Building Partnerships

Centre for Research
on Violence Against Women and Children

Fall 2005

In This Issue

Mission Statement.....1

New Academic Director.....1

Scotiabank Student Award Recipients..2

New Scotiabank Research Chair.....3

Participatory Action Research.....4

Update on 4th R.....5

Feminist Perspectives.....6

Scotiabank Student Internship.....7

Scotiabank Research Grant.....8

Spotlight on Our Associates.....10

Intersecting Sites of Violence in the Lives of Girls: Montreal Conference...11

Alliance of Canadian Research Centres.....12

CRVAWC Staff List.....12

Mission Statement

The purpose of the Centre is to promote the development of community-centred action research on violence against women and children, using a feminist analysis. The Centre's role is to facilitate individuals, groups and institutions representing the diversity of the community to pursue research questions and training opportunities related to the understanding and prevention of woman and child abuse.

The Centre for Research is pleased to announce the appointment of Dr. Peter Jaffe as the new Academic Director

Since April 2005, Peter Jaffe has assumed a new role at the University of Western Ontario as a Professor in the Faculty of Education and Academic Director for the Centre for Research on Violence Against Women and Children at the University of Western Ontario. He is the Director Emeritus for the Centre for Children and Families in the Justice System (London Family Court Clinic). He also holds an appointment as Professor (Part time) for the Department of Psychiatry.

Peter Jaffe, PhD, C. Psych.

Peter received his undergraduate training from McGill University in Montreal (1970) and his Ph.D. in Clinical Psychology from the University of Western Ontario (1974). For over 30 years, most of his research and clinical work involves women and children who have been victims of abuse and involved with the criminal, family and civil court systems.

He has co-authored nine books, 25 chapters and over 75 articles related to children, families and the justice system including Children of Battered Women, Working Together to End Domestic Violence and Child Custody & Domestic Violence: A Call for Safety & Accountability. He has presented workshops across the United States and Canada, as well as Australia, New Zealand, Costa Rica and Europe to various groups including judges, lawyers, mental health professionals and educators. Since 1997, Peter has been a faculty member for the US National Council of Juvenile and Family Court Judges' program on "enhancing judicial skills in domestic violence cases".

Peter was the founding Chairperson of the London Co-ordinating Committee to End Woman Abuse and is currently actively involved in research on the impact of domestic violence on children. He has also been instrumental in the foundation of the Battered Women's Advocacy Clinic and is a former chairperson of their Board of Directors. He has served on various community advisory committees for the London Police Service. Peter has been a trustee for

continued on page 2

the London Board of Education (now the Thames Valley District School Board) since 1980, and he has served two terms as Chairperson (1987-88, 1999-2000). Peter has provided leadership in the development of violence prevention programs within the school system.

Between 1991 and 1993, Peter, was a member of the Canadian Panel on Violence Against Women. This federally appointed committee examined the issue of violence against women through meetings in 139 communities across Canada, encouraging individuals, community groups and professional associations, to identify solutions from their perspective. The final report heightened public awareness of the problem and outlined prevention strategies to end violence.

Peter has been an expert witness in two Ontario inquests into domestic violence and was appointed to the Joint Committee on Domestic Violence to provide advice to the Attorney General on the implementation of the jury's recommendations. He is a founding member of Canada's first Domestic Violence Death Review Committee through the Office of Ontario's Chief Coroner.

Peter has been honoured by receiving several awards for his work including the Commemorative Medal for the 125th Anniversary of the Confederation of Canada for his dedication and contributions to the community and to all fellow Canadians, and the distinguished Colonel Watson Award, presented annually by the Ontario Association for Curriculum Development, for his significant contribution to education in Ontario, and the Award of Merit from the Ontario Psychological Foundation for his contribution to research and clinical practice in the prevention of family violence.

Peter is excited about all the new possibilities at Western for research, community collaboration and training future front-line professionals on prevention and effective intervention in the area of violence against women and children. His current research efforts focus on several areas including, enhancing safety planning and risk reduction to prevent domestic homicides, improving the response of the family court system to abuse victims in the context of custody and access disputes, violence prevention programs for teens entering secondary school, and the process for maintaining sustainable changes for safe school initiatives.

2005/2006 Scotiabank Student Award Recipients

To be eligible for a Scotiabank student award an individual must be enrolled full time at the University of Western Ontario in any undergraduate program, as well as have a demonstrated interest in the area of anti-violence advocacy and / or research on violence against women and children. Students who win a Scotiabank Student Research Assistant Award are expected to participate in an action-research project throughout the following academic year organized by the Centre for Research on Violence Against Women and Children.

Hebret Nega

Jacqueline Stein

Scotiabank

The Centre for Research is pleased to announce the appointment of Dr. Helene Berman as its new Scotiabank Research Chair

Helene Berman, RN, PhD

Dr. Helene Berman is an Associate Professor in the School of Nursing, and holds the Scotiabank Chair in Research on Violence Against Women and Children. Her formal education has followed a somewhat atypical trajectory and includes an undergraduate degree in Anthropology (University of Wisconsin). Following work as a VISTA Volunteer in a Community Health Centre in Wisconsin, she pursued a career in nursing, worked as a Pediatric Nurse for several years, and in various women's health care settings. She subsequently received a Master's Degree in Parent-Child Nursing from the University of Michigan. Upon completion of this degree in the early 1980's, she and her husband moved to Canada where she began teaching at UWO in the School of Nursing, thinking they would like to live in Canada 'for a year or two'. Several years and several children later, she returned to school for doctoral studies, receiving her PhD in Nursing from Wayne State University in 1996. Her combined interest in anthropology and nursing have influenced her work related to health and culture, and have been central themes in her research on violence in the lives of children. Her doctoral dissertation was a critical narrative study of two groups who had been exposed to violence in different contexts, children of war who had experienced war-related trauma and uprooting, and children of battered women who were witnesses to violence in their homes.

Helene is past Chairperson of the Alliance of Canadian Research Centres on Violence, a national network of community and academic researchers committed to feminist participatory research approaches. She has served on numerous local, national and provincial boards, was a member of the Task Force on Screening for the Health Effects of Woman Abuse, chaired by Marion Boyd, and more recently, served as an expert panel member for the development of the Registered Nurses' Association of Ontario's Best Practice Guidelines, *Screening for Woman Abuse: Early Identification and Initial Response.*

During the past four years, she has been the Principal Investigator on a national study examining how girls and young women are socialized to expect violence, its effects on their health, and implications for policy makers and programmers, funded by Status of Women Canada. She is currently PI on a newer study that is examining intersecting sites of violence in girls' lives with particular attention to gender, race, culture, class, sexual orientation, and ability. Other current research projects include a pilot study funded by CIHR called *Uprooting, displacement, and health in the lives of girls*, focused on homeless girls, Aboriginal girls, and newcomer girls in Ontario, and another study related to intimate partner violence within the Tamil community in Toronto. As well, she is co-investigator on a SSHRC-funded study related to homelessness and diversity among psychiatric survivors.

Helene presents her work nationally and internationally, has numerous publications and is co-editor, with Y. Jiwani, of *In the Best Interests of the Girl Child*. The theoretical and methodological perspectives she uses are informed by critical and feminist theory, participatory approaches, and narrative analysis. She has been affiliated with the Centre for Research on Violence since 1995 and assumes her new position as Scotiabank Chair with a sense of enthusiasm and gratitude for this exciting opportunity.

Becoming a Researcher for Social Change

Sara Torres of the Canadian Research Institute for the Advancement of Women has compressed much of the vision and practical information of the Institute's publication, *PARTICIPATORY ACTION RESEARCH: A guide to becoming a researcher for social change*, into a day long workshop. CRVAWC invited Sara to work with community-based and academic researchers on March 29, 2005. The unhurried pace of the workshop opened valuable space for discussions about principles and approaches for doing research and for exploration of research ideas.

Below are excerpts from CRIAW's guide. The resource can be ordered from their website at www.criaw-icef.ca.

What is research?

- A systematic way to gather information.
- A way of documenting what is happening.
- Giving voice to experience.
- Asking questions.
- Proving to decision-makers that gaps exist in services, and the advantages of addressing those gaps.
- Finding out what the community needs and wants, working out solutions that people will support.
- Research can do many things: educate, train, bridge and lead to action.
- A tedious process!

Who gets to do research?

- People who are funded to do it, who are established, have an institutional affiliation
- "Rich white men."
- University professors, students
- Government policy people
- Community organizations (NGOs)
- Everyone does research, but it's not always called research
- Whoever gets to do research drive the definition of what research is, and how it's used

How is research used?

- To maintain the status quo. Can be used to justify oppression, or justify proposed government policies that are based on ideology rather than fact (e.g. the policy comes first, the research comes after and the conclusions are predetermined.) Some research has been conducted and used to perpetuate racism and sexism.
- To challenge the status quo and document truths
- To increase awareness and understanding
- To identify problem and come up with solutions
- To validate or give voice to life experience, and let people in similar circumstances know they are not alone

Research is about some simple questions:

- What do you want to know?
- Who can tell you what you want to know?
- How will you find out?

What you need:

- A goal – something you want to find out
- An open mind
- Some resources – people and money
- A lot of patience

Fourth R Update

Claire Crooks, Ph.D., C.Psych.

The *Fourth R* project has had a busy year and has several updates to report.

We have launched our national dissemination project of the *Fourth R*. This project has been partially funded by a $1.0 million donation from the Royal LePage Shelter Foundation. We have formed a National Advisory Board consisting of Dr. Helene Berman (Scotiabank Chair for Research on Violence Against Women and Children, CRVAWC), Ms. Claudette Dumont-Smith (Aboriginal Health Consultant), Mr. Gerry Treble (Ontario Ministry of Education), Dr. Sandra Byers (University of New Brunswick) and Ms. Shahnaz Rahman (BC/Yukon Society of Transition Homes). In October, we held a two-day meeting for the National Advisory Board and potential partners from the other Alliance Research Centres. In May we sent a team to train 40 educators and community partners in Saskatoon, where the program is being launched in five schools this fall. A smaller scale pilot will also begin in B.C. this fall. It is estimated that during the 2005-2006 school year over 5000 students will participate in the *Fourth R* in the Thames Valley District School board, over 500 in Saskatoon, and between 80-100 in the Vancouver region. Plans to expand provincially are also underway.

The *Fourth R* project has a new home at the CAMH Centre for Prevention Science. Dr. David Wolfe is the Director of this new centre, Dr. Claire Crooks is the Associate Director and Ms. Deborah Chiodo is Centre Manager. The *Fourth R* and affiliated projects will continue to be based on partnerships between the CAMH Centre for Prevention Science and the Centre for Research on Violence Against Women and Children. We have collected all of our pre- and post-intervention data from approximately 1700 Grade 9 students in Thames Valley District School Board, as well as parents, teachers, and principals. Half of these students are at schools that have implemented the comprehensive *Fourth R* program and the other half are at schools that are not using it. Our preliminary analyses show very positive results and will be posted to our website at www.thefourthr.ca before the end of the summer. These students will be surveyed again at the end of grade 11 to look at longer-term effects.

We have begun to work with educators and students from Aboriginal communities to adapt *Fourth R* materials to be culturally relevant to Aboriginal youth. This past spring, 23 First Nations students from three high schools, native counselors from these schools and project facilitators took part in a project named *Uniting Our Nations*. Over a four-week period the students developed numerous role play scenarios depicting typical conflicts and healthy ways to resolve these conflicts. The final day of the project resulted in the creation of a video of these strategies, which will be used to assist youth and educators. Terrific facilitation for this project was provided by Mr. Darren Thomas (Six Nations Reserve, Brantford) and Ms. Toni Wilson (Thames Valley District School Board). Phase II of the project is currently underway.

Adaptation of the *Fourth R* for use in Strict Discipline schools (attended by students who have been fully expelled) was piloted this spring. Educators and students in the Durham region took part in the project and an adapted version of the program is continuing to be developed.

More details about these updates are available on our website: www.thefourthr.ca.

The mailing address is:

CAMH Centre for Prevention Science
100 Collip Circle, Suite 100
UWO Research and Development Park
London, ON N6G 4X8
519-858-5144

Feminist Perspectives will be an on going feature in the CRVAWC Newsletter. For our inaugural column, Dr. Gloria Mulcahy has been asked to reflect on what working from a feminist perspective has meant to her.

What does working from a feminist perspective mean to me?

Original People are . . . *the past masters of trickster stories and, in that aesthetic sense, always prepared to outwit missionaries, social scientists and manifest manners . . . Vizenor, 1998, p.ix)*. I am of the mind that working from a feminist perspective resonates with Vizenor's comment. To survive as a feminist one has to be a "trickster" of sorts who outwits the proponents of the dominant discourse and challenges conventional thought.

Being of Aboriginal heritage and working from a feminist perspective is a pathway offering intense experiences of being caught between complexly layered world views and fault lines created by uprooting and dislocations fostered by historical and political circumstances—the Indian Act, colonialism, genocide, residential school abuses, racism, poverty and homelessness. . Western rationalist thinking is individualistic by tradition and seeks to control nature whereas *Godi'nigoha* or the women's mind functions as a unified collective—women sharing a mind with the earth and living in harmony and balance with all the creatures and plants. Working from a feminist perspective and being Aboriginal is a space where ironies, erasures, and interlocking systems of oppression are juxtaposed to complimentary experiences and understandings. Ironically, *Haudenosaunee* women are recognized as offering a revolutionary vision to early feminists including Elizabeth Cady Stanton, Lucretia Mott, and Matilda Joslyn Gage. They provided a model of freedom / democracy for women at a time when Euro American women were being denied this status.

Working from a feminist perspective requires a parallel pathway to the one being developed within the Aboriginal women's movement. This space can be understood as *Kanien'kehaka Kaswentha*—the principle depicted by the Two-Row Wampum. It embodies a notion of power within the "*context of respect for autonomy and distinctive nature*." The metaphor for this relationship is conveyed visually on a wampum belt of two parallel purple lines (representing power) on a background of white beads (representing peace).

Basic to any feminist work is recognizing the needs of women from within a global human rights framework. It involves advocacy that ensures an international orientation embracing and interpreting at both local and national levels—securing equality and social justice for all women. Adopting a holistic perspective is critical to understanding the plethora of interlocking systems of oppression involving race and space as a site of conflict for the feminist community. In addition, values, beliefs and attitudes are developed through academic training creating the myth of "scientific objectivity." In these sites of power, academics and researchers are rewarded for becoming "non-disclosing observers" offering powerful validation of main stream approaches contrary to feminist theory and Indigenous ways of knowing. For example, the Aboriginal tradition of saying who you are and where you come from offers insight into how we enter dialogue as opposed to assuming a hypothetical position of "scientific neutrality" reified as "objectivity".

Aboriginal knowledge offers feminist perspectives a more inclusive conceptual framework (story) that includes all the cycles of life and our duty to live in balance and harmony with others and *all living things (Onkwehshón:'a)*. A theory of cultural relations that leaves out our context, the world around us including the sky, the constellations, the earth, rivers, oceans, the plants, the animals, our grandfathers the stones and so forth is not only short sighted but dangerous to the survival of earth as we know it.

Gloria Alvernaz Mulcahy, PhD., C Psych.
Chairperson, At^lohsa Native Family Healing Services,
Academic Research Associate, CRVAWC
The University of Western Ontario

Scotiabank Student Internship Recipient

Through the generous support of the Scotiabank, the Centre for Research on Violence Against Women and Children is able to offer one student internship annually, to an eligible full-time undergraduate or graduate student at the University of Western Ontario. This student will work in collaboration with an anti-violence organization on a project that has been designed by the organization. Oona Ross is a graduate student in the Faculty of Education and was the recipient of the 2004-2005 Award.The following summarizes her research project for the year.

Forgotten Victims: Helping Teachers Help Children

Oona Ross

Project Review

Children and adolescents continue to be at risk for sexual, emotional, and physical abuse. The effects of childhood abuse are widespread and have long term implications for future mental health, academic achievement, self esteem, physical and emotional well-being, and future relationship dynamics.

Teachers are in a unique position in that they are interacting with these youth on a daily basis and witness their ongoing behaviour and emotions. Unfortunately as many as 30% of suspected cases of abuse are not reported by teachers (Kenny, 2001). A further literature search revealed some of the potential reasons for failure to report, including: fear of making an incorrect report, fear of retaliation from the accused abuser, lack of support from administration, insufficient knowledge about the potential signs and symptoms of abuse, personal beliefs and biases, and a lack of knowledge pertaining to mandated reporting.

It follows, then, that education may play a key role in supporting teacher awareness and knowledge. Such educational opportunities may not, however, be available. A recent overview indicated that neither abuse, neglect nor mandated reporting is specifically mentioned in any core teacher education course outlines at the University of Western Ontario. In fact an examination of mandatory teacher education courses at several Ontario universities revealed that none specifically mentioned abuse or neglect.

Recent studies indicate that teachers are feeling the need for more education on the subject of abuse. Many teachers voice the desire to help but are deterred by their lack of knowledge. They also report low levels of efficacy in identifying potential signs of abuse. There are two opportunities for educating teachers on the potential symptoms of abuse: at the professional level for current teachers and at the student teacher level. At the teacher education level, child abuse and neglect information should be included in education curriculums, either as a topic in core courses or as a workshop.

There are several useful documents that are aimed at educating teachers to the signs of abuse and how to report it. They include "Children Exposed to Domestic Violence: A Teacher's Handbook to Increase Understanding and Improve Community Responses" which available through the Centre for Children & Families in the Justice System. This can be found at http://www.lfcc.on.ca/CCFJS_trainingmaterial.html.

The London District Catholic School Board's Youth Leadership in Safe Schools Implementation

Violence prevention has the overall purpose of empowering school communities to create safer and caring learning environments by introducing and implementing prevention and intervention strategies. The vision of Catholic education is the foundation and context from which violence prevention is developed and implemented. Faith development through the acquisition of knowledge, attitudes, behaviours, and skills demonstrate to students the enduring essentials of living in relationships and striving toward the common good.

A holistic and systemic approach is critical and supports the involvement of the entire school community. The school community works together to form positive relationships with all children, nurtures a sense of belonging and inclusiveness, and addresses the academic, spiritual, and social-emotional needs of members of the school community.

The development of a formalized process for secondary youth to participate in safe schools implementation began after youth from area high schools participated in a youth conference as part of an international conference organized by the Centre for Children and Families in the Justice System of the London Family Court Clinic (June 2001).

In an attempt to assist youth from our Catholic schools in their efforts to introduce school-based initiatives, two focus groups were organized (September 2001 and April 2002). Structured opportunities were provided for youth to identify and share safety concerns, learn from one another and devise an action plan for future youth-driven school initiatives. The action plan included the establishment of a youth advisory subcommittee of the Safe Schools Advisory Committee of the London District Catholic School Board. The Safe Schools Advisory Committee approved the establishment of this subcommittee and its mandate.

The initiative funded by the Centre for Research on Violence Against Women and Child through the Scotia Bank Community Research Grants Program, constitutes Phase I of the project and is school-based participatory action research.

The objectives of the overall project are as follows:

- Solicit input from secondary students on identifying and responding to interpersonal violence and school safety concerns;
- Provide opportunities for students to develop leadership skills, heighten their awareness of violence against women and children, and promote peer facilitation skills;
- Develop a model for the inclusion of student involvement in safe schools policy.

The process would involve:

- Pre and post assessment of students' attitudes, understanding and active engagement in responding to youth – related interpersonal violence;
- Establish a youth advisory committee of the Safe Schools Advisory Committee – London District Catholic School Board;
- Facilitate the introduction of school-based violence prevention initiatives that respond to the needs of respective school communities;
- Evaluate the effectiveness of students' involvement in committee and school-based initiatives.

Phase I of the project consisted of the implementation of a youth leadership conference and post-conference initiatives. The conference, **P.E.A.C.E Movement**

*(**P**romoting **E**quality, **A**cceptance & **C**ompassion **E**verywhere)* allowed for a system-wide process for introducing the involvement of secondary students in assuming leadership roles in safe schools implementation.

Conference evaluations clearly reflected students' strong desire and willingness to assume active leadership roles in identifying and addressing issues related to interpersonal violence and general safety in schools. This commitment and motivation to take responsibility and action have been clearly demonstrated through their participation in post conference activities. Students have assumed leadership roles for committee functioning. These responsibilities have included chairing meetings, making announcements, recording minutes of meetings, and other vital committee roles and tasks. Statistics from one secondary school show that the P.E.A.C.E. team organized ten post conference meetings to implement directives.

As a result of their participation in the leadership conference and post-conference activities in their respective schools, students are more aware of:

- the nature and scope of the leadership roles in safe schools implementation;
- how they can be empowered to make a difference through collaborative efforts with other groups in their school community;
- the challenges associated with gaining an understanding of interpersonal violence and safety concerns in schools,
- the importance of systemic responses to safe schools implementation.

The analysis of conference evaluation forms indicates that a large majority of the student leaders found that the conference helped them understand youth empowerment to make school safer (91%) and that they began to identify ways to work together with team members as a result of the conference activities and topics (87%).

The student survey was intended to provide self-reported perceptions on topics of violence at school, school connectedness, and the effect of faith on personal attitudes towards others and towards acts of violence. Although these student leaders reported that their faith plays a role in guiding their interpersonal relationships, and that they feel connected to their schools, many of them experience violence themselves and even more witness violence amongst their peers while at school. Some of the violence that these student leaders and their peers experience at school is physical but more appears to be non-physical such as sexual and verbal harassment, social exclusion, rumours, and threats.

The prevalence of non-physical violence is of concern since these forms of violence are more difficult to detect by school staff, students, and parents. In addition, non-physical forms of violence may be chronic in nature and may have lasting emotional/psychological effects that are comparable or more significant than incidents of physical violence.

Students reported violent incidents to parents, friends or school staff; however, not enough information was gathered in the survey to make any conclusions about the nature of this reporting. It is encouraging that although they may not experience firsthand what their peers face, student leaders are aware of and do interact with others who experience the violence. Their understanding of the culture of violence in their school communities could potentially be beneficial when trying to reach more marginalized youth through interactions and planned school-based initiatives.

Generalizations about the data gathered can not be made since the student leaders are not representative of the Catholic secondary student population. Conclusions drawn from these data could be generalized to other student leaders in Catholic schools, but not to secondary school students in general.

Spotlight on Our Associates

Mandy Bonisteel has worked as an anti-violence advocate, consultant and therapist for over 20 years. She has worked with both survivors and perpetrators of violence. Her international work includes: trauma support and community development training with women in Kosovo; NGO capacity building and Family Medicine Nursing curriculum development in Bosnia and Herzegovina; training and curriculum recommendations for nurses and social workers in Namibia involved in anti-violence work; consultancy regarding governmental reform (CEDAW) implementation in Azerbaijan and; participatory gender research presentation at the Association for Women in Development in Mexico. This paper *"Measuring Empowerment - The Application of an Empowerment Model to Nursing Development in Bosnia and Herzegovina"* is available on: http://www.gbrownc.on.ca/nursing/empowerment.pdf

In Ontario, she authored the Ontario CAS/VAW Collaborative Curriculum for workers supporting children who have witnessed women abuse, developed the Respect-At-Work training materials for CRVAWC and delivers curriculum design training to educators. Mandy coordinates the Assaulted Women's and Children's Counsellor/Advocate Program at George Brown College, a unique combination of feminist counselling and social justice courses that combine the skills of support and activism needed to advocate for women, their children, and their communities. Mandy teaches on-line as well as in the classroom and has considerable experience working in diverse environments as well as with diverse learning communities with varying needs. Mandy is a recipient of the Ontario Medal of Citizenship.

Research Associates

The vision behind creating this designation is to create a virtual community of researchers, both community-based and academic in order to share relevant work, with each other and with the world at large.

These research associate positions provide an official affiliation to the Centre for Research on Violence Against Women and Children, and to the University of Western Ontario. These positions formalize the relationship between those who contribute to anti-violence research and prevention efforts, and the Centre. They also recognize the many contributions to the work of the Centre made by diverse community members and academic researchers.

For more information on the Research Associates refer to the CRVAWC website.

Community Research Associates

Ms. Cathy Hird
Dr. Mohammed Baobaid
Ms. Mandy Bonisteel
Ms. Janet Izumi
Ms. Catherine Burr
Ms. Elaine Vitali
Mr. Larry Marshall
Ms. Anna-Lee Straatman
Mr. Tim Kelly
Ms. Jacquie Carr
Ms. Nora Shanahan

Academic Research Associates

Dr. Alan Leschied
Dr. David Wolfe
Dr. Claire Crooks
Dr. Sandy Welsh
Dr. Myrna Dawson
Dr. Yasmin Jiwani
Dr. Lori Haskell
Dr. Paul Tremblay
Dr. Roma Harris
Dr. Gail Hutchinson
Dr. Anne Cummings
Dr. Beverly Leipert
Dr. Gloria Mulcahy
Dr. Sue Rodger

Intersecting Sites of Violence in the Lives of Girls – Montreal Conference

Researchers and girls from the Alliance of Canadian Research Centres on Violence met in Montreal on May 25-27, 2005 to discuss girls perceptions of violence as well as future research plans for the project. It was a great time for all to meet, share ideas and plan for the future. Intersecting Sites of Violence in the Lives of Girls is funded by Status of Women Canada.

Alliance of Canadian Research Centres

The London Centre has collaborated with research centres across Canada to develop nation wide community-academic partnerships and networks. Together these Centres constitute the Alliance of Canadian Research Centres on Violence. They are leaders in a worldwide network of researchers and service providers, sharing knowledge through community networks, academic forums and new technologies.

The Centre for Research on Violence Against Women and Children
University of Western Ontario
London, Ontario
http://www.CRVAWC.ca

Le Centre de Recherche Interdisciplinaire sur la Violence Familiale et la Violence Faite aux Femmes (CRI-VIFF)
Universite de Montreal,
Montreal , Quebec
http://www.ulaval.ca/vrr/bd/regroupement/fiche/136.html

The Freda Centre for Research on Violence Against Women and Children
Simon Fraser University
Vacouver, British Columbia
http://www.harbour.sfu.ca/freda

RESOLVE: Research and Education for Solutions to Violence and Abuse
University of Manitoba
Winnipeg, Manitoba
http://www.umanitoba.ca/resolve

Muriel McQueen Fergusson Centre for Family Violence Research
University of New Brunswick
Fredericton, New Brunswick
http://www.unbf.ca/arts/CFVR

Alliance
of canadian research centres on violence
des centres de recherche canadiens su

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Jacqueline Stein

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