



**RURAL YOUTH EDUCATION
PROJECT**

ANNUAL REPORT

FOR YEAR ENDING MARCH 31, 2004

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BACKGROUND:

The Rural Youth Education Project (RYEP) is a four year project which started in February/02. This project is sponsored by the Antigonish Women's Resource Centre and funded by the National Crime Prevention Strategy, Public Safety and Emergency Preparedness Canada. The project implements a gender-based, violence prevention model which will provide youth with skills to build and maintain healthy relationships.

The model being replicated was developed by the Saltspring Women Opposed to Violence and Abuse (SWOVA) Community Development and Research Society in rural British Columbia and the project work is being carried out with ongoing consultation and collaboration with SWOVA staff. Key to the process is the partnership RYEP has with the Antigonish East Education Centre in Antigonish County and Chedabucto Place in Guysborough County. These rural schools reflect a diverse population with a significant percentage of the students coming from Mi'kmaq and African Nova Scotian communities.

The model presents a gender-based, violence prevention approach for working collaboratively with teachers to deliver a core curriculum of 12 lessons to students in grades 7, 8, 9, and 11. It is designed to be presented as a multi-dimensional, multi-session, multi-year program. The inclusive teaching approach utilized is acknowledged to be an effective way to present the skill development and awareness of issues required to build and maintain healthy relationships.

In each school a male/female team of Adult Facilitators facilitate the classroom sessions and are also responsible for providing leadership, information and support to a team of up to ten Youth Facilitators. Youth Facilitators assist with the delivery of the classroom sessions. These youth play an important mentoring and peer support role with other students both in and out of the classroom. This team presents role-modelling of a healthy adult male/female relationship as well as a co-operative youth/adult relationship. Members of the Youth and Adult teams also reflect culture and gender diversity.

This project will incorporate adaptations which will enhance the existing SWOVA curriculum, most notably in the area of diversity. Within Antigonish and Guysborough Counties there exists significant cultural/racial diversity with both First Nations and African Nova Scotian communities. Cultural diversity will be a priority and the diversity component will continue to be developed and integrated throughout the project. In addition student workbooks and resources for teachers and parents will support and enhance the classroom lessons.

KEY COMPONENTS OF MODEL:**School-based violence prevention programming****Community based****Collaboration with schools****Links forms of violence****Addresses gender dynamics****Addresses diversity****Employs an inclusive education approach****Youth involvement****Counselling Support****SCHOOL BASED ACTIVITY:****02/03 School Year: April/03 to June/03**

- A total of 320 students received the RYEP curriculum.
- In this school year RYEP sessions started in the second semester in early February and concluded May 23rd at Chedabucto Place and June 11th at East.

CHEDABUCTO PLACE:

	Grade 7	Grade 8	Grade 9	#Classes/ #Students
Completed:	7-1 (24)	8-1 (23)	9A (22)	6 classes (138)
Feb- June	7-2 (24)	8-2 (22)	9B (23)	
Totals	2 classes (48)	2 classes (45)	2 classes (45)	6 classes (138)

EAST ANTIGONISH:

	Grade 7	Grade 8	Grade 9	#Classes/ #Students
Completed:	7-2 (18)	8-2 (20)	9-2 (32)	6 classes (109)
Feb - June	7-1 (20)	8-1 (21)	9-1 (32)	
	7-3 (18)	8-3 (21)		
Totals	3 classes (56)	3 classes (62)	2 classes (64)	8 classes(182)

03/04 School Year: September/03 - March/04:

- A total of 377 students participated in the RYEP sessions in this school year.
- RYEP sessions were underway in both schools by early October and concluded in March.

CHEDABUCTO PLACE:

	Grade 7	Grade 8	Grade 9	Grade 11	Total
	PDR 7-1 (20) PDR 7-2 (21)	PDR 8-1 (23) PDR 8-2 (25)	PDR 9-1 (24) PDR 9-2 (23)	CLM 11-1(25) CLM 11-2(27)	
Total	2 classes (41)	2 classes (48)	2 classes (47)	2 classes (52)	8 classes (188)

EAST ANTIGONISH:

	Grade 7	Grade 8	Grade 9	Total
	PDR 7-1 (22) PDR 7-2 (22) PDR 7-3 (22)	PDR 8-1 (19) PDR 8-2 (20) PDR 8-3 (19)	PDR 9-1 (21) PDR 9-2 (21) PDR 9-3 (23)	
Total	3 classes (66)	3 classes (58)	3 classes (65)	9 classes (189)

- Chedabucto Place: In September, Jean met with Paul Ash, the new principal this year to discuss scheduling and provide orientation to the RYEP.
- School Orientation Meetings:
Orientation Meetings were held at both schools prior to RYEP sessions starting in September. In attendance were the RYEP Co-ordinator, Adult Team and 11 school personnel including Principal, Vice-Principal and PDR/CLM teachers from both schools. The purpose of these meetings with school and project staff was to facilitate collaboration by reviewing/discussing the following; project model, introductions, scheduling, roles in the classroom, teacher evaluation, and other issues of mutual concern.
- Letters to all parents/guardians of students who will be receiving the RYEP curriculum in this school year were distributed at both schools.
- At Chedabucto, the delivery to the two CLM 11 classes proved challenging. The class dynamics that contributed to both classes having a higher than average level of disruption and the challenge was to create a safe environment for students to express their opinions. Discussions at RYEP staff meetings focussed on strategies to engage students and to address the classroom guidelines established in the first session with each class.

ADULT FACILITATORS:

02/03 School Year:

- Adult Teams: Annika Peters and Liam Timmons were the Adult Team for East Antigonish. Krista DeCoste and Steve Wardrope were the Adult Team for Chedabucto Place. Flora Murphy acted as a relief facilitator at both schools as needed.
- Curriculum Review: Curriculum Review Meetings were held in May with Adult Facilitators and Co-ordinator. From this review of each session by grade level, a document was created outlining all recommendations for revision and correction to the curriculum document as well as identifying additions made during this school year. This provided the basis of discussion with SWOVA staff during the June visit and also provided the outline for work on the curriculum over the summer.

03/04 School Year:

- Adult Team: Annika and Krista returned for their second year with the RYEP. Both Steve Wardrope and Liam Timmons did not reoffer due to other employment opportunities. Flora Murphy, who had been acting as a relief facilitator returned to university.
In July, the two Male Adult Facilitator positions for 03/04 were advertised in local papers. Particular attention was given to recruiting an African Nova Scotian applicant. This goal was not met, however an African Nova Scotian was offered the position but declined due to the salary level.
John Jantunen and Patrick Taman were hired.
- Training & Orientation:
In August, five days of initial training and orientation was attended by the four Adult Facilitators and facilitated by the Project Co-ordinator:
Day One : Orientation to the Project, key elements and youth involvement.
Day Two: Working with Youth
Day Three: Diversity Session facilitated by Sylvia Parris.
Days Four & Five: Curriculum Review : Grades 7,8,9 & 11
- Adult Team Weekly Meetings:
Meetings Adult Facilitator meetings were held weekly with Project Co-ordinator. These meetings provide a time to check in, share issues and experiences and clarify scheduling and reporting issues.
- Curriculum Review - Grade 11:
In January, Adult Facilitators and Co-ordinator met to review Grade 11 curriculum materials and revisions made to most recent SWOVA grade 11 sessions and workbook.
- Challenging Racism & Oppression in Your Work and In Your Life: Workshop:
Krista, Patrick and Annika attended this one-day workshop at Tatamagouche Centre. Barbara Hamilton-Hinch, Black Student Advising Centre for Dalhousie University facilitated. This was seen as a worthwhile activity overall.
- Antigonish/Guysborough Black Development Association

Employment Symposium 2003:

In October, Krista and John staffed a display table for the RYEP. This was not well attended by the public, however it was a valuable networking opportunity.

- Coastal Communities Workshops:

In October, Patrick, Annika, Krista and John attended a one day workshop in Truro. The two sessions attended were: Facilitation Without A Flipchart, and Conflict Resolution Skills. This was reported to have been very worthwhile.

- New Leaf: Intervention Program for Abusive Men:

A staff education session was held in March with Ron Kelly of New Leaf. This was a two hour discussion focussed on; the role of men as co-facilitators in mixed gender teams presenting with a deliberate gender analysis; challenges and successes in the classroom of working through resistance. Ron provided his perspective as a counsellor with abusive men and an educator addressing issues of violence from a feminist perspective.

YOUTH FACILITATORS:

02/03 School Year:

- Even though RYEP sessions concluded the end of March, the Youth Teams in each school remained engaged in weekly meetings.
- An end of year pizza party was held at the end of May for all Youth Facilitators. This event took place at East Antigonish School and was also attended by Adult Facilitators and Co-ordinator.
- Youth Facilitators were actively engaged in recruiting students for next year and those who will be in Grade 12 next year have been invited to reapply. In both schools information tables were set up and staffed by Youth/Adult Facilitators. Job advertisements were also well distributed within each school.

03/04 School Year:

- Recruiting for 03/04: Twenty-eight interviews were conducted in June and recruiting efforts continued into July and August to achieve representation of Mi'kmaq and African Nova Scotian youth and also male youth. In regards to achieving cultural representation, this goal was met for the East but was not met for African Nova Scotian youth and the number of male youth was low. In addition to ongoing efforts to create a balance of gender and diversity on the youth teams, we will be also looking to achieve a greater range of age and grade level within the youth facilitators. Grade 12 students in particular have significant demands with scheduling and their participation is often affected. Recruiting will be done for next year with a focus on students now in grades 9 and 10.
- Training/Orientation:
All Youth Team members from both schools met for four days (August 26th to 29th) at Antigonish East School. The Co-ordinator and Adult Facilitators facilitated sessions.
Day One: developed community standards, linking violence prevention & healthy

relationships, key elements of model, youth involvement, roles and responsibilities.

Day Two: diversity session, separate gender discussions re: stereotypes, boundaries/self-care

Day Three: Heartwood Workshop: Lisa Kierstead and Peter Davison - team building

Day Four: youth involvement evaluation results, school team groups, school mapping

- Youth Team Meetings: Youth Team meetings were held weekly with the Adult Team at each school site. These meetings are being held after school to allow a one hour meeting which was not possible to schedule within the school day. Check in is a significant part of each meeting and is followed by an activity and/or discussion; Some of this content included:
 - Video/discussion:
 - A Love That Kills (dating violence)
 - One of Them (homophobia)
 - Death of student and impact on school community
 - Cross-cultural experiences of students
 - Month end evaluations
 - Preliminary preparation for East Antigonish Youth Team to present a workshop at Sherbrooke Youth Health Fair.
 - End of semester pizza parties were held at each school.
 - Appreciative Inquiry method of evaluation
- With all classroom sessions completed in both schools by March, Youth Team Meetings continued with a focus on recruitment and evaluation activities.
- Youth Team Debrief Meetings: While RYEP sessions were underway, regular debrief meetings were held during the lunch break for those Youth Facilitators who were working in the classroom. Within the school year, each Youth Facilitator will have been assigned to follow a class for the RYEP series of sessions.
- Evaluation Activities: Patrick conducted information session with both Youth Teams to introduce them to appreciative inquiry method which will be used for upcoming interviews with these youth facilitators.
- Youth Health Fair 2003: In November, the Youth Team in Chedabucto developed and presented a workshop entitled "Stand Your Ground" with a focus on assertive communication. This was presented in consecutive 30 minute sessions to 120 students from grades 6 - 9 from Chedabucto Place, Canso and Mulgrave schools and was a great success. The Youth Facilitators were excited about having been able to take the lead with the Adult Facilitators acting only as consultants to the process.

DIVERSITY COMPONENT:

Diversity Consultant:

The main objectives of Sylvia's work, which will be ongoing throughout the project, are:

- 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 & 11
- To develop and deliver educational material to support diversity awareness leading to competency for Project and School staff.

Sylvia Parris has completed her second contract with the Project. Her focus was on cultural diversity and diversity of sexual orientation: Work completed included:

- Introduction to Diversity session developed for all grades
- Parent/Guardian Guide for Grades 7,8,9 & 11 drafted
- Review and recommendations for Grade 11 curriculum material completed.
- Diversity training materials developed to support diversity awareness leading to competency
- Diversity training to project staff and school staff:
RYEP staff to focus on strategies/challenges in discussing oppression/privilege.
School staff to explore the process of building competency in relation to diversity.
- Updated resource lists

Diversity Education Workshop:

The third and final module of the Diversity Education Certificate Program was completed in June/03. The seven participants in attendance received their Certificates of Completion for Level One of the Diversity Education Initiative which was comprised of three two day modules. Candy Palmater and Percy Parris were the co-facilitators through this process. The focus of the third workshop was on the intersection of gender and race and how this relationship between sexism and racism relates to the work of the RYEP project. There was an exploration of differences and the challenge of difference as well as developing strategies for addressing recruiting, hiring and retaining staff which will achieve representation from the communities we work in.

COUNSELLING SUPPORT:Family Service of Eastern Nova Scotia:

Family Services of Eastern Nova Scotia, a non-profit counselling service, have agreed to provide counselling support as required for the Project. A contract and protocol support this agreement. Counselling support is offered to students and their families and project staff (adult & youth facilitators) to address issues that may arise as a result of the RYEP sessions.

SUMMER POSITION:

Between June and September, Annika Peters completed a part-time, nine week position working as Youth Educator under a funding agreement with the Paq-tnkek First Nation Chief and Council. Annika reviewed and revised the model for training the Youth Facilitators, developed additional resources and provided orientation to the other Adult Facilitators who will be co-facilitating this training.

S.W.O.V.A.: CONSULTATION AND COLLABORATION:

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

On the third day Lynda, Lucille and Jean met to discuss administrative issues. One issue that dominated was the shift in focus for evaluation with the National Crime Prevention Strategy. We were notified of the move to a different model of research by NCPS in December/02. This new approach is focussed on quantitative research. The model in use with the SWOVA project, and the one we had assumed would be utilized with the RYEP, is a qualitative research model. As we are adjusting to the implications this creates to the RYEP, so are SWOVA. They are now far less concerned with maintaining the high level of scrutiny over changes and adaptations to the curriculum as the evaluation process will not be replicated. We are now jointly working on a revised understanding of how we will work within a less formal structure of replication.

CURRICULUM WORK:

- Krista DeCoste worked through the summer on a part time basis to complete revisions and enhancements to the curriculum and workbooks that were indicated from the review process completed by staff and also to incorporate learnings from the SWOVA consultation visit. There were also some enhancements based on the work of the Diversity Consultant.
- The curriculum and workbook revisions were completed for grades 7,8, & 9 prior to September/03 and the revisions to Grade 11 material were completed prior to starting CLM 11 classes in early February. This process of curriculum review for the current school year will start in May/04.
- The Parent/Guardian Guides are in the editing process. The original time line for this work has been extended and it is anticipated that distribution of the Parent/Guardian

Guides will occur in September/04. This guide will be distributed to all parents of students receiving the RYEP sessions.

ADVISORY COMMITTEE: (Appendix II)

The Advisory Committee met nine times over the year with an average of five members in attendance. The location of these meetings was rotated to facilitate attendance: 4 meetings were held at Chedabucto Place, three at East Antigonish and two at the AWRC.

Issues reviewed and discussed by the Committee included:

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

EXTERNAL EVALUATION:

- Ongoing e-mail communication from the RYEP responding to various questions/requests for information.
- The completed draft of the Evaluation Framework and Theory of Change Model for the RYEP was circulated to the Evaluation Advisory Committee by ASA for review. The Evaluation Advisory Committee held its first meeting by conference call on May 14th to discuss these documents.
- Process Evaluation - Site Visit: Gus Barrieau spent several days in Antigonish in late May to start gathering information for the process evaluation. This involved various individual and group interviews and also pilot testing the student questionnaire in a grade 7, 8 and 9 class.
- Concerns arising from this visit were relayed to Karen Swan, Senior Project Analyst/Atlantic Region. Also as a direct outcome from this visit a letter of complaint has been sent to Gus Barrieau specifically regarding his conduct in arranging and conducting the Youth Facilitator interviews.
- Raising these concerns initiated discussions with Karen Swan and Lucy Burke. As a result, a formal process for communication was established. All communication is channeled through NCPC staff (Lucy Burke and Karen Swan) and site visits will be conducted by another member of A.S.A.

- NCPC Meeting: In July, Lucille & Jean met, on their request, with Karen Swan and Lucy Burke of Justice to discuss issues relevant to the RYEP evaluation process. There was an agreement for us to proceed with an enhanced internal evaluation process although no additional funds would be available for this purpose.
- Advisory Committee Survey: ASA distributed the Advisory Committee member survey in October. Concerns arose among members regarding this process as not everyone had received this survey and those who had described it as lengthy and time consuming. There had also been a considerable time lag of 7 weeks between notification that this survey was to be forthcoming and then actually receiving it. Concerns were relayed to Karen Swan.
- School Pre-Test: This was conducted with five grade 7 classes in the two schools on October 8th. Jim Cofflin of ASA visited both schools for this purpose. Some concerns also arose from this process and were addressed directly by school administration with ASA and also with Karen Swan. The main areas of concern were in relation to not receiving the pre-test prior to administration for review purposes, that three of the five classes surveyed had already started the RYEP sessions, that the reading comprehension level challenged some students and confidentiality concerns that were expressed by parents.
At month end a dialogue was underway between Jean Crosby, Karen Swan and Lucy Burke from Justice, which acknowledged the need for enhanced communication by ASA.
- In November there was correspondence from Lucy Burke and ASA (Jim Cofflin & Gus Barrieau) regarding concerns relayed in October.
- In response to confidentiality concerns around the administering of the student questionnaire, a Confidentiality Protocol has been drafted by ASA. Lucy Burke has responded to this draft with her recommendations and this is still in development.
- In response to process of delivering the Advisory Committee questionnaire and sharing information relevant to this, Lucy has recommended to ASA that there be improved transparency and communication in the future. The length of the questionnaire was supported.
- Adult Facilitator Survey: In February, ASA distributed a survey for the 02/03 school year with Annika Peters and Krista DeCoste. This was the first survey of adult facilitators conducted.
- ASA Process Evaluation Report #1: Preliminary Draft: Lucy Burke, NCPC forwarded a draft of this document for a preliminary review March 1st. A detailed response from RYEP addressed; discrepancies and inaccuracy of information contained in report. A conference call was held at the request of NCPC with Lucy Burke, Karen Swan, Lucille Harper and Jean Crosby to discuss issues arising with the external evaluation process. This report would be redrafted prior to circulation with the Evaluation Advisory Committee.
- ASA Process Evaluation Report #1: At the end of March this document was circulated to the Evaluation Advisory Committee for comment. There were some modifications and corrections based on the RYEP response to the preliminary draft however there are still

- issues outstanding. A conference call with Karen & Lucy is scheduled for early April.
- Jim Coflin of ASA will be taking over responsibilities from Gus Barrieau for the process evaluation and the writing of future reports.

INTERNAL EVALUATION:

The following were carried out in the latter half of the 02/03 school year:

- Evaluation of Youth Involvement : During April, meetings were held to evaluate youth involvement in the project in the areas of Youth Team Meetings, Classroom Sessions, Recruitment and Training. This information was gathered from both the Youth and Adult Facilitators. The outcomes of this evaluation were shared and discussed in August during the Youth Team training.
- Student Surveys: Student surveys were conducted in May & June with five classes: 2 grade 9's at Chedabucto and one 7,8 & 9 class at the East for a total of 110 students. These results are being processed.
- Teacher Evaluation: In June, Teacher Evaluations were conducted.. At East Antigonish School, Jean met with Gerard Ryan, V.P. and both PDR teachers; David Bance and Marlo Sullivan, to discuss their impressions of the curriculum content and delivery. At Chedabucto, a survey was sent electronically to the PDR teachers. Despite best efforts, a meeting was not able to be scheduled with this group.

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

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

In August/03 an Internal Evaluation Framework document was drafted which provided a working framework for ongoing development by staff. Evaluation tools needed to be reviewed and/or developed and implemented.

The following activities were carried out in the 03/04 school year to the end of March:

- The Co-ordinator met individually with each of the four Adult Facilitators in December to conduct self-evaluations.
- A meeting was held at Chedabucto Place with Krista and John to review the written classroom evaluations from September to end of November - to identify issues, develop strategies for change and acknowledge successes.
- Classroom observation was conducted in December and January.
- A Student Survey was administered to 6 classes in the second semester. This included 4 PDR classes (one grade 7, one grade 8, two grade 9) and the two CLM 11 classes (majority grade 10, some grade 11 & 12).
- Monthly reporting requirements have been revised to include identifying lessons learned by both the Adult Facilitators and the Youth Facilitators. The last Youth Team meeting of each month is devoted to this evaluation exercise.

While a number of evaluation components were implemented during the school year, there were gaps in data collection. In March/04, a Steering Group was formed to review and make recommendations on the evaluation work. To guide this process, Peggy Mahon was contracted to carry out evaluation planning and implementation and is responsible for the overall framework, facilitation of some aspects of the evaluation, overall analysis and report writing. Within this broader process, Patrick Taman, has been engaged to facilitate one main aspect of data collection using the Appreciative Inquiry process will be used predominantly with youth. Appreciative Inquiry is an interview and analysis process which engages individuals in identifying “best practices”.

It is anticipated that the internal evaluation will produce a report (due in September/04) that describes the following:

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

The following activities have been carried out to this point in the 03/04 school year:

- A meeting was held at East Antigonish School with Annika and Patrick to review the written classroom evaluations from September - to identify issues, develop strategies for change and acknowledge successes.
- Classroom observation was conducted by Jean with a Grade 8 class at East Antigonish with Annika and Patrick facilitating.
- A Student Survey was administered to 6 classes in the second semester. This will include 4 PDR classes (one grade 7, one grade 8, two grade 9) and the two CLM 11 classes (Students are a majority of grade 10 but also some grade 11 & 12).

- In January, Patrick gave a presentation to other RYEP staff on the concept of appreciative inquiry which we will be using as a tool within the internal evaluation process. Staff engaged in an interview process using this approach.
- Monthly reporting requirements have been revised to include identifying lessons learned by both the Adult Facilitators and the Youth Facilitators. The last Youth Team meeting of each month is devoted to this evaluation exercise. This process has provided some valuable comments and insights. (APPENDIX III)

OTHER ACTIVITIES:

PRISM PROJECT:

The PRISM Project is funded by the Status of Women Canada and sponsored by the Muriel McQueen Ferguson Centre for Family Violence Research. The PRISM initiative is focussed on identifying better practices and reflexive approaches which address issues of abuse for women and girls in rural/remote and socially isolated communities in Atlantic Canada.

- Advisory Committee: Jean continued as a member on the PRISM Advisory Committee.
- Atlantic Conference: Jean and Krista attended the PRISM Atlantic Conference in Fredericton in mid-May. This was a gathering of staff and researchers from the eight research sites to review the work to date. There were approximately 40 in attendance.
- Phase III: This project is now in a third phase which is designed to:
 - consolidate the learnings from Phase 1 & 11
 - develop resources for rural communities based on the PRISM lenses
 - promote knowledge transfer.
 - work collaboratively to promote the development of strategic responses

The draft document of Phase 1 & 11 is being circulated for review by the committee.

A meeting is scheduled for April at the Muriel McQueen Fergusson Centre in Fredericton.

CANADA WORLD YOUTH- ANTIGONISH/GHANA EXCHANGE:

Again this year the RYEP provided a three month work placement for CWY participants from September to December. Betty Boateng and Sara Bismilla assisted with various projects including data entry for evaluations, research on issues related to the RYEP, and developing a catalogue of annual events locally, provincially and nationally that relate to diversity or inequity issues. Betty and Sara also facilitated workshops on cross-cultural understanding with both Youth Teams. Their presence was a definite asset to the RYEP.

Other activities during the year included:

- AWARE Newsletter: a submission was made to the Spring newsletter with an overview of the project and an update/message from each team of Adult Facilitators.
- Addiction Services Workshop: Jean and Krista attended a one day workshop in Antigonish "Pharmacology of Drugs of Abuse Among Youth". Shaun Black of Addiction Services was the presenter.

- Truro Crime Prevention Conference: Krista and Jean traveled to Truro to meet with Eleanor King, the Executive Director of the National Crime Prevention Strategy. This was also an opportunity to provide a display table on the RYEP for participants of the conference. We met with Eleanor King and also Jim Ellsworth and Karen Swan from the Regional NCPS Office and representatives from the other Investment Fund project in Nova Scotia - the Empathic Project, which is operating in Eskasoni Elementary School. We were each able to discuss our projects in some length.
- Funding Announcement: On June 20th, the Solicitor General of Canada, Wayne Easter, announced 49 projects in Nova Scotia under the National Crime Prevention Strategy of which the RYEP is one.
- Antigonish Town & County Community Health Board: A presentation on the RYEP was made to this group on June 11th.
- Meeting with Minister of Education: Jean met with Angus MacIsaac on June 18th to present him with the Annual Report and to discuss possible areas of collaboration with the Department of Education.
- Casket Articles: Two articles were submitted to the local newspaper. One was an introductory piece on the RYEP and the second was an update on activities.
- School Board Member: Jean and Annika met in July with Judy Bernard-Julien, who is the recently appointed First Nations representative on the School Board. Shared information on the RYEP and discussed effective strategies for engaging the Afton community in various areas of the project, specifically on the Advisory Committee and as Youth Facilitators.
- Local Network For Health Research: A Focus on Youth: In September, GASHA organized this workshop with speakers from the university and community to discuss ongoing initiatives. The Co-ordinator made a half-hour presentation on the RYEP. In the afternoon, Dr. David Wolfe presented on his school based work in Ontario which focuses on teen dating violence.
- Family Violence Support Services: Eastern PEI: Ann Nicholson and Gwyn Davies from Family Violence Prevention Eastern PEI visited the office in October to gather information on the RYEP project and discuss implementation issues. This organization in PEI is currently involved in doing public education in their local schools and they are interested in expanding this work.
- RCH Position: Preliminary contact was made in October by Jean with Cathy Rhodes-Langille, the newly hired RCH (Race Relations/Cross-Cultural Understanding/Human Rights) position with the Strait Regional School Board. Cathy will be receiving the RYEP monthly reports.
- Bridging The Gap on Sexual Health Information Forum: Jean attended this presentation/discussion in December on issues relating to access to sexual health information, prevalence of STI's and to identify our community's vulnerability to STI's and HIV/AIDS. Sponsored by AWRC and GASHA. This meeting created a valuable opportunity to network and to begin to discuss the challenges and responses for our community.

- LGBT (Lesbian, Gay, BiSexual, TransGendered) Community Safety Initiative:
A letter of support was provided for the above funding proposal to the Community Mobilization Program. This project would focus on education and raising individual and community awareness about the violence experienced by members of the LGBT community.
- Ad Hoc AWA/AWRC Board Meeting:
Jean attended the January meeting which, among other issues, addressed the role of male staff within the AWRC and what opportunities existed within the Centre for their participation.
- Funding Proposal to Canadian Women's Foundation:
A letter of intent was submitted to the CWF Violence Prevention Grant program to deliver an after-school group to at-risk young women at the East and Chedabucto Place. This proposal has been short listed and more information is being submitted. Results of this process will be known in May.
- "Safe Communities" Workshop:
In March, Jean and Jackie attended this one day workshop in Antigonish sponsored by the Crime Prevention Society of Nova Scotia. The focus was on the crime prevention through social development and sharing experiences in doing community based crime prevention locally. The Community Mobilization Program of the National Crime Prevention Strategy was highlighted as a funding source for community based initiatives in crime prevention.

PROJECT CHALLENGES:

- Scheduling in schools
- Achieving gender and racial diversity within Youth and Adult Teams
- Maximizing the potential of the Youth Teams.
- Issues raised by the external evaluation process
- Sustainability of RYEP beyond March/06

PROJECT SUCCESSES:

- Delivery of RYEP sessions to nearly 700 students.
- Successful collaboration achieved with staff at both schools
- Engaging 40 youth as facilitators and peer educators
- Seven staff completed the Diversity Education Certificate Program
- Advisory Committee commitment
- Relationship with S.W.O.V.A.
- Development of internal evaluation framework
- Adaptations made to curriculum content and delivery

Respectfully Submitted:

Jean Crosby, B.S.W., R.S.W.
Project Co-ordinator

**APPENDIX I
PERSONNEL**

Project Co-ordinator: Jean Crosby
Office Administrator: Jackie Jacques
Financial Administrator: Christine Hanlon:

Adult Facilitators:	School Year 02/03	School Year 03/04
Annika Peters	June to June	August to June
Krista DeCoste	June to June	August to June
Liam Timmons	February to June	-
Steve Wardrope	February to June	-
Flora Murphy	February to June	-
John Jantunen	-	August to June
Patrick Taman	-	August to June

Youth Facilitators: 02/03		Youth Facilitators: 03/04	
CHEDABUCTO PLACE:	Grade:	CHEDABUCTO PLACE:	Grade:
Lyle Munro	11	Trent Clyke	10
Danielle Pellerin	11	Dagney Ash	10
Jessica MacDonald	11	Victoria Hines	11
Daniel Muise	11	Sylvia Morison	11
Nathaniel Hart	11	Samantha Vaux	11
Christina Connolly	11	Kendra Myers	11
Stacy Ash	12	Jennifer Wright	12
Kailyn Peart	12	<u>Christina Connolly</u>	12
Linda Wright	12	<u>Nathaniel Hart</u>	12
Shanna Borden	12	<u>Lyle Munroe</u>	12
EAST ANTIGONISH:		EAST ANTIGONISH:	
Stephanie Gorman	11	Travis DeCoste	10
Lindy DeCoste	11	Jessica Paulette	11
Linda Peters	11	Thomas Melong	11
Angela Pelrine	11	Beth Jackson	12
Beth Jackson	11	<u>Angela Pelrine</u>	12
Janine Bernard	11	<u>Stephanie Gorman</u>	12
Lindsey Felix	12	<u>Linda Peters</u>	12
Catherine Myette	12	April Rose Prosper	12
Matilda Tate	12	Robin Delorey	12

Research Assistants:

- Krista DeCoste
- Patrick Taman

Diversity Consultant:

- Sylvia Parris

Evaluation Consultants:

- Nancy Peters
- Peggy Mahon

APPENDIX II

ADVISORY COMMITTEE:

- National Crime Prevention Karen Swan, Senior Project Analyst, Atlantic Strategy
- RYEP Jean Crosby, Project Co-ordinator
- AWRC Director Lucille Harper
- AWRC Board Member Nancy Forestell
- East Antigonish School Gerard Ryan, Vice Principal
- Chedabucto Place Paul Long, Principal
- 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
- Naomi Society for Victims of Family Violence Tammy Lee Vautour, Director
- New Leaf: Intervention Program for Abusive Men Ron Kelly
- Department of Mental Health/ Child Adolescent Team Wendy Digout, Psychologist
- Antigonish Town & County Community Health Board Evelyn Lindsay, Chair
- Paq-tnekek First Nation Tanya Frances, Education Director

APPENDIX III

Voices of the Youth Facilitators:

- *Your actions affect everyone around you. You're learning to be a better person, by acknowledging others and yourself.*
- *The work we do has a ripple effect, if we keep doing this work the ripple effect keeps going.*
- *I learned that sometimes when the kids don't participate it isn't always because they don't want to it's because they are uncomfortable and if they see someone else talk first then they feel more comfortable*
- *We make a difference with students even if it doesn't show right away.*
- *You have to listen closely to what others are saying before you react.*
- *Make sure you understand what others are asking of you before responding.*
- *Young students are much smarter than people think they are, they have great ideas and should be listened to more by society.*
- *When we discuss racism we always have to keep the emotional safety of the youth in mind and make sure they don't feel we are pointing any fingers.*
- *Girls are more open to talk and able to show emotions when they feel safe.*
- *We're not lecturing, we're sharing information, we're involved...how we present - it's accessible.*
- *We are not just delivering a set curriculum but adding to everyone's experience to really make it work.*

Voices of the Adult Facilitators:

- *Team building is key to the level of commitment of the youth facilitators.*
- *The process of evaluation needs to be responsive to youth facilitators for them to see the value in it.*
- *Stay open to the insights of youth facilitators by trying some of their suggestions for improving our presentations in order to engage students more.*
- *Developing strong relationships with school staff is key to delivering our program to students effectively.*
- *Students who seemed to be disinterested or extremely shy were often the ones who could answer the questions in our review games. This reinforces the point that we all have different learning styles and different comfort levels for expressing that learning.*
- *The students truly value the sessions. During a final check-in we asked*

“What was your favourite thing about the sessions.” The most popular answer was “separate gender” followed by, “getting to talk about things,” “The games we played,” and “It wasn't like regular classes.”