

This report was written and respectfully submitted to BCcampus by DKS Consulting's Project Team:

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Final resource review

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Project Overview

The Project Team was tasked with identifying and reviewing Sexual Violence and Misconduct (SVM) training and educational materials from all 25 post-secondary institutions (PSI's) within the province of BC, as well as community, provincial and national organizations, and other Canadian PSI's as necessary. This was done with the goal of identifying those resources which met certain criteria established by BCcampus' Advisory Committee with the goal of assisting in the development of an open educational resource (OER) for use by the BC PSI sector.

As highlighted in our initial proposal, we anticipated that conducting our institutional scan during the months of June and July would create challenges. Specifically, in identifying and connecting with key PSI stakeholders during the typical holiday and professional development cycle within the system was at times challenging. In spite of this, during the team's reach out, we were able to make direct contact with the majority of the individual(s) responsible for the development and delivery of campus education and awareness programming regarding SV&M (21 of the 25 publicly funded PSI's) as well as partners within student government or community agencies.

Our collection and review of materials occurred during a time where all PSI's were continuing to adapt the way in which they operated and provided services, due to the COVID-19 pandemic. This timing did create challenges in corresponding with key individuals and timely access to materials for review. In spite of this, our team was able to generally stay on schedule, however, we were unable to access all of the materials hoped for.

Additional challenges experienced include:

- PSI's were in the process of updating institutional SVM policy and educational materials and were uncomfortable contributing resources that they did not consider to be at a "shareable" stage. The adaptation of materials in many cases was also hindered due to COVID-19.
- PSI's were attempting to develop SVM materials that could be revenue generating (ie. by providing train the trainer programming at other institutions).
- Due to the collaborative nature of program development, there was uncertainty about whether or not the materials could be shared without first receiving approval from community partners.
- Even in situations where the responsible stakeholder was open to sharing resources, they still required approval and were awaiting a response from a person with authority.
- Some institutions accessed training that was under copyright which could not be considered in an OER.

Our team was also tasked with providing an interim report to assist smaller rural colleges to address their needs to provide SVM orientation remotely during the pandemic. Our consultation with Student Affairs Leaders from small and rural institutions identified the need for on-line resources to support student onboarding and orientation, especially considering the shift to remote education and service delivery during the pandemic. Ideally, institutions hoped for:

1. On-line learning tools that addressed key information on SVM
 - a. Root causes of sexual violence
 - b. Consent training
 - c. Supporting victims of sexual violence/receiving disclosures
 - d. Bystander training
2. Training resources that could be accessed by students using existing learning management systems such as Moodle, Blackboard, etc.
3. The ability to make this training mandatory with built in quizzes to ensure understanding of the material and provide the ability to track completion.
 - a. This may not be necessary for the fall, yet would be an important feature.
4. Resources or tools that had considered all campus community members including international learners and Indigenous students.
5. Easily adaptable resources for personalization by the PSI
 - a. Links to institutional policy
 - b. Links to institutional supports and processes
 - c. Links to community resources and supports

Other hopes that fell slightly out of scope of this project included identifying training resources that focused on positive behaviours and cultivating a harassment-free online learning environment.

We were able to report back to BCcampus about recommended interim steps to support these institutions on July 20, 2020. This resulted in the inclusion and release of resources for the BCcampus toolkit which were made available to small and rural colleges at <https://bccampus.ca/svm-training-and-resources-toolkit/>.

Our team continued to gather and evaluate learning materials from across the BC PSI sector and more broadly when required. We reached out to each of the 25 post-secondary institutions in the province and were able to speak with individuals responsible for the provision of SVM awareness and education programming at 22 of them. In total our team gathered and evaluated 39 learning resources from 10 BC PSI's, 3 Affiliated BC Organizations, 2 Universities in other provinces and 2 other community organizations. The vast majority of the resources collected were developed for students with the exception of "Receiving Disclosure" trainings which were primarily developed for employees.

We were also able to complete and provide an updated version of the original institutional scan provided by BCcampus as a resource for others to draw from.

This project has also resulted in:

1. A collection of face-to-face/webinar (synchronous) training resources, organized by topic area with the ability to share with those tasked with Phase 2 development of an OER resource. Evaluations of each resource is provided to acknowledge training strengths and suggested adaptations.
2. Identification of two self-paced (asynchronous) on-line trainings that are adaptable for use as OER's and would benefit PSI's. One resource requires approximately 20 minutes to complete, the other 60 minutes. Evaluations of both resources have been conducted to acknowledge training strengths and suggested adaptations.
3. Identification of detailed resource lists that can be combined and shared within the OER resources.

Prior to the release of the resources, the team will require the ability to reach back to each of the training developers with final approval to release these materials.

Findings

We are impressed with the efforts of the BC PSI sector to develop and deliver educational and awareness programming for their campus communities. In our discussions with the training developers, there was a consistent theme acknowledging that they had worked hard to develop and deliver training, yet knew their resources weren't complete and needed updating and refinement. Some campuses were certainly further ahead with more fully developed resources and supporting materials, yet these were also often under review and/or in the midst of refinement efforts, especially considering the shift to virtual delivery of education and services during the pandemic. Many of the training developers expressed reluctance to share due to the fact that their resources were being updated, were in a version that did not provide facilitator guidance or were not at a standard that they were comfortable having evaluated. In some cases, resources were shared with the understanding that, should our evaluation team want to recommend their resource be considered for an open educational resource, they be notified and be provided with the opportunity to possibly update the materials in advance of release. We considered 38 individual resources for evaluation and did full evaluations of 34 of those.

The evaluative toolkit was very useful in our work and provided the framework to assess training using the identified key principles and considerations in SVM education and awareness programs: 1) accessibility, 2) culturally located, 3) decolonial approach, 4) evidenced-informed practice, 5) gender Inclusive 6) intersectionality, 7) trauma-informed practice and 8) survivor-centred. We believe that it would be a tall order to expect any one training event/experience to address and achieve understanding of all of the identified principles/components, nor would it be desirable or achievable to expect one resource to accomplish this. The training sessions, programs, and campaigns that were evaluated by our team were created for the needs of various audiences, at a given time, and within the individual institutional or regional context. However, most of the resources we reviewed

demonstrated consideration for, and/or incorporation of, the aforementioned eight key principles of SVM education determined by BCcampus.

Collectively, the BC PSI sector has developed broad and impactful training. Rather than attempting to build one, all-inclusive training, we suggest PSI's have access to a range of resources that align with BC's legislation and can be accessed and adapted as needed. These resources should be accompanied by a recommended training schedule for groups throughout the academic year. As noted by Khan, Roe and Bidgood (2019)

“Students, faculty and staff should be exposed to consistent prevention messages and education at multiple points in time over their tenure at post-secondary institutions. These educational opportunities should be developmentally sequenced both in method of delivery and content. Post-secondary institutions have an opportunity to contribute to ongoing conversations in research around gender-based violence prevention education.” (p. 15).

The ability to achieve awareness and understanding of sexualized violence for members of the post-secondary community requires a thoughtfully developed and delivered program throughout a student's educational journey or over the length of an employee's tenure. The resources that we collected and identified provide the opportunity to curate and share developed tools and resources to assist in achieving this goal.

It was apparent that most of the materials reviewed were created by practitioners from either counselling or SVM support services; individuals who possessed both theoretical knowledge and practical experience in this area. This resulted in the development of face-to-face training sessions with accompanying slide decks which were adaptable based on the needs of the audience. In many cases these training materials did not have accompanying facilitator guides or detailed speaker notes as they were developed by the individual who would also deliver the training. That being said, they would likely draw upon their own knowledge to address questions that may arise. This was also evidenced when noting that all training sessions provided varying levels of statistical information but often were presented without citation.

In our evaluation, many of the resources included PowerPoint presentations without detailed facilitator guide or speaking notes. Others had awareness campaign materials that lacked written guidance on how to conduct the campaigns. With that being said, some institutions have developed strong facilitator guides that could be adapted more generically to provide guidance to others as they deliver SVM training.

Our team remained focused on ensuring that training acknowledged the impact of colonization on Indigenous individuals and communities. In our review it was often difficult to determine what steps were taken to acknowledge the traditional territories that the training was occurring in, nor the attempt to make the link between colonization and gendered violence. That being said, in knowing the groups who were delivering the

training, our assumption was that the vast majority would have started the session with a territorial acknowledgment and would make this link within their training. However, due to the varied level of explicit decolonizing content, instruction on how to properly acknowledge indigenous communities and territories, as well as how to connect the impact of colonization on sexualized violence and consent, work still needs to be done to provide consistent guidance in this area.

Once an OER resource is developed, there will remain necessary work to be done by each PSI to tailor their training to their regional context. Khan, Roe and Bidgood (2019) recommend that individual PSI's develop their educational program in collaboration with Indigenous peoples and local Indigenous communities to integrate Indigenous knowledge, local histories and teaching methods (p.23). Further, the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019) provides guidance on key principles for change that need to be considered during curriculum development. These principles include:

- a) A Focus on Substantive Equality and Human and Indigenous Rights
- b) A Decolonized Approach
- c) Inclusion of Families and Survivors
- d) Self-Determination and Indigenous-Led Solutions and Services
- e) Recognizing Distinctions
- f) Cultural Safety, and
- g) Taking a Trauma-informed approach. (p. 169 v.1b)

The lack of guidance for applying of the decolonizing principles was also apparent for some of the other principle areas, including how to ensure the content was accessible, culturally located and survivor-centred. We were confident that in most trainings these were components that occurred or were woven into the training, yet should the resource be used by others without expertise or the same level of knowledge, may be missed in the delivery of the training. In order for many of these trainings to be beneficial if collected into an open educational resource, the team highlighted the importance of developing detailed facilitator notes and a facilitators guide to ensure key information is not missed or inaccurately presented.

It was clear that many of the more fully developed trainings placed a great deal of consideration into intersectionality and highlighted that sexual violence impacts some diverse groups more than others. This was demonstrated through the thoughtful use of graphics, examples and descriptions. This was also shown in attempts to make the trainings gender-inclusive through consideration of language use in the presentation of their material and in the development of scenarios and activities to ensure that gendered language not perpetuate myths and assumptions. These attempts also helped ensure that folks who do not subscribe to the gender binary feel included and acknowledged in the discussion.

The team was able to identify trainings, in whole or in part, that best met the needs for the development of a collective OER, including information for a facilitators guide. The individual evaluations note strengths and limitations of each of the recommended resources. These evaluation outcomes could be shared with the developers of Phase 2 work, yet out of respect for those who were willing shared works in progress, will not be provided as part of this report.

Gaps

- We did not identify one training that specifically focused upon root causes of sexual violence, but rather acknowledged that this is woven throughout and within other education and trainings that were evaluated. This is not to suggest that one should be developed, but further encouraged through any training that takes place.
- There is an ongoing need to strengthen content of the “Decolonial Approach” which will continue to adapt as PSI’s strengthen their relationships with local indigenous communities and Indigenous learners, faculty and staff.
- There were also attempts to incorporate “Accessibility” considerations into trainings, yet some, especially face-to-face slide decks, used formats that would be difficult for some learners with disabilities to fully engage with (small diagrams, pictures, and difficult language). These accessibility challenges would also be experienced by those whose first language was not English.
- Looking at language, all of the BC resources reviewed were offered only in English and often used language that may be difficult for some members of the campus community to understand. Considering the diversity we find on our campuses, having resources in various formats with the ability for translation into other languages would be beneficial. We did note that some general informational resources were provided in other languages, yet none of the formal synchronous training were.
- Many trainings did not demonstrate necessary inclusion of content and processes to acknowledge local First Nations and the impact of sexual violence on Indigenous and other diverse groups and cultures.

Recommendations

In looking at the types of resources available and those presently being used by the PSI sector to provide their campus SVM training, there are three distinct types of educational programming: 1) online, asynchronous learning, 2) face-to-face/synchronous educational

resources, and 3) guided activities. In the development of open educational resources (OER) for BC post-secondary institutions, we believe further expansion in these three areas would benefit the sector.

Overall, it is logical to have an orientation program for all incoming students which would be best delivered through on-line asynchronous modules that include evaluative components to ensure participant understanding of the content, with the option of completing further in-person/synchronous workshops/webinars. A separate training of this nature should be delivered to employees including students in employment/leadership roles (tutors, mentors, teaching assistants, varsity athletes etc.).

The team was able to identify quality face-to-face resources that have been developed by various BC institutions. Many of the resources we reviewed could be adapted and curated into an OER, by category, with a guiding facilitator's guide. In our review we found that training varied in length from 10 minutes to two days. Therefore, we suggest that similar content be bundled together and formatted into modules for institutions to easily access. We also note that institutions may have different resource needs depending on their context (i.e. smaller versus larger institutions) and recommend that consideration be given to this possibility as content is developed.

For Phase 2 Consideration

1. That at least one self-paced asynchronous training be adopted and developed for students, and one for staff. We bring forward the program from Concordia University as the best fit for this purpose and recommend that it be adapted considering the limitations identified in our evaluation.
2. That a range of synchronous resources (face-to-face) be developed in varying lengths and formats in each of the topic areas using the identified resources in our review as the foundation of this training.
 - a. That facilitator "level of knowledge" be identified as necessary for whomever facilitates the training.
 - b. That encouragement be provided for the involvement of a counsellor or SVM support person to be available during trainings.
3. The development, population and maintenance of a database that allows institutions to pull resources with differing lengths, topics, activities, evaluation tools, engagement strategies, supplemental classroom exercises etc. Healthy Minds/Health Campuses provides a framework that would be beneficial as it allows for continuous update based on evolution in the SVM field and feedback from participants in the training.
4. That one comprehensive resource list for the province be created with the ability for individual institutions to update with local community supports. This would require regular updating.

5. That a facilitators guide be adapted from existing identified resources to support all training with sections in each of the identified principle areas, and guidance on how to incorporate key concepts into training. This guide could also incorporate a bibliography of evidence-based literature identified in existing trainings and the updated list of community resources from the original scan.
6. That, as a final step in the developmental process for the OER, BCcampus employ a specialized consultant to ensure a) accessibility of content b) plain language review and c) gendered language review.
7. If possible, the working group or other body:
 - a. Develop or identify baseline content expectations for SVM training for students, faculty and staff.
 - b. Recommend a schedule of training, acknowledging the differing levels of education that can be initiated at different times based on a student or staff's developmental or professional needs.
 - c. Develop an evaluation tool for consistent information gathering and measurement.
 - d. That there be an identified standard on the quantity and depth of training that students, faculty and staff are required to participate in.

For Ongoing Support

In order to ensure that the curated resources remain current, and that new resources/information can be added, a commitment to an annual review and updating of the material.

- a. Identification of who is responsible for the annual review.
- b. Commitment of resources to undertake the work.
- c. A process and opportunity for participants and facilitators to provide feedback for improvements.

On-line Asynchronous Resources

The first priority is the development of a SVM training program that could be delivered through existing Learning Management Systems (LMS's), and allows for simple modifications by each PSI to suit their needs and institutional context. This resource would include the ability to build a training program through modularized learning materials, built-in assessment components, and individualized links to available community and institutional resources and services. This resource should be generic enough to allow each institution to modify content to align with establishing institutional policies and processes. This training framework is beneficial for institutions because it can be used for:

- a) Mandatory orientation training for all members of the PSI's community with built in assessment.
- b) An identified sanction for those accused of being in breach of institutional SVM policy.
- c) Tracking and monitoring participant completion, and the ability to require the training be repeated if participants do not demonstrate understanding (must complete all assessment components successfully).
- d) Supplementary educational components in existing institutional courses, should it not be adopted by the institution for broader use.

We have identified two existing resources that can either be fully adopted or that would require modification, with permission, from the original designers.

The first resource is one that has already been adopted by BCcampus to meet the immediate needs of smaller, rural colleges in providing new students adapted and remote orientation and educational delivery during the COVID-19 pandemic. The resource, developed in collaboration with members of the Research Universities Council of BC (RUCBC), was developed as an Open Educational Resource and demonstrates consideration and inclusion of most of the identified necessary components outlined in Evaluating Sexualized Violence Training and Resources Toolkit (BCcampus 2020). This training, which takes participants about 20 minutes to complete covers the range of topics identified as required by our sector, yet due to the short duration of the training, not in great depth.

The RUCBC SVM resources were jointly developed over the course of two years by Royal Roads University, Simon Fraser University, Thompson Rivers University, University of British Columbia, University of Northern British Columbia, and University of Victoria. The development process included numerous consultations with key stakeholders from each of the member institutions and was collaboratively developed by many of the individuals who have acted as advisory committee members to both BCcampus and the Ministry of Advanced Education, Skills and Training.

The modules within this training include:

- Consent
- Relationships and Boundaries
- Active Bystander
- How to Support a Survivor of Sexual Violence

The second resource was developed by Concordia University in Montreal, Quebec, which also granted access for McGill University to adapt and use the training for themselves. This has led to the adoption of this training as mandatory at Concordia and other Universities in Quebec, by all Colleges in Quebec (CEGEP’s), the Canadian Collegiate Athletic Association (CCAA) and many other PSI’s across the country. In speaking to the developers at Concordia, there was an acknowledgment that the President of Concordia University granted permission for the use of this training by any Canadian Post-secondary Institution. We believe there is still a need to reach out to Concordia to receive the formal permission.

This training, as with the RUCBC resource, is modularized, self-paced and able to be loaded into existing LMSs. Minimal changes would be needed in order for institutions to adapt and personalize the content. While the RUCBC training can be completed in 20 minutes, this resource goes into greater depth on the topics and would take a minimum of 50 minutes to complete. This training also comes in two versions, one for students and another for employees. There was thoughtful consideration regarding the different information that would be required by both groups with great focus on professional boundaries and the impact of power on consent. The training is also available in both official languages.

Although both the RUCBC and Concordia resources provide strong foundational information, we view Concordia’s as the superior training for the reason stated above, and therefore recommend it for adoption.

The modules for students and staff include:

- Sexual Violence and its’ Impact
- Consent
- How to Intervene (Active Bystander)
- How to Support Victims of Sexual Violence

Online Self-Paced Educational Programs (Asynchronous)

Training Developer			
Concordia University	1 hour	Mixed Resource	Separate Student and Staff Versions
Research Universities of BC	20 minutes	Mixed Resource	One version for all

Face-to-Face or Synchronous Resources

We were able to identify and review numerous training materials that have been developed for face-to-face delivery that could also be delivered through synchronous webinars/workshops.

We did note that many of the resources that were reviewed presented consistent information and statistics, yet many did not provide proper citations or references to recent sources of data. Due to the fact that these trainings have been developed for delivery within post-secondary settings, facilitators should be equipped with this information in order to reflect the legitimacy and currency of gender-based violence (GBV). We strongly believe that any open resource should provide access to current, evidence-based information with supporting citations. Khan, Rowe and Bidwell (2019) provide an overview of statistics that assist in understanding the impact of GBV on members of our campus communities (p. 16). These are provided with context and would be beneficial supplementary information.

Many of these resources have been developed for delivery over a few minutes or in increments of 30, 60 or 90 minutes. One resource was developed for delivery over two days. Training should provide flexibility so PSI's can access/adapt resources that best meet the needs of their campus communities and the time they've been allotted for training.

In the evaluation, our team has evaluated the strength and limitations of each resource which will be provided in a separate document for Phase 2 work. As we have already mentioned, many of the resources did not have facilitator guides or detailed speaker notes which would support others to deliver the content consistently. We did identify several facilitator guides which can be drawn upon or used when creating the OER. In particular, these resources provide guidance on how to incorporate content that both respects Indigenous communities and individuals while also providing direction that incorporates concepts consistent with a decolonizing approach. Facilitator guides can also assist in ensuring the accessibility of the content through considerations at each step of the delivery.

Any facilitator guide and training should acknowledge the base knowledge and expertise necessary for the facilitator along with the need to include support people in the session (i.e. counsellor, SVM support person, etc.).

Facilitator Guides

Training Developer	Content
University of Victoria Tools for Change	Mixed Resource
Kwantlen Polytechnic University	
RUCBC	Mixed Resource

Face to Face Trainings (Synchronous)

Training Developer	Content
University of British Columbia Okanagan	Trauma Informed
AMS Sexual Assault Support Centre (UBC)	Mixed
RUCBC	Mixed
Thompson Rivers University	Mixed/Accountability and Justice
AMS Sexual Assault Support Centre (UBC)	Responding to Disclosures
Kwantlen Polytechnic University	Responding to Disclosures
Simon Fraser University	Responding to Disclosures
Douglas College	Responding to Disclosures
Simon Fraser University	Active Bystander Training
University of British Columbia Okanagan - Grad Student Workshop	Active Bystander Training
University of British Columbia Okanagan	Consent
Thompson Rivers University	Consent

Note: We still require final approval to release the majority of these materials for phase two work with the exception of the RUCBC materials which already open source.

Other Supporting Resources

There were also other strong resources identified within our scan that may fall outside of the scope of our review, yet would be beneficial as supplemental materials, especially in areas where gaps were identified (i.e. supporting international learners). These are listed below.

Other resources	
Training Developer	Content
Langara College Sexual Violence Ambassador Program	Peer Lead Awareness Program – Ambassador Training
MOSAIC’s International Student Safety Guide	Mixed Resource Guide
Langara College General Resource List	Community Resources
Kwantlen Polytechnic University	Community Resources
Douglas College Consent Champion 2 - day training	Slide deck – Mixed Resource

Next Required Steps

In phase one we have collected, reviewed and evaluated training materials. We have purposefully not included detailed critiques of these resources within the report. Our assessments of the materials were done noting the strengths and limitations of each based on the 8 key principles provided by BCcampus. In order to accomplish this our team developed a rubric to assist in highlighting the incorporation of these principles. In fairness to each of the developers, none would have known that their training would be measured against these criteria, further reinforcing the need to keep our assessments confidential and to be used solely for the purpose of improving existing training or in the adaptation and creation of new resources.

Upon the identification of priorities for phase 2, our team will, with consent of the developers, provide these materials and assessments to BC campus. This would include:

- Our developed rubric
- The actual training materials that were provided to our team
- A list of strengths and limitations of each resource identified

We anticipate that many of the resources that we have collected will have already been adapted and that it may be beneficial to reach out and access the most current versions from the developers.

Conclusion

We would like to respectfully acknowledge the creative and hard work of our colleagues within the Sexualized Violence and Misconduct education and support community across all post-secondary institutions in British Columbia. There has been incredible, collaborative work across this system far in advance of the creation of legislation to mandate the development and delivery of prevention and response education in our educational communities. This work has been done in a period where greater understanding of the issues and how best to support those impacted by sexualized violence was coming to light. Much of this work was done by individuals who were already incredibly busy in the development and delivery of services with little or no additional financial support. For smaller institutions, this work often fell to those with broad responsibilities and on top of other important and competing duties.

This project has come at an important time when all institutions have had to consider the remote delivery of SVM education. The review process unintentionally was scheduled such that we were able to identify resources that could benefit PSI's as they pivoted to provide training to campus members learning away from campus. The completion of this project is also situated at a time where institutions will have learned what has worked for them as they enter into this new semester and what gaps they have identified in being able to continue to educate and increase awareness of SVM.

Prior to the next phase of this work there will need to be an identification of priorities for program development. Clearly, there currently exists current asynchronous training that can be provided to the Institutions in the province for use as foundational training for all campuses. Providing education in this format offers for broad and consistent dissemination of information but it does have limitations in being able to challenge assumptions, clarify confusion and bring together diverse groups to learn from each other. For that reason, continuing to provide engaging learning opportunities for groups is necessary. Many of our campus partners have developed resources that were thoughtfully considered and constructed. Using these as a starting point would allow for more generic sessions to be developed by building upon the trainings and facilitator guides identified by our team. In the end this would allow those institutions who have not yet developed asynchronous training to draw from and utilize these resources. The start of the fall 2020 semester may have lead to further development of programming that has now been delivered in webinar formats that can also be reviewed for future consideration.

We thank BCcampus and the Ministry of Advance Education, Skills and Training for identifying the need to support our campuses to continue to educate its' members about sexualized violence, and to support those impacted by it. This is important and necessary work and our team was honoured to participate.

References

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