Arts and Cultural Programming for Youth Facing Exclusion from the Labour Market

by

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TABLE OF CONTENTS

Introduction ................................................................. Page 3
Youth Facing Labour Market Exclusion ................. Page 5
Figure 1: Summary of Risk Factors................................. Page 5
Figure 2: Learning Pathways into the Labour Market........ Page 6
Multiple Intelligences.................................................. Page 7
Learning Disabilities and Barriers to Employment ........ Page 9
Arts and Culture Placement Options......................... Page 12
References.......................................................... Page 16
Appendix A – Baron and Baron Assessment Tool Page 18
End Notes........................................................ Page 21
INTRODUCTION

The HRDC/Statistics Canada’s Youth In Transitions Survey (YITS) Report notes that “Human capital – having a labour force that possesses the knowledge and skills needed for innovation and productivity growth and that is flexible and adaptable in the face of ongoing change – is the cornerstone of success for societies living and working in today’s knowledge-based, globalized environment.”  

Young Canadians are the key to our economic and social success. Youth in transition from school to work take different pathways. Some are dropouts; some go on to post-secondary education; some find low skilled jobs soon after graduation; and some experience unemployment. As of December 1999, the high school dropout rate for 20 year-olds was twelve percent. These youth rated their skills as being fair or poor, and were not as likely as other youth to have participated in career and job skills courses while in school.

Youth have different social, psychological, and familial experiences. They face different risks and resiliency varies tremendously. The playing field is far from level. Resilience is the ability of individuals living in adverse conditions to achieve positive outcomes. It is through resilience that the combination of societal level, institutional, and individual factors to which young people are exposed result in positive and negative outcomes. It is important to recognize that diverse outcomes can be expected for young people living in similar negative life situations. The key is the ability of individual, family, schools, and community to mitigate the risk factors.

Youth with low resilience and few supports are at risk of exclusion from the labour market. High levels of education and refined literacy, communication and cognitive skills are required in today’s labour market. Members of disadvantaged groups have limited access to highly skilled jobs. Youth with poor literacy skills have serious difficulties making this transition from school to work. These youth often show traits of learning disabilities; some have mental health or behavioural problems. Much of the time they are “round pegs in square holes” trying to fit into a learning environment which was not designed for them, or a community which does not understand them.

These young people are often creative and possess “multiple intelligences” (MI). They can be life long learners who thrive in changing environments. What is the difference between creative youth who participate and those who are excluded from the labour market? Their non-traditional learning styles have not been identified and supported at home, in school and in the community. They process information differently and learn in non-traditional ways. This report identifies options for supporting the inclusion of youth typically excluded from the labour market. By taking a strengths-based learning approach, it is argued that multi-barri ered youth with artistic skills can be engaged on a positive vocational pathway into the labour market. This requires a non-traditional assessment of Multiple Intelligences, linking strengths to appropriate vocations.

This report identifies how arts and cultural programming can build on the strengths of multi-barriered youth, thereby supporting their transition back into school or the work place. It will:
♦ Summarize factors related to youth and labour market exclusion.
♦ Describe Multiple Intelligences.
Identify how HRDC staff can promote programming which builds upon learning strengths, and describe YSC Projects using arts and cultural programming.

Identify realistic employment opportunities for multi-barriered youth with bodily-kinesthetic, spatial, intrapersonal, interpersonal, naturalistic, and musical learning strengths.

Identify a brief MI assessment tool.
YOUTH FACING LABOUR MARKET EXCLUSION

Events that take place over the life course contribute to the exclusion of some people from the labour market. There are multiple pathways to labour market exclusion. HRDC uses a strict set of criteria for screening these young people. A youth at risk is defined as between 15 and 30 years of age at the time of intake, out of school, legally entitled to work in Canada according to the relevant provincial/territorial legislation and regulations, unemployed or underemployed, and not in receipt of employment insurance benefits. In addition, one or more of the following reasons must be present: disability; Aboriginal origin; health-, drug- and/or alcohol-related problems; residence in a rural or remote location; lone-parent household; low levels of literacy and numeracy; visible or ethnic minority; street involvement; and contact with justice, child welfare or social assistance systems. The general literature on youth at risk identifies a number of other factors (outlined in Figure 1) as being related to labour market exclusion.

**Figure 1: Summary of Risk Factors Related to Labour Market Exclusion**

<table>
<thead>
<tr>
<th>Individual Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Fetal Alcohol Syndrome/Effects; developmental delays.</td>
</tr>
<tr>
<td>--Internalizing (withdrawal, anxiety, eating disorders, suicidal behaviour, self-mutilation) and externalizing (hyperactivity, concentration problems, aggression) disorders.</td>
</tr>
<tr>
<td>-- Antisocial behaviours and attitudes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Parental criminality and attitudes favourable to substance abuse and violence.</td>
</tr>
<tr>
<td>--Child maltreatment and poor family management practices (neglect, poor supervision, low bonding).</td>
</tr>
<tr>
<td>--Residential mobility (frequent moves).</td>
</tr>
<tr>
<td>--Stress (social isolation, lack of resources).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Academic failure, learning disabilities, low literacy, frequent school transitions.</td>
</tr>
<tr>
<td>--Low bonding (low commitment and educational aspirations), truancy and dropping out of school.</td>
</tr>
<tr>
<td>--High delinquency rate of students at school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer-related Factors</th>
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</thead>
<tbody>
<tr>
<td>---Delinquent siblings, peers.</td>
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<tr>
<td>--Gang membership.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community and Neighbourhood Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Poverty, community disorganization (crime, drug-selling, gangs, poor housing, high unemployment).</td>
</tr>
<tr>
<td>--Exposure to violence (home, elsewhere) and racial discrimination.</td>
</tr>
</tbody>
</table>

Resiliency refers to the ability of individuals to deal positively with negative life events and experiences (risks), such as those outlined in Figure 1. Individual resiliency and risk, however, vary significantly across the youth population. Whereas some youth cope remarkably well in the face of adversity, others are traumatized. Many multi-barri ered youth have experienced child maltreatment and other forms of trauma. The effects of these negative life-events can be long lasting, included impaired cognitive development and mental health problems. These young people take different pathways to the labour market. These pathways are largely determined by positive and negative
social experiences. Individual resiliency acts as a buffer against negative experiences. Perhaps the most important resiliency factor related to the labour market is learning.

Figure 2: Learning Pathways to the Labour Market

BIRTH:
Child has +/- bio-physiological, psychological, social attributes

CHILD AND ADOLESCENT SOCIAL EXPERIENCES:
⇒ youth has +/- experiences with family, peers, school, community, institutions
⇒ individual risk/resiliency varies

LEARNING STYLES: are they developed?
⇒ linguistic
⇒ logical-mathematical
⇒ visual-spatial
⇒ bodily-kinesthetic
⇒ musical
⇒ naturalistic
⇒ interpersonal
⇒ intrapersonal

LABOUR MARKET EXPERIENCE:
⇒ inclusion
There is a good match between learning strengths and job placement
⇒ exclusion
There is a poor match between learning strengths and job placement
MULTIPLE INTELLIGENCES

Originally developed by Howard Gardner, multiple intelligence (MI) theory identifies eight learning styles; individuals can develop skills in any of the intelligences through exposure and experience. This theory was further developed by Thomas Armstrong, who referred to MI as ‘Smarts’.

<table>
<thead>
<tr>
<th>Gardner’s Terms</th>
<th>Armstrong’s Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>bodily-kinesthetic intelligence</td>
<td>body smart</td>
<td>Learn through moving and acting things out</td>
</tr>
<tr>
<td>interpersonal intelligence</td>
<td>people smart</td>
<td>Learn in group setting, are outgoing “people persons”.</td>
</tr>
<tr>
<td>intrapersonal intelligence</td>
<td>self smart</td>
<td>Work independently and are often quiet and private</td>
</tr>
<tr>
<td>linguistic intelligence</td>
<td>word smart</td>
<td>Learn by listening and memory; strong auditory skills</td>
</tr>
<tr>
<td>logical-mathematical intelligence</td>
<td>logic smart</td>
<td>Abstract, conceptual thinkers who learn through strategies and puzzles</td>
</tr>
<tr>
<td>musical intelligence</td>
<td>music smart</td>
<td>Learn through non-verbal sound and rhythm</td>
</tr>
<tr>
<td>naturalist intelligence</td>
<td>naturalist smart</td>
<td>Learn by being outside in natural environment</td>
</tr>
<tr>
<td>spatial intelligence</td>
<td>picture smart</td>
<td>Learn and think in pictures; see holistically</td>
</tr>
</tbody>
</table>

Youth rarely process information in one style; they learn using a combination of styles, in interaction. In traditional classrooms, teachers have favoured the linguistic and logical-mathematical teaching styles. These styles are a time-efficient way of teaching: the teacher stands at the front of the class talking and students read and memorize material. This is rote memory work with very little emphasis on critical and logical thinking. Many creative youth, especially those with multiple barriers, do not do learn well using this teaching method. Their learning strengths are not often assessed or valued within the traditional school setting. Instead, many drop out or experience failure. How can we easily assess the eight forms of intelligence? Outlined below are the key characteristics of each ‘smart’.

**BODY SMART** youth use their body effectively. Signs are:

- Knowing their body, its capacities and its limits.
- Controlling both big and small movements.
- Using their hands and fingers to do really delicate things.
- Handling objects with great skill.
**IMAGE SMART** youth can work with images and pictures. Signs are:
♦ Seeing images in their head.
♦ Noticing objects in the world and colors, shapes and forms.
♦ Working with objects in three dimensions.
♦ Using materials like clay, wood and paints to represent their ideas.

**LOGIC SMART** youth approach events in a logical manner. Signs are:
♦ Recognizing patterns and counting things.
♦ Looking at things systematically and making conclusions based on observations.
♦ Seeing links between events and looking for relations and explanations.
♦ Seeing events in terms of numbers that they can play with.

**MUSIC SMART** youth are able to work with melodies, rhythms and sounds. Signs are:
♦ Liking different kinds of music and knowing about different instruments.
♦ Being aware of how complicated music can be.
♦ Hearing music in different sounds in their environment.
♦ Making up melodies and singing or playing an instrument.

**NATURE SMART** youth are aware of the world around them. Signs are:
♦ Liking the outdoors, animals and plants.
♦ Noticing changes in the environment and being aware that the environment deserves respect.
♦ Seeking out information about the planet.
♦ Being sensitive to the needs of wild and domesticated animals and plants.

**PEOPLE SMART** youth deal effectively with other people. Signs are:
♦ Being and getting along with people.
♦ Being sensitive to what people are feeling.
♦ Having a good sense of what people are thinking.
♦ Being looked up to by others.

**SELF SMART** youth can manage themselves effectively. Signs are:
♦ Knowing what they are feeling and controlling their emotions.
♦ Thinking about what is going on around them.
♦ Having a good sense of who they are and the kind of person they want to be.
♦ Keep themselves motivated.

**WORD SMART** youth use language effectively. Signs are:
♦ Knowing many words and their meaning, and how to put words together in proper order.
♦ Using words to pass on information.
♦ Using language which is interesting to others.
♦ Knowing how words and language can affect other people.
LEARNING DISABILITIES and BARRIERS TO EMPLOYMENT

Schools provide young people with the social capital (skills, knowledge, and capabilities) necessary for competing in the wider social world. These include reading, writing, and communication skills, base knowledge, and assessments of ability. When young people fail at school or drop out, they do not gain the necessary certifications and skills to work at many jobs. As a result, they can be excluded from well-paying jobs and future education and training opportunities. These youth depend on low-skilled, entry-level jobs. School completion supports a healthy socialization process and development of academic and vocational interests and credentials. School also provides structured daytime activities. The absence of this structure increases the risk that young people will become involved in crime, experience unstable housing, belong to anti-social peer groups, and abuse substances. School problems and early school leaving are linked to labour market exclusion. In 2001, the unemployment rate for youth aged 15 – 24 who had not completed high school was 19.2% (162,600 youth out of 846,300 youth). The unemployment rate for high school graduates of the same age was much lower (11.6%), and for university graduates was 7.3%.

Youth with traits or diagnoses of learning disabilities (LD), behavioural problems or emotional disorders are the primary group of youth who do not perform well in school. These include children with dyslexia, attention deficit hyperactivity disorder (ADHD), conduct disorder (CD), or other mental health problems. Learning disabilities are “congenital or acquired neurological conditions that can affect all aspects of intellectual, social and emotional functioning.” Roughly 10 – 12% of all children have traits of cognitive deficits and learning disabilities. Ten percent of all children receive remedial schooling (special education); just over half are learning disabled. It is estimated that 30% of Canadian boys and 22% of girls aged four – eleven years have symptoms of one or more emotional or behavioural disorders; three percent are socially impaired by their problems. Less than 20% of these children got help for their problems. Many youth with learning disabilities face significant barriers in the labour market. Some facts to consider:

- 35% of students identified with learning disabilities drop out of high school, twice the rate of students without learning disabilities.
- 30% of adults with severe literacy problems have undetected or untreated learning disabilities.
- Many studies on the youthful offending – LD link suggest that the majority of young offenders have learning disabilities.

When interviewing youth, it can be difficult to identify if learning disabilities are present. Useful indicators include:
- placement in Special Education classes.
- participation in behavioural therapy programs.
- low levels of literacy and numeracy
- drug therapy treatment (such as Ritalin).
• presence of cognitive difficulties such as memory problems, reversing numbers.

Two of the most common disabilities are ADHD and dyslexia. ADHD is a diagnosis applied to individuals who consistently display excessive inattention, hyperactivity, and/or impulsivity (among other behaviours) over the long term. Youth who are **inattentive** have a hard time keeping their mind on any one thing and may get bored with a task after only a few minutes. They may give effortless, automatic attention to activities and things they enjoy. But focusing deliberate, conscious attention to organizing and completing a task or learning something new is difficult. Youth who are **hyperactive** always seem to be in motion. They can't sit still. They may feel intensely restless and fidgety or try to do several things at once. Youth who are **impulsive** seem unable to curb their immediate reactions or think before they act.

Jeffrey Freed and Laurie Parsons identify ADHD individuals as “right brained visual learners, who thrive in an artistic, creative environment”. They are often spatial and bodily-kinesthetic learners, who can do well in non-traditional school settings and work environments. Many ADHD youth have the ability to hyper-focus, especially if they are given a project which they enjoy. They will continue on task and become unaware of the time or the people around them. Many are able to multi-task, working on several jobs at one time, and are energetic and thrive in a quick moving environment. Visualization is also strength. Visual thinkers process information more quickly than those who use auditory processing; they see everything in pictures. Once they understand that they are visual they can use this as a tool for memorizing (for example, envisioning the phone pad to remember phone numbers, drawing a doodle to remember groceries). These youth have a constant craving for adventure and stimulation. They will enjoy working in a career that is changing, risk-taking and flexible.

Dyslexia causes difficulties in processing language-based information - reading, writing and spelling. A majority of individuals affected by dyslexia experience difficulties with short-term memory, numeracy, concentration, and personal organization. Genetic and environmental factors are believed to contribute to this learning disability. The degree to which dyslexia impacts upon a young person’s employability ranges from minor spelling problems to serious organizational difficulties and total illiteracy. Due to the fact that many dyslexic youth find it difficult to sort out the sounds within words, some basic job requirements can be problematic (taking phone messages, filling in forms, completing timesheets). However, many of these young people can have a broad range of jobs which require picture, people, body and naturalist ‘smarts’. Many see things in three-dimensional pictures (often referred to as the “mind’s eye”) and are creative, original thinkers.

People with learning disabilities do not thrive in linguistic, conventional learning systems; they learn best through visual, kinesthetic and musical activities. Successful labour market participation is dependent upon having their abilities assessed, nurtured and supported by families and communities. Many struggle throughout school; some are exposed to creative activities and encouraged by a teacher, mentor or parent. Lucy Palladino has worked extensively in this area. She writes that these individuals are divergent thinkers: they see the big picture, are constantly brainstorming, and think in images and ideas. People with more traditional linguistic and logical-mathematical styles are convergent thinkers: they think sequentially, in terms of facts, measurements, and
single components, and are good at finding mistakes that need to be corrected. Details are important.\textsuperscript{19}
ARTS and CULTURE PLACEMENT OPTIONS

HRDC projects may include program elements that can assist multi-barriered youth to identify their learning styles, vocational options, and required skills. YSC projects are key opportunities for these young people to learn more about themselves, gain life and employment experiences, and develop confidence before moving into the workplace. These job placements offer youth an opportunity to work in areas they have never experienced before, see the possibilities, experience team building and develop basic skills in a nurturing, supportive, non-threatening environment. When finished, many will have developed the skills, experience and confidence to move into the job market with a better understanding of what they want to do. Some may return to school to further their education.

Youth Internship Canada provides funding to employers who create work experience opportunities for out-of-school, unemployed and underemployed youth. Internships enable young people to develop and enhance employability skills and thereby help them make the transition into the labour market. Contribution funds are provided to private and public sector associations and non-governmental organizations to develop projects that offer youth positions in their local labour market and in emerging and growth sectors. Youth Service Canada provides funding to organizations that create community service projects for youth that are economically or socially disadvantaged to help them enter the labour market. Through meaningful service projects designed and implemented by experienced community-based groups, young people acquire valuable job and life skills while strengthening their sense of accomplishment and their attachment to their community. The objective of Youth Service Canada is to create a long-term community service option that offers youth the opportunity to develop skills through hands-on experience. Although Youth Internship Canada focuses on employment opportunities for youth in growth industries, and Youth Service Canada targets service projects in communities, the two initiatives share similar goals, guiding principles and project requirements for sponsors.

The Conference Board of Canada (CBOC) has identified the necessary skills required to enter, stay in and progress in today’s work world in Employability 2000 Skills+. These essential skills comprise the elements of learning that participants in HRDC youth programming should expect as components of arts and cultural projects. They include: communication; managing information; planning and problem solving; personal management skills (positive attitudes and behaviour, responsibility); teamwork skills (adaptability, continuous learning, working with others, participating in projects and tasks). A number of YSC projects have had success in this area. These include a radio broadcasting program in Quebec, a mural project in British Columbia, and a theatrical program in rural Ontario. These initiatives have enabled multi-barriered youth to gain relevant work experience participating in community service projects, increase their sense of accomplishment and self esteem, become more integrated in the community, and find permanent employment.

‘La jeunesse nous fait découvrir le nouveau Longueuil’ (ID# 22449) is sponsored by Radio communautaire de la Rive-sud (CHAA FM 103.3). Its objectives are to provide youth with significant employment barriers job experience in radio journalism and to enhance listener’s knowledge on the new amalgamated city of Longueuil, QC. Youth
produce two radio reports/week on cultural and sporting events, tourist attractions and community services. Radio communautaire de la Rive-sud is a non-profit organization whose mission is to contribute to the development of the identity of the South Shore, made up of ten cities, through radio programming. In existence for over fourteen years, this organization has received four HRDC grants to support labour market integration. Ten youth are participating in this 26-week project.

The Historic Mural Project in Vernon BC (ID# 22152) was sponsored by the Downtown Vernon Association (DVA) as part of its plan to work with young people in revitalizing the downtown’s physical environment. The DVA is a non-profit organization that is dedicated to business improvement through marketing and revitalization. Project objectives were to create large murals that enhance the image of the community and increase the local economy through tourism. Previous DVA Mural Projects funded by HRDC have received national and international recognition. A total of seventeen murals have been created to date. The project involved eight youth, between the ages of 15 and 30, who were unemployed and facing personal challenges. The young people were referred from youth centres in the community, and worked under the guidance of a professional mural artist. The project began with a weekend retreat, where the youth participated in exercises in goal setting, team building, conflict resolution, and received instruction in workplace safety and scaffold training.

Each of the murals had an historic theme and the participants began by brainstorming for ideas and doing research at the Vernon museum. Seniors brought in heritage pictures and shared their stories with the participants, creating a bond between youth and elders. One of the murals was a 300-foot long war memorial that was painted on two sides of a building. One side was a depiction of World War I and the other a depiction of World War II. Images from photos of war veterans were incorporated into the mural. Sarah Lindsay was a facilitator for the program and had been a participant the previous year. The 28-year-old wanted to “help out the youth and help encourage them the way that the project encouraged me.” She says that the participants learned a great deal while working ‘on the wall’. “Many of the participants had not finished high school and didn’t know much about history.”

Michelle Loughery, a professional mural artist for 15 years, worked with the DVA to develop the project. “Many of these kids were homeless and didn’t have a place in the community,” she said. “Working on the wall was very levelling.” One participant told Michelle that working ‘on the wall’ made him feel accepted in a social world that he had never felt a part of. The participants developed many skills, including painting techniques, paint care and disposal, colour mixing and equipment maintenance. They also participated in workshops in budgeting, résumé writing, interview skills, dress for success, career assessment and tapping into the hidden job market. The participants earned certificates in industry recognized workshops in customer service and health and safety. Each youth participated in a job placement opportunity that involved job shadowing with a photographer, a math teacher, a street nurse, or the curator at Vernon’s art gallery.

Of the eight youth that participated in the project, two have returned to school, three are working either full or part-time and one is looking for employment. One participant, who was homeless and had been estranged from her family for three years, was reunited with her father when he visited the mural site where she was working. The
mural sites attracted visits from both community members and tourists, which resulted in 
the participants gaining a great deal of experience in public relations. 

The ‘Get into the Act’ Project (ID#22769) is sponsored by Theatricality Plus 
Players in Lindsay, Ontario. Theatricality Plus Players are embarking upon their fourth season of presenting summer theatre at the Academy Theatre in Lindsay and have worked with young people through local theatre camps and training opportunities during this time. Objectives of the ‘Get into the Act’ project include providing 10 youth at risk the opportunity to create, design, market and deliver a variety of live productions throughout the Kawartha Region on issues faced by rural youth. Under the guidance of the sponsor and team leader, youth participants engage in a hands-on approach to create and implement unique productions. Set design, costume, acting, and directing are explored. Youth work in teams to decide on topics for performances. Monthly workshops cover life skills and employability skills enhancement. Weekly individual coaching supports participants. Economic development is enhanced by expanding performances and events in the community during the ‘Feast of Fall’ event. Theatricality Plus Players have worked with HRDC in many capacities in the past. They have just finished a JCP project that ended in hiring the participant in a full time capacity. Each summer they have provided excellent work experience opportunities for students through the SCP program, enabling youth to gain work experience and reach their potential as productive members of society.

### Realistic Jobs for ‘Smart’ Multi-Barriered Youth

#### Body smart jobs
- Actor
- Dancer
- Welder
- Acrobat
- Recreation worker
- Mechanic
- Model
- Carpenter
- Craftsperson
- Construction worker
- Instrumental musician

#### Image smart jobs
- Web developer
- Painter
- Photographer
- Art teacher
- Hairstylist
- Machinist
- Interior decorator

#### Logic smart jobs
- Travel agent
- Technician
- Cook
- Bookkeeper
- Cashier
- Waiter/Waitress
- Computer programmer

#### Music smart jobs
- Singer
- Musician
- Disc/video jockey
- Piano tuner
- Instrument technician
- Songwriter
- Music teacher
- Dancer
- Instrument salesperson
- Sound engineer
- Instrument repairer
<table>
<thead>
<tr>
<th>Nature smart jobs</th>
<th>People smart jobs</th>
<th>Word smart jobs</th>
<th>Self smart jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>Gardener</td>
<td>Fire Fighter</td>
<td>Dog groomer</td>
</tr>
<tr>
<td>Agriculture worker</td>
<td>Animal trainer</td>
<td>Forester</td>
<td>Pet store sales</td>
</tr>
<tr>
<td>Fisher</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Salesperson</td>
<td>Religious worker</td>
<td>Businessperson</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Food server</td>
<td>Day care worker</td>
<td>Teacher’s assistant</td>
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<tr>
<td>Call center operator</td>
<td>Tour guide</td>
<td>Writer</td>
<td>Journalist</td>
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<tr>
<td>Reporter</td>
<td>Librarian</td>
<td>Translator</td>
<td>Legal assistant</td>
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<tr>
<td>Secretary</td>
<td>Radio/TV announcer</td>
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<tr>
<td>Artist</td>
<td>Fitness instructor</td>
<td>Clergy</td>
<td>Writer</td>
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<tr>
<td>Vocational instructor</td>
<td>Social worker</td>
<td>Actor</td>
<td>Coach</td>
</tr>
<tr>
<td>Home support aide</td>
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</tbody>
</table>
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APPENDIX A
Baron and Baron Assessment Tool

CHECKING YOUR IMAGE SMARTS

☐ □ I make drawings of different things that come into my head
☐ □ I notice the way TV commercials use images
☐ □ I like music videos because of the variety of images in them
☐ □ I enjoy the way people and animals are drawn in cartoons
☐ □ I look at the way magazines use colour
☐ □ It’s easy for me to know the most interesting way to arrange people or objects in a picture or video
☐ □ Photographs interest me
☐ □ I see pictures in my head
☐ □ I can follow directions to a new place
☐ □ Geometry is a favorite subject of mine
☐ □ I like to see how different web sites look
☐ □ I have ideas for how to design really great-looking web sites
☐ □ I like to make things with whatever is around
☐ □ I have great ideas for how to redo a room
☐ □ I give my friends great ideas for looking good
☐ □ I am learning, or want to learn, a craft like stained glass

Reproduced, with permission, from Baron and Baron, 2000.
CHECKING YOUR MUSIC SMARTS

☐☐☐ I like to have music playing when I study
☐☐☐ I play a musical instrument
☐☐☐ Rhythms in music fascinate me
☐☐☐ I like to sing
☐☐☐ I like music from different cultures
☐☐☐ I take music lessons
☐☐☐ Music is one of my favourite school activities
☐☐☐ I go to concerts whenever I can
☐☐☐ I like classical music as well as rock music
☐☐☐ I make up songs
☐☐☐ I know the sounds of different musical instruments
☐☐☐ I like to know how musical instruments produce their special sounds
☐☐☐ Music is important to me
☐☐☐ I have a good ear for music
☐☐☐ I’m aware of sounds in everyday life
☐☐☐ It’s easy for me to learn music
☐☐☐ I use beats and rhythms to help me learn

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CHECKING YOUR BODY SMARTS

☐☐☐ It’s natural for me to use my hands when I talk
☐☐☐ The best way for me to find out about things is to handle them.
☐☐☐ I like fast-moving scary movies.
☐☐☐ It’s hard for me to keep still for a long time.
☐☐☐ I like watching sports
☐☐☐ I like to snowboard or skateboard
☐☐☐ The best ideas come to me when I’m moving around
☐☐☐ I like to dance
☐☐☐ It’s easy for me to learn a new sport
☐☐☐ My body is well-coordinated
☐☐☐ I learn best when I do something rather than watch it being done by someone else
☐☐☐ I like to take things apart and put them back together again
☐☐☐ I make up recipes for different kinds of food
☐☐☐ I’m good at fixing things
☐☐☐ I prefer video games with lots of action
☐☐☐ I like playing different sports
☐☐☐ I’m aware of how our bodies express ideas and emotions

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End Notes

2 Howard et al., 1999; Luthar et al., 2000; Smokowski et al., 1999.
3 Dekovic, 1999; Gutman and Midgley, 2000; Smokowski et al., 1999; Voydanoff and Donnelly, 1999.
4 Based upon Hawkins et al., 2000; and Totten, 2001c.
5 Kelly and Totten, 2002.
7 Gardner, 1993a, b.
9 Based upon Baran and Baran (2000). Tel: 1-888-533-5683; Fax: (506) 758-0353; E-mail: lifework@nbnet.nb.ca
10 Crutchfield et al., 1999.
12 LDAC, 1999.
13 Offord and Lipman, 1996.
20 Modified from Baran and Baran, 2000
2. Labour market integration is an important indicator of short- and long-term refugee integration and of a successful, durable solution to the limbo and protection needs stemming from forcible displacement. In each of the three largest resettlement countries by current volume — USA, Canada, and Australia — successful economic adjustment has been a central goal of refugee resettlement policies (Waxman, 2001). Furthermore, according to studies in the UK and Denmark, refugees frequently define economic outcomes such as employment as important to their own lives (Valtonen, 1998). 3. Despite this rhetorical focus, labour market integration is often measured poorly or neglected in the literature, and rigorous evaluations of programmes to improve labour market.