

# **Evaluation Report**

on the

**Resolving Conflict Creatively in Ontario**

**Survey Project**

**Submitted by**

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## **Executive Summary**

In keeping with the terms of an agreement with the Trillium Foundation, Triune Arts undertook to conduct an evaluation of the Resolving Conflict Creatively resource which had been distributed to a variety of agencies and organizations in Ontario. The resource set consisted of three components, namely :

Resolving Conflict Creatively in the School Community

Resolving Conflict Creatively in the Multicultural Community, and

Resolving Conflict Creatively Between Victims and Youth Offenders

Each component was evaluated independently, although there were several common survey questions to facilitate comparisons. Surveys were distributed in the Spring/Summer of 1999 to 208 organizations. In addition 88 public libraries received the resource with a request that they return a sheet indicating the number of times the resource was viewed.. Returns were received from 55 organizations (26 %) and 40 Public Libraries ( 45 % ).

Both quantitative and qualitative data were gathered. Survey respondents indicated considerable satisfaction with the resources. While all three resources were clearly well received, in general terms the School Community resource was judged most favourably, followed by the Victims and Youth Offenders resource and then the Multicultural Community resource. Many of the respondents expressed their appreciation for the opportunity to take part in the project .

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## **I. Introduction**

Triune Arts, with the financial support of the Ontario Trillium Foundation, distributed the resource set **Resolving Conflict Creatively** to a broad range of Ontario organizations and Public Libraries in the Spring and Summer of 1999. The set consisted of three distinct resources, namely Resolving conflict Creatively in the School Community, Resolving Conflict Creatively in the Multicultural Community and Resolving Conflict Creatively Between Victims and Youth Offenders. The libraries that received the set were simply asked to return a sheet that indicated the number of times the resource was viewed. The organizations were asked to complete a two-sided survey consisting of 14 to 16 quantitative items and four qualitative items. Returned surveys were to be received by mid-Fall 1999. Returns were received from 40 of 88 Public Libraries (45 % return rate ) and from 55 of 208 organizations (26 % return rate). Francis Hare, Ph.D., was retained as an evaluation consultant by Triune Arts to assist in the development of the survey instrument, receive and analyze the returned surveys and prepare a final report.

The following report presents a listing of those organizations and libraries who responded to the request for feedback, followed by a presentation and analysis of the quantitative and qualitative data obtained and summary comments of the respondents' feedback. Full transcripts of the qualitative data are appended.

| <b>N viewers</b> | <b>Organization Name</b>             | <b>School ID #</b> | <b>V&amp;YO ID #</b> | <b>Multi C ID #</b> |
|------------------|--------------------------------------|--------------------|----------------------|---------------------|
| 7                | Alternatives to Violence Project     | 47                 | 45                   | 45                  |
| 5                | Atikokan Native Freindship Centre    | 38                 | 36                   | 37                  |
| 3                | Chalk River Community Policing Comm  | 34                 | 31                   | 33                  |
| 7                | Clear Choices - CAS                  | 22                 | 20                   | 24                  |
| 3                | Community Oriented Sentencing Prog   | 25                 | 23                   | 26                  |
| 1                | COSA - Belleville                    | 10                 | 09                   | 16                  |
| ?                | COSTI Markham Centre                 | 49                 |                      | 49                  |
| 10               | Dundalk Library                      | 41                 | 40                   |                     |
| 1                | Eastview Neighbourhood Comm. Cent.   | 07                 |                      | 14                  |
| ?                | Elizabeth Fry - Peel Halton          |                    | 46                   | 46                  |
| 2                | Elizabeth Fry Soc - Peel: Amos House | 31                 | 28                   |                     |
| 1                | Elizabeth Fry Society                | 17                 | 13                   |                     |
| 5                | Elizabeth Fry Society of Peel        | 30                 |                      |                     |
| 1                | Family "Y" Community & Empl. Serv.   |                    | 33                   |                     |
| 3                | Focus Community Services             | 45                 | 44                   | 44                  |
| 12               | Focus for Ethnic Women               |                    |                      | 43                  |
| 1                | Hamilton Wentworth Detention Centre  |                    |                      | 47                  |
| 1                | John Howard Soc. - Cambridge         | 23                 | 21                   |                     |
| 1                | John Howard Society of London        | 05                 | 05                   | 12                  |
| 2                | John Howard Society of Sudbury       | 37                 | 35                   | 36                  |
| 1                | Kairos Youth Residential Centre      | 24                 | 22                   |                     |
| 30               | King Clancy Residence                | 08                 | 07                   |                     |
| 8                | Lake of the Woods Employ. Act. Proj  | 35                 | 32                   | 34                  |
| 30               | Lakehead Social Planing Council      | 12                 | 11                   | 18                  |
| 2                | Marathon HS Advisory Council         | 26, 27             | 24, 25               | 27, 28              |
| 8                | Mee-Quam Youth Residence             | 46                 |                      |                     |
| 42               | Muskoka Victim Services              | 40                 | 39                   | 39                  |
| 4                | Nipissing Children's Mental Health   | 04                 | 04                   | 11                  |

| <b>N viewers</b> | <b>Organization Name</b>                    | <b>School ID #</b> | <b>V&amp;YO ID #</b> | <b>Multi C ID #</b> |
|------------------|---|--------------------|----------------------|---------------------|
| 10               | North Peel Re_____                          | 03                 | 03                   | 10                  |
| 26               | Ont Federation of Indian Friendship Centres | 48                 | 48                   | 48                  |
| 1                | Ont.Pub.Interest Research Group             | 13                 | 12                   | 19                  |
| 8                | Parkdale Community Health Centre            |                    |                      | 02,3,4,5,6,7,8,9    |
| 45               | Pine Tree Native Centre of Brant            | 50                 | 49                   | 50                  |
| 2                | Prince Edward Corrections Adv. Brd.         | 36                 | 34                   | 35                  |
| 1                | Red Lake                                    | 39                 | 38                   | 38                  |
| 1                | Red Lake Career &Employment Serv            | 01                 | 01                   | 01                  |
| 3                | St Stephen's Community House                | 20                 | 16, 17, 18           | 22                  |
| ?                | St. Leonard's Society of Brant              |                    | 47                   |                     |
| 200              | St.Thomas Aquinas HS                        | 09                 | 08                   | 15                  |
| 1                | Sudbury Comm. Legal Clinic                  | 33                 | 30                   | 32                  |
| 20               | Tay Library                                 | 42                 | 41                   | 40                  |
| 1                | The Help Centre                             | 29                 | 27                   | 30                  |
| 9                | Thessalon Community Policing                | 32                 | 29                   | 31                  |
| 1                | Timmns Native Friendship Centre             |                    | 37                   |                     |
| 30               | Unite                                       | 18                 | 14                   | 21                  |
| 3                | Urban Alliance on Race Relations            | 14, 15, 16         |                      | 20                  |
| 8                | Victim Assistance Prog -Grey/Owen           | 21                 | 19                   | 23                  |
| 12               | Victim Services Unit - Russell Co           | 02                 | 02                   |                     |
| 1                | Victory Public School                       | 11                 | 10                   | 17                  |
| 2                | Volunteer Centre of Hamilton & Dist         | 06                 | 06                   | 13                  |
| 1                | Warden Woods Community Centre               | 28                 | 26                   | 29                  |
| 1                | Waterloo Regional Library                   | 44                 | 43                   | 42                  |
| 15               | Welland Library                             | 43                 | 42                   | 41                  |
| 1                | Woodgreen Community Centre                  |                    |                      | 25                  |
| 50               | Youth Diversion Program                     | 19                 | 15                   |                     |

| Library Name                     | Times borrowed | Full survey ?    |
|----------------------------------|----------------|------------------|
| Ajax                             | 0              | no               |
| Alderville                       | 1              | no               |
| Bancroft                         | 4              | no               |
| Baysville                        | 0              | no               |
| Belleville                       | 0              | no               |
| Bradford West Gwillimbury Public | 0              | no               |
| Brantford                        | 3              | no               |
| Burlington                       | 3              | no               |
| Chatham-Kent Public              | 0              | no               |
| Clarington Public                | 0              | no               |
| Cobourg                          | 2              | no               |
| Cornwall                         | 5              | no               |
| Dundalk                          | 10             | yes : SC, YO     |
| Gloucester                       | 5              | no               |
| Kanata                           | 2              | no               |
| Leonard E. Shore Memorial        | 10             | no               |
| Manitouwadge                     | 1              | no               |
| McGarry                          | 4              | no               |
| New Tecumseth                    | 0              | no               |
| Newmarket                        | 3              | no               |
| Penetanguishene                  | 0              | no               |
| Port Colburne                    | 4              | no               |
| Sault Ste Marie                  | 1              | no               |
| Shawnaga First Nation            | 3              | no               |
| Simcoe                           | 5              | no               |
| Sioux Lookout                    | 4              | no               |
| Smiths Falls Public              | 2              | no               |
| Tay Township                     | 20             | yes : SC, MC, YO |
| Thunder Bay                      | 0              | no               |
| Township of Delhi                | 1              | no               |
| Tweed                            | 6              | no               |
| Valley East                      | 0              | no               |
| Victoria County                  | ?              | no               |
| Wainfleet Township               | 2              | no               |
| Waterloo Public                  | 0              | no               |
| Waterloo Regional                | 1              | yes : SC, MC, YO |
| Webbwood (Massey and Township)   | 0              | no               |
| Welland                          | 15             | yes : SC, MC, YO |
| West Nipissing                   | 0              | no               |
| Woodstock Public                 | 0              | no               |

### **III. Analysis**

#### **Descriptive Statistics used with quantitative data**

Mean responses are calculated by summing all responses and dividing by the number of respondents. The mean response value is an indication of the "typical" response to a question. The extent of agreement among the respondents is indicated by the other two descriptive measures, namely the standard deviation and the response distribution. The standard deviation is a measure of the variability of responses, and in general the smaller the standard deviation the greater the degree of agreement among respondents. The response distribution given an exact breakdown of the percentage of respondents choosing each category.

#### **Quantitative Data : School Community**

The quantitative survey questions pertaining to the Resolving Conflict Creatively in the School Community are presented below, with response means, standard deviations and response distributions included.

The first seven and the final five questions are common to all three of the resources in the set, which will permit comparisons across the resources in a later section. Questions 8, 9 and 10 of the School Community survey were unique to this resource.

A total of fifty responses were received on this resource. As may be seen on the following page, virtually all respondents answered each of the first ten questions, with some drop-off in response rate on the final five questions.

What is interesting in the responses to the School Community resource is that when one looks at the distribution of responses that underlie the means it is clear that there is a consistently favourable assessment of the resource. In fact, the only case in which the two "agree" categories combined fall below 90% is in Question 7 : "I think this resource could change people's attitudes", and even then 82% of the respondents are in agreement.

The three questions unique to this resource were numbers 8, 9 and 10. Two-thirds of the respondents strongly agreed that the role-playing technique was demonstrated well, while another 28% slightly agreed. Over half of the respondents strongly agreed that the resource showed where mediation was appropriate, while just over another third slightly agreed. On the question of whether people using the resource learned the difference between negotiation and mediation, just under half the respondents were in each of the two "agreement" categories.

With regard to the final five common questions, respondents were far more likely to either neglect to answer the question or to indicate that it was not applicable. This reduces the usefulness of these questions somewhat, although it would appear that respondents would be most likely to use this resource for staff training, work with client groups and volunteer training.

**Resource : Resolving conflict creatively in the school community**

**Quantitative Data : Questions 1 to 15 descriptive statistics**

**Questions 1 to 10 : Mean, Standard Deviation and Response distribution**

**Questions 11 to 15 : Distribution of responses**

**1 = strongly agree 2 = slightly agree 3 = slightly disagree 4 = strongly disagree**

|   |     |     |     |    |
|---|-----|-----|-----|----|
| 1. This resource met my expectations<br>Mean = 1.67, SD = 0.75 , Distribution (2% not answered) :   | 1   | 2   | 3   | 4  |
|   | 44% | 46% | 4%  | 4% |
| 2. The tapes were interesting to watch<br>Mean = 1.68, SD = 0.71, Distribution :  | 1   | 2   | 3   | 4  |
|   | 44% | 46% | 8%  | 2% |
| 3. This resource contained useful material<br>Mean = 1.26, SD = 0.44, Distribution :  | 1   | 2   | 3   | 4  |
|   | 74% | 26% | 0%  | 0% |
| 4. New skills were learned from this resource<br>Mean = 1.56, SD = 0.54, Distribution :   | 1   | 2   | 3   | 4  |
|   | 46% | 52% | 2%  | 0% |
| 5. The situations presented were believable ones that<br>people could identify with.<br>Mean = 1.52, SD = 0.61, Distribution:                           | 1   | 2   | 3   | 4  |
|   | 54% | 40% | 6%  | 0% |
| 6. I would recommend this resource to others<br>Mean = 1.41, SD = 0.67, Distribution (2% not answered) :  | 1   | 2   | 3   | 4  |
|   | 66% | 26% | 4%  | 2% |
| 7. I think this resource could change people's attitudes<br>Mean = 1.92, SD = 0.67, Distribution :  | 1   | 2   | 3   | 4  |
|   | 26% | 56% | 18% | 0% |
| 8. The role-playing technique was demonstrated well<br>Mean = 1.41, SD = 0.61, Distribution (2% not answered) :   | 1   | 2   | 3   | 4  |
|   | 64% | 28% | 6%  | 0% |
| 9. This resource showed when mediation was appropriate<br>Mean = 1.50, SD = 0.62, Distribution (4% not answered) :                                      | 1   | 2   | 3   | 4  |
|   | 54% | 36% | 6%  | 0% |
| 10. People using this resource learned the difference<br>between negotiation and mediation.<br>Mean = 1.57, SD = 0.58, Distribution (2% not answered) : | 1   | 2   | 3   | 4  |
|   | 46% | 48% | 4%  | 0% |

Statements 11 to 15 have an additional category to be used if the statement does not apply :

**0 = not applicable, 1 = strongly agree, 2 = slightly agree, 3 = slightly disagree, 4= strongly disagree**

|  |     |     |     |    |    |
|--|-----|-----|-----|----|----|
| 11. This resource was most useful with my students<br>Distribution (10% not answered)        | 0   | 1   | 2   | 3  | 4  |
|  | 72% | 0%  | 14% | 4% | 0% |
| 12. This resource was most useful for staff training<br>Distribution (8% not answered)       | 0   | 1   | 2   | 3  | 4  |
|  | 42% | 26% | 20% | 2% | 2% |
| 13. This resource was most useful for training volunteers<br>Distribution (10% not answered) | 0   | 1   | 2   | 3  | 4  |
|  | 56% | 20% | 14% | 0% | 0% |
| 14. This resource was most useful with groups of clients<br>Distribution (12% not answered)  | 0   | 1   | 2   | 3  | 4  |
|  | 48% | 18% | 20% | 0% | 2% |
| 15. This resource was most useful with individual clients<br>Distribution (10% not answered) | 0   | 1   | 2   | 3  | 4  |
|  | 52% | 16% | 14% | 4% | 4% |

## **Quantitative Data : Multicultural Community**

The questions pertaining to the quantitative section of the Multicultural Community resource are presented below, with response means, standard deviations and response distributions included. A total of fifty responses were received on this resource.

In general terms respondents were less favourable in their assessments of this resource than they were with the School Community resource, although the shift is a slight one with more people using the "slightly agree" category and fewer using the "strongly agree" category. Question 7 about the resource changing attitudes is again the one that respondents were least likely to agree with. As an indication of the shift from the School Community resource in which Question 7 was the only one in which the combined agree categories slipped below 90%, with this resource it was the only one in which the combined agree categories slipped below 80%. The actual extent of agreement, however, remained at two out of three respondents

There were two questions that were unique to the Multicultural Community resource. On Question 8 : The resource clearly showed how mediation techniques have to be adapted for different cultures, just under half the respondents strongly agreed and over 1/3 slightly agreed. Agreement was less pronounced on the next question which asked whether the resource could help people understand other cultures. Just under 2/3 of the respondents were in slight agreement, with the others nearly equally divided between strongly agree and slightly disagree.

Again the final five questions showed relatively high rates of non-answers and of "non-applicable" responses. In terms of suggested uses for the resource , staff training is the one area in which there seems to be substantial agreement.

**Resource : Resolving Conflict Creatively in the Multicultural Community**  
**Quantitative Data : Questions 1 to 14 Descriptive Statistics**  
**Questions 1 to 9 : Mean, Standard Deviation and Response Distribution**  
**Questions 10 to 14 : Distribution of responses**

**1 = strongly agree    2 = slightly agree    3 = slightly disagree    4 = strongly disagree**

|  |     |     |     |    |
|--|-----|-----|-----|----|
| 1. This resource met my expectations<br>Mean = 2.00, SD = 0.71, Distribution (2% not answered) :   | 1   | 2   | 3   | 4  |
|  | 22% | 56% | 18% | 2% |
| 2. The tapes were interesting to watch<br>Mean = 1.84, SD = 0.71, Distribution :   | 1   | 2   | 3   | 4  |
|  | 32% | 54% | 12% | 2% |
| 3. This resource contained useful material<br>Mean = 1.74, SD = 0.72, Distribution :   | 1   | 2   | 3   | 4  |
|  | 40% | 48% | 10% | 2% |
| 4. New skills were learned from this resource<br>Mean = 2.02, SD = 0.75, Distribution (2% not answered) :  | 1   | 2   | 3   | 4  |
|  | 22% | 56% | 16% | 4% |
| 5. The situations presented were believable ones that<br>people could identify with.<br>Mean = 1.84, SD = 0.74, Distribution :                   | 1   | 2   | 3   | 4  |
|  | 34% | 50% | 14% | 2% |
| 6. I would recommend this resource to others<br>Mean = 1.92, SD = 0.82, Distribution (2% not answered) :   | 1   | 2   | 3   | 4  |
|  | 32% | 44% | 16% | 4% |
| 7. I think this resource could change people's attitudes<br>Mean = 2.09, SD = 0.75, Distribution (6% not answered) :                             | 1   | 2   | 3   | 4  |
|  | 20% | 48% | 24% | 2% |
| 8. This resource clearly showed how mediation techniques<br>have to be adapted for different cultures.<br>Mean = 1.74, SD = 0.83, Distribution : | 1   | 2   | 3   | 4  |
|  | 46% | 38% | 12% | 4% |
| 9. Using this resource can help people understand other cultures<br>Mean = 1.98, SD = 0.62, Distribution :                                       | 1   | 2   | 3   | 4  |
|  | 20% | 62% | 18% | 0% |

Statements 10 to 14 have an additional category to be used if the statement does not apply.

**0 = not applicable, 1 = strongly agree, 2 = slightly agree, 3 = slightly disagree, 4 = strongly disagree**

|  |     |     |     |     |    |
|--|-----|-----|-----|-----|----|
| 10. This resource was most useful with my students<br>Distribution (16% not answered) :        | 0   | 1   | 2   | 3   | 4  |
|  | 70% | 2%  | 10% | 2%  | 0% |
| 11. This resource was most useful for staff training<br>Distribution ( 12% not answered) :     | 0   | 1   | 2   | 3   | 4  |
|  | 36% | 18% | 24% | 8%  | 2% |
| 12. This resource was most useful for training volunteers<br>Distribution (14% not answered) : | 0   | 1   | 2   | 3   | 4  |
|  | 50% | 14% | 12% | 8%  | 2% |
| 13. This resource was most useful with groups of clients<br>Distribution (16% not answered)    | 0   | 1   | 2   | 3   | 4  |
|  | 52% | 10% | 10% | 10% | 2% |
| 14. This resource was most useful with individual clients<br>Distribution (14% not answered)   | 0   | 1   | 2   | 3   | 4  |
|  | 50% | 10% | 10% | 12% | 4% |

## **Quantitative Data : Victims and Youth Offenders**

The quantitative survey questions pertaining to the Victims and Youth Offenders resource are presented below. Forty-nine responses were received on this resource. As will be seen in the next section in which the three resources are compared, Victims and Youth Offenders is generally judged to fall between the School Community and the Multicultural Community resources. The combined values of the two "agreement" categories stays above 85% with two exceptions in which the level only decreases to 80%. In common with the other two resources, the lowest level of agreement is with the statement in question 7 that attitude change will occur. An equal level is achieved in response to question 4 about new skills being learned. Given that the emphasis in this resource was less with specific skill instruction than with the presentation of an approach to improving the justice system, this reduced level of agreement is not surprising. What is interesting in response to both questions 4 and 7 is that roughly 80% of the respondents expressed some amount of agreement.

The four questions that were unique to this survey were numbers 8 through 11. Fully 92% agreed that the community justice model is an effective way of dealing with youth offenders, with two respondents expressing strong agreement for each one expressing slight agreement. While the overall agreement on question 9 on the value of circle-type conferencing was 96%, the split between strong and slight agreement was approximately equal. A 2:1 split similar to that in question 8 in favour of strong agreement over slight agreement was found on the effectiveness of diversion, with overall agreement reaching 98%. An equal split similar to that in question 9 was found in respondents' agreement with question 11. In this case overall agreement reached 98%,

with respondents almost equally divided between strongly agree and slightly agree on the issue of whether Healing Circles contributed to a victim's overall well-being.

The final five common questions followed the previously established pattern of a large number of respondents declining to answer or indicating that the question was not applicable. Notwithstanding that, the use that appears to generate the most support is that of staff training.

**Resource : Resolving conflict creatively between Victims and Youth Offenders**  
**Quantitative Data : Questions 1 to 16 Descriptive Statistics**  
**Questions 1 to 11 : Mean, Standard Deviation and Response Distribution**  
**Questions 12 to 16 : Distribution of responses**

|  | <b>1 = strongly agree</b> | <b>2 = slightly agree</b> | <b>3 = slightly disagree</b> | <b>4 = strongly disagree</b> |
|--|---------------------------|---------------------------|------------------------------|------------------------------|
| 1. This resource met my expectations<br>Mean = 1.81, SD = 0.73, Distribution (2% not answered) :   | 33%                       | 53%                       | 6%                           | 4%                           |
| 2. The tapes were interesting to watch<br>Mean = 1.88, SD = 0.99, Distribution :   | 45%                       | 33%                       | 12%                          | 10%                          |
| 3. This resource contained useful material<br>Mean = 1.55, SD = 0.74, Distribution :   | 57%                       | 33%                       | 8%                           | 2%                           |
| 4. New skills were learned from this resource<br>Mean = 1.92, SD = 0.76, Distribution :  | 31%                       | 49%                       | 18%                          | 2%                           |
| 5. The situations presented were believable ones that people could identify with.<br>Mean = 1.63, SD = 0.83, Distribution  | 55%                       | 31%                       | 10%                          | 4%                           |
| 6. I would recommend this resource to others<br>Mean = 1.73, SD = 0.84, Distribution :   | 45%                       | 43%                       | 6%                           | 6%                           |
| 7. I think this resource could change people's attitudes<br>Mean = 1.96, SD = 0.85, Distribution (2% not answered) :   | 31%                       | 47%                       | 14%                          | 6%                           |
| 8. The community justice model is an effective way of dealing with youth offenders.<br>Mean = 1.47, SD = 0.65, Distribution :                                      | 61%                       | 31%                       | 8%                           | 0%                           |
| 9. Circle-type conferencing (Healing Circle) is an effective tool in victim / offender reconciliation.<br>Mean = 1.54, SD = 0.58, Distribution (2% not answered) : | 49%                       | 45%                       | 4%                           | 0%                           |
| 10. Diversion is an effective way of dealing with non-violent first-time offenders.<br>Mean = 1.35, SD = 0.53, Distribution (2% not answered) :                    | 65%                       | 31%                       | 2%                           | 0%                           |

|  |     |     |    |    |
|--|-----|-----|----|----|
| 11. A Healing Circle is an effective way of contributing to a victim's overall well-being. | 1   | 2   | 3  | 4  |
| Mean = 1.55, SD = 0.54, Distribution (4% not answered) :                                   | 45% | 49% | 2% | 0% |

Statements 12 to 16 have an additional category to be used if the statement does not apply.

**0 = not applicable, 1= strongly agree, 2 = slightly agree, 3 = slightly disagree, 4= strongly disagree**

|   |     |     |     |    |     |
|---|-----|-----|-----|----|-----|
| 12. This resource was most useful with my students        | 0   | 1   | 2   | 3  | 4   |
| Distribution (14% not answered) :                         | 68% | 6%  | 10% | 2% | 0%  |
| 13. This resource was most useful for staff training      | 0   | 1   | 2   | 3  | 4   |
| Distribution (12% not answered) :                         | 43% | 25% | 18% | 2% | 0%  |
| 14. This resource was most useful for training volunteers | 0   | 1   | 2   | 3  | 4   |
| Distribution (19% not answered) :                         | 53% | 16% | 12% | 0% | 0%  |
| 15. This resource was most useful with groups of clients  | 0   | 1   | 2   | 3  | 4   |
| Distribution (19% not answered) :                         | 51% | 12% | 4%  | 4% | 10% |
| 16. This resource was most useful with individual clients | 0   | 1   | 2   | 3  | 4   |
| Distribution (17% not answered) :                         | 45% | 10% | 16% | 2% | 10% |

### **Quantitative Data : Comparisons across common questions**

In the table that follows, the three resources are compared on the seven quantitative questions that were common across the surveys. With question 2 being the only exception, the rank ordering of the three resources was consistently School Community followed by Victims and Youth Offenders followed by Multicultural Community. The above-noted exception dealt with how interesting the tapes were to watch, in which case the Multicultural Community resource shifted into second place. It must be stressed, however, that the rated differences among the three resources are not large and that virtually all ratings fall easily within the positive range of the spectrum. It is also worth noting that the most favourable scores for each of the resources were found in response to question 3 : "This resource contained useful material" which speaks well of the educational value of the resource set.

**Comparison of common questions from quantitative section of survey  
Mean responses (on a 4 point scale)**

| Question  | School Community | Multicultural Community | Victims & Youth Offenders |
|---|------------------|-------------------------|---------------------------|
| 1. This resource met my expectations.   | 1.67             | 2.00                    | 1.81                      |
| 2. The tapes were interesting to watch  | 1.68             | 1.84                    | 1.88                      |
| 3. This resource contained useful material.                                       | 1.26             | 1.74                    | 1.55                      |
| 4. New skills were learned from this resource.                                    | 1.56             | 2.02                    | 1.92                      |
| 5. The situations presented were believable ones that people could identify with. | 1.52             | 1.84                    | 1.63                      |
| 6. I would recommend this resource to others.                                     | 1.41             | 1.92                    | 1.73                      |
| 7. I think this resource could change people's attitudes.                         | 1.92             | 2.09                    | 1.96                      |

**1 = strongly agree, 2 = slightly agree, 3 = slightly disagree, 4 = strongly disagree**

## **Qualitative Data : Comparisons across common questions**

In addition to the common questions in the quantitative part of the survey, there were four common qualitative ("short answer") questions for each resource. This allowed the respondents to express their own opinions on issues of the strengths of the resource and the less effective aspects, to suggest potential uses for the resources and to add whatever other comments they felt would be appropriate. Since the questions were the same across the three resources, this also allows a comparison of qualitative data to complement the quantitative comparisons previously noted.

What follows in this section is an identification of themes that emerged in an analysis of the qualitative data. Full transcripts form a later section of this report.

### **Comparing four qualitative data questions across three resources :**

#### **Question : What do you see as the greatest strength of this resource ?**

##### **School Community - Question 16.**

The three themes that emerged as strengths were the realistic nature of the material, the variety presented, both in situations and in participants, and the value of the role-playing approach.

##### **Multicultural Community - Question 15.**

The dominant theme to emerge as a strength was the variety and diversity of participants from around the world. In addition, two less frequently noted strengths were the focus on the importance of cultural sensitivity and the depiction of role-playing and "freeze" mediation techniques.

##### **Victims and Youth Offenders - Question 17.**

The dominant theme to emerge as a strength in this case was the attention paid to alternatives and options within the justice system. A second strength was that the point was made of the impact on the entire community and that actions have consequences.

**Question : What do you see as the least effective aspect of this resource ?**

**School Community - Question 17.**

The aspect most commonly cited in response to this question was the length of the video. Several respondents found it to be too long. A second area of critique was in the youth and family scenario that opened and closed the presentation. It was found to be less realistic and weaker than other aspects

**Multicultural Community - Question 16.**

The most common criticism was a "lack of depth", which took two different forms. On the one hand, some respondents wanted to see a more sophisticated socio-political analysis, while on the other hand several respondents simply wanted to be given a more extensive list of potentially offensive comments and/or gestures. A second area of criticism was that it was occasionally difficult to understand what the various people were saying in the video.

**Victims and Youth Offenders - Question 18.**

The most two commonly cited criticisms in this case were the format and the length. Several respondents did not feel that the "concerned father / talking computer" interaction was effective, and others felt that the video was too long and became boring.

**Question : What would you consider to be the best use for this resource ?**

**School Community - Question 18.**

The overwhelming response to this question was that it be used for educating students and training agency staff and volunteers. A less-frequent suggestion was that it be used as part of a therapeutic process in individual or family counselling.

**Multicultural Community - Question 17.**

The two most common suggestions in this case were organizational and therapeutic. On the organizational side, several respondents felt that it would be useful for staff training and for starting discussions on the issues within organizations. On the therapeutic side, a few respondents felt that it would be useful as part of a group process and discussion. Unlike the School Community resource, relatively few respondents suggested that this resource be used in schools.

**Victims and Youth Offenders - Question 19.**

Similar to responses on the School Community resource, the dominant response to this question was use as an educational and training resource for students, staff and volunteers. A secondary theme was that of public education on the workings of the justice system.

## **Question : Is there anything else you would like to add in your feedback on this resource ?**

### **School Community - Question 19**

Several respondents commented on the usefulness of the supporting material. Many simply took the opportunity to again express their satisfaction with the material.

### **Multicultural Community - Question 18**

Several respondents expressed a desire to have some form of reference source on what is felt to be offensive by whom. A variation on this which might be more practical is the suggestion that the supporting material contain a reference list on how one would contact representatives of various cultures.

### **Victims and Youth Offenders - Question 20**

There were several variations on the idea that the material was highly informative. In addition, several respondents again took the opportunity to express their satisfaction with the material and the potential of the approach.

## **IV. Summary Comments**

The quantitative and qualitative are complementary in that they document the favourable reaction of respondents to the **Resolving Conflict Creatively** resource set. While there were differences in the extent to which the individual resources were positively judged, they were in fact all judged to effective, useful, interesting and informative, tended to meet the expectations of those taking part in the survey project, and typically would be recommended to others by respondents.

Two to four unique questions were included in each of the surveys, specifically related to the particular resource being evaluated. The issues raised in these questions tended to be elaborated on in the qualitative survey questions. One area initially appears to represent a discrepancy between the "Best use" qualitative question and the final five quantitative questions (This resource was most useful for...). Many respondents

suggested in the short answer (qualitative) section that the resources should be used for educating students, in addition to staff training. However, the "most useful for..." quantitative questions were much more likely to identify staff and volunteers as the target audience as opposed to students. A possible reconciliation of the difference is found in the actual wording of the quantitative "student" question, which asks for agreement on whether "The resource was useful with my students". Roughly 70 % of respondents on each of the resources indicated that the question was not applicable. This probably indicates that they themselves are not educators (i.e. have people identifiable as "my students") but that they feel that the resources should be used in this way by those who are educators. High school, college and university students were all identified as potential beneficiaries.

Responses that were included in this report represent a sample of the initial distribution of the resource set. Additional surveys have been received since the cut-off date for inclusion, and additional requests for the resource set continue to be received. Based on the quantitative and qualitative data presented in this report, it appears that those who took part in the survey project found the material to be an important resource, in particular for training and education of students, staff and volunteers in the human service sector.

## V. Transcripts of Qualitative Data

### Triune School Community - Questions 16-19

#### Question 16 : What do you see as the greatest strength of this resource ?

Believable situations as examples, students can see themselves in these situations. Variety of situations that demonstrate different types of conflicts (i.e. values, resources, etc.)

Realistic, interesting, nice introduction to clients to follow simple rules, real people used - more likely to be seen as believable, great model, in home usage, audience multicultural.

Uses realistic conflict situations

The thorough explanations and role playing

That youth are the central characters in this video. That its applicable to all groups. It touches on issues that are quite often ignored

The instructor's explanations of processes

Realistic. - quick and easy information

The resource was excellent in that it provided a variety of conflict situations and then methodically resolved the components that led to the conflict. It was helpful to observe the variables "stumbling blocks" that might hinder resolution during the mediation process (anger, resentment, lack of communication skills). It was interesting to view conflicts common to young people and then observe their attempts at resolution.

I feel the role playing exercises help the audience relate to real life events.

The diversity reflected and the different examples of potential incidents of conflict at school and the home are excellent. The family scenario is excellent to show that even children can mediate family conflict.

Accessible tool. Good practical role plays.

The five steps of resolution

Role playing real life situations to help the viewer understand the differences between negotiation, mediation, etc. Easy to understand, includes all necessary definitions and demonstrations.

Current, watchable.

The role play situations were quite realistic. Information and steps were presented very clearly. You didn't need any experience in conflict resolution to understand.

The accurate representation through vignettes that peers face in their school community.

The use of realistic situations was great. The variety of lessons and role plays was useful.

The teaching of practical skills. The use of role playing to show it. Real life examples.

Variety of people, teens and adults. People were ordinary people.

Role playing and working through the dynamics of negotiation, expressing feelings and issues. Easy to follow and understand.

The combination of training and the use of this in character's home life. The break-down of phases, process. The use of examples of conflict situations from people involved in training. Combination of both students and teachers.

The step by step approach to resolve conflicts.

I learned a great deal from the role plays and the on screen written recap of the various processes assisted in my learning. The population of the participants (varying races, gender. Professions, students, etc.) helps to promote the importance of varying perspectives.

The greatest strength of this resource was the material/information that was presented. The ideas of mediation and negotiation were clearly presented and informative. As well, the handouts and teacher's manual appear to be valuable tools to aid the videos.

To see and hear how school problems can be negotiated simply and with decency. It will be useful to high school students.

Good information. Review basic rules of mediation.

It was very believable. Simple terms. Easy for youth to understand and identify with the issues. Simple but effective techniques. Learning to resolve conflicts in real life situations. Role play scenarios.

A learning technique

Good outlines for different points in negotiation and mediation. Good view of how to do role-playing. Engaging to watch, well-acted.

Role play situations, varied techniques.

The issues are very relevant and easily related to

It clearly delimited the parameters of mediation.

Realistic situation, drama/content

Addresses issues that need attention - very little out there

The resource material that came with it - manuals, etc

The importance of a mediator. That each party gets a chance to express their feelings about the situation.

The scenarios were realistic. Showed you could get through the process.

The explanations of the different stages of role playing were great. The word association was a good technique to get the group going. They enjoyed discovering their conflicts style

The situations are quite believable and the methods of resolution are clearly presented.

Process in action. Accepting responsibilities for behaviour - was pointed out. Anybody can be a mediator (with training). Role-playing seems to be the most appropriate technique for training.

Role-playing demonstrates how the technique works.

That it can be used as a teaching tool.

**Question 17 : What do you see as the least effective aspect of this resource ?**

There needs to be a teacher or facilitator that can effectively present this information and lead group discussions. The video is just one tool to use

Language used "adult based", use teens, seemed disjointed - good examples cut off, rules of mediation skipped

A little boring to watch

It was too long

It doesn't give one an idea of how to deal with mediation with smaller children (ages 6-12) or how to start and conclude a process when time and space are limited

The manner in which it was presented - clients and students alike found them quite boring and lost interest quickly

The participants were either teens or adults. It would have been interesting to see if the skills presented are useful with younger students as well. (note same as #25)

Overall, nothing

Case studies could also include younger kids who need to be exposed to mediation at younger ages.

Length could be an issue. A 30 minute video might have been more workable.

The peer mediation segment

Couldn't find anything negative or least effective in this video

I know that the family shown at the beginning and then at the end with the young woman using the conflict resolution skills to help resolve a conflict between her parents was used for contextual purposes. I found it to be the least realistic part of the video.

The last vignette has less effectiveness than earlier vignettes, as it was supposed to be a situation between parents and child that may not be realistic in representation of each party.

The lecture style of the instructor and the length of time spent on one topic - our groups would lose interest in watching - but would be more interested in doing the role plays.

A little too long. I would break it up & the video does provide this re negotiation / mediation

Movie was a little too long. My interest waned a bit towards the end.

Too long.

It would have been nice to go further in depth for the mediation. I know time is a factor, but the resolutions seemed to easy / unrealistic. Also, a section on anger management, how to control your own anger (for students).

The least effective aspect of this resource is the fact that it is presented in a classroom format where the use of role-play would have been better appreciated if one was in fact in the classroom itself. This would have enhanced the personal experience value of the role-play.

Mediation process between two students assigned science project. They never thought to ask teacher why he assessed a different mark to the students (This may have created an easier solution at the mediation).

Too long for youth to watch. Review. No new info.

Scenarios repeat themselves - bit lengthy. Repetitive.

The ending of the video

The teacher manual could be more clear and precise as to when we do what.  
Ending was very weak.

The viewer is distanced from the action / workshop. The material is less effective when strictly passively observed.

Those that need it will probably not see/use it

Need other scenarios that were more difficult - racial slurs, use of guns, weapons, etc.

The scenarios in the video were much too brief. Clients became frustrated at watching 40 seconds of video. The clients expressed difficulty with lesson at # 2.

In the class session actors seemed stoic, didn't smile - serious

It requires a good proficiency of language before a client can make use of the resource.

Do not show it to children under 14 years of age.

### **Question 18 : What would you consider to be the best use for this resource ?**

In a group setting where discussion could take place. The information should be given to all students

Peer mediation counsellor, vice principals, yard duty volunteers at school

Advanced level high school students

Informing and a good springboard for training

Life skills training with youth leaders, sports teams, staff training resource on communication with clients

Staff/student training

Staff training, student/parent awareness, springboard for discussion

Very helpful in training our staff and volunteers who work with youths in trouble with the law, or high-risk children. The resource is also useful with individual youths or groups who could benefit from an understanding of various non-threatening and non-violent ways of resolving conflict.

Using this video in a family counselling session would seem ideal.

A great teaching aid. The different scenarios provide practical examples of how to mediate conflict and achieve a win/win situation. This is an ideal resource for instruction and to raise awareness.

Presentations to high schools, community members and organizations.

Training people in conflict resolution.

Staff/volunteer training, high school classes, college classes

Client groups, teachers, students

Life skills workshops. Could be incorporated into high school drama classes.

For use in schools, youth organizations in the community and social service organizations that interact with the youth of the community. For training process of mediation.

It demonstrates the differences between negotiation and mediation. This would be a great resource for new staff, volunteers and group participants.

We will use it in a group setting with our clients as part of the conflict resolution section of the anger management program. Use it as a stepping stone to role-plays for the group.

I think it should be used in health classes for all students.

With students in class, i.e. health or family studies, with parents, with teachers.

Best in the training of peer mediators.

For teaching how to deal with conflicts

The resource would be considerably effective for group work, staff training as well as for individual work. This would also be an excellent resource for our school - teachers and students alike.

The best use would be as a guide or instruction tool for individual giving a life skills presentation on mediation and negotiation. The life skills presenter could utilize certain excerpts from the video to guide his/her presentation. However, the video itself would not likely hold the attention span of a younger group of individuals.

Possibly guidance counsellors could help troubled students resolve their own issues.

In school.

Workshops for workers involved with youth.

To assist anyone who has difficulty resolving conflict. To show youth in groups or individually.

To teach trainers.

With students, individual clients, public awareness, volunteer training, staff, groups.

School counsellors, senior students, staff at post-secondary dorms.

Easily understood by a wide range of ages and grade levels.

As a springboard for discussion, experiential exercises.

Staff training using either the video or its applications in individual situations

Best used directly in school setting for groups, students doing projects

Staff, students, youth and church groups.

To use with our job connect program in schools.

I think this program is geared toward the senior high school grades. This is a good resource package if you are dealing with mature adolescents who are serious about wanting to improve their conflict resolution skills.

I think it should be shown in schools and then used as an example for their own role-plays.

Training, explaining terminology (mediation / negotiation), mediation / negotiation process in action, communication.

It provides a good resource for teachers or agents who have confronted similar problems at work.

**Question 19 : Is there anything you would like to add in your feedback on this resource ?**

No evaluation of the solution

I like that video broke down the process of carrying out role play techniques. This is the best I've seen so far to articulate the variables

The information contained in the videos is important but will be lost on those with short attention spans, who may also have short fuses & therefore are most in need of conflict resolution. Spice it up !

Very informative resource that helps to raise awareness of alternative strategy / method to resolve conflict.

Too many role-play scenarios. Some unrealistic peer-mediation results. The facilitator didn't seem to be listening or really relating to his audience. He uses lectures I didn't trust.

I found the handouts to be very useful with very good suggestions.

Excellent resource material for presenting the value and process of mediation.

Although I didn't have an opportunity to try this with a group, I think the segments that opened and closed the tape would be extremely useful with our young offender programs.

Some handouts are an additional useful tool.

Excellent. Very good idea offering it to schools.

I thought this was the best of the three videos. I liked that there was a story line and that the information fit into the story line re how conflict training can be used in your own life and not just in mediation situations. However, I think it would have been beneficial to touch on how to control your anger so you can resolve conflict creatively.

Thank you to the team that put this resource together. Its timing is most perfect, given some of the situations in our schools, homes, etc. I will use what I have learned on a continuous basis.

I perceived that it would have something to do with resolving legal conflicts.

The last part was the most impressive. Video a bit long. However, it was easy to follow and the role-laying was done well. Real life issues were used that most everyone could identify with.

An excellent resource for both teachers and students, easily adaptable. The "at home" lead in to the class was very effective.

Handouts with steps. Comments page from participants.

I feel educators need to use this process in the classroom setting in the grade school level.

The program was presented to young offenders between the ages of 16-19 (males). Their educational level range from middle elementary to senior high school. We deal with many behavioural problems. Personally, I think the material in this program was great, but it was not suitable for our clients.

Good tool for explaining mediation / negotiation. Explains process well.

I would like staff or teachers view together and discuss how it can be modified in our situation or a certain culture.

## Triune Multicultural Community - Questions 15-18

### Question 15 : What do you see as the greatest strength of this resource ?

Involvement of cultures from around the world, many viewers, particularly in remote Canadian environs have scant exposure to other cultures

Role play

Learn different cultures have different points of view or meaning

The different backgrounds and cultures of the staff acting in the film

Multiculturalism, issues discussed i.e. sexism

Need for cultural sensitivity of mediators their ability to deal with racism, sexism and cultural differences

The diversity of participants

Bringing into focus the cultural factors which need to be taken into consideration when attempting to resolve conflict

Multicultural diversity, sensitivity to cultures i.e. finger pointing, gender stereotypes

Demonstration of technique very helpful to see mediation at work

Recognition of cultural differences and the need for mediation process to be adjusted accordingly

That different cultures are a long way from understanding sexual equality

The teaching manual is pretty good, especially the appendix II

Easy to watch and understand

The video provided a very good overview of mediation techniques and emphasized how the process must be culturally sensitive. The information was practical and reminded the viewer that resolving conflict is a process, not an outcome. Good points were raised regarding cultural diversity and how some participants in the mediation process might be offended by seemingly casual comments, gestures, etc. I liked the fact that the participants were students from around the world, learning about conflict and mediation.

The fact that it shows the dedication of other people to come together as cultures to work together with each other to resolve conflict.

The diversity shown in the resource brings the multicultural perspective into play - our social reality.

Bridging gaps between cultures. As a tool for us to ensure justice in our organization. Skill builder for all levels of our organization.

The greatest strength is its use of participants from across the globe as both active players and observers of the process. Their expressions of their expectations and reactions to the process was a learning experience on its own.

It's obvious that a lot of thought went into its creation. The student handouts could be used in other arenas. Interesting details about native mediation model. Thought provoking - made me realize how much I could learn in this area.

The presentation of a necessity for cultural sensitivity on the part of mediators in directing the mediation process.

The participants came from multicultural background. Discussion group format. Mediation handouts. Simple English - it is easy to understand for newcomers.

Short - 24 minutes

Short, easy to follow, role-playing good example

I thought it was nice to see students from different cultures and knowing their thoughts about conflict resolution and meeting other students. "Freeze" mediation - how to improve what the mediators were doing.

Depicting cultural diversities and beliefs

"Freeze aspect" is good to resolve multicultural conflict because of what is offensive or not in some areas of the world.

Food for thought for possible future situations.

A different technique can be used for resolving conflicts. Short and very interesting - kept my attention. The mediation process including the ground rules. The understanding that traditional mediation processes may not be appropriate in different cultures such as direct eye contact.

Good review of ground rules. Pre-interview.

Combines visual/auditory stimulus with practical activities.

Use of variety of cultures.

It introduced the concept of multi-cultural differences. Clearly explains why cultural sensitivity is important.

Educates those in rural areas about problems that could arise in future

The importance of a conflict mediator. Ground rules and rules can be added to suit the parties involved. Very down to earth conflict situations (role-playing) - not a perfect role-play so you can see the do's and don'ts.

The conflict seemed real. Students did not know the participants were play-acting.

The tape was positive in that it showed a group of people could openly talk to each other about what differences, stereotypes, etc in order to gain understanding, sensitivity, awareness.

A very believable presentation.

Making the mediator aware and acknowledge that cultural differences do exist and must be respected.

The group scenario composed of participants who were diverse which enhanced the role play or scenario. Discussion and concepts of mediation were highlighted. Main points were discussed (e.g. cultural and gender biases / insensitivities).

Actors were from different cultures, situations were real.

The practical example.

That it can be used as a teaching tool.

### **Question 16 : What do you see as the least effective aspect of this resource ?**

Sometimes while viewing I felt as if I were sitting in a claustrophobic seminar room

Didn't get a clear understanding of what was happening in the first part of the video

The subject that was selected to represent the conflict

Too basic, no discussion re power

Didn't show the whole process from beginning to end and provide examples of different kinds of conflict resolution processes

Insufficient depth - dealt with conflict resolution in a very general way  
I think you could come up with a more realistic scenario between disputants.  
Problem with sharing desk space - not a serious problem - should focus on a more substantial issue i.e. racial discrimination between disputants  
Very short - wanted to see the whole workshop  
Didn't highlight more than one cultural conflict  
It wasn't focused enough and seemed like one big argument  
Very effective video. It would have been helpful perhaps to be more specific about actual gestures, phrases, instructions, etc. which might be offensive in some cultures so that these could be avoided. For example, I learned that the instruction to maintain eye contact was inappropriate given the cultural background of one of the participants. What other situations might cause discomfort ?  
The fight about the document goes on way too long. The children might start focusing on the topic of the dispute as opposed to the techniques at hand.  
Not really - but other examples e.g. parenting skills in conflict and how this could be mediated.  
None.  
The mock shouting match between the participants didn't seem realistic. The use of the "freeze" technique as a response to such an outburst of anger seems inadequate.  
Too superficial for use with beginners.  
Not enough vignettes of different scenarios that are facial in multiculturalism. As an Anglo-Saxon viewer, the simple vignette maintains a narrow view of multiculturalism that already exists. It does not help to broaden view.  
It's a little bit too long.  
Terms like disputants, dialogue, mediator could be replaced with simpler terms.  
Some of the terms were not in simple language. This could have made it easier to follow.  
I think that this video looked at people from different cultures participating in mediation but could have focused more on cultural differences that could affect mediation. I thought it was touched on too briefly.  
None. This whole video was very enlightening.  
It would have been useful to have details of specific cultural nuances.  
Wish the tape had explained more in what was acceptable & not for each culture.  
Not enough culturally sensitive issues / differences were identified. Too much commentary at the beginning. Hard to understand the accents. Our typical client is Aboriginal; it would be beneficial to have a variety of cultures. Also more information on cultural values would be beneficial.  
Acting, realism, mediation process.  
Few examples of different cultures. I only caught a fleeting reference.  
Role play can confuse issue at hand. Participants may dwell on office problem versus cultural differences and differences not pointed out soon enough or stressed.  
The viewer is too distanced from the process. I.e. a viewer of a workshop. The material would be more effective if one were an active participant in the workshop.  
At this point it addresses issues we are not facing  
Conflict between students when discussing the role playing.

It was difficult to understand everyone. The rules were not clear - it's also difficult to read the captions. I didn't feel like I was left with ideas to apply.

Too short.

Multicultural situations are so diverse that there are too many variables to define. It is a very broad topic to open.

Too little emphasis on specific cultural differences. An expansion on the pre-mediation phase as presented by Mr. Claude Grimmond. More detail as to process change on traditional mediation.

Might not capture someone's attention right away. It was hard to follow in the beginning.

Role plays don't go to the end. Would have been nice to see some closure.

The parts that were too obviously staged.

### **Question 17 : What would you consider to be the best use for this resource ?**

Classroom viewing, with role-play and follow-up

Youth groups, volunteers, use as a starter in discussion of conflict resolution

Group

The multiculturalism at work

To be used with people without much information about conflict resolution

For staff who want training in developing mediation skills

Mediation technique

I'm not sure

Use this resource in programs that have a mix of people from different cultural backgrounds, i.e. teens from culturally diverse school

I'm not sure as it seems to be too short to offer a great deal

As a tool to promote discussion

For employees in a multicultural workplace or setting to view, in order to gain a better understanding of other cultures

Staff training, possibly part of a session on communication skills. Life skills session with youth leaders

Discussion starter

Excellent resource for training staff and volunteers who will be required to work with individuals in sensitizing staff re gender and power/control issues

I see it as a real benefit to children in youth homes or jails when children are exposed to different cultures in their everyday routine. This would help them deal and work through problems.

Cross-cultural sensitization and awareness of cultural traits as points of conflict or potential arguments that need to be addressed if conflict resolution is to be effective.

Training for staff and board members. As part of our semesterly anti-oppression workshops.

It would appear that viewers should have had some exposure to cultural diversity in race relations issues. This, combined with the partial coverage of the mediation process, lends its use toward a train the trainer application.

Role plays

As part of a larger training on conflict resolution  
In multicultural school communities. In community organizations including religious institutions that service all cultures of the community.

We used this resource at Women's support group. It helped them understand cultural differences.

I would not recommend this video in schools. I think the conflict in the school community is a better resource.

Students, parents, teachers

Mediators, so they are aware of cultural implications.

To aid in becoming more aware of the differences in cultures and learn how to assist in resolving conflicts.

Probably best used in larger urban areas with more diversified cultures.

We do not have many minorities in our area.

Using and understanding culturally relevant mediation processes when resolving conflicts between employers and employees. At multicultural organization. Clients and staff would benefit.

Educational.

Senior elementary / high school for some cultural awareness.

Education and training "people skills" e.g. counsellors, social workers, police.

Participants that are truly interested. Require good auditory skill to hear actors speaking English as a second language. Room is quiet to provide opportunity to hear message.

As a springboard for further discussion.

Individual use - for information, students doing projects

Having this as part of a high school course. Used by high schools to resolve conflict, as well as youth, church groups.

As introduction to resolving conflict with people of other cultures.

In any group. It demonstrated conversation about touchy subjects could - and should - happen in order to live together better.

As only an introduction to multicultural problems.

Best for new mediators - goes through process (steps) at beginning of tape.

Might be useful for social work course or sociology classes at university level.

Youth from high school may not understand the mediation process.

Training, schools

Teacher training

**Question 18 : Is there anything you would like to add in your feedback on this resource ?**

The accent used in the movie is a little hard to understand, for people just learning English especially.

Would like it if it was more in depth and if it followed the process from beginning stages to resolution

More. The presenter seemed to have lots of good information - this clip was very focused on one aspect - the entire process needed to be shown

I would like to see youth related role play within the context of conflict resolution. I'd like to see more details of dealing with the underlying issues and a segue into mediation process

I increased my awareness regarding cultural attitudes pertaining to conflict. It was interesting to observe the universality of conflict and understand that its resolution needs to be tempered with an understanding of the cultural backgrounds of the participants.

Very valuable resource that offers alternatives to legal arguments and costly legal fees.

No. It's great that there is a video which recognizes the sensitivity and importance around cultural communication.

Excellent resource material.

Elaboration on communication skills in relation to conflict resolution.

Blue letters / words difficult to see on screen.

In this video I think it would have been good to look more at issues that can affect mediation due to culture in greater depth and more examples of issues that could be mediated, i.e. language issues, who should partake in mediation, some experiences people have had where culture was an issue in a conflict (i.e. smells of cooking, cultural values).

The Thessalon Community multicultural insertion seems to be French and North American Indians (as is true of much of the north) - very few Blacks, Orientals, etc. Thessalon pop = 1400.

Perhaps a list of contacts to obtain info on different cultures.

Video permitted me to gain knowledge in negotiating conflict as well as techniques I can use in order for me to resolve conflict in appropriate manner. Very well done.

We do not live in a big multicultural area and in my years in this field have never been or seen a problem in this area.

More examples of culturally offensive habits. Eye contact, pointing, etc and give alternatives.

Handouts, brainstorm on other differences.

It is good to see the process being used and talked about. The vocabulary should be use regularly. I feel educators should start to use this vocabulary in the classroom starting at grade school level.

Background information on different cultures would be beneficial. Resolution and closing phases were mentioned but not discussed.

Would have liked to see more info on how we can learn info about other cultures when workshops are not available.

Enjoyed watching and came away with some understanding of cultural diversity but I would like more specifics (or does this itself prejudice the process).

It might have been helpful if video showed or pinpointed an actual scene where the two disputants are fighting at work and then show them at the mediation process. The title of the video does not seem to fit. It might/should be called "mediating and being aware of cultural/gender issues". I did not get a sense of "multicultural" community in the video.

It's a beginning.

## Triune Victims & Youth Offenders Questions 17-20

### Question 17 : What do you see as the greatest strength of this resource ?

- The diversion tape
- Role play of healing circle
- Impact of crime on community is great healing can happen together
- Info provided from different sectors of criminal justice system
- That is was very emotional and realistic
- The focus on the victims
- New information people do not know much about
- This particular video contains some valuable information, and is helpful in emphasizing how victims are affected by crime (fear, resentment, etc). The greatest strength, however, is the varied information the video provides on sentencing alternatives.
- These two tapes took the general information we need to know about young offenders and broke it down into a simplified version of each aspect. It also relates well with the children on the family side of the approach.
- The resource offers alternatives and may cause people to rethink their strategy which could lead to resolution
- A means of establishing communication between victim and young offender
- The tape introduced a complex process (diversion/healing circles) in a coherent manner and logical order. They provided a straightforward and balanced overview of contentious issues.
- Focus on the healing circle as an alternative form of justice.
- Very informative, with definitions and examples.
- Good discussion tool, general interest.
- The resource demonstrates effectively that there are alternatives to prison when dealing with young offenders.
- A good learning tool for adults and adult volunteers just learning some of the concepts
- Thorough presentation of the various programs with specialists who work within the existing programs. Presentation of the programs in action i.e. the community healing circle.
- Great info for new staff and volunteers
- Specific to our agency - education tool for the youth on impact of their crimes on victims, discussion on what it would be like for them to participate in such a process - healing circle.
- The fact that the parents and communities were involved in helping.
- Change of attitudes with proper communication and complete information.
- It gave a lot of good information of the different aspects of the justice system and benefits of alternative measures.
- Outlining the process / interventions used in dealing with youth offenders.
- The greatest strength of this resource is that it offers some information regarding options for non-violent offenders, i.e. the diversion program as well as some valuable information on how to conduct or proceed with a healing circle for victim / offender reconciliation.

Victim-offender reconciliation whenever possible, especially through diversion.  
Good general outline of criminal justice system.  
New model, new ideas, able to express feelings, valuable information, explained well.

Showing the process of a healing circle, how crime impacts whole community, helps offender take responsibility.

Perspectives of professionals who are regularly working with these issues.  
Presents victims and offenders as real people - inspire compassion for both.

An excellent teaching/learning tool - victim/offender reconciliation.

Information provided, shows a lot of variety, might appeal to younger viewer

Deviates from the "lecture" video.

The involvement of all parties coming together in a circle. People have a greater understanding of each other.

Relevant role play.

As an introduction to the concepts.

The discussions at the beginning of the video. The members of the healing circle. The variety of persons involved and why they are here. Their feelings and insights about strategies to use to restore justice and balance within the group. The feelings of each person involved. Important "I" feelings. More examples could have been given.

The examples (re-enactments ?) were useful in demonstrating how the mediation process can work. Focus was on options instead of automatically going to jail.

It is very comprehensive and well and interestingly presented.

Very powerful. Excellent dialogue by judge. Good intro. I liked the format - someone asking questions and experts involved.

The tapes showed opinions/facts from different professional's point of view. Informative for people who already have an idea of the judicial / legal system.

Presented alternative measures as a creative / more viable approach to incarceration. Presented how people can be involved - to be part of the community. Change in attitudes.

### **Question 18 : What do you see as the least effective aspect of this resource ?**

Opening segment of "transformation"

Diversion tape too boring. Stated three different healing circles would be shown, only showed one plot

We enjoyed it

The manner in which the message is communicated. The youth offenders were very bored and lost sight of the message.

The resource is very long and has limited opportunities for use with clients.

Most definitely it would be the series of monotone speakers on each subject through the computer TV

Difficult to measure the outcome

Getting it out there to those who could use it most

The concerned father / computer interaction is somewhat forced and artificial and, on occasion veers too much toward melodrama. Some participants present too much information too quickly.

The presentation of this video isn't creative. The video can be boring at times which loses the viewer's attention even if the information is interesting.

I believe that the best cure is prevention. Thus I do not believe that the video did enough to address this issue.

Too boring for youth.

The first video is formatted in an interview-type context.

Longer for use with a client group. Didn't gain enough information on 7 step program however realize an intro and can research further, i.e. implementing a circle / program in a facility.

Length - can get boring, especially when used by students as a direct resource versus just trying new techniques shown.

The information was very good but there was a lot of talk. Some of the information of the different section also overlapped. By visually going over the process it is easier to understand. (i.e. the example of the mediation). It would have been good to do this with the other areas.

The least effective aspect of this resource is the fact that its presentation is given in an unrealistic format. It is difficult to believe that "this would really happen in real life". As well, in this field information regarding aspects like the diversion program would prove to be more informative to youth prior to sentencing, not once they have entered custody.

Seven steps might be emphasized more.

Too long. It would be difficult to use with teenagers (14 and under) as it would be difficult to hold their attention.

Way material was presented. Could have been made shorter. The community justice model. Too long.

The computer and some of the dramatic techniques used.

Less interaction than other two videos.

There is nothing in these videos that have the least aspects in my point of view.

Slow start - hard to hook in (for both tapes)

The "talking TV" dramatization - distracting, didn't add to the viewers' learning.

Healing Circle ritual.

I found the talking computer too gimmicky

Healing circle too long.

Too much information packed into a 1 hour video. Didn't easily hold our attention. People simply sat and talked - not much movement/action. Would not recommend young clients, children.

Didn't present ways of how to deal with conflicts within the process - other than stop the process at any time.

### **Question 19 : What would you consider to be the best use of this resource ?**

Staff training

As an example of healing circle for offenders and victims to help decide if helpful route to explore community education

For those who have been victimized or those who have perpetrated crimes so that they may understand that there are alternatives available to them.

Helping victims learn to establish community organizations such as healing circles

Part of training on healing circles

Staff training, training of volunteers and students. Also useful in promoting sentencing alternatives in the community

Best use would be in classroom for children ages 13 to 18. This is the point in their life when they need this information and they can understand it

Use as an opening to dialogue

Student information sessions, student projects, library program

This resource would be useful in an entry-level education program to provide an outline of the processes and issues in youth justice. It could be used to raise public awareness and stimulate discussion.

Class presentations for university students. General resource centre material.

To train staff in the corrections (YO) field or Social Work field.

Public awareness, volunteer training

As a source of education and empowerment for victims of young offenders

Training resource for adults/teachers/youth workers/volunteers

Teaching tool - law-based education programs, community organizations that are interconnected with police/protection/mediation services. As a general information resource tool for all community organizations.

Volunteer training, co-op students, new staff.

Public education on restorative justice, combats some myths - punishment model.

Small children who are under the age of 12 and you want to really make them realize that what they have done can be serious.

By resource staff / personnel to learn new techniques.

We need to educate people getting involved in legal system (lawyers, etc ) of programs other areas of the country are using. Community groups.

The best use for this resource would be as a "basic" information tool for individuals who have little knowledge of community justice in dealing with young offenders.

Community policing committee, group conferencing, mediators, etc.

Students.

Teaching workshops (trying this system and reviewing video for idea). Youth group leaders. Conflict seminars

For those who want to know the whole criminal process for a young offender. In healing groups in open custody settings or as part of a diversion plan. Using with first time offenders.

Victim assistance.

Educational.

With staff training, students, volunteer training, public awareness, individual clients, client groups.

Training / educating people with contact with troubled youth, from teachers to police.

I would like to see the resource used in schools and throughout the justice personnel (e.g. crown's office, lawyers, judges, parole officers)

Justice system, young offenders.

To educate other staff members; to assist in educating some student groups we work with.

To promote victim and (youth) offender reconciliation. Most people have no idea that it can work or even that it is a possibility.

Within the system - Judges, POs Correctional offices, etc., governments. Students going into system - at college level. Public - media.

Volunteers, students and staff members, as a training tool used in conjunction with other training vehicles.

Training, presenting options for alternative justice.

**Question 20 : Is there anything you would like to add in your feedback on this resource ?**

Stats on effectiveness. We stopped watching the diversion tape - lost our interest. Expected a step by step framework. This series seemed disjointed in terms of conflict resolution. More attention was needed (for my needs) on organization of the information.

Incorporate more effective methods of establishing victim empathy in young people.

It is encouraging to see a Canadian-generated resource dealing with Canadian issues. However, consideration could be given to increasing the aboriginal content. The emphasis on community involvement / restorative justice as a way to promote healthy / safe communities is long overdue.

Very middle-class in its approach. Youth not of this class found it hard to relate to approach (underlying values) presented.

Very good resource material.

The mediation process was very good, but since we were primarily talking about youth how about a case involving youth.

I found the tape very informative. The healing circle is an interesting process. Everyone involved has a voice.

The presentation of this material was not interesting and lacked the ability to retain one's attention.

The amount of information contained regarding this topic is astounding. Keep up the good work.

Should have dealt more with role playing. Very educational. Too long - lost interest a few times.

I am currently designing workshop to present to young offenders in open custody, to present victim's point of view to them. This resource will be very helpful in design and implementation of workshop. I am also developing partnership with local mall manager. Video may be useful in presenting benefits of Alternative Measures to local businesses.

It might be nice to know the age of the offenders and victims, the actual charge, the actual sentence.

Might be too much information (and fast-paced) for Grades 7-10.

Add scenes similar to school community.

As a Native court worker I have heard about this type of diversion and I can see this process working in our community. I would support all aspects of your program offers. I would also like to take part in your diversion. I think that resolving conflict is a healing process for everyone involved.

Time at the end - comments, recommendations. Community policing ? Circulate ? Too long to watch at a meeting.

Educate and use this process. The vocabulary and process to be used more often. Understanding - real justice. Victims get a voice. Offenders see the impact of their behaviour and begin to take responsibility. Balance.

Thoroughly enjoyed these two tapes. I found the info enlightening. For the mediation there was more emphasis on the process than on the outcome, which was good. As for Diversion, it would be interesting to try to see the comparison stats with regard to recidivism in 3, 5, 10 years post-crime.

Left me with both hopefulness and despair. The government appears to be moving in a different direction.

I found all videos effective as teaching aids. Thanks for sending them.