

Thursday, February 13, 2025

**Indigenous Evaluation Network**

Report on **Lunch n Learn 2024**

The 2024 Ingenious Evaluation Network Lunch n Learn Sessions were three-fold: servicing beginners, advanced who know the population they service, and advanced working in evaluation with an unknown population.

The following expression of outcomes is the exact quotes from our Lunch n Learn delegates, which were later categorized by themes created by Andrea L K Johnston. Andrea next shared the draft version of this report widely with all Lunch n Learn participants. Participants responded to this request, reviewed the draft report, and provided comments, edits, and or feedback. The draft report was shared in Google Space, allowing everyone to access the document at once and allowing each person to view all the edits and content.

Some of the outcome bulleted explanations/examples are in bold because Andrea decided they were significant results and wanted to highlight them as examples to help better understand the collated tables' Outcome Themes. Lunch n Learn participants during the edit phase described above, also bolded some of the quotes. The collated table below lists the themes and counts the occurrences (the number of bullets under each theme).

<b>Outcome Theme</b>	<b>Number of Participants</b>
A belief in a larger purpose and feeling supported by a network of evaluators	15
Commitment and Intention to Make Institutional Changes	13
Learning new information	13
Adding new tools to one's toolbox	12
Positive Impact on Encouraging Thinking and Re-Thinking	9
Positive Impact on Advancing Professional Skills	9

## **Summary of Indigenous Evaluation Network Outcomes**

### **A belief in a larger purpose and feeling supported from a network of evaluators**

- 1. I like that possible action pathways are being charted on how to improve capacity in Indigenous evaluation and having more Indigenous Evaluators in the field and mentorships.**
- 2. The importance of mentorship: up to now, we've talked a lot about getting new evaluators into the profession, and basic retention. In November, we started to talk about using mentorship to get new Indigenous evaluators from emerging to expert. In speaking about globalization and international networks, I think we might want to look outside of localized mentorship to help best support newer Indigenous evaluators, particularly given the relatively small number of Indigenous evaluators.**
- 3. There is an opportunity to leverage existing resources and connect Indigenous evaluators to them. This could take the form of a workshop posting board on the IEN's website, where other organizations could post webinars or workshops that they are hosting that could be of interest to Indigenous evaluators.**
- 4. I was also happy to hear about the partnership that has emerged between IEN and CES-NCC. The Chapter is very connected in the community, and should be able to help reach potential mentors/hosts, and bring information about events that could be of interest to IEN members.**
- 5. I felt that this last meeting was quite positive and uplifting. We discussed the possibilities of future learning sessions and collaborations.**
6. There was value in the group discussions and learning from one another
7. I took away hope from this experience, witnessing a growing momentum of allies who are trying to do better with respect to decolonizing our work
8. I really appreciate having the opportunity to share and learn about other people's experiences and ways of overcoming barriers encountered.
9. Hearing from others about how they use technology in their work, the pros, and cons and what the future might lay.
10. My knowledge was enriched from hearing these different perspectives which will surely reflect in my evaluation work.

11. I am very new to Indigenous Evaluation, but I believe it will greatly benefit my work at Confederation College. I look forward to building good relationships with you and the network.
12. We are fairly early in our journey of learning how to respectfully engage with FN and Metis people in this engagement work. We are building relationships with the Health Directors of some of the Nations in Alberta. We have collaborated with two listening circles with groups of community members on the topic of Palliative/end-of-life care. We have learned a lot and made our fair share of mistakes along the way.
13. I benefited from the first session by hearing the reflections from others, especially with the case study we reviewed.
14. I appreciated being able to ask my gifting question. I reflected on my question and the generous answers provided me.
15. Alone, it is very difficult to find Indigenous-specific information.

### **Intention to Make Institutional Changes**

1. **As an Executive Director of a non-Indigenous organization serving Indigenous Peoples with health-related programs, services and preventative education, learning about Indigenous ways of knowing, including evaluation framework, holds our organization accountable to treaty. Working together to learn Indigenous teachings around evaluation and unlearning the default to supersede Indigenous ways with colonial practices is vital to honouring and living reconciliation. Any non-Indigenous organization or person working on behalf of the Indigenous community needs to participate in these trainings. I'm grateful for the welcome I've received to do things in a good way.**
2. **And the last one would be I've been thinking about characteristics/ structures of working in healthcare, and how things like hierarchy and rigidity might be experienced by Indigenous and non-Indigenous folks (and working towards finding ways to make small differences where I can).**
3. **The lunch and learn has allowed me to provide more specific examples and wider-visioned knowledge on Indigenous Evaluation practice, to the point that these sessions have directly informed our institution's development of an Indigenous Evaluation Policy framework.**
4. I want to change how long it takes Indigenous evaluators to be recognized as seniors (now it takes 10 year of evaluation experience to receive this designation).

5. I have done evaluation for many years, in applied health care settings and as a consultant. In my current role, I provide leadership to an evaluation team (and some others) but don't actively evaluate myself. So, I attend these sessions mostly to listen and learn and to consider how we can broaden our perspectives and apply Indigenous ways of seeing, being, and doing to our work.
6. In the last session, I found the conversation about hiring Indigenous candidates helpful in thinking through how to advocate for them as part of a hiring panel. Particularly helpful were the questions, "What do you really need to be successful?" and "What can be learned in the first six months?"
7. I also found the 30,000/10,000 feet viewpoint helpful in explaining to my supervisor how we could develop an evaluation plan that provides the required data but also includes space for stories and qualitative data.
8. The importance of accelerating career trajectory for Indigenous evaluators given shorter life expectancies.
9. I forwarded the 'Building a Strong Fire' resource to colleagues working in a Research Institute. As we progress through the series, I look forward to reassessing my own evaluation processes and practices.
10. The scope of evaluation practice is so wide that I tend to think of it only as it relates to my own organization or our partnerships; hearing about others' national and global perspectives or engagements was a good reminder not to limit my thinking about its relevance to others.
11. We need to do a better job of supporting and mentoring Indigenous evaluators, by providing Indigenous-specific education in evaluation and creating opportunities for growth and movement into senior leadership positions.
12. I really appreciated the handout on the Indigenous Evaluation Methodology. I saw in those 'steps' many things we did well (or at least considered!!) and some steps where I noticed that we stumbled.
13. We need to put more time into relationship building – steps: 1) planning and ethical space, 2) develop strong relationships, 3) unpack assumptions, 4) assess the language, 5) identify Indigenous indicators, 6) define the process, 7) design intervention tools, and 8) continue the dialogue.

## ADDING NEW TOOLS TO ONE'S TOOLBOX

1. We talked about different opportunities presented by tech, and different challenges/limitations that can arise from using tech. We should think about using tech-based approaches as one option in our toolbox, but with the barriers and advantages in mind.
2. Personally, I'm excited to dive into the storyboarding tool presented by Andrea to see how it can be applied in my practice!
3. The main message was the importance of job seekers being able to see themselves in job ads, whether through the way the jobs are marketed or the language in the ad itself.
4. It was wonderful to hear different perspectives and experiences about respectful engagement, and how technology can both help and hurt.
5. The eight steps for indigenous evaluation were articulated clearly and succinctly, which was really helpful!
6. The concept of using a "photo voice" method to reflect on community experiences is perhaps not exactly as described in the meeting, but we can consider integrating this method into an ongoing evaluation. Knowing that key outcomes from a community perspective likely differ from what may appear in the program's logic model (key outcomes for government), can we ask communities that participate to share and discuss two to three photos that exemplify their view of how the projects supported add value?
7. Firstly, I understood the need to ensure Indigenous Evaluators rise through the ranks quickly, factoring in their life expectancy which is about 10 years less than the average among their western counterparts.
8. I also found the tobacco offering protocol educative as well as the nuances around word use- holistic vs wholistic.
9. The resources you're giving us, I feel, are helping to set us up to continue our evaluation learning in a good way without causing harm, which is critical.
- 10. We need to go slowly, at the pace of the relationships we are building.**
- 11. We need to be in the moment and open to any and all life happenings and course corrections. Like the river in the resource you shared with us, it's very bendy because it needs to be, but it does go where it needs to.**
- 12. Evaluation needs to fit the community and not the community fit the evaluation!**

## Learning new information

1. I also didn't know about the tobacco offering. We really have to know what question we're asking when giving a tobacco offering because the elder takes the question exactly. So, it's important to be careful with words.
2. It's always exciting being in on something new, and so I appreciated that aspect as well.
3. The other main theme was that it is key to outline what to expect from Indigenous evaluation, including the need to allocate more time, the need for the program and evaluator to work as a team, and the importance of the evaluator being in the moment.
4. The equal importance of retention and the need for provisions that encourage retention (i.e., different types of leave available) also came out.
5. "Evaluation needs to fit the community; the community does not need to fit the evaluation".
6. While our evaluation may report at 30,000 ft, need to also consider evaluation at the 10,000 ft level to address community interest and speak to their understanding.
7. I also like the emphasis on evaluating the needs of the community rather than the other way around. Starting with the community in an evaluation is a proven way to achieve success.
8. Last Wednesday's session was quite enlightening especially around the area of who is an Elder.
9. We also dived into bias and how to be conscious of it in our use of technology.
10. I loved your statement that "the evaluation needs to fit the community" rather than the community fitting the evaluation.
11. As you went through the 8 Indigenous evaluation steps, I was surprised at some of the key differences you pointed out between the English language and Indigenous language (ex., English language being composed of 1/3 verbs, Indigenous language is 2/3 verbs).
12. Evaluation was founded from a Western thinking.
13. I also benefitted from the links shared. I didn't know organizations like the IOCE existed, but now I do.

## **MAKING INFORMED BETTER CONDUCT & DECISIONS**

### **Positive Impact on Encouraging Thinking and Re-Thinking**

- 1. Someone compared evaluation to cilantro – either you love it or you hate it. I'll be thinking about this for a long time 😊**
- 2. The resources shared also helped me think about how we might advertise future job postings (when we have some) to attract Indigenous applicants.**
3. Secondly, my reflection for yesterday's session, is that I really value the intentionality that our conversations lead to for me. Specific to yesterday's conversation, I was thinking about the importance of having the choice for people to participate in focus groups and interviews in person or virtually, and I was talking about this with my husband. He commented that there isn't always the time to do both – and my response to him was that the whole point in building a framework for your evaluation, and building it WITH community, is that then these strategies and processes are built in, with intention, right from the beginning. So, for this example, we would build in time for choice right from the start, to ensure we can deliver.
4. My personal key take-aways from this session related to technology as a double-edged sword – it provides opportunities to do things differently but can also create barriers to doing things with care for the person or relationship as a priority.
5. I found the information to be very practical, and it has given me much to think about.
6. I also liked the reminder on how to approach evaluation with Indigenous communities: always start with the elders, respect culture, recognize that each community is different, and be patient with the process.
7. I had an epiphany: as a settler, I was assuming that gifts from my culture would be appreciated – when in reality, it is my culture that was 'imposed' on Canada's First Nation and Metis people as part of taking over. I'm so embarrassed. I "know" the facts, but I have not integrated that knowing into other areas of my curiosity.
8. A lot of initiatives don't evaluate because they don't know how.
- 9. An idea I was grappling with was the emphasis we put on Western experience and academic work.**

### **Positive Impact on Advancing Professional Skills**

- 1. They are validating, in that it is clear that we are all invested and passionate learners. We are humans doing our best to do right by the humans who are placing their trust us, and it's messy and we will make mistakes and we will learn some more.**

2. For me, having these conversations means taking actions that I just felt were right in my gut and validating them as good practice. Yes, in fact, they are the things that I should be doing as an evaluator who is trying to decolonize my evaluation methods.
3. To me, this is a reminder and encouragement to continue treating each situation on a case-by-case basis.
4. The session we had enriched my knowledge in various ways.
5. In the course of my work, I am gaining more clarity on how to successfully lead an Indigenous evaluation.
6. Again, thank you for your generous reply: “a gift from the heart truly believing the receiver will find the gift useful” was helpful in coming to my insight. Gift giving is an opportunity for me to reflect on what is important to the person receiving the gift. Sage advice (pun intended!). Thank you.
7. Sheila Matano: Evaluates in African communities by prioritizing and making connections through relationship building.

#### **Took an interest in investigating and learning new tools and resources**

1. **I have also been trying to view data collection tools more as intervention tools (i.e., the act of measuring something should also contribute towards whatever good the program is trying to achieve etc.).**
2. **I also left with a better understanding and awareness of Indigenous Evaluation resources, and teams working in this space.**

#### **Requests:**

Please make the meetings earlier in the day.

Willig to volunteer as an institutional case study for IEN work

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We (the ECN) would love to re-engage you in the possibility of co-offering additional learning opportunities around Indigenous evaluation to our network members and students. We received a lot of feedback from the previous session that people are wanting to learn more! I was wondering whether you would be interested in this collaboration, and what that might look like?

Shelly Jun

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Project Coordinator | [evaluationcapacitynetwork.com](http://evaluationcapacitynetwork.com)

Community-University Partnership (CUP)

School of Public Health, University of Alberta

### **Compliments:**

- CHI meegwetch for hosting this virtual meeting.
- I appreciate your thoughtful approach to sharing knowledge and creating space for questions and discussion, which is also evident in your email below.
- Thank you for hosting the sessions. I'm grateful for the wonderful learning environment you've created.
- I appreciated being able to learn from you and your experience -thank you for being so generous in sharing your wisdom with us
- Thank you for these summary notes that I am reading with interest.
- I just wanted to say that I thoroughly enjoyed today's session, and I cannot wait for the next one.
- Thank you for hosting the sessions. I'm grateful for the wonderful learning environment you've created.
- Thank you again, Andrea. I hope our paths continue to cross. If you need anything, just reach out!
- First of all, thank you as always for sharing your wonderful resources! They are so appreciated!
- Thank you again for the engaging session and the notes that you have shared. Your notes resonate well with my key take-aways from the discussion.
- The evaluation tools you developed were great to see, and are some of the more concrete examples I've seen so far.
- Thanks again for a great workshop.
- Thank you for bringing this to life!
- I see you will be attending the CES National Capital Region Annual Learning Event. See you there (:! Thank you again for organizing today's meeting and for sharing these additional resources.

- Thanks so much for a great session!
- I am really appreciating the conversations we are having in our cohort.
- Thank you for leading this session
- Thank you so much for creating this opportunity. I'm truly appreciative of the amazing things I've learned so far! Have a nice day!
- Thank you for yesterday's session. I appreciated being able to ask my gifting question.
- Thanks so much for bringing the group together! I also heard you'll be in Ottawa for the Annual Learning Event, so I look forward to meeting you in person!

**Defacto Testament of Interest and Benefit of Sessions:**

1. I am writing from Finland and the meetings have taken place at 22 pm my time
2. I left for a vacation in St. Maarten, which is where I am emailing you from!
3. In as much as I joined the day's session late due to transit delays, it was insightful for me as always.

# Appendix A: Lunch and Learn Monthly Learnings

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## **Lunch n Learn Themes for the six sessions,**

Month 1: Capacity (hiring, training, mentoring, advancing)

Month 2: Culture (lip service, check box tactics, Elders)

Month 3: Skill Sets (rolls for evaluators, function in an evolving industry)

Month 4: Technology (understanding the benefits, risks and challenges)

Month 5: Globalization of Indigenous Evaluation (partners, capacity issues, moving forward)

Month 6: Expectations and Anticipated Impacts of the Indigenous Evaluation Network (a question for you to answer)

# IEN Lunch n Learn: Month 6 Expectations of IEN



Dec 22, 2024,  
5:30 PM

**Andrea L. K. Johnston** <[andrea@johnstonresearch.ca](mailto:andrea@johnstonresearch.ca)>

We convened as a team in the first week of December 2024.

Our recent sessions have once again fostered an inspiring and constructive dialogue centered on addressing the needs of Indigenous evaluation.

I respectfully request that you provide 2-3 sentences summarizing how our discussions during Month 5 have benefited you and your circumstances. You may submit your response via email by either composing a written message or attaching a photograph of your notes.

The collaborative atmosphere within our team encompassed the following elements:

- Sharing personal experiences
- Articulating ideas regarding next steps for the Indigenous Evaluation Network (IEN)
- Exchanging pertinent chat links (included below)

Key supportive conversations that occurred during our session included:

There is a need for more networking information about Indigenous evaluators, including their names, occupations, locations, and areas of expertise; this information would be valuable to include on the website.

- The importance of acknowledging the commendable work being done and highlighting Indigenous young evaluators.
- The necessity to build capacity within the federal government and to invite training opportunities for ISC evaluators.

Kelly Lewis has volunteered to serve as a liaison between ISC and IEN, among other responsibilities. Janelle Knoop has also agreed to volunteer to support the enhancement of Indigenous evaluation capacity within IEN. Additionally, Nanor Rita Hamamdjian has committed to providing support to the network for 5 hours per month.

The Lunch and Learn event was deemed highly successful, though certain modifications are warranted. Lunch and Learn sessions present diverse opportunities for both learning and networking. Proposed topics for the 2025 Lunch and Learns may encompass:

- A comparison of evaluations that were executed poorly versus those that were successful
- Showcasing examples of completed evaluations

- Inviting experts to discuss challenges encountered and strategies for overcoming them
- Hosting a special session on "Navigating Data Sovereignty and Ownership," allowing participants to benefit from shared experiences

In preparation for these special sessions, several considerations have been identified:

- The necessity of ensuring attendance.
- The provision of certificates to participants.

Aligning sessions with significant observances—June and September are potential options, including Truth and Reconciliation Day and Indigenous Peoples' Day.

- Generating momentum leading up to the Summit.
- The development of taglines, such as assisting organizations in applying TRC initiatives through evaluation.
- Supporting organizations in effecting change by providing actionable steps.
- Establishing a community of practice to share successful strategies and encourage supportive learning.
- Strategically increasing participation in meetings.

The IEN website should serve as a platform for initiating discussions and must sustain its relevance to the community.

Facilitating the advancement of mentees through their career trajectories may involve their placement within designated organizations where they can test the IEN Assessment Tool, enhancing their experience. IEN should seek SSHRC funding and additional financial resources as a critical approach for mentoring and training, aligned with goals and objectives related to mentee development.

Draft a document that delineates the distinctions between Indigenous and Western evaluation models and highlights the advantages of employing Indigenous evaluators.

Catherine Bloomfield, Executive Director of HIV Edmonton, has agreed to host one of the IEN mentees.

MITECS has been identified as an academic partnership that covers 75% of internship salaries.

IEN should prioritize the promotion of collaboration while maintaining connections to facilitate continuous learning and growth.

A dedicated section on the website is required to document ongoing work, connect it to training activities, and identify additional avenues for connection.

Regarding Data Sovereignty and the OCAP framework, NRCAN's Stephanie Kalt may reach out to her team to explore the possibility of their participation in the Lunch and Learn session.

Trauma-informed evaluation represents an essential topic that could expand the

visibility and impact of IEN.

It is advisable to engage allies who can contribute to the network, and IEN requires a separate listing for non-Indigenous individuals involved in the initiative.

Finally, it is imperative to share our tools and narrative, illustrating the origins and evolution of the IEN.

<https://indigenoinsights.podbean.com/>

[TC-MWU-4879.pdf](#) An Evaluation of Canada's Truth and Reconciliation Commission Through the Lens of Restorative Justice and the Theory of Recognition - in my quick search i found this thesis that someone did in 2011

<https://www.alberta.ca/ethnocultural-grant#:~:text=Alberta%E2%80%99s%20Ethnocultural%20Grant%20Program%20is%20intended%20to%20support,celebrate%20and%20build%20on%20their%20rich%20historical%20heritage.>

# IEN Lunch & Learn: Month 5: Globalization

Key supportive conversations shared during our session included:

The prevailing advice from our peers was to adopt a measured approach, emphasizing the importance of taking incremental steps within a staged process. Proposed activities include:

- Allocating a presentation slot for an international Indigenous evaluator to share insights from an international evaluation project.
- Reserving 1-2 slots for mentees of international Indigenous evaluators when implementing the Indigenous evaluator mentoring strategy. The Commonwealth Secretariat Youth Group serves as an appropriate starting point.
- Approaching 1-2 international Indigenous evaluators to serve as mentors.

Martha McGuire, Chair of the CED Mentorship Committee, extended an invitation for IEN to submit a request to foster a partnership that promotes the exchange of ideas. IEN can provide cultural competency support, while the CES committee can share its mentoring strategies.

It is recommended that we develop a strategy outlining our offerings for Phase 2, such as providing materials for constructive feedback.

The IOCE has solicited international communities to identify organizations that need evaluation frameworks. Selected organizations will receive support from Indigenous students who could also serve as IEN mentees.

Another critical piece of advice emphasizes the need for a co-creation approach in interactions with international Indigenous communities, ensuring that these relationships prioritize mutual benefits and ethical representation. The aim of co-creating an Indigenous evaluation methodology with these communities is envisioned as a long-term objective. It is essential to engage in consensus decision-making that accommodates diverse perspectives. It was agreed that there is much to learn from global contexts, while it remains vital to uphold the integrity of cultural practices.

Awareness of positionality statements is necessary to recognize that globalization can often equate to colonization. Nevertheless, it is important to comprehend the challenges faced by communities worldwide. Martha McGuire proposed that we connect with the IOCE to identify potential communities of practice in international settings once we are prepared to pursue these co-creation ventures.

Regarding the development of a mentoring strategy, it was advised that we identify the specific skills individuals can contribute to the evaluation and define these as strengths, particularly within the mentoring framework. It was also suggested that a Mentoring Working Group be established.

Our discussions also highlighted that Canada has made significant strides in Reconciliation compared to other countries. As members of CES, we are bound by specific standards that represent valuable skills and knowledge, which we have the potential to share internationally.

Additionally, it was recommended that IEN pursue a long-term initiative to create a community engagement and accountability strategy, ensuring that such efforts are respectful and appropriate.

Martha further invited Andrea to co-author a journal article, acknowledging the lengthy interval since an Indigenous article had been published; Andrea accepted this invitation.

EvalIndigenous, led by Larry Bremner, engages in multidisciplinary global outreach. It is advisable for IEN to meet with him to explore synergies and avoid redundancy in efforts.

Lastly, it was proposed that IEN adhere to the UNDRIP rights of Indigenous Peoples to advocate for change at the international level, reinforcing our role as an essential force within global societies, particularly within the political arena.

IEN should also seek insights from Elders regarding the implications of globalization in a non-profit colonial context. Resources and relevant web links (noted below) have been provided to facilitate connections with evaluators globally and enhance evaluation practices.

**This session was on:**

**Month 5: Globalization of Indigenous Evaluation** (partners, capacity issues, moving forward)

**Our next season is**

**The first week of December 2024**

**On**

**Month 6: Expectations and Anticipated Impacts of the Indigenous Evaluation Network (a question for you to answer)**

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Links included in our chat box from today:

Inclusive of

<https://fnigc.ca/ocap-training/>

Lynn Gehl -how Anishinaabe scientific knowledge is viewed, Indigenomics book by Hilton has a chart outlining ways of seeing, Linda Tuhiwai Smith... folks that I've used for explanations, Guswenta (two row wampum) & Etuapmunk (two eyed seeing) ... concepts that keep re-appearing and examples

<https://ioce.net/vopes/vope-directory/>

<https://www.betterevaluation.org/academic-programs-directory>

<https://evalpartners.community/peregrine>

<https://comm.eval.org/aeaiPETIG/evalindig>



# IEN Lunch n Learn: Month 4 Technology

## (understanding the benefits, risks and challenges)

The questions posed include:

1. Technology (understanding the benefits, risks and challenges)
  - Benefits
    - Technology was seen as a benefit in general, including using voice recordings of data collection sessions into transcriptions;
    - To employ a video to explain a tool's utilization and provide a tool without questions, rather than having blank boxes drawn on a tree branch, using past, present, transition and future to share one's experience.
    - Increases communication.
    - Access to the Internet provides a way to engage with communities regularly.
    - Using technology for data collection, such as MURAL -- a white board gets us away from structured surveys and allows for creating to capture data. In this model, the evaluator captures the themes and gives the participants support in sharing data -- this method captures alternative methods and provides data.
    - Embracing technology to capture youth into Snapchat- apps, cameras, and photovoice, and build these into our processes.
    - Need to look for ways to be complementary, such as having the choice for communities to choose online or in person.
    - I am using OTTER to tape and transcribe the audio on a phone or tablet and review the transcript for errors.
    - Microsoft Teams sends consent in advance, explains that the meeting is recorded, and says that they can have their name removed from transcripts and send it back to them at the outset of the meeting if they have forgotten to read it.
    - How can you control open data and use it ethically?
    - You can connect via virtual meetings all across Canada.
    - With MS Word, you can use Dictate and Transcribe.
  - Risks
    - Was the crisis of being an organization that lost data or was hacked.
    - Electronic data in a database could be miss-utilized and grouped into unrelative themes.
    - Lacks connection that you can have face-to-face.
    - Mis-interpreted data: not being a part of the culture and communication styles and the way we engage and talk --

geography and remoteness impact the way to operationalize a topic.

- AI utilization -- not ideal for report writing but may support data management. A lot of training is needed in Indigenous contexts.
- Participants may be fatigued or over-whelmed when learning new technology such as MURAL.
- Run the risk of declaring yourself as an expert when administering new technologies.
- Need an Indigenous cost-benefit analysis for doing online versus in-person.
- Risk the richness in an online environment.
- I am using OTTER to tape and transcribe the audio on a phone or tablet and review the transcript for errors.
- Microsoft Teams sends consent in advance, explains that the meeting is recorded, and says that they can have their name removed from transcripts and send it back to them at the outset of the meeting if they have forgotten to read it.
- How can you control open data and use it ethically?
- You can connect via virtual meetings all across Canada.
- With MS Word, you can use Dictate and Transcribe.

○ Challenges

- Are the problems of how to use technology and how it works within Indigenous communities?
- Virtual meetings cannot pick up on facial cues, boxes can be very small, especially on laptops,
- Northern and remote especially have spotty internet, and this is a reality across an entire province.
- There is the challenge of making participants feel comfortable.
- An accessibility checklist is a solution, but it does not exist for Indigenous.
- In-person sessions over 2 days collect more data and take a deep dive, whereas online sessions would take 2 months to collect close but not as well.
- I am using OTTER to tape and transcribe the audio on a phone or tablet and review the transcript for errors.
- Microsoft Teams sends consent in advance, explains that the meeting is recorded, and says that they can have their name removed from transcripts and send it back to them at the outset of the meeting if they have forgotten to read it.
- How can you control open data and use it ethically?
- You can connect via virtual meetings all across Canada.
- With MS Word, you can use Dictate and Transcribe.

**This session was on:**

**Month 4: Technology** (understanding the benefits, risks and challenges)

**Our next season is**

**Wednesday, November 27, 2024, 3:00 - 4:30 PM EST**

**On**

**Month 5: Globalization of Indigenous Evaluation** (partners, capacity issues, moving forward)

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Links included in our chat box from today:

Inclusive of

<https://afn.ca/economy-infrastructure/infrastructure/closing-the-infrastructure-gap/digital-connectivity/>

<https://fnigc.ca/ocap-training/>

## IEN Lunch n Learn: Month 3: Skill Sets (roles for evaluators, function in an evolving industry)

The questions posed include:

1. What has been the experience of hiring Indigenous Evaluators in your workplaces?
  - Job descriptions are limiting, and templates can take months to a year to augment, and that is only for one job, which would delay hiring.
  - Many of you valued experience over credentials and designations -- however, there is a larger issue at play that can impact the credibility of the final report.
  - In short, this was a double-edged sword in that it was not realistic to change the hiring templates, and there is a significant gap in the hiring of Indigenous Evaluators. What are the solutions? Indigenous Peoples are complaining hiring strategies are too limber, and yet the solution leans toward the recruitment process, developing relationships with Indigenous communities, and supporting the young. Still, the other key is a flexible environment to entice them into. There needs to be ample opportunity for youth and Indigenous evaluators alike to foster their skill sets in the work environment, and for the new employee, I am hearing from communities Indigenous employees favour a positive environment in which they can foster and gain training and promotions into other roles.
  - One of the significant gaps is that most Indigenous evaluators are in junior positions, and these staff need an improved strategy and procedures to support their promotion into mid-level and senior-level positions.
  - AI can now conduct interviews for hiring purposes. Does this rid this function of bias? What about the human factor for critically adjusting hiring requirements based on other factors?
2. What is the important skill sets for Indigenous evaluation?
  - We did well in addressing this issue today, too.
    - **Some guiding qualities of the evaluator undertaking an Indigenous evaluation duty include:**
      - informality;
      - trust in the process;
      - experiential focus (looking for meaning and purpose) and
      - being present in the moment.
    - **An Indigenous evaluator's wholistic evaluation lens should include:**
      - an ongoing data collection process,
      - flexibility in accommodating those who wished to provide evidence and
      - valuing everyone who worked with the program, and
      - believing that everyone has knowledge to share.

**This session was on:**

**Month 3: skill sets** (roles for evaluators, function in an evolving industry)

**Our next season is**

**Wednesday, July 9th & 16th & 23rd**

**On**

**Month 4: Technology (understanding the benefits, risks and challenges)**

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Links included in our chat box from today:

Inclusive of

First Nations and Métis Research in Saskatchewan: 5 R's of Indigenous Research

<https://research-groups.usask.ca/sk-neihr/news/blog/the-5-rs-of-indigenous-research.php>

A PATHWAY FOR INDIGENOUS COMMUNITY ENGAGEMENT

<https://umanitoba.ca/sites/default/files/2021-05/a-pathway-for-indigenous-community-engagement-infographic.pdf>

Indigenous Engagement Community of Practice

<https://iap2canada.ca/indigenousEngagementCOP>

# IEN Lunch n Learn: Month 2: Indigenous Evaluation Framework

Some of the content we covered today and lessons learned include:

1. Ways in which to conduct an evaluation process embedded in Culture and Ceremony.
2. When an Indigenous evaluation framework is utilized, a ceremony and its related costs should always be included in the evaluation budget.
3. Offering tobacco in the form of a tobacco tie is a custom that is shared by many Indigenous peoples. Tobacco is offered for many reasons and in many different contexts.
4. It is appropriate when asking for assistance from an Indigenous elder, knowledge keeper or person to offer tobacco. When people accept tobacco, they agree to help in some way. Offering tobacco is a respectful way of asking for assistance and not as a symbol of gratitude after help is provided.
5. When someone accepts tobacco, they agree to listen openly and without judgement and support you as best they can.
6. It is appropriate to offer tobacco when asking for a song, an opening prayer, a teaching, Indigenous knowledge, or advice. This should not replace remuneration or honoraria.

**Today we covered:**

**Month 2: Culture (lip service, check box tactics, Elders)**

**Our next season is**

**Wednesday, August 14--2:30 – 4:00 pm EST**

**On**

**Month 3: Skill Sets (rolls for evaluators, function in an evolving industry)**

# IEEN Lunch n Learn: Month 1: Indigenous Evaluation Framework

Some of the content we covered today and lessons learned include:

- We need to do a better job of supporting and mentoring Indigenous evaluators, by providing Indigenous-specific education in evaluation and creating opportunities for growth and movement into senior leadership positions.
- The evaluation needs to fit the community and not the community fitting the evaluation.
- We need to spend more time on relationship building – went through the 8 Indigenous evaluation steps: 1) planning and ethical space, 2) develop strong relationships, 3) unpack assumptions, 4) assess the language, 5) identify Indigenous indicators, 6) define the process, 7) design intervention tools, 8) continue the dialogue.
- Some of the key differences we pointed out today were between the English language and the Indigenous language (e.g., the English language is composed of 1/3 verbs, while the Indigenous language has 2/3 verbs).

**This session was on:**

**Month 1: Capacity (hiring, training, mentoring, advancing)**

**Our next session is**

**Wednesday, July 10--2:30 – 4:00 pm EST**

**On**

**Month 2: Culture (lip service, check box tactics, Elders)**

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Links included in our chat box from today:

Inclusive Recruiter: inclusive recruiters - e-learning ([candidates. co](https://www.candidatex.co)) - \$350 pp eLearning  
<https://www.candidatex.co/candidatex-elearning/>

[https://az184419.vo.msecnd.net/canadore-college/corporate/BuildingAStrongFire\\_Nov28\\_PrintSetup.pdf](https://az184419.vo.msecnd.net/canadore-college/corporate/BuildingAStrongFire_Nov28_PrintSetup.pdf)

<https://www.confederationcollege.ca/department/negahneewin-research-centre/indigenous-learning-outcomes>