

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

Liard Aboriginal Women's Society (LAWS)



## PROGRAM CYCLE YEAR 2 (2020-2021): RESEARCH AND EVALUATION RESULTS



SEPTEMBER 2021

## 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 program. This program year (Year 2: 2020-2021) was especially challenging due to the COVID-19 pandemic which meant some program activities were delayed or modified from Year 1. However, the YFD youth, facilitators, school staff and team of supporters showed tremendous patience, resilience and determination which resulted in a successful year for the program with many positive outcomes and experiences.



*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 (2020-2021), YFD completed its 2<sup>nd</sup> of four program cycles which run from September to May. Due to Covid-19 engagement restrictions, and after careful consideration, YFD in-person sessions were paused from September 2020 to January 2021 and resumed in February 2021 when it was safe to do so.

**Program cycle 2 consisted of the following workshops and activities:**

- YFD recruitment and orientation sessions - Feb 18-19, 2021
- 3 extended YFD workshops: March 2-5, 9-12 and 29-31, 2021
- Final workshop/community event: May 27-28, 2021

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.



*LAWS Executive Director Ann Maje Raider  
with Women's Advocates*

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 <b>50% (7/14<sup>3</sup>)</b></p> <p>♂ Identify as Male <b>50% (7/14)</b></p>	<p><b>71% (10/14)</b> Are between the ages of 15 to 17 years old</p>	<p><b>57% (8/14)</b> Are in grades 9 or 12</p>
<p>Kaska <b>43% (6 respondents)</b></p> <p>Non-Kaska <b>57% (8 respondents)</b></p>	<p><b>79% (11/14)</b> of respondents believe violence varies between somewhat of a problem to extreme crisis in the Community</p>	<p><b>79% (11/14)</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 14 out of 14 YFD participants (100% of total number of participants) who completed outtake surveys.

<sup>3</sup> Indicates 7 out of 14 respondents, represented by 7/14 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

<p><b>93%</b> (13/14) of participants indicated that YFD has helped them learn about violence.</p>	<p><b>93%</b> (13/14) of participants strongly or somewhat agree that they understand more about the issues and causes of violence against women and girls.</p>
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**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

<p><b>64%</b> (9/14) of participants agree they had <b>used what they learned in YFD to support others.</b></p>	<p><b>64%</b> (9/14) of participants agree they are <b>better able to talk about violence.</b></p>	<p><b>71%</b> (10/14) of participants feel <b>more prepared to support others</b> who have been harmed by violence.</p>	<p>Participants shared that YFD has helped them build skills <b>to raise awareness and use communication based in dignity to support those who have been harmed by violence.</b></p>
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**Outcome 3:** Increased ability of participants to communicate knowledge on gender-based and relationship violence with their peers, family and community members

**Key Findings:**

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

<p><b>35%</b> (5/14) of participants <b>tell their friends and family members</b> what they have learned in YFD.</p>	<p>Elders and students highlighted the <b>importance of learning from male role models</b> when learning about taking ownership of one's actions.</p>
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**Outcome 4:** Increased sense of confidence and empowerment amongst YFD participants to respond to gender-based and relationship violence in their own lives, families, and community

**Key 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>58% (8/14)</b> of participants believe they <b>can make a difference</b> in people's lives.	<b>73%</b> of community members see youth <b>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>58% (8/14)</b> of Kaska and non-Kaska participants believe that YFD has <b>helped them feel more connected to Kaska culture</b> .	
<b>75% (6/8)</b> of Kaska participants and <b>100%</b> of non-Kaska participants (6) believe YFD <b>helped them learn more about Dene 'Á Nezen</b> , Kaska teachings and principles on safety and dignity.	Project partners feel that <b>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
- ❖ COVID-19 impacted in person knowledge dissemination activities
- ❖ 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>43% (6/14)</b> of participants agree they are <b>more involved in activities and campaigns</b> to end GBV	
YFD participants collaboratively brainstormed ideas and came up with their "Stop Rape" signs <b>as an artistic way to share GBV knowledge with their community</b>	
YFD awareness raising activities in 2020/2021 included a <b>social media campaign, Red Dress Installation, YFD video creation and community event</b> .	

### 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%** (35/35) of community members have stated they are proud of youth involved in YFD.

**74%** (26/35) 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
- ❖ Participants gained supportive relationships with themselves

**71%** of YFD participants (10/14) 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

**80%** (28/35) 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 **7 WLSS staff members and 1 Johnson Elementary School staff member.**

**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
<ul style="list-style-type: none"> <li>- Youth are <b>interested in joining YFD</b> and continuing their participation</li> <li>- <b>Culture and connection to Elders</b></li> <li>- The <b>community is supporting YFD participants</b> as future leaders</li> <li>- YFD <b>participants are proud</b> of their hands on, youth-led work</li> <li>- <b>Facilitators are responding</b> to external and internal challenges to the program, altering the design and delivery of workshops when needed</li> <li>- Friendship and peer leadership is creating a <b>strong YFD community</b></li> <li>- YFD created a <b>successful learning environment</b> for youth to learn about challenging subjects relevant to their lives</li> <li>- <b>Youth and community coming together</b></li> <li>- <b>Youth-led</b> approach is well-received by community</li> <li>- <b>Langauge</b> is helping create safe space for YFD Participants</li> <li>- Youth appreciate having <b>good snacks</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>COVID-19</b> Impacts on YFD</li> <li>- <b>Systemic barriers</b> to pursuing accreditation</li> <li>- <b>Barriers to Elder Engagement</b></li> <li>- <b>Barriers to YFD Participant Engagement</b></li> <li>- <b>Creating safe spaces</b> for youth</li> <li>- <b>Break between sessions</b></li> </ul>

Opportunities and Recommendations
<ul style="list-style-type: none"> <li>- Increase the opportunities <b>traditional and cultural teachings</b></li> <li>- Continue working building on successful <b>programming format</b></li> <li>- Continue to <b>foster safe spaces</b> for youth</li> <li>- Create opportunity for <b>peer-to-peer connection</b> for YFD participants while in the program and after graduation</li> <li>- Continue to recognize the <b>power of language</b></li> </ul>

## 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 3 Program Cycle (2021-2022).

Key findings of our Year 2 data analysis showed that, as with Year 1, the YFD program is clearly having a **positive impact on youth and the Watson Lake community**. Youth are continually **increasing their understandings of violence** and **applying their learning** by supporting others and **sharing their learning** with the community, friends and family members. The community, on the other hand, is very **proud of their youth leaders in violence prevention**, seeing youth as **positive change leaders** in the community, and **embracing a youth-led approach** to education on gender-based violence and prevention. In addition, the **unique cultural element of the program** has allowed both Kaska and non-Kaska participants and community members to learn about and **increase their connection to Kaska culture**.

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.





“Dignity is respecting people, and their reputations. And the values of a person.”—Youth



“Always remember how powerful you are when you use your voice in a good way.”- LAWS Executive Director



“I liked how Mary [Elder] talked about living on the land, about medicines, and the trapline.”- Youth



“We talked about sexualities and genders, and we played a lot of games.” – 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 2 (2020-2021).**

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 second of four program cycles which ran from Sept 2020 to May 2021. Due to Covid-19 engagement restrictions, and after careful consideration, YFD in-person sessions were paused from Sept 2020 to Jan 2021 and resumed in February 2021 when it was safe to do so.

**Program cycle year 2 consisted of the following workshops and activities:**

- YFD recruitment and orientation sessions: Feb 18-19, 2021
- 3 extended YFD workshops: March 2-5, 9-11 and 29-31 2021
- Final workshop/community event: May 27-28, 2021

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 February and March 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 (2)
- YFD student outtake surveys (14)
- Community outtake surveys (35)
- YFD youth participant interviews (10)
- Project partner<sup>5</sup> interviews (6)
- Review of workshop reports (4)

**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.

**Impact of COVID-19 on YFD Research & Evaluation**

Due to Covid-19, YFD programming was postponed allowing for safer, in-person engagement. Workshops with youth that would otherwise begin in October 2020 started in February 2021. To account for the later start to programming, the workshops were mostly 3-4 days in length (rather than 2 days), with a total of 4 workshops delivered over the course of the year.

**This report includes the following sections:**

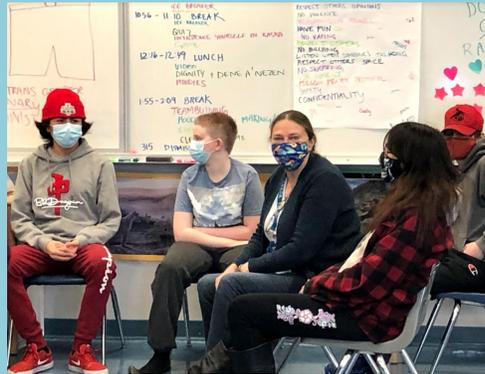
<b>A. Introduction</b>	Introduces YFD, intervention research and evaluation, and data collection
<b>B. YFD Project, Intervention Research and Evaluation Overview</b>	An overview of YFD, research and evaluation, objectives, phases, outcomes, and approaches to research
<b>C. Summary of YFD Participant Outtake Survey Results</b>	A summary and analysis of the outtake survey results. Results have been themed by: <ul style="list-style-type: none"> <li>✓ Learning about YFD youth participants</li> <li>✓ Understanding the Impact of YFD as organized by short- and medium-term outcomes</li> </ul>
<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>



“When you become an Elder, you realize it’s a special gift to help the young folk grow up.” — Elder



“It is by education and participation that we can move past and remember the strength and beauty of our Nation” - Liard First Nation Chief



“This is why we’re talking about it. So another family doesn’t have to bury someone” - Teacher



“Respect all people, no matter who they are. Having respect for each other.” – 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 in order to increase understanding and prevention of GBV and to mobilize youth as anti-violence leaders in their community.

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



#### The YFD project weaves together the interconnected CORE ELEMENTS OF THE PROJECT:

- |                                                  |                                      |
|--------------------------------------------------|--------------------------------------|
| <b>1) Workshop programming</b>                   | <b>4) Sustainability Initiatives</b> |
| <b>2) Intervention Research &amp; Evaluation</b> | <b>5) Partner Contributions</b>      |
| <b>3) Knowledge Dissemination</b>                |                                      |

*These elements will be combined with the grounding in Kaska culture and Response-Based Practice (RBP)<sup>1</sup>.*

#### The OBJECTIVES of the YFD project are to:

- Increase understanding among youth and the community** about issues related to GBV;
- Enhance the ability of youth to **identify, respond to, and prevent GBV**;
- Improve youth's understanding, connection to, and ability to **draw on Kaska cultural principles, protocols and teachings** related to dignity and safety in relationships;
- Increase **knowledge dissemination** on effective approaches and practices in dating / relationship violence programming among youth, particularly Indigenous Youth;
- Expand knowledge dissemination mechanisms** to share information about project innovations, successes and challenges with partners, collaborators and relevant organizations and government departments;
- Ensure the **sustainability and adaptability** of the design and delivery of the **Youth for Dignity in Relationships programming model**; and
- 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 Kedzedī meaning 'We are all learning together.' Kēdzéntēdé Kedzedī 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.

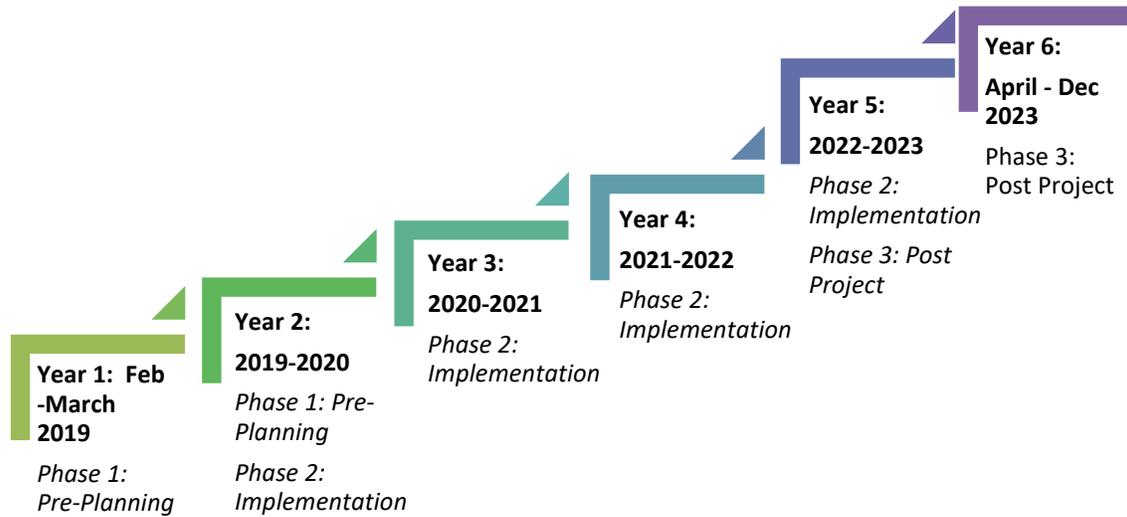


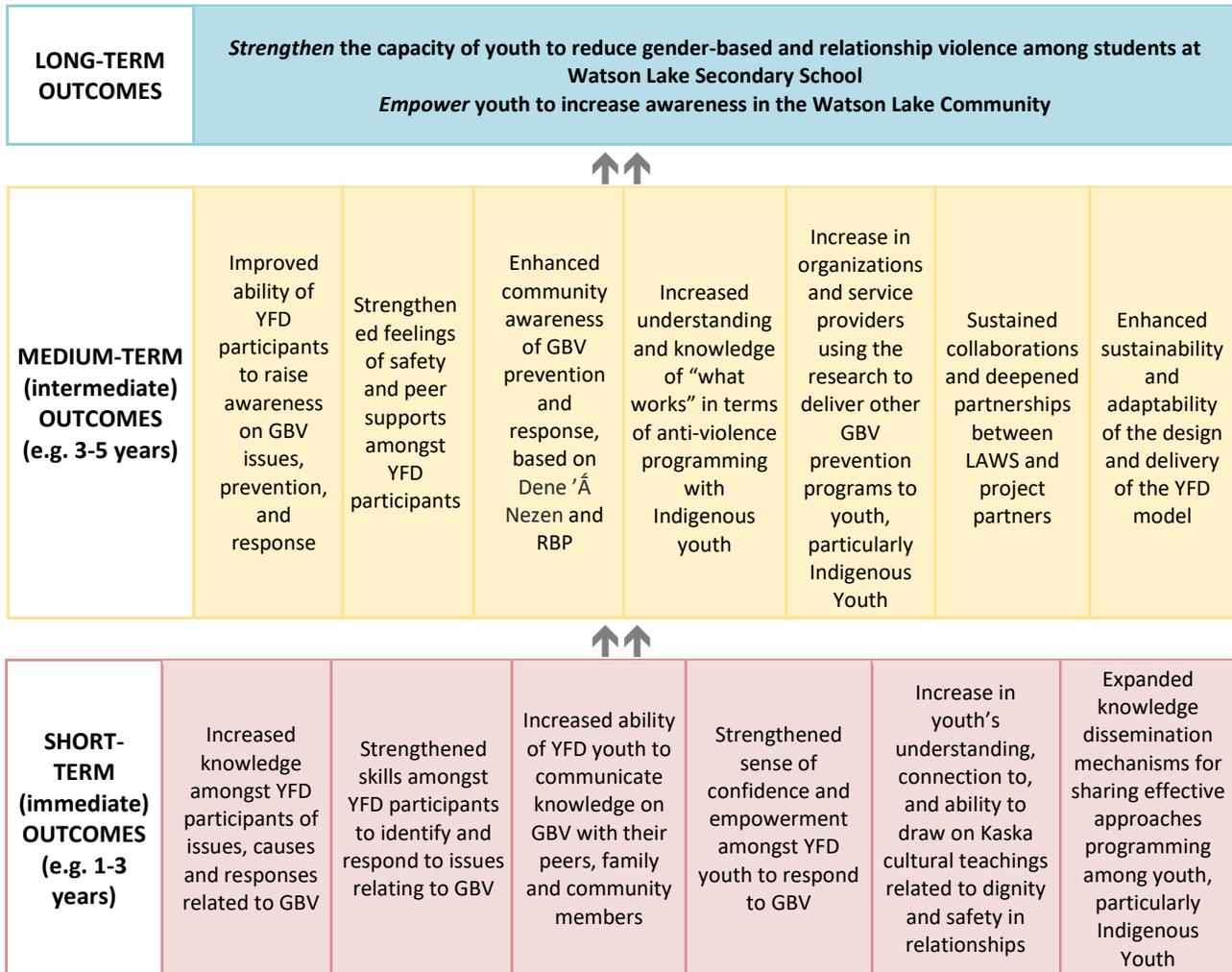
Figure 1: Phases of YFD IR&E by Fiscal Year



## 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

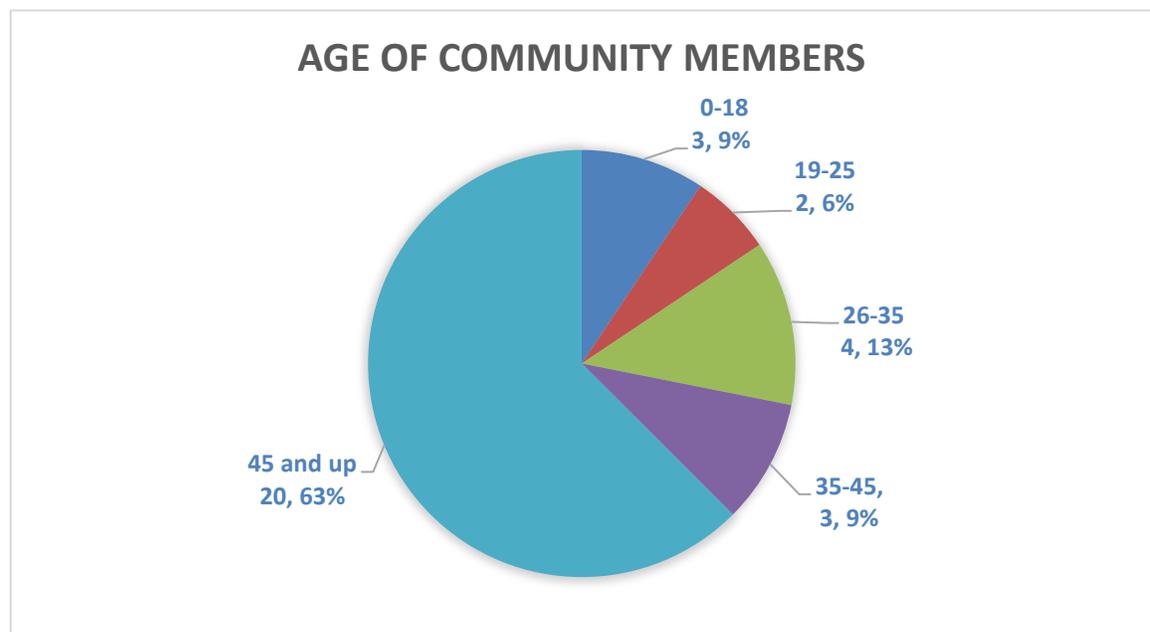
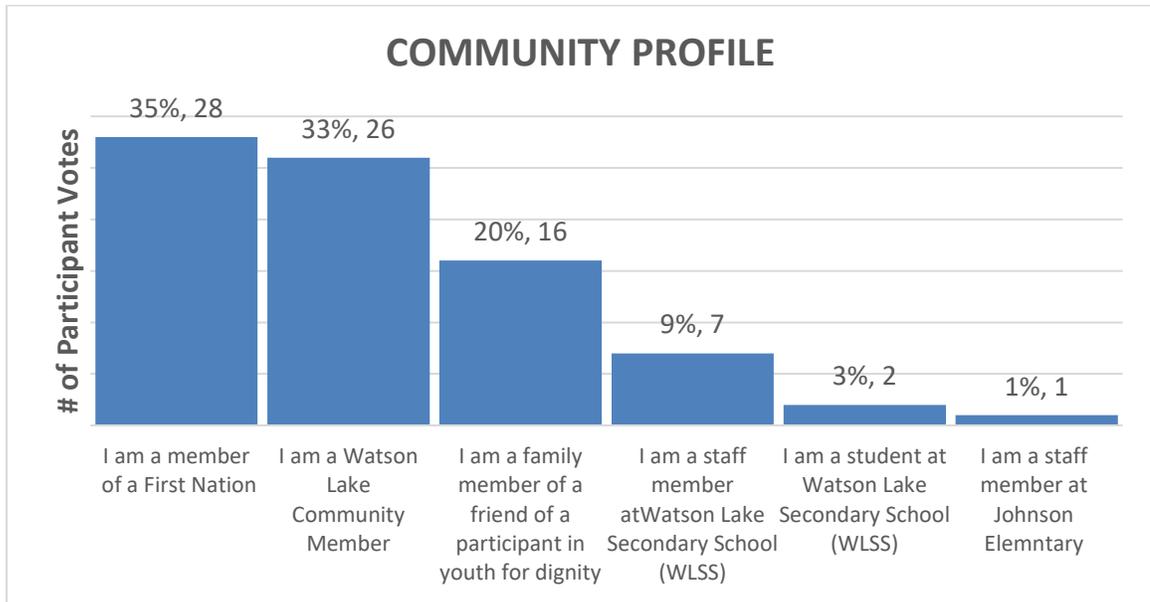
Research and evaluation data was collected using the following methods, listed below by group:

### YFD Participants

- **YFD Participant Intake Survey:** During the YFD sessions held from March 2-5<sup>th</sup> and March 9-11<sup>th</sup>, 2021, YFD respondents were invited to complete a 22-question intake survey. 14 respondents (100% of YFD participants) completed the survey.
- **YFD Participant Outtake Survey:** After the YFD sessions held from March 2<sup>nd</sup>-5<sup>th</sup> and March 9-11<sup>th</sup>, 2021, YFD respondents were invited to complete a 16-question outtake survey (see **Appendix A: Participant Outtake Survey**) on March 29<sup>th</sup>-31<sup>st</sup>. 14 respondents (100% of YFD participants) completed the survey.
- **YFD Participant Interviews:** 10 interviews were conducted with YFD participants during July 2021 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:** 4 workshop reports including lesson plans, resources and materials were completed by the YFD Secretariate for the March 2-5, 9-11, 29-31 and May 27-28, 2021 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 2021, 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**). 35 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 July 2021:
  - o 2 YFD Elders
  - o YFD's School Liaison
  - o 2 YFD Facilitators



"I have learned about the different issues facing Indigenous women and our community."  
- Youth

"YFD helped me to speak up and have confidence in communicating in a group/circle."  
- Youth

"I'm really proud of the mural and Stop Rape signs we put up."  
- Youth

"We do our best to prevent stuff but talking about it in the open is just as important."  
- Facilitator

## C. SUMMARY OF YFD PARTICIPANT OUTTAKE SURVEY RESULTS

Of the 14 students that participated in YFD, all 14 (100%) completed the outtake survey on March 29<sup>th</sup>-31, 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.

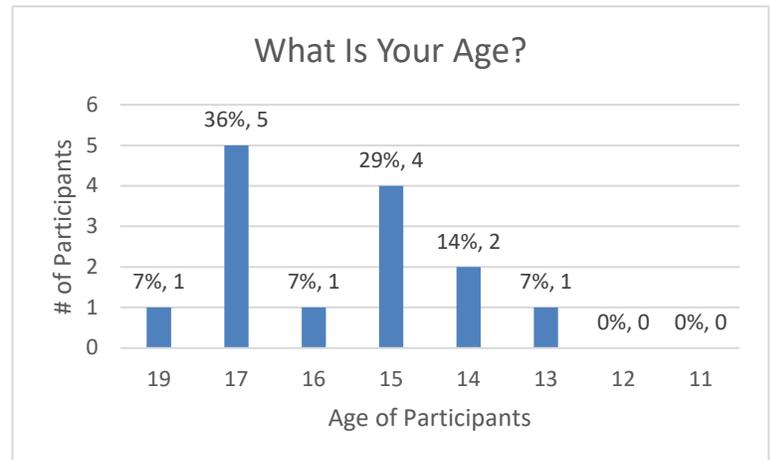


## 1. LEARNING ABOUT YFD PARTICIPANTS

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.

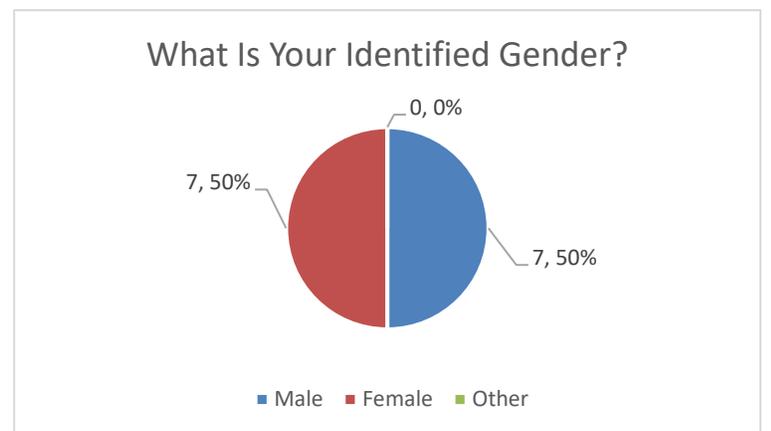
### AGE

Survey respondents represented a range of ages with the **majority respondents being between 15 and 17 years of age (total of 10)**.



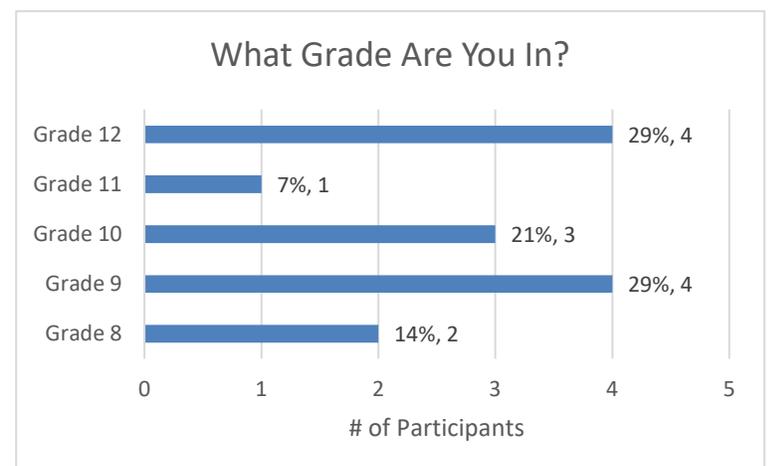
### GENDER

In the Survey, participants were asked “what is your gender?” with the option to choose male, female, or other. Out of seven respondents, **7 participants (50%) identified as female and 7 participants (50%) identified as male**.



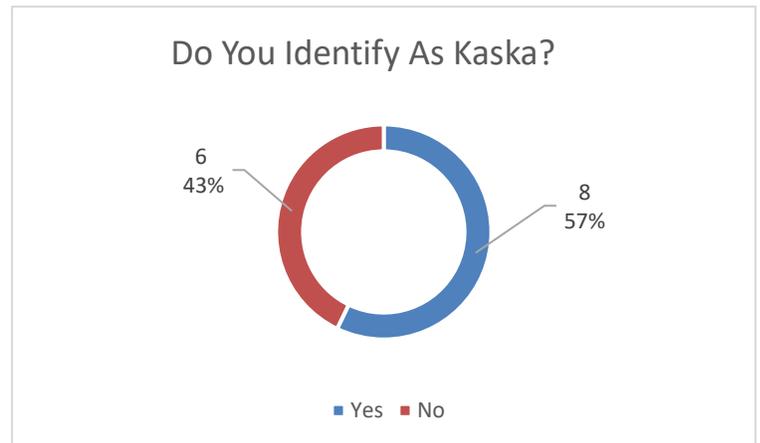
### GRADE

In the Survey, participants were asked “What grade are you in?” The respondent grades varied with the **majority being in Grades 9 and 12 (4 respondents each)**.



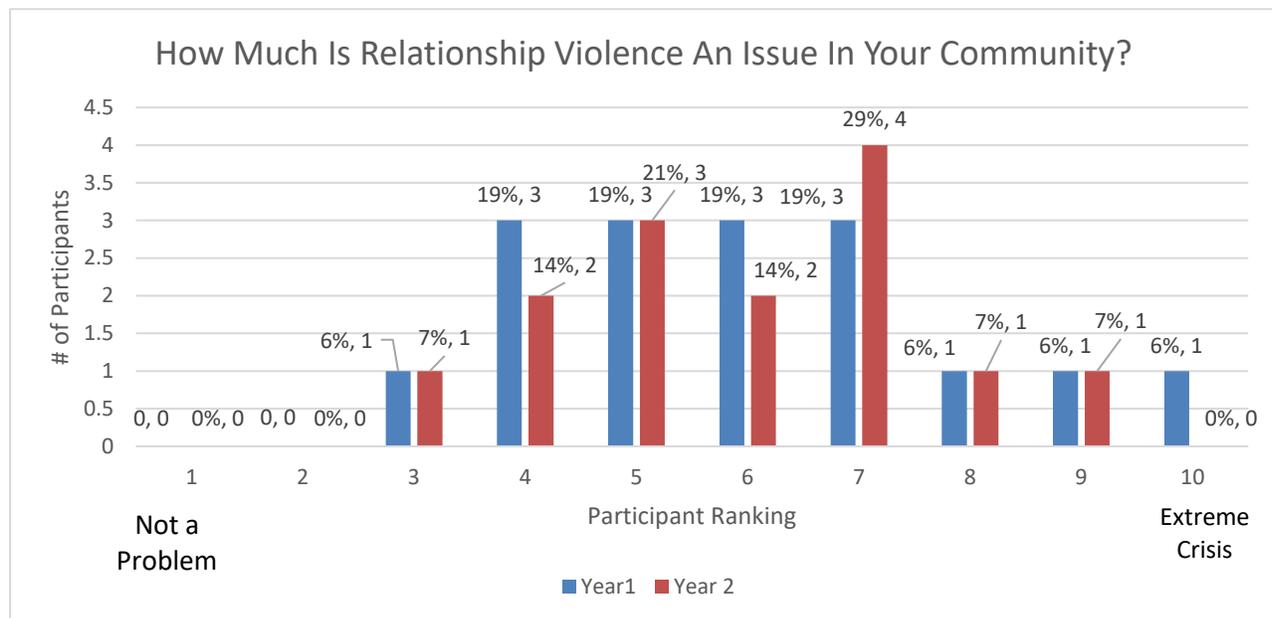
### INDIGENOUS ANCESTRY

In the survey, participants were asked: "Are you Kaska?" Out of the 14 participants who responded, **8 (57%) were Kaska** and 6 (43%) were not.



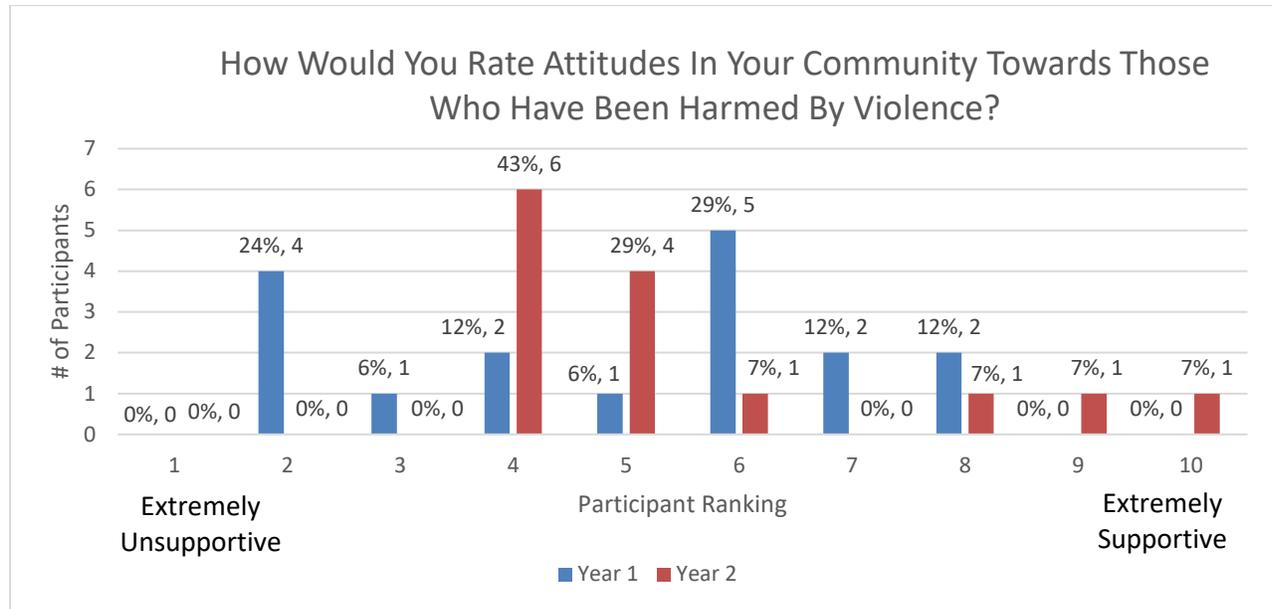
### GENDER BASED VIOLENCE (GBV)

In both year 1 and 2, 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 and 2 responses were similar, suggesting **GBV remains a significant problem in the community**. In both years, the majority of participants (12/16 or 75% in year 1 and 11/14 or 79% in year 2) 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 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 and 11/14 or 79% in year 2) 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).



## 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.

“The topic of consent and how women are treated was discussed by showing a video about how society treats women and in particular First Nations women.”  
– Project Partner

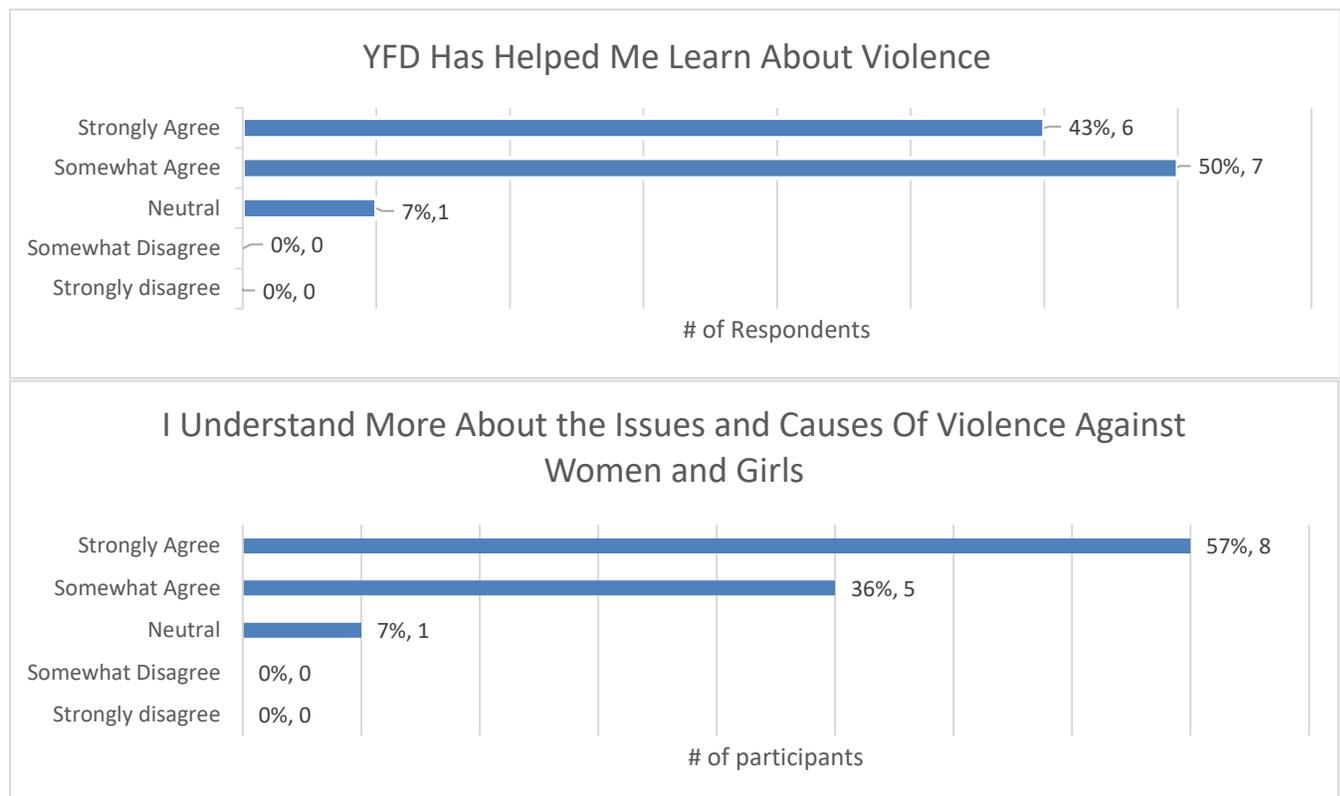
“I liked learning about the different statistics on issues of abuse and violence. It made it more real to me to see and know the numbers”  
– YFD Participant

### Short-term Outcomes

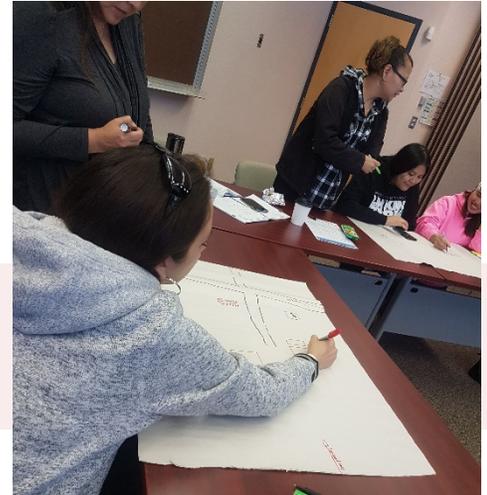
#### Outcome 1: Increased knowledge amongst YFD participants of issues, causes, and responses related to gender-based and relationship violence

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

Participants shared that YFD has helped them learn about GBV. 93% of participants (13 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.



Facilitators described the workshop agendas being structured like an arc, with the beginning and end including lighter material (e.g., games, team building activities) and the middle including more in-depth conversations and activities surrounding GBV including statistics on violence against women in the Yukon, MMIW2S, cultural/societal gender roles and the importance of language, dignity and respect as tools to combat GBV.



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

Partners spoke of how much participants have grown compared to the first year of the program, especially with regards to understanding the power of language (e.g., through pronoun acknowledgement and victim blaming), respect for their Elders and one another, and willingness to participate in activities. A mix of returning and new participants meant that some of the concepts were not new, and the youth could teach and learn from each other.

“I want to notice the growth I’ve seen in the group ... [compared to] the first year, it was crazy. Wow, what a difference! You truly live up to what you want to do and Dene A’Nezen.” – LAWS Executive Director

Participants felt they had learned the most about supporting those who have been harmed by violence, victim blaming, raising awareness and Dignity or Dene A'Nezen. 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.

“Being in YFD has taught me ways to cope with trauma and support others” – Youth

**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
- Victim blaming
- Raising awareness
- Empathy and sympathy
- Response based practice
- Oppression
- Working together as a group
- Structural violence that disproportionately affects Indigenous peoples
- Dignity or Dene A'Nezen
- Communication/positive and negative social responses
- Missing and Murdered Indigenous Women and Girls (MMIWG)
- Public Speaking
- Standing up for oneself and having a voice
- Sexualized violence against women
- Statistics and consent
- Resources available to those experiencing violence

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

A respectful atmosphere and early introduction of concepts of dignity enabled participants to learn at their own pace and not be afraid to speak up.

Facilitators noticed that increased safety and comfort between YFD participants contributed to this respectful atmosphere, including safety for participants to share personal thoughts, identities, and sexual orientations.

"I am more respectful to everyone because I don't know their back story."

- YFD Participant

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

Partners explained that, in learning about GBV and social justice, youth are also learning about Kaska values which helps to prepare them to deal with new and challenging situations.

Some participants expressed being proud to introduce themselves in the Kaska language in a group setting, with project partners noticing this increased comfort level in cultural engagement. Elders provided traditional Kaska teachings on gender, hunting, gathering, survival, and respect.



"Learning different opinions and points of view surrounding GBV. I have a better understanding of different issues. I am more open to new ideas."

- YFD Participant

"[YFD] Mostly opened up my eyes to issues. How I can keep learning and helping."

- YFD Participant



"Culture is healing – the participants are more comfortable in the circle, in prayers, in Elder teachings and cultural activities like hand games"

- Facilitator

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

Elders and Project Partners spoke of the change they noticed in youth as they progressed through the program, including being more polite, respectful and engaged in learning. This includes participants actively holding one another accountable to the YFD values of dignity and respect.

“The youth are working on learning the issues and beginning to be outgoing”- Elder

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

In addition to YFD Youth participants learning, findings also showed that Elders involved in the program are learning about GBV from the youth participants. One Elder explained how they still find themselves victim blaming those involved with GBV, and how they must keep educating themselves in order to support these individuals instead of blaming them, as YFD teaches. Another elder explained how the participants are fortunate to get this kind information that YFD is providing them.

“Youth for Dignity tries to provide good information so that you can make good decisions on your own, to know what’s safe and unsafe. These are skills that youth need.”- Elder

“I’m grateful for the all the youth here. Since I’ve started working with the youth, I’ve really noticed a difference.” – Elder



“I’m on a journey myself, sometimes afraid, sometimes inadequate, but I’m learning to do the things I need to do. This inspires me.” -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 helped them build skills to raise awareness and use communication based in dignity to support those who have been harmed by violence. Elders and Project Partners also noticed these positive changes.

“I feel I can speak up more. I have learned how to do group work and a lot of co-operation skills.”  
– YFD Participant

“The youth are more outgoing and more involved.” – Elder



“Students are more comfortable speaking about difficult issues.”  
– Project Partner

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

Research has shed light on several ways youth are growing through the program compared to year 1. Youth expressed how YFD has inspired them to make change in the community beyond their own growth and helped them treat others with more compassion and kindness. Project Partners discussed the importance of new participants learning from YFD who joined in previous years. They noted that returning participants' knowledge on gender, safety, dignity and outreach/awareness tools came back even though Covid caused a break in YFD programming.

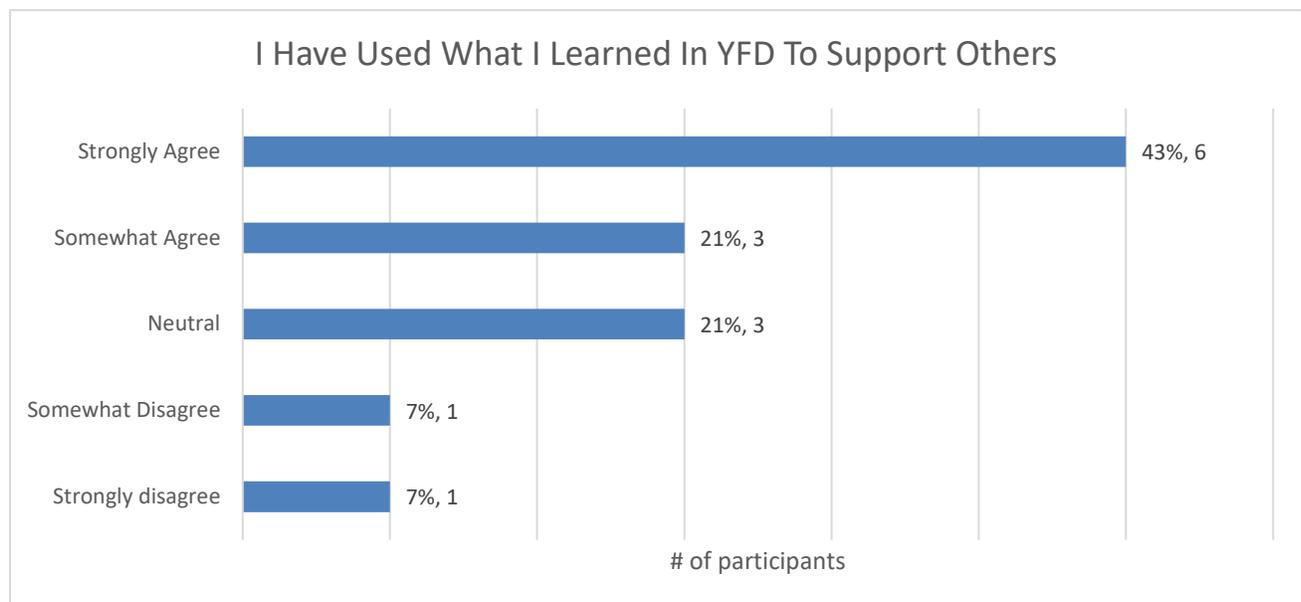
"[YFD teachings] translate to how to offer support to people in their lives, e.g., avoid victim blaming." - Facilitator



"The cooperative skills taught in year 1 are improving during YFD [year 2]." - Project Partner

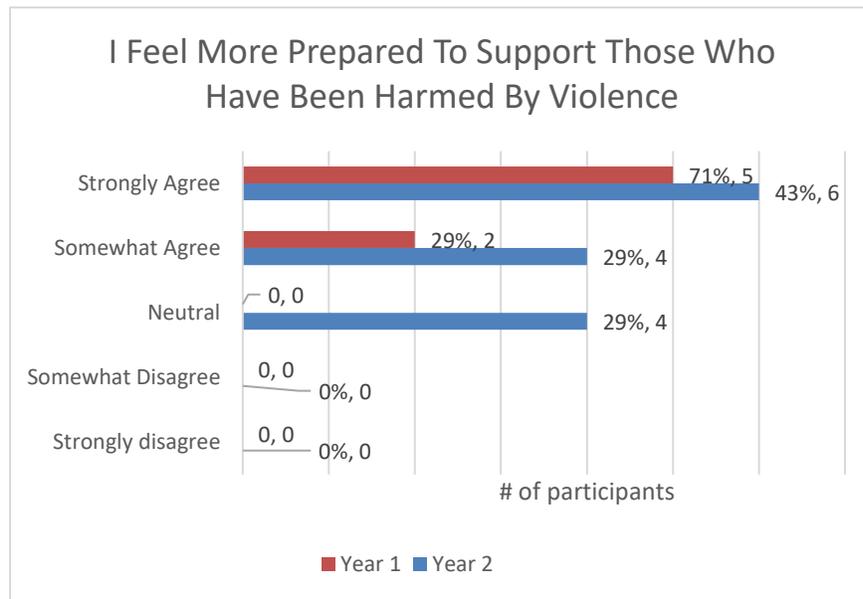
**KEY FINDING: YFD participants are using what they are learning in YFD.**

As seen in the Survey responses in the graph below, 64% of participants (9 respondents) felt they had used what they learned in YFD to support others. Facilitators shared a story of this learning in action when a student brought up a problematic internet meme referencing violence in a marriage, with YFD participants proceeding to deeply engage in a dialogue about how and why this is not a topic to make fun of.



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

100% (7/7 respondents) of participants in year 1 and 71% of participants (10/14 respondents) felt more prepared to support others who have been harmed by violence (the remaining 29%/4 year 2 participants felt neutral).

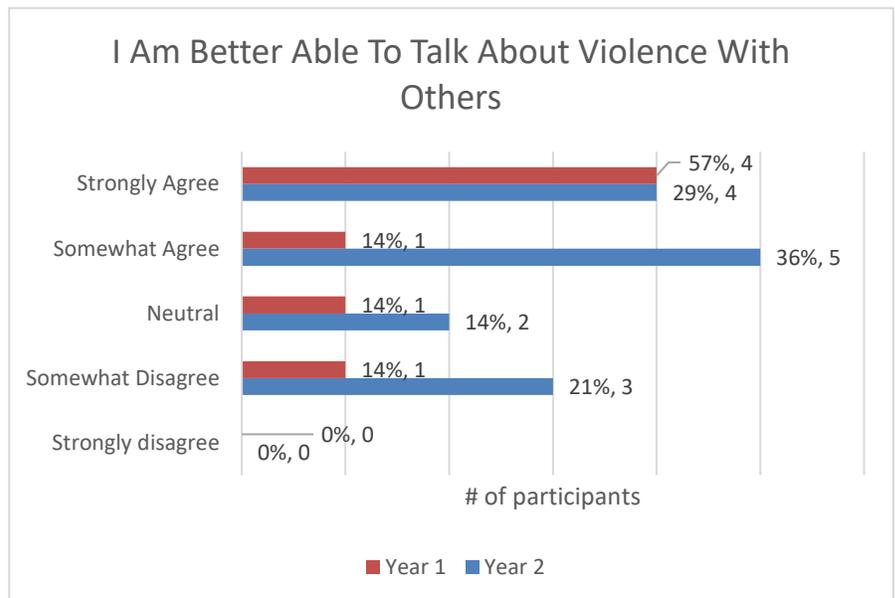


“I’m proud that YFD has given me the knowledge to make a change.”  
– YFD Participant

“Being in YFD has taught me ways to cope with trauma and support others.”  
– YFD Participant

64% of participants from year 2 (9 respondents) compared to 71% (5 respondents) from year 1 felt better able to talk about violence with others since joining the YFD program.

“It’s not a an easy subject to be a part of and to see the support and passion the students put towards this really makes me proud.”  
– Community Member



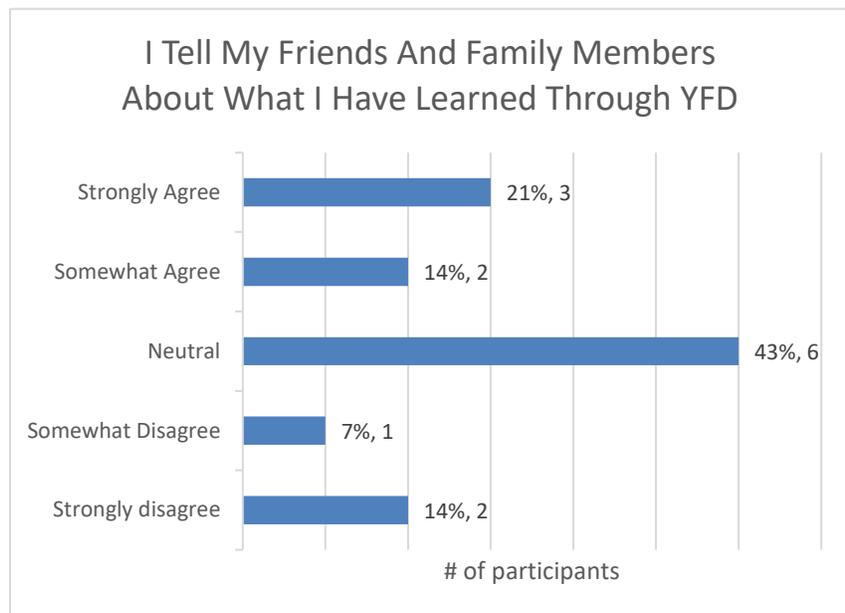
**Outcome 3: Increased ability of participants to communicate knowledge on gender-based and relationship violence with their peers, family and community members**

**KEY FINDING: Some participants are sharing what they have learned with others.**

Some participants (35% or 5/14 respondents) indicated that they are sharing what they have learned with others. Most participants (43% or 6/14), however, were neutral about whether they were sharing what they learned in YFD, and 21% (3/14) 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.

“We are trying to make changes in the community”  
- YFD Participant

“[YFD provides] the information to continue to teach others about what’s going on in the community and how it effects everyone. Its given me more information.”  
-YFD Participant



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

Youth described how YFD is helping teach women and men in the group that it is the aggressors’ (statistically men) responsibility to take ownership of their actions, specifically with regards to violence and victim blaming. Elders and students highlighted the importance of learning from male role models on how to go about putting the above (taking ownership of one’s actions) into action.

“I agree with the Elders and what they said. Men need to take responsibility for their actions. I agree with that message.”  
-YFD Participant

“We need role models, to acknowledge that things apply to you, and do something about it. It was an eye-opener for me”  
- Elder

“Young males were pretty fired up and passionate about the subject. Especially for one who maybe struggles a bit more with school we’ve seen a lot of engagement with him and to the class. That was really great to see.”  
-Facilitator



**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 and Elders shared that YFD has helped to build pride and confidence in youth participants. YFD also built community members' pride in youth, with 100% (35/35) 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.

<p>“They [YFD Participants] feel the freedom to ask questions and say what they think. They are more confident in themselves and show more pride.” - Elder</p>	<p>“I am proud that I got to be a part of it and got to hangout with all these great people” - Youth</p> <p>  </p>	<p>“Youth are our leaders of tomorrow, engaging and empowering them is so important “  - Community Member</p>
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**KEY FINDING: YFD is helping to build participants' confidence, particularly with communication in group settings.**

Participants shared that YFD has helped to build confidence in participants. Participants highlighted their enhanced ability to speak up and communicate in groups, even outside of YFD, because of YFD. This increased confidence with regards to communication could help participants engage more in conversations on violence, take on leadership roles, and seek out help for themselves if needed.

<p>“In me I noticed that I am more confident to talk about the different topics we covered.”  - YFD Participant</p>	<p>“I have more confidence in being in a large group with a lot of different people. I feel ok talking in a circle. I am more willing to try something new and different and I don't feel like it's too hard to do or impossible.”  - YFD Participant</p>	<p>“YFD helped me to speak up and have confidence in communicating in a group/circle. I also have more confidence in speaking up on issues.”  - YFD Participant</p>
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Facilitators noted that, even youth who are quiet/shy found space to speak up and participate in YFD in their own ways. They said that each participant found roles they were comfortable in to support YFD projects and activities (e.g., helping to film the YFD promotional video, drumming, through art, etc.).

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

73% of community members stated in survey results that they see youth as leaders of positive change. Additionally, Elders and project partners have pointed out youth's cooperative skills improving during YFD programming, showing up as self confidence, leading to increased self-esteem. This having the potential to ultimately allow youth to express themselves in a group more openly and over all taking on leadership roles in school settings.

Project partners believe participants are more empowered to respond to GBV in their own lives, families, and communities. Facilitators shared evidence of this when describing an incident in which a YFD youth used their knowledge about GBV to support another student in the school who was being bullied.

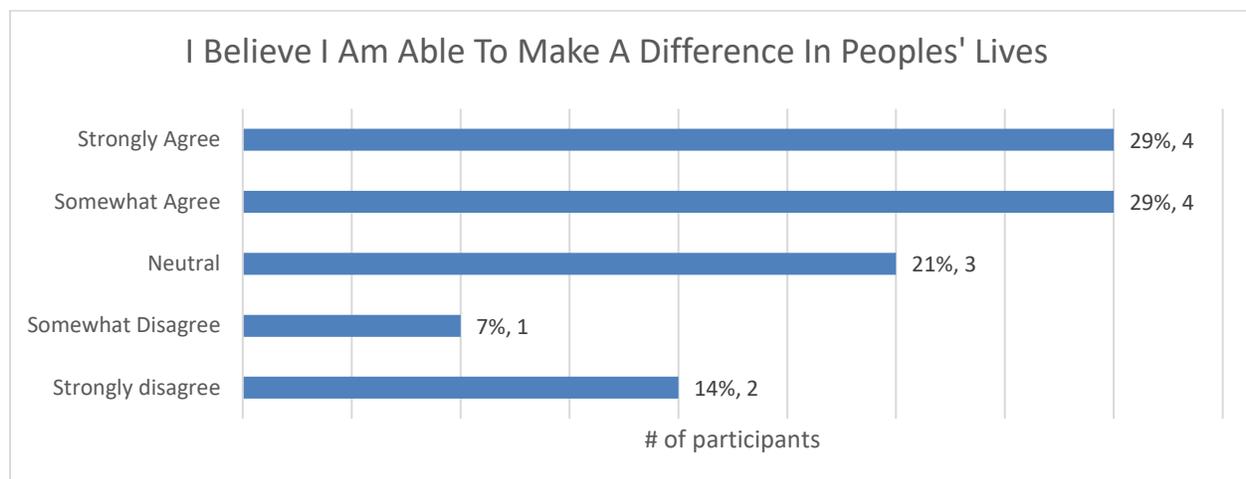
"I'm so happy to support our future leaders."  
 - Community Member

"Cooperative skills are improving during YFD, as well as [youth's] self confidence"  
 - Project Partner

"Youth are our leaders of tomorrow, engaging and empowering them is so important "  
 - Community Member



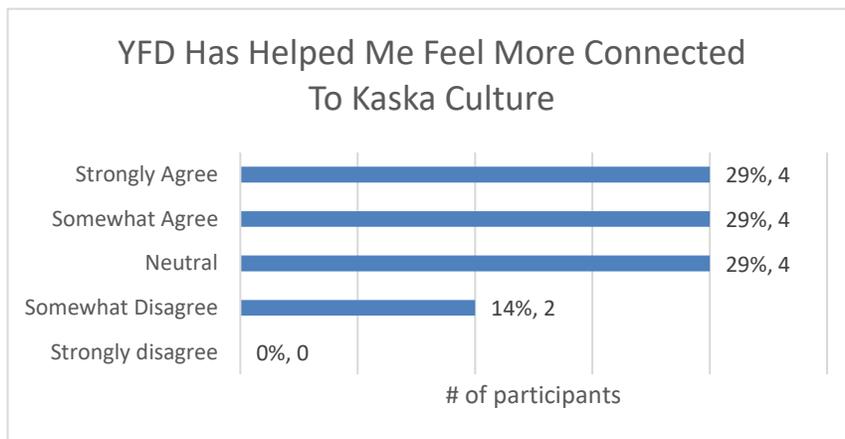
Youth expressed feeling empowered to make a difference but to a slightly lesser extent. As seen in survey results, 58% of YFD participants (8/14 respondents) believe they can make a difference in people's lives, with 21% (3/14) feeling neutral, and 21% (3/14) not feeling they can make a difference. It may be helpful to ask those students who are neutral or feel they cannot make a difference why this is, and how they could be supported to feel they can make a difference in peoples' lives.



**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 58% of Kaska and non-Kaska participants (8 respondents) believe that YFD has helped them feel more connected to Kaska culture.

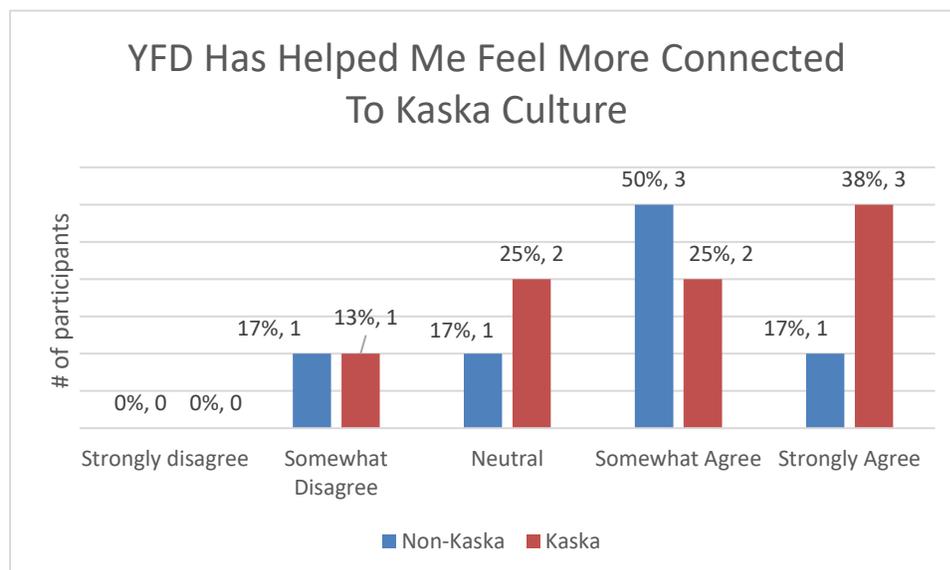


"It [YFD] has made a difference by allowing me to understand more about my heritage."  
- YFD Participant

"They [youth] are learning the culture and they want to learn more about our way."  
- Elder

"It [Kaska Culture] helps you learn how to accept yourself for who you are. "  
- YFD Participant

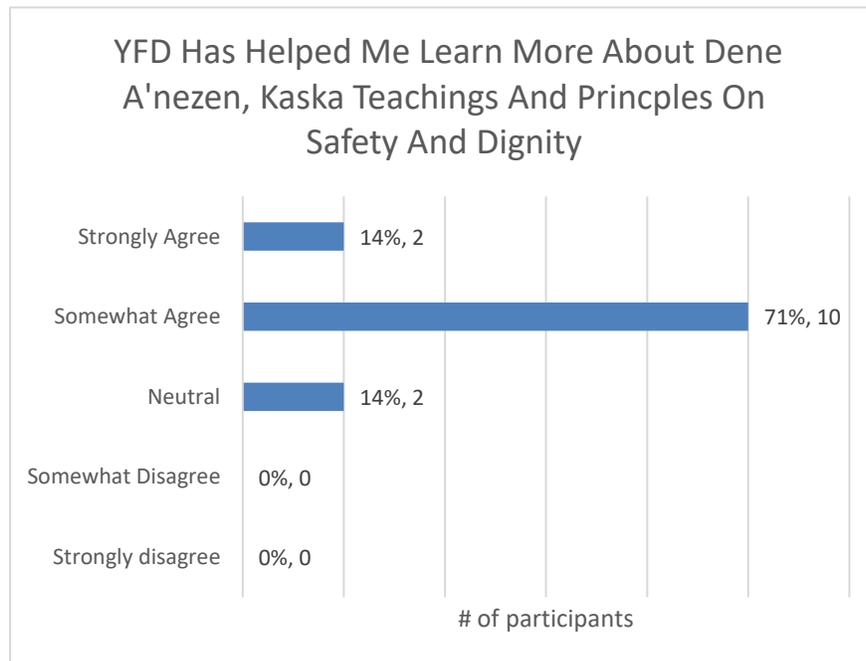
When looking at responses from Kaska and non-Kaska participants, we see that both Kaska and non-Kaska students felt more connected to Kaska culture, with 67% of non-Kaska and 63% of Kaska participants feeling more connected. A facilitator noted that cultural activities provided opportunities for quieter participants to engage and take on leadership roles, including teaching others hand games (adults and youth). In particular, students loved making their own drums, with many connecting with this valuable learning experience.



"A lot of the youth are hurting right now and at cultural events with drumming they would come out of their shells. It's healing, I saw it, I visualized it, I felt it."  
- Facilitator

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

85% of participants (12/14) shared that YFD helped them learn more about Kaska teachings and principles on safety and dignity. The connection between dignity and respect was emphasized by Elders. Facilitators and Elders both recognized students' increased respect for Elders throughout their time in YFD. One facilitator said that, when Elders spoke, the room was hushed and attentive.



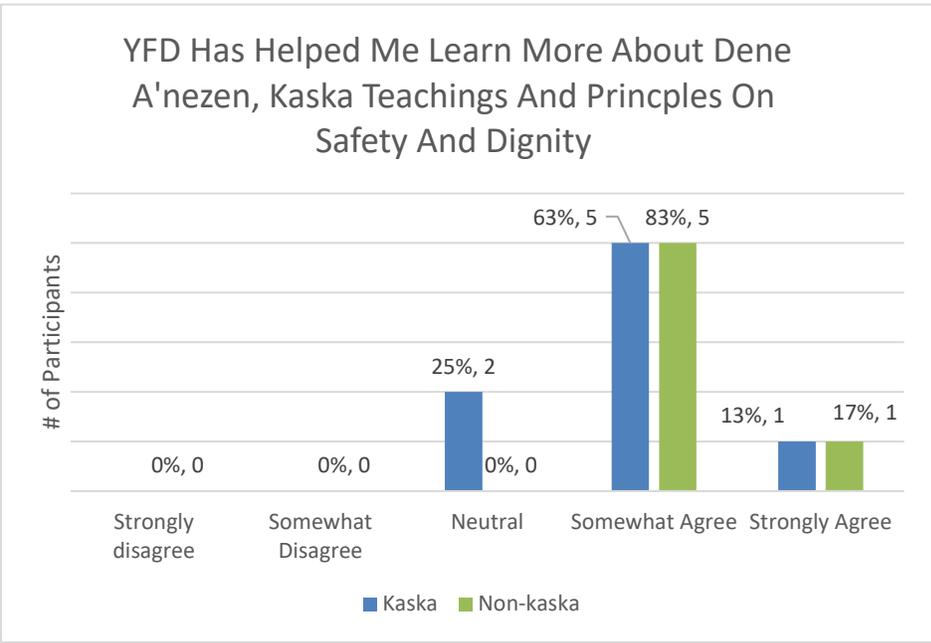
“Dignity is respecting people, and their reputations. And the values of a person.” - Youth



“We tell them you have to treat people with respect. You have to respect each other as people. If they are respectful it will help them a lot. It will make a difference in the student’s lives and their parent’s lives and in the community. Their parents can learn from them.”  
- Elder

Survey results show that 86% of participants (12/14 respondents) believed that YFD helped them learn more about Dene 'Á Nezen, Kaska teachings, and principles on safety and dignity (100% or 6/6 non-Kaska participants and 75% or 6/8 Kaska participants).

“Our youth are learning how to respect the females in their lives and how to treat females.”  
- Elder



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

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

“Elders talked about gender roles and cultural teachings as well and [leading] 3 days for drum making [was great] and drum teaching after that. Dennis Shorty [Elder] shared stories with youth in a more expansive way, that was really great.”  
– Facilitator



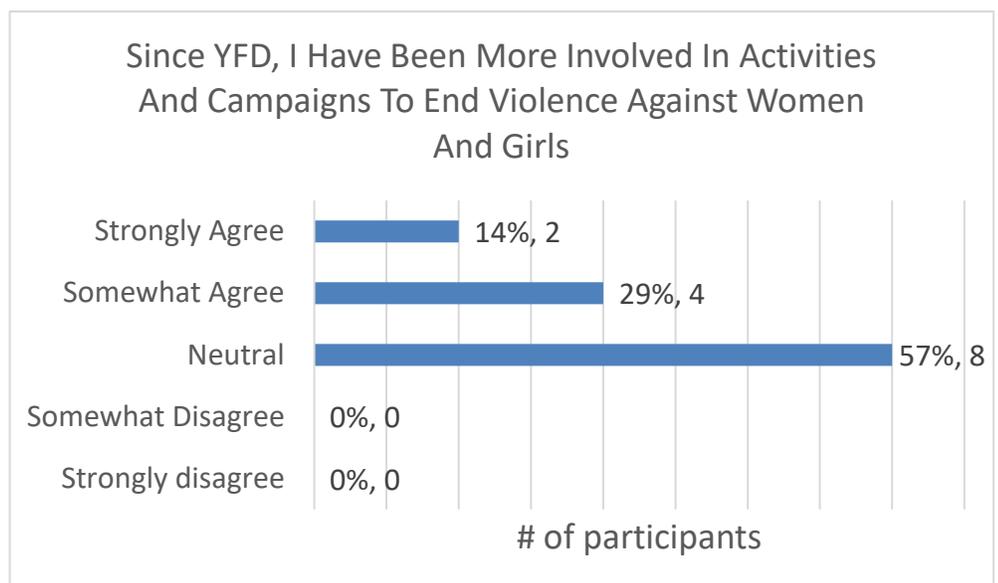
“[Traditional teachings are] very important. We must pass along our knowledge to our kids.”  
– Elder

“When we told stories on Zoom, the students said that was the best part.”  
– Elder

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

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

43% of youth participants (6/14) shared that YFD has increased their involvement in activities and campaigns to end violence against women and girls. 57% of participants (the remaining 8/14) felt neutral on their increased involvement in activities and campaigns to end GBV. This is potentially due to COVID-19 and its impact on activities and campaigns, with fewer being able to take place throughout the school year (see finding on next page).



**KEY FINDING: COVID-19 impacted in-person knowledge dissemination and engagement activities.**

Facilitators explained the challenges that COVID-19 placed on many of their in-person activities (see “Challenges” section starting on page 44 for more detail), including limiting the number of YFD participants allowed at workshops and health guidelines limiting the allowance of food at events/workshops. Facilitators also found that health guidelines often gave them less time to plan events/workshops (due to last minute changes to the number of people allowed at events/gatherings).

These changes likely impacted general turnout (both of participants and community members) at engagement events, with YFD potentially reaching less people than if COVID was not present.

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

A facilitator explained how youth collaboratively brainstormed ideas and came up with their “Stop Rape” signs as an artistic way to share GBV knowledge with their community after an activity on how art is an excellent way to share important messages with others. 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.

“We showed one [video] on how art can change the world, about street/pasting art, gets them [Youth] thinking about what they can do in Watson Lake. Youth brainstormed with the video to figure out what we can do, like putting stop rape signs up.”

– Facilitator

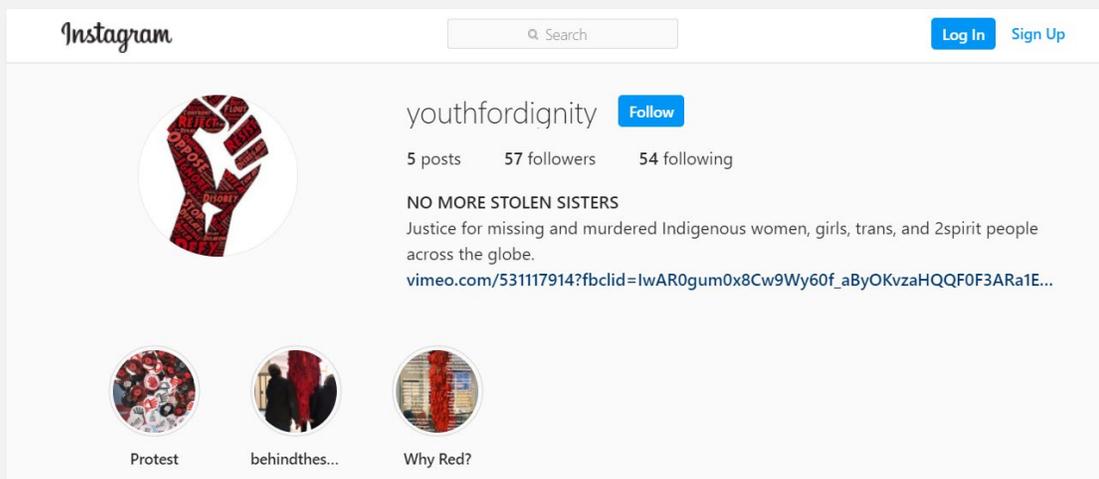


**KEY FINDING:** The project has undertaken a number of 'knowledge dissemination' activities, many of which were youth-led.

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 2020/2021

- ❖ **Social Media Campaign:** On May 5<sup>th</sup> students participated in an online campaign through social media for the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, Trans and Two-Spirited people. Students created a YFD Instagram account: @youthfordignity and the students created and used the hashtag #MMIQG2STMAY5 to share statistics and raise awareness around gender-based violence.



- ❖ **Red Dress Installation:** As part of the December 6<sup>th</sup> 2020 vigil, students and Elders created a model of a red dress made of formed chicken wire and adorned with red strips of fabric tied onto the wire. The red strips of fabric were available at the vigil for guests to write messages on and then tie onto the dress. The Youth encased the dress in a glass case, and it is now displayed in the lobby of Watson Lake Secondary School (WLSS) along with a plaque with information on the initiative.



## YFD Knowledge Dissemination Activities and Campaigns 2020/2021

❖ **Facilitators Guide:** LAWS worked together with YFD Facilitators and Beringia Community Planning to develop a draft of the **Ts'ídāne á' nezen?: Youth for Dignity (YFD): Facilitator's Guide**. The Draft Facilitator Guide is a living document that will evolve and continue to develop as the program continues to be delivered. Please note, the funding supported documentation only and did not include visualization/graphics and which would make the Guide more accessible to communities and practitioners. This graphic component will need to be funded in future phases. The Guide is intended to support communities to develop and deliver their own unique YFD program. The Facilitator Guide uses best practices from the WLSS YFD program to help new facilitators create a program that aligns with their community's unique strengths and circumstances. By sharing this guide, LAWS aims to spark more Youth-led initiatives and work together to end GBV in Kaska communities, in the larger Yukon Territory, and in other First Nations across Canada.



❖ **YFD Video:** LAWS worked with an Indigenous filmmaker who collaborated with youth to create a YFD video to use for program promotions, awareness raising and knowledge dissemination. The video contains powerful words and insights from LAWS, facilitators, Elders, teachers and youth and highlights key 2020-2021 program activities.

View the video here: <https://vimeo.com/595416371/563e6fb809>



❖ **Community Event:** on the days of May 27-28 a community event was held 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 MMIWG2S and placement of a mural and campaign signs in the signpost forest); and finally, to celebrate the achievements, learning and contributions of the youth in Youth for Dignity



## MEDIUM-TERM OUTCOMES

The following section outlines observed changes related to **medium-term outcomes (3-5 years)**. Although we are in YFD Program Year 2/IR&E Year 3, 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 through campaigns and initiatives.

YFD participants have organized events such as the spring community event they led, consisting of a community action campaign placing artwork and 'stop rape' signs in the community's sign post forest to support YFD values of dignity and respect and honour MMIWG2S. They have also created a promotional video for the program and its teachings, and social media campaigns on Instagram, all demonstrating the ability of YFD participants to raise awareness.

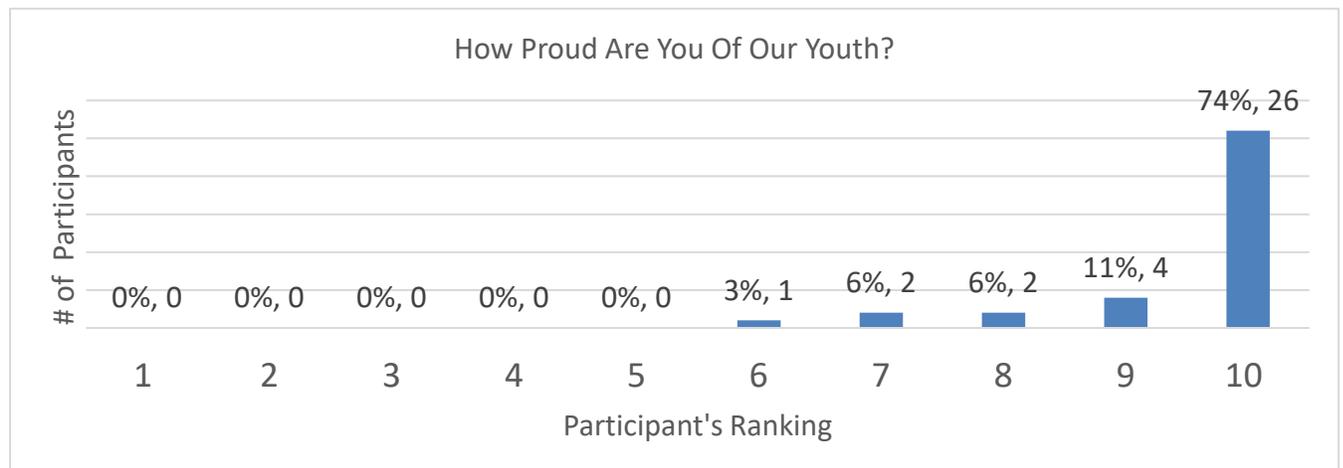
"[YFD participants] are taking on more initiatives."  
– LAWS Executive Director



"I am so glad to see that they have an opportunity to do more work around justice issues that are place based and relevant."  
– Community Member

"The students have worked hard and learned a lot. They will be our ambassadors for safety and respect."  
- Community Member

In workshops, students generated ideas for awareness-raising initiatives. 100% (35/35) of community members stated they are proud of YFD youth participants, with 74% (26 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.**

Many youth outlined how proud they are of the methods (campaigns and initiatives) they used to raise awareness of GBV issues, highlighting their positive experiences with putting up the mural and 'stop rape' signs in the signpost forest and creating the program video. Some youth pointed to the community coming out and supporting them in this experience as being validating.

"I was really proud of making that video as well as putting up the stop rape signs and the mural."

– YFD Participant



"In me, I noticed that I am more confident to talk about the different topics we covered. "

– YFD Participant

Several youth indicated that, with feeling more confident, they are better able to talk to others about sensitive topics like violence.

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

Facilitators have noted students' ability to call on what they've already learned in the program and act on it, looking at an incident at school as an example whereby students [in YFD] called out someone they felt was not being respectful. Elders talked about actions of YFD members already making individuals more careful with their actions in regards to violence. Elders also observed that participation in YFD is directly impacting the choices of YFD youth in healthy ways, saying some are not getting involved in using drugs and alcohol, factors that have been connected to GBV.

"I think once a student knows something, they have to act on it. You can't erase away what one has learned. I believe the students will step up. We saw it already with an incident in the school, where the students called out someone they felt was not being respectful."

- Project Partner

"See all those young advocates are now young adults. They were in YFS (Youth for Safety), they put the handprint on their face, they talked about stolen sisters. There's generations now of people fighting the fight and discussing it."

– Facilitator

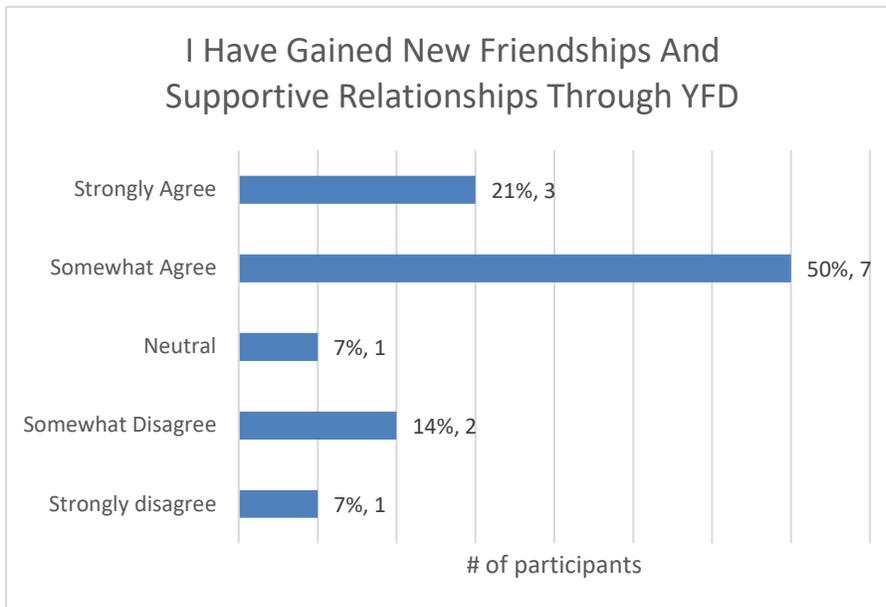
"They will spread their knowledge. Because of their actions, more people are careful to do violence. It all helps to protect community members."

– Elder

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

**KEY FINDING: Participants gained new friendships and supportive relationships.**

The Survey shows that 71% of YFD participants (10 respondents) 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.



“They have their own circle and that makes a difference.”  
- Elder

Facilitators specifically noted increased safety and comfort between YFD participants, one saying that team building was very strong with this group.

“Just knowing [I’m not] alone and there is help and support.”  
– YFD Participant



**KEY FINDING: Participants gained supportive relationships with themselves.**

“It [YFD] also helped me deal with some of my own issues. Gave me ideas about some of the stuff in my own life. It helped me on a personal level more so than just what we all did together.”  
- YFD Participant

Some YFD youth noted the positive impact YFD has had on their own personal lives, allowing them to deal with challenges they are facing in personally by providing them with new ideas, approaches and tools to cope.

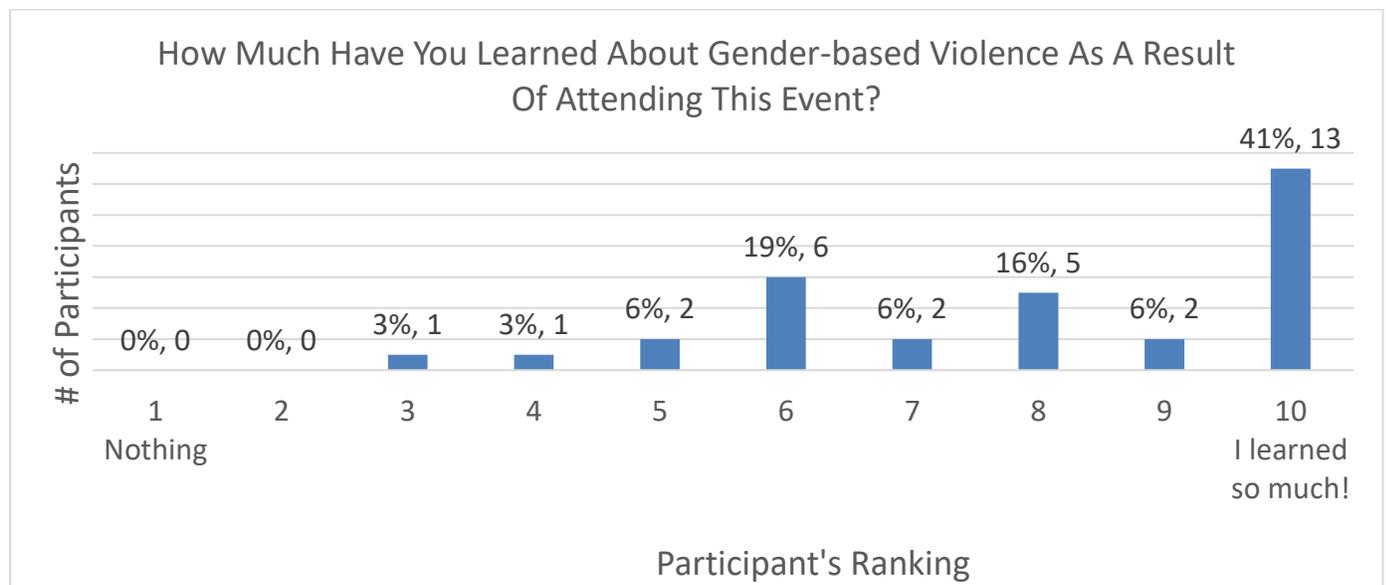


**Outcome 3: Enhanced community awareness of GBV prevention and response, based on Dene 'Á Nezen and RBP**

**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. Despite initial COVID-19 setbacks, 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, 80% (28 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.

“There is a lot of violence, much of which we do not see or know about.”  
– Community Member



“People have evolved in the community on these issues, the more we do these events the more people can speak to it. Violence is not stopping, but people are talking about it differently. That to me is the healing part.”  
– Facilitator



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

More than 50% of Community members shared in the survey that 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, 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 discussed how YFD is creating positive changes in the community. Some examples from project partners included that YFD is strengthening community relationships and ways to share knowledge through Elder, youth and community interaction, for example. Partners also discussed how YFD is normalizing the discussion around GBV, and words associated with GBV (e.g. rape, consent, and victim blaming) through community campaigns that create more community discussion around the topic.

“It [YFD] has given me hope for change, change in the community's ways of seeing violence.”  
–YFD Participant



“[learned about] awareness of violence prevention and resistance to violence.”  
– Community Member

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

Youth feel YFD is having an impact on the community, with some stating they see the potential for continued engagement with GBV awareness over time being what could lead to positive change and prevention in the community.

“The community know(s) about more violence in the community, so hopefully there will be less violence.”



“I think [YFD] made us become more aware, this eventually will affect the community, but not sure if we can see it just yet. Maybe over time? This has to have a positive effect on the community, if we have changed, then so too will the community?”  
– YFD Participants



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

Youth have commented on YFD helping to fill a gap in their understanding of GBV issues in the community. Elders highlighted the need for more traditional teaching for youth, currently provided through spaces that programs such as YFD helps to create. Additionally, Elders have stated their enjoyment in teaching youth their ways of knowing.



"[I liked] learning about all the different issues and things which generally are not talked about in school. That is really important to learn all of that. We need more awareness of those issues and YFD does that."

– YFD Participant

"It's important for me to pass along our Kaska cultural knowledge. This made me feel very proud to be part of teaching the youth. We need more of this and more traditional teachings."

- Elder

**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 have stated their experience in YFD as mutual learning between themselves and YFD participants, describing the process as 'very empowering.'

"I learn a lot every time I am in YFD. I believe we all become students and teachers through this process and that is very empowering."

- Project Partner

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

"This is an important conversation to have, its awesome youth keep learning it!"  
– WLSS Teacher

This year's YFD-led community event saw a variety of service providers come out, including 7 WLSS staff members and 1 Johnson Elementary School staff member. Many said they came out to support the youth and their messaging surrounding MMIW2S through their attendance.

Many community members volunteered as Kaska drummers and photographers to show the youth their support. This further grounded the program in community and its support of the youth and provided ways community members including school staff could engage with Kaska culture.

**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 two plus years, WLSS has provided a site for YFD program delivery, allowing for close collaboration between staff and YFD students. This year in particular, WLSS staff expressed their gratitude and enjoyment working with YFD students.

“I love working with youth and their energy and enthusiasm is infectious. Knowing that these students will take this knowledge with them and make a difference in their lives is very gratifying.”  
-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.**

Partners both showed up and engaged with the end of year community event by making speeches and recognizing the importance of YFD in the community.

Sustained and on-going relationships are what deepen these critical partnerships and collaborations between YFD and the community at large. This including relationships between participating Elders and YFD youth in which they are related to, the school liaison providing a point of trust for YFD participants and drummers who came in for a second year to teach and make drums with youth.



**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.

“There were examples of support from the school – having the red dress displayed in the foyer, the principal inviting the whole school to participate in year end march and year end unveiling.” - Facilitator

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.

“[WLSS] has willingness to talk about it [YFD], the principal specifically and some of the teachers, are open to the subject matter.”  
- Facilitator

**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 of the program so that students can receive credits for completing the program. This will also support the adaptability of the program to other locations and contexts. LAWS and school partners continue to work with Yukon's Department of Education and the Yukon First Nations Education Directorate to pursue accreditation of YFD. It was challenging to pursue accreditation this year with Covid-19, however the research and pursuit of accreditation is making progress and ongoing.



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

Some YFD youth are seeing ways in which all students in their school would benefit from YFD teachings, highlighting the ways in which program adaptation and expansion would be beneficial for students.

“I was glad to learn about Residential Schools. We learned about it in my other class, but it was good to learn more and talk about it. I think we should all know about that, re: the whole school.”  
– YFD Participant

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

Due to COVID 19-related space and time constraints, facilitators were pushed to rethink program delivery. They were able to adapt to new locations for program activities, prioritize/adapt program deliverables to fit a condensed timeline, and reformat activities 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.

“[We had to] be realistic about what we could get through during that time. What's most important to get through? What's the order of delivering the curriculum? Some parts are important to be in order and other parts you can change up depending on where other student are at.”  
– 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

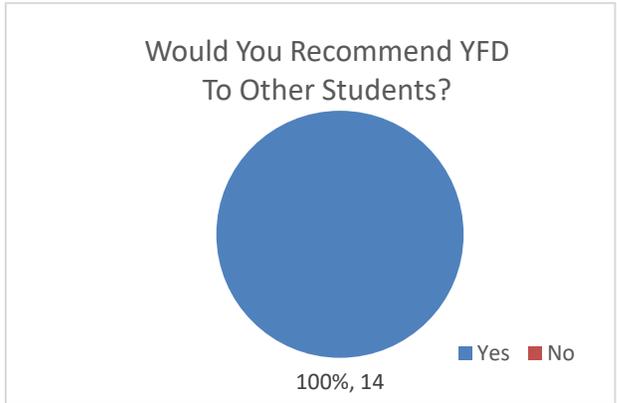
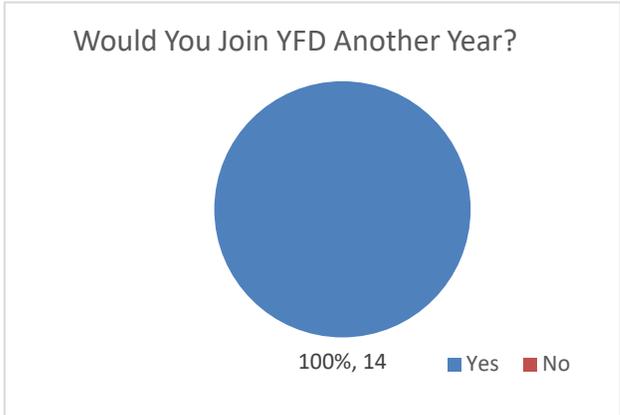
YFD is a program that youth want to join and would recommend to others, as evident in survey responses. 100% of participants said they would join YFD for another year and 100% of participants said they would recommend YFD to other students.



"I enjoy learning about the topics and think it is a fun group."  
 - YFD Participant

"[I would join YFD for another year] because I enjoy learning how I impact society."  
 - YFD Participant

"[I would recommend YFD to other students because] It's Important knowledge that everyone needs to know."  
 - YFD Participant



## 2. Culture and 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 the 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.

"I really liked the drum making. That was great to learn and I feel very proud of my drum."

- YFD Participant

"Having Elders there [at YFD programming] and having drum making was really special. Youth were pretty keen to learn Kaska songs, drumming and hand games as well."

- Facilitator

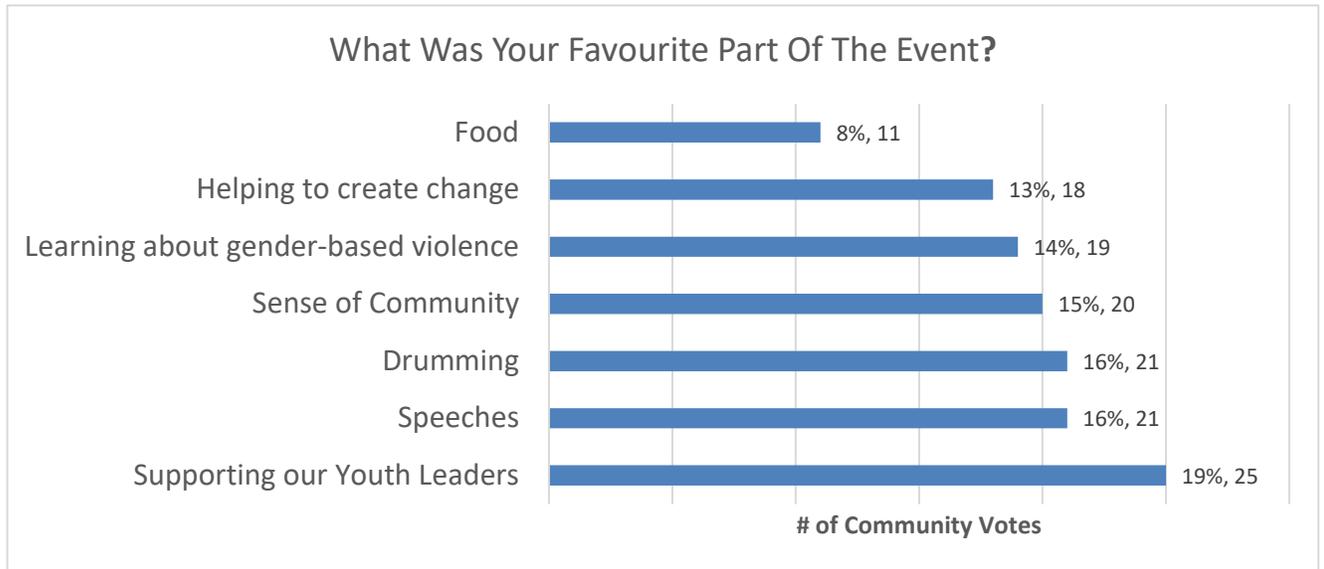


## 3. The community is supporting YFD participants as future leaders

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.



“The students have worked hard and learned a lot. They will be our ambassadors for safety and respect.”  
 – Community Member

“Our march to the Sign Post Forest to put up our mural and the Stop Rape signs was a very powerful and emotional day. It made me very proud to be part of YFD.”  
 – YFD Participant

“It [community event] really brought the school together.”  
 – School Liaison

#### 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, despite the challenges posed by COVID-19 and they expressed pride in this work. For example, the unveiling of their mural and putting up Stop Rape signs in the signpost forest and creating a promotional video for the program. They talked about how all the students worked together, describing the march to the signpost forest as powerful and emotional, something many were proud of.



**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, time constraints were prevalent, which meant having to condense workshops into the month of March, with 3 workshops at 3-4 days each (compared with Year 1 which had 2-day workshops one time per month throughout the school year). Facilitators acknowledged that 3 days every 6 to 8 weeks is ideal for programming but noticed the challenge of having students out of class for too long (3 days being a stretch for some teachers), and 3 days feeling like long enough to teach some cultural material. As the program goes forward and continues to adapt, teachers and facilitators can work together to establish a design and delivery schedule that is most effective for the youth and curriculum delivering while not disrupting to regular students' classes.

**6. Friendship and peer leadership is creating a strong YFD community**

As this is YFD's second 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). They said that providing a natural, community-based learning environment with no segregation has allowed for friendship and mentorship across age ranges and peer groups.

"It really helps for them to see that there can be a different way to live."  
 – Elder

"The presence of learning from previous years' participants – how quickly they come back, even though YFD hasn't happened for a year – how the youth remember and share their knowledge of gender and safety and dignity. They remember it but also they implement it in different scenarios."  
 – Facilitator



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

“It’s ‘real’ actions like this which bring learning to a whole new level and will stay with the students for a long time to come.”  
– Facilitator

“Every year we do the foundational work of building trust, it’s phenomenal.”  
– Facilitator

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 language surrounding victim blaming sexual abuse, MMIW2S, the march to signpost forest to put up and unveil their work, and the drumming workshop. Facilitators’ focus on creating foundational trust in the group helped participants make connections between what they were learning and activities they were doing in their community. A facilitator described these “real actions” as ones that bring student learning to a whole new level.

## 8. 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.



## 9. Youth-led approach

YFD takes a youth-led approach which youth and partners expressed as being crucial to the program. This is seen in facilitators supporting youth to make decisions on activities and taking on leadership roles in a supported way. It also involved collaboratively brainstorming and sharing ideas for campaigns as inspired by YFD participants. This happened when deciding what to write on the signs they created and where to put them in the Sign Post Forest and sharing their knowledge through new mediums such as the program video.

### 10. 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 introduced the power of pronouns as a tool to help others feel included. Facilitators said that students especially liked learning how to say their pronouns in Kaska.

“Pronouns are important to this student [who identifies as male but dresses in stereotypical female clothing] and are something we brought up in the school which was an unknown concept at first.”

– Facilitator

### 11. Youth enjoyed the snacks that YFD provided

Many participants commented on YFDs snacks, and most participants enjoyed the snacks that were served.



## YFD CHALLENGES

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

### 1. COVID-19 Impacts on YFD

The COVID-19 pandemic and the resultant travel and social engagement restrictions posed many challenges for the YFD project during YFD Program Year 2. WLSS was ordered to close at the end of March 2020, remaining closed for the rest of the 2019-2020 school year. This resulted in many cancelled events including the 2020 community event. Despite these setbacks, YFD came back and completed 4 sessions in March and May of 2021 and a community event in May 2021.



#### Indirect and Direct COVID-19 Challenges for YFD

*Facilitators pointed out various direct and indirect challenges that COVID-19 created for YFD programming, some included:*

- |                                               |                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------|
| - Limited numbers                             | - Health and safety limiting food consumption                                         |
| - School closures leading to program closure  | - Zoom as a barrier to those without internet, computers or experience with the above |
| - Zoom as a barrier to connection             | - Condensed programming leading to limited program content                            |
| - Unable to connect with the land             |                                                                                       |
| - Limited time to plan events and programming |                                                                                       |

COVID-19 directly impacted YFD forcing condensed scheduling leading to limited programming and lower engagement due to fatigue and inability to physically connect.

Elder connection was strained at times due to inadequate technology and increased health barriers. As well, information on programming and events was challenging to get out to youth and community members in advance to promote participation and engagement.

"We can't go on the land, because of COVID and we need to do more of that."

-Elder

Despite all this, YFD participants, facilitators and Elders were able to connect due to collective hard work in altering the program delivery, making sure to include important topics, issues and activities. Facilitators shared that YFD participants openly desired peer-to-peer connection through the program once COVID protocols were eased, noting that despite the mixed online and socially-distanced program delivery at times, social connection for YFD participants is critical no matter the method.

## 2. Systemic barriers to pursuing accreditation

Systemic barriers in the education system continue to limit current options available for accreditation of YFD. As of now, these options are unsuitable given the intent of accreditation and critical factors having to do with the design and delivery of the initiative. Linda MacDonald (school liaison) has met with Yukon First Nations Education Directorate to continue to discuss accreditation options.

## 3. Barriers to Elder engagement

A facilitator mentioned the challenges they face meaningfully integrating Elders into the program. Elders with health challenges often had to leave sessions early and could not do full days. This meant that, with the condensed programming due to Covid, there was less time overall for Elders to share their traditional teachings. Elders reiterated this, commenting on the need for more programming to meaningfully engage YFD participants in cultural learning.

“It was challenging to not be able to plan set times for things. Elders had health challenges so they couldn’t stay for full days. We tried to make more space and block it in a bit better.”

– Facilitator

## 4. Barriers to YFD participant engagement

Facilitators mentioned the challenges they faced with YFD participant engagement, with this year’s students being keen to attend sessions but not very engaged when participating in icebreakers and games. They also mentioned engagement is likely impacted by COVID-19 forcing the program to be condensed in nature. This perhaps demanding too much of participants in a shorter period of time compared to the previous year. On top of this, older students indicated they did not want to fall behind in school, so some didn’t come to YFD sessions.

## 5. Creating safe spaces for Youth

Facilitators noted how fragile the safety and trust created by YFD can be if outside people come into the space without the same respect and care. They shared a story of a community member criticizing one of the youth’s drumming in front of the group, causing this student to refuse to drum for the remainder of the session. The learning shared from this experience was that all adults/outside people asked to collaborate on YFD activities should be screened for safety as much as possible before interacting with the youth.



“You can see the safety and trust that’s been built up, but it is fragile.”

- Facilitator

## 6. Attendance and breaks between sessions

Facilitators stated that attendance was generally much higher than the previous year, with attendance getting better after COVID-19 restrictions were eased.

Despite high attendance rates, it was shared that the gap between sessions can be challenging for some participants as it impacts momentum and continuity in the program and associated activities. One student commented on the inclusion of some “unnecessary stuff”, not making the connection between key topics such as gender roles and GBV. Facilitators thought this could be due to the infrequency of this students’ attendance, this likely having a similar impact to that of gaps between sessions for some students.



## OPPORTUNITIES

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

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

Facilitators noted the difficulties they've had with meaningfully integrating Elders into YFD programming, with Elders stating they need more time to teach traditional ways of knowing for students to be able to engage with their culture. Additionally, facilitators noted that student engagement with activities was low this year, but engagement with culturally based activities was high and even requested, with students consistently mentioning the positive experiences they had with cultural activities such as drum making, games like stick gambling, and listening to Elders tell stories.

"What is our culture? It's not only about moccasin making. It goes far beyond that. It is about maintaining our code."  
– Elder

"We have to share more than just stories. We have to recognize that a lot of our teachings are land based. Not really about Reconciliation, its about being recognized."  
– Elder

Elders provided excellent recommendations on what YFD should be including with regards to traditional teachings and knowledge, stressing the need to connect YFD youth to the land through more than just stories. Elders recommended also including survival skills, cultural celebrations and cultural history as told by those (Elders) who lived it.

### 2. Continue working towards a viable programming format

Facilitators stated that attendance was generally much higher than the previous year, consistency only getting better after COVID-19 restrictions eased. This was thought to be due to smaller groups providing a potentially less intimidating space for youth to speak up and engage with programming. Participants also stated desire for in-person peer-to-peer connection even more so after the isolation of Covid 19 restrictions.

As mentioned previously, condensed scheduling and gaps in sessions led to limited programming and lower engagement. From this experience, facilitators commented on the importance of incorporating time for the pre-planning of events/programming when possible, with YFD participants noting the value of more time for programming and limiting of breaks between sessions.

"One thing I would change is to have it more often. When there is too much of a gap, you have to start all over again with the knowledge. Not completely all over, but when there is too much time, you sort of forget. Need more time to have all this stuff really sink in."  
–YFD Participant

"A smaller group of 15 was the max we could have [because of COVID-19], and they all participated a lot."  
– Facilitator

### 3. Continue to foster safe spaces for youth

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. Facilitators noted how fragile this space can be, after an incident with a student and community member/volunteer making them really consider who they are bringing into the space. It was felt that there is an opportunity to screen each person they bring in to work with youth more closely to protect the environment of safety and support facilitators and youth have worked hard to foster.

"We realized that we need to make sure who we're bringing into the program is safe."  
– Facilitator

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

"Good to continue their [youth] roles after they graduate, give them a path for sustainability."  
– Facilitator

Facilitators and youth noted the importance of in-person, peer-to-peer connection in the face of COVID-19 not allowing YFD to engage face-to-face as often as before. Sharing of food, stories, teachings and events were mentioned as being key reasons YFD has been successful in teaching youth about relevant issues effecting the community.

Facilitators also 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.

### 5. 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, the mentioned the difference between unilateral vs mutual language within GBV topics, such as why do we use the word rape instead of sexual assault.

"Positive language is missed, i.e., 'unilateral vs mutual language.', Why do we use word rape instead of sexual assault, we touched on it a bit, usually we delve deeper."  
- Facilitator



## RECOMMENDATIONS

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

Opportunity	Recommendations
<p><b>1. Increase opportunities for traditional and cultural teachings</b></p>	<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 interviewed provided extensive detail surrounding traditional ways of knowing and teaching that should be included in YFD programming, stressing the need to connect YFD youth to the land through more than just stories, but also including survival skills, cultural celebrations and historical teachings as told by Elders who lived it.</li> <li>❖ The following are specific ideas of traditional teachings to incorporate into YFD programming:                             <ul style="list-style-type: none"> <li>○ Understanding the importance of their land and connection to it, including how the land was shared and where their families are from. Ultimately understanding the innate value of land over that of its monetary value.</li> <li>○ Survival skills: snaring, setting nets, plant identification - knowing which plants are used for what, medicine gathering including understanding the best time to harvest different plants, and hunting including cleaning and preparation of animals</li> <li>○ Making snowshoes</li> <li>○ Storytelling</li> <li>○ Celebrations - dances, Jigging competition</li> <li>○ Cultural exchange</li> <li>○ Culture camps - space to teach skills such as survival, snowshoe making, etc.</li> <li>○ Learning the history of Canada from Elders' perspectives and genealogy</li> <li>○ The real story of residential schools as told by Elders</li> </ul> </li> </ul>
<p><b>2. Continue working towards a viable programming format</b></p>	<ul style="list-style-type: none"> <li>❖ Continue to consult with LAWS, project partners and Youth on the best schedule and group size for the program</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>○ Smaller groups of students (15 or less)</li> <li>○ Limited break time between sessions (no more than 2-3 weeks)</li> <li>○ Integrating preparation time for program creation, alterations, and event planning (event and program dependent)</li> </ul> </li> </ul>

Opportunity	Recommendations
<p><b>3. Continue to foster safe spaces for youth</b></p>	<ul style="list-style-type: none"> <li>○ Peer-to-peer, in person, program delivery whenever possible</li> <li>❖ Continue to work with youth to create a “respect contract” that is conducive to a respectful, positive and supportive space</li> <li>❖ Facilitators highlighted that those who come into YFD space must uphold the same values of dignity and respect as YFD and its participants (currently, facilitators work with youth to create a “respect contract” that YFD facilitators and participants must sign to ensure safe spaces for youth)</li> <li>❖ A respect contract can be developed for outside volunteers collaborating on YFD activities, refined based on YFD participant and facilitator suggestions, and presented to all those entering YFD space as mandatory guidelines that must be respected in order to participate.</li> <li>❖ Based on facilitator input, this contract could highlight the responsibilities of upholding Kaska values of respect that community members and volunteers hold when entering YFD space.</li> </ul>
<p><b>4. Create opportunity for peer-to-peer connection for YFD participants while in the program and after graduation</b></p>	<ul style="list-style-type: none"> <li>❖ Continue to include YFD alumni in YFD workshops and sessions and peer mentors</li> <li>❖ Currently, some past YFD participants (alumni) play mentor roles in YFD workshops and programming, providing younger and current YFD participants guidance on activities and challenging subjects.</li> <li>❖ Facilitators have noticed the positive role this plays in both current YFD participants engagement with the program as well as the mentors themselves, providing a sustained leadership role as a valued alumnus.</li> </ul>
<p><b>5. Continue to recognize the power of language</b></p>	<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 highlight valuable information from YFD's second 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'ídāne 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** \_\_\_\_\_ **Other** \_\_\_\_\_

3. What is your age? \_\_\_\_\_

4. Are you Kaska? **Yes** / **No**

5. What grade are you in? Check  one  
**Grade 8** \_\_\_\_\_ **Grade 11** \_\_\_\_\_  
**Grade 9** \_\_\_\_\_ **Grade 12** \_\_\_\_\_  
**Grade 10** \_\_\_\_\_

6. How much is relationship violence an issue **in your community**? Circle one.

1      2      3      4      5      6      7      8      9      10  
 Not a Problem Extreme Crisis

7. 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**

8. 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>Example: 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					
<i>Comments: E.g. I helped a friend who experienced violence by listening to her and believing her</i>					

	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:					

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

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

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

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

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

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

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

14. Would you join YFD for another year?

Yes / No

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

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

15. Would you recommend YFD to other students?

Yes / No

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

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

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

## APPENDIX B: 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

\_\_\_\_\_

\_\_\_\_\_

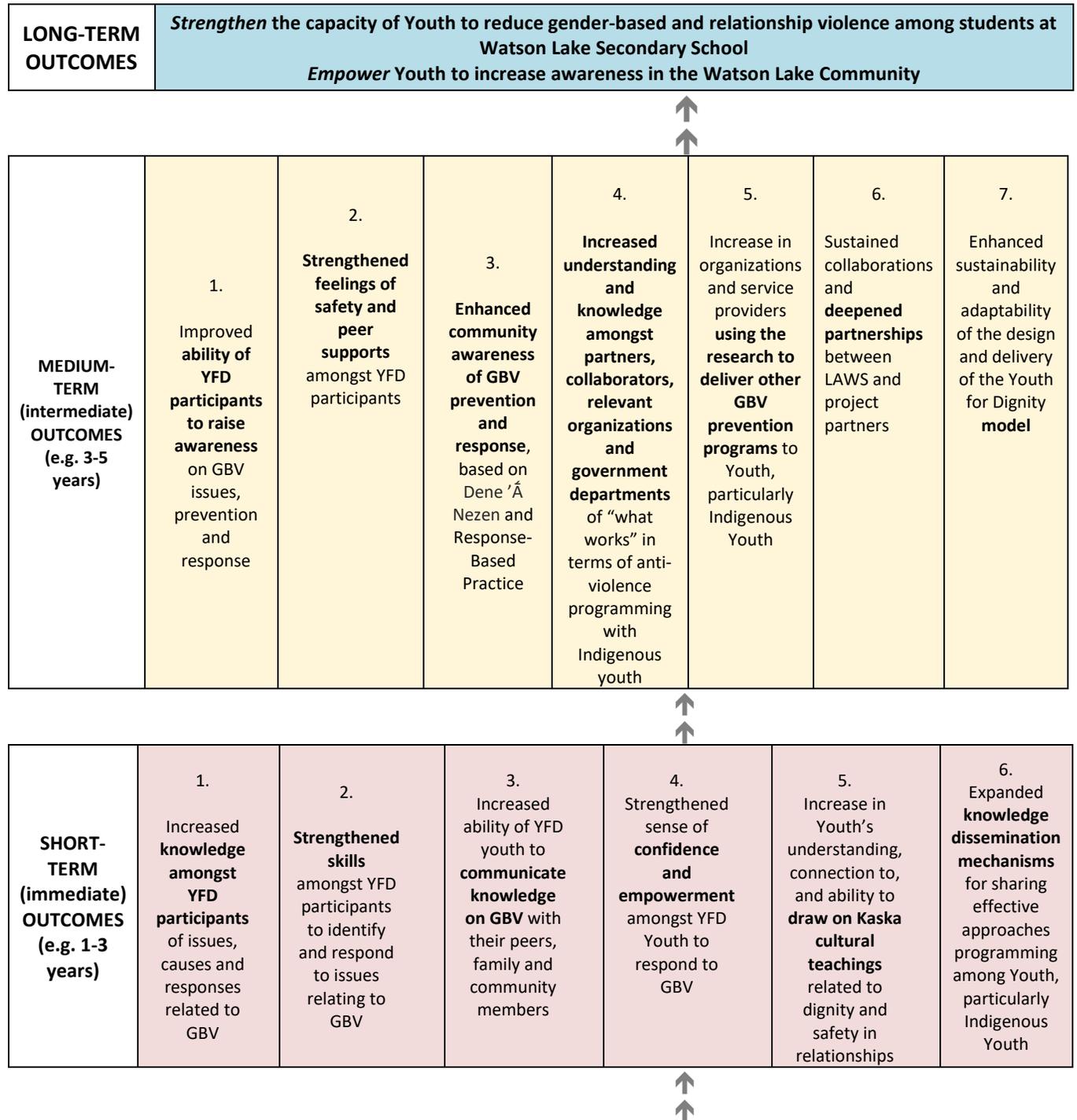
\_\_\_\_\_





## 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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