

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

Liard Aboriginal Women's Society (LAWS)



## PROGRAM CYCLE YEAR 3 (2021-2022): RESEARCH AND EVALUATION RESULTS

## ACKNOWLEDGEMENTS

We would like to acknowledge the youth for participating in and supporting the Youth for Dignity (YFD) program at Watson Lake Secondary School (WLSS) and offer sincere thanks for their commitment to building a safer community through learning, advocacy and sharing with the broader community. The commitment of youth to create meaningful change for safety in their communities continues to be an inspiration. We would also like to 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 to and grow the YFD program. Thank you to those who took photographs and captured the impactful moments that took place throughout the course of the Year 3 program: 2021-2022.



*Watson Lake Secondary School*



## 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) 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).

This year (2021-2022), YFD completed its 3<sup>rd</sup> of four program cycles which run from September to May.

**Program cycle year 3 consisted of the following workshops and activities:**

- 1 YFD recruitment and orientation sessions: Oct 27-28, 2021
- 4 YFD workshops: Nov 30 – Dec 2, Jan 26-28, Jan 31 – Feb 2, and Mar 23- 25, 2022
- 1 Final workshop/community event: May 5, 2022

Under the leadership of LAWS and in collaboration with project partners, Beringia Community Planning 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 – to tell the story of change. See **Appendix A: Results Measurement Framework** for an overview of outcomes and indicators used to guide the research and evaluation.



*Photo: Kaska Elder Dorothy Smith and YFD participants in the circle*

## SUMMARY – KEY FINDINGS

The experiences and insights shared by youth, Elders and project partners throughout the research and evaluation activities are valuable to consider when moving into the Year 4 Program Cycle (2022-2023).

Key findings of our Year 3 data analysis showed that, as with Year 1 and 2, the YFD program is clearly having a **positive impact on youth and the Watson Lake community**. Youth are continually **increasing their understanding of violence** by **participating in more activities and campaigns** to end violence against women and girls. Kaska and non-Kaska participants shared that the program has helped **increase their connection to Kaska culture**.

Youth feel that the YFD program **is helping to create change** in their community, which has given them more confidence to **apply their learning** to support others and **share their learning** with the community, friends, and family members. Community members also expressed how **proud** they are of Youth for their **commitment to violence prevention** and view youth as **positive change leaders** in the community.

The findings in this report will be **shared and discussed with LAWS**, the YFD project team, and youth. They also provide a steppingstone to further identify and explore **opportunities** surrounding incorporating intergenerational teachings, creating safe learning spaces, sustaining peer-to-peer connections, and understanding the responsibility individuals have over their own actions.

We hope this information will help **celebrate and build on the project's successes** and to pursue **opportunities for continued growth**. Beringia and project partners will strive to continually build on the YFD program model and address gender-based and relationship violence and community safety and justice in Watson Lake, Yukon.



The data summarized in this report was collected from YFD participants (Outtake Survey, interviews, activities, and workshop reports), project partners (interviews), and community members (survey) to understand the impact of the YFD program and to provide insight into the best ways to build upon the program and curriculum in upcoming years<sup>1</sup>.

**Our findings are organised into the following 3 sections:**

1. Learning about YFD Students
2. Understanding the Impact of YFD
3. Strengths, Challenges and Opportunities

## PROGRAM YEAR 2: KEY FINDINGS BY SECTION

1. Learning About YFD Respondents <sup>2</sup>		
<p>♀ Identify as Female 29% (5/17<sup>3</sup>)</p> <p>♂ Identify as Male 65% (11/17)</p> <p>♂♀ Identify as Gender Diverse 6% (1/17)</p>	<p><b>53% (9/17)</b> Are between the ages of 15 to 17 years old</p>	<p><b>70% (12/17)</b> Are in grades 9 or 12</p>
<p>Kaska 65% (11 respondents)</p> <p>Non-Kaska 35% (6 respondents)</p>	<p><b>94% (16/17)</b> of respondents believe violence varies between somewhat of a problem to extreme crisis in the Community</p>	<p><b>82% (14/17)</b> of respondents believe attitudes are somewhat supportive</p>



<sup>1</sup> See Appendix D: Results Measurement Framework for details on indicators used to measure outcomes.

<sup>2</sup> The quantitative data is based on the responses of 17 out of 17 YFD participants (100% of total number of participants) who completed outtake surveys.

<sup>3</sup> Indicates 5 out of 17 respondents, represented by 5/17 for example

## 2. 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 Findings:**

- ❖ YFD has helped participants learn about gender-based violence (GBV)
- ❖ Participants are continuing to build their knowledge through repetition and returning to YFD for another year
- ❖ Safety is important to participant learning
- ❖ Participants are learning and in turn becoming more engaged with Kaska values, teachings and culture
- ❖ Participants are gaining interpersonal skills
- ❖ Elders involved in the program are learning from the youth and value what YFD is teaching them

**71% (12/17)** of participants indicated that YFD has helped them learn about violence.

**71% (12/17)** of participants strongly or somewhat agree that they understand more about the issues and causes of violence against women and girls.

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

**Key Findings:**

- ❖ Youth are becoming more comfortable sharing and participating in group settings surrounding GBV issues
- ❖ Youth are continuing to gain skills that help them to support others
- ❖ YFD participants are using what they are learning in YFD
- ❖ YFD participants feel more prepared to support those harmed by violence

**53% (9/17)** of participants agree they had **used what they learned in YFD to support others.**

**35% (6/17)** of participants agree they are **better able to talk about violence.**

**53% (9/17)** of participants feel **more prepared to support others** who have been harmed by violence.

Participants shared that YFD has helped them build skills **to raise awareness and use communication based in dignity to support those who have been harmed by violence.**

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

**Key Findings:**

- ❖ Participants are sharing what they have learned with others
- ❖ YFD is helping young men understand their role in speaking out against GBV

**59% (10/17)** of participants **tell their friends and family members** what they have learned in YFD.

Elders and students highlighted the **importance of learning from male role models** when learning about taking ownership of one's actions.

**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 Findings:**

- ❖ YFD helps to build a sense of pride among YFD participants
- ❖ YFD is helping to build participants' confidence, particularly with communication in group settings
- ❖ Youth feel and are seen as empowered change makes, able to make a positive difference in the community

<b>41% (7/17) of participants believe they can make a difference in people's lives.</b>	<b>94% of community members see youth as leaders of positive change.</b>
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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 Findings:**

- ❖ YFD has helped to connect Kaska and non-Kaska participants to Kaska cultural knowledge and practices
- ❖ YFD participants are learning more about Kaska teachings and principles on safety, dignity and respect
- ❖ Elders have an important role in the YFD program

<b>82% (14/17) of Kaska and non-Kaska participants believe that YFD has helped them feel more connected to Kaska culture.</b>	
<b>76% (13/17) of participants believe YFD helped them learn more about Dene 'Á Nezen, Kaska teachings and principles on safety and dignity.</b>	<b>Project partners feel that having Elders involved in YFD is increasing the participants' and the community's connection to and pride for Kaska culture.</b>

**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 Findings:**

- ❖ YFD has increased the involvement of youth in activities and campaigns to end GBV
- ❖ Youth are putting GBV knowledge into creative action as inspired by YFD approaches to knowledge dissemination
- ❖ The project has undertaken a number of 'knowledge dissemination' activities, many of which were youth-led

<b>71% (12/17) of participants agree they are more involved in activities and campaigns to end GBV</b>
YFD participants collaboratively brainstormed ideas and came up with community event they led on May 5 for <b>the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, Trans and Two-Spirited people</b> . This event consisted of a memorial march, a ceremony, drumming, speeches, and a community feast.
YFD awareness raising activities in 2021/2022 included <b>the installation of a memorial</b> red shawl, creating beaded art, making and distributing buttons, making posters, and drumming.

**Medium-term Outcomes<sup>4</sup> (Years 3-5)****Outcome 1:** Improved ability of YFD participants to raise awareness on GBV issues, prevention, and response**Key Findings:**

- ❖ Youth are raising awareness in the community through campaigns and initiatives
- ❖ Youth are proud of the ways they are raising awareness on GBV issues through YFD
- ❖ Project partners and Elders are noticing improved ability of Youth to raise awareness of GBV issues

**100%** (50/50) of community members have **stated they are proud of youth involved in YFD.****78%** (39/50) of community members said they are **“bursting with pride” for their youth** involved with YFD (by selecting 10 on scale of 1 to 10).**Outcome 2:** Strengthened feelings of safety and peer supports amongst YFD participants**Key Findings:**

- ❖ Participants gained new friendships and supportive relationships
- ❖ YFD is supporting participants mental health and wellness

**53%** of YFD participants (9/17) feel they have gained new friendships and supportive relationships through YFD.**Outcome 3:** Enhanced community awareness of GBV prevention and response, based on Dene 'Á Nezen and Response-Based Practice**Key Findings:**

- ❖ YFD is providing a platform for conversations and engagement with GBV issues in the community
- ❖ YFD is helping to raise awareness in the community
- ❖ YFD Participants are recognizing the potential for YFD having a positive impact on the community
- ❖ YFD is providing space for Kaska cultural ways of knowing to address GBV and support those harmed by violence

**96%** (48/50) of community members said they learned about gender-based violence because of attending the YFD-led community event.More than **50%** of community members said the community YFD-led event did an excellent job of involving community members in conversations on violence, building community solidarity, raising awareness about the extent of violence happening in the community, highlighting issues of violence and the need for change, and helping people learn how to prevent and respond to violence in the community.

<sup>4</sup> Medium term outcomes were developed for years 3-5 of the project however, as documented in this report, we started seeing impacts related to these outcomes in Year 1 which have developed further in Year 2.

**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

**Key Findings:**

- ❖ Service providers are more deeply learning about YFD and its teachings
- ❖ WLSS school and teachers are being exposed to a culturally grounded, community-based program in the school

This year's YFD-led community event saw a variety of service providers come out, including **6 WLSS staff members, 1 Johnson Elementary School staff member, and 10 members of local agencies or organizations.**

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

**Key Findings:**

- ❖ WLSS Teachers are engaged with YFD work

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

**Key Findings:**

- ❖ Continuity in project partners to build strong relationships and trust
- ❖ WLSS as a project partner is showing support through actions and engagement with YFD

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

**Key Findings:**

- ❖ YFD accreditation initiative
- ❖ Youth are highlighting the importance of program expansion
- ❖ Facilitators are recognizing ways to adapt delivery of the YFD model under challenging circumstances

**3. Program Strengths, Challenges, Opportunities and Recommendations**

Strengths	Challenges
<ol style="list-style-type: none"> <li>1. Youth are interested in joining YFD and continuing their participation</li> <li>2. Culture and Connection to Elders</li> <li>3. The community is supporting YFD participants as future leaders</li> <li>4. YFD Participants are proud of their hands on, youth-led work</li> <li>5. Facilitators are responding to external and internal challenges to the program, altering the design and delivery of workshops when needed</li> <li>6. Accreditation for YFD participants</li> <li>7. Friendship and peer leadership is creating a strong YFD community</li> <li>8. YFD created a successful learning environment for youth to learn about challenging subjects relevant to their lives</li> <li>9. Youth and community coming together</li> <li>10. Youth-led approach is well-received by community</li> <li>11. Language is helping create safe space for YFD Participants</li> <li>12. Youth appreciate having good snacks</li> </ol>	<ol style="list-style-type: none"> <li>1. COVID-19 Impacts on YFD</li> <li>2. Barriers to Elder engagement</li> <li>3. Youth involvement in event planning</li> <li>4. Attendance and breaks between sessions</li> </ol>

**Opportunities and Recommendations**

1. Improve sustainable program delivery through co-facilitation with LAWS Advocates
2. Increase opportunities for traditional and cultural teachings
3. Continue to integrate youth feedback to strengthen program development (within the scope and resources of the project)
4. Continue to consider youth safety needs and how they can be built into the program
5. Create opportunities for peer-to-peer connections for YFD participants while in the program and after graduation
6. Continue to recognize the power of language

## CELEBRATING YOUTH ACCOMPLISHMENTS

- ❖ **Red Shawl Installation:** This year, Youth for Dignity participants completed a red shawl with beaded squares to be added to the red dress display made by the previous YFD cohort. The red shawl blanket, with the many sewn and beaded patches constructed by the youth, Elders and facilitators is tied up with leather. The youth unveiled it for the crowd at the May 5<sup>th</sup> event. The shawl and the dress are displayed in the lobby of Watson Lake Secondary School (WLSS) along with a plaque with information on the initiative.
- ❖ **Beading & Button Making:** Throughout the YFD workshops, beading and button making with Elders and facilitators was a key activity to help raise awareness of GBV and MMIWG2S. YFD participants made buttons to distribute to community members during the May 5<sup>th</sup> event.
- ❖ **Poster Making:** YFD Participants made posters and participated in creating logos for different activities to raise awareness. Some posters were made for display at the Watson Lake Secondary School (WLSS), while others were made to for the May 5<sup>th</sup> community event.
- ❖ **Drumming:** Drumming was an important part of the YFD project as students had many sessions with Kaska drummers to learn and practice songs. YFD participants also participated in a drum making workshop with Kaska Elders. YFD participants shared the songs they learned through the program with the community at the May 5<sup>th</sup> community event.
- ❖ **Honouring & Awareness Community Event:** On May 5<sup>th</sup> students held a community event for the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, Trans and Two-Spirited people (MMIWGT2S+). The event consisted of a community event to build on the relationships and learning of previous sessions; to add in more information on systemic elements of racism and colonialism that contribute to violence, abuse and ongoing genocide; to organize and participate in a community action/campaign; and finally, to celebrate the achievements, learning and contributions of the youth in Youth for Dignity.





**"I am most proud of how we are all able to work together and do big things like campaigns and events to spread awareness."**

**-Youth**



**"I am proud about YFD because they helped me learn how much good we can do for the community and MMIWG2S+."**

**-Youth**



**"I am most proud of how I am more confident in working with LAWS."**

**-Youth**



**"I am proud that we speak out on things most people ignore."**

**-Youth**



**"I am proud to teach the younger generation what's happening, how to help and what to look out for to protect someone."**

**-Youth**



**"I am proud of how much positive energy there is here and how committed everyone is."**

**-Youth**

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## A. INTRODUCTION

**YFD is a youth empowerment project designed to address GBV (Gender Based Violence) and foster community safety and justice in the town of Watson Lake, Yukon. This report provides an overview of the research and evaluation results from YFD Program cycle year 3 (2021-2022).**

The YFD program is funded by the Public Health Agency of Canada (PHAC) and will run from February 14, 2019, 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) to increase understandings and prevention of GBV and to mobilize Youth as anti-violence leaders in their community. This year, YFD completed its third of four program cycles which ran from Sept 2021 to May 2022.

**Program cycle year 3 consisted of the following workshops and activities:**

- 1 YFD recruitment and orientation sessions: Oct 27-28, 2021
- 5 YFD workshops: Nov 30 – Dec 2, Jan 26-28, Jan 31 – Feb 2, and Mar 23- 25, Apr 27-29, 2022
- 1 Final workshop/community event: May 5, 2022

Beringia Community Planning (Beringia), under LAWS leadership and in collaboration with project partners, is supporting YFD's Intervention Research & Evaluation (IR&E). A detailed overview of the plan is found in the **YFD Intervention Research and Evaluation Plan** document. In May 2021, 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:**

- Student recruitment/orientation session (1)
- YFD student outtake surveys (17)
- Community outtake surveys (50)
- YFD youth participant interviews (7)
- Project partner<sup>5</sup> interviews (4)
- Review of workshop reports (7)

**The data collected has been summarized into three sections:**

1. Learning about YFD Participants
2. Understanding the Impact of YFD
3. Program Strengths, Challenges, Opportunities and Recommendations

<sup>5</sup> Project Partners include members of the project team, LAWS leadership, as well as community members and service providers affiliated with YFD.

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 ongoing program development to further the impact of YFD.

## This report includes 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
<b>C. Summary of YFD Participant Outtake Survey Results</b>	A summary and analysis of the outtake survey results. Results have been themed by: out YFD youth participants ing the Impact of YFD as organized by short- and n outcomes
<b>D. Project Strengths, Challenges, Opportunities and Recommendations</b>	An overview of YFD's strengths, challenges, opportunities and recommendations
<b>E. Conclusion</b>	Concluding comments about this report
<b>Appendices</b>	<i>Appendix A: YFD Participant Outtake Survey</i> <i>Appendix B: YFD Community Outtake Survey</i> <i>Appendix C: Results Framework</i>



**"I feel connected with the elders and its amazing learning from them."**  
-Youth



**"Being here has made me feel like I'm helping my communities."**  
-Youth



**"I'm ready to help other people that have experienced [violence] and help others learn about it."**  
-Youth



**"I feel like YFD has made me more aware, not only of violence but also of people and their feelings, opinions, and actions."**  
-Youth



**"This experience made a big part of my life, is that I feel more confident into talking to others including elders."**  
-Youth



**"I am more confident and talkative."**  
-Youth

## B. YFD PROJECT, INTERVENTION RESEARCH & 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 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 weaves together the interconnected CORE ELEMENTS OF THE PROJECT:

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1) Workshop programming               | 4) Sustainability Initiatives |
| 2) Intervention Research & Evaluation | 5) Partner Contributions      |
| 3) Knowledge Dissemination            |                               |

*These elements will be combined with the grounding in Kaska culture and Response-Based Practice (RBP).*

#### 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.

## YFD INTERVENTION RESEARCH & 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, honours culture, builds capacity, and includes participation, engagement and collaboration.

The research and evaluation process is best described in Kaska as Kēdzéntēdé Kedzedj meaning 'We are all learning together.' Kēdzéntēdé 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.

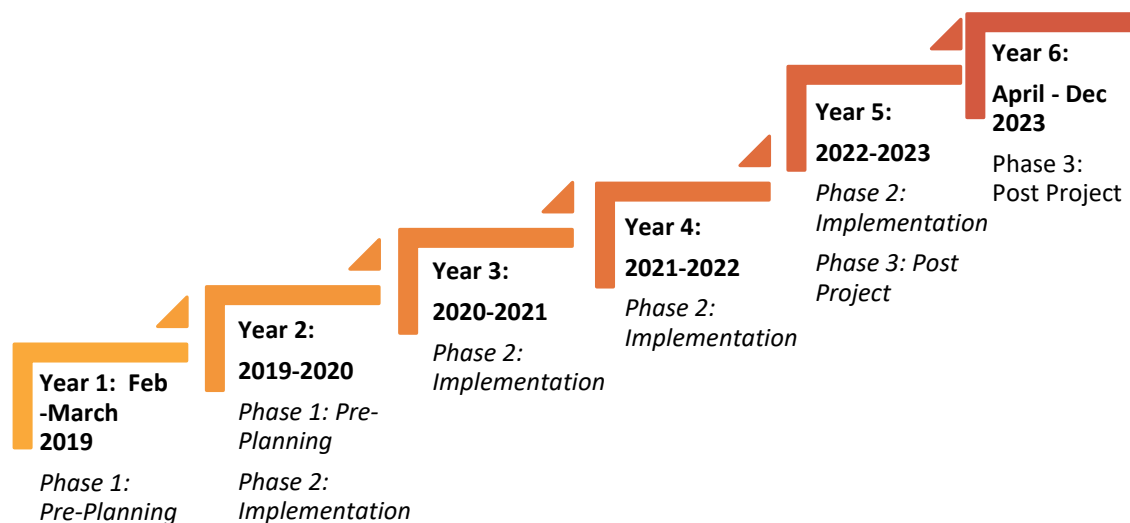


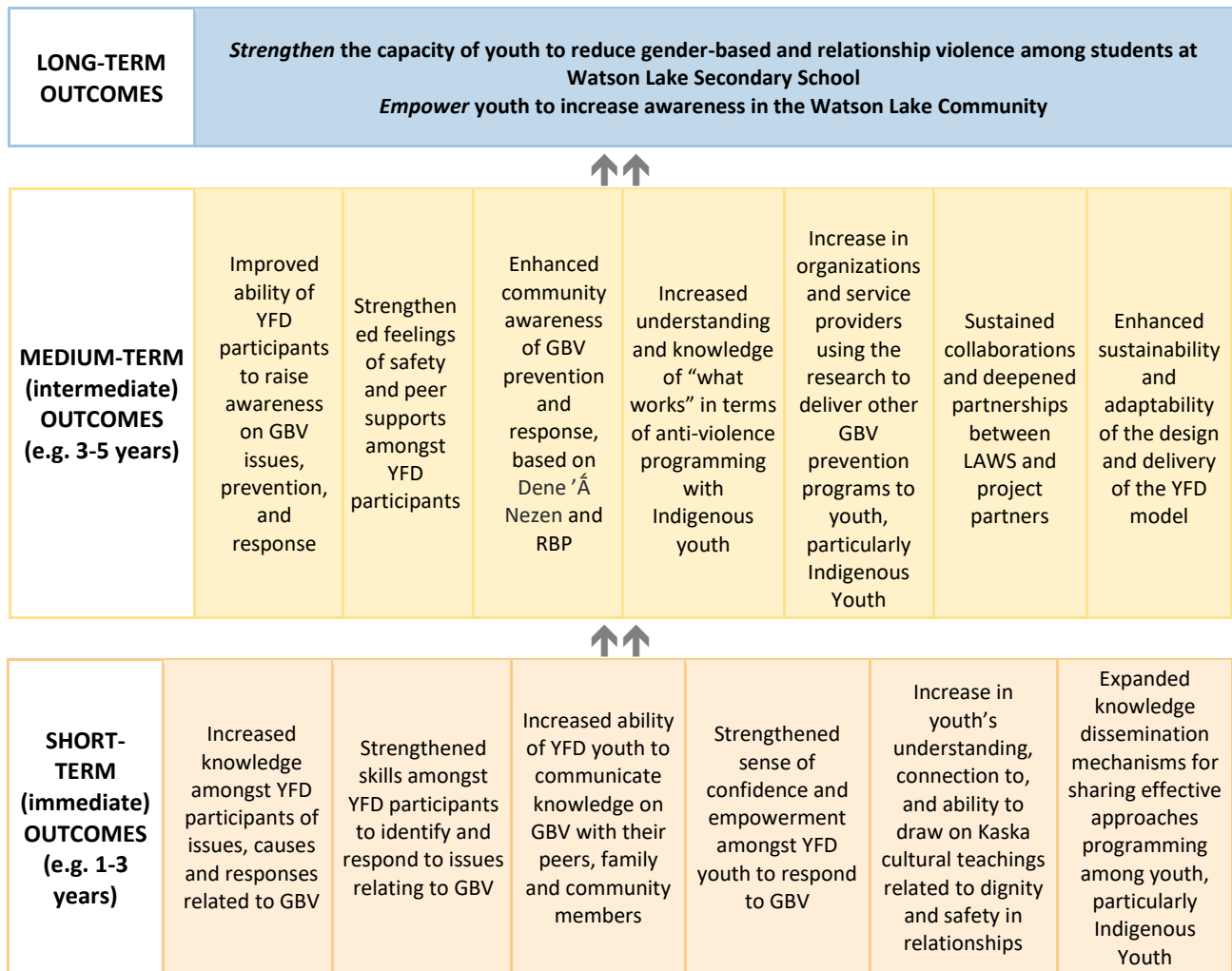
Figure 1: Phases of YFD IR&E by Fiscal Year



## OUTCOMES

YFD has completed the second program cycle and results are showing both **short-term outcomes (1-3 years)** and **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

Beringia is using the following methods for data collection, as illustrated in Figure 3.

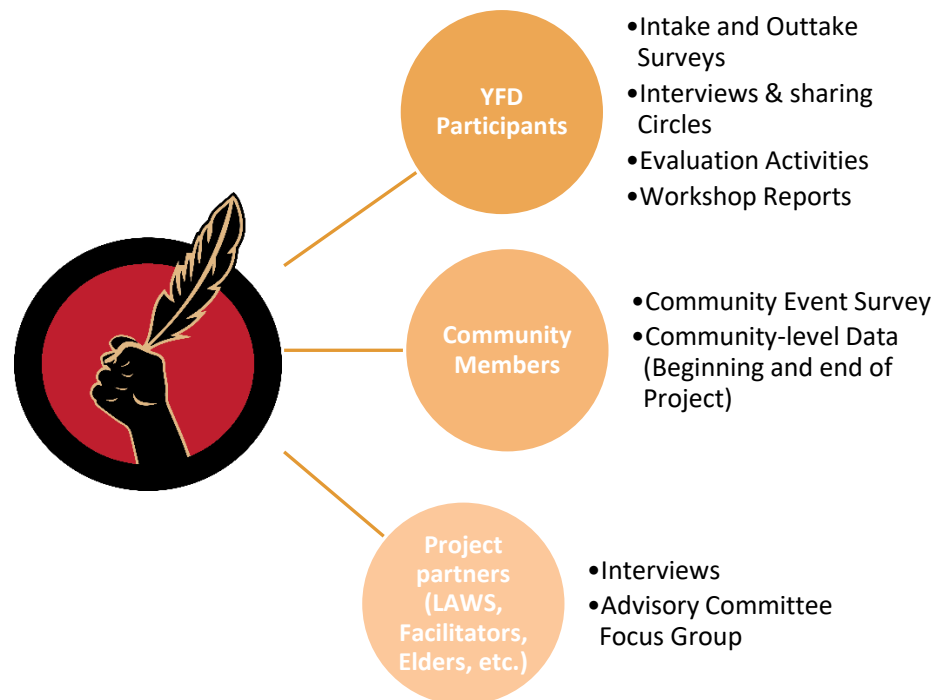


Figure 3: Data Collection Methods

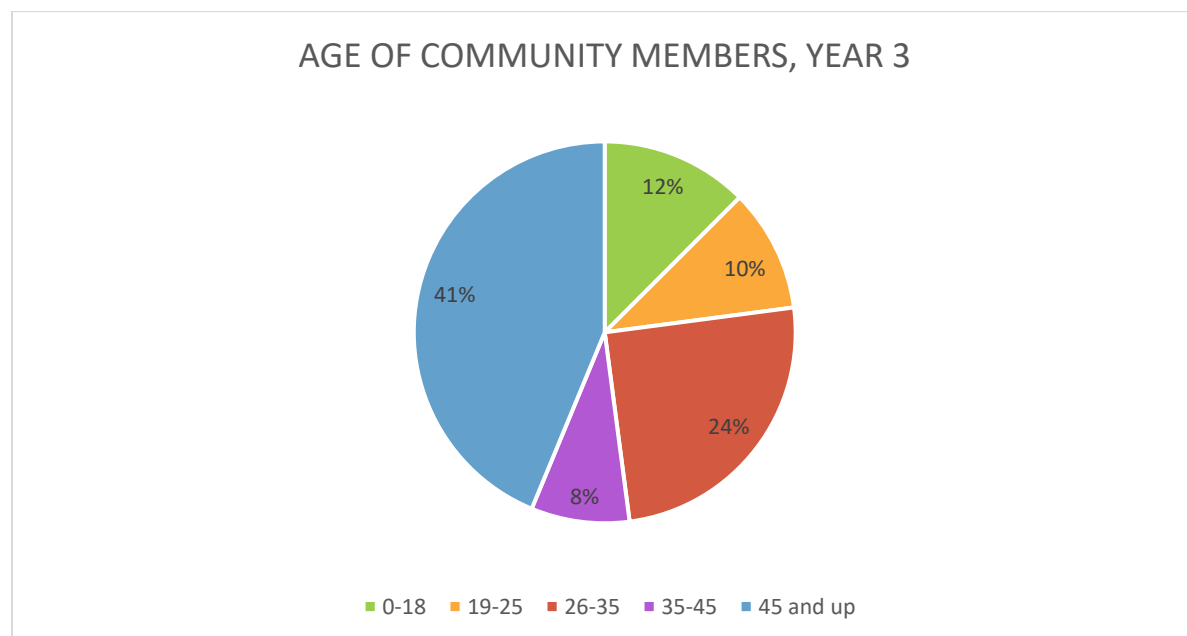
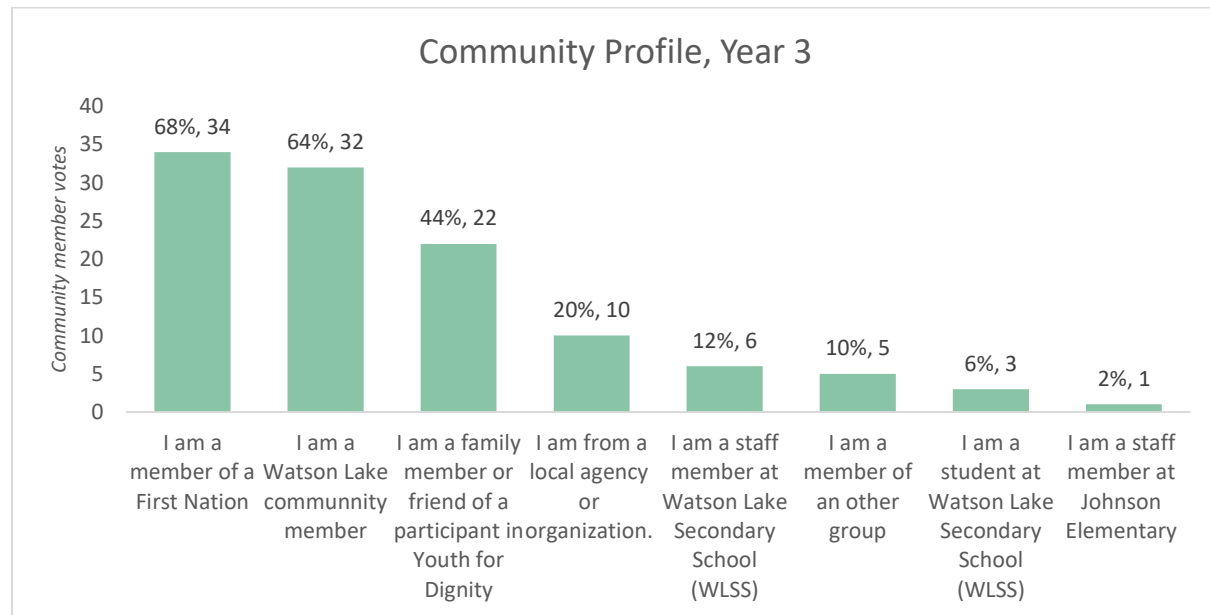
Research and evaluation data was collected using the following methods, listed below by group:

### YFD Participants

- **YFD Participant Intake Survey:** During the YFD sessions held from October 26-28<sup>th</sup>, November 30<sup>th</sup> and December 1-2<sup>nd</sup>, 2021 YFD respondents were invited to complete a 22-question intake survey. 20 respondents (100% of YFD participants) completed the survey.
- **YFD Participant Outtake Survey:** After the YFD sessions held from March 23- 25<sup>th</sup> and May 5<sup>th</sup>, 2022, YFD respondents were invited to complete a 16-question outtake survey (see **Appendix A: Participant Outtake Survey**). 17 respondents (85% of YFD participants) completed the survey.
- **YFD Participant Interviews:** 7 interviews were conducted with YFD participants during May 2022 to receive their feedback on the program, such as their favourite part, what they are most proud of, important things they learned/skills, anything they would change in the program and observed changes in themselves.
- **Workshop Reports:** 7 workshop reports including lesson plans, resources and materials were completed by the YFD Secretariate for the October 27-28 and November 30 – December 2, 2021, and January 26-28, January 31 – February 2, March 23- 25, April 27-29, and May 5, 2022 workshop sessions. The reports were analyzed for content related to IR&E.

**Community Members:**

- **Community Outtake Survey:** After a Community Recognition Event held by YFD participants in May 2022, community members and local project partners in attendance were asked to provide feedback on YFD in the form of an 11-question outtake survey (see **Appendix B: Community Outtake Survey**). 50 community members completed the survey. Age and community role of community member is included below to provide an overview of who participated in the survey.
- **Community-level Data:** Data from the community was collected from the community survey outlined above. These responses are applied where applicable throughout Section D. *Understanding the Impacts of YFD.*



### Project Partners:

- **Interviews:** Interviews were conducted with the following 5 project partners in May 2022:
  - o 2 YFD Elders
  - o 1 LAWS Advocate
  - o 2 YFD Facilitators



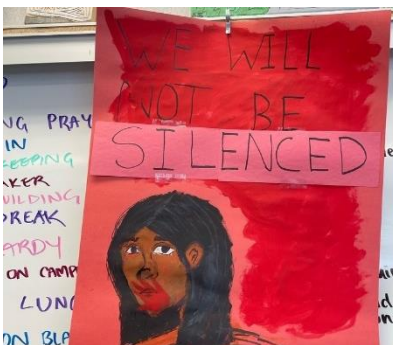
**"The big difference in my life is that I communicate more and help and support my community and support others."**  
- Youth



**"I am more able to accept myself and support my community."**  
- Youth



**"I've learned that everyone should care about what's happening to our women."**  
- Youth



**"I've noticed that youth in this session understand the topics really well."**  
- Facilitator



## C. SUMMARY OF YFD PARTICIPANT OUTTAKE SURVEY RESULTS

Of the 20 students that participated in YFD, 17 (85%) completed the outtake survey in May 2022, which consisted of 16 questions (see survey questions in **Appendix A**).

### Survey results have been categorized into 2 themes:

- 1. Learning about YFD participants:** These questions gathered information on participants including demographic information (e.g. gender, age, grade) and their own experiences with violence, if they were comfortable sharing.
- 2. Understanding the Impact of YFD:** These questions collected data to understand the impact of the program. This includes questions for participants to self-assess participant's level of understanding of gender-based violence prevention and response, as well as the prevalence of violence in their lives and throughout the community. Some questions include comparisons to year 1 data where deemed appropriate.

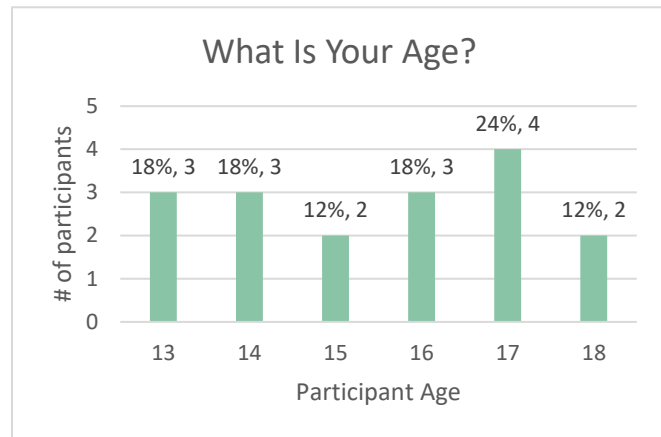


## 1. LEARNING ABOUT YFD PARTICIPANTS

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

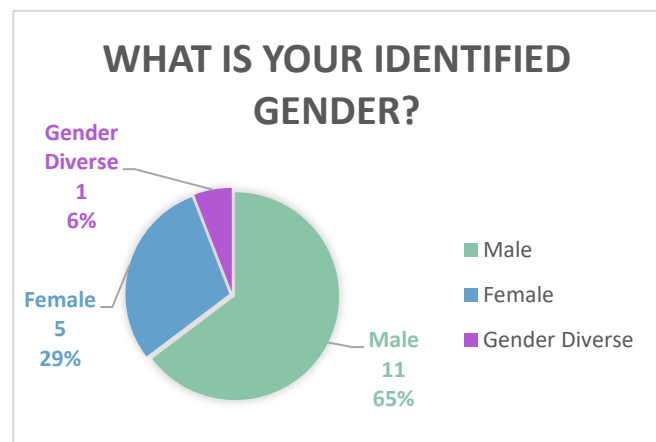
### AGE

Survey respondents represented a range of ages with the **majority respondents being between 15 and 17 years of age (total of 11)**.



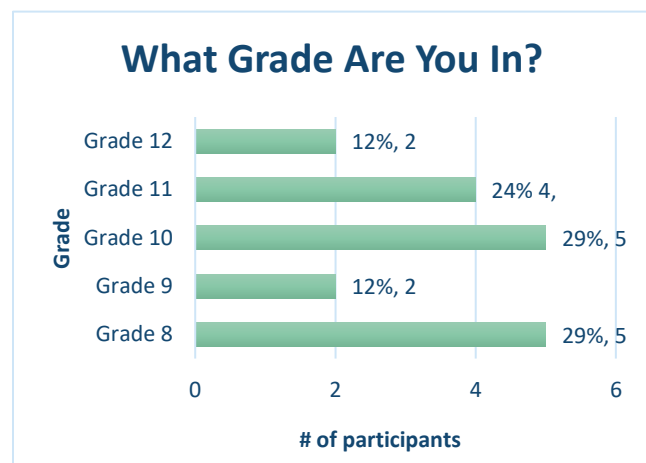
### GENDER

In the Survey, participants were asked “what is your gender?” with the option to choose male, female, or other. Out of 17 respondents, **5 participants (29%) identified as female** and **11 participants (65%) identified as male**, and **1 participant (6%) identified as gender diverse**.



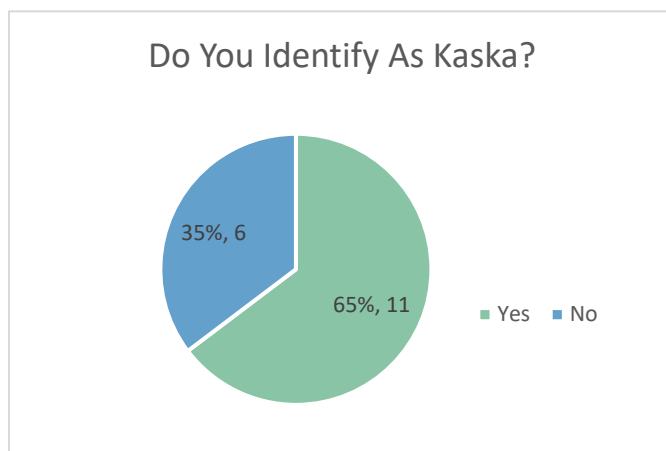
### GRADE

In the Survey, participants were asked “What grade are you in?” The respondent grades varied with the **majority being in Grades 8 and 10** (5 responses each).



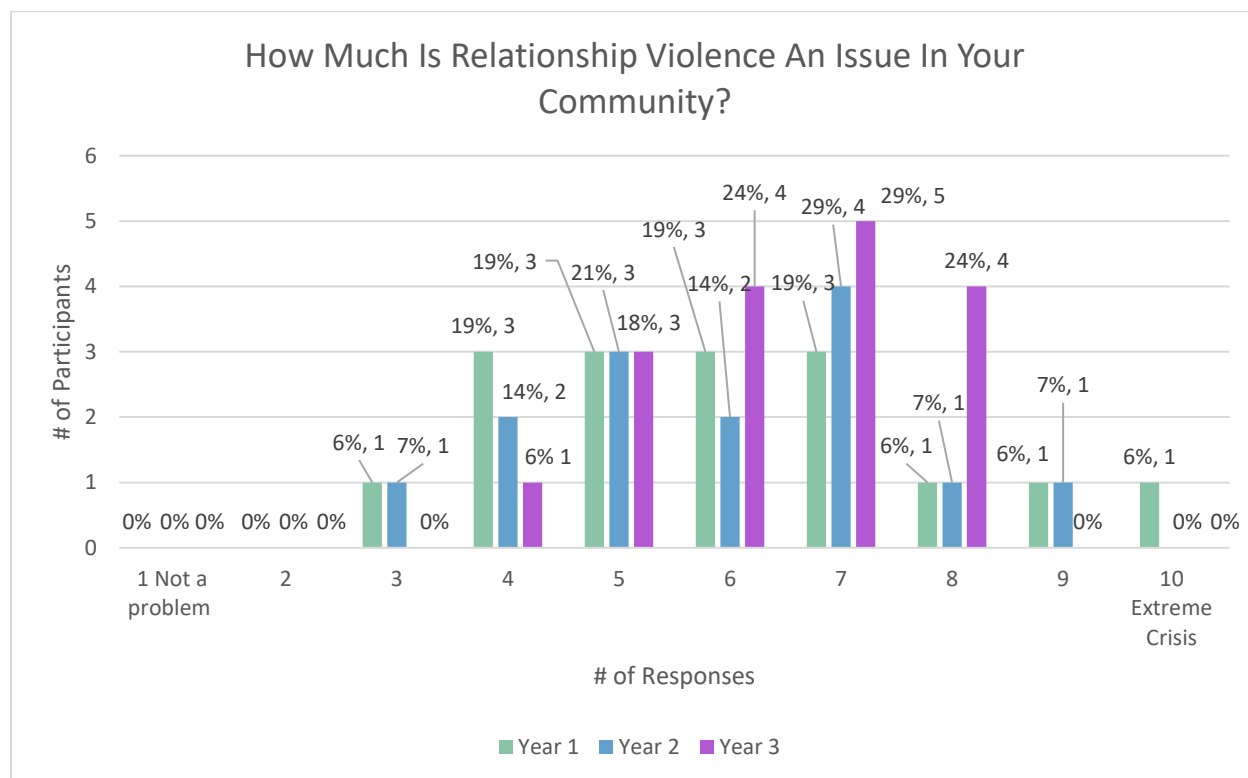
## INDIGENOUS ANCESTRY

In the survey, participants were asked: "Are you Kaska?" Out of the 17 participants who responded, **11 (65% of respondents) were Kaska** and 6 (35%) were not.



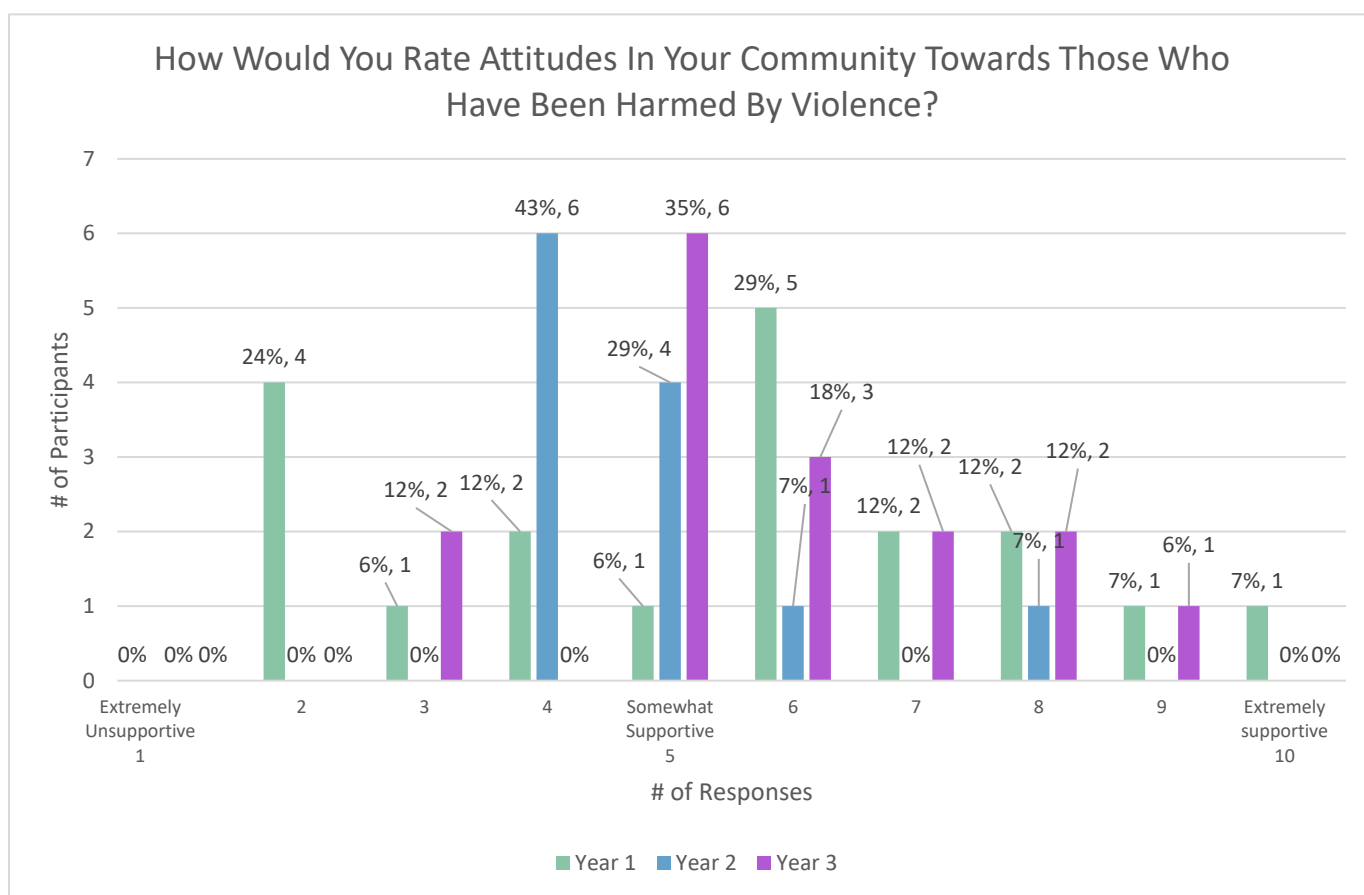
## GENDER BASED VIOLENCE (GBV)

In both year 1, 2, and 3, YFD participants were asked "How much is relationship violence an issue in your community?" with 1 being not a problem and 10 being an extreme crisis. Year 1, 2, and 3 responses were similar, suggesting **GBV remains a significant problem in the community**. In all years, the majority of participants (12/16 or 75% in year 1, 11/14 or 79% in year 2, 16/17 or 94% in year 3) felt relationship violence was somewhat of a problem to extreme crisis (rating of 5 out of 10 or higher).



## COMMUNITY ATTITUDES TOWARDS GBV

Looking at YFD participant responses regarding **community attitudes towards those harmed by violence** (1 being extremely unsupportive, and 10 being extremely supportive), results show participants felt attitudes are somewhat supportive overall, with the majority of responses (10/17 or 59% in year 1, 11/14 or 79% in year 2, and 11/17 or 65% in year 3) in the mid range (4 to 7 out of 10 on the ranking). From year 1 to year 2, those who felt attitudes are somewhat to extremely supportive remained consistent at 59% in year 1 and 57% in year 2 (ranking of 5 or higher). In year 3, there is an increase in those who felt attitudes are somewhat to extremely supportive at 82% in year 3 (ranking of 5 or higher).



## 2. 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 list of outcomes and **Appendix C** for a complete list of outcomes, outputs and activities. Under each outcome are key findings, along with quantitative and qualitative data collected from community members, youth and project partners as described in this report's methodology section. Many of the outcomes overlap and are interconnected, so the data shared under one outcome may be applicable under multiple outcomes.

"I'm grateful for being here with the children, grateful to share my Kaska knowledge with them."  
– Elder

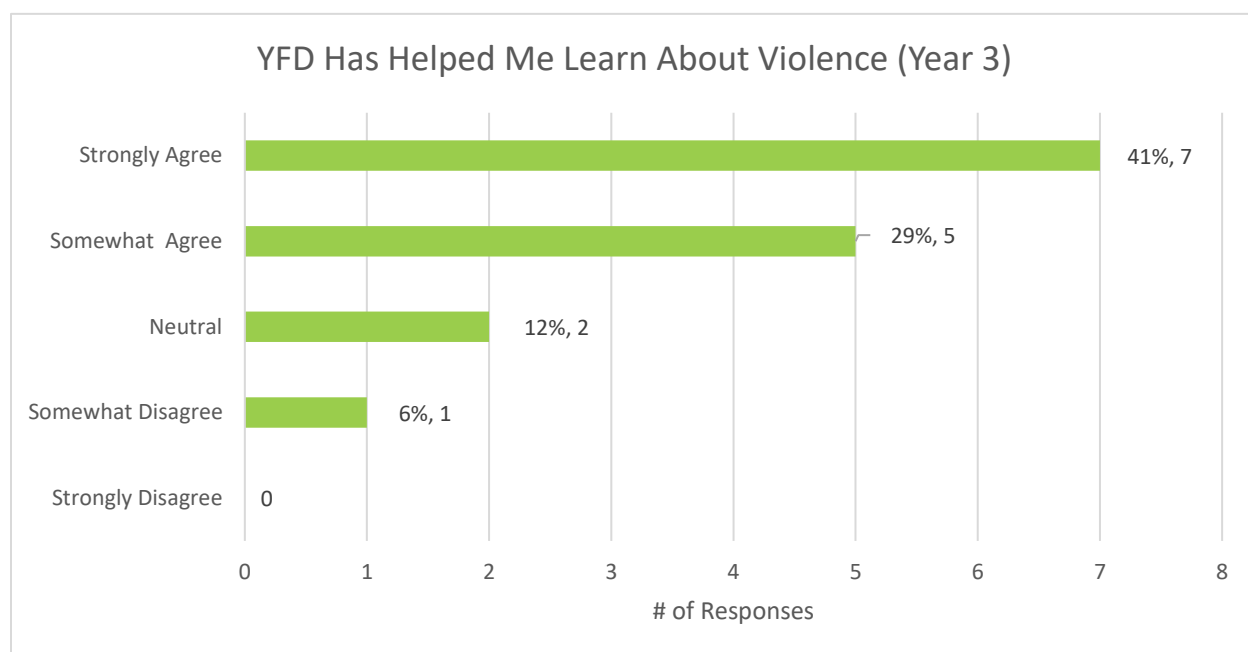
"I would [join again next year] because I could learn more and because I feel really connected with my culture."  
– YFD Participant

### Short-term Outcomes

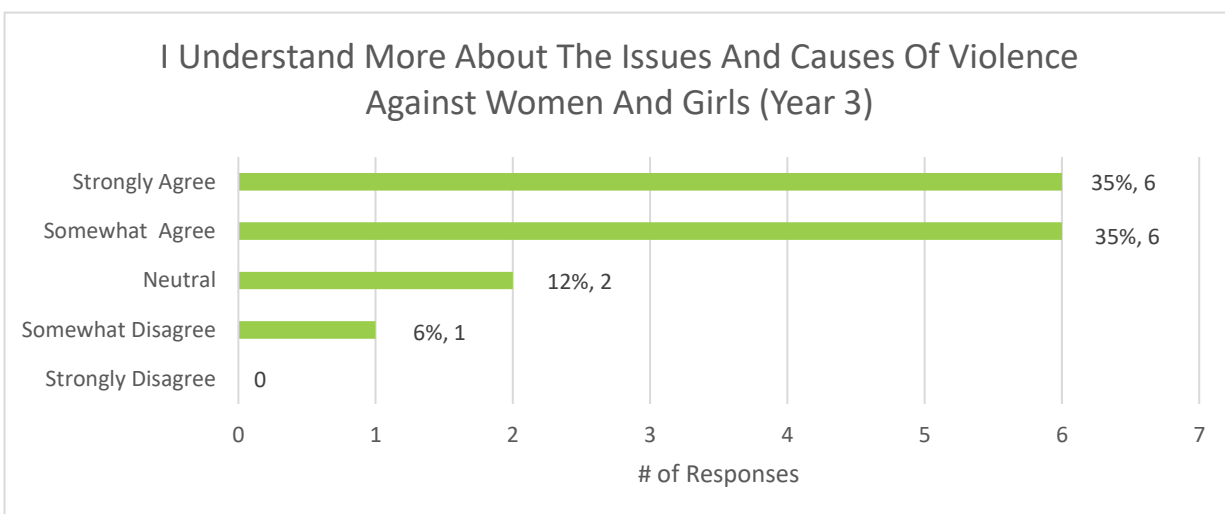
**Outcome 1: Increased knowledge amongst YFD participants of issues, causes, and responses related to gender-based and relationship violence**

#### KEY FINDING: YFD has helped participants learn about gender-based violence (GBV).

Participants shared that YFD has helped them learn about GBV. 71% of participants (12/17 respondents) indicated that YFD has helped them learn about violence and strongly or somewhat agree that they understand more about the issues and causes of violence against women and girls than they did before joining YFD.



2 respondents did not answer this question.



*2 respondents did not answer this question.*

Participants shared that the program has helped them learn more about issues and causes of violence against women and girls. Some participants referenced their experiences learning about MMIWG2S+, and how they gained a better understanding of how this issue continues to affect people across the world, country, and their own community. One participant shared that these discussions made them motivated to continue advocating and raising awareness for MMIWG2S+.

"I've noticed the effect of MMIWG2S+ more in the community and families. YFD brought more awareness to it".

- Youth

### **KEY FINDING: Participants are continuing to build their knowledge through repetition and returning to YFD for another year.**

Due to COVID-19 pandemic restrictions lifting, facilitators felt they were able to cover topics more in-depth this year (e.g., MMIWG2S+, victim blaming, addictions). In addition, the repetition of concepts and youth returning to YFD another year helped students gain a better understanding of concepts.

Some participants spoke of their ability to identify, apply, and draw on concepts covered in YFD workshops. Participants spoke of their ability to recognize positive and negative social responses in their day-to-day life. They also noted their ability to use what they've learned to support people who have been harmed by violence.

Facilitators noted that repetition in the curriculum is important to the participants' learning, and that including concepts and topics more than once in the workshops was helpful to solidify learning.

"I've noticed that this session (we got to go really in-depth this year) they understand the topics really well. This has helped people's mental health"

- Facilitator

"[I've learned] How to understand and recognize positive and negative social responses. Being a good judge of people."

- YFD Participant

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

*Participant outtake surveys and final workshop reports highlighted key subjects youth learned about during their time in YFD. Examples are included below:*

- |  |  |
|--|--|
| - Experiences of violence  | - Dignity or Dene 'Á Nezen   |
| - Victim blaming   | - Communication/positive and negative social responses                               |
| - Raising awareness  | - Missing and Murdered Indigenous Women and Girls and Two-Spirited (MMIWG2S+) people |
| - Empathy and sympathy   | - Public Speaking  |
| - Response based practice  | - Standing up for oneself and having a voice   |
| - Oppression   | - Sexualized violence against women  |
| - Working together as a group  | - Statistics and consent   |
| - Structural violence that disproportionately affects Indigenous peoples | - Resources available to those experiencing violence                                 |
| - Drug/Alcohol Use and Addictions  |  |

**KEY FINDING: Safety is important to participant learning.**

Participants shared that YFD has become a safe space for them to build confidence and step out of their comfort zone. Some participants shared that the program has helped them find their voice and gain the confidence to speak out against GBV.

Facilitators noticed that participants have become more comfortable with one another. One facilitator noted how Youth who were often too shy to show their faces, now feel safe and comfortable to share their personal thoughts with their peers.

"Getting out of comfort zone, this is a life skill I have learned, to do new things. This will help me make more of a difference"

- YFD Participant

**KEY FINDING: Participants are learning and in turn becoming more engaged with Kaska values, teachings, and culture.**

Project Partners shared that learning cultural principles, protocols, and practices helps build dignity, respect, and resilience among youth. Elders have helped teach youth about the land, resources, and the importance of preserving language. Learning about Kaska culture helps create a sense of pride among youth.

Some participants expressed that they plan to rejoin the program next year because they enjoy connecting with Elders, and learning more about Kaska values, teachings, and culture.

"My experience in Youth for Dignity has given me more joy and awareness. It has made my life different by introducing more of my culture and has given me more strength and bonding with my friends so we are more open and stuff with each other"

- YFD Participant

**KEY FINDING: Participants are gaining interpersonal skills.**

When reflecting on their progression throughout the program, youth participants noticed an improvement in their interpersonal skills. This includes being self-aware, an active listener, empathetic, and respectful of others. Some participants shared that they have strengthened their communication skills and feel more comfortable public speaking.

"[I've gained] new skills including putting myself out there, and going in front of people and crowds"

- YFD Participant

**KEY FINDING: Elders involved in the program are learning from the youth and value what YFD is teaching them.**

Elders involved in the program shared that they are continually learning from youth participants and the wider YFD program. One Elder shared that they have gained significant knowledge about response-based practice (e.g., language, negative and social responses) from both participants and the program. Another Elder shared that they value what YFD is teaching them and Youth, as many people involved in the program (including themselves) have been indirectly / directly affected by violence.

"I'm grateful for all of you for sitting here, the last three days, and discussing really deep subjects. We have to step out of our comfort zone to learn. I learn alongside you."

-Elder

**Outcome 2: Strengthened skills amongst YFD participants to identify and respond to issues relating to gender-based and relationship violence****KEY FINDING: Youth are becoming more comfortable sharing and participating in group settings surrounding GBV issues.**

Participants shared that YFD has strengthened their communication skills and has given them more confidence to discuss GBV amongst their friends, family, and their community. One participant highlighted that they enjoy the YFD program because it is a safe space where everyone feels comfortable sharing their experiences amongst their peers. They also enjoy how the program is strength-based and inclusive for all participants no matter their comfort levels.

Facilitators and Elders noted how youth have become more comfortable discussing GBV with one another, their friends, and community members.

"I feel the warmth out there and in here. I was here since it started. I notice most of the students, and how you each hold yourself. I'm really proud of you youth. You've come a long way."

- Elder

**KEY FINDING: Youth are continuing to gain skills that help them support others.**

Participants shared that the YFD program has inspired them to make a change in their community. Two Participants shared that they use their skills to support classmates, friends, and family members who have been harmed by violence. Another participant shared that YFD has given them more confidence to respond and support others.

"Lots of random classmates and family members have come to me. I wouldn't have had advice for them before and wouldn't get involved. Now, I feel more confident to respond"

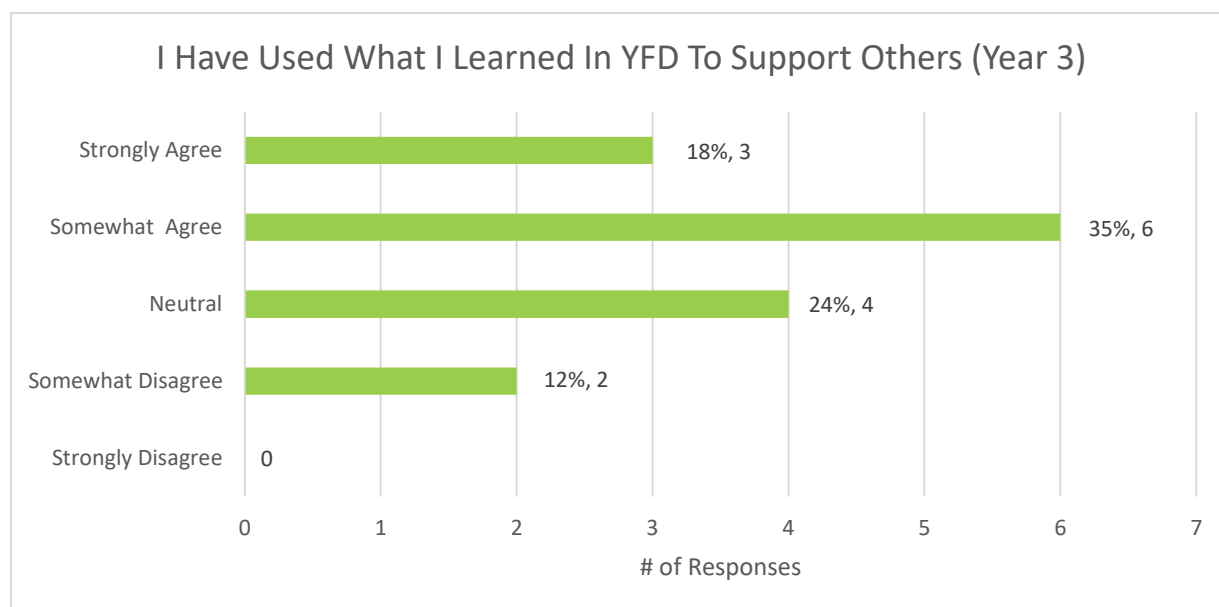
– YFD Participant

**KEY FINDING: YFD participants are using what they are learning in YFD.**

As seen in the Survey responses in the graph below, 53% of participants (9/17 respondents) felt they had used what they learned in YFD to support others. Some community members shared that YFD participants have educated them on the prevention of GBV, which has given them the strength and confidence to address issues of violence in their own home. Therefore, YFD participants are using what they have learned in YFD to educate others in their community.

"Family relatives have come to me because they know I've been in the program"

– YFD Participant



2 respondents did not answer this question.

**KEY FINDING: YFD participants feel more prepared to support those harmed by violence.**

100% (7/7 respondents) of participants in year 1, 71% of participants (10/14 respondents) in year 2, and 47% of participants (8/17 respondents) in year 3 felt more prepared to support others who have been harmed by violence. The remaining 29% participants in year 2 and 3 felt neutral and 12% of participants in year 3 somewhat disagreed.

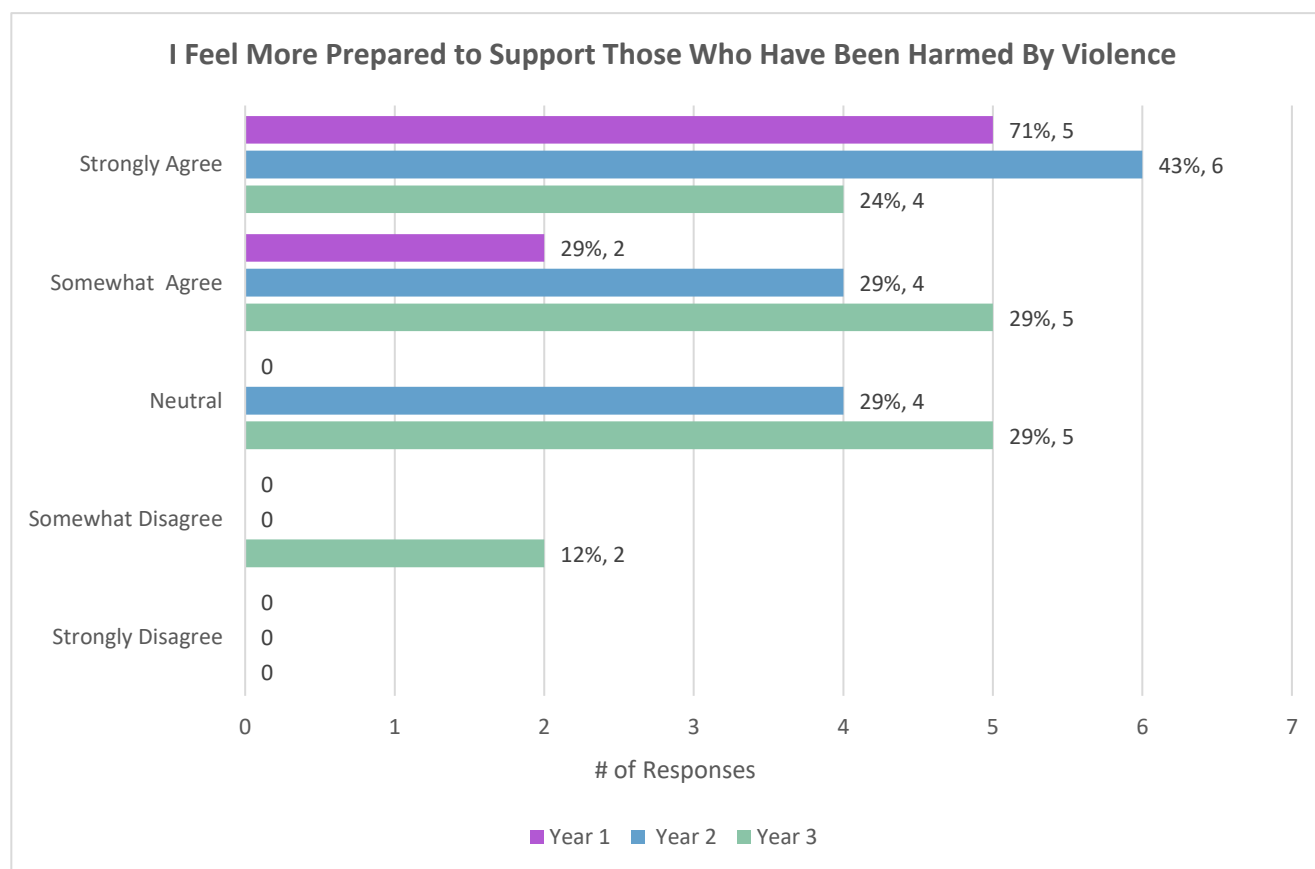
"[YFD] has shown me how I could have dealt with situations different"

– YFD Participant

When comparing responses from YFD program Year 1, 2, and 3, responses from Year 3 participants suggest that some Youth still feel somewhat unprepared to support others who have been harmed by violence. In Year 1, Youth were already actively advocating in their community, whereas some Year 3 participants have never been exposed to this type of advocacy work and are still learning what it means to be an advocate. With more Youth returning to the program every year, participants will become more confident in their skills. Facilitators noted that returning participants' knowledge on gender, safety, dignity and outreach/awareness tools are strengthened every year.

"I learn a lot, but I think the main lesson that sticks with me all the time is just talking about how to support victims and respond to violence. It sticks with me because it is one of the most important things taught in this group."

– YFD Participant

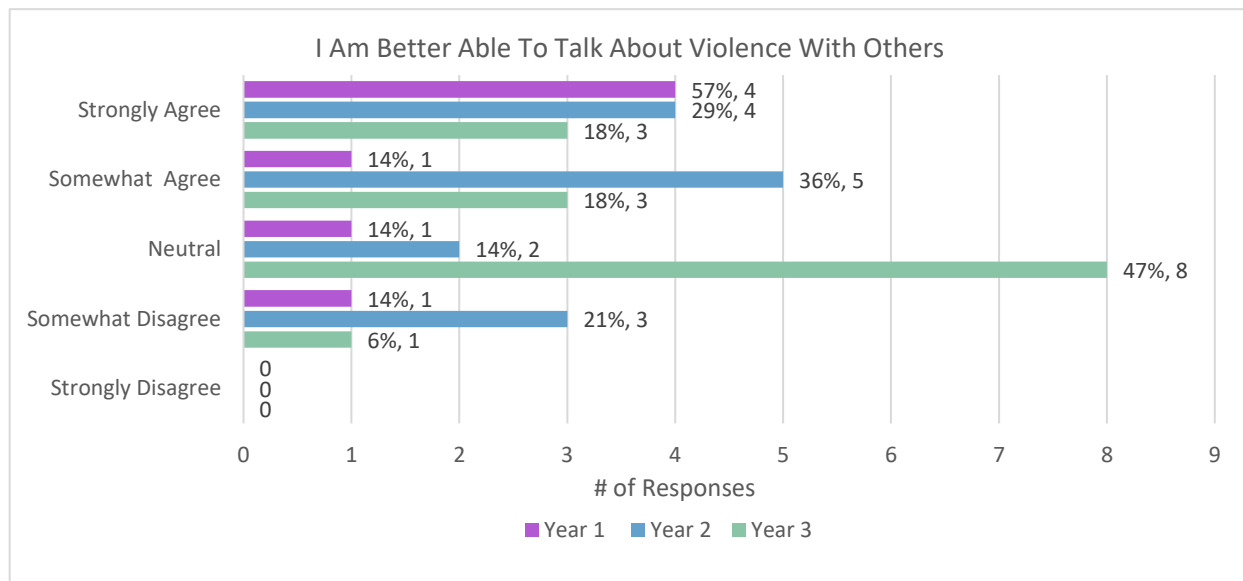


35% (6/17 respondents) from year 3, compared to 64% in year 2 (9 respondents) and 71% (5 respondents) from year 1 felt better able to talk about violence with others since joining the YFD program. A majority of (47% or 8/17) participants felt neutral in year 3.

"It takes a great deal of strength to speak up & speak your truth and society's truth"

– Community Member

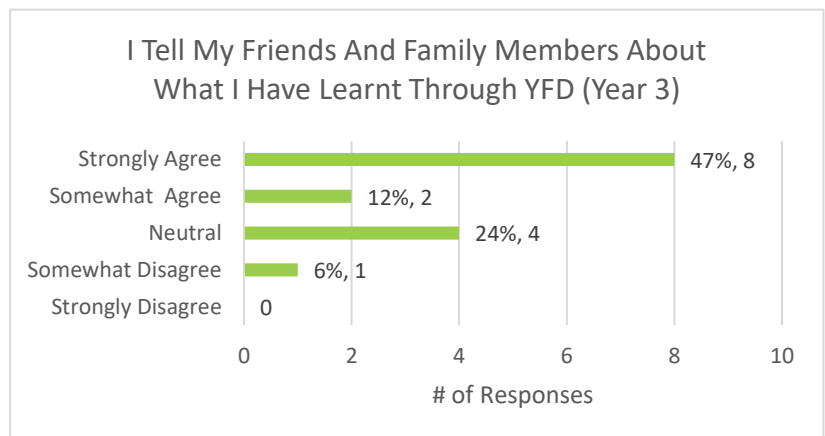
At the beginning of the program, 50% (9 participants) shared that they had never been involved in the YFD program, which is a larger group compared to Year 2, where 35% (5) participants were newcomers to the program. This may explain why more participants in Year 3 felt 'neutral' in their ability to talk to about violence with others, as this may be the first time they are openly speaking about GBV prevention and awareness.



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

#### KEY FINDING: Most participants are sharing what they have learned with others.

Most participants (59% or 10/17 respondents) indicated that they are sharing what they have learned with others. Some participants (24% or 4/17), however, were neutral about whether they were sharing what they learned in YFD, and 6% (1/1) were not talking about what they learned. As a follow up, project Facilitators/partners could ask those youth who are hesitant to talk about what they have learned why that is and how they can be supported.



2 respondents did not answer this question.

**KEY FINDING: YFD is helping young men understand their role in speaking out against GBV.**

Youth participants highlighted that the YFD program has taught them to speak out against GBV. Participants also shared the harmful affects of victim-blaming, and the need for aggressors' (statistically men) to take ownership of their actions. One participant emphasized the need for men to be included in anti-violence conversations, in order to successfully put an end to violence against women and girls.



"I think it's important for young men to speak up. You can see something, but you have to say something. Speak up, use your voice. If you see something wrong. It's important for young warriors to use their voice in a good way, a positive way. Being a warrior means sticking up for what's right."

- Project Partner

**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 FINDING: YFD helps to build a sense of pride among YFD participants and community members.**

Participants shared that YFD has given them a strong sense of pride because it has helped them realize how much good they can do for their community and for MMIWG2S+. Some participants shared that the dedication, commitment, and teamwork by their fellow YFD peers has given them a sense of collective pride.

65% (11/17 participants) who completed the outtake survey feel that the YFD program is helping to create change in their community. YFD also built community members' pride in youth, with 100% (51/51) of those who completed the community survey saying they are proud of YFD participants and the hard work they are doing surrounding GBV issues in the community.

"I'm grateful to be here to pass that knowledge on. I got the chills a couple of times today watching you make your drums. It filled my bucket. You help others. I'm grateful for you guys. Keep on track."

- Elder

"This experience made a big part of my life, is that I feel more confident into talking to others including elders."

- Youth

"I was so amazed to see our youth speak and to talk to the community first time seeing that made me happy."

- Community Member

**KEY FINDING: YFD is helping to build participants' confidence, particularly with communication in group settings.**

Participants shared that YFD has given them more confidence to communicate in group settings. A few participants shared that the program has strengthened their ability to speak up and use their voice. This increased confidence has made participants feel more comfortable to speak out against GBV and confide in someone if they need help. One participant shared that they were proud of themselves and their fellow peers, for using their voices to educate younger generations about GBV, including how to identify it, how to help, and how to support those who have been harmed by violence.

Facilitators also noted this strengthened sense of confidence among youth in the program. They highlighted that youth who were often quiet/shy have become more comfortable communicating in group settings. One participant shared how the program allowed them to participate in campaigns and activities based on their strengths and individual comfort levels (e.g., someone writing a speech and someone else presenting it), which made them feel more comfortable participating in group settings.

"[I am] proud I started talking to others more in general, public speaking. [I am] proud of the amount of people involved."

"[I am proud of] speaking in front of lots of people."

– YFD Participant

"The big difference [YFD made in] my life is that I communicate more and help and support my community and support others."

– YFD Participant

**KEY FINDING: Youth are seen as empowered change makers, able to make a positive difference in the community.**

96% (49/51 respondents) of community members stated in survey results that they see youth as leaders of positive change. Many members shared that they were proud of youth for taking initiative, and for being positive change-makers in their community. Elders emphasized how proud they were of youth for participating in the YFD program voluntarily. They also acknowledged Youth's commitment and dedication to responding to GBV in their own lives, families, and communities, and how they are strong leaders and role models that have the power to empower others.

"It is wonderful to see the youth 'walk their talk' and show that they have learned."

- Community Member

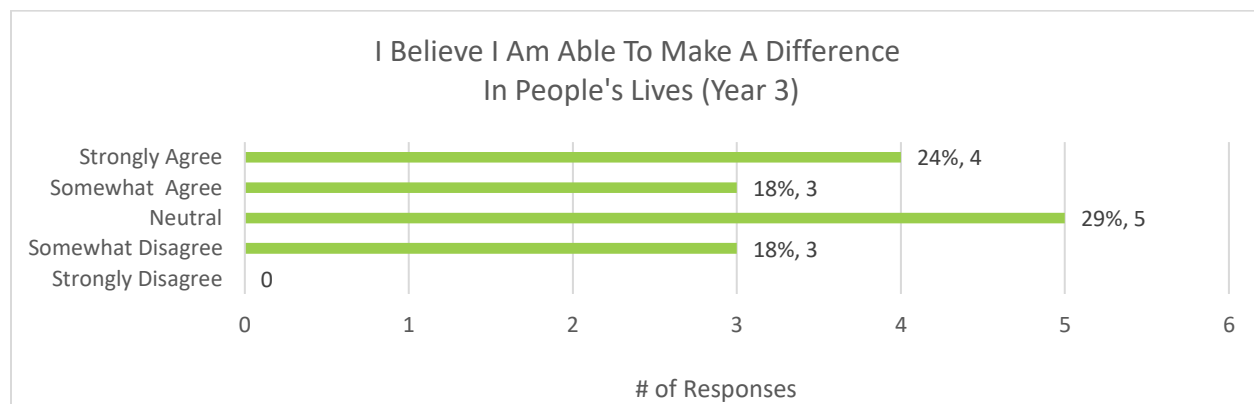
"I am honored to be a part of this group in their last week, I admire & honor the youth for their projects. "

– Project Partner

"I was so amazed to see our youth speak and to talk to the community first time seeing that made me happy."

- Community Member

Youth expressed feeling empowered to make a difference but to a slightly lesser extent. As seen in survey results, 41% of YFD participants (7/17 respondents) believe they can make a difference in people's lives, with 29% (5/17) feeling neutral, and 18% (3/17) not feeling they can make a difference. In future programming, it would be helpful to ask participants what resources they need to feel more comfortable supporting those who have harmed by violence, and what supports they need to feel more confident in their skills/abilities as change-makers in their community.

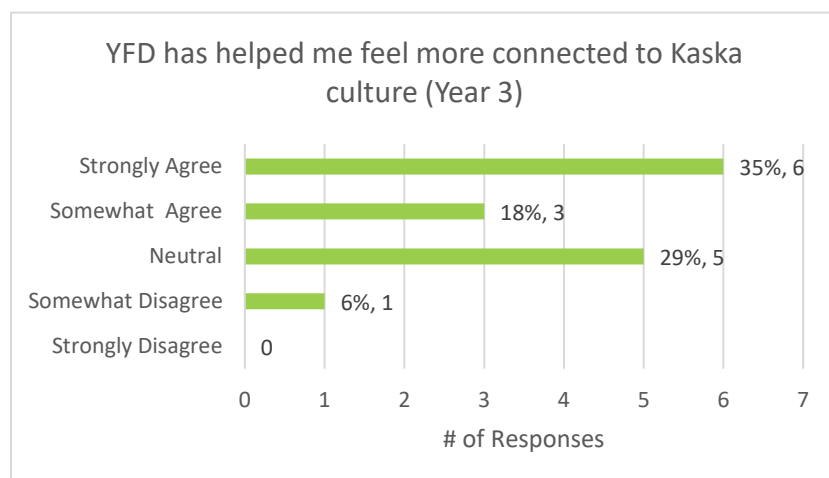


2 respondents did not answer this question.

**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 FINDING: YFD has helped to connect Kaska and non-Kaska participants to Kaska cultural knowledge and practices.**

Participants shared that YFD has helped to connect Kaska and non-Kaska participants to Kaska culture. Survey results show that 53% of Kaska and non-Kaska participants (9/17 respondents) believe that YFD has helped them feel more connected to Kaska culture.



2 respondents did not answer this question.

"[I am most proud of] hanging out with elders and working on cool buttons."

- YFD Participant

"[I am most proud of] drum making."

- YFD Participant

When looking at responses from Kaska and non-Kaska participants, we see that both Kaska and non-Kaska students felt somewhat to more strongly connected to Kaska culture, with 35% (6/17) of Kaska and 18% (3/17) of non-Kaska participants feeling more connected.

Some participants shared that they look forward to coming to YFD because it makes them feel connected to their culture and language and gives them a sense of cultural pride. Non-Kaska participants also shared that they enjoy learning about Kaska cultural practices, protocols, and traditions because it gives them a sense of belonging.

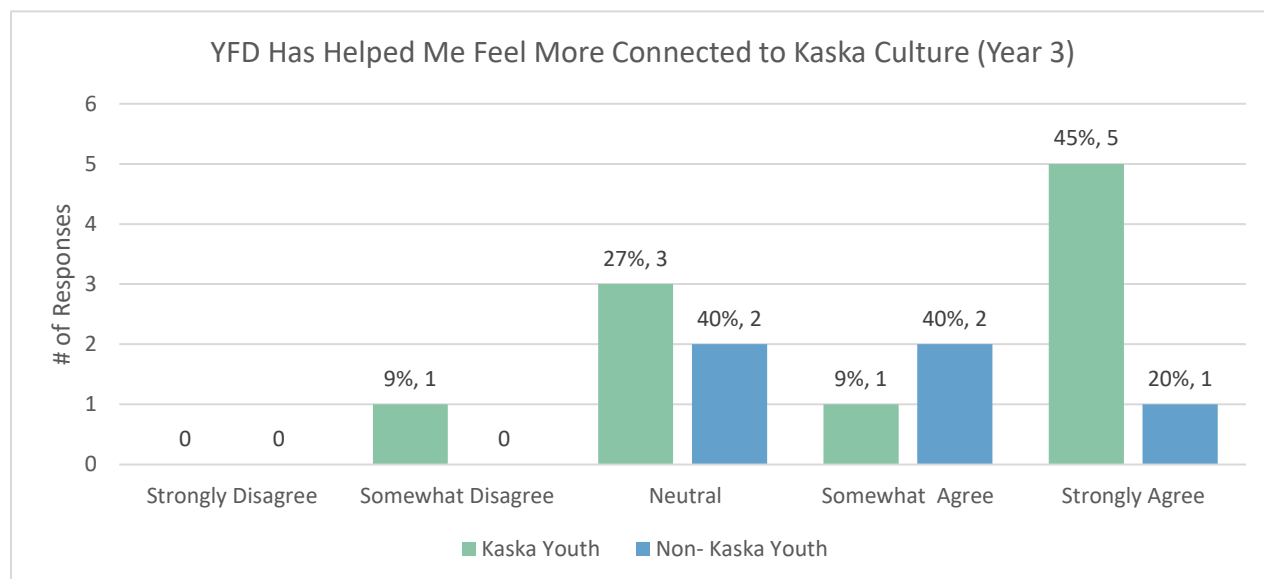
Participants shared that they enjoyed participating in Kaska cultural activities and workshops, such as drum making, beading, poster making, and button making. Facilitators also noted how much youth enjoyed having guest speakers and teachers host workshops both in-person and online (e.g., drumming workshop).

"My family wasn't cultural (Irish and Scottish). More connected now with Elders. All my family is far away, and I didn't have grandparents growing up. The Elders here are supportive and provide acceptance

- YFD Participant

"I enjoyed hanging out with elders and working on cool buttons."

- YFD Participant

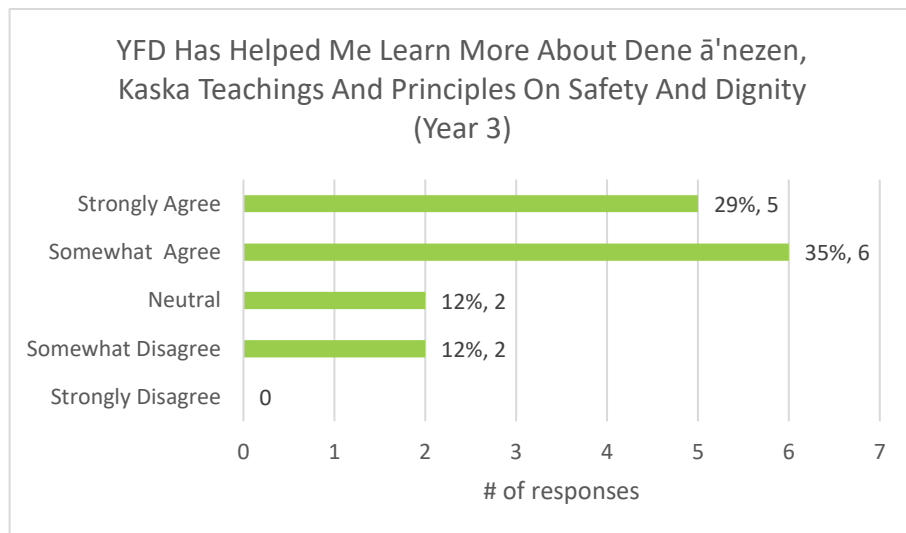


2 respondents did not answer this question.



**KEY FINDING: YFD participants are learning more about Kaska teachings and principles on safety and dignity.**

65% (11/17 respondents) shared that YFD helped them learn more about Kaska teachings and principles on safety and dignity. Elders highlighted the respectful relationship building they have witnessed among Youth in the program. They also acknowledged the respect Youth have for their Elders, specifically the ways Youth look after them and the gratitude they show for cultural knowledge and teachings.



2 respondents did not answer this question.

"[I am proud of] learning from elders, [it is] something to come to school for."

- Youth

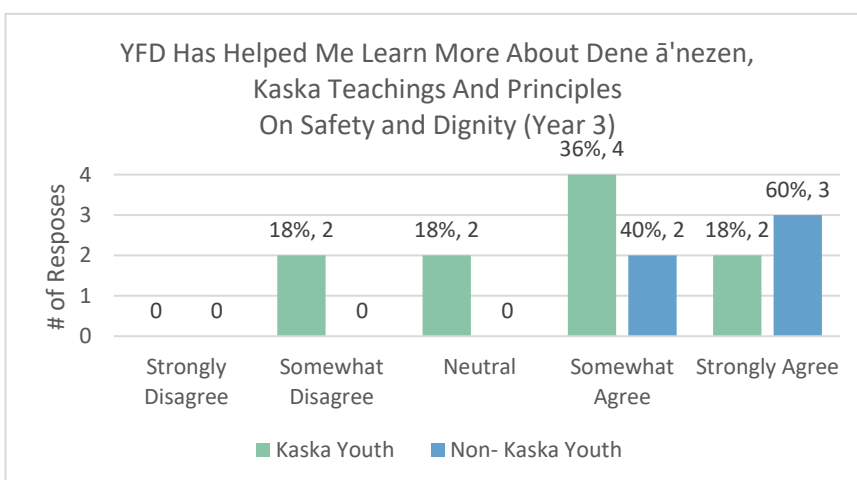
"I'm grateful for being here with the children, grateful to share my Kaska knowledge with them."

- Elder

When looking at responses from Kaska and non-Kaska participants, we see that both Kaska and non-Kaska students felt YFD helped them learn more about Dene 'Á Nezen, Kaska teachings, and principles on safety and dignity, with 100% (5/5) of non-Kaska and 60% (6/10 responses) of Kaska participants feeling more connected.

"When we hear a song or story we need to hold on to it. We've lost a lot of our culture. Write down and keep what Elders say to you. Keep it with you. Look after yourself and look after each other."

- Elder



2 respondents did not answer this question.

**KEY FINDING: Elders have an important role in YFD program.**

Facilitators, partners, and participants emphasized the important role Elders have the YFD program – in connecting youth to their culture and traditions (e.g., drumming), sharing stories and teachings (e.g., lessons on gender), and acting as a support system for Youth. Some partners feel that Elders are helping to preserve Kaska culture and language by sharing their knowledge about the land and resources with Youth. Many participants shared that they feel more connected with Elders after participating in the YFD program.

"I'm happy that the youth are coming here to get information for [their] own self. I'm inspired by their participation. It validates and is important to me. I'm learning my role as Elder. I'm learning too."

– Elder

"The Elders here are supportive and provide acceptance."

– YFD Participant



"I feel connected with the elders and its amazing learning from them."

– YFD Participant

"More happy spirit with the Elders, and their stories, it's a different pace that I like."

– YFD Participant

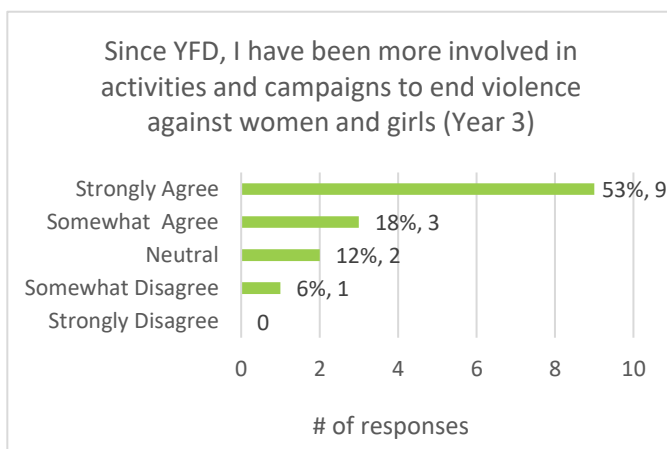
### Outcome 6: Increase in Knowledge dissemination mechanisms for sharing effective approaches and practices in dating/relationship violence and programming among youth, particularly Indigenous Youth

**KEY FINDING: YFD has increased the involvement of youth in activities and campaigns to end GBV.**

71% of Youth participants (12/17 respondents) shared that YFD has increased their involvement in activities and campaigns to end violence against women and girls. 12% of participants (2/17 respondents) felt neutral and 6% (1/17 respondents) somewhat disagreed about their increased involvement in activities and campaigns to end GBV.

"The unveiling with staff and students of the mural and putting up Stop Rape signs were highlights."

– YFD Participant



2 respondents did not answer this question.

**KEY FINDING: Youth are putting GBV knowledge into creative action as inspired by YFD approaches to knowledge dissemination.**

Facilitators explained the end of year social change project that youth collaboratively brainstormed, designed, and planned for Year 3 of the program. Youth hosted a solidarity march and vigil for MMIWG2S+ to raise awareness of GBV. Youth developed speeches, posters, flyers, buttons, and created a red shawl with handmade beaded embellishments that they planned to unveil at the vigil. The Youth designed this red shawl so it could be added to the red dress display YFD participants created in Year 2 of the program. This is an example of the ways knowledge dissemination, grounded in collaboration, can help youth to successfully take what they have learned in YFD and put it into action. This end of year social change project is also an opportunity to honour and celebrate Youth and their hard work over the past year.



**"The Youth are amazing beaders and artists!"**  
- Facilitator



**"It is wonderful to see the youth 'walk their talk' and show that they have learned."**  
- Community Member



**"It makes me so incredibly happy to see the Youth participating in an event like this."**  
- Community Member



***"Working on campaigns to make sure that those who lost their voices are heard, and that it won't happen again."***  
- YFD Participant



**KEY FINDING: 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 2021/2022

- ❖ **Red Shawl Installation:** This year, Youth for Dignity participants completed a red shawl with beaded squares to be added to the red dress display made by the previous YFD cohort. The red shawl blanket, with the many sewn and beaded patches constructed by the youth, Elders and facilitators is tied up with leather. The youth unveiled it for the crowd at the May 5<sup>th</sup> event. The shawl and the dress are displayed in the lobby of Watson Lake Secondary School (WLSS) along with a plaque with information on the initiative.
- ❖ **Beading & Button Making:** Throughout the YFD workshops, beading and button making with Elders and facilitators was a key activity to help raise awareness of GBV and MMIWG2S. YFD participants made buttons to distribute to community members during the May 5<sup>th</sup> event.
- ❖ **Poster Making:** YFD Participants made posters and participated in creating logos for different activities to raise awareness. Some posters were made for display at the Watson Lake Secondary School (WLSS), while others were made to for the May 5<sup>th</sup> community event.
- ❖ **Drumming:** Drumming was an important part of the YFD project as students had many sessions with Kaska drummers to learn and practice songs. YFD participants also participated in a drum making workshop with Kaska Elders. YFD participants shared the songs they learned through the program with the community at the May 5<sup>th</sup> community event.



## YFD Knowledge Dissemination Activities and Campaigns 2021/2022

- ❖ **Honouring & Awareness Community Event:** On May 5<sup>th</sup> students held a community event for the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, Trans and Two-Spirited people (MMIWGT2S+). The event consisted of a community event to build on the relationships and learning of previous sessions; to add in more information on systemic elements of racism and colonialism that contribute to violence, abuse and ongoing genocide; to organize and participate in a community action / campaign (an honouring ceremony for MMIWGT2S+); and finally, to celebrate the achievements, learning and contributions of the youth in Youth for Dignity. The community gathered at the LAWS mural in the signpost forest and proceeded to march through town. Roughly, 200 people showed up to the event. YFD participants and community members drummed as they marched along the Alaska Highway. Kaska drummers opened the ceremony with song and drumming, and Elder Rose Caesar gave an opening prayer. YFD participants led the Women's Warrior song that they had practiced over the past months and did a smudging. The LFN Chief spoke to the group, honouring the importance of the day. YFD participants gave speeches on the significance of the MMIWG2S+ solidarity march and vigil, and some youth shared their own personal stories as survivors of violence and how GBV has impacted their lives. Lastly, YFD participants gave background on the YFD program and the importance of addressing violence and discrimination in their community.



## MEDIUM-TERM OUTCOMES

The following section outlines observed changes related to **medium-term outcomes (3-5 years)**.

Although we are in YFD Program Year 3/IR&E Year 4, we have already observed significant progress on a number of medium-term outcomes as outlined in this section. We will continue to track these medium-term outcomes to see how they develop in the coming years.

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

#### KEY FINDING: Youth are continuing to raise awareness though campaigns and initiatives.

On May 5<sup>th</sup>, 2022, YFD participants hosted a solidarity march and vigil for the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, Trans and Two-Spirited people. Youth led 150+ community members in a solidarity march along the Alaska highway. Youth sang songs, drummed, and helped up posters that they had created weeks prior to the event. Youth guided community members to the Signpost Forest in Watson Lake, where they shared speeches about the significance of the vigil and personal stories of their own experiences with GBV. After their speeches, Youth unveiled the red shawl they created and later installed the shawl on the red dress display they created in Year 2 of the program.

Many community members shared that the event was emotional and powerful, and something they were proud to have witnessed. This event was an opportunity for YFD participants to demonstrate their ability to raise awareness and based on the feedback from those who attended the event, Youth did a spectacular job.



In workshops, students generated ideas for awareness-raising initiatives. 100% (51/51) of community members stated they are proud of YFD youth participants, with 78% (39 community members) indicating they are “bursting with pride” (ranking 10) for their youth involved with YFD.



**KEY FINDING: Youth are proud of the ways they are raising awareness on GBV issues through YFD.**

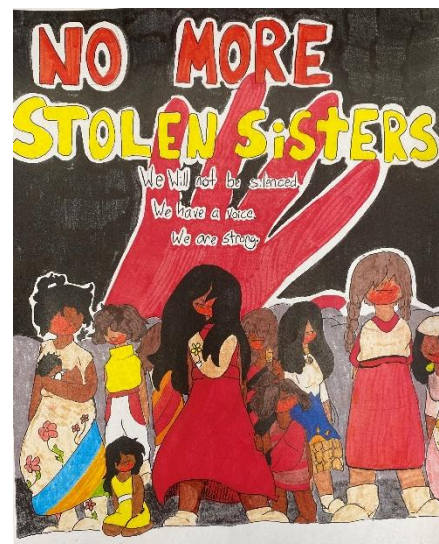
Youth participants shared how proud they are of the campaigns and initiatives they have led to raise awareness of GBV issues. Many participants highlighted the solidarity march and vigil they hosted on May 5<sup>th</sup> and expressed how amazing it was to witness 150+ community members participate in their end-of-year social change event. A returning YFD participant noted the increase in awareness among community members since they first joined the program. Witnessing the difference Youth and the wider YFD program has had on their community, makes them feel validated, and that their voices are being heard.

"[YFD is] fun and helps make a difference in the community."

– YFD Participant

"[YFD] is fun and great to help and trying to stop [violence]."

– YFD Participant

**KEY FINDING: Project Partners and Elders are noticing improved ability of youth to raise awareness on GBV issues.**

Facilitators noted the dedication and commitment of YFD participants, and how proud they are of youth for using what they have learned in the program to take action within their own community. One facilitator noted the speeches youth wrote for the May 5<sup>th</sup> solidarity march and vigil, and how moved they were by youth's ability to speak so confidently and openly about the importance of the vigil. They also highlighted the courage and strength of Youth who (voluntarily) shared stories about their personal experiences with GBV at the vigil. Since the beginning of the program, Youth have shown an increased sense of safety and dignity among fellow YFD participants, facilitators, and the wider community – and are feeling more comfortable sharing their experiences with one another. Elder's also observed Youth's improved ability to stand up for their values and described their willingness to take collective action as inspiring and empowering.



"Youth are dedicated to changing the outlook of community members"

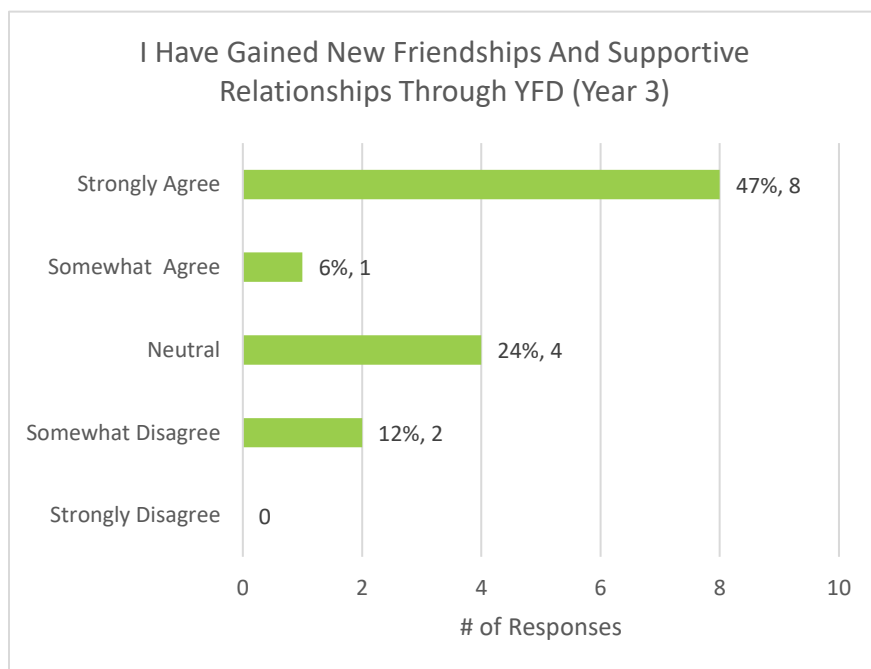
- Elder

"Campaigns are making a difference."

- Elder

**Outcome 2: Strengthened feelings of safety and peer supports amongst YFD participants****KEY FINDING: Participants gained new friendships and supportive relationships.**

60% of YFD participants (9/17 responses) felt 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. Facilitators specifically noted increased safety and comfort between participants that had previously participated in YFD in other years.



“There were actions that showed dignity to all through the session, always caring for others in the room.”

- Facilitator



2 respondents did not answer this question.

**KEY FINDING: YFD supports participants mental health and wellness.**

Some YFD participants noted the positive impact YFD has had on their own personal lives, allowing them to cope with and heal their own personal traumas. One participant shared that using their voice to tell their own story, and support those that have been harmed by violence has helped them in their own healing journey. The YFD program has provided Youth with new resources to support their mental health and help Youth deal with challenges they are facing in their personal lives.

“I realized that I was learning so much about how to use my own experiences and strengths to help others”

- YFD Participant

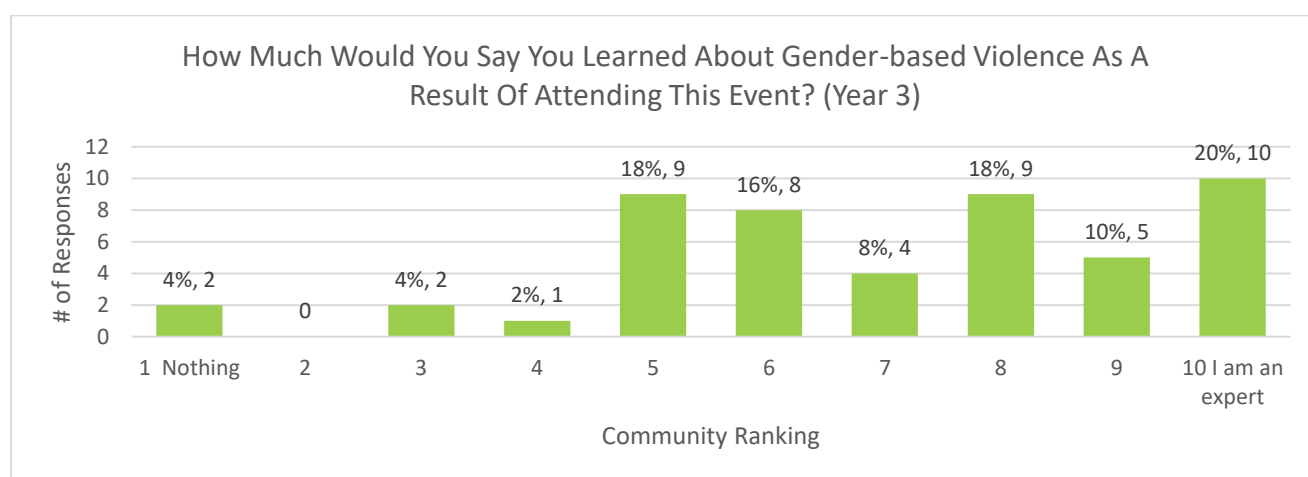
“I have a better attitude and YFD has helped improve my mental health”

- YFD Participant

**Outcome 3: Enhanced community awareness of GBV prevention and response, based on Dene 'Á Nezen and RBP****KEY FINDING: YFD is providing a platform for conversations and engagement with GBV issues in the community.**

Part of the ongoing research and evaluation is to understand the impact of YFD at a community level. YFD participants and facilitators were able to hold a community event centered around showcasing participants' continual learning as well as acknowledgement of and ways to take action against GBV in their community.

After the event, 96% (48/50 responses) of community members said they learned about gender-based violence as a result of attending this event.



Community members provided valuable suggestions on what else they can do to prevent violence and improve safety in the community. One of the top responses being continuing programs like Youth for Dignity with 52% of respondents (26/50) identifying it as a way to improve safety in the community.

“Great to see youth engagement with social justice & commitment to a better future.”

– Community Member



“Great to see youth engagement with social justice & commitment to a better future.”

– Community Member

**KEY FINDING: YFD is helping to raise awareness in the community.**

98% (50/51 responses) of Community members shared in a survey that the youth-led community event did an excellent job of involving the community in conversations on violence, building community solidarity, raising awareness about the extent of violence happening, highlighting issues of violence and the need for change, and helping people learn how to prevent and respond to violence in the community.

Community members highlighted that YFD is creating positive changes within the community. Some examples include educating members on how prevalent issues of GBV are locally, regionally, and nationally. One community member also shared that YFD has helped raise awareness about resources that are available for those who are supporting and/or have been harmed by violence.

Elders also noted how community members are more open to discussing GBV and related issues (e.g., consent, rape, victim blaming) since the YFD program launched. In addition, families and community members have been more supportive of youth and their advocacy work.



"Today, I learned some new statistics. I also learned more about healing resources, including resources about violence, learning traditions, language, and making the culture more visible".

– Community Member

"There are many children and women actually including men that are missing that we [need] to be aware of."

– Community Member

**KEY FINDING: YFD participants are recognizing the potential for YFD having a positive impact on the community.**

YFD participants feel that the program is having a positive impact on their community, with some returning youth witnessing more community members supporting their campaigns and initiatives since they started the program. One participant noted that more youth, family members, and community members have reached out to them for advice and support. This may be an indication that the YFD program has helped normalize discussions around GBV and has made people feel more comfortable seek help.

"Awareness that anyone could do it. Many young people are doing this for everybody, not just native people. It's powerful seeing them be brave."

– Community Member



**KEY FINDING: YFD is providing space for Kaska cultural ways of knowing to address GBV and support those harmed by violence.**

YFD Participants shared that providing space for Kaska cultural ways of knowing helped them understand the impact colonization has had on perpetuating GBV against Indigenous women, girls, trans, and two-spirited people.

Many participants shared that they enjoyed learning Kaska traditional teachings, and it made them feel more connected to their culture. Elders highlighted the need for more opportunities for youth to learn about Kaska cultural practices and protocols.

"[I would join again] to be a part of my culture."

– YFD Participant

**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****KEY FINDING: Service providers are more deeply learning about YFD and its teachings.**

Project partners/ service providers expressed that YFD fosters a learning environment where everyone is learning together. Knowledge flows mutually between adults, Elders, and youth involved in the program.

"There are many good teachings in Youth for Dignity, and the learning flows both from adults and Elders to youth, and also from the youth to the adults.

- Project Partner

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

This year's YFD-led community event had a wide variety of attendance from service providers, including 7 WLSS staff members, 1 Johnson Elementary School staff member, and representatives from Liard First Nation's (LFN) Dene Keh Justice Department, Mental Wellness and Substance Use Services (MWSU), and Help and Hope for Families Society. Many service providers shared that they came out to support YFD participants in their advocacy work and honour the lives of MMIWG2S+.

At the event, Elders said a traditional prayer to open the vigil in a good way. Community members also volunteered to drum and sing to honour the lives and families of MMIWG2S+. This is one of many examples of how the YFD program is culturally grounded and community-based and provides opportunities for school staff to learn and participate in Kaska cultural traditions and protocols.



**Outcome 5: Increase in organizations and service providers using the research to deliver other GBV prevention programs to youth, particularly Indigenous Youth****KEY FINDING: WLSS Teachers are engaged with YFD work.**

For three years, WLSS has dedicated a space for YFD program delivery, allowing staff and YFD participants to collaborate. This year WLSS staff expressed how grateful they are to have worked closely with youth, for the mutual knowledge sharing they have participated in, and for the relationships they have built over the years.

"I am honored to work with the youth. They inspire me."

-Project Partner

**Outcome 6: Sustained collaborations and deepened partnerships between LAWS and project partners****KEY FINDING: Continuity in project partners is building strong relationships and trust.**

At the end of year community event, several project partners attended and participated. Some partners made speeches acknowledging the positive impact youth and the wider YFD program is making in the community.

The close collaboration between project partners, YFD, and the community at large helps build strong relationship and trust. This includes relationships between Elders and YFD participants, as many youth expressed Elders providing a point of support, trust, and acceptance.

**KEY FINDING: WLSS as a project partner is showing support through actions and engagement with YFD.**

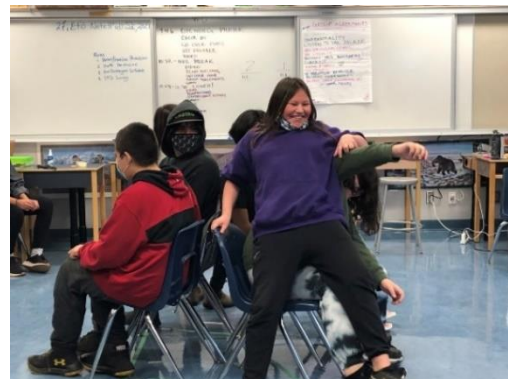
WLSS is supporting YFD through their actions such as providing physical space to hang up program art and messaging, as well as showing up and encouraging the community to show up for YFD's end of year community event.

WLSS is also providing verbal space for YFD to talk about GBV issues with staff, facilitators stating that teachers are more open to 'us' [YFD] being there.



**Outcome 7: Enhanced sustainability and adaptability of the design and delivery of the YFD model****KEY FINDING: YFD Accreditation Initiative supports the sustainability and adaptability of YFD.**

As part of the project's sustainability initiative, YFD is pursuing accreditation so that students can receive credits for completing the program. This will also support the adaptability of the program to other locations and contexts. LAWS and school partners are currently working with Yukon's Department of Education and the Yukon First Nations Education Directorate to pursue accreditations for previous YFD participants. These accreditations will allow YFD to show on participants' transcripts, which can be positive for post-secondary acceptance because it shows their commitment to community development.

**KEY FINDING: Youth are highlighting the importance of program expansion.**

YFD participants highlighted the positive impact the program is having on themselves and the larger community. When asked, almost all participants said they would recommend YFD to other students. They noted that students would benefit from YFD teachings and acknowledged ways in which program adaptation and expansion would be beneficial for students.

"[I would suggest YFD to others because it's] informative and helpful for learning about things and issues in the community."

– YFD Participant

**KEY FINDING: Facilitators are recognizing ways to adapt delivery of the YFD model under challenging circumstances.**

In Year 3 of the program, COVID-19 restrictions had less of an impact than in Year 2. However, facilitators still had to adapt program activities and prioritize/adapt program deliverables to adhere to COVID health and Safety guidelines and restrictions.

This allowed for further consideration of ways the YFD curriculum could be altered in the future, with facilitators recognizing that YFD programming is adaptable when needed.

"Drumming over Zoom wasn't ideal (though it worked) – having drummers in classroom is better. "

– Facilitator



## D. PROJECT STRENGTHS, CHALLENGES, OPPORTUNITIES AND RECOMMENDATIONS

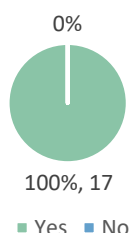
The research and evaluation activities highlighted several strengths related to the project, alongside challenges, opportunities, and recommendations to continue to evolve this important work. This section outlines YFD's strengths, challenges and opportunities and provides associated recommendations.

### 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. 100% of participants said they would join YFD for another year and 100% of participants said they would recommend YFD to other students.

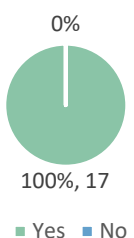
Would You Join YFD For Another Year? (Year 3)



Why Would You Join YFD Another Year?



Would You Recommend YFD To Other Students? (Year 3)



Why Would You Recommend YFD To Other Students?



"I would most definitely suggest YFD to others."

- YFD Participant

"I would join again because I like how much we get to do for the community."

- YFD Participant

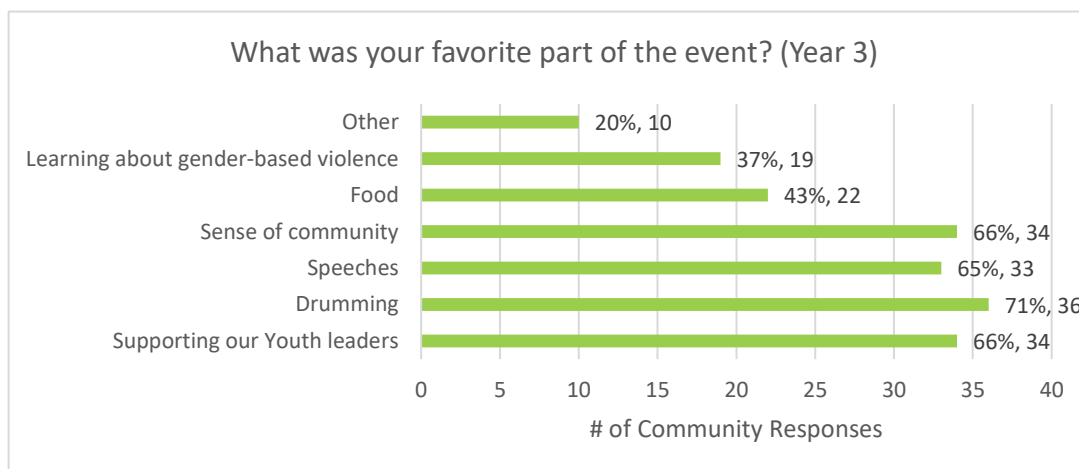
## 2. Culture and Connection to Elders

Youth and facilitators described the importance and strength that culture brings to the project. Having Elders involved in all sessions helped connect youth to stories and teachings. YFD participants stated their favourite part of YFD this year was creating tools to raise awareness through cultural activities such as beading, the red dress shawl, and others. Drumming workshop, where youth learned how to make and play a drum, along with learning teachings about drumming. Many expressed how proud they were of the drum exercise. Time with Elders was also a favorite part of the program for many youths.



## 3. The community is supporting YFD participants as future leaders

Youth shared in surveys and interviews that having the community publicly support their work in YFD made them feel good and proud. With the highest number of community members stating that their favourite part of the community event was supporting their youth leaders.



#### 4. YFD Participants are proud of their hands on, youth-led work

As described in this report, YFD participants undertook youth-led awareness raising activities this year and they expressed pride in this work. At the end of year community event, YFD participants gave speeches and shared their own personal experiences with the crowd of attendees. Some participants shared that YFD helped them build their self-confidence to speak in front of community members, and they were proud to have participated in the solidarity march and MMIWG2S+ Vigil. Many participants shared that YFD has helped them realize their role as change-makers within their community, and they are proud of themselves for continuing to raise awareness and advocate against GBV.

"My children are LFN members and I only hope they will be involved like the youth are now, when they are older."

– Community Member

"They are going to create a brighter and more equitable future with their fight for social justice."

– Community Member

"[I am] so proud of Youth taking action."

– Community Member

#### 5. Facilitators are responding to external and internal challenges to the program, altering the design and delivery of workshops when needed

YFD facilitators took 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. This year due to COVID-19, facilitators had to continue to adapt program activities and prioritize/adapt program deliverables to adhere to COVID health and Safety guidelines and restrictions. COVID-19 protocols had an impact on classroom visits and community activities. However, with flexibility, care, and the appropriate procedures in place (e.g., rapid testing), these challenges were minimized. As the program goes forward it is important that, facilitators continue to work together to establish a design and delivery schedule that is flexible and adaptable to mitigate future disruptions / unforeseen circumstances.



#### 6. Accreditation for YFD participants

In February 2022, the town of Watson Lake voted to join the First Nations School Board (FNSB) beginning this fall. This is an important milestone for Watson Lake Secondary School (WLSS) as it will now be managed by an autonomous school board that is working to unify control over First Nation education in the Yukon. Both the YFNED and FNSB are key program partners and are continuing to streamline the accreditation process.

LAWS and school partners are continuing to work with the Yukon's Department of Education, YFNED, and FNSB to offer accreditation for YFD participants who complete the YFD program at WLSS, which would further promote program sustainability.

## 7. Friendship and peer leadership is creating a strong YFD community

As this is YFD's third program cycle, facilitators and students have commented on the positive leadership roles previous years' participants have taken on for new YFD participants, including helping new participants learn challenging concepts, build their confidence, and together build a community within the program based on shared values and interests. Facilitators and students noted team building has been strong between the various grades participating in the program (8-12). Many participants shared that the YFD program has helped them gain new friendships and supportive relationships.

"My experience in Youth for Dignity has given me more joy and awareness. It has made my life different by introducing more of my culture and has given me more strength and bonding with my friends so we are more open with each other."

– YFD Participant

## 8. YFD created a successful learning environment for youth to learn about challenging subjects relevant to their lives

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 them included learning how to support those harmed by violence, raising awareness, victim-blaming, gendered violence, dignity or Dene Ä' Nezen communication, and planning campaigns and events. Many participants highlighted the drumming workshop and MMIWG2S+ solidarity march and vigil as memorable events. Facilitators' efforts to create a safe and trusting learning environment for youth has helped YFD participants apply the knowledge they have gained in the program, into action in their own community.

## 9. Youth and community are 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 community event). This includes opportunities for youth to connect with other youth, family members, service providers and collaborate with Advocates in the community.

## 10. Youth-led approach

YFD takes a youth-led approach which participants 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. It also involved collaboratively brainstorming and sharing ideas for campaigns as inspired by YFD participants. This happened with drumming and creative activities such as sign making or beading, with many youth being leaders and talented artists.



## 11. Language is helping create safe space for YFD participants

Facilitators used language as a way to positively connect youth to Kaska culture and create a safe space for sharing. This year facilitators discussed sexuality, gender identity, and pronouns to help youth feel included. One participant noted that these discussions helped them learn more about LGBTQ2S+ and their own identity. Many participants emphasized how the YFD program has become a safe space for them to be themselves.

"They are comfortable with introducing themselves in Kaska, with pronouns, and with each other. You can see the difference between the youth who have been involved with YFD in the past and the new participants."

– Facilitator

## 12. Youth enjoyed the snacks that YFD provided

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 social engagement restrictions posed some challenges on the YFD project during Program Year 3. COVID-19 protocols had an impact on classroom visits and community activities, as the program had to adhere to COVID health and Safety guidelines and restrictions, including indoor/outdoor social gathering limits, rapid testing, and mask protocols. Despite these barriers, YFD participants, facilitators and Elders were able to connect due to their hard work, adaptability, flexibility, and care.



COVID-19 protocols were eased during Year 3 which allowed program delivery to resume as planned, with proper safety measures in place. Facilitators noted that they were able to cover important topics, issues, and activities in-depth this year because COVID-19 restrictions were lifted. Facilitators, Elders, and YFD participants emphasized that they were grateful to be attending workshops in person again and feel that they were able to build stronger social connections this year.

### 2. Barriers to Elder engagement

Facilitators mentioned the challenges they face meaningfully integrating Elders into the program. Due to the fact that workshop topics, activities, and events are planned ahead of time, it is difficult to include Elders in program planning. Elders with health challenges often have to leave sessions early and/or are unable to participate for a full day. Elders also emphasized the need for more programming to meaningfully engaged YFD participants in cultural learning.

### 3. Youth involvement in event planning

In regard to event and activity planning, some YFD participants shared that they need more structure to how they carry-out event planning. For example, when it came to planning their MMIWGT2S+ solidarity march and vigil some youth shared that they wanted clear direction on their roles and responsibilities for the event.

#### 4. Attendance and breaks between sessions

Despite high attendance rates, it was shared that the gap between workshop sessions can be challenging for some participants as it impacts momentum and continuity in the program and associated activities. Rather than having monthly workshops, some participants suggested having bi-monthly workshops and/or more drop-in times. They also shared that increasing the number of workshops would give them the opportunity to work on a variety of projects, activities, and campaigns. Some Elders expressed their concerns about having breaks between sessions, specifically in the summer months when youth may not have access and/or seek out supportive resources if they are dealing with challenges in their own personal lives.

"I would just change how much they come here. I would like them to come for longer times or more than once a month"

– YFD Participant



"One thing I would change is probably having more days with Julie and Renee so we could have more projects done"

– YFD Participant

## OPPORTUNITIES

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

### 1. Improve sustainable program delivery through co-facilitation with LAWS Advocates

Facilitators would like to have the LAWS Advocates involved in Youth for Dignity. Facilitator emphasized the need for Advocates to be involved throughout the year to help with co-facilitation. Through this collaboration with Advocates, facilitators feel that the program delivery would be more sustainable and could incorporate more Kaska-based teachings and knowledge. Advocates also have strong ties to LAWS and the community and can offer more culturally based support for YFD participants, with their knowledge of Kaska culture, teachings, and protocols.

### 2. Increase opportunities for traditional and cultural teachings

Facilitators noted the difficulties they've had with meaningfully integrating Elders into YFD programming, with Elders stating that youth need more opportunities to learn about Kaska culture, traditions, and teachings. Many participants expressed how much they enjoyed participating in cultural activities, such as drum making / drumming, singing, beading, stick gambling, and listening to Elders share their knowledge and stories.

Elders recommended that the YFD program should offer more on-the-land programming for youth. Similar to the LAWS Advocacy program, Elders suggested hosting a YFD youth retreat where youth can disconnect from the outside world and reconnect with their culture.



"On the land programming similar to the Advocacy experience. The serenity is inspiring when youth are on the land"

– Elder

### 3. Continue to integrate youth feedback to strengthen program development (within the scope and resources of the project)

Due to COVID-19 restrictions lifting, attendance was generally much higher than in the previous year. This was thought to be due to YFD participants missing the in-person, peer-to-peer connection they had prior to COVID-19 restrictions. With face-to-face workshops resuming, YFD participants continue to emphasize a need for condensed scheduling / frequent workshops. Youth expressed a desire to work on more projects and feel that monthly programming and breaks between sessions are limiting. YFD participants recommended bi-weekly workshops and/or more drop-in times.

Some YFD participants also emphasized the need for more structure in how they carry out event planning. Therefore, there is an opportunity for Facilitators to provide more direction in regard to youth's roles and responsibilities as they organize events and campaigns.

#### 4. Continue to consider youth safety needs and how they can be built into the program

Facilitators stressed how creating a safe space for students through friendship, inclusive language and open dialogue is critical to YFD's success as a program. In order to build safety and trust among one another, facilitators continue to enforce 'respect guidelines' for YFD participants to ensure the program remains a safe space for youth. Facilitators will continue to consider youth safety needs and how they can be built into the program, so YFD can remain a respectful, supportive, and positive space for participants.

#### 5. Create opportunity for peer-to-peer connection for YFD participants while in the program and after graduation

Facilitators, Elders, and youth noted the importance of in-person relationship building among YFD participants. Participating in cultural activities (e.g., drum workshop), sharing food, and spending time with friends were some key reasons YFD has been successful in teaching youth about relevant issues affecting the community.

Both Facilitators and Elders noted the importance of sustaining youth's connections beyond their time in YFD in order to remain a part of a space that upholds values of dignity and respect and combats GBV. Elders recommended extending programming throughout the summer and/or hosting a YFD retreat so youth can continue to support one another after the program.

"I worry about students in the summer. We need to talk to them and tell them to look out for each other"

– Elder

#### 6. Continue to recognize the power of language

Despite the positive experience with language noted above (in strengths), facilitators commented on the need to "go deeper" into the uses of positive language. Specifically, they mentioned the difference between unilateral vs mutual language within GBV topics, such as why do we use the word rape instead of sexual assault. YFD participants also emphasized the importance of language, when some participants requested that they be called youth and not kids, showcasing the importance of consistent language.



## RECOMMENDATIONS

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

Opportunity	Recommendations from Youth, Elders and Project Team
<b>1. Improve sustainable program delivery through co-facilitation with LAWS Advocates</b>	<ul style="list-style-type: none"> <li>❖ Involve LAWS Advocates throughout the year to help with co-facilitation.</li> <li>❖ Encourage Advocates to incorporate more Kaska-based teachings and knowledge into the program.</li> <li>❖ Encourage Advocates to build strong relationships with other LAWS staff and the community.</li> </ul>
<b>2. Increase opportunities for traditional and cultural teachings</b>	<ul style="list-style-type: none"> <li>❖ Continue to work with Elders to find ways to include cultural protocols, knowledge, practices and teachings in YFD.</li> <li>❖ Elders shared that youth need more opportunities to learn about Kaska culture, traditions, and teachings (e.g., storytelling, drum making/drumming, singing, beading,).</li> <li>❖ Elders recommended hosting an on-the-land YFD participant retreat to disconnect youth from the outside world and reconnect with them with their culture.</li> </ul>
<b>3. Continue to integrate youth feedback to strengthen program development (within the scope and resources of the project)</b>	<ul style="list-style-type: none"> <li>❖ Continue to consult with youth on the program format and integrate feedback that is within the scope and resources of the project.</li> <li>❖ Based on YFD facilitators and participants experiences, a more viable programming format is beginning to form due to both positive and challenging experiences in previous and current years.</li> <li>❖ Based on these on-the-ground experiences and suggestions, a viable programming format for future YFD program delivery could include: <ul style="list-style-type: none"> <li>○ Limited break time between sessions (no more than 2-3 weeks)</li> <li>○ Increase drop-in times for youth to check-in and/or to work on projects</li> <li>○ Integrating preparation time for program creation, alterations, and event planning (event and program dependent)</li> <li>○ Peer-to-peer, in person, program delivery whenever possible</li> </ul> </li> <li>❖ Considering some youth need more structure to how they carry out event planning, there is an opportunity to provide more direction in their roles and responsibilities.</li> </ul>

Opportunity	Recommendations from Youth, Elders and Project Team
<b>4. Continue to consider youth safety needs and how they can be built into the program</b>	<ul style="list-style-type: none"> <li>❖ Continue to consider youth safety needs and how they can be built into the program to foster a safe, respectful, positive, and supportive workshop space.</li> <li>❖ Facilitators stressed how creating a safe space for students through friendship, inclusive language and open dialogue is critical to YFD's success as a program.</li> <li>❖ Facilitators noted that they will continue to enforce 'respect guidelines' for YFD participants to ensure the program remains a safe space for youth.</li> </ul>
<b>5. Create opportunity for peer-to-peer connection for YFD participants while in the program and after graduation</b>	<ul style="list-style-type: none"> <li>❖ Continue to create opportunities for youth to sustain their peer-to-peer connections while in the program and after graduation (e.g., alumni/mentorship opportunities, summer programming)</li> <li>❖ Facilitators and Elders noted the importance of sustaining youth's connections beyond their time in YFD in order to remain a part of a space that upholds values of dignity and respect and combats GBV.</li> <li>❖ Elders recommended extending programming throughout the summer and/or hosting a YFD retreat so youth can continue to support one another after the program.</li> </ul>
<b>6. Continue to recognize the power of language</b>	<ul style="list-style-type: none"> <li>❖ Continue to engage with language at a deeper level</li> <li>❖ Facilitators noted the need to continue engaging with deeper analysis of why and how language can be used as a powerful tool when discussing challenging subjects such as GBV.</li> </ul>

## E. CONCLUSION

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

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 integrating these findings into the growth and development of YFD. It is our hope that this report shines light on how remarkable the youth are and celebrates this inspiring group of participants for their hard work and passion to create change among their peers, community, and globally.



## APPENDIX A: PARTICIPANT OUTTAKE SURVEY



## Ts'idāne á' nezen?: Youth for Dignity



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 \_\_\_\_\_ Two-Spirited \_\_\_\_\_ Transgender \_\_\_\_\_  
 Non-binary/ non-conforming \_\_\_\_\_ Prefer not to respond \_\_\_\_\_
3. What is your age? \_\_\_\_\_
4. Are you Kaska? Yes / No
5. Are you Indigenous? Yes / No
6. What grade are you in? Check ☒ one  
 Grade 8 \_\_\_\_\_ Grade 9 \_\_\_\_\_ Grade 10 \_\_\_\_\_ Grade 11 \_\_\_\_\_ Grade 12 \_\_\_\_\_
7. 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
8. How would you rate **attitudes in your community** towards those who have been harmed by violence?  
 1      2      3      4      5      6      7      8      9      10  
 Extremely unsupportive      Somewhat supportive      Extremely supportive

9. Please rate **how much you agree or disagree** with the statements below by placing an X in the box.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
<i><b>Example:</b> By participating in the training, I have gained knowledge &amp; skills</i>				X	
<i>Comments: I have learned about how to help my friends</i>					
A. YFD has helped me learn about violence (e.g. issues, prevention, supporting survivors, raising awareness)					
Comments:					
B. Since YFD, I have been more involved in activities and campaigns to end violence against women and girls					
Comments:					
C. I have used what I have learned in YFD to support others					
Comments:					
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:					

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
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:					

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

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

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

13. 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: _____           |  |

14. 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: _____               |

15. Would you join YFD for another year?

Yes     /     No

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

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

16. Would you recommend YFD to other students?

Yes     /     No

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

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

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

## APPENDIX B: COMMUNITY OUTTAKE SURVEY



**Ts'ídāne á' nezen?: Youth for Dignity**



*Dear Community Member,*

*Thank you for coming out the Tribute to remember and commemorate our stolen sisters with a beautiful mural the Youth for Safety and Youth for Dignity students created in their honour.*

*We would like to take this opportunity to gather some feedback from community members about Youth for Dignity. Before completing the survey, please sign below to confirm that you understand the YFD program and research activity conditions that have been explained to you. Thank you for sharing your thoughts.*

I, \_\_\_\_\_, hereby agree to complete a survey for Youth for Dignity (YFD).

Name (Please Print)

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Feedback Form**

11. What is your age (please circle)?

0-18

19 – 25

26-35

35-45

45 and up

12. Please check **all that apply** to you:

- ☐ I am a Watson Lake community member
- ☐ I am a member of a First Nation
- ☐ I am a family member or friend of a participant in Youth for Dignity
- ☐ I am a student at Watson Lake Secondary School (WLSS)
- ☐ I am a staff member at:
- ☐ Johnson Elementary
- ☐ Watson Lake Secondary School (WLSS)
- ☐ A local agency or organization. Name of agency/organization: \_\_\_\_\_

13. Why did you decide to attend the event? Please check all that apply:

- ☐ To remember and honor our stolen sisters
- ☐ To show support for those who have lost loved ones
- ☐ To learn more about Youth for Dignity
- ☐ To support the Youth in our community
- ☐ For the food
- ☐ To learn more about the issues of violence and community safety
- ☐ Other: \_\_\_\_\_

14. How proud are you of our Youth? Please circle on a scale of 1-10:

1

2

3

4

5

6

7

8

9

10

Not Proud

Bursting with Pride

Can you tell us more?

---



---

15. How much of an issue do you think gender-based and relationship violence is in our community?

Please circle on a scale of 1-10:

1

2

3

4

5

6

7

8

9

10

Not an issue at all

It is a crisis

Why did you pick this score?

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16. Please rate to how well the event achieved the following:

Goals	1 Poor	2 Good	4 Very Good	5 Excellent
<b>Honored</b> our stolen sisters and their families				
<b>Raised awareness</b> about the extent of violence happening, issues of violence, and the need for change				
<b>Helped people learn</b> about how to prevent and respond to violence				
Showed how <b>Youth are leaders</b> of positive change				
<b>Built community</b> and solidarity				
Involved community members in <b>important conversations</b> on violence				

17. How much would you say you learned about gender-based violence as a result of attending this event?

1	2	3	4	5	6	7	8	9	10
Nothing									I am an expert

18. What was your favorite part of the event? **Please choose one.**

- ☐ Supporting our Youth leaders
  - ☐ Drumming
  - ☐ Speeches
  - ☐ Sense of community
  - ☐ Food
  - ☐ Learning about gender-based violence
  - ☐ Other (please include anything else not listed): \_\_\_\_\_

19. What is **one thing** you would change about the event?

20. What else can we do to prevent violence and improve safety in our community?

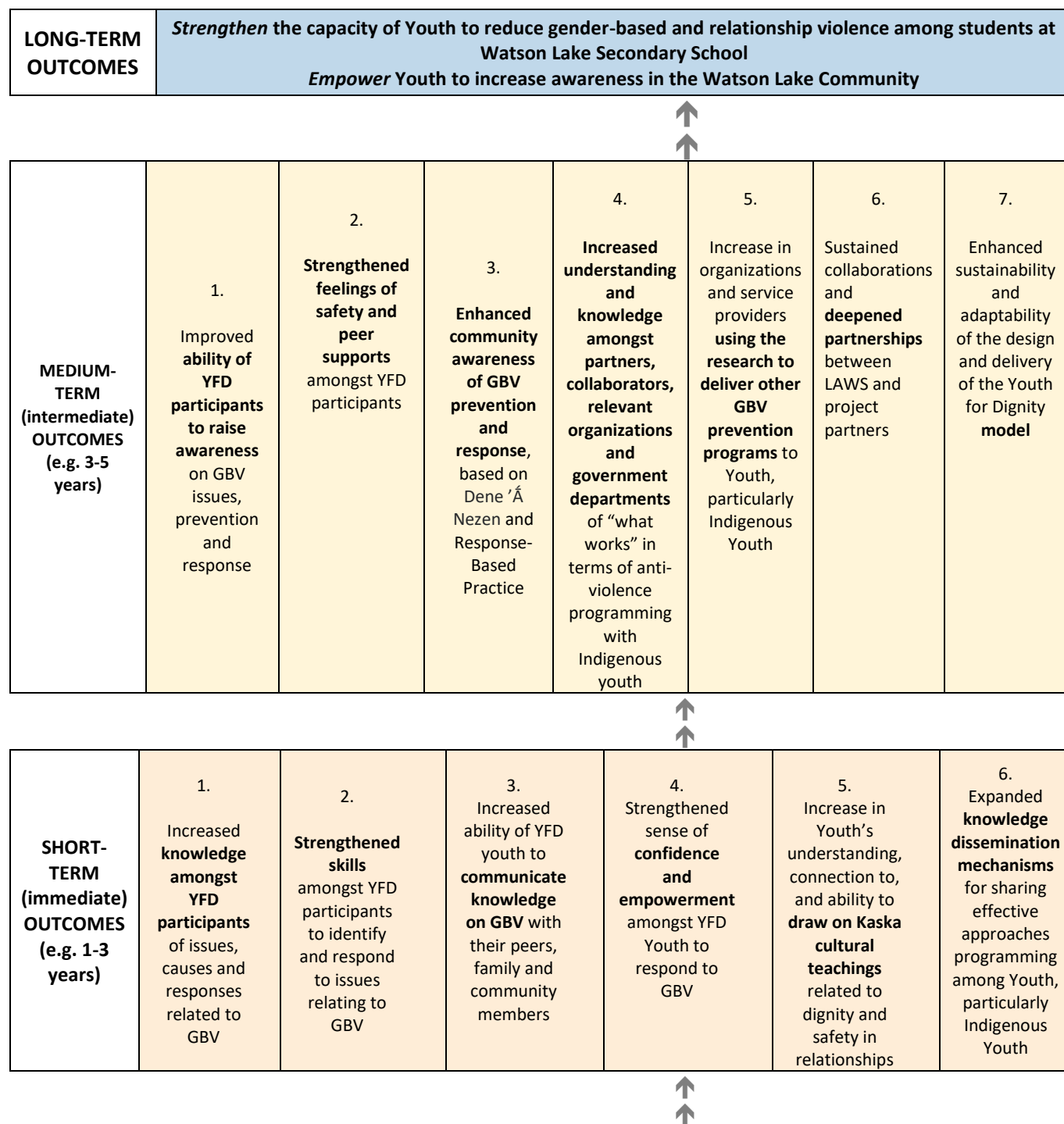
**Choose your TOP 3 answers or add your own:**

- ☐ More cultural resources
  - ☐ Raise awareness through events and campaigns
  - ☐ Work more with the police and increase police monitoring
  - ☐ Less blaming of victims
  - ☐ Programs like Youth for Dignity
  - ☐ Community members working together and supporting each other
  - ☐ Address substance abuse issues
  - ☐ More community resources to support those who have been harmed by violence
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_

11. Please share any other comments:

## APPENDIX C: RESULTS FRAMEWORK

The following results framework presents a picture of how Youth for Dignity aims to bring about change and the results you expect to see for youth and the broader community.



<b>OUTPUTS</b>	1. Team of dedicated staff and partners with defined roles and responsibilities	2. Project management tools for project administration, financial management, knowledge dissemination, sustainability and communications	3. Intervention Research and Evaluation plan and tools, including ethics approval	4. Team of YFD participant, youth leaders	5. Accredited, culturally relevant curriculum that is grounded in RBP for gender-based and relationship violence amongst Youth	6. Training sessions led by Elders and RBP subject matter experts	7. Youth-led awareness raising activities	8. Knowledge dissemination plan and mechanisms	9. Final reports documenting project impacts and results
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<b>ACTIVITIES</b>	1. Build team of staff and partners including Elders, WLSS leadership and staff, facilitators, administrative support and advisory committee	2. Develop project planning tools for project administration, financial management and communications	3. Collaboratively design in-school workshops including Youth-led initiatives, based on RBP and Kaska culture	4. Design Intervention Research and Evaluation Plan and Tools	5. Recruit and orient YFD participants	6. Implement Intervention Research and Evaluation Plan and Tools	7. Deliver in-school workshops including Youth-led initiatives, based on RBP and Kaska culture	8. Develop and Implement knowledge dissemination plan (e.g. newsletters, forums)	9. Develop and implement sustainability plan (e.g. accreditation)
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