

*Responding to and Preventing
Sexual Violence
in Paqtnkek Mi'kmaw Nation*

Interim Evaluation Report
Needs Assessment 2014-15

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Executive Summary

This is a summary of the interim evaluation report for the project, *Responding to and Preventing Sexual Violence in Paqtnkek Mi'kmaw Nation*. This project is funded through Status of Women Canada. Project goals include:

1. Establish collaborative relationships with Paqtnkek Mi'kmaw Nation community leaders, Band staff/service providers, First Nations partners, and local community organizations working in the field of violence against women and girls.
2. Engage the community and partners in planning and assessing community needs;
3. Engage the community in violence prevention and response strategies;
4. Share project results and lessons learned with the network of partners and First Nation communities.

During the first year, project activities focused on the first two goals, planning and implementing the needs assessment and bringing partners together to guide and support the project. Overall, it is evident that the project has achieved these goals. An Advisory Committee, made up of Paqtnkek community members and external partners, was established and met regularly. The project has engaged both partners and the community in planning and assessing community needs. Participation in activities was tracked and evaluation was undertaken as planned.

The needs assessment was conducted between December 2014 and April 2015 with a total participation of one hundred and thirty-seven (137), 99 females and 38 males. Activities included two (2) community forums, 12 focus groups, a community safety audit, and an open house and survey for service providers. Focus groups were held for residential school survivors, men's wellness, young women, young men, open community sessions, Chief and Council, band staff, health centre staff, and directors. Care was taken to provide support to anyone who might be triggered by the discussion by having an Elder and/or a counsellor available. Resources, such as definitions of violence and consent, were provided for participants.

The needs assessment results and evaluation by participants and Advisory Committee members show that Paqtnkek Mi'kmaw Nation has embarked on a collaborative journey of sharing, open dialogue and learning. Community members identified factors that contribute to violence and the various challenges associated with disclosing and reporting sexual violence. They identified that culture is significant (language and ceremony) in addressing violence and sexual violence through healing and forgiveness. They made recommendations for response to and prevention of sexual violence. They recommended that this work must be community member-led and community-wide with all community members working together including leadership, women, men, elders, youth, survivors and perpetrators. By building on their assets and working with partners, the community is committed to building the community capacity to address violence and sexual violence in order to create and sustain change.

When asked what was most helpful about the focus group, participants said people's input and ideas, the interaction, open dialogue, sharing, courage to speak out, learning, support information, and facilitation. They also talked about hope for change and a promising future.

In their year-end reflection, Advisory Committee members were generally positive about their role in the project, the collaboration of community and external organizations, and what they have learned from each other and from their involvement. A number particularly noted they appreciated being inspired by the commitment and motivation of members and the approach to the research as community led action research.

While evaluation respondents were generally positive about the needs assessment process and activities, there were some challenges identified through the evaluation. These included gender differences in response to some topics; the need to continue to clarify how community members understand and define violence and sexual violence; and, the need to reach out to, involve and inform more community members. The evaluation has put forward several recommendations related to continuing with what has worked well with the process and community engagement while, at the same time, addressing some of the challenges that surfaced.

Section 1: Introduction

This is the interim evaluation report for needs assessment conducted in 2014-15 for the project, *Responding to and Preventing Sexual Violence in Paqtnkek Mi'kmaw Nation*. This project is funded through Status of Women Canada. Overall project goals include:

1. Establish collaborative relationships with Paqtnkek Mi'kmaw Nation community leaders, Band staff/service providers, First Nations partners, and local community organizations working in the field of violence against women and girls.
2. Engage the community and partners in planning and assessing community needs;
3. Engage the community in violence prevention and response strategies;
4. Share project results and lessons learned with the network of partners and First Nation communities.

The first year of the project has focused on the first two goals. Project activities included bringing together partners to form an Advisory Committee and planning and carrying out a needs assessment related to improving prevention and response to violence, particularly sexual violence.

An external evaluator was hired to work with the project staff and the project Advisory Committee. The evaluator in consultation with the Project Coordinator and Community Facilitator designed a draft evaluation framework that would guide the evaluation (Appendix C). This plan was presented to the project Advisory Committee in November 2014. The overall purpose of the evaluation is to assess the effectiveness of the project in meeting its goals, to assess the learning journey of the participants, to identify lessons learned, and to assess the effectiveness of sharing lessons with the network of community partners, stakeholders and First Nation communities.

The following evaluation activities were undertaken during the needs assessment:

- Participation in all activities was tracked by the Project Coordinator and Community Facilitator;
- Evaluation forms were prepared and distributed to participants in all focus groups and the community safety audit session.
- Evaluation forms were prepared and distributed to Advisory Committee members at the end of their first planning session (November 2014) and at year-end (April 2015).
- Evaluation questions were based on the indicators in the Evaluation Framework (Appendix C).

This report provides an evaluation of the needs assessment in the following sections:

Section 2: Project Implementation and Outputs

Section 3. Reflection on the Needs Assessment

Section 4: Conclusions and Recommendations

Section 2: Project Implementation and Outputs

This section describes various activities to implement the project, needs assessment participation and summarizes the needs assessment outputs. It is organized in the following sections:

- 2.1: Bringing Partners Together to Establish the Project Advisory Committee;
- 2.2: Developing a Culturally Relevant Needs Assessment Process and Plan;
- 2.3: Needs Assessment Participation;
- 2.4: Focus Group Participation;
- 2.5: Identifying Needs, Assets and Strategies for Change.

2.1 Bringing Partners Together to Establish the Project Advisory Committee

The Project Advisory Committee was established in the fall of 2014 and consists of twenty-one members. About one-half of the members (11 of 21) represent Paqtnkek, while other members represent Antigonish community organizations and First Nations partners, as well as project staff and consultant.

Paqtnkek members include representatives of the following: Chief and Council, Paqtnkek Band and Health Centre staff, the NS Native Women's Association representative, Elders, and youth. Representatives from partnering First Nation communities include the clinical therapist, Pictou Landing and Paqtnkek; RCMP, Eskasoni; Elder/ Residential School Survivor, Shubenacadie; and, the Waycobah Family Healing Centre. Antigonish community organizations include representatives from the Antigonish Women's Resource Centre and Sexual Assault Services Association (AWRC&SASA), the SANE program AWRC&SASA, Antigonish RCMP and the St.FX University Aboriginal Student Advisor (also a Paqtnkek community member). Project staff on the committee include the Project Coordinator, Community Facilitator and Project Consultant.

The Advisory Committee met seven times between September 2014 and April 2015. For the first year, the Advisory Committee's role was to support planning the needs assessment and to participate as appropriate in various needs assessment activities.

2.2 Developing a Culturally Relevant Needs Assessment Process and Plan

The Advisory Committee was involved in an all-day session to assist with planning the needs assessment in November 2014. Based on suggestions provided at the Advisory Committee planning session, the project staff developed a Needs Assessment Framework and Timeline. The key components for the needs assessment included the following:

- Holding a community forum to introduce the project and invite community members to participate in the needs assessment.
- Holding focus groups with specific groups to facilitate identifying specific needs; for example, men's wellness, young women, young men, residential school survivors, open community sessions, Chief and Council, Band/Health Centre staff.

- Holding a Community Safety Audit session (a physical and social environmental scan of safety in/outside the community);
- Finding ways to engage Antigonish community service providers through an open house and survey;
- Discussing and creating safety standards with participants as part of the needs assessment process.
- Offering support during needs assessment activities. This included developing a support team consisting of informal and formal supporters to assist with providing support for individuals should issues or triggers arise during needs assessment activities.
- Providing resources related such as definitions of violence and consent at the focus groups.
- Holding a community forum to share needs assessment results, including identified strategies for prevention and response, and to ask for community feedback on proposed strategies.

Based on further input by the Advisory Committee, the project staff developed a Focus Group Schedule, Focus Group questions (with some differences for specific focus groups), a demographic survey, an information sheet for participants, consent forms, and a facilitation guide for Focus Group Facilitators. Advisory Committee members were invited to assist with facilitation. Some Advisory Committee members were also invited to be part of the Support Team; for example, Health Centre staff and Elders.

2.3 Needs Assessment Participation

The needs assessment was carried out between December 2014 and April 2015. Table 1 shows the participation in various activities with a total of 137 participants, 99 females and 38 males.

Table 1: Participation in Needs Assessment Activities

Needs Assessment Activity	# Held	# Females	# Males	Total # Participants
Community Forum	2	47	11	58
Community Safety Audit	1	4	2	6
Focus Groups	12	39	24	63
Service Provider Survey	1	9	1	10
Total	16	99	38	137

2.4 Focus Group Participation

Twelve focus groups were held throughout February 2015, with a total participation of 63, 39 females and 24 males. Table 2 shows the participation in the specific focus groups.

Table 2: Focus Group Participation

Focus Group	# Held	# Females	# Males	Total # Participants
Chief and Council	1	3	3	6
Band Staff	3	8	6	14
Health Centre Staff	1	5	2	7
Directors	1	7	0	7
Open Sessions	2	9	0	9
Residential School Survivors	1	1	1	2
Men's Wellness	1	0	11	11
Young Women	1	6	0	6
Young Men	1	0	1	1
Total	12	39	24	63

2.5 Identifying Needs, Assets and Strategies for Change

The “Executive Summary” (see Appendix A) shows the results of the findings and recommendations from the focus groups, the safety audit and the community meeting.

This summary shows the key themes that emerged in the findings. These included the following:

- Paqtnkek is a nurturing community; there are networks of informal supporters who are trusted in the community;
- There are varying definitions of violence that community members brought to the sessions;
- There are challenges that participants identified during the sessions regarding disclosing and reporting of sexual violence;
- Residential school trauma, intergenerational trauma, and the cycle of violence are presently and widely experienced in the community;
- Racism and colonialism are broader forms of oppression that contextualize violence in the community;
- Culture is significant (language and ceremony) in addressing violence and sexual violence through healing and forgiveness; and,
- There are changes in how the community connects; for example, community members are online and using social media; they are not mobilizing together as much.

The summary also identifies recommendations that emerged from the sessions: general recommendations, community recommendations for prevention, and community recommendations for response.

These themes and recommendations were presented for development of an action plan at the April 2015 Advisory Committee meeting. These were accompanied by very colourful

visual presentation of the themes that emerged from the needs assessment and community recommendations.

The key strategies for *Response and Prevention* were as follows:

Response:

- Support for supporters;
- Healing and ceremony for the entire community;
- Policies and procedures;
- Tools and resources;

Prevention:

- Education and awareness;
- Online safety and social media;
- Healthy relationships.

The Project Coordinator and Community Facilitator shared their overall observations from the needs assessment process as follows:

- *We do have a nurturing community;*
- *The community engagement was more about the process than the end result;*
- *Humour is both a strength/factor of resilience, but can also be an obstacle to talking seriously about violence;*
- *Support was modelled in the group;*
- *People said they weren't ready to talk about it but they came and talked about it;*
- *People were hesitant to take part, but in the end were wanting to start working on the solutions;*
- *Solutions across the groups were similar. The community is "on the same page";*
- *The men's group was pretty powerful for the men involved;*
- *This is a unique project in NS Mi'kma'ki.*

In addition to community needs, the Advisory Committee, with the support of the Project Coordinator and Community Facilitator, identified assets within the community and external to the community. Some of these assets were used to support the needs assessment process and will be used to strengthen response and prevention strategies. Generally, the assets include: "people resources" (informal and formal supporters, Band and Health Centre staff, community leadership, partners); current services available; programs that could be offered (depending on priorities identified); potential training opportunities; tools and resources that can be used and/or modified for use; and, community facilities available for meetings and programs.

Section 3: Reflection on the Needs Assessment

This section provides a reflection on the needs assessment process and plan from both the Advisory Committee perspective and by participants in the various needs assessment activities. This section is organized according to three of the evaluation implementation objectives and indicators as outlined in the Evaluation Framework (Appendix C) as follows:

- 3.1: Develop a culturally relevant needs assessment process and plan;
- 3.2: Involve partners in an Advisory Committee to support culturally appropriate processes and community engagement.
- 3.3: Increase understanding of sexual violence and changes required to improve response to and prevention of sexual violence.

3.1 Develop a Culturally Relevant Needs Assessment Process and Plan

In order to develop a culturally relevant needs assessment process and plan, the Project Coordinator and Community Facilitator organized an all-day planning session in November 2014. Thirteen (13) of 21 members or 62% of the members participated in the planning session with 11 of 13 or 85% completing the evaluation of the session.

Members were asked to rate whether the session was useful on a scale of 1 to 5 with 1 being “strongly disagree” and 5 being “strongly agree.” They were also asked open ended questions about what they appreciated about the planning session and suggestions to improve future sessions.

Table 3 (next page) shows their responses to the evaluation survey. A review of the table indicates that most participants said they either “agree” or “strongly agree” that the session was useful in identifying the following:

- What the project wanted to learn/find out from the needs assessment;
- Cultural beliefs and values that will inform project processes and evaluation;
- Services, supports and resources currently available for girls and women;
- What is needed to support girls and women who experience sexual violence;
- Ways to best gather information; and,
- How the project evaluation will be undertaken.

The topic where there was less agreement was ‘how to best involve/engage different groups. Evaluation responses ranged from two (2) indicating they “disagree,” eight (8) indicating they were “neutral,” and one (1) indicating they “agree.”

Related to participation, 11 of 11 respondents said they either “agree” or “strongly agree” that they felt supported to talk about their ideas and experience. This was supported by the comments from the group when asked what they appreciated most about the session. Six (6) of 11 respondents mentioned they appreciated the input and ideas generated during the session, while others said they appreciated the openness and dialogue, the learning experience, and support for the project.

The following are some of the comments by Advisory Committee members:

- *Everyone’s great ideas and openness to talk about the issues;*
- *Candid input and participation;*
- *Open dialogue;*
- *Learning experience;*
- *The productive dialogue – keep the knowledge sharing flowing;*
- *I appreciated that we had so much input from committee members;*
- *Support for the project;*
- *Input and ideas from service providers and others;*
- *The openness of all present. It was awesome to learn from those around the table and really focus on the needs assessment.*

Table 3: Advisory Committee Evaluation of Needs Assessment Planning Session

Topic	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total No &%
<i>The session was useful in identifying...</i>						
What we want to learn/find out from the needs assessment				4 36%	7 64%	11 100%
Cultural beliefs and values that will inform project processes and evaluation			1 9%	6 55%	4 36%	11 100%
Services, supports and resources currently available for girls and women who experience sexual violence			1 9%	8 73%	2 18%	11 100%
What is needed to support girls and women who experience sexual violence (gaps in services, supports and resources).				8 73%	3 27%	11 100%
Ways to best gather information from community members (surveys, sharing circles, etc.)				9 82%	2 18%	11 100%
How best to involve/engage different groups (e.g. youth, Elders, service providers).		2 18%	8 73%	1 9%		11 100%
How project evaluation will be undertaken				9 82%	2 18%	11 100%
Felt supported to talk about my ideas				5 45%	6 55%	11 100%

3.2 Involve Partners in an Advisory Committee to Support Culturally Appropriate Processes and Community Engagement.

At their April 2015 meeting, Advisory Committee members had another opportunity to reflect on needs assessment planning, as well as their role and participation over the first year of the project. Members were asked to rate various topics on a scale of 1 to 5 with 1 being “strongly disagree” and 5 being “strongly agree.” They were also asked open ended questions about what they appreciated about their participation on the Advisory Committee and for suggestions to improve future meetings/activities.

Nine (9) members completed the evaluation form. Their assessment is shown in Table 4. The following provides details of Advisory Committee members’ responses in the following areas:

- *Understanding of roles and partnerships;*
- *Understanding the project;*
- *Project planning;*
- *Participation;*
- *What Advisory Committee members appreciated and suggested changes.*

Understanding of Roles and Partnerships

When asked about their understanding of their role in the project, 8 of 9 respondents said they “agree” or “strongly agree.” One member said they “somewhat agree.”

When asked if partnerships have developed or strengthened, all nine (9) respondents indicated they “agree” or “strongly agree.” Some of their comments related to partnerships were as follows:

- *I feel that partnerships have been strengthened between community members and “outside” organizations/service providers.*
- *Great participation with partnerships developed from the Advisory Committee that greatly help support the needs assessment process.*
- *Partnerships with the Women’s Centre has been strengthened.*

Understanding the Project

All respondents, 9 of 9, said they “agree” or “strongly agree” that they understand this focus on community engagement and the inclusion of all community members in order to effectively address sexual violence.

Slightly fewer, 7 of 9, said they “agree” or “strongly agree” that they have increased their understanding of community needs and issues related to sexual violence and what is needed to improve response to and prevention of sexual violence, while 2 of 9 indicated they either “somewhat agree” or “somewhat disagree” they have increased their understanding. Some of their comments related to these topics were as follows:

- *I think the action planning sessions will really strengthen my understanding of the ways in which the project staff and the Advisory Committee members prioritize work going forward.*
- *Reporting on focus groups and community engagement has been informative and helpful in thinking about next steps.*
- *I have gotten very clear indication of what the community needs are in terms of prevention and response.*

Table 4: Advisory Committee Member Reflection on their Role and Project Involvement

Topic	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total No & %
Understanding of role in the project				1 11.2%**	4 44.4%	4 44.4%	9 100%
Positive partnerships have formed and/or are strengthened					4 44%	5 56%	9 100%
I understand the focus on community engagement and inclusion of all community members to effectively address sexual violence.					3 33%	6 67%	9 100%
Increased understanding of community needs and issues related to sexual violence			1 11.2%	1 11.1%	4 44.4%	3 33.3%	9 100%
Increased understanding of what is needed to improve response to and prevention of sexual violence				2 22.2%	4 44.4%	3 33.3%	9 100%
Have been included in planning activities				3 33.3%	2 22.2%	4 44.4%	9 100%
Feel well-informed of project activities and outcomes to date					5 56%	4 44%	9 100%
Overall, satisfaction that the needs assessment was culturally relevant				1 11%	5 56%	3 33%	9 100%
Feel supported to talk about my ideas and experiences				1 11%	5 56%	3 33%	9 100%
Fell valued for my participation and contribution				1 11%	5 56%	3 33%	9 100%
Overall satisfaction with my involvement in the project				1 11%	5 56%	3 33%	9 100%

** Percentages have been rounded off where possible; however in all cases this was not possible in order to be as accurate as possible and add up to 100% as indicated in this row.

Project Planning

All 9 respondents said they feel well informed of project activities and outcomes to date. Six (6) of 9 respondents indicated they “agree” or “strongly agree” they have been included in project planning, while 3 of 9 said they “somewhat agree” they have been included.

Eight (8) of 9 respondents said they “agree” or “strongly agree” they are satisfied that the needs assessment framework was culturally relevant, while 1 of 9 respondents said “somewhat agree.” Comments related to these topics are as follows:

- *The planning process has been inclusive and effective.*
- *It is important that the initiative is community driven and that the direction lies with Paqtnkek community.*
- *Needs assessment activities were done with an Elder and opening and closing prayer. There was some Mi’kmaq language used in the sessions. Smudge made available in sessions were very helpful.*

Participation

Eight (8) of 9 participants said they “agree” or “strongly agree” they felt supported to talk about their ideas and experience, they felt valued for their participation and contribution, and were satisfied with their involvement in the project. One (1) member indicated that s/he “somewhat agrees.”

What Advisory Committee Members Appreciated and Suggested Changes

When asked what they appreciated most about being involved, members pointed to learning from each other, the collaboration of community and external organizations, being inspired by the commitment and motivation of members, and the research approach as “community led action research.” The following are some of their comments:

- *Learning from all the members – committed individuals who are motivated to work together for change;*
- *Learning and understanding more about responding to and preventing sexual violence.*
- *Being inspired by the passion and dedication to this project by so many people involved in it;*
- *Openness and willingness to share and support the project;*
- *Seeing the project unfold and the community taking ownership of planning and visioning;*
- *I appreciated the steps and process the project has taken and I feel proud to be part of something so unique and important;*
- *Community led action research; insights as to the value of collaboration between Paqtnkek and the Antigonish Women’s Centre; very safe and comfortable environment to think, share and act;*

When asked what could be changed, some members indicated that nothing needed to change, while others offered some suggestions as follows:

- Keep the meeting agenda rolling and members on track;
- Ensure introductions at meetings if new people are at the table;
- Have more knowledge sharing among members and formal opportunities to share expertise;
- That the Advisory Committee meet with an Elders Advisory Committee, a youth group, and Chief and Council as the response process is implemented.

3.3 Increase Understanding of Sexual Violence and Changes Required to Improve Response to and Prevention of Sexual Violence

Participants were asked to complete an evaluation form at the end of each focus group and the safety audit. Of the 63 participants in the focus groups, 54 or 86% of the participants responded to the evaluation survey. Of the 6 participants in the community safety audit, 4 or 66% responded to the survey. In this section, evaluation results are shown separately for the adult focus groups, youth focus groups, and the community safety audit because of the different questions asked as follows:

3.3.1 Adult Focus Group Evaluation Results

3.3.2 Youth Focus Group Evaluation Results

3.3.3 Safety Audit Evaluation Results

3.3.1 Adult Focus Group Evaluation Results

There were a number of topics that were common to most adult focus groups. However, for some focus groups, the facilitators wanted to focus on specific topics and didn't want to have too many questions; therefore, they prioritized which questions to ask. As a result, the residential school survivors discussed specific topics related to their knowledge and experience with residential schools and other topics were not covered. Similarly, Chief and Council and health centre staff were asked a specific question related to collaboration in their focus groups.

Of the 56 participants in the adult focus groups, 47 completed the evaluation forms, 28 female and 19 males. For each topic on the evaluation form respondents were asked to rate their response using a six-point scale with "1" being "strongly disagree" and "6" being "strongly agree." Respondents were asked open-ended questions related to what was most helpful and what could be changed for future sessions. The results are reported in this section according to the following common and specific topics.

Topics common to all focus groups:

- a) What violence looks like in Paqtneke, particularly sexual violence*
- b) Issues associated with sexual violence*
- c) What is needed to improve response and prevention*
- d) Are able to identify a role they can play or an action they could take*
- e) Felt supported to talk about ideas*
- f) Gender similarities and differences (for above topics)*

Specific topics:

- g) What collaborations are needed to strengthen responses to sexual violence*
- h) Specific needs of residential school survivors*

What participants said they found most helpful and what could be changed is reported after the above in section (i).

Table 5 shows the response to the common topics with the exception of the topics not covered for the residential school survivors. The far column shows the total responses and percentage at 100%, and each column shows the number and percentage of responses for each rating. Note that some topics have a smaller total. This is due to the topics not covered in the residential school survivor focus group (shaded). In a few cases, a respondent did not answer a question.

Table 5: Adult Participants Response to Common Focus Group Questions Shown in Actual Numbers and Percentage of the Total for Each Question

Topic	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total No & %
<i>This session was useful in identifying...</i>							
What violence looks like in Paqtnkek, particularly sexual violence			5 11%	13 27.5%**	16 34%	13 27.5%	47 100%
Factors that contribute to violence			3 6%	14 30%	18 38%	12 26%	47 100%
Challenges and barriers in talking about sexual violence	1 2%			12 25.5%	20 42.5%	14 30%	47 100%
Issues related to being able to report sexual violence			5 11%	11 24%	20 43%	10 22%	46 100%
Ways to improve response to and prevention of sexual violence			2 4%	12 26%	22 47%	11 23%	47 100%
What women need to know or need to have			3 7%	8 18%	22 49%	12 27%	45 100%
What men need to know or need to have		2 4%	5 11%	6 13%	24 53%	8 18%	45 100%
Ways that I could contribute to solutions			5 11%	10 23%	19 43%	10 23%	44 100%
Felt supported to talk about my ideas	1 2%	1 2%	1 2%	8 18%	15 34%	18 41%	44 100%

** Percentages have been rounded off where possible; however in all cases this was not possible in order to be as accurate as possible and add up to 100% as indicated in this row.

a) What violence looks like in Paqtnkek, particularly sexual violence

When asked if the session was useful in identifying what violence looks like in the community, 29 or 61.5% of 47 respondents said they “agree” or “strongly agree,” 13 or 27.5% said they “somewhat agree,” and 5 or 11% said they “somewhat disagree.”

b) Issues associated with sexual violence

Overall, sixty-four (64%) of respondents indicated positively that the focus groups helped to identify factors that contribute to sexual violence, while 72.5% felt the session was useful in

identifying challenges and barriers in talking about sexual violence and 65% said it was useful in being able to report sexual violence. The following provides details of their responses.

When asked if the session was useful in identifying factors that contribute to violence, 30 or 64% of 47 respondents said they “agree” or “strongly agree,” 14 or 30% said they “somewhat agree,” and 3 or 6% said they “somewhat disagree.”

When asked if the session helped to identify challenges and barriers in talking about sexual violence, 34 or 72.5% of 47 respondents said they “agree” or “strongly agree,” 12 or 25.5% said they “somewhat agree,” while 1 or 2% said they “strongly disagree.”

When asked if the session was useful in identifying issues related to being able to report sexual violence, 30 or 65% of 46 respondents said they “agree” or “strongly agree,” 11 or 24% said they “somewhat agree,” and 5 or 11% said they “somewhat disagree.”

c) *What is needed to improve response and prevention*

Over 70% of respondents were positive that the session helped to identify what is needed to improve response and prevention. The following provides details of their responses.

When asked if the session was useful in identifying ways to improve response to and prevention of sexual violence, 33 or 70% of 47 respondents said they “agree” or “strongly agree,” 12 or 26% said they “somewhat agree,” while 2 or 4% said they “somewhat disagree.”

With respect to identifying what women need to know or need to have, 34 or 76% of 45 respondents said they “agree” or “strongly agree” the session was useful, 8 or 18% said they “somewhat agree,” and 3 or 7% said they “somewhat disagree.”

With respect to identifying what men need to know or need to have, 32 or 71% of 45 respondents said they “agree” or “strongly agree” the session was useful, 6 or 13% said they “somewhat agree,” while 7 or 15% said they “somewhat disagree” or “disagree.”

d) *Are able to identify a role they can play or an action they can take*

Twenty-nine (29) or 66% of respondents said they “agree” or “strongly agree” that the session was useful in identifying ways that they could contribute to solutions. Ten (10) or 23% said they “somewhat agree” and 5 or 11% said they “somewhat disagree.”

e) *Felt supported to talk about their ideas*

Thirty-three (33) or 75% of respondents said they “agree” or “strongly agree” that they were supported to talk about their ideas, while 8 or 18% said they “somewhat agree.” Another three or 6% said they either “somewhat disagree,” “disagree,” or “strongly disagree” that they were supported to talk about their ideas.

f) Gender similarities and differences

Table 8 in Appendix B shows the evaluation responses to the questions by gender. When comparing their responses, there was similarity in male and female responses with respect to the following questions:

- What violence looks like in Paqtnkek, particularly sexual violence;
- Factors that contribute to violence;
- What women need to know or need to have;

There were some differences between males and females for the following:

- Challenges and barriers in talking about sexual violence (75% females said “agree” and “strongly agree” compared to 68% males); (7% difference)
- Issues related to being able to report sexual violence (57% females said they “agree” or “strongly agree” compared to 78% males); (21% difference)
- Ways to improve response to and prevention of sexual violence (65% females said they “agree” or “strongly agree” compared to 79% males); (14% difference)
- What men need to know or need to have (66% females said they “agree” or “strongly agree” compared to 78% males); (12% difference)
- Ways I could contribute to solutions (63% females said they “agree” or “strongly agree” compared to 71% males); (8% difference)
- Felt supported to talk about my ideas (68% females said they “agree” or “strongly agree” compared to 85% males). (17% difference)

g) What collaborations are needed to strengthen responses to sexual violence

Participants in two focus groups, Chief and Council and Health Centre staff, discussed what collaborations are needed to strengthen responses to sexual violence. Of the 11 evaluation respondents, 8 or 73% said they “agree” or “strongly agree” that the focus group identified collaborations that are needed, while 3 or 27% said they “somewhat agree.”

h) Specific experience of residential school survivors

The two participants in the residential school survivors focus group were asked about specific needs and experience of residential school survivors. Both participants said they “agree” that their focus group helped to identify how the specific experience of residential schools and the experience of sexual violence impact on each other and to identify the specific needs for those who have experienced sexual violence historically.

i) What was most helpful and what could be changed

When asked what was most helpful about the focus group, evaluation respondents said people’s input and ideas, the interaction, open dialogue, sharing, courage to speak out, opportunities to learn, support, information, and facilitation. The following are some of the comments provided shown for both males and females across the range of focus groups:

- *People’s ideas and response to each other’s ideas (female);*
- *Talking about it (male);*
- *Good conversation; from the heart (male);*

- *The whole session was very helpful in identifying all factors of violence and how we can make a change to be more proactive in education our people about the different ways to prevent violence (female);*
- *The interaction amongst us as a group and the understanding that we are not alone and we can heal in ways that help us all (female);*
- *Open and honesty; learning (male);*
- *People sharing their stories of what happened to them and their ways of dealing (with it) (female);*
- *Being able to or to have the courage to talk (female);*
- *Talking about the issues that relate to our community (male);*
- *Informed participants (male);*
- *Having a counsellor available (female);*
- *Support (male);*
- *I like the way this session was facilitated. It provided an excellent venue to share and talk and to suggest solutions. It was great to have an Elder present as well (male);*
- *The consent and sexual assault legal definitions were great resources (female);*
- *Very informative and helpful (male).*

When asked what could be changed for future sessions, participants offered a number of suggestions. Those most often mentioned were:

- Keeping the session focused and on topic;
- The size of some groups were small and could have been larger;
- Giving more time to some topics;
- The need to reach, involve and inform more people;
- The need for men to have support and resources available to them.

When asked for any final comments, many participants offered their reflection. Some of the comments follow:

- *Love the idea of this group and wish this was available when I went through my hardships with domestic/sexual violence (female);*
- *Doing a great job but still feel that education in the schools have to fess up and be responsible (female);*
- *A couple of things discussed were “eureka” moments (male);*
- *Keep up the education (male);*
- *I really hope this program really takes off and opens a lot of eyes to people and open themselves to talk about what has happened to them (female);*
- *This is a good start and makes the future look promising in developing a safe community (male);*
- *Our community needs sessions for young females/males (female);*

- *This initiative promises a sign of hope for change for an improved future. I look forward to what emerges from this and I think it is important to share the results with those that participated; Thank you so very much (male);*
- *Good job facilitators. I think we need to include more knowledge-based information. (female).*

3.3.2 Youth Focus Group Evaluation Results

There were six (6) participants in young women’s focus group, and one (1) participant in the young men’s focus group for a total of seven (7). All seven completed evaluation forms. Table 6 shows the response to topics covered in the focus group. It should be noted that, for the most part, there is no breakdown of the responses by gender due to the small number and to maintain the young male’s confidentiality.

For each topic, respondents were asked to rate their response using a six-point scale with 1 being “strongly disagree” and 6 being “strongly agree.” The far column shows the total that responded to each question as 100%. Each column shows the number and percentage of the total that responded each rating. Note that for two questions (what young women and young men need to know or need to have), only the male and females responded to these questions.

The results are reported according to the indicators in the evaluation framework as follows:

- Healthy relationships and consent*
- What violence looks like in the community*
- Issues associated with sexual violence*
- What is needed to improve response and prevention*
- Are able to identify a role they can play or an action they could take*
- Felt supported to talk about ideas*

Participants’ comments about what was most helpful about the sessions and what they would change are provided at the end of this section.

a) Healthy relationships and consent

Just over 70%, 5 of 7 youth respondents, said they “agree” or “strongly” agree that the session was useful in identifying what is a healthy relationship and how they learn about healthy relationships and consent. Just under 30%, 2 of 7 respondents, said they “somewhat agree.”

Most of the respondents, 6 or 86%, said the session was useful in identifying what is consent, while 1 or 14% said they “somewhat agree.”

**Table 6: Youth Participants' Response to Evaluation Questions
Shown in Actual Numbers and Percentage of the Total for Each Question**

Topic	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total No & %
<i>This session was useful in identifying...</i>							
What is healthy relationship				2 29%	4 57%	1 14%	7 100%
What is consent				1 14%	4 57%	2 29%	7 100%
How we learn about healthy relationships and consent				2 28.5%**	3 43%	2 28.5%	7 100%
What violence looks like in Paqtnkek, particularly sexual violence.			1 14%	3 43%	1 14%	2 29%	7 100%
Factors that contribute to violence		1 14.3%	1 14.3%		4 57.1%	1 14.3%	7 100%
Challenges and barriers in talking about sexual violence				1 14%	3 43%	3 43%	7 100%
Issues related to being able to report sexual violence			1 14%	2 29%	1 14%	3 43%	7 100%
What young women need to know or need to have		1 17%		1 17%	2 33%	2 33%	6 100%
What young men need to know or need to have						1 100%	1 100%
Ways that I could contribute to solutions			1 14.3%	1 14.3%	4 57.1%	1 14.3%	7 100%
Felt supported to talk about my ideas					6 86%	1 14%	7 100%

** Percentages have been rounded off where possible; however in all cases this was not possible in order to be as accurate as possible and add up to 100% as indicated in this row.

b) What violence looks like in the community

When asked if the session was useful in identifying what violence looks like in the community, 3 or 43% of 7 respondents said they “agree” or “strongly agree,” 3 or 43% said they “somewhat agree,” and 1 or 14% said they “somewhat disagree.”

c) Issues associated with sexual violence

Over 70% of respondents indicated positively that the focus groups helped to identify factors that contribute to sexual violence, while 86% felt the session was useful in identifying challenges and barriers in talking about sexual violence and just over half (57%) said it was

useful in identifying issues with being able to report sexual violence. The following provides details of their responses.

When asked if the session was useful in identifying factors that contribute to violence, 5 or 71.4% of 7 respondents said they “agree” or “strongly agree,” and 2 or 28.6% said they “somewhat disagree,” or “disagree.”

When asked if the session helped to identify challenges and barriers in talking about sexual violence, 6 or 86% of 7 respondents said they “agree” or “strongly agree,” and 1 or 14% said they “somewhat agree.”

When asked if the session was useful in identifying issues related to being able to report sexual violence, 4 or 57% of 7 respondents said they “agree” or “strongly agree,” 2 or 29% said they “somewhat agree,” and 1 or 14% said they “somewhat disagree.”

d) *What is needed to improve response and prevention*

When asked is the session was useful in identifying what young women need to know or need to have, 4 or 66% of 6 respondents said they “agree” or “strongly agree,” 1 or 17% said they “somewhat agree,” and 1 or 17% said they “disagree.”

With respect to identifying what young men need to know or need to have, 1 or 100% of respondents said he “strongly agrees” the session was useful.

e) *Are able to identify a role they can plan or an action they can take*

Five (5) or 71.4% of respondents said they “agree” or “strongly agree” that the session was useful in identifying ways that they could contribute to solutions. One (1) or 14.3% said they “somewhat agree” and 1 or 14.3% said they “somewhat disagree.”

f) *Felt supported to talk about their ideas*

All 7 or 100% of respondents said they “agree” or “strongly agree” that they were supported to talk about their ideas.

g) *What was most helpful and what could be changed*

When asked what was most helpful about the focus group, evaluation respondents said getting more insight and learning about healthy and unhealthy relationships and consent, knowing they have support; and that this could help a “bigger picture.” The following are the comments provided:

- *That it could potentially be something big and help a bigger picture*
- *Knowing that I have support*
- *That I realized what an unhealthy and healthy relationships are and that I know.*
- *Gave more of an insight of things that I was not aware off (consent, healthy relationships).*
- *Everything was really helpful. I’ve learned things that I didn’t know before.*

When asked what is one thing you suggest we change for future sessions, participants suggested the following:

- *Stay on topics longer – more in depth.*
- *That sexual violence won't be such of a huge issue.*
- *Need more understanding for the meaning of “contribute to solutions.”*
- *Lower the age for the group.*

3.3.4 Safety Audit Evaluation Results

There were six (6) participants in safety audit, four (4) females and two (2) males. Four of the six participants completed evaluation forms. Table 7 shows the response to topics covered. There is no breakdown of the responses by gender due to the small number in the group.

For each topic, respondents were asked to rate their response using a six-point scale with 1 being “strongly disagree” and 6 being “strongly agree.” The far column shows the total that responded to each question as 100%. Each column shows the number and percentage of the total that responded each rating.

The results are reported according to the following indicators:

- a) What safety looks like and what makes community members feel unsafe or uncomfortable;*
- b) Factors contributing to feeling unsafe or safe;*
- c) Safe places to go and what the community can do to improve safety;*
- d) Felt supported to talk about ideas*

In addition to the above, respondents' comments about what they appreciated the most about the sessions and what they would change are provided at the end of this section.

a) What safety looks like and what makes community members feel unsafe or uncomfortable

When asked if the session was useful in identifying what safety looks like in Paqtnekek, 2 or 50% of the respondents said they “agree,” while 1 or 25% said they “somewhat agree,” and 1 said they “disagree.”

Related to identifying what makes community members feel unsafe or uncomfortable in Paqtnekek, 2 or 50% of the respondents said they “agree” the session was useful while 2 or 25% said they “somewhat disagree” or “disagree.”

Similarly, related to identifying what makes community members feel unsafe or uncomfortable outside Paqtnekek, 2 or 50% of the respondents said they “agree” the session was useful while 1 or 25% said they “somewhat agree,” and 1 or 25% said they “disagree.”

**Table 7: Safety Audit Participants Response to Evaluation Questions
Shown in Actual Numbers and Percentage of the Total for Each Question**

Topic	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total No & %
<i>This session was useful in identifying...</i>							
What safety looks like in Paqtnekek		1 25%		1 25%	2 50%		4 100%
What makes community members feel unsafe or uncomfortable in Paqtnekek		1 25%	1 25%		2 50%		4 100%
What makes community members feel unsafe or uncomfortable outside Paqtnekek		1 25%		1 25%	2 50%		4 100%
Factors that contribute to feeling unsafe in/outside Paqtnekek			2 50%		2 50%		4 100%
The role that alcohol and drugs may play in feeling safe or unsafe					2 50%	2 50%	4 100%
Safe spaces/places in the community to go for support (informal/formal)			1 25%		2 50%	1 25%	4 100%
What the community is doing now to address safety			1 25%	2 50%	1 25%		4 100%
Barriers or gaps to addressing safety			1 25%	1 25%	1 25%	1 25%	4 100%
What the community can do to improve safety				2 50%	2 50%		4 100%
Felt supported to talk about my ideas					2 50%	2 50%	4 100%

a) Factors contributing to feeling safe or unsafe

When asked if the session was useful in identifying what factors contribute to feeling unsafe, 2 or 50% of the respondents said they “agree,” while 2 or 50% said they “somewhat disagree.”

All four respondents or 100% indicated they “agree” or “strongly agree” that the session was useful in identifying the role that alcohol and drugs play in feeling safe or unsafe.

b) Safe places to go and what the community can do to improve safety

When asked if the session was useful in identifying safe places to go for support, 3 or 75% of the respondents said they “agree,” or “strongly agree,” while 1 or 25% said they “somewhat disagree.”

Related to identifying what the community is doing now to address safety, 1 or 25% of the respondents said they “agree,” while 3 or 75% of the respondents said they “somewhat agree” or “somewhat disagree.”

When asked if the session was useful in identifying barriers or gaps to addressing safety, 2 or 50% said they “agree” or “strongly agree” while 2 or 50% said they “somewhat agree” or “somewhat disagree.”

With respect to identifying what the community can do to improve safety, 2 or 50% said they “agree” the session was useful, and 2 or 50% said they “somewhat agree.”

c) Felt supported to talk about their ideas

All 4 or 100% of respondents said they “agree” or “strongly agree” that they were supported to talk about their ideas.

d) What was most helpful and what could be changed

When asked what was most helpful about the safety audit respondents the following:

- *That my concerns are also other community members issues and concerns. People need to feel safe. Hopefully, the community can implement these.*
- *The discussion generated. Informative/great job. Thanks!*
- *Everything we talked about. Need support group for gays.*

When asked what could be changed, there were no comments.

Section 4: Conclusions and Recommendations

This section provides conclusions from the evaluation of first year of the project in the following areas:

- 4.1 Achieving Project Goals
- 4.2 Implementation of Project Activities
- 4.3 Develop a Culturally Relevant Needs Assessment Process and Plan
- 4.4 Involve partners in a project Advisory Committee to Support Culturally Appropriate Processes and Community Engagement
- 4.5 Increase Understanding of Sexual Violence and the Changes Required to Improve Response to and Prevention of Sexual Violence
- 4.6 Recommendations for Next Steps.

4.1 Achieving Project Goals

Overall, it is evident that this project has achieved the first two goals of the project:

- To establish collaborative relationships among Paqtnkek Mi'kmaw Nation community leaders, Band staff/service providers, First Nation partners and local community organizations working in the field of violence against women and girls.
- To engage the community and partners in planning and assessing community needs.

The proposed activities for the first year have been completed. An Advisory Committee, made up of project partners, was established and met regularly. The project has engaged both partners and the community in planning and assessing community needs. Participation in project activities was tracked and evaluation of needs assessment activities was undertaken as planned.

The needs assessment results and evaluation by participants and Advisory Committee members show that Paqtnkek Mi'kmaw Nation has embarked on a collaborative journey of sharing, open dialogue and learning. Community members identified factors that contribute to violence and the various challenges associated with disclosing and reporting sexual violence. They identified that culture is significant (language and ceremony) in addressing violence and sexual violence through healing and forgiveness. They made recommendations for the next phase of the project, for response and prevention strategies. They recommended that this work must be community member-led and community-wide with all community members working together including leadership, women, men, elders, youth, survivors and perpetrators. By building on their assets and working with partners, the community is committed to building the community capacity to address violence and sexual violence in order to create and sustain change.

4.2 Implementation of Project Activities

The needs assessment plan was carried out between December 2014 and April 2015 with a total participation of one hundred and thirty-seven (137). Activities included two (2) community forums, twelve (12) focus groups, a community safety audit, and an open house

and survey for service providers. Care was taken to provide support to anyone who might be triggered by the discussion by having an Elder and/or a counsellor available. Resources, such as definitions of violence and consent, were provided for participants.

Key issues and challenges related to violence and sexual violence and recommendations for both response to and prevention of sexual violence were identified through the needs assessment. Participants also made general recommendations for breaking the cycle of violence and promoting safety. They recommended that the project must be led by the community, must be community-wide with all community members working together, and must build the community's capacity to address violence and sexual violence to ensure long term sustainability.

In addition to needs and strategies, community and external assets were identified. These assets helped to strengthen the needs assessment process and will be used to strengthen the response and prevention strategies. These include: "people resources" (informal and formal supporters, Band and Health Centre staff, community leadership, partners); current services available; programs that can be offered; potential training opportunities; tools and resources that can be used and/or modified for use; and community facilities available for meetings and programs.

4.3 A Culturally Relevant Needs Assessment Process and Plan

Advisory Committee members participated in and evaluated the needs assessment planning session. Those who completed the evaluation agreed that the planning process was successful in identifying: (a) what the project needed to find out from the needs assessment; (b) cultural values and beliefs that would inform project processes and evaluation; (c) services, supports and resource currently available; (d) what was needed to support women and girls who experience sexual violence; and (e) ways to gather information. There was less agreement that the planning day was effective in identifying how to involve different groups.

4.4 Partners Collaborate to Support Culturally Appropriate Processes and Community Engagement

Throughout the needs assessment, the Advisory Committee played a key role in supporting implementation of the needs assessment, and Paqtnekek members participated as appropriate in various needs assessment activities.

In their year-end reflection, Advisory Committee members who completed the evaluation indicated they understood their role, that positive partnerships had developed or strengthened, and they had a good understanding of the project. About two-thirds said they had been included in planning, and had increased their understanding of community needs and issues and what is needed to improve response to and prevention of sexual violence. Almost all indicated that they felt supported to talk about their ideas and experience, felt valued for their participation and contribution, and were satisfied with their involvement in the project.

When asked what they appreciated, members pointed out learning from each other, the collaboration of community and external organizations, being inspired by the commitment and motivation of members, and the research approach as “community led action research.”

4.5 Increased Understanding of Sexual Violence and Changes Required to Improve Response to and Prevention of Sexual Violence

Focus groups conducted for Chief and Council, Band staff, Health Centre Staff, Directors, and men’s wellness were well attended. The “open” sessions, youth sessions and community safety audit had a relatively small turnout. Related to participation in the young men’s sessions, it was noted that there are only three (3) males within the age range (16 years and over) for the focus groups. Participants suggested that perhaps some strategies could target younger males.

Fifty-four (54) or 86% of the 63 participants in the focus groups completed evaluation forms. The adult and youth focus group evaluations were reported separately because some different topics were covered; for example, the youth focus groups covered topics related to healthy relationships and consent. As well, it was felt that some groups, such as youth, would feel more comfortable talking with others they know or connect with.

(a) Positive Feedback

In general, evaluation respondents in both adult and youth focus groups indicated that the sessions helped to identify factors that contribute to violence, challenges and barriers in talking about sexual violence, what is needed to improve response and prevention, and ways that they could contribute to solutions. The focus groups that discussed collaboration and needs of residential school survivors agreed the sessions were useful in identifying what was needed related to these topics.

Over 75% of respondents in the adult focus groups and 100% of respondents in the youth focus groups said they felt supported to talk about their ideas. The youth were generally positive about the topics of healthy relationships and consent and commented further on these topics when asked what they appreciated most about the session.

Overall, the respondents in the adult focus groups offered positive comments about the sessions. When asked what was most helpful about the focus group they particularly appreciated the input, ideas, interaction, sharing, open dialogue, support, and opportunities to learn as well as the information and facilitation provided.

(b) Some Challenges

As just pointed out, the majority of evaluation responses indicated that the sessions were helpful in identifying needs and potential solutions and strategies. It should be noted, however, that there was quite a bit of variance in responses.

For most topics, a number of evaluation respondents rated in the middle of the scale, either “somewhat agree” or “somewhat disagree.” With the exception of “felt supported to talk

about my ideas” (adult and youth focus groups) and “what men need to know or need to have” (youth focus groups), the percentage of responses in this mid-range was from 24% to 38% in the adult focus groups and 14% to 57% in the youth focus groups. Given the positive comments about the sessions, it is difficult to know what conclusions to draw from this variance. It may be an indicator of the range of emotional reaction and/or difficulty some may have had with the topic, given that this was the first time it was openly discussed in the community and was new information for some participants.

One topic that appeared to be more challenging for both adults and youth was the extent to which the session helped to identify what violence looks like in the community. Almost 49% of adult focus group respondents and 57% of youth focus group respondents indicated they only “somewhat agreed” or “somewhat disagreed” that the session was useful in identifying this topic. This may be due to the fact that participants came with varying definitions of violence as observed by the project staff (who also facilitated many of the sessions) and so thinking about a different definition or a different way of understanding violence was part of the learning experience for many participants. Also, 43% of youth focus group respondents indicated that the sessions had only been “somewhat” useful in identifying issues related to being able to report sexual violence. These areas may require more attention in future strategy sessions.

(c) Gender Differences

When looking at gender differences in adult focus group responses, a higher percentage of males than females (ranging from 8% to 21% for some topics) indicated that the session had been helpful or very helpful in identifying several topics: (a) issues related to being able to report sexual violence; (b) ways to improve response to and prevention of sexual violence; (c) what men need to know or need to have; (d) ways they could contribute to solutions; and (e) felt supported to talk about their ideas. One topic where a higher percentage of females than males (7%) rated positively that the session had been helpful was “challenges and barriers in talking about sexual violence.”

While the reasons for these differences are not known, this could be explored further as it may impact on strategy decisions. For example, some women may have had more experience in trying to speak out about the issues in the past, therefore they felt positive about being able to identify these issues. At the same time, because of their experiences with violence, they may have felt less hopeful or could see more barriers and challenges than the men with being able to report sexual violence, the long term potential for change, ways they could contribute to solutions, or to feel supported to talk about their ideas. For example, one woman did not rate the participation question and added a comment that she “didn’t say much” during the session. With respect to the male participants, it is apparent from their responses that the males who participated were generally positive particularly about what they had learned and the support they received during the sessions. One male referred to “eureka” moments.

(e) Safety Audit

The evaluation of the safety audit session showed a mixed response to the various topics with about 50% of respondents indicating they felt positive that they session had been useful in identifying various topics and another 50% being less positive. When asked if they felt supported to talk about their ideas all respondents indicated they were and their general comments were positive about the session.

4.6 Recommendations for Next Steps

- Youth who engaged in the focus groups were very positive about what they learned about healthy and unhealthy relationships and consent. These topics should be included in future programs for youth.
- The men were generally very positive about their involvement, the learning and support they received. It will be important to continue to find ways to engage and involve males through the strategy sessions.
- Some women were less positive in their responses. They were less sure that the session had been able to identify issues related to being able to report sexual violence, ways to improve response and prevention, ways they could contribute to solutions or to being able to feel supported to talk about their ideas. This should be a consideration for planning future sessions.
- Continue to find ways to reach out to, involve and inform more people, particularly more young women and young men. This was recommended by several participants and was one of the general recommendations that came out of the needs assessment.
- It is evident from both male and female responses that participants in these sessions were very positive about the openness, interaction, and support they received. This confirms the importance of the need for ongoing attention to processes that ensure a safe environment for response and prevention programs.
- Identifying what violence looks like was less clear for some participants; therefore, continuing to provide definitions of violence should be considered for future sessions. For youth, there should also be further discussion related to issues associated with being able to report violence.
- Continue with the positive collaboration among partners at the Advisory Committee level. Consider suggestions offered for strengthening participation at meetings (see page 12).

Appendix A:

Executive Summary Needs Assessment Results

Prepared by Annie Chau, Project Coordinator and Molly Peters, Community Facilitator

This report outlines the findings and recommendations from the needs assessment activities (specifically from the community feedback from the focus groups and safety audit) of the *Responding to and Preventing Sexual Violence Project*, conducted from November 2014 to April 2015 in Paqtnkek Mi'kmaw Nation. To strengthen response to and prevention of sexual violence, this research was based on the value of nurturing, a value identified early in the project as foundational. The needs assessment activities were conducted with this in mind, as participatory action research seeking community-based solutions to the issues of sexual violence.

Themes in the findings

- Paqtnkek is a nurturing community - there are networks of informal supporters who are trusted in the community.
- There are varying definitions for violence/sexual violence, healthy relationships, healthy sexuality, consent, and safety.
- There are challenges regarding disclosing and reporting of sexual violence: lateral violence and victim-blaming, lack of confidentiality, re-perpetration through systems and services, and the threat of breaking valued familial and social relationships.
- Residential school trauma, intergenerational trauma, and the cycle of violence are presently and widely experienced in the community.
- Racism and colonialism are broader forms of oppressions that contextualize violence in the community.
- Culture (language and ceremony) is significant in addressing violence and sexual violence, through healing and forgiveness.
- There are changes in how the community connects - community members are online and using social media; they are not mobilizing together as much.

General recommendations

- Breaking the cycle of violence and promoting safety should be the focus in addressing sexual violence, from individual community members and families to Paqtnkek and the broader community.
- The project needs to be community member-led and community-wide with all community members working together: leadership, men, elders, youth, survivors, and perpetrators.
- The project needs to build the community's capacity to address violence/sexual violence (past the project's funding end).

Community recommendations for prevention

- Education and awareness on:
 - Healthy relationships, healthy sexuality, and consent for women, youth, and men
 - Harm reduction - alcohol and drug use
 - Anti-bullying and social media/online safety
- Retreats for women, youth, and men to have discussions in safe places
- Parental support on how to strengthen positive communication between parents and youth for healthy relationships and healthy sexuality

- Youth support on how to develop self-esteem and positive identity, understanding responsibilities, consequences, and boundaries, such as rites of passage
- Tools and resources for prevention, such as material on the signs of abuse
- Community spaces need to be made safer (lighting/visibility, neighbourhood watch/security, sidewalks/walkways especially with highway construction) and more accessible

Community recommendations for response

- Healing ceremony for the entire community to move forward
- Policies and procedures
 - Culturally safe, nonjudgmental, and confidential reporting and disclosing options that have follow-through processes, addressing the questions: what happens, who is involved, how the perpetrator is addressed, how the survivor is supported
 - Mandatory training and support for band staff on policies and procedures
- Tools and resources for response, such as a flow chart on what to do and what are the options
- Support for supporters of survivors of sexual violence (i.e. parents, family, friends)
- External systems and services need ongoing cultural competency training

Appendix B

Table 8: Adult Focus Group Response to Evaluation Questions Shown by Gender and as a Percentage of the Number of Responses for Each Category

Topic	Gender	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total No & %
<i>This session was useful in identifying...</i>								
What violence looks like in Paqtnkek, particularly sexual violence.	Female			3 11%	8 28.5%	8 28.5%	9 32%	28 100%
	Male			2 11%	5 26%	8 42%	4 21%	19 100%
Factors that contribute to violence	Female			2 7%	8 29%	9 32%	9 32%	28 100%
	Male			1 5%	6 32%	9 47%	3 16%	28 100%
Challenges and barriers in talking about sexual violence	Female				7 25%	11 39%	10 36%	28 100%
	Male	1 5%			5 26%	9 47%	4 21%	19 100%
Issues related to being able to report sexual violence	Female			4 14%	8 29%	9 32%	7 25%	28 100%
	Male			1 5%	3 17%	11 61%	3 17%	18 100%
Ways to improve response to and prevention of sexual violence	Female			1 3%	9 32%	10 36%	8 29%	28 100%
	Male			1 5%	3 16%	12 63%	3 16%	19 100%
What women need to know or need to have	Female			2 7%	5 19%	11 41%	9 33%	27 100%
	Male			1 5%	3 17%	11 61%	3 17%	18 100%
What men need to know or need to have	Female		2 7%	4 15%	3 11%	12 44%	6 22%	27 100%
	Male			1 5%	3 17%	12 67%	2 11%	18 100%
Ways that I could contribute to solutions	Female			3 11%	7 26%	11 41%	6 22%	27 100%
	Male			2 12%	3 17%	8 47%	4 24%	17 100%
Felt supported to talk about my ideas	Female		1 4%	1 4%	6 24%	5 20%	12 48%	25 100%
	Male	1 5%			2 10%	10 53%	6 32%	19 100%

APPENDIX C: DRAFT OUTCOMES EVALUATION FRAMEWORK – SEPTEMBER 2014
Responding to and Preventing Sexual Violence in Paqtnkek Mi'kmaw Nation

IMPLEMENTATION OBJECTIVE	TYPE OF EVIDENCE/DATA		SOURCES OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	STATISTICAL/QUANTITATIVE INDICATORS		
1. Engaging the Community and Partners in Planning and Assessing Community Needs				
1 (a) To develop a culturally relevant needs assessment process and plan.	<p><i>Participants in the project planning consultation indicate</i></p> <ul style="list-style-type: none"> - A plan and process for the needs assessment has been developed that incorporates and respects cultural values and traditions, the community context, and is sensitive to the needs of survivors. - satisfied that a culturally appropriate framework and process will be used for the project. - Felt supported to talk about their experience and ideas. 	<ul style="list-style-type: none"> # of participants in the conference including: <ul style="list-style-type: none"> # of women and girls # of youth and elders # of service providers # of community and First Nations partners 	Consultation evaluation survey	November 2014
1(b) To increase understanding of sexual violence and changes required to improve response to and prevention of sexual violence in Paqtnkek Mi'kmaw Nation.	<p>Women, youth, elders and service providers indicate they are able to identify:</p> <ul style="list-style-type: none"> - what violence looks like in the community - how girls and women experience violence - issues associated with sexual violence/the impact of sexual violence in the community - what is needed to improve response and prevention (gaps in policies, services, information, education) - what supports are currently available (assets/resources) - opportunities and challenges for working together to address sexual violence. - priorities for action - Felt supported to talk about their experience and ideas. 	<ul style="list-style-type: none"> # of talking circles # of interviews # of women and girls # of youth and elders # of service providers # of participants in conference # of key issues identified # of gaps in services # of institutional supports Evidence of process for building consensus on priority issues 	Coordinator reports Talking Circle evaluation forms Report of each activity with participants in each session. Needs assessment report	January to March 2015
1(c) To collaboratively develop a strategy to address the priorities identified through the community needs assessment.	See Engaging Community Partners, Stakeholders and First Nations Partners			

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OUTCOME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCES OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	STATISTICAL/QUANTITATIVE INDICATORS		
2. Engaging the Community in Violence Prevention and Response Strategies				
2 (a) To implement violence prevention strategies.	<p><i>Youth</i> identify (Potential Strategy: Sacred Seven Healthy Relationships program)</p> <ul style="list-style-type: none"> - An understanding of the principles of cultural identity - An increased ability to express their needs and expectations for a relationship. - Can identify signs of a healthy and unhealthy relationship - Identify an increased awareness of sexual violence. - Are aware of the cycle of violence - Know how to help a friend or family member in an abusive relationship and where to go for help. <p><i>Adult community members and service providers</i> (Potential Strategies: Bystander Training and Sisterness Program).</p> <ul style="list-style-type: none"> - Increased knowledge of the scope and causes of sexual violence - Report increased knowledge of supports, services and resources available to them. - <i>Women in Sisterness Sessions</i> report they have knowledge and skills to be supportive of each other. - Increased understanding of the concept of bystander intervention, how to recognize inappropriate behaviour and how to respond safely and appropriately. - Developed skills for intervention. - Increased sense of responsibility for creating community change. - Felt supported to talk about experiences and ideas for action to address sexual violence. - Are able to identify a role that they can play/or an action they can take to prevent/improve response to sexual violence - Indicate their intention to continue to take action on sexual violence. 	<p># of program or workshops</p> <p># of program or workshop participants</p>	<p>Strategy evaluation forms and process</p> <p>Coordinator reports</p>	<p>As completed throughout project</p>

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OUTCOME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCES OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	STATISTICAL/QUANTITATIVE INDICATORS		
2. Engaging the Community in Violence Prevention and Response Strategies				
2 (b) To improve response to sexual assault survivors.	<i>Service providers</i> (Potential strategy: culturally relevant trauma informed approach) <ul style="list-style-type: none"> - Report increased awareness of resources and services available and the ability to refer to those services - Identify supports that can be developed and provided in Paqtnkek. - Increased understanding of a trauma-informed and culturally relevant approach to service provision. 	# of sessions with Service Providers # of participants in sessions	Service provider evaluation survey	At closure of each session
3. Engaging Community Partners, Stakeholders and First Nations Partners				
3 (a) To involve partners in an Advisory Committee to support culturally appropriate processes and community engagement	<i>Advisory Committee members indicate:</i> <ul style="list-style-type: none"> - Identified positive partnerships formed and strengthened - Report an understanding of their role in the project - Report an understanding of the focus on community engagement and inclusion of women, girls, youth, elders, service providers and community leaders to effectively address sexual violence. - Indicated they were included in planning activities and they were well informed of project activities and outcomes. - Report satisfaction with the culturally relevant framework, project development, implementation and coordination - Report increased understanding of community needs and, issues related or the impact of sexual violence on the community. - Indicate increased knowledge of what is required to improve response to and prevention of sexual violence (services, resources, etc). - Felt supported to talk about experiences and ideas. 	# of partners # involved on Advisory Committee # of reports, action plans and strategies, focusing on (1) education and prevention, and (2) improving response to sexual violence.	Advisory Committee evaluation survey Lessons Learned Focus Group Project Coordinator reports List of Advisory Committee members Advisory Committee minutes Reports and Action Plans	Administered in June 2015 and February 2016 January 2016 Ongoing

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OUTCOME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCES OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	STATISTICAL/QUANTITATIVE INDICATORS		
3. Engaging Community Partners, Stakeholders and First Nations Partners continued				
3 (a) To involve partners in an Advisory Committee to support culturally appropriate processes and community engagement	<ul style="list-style-type: none"> - Felt valued for their participation and contribution. - Report satisfaction with their involvement in the project. - Indicate improved coordination and collaboration among partners. - Report a commitment to moving forward with improving response to and prevention of sexual violence in Paqtnkek. - Identify successes, challenges and lessons learned - Appreciate the opportunity to share information and network around the issue of sexual violence. 	See previous page		
3(b) To share new knowledge and lessons learned with partnering First Nations communities.	<p><i>Participants from partnering First Nations communities indicate:</i></p> <ul style="list-style-type: none"> - Understanding of the culturally relevant framework used in project development, implementation and coordination - Understanding of the community engagement process and inclusion of women, girls, youth, elders, service providers and community leaders to effectively address sexual violence. - Increased knowledge of what is required to improve response to and prevention of sexual violence (services, resources, etc). in communities - Understanding of the new knowledge created and lessons learned from this project - Appreciate the opportunity to share information and network around the issue of sexual violence - Have contributed ideas or have new ideas for planning and organizing in their community. - Intention to take or continue to take action in their community 	# of knowledge sharing sessions # of participants in the session # of locations of sessions.	Coordinator Reports Knowledge sharing evaluation form.	