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

Who facilitates	Who they are Skills and actions	Indigenous Humble Validating Self-care Attuned Responsive
How information is presented	Attuned to Indigenous ways of learning	Experiential Visual Examples Stories
How the process unfolds	Intentionality Safety Trust	Planning Relationship Building Community 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.