

# Ts'ídāne á' nezen? Youth for Dignity (YFD)

Liard Aboriginal Women's Society (LAWS)



## PROGRAM YEAR 1: RESEARCH AND EVALUATION RESULTS

## Acknowledgements

We would like to acknowledge the youth that are part of the Youth for Dignity (YFD) program, their commitment to building a safer community, and for sharing their perspectives and experience. Their commitment to create meaningful change for safety in their communities is an inspiration. We also thank LAWS leadership, Elders, youth, family members, school staff, community partners and the project team who contributed to the design of the research and evaluation planning and continue to contribute their perspectives and experience. We would also like to thank everyone who took photos and captured the impactful moments throughout the course of the program.



## Executive Summary

In 2018, the Public Health Agency of Canada (PHAC) invited applications from organizations to advance promising practices and initiatives to prevent gender-based violence in the form of teen/youth dating violence in Canada. The Liard Aboriginal Women's Society (LAWS) application for *Ts'idāne á' nezen?: Youth for Dignity* (YFD) was successful with the project running February 2019 to December 2023.

YFD is a **youth empowerment project designed to address gender-based and relationship violence, and foster community safety and justice in the town of Watson Lake, Yukon**. The project focuses on knowledge and skill development among youth in Grades 8 to 12 at Watson Lake Secondary School (WLSS) in order to increase understanding and prevention of gender-based violence (GBV) and relationship violence and to mobilize youth as anti-violence leaders in Watson Lake (the Community). The fiscal year of 2019/2020 marks the first year of YFD's program implementation.



Under the leadership of LAWS and in collaboration with project partners, Beringia Community Planning Inc. is supporting the *Intervention Research and Evaluation* of YFD. Beringia's role is to collect quantitative and qualitative data to shine light on the impacts, outcomes, strengths, challenges and opportunities for YFD – and overall – tell the story of change.

The data summarized in this report was collected from YFD participants (Outtake Survey, interviews, sharing circles, activities, and workshop reports), project partners (interviews and the Advisory Committee Meeting), and community members (community-level data and interviews)<sup>1</sup>. The data summarized in this report aims to outline the YFD program Year 1 impacts and provide insight into continuing to build upon the program in upcoming years<sup>2</sup>. The data is organised into the following three sections:

- Learning about YFD Respondents
- Understanding the Impact of YFD
- Program Strengths, Challenges and Opportunities

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<sup>1</sup> Due to the Covid-19 pandemic, WLSS was ordered to close for the last two weeks in March 2020 and remained closed for the rest of the 2019-20 school year. With that, the last two Youth for Dignity sessions that were planned for April 27-29 and May 4-6 did not run, which was when the survey and interviews were originally scheduled to occur. This had an impact on the participation rate in the outtake survey and seven participants responded (26% response rate). COVID-19 also effected data collection for community feedback because YFD was unable to host its annual community event, where a community survey was to be administered.

<sup>2</sup> See Appendix D: Results Measurement Framework for details on indicators used to measure outcomes.

Learning About YFD Respondents <sup>3</sup>		
<p>♀ Identify as Female <b>58% (4/7<sup>4</sup>)</b></p> <p>♂ Identify as Male <b>43% (3/7)</b></p>	<p><b>71% (5/7)</b> Are between the ages of 13 to 15 years old</p>	<p><b>58% (4/7)</b> Are in grades 8 or 9</p>
<p>Kaska <b>43% (3 respondents)</b></p> <p>Non-Kaska <b>58% (4 respondents)</b></p>	<p><b>71% (5/7)</b> of respondents believe violence varies between somewhat of a problem to extreme crisis in the Community</p>	<p><b>71% (5/7)</b> of respondents believe attitudes are somewhat to extremely supportive</p>

## Understanding the Impact of YFD

### Short-term Outcomes (Years 1-3)

**Outcome 1:** Increased knowledge amongst YFD participants of issues, causes, and responses related to gender-based and relationship violence

**Key Themes:**

- ❖ YFD has helped participants learn about gender-based violence (GBV)
- ❖ Youth are learning about Kaska values, teachings and culture
- ❖ Youth are growing and learning in different ways due to YFD
- ❖ Elders involved in the program are learning from the youth



<p><b>100%<sup>5</sup> (7/7))</b> participants believe that YFD <b>has helped them learn about violence</b></p>	<p><b>100% (7/7)</b> participants believe they understand more about the <b>issues and causes of violence against women and girls</b></p>
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<sup>3</sup> The quantitative data is based on the responses of 7 out of 28 YFD participants (25% of total number of participants) who completed outcome surveys.

<sup>4</sup> Indicates 4 out of 7 participants, represented by 4/7 for example

<sup>5</sup> Analysis of participant survey responses were grouped, in that participants who selected ‘Agree’ and ‘Strongly Agree’ on the Likert scale were grouped as ‘Agree’; ‘Neutral’ as Neutral; and Disagree and ‘Strongly Disagree’ as Disagree.

**Outcome 2:** Strengthened skills amongst YFD participants to identify and respond to issues relating to gender-based and relationship violence

**Key Themes:**

- ❖ YFD is helping participants build skills and knowledge
- ❖ Youth are growing in a variety of ways that help them support others
- ❖ YFD participants are using what they are learning in YFD
- ❖ YFD participants feel more prepared to support those harmed by violence

<p><b>86% (6/7)</b> of participants agree they had <b>used what they learned in YFD to support others</b></p>	<p><b>86% (6/7)</b> of participants agree they are <b>better able to talk about violence</b></p>	<p><b>100% (7/7)</b> of participants feel <b>more prepared to support others</b> who have been harmed by violence</p>	<p>Participants felt they had learned the most about <b>raising awareness, gendered violence, oppression, public speaking, and supporting those who have been harmed by violence.</b></p>
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**Outcome 3:** Increased ability of participants to communicate knowledge on gender-based and relationship violence with their peers, family and community members

**Key Themes:**

- ❖ Participants are more comfortable talking about violence
- ❖ Participants are sharing what they have learned with others
- ❖ YFD is helping young men to speak out
- ❖ Elders and Project Partners are also sharing what they have learned with others
- ❖ YFD is helping to raise awareness in the community

<p><b>58% (4/7)</b> of participants agree that <b>YFD is helping create change</b> in the Community</p>	<p><b>86% (6/7)</b> of participants <b>tell their friends and family members</b> what they have learned in YFD.</p>
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**Outcome 4:** Increased sense of confidence and empowerment amongst YFD participants to respond to gender-based and relationship violence in their own lives, families, and community

**Key Themes:**

- ❖ YFD is helping to build participants’ confidence
- ❖ Youth feel empowered

<p><b>58% (4/7)</b> of participants believe they are <b>able to make a difference</b> in people’s lives</p>	<p>Project partners and youth believe participants have <b>increased their self-confidence</b> since YFD</p>
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**Outcome 5:** Increase in YFD participant’s understanding, connection to, and ability to draw on Kaska cultural principles, protocols, and teachings related to dignity and safety in relationships

**Key Themes:**

- ❖ YFD has helped to connect Kaska and non-Kaska participants to Kaska culture
- ❖ YFD participants are learning more about Kaska teachings and principles on safety and dignity
- ❖ Elders have an important role in YFD program



**100% (7/7) of Kaska and non-Kaska participants believe that YFD has helped them feel more connected to Kaska culture**

**100% (7/7) of Kaska participants and 88% of non-Kaska participants believe YFD helped them learn more about Dene 'Á Nezen, Kaska teachings and principles on safety and dignity**

Project partners shared that having Elders involved in YFD is **increasing the participants’ and the communities’ connection to and pride for Kaska culture**

**Outcome 6:** Increase in knowledge dissemination mechanisms for sharing effective approaches and practices in dating/relationship violence and programming among youth, particularly Indigenous Youth

**Key Themes:**

- ❖ YFD has increased the involvement of youth in activities and campaigns to end GBV
- ❖ The project has undertaken a number of ‘knowledge dissemination’ activities, many of which were youth-led

**100% (7/7) of participants agree they are more involved in activities and campaigns to end GBV**

YFD awareness raising activities in 2019/2020 included **Red Handprint on Face, Vigil, Red Dress, Information Cards, social media campaign, Posters and a Button Campaign.**



## Medium-term Outcomes<sup>6</sup> (Years 3-5)

Outcomes	Key Themes
<b>Outcome 1:</b> Improved ability of YFD participants to raise awareness on GBV issues, prevention, and response	❖ Youth are raising awareness through campaigns and initiatives
<b>Outcome 2:</b> Enhanced community awareness of GBV prevention and response, based on Dene 'Á Nezen and Response-Based Practice	<ul style="list-style-type: none"> <li>❖ Conversations in the community are happening</li> <li>❖ Individuals and groups doing anti-violence work are growing</li> </ul>
<b>Outcome 3:</b> Strengthened feelings of safety and peer supports amongst YFD participants	<ul style="list-style-type: none"> <li>❖ Participants gained new friendships and supportive relationships</li> <li>❖ Relationships are foundational to YFD</li> </ul> <p><b>100% (7/7) of YFD participants feel they have gained new friendships and supportive relationships through YFD</b></p>
<b>Outcome 4:</b> Increased understanding and knowledge amongst partners, collaborators, relevant organizations and government departments of “what works” in terms of anti-violence programming with Indigenous youth	<ul style="list-style-type: none"> <li>❖ Service Providers are learning about YFD</li> <li>❖ WLSS school and teachers are being exposed to a culturally grounded, community-based program in the school</li> </ul>
<b>Outcome 5:</b> Increase in organizations and service providers using the research to deliver other GBV prevention programs to youth, particularly Indigenous Youth	<ul style="list-style-type: none"> <li>❖ Service providers are integrating response-based approach into work</li> <li>❖ Involvement of Service Providers in YFD</li> </ul>
<b>Outcome 6:</b> Sustained collaborations and deepened partnerships between LAWS and project partners	❖ Partnerships are continuing to evolve
<b>Outcome 7:</b> Enhanced sustainability and adaptability of the design and delivery of the YFD model	❖ YFD accreditation initiative

<sup>6</sup> Medium term outcomes were developed for years 3-5 of the project however as documented in this Report, we are already at Year 1 seeing impacts related to these outcomes.

## Program Strengths, Challenges and Opportunities

Strengths	Challenges
<ul style="list-style-type: none"> <li>- Youth are <b>interested in joining YFD</b> and continuing their participation</li> <li>- <b>Strong facilitators</b> supported youth engagement and leadership</li> <li>- YFD is a <b>platform for young leaders</b></li> <li>- YFD Participants are <b>proud of their work</b></li> <li>- <b>Culture and Elders</b></li> <li>- YFD offered a <b>variety of engaging activities</b> and relevant topics</li> <li>- Facilitators take a <b>reflexive approach</b> to the design and delivery of workshops</li> <li>- <b>Community coming together</b></li> <li>- Youth appreciate having <b>good snacks</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>COVID-19</b> Impacts on YFD</li> <li>- Barriers to <b>accreditation</b></li> <li>- <b>Student engagement</b></li> <li>- Navigating <b>difficult conversations</b></li> <li>- <b>Break between sessions</b></li> </ul>

### Opportunities

1. Continue to build **culture into the program**
2. Continue to foster **school and teacher support**
3. **Family involvement** in YFD
4. **Partnership opportunities** with **Advocates**
5. **Partnership opportunities** with **service delivery** organizations
6. Social media and **online campaigns**
7. Explore YFD being part of **Rural Educational Module (REM)**
8. **Education for Police Officers**
9. Explore roles for **Peer Mentors**
10. **Community events**

The experience and insights shared by youth and project partners throughout the research and evaluation activities is valuable to consider when moving to into the next program cycle. The findings spoke loudly and clearly about the impact the program is having and the strength of youth as emerging leaders. The findings in this report will be shared and discussed with LAWS and the YFD project team, as well as the youth. We hope this information can help to celebrate and build on the project's successes and pursue opportunities for continued growth. Beringia and project partners will strive towards continuing to build YFD and addressing gender-based and relationship violence and community safety and justice in Watson Lake, Yukon.





“It’s good to have a better understanding” —Youth



“I feel strongly that I know more [about violence]” —Youth



“[YFD] has a lot of life lessons” – Youth



“[YFD is] a great movement to be a part of” – Youth



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# Introduction

**YFD is a youth empowerment project designed to address GBV and foster community safety and justice in the town of Watson Lake, Yukon.** It is funded by the Public Health Agency of Canada (PHAC) and will run from February 14, 2019 and will continue until December 31, 2023. The project focuses on knowledge and skill development among youth in Grades 8 to 12 at Watson Lake Secondary School (WLSS) in order to increase understanding and prevention of GBV and to mobilize Youth as anti-violence leaders in their community. The first YFD workshop programming cycle ran from October 2019 to March 2020 and included six 2-day long sessions, along with additional community activities and campaigns.

Beringia Community Planning Inc. (“Beringia”), under LAWS leadership and in collaboration with project partners, is designing and implementing YFD’s Intervention Research and Evaluation (IR&E). A detailed overview of the plan is found in the *YFD Intervention Research and Evaluation Plan*. In March and July 2020, research and evaluation activities were conducted to understand the impact of YFD, and the program’s strengths, challenges and opportunities. This data was collected through:

- YFD Participant outtake surveys
- YFD Participant sharing circles and activities
- Project partners<sup>7</sup> and Participant interviews
- Review of session workshop reports

**This report provides an overview of the research and evaluation results from the first year of the YFD program (2019/2020).** The data collected has been summarized into three sections:

- ❖ Learning about YFD Participants
- ❖ Understanding the Impact of YFD
- ❖ Program Strengths, Challenges and Opportunities

Together the data helps to understand how YFD is making a difference in the lives of YFD participants, at the community level, and at a systems level. The results from this report can be used for on-going program development to further the impact of YFD.

This report will include the following sections:

<b>A. Introduction</b>	Introduces YFD, intervention research and evaluation, and data collection.
<b>B. YFD Project, Intervention Research and Evaluation Overview</b>	An overview of YFD, research and evaluation, objectives, phases, outcomes, and approaches to research.

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<sup>7</sup> Project Partners include members of the project team, LAWS leadership, as well as community members and service providers affiliated with YFD.

<b>C. Learning About YFD Participants</b>	An overview of information on participants who completed the Outtake survey.
<b>D. Understanding the Impacts of YFD</b>	An overview of the impact of YFD organized by short-term and medium-term outcomes.
<b>E. Project Strengths, Challenges and Opportunities</b>	An overview of YFD’s strengths, challenges, and opportunities.
<b>F. Conclusion</b>	Concluding comments about this Report.
<b>G. Appendices</b>	Includes: <i>Appendix A: YFD Participant Outtake Survey.</i> <i>Appendix B: Interview and Sharing Circle Guiding Questions</i> <i>Appendix C: Summary of Quantitative Data from Outtake Survey</i>

# YFD Project, Intervention Research and Evaluation (IR&E) Overview

## YFD Project

YFD is a **youth empowerment project designed to address GBV and foster community safety and justice in the town of Watson Lake, Yukon**. The project focuses on knowledge and skill development among youth in Grades 8 to 12 at WLSS in order to increase understanding and prevention of GBV and to mobilize youth as anti-violence leaders in their community.



The YFD program is culturally driven as it involves Kaska elders at all stages and is shaped by Kaska culture, principles, and protocols. YFD is grounded in Dene 'Á Nezen – which means dignity and respect – the Kaska system of wellness. It promotes socially just, culturally appropriate, effective responses to violence, and promotes positive self-identity in the critical phases of youth development.

The YFD project will weave together an interconnected relationship between the core elements of the project: *1) Workshop programming, 2) Intervention Research and Evaluation, 3) Knowledge Dissemination, 4) Sustainability Initiatives, and 5) Partner Contributions*. These elements will be combined with the grounding in Kaska culture and Response-Based Practice (RBP)<sup>8</sup>.

The **Objectives** of the YFD Project are to:

1. Increase understanding among youth and the Community about issues related to GBV;
2. Enhance the ability of youth to identify, respond to, and prevent GBV;
3. Improve youth's understanding, connection to, and ability to draw on Kaska cultural principles, protocols and teachings related to dignity and safety in relationships;
4. Increase knowledge dissemination on effective approaches and practices in dating / relationship violence programming among youth, particularly Indigenous Youth;
5. Expand knowledge dissemination mechanisms to share information about project innovations, successes and challenges with partners, collaborators and relevant organizations and government departments;
6. Ensure the sustainability and adaptability of the design and delivery of the Youth for Dignity in Relationships programming model; and
7. Ensure successful project planning and execution towards achieving the agreed upon program and research objectives within the set scope, time, quality and budget standards

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<sup>8</sup> Response-based practice (RBP). RBP is an evidence-based methodology which draws from the most up to date research on interpersonal violence and is informed by Indigenous survivors. It provides an effective practical and theoretical basis for understanding and addressing violence and for supporting victims and perpetrators of violence within a social change process. LAWS integrates RBP into much of its community work due in part to the de-pathologizing, anti-racism and non-victim-blaming orientation of RBP. The practice also celebrates Indigenous resistance to mistreatment and organizes safety-planning around an individual's pre-existing knowledge.

## YFD Intervention Research and Evaluation (IR&E)

Beringia is supporting the IR&E of the YFD Project. Beringia's approach to IR&E is one that empowers the community, honors culture, builds capacity, and includes participation, engagement and collaboration.

The research and evaluation process is best described in Kaska as Kēdzéntédé Kedzedj meaning 'We are all learning together.' Kēdzéntédé Kedzedj is a Kaska teaching that guides a process based on sharing and learning together, and the involvement of different perspectives, strengths, experiences and voices. For a detailed overview of the IR&E process, see *YFD Intervention Research and Evaluation Plan* produced in October 2019.



Our focus is to build understanding of the impacts of the YFD program, particularly:

- If and how effectively it brings about change for youth at WLSS in terms of increasing their knowledge and skills to identify, prevent, and respond to GBV
- If and how effectively the project increases youth connections to Kaska culture and the impact that this connection has on their understanding of dignity and responses to violence
- If and how effectively it brings about increased awareness and motivation to address the issue of violence for the Community

## Objectives

The objectives of the IR&E are to:

1. Conceptualize, design and test new approaches in an ongoing process of continuous implementation, adaption, and change;
2. Engage partners and participants to reflect and collect feedback on YFD's progress and impacts, in alignment with Kaska cultural protocol and research policies and ethics;
3. Understand how YFD is unfolding, and how effective it is at meeting its objectives, to inform mid-course corrections;
4. Build knowledge on how YFD brings about change for the youth and the Community; and
5. Conclude lessons learned and develop recommendations for future projects.



## Phases

The IR&E initiative has three phases: **Phase 1: Pre-Planning**; **Phase 2: Implementation 4 YFD Program cycles that run from September to May each year from 2019 to 2023**); and **Phase 3: Post-Project**. These three phases are spread out over 6-fiscal years. Figure 1 outlines the phases that take place in each year of YFD.

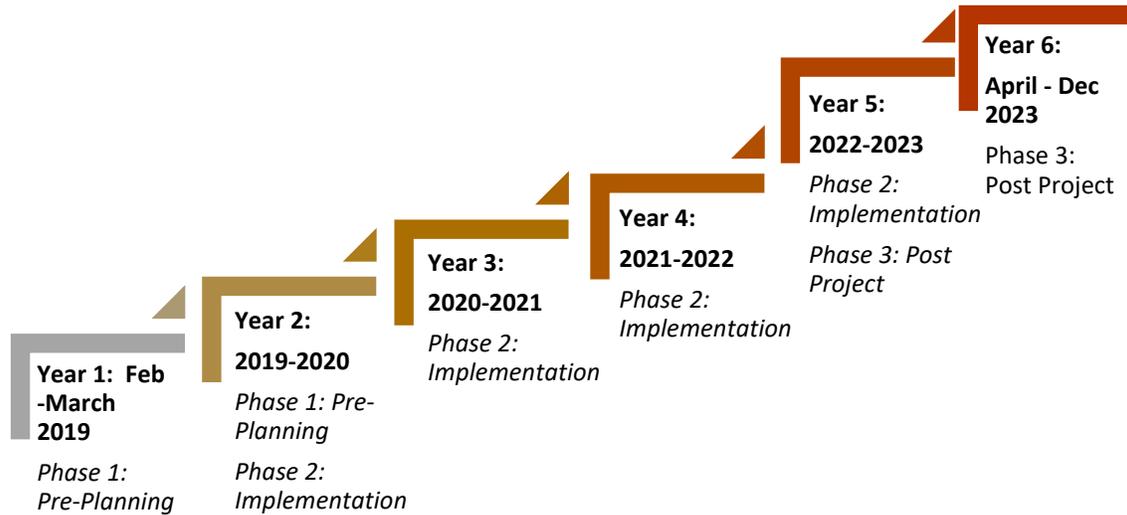


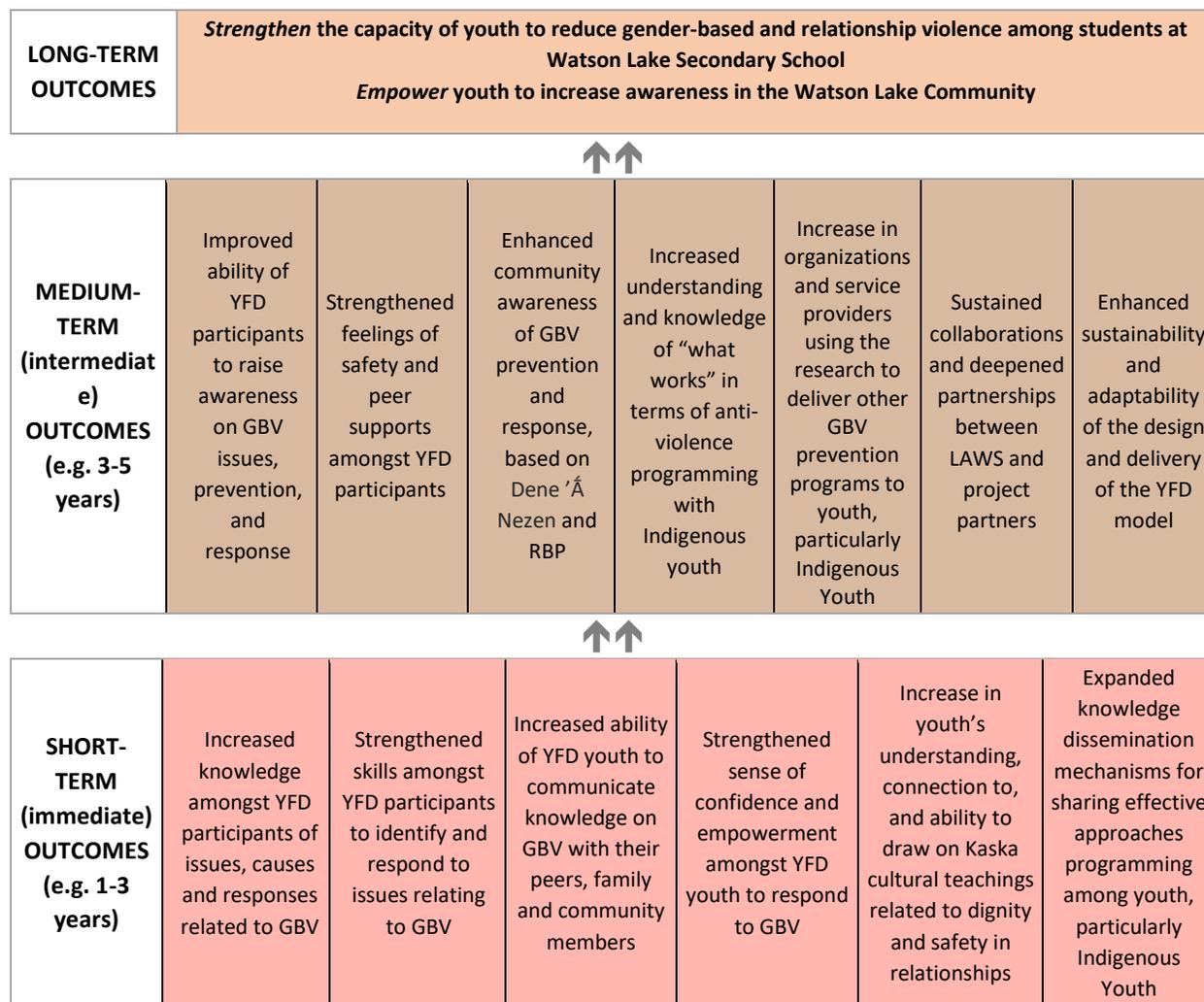
Figure 1: Phases of YFD IR&E by Fiscal Year



## Outcomes

YFD complete the first program cycle and results are showing both **short-term outcomes (1-3 years)** and some **medium-term outcomes (3-5 years)**. The following Result Framework outlines YFD’s anticipated short-term, medium-term, and long-term outcomes.

Figure 2: Results Framework



## Research and Evaluation Methodology

To understand the impacts of YFD, Beringia is using the following methods for data collection, as illustrated in Figure 3.

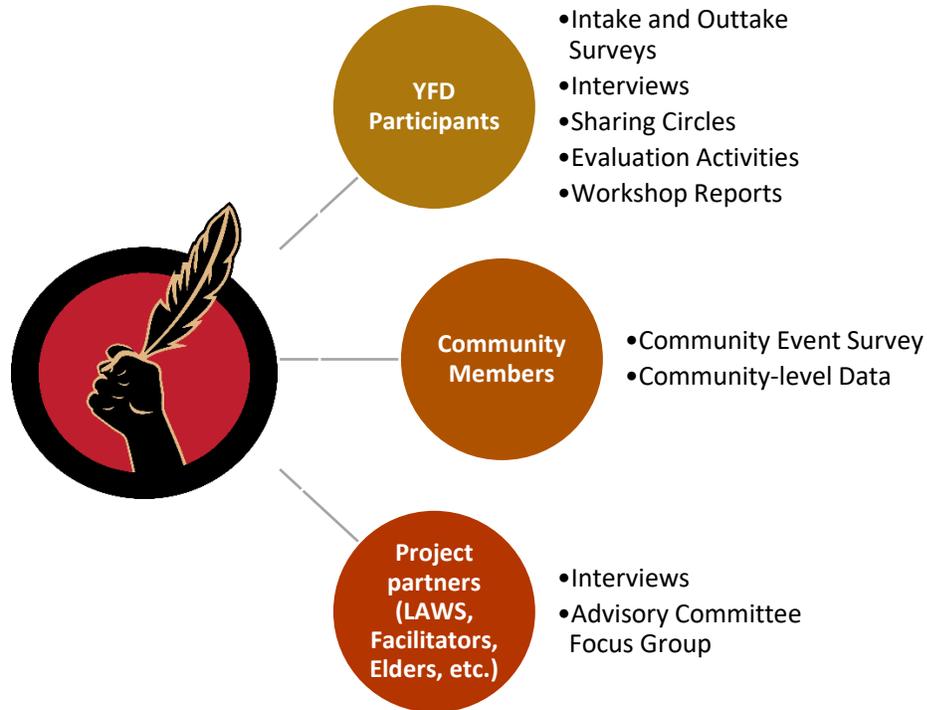


Figure 3: Data Collection Methods

This report is based on data collected using the following sources:

### YFD Participants

- **YFD Participant Outtake Survey<sup>9</sup>**: The Survey was administered throughout July and August 2020. 7 participants out of 28 completed the survey, a response rate of 25%. The Survey can be found in **Appendix A** and a detailed summary of survey responses can be found in **Appendix C**.
- **YFD Participant Interviews<sup>10</sup>**: 5 interviews were conducted with YFD participants during July and August 2020. See **Appendix B** for guiding questions.

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<sup>9</sup> The Survey was originally scheduled to be completed with the full group in the May workshops, however due to COVID-19, the workshops were unable to run as scheduled. The research team adapted to the circumstances by administering the Survey at a small, outdoor YFD gathering on July 20, 2020 (3 participants completed the Survey) and with support from a project partner based in Watson Lake, who worked one on one with 4 more participants to complete the Survey throughout July and August 2020.

<sup>10</sup> Interviews with YFD participants were originally scheduled for April and May sessions, but due to COVID-19, were completed in July at a small, outdoor YFD gathering and by a project partner who interviewed 4 more participants throughout July and August 2020.

- **YFD Participant Sharing Circle:** On July 20, 2020, facilitators and researchers conducted a sharing circle with 3 YFD participants. Guiding questions used for the discussion can be found in **Appendix B**.
- **Additional YFD Participant Activities:**
  - **YFD Participant Kaska Flowers Activity:** On March 10, 2020 Beringia met with 9 YFD participants and asked the youth to each take a Kaska flower petal and write down or draw a symbol to represent something they have learned from participating in YFD. Youth shared their responses with the group and create complete flowers with the individual petals.
  - **Continuum Activity:** On March 9<sup>th</sup>, 2020, YFD participants were invited to participate in a ‘human continuum’ activity where they were asked to position themselves on a line across the room in relation to their response to a question. The continuum had 5 points along it: *Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree*.
- **Workshop Reports:** 6 workshop reports were completed by YFD Secretariate for the October, November, December 2019 & January, February, and March 2020 sessions. The report was analyzed for content related to IR&E.



### Community Members:

- **Community Event Survey:** Due to COVID-19 engagement restrictions, YFD was unable to host its end of year annual gathering, where a community survey was planned to be administered.
- **Community level data:** In October 2019, data was collected from Yukon Council of First Nations (YCFN), Yukon Government Victim Services and the Royal Canadian Mounted Police (RCMP) Watson Lake detachment related to reported incidents of violence in Watson Lake and communities across the Yukon.



### Project Partners:

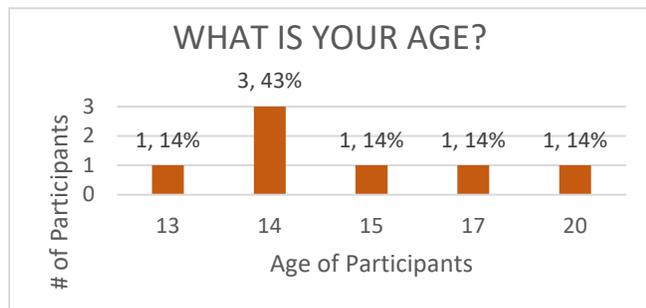
- **Interviews:** Interviews were conducted with the following 6 project partners in March and July 2020: LAWS Executive Director, YFD Elder, YFD’s School Liaison, YFD’s Facilitators, and Youth Social Worker.
- **Advisory Committee Meeting:** On Wednesday, April 15, 2020 LAWS hosted an Advisory Committee meeting with 8 members, made up of a mix of service providers, Elders, school staff, and project team members. The meeting focused on celebrating the YFD Project achievements and highlights, discussing challenges and priorities, and identifying partnership opportunities for 2020/2021.

## Learning about YFD Participants

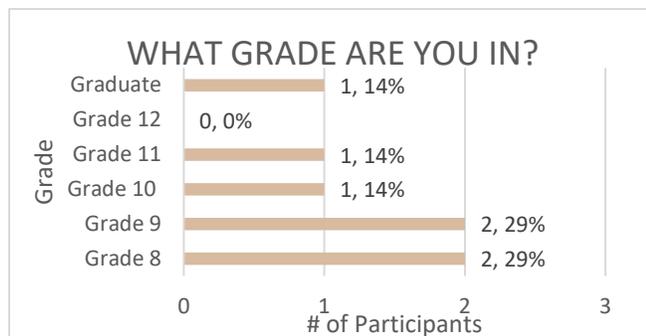
This section provides an overview of gender, age, grade and Kaska heritage of participants to provide an understanding of who participated in the Outtake Survey and interviews.

**Gender:** In the Survey, participants were asked “what is your gender?” with the option to choose male, female, or other. Out of seven respondents, **4 participants (58%) identified as female** and **3 participants (43%) identified as male**.

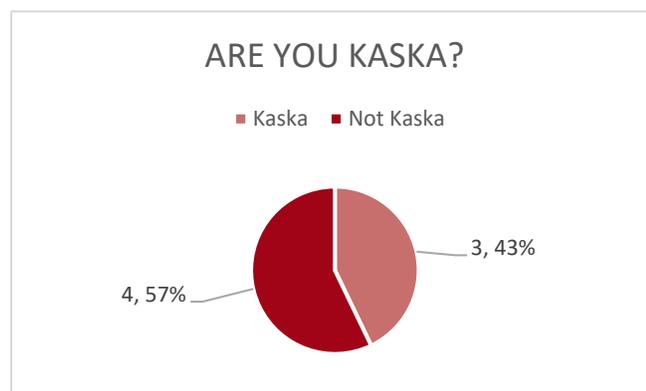
**Age:** Survey respondents represented a range of ages with the **majority (3 respondents) being 14 years of age**.



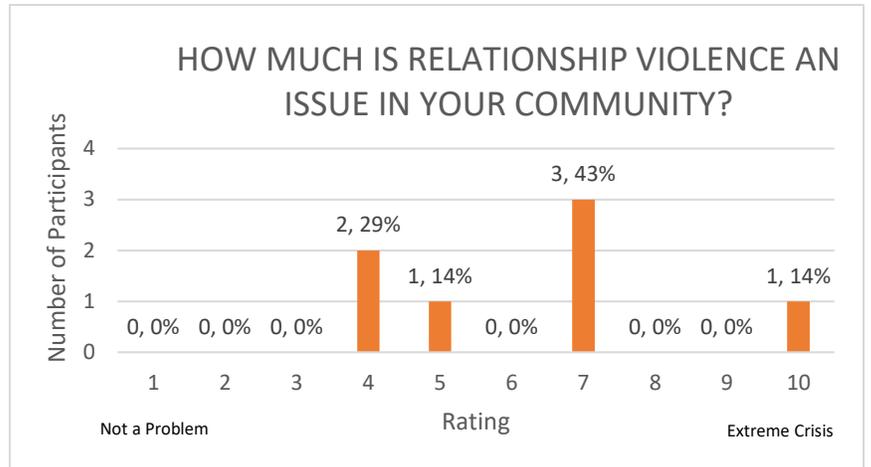
**Grade:** In the Survey, participants were asked “What grade are you in?” The respondent grades varied with the **majority being in Grades 8 and 9** (2 respondents each).



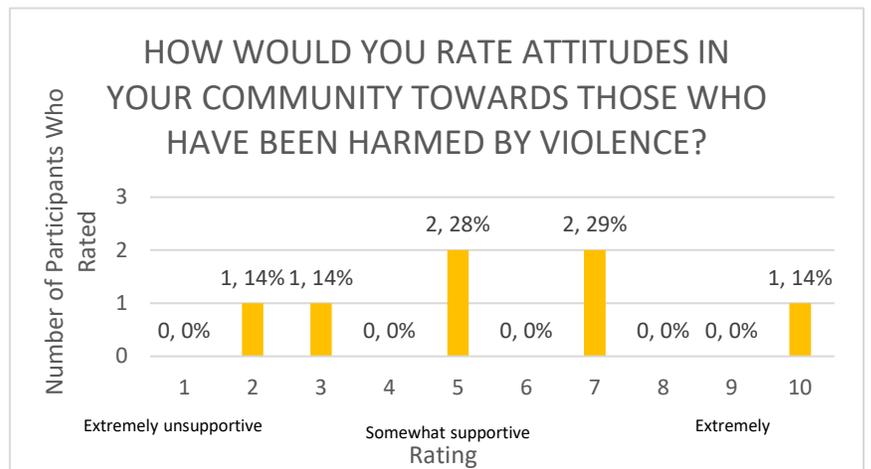
**Indigenous Ancestry:** In the Survey, participants were asked: “Are you Kaska?” Out of the seven participants who responded, **three (43%) were Kaska** and four (58%) were not (see Figure 5).



Participants shared that **GBV is a problem in the Community**. As seen in survey, 71% of participants (5 respondents) believe relationship violence varies between somewhat of a problem to extreme crisis in the Community (rating of 5 to 10).



Participants had **varying opinions about community attitudes** towards those who have been harmed by violence. When rating relationship violence from 1 (being not a problem) to 10 (being an extreme crisis), 71% of participants (5 respondents) believe attitudes are somewhat to extremely supportive (rating of 5 to 10), and 28% of participants (2 respondents) believe attitudes are less than somewhat supportive (1 to 4).



# Understanding the Impacts of YFD

This section provides a summary of the impacts of YFD and is organized by short and medium-term outcomes. See **Figure 2: Results Framework** for a complete list of outcomes. Under each outcome are key themes in bold, along with quantitative and qualitative data collected from youth and project partners as described in this report’s methodology section. Many of the outcomes overlap and are interconnected, and so the data shared under one outcome may be applicable under multiple outcomes.

## Short-term Outcomes

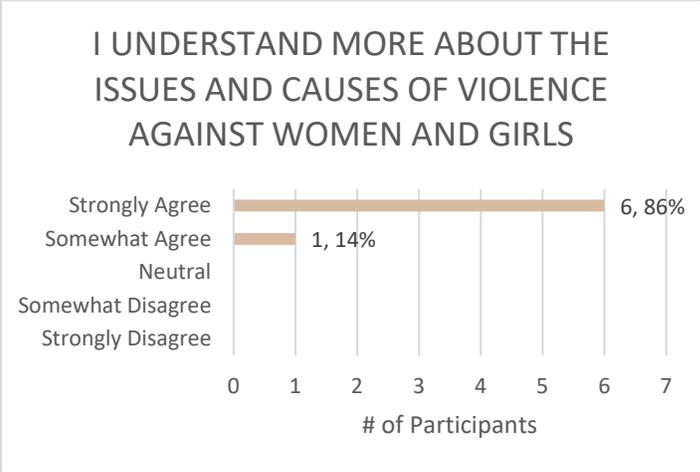
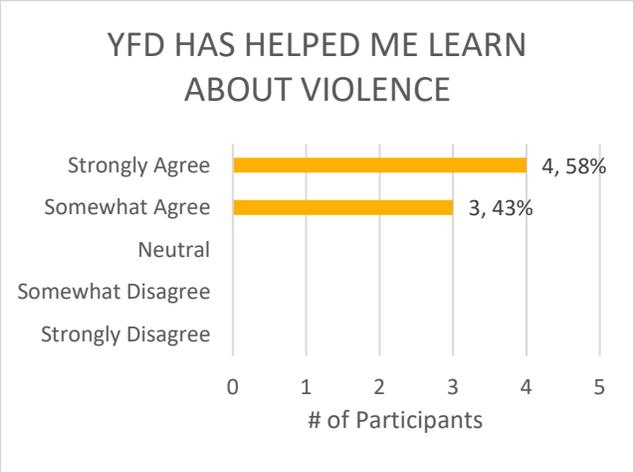
**Outcome 1:** Increased knowledge amongst YFD participants of issues, causes, and responses related to gender-based and relationship violence

“It’s hard to say one thing I have learned because it all connects and spirals into something else- I could write a book.”- Youth

### YFD has helped participants learn about gender-based violence (GBV)

Participants shared that YFD has helped participants learn about GBV. 100% of participants (7 respondents) indicated that YFD has helped them learn about violence. 100% of participants (7 respondents) strongly or somewhat agree that they understand more about the issues and causes of violence against women and girls.

“[I have learned] you can support someone without supporting their choices not defending their actions”  
- Youth



“[I have learned about] importance of holding people accountable.”  
- Youth

“When there are multiple opinions, we work through it in a circle.”  
- Youth

Facilitators described how YFD participants have shown an increase in knowledge about GBV through the following observations and actions:

- Key topics and activities from previous sessions were brought forth by students
- How passionately the students were debating and engaging with one another about the quiz responses
- Students were eager to test their recall of facts and statistics related to the topics covered in the workshop
- The students seem to be more comfortable using accurate language (e.g. preferred pronouns, rape, consent and victim blaming)
- Students are better able to identify basic definitions and terminology around gender identity and sexual orientation
- Students demonstrated self-awareness and understanding of the different forms that privilege can take

“YFD youth are using words like rape, consent, victim blaming” – Service provider



“When you mix pride, culture, social justice and Kaska values, youth have the tools to deal with different situations.”  
– YFD School Liaison

**Youth are learning about Kaska values, teachings and culture**

Partners also described how as part of learning about GBV, youth are learning more about who they are and Kaska values. Partners explained in learning about violence and social justice, youth are also learning about Kaska values which helps to prepare youth to deal with different situations.

**Youth are growing and learning in many ways due to YFD**

Elders spoke of the change they noticed in youth as they progress through the program, including opening up and being more polite and respectful. Partners also spoke of how they are building creativity, problem solving and critical thinking skills. For example, the way the program prioritizes youth decision-making, supports youth to take on leadership roles.

In YFD [Youth] have options...they make their own decisions. The school makes a lot of decisions for youth usually.  
– School Liaison

**Youth Voices: What have you learned from YFD?**

- Victim blaming	- Being respectful as much as possible
- Empath and sympathy	- Missing and Murdered Indigenous Women and Girls (MMIWG)
- Gender pronouns	- Victim blaming
- Response based responses	- Sexualized violence against women
- Social responses	- Statistics and consent
- Working together as a group	
- Not assuming pronouns- to check and ask	

## Elders involved in the program are learning from the youth

In addition to Youth learning, the findings also showed that Elders involved in the program are learning about GBV from the youth. One Elder explained how the participants teach the Elder’s how youth help each other and watch out for each other.

“[The youth] teach me how they help each other and watch out for each other. Something I learned – kids know places to go – they look out and know how to be safe and help each other.” – Elder



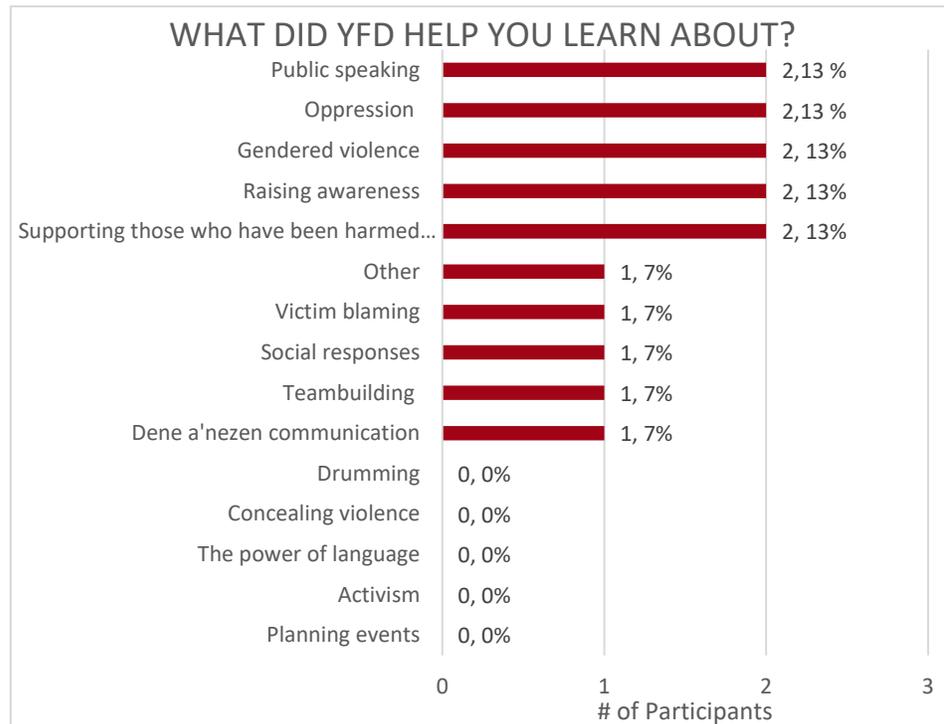
I noticed [at first the youth] are hard to talk to but they are opening and really growing up. I am growing with them. The youth are more polite and respectful - they ask if they can help you. They are really good to me.  
- Elder

## Outcome 2: Strengthened skills amongst YFD participants to identify and respond to issues relating to gender-based and relationship violence

### YFD is helping participants build skills and knowledge

Participants shared that YFD has helped them build skills to raise awareness and identify and support those who have been harmed by violence. Participants felt they had learned the most about raising awareness, gendered violence, oppression, public speaking, and supporting those who have been harmed by violence.

“Whenever my friends talk to me, I really listen and support.”  
– Youth



**Youth are growing in a variety of ways that help them support others**

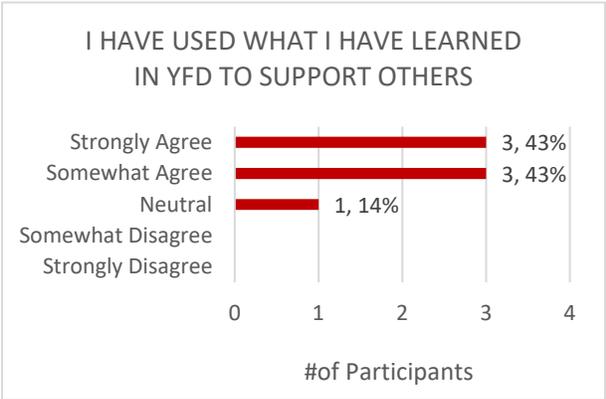
Research shed light on a number of ways that youth are growing through the program. Youth expressed how YFD has helped them treat others with more compassion and kindness. Partners discussed how YFD is provide youth with knowledge, skills, and tools to stand up for themselves.

“[Youth] are getting tools to stand up for themselves, to peer pressure- with smoking for example.” – YFD School Liaison

“I am a lot nicer since being part of YFD.” – Youth

**YFD participants are using what they are learning in YFD**

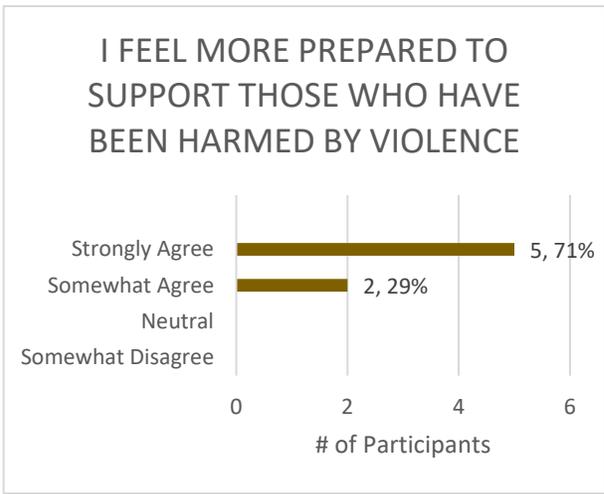
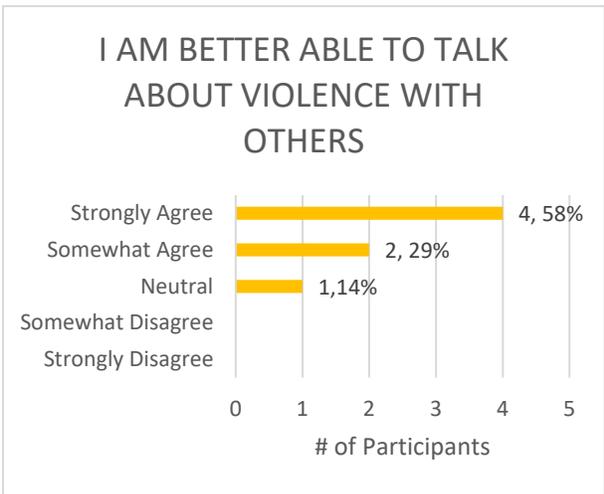
As seen in the Survey responses, 86% of participants (7 respondents) felt they had used what they learned in YFD to support others.



“If someone told me something, I would better know how to react and respond” - Youth

**YFD participants feel more prepared to support those harmed by violence**

100% of participants (7 respondents) feel more prepared to support others who have been harmed by violence, and 86% of participants (6 respondents) feel they are better able to talk about violence since joining the YFD program.



**Outcome 3:** Increased ability of participants to communicate knowledge on gender-based and relationship violence with their peers, family and community members

““[Violence] is an uncomfortable topic for some people, but not so much for me anymore”. - Youth

**Participants are more comfortable talking about violence**

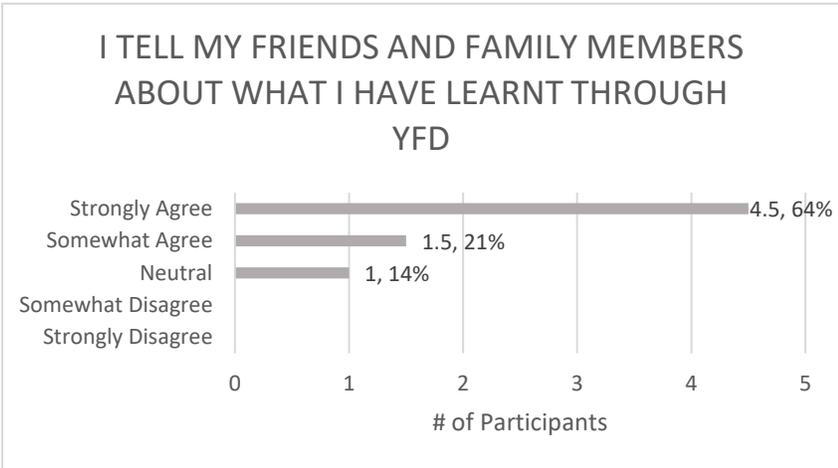
Participants discussed how they feel more comfortable talking about violence. Several youth and partners indicated that with feeling more confident, they are better able to talk to other about violence.



**Participants are sharing what they have learned with others**

Participants indicated that they are sharing what they have learned with others. As seen in survey results, 86% of participants (7 respondents) tell their friends and family members what they have learned in YFD.

“Making sure [my friends and family] know what’s happening in the world. I mostly talk with my family” - Youth



**YFD is helping young men to speak out**

Youth described how YFD is helping to teaching the men in the group how to speak up, and how hearing from men makes a difference. It offers a way for young women and men to come together and support each other.

“I want to try to help.” – Male Participant

**Elders and Project Partners are also sharing what they have learned with others**

In addition to youth communicating their knowledge with others, project partners (e.g. school liaison, elder) also shared that they have noticed they themselves are talking about the topics addressed in YFD more.

I am more inclined to talk about violence... and more likely to speak up” – YFD’s School Liaison

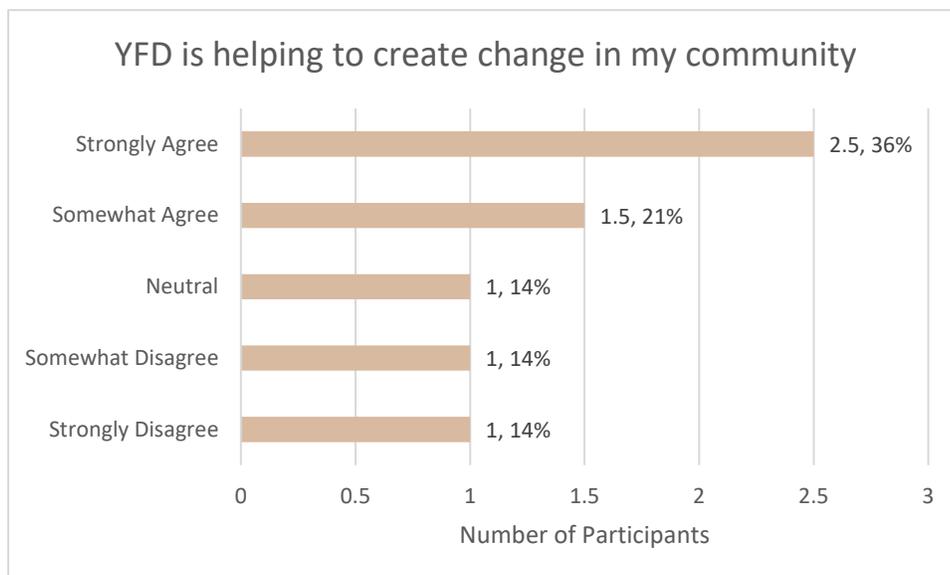
## YFD is helping to raise awareness in the community

“[YFD creates a] conversation ripple effect” – Service provider

Project partners discussed how YFD is creating positive changes in the Community. Some examples from project partners include that YFD is increasing community relationships and ways to share knowledge, for example, more Elder and youth interaction. Partners also discussed how YFD is normalizing the discussion around GBV

and words associated with GBV (e.g. rape, consent, and victim blaming) to create more community discussion around the topic.

Participants shared that YFD is creating some change in the Community. As seen in survey results, 58% of participants (7 respondents) agree that YFD is helping create change in the Community. Participants discussed that they have noticed that more people are aware of the issues of violence



“Ever since I joined I am educating others on how to talk about black lives matter and violence. I am more aware and do my best to educate others. Sometimes educating my sister, and also online, and now having the confidence to talk to other people about things that need to change.” - Youth

“People are more aware of [violence]” - Youth

**Outcome 4:** Increased sense of confidence and empowerment amongst YFD participants to respond to gender-based and relationship violence in their own lives, families, and community

**YFD is helping to build participants’ confidence**

Participants and partners shared that YFD has helped to build confidence in participants. This in turn helps participants engage more in conversations on violence, take on leadership roles, and also seek out help for themselves if needed.

“I notice the open mind of everyone. So many people coming in, surrounded by different people. My confidence is radiating.” - Youth

“I notice self-confidence growing through YFD. If they have the confidence to call a friend and ask for help- that is huge.” – School Liaison

**Youth feel empowered**

As seen in survey results, 58% of participants (4 respondents) believe they are able to make a difference in people’s lives.

YFD takes a youth-led approach which youth and partners expressed as being crucial to the program. This is seen in facilitators supporting youth to make decisions on activities and taking on leadership roles in a supported way. For example, a Youth called a government staff to ask about funding opportunities for youth initiatives, youth designing the YFD logo, sharing their ideas for campaigns, and deciding what to write on the signs they create and where to put them in the Sign Post Forest.



“There is a difference between YFD and other classes...it’s not top down. We are all learning together.” - Youth



“[The program] has given me motive to change things in my community” - Youth

Project partners believe participants are more empowered to respond to GBV in their own lives,

“Participants are more empowered to respond to GBV in their own lives, families, and communities.” – Project Partner

“I’ve learned to speak up and been taught that my voice does have an impact.” - Youth

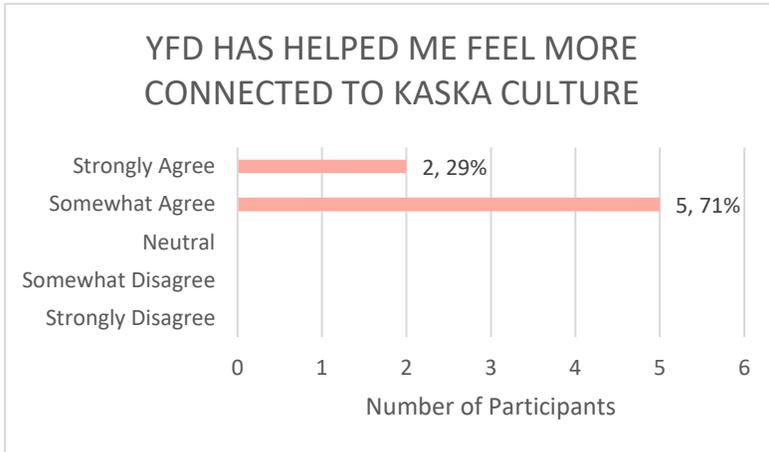
“I hear [the youth] speak of a different world [and] trying to change the course of what will happen” – LAWS Executive

families, and communities.

**Outcome 5:** Increase in YFD participant’s understanding, connection to, and ability to draw on Kaska cultural principles, protocols and teachings related to dignity and safety in relationships

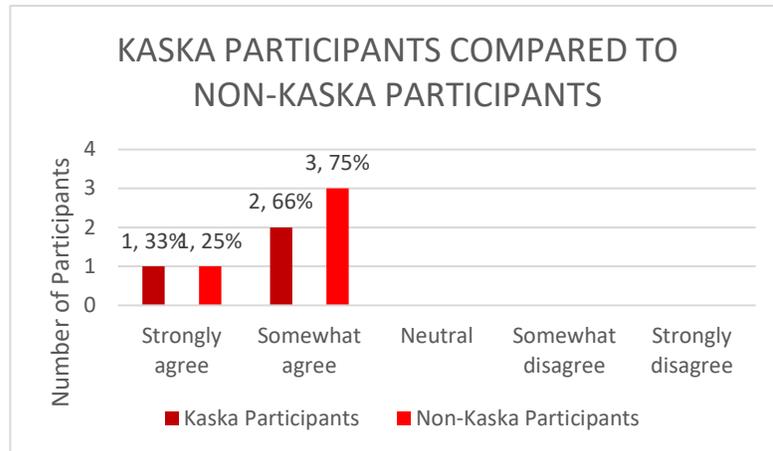
**YFD has helped to connect Kaska and non-Kaska participants to Kaska culture**

Participants shared that YFD has helped to connect Kaska and non-Kaska participants to Kaska culture. Survey results show that 100% of Kaska and non-Kaska participants (7 respondents), believe that YFD has helped them feel more connected to Kaska culture.



““[It is] so important [for youth] to connect to ancestry and who [they] are” – YFD’s School Liaison

When looking at the results from Kaska and non-Kaska participants, we see that both Indigenous and non-Indigenous students are feeling more connected to Kaska culture.

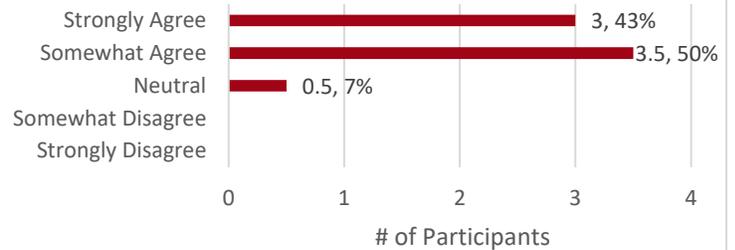


## YFD participants are learning more about Kaska teachings and principles on safety and dignity

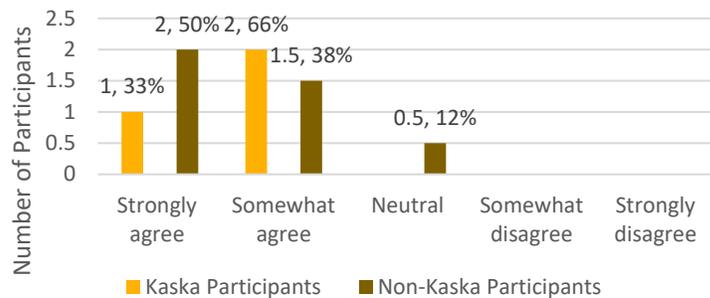
Participants shared that YFD helped them learn more about Kaska teachings and principles on safety and dignity. Survey results show that 93% of participants (7 respondents), 100% of Kaska participants (3 participants), and 88% of non-Kaska participants (4 respondents) believe YFD helped them learn more about Dene 'Á Nezen, Kaska teachings and principles on safety and dignity.

“Before [YFD], I didn’t know about [Kaska culture] at all” – Youth

### YFD HAS HELPED ME LEARN MORE ABOUT DENE A'NEZEN, KASKA TEACHINGS AND PRINCIPLES ON SAFETY AND DIGNITY



### KASKA PARTICIPANTS COMPARED TO NON-KASKA PARTICIPANTS



## Elders have an important role in YFD program

Youth and partners discussed the important role Elders have in the YFD program- in telling stories, teaching cultural activities like drumming and beading, and building relationships with the youth, helping connect youth to their ancestry and families, and having a supportive presence overall. Some project partners feel that having Elders involved in YFD is increasing the participants’ and the communities’ connection to and pride for Kaska culture.

“Elder’s in school make it so “community is in the classroom” – YFD’s School Liaison

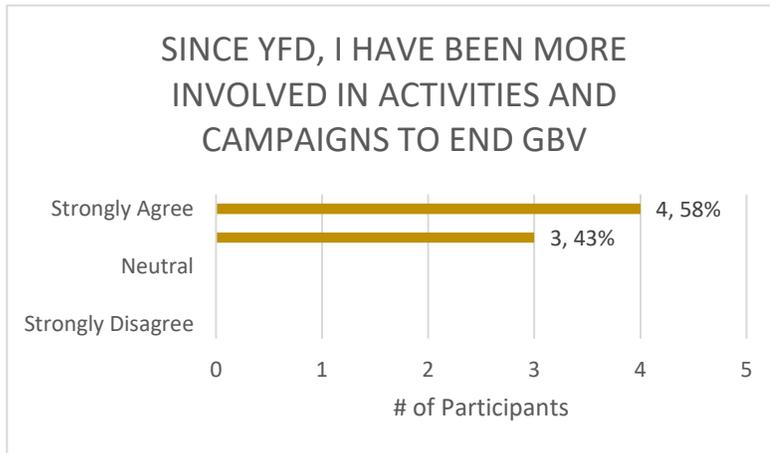
“I found out I was related to [YFD Elder] and she told me about my relatives. I thought I was Tlingit- I didn’t know I was Kaska and I was able to meet my actual family.” – Youth

“We talk to [the youth], tell them stories about how things were [and] what they should know about” – Elder

Outcome 6: Increase in knowledge dissemination mechanisms for sharing effective approaches and practices in dating/relationship violence and programming among youth, particularly Indigenous Youth

### YFD has increased the involvement of youth in activities and campaigns to end GBV

Participants shared that YFD has increased the involvement of youth in activities and campaigns to end GBV. Survey results show that 100% of participants (7 respondents) feel they are more involved in activities and campaigns to end violence against women and girls.



“The Red Dress [was a highlight]...working together, communication, and the energy put into it radiated.” – Youth



### The project has undertaken a number of ‘knowledge dissemination’ activities, many of which were youth-led

The project undertook a number of knowledge sharing activities, many of which were youth led. These activities and mechanisms are described below.

**YFD Knowledge Dissemination Activities and Campaigns 2019/2020**

- ❖ **YFD Project Announcement:** LAWS announced the launch of the YFD project in the LAWS summer 2019 newsletter which was distributed across the community.
- ❖ **YFD Winter Newsletter:** LAWS prepared and distributed a newsletter with an overview of the YFD project and updates on the great work done by the youth. The newsletter also highlighted the December 6<sup>th</sup> Vigil.
- ❖ **December 6<sup>th</sup> Vigil:** YFD participants planned a powerful community Vigil on December 6<sup>th</sup> for Canada’s National Day of Remembrance and Action on Violence Against Women. 106 people attended the gathering. There was a mix of youth, community advocates, service providers, RCMP, family members and community members. Speeches were given by youth, the Liard First Nations Chief, and LAWS Executive Director.

## YFD Knowledge Dissemination Activities and Campaigns 2019/2020

- ❖ **Red Handprint on Face:** YFD participants put red paint on their faces to symbolize speaking up for those whose voices were extinguished. It was explained how red is symbolic as the only colour that spirits can see and that its use acknowledges and welcomes their presence. By wearing red, they are acknowledging that their voices have been silenced, and that they can speak for them.
- ❖ **Red Dress:** As part of the December 6<sup>th</sup> Vigil, the YFD participants and Elders created a model of a red dress that is made of formed chicken wire and adorned with red strips of fabric tied onto the chicken wire. The red strips of fabric were available at the Vigil for guests to write messages on and then tie onto the dress. The YFD participants are applying for additional funding for a glass case for the dress to be permanently displayed in the lobby of WLSS along with a plaque with information about the initiative.
- ❖ **Information Cards and Posters:** The students researched and designed information cards with Canadian statistics to give away to Vigil guests to raise awareness. Youth also designed large format posters with mantras calling for an end to violence against women and calling for action on Missing and Murdered Indigenous Women (MMIW).



- ❖ **Button Campaign:** The youth have a button-making machine and created various designs that were cut out and pressed to make lapel buttons. The buttons were given away to community members.



## Medium-term Outcomes

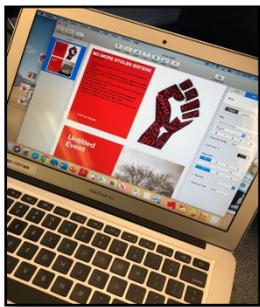
The following section outlines the change related to medium-term outcomes. As we are still in the early years of the project, we will continue to track change related to these outcomes, however the IR&E results have revealed that there is already significant progress on the outcomes discussed in this section.

### Outcome 1: Improved ability of YFD participants to raise awareness on GBV issues, prevention and response

#### Youth are raising awareness through campaigns and initiatives

YFD participants have organized events such as the Vigil where they led the event, created information cards to give to guests, posted on Instagram to raise awareness, created the red dress, all demonstrating the ability of YFD participants to raise awareness. In workshops, students generated ideas for awareness-raising initiatives. Partners described how the campaigns offer 'actions [for youth] to grab onto'.

"[YFD participants] are taking on more initiatives." – LAWS Executive Director



[I am most proud of] learning about everything that is happening in the world and making a difference. A bunch of students and advocates were able to spread the word and help change the planet. Letting everyone know that this is real. It's not just happening on your tv screen it's happening everywhere. Educating about how violence happens.  
- Youth

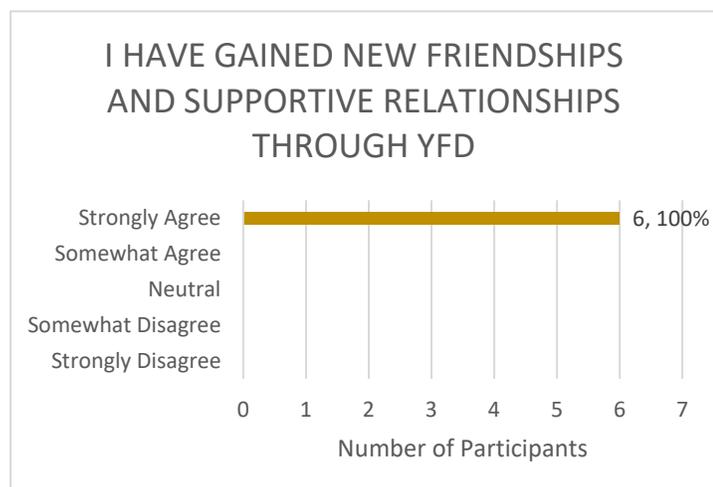


### Outcome 2: Strengthened feelings of safety and peer supports amongst YFD participants

#### Participants gained new friendships and supportive relationships

The Survey shows that 100% of YFD participants (6 respondents) feel they have gained new friendships and supportive relationships through YFD. The new network of friends gives YFD participants a larger support system and sense of safety.

"I would describe it like a family, it makes me feel safe." – Youth



### **Relationships are foundational to YFD**

Youth and project team members discussed the importance in relationships to the YFD program. They shared that YFD offers a way for relationship building between youth, facilitators, other anti-violence advocates in the community and service providers. Amongst the youth, Facilitators explained how participants are becoming more supportive with their peers.

“It’s not just about education – relationship and connection are [of the] same importance if not more.” – Project Partner

**Outcome 3:** Enhanced community awareness of GBV prevention and response, based on Dene ’Á Nezen and RBP

“Connecting with teachers/facilitators and certain people brought [our relationships] closer.” – Youth”

### **Conversations in the community are happening**

Part of the ongoing research and evaluation is to understand the impact of YFD at a community level. Due to Covid-19 gathering restrictions, the annual community event was cancelled and we were unable to collect community data through surveys with community members attending the event.

A youth spoke about how they are noticing changes in other students, but not much at the community level. In interviews with youth and the partners, we are hearing that conversations in the community are happening because of the work of YFD participants, including conversations with their peers and family members, and their awareness raising campaigns.

“[I’ve noticed] changes in other students in how they talk about violence and treat women. Not many changes in the community. I’d like to see signs and posters and more support – something that would let everyone know what is happening and what we have been doing in our group so that others can learn.” - Youth

### **Individuals and groups doing anti-violence work are growing**

Partners also spoke about how the number of people engaged in the YFD project, as well as other initiatives in the community on violence prevention, is growing. A service provider spoke about how the inclusive approach being taken supports people to join the work in different ways, whether it is being a youth participant in YFD, or attending a youth-led vigil.

“Knowing that the group is getting bigger, it’s inclusivity. And people are having those conversations in the community.” – Project Partner

**Outcome 4:** Increased understanding and knowledge amongst partners, collaborators, relevant organizations and government departments of “what works” in terms of anti-violence programming with Indigenous youth

### **Service providers are learning about YFD**

This medium-term outcome that we are continuing to monitor. A service provider explained how YFD is “ramping up” and how people are beginning to know about YFD and start conversations about GBV, rape culture, consent, victim blaming and more. In their work, the service provider felt they had “so many ideas” that had developed from YFD and that they had taken back to their workspace.

**WLSS school and teachers are being exposed to a culturally grounded, community-based program in the school**

Youth spoke about the differences between YFD and their other classes included that YFD is not ‘top down’ and ‘we are all learning together’. A youth spoke about how difference youth need different ways of teachings and learning, and YFD offers this.

“Each kids mind is different and needs different ways of teaching-if we are taught the same, we all come out the same.” – Youth

YFD School Liaison spoke about the importance of having a community-based program in the school and for staff to see how this can be successful.

“For the school to witness a program completely outside of the box that is not Department of Education curriculum... to see something successful is so for teachers to see it can come from the community to work - things can work in short chunks, doesn’t have to be a Department of education timetable.” – School Liaison

**Outcome 5: Increase in organizations and service providers using the research to deliver other GBV prevention programs to youth, particularly Indigenous Youth**

**Service providers are integrating response-based approach into work**

One service provider who has been involved in trainings on RBP spoke about how they have begun to integrate RBP into their workplace settings. One service provider who works as a counsellor explained how using RBP allows her to “better deliver [her services] in an intuitive way.”

**Involvement of Service Providers in YFD**

A service provider highlighted the importance of collaboration and support between service providers, YFD, government, and advocates to create success. They also highlighted that service providers must be held accountable for having appropriate knowledge about GBV. Once service providers have more knowledge and begin adjusting their services to support those who have been affected by GBV, the Community may begin to see systems-level change.

**Outcome 6: Sustained collaborations and deepened partnerships between LAWS and project partners**

**Partnerships are continuing to evolve**

When speaking with project partners, partners expressed that partnerships are evolving but there is more work to be done in supporting the youth and this work. LAWS as a respected and established organization, has many supportive partners. WLSS and the support from the school’s principal has been critical to the



project, as well as partnerships with the youth counsellor, and service providers in Watson Lake.

**Outcome 7:** Enhanced sustainability and adaptability of the design and delivery of the YFD model

#### **YFD Accreditation Initiative**

As part of the Project's sustainability initiative, YFD is pursuing accreditation of the program so that students can receive credits for completing the program. This will also support the adaptability of the program to other locations and context. The research and pursuit of accreditation is ongoing.

# Project Strengths, Challenges and Opportunities

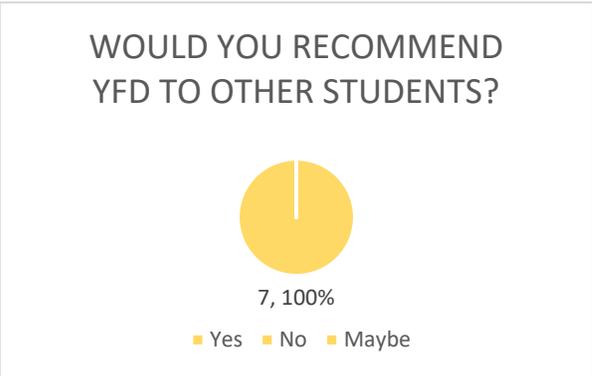
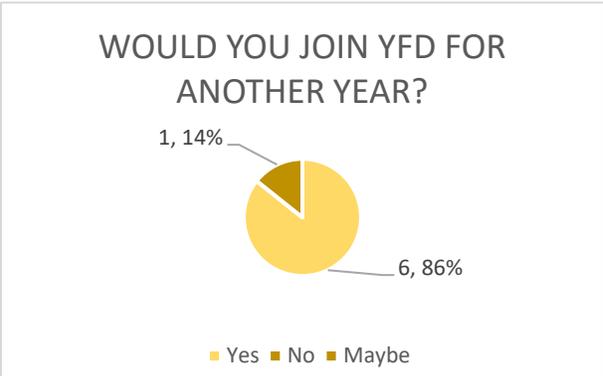
The research and evaluation activities highlighted a number of strengths to the project, alongside challenges and opportunities to continue to evolve this important work. This section provides a YFD’s strengths, challenges, and opportunities.

## YFD Strengths

### 1. Youth are interested in joining YFD and continuing their participation

YFD is a program that youth want to join and would recommend to others. As evident in survey responses, 85% of participants said they would join YFD for another year and 100% of participants said they would recommend YFD to other students.

“I would [recommend YFD to other students] because It is important, fun, and educational”- Youth



“[I liked] learning about everything that is happening in the world and making a difference” – Youth

“I really enjoy the environment and learning new skills” – Youth

### 2. Strong facilitators supported youth engagement and leadership

Youth shared that they like the facilitators who made YFD interactive, engaging, and responsive to current events and participant interests. Youth described how facilitators listen to the youth and support opportunities for the youth decision making and leadership in program activities. This approach was raised as a reason why some youth want to participate- because they feel listened to and have opportunities to make decisions and take on leadership roles.

“[The facilitators] are fun people. I like how much spirit they have.” – Youth

“Renee and Julie are easy to understand and you can talk to them. They make a difference.” – Youth

### 3. YFD is a platform for young leaders

Youth and partners described how the program supports youth in taking on leadership roles- whether this is seen in youth arriving early to set up the room with out being asked, or helping an Elder to their seat, to calling a government employee to ask about youth funding opportunities. Youth shared in surveys and interviews that YFD improved their public speaking and confidence working with different people.

“[The youth] are remarkable and powerful young people... they are finding this power within themselves.” – Project partners

### 4. YFD Participants are proud of their work

As described in this report, YFD participants undertook many awareness raising activities this year and they expressed pride in their work. For examples, the vigil and creating the Red Dress was a source of pride for a number of the youth. They described how all the students worked together, they felt the impact of the vigil, it was a lot of hard work to bring it all together and they were proud of the high attendance at the vigil.

#### Participants were proud of:

- "Projecting my voice"
- "The projects and progress made in the community"
- "The fact we were standing up for those women experiencing violence"
- "Everything! Coming together"



“[I was most proud of] when we made the dress and did the workshops. I did a lot of work on the dress so was really proud. I have never done anything like that before so it was cool.”

- Youth

### 5. Culture and Elders

Youth and partners described the importance and strength that culture brings to the project. Having Elders involved in all the session helps connect youth to stories and teachings. A big highlight from the year was the drumming workshop where youth learned how to make and play and drum, along with learning teachings about drumming.



### 6. YFD offered a variety of engaging activities and relevant topics

YFD included a variety of interactive activities and relevant topics that kept students engaged.

Participants shared that some of the most interesting topics and activities for participants were sexual abuse, MMIW, the Vigil, and the drumming workshop.

## 7. Facilitators take a reflexive approach to the design and delivery of workshops

YFD facilitators take a reflexive approach to the design and delivery of workshops. This means that facilitators are reflecting on the practice and changing the workshop activities based on what they are observing and hearing from participants. In the case of YFD, the program is open to all WLSS students to join (Grade 8 to 12) and a high number of participants are in Grade 8 and sometimes need a different approach and pace to learning for some of the topics. Facilitators are keeping aware of the learning needs of the participants and adapting the workshop to meet learning needs in terms of pace, activities, and tools.

## 8. People and community coming together

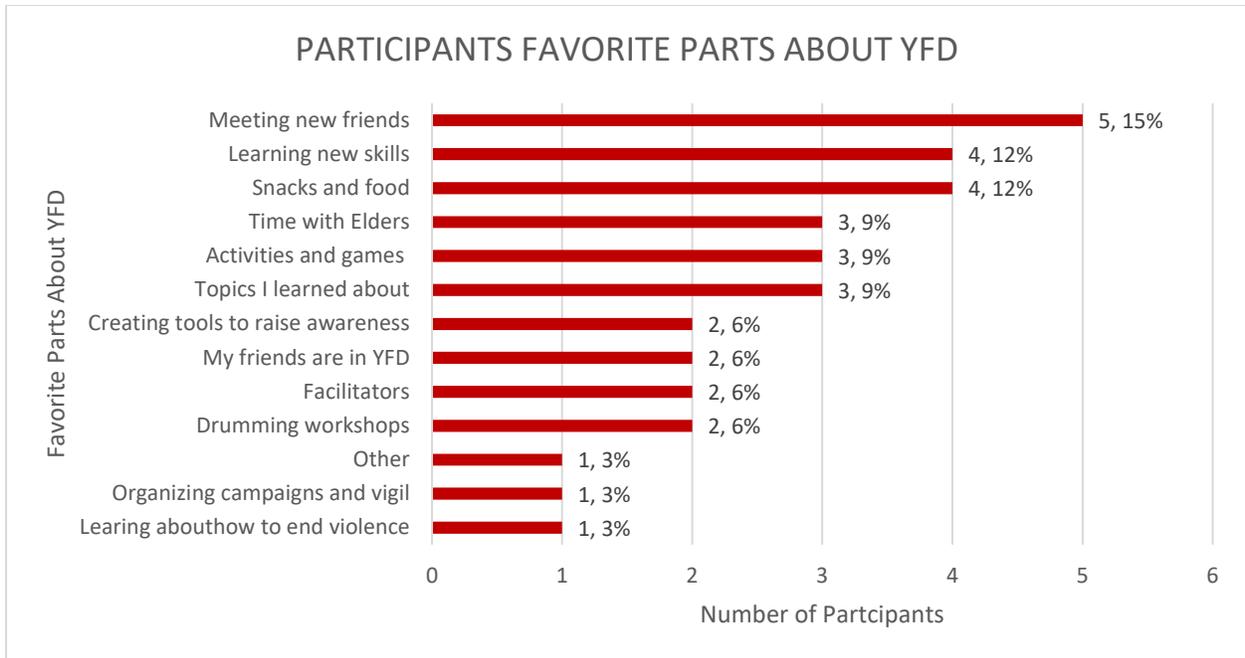
Youth and community are coming together through activities and initiatives that help to build hope, form new relationships, and create spaces for community members, partners, and youth to connect (e.g. the Vigil). This includes opportunities for youth to connect with other youth, family members, service providers and collaborate with Advocates in the community.

“The level of hope makes me so excited and happy that the foundation is there. Friendships that allow us to lean on each other that wasn’t there before, and kids able to share – that’s my auntie that’s my grandma! – community connection and bringing people together” – Service Provider

Participants’ favorite part about YFD was meeting new friends. Moreover, YFD includes participants of different, from Grades 8 to 12, which gave participants the opportunity to spend time with other youth they may not otherwise. 100% of participants agree they have gained new friends and supportive relationships through YFD which speaks to the importance of peer to peer relationships.



“There’s been such a disconnect in the community...We haven’t connected because outside of school there are not many places to connect together as a community. Prior to colonization we were always connected, on the land, doing cultural events. This is one small way to get that connection back.” - LAWS Leadership



## 9. Youth appreciate having good snacks

Many participants commented on YFD's snacks and most participants enjoyed the snacks that were served.

## YFD Challenges

This section outlines YFD's challenges faced this past year which were raised by project partners and youth in data collection activities:

- 1. COVID-19 Impacts on YFD:** The COVID-19 pandemic and the resultant travel and social engagement restrictions began to have an impact on the YFD project during Year 2. Due to the Covid-19 pandemic, WLSS was ordered to close for the last two weeks in March 2020 and remained closed for the rest of the 2019-20 school year. For example, the community event was cancelled.
- 2. Accreditation:** The research into accreditation options for the YFD program by Art Stephenson led to determining that the available options, are all -- to various degrees -- unsuitable given the intents of accreditation and critical factors having to do with the design and delivery of the initiative. An ideal outcome for the accreditation of the YFD initiative would require substantial policy changes on the part of the Department of Education.
- 3. Student engagement:** Some youth shared they are hesitant to join/return to YFD they have to miss class to participate and may need those credits to graduate. One participant who was asked if they would join YFD for another year said maybe, "not



because its bad, just because [they didn't] want to miss class." Some teachers were also hesitant about their students joining YFD because they had to miss class.

4. **Navigating difficult conversations:** Facilitators noticed that some topics were not landing with some youth, like racism and privilege. This could be due to delivery or pushing comfort levels of youth. Facilitators also noted that it can be challenging to have youth in and out of the classroom as they can miss parts of the discussion.
5. **Break between sessions:** It was shared that the gap between session can be challenging for some participants as it impacts momentum and continuity in the activities and program.

## Opportunities

Based on conversations with youth and partners, and building on the strengths, the following opportunities for YFD were identified:

1. **Continue to build and culture into the program**

Partners and youth spoke about how important bringing culture into the program is, and continuing to explore how this can be done through including more drumming, Elder storytelling and leading genealogy, involving Elders in pre-planning, doing different cultural activities according to the seasons/months, and bringing in a male Elder.

2. **Continue to foster school and teacher support**

Partners and youth suggested that facilitators continue to talk to teachers about the program (e.g. meeting at the start of the year). Youth also suggested 'hying up YFD in the school' for example by posting photos on the bulletin board.

3. **Family involvement in YFD**

Youth discussed the opportunity for family members to be involved in YFD which included YFD doing a 'show and tell' for families members to share what they have learned and accomplished. This could also be done by creating a video which is shared with family members.

4. **Partnership opportunities with Advocates**

This year showed how successful collaboration between youth and Advocates can be. These opportunities to continue to work together in different ways can be explored further, for example activities where Advocates and youth can get to know each other and do group work together.

5. **Partnership opportunities with service delivery organizations**

Service providers discussed ways they can support the youth which can include staff coming to speak about their work and how they can work together to support the youth.



## 6. Social media and online campaigns

Partners and youth discussed continuing to use social media and online campaign, especially given challenges during COVID to do activities in person. This can help showcase the work being done in YFD and also help bridge time between sessions and keep youth engaged. Partners discussed doing a contest or give away where youth have to like/follow the YFD account and tag friends to increase visibility about certain issues.

## 7. Explore YFD being part of Rural Educational Module (REM)

Partners discussed YFD being part of the Rural Educational Module which occurs during the school year- in September for seniors and in May for juniors. REM offers rural students the opportunity for integrated teaching and learning designed to connect students with Yukon's heritage and traditions and strengthen their emotional, mental, and physical wellbeing. REM connected students with peers from other rural Yukon communities, and as such would offer a way for YFD to expand its reach to youth in other communities.

## 8. Education for Police Officers

Youth shared that there needs to be education for police officers in the Community. These youth said police are "seen as superior people" who "see native kids as thugs" and who "are beating up the drunks and arresting people." The youth believe that the police in the Community need more training to further understand community relations and challenges. One idea from youth was for there to be community-led patrols.



## 9. Explore roles for Peer Mentors

There is a role and funding in the project for youth to take on role as 'peer mentors'. The project can continue to consider and design what these opportunities could look like for example, joining the Advisory Committee, being part of the Community of Practice's Youth Advisory Council, co-facilitating, and supporting younger youth as they join YFD.

## 10. Community events

Partners and participants discussed how the workshops are great but that what really shines is at community events, and there should be more of this. It was discussed that this is a way to involved family members and that parents like to see their children recognized for their work. Some participants expressed interest in participating in more community outreach and events. One participant said "[they would] like to have more events and make more videos." Another participant said they "would be more involved if there was more [going on] in town."

# Conclusion

The data summarized in this report highlights valuable information from YFD’s first year of implementation. This information helps us to understand the impact that YFD is having on youth and community thus far, as well as the strengths and challenges of YFD and opportunities for further program development. This insights and perspectives shared are a gift and helps us to tell the story of change.

These findings will be shared with LAWS, YFD’s project team, and YFD participants. Beringia will continue to support YFD in its IR&E and supporting integrating its findings into the growth and development of YFD. It is our hope that this report helps to shines light on how remarkable the youth are and to celebrate the inspiring group of participants for their hard work and passion to create change among their peers, Community, and globally.



## Appendix A: YFD Participant Outtake Survey

### YFD Participant Outtake Survey

Thank you for your hard work and being part of Youth for Dignity (YFD) this year! We want to understand how YFD is helping you learn, gain new skills and is making a difference, as well as what we can do to make YFD even better. We want to hear from you, and this survey will help us do so.

There are 16 questions, that should take you about 30 minutes. Please answer these questions honestly. Your answers will be kept confidential, meaning only LAWS and the project team will have access to your survey. **If taking this survey makes you feel upset, or that you would like to talk to someone, please let Renee, Julie, or Kate know so that we can support you.** To thank-you for completing the survey and sharing your thoughts, we will be giving you a \$50 gift card.

### *Souga Sinla! Thank you!*

1. Survey Code (Birthdate: MM/DD/YYYY): \_\_\_\_\_
  
2. What is your gender? Check ✓ one  
**Male** \_\_\_\_\_      **Female** \_\_\_\_\_      **Other** \_\_\_\_\_
  
3. What is your age? \_\_\_\_\_
  
4. Are you Kaska?      **Yes** /      **No**
  
5. What grade are you in? Check ✓ one  
**Grade 8** \_\_\_\_\_      **Grade 11** \_\_\_\_\_  
**Grade 9** \_\_\_\_\_      **Grade 12** \_\_\_\_\_  
**Grade 10** \_\_\_\_\_
  
6. How much is relationship violence an issue **in your community**? Circle one.  
  
1      2      3      4      5      6      7      8      9      10  
Not a Problem      Extreme Crisis



	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
D. I understand more about the issues and causes of violence against women and girls					
Comments:					
E. I am better able to talk about violence with others					
Comments:					
F. I have used what I learned in YFD to support others					
Comments: <i>E.g. I helped a friend who experienced violence by listening to her and believing her</i>					

G. I feel more prepared to support those who have been harmed by violence					
Comments:					
H. Youth for Dignity is helping to create change in my community					
Comments:					

I. YFD has helped me learn more about Dene ā'nezen, Kaska teachings and principles on safety and dignity					
Comments:					
J. YFD has helped me feel more connected to Kaska culture					
Comments:					
K. I have gained new friendships and supportive relationships through YFD					
Comments:					
L. I tell my friends and family members about what I have learnt through YFD					
Comments:					
M. I believe I am able to make a difference in people's lives					
Comments:					

9. What are you **most proud of** about YFD?

10. One thing you have **learned** from YFD?

11. One thing you would **change** about YFD?

12. What are your **favorite** parts of YFD? **Check your TOP 3.**

- |   |  |
|---|--|
| <input type="checkbox"/> Topics I learned about | <input type="checkbox"/> Learning about how to end violence in our community         |
| <input type="checkbox"/> Snacks and Food        | <input type="checkbox"/> Organizing campaigns and vigil                              |
| <input type="checkbox"/> Drumming workshops     | <input type="checkbox"/> Creating tools to raise awareness (e.g. Red Dress, buttons) |
| <input type="checkbox"/> Facilitators           | <input type="checkbox"/> Activities and games  |
| <input type="checkbox"/> Learning new skills    | <input type="checkbox"/> Time with elders  |
| <input type="checkbox"/> Meeting new people     | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> My friends are in YFD  |  |
| <input type="checkbox"/> Other: _____           |  |

13. What did YFD help you learn about? **Check your TOP 3.**

- |  |   |
|--|---|
| <input type="checkbox"/> Supporting those who have been harmed by violence | <input type="checkbox"/> Activism and Social Action |
| <input type="checkbox"/> Dignity or Dene Ā' Nezen Communication            | <input type="checkbox"/> The power of language      |
| <input type="checkbox"/> Teambuilding                                      | <input type="checkbox"/> Victim blaming             |
| <input type="checkbox"/> Planning campaigns and events                     | <input type="checkbox"/> Concealing violence        |
| <input type="checkbox"/> Raising awareness                                 | <input type="checkbox"/> Public speaking            |
| <input type="checkbox"/> Gendered violence                                 | <input type="checkbox"/> Drumming                   |
| <input type="checkbox"/> Positive and negative social responses            | <input type="checkbox"/> Other: _____               |
| <input type="checkbox"/> Oppression  | <input type="checkbox"/> Other: _____               |

14. Would you join YFD for another year?

Yes / No

If Yes, why? \_\_\_\_\_

If No, why not? \_\_\_\_\_

15. Would you recommend YFD to other students?

Yes / No

If Yes, why? \_\_\_\_\_

If No, why not? \_\_\_\_\_

16. What has this experience of being part of Youth for Dignity given you? How has it made a difference in your life?

## Appendix B: Interview and Sharing Circle Guiding Questions

1. What was your favorite part of YFD?
2. What are you most proud of from this past year of YFD?
3. What was the most important thing you learned from being part of YFD? Have you applied this in other parts of your life? How so?
4. What skills did YFD help you build?
5. Is there anything you would change or add to YFD to make it better?
6. What changes have you noticed in yourself since joining YFD?
7. What changes have you noticed in other participants/students?
8. What changes have you noticed in the community?
9. What difference has this change made?

## Appendix C: Summary of Quantitative Data from Outtake Survey Results

Appendix D summarizes the quantitative data from the Outtake Survey Results. Appendix D will be sorted in order of questions asked.

Questions 8a to 8m in the Survey, had participants rate how much they agree or disagree with 13 different statements. Participants could select from five options: strongly agree, somewhat agree, neutral, somewhat disagree, and strongly disagree. Once participants rated the statement, they could include comments to explain their rating.

<p><b>Question 2: What is your gender?</b></p>	<p>In the Survey, participants were asked “what is your gender?” with the option to choose male, female, or other. Out of seven survey participants who responded, 4 participants (58%) identified as female and 3 participants (43%) identified as male. There was one more female participant than male participants who responded to the Survey.</p>
<p><b>Question 3: What is your age?</b></p>	<p>In the Survey, participants were asked “what is your age?” Out of seven survey participants who responded, 1 participant (14%) was 13 years old, 3 participants (43%) were 14 years old, 1 participant (14%) was 15 years old, 1 participant (14%) was 17 years old, and 1 participant (14%) was 20 years old.</p>
<p><b>Question 4: What grade are you in?</b></p>	<p>In the Survey, participants were asked “What grade are you in?” Out of seven survey participants who responded, 2 participants (29%) were in Grade 8, 2 participants (29%) were in Grade 9, 1 participant (14%) was in Grade 10, 1 participant (14%) was in Grade 11, and 1 participant (14%) had graduated. A majority of participants who completed the survey were younger (Grade 8 and 9) and a minority of participants were older (grade 10, 11, 12, graduate).</p>
<p><b>Question 5: Are you Kaska?</b></p>	<p>In the Survey, participants were asked: “Are you Kaska?” Out of the seven participants who responded, three (43%) were Kaska and four (58%) were not.</p>
<p><b>Question 6: How much is relationship violence an issue in your community?</b></p>	<p>In the Survey, participants were asked “how much is relationship violence a problem in your community.” The participants were to circle a number between 1 (being not a problem) and 10 (being extreme crisis). Out of seven participants who responded, four participants chose a rating of 4 (29%); one participant chose a rating of 5 (14%); three participants chose a rating of 7 (43%); and one participant chose a rating of 10 (14%).</p>
<p><b>Question 7: How would you rate attitudes in your community towards those who have</b></p>	<p>In the Survey, participants were asked how they would rate attitudes in their community towards those who had been harmed by violence. The participants were to circle a number between 1 (being extremely unsupportive) and 10 (being extremely supportive). Out of seven participants who responded to this question, one participant chose a rating of 2 (14%); one participant chose a rating of 3 (14%); two participants chose a rating of 5</p>

<p><b>been harmed by violence?</b></p>	<p>(29%); two participants chose a rating of 7 (29%); and one participant chose a rating of 10 (14%).</p>
<p><b>Question 8a: YFD has helped me learn about violence (eg. Issues, prevention, supporting survivors, raising awareness)</b></p>	<p>In the Survey, participants were asked “YFD has helped [them] learn about violence.” Seven participants responded to this question. All participants (100%) chose that they strongly agree or somewhat agree that YFD had helped them learn about violence. Four participants (58%) strongly agreed and three participants (43%) somewhat agreed.</p>
<p><b>Question 8b: Since YFD, I have been more involved in activities and campaigns to end violence against women and girls</b></p>	<p>Participants were asked if “since YFD, [they] had been more involved in activities and campaigns to end violence against women and girls.” Out of the seven participants who responded, all participants (100%) said they strongly or somewhat agree that YFD has increased student involvement in activities and campaigns to end violence against women and girls. Four participants (58%) selected strongly agree and three participants (43%) selected somewhat agree.</p>
<p><b>Question 8c/f: I have used what I learned in YFD to support others</b></p>	<p><b>First time asked:</b></p> <p>Participants were asked if “[they had] used what [they had] learned in YFD to support others.” Out of the seven participants who responded, six participants (86%) said they strongly or somewhat agree and one participant (14%) said they felt neutral.</p> <p><b>Second time asked:</b></p> <p>Participants were asked if “[they] have used what [they] learned in YFD to support others” a second time. Out of seven participants who responded, five and a half students (half being a student who selected two answers) (78.5%) strongly or somewhat agreed. Four students strongly agreed (58%), one student somewhat agreed (14%), one student was neutral (14%), and one student chose both somewhat agree and neutral (14%).</p> <p>86% of participants strongly or somewhat agreed the first time the question was asked and 78.5% of participants strongly or somewhat agreed the second time the question was asked.</p>
<p><b>Question 8d: I understand more about the issues and causes of violence against women and girls</b></p>	<p>Participants were asked if “[they] understand more about the issues and causes of violence against women and girls.” Out of the seven participants who responded (100%), six participants (86%) strongly agreed and one participant (14%) somewhat agreed.</p>

<b>Question 8e: I am better able to talk about violence with others</b>	Participants were asked if “[they] are better able to talk about violence with others.” Out of the seven participants who responded, six participants (86%) strongly or somewhat agreed. Two of these students chose to rate this statement in between strongly and somewhat agree. One student (14%) chose neutral.
<b>8g: I feel more prepared to support those who have been harmed by violence</b>	Participants were asked if they “feel more prepared to support those who have been harmed by violence.” Out of the seven participants who responded, all participants either strongly or somewhat agreed (100%). Five participants (71%) strongly agreed and two participants (29%) somewhat agreed.
<b>8h: YFD is helping to create change in my community</b>	Participants were given the statement: “YFD is helping to create change in my community.” Out of seven participants, seven responded. Four of the seven participants (58%) strongly or somewhat agreed, one student was neutral (14%), one student somewhat disagreed (14%), and one student strongly disagreed (14%). The participant who strongly disagreed had no comment.
<b>8i: YFD has helped me learn more about Dene ’Á Nezen, Kaska teachings and principles on safety and dignity</b>	Participants were given the statement: “YFD has helped me learn more about Dene ’Á Nezen, Kaska teachings and principles on safety and dignity.” Out of the seven participants, everyone responded. Three students strongly agreed (43%), three students somewhat agreed (43%), and one student both somewhat agreed and was neutral (14%). A total of six participants (93%) strongly or somewhat agreed.
<b>8k: I have gained new friendships and supportive relationships through YFD</b>	Participants were asked if they “have gained new friendships and supportive relationships through YFD.” Six out of seven students responded (86%). The six participants who responded all strongly agreed with this statement (100%).
<b>8l: I tell my friends and family members about what I have learnt through YFD</b>	Participants were asked if they “have told [their] friends and family members about what they have learnt through YFD.” Out of seven participants, seven responded. A total of six out of seven participants strongly or somewhat agreed with this statement (85%). Four students strongly agreed (58%), one student strongly and somewhat agreed (14%), one student somewhat agreed (14%) and one student was neutral (14%).
<b>8m: I believe I am able to make a difference in people’s lives</b>	Participants were given the statement “I believe I am able to make a difference in people’s lives.” Out of seven participants, six responded (86% response rate). Four participants (67%) strongly or somewhat agreed, one participant was neutral (17%), and one participant somewhat disagreed

	(17%). The one student who somewhat disagreed said they answered that way “just because [they] don’t talk too much.”
<b>12: What are your favorite parts about YFD?</b>	In the Survey, participants were asked “what are your favorite parts about YFD?” Participants were given a choice of 13 different options and were asked to choose 3. Multiple participants ended up choosing more than one option. The results showed that out of seven participants who responded, meeting new friends had the most votes from participants (5 votes); snacks and food and learning new skills had 4 votes; topics I learned about, activities and games, and time with Elders had 3 votes; drumming workshops, facilitators, my friends are in YFD, and creating tools to raise awareness had 2 votes; and learning about how to end violence, organizing campaigns and the Vigil, and ‘other’ had 1 vote. The participant who chose the option ‘other’ said their favorite part of YFD was watching videos and doing online searches.
<b>13. What did YFD help you learn about?</b>	In the Survey, participants were asked “What did YFD help you learn about?” Participants were given a choice of 15 options where they were asked to choose their top three. Multiple participants ended up choosing more than one option. The results showed that out of seven students who responded, supporting those who have been harmed by violence, raising awareness, gendered violence, oppression, and public speaking had the most number of votes from participants (2 votes); Dene ’Á Nezen communication, teambuilding social responses, victim blaming, and other had the next highest number of votes (1 vote); planning events, activism, the power of language, concealing violence, and drumming had no votes. The students who chose the option ‘other’ mentioned MMIW, Kaska culture, gender, sexuality, pronouns, rape, and white privilege as things that YFD helped them learn about.
<b>14. Would you join YFD for another year?</b>	Participants were asked: “would you join YFD for another year?” and were given an option to circle yes or no. They were then encouraged to explain why they chose their answer. Six out of seven participants (86%) said <b>yes</b> to joining YFD for another year and one participant wrote that they would <b>maybe</b> join YFD for another year. The one student who said maybe wrote: “Not because it’s bad, just because I don’t want to miss class.”
<b>15. Would you recommend YFD to other students?</b>	Participants were asked: “Would you recommend YFD to other students?” and were given an option to circle yes or no. They were then encouraged to explain why they chose their answer. Seven out of seven participants responded to this question and <b>all participants (100%) circled yes.</b>