



**LESSONS LEARNED FROM PROJECTS FUNDED THROUGH
THE FAMILY VIOLENCE INITIATIVE
1998/99 to 2002/03**

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**Evaluation Division
Policy Integration and Coordination Section**

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EXECUTIVE SUMMARY

1. Background and Study Objective

In 1988, the Department of Justice Canada (DOJ) joined efforts with other federal government departments to establish the interdepartmental Family Violence Initiative (FVI), an ongoing federal initiative to reduce the occurrence of family violence in Canada. Between 1998/99 and 2002/03, the DOJ component of the FVI funded approximately 70 projects that addressed a range of family violence issues from a variety of perspectives. The majority of these projects involved either:

- creating tools, models and strategies;
- developing and implementing workshops and training;
- developing or revising public information and educational materials; or
- conducting research on specific aspects of family violence.

When Project Sponsors report at the end of project funding, it is often too early to obtain a full sense of the project's impact, which may not be observable until some time after DOJ FVI project funding has ended. This study was designed to take a retrospective look at a selection of projects that received DOJ FVI funding to determine whether the project had continued in any way — and if so, the nature of further impacts or results. It was also designed to gather any lessons learned from the ground that could facilitate improvements for policy development and program design.

2. Methods

Twenty (20) project files were selected and reviewed from a pool of projects that reflected the types of projects that had been funded through the DOJ FVI during the study period. This pool was selected from a representative sample of DOJ FVI General and Public Legal Education and Information (PLEI) projects with final reports or evaluations on file (by project/territory, target

group and by type of abuse) that had been identified in an earlier phase of this review. Together, these projects obtained \$397,108 in DOJ FVI funding. We were able to secure the participation of sixteen (16) of these Project Sponsors within the study period. Projects included two (2) organizational *service* initiatives, six (6) projects linked or part of broader *community* or *regional* initiatives; three (3) national level projects (conferences, and two national initiatives with regional and community-level links); four (4) public legal education projects (including one Internet-based initiative) and one (1) community-level research project. Interviews were conducted with fourteen (14) representatives of the organizations that had sponsored the projects and eleven (11) interviews were conducted with partners who actively participated in 7 (seven) of the projects. The study also involved a review of DOJ FVI project file information, as well as a review of organizational Web sites (available in thirteen (13) of the sixteen (16) projects funded, to determine if there was any further information about the project (and/or its impacts) on those sites.

3. Key Findings

3.1. Co-funders

In eight (8) of the sixteen (16) cases, we were able to identify other funding that was contributed to the specific project, representing an estimated total of \$577,300 in co-funding resources, bringing the total value of these eight projects to \$974,408. The percentage of DOJ FVI funding in relation to the total value of these eight projects varied from a low of 7.5 percent to a high of 68 percent of the project budget. Projects obtained most of their financial support from other federal and provincial/territorial sources, and to a lesser extent from philanthropic organizations and the private sector.

3.2. In-kind support

All of the projects appear to have obtained in-kind support from the Project Sponsor, and/or other community agencies or organizations. Although it was not possible to quantify information about the specific level or amount of in-kind support, key informants indicated that the most common types of in-kind resources provided were human resources and physical space. All key informants expressed the view that the project would not have been successfully implemented without the in-kind investments.

3.3. Partners

Thirteen (13) of the sixteen (16) projects in this study employed an active partnership approach to project implementation. The most common way to involve partners was to strike an advisory committee or group. In most cases, the primary function of these committees was to provide advice on project implementation and review project products and/or services. Others used a more consultative partnership approach, involving various stakeholders and experts in the review of project materials as opposed to striking an actual advisory group. In other cases, there was overlap between advisory and consultative mechanisms. In the case of projects that involved broader community-based initiatives a more co-ordinated and often collaborative partnership approach was used, which reflects the broader and longer-term mandate of these initiatives.

The benefits of partnerships included: enrichment, by providing access to a varied source of ideas, expertise, skills and support; credibility and “buy-in”; a way to ensure that the project was focussed and relevant to needs; and, a way to vet the products and services. Project Partners also benefited from working with each other. For example, meetings provided opportunities for agencies to share information and learn from each other. Working on a tangible project also helped to strengthen a common base for collective action.

The main challenges associated with using a partnership approach relate to structure and process, including creating a shared understanding of the commitment and tasks associated with being a partner, communication and coordination, and managing expectations.

4. Project Results

All of the projects yielded tangible products and/or services, in accordance with the expectations that had been established at the outset. This included interactive education; awareness and training and public legal information tools (in written and interactive formats); a community protocol; therapeutic intervention tools; and research and knowledge products.

5. Project Status at Time of Review

Ten (10) of the sixteen (16) projects reviewed remain active in some way at the time of the review. All PLEI products, with one exception, continue to be available, in demand, and distributed; a video on youth in care networks continues to be an effective promotional and motivational tool; two educational curricula are being used as the basis of expanded community-

based training initiatives and a part of a third product has been adapted and integrated into another educational curriculum. One therapeutic intervention project has been able to continue, although there is ongoing uncertainty about its funding. Six (6) of the sixteen (16) projects are, for the most part, inactive, including a research project and a national conference, an activist theatre production, and two therapeutic intervention projects.

6. Knowledge Transfer/Dissemination

In all of the projects, Project Sponsors promoted and/or shared information about the project with other stakeholders at various levels (community and/or provincial/territorial and/or national). Some products continue to be available (including via the Web).

7. Contributions to Practice

The most common contribution that projects made to practice is related to increasing the level of awareness and knowledge of family violence across a range of target audiences, including (among others) educators, service providers and other practitioners and (primarily in the case of PLEI projects) the general public. A related contribution of DOJ FVI project funding is that it helped Project Sponsors to innovate and test new ways and approaches to building awareness and educating. This has included, for example, the use of interactive learning tools, multi-media, theatre, and on-line learning.

Most projects also made a direct contribution to increasing knowledge of family violence related legislation, as well as the role of the criminal justice system. Training initiatives in particular have addressed this at a practitioner level, and a variety of new and updated public legal education tools have also helped to ensure that the public has access to up-to-date information as well.

Finally, DOJ FVI projects contributed to the development of organizational and community capacity to respond to family violence by investing in organizational and community human capital, and by supporting education and training to increase practitioner knowledge and skills to prevent and respond to family violence. DOJ FVI also invested in social capital, by supporting the development of partnerships and networks that strengthen collective action. Finally, DOJ FVI projects also increased the availability of state-of-the-art tools and resources – products that continue to have relevancy and are being used for various purposes.

8. Lessons Learned: Implications for DOJ FVI Policy and Program Development

Overall, all of the projects reviewed were successful in meeting their specific project objectives, and two thirds are still active in some way. Their collective experiences lead to a number of observations and lessons learned, in terms of the conditions that can contribute to successful implementation and results. These conditions for success can be grouped around a number of broad themes:

The Importance of Adequate Infrastructure: Most of the Project Sponsors were relatively well-established organizations with some type of organizational infrastructure in place that provided significant in-kind support. Some Project Sponsors were also able to co-ordinate with, or draw on, other organizations and individuals in the wider community for support, which was particularly helpful when Project Sponsors were just getting underway. One suggestion for ensuring that there is sufficient infrastructure for projects to be successful is to use assessment tools to map capacities available within the organization, as well as to identify what can be developed and/or acquired, through links with other individuals and organizations.

Leadership, Commitment and Connection: All of the Project Sponsors and their partners articulated and demonstrated leadership and a strong commitment to addressing family violence issues and to ensuring that their work connected to the needs, problems and solutions of a specific population or situation. Being open, taking the time to understand the contextual and cultural dimensions of the work (and adapting approaches and methods to fit the situation) is also linked to successful implementation.

Partnerships: The majority of the Project Sponsors had working relationships with other key stakeholders and were able to build and expand on those relationships in the course of planning and implementing their projects. Working together with others — whether in a formal partnership, through an advisory group, or a consultative process — brought several key, tangible benefits to the projects. Some suggestions for ensuring that working together happens smoothly and efficiently can be drawn from the Project Sponsors' experiences, including: the importance of being strategic in determining what type of partnership approach makes most sense for the project; who the best partners are, how they should be involved and how formalized the partnership should be; clarifying the goals and ensuring that processes put in place work together efficiently; ensuring that partners understand their roles and responsibilities; remembering that partnerships will continue to evolve and change over the course of the project; and ensuring that there is sufficient capacity to co-ordinate and communicate with partners.

Having a strategy in place to address problems and issues that might arise is important, as is revisiting the terms of the partnership from time to time.

Project Funding as a Tool: Overall, project funding is a valuable tool, however it is important to recognize its limitations. Project funding helped organizations to undertake activities that they would not have been able to do otherwise; allowed for innovation; enabled the creation of specific tools, and advanced and reinvigorated existing initiatives. At a broader level, the results of DOJ FVI project funding continue to accrue and continue to contribute to capacity. Yet at the same time, project funding being time limited, is problematic when Project Sponsors have a wider or more long-term vision that they wish to implement. Often other sources of funding to continue or advance implementation cannot be secured.

On the administrative side, project funding also posed some difficulties. In some cases, Project Sponsors received approval for their projects late in fiscal year and had to scramble in order to complete their projects in a timely way. The lesson learned here is that there has to be a realistic time frame for planning and implementation, particularly when there are other partners or stakeholders involved.

Project Sponsors felt that having more than one funder enabled their projects to have a broader scope than they could have otherwise. At the same time, however, having multiple sources of funding also placed a considerable administrative burden on Project Sponsors. It would be helpful if funders could better co-ordinate and harmonize their project management and reporting requirements.

Importance of In-kind Support: Project Sponsors clearly indicated that their projects would not have been successful without in-kind support. It is important to recognize that in-kind support includes the “opportunity-cost” that partners absorb when they voluntarily participate in projects.

Project Sustainability: An important lesson learned is that Project Sponsors may continue to innovate and be active in some form after project funding is ended. Whether a project continued once funding had ended depended on various factors, including whether the results of the project were positive, whether there is an ongoing need or more to be gained from continuing, and whether resources to continue could be identified.

The current project-oriented funding environment has been difficult for some Project Sponsors whose projects yielded successful results, and who believe in their products or services, yet have

been unsuccessful in their efforts to access appropriate resources to sustain or advance their work.

8.1. DOJ FVI Policy and Program Implications

Overall, this study found that DOJ FVI funding has had a positive influence in addressing family violence at national and community levels. Given the scope of the problem of family violence, it is important that work on the criminal justice dimensions of this issue continue. Some suggestions for consideration are provided below:

- The project's link to improving the responsiveness of the criminal justice system and to DOJ/FVI priorities should be clearly articulated in funding decisions for both stand-alone and co-funded projects.
- Project Sponsors should clarify the role of partners within the project and confirm the nature of that role once the project has ended. For future studies, it would be helpful if partners were made aware that they may be contacted in the future for research and evaluation purposes.
- Ways to better harmonize and coordinate the administration of co-funded projects should be explored with the DOJ/FVI co-funders, to lessen the administrative burden on Project Sponsors. Ways to coordinate and plan projects with longer-term funding implications should also be explored.
- The DOJ FVI should clarify the evaluation expectations and reporting requirements with Project Sponsors, to ensure that the Project Sponsors have adequate capacity, and have taken steps to evaluate their efforts (including securing the appropriate expertise and resources) at the outset of the project.
- DOJ FVI could consider playing a more proactive role in profiling the funded projects, and in disseminating project results to ensure knowledge transfer. A more proactive role would help to ensure that policy makers and program developers, organizations and communities could connect with others and learn from their experiences. This could occur in a variety of ways, for example by posting and promoting project results or descriptions on the DOJ FVI Web site, and by assisting Project Sponsors in making their project information and results available to others (e.g. through their organizational Web sites, through newsletters,

presentations, publications). It would also be beneficial if the DOJ FVI would host workshops or forums to bring together Project Sponsors working on similar themes or issues so that they could share project experiences, insights, results and lessons learned with others working at the community level, as well as with policy makers and program developers. Such workshops would facilitate knowledge transfer and would also enable the DOJ FVI to obtain feedback on the results of its activities, as well as advice on future directions.

1. BACKGROUND

In 1988, the Department of Justice (DOJ) joined efforts with other federal government departments to establish the interdepartmental Family Violence Initiative (FVI), an ongoing federal initiative to reduce the occurrence of family violence in Canada. Over time, a wide range of policies, strategies and actions to respond to family violence has developed, involving a range of sectors and players. It is widely accepted across Canada that an effective response to family violence requires the ongoing commitment and collaboration of many players. Consequently, the Department of Justice Canada and its partners, including non-governmental organizations, provincial and territorial governments and the private sector, work together to ensure that the criminal justice system continues to respond more effectively in protecting victims and holding abusers accountable.

The Department of Justice Canada's FVI efforts are concentrated in four areas: policy, research, project funding, and public legal education and information (PLEI). DOJ FVI activities seek to contribute to the improved responsiveness of the criminal justice system.

FVI project funding is currently administered through the Department of Justice Canada's Justice Partnership and Innovation Fund (JPIF)¹. This Fund is one tool that is used to support grants and contributions aimed at:

- increasing the capacity of departmental partners to develop innovative solutions to emerging justice related issues;
- developing a more informed and engaged public and legal community with regard to law and the legal system; and
- contributing to policy development in the department, as it serves a changing and diverse society.

¹ Formerly known as the Grants and Contributions Fund.

With respect to FVI project funding, the purpose is to improve the responsiveness of the criminal justice system to family violence. Between 1998/99 and 2002/03, DOJ FVI resources were available for projects designed to increase the capacity of stakeholders and communities to respond to family violence issues, as well as for projects that would lead to a public and legal community that was better informed about and more responsive to family violence issues. In particular, funding was available for projects that would:

- assess the response of the criminal justice system and professionals to family violence;
- contribute to the development of new strategies, models, services and program delivery;
- support child victims/witnesses of family violence in the criminal justice process;
- develop resource tools for hard to reach communities; and
- support development of information and program services related to elder abuse.

JPIF FVI resources were also available to support the development of public legal education and information (PLEI) efforts related to family violence, with a specific focus on hard to reach communities. PLEI funding was available for projects to:

- revise, reprint and disseminate existing PLEI materials;
- assess PLEI activities in the area of family violence, update and translate family violence PLEI material into additional languages; and
- develop information materials for the Department of Justice Canada's family violence Web site <http://canada.justice.gc.ca/en/ps/fm/index.html>

2. PROJECTS FUNDED

Between 1998/99 and 2002/03, the Department of Justice FVI funded approximately 70 projects that addressed a range of family violence issues from a variety of perspectives. The majority of these projects involved either:

- creating tools, models and strategies;
- developing and implementing workshops and training;
- developing or revising public information and educational materials; or
- conducting research on specific aspects of family violence.

3. STUDY OBJECTIVE: A RETROSPECTIVE ANALYSIS

When Project Sponsors report at the end of project funding, it is often too early to obtain a full sense of the project's impact, which may not be observable until some time after DOJ FVI project funding has ended. This study was designed to take a retrospective look at a selection of projects that received DOJ FVI funding to determine whether the project had continued in any way — and if so, the nature of further impacts or results. It was also designed to gather any lessons learned from the ground that could facilitate improvements for policy development and program design. It focussed on the following areas:

- Project Results: Looking back, what were the main results of the projects?
- Project Status: Are projects still active, and if so, how have they evolved? If not, why not?
- Project Partners: Who were the project's key partners? How did they participate? What types of partnerships were created? How did they function? Are they still active?
- Knowledge Transfer/Dissemination: Were results shared? If so, how?
- Contribution to Practice: What contributions have projects made to effective practice?
- Lessons Learned: What worked well, not so well? Overall, what are the lessons that can be learned?

4. METHODS

4.1. Definitions

For the purposes of this study, a *project* is defined as a discrete undertaking, with specific objective, activities, outputs, and a clear beginning and end. Projects are assigned a specific file number within the Project Control System (PCS).² In some cases, projects are linked to, and/or take place within, a broader set of *actions* or *initiatives* that may involve some interrelated activities and/or other projects.

4.2. Project Selection – A Sample of Twenty

Twenty (20) project files were selected and reviewed from a pool of projects that reflected the types of projects that had been funded through the FVI during the study period. This pool was selected from a representative sample of FVI General and PLEI projects with final reports or evaluations on file (by project/territory, target group and by type of abuse) that had been identified in the first phase of this review of DOJ FVI Project Funding.³ Of these, seventeen (17) projects were identified for follow-up, based on an in-depth review of the project file and subject to being able to make contact with the Project Sponsor. We were able to secure participation (interview or email correspondence) with sixteen (16) of these projects within the study period.

² Note: PCS has since been replaced with the Grants and Contributions Information Management System (GCIMS).

³ See Appendix A: File Review of the Department of Justice Canada Family Violence Initiative Project Funding, 1997/98-2002/03.

The following table provides an overview of the selected project files reviewed.

Overview of Selected Projects			
Topic⁴	Location	Project sponsor and title	Fiscal Year
Children: Conflict Resolution	Kingston/Eastern Ontario	Kingston Learning Centre: A School-based Anti-violence Program (A.S.A.P.)	2001/02
Children: Sexual Abuse	Vancouver, British Columbia	Vancouver School Board: Let's Talk About Touching	2000/01
Children: Sexual Abuse	Whitehorse and other communities in Yukon	Yukon Justice: Keeping Kids Safe : A Victim-Centered Approach for Managing Child Sexual Offenders	1997/98
Children: Emotional Abuse	Winnipeg, Manitoba	Family Centre of Winnipeg: Giving Children Hope	1998/99 1999/2000
Youth: High Risk	National	National Youth In Care Network: Network Buffet Manual and Video	1998/99
Youth: Dating Violence	Vancouver, British Columbia	Law Courts Education Society of B.C.: Educating on Family Violence — Web site	2001/02
Youth: Prostitution	Toronto, Ontario	Ontario Anglican Houses Street Outreach Services/ LOFT Community Services: Street Exit Program	1996/97 1997/98
Youth: Sexual Abuse	Montreal, Quebec	Théâtre Parminou: Sur le dos de l'amour	1997/98 1998/99
Women and Children: Battering	National	Canadian Red Cross: Walking the Prevention Circle	2000/01
Women: Abuse	Toronto, Ontario	Victim Services of Peel: Why do female victims of domestic abuse recant?	2001/02
Women and Children: Battering	Stuart Lake, British Columbia	Stuart Lake Community Services Society: Community Safety Strategy Protocol	2002/03
Women: Battering	Manitoba	Community Legal Education Association (Manitoba) Inc.: Women in Abusive Relationships	1999/2000
Women: Battering	Saskatoon, Saskatchewan	Public Legal Education Association of Saskatchewan: Family Violence Information Brochure Project	2001/02
Men: Men Who Batter	Grey Bruce County, Ontario	Grey Bruce Court Coordination Committee: Men's Track of the First Charge Intervention Process	1999/2000
Elder: Abuse	Toronto, Ontario	Community Legal Education Ontario: Elder Abuse: The Hidden Crime	1999/2000
Elder: Abuse	National	University of Toronto: Second National Conference on Elder Abuse	1999/2000

⁴ The topics are coded according to category descriptions in the Department of Justice Canada's PCS.

4.3. Project Scope

The projects reviewed in this study also varied by scope.

- Two (2) were linked to related organizational *service* initiatives.
- Six (6) were part of, or linked to broader *community* or *regional* initiatives.
- Three (3) were national level projects (conferences, and two national initiatives with regional and community-level links).
- Four (4) were public legal education projects (including one Internet-based initiative).
- One (1) was a research project conducted at the community-level.

4.4. Key Informant Interviews — Project Sponsors

Fourteen (14) representatives of the organizations that had sponsored the projects were able to participate in interviews during the study period. In eight (8) of the cases, we were able to speak to the actual person who had been responsible for and/or involved in the project at the time or a delegate. In seven (7) cases, we spoke with the current organizational head, who was able to draw upon the organization's corporate memory. In two cases, the organizational head at the time of the project was no longer with the organization. In one of these two cases, we were referred to the Project Partners. In the other case, the Project Sponsor was not able to provide a contact from within the organization and we obtained some information through our initial contact, but had to rely primarily on project file information.

4.5. Key Informants — Partners

We also asked Project Sponsors to identify Project Partners (defined as organizations that actively participated in some aspect(s) of the planning and/or implementation of the project and distinct from Project Funders, who may have provided financial resources for the project, but did not play an active role in the project). Thirteen (13) of the sixteen (16) projects identified partners. Where possible, we sought to contact the primary partners to gather their insights on the project results and impacts. This proved challenging, particularly in projects that had taken place several years ago. We were able to contact and interview eleven (11) primary partners who actively participated in 7 (seven) of the projects. In 2 (two) cases, Projects Sponsors felt that too much time had lapsed from when the project took place to interview the partners. In the remaining four cases, the partnership role had been limited to the review of products.

4.6. Project Description Information — Files, Reports and Other Sources

We reviewed the project information contained in the DOJ FVI file⁵ and verified the project description insofar as the interviewee could recall (or could determine if they had access to the project file⁶). In some cases, this information had been archived within the organization, and it was thus not possible for organizations to fully confirm the details.

We also reviewed organizational Web sites (available in thirteen (13) of the sixteen (16) cases) to determine if there was any further information about the project (and/or its impacts) on those sites.

4.7. Project Funding Sources

We also identified the key funders involved in each project. This information was derived from the project file, and where possible, confirmed with Project Sponsors. It was particularly challenging for interviewees to specifically confirm the details of funding arrangements when the DOJ FVI project was part of a larger project or phased initiative with various parts funded by various funders. Thus, we caution that funding information provided in this report are best estimates.

4.8. Limitations

The purpose of this study was to obtain information on project results beyond the date when funding ended. In all of these cases, we were able to successfully track the status of the project and also to obtain some level of information on further results achieved. In most cases, there was some corporate memory or individual capacity to recall what had happened during the project and since it was completed. It was, however, more difficult to track partners (unless their involvement had been very substantive, or was continuing to present day). We are, nonetheless, confident that the information provided in this report provides a reasonably complete and accurate picture.

⁵ This included project proposals, PCS reports, final reports, products and evaluations where available.

⁶ In some cases, the information had been archived, or was not readily accessible during the interview.

5. PROJECT RESOURCES

5.1. Overview of Project Funding

According to our project file review, the DOJ FVI provided a total of \$397,108 in project funding for the sixteen (16) projects examined in this study.⁷ In thirteen (13) of these cases, project funding was provided during one fiscal year. In three cases, the project funding was provided over two fiscal years.

Approximately 57 percent of the total funding amount of \$397,108 was provided to twelve (12) projects in the under \$25,000 funding category. In two of these cases, project funding was provided over two fiscal years. The lowest funding amount in the under \$25,000 category was \$5,499. The highest funding amount in the under \$25,000 category was \$23,637.

Approximately 43 percent of the total funding amount of \$397,108 was for project funding over \$25,000 (\$35,000; \$36,926; \$45,000 and \$108,479). In the case of the highest funding amount, the project funding was provided over two years.

At least half of the projects also received funding from other sources. Typically, project co-funders were public, non-profit and private sector entities that provided financial support for the project but did not play an active role in the project implementation, although they may be categorized as partners in PCS.

In eight (8) of the sixteen (16) cases, we were able to identify other funding that was contributed to the specific project, representing an estimated total of \$577,300 in co-funding resources, bringing the total value of these eight projects to \$974,408. Approximately 57 percent of this funding (\$331,300) was provided to seven of the projects. The remaining 43 percent (\$246,000) was provided for a national conference. The percentage of DOJ FVI funding in relation to the

⁷ Note that some Project Sponsors have applied for, and in some cases received funding in subsequent years for next steps.

total value of these eight projects varied from a low of 7.5 percent to a high of 68 percent of the project budget.

Projects obtained most of their financial support from other federal and provincial/territorial sources, and to a lesser extent from philanthropic organizations and the private sector. At the federal level, sources identified included: the Correctional Service of Canada, Department of Canadian Heritage, Health Canada, Industry Canada, National Crime Prevention Centre,⁸ the Royal Canadian Mounted Police, Social Sciences and Humanities Research Council, and Status of Women Canada. At the provincial/territorial level, various ministries (including community services, health, social services, justice, and solicitor general) were identified. Charitable/philanthropic foundations also contributed resources. Examples of foundations contributing to family violence projects include: Vancouver Police Union Charitable Foundation, United Way, Winnipeg Foundation, Sill Foundation, J.W. McConnell Family Foundation, Laidlaw Foundation, Atkinson Foundation, Anglican Houses, Minerva Foundation, Ontario Trillium Foundation. Some projects also received support from the private sector or local businesses.

In five (5) of the remaining eight cases, DOJ FVI was the only project funder. In three (3) cases, it appears that there were other funders for other aspects of the project, but it was not possible to clarify funding amounts provided.

5.2. In-kind Support

All of the projects appear to have obtained in-kind support from the Project Sponsor, and/or other community agencies or organizations. Although it was not possible to quantify information about the specific level or amount of in-kind support, key informants indicated that the most common types of in-kind resources provided were human resources and physical space. This included staff time that was “freed up” which allowed organizations to participate in, or contribute to project activities (such as the provision of clerical and administration assistance). In some cases, in-kind support came from individual volunteers. In-kind support was also provided in the form of physical space for conducting meetings. While it was difficult for key informants to provide much further detail on the nature and level of in-kind support that was received, all

⁸ The National Crime Prevention Centre was within the Department of Justice Canada until March 31, 2004, when it was relocated to Public Safety and Emergency Preparedness Canada.

expressed the view that the project would not have been successfully implemented without the in-kind investments.

6. PROJECT PARTNERS

6.1. How Project Partners are Defined

The definition of partner, which emerged in our key informant interviews, was organizations that actively participated in some aspect(s) of the planning and implementation of the project. We have attempted to distinguish partners from co-funders (who, as noted above typically did not play an active role in the project implementation, although they may be categorized as partners in PCS).

6.2. Partnership Approach

Thirteen (13) of the sixteen (16) projects in this study employed an active partnership approach to project implementation. The most common way to involve partners was to strike an advisory committee or group. Typically, membership was drawn from a cadre of relevant stakeholders and experts. Committees or groups operated with varying degrees of formality. Some committees were comprised of organizational leaders; others were comprised of individuals from the working level. In most cases, the primary function of these committees was to provide advice on project implementation and review project products and/or services.

Other Project Sponsors used a more consultative partnership approach, involving various stakeholders and experts in the review of project materials as opposed to striking an actual advisory group. In other cases, there was overlap between advisory and consultative mechanisms.

In the case of projects that involved broader community-based initiatives a more co-ordinated and often collaborative partnership approach was used. In some cases, a working committee or community group was already in place for the larger initiative. This more in-depth partnership approach reflects the broader and longer-term mandate of these initiatives.

It should be noted that in three cases, there were no active partnerships directly associated with the project. In two of these, however, partnerships were nonetheless part of the organization's underlying philosophy and approach and projects informally benefited from these links. In the third case, the project was undertaken as a stand-alone activity and no specific partners were identified in the development of the resource.

The main benefit of using a partnership approach was that it enriched the project in some way by providing it with access to a varied source of ideas, expertise, skills and support. The partnership approach employed helped to create credibility and "buy-in" for the project at the community level, ensured that the project was focussed and relevant to needs, and, also provided a way to vet the products and services. Project Partners also benefited from working with each other. For example, meetings provided opportunities for agencies to share information and learn from each other. Working on a tangible project also helped to strengthen a common base for collective action.

The main challenges associated with using a partnership approach relate to structure and process. At the outset, it is important to ensure that partners have a shared understanding of the commitment and tasks associated with being a partner. This can be accomplished, for example, by preparing terms of reference. To ensure that no misunderstandings arise over the course of the project, it is important to find the best process for communicating with and co-ordinating partners. Communication and co-ordination with partners can be particularly challenging when everyone already has a full plate of activities. Having adequate resources for communication and co-ordination is key. In some cases, timing was also an issue, in that it was difficult at times to bring all partners together in a timely way to meet project deadlines.

The following table describes the partnership approaches used in each project, and the current status of each partnership. It should be stressed that all of the organizations support a partnership approach and it can be assumed that partnerships could be reactivated at the project level as appropriate.

Project Partnerships			
Project title	Partnerships? Y=✓ N=×	Partnership description	Current partnership status
A School-based Anti-violence Program	×	Stand-alone	Not applicable.
Let's Talk About Touching	✓	Advisory/ Consultative	Active. Advisory group replaced by a smaller, interagency steering committee for subsequent training implementation.
Keeping Kids Safe	✓	Advisory/ Consultative	We were not able to determine the status of the initial committee.
Giving Children Hope	✓	Advisory/ Consultative	Active.
Network Buffet Manual and Video	✓	Consultative Youth in Care Networks	Active.
Educating on Family Violence — Web site	✓	Consultative	Inactive.
Street Exit Program	×	Informal links with other SOS programs and services.	Inactive.
Sur le dos de l'amour	×	In-house	Inactive.
Walking the Prevention Circle	✓	Advisory	Active. National advisory committee and community partnerships.
Why Do Female Victims Recant?	✓	Advisory	Inactive.
Community Safety Strategy Protocol	✓	Advisory	Active.
Women in Abusive Relationships	✓	Advisory/ Consultative	Inactive.
Family Violence Information Brochure Project	✓	Consultative	Inactive.
Men's Track of the First Charge Intervention Process	✓	Collaborative	Active.
Elder Abuse: The Hidden Crime	✓	Consultative	Inactive.
Second National Conference on Elder Abuse	✓	Advisory	Inactive.

7. PROJECT RESULTS

All of the projects yielded tangible products and/or services, in accordance with the expectations that had been established at the outset. The following table provides an overview of the products and/or services provided at project completion. This included interactive education; awareness and training and public legal information tools (in written and interactive formats); a community protocol; therapeutic intervention tools; and research and knowledge products. The impacts are discussed in the following sections, in terms of the current project status, knowledge transfer/dissemination and contributions to practice.

Project Results	
Project sponsor and title	Results at project completion
Kingston Learning Centre: A School-based Anti-violence Program (A.S.A.P.)	<ul style="list-style-type: none"> • Training curriculum • Six, three-day workshops • 102 educational assistants trained and certified
Vancouver School Board: Let's Talk About Touching	<ul style="list-style-type: none"> • Second edition of curriculum developed and published • Steps to pilot test initiated
Yukon Justice: Keeping Kids Safe	<ul style="list-style-type: none"> • Consultations in, and development of profiles of 12 communities • Results linked to Master Plan
Family Centre of Winnipeg: Giving Children Hope	<ul style="list-style-type: none"> • Intervention/treatment program adapted and implemented with 24 families • Formative evaluation report identified significant positive outcomes
National Youth In Care Network: Network Buffet Manual and Video	<ul style="list-style-type: none"> • <i>Coast 2 Coast: A Nation of Youth United and The Network Connection — A Network Development Manual produced</i>
Law Courts Education Society of B.C.: Educating on Family Violence — Web site	<ul style="list-style-type: none"> • Web site developed and launched
Ontario Anglican Houses Street Outreach Services/LOFT Community Services: Street Exit Program	<ul style="list-style-type: none"> • Caseload of 26 clients at program completion • Follow up with 19 clients identified positive outcomes

Project Results	
Project sponsor and title	Results at project completion
Théâtre Parminou: Sur le dos de l'amour	<ul style="list-style-type: none"> • Script for play completed • Performances initiated
Canadian Red Cross: Walking the Prevention Circle	<ul style="list-style-type: none"> • Second edition of curriculum developed and published • 14 Aboriginal prevention educators from five provinces and one territory trained
Victim Services of Peel: Why do female victims of domestic abuse recant?	<ul style="list-style-type: none"> • Research report produced, identifying issues and factors related to why women recant
Stuart Lake Community Services Society: Community Safety Strategy Protocol	<ul style="list-style-type: none"> • Protocol drafted • Refinements and training initiated
Community Legal Education Association (Manitoba) Inc.: Women in Abusive Relationships	<ul style="list-style-type: none"> • Revised handbook, <i>Women in Abusive Relationships: A Guide the Law</i>, and pamphlet produced, <i>Court Orders for your Protection</i> • 9,000 copies of handbook produced (8,000 English and 1,000 French) and 11,000 copies of pamphlet (10,000 English and 1,000 French)
Public Legal Education Association of Saskatchewan: Family Violence Information Brochure Project	<ul style="list-style-type: none"> • 22,000 resources produced and distributed to over 30 agencies and service providers
Grey Bruce Court Coordination Committee: Men's Track of the First Charge Intervention Process	<ul style="list-style-type: none"> • Men Mentoring Men program component developed • Program component piloted
Community Legal Education Ontario: Elder Abuse: The Hidden Crime	<ul style="list-style-type: none"> • Seventh edition of <i>Elder Abuse: The Hidden Crime</i> published • 20,000 of the English version, and 3,000 of the French version published
University of Toronto: Second National Conference on Elder Abuse	<ul style="list-style-type: none"> • Conference held. Conference feedback positive. • National action plan drafted.

8. PROJECT STATUS

8.1. Project Status — Active

Ten (10) of the sixteen (16) projects reviewed remain active in some way:

- All PLEI products, with the exception of one innovatively packaged information resource that was fully distributed, continue to be available, in demand, and distributed (in print and/or in electronic format via the Web).
- A video on youth in care and a manual on youth in care networks continue to be distributed. The video has proven to be a particularly effective educational/awareness and motivational tool with a range of audiences.
- Two of three educational/curricula produced continue to be used as the basis for expanded, community-based training initiatives. Part of the third product has been adapted and integrated into another educational curriculum.
- One of the three therapeutic intervention projects has been able to continue, although there is ongoing uncertainty about its funding.

8.2. Project Status — Inactive

Six (6) of the sixteen (16) projects are, for the most part, inactive:

- The one research project included in this study was completed and results shared (primarily at the community level).
- A national conference took place; however substantive follow up on the national action plan has been limited.
- An activist theatre production has been archived.
- Two of the three therapeutic intervention projects that were funded have not continued (an inability to secure appropriate ongoing resources was a factor).

A summary of the project status as of winter/spring 2004 is presented in the following table.

Project Status as of Winter/Spring 2004		
Project sponsor and title	Still active in some way? Y = ✓ N = ✕	How?
Kingston Learning Centre: A School-based Anti-violence Program (A.S.A.P.)	✓	<ul style="list-style-type: none"> • Unable to secure funding to expand full delivery beyond project • Parts of the training curriculum integrated into the Centre's Educational Assistant Curriculum
Vancouver School Board: Let's Talk About Touching	✓	<ul style="list-style-type: none"> • Curriculum and training was piloted and tested • Early Childhood Educators of British Columbia is expanding training
Yukon Justice: Keeping Kids Safe	✓	<ul style="list-style-type: none"> • Some aspects/learning integrated into territorial activity
Family Centre of Winnipeg: Giving Children Hope	✓	<ul style="list-style-type: none"> • Intervention and research has continued, but ongoing funding is uncertain
National Youth In Care Network: Network Buffet Manual and Video	✓	<ul style="list-style-type: none"> • Video still used in presentations to create awareness and encourage network building
Law Courts Education Society of B.C.: Educating on Family Violence — Web site	✓	<ul style="list-style-type: none"> • Web site up and running and accessible to public users
Ontario Anglican Houses Street Outreach Services (SOS)/LOFT Community Services: Street Exit Program	✕	<ul style="list-style-type: none"> • Unable to secure funding to continue the SOS program
Théâtre Parminou: Sur le dos de l'amour	✕	<ul style="list-style-type: none"> • Production not currently in company's active repertoire
Canadian Red Cross: Walking the Prevention Circle	✓	<ul style="list-style-type: none"> • Ongoing national initiative. • Implementation of training and mentorship program expanded and is particularly active in Nunavut, New Brunswick, northern Manitoba and Yukon
Victim Services of Peel: Why do female victims of domestic abuse recant?	✕	<ul style="list-style-type: none"> • Research project was completed
Stuart Lake Community Services Society: Community Safety Strategy Protocol	✓	<ul style="list-style-type: none"> • Ongoing community initiative. • Protocol finalized, volunteers trained.

Project Status as of Winter/Spring 2004		
Project sponsor and title	Still active in some way? Y = ✓ N = ✕	How?
Community Legal Education Association (Manitoba) Inc. Women in Abusive Relationships	✓	<ul style="list-style-type: none"> Resources produced, printed and are still being disseminated
Public Legal Education Association of Saskatchewan: Family Violence Information Brochure Project	✕	<ul style="list-style-type: none"> Resources produced have been distributed. Project is no longer active.
Grey Bruce Court Coordination Committee: Men's Track of the First Charge Intervention Process	✕	<ul style="list-style-type: none"> Ongoing community initiative, but Men Mentoring Men program component has not secured funding, although graduates may participate in groups and do public speaking
Community Legal Education Ontario: Elder Abuse: The Hidden Crime	✓	<ul style="list-style-type: none"> Resources produced, reprinted and still being disseminated
University of Toronto: Second National Conference on Elder Abuse	✕	<ul style="list-style-type: none"> Conference was held

9. KNOWLEDGE TRANSFER/DISSEMINATION

In all of the projects, Project Sponsors promoted and/or shared information about the project with other stakeholders at various levels (community and/or provincial/territorial and/or national). Project Sponsors promoted and shared information about their projects primarily through committee work and/or presentations to the broader community (and in some cases, through the Project Sponsor Web sites). Project sponsors packaged and disseminated knowledge in different ways depending, in large part, on the nature of the project and its intended audience(s). Most of the education/awareness oriented projects produced knowledge in the form of interactive educational curricula, manuals, handbooks, as well as in video (one case) and Web site format (one case). The research/evaluation, consultation and conference-oriented projects produced reports. All of the projects undertook some type of dissemination of their products (either as a requirement of their funding agreement, or through subsequent steps).

The following table provides an overview of how project knowledge was shared, and the extent to which information is currently available. Quantifiable information on the scope of dissemination is limited.⁹

It should be noted that in some cases, there are restrictions on the dissemination of project information/knowledge. This includes projects where confidentiality is of concern (e.g. the community protocol), and educational training and therapeutic intervention projects, where professional qualification or completion of an authorized training program may be a prerequisite to obtaining the training materials.

⁹ Quantifiable information on Project-level knowledge transfer/dissemination was not available in most cases, PLEI information products excepted (see Appendix A for further detail on dissemination figures).

Project Knowledge and Information-Sharing Overview				
Project sponsor and title	Was knowledge shared?	How/with whom?	Is information still available?	How/to whom?
Kingston Learning Centre: A School-based Anti-violence Program (A.S.A.P.)	✓	Workshops at six sites in Ontario	✓	Some information has been incorporated into another KLC curriculum for educational assistants. Curriculum materials available to training participants.
Vancouver School Board: Let's Talk About Touching	✓	Curriculum and training was piloted and tested Early Childhood Educators of British Columbia is expanding training	✓	ECEBC is expanding training delivery. Curriculum materials available to training participants
Yukon Justice: Keeping Kids Safe	✓	Community profiles prepared but dissemination details not known	Not available.	
Family Centre of Winnipeg: Giving Children Hope	✓	Report Presentations to service providers/community	✓	Further research/evaluation is forthcoming.
National Youth In Care Network: Network Buffet Manual and Video	✓	NYIC Networks and on request	✓	Video used in presentations to create awareness and encourage network-building Video and manual available from NYICN.
Law Courts Education Society of British Columbia: Educating on Family Violence — Web site	✓	Web site up and running and accessible to public users	✓	Web site. Web site also promoted during court information/education sessions for students.
Ontario Anglican Houses Street Outreach Services/LOFT Community Services: Street Exit Program	✓	Participation in conference on sexual exploitation of children/youth	Not available	
Théâtre Parminou: Sur le dos de l'amour	✓	35 performances to 8,935 spectators in Quebec	Archived	Production would need to be updated to today's current realities if it were to be reintroduced.

Project Knowledge and Information-Sharing Overview				
Project sponsor and title	Was knowledge shared?	How/with whom?	Is information still available?	How/to whom?
Canadian Red Cross: Walking the Prevention Circle	✓	Ongoing national initiative	✓	Implementation of training and mentorship program expanded and is particularly active in Nunavut, New Brunswick, northern Manitoba and Yukon
Victim Services of Peel: Why do female victims of domestic abuse recant?	✓	Research project completed and shared with local community agencies	✓	Available on VSP Web site
Stuart Lake Community Services Society: Community Safety Strategy Protocol	✓	Protocol finalized, volunteers trained, ongoing community initiative	✓	For confidentiality/privacy reasons, available to local community agencies only.
Community Legal Education Association (Manitoba) Inc. Women in Abusive Relationships	✓	Resources produced, printed and are still being disseminated	✓	Hard copy Web site.
Public Legal Education Association of Saskatchewan: Family Violence Information Brochure Project	✓	All of resources produced have been distributed and the project is no longer active; promotion low key due to personal safety concerns	Not available	No plans to reproduce the resource at present.
Grey Bruce Court Coordination Committee: Men's Track of the First Charge Intervention Process	✓	Promoted primarily at community level.	✓	Program materials not available. Some project "graduates" do public speaking.
Community Legal Education Ontario: Elder Abuse: the Hidden Crime	✓	Resources produced, reprinted and is still being disseminated	✓	Hard copy Web site
University of Toronto: Second National Conference on Elder Abuse	✓	Conference proceedings shared with participants	✓	Limited availability from Project Sponsor

10. CONTRIBUTIONS TO PRACTICE

We reviewed the ways in which DOJ FVI funded projects had contributed to effective practice¹⁰, and in particular, to three targeted dimensions of the DOJ FVI — awareness/knowledge of family violence, knowledge about legislation and the criminal justice response to family violence, and capacity to respond to family violence issues.

10.1. Family Violence Awareness/Education

The most common contribution that projects made to practice was related to increasing the level of awareness and knowledge of family violence across a range of target audiences. This has included (among others) educators, service providers, other practitioners, and (primarily in the case of PLEI projects) the general public. A focus on practitioners is seen to be an appropriate target in all cases.

A related contribution of DOJ FVI project funding is that it helped Project Sponsors to innovate and test new ways and approaches to building awareness and educating practitioners and the public about various dimensions of family violence. This has included, for example, the use of interactive learning tools, multi-media, theatre, and on-line learning.

10.2. Increasing Knowledge of Family Violence Legislation and Criminal Justice System Response

Most projects also made a direct contribution to increasing knowledge of family violence related legislation, as well as the role of the criminal justice system. Training initiatives in particular have addressed this at a practitioner level, and a variety of new and updated public legal education tools have also helped to ensure that the public has access to up-to-date information as

¹⁰ Such as education, treatment, community capacity-building/development.

well. Many of these materials are now available on Web sites, and in the future it is hoped that this will contribute to accessibility.

10.3. Capacity Building

The DOJ FVI projects have contributed to the development of organizational and community capacity to respond to family violence, in various ways. Many of the DOJ FVI projects invested in developing the human capital available to organizations and their communities, by supporting education and training to increase practitioner knowledge and skills to prevent and respond to family violence. DOJ FVI also invested in social capital, by supporting the development of partnerships and networks that strengthen collective action. This occurred within community projects, and also with national level projects. Finally, DOJ FVI projects also increased the availability of state-of-the art tools and resources. The majority of these products and tools continue to have relevancy and are being used for various purposes.

The following table summarizes the primary contributions to practice.

Project Primary Contributions to Practice			
Project title	Awareness of family violence issues/impacts	Knowledge about legislation/criminal justice system response	Contribution to capacity to prevent/respond to family violence
A School-based Anti-violence Program	✓	✓	<ul style="list-style-type: none"> • Human capital • Training tool
Let’s Talk About Touching	✓	✓	<ul style="list-style-type: none"> • Human capital • Training tool
Keeping Kids Safe	✓	✓	<ul style="list-style-type: none"> • Social capital (network) • Planning tool
Giving Children Hope	✓		<ul style="list-style-type: none"> • Human capital • Knowledge • Intervention tool
Network Buffet Manual and Video	✓		<ul style="list-style-type: none"> • Knowledge • Training tool • Human capital • Social capital
Educating on Family Violence — Web site	✓	✓	<ul style="list-style-type: none"> • Knowledge • Educational tool
Street Exit Program	✓	✓	<ul style="list-style-type: none"> • Human capital • Intervention tool

Project Primary Contributions to Practice			
Project title	Awareness of family violence issues/impacts	Knowledge about legislation/criminal justice system response	Contribution to capacity to prevent/respond to family violence
Sur le dos de l'amour	✓		<ul style="list-style-type: none"> • Educational tool
Walking the Prevention Circle	✓	✓	<ul style="list-style-type: none"> • Knowledge • Training tool • Community tool • Human capital • Social capital
Why Do Female Victims Recant?		✓	<ul style="list-style-type: none"> • Knowledge
Community Safety Strategy Protocol	✓	✓	<ul style="list-style-type: none"> • Knowledge • Practice tool • Human capital • Social capital
Women in Abusive Relationships	✓	✓	<ul style="list-style-type: none"> • Knowledge • Information tool
Family Violence Information Brochure Project	✓	✓	<ul style="list-style-type: none"> • Knowledge • Information tool
Men Mentoring Men	✓	✓	<ul style="list-style-type: none"> • Knowledge • Intervention tool
Elder Abuse: A Hidden Crime	✓	✓	<ul style="list-style-type: none"> • Knowledge • Information tool
Elder Abuse Conference	✓	✓	<ul style="list-style-type: none"> • Knowledge • Social capital

11. LESSONS LEARNED: IMPLICATIONS FOR DOJ FVI POLICY AND PROGRAM DEVELOPMENT

This study examined sixteen (16) projects that addressed various aspects of family violence issues from a variety of perspectives, levels and approaches. Overall, all of the projects in this sample were successful in meeting their specific project objectives, and two thirds are still active in some way. Their collective experiences lead to a number of observations and lessons learned, in terms of the conditions that can contribute to successful implementation and results. These conditions for success can be grouped around a number of broad themes.

11.1. Adequate Infrastructure

The first theme relates to the importance of adequate infrastructure. Most of the Project Sponsors were relatively well-established organizations with some type of organizational infrastructure in place that provided significant in-kind support, which contributed to the project's successful implementation. Some Project Sponsors were also able to co-ordinate with, or draw on, other organizations and individuals in the wider community for support, which was particularly helpful when Project Sponsors were just getting underway. One suggestion for ensuring that there is sufficient infrastructure for projects to be successful include the use of assessment tools to map capacities available within the organization, as well as to identify what can be developed and/or acquired, through links with other individuals and organizations.

11.2. Leadership, Commitment and Connection

The second theme relates to leadership, commitment and connections. All of the Project Sponsors and their partners articulated and demonstrated leadership and a strong commitment to addressing family violence issues and to ensuring that their work connected to the needs, problems and solutions of a specific population or situation. Being open, taking the time to understand the contextual and cultural dimensions of the work (and adapting approaches and methods to fit the situation) is also linked to successful implementation.

11.3. Partnerships

The third theme relates to partnerships. The majority of the Project Sponsors had working relationships with other key stakeholders. They were able to build and expand on those relationships in the course of planning and implementing their projects. Working together with others — whether in a formal partnership, through an advisory group, or a consultative process — brought several key, tangible benefits to the projects. The most commonly cited benefit of working together was that it enabled Project Sponsors to access a wider range of knowledge and expertise than they would have been able to if they had proceeded on their own. Working together also helped Project Sponsors to obtain support and buy-in for the work they were doing. Working together can also help to build a supportive and safe environment for working on family violence issues. This is particularly important for community-level interventions and training initiatives, as such initiatives can open up a range of personal issues for those participating in the training. Links to support services in these situations are critical.

The specific ways in which Project Sponsors worked with other stakeholders varied considerably, and for the most part was matched to the requirements of the project. A consultative approach to working together was particularly helpful in relatively straightforward tasks, such as having external experts review PLEI products. Projects that were more developmental in nature, or had the potential to have a wider impact on other stakeholders and the community at large, typically employed more co-ordinated or collaborative approaches. This included establishing advisory groups and steering committees for the project overall. Such types of partnerships had the added benefits of providing a forum for communication and dialogue. At the same time, they frequently required more significant levels of investment of time, energy and resources to manage and co-ordinate than the Project Sponsor envisioned. They also required a significant investment of time, energy and resources on the part of the participating partners in order to be successful. Some suggestions for ensuring that working together happens smoothly and efficiently that can be drawn from the Project Sponsors' experiences include:

- Be strategic — think about what type of partnership approach makes most sense for the type of project that is being undertaken.
- Carefully consider who the best partners are — and how they should be involved. Consider how formalized the partnership should be.
- Ensure that the goals in working together are clear to all parties involved, and that the processes put in place work together efficiently.

- Ensure that partners understand their roles and responsibilities with respect to the project, including the investment of time and resources that might be required of them. Respect for timelines by all parties is also important.
- Remember that partnerships will continue to evolve and change over the course of the project.
- Consider the type of capacity that your organization will need to co-ordinate and communicate with Project Partners. Ensure that there is sufficient time and resources for co-ordination and communication.
- Have a strategy in place to address problems and issues that might arise, and revisit the terms of the partnership from time to time.

11.4. Project Funding as a Tool

The fourth theme relates to project funding. Overall, project funding is a valuable tool, however it is important to recognize its limitations. In the projects studied, DOJ FVI project funding helped organizations to undertake activities that they would not have been able to do otherwise. It allowed some Project Sponsors to innovate by providing the opportunity to initiate and implement new ideas. Others were able to create very specific educational tools. For others, project funding helped them to advance new, or reinvigorate existing initiatives. At a broader level, the results of DOJ FVI project funding continue to accrue and continue to contribute to capacity, primarily in the areas of the development of knowledge and of human and social capital. Yet at the same time, project funding is time limited. This is problematic when Project Sponsors have a wider or more long-term vision that they wish to implement, and when other sources of funding to continue or advance implementation cannot be secured.

On the administrative side, project funding also posed some difficulties. The first relates to timing. In some cases, Project Sponsors received approval for their projects late in the fiscal year and had to scramble in order to complete their projects in a timely way. The lesson learned here is that there has to be a realistic time frame for implementation. In particular, it is important to budget enough time for the planning and developmental phases of the project, particularly when there are other partners or stakeholders involved.

Project Sponsors believed that having more than one funder enabled their projects to have a broader scope than they could have otherwise. At the same time, however, having multiple sources of funding also placed a considerable administrative burden on Project Sponsors. It

would be helpful if funders could better co-ordinate and harmonize their project management and reporting requirements.

11.5. Importance of In-kind Support

Access to in-kind support is also key to success. Project Sponsors clearly indicated that their projects would not have been successful without in-kind support. It is important to recognize that in-kind support includes the “opportunity-cost” that partners absorb when they voluntarily participate in projects.

11.6. Project Sustainability

A final theme is related to project sustainability. An important lesson learned is that Project Sponsors may continue to innovate and be active in some form after project funding is ended. At the same time, it should be noted that by definition, project funding is time-limited funding. Whether a project continued once funding had ended depended on various factors, including whether the results of the project were positive, whether there is an ongoing need or more to be gained from continuing, and whether new resources could be identified to continue the project.

The current project-oriented funding environment has been difficult for some Project Sponsors whose projects yielded successful results, and who believe in their products or services, yet have been unsuccessful in their efforts to access appropriate resources to sustain or advance their work.

11.7. DOJ FVI Policy and Program Implications

Overall, this study found that DOJ FVI funding has had a positive influence in addressing family violence at national and community levels. Given the scope of the problem of family violence, it is important that work on the criminal justice dimensions of this issue continue. Some suggestions for consideration are provided below:

- The project’s link to improving the responsiveness of the criminal justice system and to DOJ/FVI priorities should be clearly articulated in funding decisions for both stand-alone and co-funded projects.

- Project Sponsors should clarify the role of partners within the project and confirm the nature of that role once the project has ended. (For future studies, it would be helpful if partners were made aware that they may be contacted in the future for research and evaluation purposes).
- Ways to better harmonize and coordinate the administration of co-funded projects should be explored with the DOJ/FVI co-funders, to lessen the administrative burden on Project Sponsors. Ways to coordinate and plan projects with longer-term funding implications should also be explored.
- The DOJ FVI should clarify the evaluation expectations and reporting requirements with Project Sponsors, to ensure that the Project Sponsors have adequate capacity, and have taken steps to evaluate their efforts (including securing the appropriate expertise and resources) at the outset of the project.
- DOJ FVI could consider playing a more proactive role in profiling the funded projects, and in disseminating project results to ensure knowledge transfer. A more proactive role would help to ensure that policy makers and program developers, organizations and communities could connect with others and learn from their experiences. This could occur in a variety of ways, for example by posting and promoting project results or descriptions on the DOJ FVI Web site, and by assisting Project Sponsors make their project information and results available to others (e.g. through their organizational Web sites, through newsletters, presentations, publications). It would also be beneficial if the DOJ FVI would host workshops or forums to bring together Project Sponsors working on similar themes or issues so that they could share project experiences, insights, results and lessons learned with others working at the community level, as well as with policy makers and program developers. Such workshops would facilitate knowledge transfer and would also enable the DOJ FVI to obtain feedback on the results of its activities, as well as advice on future directions.

APPENDIX A :
File Review
of the
Department of Justice Canada
Family Violence Initiative Project Funding
1997/98-2002/03

Introduction

The Evaluation Division, Department of Justice contracted Côté Consulting & Associates in 2003 to review projects funded under the Family Violence Initiative during the period 1997/98 to 2002/03.

Methods

Sixty project files were found to meet the selection criteria that had been identified by the Selection Committee, that is, they were projects that had been funded within the five year timeframe specified, and completed as of October 31, 2002. The study used both quantitative and qualitative methods. Family Violence General Project and Public Legal Education and Information (PLEI) Project files were reviewed to obtain background information such as funding partners, key stakeholders and beneficiaries, types of contribution, project time-frames, and the amount of dollars provided and other project information gleaned from the files. A representative sample of forty (40) project files was created, and a synthesis of each project was prepared. There were challenges in accurately reconstructing the total number of projects undertaken by each project fund. The Grants and Contributions Audit 2002 identified the shortcomings of the Project Control System (PCS) and steps have been taken to correct the system.

The file review sought to determine:

1. How many projects were funded and/or completed over the past five fiscal years, by each year?
2. What is the range of funding provided, and what percentage of each project was paid by Department of Justice Grants and Contributions Section?
3. What types of projects were funded (e.g. conferences, pilot/innovative projects, workshops, evaluations, etc.)?
4. What were the main family violence subject areas of the projects (e.g. rural communities, ethno cultural communities, elder abuse, child abuse, spousal abuse)?

5. Who were the beneficiaries?
6. What funding partners were involved in the projects?
7. How many projects were completed according to the terms of the agreement? Specifically, if a report or an evaluation was to be produced, was it done?
8. Is the report or evaluation available on the file?
9. Does the report or evaluation contain enough pertinent and useful information to include in a “lessons learned” study (e.g. results, recommendations, follow up activity)?
10. Which of the following links to the Interdepartmental FVI¹¹ was the project meant to contribute to:
 - a) Effective criminal justice interventions in family violence situations.
 - b) Community support for proven family violence prevention, intervention, protection measures.
 - c) Strengthened criminal justice system response to family violence.
11. Which of the following areas identified by Justice Canada, was the project meant to contribute to:
 - a) Promotion of public awareness about family violence and reduction of tolerance for the issue.
 - b) Development and implementation of effective intervention strategies/tools in family violence situations.
 - c) Development and implementation of protection measures for victims/witnesses.
 - d) Promotion of public participation in responding to family violence.
12. How did the project contribute to:
 - a) Raising awareness.
 - b) Imparting new knowledge about legislation or procedures in the criminal justice system.

¹¹ Department of Justice Canada’s Component of the Family Violence Initiative 1997/98 – 2001/02 Evaluation Framework May 2001 Appendix A

Financial Overview

Under the Family Violence Initiative, the Department of Justice is involved in four types of activities: policy, research, project funding and PLEI. In addition, the Evaluation Division of Justice receives funding to conduct on-going evaluation activities. The financial breakdown for each of these areas is as follows:

Financial FVI Breakdown Justice Canada \$ 1.45M	Fiscal Year 1996-97	Fiscal Year 1997-98 and ongoing
FVI Project Funding	\$ 40,000	\$ 413,250
PLEI Project Funding	\$ 50,000	\$ 457,101
Policy Research	\$ 15,000	\$ 169,650
Policy Development	\$ 30,000	\$ 388,000
Program Evaluation	\$ 5,000	\$ 22,000
TOTAL		\$1,450,000

The focus of the file review was on project funding. The breakdown of project dollars during the period under review was distributed in the following manner.

- 26.67% (16 projects) were in amounts under \$10,000.
- 51.67% (31 projects) were in amounts between \$10,001 and \$30,000.
- 11.67% (7 projects) were in amounts between \$30,001 and \$50,000.
- 8.33% (5 projects) were in amounts between \$50,001 and 100,000.
- 1.67% (1 project) in excess of \$1, 000,000.

Overview of Project Funding			
	FVI General	PLEI	Total
Under \$5,000	2	3	5
\$5001 - \$10,000	4	7	11
\$10,001 - \$20,000	9	10	19
\$20,001 - \$30,000	8	4	12
\$30,001 - \$50,000	1	6	7
\$50,001 - \$70,000	3	2	5
\$70,001 - \$90,000	0	0	0
\$1,000,000 +	1	0	1
Total	28	32	60

The following table illustrates the types of projects that were funded

Overview of Project Activity			
Project Activity	FVI General	PLEI	Total
Conferences	6	4	10
Pilot Projects	9	4	13
Research	4	1	5
Training workshops/videos	1	4	5
Web Design	1	2	3
Public Awareness Campaign		1	1
Arts & Film	3		3
Evaluations	3		3
Publications	1	3	4
Brochures		13	13
TOTAL	28	32	60

The following table illustrates the distribution of projects across the country.

Overview of Project Distribution across Canada			
	FV General	PLEI	Total
National	10	9	19
N.W.T.	0	0	0
Yukon	1	0	1
British Columbia	5	8	13
Alberta	1	3	4
Saskatchewan	2	5	7
Manitoba	1	1	2
Ontario	4	1	5
Quebec	3	1	4
New Brunswick	0	1	1
Nova Scotia	0	1	1
Newfoundland	0	1	1
P.E.I.	1	1	2
TOTAL	28	32	60

Administration Of Project Funds

Fifty-eight (58) of the sixty (60) project files reviewed had deliverables, such as publications, films, progress and final reports.

Partnerships

The FVI General Project Fund cost-shared the majority of their projects with partners from governments and the private sector. The departments that provided the most partnership were Solicitor General, Correctional Services, Status of Women, Indian and Northern Affairs, Health Canada, and the Department of Canadian Heritage. It was common for three or more of these agencies to cost share on a specific project. A number of projects were cost-shared with other relevant initiatives of the Department of Justice, such as Victims, National Crime Prevention Strategy and Youth Justice.

Summary of File Review

The actual project files were well documented and the individual project findings were easily accessible.

Under this Phase of the FVI Initiative (1997/98 2002/03), funding was provided for activities such as pilot projects, conferences, comprehensive evaluations, research studies, arts and film, training workshops, website design, and public legal education and information materials. A wide variety of products and knowledge has been generated by the FVI during this period.

All of the projects funded met at least three or four objectives as set out under the FVI Interdepartmental Accountability Framework. Project funding was mainly for developmental purposes. While many of the projects are intended to reduce family violence and have the potential to contribute to these results, their effectiveness is still not known as projects are short term activities, and the Department of Justice Family Violence Initiative funding is not available for more than three years.

Topics covered at the conferences centered on elder abuse, violence against women, protection of human rights, sexual exploitation of children and youth, and children who witness violence in the home. Varied representatives from many fields attended the conferences. The criminal justice system was represented by police, crown attorneys, lawyers, probation officers, judges and

correctional staff. Representatives from provincial/territorial governments, academic institutions, social and welfare services, women's organizations, multicultural groups, and Aboriginal groups were also in attendance.

Projects tested and carried out many innovative activities. Projects focused on protecting the safety of children from sexual predators, working with troubled youth, creating a communication base between sexual assault centres, counselling services for children and their parents, counselling programs for men who batter, providing information for women to use when escaping domestic abuse, and a program which provided women with new identities when they left life threatening situations behind. Educational and prevention programs to protect women, children and youth were also undertaken and in most cases these projects were found to be transferable to other locations in Canada.

Research projects examined the factors that influence recantation in female victims; violence and Aboriginal women; sexual exploitation of children and youth; and available resources for seniors experiencing elder abuse.

Target Groups who received funding include Women's Groups, Provincial Service Agencies, Educational Facilities, Child and Youth Groups, Senior Groups, Ethno Cultural Organizations, and Aboriginal Organizations.

Identified beneficiaries of funded projects were sexually exploited youth, students (school violence) females/domestic violence, children (child abuse) (conflict resolution), Muslim women (gender equality, human rights) and elder abuse.

While an evaluation component was usually written into the proposal, the evaluations undertaken were limited, due to factors such as a lack of evaluation expertise and resources to carry out evaluations, lack of independent evaluations, and a reliance on "soft" methods.

Lessons Learned: Follow Up

Forty (40) projects (with a final report or evaluation on file) were identified for potential further follow-up to determine lessons learned. These projects constituted a representative sample of FVI General and PLEI projects by project/territory, target group and by type of abuse.

APPENDIX B :
Profiles of Selected Projects
1998/99-2002/03

Overview

This Appendix provides a descriptive overview of each project that was reviewed for this study. The projects are presented according to their topic areas, in the following order:

- **Children and Youth:** Eight projects that address topics related to child abuse and to the abuse of youth and related impacts.
- **Women, and Women and Children:** Five projects that address topics related to domestic violence against women, and violence against women and their children.
- **Men:** One project that addresses the treatment of men who batter.
- **Elders:** Two projects that address the topic of elder abuse.

A Note on Information Sources

The information contained in each field is based on the following sources:

- **Project Sponsors:** Project Sponsors are the organizations that received DOJ FVI funding to carry out the Project. In cases where individuals who were responsible for leading the project had left the organization, we spoke with their replacement.
- **Project Description:** The Project Description information is primarily based on information contained in the DOJ Project Control System (PCS), supplemented with information obtained from a review of the Project file and final report and, where possible, confirmed through interviews with the Project Sponsor and Project Partners.
- **Funding:** DOJ FVI funding information is based on information contained in PCS. Information on other funding sources is typically identified at the proposal stage. It is sometimes challenging to determine from the project file (beyond the DOJ FVI funding) the amounts of other funding actually secured by the project. Where possible, we have confirmed the funding information through interviews with Project Sponsors, however it was difficult to recall this information precisely. While we are relatively confident of the accuracy of this information, the figures should be treated as estimates.

- **Project Partners:** We have tried to distinguish Project Funders (above) from Project Partners, which are defined as organizations that actively participated in some aspect(s) of the planning and implementation of the Project. Typically, Project Partners are identified at the proposal stage, however who they are, and the nature of their participation may change once a project is approved and implemented. Where possible we have identified Project Partners and confirmed the nature of their participation through our interviews.
- **Project Results:** This field includes information on the immediate results of the project, as contained in Project final reports (and, where available, evaluations). Where possible, we have clarified and/or confirmed the key results through interviews with Project Sponsors.
- **Project Status:** This field includes an update on what has happened since the Project was brought to a conclusion. It is based on information that was provided through Project Sponsor and Project Partner interviews, in some cases supplemented with further documentation provided by the Project Sponsor or contained on the organization's website.
- **Knowledge Transfer/Dissemination:** This field includes information on whether (and if so how and to whom) the final products of the Project were disseminated. It also notes if the products are currently available (for example, through websites).
- **Contribution to Practice:** This information is based on information provided in the DOJ analysis of Project reports and evaluations, and on information provided by key informants.
- **Lessons Learned:** This information is based on lessons learned information provided in Project reports and evaluations and through key informant interviews.
- **Contact:** Contact information includes the current director of the organization sponsoring the project, and contact information as of April 2004.

A.S.A.P. Project (A School-Based Anti-Violence Program)

Project Sponsor: The Kingston Learning Centre (KLC)

Year: FY 2001/02

DOJ FVI Role: The DOJ FVI supported a pilot project to train and certify Educational Assistants as family violence facilitators in their school communities.

Project Description: The purpose of this project was to train and certify Educational Assistants located in Eastern Ontario as family violence facilitators who could then act as resource persons and provide workshops on family violence prevention in their school communities. KLC conducted a three-day training workshop at each of its six campuses, in Belleville, Brockville, Kingston, Renfrew, Russell and Smith Falls, Ontario.

Funding: The DOJ FVI provided \$23,637. There were no other funders.

Project Partners: There were no formal partners in this initiative, although after starting this initiative, KLC partnered with E.V.A.C. (End Violence Against Children).

Project Results: A total of 102 Education Assistants were trained and certified. The participant workshop evaluations indicated that the workshops were highly successful.

Project Status: KLC was unable to secure funding to expand delivery beyond the pilot project. Since then, it has integrated certain aspects of the workshop curriculum into a unit within its Educational Assistant diploma program. An estimated 300 individuals have been trained in this unit, however they do not receive a specialized certification as family violence facilitators.

Knowledge Transfer/Dissemination: KLC has integrated some of the original workshop materials into its Educational Assistant Curriculum.

Contribution to Practice: This project has made Educational Assistants more aware of family violence issues as they affect children, and better prepared them to deal with family violence related matters, which they may encounter within the school environment. It has informed them about how to access resources in their area.

Lessons Learned: An interactive curriculum is a very appropriate way to impart knowledge and information about family violence. Participants are not immune from family violence in their

own personal lives and a key lesson is the importance of having support available for those participating in the training.

Contact:

Director

Kingston Learning Centre

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Let's Talk About Touching (LTAT): An Inclusive Sexual Abuse Prevention Program for Children Ages 3.5 – 6 Years

Project Sponsor: Vancouver School Board (School District #39)

Year: FY 2000/2001

DOJ FVI Role: The DOJ FVI supported the development of the second edition of “Let’s Talk about Touching” (LTAT), a child sexual abuse prevention educational resource that was initially developed in 1986.

Project Description: The purpose of this project was to revise the “Let’s Talk About Touching” (LTAT) curriculum and related train-the-trainer materials in accordance with the recommendations from a 1992 evaluation of the program. LTAT is a community-based child sexual abuse prevention program that is designed to teach young children (age 3.5 to 6 years) basic safety concepts and skills that can help protect them from sexual abuse. It also educates parents and caregivers to enhance their ability to keep children safe. The development of the second edition of the curriculum was a project within the first phase of a larger initiative to expand delivery of this training throughout British Columbia. The initiative is now in its third phase.

The second edition of the curriculum was published in 2001. It reflects current educational practice and legislation regarding child abuse, and is designed to be more responsive to the need of a diverse population of children and families. The curriculum is designed for use in early childhood education centres and kindergarten classrooms. It is part of a larger LTAT kit, which includes other teaching tools, including a CD. Educators must participate in the LTAT training program before delivering the program.

Funding: The DOJ FVI contributed \$15,000 towards revising and updating the curriculum and train-the-trainer components. Other funders included: the National Crime Prevention Centre (\$50,000 towards research and resource production); the Vancouver School Board (in-kind human resources and administrative support and printing and warehousing of materials); the British Columbia Ministry of Public Safety and Solicitor General (\$13,000, which included resources to produce a CD); the Vancouver Police Union Charitable Foundation (\$5,000); and the Early Childhood Educators of British Columbia (in-kind resources).

Project Partners: A range of organizations worked on this project in an advisory capacity, including: the Child Care Resource and Referral Program; B.C. Association of Child Care

Services; Westcoast Multicultural and Diversity Services; Western Canada Family Child Care Association of B.C; and the Vancouver Police Union Charitable Foundation. In addition, a number of professionals working with children and families in educational and health settings contributed their insights to the project.

Project Results: The LTAT has become revitalized through the production of a comprehensive, up-to-date curriculum and train-the-trainer materials. The LTAT program manual now includes nine lesson plans and a variety of resource materials in English, French, Chinese, Serbo-Croatian, Punjabi, Spanish and Vietnamese that can be photocopied for family members.

Project Status: In Phase II of this initiative, the curriculum and training materials were pilot tested and refined. Phase III, which is currently underway, is focused on training trainers to expand the program to the early childhood education community in other parts of the province. It is being administered by the Early Childhood Educators of British Columbia (ECBC). Recently, within the provincial school districts, a partnership has formed with Options for Sexual Health to have its educators provide classroom support, with training beginning in May 2004. The project advisory group is no longer active, however a smaller interagency steering committee to oversee program implementation has been created and consults with other players as needed.

Knowledge Transfer/Dissemination: The LTAT curriculum is only available to individuals who undertake the training. Information about the LTAT has been published in various early childhood education journals and newsletters and has been presented at education and child abuse prevention conferences.

Contribution to Practice: This project rekindled interest in addressing child sexual abuse prevention by creating a state-of-the-art resource that is inclusive of all children. It helped to strength awareness within the early childhood education field about sexual abuse prevention and its impacts on children's health and to ensure that educators are aware of legislation related to this issue, and have a better sense of community resources to address it.

Lessons Learned: Having a broad, high-profile advisory group was particularly well worth the effort as it enabled the project to consider a variety of perspectives on a topic that has widespread implications. It also provided an opportunity for organizations to become better informed about the issues and to share that information within their own organizations. There are, however, timing and logistics challenges in bringing together such a large group.

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District Learning Services
School District # 39 (Vancouver)
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Coordinator
Early Childhood Educators of British Columbia
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Keeping Kids Safe: A Victim-Centered Approach for Managing Child Sexual Offenders

Project Sponsor: Yukon Justice, Keeping Kids Safe Working Group

Year: FY 1996/97

DOJ FVI Role: The DOJ FVI supported the development of components of the “Keeping Kids Safe” Master Plan for the Yukon.

Project Description: The purpose of this project was to support a community consultation and profile process to assess the specific needs and unique strengths of each Yukon community in relation to the territory’s Keeping Kids Safe Strategy, a multidisciplinary strategy for responding to and preventing child sexual abuse in the Yukon. The Keeping Kids Safe Strategy focused on creating safer environments for children, and included: a plan for a Community Safety Program to encourage communities to incorporate prevention and intervention strategies into educational and recreational programs for children; a Risk Management Teams Program to addresses risk posed by known offenders under justice system authority; and a Family Based Monitoring Program to identify families with children most at risk.

Funding: The DOJ FVI contributed \$6,484 to this project to defray the costs of the consultations associated with the development of community profiles. Other funders contributing to the overall initiative included: Yukon Justice (amount not specified); Correctional Service of Canada (\$20,000); RCMP (\$10,000); and the Keeping Kids Safe Working Group (\$4,500).¹²

Partners: Representatives from the Yukon Territorial Government, Mental Health Services and the Council for Yukon First Nations were represented on the working committee for the initiative, and hence for this Project.

Project Results: Consultations were held with front-line resource providers in the following fourteen communities: Carcross, Carmacks, Dawson, Faro, Haines Junction, Kwanlin Dun, Mayo, Old Crow, Ross River, Pelly Crossing, Ta’an Kwach’an, Teslin, Two Mile and Watson Lake. The project provided community profiles and identified community-level training needs related to each area.

¹² Note: this information is obtained from project files and it was not possible to confirm the figures with Yukon Justice.

Project Status: DOJ FVI funded a specific project within a broader initiative. It appears that the overall initiative was not implemented as originally envisioned, although elements of this strategy are reported to have been integrated into other activities within the territory.

Knowledge Transfer/Dissemination: The project results were designed to inform further development of the Strategy.

Contribution to Practice: This project provided information about community capacity, to feed into the broader initiative.

Lessons Learned: We were unable to interview the original project contact and therefore we did not identify any specific lessons learned.

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Director

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Department of Justice, Yukon Government

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Giving Children Hope

Project Sponsor: The Family Centre of Winnipeg

Year: FY 1998/1999 and 1999/00

DOJ FVI Role: The DOJ FVI supported a pilot project to provide a specialized counselling program to meet the needs of children and parents involved in high conflict divorce situations.

Project Description: The purpose of this project was to determine if a therapeutic intervention for children and parents involved in high conflict divorce situations could reduce the negative impacts of these situations that put children at risk and that result in long-term legal, social and economic burdens on both family members and the community. The program was based on a treatment model developed by Dr. Janet Johnston.¹³ The parents' component of the project was designed to increase parents' understanding of the effects of their disputes on their children and assist them to help their children develop positive emotional attitudes and coping mechanisms.¹⁴ The children's component was designed to help them deal with the issues related to: witnessing – and being caught in the middle of – their parents' conflicts; parent-child conflicts; and dealing with sadness, anxiety, withdrawal, acting-out behaviours and peer disruptions related to the family situation.¹⁵

Funding: The DOJ provided approximately \$20,000 towards this pilot. The United Way of Winnipeg and the Sill Foundation (\$10,000) also contributed to this project. The total cost of the project over two years was estimated at \$100,000.

Project Partners: The Family Service Centre of Winnipeg administered the project, with clinical consultation/advice from the Winnipeg Divorce Service Providers Committee, comprised of individuals from five to six key agencies in the City of Winnipeg that offer family and child-oriented services.

¹³ Judith Wallerstein Centre for the Family in Transition in Corte Madera, California. The adult treatment manual was adapted from, "For the Kids' Sake: A Treatment Program for High Conflict Separated Families" (Family Court Clinic, Clark Institute of Psychiatry), and the children's treatment manual was adapted from "High-Conflict, Violent and Separating Families: A Group Treatment Manual for School Age Children" (Vivienne Roseby and Janet Johnston).

¹⁴ It included five to six group sessions that parents attended separately, and five sessions involving both parents.

¹⁵ The children's component was designed as a 10-week group program.

Project Results: Between 1998 and 2000, the “Giving Children Hope” pilot project provided treatment for a total of 24 children and their families, and found that the treatment model was effective with clients meeting the program criteria. There was significant co-parenting improvement, resulting in positive outcomes for the children in 16 of the 20 families participating in the group program (work was continuing with two families, and two families had been referred to other services as their needs were beyond the scope and resources of this program). The children’s groups were also reported to have provided a helpful and positive therapeutic experience for the children.

A formative evaluation, which was based on case studies of ten families involved in the program, also identified positive program outcomes and benefits, and lends support to the treatment model. A summative evaluation of a full-scale trial of the program was recommended.

Project Status: This program is now in its third year of operation. An estimated 108 families have participated in this program since its inception. The project has remained temporary and experimental. It continues to operate on the basis of project funding¹⁶ and its future is uncertain. The committee linked to this project, which started out as an informal group, has become somewhat more formalized (although membership is still voluntary and individuals participate with the approval of their agencies, but aren’t officially appointed to the committee). Further research on this model is nearing completion.

Knowledge Transfer/Dissemination: The program has been promoted at the community level and the formative evaluation research reports were disseminated to funders.

Contribution to Practice: This project has helped to raise awareness of the issues facing families in high-conflict divorce situations within the community of service providers. It has contributed to the identification and testing of appropriately structured intervention strategies to address the needs of both parents and children (and, it is hoped, reduce the negative impacts and prevent conflict from escalating). There remains a large gap in the delivery of services to this specific population. Giving Children Hope is believed to be one of the only Canadian intervention programs to deal with families experiencing problems in high-conflict divorce situations.

¹⁶ For example, it has received funding from the Province of Manitoba, the Clarica Fund and the Winnipeg Foundation.

Lessons Learned: The project experienced a number of challenges at the outset, including requiring sufficient time to implement the project, establish an appropriate referral and screening process, and promote it within the community (it took until the second year of operation to achieve the goal of treating 20 families but, by the end of the pilot project, there were 60 families on the waiting list). Having a community committee involved helped to establish connections and obtain appropriate referrals, and has contributed to the ongoing development of the program. As a program such as this evolves over time, it is important to have clarity about the role of, and expectations for, such a committee. Sustainability remains an ongoing issue.

Contact:

Coordinator

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Website: n/a

Network Buffet Manual and Video

Project Sponsor: National Youth in Care Network

Year: FY 1998/99

DOJ FVI Role: The DOJ FVI provided support for the development of two resources – a video and a manual – designed to help young people who are or have been in care to establish networks in their own communities.

Project Description: The purpose of the project was to develop two resources – a video and manual – to be used as a follow-up resource to the NYICN’s Network Buffet Workshop series, a five-day event, which was held in Cape Breton in June 1998. The purpose of the resources was to capture the expertise of youth who participated in the Buffet; to share this experience with other youth in care who did not attend the event; and to motivate and inspire others to undertake innovative, proactive and youth-driven work in their own communities.

This project was initially designed to help start and strengthen local and provincial networks of youth in care. These networks are peer support mechanisms for youth in care, many of whom need to heal from trauma and/or abuse and regain control over their lives. Through the networks, youth learn how to advocate for themselves and how to access community resources. They can encourage opportunities for healing, skills building, education and employment, and they can provide a sense of family.

Funding: The DOJ FVI provided \$45,000 towards this project. Several foundations (J.W. McConnell Family Foundation (\$6,000); Laidlaw Foundation (\$15,000); and the Atkinson Foundation (\$20,000.00) also supported this event.

Project Partners: The NYICN supports the development of youth in care networks throughout Canada. The Network Buffet Workshop brought together 80 youth in care from across Canada who are involved in networking. Funders played a supportive role in carrying out the project.

Project Results: This project resulted in a professionally edited and produced 15-minute videotape, titled “Coast 2 Coast: A Nation of Youth United”. This video features six youth in and from care who are leaders in the networking movement as they talk about what networking means to them, how it affects their lives, and how the organization provides a trusting environment in which young people can safely challenge themselves and their peers to achieve

realistic purposes. A manual titled, “The Network Connection – A Network Development Manual” accompanies the video.

By 1999, over 100 copies of the video had been distributed. Anecdotally, there has been much positive feedback on the video, which is seen to communicate in a positive way with a hopeful message.

Project Status: As of 2004, NYICN continues to use the video in a variety of ways, including presentations to foster parents, child welfare agencies, community organizations and governments about youth in care issues. It has been found to be a particularly useful tool in raising adults’ awareness of the issues, concerns and strengths of youth in care, and as a promotional tool for the work of the NYICN. It has also been presented in educational settings and camps to sensitize students to these issues. It continues to be used with youth in care and to inspire youth network activities. The video offers insight and connects and energizes youth. There are approximately 70 local and provincial Youth in Care Networks across Canada which offer support, advocacy and education programs. Sustaining the capacity to create and support networks is an ongoing challenge. There is not as much demand for the Manual, and it appears to be used as a resource, rather than as a “how-to” guide.

Knowledge Transfer/Dissemination: The NYICN continues to show and distribute the video, however statistics on dissemination are not available. As noted above, there has been less demand and consequently less dissemination of the Manual.

Contribution to Practice: These products – in particular the video – have contributed to raising awareness of the issues and concerns of youth in care, as well as their strengths and resiliency. Many of the issues and themes covered in the video are (sadly) still relevant today. However, some of the statistics presented in the video are getting out of date, as it is now six years old.

Lessons Learned: Video stories about and images of young people working in collaboration to support each other have proven to be a powerful way to show the resilience of young people who have experienced trauma – including family violence. It reminds people of the importance of nurturing their positive strengths. At the same time, more than awareness is required. There is an ongoing need to reach out to more youth and to build more capacity to do that in a variety of settings within communities (for example, in youth correctional settings and in schools).

Contact:

Executive Director

National Youth in Care Network

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Fax: 613-230-4383

Youth Only Phone: 1-800-790-7074

Website: www.youthincare.ca

Educating on Family Violence – Website

Project Sponsor: Law Courts Education Society of B.C.

Year: FY 2001/02

DOJ FVI Role: The DOJ FVI provided support for the development and launch of an interactive web-based program on family and dating violence designed for use by senior high school students.

Project Description: The goal of this project was to design an interactive web-based program, titled “Relationship Violence Case Studies”, to be made available on the Law Courts Education Society of B.C.’s website. The program was designed as an educational tool for senior high school students taking Law, Family Studies, and Career & Personal Planning (CAPP) classes. Teachers can assign the program to students, and then follow up with in-class discussion or group projects on the subject of relationship violence. The program consists of two interactive case studies: one an adult relationship where the two people live together and the other a teenage dating relationship. Four incidents are acted out (in shadow) in each case study, with each incident becoming more violent than the last. After each incident, the user is asked to make a decision about what they think the woman should do. Based on the user’s response, he or she is guided to a new section of the program where additional decisions, information, or research questions lead to further exploration of the issue. The program includes pre- and post-study quizzes to evaluate the degree to which the content meets the learning outcomes.

Funding: The DOJ FVI provided \$35,000 for the first phase of this project (the development and launch of the website).

Project Partners: Experts from the Ministry of the Solicitor General, the B.C. Justice Institute, the Legal Services Society and the B.C. Institute on Family Violence were involved in an advisory capacity. Teachers and various organizations were involved in reviewing the program materials.

Project Results: This project resulted in the creation of an interactive educational tool that accommodates a variety of learning styles and enables end users to learn about issues related to family violence and dating violence, and to learn about the legal process associated with family and dating violence.

Project Status: Overall, the Law Courts Education Society of B.C.'s website continues to develop as an educational site. It is continuing to look at ways to promote access and actively engage users in on-line learning. One of the challenges in reaching the youth/student target audience is that not all classrooms have computers. Anecdotally, a lot of teachers assign the program as homework.

Knowledge Transfer/Dissemination: The program continues to be an active component of the organization's website and is profiled in catalogues and at workshops conducted by the Law Courts Education Society of B.C. Each year, the Society provides information to over 35,000 youth from 1500 schools, and provides handouts on its programs (including this one) to teachers.

Contribution to Practice: This program has made available another education tool on a challenging topic.

Lessons Learned: Developing on-line learning tools in the family violence area is challenging, due to the nature of the issue and also the fact that computer capacity may be limited in some settings (such as schools). The depiction of this issue on an interactive web site must be developed with sensitivity. Because of resource limitations as well as concerns about end user computer capacity, it was not possible to use techniques such as animation and narrative voice over. Engaging the end user (as with all on-line learning tools) remains the key challenge. Promoting the program with educators, and providing educators with instructions on how best to use the site is important. Providing more opportunity to reflect youths' point of view on this topic may require some specific resources.

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Law Courts Education Society of B.C.

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Street Exit Program (STEP)

Project Sponsor: Street Outreach Services (SOS)

Year: FY 1996/97 and 1997/98

DOJ FVI Role: The DOJ FVI supported the piloting of the “Street Exit Program (STEP), which is a program designed to provide specialized support and options for street youth who are ready to make significant changes in their lives.

Project Description: The goals of this project were: to pilot a program of specialized services for street youth involved in prostitution: to assist them in taking control of their lives, getting out of prostitution and becoming productive members of society; and to reduce or eliminate criminal charge convictions. Street Outreach Services, a program of Anglican Houses¹⁷ developed the program based on consultations with youth and the organization’s service delivery experiences. Youth who arrive at SOS ready to make substantial changes, as well as those who, after experiencing several years of ambivalence, denial or brief change, were ready for active change were eligible to participate in STEP. It included individual and group counselling, practical assistance and referrals to appropriate services and supports, and adventure and retreat programming to foster team-building, build self-esteem and enhance motivation to change.

Funding: The DOJ FVI provided \$86,406 over two years (FY 1996/97 - \$22,073 and FY 1997/98 - 64,333). Anglican Houses provided \$80,000 over the same period.

Project Partners: This project was informally linked with other programs and services (e.g. Peer Support Program) of SOS and Ontario Anglican Houses. There were no specific partners for this project.

Project Results: Within the first eighteen months of the Program, 19 clients (10 women and 9 men) had participated in the program. Of these 19 clients, none had incurred any further criminal chargers or convictions (prior to participation there were 31 convictions combined); 17 were in stable housing; two were staying with friends; 13 were no longer working as prostitutes; and five reported a dramatic reduction in time spent working in prostitution. Clients also reported a marked decrease in substance abuse. In addition, all were focused on improving their chances of

¹⁷ In 1999, the charitable organization Anglican Houses voted to change its name to LOFT Community Services. “LOFT” stands for Leap of Faith Together. Street Outreach Services is a program operated under the organization.

securing full-time employment by either: returning to school, attending training programs, meeting with an employment training worker, or completing high school. As of March 31, 1998, STEP had an individual counselling caseload of 26 youth wishing to exit prostitution. Some refinements to the program had been introduced, and STEP had also opened the program to youth whom it previously would have considered less 'ready' to make changes, on the basis of observations that membership in STEP helped to create an atmosphere of support for clients' efforts to change. As of March 2004, it is estimated that 75% of STEP clients are doing well. For example, one individual is currently entering law school. Others are completing college or are employed.

Project Status: SOS sought funding from various public, private, and other charitable sources, but was unable to secure funding to continue. However, there is a firm belief that programs like STEP are needed to end the sexual exploitation of youth, and that the STEP program concept is a valid community-based alternative to police/justice-based approaches.

Knowledge Transfer/Dissemination: Information about the STEP program was disseminated within the community. In addition, the STEP coordinator and two clients participated in an international conference on child sexual exploitation ("Out of the Shadows: International Summit of Sexually Exploited Youth").

Contribution to Practice: Although STEP had a small client base and limited outcome data, its success with clients suggests that this particular approach to motivating and creating opportunities for clients to get out of prostitution and make positive changes in their lives is a promising community-based alternative consistent with the philosophy of the *Youth Justice Act*.

Lessons Learned: Specialized, one-to-one contact is particularly important to deal with the isolation that youth experience, and to build trust. Peer support within group sessions is also a positive aspect. A key issue is the need for continuity in the provision of supportive, community-based programming for sexually exploited youth. However, it takes time to develop, implement, deliver and test new programming. It is difficult to accomplish this, and to develop sustainable programming approaches, under short-term project funding arrangements.

Evaluation Division

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Walking the Prevention Circle – National Pilot Project

Project Sponsor: Canadian Red Cross

Year: FY 2000/01

DOJ FVI: The DOJ FVI provided support to update an existing abuse-prevention training program for Aboriginal communities titled, “Walking the Prevention Circle” and to conduct a five-day train-the-trainer pilot for Aboriginal Prevention Educators.

Project Description: The purpose of this project was to update the 1997 abuse prevention resource, “Walking the Prevention Circle” (WTPC), and to train Prevention Educators in its use. This project is part of a larger, national Red Cross initiative on abuse prevention (RespectEd¹⁸) that has educated young people and adults who work with youth about abuse and violence issues since 1984.¹⁹ WTPC is a specific RespectEd program that addresses abuse prevention in Aboriginal communities. It explores family violence and abuse from a cultural, familial and societal framework, and also addresses abuse issues related to the residential schooling experience. WTPC aims to: educate Aboriginal communities on ways of understanding maltreatment and family violence; facilitate the development of safety and prevention plans; enable communities to take initial steps to restore balance; and enable communities to name and understand problems; and, thus, begin healing. In response to the growing demand for WTPC in Aboriginal communities across Canada – and in response to the lack of trained delivery people – RespectEd initiated a national pilot project to provide Prevention Educators from several parts of Canada with updated tools and training.

Funding: The DOJ FVI provided \$36,926 for updating the curriculum and training, and Health Canada provided \$20,000. The Minerva Foundation also supported the pilot program in FY 2000/01.

Project Partners: The manual was produced by a team of writers, and published under the auspices of the Red Cross. Partnership with communities has been a key element of this program since its inception and this continues to the present day (see Project Status). There is also a national advisory committee for this program.

¹⁸ RespectEd: Violence and Abuse Prevention is a national program of the Canadian Red Cross (originally called Abuse Prevention Services), which has educated over 720,000 youth and adults.

¹⁹ This program (under a different name) was operated by the Junior League program from 1978-1984. When the Junior League lost its funding, the Red Cross in British Columbia agreed to adopt the program. It became a national Red Cross program in 1998.

Project Results: This project resulted in the second edition of the WTPC manual (with an initial print run of 2,000) and a related training curriculum and resource guide. A total of 14 Aboriginal prevention educators from five provinces and one territory participated in a five-day training based on these materials. Feedback from this training was very positive.

Project Status: The Red Cross has continued to expand implementation of the training, including a mentorship training dimension for Prevention Educators, which was supported with funding from the Canadian Rural Partnership. In 2002/03, a complementary video resource, “Out of the Shadows of Silence” was produced with funding assistance from the Aboriginal Healing Foundation. The WTPC is active in several places in Canada, particularly in communities in Nunavut, New Brunswick, Northern Manitoba and Yukon. Communities are actively engaged in the implementation of the training. These advisory groups serve as a resource and a source of support for the local Prevention Educators. Typically, the process is to first develop a community advisory group, to ensure that the program is brought into the community in a safe way. For example, in one northern community, the training was linked to a broader community wellness plan. In Nunavut and Northern Manitoba, school districts have partnered to support and facilitate implementation. The evaluation feedback from communities that have participated in the training has been very positive in terms of increasing understanding of family violence issues and enhancing community capacity to address this issue. In particular, there is a sense that, as a result of this training, support services are working together more collectively.

Knowledge Transfer/Dissemination: The curriculum is available to Red Cross Prevention Educators, and workshop materials are made available to participants. Information about the program, and how communities and individuals can participate in it, is available on the Red Cross website. Communities pay the Red Cross a service fee of \$2,400 plus travel expenses for the training. There is some communication among communities that have implemented the program, however funding to share success (for example, through success stories) with other communities to foster hope and inspire action would be beneficial.

Contribution to Practice: This project has made steady progress in raising awareness of family violence and has played a part in the healing process in communities where it has been delivered. It has educated participants on the criminal justice aspects of family violence. It has contributed to building the human and social capital within a community (by building knowledge and contributing to networks and collective action). At the same time, it must be recognized that raising awareness of family violence issues can also stress the existing capacity of support

services. Strategies to link and build capacity for further prevention and response to family violence are important.

Lessons Learned: It is important to work with local communities to build community support and commitment for the training, and to ensure that supports are in place to introduce the training in a safe way that will facilitate community action/planning. Having local committees in charge of the planning and implementation helps to build an appropriate safety net. Educating the adults first, before they begin working with youth, is also good strategy. Having strategies in place to support Prevention Educators (such as mentoring and co-facilitation, and having support available to them, should they need it) is also key. Finding the best ways to translate and adapt the program so that it is aligned with local cultures and languages is an ongoing challenge.

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Sur le dos de l'amour

Project Sponsor: Théâtre Parminou

Year: FY 1997/98 and 1998/99

DOJ FVI Role: The DOJ FVI funded the development of a play about people who sexually abuse children.

Project Description: The purpose of this project was to research and write a script for a play about child sexual abusers. The play presents four profiles of abusers and their situations (for example, a hockey coach, who was also abused as a child, and a father who “loves” his children). It seeks to provide insight into the past history, thinking, and behaviours of abusers and why they abuse, while never condoning their behaviour.

Funding: The DOJ FVI provided \$8,000 (FY 1997/98) and \$2,000 (FY 1998/99) for research and script writing. Having secured funding for the script, Théâtre Parminou was able to access other sources of funding for staging the production. It received support to stage this production from a variety of sources, including various ministries of the Province of Quebec, the private sector and non-profit organizations.

Project Partners: There were no direct partners involved in writing this script.

Project Results: Based on demand, the Théâtre Parminou presented 35 performances to 8,935 spectators across the province of Quebec. It was presented in high schools and colleges, cultural centres and correctional settings. Overall, the play produced a strong audience reaction, and encouraged thinking, debate and discussion about victim/offender issues on this topic.

Project Status: The play is no longer active in Théâtre Parminou’s repertoire and there are no plans to mount it again, as there have been no further demands for it. Moreover, if the play were to be revived, it would need to be revised and updated to today’s social reality.

Knowledge Transfer/Dissemination: As noted above, the play reached out to almost 9,000 people.

Contribution to Practice: There is a long-standing tradition of activist theatre in Canada. Théâtre Parminou, which has a long history as one of Quebec’s key activist theatre companies, has produced a range of productions that have been found to be good tools to create awareness,

and engage audiences in discussions about important social issues. In this case, the production addressed a challenging issue, by focussing on the lives of individuals who sexually abuse children. This production helped to raise public awareness of the issue of child sexual abuse, and opened discussion and debate in a public forum.

Lessons Learned: Activist theatre has a direct impact on the audience that sees the production, and therefore targeting is an important element that can shape impact. Activist theatre productions have and can be used to address other aspects of family violence. Activist theatre responds to current social realities and the actual plays may have a limited “shelf life”, unless there is a way to keep the scripts and productions current and up to date with social realities, issues and concerns.

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Why Do Female Victims of Domestic Violence Recant After Accusing Their Abusers?

Project Sponsor: Victim Services of Peel (VSP)

Year: FY 2001/02

DOJ FVI Role: The DOJ FVI provided support for a research project to explore why female victims of domestic violence recant after accusing their abusers.

Project Description: The purpose of this project was to gain an understanding of women's experiences of the judicial process when a criminal charge is laid in the area of domestic violence, by comparing the experiences of women who had co-operated with the judicial system with those women who did not co-operate fully or withdrew from the judicial process. It also sought to identify the other barriers (such as systemic barriers) within the police, judicial system and social service agencies that either impeded or failed to facilitate a woman's engagement in the judicial process. Six focus groups were conducted, with a total of 20 women participants,. Of these participants, 75% (15) had co-operated with the judicial process until its conclusion and 25% (5) had withdrawn from the judicial process before its completion.

Funding: The DOJ FVI contributed \$15,730 to this project.

Project Partners: Victim Services of Peel's partners for this project were the University of Toronto (OISE) (which undertook the research) and the Social Planning Council of Peel (who has been a collaborative partner of the VSP for many years and participated at various stages in the research, in an advisory capacity).

Project Results: The researchers identified several themes as important barriers to women's participation in the judicial process in domestic violence cases. They identified reasons for women's ambivalence and/or reluctance regarding charging their partner, as well as issues concerning women's lack of legal knowledge and of the judicial process in particular. They identified the need for greater sensitivity on the part of the criminal justice system and victim services agencies to address the needs of women (including the need for cultural competencies). Many of the study participants did not speak English as their native language or had emigrated from other countries and did not have much legal knowledge or familiarity with the judicial process. The key factors in the differences between women who chose to co-operate with the judicial process versus those who withdrew appeared to be: the nature of their initial experiences with the police; the existence of social support in their lives; and their degree of emotional and financial dependence on their abuser. The researchers found that many of the women who

cooperated with the judicial process would be reluctant to do so in the future. The primary reasons identified were the secondary victimization they experienced in their dealings with the system and their perceptions that sentencing was lenient. Women participants also reported that even after they had cooperated with the judicial process, they still feared for their safety and that of their children, and they had made lifestyle changes to avoid their abusers. Their emotional trauma had also not been resolved.

Project Status: The project has been completed and the results were shared with local agencies.

Knowledge Transfer/Dissemination: The report was shared with community organizations. The report is also available on the Victim Services of Peel website. The researchers have also made various presentations at meetings and conferences and intend to submit an article to an academic journal.

Contribution to Practice: This report provided useful, candid information about women's views, along with an analytical critique from a policy perspective. However, given the small sample size it is difficult to generalize its findings. Further follow-up suggested by the researchers would include a longitudinal research to follow women throughout the court process and to examine their experience in terms of outcomes.

Lessons Learned: There were a number of challenges in this project. These included differences in the research and organizational cultures of the project partners and various community players, and the need for more time to fully plan the research and invest in building relationships to recruit and secure focus group participants (particularly given the multi-cultural dimension of the target population in the Peel region and the initial intent to include participants beyond VSP clients). There is also a sense that project implementation could have benefited from more communication amongst key players.

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Community Safety Strategy Protocol

Project Sponsor: Stuart Lake Community Services Society

Year: FY 2002/03

DOJ FVI Role: The DOJ FVI provided support for the development of a community safety protocol as a safety tool for agencies, professionals, workers and volunteers to use in responding to women and children in Fort St. James area who are victims of domestic violence.

Project Description: The purpose of this project was to consult with community stakeholders to develop a community protocol that social agencies, professionals, workers and volunteers could use when dealing with victims of domestic violence in Fort St. James. This project was the first part of a larger, phased initiative to establish a safe haven for women and children who are victims of abuse. A review of local statistics, along with discussions with other agencies in the community, identified the need to establish a community protocol and training program for those who would work and/or volunteer in the safe haven.

Funding: The DOJ FVI provided \$8,286 towards the development of the protocol.

Project Partners: The Stuart Lake Community Services Society, which was founded in January 1999, partners with various community players, including: the local RCMP; Nak'azdli Bank; Nak'azdi Health Unit; Nechako Valley Community Services Society; District of Fort St. James; Northern Interior Health Unit; Omineca Safe Home Society; Fort Alcohol and Drug Society and Stuart Lake Hospital. A group of twelve individuals from community agencies advised on the development of the protocol.

Project Results: The protocol was drafted over a five-week period. Forty-seven (47) community and regional organizations/agencies were identified as stakeholders, and it was possible to consult with 37 of these organizations in the drafting of the protocol during this period. The consultations were particularly helpful in raising awareness, identifying current practices and gaps, and obtaining community "buy-in" for the community protocol.

Project Status: The Stuart Lake Community Services Society continued its efforts to finalize the protocol and with further funding support, trained those who would be working at the safe haven.

Knowledge Transfer/Dissemination: The protocol is a way to ensure that community agencies are informed about each other's services and processes, and it is regarded as a valuable tool to

bring community agencies together to address this issue. Due to confidentiality considerations, protocol information is not publicly available.

Contribution to Practice: The development of the community safety protocol helped to raise awareness and mobilize the community effort (agencies, professionals, workers and volunteers) to improve safety for victims of domestic abuse in the Fort St. James area. This project allowed the community to develop a practical working model and process, tailored to the needs of their community and (accompanied by the training conducted after Phase I) facilitated the smooth implementation of the safe haven. There are, however ongoing community-level challenges related to domestic violence that include an ongoing need for: interagency communication and coordination; advocacy; education and awareness; training; and strategies to address gaps in outreach to, and service delivery within, the Fort St. James area, which includes various communities spread out over a large geographic area. It remains particularly challenging to advance efforts, given the tight resource environment, shifts in government priorities, and a service delivery community that has to multi-task and feels stretched to - and beyond - capacity.

Lessons Learned: The development of the protocol was part of a larger initiative (the creation of the safe haven) and it was possible to focus community efforts on this task in a relatively short time period (five weeks). This short time frame was challenging (in terms of completing the consultation process, drafting and reviewing the protocol), however it was possible to make good progress, due to good will, cooperation and collaboration from many parts of the community (including the project advisory group). Having human resources available to coordinate this effort (through the project funding and volunteer effort) was key to its success. Having an ongoing committee to foster ownership, and to provide opportunities to dialogue on what's working and what could be improved is an important element to continued success.

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“Women in Abusive Relationships”

Project Sponsor: Community Legal Education Association (Manitoba), Inc.

Year: FY 1999/2000

DOJ FVI Role: The DOJ FVI provided funding to revise and update two public legal education tools, which are designed to increase awareness of family violence issues and provide women with basic information about protection plans, police intervention, emergency housing, financial assistance and legal protections in situations of family violence.

Project Description: The purpose of this project was to revise and update the Association’s well-received plain-language publications for women, titled, “Women in Abusive Relationships” (a handbook) and “Court Orders for your Protection” (a pamphlet based on a chapter within the handbook). Due to extensive substantive and procedural changes in the laws, both publications required extensive revision to remain up-to-date and legally accurate.

Funding: The DOJ FVI provided \$9,298 for this project, and the Community Legal Education Association (Manitoba), Inc. provided \$7,800 towards the printing of these revised products.

Project Partners: There were no formal partners in this project. A legal aid lawyer, a Crown attorney and a representative from Manitoba Justice (family law) participated as reviewers.

Project Results: A revised handbook titled, “Women in Abusive Relationships: A Guide to the Law” and a revised pamphlet, based on chapter four of the booklet, titled, “Court Orders for Your Protection” were produced in English.²⁰ These publications are designed to increase public understanding of and discussion about domestic violence in the areas of legal reform and restorative justice, and how these issues relate to women’s rights. They are written in an accessible format for both service providers and clients. It was expected that CLEA would publish 9,000 copies of the revised handbook (8,000 English, 1,000 French) and 11,000 copies of the revised pamphlet (10,000 English, 1,000 French).

Project Status: As of March 2004, CLEA has practically depleted its store of printed copies (it estimated that it has only about 300 remaining copies of the handbook). It has applied to another funding source for funds to reprint. While there is clearly a demand for these products, it is

²⁰ Note: Both publications are available in both official languages. Translation and printing in both English and French was undertaken with other funding.

difficult to assess the impact of this publication as the majority of orders are for bulk orders from other service providers. Materials are used to provide information and training.

Knowledge Transfer/Dissemination: The publications were distributed through a network of agencies to a variety of audiences in Manitoba, including women's shelters, advocacy organizations, transition houses, public libraries, women's/family resource centers, immigrant services, Aboriginal organizations, YM/YWCAs, Legal Aid Manitoba, hospitals, police services, counseling services, and social work departments. They have also been distributed at various conferences and displays, such as a local adolescent parents interagency network, on Law day, the Manitoba Child Care Association Conference, university career days, the United Way Day of Caring and at a 2002 series of workshops on the Youth Justice Act. They have also been distributed in family law information kits. It is estimated that half of the distribution is done on a proactive basis and half is in response to demand. The publications are also available on the organization's website.

Contribution to Practice: Public legal information products on abuse are necessary, as they provide individuals (who may be in crisis) with a useful, written resource that is also a helpful adjunct to in-person or telephone-based contact.

Lessons Learned: It is important that public legal education materials are accurate, written in plain language, and designed to be easily read. There are gaps in terms of publications in other languages (for example, Aboriginal languages).

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Family Violence Information Brochure Project

Funding Recipient: Public Legal Education Association of Saskatchewan

Year: FY 2001/02

DOJ FVI Role: The DOJ FVI provided funding to support the development and distribution of a safety “checklist” for women involved in a violent relationship.

Project Description: The purpose of this project was to provide women living in violent relationships with a safety checklist, which is provided in a safe, inconspicuous manner. The safety checklist was innovatively packaged so as not to alert an abuser to its existence and contents. The resource was developed in consultation with Saskatchewan’s women’s shelters, advocacy organizations, other service delivery organizations and government agencies that deal with victims of abuse.

Funding: The DOJ FVI provided \$16,800 for the development of this resource.

Project Partners: The Provincial Association of Transition Houses (PATHS), Saskatchewan Battered Women’s Advocacy Network (SBWAN) and Saskatchewan Towards Offering Partnership Solutions to Violence (STOPS to Violence – formerly the Provincial Partnership Committee on Family Violence) participated in an advisory capacity in the development of the resource and also participated in disseminating the final resource to women.

Project Results: A total of 22,000 resources were produced and distributed to over 30 women’s shelters, women’s advocacy organizations, other service delivery agencies, police services, health centers, and government offices within Saskatchewan communities for dissemination to clients. Feedback from organizations indicates that clients have found the information useful. At a minimum, it is believed that the resource has contributed to raising awareness of personal safety-related issues related to abusive relationships, and provided practical information on topics such as safely leaving a relationship.

Project Status: All of the resources have been distributed²¹ and the project is no longer active. The Project Sponsor periodically receives further requests for more resources.

²¹ The majority of the resources (20,854) were distributed in 2002.

Knowledge Transfer/Dissemination: As noted above, the resources produced in this project have been distributed. Promotion of this resource beyond the distribution partners has been low key, in order not to give away information about the packaging format (for fear of escalating trouble in a relationship, if a woman's possession of this resource were to come to the attention of an abuser).

Contribution to Practice: This project represented a novel way to provide women in abusive relationships with personal safety information. As such, it is an innovative information/awareness tool that may also lead to further innovation on safe ways to impart information to women in abusive relationships.

Lessons Learned: Generally, all of the participants in this project were supportive and the development and distribution processes worked well. The project could have benefited from better communication/coordination with participating organizations, to ensure that a shared understanding as to the content of the resource was maintained as the resources was developed (for example, that it was understood that it would not include emergency numbers, as they would be different for each community). There were a number of unforeseen practical challenges in this project relating to the costs of, and packaging process for, the resource (as a result the original intention to produce 50,000 resources was reduced to 22,000).

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Men's Track of the First Charge Intervention Process

Project Sponsor: Grey Bruce Court Coordination Committee (now called the Grey Bruce Domestic Violence Coordinating Committee).

Year: FY 1999/00

DOJ FVI Role: The DOJ FVI provided funding to develop two components of a coordinated intervention model (the First Charge Intervention Process - FCIP) that was being developed in a rural area of Ontario.

Project Description: The purpose of this project was to develop a men's mentoring program component (Men Mentoring Men) for the Men's Track of the First Charge Intervention Process, along with a plan to integrate this program within the overall FCIP model. The FCIP model is comprised of a parallel men's and women's track of coordinated, but separate and different, information and support options from a number of services. FCIP was designed for use in situations where a man has been formally charged for the first time in a domestic assault, and its purpose is to deter further violence. FCIP was based on local consultation and research that indicated that a charging intervention alone appeared to make women less, rather than more, safe from their violent partners. It was set within, rather than as a diversion to, the charging process. The Women's Track included: immediate police referral to victim services; safety planning; input into release conditions; and an opportunity to provide a statement about the pattern and impact of their partner's violence on themselves and their children. The Men's Track consisted of: a formal application to the process; participation in a three-evening adult education program about the effects of the violence; mentoring by volunteer men; and the opportunity to create and begin a change plan. The change plan could include attendance in the Men's Program, a twenty-one week psycho-educational program for assaultive men, and other appropriate referrals to agencies such as addictions services, prior to disposition of the charges. FCIP also included a Domestic Assault Intervention Panel, which was set up early in the court process to focus on the impact the man's violence has had on his family and on the development of a man's plan for change that does not rely solely on the potential for court-ordered intervention.

The Men Mentoring Men component involved a process in which trained "alumni" of the Men's Track program would voluntarily meet with a man charged for the first time with domestic assault directly following the charging to reach out to him, provide information about the Program and offer hope and support for change, based on their own personal change experience.

Funding: The DOJ FVI contributed \$5,499 to the Men Mentoring Men project. The development and implementation of other components of the FCIP model occurred with support from a variety of funders, including the Department of Justice Canada, the Ontario Women's Directorate, Status of Women Canada and the Ontario Trillium Foundation and in-kind community contributions.

Project Partners: The Grey Bruce Court Coordination Committee, which was founded in 1997²², was responsible for the development of FCIP and was the steering committee for this project. The Committee is a community committee, with membership from key agencies that provide services in the area, including municipal, First Nations' and OPP police services, crown attorneys, probation and parole, victim services, child welfare, women's shelters, the Native Friendship Centre, the batterers' program, addiction services and women survivors. The Committee, through its membership, provided space for meetings, and helped to facilitate the development process. The program component was developed (and implemented) by FCIP staff.

Project Results: This project resulted in the creation of the Men Mentoring Men component of the Men's Track Program.²³ This component was subsequently piloted and, while deemed successful, some challenges have emerged, for example transportation and scheduling visits in the rural context. Some of the men who have participated in this program have been involved in public speaking on domestic violence and in support of the FCIP.

Project Status: The Men Mentoring Men program component does not have ongoing funding, and as a result it has been difficult to keep it going. For example, there aren't any specific resources for ongoing volunteer training and coordination. In 2003, it received an estimated \$5,000 from a corporate foundation to refocus the Men's Track program and involve alumni in other aspects of the program (such as group meetings). As of March 2004, the Committee is still working on the implementation of various aspects of the First Charge Model, however there have

²² Since the 1980s, the Grey Bruce community has been addressing family violence. This Committee was founded in 1997 (a previous committee, the Grey Bruce Family Violence Coalition, lost its funding in 1996 due to changes in government funding priorities).

²³ The Men's Track Program included five elements: Police intervention (charges laid); Men Mentoring Men (interview); Education for Change (meetings); Group Counselling (Men's Program); and Alumni support (Men's Program). Program developed included the creation of a governance model and structure, selection and referral process, case management, links to other services, accountability measures, cultural considerations, a staffing plan and budget.

been a number of changes within the criminal justice system that have had an impact on FCIP, including Ontario's introduction of a Domestic Violence Court process in Grey Bruce County, and the introduction of Domestic Assault Response Teams. With no sustaining funding for the FCIP model, it has been difficult to keep going. The Committee continues to meet regularly and has refocused some of its efforts on education and on participating in a provincial pilot of a Woman Abuse Community Report Card (funded through the Government of Ontario Violence Against Women Prevention Initiative).

Knowledge Transfer/Dissemination: The Men Mentoring Men's program component was promoted at the community level, as part of FCIP, and at various presentations.

Contribution to Practice: This project developed, and led to the pilot of, an innovative, early intervention for abusive men, which was linked to a comprehensive model for change. As such, the Men Mentoring Men program component contributed insight into the value of early intervention and the importance of a community-wide responsibility to ensure victim safety. Because it was developed in consultation with men and women, it also provided insights from the client perspective, and stressed the importance of active involvement in the process of change, which in turn informed practice.

Lessons Learned: When the committee initiated the FCIP, it had a vision for a rural community model, however it was not possible to obtain funding for the whole model. Consequently, a somewhat "piecemeal" approach was adopted to develop and implement FCIP. This also meant that the Project Sponsor spent a significant amount of time writing proposals, managing projects and financing logistics to meet the funding criteria and requirements of various funders. In the end, the uncertainty and instability of project funding, as well as changes within Ontario's approach to addressing the criminal justice dimension of domestic violence in Grey Bruce county, have made it challenging to sustain this program component and implement FCIP as envisioned.

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Men's Track

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“Elder Abuse: The Hidden Crime”

Project Sponsor: Community Legal Education Ontario (CLEO)

Year: FY 1999/2000

DOJ FVI Role: The DOJ FVI Department provided funding for the revision, printing and translation of a public legal education tool designed to increase public understanding of and discussion about violence, and how it relates to the elderly.

Project Description: The purpose of this project was to update, translate and print the seventh edition of the publication, “Elder Abuse: The Hidden Crime”, a booklet designed to provide seniors with information about their rights and responsibilities. This booklet was first printed in 1991 and has been in constant demand since then.

Funding: The DOJ FVI provided \$20,969 for this project.

Project Partners: CLEO is an active participant in a number of networks, committees and coalitions that serve low-income and other vulnerable groups, and the organization determines its project priorities in consultation with clinics and community groups. For this project, CLEO worked with the Advocacy Centre for the Elderly.

Project Results: 20,000 copies of “Elder Abuse: The Hidden Crime”, and 3,000 of “Maltraiter une personne âgée : Le crime caché” were co-published by the Advocacy Centre for the Elderly and Community Legal Education Ontario in 2001.

Project Status: This project has been completed, and there have been additional reprints of this edition to accommodate demand.

Knowledge Transfer/Dissemination: Since it was first published in 1991, this booklet has been in steady demand. The primary demand is for the English version (between 2001 and 2003, 85,820 copies of the English version were distributed). This edition was also distributed at a “Seniors Fair” at Toronto City Hall. The booklet is distributed (on request) to a range of organizations, including: community information services; anti-poverty organizations; domestic violence organizations; ethnocultural communities; family and child organizations; health organizations; immigrant and refugee organizations; literacy organizations; seniors organizations; shelters; victim services; workers rights/labour and employment organizations; government agencies; the legal community; hospitals; housing providers; private sector

organizations; schools and colleges. It is used for a variety of education and awareness purposes (including training) in a variety of professional and community-based settings. It is also available on the organization's web site.

Contribution to Practice: This plain language publication is a particularly useful resource for people who seek the advice and services of community organizations, as it provides them with something they can take and read in their own time. It is not a substitute for legal advice, but it provides them with helpful information and encourages them to ask questions and to ensure that they can exercise their rights.

Lessons Learned: Publications of this nature need to be kept up-to-date with current realities and with the law.

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Second National Conference on Elder Abuse: A Time for Action

Funding Recipient: University of Toronto, Institute for Human Development, Life Course and Aging

Year: FY 1999/2000

DOJ FVI Role: The DOJ FVI contributed funding to support a national conference designed to increase knowledge and awareness of the issues related to elder abuse.

Project Description: The purpose of this project was to hold a national conference on elder abuse, in follow up to a recommendation made at a 1998 Symposium of International Elder Abuse Experts²⁴. The intent was to bring various stakeholders together on a national basis to raise awareness of the issues, share information from a variety of perspectives, network, and draft a (voluntary) three-year action plan that would facilitate priority setting and collaboration among stakeholders.

Funding: The DOJ FVI contributed a total of \$20,000 to the national conference. The total estimated cost of this conference was \$266,000. Other funders included: Health Canada; Department of Canadian Heritage; SSHRC; Ontario Trillium Foundation; Ontario Women's Directorate; Industry Canada; Ontario Ministry of Health; and the Ontario Ministry of Social Services.

Project Partners: Although collaboration with another university was sought, in the end, there were no other Project partners. Particular attention was paid to ensuring older adults were involved in the conference. A National Advisory Committee and a Conference Planning Committee (both representing various stakeholders) participated in the conference planning and implementation.

Project Results: The conference brought together 326 participants representing various interests and disciplines. The conference themes were: Practice; Policy; Long Term Care; Education; Research; Ethnocultural issues; Legal Issues; Crime, and Gender. Participants were able to network, exchange knowledge and information, and learn about innovative approaches to responding to elder abuse. The conference contributed to the organizational development of the Canadian Network for the Prevention of Elder Abuse and included the development of a three-

²⁴ The first national conference was held in 1991. Since that time, elder abuse has been addressed by many national, provincial and local conferences involving professionals, the public and seniors.

year action plan, much of which focused on activities to foster greater awareness of elder abuse issues and to foster participation in information-sharing and networking.

Project Status: The primary benefits of this conference were in raising awareness and facilitating information sharing and networking amongst stakeholders. There has been some follow up on various actions identified in the action plan (for example, a Canadian Network for the Prevention of Elder Abuse website has been created).

Knowledge Transfer/Dissemination: The conference proceedings were distributed to conference participants and the materials are available for use in presentations, reports, etc.

Contribution to Practice: The first national conference on elder abuse took place in 1991. The 1998 conference was a second opportunity to bring stakeholders together to explore the issues. In addition to raising awareness and sharing information from a variety of perspectives (e.g. health, cultural, legal, financial), it provided an opportunity to discuss issues and gaps, including emerging issues of concern such as financial abuse, service delivery gaps, and mandatory reporting of abuse.

Lessons Learned: National level conferences provide a valuable opportunity to bring people together to address a common concern and contribute to the cross-fertilization of ideas and approaches. Sharing information, developing contacts and networking can also help to facilitate further action.

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