

Indigenous Evaluation Summit – February 22 – 23, 2024

February 22, 2024, 11:00 am to 5:40 pm, TIMEZONE: EST

Indigenous Evaluation Summit 2024 Programme

We have successfully achieved our goal! This has been the most gratifying experience in my professional career. After years of diligent listening, we have made substantial progress. We have acknowledged and recognized the fact that things were not operating optimally.

As a leader, I am extremely proud of our people and communities over the past five years. The voices advocating for a new way of doing business are clear and sophisticated.



We are at an unprecedented juncture in history that recognizes the importance of Indigenous knowledge and ways of knowing as legitimate instruments of reason that conform to recognized principles and accepted rules and standards.

Our Planning Committee, in collaboration with myself, would like to extend a cordial welcome to the Indigenous Evaluation Summit 2024, an online event.

On the first day, after a lunch break, we will be privileged to hear from a seasoned evaluator, Dan George, in a keynote speech. This will be preceded by the grand traditional opening ceremony with elders and drummers who will send a resounding message across the country from east to west and north to south, awakening our spirits as we embark on this journey towards reconciliation in evaluation practices and methodologies.

At this juncture, we are not surprised by the sophistication of our presenters who will expound on and share their journey in transformation, as they stay true to Indigenous evaluation practices.

A New Day, New Beginning,

The Birthing Ceremony of Indigenous Evaluation Network – 11:00 - 12:00 PM EST

Grandma Elder Pauline Shirt, Nehiyaw Iskwew



Elder of the Plains Cree Red-tail Hawk clan, Pauline Shirt was born and raised in Saddle Lake Reserve, Alberta, member of the Three Fires Society and the Buffalo Dance Society, and founder of the First Nations School and the Red Willow. Pauline has been a member of the Attorney General of Ontario's Elder Advisory Council since 2015. The Elder's Council is an advisory body intended to guide Ontario as it works to reclaim Indigenous approaches to justice in the province. Pauline serves on the Elders Council of the Urban Indigenous Education Centre. In operation since 2008, the work of the council focuses on the well-being and opportunities for First Nations, Metis and Inuit students in the Toronto District School Board. It is guided by the Elders Council, of which Pauline Shirt is a member. Pauline also acts as cultural advisor to the Board of Directors of the imagineNATIVE Film + Media Arts Festival.

https://en.wikipedia.org/wiki/Pauline_Shirt

The Ceremony

Intro by Andrea L K Johnston

Grandma Elder Pauline Shirt, Nehiyaw Iskwew
– 4-directions and prayer

Grandma Elder Pauline Shirt, Nehiyaw Iskwew
– Teaching of the Ceremony

All pairs of 4-directions Elders and Teachers in a circle

Women hold the copper cup and Men hold the Eagle

Men and Youth -- Albert Therrien & Braedon Fowler:
Welcoming & Closing Songs.

Grandma Edler Pauline Shirt, Nehiyaw Iskwew -- Talk
the gratitude and thank them.



The 4-directions

Singers:

Albert Therrien, Anishinaabe-nini

Braedon Fowler, Anishinaabe-nini

Elders:

Joanna Simon, Anishnawbe-kwe and Mi'kmaq, Cooper Cup, Eastern Door, tobacco

Cheryl Trudeau, Anishnawbe-kwe, Cooper Cup, Southern Doorway, sweetgrass

Deanna Sheridan, Nehiyaw Iskwew, Cooper Cup, Western Doorway, sage

Les Harper, Nehiyaw-Napew, Eagle, Western Doorway, sage

Luanna Harper-Shirt, Nehiyaw Iskwew, Cooper Cup, Northern Doorway, cedar

Kanzee Getimido, Anishinaabe-nini, Eagle, Northern Doorway, cedar

Knowledge Holders:

Dan Secord, Anishinaabe-nini, Eagle, Eastern Door, tobacco

Joseph Harper, Nehiyaw-Napew / Anishinaabe-nini, Eagle, Southern Doorway, sweetgrass

Videography Team:

Ulla Laidlaw, created work for CBC Arts, films shown at Art Gallery, Vancouver Alternative Fashion Week, and Dawson City Short Film Festival.

Jason Providence (he is a videographer and cinematographer. He has shot documentaries including for the Nature of Things).

Day 1 – LUNCH – 12:00PM – 1:00PM EST

Note the networking activity starting at 12:15PM EST

Indigenous Evaluation Summit Networking

Day 1 – LUNCH – 12:15PM – 1:00PM EST

Activity Created by: the late Ashley Nichols, The Indigenous Evaluation Network Coordinator.

Description: 30 minutes last half of lunch hour

Day 1 Topics:

1) Sovereignty / Self-determination and what this means for Indigenous Peoples

Description:

To have sovereignty means to be our own people and self-determination means to make our own decisions when it comes to what we plan and want to have happen for our community. How do we ensure we honour Sovereignty / Self-determination in evaluation services?

Activity Description:

Everyone begins by writing who they are and where they are from, as they enter the room. At the same time, everyone has the opportunity to write into the chat to pose a question -- *What do you want to know about this topic and its application to evaluation?* From the chat, the moderator will pose one question at a time. The moderator will ask each participant who raises their Zoom app hands to speak – attempt to answer the question and/or begin the discussion and/or add to the discussion and/or agree or disagree with what was already spoken. Chances are we might get to one question.

Purpose: To allow the participants to have a voice and to share their thoughts on self-determination and sovereignty and support future evaluation practices which are encouraged by the people.

Theme: Honouring

Actions.

Discussion questions.

2) Youth: Why it is important and valuable to include youth in evaluation roles.

Description:

The youth are the future. It is important to listen to their voices and what they have to say when it comes to evaluation. When planning services and programs, the youth will utilize the services in the future. How can we understand, support, and include them in evaluation practices?

Similar as the first activity

Activity Description:

Everyone begins by writing who they are and where they are from, as they enter the room. At the same time, everyone has the opportunity to write into the chat to pose a question -- *What do you want to know about this topic and its application to evaluation?* From the chat, the moderator will pose one question at a time. The moderator will ask each participant who raises their Zoom app hands to speak – attempt to answer the question and/or begin the discussion and/or add to the discussion and/or agree – or disagree with what was already spoken. Chances are we might get to one question.

Purpose: Listen to the youth and hear their input. Also understand how to include them in evaluation services in the future days.

Theme: Respect

Actions:

Discussion questions.

Day 1 – KEYNOTE – 1:00PM – 1:30PM EST



Dan George

Dan George has been assisting communities, organizations, governments, and companies through negotiation and strategic facilitation for the past thirty years. Dan brings his vast experience, a M.A. in Conflict Analysis and Management, certification as a Professional Facilitator and Director Certification through the Institute of Corporate Directors to each project he manages. In addition to his industry and Crown government work, Dan has an extensive roster of First Nation clients to whom he provides services to in the areas of organizational development, strategic planning and facilitation, governance/ leadership training, negotiations, and communications.

A tireless advocate for reconciling the competing values and viewpoints of Aboriginal people, Industry and the Crown, Dan centres his efforts on the need to strengthen these valuable and transformational relationships.

Mr. George resides in Kamloops, BC on Secwépemc Territory. He is a proud member of the Gilseyhu Clan (Big Frog – Thin House) of the Wet'suwet'en people, his family originating from Hagwilget Village, BC. He has been married for 31 years to his wife Teresa, and together they have two daughters, Amanda and Brittany, two granddaughters, Kiana & Alia, and one grandson, Daniel.

The Indigenous Evaluation Network, Summit and Network Planning Committee

Member Bio's



Patricia Baxter, specializes in organizational development, facilitation and training with Indigenous people across Canada. Her efforts include major facilitations at national forums and roundtables, working on women's issues, in the areas of economic development as well participating as a board member of Indigenous Works since its inception. For several years she has acted as Co-Chair of this organization. Pat continues to work at the community, regional and national level on Indigenous issues. She is the past Co-President of the Canadian Women's Foundation and worked with the Women's Economic Development Consortium. These activities led to the establishment of a bursary at Trent University – Patricia Baxter Anishnawbe Kwe Award. Since 1994 Pat has been self-employed working with a variety of clients both in the public/ private sectors and non-profit organizations across Canada. She volunteers with several national and regional organizations in Canada. Pat enjoys working on human resource development work, capacity and organizational development work.



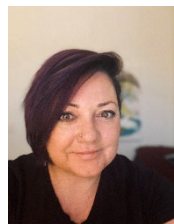
Andrea L. K. Johnston spent 4 years as the assistant of Pauline Shirt, Elder of the Plains Cree Red-tail Hawk clan, helping her in ceremonies including healing ceremonies, sunrise ceremonies, feasts, fasting, sweats, tree blessings and more (1988-1991). Over three years spent time with Haudenosaunee Geraldine Standup, Mohawk and belongs to the Bear Clan from Kahanwake, Quebec, in the development of the Waawiyeyaa Evaluation Tool, along with other leaders and Knowledge Keepers, but Geraldine Standup was instrumental in steering the development of the Tool (2004 – 2008). After 10-years of building expertise, Andrea L. K. Johnston, CEO of Johnston Research Inc. began to develop tools, training curricula, workbooks, resources and exercises which Andrea solely developed under Johnston Research Inc. Johnston Research Inc. has been in operation for over 20 years and began to offer training in 2017. We have developed training tools as well as evaluation data collection and practice tools. In 2010, Johnston Research Inc. launched the Waawiyeyaa Evaluation Tool, which translates to coming full circle in a healing journey; as a specific tool designed to encourage healing through oral tradition and storytelling. In 2016, the online training program was launched with accompanying workshop books, exercises and tools. We continue to develop and launch Tools for Change, to meet our goal of Indigenous-led evaluation. We are the only firm that offers a comprehensive course on bringing reconciliation into evaluation. The Honouring Reconciliation in Evaluation training program has certificate recipients from Inuit communities, universities, non-for-profit organizations, federal government, Métis communities, provincial government and First Nations. Graduates of all Three Workshops receive two certificates: 1) Cultural Competency in Evaluation Practices, and 2) Aptitude for Indigenous Evaluation Frameworks.



Tara Erb is of mixed Moose Cree First Nation from Moose Factory and French European ancestry and grew up in Toronto, Ontario. She completed her Bachelor of Arts in Sociology at the University of Victoria (UVic) and recently finished her Master of Arts in Sociology from UVic, with a research focus on facilitating Indigenous cultural safety and anti-racism training. She is a research assistant on various projects, one of which developed an Indigenous-led cultural safety training (ICST) impact assessment tool in collaboration with four post-secondary institutions on Vancouver Island, BC. Her research interests include: Indigenous health and wellness, Indigenous cultural safety, anti-racism facilitation and social theory. Currently, Tara is the Network Coordinator of the BC NEHR residing as a guest on the Songhees, Esquimalt and WSÁNEC peoples territories at the University of Victoria.



Jessica Hill, is K[^]nikahluyah, Wolf Clan, Oneida Nation of the Thames, Ontario. Jessica holds a BA for the University of Western Ontario and a MA from Eastern Michigan University, certifications as Third Party Neutral from the Canadian Center for Conflict Resolution and Community Economic Developer from Simon Fraser University. A strong consulting and business professional and advisor for 20 years she has created her own path to independence and a strong demonstrated history working for her people in Indigenous and non-Indigenous not for profit organizations, the cultural sector and business. She has strong analytical and writing skills, policy and program development and evaluation. Jessica is experienced in facilitation design and developing the facilitation processes and forums at all levels. Today, she is focussed on business development, leadership and organization change.



Gladys Rowe, BSW, MSW, PhD. Gladys Rowe is a Muskego Inniniw Iskewew (Swampy Cree woman) person who also holds relations with ancestors from Ireland, England, Norway, and Ukraine. She is a member of Fox Lake Cree Nation in Northern Manitoba. She currently resides in Washington State with her family on the occupied lands of the Duwamish and Suquamish peoples. Gladys has many years of experience teaching undergraduate students, supporting the development of programs in a university setting, designing and implementing community driven research and evaluation projects, and in the use of social innovation in community based organizations. She successfully defended her dissertation on November 30, 2020 titled Resurgence of Indigenous Nationhood: Centering the stories of Indigenous full spectrum doulas. This work was completed for her PhD in interdisciplinary studies through the University of Manitoba. Gladys' interests and experiences include research and evaluation related to: identity development; personal and ancestral stories and cultural practices as mechanisms for healing and decolonization; maternal and child health; wellbeing across the lifespan; Indigenous social work; and, community development.



Jerilyn Ducharme is a member of the Métis Nation in Manitoba with roots embedded in the Red River region. Family, community and ceremony is where she finds her strength and inspiration. Jerilyn was raised in a small, rural community southwest of Winnipeg and at present she resides outside of Winnipeg with her family. She is the proud mother to a five-year-old daughter who helps to keep her spirit young at heart. In 2010, Jerilyn graduated from the University of Manitoba ACCESS Programs with her B.A., B.Ed., where she began working for the following nine years in the field of Adult Education at

the Centre for Aboriginal Human Resource Development (CAHRD), which focuses on providing employment services, education and training opportunities for Indigenous peoples in Winnipeg. Jerilyn began her teaching career at CAHRD where she moved into an administrative role as the Assistant Director of Education. In 2020, Jerilyn began working at The University of Manitoba at The Centre for the Advancement of Teaching and Learning as an Indigenous Initiatives Educator alongside her predecessor in providing consultations, research, resources and workshops related to Indigenous education, methodologies, pedagogies, epistemologies and support in approaching reconciliation in teaching and learning for faculty and graduate students at the UM. In the Fall of 2022, she accepted the role of Manager of Learning with Indigenous Engagement and Communications at UM. In her current position she is co-developing the evaluation framework and processes for projects supported through the Elev partnership with the Mastercard Foundation. In the spring of 2023, Jerilyn will be graduating with her master's from Brandon University in the Educational Administration program.



Jasmine Nouredin (MA)— Program Evaluator, Youth Opportunities Fund. Jasmine has worked at the Ontario Trillium Foundation (OTF) in her role as the Program Evaluator for the Youth Opportunities Fund since 2014. Before joining OTF, Jasmine served several private and NFP organizations in roles that merged evaluation and research, community development and project design work aimed at developing and enacting viable strategies and policies for community stakeholders. Jasmine has an Hon. BA in Political Science and English Literature from the University of Toronto and an MA specializing in Political Theory from McMaster University. Jasmine resides in Toronto with her family.

is an evaluation manager with Evaluation and Policy Redesign. His background is in sociology, criminology and Indigenous research and evaluation methods. Scott's team leads innovation projects, including the Urban Programming for Indigenous Peoples and Economic Development Capacity and Readiness program evaluations, which work with Indigenous partners to develop evaluation tools that challenge the limitations of Western approaches to evaluation and data. These approaches represent a major shift away from evaluation methods commonly used in the federal government. His team also explores how to work towards service transfer and Indigenous data sovereignty, making use of participatory methods and community engagement strategies to ensure that Indigenous Peoples have a voice and are able to shape, and benefit from, government evaluation work. He is proud of his Cherokee heritage and to be living on Treaty 7 territory in Canmore, Alberta.



Marina Santilli has worked in monitoring, reporting and evaluation internationally with the United Nations and has served Indigenous communities and nations fulltime in different research and evaluation capacities with the Government of Canada since 2017. She has experience in Indigenous policy and program evaluation at Indigenous and Northern Affairs (INAC), Canadian Heritage, and Employment and Social Development Canada (ESDC) and is motivated to continue

to advance truth and reconciliation calls to action across the federal public service. Marina co-led the 2018 summer internship at the former INAC that engaged communities across the country to explore pathways for co-development with First Nations, Inuit and Metis partners using Indigenous evaluation methodologies and consultation protocols.



Nicole Bowman, PhD, President, Bowman Performance Consulting, Associate Scientist and Evaluator, University of WI-Madison. Nicole “Nicky” Bowman, PhD (Lunaape/Mohican), carries out her work in service to others at the intersection of truth, spirituality, traditional knowledge, sovereignty, governance, and evaluation. Dr. Bowman is a traditional Lunaape/Mohican woman who has been an active Indigenous community member for 40 years and an Indigenous evaluator for over two decades.

She is the founder and president of Bowman Performance Consulting (BPC) and an Associate Scientist and Evaluator at the University of Wisconsin–Madison. Dr. Bowman supports a large portfolio of projects advancing radical Indigenous and community-led scholarship with Tribal and non-Tribal governments and philanthropic, non-profit, and private-sector organizations nationally and internationally. She is a member of the American Evaluation Association (AEA) and the Center for Culturally Responsive Evaluation and Assessment (CREA), and has been part of the elected or appointed leadership for AEA, CREA, Indigenous Peoples in Evaluation, and EvalIndigenous. Currently she is also a member of the Canadian Evaluation Society (CES) and the co-editor and co-creator for a new permanent section for Indigenous scholarship called “Roots and Relations” in the Canadian Journal of Program Evaluation (CJPE). Dr. Bowman also is the current co-editor for a special global decolonization issue of the Journal of Multidisciplinary Evaluation (JMDE) with Dr. Bagele Chilisa (Bantu Tribe of Africa and post-colonial Botswana scholar). Dr. Bowman has been or is a reviewer and/or journal board member for CJPE, New Directions in Evaluation, American Journal of Evaluation, and JMDE. She earned her PhD in Educational Leadership and Policy Analysis from the University of Wisconsin–Madison in 2015, a Master of Education degree from Lesley University in 1997, and a Bachelor of Arts in Education from St. Norbert College in 1993.



Karen Paul, Executive Director, Workforce Warriors. Karen is an educator, a lifelong learner and an advocate for inclusive education and employment opportunities. She has a heart with a passion for encouraging and seeing people succeed and has spent the past 30 years working with Indigenous communities and organizations in various capacities including education, band management and consulting services in her home province of New Brunswick as well as in Ontario.

Karen holds a diploma in Paralegal Studies, a degree in Education, is a Certified Life Coach and is presently completing her Master of Education at the University of New Brunswick. She is also trained in Negotiations and Mediation, Crisis Management and Diversity and Inclusion practices. Karen has worked with New Brunswick Indigenous communities and mainstream industry to create and facilitate the Indigenous employment and training, including the Archaeologist Training program with Energy East/TransCanada Pipeline. She has also worked with government at a provincial and federal level to affect inclusive work and procurement opportunities for Indigenous business and individuals.



Karen Gillam, Founder and CEO, Workforce Warriors. Karen Gillam (MSc), founder of Workforce Warriors, has decades of experience in research and development, especially innovating transformative advances in Indigenous capacity development. First in Science and Engineering where she developed and led successful capacity building programs tied to employment and participation in environmental permitting, and in recent years, dedicating her career to building Indigenous capacity, and increasing diversity and inclusion in the skilled trades.

Contributing to the processes and strategies which break through change resistance, Karen's greatest strengths are her ability to bring growth through collaboration; her understanding of future trends and needs; and most importantly her ability to inspire and motivate essential change.

A dynamic ambassador committed to personal values of purpose, inclusion and respect, Karen founded Workforce Warriors and plans to use her skills, knowledge, and enthusiasm to help sustain increased Indigenous participation within the Canadian workforce. Karen is Workforce Warriors Visionary, able to paint a picture of a better tomorrow and lead a team to get us there.

Day 1 – Summit Overview – 1:30PM – 1:45PM EST

Presentation Overview of Summit

Plenary

by Andrea L K Johnston

Day 1 – Indigenous Evaluation Summit 2024 Abstracts

Presenters completed the following template when submitting their presentations.

- Title of presentation
- Names of presenters, associations, titles, tenures
- Indigenous community affiliations
- Indigenous Evaluation tenure
- Relevance statement
- Abstract (up to 250 words)

Unifying and Celebrating Indigenous Evaluation: Room A – 1:45PM - 2:20PM EST.

Moderator: Pat Baxter

Reflections on Indigenous Evaluation in Non-Indigenous Environments

Scott Milford-Stanton

scott.Milford-Stanton@sac-isc.gc.ca

Evaluation Manager, Indigenous Services Canada

Ph.D. in Sociology from Carleton University

MA in Criminology from the University of Ottawa

Cherokee heritage and calls Canmore, Alberta, his home

Natalie Baydack, MA, C.E., (she/her)

baydack@pra.ca

Partner, PRA Inc.

Natalie has been practising evaluation for almost 25 years and has worked on many evaluations involving Indigenous peoples or programs, often in collaboration with Indigenous evaluators.

Relevance statement: It is crucial to reflect on recognizing Indigenous evaluation as a powerful and independent practice in Canada. We should acknowledge how non-Indigenous settings can adopt and embrace Indigenous knowledge, even in previously hostile environments. This recognition celebrates the valuable contribution of Indigenous evaluation and emphasizes the need to support its continued growth and development.

Abstract:

Natalie Baydack, a non-Indigenous evaluator and consultant, shares her experiences and observations on the growth of Indigenous evaluation in Canada over the past two decades. In her presentation, she discusses the challenges faced while conducting and integrating Indigenous evaluation approaches. Scott Milford-Stanton, an evaluation manager at Indigenous Services Canada, is excited to pilot the Awakening the Journey evaluation framework in the federal Urban Programming for Indigenous Peoples program evaluation. He will provide insights into the pilot program, including its strengths, challenges, lessons learned, and how it has been adapted to a government context. Finally, the presenters encourage a discussion on how non-Indigenous evaluators and evaluation firms/departments can support Indigenous evaluation and evaluators.

Unifying and Celebrating Indigenous Evaluation: Room B – 1:45PM - 2:20PM EST.

Moderator: Jessica Hill

Appreciating the FSC Projects through an Indigenous Journey Lens

Andrea L. K. Johnston, CEO, Johnston Research Inc.

andrea@johnstonresearch.ca

Chippewas of Nawash

Years practicing Indigenous Evaluation 20+ years

Sabina Bauer Lewis, Director, Programs, The MindFuel Foundation

SBauerLewis@mindfuel.ca

Karen M. Gilliam, Founder and CEO, Workforce Warriors Inc.

karen@workforcewarriors.ca

Tanna M Pirie-Wilson, Workforce Warriors Inc.; Neqotkuk First Nation (Tobique First Nation)

tanna@workforcewarriors.ca

Relevance statement: The panel aims to showcase three different perspectives on Indigenous evaluation, by bringing together a non-Native organization that has applied Indigenous evaluation, an Indigenous organization that has undergone an Indigenous evaluation for the first time, and reflections from an Indigenous evaluator who has experienced both journeys with these organizations. The objective is to celebrate and promote unification around Indigenous evaluation practices.

Abstract

From Winter 2022 – Summer 2023, Johnston Research Inc. (JRI) worked alongside a small portfolio of Future Skills Centre (FSC)-funded organizations whose efforts were primarily focused on education, employment and economic development among Indigenous Peoples and underrepresented groups across Canada. JRI worked with each project to arrange project-appropriate approaches to capturing key learnings and guide evaluation efforts. The Awakening the Journey Vision Model maps the program's process over time through three pathways: the spiritual, relationship, and process paths. Each program path experience starts in the past, then speaks to the present status, followed by a transition period of change, and ends with the program looking towards/reaching for the future. Each path will vary as a program maps its progress along the Tree of Life. However, a program's backtracking, barriers, and challenges remain critical components in documenting its progress toward its goals and vision. From the onset, each project team met where they were at, in their current project work. Through this reciprocal collaboration between JRI and the project teams, trusting relationships were built, teams were strengthened and made proud of their efforts, challenges were overcome, and positive impacts were made.

Bringing Indigenous Knowledge into Evaluation: Room C - 2:35PM - 3:20PM EST

Moderator: Scott Milfrod-Stanton

Keeping Track, A Toolkit for Indigenous Youth Program Evaluation



Renee Goldtooth-Halwood, MPH, Director of Evaluation and Research, Notah Begay III Foundation

renee@nb3f.org

Jennie Holmes, MHE, LAT, CHES, NB3FIT Program and Evaluation Coordinator

Years practicing Indigenous Evaluation: 10 years.

Relevance statement: The Indigenous Evaluation Network places a premium on Indigenous youth and Elders as primary leaders in the realm of Indigenous evaluation practices. The objective of this presentation is to furnish valuable insights pertaining to the efficacy of the toolkit in supporting youth in evaluation. It is the earnest endeavor of this presentation to provide a comprehensive understanding of the toolkit's impact on youth-led evaluation practices by elucidating its core features and benefits.

Abstract:

During this session, we will delve into the practical and efficient usage of evaluation frameworks, specifically pertaining to the sports-based youth development program NB3FIT. Our discussion will center around the implementation of the steps outlined in "Keeping Track: A Toolkit for Indigenous Youth Program Evaluation". We will share our experiences and challenges in creating effective evaluation tools, gathering and analyzing data, and interpreting the results.

Bringing Indigenous Knowledge into Evaluation: Room D - 2:35PM - 3:20PM EST

Moderator: Pat Baxter

Telling a Story of Collective Impact through Individual and Collaborative Evaluations in the Network Environments for Indigenous Health Research (NEIHRs)

Relevance statement: In 2019, the Canadian Institutes of Health Research (CIHR) announced the creation of nine Network Environments for Indigenous Health Research (NEIHR) across Canada. The Canadian government has made its largest single investment ever to fund these networks from 2019 to 2035 (15 years). Each NEIHR aims to provide supportive Indigenous health research environments driven by and grounded in Indigenous communities in Canada. The NEIHRs will share their experiences to form a large national collective that brings Indigenous knowledge into a collective and individual evaluation of regional health networks.

Abstract:

The NEIHRs are being evaluated at the regional and national level, internally and for CIHR. Each regional NEIHR can identify their own evaluation approach. At the national level, a common performance measurement framework was developed in collaboration with each of the nine regional NEIHRs. This framework was based on the values and priorities shared across the NEIHR networks, which included 8 distinct values and between 7 and 23 individual quantitative indicators that would describe the collective impact of the NEIHR.

This presentation will provide a brief overview of the various Indigenous evaluation approaches used across the individual NEIHRs, including the strengths and limitations of these approaches and how they have informed learning. It will also present the strengths and challenges of the current performance measurement framework and propose complementary approaches. The discussion will include the needs of NEIHRs' diverse stakeholders and striking a balance between conventional evaluation methods (e.g., Rossi, Lipsey, Henry, 2018), Indigenous approaches to evaluation (e.g., LaFrance & Nichols, 2009), and potentially complementary approaches (e.g., Patton, 2017), and how each can help tell the story of NEIHRs collective impact.

Presenters:

Adam Murry, PhD

adam.murry@ucalgary.ca

University of Calgary Department of Psychology, Associate Professor and Alberta NEIHR

Community: Apache

Years practicing Indigenous evaluation = ~15 years

Treena Wasonti:io Delormier, PhD

treena.delormier@mcgill.ca

Canada Research Chair Tier II in Indigenous Peoples' Nutrition and Food Sovereignty

Associate Professor, School of Human Nutrition

Associate Director, Centre for Indigenous Peoples' Nutrition & Environment, McGill University

Nominated Principal Applicant, Tahatikonhsontóntie' Quebec NEIHR

Community: Kahnawà:ke

Robert Henry, PhD

rob.henry@usask.ca

Canada Research Chair Tier II in Indigenous Justice and Wellbeing

Assistant Professor, Department of Indigenous Studies, University of Saskatchewan

Scientific Director, Saskatchewan NEIHR and co-Director of the NEIHR National Coordinating Centre

Community: Métis

Tara Erb

bcneihr@uvic.ca

BC NEIHR and Simon Fraser University

Community: Moose Cree First Nation

Years of Indigenous Evaluation: 5 years

Sherri Bisset, PhD and Credentialed Evaluator (CES)

sherri.i.bisset@umontreal.ca

Associations: Canadian Evaluation Society, École de santé publique Université de Montréal
Evaluator for the Tahatikonhsontóntie' Quebec NEIHR, based in Kahnawàk:e Schools Diabetes
Prevention Program (KSDPP)

Years practicing Indigenous Evaluation: 5 years

Sabina Mirza, PhD

sabina.mirza@utoronto.ca

Postdoctoral Fellow, Ontario NEIHR
Waakebiness Institute for Indigenous Health
University of Toronto

Years practicing Indigenous Evaluation: 2.5

Mikaela Gabriel, PhD

mikaela.gabriel@utoronto.ca

Scientist, Unity Health & Assistant Professor (status only), University of Toronto Ontario NEIHR
Years practicing Indigenous Evaluation: 3

Leila Qashu, PhD

leila.qashu@errsagc-qcneih.ca

Executive Director, Tahatikonhsontóntie' Quebec NEIHR, based in Kahnawàk:e Schools Diabetes
Prevention Program (KSDPP)

Adjunct Assistant Professor, Centre for Oral History and Digital Storytelling (COHDS), Concordia
University

Special Graduate Faculty, University of Guelph

Fleur Macqueen Smith, MA

fleur.macqueensmith@usask.ca

Manager, natawihowin (First Nations) and mamawiikayaahk (Métis) Research, Training and
Mentorship Networks

Saskatchewan NEIHR (Network Environments for Indigenous Health Research, skneih.ca)

Coordinator, NEIHR National Coordinating Centre

Years doing Indigenous evaluation: 5 (at least - probably more)

Applying Indigenous Evaluation Frameworks: Room E - 3:40PM - 4:20PM EST

Moderator: Jeri Ducharme

Indigenous Evaluation Approach for Tribal Opioid Overdose Prevention Programs

Myra Parker, J.D., MPH, PhD, Associate Professor, Department of Psychiatry and Behavioral Sciences /
Director, Seven Directions

myrap@uw.edu

Enrolled member of the Three Affiliated Tribes (Mandan and Hidatsa)

Years practicing Indigenous Evaluation: 3+

Relevance statement: Indigenous evaluation frameworks are often inaccessible to many individuals and communities. In this regard, Dr. Parker's upcoming presentation promises to be a valuable contribution to the field. The presentation will detail Dr. Parker's experience in applying Indigenous evaluation frameworks to critical intervention treatment-based programs that target Indigenous youth and adults. This experience is anticipated to provide a valuable and insightful perspective on the use of Indigenous evaluation frameworks in program evaluation.

Abstract

American Indian and Alaska Native (AI/AN) communities have developed responses to address opioid misuse through a combination of approaches, including privileging and revitalizing AI/AN epistemologies. AI/AN communities have integrated traditional teachings, practices, and belief systems within evidence-based practices and interventions to guide opioid recovery and tailor prevention activities for their communities. Indigenous communities have evaluation approaches that are culturally grounded that have been used for generations. However, Federal programs often include evaluation requirements that are grounded in Western evaluation and research methodologies. These approaches are usually not amenable to culturally grounded, innovative efforts. The Indigenous Evaluation Toolkit offers an evaluation strategy that supports Indigenous evaluation frameworks, mapping out the steps that community program staff can take to identify their own evaluation approach and ways to weave in culturally specific content. This presentation will describe the American Indian Higher Education Consortium and Dr. Joan LaFrance's Indigenous Evaluation Framework and the approach our team took to identify specific activities and steps to operationalize this framework and apply it to opioid overdose prevention programs. It will also cover the details of the framework and how the phases and steps included reflect the elements of the framework and how it can be applied within a tribal opioid overdose program.

Applying Indigenous Evaluation Frameworks: Room F - 3:40PM - 4:20PM EST

Moderator: Pat Baxter

A Solution for Solo Evaluators Working at Indigenous Organizations

Andrea L. K. Johnston, CEO, Johnston Research Inc.

andrea@johnstonresearch.ca

Indigenous community affiliations: Chippewas of Nawash

Years practicing Indigenous Evaluation: 20+

Relevance statement: As Indigenous communities' endeavor to establish their evaluation practices, it is imperative to dismantle the pervasive Western-dominated approaches to evaluation and rather, incorporate Indigenous ways of knowing in the design of evaluation models and frameworks. This transition necessitates a paradigm shift in the way evaluation has been conducted, wherein the focus now lies on acknowledging the unique cultural perspectives and experiences of Indigenous communities. It is crucial to recognize that the incorporation of Indigenous knowledge systems in evaluation processes can lead to more equitable and just outcomes. Therefore, it is imperative to accord due importance to Indigenous epistemologies while designing evaluation frameworks, and to foster a collaborative approach with community members to ensure that their voices and perspectives are duly reflected in the evaluation process.

Abstract

The current evaluation practices, relying on Western-dominated tools and instruments, are not in line with the ways of knowing of Indigenous Peoples. Evaluation is often perceived as a black box, lacking transparency. Indigenous communities are expected to adapt to the evaluation practices and designs, rather than the other way around. Even when evaluations incorporate storytelling and cultural cues to contextualize the process, their core functions remain unchanged. The individual pod system used in current evaluation practices poses an additional burden to Indigenous communities. It is crucial to ensure that evaluation practices support the broader priorities of Indigenous Peoples and communities. Empowering Indigenous communities and Peoples to undertake their own evaluation practices is essential. The way forward towards decolonization requires establishing respectful relationships, revitalizing Indigenous law and legal traditions, and rebuilding Indian governance structures, ultimately leading to self-determination. The success of these efforts is evident in Indigenous Peoples' ability to manage their health, housing, and economic and social institutions through their own systems and institutions, indicating the effectiveness of Indigenous Peoples' rights.

Day 1 – Elders and Special Guests Rooms – 4:40PM – 5:40PM EST

ROOM 4: Special Panel: Indigenous Youth Learn About Federal Evaluation Careers

Moderator: Pat Baxter

Title of presentation: Decoding Evaluation in the Federal Government

Names of presenters, associations, titles, tenures:

- Alison Jetté, Director of Evaluation, Public Safety Canada
- Shirley Steller, Director of Evaluation, Agriculture and Agri-Food Canada
- Jeanette Steffler Sr. Director, ISC Evaluation, Indigenous Services Canada
- Margaret Patsey, Human Resources Advisor, Public Service Commission of Canada Affiliations: Federal Government

Relevance statement: This panel is intended to forge a connection between federal evaluation executives and Indigenous youth and to also share general information on federal supports for Indigenous recruitment.

Description:

Have you ever wondered how the government knows the impact of its programs? Now that we've asked, are you curious? The evaluation reports posted online that speak to how government programs are performing are developed by teams of analysts, and the leaders of those teams would like to tell you more about what goes on behind the scenes. Directors of Evaluation from Indigenous Services Canada, Public Safety Canada and Agriculture and Agri-Food Canada will present how their evaluation teams work and what they do on an annual basis, as well as their general philosophies when it comes to managing and recruiting top talent from diverse backgrounds. You will also gain insights into the various support systems, mentorship programs, and networking opportunities tailored specifically for Indigenous individuals pursuing careers in the public service.

Student to student: How to get a student job with the Government of Canada

<https://www.canada.ca/en/public-service-commission/jobs/services/gc-jobs/jobs-indigenous-people/get-student-job-with-the-government-of-canada.html>

Calling all Indigenous students!

Apply to the Government of Canada's Federal Student Work Experience Program!

- Open to full-time students in high school, CEGEP, college or university
- \$16 to \$34 an hour
- Flexible hours, telework, offices across Canada
- Opportunities to get hired when you graduate



Anteia,
Kaska and
Tahltan First
Nations,
Yukon

"I applied to the program because I want to change things from the inside."



Camille,
Métis student,
Manitoba

"I've had 6 student jobs in the federal public service, and now I see so many different career opportunities here. I could be an environmental health officer, a policy analyst or a project manager, all with different departments."

Culturally tailored programs to support you on the job:

- Indigenous Student Employment Opportunity
- Indigenous Students Circle
- Ceremonial lodges
- Indigenous mentors



Apply now:

Canada.ca/student-work, and remember to self-declare to apply for jobs only open to Indigenous students!

Learn more at Canada.ca/indigenous-recruitment-expertise.



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du Canada

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Room 2: Story Medicine by Alyssa Wapanatahk

Moderator: Karen Gillam

Opener: One day when Alyssa was in acting school one of her greatest teachers asked “Alyssa, what is it you want for your career?” Alyssa’s reply was “I want Indigenous youth to be inspired, to be able to open up to big possibilities, to persevere and to live in a good way.” Now, here with Story Medicine is Alyssa Wapanatahk...

About: Story Medicine is Alyssa Wapanatahk’s newest project, created completely by Alyssa for the community. Alyssa Wapanatahk is an actress, writer, film-maker and public speaker known for her role in Peter Pan & Wendy (2023) where she played the iconic role of Tiger Lily. A few other roles she has played are “Lizzo” in Riverdale (2023) “Perserverance” in Bones of Crows. Alyssa is Cree, Indigenous from Bigstone Cree First Nation. Born and raised in Fortmac Murray and Conklin Alberta. Story Medicine is all about telling story’s to help others heal, inspiring creativity and opening up possibility. In Indigenous culture, oral story’s are a pivotal part of who we are, its how we learn something new. In Alyssa’s story you will hear about her beginning, getting deep and vulnerable about where she started and where she is now. This will be the first time Alyssa is getting personal, sharing vulnerable parts of who she is, being a 3rd generation residential school survivor, experiencing sexual abuse, domestic abuse, racism, depression, anxiety and panic disorder, working through addictions and healing. Finding strength, culture, identity, and her passions. Becoming a leader and paving ways in her career, in the T.V and film industry. When joining Alyssa in her story telling you will have a powerful, transformative experience, leaving you feeling curious and inspired in leading your own life with agency and fire.

Alyssa Wapanatahk, Bigstone Cree First Nation, in Treaty 8 Territory



Alyssa Wapanatahk is a nehiyaw-iskwew(cree woman) from Bigstone Cree First Nation, in Treaty 8 Territory. Born in Fort Macmurray and raised in Conklin AB. The actress/film-maker/public speaker prides herself in using the natural law and practices of cree-based understanding. As a mother, daughter, and aunty ; Alyssa’s biggest goal in life is to nurture and cultivate wellness in those around her, to enrich the mind, body and spirit. A few of Alyssa’s recent projects are Disney’s Peter Pan & Wendy(2023) where Alyssa played the iconic role of “Tiger Lily”. Bones Of Crows (2023) where Alyssa played “Perserverance”. And she can be seen on CW’s Riverdale where she played “Lizzo”.

Room 1: Grandma Elder Pauline Shirt, Nehiyaw

Iskwew Moderator: Jessica Hill



Elder of the Plains Cree Red-tail Hawk clan, Pauline Shirt was born and raised in Saddle Lake Reserve, Alberta, member of the Three Fires Society and the Buffalo Dance Society, and founder of the First Nations School and the Red Willow. Pauline has been a member of the Attorney General of Ontario's Elder Advisory Council since 2015. The Elder's Council is an advisory body intended to guide Ontario as it works to reclaim Indigenous approaches to justice in the province. Pauline serves on the Elders Council of the Urban Indigenous Education Centre. In operation since 2008, the work of the council focuses on the well-being and opportunities for First Nations, Metis and Inuit students in the Toronto District School Board. It is guided by the Elders Council, of which Pauline Shirt is a member. Pauline also acts as cultural advisor to the Board of Directors of the imagineNATIVE Film + Media Arts Festival.

https://en.wikipedia.org/wiki/Pauline_Shirt

Room 3: Kitigan Zibi Anishinabeg Restorative Justice Program (KZA RJ)

Moderator: Marina Santilli



Tina Dewache is a member of the Kitigan Zibi Anishinabeg First Nation (Q.C.) and serves as its restorative justice coordinator. She specializes in Indigenous alternative dispute resolution and, as a restorative justice practitioner, operates Indigenous restorative justice circles, mandated by the local court and the community.

Kitigan Zibi Anishinabeg First Nation (QC)
Paganokomin Mikan Maniwaki, QC
Years practicing Indigenous Evaluation (N/A)

Tina holds the Qualified Mediator designation from the ADR Institute of Ontario as well as a B.A. (English), a B.Ed., an M.A. (History) and a J.D. from the University of Ottawa Law School.

Traditional Circle Practices and Beliefs

We are all human and want to be and do good in life for ourselves, our family, our community and our Algonquin nation

No human being is born with a desire to harm others;

We are all affected by family, community and personal events in our lives.

Every person deserves the opportunity to be heard and listened to and deserves a chance to rehabilitate and take responsibility for their actions and make reparations.

The KZA RJ program desires to educate and deal with harm to others and community when it first occurs to prevent further harm to others and the community and the criminalization of the accused;

The Circle acts quickly to assist in a timely manner to eject the accused from the criminal justice process.

Every Participant in the Circle is an equal participant; no one is below or above any other participant, regardless of their position or status in the community.

There is no time limit on how long the KZA RJ Circle takes; everyone speaks for as long as they need to or want to without interruption or questions in a clockwise manner (East to West with the sun) with the Coordinator facilitating this process;

Circle can take 3-4 hours;

Nothing is written down and everything said is strictly confidential, ie: what is said, does not leave the Circle.

Relevance statement

Learn about KZA RJ Circle Principles and Operational Practices

This presentation will outline the KZA restorative justice program intentions and outcomes for members. The circle approach seeks to repair the harm caused by an offence, helping the victim come to terms with the offence and rehabilitating the offender to avoid future harm. Such processes are in line with traditional Aboriginal views of justice. The KZA Restorative Justice process is comprised of a small volunteer talking circle, which aims at developing a consensus-based decision-making.

Abstract

There is an Elder present at every Circle to provide guidance and say an opening and Closing Prayer;

Anyone can ask to join the KZA RJ Circle to be an Elder/member;

There are at least three other members present as advisors in every Circle;

All Circle members must take the yearly training provided to them which may include traditional and educational training, such as; psychological and trauma information, etc.

All Circle members are paid honorarium for each circle attended in accordance with KZA HR Policy;

The Coordinator is responsible for all aspects of training, education and Circle preparations and invitations and all reporting, courts, communication, and financial reporting.

Indigenous Evaluation Summit – February 22 – 23, 2024

February 23, 2024, 11:00 am to 4:00 pm, TIMEZONE: EST

Day 2 – Summit Overview – 1:30PM – 1:45PM EST

Summary of Work That's Been Done

- Rationale for the Network
- Evaluation Gatherings
- Conceptualization of Activities

Q & A

Plenary

by Andrea L K Johnston &

Special Guest: Liz Forsberg, MES, Lead, Partnership Investments – Impact, Ontario Trillium Foundation

Day 2 – LUNCH – 12:00PM – 1:00PM EST

Indigenous Evaluation Networking

Day 2 – LUNCH – 12:15PM – 1:00PM EST

Activity Created by: the late Ashley Nichols, The Indigenous Evaluation Network Coordinator.

Description: 30 minutes last half of lunch hour

1) Elders: Positioning Elders as leaders in evaluation practices, how do we become more inclusive of Elders and these important roles?

Description:

Elders have so much experience in life and in culture. They have been through many years and their knowledge and insights are valuable in community and evaluation. In order to have a complete community we need to include our Elders. How do we include Elders in evaluation practices and future events?

Activity Description:

Everyone begins by writing who they are and where they are from, as they enter the room. At the same time, everyone has the opportunity to write into the chat to pose a question -- What do you want to know about this topic and its application to evaluation? From the chat, the moderator will pose one question at a time. The moderator will ask each participant who raises their Zoom app hands to speak – attempt to answer the question and/or begin the discussion and/or add to the discussion and/or agree or disagree with what was already spoken. Chances are we might get to one question.

Purpose:

To allow Elders to feel respected, included, and important in our community processes as they should be.

Theme: Wisdom

Discussion questions.

2) Ceremony: The importance of ceremony in Indigenous evaluation

Description:

As Indigenous peoples, ceremony has been an important part of community and creates a sense of meaning and purpose. Ceremony is healing and ceremony is powerful. As Indigenous evaluators, ceremony should be a common practice just as it is in our communities. In what ways can we continue to incorporate ceremony into evaluation services? For example, today, we will be hosting a naming ceremony for the IEN. As a segway into the final naming ceremony it is good to have this at the end of the day.

Activity Description:

Similar to the previous topic. Everyone begins by writing who they are and where they are from, as they enter the room. At the same time, everyone has the opportunity to write into the chat to pose a question -- What do you want to know about this topic and its application to evaluation? From the chat, the moderator will pose one question at a time. The moderator will ask each participant who raises their Zoom app hands to speak – attempt to answer the question and/or begin the discussion and/or add to the discussion and/or agree or disagree with what was already spoken. Chances are we might get to one question.

Purpose:

To include a culture and ceremony in evaluation practices

Theme: Decolonization and ceremony

Discussion questions.

Day 2 – Strategic Discussions: Session 1 of 2 – 1:30PM – 1:45PM EST

Strategic Discussions

- Each session is 1-hour.
- Participants are automatically assigned to their first/second choice.

Concurrent strategic discussion sessions (1hour)

1. Governance Moderator: Tara Erb
2. Operations Moderator: Scott Milford-Stanton
3. Implementation Moderator: Karen Paul / Karen Gilliam
4. Membership Moderator: Gladys Rowe

Day 2 – Strategic Discussions: Session 2 of 2 – 1:30PM – 1:45PM EST

Concurrent strategic discussion sessions (1hour)

1. Governance Moderator: Tara Erb
2. Operations Moderator: Pat Baxter
3. Implementation Moderator: Jeri Ducharme
4. Membership Moderator: Gladys Rowe

Day 2 – CLOSING CEREMONY– 1:30PM – 1:45PM EST

Summit Closing Ceremony

Elders, Youth and Drum Song

Plenary

Hold your Tobacco.

Men and Youth -- Albert Therrien & Braedon Fowler:

Welcoming & Closing Songs.

Grandma Edler Pauline Shirt -- Talk the gratitude and thank them.

The Indigenous Evaluation Summit 2024 is Virtually Closed.