

Canadian Roots Exchange Final Report for Youth Take Charge Program



2013-14
Department of Canadian Heritage

Report on Activities and Results

IMPORTANT: This report must contain sufficient information to enable the Program to carry out an analysis. The Minister may request clarifications and/or additional information to determine whether the terms and conditions of the agreement have been fulfilled. Refer to the clauses in the contribution agreement or its most recent amendment to answer the questionnaire.

Information about the project

Name of organization: Canadian Roots Exchange

Name of project: Youth Leadership & Reconciliation Initiative

Fiscal year(s) of contribution: 2013-14

Total amount of contribution: \$175,000

Signature (person authorized for final report)

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Name (please print)

Executive Director

Title (please print)

Date (YYYY/MM/DD)

1. Project activities (Annex A, clause 2.1)

Describe i) how and ii) to what extent the completed activities fulfill the contribution agreement: dates, locations, number of participants, youth roles and responsibilities, use of information technologies and communications and overview of planned future activities.

Provide an explanation for any discrepancies, if applicable.

1. PROJECT ACTIVITIES

During the program year, a total of 1,071 youth were engaged through different youth led activities as part of the YTC program. Total youth participation represented 133.9% of the 800 youth target that was proposed. Canadian Roots Exchange (CRE) engaged youth through a variety of youth-led initiatives. Over the course of the year, youth participated in the following types of activities:

Type of Activity	Total Number of Events	Total Number of Youth Participants
CRE Youth Leader Volunteer Training Retreat (5-day retreat)	1	24
Exchanges (minimum of 5 nights out of community)	8	76

<ul style="list-style-type: none"> • Garden River Exchange • Algonquin Park-Silver Lake Pow Wow • Kuujuaq Youth Exchange • Bear River First Nation Exchange (Nova Scotia) • Six Nations Exchange • Saskatoon Youth Exchange • Montreal-Kahnawake Youth Exchange • Winnipeg Youth Exchange 		
Interactive youth-led workshops. These sessions ranged from 2 hours to a full-day. Number of participants at a given workshop ranged from 7 participants to 50 participants. Workshops undertaken at CRE's national conference are not included in this figure.	22	578
Public Engagement Events/ Community Events (documentary screenings and discussions, cultural activities, participation in panel discussions, interactive web sessions conferences)	9	82 <i>(an additional 120 to 200 indirect participants also took part)</i>
CRE Organized conferences and gatherings	3	311
TOTAL	41	1,071

1a) CRE Youth Leader Training

CRE built on previous experiences during the 2012-13 pilot year, where a 3-day training session



for youth facilitators was organized. Based on the feedback of youth in the pilot year, a more extensive 5-night training, which took place at an outdoor education centre in Nobleton, Ontario enabled 24 youth to form 7 different teams. In addition to team-building, the teams of youth received training on facilitation, conflict resolution, the process of reconciliation and the history of colonization, residential schools and exploring various aspects of Indigenous and non-Indigenous

history in Canada. Youth Reconciliation Leaders formed teams in the following communities: Vancouver area, Saskatoon, Winnipeg, London (ON), Montreal Area, Kuujjuaq (QC), Wolfville (NS) and Arviat, Nunavut. A digital resource that was created by former CRE alumni was put onto a USB key and given to each youth. This tool provided youth with sample activities, workshop sessions, ice breakers and articles to further their learning. Three youth involved in the pilot year previously returned and helped facilitate part of the session. Although a team of 2 youth in Arviat, Nunavut was trained, due to unforeseen events, the team was unable to implement activities in their community. The greater distance and working in a remote, small Inuit community without community support was one of the reasons identified for the inability to further support this team. Contrarily, CRE was able to develop a community partnership with Youth Employment Services – Nunavik in the community of Kuujjuaq, Quebec where the 2 youth leaders received considerable support in terms of office space, staffing support, assistance with outreach which proved invaluable. For the 2013-14 program year, CRE is looking to solidify more community partnerships with local organizations or universities to provide further support to our work.



1 b) Exchanges

As there was a delay in funding, CRE staff organized 2 exchanges prior to the youth leader training and afterwards, were able to organize an additional 5 exchanges which were largely supported by youth leaders who received 5 days of training in late August. In total, 8 different



communities hosted exchange programs during the program year. Exchanges ranged from 5 nights to the longest exchange of 10 days. As in the previous year, CRE's model for exchanges involves bringing together a group balanced between Indigenous and non-Indigenous youth participants (youth defined as individuals as 29 years and under). In most cases, the group leaders were also youth and often past alumni. During the program year, CRE piloted a new format for having group leaders. In previous years, youth exchanges

were typically led by 2 group leaders (1 from an Indigenous and 1 from a non-Indigenous background). However, 6 of the exchanges saw the introduction of a "leader in training" role whereby an alumni or youth with less youth supervision experience had the opportunity to work

alongside 2 other more experienced group leaders. Initially, CRE had hoped to have group leader training but given the delay in funding and high cost of holding an additional training, it was deemed that having a “group leader in training” role was an effective way to provide on-the-job training. In addition to the group leaders, the programs were supported by community partner contacts, CRE staff, Elders and adult mentors. Group leaders are responsible for ensuring the health and safety of the group, facilitating educational activities, coordinating logistics and connecting with community members to ensure programming fulfils the needs and objectives of the youth, as well as CRE’s mandate.

Three of the exchanges took place primarily over the summer months. All of these programs took place in Ontario. CRE organized 2 different programs. One took place in Garden River First Nation and another took place in Algonquin Park – Silver Lake. A 3rd exchange saw 2



CRE youth participate and take on leadership programming as part of an invitation by Aboriginal youth in the very remote Northern Ontario community of Kitchenuhmaykoosib Inninuwug. This exchange took place over National Aboriginal week and CRE youth representatives, who were alumni from the previous programming year (Aboriginal and non-Aboriginal youth), helped facilitate a zine-making workshop and share experiences with youth leaders in the community.

The remaining 6 exchanges took place over the school year. Two programs were tailored to post-secondary students (Six Nations and Nova Scotia Exchange) and took place over the February reading week for universities. The other 4 remaining exchanges were coordinated in collaboration with the YMCA Youth Exchanges Canada program. CRE Youth Reconciliation teams had been delivering community programs since the fall and 4 of these communities were paired to facilitate a



reciprocal exchange. CRE teams in Winnipeg and Kuujuaq, QC were paired with each other while the Montreal-Kahnawake CRE team was paired with Saskatoon. The YMCA Youth Exchanges program complimented programming that was already taking place with local youth and the reciprocal exchange enabled CRE youth leaders to host a visiting group and take a group of active youth to be hosted by another CRE group. In addition to the youth participants in these exchanges, local youth and community members were also integrated

throughout the exchange program.

In past years the majority of youth who participated in CRE organized exchange programs were in the 18 to 25 year age-range. Thus, the opportunity to collaborate with the YMCA enabled younger local youth (14-18 years) who had already been participating in CRE programming to benefit from an out of community experience. This collaboration also gave CRE's youth leaders more experience supporting and supervising youth from their own community. For the 2014-15 program year, CRE is planning to continue collaborating with the YMCA in addition to organizing shorter exchange programs for youth in the 14 to 18 year age range during summer months or over long weekends.

1c) Interactive Youth-Led Workshops

Having a more extensive youth leader training and providing teams with facilitation tools greatly enhanced the effectiveness and ability for the youth teams to implement workshops in their communities. Youth teams were flexible in the formatting of their sessions. Many groups adapted existing CRE tools and workshops took were geared towards facilitating discussions about Indigenous history and culture, while making comparisons with other cultural groups in Canada. One key session that received valuable feedback from teams across Canada was the delivery of a 'Timeline activity' which allows youth to participate in an interactive session tracing the history of Canada from present day to 30,000 years previously. This session touches on the contributions of Indigenous groups prior to European contact and explores key events in history such as the Indian Act, residential schools as well as examining important events that affected various other cultural communities (Chinese, South Asian, African Nova Scotian etc).

Workshops enabled youth leaders to greatly improve their organization, group management, public speaking and facilitation skills. Overall, there was a balance between youth leaders who were new facilitators and more experienced youth facilitators. This gave youth the opportunity to learn from each other and gain confidence in an effective way. All sessions always included an Indigenous team member serving as a facilitator. In most sessions, CRE teams modelled cooperation between Indigenous and non-Indigenous youth, however, in Kuujuaq, QC and Saskatoon, SK the teams were comprised exclusively of Indigenous youth. Over the course of the year, new activities and sessions were created by Youth Reconciliation Teams. Youth often looked at positive and more humorous ways to tackle serious topics. One example was the creation of a "Jeopardy" game which enabled youth to educate other youth in a fun and safe way.



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An unexpected outcome of the Youth Reconciliation Leadership teams was the significant increase in requests for workshops. Teachers and community members who had the opportunity to either

participate or observe a session often invited CRE representatives to work with their groups. In some cases, honorariums were provided to facilitators who went beyond their volunteer commitments. Youth Leaders who saw their skills transition from being strictly a volunteer to being paid a small amount to continue their facilitation work was regarded as a way of increasing the capacity of both CRE and the youth leaders, who in turn were able to document more concrete employment skills.

1d) Public Engagement Events

In order to reach more community members at large and to strengthen dialogue between youth and adults, CRE hosted public engagement events to bring the community together. These events were always free and open to the public. They were promoted through social media (Facebook and Twitter) as well as through word of mouth. In total, 8 public engagement events took place over the 2013-14 program year. Three of the public engagement events took place during larger CRE organized exchange program (Garden River Exchange, Kuujjuaq Exchange) or the National



Conference in Saskatoon to reach a greater number of community members. Public engagement events during exchanges included the building of a traditional teaching lodge where exchange participants came together in Garden River First Nation. Many of the public engagement events took the form of film screenings and discussions with community members and participants. Youth picked films that were relevant to the community that they lived in and in all cases, films were followed by

discussions to provide more of a dialogue to the screening. In one case (at the screening of 3rd World Canada), the film maker attended and had the opportunity to speak with audience members after the screening, and at another film (Experimental Eskimos), a community member whose family was in the film had an opportunity to speak with participants afterwards as well.

The following events were organized by CRE in 2013-14:

1. Public Engagement Event – Screening of 3rd World Canada – June 4, 2013 and National Aboriginal Week Youth Gathering in Kitchenuhmaykoosib Inninuwug (June 15 to June 21) at UTS High School in Toronto
2. Zine making workshop for youth in Kitchenuhmaykoosib Inninuwug – National Aboriginal Week Gathering led by local youth – June 19, 2013
3. Building of the Traditional Teaching lodge and Community Feast in Garden River First Nation – June 22, 2013
4. Community Film Screening of 8th Fire and Discussion at Youth Centre in Kuujjuaq, QC – September 9, 2013

5. Spoken Word for Social Change in Collaboration with KANATA at Café L'Artère in Montreal, QC – October 15, 2014
6. Film Screening and Discussion about Indigenous and non-Indigenous youth cooperation at Acadia University – November 7, 2013
7. Film screening and discussion of « People of a Feather » at Emily Carr College in Vancouver – January 31, 2014
8. Film screening (2 films) Shielded Minds and Experimental Eskimos at Kuujuaq Town Hall – February 16, 2014
9. Youth and Community Talent Show at Oskayak High School in Saskatoon – March 27, 2014

1d) CRE Organized Conference & Gatherings

In addition to a 3-day National Youth Conference that took place in Saskatoon, CRE organized 2 other major youth gatherings which were termed “Health Summits”. In both Montreal and Kuujuaq, CRE organized a large gathering to explore the intergenerational impacts of residential schools. These sessions were implemented with additional funding obtained from Healthy Minds Canada. The sessions were delivered by an experienced counselor and Indigenous facilitator from British



Columbia, Kathi Camilleri. Kathi was brought to Quebec to help make linkages between trauma experienced by residential school survivors, the intergenerational impact of this trauma and healthy living. Kathi was able to share her wisdom and facilitate an emotional session on the impact of residential school on Indigenous communities in Canada. These sessions were open to the public, however participants were required to RSVP to confirm their participation and were also given a good overview of the session so that anyone attending was aware of the difficulties that could be encountered with such an emotional topic. In both case, Aboriginal Elders and an additional counselor were also invited to provide support since the participants also included community members who CRE representatives had little rapport with. The day-long sessions had a profound impact upon participants. Many participants (particularly non-Aboriginal participants) who took part in these sessions acknowledged the effectiveness of understanding the profound and lasting impact of residential schools. The sessions also provided participants with tools to help create positive relationships between Indigenous and non-Indigenous community members.

National Youth Conference Saskatoon

A national youth conference was held in Saskatoon from March 26 to 28, 2014. This was CRE's second opportunity to host a national conference. Based on requests from Oskayak High School and community members in Saskatoon, the conference was organized at the same venue as the previous year. The conference was entirely facilitated by youth for youth with the exception of one

session put on for adults by adults supporting youth. Due to word of mouth as well as the lack of conferences that focus on dialogue between Indigenous and non-Indigenous youth, there was major growth in participation from the previous year. In total, 219 participants took part in the conference in addition to 19 CRE youth facilitators and staff. 120 participants from Oskayak High School took part in the conference while 99 of the participants (not including CRE representatives) were from outside of Oskayak. There was also significant participation from out of province youth. In total there was participation from the following provinces and territories: British Columbia, Saskatchewan, Alberta, Manitoba, Ontario, Quebec, Nova Scotia, New Brunswick, Newfoundland & Labrador, Yukon, Northwest Territories and Nunavut.



Feedback and lessons learned from CRE's first national conference were adopted to make the 2014 conference a large success. One of the notable changes that was made involved hosting the conference on weekdays to ensure that there was greater participation from youth at Oskayak High School who may encounter transportation or timing barriers on a weekend. The principal of Oskayak High School was extremely supportive and all students were invited to take part in the conference. Because of the high number of Oskayak students (120 students confirmed), there were 5 or 6 sessions that ran in parallel as opposed to 2 or 3 sessions in 2013. Another change was the increase in sponsorship. Support from the community of Rankin Inlet, Nunavut helped to ensure that a group of youth from Nunavut were able to participate and travel to Saskatoon. In addition, other sponsorship was used to bring additional youth who served as conference presenters from British Columbia, Alberta, Yukon and Newfoundland and Labrador.

The conference started with a welcome from the 2 school Elders and student council. This was followed by a youth panel comprised of 5 youth leaders from different parts of the country. There were keynote speakers on both days of the conference: a local youth from the high school and a youth who was invited from Labrador. Some of the sessions included:

- Challenging stigma related to mental health and addictions,
- Using social media to engage youth
- Building bridges between Indigenous and newcomer youth,
- Exploring Inuit history and culture through Inuit games
- Sexual and reproductive health.
- Arts based reconciliation (using design and spoken word as forms of expression),
- How to develop a culturally appropriate program in Indigenous communities
- Youth-adult partnerships, how to better support youth.
- Language of Equity and Inclusion.
- Experiences from the Justice System and sharing a model for transformation

The conference was very successful in creating a national network of young leaders from across the country who shared an interest in reconciliation. Feedback from the conference was overwhelmingly positive with significant request to increase the length of the conference. CRE is

hoping to take the model of hosting a youth conference and has planned a similar conference to be held in Winnipeg, MB in 2015 through the Forums program.

2. Results measurement (Annex A, clause 4)

Immediate outcomes & Intermediate Outcomes

All CRE programs are led by youth (individuals under the age of 30). Moreover, the majority of board and staff members of CRE are also youth. CRE's youth to youth model, complemented by the support of adults as allies rather than these individuals taking on the role of principal decision makers, has proven extremely effective at engaging youth as facilitators, exchange leaders and spokespersons. This has helped reinforce the importance of youth being active and engaged citizens. Strong peer-youth learning environments are created by the formation of a National Youth Network (National Youth Training in August 2013) and sustaining this network through social media (Facebook, Twitter), as well as other staff supported activities such as conference calls, support visits, a national conference and exchanges that bring together youth from different regions. Youth leaders from different communities were able to share successes from their respective communities and other youth were able to learn strategies and adapt them to their specific communities.



An illustration of the intermediate aspect of engaging youth in their communities was observed as youth from the participant and youth leader levels were able to create their own programming and projects. The Youth Leadership & Reconciliation Initiative was entirely youth-led and remained youth-led throughout the entire program year. Initially close to 100 youth leaders from different parts of the country applied to be part of this project. 19 youth funded through this project received training in August

2014. The initial screening process of validating the "leader" role of youth who sometimes were not recognized created a high level of motivation among youth.

Throughout the year, the majority of youth who were trained remained active as delivery agents for this project and at the end of the project 15 youth successfully completed the entire project with 1 youth transitioning from volunteer to staff in the middle of the program year. CRE is a young organization that celebrated its 5th anniversary in October 2013. In the most recent program year, considerable capacity was built among our youth leaders as was evidenced in the increase in organizational staffing positions. From having 2 or 3 staff in 2012-2013, CRE was able to maintain a staffing team between 3 and 5 staff during 2013-2014.

In 2013-14, 4 different individuals who held staffing positions (either summer positions, or full-time employment) were youth identified through CRE's alumni pool. This aspect of also engaging youth as staff persons has given youth a firsthand demonstration that youth can be given a high degree of responsibility and autonomy and quickly transition from being a participant to staff. Moreover, youth alumni and youth staff were key to the writing of proposals such as the 2014-2016 Youth Take Charge program. CRE continually engages youth in all aspects of its operations whether they serve as full-time or part-time employees, consultants, volunteers, board members, participants or spokespersons. Through the Youth Take Charge program, CRE has been able to demonstrate that youth can be active community leaders in programming related to history and heritage. This has been achieved through the encouragement of youth to form relationships with adult mentors and Elders, yet also given the space and support to design programming in a way that meets the needs and interest of young people in their communities.

Ultimate Outcomes

CRE's programs provide a valuable education and opportunity to link Indigenous and non-Indigenous youth with each other. For many non-Indigenous youth, the histories, traditions and realities of First Nations, Inuit and Métis communities are often unknown. Many CRE youth from both Aboriginal and non-Aboriginal backgrounds have commented about the desire to make positive connections with one another, yet feel that there is a lack of structure to bring together youth in constructive, positive and meaningful ways. Youth-organized activities that ultimately facilitate dialogue between communities that in many cases don't interact with each other is critical to creating a shared Canadian identity that embraces the contributions of Indigenous peoples regardless if you are First Nations, Inuit, Métis, newcomer to Canada, immigrant or have French or English ancestry.

Workshops and exchanges were proven to be an effective tool in modelling Indigenous and non-Indigenous cooperation built on trust and respect. In our programs, youth were able to share personal stories based on their families, community involvement and also acknowledge learning and unlearning about dominant stereotypes. Given the nature of CRE's educational programming, many youth learn about both positive and negative aspects of Canadian history for the first time on our programs. While the YTC project had an emphasis on providing positive narratives of cooperation between Indigenous and non-Indigenous peoples, it was also important to acknowledge and discuss some more difficult parts of Canadian history. In particular, the topic of residential schools was a key point of learning that was integrated in our programs. Exchange programs often included a visit to a former residential school (often led by a guide who was a survivor of residential schools); workshops on Canadian history certainly included an introduction to residential schools, while health summits around the intergenerational impact of residential school were also organized.

It should be noted that reconciliation and learning about histories that have been excluded from mainstream Canadian narratives for so long can be very emotional and do not always place Canada in the most positive light. This is seen as part of our nation's process of reconciliation. Nevertheless, the nature of CRE's work has meant that effective workshops and connections between Aboriginal and non-Aboriginal youth can sometimes lead to participants feeling a decreased attachment to Canada. This sentiment of feeling less attached to Canada has been observed among some youth who have experienced an intensive workshop or exchange that

engages Indigenous and non-Indigenous youth in meaningful dialogue. For many non-Indigenous youth, meeting people first-hand who have been impacted by the discriminatory practices faced by Aboriginal communities in Canada and hearing their stories can have a big impact. As a result, it is not uncommon to see some of these attitudes reflected in youth survey responses as part of the Youth Take Charge program.

CRE programs will continue to facilitate dialogue on these very sensitive and difficult topics. We view dialogue as necessary – whether it is celebratory in nature or shedding light on past injustices. One important practise that is observed in CRE programs is building a more respectful and safe environment that allows for youth to learn at their own pace and continue these important discussions.

Canadian Heritage Priority: History and Heritage (Annex A, clause 2)

If your project description addresses the History and heritage priority:

History and heritage is paramount to all CRE activities. Given that learning about Aboriginal history, traditions and heritage is a principal objective of the organization and our programs, 100% of our activities are considered History and Heritage activities. Whether activities are discussions, guided tours, film screenings, workshops or youth gatherings, learning from Elders, observance of Aboriginal practises such as smudging, sharing circles or traditional teachings, history and heritage is integrated into the core of the work CRE does.

3. Official languages (Annex A, clause 3)

Describe the strategy implemented and the actions taken for the project regarding official-languages requirements (e.g. activities, communication products, website and translation).

During the 2013-14 program year, CRE continued to improve its services in French. While French language services are not at the same level as English throughout the organization, key successes were observed during the past year. CRE's teams in Montreal, Kuujuaq and Atlantic Canada were able to work fully in both official languages. CRE has leaned heavily on strong youth leadership in Montreal to provide better services in French. 3 members of the Montreal team were either native French speakers or fluently bilingual in both English and French. These youth members assisted greatly with translation for the organization and also received some short-term paid contracts to help strengthen program delivery in French either digitally or through in-person activities. In 2013-14, CRE utilized social media (Facebook and Twitter) in both languages and at our national conference in Saskatoon, one of the masters of ceremonies was fluently bilingual and for the first time, a bilingual session was delivered and youth panelists included both Francophone and Anglophone youth. Furthermore, a more comprehensive example of CRE's improved ability to reach French speaking youth was observed during a 6 day exchange in Montreal-Kahnawake whereby youth leaders from Montreal supported both Francophone and Anglophone youth on the exchange program, providing translations when necessary.

Recently, one the Youth Reconciliation Leaders from Montreal has been hired as a bilingual Communications CRE Staff working out of Ottawa. This staff person is now responsible for

ensuring that all public communications are available in both French and English. For the upcoming year, we expect to continue to improve our resources and services in French with a key priority to reaching more French speaking youth outside of Quebec.

4. Demographic data (Annex A, clause 2.2)

Overall, the total number of proposed youth was greatly exceeded. 1,071 youth or 133.9% of the proposed 800 youth participants were reached during the year. CRE was successful in surpassing the 800 youth largely due to a much greater reach in Ontario and Quebec and a very high number of participants at a national conference in Saskatoon. In particular, holding a 2-day conference followed by community spring feast and round dance at the same venue in the previous program year (Oskayak High School) saw a high number of youth, including many out of town youth participate again coupled with very high rates of participation from youth in Saskatoon.

Province/ Territory	Expected Number of Participants	Actual Number of Participants	% of Proposed Youth Participants
Alberta	65	12	18.5%
British Columbia	65	78	120.0%
Manitoba	35	45	128.6%
New Brunswick	30	2	6.7%
Newfoundland & Labrador	5	3	60.0%
Northwest Territories	5	1	20.0%
Nova Scotia	50	42	84.0%
Nunavut	10	28	280.0%
Ontario	275	396	144.0%
PEI	5	26	520.0%
Quebec	190	222	116.8%
Saskatchewan	60	214	356.7%
Yukon	5	1	20.0%
TOTAL	800	1071	133.9%

Despite greatly exceeding the overall youth, CRE faced some challenges reaching its intended targets in a few different provinces and territories. Most of the challenges stemmed from the province of Alberta where lack of a youth leadership team greatly inhibited our ability to reach more youth in this province. In addition, reaching youth in more distant regions including Northwest Territories, Yukon, Newfoundland & Labrador and New Brunswick were also affected by the lack of youth teams to deliver programs. While at least 1 youth from every province and territory were included in our programming, the high cost of travel prevented CRE from reaching the targets for every region. For CRE's national conference in Saskatoon, youth from regions that had not previously been reached to that point were sponsored to attend the conference (Yukon, Northwest Territories, New Brunswick and Newfoundland & Labrador).

The delay in starting this project also resulted in a difficulty in organizing more exchanges and identifying other ways to reach youth in the provinces/ territories where the target was not met. In the summer of 2013, most activities took place in Ontario due to the low travel cost and the capacity that already existed to deliver activities there. After confirmation of funding, the office staff prioritized the training of additional youth outside of Ontario and this resulted in a very high degree of success in British Columbia, Saskatchewan, Manitoba and Quebec. One notable exception to this was the tremendous success in reaching youth in Nunavut. This was largely due to the hiring of an Inuit staff member from Nunavut who was able to access funding to bring a group of youth to our national conference and the opportunity to organize a workshop with Nunavut Sivanuksavut, an Inuit college based in Ottawa designated for post-secondary students from Nunavut to help with the transition to a university in Southern Canada. These partnerships remain strong and we anticipate that CRE will continue to have success reaching youth from Nunavut in 2014-15.

Demographic Data – Distribution Groups

Given CRE's model, many First Nations, Inuit and Métis youth were engaged in our overall programming. Over the course of the year, 387 First Nations, Inuit or Métis youth participated in a youth-led activity. This represented over 1/3 of all youth participation. CRE's approach is to have an equal number of Aboriginal and non-Aboriginal youth come together and the majority of activities reflected this nature. Nonetheless, there were some workshops (Ontario – May to June 2013) that were delivered prior to additional teams of youth being trained that were largely delivered to groups comprised of few or no Aboriginal youth. Some of these groups, however, did include other priority youth such as youth from visible minority backgrounds and lower income youth.

Table of Participant Distribution for 2013-14

Province/ Territory	Number of Participants			Language Spoken at Home				Distribution - Groups			
	Youth Participants			French	English	Bilingual	Other	Aboriginal *	OLMG **	Visible Minority ***	Disability ****
	Female	Male	Total								
AB	9	3	12	0	5	0	0	4	0	2	1
BC	55	23	78	0	66	2	20	11	0	34	9
MB	31	14	45	0	34	3	8	13	0	10	6
NB	2	0	2	1	0	1	0	1	1	0	0
NL	1	2	3	0	3	0	0	2	0	0	0
NT	1	0	1	0	1	0	0	1	0	0	0
NS	28	15	43	0	42	1	1	12	0	6	1
NU	18	10	28	0	10	0	19	29	0	0	3
ON	214	182	396	6	330	9	51	51	21	126	22
PE	15	11	26	1	25	0	1	3	1	3	1
QC	143	79	222	77	87	14	44	94	88	46	16
SK	108	106	214	1	207	2	4	165	1	3	31
YT	0	1	1	0	1	0	0	1	0	0	0
TOTAL	625	446	1071	86	811	32	148	387	112	230	90

In addition to reaching a high number of Aboriginal youth, there remained a very strong interest in our programs among youth from immigrant communities/ visible minority communities. Each year, the proportion of youth from visible minority communities engaged in CRE programs appears to be increasing significantly. Nearly 60% of youth engaged through this project identified as either visible minority or Aboriginal. It also should be noted that although the Government of Canada defines Aboriginal and Visible Minority as mutually exclusive categories, an increasing number of youth engaged through our projects have expressed concern over these specific terms. During the past year, there were a number of youth, including youth who were engaged as Youth Reconciliation Leaders who have shared Aboriginal and visible minority ancestry. In these cases, youth often identified as belonging to both communities. Similarly, there are other survey questions regarding identity which have drawn concerns for youth. A recommendation was brought forward by several youth participants during the past year to develop a more appropriate survey that is inclusive and has more respectful terminology.

5. Special conditions – Safety and security procedures (Annex A, clause 5.1)

If applicable, indicate any change in procedures during the course of the project. In case of incidents, please explain the situation and measures taken to manage it.

During the year there were no incidents of any serious nature reported. However, some organizational changes were made that required all CRE volunteers and staff to submit a vulnerable sector criminal record check. This is a new policy that ensures that CRE is taking a more proactive approach to ensuring that inappropriate representatives are not working with vulnerable populations. All of CRE's Youth Reconciliation Leaders submitted vulnerable sector criminal record clearances in addition to our staffing team.

CRE also introduced making accessible a more comprehensive first aid kit during all of our exchanges and large gatherings. As in the previous year, group leaders responsible for leading overnight programs are also required to have a valid CPR and First Aid certificate.

Both the emotional, spiritual and physical safety of participants remains a priority. Given the nature of CRE's work, youth leaders and staff had to facilitate several difficult conversations and put some mechanisms in place to ensure emotional and physical safety of participants.

In 2 gatherings focused on wellness and linkages to the intergenerational trauma brought on by residential school as well as our national youth conference included the availability of trained counselors or Elders to help provide support to youth. These counselors were able to provide anonymous support and 1 on 1 counseling services to youth. Support in these situations varied. While maintaining confidentiality, counselors documented how they shared with individual youth who approached them their path to becoming addictions counselors. As well, in other situations, steps that one would take in a severe case such as suicide ideation were shared after one youth disclosed trauma to the group in a session. Finally, counselors and Elders introduced local culturally-appropriate support services that were available to youth so that they knew where they could turn to. Based on lessons learned from this past year, one key finding was providing a safe room or breakout space for youth to seek support when having larger or busier events such as a large gathering or conference. At the conference and 2 of the gatherings, counselors or Elders were introduced to all participants at the start of the day. However, having a dedicated safe space would ensure that other trained staff could also support youth and that youth would not be responsible for finding a counselor. This suggestion was provided at the National Conference and will be implemented in future programming.

6. Acknowledgement and communication

CRE acknowledged the support of the Government of Canada and the Youth Take Charge Program from the Department of Canadian Heritage in administering the project. During the program year, brochures were reprinted acknowledging the Government of Canada.

There was only limited media coverage of activities during the past year. Media coverage included an interview on CBC radio on January 20, 2014 with the CRE Executive Director to talk about the Youth Reconciliation Initiative.

Additionally, Missinipi Broadcasting Corporation, an Aboriginal radio station from Saskatchewan interviewed participants at CRE's national conference in Saskatoon. There was no known print media about the program in 2013-14.

7. Budget (Annex A, clause 13).

Revenues and expenses were used according to the revised budget from November 2013. There was no greater than 15% discrepancy between the final approved budget and the actual expenditures. Due to the increasing cost of travel, the additional amounts added to travel ensured that there was youth participation from every province and territory. Please see attached Annex A for financial details.

Final Report Checklist

IMPORTANT: It is the recipient's responsibility to provide all required information and documents; otherwise, the Department cannot assess the final report.

Documents to be submitted

- ☐ Final report on activities and results
- ☐ Demographics Template (Annex D1) for each fiscal year of the project
- ☐ YTC participant surveys for each fiscal year of the project
- ☐ Final cash flow with actual expenditures and revenues
- ☐ If necessary, a copy of your organization's audited financial report for the most recent fiscal year
- ☐ Promotional documents (including DVD) developed for the project
- ☐ Media coverage selected from a sample of articles (TV, radio, newspapers)

Internal use only		
Report accepted	Program officer	Comments
<input type="checkbox"/> Yes		
<input type="checkbox"/> No		