

SECTION E – PROGRESS / FINAL REPORTING

1) PROGRESS ON ACTIVITIES				
Key Activities	Sub-activities	Status	Describe (during the period covered in this report)	# wom en reac hed
<p><u>Key Activity A</u></p> <p>Project Planning</p>	<p>A1. Engage and establish working partnerships with local men and women, boys and girls.</p>	<p><i>Completed</i></p>	<p>We reached out to many individuals who are not necessarily involved in a partner organization, but who have potentially useful skills and are interested in helping with the project.</p> <p>Two local visual artists - a graphic artist and a videographer - have shared their modes of engaging youth in creative social awareness projects and have worked with us.</p> <p>We have spoken with former youth workers with experience in mentorship programs and working with young men. Their insight, particularly stressing the need to maintain compelling activities has been helpful in directing our focus.</p> <p>A youth worker with Mermaid Theatre in Windsor (West Hants County) is working with male and female teens to create theatre pieces addressing these issues. We consulted with her on ways to maintain male participation and interest in these activities.</p> <p>The contacts we made from delivering the gender-transformative facilitation training included, apart from the members of partner organizations, retired people with experience in mental health, policing, etc. who are eager to deliver program to youth through their organizations.</p> <p>A local female high school student arranged for us to present at her High School Sociology Class. Without her advocacy, we could not have obtained access.</p>	<p>35</p>

<p>A2. Engage and establish working partnerships with women's and other community organizations, community leaders, stakeholders and potential allies.</p>	<p><i>Completed.</i></p>	<p>Juniper House is our main partner, with staff serving on the Steering Committee and providing facilitation and support to project activities. One main strategy for building partnerships was to network with organizations that already had access to our target audience – youth 13-25. We have made partnerships with Schools Plus (a provincial initiative that coordinates services for youth and makes them available within the school environment) in Annapolis County, Digby County, and the CSAP (francophone) one in Yarmouth and Kings counties. In addition to possibly helping us to get access to the schools, this gives us a “one stop shop” for developing more detailed collaborations with organizations that are at that table, for example, Mental Health, Recreation, Community Policing, Social Services, etc. We have made diverse connections with Acadia University, including the Student Union (President, Equity Officer) and Administration (Student Services, Equity Officer). We have partnered with three women’s centres, covering five counties: Tri-County Women’s Centre, A Woman’s Place and Second Story Women’s Centre, who are also working on engaging men and boys with their <i>Be the Peace</i> project. Family Resource Centres on the South Shore, Kings County and Annapolis County are ready to assist us with publicizing our programmes and sharing expertise in anti-bullying and family violence programming. The Nova Scotia Community College partnered at two campuses. We have interest from faculty in the Human Services program, from a Student Success Counselor and from students. The Kingstec and Burrige campuses supplied space for several meetings and trainings at no charge to us. There is a wide range of local not-for-profit organizations willing to share their expertise with us, including PeopleWorks, The Red Door youth clinic, Survivors of Abuse Recovering, which partnered on and co-led the gender-transformative facilitation training in the fall and the Valley Community Learning Association which has assisted us to create materials at appropriate reading levels. Community Policing officers from local RCMP detachments shared their experience in working in the schools on issues such as sexual assault and youth intimate partner violence. We partnered with the RCMP to deliver “Man to Man” training to 35 RCMP members and associated staff, and developed curriculum for classes they could present at high schools and community youth organizations. (See attached curriculum document. Outside the Box - RCMP Curriculum.pdf) Therapists from Annapolis Valley Health District offered their insights into developing gender-based programming for adolescents. Dr. Eric Mankowski of Portland State University, who has extensive experience in engaging men in anti-violence work, has consulted with us on programme and academic journal references.</p>	<p>43</p>
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<p>A3. Carry out a needs assessment: conduct a gender-based analysis of the issue of gender-based violence, and the specific needs of women and girls in your community; identify existing institutional mechanisms and supports, as well as gaps; and work with local women and girls to identify their priorities, viewpoints and potential strategies for addressing gender-based violence. Include consults with men and boys as to what they need to enable and encourage their participation. Document community assets that can be utilized to address the identified needs.</p>	<p><i>Completed</i></p>	<p>We conducted regional consultations through focus groups and “piggy-backed” on similar groups being run by Tri-County Women’s Centre. This enabled us to get feedback from a broad range of people concerned with violence against women, including those from social service agencies, youth justice system, community policing, youth workers, volunteers, mental health professionals, etc. Groups were held in Shelburne (Yarmouth County), two in Digby (Digby County), and Kentville (Kings County). We also met with organizations such as Transition House Association of Nova Scotia, Canadian Federation of University Women and three Schools Plus groups.</p> <p>The two facilitation trainings that we consequently led also provided input into our assessment of needs, particularly from the evaluation of the training. It was clear that this was for some a watershed experience, building confidence to create mixed-gender transformative dialogues in their communities and workplaces, and giving them insight into their own processes. They stated a clear need for further training across a wider geographic area.</p> <p>A second aspect of the needs assessment was to conduct a Community Readiness Assessment (see http://triethniccenter.colostate.edu/docs/CR_Handbook_2014.pdf for detailed information.) This accomplishes several goals. Firstly, we get a sense of how prepared the community is to engage youth in these issues, which guides the type of intervention that we choose to implement. Secondly, it identifies key leaders and organizations that are most ready to work with us. Thirdly, it creates a baseline that we can use in our evaluation process to demonstrate the impact of our interventions on community readiness. And lastly, it creates an opportunity to dialogue with a wide range of community influencers.</p> <p><i>See the full report appended.(Needs and Assets.pdf)</i></p>	<p>135</p>

	A4. Identify promising approaches to addressing this issue.	<i>Completed</i>	<p>We looked at various approaches and it became clear that in order to effectively engage youth in a sustainable way, we needed to promote and offer training to adult leaders who work with youth so that they can keep on engaging each new year of incoming youth as time goes by. We did not want just a “one-shot” approach to the issue. We wanted to increase the capacity of local youth-oriented organizations to deliver relevant programming</p> <p>We recognize that it is more effective to work with existing organizations and conduits to youth than to try to create access from scratch. Accordingly, we trained staff from organizations that work with youth, and enabled them to leverage their existing programs, adding training and content to focus resource on engaging young men and boys in the anti-violence work.</p> <p>We recognized that such organizations will want to use programs that have been validated as effective, rather than untried new efforts, but also realized the need to adapt such programming to local conditions and resources.</p>	
Key Activity B Project Development	B1. Develop or, select and adapt engagement models for men and/or boys to address the priority challenges identified in your community.	<i>Completed</i>	<p>We considered the following youth mentorship development models as a basis to design a model for deployment in our area. We discussed options with partners to find the best fit for their needs. Based on appropriate content, flexibility, cost, and access to local trainers, we selected #5, the Man to Man toolkit as our chosen model to deliver programme and training. See Youth Engagement Model.pdf</p> <ol style="list-style-type: none"> 1. The Men of Strength Club – http://www.mencanstoprape.org/The-Men-of-Strength-Club/ 2. Mentors in Violence Prevention (MVP) Model (Jackson Katz) – http://www.jacksonkatz.com/aboutmvp.html 3. Coaching Boys into Men – http://www.coachescorner.org/ and see http://www.chp.edu/CHP/032612 for an evaluation. 4. It Starts With You - http://www.itstartswithyou.ca/ 5. Man to Man: A Tool-kit for Delivering Workshops to Men and Boys about Reducing Sexual Assault - http://fsacc.ca/Man_to_man.html 	12
	B2. Develop promising approaches in group facilitation training	<i>Completed</i>	<p>The facilitation training project was funded by a grant from the Nova Scotia Advisory Council on the Status of Women that Survivors of Abuse Recovering obtained with us as a main partner. We held two focus groups to assess the needs for gender-aware / gender-transformative facilitation training and found a great deal of interest from a wide range of organizations and individuals. In designing the training, we developed a model that, while it could be used with any combination of people from any gender, was specifically designed to make it unlikely that traditional male patterns of communication and behaviour would operate. We chose several facilitation tools and structures that promote equitable participation and a non-competitive environment in which people could address issues of violence against women in an atmosphere that, while challenging, was safe and productive. A detailed report is appended. (Acting Together Final Report SOAR Chrysalis House.pdf) The response from both men and women was overwhelmingly positive and we planned to deliver more such trainings as time and funds permitted. One example of this was the Into the Heart of Gender workshop in partnership with Be the Peace. (See attached file: Into the Heart of Gender Poster.pdf)</p>	45

<p>Key Activity C</p> <p>Delivery and implementation</p>	<p>C1. Provide knowledge on violence against women, and training in gender-based analysis and community leadership (including facilitation techniques).</p>	<p><i>Completed</i></p>	<p>Two Gender-Aware / Gender-Transformative facilitation trainings have been delivered (See report attached: Acting Together Final Report SOAR Chrysalis House.pdf).</p> <p>We also consulted with a men's group that is conducting dialogues with men and women on gender issues, in order to assist them to create safe, effective, gender transformative meetings on these topics. This led to two one-day retreats with the men, and a three-session "Into the Heart of Gender" workshop for all genders that gave practical training as to how to engage mixed-gender groups in constructive and productive dialogue on gender violence issues., This last was in partnership with the Be the Peace project.</p>	<p>27</p>
	<p>C2. Work with communities to address one or more of the identified issues underlying violence against women.</p>	<p><i>Completed</i></p>	<p>Our key issue that we addressed was to reach youth and leaders of youth to present activities that heightened awareness of, and ability to deal with, the four key steps that we identified in the male engagement process, illustrated by the following questions that all need to be answered (and in the order presented) before men and boys are ready to engage: "What are the issues?" (Sensitization); "Why should I care?" (Motivation); "What can I do?" (Action/Mobilization); and "Who will help?" (Partnerships/Mentoring). The goal was to increase the capacity of youth-oriented organizations to start to change the culture of violence by early intervention in the development of male socialization around masculinity and violence issues.</p> <p>Using the "Man to Man" toolkit, we conducted several events from July 2014 to April 2015. First was a three-day train-the-trainer workshop co-led by Fredericton Sexual Assault Crisis Centre trainers (the organization that developed the toolkit) and project staff (Cornwallis). Following this were three one-day facilitator training sessions (Windsor, Yarmouth and Shelburne), and one two-day training for RCMP.</p> <p>Engaging youth through media: Two projects, one using a graphic artist to animate story-telling in a Grade 5 class (Granville Ferry) about alternate roles for men and women in the media, another to train youth leaders to use video improv as a way of developing enhanced media literacy and create video addressing ending gender violence. (Shelburne, Digby, Yarmouth and Kentville). (See file: Media Workshop Opportunities for Ending Violence against Women and Girls.pdf)</p> <p>Presentations using the Man to Man modules in three local high schools, two First Nations women's associations, and to local community organizations.</p> <p>Educational presentations to conferences and webinars.</p>	<p>320</p>
	<p>C3. Engage, educate and network with community members and organizations.</p>	<p><i>Completed</i></p>	<p>We have developed three presences on the web – our public web site, our Facebook page and the Collaborative Web Site for the team and partners. (See attached document for details, and see the evaluation of statistics of reach.)</p>	<p>141,000 (est.)</p>

Key Activity D	D1. Conduct an evaluation of the project (internal with external validation).	<i>Completed</i>	External evaluation documents from Horizons are appended. Chrysalis - EMB - Evaluation Report – Final.pdf	
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2) PROGRESS ON OUTPUTS

If outputs and products have been produced/completed, include a description. Provide the title and if applicable, the author. If available, identify where the publication can be found (website and/or other contact information).

Please provide an electronic copy of materials produced through this project, if applicable.

	Planned outputs or products	Status	Describe (during the period covered in this report)
Key Activity A	A1. List of project partners and key community leaders.		
Project Planning		<i>Completed</i>	Acadia University Annapolis Valley Health District Be the Peace Christ Church Shelburne Creative Action Juniper House Mermaid Theatre of Nova Scotia Nova Scotia Community College - Burrige R.C.M.P. – Annapolis, Digby and Kings Detachments Schools Plus Annapolis Schools Plus Conseil scolaire acadien provincial – Clare Survivors of Abuse Recovering (S.O.A.R.) Tri-County Restorative Justice Tri-County Women's Centre Valley Community Learning Association Valley Youth Project White Ribbon Russ Sanche, The Portal Mylene Dipenta, Youth Project Alan Warner, Acadia University Community Development Program Annika Sangster, United Church Youth Minister Alanna S Blanchard, Waterville Youth Detention Centre Armand Huet de Grenier, Gather the Men Callie Lathem, Acadia Student Union President Craig Warren, Kentville Police Evan Nemeth, Youth Truth Matters Dale Gruchy, Provincial Trauma Informed Project James Sanford, Acadia University Sue Bookchin, Be the Peace

	<p>A2. List of project partners, as well as description of their contribution.</p>	<p><i>Completed</i></p>	<p>Acadia University Met with Acadia Student Union president and equity officer to discuss engaging men on campus. Gained good insight into the challenges of the student population on these issues, but we were unable to motivate them to find time to deliver programme to student leaders.</p> <p>Annapolis Valley Health District Staff were involved with the initial focus groups and needs assessment process. Provided some insight into Gender Based Analysis.</p> <p>Be the Peace Extensive consultation and collaboration on gender-aware facilitation. Partnered with two men's retreats and two sessions on "Into the Heart of Gender".</p> <p>Christ Church Shelburne Attended Man to Man and Facilitation trainings.</p> <p>Creative Action Co-led four "Video Improv to End Gender Violence" leadership training. Great insight into using media that motivated youth participation.</p> <p>Juniper House Our major partner. Provided staff for facilitation of workshops and project oversight.</p> <p>Mermaid Theatre of Nova Scotia Consultation re engaging boys in developing a play on gender violence. Mixed-gender student cast wrote and acted in a play.</p> <p>Nova Scotia Community College - Kingstec and Burrige campuses Provided free meeting space and promotion for focus groups and two training sessions.</p> <p>R.C.M.P. – Annapolis, Digby and Kings Detachments Several took our train-the-trainer. Got funding from federal Dept. of Justice to contract with Chrysalis House to deliver Man to Man training to 35 RCMP members and related justice employees. Members are delivering workshops in schools.</p> <p>Schools Plus Annapolis Provided access to Champlain Elementary School Grade 5 class to deliver media workshop.</p> <p>Schools Plus Conseil scolaire acadien provincial – Clare Provided outreach and promotion of the work to CSAP staff and teachers. Recruited attendance at the bilingual training held in Yarmouth. Gave insight into the unique challenges of the Acadian community dealing with domestic violence.</p> <p>Survivors of Abuse Recovering (S.O.A.R.) Acquired funding for and co-led the Gender-Aware / Gender Facilitative Facilitation training.</p> <p>Tri-County Restorative Justice Attended Man to Man Training</p> <p>Tri-County Women's Centre Assisted with initial needs assessment. Extensive support through providing staff to co-facilitate workshops, promote Man to Man events.</p> <p>Valley Community Learning Association Provided advice on appropriate literacy level for promotional documents.</p>
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			<p>Valley Youth Project Provided insights into a broader-based understanding of gender for the workshops, particularly for Into the Heart of Gender.</p> <p>White Ribbon Coordinated communication between the nine funded projects. Provided webinars to enhance knowledge and capacity of projects. Delivered two training workshops in our area to partners and Man to Man participants.</p>			
	A3. Needs assessment report. Community Assets Map.	<i>Completed</i>	Please see attached Needs and Assets report. Needs and Assets.pdf			
	A4. Description of approaches recommended to use for pilot projects.	<i>Completed</i>	Please see attached Engagement Model report Youth Engagement Model.pdf			
Key Activity B Project Development	B1. Description of the engagement model: Practical strategy that is both evidence-based and community-specific.	<i>Completed</i>	There are a number of options suggested in the Engagement Model report, all of which have been tested and tried in other locations. After selecting the Man to man Toolkit and the four-stage engagement model described above, our next step was to create training for diverse organizations in our catchment area. The model was piloted in two high schools to assess reaction of teens. See report attached. Youth Engagement Model.pdf			
	B2. Gender-aware Facilitation Training model piloted with at least one partner.	<i>Completed</i>	Two trainings (New Minas, Digby). See training report attached. Acting Together Final Report SOAR Chrysalis House.pdf			
	B3. Effective communication strategy to reach the public and coordinate the project	<i>Completed</i>	Web site and Facebook page. See communication reports attached. Internet Communications for the Project.pdf Coordinating Communications with Simple-Press.pdf			
Key Activity C Delivery and implementation	C1. Training in gender-based analysis.	<i>Completed</i>	Used on-line training module. http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod00/mod00_01_01.php			
	C2. Community based projects implemented.	<i>Completed</i>	<i>Engaging Men and Boys Workshop – Valley Suicide Prevention Conference</i>	Berwick	September 29, 2014	22
			<i>Gather the Men (one-day retreat)</i>	Chester	July 19, 2014	8
			<i>Gather the Men (one-day retreat)</i>	Chester	May 23, 2015	15
			<i>Gender-Aware/Gender Transformative Facilitation Training</i>	Digby	November 20, 21, 2014	17
			<i>Gender-Aware/Gender Transformative Facilitation Training</i>	New Minas	October 30, 31, 2014	34
			<i>Into the Heart of Gender Workshop</i>	Mahone Bay	February 25 & 28, 2015	30
			<i>Man to Man Train the Trainer (three-day workshop)</i>	Cornwallis	July 28, 29, 30, 2014	47
			<i>Man to Man Training</i>	Yarmouth	February 20, 2015	20
			<i>Man to Man Training</i>	Windsor	November 21, 2014	13
			<i>Man to Man Training</i>	Shelburne	November 14, 2014	8
			<i>Mermaid Youth Theatre consultation re: engaging boys in developing a play on gender violence</i>	Windsor	March 19, 2014	1
<i>R.C.M.P. training</i>	New Minas	March 25, 26, 2015	35			

			Video improv to end gender violence leadership workshop	Yarmouth	February 21, 2015	8
			Video improv to end gender violence leadership workshop	Shelburne	March 3, 2015	14
			Video improv to end gender violence leadership workshop	Digby	February 28, 2015	7
			Video improv to end gender violence leadership workshop	Kentville	March 14, 2015	6
			White Ribbon Workshop on engaging men and boys	Kingston	May 1, 2014	12
			Acadia Student Union Executive	Wolfville	October 17, 2013	2
			NSCC Addictions Outreach Worker Program	Kentville	February 23, 2015	20
			NSCC Kingstec Wellness Fair	Kentville	April 8, 2015	25
			School presentation, Champlain Elementary School	Granville Ferry	December 3, 2014	20
			School presentation, Central Kings Rural High School	Cambridge Station	April 30, 2014	16
			School presentation, Digby Regional High School	Digby	June 6, 2014	30
			Third Horton Baptist Church Youth Group	Canaan	May 24, 2014	12
			Acadia First Nation Women's Association	Yarmouth	March 24, 2015	12
			Acadia Student Union Executive	Wolfville	October 17, 2013	2
			Amherst Interagency for Family Violence Prevention	Amherst	February 12, 2015	100
			Annapolis Valley First Nation Women's Association	Cambridge	March 13, 2015	10
			Atlantic Friends Gathering – Quakers	Merigomish	May 17, 2014	20
			Canadian Federation of University Women	Wolfville	October 21, 2013	15
			Child and Youth Action Committee (CAYAC)	Coldbrook	October 2, 2013	8
			International Conference on Engaging Men and Boys in Gender Equality	New York	March 7, 2014	30
			NSCC Addictions Outreach Worker Program	Kentville	February 23, 2015	20
			NSCC Kingstec Wellness Fair	Kentville	April 8, 2015	25
			Promising Practices and Innovative Approaches: Women and Men Stopping Gendered Violence (Conference coordinated by NSAC-SOW)	Halifax	December 4, 2014	30
			Second Story Women's Centre	Lunenburg	August 27, 2013	12
			S.O.A.R. peer counsellor's meeting	Coldbrook	March 25, 2015	6
			Transition House Association of Nova Scotia (THANS)	Halifax	September 25, 2013	12
			Webinar to Trauma Informed Practice in Nova Scotia for NS Dept. of Health and Wellness	Health & Wellness	March 29, 2014	80
	C3. Work together with partners to create regular roundtable strategy meetings.	Completed	Consulted with partners across the catchment area. Given the wide geographic area (six counties) it was not practical to meet with all partners together, so regional focus groups and one-on-one meetings were held..			

Key Activity D	D1. Evaluation report	<i>Completed</i>	See attached report from Horizons Community Development Associates. Chrysalis - EMB - Evaluation Report – Final.pdf
Evaluation			

3) CUMULATIVE PROGRESS ON RESULTS (if applicable)		
Planned Results	Planned Indicators	Actual Results Achieved
<p>Short-term Result:</p> <p>Project participants will have an increased understanding of issues relating to violence against women and girls.</p> <p>They will also have access to a map of the community assets and partner assets that can be brought to bear to address these needs.</p> <p>Project participants will have identified needs specific to the diverse communities and groups in our area, and also needs that generalize across these groups.</p>	1. Number of participants who have expressed an increased understanding.	47 participants in the two facilitation trainings expressed experiencing an impact on their work in this area. Only one participant felt it would have no impact. 10 people at Transition House Association of Nova Scotia and 15 people at the Canadian Federation of University Women expressed a greater understanding of the role of engaging men in this work after the consultations / information sessions we held with them. 14 staff members of local transition houses have a greater understanding of the issue following reports to staff meetings and involvement of some in the project development. About 200 additional people participated in the various trainings that we held from July 2014 to April 2015. Most expressed new insight into the issues and were delighted with the Toolkit, which gave them practical and adaptable resources to engage youth in ten content areas. Presentations for conferences and webinars reached about 435 people.
	2. Type of understanding reported by participants.	<p>The evaluation responses from the training workshops included these responses:</p> <ul style="list-style-type: none"> • It gives me more resources • It gives me a different way of thinking about my work • I feel more confident/hopeful about my work • I am more confident working with men and boys • I am more confident working with mixed gender groups • I am more confident reaching out to diverse groups <p>The feedback from the information sessions indicated a breaking down of myths and hesitations about involving men in this work.</p>
	3. Number of offered and potential resources and assets available in the region	The Assets Map and description is attached in the Needs and Assets report.
<p>Project participants will have gained/strengthened skills to identify and respond to issues relating to violence against women and girls in their community.</p>	1. A specific model or models will have been created.	The Four Question model that we developed helped to translate complex engagement issues into readily graspable plain language: The following questions all need to be answered (and in the order presented) before men and boys are ready to engage: “What are the issues?” (Sensitization); “Why should I care?” (Motivation); “What can I do?” (Action/Mobilization); and “Who will help?” (Partnerships/Mentoring). The training model selected appropriate exercises from the Man to Man toolkit to address these questions, and participants were led through the process steps, taking the role of teen participants. We had found that often (prior to training), people had tried to immediately engage men at step 3 (What can I do? / Action) and this failed as the men did not yet understand the issues or why they were relevant to them. (See last page of Youth Engagement Model.pdf for info.)
	2. Activities will be piloted to ensure workability.	The model was piloted in three high schools, a church youth group and an elementary school to assess reaction of youth. Also piloted in an adult men’s group .Results were encouraging. Participants were engaged and spoke of “aha” moments of insight.

		<i>Other relevant information</i>	Having almost 50 local people trained at the train-the-trainer workshop enabled a pool of resource people to be drawn from the appropriate community when doing further trainings. For example, the two-day RCMP training was co-led by three RCMP and three project staff. Having facilitators who were very knowledgeable about the culture of the organization we were training enabled us to customize the workshops to their needs. A workshop with teens from Youth Truth Matters group was co-led by a YTM staff member and project staff.			
<p>Medium-term Results:</p> <p>Men and boys will actively engage and take on leadership roles to address these pressing issues in their communities.</p> <p>Partners and CH will have increased capacity to deliver gender-aware program and increased ability to engage men</p>	1. Workshops and training held in targeted areas.	<i>Engaging Men and Boys Workshop – Valley Suicide Prevention Conference</i>	Berwick	September 29, 2014	22	
		<i>Gather the Men (one-day retreat)</i>	Chester	July 19, 2014	8	
		<i>Gather the Men (one-day retreat)</i>	Chester	May 23, 2015	15	
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Acadia First Nation Women’s Association	Yarmouth	March 24, 2015	12			

			Acadia Student Union Executive	Wolfville	October 17, 2013	2
			Amherst Interagency for Family Violence Prevention	Amherst	February 12, 2015	100
			Annapolis Valley First Nation Women's Association	Cambridge	March 13, 2015	10
			Atlantic Friends Gathering – Quakers	Merigomish	May 17, 2014	20
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			Second Story Women's Centre	Lunenburg	August 27, 2013	12
			S.O.A.R. peer counsellor's meeting	Coldbrook	March 25, 2015	6
			Transition House Association of Nova Scotia (THANS)	Halifax	September 25, 2013	12
			Webinar to Trauma Informed Practice in Nova Scotia	Department of Health & Wellness	March 29, 2014	80
		Other relevant information				
4	<p>Medium-term Results:</p> <p>Community members will have increased their awareness of issues relating to gender-based violence.</p>	<p>Based on the web survey conducted at the end of the project:</p> <p>The impacts of the training provided, as identified by web respondents (3/39, 7.7%) include integrating workshop content in their own practice, expressing willingness and motivation to change or take some action, and increased awareness of gender and family violence, specifically that is not only a women's issue.</p> <p>When asked what they are doing differently after having participated in the workshops/training, web survey respondents identified a change in their language and communication to being more inclusive (3/39, 7.7%); increased awareness of gender-based violence (3/39, 7.7%); working with or planning to work with youth (3/39, 7.7%); and initiating conversations about gender-based violence (2/39, 5.1%).</p> <p>A majority of workshop/training participants (26/39, 66.7%) agreed or completely agreed that they have more sensitivity about the importance of engaging men and boys in ending violence against women and girls as a result of the workshops/trainings; a few respondents (5/39, 12.8%) disagreed or completely disagreed.</p> <p>A majority (29/39, 74.4%) also agreed or completely agreed that they have more awareness about the importance of engaging men and boys in ending violence against women and girls.</p> <p>Again, a few respondents (5/39, 12.8%) disagreed or completely disagreed.</p>				

			<p>Workshop/training participants (28/39, 71.8%) agreed or completely agreed that they have more motivation for engaging men and boys in ending violence against women and girls as a result of the workshops/trainings. Approximately half of the respondents (20/39, 51.3%) identified they are taking more action to engage men and boys in ending violence against women and girls; a quarter of respondents (10/39, 25.6%) neither agreed nor disagreed that they were doing this; and a few (4/39, 10.3%) disagreed or completely disagreed.</p> <p>Some workshop/training participants (5/39, 12.8%) reported that the training/workshops had been a valuable experience, that the project team was a great source of knowledge, that the training would have value for sport coaches, and that the program was a timely and powerful tool for addressing violence against women and girls.</p>
5	<p><u>Long-term Result (after project's end):</u></p> <p>Community stakeholders will have taken specific actions to address issues relating to gender-based violence.</p> <p>Sustainable capacity to engage and facilitate men, boys and mixed-gender groups in ending gender-based violence.</p>	1. Males and females in the community taking an active role in working to end violence against women and girls	The large number of people who we have trained, and the amount of focused information propagated into the community, have led to other organizations delivering events to their target populations on these issues. For example, Tri-County Women's Centre, Second Story Women's Centre, RCMP, and several school teachers have taken the resources and training into their work with youth.
		2. Males showing a significant shift in attitude towards women and violence.	It is difficult to measure cultural shift, but in the dialogues stemming from the workshops with teens and youth leaders, there appeared to be a beginning of grasping of new language and appreciation of the issues. For example, one young man complained that we were ignoring the fact that women had power over men by using their "sexual power" to manipulate men. We questioned whether that was a result of excessive power, or that because of their societal status, many women felt that the only shred of power available to them was by using their sexuality, and in fact that was a depiction of powerlessness. There was a big "aha" moment for the young man. Another wondered how we could ever convince men to give up their power. We pointed out that males were conditioned to live within the "man box" that described acceptable behaviour and feelings. They were trashed if they stepped outside, and given "perks" if they stayed inside. When we compared that to rats in a maze being given kibble for good behaviour, and asked them if the traditional male role actually gave them the power of choice in their lives, there was another "aha" moment. These are two isolated incidents, but they show the power of deconstructing social assumptions in changing attitudes and encouraging men and boys to rethink their role in ending violence.
		3. Diverse community organizations confronting violence against women and girls.	Organizations impacted include church youth groups, parents, schools, women's centres and transition houses, local not-for-profits, RCMP and local police (e.g School Safety Officers, Community Policing Officers). See Outside the Box - Final version.pdf
<p>Have you achieved unplanned results? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, please describe.</p>			<p><i>Only check "Yes" if the project has achieved results that are not included in the expected results above. If yes, describe how the result was obtained and why it is considered unexpected.</i></p>

SECTION F - ADDITIONAL INFORMATION FOR FINAL REPORT ONLY

1. Have you carried-out a formal evaluation of the project?

Yes No

If yes, what were the major conclusions/highlights of the evaluation? Please attach an electronic copy of the evaluation.

- Project partners with solid reputations and relationships in the community and with each other, good organizational skills, and recognized expertise in the work enhance the credibility of the project.
- Expertise in the field, an academic background, solid facilitation skills, experience working with community groups, and an understanding of feminism are valuable assets for a Project Coordinator doing this work. Being a man also enhances the Project Coordinator's credibility to have these discussions with other men.
- Without sufficient resources for project staff and administrative support that take into account the size and scope of the area where the work is taking place, the potential benefit of the project will be limited.
- Adaptability of the project approach, particularly adapting to a capacity building approach enhance the impacts of the project.
- Engaging multiple partners in addressing the issue can lead to follow-up or spin-off initiatives.
- This kind of project can increase people's awareness and understanding of the role of men and boys in ending violence against women and girls (and of engaging them in the issue), as well as of actions they can take.
- This kind of project can address the needs of women by raising the issue and by taking action, particularly with men as key partners.
- This kind of project can address the needs of men by providing training and tools to initiate dialogue and action, as well as providing a safe space to reflect and discuss issues.
- Effective communication and relationship building are important for any future work; having the appropriate tools and skills to understand the role and impact of men and boys in ending violence against women and girls are also important.
- Project stakeholders can apply their learnings about engaging men and boys in addressing violence against women and girls in their paid work, their personal lives, and their volunteer work.
- Partnerships with organizations are important to the completion of a project's work and its success. Because partnership development is complicated and requires time and planning to build relationships, it needs to be carried out in a strategic way, with resources allocated to support it early in a project. Identifying this as a role of the staff person or key leader(s) is important.
- Understanding organizational structures and available resources of project partners, and having the ability to be adaptable (within the goals of a project) and make changes to an implementation plan or model are important for future work.
- The use of evidence, combined with strong communication and a focus on building and maintaining relationships enhance the work of this type of project.
- Adequate time is required for key partners to absorb and digest research information to best inform planning processes.
- Engaging partners in the research and planning conversations about the project could be beneficial for developing a longer term shared understanding of the work among partners.
- Concrete supports, such as resource tool kits, websites and social media, are valuable tools for engaging partners in addressing violence against women and girls.
- Workshop/training participants can apply their learnings in their daily lives, as well as in their volunteer and paid work.
- This type of education and training can increase sensitivity about and awareness of the importance of engaging men and boys in ending violence against women and girls, and to increase their motivation to being engaged.
- Using a capacity building approach (e.g., building the skills and knowledge of youth leaders who

can continue to build the capacity of youth) can enhance both the efficiency and the sustainability of the work.

- Providing resources, such as a toolkit and accessible, adaptable training, provides participants with concrete supports for moving the work forward on their own.

2. If you employed a particular model/approach in the implementation of your project, describe how the model you used was a good fit or not for your targeted population group/community?

The approach was adapted several times during the project, in response to feedback from the community. This flexibility to adapt to needs of the target audience was identified as a strength, as was the adaptability of the toolkit used (*Man to Man*), which was therefore better able to meet the needs of target groups. One respondent suggested that the toolkit itself and the way in which it was used were critical assets of the approach which evolved through engaging men.

When asked whether the project had been implemented as planned, respondents noted that significant adaptations were made to the initial way in which the project was envisioned; the work needed to shift in response to feedback from the communities.

One respondent noted that a major change in project implementation evolved around the approach to youth; access to youth in schools proved to be difficult, so the focus shifted to providing workshops and training to those who work with youth, thus doing capacity building with these organizations to provide sustainable change rather than working directly with the youth themselves.

Respondents noted that there have been numerous workshops held with various groups and communities. The fact that “spin off” projects developed out of this work, whereby several groups requested training and workshops supported through outside funding, is a sign that people found the work meaningful and important.

When asked in what ways engaging with the *Engaging Men & Boys* project has impacted their own organizations, most project partners (6/8, 75.0%) identified that it had increased their knowledge of the subject; a few said it led them to take action in engaging men and boys in ending violence against women and girls (2/8, 25.0%); and individual partners (1/8, 12.5%) identified that it brought this subject to their organization for the first time, deepened their understanding the challenges and enabling factors in the region, and affirmed the value of video improv as a “...*culture shifting and community building process.*”

When project partners were asked how they would apply learnings from the project their ongoing work in their organizations, almost all (7/8, 87.5%) said that they would use it in their paid work place. An equal number of project partners (7/8, 87.5%) said they would use the information in their personal lives with family and friends. Many (6/8, 75.0%) also said they would use the information in their volunteer work.

3. Describe lessons learned that may be useful to similar future projects (e.g. program management, implementation, models, results, strategies). What, if anything, would be done differently?

Covering a six county catchment area was very challenging. Our attempt to deliver services to as many communities as possible may have diluted our efforts. In future we may need to assess where best to concentrate our efforts to have the most effect. The broad geographic area made it impractical to have an advisory committee that could meet with us. Instead we consulted as needed with resource people in the area.

The level of readiness in this area was such that while people recognized the issue and wanted to do something about it, they had little or no background or models from which to make recommendations to us as to how to proceed. This made it difficult to have the project be community-led, and so the project staff needed to provide initiative and leadership in defining and implementing an engagement model. One clear direction we received is that whatever model we chose, it needed to impact youth.

More extensive preparation and training is required in order to improve the effectiveness of facilitator training. “*A learning is that we can’t teach this in two days. What [time] is required to deliver the training is not something people are willing to do. We have to find a balance between what is needed, and what is possible.*” (Evaluation participant)

An opportunity to have engaged community partners in research and planning could have been helpful for developing a shared understanding of the project sooner, and could have helped with a shared understanding of project accountability to the community.

Most project partners who responded to the web survey (6/8, 75.0%) identified at least one challenge with the education and training component of the project. The challenges included the timing of the sessions

(winter), available time, commitment to participate, sharing the message and ensuring implementation of what has been learned, and ensuring men who can make a difference are in the room.

Respondents noted the fact that changing thinking patterns requires time, and it is a challenge to motivate people to engage with the in-depth work required to make a paradigm shift. This work is not something that happens quickly, and it requires dedication in terms of time and emotional energy on the part of the participants. They noted that it would be *“important to have ongoing men’s groups that can engage these issues over time and support each other in transformational change.”*

Evaluation respondents noted that funding parameters created significant additional administrative work, stating that it would have been helpful to have more flexibility in the budget in order for the project to adapt to community needs without cumbersome processes. They also noted that rural projects are unique and require some additional flexibility due to the issues and additional costs faced in rural situations (e.g., accessibility, weather, transportation). It was also noted that having more than one half-time staff person for such a project would have been helpful. A three-year time line instead of two would have given greater opportunity to engage schools and municipal recreation departments, both of which often require long time lines to approve new curriculum or activities.

4. For each partnership describe the nature and extent of collaboration that were developed during this initiative.

- **What effects did the partnerships have on the delivery of the project?**

- Acadia University
Met with Acadia Student Union president and equity officer to discuss engaging men on campus. Gained good insight into the challenges of the student population on these issues, but we were unable to motivate them to find time to deliver programme to student leaders.
- Annapolis Valley Health District
Staff were involved with the initial focus groups and needs assessment process. Provided some insight into Gender Based Analysis.
- Be the Peace
Extensive consultation and collaboration on gender-aware facilitation. Partnered with two men’s retreats and two sessions on “Into the Heart of Gender”.
- Christ Church Shelburne
Attended Man to Man and Facilitation trainings.
- Creative Action
Co-led four “Video Improv to End Gender Violence” leadership training. Great insight into using media that motivated youth participation.
- Juniper House
Our major partner. Provided staff for facilitation of workshops and project oversight.
- Mermaid Theatre of Nova Scotia
Consultation re engaging boys in developing a play on gender violence. Mixed-gender student cast wrote and acted in a play.
- Nova Scotia Community College - Kingstec and Burrige campuses.
Provided free meeting space and promotion for two major training sessions.
- R.C.M.P. – Annapolis, Digby and Kings Detachments
Several took our train-the-trainer. Got funding from federal Dept. of Justice to contract with Chrysalis House to deliver Man to Man training to 35 RCMP members and related justice employees. Members are delivering workshops in schools.
- Schools Plus Annapolis
Provided access to Champlain Elementary School Grade 5 class to deliver media workshop.
- Schools Plus Conseil scolaire acadien provincial – Clare
Provided outreach and promotion of the work to CSAP staff and teachers. Recruited attendance at the bilingual training held in Yarmouth. Gave insight into the unique challenges of the Acadian community dealing with domestic violence.
- Survivors of Abuse Recovering (S.O.A.R.)
Acquired funding for and co-led the Gender-Aware / Gender Facilitative Facilitation training.

- Tri-County Restorative Justice
Attended Man to Man Training
- Tri-County Women's Centre
Assisted with initial needs assessment. Extensive support through providing staff to co-facilitate workshops, promote Man to Man events.
- Valley Community Learning Association
Provided advice on appropriate literacy level for promotional documents.
- Valley Youth Project
Provided insights into a broader-based understanding of gender for the workshops, particularly for Into the Heart of Gender.
- White Ribbon
Coordinated communication between the nine funded projects. Provided webinars to enhance knowledge and capacity of projects. Delivered two training workshops in our area to partners and Man to Man participants.

- **Is there potential for future collaborative work on these issues?**

Creative Action, Juniper House, RCMP, S.O.A.R., Schools Plus, and TCWC have expressed interest in continuing to partner as way opens. The RCMP will be applying for follow-up funding for Chrysalis to deliver advanced training in Man to Man in 2016.

- **Describe the extent to which partners have been impacted or advanced the issue within their respective organizations.**

Juniper House and Chrysalis House are both incorporating aspects of the Man to Man toolkit in their outreach programs.

While Acadia University was unable to find time to work with us during the project, they were following our work and would like to implement aspects of it as opportunity arises.

RCMP are delivering the workshops in schools and community groups in various locations across the province

Tri-County Women's Centre will use Man to Man and the video improve approach in engaging youth.

Describe any follow-up work that another group plans to undertake (as a result of the project).

Creative Action has been approached to deliver the video workshop to a First Nations community, and the community is pursuing funding to make that happen.

RCMP are actively seeking funding for more training.

Amherst Interagency Group is very interested in getting training, and may seek it directly from the Fredericton Sexual Assault Crisis Centre (developers of Man to Man).

Gather the Men men's group is expanding and looking to engage a broader age range of men in exploring strategies to end gender violence.

A First Nations community is applying for a grant to engage Creative Action to train youth leaders and youth on reserve to use the video improv model to address issues of violence and youth disengagement on the reserve.

5. Below is the original description for your project.

We would begin by forming an Advisory Committee as well as identifying members of a working group to oversee the day to day activities of the project. The Advisory Committee would potentially include members from; Chrysalis House, Juniper House, Annapolis Valley Regional School Board Schools Plus, Tri-County Regional School Board Schools Plus, Conseil Scolaire Acadien Provincial Schools Plus, youth health centre, youth drop-in centre, youth employment centre, service clubs such as Rotary or Knights of Columbus who currently focus on youth in our area, RCMP/Police, community youth. Through the needs assessment and implementation phases of the project we

Update/rewrite your project description so that it reflects activities completed and results achieved. Use the revised project description to highlight the 2-3 major achievements of your project.

Chrysalis House would hire and supervise a project coordinator. The hiring process will include the engagement of project partner Juniper House. The person hired would conduct a needs assessment in our community to identify what the successes and gaps are in the current engagement of men and boys to end violence against women and girls on both a community and institutional level. This would be rooted in a gender based analysis of the needs of women and girls, as well as men

would foster partnerships with individual boys and girls, men and women to ensure the relevance of our direction and outcomes.

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All of the information would be combined to choose an engagement model suited to our community to address the engagement of men and boys in our community to end violence against women and girls. The project coordinator would develop an evaluation framework based on the needs assessment results and the chosen engagement model. The engagement model will be developed and/or adapted to address strengths and gaps in our community as identified through the needs assessment. Any model chosen or adaptation undertaken would ensure activities and materials are inclusive and reflective of the participants respecting their diversity, background and experiences.

Once the needs assessment and community/literature/media scan are completed (month 12) we would move into the delivery and implementation phase of the project. During months 13-24, volunteers would be trained in a model developed to suit our community. Men and boys, women and girls would be trained as volunteer facilitators and would use this model to reach high school and university students and share information about violence against women and how men and boys can work with women and girls to address this issue in their community. It would also be during this phase that we would pilot the partnership between Chrysalis House and male volunteers within our shelter and children's outreach program. The training and partnerships will be developed and implemented in a way that will educate and empower boys and girls, men and women to take action in their own lives to reduce and eliminate violence against women and girls. All information will be developed and communicated from gender based analysis that makes clear the need for a gendered approach to the issue. This may include but is not limited to; the use of statistics that are presented in an accessible format; support in the use of language that indicates a gender analysis; use of already existing programs and partnerships that use a gender based approach, such as the Nova Scotia launch of the "Neighbours, Friends and Families" program (launched in partnership between Nova Scotia Department of Justice and the Transition House Association on Nova Scotia on Oct. 15, 2012. Chrysalis House is a test site for the new toll free help line associated with this program).

Evaluation would be ongoing through the delivery and implementation phase of the project. A formal evaluation process will be used that engages an external evaluator.

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All information will be developed and communicated from gender based analysis that makes clear the need for a gendered approach to the issue. This may include but is not limited to; the use of statistics that are presented in an accessible format; support in the use of language that indicates a gender analysis; use of already existing programs and partnerships that use a gender based approach, such as the Nova Scotia launch of the "Neighbours, Friends and Families" program (launched in partnership between Nova Scotia Department of Justice and the Transition House Association on Nova Scotia on Oct. 15, 2012. Chrysalis House is a test site for the new toll free help line associated with this program).

Coordination of a two-year project over a six county catchment area will require extensive use of innovative on-line communications and planning tools. These will also serve to archive the discussions the steering committee engages in as the project evolves.

Capacity building for local organizations will include facilitation training specific to strategies for working effectively with male and mixed gender groups on gender violence issues.

	<p>We will look to develop workshops and activities that engage youth in visual media projects. It is important to deliver program in media that youth are already using to communicate. We will have a strong presence on social media and the web.</p> <p>We anticipate staff and volunteers from several organizations being trained to train others in their organization in these methods and materials, so that the continuity of service is assured, despite the inevitability of staff changeover.</p> <p>Rather than Chrysalis House and Juniper House being the sole providers of such services, our vision is to have the engaging men perspective permeated through our communities and impacting community work widely on many levels. We want to give this knowledge to the community, not "own" it.</p> <p>Evaluation would be ongoing through the delivery and implementation phase of the project. A formal evaluation process will be used that engages an external evaluator. One of our indicators of success will be if other organizations continue the work after the funding is over.</p>
<p>6. Any additional comments:</p> <p>A student paper written for a course the coordinator was teaching at Mount Saint Vincent University provides a good overview of the engaging men and boys issues, and was made available, with her permission, on the project web site. (See the attached file: Mens-Growing-Role-in-Ending-Violence-against-Women.pdf)</p>	