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# Strengthening Families in Canada:

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Violence Prevention Education and  
Outreach Project for Immigrant and  
Refugee Families (Phase 1)

## **FINAL REPORT**

File #: 3315-S48

Report prepared by:

Sexuality Education Resource Centre  
December 2005

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# 1. Project Identification

Project File #: 3315-S48

Project Sponsor: Sexuality Education Resource Centre Inc.

Project Duration: September 2004 – November 2005

Project Title: Strengthening Families in Canada: Violence Prevention Education and Outreach Project for Immigrant and Refugee Families

Project Location: Winnipeg, Manitoba

Project End Date: December 2, 2005

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# 2. Project History

## Overview

The Strengthening Families In Canada Project (Phase 1) is a partnership between four organizations: The Sexuality Education Resource Centre (SERC), Mount Carmel Clinic/Cross Cultural Counselling Program (now the Multicultural Wellness Program), Nor-West Co-Op Community Health Centre/Immigrant Women's Counselling Service, and Klinik/Teen Talk. SERC is the sponsoring organization for the project. Together, these organizations applied to the Community Mobilization Program and were successful in receiving a grant of \$50,000.00. The project was Phase 1 of a family violence prevention project in immigrant and refugee communities. It had three streams: a women's violence prevention education stream, a youth violence prevention education stream and a men's needs assessment on violence prevention. The project was located in Winnipeg, Manitoba, and was launched in September 2004 and concluded in November 2005.

## History and Crime Prevention Problem to be Addressed

SERC and our partner organizations have been involved in delivering various programs and services in immigrant and refugee (IR) communities and with youth for many years. Many IR men, women and youth experience stress during the adaptation process due to isolation from the mainstream community and from each other. This isolation is caused by a number of factors including racism and language and cultural barriers. Many newcomers to Canada need to learn how to adapt to new cultural norms and laws regarding family violence. This situation creates an environment where newcomers who may experience family conflict/violence feel unable to take action on a personal or systemic level.

In working in the IR community, our partnership has recognized that there are a number of gaps in service with regard to violence prevention programming in this community. This project employed a community partnership process to address family violence prevention by engaging IR community members and increasing public awareness on the issue among IR men, women and youth.

A number of the partner organizations have done an extensive programming, evaluation and consultation in immigrant communities. SERC and IWCS have engaged IR women in violence prevention initiatives in the past and based on feedback and input from past participants, formed the women’s stream of the project. In addition, feedback from women has consistently been that men need to also be involved in violence prevention. To that end, the men’s stream of the project was developed. Here, we conducted a needs assessment of IR men’s perceptions of and recommendations for family violence prevention. This was an essential first step to ensure we included the perspectives and involvement of men in Phase 2 prevention strategies that are aimed at the whole community, including men. Finally, SERC and MCC had delivered pilot community education sessions with Latin American youth, and this project drew upon the expertise of Teen Talk, SERC and MCC to develop and implement a culturally sensitive violence prevention curriculum with newcomer youth.

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### 3. Project Objectives and Results

The goal of this project was to raise awareness about family violence and of community resources and services for violence prevention for immigrant and refugee men, women and youth. Through community education and research, this project was aimed at building capacity in immigrant and refugee communities around this complex issue.

<b>Stated Objectives</b>	<b>Actual Results</b>
1. To raise awareness of issues and community resources related to family violence in immigrant/refugee communities	This objective was achieved through several means: the men’s research project, employing a team of IR male researchers, the women’s and youth groups, the final community event, presentations at workshops, dissemination of findings, etc.
2. To conduct a needs assessment with immigrant/refugee men to determine their needs in the area of family violence prevention; and,	This objective was achieved. A full needs assessment, that engaged 65 immigrant and refugee men and several service providers from across Canada in focus groups and interviews, was conducted, a report written and disseminated.
3. To work with immigrant/refugee women and youth and offer family violence prevention training	This objective was achieved. Two sets of educational workshops were held, one for women, one for youth, on violence

	prevention in a cross cultural context.
4. To promote information sharing and cooperation between service providing agencies	This objective was achieved. The Project Management Team was formed and collaborated to share responsibility to implement the project. The Project Advisory Group was also formed and met to provide input and advice to the project, and serve as a link with the broader community. Project Advisory sub-groups were developed as needed.

### Differences between objectives and results, and reasons

There were no differences between the objectives and the results of this project.

### Planned and Actual Activities

The following section describes our planned activities (as laid out in our proposal) and our actual activities.

Planned Activities	Actual Activities
<p><b>Immigrant Men’s Needs Assessment on Family Violence Prevention Education:</b></p> <ul style="list-style-type: none"> <li>○ Hire researcher</li> <li>○ Conduct literature review, on violence prevention programming in Canada/internationally</li> <li>○ Conduct needs assessment to help determine how family violence is understood by IR men, and to determine the best ways to deliver public education on violence prevention for IR men</li> <li>○ 3-4 focus groups as part of methodology</li> <li>○ survey service providers to determine gaps and potential action on the issue</li> <li>○ data analysis</li> <li>○ recommendations developed</li> <li>○ dissemination of results to IR communities via local media, community events, and to service providers and to relevant government departments</li> <li>○ Establish research advisory group</li> </ul>	<p>The Immigrant Men’s Needs Assessment on Family Violence Prevention was conducted over the spring and early summer of 2005. It was a research project aimed at exploring immigrant and refugee men’s attitudes towards family violence and soliciting their recommendations for violence prevention education. A research sub committee of the Project Advisory Group, was formed, including a professor from the Faculty of Social Work, University of Manitoba. A lead researcher, an immigrant woman, was hired. She proposed that we hire a team of 6 male community based researchers from various ethno-racial backgrounds. Six CBRs and one assistant CBR were hired to recruit participants for, and co-facilitate 7 focus groups. The response from men in the community was extremely positive and sixty-five men were consulted in focus groups and 4 in individual interviews. Several Interviews were also conducted with key informants, primarily service providers, from Winnipeg and across Canada. A full research report has been completed for the Men’s Project,</p>

	<p>including a literature review, data analysis and recommendations for future work. A Plain Language version was made of the Executive Summary (both attached).</p> <p>Dissemination of the research was conducted through written submissions and oral presentations. A presentation on the project, including the research model, was done at the Winnipeg Regional Health Authority Primary Health Care Forum on May 12<sup>th</sup>, 2005. The research methodology and findings were also presented at the RESOLVE Research Day on November 18<sup>th</sup>, 2005. Two articles for publication in academic journals are underway. An abstract for a presentation on the project has been accepted at the 7<sup>th</sup> Biennial Western Canadian Conference on Sexual Health organized by the University of Calgary to be held in May 2006 in Calgary, Alberta. (See section titled Sharing Results)</p>
<p><b>Immigrant Women’s Action Against Violence Prevention Education:</b></p> <ul style="list-style-type: none"> <li>○ Hold 8-10 week community education sessions on violence prevention for IR women from diverse backgrounds</li> <li>○ Conduct session in easy to understand English, on topics that include: partner abuse awareness, culture and sexuality, information on legal welfare, immigration and health systems</li> <li>○ Hire a Project support worker/outreach workers and recruit participants</li> <li>○ Establish community advisory group</li> <li>○ Design curriculum</li> <li>○ Hold at easily accessible location</li> <li>○ Trainers from SERC, IWCS, other agencies</li> <li>○ Evaluate training sessions</li> </ul>	<p>The women’s project consisted of a ten-week workshop on violence prevention. The workshop ran from January to March 2005 at the Immigrant Women’s Counselling Service, downtown. Three project outreach workers from 3 different countries were hired, to each recruit 3-4 participants. In total, nine women from a wide range of countries including the Philippines, Colombia, Afghanistan, Sri Lanka, India, Sierra Leone, Argentina and Iran, attended consistently. Project support workers were hired to help set up, clean up, take notes and help the facilitators ensure that the group ran smoothly. A curriculum was designed, based on materials that had been used in past work, plus new information. Presenters also brought current information on a range of topics (e.g. Canadian law and family violence). For this piece of the project, a sub-committee was not formed, rather the co-facilitators met to develop the curriculum. Topics included: defining family violence; family violence and health; empowerment and self esteem; healthy and unhealthy relationships; legal issues; community resources. An evaluation was conducted.</p>

<p><b>Spanish Speaking Youth Action Against Violence Prevention Education:</b></p> <ul style="list-style-type: none"> <li>○ Hold 8 – 10 week community education sessions on violence prevention with Spanish speaking youth</li> <li>○ Topics to include: intergenerational conflict, dating violence, sexuality issues, suicide prevention, adaptation/acclulturation, racism, sexism, homophobia as they relate to family violence</li> <li>○ Sessions to be offered in easy to understand English with Spanish interpreters present</li> <li>○ Project outreach and support worker hired from youth cultural community</li> <li>○ Community advisory group established of youth, community members, service providers</li> <li>○ Design curriculum: Teen Talk, SERC, MCC and CAG meet to build cultural competence and develop curriculum</li> <li>○ Recruit participants</li> <li>○ Session delivered in easy to access location</li> <li>○ SERC/TT/MCC deliver training</li> <li>○ Spanish speaking youth have opportunity to join TT peer support group</li> <li>○ Evaluation of sessions</li> </ul>	<p>The youth project was focused on the Latin American community and consisted of an 8 week workshop held in April and May 2005. An immigrant youth was hired as a project outreach and support worker to recruit youth and to provide support during the sessions. A core group of nine youth attended. A curriculum sub-group of the Advisory Group, with participation from SERC, MCC and Teen Talk, plus a community representative, was formed. Using the Teen Talk curriculum as a starting point, a set of workshop materials was developed for use in these sessions, with much new material brought in from different cultural adaptation/violence prevention curricula. Sessions were offered in easy-to-understand English, with some interpretation offered in Spanish as needed. Key project forms, e.g. evaluations, parental consent, were translated into Spanish. A variety of topics were discussed including “juggling cultures,” identity, racism, diversity, sexuality and reproductive health, communicating with parents, and mental health. Sessions were delivered by SERC, TT and a hired community facilitator. Sessions were held at Klinik on Broadway. A panel discussion was held with youth who were immigrants and who had experienced the acculturation process themselves and were adapting well to Canada, as well as Canadian-born youth who could give newcomers a welcoming perspective on mainstream Canadians. Participatory and fun teaching methods were emphasized and cross-cultural content and processes were incorporated throughout the workshop.<sup>1</sup> An evaluation was conducted.</p>
<p><b>Information Sharing and Collaboration between Service Providing Agencies</b></p> <ul style="list-style-type: none"> <li>○ PMT established consisting of one</li> </ul>	<p>The Project Management Team, consisting of representatives from all four partner agencies, met regularly every 4-6 weeks to</p>

<sup>1</sup> Building on this project’s success, (using alternate funding sources) a series of follow up sessions was held at SERC this summer, based on the repeated requests of youth participants to continue meeting and learning together. In addition, in June, two youth group members were accepted as delegates to the UN Secretary-General’s Study on Violence Against Children in Toronto, one of several consultations held world-wide, part of a two year global UN study to highlight violence against children and highlight actions needed to end it. Approximately 200 participants from Canada and the USA attended. These youth were able to share their experiences as newcomers, and to bring back valuable information to their community.

<p>member from each agency, meet regularly, oversee management of project and share information about various aspects</p> <ul style="list-style-type: none"> <li>○ PMT, trainers, members of the CAGS, project support workers and interested training participants involved in 2-3 meetings a year to discuss trends and issues in each project</li> <li>○ Public awareness event to disseminate findings, and raise awareness of family violence in wider community</li> </ul>	<p>oversee the management of the project.</p> <p>The Project Advisory Group (PAG) was established at the beginning of the project to provide ongoing support, advice and direction. The PAG Member organizations included: community members, the four partner agencies (staff and management) the Manitoba Federation of Labour Occupational Health Centre, the University of Manitoba, Ministry of Labour and Immigration, and the funding representative.</p> <p>The PAG met 5 times over the year and provided valuable information and advice on community trends and needs, provided feedback on each stage of project implementation, helped project partners problem-solve and find solutions and helped the project be well-situated within the context of the broader community.</p> <p>Final Event</p> <p>A Final Event/Community Celebration was held on September 21, 2005. Participants, their families and staff from all three streams came together to share successes, learnings and to develop recommendations for next steps. Project staff presented on what we had learned, and three participants and one researcher shared thoughtful and inspiring words about the project, its positive impact on participants, and the importance of involving communities as active partners in violence prevention.</p> <p>There was a strong turnout with close to 100 people attending. A total of 50 community members attended, as well as 16 project staff/advisors, 5 staff/directors from other agencies, 5 youth babysitters and about 15 youth performers. Twenty-two people signed up for a report of the final event, and of these, thirteen community members wanted to get further involved in the project.</p> <p>Entertainment was provided by a Colombian youth dance group (some members of which were in the Latin American Youth group). A</p>
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	<p>number of elected and government officials attend. MP Anita Neville, MP Judy Wasylicia-Leis and Marlene Bertrand for the Honourable Christine Melnick, Minister of Family Services and Housing, brought greetings. David Rice-Lampert attended on behalf of the Honorable Nancy Allen, Minister of Labour and Immigration and Gayle Michalyshyn attended on behalf of the Honourable Gord MacKintosh, Minister of Justice.</p> <p>Community agencies receiving SERC's newsletter, The SERC Circ., were updated on the activities at different stages of the project. (see attached?). To continue inform service providers and the community on the project, an information session is planned for mid-January (see section titled Sharing Results)</p>
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**Differences between planned and actual activities and reasons**

**Men’s project.** We altered the staffing structure, by hiring a team of diverse male community-based researchers. Our considerations in making this change included the possible barriers that a woman, the lead researcher, might face in accessing and interviewing men, especially on this topic. It was felt that men would be highly effective in accessing other men, and that a culturally diverse team would be effective in outreaching to a broad range of communities. The results far exceeded the management team’s expectations. The turnout at all but one focus group was extremely high, with high levels of engagement evident. In examining the range of IR communities that are in Winnipeg, both immigrant and refugee, we decided to increase our target number of focus groups to 7, which enabled us to access a much broader range of ethno-cultural groups than originally planned. Also, we decided to hire Literacy Partners Manitoba to revise our Executive Summary into a Plain Language version, as we were cognizant of the different English-levels of participants, all of whom will receive a letter indicating where to download the report, and a hard copy of the Plain Language summary.

**Women’s Project.** In this stream, we did not see the immediate need for an advisory committee. This model had been developing over the past few years, and materials were available for the curriculum. Project facilitators were able to meet and devise a curriculum, which when used and evaluated, was successful in meeting project outcomes. In this stream of the project, a decision was made to change the staff structure for project outreach and support workers. Instead of hiring just one of each, a team of outreach workers and a team of support workers were hired. The positive results of this decision was a very diverse group of women were recruited (the outreach workers were from different countries of origin). This also provided more opportunities for immigrant women, many of whom face the ever-present barrier of having no “Canadian” experience. In this manner, 6 women will now have some exposure to the Canadian job market.

**Youth Project.** Project activities were consistent with those planned, with the added components mentioned above, with summer sessions and the opportunity for youth to attend the UN Consultation on Child Violence in Toronto. These sessions were based on the desire by SERC to maintain a connection with the newcomer youth, and therefore funds were secured to\* pursue further sessions. Sessions were well attended, and youth reported receiving good information on dating violence and sexual health in particular. One proposed activity in the Youth Project that did not receive the attention that perhaps we intended to give it, was the links between this pilot and the Teen Talk “regular” Peer Supporter training. Youth were informed of this option, to continue on with Teen Talk supporters and a few did attend some sessions at Teen Talk. However, capacity had not yet been built, to engage youth in the manner that we had hoped. In Phase 2, we build on these learnings and have proposed a structure that will be more likely to support youth to become peer resources among their peers.

**Information Sharing and Collaboration.** The PMT and PAG met as proposed. Instead of having 2-3 meetings with staff, the PMT and the PAG, the PAG itself served as a venue for all these groups to meet and problem-solve together. The Final event was implemented as planned, with a deliberate decision to maintain the focus on community. In January 2006, the PMT, which continues to meet, will host a brown bag lunch for service providers and other stakeholders, to further disseminate project findings and build a broader base of support for the project.

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## 4. Meeting Challenges:

### Problems and Solutions: Men’s Project

#### **Were there any unexpected successes and/or challenges?**

##### *Unexpected Successes*

The most single most significant unexpected success of the Men’s Project was the high level of participation and community engagement that resulted from conducting the research. Given the sensitive nature of the topic and the fact that for the most part, men are not socialized to share and talk about their feelings and concerns, and that there is such a low level of engagement of IR men around this issue, we were not expecting to access men easily. However, we were able to fairly easily recruit a team of well qualified men who wanted to conduct this research, and were able to include 65 men, from a broad range of ethno-cultural backgrounds, both newcomers and longer-term immigrants, as research participants. Discussion and engagement at each of these sessions was almost always high.

##### *Unexpected Challenges*

There were a few unexpected challenges in implementing the Men’s Project. One was the time it took to conduct the research. The lead researcher estimated that she used close to double the hours that were estimated to conduct the research. A second challenge was the low turnout in one focus group in one specific community.

### **Reasons for these unexpected outcomes and how they were addressed**

In examining why we were able to create such a high level of engagement in the men's project a number of factors were identified as contributing to success. First, the direct involvement of IR men in the planning, implementation and analysis of the research and results was key. Hiring a range of well-connected men from different communities also contributed to a diverse group of participants. Second, we quickly realized that there are allies in the community who want the opportunity to participate in social change on this issue. It was relatively easy, for example, to recruit the team of community-based researchers. In our focus groups, we found that some men had a strong interest in supporting human rights issues, some had worked in refugee camps as peace workers, others spoke of wanting to address this issue here in their communities, and were outspoken about the need for equal rights in the family and community. Clearly, the base of support for work on this issue existed, and just needed to be accessed.

In addressing the issue of needing added staff resources, within this project we were unable to garner more resources to supplement staffing. However, in the future, the actual hours would take to conduct a project of this nature are known and will be taken into account.

To address the challenge of low turnout in one focus group, where the community-based researcher was not able to recruit sufficient numbers to for a viable focus group, the lead researcher took additional time to conduct individual interviews with members from this community, in order to have their voice represented. In this situation, the management team also felt that it was to be expected that some researchers might face challenges, given the types of barriers that can exist in conducting outreach in communities, on this topic.

## **Lessons Learned**

### **What worked well in the project and what did not work**

#### *Worked well*

As discussed above, the participatory research model was seen as key in the success of this project.

#### *Did not work well*

As discussed above, the main unexpected challenges of over-extending staff resources, difficulties in recruiting in one community were the parts of the project that did not work well.

### **What we would change if starting over**

The men's research project used a model that was highly successful. If we were to conduct such a project again, we would likely do many things the same, except, perhaps, to allocate more staff time and dollars for researchers.

## Recommendations for future work/next steps

The *Immigrant Men's Needs Assessment on Family Violence Prevention Education Report* made a set of recommendations which will help inform the next steps of this project, engaging IR men in violence prevention. Key recommendations included:

The implementation of a workshop series that provides family violence prevention education for men, with men integrated throughout its development and implementation. Women and youth should be involved in separate streams, with joint sessions at the end of the series

The approach should be holistic and include topics related to family violence, such as child abuse, discipline of children, and intergenerational conflict

Workshops should be offered as stand-alone workshops for the community and agencies

A train-the-trainer model should be developed to train community members to work on family violence prevention in their communities

Any approaches should build on community assets, build capacity and provide jobs and other economic benefits to the immigrant community

Any approaches should support the development of community-based violence prevention work, lead by ethno-cultural communities

Partnerships should be nurtured in the area of violence prevention

The dissemination of research findings and the development of new programs should not reinforce negative stereotypes about immigrant or refugee men, or communities

Long term funding for primary violence prevention initiatives, new and ongoing, should be advocated for

## Problems and Solutions: Women's Project

Evaluation data was gathered from women participants through pre and post-test surveys and a focus group held on the last session. Project facilitators were also interviewed for their feedback, after the sessions had been completed.

### Were there any unexpected successes and/or challenges?

#### *Unexpected Successes*

One significant unexpected, although hoped-for, success of this project, was the decision made by the Immigrant Women's Counselling Service (IWCS), Nor-West Co-Op Community Health Centre, to adopt this project as an ongoing program. In meetings over the course of the project, this was a topic of discussion. After the sessions ended, IWCS was very positive about the project, felt it was well received by women participants, fit well with their mandate on domestic violence prevention and intervention, and therefore they offered their resources to coordinate it as an ongoing program, with some added resources provided by SERC.

## *Unexpected Challenges*

There were few unexpected challenges in implementing this phase of the project. One of the ongoing unexpected challenges of the project was the fact that there was insufficient time to explore and discuss all topics. Facilitator's noted:

"There was a lack of time to cover all the content that was planned to be included in almost each session. There was always a lot of discussion and questions... [about] the immediate information/education needs of the participants."

## **Reasons for these unexpected outcomes and how they were addressed**

Having the project become a sustained program was an aim of project partners. However, the means to do this had to evolve over time. Based on a successful partnership and with evident benefits to both agency and participants, and with support for this idea coming from all project partners, the transition occurred smoothly.

Facing the unexpected challenge of lacking sufficient time to fully discuss all topics, facilitators often stayed late to allow women to discuss issues further. Also, it was observed that the desire of women to participate fully and ask many detailed questions was clearly expressing a need for information, and in that sense was a "welcome" challenge. However, this was not an ideal process, as it made the evenings very late for women and strained staff resources. Future planning will take into account the need to budget more time or spread the content out over more sessions.

## **Lessons Learned**

### **What worked well in the project and what did not work**

#### *Worked well*

In the Women's sessions, several aspects of the project worked well. The topics covered were well received. Facilitators and women reported that topics such as immigration issues welfare and family law (all in the context of family violence) were particularly well received.

Having presenters who were past participants, or for example a lawyer who was also an immigrant, worked well. Facilitators felt that there was more of a personal connection, and women felt motivated and receptive to the information being shared. Past participants spoke of how their perspectives and analysis of their lives, of women's lives, were changed after participating in the group. These personal stories spoke of the possibilities of personal and social change, and were viewed as motivating and inspiring.

The level of engagement was also an indicator of a successful program model. Participants and facilitators spoke of the importance of creating a safe space, ensuring that ground-rules especially with respect to confidentiality were established, and facilitating a process whereby women set the tone and influenced how the session was implemented. One woman commented:

"People were relaxed, comfortable, sharing their really deep experiences – sometimes, even if it is sometimes difficult to handle – they still share."

Using a culturally competent approach also worked well. Sessions were held in easy to understand English, information was explained in a culturally sensitive manner, taking into account women's various backgrounds and experiences, and many visuals were used to support different ways of conveying information. One facilitator commented on using a cross-cultural approach:

"In the development of topics, it is very important to consider cultural aspects, all the discussion should be around cultural values, the common experiences, connection, commonalities across cultures – realization that abuse happens in all cultures."

Providing opportunities for women to break through the isolation that many immigrant women feel, and create a mutual support system, worked well in this group. Successes in this area are discussed further in the section on Impacts.

Many comments were also made in support of the group facilitators and their competence. They were described as helpful, approachable, understandable, appropriate, and knowledgeable.

Other areas that participants and facilitators commented upon, as working well included: having bus tickets, babysitting money, honoraria and a skilled (paid) note-taker for the group.

#### *Did not work well*

The pre- and post-test evaluation process did not work well. While nine participants filled out the first test, and eight the second, only four completed both the pre and post tests. This occurred largely because of the changing attendance/new attendees in the group. This test was intended to help assess whether women acquired new knowledge and information during the course of the sessions. However, the low number of results did not provide information that could be generalized, and no consistent trends were observed. However, data was collected from participants in the form of a focus group.

Other areas that did not work well included the fact that while most of the project outreach staff and support staff were able to meet their responsibilities, not all were. This may have occurred in part because of unclear communication between the project coordinator and staff, and assumptions made on both parties. However, in large part, the outreach and support staff model worked well.

Facilitators also commented on some decisions that impacted negatively on the group, for example, the decision to allow new participants to join after the second session. This had some impacts on group cohesion. Facilitators also commented on the fact that at one session, there were too many presenters and women did not have enough time to ask sufficient questions. In one case, the language level used was too high for women. Here,

participants also reinforced that observation, stating that the English level of some presenters was high. Also, in one case, a presenter expressed their dissatisfaction with the process and outcomes of the session they participated in.

### **What we would change if starting over**

Most of what we would change if starting over is discussed in the next section.

### **Recommendations for future work/next steps**

Recommendations came from both participants and facilitators for future work in this area:

More emphasis on building self esteem and mental health: "How to improve the self esteem. It's totally related. When you're in one of these...[abusive relationships] you're quite down on your self esteem"

More emphasis on legal issues: zero tolerance, family law, women's advocacy, legal aid, mediation. This could be spread out over several sessions.

Have topics include elder abuse [this from a senior woman]

Use teaching methods that included case studies of women in abusive relationships, to tie all the information together

Greater frequency of groups [these are annual] "I think these groups have to be more often – everyday some woman comes out of a violent situation and they don't know what to do...if they can attend these sessions..."

Greater planning regarding hiring and orientation of project outreach/support staff, session outlines and expected outcomes, emphasizing the role of presenters and ensuring that there is adequate preparation or coordination to ensure the sessions run smoothly

Follow up evaluation, several months after the sessions, to determine intermediate or long-term impacts.

Means for women to remain in contact, after the session is complete

Train the trainer curriculum, to provide the added skills and supports for women to be peer-educators and resources in their communities.

## **Problems and Solutions: Youth Project**

Evaluation of the Youth Project included data gathered from weekly post-session surveys, a focus group, from facilitator de-brief notes, session plans, and a youth group member speech given at a public forum, as a part of the project.

## **Were there any unexpected successes and/or challenges?**

### *Unexpected Successes*

Facilitators commented on some of the unexpected successes of the project. First the project was able to successfully recruit youth who were newcomers to Canada. Some had been in Canada for a very short time. The openness with which participants shared their feelings and concerns was also raised as an unexpected success. As with the other streams of the project, the level of engagement in sessions was high. Youth continued to stay on after the group was over and also tended to continue discussing issues during breaks.

Another unexpected success was the fact that while a goal of the sessions was to raise participants' awareness of their own processes of acculturation, and help them identify and articulate the processes and challenges they were facing, youth also reported that they had gained a great deal of insight into the situation of their parents. They developed a greater understanding and empathy for their parents, which some reported helped support better family relationships.

A final unexpected success was the increase in self esteem that became evident in some youth (and was self-reported by some), as the group progressed. In breaking down youth's isolation, providing a first opportunity for many to share their feelings and challenges and get support, and also by providing added opportunities for youth, such as the opportunity that two had to attend the UN consultation on Child Violence, this group helped build self esteem in youth.

### *Unexpected Challenges*

Some of the unexpected challenges shared in the evaluation included the fact that sessions took longer than the time allotted to them. Again, the issue of a high level of participation, while a positive indicator, meant that learning outcomes were not always being met, or that facilitators felt rushed to cover topics.

Another unexpected challenge was that in attracting some youth who were very new, there were challenges to function in an English environment, even when there were facilitators there to translate. Youth reported and facilitators noted that some felt difficulty in expressing themselves fully, because of this.

Facilitators also commented on the unexpected "therapeutic aspect" that the group took on at times. In using a culturally competent approach, one that integrated issues such as acculturation, identity, stressors of migration, culture shock, etc., and by creating a safe space for youth, the resulting deep sharing of emotions, and disclosure of a great deal of pain, sadness, loneliness and frustration, meant that the group also became a support group at times. There was a need to focus on supports for youth as they explored the range of experiences and feelings they were going through as newcomers.

Finally another unexpected challenge that facilitators commented on was the negative stereotypes and misconceptions that some youth had about aspects of Canadian mainstream culture. Some critiques, of course, were accurate, but some youth ideas were based largely on their limited contacts with Canadian culture, or the media, and therefore were not altogether accurate.

## **Reasons for these unexpected outcomes and how they were addressed**

As the group sessions unfolded, facilitators attempted to address the issue of insufficient time, by re-allocating time in sessions to discussion and sharing. In trying to address the ESL needs of youth, facilitators commented on emphasizing clear and simple instructions for group exercises, using slow-paced language and having more opportunities for small group discussions. Providing more opportunity to share and discuss, also helped build a strong supportive atmosphere for those who needed help in this challenging time in their lives.

Facilitators also helped create an atmosphere whereby peers could seek and receive support from one another, thus building a peer based network of support for the more isolated youth. Finally, providing sufficient time for discussion also helped address the last unexpected challenge, that of the misconceptions that some youth had about Canadian mainstream culture. By hearing what youth thought, where they learned the information they did, facilitators were able to get at the root causes of these misconceptions and address them effectively. Facilitators also planned and held a successful last session with a panel of youth, both immigrant and mainstream Canadians, to encourage youth and also help debunk some myths.

## **Lessons Learned**

### **What worked well in the project and what did not work**

#### *Worked well*

Each session was evaluated by participants using a short survey, translated into Spanish, where youth could rate on a scale of 1 to 10, the level of importance of topics, how engaged and comfortable they felt, usefulness of the information, potential for application of the new knowledge in their lives, and their desire to come to the next session.

Almost all measures were given high ratings across sessions. For example, for all but one session, the mean rating of whether the topics were important to youth ranged from 9 – 9.2 out of 10. In these sessions, topics included: identity formation in a Canadian context, communication skills (e.g. with parents, in relationships), healthy and unhealthy relationships (including violence in relationships, child abuse), youth sexual health, appreciating diversity (including cross-cultural, gay/lesbian, other types of diversity), and a youth panel on integration.

When youth rated sessions using this measure, “I think I can apply some of the things we discussed today in my life,” responses ranged from 8 to 9.8 out of 10. Of these, the sessions on sexuality and integration rated the highest. Examining scores on the session on healthy/unhealthy relationships and family/relationship violence, ratings on all measures were high to very high (7 – 9.2). The highest rating pertained to the level of importance the topic had to the participants (9.2), while the lowest focused on being comfortable to share their thoughts on the issue (7). This could indicate some need to review the curriculum and processes used in this session and refine them to support a higher comfort and participation level.

Many aspects of this project worked well. Youth and facilitators alike commented on the fact that a very safe space was established and a great deal of trust built established. Both

commented on the fact that this was often the first and/or only opportunity many youth had to share their feelings and experiences:

"Many of us felt comfortable expressing ourselves or sharing our life times and experiences, also felt safe and confident to talk, to say what we really feel - it's something you don't get to do everyday "

"At school, we don't have the opportunity to talk to friends, and we don't talk about these topics. We don't have a way to know what someone is thinking or to have discussions. We don't share and discuss the issues."

As with the Women's Sessions, integrating a cultural competence approach into this violence prevention workshop, was very successful. Youth were provided opportunities to discuss migration, express what they were feeling, and learn more about these issues. Youth shared many stories reflecting a shared history of challenges and great resiliency. They spoke of how difficult it was to make friends and interact with other youth, how they were sometimes made fun of and laughed at because of their accents. Some gave other examples of racism and ostracism. Some spoke of their isolation in the context of family, stating that while their parents were still there for them, there were many things they could not share with parents. As one youth stated:

"In Canada, I could be in the middle of a room full of people and feel very lonely"

Facilitators felt that this approach was essential to the group's success and their ability to address violence prevention and sexual health topics in the sessions. As one facilitator commented:

"The group is still experiencing and working on settlement issues and culture shock. There is a need to give them information about this process so that they have a better understanding of what they are going through"

Another aspect of this group that worked well was the fact that it facilitated a great deal of peer support, with youth realizing that they were not the only one going through this process and facing these stresses. For some youth, they felt encouraged to feel more positive about the future and set goals:

"[To] be together as friends...that was special for each of us in the way that after we know who we were and we learn how to set goals in life"

The participatory, fun youth-oriented approach used in these sessions also worked well. Food was provided, and music played during breaks. Youth reported enjoying the interactive activities and enhanced opportunities for participation. Youth also commented on the strengths of the facilitators. They stated that

“The facilitators were people we could trust because they were good listeners and could give us answers to our concerns. They try to understand and they have the capacity to reach out to many youth”

“To be able to express ourselves without feeling shame or worry that we will be laughed at...the facilitators always had a smile and they knew how to make us feel good.”

Finally, recruiting worked well by using a model of engaging parents, not just youth, while conducting outreach. A strong rapport was built between facilitators and many of the parents which helped support youth recruitment and retention.

### *Did not work well*

Most of the aspects of the project that did not work well have been discussed in the “unexpected challenges” section. One additional area that did not work as well as the rest was the one session with the lowest mean rating (6.6) on the measure asking its importance to youth. This session was on mental health. Here, suggestions for improvement focused on the format of the presentation and some areas such as language level and clinical focus, which facilitators and participants suggested could be adapted to be more youth-friendly. However, participants did rate the applicability of the topic to their lives as very high (9).

Finally, another area that the sessions were not able to address was the provision of training for youth to become peer resources or peer educators. While evaluations reflected the high level of success as an educational and awareness raising project, the connections back to Teen Talk and their Peer Supporter training were not formalized through the project. Some youth did connect with Teen Talk after the sessions were over and still may participate in this program. However, the link was not clearly established or supported through this project.

### **What we would change if starting over**

Most of the discussion of what we would change occurs in the next section under recommendations.

### **Recommendations for future work/next steps**

There was consensus that the approach emphasizing a cultural competence approach was essential in working with this group of newcomers and contributed greatly to the success of the Youth Project. However, the consensus was that there needs to be more planning in terms of how to achieve the peer resource training or supports that will enable youth to serve in a more formal or recognized manner, as supports to their peers in violence prevention.

Recommendations include:

Continue or place greater emphasis on integration. Include practice sessions for skills that can be used in various contexts, e.g. schools, home, community

Bring in outside resources, e.g. from Child and Family Services, to give first hand information about services, and give youth insight into the kinds of help available outside of the traditional locus of support, i.e. family

Explore media messages that support healthy or unhealthy messages (e.g. English and Spanish TV, videos, songs, etc.) (facilitator)

Could include drugs and gang involvement prevention, both of which can be linked to family violence prevention (facilitator)

More session about relationships, between couples (dating) and with parents; peer pressure (youth)

Ensure balance between sharing of negative experiences and positive experiences. Provide a sense of hope.

Suggestions for sites: in parks, in the open (youth)

Some suggestions to hold longer sessions, starting at 5 PM and/or hold more sessions in a week, possibly two (youth)

Hold multicultural sessions "It would be better to learn about what...someone from one other country is going through. We could make more friends and learn about other cultures."

## Problems and Solutions: Information Sharing and Collaboration

### **Were there any unexpected successes and/or challenges?**

#### *Unexpected Successes*

While not unwelcome, the success of the core partnership of four agencies that collaborated to implement this project has been, perhaps, an unexpected success. Project partners all are committed to working together on this project into the future, with all partners having seen considerable benefits of this partnership and project (see question about impacts for more details.)

#### *Unexpected Challenges*

One unexpected challenge in collaborating on this project has been the issue of differing mandates of agencies, and how that can impact on achieving or defining a common goal. For example, one agency in the partnership places an emphasis on dissemination of materials, as it is a resource centre. Other agencies in the partnership have different mandates that do not include dissemination, and that tend to emphasize maintaining the integrity of their work and approach, rather than widely disseminating their materials.

### **Reasons for these unexpected outcomes and how they were addressed**

The reason for this unexpected challenge was clearly the result of a difference in agency mandate. The issue was addressed through meetings between management representatives of the agencies, and through this process, building consensus on what the next steps might be. Included in these next steps was an agreement that in future work, the agencies would consider writing down or at least articulating two –party agreements that would clarify expectations.

## **Lessons Learned**

### **What worked well in the project and what did not work**

#### *Worked well*

The partner agencies feel that the management team structure, the frequency of meetings, the processes followed, etc. all were successful in ensuring the project ran smoothly.

The partner agencies also generally felt that the Project Advisory Group was successful in helping fulfill its function as a means of building accountability, increasing the scope and reach of the project, and supporting greater links and communication with the IR community and participating service providers.

#### *Did not work well*

This is discussed in ‘Unexpected Challenges.’

### **What we would change if starting over**

This is discussed below.

### **Recommendations for future work/next steps**

Recommendations for the future are to continue the PMT and the PAG as they are, build on the PAG to expand the number of agencies and community members represented there, and examine two-party agreements as a means to clarify partner expectations in future work together.

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## 5. Project Impact

### Developing Partnerships

#### **How the project developed and /or strengthened broad, community-based partnerships that can deal with local crime prevention issues:**

In working together for a full year on this project, the project partners, four community health agencies, have all increased our combined capacity to deal with local crime prevention issues. By co-implementing these projects, each organization and its staff have benefited by learning practical information on how to integrate violence prevention into their mandated work. This partnership, based on a new set of relationships at the onset of this project, has stayed strong during the project, and continues to exist as we plan together for Phase 2. Through our strengthened connections we have ongoing communication about new crime prevention initiatives, have assisted one another in planning for on issues related to crime prevention, outside the scope of this project. In addition, this partnership has worked together in different settings, to present and disseminate findings to the broader community, thus showing increased capacity to provide education and address crime prevention issues. This partnership also is now well connected to a set of individuals and agencies through our Project Advisory Group. This group, too, have committed to remain linked to the project. At present, while we are planning for Phase 2, this group has requested and receives regular updates on our progress and remains connected through these ongoing communications. Furthermore, as a group or network of agencies, united by our work on this project, we are supporting a dissemination event aimed at service providers, in January of 2006, outside the scope of this project.

Our plan is to host an event to share project findings with several service provider networks, and this is a first step in doing that.

### Public Awareness

#### **How the project increased public awareness about effective approaches to crime prevention**

As described in the Activities section of this report, one significant way we have increased public awareness about effective approaches to crime prevention was through the Strengthening Families Final Event, where close to 100 people attended. Fifty of those attending were immigrants and refugee community members. The remaining included project staff, participants, agencies, politicians and government officials (see activities section for details). The findings from the Immigrant Men's Needs Assessment on Violence Prevention Education were shared, as were successes and learnings from the Youth and Women's Streams of the project. Participants received a great deal of information on violence prevention and were given the opportunity to sign up to receive information (22) and get involved (13).

The Men's Needs Assessment is currently in the process of being disseminated. All 65 men who participated in focus groups will receive a copy of the Plain Language Executive Summary of the report and information on how to download a copy of the full report. All the

researchers, PAG members, partner agencies and other agencies and community members who have expressed an interest in the report, will be receiving hard copies. Approximately 30 hard copies have been produced and we anticipate another 50 will be distributed shortly.

In addition, as discussed later in the dissemination question, project findings have been presented at various workshops, and city networks. We are also scheduled to present at a conference in Alberta. A poster for presentations has been developed. All project reports will be posted on the SERC website and updates have been published in the SERC newsletter. Also, mention of the Final Event was made in a local MLA's newsletter (who attended).

Public awareness has also been raised through the education and training that youth, men and women (both participants and staff) have received in conducting this project. As described in the impacts section, not only has the awareness of these participants been raised, but some have served as change agents and resources on crime prevention within their communities.

## Building Capacity in the Community & Direct Impacts on Immigrant Participants and Communities

### **How the project has increased the community's capacity to deal with crime and victimization**

The project has increased the community's capacity to deal with crime and victimization in several ways.

#### **Youth Project**

The following outcomes and impacts occurred at an individual level and/or a community level:

Increased awareness of family and relationship violence and abuse: healthy and unhealthy relationships, what is abuse, laws and rights, tools to identify and to avoid abuse

Increased awareness of issues of "juggling cultures", acculturation and its impacts on well being and family relationships, intergenerational conflict/communication .

Improved communication and relationships with parents:  
"The group helps many of us to see things we didn't know about our families, our relationships with them, and how to communicate with the right way. You know, after the group finished, I actually communicate with my Dad now."

Increased awareness of sexual health issues and information "What I like about the program was things we did not know about life, things that we can apply in to our lives, and also things that help us learn every day..." "Sexuality, birth control, STIS"

Increased self-esteem

Increased skills related to crime prevention, e.g. communication skills, controlling impulsive behaviour, dealing with anger/frustrations: "I am a very impulsive person if something makes me mad, I act before thinking. But I learned that I need to think twice before acting" "I have learned to communicate better.

Before the sessions, I kept my feelings inside and I couldn't express my thoughts and feelings to my parents"

Enhanced opportunities, capacity and commitment to participating in and leading crime prevention initiatives in the community: "I got the opportunity to participate in the regional meeting for the United Nation, a study on violence against children. There were many topics, the one I participated in was violence in the home and the role of primary prevention. I feel very proud of myself that I participate in this conference. I learn how many violence exist in this world and that we can do something about it - and that there are many people asking for help in this world also how to share ideas with one person to another. To make a good decision and stop this violence now or never" "The last presentation was very intimidating, because I had to present in front of a big audience, but it made me feel important and I couldn't stop. It was a great experience!"

Youth as promoters of crime prevention initiatives within their families, communities and schools: "I recommend for every youth to join this group because we need to know this stuff and we need to get to see life different and be who you really are! So I encourage parents to allow their kids to join this group so they can make friends and learn, having fun at the same time, and eat too. There are many things to learn in the group like communication in the family or sexuality, or relationships, and to get to know yourselves better"

"At school, I had the opportunity to talk about the cultural differences and racism with classmates. I am able to take challenges better than before. For example, at school when we need to present in front of the class, I am not intimidated"

## Women's Project

The following outcomes and impacts occurred at an individual level and/or a community level:

Increased knowledge and awareness of abuse, in a cross cultural context. Increased knowledge of "hidden" types of abuse, e.g. financial abuse.

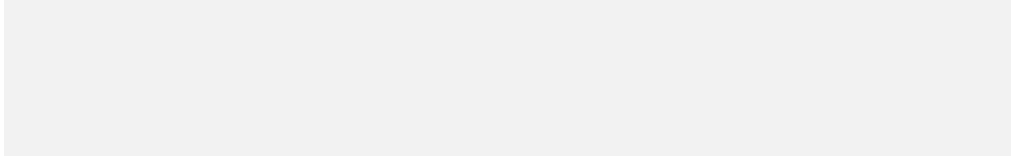
Decreased isolation and increased connection with peer and social service supports. Facilitator's past experience has been that some participants self-refer to counseling, use services such as Alpha House, Manitoba Housing, etc. In past sessions, precursor to this project, women have left abusive relationships, gone back to school and made significant changes in their lives.

Increased opportunities for training and work.

Increased self-esteem and support: "Improve self-esteem Encourage yourself – because you have knowledge now, you feel you have more confidence as well and we have a support system now You don't feel alone and helpless – and you know there are people who can help you and you can also help somebody if they're in trouble"

Increased knowledge about rights: Now we know our rights as women, as immigrant women" If we're in an abusive relationship, we know the right steps to take WFG If there is fear of deportation, now we know – we can find the right people, right places

Increased capacity to be peer resources within their ethno-cultural communities to other women: "Now we can help other women." "Help people contact resources" "This is very important for us to know – when you hear what a person with a problem, you can do something – we know there is a way to deal with it...if you don't know, you can only say 'yes' yes" "I am sorry" "Word of mouth – awareness" "The woman sometimes doesn't know it's abuse, but you can tell her no, it's not normal."



## Men’s Project

In the research project that was conducted, a number of findings were reported, based on the perspectives of immigrant and refugee men. The following summary of these findings illustrates the potential that this information has to inform future work in building capacity for violence prevention and impact on all groups in the community, including men:

### Findings:

The participation of immigrant and refugee men in all aspects of this research project was integral to its success

Intergenerational conflict, the discipline of children, and adaptation to shifting gender roles were strongly recurring themes

Participants identified a broad range of actions as domestic violence including physical, sexual and emotional abuse. Physical and psychological impacts were described, with family disintegration described as a major concern\*\*

Participants identified economic stress, cultural adaptation, addictions, miscommunication, the lack of information and expanded rights and freedoms as causes of domestic violence

Most agreed that physical violence between spouses was not acceptable. Views differed on the acceptability of physical discipline of children

Participants wanted more information and education for men on domestic violence prevention. Dominant themes were issues of cultural adaptation, the need to gain a better understanding of the law and the importance of providing information to newcomers.

Participants were concerned that a program directed at immigrant men alone would stigmatize immigrant men; they preferred a joint program that included women and youth

## Priority Groups/Issues

<b>Project impacts on priorities of the National Strategy</b>
<b>Children</b>
<b>Youth</b> – Please see the above section on Building Capacity in the Community, Youth section, for details on how the project has impacted on youth
<b>Aboriginal people and communities</b>
<b>Women’s personal security</b> Please see the above section on Building Capacity in the Community, Women’s section, for details on how the project has impacted on women’s safety and security
<b>Other</b> Please see the above section on Building Capacity in the Community, Men’s section, and

## 6. Networking and Partnerships

### Participants

#### **Who were the participants; and how were they involved in the project?**

Sixty-five men participated in the focus groups and 4 individuals participated in interviews. The CBRs were successful in their efforts to include participants from diverse backgrounds in the focus groups. Participants originated from 22 different countries. The accompanying graph provides an overview of participants according to geographic area. Thirty-seven % of participants were of African origin, 31% of South East Asian origin, 12% of Middle Eastern Origin, 16% of Latin American origin, and 4% of South Asian origin. Participants ranged in age from 17 to 79 years of old. The average age was 38. Almost one third of the participants (23 men) were newcomers who had been in Canada for less than 18 months and an almost equivalent number (22 men) had been in Canada for over 10 years. The project included a high proportion of individuals who identified as refugees. Close to 60% of research participants (41 men) indicated that they had come to Canada as refugees, 21 indicated that they did not immigrate as refugees and 2 participants were Canadian born second generation immigrants.

In addition 6 men participated as hired researchers, also from a range of countries consistent with the breakdown above. A seventh man was hired as an assistant CBR. The lead researcher was an immigrant woman originally from Burundi.

In the immigrant women's prevention education sessions, there were 9 core participants from a mix of countries including: the Philippines, Colombia, Afghanistan, Sri Lanka, India, Sierra Leone, Argentina and Iran.

In the youth prevention education sessions, there were 9 core participants from a mix of Latin American countries. Many were very new to the country (2 months to 2 years) and some were refugees.

Participants from the men's, women's and youth streams all participated as presenters at the Strengthening Families Final Event, sharing inspiring and motivating stories of their lives, their participation in the project, their recommendations for future work and strong messages about crime prevention. Five immigrant/second generation youth served as babysitters and a large dance troupe of Colombian newcomers provided entertainment. The event was catered by three small local businesses in the immigrant community. In addition, of the 100 people attending this event, 50 were from the immigrant and refugee community (diverse backgrounds), with the remainder from various backgrounds, attending as service providers, politicians, government officials, etc.

Additionally, immigrant community members participated on the Project Advisory Group, which met quarterly to inform the project's work. Other participants in the PAG were staff of each partner agency and other cooperating agencies (including a number of immigrant staff).

Staffing of the project activities occurred by either hiring from the community, for example, outreach and support workers (youth and women's stream) or researchers (men's stream), or through the four partner agencies (with a number of immigrant staff among this group as well.)

## New Players

### **Broader community participation in safety and crime prevention issues**

As discussed in previous sections, a significant number of immigrant and refugee community members have participated in this project and many have been mobilized to take action on violence prevention. The project has supported broader participation in safety and crime issues through our key activities that have supported community members to take action in their communities, schools and families. In working using a partnership model, with the involvement of a project advisory group, and in planning wider dissemination, including among a broad range of service providers, this project has supported greater participation in the broader community, in crime prevention.

## Community Relationships

### **(Have you improved relations with provincial, territorial, and/or regional organizations that deal with safety and crime prevention issues?)**

The Strengthening Families Project has had consistent representation from Manitoba Labour and Immigration, Labour, Citizenship, Settlement and Labour Market Services Branch on our Project Advisory Group. We have also had the Manitoba Federation of Labour, Occupational Health Centre sit on this group. This project has provided a basis for increased communication around these issues, with these organizations with a provincial and regional mandate.

## 7. Revenues and Expenditures

<b>Did the project receive financial and in-kind contributions as planned?</b>		
<b>Planned Revenues</b>		<b>Actual Revenues</b>
Dept of Justice	50,000	50,000
In-Kind	11,800	11,800

**If there were any differences between planned and actual revenues, what were the reasons for those differences? N/A**

<b>Did you spend the monies as planned?</b>		
<b>Planned Expenditures</b>		<b>Actual Expenditures</b>
Personnel	30,800	30,982
Travel	2,150	2,094
Materials	4,900	5,021
Rent/utilities	6,600	6,600
Other	2,300	2,053
Evaluation	3,250	3,250
In-Kind		
Personnel	6,000	6,000
Travel	0	0
Materials	0	0
Rent/Utilities	0	0
Other	3800	3,800
Evaluation	2000	2000

**If there were any differences between planned and actual expenditures, what were the reasons for those differences? N/A**

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## 8. Sustainability

### Next Steps

#### **Next steps and how we will apply results of this project**

There is consensus among project partners that the work of this project has been very valuable and that it should continue on a project basis, in order to build on learnings, learn new information, further develop tools and methods that will enable immigrant and refugee communities to take a lead role in addressing crime in their communities. To this end, a proposal has been submitted for a Phase 2 project, to the Crime Prevention Action Fund , December 15, 2005. This proposal outlines a process of building community resources and capacity to conduct peer-based public education. This project will use a community development approach, and will work towards sustained efforts in the community to tackle crime at a grassroots level. The women's component of the project will be sustained on an ongoing basis as a program of the Immigrant Women's Counselling Service.

### Future Funding

#### **Alternative sources of funding (financial and in-kind contributions) identified to continue the work of the project and/or to develop future projects?**

**In the Phase 2 proposal, a significant in-kind contribution to the next phase has been committed to the project by Mount Carmel Clinic which will contribute .3 of a full time project coordinator position. This contribution, coupled with the application to CPAF is the current status of supports being sought for this proposed project.**

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## 9. Sharing Results

#### **Communication plan (of results) within our community (e.g. conferences, meetings, national media, etc.)**

Project findings, successes, challenges, etc. have been presented at the following venues:

- WRHA primary care forum May 2005 (Winnipeg)
- Resolve Research Day, November 18 (35 service providers attended)
- Poster of the Men's Needs Assessment done and used at research presentations
- Plain Language Executive Summary of Men's Report completed (Literacy Partners MB)
- Overview of project and findings, Men's report circulated to St. James-Assiniboia Neighbourhood Resource Network
- Presentation to Welcome Place staff meeting
- Presentation to Working Group (IR serving agencies and CFS)
- Men's Needs Assessment posted on SERC's website
- Articles in SERC's newsletter (to 70 agencies)

Dissemination in process:

- Men's Plain Language Summary to all men's focus group participants, researchers, agencies who participated in organizing focus groups, etc.
- Men's Project and Final Report to members of Project Advisory Group and partner agencies
- Men's Project and Final Report – to politicians who requested reports (Anita Neville, Judy Wasylycia-Leis)

Dissemination being planned:

- Abstract submitted and accepted at the Biennial Western Canadian Conference on Sexual Health, May 4 & 5/06 in Calgary, Alberta (.ASPSH)
- Collaborating with Dr. Brenda Bacon, Faculty of Social Work, to publish 1-2 journal articles on the Men's Research Project
- Service Providers' Brown Bag Lunch, Jan. 19, 2006

**Using the check list below, identify documentation that supports the findings of this report/evaluation, and attach copies**

X Participant satisfaction surveys

X Questionnaires

X Reports

News articles

List of radio/and or television coverage

Statistics

Financial Statements (can be produced, unsure if it is required)

Letters of Support

X Publications (review of the literature in Men's Needs Assessment)

X Tools developed

X Studies (Men's Needs Assessment)

Videos/photos

X Other: individual interviews, pre and post-tests, focus groups

Prepared by: Shereen Denetto, Special Projects Coordinator, Sexuality Education Resource Centre

Date: December 15, 2005

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# Appendices

## Latin American Violence Prevention Education Materials

- Poster (hard copy only)
- Youth Info Form
- Youth Session Evaluations (Spanish)
- Parental Info/Consent form (was translated into Spanish – not included)
- Invitation to participate in evaluation (Spanish)
- Youth focus group questions
- Facilitator De-Brief Notes
- Youth PSW Job Posting
- Curriculum Outline

## Immigrant Women's Action Against Violence Prevention Education Materials

- Training Schedule (workshop outlines)
- Project Outreach Worker Job Description (as sample, other job descriptions developed as well)
- Promotional Activities Checklist
- Women's Focus group questions
- Women's Pre/Post Test questions

## Other Project materials

- Small Group discussion questions – Final Event
- Final Event Agenda (hard copy only)
- Final Event invitation (hard copy only)

[Additional project materials can be requested by contacting Shereen Denetto, Special Projects Coordinator, SERC, at 982-7812]

STRENGTHENING FAMILIES: LATIN AMERICAN YOUTH GROUP- **YOUTH INFO FORM**  
All this information will be kept confidential. If we use it in a report we will NOT attach  
any of the information to your name. **THANKS!**

1. Name: \_\_\_\_\_
2. Gender:  Female       Male
3. What country do you come from?: \_\_\_\_\_
4. Did you come here as an immigrant or refugee?  Immigrant       Refugee
5. How long have you been in Canada? \_\_\_\_ years (or \_\_\_\_ months)
6. What school do you go to (if you go to school) \_\_\_\_\_  
 Full time?       Part time?
7. Do you work? If yes,  Full time?       Part time?
8. How did you hear about this group (or from who)? \_\_\_\_\_
9. Why did you decide to come - what do you hope to get out of it?
  
10. Do you have any allergies or food requirements? If Yes, describe: \_\_\_\_\_
11. In an emergency, who should we contact? Name: \_\_\_\_\_ Phone: \_\_\_\_\_

## HOY EN ESTA SESION/ IN TODAY'S SESSION

1. Sentí que los temas que hablamos fueron importantes para mi/ *I felt the topics we discussed today were important to me* [NOTE: 1-10 SCALE DID NOT PRINT]

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2. Me sentí aburrida o aburrido/ *I was bored*

---

3. Aprendí algo que me va a servir/ *I learned something that will be useful for me*

---

4. Creo que puedo aplicar algunas de las cosas que hablamos a mi vida/ *I think I can apply some of the things we discussed today in my life*

---

5. Me sentí en confianza para compartir cosas que me preocupan/ *I felt comfortable enough to share things I am concerned about*

---

6. Me sentí en confianza para decir lo que pienso/ *I felt comfortable enough to say what I think*

---

7. Quiero venir a la próxima reunión/ *I want to come to the next meeting*

---

Sugiero que para la próxima reunión/ <i>I suggest that for the next meeting</i>	Me gustaria sabes mas sobre.../ <i>would like to know more about...</i>

## Strengthening Families Latin American Youth Group

### **Who is running this Youth Group?**

We are a group of services that work with immigrants and refugees. We want to help make families stronger by talking about important issues and helping people get the right information. A group of staff from Mount Carmel Clinic Cross Cultural Counselling Services, SERC (Former Planned Parenthood), and Teen Talk (a program of Klinik) have developed this group for immigrant and refugee Latin American youth. Many of the people who developed and will be running the group are Latino themselves – mothers and fathers in the community who have teenage/young adult children like yourself.

### **What is this Youth Group about?**

This group will be held for 8 weeks, from 6 – 9 PM on Wednesday nights in April and May, 2005. Supper will be provided as well as bus tickets. The focus of the group is to give immigrant and refugee Latin American youth a chance to talk about the issues they are facing as teens in a new culture. We will talk about culture clash, communication with parents, coping with stress, how to be a support to friends, relationships, health and more. All the information given in the group will be given by professionals such as nurses and social workers. The health information is the same information that is given in the schools. The difference with this group is that it is specifically for Latin American youth, and that most of the staff running the group are from the same community. Also, youth will get a chance to discuss many issues related to being a new immigrant in Canada that are not discussed in school.

### **How will my son or daughter benefit?**

Your son or daughter will get a chance to talk about issue or concerns that they feel are important. They will get accurate information about health and wellness, as well as information on where to get help for things like jobs, for school, for support, and so on. Those youth who attend most of the sessions will get a certificate and will also get a letter of reference. Those who wish to become “peer supporters” or “helpers” to their friends will be able to stay involved with Teen Talk at Klinik and become a peer supporter if they wish.

### **Who do I contact for more information?**

Please call Martha Chicas at SERC at 982-7810 for more information. Please keep one copy of this letter so you have this information with you.

### **Consent To Attend:**

I, the undersigned, after having read and understood the information above, hereby give my consent for my child (please print name) \_\_\_\_\_ to attend and participate in the Strengthening Families: Latin American Youth Group Education Sessions, for the period of April 6 – May 25, 2005, from 6 – 9 PM at 545 Broadway Avenue. I also consent to my child having one Polaroid photo taken during

the first session, as a part of an activity to discuss identity. This photo will be returned to my child.

Parent/Guardian's name (please print): \_\_\_\_\_

Parent/Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Invitación para Participar en la Evaluación del Proyecto de Jóvenes

### ***Strengthening Families in Canada: Family Violence Prevention Education and Outreach Project with Immigrant and Refugee Communities***

#### **¿QUE?**

Estás invitado/a a participar en la evaluación de las sesiones con jóvenes hispanos llevadas a cabo durante los meses de Abril y Mayo entre SERC y Teen Talk.

#### **¿POR QUE?**

Tus ideas, opiniones y experiencias sobre las sesiones son muy importantes para poder saber si fueron efectivas y aprender sobre qué podemos mejorar, y qué ideas podemos incorporar en futuros programas con jóvenes.

#### **¿COMO?**

Estás invitado/a a participar de una entrevista individual oral corta – en persona o por teléfono - con Paula, nuestra coordinadora de evaluaciones. Paula te haría unas preguntas sobre tu participación en las sesiones. Tu participación es voluntaria y toda la información va a ser confidencial – no vamos a usar tu nombre y ningún otro nombre que menciones en la entrevista con nadie más o en el informe final.

#### **¿DONDE?**

SERC – 2nd floor, 555 Broadway Ave., por teléfono o en algún otro lugar conveniente para ti y Paula.

#### **¿CUANDO?**

Cuando estés disponible en las próximas dos semanas.

Si estás interesado/a contacta a Paula al 982-7813 o por email a [paulam@serc.mb.ca](mailto:paulam@serc.mb.ca) para arreglar el mejor tiempo y lugar; y para conocer más sobre la evaluación.

Tickets de autobús y un pequeño honorario (\$10) serán provistos.

**Training Participants –Youth**  
**Individual or Focus Group**  
**Interview Guide**



1. **First, I would like to know how did you learned about the program/training?**
  - a. Friend
  - b. Project Coordinator
  - c. Worker from the Sexuality Education Resource Centre (SERC)
  - d. Poster
  - e. Other (specify) \_\_\_\_\_
2. **What motivated you to take this training?**
3. During the sessions you had the opportunity to talk and hear different themes about domestic violence. We are going to show you a list of topics and we would like you to tell us which ones had an impact and why. Probes: Is the impact attributed to the content, the speakers/educators or the discussion that they generated? Was this important to participants personally or to the community?
4. During the training/project the presenters used a number of methods and education tools to help you understand and discuss all the issues we have talked about (e.g., videos, lecture/presentations, group discussion, handouts, notes taken by project coordination from each session, etc.). Which methods of training delivery do you prefer and why?
5. What helped you to actively participate in group conversations/discussions? Probes: the women in the group? Women who are from different communities? Women who are all immigrants? The facilitators? The climate of the sessions?, etc.
6. What else do you feel you need more information about?
7. Can you tell me what happened in your life as a result of participating in this project? Probes: at individual, interpersonal (family) levels related to the project, community level (friends, church, community groups, co-workers, others) ripple effects of being involved, unexpected consequences,
8. How did you find the location in which the training was delivered? Probes: accessibility, arrangement of the physical space, other places this training can be delivered.
9. How important has it been for you that the training helped you to pay for food and transportation? Why?
10. After the training you received a small honorarium for your participation. How important has it been for you to receive this honorarium? Probe: how different had your participation been if this was not provided?
11. Overall, how satisfied are you with your experience as a participant in this project? What was the best part of the experience? What would be one thing that you would change about the experience?
12. What suggestions can you give to the organizers for future development of this project or other similar projects? Probes: Do you think it's better to have youth from the same community, and training in your own language or from many communities and in English?

## Demographic Information

1. How old are you?
2. Where are you originally from?
3. What is your ethnic background? (e.g., Colombian, El Salvadoran, etc.) \_\_\_\_\_
4. How long have you been living in Canada? (i.e., number of months or number of years) \_\_\_\_\_
5. What is your immigration status? (i.e., Landed immigrant/ permanent resident, Refugee, refugee claimant, temporary worker) \_\_\_\_\_
6. What is the last grade or level of school or education that you have completed?  
None 1 2 3 4 5 6 7 8 9 10 11 12 (circle one)  
Some post-secondary education \_\_\_\_\_  
College completed \_\_\_\_\_  
University Completed \_\_\_\_\_

STRENGTHENING FAMILIES: LATIN AMERICAN YOUTH GROUP:

**Co-Facilitators' Debrief Notes** (to be filled out by one co-facilitator soon after the group is held) **note: format modified for report**

Date:	Topic:	Notetaker:
<p>Did we meet our session objectives? Explain:</p> <p>Did the session differ than planned, and why?</p>		
<p> <b>Unexpected challenges at this session?</b></p> <p>How did we meet them?</p>	<p> <b>Unexpected successes/outcomes/spinoffs at this session?</b></p> <p>How did we accomplish them?</p>	
<p>What could have been done differently to improve the success of this session?</p> <p>What would we recommend for the remaining sessions or for the next time this group is run, based on today's learnings?</p>		
<p>Other comments (including any focusing on objective of <u>family violence prevention</u>):</p>		



*Promoting Sexual Health Through Education*

## **JOB POSTING**

### ***Youth Project Support Worker – Part-time, contract***

The **Sexuality Education Resource Centre**, a community-based, non-profit, pro-choice organization has the following part-time position for a Youth Project Support Worker for the “Strengthening Families: Youth Project” funded by the Community Mobilization Program, National Crime Prevention Strategy. The project is being conducted in partnership with Clinic/Teen Talk, Mount Carmel Clinic: Cross Cultural Counselling Unit, and the Immigrant Women’s Counselling Services.

**Job Summary:** The Project Support Worker (PSW) will do outreach within the **Latin American** immigrant and refugee community, to recruit members for a youth peer-supporter training program that is scheduled to run from April 6- June 8, 2005. The PSW will also help out the training leaders during the program.

**Duties & Responsibilities:** Under the supervision of SERC Special Projects Coordinator & training leaders:

- Make contact through one-on-one conversations, presentations, phone calls/email, visits to youth activities or events, etc. and recruit or “sign up” between 10 – 20 Latin American youth, between the ages of 15 – 21 (approximately) to be a part of a peer-supporter training program
- Provide youth with accurate information about the training program and the issues being discussed
- Keep written information with the contact information of youth being recruited
- Assist group facilitators in organizing each training session. For example: calling youth with reminders, organizing snacks, setting up/taking down room, contacting youth who are not attending, etc.
- Provide informal support to youth group members
- Attend orientation and any training if required
- Other duties as assigned

#### Qualifications

- In-depth knowledge of cultural issues in the lives of Latin American immigrant and refugee youth. Personal experience preferred.
- Proven ability to relate to and connect with other youth (both girls and guys) as well as parents
- Knowledge of youth issues, including dating, family violence, reproductive health and intergenerational communication.
- Knowledge of how to do outreach or recruitment in a community, especially using face-to-face contact
- Excellent verbal (spoken) communication skills in Spanish and English

**Other skills or strengths we would like (but that are not required) include:**

- Peer support or peer mentoring experience
- Good written communication skills in English

Please submit by **WED. FEB. 9<sup>th</sup>, 2005**, a COVER LETTER and RESUME which clearly show how your skills and experience match this job posting to:

Strengthening Families: Youth Project Hiring Committee,  
Attn: Shereen Denetto,  
Sexuality Education Resource Centre  
2<sup>nd</sup> Floor, 555 Broadway Ave., Winnipeg, MB  
R3C 0W4

Fax: (204) 982-7819; Email:

[shereend@serc.mb.ca](mailto:shereend@serc.mb.ca)

Contact Shereen at 982-7812 if you have any questions or need information on how to get help with your resume or cover letter.

**Sexuality Education Resource Centre Manitoba, Inc.**

☐ WINNIPEG · 2<sup>ND</sup> Floor – 555 Broadway · Winnipeg, Manitoba, Canada R3C 0W4 · Telephone (204) 982-7800 · Fax (204) 982-7819

☐ BRANDON · 719 Rosser Avenue · Brandon, Manitoba, Canada R7A 0K8 · Telephone (204) 727-0417 · Fax (204) 729-8364

☐ Facts of Life Line 947-9222 in Winnipeg ☐ Toll-free outside Winnipeg 1-800-432-1957 ☐ Internet: [www.serc.mb.ca](http://www.serc.mb.ca) ☐ E-mail: [info@serc.mb.ca](mailto:info@serc.mb.ca)

## Curriculum Outline – Draft#3

### Session One – Introduction (April 6):

- Welcomes. Outline and expectations of this project. *10 mins (all)*
- Polaroid picture game. *45 mins (C+M)*
- Ground Rules/Confidentiality/Safety (disclosures)  
Ground rules will include disclaimer re: heavy topics, how students can take a break or leave if they need to.

Also talk about TT Peer Support Program. *20 mins (TT)*

*\*\*\*Break\*\*\**

- “Juggling Cultures”. Issues of identity, self-concept, settlement, acculturation. *60 – 75 mins (C+M)*

### Session Two – Communication Skills (April 13):

- The family structure. Nuclear vs. extended families. Individualism vs. communal/hierarchical structures. *30 mins (C+M)*
- Gender role stereotypes and the media. *30 mins (TT)*
- Intergenerational Conflicts. *30 mins (C+M)*  
*\*\*\*Break\*\*\**
- Definition, styles of communication. *30 mins (TT)*
- Role-plays. *30 mins (Intro – C+M, all to observe groups). Get groups to generate.*

### Session Three – Healthy and Unhealthy Relationships (April 20):

- Ermy Presentation (during dinner)
- Definition. What is a healthy/good relationship? Unhealthy/bad relationship? *30 mins (TT)*
- *Movie?? “Crown Prince” or “One hit leads to another”*
- Types of abuse *45 mins (TT will alternate for each type)...is this abuse? Game*  
*\*\*\*Break\*\*\**
- The Law and your rights (physical assault, sexual assault, sexual harassment, child abuse, child welfare laws). *45 mins (C+M as well as TT will alternate i.e. do two each).*

### Session Four – Maintaining Mental Health (April 27):

- Mental wellness and how it's related to identity, settlement, and adaptation. *30 mins (Jaime to facilitate)*
- Myths surrounding mental health – feelings. *20 mins (TT)*  
*\*\*\*Break\*\*\**

- Depression, anxiety, stress (PTSD), suicide. 45 mins (TT – C+M to add)
- Empowerment and self-esteem. Jaime
- Coping and self-care. 20 mins (C+M – TT to talk about negative coping strategies eg. Drinking/drugs, etc)
- Resources. 15 mins TT and Elenora Mesquita – MATC)

#### Session Five – Youth Sexuality (May 4):

- Definition of sexuality and the importance of reproductive health. 20 mins (TT)
- Video "Tabu" 28 mins (video + debrief) C+M  
\*\*\*Break\*\*\*
- Cultural values/beliefs/taboo and double standards regarding gender and sexuality. 45 mins (C+M)
- Values – society and laws (eg., age of consent). 30 mins (TT)

#### Session Six – Birth Control and STI/HIV (May 11):

- Anatomy (include PAP test) 30 mins (TT)
- Why do people use birth control? Why don't they? Things to consider when choosing a method.
- Birth Control Demos.  
\*\*\*Break\*\*\*
- STI prevention. Signs, different types, testing, etc.
- HIV prevention. Definition and transmission. (Mention Sex Trade)  
\*\*\*Teen Talk can do the majority of this – however, we can always divide it up, if needed\*\*\*

#### Session Seven – Appreciating Diversity (May 18):

- Difference – power shuffle + feelings. 45 mins (TT)
- Sexism/Racism/Homophobia/Classism – definitions, etc. 30 mins  
\*\*\*Break\*\*\*
- Charter of Rights and Freedoms 15 mins TT
- Multicultural Policy 15 mins C+M
- Employment Equity 15 mins C+M
- Discussion about the family – intergenerational issues. C+M
- Action Planning – where to go for help. Resources - RRC

#### Session Eight – Closing (May 25):

- Panel
- How to be a support to others 30 mins
- Resources 20 mins

- Questions/What's next... ?? mins
- Party.

**Strengthening Families in Canada: Violence Prevention Education  
and Outreach Project for Immigrant and Refugee Families**

*Training Schedule for Immigrant Women - 2005  
Unit A and B at IWCS, Unit C at SERC*

**Unit A & B, Wednesday January 19 to March 23, 2005 from  
6:00 – 8:00 p.m. at Immigrant Women’s Counselling  
Services**

**Unit A**

Jan. 19	Orientation session/ Intro to Family Violence	Martha Avilés/Martha Chicas
Jan. 26	Healthy and Unhealthy Relationships	Martha A./Martha C.
Feb. 2	Sexuality and Culture	Martha C./Martha A.
Feb. 9	Family Violence and Health	Martha A./Martha C.
Feb. 16	Empowerment and Self Esteem	Martha A./Martha C.

**Unit B – Know Your Rights**

Feb. 23	Justice System	TBC
March 2	Family Law	Esmeralda Bautista
March 9	Immigration System	Gordon Stewart
March 16	Welfare System	Adrian Ali
March 23	Community Resources for Abused Women/Evaluation	IWCS Staff

**Options**

Sessions

TBA

# Strengthening Families in Canada: Violence Prevention Education and Outreach Project for Immigrant and Refugee Families

## JOB DESCRIPTION PROJECT OUTREACH WORKER

### Job Summary

The Project Outreach Worker carries out promotional and outreach activities related to the family violence prevention project with immigrant women. The Project Outreach Worker reports to SERC's Project Coordinator.

#### Duties and Responsibilities

- Attend orientation session about the prevention education project with immigrant women.
- Promote and carry out outreach activities of the prevention education project, including promotion with community organizations, individual community members among others.
- Record promotional and outreach activities
- Guarantee the recruitment of community members (3-4 women) to attend the education sessions.
- Provide names, phone numbers, address etc, of the women who attend the education sessions.
- Attend meetings with SERC's Project Coordinator and other Project Outreach Workers.

#### Payment

The Project Outreach Worker will received \$ 250.00 upon completion of the above and successful recruitment of community members.

#### Qualifications

Preferably a former participant or agency volunteer, fluent in both written and spoken English, excellent ability to communicate with people. Must be able to work independently and part of a team.

**Strengthening Families in Canada: Violence Prevention Education and Outreach  
Project for Immigrant and Refugee Families**

**PROMOTIONAL ACTIVITIES LIST**

Date	Promotional / Outreach Activity	Description / Observations (please indicate the number of times, specific places, groups and number of people)
	Presentation to religious group (please specify church and number of times and people)	
	Presentation to community group / association	
	Talk to friends and family	
	Talk to community member	
	Radio presentation (Specify program)	
	Community newspaper ad (which papers)	
	Poster Distribution (please specify where)	
	Other(s)	

**Please list women you have recruited for this project (i.e., their name, nationality, address and phone number)**

	Name	Address	Phone	Country of Origin
1.				
2.				
3.				
4.				

In case you have more than four participants interested in the training, please add their name to the list and let them know that they will be put in a waiting list and be reached if there is space for more women in the group

	Name	Address	Phone	Country of Origin
5.				
6.				
7.				

What were the best ways of engaging people in the recruitment process?

What are some of the challenges you find in the recruitment process?

Strengthening Families in Canada: Violence Prevention Education and Outreach  
Project for Immigrant and Refugee Families

Women's Training Participants

Name	Address	Phone	Country of Origin

**Strengthening Families in Canada  
Women's Violence Prevention Education Program**

**EVALUATION**

1. What changes in knowledge, awareness and understanding did you experience as a result of being in the training program?
2. Can you mention some of the things you have learned about family violence and sexuality?
3. How do you think the training will help you in the future?
4. What was the most useful or helpful part of the training?
5. What was the least useful?
6. What can you tell me about the facilitators? Is there anything that they could do better?
7. If we were to do other training sessions like this, what other topics would you like to see included? What other suggestions can you give?

*Strengthening Families in Canada: Violence Prevention Education and Outreach Project for Immigrant and Refugee Families*

Women's Education Workshops

Immigrant Women's Counselling Services (IWCS) and  
Sexuality Education Resource Centre (SERC)

Birthday date \_\_\_\_ \_\_\_\_  
(d) (m)

**BELIEFS ...**

Below are a number of statements about violence toward women which some people agree with and others disagree with. Please indicate how much you agree or disagree with each statement. There are no right or wrong answers.

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
1	2	3	4	5

	2	3	4	5
1. There is no excuse for a man abusing his wife or partner.				
2. A woman who refuses to have sex with her husband should expect to be abused.				
3. Occasional violence by a husband toward his wife can help maintain the marriage.				
4. Women should be protected by law if their husbands or partners abuse them.				
5. When a man abuses his wife or partner it is the woman's fault.				
6. A woman should move out of the house, if her husband or partner abuses her.				
7. If I heard a woman being abused by her husband or partner, it would be best that I do nothing.				
8. The best way to deal with the abuse suffered by a woman is to arrest the husband or partner.				
9. If a woman is abused by her husband or partner, she should divorce him immediately.				

**TRUE OR FALSE**

	True	False
a. Violence can be caused by alcoholism and/or drug use.	<input type="checkbox"/>	<input type="checkbox"/>
b. The kind of man who beats a woman is usually from low income	<input type="checkbox"/>	<input type="checkbox"/>

groups.		
<b>c. The police will lay charges only when the victim shows signs of physical abuse.</b>	<input type="checkbox"/>	<input type="checkbox"/>
d. Children who are raised in a home where there is violence between usually will not experience any problems or emotional suffering.	<input type="checkbox"/>	<input type="checkbox"/>
<b>e. A permanent resident immigrant woman can be deported if she just calls the police when she suffers abuse</b>	<input type="checkbox"/>	<input type="checkbox"/>
f. A permanent resident immigrant woman can lose her children if she just call the police when she suffers abuse	<input type="checkbox"/>	<input type="checkbox"/>
<b>g. The husband or partner is arrested only if the victim shows signs of physical violence</b>	<input type="checkbox"/>	<input type="checkbox"/>

**STRENGTHENING FAMILIES FINAL EVENT September 21,  
2005**

**SMALL GROUP QUESTIONS:**

Quick icebreaker

1. What did you find the most interesting about the 3 presentations about the women's project, the youth project and the men's research project?
  - What surprised you?
  - What were some similarities or differences between the 3 streams?
  - What did you disagree with?
  - What was your experience as someone who came to the sessions for women, men or youth?
  
2. What should the next steps be?
  - For this project - the women's stream, the men's stream, the youth stream?
  - Should we have a program that has men, women and youth together? Separate? Or a bit of both?
  - Should we have programs for one cultural group at a time or have mixed/multicultural groups?
  - Are there any other next steps that you can think of - to prevent family violence (can be part of this project or other ideas)

