

Youth Development and Cultural Competency



Presented by

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Why do we need cultural competency?

The United States: A Minority-Majority Nation



- Today just over 50% of children under 5 are non-white
 - 22% are Hispanic
 - 15% are African American
- By 2020 more than 50% of all youth (kids under 18) will be non-white
- In 2014 children of color became the new majority in America's public schools
- As early as 2044 demographers predict that people of color will make up the majority of the overall population

Racial/Ethnic Diversity in Washington State

Race/Ethnicity	% in Washington State	% in United States
White	72.52%	63.75%
Latino	11.24%	16.35%
African American	3.41%	12.21%
Asian	7.07%	4.69%
American Indian/Alaska Native	1.32%	0.73%
Native Hawaiian/Pacific Islander	0.58%	0.16%
Other	0.18%	0.20%
Two or more races	3.68%	1.93%

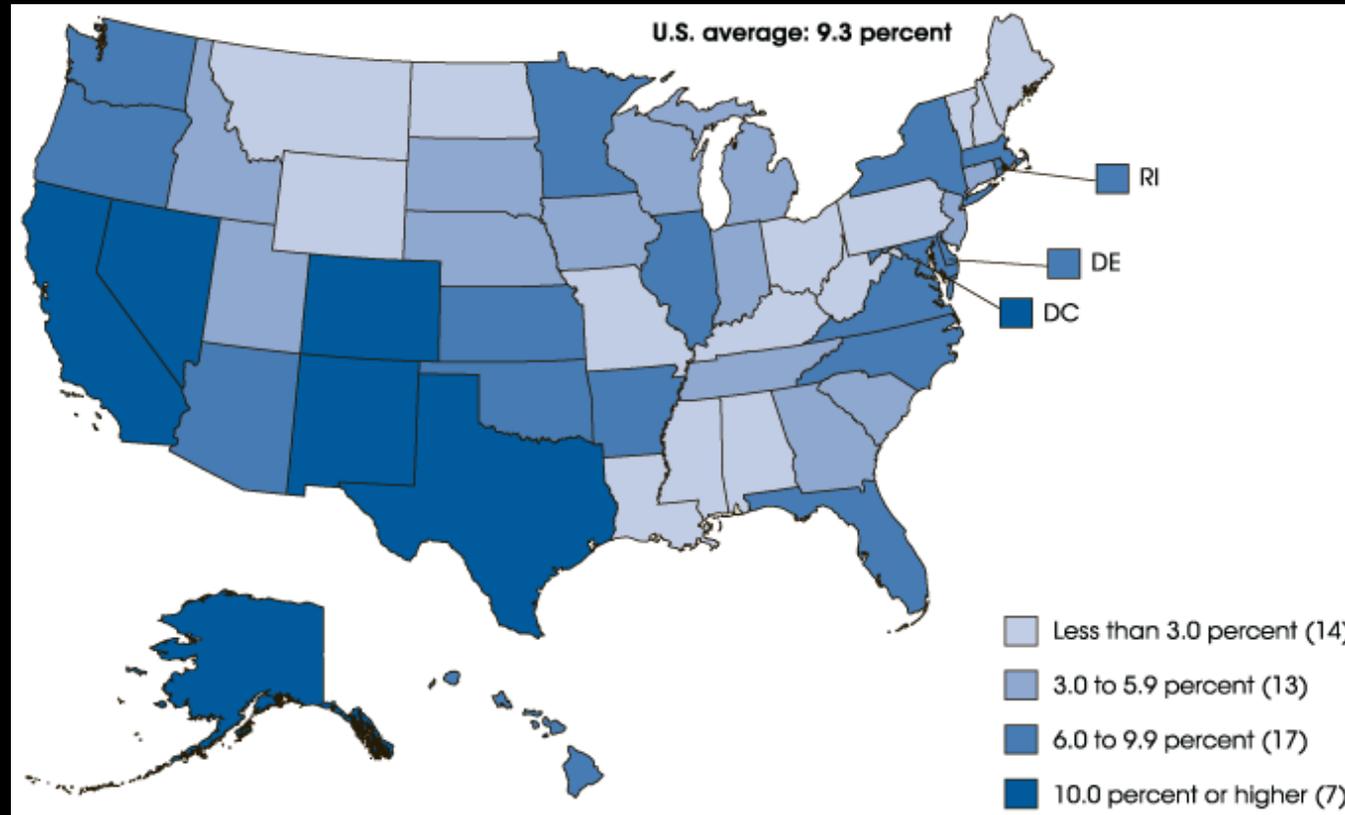
Source: Census 2010

Racial/Ethnic Diversity among Youth in Washington State

Race/Ethnicity	% of Population Under 18
White	60.7%
Latino	18.9%
African American	3.9%
Asian	6.4%
American Indian/Alaska Native	1.5%
Native Hawaiian/Pacific Islander	0.8%
Other	0.3%
Two or more races	7.4%

Source: Census 2010

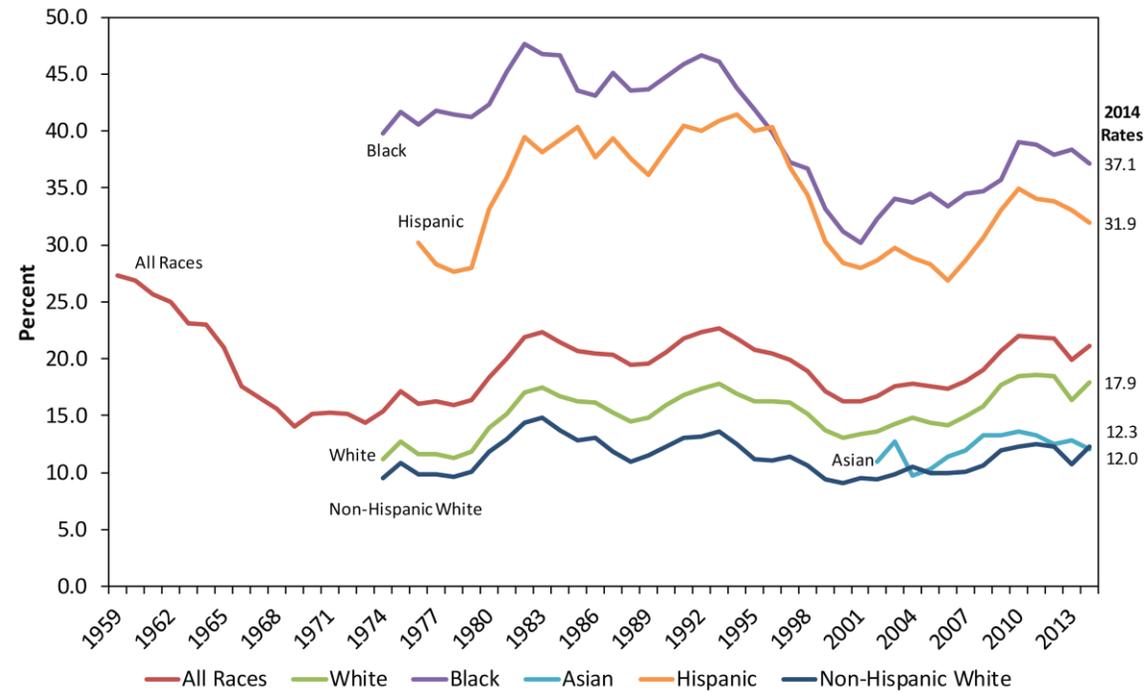
Immigrants and Refugees



- Over 9% of public school students in the US are English language learners(ELL). This number is growing.
- 20% of the US population speaks a language other than English at home.

Racial/Ethnic Disparities

Figure 3: U.S. child poverty rates also vary a lot by race and Hispanic origin:
1959-2014



Source: U.S. Bureau of the Census, Current Population Survey, Annual Social and Economic Supplements.

Racial/Ethnic Disparities



- Unequal opportunities and outcomes exist for different racial/ethnic groups in education, employment, healthcare, and criminal justice

Challenges to Education, Social Services, and Healthcare Professionals



- Retaining providers who can relate to youth from a broad range of backgrounds
- Developing capacity among providers to serve as cultural brokers and community leaders

Generalizations vs. Stereotypes

What is the difference between the following two statements?

1. Latinos are closed to outsiders; they only do business among themselves.
2. Trust is important in the Latino community; to do business you first need to build relationships.

Generalizations are helpful because they

- 1) are used consciously and analytically
- 2) are descriptive and flexible
- 3) seek to be accurate
- 4) are an attempt to capture similarities and principles
- 5) are constantly modified by new input

Stereotypes are hurtful because they

- 1) are used unconsciously and reactively
- 2) are judgmental and rigid
- 3) seek to be simple
- 4) are an attempt to limit and pigeonhole
- 5) are fixed and not open to revisiting

Activity: Implicit Bias

Allison and Penelope are talking on the phone.

ALLISON: We just got home from the pediatrician.

PENELOPE: Oh yeah? Are you still seeing Dr. Nielsen?

ALLISON: It's so sad. He retired last year. Now we see this Indian doctor. But she's really nice.

PENELOPE: Do you think it'll be hard for the kids to understand her? There's this Indian boy at Freddy's school, and whenever I see his parents, I can't figure out what they're saying.

PENELOPE: The kids didn't seem to mind. I think they were just happy she gave them suckers at the end.

Activity: Implicit Bias

- What stereotypes are implied in this conversation?

It's not just Allison and Penelope. All of us have implicit biases. We tend to feel comfortable with those who are like us, who are part of our group. But if we want to achieve equity in our increasingly diverse society, we all need to work to overcome our biases.

What is youth development?

The Youth Brain

- Go fast to keep up (with peers).
- Parents aren't right about everything.
- Rules are made to be questioned.



Role of Educators/Providers

- To enhance protective factors for youth
 - Connectedness to parents and family
 - Connectedness to other adults and organizations
 - Connectedness to school
 - Spirituality
 - Optimism, a sense of possibilities
- To inform, not control, youth choices and help youth develop resilience
- To guide exploration of identity
 - Who am I?
 - Who am I in relation to others?



Positive Youth Development

- An intentional, deliberate process of providing support, relationships, experience, resources, and opportunities to promote positive outcomes for young people

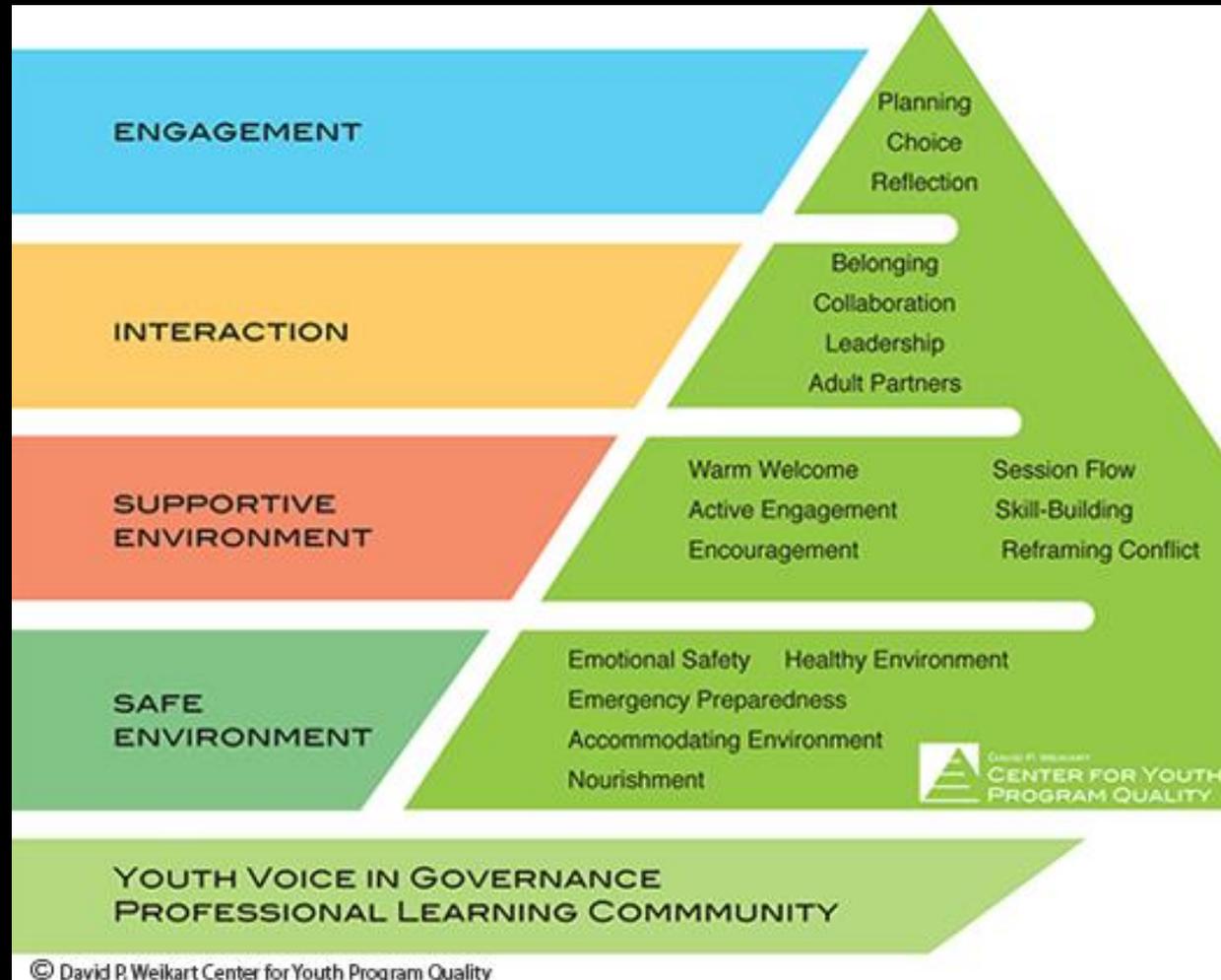


Key Principles of Youth Development

- Positive outcomes
- Youth voice and choice
- Strategies to engage ALL youth
- Community involvement and advocacy
- Focus on collaboration



Youth Program Quality Initiative



How do we engage youth from diverse backgrounds in youth development programs?



By respecting their cultural beliefs and practices.

How home culture shapes us



How does your home culture shape your views about

- Education?
- Drinking alcohol?
- Mental health?

ReWA Youth Development Program

Seattle, WA





Mission and Vision

Refugee and immigrant youth face unique challenges. War, displacement, and trauma have often interrupted the educational and social processes for youth and their families. Many refugee and immigrant youth struggle to adjust to a new culture and to overcome traumas experienced in their countries of origin, contributing to low self-esteem, anger and disciplinary issues.

ReWA's Youth Program is committed to providing high quality, culturally relevant services that develop the whole youth. Our mission is to support youth in developing and accomplishing their individual goals so that they perform academically in school, pursue their unique passions and interests, and develop deep feelings of self-worth, belonging, curiosity, and investment in their communities. Through parent education and family advocacy, we empower parents to support their youth. We believe in the importance of youth voice and choice, the need for youth to process and formulate their cultural identities, and the combined efforts of parents, family members, school staff and other community partners.

Our vision is a community where all youth – primarily those from refugee, immigrant and low income backgrounds – celebrate and explore their identities, strive to excel academically, prepare for life after adolescence, and share their talents in service to their families, their neighbors, and their world.

Establish a Culture of Trust and Openness

- Encourage program staff to learn about the home cultures of program participants
- Find ways in program to celebrate and explore home cultures of participants
 - Youth Showcase
 - Multicultural Night
 - Recognizing special holidays

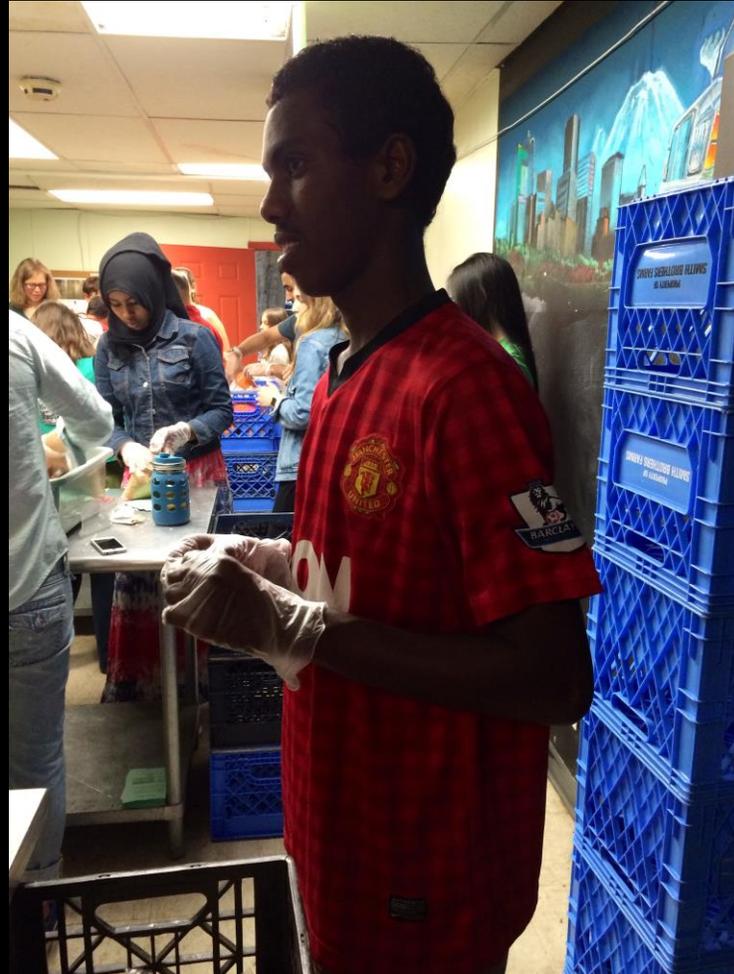


Establish a Culture of Trust and Openness



- Use community agreements and a youth contract to set program expectations from Day 1.
- Use weekly community circles to check in and reinforce program culture.

Provide Opportunities for Community Service



Provide Opportunities for Recreation



Provide Opportunities for Advocacy

