



Liard Aboriginal Women's Society

YOUTH FOR SAFETY EVALUATION REPORT: YEAR 3





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| | | |
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Executive Summary

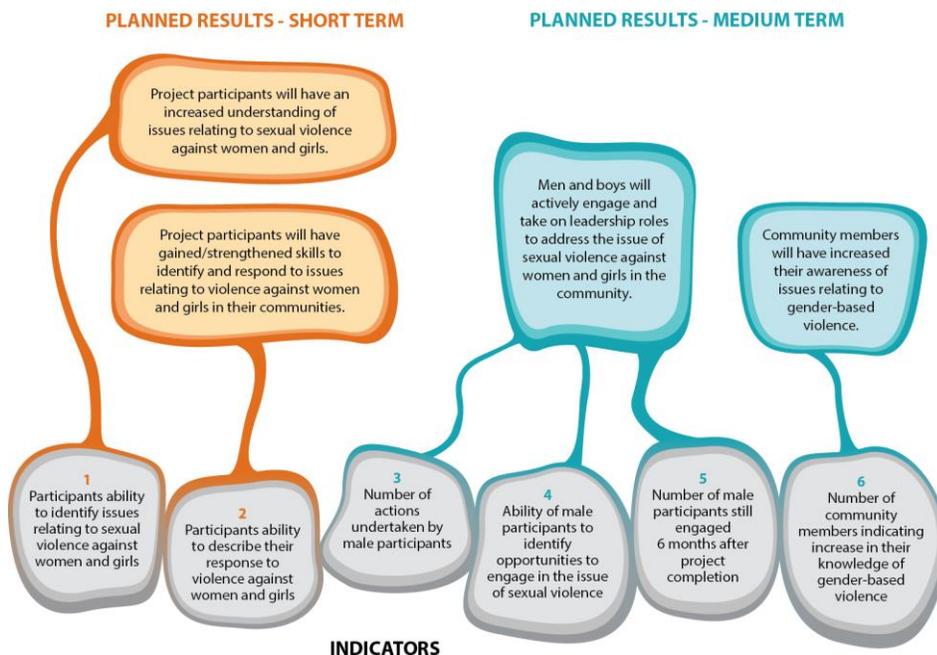
Youth for Safety is a three-year Youth empowerment project, initiated by the Liard Aboriginal Women's Society (LAWS), designed to foster community safety and justice for young women and girls centered on the town of Watson Lake, Yukon and nearby Kaska First Nations populations in Two Mile area, Upper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

This program was developed in collaboration with Watson Lake community organisations committed to improving community safety. The project is intended to increase safety of Youth and community members in Watson Lake by helping male and female Youth learn ways of restoring and preserving dignity of those who experience violence, while also learning new skills to increase safety.

The overall program model was delivered over 3 years in 4 parts. The model was designed to have Youth take on more and more responsibility as the program progressed. The first and second year of the project ran in alignment with the school year from September 2015 to June 2016 and September 2016 to June 2017, respectively.

Project Evaluation

The evaluation strategy for this project involved both formative (monitoring results as we go) and summative (evaluating at key points in the project) elements. A performance measurement plan was crafted as part of the funding application process with Status of Women Canada. The plan described the 4 anticipated results (short-term and medium term) as well as the 6 indicators used to measure progress on each planned result (see figure below).



For each indicator, we decided on what data sources and data collection methods we would use to collect information. Our data sources included a mix of session reports, surveys, discussions,



observations and interviews to paint a qualitative picture of the early results of the program on our planned indicators, as well as on some other, unanticipated results. The year 1 October 2016 report summarizes findings for each indicator as well as successes, challenges and opportunities. The year 2 October 2017 report summarizes the results of year 2 in a similar format, as well as some results that were not captured by our initial indicators. A summary of the results relevant to each indicator for year across years 1, 2 and 3 is summarized in the table below.

Results of Youth for Safety

Over the course of year 3, participants demonstrated their ability to identify issues relating to sexualized violence against women and girls. Through a variety of activities and resources, students learned how to identify factors that contribute to sexualized violence and to understand safety in their own lives. Participants' abilities to actively respond to issues relating to violence was also strengthened through participation in the project. This was demonstrated through activities such as campaigning, communication and speaking at events. It was also demonstrated in the ability of students to engage in healthy debate and to support their peers in difficult situations in and outside of the classroom.

Several Youth showed their ability to speak out to fellow students and adults about sexualized violence. In particular, male participants demonstrated steady and active participation in the Youth for Safety sessions and also took on leadership roles in addressing violence in their communities.

The program model and design have fostered confidence and leadership among Youth, with opportunities to practise speech writing, debate, public speaking and advocacy skills. The program focuses on Youth strengths and is designed to bring out the best in Youth, including artistic skills and to foster collaboration and cooperation between participants.

Along with increasing knowledge of sexualized violence, YFS has also increased Youth awareness of the social support network victims of sexualized assault can have access to. This awareness may increase participants' ability to deal with the trauma of sexualized assault, whether against them or someone they know.

Community members noted an increase in their knowledge and the importance of the voice of youth in speaking out about violence and safety. One of the most important impacts of the project is a change in attitude by adults towards Youth and a recognition of the power of Youth leadership by community members.

Its because it is student led that some students are able to shine out. –Facilitator

For the participants, both Youth and Elders, who have experienced sexualized violence this project has served as a powerful positive social response which has the potential to have significant positive effects on their long-term recovery. For victims, their participation helped them see how violence against women is a broader problem, that it is not their fault, and that this realization plays a role in their recovery.



The project was an important opportunity to revitalize cultural identities, connect with Elders, and support the continuation of Kaska culture and traditions. Youth have highlighted the important role of Elders in sharing Kaska stories, traditions and the principle of Dene ā'nezen (Dignity). This role supports strong connection to Kaska culture in the classroom and particularly helped Kaska Youth strengthen their sense of belonging. This approach also fostered reconciliation between Indigenous and non-Indigenous Youth and community members.

The table below summarizes the cumulative results of year 1, 2 and 3 by indicator.

RESULTS BY INDICATOR

| Indicator | Results Year 3 |
|---|--|
| <p>1 Participants ability to identify issues relating to sexualized violence against women and girls</p> | <p>Participants demonstrated:</p> <ul style="list-style-type: none"> • An understanding of the principles of response-based practice (particularly positive and negative social response and the impact of social responses on offenders and victims of different types of violence) • An ability to understand and deliver information about female empowerment, human rights and sexualized violence • Increased awareness of statistics regarding sexualized violence against women and girls, particularly in Canada and Yukon • An ability to identify contributing factors to sexualized violence and the interrelated factors that contribute to safety in their community • An ability to identify safety issues in their own lives and among friends and family indicating a deeper understanding and integration of the material • Stronger relationships and trust among participants and between Youth and facilitators • An increased willingness and comfort talking about sexualized violence |
| <p>2 Project participants will have gained/ strengthened skills to identify and respond to issues relating to violence against women and girls in their communities</p> | <p>Participants demonstrated:</p> <ul style="list-style-type: none"> • An ability to identify issues of safety in their community and concrete actions that they can take related to violence • An ability to draw on skills and get involved in taking action on issues of sexualized violence (such as campaigning, communication, using the media, speaking at events) • An increased ability to voice their opinions, participate in constructive debate, and share personal stories related to violence against women • A commitment to working towards stopping sexualized violence, educating community members about sexualized violence and better supporting the recovery of victims of sexualized violence • An increase in ability and comfort to speak out about sexualized violence and communicate publicly about related issues • An ability to plan events that support community conversation about sexualized violence and related issues • An increase in motivation to take on leadership roles and become directly involved in solutions • A recognition of the importance of working together and empowering Youth in order to improve safety |
| <p>3 Number of actions undertaken by male participants</p> | <p>Male Youth demonstrated their ability to engage in issues related to This was demonstrated by:</p> <ul style="list-style-type: none"> • Steady participation over the years and an increase since year 2 • Variety of actions undertaken by male participants in the program including fostering cooperation and healthy discussion and supporting peers dealing with violence • Performance of leadership roles by male participants |
| <p>4 Ability of male participants to identify</p> | <p>Many male participants have taken leadership roles in the project and have demonstrated their ability identify, respond, and speak out about issues related to sexualized violence. There is evidence of:</p> |



| Indicator | Results Year 3 |
|--|--|
| opportunities to engage in the issue of sexualized violence | <ul style="list-style-type: none"> • Increased willingness to take a leadership role in several male students took an active and leadership role in addressing violence against women and girls • Increased understanding and acknowledgement among male participants of the extent of the problem of sexualized violence against women and girls in their community • A sense of responsibility and obligation among male participants to be personally involved in the solution and awareness of the role men play in stopping sexualized violence • A sense of pride among male participants that they are actively working towards a solution |
| 5 Number of male participants still engaged after 6 months | <p>Year 3 participation rates show that the proportion of male participants has been steady. Overall, year 3 had more participants than years 1 and 2. The year 3 attendance list indicates that there were more males (17, 65%) than females (9, 35%) who participated in the project this year. While the proportion of males that stayed in the program over the course of the year was lower than the proportion of females, males still comprised a majority of participants in the program. In the last week of the program, 12 males participated (71% of the original 17 male participants) and 7 females (78% of the original female participants). From year 2 to year 3 there was an increase in male participation from 12 to 17, respectively. Among the older male students, 5 (29%) continued from year 2, of which 3 had participated in all three years of the program.</p> |
| 6 Number of community members indicating an increase in their knowledge of gender-based violence | <p>In Year 3 the community feedback survey was the main source of data for this indicator. Community feedback indicated an increased understanding among community members about the YFS program and the initiatives Youth have taken in the community and a recognition of the power of Youth leadership in addressing the issue of violence against women. The survey, completed in May 2018, gave community members an opportunity to share what they learned relating to sexualized violence after listening to the student presentations (see Figure 11). Of the 47 responses, 10 (21%) learned about safety for women and the magnitude of violence against women, 3 (6%) learned about responses to violence. There was also an identified gap in knowledge of sexualized violence identified in 7 (15%) of responses.</p> |
| Additional Findings | <p>Increased conversations about sexualized violence in the community and an awareness of the importance establishing social support networks to address sexualized violence. Additional findings include:</p> <ul style="list-style-type: none"> • Increased creativity • Strengthened trust and team building and increased ability to identify interests and skills to take on appropriate roles • Enhanced leadership and advocacy skills. Increased confidence among to participate and take on more responsibility and to engage in discussions with peers and adults about YFS concepts outside of the program • Strengthened interpersonal skills and ability to debate and engage in difficult conversations • Stronger connection to culture and Elders. Opportunities for Youth and Elders to interact and exchange ideas have been meaningful and positive • The importance of offering multiple years of programming for building relationship in the community and with staff and students. It also offered the opportunity for both a broader and deeper reach • YFS focused on response to violence but in future iterations of the program, issues that are interconnected with violence such as substance use and mental health and wellness could be addressed in more detail. |

Building on Strengths and Addressing Challenges and Opportunities

This section highlights the many successes and challenges of the YFS program in 3, some of the challenges and opportunities to be addressed going forward. While the end of this funding cycle represents the end of the project, we are hopeful that there will be other opportunities to build on the knowledge gained through YFS and for Youth to continue their advocacy work in the community.



Some important successes, highlighted by Youth, project facilitators, teachers and Elders included Youth being more open to discussing and responding issues of violence in their own lives and being more comfortable and confident with debate, discussion and standing up for their beliefs. A wonderful success was that youth were able to connect more to adults, especially Elders, in their communities. Youth had opportunities to share their knowledge with community members through various events and community members have offered overwhelmingly positive feedback on the program. Elders have also indicated that they were extremely inspired by the Youth and that the program helped them process their own experiences of violence.

At the end of the third year, many students also expressed wanting to use what they learned in YFS in the future. This indicates that the program has had an impact on students' consciousness and desire for social change. It also presents the opportunity going forward to support Youth networks and ensure that Youth are connected to the resources they need to address violence outside of YFS.

Successes

- Year 3 classroom session focused strongly on team building and cooperation and the third-year group was very cohesive
- Male participants continued to take an active role in writing and delivering speeches. In year 3, male participants that had attended for more than one year were particularly supportive of new participants
- Students participating for a second or third time indicated that their knowledge was deepened and that they appreciated some repetition
- In year 3 Facilitators were better able to adapt the curriculum to diverse learning styles and could plan this in advance
- Youth were proud and excited about their culture and identified the role that culture plays in safety
- The Youth were able to find their roles in the project and show their strengths. For participants who are not strong academically, YFS has been an opportunity for their strengths to shine.
- Overwhelmingly positive feedback from community members and a clear desire for more
- In year 3 more time was spent debating and discussing issues than in previous years. Through healthy debate, Youth built their confidence in speaking constructively about difficult subjects
- Youth considered how they might use what they learned in their future careers, even if their work is not directly connected
- Youth are taking initiatives outside of the program
- Youth were supported to find roles that built on their strengths and Youth that do not necessarily do well in school thrived in YFS
- Youth spoke more openly about personal experiences with violence than in previous years
- LAWS Leadership and Board Members were more actively involved in year 3
- All participants were rewarded at the end of the year but students that were particularly active in the program were given a special gift
- Several teachers remained resistant to the program but there were a few teachers that were very engaged and acted as champions



- The Watson Lake Secondary School Principal and Yukon Government have indicated greater support for the program, having witnessed the success of the program year after year.

Challenges

- Some of the students were involved in activities outside of school that go against the teachings of the program
- Communicating with Youth in between sessions remained challenging
- Maintaining community involvement and enthusiasm for the project is an ongoing challenge and opportunity
- Sustaining a strong peer-to-peer network without YFS

Opportunities

- Considering community safety indicators for the school and/ or community to track instances of violence and develop longitudinal studies on the impact of YFS or similar programs
- Increasing the involvement of Elders and Kaska cultural knowledge keepers. Specific opportunities include a greater focus on traditional Kaska gender roles and acknowledging the historical role of Indigenous women in resistance to residential school
- Including more content related to self-harm, mental health and wellness and substance use in future workshops
- Engaging past participants as mentors to younger participants and/ or Youth for Culture participants, giving them an opportunity to apply group management and process skills for creating safety in small groups, and building Youth ownership, a key ingredient to sustaining the project
- Involving Youth in monitoring and evaluation of the project, discussing what does a successful project look like, selecting indicators and collecting information, thus increasing their responsibility and leadership of the project

I tell my mom about what I learn every day. She is proud of me. I would sign up for another year. To have more time to work as a group, we would get more done. I'm giving a speech. I haven't given very long ones, it is something new. My [male] friend wrote it. I'm ready. –Female participant



Conclusion

Youth for Safety focused on cultivating positive social responses and treating victims of violence with dignity. Through this adaptive and multi-year program, over 60 Youth have increased their ability to identify and respond to issues related to sexualized violence and to respond in positive ways to peers and community members that are victims to violence.





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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 community organisations, external facilitators and an evaluator to deliver Youth for Safety.

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.

The focus of the project is providing support to young women and girls (under 18) who are at risk of falling victim to sexual/physical violence through empowerment and advocacy and engaging the community at large. The project is intended to increase safety among Youth and community members in Watson Lake by helping Youth learn ways of restoring and preserving the dignity of those who experience violence, while also learning new skills to increase safety.

The overall program model was delivered over 3 years in 4 parts (see Program Model in Figure 1). The model is designed to have Youth take on more and more responsibility and ownership of the program as it progresses, ultimately leading to Youth serving as mentors to younger Youth¹. The first and second year of the project ran in alignment with the school year from September 2015 to June 2016 and September 2016 to July 2017, respectively. Similarly, the third year started in September 2017 and will run until the end of the school year in June 2018.

Evaluation of this project was built into the project's design, and is recognized as an important way to:

- Understand how the project is unfolding
- Inform mid-course corrections
- Document in a user-friendly way this ground-breaking model unique to an isolated Northern Aboriginal community
- Conclude lessons learned and recommendations for future projects

Two evaluation reports provide an overview of year 1 and year 2 of the project, share results of the evaluation and make recommendations for project improvements and for future monitoring and evaluation. The Year 3 Youth for Safety Evaluation Report summarizes the overall successes of the program by comparing results from years 1, 2 and 3. In the year 3 evaluation we will review the extent to which the project has maintained the successes of year 1 and 2, and addressed challenges and opportunities identified at the end of year 2.

¹ See Appendix A for an overview of the Context, Program Model and curriculum.



Philosophy

Program Planned Results

Indicators

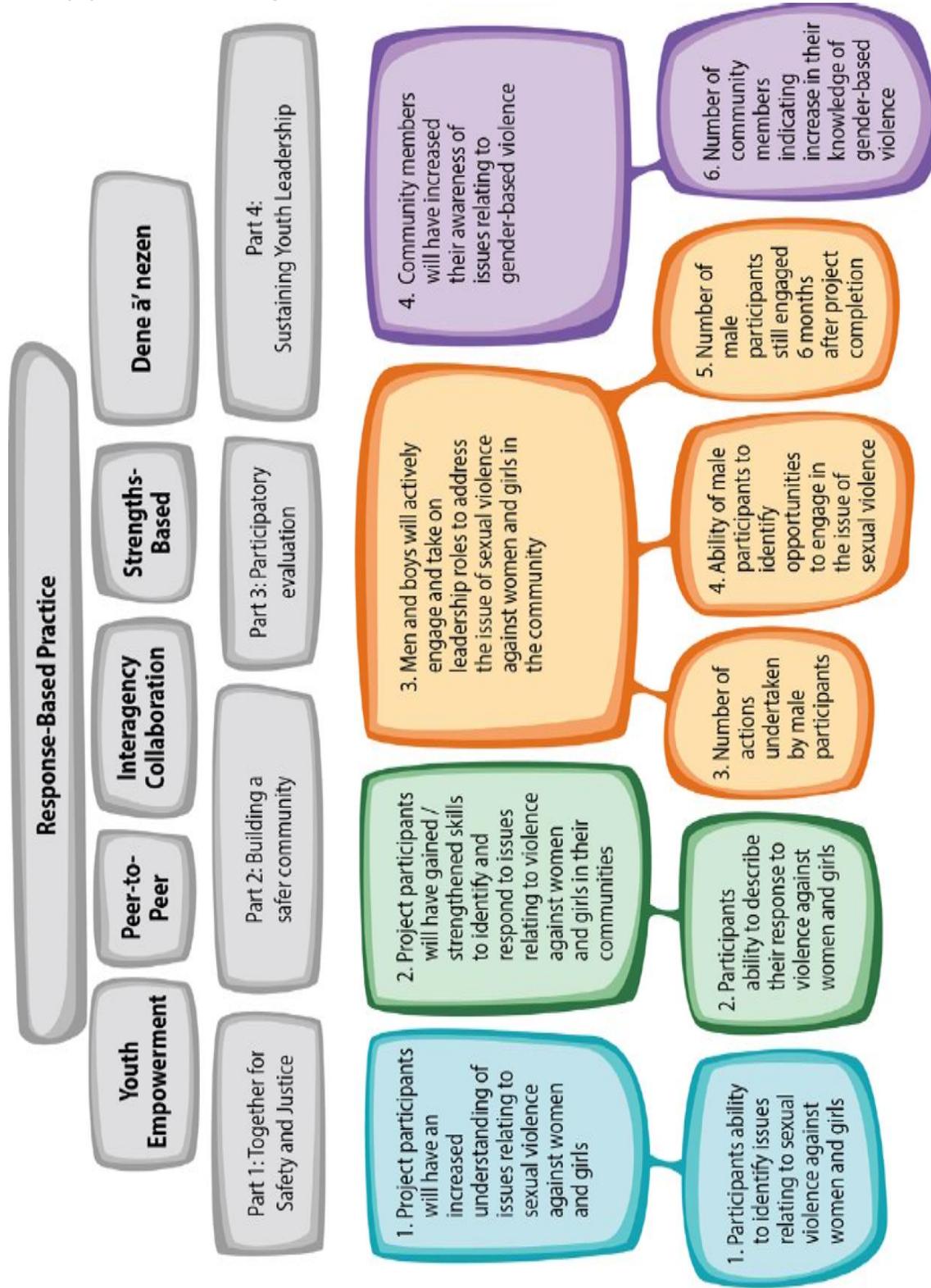


FIGURE 1: PROGRAM MODEL



Evaluation Approach

Formative and Summative Evaluation

The evaluation strategy for this project involves both formative (monitoring results as we go) and summative (evaluating at key points in the project) elements (Figure 2). Formative or monitoring tools are used throughout the project to help understand what was working, what could improve the project, and what participants were getting out of the project. Summative tools are used to evaluate the overall progress towards our planned results. These tools are designed to capture information at key points on the project with the goal of evaluating the overall effectiveness of the projects.

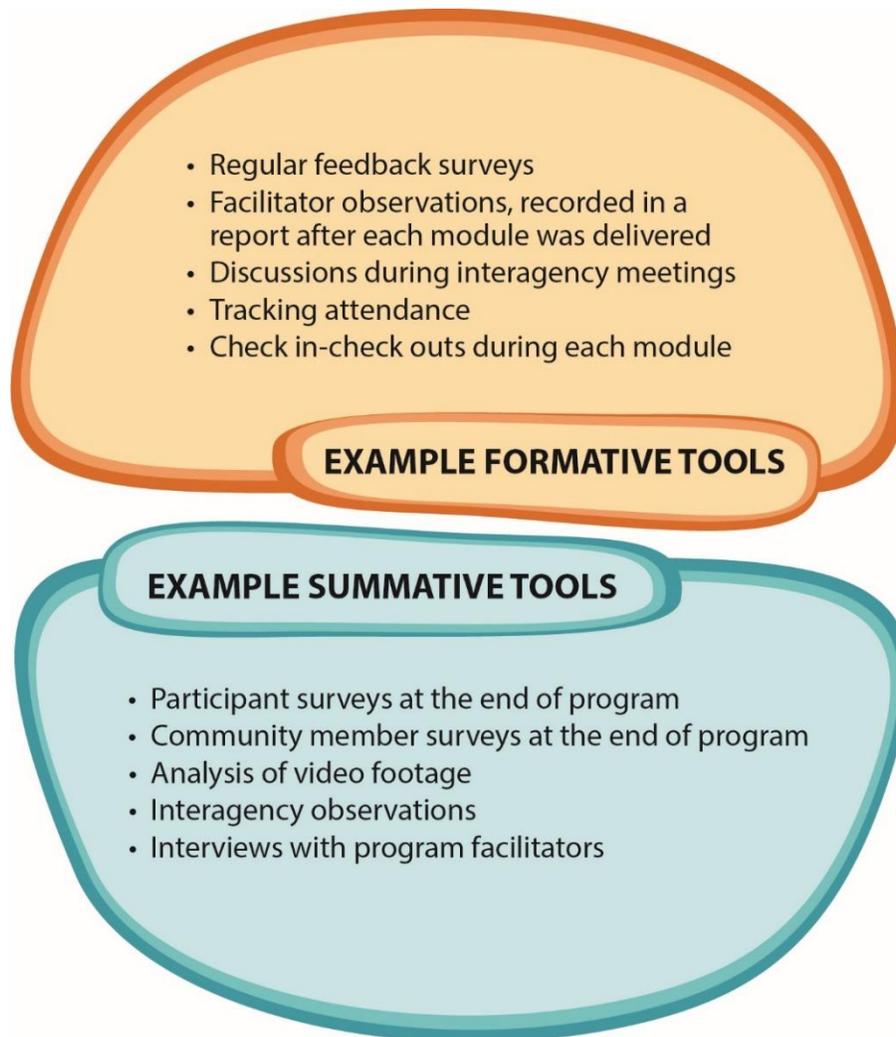


FIGURE 2: EXAMPLE SUMMATIVE AND FORMATIVE TOOLS



In recognition that not all outcomes and impacts of a project fit neatly into indicators, and that there are many inter-related and complex dynamics at play when examining the topic of community safety, this project also adopted many principles of developmental evaluation.

Developmental evaluation is an evaluation approach that is well suited for innovative projects in complex environments where results are uncertain². It aims to concurrently conceptualize, design and test new approaches in an ongoing process of continuous implementation, adaption and change.

Some of the elements of developmental evaluation adopted in this project include³:

- Having the evaluator play a role in the project team, integrated in the process of gathering and interpreting data and developing the evaluation and program model in real-time
- Evaluation that aims to nurture learning by providing rapid, real time feedback and uses a diversity of tools to stay in touch with what is unfolding allowing facilitators to adapt and make changes to program delivery
- Rather than trying to predict the outcomes of the innovative project within a context of uncertainty, developmental evaluation applies an ongoing process of innovation in which the path and the destination are evolving

I can say that every student who has been in YFS, they have learned and gained something from it. It is so important to learn how to protect their dignity. That will have an influence on who they will hang out with and their families. It spreads. One small pebble can make a difference. –Teacher

KEY DEFINITIONS

Formative evaluation: on going evaluation that aims to improve a model, to prepare the model for summative evaluation

Summative evaluation: evaluation at key points in the project to render judgement as to whether a program worked or not

Developmental evaluation: real-time evaluation where facilitator helps conceptualize, design and test new approaches in an ongoing process of continuous implementation, adaption and change

² Gamble, J. A. A. The J.W. McConnell Family Foundation, (2008). A developmental evaluation primer. Retrieved from website: [http://www.mcconnellfoundation.ca/assets/Media%20Library/Publications/A%](http://www.mcconnellfoundation.ca/assets/Media%20Library/Publications/A%20Developmental%20Evaluation%20Primer.pdf)

³ Patton, M. Q. (2009). *Developmental evaluation as alternative to formative assessment*. [Web Video]. Retrieved from http://www.youtube.com/watch?feature=player_embedded&v=Wg3IL-XjmuM

Claudia Wong (2015) Developmental evaluation. [Web Video]. Retrieved from <https://www.youtube.com/watch?v=oL8Nz83KUZ8>



Planned Results and Indicators

A key element of summative evaluation is to develop a set of objectives and pick indicators to measure progress towards these objectives. For this project four objectives or planned results (short-term and medium-term) were identified as part of the funding application process with Status of Women Canada. These planned results are shown below in Figure 3:

KEY TERMS

Objective: The overall goal or planned result anticipated from the project.

Indicator: A measure of something, expressing a value to indicate change.

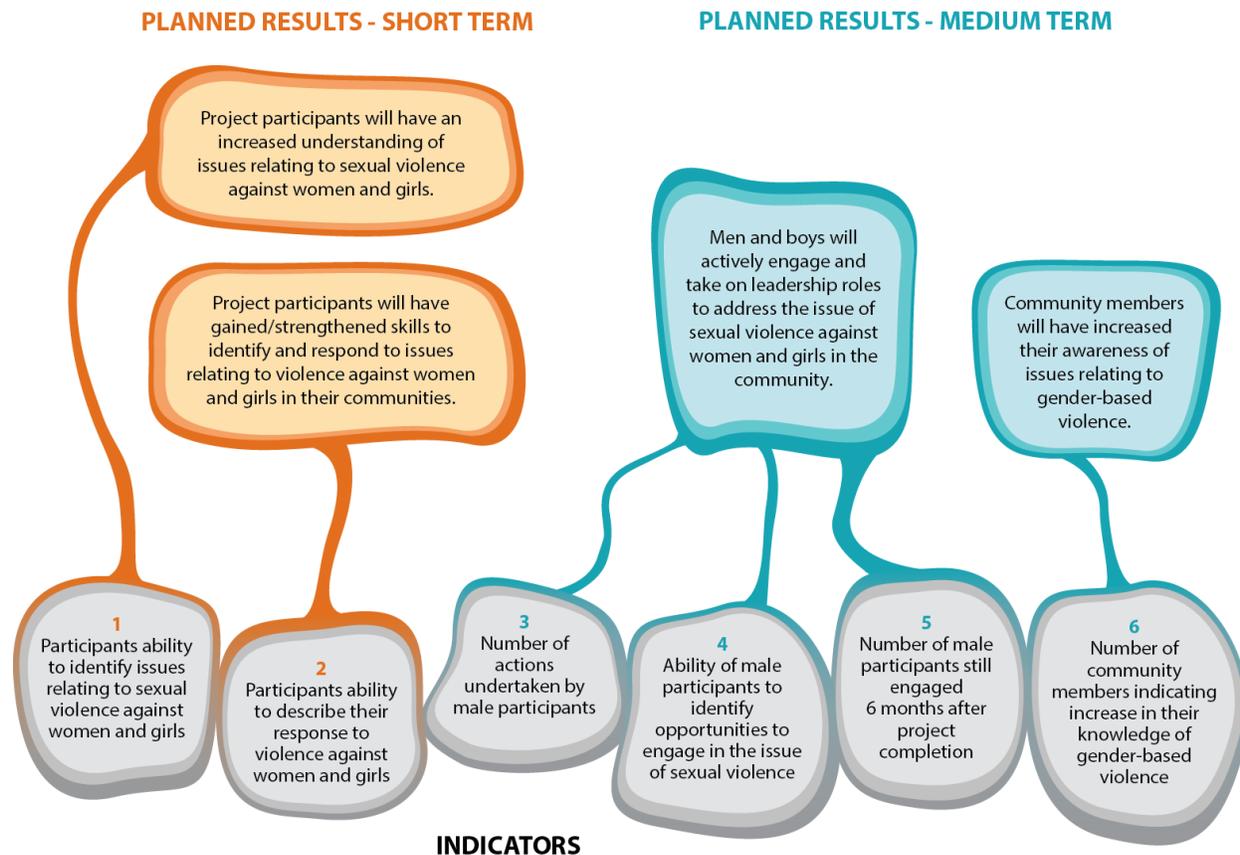


FIGURE 3: INDICATORS BY OBJECTIVE



Final Evaluation Focus Areas

Over the course of years 1 and 2, participants demonstrated their ability to identify issues relating to sexualized violence against women and girls. Through a variety of activities and resources, students learned how to identify factors that contribute to sexualized violence and to understand safety in their own lives. Participants’ abilities to actively respond to issues relating to violence was particularly strengthened during the second year of the project. This was demonstrated through activities such as campaigning, communication and speaking at events and on camera. Several Youth showed their ability to speak out to fellow students and adults about sexualized violence. In particular, male participants demonstrated steady and active participation in the Youth for Safety sessions and videos and also took on leadership roles in addressing violence in their communities. Community members also noted an increase in their knowledge and the importance of the voice of Youth in speaking out about violence and safety.

An important success highlighted by project facilitators was that, compared to year 1, more Youth took on leadership roles in the second year. At the end of the second year, many students also expressed wanting to be more actively involved in the third year. This indicated that the program has had an impact on students’ consciousness and desire for social change. It also presented the opportunity for year 3 to find ways to honour students that go above and beyond the expectations of the program, while still encouraging all students to participate to the best of their ability.

With eager returning students in year 3 there has been an exciting opportunity to explore new topic areas and teaching materials. It was also important in year 3 to bring new students along and provide opportunities (e.g. mentorship) for them learn from returning students. A wonderful success was that Youth were able to connect more to adults, especially Elders, in their communities. Youth had opportunities to share their knowledge with community members through various events and community members have offered overwhelmingly positive feedback on the program. A challenge to address in year 3 has been maintaining the continued involvement of community members.

In the year 3 evaluation, it was important to explore the extent to which the project has maintained the successes of year 1 and 2, while addressing the challenges and harnessing the opportunities identified at the end of year 2. The successes, challenges and opportunities identified in years 1 and 2 are summarized in Table 1 below. The report identifies the ways in which these areas have been built upon or addressed in year 3, summarized in Table 4 in the Conclusion.

TABLE 1: YFS SUCCESSES, CHALLENGES AND OPPORTUNITIES YEARS 1-3

| Successes | Challenges | Opportunities |
|--|---|--|
| <ul style="list-style-type: none"> • Many Youth participated more in the second year and took on leadership roles • Young men became involved by writing and giving speeches • Youth were proud and excited about their culture | <ul style="list-style-type: none"> • Students have different reasons for being in the program and this can result in some students not participating as actively as others | <ul style="list-style-type: none"> • Reaching the Youth that don’t necessarily adhere to YFS values, hold them accountable and give them space to grow • To honour the students that go above and beyond the expectations of the program |



| Successes | Challenges | Opportunities |
|---|---|---|
| <ul style="list-style-type: none"> • Facilitators can see evidence of changes in the students' social conscience. Youth want to see social change and the program has impacted their sense of responsibility • The Youth are connecting more with Elders and adults in their community • Youth collaborated with people across grades and social groups • The Youth were able to find their roles in the project and show their strengths • Overwhelmingly positive feedback from community members and a clear desire for more YFS programs • Momentum created by the final presentations and inter-agency excitement and commitment to the project's continuation • Working with external facilitators and experts to deepen the curriculum • The various videos, interviews, events and campaigns have been powerful experiences for the school and community • Youth are taking initiatives outside of the program | <p>although they are honoured equally</p> <ul style="list-style-type: none"> • Some of the students are involved in activities outside of school that go against the teachings of the program • Scheduling was a challenge in the second year and sessions had to be extended • Communicating with Youth in between sessions remains a challenge as they are not highly responsive • Maintaining community involvement and enthusiasm for the project • Maintaining active and direct involvement of LAWS leadership | <p>without downplaying the participation of all students</p> <ul style="list-style-type: none"> • Tactics to increase communication between facilitators and Youth between sessions • Some Youth could be supported to take on leadership and mentorship roles in their communities and school • More YFS actions on TRC Recommendations and Missing and Murdered Indigenous Women and Girls • Supporting students to find roles that suit their skills and enable them to contribute • Building upon base knowledge of the concepts and trust between Youth and with facilitators • Further involve members of the interagency group as speakers, resource people and mentors to the Youth • Hosting more community events to keep community members informed and build more awareness • Opportunities for LAWS to get more involved |

For students, engaging in those dialogues even as listeners, the opportunity is great and the opportunity for leadership roles is great. –Teacher



Data Sources and Data Collection Methods

Summary of Data Sources

Several data sources will be used to evaluate year 3 of the project as well as the overall success based on year 1, 2 and 3 results. Year 3 data sources include:

- **YFS Session Reports and Attendance Lists:** Session reports were produced for the first and second year of the project. Session reports for year 3 will be combined into a mid-term report for the program. Together, these reports provide attendance rates for each session, describe the focus of each session, and summarize content and results.
- **Community Feedback Survey:** After the final presentations in years 1, 2 and 3, community members were asked to complete a feedback survey focusing on what they had learned and areas of concern in their community. In year 1 the survey was completed by 53 community members and 61 in year 2. A similar survey was delivered at the end of year 3 on May 17, 2018. A total of 49 surveys were completed in year 3.
- **Youth Feedback Survey:** The Youth feedback survey was also delivered in years 1, 2 and 3. The surveys explored students' perception of their safety at home, school and in their community as well as the safety of their friends and relatives. This report compares results of data collected in across years 1 - 3.
- **Key Informant Interviews:** Interviews were conducted with 3 YFS facilitators (2 facilitators plus 1 supporting facilitator), 3 Elders, and 1 member of the LAWS leadership team to understand successes and challenges and potential opportunities for the program in the short and long term from their perspectives. Interviews with facilitators were also conducted to explore the extent to which the project has maintained successes, addressed challenges, and taken opportunities identified in previous years. Interviews were also conducted with 10 Youth participants (6 males and 4 females) involved in YFS throughout years 1-3 to understand the impact of the program on their lives and the degree to which they apply the content. Lastly, interviews were conducted with 2 teachers who were involved with YFS to obtain their input on the program and its impact on students.
- **Observations:** Evaluators have had opportunities in years 1, 2 and 3 to see the Youth in action at Watson Lake Secondary School. Observations can be used to understand key program activities and areas of learning for Youth, as well as the ways in which the program has evolved over the three years to address important topic areas and adapt based on key findings from the year before.



Short- and Medium-Term Data Sources

Tables 2 and 3 below provide an overview of short term and long-term data sources used in year 1 and year 2. These tables describe the data sources used to evaluate year 3 and show the alignment of year 1, 2 and 3 sources in order to do a comparative analysis of results from each year and evaluate the overall success of the program.

TABLE 2: SHORT TERM DATA SOURCES

| Indicators | Data Source Year 1 | Data Source Year 2 | Data Source Year 3 | Description of Data Source |
|---|--|--|---|--|
| 1. Participants ability to identify issues relating to sexualized violence against women and girls | Learning Activities: <ul style="list-style-type: none"> Community Safety Mapping Sexualized Violence Quizzes Group Discussions | YFS Session Reports | YFS Session Reports | Session reports summarize the activities that Youth participate in through the YFS program as well as workshop results and observations on participant learning, specifically related to identifying issues related to sexualized violence against women and girls. |
| | Multi-media Resources: <ul style="list-style-type: none"> CBC Radio Interview Video Interviews | Multi-media Resources: <ul style="list-style-type: none"> YFS year 2 Video YFS International Women’s Day Video YFS Vigil Video | YFS Session Reports Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders Interviews with Youth | In year 3 there was a stronger focus on classroom activities and less on multi-media projects such as videos. The YFS session reports describe how participants articulated their perspectives on the issue of safety from violence and identify issues related to sexualized violence. Through interviews, Youth, Facilitators, Teachers and Elders describe the importance of the project. |
| | Surveys: <ul style="list-style-type: none"> Youth Feedback Surveys | Surveys: <ul style="list-style-type: none"> Youth Feedback Surveys Community Feedback Survey | Surveys: <ul style="list-style-type: none"> Youth Feedback Surveys Community Feedback Survey | The Youth feedback surveys explored students’ perception of their own safety and asked them to identify issues relating to sexualized violence against women and girls. |
| | Key Informants: <ul style="list-style-type: none"> Interagency Observations Interviews with Youth | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders | Interviews with Facilitators, Teachers, Elders and Youth provide information on how participants have increased their abilities to discuss sexualized violence against women and |



| Indicators | Data Source Year 1 | Data Source Year 2 | Data Source Year 3 | Description of Data Source |
|--|--|--|--|---|
| | <ul style="list-style-type: none"> Interviews with Facilitators | | <ul style="list-style-type: none"> Interviews with Youth | girls. Observations of the program in action also contribute to data on this indicator. |
| 2.Participants ability to describe their response to violence against women and girls | Surveys: <ul style="list-style-type: none"> Youth Feedback Surveys | Surveys: <ul style="list-style-type: none"> Women’s Advocate Questionnaire Youth Feedback Surveys Community Feedback Survey | Surveys: <ul style="list-style-type: none"> Youth Feedback Surveys Focus group with Youth Community Feedback Survey | The feedback surveys asked students and community members to identify ways to improve safety, ongoing initiatives and their own responses to violence against women and girls. |
| | Activities: <ul style="list-style-type: none"> Developing Press Releases Dignity Interview Exercise | YFS Session Reports | YFS Session Reports | Session reports summarize the activities that Youth participated in through the YFS program as well as workshop results and observations on participant learning, particularly related to responding to violence against women and girls. |
| | Multi-media Resources: <ul style="list-style-type: none"> Art Projects Safety Campaigns Youth Video | Multi-media Resources: <ul style="list-style-type: none"> YFS year 2 Video | YFS Session Reports Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders Interviews with Youth | The session reports reflect the variety of ways Youth have responded to the issue of violence against women and girls at their school and in their community. |
| | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators Interagency Observations | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders Interviews with Youth | Interviews with Facilitators, Teachers, Elders and Youth provide information on how participants have learned to respond to violence against women and girls and any examples of how they draw on their knowledge to respond to situations at school, at home, or in their community. |



TABLE 3: MEDIUM TERM DATA SOURCES

| Indicators | Data Source Year 1 | Data Source Year 2 | Data Source Year 3 | Description |
|---|--|---|---|--|
| 3.Number of actions undertaken by male participants | Attendance Lists | Reporting: <ul style="list-style-type: none"> • Attendance lists • Youth Feedback Surveys • Session Reports | Session Reports | Attendance lists have tracked participation rates by gender for year 1 and year 2 and will be compared to year 3 attendance. Session reports describe activities undertaken by all participants and in some cases specifically by male participants. Session reports describe the variety of ways in which male Youth participated in Youth for Safety activities and examples of male participants taking action. |
| | Activities: <ul style="list-style-type: none"> • Description of Youth Campaigns | Multi-media Resources: <ul style="list-style-type: none"> • YFS Year 2 Video • YFS International Women’s Day Video • YFS Vigil Video | | |
| | | | Key Informants: <ul style="list-style-type: none"> • Interviews with Facilitators | Key Informants: <ul style="list-style-type: none"> • Interviews with Facilitators, Teachers, Elders • Interviews with male Youth |
| 4.Ability of male participants to identify opportunities to engage in the issue of sexualized violence | Multi-media Resources: <ul style="list-style-type: none"> • Video Interviews • CBC radio interview | Multi-media Resources: <ul style="list-style-type: none"> • YFS Year 2 Video • YFS International Women’s Day Video • YFS Vigil Video | Session Reports Key Informants: <ul style="list-style-type: none"> • Interviews with Facilitators, Teachers, Elders • Interviews with male Youth | Through interviews, male Youth demonstrated the importance of the project and the need to get involved, their understanding of issues related to sexualized violence, what they think should be done, the importance of projects, and the need for action from males. |
| | Key informants: <ul style="list-style-type: none"> • Interviews with facilitators | | Key informants: <ul style="list-style-type: none"> • Interviews with Facilitators, Teachers, Elders • Interviews with Youth | Interviews with Facilitators, Teachers, Elders and Youth explore examples of male participants engaging with issues related to sexualized violence and taking action in their school and community. |



| Indicators | Data Source Year 1 | Data Source Year 2 | Data Source Year 3 | Description |
|---|-----------------------|--|--|---|
| 5. Number of male participants still engaged 6 months after project completion | Attendance lists | Attendance lists | Attendance lists | Attendance have tracked the number of male participants still engaged after 6 months. |
| | Youth Feedback Survey | | Youth Feedback Survey | This survey asks male students to reflect on their involvement and some of the enablers and barriers to staying engaged in the program. |
| | | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders | Facilitators, Teachers and Elders provide examples of how male students expressed their interest in continuing involvement in the project and the challenges and successes around keeping male Youth engaged after program completion. |
| 6. Number of community members indicating increase in their knowledge of gender-based violence | Community survey | Surveys: <ul style="list-style-type: none"> Community feedback Survey Youth Feedback Surveys | Surveys: <ul style="list-style-type: none"> Community feedback Survey Youth Feedback Surveys | The community survey was delivered after the final Youth presentation to the community. The youth feedback surveys are delivered at the start and end of the program year. All surveys ask respondents to reflect on their knowledge before and after participation in YFS. |
| | | Multi-media Resources: <ul style="list-style-type: none"> Youth for Safety Year 2 Video Youth for Safety Vigil Video | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators, Teachers, Elders | Interviews explore the ways in which Youth and community members have increased their knowledge through YFS activities and events. Interviewees described the variety of ways in which Youth have engaged with community members on the issue of gender-based violence. |
| | | Key Informants: <ul style="list-style-type: none"> Interviews with Facilitators | | |



I have seen a lot of improvement since they have gotten into Youth for safety. I see change in their attitudes. They are more open with each other. They are talking more about MMIW and girls. They never talked about stuff like that before. —Elder





Results

The following section describes the results of our evaluation based on results gathered during program year 3 with comparison to year 1 and 2 results where relevant. We start by reporting on the indicators identified in our performance measurement plan. Results are organized by our six indicators. We then explore other relevant findings, not captured in our initial indicators.

Short Term Results

1. Participants' ability to identify issues relating to sexualized violence against women and girls

Participants' ability to identify issues relating to sexualized violence against women and girls has increased as a result of the program. For some Youth, this year was their first year in the program. For others, this year was the second or third year that they participated in Youth for Safety. The students who participated in more than one year typically showed more confidence with debate and sharing knowledge with other students. Overall, participants demonstrated:

- An understanding of the principles of response-based practice
- An ability to understand and deliver information about female empowerment, human rights, sexualized violence and Murdered and Missing Indigenous Women and Girls
- Increased understanding of statistics regarding sexualized violence against women and girls, particularly in Canada and Yukon
- An ability to identify safety issues in their own lives and among friends and family
- An increased willingness and comfort talking about sexualized violence and related issues within and outside the program

Next, we explore the evidence for these findings by data source, including

- YFS Year 3 Session Reports
- Interviews with Youth, Elders and Facilitators
- Youth In-take and Out-take Surveys

Youth for Safety Year 3 Session Reports

Session Reports -October, January:

In the October orientation sessions, the group reviewed videos developed during years 1 and 2 to get acquainted with the material. They also watched the "Tea Consent" video to get them familiar with the concept of consent. In the January sessions, the students discussed current events including the "Me Too" movement. This was a good lesson in relating the workshop material back to the 'real world' and discussing sexualized and gendered violence with a more global context in mind.



Session Report -February:

There was more review of current events in the February sessions; the group discussed the murders of Colten Boushie and Tina Fontaine, exploring issues of structural racism in Canada and in the Canadian legal system and the language used to describe Tina Fontaine and other women's murders.

Reflecting on current events led to more discussion around language which was the focus of the February sessions; the students learned to differentiate between unilateral and mutualizing language. The group also discussed the deliberate nature of violence, and how language is used to minimize and conceal violence. They explored and identified how the result of this language is victim-blaming; obscuring the perpetrators actions and responsibility and focusing blame on the survivor of violence.

In February, the students organized an event on for International Women's Day (IWD) (March 8th). In preparation for this event, they brainstormed why the day exists. They came up with the following:

- That women matter
- Celebrate all the work that women have done
- Empower women
- Raise awareness about gendered issues and MMIW
- Because there is still inequality
- Celebrate being a woman

The preparation for the event showed students' ability to identify issues relating to sexualized violence against women and girls.

Session Report -April

Students did a small group activity where they discussed the reasons behind the large amount of MMIW. Through this exercise they were able to build on their learning and discuss racism in Canada, policing and the legal system. They discussed other important topics related to MMIW including: how perpetrators of violence use alcohol to overcome resistance, isolation of Indigenous women in large cities away from their communities, and hitchhiking.

Interviews with Youth

Participants were interviewed about their experiences with Youth for Safety. While all of the interviewees demonstrated an ability to identify issues related to sexualized violence as a result of the program, two of the male interviewees in particular stressed the importance of education and awareness.

One male respondent stated that being in his second year of the program, he felt he had deepened his understanding of the issues. Both respondents noted that they felt more comfortable and more empowered to speak up against gender-based violence because they had facts to back them up. One respondent emphasized that Youth for Safety helped to strengthen his knowledge and he went on to note that once he had gained an awareness of the prevalence of gender-based violence in his community, he was unable to turn a blind eye.

When you don't know anything you're in a safe space.
When it's brought out, it's hard to hide. –Youth Participant



Two of the female respondents placed particular emphasis on having a strengthened ability to identify issues related to sexualized violence as a result of the Youth for Safety program. One female respondent described the differences implicit in educating female and male Youth around gender-based violence. For example, most sexual assaults are committed by men against women and therefore boys have to focus on learning different skills and information. While it can be difficult to say certain things in front of the boys in the class, she also highlighted that it is beneficial for male participants to hear the female participants' perspectives, stories and feelings.

One female respondent discussed a challenging experience prior to YFS that required her to support a victim of sexual assault. She noted the multiple barriers she witnessed when her friend tried to report the case to the RCMP such as the culture of victim-blaming (the community didn't believe her). At the time she felt unable to support her friend and was unsure what to say to her. Having gone through YFS, she reflected how she would have been able to do more to encourage her friend to speak up sooner and ensure they were fully supported.

If we knew someone that it happened to we would support them and encourage them to speak up. We would stand with them. –Youth Participant

Another male participant joined after International Women's Day because he was inspired by the posters that students had created for the day. Similar to other Youth, learning about the facts helped him to understand the challenges that women face and the need to share the information.

Learning about sexism really opened my eyes. It gives me a higher respect. Women have different experiences. It's a side of the story I haven't heard before. –Youth Participant





Interviews with Elders

Two female Elders were interviewed about the Youth's progress in the YFS program. Both Elders expressed how impressed they were at the rate of growth and improvement of the Youth, particularly their:

- Ability to share and be open with one another on difficult subjects related to sexualized violence
- Increased collaboration and friendship between the Youth
- Ability to express themselves clearly and communicate what they had learned

I see them have a lot of growth. They share, they are open. Before, they hardly spoke to each other. They express themselves really well, especially on the things they learn. I am really impressed. -Elder

Both Elders interviewed emphasized that as much as Youth had learned from Elders' Kaska teachings and personal stories that they shared in the classroom, the Elders had learned from the Youth. One of the Elders recalled that when she was young, the subject of gender-based violence was not discussed at all. Both Elders were impressed by how open and honest the Youth were able to be in the classroom and emphasized the value of this safe space for both the Youth and Elders to learn and be open about challenges they may have faced in the past. Both of the Elders discussed their sisters' murders and their inability to speak about it until they attended the first public hearings on MMIW and girls in Whitehorse. These difficult and emotional personal experiences speak to the value of a safe space in which Elders can share with Youth and the ability of Youth to listen respectfully and learn from difficult stories.

I am very proud of the Youth. I learned lots from the Youth. The things I went through growing up, we don't talk about it. The Youth are open and honest about what they go through. I wish this happened when I was young. I'm not too old for teaching and learning. -Elder

Interviews with Teacher and Facilitators

One teacher and three facilitators expressed positive feedback on participants' ability to identify issues relating to sexualized violence against women and girls. The teacher that was interviewed stressed that gender-based violence hasn't been talked about enough in her community. She went on to explain that the YFS program was so beneficial as it created a space to have these conversations. She pointed out the importance of safety, protection, respect and dignity and how YFS promoted these values. In particular,



the teacher emphasized that Youth have increased their ability to discuss sexualized violence. Although they still find it challenging to disclose personal issues, they recognize that this is an issue in their community and often impacts someone they know. She also noted that discussions about current events are evidence of students' ability to identify issues related to sexualized violence. In current events discussions such as the Tina Fontaine case, students are more open to other perspectives, they demonstrate a broader awareness, and express strong opinions about what they feel isn't right.

They don't feel it's a place that's distant, they have an opinion... They are able to make more sense of things. In terms of transgender [issues] and people who are different, they have an openness about how people are in this world and the idea that everyone deserves respect. I have heard less derogatory terms than I did over the years. –Teacher

One facilitator was particularly impressed by the understanding Youth demonstrated around victim-blaming. The facilitator described the process of Youth learning about positive and negative social response as an important example of their ability to identify issues related to sexualized violence. In one skill-building activity, Youth were given different statements after being given a scenario, and decided whether it was a positive or negative social response (e.g. “why didn't you leave him a year ago?”). Through this exercise, Youth were given a chance to practice identifying issues related to violent behaviour, to consider their responses and the impact, make a choice, and practice their response (e.g. prevention or intervention).

Initially Youth were challenged by the concept of victim-blaming, particularly as the media perpetuates a victim-blaming culture. By the last two or three sessions, however, Youth were quick to identify this behaviour, why it isn't helpful, and vocalize their response. By the end of the year, Youth were able to identify issues related to sexualized violence such as victim-blaming much more effectively than at the beginning of the year.

In a second example, the facilitator noted that girls in the class are able to identify their experiences as young women and how they differ from those of young men (e.g. the routes they have to take to avoid danger). These discussions in class about different experiences of fear and violence help both males and females learn about and identify issues related to sexualized violence.

The third facilitator supported three arts-based break-out sessions in the third year. He was impressed that the Youth are able to talk about issues related to sexualized violence in such a frank, considerate and matter-of-fact way. This reflects their maturity and ability to tackle these issues head on and seriously. He also emphasised that, in making art, participating in cultural activities such as drumming, beading and singing, they are conditioning their bodies and minds for learning and engaging in issues related to sexualized violence using other ways of knowing (e.g. arts).



Youth Feedback Surveys

A total of 19 Youth filled out program surveys in November 2017. In May 2018, a total of 16 Youth filled in program surveys. These surveys asked students 17 questions about the Youth for Safety program, including questions on personal safety issues. The responses to these questions reflect students' ability to identify issues relating to sexualized violence and the potential impact of YFS.

Over a third of participants surveyed in November reported that they had a personal safety issue in their life (6 of 19 participants or 38%). Of the 14 responses indicating a personal safety issues in either November or May, 4 (29%) experienced bullying, 3 (21%) drugs/alcohol, 2 (14%) verbal abuse, 1 (7%) sexual, and 4 (29%) other. No respondents identified having a physical abuse issue. Some respondents selected more than one type of issue – combinations included bullying and drugs/alcohol; bullying and other; sexual and drugs/alcohol. The types of safety issues reported changed over the course of the program. In November, there were more reports of bullying, verbal abuse, and other, whereas in May, there were more reports of drugs/alcohol as well as a sexual safety issue. This could be due to different participants responding to the November and May surveys. It could also indicate that Youth for Safety helped to decrease experiences of bullying and verbal abuse among students or changed people's perspectives on these issues.

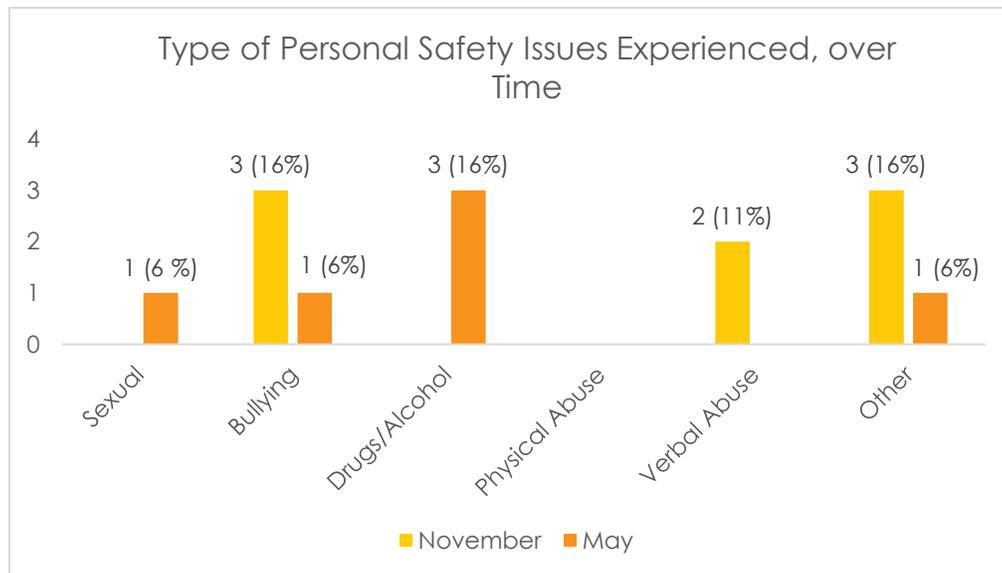


FIGURE 4: PERSONAL SAFETY ISSUES, NOVEMBER 2017 & MAY 2018



When addressing safety issues by gender at the beginning of the program in November, female Youth indicated higher rates of personal safety issues (see Figure 5). Among respondents, 5 females (71%) reported having a personal safety issue, compared with 1 male. When the same Youth took the survey at the end of the YFS program in May, the numbers changed to 2 males (18%) and 1 female (20%) who reported having a safety issue. While the small sample size makes extrapolations difficult, these findings echo the broader statistics around women facing more safety issues than men. It is also interesting to note that more male respondents identified experiencing personal safety issues at the end of the YFS program than females. This could reflect an increased confidence and awareness among male Youth around identifying and speaking up against violence. When looking at the reduced numbers in the female participants identifying a personal safety issue, it could reflect the effectiveness of the YFS program in supporting females to respond to issues of violence in their lives.

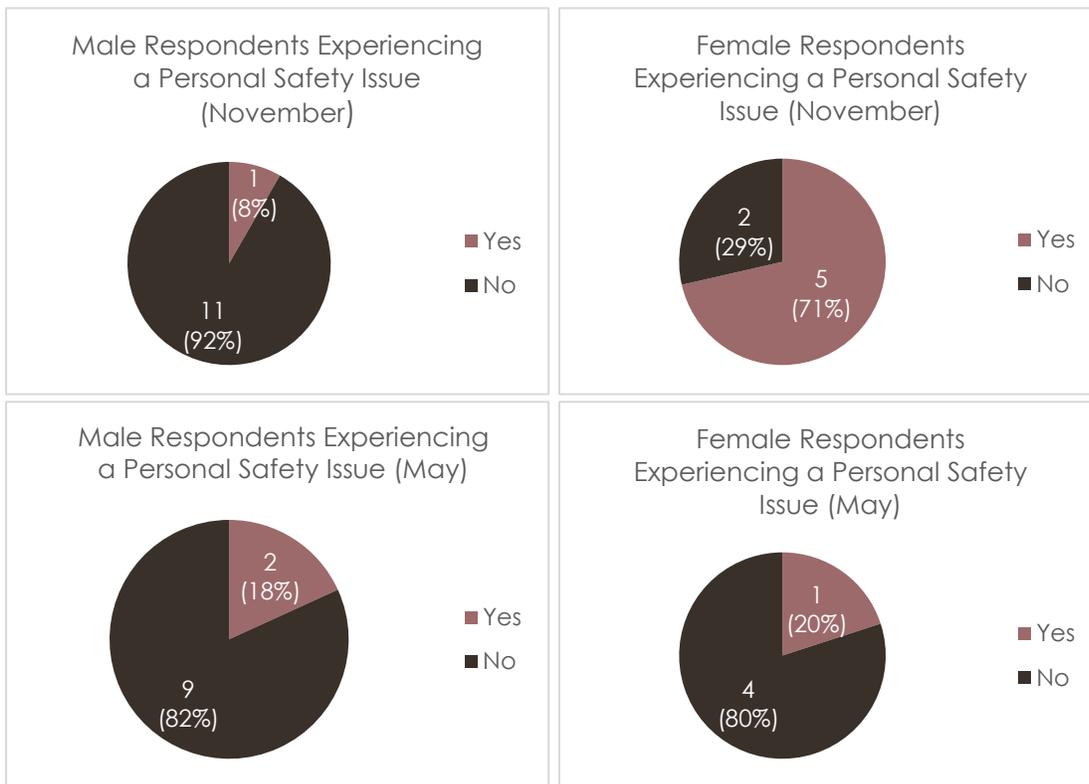


FIGURE 5: MALE VS FEMALE RESPONDENTS EXPERIENCING SAFETY ISSUES, NOVEMBER 2017 & MAY 2018

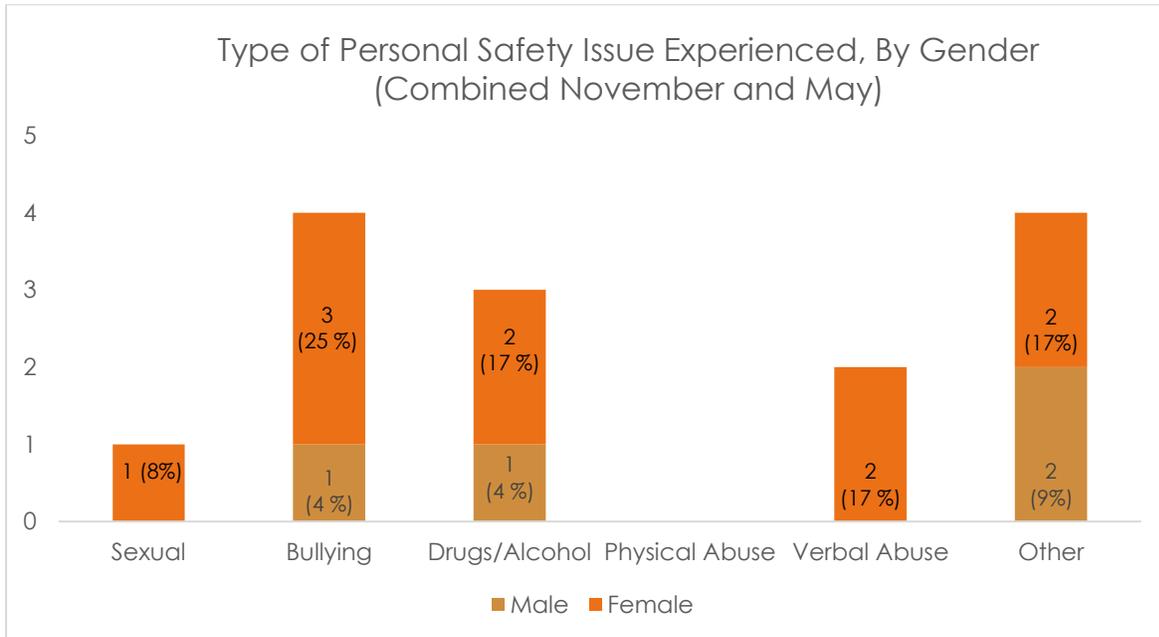


FIGURE 6: PERSONAL SAFETY ISSUES BY GENDER

Figure 6 highlights that female participants in November and May were more likely to report experiencing bullying, verbal abuse, drugs/alcohol, and sexual safety issues compared to their male counterparts.

When responding to the Question: ‘What does safety look like to you?’ (see Figure 7), community was an important theme with many participants describing situations of being with friends or family as an indication of safety. One participant described safety as being in a situation where “no one has problems at home, school, and around others”, indicating that, to him, safety was community-based rather than individual. In terms of situations that participants wanted to avoid in order to feel safe, they included no yelling and not experiencing harm.

The most significant shifts in participants’ responses from the early program survey to the end program survey were in ‘being comfortable’ and ‘having/being around people who care for you’. At the start of the program 26% of respondents rated being comfortable as an indicator of safety, as opposed to 13% at the end. This reflects the progress and learning from the Youth about issues around violence generally. At the beginning—before they had this safety knowledge— they could say that being comfortable is a sign of safety, but after learning about the high rates of violence and how common it is, they could no longer say that being comfortable is an indicator of safety.

There was also a significant shift in the number of participants identifying the importance of being around people who care for them when expressing feelings of safety. At the start of the program, 11% identified this, as opposed to the end where 31% did. This reflects that the Youth associated the value of cultivating relationships/looking out for one another with feelings of safety. This is significant, as feelings



of community and togetherness are very important in cultivating feelings of safety. After being involved in YFS the Youth were able to identify this.

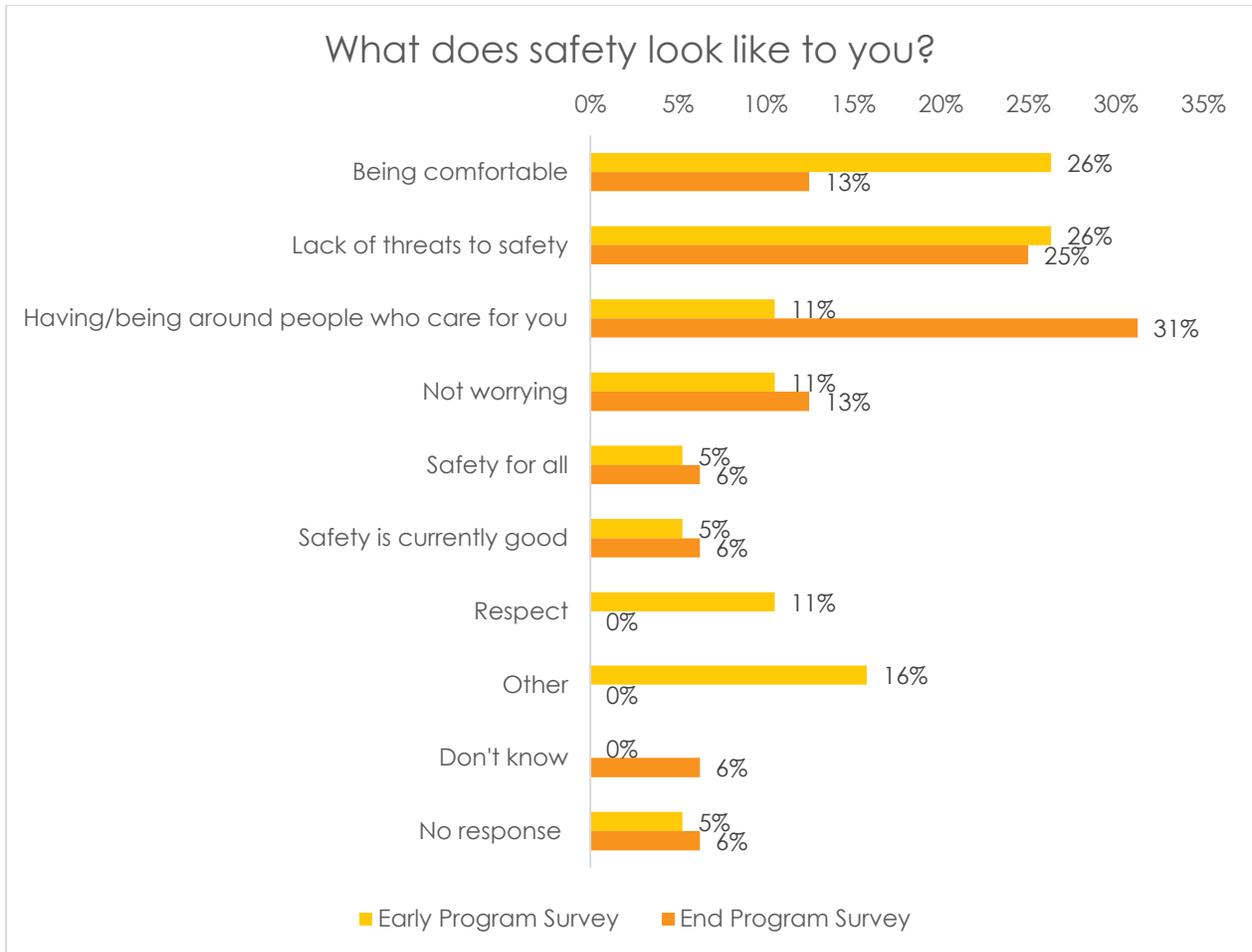


FIGURE 7: WHAT SAFETY LOOKS LIKE TO YOUTH

Community Feedback Survey

The community feedback survey completed by community members after hearing the student presentation in May 2018 gave community members an opportunity to share their thoughts on YFS student participants' knowledge and learning on sexualized violence. In answering the question, "what did you Learn tonight?" (see Figure 11) 14 (30%) of responses highlighted that Youth are positive leaders/ teachers for safety and 10 (21%) responses indicated that community members learned how much the Youth have learned/ how hard they worked. Community members shared that they were very impressed with the level of students' knowledge related to violence within the community and against women and girls, and also that they are valuable forces within the community in terms of spreading awareness and leading the response against violence.



The Youth for Safety group are learning and talking about important social issues. They are making our community more aware. –Community Member



I learned all that the Youth involved in Youth for Safety have accomplished and reminded us of the magnitude of violence against women. –
Community Member



2. Project participants will have gained/ strengthened skills to identify and respond to issues relating to violence against women and girls in their communities

Participants' ability to identify and respond to issues relating to violence against women and girls in their communities was strengthened during the third year of the project. Specifically, participants demonstrated:

- An ability to identify issues of safety in their community and concrete actions that they can take related to violence
- An ability to draw on skills and get involved and act against sexualized violence (campaigning, communication, using the media, speaking at events)
- A commitment to working towards stopping sexualized violence, educating community members about sexualized violence and better supporting the recovery of victims of sexualized violence
- An increase in ability to confront and speak out about sexualized violence and communicate publicly about related issues
- An ability to plan events that support community conversation about sexualized violence and related issues
- An increase in motivation to take on leadership roles and become directly involved in solutions
- A recognition of the importance of working together and empowering Youth in order to improve safety

Next, we explore these findings by data source, including:

- YFS Year 3 Session Reports
- Interviews with Youth, Elders and Facilitators
- Youth In-take and Out-take Surveys
- Community Feedback Survey

Youth for Safety Session Reports

Session Report -November:

In the November session, a 'Group Agreement' was decided upon which both set the foundation for safety, and set expectations for the program. In this exercise, the Youth were asked what *they* wanted in this agreement, and came up with some interesting discussions around 'triggers'. They agreed on the importance of creating safety for everyone which meant being sensitive to people's triggers, even when you do not necessarily agree/identify with their trigger. This is significant, as many women have experienced sexual violence. Acknowledging this and being sensitive to potential 'triggers' was a large area of learning for the Youth.



Session Report -February

Watson Lake CEO Cam Lockwood attended a February session and facilitated a constructive conversation about an incident that had occurred in the previous year regarding the students' activism. A "Stop Rape" sign –that was put up by one of the students--was taken down by someone in the community. The students discussed why this happened, where it was, and asked questions about the procedures for putting up more signs. This session excited the students and inspired them to take on more activism in the community, including putting up more signs. The male Youth who had put the first "stop rape" sign seemed especially proud.

Session Report -March

In preparation for the International Women's Day event, the group had a discussion on feminism, getting a sense of how they felt about it. To get things started they watched a video *#Why I March* which introduced the concept and provided a brief history. The following discussion introducing intersectional feminism and there were activities to get a sense of where the groups comfort level lied with these concepts. More students identified with the term "feminist" than was expected. The students that were struggling with the concept were aided by those with a strong grasp of it, empowering students to teach each other and to lead by example.

Interviews with Youth

In interviews with Youth, participants demonstrated their strengthened skills to identify and respond to issues relating to violence against women and girls in their communities, particularly:

- Helping friends
- Speaking out/sharing information with family and friends as a way to prevent violence
- Responding to issues in their lives

One male Youth emphasized that he had strengthened his skills to notice subtle hints when someone is in an uncomfortable position including language and ways of behaving. Along with identifying situations in which someone may need help, he learned about how to respond in a way that preserves their dignity such as asking if there is anything he can do for them. He highlighted that often people put blame on the victim (e.g. "Why were you with him?") rather than supporting them.

One female Youth similarly emphasized that participating in YFS had given her better skills to provide support. She noted a situation in which a friend needed support. While she did not feel hopeful about sexualized violence ending completely, thanks to YFS, she felt equipped to make her friend feel that it was not her fault and provide support.

I think its an eye opener for them that as men we need to change this. I've seen many guys change their ways of thinking because of videos and stories. –Female Participant



Another female participant noted that she joined the program in order to make a difference for others struggling with violence since she had experienced it herself. Having learned the statistics on the issue of sexualized violence, she felt it was time to stand up for herself and other women and encourage people to report these issues. She has been able to tell her friends about the program and has been engaged in writing poems, giving speeches, and making posters. For this female student, these efforts are important for showing other women that they matter. She also emphasized that she had learned about not blaming victims and felt she had developed tools to meaningfully support them.

Interviews with Youth participants also highlighted the importance of knowledge in addressing high rates of sexualized violence. One female Youth felt that if more people knew about the situation it would keep them safer as they could take precautions and know who to talk to. She recognized that speaking about these issues are not easy in a small community. A male Youth emphasized that many people don't know the statistics around abuse and violence against women and that the issue goes unnoticed. He also emphasized that with an increase in knowledge about these issues and how they impact the people affected, community members will be better able to identify when someone might need help.

One example of an increase in students' ability to identify and respond to issues relating to violence stands out. During year 3 of the YFS program, a female participant was sexually assaulted by a male student from Watson Lake Secondary School while she was sleeping. The student emphasized that YFS gave her the courage to report the incident to the police and to seek support from YFS facilitators and peers. After the incident she felt that YFS had provided her with insight into the type of support she might need from friends and she was able to ask for this support. The participant described many of the challenges she overcame in order to report the incident but she ultimately felt that she needed to send a message and set an example for other women and girls. This example speaks directly to the program's impact on young women experiencing violence and their ability to identify violence and advocate for themselves and others.

I'm in YFS because I have a passion for changing how guys treat women. Now that it happened to me I want to put more attention to it because it's a lot different than people make it sound.... It happens everywhere and we need to speak up about it... Coming out against it shows other girls, and they might get more courage to do that. -Female Participant

Interviews with Elders

One Elder noted that through YFS, Youth are able to hear about what previous generations experienced around sexualized violence. She emphasized that hearing from Elders brings the issue closer to home and gives strength to the Youth. By hearing how Elders discuss and respond to issues relating to violence against women, they are better able to identify and respond to these issues themselves.



Interviews with Facilitators

Three facilitators and one teacher highlighted that participants' confidence to speak out about and respond to issues related to sexualized violence had increased as a result of YFS. The facilitators and teachers noted that students are typically quite shy at the beginning of the year. By the end of the year, students are able to make speeches to their community and participate in debates with their peers. One teacher noted that she had heard private conversations where students have stood up to their peers.

The Youth that have taken YFS can speak for themselves. Whether it is to an authority figure, their peers, their parents. They are going to stand up and say this is not right or I do not want to be treated this way. –Teacher

The facilitators emphasized the importance of YFS in creating a more comfortable space for Youth to come forward and develop their sense of conviction. In the beginning, Youth struggled to share their opinions and have healthy dialogue. They were uncomfortable with differences in opinion. The facilitators attributed this to the fact that in a traditional classroom, students become used to the teacher saying the right answer. In YFS, Youth are encouraged to discuss and debate. This also provides opportunities for students who don't necessarily find success in an academic environment to shine. One facilitator emphasized that as students discuss and debate they begin to identify ways to support their female peers. In one debate, a male student encouraged a female student to express her frustrations.

They are learning to do First Aid... not to be a doctor but the first stage of response -how to support a victim of abuse. Knowing how to respond to the victimizer and how to support the victim is a huge step. It isn't necessarily stopping everything, it is learning how to respond and support and where to direct things. –Facilitator

One Facilitator highlighted that female students do not have the same challenges understanding gender-based violence and feminism as male students do. She described an activity related to feminism in which the male participants addressed their discomfort with the term. At the end of the class participants were asked how comfortable they were with identifying as a feminist and most Youth, male and female, had their hands up.



I didn't realize that if I was alone with a girl that that could make her uncomfortable. I want to learn how to be a better man. –Male Participant

Youth Feedback Survey

When responding to the Youth Feedback Survey, both female and male Youth identified a growth and strengthening of their skills in responding to issues related to violence against women and girls in their communities. This is evidenced by responses to the question: Who would you go to for help with a personal safety issue? (See Figure 8) Out of 20 responses (15, 75%) indicated that participants had someone to go to for help, namely a friend, family member, or another trusted adult, such as a teacher. Four participants indicated two different types of support (for instance, a parent or a teacher). One person indicated they would go to their best friend who had also attended the program. Of responses, 5 (25%) indicated that the respondent either had no one (2, 10%) or didn't know who they would go to (3, 15%), there is clearly a need for safety programs to continue in the community. This is significant as the ability to identify personal safety issues and the confidence to speak up and ask for help reflects growth and learning resulting from the YFS program.

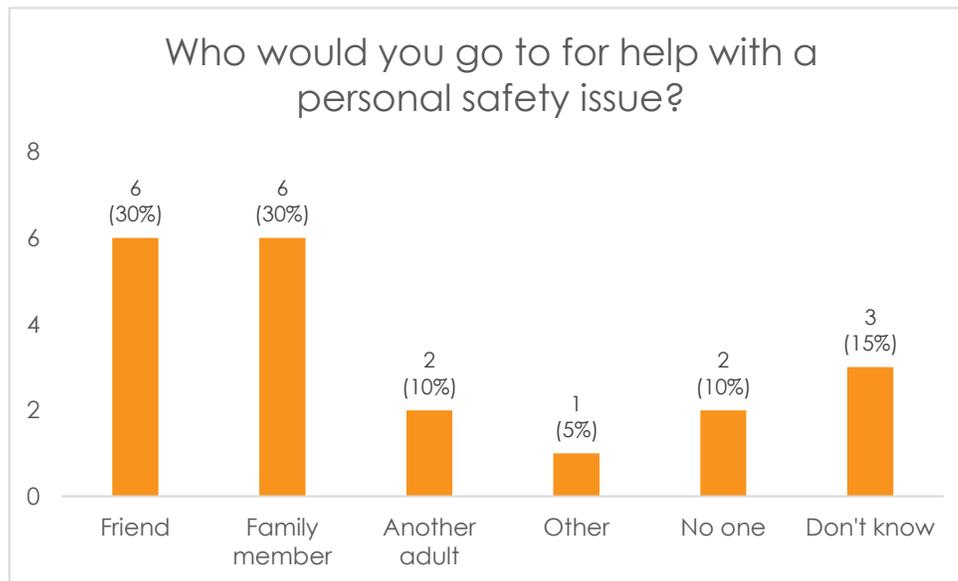


FIGURE 8: WHO YOUTH GO TO FOR HELP WITH SAFETY ISSUE



The question Why did you join the Youth for Safety Project? (see Figure 9) was asked both at the beginning and end of the program. Several participants indicated more than one response, with 21 responses in November and 19 in May. Several students indicated that they joined because it seemed appealing or they wanted to learn more about the project itself. Other reasons included a desire to take action, an interest in learning/curiosity, previous experience with the LAWS program, and a desire to make new friends. In November, 6 responses (29%) identified a desire to take action, as opposed to 4 (21%) in May. Within this theme, Youth desired to learn how to break the silence on MMIW and violence against women, to help stop rape and harm, to make a change in the community and on others, and to help make the community a better/safer place. More Youth in May (7, 37%) reported having an interest in learning/curiosity. This data reiterates the emphasis placed by Youth on the importance of knowledge and awareness in order to take action. This also speaks to the need for programming to continue year after year in order to address information gaps and the multiple and inter-dependent factors related to violence.



FIGURE 9: WHY YOUTH JOINED YFS

The subject matter is hard and people would be horrified to learn that there is so much depth to it. –Male participant



We could start another group... I'm probably doing more activism in the future. My favourite day was March 8th - putting up all the posters in the lobby. Just being part of it. People will notice that we are actually trying to do stuff. It doesn't hit them right away, they need to think about. – Male participant

Community Feedback Survey

Participants' ability to identify and respond to issues relating to violence against women and girls in their communities was evidenced during the Community Event when Youth spoke in front of at least 50 community members. When the community was asked what they learned during the Youth presentations, responses to violence was brought up by 3 participants (6%) who voiced concern about silence in the community surrounding sexualized violence. Others expressed the need for people to take ownership over their actions to help mitigate sexual violence. Of 49 respondents, 43 (88%) were very proud of the Youth (giving a ranking of between 8 and 10). Respondents were particularly proud of the Youth for having the courage to raise awareness on issues of sexual violence (7, 16%), for doing great work in the community (11, 25%), and their effort in YFS and learning (12, 27%).

I learned plenty about missing and murdered women across Canada, and also how to prevent it from happening. –Community Member

One community member felt that Youth involved in YFS were part of the response to sexualized violence by addressing community complacency surrounding the issue.

They are making the effort to change the complacency of our community. –Community Member

It takes a lot of bravery to stand up for what's right. – Community Member



Medium Term Results

3. Number of actions undertaken by male participants

Male participants demonstrated active participation in the Youth for Safety sessions and also demonstrated an ability to take on leadership roles in addressing violence against women and girls in their communities. This was demonstrated by:

- Steady participation over the years and an increase since year 2
- Variety of actions undertaken by male participants in the program
- Performance of leadership roles by male participants

Next, we review each data source relevant to this indicator, including:

- YFS Session Reports
- Interviews with Youth and Facilitators

Youth for Safety Session Reports

Session Report -February

A significant success from the month of February was a spike in the participation from the male students. This seemed to be related to both the videos featuring male activists that were shown in January, and having adult male presenters in the February sessions. The male Youth related well to Cam Lockwood and supporting artist/ facilitator, Joseph Tisiga, and as a result gained more confidence to speak up.

Interviews with Youth

Two of the male Youth interviewed emphasized that they have been able to provide positive social responses in a variety of situations using the tools they developed in YFS. Both participants also emphasized the importance of being in the program for a few years in order to integrate and act on what they had learned.

The new ones will be doing stuff without noticing and after a few years you start to notice. [It] takes a couple of years to keep checking. It clicks. -Male Participant

One male participant emphasized that he had used response skills to intervene in a disagreement. Although the situation was not serious, he found it to be good practice for getting involved in more serious issues without negative repercussions. In a more serious example, a friend of his was in a relationship with a controlling partner. They didn't know how to respond to the situation and he was able to ask questions that helped the friend understand the situation. By asking these questions, the



participant noted, he helped his friend think more about the relationship, stand up for herself and improve the quality of the relationship.

A second male student that was interviewed indicated that he had joined YFS in order to help his friends. He described a situation in which he found out that one of his male friends had sexually assaulted one of his female friends. While involved in YFS, he was able to create a safe space for them to talk and discuss what had happened.

Men need to learn that its not right. More boys will grow up and be men and change. I've listened to girls' opinions and the way they think about it that's different. I knew that it was going on... but you have to be active about. –Male participant

Interviews with Facilitators

The three facilitators and a Watson Lake Secondary School teacher emphasized that the program design helped to facilitate action-taking.

The teacher interviewed noted that the program is designed to help participants feel that they have ownership. They participate in a lot of decision-making such as determining the rules of YFS (e.g. cell phones, respect and language) and setting the plan for the day. There are opportunities for them to be empowered to make decisions. In this way the program facilitates independence and decision-making. The program also encourages creativity, making mistakes, learning and accountability. The program adapts each year as the Youth provide input on what they would like to learn. The teacher noted that young males often start the year thinking “What’s this got to do with me? I don’t abuse women.” By the end of the year they recognize how vulnerable women are. One student spoke to the whole community and made a pledge not to tolerate violence because of his mother, sisters, and cousins who cannot walk down the street with the same freedom. The teacher emphasised that, while there is a learning curve for males and females, for male students the biggest learning is their ability to recognize that they have an important role in terms of taking responsibility, speaking up about violence and taking action.

The second facilitator provided examples where male students have acted in and outside of the classroom, integrating what they have been taught. In preparation for the 2018 community event, for example, the male participants took a leadership role in writing speeches. All of the speeches for the event were written by males and over half of the speeches were presented by males. The facilitator also noted that a male student had called another male student who was not planning to show up for the event to encourage him to attend.



Even though the program may be coming to an end the things that we've learned here -the time that we have spent -will continue into everyone's future. I don't know if I'll be a social activist... I know that I can help raise awareness when its necessary. Hopefully there will be more opportunity to speak out about it. Maybe the school comes up with it. -Male participant





4. Ability of male participants to identify opportunities to engage in the issue of sexualized violence

Many male participants have taken leadership roles in the project and have demonstrated their ability to engage in issues related to sexualized violence and opportunities to speak out about these issues. There is evidence of:

- Increased willingness and ability to take a leadership role
- Increased understanding and acknowledgement among male participants of the extent of the problem of sexualized violence against women and girls in their community
- A sense of responsibility and obligation among male participants to be personally involved in the solution and awareness of the role men play in stopping sexualized violence
- A sense of pride among male participants that they are actively working toward a solution

In this section we review the data sources that speak to this indicator including:

- YFS Session Reports
- Interviews with Youth and Facilitators

Youth for Safety Session Reports

Session Report -January

In the January session multiple videos were shown to the Youth which featured male activists—such as Ian Campeau, a founding member of the Indigenous band Tribe Called Red—standing up for women’s rights and social justice. This seemed to have a marked effect on the levels of participation from the male Youth in the following month. After each video a debriefing discussion took place about what stood out for students, what they learned, what they agreed/disagreed with. This debrief seemed to deepen the learning on the part of the male students and contributed to them gaining confidence to participate more in the following sessions.

Interviews with Youth

Two of the male participants interviewed highlighted ways in which they are able to engage with the issue of sexualized violence and to prevent it from happening. One of the participants noted that he had shared the information he learned with peers. He also noted that at parties, YFS participants will watch out for female friends who are intoxicated to ensure that they feel safe. Another participant noted that several YFS participants had been surprised at the school policy around sexual assault and taken the initiative to change it. Currently, the rules for sexual assault are the same as if someone got into a fight. The YFS participants are advocating to make it stricter and to involve police if a case is brought to the school’s attention.



The minute everyone knows about it, the easier it is to prevent it in the future. Most of the assaults that happen are done by males. If males know the signs, they can help prevent it... prevent other cases from even occurring. –Male Participant

Another male participant described personal experiences with violence. He described that women in his family had been verbally and physically abused in the past. He had witnessed a situation in which his mother was being abused and had intervened by physically pulling the man off of her. The participant felt that YFS had given him skills to intervene in violent situations with greater confidence. He joined later in the year and felt that if the program was to continue he would like to be more involved with the community such as doing speeches, assisting other students and speaking at more community events. The participant identified several opportunities to engage with issues related to sexualized violence including supporting females in his community through positive and negative social response, being more open minded about the different challenges that women face related to sexism, and becoming aware of online programs and resources.

I was always interested in how to stop these kind of things. Knowing more gives me more confidence. –Male Participant

A fourth male participant, in his first year of the program emphasized that he had learned about saving dignity in a variety of contexts. In one example, his friend tripped and other students were laughing at the person. He called them out about laughing and attributed this confidence to YFS. In another example, his friends were making racist remarks. Before YFS he would have laughed or shrugged it off but in this instance he called them out and walked away. He indicated that where he used to respond with anger, he is able to respond more calmly to issues that he faces at school and at home.

The speeches and talking generally about this stuff is hard. I have more confidence talking to a bigger group of people. When I first started it was hard to even check in and talk to all these people and now I do it without even thinking. –Male Participant



Interviews with Facilitators

The facilitators highlighted that males in the class have grown in terms of their ability to engage in constructive debate, to articulate their role in addressing violence against women, and to identify themselves as feminists. In one example, females in the class were feeling despondent that not enough had changed for women. Three of the male participants responded to reassure them that action was happening and they pledged to help change it, providing examples of the ways in which talking about issues related to sexualized violence could help to change the status quo.





5. Number of male participants still engaged 6 months after project completion

Year 3 participation rates show that the proportion of male participants has been steady. Overall, year 3 had more participants than years 1 and 2, with 26 Youth who participated in at least one workshop, with a majority being male. Many male participants have taken leadership roles in the project and have demonstrated their ability engage in issues related to sexualized violence and opportunities to speak out about these issues.

In this section we review each data source relevant to this indicator, including:

- Attendance List
- Youth Feedback Surveys
- Interviews with Youth and Facilitators

Attendance List

The year 3 attendance list indicates that there were more males (17, 65%) than females (9, 35%) who participated in the project this year. Over the course of the year, of the 26 Youth who were signed up, around 16 would show up consistently to each workshop, a majority of whom were males. While the proportion of males that stayed in the program over the course of the year was lower than the proportion of females, males still comprised a majority of participants in the program. In the last week of the program, 12 males participated (71% of the original 17 male participants) and 7 females (78% of the original female participants). From year 2 to year 3 there was an increase in male participation from 12 to 17, respectively.

From year 1 to year 2, There was a 22% increase in the male participation rate between year 1 and year 2 (an increase of 5 students). A significant percentage of male students continued participating in the program after year 1, with 86% of males (five out of six participants) that participated in year 1 continued in year 2. In year 3, of the 17 male participants, 7 (41%) were in grade 8 and new to the school. Among the older male students, 5 (29%) continued from year 2, of which 3 had participated in all three years of the program.



Youth Feedback Survey

The consistent participation of males in the program is indicated by the number of survey respondents in the In-take and Out-take Youth Feedback Surveys. The number of male participants still engaged in the YFS program after 6 months remained relatively consistent, with 12 (63%) male respondents in November 2017 and 11 (69%) in May 2018 (see Figure 10). While the number of male respondents decreased in May 2018, the proportion of males increased as opposed to youth identifying as female, which decreased from 7 (37%) in-take survey respondents to 5 (31%) of the out-take survey respondents.

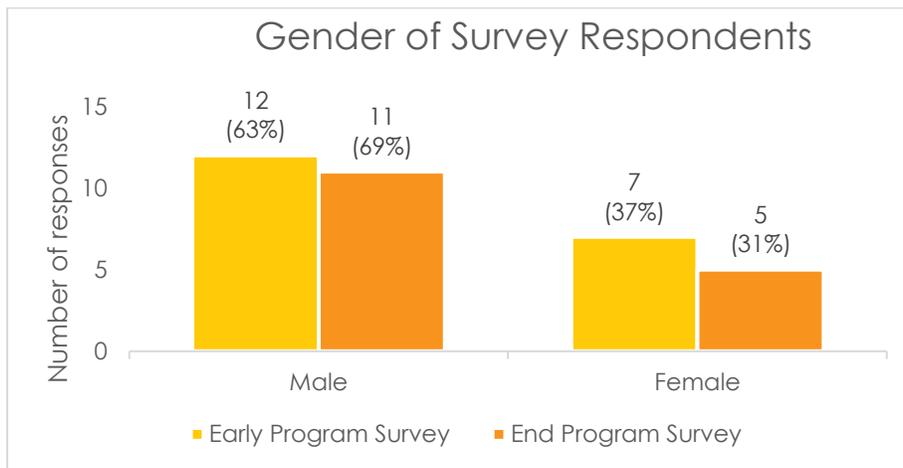


FIGURE 10: YFS PARTICIPATION BY GENDER NOVEMBER 2017 & MAY 2018

Year 3 response rates were similar to those of year 2. Of the 11 Youth (ages 14 to 17) who completed a year 2 out-take survey, 36% identified as female and 64% as male.

Interviews with Youth

Two male Youth who had participated in the program for all three years spoke to some of the reasons that they stayed in the program. In particular, both Youth felt that they could learn more and build on previous years each year even though some of the material is repeated. They also felt that their ability to advocate in their communities increased year after year

The more you can display the message the more profound the impact. There was always something new to learn... More facts, more things to help advocate. We have had a really high number of people in attendance and lots of people have been able to speak. -Male Participant



Interviews with Facilitators

One of the facilitators emphasized that, not only are many male Youth continuing to participate after 6 months of the project, but several male Youth have been involved the project for all three years. Year 3 also saw an increase in the proportion of younger males participating (more from grade 8 and 9). Those male participants who continue year after year are stronger in terms of taking on leadership roles and explaining the material to other students.

The facilitator highlighted the importance of having a male support person. Some of the male participants were uncomfortable with the material and the way it was delivered. Working with a large group, it can be challenging for facilitators to address each participant's concerns. The male support facilitator was able to have one-on-one conversations with the Youth and subsequently their ability to engage with the material increased. The facilitator emphasized that male Youth have continued to participate because the program targets their strengths and the facilitators ensure that it is fun.

I think a lot of students are really connected to the program. The way they voiced themselves, stood up, gave their opinions, dedicated themselves to the program, the time and effort that they put in, the ideas they brought forward. –Male Participant





6. Number of community members indicating increase in their knowledge of gender-based violence

In Year 3 the community feedback survey was the main source of data for this indicator. The survey showcases community learning with regards to gender-based violence and is also complimented by YFS Session Reports and interviews with Youth, Elders, Facilitators and Teachers, and the Executive Director of LAWS/ YFS Program Leader.

It is a bigger picture and they know more than they are sharing. I think more knowledge is more power. –Facilitator

Community Feedback Survey

The community feedback survey, completed in May 2018, gave community members an opportunity to share what they learned relating to sexualized violence after listening to the student presentations (see Figure 11). Of the 47 responses, 10 (21%) learned about safety for women and the magnitude of violence against women, 3 (6%) learned about responses to violence. There was also an identified gap in knowledge of sexualized violence identified in 7 (15%) of responses. This demonstrates both the power of talking about sexualized violence to increase awareness and education.

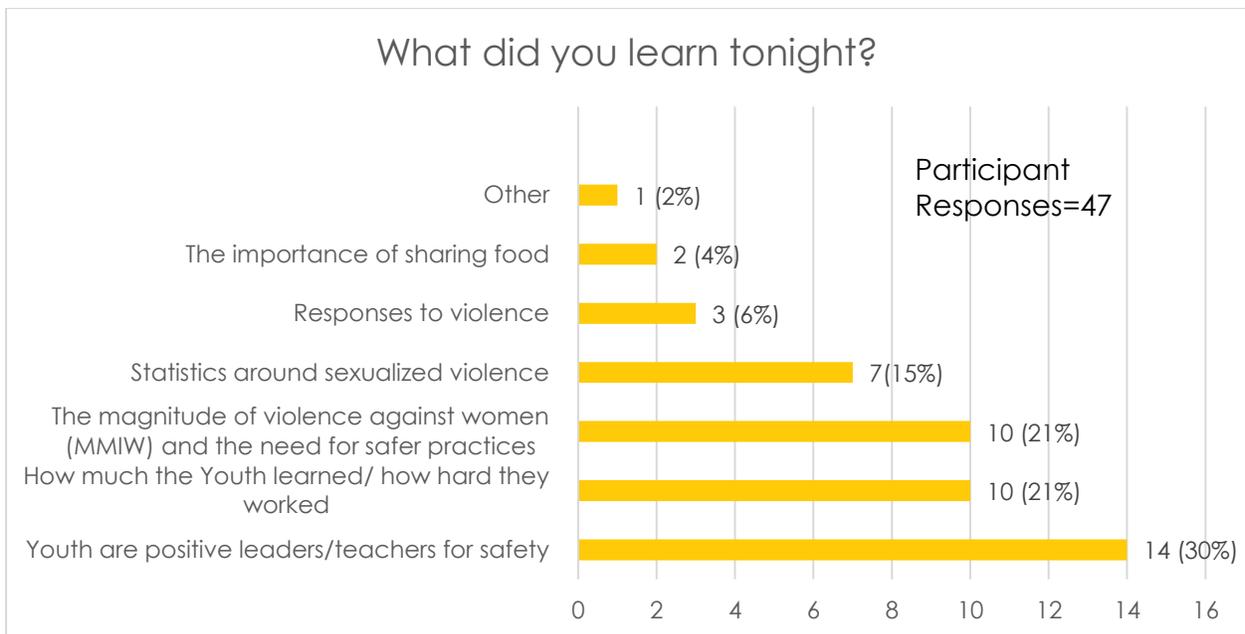


FIGURE 11: COMMUNITY SURVEY: WHAT DID YOU LEARN TONIGHT?



Didn't realize all of this violence is going on in the community, made me realize I have been blind to all the actualities. –Community Member



Hearing the statistics of violence and sexual abuse has made me more aware. –Community Member

Many community members said there needs to be more awareness on gender-based violence as it is more pervasive in the community than they thought. When asked how to get the community more involved in promoting safety, 20 of the 37 responses (54%) indicated a need for increased information and awareness on sexualized violence in order to make the community a safer place. Similarly, when asked what community members can do to improve safety in the community, 18 (36%) responses highlighted awareness raising and education.

I learned that most rape and violence against women doesn't get the justice it deserves. –Community Member



Youth for Safety Session Reports

Session Report -March:

In the March sessions, the students created posters to raise awareness around issues of gender- based violence. The posters were displayed in the foyer of the school and seemed to have a strong impact on other students and teachers in the school, generating conversations around the topic.

Interviews with Elders

Elders take part in YFS as both teachers and community participants. One of the Elders interviewed highlighted that she uses her own experience as a teaching lesson. She also emphasized that she has increased her knowledge of gender-based violence as a result of teaching and participating in YFS. YFS contributed to her realization that the abuse she suffered as a child was not her fault. She has shared YFS teachings with her grandchildren and other young girls in the community to emphasize that they are not to blame for whatever has happened to them but also to emphasize the impact of taking responsibility for one's own behaviour and not becoming an abuser as a result of being abused.

At one time you are ashamed and you think you caused all of this. Its not you. But no one ever told us. We always thought we were to blame. No body told us it wasn't our fault. But we accept it as our fault. Until one day we realized we didn't do the action. We didn't abuse kids. We didn't abuse them. We were not to blame. And that is a big load off. -Elder

Interviews with Facilitators and Teachers

One of the facilitators interviewed emphasized the importance of working with Youth as it helps to develop a foundation for looking at gender and social issues that they take with them into their communities and as they grow up. The facilitator felt that the Youth participants saw themselves as a cohesive group which gives them strength as they deal with issues at home and at school. The program also offers Youth a contrast between what they might be learning at home. It offers exposure to alternative ways of thinking and behaving and they have an opportunity to model different behaviour.

This is a group that can hold each other up in the community and can potentially call other peers to task or community members and political leadership. -Elder

One of the Watson Lake Secondary School teachers discussed his experience working with the YFS participants. He expressed amazement at how many students in the school care about stopping



violence, reflected in the ideas that have emerged in their campaigns and posters. He also noted that he has heard Youth talking about the program outside of class. In the community, the word is also spreading which has been one of the biggest impacts of the program

I think they created a voice and an awareness. I think a seed has been planted, people are recognizing the cause. I've talked to people in the community. They have heard about YFS. The knowledge and word is spreading. -Teacher





Interview with Program Leader

The program leader/LAWS Executive Director emphasized the importance of the program for the community. Watson Lake tends to be a divided community, particularly in terms of relationships between Indigenous and non-Indigenous community members. With events hosted by YFS, the community is coming together more and more. YFS is supporting opportunities for reconciliation. With increasing respect in the community there is hope for a decrease in violence. The program leader also emphasized that the more people come together and reach out, the more they will stand up for each other as bystanders. By fostering greater connections between different community members, YFS is contributing to a greater awareness of violence and less tolerance for violence. This approach also helps to increase the likelihood of reporting and increased support for women to deal with the aftermath. Other agencies such as the transition home in Watson Lake and RCMP support the program which also helps to raise awareness, both about YFS, response-based practices, and available resources.

It takes a lot of courage to report things. It is a complicated and bureaucratic process and, in some cases, protects the perpetrator. The victim ends up dealing with so many things... financial challenges, supporting kids. They end up suffering more. Some women find it easier not to report. Even though the justice system is the main process isn't a good one. Now there is more support around the community, informally. -Program Leader





Additional Findings

In line with developmental evaluation, it is important to consider what the data is telling us beyond the six core indicators. Additional findings have emerged each year as potential impacts of the project. In this section the additional findings from year 3 are described, including:

- Increased creativity
- Strengthened trust and team building
- Enhanced leadership and advocacy skills
- Strengthened interpersonal skills
- Stronger connection to culture and Elders
- The importance of offering multiple years of programming





Increased Creativity

An important impact of the project has been the development of opportunities for Youth to expand their creativity. This has taken shape through creative projects as well as the ways in which facilitators have fostered creative and independent thinking among Youth.

A number of students worked on posters for International Women's Day and the end of year Community Event. Several students assisted community artist Joseph Tisiga in creating a mural to draw attention to the issue of Murdered and Missing Indigenous Women which was unveiled at the Community Event. The facilitators identified these activities as opportunities for the students to communicate what they had learned, while also cultivating creativity and activism. These activities also required small group work and cooperation.





Strengthened Trust and Teambuilding

The years 1 and 2 Evaluation Reports identified an increased sense of connection with other Youth as an important additional finding. Similar to years 1 and 2 Youth enjoyed working with other Youth of all ages, getting to know each other better and feeling that they were part of a team. This peer-to-peer connection is significant in establishing a supportive environment that can help prevent violence and support positive responses.

I hope it has a huge impact. [It is] helpful to have guys and girls, hanging out as a group. –Male Participant

While years 1 and 2 had a strong focus on campaigns in the school and community, year 3 focused more strongly on team building and fostering opportunities for connection. The facilitators felt that it was important in the final year of the program to foster a strong connection between Youth so that they could support each other once the program ended.

It was cool to get close with a few people -we don't hang out in school. Working together, getting to know that each other is helpful. It is good to know who is in the tow. –Male Participant

Drawing on findings from years 1 and 2, the facilitators provided opportunities for Youth to get to know each other, bond, have fun and celebrate in year 3. They also built in more complex trust games such as “trust chair” as the year progressed. Throughout the course of year 3, the Youth learned to trust one another and opened up as well. This was important as a safe place is needed for learning, especially when dealing with sensitive issues. Introductions and check-in and check-outs in each session also helped foster this. For several participants, being a part of a strong team was an opportunity to build their confidence and recognize their ability to play a role in building a safer community.

The people. It's a good group. I talk more and more to [fellow participant] more now because of this experience... I get to know a lot more about the people around me. –Male Participant



With strengthened trust and teambuilding, participants from the year 3 group have potential access to a network of Youth that they trust to approach with issues related to sexualized violence now and in the future. This potential for a positive peer response to violence could help to better support Youth victims and highlights the need for this network to continue growing. In addition, this collaboration could impact the ability of the community to cooperate on reducing violence more broadly. When asked what we can do to improve safety in our community, 16 of the 50 responses (32%) indicated community collaboration.

I like having mixed ages. You know more people and aren't so awkward around them. –Male Participant





Enhanced Confidence, Leadership and Advocacy Skills

In the Community Feedback Survey, 14 members (31%) acknowledged and appreciated how the Youth are positive leaders/role models and teachers of change for safety. A common comment related to this feedback was around the strength of Youth in passing on this knowledge.

The Youth are powerful teachers, they have learned a lot and are determined to carry what they've learned forward. –Community Member

Youth also demonstrated leadership skills in the classroom. A success identified in session reports was that students were very active in moderating one another. When certain students were having difficulty grasping the material, the others would patiently explain it to them. This empowered those who grasped the material to teach the others, and to lead by example.

For participants who are not strong academically, YFS has been an opportunity for their strengths to shine. At school there may not be many opportunities for some Youth to build their self-esteem in this way.

I think this program really shines a spot light on those students that might not find another place to shine. –Teacher

It is awesome to see peers that aren't good at school to be engaged with this and to shine and show their strengths in different ways. –Facilitator

Leadership has also been fostered through the three-year program model. Youth that participate for more than one year emphasize that they were able to enhance their leadership and advocacy skills as they gained more confidence with the materials. One facilitator noted that Youth are more engaged as the years progress which also encourages new participants to get involved at a deeper level right from the start. Another facilitator noted that the leadership roles in YFS often favour characteristics typically considered feminine such as cooperation and listening. Leaders help the class navigate difficult discussions, foster cooperation, and support team activities.



A lot of the ones that are quiet, I've seen them step up and express their feelings. I think the model helps because when someone sees the students that don't participate much actually participating. -Facilitator

In the feedback from the community, there was an overwhelming sense of pride and accomplishment for the Youth. Specifically, the community was very proud of how the Youth gained confidence and leadership from the program; they made their voices heard and tackled tough subjects with maturity. They displayed courage and bravery by discussing difficult topics and standing up for what is right.

I wrote a lot of the speeches this year because I did it last year. They needed someone so I went for it. Pretty drastic change. I use bigger words now. I focus on the grammar points of everything. Nothing is wrong with more. -Male Participant





Strengthened Interpersonal Skills

YFS provides many opportunities for Youth to share ideas and collaborate. Facilitators have noticed strengthened interpersonal skills since the beginning of the program. For example, in a session close to the end of the school year, the group was discussing feminism and a participant shared a story that was misinterpreted by the other Youth. The students had a constructive conversation and the student clarified what he meant. This was an example of open, constructive, discussion where the students challenged one another in a respectful way. These types of debates have helped develop their conflict resolution and communication skills.

Throughout the year there are opportunities for group work. At the beginning of the program, there was a group discussion on ideas for classroom sessions and Youth-led campaigns. This was a great opportunity to work together as a group, build relationships and trust, as well as empower them to take control of their learning. In April, the group began preparing for the end of year celebration and community presentation in May. This involved a lot of group work; the first step being deciding on what the event would be. The students also had to work together to come up with an agreed upon pledge to accompany the mural. These examples highlight how the program has helped Youth to sharpen their democratic and cooperation skills.





Stronger Connection to Culture and Elders

Every YFS workshop began with an opening prayer in Kaska by an Elder in the room. During the YFS program, there were many opportunities for cross-generational bonding with Elders and other prominent community members engaging with Youth. This strengthened cultural connectedness among Youth and cultivated knowledge transfer between Elders and Youth. Youth learned from Elders, and Elders learned from Youth. Seeing positive Kaska role models also instilled Youth with a sense of confidence and created aspirational examples.

Elders bring the community in. Its connection. Its also culture. Its also teaching respect. It's a whole bunch of things. You need mentors. That is the reason that Elders are here. Some trust, some kindness, some inspiration. –Facilitator

The facilitators felt that the Elders also supported an increased connection to community members as they are well respected in the community and share the successes of the program with other members. In the third year, the Youth connection to Elders was particularly strong. Youth felt comfortable asking Elders. In the third year, LAWS leadership was more involved and students held Ann Maje Raider and the Board Members in high regard.

Within the three years, she became their leader, their inspiration, their mentor. We'd be going off track and she'd come and remind us why we are all here. –Facilitator

When asked what role Kaska culture can or does play in improving safety, Youth identified themes related community/social structure, respecting others, being empowered and a sense of spirituality. For Kaska Youth in particular, a sense of community and social structure and respect were considered important. Community/ social structure were both identified by 3 Kaska Youth (representing 60% of respondents) and respect was also identified by 3 Kaska Youth (representing 100% of respondents).

Kaska culture can improve safety by allowing people to join in the strong social structure. –Youth Participant

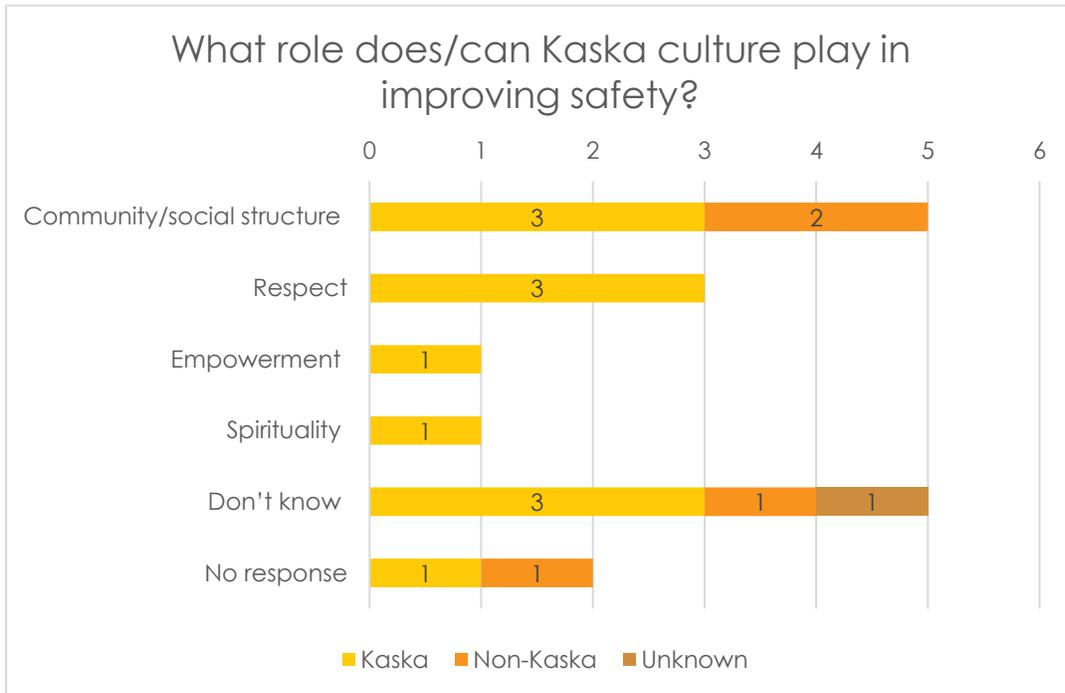


FIGURE 12: YOUTH FEEDBACK SURVEY MAY 2018: ROLE OF KASKA CULTURE





Within the Youth Feedback Survey, it is significant to note that in November 2017, 5 Kaska students (33%) were experiencing a personal safety issue, whereas only 2 students (18%) identified a personal safety issue in May 2018. This could reflect the growth and confidence in Kaska Youth to identify and speak up against violence. This contrasted with more consistency among non-Kaska students, with 1 out of 4 (25%) experiencing a safety issue in both November 2017 and May 2018.

Kaska culture is very deep socially. Such strong bonds can be used to bring a community closer and support victim as well as re-habilitate victims. –Youth Participant

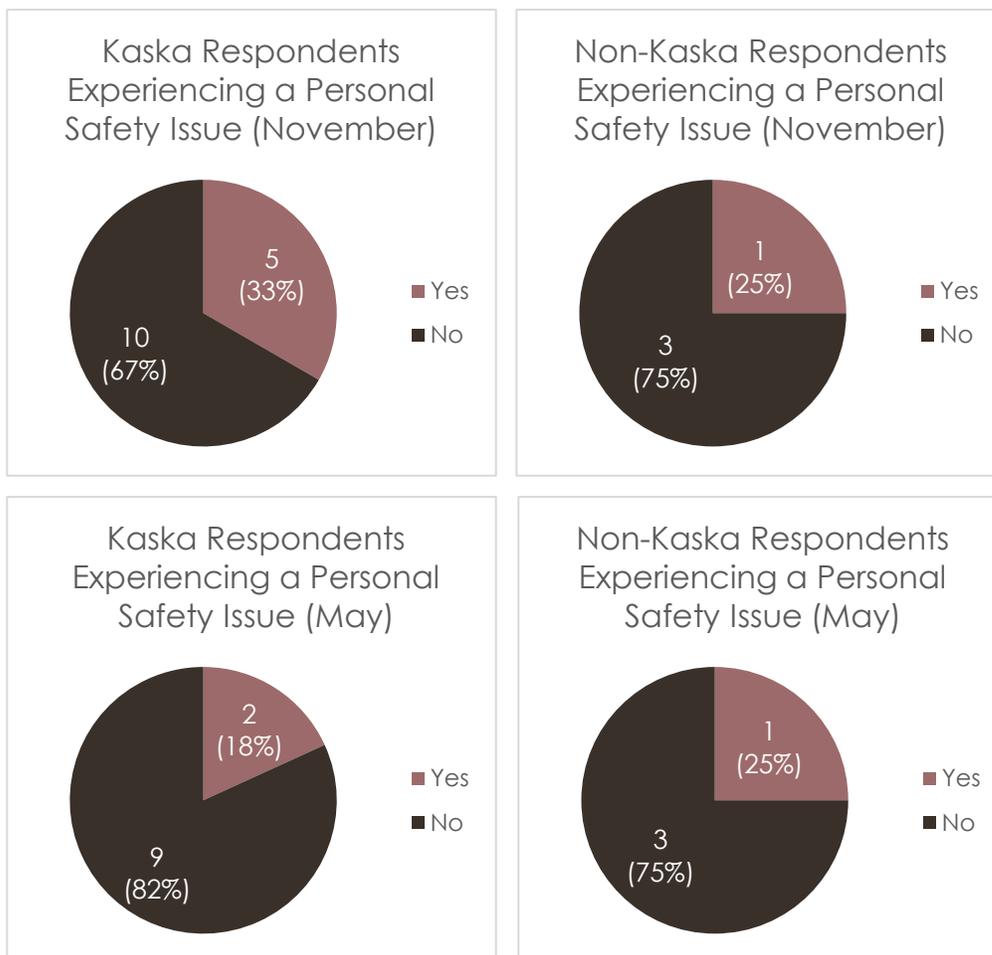


FIGURE 13: YOUTH FEEDBACK SURVEYS: PERSONAL SAFETY ISSUES AND KASKA IDENTITY



Lessons Learned and Recommendations

This section summarizes the ways in which successes from year 1 and 2 were sustained and built upon and how challenges and opportunities from year 2 were addressed in year 3. This section further explores considerations for future iterations of the project such as the importance of multi-year programming and the role of the Youth for Culture project in elementary school, and the need to address other factors related to violence such as substance use. This section also offers considerations for sustaining momentum among project participants after in-school programming has ended.

Successes, Challenges and Opportunities

Table 4 below highlights successes, challenges and opportunities that were identified in year 1 and 2. It summarizes the ways in which successes were sustained and built upon and how challenges and opportunities were addressed in year 3.

TABLE 4: YFS SUCCESSES, CHALLENGES AND OPPORTUNITIES YEARS 1-3

| Successes | Year 3 |
|--|---|
| <ul style="list-style-type: none"> • Many Youth participated more in the second year and took on leadership roles • Male participants became involved by writing and delivering speeches • Youth were proud and excited about their culture • Facilitators can see evidence of changes in the students’ social conscience. Youth want to see social change and the program has impacted their sense of responsibility • The Youth are connecting more to Elders and adults in their community • Youth collaborated with people across grades and social groups • The Youth were able to find their roles in the project and show their strengths • Overwhelmingly positive feedback from community members and a clear desire for more • Momentum created by the final presentations and inter-agency excitement and commitment to the project’s continuation • Working with external facilitators and experts to deepen the curriculum • The various videos, interviews, events and campaigns have been powerful experiences for the school and community • Youth are taking initiatives outside of the program | <ul style="list-style-type: none"> • The third year focused strongly on team building and cooperation. The third-year group was very cohesive and will hopefully continue to support each other once the program has finished • Male participants continued to take an active role in writing and delivering speeches. In year 3, male participants that had attended for more than one year were particularly supportive of new participants • Youth identified the role that culture plays in safety • In year 3 more time was spent debating and discussing issues than in previous years. Through healthy debate, Youth built their confidence in speaking constructively about difficult subjects • Youth took on a variety of leadership roles, including subtle roles such as supporting conversation in the classroom • Youth considered how they might use what they learned in their future careers, even if their work is not directly connected |



| Challenges | Year 3 |
|--|--|
| <ul style="list-style-type: none"> • Students have different reasons for being in the program and this can result in some students not participating as actively as others although they are honoured equally • Some of the students are involved in activities outside of school that go against the teachings of the program • Scheduling was a challenge in the second year and sessions had to be extended • Communicating with Youth in between sessions remains a challenge as they are not highly responsive • Maintaining community involvement and enthusiasm for the project • Maintaining active and direct involvement of LAWS leadership | <ul style="list-style-type: none"> • All participants were rewarded at the end of the year but students that were particularly active in the program were given a special gift • Each participant was given a certificate and the Facilitators said a few words about each participants' contribution at the Community Event • Several teachers remained resistant to the program but there were a few teachers that were very engaged and acted as champions • Communicating with Youth in between sessions remained challenging • Maintaining community involvement and enthusiasm for the project is an ongoing challenge and opportunity. Youth participation throughout the year was steady which could be attributed to increased family and school support for attendance • LAWS leadership was more active in the third year |
| Opportunities | Year 3 |
| <ul style="list-style-type: none"> • Reaching the Youth that don't necessarily adhere to YFS values, hold them accountable and give them space to grow • More YFS actions on TRC Recommendations and Missing and Murdered Indigenous Women and Girls • Supporting students to find roles that suit their skills and enable them to contribute • Building upon base knowledge of the concepts and trust between Youth and with facilitators • Further involve members of the interagency group as speakers, resource people and mentors to the Youth • Hosting more community events, to keep community members informed and build more awareness. • Opportunities for LAWS to get more involved • Some Youth could be supported to take on leadership and mentorship roles in their communities and school | <ul style="list-style-type: none"> • The Youth learned about TRC and Murdered and Missing Indigenous Women and Girls this year • Youth were supported to find roles that built on their strengths • Several Youth that do not necessarily do well in school thrived in YFS • Students participating for a second or third time indicated that their knowledge was deepened and that they appreciated some repetition • Youth spoke more openly about personal experiences with violence than in previous years. This indicated that YFS provided a safe space for telling personal stories and that Youth were personally impacted by what they learned • In year 3 a male Indigenous artist supported several sessions. He was a role model for Youth and supported the facilitators when challenging topics were being covered • As in year 1 and 2, one community event was hosted but this could be an opportunity for future engagement • LAWS Leadership and Board Members were more actively involved in year 3 and provided important support to students and facilitators • Youth indicated a desire to continue advocacy work in the school and community even though YFS is ending |



The Importance of Multi-Year Programming

Facilitators, teachers and participants have all noted the importance of multi-year programming. They emphasize that over the course of three years the program has been able to reach a higher quantity of students and support deeper understanding and skill-building among Youth that participate in more than one year. The Teachers emphasized the importance of having multiple grades working together and with consecutive years, as students who participated in more than one year are able to take on more responsibility and leadership roles.

One student has been in the group for two years. He didn't say anything until this April and brought examples from home about experiencing violence for a long time. He was doing some victim blaming and it took time to bring him around. Youth integrate it at different speeds. –Facilitator





Someone in grade 8 is working with someone in grade 12. Its as a group and we don't have anything else like that to bring the other students together. I think it is really good for older peers to work with younger ones. Undoing the hierarchy. Team building -they will take that away. -Teacher

Initially school staff were resistant to the program but in year 3 staff have offered much more support. In one example, a student was wearing a button that said "Don't Rape." A teacher reacted negatively but later told the student that it was an important message. Over the course of three years, YFS messages have spread beyond the participants and classroom sessions. This is fostering a greater openness and awareness among school staff and students. The Watson Lake Secondary School Principal and Yukon Government have indicated greater support for the program, having witnessed the success of the program year after year. For students, encouragement from staff and leadership supports student attendance who need to take time out of school for the program.

The Principal really believes in it and supports it. She has justified it to school council and superintendent. The whole is greater than sum of its parts. -Teacher

For the facilitators, delivering the program over multiple years has been important for building relationships, particularly as they come in from outside the community. One facilitator noted that agencies often "helicopter" in and out. Multi-year program offers the opportunity to build skills and deepen the relationship between the facilitators and the school staff, students and community. While it can be challenging that participants are different every year, there are also many that return and multiple years ultimately offers the opportunity for both a broader and deeper reach.

In addition, facilitators emphasized that running the program for several years enabled them to refine the content and more effectively adapt the delivery methods to meet student needs. While the material is generally the same each year, the facilitators came up with new and creative ways to cover the important principles. They also saw the need after the first two years to focus more on trust building, supporting healthy debate and conversation and building participants' self-esteem, not just their confidence speaking publicly. While the first two years were more content heavy, the facilitators focused on diving more deeply into a few areas of the curriculum. The success of this approach was evidenced by the greater number of students that discussed violence in their own lives, indicating both a deeper understanding and integration of the material and stronger relationships and trust among participants and between Youth and facilitators. The facilitators felt that in the third year they were better able to adapt the curriculum to diverse learning styles and could plan this in advance.



In future iterations of Youth for Safety, this success in designing engaging learning modules can be built upon with multi-year, adaptable and responsive program design.

The Role of Youth for Culture

The Youth for Culture (YFC) project was a one year, two-part, Youth led and culturally relevant project initiated by LAWS. The project engaged elementary school age participants from Johnson Elementary School from September 2016 to June 2017. The first part of Youth for Culture focused on topics related to basic Youth peer support training, basic life skills, sharing, safety, dignity, teamwork, respect, bullying and local culture. The second part of the project involved of sewing traditional regalia for the graduating 7's and 12's.

This project aimed to address a generation gap between Youth and Elders and teach Youth about Kaska culture. Project results indicate that through YFC, Youth gain an increased sense of pride in self, family, culture, and community, a sense of cultural revival, and a bridging between Kaska and Non-Kaska community members.

YFS facilitators and students noted that grade 8 students that had participated in YFC in elementary school were better able to understand and engage with program materials in Youth for Safety. Unlike previous years, two of the younger first-time participants presented and two wrote speeches. The facilitators noted that all four of these participants had also been part of Youth for Culture.





Addressing Other Safety Issues

When asked to identify what needs to happen to make the community safer, the majority of Youth identified addressing drinking and drug use (6 (32%) in November and 4 (23%) in May) and increased community involvement (3 (16%) in November and 5 (29%) in May). Other responses included less violence, more activities, prevent/stop rape, and police actions. These themes were consistent throughout the feedback with substance use a reoccurring theme as well as the importance of community involvement. YFS focused on response to violence but in future iterations of the program, issues that are interconnected with violence such as substance use and mental health and wellness could be addressed in more detail.

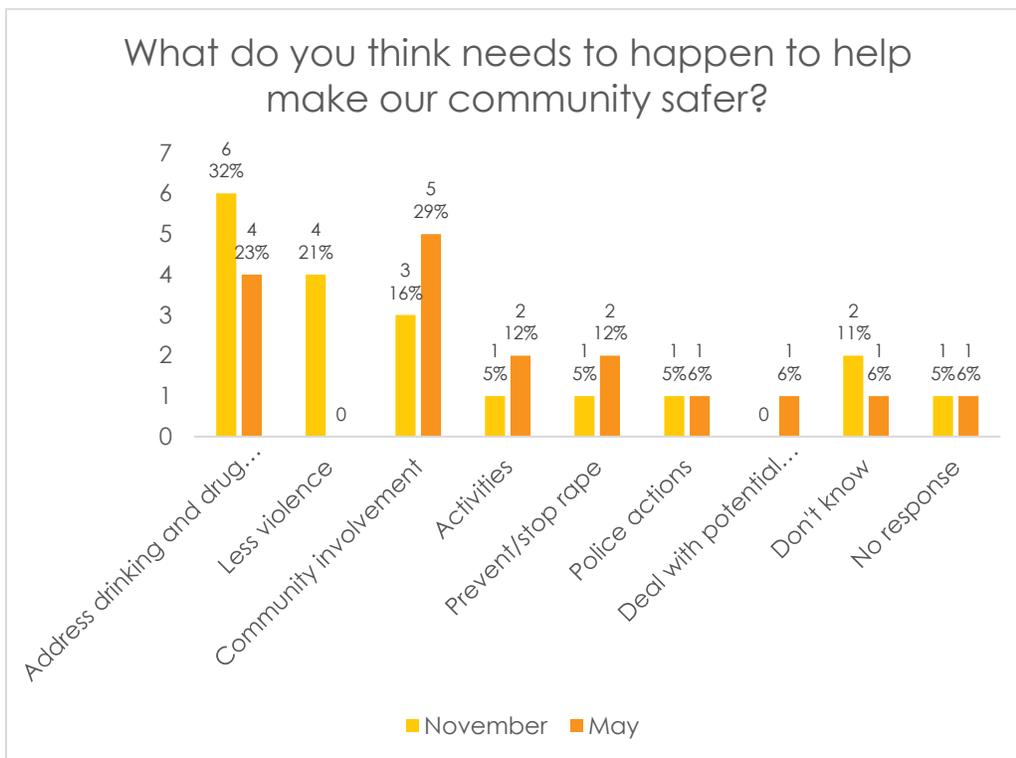


FIGURE 14: YOUTH FEEDBACK SURVEYS: MAKING THE COMMUNITY SAFER

In the community there are things that are happening that have to be dealt with. They have to find the strength. There is much more awareness especially about consent. That was a big one. Kids here party and things happen under the influence of drugs and alcohol. Consent isn't thought about. These kids are really getting the idea of consent. – Teacher



Maintaining Momentum After the Program

Violence against Indigenous women and girls has been repeatedly identified as a National crisis in Canada. In the Yukon, data related to violence against women and girls is staggering. Support for women and Youth that are struggling with issues of safety and violence is almost non-existent in Watson Lake and surrounding communities.

Services that appropriately address issues of violence against women and Youth are limited on all levels (national, provincial and community). Within Watson Lake, there is only one organization (Help and Hope for Families) dedicated to ending violence in the community by providing a safe house for survivors of violence. Like many social development services in the community, however, Help and Hope is under-resourced, oversubscribed and typically geared toward providing services to adults. It offers very limited services specific to Youth and does not address dating violence. Watson Lake Youth need more access to health and social programming provided in the community. Youth for Safety has attempted to address the need for Youth to gain knowledge around violence reduction and tools to respond to violence in their communities.

Although funding for YFS has ended, it is hope that the impacts of the project can be sustained through community, school and Youth initiatives.

Being able to speak publicly. To have that kind of skill. It is so important to be able to talk about their feelings. Where else do they get a chance to do that in a safe place? –
Facilitator

To date, one of the impacts of the project is a change in attitude by adults towards Youth and a recognition of the power of Youth leadership. This change in perception towards Youth is significant, because in communities with safety concerns, Youth can often be seen as nothing more than the victims of violence or even the perpetrators of violence. We are seeing evidence among those who participated of a shift in thinking about Youth as victims or trouble makers to seeing Youth as active participants and leaders in making the community a safer place. This shift can help fuel more collaboration with Youth, more positive engagement of Youth and ultimately a safer community.

Overall, community members who attended the YFS presentation were very proud of Youth, with 43 (87%) respondents selecting between 8 and 10 when ranking their level of pride. There were no rankings below 6. When explaining why they were proud, 12 (27%) respondents brought up the level of effort that the Youth put into the group, and as a result expanding their growth and knowledge. Among respondents, 11 (25%) felt the Youth were doing great work for the whole community and 7 (16%) were proud of the courage Youth displayed in standing up to these issues.

Many community members who responded to the Community Feedback Survey indicated that there needs to be more awareness on gender-based violence as it is more pervasive in the community than they thought. This identified need for increased awareness and education in the community could be leveraged to access additional resources and support greater community engagement on issues related to violence against women.



It takes a lot of bravery to stand up for what is right. –
Community Member

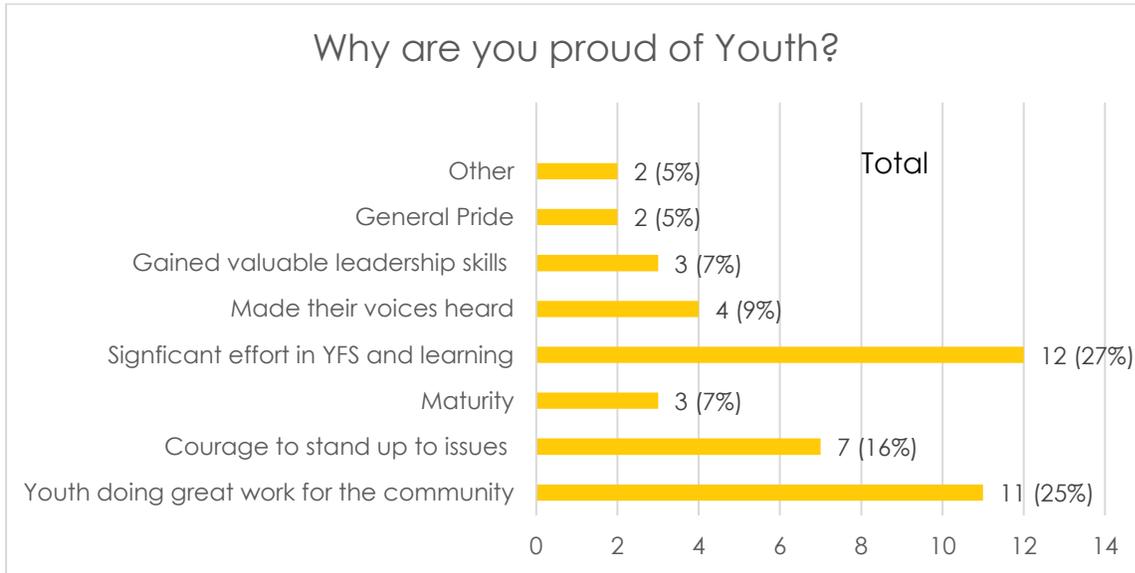


FIGURE 14: COMMUNITY FEEDBACK SURVEY: WHY ARE YOU PROUD OF THE YOUTH

Several Youth reported enjoying working with Youth of all ages, getting to know other Youth better and feeling like they were part of a team. The facilitators emphasized trust building in the third year through various activities and discussions. This peer-to-peer connection is significant because it is a protective factor against the occurrence and effects of violence. Participants in this group have potential access to a network of Youth they can trust and approach with issues related to sexualized violence now and in the future. The potential for a positive peer response to violence will serve to better support Youth victims of sexualized violence, thus highlighting the need for this network to grow.

That group is tight considering the diversity of 8-12. That they feel like they can go on the stage and talk in front of each other is big. –Facilitator

While changes in attitude within the community and the potential for a peer-to-peer support network will support the momentum of the project. Given the success of the program and ongoing need for Youth-led anti-violence programming, LAWS will continue to see funding for YFS and related programs.



They really want to continue it. Some of them really want to see it go on. Some of them are very down that it is the last year. I think it should continue. The funding is where it hurts. Especially for youth. I was with them for three years. –Elder



They are making the effort to change the complacency of our community. –Community Member

More education on violence and healing needs to happen. –Community Member



Conclusion

Youth for Safety focused on empowering Youth and cultivating positive social responses in order to treat victims of violence with dignity. Through this adaptive multi-year program, over 60 Youth have increased their ability to identify and respond to issues related to sexualized violence and to respond in positive ways to peers that are victims to violence. The program model and design have fostered confidence and leadership among Youth, with opportunities to practise speech writing, debate, public speaking and advocacy skills. The project focused on Youth strengths and was designed to foster creativity, collaboration and cooperation among participants.

We are tackling multi-generational impacts. It should go on for more years. –Teacher

Along with increasing knowledge of sexualized violence, YFS has also increased Youth awareness of the social support network victims of sexualized assault can access. Youth are more aware of online resources, the organizations in their community and their roles, and they have been exposed to a network of people who care about this issue and can help. This awareness may increase participants' ability to deal with the trauma of sexualized assault, whether against them or someone they know.

To date, one of the most important impacts of the project is a change in attitude by adults towards Youth and a recognition of the power of Youth leadership by community members. This change in perception towards Youth is significant, because in communities with safety concerns, Youth can often be seen as nothing more than the victims of violence or even the perpetrators of violence.

For the participants, both Youth and Elders, who have experienced sexualized violence, this project has served as a powerful positive social response which has the potential to have significant positive effects on their long-term recovery. Participation has helped victims see how violence against women is a broader problem and that it is not their fault, realizations that play a role in their recovery. Although their role was to teach, Elders have emphasized that their own knowledge about violence against women increased as a result of participating in YFS. The program contributed to Elders' realizations that the abuse they suffered as children was not their fault and they developed new language to talk about their experiences. Elders have also noted their pride for the Youth being able to discuss issues that they were unable to when they were younger.

It shows what we can do to protect the women and girls in our communities if they are in a tough situation. –Female participant

In both Indigenous philosophies and Western theories on resilience and trauma, the role of culture as a positive influence on Youth development and in preventing violence among Indigenous Youth is gaining



traction in research and intervention approaches. For example, in January 2017, Crime Prevention Ottawa released a report entitled “Culture as a Catalyst: Preventing the Criminalization of Indigenous Youth” that emphasizes that connection to culture is vital for all young people, and that for Indigenous Youth in particular, it is directly connected to their sense of identity and positive behavior.

Youth highlighted the important role of Elders in sharing Kaska stories, traditions and the principle of Dene ā’nezen (Dignity). Dene ā’nezen calls on us to foster empowerment, dignity and respect, particularly as we work to maintain supportive community connections and family bonds. The project was an important opportunity to revitalize cultural identities, connect with Elders, and support the continuation of Kaska culture and traditions. This was achieved by inviting Elders to attend and teach in every YFS session. The Youth participated in drumming, songs, storytelling, feasting, and other Kaska cultural activities as they learned about Dene ā’nezen. The role of Elders supports a strong connection to Kaska culture in the classroom and particularly helped Kaska Youth strengthen their sense of belonging. This approach also fostered reconciliation between Indigenous and non-Indigenous Youth and community members.

The guys can learn how it affects people and they also want to put an end to it. It helps to hear our stories. It happened to me. And I didn’t know what to do it...and now I understand how hard it is to speak out. I told the facilitators and they encouraged me. –Female participant





I'm really impressed that the young people have a voice. They have a strong voice. If we could reach all the youth, we are going to have a heck of a good town here. Youth are still young and have pride. They are learning to be accountable for their behaviour and they are with their peers so they are not alone. Its good to work with young people. They are very good teachings. –Elder

While the end of Status of Women Canada funding represents the end of the project in its current form, we are hopeful that there will be other opportunities to build on the knowledge gained through YFS and for Youth to continue their advocacy work in the community. Recommendations for future Youth-led response-based initiatives include:

- Considering community safety indicators for the school and/ or community to track instances of violence and develop longitudinal studies on the impact of YFS or similar programs
- Increasing the involvement of Elders and Kaska cultural knowledge keepers. Specific opportunities include a greater focus on traditional Kaska gender roles and acknowledging the historical role of Indigenous women in resistance to residential school
- Including more content related to self-harm, mental health and wellness and substance use in future workshops
- Engaging past participants as mentors to younger participants and/ or Youth for Culture participants, giving hem an opportunity to apply group management and process skills for creating safety in small groups, and building Youth ownership, a key ingredient to sustaining the project
- Involving Youth in monitoring and evaluation of the project, discussing what does a successful project looking like, selecting indicators and collecting information, thus increasing their responsibility and leadership of the project

More programs would be better. I think a yearly mandatory for all students. One workshop. That would be pretty big. They are getting more educated. It is spreading awareness for sure. –Teacher



APPENDIX A: Context, Program Model and Curriculum

Context

Violence against Aboriginal women and girls has been repeatedly identified as a National crisis in Canada. Consistent pressure from Aboriginal and Women advocates have led to the recent launch of a National Inquiry into Missing and Murdered Indigenous Women and Girls. The National statistics are grim. Aboriginal women and girls are three times more likely than non-Aboriginal women to report having been a victim of violent crime⁴. Not only do Indigenous women face more frequent incidence of violence, the violence is also much more severe. Most cases of missing and murdered Aboriginal women (55%) involve women and girls under the age of 31, with 17% of these being 18 years of age and younger⁵.

A 2011 Statistics Canada report suggests that the national homicide rate for Indigenous women is at least seven times higher than for non-Indigenous women. The Native Women's Association of Canada estimates that roughly 600 Indigenous women and girls in Canada have gone missing or have been murdered over the last two decades. The majority of these cases remain unsolved⁶. The representation of Aboriginal women in the prison system has increased by nearly 90% over the last 10 years, making them the fastest-growing offender group⁷.

Rates of violence against women are particularly high in the Yukon. Compared to the provinces, rates of sexualized offences against women are 2-3 times higher in the Yukon than in the provinces⁸. Indigenous women experience spousal assault at rates more than three times higher than for non-Aboriginal women or for men⁹. The number of Indigenous women who accessed shelters to escape violence in Canada was 21 per 100,000 in 2008. In the Yukon, the rate was 234 per 100,000¹⁰.

A 2013 Human Rights Watch report explores the relationship between the RCMP and Indigenous women and girls in northern BC, and uncovered allegations of sexualized assault by police officers and a widely perceived failure of the police to protect women and girls from violence¹¹. The report highlighted how fear of retaliation from police runs high in the north. "Those Who Take Us Away" the title of the Human Rights Watch report is a literal translation of the word for police in Carrier.

⁴ Statistics Canada. (2011). Violent victimization of Aboriginal women in the Canadian provinces, 2009. Ottawa: Minister of Industry

⁵ Native Women's Association of Canada (NWAC) (2010) Fact Sheet: Missing and Murdered Aboriginal Women and Girls. Retrieved from: https://nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls

⁶ Assembly of First Nations (2013) A National Action Plan to End Violence Against Indigenous Women and Girls

⁷ ibid

⁸ Richardson, Cathy (2013) Indigenous Women, RCMP and Service Providers Work Together for Justice: A Response-based Safety Collaboration in the Yukon. Research to Practice Network

⁹ ibid

¹⁰ ibid

¹¹ Human Rights Watch (2013) Those Who Take Us Away



Watson Lake has a population of about 800 people, approximately half self-identify as Aboriginal¹². Reported crime rates historically have been significantly higher in Watson Lake than in other Yukon communities. Reported crime rates per 1000 residents were about 4x times higher in Watson Lake than in Whitehorse between 2003-2008¹³. As a small, remote community, Watson Lake has under-resourced and oversubscribed social development services. In addition, these social development services are generally geared toward providing services within an adult context.

In the Yukon, a series of incidents involving violence against First Nations by the police led to a Police Review which identified systemic issues that compromise the safety of First Nations women and girls. In concert with the RCMP, women's organizations and Kaska women, LAWS spearheaded a community-based collaborative movement, Together for Justice, to restore the dignity of women who have been abused. In particular, to understand how language is used to conceal violence and to understand the impact of negative and positive social response on individuals who have been subjected to violence. This process led to the signing of a Safety Protocol Agreement between LAWS and the Watson Lake RCMP.

The Youth for Safety Project evolved as one element of the Together for Justice Project and aims to focus specifically on empowering Youth to be active participants in building safety and justice for women and girls in their community.



¹² Yukon Community Profiles (2013) Watson Lake. <http://www.yukoncommunities.yk.ca/watson-lake/watson-lake-population-labour-force>

¹³ Liard First Nation (2010) Liard First Nation Community Profile. http://www.eco.gov.yk.ca/pdf/FN_Com_Profile_LFN_LH_Ed.pdf



Learning Objectives and Outcomes

Learning Objectives

Participating Youth will learn:

- Group management and process skills to create safety in small groups;
- The dynamics of violence and resistance from sexualized violence to structural violence (e.g., the connection between sexualized assault, racism, poverty, gender, sexuality, geography);
- How to raise the subject of sexualized violence with peers of different ages;
- How to approach key adults to engage as “consultants” and allies;
- How to develop original materials as part of individual and collective initiatives to promote safety and justice in the school and community;

Learning Outcomes

The curriculum was designed with the following outcomes in mind:

- As the program progresses, Youth will experience themselves as knowledgeable and capable of working together to develop an informed and well-planned initiative in the community.
- Because the program will include accessing key adults, Youth will become familiar with the operation of organizations such as Town Council, Watson Lake Secondary School council, Chamber of Commerce, Department of Justice (Territorial and Federal), R.C.M.P. and Victim Services, Crown Counsel, Women’s Directorate, and other services and organizations.
- The group facilitation style will reflect the intended learning outcomes. Rather than a top- down expert-to-novice approach, the facilitators will build safety and confidence by identifying already existing skills and awareness, creating enough safety to allow open discussion, and developing a consistent focus on safety and justice and related materials. Program facilitators will be well trained in democratic and safe leadership group facilitation skills and well versed in projects to promote safety and justice, generally, and freedom from violence, in particular.
- The Youth will find the program interesting, unique, engaging, challenging, supportive, responsive, and educational. Every effort will be made to acknowledge not only the Youth involved but those who support their involvement, from family members to friends and teachers.



Curriculum

The overall program model will be delivered over 3 years in 4 parts. The overall model is designed to have Youth take on more and more responsibility and ownership of the program as the program progresses, ultimately leading to Youth graduating out of the program serving as mentors to younger Youth.

Figure 4 provides an overview of the goals of each part of the overall program.



FIGURE 1: 4 PART CURRICULUM



Project Launch Modules

Part 1, the project launch was delivered in 5 2-day modules between January-May 2016. There were also 2 introductory sessions held in November and December 2015. Figure 5 summarizes the content of each module.

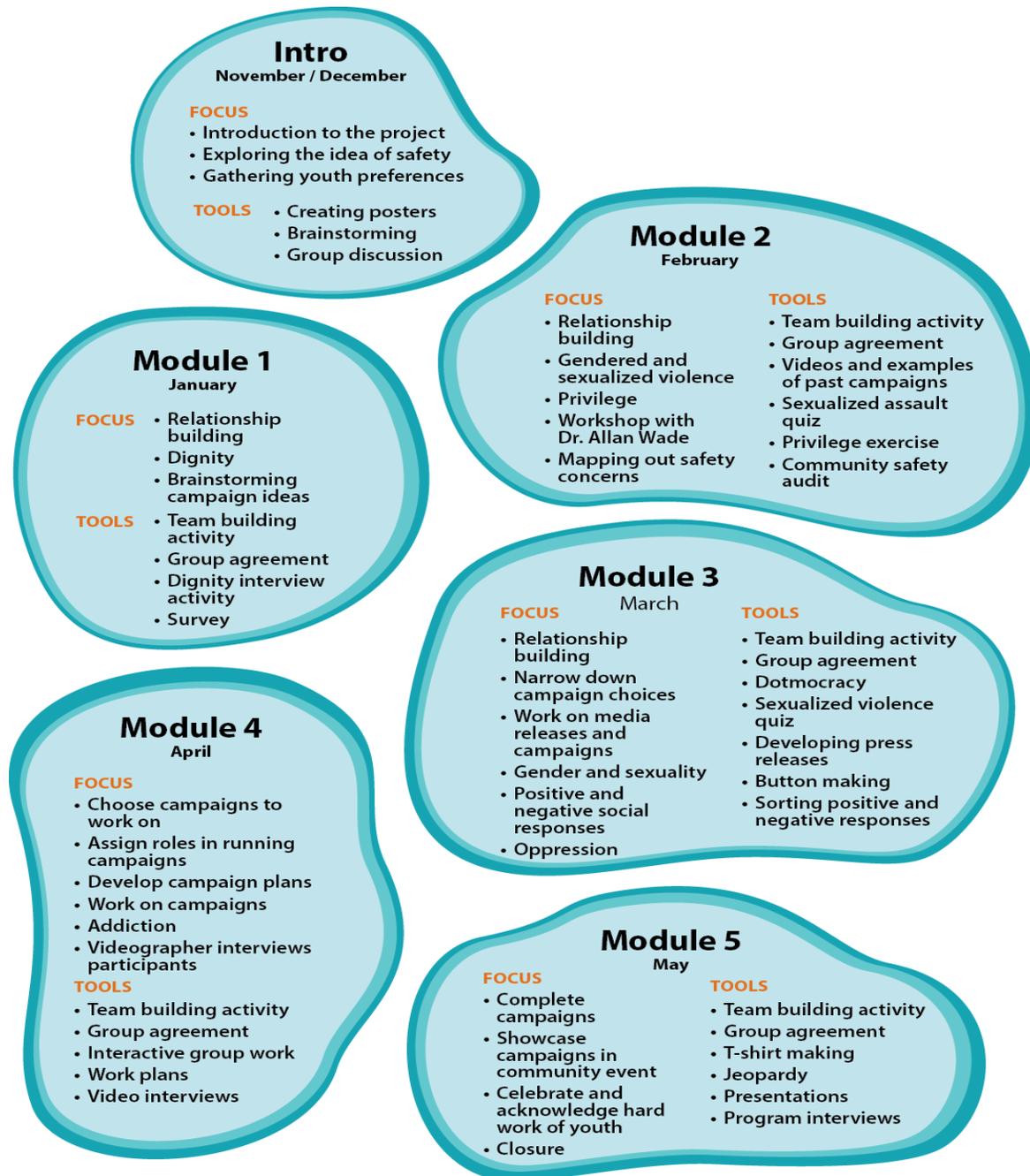


FIGURE 2: OVERVIEW OF PROJECT LAUNCH MODULES