

The Essential Conditions of IYMP: A Readiness Guide





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The Essential Conditions of IYMP: A Readiness Guide was developed and adapted based on research involving individuals directly involved in running or coordinating IYMP.

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Core Conditions are the conditions necessary for IYMP to be implemented.

Contextual Conditions can influence whether or not the core conditions can be achieved.



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CORE CONDITIONS

YOUTH LED

Youth are the heart and the reason for running the program. Their enthusiasm, leadership and voice shape how the program is run.

ELEMENTARY SCHOOL MENTORS

Elementary students, typically from grades 4-6, work with the High School mentors to let them know what they need and want

- Do you have a contact person at the elementary or middle school?
- Do you have an idea about how you might choose Elementary School Mentors?

HIGH SCHOOL MENTORS

High school students implement the programming in ways that satisfy the requests of the elementary school mentors and make sense in their community

- Do you have any students that would be interested in the program?
- How could you recruit high school students to participate?

SCHOOL/COMMUNITY-SPECIFIC AUTONOMY

The way IYMP is run builds on the strengths of the school community and can be adapted to meet the school community's needs.

Each school community has autonomy to determine how their program should be implemented, including how best to incorporate local Indigenous culture.

- How can we adapt IYMP to meet the needs of your community?
- What kinds of changes or alterations do you think we will need to make to IYMP so that it can be successfully implemented in School?

TOPICS TO CONSIDER:

- Physical space to host the program (e.g. outdoor space, gym, community centre)
- Snack (e.g. purchase by nutrition staff and prep by students? Where is food being stored? Who is purchasing the food and when?)
- Transportation (e.g. walk, extra bus run at 5pm, parents/guardian)
- Volunteers (e.g. Community Leaders)
- PIPA photo consent
- Honorarium (e.g. Elders hosting sharing circle, parent driving multiple students home)
- Community info night - how do we get this information to parents/families? newsletter, hosting a parent night



DEMONSTRATED ADMINISTRATIVE LEADERSHIP

School principals are seen to play an invaluable role throughout the implementation process by providing leadership and resources to run the program. Administrators' active engagement can drive healthy changes in the school/site where IYMP is run.

- Is your administration open to new programs? Would they like a presentation or a meeting to discuss it?
- How has your school run programs in the past? What would need to change in order to better set up IYMP for success?

HIGHER-LEVEL SUPPORT

Leadership and support at local, district and provincial/territorial levels supports the implementation process. The wider IYMP network of communities and provincial organizations is critical for supporting implementation, providing learning opportunities and assisting with securing funding.

Who is the leadership at the local, district and provincial level in your community that supports the implementation of IYMP? Are there any organizations you already work with that could benefit from connecting with IYMP?

DEDICATED CHAMPION(S) TO ENGAGE SCHOOL COMMUNITY

The project requires at least one person within the school/site to organize IYMP and connect IYMP team members. However, one person cannot do it alone. They need to be supported by a team of people.

- Do you have the capacity to supervise IYMP yourself?
- Is there someone else you can think of who may be able to take on the program?
- Is there anyone that you would consider hiring to help support the program?
- What else is happening at the school?
- What other programs, courses or initiatives might lay out a foundation for this work, compete for student or staff attention, or create opportunities?



COMMUNITY SUPPORT

Staff including teachers, nutrition staff and bus drivers from the school/site where IYMP is implemented need to be supportive of IYMP in order to engage youth and manage logistics. Support from the broader community can enhance the quality of the program.

- Is there a local grocery store/food provider that may be able to provide supplies for the snacks?
- Are there any local health advisors that may be able to support with training or resources?
- Is there anyone else you can think of that might be helpful to be involved?
- Do you have their contact info?
- Would it be better for you to reach out or for IYMP to do this?
- Are there any Elders/Knowledge Keepers that would be good to involve in the program?

QUALITY AND USE OF EVIDENCE

Knowledge generation in the form of measurements and stories supports implementation, rippling and sustainability. It is important to balance different types of evidence including prioritizing voices from those directly involved.

- Is there a good way to incentivize feedback that works in your community?
- Are there any people who enjoy telling stories that may want to contribute in this way?

LEARNING OPPORTUNITIES

Learning opportunities are needed to develop relationships and share knowledge across the wider network. Learning opportunities, especially for youth, are needed to develop the confidence and competence to deliver the program.

- Does your community offer professional development opportunities? If yes, which ones could be applicable to this initiative? (CPR, leadership training, etc.)
- Are you interested in other professional development opportunities? If yes, which ones?
- Would your high school students be interested in any professional development opportunities? How can we link these with credits?
- Would your youth be able to travel for training and gatherings?

ROOTED IN RELATIONSHIPS

Trusting relationships among youth, mentors, community champions, program leaders, administrators, the community and IYMP team as a whole are needed to implement IYMP.

- Who needs to be at the table?
- People to consider: Director, Principal, Chief & Council, Health Authority, School Authority, Counselor, etc.



CONTEXTUAL CONDITIONS

TIME

Dedicated time to plan, organize and deliver the program facilitates implementation. It's easier to dedicate time to IYMP when it is seen as a role and responsibility of the champion or program leaders as opposed to an additional commitment.

- Do you have the time available to carry out the program?
- Is there someone else you can think of that may have the time available?
- Is someone able to stay after school to supervise the program?

FUNDING AND PROJECT SUPPORT

Funding and project support to secure space, equipment and supplies, transportation and food facilitates implementation. How communities go about managing logistics depends on their unique context

- Do you have a space where programming can take place?
 - Recreational space
 - Facilities (kitchen with a sink)
 - Storage for equipment
- Does your community have funding available for programming?
- Does your community have equipment available for use for programming?
- Does your community have transportation services available for the youth?

- What supports would be essential to run the program?
- What supports would be nice to run the program?

READINESS AND UNDERSTANDING

Having a strong understanding of IYMP and why it is important makes it easier to run the program.

- Have you learned about our frameworks, the 4 R's and Circle of Courage?
- Do you know the benefits of running IYMP in your community?

The program requires community members for the following leadership circles:

- a) Community Champion - at least one person to engage IYMP team members to implement the program.
- b) Program Leaders - at least two people to run the program
- c) High School Mentors - 1 high school mentor: 2 elementary school mentors

- Have you identified who the community champion will be?
- Have you identified two committed program leaders?
- Do you have enough high school mentors to meet the 1:2 ratio of elementary school mentors?



IYMP

Indigenous Youth
Mentorship Program