

RURAL YOUTH HEALTHY RELATIONSHIPS EDUCATION PROJECT

FINAL REPORT

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Submitted to:

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Public Safety & Emergency Preparedness Canada
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Acknowledgements

On behalf of the Rural Youth Education Project, I would like to acknowledge and thank all those who have been involved over the past four and one-half years in the development, delivery and evaluation of this important project. It is the collaborations of many that have made this work possible.

This Project has created a space for youth to talk about and explore issues that are important to them - issues that affect the quality of the many forms of relationships they are engaged in. Through the Rural Youth Education Project, youth have been successfully engaged in exploring how violence affects their lives, from verbal abuse from a peer, to an abusive dating relationship, to systemic racism, sexism and homophobia. They have used their skills and knowledge to be part of making changes within their relationships.

Jean Crosby, Project Co-ordinator

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SECTION 1: INTRODUCTION:

The Rural Youth Healthy Relationships Education Project (RYEP) is a four and a half year project which started in February, 2002 and concluded August 31, 2006. This project was sponsored by the Antigonish Women's Resource Centre and funded by the National Crime Prevention Strategy, Public Safety and Emergency Preparedness Canada (and formerly by Justice Canada), to implement a gender-based, violence prevention model which provides youth with skills to build and maintain healthy relationships. The model being replicated was developed by the Saltspring Women Opposed to Violence and Abuse (SWOVA) Community Development and Research Society in rural British Columbia.

1.1 The National Crime Prevention Strategy:

Funding through the National Crime Prevention Centre's Investment Fund supports the National Strategy on Community Safety and Crime Prevention.

The National Strategy is aimed at reducing crime and victimization by addressing their root causes through a social development approach. Specifically, the CPIF has a mandate to:

- identify and support promising and innovative, community based crime prevention models in high-need and under-resources communities and population groups;
- conduct independent evaluations of these models to determine the key components of successful programs and the extent to which they can be replicated in other settings across the country;
- share information on high-quality crime prevention projects that are community-based, multi-disciplinary, cost-effective and sustainable; and
- promote long-term savings by building on best practices in crime prevention to achieve integrated, cost-effective approaches to crime prevention through social development.

1.2 Antigonish Women's Resource Centre:

The AWRC has been providing services and programs to all ages of women over the past twenty-three years. Young women come to the Centre for information about and support for handling a range of issues - relationship concerns, home troubles, sexual violence and dating abuse, sexuality information, housing, mental health issues such as depression, and health issues. They know they can drop-in any time that is convenient for them. In response to the concerns brought forward by young women, the AWRC has developed and provided a number of programs and undertaken a number of projects and initiatives. (Refer to **Appendix A**)

1.3 Background:

In September, 2001, the AWRC was invited by the National Crime Prevention Centre (NCPC) to visit a CPIF project underway in British Columbia and to submit a proposal to replicate an existing model developed by the Saltspring Women Opposed to Violence and Abuse (SWOVA) Community Development and Research Society. SWOVA had obtained CPIF funding for their project: "Women and Violence - Education in Prevention".

In August, 2001, the Antigonish Women's Resource Centre submitted an application to the Crime Prevention Investment Fund for a program focussing on violence prevention through social development which addressed violence in the context of at-risk young women's lives in a rural setting ¹. While this proposal was not funded it did serve to identify the AWRC as a potential sponsor to replicate the SWOVA model.

Jean Crosby, the Project Co-ordinator and Pamela Fry, on behalf of the AWRC, travelled to B.C. to meet with SWOVA project staff, participants, school personnel and board members over a three day period in October, 2006. On returning to Nova Scotia, a proposal was researched and drafted. After several revisions and negotiations regarding the partnership with SWOVA, the proposal was accepted. in December for consideration by NCPC. After delays relating to a change of Federal Cabinet Ministers, funding was approved for the "Rural Youth Healthy Relationships Education Project" in February, 2002.

The original four year funding period for the RYEP ended in March, 2006, however in September of 2005, an extension was granted to enable the RYEP to be delivered in the 05, 2006 school year with a revised end date of August 31, 2006. This allowed the RYEP to complete four years of delivery of the RYEP sessions at the two participating school sites.

1.4. The Model:

The model presents a gender-based, violence prevention approach for working collaboratively with schools to deliver a core curriculum of 12 lessons to students in grades 7, 8, 9, and 11. These sessions were integrated into the existing class time for Personal Development and Relationships (PDR) and Career/Life Management (CLM). It is designed to be presented as a multi-dimensional, multi-sessional, multi-year program. This model is rooted in the community and its strength is in developing a collaborative relationship with schools to address violence prevention.

The inclusive teaching approach utilized is acknowledged to be an effective way to present the skill development and awareness of issues required to build and maintain healthy relationships. A male/female team of Adult Facilitators deliver the classroom sessions and are also responsible for providing leadership, information and support to a team of Youth Facilitators. Youth Facilitators assist with the delivery of the classroom sessions. These youth play an important mentoring and peer support role with other students both in and out of the classroom. This team presents role-modelling of a healthy adult male/female relationship as well as a co-operative youth/adult relationship.

¹ The Pearl Project: Today's Teens, Tomorrow's Mentors: Lucille Harper & Pamela Fry, Antigonish Women's Resource Centre, 2001. This proposal draws on information presented in The Pearl Project.

SECTION 2: IMPLEMENTATION:

The RYEP was funded to replicate the SWOVA project “Women and Violence - Education is Prevention”. An essential part of this replication process was to make adaptations in the curriculum materials and the delivery which would “accommodate the particular needs and challenges of a multi-cultural, rural East Coast environment”(2002, Project Funding Agreement with the Minister of Justice and the AWRC, , p.1).

The RYEP incorporated adaptations which enhanced the existing SWOVA curriculum, most notably in the area of diversity. While addressing gender issues, including exploring stereotypes and sexism, is a focus in the SWOVA curriculum and delivery, the RYEP also worked to integrate racial diversity and diversity of sexual orientation. The need to address issues related to gender orientation and sexual orientation was strongly identified by students early in the project. The process of infusing diversity into the RYEP is discussed in Section 4 of this report.

The co-ordination of the RYEP was based in an office adjacent to the main office of the AWRC in the Town of Antigonish. The two participating schools are both within the Strait Regional School Board District and were chosen as both serving diverse, rural communities and both housing Grades 7 - 11 in one building. Chedabucto Place is located in Guysborough County and has within its catchment area a significant indigeneous African-Nova Scotian population. East Antigonish Academy is located in Antigonish County and within its catchment area is Paq’ tnet First Nation. The other communities served by these two schools comprise; Acadian, German, Dutch and others of European descent.

Appendix B provides a map of schools within the Strait Regional School Board which covers four counties and services over 8,000 students.

2.1 S.W.O.V.A. (Saltspring Women Opposed to Violence and Abuse):

Our funding proposal was required to incorporate costs for ongoing collaboration with SWOVA, as the developers of the model and for materials being used by the RYEP. This specifically involved annual training and consultation visits by SWOVA staff to meet with staff in Antigonish and provide/share information about the implementation and content of the curriculum as well as ongoing communication.

In June, 2002, SWOVA staff; Lynda Laushway, Project Co-ordinator; Meredith Knox, Advisory Committee Member and Adult Facilitators; Kim Davidson and Monty Bridgeman arrived for the initial visit of five days. Two days were spent in consultation meetings and the remaining three focussed on curriculum training.

In June, 2003, Lynda Laushway, Project Co-ordinator, and Ahava Shira, Adult Facilitator with SWOVA attended two and a half days of consultation meetings with RYEP staff. Two days were devoted to discussing the curriculum document content and delivery with the Adult Facilitators. This was a very productive sharing of challenges and successes. Ahava was also able to spend some time at the East Antigonish school observing the RYEP team in action.

On the third day SWOVA Project Co-ordinator, AWRC Executive Director and RYEP Co-ordinator met to discuss administrative issues.

In June, 2004 SWOVA staff members Lynda Laushway, Project Co-ordinator and Pat Fagan, Adult Facilitator traveled to Antigonish for three days. Two days were spent meeting with RYEP Adult Facilitator and RYEP Co-ordinator to discuss various issues relating to the delivery of the SWOVA model. Areas discussed included: Youth team and maximizing youth involvement, addressing resistance in the classroom, dynamics of adult team functioning/gender dynamics, curriculum issues specifically relating to cultural diversity/sexual orientation, as well as sharing new creative exercises and other resources. On the third day, AWRC Executive Director and RYEP Co-ordinator met with SWOVA Project Co-ordinator to discuss administration issues; including sustainability issues for both SWOVA and RYEP. These meetings provided an opportunity to share experiences and challenges and to acknowledge the strength of the model which is being successfully implemented in B.C. and N.S.

At the end of June, 2005, Lynda Laushway and Ahava Shira from SWOVA, made their final visit to Antigonish. Meetings over two days were held with RYEP Co-ordinator and AWRC Executive Director to discuss use of SWOVA material and model beyond the end of the project. Krista DeCoste, RYEP Adult Facilitator, was involved with meetings with Ahava Shira to share learnings and challenges from the work of the project.

2.2 Replicability Issues:

The RYEP was funded to: “demonstrate the effectiveness of the RYEP which seeks to reduce violence against women and girls through the replication and adaptation of the SWOVA Project: Women & Violence - Education is Prevention. Adaptations will be made to accommodate the particular needs and challenges of a multi-cultural, rural East Coast environment. The project will be carried out with the assistance of SWOVA staff, involving ongoing training, communication and consultation with SWOVA throughout the project, and in partnership with the Antigonish East Education Centre in Antigonish County and Chedabucto Place in Guysborough County.”²

Prior to the funding proposal being accepted, a Letter of Agreement was drawn up between SWOVA and the AWRC and the proposal was rewritten to clarify the working relationships with SWOVA and the mechanics of replicating their model.

From the beginning of the process it was understood that the process of replication would be supported by ongoing consultation with SWOVA including annual consultation/training visits by their staff and this was accommodated in the budget.

²Funding Agreement with AWRC & NCPC

Replication was understood as an opportunity to:

- learn what works and what doesn't work
- to evaluate an innovative approach
- to test the SWOVA model in another environment
- to allow for a level of adaptation/modification
- use a community development process

Throughout the work on the curriculum, there was ongoing communication between RYEP and SWOVA via e-mail and telephone. While RYEP was working with the formatting and proposing changes based on adaptations required, SWOVA was still adapting and altering their curriculum. Therefore, RYEP was in the situation of waiting for feedback on drafts and at the same time additional changes were being made by SWOVA to the core document. This was challenging as we were not working with exactly the same curriculum document. For example, RYEP was advised in December, 2002, that SWOVA had adopted the new formatting developed by RYEP but also that they had made major revisions to Grade 9. This collaboration became an ongoing process of negotiation and clarification as the SWOVA curriculum was not a static document but undergoing revisions at the same time we are recommending modifications. The curriculum development was an ongoing/dynamic process.

During the June, 2003 visit, an issue that dominated discussion was the shift in focus for evaluation with the National Crime Prevention Strategy. We were notified of the move to a different model of research by NCPS in December, 2002. This new approach was oriented towards quantitative research methods.

The model in use with the SWOVA project, and the one we had assumed would be replicated with the RYEP, is a qualitative research model. This affected both the approach to curriculum revisions by SWOVA who were then far less concerned with maintaining the high level of scrutiny over changes and adaptations to the curriculum as the evaluation process would now not be replicated. For the RYEP, the deficiencies that would be created by the lack of qualitative material in the external evaluation process would now need to be accommodated internally.

2.3 Copyright Issues:

Connected to replication issues were copyright issues. As mentioned, prior to the RYEP being funded, a Letter of Agreement was signed by both RYEP & SWOVA which discussed the agreed upon working relationship. In particular, this agreement acknowledged SWOVA's copyright for the materials and curriculum they had developed and that this information would only be used for purposes of the RYEP. Also, it stated that any modification made to the curriculum would be submitted to SWOVA for their approval.²

²Letter of Agreement with SWOVA & AWRC: December 18/01

The initial arrangement with revisions made to the curriculum was that the RYEP would seek approval from SWOVA for any changes. This process proved to be cumbersome and raised issues of acknowledgement of RYEP input to the curriculum documents and also the need for the RYEP to make revisions based on our mandate to make adaptations as needed.

The last curriculum document received from SWOVA was in December, 2002 . Each year, following revisions made, SWOVA was sent the full curriculum used by RYEP. This created a situation whereby SWOVA were fully up to date on all the adaptations and revisions made by the RYEP, but this was not reciprocal.

As a result of ongoing discussion and written communication with Lynda Laushway, SWOVA Project Co-ordinator, regarding the curriculum document and approval of adaptations made by the RYEP, it was jointly agreed to by SWOVA and the RYEP in January, 2003 that :

- there will be ongoing communication regarding adaptations to the curriculum proposed by RYEP.
- that both SWOVA and RYEP are providing their best advice and opinions when proposing or responding to any modifications.
- that when SWOVA's agreement/approval is not achieved on a particular adaptation that RYEP will document their position/rationale for the change and will proceed with the adaptation.
- that any failure by the RYEP will not reflect on SWOVA's work and vice-versa.
- that all documents originating with SWOVA and adapted by the RYEP, will carry the footer "Copyright SWOVA 2002: Adapted by AWRC - Not for Distribution"

In June, 2005 an agreement was understood to have been made with Lynda Laushway, SWOVA Project Co-ordinator, that a finalized copy of the SWOVA curriculum would be sent once completed. This was to enable RYEP to assess the replication process for inclusion in the final report. In later discussion with the SWOVA Board, SWOVA took the position that there was no agreement to share the curriculum. This issue was relayed to NCPC Project Manager, Lucy Burke, who discussed the matter with Lynda Laushway with the same outcome.

As the RYEP entered its final stages, clarification was also sought as to what conditions would govern the potential ongoing use of the current curriculum in use by the RYEP. The position of SWOVA was that use of the SWOVA curriculum would require an annual licensing fee of \$1,000. A request had been directed to the SWOVA Board of Directors for them to consider allowing the AWRC to continue to use the SWOVA copyrighted material without a fee being charged. The decision of the AWRC Board was to not pursue this matter further with SWOVA but to proceed with developing a separate RYEP curriculum by building on material RYEP had already developed and by drawing on other established curriculums that are accessible for this purpose.

SECTION 3: SCHOOL BASED ACTIVITY:

After four years of program delivery 1,277 students in grades 7 - 11 have received 12 classroom sessions of the Developing Healthy & Respectful Relationship curriculum. In addition 76 high school students have received training as Youth Facilitators and have been active in their schools as peer educators and co-facilitators of the RYEP curriculum in the classroom with the Adult Facilitators.

3.1 RYEP CLASSROOM SESSIONS:

School Year	PDR 7	PDR7/8	PDR 8	PDR 9	CLM 11	Total # Students
2005/2006:						
Chedabucto <i>Sept - Dec</i>	7-1 (23)	7/8 (16)	8-1 (22)	9-1 (18) 9-2 (17)	11-1 (11)	107
East <i>Jan - June</i>	7-1 (25) 7-2 (25)		8-1 (24) 8-2 (23)	9-1 (23) 9-2 (19) 9-3 (24)	11-3 (14)	177
2004/2005:						
Chedabucto <i>Sept - Dec</i>	7-1 (18) 7-2 (17)		8-1 (21) 8-2 (20)	9-1(23) 9-2(25)		124
East <i>Oct - Feb</i>	7-2(16) 7-3 (15) 7-1 (16)		8-2 (20) 8-3 (20) 8-1 (21)	9-1 (19) 9-2 (22) 9-3 (23)		172
2003/2004:						
Chedabucto <i>Oct - March</i>	7-1 (20) 7-2 (21)		8-1 (23) 8-2 (25)	9-1 (24) 9-2 (23)	11-1 (25) 11-2 (27)	188
East <i>Oct - March</i>	7-1 (22) 7-2 (22) 7-3 (22)		8-1 (19) 8-2 (20) 8-3 (19)	9-1 (21) 9-2 (21) 9-3 (23)		189
2002/2003:						
Chedabucto <i>Feb - May</i>	7-1 (24) 7-2 (24)		8-1 (23) 8-2 (22)	9A (22) 9B (23)		138

East <i>Feb - June</i>	7-2 (18) 7-1 (20) 7-3 (18)		8-2 (20) 8-1 (21) 8-3 (21)	9-2 (32) 9-1 (32)		182
Total # Students	366	16	384	434	77	1277

3.2 ADULT FACILITATORS: (Refer to **Appendix C** for details of Adult Facilitator staffing)

3.2.1 First School Year:

2002/2003 Initial Hiring:

- The hiring process for Adult Facilitators proved to be challenging. The RYEP goal was to maintain in these positions : two men and two women with at least two of those individuals being either Mi’kmaq or African Nova Scotian. This goal was initially achieved but we were unable to maintain representation by an African Nova Scotian after January/03.
- In June, 2002 we started with a conventional process of advertising in the local papers, distributing the advertisement to key people in the two counties and with public employment listing through Human Resources Development. The advertisement included a statement of support for affirmative action and specifically encouraged application from the Mi’kmaq and African Nova Scotian communities. Due to a lack of suitable candidates we then extended the deadline and readvertised as before but increased efforts to make direct contact with key people in these communities. Staff and board members also informally spread information about these positions. As a result of these efforts, we met our hiring goal. Due to the investment in training for these four and the possible need for a backup person during the year, it was decided to include training a fifth facilitator.
- In January/03, the two male facilitators and the relief facilitator resigned due to conflicting commitments with other employment. A re hiring process started immediately and these positions were all filled.

2002/2003 Education Sessions:

- The first round of training occurred in June, 2002 for all staff. With new staff also starting in February, 2003, it became necessary to replicate the original training in a condensed form. There were also ongoing education sessions as required on various topics with Adult Facilitators.
- The original 5 adult facilitators received 8 days of training in June which covered the following:
Project Co-ordinator facilitated the following sessions with;
 - needs assessment, orientation to project
 - identifying expectations and strengths
 - orientation to AWRC (presenter Lucille Harper)

- socialization and sex-role stereotyping (presenter Barbara Hayes)
- child abuse disclosures/reporting
- dynamics of violence
- working with youth
- issues related to facilitation and curriculum delivery.

- Diversity Education Certificate Program - Level 1:

— A three module program offered by Dalhousie University Diversity Initiative, Henson College.

Module 1 (two days) June, 2002

Co-Facilitators: Percy Paris, Barry Wambolt, Candy Palmater.

16 participants: 7 project staff, 8 AWRC staff, 1 school staff

This first module laid the groundwork for a thorough discussion of diversity issues; discrimination, equity, equality, white privilege, etc.

Module 2 (two days) September, 2002

Co-Facilitators: Percy Paris, Candy Palmater

13 participants

These workshops proved to be challenging. With a diverse and knowledgeable group, the discussions were lively. It became clear that the Henson format was geared to the corporate world and did not fit completely with our group's needs. The facilitators and participants were also challenged by discussion which pushed for a deeper level of analysis of diversity issues. It was acknowledged that discussions about level of privilege and oppression are complex and need to be ongoing.

Module 3 (two days) June/03

The seven participants in attendance received their Certificates of Completion for Level One of the Diversity Education Initiative which was comprised of three two day modules. Candy Palmater and Percy Parris were the co-facilitators through this process. The focus of the third workshop was on the intersection of gender and race and how this relationship between sexism and racism relates to the work of the RYEP project. There was an exploration of differences and the challenge of difference as well as developing strategies for addressing recruiting, hiring and retaining staff in order to achieve representation from the communities in which RYEP was working.

- SWOVA curriculum training with staff from BC Project: (three days)

These training sessions in June, 2002, enabled the RYEP facilitators to review in detail the curriculum material and delivery for grades 7,8,9 & 11, and to workshop the exercises and games and discuss issues and strategies that had arisen in BC. Some important learning occurred through discussing diversity and the relevance of certain curriculum content to the RYEP students. Specifically, the different level of awareness required when presenting to a class of all-white students versus a class with white, Mi'kmaq and African Nova Scotian students. In discussing how some exercises could be modified and made more culturally sensitive, it became clear that SWOVA staff were also aware that these "improvements" would also benefit their students.

- Education Session for New Staff:
To prepare the three new staff the following education sessions were held in February, 2003. These sessions were attended by all adult facilitators:
 - 5 hours: Orientation to AWRC (Lucille Harper), orientation to RYEP and position of Adult Facilitator, review of materials provided: Resource Material / Adult Facilitator Information / Scheduling Information, personnel issues reviewed, ongoing training issues.
 - 6 hours: Review of curriculum material and workshopped several key exercises: Folktale Exercise and Diversity Wheel
 - 2 hours: Session on Protocol & Procedures for Disclosure and Reporting of Child Abuse.
- Heartwood Community Youth Development Model Workshop:
In March, 2003, Adult Facilitators attended this day long workshop in Antigonish presented by Heartwood, a non-profit organization whose work focuses on supporting youth engagement in their community. This workshop identified best practices for youth programs and provided an evaluation tool for youth involvement. The workshop was very helpful and from it staff have identified some concrete steps the RYEP could take in order to provide a stronger role for the youth facilitators. Upcoming discussions are planned with the adult and youth facilitators to evaluate and discuss enhancing youth involvement for the Project.
- Human Rights in Education Conference:
In October, 2002, an Adult Facilitator attended this two day conference in Halifax. This conference was largely attended by teachers and school administrators from across the province. The focus of the conference was to raise awareness on issues of diversity and the need to present and respect diverse perspectives.

2002/2003 Activities:

- The change in staff came at a critical time as classroom sessions were scheduled to start on February 4th, 2003. All efforts were directed to re-hiring and reorganizing the schedules of the remaining two facilitators to ensure all classes were covered. This was achieved, however, it created a lack of continuity with Adult Facilitators which did effect some classes in this first month.
- By March, 2003 the two Adult Facilitator teams were established and continued to the end of the school year: Annika and Liam at East Antigonish and Krista and Steve at Chedabucto. Flora acted as relief facilitator at both schools as needed.
- In preparation for the classroom work the following was completed:
 - delivered to each school a storage box with supplies & props for games for curriculum.
 - student workbooks - one for each teacher and student.
 - delivered a Youth Facilitator Information binder to each school to be housed in the library and is for the use of the youth facilitators. This contained the full curriculum/workbooks and supporting information.
 - co-ordinated schedules for youth facilitators for participating in classroom sessions.

- Parent/Teacher Night/Chedabucto Place:
In March, 2002, Steve Wardrope, Adult Facilitator was available at the school to discuss the project with parents during the afternoon of Parent/Teacher Meetings at the school. He received positive questions and comments from a few parents, however due to bad weather there was not a high attendance.

3.2.2 Second School Year:

2003/2004 Hiring:

- Adult Team: Annika and Krista returned for their second year with the RYEP. Both Steve Wardrope and Liam Timmons did not reoffer due to other employment opportunities. Flora Murphy, who had been acting as a relief facilitator returned to university.
In July, 2003, the two Male Adult Facilitator positions for the coming school year were advertised in local papers. Particular attention was given to recruiting an African Nova Scotian applicant. This goal was not met. An African Nova Scotian was offered the position but declined due to the salary level.
____ John Jantunen and Patrick Taman were hired.

2003/2004 Education Sessions:

- In August, 2003, five days of initial training and orientation was attended by the four Adult Facilitators and facilitated by the Project Co-ordinator:
Day One - Orientation to the Project, key elements and youth involvement.
Day Two - Working with Youth
Day Three - Diversity Session facilitated by Sylvia Parris.
Days Four & Five - Curriculum Review : Grades 7,8,9 & 11
- Challenging Racism & Oppression in Your Work and In Your Life: Workshop:
Three Adult Facilitators attended this one-day workshop at Tatamagouche Centre. Barbara Hamilton-Hinch, Black Student Advising Centre for Dalhousie University facilitated. This was seen as a worthwhile activity overall.
- Coastal Communities Workshops:
In October, 2003, all four Adult Facilitators attended a one day workshop in Truro. The two sessions attended were: Facilitation Without A Flipchart, and Conflict Resolution Skills. This was reported to have been very worthwhile.
- New Leaf: Intervention Program for Abusive Men:
A staff education session was held in March, 2004 with Ron Kelly of New Leaf This was a two hour discussion that focussed on; the role of men as co-facilitators in mixed gender teams presenting with a deliberate gender analysis; and challenges and successes in the classroom of working through resistance. Ron provided his perspective as a counsellor with abusive men and an educator addressing issues of violence from a feminist perspective.

2003/2004 Activities:

- **Classroom Sessions:**
At Chedabucto, the delivery to the two CLM 11 classes proved challenging. The class dynamics that contributed to both classes having a higher than average level of disruption and the challenge was to create a safe environment for students to express their opinions. Discussions at RYEP staff meetings focussed on strategies to engage students and to address the classroom guidelines established in the first session with each class. Adult Facilitators at Chedabucto completed their classroom work by May 23rd, 2004. At the East classroom sessions concluded on June 11th, 2004. Re-hiring proceeded in July and August, 2004 as required. The female Adult Facilitators, Annika Peters and Krista DeCoste committed for the next school year.
- **Adult Team Weekly Meetings:**
Adult Facilitator meetings were held weekly with Project Co-ordinator. These meetings provided a time to check in, share issues and experiences and clarify scheduling and reporting issues. Some issues discussed were: engagement of Youth Facilitators, reporting responsibilities of staff relating to their receiving a disclosure or report of child abuse and classroom management.
- **School Orientation Meetings:**
Orientation Meetings were held at both schools prior to RYEP sessions starting in September, 2003. In attendance were the RYEP Co-ordinator, Adult Team and 11 school personnel including Principal, Vice-Principal and PDR/CLM teachers from both schools. The purpose of these meetings with school and project staff was to facilitate collaboration by reviewing/discussing the following; project model, introductions, scheduling, roles in the classroom, teacher evaluation, and other issues of mutual concern.
- **Letters to all parents/guardians** of students who would be receiving the RYEP curriculum in the 2003-2004 school year were distributed at both schools.
- **Antigonish/Guysborough Black Development Association**
Employment Symposium 2003:
In October, 2003, Adult Facilitators, Krista DeCoste and John Jantunen staffed a display table for the RYEP. This was not well attended by the public, however it was a valuable networking opportunity.

3.2.3 Third School Year:

2004/2005 Hiring:

- A hiring process was initiated in July, 2004 to fill the two male positions on the Adult Teams. These two positions were accepted by Sean Patterson and Derek Shaw. In late August, Derek withdrew from the Project citing incompatibility of the RYEP with his education goals. Rehiring for this position began immediately and Lucky Campbell accepted the position of Adult Facilitator at East Antigonish at the end of September.

- The Adult Team at East Antigonish continued to have staffing changes which were all due to performance related issues. In October, a female Adult Facilitator left the Project and this position was refilled. By mid-November, two Adult Facilitators, one male and one female, left the Project. It was decided that rehiring was not feasible at this point in the year and that Krista DeCoste would take on additional duties to cover East Antigonish and proceed without an Adult co-facilitator. Sean Patterson and Krista continued to maintain their duties at Chedabucto Place.
- While Chedabucto Place has been unaffected by these changes, East Antigonish experienced a number of transitions with staff. At East Antigonish, Krista quickly reestablished the classroom schedule with students and meetings with the Youth Team, however, it was a challenging position without a co-facilitator. While Sean was not available to commit to the classroom work at the East, he did switch to work with the East Youth Team in January to provide extra support for Krista at that school. With Krista's experience and with enhanced support from the Project Co-ordinator, it was a manageable, if not ideal situation. Krista continued on her own with the Chedabucto Team which did not experience the same disruption with staff and continued to run smoothly.

2004/2005 Education Sessions:

- **Orientation/Education Sessions:**
Five days of sessions took place on August 16 - 20th, 2004 with the four adult facilitators; Krista, Sean, Annika and Derek.
Day One: Teaching Strategies for Diverse Classrooms: Debbie Graham
Day Two: Orientation to the RYEP: Project Co-ordinator
Day Three: Diversity Awareness/Education: Sylvia Parris
Day Four: LGBT Awareness/Education: Lesley Marple
Day Five: Preparation for Youth Training / Next Steps for Adult Teams
- **L.G.B.T. Staff Education:**
Lesley Marple facilitated this session in July, 2004 with AWRC staff to enhance sensitivity to and advance awareness of LGBT issues. Project Co-ordinator, Krista and Jackie attended from the RYEP.
- **Meeting with Debbie Graham:**
In August, 2004, a meeting was held with Debbie Graham, PDR Consultant with the Strait Regional School Board, to discuss her involvement with the Adult Team facilitating a session on teaching strategies. Debbie offered her ongoing assistance with the RYEP.

2004/2005 Activities:

- **Classroom Sessions:** School activities resumed in September, 2004 at both schools. Classes started in September at Chedabucto Place and in October at the East.
- **Orientation Meetings** were held at both schools with RYEP staff and school staff. In attendance were the five PDR teachers involved with the RYEP sessions: Bernie Currie, Paul MacDonald, Dave Bance, Ron Long and Shelly Rovers.

- Regular staff meetings were ongoing in addition to regular contact/debriefing with Adult Facilitators regarding the ongoing classroom work.

3.2.4 Fourth School Year:

2005/ 2006 Hiring:

Adult Team: Krista DeCoste & James Maynard

- Krista returned for her fourth year with the RYEP and James Maynard was hired as the second Adult Facilitator. It was feasible this year to proceed with one Adult Team, as school schedules were able to accommodate classroom work to be within one semester at each school.

2005/2006 Education Sessions:

- Four days of sessions, August 22 - 25, 2005, were facilitated by Project Project Co-ordinator with Krista and James in attendance:
 - Day One - Orientation to the Project, Community Services - Protocol: Sean O'Neil
 - Day Two - LGBT Education/Awareness, RYEP Curriculum Review
 - Day Three - Diversity Awareness; facilitator Sylvia Parris
 - Day Four - Youth Team Training preparation

2005/2006 Activities:

- Classroom Sessions:
All RYEP classroom sessions at Chedabucto Place were scheduled in the first semester and at the East in the second semester. Youth Team work proceeded at both schools throughout the school year.
- School Staff Orientation Meetings:
Orientation meetings were held prior to classes starting at Chedabucto in September, 2005 and East Antigonish in January, 2006. In attendance were the PDR & CLM teachers involved with the RYEP as well as administration. Schedules were reviewed and information was shared about expectations and roles related to delivery of the RYEP sessions as well as introductions for new staff.
- Staff Meetings:
These were held on an ongoing basis, in addition to regular contact/debriefing. Issues discussed included;
 - reporting and scheduling issues
 - classroom challenges
 - Youth Team projects and classroom work, internal evaluation process.
 - planning for the Student Focus Groups
 - Filmworks II project.
 - progress of the classroom sessions

- final youth team party
 - final curriculum review
 - final reporting
 - Youth Team assessments
- **NSCC Workshop:**
At the request of the Human Services Course Instructor at the Port Hawkesbury Nova Scotia Community College, in October, 2005, Krista and James presented a workshop on power dynamics within relationships. There were approximately 30 students in attendance and this workshop was well received.
 - The Adult Facilitator's contracts ended on June 30th, 2006. Krista continued work as a Research Assistant to complete final curriculum revisions and updating of other related material.

3.3 YOUTH FACILITATORS: (Refer to **Appendix D** for Youth Team Demographics)

3.3.1 First School Year:

2002/2003 Initial Recruitment:

- In September, 2002, both schools were actively engaged in recruiting Youth Facilitators. The role of the Youth Facilitator was to assist the Adult Facilitators in the classroom and to also attend regular meetings and education sessions. As these were paid positions, resumes and cover letter were required and interviews were held. The goal was to hire ten youth from each school from Grades 11 & 12 who represented the diversity of the student population and also represented a gender balance.
- At East Antigonish 9 girls were hired with two Mi'kmaq students. We were unsuccessful in recruiting boys.
- At Chedabucto Place 7 girls and 3 boys were hired with three African Nova Scotian students.

2002/2003 Education Sessions:

- The Youth Facilitators received 4.5 days training in October and November, 2002. This training was held jointly with AWRC's Teens Take Action Peer Facilitators. All the youth training was held in the Performing Arts Room at East Antigonish School. 32 youth were engaged in this process: 12 Teens Take Action, 9 East Antigonish and 10 from Chedabucto Place. RYEP Co-ordinator, Jean Crosby and Amanda Workman, AWRC Support Worker, organized and facilitated the youth training.
 - Irondale Theatre Ensemble provided a 1.5 days workshop:
These sessions introduced theatre as a tool for peer educators in providing information and raising awareness around issues of violence & prevention. There was a focus on diversity within the overall theme of developing and maintaining healthy relationships.

- 3 days training facilitated by Project Co-ordinator & SWRC Support Worker (held on consecutive Sundays)
These sessions include information and discussion on the following topics: definitions of violence, sex-role stereotyping and socialization, defining qualities of healthy & unhealthy relationships, diversity and relationships, dating violence/sexual violence, consent & coercion, choices & challenges, violence prevention strategies, working in schools, strategies for engaging students in classroom.
- Following this joint training each group (Teens Take Action; Youth Facilitators/Chedabucto Place and Youth Facilitators/East Antigonish) continued with additional meetings/training specific to their own needs.
- The two groups of RYEP Youth Facilitators started regular weekly meetings with their Adult Facilitator team for ongoing support and learning, reviewing classroom schedules and addressing any issues arising from the classroom work. In February, 2003 each student was assigned to a specific class for which they were responsible to prepare for, attend and complete a written evaluation. The Youth Facilitators were also challenged by the temporary lack of staff in February as well as their own changing scheduled and adjusting to work in the classroom.

2002/2003 Activities:

- Weekly meetings continued with the Youth Team in each school on a weekly basis.
- An end of year pizza party was held at the end of May, 2003 for all Youth Facilitators. This event took place at East Antigonish School and was also attended by Adult Facilitators and Project Co-ordinator.

2002/2003 Recruiting for next school year:

- Youth Facilitators were actively engaged in recruiting students for the next year and those would be in Grade 12 next year were invited to reapply. In both schools information tables were set up and staffed by Youth/Adult Facilitators. Job advertisements were well distributed within each school.
- Twenty-eight interviews were conducted in June, 2003 and recruiting efforts continued into July and August to achieve representation of Mi'kmaq and African Nova Scotian youth and also male youth. In regards to achieving cultural representation, this goal was met for the East but was not met for African Nova Scotian youth and the number of male youth was low. In addition to ongoing efforts to create a balance of gender and diversity on the youth teams, the RYEP looked to achieve a greater range of age and grade level within the youth facilitators. Grade 12 students in particular had significant demands with scheduling and their participation was often affected. RYEP decided that recruiting for the next year would focus on students currently in grades 9 and 10.

3.3.2 Second School Year:

2003/2004 Education Sessions:

- All Youth Team members from both schools met for four days (August 26 -29, 2003) at East Antigonish School. The Project Co-ordinator and Adult Facilitators facilitated sessions.
 - Day One: developed community standards, linking violence prevention & healthy relationships, key elements of model, youth involvement, roles and responsibilities.
 - Day Two: diversity session, separate gender discussions re: stereotypes, boundaries/self-care
 - Day Three: Heartwood Workshop: Lisa Kierstead and Peter Davison - team building
 - Day Four: youth involvement evaluation results, school team groups, school mapping

2003/2004 Activities:

- Youth Team Meetings: Youth Team meetings were held weekly with the Adult Team at each school site. These meetings were held after school to allow a one hour meeting which was not possible to schedule within the school day. Check in was a significant part of each meeting and was followed by an activity and/or discussion. Some of this content included: recruiting for next years youth team
 - application process for current youth team members
 - interviews scheduled for youth team members for AI preparation for the Health Fair.
 - video/discussion: A Love That Kills (dating violence)/One of Them (homophobia)
 - death of student and impact on school community
 - cross-cultural experiences of students
 - month end evaluations
 - analysis of the AI interviews with Youth Team.The final meetings at each school were a pizza party. This was a great way to bring closure to this year and welcome new members for next year. With all classroom sessions completed in both schools by March, 2004, Youth Team Meetings continued with a focus on recruitment and evaluation activities.
- Youth Team Debrief Meetings: While RYEP sessions were underway, regular debrief meetings were held during the lunch break for those Youth Facilitators who were working in the classroom. Each Youth Facilitator was assigned a class for the RYEP series of sessions.
- Evaluation Activities: Patrick Taman, Adult Facilitator, conducted information session with both Youth Teams to introduce them to appreciative inquiry method which was used for interviews with these youth facilitators.
- Youth Health Fair 2003: In November, the Youth Team in Chedabucto developed and presented a workshop entitled “Stand Your Ground” with a focus on assertive communication. This was presented in consecutive 30 minute sessions to 120 students from

grades 6 - 9 from Chedabucto Place, Canso and Mulgrave schools and was a great success. The Youth Facilitators were excited about having been able to take the lead with the Adult Facilitators acting only as consultants to the process.

- Sherbrooke Health Fair

In May, 2004, two Adult Facilitators and six members of the East Youth Team traveled to Sherbrooke to participate in the "St. Mary's Youth Health Fair 2004". The Youth Team members presented a workshop in five consecutive fifty minute sessions to groups of grade 8 - 10 students. The workshop format consisted of: icebreakers, interactive games, facilitated discussion, roleplays and posters to discuss communication styles which moved to a presentation of the cycle of relationship violence. The workshop was very well received and the East Youth Team were justifiably proud of this accomplishment.

2003/ 2004 Recruitment for Next School Year:

- The interest in the Youth Team positions showed a tremendous increase this year. 31 applications were received and 5 current members reapplied. At both schools the number of applications from boys outnumbered those of the girls and there was increased interest by Mi'kmaq and African Nova Scotian students. This was in large part a function of the positive impression made by the Adult Team, support of school staff, as well as our accumulated time in the schools. Also students applying in 2004 in Grade 10 would have had the RYEP sessions in both grades 8 & 9. They had an increased awareness and appreciation for the program and the opportunities offered to Youth Team members.
- Following the interviews the list of selected applicants was presented to the schools' Principal and Vice-Principal to review any academic concerns. Participation on the Youth Team required that a student miss their own classes to co-facilitate the RYEP sessions. They needed to accommodate this without jeopardizing academics.
- The new members of the Youth Team were invited to each school's final Youth Team party for pizza and farewells to those not returning and to meet the students they would be working with in the next school year.

3.3.3 Third School Year:

2004/ 2005 Education Sessions:

- Youth Team sessions were held over three days at Chedabucto Place from August 25 - 27th inclusive. Facilitators: Project Co-ordinator, Krista DeCoste, Annika Peters and Sean Patterson

Day One:	Orientation to RYEP Working in your school as a Youth Facilitator Looking After Yourself & Others
Day Two:	Diversity Awareness/Education LGBT Awareness/ Education: Lesley Marple
Day Three:	Team Building School Mapping/Presentations

Wrap Up/ Next Steps

Day Four: On September 25th, Krista, Sean and Annika developed and presented a one day workshop with both Youth Teams at East Antigonish. The focus of the day was teambuilding.

2004/2005 Activities:

- Youth Team Meetings: Weekly after-school meetings were ongoing at both schools. Issues discussed/activities included:
 - school mapping and discussing projects for the year as well as organizing scheduling to assist with classroom presentations.
 - the last meeting before Christmas break both groups had a pizza party.
 - debriefing experiences with classroom rotations as co-facilitators
 - at both schools, the Youth Team members created and delivered a folktale skit to the grade 9 classes as part of the RYEP sessions.
 - the East Team carried out a modest fundraiser for the Naomi Society in support of the December 6th activities.
 - developed posters for March 21st - the International Day for the Elimination of Racial Discrimination.
 - planning for workshop presentations to Youth events in April & May, 2005.
 - developing a series of skits to be videotaped. The three themes are dating violence, bullying and LGBT awareness.
 - attended a presentation for Black History Month in February
- Heartwood : Centre for Community Youth Development:

A one day training workshop was held on January 28, 2005 at Chedabucto Place school for members of both Youth Teams. Two Adult Facilitators attended. The objective of this day was to provide an opportunity for both Youth Teams to get together and work on team building and to enhance facilitation skills through participating in new games and activities. Some comments from the evaluation included;

“all the games we really fun and interesting to do”
“good discussions”
“inspired us to apply what we’ve done”
“good energy and nice facilitators”
- Youth Health Symposium, Dalbrae Academy/Mabou:

Seven members of the Chedabucto Team attended and presented. Two Adult Facilitators accompanied this group to Mabou. The Youth Team did a wonderful presentation which included presenting the video and helping participants create their own skit around either sexual harassment or bullying. There were two sixty minute presentations of this workshop to 18 students.
- GASHA Youth Health Symposium, Port Hawkesbury

Krista and Sean attended with two youth from Chedabucto Youth Team. The original plan was for the East Team to present, however due to a variety of circumstances, none from that team could commit to go. In order to maintain the youth focus, this opportunity was

offered to the Chedabucto Team and two members were able to attend on short notice. The RYEP workshop focussed on problem solving in relationships and was presented to a group of approximately 30 participants with about half of these being youth

2004/ 2005 Recruiting For Next School Year:

- At both schools, notices were sent home in May, 2004 with all students in grades 9 - 11. Notices were also distributed throughout each school with staff and also with the RYEP Advisory Committee members. Youth & Adult Team members also made presentation in classrooms.
- At Chedabucto Place, 8 applicants were interviewed and 6 selected. For the 2005/2006 year there are nine members ranging from Grade 10 - 12, with three students returning from last year's team. Gender diversity was achieved with five girls and four boys, however representation from the African-Nova Scotian community was not achieved.
- At East Antigonish, 8 applicants were interviewed and 7 selected. For the 2005/2006 year there were ten team members ranging from grades 10 - 12, with three members returning from last year's team. Gender diversity was achieved as was racial diversity with two Mi'kmaq students, both of whom are in their second year with the RYEP.

3.3.4 Fourth School Year:

2005/2006 Education Sessions:

- Four days of sessions were delivered to 19 Youth Team members by Project Co-ordinator & Adult Facilitators (August 30 - September 2, 2005) Sessions were held at East Antigonish school.

Day One: Introductions

Group Standards

Key Elements of Model

Team Building Skills

Facilitation Skills

Self Care

Day Two: Diversity Exercises

Facilitation Skills

Stereotyping

LGBT Awareness; facilitator Maureen Shebib

Day Three: Communication Skills

Folktale Creation/Presentation

Sexual Violence: Video & Discussion

Day Four: Team Building Skills

Facilitation Skills

2005/ 2006 Activities:

- Youth Team activities began in September , 2005 and continued to May, 2006 at both schools with the focus alternating from one semester to the next from classroom work to school community work. For example, Chedabucto Youth Team are focused on classroom work in the first semester while the East Youth Team worked on school community work. This was reversed in January. This was a change from the 2004/2005 year as both aspects of the work were integrated throughout the year. The Adult Facilitator's schedule allowed for more focus on each aspect of the Youth Team work and Youth Team members were facilitating in the classroom within the same time frame.

- Youth Team Weekly Meetings:
Activities/Discussions included;
 - Black History Month project
 - evaluation session “lessons learned”
 - classroom facilitation skill development
 - participation in the documentary film project
 - preparation for Grade 9 Folktale presentation
 - involvement in the Purple Ribbon Campaign at the school
 - viewed “After the Montreal Massacre” video with discussion following
 - focus on school projects & activities
 - Mi’kmaq History Month activities - assisted with the planning and participated in a Pow Wow held at the school in October.
 - The last meeting before Christmas was a social gathering with both teams.
 - gambling addiction group project
 - goodbye to a Youth Team Member who is moving
 - viewed Tough Guise video with discussion
 - presentations by group members on topics such as sexism to practice facilitation skills.
 - one of our youth team members returned after being absent for a month due to illness.
 - Chedabucto hosted the final pizza party for both Youth Teams. The group viewed the Filmworks II video production documenting the RYEP project for 2005, 2006. The youth received certificates of achievement and had fun socializing with each other.

- T-Shirts:
Youth Team members received their t-shirts in October, 2005. The design was developed by the youth team members with the phrase Respect Diversity, on the back and the RYEP logo on the sleeve.

SECTION 4 : DIVERSITY WORK:

4.1 Approach:

The SWOVA model provided a critical analysis of gender dynamics in relationships that is key to effective violence prevention work. The significant adaptation that was made to the SWOVA model and curriculum materials was the infusion of other elements of diversity, particularly racial/cultural diversity. This became a process which was integrated into all aspects of the project, particularly those related to;

- the curriculum and student workbooks.
- the delivery of the curriculum
- all phases of the hiring process for Adult & Youth Facilitators
- staff education
- Advisory Committee membership

A main focus of the RYEP was to reflect and make visible the racial/cultural diversity of the African Nova Scotian and Mi'kmaq communities in Antigonish and Guysborough.

4.2: Diversity Consultant:

Sylvia Parris, SV Parris Consulting, was the diversity consultant to the RYEP. Sylvia has worked in the field of cultural diversity as a consultant, facilitator and trainer and also brought to the project over 20 years of experience in the field of education. The majority of those as a teacher at the secondary level in Guysborough County. In addition to her consulting work, she presently holds the position of Multicultural Education Consultant for the Nova Scotia Department of Education. Sylvia was born and brought up in Guysborough and has an intimate understanding of the challenges facing African Nova Scotian communities.

The main objectives of Sylvia's work were:

- To develop supplemental resource materials for the curriculum which:
 - addressed diversity issues relevant to a rural student population
 - addressed cultural diversity issues relevant to African Nova Scotian and Mi'kmaq students
 - was age appropriate for students in Grades 7,8,9 & 11
- To develop and deliver educational material to support diversity awareness leading to competency for Project and School staff.

Sylvia's work over the length of the RYEP included the following;

2002/2003:

- Grade 7,8, & 9 curriculum and student workbooks were infused with cultural diversity content.
- Video and written resource material was reviewed and recommended
- Facilitator training material completed and presented.
- Information provided to school staff
- "The Fit" document was developed which provided a detailed comparison of the learning objectives of the Department of Education curriculum for PDR (Personal Development and Relationships) and CLM (Career Life Management) with the SWOVA curriculum.

2003/ 2004:

This year's focus was on cultural diversity and diversity of sexual orientation:

Work completed included:

- Introduction to Diversity session developed for all grades
- Parent/Guardian Guide for Grades 7,8,9 & 11 drafted
- Review and recommendations for Grade 11 curriculum material completed.
- Diversity training materials developed to support diversity awareness leading to competency
- Diversity training to project staff and school staff:
 - RYEP staff to focus on strategies/challenges in discussing oppression/privilege.
 - School staff to explore the process of building competency in relation to diversity.
- Updated resource lists
- Staff Education Session: (April, 2004) A productive discussion was facilitated by Sylvia with the Adult Team focusing on strategies/challenges in discussing oppression and privilege in the classroom.
- School Staff Session:
In April, 8 of the 10 school staff involved with the RYEP attended and in this sessions explored the process of building competency in relation to diversity. Also in attendance were RYEP Co-ordinator, Adult Facilitator and Evaluation Consultant.

2004/ 2005:

- RYEP Staff Training:
In August, 2004, the Diversity Consultant presented a one-day workshop to staff to enhance diversity awareness and knowledge.
- School Staff Inservice:
In October, 2004, the Diversity Consultant facilitated a one-day workshop with PDR staff from both schools on "Advancing Diversity" with a focus on connections to the project curriculum. Five PDR teachers attended. Also in attendance was the NCPC Program Manager and RYEP Co-ordinator. Replacement costs for these teachers was covered by the Department of Education.

2005/ 2006:

- RYEP Staff Training:
In August, 2005, the Diversity Consultant presented a one-day workshop to staff of the RYEP and also the AWRC to enhance diversity awareness and knowledge.

SECTION 5 : CURRICULUM MATERIALS:

5.1 Curriculum Work:

After reviewing the curriculum documents first received by SWOVA in March, 2002, it became apparent that the required work on the curriculum documents and workbooks for all four grade levels proved to be more involved than anticipated. This work was related to the curriculum document as well as a student workbook for each grade level. This process involved ongoing, extensive communication with SWOVA staff and the Diversity Consultant and included;

- reformatting curriculum text for continuity and clarity
- creating additional facilitator notes
- developing of indexes of exercises and sessions to facilitate use
- developing supplementary information for facilitators.
- submitting revised documents to SWOVA for approval and integration of feedback.
- integrating diversity components
- development of various games and presentation props required by facilitators.
- completing final drafts of Grade 7,8 & 9 curriculum and Student Workbooks
- duplication and distribution of Student Workbooks.
- production and distribution of binders containing supporting information, curriculum and student workbooks for Adult Facilitators, Youth Facilitators and Teachers at both school sites.

As work started on the curriculum document, it became apparent that this work would require additional staff . Krista DeCoste was initially employed as a Research Assistant for six weeks in the summer and subsequently to the end of January, 2003 , at 15 hrs/wk, to complete the necessary work required on the curriculum and student workbooks for starting in the classroom in early February, 2003. Revisions were required annually following the curriculum review conducted by the Adult Facilitators and Project Co-ordinator at the end of classes each year.

5.2 Parent Guardian Information:

Letters:

- Letters of introduction for parents/guardians were distributed through the students in each RYEP class in the first session.
- Letters of introduction to the RYEP were also handed out to students in all RYEP classes to give to their parent/guardian.

Parent/Guardian Guide:

- The Parent/Guardian Guides were created and distributed to all students receiving the RYEP sessions. Students were expected then to give this document to their parent/guardian. These Guides were first distributed in September, 2004.
- In response to feedback from parents regarding the format of the Parent/Guardian Guide distributed in 2004/2005 school year, the information was condensed and presented in a newsletter format which was incorporated into both school newsletters and initiated in September, 2005. The Parent Guardian Guides were still available on request and copies were available at the schools.

School Newsletters:

- Regular articles were submitted to both school's monthly newsletters throughout the 2005/2006 school year to provide information updates on the RYEP activities.

SECTION 6 : PROJECT SUPPORTS:

6.1: National Crime Prevention Strategy:

Project Managers:

Over the life of the RYEP, three individuals filled the position of Project Manager. Karen Swan, based at the Atlantic Region Office, was involved from the start of the RYEP to September, 2005. Jane Rutherford, based in Newfoundland, was her successor until March, 2006 and finally Lucy Burke who had also acted as the Senior Project Analyst working with the External Evaluators, completed her term as Manager in August, 2006.

Extension Request:

As part of a routine procedure the RYEP was audited in March, 2005 by NCPC. There were no issues arising.

- A draft proposal for an extension to NCPC funding was submitted to Karen Swan in February, 2005 for comments. This request was for an extension to December, 2008 which would allow for three additional years of delivery in schools which would provide a five year span for the external evaluators to assess.
- A revision to original proposal for a funding extension was sent in March, 2005, following notification from Karen Swan that the maximum any one project can be funded is five years. This limitation meant that NCPC funding could only be extended to allow for one more school year to be completed. A revised budget and proposal was submitted using these parameters and was approved.

6.2 Strait Regional School Board:

In the very early stages of the RYEP, meetings were held with Jack Beaton, Director of Educational Services, Strait Regional School Board and senior staff at both schools (Elizabeth Teasdale, Principal and Miles MacDonald, Vice-Principal at Chedabucto Place and Sherman England, Principal and Gerard Ryan, Vice-Principal at East Antigonish). From these discussions the RYEP gained the support of senior administration and school staff and encouragement to proceed to the School Board for approval. This meant that project work could proceed on some levels. However, School Board approval was required before the RYEP could move into curriculum delivery in the schools.

This proved to be a much longer and difficult process than originally anticipated. The Strait Regional School Board was cautious in their approach. During July and August, 2002, a very intense e-mail campaign was focussed towards members of the School Board demanding that they not support the RYEP. During these months over 140 e-mails, all with lengthy attachments, were sent to all School Board members. This campaign originated with a group named S.A.F.E. (Stop Abuse for Everyone) which is based in Oregon. Members of this group support highly conservative notions regarding women's place in society and their e-mails espoused a highly misogynist attack on feminist theory and practice.

Despite this significant challenge, the Strait Regional School Board supported the RYEP. Refer to **Appendix E** for the timeline of activities undertaken during process of gaining School Board approval.

In addition to their collective support, individual members and staff of the Strait Regional School Board were more directly involved with the RYEP:

- Mary Jess MacDonald, Vice Chair joined our Internal Evaluation Steering Committee
- Kathy Rhodes-Langille, Race-Relations, Cross-Cultural Understanding and Human Rights Project Co-ordinator, joined the Advisory Committee.
- Judy Bernard-Julian, First Nations members provided connection within Paq'tnkek First Nation.

Monthly reports, annual reports and evaluation reports were distributed to school board administration and members on a regular basis and in addition full reports and presentations were made to the School Board in May, 2004 and August, 2005.

- A presentation on the RYEP was made to the Working Committee of the Strait District School Board in May, 2004. Accompanying the RYEP Co-ordinator were two Adult Facilitators and Advisory Committee members; Joanne Reddick and Tammy Lee Vautour. The presentation was well received.
- RYEP Co-ordinator and AWRC Executive Director attended the regular Strait Regional School Board meeting in August, 2005 to make a presentation to the members. This activity update and evaluation report was well received with an invitation being extended by the Superintendent to meet to discuss sustainability for the project.

6.3 Nova Scotia Department of Education:

- In July, 2004, the AWRC Executive Director and the RYEP Project Co-ordinator met with Ann Blackwood, Director of English Program Services with the Department of Education. This was a productive meeting which provided an opportunity for us to share information and discuss the successes of the RYEP. In September, 2004 all revised curriculum materials were sent to Ann for her review
- In January, 2006, the AWRC Executive Director and the RYEP Co-ordinator again met with Ann Blackwood, Director of English Program Services, Department of Education. Discussed sustainability of program and received confirmation of support - both in-kind and financial towards professional development for school staff, youth team training and support and development of promotional material. Ann also agreed to submit a letter of support to the Canadian Women's Foundation to support the upcoming RYEP funding application through the CWF Multi-year Violence Prevention Grant with Teens.

6.4 Advisory Committee: (Refer to **Appendix F**)

The Advisory Committee was established in the first months of the RYEP with the first meeting held in May, 2002. To accommodate individuals coming from a wide geographic area, the meeting location was rotated between the Project Office in Antigonish, East Antigonish School in Monestary, Antigonish County, and Chedabucto Place in Guysborough County.

Over the length of the RYEP, Advisory Committee members were kept abreast of progress with monthly reports and annual reports, in addition to receiving all other reports created. Members

were also sent draft documents at various times for their review and input. All members were able to receive information electronically so e-mail was the main method used, as well as mail and telephone. It was acknowledged that some members were unable to commit to attend meeting regularly and that there were other ways to contribute. These included providing feedback on documents/reports/evaluations and assisting with sharing information and promoting the RYEP in their own area.

In 2002/2003, there were six meetings with an average attendance of 12 members. The Advisory Committee was introduced to Project personnel and provided with an orientation to the project. A significant role played by Committee members, from July, 2002 to November, 2002, was their engagement in the lobby to gain School Board approval for the RYEP.

In 2003/2004, the Advisory Committee met nine times over the year with an average of five members in attendance.

Issues reviewed and discussed by the Committee included:

- recruitment and hiring of two male facilitators.
- staff training
- external evaluation
- work of Diversity Consultant.
- internal evaluation issues:
- review of the results of last year's Student Survey as well as the revisions made to the Survey for this year.
- Patrick Taman facilitated an introductory presentation on RYEP Appreciative Inquiry (RAI) and its role in the overall In-House Evaluation. Also discussed was what aspects of the In-House Evaluation the RAI would (or might not) satisfy, and what other methods exist to address these gaps.

In 2004/2005, the Committee met six times with an average of 5 members attending. Issues reviewed and discussed by the Committee included;

- circulated and discussed revised Internal Evaluation Framework
- circulated and discussed May report to School Board.
- Internal Evaluation Process
- Internal Evaluation Report presented
- Personnel/staffing issues
- process of submitting extension to funding to NCPC
- letter of support provided by six members for extension proposal
- the committee welcomed two new members

In 2005/2006, the Committee met four times with an average attendance of 4 members.

Issues reviewed and discussed included;

- review of year-end report and discuss the extension funding request and sustainability of program
- met with Adult Facilitators
- external evaluation issues

- sustainability
- next steps for the project; meeting with the Department of Education and application for funding with the Canadian Women's Foundation.

6.5 Counselling/Support Services:

Following the SWOVA model, counselling support was offered to students and their families and project staff (adult & youth facilitators) to address issues that may arise as a result of the RYEP sessions. Family Services of Eastern Nova Scotia, a community based counselling service, agreed to provide counselling support as required for the Project. A contract and protocol support this agreement. This service was not accessed.

A "Where To Get Help" page was included in every student workbook and was also distributed to Youth Facilitators. This was a listing of support services available within school and community.

6.6 Sustainability Work:

In relation to sustainability, various areas of funding and in-kind support were explored with the Department of Education, Strait Regional School Board, Public Health Services as well as through funding applications to various Foundations. Proceeding with a modified version of the RYEP proved the most feasible in order to make use of service providers who already have a mandate in the schools. This will include having teachers partnering with a community person to co-facilitate sessions and focusing on one grade - grade 9 PDR. The goal is to create a model that retains the key components of the RYEP and makes it sustainable.

Meetings regarding sustainability included:

- Angus MacIsaac, MLA
- Phonse Gillis, Superintendent of Schools
- Jerome Stewart, Consultant for Physical Education/Health with the Strait Regional School Board.
- Robert Proctor, Public Health Services and Leona Purcell (PHN), Chedabucto Youth Health Centre
- Meetings with Ann Blackwood, Director of English Program Services, Department of Education.

This modified model received funding in March, 2006 from the Canadian Women's Foundation Multi-year Violence Prevention Grant with Teens. This funding will support the administration and co-ordination of the RYEP during the transition to a sustainable school-based community partnership model. The project name is changing to Healthy Relationships For Youth with all other contact information remaining the same. The start date will be early September and Jean Crosby will be continuing as the Project Project Co-ordinator which is the only staff position. Krista DeCoste will be continuing on a short term basis to assist with curriculum and training work to prepare for delivery of sessions in the second semester of 2005/2006 school year.

SECTION 7: EVALUATION

7.1 **External Process:**

In late November, 2002, the RYEP were advised that the firm of Auguste Solutions & Associates Inc.(ASA) had received the contract for the external evaluation of the project. The first meetings with ASA staff were in December, 2002.

- Two day workshop with Gus Barrieau and Jim Cofflin of ASA, 3 Project Staff , AWRC Director, two Advisory Committee members and Karen Swan and Lucy Burke, Regional Managers with NCPC for Projects and Evaluation respectively.
The focus of these two days was the development of a Theory of Change Model and other related discussions.
The delay in the evaluator being assigned resulted in time and work pressures for staff with the very short notice for both meetings, as well as a delay of one school year for the evaluation process to start with students.
- As a follow up to the December, 2002 meetings, requested documents were sent to ASA. In March a number of major documents were presented by the Evaluator for review and comments. These included:
 - Workshop Notes from December, 2002
 - Literature Review
 - Theory of Change Model
 - Discussion Paper on Class Samples
 - Discussion Paper on School Comparison Site
- These were all preliminary to the development of the Evaluation Framework which was distributed later in the month for review and comments.
- The Evaluation Advisory Committee was established.

2003/2004:

- Ongoing e-mail communication from the RYEP responding to various questions/requests for information.
- The completed draft of the Evaluation Framework and Theory of Change Model for the RYEP was circulated to the Evaluation Advisory Committee by ASA for review. The Evaluation Advisory Committee held its first meeting by conference call on May, 2003 to discuss these documents.
- Process Evaluation - Site Visit: ASA spent several days in Antigonish in late May, 2003 to start gathering information for the process evaluation. This involved various individual and group interviews and also pilot testing the student questionnaire in a grade 7, 8 and 9 class.
- Concerns arising from this visit were relayed to Karen Swan, NCPC Program Manager. This initiated discussions with Karen Swan and Lucy Burke, Evaluation Manager of NCPC. As a result, a formal process for communication was established. All communication between

ASA and RYEP was subsequently channeled through NCPC staff and site visits will be conducted by another member of A.S.A.

- NCPC Meeting: In July, 2003, AWRC Executive Director and RYEP Co-ordinator met with Karen Swan and Lucy Burke discuss issues relevant to the RYEP evaluation process. There was an agreement for us to proceed with an enhanced internal evaluation process although no additional funds were made available for this purpose.
- Advisory Committee Survey: ASA distributed the Advisory Committee member survey in October, 2003. Concerns arose among members regarding this process as not everyone had received this survey and those who had described it as lengthy and time consuming. There had also been a considerable time lag of 7 weeks between notification that this survey was to be forthcoming and then actually receiving it. Concerns were relayed to Karen Swan.
- School Pre-Test: This was conducted with five grade 7 classes in the two schools on October /03. ASA visited both schools for this purpose. Some concerns also arose from this process and were addressed directly by school administration with ASA and also with NCPC. The main areas of concern were in relation to not receiving the pre-test prior to administration for review purposes, that three of the five classes surveyed had already started the RYEP sessions, that the reading comprehension level challenged some students and confidentiality concerns that were expressed by parents. At month end, a dialogue was underway between Project Co-ordinator, Karen Swan and Lucy Burke from NCPC, which acknowledged the need for enhanced communication by ASA.
- In November, 2003 there was correspondence from Lucy Burke and ASA regarding concerns relayed in October, 2003.
- In response to confidentiality concerns around the administering of the student questionnaire, a Confidentiality Protocol was drafted by ASA.
- In response to process of delivering the Advisory Committee questionnaire and sharing information relevant to this, NCPC has recommended to ASA that there be improved transparency and communication in the future
- Adult Facilitator Survey: In February, 2004, ASA distributed a survey for the 2002/2003 school year with two Adult Facilitators. This was the first survey of adult facilitators conducted.
- ASA Process Evaluation Report #1: Preliminary Draft: NCPC forwarded a draft of this document for a preliminary review March, 2004. A detailed response from RYEP addressed discrepancies and inaccuracy of information contained in report. A conference call was held at the request of NCPC with the AWRC Executive Director and Project Co-ordinator to discuss issues arising with the external evaluation process. It was agreed that the report

would be redrafted prior to circulation with the Evaluation Advisory Committee.

- ASA Process Evaluation Report #1: At the end of March, 2004 this document was circulated to the Evaluation Advisory Committee for comment. There were some modifications and corrections based on the RYEP response to the preliminary draft

2004/2005

- ASA Process Evaluation Report#1: the redrafted version was approved in May, 2004. The final draft reflected the outcome of several discussions with NCPC staff, RYEP Co-ordinator, AWRC Executive Director and ASA. The Evaluation Advisory Committee also reviewed and approved this final draft.
- June, 2004 Visit: ASA met with School Board staff regarding comparison schools, as well as with administration of the participating schools, to review scheduling for the administration of the outcomes questionnaire in September.
- October, 2004 Visit to conduct interviews, complete pre/post testing at the East & Chedabucto and pre-testing at the two comparison schools.
- Meetings with ASA: In July, 2004 two meetings were held with ASA, NCPC staff, AWRC Executive Director and RYEP Co-ordinator. These discussions resulted in an enhanced understanding of the activities planned by ASA for the coming year. The formal communication process that had been established was terminated.
- In March, 2005 the first ASA Outcome Report was received.
- Ongoing correspondence with ASA with various information relating to RYEP teaching model, funding extension, and the ASA data collection schedule. In September, 2004 the complete revised curriculum/workbooks and parent/guardian guides were sent to ASA.

2005/ 2006

- Outcomes Report #1 received.
- Year Two Process Evaluation received.
- June, 2005 Visit by ASA to conduct interviews with staff and pre-testing in schools.
- Comments were submitted on the draft of the second ASA Process Evaluation Report.
- Received draft of ASA Outcomes Report #2 for review and comment
- Visit by ASA in November, 2005 to conduct pre & post testing.
 - ASA met with RYEP Co-ordinator and Evaluation Consultant, Peggy Mahon together to discuss evaluation process
 - ASA met individually with RYEP Co-ordinator and two Adult Facilitators.

- Evaluation Committee conference call with RYEP Co-ordinator and AWRC Executive Director to review the most recent Process Evaluation report submitted by ASA
- February, 2006 ASA Visit:
 - met with RYEP Co-ordinator to discuss process this school year and also the overall scope of the project as this is the last year. Identified outstanding material was sent to ASA.
 - met individually with AWRC Executive Director.
 - met with AWRC Executive Director, RYEP Co-ordinator and Evaluation Consultant to discuss issues relating to outcomes measures and interpretation of data.
 - met with Adult Facilitators to discuss this year's activities with the RYEP

7.2 Internal Process:

At the beginning of the RYEP, the evaluation plan involved gathering basic information relevant to delivery and management of the project with the expectation that the external evaluation process would be replicating the SWOVA format.

Once the scope and time line of the external evaluation was examined, it became evident that we needed to enhance our internal evaluation processes in order to have timely, qualitative information that would be useful to ongoing project delivery and management. Nancy Peters was engaged as a consultant to this process, and in July, 2003 she met with Project staff and Advisory Committee members to develop core evaluation questions which were framed within 6 themes or best practices:

- Understanding of abuse/violence
- Gender & diversity
- Rural/remote
- Safety
- Intervention
- Student beliefs, attitudes, knowledge, behaviours.

In August, 2003 an Internal Evaluation Framework document was drafted which provided a working framework for ongoing development by staff. Evaluation tools were reviewed and/or developed and implemented.

While a number of evaluation components were implemented during the school year, there were gaps in data collection. In March, 2004, a Steering Group was formed to review and make recommendations on the evaluation work. To guide this process, Peggy Mahon was contracted to carry out evaluation planning and implementation and responsibility for the overall framework, facilitation of some aspects of the evaluation, overall analysis and report writing. Within this broader process, Patrick Taman, was engaged to facilitate one main aspect of data collection using the Appreciative Inquiry process which was used predominantly with youth. Appreciative Inquiry is an interview and analysis process which engages individuals in identifying “best practices”.

The first Internal Evaluation Report was completed in February, 2005 and addressed the first two school years of the RYEP. This report presents;

- descriptive data about behavioral changes in program participants and any links to external evaluation outcomes;
- best practices in program design and delivery
- best practices in effective project management
- best practices in violence prevention

The second Internal Evaluation Report for the third school year (2004/2005) was produced in September, 2005.

The Final Internal Evaluation Report for the RYEP was produced in October, 2006.

(Refer to **Appendix G**: Summary of Internal Evaluation Activities)

SECTION 8 : OTHER PROJECT ACTIVITIES:

8.1 Volunteer Placements:

- Canada World Youth: Antigonish-Indonesia Exchange:
Ada Pally and Novaliana Tambunan completed a seven week work placement with the Project in November, 2002. Ada and Nova worked primarily on developing and organizing the Project resource material and assisted with a wide variety of other tasks. This was a very positive experience including attending various activities organized by the 18 participants of the Antigonish-Indonesia Exchange for the host families and host work placements.
- Canada World Youth: Antigonish-Ghana Exchange:
Betty Boateng and Sara Bismilla completed a three month placement from September to December/03. Betty and Sara assisted with various projects including data entry for evaluations, research on issues related to the RYEP, and developing a catalogue of annual events locally, provincially and nationally that relate to diversity or inequity issues. Betty and Sara also facilitated workshops on cross-cultural understanding with both Youth Teams. Their presence was a definite asset to the RYEP.
- Nova Scotia Community College Work Placement:
Kim Cameron from the Office Information Technology Program of the Strait Area Campus, completed a four week placement in the RYEP office in May, 2004. Kim's job responsibilities included: transcribing the 21 AI interviews and processing the data from the Student Surveys conducted last year and this year. This was a huge amount of work that was very well done. Kim enjoyed being involved and focused on the RYEP internal evaluation process.

- Saint Francis Xavier University Service Learning Students:
 - Kate Fraser completed a placement in the RYEP office in 2004. This work is connected to her Health & Medicine course and requires a 25 hour work placement component. Kate compiled biographies from the Mi'kmaq and African Nova Scotian communities in this province for use as a teaching tool and reference piece.
 - Chantae Whitter completed a placement in 2005. She is in her third year of a BA in Women's Studies and has an interest in education. Chantae continued with developing historical resources related to the African-Nova Scotia and Mi'kmaq communities as well as updating resource listings in the office.

8.2 Summer Position:

In 2004, under a funding agreement with the Paq-tnekek First Nation Chief and Council, Annika Peters worked part time for nine weeks from June to September. Annika reviewed and enhanced the model for training the Youth Facilitators for the next school year, developed additional resources and prepared the other Adult Facilitators who would be co-facilitating this training.

8.3 P.R.I.S.M. Project:

In September, 2002, the RYEP Co-ordinator was invited to participate as a member of the Steering Committee for the PRISM Project (Probing Rural Issues - Selecting Methods to Address Abuse of Women and Girls). The PRISM Project was funded by Status of Women Canada and sponsored by the Muriel McQueen Fergusson Centre for Family Violence Research - based at University of New Brunswick in Fredericton. The goal of the PRISM Initiative was to identify and enhance conditions and resources that would help rural women and girls to live in relationships free from violence.

Specifically, the intent was to document better practices and reflective approaches which address abuse of women and girls in rural/remote and socially isolated communities in Atlantic Canada.

As part of the PRISM research, eight sites were identified ,within the Atlantic Provinces, as those which reflected best practices in violence prevention. The RYEP was one of the sites selected. Nancy Peters, a local researcher was contracted by PRISM to conduct the RYEP research which was completed in March, 2003. RYEP Co-ordinator and Nancy Peters had initial meetings and discussions about how this work would proceed during the month. Questionnaires were completed by members of project staff, school staff and the Advisory Committee. Focus groups were held with a group of Grade 8 students, Grade 9 students and Youth Facilitators. Project staff assisted with these meetings.

The Atlantic Conference held in Fredericton in May, 2003, was the culmination of this phase of the PRISM Project. This was a gathering of staff and researchers from the eight research sites to review the work to date. There were approximately 40 in attendance.

In early 2004, the PRISM Project entered a third phase which was designed to:

- consolidate the learnings from Phase 1 & 11
- develop resources for rural communities based on the PRISM lenses
- promote knowledge transfer.
- work collaboratively to promote the development of strategic responses

In April, 2004 the PRISM Steering Group met for two days. The main focus of discussion was to review the final report and other related documents and make recommendations and revisions. Another main topic was the dissemination plan for this information and how to reflect the findings of PRISM back to communities.

In June, 2004, a conference call was held to discuss planning for a fall conference to present the outcomes of this project to the community.

In May, 2005, RYEP Co-ordinator co-facilitated this one day workshop in May with Elizabeth Blaney of the Muriel McQueen Fergusson Centre and Tammy Lee Vautour of the Naomi Society. The purpose was to introduce the resource developed through the PRISM Project which addresses the development and evaluation of violence prevention programs and services for girls and women living in rural areas. There were fifteen participants from the community.

8.4 Filmworks II:

In early 2006, the RYEP had the opportunity to work with Filmworks II: a project of the Antigonish Regional Development Authority which provided mentoring for eight participants in the fundamentals of production and editing documentary films. The "story" of the RYEP Youth Teams was accepted as one of their twelve projects. There was a fairly tight time frame with filming needing to be completed by the end of March. The film was to highlight youth involvement in the RYEP. Filming took place during February and March and the final film was premiered in April, 2006 and it was very well received. This will be a useful promotional piece for youth engagement in violence prevention work.

8.5 Promotion of RYEP:

2003/2004:

- Truro Crime Prevention Conference: RYEP Co-ordinator and an Adult Facilitator traveled to Truro to meet with Eleanor King, the Executive Director of the National Crime Prevention Strategy. This was also an opportunity to provide a display table on the RYEP for participants of the conference. We met with Eleanor King and also Jim Ellsworth and Karen Swan from the Regional NCPS Office and representatives from the other Investment Fund project in Nova Scotia - the Empathic Project, which is operating in Eskasoni Elementary School. We were each able to discuss our projects in some length.
- Antigonish Town & County Community Health Board: RYEP Co-ordinator made a presentation on the RYEP was made to this group in June.
- Casket Articles: Two articles were submitted to the local newspaper. One was an introductory piece on the RYEP and the second was an update on activities.

- School Board Member: RYEP Co-ordinator and an Adult Facilitator met in July with Judy Bernard-Julien, who had recently been appointed First Nations representative on the School Board. Shared information on the RYEP and discussed effective strategies for engaging the Paq'tnkek First Nation in various areas of the project, specifically on the Advisory Committee and as Youth Facilitators.
- Local Network For Health Research: A Focus on Youth: In September, 2003 the Guysborough/Antigonish Strait Health Authority (GASHA) organized a workshop with speakers from the university and community to discuss ongoing initiatives. The RYEP Co-ordinator made a half-hour presentation on the RYEP. In the afternoon, Dr. David Wolfe presented his school based work in Ontario which focuses on teen dating violence.
- Family Violence Support Services: Eastern PEI: Ann Nicholson and Gwyn Davies from Family Violence Prevention Eastern PEI met with RYEP staff in October, 2003 to gather information on the RYEP project and discuss implementation issues. This organization in PEI is currently involved in doing public education in their local schools and they are interested in expanding this work.
- Race-Relations, Cross-Cultural Understanding and Human Rights Co-ordinator (RCH): Preliminary contact was made in October, 2003 by the RYEP Co-ordinator with Cathy Rhodes-Langille, the newly hired RCH position with the Strait Regional School Board. Cathy received all RYEP reporting on a regular basis.

2004/ 2005:

- AWRC Newsletter:
An article on the RYEP was submitted for the Spring Issue.
- Guysborough Interagency Committee on Family Violence
The RYEP Co-ordinator was invited to the December, 2004 AGM to provide an update on the RYEP.. The Guyborough Interagency Committee on Family Violence committed their collective support to the Project and provided very positive feedback about the Project and the ongoing need for prevention work in this area.
- Website Project:
In March, 2004 development of a website for the RYEP was underway and initial meetings were held with John Cotter who is working on this contract.

2005/2006:

- Website Project:
Maureen St. Clair completed art work for the website and work was completed on the website design. The website address is www.antigonishwomenscentre.com.

8.6 Other Community Support Received/Provided:

2002/2003

- **Ecole Acadienne De Pomquet:**

In February, 2003, an Adult Facilitator and the Project Co-ordinator conducted four sessions with 36 students from grades 7 - 10 in which they explored the relationship between gender stereotypes and bullying. The AWRC was represented along with three other speakers: RCMP, a teacher presenting Bully Beware video, and school counselor facilitating a mural project - all focusing on bullying. This was a very worthwhile experience with a high level of participation from the students.

- **Youth Sexual Health Consultation:**

Project Co-ordinator attended a meeting in Antigonish on January, 2003 to participate in a discussion of issues related to youth sexual health. There were 13 in attendance with Project Co-ordinator Jean MacQueen, Larry Maxwell and Janet Bickerton facilitating. The purpose of this meeting was to provide the N.S. Roundtable on Youth Sexual Health with community input from which they were to develop an action-oriented approach for youth sexual health in this province. The mission of the Round Table was to work collaboratively to ensure the promotion and protection of youth sexual health.

2003/2004:

- **Addiction Services Workshop:** Project Co-ordinator and an Adult Facilitator attended a one day workshop in Antigonish “Pharmacology of Drugs of Abuse Among Youth”. Shaun Black of Addiction Services was the presenter.

- **Bridging The Gap on Sexual Health Information Forum** Project Co-ordinator attended this presentation/discussion in December on issues relating to access to sexual health information, prevalence of sexually transmitted infections (STIs) and to identify our community’s vulnerability to STI’s and HIV/AIDS. Sponsored by AWRC and GASHA. This meeting created a valuable opportunity to network and to begin to discuss the challenges and responses for our community.

- **LGBT (Lesbian, Gay, BiSexual, TransGendered) Community Safety Initiative:**

A letter of support was provided for the above funding proposal to the Community Mobilization Program. This project focused on education and raising individual and community awareness about the violence experienced by members of the LGBT community.

- **“Safe Communities” Workshop:**

In March, 2004, the RYEP Co-ordinator and Office Manager attended this one day workshop in Antigonish sponsored by the Crime Prevention Society of Nova Scotia. The focus was on the crime prevention through social development and sharing experiences in doing community based crime prevention locally. The Community Mobilization Program of the National Crime Prevention Strategy was highlighted as a funding source for community based initiatives in crime prevention.

2004/2005

- Youth Homelessness Project:
RYEP Co-ordinator met with Rhea Rhynold to share information re the RYEP and Youth Homelessness Project respectively. This was a northern Nova Scotia initiative.
- LGBT Safety Initiative Steering Committee:
RYEP Co-ordinator accepted an invitation to sit on the LGBT Safety Initiative Steering Committee.
- LGBT Positive Space Initiative Launch
RYEP Co-ordinator attended the October opening of this initiative. RYEP staff participated in positive space training sessions.
- AWRC Staff Inservice:
In December, 2004, RYEP Co-ordinator and Pamela Fry facilitated a two hour session for other AWRC staff which focussed on identifying challenges and related strategies to enhance the inclusivity of the AWRC in relation to the diversity of women who are in our community.
- Reworking the Periphery: LGBT Lives in Rural Nova Scotia:
In February, 2005, RYEP Co-ordinator attended keynote lecture with Gilles Marchildon of Egale and Kim Vance of ARC International who each spoke on issues related to a LGBT rural context from both national and international perspectives.

2005/2006

- Overcoming Resistance: Healthy Sexuality Workshop:
In April, 2005, an Adult Facilitator attended this one day workshop in Antigonish.
- Positive Space Program - Train the Trainer:
RYEP Co-ordinator and an Adult Facilitator attended this one day training session in April, 2005, sponsored by the LGBT Community Safety Initiative.
- Non-Violence Crisis Intervention Training:
RYEP Co-ordinator and Office Manager attended this one day workshop in April, 2005 facilitated by Gladys MacDougall of GASHA.
- LGBT Community Advisory Committee:
RYEP Co-ordinator attended the April, 2005 meeting of this committee where the completed manual developed through the project was distributed.
In June, 2005 the RYEP Co-ordinator attended the final meeting of the LGBT Community Advisory Committee to participate in an evaluation and to discuss next steps.
- 'Parenting with a Purpose' Program Workshop:
RYEP Co-ordinator attended this workshop in May, 2005 sponsored by New Leaf and presenting their parenting program designed for group work with high-risk fathers. Cross-cultural perspectives on parenting were also provided by speakers from Native Drug &

Alcohol Abuse Counselling Association of NS , the Black Educator's Association and MISA - Metropolitan Immigrant Settlement Association.

- Putting Race on the Table :
RYEP Co-ordinator attended a public lecture by anti-racist educator, Enid Lee who challenged the audience to consider how issues of race affect this community.
- Workshop with Anne Bishop:
RYEP & AWRC staff attended a one day workshop sponsored by the AWRC, focussing on supporting diversity within the AWRC. This provided opportunity for valuable discussion and learning around the further development and maintenance of a climate of inclusion at the AWRC.
- St. F.X. Presentation:
Project Co-ordinator made a presentation in November, 2005 to Prof. Bosire Mwebi's Comprehensive School Health class for Education students. Provided information on the project and the connection to the Dept of Education's PDR & CLM curriculum. This was well received.
- December 6th:
RYEP staff were involved with planning process and also attended this evening gathering of remembrance and action.

SECTION 9: CONCLUSIONS:

This report provides details of the process of developing and implementing the Rural Youth Education Project over the past four and one-half years. This process involved some significant accomplishments as well as challenges, which are summarized below:

Development of RYEP:

- Achieved support of Strait Regional School Board.
- Collaboration with participating schools.
- Collaboration with communities served by participating schools
- Collaboration with SWOVA.
- Development and engagement of the Advisory Committee

Adapting Curriculum:

- Adapted SWOVA curriculum to meet needs of diverse, rural Nova Scotia students
- Infused issues of diversity: addressed racial diversity; diversity of sexual orientation and gender diversity.
- Conducted ongoing revision of content and delivery.
- Negotiated parameters for working with the SWOVA curriculum.

Evaluation:

- Enhancement of Internal Evaluation process contributed to the knowledge of best practices in violence prevention
- Engagement with External Evaluation process

Delivery of RYEP:

- Delivered RYEP sessions to 1,277 students in PDR 7,8,9 and CLM 11.
- Worked to achieve gender and racial diversity within the Adult and Youth Facilitators Teams
- Achieved a good fit with existing curriculum for PDR & CLM classes
- Actively engaged 75 youth as facilitators and peer educators
- Provided educational support to school and RYEP staff.

Sustainability:

- Secured funding and other supports to maintain and expand the program

The RYEP has established a model of school based violence prevention programming of considerable scope, within the participating schools. The delivery and content are relevant to a rural environment with a diverse population, including Mi'kmaq and African Nova Scotian communities. The attention to diversity issues within the RYEP, particularly within the delivery and content, has provided an important enhancement to violence prevention work.

The achievements of the RYEP are most evident in the impact on youth which is dealt with extensively in the Final Internal Evaluation Report. Within the classroom and within the Youth Teams, it was clear that the SWOVA model, with the adaptations made by RYEP, worked to engage youth in critical thinking about issues that are central to their lives. Issues such as sexism, racism and homophobia that impact on the types of relationships they experience now as students, and will continue to challenge them as they move into adulthood.

The Antigonish Women's Resource Centre will continue to be involved with ongoing delivery of school-based violence prevention programming within the Strait Regional School Board, with the long term goal of achieving sustainability with existing community resources.

Appendix A

AWRC Services To Youth

The Rural Youth Healthy Relationships Education Project continues the youth focused work of the Antigonish Women's Resource Center, values the voices of youth and addresses issues that are of concern to them through research, project work and direct services. The accumulated learnings from this work inform current programming. While the AWRC has provided support services to young women and their families since opening in 1983, community action work on youth issues first emerged in the early 1990's.

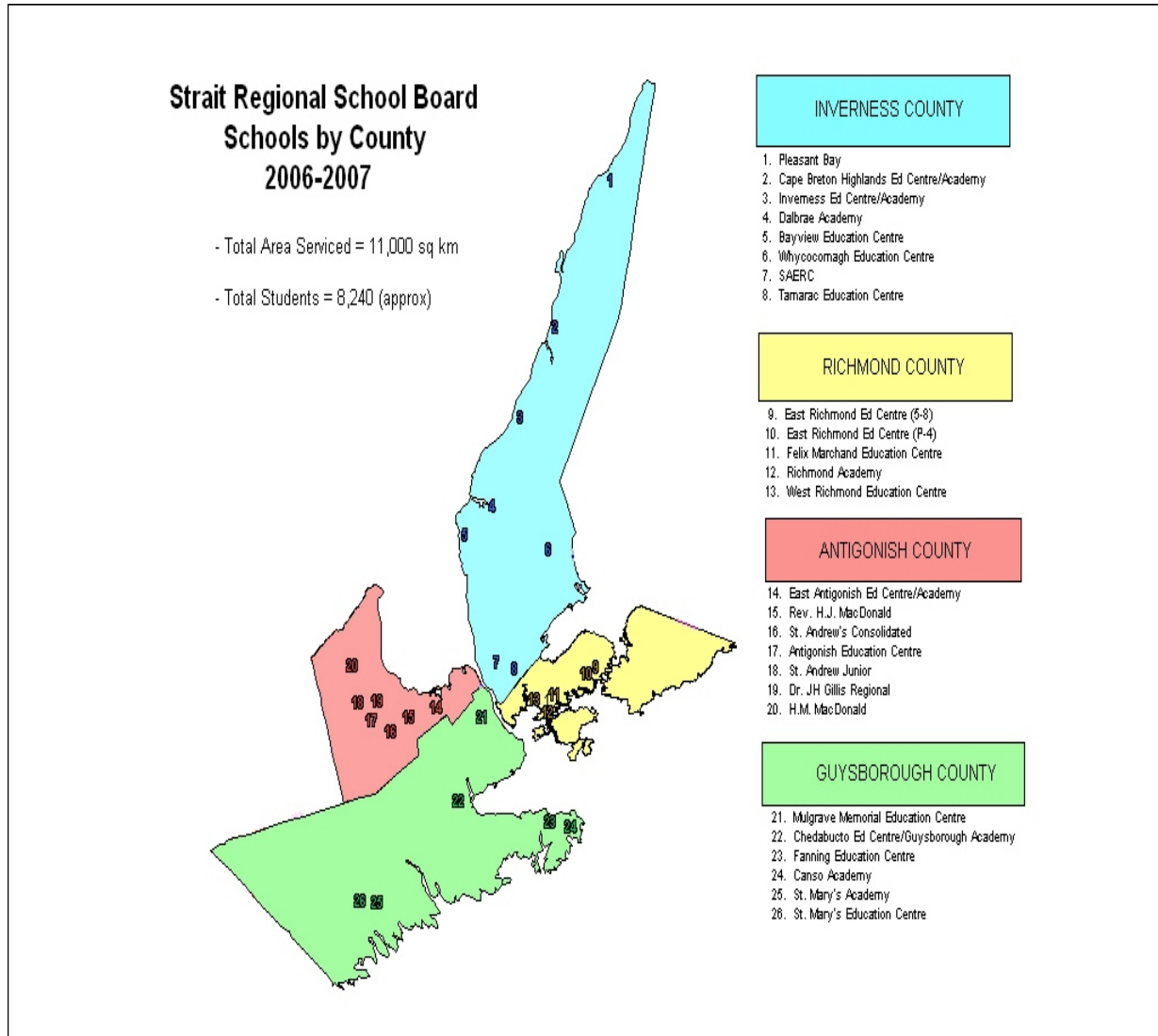
- **Adolescent Health Project** (1990-91) Responding to growing concern around inadequate understanding of and response to health needs of teenagers in the community, this project completed a community based needs assessment on adolescent health in Antigonish. A need for increased opportunities for youth to discuss and learn about three key areas emerged; substance abuse, mental health and relationships.

Since that time there have been a number of specific youth focused programs and projects.

- **Teens Take Action** (1997-2006) A peer education approach to dating violence and sexual assault initiated in 1997, Teens Take Action continued as an annual program until 2006. Each year, a group of Grade 11 & 12 students participated in training which prepared them to deliver in-class sessions to Grade 8 students. Through skits and discussion, issues were presented relating to recognizing and responding to dating violence and sexual assault.
- **Young Women: Exploring Our Lives Together** (1999-2003) An after-school program for high school girls who want to talk about the world they live in and issues they face in their lives.
- **Adolescents Coming Together For Change** (ACT For Change) (1999) The AWRC was instrumental in setting up the ACT For Change Program and Youth Center in 1999.
- **Students Against Social Injustice** (2000-2002) A group of youth who met regularly to identify, discuss and plan action on social issues.
- **Students Acting Against Sexual Harassment** (2001) A project that produced an educational resource kit on peer sexual harassment for use by adult and peer educators.
- **Inspire** (2001 - 2006) An ongoing program designed for adolescent girls who face challenges. This supportive group format allows exploration of personal and social issues and emphasizes self-care and healthy decision making.
- **Assessing Youth Homelessness in Antigonish** (2002) A project which gathered information about the issues faced by youth who are homeless or at risk of homelessness. A community forum was held to discuss the findings and to develop a community report.
- **Rural Youth Healthy Relationships Education Project** (2002-2006) The RYEP provided school based, violence prevention programming to all grade 7 - 11 students, in two rural schools serving diverse student populations. Working to replicate an existing model developed by SWOVA (Saltspring Women Opposed to Violence and Abuse) adaptations were made most significantly in the area of diversity with specific focus given to diversity of race and sexual orientation while maintaining the gender focus.

Appendix B

Strait Regional School Board Map of Schools



Appendix C

RYEP PERSONNEL LIST

Project Co-ordinator: Jean Crosby (March, 2002 - August, 2006)

Office Administrator: Jackie Jacques (March, 2002 - August, 2006)

Financial Administrator: Christine Hanlon (March, 2002 - August, 2006)

Adult Facilitators	School Year
<u>Chedabucto Place/ East Antigonish:</u> Krista DeCoste James Maynard	05, 2006 August to June
<u>Chedabucto Place:</u> Krista DeCoste Sean Patterson <u>East Antigonish:</u> Annika Peters Derek Shaw Lucky Campbell Jennifer Hardy Krista DeCoste	04, 2005 August to May August to May August to October August September to November October to November November to May
<u>Chedabucto Place:</u> Krista DeCoste John Jantunen <u>East Antigonish:</u> Annika Peters Patrick Taman	03, 2004 August to June August to June August to June August to June

<u>Chedabucto Place:</u> Krista DeCoste James Cameron Steve Wardrope <u>East Antigonish:</u> Annika Peters Augy Jones Liam Timmons <u>Relief Positions:</u> Colleen Pelly Flora Murphy	2002/2003 June, 2002 - June/03 June, 2002 - January/03 February/03 - June/03 June, 2002 - June/03 June, 2002 - January/03 February/03 - June/03 June, 2002 - February/03 February/03 - June/03
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Diversity Consultant:

- Sylvia Parris (March/02 - August/06)

Evaluation Consultants:

- Nancy Peters (July/03 - August/03)
- Peggy Mahon (March, 2004 - October, 2006)

Evaluation Assistant:

- Patrick Taman (03, 2004)

Curriculum Support:

- Krista DeCoste (March/02 - August/06)
- Susan Eaton (March, 2004)

Appendix D
YOUTH TEAM DEMOGRAPHICS

2002/2003		2003/2004		2004/2005		2005/2006		Total
CHEDABUCTO PLACE:	Gr.	CHEDABUCTO PLACE:	Gr:	CHEDABUCTO PLACE:	Gr	CHEDABUCTO PLACE:	Gr.	
Lyle Munro	11	Trent Clyde	10	Matthew Clyde	11	Evelyn Splane	12	
Danielle Pellerin	11	Dagney Ash	10	Evelyn Splane	11	Michael Purcell	11	
Jessica MacDonald	11	Victoria Hines	11	Johnny Izzard	11	Regan Hines	11	
Daniel Muise	11	Sylvia Morison	11	Michael Purcell	10	Kyle Splane	10	
Nathaniel Hart	11	Samantha Vaux	11	Carlisa Desmond	10	Kathleen Taylor	10	
Christina Connolly	11	Kendra Myers	11	Alexander Williams	11	Amanda O'Connor	12	
Stacy Ash	12	Jennifer Wright	11	Regan Hines	10	Catherine MacDonald	10	
Kailyn Peart	12	Christina Connolly	12	Victoria Hines	12	Emily Armstrong	10	
Linda Wright	12	Nathaniel Hart	12	Kendra Myers	12	Taylor Pinkham	10	
Shanna Borden	12	Lyle Munroe	12					
EAST ANTIGONISH:		EAST ANTIGONISH:		EAST ANTIGONISH:		EAST ANTIGONISH:		
Stephanie Gorman	11	Travis DeCoste	10	Gollipie Jullian	10	Sammie Haley	11	
Lindy DeCoste	11	Jessica Paulette	11	Sammie Haley	10	Crystal Peters	11	
Linda Peters	11	Thomas Melong	11	Crystal Peters	10	Golipie Julian	11	
Angela Pelrine	11	Beth Jackson	12	Ben MacAskill	10	Jennifer Delorey	11	
Beth Jackson	11	Angela Pelrine	12	Joshua Pettipas	10	Paige DeCoste	11	
Janine Bernard	11	Stephanie Gorman	12	Jonathan Melong	10	Miranda DeCoste	12	
Lindsey Felix	12	Linda Peters	12	Travis DeCoste	11	Brianna Williams	10	
Catherine Myette	12	April Rose Prosper	12	Chrissy Pelrine	11	Jonathan O'Neil	10	
Matilda Tate	12	Robin Delorey	12	Kayla Laves	12	Laura Rodgers	11	
				Jessica Poulette	12	William Hamlin	10	
CHEDABUCTO: (10) 3 boys/ 7 girls 3 African NS students		CHEDABUCTO :(10) 3 boys/7 girls 2 African NS students		CHEDABUCTO: (9) 5 boys/5 girls 3 African NS students		CHEDABUCTO (9) 4 boys/ 5 girls		
EAST: (9) no boys/ 9 girls 2 Mi'kmaq students		EAST: (9) 2 boys/ 7 girls 3 Mi'kmaq students		EAST: (10) 5 boys/5 girls 3 Mi'kmaq students		EAST (10) 3 boys/ 7 girls 2 Mi'kmaq students		
Totals	19		19		19		19	76

Appendix E

TIMELINE OF ACTIVITIES UNDERTAKEN DURING PROCESS OF GAINING SCHOOL BOARD APPROVAL March - November, 2002

March, 2002:

- Curriculum documents were received from SWOVA and delivered to Jack Beaton who then initiated the process of reviewing the curriculum as a first phase.

May/June:

- Meetings with Jack Beaton and Principals/Vice-Principals at both schools to discuss the process of implementing the Project in September.
- Curriculum completed by staff from both school sites with positive outcome.

July:

- Scheduled August presentation to School Board and information package mailed out to all members.
- July 22nd : E-mail campaign from SAFE started.
- Contact/lobby with School Board members and administration

August:

- School Board presentation rescheduled from August 7th - 20th.
- August 7th: E-mail campaign from SAFE stopped (over 140 e-mails received)
- August 20th: Presentation made to the School Board with a request for their approval.
- Outcome of presentation: request for a letter of support from the Department of Education.

September:

- Starting in classroom is delayed pending School Board approval.

October:

- October 23rd - letter received from Minister of Education Jane Purves stating her Department's support for the RYEP.

November:

- RYEP request for approval on the agenda for School Board meeting.
- November 13th: School Board approved the RYEP to proceed in the schools

Appendix F

Advisory Committee Membership

May, 2002 - August, 2006

All members were involved with the RYEP From May, 2002 - Aug, 2006 unless otherwise noted.

- National Crime Prevention Centre: Senior Program Analyst, Atlantic Region
 - Lucy Burke (March - August, 2006)
 - Jane Rutherford (Sept , 2005 - March, 2006)
 - Karen Swan (May, 2002 - September, 2005)

- RYEP Jean Crosby, Project Co-ordinator

- RYEP Diversity Consultant Sylvia Parris

- Antigonish Women's Resource Centre Lucille Harper, Executive Director

- AWRC Board Member
 - Maureen Shebib, Equity Officer, St. Francis Xavier University (Dec, 2004 - August, 2006)
 - Nancy Forestell, Professor, St. Francis Xavier University (May, 2002 - Dec, 2004)

- East Antigonish School
 - Darryl Breen, Vice Principal (Sept, 2004 - Aug, 2006)
 - Gerard Ryan, Vice Principal (Sept, 2002 - Sept, 2004)
 - Sherman England, Principal (May, 2002 - Sept, 2002)

- Chedabucto Place
 - Archie Chisholm, Principal (Nov, 2005 - Aug, 2006)
 - Paul Ash, Principal (Sept/03 - Sept, 2005)
 - Elizabeth Teasdale, Principal (May, 2002 - June/03)
 - Mary Fisher, Teacher (May, 2002 - June/03)
 - Paul Long (May, 2002 - June/03)

- Strait Regional School Board Kathy Rhodes-Langille,
Race-Relations, Cross-Cultural Understanding &
Human Rights Project Co-ordinator (Dec, 2004 - Aug, 2006)

- Crime Prevention Association Denise Wood, Youth Services Project Co-ordinator (May, 2002 -
March, 2003)

- Afrikan Canadian Heritage & Friendship Centre Wendy Campbell, Project Co-ordinator

- Guysborough Youth Health Services Centre Leona Purcell, Public Health Nurse

- Black Educator's Association of Nova Scotia Joanne Reddick, Regional Educator
- Antigonish/Guysborough Black Development Association Employment Development Officer:
Anita Desmond (Jan, 2005 - Aug, 2006)
Sheila Pelly (May, 2002 - Jan, 2005)
- Paq'tnkek First Nation Tanya Frances, Education Director
- Naomi Society for Victims of Family Violence Tammy Lee Vautour, Director
- New Leaf: Intervention Program for Abusive Men Ron Kelly, Facilitator
- Department of Mental Health Child/Adolescent Team Wendy Digout, Psychologist (June, 2002 - Aug, 2006)
Maria VanVondren, Intake Clinician (May, 2002 - June, 2002)
- Antigonish Town & County Community Health Board Evelyn Lindsay, Chair

Appendix G

Summary of Internal Evaluation Activities

In the first year of delivery (**2002/2003**) the following were conducted;

- Evaluation of Youth Involvement : During April, 2003, meetings were held to evaluate youth involvement in the project in the areas of Youth Team Meetings, Classroom Sessions, Recruitment and Training. This information was gathered from both the Youth and Adult Facilitators. The outcomes of this evaluation were shared and discussed in August during the Youth Team training.
- Student Surveys: Student surveys were conducted in May & June, 2003 with five classes: 2 grade 9's at Chedabucto and one 7,8 & 9 class at the East for a total of 110 students.
- Teacher Evaluation: In June, 2003, Teacher Evaluations were conducted. At East Antigonish School, Jean met with Gerard Ryan, V.P. and both PDR teachers; David Bance and Marlo Sullivan, to discuss their impressions of the curriculum content and delivery. At Chedabucto, a survey was sent electronically to the PDR teachers.
- Classroom Evaluations: were completed by Adult and Youth Facilitators after each classroom session.

The following activities were carried out for **2003/2004** school year.

- A meeting was held at East Antigonish School with Adult Facilitators to review the written classroom evaluations from September - to identify issues, develop strategies for change and acknowledge successes.
- Classroom observation was conducted by RYEP Co-ordinator with a Grade 8 class at East Antigonish with Adult Facilitator's facilitating.
- A Student Survey was administered to 6 classes in the second semester. This will include 4 PDR classes (one grade 7, one grade 8, two grade 9) and the two CLM 11 classes (Students are a majority of grade 10 but also some grade 11 & 12).
- In January, Patrick Taman gave a presentation to other RYEP staff on the concept of appreciative inquiry which we will be using as a tool within the internal evaluation process. Staff engaged in an interview process using this approach.
- Monthly reporting requirements were revised to include identifying lessons learned by both the Adult Facilitators and the Youth Facilitators. The last Youth Team meeting of each month was devoted to this evaluation exercise. This process provided some valuable comments and insights.
- The Project Co-ordinator met individually with each of the four Adult Facilitators in December to conduct self-evaluations.
- A meeting was held at Chedabucto Place with Adult Facilitators to review the written classroom evaluations from September to end of November - to identify issues, develop strategies for change and acknowledge successes.
- Classroom observation was conducted in December and January.
- A Student Survey was administered to 6 classes in the second semester. This included 4 PDR classes (one grade 7, one grade 8, two grade 9) and the two CLM 11 classes (majority grade 10, some grade 11 & 12).

Evaluation activities for **2004/2005** included

- Student Survey: In October, 2004 the Student Survey was revised with input from Evaluation Consultant Mahon and Winston Jackson, Sociology Department of St. F.X. University. By the end of February, all 15 classes had completed this survey.
- Advisory Committee Presentation: In November, Evaluation Consultant presented an outline of the evaluation report to the Advisory Committee.
- 2004/2005 Evaluation Plan: Evaluation Consultant and RYEP Co-ordinator met in March, 2005 to discuss this year's evaluation framework and data collection tools.
- Student Surveys were completed for all classes.
- Youth Team evaluation session was completed by Adult Team.
- Interviews conducted with Adult Facilitators.
- Evaluation Consultant and RYEP Co-ordinator conducted two focus groups with the East Antigonish Youth Team and the Chedabucto Place Youth Team.
- Curriculum review completed by RYEP staff.
- Evaluations for Youth Team members completed by Adult Facilitators.
- Closure interviews conducted by RYEP Co-ordinator with Adult Facilitators.
- Parent Focus Groups held at both schools conducted by Evaluation Consultant & RYEP Co-ordinator.
- A draft of the Internal Evaluation Report for the 04, 2005 school year was circulated for comment from the Advisory Committee members in mid-September.
- Evaluation Consultant and RYEP Co-ordinator met in October to review the evaluation plan for the current school year.
- Comments received on Evaluation Report integrated.
- Meeting with Evaluation Consultant & RYEP Co-ordinator to review this year's evaluation plan
- Focus on Student Survey
- 2004/2005 Evaluation Report completed.
- Student Surveys administered to classes completed.
- Meeting with Evaluation Consultant & RYEP Co-ordinator to discuss evaluation activities for January - Student focus groups and teacher focus groups at Chedabucto.
- Meeting with Evaluation Consultant, RYEP Co-ordinator and Adult Facilitators to discuss and plan the upcoming student focus groups
- Student focus groups completed at Chedabucto with grade 7 & 8 students and with grades 9's & 11's at Chedabucto.
- Evaluation Consultant conducted a focus group with teachers and administration from Chedabucto Place.

Activities in **2005/2006** included;

- Student Surveys were completed for all classes.
- Youth Team evaluation sessions were completed by Adult Team
- Evaluation Consultant conducted interviews with Adult Facilitators.
- Evaluation Consultant and RYEP Co-ordinator conducted two focus groups with the East Antigonish Youth Team and the Chedabucto Place Youth Team.
- Scheduling with schools for Student Focus Groups, Teacher Focus Groups at East Antigonish and Youth Team Interviews at both schools.
- Student Focus Groups at both schools with groups from each PDR7,8,9, & CLM11(Evaluation

Consultant, Krista & James)

- Interviews with 15 Youth Team members from both schools (Evaluation Consultant)
- Teacher Focus Groups at both schools (Evaluation Consultant)
- Evaluation Consultant conducted interviews with staff and Advisory Committee members
- Processing of Student Survey data completed
- Interviews transcribed
- All data collection completed
- Final evaluation report completed.