

	<p>A2. Engage and establish working partnerships with other community organizations, community leaders, stakeholders and potential allies</p>	<p>Complete</p>	<p>Similarly, we have been in conversation and gathering with s leaders and allies including: transition house; men's interven Resource Centre; Family and Children Services staff and dir School Board and area principals, teachers, and guidance c RCMP; church ministers; interested community members; M Municipal Councilors; MLA's; provincial Advisory Council on Justice; Dept of Health and Wellness; local Child and Youth connection with programs run through Second Story Women established an Interagency Network on VAW which has met</p> <p><i>In Year 2, we have been able to identify leaders in a variety who have indicated an interest in reflecting on inequities, ine victimization/violence in their own organizations (South Shore Services, the local Community Health Board, South Shore F Administrative Team, Mental Health and Addictions Services Justice Centre, Leadership Circle of South Shore Safe Communities) established working partnerships with some Principals and S Councils/Home and School organizations. A presentation to South Shore Regional School Board was received with great potential source of further partnerships. A strong relationship Bridgewater resulted in a presentation by Dr. Jackson Katz t and community stakeholders.</i></p> <p><i>At this juncture, we are being invited to participate in project eg., to host a public seminar on Restorative Practices to bui about restorative models, how they are currently being used organizations, schools and in community, and how else they violence in relationships, families, among neighbours and in</i></p> <p><i>We have been asked to participate in thinking about how to Child Protection as they change their approach to be more s gender-informed.</i></p> <p><i>When we have asked for help in funding an internationally re high school assembly, we put out a call for funding assistance full amount within 3 days. This is testament to the belief tha involvement of community members, and trust in our integrit</i></p> <p>In Year 3 these partnerships were strengthened, most notab Regional School Board, who: supported our hosting of a 2-d (Voices of Youth on the South Shore), for 45 youth and 20 a on relevant topics and to explore gender dynamics/roles, sex influence on healthy relationships and action to promote thos welcomed a pilot project on gender-specific programming in grades 9 and in another school's Grade 7's, for 12 weeks, a Living/Healthy Relationships curriculum outcomes. A partner and HeartWood Centre for Community Youth Development both male-identified and female-identified facilitators to work students in new ways through classes on sexuality and cons stereotypes, risk-taking behavior, violence prevention, porno</p> <p>The Healthy Relationships for Youth program continues with schools via Second Story staff and outside funding.</p> <p>In addition, multiple partners have convened to establish a C Centre stemming from Be the Peace's efforts in Restorative resides under the South Shore Safe Communities Umbrella independently beyond the project funding to establish the Ce South Sore Community Justice Society.</p>
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2	<p>B1. conduct a gender-based analysis with respect to rates of gender-based violence and the specific needs of women and girls</p>	Complete	<p><i>In Year 2, gender analysis remains a foundational principle of our conversations and discussions. These conversations include a gender perspective that is allowing us to have discussions of the impact that gender has on how women experience violence and how it informs how we react/interact with others. In Year 2, for example, the People group has been challenging, including the surprise that many of our participants realize that our (female) experiences are perceived dramatically differently than men's. It is still very difficult for many of our male participants to understand how it is difficult for women to comprehend the pressures that men place on women's expectations and acknowledging their own power and privilege. "feminist politics" has also arisen as an ostensible explanation for why women hurt men.</i></p> <p><i>We have also held "cafes" to allow women the opportunity to discuss their experiences with violence. These events were set up to talk about what violence has impacted our lives, what would have helped and what justice we are seeking. At one event, women's needs for support because of "triggering" were discussed with a counselor.</i></p> <p><i>As well, in the public presentations we do to a variety of groups, the stories of violence are often a source of surprise and shock to our audience and that they stimulate discussions for days afterwards, as well as inspire new volunteers and supporters who wish to help.</i></p> <p><i>The Support Worker at Second Story reports higher case loads for women seeking counseling for historical and current violence. Her approach provides choices and the opportunity for women to develop their own support systems to accommodate her unique needs.</i></p> <p><i>Women in leadership positions in many of our communities are sharing their stories of violence and sharing in public how it has impacted their lives.</i></p>
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	<p>B2. work with local women and girls to identify their priorities, viewpoints and potential strategies for addressing gender-based violence</p>	<p>Complete</p>	<p>The women involved in conversations, working groups, Public Meetings, and other community events have been sharing stories, viewpoints, ideas, and strategies for addressing gender-based violence.</p> <p><i>In Year 2, our Working Groups were comprised primarily of women and girls (with the exception of Gather the Men and our Strategic Thinking Group, which was designed to examine with a gender lens). The input of women and girls has been instrumental in the implementation of the project in identifying their priorities and needs.</i></p> <p><i>In the Restorative Justice Working Group, the members, many of whom have personal experience and feel passionate about restorative justice and conflict resolution, developed a proposal to develop a Community Dispute Resolution Program. The proposal to the Leadership Circle of South Shore Safe Communities was accepted. In a case (successfully) that building the capacity of a community to address violence may potentially prevent injury, crime and ongoing costs. In the case of women in potentially abusive relationships, it could even save lives.</i></p> <p><i>Another example is of the strong voice of survivors in our Safe Communities Working Group as well as the collaborative efforts of female service providers, law enforcement, and education systems to develop a plan of action. The Coordinated Response Team funded "Acting Together" initiative are two women, one of whom is a survivor, and the other the Chair of our local Community Health Board.</i></p> <p><i>The members of the volunteer planning committee for One Block One Voice are two women, one girl and one 15 year old boy. They planned the initiative with the safety of women in mind.</i></p> <p><i>In response to the death of Rehtaeh Parsons, we planned a community event for all people in the community to grapple with the loss of a young girl and to discuss the changes that need to be made so that tragedies such as this do not happen again.</i></p> <p><i>We have been working with a local youth theatre group (mostly girls) to develop a production for middle/high school students about adolescent dating violence. The performances are scheduled for the first week of May.</i></p> <p>In Year 3, we worked closely with a Survivor Advocates Group to develop a community agenda for action and learning together, (see above A1.) We called Finding Voice for this group with a local facilitator.</p>
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<p>B3. identify existing institutional mechanisms and supports as well as gaps</p>	<p>Complete</p>	<p>We are fortunate in our community to have a Women's Centre, a Men's Intervention program, a Sexual health Centre, as well as a Resource/Support Centre. Many women (and men) use these organizations are traditionally underfunded and overstretched. For instance, the Sexual Health Centre staff only work 20 hours/week. The House has a long waiting list for their outreach and school program. The Intervention service also has burgeoning demand, limited staff, and in order to meet their budgets. Victim Services via Police are available but likewise only available 20 hours/week on the South Shore. The Plus program that gathers services for youth and families on the South Shore outreach to vulnerable youth at risk. This program has been successful in closing a lot of gaps in services for the most at-risk youth. There are now health counselors in most schools.</p> <p>We have heard from many of the women who speak to us that "the system" for help, it was often not only <u>not</u> helpful, but also harmful. Many report being caught in gaps, e.g., between family court services, between organizations, or with ineffective peace bonds, or with gaps between agencies and/or individuals on their case. They are often confused by the structures/systems they do not understand and which provide services in terms they can grasp. This leaves them continuing to feel unsafe and distressed. There is a lack of confidence in the protection of victims and lack of accountability of the offenders as most cases that go to court are for lack of sufficient evidence for likely conviction. <i>As we are gathering a group (Partners in Justice) of decision-makers including local police, RCMP, Crown, Court Administration, Health, victim services, community service providers, Schools Plus, and a Coordinator, along with survivor advocates, to address these issues.</i></p> <p>In Year 3, the Partners in Justice Group transformed into multi-agency, establishing a HUB Model for services on the South Shore, and across Saskatchewan. This group of decision-makers from Health, Justice, Services, Policing, Community, Women's Advocacy, etc., is working to collaborate on provision of services for all clients, with early identification and wrapping services around that person/family to prevent further criminal activity. This initiative will continue under a co-chair arrangement with the Story Executive Coordinator and Bridgewater Town Police Chief.</p> <p>While there are a number of services available for people who experience violence, there are many barriers to reporting- some that have to do with fear and some reflective of a culture of shame, stigma and secrecy surrounding violence. In recent media, it is apparent the fear of being publicized on social media may be an added burden.</p> <p>Nova Scotia has the highest rate of sexual assault among the provinces, and also the lowest charge and conviction rate and one of the lowest rates of reporting. We discovered that there is essentially no dedicated sexual assault service on the Shore, since the 2 doctors who were trained in gathering rape kits are no longer available, and women are most often referred to Halifax for services (for boys) under 16, while there is a duty to report, those victims often travel to Halifax for help. This combined with statistics that suggest most sexual assault victims are girls under 18 years old, means many young women and offenders are holding their distressing secrets of sexual assault. Since alcohol is almost always a factor in these assaults, the risk of further violence to cope with the event and its social/emotional aftermath is high.</p> <p><i>In Year 2, in response to the death of Rehtaeh Parsons, Nova Scotia initiated the development of sexual assault service delivery models. The Sexual Assault Centre, building on the work of the Be the Peace's Sexual Assault Response Group, was successful in procuring funds from both Phase 1 and Phase 2.</i></p> <p>The preventive aspects of relationship violence, namely educating youth and families about healthy relationships and appropriate boundaries, need much more attention, so the overall rate of assaults can be reduced.</p>
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<p>B4. identify promising practices to address the issue of violence against women and girls in rural and small urban settings</p>	<p>Complete</p>	<p>From above- Section B3. Continued - In Year 3, the Sexual Lunenburg/Queens (SASLQ) is independently led by partner House Transition House for another year to establish MOU, provision and monitoring among partner agencies for dedicated (Be the Peace remains as part of an advisory group only).</p> <p>Promising practices seem to combine efforts in educating/su in healthy parenting, as well as young people via curricula in peace initiatives in schools. Building awareness among all y kindness, compassion and standing up/intervening when vio not enough. These, together with innovative strategies for c agencies/service providers to close gaps or address unmet t for victims that both protect and foster healing for victims, an and rehabilitation/healing for offenders, using trauma-inform current research in a complex and multi-factorial approach.</p> <p><i>In Year 2, more emphasis has been placed on collectively re are effective in coordinated rural community responses acro the eight essential components of the Duluth model have be and are foundational to our document "A Comprehensive Sy Intimate Partner and Sexual Violence in Lunenburg and Que risk-based and victim safety approach taken in Amesbury, M in "A Raised Hand" in The New Yorker, July 2013). We have understanding of the typology of intimate partner violence, b Michael Johnson, and how that information might be useful</i></p> <p><i>Emphasis was also placed on determining and sharing best providers. We hosted the first in a series of "Promising Prac "Promising Practices – Responses to Pornography, Sexualit Future events are under discussion.</i></p> <p><i>We are also partnering with a project in the Valley region on for engaging boys and men, including White Ribbon; Jackso Prevention; Coaching Men into Boys; and the successful res developer, Barrie Levy, is doing with men in Santa Monica, Brenda Strafford Centre at the University of Calgary, indicat prominent group is influential in the healthy development of</i></p> <p><i>For youth, the Healthy Relationships for Youth curriculum w been very positively evaluated. Research that suggests whe engaged with schools, young people do better both socially prompted the development and hosting of the Parent Café m</i></p>
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3	<p>C1. collectively identify gaps, priorities, opportunities, valuable resources and supports and potential strategies</p>	Complete	<p>The gaps in this area and opportunities are well documented funding limits, political will, time and human capital constrain resources we have discovered, many developed by Women's Centre in the TriCounty District by the Women's Centre there; the curriculum developed by the Antigonish Women's Resource Centre for sexual assault response currently in place at Avalon Sex <i>Women's Resource Centre and also Pictou County Women's</i></p> <p>Social marketing campaigns from Australia, New Zealand and Halifax, show promise in getting the message across to young people, the boundaries of healthy versus unhealthy relationships.</p> <p><i>In Year 2, significant gaps were identified by partners: sexual violence and youth; the response of the justice system; in public awareness of VAW; the consistent delivery of school curriculum regarding especially sexuality education; and non-violent dispute resolution programming for boys. Also, while there are men's intervention programs in the province, we have no idea of the effectiveness of these programs. Approaches, as there is no formal evaluation data available. Partners are working to move forward in their healing journeys, beyond a simple support group, a gap, and the opportunities BTP has created for women to share their ways has had a dramatic impact on some that we know of, and partners are working publicly about their experiences before. The Interagency Working Group is identifying these gaps, and meets monthly to share information and identify new partnerships forming to address them. We have also discussed resources offered by other agencies, e.g., the Parenting Journey Resource Centre, that we disseminate to other partners, e.g., the BTP.</i></p> <p><i>A large gap in our community is an awareness/understanding of violence. A colleague, family member or friend is experiencing violence and does not know what to do when there is suspicion or knowledge of it. Several people have been trained to facilitate "Neighbours, Friends and Families" events, currently booking in schools, and on-site in workplaces. One event brought public awareness, as well as the many presenters. Coordinators are making to community groups and service providers. A Newsletter is distributed to our contact lists (sample attached). The event was on the floor of the Senate on December 9, 2013 by Senator Murray Sinclair, need to end VAW in Canada, and is on file in the Senate's records.</i></p> <p><i>Our Strategic Thinking partners (as well as other the Working Group) provided direction as we developed our plan for Years 2 and 3, and is more focused as three triads – youth/parents/schools; women's justice/community/policing. Our framework ensures that the coordinated community response - awareness, prevention and education is embedded throughout the work of the project. The plan is a graphic (5 foot long) "map" of the project and "Action Plans", both identifying gaps, priorities, and strategies.</i></p> <p><i>The Duluth model, the Amesbury model mentioned above as well as discussions with "Shift – The Project to End Domestic Violence" in Calgary have influenced our approach when bringing together a working group. A potential strategy is the development of the model that is in place in Prince Albert, Saskatchewan to ensure that gaps and strategies are collectively identified on an ongoing basis and we transition out of project funding.</i></p>
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	<p>C2. collaborate to ensure tangible results for women and girls and a coordinated community response to gender-based violence in the context of local need</p>	<p>Complete</p>	<p>We are engaged in a number of conversations with partners and other organizations to understand and align efforts in addressing and developing collaborative approaches.</p> <p><i>In Year 2, our project moved more deeply into collaboration which input, information-gathering, and consensus decision-making where overall goals and indicators of success can guide us. Thinking Group (made up of leaders in the community) brought us able to see the "big picture" of the project to give input into our points.</i></p> <p><i>We have partnered with HeartWood Centre for Community Youth Plus and N.S. Department of Health and Wellness, to develop programming in schools where healthy masculinity, self-esteem, literacy and respect in intimate relationships can be addressed. Where happens for girls, we are missing a huge piece of the puzzle.</i></p> <p><i>The Sexual Assault Services Working Group collaboratively secured Phase 1 funding from the province to complete a "statistical analysis" and to develop a "made in Lunenburg" service delivery model. The group was transferred out of the BTP project to become an independent group under the leadership of Second Story Women's Centre's Executive Director. Partners, with BTP being one member of an advisory committee, were successful in procuring funds for Phase 2 of the project to implement interlocking protocols and services.</i></p> <p><i>The Interagency Network meets regularly and partnerships are developing, e.g. the Family Support Centre, local Transition House, and Women's Centre are working on developing resource modules for women who are leaving relationships, (including those that return). In March 2014, this group has also become a self-organizing entity for the Peace Project.</i></p> <p><i>The Restorative Justice Working Group will be transitioning to a subcommittee of the South Shore Safe Communities Initiative and seeks sustainable funding for a Community Dispute Resolution Project.</i></p> <p><i>A priority for Year 3 will be to develop a community "structure" where collaboration to end VAW is maintained over the long term by BTP. We can safely say that a great majority of stakeholder organizations and individuals in Lunenburg County are (or have been) partners in this work.</i></p> <p><i>We will also partner with the Nova Scotia Child & Youth Services, Dept of Health and Wellness and the Provincial Youth Forum in October 2014 that will engage 100 youth on intersecting factors (hypersexualization, alcohol, gender roles, pornography) as they relate to violence in relationships, with projects at their schools or community locations.</i></p> <p><i>In Year 3, the gender-specific programming for Grade 9 and 10 is a Province-wide pilot, (we being the only rural community) has been implemented by students, male and female, their teachers, principals, the Department of Ed. It has offered students new ground for conversations about relationships, sexual behavior and health.</i></p>
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4	<p>D1. work with women, planning partners and community members to ensure effective implementation of the plan</p>	Complete	<p>(Continued from Section C2.) pornography, substance use, sexual orientation, and building peer support and sensitivity.</p> <p>The Survivor Advocates group has been instrumental in high level people in the justice system treatment of women with high level people in Prosecution.</p> <p>Be the Peace hosted a forum and panel presentation on a R that would look like for women, using the stories of survivors participants registered to participate ranging from judges, law workers, to women's advocacy groups, educators, researchers. There is a groundswell of support for changes in the justice system more trauma-informed and more just for women, and several aligned in a funding proposal to establish a restorative justice project.</p> <p>Be the Peace worked in strong partnership with the Project C in developing Sexual Assault Response Lunenburg Queens initiative project. We offered assistance with facilitation, coordination and support.</p> <p>We are already implementing a number of action items that include: Café at a local school, (using World Café methodology), to establish communication pattern between schools and parents. We work on engaging parents more effectively at other area schools; with Grade 6 and 8 students at a local school to explore communication relationships and peace initiatives; we are offering the first session and methods for women affected by relationship violence; and a schedule of Gather the Women, who have experienced relationships together and brainstorm how other women might be helped. We are in applying for funding to establish a Peace Ambassador initiative that was not funded. We continue to work with an interagency group and collaboration might achieve that no one organization has been able to do.</p> <p><i>In Year 2, the implementation of the plan has consistently involved working with partners and community partners. Our structure of Working with Community Coordinators ensures collaboration in all the work of the project, including planning of a Parent Cafe, a presentation is made to individual organizations. A planning team is then set up with members from parents and the Project Coordinator. The team collaborative planning for the events. More schools are showing an interest in hosting events. March-May this year. The Youth Forum that was held at one school was planned in a similar fashion, with the support of staff from the Sexual Health Centre and Community Services.</i></p> <p><i>In our three "Rise and Release" Cafes, in which survivors work with community members, youth, the ED of our local transition home organizations where the cafes were being held.</i></p> <p><i>Another example is the partnership that we have developed with the Bridgewater Justice Centre in planning a session for Community members to share the experiences of women in the community who are surviving violence, like having an abused women wait in a separate area for court appearance, or accompanying a woman to her car after court appearance, or having an accused is also attending.</i></p> <p>In Year 3, this work continued with establishment of the HUE service provision, the Community Dispute Resolution Centre and the Municipal Alcohol Project in developing a youth engagement initiative.</p>
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	<p>D2. focus on a priority component of the plan</p>		<p>Continued from Section D1.</p> <p>In addition, the 5 municipal governments have all made solid through either educational presentations to municipal staff/co statements about VAW, review of HR and workplace policies language and protocols for addressing IPV situations in the community. We believe this is ground-breaking work in Canada such commitments or policies at the municipal government level the Town of Lunenburg attached.</p> <p>-----</p> <p>We are, at this juncture, forming a strategy team of high level leaders to bring our focus down to strategic leverage points with potential for highest impact.</p> <p>One of these is applying for funding to pilot a Healthy Relationships for Grade 9 students in 2 area high schools, This program is parts of Nova Scotia and is co-taught by Grade 11, 12 students</p> <p>We may also develop an offering Be the Peace can bring to school-based initiatives to prevent and address relationship</p> <p>In addition, we are finding that building capacity among community providers and interested agency employees in convening, facilitating meaningful conversations is setting a new template for how work of VAW in new ways, unearthing assumptions and taking public also facilitates the transfer of knowledge and skills to community organizations so they can take leadership roles in carrying out</p> <p><i>In Year 2, the priority components of the project are more focused on youth/parents/schools; women/men/people; and justice/polic graphic). We are also focusing on establishing a community the work of the project continues after the funding period is over action plans reflect the priorities and outlines action plans and outcomes (attached).</i></p> <p>In Year 3, Youth, Parents, Schools Triad: we continued with efforts to make them self-organizing and self-sustaining; hosted with youth from several different schools; piloted gender-specific and 9 in 2 schools; healthy relationships for youth curriculum</p> <p>Men-Women-People Triad: Hosted a series, Into the Heart of coordinator of the Engaging Men and Boys Project (Chrysalis) facilitate explorations of gender dynamics at the roots of violence build/strengthen alliances and common ground among men will continue to meet on their own beyond Be the Peace and learning and action. Hosted an intergenerational conversation century.</p> <p>Police-Justice-Community Triad: This group has become focused on community HUB Model for collaborative service provision and committed membership and co-chairs. The Community Dispute under development as well, and partners have submitted a formal restorative justice pilot for the area</p>
			<p>Trauma-Informed workshops with Dr. Lori Haskell were attended Restorative Justice Panel was hosted to explore a restorative system for women, with feedback from some of the over 100 extremely valuable experience and important conversation.</p>
5	<p>E1. create the template for evaluation and indicators</p>	<p>Complete</p>	<p>We have designed a logic model and evaluation template. See included here as an attachment.</p> <p><i>The evaluation template has been reviewed and revised for direction of Common Knowledge Research and Consulting, is attached.</i></p>

	<p>E2. periodic assessment/reflection on what is being learned, discovered, accomplished</p>	<p>Complete</p>	<p>We have periodic reflection time with our project team, our b Women's Centre staff and board members, plus other partic team for the second Public Forum in April 2013. As we recei and members of the public and service agencies, we reflect will have sustainable impact. At this time in the project, at th devote time to thinking strategically about the priorities and p second year.</p> <p><i>In Year 2, the Project Coordinators meet on a regular basis each other and reflect on what is being learned and accomp loose responsibility framework in which we each take the lea project, so as to be more efficient with time and budgetary c process of developing the logic model, the community action process, we were able to set priorities and identify "doable" meet regularly with the Executive Coordinator of Second Sto that we are all "on the same page."</i></p> <p><i>The challenge of understanding the cultural, structural and s against women as well as the multitude of intersecting facto Discussions with young feminists and their understanding of enlightening and often challenges entrenched ideas of gend of oppression in the 21st century. We speak of changing the against women, and realize of course that three years of a p change that we would like to see.</i></p> <p>In Year 3, along with our Project Evaluator and as part of the engaged in intensive assessment/reflection with primary par individuals in the process of "deep dialogue interviews" in wh impact of the project on them personally, on their work/organ community. A compilation of quotes from their responses is</p>

GENDER BASED ANALYSIS

b) In a few sentences, highlight the major findings of the GBA and how you are or are planning on using these findings in your project.

In doing the Gender Based Analysis, it is clear that women have been and continue to be disadvantaged in so many ways that impede their children from abusive relationships. Income disparities between men and women, housing challenges in Lunenburg County, the imperative for that women can experience in this predominantly rural County of Nova Scotia without public transportation, all present real and present threats. Even the manner in which mothers are overloaded in the child protection system with responsibility for the safety of their children, especially women against them, is a gender bias with a long and dysfunctional history. These issues must be addressed at systemic levels and conversations with and must continue to include this analysis.

The rural nature of our county presents real challenges in reaching people who are most in need, eg., women in violent relationships for providing engagement in programs, activities, and support in domestic violence situations. Even the notion of engaging parents with the school community, transportation and child care is not readily available.

It has been particularly instructive to research the different ways women and men, boys and girls respond to the trauma of violence in how they order to cope, entrench in fear or become resilient and heal all speak to the necessity for gender-informed services and supports that honour the 'rape culture' dynamic persists, treating women as objects to be handled, manipulated and discarded, rather than humans of dignity and respect. They do report relationship violence is still very prevalent, and even court reports describe the 'he said, she said' circumstances that defy conviction from women who have been traumatized by violence and then re-traumatized by the very systems designed to protect and support them is true.

As we engage with youth, particularly, it is imperative that we remain conscious about the gender differences in boys and girls and how they influence beliefs, behaviours and relationship dynamics.

In Year 2, we are constantly applying a gender lens to the mass media influences on girls and boys and the stereotypically exaggerated messages that convey both privilege and pressures on boys to take advantage of girls' bodies, and girls to comply and vie for male attention in ways that are challenged by the entrenchment of male power and privilege in discussions within our Gather the People Working Group and are beginning a Men and Boys project in a neighbouring County to assist us with facilitation of this group. The gender lens that is inherent in our work is difficult in discussions about their own power. The courageous women who are sharing their experiences of violence draw us back again and again to a in our structures and systems. Theirs are the voices that guide our work. We are also encouraged by the work that is being done locally to train This group arose from a conversation at our Interagency Group meeting.

c) If applicable please attach a copy of the GBA report.

2) PROGRESS ON OUTPUTS		
<p>If outputs and products have been produced/completed, include a description. Provide the title and if applicable, the author. If available (website and/or other contact information).</p> <p><u>Please attach two copies of materials produced through this project.</u></p>		
Planned outputs or products	Status (in progress or completed)	Describe (during the period covered)

1	A1.Meetings, events, with recorded notes and participant lists; established working groups with membership lists updated periodically.	Complete	There are currently 8-12 Working Groups (see attached list), m based on themes identified by the community. See attached a available on request. <i>In Year 2, we continued recording notes and maintaining and In Year 3, we continued the process of convening individual attendance and distribution lists), hosting larger-scale events, issues/initiatives.</i>
	A2.Meetings, events, with recorded notes and participant lists; established working groups, with memberships lists updated periodically; record keeping and/or letters of support of in-kind contributions.	Complete	Attached is a list of the number of meetings each Working Gro each meeting, attendance and notes are kept and distributed t date. (all are available on request). In addition to the Working meeting with other potential partners, key informants, commun pursue, (on average 2-4 other meetings per week) and also at training opportunities. <i>In Year 2, this continues. In Year 3, this continued, all records have been maintained and published in the local newspaper about Be the Peace activities</i>
2	B1.Report on gender-based analysis with respect to rates of gender-based violence and the specific needs of women and girls.	Complete	The GBA was written by Nancy Ross, Co-Coordinator and Elis Bookchin, Co-Coordinator. It is available on request and will b www.bethepeace.ca . <i>In Year 2, our understanding of gender influences in intimate p develop. These are reflected in the section that includes the G In Year 3, our knowledge of gender issues and their impact on gender-specific programming in schools and with Dr. Bruce Di women entitled "Into the Heart of Gender." A poster is attache</i>
	B2.Documented conversations with and collected stories of local women and girls.	Complete	Whenever we hear stories from women, we keep notes of thos in the supermarket or in the post office and so are both formal understanding of the issues and how women respond to violen these stories might be captured in both written, oral or video's dealt with issues of confidentiality, funding, or use of the mater their stories recorded, for fear of stigma, blame, exposure, fea partner, or all of the above. <i>In Year 2, we set up many opportunities for women to share th received stories (unsolicited) by email from women ready to sh which they felt re-victimized. We organized 4 events to allow s "Rise and Release" cafes. A poster is attached. A fourth, very Justice Centre for the staff and for supporters of the women w heard have common themes....'no one knew' or 'no one believ work with the systems to make changes, based on the stories still challenged by how to handle confidentiality and so have n declined to come formally to tell their stories as they live in cor them. We are concerned about jeopardizing women's safety. never told their story to anyone before.</i> <i>In Year 3, we have continued to hear women's stories and hav processes and recovery. Many have said Be the Peace was a safe space for them to speak, have their voices heard, and be</i>
	B3. Collected stories of local women and girls, collected experiences of local organizations, agencies and institutions.	Complete	Likewise, we hear from colleagues in agencies and organizatio and the gaps in services, and also what they are proud of and <i>In Year 2, Second Story Women's Centre celebrated its 30th a that captured its origins, and the beginning of its VAW work w local Transition House and the Sexual Health Centre of Lunen collate similar experiences.</i> <i>In Year 3, stories were also heard at our Youth Forum, our "Int forum and via the Survivor-Advocates group. The process of f generated a large number of narratives from survivors, local se institutions.</i>

	<p>B4. Collected stories of local women and girls, and collected experiences of local organizations, agencies and institutions. Use project web site as a repository for documentation of best practices, effective strategies and ideas from literature and web-based searches.</p>	<p>Complete</p>	<p>We launched our project web site recently and are populating and promising practices. Please see: www.bethepeace.ca. We have ideas, best practices, and community based resources people can use on our page at: https://www.facebook.com/bethepeacemakeachange</p> <p>We also have a YouTube video of the first Public Forum: http://www.youtube.com/watch?v=...</p> <p><i>In Year 2, we added a twitter account to our social media "post" and updated regularly. Although we attempt to keep the website up to date on our provider. We explored other, more user-friendly formats, but none were as effective as our current one.</i></p> <p><i>We also send out new links we discover in our newsletter, and on a regular basis to partners and on request, e.g., teachers looking for resources for their classrooms.</i></p> <p><i>In Year 3, we continued to add to resources, newsletters and a process of reviewing the information stored on the Be the Peace Story Women's Centre website (www.secstory.com). It will be updated to accommodate participants in the Conferences at which we are participating. Facebook accounts will be deactivated at the same time.</i></p>
:3	<p>C1.Community Plan</p>	<p>Complete</p>	<p>Our community plan was crafted based on our Public Forum input by community members and partners to be the most important to follow that path. Some of the theme areas have continued to have participants to take action, in others, energy has waned or attention why.</p>
	<p>C2.Community Plan including a list of "Bold Actions" to be taken, and Communication Plan</p>	<p>Complete</p>	<p>Having just hosted our 2nd Public Forum, we know that many of our members and partners, and there are at least 2 additional paths and enlightening young people about hypersexualization in our community.</p> <p><i>See the report of the 2nd Public Forum here: http://bethepeace.ca/include/docs/be_the_peace_public_forum_report.pdf as a basis for continued work in many of the Working Groups, omitting Alcohol and Violence WG.</i></p> <p><i>We have revised the Community Plan for Year 2-3 as we focus on the above. See attached Community Action Plans and Communication Plan.</i></p>

D1. Aspects of Community Plan put into action. Notes from check-in meetings with partners/participants. Coordination and monitoring of progress to be documented.

Complete

- There are a number of actions that have been implemented:
- A first stakeholder gathering was held for ½ day on 11/14/12 to explore the collaboration and the dimensions of the issue of VAW with various agencies.
 - Public Forums- we hosted 2 large scale public forums in Lunenburg and Bridgewater to bring community members, service providers, youth as participants to the table to talk about violence against women and girls and what we can do about it. We have had a number of people in these conversations.
 - One Billion Rising - in partnership with Eve Ensler's One Billion Rising we hosted 2 community events in Lunenburg and Bridgewater to raise awareness of the world being abused every day. Both of these events included live music and the Break the Chain Flash Mob, with over 100 participants.
 - Raising the Public Discourse:
 - We hosted a community dialogue after the tragic shooting in Lunenburg to address the subsequent media frenzy, to offer people a space to express their frustration and possibilities for positive action in the future.
 - We have published articles in the local newspaper and on the website about the public about the project activities, issues and the One Billion Rising events and Public Forums.
 - Parenting education and support: While we met with parents from the local Family Resource Centre, we have also met with parents who are committed to the possibilities of strengthening their children's lives. One of these groups is the Bluenose Academy P-9's who have hosted the first "Parent Café" in Lunenburg County, with 33 participants. We had a conversation about making their school a more welcoming and supportive of their children's success.
 - We have launched a web site and facebook page that provide information related to VAW in Lunenburg County
 - We have a poster display board that we take to various community gatherings of the South Shore Women in Business.
 - We have offered/hosted a number of presentations, including one on what we aim to accomplish and the different areas for action. We have Neighbours, Friends and Families- a presentation to help parents learn how to intervene consciously and effectively for their loved ones. We are a provincial initiative in the N.S. Domestic Violence Action Plan on May 25th. The presentations are offered in partnership with the Youth transition house, Second Story and community members.
 - Youth and Schools:
 - Presenting at a professional development day, for teachers and guidance counselors of curriculum-related materials (see the Peace website under resources)
 - We have been in conversation with one school about the possibility of a Peace Ambassador program that may have a Peace Camp this August.
 - On May 2nd, we participated in a school health fair for Grade 7-9 students on hypersexualization using the Peace website.
 - We will on May 30th, participate similarly at another school.
 - On May 29th we will host a Youth Forum at Bluenose Academy (150 students) with a focus on healthy relationships from the youth's perspectives and needs.
 - We are working with the South Shore Regional Health Unit to visit schools using the Healthy Relationships for Youth program in Junior/Senior high schools in Sept. 2013. The program is being run by the Women's Resource Centre and they are partnering with the South Shore program. We are in the process of seeking support for this program.
 - Building community capacity to host meaningful conversations on this issue of interest. We offered a workshop on Facilitation Skills for our community for people to build their own skills in facilitating conversations. Included some of the methodologies we've used at the workshop was attended by 44 people. We will offer a workshop on different aspects of community based facilitation.
 - Exploration of Healing: We have scheduled and are currently offering services for free. These are open free of charge to anyone interested in healing modalities, particularly as they pursue healing their own. Each workshop gathers between 3-12 participants.
 - Sexual Assault Response- we are partnering with a local organization for Sexual Assault Response across the Province, and we are exploring how we can build one that would be welcoming, and how we can build one that would be welcoming, and how we can build one that would be welcoming.
 - We are partnering with the South Shore Community Centre to provide services to youth involved in relationship violence.

In Year 2: Notes are kept of every meeting we have, plus follow-up on the following components of the action plan have been implemented:

- Presented to the elected School Board, a Professional Learning Community, Home & School Associations and one School Advisory Council

	D2. Aspects of Community Plan put into action. Action plan documents to be created and used by stakeholders to move actions forward.	Complete	In the Community Plan there are action documents that have been created that we would have liked. The action plans also seemed to focus on the most important areas. It will be an ongoing challenge—getting people to focus on the action items. A major finding that some actions rise spontaneously out of community discussions. <i>In Year 2, all action plans are in place and are being implemented. See Community Action Plans attached.</i>
5	E1. Completion of Results framework and Performance Measurement Plan.	Complete	<i>See attached Evaluation Plan with logic model embedded. Year 3- see attached Evaluation Report.</i>
	E2. Annual summary of findings, progress, results and discoveries.	Complete	<i>See above and below. Year 3: See above, below and Lessons Learned, attached to Summary Report.</i>

3) CUMULATIVE PROGRESS ON RESULTS (if applicable)		
Planned Results	Planned Indicators	Actual Results Achieved
<p>1 <u>Short-term Result</u></p> <p>A community plan to address the specific needs of local women and girls with respect to gender-based violence has been developed.</p>	Number of meetings	<p>80 Working Group meetings involving approximately 247 people 160 + meetings with individuals or groups</p> <p><i>Year 2: 57 Working Group meetings involving approximately 160 people On average 7-10 meetings per week, less in summer months Presentations over Year 2.</i></p> <p><i>Year 3: The numbers remained similar during the final year.</i></p>
	Number of individuals engaged	<p>Currently 500 people on our distribution list that include people from various community agency/community/government partners, and potential partners.</p> <p><i>In Year 2, our distribution list has increased to over 600. We have also increased our Twitter account (including Status of Women NS). Facebook practices and strategies and it is used regularly (almost daily) and our daily posting was 700. 148 people have "liked" our account.</i></p> <p><i>Year 3: Our Project Evaluator report indicates that the reach of our project has increased. There have been 597 tweets, 197 page likes on Facebook and we have attended 9 conferences, made 50 presentations to more than 1800 people by more than 1800 people.</i></p>
	Number of contacts with organizations and agencies	<p>Approximately 76</p> <p><i>In Year 2 - approximately the same- we have not been keeping appointment books have that detail if needed.</i></p> <p><i>In Year 3 – approximately the same. Appointment calendar maintained.</i></p>
	Number of events and attendance	<p>2 Public Forums: Reports can be found on project web site:</p> <ul style="list-style-type: none"> • July 2012- over 150 people • April 2013- over 100 people <p>2 "One Billion Rising" events, Lunenburg, Bridgewater – over 100 people</p> <p>1 Stakeholder gathering- 35 people</p> <p>3 Workshops – over 60 people</p> <p>18 Presentations and other forums</p> <p><i>Year 2:</i></p> <p><i>23 Presentations ~ 425 people</i></p> <p><i>6 One Billion Rising events and/or Rise and Release Cafes</i></p> <p><i>2 youth forums, Grade 6's and Grade 8's~ 110 students</i></p> <p><i>2 public gatherings/workshop ~ 44 people</i></p> <p><i>1 school assembly ~ 300 + students, 40 + adults</i></p> <p><i>Year 3:</i></p> <p><i>89 Working Group meetings with over 100 people</i></p> <p><i>17 + presentations with 450+ people</i></p> <p><i>15 hosted events or series with 520+ people</i></p>

		<p>Number, type and value of in-kind contributions</p>	<p>A number of organizations have offered meeting space, referred services, discounted services, etc, amounting to thousands of dollars, (intervention), Second Story Women's Centre, Bridgewater Public Library, Family Resource Centre, South Shore Health, Lunenburg High School, Bridgewater Superstore, Lunenburg SaveEasy, Church, New Germany United Church, Trinity United Church Board, Lucky Duck Web Design, Town of Lunenburg, Guppy (facilitation), See What You Mean Graphic Facilitation,</p> <p><i>In Year 2, we expanded our list of in-kind contributors to include Sobeys Community Room, Centre Court at Bridgewater Mall, Community School, Bridgewater High School, Bayview Community School, South Shore Regional School Board, South Shore Health, Acadia Entrepreneurship Centre, South Shore Community J</i></p> <p>Year 3: see Years 1 and 2. Femifesto, a feminist collective worked with local journalists to encourage more sensitive reporting on a variety of community spaces to meet with groups and/or individual organizations, stores, and the library.</p>
		<p>Number of individuals, agencies and organizations engaged in development of Community Plan.</p>	<p>At the first Public Forum (July 2012) there were over 150 people and themes for action planning. At the second Public Forum, (April 2013) affirmed most of the themes and offered new direction for a number of organizations or individuals attending any of the Interagency Forums.</p> <p><i>In Year 2, the members of the Strategic Thinking Working Group had significant involvement in the community plan and strategic directions.</i></p> <p>In Year 3, as we were able to transfer leadership of individual groups, the number of people in leadership or coordinating roles increased.</p>
<p>2</p>	<p><u>Short-term Result</u> Project participants and stakeholders can identify the factors contributing to gender-based violence and are aware of local needs.</p>	<p>Number of individual stories compiled</p>	<p>More than 3 dozen people have shared their stories with us and these stories have not officially been compiled.</p> <p><i>In Year 2, 40 or more have shared their stories.</i></p> <p>In Year 3, many more have shared their stories via the VOYCE "the Heart of Gender" series, at Neighbours, Families and Friends, and the Advocates group.</p>
		<p>Number of agencies / organizations sharing experiences</p>	<p>Approximately 70.</p> <p><i>In Year 2- similar, we have stopped keeping a discrete count of agencies sharing information, if needed.</i></p> <p>In Year 3 – similar to Years 1 and 2, with a slight increase due to contact with a large local employer's HR Department and the Seniors' Committee, Families and Friends. We also had contact with several medical professionals on assault and intimate partner violence. Some social work staff shared their experiences at a BTP presentation.</p>

		<p>Increased understanding of local context around gender-based violence.</p>	<p>There have been many conversations with participants through organizational and social/cultural parameters of the issue of Forum. Issues like hypersexualization of youth in mass media “normal” to young people; the culture of alcohol use in Nova Scotia relationship violence, particularly sexual violence among young people, instill values about healthy relationships, empathy and compassion in growing children as good, responsible and caring partners. Institutional, social and cultural structures and patterns that cast the victims as blameworthy. People are talking more about context, realizing it is a very complex issue, AND they are sharing experiences.</p> <p><i>We have received feedback from a variety of sources that the awareness is increasing. Some examples include:</i></p> <ul style="list-style-type: none"> <i>A comment from a local Child Welfare Case Supervisor: “The Peace project has really started something big. We as professionals in the community are looking at violence in relationships”</i> <i>From a story in our local paper: “Collective voices called for a march and a boisterous rally on the eve of International Women’s Day”</i> <i>From a volunteer: “It’s about empowering each other. We are saying that we will not accept violence and that justice for survivors is essential”</i> <i>From a survivor: “I learned that Nova Scotia has the highest rate of violence against women. Within our justice system, we also have the lowest rate of conviction. We need to share what you learn with others, speak out and question the status quo. This epidemic and what changes will be made in our society are the focus of our work”</i> <i>From a narrative that was emailed to us: “My therapist and I have discussed in our sessions how our sessions have dealt the fallout of this situation (the epidemic of violence against women, relationship abuse that the therapy was meant to address). The therapy essentially provided me with counseling to deal with the aftermath of the violence”</i> <p><i>In all of our conversations with the many people who are involved in the project, there is a heightened awareness of the issue and of the roots of the problem. We encourage participants and stakeholders to gather information about their own experiences. May by our Evaluator, Joanne Hussey.</i></p> <p>For Year 3, see the Project Evaluation Report from Joanne Hussey for a detailed process and list of articles in local newspapers. All are attached in the Appendix. Media coverage of current events in Nova Scotia and around the world.</p>
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3	<p><u>Short-term Result</u></p> <p>Community partners and stakeholders collaborate to identify gaps, priorities and opportunities and to implement effective mechanisms, supports, strategies and/or solutions.</p>	<p>Gaps, priorities, opportunities, resources and supports are documented and disseminated.</p>	<p>We have unearthed a number of gaps in services mostly from protection, justice, and mental health and transition house system has been the area of sexual assault response- we are looking that may increase comfort with reporting and also offer an id partner with NS Advisory Council on Status of Women on the Interagency Network group has not gotten much traction bey and then tapered off before we even established a mandate mostly interested in just information sharing, knowing the se They have shown some resistance, in fact, to looking at gap may work together to fill them or at least plug them. See mo</p> <p><i>Year 2-3:</i> <i>Throughout the project, collaboration has been the basis for opportunities. They have been disseminated to the groups to host, we bring resource lists, and as much as possible conn</i></p> <p><i>There is a huge challenge in communities, but also for serv resources, programs, initiatives, funding sources, restructu the players are in any organization the Interagency Network have also explored a resource fair for providers, or a central been little uptake from partners, and they feel challenged ev organizations.</i></p> <p><i>In working with youth and schools and the school board, w exploring ways to address them in a system that has so mar those outside the system coming in. Gaps identified:</i></p> <ul style="list-style-type: none"> <i>• In effectiveness in dealing with bullying and achiev There doesn't seem to be an appetite for exploring</i> <i>• In communication between parents and schools a partners in helping kids meet the extreme challeng technology, pornography, etc. hence the Parent C to address common challenges as partners in chil</i> <i>• In sexual health and education, despite this being resources are routinely not used and the traditiona being taught) is not reaching the most imperative r relationships, decision-making and violence prev board and community health workers in schools to perhaps arrange for some training and developme bar for these resources during Sexual Assault Aw</i> <i>• Schools are fielding a lot of requests from outside not sustainable and don't embed the information/e an example, will include some training and co-faci on an ongoing basis.</i> <p><i>In the justice system continuum of services women have tol DV, IPV, SV, in police services, court services, and the afterm adequately safe or protected. There is also a gap in skilled, af informed according to the latest research We are gathering a address these gaps, and have survivors inform and recommen successful models elsewhere, like Duluth, Community Hub, et seek training for providers and develop referrals to other types the "Beyond Trauma" program that may be offered on the Sou</i></p> <p><i>In engaging men and boys, we notice that many men do not of gender violence, including the ways those structures confer there have been few opportunities for men to engage together have in ending VAW the Gather the Men group continues to n facilitator to work with the Gather the People group to more ef among men and women and move the group to some collectiv project in the valley to examine the various men's programs a more men, and men mentoring boys. a member of our commu White Ribbon.</i></p> <p><i>In communities in general, and in workplaces, there is very lit safely and effectively to suspicions of DV among friends, fami work with community partners who have been trained in the N presentations to large employers in the County, service clubs, skill and confidence in intervention.</i></p> <p><i>Year 3: The most important result has been the commitment c adapted from the Prince Albert, Saskatchewan model, with pa before. Leadership for this trans-disciplinary group has been ta Second Story Women's Centre and Chief John Collyer, Bridge priorities, opportunities, resources and supports in the commu clients with complex and urgent needs.</i></p>
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		<p>Number of new supports, programs, strategies, campaigns implemented</p>	<p>Exploration of Healing series and the Gather the Women group as an opportunity for camaraderie, conversation and healing from trauma. Services since media stories of sexual assault have been prominent in a campaign to report incidents, but/and we have to make sure that support is available when they do report. There is no confidence in this system.</p> <p><i>In Year 2, and as we enter Year 3:</i> <i>It has been very important to us to remain nimble with the program and ideas as they arise and are aligned with the project, eg. bringing Jackson Katz to the school and bringing Jackson Katz to speak on very short notice as a focus of the project as it became clear where the energy of the project was. Possibilities where the energy or will of community and/or partners.</i></p> <p><i>Some specifics:</i></p> <ul style="list-style-type: none"> • Hosted several One Billion Rising and Rise and Shine events with more community members in working groups and events. • Hosted the first Promising Practices event on reducing violence. More in this series is planned. • Considering hosting a resource fair for providers but there has been little uptake from partners, and we are looking about their own organizations. • Exploring a strategy for knowledge dissemination through works currently being done, connecting the bright ideas to schools. • Implemented Healthy Relationships for Youth in Schools- 170 students plus 15 + youth facilitators in the 2014-15 school year. • Planning follow-up to the youth forums at Bluewater. • Highlighting in the school system, the gaps and needs in health and education using April as Sexual Assault Awareness Month available and encouraging discussion and activities. • Funding being sought for programming for boys on healthy masculinity and sexual identity and decision making (Funding proposals have been submitted to engage in development) • Hosted one Parent Café and 3 more are in planning. We will host Parent Cafes with schools and possibly a community one to address meaningful conversation about the challenges you face and address them skillfully. • "Partners in Justice" group of decision makers in place for survivors of gender violence to hold safety of victims, accountability for offenders, and restorative, sensible coordination along the entire continuum of service. • Building a network of survivor advocates- women who are instructive in altering the system responses to violence, harassment and opportunity for healing and freedom. We offer opportunities for their stories to be told, and in places where first voice is the primary source of intelligence. • Support development of a campaign to form a local network of men's programs to engage more men in more violence prevention with boys. • Host a Youth Forum in October with 100 youth talking and choosing around violence prevention and healthy relationships. • Engage skilled facilitation for the Gather the Women series. • Continue to provide and promote Neighbours, Friends and Families groups and employers <p>In Year 3, there has been continued activity in most of these areas, presentations to large workplaces, but also to Municipal government, a Youth Forum with 45 youth and 20 adult supporters exploring a range of relationships; the panel presentation/discussion on a restorative approach to justice; Into the Heart of Gender series; Feminism conversations</p>
4	<p><u>Medium-term Result</u> Stakeholders have taken specific actions to</p>	<p>Number and type of specific actions taken to address gender-based violence</p>	<p><i>These have all been identified in previous sections- see above</i></p>

		<p>Number and type of communication and dissemination activities undertaken</p>	<p>2 public forums with over 250 people 2 public events, commemorating One Billion Rising – over 300 160 + meetings with individuals or groups Periodic e-mails to distribution list of 500 Facebook page is updated at least weekly with resources, videos, articles/editorials, media stories 2-4 News articles in local newspaper, plus 4-6 letters to editor 18 presentations and other forums</p> <p><i>In Year 2:</i></p> <ul style="list-style-type: none"> • Hosted “Promising Practices” event – Responses to • Arranged for Dr. Jackson Katz to present to high school members • Two One Billion Rising events and three “Rise and Run” events • Narrative session (women’s stories of violence) with planning stages); • Presentations/sessions – Lunenburg Board of Trade series; South Shore Regional School Board; Lunenburg presentations (Home and School/School Advisory Council, Germany RHS; Child and Youth Network meetings; Public Health and Mental Health/Addictions • BTP Newsletter – 3 editions to date • Almost daily Facebook and Twitter postings; website • Local newspaper and radio coverage (CKBW) – 8-10 • Mermaid Youth Theatre performances – scheduled • Letters to the editor in local newspaper + full page advertisement • Conferences – BTP will present at a conference in Montreal <p><i>In Year 3:</i></p> <ul style="list-style-type: none"> • Regular Facebook and Twitter postings; website updates • Local newspaper and radio coverage (CKBW and 95.7) • Presentations to the Board of Directors of South Shore Communities and Second Story Women’s Centre • Meetings of Survivor-Advocates Group - 8 • Mermaid Youth Theatre performances – in three schools Network • Hosted a Restorative Justice panel – 100 participants Nova Scotia Mental Health Court, Jennifer Llewellyn Men’s Intervention Program – poster attached • Hosted a final public forum – A Report to the Community • Hosted “Into the Heart of Gender” – three-part series • Invitations to “Into the Heart of Gender” and to the Festival • Hosted an intergenerational conversation on feminism • Submission to local municipality’s Newsletter and municipal Annual Report • Communication with Justice Barbara Beach and Chief Justice • Presentation to social work students at Dalhousie University • Neighbours, Friends and Families presentations – 5 • Invitations to present at several Conferences to share Prevention Symposium in Halifax, the 2015 Canadian Women’s June, the International Pathways to Resilience Conference Women Ministers (Atlantic Provinces) in early fall. • There will be mention of the work of Be the Peace in Martin Rutte and Impact: Six Patterns to Spread Your • A doctoral dissertation arising from Be the Peace is of the project. • A Master’s Thesis by Reverend Bethe Benjamin-Carr intersection of violence in families with faith communities • PowerPoint presentations - 3
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<p>5</p>	<p><u>Longer-term Result</u> Identifying the impact of actions taken to address violence against women and girls.</p>	<p>Number and type of feedback received from stakeholders, community members, organizations, agencies.</p>	<p>We have a number of different feedback mechanisms and the People are telling us we are making an incredible difference bringing these issues out into the open, telling us it has changed seen evidence of that. It is clear from the feedback we are receiving offering people a way to take action and be involved in the solutions women and girls are killed, damaged and hurt. A couple of our plans appear to feel threatened by the project, yet unwilling to do so. This has been disappointing. We continue to extend the trust and openness.</p> <p><i>In Year 2, we have received feedback from individuals recognizing that requires that the whole community takes a stand. Feedback "difference" in the community and in particular in the lives of women. We know that agencies within the Interagency group are collaborating (Approaches two-day forum) and that they are engaged in a trauma-informed practice. We received input that the staff at survivors' stories and that it has begun a discussion about housing building.</i></p> <p><i>We have also received some "push back" about our project difference; that "One Billion Rising" may be neo-colonialist in declining attendance in one of our Working Groups. We intend systems are being challenged and that it is part of the process.</i></p> <p><i>The Strategic Thinking Working Group has given us indications organizations and that they are reflecting on strategies to work VAW on an ongoing basis.</i></p> <p><i>We consider the fact that decision-makers and leaders continuing collaborative action with us, to be an indication that what we aspirations for positive change in their systems and that we follow-through, credibility and intentions for collaborative structures communities.</i></p> <p><i>We have received feedback from a variety of sources that the increasing. Some examples include:</i></p> <ul style="list-style-type: none"> <i>• A comment from a local Child Welfare Case Supervisor: "The Peace project has really started something big. We as professionals in the community are looking at violence in relationships"</i> <i>• From a story in our local paper: "Collective voices called for a march and a boisterous rally on the eve of International Women's Day"</i> <i>• From a volunteer: "It's about empowering each other and that we will not accept violence and that justice for survivors"</i> <i>• From a survivor: "I learned that Nova Scotia has the lowest rate. Within our justice system, we also have the lowest rate. I will share what you learn with others, speak out and question this epidemic and what changes will be made in our system"</i> <i>• From a narrative that was emailed to us: "My therapist and our sessions have dealt the fallout of this situation (including relationship abuse that the therapy was meant to address). It essentially provided me with counseling to deal with this situation"</i> <p><i>Some other examples:</i></p> <ul style="list-style-type: none"> <i>• A young woman volunteer changed her Master's Thesis topic to what is a healthy relationship, because of volunteering at Bluenose Academy Media.</i> <i>• A business leader is considering workshops on Non-Violent Communication attending the presentation at the 2nd Public Forum.</i> <i>• School Board Coordinator of Student Programs says: "I've been at a lot of different forums and from a variety of sources that we are making a difference." "It's because of the project that we are making a difference."</i> <i>• From a business leader- "... this conversation at the time didn't happen before."</i> <i>• We were invited to a conversation at Community Services for collaboration and training for workers and therapists.</i> <i>• From a survivor: "I could use this time to continue to share my stories to the Dialogue on Domestic Violence initiative. I had many rememberings as a result of the rise and fall of the project. I never told, I didn't trust that anything would be done. I shared myself as deeply as I can, getting strength from self-compassion and outrage. Thank you so much."</i> <p><i>"I could cry a river Tears from a tender heart of compassion Holding a Vision Trust in Humankind We are all basically good"</i></p>
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Have you achieved unplanned results? Yes No
 If yes, please describe YES

- We could not have foreseen how many people would have hosted and how that would affect them in such singing songs publicly and expressing their gratitude
- 3 of the working groups initiated have been taken on. Centre will adopt the Gather the Women group as one of the sexual assault response efforts with agency and becoming an independent self-managed entity.
- We did not anticipate the lure of building capacity in learning facilitation methods to host meaningful and impact because then many more people can host and adept at. Building their own competence and confidence.
- We did not know the level of credibility we would be. People respond readily to our requests, the project is in positions in large organizations are joining us in strength.
- There has been an increase in service requests to SWC project, specifically for counseling services, though not itself.

In Year 2:

- *Invitations to present at conferences because of the work*
- *Partnerships and collaborations among organizations that collaborated for 20 + years, are now meeting, sharing. A fair bit of that is due to the structures and practices.*
- *Unanticipated partnership with another SWC project engaging men and boys*
- *More funding proposals are being crafted and submitted*
- *We are also considering the sustainability of the effort of effort and new initiatives will continue over the long term now embedded in and coordinated through the ongoing work is the Gather the Women group. The Interagency Network commitment by a handful of key service providers continues. Working Group will morph into a committee of Safe Schools funding to establish a Community Dispute Resolution in schools, our intention is to help build capacity for schools embedded in their curriculum, with all the necessary resources. own Parent Cafes. We hope there will be a Community the funding period ends.*

As Year 3 progressed, we were surprised by the magnitude of the culture of organizations and on the understanding of the issues supported in moving on with healing journeys, service-providers they “do business” and in their understanding of the impact of work together on very important issues. We did not expect that engaged in the process of developing position statements/policies pleased that the Be the Peace project is seen by some as a “model” people who consider our work innovative and are writing about it. Conferences to share our “lessons learned” – the Crime Prevention Violence Conference in Toronto in June, and Pathways to Resilient Women Ministers (Atlantic Provinces) in early fall. Unexpected and art that represent the work and personal experiences of survivors.