



## **Inquiry and Learning Plan for the Gender Equality Program: Seed (Proof of Concept) Phase**

Last updated: June 17, 2021

## Community authors

We developed this Inquiry and Learning Plan through extensive community dialogue and a comprehensive literature review. The shared vision of Indigenous gender equality within this Plan was co-created with First Nation, Inuit and Metis women, men, Two Spirit, queer, trans and gender diverse Elders, Knowledge Keepers and community members across Canada, including innovators from round 1 of the [Advancing Indigenous Gender Equality through Innovation and Social Entrepreneurship Program](#) (“Gender Equality Program”). We defined all other aspects of this Plan based on this shared vision, and these aspects work together to guide how we will collaboratively learn and share stories about progress toward the Gender Equality Program’s ultimate impact goal (which is to advance this shared vision). Discussions around gender and gender equality are personal, and each person informed this work through sacred Sharing Circles. To protect their privacy and the experiences they shared, we have not listed them here but honour and respect their contributions.

## About this Inquiry and Learning Plan

**Purpose:** This Plan is a strategic document that outlines the inquiry and learning activities that will take place within the Gender Equality Program. This Plan builds from the [Inquiry and Learning Bundle](#) that the Indigenous Innovation Initiative co-created with community. The main audience for this Plan is the Indigenous Innovation Initiative, Grand Challenges Canada and program funders. Innovators may choose to use this Plan as an additional reference about the inquiry and learning activities that they will complete.

**Scope:** This Plan describes inquiry and learning for seed (proof of concept) innovators only. Once pre-seed and/or transition to scale funding is available within the Gender Equality Program, we will create separate inquiry and learning plans for those innovators.

**Intended outcomes:** The intention of this Plan is to create the Knowledges required to meet the learning, reporting and storytelling needs of the Gender Equality Program in a way that mutually benefits and prioritizes the needs of the innovators and communities we support. This helps us to:

- Be accountable to the needs, priorities and visions of innovators and their communities while simultaneously fulfilling the reporting requirements for the Gender Equality Program
- Decolonize approaches to “results and performance measurement” across the development and innovation ecosystem
- Re-empower and strengthen the capacity of innovators to take ownership for their inquiry and learning journey and integrate these activities into the development, testing and iteration of their innovation in a way that maximizes learning, growth and success
- Create a bundle of Knowledges that can support planning, decision-making and improvements at a program, innovator, community and ecosystem level (as relevant)

As part of this, innovators will self-determine their inquiry and learning journey in a way that is rooted in and that promotes the Worldviews, Values, Principles and priorities of their community(ies).

**Structure:** This Plan begins with an overview of the Values and Principles it is rooted in. All other sections represent each step of the inquiry and learning process defined within the [Inquiry and Learning Bundle](#).

## Cultural grounding

This Plan is rooted in [these](#) shared First Nation, Inuit and Metis Values and Principles of Indigenous Knowledges creation and application that the Indigenous Innovation Initiative co-created with community to support the [Inquiry and Learning Bundle](#).

### Step 1: define the vision of success

We will consider the Gender Equality Program to be a success if:

- First Nation, Inuit and Metis innovators and communities from across Canada are aware of and applying to the Program at the pre-seed, seed (proof of concept) and/or transition to scale level
- The community supports and is accepting of the Program (based on feedback or observations gathered through surveys, lessons learned, community engagements, innovator insights etc.)
- The Program has the capacity to deliver, in a consistent manner across Canada, services and supports that are responsive to the wholistic needs of the innovators it supports (including access to capital, networks and relationships, Knowledges and skills and storytelling/amplification)
- The Program is attributing to progress toward its ultimate impact goal (see step 2)
- The Program achieves or surpasses the relevant measures within the Indigenous Innovation Initiative Key Performance Indicators

### Step 2: develop the program story

**Program setting:** We launched the Gender Equality Program in June 2020 as the inaugural program of the [Indigenous Innovation Initiative](#), whose vision is to improve all life through Indigenous innovation. We understand that supporting Indigenous innovation is about more than just increasing access to capital – it requires wrap-around support for innovators to unlock their fullest potential, and re-conceptualizing what innovation looks like within an Indigenous context. Through core values of [inclusion](#), [self-determination](#), [sustainability](#) and [creativity](#), we use a gender-lens approach to support First Nation, Inuit and Metis Peoples to develop and test innovative ideas that re-inspire healing, imagination and opportunity for their communities, while also benefitting non-Indigenous people and the Land. This model is rooted in shared Worldviews of First Nation, Inuit and Metis Peoples and the strength and potential of the innovators and communities we support, while remaining responsive to their unique needs and visions. With culturally rooted, wrap-around supports, innovators strengthen their gifts and skills across the entire innovation journey.

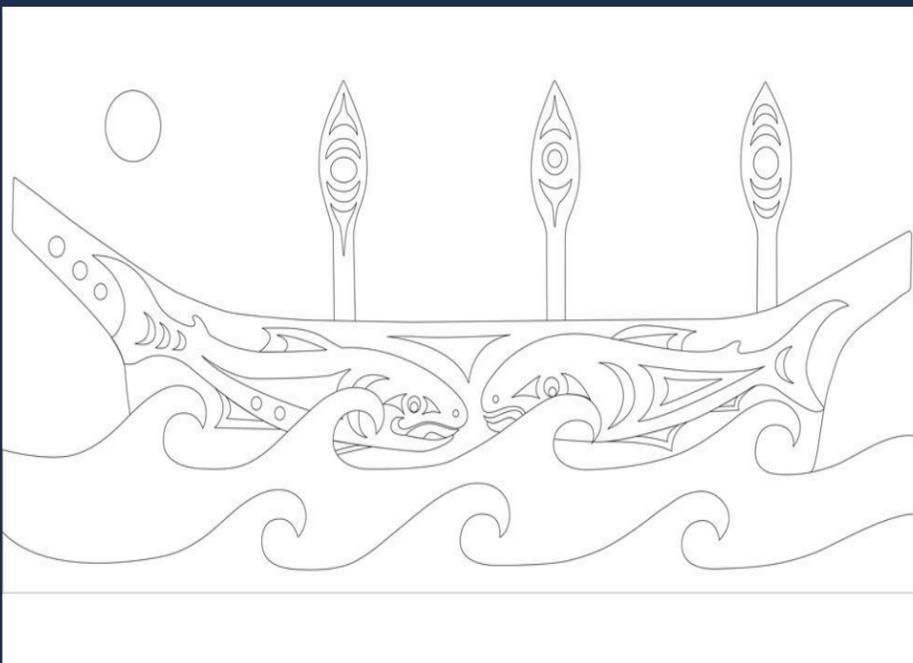
#### Program overview:

**Ultimate impact goal:** Advance Indigenous gender equality across economic, cultural and social dimensions through transformative innovation and large-scale systemic change that is by and for First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people.

**Achieving the ultimate impact goal – path to impact:** The image below outlines the key inputs, activities, outcomes and impacts that we assume will work together to progress toward the ultimate impact goal. Over time, we will evolve this to include additional inputs, activities, outcomes and impacts and visual indications of how they all work together to achieve this impact.



Understanding the ultimate impact goal: a [shared vision of gender equality for First Nation, Inuit and Metis Peoples](#)



The ultimate impact goal of the Gender Equality Program is to advance gender equality across economic, cultural and social dimensions through transformative innovation and large-scale systemic change that is led by and for First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people.

Using the analogy of canoeing, a shared vision of Indigenous gender equality is that our **paddles are up**, we are **finding our place** within the canoe and we are **paddling together** as a community. This Coast Salish artwork by Kwantlen First Nation artist Phyllis Atkins (Q'woy'tic'a) represents a traditional Salish canoe riding on waves with the rising sun above. Each paddle blade is different, representing the diversity of people. The overall message is that we are all in the same boat and must paddle forward together. This reminds us that we cannot survive without the support and gifts of everyone in the community, and that we must value the contributions of everyone, no matter who they are, where they come from or how they identify themselves. This starts at birth, when we welcome each child with love, and throughout life when we honour and respect the journey that they will define for themselves with guidance from their communities.

“Two Spirit people have been part of the circle (of life) since time immemorial. **All my relations.**  
The Ancestors awakening (blood) memories of our roles and responsibilities. **All my relations dreaming.**  
Re-defining Indigenous governance Protocols woven in welcoming, respect and belonging –  
Collectively we are re-inventing and re-defining ourselves. **All my relations resurging.**  
In relationship with our communities and The Land, we are returning to our revered places. **All my relations thriving.**”

**Nathalie Pambrun** - Metis Midwife, member of the Indigenous Innovation Council and Grand Challenges Canada Board of Directors



When our **paddles are up**, we are living our Values and Principles, are welcoming and respecting of ourselves and others and are making space for everyone to care for themselves and each other. This means that we are inclusive of the gifts and roles of First Nation, Inuit and Metis women, men, Two Spirit, queer, trans and gender diverse people – including those who have come before us, those who will come after us and those who are displaced or not with us in the community.

Because many First Nation, Inuit and Metis languages are genderless and they create words based on the role and function of something, our gender does not define us, or the roles we take on within the community. Over time, we define these roles based on by our gifts, and by what will allow us to best support the needs of our self, our family and our community. When our paddles are up, we value each other equally based on the whole person, including our intersecting experiences, gifts, roles and identities. We are also not required to share our gender identities, but have a safe, inclusive and affirming space to do that if we choose to.



When our paddles are up, we are able to **find our place** within the canoe. There is a spot for everyone, so we respect and honour the role of all our relations. Each person is empowered and guided along their life journey so they can choose a role that celebrates their intersecting experiences, gifts, identities and vision of self within the broader goals of their community, regardless of their gender. This empowerment comes when:

- We hold each other up and everyone has equal and equitable access to the ceremonies, Elders, Knowledges and experiences required to support them in learning and strengthening their gifts and choosing a role that celebrates and honours these gifts
- We honour, respect and create space for the roles that others have chosen
- We are self-determining and self-governing, understand our histories of oppression and have power over ourselves to be confident, navigate our journey in life and move forward in a good way
- We recognize that personal and community visions change over time and embrace the fluidity of roles and places that we can each occupy within the canoe - this includes honouring our responsibilities to all our relations by learning and evolving our gifts so we can adjust our roles within the community to accommodate these changes



When everyone is empowered to find their place within the canoe, **we are paddling together** and we make space for every person and their gifts. This means there are no power imbalances or hierarchies and no one being is elevated in status, privilege or power over another, and that everyone has equal and equitable opportunities to achieve their fullest potential. This also means that we are all working toward shared goals and are drawing on the gifts and roles of all our relations to achieve them. This requires us to hold each other up in many ways, including that:

- We are caring for and holding space for each other to take on our unique roles, and to evolve these roles as needed
- We respect and honour the role of women, Two Spirit, queer, trans and gender diverse people by standing behind them, letting their voices be heard and re-empowering them as leaders and decision makers
- We mentor each other along our lifelong journeys by sharing our learnings and experiences to help others build their gifts and identify roles for themselves
- We create and evolve governance structures, Protocols and Natural and Communal Laws that support and re-empower our gifts and roles and that meet us where we are at, so we can achieve our fullest potential
- We use strengths-based, gender affirming and resilience-informed approaches that are rooted in our histories, languages and Knowledges
- We show respect by listening and learning from the heart

“A canoe is always moving forward, because gender equality isn’t just something we achieve. It’s something that we keep striving towards, and something that keeps us moving forward together.”

**Paige Kimiksana Kreps** - Urban Inuvialuk and member of the Gender Equality Program Reference Group

**Advancing calls to action:** We are interested in how the Gender Equality Program aligns with the following global calls to action. To inform this, in their Inquiry and Learning Plan and in their final report, innovators will share if and how they are advancing each one.

Call to action
<b>Advancing economic sovereignty:</b>
<a href="#">Truth and Reconciliation Call to Action #7:</a> Eliminate employment gaps between Indigenous and non-Indigenous people.
<a href="#">United Nations' Sustainable Development Goals (SDG) #5:</a> Enable equal rights to economic resources for women, Two Spirit, queer, trans and gender diverse people.
<b>Advancing self-determination and self-governance:</b>
<a href="#">2 Spirits in Motion recommendation:</a> The voices of Two Spirit, queer, trans and gender diverse peoples need to be engaged in and guide projects, especially those that impact them, including through advisory councils.
<a href="#">MMIWG2S+ Call for Justice #1.4:</a> Ensure Indigenous women and 2SLGBTQQA people are represented in governance.
<a href="#">United Nations' Declaration on the Rights of Indigenous Peoples (UNDRIP) article #31:</a> Indigenous Peoples have the right to maintain, control, protect and develop their cultural heritage, traditional Knowledges and traditional cultural expressions, and the manifestations of their sciences, technologies and cultures. They have the right to maintain, control, protect and develop their intellectual property over such expressions.
<a href="#">United Nations' SDG #5:</a> Enable full and effective participation and equal opportunities for leadership at all levels of decision-making for women, Two Spirit, queer, trans and gender diverse people.
<a href="#">United Nations' SDG #16:</a> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels through responsive, participatory and representative decision-making.
<b>Advancing diversity, inclusion and gender equality:</b>
<a href="#">2 Spirits in Motion recommendation:</a> Create safe spaces, including for ceremony, with and for Two Spirit, queer, trans and gender diverse peoples.
<a href="#">2 Spirits in Motion recommendation:</a> Use Two Spirit, queer, trans and gender diverse traditional Knowledges as the core of any research or projects that impact these individuals.
<a href="#">2 Spirits in Motion recommendation:</a> Recognize the many intersectionalities that make up Two Spirit, queer, trans and gender diverse identities.
<a href="#">MMIWG2S+ Call for Justice #6.1:</a> Ensure authentic and appropriate representation of First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people. Support them in sharing their stories from their perspectives, free of bias, discrimination and false assumptions and in a trauma-informed and culturally sensitive way.
<a href="#">MMIWG2S+ Call for Justice #15:</a> Protect, support and promote women, Two Spirit, queer, trans and gender diverse people by acknowledging and respecting the value of every person and every community, and their right to generate self-determined solutions. Create time and space for relationships based on respect as human beings to support and embrace differences with kindness, love and respect.
<a href="#">United Nations' SDG #10:</a> Reduce inequality by empowering and promoting the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic status.

## Protecting the Land:

[United Nations' SDG #11](#): Make cities and human settlements inclusive, safe, resilient and sustainable.

[United Nations' SDG #13](#): Combat climate change and its impacts.

[United Nations' SDG #15](#): Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.

## Protecting the Land:

Informed by the Indigenous Framework that guides the Indigenous Innovation Initiative, we seek to honour the Land in everything we do. This includes supporting contextualized innovations that integrate into Indigenous systems (socially sustainable), that can transition to scale (economically sustainable) and that heal and regenerate the Land (environmentally sustainable). This also includes supporting innovators to maximize their positive impacts and minimize their negative impacts on the Land, for example by adhering to the environmental policy that guides the Indigenous Innovation Initiative and taking a balanced approach to planning and implementing their innovation projects. To reduce travel-related impacts as a platform, we take a balanced approach that considers how we can engage and gather with the community in a way that supports Indigenous Peoples to equally and equitably access, use and benefit from the Indigenous Innovation Initiative and the innovation projects we fund. We also consider how we can advance innovators, the platform and the Indigenous innovation ecosystem more broadly while simultaneously healing and regenerating the Land.

## Step 3: confirm what needs to be learned

To support us in achieving the goals of this Plan, we seek to create a bundle of Knowledges that can support the learning and decision-making needs of the innovators and communities we support while mutually benefitting the Gender Equality Program. Considering this, we would like to learn the following about the Gender Equality Program and the innovation projects it funds.

What we would like to learn	Why we will learn this
<p>How the Program and innovators are:</p> <ul style="list-style-type: none"><li>• Re-vitalizing First Nation, Inuit and Metis ways of knowing and being</li><li>• Advancing the <a href="#">Truth and Reconciliation calls to action</a>, <a href="#">MMIWG2S+ calls for justice</a>, <a href="#">UNDRIP</a> and <a href="#">SDGs</a></li><li>• Protecting the Land</li></ul>	<p>This is an expectation of all programs managed by the Indigenous Innovation Initiative.</p> <p>Community authors also identified all but the Sustainable Development Goals as a key requirement for advancing gender equality for First Nation, Inuit and Metis Peoples.</p>

<ul style="list-style-type: none"> <li>• What supports and/or prevents innovators and the Gender Equality Program from: <ul style="list-style-type: none"> <li>○ Developing, testing and evolving their project and program stories</li> <li>○ Achieving their intended outcomes (or short-term changes) and impacts (or long-term changes)</li> <li>○ Reaching the people they are trying to benefit</li> </ul> </li> <li>• Who is accessing, using and benefiting from our innovation, how this compares to who we are trying to reach and how we are creating barrier-free spaces for people to access, use and benefit from our innovation equally and equitably</li> </ul>	<p>This will allow for:</p> <ul style="list-style-type: none"> <li>• Innovators to learn if and how they are achieving their proof of concept vision, and how they can modify their approaches and project story to maximize success and impact</li> <li>• Innovators and the Gender Equality Program to share and celebrate learnings, experiences and impact stories, and meaningfully report on impact</li> <li>• Gender Equality Program to learn how to better support innovators, share and celebrate our impact stories and meaningfully report on impact</li> </ul>
<p>How we are advancing the <a href="#">shared vision of Indigenous gender equality</a> that the Gender Equality Program is rooted in.</p>	<p>This will allow the Program to learn, share and celebrate impact stories, meaningfully report on impact and remain accountable to the needs and visions of the community.</p>

## Step 4: design Knowledges creation methods and tools

**Innovator inquiry and learning activities:** Innovators will use the following methods and tools to create the Knowledges defined in step 2.

### Method #1: reflection activities

To integrate inquiry and learning into all aspects of their projects, while simultaneously creating Knowledges to inform all other inquiry and learning activities they will complete, innovators are invited to reflect monthly (or at least prior to each indicator and gender progress marker report) on their progress, experiences and accomplishments.

This reflection is optional, but highly encouraged. If innovators choose to participate, they will define an approach for it in their Inquiry and Learning Plan. Where possible, we will provide innovators with the tools required to support this approach, including workbooks to document reflections and optional quarterly reflection sessions for all innovators to share learnings and problem solve together.

We recommend innovators reflect on the following questions, and will work with them to figure out what works best for them. These questions intend to allow innovators to start from a place of strength and celebration and move to a place of learning and growth. Innovators will not report these reflections to the Gender Equality Program. Instead, they will use this information to inform all other inquiry and learning activities they complete.

- What are we most proud of so far? How are we celebrating this?
- Who is accessing, using and benefitting from the innovation? Is this who we thought we would be reaching?
- Are we creating a barrier-free innovation for women, Two Spirit, queer, trans and gender diverse people?
- What outcomes (short-term changes) are we progressing toward or have we achieved? What is helping and/or preventing us from doing this, and how are we learning from this?
- What impacts (long-term changes) are we progressing toward or have we achieved? What is helping and/or preventing us from doing this, and how are we learning from this?\*
- What are our next steps?

\* Innovators will not start reflecting on this until 3 months before the end of their project (to inform their final indicator/gender progress marker report and final inquiry and learning report).

### Method #2: tracking and reporting on indicators

Innovators will report either every 6 months (i.e., for process and outcome indicators) or every 12 months (i.e., for impact indicators) on the relevant indicators in Appendix A.

### Method #3: final inquiry and learning report

At the end of their project, innovators will reflect on and celebrate their journey by looking back at progress toward their intended outcomes (short-term changes) and impacts (long-term changes), learnings, updated path to impact and next steps. They will do this by responding to the following questions, and reporting this information using the Fluxx reporting template provided by the Gender Equality Program.

#### **Grounding questions:**

- How did this experience allow you to live, learn and revitalize First Nation, Inuit and Metis ways of knowing and being?
- What are you most proud of from this journey? Why?

#### **Experiences developing, testing and iterating your innovation:**

- What helped you most when developing, testing and iterating your innovation?
- What was most challenging when developing, testing and iterating your innovation?
- What was missing most that would have helped you develop, test and iterate your innovation?

#### **Progress toward your intended reach:**

- How many people do you estimate have benefitted from your innovation?
- Who are these people? Tell us as much about them as you can.
- Is this who you were trying to reach?

#### **Progress toward your ultimate impact goal:**

- How did you improve people's lives with your innovation? Include an overview of the intended and unintended outcomes (short-term changes) and impacts (long-term changes) that you progressed toward or achieved.
- What does your path to impact look like? Has it changed since your project started?

#### **Advancing calls to action:**

- How have you advanced the calls to action defined in your project story?

#### **Protecting the Land:**

- What helped you regenerate, protect and positively impact the Land the most?
- What prevented you from regenerating, protecting and positively impact the Land the most?
- How did you learn from these successes and challenges?

### Questions about advancing the shared vision of Indigenous gender equality:

- How did First Nation, Inuit and/or Metis women, Two Spirit, queer, trans and/or gender diverse people support or lead planning, implementing and governing this project?
- What key barriers prevented First Nation, Inuit and/or Metis women, Two Spirit, queer, trans and/or gender diverse people accessing, using and benefiting from your innovation? Include how you removed or reduced these barriers.
- What are some lessons learned that you would like to share about creating a safe, inclusive, gender-affirming and barrier-free space for First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people to access, use and benefit from your innovation?

### Other questions about this experience:

- Since your project start date, how much investment have you received for this project from outside the Gender Equality Program? Include grants, loans, donations, lines of credit, salaries and costs saved because of in-kind time or services etc.

### Next steps:

- What is the next step in your journey? Include if you think you are ready to transition to scale or if you need to learn more first.

**Program inquiry and learning activities:** Program staff will use the following methods and tools to create the Knowledges defined in step 2.

#### Method #1: wellness checks

Program wellness checks will take place using the following general reflection questions, which we will modify based on the focus of the reflections. We will prioritize any program changes using an effort-impact analysis, and seek input, validation and guidance from community and program partners before we design and implement them.

- What is working well? Why? How are we celebrating these successes?
- What is not going as planned? Why? How are we learning from this?
- What changes do we need to make to move forward in a way that meets the needs of the program and community?

#### Method #2: tracking and reporting on indicators

The Gender Equality Program will report on the relevant process, outcome and impact indicators in Appendix A, and following the storytelling approach in step 7.

#### Method #3: evaluations

To support policy, funding and planning decisions, we will complete an evaluation of the Gender Equality Program at the end of every funding agreement (or earlier if feasible/valuable). These evaluations will assess the following key areas, and we will develop detailed evaluation plans at the time of the evaluation based on confirmed Knowledges creation requirements.

- What intended and unintended outcomes (or short-term changes) and impacts (or long-term changes) are being seen because of the Program? What evidence is there that the Program is contributing to this (i.e., what is the path to impact)?
- What aspects of the program story should change to maximize positive and minimize negative outcomes and impacts?

- Are First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people able to equally and equitably access, use and benefit from the Program? What is supporting or preventing this? What changes could resolve any barriers?
- Are First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people able to equally and equitably access, use and benefit from the innovation projects funded by the Program? What is supporting or preventing this? What changes could resolve any barriers?
- How are we prioritizing participation and leadership from First Nation, Inuit and Metis women, Two Spirit, queer, trans and gender diverse people (including innovators) within all aspects of designing, implementing and governing the Program? Are the contributions of these individuals weighted and compensated equally and fairly?

Evaluations will also assess progress toward the following gender progress markers (i.e., impact indicators), which are particularly challenging to measure progress against using the methods above (i.e., this requires substantial community engagement and data collection to be meaningful):

- Communities are respecting innovators' rights to self-determination
- There is less suicide in First Nation, Inuit and Metis communities, especially for women, Two Spirit, queer, trans and gender diverse people, because of the Program
- The Program is supporting decreases in First Nation, Inuit and Metis Peoples being on welfare, in protective services or incarcerated

## Step 5: create Knowledges

Innovators and the Gender Equality Program will use the methods and tools defined in step 4 to create the Knowledges defined in step 3. This will be an iterative process, where we use different methods and tools to create different Knowledges throughout the program and project lifecycles.

## Step 6: analyze and interpret learnings

As we create Knowledges, we will continuously make sense of this information so we can apply it for the betterment of the innovation projects, community and Gender Equality Program. The methods we use to do this will depend on the type of information, for example if it is qualitative or quantitative, and how we want to use it. Some of these methods are below and we will modify this table over time, as needed, to meet our needs.

Method	When we will use this method
Content analysis	To review program documentation, for example reflection notes, and identify key relationships and meaning between various words or concepts
Thematic analysis	To assess qualitative information and identify key themes or patterns
Basic statistical analysis	To assess quantitative information and display it using graphs or charts
Contribution analysis	To understand if/what aspects of the program are leading to the changes we are seeing, to better understand the program path to impact and show how the project is contributing to these changes
Sensemaking	To collaboratively make sense of various types of qualitative or quantitative information

## Step 7: sharing learnings (storytelling)

We seek to create Knowledges that highlight and amplify our own achievements and impacts and those of the innovators and communities we support, and to share this information at a community and ecosystem level. The table below outlines when we will engage in planned storytelling – we will engage in additional ad hoc storytelling as useful and meaningful.

Frequency	What we are sharing	How we are sharing it	Who we are sharing it with
Monthly	Key learnings and upcoming learning, funding and relationship building opportunities for innovators	Newsletter	Innovators being funded by the Program
Quarterly	Key impacts, accomplishments and knowledge products; upcoming events and funding calls etc.	Newsletter	Anyone on the Indigenous Innovation Initiative public mailing list
Quarterly	Key impacts, accomplishments, learnings and knowledge products and other items as defined in partnership with funders	Standard reporting templates	All program funders
Semi-annually	Key impacts, accomplishments, learnings and progress toward the indicators in Appendix A and relevant Key Performance Indicators, including stories to support each area and next steps	Gender Equality Program Impact Story	Funders, Grand Challenges Canada, partners, public etc.
Annually	Key impacts, accomplishments, learnings, progress toward indicators and next steps	Annual report	

## Step 8: applying learnings

We will use the Knowledges created through this Plan to:

- Update this Inquiry and Learning Plan and the Indigenous Innovation Initiative key performance indicators to ensure they remain relevant to innovators, communities, the Gender Equality Program and the ecosystem more broadly
- Improve the Gender Equality Program so it can better support innovators to achieve their fullest potential
- Create a bundle of Knowledges that can support planning, decision-making and improvements at a program, innovator, community and ecosystem level (as relevant)

## Community capacity building

Following the [Indigenous Knowledges and Data Governance Protocol](#), each step of this inquiry and learning process will take place in collaboration with innovators and, where relevant and possible, their communities. This honours innovators' inherent rights to self-determination, while strengthening their capacity to complete these activities – which is an important part of responsible Knowledges and data governance.

## Appendix – Gender Equality Program and innovator level indicators

The following process, outcome and impact indicators (which in this instance are gender progress markers) will be tracked and reported on by either innovators (n = 27) or program staff (n = 32). Together, these indicators support the learning needs defined in step 3. Over time, we will collaboratively refine these indicators based on our experiences and learnings, to ensure they are mutually benefitting innovators, their communities, the Program, funders and other partners. Information that is shared with us from innovators will feed into the subsequent program-level indicators that we will then report in an aggregate format using the approaches and products defined in step 7.

**Note:** We are asking innovators to report on a suite of gender progress markers so we can measure our own impact as a Program, and use these learnings to evolve the Program over time. We defined these markers based on the shared vision of Indigenous gender equality that we co-created with community. Advancing Indigenous gender equality requires enormous transformation across deeply rooted colonial structures and the Gender Equality Program will progress toward this shared vision, over time, in partnership with innovators and the broader innovation ecosystem. These markers invite innovators to look inward and honestly reflect on how the Program is performing in each area.

#	Who is reporting	Description, including if this is qualitative or quantitative	Notes
<b>Process and outcome indicators</b>			
1*	Gender Equality Program	<b>Quantitative:</b> What number and percentage of innovators are creating employment opportunities for First Nation, Inuit and/or Metis Peoples through their projects?	We will calculate this using information from innovators' approved budgets and final inquiry and learning reports.
2*	Gender Equality Program	<b>Quantitative:</b> How many employment opportunities are innovators creating for First Nation, Inuit and/or Metis Peoples through their projects?	
3*	Gender Equality Program	<b>Quantitative:</b> What is the approximate value of all employment opportunities that innovators are creating for First Nation, Inuit and/or Metis Peoples through their projects?	
* We are tracking this to learn the catalytic nature and value of the investment from the Gender Equality Program within the community. This supports <a href="#">Truth and Reconciliation Call to Action #7</a> and <a href="#">United Nations' SDG #5</a> . This includes full-time, part-time, permanent, temporary and/or contract work.			
4	Innovators	<b>Qualitative:</b> How are First Nation, Inuit and/or Metis ways of knowing and being guiding this project?	Reported every 6 months.
5	Gender Equality Program	<b>Qualitative:</b> How are First Nation, Inuit and/or Metis ways of knowing and being guiding innovation projects?	We will share this based on aggregate innovator data from indicator #4.
6	Innovators	<b>Qualitative:</b> What is helping you develop, test and iterate your innovation? <b>Qualitative:</b> How can you make sure this keeps happening?	Reported every 6 months.
7	Gender Equality Program	<b>Qualitative:</b> What is helping innovators develop, test and iterate their innovations?	We will share this based on aggregate innovator data from indicator #6.

#	Who is reporting	Description, including if this is qualitative or quantitative	Notes
8	Innovators	<p><b>Qualitative:</b> What is preventing you from developing, testing and iterating your innovation?</p> <p><b>Qualitative:</b> How are you learning from these challenges? Include any key changes you have made, and if they helped.</p>	Reported every 6 months.
9	Gender Equality Program	<p><b>Qualitative:</b> What is preventing innovators from developing, testing and iterating their innovations?</p> <p><b>Qualitative:</b> How are innovators learning from and responding to these challenges?</p>	We will share this based on aggregate innovator data from indicator #8.
10	Innovators	<p><b>Qualitative:</b> Who is accessing/using your innovation?</p> <p><b>Qualitative:</b> Are these people the same or different from the intended reach defined in your project story?</p>	Reported every 6 months.
11	Gender Equality Program	<p><b>Qualitative:</b> Who are innovators reaching?</p> <p><b>Qualitative:</b> How does this compare to their intended reach?</p>	We will share this based on aggregate innovator data from indicator #10.
12	Innovators	<p><b>Qualitative:</b> What is helping you reach the people you are trying to?</p> <p><b>Qualitative:</b> How can you make sure this keeps happening?</p>	Reported every 6 months.
13	Gender Equality Program	<p><b>Qualitative:</b> What is helping innovators reach the people they are trying to?</p>	We will share this based on aggregate innovator data from indicator #12.
14	Innovators	<p><b>Qualitative:</b> What is preventing you from reaching the people you are trying to?</p> <p><b>Qualitative:</b> How are you learning from these challenges? Include any key changes you have made, and if they helped.</p>	Reported every 6 months.
15	Gender Equality Program	<p><b>Qualitative:</b> What is preventing innovators from reaching the people they are trying to?</p> <p><b>Qualitative:</b> How are innovators learning from and responding to these challenges?</p>	We will share this based on aggregate innovator data from indicator #14.
16	Innovators	<p><b>Qualitative:</b> What outcomes (short-term changes) are you progressing toward or have you achieved?</p> <p><b>Qualitative:</b> Are these outcomes the same or different from the ones defined in your project story?</p> <p><b>Qualitative:</b> What is helping you progress toward or achieve these outcomes? How can you make sure this keeps happening?</p> <p><b>Qualitative:</b> What is preventing you from progressing toward or achieving these outcomes? How are you learning from these challenges? Include any key changes you have made, and if they helped.</p>	Reported every 6 months.

17	Gender Equality Program	<p><b>Qualitative:</b> What intended outcomes (short-term changes) are innovators progressing toward or have they achieved?</p> <p><b>Qualitative:</b> What unintended outcomes (short-term changes) are innovators progressing toward or have they achieved?</p> <p><b>Qualitative:</b> What is helping innovators progress toward or achieve these outcomes?</p> <p><b>Qualitative:</b> What is preventing innovators from progressing toward or achieving these outcomes? How are innovators learning from and responding to these challenges?</p>	We will share this based on aggregate innovator data from indicator #16.
18	Innovators	<p><b>Qualitative:</b> How are you regenerating, protecting and positively impacting the Land through this project?</p> <p><b>Qualitative:</b> How can you make sure this keeps happening?</p>	Reported every 6 months.
19	Gender Equality Program	<p><b>Qualitative:</b> How are innovators regenerating, protecting and positively impacting the Land through their projects?</p>	We will share this based on aggregate innovator data from indicator #18.
20	Innovators	<p><b>Qualitative:</b> Are you negatively impacting the Land through this project? If so, explain what happened, how you responded, what the long-term impacts of this are or could be and what you will do differently to prevent this from happening in the future.</p>	Reported every 6 months.
21	Gender Equality Program	<p><b>Qualitative:</b> Are innovators negatively impacting the Land through their projects? If so, how, what are the long-term impacts, how are innovators responding and how are they preventing this from happening in the future?</p>	We will share this based on aggregate innovator data from indicator #20.
22	Innovators	<p><b>Qualitative:</b> How are you creating safe, inclusive and gender affirming space(s) for women, Two Spirit, queer, trans and gender diverse people to access, use and benefit from your innovation?</p> <p><b>Qualitative:</b> What is helping you create this space(s)? How can you make sure this keeps happening?</p> <p><b>Qualitative:</b> What is preventing you from creating this space(s)? How are you learning from these challenges? Include any key changes you have made, and if they helped.</p> <p><b>Qualitative:</b> What is missing that could help you most in creating this space(s)?</p>	Reported every 6 months.
23	Gender Equality Program	<p><b>Qualitative:</b> How are innovators creating safe, inclusive and gender affirming space(s) for women, Two Spirit, queer, trans and gender diverse people to access, use and benefit from their innovation?</p> <p><b>Qualitative:</b> What is helping innovators create this space(s)?</p> <p><b>Qualitative:</b> What is preventing innovators from creating this space(s)? How are they learning from and responding to these challenges?</p> <p><b>Qualitative:</b> What is missing that could help innovators most in creating this space(s)?</p>	We will share this based on aggregate innovator data from indicator #22.
24	Innovators	<p><b>Qualitative:</b> What is the next step in your journey?</p> <p><b>Qualitative:</b> Is there anything you need to learn before you move forward?</p>	Reported every 6 months.

25	Gender Equality Program	<p><b>Qualitative:</b> Where are innovators going from here?</p> <p><b>Qualitative:</b> What do they need to learn before they get there?</p>	We will share this based on aggregate innovator data from indicator #24.
<b>Impact indicators (note: #23-59 are gender progress markers)</b>			
26	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who have advanced one or more international calls to action	We will share this using aggregate information from innovators' draft Inquiry and Learning Plans and their final inquiry and learning reports.
27	Gender Equality Program	<p><b>Qualitative:</b> What international calls to action have innovators advanced, and how?</p> <p><b>Quantitative:</b> # and % of innovators advancing each call to action</p>	
<b>Gender progress markers:</b> Innovators will respond to each statement with “yes, kind of, no, I don’t know, this doesn’t apply to me, I prefer not to say or other (with free text space to indicate a different response).” Innovators will have an optional free text space to elaborate on each response.			
<b>Are our paddles up?</b>			
28	Innovators	The Gender Equality Program is creating a safe and affirming space that is inclusive of my gifts, roles, identities and visions.	Reported every 12 months.
29	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is creating a safe and affirming space that is inclusive of their gifts, roles, identities and visions, by response type.	We will share this based on aggregate innovator data from indicator #28.
30	Innovators	I feel valued by the Gender Equality Program.	Reported every 12 months.
31	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel valued by the Gender Equality Program, by response type.	We will share this based on aggregate innovator data from indicator #30.
32	Innovators	The Gender Equality Program does not require me to share my gender, but has created a safe space for me to do that if I choose to.	Reported every 12 months.
33	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program does not require them to share their gender, but has created a safe space for them to do that if they choose to, by response type.	We will share this based on aggregate innovator data from indicator #32.
34	Innovators	The Gender Equality Program shows respect by actively listening and learning from the heart.	Reported every 12 months.
35	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program shows respect by actively listening and learning from the heart, by response type.	We will share this based on aggregate innovator data from indicator #34.
<b>Are we finding our place in the canoe?</b>			
36	Innovators	The Gender Equality Program honours, respects and creates space for the unique role(s) that I am filling as an innovator.	Reported every 12 months.

37	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program honours, respects and creates space for the unique role(s) they are filling as an innovator, by response type.	We will share this based on aggregate innovator data from indicator #36.
38	Innovators	I am self-determining and self-governing my innovation journey within the Gender Equality Program.	Reported every 12 months.
39	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel they are self-determining and self-governing their innovation journey within the Gender Equality Program, by response type.	We will share this based on aggregate innovator data from indicator #38.
40	Innovators	The Gender Equality Program is creating space for me to navigate confidently through my innovation journey.	Reported every 12 months.
41	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is creating space for them to navigate confidently through their innovation journey, by response type.	We will share this based on aggregate innovator data from indicator #40.
42	Innovators	The Gender Equality Program recognizes that community visions and realities change and embraces change within this innovation project.	Reported every 12 months.
43	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program recognizes that community visions and realities change and embraces change within their innovation project, by response type.	We will share this based on aggregate innovator data from indicator #42.
<b>Are we paddling together?</b>			
44	Innovators	The Gender Equality Program is reducing or removing barriers so I can achieve my fullest potential.	Reported every 12 months.
45	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is reducing or removing barriers so they can achieve their fullest potential, by response type.	We will share this based on aggregate innovator data from indicator #44.
46	Innovators	The Gender Equality Program is allowing me to create an Indigenous business / innovation / entrepreneurship model that works for me.	Reported every 12 months.
47	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is allowing them to create an Indigenous business/innovation/entrepreneurship model that works for them, by response type.	We will share this based on aggregate innovator data from indicator #46.
48	Innovators	The Gender Equality Program is amplifying the voice and stories of this innovation project in a way that supports the needs and visions of the community(ies) I am supporting.	Reported every 12 months.
49	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is amplifying the voice and stories of their innovation project in a way that supports the needs and visions of the community(ies) they are supporting, by response type.	We will share this based on aggregate innovator data from indicator #48.
50	Innovators	Within the Gender Equality Program, no one is elevated in status, privilege or power over another (including but not limited to program staff or partners, innovators and community members).	Reported every 12 months.

51	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel that within the Gender Equality Program, no one is elevated in status, privilege or power over another, by response type.	We will share this based on aggregate innovator data from indicator #50.
52	Innovators	Within the Gender Equality Program, we are all working toward shared community goals and we are all drawing on the gifts and roles of all our relations to achieve them.	Reported every 12 months.
53	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/ do not feel that within the Gender Equality Program, we are all working toward shared community goals and we are all drawing on the gifts and roles of all our relations to achieve them, by response type.	We will share this based on aggregate innovator data from indicator #52.
54	Innovators	The Gender Equality Program is empowering me as a leader and decision maker.	Reported every 12 months.
55	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is empowering them as a leader and decision maker, by response type.	We will share this based on aggregate innovator data from indicator #54.
56	Innovators	The Gender Equality Program is creating mentorship opportunities for innovators, including to share and learn from each other's' experiences.	Reported every 12 months.
57	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program is creating mentorship opportunities for them, including to share and learn from each other's' experience, by response type.	We will share this based on aggregate innovator data from indicator #56.
58	Innovators	The Gender Equality Program uses strengths-based, gender affirming and resilience-informed approaches that meet me where I am at.	Reported every 12 months.
59	Gender Equality Program	<b>Quantitative:</b> # and % of innovators who do/do not feel the Gender Equality Program uses strengths-based, gender affirming and resilience-informed approaches that meet them where they are at, by response type.	We will share this based on aggregate innovator data from indicator #58.