

# **Pauktuutit Inuit Women of Canada**

## **Evaluation of the Community Story Project**



**March 2013**

**Conducted by: Boulton and Associates**

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## Project Overview

The legacy of Residential Schools continues to impact Inuit survivors and their families and communities across Inuit Nunangat. Pauktuutit Inuit Women of Canada entered into a partnership with BluePrintForLife to develop, adapt and deliver two workshops that ran in tandem over the course of five days in the community of Kugaaruk.

### Goal

The goal of the project was to create a positive shared experience between youth and adult and elder survivors of Residential Schools through creating a community story.

### Objectives

The three main objectives for the project were to:

- Introduce concepts of healing and self-care to youth and adults;
- Create safe places (sensitive to trauma) and new lines of communication about the impacts of Residential Schools between survivors and their teenage children to develop new healing models and unique approaches for different generations; and
- Make healing fun through the creation of a community story.

The two workshops were held in tandem with one focusing on adults and elders, run by Pauktuutit, and the second one for youth (age 14-21), run by BluePrintForLife. For the first three days of the workshop, the two groups worked independently of each other and then joined in a common group for the last two days. This process allowed the two groups to develop trust, a level of comfort, and the ability to develop bonds within the smaller groups before sharing their thoughts and experiences with the more inclusive group.

Through the discussions and activities of the two workshops, people were encouraged to express their thoughts and experiences about the impacts of the Residential Schools and their own personal stories of healing and recovery. By bringing this collected information together, the story of the community was developed. By using music, art, the spoken word and dance, the story of healing and resilience from the community was told.

### Short-Term Results

The project identified three short-term results:

- A greater understanding of the lasting impacts of Residential Schools on the survivors and their children;
- Development of personal self-care strategies; and
- Taking ownership of healing.

### Long-Term Results

The project identified two long-term results:

- Increased dialogues between youth and adults and elders in the community; and
- An increase in youth input in community life.

## **Project Deliverables**

Deliverables identified in the project included:

- Advisory committee membership list;
- Advisory committee terms of reference;
- Advisory/planning committee minutes;
- Meeting reports;
- Workshop agenda, materials and resources including background documents, research, and best practices from other healing projects involving adults;
- Adult and youth five-day workshop pilot including the curriculum for the adults and youth for the five days the workshop will be held in town;
- Adult and youth workshop model incorporating the lessons learned from the pilot to create a step-by-step guide to conducting and adapting a similar project in other communities;
- Video of the community story performance evening (this was originally intended to be a professionally edited video for distribution, but a change in funding required that the video would be an amateur, un-edited footage used only to document the project that could be housed on the Pauktuutit YouTube channel);
- Pauktuutit website updates included having the finished workshop model posted in various dialects, as well as the video of the community story performance evening;
- Memorandum of Understanding with partners;
- Evaluation framework, tools and report; and
- Project reports as determined by the funder.

## **Project Evaluation**

The evaluation measures both the process and outcomes of the project by focusing upon the planning, development, implementation and impact of the project and closely follows objectives, responsibilities and deliverables identified in the initial project proposal. The evaluation report is structured as follows:

- Project Description
- Evaluation Methodology
- Findings
- Meeting Project Objectives
- Project Impacts
- Recommendations and Conclusions.

An appendix is also included and provides copies of the research instruments used, a list of people interviewed, etc.

## Project Evaluation Methodology

The evaluation methodology for the project included a number of specific elements:

- Review of project documentation including funding proposal, terms of reference for the Advisory Committee (AC), minutes of AC meetings, project reports etc.;
- Development of evaluation and research tools including:
  - Pre- and post-event surveys for adults and elders participating in the workshops (see appendix);
  - Interview guides for interviews with AC members, Pauktuutit project staff, etc.; and
  - Finalizing of research tools and methodology;
- Interviews with Pauktuutit staff and AC members by telephone, email and in person;
- Review and analysis of documents, survey results, comments submitted by both participants and teacher/monitors via video and social media<sup>1</sup>, and interview results;
- Drafting and submission of draft report;
- Revisions as per comments received; and
- Submit final report by March 31, 2012.

There are several issues that should be noted in the discussion of the methodology. The evaluation process focused upon a document review, survey of adult and elder participants both pre- and post-event, review of a number of media to gain an understanding of the response of youth participants, teacher/community member comments, and interviews/surveys with the AC and Pauktuutit staff. The fact that the event was held relatively late in the fiscal year required that only the immediate impacts of the event were able to be considered. Intermediate and longer terms impacts were not able to be assessed since the evaluation process ended at March 31, 2012. As well, due to the fact the event was held in a remote Nunavut community, the evaluator was unable to attend the event to observe the proceedings in person.

## Findings

Overall the Community Story project achieved its goals and fulfilled the deliverables identified above. A total of eight adults and elders attended one of the workshops, 85 youth completed the second workshop and a community closing event attracted a total of approximately 250-300 people – a notable achievement in a community of 1,200 residents. The project coordination and development worked well despite some potential challenges in coordinating a relatively complex event that brought together project staff and facilitators from across the country to one of the remotest communities in Canada. The partnership between the community, BluePrintForLife and Pauktuutit worked well and relatively minor challenges that arose were met with resolve, creativity and flexibility on the part of the partners.

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<sup>1</sup> BluePrintForLife provided various elements of the feedback from youth participants and workshops.

While not completed at the time of the writing of the report, Pauktuutit was engaged in the process of updating its website to include materials developed for and during the event including a number of webcast/video materials produced during the event.

While the project achieved the majority of its objectives, there were some steps that are described in the conclusions and recommendations section that outline how the project could have been more successful in several key areas.

## Project Deliverables

The project proposal identified a number of specific deliverables for the project. These are reviewed here and their status identified.

<b>Deliverable</b>	<b>Notes</b>	<b>Status</b>
• Advisory committee membership list	Copy received and reviewed	Completed
• Advisory committee terms of reference	Copy received and reviewed	Completed
• Advisory/planning committee minutes	Copy received and reviewed	Completed
• Memorandum of Understanding with partners	Completed with BluePrintForLife	Completed
• Meeting reports	Copy received and reviewed	Completed
• Workshop agenda, materials and resources	Copy received and reviewed	Completed
Adult and youth five-day workshop pilot curriculum	Copy received and reviewed	Completed
Workshop model incorporating lessons learned from pilot to create a step-by-step guide to conducting and adapting a similar project in other communities	Copy received and reviewed	Completed
Video of event	Revised from initial proposal due to funding alterations – recorded account of project and evening event received and reviewed A number of	Completed

	video/webcasts were recorded by BPFL– some were already in circulation on Facebook/YouTube and staff were collecting other video recordings for placement on website	
• Workshop held in Kugaaruk	Held in the community	Completed
• Pauktuutit Website Updates	At the time of writing, Pauktuutit was in the process of updating its website and steps were being taken to include materials from event	In progress
• Evaluation framework, tools and report	All completed except for acceptance of final draft report	Draft report submitted March 25
• Project reports as determined by the funder	In progress	Completed

## Project Development

Pauktuutit has a long history of working closely with community and regional stakeholders to ensure projects and programs meet the needs of Inuit. In the case of the Community Story project, Pauktuutit worked with BluePrintForLife (BPFL), a recognized agency that practices social work through HipHop, an advisory committee, and a Workshop Committee. Each entity had clearly identified roles and responsibilities which helped ensure the project development process worked well and that the adaptation of the workshop materials accurately reflected Inuit values and perspectives.

The Advisory Committee met on a minimum of a weekly basis with the meetings increasing in frequency as the date of the workshops approached. The Advisory Committee met via teleconference and minutes were taken and circulated after each meeting. The Terms of Reference that was developed for the AC was clear and succinct with no reported issues or concerns.

A separate workshop committee acted as a sub-committee to the advisory committee and was comprised of community volunteers who focused on helping coordinate logistics in the community and to promote the event to community members.

Pauktuutit Inuit Women of Canada was represented by the Manager of the Violence and Abuse Prevention projects with the support of a senior departmental staff member. All project deliverables, budgets, and outcomes were the responsibility of Pauktuutit.

BPFL's responsibilities focused on adapting a "Healing through HipHop" workshop with a focus on the residual impacts that Residential Schools have had on Inuit survivors and their families. An existing Pauktuutit healing workshop for elder and youth on the land was used as a basis for some of the workshop materials. Staff from BPFL also facilitated the youth workshop sessions and participated in the two-day joint session and the final community event. BPFL provided insight and resources related to the youth feedback for the final report and the evaluation. BPFL also created their own videos of the project that helped publicize *A Community Story*.

The community of Kugaaruk was responsible for in-kind portions of the overall budget and their collaboration on the workshops. In-kind contributions include use of community facilities, staff and office support etc. Community residents formed the majority of the workshop committee who liaised with the staff of Pauktuutit and BPFL when they were in the community.

Overall the planning and development process went well. The contribution agreement was finalized at the end of August 2012 which was already well into the fiscal year. While an earlier start date would have provided more time for the development and planning for the project, the final start wasn't a major limiting factor and a planning window of 4-6 weeks was realized. One delay noted by Pauktuutit staff during interviews was the fact that BPFL's availability during the proposed timeframe. BPFL had already contacted the community in regards to another opportunity and with some adaptation, the project was able to capitalize on this opportunity and move the planning and development process forward.

No issues were identified with the establishment of the Advisory Committee although the availability of some members limited their ability to be always available for meetings. One member was tasked with acting as an intermediary between the AC and the community working group charged with helping coordinate the community aspects of the project. This process worked well and ensured information was being passed along efficiently.

As well, the relationship with the funder and Pauktuutit worked well. The staff from the funder were supportive of the project despite the fact the revisions were required to the initial budget. The reduction in funding meant that the initial budget was reduced by 50% which resulted in the original substantial video production being eliminated in favour of a more modest recording of activities.

In terms of the development of the workshop materials, an existing elders and youth healing workshop Pauktuutit had developed was used as the starting point for the Community Story workshops. BPFL took the lead in drafting up the content of the youth workshop incorporating their extensive experience of working with youth and HipHop in the area of social work. Pauktuutit staff had the responsibility of adapting the material for the adult and elder workshop. AC members were consulted in regards to how the community would be able to work with the material, where people were in terms of the healing stages, what support and healing resources were available in the community, where potential participants were in terms of their healing processes etc. One AC member in particular, a mental health worker, provided some key advice on adjusting the resources to reflect the needs of the community. Materials were revised to enhance safety and privacy requirements and also to incorporate some sexual abuse material that was recommended by the AC members.

Based on the responses from interviews with Pauktuutit staff and AC members, the project development process went well. An issue arose early on in the process concerning some copyright issues with BPFL however these were addressed quickly and were adequately reflected in the final partnership agreement to the satisfaction of all parties.

Specific elements that were identified as working particularly well included the high level of overall community support, the fact that so much was accomplished in a relatively short time and that there were relatively few travel issues that arose. The high level of coordination between partners, the level of youth and elder interactions, and the fact Inuktitut was used a lot were also key factors in the success of the project.

In regards to feedback from the AC members and the support group in Kugaaruk, it was noted that there was little volunteer support at the beginning of the project. It was felt that the community was slow to take ownership of the project. Volunteers outside of the AC members were expected to get paid for their help which was not possible. As well, it was noted that it was easier to get people involved once the workshop or group had already been to the community at least once. People were then more familiar with the project at that point and had actually seen the benefits to the community. It was also noted that the subject matter might have caused pause in some people as well.

The pre-workshop surveys were distributed to the adults and elders in the first workshop shortly before the commencement of the workshop. A total of nine participants responded. There were several questions in the pre-workshop survey that inquired about the preparations leading up to the workshop event itself. The respondents were in agreement that the advertising and promotion for the workshop was adequate and there was a clear majority that felt that they had a clear understanding about what the workshop was about and their role in the workshop. Several participants noted however that the process leading up to the workshop could have been improved in terms of clarity and effectiveness. In addition, several respondents noted that they would have liked to have been better prepared for the workshop activities and the specific activities that they were to be involved in.

Post-survey results had mostly positive things to say about how the workshops were planned. In regards to a query regarding how well the workshop was planned and delivered, nearly all of the respondents indicated that it was either the highest mark or the second highest mark. The sole comment provided to this question was “it was a lot of work but it went very well”.

## **Project Implementation and Workshop Delivery**

By all accounts, the actual implementation of the workshops occurred without major incident. Small issues arose but these were generally dealt with quickly and resolved effectively. Several people noted that the end of day debriefing session among the workshop facilitators, Pauktuutit staff and community supporters was very useful in terms of addressing the small problems as they arose and to help in planning for the next session.

A number of the issues raised during the document review, interviews and surveys identified some of the challenges involved with simultaneously translating parts of the workshop activities.

An interpreter that was hired was not available all of the time during the actual workshop sessions so other staff had to fill in or certain sections may not have had interpreting services. In addition, while no specific negative comments were recorded that suggested the interpreting itself was confusing or not up to sufficient standards, it was acknowledged that the complexity of the language and the sensitivity of the issues being discussed were challenging for some participants to follow.

The responses from participants to the workshop were very positive overall. A review of some of the video clips (<http://www.youtube.com/watch?v=G1lqIc4MKAU&feature=youtu.be>) and Facebook entries from youth participants indicated a very happy and engaged group of young people and elders. Responses from both youth and elders indicated that the combination of social work/Residential School legacy theme with HipHop dance and multi-media art displays were a powerful force that successfully combined a discussion about the legacy of a very dark chapter in Inuit history and healing with activities that successfully bridged and strengthened the connections between the two groups. It was readily apparent that participants were genuinely proud of the final art piece – their community story.

Responses from the post-workshop surveys were also very positive. In terms of their general impression of the workshop, all respondents indicated they thought it was great (the highest available mark). Comments included that “it was a great idea to combine youth and elders together” and the workshop “helped open doors for people to ask for help”.

Specific successes of the workshops that were identified also included:

- The exchange of information between the two groups during the first two days of the workshop was very good. The groups exchanged flip charts with information on their respective workshops and it was felt that this helped the groups to build trust and get to know each other before they actually attended the combined two-day session.
- During interviews AC members described several instances where people in the workshops were becoming very emotional and talking very openly about their experiences. It was felt by some members that this was a good indication of the level of comfort and safety the participants felt with the group and the workshop experience. One community member noted that the sharing circles were very open and deeply emotional particularly among the elders. She felt that the circles could either have worked very well or fallen apart but she felt it was very positive that the group was so open and supportive of each other.

When asked what worked particularly well in the workshop, respondents replied:

- Having an Inuktitut-speaking facilitator.
- Working together with open hearts
- Everyone connecting well with youths.
- The amount of healing that was going on.
- People being able to recognize their own feelings and those of others.
- Learning about what abuse was.
- Helping people with sensitive topics.
- Helping people get on with their lives.

When asked what could have been improved in the workshop, the following responses were provided:

- A longer workshop would have been nice.
- More helpers/healers would have been appreciated.
- Several people noted that they only had positive things to say including they believed things would get better for them and that the workshop had helped them personally quite a bit.



## Safety and Security

Considering the sensitive nature of the discussion during the workshops, Pauktuutit and the AC members were keenly aware of the need to develop a supportive and secure environment where survivors of the Residential Schools and their families could openly discuss their feelings and experiences. Steps were taken to ensure there were adequate supports in place to assist people if they required counselling. This was accomplished by having a number of mental health and other support workers participating in the events and being made aware of the workshops taking place

in the community. As well, quiet rooms were reserved to provide respite from the larger group if necessary. Overall, those interviewed felt that this element of the workshop was very successful.

For survey respondents, a majority indicated on the pre-workshop survey that they were very concerned about talking about their experiences at the Residential Schools. For the post-survey results, there was near unanimity that there were adequate supports and staff available to help participants if they required it.

Some challenges related to the development and maintenance of a safe environment were noted however in regards to the facilities being used. An important comment noted the challenge of having a deeply personal discussion of sensitive topics being held in a classroom that was not sufficiently removed and secured from the daily activities of the school. For example, during the discussions in the elder' workshop, the occasional school announcement was played over the PA system in the room and on more than one occasion, teachers or students would inadvertently enter the classroom during discussions. While these incidences did not undermine the discussions being undertaken, they tended to undermine to a certain degree the efforts that were made to provide a safe and secure milieu in which people could discuss very private issues without fear of interruption.

## **Meeting Project Objectives**

As noted above, the three main objectives for the project were to:

- Introduce concepts of healing and self-care to youth and adults;
- Create safe places (sensitive to trauma) and new lines of communication about the impacts of Residential Schools between survivors and their teenage children to develop new healing models and unique approaches for different generations; and
- Make healing fun through the creation of a community story.

It is clear from the interviews conducted with Pauktuutit staff and the members of the AC that all three project objectives were met or exceeded. Several people noted in their comments that many of the elders and youth were able to grasp important concepts of healing and self-care during the various activities involved in the workshops and then use these terms effectively either in discussion with other participants or through their artistic expression. The AC members with the most experience in this area were very confident that the participants had achieved a much better understanding of what healing and self-care were and how these concepts and practices could help people in their community address the legacy of the Residential Schools. In addition, the integration of community resource staff in the workshops ensured a greater awareness among participants about the resources available in their community and helped reduce the reluctance of some people to seek help when and if it was required.

Importantly, the Pauktuutit staff and AC members felt that there was a strengthening of the bonds between youth and elders. This was attributed in large part to the various exercises involved in the workshop. For example, each group (elders and youth) were asked to put their thoughts and feelings about certain issues on flip charts during the first two days of workshops. During this part of the workshop, the flip charts were sent to the other group for their review and

comment. Facilitators were surprised to find how similar the notes on the flipcharts were. The similarities also had a positive impact on the respective groups as they realized that their perspectives and experiences were more similar than they were different. This was cited as being an important bonding moment for the two different groups and one that set a positive and firm foundation for not only the three days of combined workshops to follow, but also for the period following the conclusion of the workshop.

In the post-workshop surveys, all participants agreed with the statement “Do you feel you have a better understanding of healing and self-care?” Comments provided included people having more courage to ask for help when they needed it and that the workshop helped people learn about themselves and how their experiences had affected them.

When asked how they thought this understanding would impact their life, respondents offered the following comments:

- It helps me recognize that other people have problems too.
- It helped me realize that I have to help myself first in order to help others.
- It has helped me know myself better and to trust others.
- I feel good!

The next question asked if participants felt they would be better able to take control of the healing processes in their lives. All respondents indicated that it would indeed help them take control. A comment included noted that they would also be better able to pass on healing processes to other people who may need it.

All respondents responded affirmatively when asked if they would be better able to develop a personal self-care strategy to assist them in addressing Residential School/abuse issues in their lives. One person commented that participating in the workshop enabled them to let go of their past and to try and live for today. Another person thanked Pauktutit for “opening my eyes”.

One of the questions that received a higher number of comments involved whether the workshop helped open new lines of communication between elders and their teenage children. All respondents agreed that the workshop had helped open new lines of communication and offered the following comments:

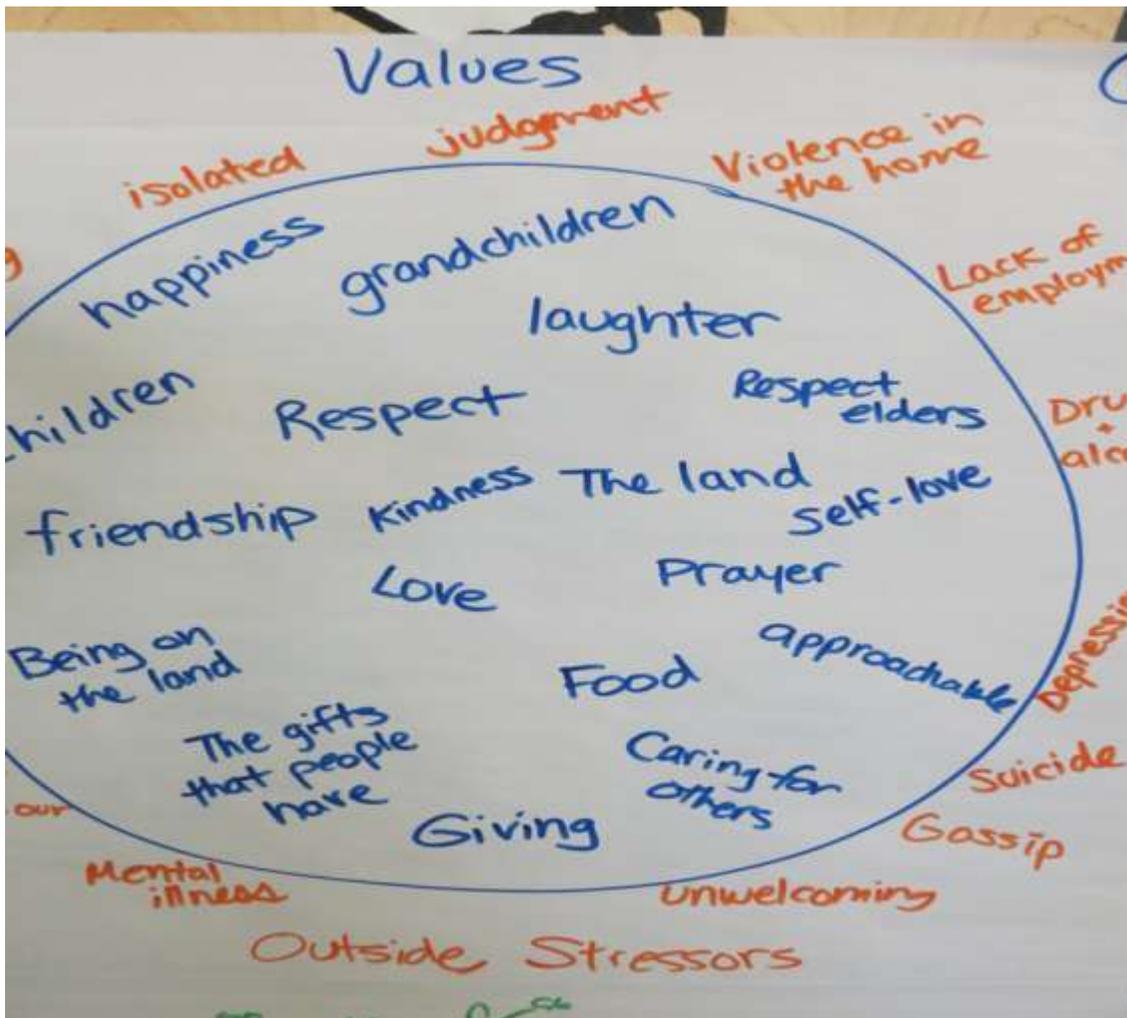
- Yes, we can talk about the issue now.
- The workshop helped to make the door between us bigger now.
- It was good to have both groups sharing and helping each other.
- Great to see my child having fun and smiling.
- Youth are now more open about themselves in front of other people.
- The workshop helped open my heart and my soul.

When asked what the most interesting or useful part of the workshop was, respondents said:

- Opening up and dancing!
- Prayers, dancing and the discussions.
- Healing, learning new things, Hip Hop with the students.
- It helped open hearts and doors that had become closed to one another.

- Being able to talk about our pain and sorrow and to share this with the group.
- The hip hop group, recognizing and learning about self-healing.
- Learning about alternatives for healing.
- Learning to love myself.

In terms of recommending the workshop to other communities, all respondents indicated that they would do so with some suggesting it be provided through television, radio and to all the communities who would like it.



## Project Impacts

The project proposal identified three short-term results:

- A greater understanding of the lasting impacts of Residential Schools on the survivors and their children;
- Development of personal self-care strategies; and
- Taking ownership of healing.

The project also identified two long-term results:

- Increased dialogues between youth and adults and elders in the community; and
- An increase in youth input in community life.

Assessing the impact of the project was one of the challenges of this evaluation as measuring impacts accurately is difficult for a number of reasons. Perhaps the key limitation on measuring the impact of such a project is the fact that the evaluation process is finite and quite short. This evaluation has focused primarily on the planning, development and implementation of the project with an assessment of the success of the project in meeting its stated goals. Immediate impacts and achievements may be addressed with some certainty, but short and medium (one-two years) and longer term impacts (three plus years) is beyond the allocated time for the evaluation. Measuring skills and knowledge transfer and changed behaviour and attitudes requires a much greater investment in measuring skills, knowledge and behaviour both before and after the event occurs. As one AC member described it “trying to measure how a person heals is an issue – it is a long journey that can’t be measured in a few years”.

That being said, there are clear indications that the project has had some immediate positive impacts in some key areas. One of the main intended impacts of the project was to introduce concepts of healing and self-care to youth and adults. The responses from Pauktuutit staff and AC Advisory members interviewed were in full agreement that this impact had been achieved. A concern was noted by some AC members that without a coordinated effort with the community school and other partners such as the community wellness worker, the short-term impacts may be diffused. One AC member noticed that after attending the workshops, the students in the school were attending more classes, seemed happier, and were more energetic. As well, a HipHop club had been started in the community and had a participant from the workshop as its primary coordinator.

The post-workshop surveys provide additional perspective on the impact of the workshop. All respondents had positive comments to make on the impact of the workshops would have on their lives personally including:

- They felt like a new person.
- The respondent had already received more support from parents and elders.
- The things they learned in the workshop would stay in their hearts forever.
- Heal yourself before you can help others heal.

When asked how the workshop had affected the way they thought about the Residential School experience, respondents commented:

- It helped them realize that others had been hurt in the Residential School experience as well.
- Several people noted that it was very helpful and applicable to them.
- One respondent noted that the workshop had helped lighten their spirit.
- Another respondent indicated that they now understood that their parents didn't know how to bond with their children as they had been away from their own families for so long.

Respondents also had some thoughts regarding how what they learned would affect the families of survivors. Their responses included:

- There would be better understanding why some parents had problems with parenting skills or abusing their children.
- People needed to become more aware of the Residential School legacy and its impacts.
- The workshop helped bring people and families together and helped them to talk again.

Finally, respondents were asked how they thought the community of Kugaaruk would be impacted by the workshops. Their comments included:

- People would have a much better understanding of the impact of the Residential School system.
- The community would be better able to help victims of abuse.
- More people in the community would understand that the impacts of abuse.
- The burden of some people would be lessened by the increased understanding of the community.

## **Conclusions and Recommendations**

Overall the evaluation concludes that the Community Story project was a success in that it created a positive shared experience between youth and adult and elder survivors of Residential Schools through creating a community story. The event was well organized, encountered no major problems, was well attended, and enthusiastically received by the participants in the community. The Advisory Committee was effective in providing the oversight, guidance and planning support required to make such a relatively complex project work smoothly and effectively. BluePrintForLife provided excellent services in developing strong HipHop and other alternative social work methodology into the workshop structure to provide a strong core of healing, learning and enjoyable activities that attracted both elders and youth.

While assessing the impacts of the project is not without challenges, discussions with Pauktuutit staff, AC members and the results of the surveys, indicate quite strongly that the immediate and short-term impacts of the workshops have been quite positive. Notably participants learned a lot more about the impacts of the Residential School legacy and were able to learn and demonstrate concepts of self-healing and how to develop healing strategies. Participants learned that the

adults and elders shared many feelings and perspectives regarding the impacts of the Residential Schools and new lines of communication were opened through discussions, presentations and the various activities. Perhaps most importantly however, participants learned that they were not alone and that seeking help was an essential element of the healing process.

Overall, the community as a whole became involved and was aware of the impacts of the Residential Schools and the healing aspects of the workshops. With the very successful community event concluding the workshops, there was a strong feeling that a new chapter was opening up in the Community Story for Kugaaruk.

## Recommendations

While the Community Story project was quite successful, a number of suggestions were made to improve the development, delivery and impact of the project. These included:

- Several AC members suggested that to help solidify the positive impacts of the workshop, adding a testimonial element to the community event after the workshop concluded would help reinforce what participants had learned and experienced. The lack of such an element was considered to limit the entrenchment of the learning experience and would eventually result in people forgetting sooner.
- Another suggestion included making the participants more accountable for what they learned and did during the workshop. This could be done by students reporting to their peers, parents and community via special projects or presentations etc.
- Several people suggested that more advertising and radio announcements could have helped get the news out to more people although it was noted that the final tally of participants was close to the maximum that the workshops could facilitate.
- Gaining the support of the hamlet earlier on could have provided greater support during the planning and development phase of the project.
- Several people noted that the workshop should be held in other communities as they felt it would be very successful.
- It was noted that the long-term impacts would not be seen for a long time but there was a concern that without a coordinated effort with the school and community partners such as the community wellness worker, etc., the short-term impacts may be diffused. A related suggestion was that teachers could help to reinforce the learning experience and there was a willingness on the part of teachers to do so. More and stronger linkages to community partners could help reinforcement this process.
- A number of people suggested having male survivors more involved in the workshop as their lack of presence was a gap in the program. Perhaps having men and women in separate groups for the workshop would promote an open and safe place for both.
- One AC member noted that having facilitators in the community for a longer period of time would be useful as time with youth and elders on the land prior to the workshop would have been beneficial in establishing a solid foundation for both groups and enable the facilitators to familiarize themselves more with the community and its residents.

- There were also suggestions that Pauktutit and BPFL could help pinpoint leaders for the HipHop club that was to start after the workshops were completed. One person tried to keep this going after the workshop ended but only four or five people were attending the group. More commitment from people and partner agencies would help keep this part of the project going.
- A suggestion was made to conduct follow-up work with participants several months after the workshop concluded to reinforce the experience and keep the momentum going forward.

# Appendices

## Appendices 1 - Pre-Workshop Survey

Pauktuutit Inuit Women of Canada  
A Community Story  
Pre-Workshop Survey  
Goal

The workshop goal is to create a positive shared experience between youth and adult and elder survivors of Residential Schools through the creation of a community story. This survey will provide important information on how the processes leading up to the workshop can be improved on for future delivery. Please note that your information will be treated confidentially and no information will be traceable back to you. Thanks for helping us out.

Process leading up to the workshop

1. Do you feel that the process leading up to the workshop was clear and effective?

Yes No Comments:

2. Was the advertising and promotion for the workshop adequate?

Yes No Comments:

3. Do you have a clear understanding what the workshop is about and what your role is?

Yes No Comments:

4. Do you feel you were assisted in preparing for the workshop (thinking about what you would hear and say, understanding what the activities would be and how you would be asked to participate etc.?)

Yes No Comments:

5. How concerned were you about talking about the experiences at the Residential Schools?  
(1 means not at all, 5 means very concerned)

1 2 3 4 5 Comments:

6. If you were concerned about talking about the Residential School experience, did you feel the steps to be taken during the workshop to support people – for example, the presence of counselors, quiet areas set aside etc. - adequate?

Yes No Comments:

7. Overall, on a scale of 1-5 (with one being poor and 5 being great) how would you rank the preparations for the workshop?

1 2 3 4 5

8. What do you think could be improved about the process leading up to the workshop?

Comments

## Appendices 2 - Post-Workshop Survey

### Post-Workshop Survey

This survey will help provide important information on how we can improve the workshop for future delivery. Your information will be treated confidentially and will not be traceable to you.

#### Workshop

1. On a scale of 1-5 (with one being poor and 5 being great) what were your impressions of the workshop?  
  
1   2   3   4   5   Comments:
  
2. Overall on a scale of 1-5, how well was the workshop was planned and delivered?  
  
1   2   3   4   5   Comments:
  
3. Do you feel you have a better understanding of healing and self-care?  
  
Yes   No   Comments:
  
4. If yes, how do you think this understanding will impact your life?
  
5. Do you feel better able to take control of healing processes in your life?  
  
Yes   No   Comments:
  
6. Do you think you will be able to develop a personal self-care strategy to assist you in relation to the Residential School/abuse issues in your life?  
  
Yes   No   Comments:
  
7. Do you feel the workshop helped open new lines of communication between elders and their teenage children? How did it help and what communication lines have been opened?

Yes No Comments:

8. What was the most interesting or useful part of the workshop?

9. What was the least interesting or useful part of the workshop?

10. Would you recommend other communities participate in these workshops?

Yes No Comments:

11. Were there enough supports and staff available to help participants with difficult parts of the workshop?

Yes No Comments:

### Impact of the Workshops

1. Now that the workshop is over, what do you think the impact will be on you personally?

2. Has the workshop affected the way you think about the Residential School/abuse experience? How?

3. How do you think it will affect the survivors?

4. How do you think it will affect the families of survivors?

5. How will the workshop affect the community of Kugaaruk?

What Worked Well in the Workshop and What Could Be Improved?

1. Please list two things that you think worked well in the workshop?
  - a.
  - b.
  
2. Please list two things that could have been improved?
  - a.
  - b.