

# PYD in the Canadian Jamat



## Topic 2 Building the 40 Assets

### 2.2 Targeting Segments in Asset Building

YOUTH DEVELOPMENT THEME MANAGEMENT TEAM  
JULY 2014

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# Module Overview



## Module

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### Topic 1 – PYD Fundamentals

- 1.1 What are PYD and the 40 Assets?
- 1.2 The Current State of PYD Within Our Jamat

### Topic 2 – Building the 40 Assets

- 2.1 Building Assets in the Canadian Jamat

#### **2.2 Targeting Segments in Asset Building**

- 2.3 Helping Our Youth Find Their Sparks

### Topic 3 – Institutional Tools

- 3.1 Implementing PYD Within the Jamat
- 3.2 Program Evaluation Toolkit

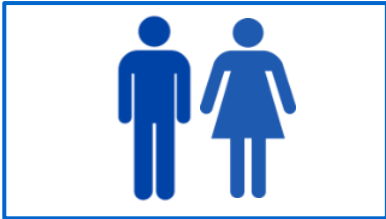
# Asset-building is complex, and strategies should be catered to the audience being targeted

## Profile



### Age

- Infant
- Toddler
- Child
- Pre-teen
- Young adult
- Adult
- Senior



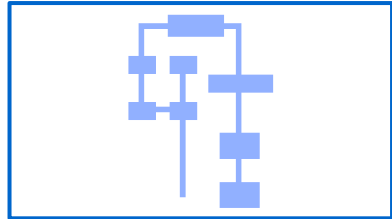
### Gender

- Male
- Female



### Parent(s) birthplace

- Africa
- South Asia
- Central Asia
- Middle East
- North America

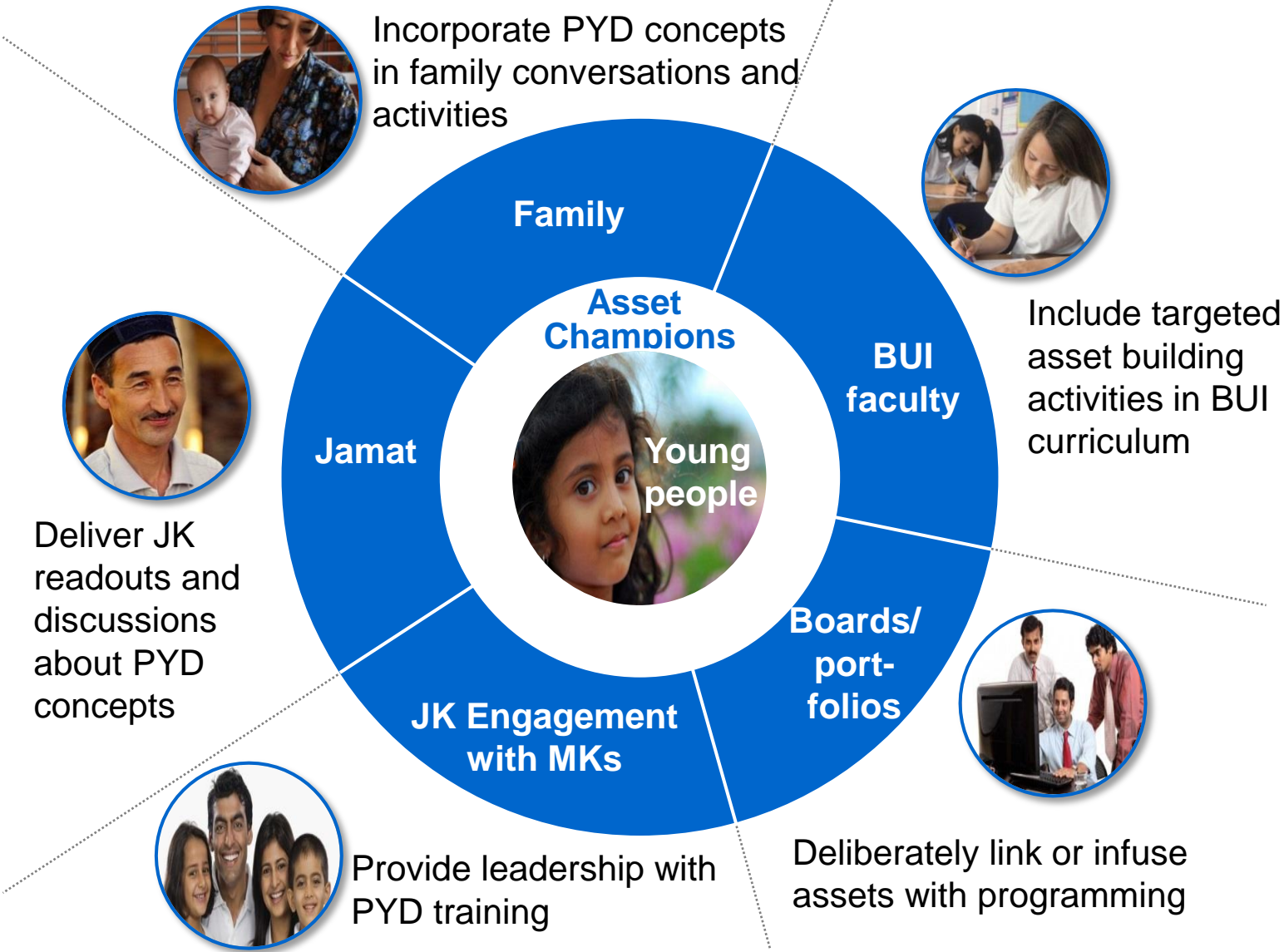


### Family structure

- Two working parents
- One working parent
- Single parent
- Live-in grandparents / extended family
- Divorced parents
- Inter-faith
- Low-income
- Family member requires special care

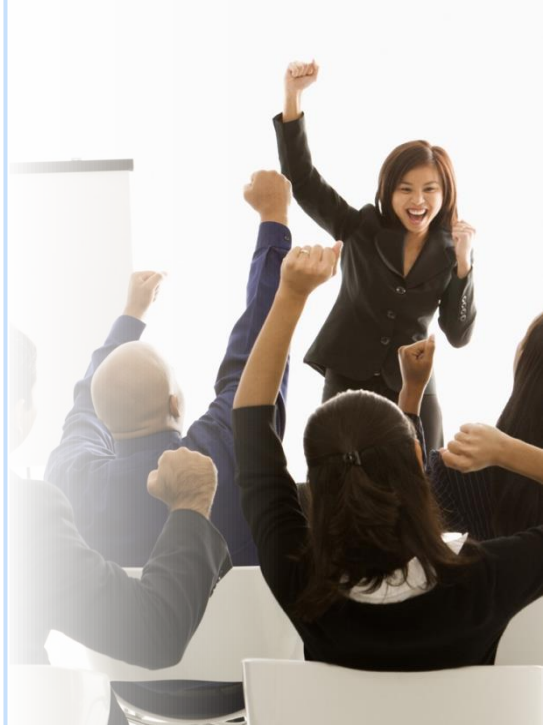
**How do you think strategies could change based on the characteristics of who you are targeting?**

# Although different audiences may need different messages, the vehicles through which assets are built are similar



## Activity: How should strategies change with different profiles?

- 1) Split into **groups of 5**; find a quiet space to gather
- 2) Designate **1 scribe**, **1 timekeeper** and **1 facilitator**
- 3) Select **1 attribute from each group** on p.37 and **one of the 40 assets** from p.34 or p.35
  - The combination of attributes selected from p.37 signifies **the profile of a hypothetical Jamati member**
  - The asset selected from p.34 or p.35 signifies **the asset that is trying to be built**
- 4) Brainstorm **3 ways** to infuse the selected asset into **pre-existing Jamati programs** to target the Jamati member
- 5) Repeat steps 3 and 4 using a **new profile and asset**




## Debrief: What did you learn from the exercise?

- What were some **interesting ideas** that your team considered?
- How did your ideas **change** with the profile of the individual?
- Were all of the attributes **equally important**?
- Is there anything else you **wish you knew**?
- Did you ever encounter a profile you were **unsure how to target**?



# The profile of your target audience will influence how assets are infused into programs and how those programs are communicated

**Age**



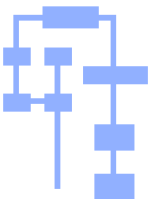
**Gender**



**Parent(s)  
birthplace**



**Family  
Structure**



# The age of your audience could impact how you market your initiative

## Age



## Agents of influence can change with age

- Participation within the community at an early age is driven by parents
- At the post-secondary and early parenthood stages, influencers tend to be peers with similar circumstances or links of trust within the Jamat
- As those involved age, the community support and social circles provided by the Jamat become increasingly important

## The role of family members and approach to communication should change over time

- Family's relationship with young children should evolve from caregiver to teacher to friend, confidante and role model with age
- Communication with young children should be supportive and directive; as older children, communication should be a two-way dialogue



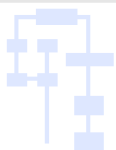
## Gender



## Parent(s) birthplace



## Family Structure





# The landscape of asset-building initiatives should provide equal access to both genders

Age



Gender



Parent(s)  
birthplace



Family  
Structure



## Programming can have an unintended gender bias

- Males may be more comfortable participating in activities such as sports tournaments or entrepreneurship camps
- Females may be more comfortable participating in activities such as youth choirs or dance teams
- Research suggests that there can be benefit from gender-specific activities

## Social conventions around different genders vary and can affect children in different ways

- New immigrant families may be uncomfortable with co-ed activities that span over extended periods (e.g., camps, sleepovers, daytrips)



# Be sensitive to the cultural norms of your audience when designing initiatives

## Age



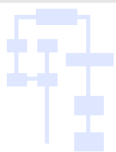
## Gender



## Parent(s) birthplace



## Family Structure



## Culture may influence how a family interacts with those around them

- New immigrants may have difficulty communicating in English
- Culture may influence the amount of independence given to children in the family, emphasis on family and religious and cultural traditions
- Children with parents from different countries may have pronounced challenges in identity formation, creating a sense of isolation

## New immigrant families may have increased responsibilities

- Parents and their children may be working multiple jobs to generate sufficient income
- Older siblings may double as a care taker when parents are away

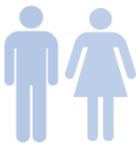


# Mechanisms should exist to reduce the strain of structural barriers

Age



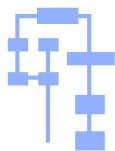
Gender



Parent(s)  
birthplace



Family  
Structure



## Family structure could create inherent barriers to participation

- Youth may not be able to attend Jamatkhana if both parents are working
- Youth may not be able to participate in activities after Jamati ceremonies if a family member requires special care
- Families may limit engagement within the Jamat in order to avoid isolating non-Ismaili family members

## Situational circumstances can make participation challenging

- The cost of participating in camps or sports tournaments may be difficult to justify for those coming from low income households
- The perception of stigma associated with mental health issues may make it challenging for those affected to participate in the Jamat



# Minorities and immigrants tend to have attributes that can be beneficial in building assets

## PYD Assets of Minorities

1. Respect for **diversity** through exposure to cultural values
2. Access to more **relationships** through bilingualism
3. Inherent **resilience** through migration-related challenges
4. Social **adaptability** through balancing two cultures
5. Sense of **identity** through strong religious heritage

## PYD for Minorities and Immigrants

1. Engage with **family members**, especially parents
2. Partner with the **community**
3. Support and develop **bilingual** staff
4. Strengthen positive **ethnic identity** and bicultural identity
5. Encourage **youth leadership** in the community
6. Support **academic success** and **career development** for youth
7. Include adults as **mentors** and **role models**

# Discussion

- Which of these attributes (age gender, background, family structure) do you think are **most important** to consider when building an asset?
- Are there **other attributes** that we haven't discussed that you think are **important to consider**?
- Knowing what you know now, would you **change your ideas** from today's breakout?



## Key takeaways

- Strategies to build assets should **vary based on the profile of the target audience**
- Some strategies will reach **a broad group of individuals**, others will reach a **small group of hard-to-reach individuals**
  - **Both are important**
- The **extent to which a strategy should be personalized** could **depend on the asset** (e.g., Positive Family Communication may need a lot, Reading for Pleasure may not)
- Asset building should be **collaborative** between families, schools, the Jamat and Jamati institutions

