

This approach is helping us to establish self-determined processes for creating, sharing, and applying Knowledges and data in ways that prioritize the needs of innovators while remaining mutually beneficial for the Indigenous Innovation Initiative, Grand Challenges Canada, funders, and other partners. Through this, we are intentionally seeking to:

- Revitalize and evolve First Nation, Inuit, and Métis approaches for inquiry and learning, and integrate them into every step of the innovation cycle
- Re-balance power through access to resources and re-empowering innovators as leaders and decision makers during their inquiry and learning journey
- Co-create a bundle of Knowledges that we can all pull from to support being and doing better in our shared and distinct journeys

We will invite you to share feedback on how we are progressing in each area.

Reporting across your innovation journey

Here is what this model looks like in practice for proof of concept innovators.¹

- **Early in the proof of concept phase**, we think it is important to learn how and how well you are developing, testing, and/or iterating your innovation project; who you are reaching with your innovation; and what outcomes (or short-term changes) you are starting to see within the community because of this work. We know it is also critical to learn how you are integrating Indigenous ways of knowing and being, how you are being accountable in your relationships, and how you are advancing Indigenous gender equality through your innovation project. This approach is intentional to create space for you to focus on achieving your proof of concept vision while honouring the integral role of spirit and ceremony in this work. You will share these learnings with us using the following two reports:
 - **Indicator reports:** How you are bringing culture and spirit into this work; how and how well you are developing, testing, and/or iterating your innovation project; who you are reaching; what outcomes you are starting to see; and how you are advancing Indigenous gender equality through your innovation project. To help you inform these reports, we suggest some regular reflection questions within your Inquiry and Learning Plan (they are also in the appendix of this document).
 - **Gender progress marker reports:** The ultimate goal of the Indigenous Gender Equality Program is to advance gender equality across health, economic, and social dimensions through transformative innovation and large-scale systemic change that is by and for First Nation, Inuit, and Métis women, Two Spirit, queer, trans, and gender diverse people. To help us understand what this looks like in action, we worked with

¹ See page 11 of the [Inquiry and Learning Bundle](#) for what this looks like at the transition to scale phase and at a program level

community to co-create a [shared vision of Indigenous gender equality](#). To build from what you share in your indicator report about how you are advancing gender equality *for the community* through your innovation project, the gender progress marker report asks how we as a program are advancing gender equality *for you as innovators*.

- **At the end of the proof of concept phase**, you will look back at your progress toward your intended outcomes (or short-term changes within the community), and now start looking at progress toward your intended impacts (long-term changes within the community). You will also reflect on key learnings, what is allowing you to progress toward or achieve your outcomes and impacts (which is called your path to impact), and what your next steps are. You will share these learnings through your **final project report**.

Collectively, these three inquiry and learning reports help us to share stories about your learnings, experiences, and impacts as innovators; to report on our collective impacts as a program; and remain accountable to the communities, funders, and partners we work with while informing decolonized approaches to inquiry and learning more broadly.

These reports are due at different times – see the “SchORP” section on Fluxx for when each is due. Here is an example of what this looks like in Fluxx:

Payment Number	Report Period End Date	Report Due Date	Report Type	Milestones
1	N/A	N/A	N/A	<ul style="list-style-type: none"> • Countersigned agreement submitted • Electronic Fund Transfer form for the project-specific Grant Bank Account submitted

Meeting you where you are at

We defined the questions in each report based on the [goals and objectives of the Indigenous Gender Equality Program](#) and the [Inquiry and Learning Bundle](#), both of which we co-created with community. We work with a diverse group of innovators and recognize that we all come with different experiences, identities, and perspectives. To support this through the inquiry and learning work, we try our best to use language and approaches that are rooted in shared First Nation, Inuit, and Métis ways of knowing and being, and that are resiliency-informed, strengths-based, gender affirming and culturally rooted. It is not easy to do this, while at the same time remaining relevant to each

innovator. We realize we cannot do this perfectly and are committed to constantly learning and improving our approaches to best support your project and community.

Appendix:

We recommend the following types of reflection questions, which intend to start you from a place of strength and celebration and move you to a place of learning and growth while simultaneously creating the Knowledges required to inform your inquiry and learning reports. You can modify these based on your needs.

- 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?

* You do not need to start reflecting on this until around 3 months before the end of the project (to inform your final indicator/gender progress marker report and final inquiry and learning report).