

LIARD ABORIGINAL WOMEN'S SOCIETY (LAWS)



YOUTH FOR SAFETY PROJECT

Summary of Youth Feedback Survey (May 2017)



Beringia
community planning inc.

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Introduction

Youth for Safety is a three-year Youth empowerment project designed to foster community safety and justice for young women and girls centered on the town of Watson Lake, Yukon and nearby Kaska First Nations populations in Two Mile area, Upper Liard and Lower Post, BC.

This project was initiated by the Liard Aboriginal Women's Society (LAWS), a non-profit, charitable, community-based, aboriginal organization providing social development services to the Kaska Nation in the Yukon and northern British Columbia. LAWS worked in collaboration with Watson Lake Secondary School (WLSS), Watson Lake community organizations, external facilitators and an evaluator to deliver Youth for Safety.

The focus of the project is providing support to young women and girls (under 18) who are at risk of falling victim to sexualized/physical violence through empowerment and advocacy and engaging the community at large. The project recognizes the need for active female and male Youth participation in addressing issues of violence against young women and girls, and is designed to provide Youth with the knowledge and skills needed to assume a leadership role in promoting safety and justice for Youth, women and girls, Youth to Youth and within the community at large.

An introductory session was offered to educate and recruit Youth for the project in October of 2016. In 2016/2017 there were a total of five (5) two-day workshops held from November 2016 to March 2017. These workshops were held in WLSS classrooms. They explored topics in an interactive way, using youth-led projects to address different aspects of safety and social justice in Watson Lake. At the end workshops, a feedback survey was administered to gather feedback on Youth safety and experiences of the program. This report summarizes the survey results of the March 2017 workshop.

Summary of Results

Of the 20 students who were part of the Youth for Safety Program, 11 surveys (55% response rate) were returned after a meeting in May 2017. The survey was administered at the end of the workshop. The survey contained a set of 17 closed and open-ended questions which explored students' perception of their own safety at home, school, and in their community, as well as the safety of their friends and relatives. The survey also provided an opportunity for students to offer reflections on their experiences of the Youth for Safety Project and practical suggestions for improving future workshops.

Among survey respondents:

- **Gender:** There were more males than females. Females (4) made up 36% of the group and males (7) made up 64% of students.
- **Age:** There was a fairly even distribution of students between 14 and 17 years old, with 15 year olds (4 students) making up 36% of the group, students age 14 (2 students)

making up 18%, 16 year olds (2 students) making up 18%, and 17 year olds (1 student) making up 9%, as well as two students with unknown ages (18%).

- **Kaska/ Non-Kaska:** Similar to previous groups, there were more Kaska students than non-Kaska students. Kaska students (8) comprised 73% of the group, while non-Kaska students (3) made up 27%.
- **Safety Issues:** Just under half of students (5, 45%) reported having a safety issue. Safety issues included one or a combination of verbal abuse, drugs and alcohol, physical abuse, and other.
 - **Gender:** It was more common for women to have safety issues, with three quarters of females (3 out of 4, 75%) facing a safety issue (compared to 2 out of 7 males, 29%).
 - **Kaska/ Non-Kaska:** Overall, more Kaska students (3) reported having a safety issue, whereas 2 non-Kaska students reported a safety issue.
 - **Home/ School:** Most students felt safer at home than at school, with the majority of students (64%) feeling “highly safe” at home, whereas at school most students (72%) felt “safe enough”.
 - **Friends/ relatives:** Just under half of students (46%) had a friend or relative with a safety issue. Over half of students (55%) reported that they would go to family members/ family and friends if they were facing a safety issue.

Summary of Reflections

The connection between drugs and alcohol and safety was a common concern expressed by students in relation to community safety. Many students felt that having less drugs and alcohol would make their community safer as well as a stronger police presence, more awareness on community safety, and more activities for Youth. Kaska cultural activities in particular were seen as important for improving safety and establishing a sense of cultural safety for Kaska Youth. Students tended to emphasize the physical aspect of safety, such as being able to walk around at night alone, having a safe space to go to, and having food. Having a safe person to talk to was also noted as an important aspect of safety.

A common reason for youth wanting to join the Youth for Safety Project was the desire to help. Several students cited wanting to make a difference and spread awareness. While these initial reasons continued to influence students’ interest and involvement, students also reported that having fun was important for sustaining interest. Having captivating facilitators and socializing with friends and other people in the program greatly contributed to keeping students involved. In terms of continued involvement in years to come, students largely reported that they were satisfied with the program and needed no further incentives. One student noted that one-on-one time with facilitators would have been helpful for going into depth with certain issues. Consistent with previous workshop feedback and verbal feedback from Youth, food continues to remain an important feature of programming.

Students were asked how participants' family and/ or the broader community could be involved in the Youth for Safety project. Several students highlighted the need for a stronger Youth for Safety presence in the community. Suggestions included public events, media, and flyers around town. Many students expressed gratitude for the project and reported broadly that they had learned substantial concepts and were inspired that challenges relate to safety can be improved upon.

Who shared? Questions 1-3

A total of 11 youth ages 14 to 17, girls, boys, and Kaska and non Kaska shared their thoughts about safety in their homes, on the streets and at school and about the workshop through a written survey.

Gender

Of the 11 surveys returned, the youth identified as 36% (4) female, and 64% male (7).

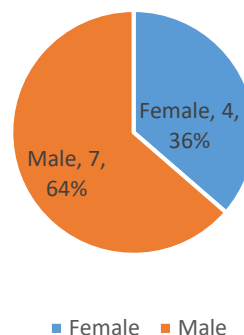
Age

Of the participants that filled in the survey, over one-third (36%) were fifteen. There were two fourteen year olds (18%) who filled out a survey two sixteen year olds (18%); four fifteen year olds (36%); and one seventeen year old (9%).

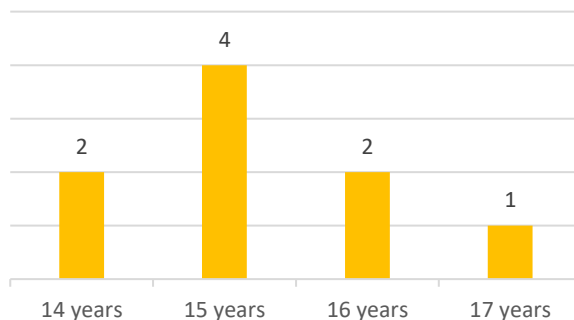
Kaska/non-Kaska

Most of the youth who returned a survey were Kaska (11 or 65%), while six students identified as non-Kaska (35%).

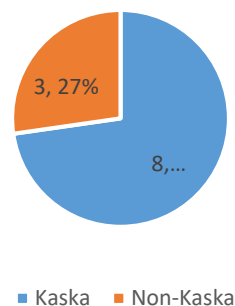
1. Gender



2. Age



3. Kaska, Non-Kaska



Question 4: Personal safety issues

Just under half (5 or 45%) of all students surveyed reported having a safety issue in their life. The same number of students (5) reported not having a safety issue and one student reported “don’t know”.

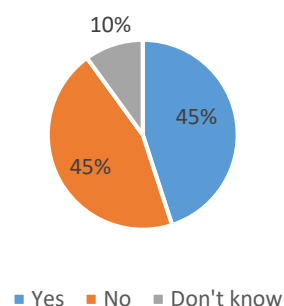
What kind of safety issue?

For respondents who answered “yes” to having a safety issue, the question that followed was “what kind of safety issue?” Responses included: “verbal abuse” (1), “drug and alcohol” (1), and “other” (2), or a combination of “physical abuse”, “verbal abuse”, and “other” (1). No students listed “sexual” or “bullying” as personal safety issues.

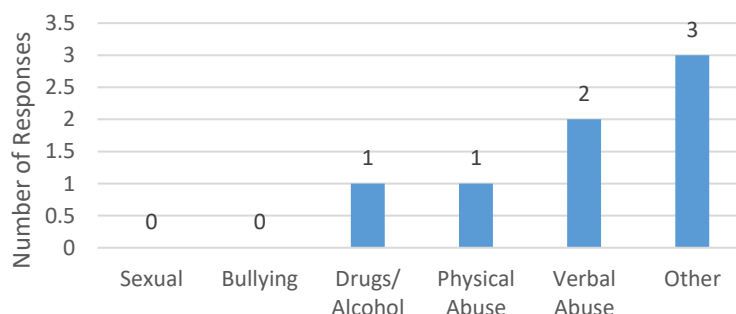
By Gender

When divided between genders (7 males, 4 females), three-quarters of females (3 out of 4, 75%) reported having a safety issue while 25% (1) reported not having a safety issue. The majority (4 out of 7, 57%) of the males who returned surveys reported not having a safety issue, while 2 out of 7 (29%) reported having a safety issue. These findings echo the broader statistics around women facing more safety issues than men.

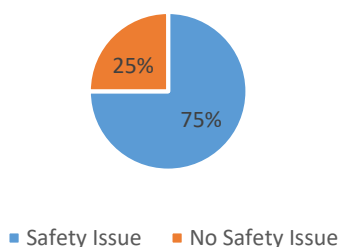
4a. Do you currently have a personal safety issue?



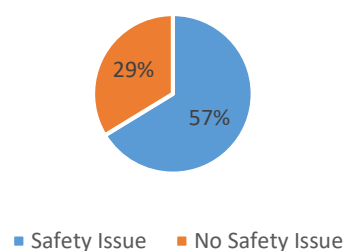
4b. What kind of safety issue?



4a. Do You have a Safety Issue? (Females)

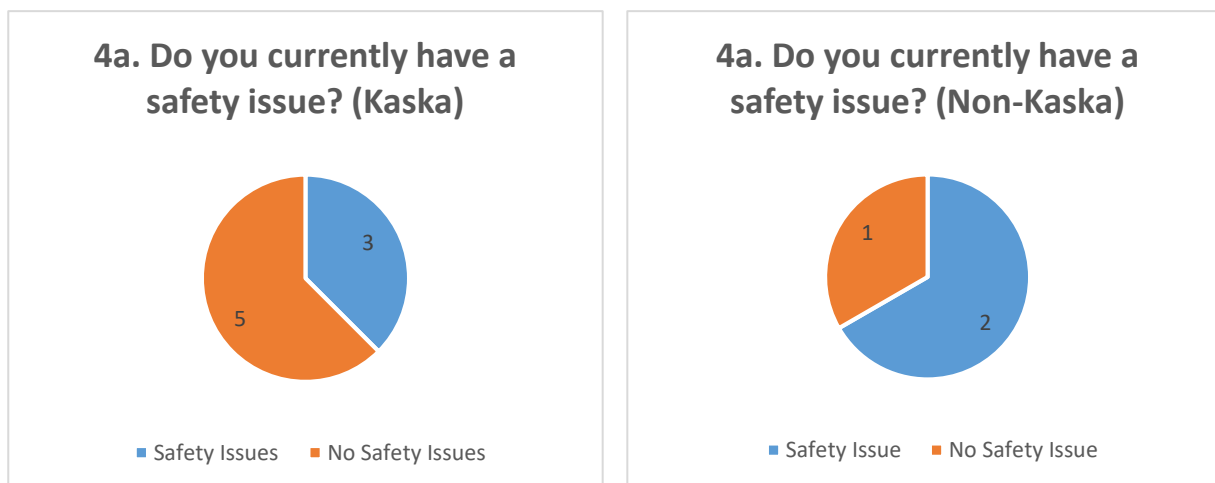


4b. Do you have a safety Issue? (Males)



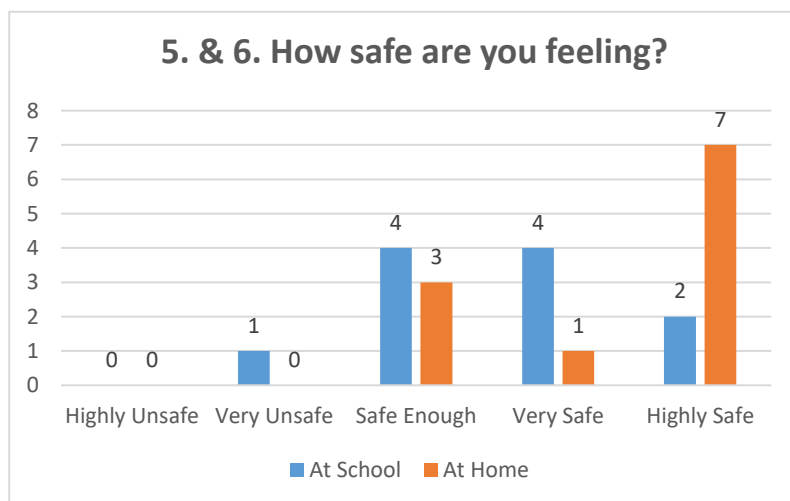
By Kaska/ Non-Kaska

Overall, more Kaska students had safety issues than non-Kaska students. Out of 8 Kaska students, 3 reported having safety issues, while among the 3 non-Kaska students, 2 reported having safety issues.



Question 5 and 6: how safe are you feeling? At school? At home?

Based on the survey results, it seems as if most students feel fairly safe at home and school. The majority of students (64%) responded that they feel “highly safe” at home, whereas only 2 students (18%) felt “highly safe” at school. At home, 36% of students felt “safe enough” or “very safe”. No students felt “highly unsafe” or “very unsafe” at home. At school 72% of students felt “safe enough” (4) or “very safe” (4) at school. Only one student felt “very unsafe” at school. Only one student felt “very unsafe” at school.

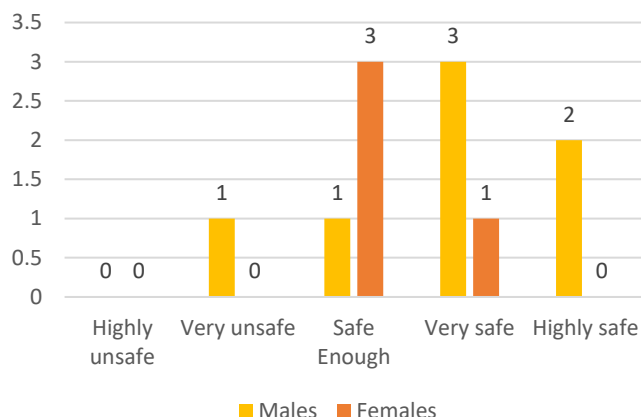


By Gender

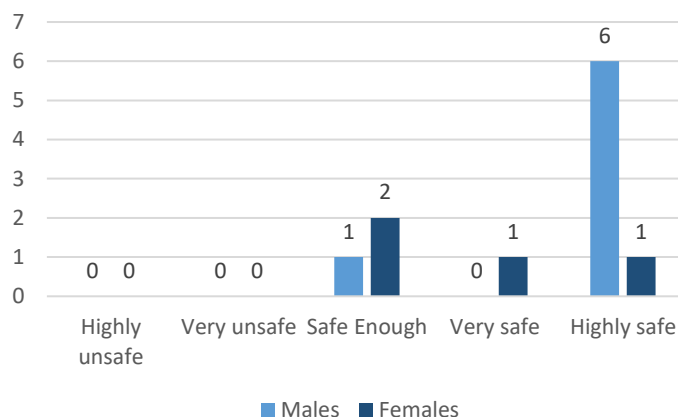
Among males, most felt safer at home than school. The majority of males (5 out of 7, 71%) reported being “highly safe” (2) or “very safe” (3) at school. At home 86% of males reported feeling “highly safe” (6) and one student reported feeling “safe enough”. Among females, 50% (2 students) felt “safe enough” at home and 75% felt “safe enough” at school. Only one female student felt “very safe” at school. One female student felt “very safe” at school and one felt

“highly safe” at home. Generally, whether at home or school, male students felt safer than female students. Most male respondents felt “very safe” or “highly safe”, whereas most female students felt “safe enough” at home and at school.

5. How safe do you feel at school? (Gender)



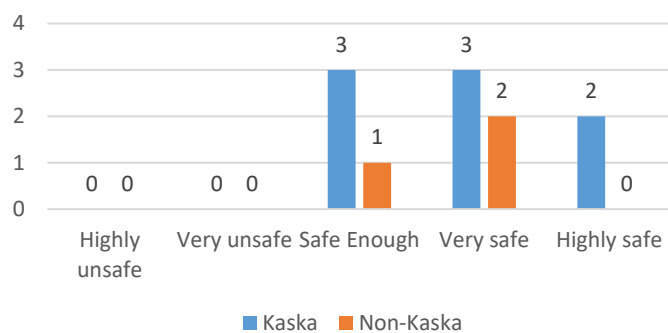
6. How safe do you feel at home? (Gender)



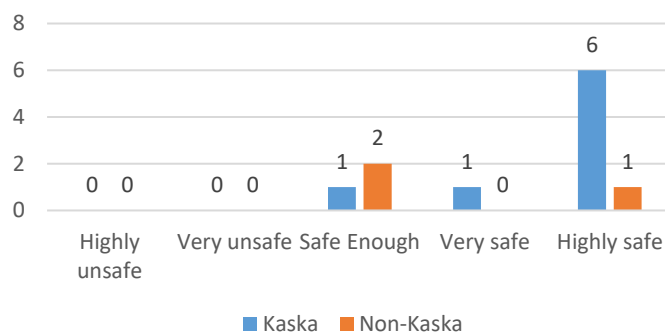
By Kaska/ Non-Kaska

No students (Kaska and non-Kaska) felt “highly safe” or “very unsafe” at home or at school. The majority (6 of 8) of Kaska students felt “safe enough” (3) or “very safe” (3) at school. Similarly, among non-Kaska, students felt “safe enough” (1) or “very safe” (2) at school. Two Kaska students felt “highly safe”. Generally, home was considered safer than school among Kaska students, with most Kaska students (6 students, 75%) responding that they felt “highly safe” at home, with one student feeling “safe enough” at home and another feeling “very safe”. Kaska students reported feeling safer at school than non-Kaska students, with 75% of non-Kaska students (2) responding that they felt “safe enough” at home. Only one non-Kaska student reported feeling “highly safe” at home.

5. How safe do you feel at school? (Kaska/ Non-Kaska)



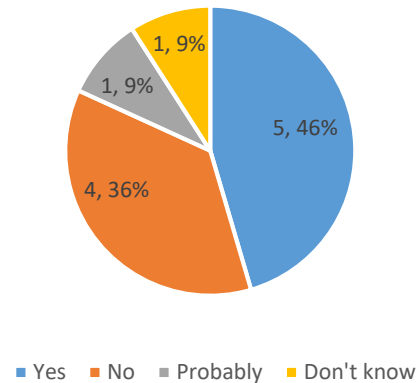
6. How safe do you feel at home? (Kaska/ Non-Kaska)



Question 7: Friend or relative with a safety issue

Just under half (5 out of 11, 46%) of students had a friend or relative with a safety issue, whereas 36% of students did not. One student was unsure if a friend or relative had a safety issue and another student answered “probably” to this question.

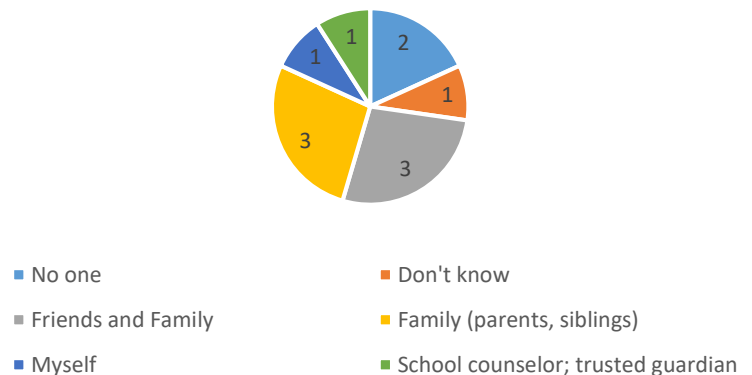
7. Does a friend or relative have a safety issue?



Question 8: Who would you go to for help with a personal safety issue?

Over half of students (55%) stated that they would go to family members such as parents and siblings (3 students) or a combination of friends and family (3 students) if they were facing a personal safety issue. One student said they would go to a school counselor or trusted guardian for help. Two students said they would not go to anyone for help and one student indicated that they would try to solve the issue themselves.

8. Who would you go to for help with a personal safety issue?



Question 9: What does safety look like to you?

Many of the responses to this question highlighted physical safety such as being able to walk around at night alone without worrying, a place without “bad” and a safe place to go to when needed. One student highlighted having a safe person to talk to and another mentioned food as a component of safety. One student mentioned the unknown (“what you don’t see”) as indicating a lack of safety, whereas what you are able to see represents safety.

- *What you see is safety* (1)
- *Looks good* (1)
- *Food* (1)
- *Physical and place safety* (2)
- *A safe place and safe person to talk to* (1)
- *Don’t know* (3)
- *No answer* (2)

Question 10: What do you think needs to happen to help make our community safe?

A common theme that emerged in survey responses was the connection between drugs and alcohol and safety. Several students responded that having less drugs and alcohol would make the community safer. Other responses indicated the need for more awareness and more activities around community safety as well as a stronger police presence.

- *Spread more awareness. Appropriately deal with current safety issues* (1)
- *More recreational programs, activities, clubs. Stronger police presence* (1)
- *Food* (1)
- *Don’t rape* (1)
- *Don’t know/ not sure* (4)
- *Less drug and alcohol use* (2)

Question 11: What role does/ can Kaska culture play in improving safety?

Among students that responded to the question, themes related to the role of Kaska culture included respect, activities and back feelings of safety.

- *Instill more respect* (1)
- *It can help bring back the feelings of safety for First Nations people, which will help make a safer environment for Kaska children* (1)
- *Activities* (1)
- *Don’t know* (5)
- *No answer* (3)

Question 12: Why did you join the Youth for Safety Project?

Several students cited wanting to help and make a difference as key reasons for joining the Youth for Safety Project. Other reasons included spreading awareness learning, fun and wanting to be part of something.

- *To help more, make a difference and spread awareness (e.g. women in our community) (3)*
- *Personal reasons/ I like the work being done (2)*
- *To stop rape (1)*
- *To be part of something (1)*
- *To learn about the discrimination to women (1)*
- *Looked fun (1)*
- *No answer (2)*
- *Don't know (1)*

Question 13: What made you stay involved with Youth for Safety?

Common factors that encouraged youth to stay involved with the Youth for Safety Project included facilitators and having fun. Several students also referenced their greater motivation for joining the program including helping people and making a difference. Another theme was learning new things.

- *Facilitators, friends and the people there, fun (2)*
- *To spread awareness and to help make the town / world safer/ better (3)*
- *New things (1)*
- *To listen (1)*
- *No answer (2)*
- *Don't know (2)*

Question 14: What did you learn in Youth for Safety?

Students offered a variety of responses on what they learned in Youth for Safety. While some responses spoke to generally having learned, others referred to specific topic such as positive/negative social response, feminism, and hidden violence.

- *Dignity; positive/ negative social response; feminism; gender; resistance (1)*
- *There's a lot of hidden violence and things that can be improved (1)*
- *How much bad there is (1)*
To be a better person (1)
- *Learned a lot/ some things (unspecified) (3)*
- *Don't know (1)*
- *No response (3)*

Question 15: What would help you remain involved in Youth for Safety next year?

Students largely reported that they were satisfied with the program and needed no further incentives to remain involved. Consistent with other previous years and verbal statements from the youth, food continues to be an important part of the programming.

- *Lots of good food (1)*
- *Same thing or more (2)*
- *I need no more incentive than I already have (1)*
- *Continue doing what we've been doing (1)*
- *Won't be there (1)*
- *No answer (3)*
- *Don't know (2)*

Question 16: How do you think your family or the broader community could get more involved in Youth for Safety?

A common answer to the question of how participants' family and/ or the broader community could get involved was Youth for Safety having a stronger presence in the community (e.g. through public events, media, flyers around town).

- *Stronger Youth for Safety in the community –speaking out about it more (e.g. news, public events, flyers) (4)*
- *No answer (4)*
- *Don't know (3)*

Question 17: Anything else you would like to share?

Many students did not have anything else to share or expressed gratitude for the project. One student commented that having one-on-one time with facilitators to discuss certain topics in greater depth would have been helpful.

- *Nothing else (4)*
- *Maybe one-on-one with facilitators to get more in-depth explanations with issues (1)*
- *I loved it and thank you (2)*
- *No answer (3)*

THANK YOU EVERYONE FOR ANOTHER AMAZING WORKSHOP!

