

Liard Aboriginal Women's Society (LAWS)

Youth for Dignity (YFD)



YFD Participant Intake Survey Summary of Results

Acknowledgements

We would like to acknowledge the youth that are part of the Youth for Dignity (YFD) program, their commitment to building a safer community, and for sharing their perspectives and experience. We also thank LAWS leadership, Elders, youth, family members, school staff, community partners and the project team who contributed to the design of the research and evaluation planning and continue to contribute their perspectives and experience.



Executive Summary

In 2018, Public Health Agency of Canada (PHAC) invited applications from organizations to advance promising practices and initiatives to prevent GBV 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 in Relationships* was successful with the contribution agreement being signed by both parties on February 14, 2019. 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 commenced February 14th, 2019 and will run to December 31st, 2023.

Beringia Community Planning Inc., under LAWS leadership and in collaboration with project partners, is designing and implementing the project's intervention research and evaluation. As part of this work, Beringia is administering a range of data collection methods, including surveys, interviews, sharing circles and other qualitative methods with YFD participants, partners, Elders, project staff, and community members.

During the YFD session held on February 7-8th 2020, YFD participants were invited to complete a 20-question intake survey and 17 out of the 28 participants completed the survey (61% response rate). It is important to note that the survey was originally scheduled to be administered at the start of the program (October 2019) to capture pre-program intervention data, however due to the delay in ethics approval which was received in December 2019, the survey was delivered at the February 2020 YFD session. Since data was collected mid-program and participants had already participated in 4 sessions at that point, this may have had an impact on the survey results.

The survey data has been documented, analyzed and summarized in this report. This data can be helpful to inform program design, as well as provide baseline data to understand the impact of the YFD program. It is a component of a broader and deeper collection of information that together will help us to paint a picture of how YFD is making a difference. The following is an executive summary of the results which have been categorized into the following themes:

- ✓ **Learning about YFD Participants**
- ✓ **Program Design**
- ✓ **Understanding the Impact of YFD**

LEARNING ABOUT YFD PARTICIPANTS

♂ = 53% ♀ = 47%

Respondents are approximately **half male and female**

82%
are between the **ages of 14 and 18**

81%
are in **Grades 8 to 10**

65%
are **Kaska**

35%
have **experienced relationship violence before**

9 respondents shared they have experienced the following **types of relationship violence**:

56%
Verbal/
Emotional
violence

44%
Bullying/rumours; Physical
violence, Sexual violence,
or Threats of violence

30%
said their
experiences of
violence **involved
drugs or alcohol**

The **TOP SUPPORT** that respondents **would reach out to for help** are:

Friends

Next most selected were **Parents/Guardians** and **Counsellors**

The **TOP 4 SUPPORTS** that respondents indicated they would **never go to for help** are:

1. Someone from a Religious or Spiritual Community
2. Advocates
3. Doctors or Nurses
4. Police or RCMP

Reflections and Recommendations

The results shared in this report have informed the following reflections and recommendations:

- Evaluation team to explore the high male participation rate sharing circles and interviews, including their motivations for joining.
- Evaluation team to change the survey question on Indigenous ancestry to allow more options to identify their Indigenous ancestry, or select I am not sure.
- To consider the direct lived experience with relationship violence in the group when designing and delivering the program (e.g. ensure supports are available)
- To take into account that Friends are a key support for participants when designing and delivering the program (e.g. how can the program support peer to peer supports). Evaluators to add 'pets' as another support in future surveys.
- To consider the supports that participants would never go to for support when designing and delivering the program (e.g. Someone from a Religious or Spiritual Community; Advocates; Doctors or Nurses; and RCMP) and how might the program help youth feel more comfortable going to Advocates for support.

Reflections and Recommendations

The results shared in this report have informed the following reflections and recommendations:

- The reasons for joining shared by participants align with the current program design in that it supports youth to try something new and bring youth together to learn more about ending violence and create change.
- It is recommended that the evaluation conducts interviews with Youth for Safety (YFS) and YFD graduates to understand the program impact on a longer-term basis.
- Keep providing youth with food and snacks!
- Continue to involve Elders in the delivery of the workshops.
- Continue to promote the program through teachers and school presentations, as well asking current participants to tell their friends about it (e.g. word of mouth).
- Since participants are learning about healthy relationships, violence and safety from their parents and guardians, consider ways to involve parents/families in the program.
- It is recommended that the program design involve the ways youth think they can prevent violence in their community: *Supporting family members, friends and peers; Speaking to leaders; and Learning about violence prevention and safety.*

YFD PROGRAM DESIGN	
<p>The TOP 5 Reasons that respondents joined YFD are:</p> <ol style="list-style-type: none"> 1. I want to try something new 2. I believe that youth have an important role in ending violence in our community 3. Food and snacks 4. I want to learn about how to end violence in our community 5. I was part of Youth for Safety before (7 participants!) 	<p>Top 3 WAYS respondents learned about YFD are:</p> <ol style="list-style-type: none"> 1. Teachers at school 2. Former respondents 3. Friends/peers
<p>The TOP 3 ways that respondents have learned about healthy relationships, relationship violence, safety, and violence against women and girls are:</p> <ol style="list-style-type: none"> 1. My parents/guardians have taught me 2. My teacher 3. Friends and Siblings have taught me 	<p>The TOP 3 ways that respondents think youth can help prevent violence in their community are:</p> <ol style="list-style-type: none"> 1. Supporting family members, friends and peers 2. Speaking to leaders 3. Learning about violence prevention and safety

Reflections and Recommendations

The results shared in this report have informed the following reflections and recommendations:

UNDERSTANDING THE IMPACT OF YFD			
<p>76%</p> <p>feel somewhat connected to Kaska culture, although each student is unique in their level of connection</p>	<p>41%</p> <p>spend time with an Elder Once a Month</p>	<p>57%</p> <p>feel they have some understanding of Dene a Nezen, Kaska teachings on safety and dignity</p>	<p>42%</p> <p>said that attitudes in the community towards survivors of violence are unsupportive</p>
<p>76%</p> <p>think that relationship violence is a critical issue in the community</p>	<p>19%</p> <p>said that relationship violence is an issue among family and in their personal life</p>		<p>44%</p> <p>indicated that relationship violence is somewhat of an issue amongst friends</p>
<p>71%</p> <p>feel quite prepared to support those who have been harmed by violence</p>	<p>88%</p> <p>have some understanding to a very good understanding of the issues and causes of violence against women and girls</p>	<p>78%</p> <p>believe they can be somewhat to very helpful to someone who has been harmed by violence</p>	

- There is opportunity for all students to learn about Kaska culture, Kaska and non-Kaska alike. The research and evaluation can explore further in interviews/ sharing circles what it means to be connected to Kaska culture. It is recommended to consider how youth can support each in building their understanding and connection to Kaska culture.
- As a number of respondents said they have some understanding of Dene a Nezen, follow-up interviews with participants can help to explore how else youth are learning about Dene a Nezen.
- It is recommended that the program design take into account that participants said relationship violence is a critical issue throughout the community, with it also being a critical issue in the family/personal life for some.
- Building on the above point, it is recommended the program consider how it might help build community awareness and support, given that participants, females in particular, said attitudes in the community are unsupportive.
- Since a number of participants said they can be helpful to those harmed by violence, the evaluation can explore further in interviews with youth how they might be helpful and what has helped to prepare them.

The student intake survey data summarized in this report offers important insights into who the participants of YFD are, provides information to help with program design, as well as baseline data to help us track change over the coming years. This data sheds light on further areas to explore in interviews and small group settings. We will continue to build on this data and learn from it, using it to revise questions and tools. As far as next steps, these findings will be shared with LAWS and the YFD project team to help inform program design and delivery. Beringia will continue to support the integration of findings into the programming and communicate these findings to the project team working 'on the ground'.



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Introduction

In 2018, Public Health Agency of Canada (PHAC) invited applications from organizations to advance promising practices and initiatives to prevent GBV in the form of teen/youth dating violence in Canada. The Liard Aboriginal Women's Society (LAWS) application for *Ts'ídāne á' nezen?: Youth for Dignity in Relationships (YFD)* was successful with the contribution agreement being signed by both parties on February 14, 2019. 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 commenced February 14th, 2019 and will run to December 31st, 2023.

Beringia Community Planning Inc., under LAWS leadership and in collaboration with project partners, is designing and implementing the project's intervention research and evaluation. As part of the project's research and evaluation, Beringia is administering a range of data collection methods, including surveys, interviews and other qualitative methods. A detailed overview of the plan is found in the ***YFD Intervention Research and Evaluation Plan Report***.

During the YFD session held on February 7-8th 2020, YFD respondents were invited to complete a 20-question intake survey (see **Appendix A: Intake Survey**) and 17 respondents out of 28 (61% response rate) consented and completed the survey. This report provides a summary and analysis of the YFD participant intake survey results.

There data collected has been summarized into three themes:

- ✓ **Learning about YFD Respondents**
- ✓ **Program Design**
- ✓ **Understanding the Impact of YFD**

The results from the surveys follows these themes and have been summarized in this report along with an analysis which highlights key findings, considerations and areas for further learning and research. This data can be helpful to inform program design, as well as provide baseline data to understand the impact of the YFD program. This intake survey data is a component of a broader and deeper a collection of information that together will help us to paint a picture of how YFD is making a difference.

A Note on Ethics Review and Approval:

From May to December 2019, LAWS in partnership with Beringia Community Planning and with support from Dr. Catherine Richardson, pursued ethics approval through the University of Concordia. The Ethics Certificate was received on December 13th, 2020, originally scheduled to be complete by September 2019. The delay in ethics approval meant that the Intake Survey which was originally scheduled for the start of the

program (October 2019) to capture pre-program intervention data was administered in February 2020. This is noted through out the summary of results as potentially having an impact on data collected. Approval for the research was also obtained at the Yukon Education level, in alignment with the Yukon Government’s research in school policy, and Liard First Nation.

This report includes the following sections:

Report Section	Description of Contents
A. Introduction	The introductory section of the report provides context for the YFD project and the research and evaluation initiatives.
B. YFD Project, Research and Evaluation Overview	An overview of the project including research and evaluation objectives and phases over a 6-year period.
C. Approach to Research and Evaluation	Descriptions of the principles that will guide the research and evaluation at all stages.
D. Research and Evaluation Methodology	A snapshot of the data collection methods that will be used over the course of the project, including the YFD participant intake surveys.
E. Summary of YFD Participant Intake Survey Results	A summary and analysis of the intake survey results. Results have been themed by: <ul style="list-style-type: none"> ✓ Learning about YFD Respondents ✓ Program Design ✓ Understanding the Impact of YFD
F. Conclusion	Concluding reflections on the report.
G. Appendices	Includes <i>Appendix A: YFD Participant Intake Survey.</i> and <i>Appendix B: YFD Research and Evaluation Results Framework</i>

YFD Project, Research and Evaluation Overview

YFD Project

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

The project will weave together an interconnected relationship between the core elements of the project: *1) Workshop programming, 2) Intervention Research and Evaluation, 3) Knowledge Dissemination, 4) Sustainability Initiatives, and 5) Partner Contributions*. These elements will be combined with what are two distinct strengths-based and culturally-appropriate approaches – the grounding in Kaska Culture and Response-Based Practice (RBP)¹.

The program is culturally driven- it involves Kaska elders at all stages and is shaped by Kaska culture, principles, and protocols. It is grounded in Dena Au’Nazen (dignity and respect), the Kaska system of wellness. It promotes socially just, culturally appropriate and effective responses to violence, and promotes positive self-identity in the critical phases of youth development.



YFD Intervention Research and Evaluation

Beringia Community Planning Inc. is supporting the intervention research and evaluation of the YFD Project. Research and evaluation are an important component to the Project that allow for knowledge to be generated and collected effectively and systematically, under the guidance of Kaska cultural protocol. The research and evaluation process is best described in Kaska as Kēdzéntēdé Kedzedĭ meaning ‘We are all learning together’. Kēdzéntēdé Kedzedĭ is a Kaska teaching that guides a process based on sharing and learning together, and the involvement of different perspectives, strengths, experiences and voices.

¹ Response-based practice (RBP) is an evidence-based methodology with a foundation in social justice and human rights. It has been proven to be effective in diverse situations (therapy, school settings, counseling) as it acknowledges the systematic nature of violence and provides an alternative to diagnostic and pathology-oriented practices. It works to preserve dignity, moving beyond traditional victimizing language and acknowledges an individual’s physical and emotional resistance to violent assault. (Centre for Response-Based Practice, 2019; BC Society of Transition Houses, 2015)

The purpose of the research is to explore our assumption that the combination of culturally relevant, response-based and youth-led in-school programming will both reduce gender-based and relationship violence, while also increasing youth connections to Kaska culture. This project aims to contribute both to research on the effectiveness of the program intervention, as well as further contribute, in a broader setting, to much needed data collection around relationship violence involving Indigenous Youth.

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 gender-based and relationship violence
- 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 Watson Lake community

To do so, research and evaluation involves both formative (monitoring results as we go) and summative (evaluating at key points in the project) elements. Formative monitoring tools are used throughout the project to help understand what is working, what could improve the project, and what respondents are getting out of the project. Summative tools are used to evaluate overall progress towards our planned results. The process will be cyclical in that each year as we get ready for a new project cycle, we will reflect on progress and learning and adapt the plan for the upcoming year.



Objectives

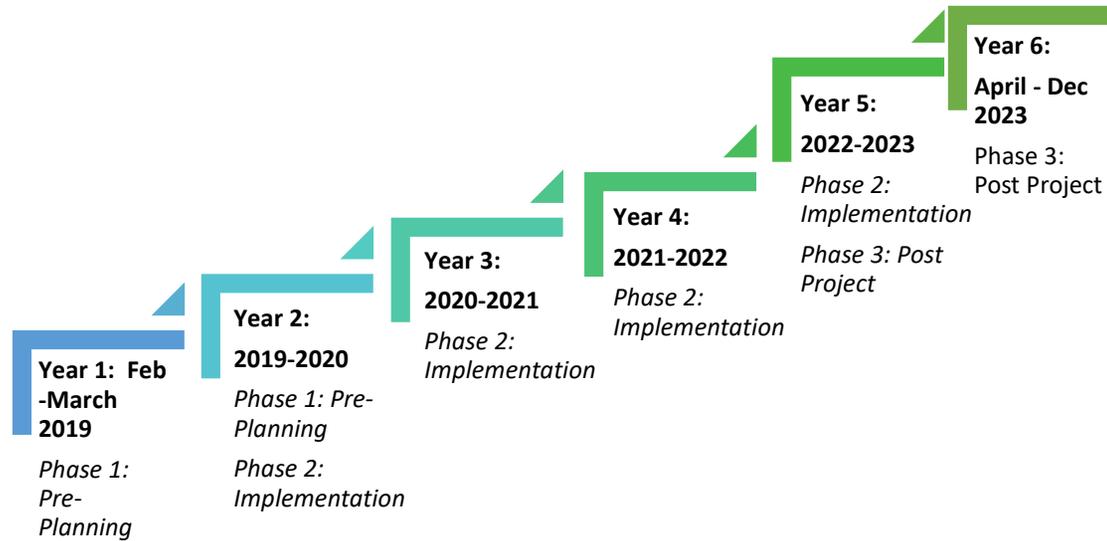
The integrated objectives of the research and evaluation are to:

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

Phases

The intervention research and evaluation initiative has three phases: **Phase 1: Pre-Planning**; **Phase 2: Implementation**; and **Phase 3: Post-Project**. These three phases are spread out over 6-fiscal years. The diagram below outlines the Project's fiscal years along with the phases of research and evaluation within each year.

Diagram 1: Phases of YFD Intervention Research and Evaluation by Fiscal Year



The Phase: 2 Implementation spans **4 YFD Program cycles that run from September to May each year from 2019 to 2023**. Activities include continually engaging YFD respondents through surveys, sharing circles and interviews, as well as data collection with other partners and respondents.

Approach to Research and Evaluation

Our approach to intervention research and evaluation is one that empowers the community, honours culture, builds capacity, and includes participation, engagement and collaboration. The following principles will guide the research at all stages:

- ✓ **Culturally responsive:** We will respect Kaska culture, values, knowledge, protocols and customs. Dena Au Nazen, Kaska principles of dignity and respect will guide the research.
- ✓ **Empowering:** Researchers will support youth capacity building through collaboration and learning by doing. Researchers will celebrate community assets and strengths and design a process that showcases these strengths. Researchers will support community self-determination through opportunities for involvement in the research design, delivery, and dissemination of results.
- ✓ **Collaborative and participatory:** Community (Elders, Youth, LAWS, leadership, partners, staff and facilitators) will be directly engaged in designing and implementing the research study.
- ✓ **Communicative:** Researchers will promote open and ongoing communication by sharing progress and results in user-friendly ways (e.g. newsletters, presenting at community events).
- ✓ **Ethically driven:** Drawing from First Nations OCAP principles (Ownership, Control, Access, and Protection) and informed by Kaska values, researchers will adhere to the following:



- **Ownership:** Kaska peoples own the research information collectively in the same way that an individual owns his or her personal information.
- **Control:** Kaska peoples are stewards of their information, much in the same way that they are stewards over their own lands. Kaska peoples are within their rights in seeking to control over all aspects of research and information management processes that impact them.
- **Access:** Kaska peoples have access to information and data about themselves and their communities and have the right to manage and make decisions regarding access to their collective information.
- **Possession:** Kaska peoples have the right to the physical control of their data.

Throughout the project, we will be continually conducting intervention research and evaluation using the following methods:

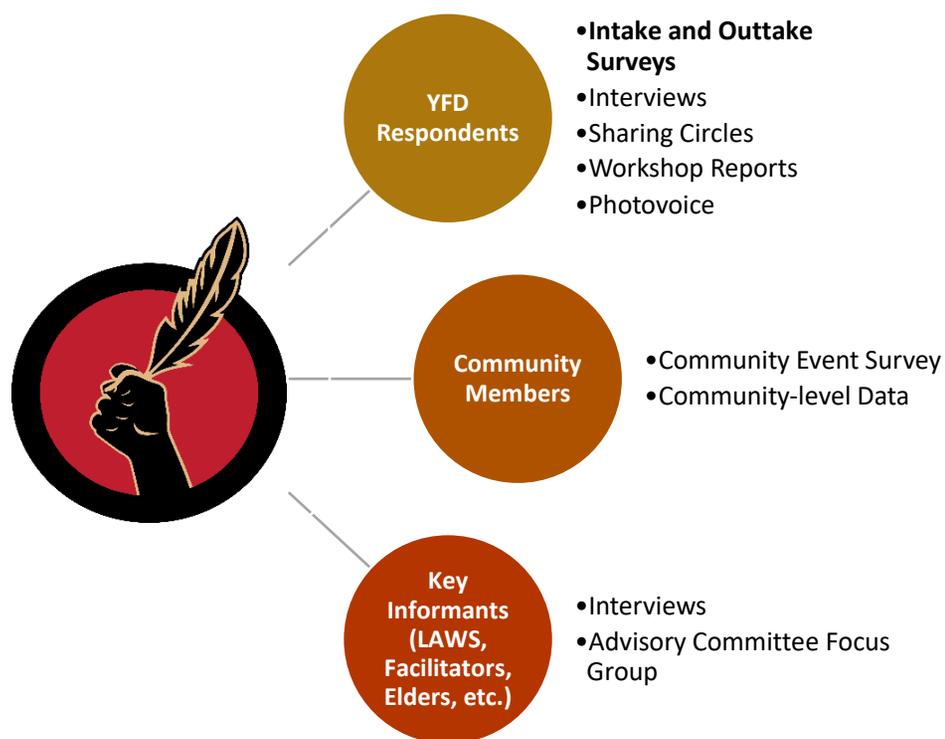


Research and Evaluation Methodology

To understand the impacts of YFD, Beringia will use the following methods for data collection. More details on the methodology can be found in the *YFD Intervention and Research Plan*.



This report focuses on the results from the **YFD Participant Intake Survey**, administered on February 7th and 8th 2020.



Summary of YFD Participant Intake Survey Results

Of the 28 students that participate in YFD, 17 respondents completed the intake survey, a response rate of 61%. The program supports youth empowerment through deciding their own participation in the workshops. This also decreases barriers for youth to join the program as it allows for students to be part of the program, even if they are not able to attend all sessions. This group of respondents is largely made up of a core group of participants that attend the program on a regular basis. The survey was administered during February 7th and 8th workshops and contained 23 closed questions, each offering the opportunity to provide further comments.

The data collected has been categorized into 3 themes:

- 1. Learning about YFD Respondents:** 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. Program Design:** These questions explored program design components (e.g. why they joined, who they heard about it from).
- 3. Understanding the Impact of YFD:** These questions collected baseline data towards understanding the impact of the program. This includes questions for participants to self-assess their level of understanding of gender-based violence prevention and response, as well as the prevalence of violence in their lives and throughout the community.

The survey questions and results have been summarized by the above three themes. Following each summary, an analysis of results is provided which highlights key findings, considerations and areas for further learning and research.

Learning about YFD Respondents

The introductory questions focused on demographic information including gender, age, grade and ancestry. The questions also asked respondents to share if they have ever experienced violence, and who they turn to for support.

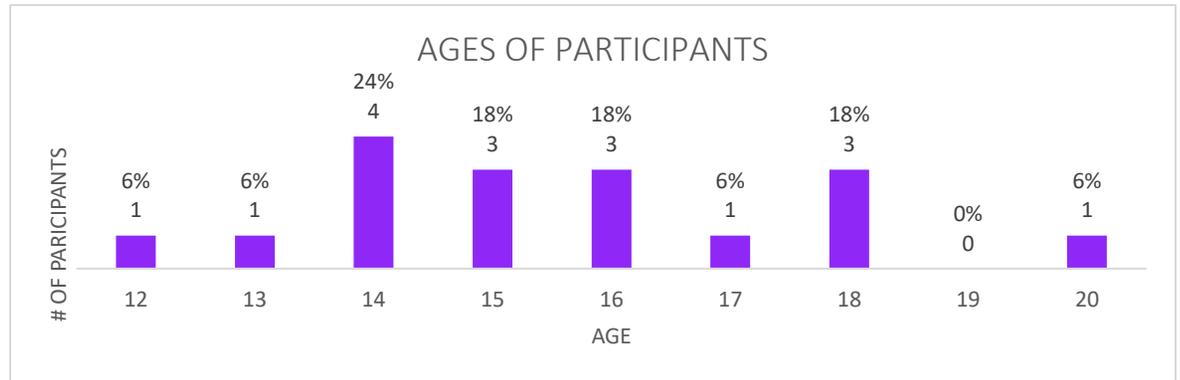
Gender

Participants were asked 'What is your gender?'. Among the survey respondents, there were slightly more youth that identify as male than female. Females (8) made up 47% of the group, while males (9) made up 53%.



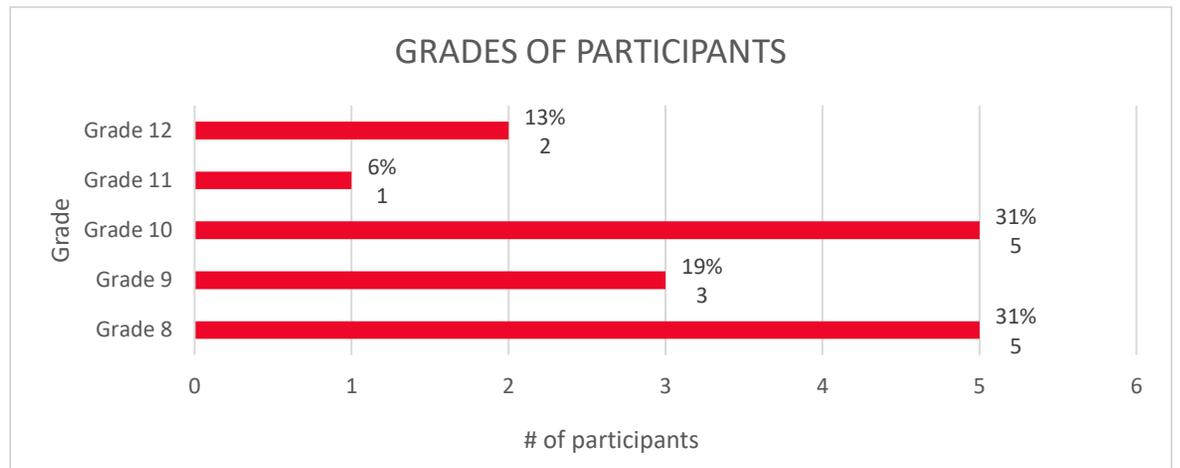
Age

Participants were asked to select their age. The majority of students are between the ages of 14-18 years of age, making up 82% of the group. The largest number (4 participants, 24%) are 14 years of age, and there are 3 (18%) participants for each of the following ages: 15, 16, 17, and 18. There is a single participant for each of the following ages: 12, 13, 17 and 20 years old.



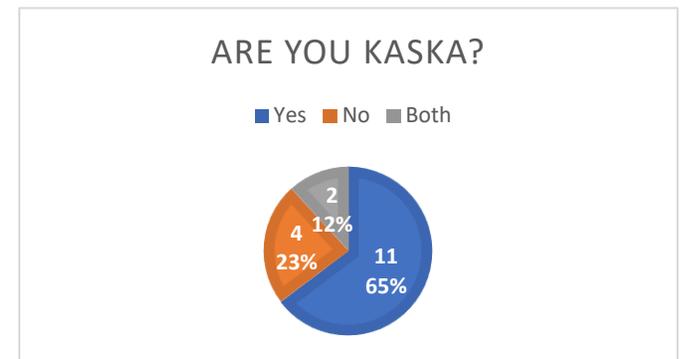
Grade

Participants were asked to select their grade. Responses are spread out across grades 8 to 12, with the majority of respondents in Grade 8 (5 respondents, 31%) and Grade 10 (5 respondents, 31%). Participants are also in Grade 9 (3 respondents, 19%), Grade 11 (1 student, 6%) and Grade 12 (2 respondents, 13%).



Kaska

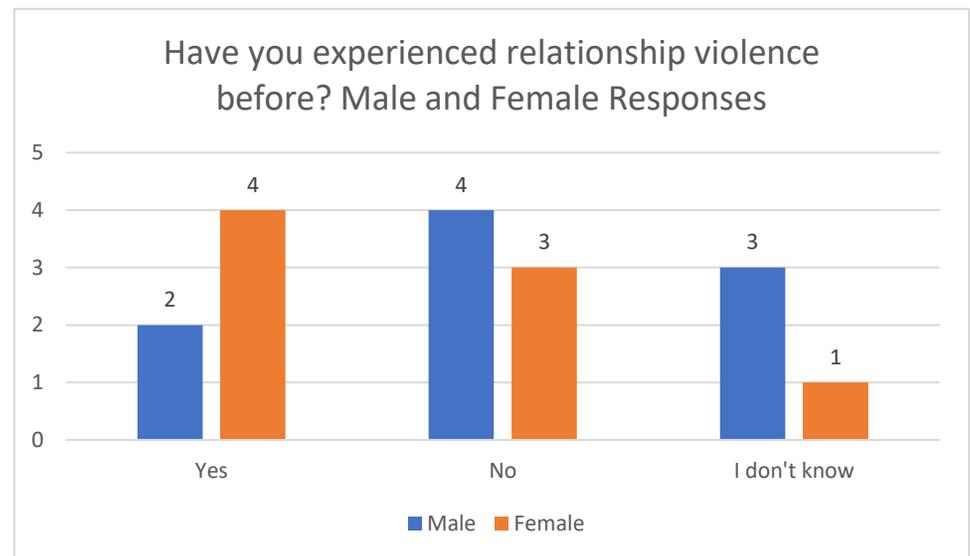
Kaska respondents made up 65% (11 respondents) of the group and non-Kaska made up 23% (4 respondents). 2 respondents (12%) circled in between Yes and No responses to the question “Are you Kaska?”.



Have you experienced relationship violence before?

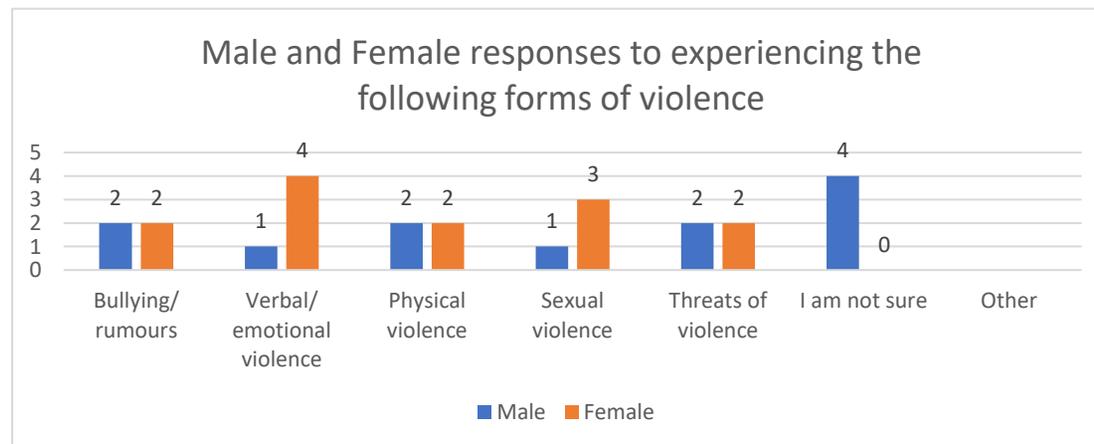
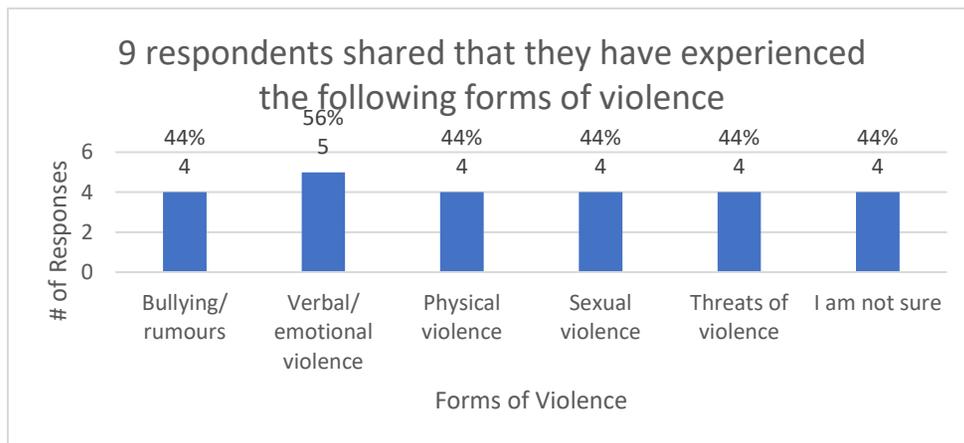
Respondents were also asked if they have experienced relationship violence before, and if yes, and they feel comfortable sharing, what kind of relationship violence. The following types of violence were provided: **Bullying/Rumours, Verbal/emotional violence, Physical violence, Sexual violence (e.g. assault, harassment, stalking), Threats of violence, I am not sure, and Other** (with the option to provide a type of violence not listed). The question also asked if the experience involved drugs or alcohol.

In regard to the first part of the question, if they have experienced relationship violence before, 41% (7 participants) responded **No**, 35% (6 participants) responded **Yes**, and 24% (4 participants) responded **I don't know**. **More females (4 respondents) than males (2 respondents) shared that they have experienced relationship violence**, and 3 males selecting 'I do not know'.



Of the 9 respondents who responded yes to having experienced violence, they also shared that they experienced the following types of violence: 83% (5 participants) indicated they had experienced verbal/emotional violence, and 67% (4 participants) for each of the following: **Bullying/rumours, Physical violence, Sexual violence, and Threats of violence**. 67% (4 participants) also indicated that **they are not sure**. While both genders have experienced multiple forms of violence, **more female than male respondents said that they experienced verbal/emotional and sexual violence**, and 4 male respondents selected 'I don't know'.

Finally, this question asked if their experience involved drugs or alcohol. 50% (5 out of 10 respondents) said **No** drugs and alcohol were not factors, 30% (3 participants) reporting **Yes** they were, and 20% (2 participants) saying **I Don't Know**.



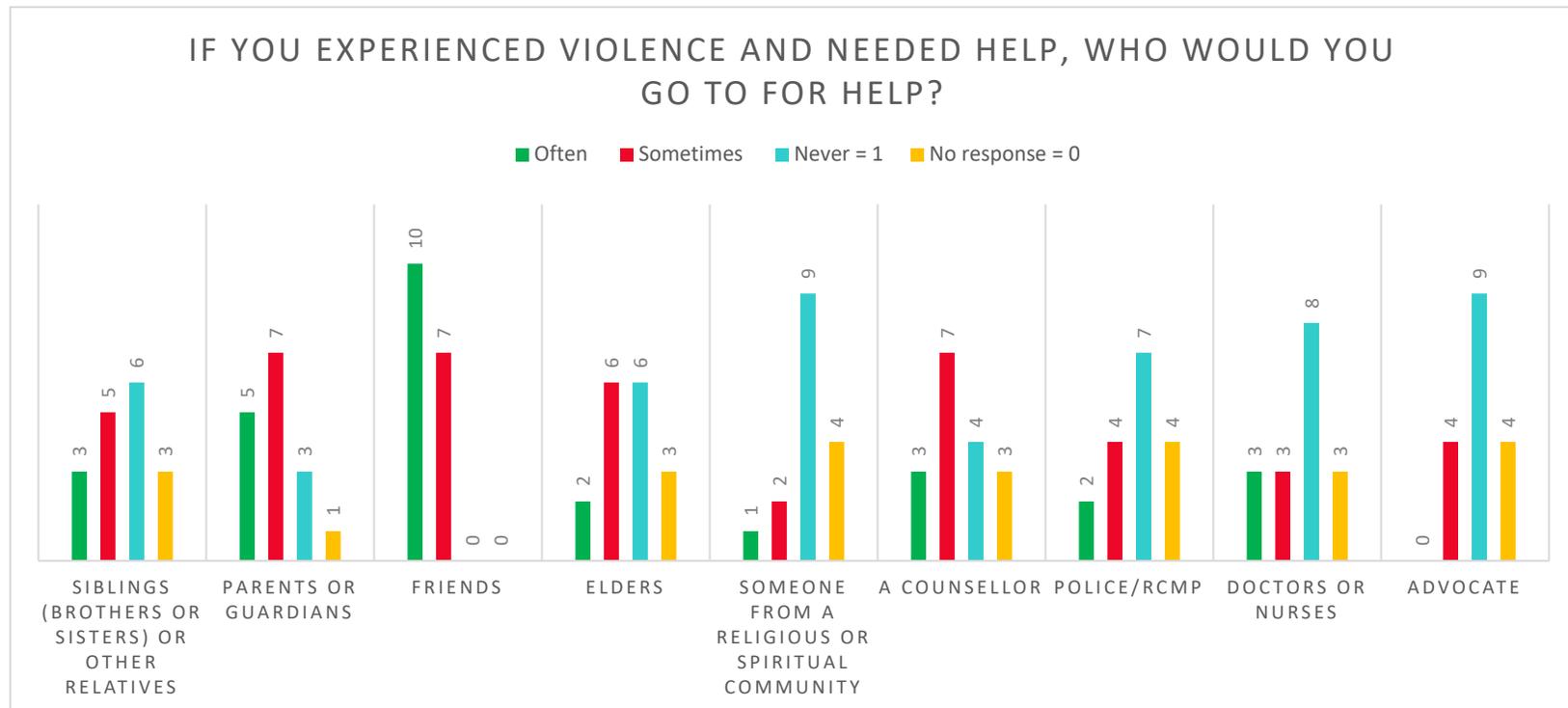
If you experienced violence and needed help, who would you go to for help?

Participants were asked if they experienced violence and needed help, who they would go to for support. They were given a list of support persons and asked if they would go to them **Never**, **Sometimes** or **Often**. They were also asked if any support persons were missing from the list.

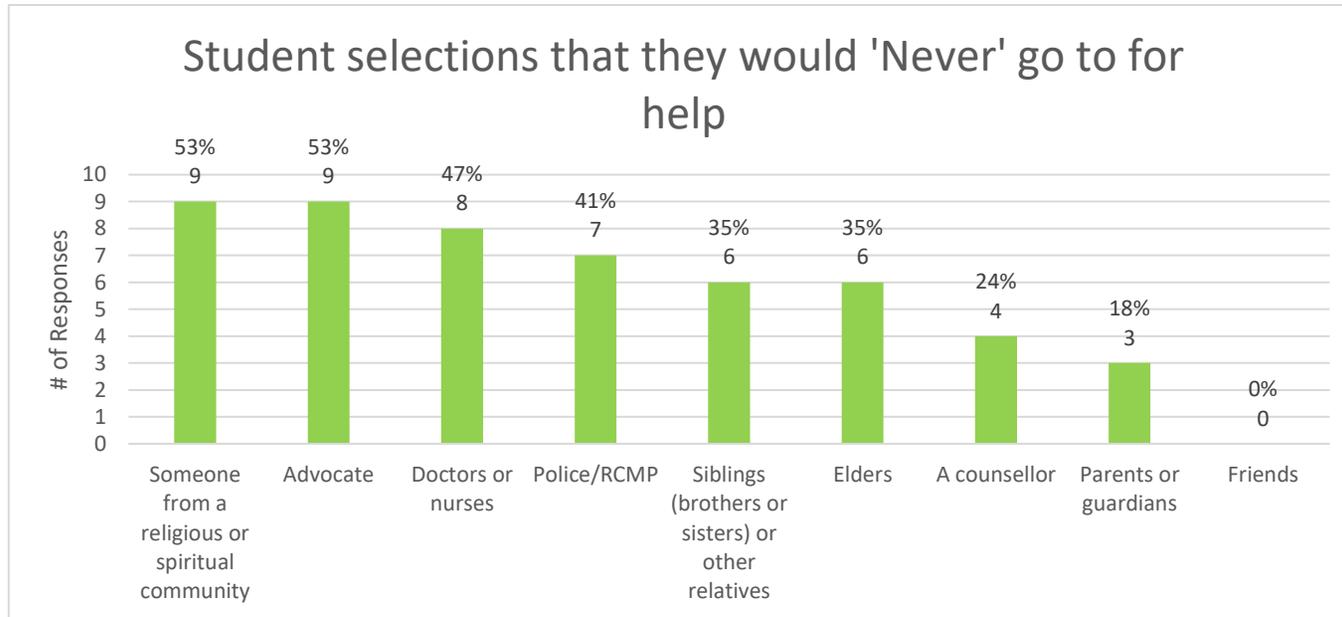
The graph below provides an overview of responses for each of the support persons and the number of Often, Sometimes, and Never selections for each. 100% answered this question, although some respondents left selections blank, as indicated by the No Response category.

Person	Never 1	Sometimes 2	Often 3
<i>Example: Friends</i>		✓	
Siblings (brothers or sisters) or other relatives			
Parents or guardians			
Friends			
Elders			
Someone from a religious or spiritual community			
A counsellor			
Police/RCMP			
Doctors or nurses			
Advocate			

The support person that was selected the most was **Friends** with 10 Often selections (56%) and 7 (47%) Sometimes selections. **Parents and Guardians** was the next highest selection with 5 respondents (29%) selecting Often and 7 respondents (41%) selecting Sometimes. **A counsellor** was next most selected with 3 (18%) selecting Often and 7 respondents (41%) selecting Sometimes.



The supports that participants indicated they would Never go to for help have been separated out in the graph below. With the highest number of 'Never' **Someone from a Religious or Spiritual Community** (9 respondents, 53%), **Advocates** (9 respondents, 53%), **Doctors or Nurses** (8 respondents, 47%), **Police or RCMP** (7 respondents, 41%). Some respondents also selected that they would Never turn to their **Siblings or Other Relatives, Elders, a Counsellor or Parents and Guardians**.



Analysis of Results: Learning about YFD Respondents

Gender: There are slightly **more males than females** who responded to the survey. The high male participation rate in the program can be explored further in sharing circles and interviews, including their motivations for joining.

Grades and Ages: The data collected demonstrates that **most respondents are in Grades 8 and 10**, with fewer respondents in the upper grades (Grades 11 and 12).

Indigenous Ancestry: Many of the respondents identify as **Kaska** (11 respondents, 65%) however 2 respondents (12%) selected in between Yes and No responses. It is recommended that this question be changed to allow for options for the respondents to identify their Indigenous ancestry, or select I am not sure.

Experiences with Violence:

- 35% of respondents have experienced relationship violence demonstrating the direct lived experience in the group.
- The type of violence experienced most was emotional and verbal, with respondents also having experienced bullying/rumours, physical violence, sexual violence, or threats of violence. 30% of the respondents indicated that alcohol or drugs were involved in incidences of violence. It is recommended for the project team to consider the lived experience with violence among participants when designing and delivering the program.

Who respondents would go to for help:

Below summarizes the top people respondents go to for help, and people they would never go to for help. It is important to note that this is a summary of results and responses were unique to each respondent (e.g. some respondents are comfortable reaching out the RCMP, doctors and nurses). It is recommended to consider who participants feel comfortable/not comfortable going to for support throughout the design and delivery of the program. For example, how might the program support youth supporting each other.

- **Friends are a key support for participants.** All respondents either selected they would go to their friends Often or Sometimes. The top 3 supports that the respondents would reach out to for help are: **Friends; Parents and Guardians; and Counsellor**
- The top 4 supports that respondents indicated they would Never go to for help are: **Someone from a Religious or Spiritual Community; Advocates; Doctors or Nurses; and Police or RCMP.**
- There were 3 responses provided by respondents in the **Other category**, 1 student indicated “Another adult’ and 2 respondents included their dog as a support. Revisions can also be made to this question to include Dogs/animals as an option for support.
- Respondents may have selected **Advocates** for who they would never go to for support because the Advocate program and role is new to the community.

Program Design

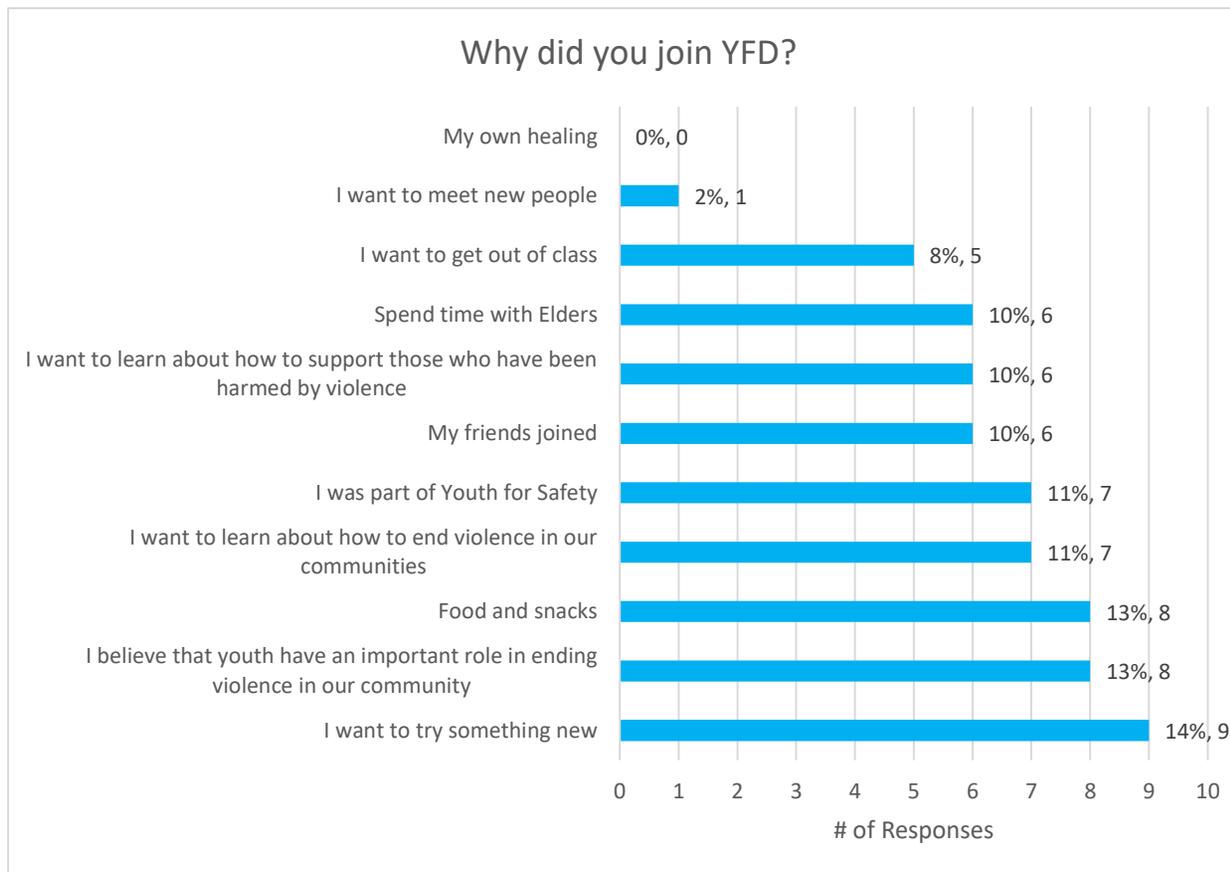
The next series of questions explored why participants chose to join YFD, how they learned about YFD and how they have learned about healthy relationships and relationship violence in the past. This information may be helpful in program design decisions, including how it is promoted to youth.

Why did you join Youth for Dignity?

Participants were asked why they decided to join YFD and were provided with a list of options and instructions to check all responses that apply to them. There was also an “Other” option for respondents to write reasons not included in the list provided.

The response that was selected the most (9 selections, 14%) was **I want to try something new** followed closely at 8 selections (13%) each by:

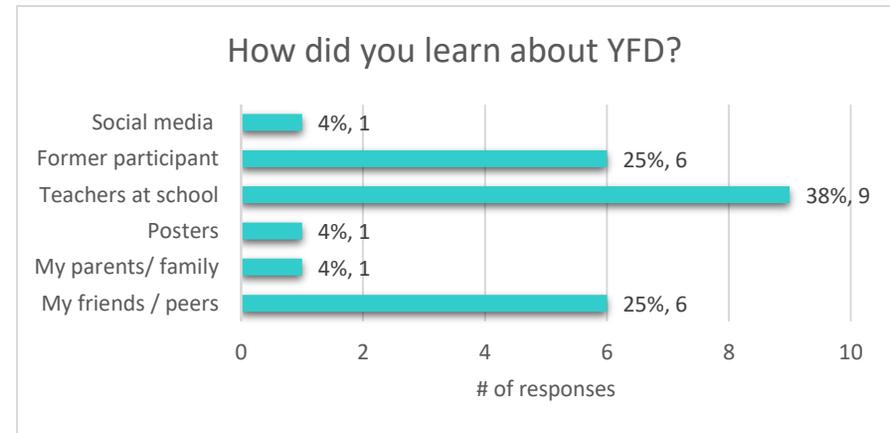
- **I believe that youth have an important role in ending violence in our community**
- **Food and snacks**
- **I want to learn about how to end violence in our community**
- **I was part of Youth for Safety**



Also notable is **Spending time with Elders** (6 selections, 10%), **Learning about how to support those harmed by violence** (6 selections, 10%), **My friends joined** and **Getting out of class** (5 selections, 8%). **I want to meet new people** was selected once and **My own healing** was not selected. Under the Other option, respondents also shared that **I thought it would be fun**, and **For a friend** as reasons for joining.

How did you learn about Youth for Dignity?

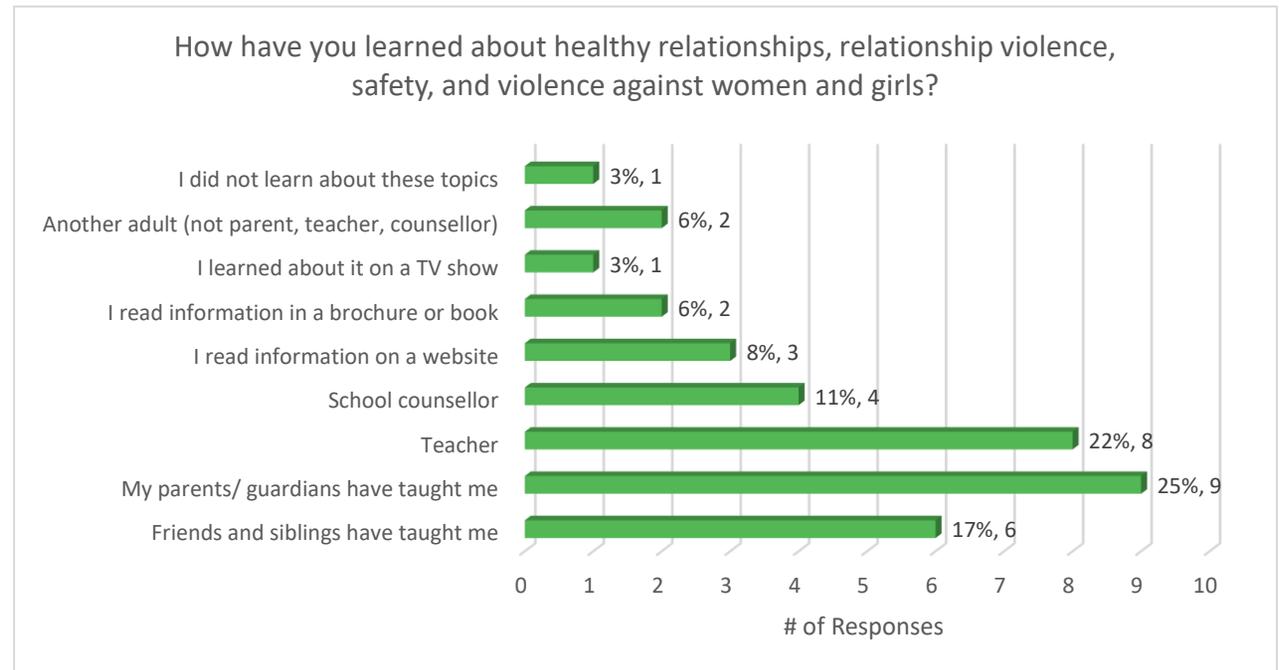
Participants were provided with a list of options for how they heard about YFD and could select multiple responses. **Teachers at school** received the greatest number of responses (9 responses). **Former respondents** and **friends/peers** also received higher numbers of responses (6 responses each), and **social media, posters and parents/family** with 1 response each. Respondents also included in the Other option at the **Assembly** and **the presentation they gave**.



How have you learned about healthy relationships, relationship violence, safety, and violence against women and girls?

Respondents were asked how in the past they have learned about healthy relationships, relationship violence, safety, and violence against women and girls. The purpose of this question is to better understand the ways youth are learning about these topics, as well as understand better the gap in learning opportunities.

The response selected the most was **My parents/guardians have taught me** (9 selections), followed by **Teacher** (8 selections) and **Friends and Siblings have taught me** (6 selections). The answers that received 4 or less selections were **School Counsellor** (4 selections), **I read information on a**



website (3 selections), **I read information in a brochure or book** (2 selections), **another adult** (2 selections), **On T.V.** (1 selection) and **I did not learn about these topics** (1 selection).

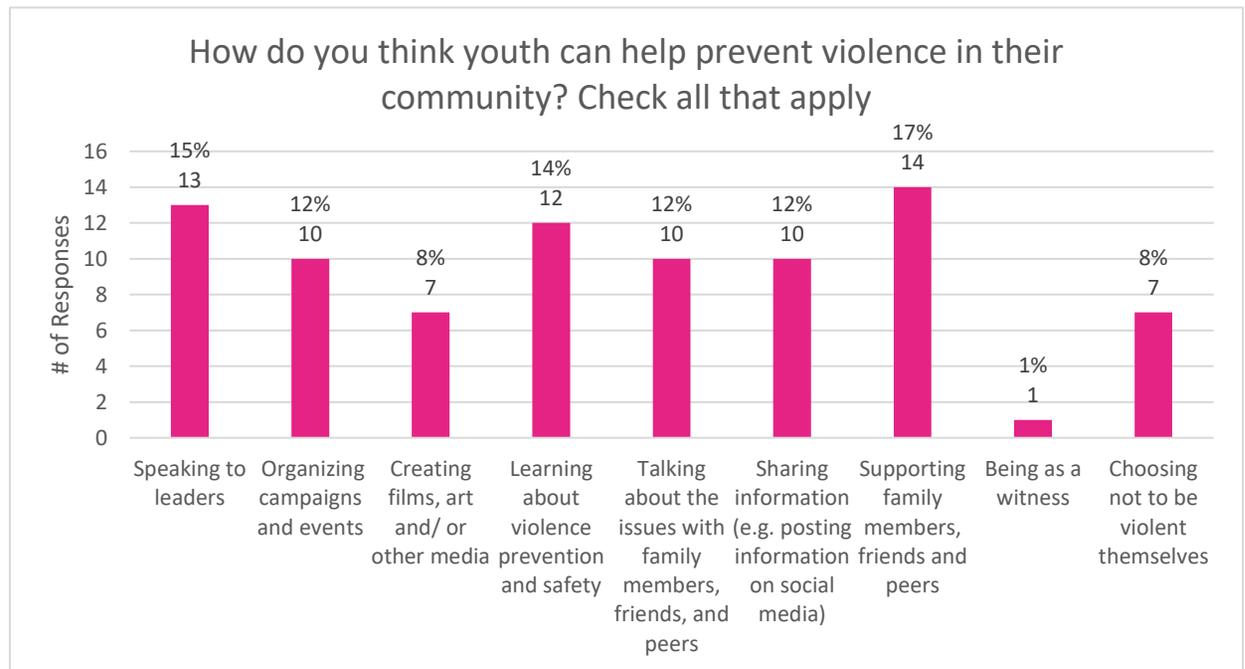
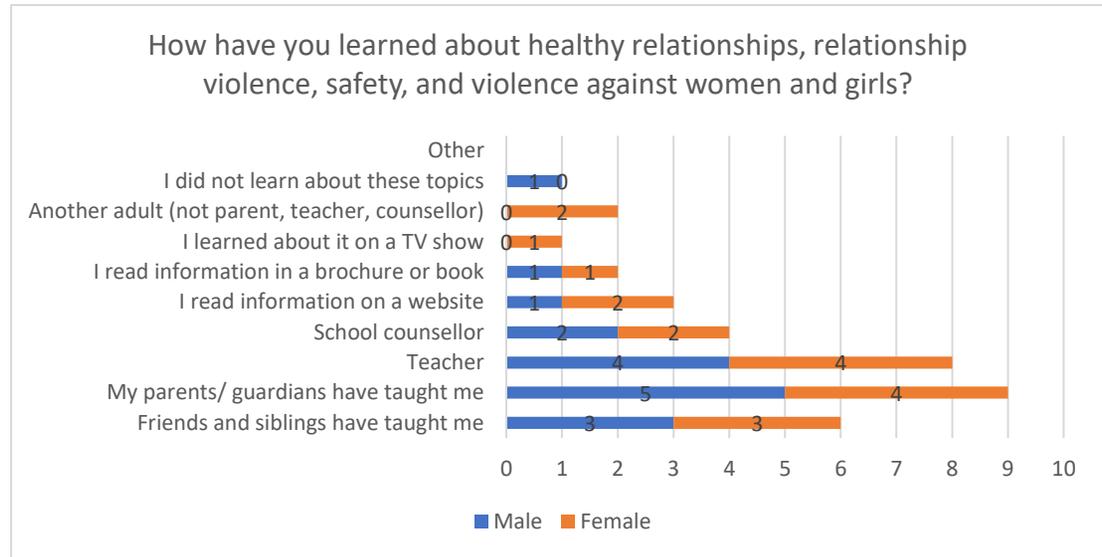
The responses have also been analyzed by gender, demonstrating that males and female respondents are learning about these topics generally through the same resources, with more females learning from Another adult and On TV.

How do you think youth can help prevent violence in their community?

Participants were asked to share their thoughts on how youth can help prevent violence in their community. They were provided with a list and asked to check all that apply.

Supporting family members, friends and peers receive the highest number of selections (14 selections), followed by:

- Speaking to leaders (13 selections)
- Learning about violence prevention and safety (12 selections)
- Organizing campaigns and events, Talking about the issues, and Sharing Information (10 selections each).
- Creating films, art or other media and Choosing not to be violent themselves (7 selections each).
- Being a witness (1 selection)



Analysis of Results: Program Design

Reasons for Joining:

- The highest number of selections for reasons for joining demonstrate a desire from the youth **to try something new** and that there is an **interest to learn more about ending violence** and they **want to be part of this important change**.
- Also notable is that **7 respondents were part of Youth for Safety**, demonstrating continuity from the Youth for Safety program that ran from 2015-2017. Respondents also highly value the **food and snacks**.
- Other reasons that were selected include the involvement of Elders in the workshops and learning about how to support survivors.
- No respondents selected My own healing which could be explored further in a discussion with youth.

How they heard about YFD?

- The majority of respondents heard about YFD from **teachers at school**, which was emphasized with by 2 respondents specifying the assembly/presentation.
- The high response rate for **former respondents and friends** signals to the importance of word of mouth and hearing about it from their friends and peers.
- Promotions through **posters and social media** was helpful for several of the respondents.

How participants are learning about the topics of healthy relationships, violence and safety:

- Respondents are primarily learning about the topics of healthy relationships, violence and safety from **people in their lives -their parents and guardians as well as their teachers**. Respondents also indicated they are learning about these topics from **friends and siblings**, and the **school counsellor**.
- Selected, but not by as many respondents as the other responses, were **learning online, brochures and books, and TV**.
- One student selected that they are not learning about these topics, demonstrating that the majority are learning about them, although there are still some youth who are not.
- When looking comparing results between males and females, the responses do not vary much indicating that **females and males are learning about these topics in through the same sources**.

How youth can prevent violence in their community:

- The top ways selected by respondents for how youth can prevent violence in their community are **supporting family members, friends and peers, speaking to leaders, and learning about violence prevention and safety**.
- The option that was only selected by one student was **Being a Witness**. This may be due to lack of clarity in the question regarding what it means to be a witness.

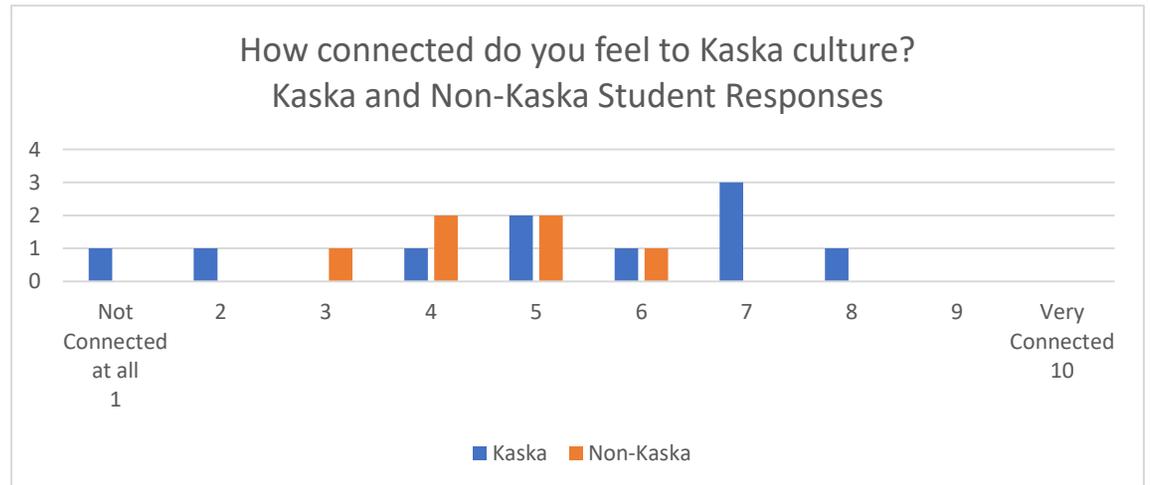
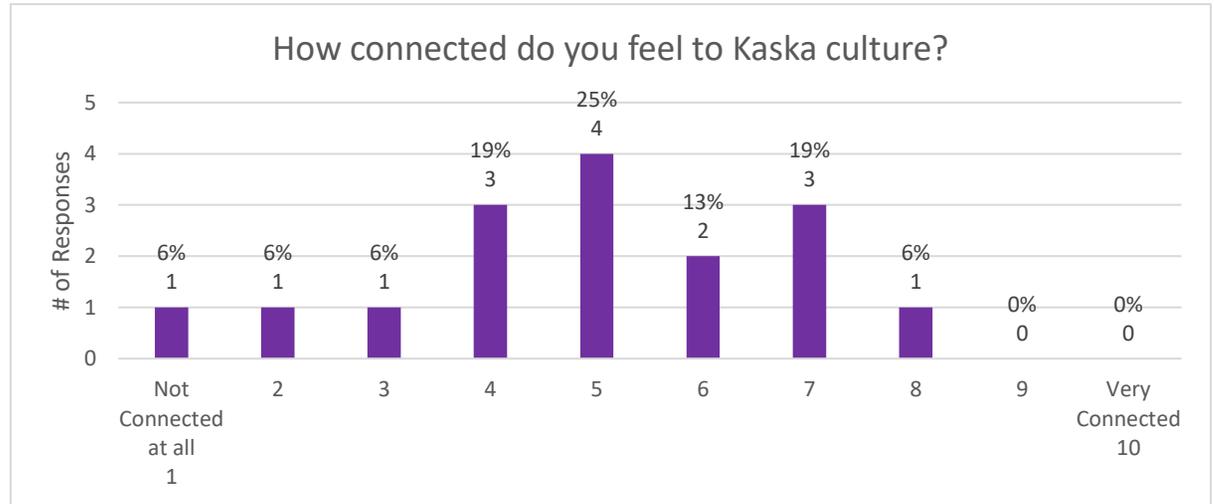
Understanding the Impact of YFD

In this section, we discuss questions aimed at understanding the impact of the YFD program. These series of questions collected baseline information on their current understandings and levels of knowledge related to Kaska culture and teachings, violence, and community attitudes. The YFD Results Framework, which includes the Programs outputs including short and long term outcomes, can be found in **Appendix B**.

How connected do you feel to Kaska culture?

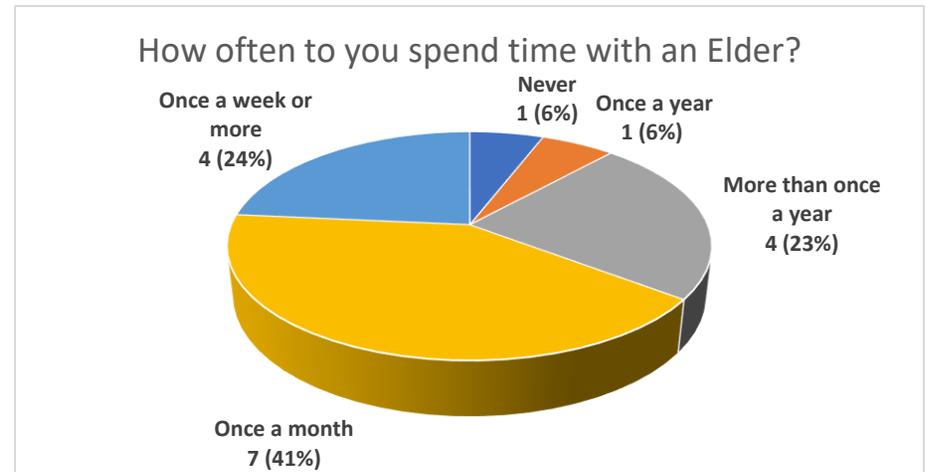
This question aims to understand the impact of the program on youth connections to Kaska culture. Respondents were given a Likert scale ranging from Not Connected at all to Very Connected. The greatest number of respondents (12 respondents, 76%) selected between 4-7 on the scale **indicating they feel somewhat connected**, with 3 participants selecting 1-3 and no respondents selecting that **they are very connected**.

There was not a distinct difference between responses from Kaska and non-Kaska students in how connected they feel to Kaska culture. The responses from Kaska students were spread out along the scale with some not having any connection, while 3 respondents (19%) selected 7, indicating that are connected to Kaska culture. Non-Kaska students generally felt they have some connection to Kaska culture.



How often do you spend time with an Elder?

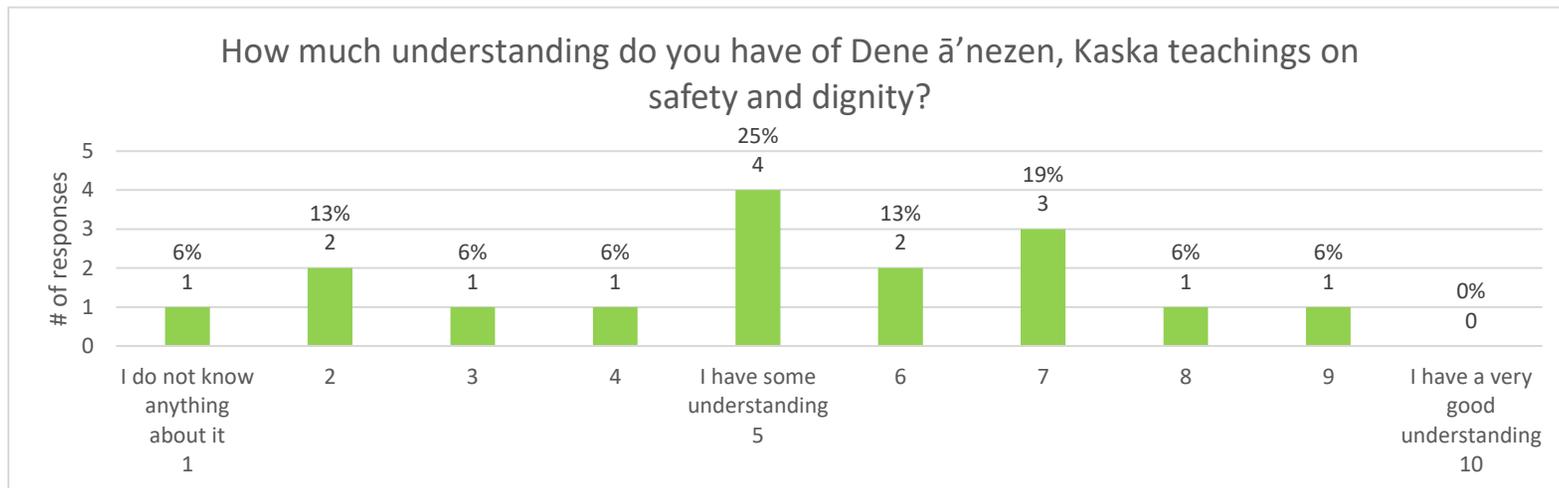
Participants were also asked how often they spend time with an Elder, as part of understanding how YFD can impact their time and relationship building opportunities with Elders. 7 respondents (41%) shared they spend time with an Elder **Once a Month**, followed by 4 (24%) at Once a week for more, and More than once a year. 2 participants (12%) selected that they spend time with an Elder once a year or never.



How much understanding do you have of Dene a Nezen, Kaska teachings on safety and dignity?

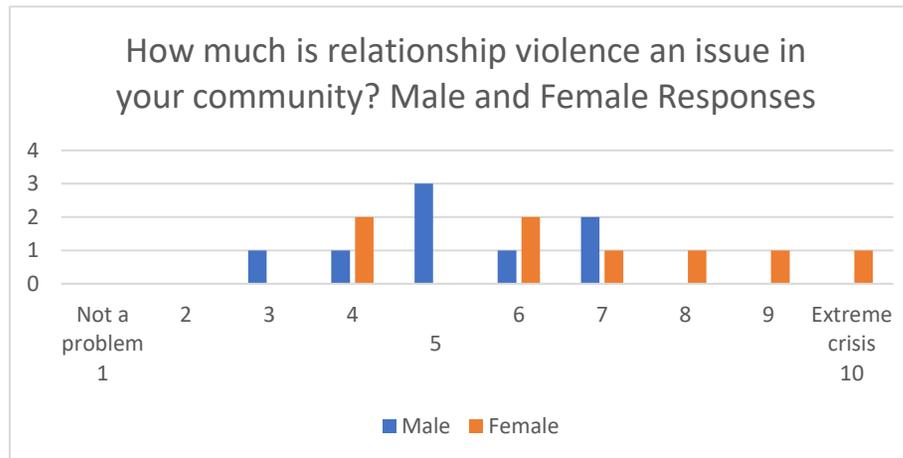
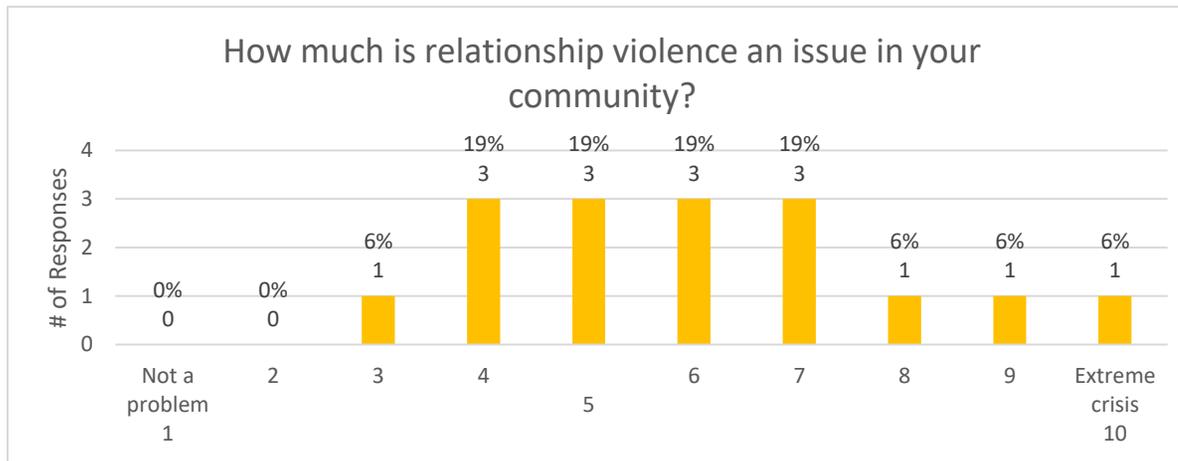
The survey asked respondents to rate their understanding of Dene a Nezen on a Likert scale ranging from I do not know anything about it to I have a very good understanding.

Most respondents, 9 (57%) selected between 5 – 7 on the scale, **indicated they feel they have some understanding of Dene a Nezen**. Five respondents (31%) selected 4 and below, demonstrating that 31% feel **they are not very familiar with Dene a Nezen**. Two respondents (12%) selected the higher end of the scale of 8 and 9.

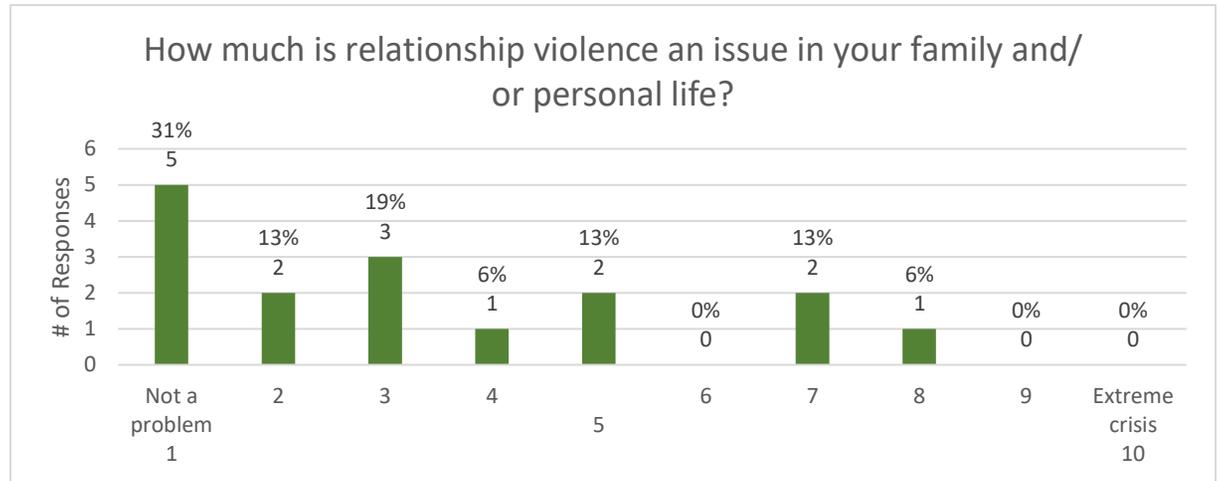


How much is relationship violence and issue in your community? Family and personal life? Amongst your friends?

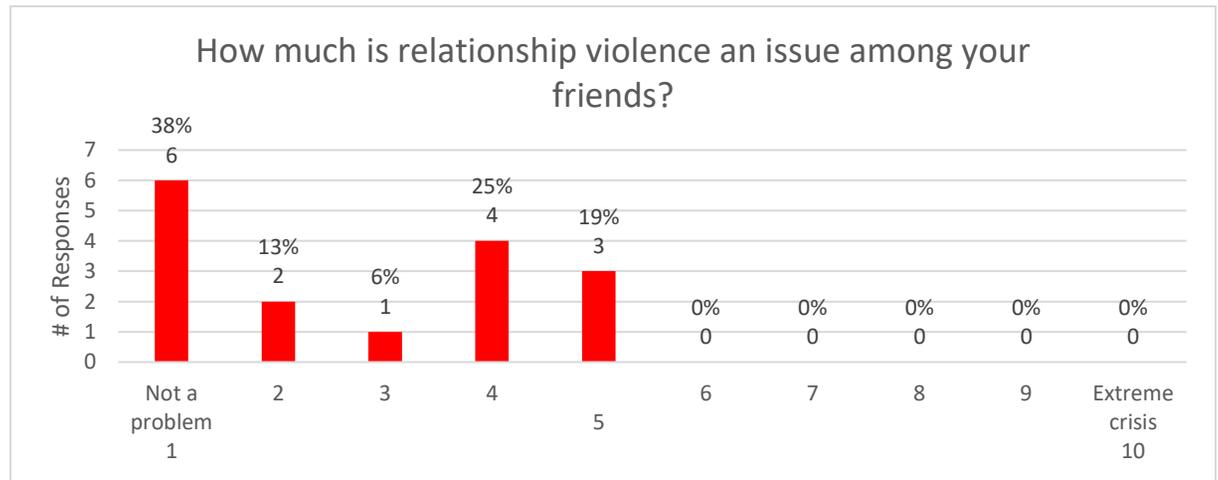
The next series of questions explored the student’s perceptions of the severity of violence as an issue in their community, their family and personal life, and amongst their friends. Participants were given a Likert scale to rate how much of an issue it is, ranging from Not a Problem (1) to Extreme Crisis (10). At a **community level**, student’s responses were spread out with the greatest number at 12 respondents (76%) selecting between 4 to 7, **indicating that it is an issue in their community but the majority do not feel that it is a crisis**. More female respondents said relationship violence is at a critical level than male respondents.



When rating the extent of relationship violence in their **family and personal life**, responses varied. The greatest number of responses (5 respondents at 31%) **indicated that relationship violence is not a problem**, and 8 respondents (51%) selecting between 2 and 5 on the scale. 3 respondents (19%) selected above the mid-point, **indicating relationship violence is an issue in their families/personal lives**. There was not a distinct difference in responses between male and female respondents for this question.

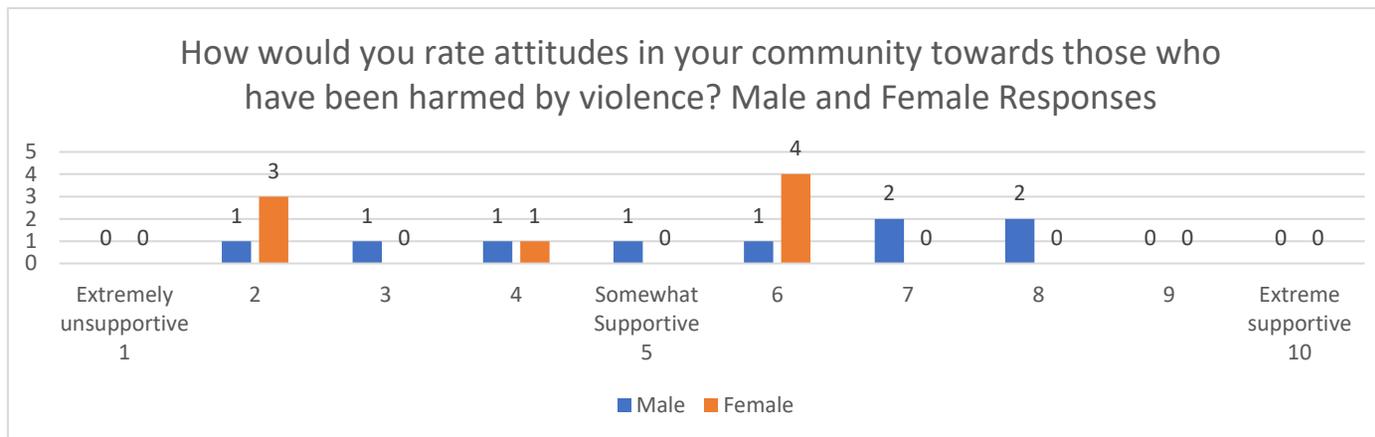
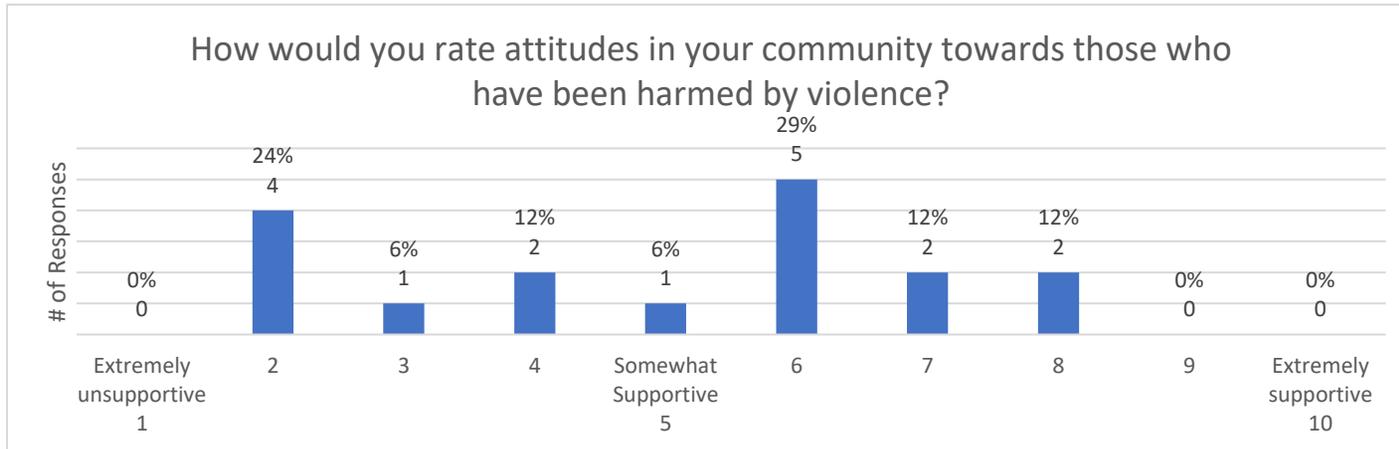


When rating relationship violence **among friends**, all **16 respondents (100%) selected a rating of 5 or below**, with the greatest number of selections (6 respondents, 38%) at Not a Problem. 7 respondents (44%) selected mid way on the scale, **indicating it is somewhat of an issue**. There was not a distinct difference in responses between male and female respondents for this question.



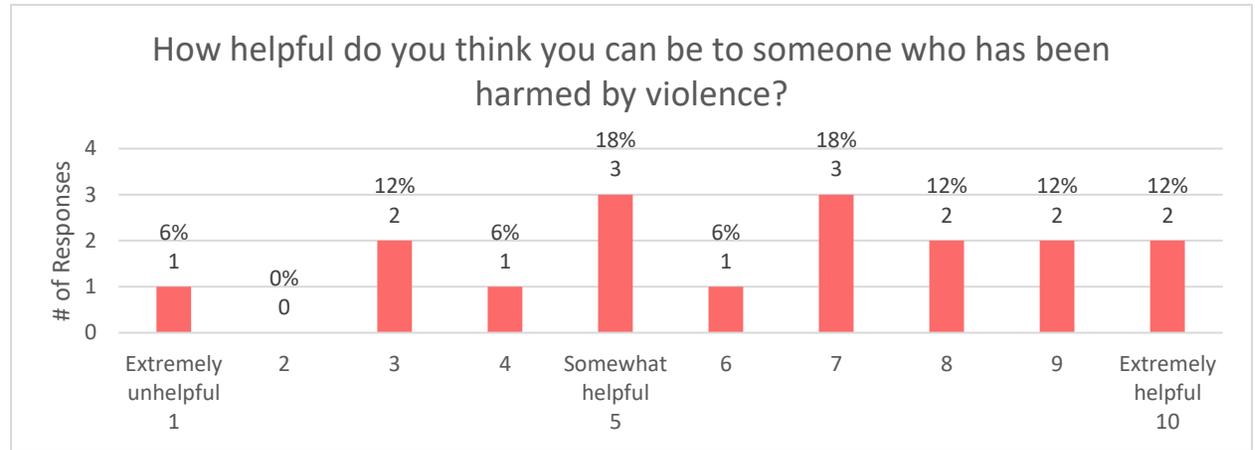
How would you rate attitudes in your community towards those who have been harmed by violence?

This question aimed to capture student perspectives on the attitudes and level of support that those harmed by violence receive from the community. Respondents were given a Likert scale to rate attitudes in their community, ranging from Extremely Unsupportive (1) to Extremely Supportive (10). Responses ranged with the greatest number (5 responses, 29%) **just above 'Somewhat supportive'**. **Almost half (42% of responses) ranked attitudes to be unsupportive.** In regard to responses from males and females, male responses varied across the scale, while female responses were concentrated on 2 and 6 on the scale, **indicating some females find community attitudes very unsupportive, while other find community attitudes somewhat supportive.**



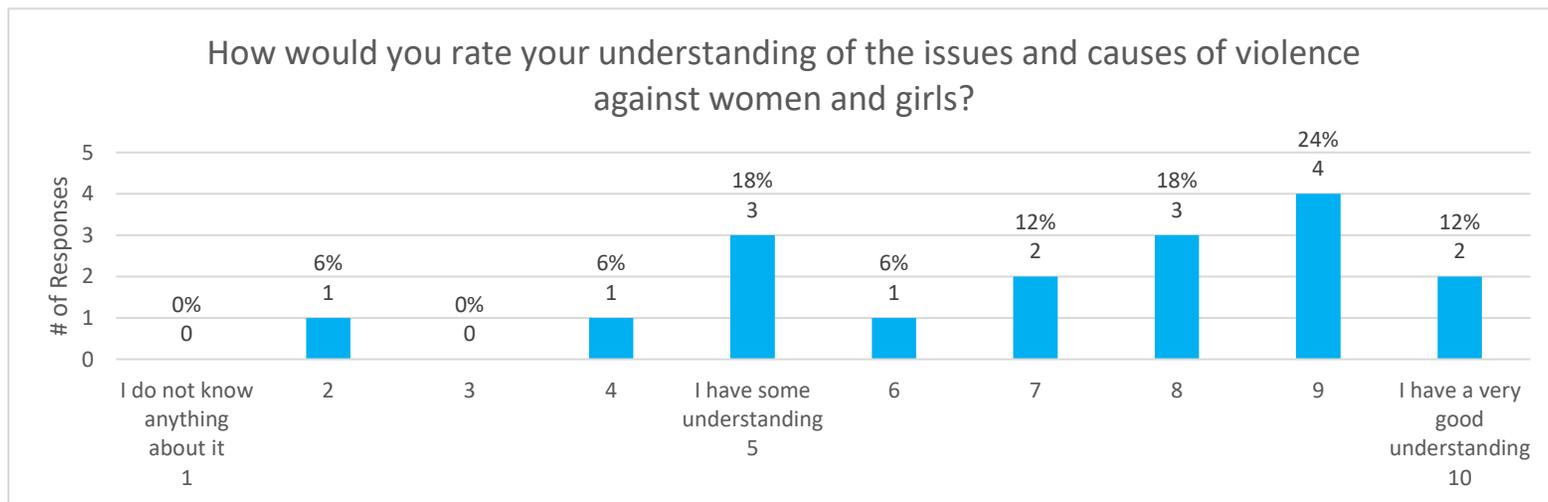
How helpful do you think you can be to someone who has been harmed by violence?

As part of collecting baseline data to understand the impact of the program, participants were asked how helpful they think they can be to someone harmed by violence. They were given a Likert scale ranging from Extremely Unhelpful (1) to Extremely Helpful (10). Responses varied for this question, **with concentration from 5 to 10 on the scale (13 respondents total, 78%) indicating they can be somewhat to very helpful.**



How would you rate your understanding of the issues and causes of violence against women and girls?

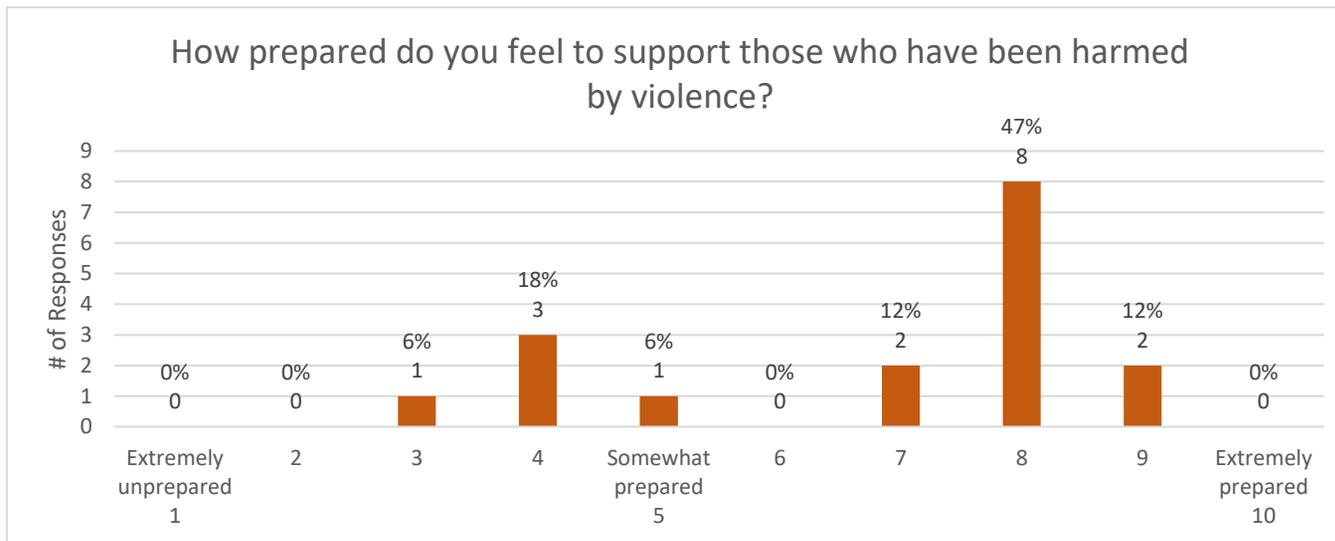
This question also helped to gather baseline data to capture the change in participant’s understanding of the issues and causes of violence against women and girls. **The majority of respondents (15 respondents, 90%) selected between 5 and 10 on the scale indicating that they feel they have Some understanding to A very good understanding.** The greatest number, 4 respondents (24%), selected 9, indicating they have a very good understanding.



How prepared do you feel to support those who have been harmed by violence?

Similar to the previous question, and as part of baseline data collection, respondents were asked to rate how prepared they feel to support those who have been harmed by violence.

The greatest number of participants (8 respondents, 47%) selected 8 on the scale, indicated **they feel they are quite prepared to support those who have been harmed by violence**. Having said this, 5 respondents total (30%) selected between 3 and 5 on the scale, indicating they feel **unprepared to somewhat prepared** to support those who have been harmed by violence.



Analysis of Results: Understanding the Impact of YFD

Connection to Kaska culture:

- Most respondents fall in the mid range (**between 4-7 on the scale**) of feeling connected to Kaska culture although each student is unique in their level of connection. This is an area that could be explored more in interview setting- What does it mean to be connected to Kaska culture?
- There was not a distinct difference between responses from Kaska and non-Kaska students in how connected they feel to Kaska culture, meaning that there is opportunity for learning for all students. It is recommended to consider how youth can support each in building their understanding and connection to Kaska culture.

How often do you spend time with an Elder?

- **Most respondents (41%)** shared they spend time with an Elder **Once a Month**, and 2 respondents (12%) selected that they spend time with an **Elder once a year** or **never**.
- With these results it is important to keep in mind that the survey was administered in February 2020, so the high response to spending time with an Elder once a month may be due to participating in the YFD program.

How much understanding do you have of Dene a Nezen, Kaska teachings on safety and dignity?

- **Most respondents, 9 (57%)** selected **between 5 – 7 on the scale**, indicated they feel they have **some understanding of Dene a Nezen**. Similar to above, the responses may be impacted by participating in the YFD program for 4 sessions, or their participation in Youth for Safety (2015-2017). Follow-up interviews can help to explore how else youth are learning about Dene a Nezen.

How much is relationship violence and issue in your community? Family and personal life? Amongst your friends?

- Overall, responses highlighted that relationship violence is a **critical issue throughout the community**, with it also being a **critical issue in the family/personal life** for some respondents. While among friends was generally rated as less of an issue, **it is still an issue for some respondents**.

How would you rate attitudes in your community towards those who have been harmed by violence?

- Responses ranged with the greatest number **(5, 29%) just above 'Somewhat supportive'** closely followed by **4 respondents (24%)** indicating attitudes were just above 'Extremely Unsupportive'.
- The **range in responses indicates that there are varied perspectives in the group** on attitudes in the community, including a number of responses indicating community attitudes are not supportive.

How helpful do you think you can be to someone who has been harmed by violence?

- Responses varied for this question, with **concentration from 5 to 10 on the scale** (13 respondents total, 78%) meaning **respondents believe that can be somewhat to very helpful.**
- As with other questions, this may be impacted by the survey being delivered mid-program and so participants may have gained the skills and knowledge through YFD, or Youth for Safety. This can be explored further in interviews to understand how they might be helpful and where they gained these skills and knowledge.

How would you rate your understanding of the issues and causes of violence against women and girls?

- Most respondents (88%) selected **between 5 and 9** on the scale indicating that they feel they have **Some Understanding to A very good understanding of the issues and causes of violence against women and girls.** As above, this may be impacted by the survey being delivered mid-program and so participants may have gained this understanding through YFD, or Youth for Safety. This can be explored further in interviews.

How prepared do you feel to support those who have been harmed by violence?

- 77% of respondents indicated **they feel they are somewhat to quite prepared to support those who have been harmed by violence.** However, a number of respondents indicated that feel unprepared to somewhat prepared to support those who have been harmed by violence.
- This question can also be explored further in interviews to understand what has helped participants feel prepared to support those harmed by violence.

Conclusion

The student intake survey data summarized in this report offers important insights into who the participants of YFD are, provides information to help with program design, as well as baseline data to help us track change over the coming years. This data sheds light on further areas to explore in interviews and small group settings. We will continue to build on this data and learn from it, using it to revise questions and tools. As far as next steps, these findings will be shared with LAWS and the YFD project team to help inform program design and delivery. Beringia will continue to support the integration of findings into the programming and communicate these findings to the project team.

The YFD participants are an inspiring group of youth walking together on this journey and we acknowledge and celebrate their important work. Their motivation and determination to make change shines through the data. The information they share will help us to continue to capture and tell the story of the YFD program.



Appendix A: YFD Student Intake Survey

We want to understand how the Youth for Dignity is helping you learn, gain new skills and making a difference in your life. This survey will help us do so. This survey has 20 questions. It should take around 30 minutes to complete.

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 your teacher, facilitator, and/ or school counsellor know so that we can support you.

Definitions

To help with the survey, we have included descriptions for the following terms:

- **Dating relationship:** The kind of relationship where you like a person and they like you back. This does not mean having to go on a formal date.
- **Dating violence:** Physical, sexual, verbal and/ or emotional abuse
- **Safety issue:** This includes things that affect your safety like emotional and verbal abuse and sexual and physical violence
- **Healthy relationship:** This relationship has feelings of enjoyment and growth, as well as trust, respect and honesty.

Thank you!

After finishing the survey your name will be entered into a draw for a prize.

Participant Code: _____

1. What is your gender? Check ✓ one

Male _____ **Female** _____ **Other** _____

2. What is your age? _____

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

4. What grade are you in? Check ✓ one

Grade 8 _____ **Grade 11** _____

Grade 9 _____ **Grade 12** _____

Grade 10 _____

5. Why did you join Youth for Dignity? Check ✓ all that apply

- My friends joined
- I want to meet new people
- I believe that youth have an important role in ending violence in our community
- I want to learn about how to support those who have been harmed by violence
- I want to learn about how to end violence in our communities
- Spend time with Elders
- I want to try something new
- My own healing
- I was part of Youth for Safety
- I want to get out of class
- Food and snacks
- Other: _____

6. How did you learn about Youth for Dignity?

- My friends / peers
- My parents/ family
- Posters
- Teachers at school
- Former participant
- Social media (e.g. Facebook, Snapchat, Instagram)
- Other: _____

7. How have you learned about healthy relationships, relationship violence, safety, and violence against women and girls? Check ✓ all that apply:

- Friends and siblings have taught me
- My parents/ guardians have taught me

- _____ Teacher
- _____ School counsellor
- _____ I read information on a website
- _____ I read information in a brochure or book
- _____ I learned about it on a TV show
- _____ Another adult (not parent, teacher, counsellor)
- _____ I did not learn about these topics
- _____ Other: _____

8. How connected do you feel to Kaska culture?

Not connected at all 1 2 3 4 5 6 7 8 9 *Very connected* 10

9. How often do you spend time with an Elder? Circle one.

- a) Never
- b) Once a year
- c) More than once a year
- d) Once a month
- e) Once a week or more

10. How much understanding do you have of Dene ā'nezen, Kaska teachings on safety and dignity?

1 2 3 4 5 6 7 8 9 10

I do not know anything about it I have some understanding I have a very good understanding

11. How much is relationship violence an issue **in your community**?

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

12. How much is relationship violence an issue in your **family and/ or personal life**?

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

13. How much is relationship violence an issue **among your friends**?

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

18. How prepared do you feel to support those who have been harmed by violence?

1	2	3	4	5	6	7	8	9	10
Extremely <u>un</u> prepared			Somewhat prepared				Extremely prepared		

Comments:

19. If you experienced violence and needed help, who would you go to for help? Check ✓ the boxes that apply:

Person	Never 1	Sometimes 2	Often 3
<i>Example: Friends</i>		✓	
Siblings (brothers or sisters) or other relatives			
Parents or guardians			
Friends			
Elders			
Someone from a religious or spiritual community			
A counsellor			
Police/RCMP			
Doctors or nurses			
Advocate			

Any other support persons missing from the list above?

20. How do you think youth can help prevent violence in their community? Check ✓ all that apply

- Speaking to leaders
- Organizing campaigns and events
- Creating films, art and/ or other media
- Learning about violence prevention and safety
- Talking about the issues with family members, friends, and peers
- Sharing information (e.g. posting information on social media)
- Supporting family members, friends and peers
- Being as a witness
- Choosing not to be violent themselves
- Other: _____

Appendix B: YFD Research and Evaluation 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.

