Walking the Prevention Circle: Bearing Witness to an Indigenous Process for Knowledge Sharing

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Greeting
Walking the Prevention Circle

- Train the Trainer
- Community Driven
- Facilitators may or may not be from community
Questions

Overarching Question:

What elements and processes in WTPC promote IKT for building community capacity to prevent violence and abuse and promote mental health in Indigenous contexts?

Four Sub-Questions:

1. Knowledge Types
2. Knowledge Sharing
3. Knowledge Tailoring
4. Barriers and Solutions
Methods

• Study Conduct
• Participants
• Meaning Making
  • Inductive Thematic Analysis
• Sharing of Findings
Ethical Considerations

- Research Ethics & Additional Ethical Considerations
- Cultural Safety
  - Partnerships
  - Validity
- Consent and Confidentiality
Results - Knowledge Types

- Local and traditional knowledge
- Lived knowledge
- Collective knowledge
- WTPC curriculum content
  - Universal information: definitions, theoretical frameworks
  - Tailored information: historical timeline
- Action-based knowledge
- Key aspects of the content:
  - Content and materials reflect the community
## Results - Knowledge Sharing

<table>
<thead>
<tr>
<th>Who facilitates</th>
<th>Who they are</th>
<th>Indigenous</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Skills and actions</td>
<td>Humble Validating</td>
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<thead>
<tr>
<th>How information is presented</th>
<th>Attuned to</th>
<th>Experiential</th>
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<tbody>
<tr>
<td></td>
<td>Indigenous ways of learning</td>
<td>Visual Examples</td>
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<thead>
<tr>
<th>How the process unfolds</th>
<th>Intentionality</th>
<th>Planning</th>
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<tbody>
<tr>
<td></td>
<td>Safety Trust</td>
<td>Relationship Building</td>
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|                         | Trust         | Community ownership |
|                         |               | ownership           |
Results - Knowledge Tailoring

• Tension between fidelity and responsiveness

• Tailoring knowledge based on unique context
  • Cultural
  • Social and Historical
  • Participant needs

• Intentionally *not* tailoring content
  • Information that is universal
  • Information to create connection between communities
Results - Barriers and Solutions

- Opportunity
  - Historical legacy around destroying and discrediting Indigenous knowledge
  - Lack of safety around education

- Capacity
  - Government lacks understanding of community needs
  - Human resources
  - Logistical challenges (space, transportation)

- Communication
  - Coordinated national-level communication
Discussion

- Historical Context
  - Intentional invalidation and destruction of Indigenous knowledge and culture
  - Education (sharing knowledge) became fused with violence
  - Isolation: physically, socially, culturally, psychologically, emotionally, spiritually
  - Result is silence - the lack of knowledge sharing

- Countering Layers of Harm with Layers of Safety
Layers of Safety: Knowledge Types

- Validating and Valuing
  - Traditional and Local knowledge
  - Lived Knowledge
  - Collective Knowledge

- Weaving the Basket
  - The Power of a Name
  - Frameworks to Organize, Contextualize, and Transform
  - Alternative understanding before alternative action
## Layers of Safety: How Knowledge is Shared

**Facilitator Characteristics**
- Self-Awareness and Humility
- Attunement and Responsiveness

**Facilitator Actions**
- Humble Relational Stance
- Recognize, validate community experiences, knowledge, strengths
- Promote connection
- Focus on future generations
- Engage in and promote self-care
- How knowledge is presented

**How WTPC is implemented**
- Intention for responsiveness
- Intention for safety
- Connectedness to content
Layers of Safety: Tailoring Knowledge and Its Presentation

- Negotiating the tension
- Tailoring
  - To promote connection
  - As an act of responsiveness
- *Not* Tailoring
  - To promote connection
  - As an expression of humility
Legacies of Harm as Barriers - Layers of Safety as Solutions

- Silence and Shame
- Isolation and Disconnection
  - Resources (Time, Talent, Treasure)
  - Small communities
  - Lacks understanding (government, non-Indigenous people)
- Connection across space and time
Implications

- Promotes ethical knowledge sharing within the social and political context.

- Create safe environments for knowledge sharing.

- Humble relational stance - validate, recognize, attune and respond
  - Creates a paradigm shift - contrasts the stance taken by colonizers
  - Creating safe space for the emergence, remembering, exchange and co-creation of knowledge.

- Facilitating connections and organization of understandings to make new meaning.

- Transforming understanding before action.
Conclusion

Locating ourselves

It is important to recognize and respond to the context of the knowledge sharing process as a critical component of the knowledge sharing process itself.
Thank you

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