



**RURAL YOUTH
EDUCATION PROJECT**

**INTERNAL
EVALUATION REPORT
SCHOOL YEAR 2004-05**

Prepared by

Peggy Mahon B.A. M.Ad.Ed.
Internal Evaluation Consultant

September 2005

RURAL YOUTH EDUCATION PROJECT
INTERNAL EVALUATION REPORT
SCHOOL YEAR 2004-05

September 2005

Prepared by

Peggy Mahon B.A. M.Ad.Ed.
Internal Evaluation Consultant

Submitted to

The Rural Youth Healthy Relationships Education Project
Suite 206A
219 Main Street
Antigonish, NS, B2G 2C1
ruralityouthawrc@ns.sympatico.ca

Project funded by the National Crime Prevention Strategy,
Public Safety and Emergency Preparedness Canada

ACKNOWLEDGEMENTS

I wish to acknowledge all those who have assisted and participated in the internal evaluation for this year and who developed the internal evaluation processes and plan in 2003-04.

Thank you to everyone who participated and so willingly provided insights for the evaluation for the school year 2004-05. The perspectives in this report include student participants, Youth Facilitators, Adult Facilitators, and parents.

I wish to acknowledge **Nancy Peters** and **Jean Crosby**, who developed the original In-House Evaluation Framework (2003). Nancy Peters also conducted the PRISM RYEP Project research (2003) which has been used to provide the community context and background information in this report.

I wish to acknowledge and thank **Jim Coflin** of Auguste Solutions and Associates Inc. (ASA) who is conducting the external evaluation. We are working together to ensure cooperation between the internal and external evaluation processes.

I would like to express my appreciation to the **Internal Evaluation Steering Group** who provided input into the evaluation plan.

Thank you to **Jean Crosby**, the RYEP Coordinator and **Jackie Jacques**, RYEP Office Administrator, who provided invaluable support throughout this portion of the internal evaluation.

Peggy Mahon, Internal Evaluation Consultant

TABLE OF CONTENTS

EVALUATION HIGHLIGHTS.....	III
SECTION 1: INTRODUCTION	1
♦ Evaluation Planning & Methodology	2
SECTION 2: IMPLEMENTING THE RYEP PROGRAM 2004-05	5
1. An Inclusive Educational Approach.....	5
2. School-Based Violence Prevention Programming	6
3. Curriculum Development	7
4. Diversity	7
5. Counselling Support	9
6. Adult Facilitators	9
7. Youth Involvement.....	9
8. Community-based and Collaborative	11
9. Community Involvement and Promoting RYEP	12
10. Evaluation.....	12
SECTION 4: PROGRESS ON EVALUATION THEMES.....	13
1. A Focus on Gender and Diversity	13
1.1 How Diversity is being Addressed	13
1.2 Recruitment and Retention of RYEP Staff	14
2. Strategies to Enable People in Rural Areas to Access Violence Prevention Programs	14
2.1 Parent/Guardian Guide	14
2.2 Program Delivery in a Rural Area.....	15
3. Multi-Dimensional, Interactive Approaches to Intervention	16
3.1 Use of Interactive Techniques Helps Learning	16
3.2 The Adult Team	19
3.3 Youth Involvement.....	22
4. Impact on Youth Participants	24
4.1 Youth Facilitators	24
4.2 Students Taking the Program	25
SECTION 5: CONCLUSIONS & SUGGESTIONS FOR NEXT STEPS	37
1. A Focus on Gender and Diversity	37
2. Strategies to Enable People in Rural Areas to Access Violence Prevention Programs	37
3. Multi-Dimensional, Interactive Approaches to Intervention	38
4. Impact on Youth Participants	40

TABLES

Table 1: Student Participation 2002-05	6
Table 2: Composition of Youth Facilitator Teams 2002-2005.....	8
Table 3: Student Survey 2004-05: The percentage of students by gender indicating methods were “useful” or “very useful.”	17
Table 4 Student Survey 2004-05: The percentage of students by grade indicating methods were “useful” or “very useful.”	17
Table 5: Student Survey 2003-04: The percentage of students by grade indicating methods were “useful” or “very useful”	17
Table 6: Student Survey 2002-03: The percentage of students by grade indicating methods were “useful” or “very useful”	18
Table 7: Student Survey 2004-05: Responses by grade to having Adult and Youth Facilitators and Teachers Present	18
Table 8: Student Survey 2004-05: What students appreciated.....	26
Table 9: Student Survey 2002-05: What students appreciated (2004-05, 2003-04); Said Stood Out (2002-03).....	27
Table 10: Student Survey 2004-05: Student responses by grade to stereotypes, understanding differences, conflict resolution, & communication skills	28
Table 11: Student Survey 2004-05: Student responses by gender to stereotypes, understanding differences, conflict resolution, & communication skills	28
Table 12: Student Surveys 2003-05: What students said they learned about violence	29
Table 13: Student Surveys 2003-05: Students’ comments on what they learned about violence.....	30
Table 14: Student Survey 2004-05: Differences by grade level in self esteem, relationships, and in the school	31
Table 15: Student Survey 2004-05: differences by gender in self esteem, relationships, and in the school	32
Table 16: Students’ Overall Impression of the Program 2002-05	33
APPENDICES.....	43
Appendix A: Internal Evaluation Steering Group Members	43
Appendix B: In-House Evaluation Themes, Outcomes and Methods.....	45
Appendix C: Rural Youth Education Project Objectives	49
Appendix D: RYEP Current Advisory Committee Members and Personnel	51

EVALUATION HIGHLIGHTS

This is 2004-05 evaluation report of the In-House Evaluation of the Rural Youth Education Project (RYEP). This is a four-year project offered in Antigonish and Guysborough Counties and delivered by the Antigonish Women's Resource Centre. The project is funded by Public Safety and Emergency Preparedness Canada through the Crime Prevention Investment Fund (CPIF) of the National Crime Prevention Strategy.

The RYEP implements a gender-based, violence prevention model intended to provide youth with the knowledge and skills to build and maintain healthy relationships. The core curriculum, consisting of 12 lessons, is delivered to students in Personal Development and Relationship (PDR) classes in Grades 7, 8, 9 and in Career Life Management (CLM) 11 classes. The two project schools are East Antigonish Education Centre in Antigonish County and Chedabucto Place in Guysborough. Two teams of Adult Facilitators work collaboratively with classroom teachers to deliver the curriculum. The program involves a team of Youth Facilitators from high school who assist with the delivery of the classroom sessions.

The RYEP is approved by the Strait Regional School Board and supported by the Nova Scotia Department of Education. The curriculum has been developed by the Saltspring Women Opposed to Violence and Abuse (SWOVA) Community Development and Research Society in British Columbia and has been adapted for use in rural Nova Scotia, particularly in the area of diversity. In the two project schools, the student population is diverse with a significant percentage of students coming from the African Nova Scotian and Mi'kmaq communities.

The Antigonish Women's Resource Centre administers and coordinates the program, with ongoing consultation with SWOVA, in partnership with the East Antigonish Education Centre and Chedabucto Place, and with support of an Advisory Committee. The Advisory Committee is made up of administrators from the two schools and the Women's Resource Centre, representatives from the African Nova Scotian organizations, the Paq'tnekek First Nation, and key community-based organizations.

The In-House Evaluation is intended to enhance the external evaluation being conducted by Auguste Solutions and Associates Inc. (ASA). Internal evaluation participants included students taking the program, Youth Facilitators, Adult Facilitators, teachers and school administrators, and Advisory Committee members.

This interim evaluation report covers the third school year of the RYEP program, 2004-05. It provides insights into the progress related to components of four of the six evaluation themes as follows: (1) a focus on gender and diversity; (2) strategies to enable people in rural and remote areas to access violence prevention programs; (3) multi-dimensional, interactive approaches to intervention; and (4) Impact on Youth Participants.

The following is a summary of the evaluation findings. These are reported, along with suggestions for next steps, in the Conclusions and Suggestions for Next Steps section of the report.

1. A FOCUS ON GENDER AND DIVERSITY

- ♦ By the start of the third year of the program, male and female, African Nova Scotian and Mi'kmaq are well represented on the youth team.
- ♦ There have been difficulties in retaining adult male facilitators from year to year. In 2004-05, there was a turnover in the adult team with the loss of the Mi'kmaq facilitator who had been with the program for two years and two other facilitators (one male/one female). With these changes racial diversity cultural diversity was not maintained and the program went from having four to two Adult Facilitators, one male and one female.

2. STRATEGIES TO ENABLE PEOPLE IN RURAL AREAS TO ACCESS VIOLENCE PREVENTION PROGRAMS

- ♦ Parent/Guardians of students in the program said that giving information about the program was important; however, the guides should be shortened and should have clear contact information. They also offered suggestions for ongoing communication and updates with parents/guardians.
- ♦ Ongoing efforts have been made to ensure that the opportunity to become a Youth Facilitator is as accessible as possible to students in the schools. An ongoing challenge is access to transportation for some youth. A second challenge is finding ways to value the efforts of youth initiatives and experience without devaluing those who may be less confident and/or less about due to economic or social circumstances to take initiative.
- ♦ An ongoing reality of the program is being sensitive to the fact that the program challenges attitudes and beliefs that may be held by some community members. While diversity exists in rural communities, students have less exposure to it than in an urban area; and, as a result, there are fewer pressure to change their way of thinking about some things, which creates particular challenges for Adult Facilitators to support students to understand and accept difference.

3. MULTI-DIMENSIONAL, INTERACTIVE APPROACHES TO INTERVENTION

- ♦ Over 60% of students in all grade in 2004-05 said the interactive techniques such as gender sessions, small groups, discussion and video were useful or very useful. Each grade also said that role plays were less useful than the techniques just mentioned, but more useful than handouts and workbooks.
- ♦ When compared by gender, the girls preferred separate gender sessions and the boys preferred video over all other techniques.
- ♦ The Adult Facilitators identified a number of challenges in their facilitation role in the classroom with respect to handling group dynamics and constructively facilitating situations when students react strongly to issues being discussed. They emphasized the importance of content, of constructively engaging students in discussion of topics, and putting those discussions into a broader social and historical context.
- ♦ The changeover is staff was challenging; however, both Adult Facilitators report that they worked well together and supported each other.
- ♦ The Adult Facilitators recognize the important contribution of the Youth Facilitators in the classroom and are continually working toward improving the youth team's involvement in the classroom, in the youth team meetings, and other activities.

- ♦ The Youth Facilitators offered suggestions to improve their involvement in the classroom, including an interest in working more as a group to develop skits and activities to support the curriculum. They also wanted to feel more prepared for the classroom activities.
- ♦ The Youth Facilitators appreciated the collective planning and collective activities they carried out in 2004-05. The youth teams in both schools wanted more attention to planning activities and to have opportunities to work together.
- ♦ What works well in the Youth Facilitator recruitment process is the interview process, youth team members encouraging others to apply, sending notices home with all Grade 9 to 11 students, and offering incentives to apply for the position such as a class resume writing project.

4. IMPACT ON YOUTH PARTICIPANTS

- ♦ The *Youth Facilitators* have expanded their knowledge and developed new skills
 - Youth Facilitators stated they have increased confidence in public speaking.
 - Youth Facilitators find working with new people to be a positive experience.
 - Youth Facilitators said that teaching is a positive, as is being looked up to as a role model.
 - They identified and appreciated the positive support from the Adult Facilitators and family members, as well as the positive impact of the program on the students.
- ♦ The program is having an impact on *the students*
 - Over 60% of the students said the program was helpful, fun or interesting overall.
 - When asked what they appreciated most, 83% offered positive comments about the program, commenting on content, the videos, and broader processes and outcomes more than they did in the previous years.
 - Most students found learning about stereotypes, understanding differences, conflict resolution/problem solving and communication skills to be somewhat helpful to helpful. Girls tended to find the topics slightly more helpful to them than the boys.
 - When asked what they had learned about violence, 75% offered positive comments about what they had learned. Of those 73% said they had learned more about violence (different types, etc) while 27% said they learned strategies for dealing with violence or to prevent it. An interesting outcome is that 13% of the students said they had learned about ways to prevent violence, which is an increase of 8% over the number of students who mentioned prevention in the 2003-04 survey.
 - With respect to differences in self esteem and in relationships as a result of the program, it is evident about 1/3 of the students in all grades felt their self esteem and relationships changed for the better while about or just over 1/2 said they stayed the same. Responses to perception in differences in the school were more varied with more Grade 7's perceiving more of a difference in the school than Grade 8's and 9's.

SECTION 1: INTRODUCTION

This is the evaluation report of the In-House Evaluation of the Rural Youth Education Project (RYEP), for the school year, 2004-05. The RYEP is a four-year project offered in Antigonish and Guysborough Counties and delivered by the Antigonish Women's Resource Centre. The project is funded by Public Safety and Emergency Preparedness Canada through the Crime Prevention Investment Fund (CPIF) of the National Crime Prevention Strategy.

The RYEP implements a gender-based, violence prevention model intended to provide youth with the knowledge and skills to build and maintain healthy relationships. The core curriculum, consisting of 12 lessons, is delivered to students in Personal Development and Relationship (PDR) classes in Grades 7, 8, 9 and in Career Life Management (CLM) 11 classes. The two project schools are East Antigonish Education Centre in Antigonish County and Chedabucto Place in Guysborough. Two teams of Adult Facilitators work collaboratively with classroom teachers to deliver the curriculum. The program involves a team of Youth Facilitators from high school who assist with the delivery of the classroom sessions.

The RYEP is approved by the Strait Regional School Board and supported by the Nova Scotia Department of Education. The curriculum has been developed by the Saltspring Women Opposed to Violence and Abuse (SWOVA) Community Development and Research Society in British Columbia and has been adapted for use in rural Nova Scotia. The project has incorporated adaptations to enhance the SWOVA curriculum particularly in the area of diversity with the assistance of a Diversity Consultant. The student population in the two project schools is diverse, with a significant percentage of students coming from the African Nova Scotian and Mi'kmaq communities.

The Antigonish Women's Resource Centre is responsible for administration and coordination of the program. The project is being carried out with ongoing consultation with SWOVA and in partnership with the East Antigonish Education Centre and Chedabucto Place. An Advisory Committee to the project is made up of administrators from the two schools and the Women's Resource Centre, representatives from the African Nova Scotian organizations, the Paq'tnek First Nation, and key community-based organizations.

The RYEP is being evaluated by an independent external evaluator, Auguste Solutions and Associates Inc. (ASA). The external evaluation utilizes the Theory of Change Model which describes the general hypothesis of behavioural changes that the project expects to occur including the constraints and external drivers, beliefs, assumptions, theories and values; inputs; outputs; and expected outcomes. The objective of the external evaluation is to test the general hypothesis (theory of change model) that the RYEP program delivered to Grades 7, 8, & 9 students with a follow-up year in Grade 11 that will result in the desired behavioural changes in the targeted population. The theory of change model identifies early, intermediate, and long-term outcomes.

Once the scope and timeline of the external evaluation was determined, the RYEP decided to enhance the external evaluation with internal evaluation processes. The purpose of the internal evaluation was fourfold: (a) to provide information required for project management; (b) to

contribute to knowledge of Best Practices in violence prevention; (c) to promote the CPIF mandate; and (d) to complement the external evaluation process.

For the school year 2004-05, the internal evaluation participants included students taking the program, Youth Facilitators, Adult Facilitators, and parents. The information was gathered from the students at the end of the 12 week program and from other participants toward end of the second year of the school cycle between May and June 2005.

The information gathered and reviewed through 2004-05 internal evaluation process has been analyzed to assess the progress on four of the six themes as follows: (1) a focus on gender and diversity; (2) strategies to enable people in rural and remote areas to access violence prevention programs; (3) multi-dimensional, interactive approaches to intervention; and (4) impact on youth participants.

This evaluation report details the results of this assessment, including quantitative evidence gathered through the student surveys, as well as qualitative evidence gathered from parents, Youth and Adult Facilitators. It is organized into four sections followed by references and appendices, as follows:

- ◆ Section 1, this section, introduces the project and evaluation methodology.
- ◆ Section 2: Implementing the RYEP Program 2004-05 provides an overview of what has happened in the key aspects of the project in 2004-05.
- ◆ Section 3: Progress on Best Practices in Violence Prevention and Impact on Youth, offers a reflection by 2004-05 evaluation participants on the evaluation themes.
- ◆ Section 4, Conclusions and Suggested Next Steps summarizes the results and suggests next steps.

EVALUATION PLANNING AND METHODOLOGY

In August 2003 the In-House Evaluation Framework was developed by Nancy Peters, Consultant, and by Jean Crosby, RYEP Project Coordinator. This framework detailed the purpose and approach to the evaluation, the evaluation themes and data collection processes. The overall approach to the evaluation proposed to use the following processes and elements:

- ◆ Qualitative approach to data gathering and analysis;
- ◆ Use of questions to help to analyze and code data;
- ◆ Use of open ended questions to uncover factors that shape Best Practices;
- ◆ Use of participatory processes with staff and Advisory Committee members playing a lead role in collecting, analyzing and reporting data on an ongoing basis;
- ◆ Opportunities for reflection by staff and partners on issues of particular interest to themselves;
- ◆ In-house evaluation management committee composed of staff, partners and project stakeholders will support monitoring and evaluation processes.

One constraint for the evaluation has been that there is no provision for an in-house evaluation and, therefore, there are limited funds for it. This limits the scope of the in-house evaluation. To initiate the in-house evaluation RYEP staff worked cooperatively with the regional staff of the National Crime Prevention Strategy and the external evaluators to identify overlapping areas such as teacher support and to ensure students, parents or teachers are not approached twice to

provide similar kinds of information. RYEP staff and the Internal Evaluation Consultant, have met with Jim Coflin of Auguste Solutions to discuss cooperation between the external and internal evaluation.

Peggy Mahon was contracted as the Internal Evaluation Consultant in March 2004 to continue with internal evaluation planning and implementation. The Evaluation Framework was updated with input from the members of the Internal Evaluation Steering Group who provided advice to the planning and implementation of the evaluation. Appendix A includes the list of the Evaluation Steering Group members. Appendix B shows the Evaluation themes, anticipated outcomes and methods used to gather information for this evaluation report.

The methods for gathering information for the 2004-05 evaluation are:

- ♦ *Student surveys* were administered by the teachers to 15 classes and 234 students completed the surveys. Of those 234 students, 102 were at Chedabucto Place and 132 were at East Antigonish. The number of students and classes in each grade level were:
 - 65 students in Grade 7 - 5 classes;
 - 78 students in Grade 8 - 5 classes;
 - 91 students in Grade 9 - 5 classes.

The surveys were coded and entered into a data base by RYEP staff. The student survey for 2004-05 was revised to improve the information gathered from the students. In 2004-05 students were asked to indicate male or female. Of the 234 students who completed the surveys, 123 were female, 104 were male, and 7 did not respond.

- ♦ *Youth and Adult Facilitator Evaluation Forms and Lesson's Learned.* Youth Facilitator and Adult Facilitator classroom evaluation forms were completed at the end of/during each session. These forms assisted in assessing and revising curriculum. At their team meetings the Youth Facilitators reflected on "lessons learned," which were documented in the Adult Facilitators' monthly reports.
- ♦ *Focus Groups* were conducted with Youth Facilitators and with parents from Chedabucto Place and East Antigonish. Focus groups were facilitated by Peggy Mahon and Jean Crosby in June 2005.
- ♦ *Interviews with Adult Facilitators* were conducted by Peggy Mahon in June 2005.

In order to ensure confidentiality, all surveys were anonymous. Interviews with the Adult Facilitators were taped with permission of participants and transcribed. All tapes will be destroyed at the end of the evaluation. No names have been used in the report. Titles (e.g. Youth Facilitator, Adult Facilitator, Students) have been used to provide clarity with respect to various perspectives.

The Internal Evaluation Consultant reviewed the transcripts, reports, and survey information, summarized key points, and organized them under each evaluation theme. Based on this summary analysis, the interim evaluation report was drafted. As mentioned in the introduction, this is the evaluation report for 2004-05 and is intended to provide insights into the progress related to the evaluation themes. The next section of this report provides information on what happened related to various RYEP components during the year 2004-05.

SECTION 2: IMPLEMENTING THE RYEP PROGRAM 2004-05

This section provides an overview of the RYEP program implementation. It offers a description of *what happened* in the school year 2004-05 in the following areas:

1. An Inclusive Educational Approach
2. School Based Violence Prevention Programming
3. Curriculum Development
4. Diversity Component
5. Counselling Support
6. Adult Facilitators
7. Youth Involvement
8. Community-Based and Collaborative
9. Community Involvement and Promoting RYEP
10. Evaluation

1. AN INCLUSIVE EDUCATIONAL APPROACH

The RYEP continues to use a gender-based, violence prevention approach for working collaboratively with teachers to deliver a curriculum of 12 lessons to students in grades 7, 8, and 9. While the program is also intended to offer curriculum in the CLM 11 class, this has only been possible for one year in one of the two partner schools (see Table 1, next page).

An inclusive teaching approach is intended to positively influence attitudes and values, and to increase knowledge, and skills required to build and maintain healthy relationships as outlined in the project objectives (see Appendix C).

One aspect of the inclusive approach is to promote inclusion through increasing students' understanding of racial and cultural diversity, specifically related to the Mi'kmaq and African Nova Scotian community. Within Antigonish and Guysborough Counties, there is significant cultural and racial diversity with both First Nations and African Nova Scotian youth attending the schools. The project has incorporated adaptations to enhance the existing SWOVA curriculum in the area of diversity and models diversity through working towards a diverse team of Youth and Adult Facilitators. Some of the activities, examples, and choice of representation have been grounded in racial and cultural diversity; for example, the WADE IN model for addressing conflict and expanding examples related to communications styles. A second aspect of this approach is the use of interactive techniques in the classroom such as games, role plays, small group discussion, and the use of separate gender sessions which enable girls and boys to discuss issues that particularly affect them as girls or boys.

Another aspect of this inclusive approach is having a male/female team of Adult Facilitators deliver and facilitate the classroom sessions who are also responsible for providing leadership, information, and support to a team of up to ten Youth Facilitators in each school. The Youth Facilitators assist with the delivery of the classroom sessions, and play a role in mentoring and peer support with other students both inside and outside the classroom. The team of adults is intended to role-model healthy adult male/female relationships, and the

model of adults and youth working together is intended to role-model cooperative adult/youth relationships.

2. SCHOOL-BASED VIOLENCE PREVENTION PROGRAMMING

Almost 1,000 students have received the 12 classroom sessions in the three school years that the RYEP program has been offered. Table 1 shows student participation for each school for the school years 2002-03, 2003-04 and 2004-05.

The RYEP sessions are scheduled within the existing PDR class times in Grades 7, 8, and 9. The program was offered to approximately the same number of classes in each school each year, with the exception of an additional Grade 9 class in East Antigonish in 2002-03. The program has been offered only one year in the CLM 11 class time in Chedabucto Place. In that year, due to scheduling difficulties, of the 52 students, 45 were Grade 10 students, 5 were Grade 11 students, and 2 were Grade 12 students.

Therefore, while the program has been offered consistently from Grade 7 to 9 for three years, there has not been a similar opportunity to consistently offer the program to Grade 11 students during the three-year period.

Table 1: Student Participation 2002-2005

Year	School	Grade 7 (#’s)	Grade 8 (#’s)	Grade 9 (#’s)	CLM 11 (#’s)	Total Each School (#’s)	Totals
2002-03	Chedabucto Place	2 classes (48)	2 classes (45)	2 classes (45)	Not offered	6 classes (138)	320
	East Antigonish	3 classes (56)	3 classes (62)	2 classes (64)	Not offered	8 classes (182)	
2003-04	Chedabucto Place	2 classes (41)	2 classes (48)	2 classes (47)	2 classes (52)	8 classes (188)	377
	East Antigonish	3 classes (66)	3 classes (58)	3 classes (65)	Not offered	9 classes (189)	
2004-05	Chedabucto Place	2 classes (35)	2 classes (41)	2 classes (48)	Not offered	6 classes (124)	296
	East	3 classes (47)	3 classes (61)	3 classes (64)	Not offered	9 classes (172)	
Totals		15 classes (293)	15 classes (315)	14 classes (333)	2 classes (52)	46 classes (993)	993

3. CURRICULUM DEVELOPMENT

One of the first activities of the project was to hire a Diversity Consultant to advise on the enhancement of the SWOVA curriculum to include the diversity component, and to assess the fit with the Nova Scotia Department of Education Personal Development and Relationship (PDR) and Career Life Management (CLM) 11 curriculum. Sylvia Parris of SV Parris Consulting has acted as the Diversity Consultant for the RYEP program. The Diversity Consultant has worked closely with the project on an ongoing basis with the following objectives for her work:

- ♦ To develop supplemental resource materials for the curriculum which will: address diversity issues relevant to a rural student population; address cultural diversity issues relevant to African Nova Scotian and Mi'kmaq students; be age appropriate for students in grades 7,8,9 & Grade 11.
- ♦ To develop and deliver educational material to support diversity awareness leading to competency for project and school staff.

Similarly as for previous years, in 2004-05 the curriculum was reviewed by the coordinator and Adult Facilitators. Each session by grade level is discussed with recommendations for revision becoming the basis for discussion with SWOVA staff each year. This is followed by curriculum adjustments for the next school year. In September 2004 all revised curriculum materials were sent to Ann Blackwood, Director of English Program Services, Nova Scotia Department of Education.

In addition to curriculum adjustments, student workbooks and resources for teachers and parents have been developed to support and enhance the curriculum. In 2004-05, the Parent/Guardian Guide for each grade level was developed and distributed to all students to take home. The purpose of the guide is to provide parents/guardians with information about what their child is learning through the program and to promote an understanding of the overall approach and curriculum content.

4. DIVERSITY

A basic principle of the program is to “reflect and make visible the racial/cultural diversity of the African Nova Scotian and Mi'kmaq communities in Antigonish and Guysborough” (Rural Youth Education Project, 2004). As reported by Jean Crosby, Project Coordinator in the Report to the Working Committee of the Strait Regional School Board (2004),

“this has become a process which brings critical attention to 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 the Adult and Youth Facilitators; staff education; and Advisory Committee membership.”

In addition to inclusion of diversity in the curriculum discussed in the above section, this section focuses on incorporating diversity into the other aspects of the project which include: the hiring process for Adult Facilitators; striving for a diverse youth team; training for Adult and Youth teams and school staff; and the advisory committee.

First, the focus of the hiring process of the Adult Facilitators has been to maintain 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 the program has been unable to maintain representation by an African Nova Scotian since January 2003. The Adult Facilitator from Paq’tnkek First Nation was with the project for two years and left the position during the 2004-05 school year. In 2004-05, there were some staffing changes in the first months of the year which resulted in continuing with two Adult Facilitators, a male and female, rather than four positions and racial diversity was not maintained.

Another goal is to strive for a balance of male and female and inclusion of Mi’kmaq and African Nova Scotian youth on the Youth Facilitator teams. The gender and diversity component on the youth team has been growing as shown in Table 3. Each year there have been 19 Youth Facilitators for a total of 57 for the three years.

Training and education sessions for the Adult Facilitators included five days of orientation and training in August 2004. These sessions included one day of diversity awareness and education provided by the Sylvia Parris, Diversity Consultant and Lesbian Gay Bisexual Transgender (LGBT) Awareness and Education provided by Lesley Marple. Sylvia also conducted a one-day workshop in October 2004 with PDR staff from both schools on “Advancing Diversity,” with a focus on connections to the project curriculum. Five PDR teachers, the Project Coordinator, and Karen Swan, NCPC attended.

The Advisory Committee members reflect the diversity in both school areas and include the Diversity Consultant and representation from the Afrikan Canadian Heritage and Friendship Centre, Black Educator’s Association of Nova Scotia, the Antigonish/Guysborough Black Development Association, and the Paq’tnkek First Nation.

Table 2: Composition of Youth Facilitator Teams 2002-2005

2002-03	2003-04	2004-05
Chedabucto Place: (10) 3 boys/ 7 girls 3 African Nova Scotian students	Chedabucto Place:(10) 3 boys/7 girls 2 African Nova Scotian students	Chedabucto Place (9) 5 boys/4 girls 3 African Nova Scotian students
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

5. COUNSELLING SUPPORT

In 2004-05, counselling support continued to be offered to students and their families as well as the Adult and Youth Facilitators to address any issues that may arise as a result of the RYEP sessions. Family Services of Eastern Nova Scotia, a non-profit counselling service provides this support, as required, according to a contract agreement and an established protocol. Specific protocols are in place to support students who disclose violent or abusive experiences. The RYEP educates project staff regarding their duty to report child abuse to the Child Protection Services, Nova Scotia Department of Community Services. Students also receive a “where to get help” contact list.

6. ADULT FACILITATORS

The Adult Facilitators are hired by the Antigonish Women’s Resource Centre. They are responsible for the delivery of the curriculum in the schools. This role requires ongoing coordination and communication with all school staff including administration, teachers, and support staff. They are also responsible for maintaining the team of Youth Facilitators.

Each year the Adult Facilitators undergo an orientation and training program prior to the delivery of the program in the schools. In 2004, the training program was five days and included orientation, teaching strategies for diverse classrooms, diversity education/awareness, LGBT education/awareness, and preparation for youth training. In addition to the diversity training, Adult Facilitators and the Project Coordinator attended sensitivity training and “Positive Space Program Train the Trainer” sponsored by the LGBT Community Safety Initiative. They also participated in non-violent crisis intervention training facilitated by Gladys MacDougall of GASHA. Weekly staff meetings with the Project Coordinator provide opportunities for check-in, debriefing, and to workshop new content for classroom sessions.

The Adult Facilitators work as a two-person team in the classroom. In 2004-05, due to staffing changes in the first two months of the school year, one team jointly delivered the curriculum in Chedabucto Place and one member of the same team primarily delivered the curriculum in East Antigonish. This occurred because the other member of the team was not available to teach during the time allotted for East Antigonish, and it was felt that it was more important to put an experienced facilitator in the program rather than try to re-hire, orient, and train a new team of facilitators.

Working with the youth team involves working with the youth in the classroom, holding regular debrief meetings with students who are working in the classroom, and in facilitating the youth team meetings. This year the two adult facilitators were responsible for working with the youth teams in both schools.

7. YOUTH INVOLVEMENT

The role of the Youth Facilitator is to assist the Adult Facilitators in the classroom and to attend regular meetings and education sessions. The Youth Facilitators position is a paid position. Students submit resumes and are interviewed for the position.

There can be up to ten Youth Facilitators in each school with the objective of achieving a gender balance as well as racial and cultural diversity. Although initially the teams tended to be dominated by girls, this objective has been achieved by the start of the school year 2004-05 (see Table 2). At first students were recruited from Grades 11 and 12; however, this has been expanded to include students from Grade 10. Including Grade 10 students is intended to broaden the age range of the Youth Facilitators and these students have more flexibility in their schedules than Grade 11 and 12 students.

All Youth Facilitators participate in a training program. In 2004, the training was 4 days. The first three days of training, held at Chedabucto Place included orientation to RYEP, working as a Youth Facilitator, diversity awareness/education, LGBT awareness/education, teambuilding, and school mapping/presentations. In late September the Adult Facilitators facilitated a one-day workshop on teambuilding for both youth teams held at East Antigonish. In January 2005, the Youth Facilitators participated in another one-day training workshop led by Heartwood Centre for Community Youth Development. This was an opportunity to enhance facilitation skills and teambuilding. The Adult Facilitators also attended this session. In April the Adult Facilitators and two youth team members from Chedabucto attended the Guysborough Antigonish Strait Health Authority (GASHA) Symposium on Youth Health. A presentation on problem solving in relationships was developed and presented to about 30 participants, about half of whom were youth. Seven members of the Chedabucto youth team presented a youth health seminar at Dalbrae Academy in Mabou. The seminar included a video the students created on dating violence, bullying and LGBT awareness and role plays. This involved two 60-minute presentations to 18 students.

Youth team meetings are held weekly with the Adult Team in each school. The meetings are held after school to allow for a one-hour meeting to provide ongoing support and learning, organizing classroom schedules and addressing any issues that arise from classroom work. In 2004-05, after the RYEP sessions concluded, the Youth Facilitators continued to meet in each school in weekly meetings. Some additional activities included:

- ♦ Creating and delivering a folktale skit to the Grade 9 classes as part of the RYEP sessions;
- ♦ Carrying out a fundraiser for the Naomi Society in support of December 6th activities (East Antigonish team);
- ♦ Having a pizza party before Christmas break;
- ♦ Attending a presentation for Black History Month (February);
- ♦ Developed posters for March 21, International Day for the Elimination of Racism;
- ♦ Planning workshop presentations for youth events in April and May;
- ♦ Developing a series of skits to be videotaped on dating violence; bullying and LGBT awareness;
- ♦ Recruitment of new Youth Facilitators.

In May 2005, there were 16 applications for 13 Youth Facilitator positions; seven members of the youth teams are returning for the school year 2005-06.

8. COMMUNITY-BASED AND COLLABORATIVE

The project is administered and coordinated by a community-based organization, the Antigonish Women's Resource Centre, and is being carried out with ongoing consultation with SWOVA and in partnership with the East Antigonish Education Centre and Chedabucto Place.

The Antigonish Women's Resource Centre, a non-profit community-based organization is the sponsoring organization for the RYEP Program. The Antigonish Women's Resource Centre has a twenty year history of offering programs for women and adolescent girls in Antigonish. Some initiatives that have specifically focused on youth have been: the Adolescent Youth Health Project (1992); Teens Take Action, a peer education approach to violence and sexual assault (1997); Preventing Sexual Violence, a rural outreach approach (1999); and When Bullying Becomes Sexual Harassment: building a student-centred approach (2001). In youth oriented programs, the Women's Centre has worked positively with local school authorities and in collaboration with other service providers and community organizations.

The Antigonish Women's Resource Centre is responsible for overall management and coordination of the project. The RYEP Project Coordinator, Jean Crosby, is hired by the Antigonish Women's Resource Centre, and is responsible for planning, implementation and evaluation of the program. Other project staff include an Office Administrator, two Adult Facilitators, and the Diversity Consultant.

The Antigonish Women's Resource Centre works collaboratively with SWOVA to replicate the model and curriculum developed by SWOVA. This relationship is one of ongoing collaboration that is facilitated by annual June visits by SWOVA staff to Antigonish.

The RYEP program has received the full support and cooperation of the Strait Regional School Board, and is carried out in partnership with the East Antigonish Education Centre and Chedabucto Place. The RYEP Project Coordinator works closely with the administration of the two schools with respect to scheduling and implementation of the program in the schools. The RYEP Coordinator and Adult Facilitators work closely with school staff to deliver the program. In 2004-05, all PDR teachers involved with the RYEP sessions attended the orientation meetings. These provide an opportunity for teachers and RYEP staff to get to know each other and for teachers to become familiar with the program model and curriculum. Throughout the year, there is ongoing communication with teachers and other school staff. Teachers are present during the RYEP classes and provide a supportive, observer role, as well as support with respect to discipline if the Adult Facilitator requests assistance.

The RYEP supported Service Learning placements for two students. A student with the Office Information Technology Program of the Strait Area Campus of the Nova Scotia Community College completed a 4-week placement in May 2004 and assisted in evaluation activities. A StFX University student in Health and Medicine completed an 8-week placement in which she developed a series of biographies of prominent people within the Mi'kmaq and African Nova Scotian communities for use as a teaching tool in the RYEP.

The RYEP Advisory Committee provides ongoing support and advice to the ongoing work of the project. The Committee meets regularly through the school year. The meeting location is rotated between Antigonish, East Antigonish School and Chedabucto Place in order to facilitate attendance. Committee membership is intended to represent the diverse communities and services that can provide consultation to the project. Members include principals and teachers from the partner schools, African Nova Scotian organizations, Paq'tnekek First Nation, intervention programs for men, programs for victims of family violence, justice, mental health and the community health board. Appendix D is the list of current Advisory Committee members. Some activities of the Advisory Committee in 2004-05 included: discussion of the Internal Evaluation Framework, report to the Strait Regional School Board, the Interim Evaluation Report, personnel/staffing concerns, and letters of support for the funding proposal to the National Crime Prevention Strategy to extend the project for one year.

9. COMMUNITY INVOLVEMENT AND PROMOTING RYEP

Another component of the program has been to raise awareness about the program in the community and to be involved in other community projects that will benefit and strengthen both the RYEP and other community work related to building healthy relationships and violence prevention.

In 2004-05, to increase awareness and visibility about RYEP, meetings were held with the local M.L.A, Honourable Angus MacIsaac, with Debbie Graham, consultant for PDR with the Strait Regional School Board, and a presentation was made to the Guysborough Interagency Committee on Family Violence. Also, a website is being developed for the project.

The Project Coordinator became a member of the LGBT Safety Initiative Steering Committee and continued to participate as a member of the Steering Committee of the PRISM project. The PRISM project is funded by Status of Women Canada and sponsored by the Muriel McQueen Fergusson Centre for Family Violence Research and its purpose is to identify and enhance conditions and resources to help rural women and girls to live in relationships free from violence.

10. EVALUATION

As referred to in the Introduction to this report there are two evaluation components to the RYEP. The first is an independent external evaluation component which is being implemented by Auguste Solutions & Associates Inc (ASA). The second has been an internal evaluation process. In 2004, an internal evaluation was implemented for the first two years of the project, 2002-2004 and an Interim Evaluation Report was completed in February 2005. The internal evaluation for the third year of the project, 2004-05, is the subject of this evaluation report.

SECTION 4: PROGRESS ON EVALUATION THEMES

This section reports on the progress on four of the six evaluation themes for 2004-05 which include:

1. A focus on gender and diversity;
2. Strategies to enable people in rural areas to access violence prevention programs;
3. Multi-dimensional, interactive approaches to intervention;
4. Impact on Youth Participants.

The information reflects perspectives of Adult and Youth Facilitators, students taking the program, and parents.

1. A FOCUS ON GENDER AND DIVERSITY

Within this theme, for the year 2004-05, the adult facilitators were asked how they saw gender and diversity being addressed, including challenges and outcomes of focusing on gender and diversity. Also

1.1 How Diversity is being Addressed

Both Adult Facilitators agreed that diversity continues to be addressed throughout several aspects of the project. Two areas where they were dealing with diversity on an ongoing basis in 2004-05 were through the curriculum and working with the youth team.

In their interviews, both facilitators referred to classroom discussions related to race, different cultures, and sexual orientation. They mentioned the classroom activities in the curriculum that raise the issues such as the “Discrima Dot” exercise. On the one hand they noted that students often use slurs or “jokey” comments, which enable the facilitators to open up a broader discussion on the topic. One Adult Facilitator noted that the other Adult Facilitator’s background as a historian enabled them to put the discussion into a broader historical context to which the students responded well.

Both facilitators mentioned the current local and national context was also affecting the discussion of some issues. For example, the students at Chedabucto Place were more comfortable to discuss issues related to race this year which the Adult Facilitator attributed to being a year away from the walkout that had occurred the previous year. They also noted that homophobia is dealt with often as it is an issue right now with the same sex marriage issue at the forefront in media and community discussions.

While it is evident that the program offers opportunities to open up discussion around these issues in the classroom, the Adult Facilitators noted the particular challenges associated with this. One challenge is the strong reaction of some students to the issues and, as a facilitator, finding constructive ways to confront students to enable them to think about importance of accepting difference. Another challenge is when Mi’kmaq and African Nova Scotian students self segregate with others of their own race to do group activities. This can create a comfort zone for them; however, the Adult Facilitators commented that this makes it more

challenging to facilitate integration of the students in the sessions. This made it more challenging for the facilitators to find ways to open up the discussion through activities and small groups. A third challenge was a tendency for some students to withdraw from discussion and for the facilitator to be sensitive to this and to find ways to involve them.

The Adult Facilitators noted some similar challenges with addressing issues related to diversity on the youth teams. For example, they noted the tendency of the African Nova Scotian youth team members to remain in their own group and some of the Mi'kmaq students tended to remain outside the youth discussion circle unless they were specifically invited into it. The Adult Facilitators found themselves continually challenging their own approaches in facilitating the youth team.

1.2 Recruitment and Retention of RYEP Staff

Achieving diversity on the Adult Facilitator team has met with limited success with this program. As noted in the Interim Internal Evaluation Report 2002-04, "While there has been a focus on having a male/female team in each school, ensuring some consistency in the teams from year to year and cultural diversity has been a significant challenge. It has been particularly difficult to recruit and retain adult male facilitators from the Mi'kmaq and African Nova Scotian communities and to keep male facilitators for more than one year." The school year 2004-05 was particularly disappointing in this respect with staff changes and loss of the facilitator from Paq'ntkek First Nation, racial diversity was not maintained.

One suggestion from the 2002-04 evaluation was that the facilitators have an office or designated area in the school where students can find them. In 2004-05 the facilitators had their own classroom at Chedabucto for all sessions except for Grade 9. The Adult Facilitators said this was particularly helpful for preparing the classroom for class.

2. STRATEGIES TO ENABLE PEOPLE IN RURAL AREAS TO ACCESS VIOLENCE PREVENTION PROGRAMS

The third theme is related to the ability to ensure access to programs in rural areas. In 2004-05, the RYEP Parent/Guardian Guide was assessed as to its effectiveness in promoting an understanding of the overall approach and curriculum content. Also, there continue to be challenges related to ensuring program delivery in a rural area, particularly ensuring the Youth Facilitator's position is accessible and in challenging some of the expectations of youth in rural communities.

2.1 The RYEP Parent/Guardian Guide

When asked about the RYEP Parent/Guardian Guide, the parents/guardians who attended the focus groups indicated that they didn't read or use the guide, although some remembered receiving the guide. When they reviewed the guide in the focus groups, most parents felt that it was too long. They liked the section that provides an overview of session topics and objectives. In general, the parents attending the focus groups felt that providing information to parents about the program was important; however, the guides are too long and should be shortened.

Parents provided a number of suggestions to improve the guides. With respect to length and format, parents suggested either a one page overview with an accompanying letter or a newsletter format (11 x 17 folded) that includes basic information about the program and contact information and would incorporate the introductory letter. They suggested including an e-mail address so that parents can communicate by e-mail and links to more information about the program for those parents who wish to know more. They felt that the information should still be sent home with the students and have a tear-off sheet that parents sign to acknowledge receipt of the information. This could also include asking parents if they are willing to give feedback about the program as part of the evaluation at the end of the school term. Some parents suggested that there be an incentive to return the signed sheet; for example, a draw for a prize of some kind.

All parents participating in the focus groups indicated that they read the school newspaper and felt that it was a good place to put information about the program. This could include the start-up activities in the fall, updates throughout the year, and activities of the youth facilitators.

2.2 Program Delivery in a Rural Area

The Adult Facilitators identified two issues related to developing the youth team in a rural setting. One, mentioned in the 2002-04 evaluation, is the access to transportation and distance to travel after the youth team meetings. In each school, the Adult Facilitators provided transportation to some students after the youth team meetings. A second issue is harder to articulate. One of the Adult Facilitators described it as “less of a feeling of being involved with things” or less of a feeling of “I can do things, go places, (and) connect with people,” which creates a dynamic in the group. For example, for some youth, there may be less confidence in going after some things. The facilitators noted that this may also be related to the youth’s access to resources in general and the stability of family income which makes this even more challenging. What results is some difficulty in how to support and value the youth who are willing and able to do some things and wish to share their experiences without devaluing the youth are less confident.

Another element, also raised in the 2002-04 evaluation, is the need for sensitivity to the fact that the program challenges attitudes and beliefs that may be held by some community members. One of the Adult Facilitators who grew up in an urban setting felt that there were more challenges in rural area than in an urban setting to engaging the youth team and students to think differently about issues and to address diversity and relationships. From his experience in an urban setting, there was more exposure to different ideas and experiences due to a larger population of people from different backgrounds and cultures. Also, there was usually an activist group present in the schools which exposed students to alternative ideas. He noted that, while diversity exists in a rural area, students don’t have as much exposure to it and, as a result, there are fewer pressures to change their way of thinking about things. He saw this as creating particular challenges for the Adult Facilitators to “get the kids to think in different ways and to engage them in different ways than they have been before.”

3. MULTI-DIMENSIONAL, INTERACTIVE APPROACHES TO INTERVENTION

In 2004-05, three approaches were assessed: the use of interactive techniques, adult facilitators, and youth involvement.

3.1 Use of Interactive Techniques Helps Learning

As in previous years, the students were asked which techniques they preferred. Table 3 shows the percentage of students by gender who indicated the methods were “useful” or “very useful.” There are both differences and similarities in the female and male responses. For example females and males differed in relation to what they found most useful. Fully 82% of the female students found the separate gender sessions useful to very useful and between 71% and 76% rated small groups, discussion, and video as useful or very useful. On the other hand, 88% of the male students found video useful or very useful, and between 65% and 67% rated small groups, separate gender, and discussion as useful or very useful. Males and females were similar in rating role plays, written materials, and workbooks. Just over 50% of both males and females found the role plays useful or very useful. Less than half of males and females found the written materials and workbooks useful.

Table 4 shows the percentage of students by grades who found the methods were “useful” or “very useful.” Over 60% of students in all grade in 2004-05 said the interactive techniques such as gender sessions, small groups, discussion and video were useful or very useful. Each grade also said that role plays were less useful than the techniques just mentioned, but more useful than handouts and workbooks. These responses were similar to student responses in 2002-03 and 2003-04 (see Table 5 and 6).

In their reflection on lessons learned, the Youth Facilitators identified separate gender sessions, games, group work, and flip chart activities as working well to engage the students. They suggested the need to improve and update the videos. The Adult Facilitators noted the importance of the discussion, group activities (games, etc.), and separate gender sessions to engaging the students in learning about and discussing the various topics.

Students were also asked to rate how useful they found having the Adult Facilitators delivering sessions, Youth Facilitators assisting, and having the teacher present. They were asked to rate on a scale of 1 to 9 with 1 being “not useful” and 9 being “very useful.” Table 7 shows their responses, with the “mean” being the average rating of all students in the grade and the “standard (std.) deviation” showing how much 2/3 of the students deviated from the mean. A standard deviation of 1 to 2 from the mean is considered quite small.

With respect to having the Adult Facilitators delivering sessions, the three grades rated very similarly with an average rating of between 6.17 and 6.24 on the scale, which is above the mid-point on the scale. The three grades rated the Youth Facilitators about the same although the Grade 8’s rated slightly lower at 5.75 and also above mid-point on the scale.

There was more variance when the students were asked to rate having the teacher present. Grade 7 and 8 students rated similarly at an average of 5.41 and 5.08 respectively, while Grade 9 rated at an average of 4.23 which indicates they find having the teacher present less useful than the other two grades.

Table 3: Student Survey 2004-05: The percentage of students by gender indicating methods were “useful” or “very useful”

CLASS	DISCUSSION	SMALL GROUPS	ROLE PLAY	SEPARATE GENDER	VIDEO	WRITTEN MATERIALS	WORKBOOK
Female (all grades)	75%	76%	53%	82%	71%	40%	45%
Male (all grades)	65%	67%	57%	66%	88%	37%	39%

Table 4: Student Survey 2004-05: The percentage of students by grade indicating methods were “useful” or “very useful”

CLASS	DISCUSSION	SMALL GROUPS	ROLE PLAY	SEPARATE GENDER	VIDEO	WRITTEN MATERIALS	WORKBOOK
Grade 7 (5 classes)	73%	84%	57%	78%	68%	45%	54%
Grade 8 (5 classes)	75%	70%	63 %	74%	88%	42%	48%
Grade 9 (5 classes)	63%	66%	47%	73%	79%	30%	28%

Table 5: Student Survey 2003-04: The percentage of students by grade indicating methods were “useful” or “very useful”

CLASS	DISCUSSION	SMALL GROUPS	ROLE PLAY	SEPARATE GENDER	VIDEO	WRITTEN MATERIALS	WORKBOOK
Grade 7 (1 class)	70%	70%	55%	80%	50%	50%	50%
Grade 8 (1 class)	63%	69%	37%	58%	63%	31%	37%
Grade 9 (1 class)	52%	68%	48%	60%	61%	16%	14%
CLM 11-1 (2 classes)	52%	50%	43%	57%	52%	30%	29%

Table 6: Student Survey 2002-03: The percentage of students by grade indicating methods were “useful” or “very useful”

CLASS	DISCUSSION	SMALL GROUPS	ROLE PLAY	SEPARATE GENDER	VIDEO	WRITTEN MATERIALS	WORKBOOK
Grade 7 (1 class)	93%	100%	100%	73%	100%	86%	93%
Grade 8 (1 class)	60%	67%	33%	60%	53%	60%	80%
Grade 9 (3 classes)	77%	76%	56%	76%	59%	37%	32%

Table 7: Student Survey 2004-05: Response by grade to having Adult and Youth Facilitators and Teacher Present with “1” being “not useful” and “9” being “very useful.”

GRADE		HAVING ADULT FACILITATORS DELIVERING SESSIONS	HAVING YOUTH FACILITATORS ASSISTING	HAVING YOUR TEACHER PRESENT
Grade 7	Mean *	6.17	6.17	5.41
	Std. Deviation **	2.036	1.922	2.569
Grade 8	Mean	6.14	5.75	5.08
	Std. Deviation	2.161	2.327	2.622
Grade 9	Mean	6.24	6.09	4.23
	Std. Deviation	1.779	2.169	2.404

* The “mean” is the average rating of all students in the grade.

** The “standard (std.) deviation” shows how much 2/3 of the students deviated from the mean. A standard deviation of 1 to 2 from the mean is considered quite small.

3.2 The Adult Team

This section focuses on the Adult Facilitators' reflection on program facilitation skills and approaches, understanding and comfort with content, teambuilding and cooperation, and working with the youth team.

Program Facilitation Skills and Approaches

In discussing their facilitation in the classroom, the Adult Facilitators identified some similar issues and challenges as in the 2002-04 evaluation. They discussed the particular challenges of handling group dynamics as a facilitator, in particular how to keep the students involved and engaged in discussion. One challenge was making the transition from a presentation on a topic into engaging students in discussion; and, within this challenge, understanding the differences among the grades. For example, one facilitator noted that Grade 7's listen well but it takes quite a bit to get discussion occurring among the students. The Grade 8's move into discussion well, but it tends to go all over the place and it is hard to keep it focused and close it. The Grade 9's were challenging but seemed more able to make the transitions into discussions.

A second challenge noted by the facilitators related to group dynamics is keeping students engaged in discussion when some students begin to act out. This involves knowing when to set the boundaries so that the discussion remains respectful and knowing when to ask the classroom teacher for support in these situations. The Adult Facilitators noted that neither of these are simple tasks as the discussion can sometimes move quickly from being reasonable into one that is hard to manage. The facilitators noted this particularly occurred with the Grade 8 boys who tend to act out and silence the girls.

Adult Facilitator

“Because I am wanting to keep people in a discussion...it becomes harder to say ‘wait a minute, we are crossing a line between respect and disrespect.’ It is harder for me to set a boundary because we are trying to avoid shutting people out of a discussion. Then it quickly becomes an unmanageable situation and Grade 8's seem to be where this happens; and (with) the boys it is the acting out and silencing the girls.”

One Adult Facilitator noted that the separate gender discussion enables the boys to be more engaged in a serious manner and to discuss their ideas. When they are around the girls they want to show off or fall into the stereotypes. This facilitator found that the separate gender groups tend to break down the stereotypes, the boys are more willing to come up with ideas, and they are more willing to share their ideas back in the larger, mixed group afterward.

Adult Facilitator

“The gender discussions, it is what they like the best. It allows the boys to calm down a bit and enables them to express their ideas...When around the girls, they want to show off or fall into stereotypes such as “all boys are dumb, all girls are smart.” ...It breaks the stereotypes and, then, we get together and they share their ideas.”

An ongoing facilitation challenge is handling the strong reaction from some students to issues, particularly related to race and sexuality. The facilitators noted two of the three behaviours identified in the 2002-04 evaluation when students are dealing with ideas that are

hardest to accept and with their resistance to change. These are students making jokes and students going quiet or withdrawing from the discussion. The Adult Facilitators said that, while challenging, they work on an ongoing basis to find constructive ways to confront students who make jokes and encourage them to think about the importance of accepting difference, as well as to be sensitive to students who withdraw and find ways to involve them. They also found it more challenging to open up discussions around race and culture when students chose to stay with others of their own race to do group activities.

The Adult Facilitators raised questions about whether having the students in a circle as an ongoing model added another dimension to the group dynamics. They both noted the value and benefits of the circle, and agreed that the circle enables the interaction and discussion better than students seated behind desks in rows. They wondered, however, if some students were having trouble with the requirement to sit in a more open situation in a circle, rather than behind a desk. Another question was whether having a separate set of ground rules/community standards was useful to the program. They wondered if having a separate set of ground rules was essentially giving a message to the students that the rules in the RYEP class are less strict and whether this could be contributing to some class management issues.

The Adult Facilitators offered some suggestions for improving the facilitation and approach in the classroom. One suggestion was to use the circle more strategically rather than as the standard model and to consider putting desks in a U-shape as another way for students to engage. This was particularly suggested for the Grade 8 classes. Another suggestion was to review the ground rules/community standards and the effectiveness of these for the students. A third suggestion was to incorporate more separate gender sessions if possible.

Understanding and Comfort with Content

The Adult Facilitators pointed to the importance of the content and engaging students in topics they wouldn't discuss in other classrooms. In particular, they noted the discussions about relationships broadening into a discussion of history and current events, cross-cultural and race relations, and boyfriend-girlfriend and same sex relationships.

Teambuilding and Cooperation

The teambuilding was particularly challenging in 2004-05 due to the changeover in the Adult Facilitators in the fall of 2005. First there were disruptions and changes due to staff leaving. Secondly, this resulted in one team working together in Chedabucto Place and one member of the same team primarily providing facilitation in East Antigonish. Having one facilitator in East Antigonish, rather than a male and female facilitator, created challenges for doing the separate gender work, for addressing gender issues with a balanced male-female perspective, and opened up more areas for resistance by students. Also, the Facilitator relied more on the Coordinator for support; whereas, when there are two facilitators, they provide support to each other. The Adult Facilitator indicated that having two facilitators is a more effective way to stay on top of and manage the class discussion.

Despite these challenges, both Adult Facilitators indicated that they worked well together.

The new facilitator noted the support that he received from the other Adult Facilitator was very helpful in increasing his comfort with facilitation. He said that initially he found the class management very challenging, but gradually got more comfortable with it and stressed the importance of both facilitators taking responsibility in the classroom. He noted that having two facilitators with different perspectives, particularly a male and female, works well in the classroom. Some of the factors that contributed positively to their team were having similar approaches to facilitation and agreeing in general on issues to minimize conflict and avoid confusion for the students.

One suggestion to continue to improve the team would be to have two Adult Facilitators whose priority would be focused on this program and who would be working as a team in both schools in the classroom and with the youth team.

Working with the Youth Team

The Adult Facilitators worked with the youth team in the three areas: in the classroom, debriefing with students who are teaching; and facilitating youth team meetings.

The youth team have been asking for a stronger role in the classroom. The youth team presented the skits that they developed during their training and that worked well. However, the classroom involvement with the youth team still requires further development. The Adult Facilitators mentioned some timing and content issues to work around; for example, not all youth are facilitating at the same time or the same curriculum, so it is difficult to work with the youth team as a group to prepare for the classroom. They suggested that the work in the classroom requires some one-on-one time and support with the youth who are in each classroom. The Adult Facilitators did encourage the students to come a little earlier for class and to encourage them to do the check-in portion of the class or another activity that the Youth Facilitator might be comfortable doing.

As for the last two years, the Adult Facilitators continued to work on a clear focus for the youth team meetings. Working on the skits for presentation in the classroom, topic-based discussions and quizzes, and an anti-racism campaign worked well. Also, as noted previously, while there have been some positive experiences, the youth team meetings tend to have more of a youth group focus which is a different focus than the classroom activity. This, in conjunction with the interest in more involvement in the classroom by the Youth Facilitators, means that both the role and activities undertaken by the Youth Team appear to be continually evolving with the need to continue to assess and strengthen their role in the classroom and to find mechanisms that can support that role.

Both Adult Facilitators noted that the staff changeover affected the youth team in East Antigonish. The Adult Facilitator who took over the teaching role said it created an inconsistent start to the year and she had to gain the trust of the youth team, as well as to find ways to motivate and engage them. The training with Heartwood assisted with this process. In addition to the transition for the East Antigonish youth team, the Adult Facilitators were dealing with the transition from responsibility for one youth team at one school, to carrying responsibility for the youth teams and youth team meetings at both schools.

3.3 Youth Involvement

This section focuses on the Youth Facilitators' perspectives on their involvement in the program and their suggestions to strengthen their involvement in the program. These are grouped into five areas: (a) program content and approach, (b) role of the Youth Facilitator in the classroom, (c) training (d) building the youth team and youth team meetings; and (e) recruitment of Youth Facilitators.

Program Content and Approach

In their reflection on lessons learned this year, the Youth Facilitators had some similar responses to the Adult Facilitators. They said that the interactive activities (such as games, group work, and separate gender) worked well to bring out the issues. Some were surprised at what the students didn't know about some topic areas such as different forms of abuse and communication styles. They expressed concern that the PDR program is not as valued as math and science and that the topics covered in this program are very important. They said there weren't enough rules or strict consequences for disruptive behaviour. Also, they expressed concern about always having the students in a circle, which they said was disruptive to some activities. Their suggestions for the classroom process include using the circle for selected activities and discussions, having stricter rules and consequences for disruptive behaviour, and updating the videos. They also felt that more importance should be given to PDR by the school system and by the students; as one youth commented, "The students really need to be taught this."

Role of the Youth Facilitator in the Classroom

The Youth Facilitators offered comments and recommendations to continue to improve and strengthen their role in the classroom. One suggestion was to work more as a group to develop skills and other activities for the classroom. This would enable the youth team to work collectively on developing and delivering some curriculum activities. Some noted that they would like to feel more prepared for the classroom work. They suggested having a schedule for each week and an outline for each class ahead of time. They also wanted time allotted for preparation when they are in the classroom. Some students said they found it more challenging when they were not consistently in one class every session.

Training

The training provided by Heartwood received mixed reviews, with some finding it helpful, others said it wasn't helpful, and still others indicating it was too repetitive from the previous year. Some youth requested more preparation for the classroom work should be included. Also, the skills of the experienced team members should be integrated into the training program each year.

Building the Youth Team and Youth Team Meetings

Youth team meetings are the primary way for the youth teams in each school to connect with each other on a regular basis as a group, to discuss the program, and their role as Youth Facilitators in the classroom. The Youth Facilitators reflected on what worked well and what didn't well with respect to the youth team and provided recommendations to improve the teams in the future.

What worked well for youth team members was learning more about and discussion on topics like racism; access to information and resources; getting to know new people/other team members; check-ins which “made people feel good;” and snacks. The youth enjoyed doing the video (Chedabucto Place) and the posters for the anti-racism campaign (East Antigonish). What the youth said was particularly useful about these collective activities were that everyone cares about the issue(s), they collectively agreed to the idea, the creativity, and everyone participated.

What didn’t work well was when the attendance was down and youth said the “lack of motivation of a few who do this affects the whole group.” They also wanted more attention to setting goals and planning, and more interaction with the Youth Facilitators in the other school. The youth team at East Antigonish noted that the timing related to the Youth Symposium that was held this year was a problem with conflicts with other school events and suggested that events like this be coordinated in the future and students discuss well ahead of time what their commitment might be to participate in such an event.

Recommendations for the youth team were as follows:

- ♦ Look for opportunities to promote the issues in the school that would not otherwise be covered.
- ♦ Start early to promote a cause or to do fundraising for a cause.
- ♦ Improve planning for activities and events.
- ♦ Ensure coordination with the school activities and events when planning an event or a commitment to an outside event, such as a youth symposium.
- ♦ Raise visibility of the program/youth team; make a stronger impact.
- ♦ Have a cool name; logo; and T-shirts for the youth team.
- ♦ Update students on RYEP and youth team activities through the school newsletter.

Recruitment of Youth Facilitators

The Youth Facilitators were asked what was working well and what could be improved with respect to recruitment of youth facilitators. What is working well is the interview process, youth team members encouraging other students to apply and offering incentives to apply. Youth said that the interviews were well organized and were an important part of the process to screen for suitability. Youth team members who presented in some of the classrooms generated a lot of interest in the program, but they said this needs to happen well before the deadline. One teacher offered an incentive to apply to the youth team by having resume writing as a class assignment. This generated interest in applying for the program.

Some suggestions to improve the recruitment process were:

- Use e-mail;
- Have teachers announce in the classroom;
- Hold an information session at lunch time for anyone interested;
- Show videos that youth team made at lunch time.
- Promote youth team application to the Grade 9 classes.
- Have current Youth Facilitators present benefits of position to classes;
- Consider incentives for application;
- Have homeroom teachers announce recruitment in the classroom;

4. IMPACT ON YOUTH PARTICIPANTS

This section of the report focuses on the impact on youth participants in 2004-05. It begins with the impact on the Youth Facilitators followed by the impact on the students taking the program.

4.1 Youth Facilitators

In 2004-05, two focus groups were held with the Youth Facilitators and the Adult Facilitators facilitated a session with each youth team on “lessons learned.” In both sessions, the youth described the impact of the program on them and some of the themes from this discussion were similar to the impacts described by the Youth Facilitators in the 2002-04 evaluation.

The similar themes are as follows:

- ◆ Increased knowledge and understanding about issues.
- ◆ Increased confidence and skills in public speaking and communication;
- ◆ Working with and meeting new people; increased comfort level in a group.
- ◆ Teaching as a positive experience;
- ◆ Looked up to as a role model;
- ◆ Having an impact on the students.

Youth Facilitators comments about what they learned or appreciated:

“Getting to know others in the school that are not part of my circle of friends.”

“An opportunity to meet people you wouldn’t otherwise meet in the classroom and on the youth team.”

“Develops my public speaking skills.”

“(It is) a chance to work in the classroom where I am getting valuable experience.”

“In the classroom it felt good having students look up to you.”

“I liked the title of Youth Facilitator. It had the responsibility of being a role model. I feel more responsible and showed people that I am more responsible.”

“I notice a difference between the ways students changed from the first class to the end. They were more mature.”

The Youth Facilitators also identified the support they received from the Adult Facilitators and family members as having a positive impact on them as follows:

Youth Facilitators

“Grandma likes it that I’m teaching kids not to bully.”

“The Adult Facilitators made me feel comfortable... Your opinion was always accepted. There were no put-downs.”

4.2 Students Taking the Program

This section reports on the students' assessment of the program as reported in the student surveys completed by 15 classes in 2004-05 in the following areas: (a) what they most appreciated about the program; (b) learning about stereotypes, differences, conflict resolution and communication skills; (c) what students learned about violence; (d) any differences they have noticed in their self esteem, their relationships or in the school; and (e) overall impression of the session. In some cases the results are shown by gender as well as by grade level. The differences or similarities to the results in the 2002-03 and 2003-04 survey are also reported.

What Was Most Appreciated

Table 8 shows the results of the question, "what part of these sessions did you appreciate the most?" The upper part of the table shows that, of the 234 students who completed evaluations, 83% of the students offered positive comments. Only a small portion of the students, 19 of 234 or 8%, indicated "none" or "don't know," while only 2 students indicated the sessions were not much help, and 18 or 8% did not respond or spoiled their response.

The lower part of the table shows that, of the students who offered positive comments, about ¼ or 26% indicated they appreciated the separate gender groups and the content of the program. Another 18% appreciated the interactive activities and 11% the videos. Fourteen students or 11% said they liked all aspects of the program. Some students indicated an appreciation for the broader process of inclusion (4%) and articulated an appreciation for what they had been learning (2%).

When compared to the student surveys in 2002-03 and 2003-04 (see Table 9), students this year appreciated content, the videos, and identified broader processes and outcomes, more than they did in the previous years. Some of the students comments follow:

Grade 8 Students

"I liked the diversity sessions. They helped teach us that it is okay to be different."

"I appreciated the parts where you had to listen to what other people were saying without making fun."

Grade 9 Students

"The things I appreciated was that us girls got to understand guys and guys got to understand girls."

"Learning about healthy and unhealthy relationships. That was the subject that helped me the most. The hard facts."

Grade 7 Students

"The part of these sessions I appreciated most was the part where we learned what type of relationships there are."

"I appreciated the boundaries session the most."

Table 8: Student Survey 2004-05: What students appreciated

What Students Said	Number of Students (Percentage)	Grade 7 (5 classes)	Grade 8 (5 classes)	Grade 9 (5 classes)
Positive Comments	195 (83%)	59	61	75
None; none really; don't know.	19 (8%)	4	9	6
Not much help; boring	2 (1%)	0	0	2
No response/spoiled	18 (8%)	2	8	8
Total	234 (100%)	65	78	91
Positive Comments	Number of Comments (Percentage)			
Separate gender groups	50 (26%)	14	3	33
Interactive activities: role plays; games, group discussion; speaking out	35 (18%)	14	14	7
Content: sexual harassment, bullying, date rape, drugs, gender; racism, sexism; anger; healthy relationships.	51 (26%)	13	24	14
Video	21 (11%)	5	6	10
"all"	14 (7%)	5	5	4
Facilitators	3 (1%)	1	1	1
No bookwork/writing	0 (0%)	0	0	0
Process with students: inclusive; helping; providing opportunity to talk about what was important; personal space.	7 (4%)	4	1	2
Outcomes: enjoying learning; increased understanding of each other; respect for each other.	4 (2%)	2	0	2
Other	10 (5%)	1	6	3
Total	195 (100%)	59	61	75

Table 9: Student Survey 2002-2005
What students appreciated (2004-05, 2003-04); Said stood out (2002-03)

What Students Said	Number of Students (Percentage)		
	2004-05	2003-04	2002-03
Positive Comments	195 (83%)	100 (83%)	33 (33%)
None; none really; don't know.	19 (8%)	8 (7%)	52 (53%)
Not much help; boring	2 (1%)	4 (3%)	2 (2%)
No response/spoiled	18 (8%)	8 (7%)	12 (12%)
Total	234 (100%)	120 (100%)	99 (100%)
Type of Positive Comments	Number of Positive Comments (Percentage)		
	2004-05	2003-04	2002-03
Separate gender groups	50 (26%)	32 (32%)	13 (39%)
Interactive activities: role plays; games, group discussion; speaking out	35 (18%)	35 (35%)	9 (27%)
Content: sexual harassment, bullying, date rape, drugs, gender; racism, sexism; anger; healthy relationships.	51 (26%)	14 (14%)	4 (12%)
Video	21 (11%)	4 (4%)	1 (3%)
"All"	14 (7%)	4 (4%)	1 (3%)
Facilitators	3 (1%)	1 (1%)	3 (9%)
No bookwork/writing	0 (0%)	4 (4%)	0 (0%)
Process with students: inclusive; helping ; opportunity to talk about what was important to me/us; personal space..	7 (4%)		
Outcomes: enjoying learning; increased understanding of each other; respect for each other	4 (2%)		
Other	10 (5%)	6 (6%)	2 (6%)
Total	195 (100%)	100 (100%)	33(100%)

Learning about Stereotypes, Differences, Conflict Resolution, and Communication Skills

In 2004-05, the students were asked to rate how helpful it was to learn about stereotypes for girls and boys, understanding differences, conflict resolution and problem solving and healthy communication skills. They rated on a 9-point scale with 1 being “did not help at all” and 9 being “extremely helpful.”

Table 10 shows the students’ responses by grade level for each topic. The mean or average rating for Grades 7 and 8 were between 6 and 7 on the scale which is above the mid-point on the scale. The Grade 9’s mean or average rating for each topic was slightly lower, between 5 and 6 on the scale. The Grade 9’s also had a slightly higher standard deviation meaning there was a slightly higher variance from the mean for this group. It is apparent from these ratings that most students found these topics helpful. The females tended to find the topics slightly more helpful to them than the males as shown in Table 11.

Table 10: Student Survey 2004-05: Student responses by grade stereotypes, differences, conflict resolution, & communication skills

GRADE		TOPIC AREA			
		Stereotypes	Understanding Differences	Conflict Resolution/ Problem Solving	Communication Skills
Grade 7	Mean	6.39	6.44	6.16	6.47
	Std. Deviation	1.965	1.661	1.978	1.745
Grade 8	Mean	6.16	6.25	6.13	6.01
	Std. Deviation	2.046	1.834	1.975	2.126
Grade 9	Mean	5.74	5.67	5.48	5.73
	Std. Deviation	2.081	2.055	2.228	2.266

Table 11: Student Survey 2004-05: Student responses by gender stereotypes, differences, conflict resolution, & communication skills

GENDER		TOPIC AREA			
		Stereotypes	Understanding Differences	Conflict Resolution/ Problem Solving	Communication Skills
Female	Mean	6.44	6.52	6.20	6.33
	Std. Deviation	1.887	1.879	1.990	2.067
Male	Mean	5.57	5.56	5.46	5.72
	Std. Deviation	2.144	1.805	2.145	2.060

What Students Learned About Violence

Table 12 shows the students responses to the question, “What have you learned about violence?” Of the 234 students in who responded in 2004-05, 176 or 75.2% offered positive comments which is an increase over the response in 2003-04. Another 14 or 6% did not respond or spoiled their response which is similar to the 2003-04 response. Fifteen (15) or 6.4% indicated they didn’t learn much or nothing which was about 10% less than in 2003-04. Twenty-nine respondents or 12.4% said they already knew the information which is about 5% higher than in 2003-04.

Table 12: Student Surveys 2003-05: What students said they learned about violence

What Students Said	Numbers (Percentage)	
	2004-05	2003-04
Offered comments	176 (75.2%)	81 (68%)
Already knew; not new	29 (12.4%)	9 (7%)
Nothing much; nothing; not much really.	15 (6.4%)	20 (17%)
No response/spoiled	14 (6%)	10 (8%)
Total	234 (100%)	120 (100%)

Overall, the students’ comments tended to fall into two categories. Table 13 shows these categories and the more specific kinds of comments in each category. The first category is learning more about violence; for example, it is wrong, types of violence, statistics, safety, and it doesn’t solve anything. The second category is learning strategies to deal with violence by doing something to address it or by doing something to prevent it. In 2004-05, the first category constitutes 73% of the responses and the second category 27% of the responses. There is some variance from 2003-04. It is worth noting that in 2004-05, a higher percentage of students indicated that they learned about how to prevent violence, 13% in 2004-05 compared to 5% in 2003-04.

Because some students offered more than one comment on what they had learned, the total number of comments was 223. Of those who offered comments, 76 or 34% said they had learned that violence is not right, while 23 or 10% indicated they had learned there were different types of violence. A lower percentage of students indicated they learned about statistics and safety than in 2003-04. However, some students indicated they “learned a lot” or “useful things.” A small number of students, 6 or 3%, indicated that violence is a useful way to solve problems. It is difficult to know how to assess these responses. Suffice it to say that there are still some students in the school with attitudes that violence is a way to solve problems.

Table 13: Student Survey 2003-05: Students comments on what they learned about violence

Category	Comments	Numbers (Percentage)	
		2004-05	2003-04
Learned More About Violence	<i>Wrong</i> : “bad”, “wrong”, “not right”	76 (34%)	22 (24%)
	<i>Types & Reasons</i> : different types of violence; different reasons.	23 (10%)	16 (18%)
	<i>Statistics</i> : “it is everywhere,” “happens too much,” “a lot.”	11 (5%)	13 (14%)
	<i>Safety</i> : “it hurts someone”, “you get hurt” personal safety	17 (8%)	12 (13%)
	<i>Doesn’t solve anything</i>	13 (6%)	5 (6%)
	<i>General</i> : “learned a lot,” “learned new things.”	8 (3.5%)	0
	<i>Other</i> : has consequences, not reported, relationship cycle; peer pressure; not a joke.	8 (3.5%)	4 (4%)
	<i>Can be useful; solves problems more effectively or quickly; is better than being put down.</i>	6 (3%)	0
	Sub-total	162 (73%)	72 (80%)
Learned Strategies to Deal With Violence or to Prevent It	<i>Can do something</i> : “can change it”, “can talk it out”, “assertive”, “how to deal with it”	31 (14%)	13 (14%)
	<i>Prevention</i> : “don’t have to use it”, have a choice	30 (13%)	5 (5%)
	Subtotal	61 (27%)	18 (20%)
	Total	223 (100%)	90 (100%)

Differences in Self Esteem, Relationships and in the School

Students were asked to describe any differences in their self esteem, their relationships, and in their school compared to before they participated in the healthy relationship sessions. Table 14 shows the students response to these questions.

Over 1/3 of the students in Grades 7 and 8 and just over ¼ of the students in Grade nine indicated that their self esteem changed for the better. About ½ of the students in all grades felt that it stayed the same. Between 12% and 16% responded with “don’t know.” Some students in Grades 8 and 9 provided comments related to self esteem which were varied and reflect the responses to the first two categories (changed for the better; stayed the same). For

example, some students said the program helped them with their self esteem, others indicated the program did not help them very much; and still others indicated they already felt good about themselves.

Grade 8 Student

“I got more confident.”

Grade 9 Students

“I feel good about myself as I always have.”

“First it made me feel really bad for a long time because I was realizing I was in an unhealthy relationship. Then I changed and got out of the relationship.”

“Doesn’t really help me that much.”

“I have no self esteem.”

Table 14: Student Survey 2004-05: Differences by grade level in self esteem, relationships, and in the school

CATEGORY	GRADE	RATING				% WITHIN GRADE LEVEL/COUNT
		Changed for the Better	Stayed the Same	Changed for the Worse	Don’t Know	
Differences in Self Esteem	Grade 7	36.9%	49.2%	1.5%	12.3%	100%/65
	Grade 8	33.3%	51.3%	1.3%	14.1%	100%/78
	Grade 9	26.4%	56.0%	1.1%	16.5%	100%/91
Differences in Relationships	Grade 7	32.3%	44.6%	1.5%	21.5%	100%/65
	Grade 8	23.4%	58.4%	1.3%	16.9%	100%/77
	Grade 9	24.1%	52.6%	2.2%	21.1%	100%/91
Differences in the School	Grade 7	33.8%	55.4%	1.5%	9.2%	100%/65
	Grade 8	15.4%	66.7%	6.4%	11.5%	100%/78
	Grade 9	12.2%	66.7%	2.2%	18.9%	100%/91

About ¼ of the students in Grades 8 and 9 indicated a positive change in their relationships although just over ½ indicated that their relationships stayed the same. Just under 1/3 of the students in Grade 7 indicated a positive change in their relationships and just under ½ indicated they stayed the same. About 20% or less indicated that they didn’t know if there was a change in relationships. As for self esteem, mostly Grade 9 students offered additional comments which indicate the kinds of changes they have made in their relationships or no change.

Grade 8 Student

“The same, not really that bad.”

Grade 9 Students

“Talk to them more.”

“I feel I’m not as worried when I get into a relationship with a girl.”

“It helped me a lot but my boyfriend didn’t have the class so it didn’t change.” This same individual also commented above that she got out of the relationship.

With respect to differences in the school, the students in Grades 8 and 9 rated similarly, with between 12% and 15% indicating that things had changed for the better and 2/3 or 66% of the students in both grades indicating things had stayed the same. A higher number of the Grade 7 students, 33.8%, indicated that things had changed for the better while just over ½ indicated that things had stayed the same.

A few respondents indicated that things had changed for the worse in all categories except for Grades 8’s where 6% indicated things had changed for the worse within the school. There was no explanation provided for why students felt this way.

When looking at differences by gender (see Table 15), the percentages for each category appear to be in a similar range with about 4-6 percentage points apart.

Table 15: Student Survey 2004-05 Differences by gender in self esteem, relationships, and in the school

CATEGORY	GRADE	RATING				% WITHIN GRADE LEVEL/COUNT
		Changed for the Better	Stayed the Same	Changed for the Worse	Don’t Know	
Differences in Self Esteem	Female	34.1%	50.4%	1.6%	13.8%	100%/123
	Male	29.8%	54.8%	1.0%	14.4%	100%/104
Differences in Relationships	Female	26.4%	49.6%	1.7%	22.3%	100%/121
	Male	22.1%	55.8%	2.9%	19.2%	100%/104
Differences in the School	Female	17.2%	66.4%	.8%	15.6%	100%/122
	Male	22.1%	59.6%	6.7%	11.5%	100%/104

Overall Impression of the Program

Table 16 shows the responses of the students over the three year period to the question, “What was your overall impression of the healthy relationships sessions?”

When looking at the responses over the three year period, the percentage of students who indicated that the program “helped,” “was good,” “fun,” or “interesting” in 2004-05 was similar to 2002-03 and slightly higher than in 2003-04. The percentage of students who indicated the program was “okay,” “all right,” or “they already knew it” was slightly lower in 2004-05 than in 2003-04 but higher than in 2002-03. The percentage of students who indicated the program was “boring,” “uninteresting,” “disliked,” or was “not helpful” decreased from 2003-04. This decrease could reflect improvements or changes in the curriculum as a result of the evaluation process. Overall, 59% of the students taking the program over the three years responded positively to the program and offered positive comments.

Table 16: Students’ Overall Impression of the Program 2002-2005

What Students Said	Total Number of Students (percentage)	No. of Students (percentage)		
		2002-03	2003-04	2004-05
Helped, good, fun, interesting,	124 (57%)	61 (62%)	63 (53%)*	144 (61.5%)
Okay, all right, needs something, already knew it.	30 (14%)	7 (7%)	23 (19%)*	37 (16%)
Boring, uninteresting, disliked, not very helpful.	46 (21%)	22 (22%)	24 (20%)	32 (13.5%)
No response/spoiled	19 (8%)	9 (9%)	10 (8%)	21 (9%)
Total	219 (100%)	99 (100%)	120 (100%)	234 (100%)

* 10 CLM 11 students indicated they had learned this material previously. 3 students said the program was good; 7 said that because of the repetition, it was not useful or they didn’t learn new information.

When looking specifically at the year 2004-05, the majority of the students, 144 or 61.5%, were positive stating that the program “helped” or was “good”, “fun”, or “interesting”. Some of their comments follow:

Grade 7 Students

“I think that it is a good way to learn about personal relationships.”

“My overall impression was that the sessions might help me in the future and it was pretty good and I learned some new stuff.”

Grade 8 Students

“It helped us understand each other’s differences.”

“My overall impression was I loved it.”

Grade 9 Students

“It’s good because it teaches us respect for others and it is good.”

“It was cool. I liked talking about certain issues that I was curious about.”

Another 16% of students in 2004-05 indicated that it was okay or all right, or they already were aware of the information. Some of their comments follow:

Grade 7 Student

“The session was alright. They were useful in some ways about certain topics!”

Grade 8 Student

“It was nice to have, although we should do a few other topics. We pretty much did the same thing as last year.”

Grade 9 Student

“It didn’t change really much and most of the stuff we did, we learned in 7 & 8 classes.”

Thirty-two (32) or 13.5% of the students in 2004-05 indicated that the classes were boring, uninteresting, or they disliked the classes and most were in Grades 8 (12 students) and Grade 9 (17 students). The Grade 8 students, who comprised 15% of the 78 Grade 8 students, tended to say they found it boring, uninteresting, or they knew everything already as follows:

Grade 8 Student

“I thought they were very boring. I didn’t like the circle thing.”

Grade 8 Student

“I didn’t like it cause we already knew everything.”

A number of the 17 Grade 9 students who comprised 19% of the 91 Grade 9 students they found it boring, uninteresting or a waste of time because it was repetitive of previous years, because they knew it already, or they were ready for a different kind of discussion. Some of their comments follow:

Grade 9 Student

“I think it was a repeat of last year and that made it boring and seemed longer.

Grade 9 Student

“I found the sessions were too simple. They didn’t have enough ‘deep’ discussions.”

Twenty (20) of the 234 students in 2004-05 indicated that they found the program repetitive of previous years or that it was too simple and needed to be more focused on their Grade level. Some students indicated they found the program useful; others indicated it was okay, while others indicated they found it boring or uninteresting. Seventeen (17) of the students were in Grade 9 and represent about 19% of the Grade 9 students. In 2003-04 (see asterisk in Table 14), 10 CLM 11 students indicated they had learned this material previously. 3 students said the program was good; 7 said that because of the repetition, it was not useful or they didn’t learn new information.

When students were asked for anything else they would like to convey about the program, a number of students offered concrete suggestions. Some students suggested dropping some activities and/or techniques while others suggested adding more of some techniques and topics. What is included here are suggestions made by five or more students as follows:

- ♦ Drop the workbooks (13 students);
- ♦ Drop things from other grades and add new topics for Grade 8 and 9 to avoid repetition from previous grades (12 students);
- ♦ More separate gender sessions (11 students);
- ♦ More video with discussion questions (6 students);
- ♦ Add new videos (5 students);
- ♦ More talk about boyfriend/girlfriend, relationships and sex (Grade 8 and 9: 6 students).

These responses also correspond with what the students found least and most useful with respect to interactive techniques. For example, with respect to dropping the workbooks, less than $\frac{1}{2}$ of the students found the workbooks useful or very useful, and with respect to more separate gender sessions and videos as a learning tool, between $\frac{2}{3}$ and $\frac{3}{4}$ of the students found these useful. Also, as discussed previously, the Grade 8 and particularly the Grade 9 students would like to see some different topics at their grade level to avoid repetition.

5: CONCLUSIONS AND SUGGESTIONS FOR NEXT STEPS

The 2004-05 evaluation report has examined how well the RYEP is addressing best practices in violence prevention, including the strategies and challenges in three areas: a focus on gender and diversity, strategies to enable people in rural areas to access violence prevention programs, and interactive approaches to intervention. It also continued to examine an important and sixth evaluation theme, the impact on youth participants.

This section summarizes the results for each theme and suggests some next steps for the RYEP. Many of the suggested next steps were offered by the evaluation participants.

1. A FOCUS ON GENDER AND DIVERSITY

The RYEP program continues to make a conscious effort to model gender and diversity through multiple strategies. Some of the key strategies that strengthen the diversity component that were used in 2004-05 were: continuing with a diversity consultant for the program, diversity sensitivity training related to gender, culture, and sexual orientation for Adult and Youth Facilitators, and program leaders actively working toward modelling diversity. In the classroom there is a range of topics and activities related to raising awareness about diversity and understanding difference. As for last year, it is clear that as the program evolves, various dimensions of diversity are being included such as age, sexuality, rural-urban (from here; come-from-away), and difference of perspectives and opinions.

By the start of the 2004-05 year, male and female, African Nova Scotian and Mi'kmaq are well represented on the youth team. There is also a mix of youth representing different groups and different ages within each school; although East Antigonish had a higher number of Grade10's this year. With respect to the adult teams, gender balance has been achieved. There have been ongoing difficulties in retaining adult male facilitators from year to year, with no adult male remaining with the program longer than one school year. This year was a particularly difficult year with respect to the adult team with the loss of the Mi'kmaq facilitator who had been with the program for two years and the loss of two additional facilitators (one male/one female). With these changes, the racial diversity was not maintained and the program went from having four to having two facilitators, a male and female.

Suggestions for Next Steps

- ♦ Consider the issues and possible strategies to address the high turnover rate of adult males and to ensure diversity on the adult team.
- ♦ Consider the option of one Adult Facilitator team rather than two Adult Facilitator teams.

2. STRATEGIES TO ENABLE PEOPLE IN RURAL AREAS TO ACCESS VIOLENCE PREVENTION PROGRAMS

The Parent/Guardian Guides were distributed in 2004-05 to students in all grades to take home to their parents. Parents/Guardians who participated in the focus group said that giving parents information about the program was a good idea. They felt, however, that the guides should be shortened into a one-page or newsletter format and should have contact

information (phone, e-mail and links to websites) so that parents could access further information if they wished. They also offered a number of suggestions for ongoing updates with parents and participation in evaluation.

Efforts have been made to ensure that the opportunity to become a Youth Facilitator is as accessible as possible to students in the schools. The Adult Facilitators identified two issues to developing a youth team in a rural area. The first is access to transportation for youth facilitators particularly after the youth team meetings. The second is how to support and value the youth who are willing and able to do some things and share their experiences without devaluing the youth who appear to be less confident or possibly less able due to economic/social circumstances to “do things, go places, and connect with people.” The Adult Facilitators would like to see these issues examined more closely.

Another element, also raised in the 2002-04 evaluation, is the need for sensitivity to the fact that the program challenges attitudes and beliefs that may be held by some community members. In particular, one Adult Facilitator noted that, while diversity exists in a rural area, students don't have as much exposure to it; and, as a result, there are fewer pressures to change their way of thinking about things. This creates particular challenges for the Adult Facilitators to “get the kids to think in different ways and to engage them in different ways than they have been before.”

Suggestions for Next Steps

- ♦ To improve the Parent/Guardian Guides, parents/guardians suggested either a one page overview with an accompanying letter or a newsletter format (11 x 17 folded) that includes basic information about the program and contact information and would incorporate the introductory letter.
- ♦ To improve communication, parents/guardians suggested including an e-mail address so that parents can communicate by e-mail and links to more information about the program for those parents who wish to know more. Information should still be sent home with the students and have a tear-off sheet that parents sign to acknowledge receipt of the information. This could also include asking parents if they are willing to give feedback about the program as part of the evaluation at the end of the school term. Some parents suggested that there be an incentive to return the signed sheet; for example, a draw for a prize of some kind. Include information and updates in the school newspaper.
- ♦ Include strategies for addressing transportation challenges for youth facilitators and for valuing all the youth facilitators' initiatives and experiences in a way that includes and does not devalue anyone.

3. MULTI-DIMENSIONAL, INTERACTIVE APPROACHES TO INTERVENTION

Over 60% of the students in all grades in 2004-05 said the interactive techniques such as separate gender sessions, small groups, discussion, and video were useful or very useful. Each grade also said that role plays were less useful than the techniques just mentioned, but they were more useful than handouts and workbooks. When compared by gender, the girls preferred separate gender sessions and the boys preferred videos over all other techniques. This was supported by the observation of the Youth and Adult Facilitators. The Youth

Facilitators identified the need to improve and energize some activities. Students in all grades indicated that they found having Adult Facilitators delivering sessions with Youth Facilitators assisting to be useful. There was more variance when asked to rate having the teacher present, with Grade 9's indicating this is less useful than the other two grades.

The adult team play a pivotal role in program delivery. In the classroom they work as a team and with the Youth Facilitators to deliver the curriculum. The Adult Facilitators discussed challenges related to handling group dynamics: keeping students involved and engaged in group discussion; handling situations when students act out and knowing when to ask the teacher for support; and constructively facilitating situations when some students react strongly to issues being discussed. They emphasized the importance of content, of constructively engaging students in discussion of topics, and of putting those discussions into a broader context of history and current events, cross cultural and race relationships, and boyfriend-girlfriend and same sex relationships.

Developing the adult team was particularly challenging due to the changeover in staff; however, both Adult Facilitators said they worked well together and supported each other. They agreed that it is important to have two facilitators, a male and female, in the classroom to jointly take responsibility for facilitation, to provide different perspectives for the students and to ensure effective overall facilitation. The changeover in staff also affected the trust and motivation of the Youth Facilitators in one of the schools, which required extra effort on the part of the Adult Facilitator to regain the trust of the youth team.

The Adult Facilitators recognize the important contribution of the Youth Facilitators in the classroom and are continually working on ways to improve the youth team's involvement in the classroom. What is required is individual one-on-one time to support the Youth Facilitators with content and facilitation activities in the classroom. In addition, finding a way to have the youth team meetings complement the classroom activity, and to engage the youth in identifying their interests and priorities to have a clear focus for collective youth team activities is another ongoing challenge for the Adult Facilitators.

The Youth Facilitators offered suggestions to improve their involvement in the classroom, including an interest in working more as a group to develop skits and activities to support the curriculum. They also wanted to feel more prepared for the classroom activities. The Youth Facilitators appreciated the collective planning and collective activities they carried out in 2004-05. The youth teams in both schools wanted more attention to planning activities and to have opportunities to work together. What works well to recruit youth to be a Youth Facilitator is the interview process, youth team members encouraging others to apply, and offering incentives to apply.

Suggestions for Next Steps

- ◆ Continue with the approach of using a variety of techniques for engaging students in the classroom. Some videos need to be replaced.
- ◆ Continue to strengthen the facilitation skills of the Adult Facilitators to address the various challenges identified in this evaluation.

- ♦ Continue to strengthen strategies for teambuilding within the adult team and with the youth team.
- ♦ Continue to build on and strengthen the youth role in the classroom. Consider working with the youth team in developing skits and other activities that they can do in the classroom as well as improving their preparation for the class. For the latter, they suggested a schedule for each week and an outline of each class ahead of time.
- ♦ Consider other activities for the youth team to develop that can help to promote and reinforce the curriculum messages such as anti-racism and anti-violence campaigns.
- ♦ Continue to build and strengthen the focus of the youth team meetings (see youth team recommendations, p. 23).
- ♦ Continue to ensure accessibility of youth to the Youth Facilitator position and to build on the specific suggestion for recruitment of youth facilitators (see p. 23).

4. IMPACT ON YOUTH PARTICIPANTS

The Youth Facilitators have expanded their knowledge and increased their confidence and skills, particularly in public speaking. They have benefited from working with and meeting new people. They find teaching and being looked up to as a role model to be a positive experience. They identified and appreciated the positive support from the Adult Facilitators and family members, as well as the positive impact of the program on the students.

The program is having a positive impact on the students judging from their responses to the survey. Over 60% of the students said the program was helpful, fun or interesting overall. When asked what they appreciated most, 83% offered positive comments about the program, commenting on content, the videos, and broader processes and outcomes more than they did in the previous years. Most students found learning about stereotypes, understanding differences, conflict resolution/problem solving and communication skills to be somewhat helpful to helpful. Girls tended to find the topics slightly more helpful to them than the boys.

When asked what they had learned about violence, 75% offered positive comments about what they had learned. Of those 73% said they had learned more about violence (different types, etc) while 27% said they learned strategies for dealing with violence or to prevent it. An interesting outcome is that 13% of the students said they had learned about ways to prevent violence, which is an increase of 8% over the number of students who mentioned prevention in the 2003-04 survey.

With respect to differences in self esteem and in relationships as a result of the program, it is evident about 1/3 of the students in all grades felt their self esteem and relationships changed for the better while about or just over 1/2 said they stayed the same. Responses to perception in differences in the school were more varied with more Grade 7's perceiving a difference in the school than Grade 8's and 9's.

Suggestions for Next Steps

- ◆ Continue to build on and strengthen the interactive techniques and facilitation skills of Adult and Youth Facilitators that engage the students and interest them in the various topics.
- ◆ Continue to develop the Grade 9 curriculum particularly related to perceived repetition identified by the students
- ◆ Consider the suggestions made by the students to improve the program (see page 34).

APPENDIX A: Internal Evaluation Steering Group Members

Mary-Jess MacDonald, School Board representative

Dave Bance, PDR teacher, East Antigonish

Linda Peters & Thomas Melong, Youth Facilitators, East Antigonish

Nancy Peters, Evaluation Consultant, Coady International Institute, StFX University

Patrick Taman, RYEP Adult Facilitator and Appreciative Inquire Research Assistant

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

Jean Crosby, RYEP Coordinator

Jackie Jacques, RYEP Office Administrator

Peggy Mahon, Internal Evaluation Consultant

APPENDIX B: In-House Evaluation Themes, Outcomes and Methods

INTERNAL EVALUATION THEMES	ANTICIPATED OUTCOMES	SOURCE OF INFORMATION	METHODS
1. Framework for Understanding Violence and Abuse	<p>1.1 The difference that the gender-based approach makes;</p> <p>1.2 Why it is important to know about/be aware of differences in understanding and experiences of violence</p> <p>1.3 Why violence and abuse should be framed as a systemic not individual problem</p>	<p>part of overall analysis and conclusions of the evaluation</p> <p>- AF/SF and teachers</p> <p>literature</p>	<p>AI analysis</p> <p>AI analysis</p> <p>Literature review</p>
2. A Focus on Gender and Diversity	<p>2.1 What aspects of diversity are important to address;</p> <p>2.2 The effects of modelling diversity on what students and Youth Facilitators learned;</p> <p>2.3 A gender-based approach makes it easier to address other forms of violence.</p> <p>2.4 What supports recruitment and retention of RYEP staff.</p>	<p>RYEP staff, AF/YF teams; teachers/admin.</p> <p>AF/YF teams</p> <p>(relates to 1.2)</p> <p>Youth involvement; AF; Advisory Cttee; School Administrators.</p>	<p>AI – Interviews; focus group (teachers/ administrators T/A)</p> <p>AI – Interviews</p> <p>AI analysis</p> <p>Youth involvement survey; Stakeholder interviews</p>
3. Strategies to Enable People in Rural Areas to Access Violence Prevention Programs	<p>3.1 Strategies and challenges for delivery of RYEP in a rural/remote area.</p> <p>3.2 What worked and what could work to gain buy-in and trust to deliver RYEP</p> <p>3.3 Roles and strategies for promoting awareness and success of the program.</p> <p>3.4 Positive community partnerships have developed.</p>	<p>Teachers/administrators; RYEP staff; Adv Committee; Youth Involvement</p> <p>Administrators/teachers; RYEP staff; Adv Committee</p> <p>Teachers/administrators; RYEP staff; YF/AF; Adv Committee</p> <p>Teachers/administrators; RYEP staff; Adv Committee</p>	<p>AI analysis; stakeholder interviews; T/A focus group</p> <p>Stakeholder interviews; T/A focus group</p> <p>T/A focus group; Stakeholder interviews</p> <p>Stakeholder Interviews</p>

APPENDIX B: In-House Evaluation Themes, Outcomes and Methods

INTERNAL EVALUATION THEMES	ANTICIPATED OUTCOMES	SOURCE OF INFORMATION	METHODS
3. Safety and Confidentiality	4.1 What makes the classroom a safe place to discuss violence and abuse. 4.2 Female and male safety needs are compared for similarities and differences 4.3 Ability to identify need for self care and when and how to seek help	Students, YF/AF; teachers/administrators. Students, YF/AF. YF/AF	AI Interviews; Student surveys; T/A focus group. Student survey; AI analysis AI Questions
4. Approaches to Intervention	5.1 Why important to deliver over several years; 5.2 Themes, topics and skills that are most important; 5.3 Links between RYEP curriculum and existing curriculum; 5.4 Use of interactive techniques helps learning 5.5 Strategies to overcome resistance to some topics. 5.6 School and community factors that facilitate and challenge delivery of curriculum 5.7 Best practices for taking advantage of “teachable moments” to reinforce curriculum messages. 5.8 Supports and barriers to youth involvement. 5.9 Benefits and challenges of youth involvement. 5.10 Requirements to learn more about issues, strategies, resources and supports to help the youth role in the program.	Literature Students; YF/AF; teachers/ administrators; classroom evaluation; youth involvement; Diversity consultant Students YF/AF YF/AF; Administrators; Adv. Committee; RYEP staff. YF/AF Youth Involvement Report; Monthly Evaluation Reports Youth Involvement Report; Monthly Evaluation Reports Youth Involvement Report; Monthly Evaluation Report	Literature review AI Questions ; T/A focus group; Document analysis Student survey Document analysis Student survey AI Interviews AI Interviews; Stakeholder interviews. AI Interviews Document analysis Document analysis Document analysis

APPENDIX B: In-House Evaluation Themes, Outcomes and Methods

INTERNAL EVALUATION THEMES	ANTICIPATED OUTCOMES	SOURCE OF INFORMATION	METHODS
5. Impact on Youth Participants	<p>6.1 Increased students' & YF <u>knowledge, attitudes, and values</u> toward key elements of healthy relationships:</p> <ul style="list-style-type: none"> - need for self respect & assertiveness - equality and mutual respect - empathy - effective communication - racial and cultural diversity - role and gendered nature of power; - differences between interpersonal and system violence - the effects of interpersonal and systemic violence on their lives <p>6.2 Increased students' and YF <u>skills</u> in:</p> <ul style="list-style-type: none"> - problem solving; - conflict resolution <p>6.3 Increased YF knowledge and skills in:</p> <ul style="list-style-type: none"> - program planning - facilitation 	<p>Students</p> <p>Youth Facilitators</p> <p>Youth Involvement Report</p> <p>Classroom evaluations</p> <p>Monthly Evaluation Reports</p>	<p>Student Survey</p> <p>AI Interviews</p> <p>Document Analysis</p>

APPENDIX C: Rural Youth Education Project Objectives

1. To engage all students in grades 7, 8, 9, & 11 in two school sites: East Antigonish Education Centre/ East Antigonish Academy and Chedabucto Education Centre/Guysborough Academy, in a series of lessons designed to promote healthy and respectful relationships.
2. To increase students' knowledge and understanding of key elements of intimate relationships; the role and gendered nature of power; the need for self respect and assertiveness; equality and respect; and empathy and effective communication.
3. To influence students' attitudes and values by creating a positive appreciation of the benefits of self respect and assertiveness, equality and mutual respect and empathy and effective communication in relationships.
4. To increase students' skills in establishing and maintaining healthy and respectful relationships including such things as problem solving and conflict resolution in the context of friendships and intimate relations.
5. To increase students' understanding of racial/cultural diversity specifically related to the Mi'kmaq and African Nova Scotian community.
6. To increase students' understanding of the differences between interpersonal and systemic violence and the effect it has on their lives.
7. To decrease reported incidents of violence or abusive behaviour in the school setting.
8. To decrease reported incidents of violence or abusive behaviour in friendships and dating relationships; and
9. To involve high school students in a meaningful way in program planning, guidance, and delivery.

APPENDIX D: RYEP Current Advisory Committee Members and Personnel

Advisory Committee Members

- ◆ National Crime Prevention Strategy Karen Swan, Senior Program Analyst, Atlantic Region
- ◆ RYEP Jean Crosby, Project Co-ordinator
- ◆ Antigonish Women's Resource Centre Lucille Harper, Director
- ◆ AWRC Board Member Maureen Shebib, Equity Co-ordinator, St. Francis Xavier University
- ◆ East Antigonish School Darryl Breen, Vice Principal
- ◆ Chedabucto Place Paul Ash, Principal
- ◆ Strait Regional School Board Kathy Rhodes-Langille, Race-Relations, Cross-Cultural Understanding & Human Rights Co-ordinator
- ◆ Afrikan Canadian Heritage & Friendship Centre Wendy Campbell, 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 Sheila Pelly, Employment Development Officer
- ◆ 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 Wendy Digout, Psychologist, Child Adolescent Team Member
- ◆ Antigonish Town & County Community Health Board Evelyn Lindsay, Chair

Personnel

Project Coordinator: Jean Crosby
Office Administrator: Jackie Jacques
Financial Administrator: Christine Hanlon

Adult Facilitators 2004-05:

Chedabucto Place: Krista DeCoste and Sean Patterson, August to May
East Antigonish: Krista DeCoste, November to May;
Annika Peters, August to October; Derek Shaw, August;
Lucky Campbell, September to November;
Jennifer Hardy, October to November.