

Envision Counselling and Support Centre Inc.
Program Evaluation Report – Cyberviolence Project

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Executive Summary:

Envision Counselling and Support Centre was created in 1994 under the name Violence Intervention Program (VIP). It was the collaboration of the Estevan Society Against Family Violence and the Weyburn Community Against Family Violence. Both groups had been in existence for more than 10 years. These groups approached the provincial government for specialized services for victims of abuse and violence in Estevan and Weyburn. Funding was obtained for individual and group counselling services.

Once established, VIP started the 24-Hour Abuse/Sexual Assault Support Line to provide support after office hours. The line received 10,000 calls from Saskatchewan callers in its first 10 years. In 2008, VIP went in a new direction. The name was changed to Envision Counselling and Support Centre Inc. and new programs were introduced to enhance the services already offered: Outreach Program, Children Exposed to Violence Program and the In-Home Program which is the umbrella for the Family Support Program and the Child and Youth Program.

In 2010, Envision received funding for the Family Intervention Program, which operates out of Carlyle as well as the Estevan and Weyburn offices. In 2013, the Interpersonal Violence and Abuse Program was expanded to operate out of our Carlyle office. Envision now has more than 30 employees, four office locations, and serves a population of more than 56,000 people and is continuing to grow with the needs of Southeast Saskatchewan.

In 2014 Envision was the successful recipient of funding provided through the Status of Women Canada. These dollars supported the work of the *Cyberviolence Project*, which was a twenty-four month project that took place between 2014 and 2016. The intent of the project was to address institutional barriers and other factors that limit the efforts of communities to address the issue of cyberviolence against young women and girls within Southeast Saskatchewan.

To ensure the success of the project, youth and other community partners and stakeholders were engaged to identify and create dialogue pertaining to the specific needs of young women and girls and their online safety. This foundational work was completed through a

comprehensive needs assessment that helped to provide direction and subsequently inform the project's strategy development and implementation. ,

The strategy focused on three main areas: education, partnerships and support (related to the prevention of cyberviolence). Education involved providing presentations to increase awareness of cyberviolence to youth in grades 7-10. Presentations were also provided to parents to again, provide both groups with a greater awareness of cyberviolence as well as tools and knowledge of how to handle violence online. Partnerships were essential to the dissemination of knowledge and the coordinate of education opportunities, but also were key in shaping and maintaining a united front against cyberviolence in Southeast Saskatchewan. Support was another key component identified in the strategy and focused on centralizing resources in an efficient manner that increased accessibility to services as well as provided a non-threatening environment to those individuals experiencing cyberviolence. This was achieved by creating an online hub through Envision's website specifically for resources pertaining to cyberviolence.

Evaluation conducted throughout the project supported that online violence is a significant concern in Southeast Saskatchewan and is experienced regularly by people residing in communities that fall within this area. Data collected throughout the project noted that creating awareness about cyberviolence and providing access to supports empowers the community to be better equipped to handle violence online. Data also inferred that most respondents who identified as experiencing cyberviolence did not report it; they noted that they had remained silent because they thought nothing could be done about it. For those who experienced online cruelty, data showed that these respondents found blocking hurtful users and talking to someone about what they were experiencing to be the most helpful. When broken down into specific incidents, the data collected suggested that individuals understand what mean and cruel online behaviour was, but did not associate those behaviours with cyberviolence. Lastly, data indicated that participants believed that they felt better able to handle mean or cruel behaviour online as a result of this project because they know where to turn for cyberviolence resources.

Project Partnerships:

The partnerships developed during this project were a significant factor to its success.

Envision's previous partnerships within the community acted as a starting point for the project and other areas of collaboration were able to evolve and develop from them. Partnerships that were involved in this project can be broken down into five main categories; steering committee, knowledge sharing community stakeholder, youth based community partners, local media representation and evaluation and consultation team. These partnerships allowed the project to reach a wide variety of people and provide awareness to the large geographical area of this project's focus.

One significant group of partners included the steering committee. This committee provided insight to the issues of cyberviolence at a community level. Made up of individuals including teachers, health professionals, counsellors, local police, victim services, parents and youth this committee provided a spectrum of insight surrounding cyberviolence. The goal of the steering committee was to provide leadership, experience and commitment to improve the quality of life for young women and girls who were experiencing cyberviolence. In order to address the issues surrounding cyberviolence, this committee oversaw the direction the project took. It utilized the diverse perspectives of those involved to provide insight into the issues at hand. To make this happen, the steering committee met a few times at the beginning of the project to become established, then on an as needed basis as the project progressed. In the final steering committee meeting, discussion involved ongoing education and awareness of cyberviolence, community engagement, resources and how to wrap up the project. Communication regarding updates on the project, knowledge and information sharing and feedback was a continual part of the steering committee partnership. Committee members indicated that they feel they are better equipped to handle cyberviolence as a result of the project. They have also expressed that the project has created better supports and engagement for youth as well as increased education, awareness, collaboration and dialogue regarding cyberviolence in general. Due to this project and the partnerships formed, the avenue for future collaboration will remain open

to those involved and their respective organizations. The Cyberviolence Project highlighted resources and support channels from Envision that can be utilized in the future.

Another important partnership throughout the project were the knowledge sharing community stakeholders. These partnerships provided the opportunity for information regarding cyberviolence and the project to reach rural communities across the Southeast. Continual updates were a significant goal of the knowledge sharing key activity and would not have been possible without these community stakeholders. These partnerships were essential in raising awareness about cyberviolence, collecting data and sharing information regarding resources and the centralized location of them. The knowledge sharing community stakeholders have acknowledged the impact in their organizations through their feedback. They have expressed their appreciation for what Envision is doing with the project and their understanding how significant an issue it is. The information being shared is being used within their organizations to create awareness. As a result of this project, Saskatchewan Towards Offering Partnership Solutions to Violence (STOPS), has requested Envision to present our findings at their next fall gathering. Envision has had an ongoing partnership with STOPS and the project has helped to expand that partnership.

Youth based community partners were another essential partnership. Since this was one of the projects strongest partnerships, it provided a starting place. Having access to a significant amount of youth from all areas of the Southeast provided an opportunity to collect informative data that better represents the needs of rural communities. As a result of this project, Envision's involvement with these partners has been strengthened providing an opportunity for schools and other community organizations to continue gaining awareness about cyberviolence and other relevant issues in the future. The impact of working with youth during this project is apparent in the feedback and evaluations received from the youth regarding the classroom presentations which showed an understanding of the topics severity as well as appreciation for the resources and information discussed. This level of engagement through presentations were also deemed successful based on the positive response from the teachers, parents and

community members who heard about the topics discussed and were involved in follow-up conversations regarding cyberviolence.

Partnerships with local media sources were also beneficial to the project's success. These partnerships helped to create and maintain awareness regarding cyberviolence within the community through a variety of different mediums. Having the ability to share information at little to no cost was also a positive component of this partnership. This factor influenced the regularity of the updates Envision could provide regarding the project. These partnerships expanded the knowledge and awareness of not only the audiences of the media outlets, but of the staff themselves who took initiative to discover what was coming next and expanded on the information provided and connected it to other issues within the community. Even though Envision's partnership with local media sources is ongoing, this project has helped to expand the relationship and keep it moving forward and has encouraged an outlet for future resources.

The last partnership that was valuable to the project's overall success was that of the evaluation and consultation team. An evaluation plan was maintained during the project by continual conversation with the evaluation team made up of J. Burnett Consulting, Dr. Heather L. Price and Envision. This allowed for the project to stay on track and meet the intended outputs and goals. This partnership was essential for gathering and analyzing data in an ethical and concise way and for consultation regarding each new step in the process. With this partnership, the needs assessment was developed, carried out and disseminated in a manageable way. The evaluation team was also beneficial in sharing information to partners, stakeholders and community members in a way that was easy to understand. This kept all parties involved and engaged throughout the project. Lastly, this project created a new partnership, which will be beneficial for continued work on cyberviolence and has also created new awareness regarding online violence within the organizations of those involved in the evaluation team.

Target Audience:

The target audience for this project's strategy was young women and girls who are experiencing violence online. In order to obtain a well-rounded understanding of what young women and girls were facing, the project focused on data collection from girls and boys between grades 7-12 as well as the parents and guardians of youth in the same cohort previously mentioned. In addition to those directly experiencing cyberviolence, the project highlighted the experience of service providers who deal with the aftermath of online violence. The main target for the youth component of the project was from the South East Cornerstone Public School Division #209 as well as the parents of youth who attended the school division. The school division was also utilized for access to school social workers and teachers.

Analysis:

The evaluation of the *Cyberviolence Project* required both qualitative and quantitative methods of data collection. A qualitative research approach was selected in order to provide insight into the lived experience or level of understanding individuals had with cyberviolence. Furthermore this mode of inquiry allowed participants the opportunity to convey their experiences using their own words. Likewise, a quantitative research approach was also used to provide data that had the ability to reach a larger range of people and identify any common themes among the responses provided. This research method enabled data to be collected over the large geographical area that is Southeast Saskatchewan.

The following methods were used for data collection for the project:

1. *Focus Groups (Qualitative)*: A total of 6 focus groups were held for the needs assessment with 55 people participating. These groups took place mainly in Estevan and Weyburn as there was greater accessibility to participants in these cities. However, some groups took place at Ocean Man First Nation and Oxbow. Participants in the focus groups included youth in grades 7-12, parents, Envision counsellors, student

counsellors, social workers, victim services volunteers, young adults, youth addictions workers and instructional technology consultants.

2. *Anonymous Online Survey (Quantitative)*: An online survey was created for this project, with the help of the project evaluation team, using questions that were relatable to the target population. A total of 370 people participated in the online survey. The online survey was created using Survey Monkey and ran from September 2014 to December 2014. This survey gave the project a baseline for the data.

A second online survey was conducted at the end of the project to assess any growth within the target population. A total of 148 participated in the online survey. The online survey was created using Survey Monkey and ran from February 2016 to March 2016.

The target population for both surveys were youth in the school division in grades seven to twelve as well as the teachers. A partnership was formed within the South East Cornerstone Public School Division #209 and we were able to disseminate the survey to each of the schools. In addition, Envision's Outreach Educator incorporated the online survey into the presentations that were made in the schools. The online survey was also promoted on the Envision website as well as local radio stations with the hope that it would reach other parents and service providers that were not linked with the school division.

3. *Steering Committee Data*: Collection of data and information from the steering committee took place throughout the project. Data was collected through meeting notes, focus groups and an anonymous online partner evaluation survey. This data determined how engaged they felt throughout the project, the project successes and downfalls and the growth of the individuals involved.
4. *Secondary Data Sources*: In order to prepare for this project, existing literature was reviewed pertaining to cyberviolence; in general, current strategies and current data,

gender based analysis, needs assessment guidelines and media coverage of cyberviolence in the Southeast.

Data Summary:

A formal evaluation was conducted throughout the *Cyberviolence Project*. This evaluation documented data as it was collected during the project to determine significant themes. Data revealed finding for both adults and youth in Southeast Saskatchewan and related mainly to their thoughts regarding cyberviolence and their reporting habits when experiencing online violence.

Participants involved in this project believed that behaviours such as online bullying, mean texts and pictures, spreading lies online and impersonating someone were all forms of online cruelty, but would not connect them to cyberviolence. This indicates that the term does not currently relate to those participated. Data supported that online violence is a part of many people's lives in an assortment of different ways. For youth, data remained consistent from 2015 to 2016 and indicated that women reported experiencing higher levels of behaviour they considered mean or cruel online. The majority of adult participants indicated that they had not experienced online cruelty or know another adult who had in 2015. This data reversed itself in 2016 and showed the majority of adult participants as having experienced cruelty online or know another adult who has. This could be an indicator that a greater awareness of what constitutes cyberviolence was created.

Individuals who had experienced cruelty online relayed that they did not report their experiences. In 2016, there was a slight increase in the amount of females who said they reported cruel behaviour in youth. In both 2015 and 2016, data conveyed that the leading reason participants did not report when they were experiencing cruel behaviour online was because they did not think it was a big deal. Additional reasons were fear, embarrassment, not thinking anything would or could be done, minimizing its importance and lack of support knowledge. In addition, for youth, they did not want to leave social media. Incidents where

reporting from those experiencing online violence did take place, parents were reported to most by youth. An increase of males reporting to parents showed in 2016. Siblings were the second highest group to be reported to by youth in both years.

Experiencing violence online can be overwhelming especially if the individual does not know where to turn for support. Youth participant relayed through data that having someone to talk to was helpful when experiencing mean or cruel behaviour online in both years. Blocking those who were mean or cruel was also agreed to be helpful in both years with an increase in 2016. Adult participants indicated that knowing who to turn to for support was helpful to the parents and guardians of children who were experiencing online cruelty. Other actions found helpful in both years were education, setting internet and mobile restrictions and having someone to talk to and share experiences with.

Based on data collected, a significant amount of female youth participants indicated that friends of theirs had been mistreated online in both years. Areas to note of consistency in both years include female youths relaying higher instances of knowing someone who has sent or received sexual photos of themselves or others and participating in sending or receiving sexual photos themselves. Males had a higher rate of not believing mean or cruel behaviour was not a big deal. Also, adult females reported that they know someone who has sent or received sexual photos of themselves or other more so than adult males. They also reported higher instances of knowing friends who have been mistreated online as opposed to adult males. Adult males, however, reported that they have sent or received sexual photos of themselves or others, based on the data collected, at a higher rate than adult females in both years. Data revealed that perpetrators of adult online cruelty was most often a friend of the victim. The second most frequent perpetrators were strangers to the victims. Other perpetrators included, partners either current or estranged, co-workers or other. In 2016, data for adult males different from the majority and showed strangers to be the most frequent perpetrators of online cruelty which relates to the higher rate of online gaming males do and interact with individuals not known to them.

Evaluation during the project collected data that indicated the majority of youth who participated relayed that they felt better equipped to handle mean or cruel behaviour online as a result of the project. The majority of adult participants felt that they were better equipped to handle mean or cruel behaviour as a result of the project or were unsure if there was a change in their abilities. Data also inferred that a significant majority of youth and adult females knew where to turn if they or someone they knew were being mistreated online. Adult males, in comparison, felt they did not know where to turn.

Online Survey Findings:

For a more comprehensive look at all data collected, please see Appendix A.

2015

Survey responses (N = 353) are divided by the age group (youth, adult) and sex of respondents (female, male).

Notes:

- Percentages do not always sum to 100 due to rounding and/or respondent omissions.
- All percentages are calculated as a function of respondents to each individual question.
- Where useful for interpretation, the number of respondents (n) is provided in parentheses.

DEMOGRAPHIC DATA

Respondent Age and Gender (N)

	Females	Males
Youth	117	100
Adults	115	21

Respondent Race/Ethnicity (%)

	Youth		Adults	
	Females	Males	Females	Males
First Nations	13	8	4	5
Caucasian	56	58	94	86
African American	2	1	0	5
Asian	6	11	1	5
Hispanic/Latino	1	0	1	0
Other	22	22	1	0

2016

Survey responses (N = 353 in 2015; N = 148 in 2016) are divided by the age group (youth, adult) and sex of respondents (female, male).

Notes:

- Percentages do not always sum to 100 due to rounding and/or respondent omissions.
- All percentages are calculated as a function of respondents to each individual question.
- Where useful for interpretation, the number of respondents (n) is provided in parentheses.

DEMOGRAPHIC DATA

Respondent Age and Gender (N)

	2015		2016	
	Females	Males	Females	Males
Youth	117	100	28	29
Adults	115	21	77	8

Respondent Race/Ethnicity (%)

	2015				2016			
	Youth		Adults		Youth		Adults	
	Females	Males	Females	Males	Females	Males	Females	Males
First Nations	13	8	4	5	4	0	4	0
Caucasian	56	58	94	86	85	97	93	75
African								
American	2	1	0	5	7	0	0	13
Asian	6	11	1	5	0	0	0	0
Hispanic/Latino	1	0	1	0	0	0	0	0
Other	22	22	1	0	4	3	3	13

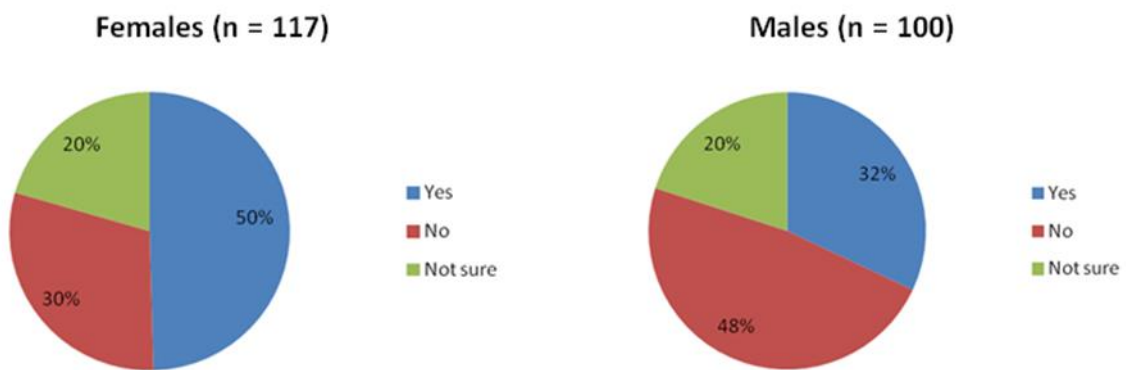
COMPARISON OF 2015 AND 2016 SURVEY RESPONSES:

YOUTH

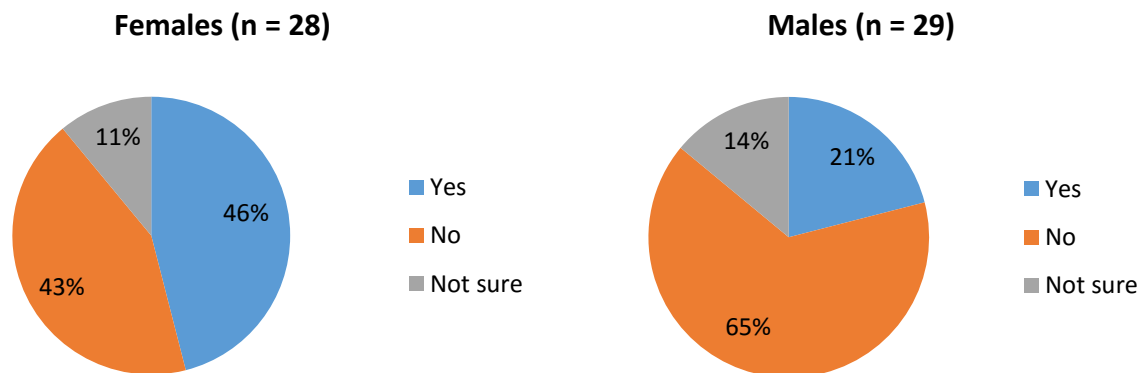
Data remained consistent from 2015 to 2016 and indicated that women reported experiencing higher levels of behaviour they considered mean and/or cruel. Please see below graph for data breakdown.

Have you ever experienced behaviour online that you consider to be mean and/or cruel?

2015



2016

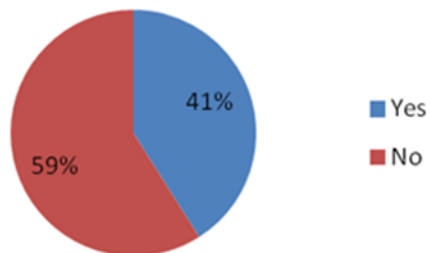


The majority of participants relayed that they did not report the online cruelty they experienced. In 2016, there was a slight increase in the amount of females who said they reported cruel behaviour. Please see below graph for data breakdown.

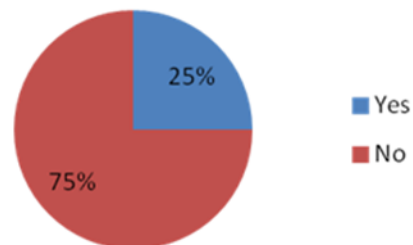
If you have experienced cruelty online, did you report it to anyone?

2015

Females (n = 117)

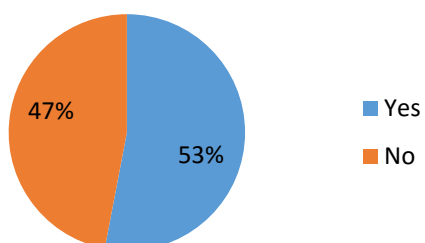


Males (n = 100)

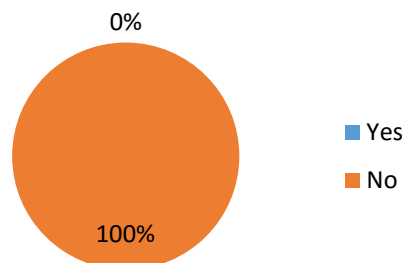


2016

Females (n = 17)



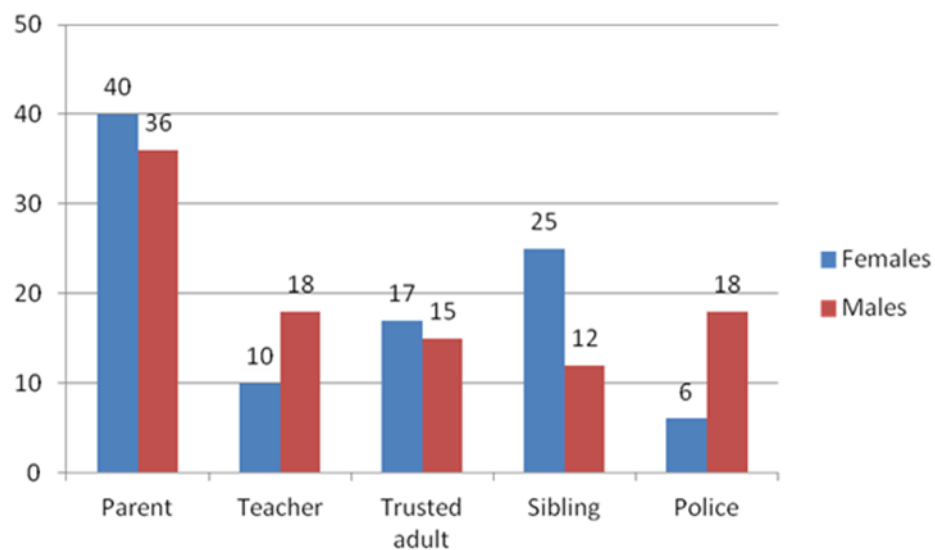
Males (n = 9)



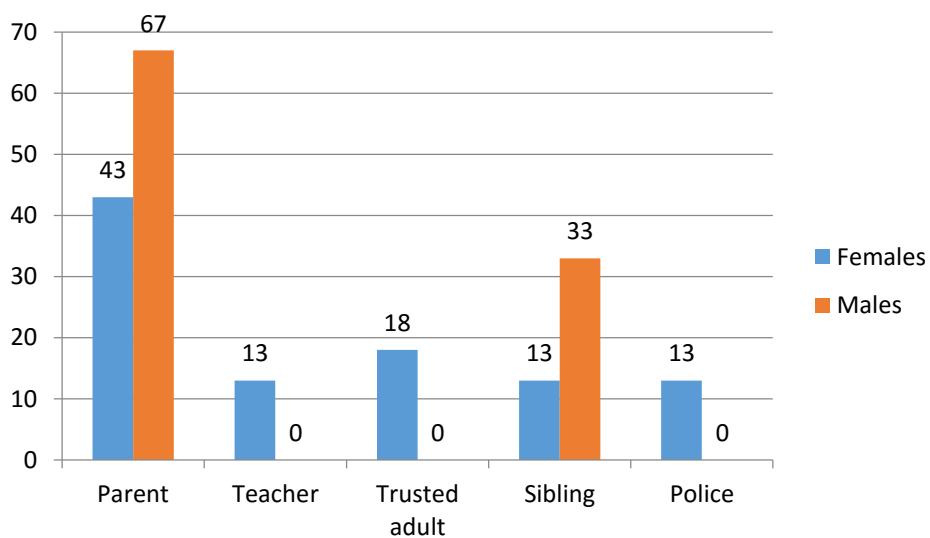
Parents were reported to most when individuals were experiencing cruelty online. An increase of males reporting to parents showed in 2016. Siblings were the second highest group to be reported to in both years. Please see below graph for data breakdown.

If you have reported experiencing cruelty online, whom did you report it to? (% endorse)

2015



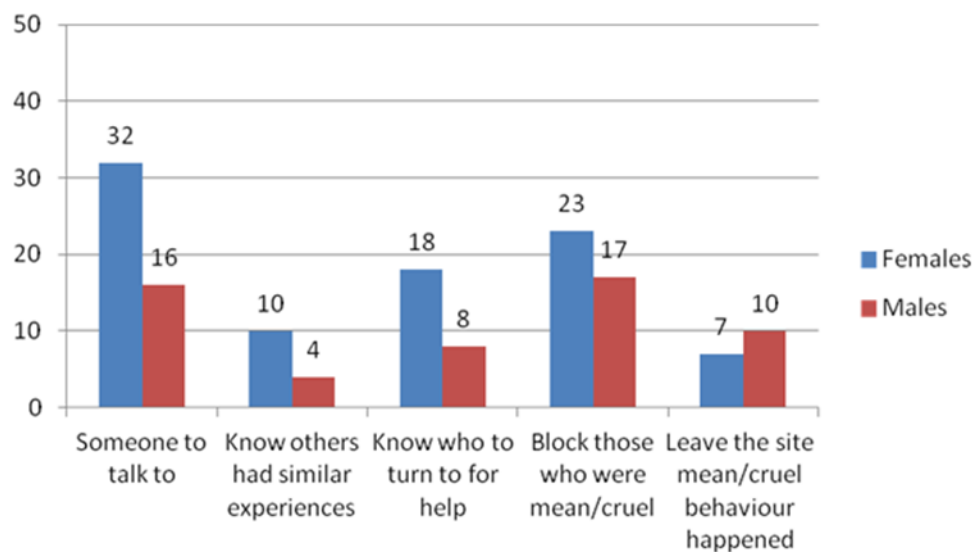
2016



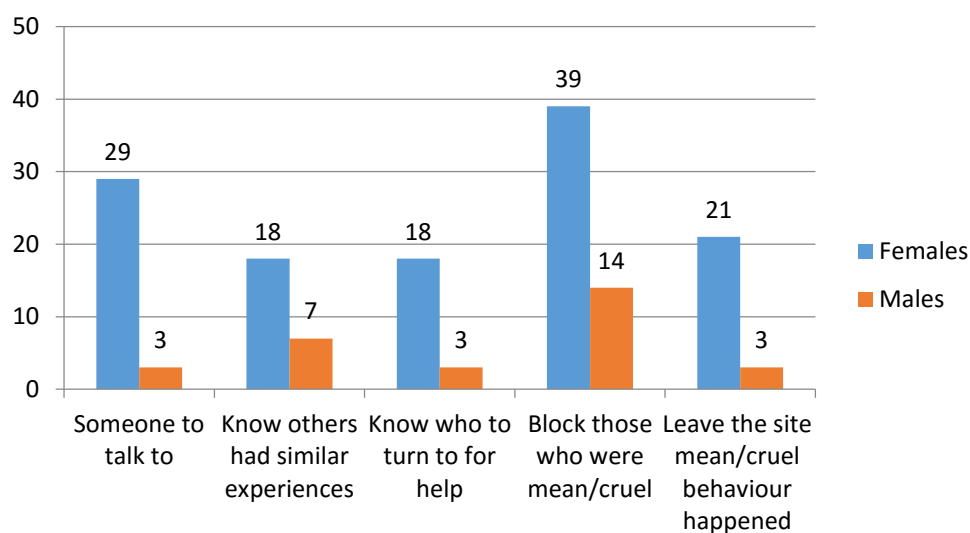
Participants relayed through the data that having someone to talk to was helpful when experiencing mean or cruel behaviour online in both years. Blocking those who were mean or cruel was also agreed to be helpful in both years with an increase in 2016. Please see below graph for data breakdown.

If you were experiencing mean or cruel behaviour online, what was helpful to you? (% endorse)

2015



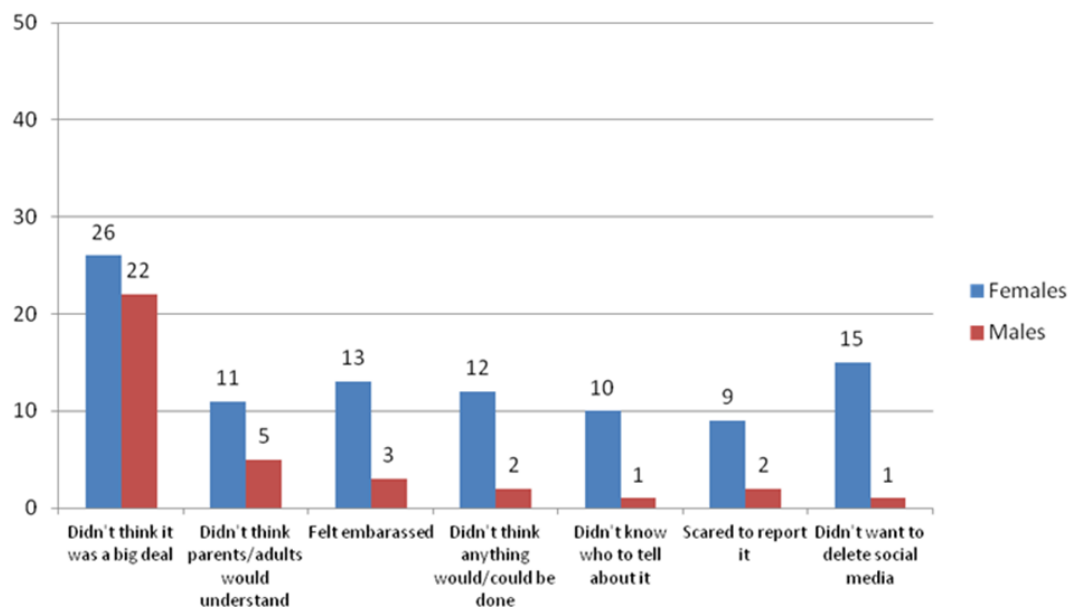
2016



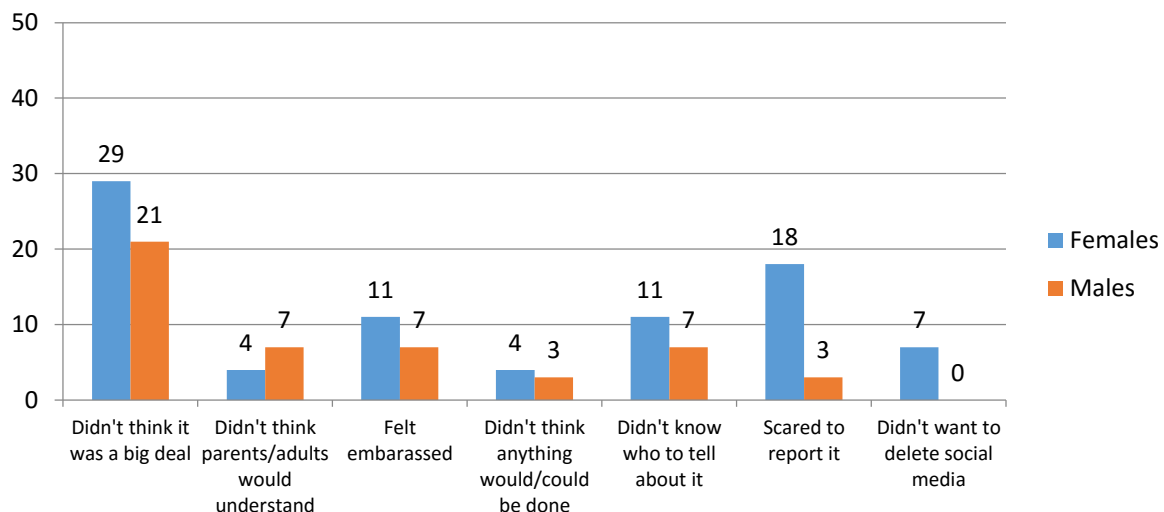
In both years, data conveyed that the leading reason participants did not report when they were experiencing cruel behaviour online was because they did not think it was a big deal. Additional reasons were fear, embarrassment, not thinking that anything could be done or that others would not understand, not wanting to delete social media and not knowing who to tell. Please see below graph for data breakdown.

If you are/were experiencing mean and/or cruel behaviour online and did not report it, what is/was the reason? (% endorse)

2015



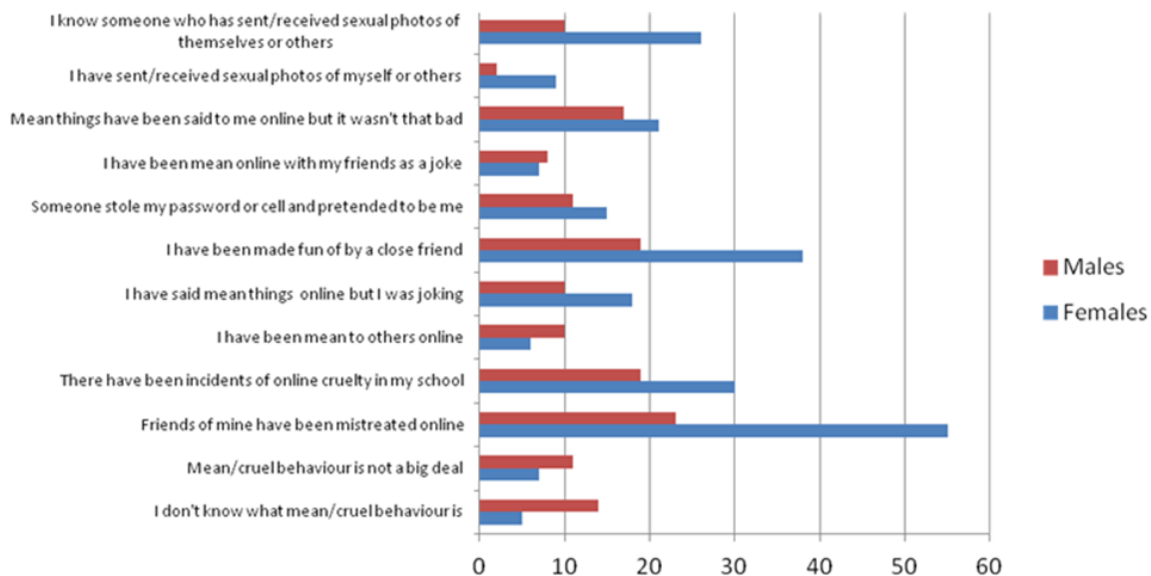
2016



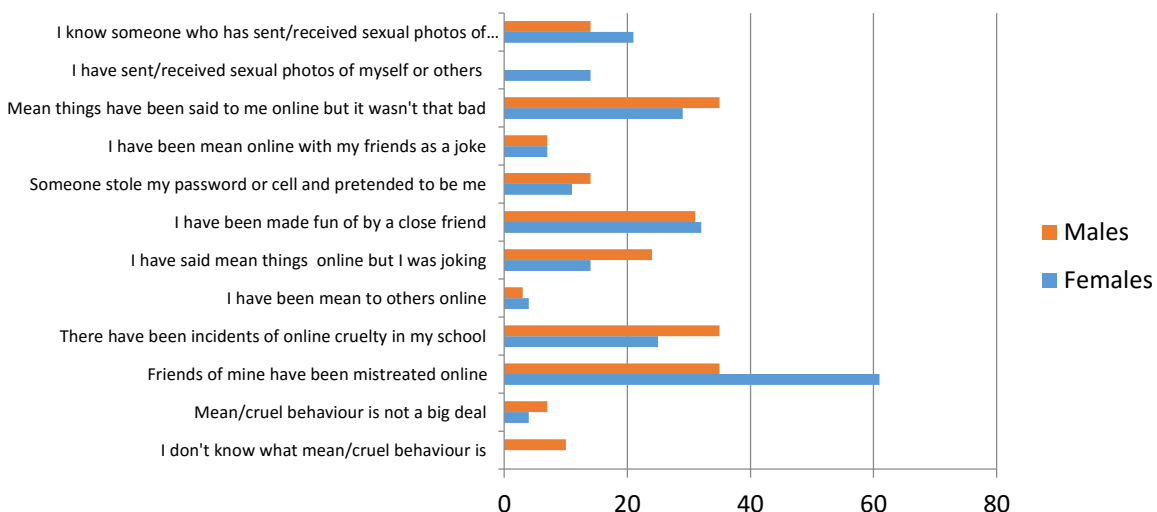
Based on data collected, a significant amount of female participants indicated that friends of theirs have been mistreated online in both years. Areas to note of consistency in both years include females relaying higher instances of knowing someone who has sent or received sexual photos of themselves or others and participating in sending or receiving sexual photos themselves. Males had a higher rate of not believing mean or cruel behaviour was not a big deal. Please see below graph for data breakdown.

Select all that apply (% agree)

2015



2016



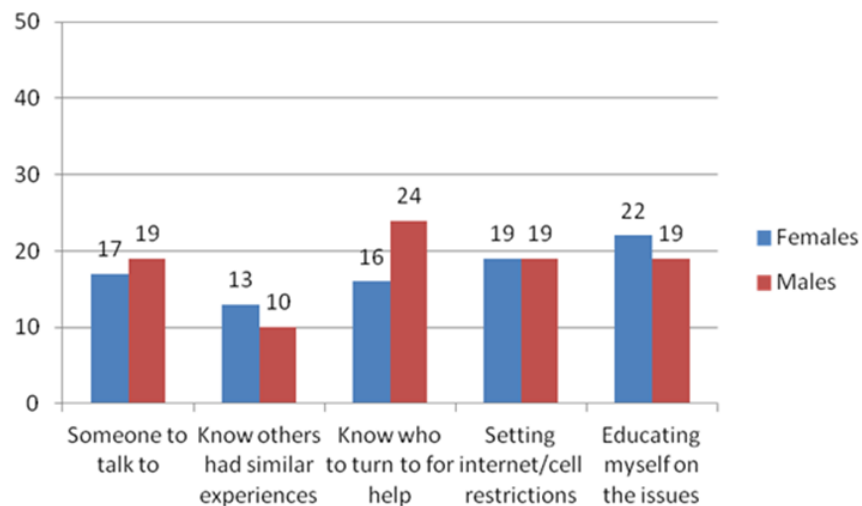
COMPARISON OF 2015 AND 2016 SURVEY RESPONSES:

ADULT

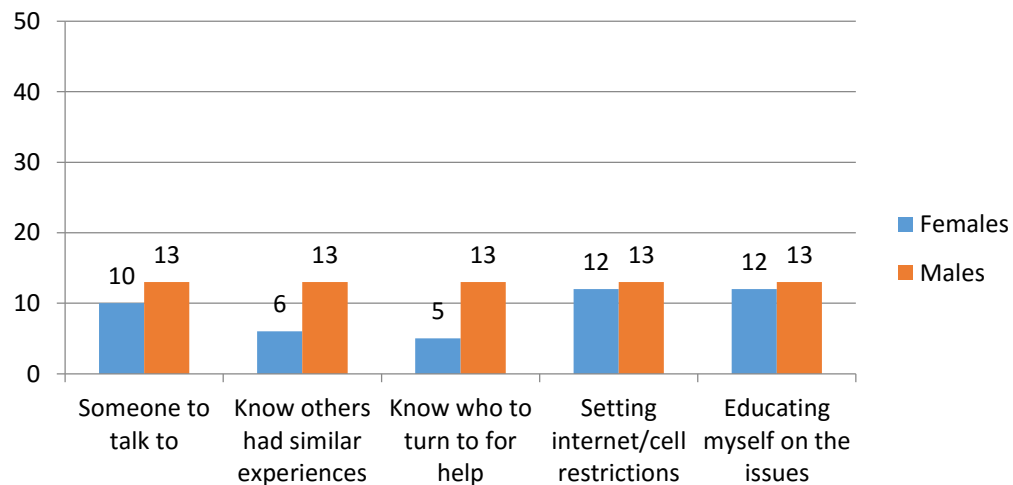
Data highlighted that knowing who to turn to for support was helpful to the parents and guardians of children who were experiencing online cruelty. Other actions found helpful in both years were education, setting internet and mobile restrictions and having someone to talk to and share experiences with. Please see graph below for data breakdown.

If your child was experiencing mean and/or cruel behaviour online what was helpful to you?
(% endorse)

2015



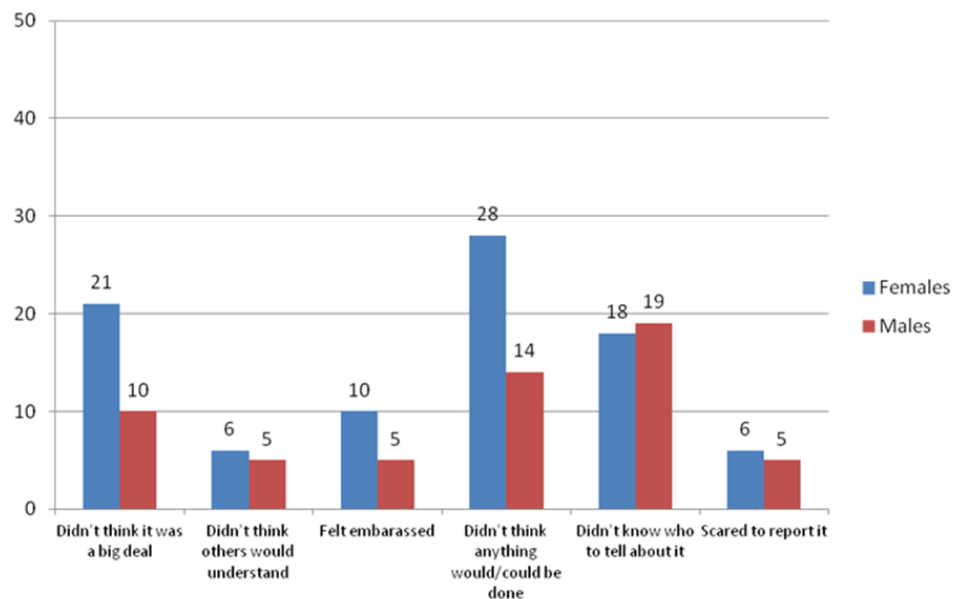
2016



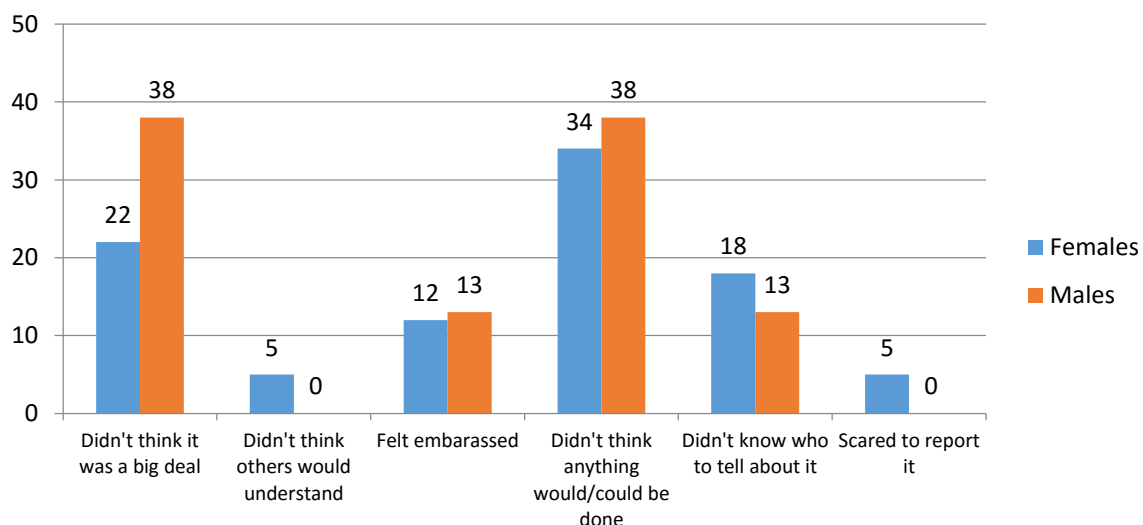
In both years, data conveyed that the leading reason adult participants did not report when they were experiencing cruel behaviour online was because they did not think that anything would or could be done. Other reasons for not reporting included minimizing its importance, lack of support knowledge, embarrassment and fear. Please see below graph for data breakdown.

If you are/were experiencing mean and/or cruel behaviour online and did not report it, what is/was the reason? (% endorse)

2015



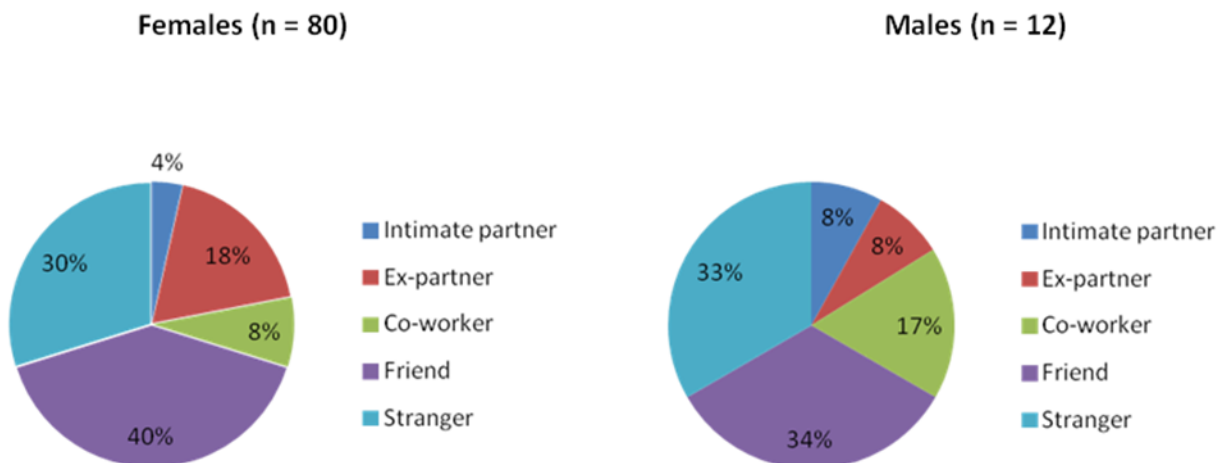
2016



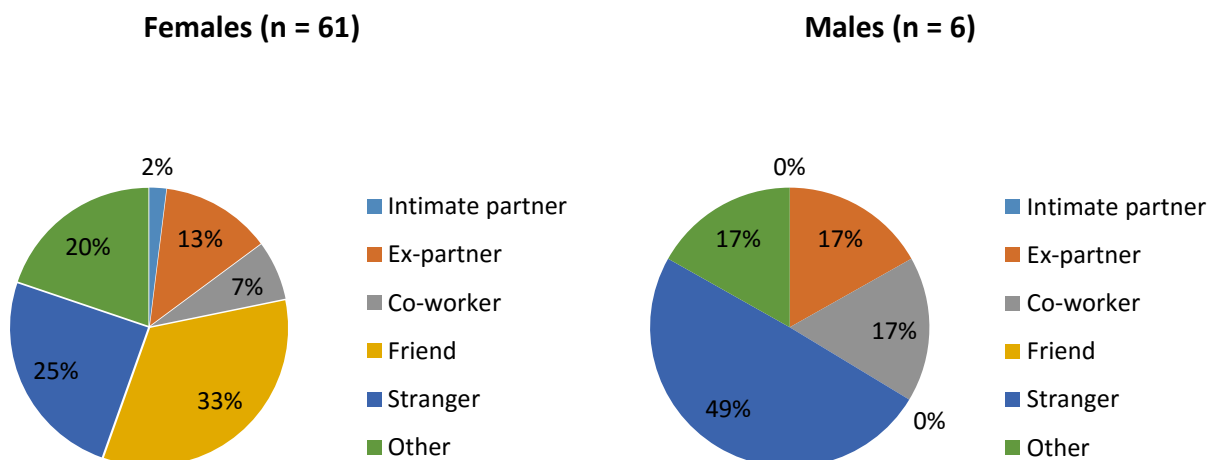
Data revealed that perpetrators of online cruelty was most often a friend of the victim. The second most frequent perpetrators were strangers to the victims. Other perpetrators included, partners either current or estranged, co-workers or other. In 2016, data for adult males different from the majority and showed strangers to be the most frequent perpetrators of online cruelty. Please see graph below for data breakdown.

Who perpetuated the mean and/or cruel behaviour online?

2015



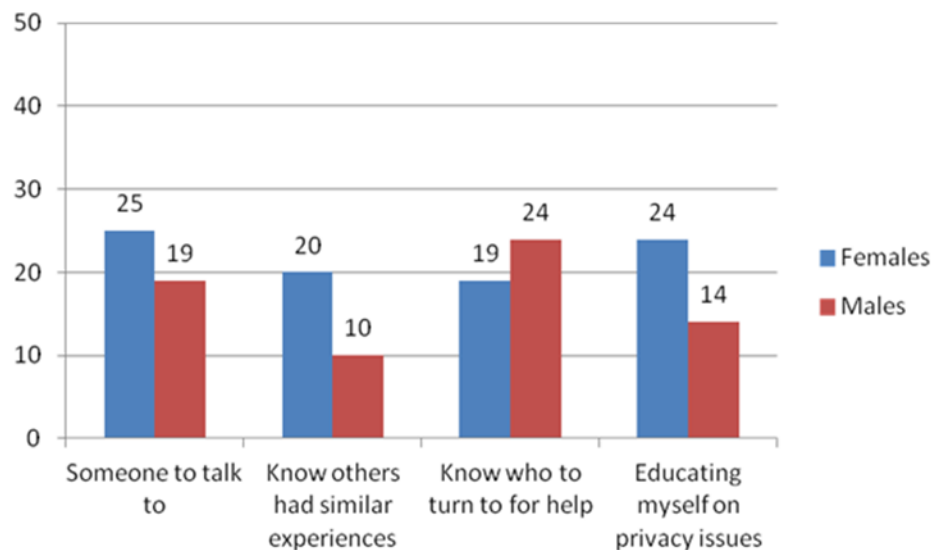
2016



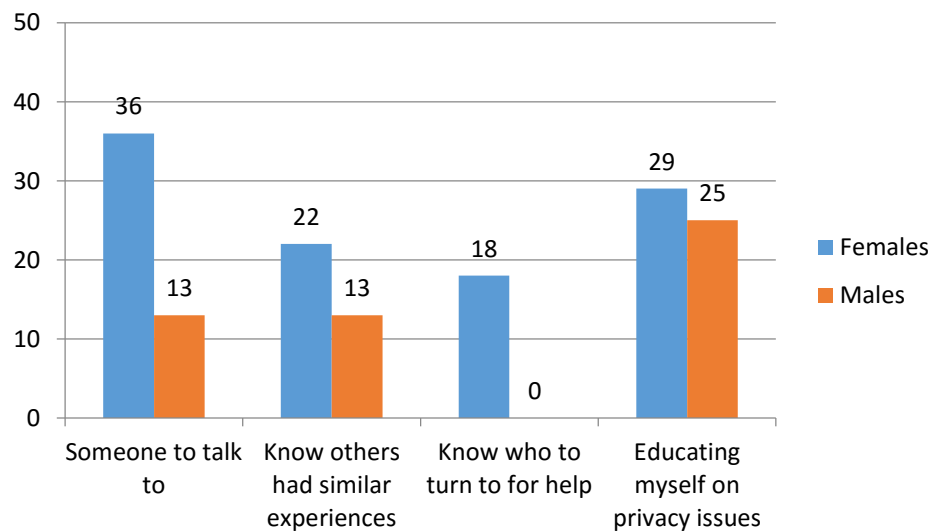
In both years, data conveyed that adults experiencing mean or cruel behaviour online found having someone to talk to be the most helpful. Additional actions that were found helpful included education, knowing where to turn for support and knowing others had similar experiences. Please see graph below for data breakdown.

What helped you the most if you are/were experiencing mean and/or cruel behaviour online? (% endorse)

2015



2016



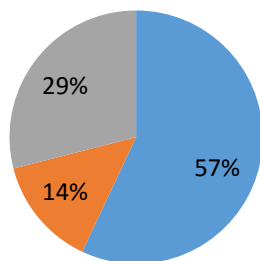
OUTCOMES

Based on the data collected, the majority of youth who participated relayed that they felt better equipped to handle mean or cruel behaviour online as a result of the project. The majority of adult participants felt that they were better equipped to handle mean or cruel behaviour as a result of the project or were unsure if there was a change in their abilities. Please see graph below for data breakdown.

Do you feel better equipped to handle mean or cruel behavior online as a result of this project or in general?

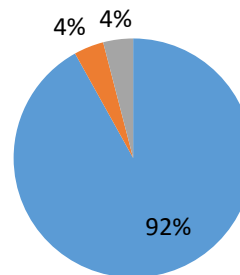
YOUTH

Females (n = 28)



■ Yes
■ No
■ Not sure

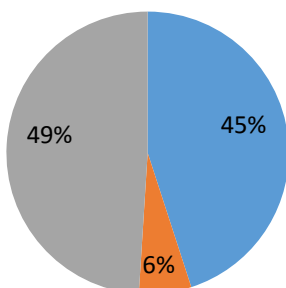
Males (n = 29)



■ Yes
■ No
■ Not sure

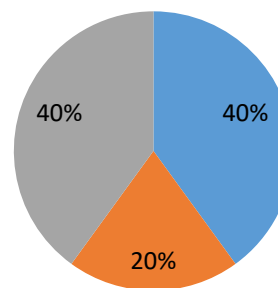
ADULT

Females (n = 65)



■ Yes
■ No
■ Not sure

Males (n = 5)



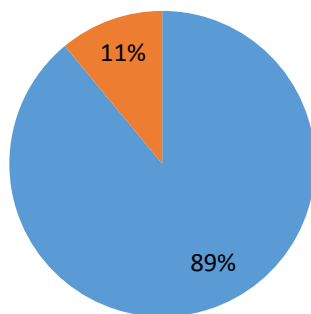
■ Yes
■ No
■ Not sure

Data inferred that a significant majority of youth and adult females knew where to turn if they or someone they knew were being mistreated online. Adult males, in comparison, felt they did not know where to turn. Please see graph below for data breakdown.

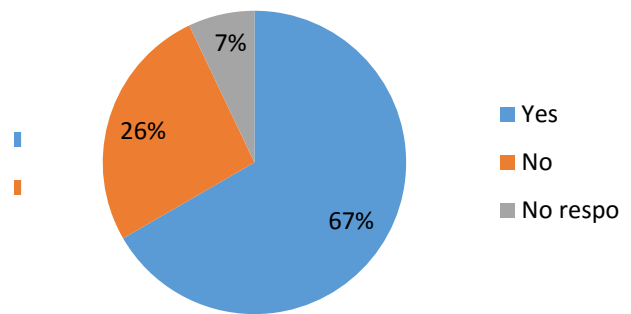
Do you know where to turn if you or someone you know is being mistreated online? (% endorse)

YOUTH

Females (n = 28)

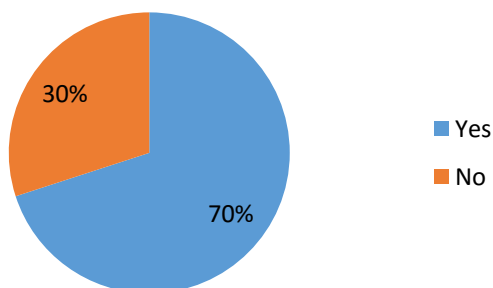


Males (n = 29)

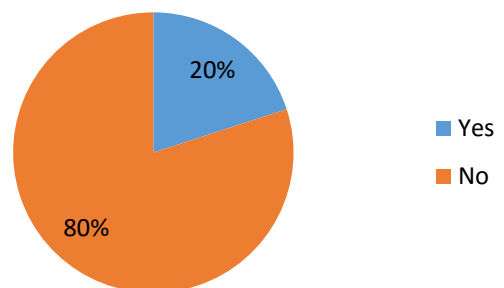


ADULT

Females (n = 77)



Males (n = 5)



Steering Committee Final Meeting Summary

As part of the evaluation of the cyberviolence project, the steering committee held its final meeting. This committee was made up of community members such as counsellors, parents, youth, local police and health professionals.

From this meeting, five main themes became apparent;

- i.) ongoing education and awareness of cyberviolence,
- ii.) community engagement
- iii.) resources
- iv.) cyberviolence terminology
- v.) target population

The committee recognized the need for additional sub themes to highlight specific areas.

Discussed below are the various themes and sub themes that emerged in the final steering committee meeting.

Themes

i.) Ongoing education and awareness of cyberviolence

The initiation of this project helped to create dialogue, awareness and understanding of cyberviolence in the communities Envision works with in the Southeast. Generating awareness of cyberviolence received a positive response from the community members. Bringing this issue to the forefront and naming it was identified as a significant benefit, acting as a catalyst for conversations pertaining to online cruelty. Furthermore, it created an opportunity to engage both key stakeholders and community members in the search for more effective and efficient solutions to cyberviolence. Creating this opportunity for awareness in the Southeast was a

beneficial result of having the project take place in a rural area where resources and information are limited compared to larger areas. As one participant stated;

“The more you understand about a problem, the more knowledge you have, the more comfortable you are, the more you understand it and are confident to talk about it.”

Stakeholders acknowledged the benefits of Envision participating in an initiative to raise awareness and educate the public on cyberviolence. The knowledge and information gained from involvement in this project has also been incorporated into other aspects of Envision’s programming and outreach initiatives, and will help to sustain work completed over the last two years.

ii.) Community engagement

This theme addressed making cyberviolence information and education accessible and recognizable in the community, connecting with people who were not necessarily directly addressed throughout the course of the project. Reaching out to coaches, youth group leaders and other community leaders and providing them with the opportunity to access information pertaining to cyberviolence, provided them with awareness and tools to work with those experiencing cyberviolence within the community. Providing more individuals with access to information regarding cyberviolence and more importantly, how to deal with it, reduces the stigma and stress often experienced by those who have had an incident of cyberviolence disclosed to them (teachers, coaches, parents). To make education on cyberviolence more accessible, the stakeholder’s solutions generated by stakeholders suggested creating short

presentations to offer to schools, sports teams, churches and other community groups, that aims to identify/define cyberviolence, provide key points for action/support as well as direct access and referral to additional resources. Stakeholders also suggested that it might be advantageous to add a component about cyberviolence to sports registration packages to again reinforce the awareness of cyberviolence and to understand that it is not something that will be tolerated. Additionally, it was identified that it is very important to ensure the information provided is updated regularly and disseminated back out to community groups and organizations. In an attempt to limit overwhelming amounts of information to go out in things like sports registration packages, it was noted that making the topic of cyberviolence recognizable would be beneficial. Based on the impact that visual advertising has in our communities and understanding that individuals have limited time, the creation of a logo was suggested. Creating a logo, with direction of where to turn to if you are experiencing online cruelty, and attach it to material would make it noticeable and easily added to various information sharing networks. This would ultimately result in cyberviolence and available supports being more recognizable in the community, thus increasing the opportunity for the accessibility of available information.

iii.) Resources

Creating effective awareness of resources in a central location with safe, easy and quick access as well as having them available on a user friendly website was identified as a necessity in order to offer a proactive approach to handling cyberviolence. However, it was also noted that providing resources for a vast geographical area does come with its challenges. In order to

reach a large number of people at times that are convenient for them, it was identified that the creation of an online application would be most appropriate. It has been identified that this will result in having a section exclusively designed for cyberviolence related concerns on Envision's established website. This will create a hub for recourses that can be accessed by anyone with internet capabilities. The hub will offer resources in a centralized location which will limit individuals' time looking for answers and provide a more effective way of promoting the resources. Stakeholders did note that available resources must be concise, easy to access and safe. Understanding that families have busy schedules and are often hesitant to bring every issue their family is dealing with to outside sources, the hub provides a safe place to turn for information and resources at a time that is convenient for them. This also provides a proactive element by creating an opportunity for families and individuals experiencing online cruelty to find the resources they need before external support is needed, providing independence.

"You are empowering the relationship that can continue between the parent and the child. You're not straining the resources that are out there, and they are not unduly stressed going to the police if it's not necessary."

Creating a chance to be proactive when issues begin to arise is empowering and encourages responsibility. Individuals seeking support have unique needs for how they receive information. This creates challenges when designing ways to put resources on Envision's website. Keeping this in mind, stakeholders suggested that resources should be simple and broken down into different age groups such as parents and youth, with the opportunity to pursue additional information should the user wish to continue their search. If an individual is directed to the

hub, the aim is for them to find what they are looking for with minimal time spent and a sense that they have found something that could help their situation.

iv.) Cyberviolence terminology

Throughout the project, there was ongoing dialogue regarding the relatability of cyberviolence terminology. Stakeholders also identified that Cyberviolence was not a term that seemed to be recognizable to a majority of people. Generating terminology that would be identifiable by those that would need the support was a significant concern. Online safety was a term that seemed to be more recognizable and identifiable to those who were experiencing online cruelty. Merging terminology such as online safety with cyberviolence, to be interchangeable in the future is something that can be worked toward as awareness grows. Identifying it as a concern acknowledges that this is something that needs to be addressed further.

v.) Target population

A variety of people experience cyberviolence. If individuals participate in online activities, there is the potential for cyberviolence. In an attempt to make the project manageable, the target population was youth in grades seven to ten. Working with the appropriate age groups was another theme that developed from this meeting. The population that was targeted for this project was based the strongest partnerships available. Due to Envision's established relationship with the school division in the Southeast and the ability to access a large amount of youth relatively quickly it was the clear choice. This age group is enveloped by the online environment and habits are beginning to form. By creating specific presentations for those in grades seven and eight and those in grades nine and ten, we were able to use topics that were

relatable, helping them to connect with the issue of cyberviolence. Working with youth was the most advantageous population to begin to engage within the scope of this project. However, as noted by stakeholders, it also identifies other groups or populations that would benefit from such knowledge and ongoing engagement, such as adults.

Feedback from stakeholders helped to identify the strengths and limitations of the project and also generated some ideas for how to sustain and build off of the success of this project.

Limitations:

The *Cyberviolence Project* provided great opportunities for learning and growth. Understanding that we had to remain within the scope and timelines of the project, we worked to address the greatest need and focus our efforts in areas where we had established relations. Limitations of the project included minimal access to youth outside of schools, low engagement directly with parents and the inability to ensure individuals read and acknowledge the information and resources provided to the community.

Youth were a key focus of the project as their input and experiences helped shape the strategy of the project. Youth were mainly engaged within school hours in select schools in Envision's geographical area. Not all schools were engaged during the project due to time and limited capacity of our team. In addition, there was minimal access to youth outside of school hours. We did not succeed in engaging youth outside of the classroom for further cyberviolence groups and activities for individuals who were experiencing cyberviolence. Inquiries with youth took place to gather their input on how to make events successful outside of school, however no new information outside of what Envision attempted was offered. A more personalized approach, such as more focus groups with youth, would have added another layer of depth to the data collected for the project. We hope to continue engagement work in this area and allow future opportunities for youth to contribute to the ongoing establishment of supports and services.

Although parents were another key group identified, we had low engagement primarily because within the time constraints of the project, we were unable to identify a more efficient and effective way to engage parents that did not conflict their already busy schedules. Giving parents the opportunity to express their thoughts regarding cyberviolence with other parents in their communities would have added an even greater understanding of what was happening within rural Saskatchewan. Again this is something we would like to continue working towards in the future.

Another limitation of the project was an inability to ensure individuals read and acknowledged the information and resources provided to the community. The knowledge sharing aspect was a significant part of this project and utilized the project partners and community stakeholders involved throughout the project. Although substantial time was put into this step, there was no way to accurately know if those individuals who received the information utilized it.

These factors, minimal access to youth outside of schools, low engagement directly with parents and inability to ensure individuals read and acknowledged the information and resources provided to the community, were contributors to the limitation of the *Cyberviolence Project*.

Next Steps:

This project provided a better understanding of what communities in the Southeast need regarding cyberviolence issues. Certain areas were emphasized where continued growth could happen after the project's conclusion. Areas of growth included the potential to work with younger students, ability to expand awareness and education programs into new schools and engage parents more directly.

Throughout the project, a need for acceptable information regarding cyberviolence for those under grade seven was noticed. Inquiries were initiated from teachers and parents identifying the need to provide this information to a younger audience. The project has uncovered resources for younger students that could be adapted into presentations for youth below grade seven, helping to provide more proactive education, awareness and supports to children and youth in need.

Since the project focused on a manageable amount of schools to work with during the project, this leaves an opportunity open to expand with information and presentations regarding cyberviolence to new schools. Expanding the knowledge, awareness and resources to additional rural communities will continue the efforts made throughout the project as well as providing safer online communities all over the southeast.

The last area of potential growth after this project would be to engage parents more directly. Since youth were the main focus during the project, the next logical step would be to work specifically with parents and ensure that they have the resources and education needed to continue to raise their children in a healthy and safe environment. As the online community continuously expands at a rapid pace, this is something that we feel will become an ongoing need in our communities.

Continuing education and awareness with younger youth and parents, as well as establishing new relationships/partnerships within the school system, will help to expand knowledge and awareness regarding cyberviolence beyond the conclusion of the project, supporting the

sustainability of knowledge exchange and the potential creation of healthier environments in our communities.

Ending Remarks:

In closing, the phenomenon of cyberviolence is vast and ever changing. This creates a need for flexibility in the strategy of addressing prevention and elimination of cyberviolence among young women and girls in Southeast Saskatchewan. Those who are experiencing cyberviolence are the ones who hold the answers for its demise. It is important to note that youth need to be continuously engaged and be a part of the solution. Youth should be incorporated into all aspects of the strategy from education to partnerships to support and have hands on involvement. The solution for cyberviolence needs to focus on using technology to its advantage and working with where the community is at. One off strategies and solutions will not eliminate cyberviolence. A strategy that encompasses longevity while maintaining a focus on current events will need to be established.

Appendix A

Online Survey Findings:

2015

Survey responses (N = 353) are divided by the age group (youth, adult) and sex of respondents (female, male).

Notes:

- Percentages do not always sum to 100 due to rounding and/or respondent omissions.
- All percentages are calculated as a function of respondents to each individual question.
- Where useful for interpretation, the number of respondents (n) is provided in parentheses.

DEMOGRAPHIC DATA

Respondent Age and Gender (N)

	Females	Males
Youth	117	100
Adults	115	21

Respondent Race/Ethnicity (%)

	Youth		Adults	
	Females	Males	Females	Males
First Nations	13	8	4	5
Caucasian	56	58	94	86
African American	2	1	0	5
Asian	6	11	1	5
Hispanic/Latino	1	0	1	0
Other	22	22	1	0

2016

Survey responses (N = 353 in 2015; N = 148 in 2016) are divided by the age group (youth, adult) and sex of respondents (female, male).

Notes:

- Percentages do not always sum to 100 due to rounding and/or respondent omissions.
- All percentages are calculated as a function of respondents to each individual question.
- Where useful for interpretation, the number of respondents (n) is provided in parentheses.

DEMOGRAPHIC DATA

Respondent Age and Gender (N)

	2015		2016	
	Females	Males	Females	Males
Youth	117	100	28	29
Adults	115	21	77	8

Respondent Race/Ethnicity (%)

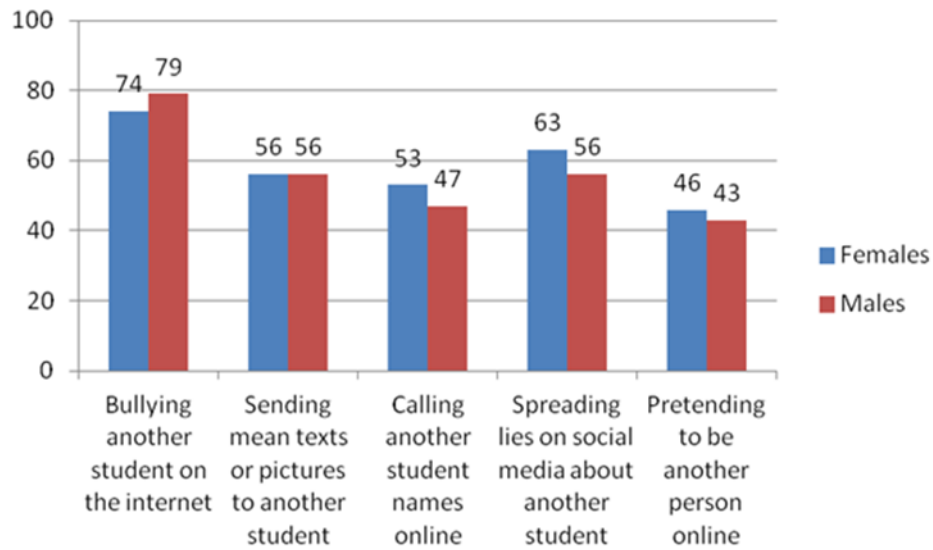
	2015				2016			
	Youth		Adults		Youth		Adults	
	Females	Males	Females	Males	Females	Males	Females	Males
First Nations	13	8	4	5	4	0	4	0
Caucasian	56	58	94	86	85	97	93	75
African American	2	1	0	5	7	0	0	13
Asian	6	11	1	5	0	0	0	0
Hispanic/Latino	1	0	1	0	0	0	0	0
Other	22	22	1	0	4	3	3	13

COMPARISON OF 2015 AND 2016 SURVEY RESPONSES:

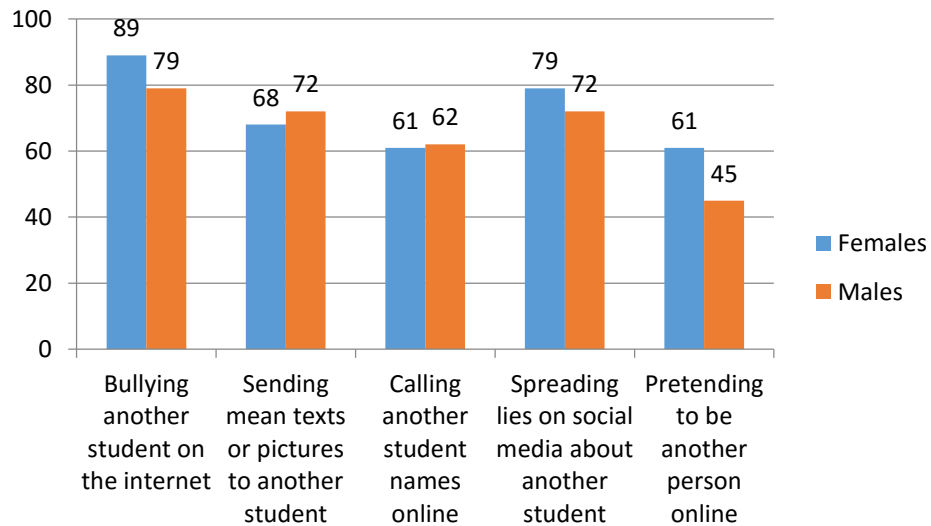
YOUTH

What do you think mean and/or cruel behaviour online is? (% endorse)

2015

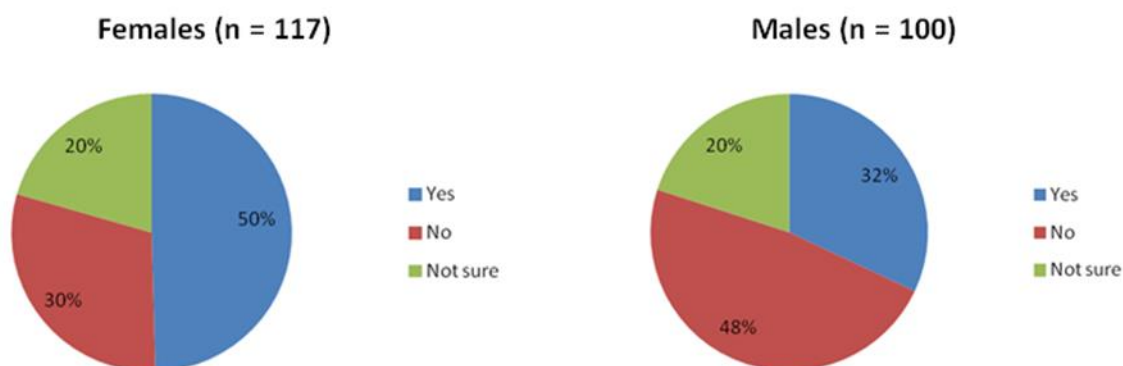


2016

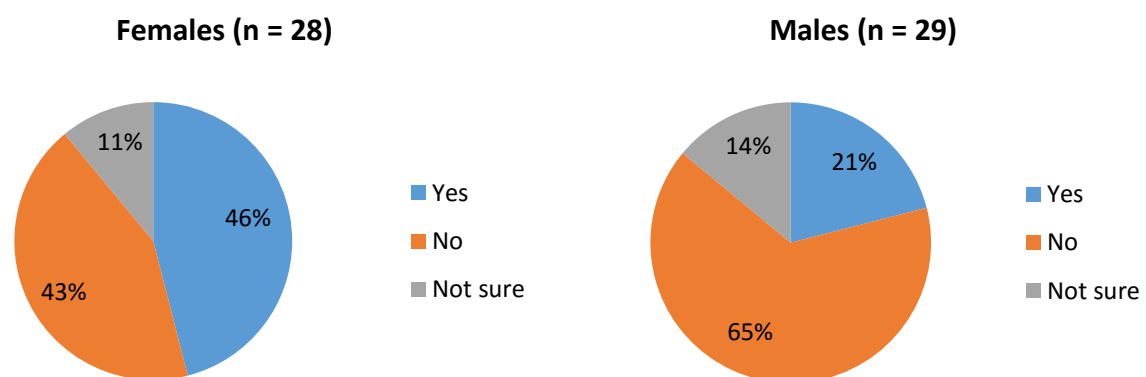


Have you ever experienced behaviour online that you consider to be mean and/or cruel?

2015



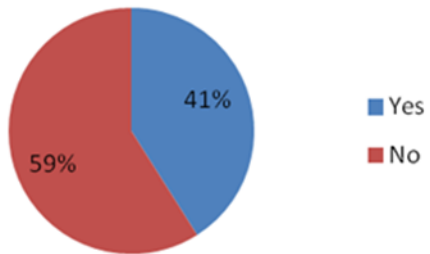
2016



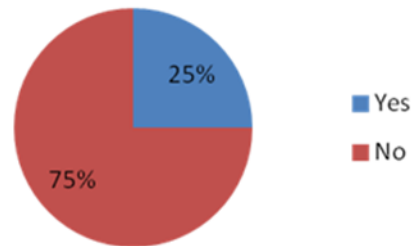
If you have experienced cruelty online, did you report it to anyone?

2015

Females (n = 117)

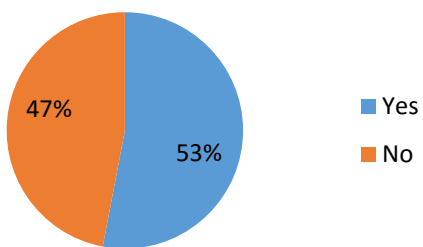


Males (n = 100)

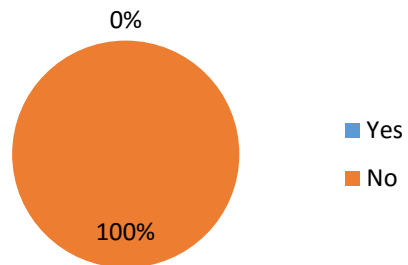


2016

Females (n = 17)

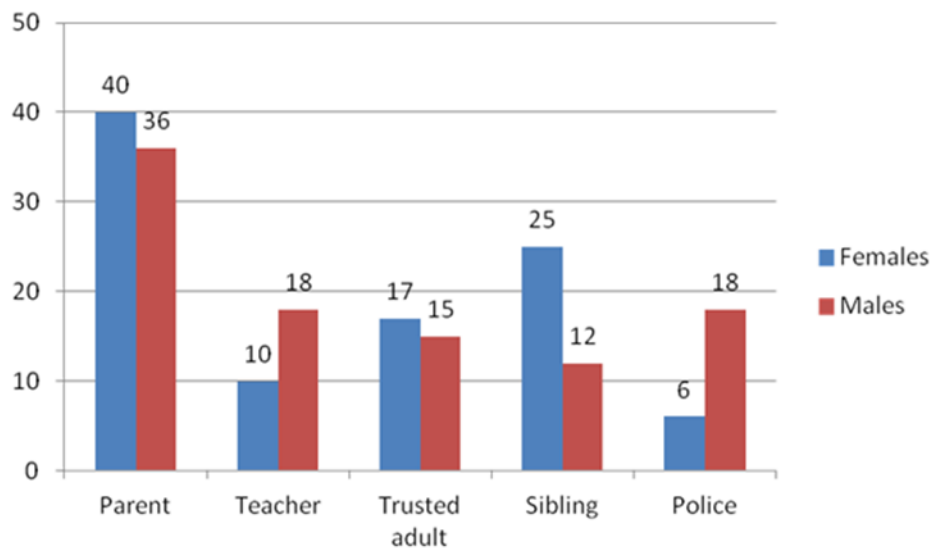


Males (n = 9)

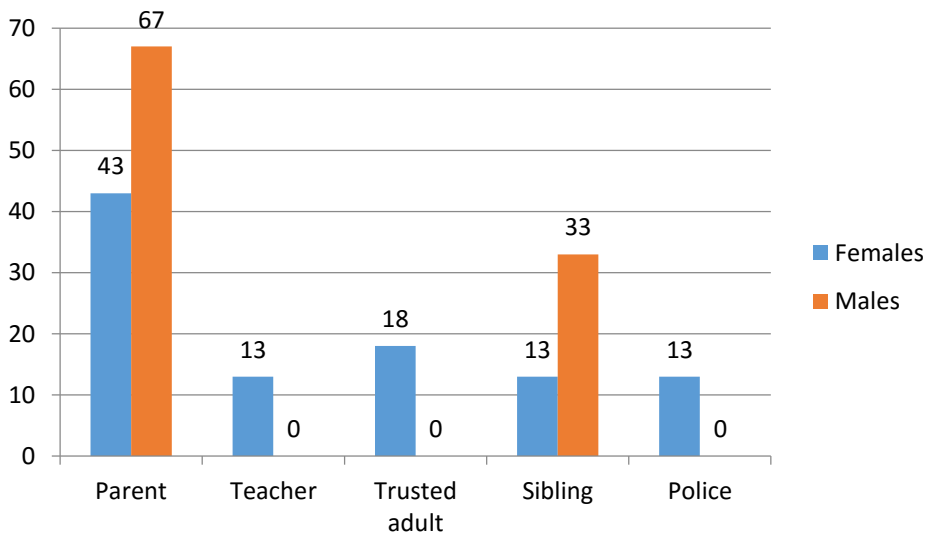


If you have reported experiencing cruelty online, whom did you report it to? (% endorse)

2015

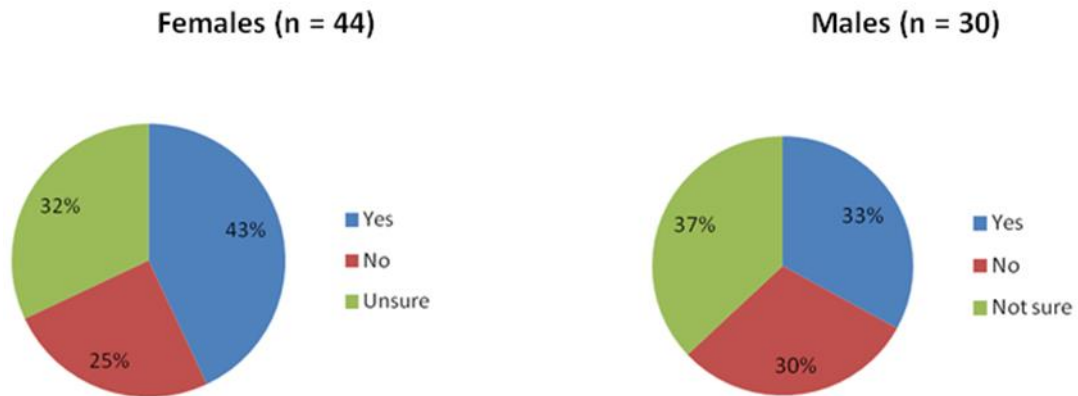


2016

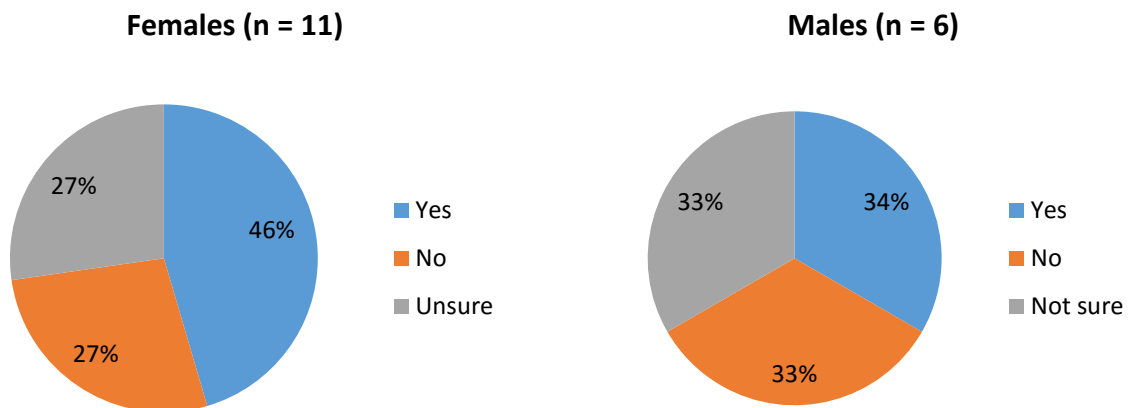


If you did report mean and/or cruel online behaviour did the situation get better?

2015

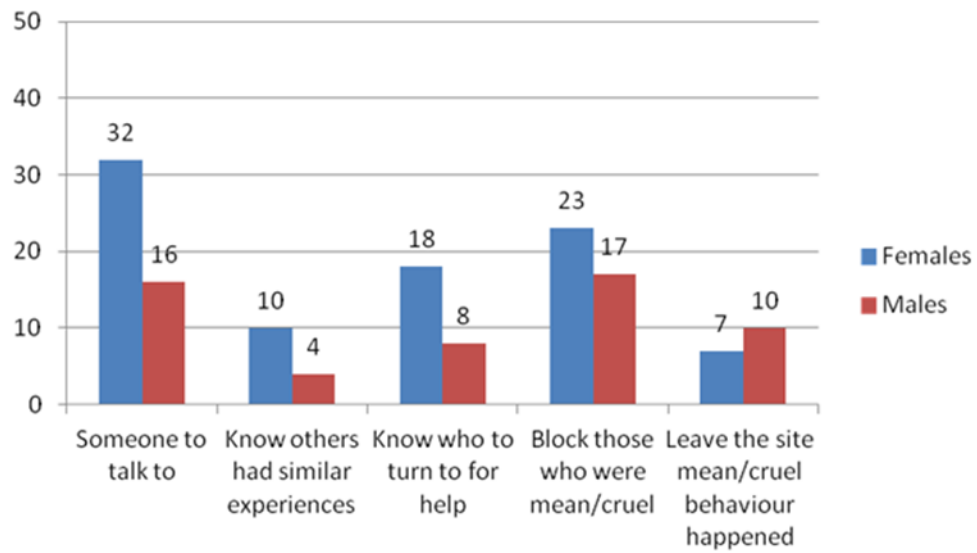


2016

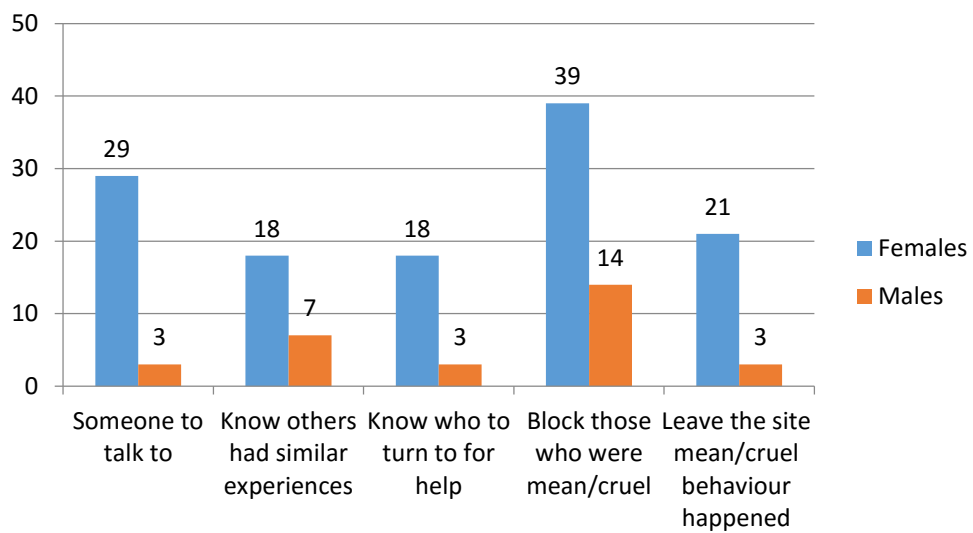


If you were experiencing mean or cruel behaviour online, what was helpful to you? (% endorse)

2015

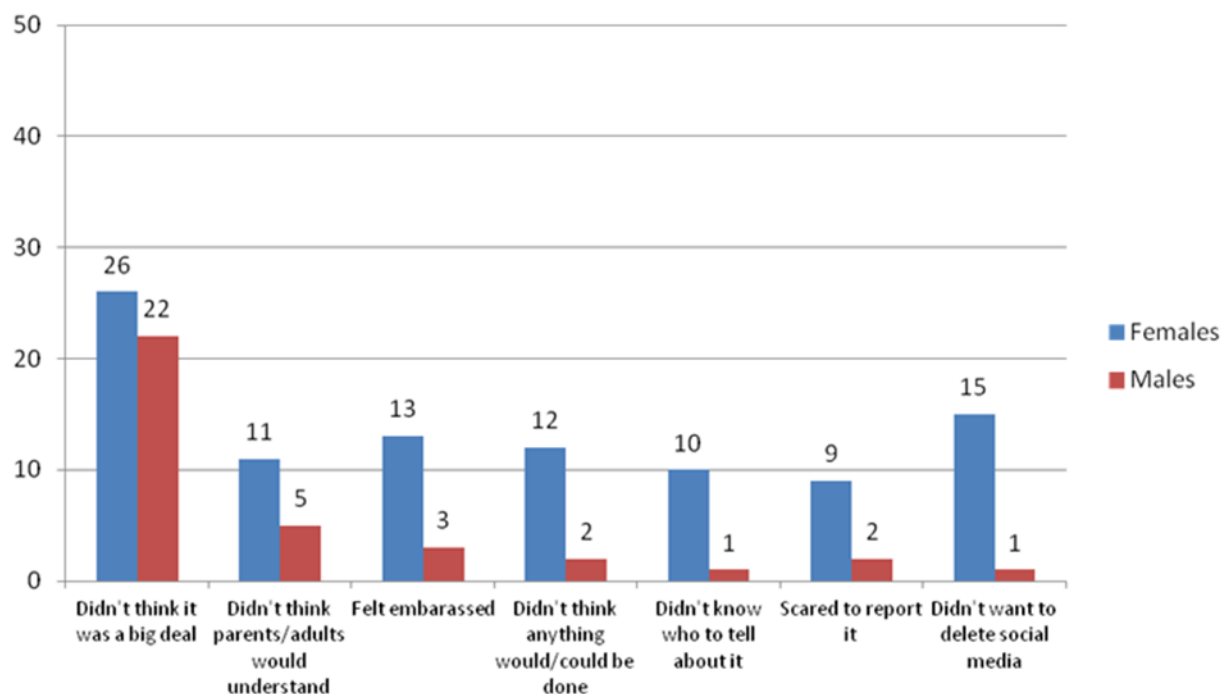


2016

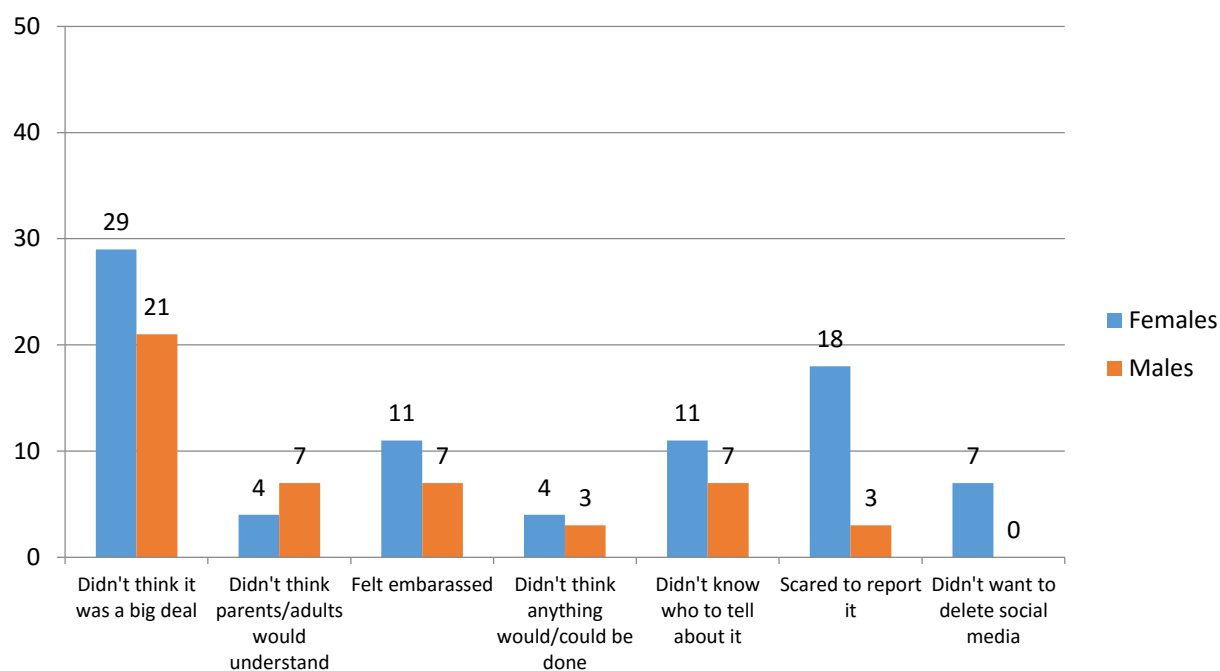


If you are/were experiencing mean and/or cruel behaviour online and did not report it, what is/was the reason? (% endorse)

2015

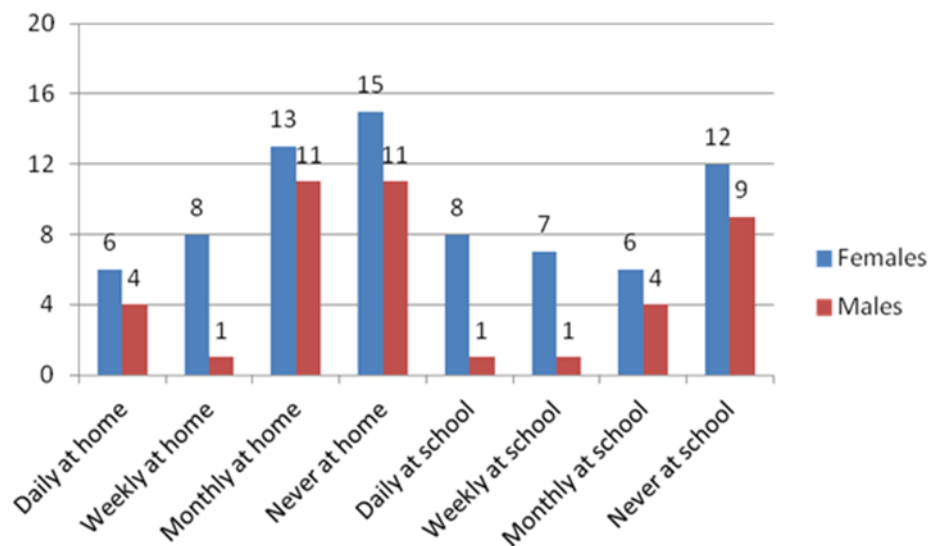


2016

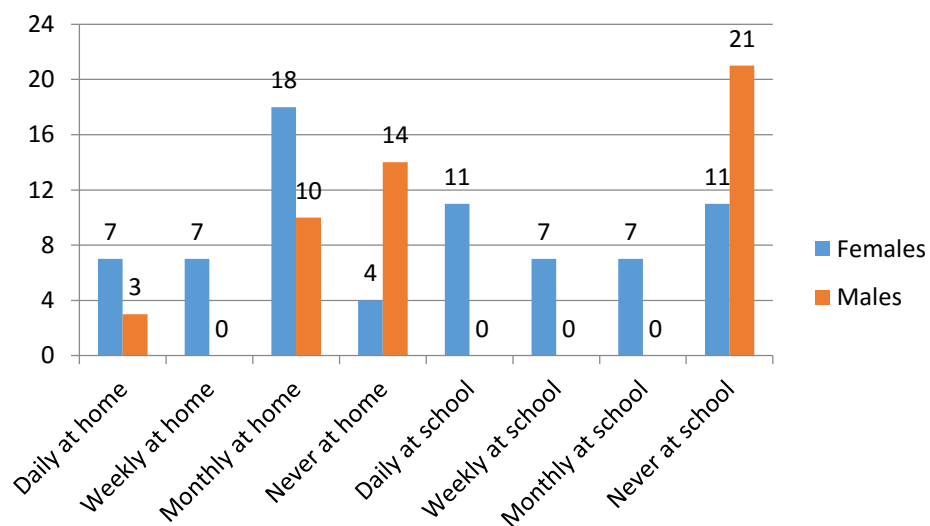


If you are/were experiencing mean and/or cruel behaviour online, please indicate where and when it happened? (% endorse)

2015

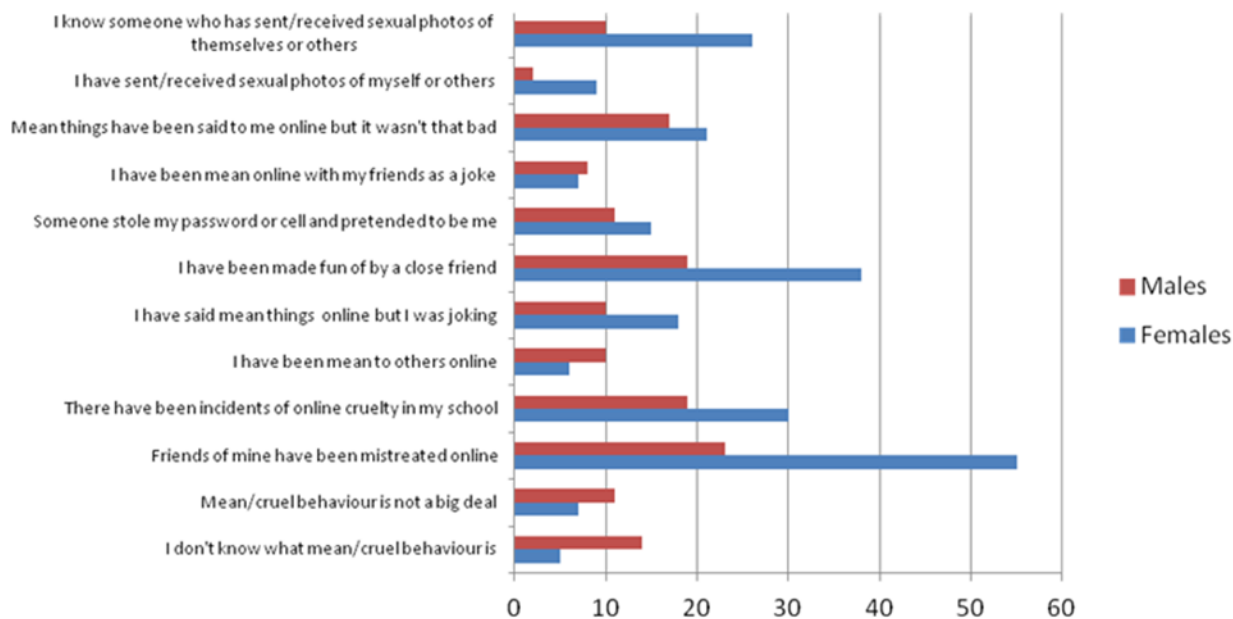


2016

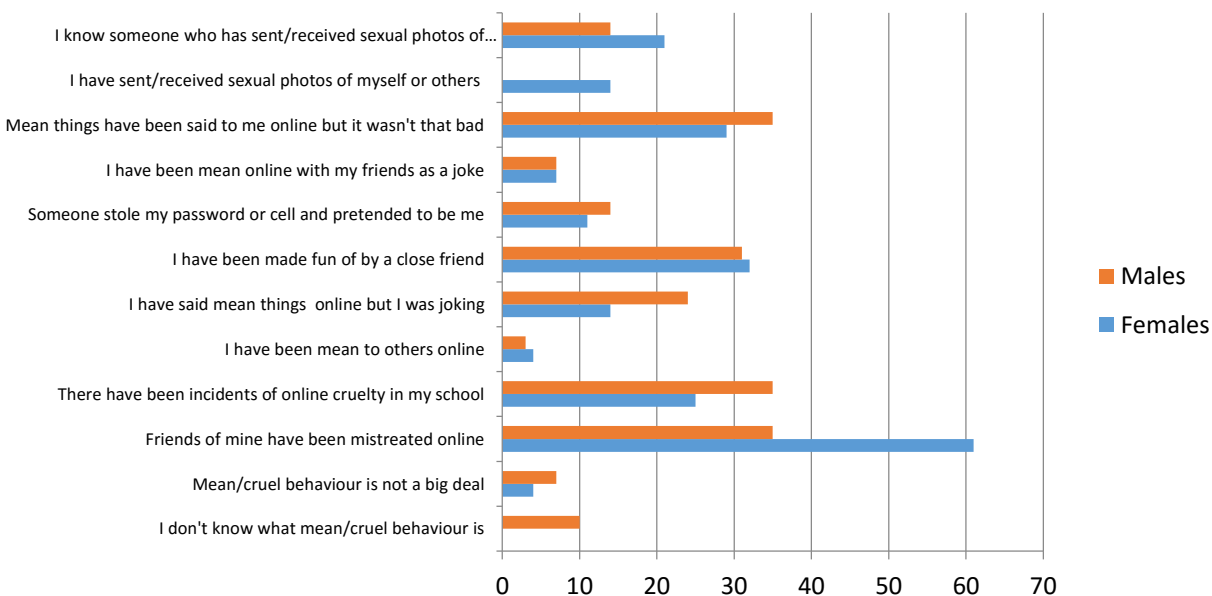


Select all that apply (% agree)

2015



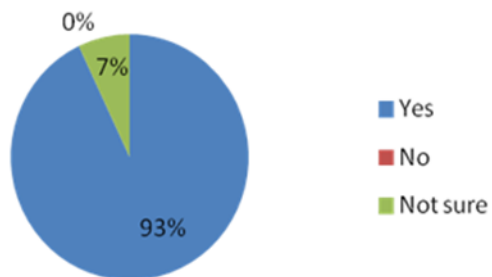
2016



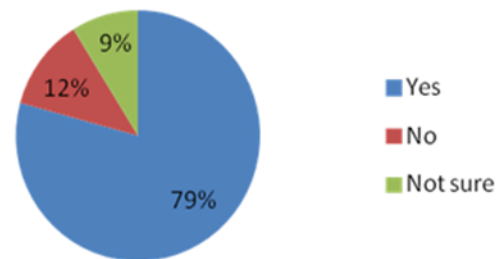
Do you think that there is a problem with people being mean and/or cruel online?

2015

Females (n = 93)

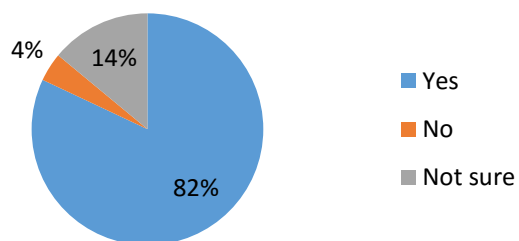


Males (n = 93)

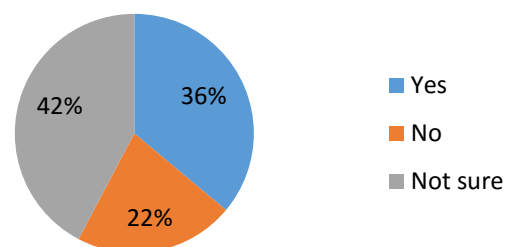


2016

Females (n = 28)



Males (n = 29)

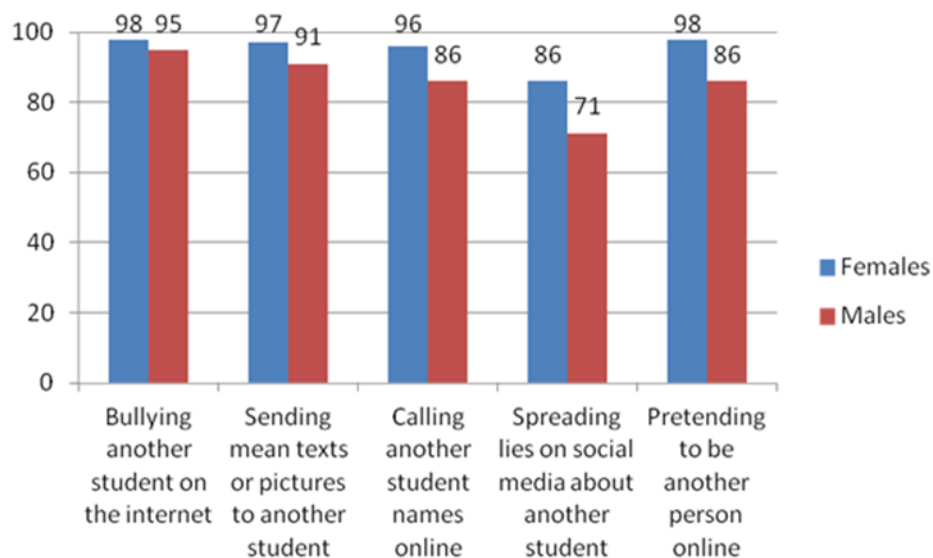


COMPARISON OF 2015 AND 2016 SURVEY RESPONSES:

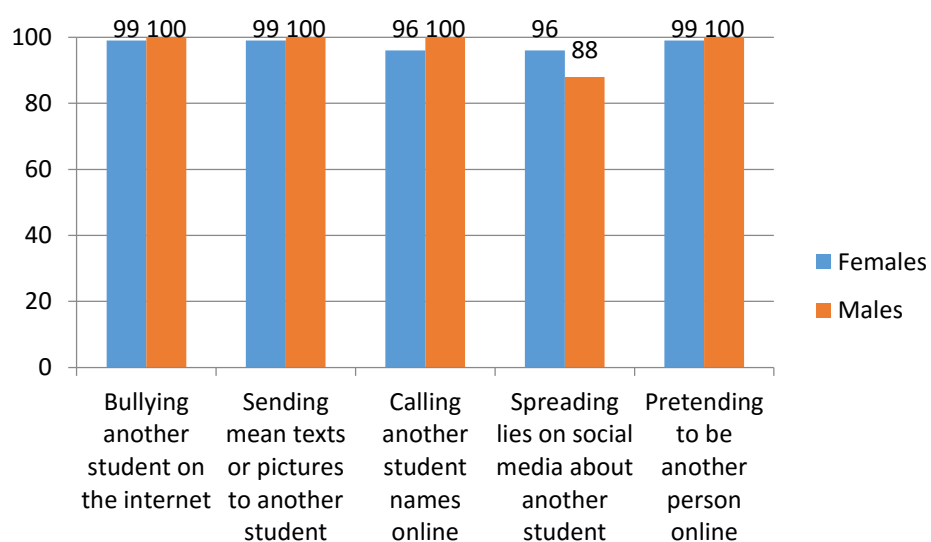
ADULT

What do you think mean and/or cruel behaviour online is (% endorse)

2015



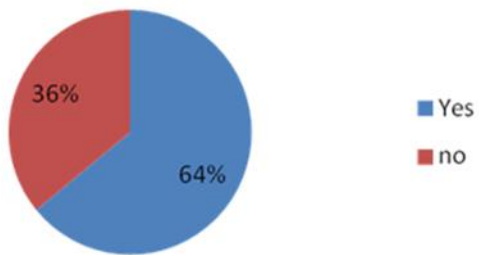
2016



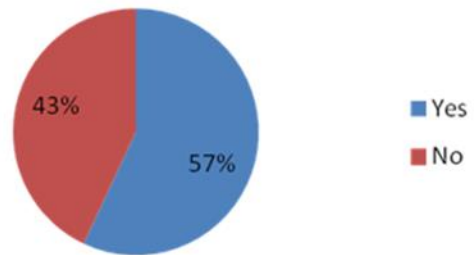
Are you the parent or guardian of a minor?

2015

Females (n = 116)

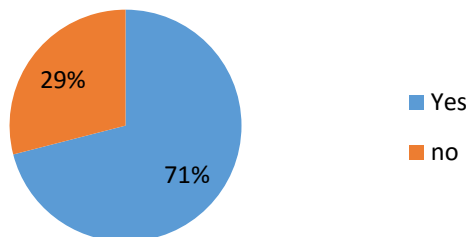


Males (n = 21)

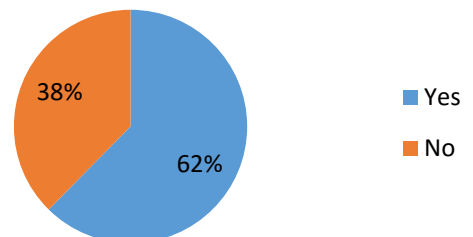


2016

Females (n = 77)

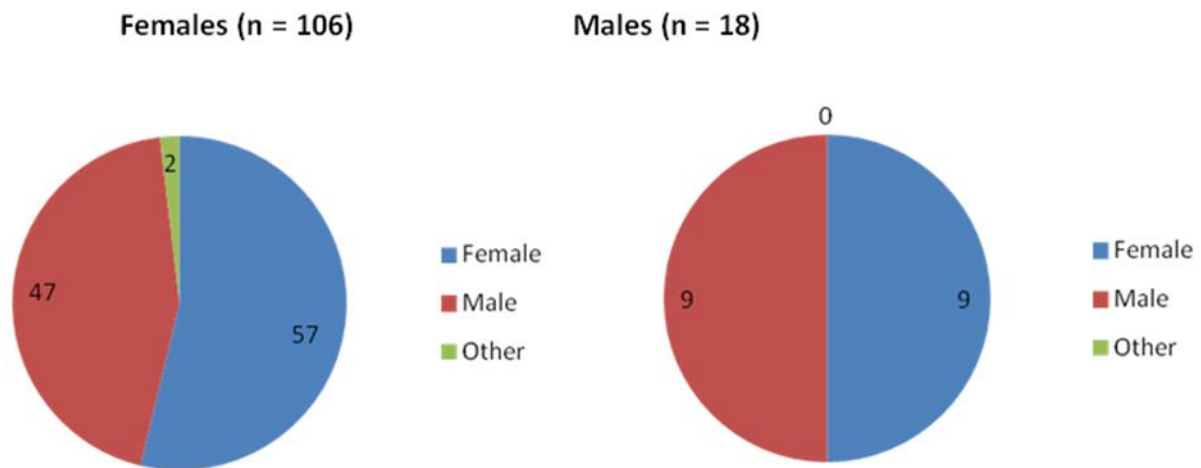


Males (n = 8)

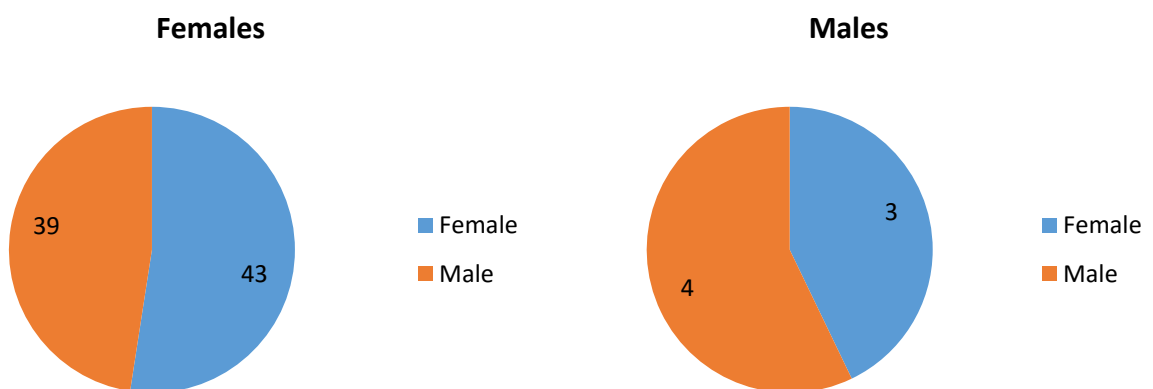


If you are the parent or guardian of a minor, what is their gender? (number endorse)

2015



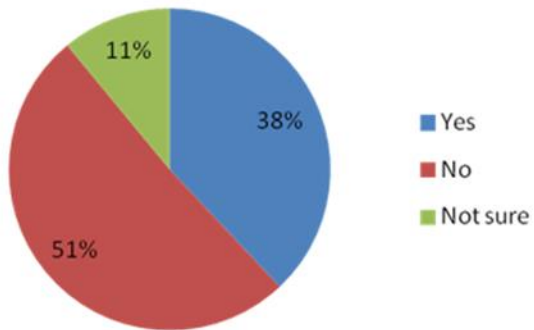
2016



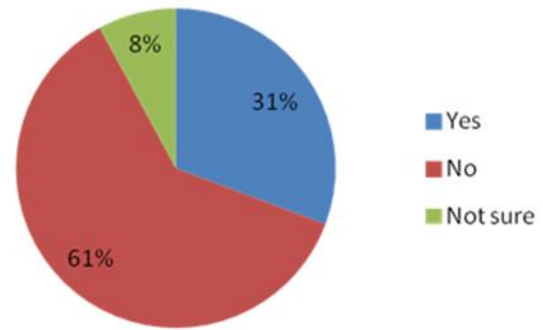
To your knowledge, has your child been affected at some point by mean and/or cruel behaviour online?

2015

Females (n = 73)

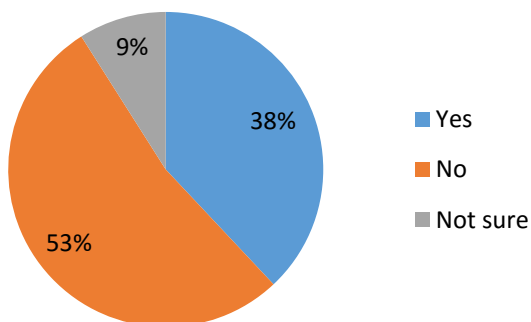


Males (n = 13)

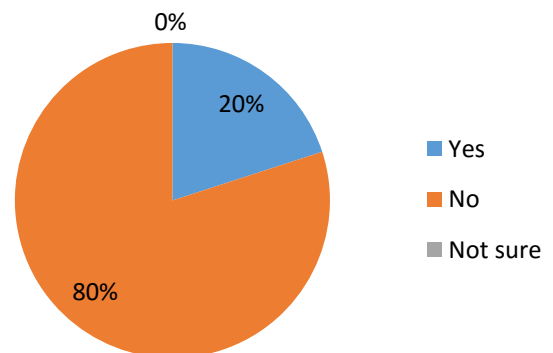


2016

Females (n = 55)



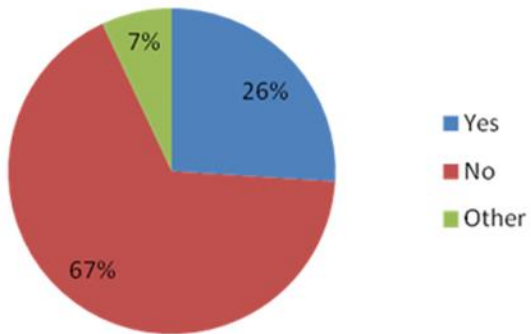
Males (n = 5)



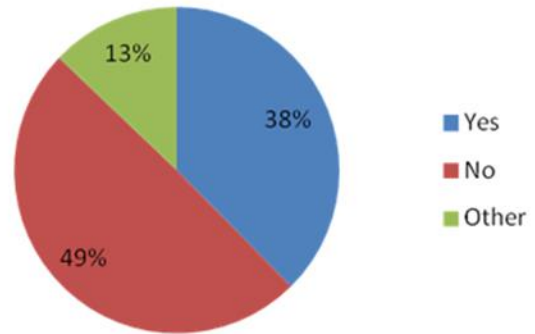
Did the minor tell you that he or she was experiencing cruelty online?

2015

Females (n = 57)

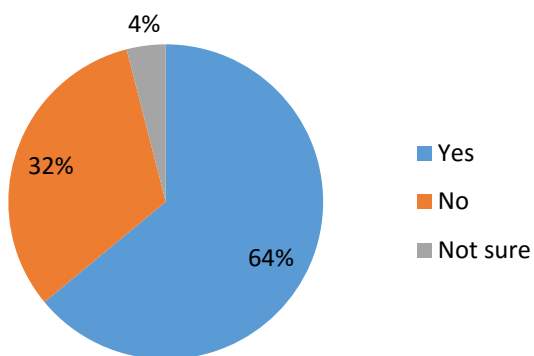


Males (n = 11)

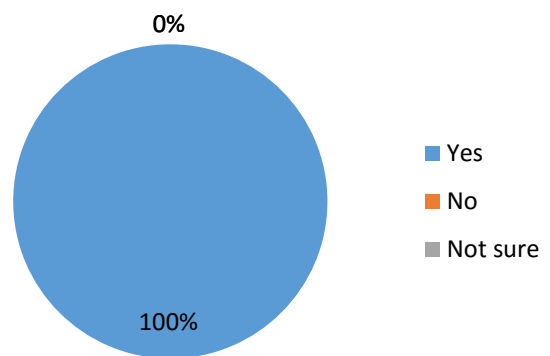


2016

Females (n = 25)

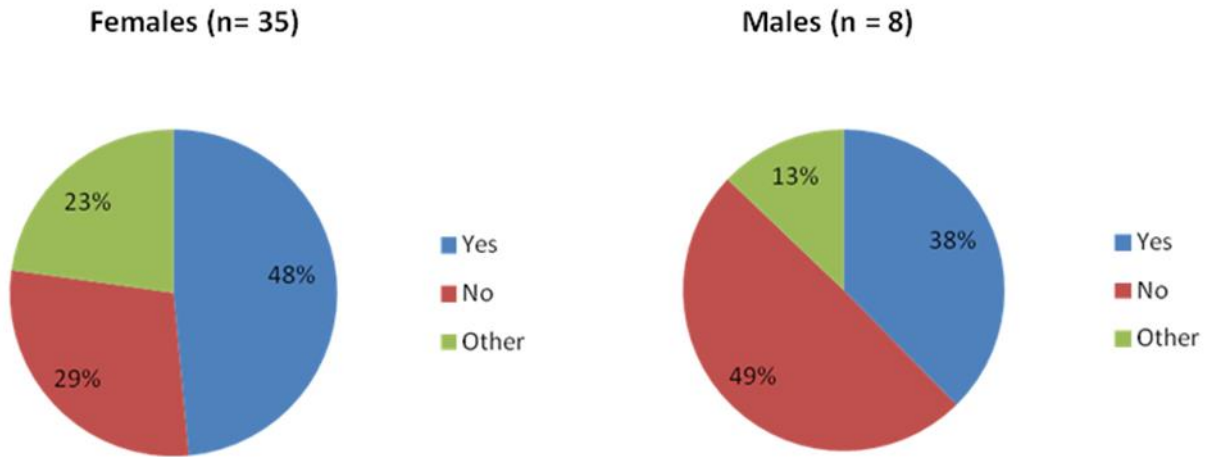


Males (n = 1)

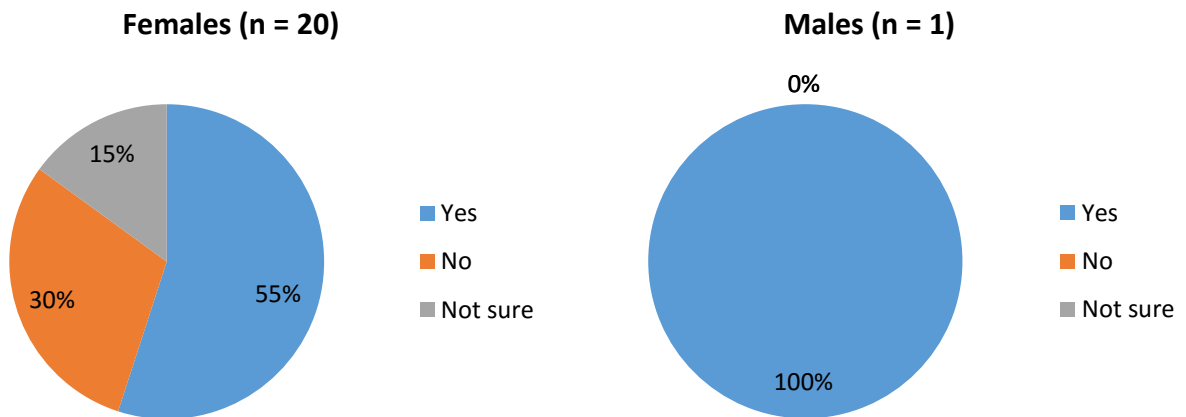


Did the actions taken help the situation?

2015

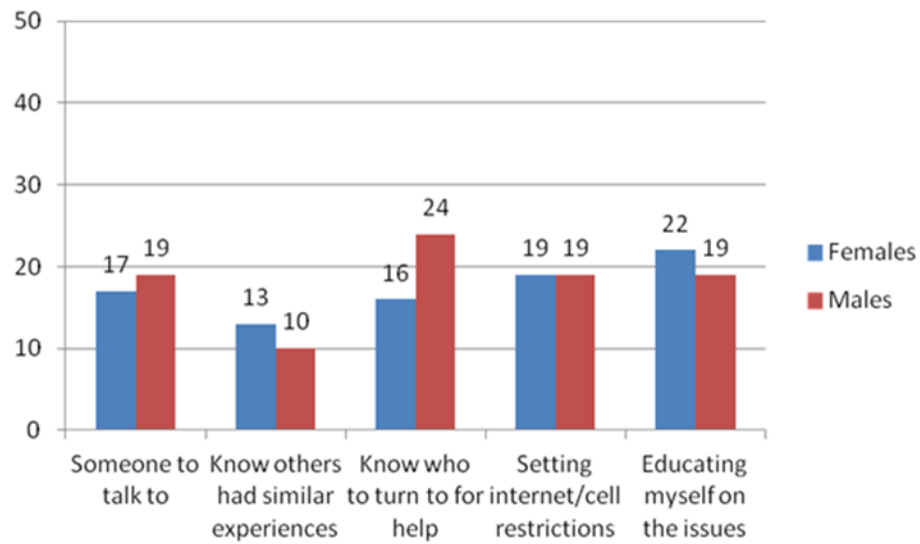


2016

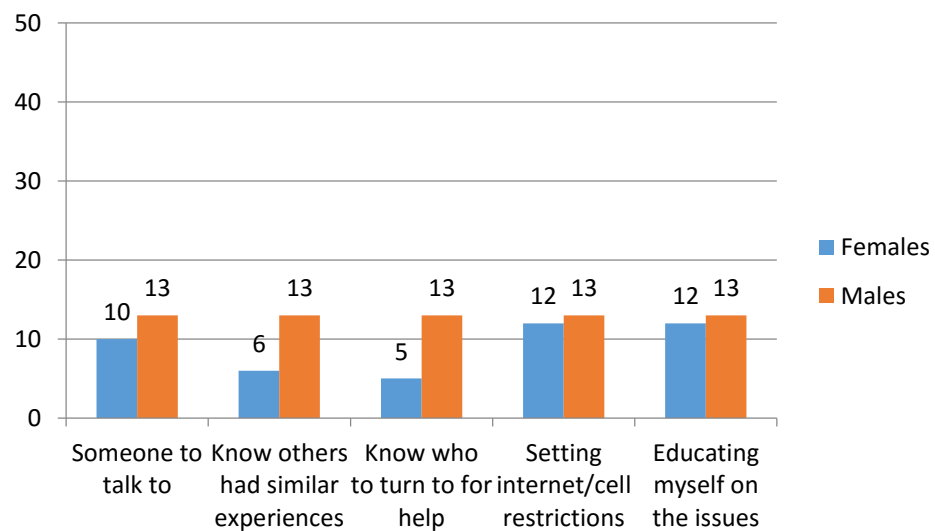


**If your child was experiencing mean and/or cruel behaviour online what was helpful to you?
(% endorse)**

2015



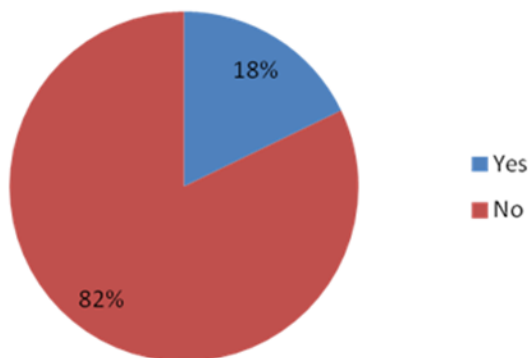
2016



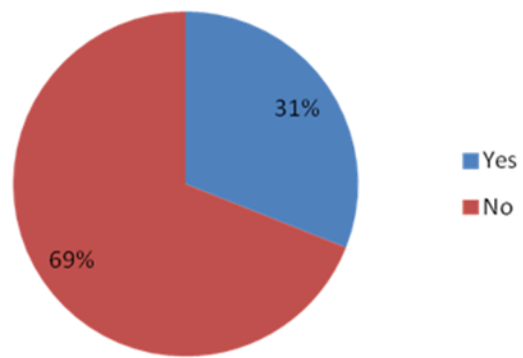
Have you personally or another adult you know, experienced mean and/or cruel behaviour online?

2015

Females (n = 104)

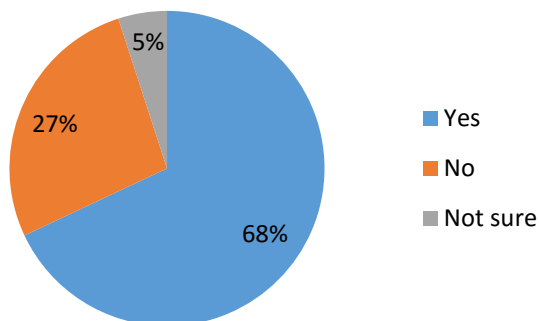


Males (n = 20)

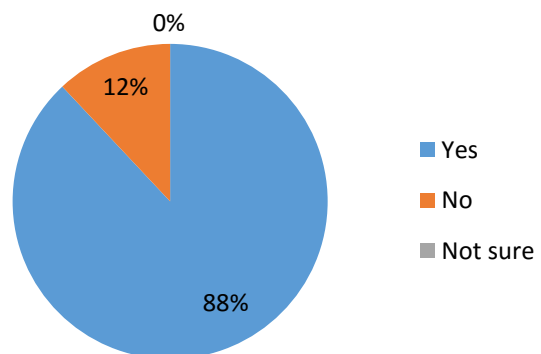


2016

Females (n = 75)

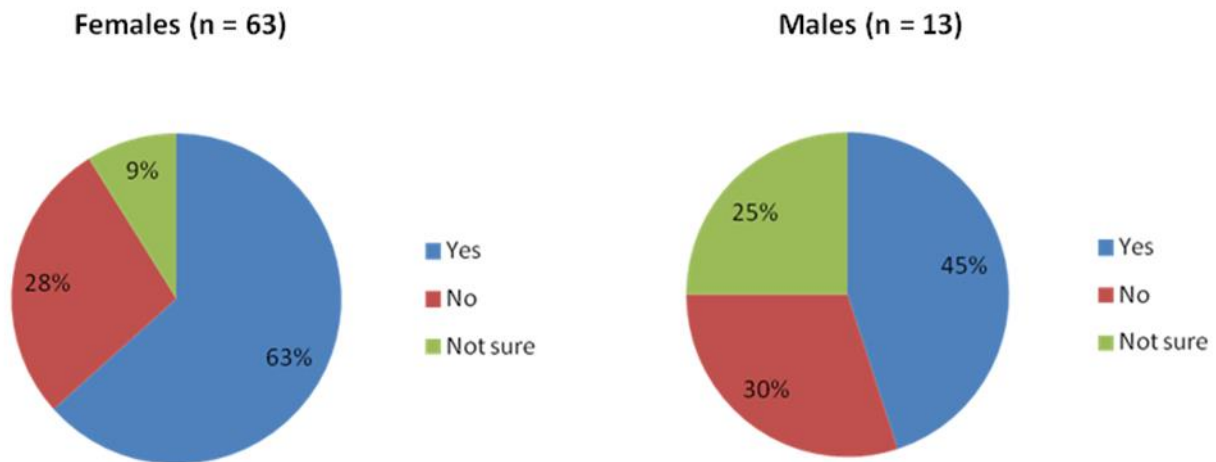


Males (n = 8)

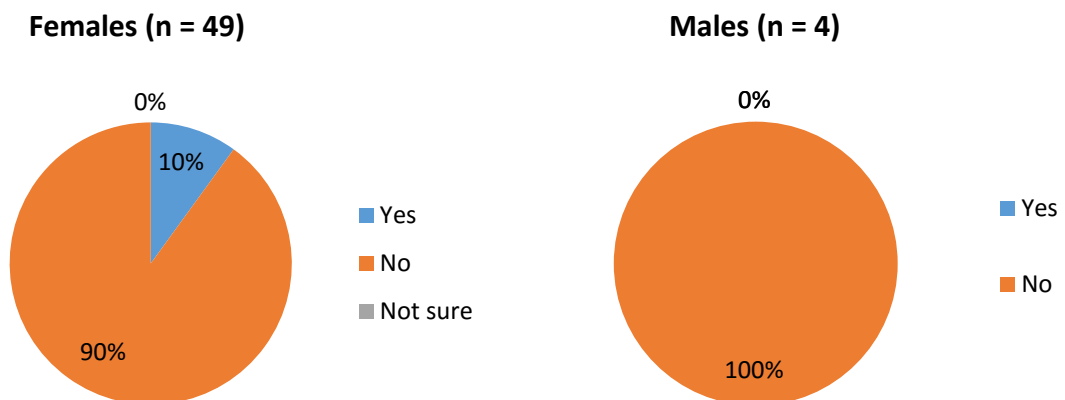


If you are/were experiencing mean and/or cruel behaviour online, did you report it?

2015

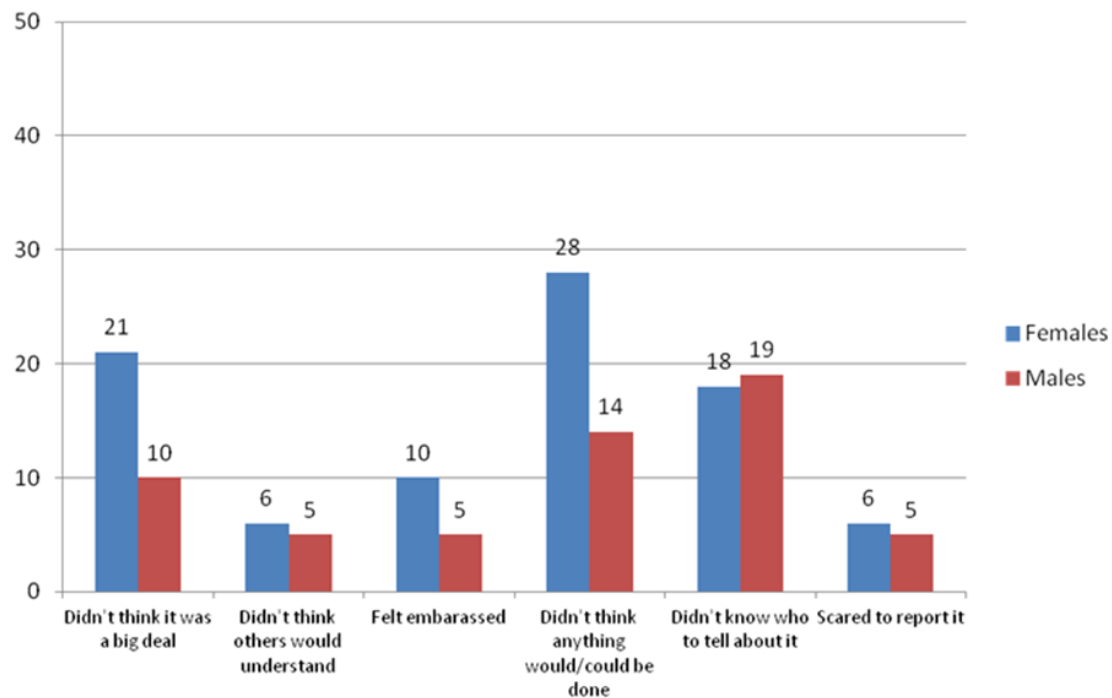


2016

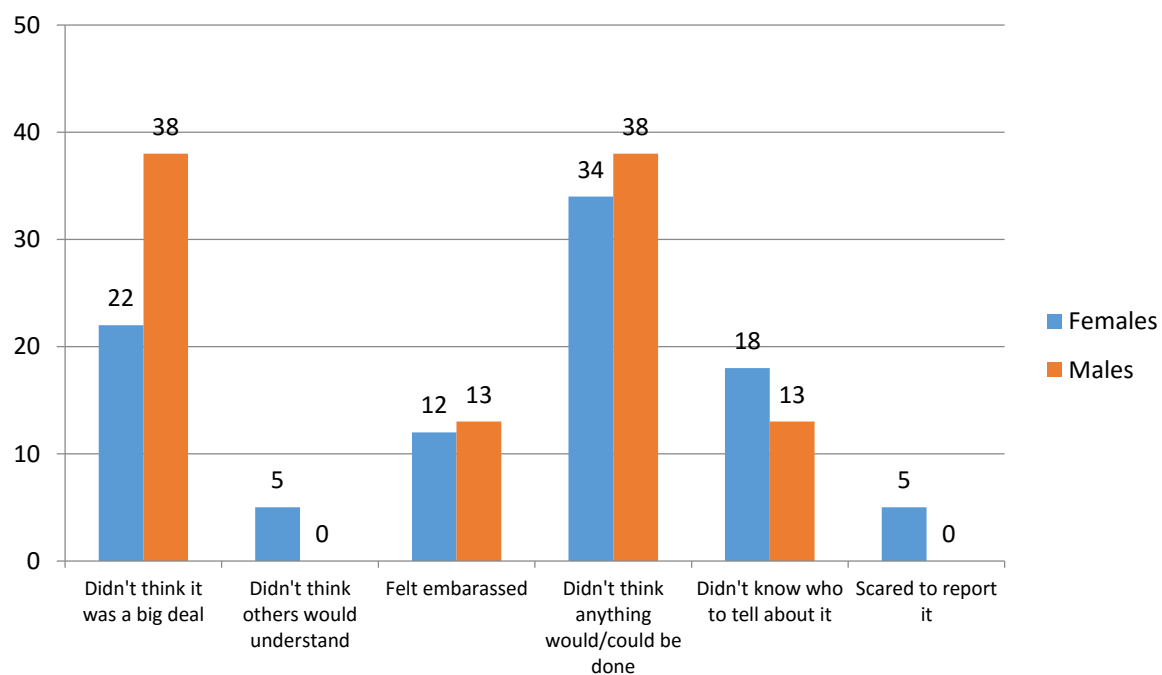


If you are/were experiencing mean and/or cruel behaviour online and did not report it, what is/was the reason? (% endorse)

2015



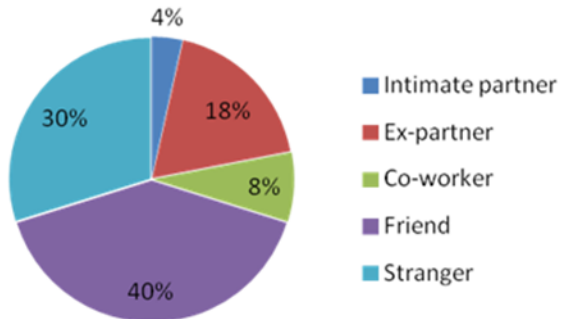
2016



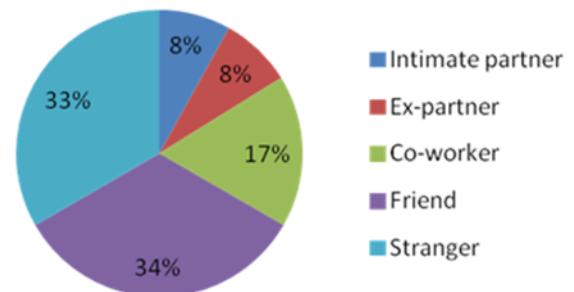
Who perpetuated the mean and/or cruel behaviour online?

2015

Females (n = 80)

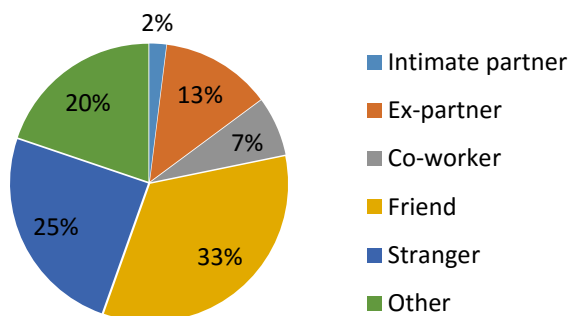


Males (n = 12)

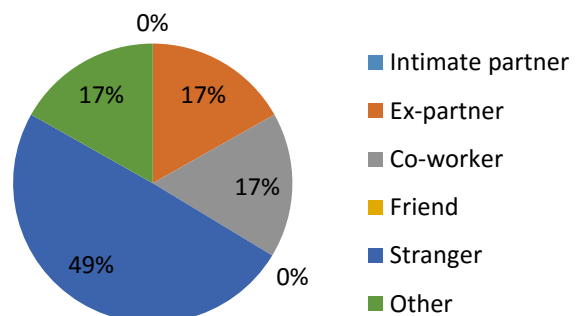


2016

Females (n = 61)

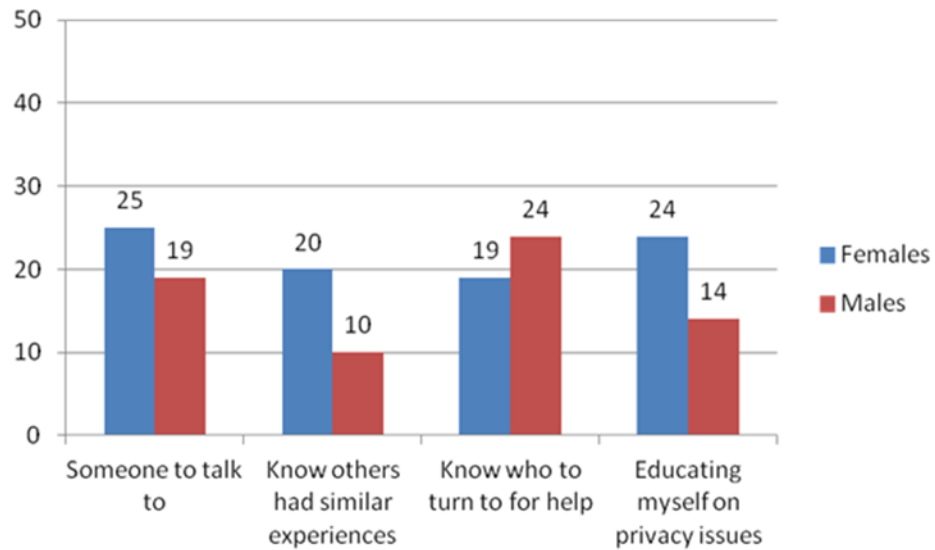


Males (n = 6)

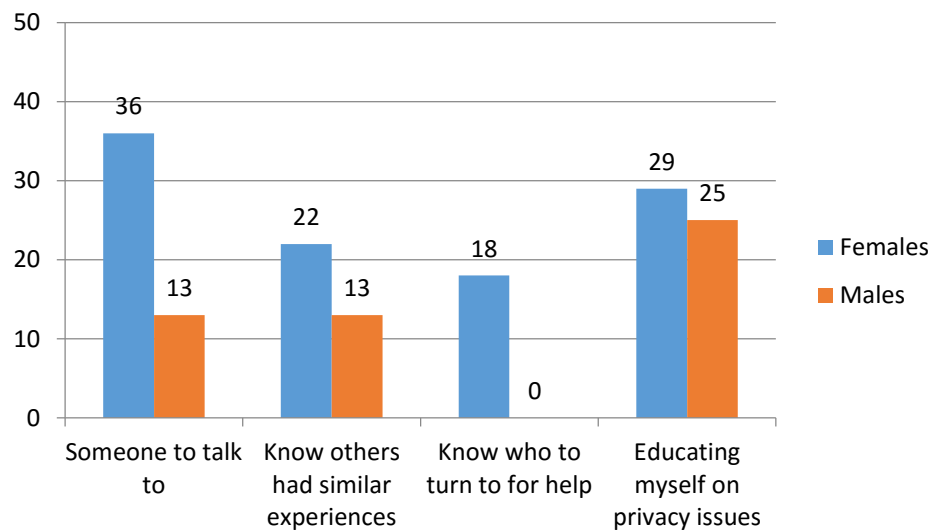


What helped you the most if you are/were experiencing mean and/or cruel behaviour online? (% endorse)

2015

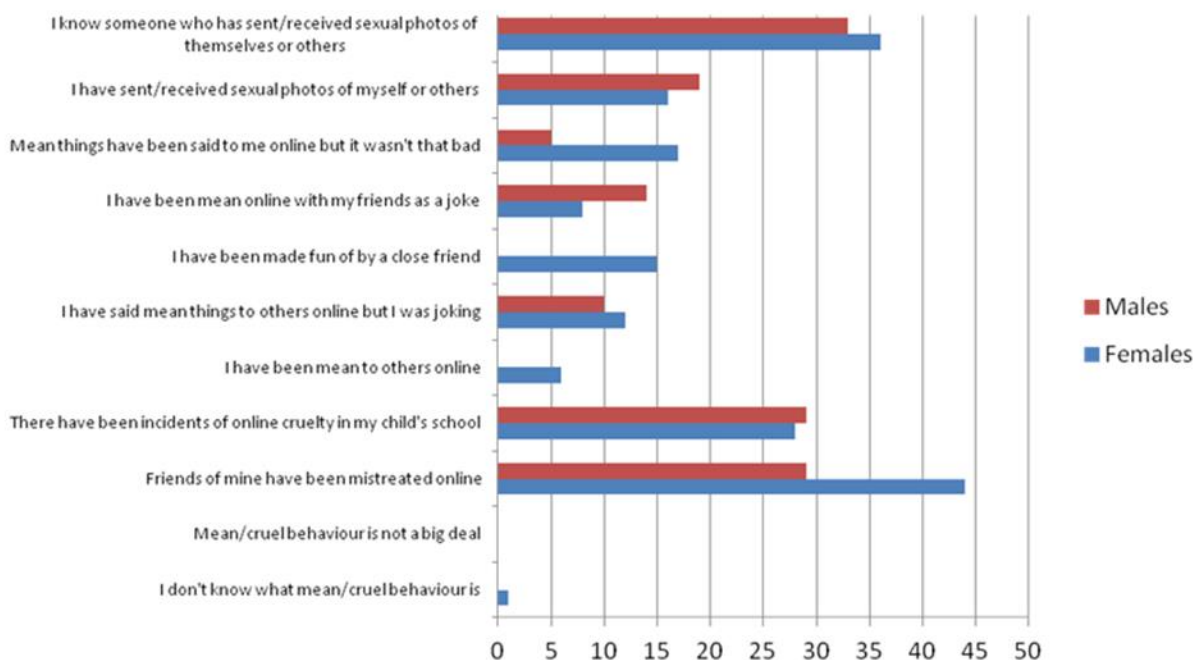


2016

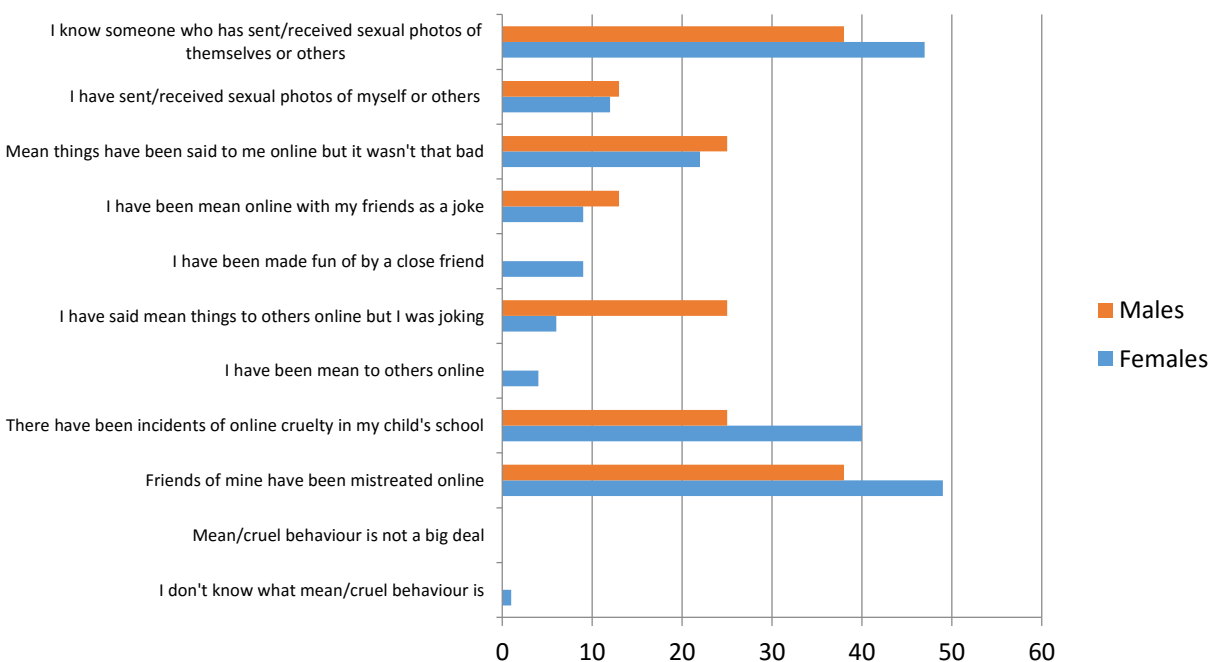


Select all that apply (% agree)

2015

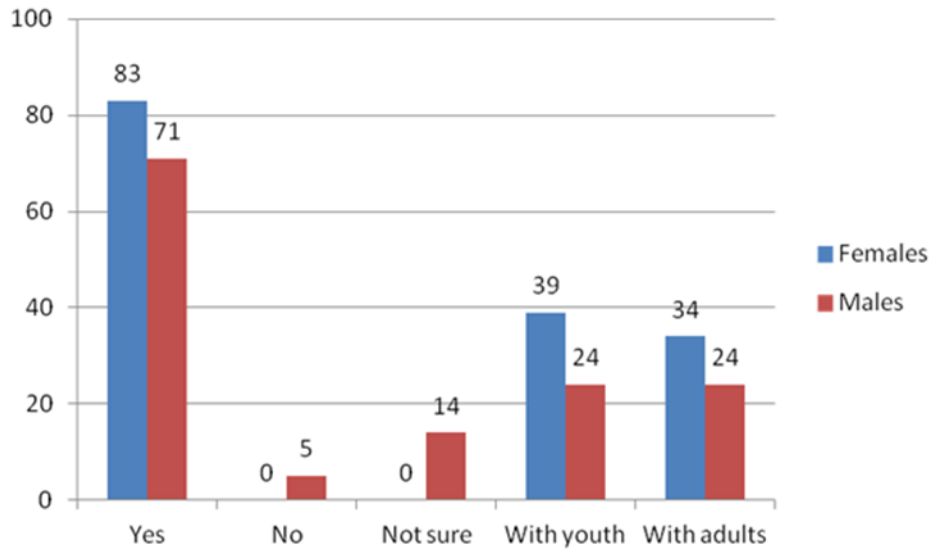


2016

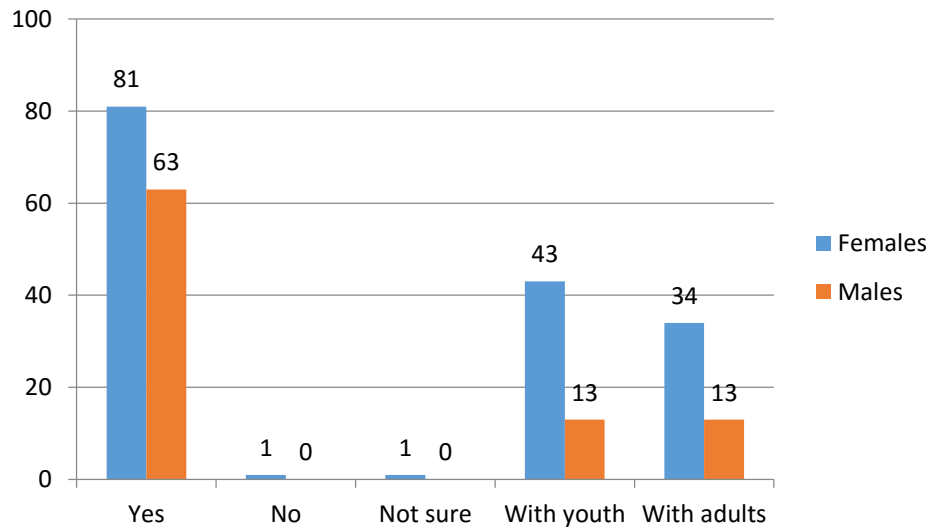


**Do you think that there is a problem with people being mean and/ or cruel online?
(% agree)**

2015



2016

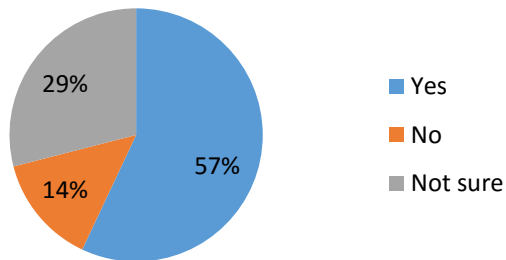


OUTCOMES

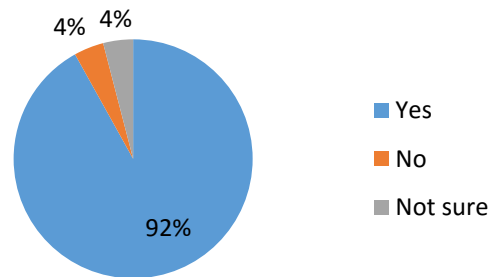
Do you feel better equipped to handle mean or cruel behavior online as a result of this project or in general?

YOUTH

Females (n = 28)

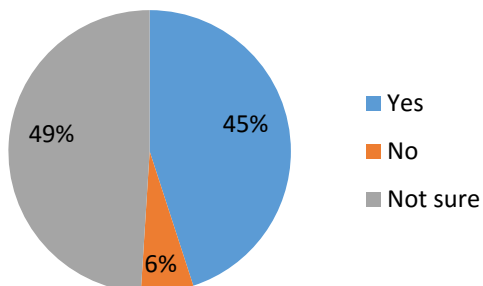


Males (n = 29)

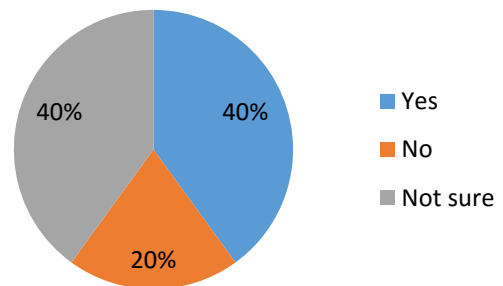


ADULT

Females (n = 65)



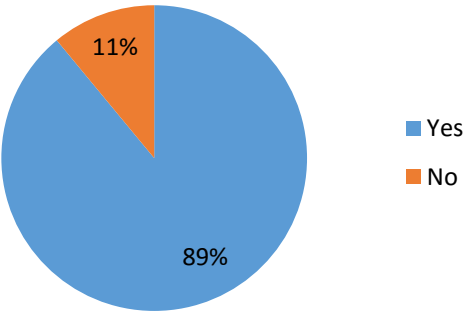
Males (n = 5)



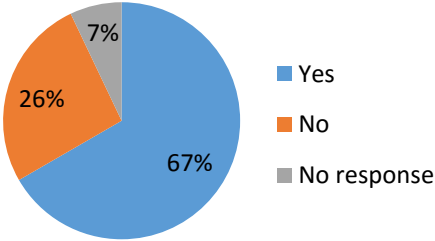
Do you know where to turn if you or someone you know is being mistreated online? (% endorse)

YOUTH

Females (n = 28)

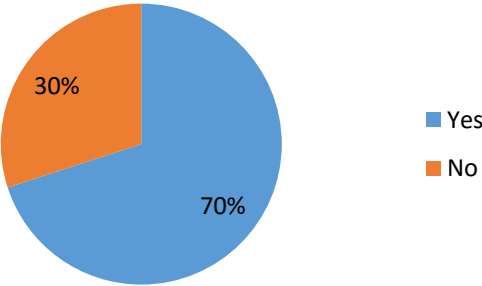


Males (n = 29)



ADULT

Females (n = 77)



Males (n = 5)

