable socializing environment, specialist knowledge of language difficulties, an extracurricular way of boosting confidence and introducing new skills, friendships with peers with similar experiences, and contact with other families (Myers, Botting, Chiat, Joffe, & Jones, n.d.).

eCareSolutions

eCareSolutions, formerly known as YouthMedia, provides information technology solutions and information on policy, research, and promising practices to the children's sector. The organization creates multimedia tools and interactive games and programs to instruct young people on health, education, and life skills development. An example of one of eCareSolutions' initiatives is the Connexions Action Card, gaming software that allows young people to interactively gather information in a three-dimensional mini-world of a particular town or city. The program teaches users to problem solve and provides entertainment through games and downloads. The program is developed with consultation with young people from the selected area (eCareSolutions, n.d.).

An evaluation of the Connexions Action Card was not found.

Anti-Bullying Alliance

The Anti-Bullying Alliance is a project hosted by the National Children's Bureau. The goal of the Anti-Bullying Alliance is to co-ordinate and support a regional program aimed at reducing bullying. The Alliance supports school-based anti-bullying programs by providing curriculum, strategies, policies, bullying management approaches, and mediation skills for educators. It supports numerous projects and programs throughout the United Kingdom. In addition to resources, the Alliance runs a website, enquiry services, and monthly electronic bulletin.

One initiative the Alliance supported was a series of DVDs produced with the Telford and Wrekin Council Healthy Schools Team in the West Midlands. The DVDs were written, directed, produced and acted by youth. The program's goal was to create an opportunity for youth who would not normally put themselves forward to participate in a production that may boost confidence. Schools suggested the participants based on the criteria that the individuals had high rates of absenteeism, were excluded from social groups, and had poor communication and social

skills. The resulting DVDs cover a number of topics related to bullying and are used widely in anti-bullying conferences and secondary schools. In a survey conducted after the program, attendance and self-esteem among participants improved (Stephanian, n.d.).

An evaluation of the Alliance conducted by PricewaterhouseCoopers (2007) concluded that the Alliance's efforts were aligned with the government's policy to shift away from campaigning about bullying and towards embedding effective practices in schools. However, the report also noted that the Alliance's website and resources were not well known amongst students and teachers. While content created by the Alliance is of a very high quality, its delivery is not efficient or effective. Furthermore, the Alliance's initiatives would be served by public pressure created by an ongoing awareness campaign. This, in turn, would potentially result in greater commitment and support at senior authority levels and within schools.

Get Connected and Webhelp 24/7

Get Connected is a free and confidential helpline for people under 25 years of age. Through telephone, email, or web chat, young people can ask for support and information about personal problems. Some of the common issues that Get Connected is contacted about are family disagreements, education, employment, finances, health, depression, alcohol, and drugs. In response to queries from youth, Get Connected provides emotional support and directs youth to services, either by providing the client with a free connection to the service or providing a referral in the form of contact information so that the youth can access services at their own pace.

Get Connected also provides information in the form of an online directory called Webhelp 24/7. This directory was created in response to their research finding that certain youth, particularly young men between the ages of 18 and 24, are reluctant to discuss their concerns over the telephone. Webhelp 24/7 seeks to provide assistance to youth that prefer to look online for information. The directory is first divided into topical categories and then grouped services by location, method of contact, age of clients served, and gender of clients served. Each search result is identified by name, a description of the service provided, contact information, and accessibility information, including whether services are provided in multiple languages (Homepage of Get Connected, 2010).

At the time of writing, an evaluation of Get Connected was not found.

5.1.4 Australia

Centre for Multicultural Youth

The Centre for Multicultural Youth provides a number of programs, projects, and policy initiatives with the goal of enhancing the life opportunities of young people from diverse backgrounds. This goal is promoted through a number of youth activities, including one-to-one support of youth; policy advice; information provision and research; youth leadership and mentorship programs; training and professional development; and community education (Centre for Multicultural Youth, 2008).

The Centre collaborated with a number of partners on the Home Lands project. Home Lands is a multimedia project that uses storytelling and internet television to connect Karen and Sudanese

refugee youth in Melbourne with young people in their homelands and diaspora communities. The participants produce and broadcast digital productions and share them on the Home Lands website, at http://homelands.net.au. The program operates on the principle that continued contact with home communities leads to more successful refugee youth resettlement. By creating a transnational online community, Home Lands documents historical and cultural stories and acknowledges the unique experiences and skills that young people acquire through displacement (Cultural Development Network, 2010).

An initial two-year pilot project was conducted for Home Lands. This pilot identified the program's outcomes, which included contributing to the understanding and knowledge of the resettlement experience and how it can have serious consequences on refugee youth.

At the time of writing, an evaluation of Home Lands was not available.

Reconnect-NAYS (Newly Arrived Youth Specialist)

The Reconnect-NAYS program is an intervention program that assists young people who are homeless or are at risk of homelessness to find a stable living situation and improve their engagement with family, work, education, training, and the local community. The program has produced a Resource Kit for its workers, including one that describes promising practices for working with immigrant youth (Homepage of Reconnect-NAYS, n.d.).

At the time of writing, an evaluation of Reconnect-NAYS was not found.

MoodGYM and E-couch

MoodGYM and E-Couch were created by the Centre for Mental Health Research. While neither program is specific to youth, both represent creative and effect uses of web-based technology to disseminate information.

MoodGYM is an interactive web program designed to prevent depression. It makes use of interactive games, assessments, downloadable relaxation audio, a workbook, and a feedback assessment. The goal of these exercises is to teach cognitive behaviour therapy, which treats depression by demonstrating the connection between thoughts and emotions. It provides advice on handling stress triggers and teaches relaxation and meditation techniques (Centre for Mental Health Research, n.d.)

E-couch is an online, interactive program that provides evidence-based information and exercises to combat depression, anxiety, loss, grief, and emotional distress. It teaches a number of strategies for promoting mental health, including cognitive, behavioural, and interpersonal therapy.

At the time of writing, evaluations of MoodGYM and E-couch were not found.

5.2   PLEI PROGRAMS FOR YOUTH

This section of the Scoping Review identifies public legal education and information programs for youth. Every effort was made to present PLEI youth programs that had a civil or family law component. However, the majority of programs found during the research process focused on juvenile delinquency, anti-criminality, and gang prevention.

5.2.1 Canada

People's Law School: Learning about the Law (B.C.)

The People's Law School is a non-profit, charitable society based in Vancouver, B.C. It delivers free public legal education to British Columbians in a number of languages and delivery methods, including printed publications, animated videos, online resources, and community events. Topics covered by the People's Law School's publications are wills, tenancy, consumer protection, and elder abuse. While all these publications are available in English, certain publications are available in Spanish, Punjabi, Chinese, and/or French (Homepage of the People's Law School, 2010).

The People's Law School (2005) has created a booklet and companion teacher's guide called *Learning about the Law*, designed specifically for people learning English and newcomers to B.C. It covers topics related to daily life, such as tenancy, employment, taxation, family law, driving, and criminal and civil law. These are all presented in printed form.

Multimedia resources form one component of the People's Law School's programming. Currently, this comprises a series of short, animated videos on consumer law. These videos teach individuals about credit cards, fraud, debt, identity theft, and bankruptcy, through three characters: Robert, Aesha, and Credit Card (People's Law School, 2005).

Justice Education Society of B.C.: Changeville and Legal Rights for Youth

The Justice Education Society provides a broad selection of law-related programs for teachers and youth. Two topical examples are Changeville and Law Connection (Homepage of the Justice Education Society, 2011).

Changeville is an interactive website created by the Justice Education Society to allow children ages 6 to 12 explore the topic of parental separation and family break-up in an interactive website. In Changeville, the youth take control of an avatar and explore the streets of this virtual city to learn about the separation process, relevant legal terms, and strategies to cope with difficult feelings (Justice Education Society of B.C., 2010a).

Another youth-oriented legal education website developed by the Justice Education Society is Legal Rights for Youth. This site features nine animated videos starring a male teenager named K9. Throughout these videos K9 encounters various young people in difficult legal situations and uses these opportunities to teach youth about their legal rights and responsibilities. Examples of these legal situations include, but are not limited to locker searches, tagging, attending parties and crossing the border (Justice Education Society of B.C., 2010b).

Legal Rights for Youth also contains a variety of handouts and links to other websites relevant to the legal rights of youth.

Public Legal Education Association (PLEA) of Saskatchewan

The Public Legal Education Association (PLEA) of Saskatchewan (2010a) is a non-profit, non-government organization with the goal to "educate, inform, and empower through law-related education." PLEA provides general legal information and resources to the public, some of which are delivered through youth- and school-based programs. The curriculum of the youth and school programs cover a range of legal topics important to youth in elementary, middle, and high school. PLEA presents this information in the form of downloadable teaching manuals, mock trial projects, newsletters, and youth publications. PLEA also arranges for court visits and classroom speakers.

A key publication publication, titled *Just Law: Understanding the Law in your Life (Student Edition),* discusses consumer protection, bullying, family law, tenancy, employment rights, driving, and criminal law (Public Legal Education Association of Saskatchewan, 2005).

Public Legal Education and Information Service of New Brunswick (PLEIS-NB) - Youth Justice

The objective of the Public Legal Education and Information Service of New Brunswick is to provide general legal information, offer law reform resources, and to facilitate legal self-help skills. PLEIS-NB has a number of publications and resources for youth which are clustered on a youth-dedicated website called Youth Justice, which can be viewed at: http://www.youthjusticenb.ca

This site hosts online games, booklets, activity guides, and videos, as well as a number of youth orientated publications. Youth Justice's content focuses on criminal law and the justice system. The majority of the resources are available in English and French, but no other languages (Homepage of Youth Justice, 2006).

5.2.2   United States

A lengthy search for legal education and information programs geared for youth in the United States (U.S.) indicates that such programs are not as prevalent as they are in Canada. The majority of programs relating law and youth in the U.S. were advocacy programs that provide legal counsel and representation for youth who are in foster care and accused of a crime. Nevertheless, below is a description of Street Law Inc., a prominent public legal education provider that delivers youth-oriented legal education programs across the U.S.

Street Law – National Youth Programs

Street Law Inc. is a non-profit organization that provides practical, participatory education about the law, democracy, and human rights across the United States and the world. Street Law offers a number of programs across the U.S. that educate youth about their legal rights, the law, and/or careers in legal professions. The following are descriptions of the national youth legal education programs offered by Street Law Inc. (Homepage of Street Law Inc., n.d.):

- **Breakfast with a Legend** – Attorneys, paralegals, and other local leaders from law-related professions attend fifth and sixth grade classrooms and teach the students about rules and the law over breakfast.

- **Corporate Legal Diversity Pipeline Program** – Staff from local corporate legal departments attend diverse high school law classes in an effort to engage students, teach them civil law, and encourage them to consider careers in the legal profession.

- **Save Our Streets** – Public legal education program for youth ages 13 to 17 that have been charged with a weapons offense. The program educates the youth about the workings of the juvenile justice system and aims to address public policy issues regarding juvenile weapons possession.

- **Youth Act**! – A public legal education curriculum that involves hands-on training and practical assistance to help youth develop leadership skills and a vision to advocate for meaningful change in their communities. This program is typically delivered through community-based youth programs or through social studies, civics and/or health classes.

- **Youth in Transition** – Practical legal education for vulnerable youth that live in foster care, transitional and independent living programs.

5.2.3   United Kingdom

Many resources in the United Kingdom acknowledged public legal education had only just started in the United Kingdom, and recommended Canada and Australia as jurisdictions with more promising PLEI practices. Below is a description of the one notable PLEI for youth resource from the United Kingdom - The Children's Legal Centre.

The Children's Legal Centre

The Children's Legal Centre is a charity focused on promoting the human rights of children and young people through involvement in law, policy, research, and training. It promotes youth access to justice by publishing resources and providing legal advice, information, and representation for people who work with youth (The Children's Legal Centre, 2009). The website hosts free legal fact sheets and contact information for free legal advice. The Children's Legal Centre has also created the Migrant Children's Project, which provides services and assistance specific to refugee, asylum, and migrant children (The Children's Legal Centre, 2009).

5.2.4   Australia

In Australia, public legal education and information is generally referred to in Australia as "community legal education" (CLE).

Legal Services Commission of South Australia

The Legal Services Commission of South Australia (the Commission) provides public legal education and information in addition to helping people access justice by providing legal advice and representation in matters of criminal law, family law, and in some matters civil law. The Commission offers legal education and information about Australian laws specifically for new

immigrants and for youth, but nothing specifically for new immigrant youth (Homepage of the Legal Services Commission of Southern Australia, n.d.a).

The Commission's legal education program for new migrants is based on community-based service delivery and focuses on practical and culturally appropriate advice. The Commission works with culturally and linguistically diverse communities to determine their legal information needs and learning preferences. The Commission then offers highly interactive legal education seminars that are delivered by "experienced and culturally competent professionals" to these diverse communities (Legal Services Commission of South Australia, n.d.a).

The Commission also provides legal education programming geared towards young people through workshops, seminars, and information sessions. Theses workshops/info sessions cover a variety of youth-relevant legal topics including, but not limited to:

- Young people's rights and responsibilities;

- Traffic and criminal law;

- Relationships and personal safety; and

- The proper use of public spaces.

Recently, the Commission also produced and helped in the development of *Expect Respect!*, a one-hour, dramatic production and workshop for young audiences that examines sexual violence and the legal definition of consent (Legal Services Commission of South Australia, n.d.b).

Please note that at the time of writing of this Scoping Review no formal evaluations or outcome assessments were publicly available on any of the youth-oriented PLEI programs mentioned above. This apparent lack of available formal evaluation research on youth-oriented PLEI programs highlights the need for future funding and resources to conduct evaluations. Formal evaluations of these programs have the potential to accurately capture and disseminate important best practices and lessons learned for providing PLEI to immigrant youth.

6 FOCUS GROUP DISCUSSIONS

This section summarizes focus group discussions conducted by staff from the Knowledge and Information Services branch in the spring of 2011 with newcomer youth and adult settlement workers in schools (SWIS) who work closely with newcomer youth and/or their families. These focus group sessions serve as a source of primary research to gain further insights into providing PLEI to new immigrant youth in an effort to disseminate legal information to their families.

Focus groups were conducted with newcomer youth from the Vancouver School Board's Engaged Immigrant Youth Program and the Inter-Cultural Association of Greater Victoria's Multicultural Youth Group. The youth ranged in ages from about 15 to 18 years old. The youth represented a diversity of cultural backgrounds including, but not limited to: Asian (Chinese & South Korean), Latin (Central and South America), and Pilipino.

Focus groups and interviews were also conducted with settlement workers in schools from the Victoria, Vancouver, and Surrey school districts. These settlement workers were engaged to participate in this topic because of the relative ease of engaging SWIS employees during their regularly scheduled meetings, their English language proficiency, their unique perspective in engaging both newcomer youth and parents on a regular basis and their role as information and language brokers to newcomers to Canada.

Focus groups with newcomer families were considered, but not opted for due to concerns over time and resource restraints and potential language-fluency issues.

Note: In this section, the term "newcomer families" describes the parents or adults in a newcomer family. The term excludes the members of the family that are youth.

The focus groups sessions were recorded in the forms of digital audio files and written notes. The confidentiality and anonymity of participants was protected by the removal of any names or personal information mentioned in the following discussion.

6.1 LEGAL INFORMATION NEEDS

Newcomers to Canada face a number of changes and challenges. Their legal information needs mirror the diversity of their backgrounds, cultures, and experiences. The most prevalent legal needs are described in this section.

6.1.1 Newcomer Youth

The majority of newcomer youth expressed the perspective that they were not in need of legal information. This majority stated that law was a topic for which adults and their parents were responsible.

The minority of the youth that stated legal information was important explained that as residents of Canada, knowing general legal information was necessary to avoid "getting into trouble." Some youth mentioned that they are interested in learning more about the driving laws well as employment law.

Several SWIS stated that they were often perceived as part of school staff and, as a result, newcomer youth and parents came to them with concerns about their child's academic performance and socialization in school and not necessarily legal information needs. However, some SWIS did explain that they have helped the newcomer youth access information about the following law-related issues:

- **Bullying** – related and unrelated to racism. Bullying was the first issue raised by SWIS in all three school districts;

- **Alcohol, tobacco, and substance abuse** – more specifically drug dealing and ignorance of the age restrictions on alcohol and tobacco use; and

- **Individual rights and freedoms** – including the right to confidentiality, the rights of youth and the age of consent to sexual activities.

SWIS also provided legal information on an infrequent basis to newcomer youth on the following topics:

- **Familial disputes –** including domestic violence and family dissolution;

- **Driving –** including licensing and traffic rules; and

- **Weapons possession**.

Several SWIS workers mentioned they typically only dealt with newcomer youth's legal information needs after a conflict had occurred and the youth were referred to a school-based settlement worker by their school or police. The legal information the SWIS provided to youth was often given after a conflict had occurred and not as a preventative measure.

6.1.2 Newcomer Families

Most SWIS noted that they rarely, if at all, helped newcomer youth access legal information on behalf of their families. Some SWIS mentioned that they have directly helped newcomer families and some newcomer adult clients access legal information on the following topics:

- **Familial law** – including separation, divorce, child custody, and domestic abuse;

- **Tenancy law**;

- **Employment law**; and

- **Individual Rights**, including access to social benefits and subsidies.

A number, but not the majority, of newcomer youth revealed that they have assisted their parents find relevant information on the following topics:

- **Financial Debts**;

- **Housing**;

- **Employment**, including job-seeking, obtaining professional credentials to work in Canada, and employment standards; and

- **Individual rights**, including the rights of a child.

In fact, some youth mentioned that their parents still reside in their home country and that there would be no need for them to provide their parents with Canadian legal information. A considerable number of the youth also stated that their parents had very good English literacy skills and were able to access legal information without the youth's assistance.

6.2   INFORMATION SOURCES

This section describes the information sources on which newcomer youth, their families and settlement workers most rely. Also discussed are ideas for information provision and education suggested by the focus group participants.

6.2.1   Newcomer Youth

The sources of information that newcomer youth claimed they trust and rely on varied greatly. The most trusted sources of information mentioned by the newcomer youth include:

- School counsellors, teachers and program leaders;

- Media, including newspapers, magazines, and government websites;

- Community members, especially religious leaders and select family friends who immigrated to Canada before them; and

- Institutional authority figures, such as police, healthcare professionals, teachers, and lawyers.

An important difference was noted between the opinions of the newcomer youth and that of both SWIS and academic literature. SWIS and academic literature emphasize that youth often go to their friends as a source of information because of peer influence, a sense of trust, and/or no fear of consequences. The youth that participated in the focus group, however, explicitly stated that their friends were their least trusted source of legal information. The youth explained that this was due to their belief that their friends knew as little, or perhaps even less, about legal information than they did.

The newcomer youth and SWIS had a number of suggestions/preferences for providing legal education and information to newcomer youth. The youth mentioned that they mostly prefer learning in smaller, participatory classroom settings during school time. They also explained that they enjoy learning by watched realistic video documentaries or informative videos presented online, for example YouTube videos. They ardently and almost unanimously disliked having to read to learn. This finding from the focus group is in line with the academic literature, which states that the new immigrants, especially newcomer youth, are great consumers of media.

The SWIS provided the following ideas for disseminating legal information to youth:

- Creating informal, non-academic youth centres to provide peer-taught, interactive workshops and activities for youth;

- Distributing a multi-lingual booklet, written in a youth-friendly manner, to provide basic information on prevalent legal issues;

- Requiring schools to teach youth about the law and legal issues in every academic year; and

- Presenting regular assemblies lead by youth and describing real experiences of encounters with the law.

6.2.2 Newcomer Families

Very few sources were named when newcomer youth and SWIS were asked about information sources accessed independently by their parents and clients, respectively.

Newcomer youth stated that their parents often relied on media, especially newspapers and television, as a source of information. They suggested that workshops or online education would be beneficial for their parents to learn at their own pace and on their own time, but no indication was given whether or not the newcomer families would attend such sessions.

SWIS stated their clients turned to neighbours, teachers, counsellors, church, and family friends who had immigrated before them for advice and information. Their clients did not seek information from community leaders due to a desire to avoid "gossip." Additionally, SWIS explained that many of their adult clients were often fearful or mistrustful of police and government agencies due to negative experiences or perceptions of such authority figures in their country of origin.

6.2.3 Settlement Workers

SWIS stated that they rely primarily on government websites and agencies when seeking relevant legal information for their clients (youth and adults). Their activities consisted largely of providing referrals and publications, such as brochures or printing off information from websites. In rare instances, the settlement workers helped translate information, assisted with filling out forms, and accompanied clients to appointments to help interpret.

SWIS in all three school districts explained that they frequently access information from the following government agencies:

- Ministry of Child and Family Development;

- Citizenship and Immigration Canada;

- Residential Tenancy Branch; and

- Local police websites, most notably victim's services.

SWIS mentioned that they sought legal information from the following organizations:

- Legal Services Society and (legal aid);

- Access Pro Bono;

- The Law Centre;

- People's Law School;

- Justice Institute of British Columbia; and

- University of British Columbia's Law Students' Legal Advice Program.

When seeking information in order to educate themselves, SWIS identified government websites and statutes as their first source. Secondly, SWIS would telephone contacts at agencies and organizations to confirm information before passing it along to their clients. In one unique situation, a SWIS frequently asked his former university professor for settlement information and even referred clients to this professor for a private legal advice session.

6.3 NEWCOMER YOUTH AS INFORMATION BROKERS

The newcomer youth that participated in our focus group stated they did not often act as information brokers or translators for their parents. Their youth leader explained that this was due to the demographic of that particular group, which came from a country where English was often learned and spoken in addition to the first language.

SWIS, however, described an opposite experience, which confirmed the research encountered in academic literature. SWIS often witnessed or heard of youth acting as translators, interpreters, and information brokers for their parents.

The newcomer youth that have helped their family by acting as informal interpreters and translators have had varied experiences. Some youth found this role stressful or a burden while other youth felt honoured to help their family in this capacity. While none of the newcomer youth openly admitted to using the role of information broker to their advantage, some SWIS provided anecdotes wherein a newcomer youth used their role as information and language broker to manipulate their parents to make decisions in the youth's favour.

SWIS generally criticized the role of newcomer youth as information brokers because it often exposes the youth to sensitive information and circumstances that demanded maturity and expertise, especially when dealing with legal and health matters. Moreover, the SWIS mentioned that some immigrant youth are required to take on other traditionally adult roles in the family, such as child caring. Some SWIS mentioned, and others agreed acting as an information/language brokers is a burden on newcomer youth and that these kids should be able to focus on being kids.

ANALYSIS & CONCLUSION

British Columbia has an incredibly diverse immigrant population, of which a significant portion is newcomer youth. Newcomers to Canada can face a number of barriers when accessing available services, particularly language, cultural differences and a lack of awareness of available services and the processes and procedures to accessing services. These barriers can be especially significant when accessing complex legal information and service to resolve legal issues and conflicts. PLEI providers can play a considerable role in helping newcomers overcome these barriers by providing relevant legal information and educational programs that are geared to the specific needs of newcomers.

Research indicates that newcomer youth tend to overcome language and cultural barriers sooner than their parents when settling in a new country because of school-based language classes and cultural immersion. Consequently, newcomer youth often act as informal language interprets and translators and information brokers to assist their parents access services. There exists the potential to utilize the new immigrant youth's role as information brokers to help new immigrant adults better understand Canada's legal system and laws by developing PLEI materials geared specifically to immigrant youth.

Research on disseminating information to youth indicates that youth-focused information and educational programs are more useful and effective when the following principles are applied:

- Content should be realistic, practical and factual – Youth can be dismissive of information that contradicts their experiences and observations in the real world. Exaggeration and/or adult hysteria will hinder the success of youth education;

- Frameworks should be ongoing, structured, integrated and adaptive – Repetition and familiarity of content will help youth retain the information. Moreover, educational content should be adapted to the specific cultural, language and informational needs of immigrant youth; and

- Delivery should be participatory, accessible and utilize media - Youth, particularly immigrant youth, are massive consumers of media. Interactive social media, such as Facebook or other Web 2.0 applications, such as YouTube, are especially useful because they allow youth to learn, participate and generate their own content. Moreover, youth tend to engage more in their learning when there is peer participation and the content is delivered in a manner that is easily accessed. For example, youth prefer programs that are delivered at familiar locations, such as community centres and schools, as well as commonly visited websites.

Evidence from the focus group discussions with the newcomer youth and settlement workers in schools is in congruence with the literature. Immigrant youth do prefer to learn through multimedia rather than just reading literature. PLEI programs and publications geared towards immigrant youth should be "user-friendly" in that the language that is appropriate and not overly complex. Moreover, the content should be presented in a manner that is not intimidating or authoritative and delivered in a familiar location.

A scan of youth-orientated PLEI programs in B.C. and abroad indicates that PLEI providers are aware of and adhering to these principles when delivering PLEI to youth. The use of media, particularly online videos, and providing participatory educational programs at accessible locations are common in PLEI that is geared towards youth.

Future research on this topic should involve conducting more formal evaluations of youth-orientated PLEI programs in order to better capture important and subsequently disseminate best practices and lessons learned.

Research also indicates that acting as information and/or language brokers can have positive and negative effects on youth. The potential positive effects include, but are not limited to:

- Increasing the youth's self-esteem and sense of maturity and importance in the family;

- Developing a sense of trust and understanding between the youth and adults in their family;

- Building the youth's linguistic, cultural and worldly knowledge and experience; and

- Helping the youth foster relationships outside their family and build linkages to their community.

The potential negative effects of youth acting as information and/or language brokers include, but are not limited to:

- Shifting the power balance and causing distress for parents, who may experience a sense of being exposed, inadequate, and dependent, thereby stressing family dynamics;

- Fostering feelings of frustration, obligation, stress, embarrassment, and resentment by the youth towards their parents; and

- Regarding the information/language brokering role as a burden.

These potentially negative effects are correlated to the degree of difficulty and responsibility that youth face when acting as information and/or language brokers for their parents and family.

The role of information and/or language broker can be especially challenging for the youth when this new role changes the traditional power dynamics of the family. Further challenges to the family dynamic can arise when the youth are dishonest and manipulate the flow of information to their parents for their own benefit.

There is general criticism of using youth as information brokers in sensitive or difficult subject matter, particularly for health- or legal-related problems. Dealing with their parents' legal issues may expose the youth to complex situations that are often not appropriate for non-adults. Moreover, using informal youth information and language brokers for legal matters can result in inaccurate information being disseminated to the adults and subsequent misunderstandings.

Despite these criticisms of using immigrant youth information and/or language brokers for legal matters, research indicates that many immigrant parents still prefer to use their children as information and language brokers because of the following perceptions:

- The parents can communicate more honestly and openly, especially about sensitive matters, with their children than with third party interpreters;

- The youth tend to have considerable fluency in their native language; and

- The parents seem to trust their children (more than a neutral third party) to act in their family's best interests when the stakes are high.

In conclusion, based on the evidence gathered from the literature and the focus group sessions, this Scoping Review cannot recommend the development PLEI programs and publications that are specifically designed to utilize the unique role of immigrant youth as information brokers to disseminate legal information to newcomer adults. However, the available evidence indicates that, while there are perceived benefits to the youth and their families in developing that role, the potential negative effects and challenges to the youth in acting as an information broker in sensitive legal matters cannot be regarded as outweighing the benefits.

The evidence in the Scoping Review also suggests that youth do have an interest in the law and PLEI providers should continue to provide educational programs and publications specifically geared towards youth's legal information needs. More importantly, it suggests that PLEI providers in B.C. and elsewhere should continue to develop PLEI in a variety of first languages and build awareness of these resources. This may allow newcomer families to continue to access legal information and education independent from their children, thereby relieving immigrant youth from the burden of being information brokers on sensitive legal issues.

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APPENDIX – FOCUS GROUP QUESTIONS

The following questions were asked at focus groups to encourage discussion.

6.4 QUESTIONS FOR FOCUS GROUPS CONDUCTED WITH NEWCOMER YOUTH

Youth as information broker

2A. What role do you play in your family?

For example:
- Translator/interpreter
- Information source/seeker
- Caretaker
- Advocate
- Other role

2B. Do you see it as your role to find or translate information for your parents?

2C. How often do you talk to your family about what you learned at school, online, or on television?

- Why?
- Can you describe the outcome of telling them or not telling them?
- Has your family ever used the information you told them? How?

2D. How often do your parents (or family members) ask you to look up information for them, or to find the answer to a question?

- Why do you think your parents (or family members) ask you? Or do not ask you?

2E. What do you do when your parents (or family members) ask you to find information for them?

- Where do you look first? Who do you ask? Why?
- Where do you not look? Why?

2F. What happened when you helped your family find information?

- What kind of information did you find? (referral, brochure/publication, website, other material)
- What kind of information did you give to your parents, if different?
- Was the information you found helpful/usefully?

Legal information needs

3A. Please describe some examples of the issues/challenges/problems you or your family has experienced in Canada.

- Are there any legal issues?

3B. How often do you and your family talk about legal issues?

- What legal issues are talked about?
- Generally, why do you talk about these topics (news, interest, personal problems?)

3C. Do your parents or family members ask you directly to help them with law-related problems, or do they just expect you to do it?

- What do they expect you to do? (Provide advice, information? Speak on their behalf?)

3D. How would you go about researching or gathering information about a law-related topic (for yourself or your family)?

- Where would you go to for assistance first?
  (Friends, neighbours, community, internet, government website, social networking site, newspaper, television, radio, family, teachers, tutors)? Why?
- Who are you MOST likely to talk to? Why?
- If you could not find the information right away, what would you do? What place would you go look for information second? Third?

3E. What was the outcome of your efforts to find information/help for legal issues/problems?

3F. How important is it for you get legal information and learn about the law (on a scale of 1 to 10, with 1 being not important and 10 being extremely important)?

3G. How important it is it for your family to access law-related information (on a scale of 1 to 10, with 1 being not important and 10 being extremely important)?

Suggestions for Improvement

4A. Which way do you prefer to learn about law-related information?

- Format (paper, online)
- Access (online, counsellor, teacher)
- Location (school, library, community)
- Do you think this would work for other newcomers? Your parents or family members?

4B. What changes should be made to make it easier for you (newcomer youth) to learn about laws and the legal/justice system?

- What changes would you make to make it easier for your parents/family (newcomer adult) to learn about laws and the legal/justice system?

4C. How would you make it easier for your parents or family members to learn about laws and the legal/justice system?

4D. Is there anything else you would like to mention about obtaining legal information for yourself or your family?

6.5 QUESTIONS FOR FOCUS GROUPS CONDUCTED WITH SWIS AND ADULTS WORKING WITH NEWCOMER YOUTH

Legal information needs

2A. Can you please describe some examples of the types of issues/challenges/problems for which newcomer youth come to you for assistance?

- How prevalent are legal issues?
- Do newcomer youth ask for assistance on behalf of their families? On behalf of their parents?

2B. Please describe the process of helping newcomer youth with their legal issues/problems.

- Provide referral information?
- Referral to whom? Settlement worker or agency; other organization; lawyer; legal aid?
- Provide public legal info/education materials/publications
- Direct them to a website
- Can you rank, from most frequent to least frequent, the steps you usually take in helping newcomer youth with their legal issues/problems?

2C. Where do you go for additional support/assistance?

- What sources/services do you trust the most?
- If your first source is not successful, what is the second place you go look for information? Third?

2D. Can you describe the newcomer youth that you help with legal issues? Is there great diversity, or are there similarities in:

- Age?
- Ethnocultural community?
- Gender?
- Time spent in Canada?
- Role in family?

2E. In your experience, where else do newcomer youth or their families go to for help with their legal issues/problems?

- Examples: teachers, friends, internet/social media, religious figures, community members, neighbours
- Where are newcomer youth MOST likely to go? Why?
- Which sources do newcomer youth trust most? Why?
- Where are newcomers youth LEAST likely to go? Why?

2F. Please describe some of the outcomes of your efforts to help newcomers with their legal issues/problems.

- Was the information useful?
- Was the referral service helpful?

Youth as information broker (information of all kinds, not just legal)

3A. In your experience, what roles do newcomer youth play in their family?

- Translator/interpreter
- Information source
- Caretaker
- Advocate
- Other role

3B. How often do newcomer youth ask you for assistance on behalf of their parents?

- Why do you think the youth are asking on behalf of the parents?
- What are some examples of the assistance you provide the youth on behalf of the parents?

3C. How often do you interact with the newcomer youth and their families together?

- What is the dynamic?
- Do the youth interpret?
- Do the youth speak more or less?

3D. What are your thoughts on youth as information brokers?

- Impact on youth?
- How to prevent overburdening?
- Providing youth with referral vs. actual legal advice?

Suggestions for Improvement

4A. What would you do to improve your ability to help newcomer youth and their families with legal issues?

4B. What methods would you like to see to assist with providing PLEI to youth?

- Website, social media, publication, justice theatre at school, etc.

4C. Is there anything else you would like to mention on the topic of providing legal information to immigrant families through newcomer youth?