Two Eyed Seeing Network

Final Evaluation Report

April 2023

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Future Skills Centre Centre des **Compétences futures**

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TABLE OF CONTENTS

INTRODUCTION

Funded by the **Future Skills Centre (FSC)** and led by the **Construction Foundation of British Columbia (CFBC)**, the *Two Eyed Seeing Network* **(2ESN)** project aims to bridge the gaps between Indigenous youth and industry in British Columbia (BC).[1] Through establishing, building, and engaging a network of Indigenous communities, Indigenous youth, industry representatives and employers, workforce and social development experts, and education and training providers, the network aims to remove barriers, reduce impacts of interruptions like COVID-19, and establish a shock-proof pathway to future work for Indigenous youth in BC.

In addition to CFBC, other project partners include **Two Eyed Seeing Consulting CCC Inc. (TESCI), Social Research and Demonstration Corporation (SRDC), Foresight Cleantech Accelerator Centre (Foresight), Vancouver Island University (VIU)**, and the **Electrical Joint Training Committee (EJTC)**.

SRDC is a non-profit research organization who supports the network in learning, research, and evaluation activities. With the support of TESCI, this includes an **evaluation of the network's implementation** (i.e., what was implemented and what worked well/not well) and **the network's effectiveness** (i.e., did the network achieve its intended objectives and outcomes).

This report details the methods, results, and conclusions of this evaluation with copies of key data collection tools available in the appendix. This report is divided into three sections:

- **The project**. How was the 2ESN developed and how was it evaluated?

- **Building the foundation.** How did the network set the stage for bringing diverse stakeholders together to engage in dialogue and relationship-building?

- **Outcomes and achievements.** What outcomes and achievements emerged form the 2ESN, both for the network as a whole and for individuals?

- **Moving forward.** How can we build on the momentum built through the 2ESN to create a pathway forward for Indigenous youth workforce development in BC?

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[1] The Two Eyed Seeing Network project is taking place across land colonially known as British Columbia, which is situated on the traditional and largely-unceded lands of many First Nations with distinct histories, languages, and cultures.

THE TWO EYED SEEING NETWORK

"To see from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together."

~ Mi'kmaw Elder Albert Marshall (Bartlett, Marshall, & Marshall, 2012, p. 335).

The 2ESN is a two-year project that brings together Indigenous communities, Indigenous youth, industry representatives and employers, workforce and social development experts, and education and training providers across BC to create a culturally appropriate model for building practical, responsive, and effective workforce development pathways for Indigenous youth. The project focuses on sectors anticipated to have future high demand, including clean technology, clean energy, natural resource extraction and processing, marine shipping, the built environment, and manufacturing.

WHY DO WE NEED THIS NETWORK?

Despite new economic opportunities, linkages between industry and Indigenous populations remain under-developed. COVID-19 has also exacerbated existing challenges as communities struggle to keep their services running and populations safe. While Indigenous youth could provide a significant source of local labour to industry in BC, they are often disengaged, lack the required networks, or are left out of conversations regarding the future of skills and training. By meaningfully engaging Indigenous youth in workforce development initiatives, we can increase high-quality employment opportunities for youth and avoid future skills shortages in industries.

HOW WILL THE NETWORK CREATE CHANGE?

Figure 1 shows the Theory of Change for the project and network. A theory of change explains how we expect an intervention to bring about change and lead to intended outcomes. The theory of change provides the context and rationale for the network, highlights what contributes to its success, describes the approach and activities involved, articulates the assumptions that affect the likelihood of success, and finally lists the expected outcomes or changes we hope to see.

Figure 10   2ESN Theory of Change

THEORY OF CHANGE - Two-Eyed Seeing Network

Vision: Gaps are bridged between Indigenous youth and industry in British Columbia to remove barriers, reduce impacts of interruptions, and establish a shock-proof pathway to future work for these youth.

OUTCOMES

- Relevant and appropriate measures and milestones are developed for the network
- Network contributors share knowledge and promising practices with one another
- Strong relationships are built, allowing for future collaboration between contributors
- Network contributors possess greater cultural awareness, knowledge of engagement practices, and capacity to work meaningfully with partners, including Indigenous communities and youth
- Workforce development pathways for Indigenous youth are developed, and - in the medium-long term, funded and implemented

ASSUMPTIONS

- Indigenous youth are interested in the network's target sectors
- Demand in target sectors will remain high
- Target sector employers will be willing to hire Indigenous youth
- Contributors will want to join the network, and will engage and participate in a meaningful way
- A Two-Eyed Seeing lens is the most appropriate approach, and can be meaningfully and effectively implemented in the context of this type of network
- A network is the most effective tool/approach to host these conversations and promote the desired outcomes
- The network will have the capacity to develop pilot projects, as well as write fundable grant proposals
  - Ongoing funding for proposed pilots will be available
  - Pilot programs funded will lead to meaningful, long-term change

APPROACH

1) Network development is informed by initial research and consultation, including with Indigenous rights holders

2) The Two-Eyed Seeing Network is established, with a diverse group of contributors meeting regularly

3) Culturally and age-appropriate workforce development pathways are designed to inform future network pilot projects

CONTEXT & RATIONALE

The links between industry and Indigenous peoples - particularly youth - remain underdeveloped, with Indigenous youth underrepresented in high-demand sectors such as construction, clean tech, and so on. These challenges, along with other systemic barriers, have been exacerbated in the context of COVID-19. By bringing together a network of key partners (including Indigenous peoples as well as representatives from industry, educational and training, and service providers) using a Two-Eyed Seeing approach, network contributors can work collaboratively to co-design projects supporting inclusive workforce development pathways for Indigenous youth.

ENABLERS OF SUCCESS

- Upfront consultation with a diverse range of experts
- Knowledge of best program and engagement practices
- Experienced and well-connected project team
- Engaged network contributors leveraging knowledge and partnerships
- Time and resource availability
- Evaluation to capture and measure success
- Support external to network (e.g., funders, policymakers)
- Appropriate balance of Indigenous and Western ways of knowing
- Alignment of values and priorities (e.g., youth inclusion, reconciliation)
- Safe, inclusive, and collaborative network environment

The ultimate vision of the network is to bridge gaps, remove barriers, reduce impacts to interruptions like COVID-19 and establish a shock-proof pathway to future work for Indigenous youth. The network is guided by a Two Eyed Seeing approach that involves blending new technologies, standards, and practices while honouring the whole person and their interconnectedness to the land and others. The network will serve as a dedicated and unique venue for local and regional partners to have meaningful conversations, develop relationships and partnerships, and work together to build workforce development pathways that reflect the opportunities and needs of all groups. This will involve 1) understanding the current state of workforce development, 2) envisioning the desired future state of workforce development, and 3) building a model pathway between the two. Conversations will help identify potential milestones along that pathway and how progress can be measured.

How was the network developed?

Project partners reached out to their social and professional networks to recruit contributors for the network, ensuring representations across the five regions of the province (Northern, Interior, Vancouver Island, Vancouver Coastal, Fraser-Salish) and five stakeholder groups (Indigenous communities, Indigenous youth, industry representatives and employers, workforce and social development experts, education and training providers). To maximize the likelihood of success, TESCI and SRDC conducted research and engaged network contributors to inform the design of the network (e.g., composition, activities, facilitation, topics, resources). This included:

Network objectives

✓ Create workforce development pathways that make sense to industry, Indigenous communities, and education providers alike.

✓ Increase understanding of what industry-specific successful pathway development looks like.

✓ Develop measurements and milestones that are determined by, and make sense to, the Network.

✓ Create cross-cultural understanding between employers and Indigenous communities.

✓ Increase relationships that allow future independent and collective collaboration between stakeholders.

Figure 2   Regions represented in the 2ESN

Fraser Salish Region
Interior Region
Northern Region
Vancouver Coastal Region
Vancouver Island Region

First Nations Health Authority Regions
https://www.fnha.ca/about/regions

- An environmental scan of the labour market and context of each region

- A literature review on wise practices for Indigenous youth engagement, program design and delivery, and milestone-based pathways[2]

- Focus groups with First Nations communities and Indigenous youth, interviews with other stakeholders

- Baseline survey with all network contributors

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[2]   Visit www.2esn.ca to download these resources and see the Moving Forward section for more on pathways.

What activities did the network involve?

Due to the on-going COVID-19 pandemic and the regional nature of the network, all activities were conducted virtually through Zoom. The network was designed around three sets of regional roundtables (see Figure 3). **Regional Roundtable 1** focused on the current state of workforce development in BC's economy, understanding the realities that Indigenous youth face, and exploring how the network could support them. These conversations were region-specific to encourage building of local partnerships within local realities. **Regional Roundtable 2** focused on exploring the desired future state of workforce development and how it should look like to support youth and address barriers faced by youth. These conversations were also region-specific. **Regional Roundtable 3** focused on understanding how to build a pathway between the current state and desired future state. This involved five themed discussions: 1) Understanding relationships and rapport building, 2) Youth need to be involved in their own futures, 3) Understanding local and provincial market opportunities, 4) One size does not fit all, and 5) Taking a step back. Network contributors from all regions were invited to attend.

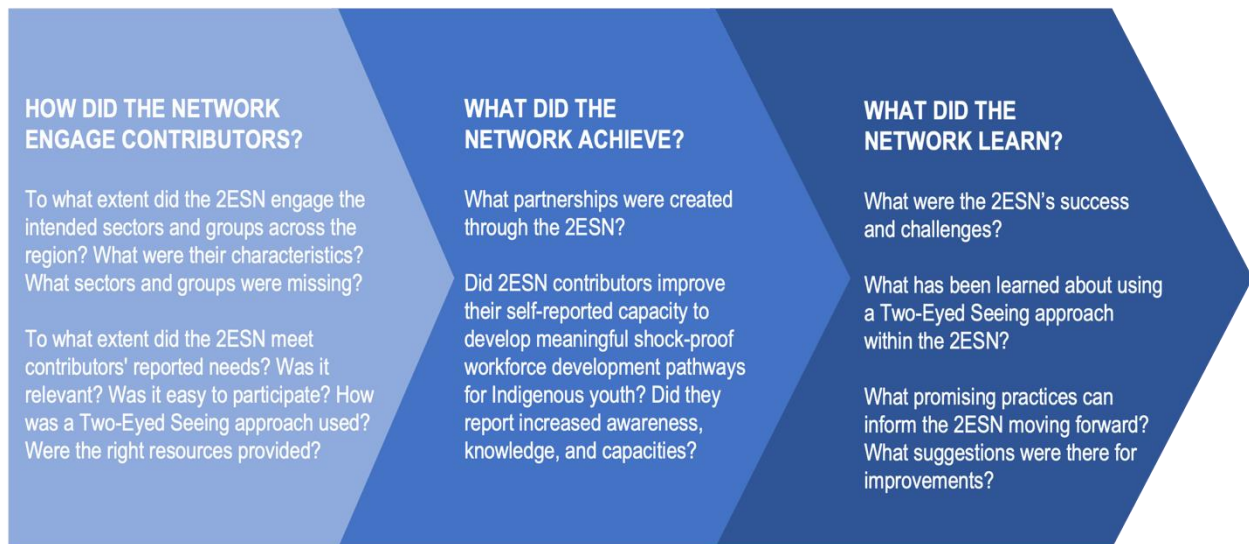**Figure 3   Network activites timeline**

The network also involved other important activities to support these three sets of roundtables. An all-regions launch event introduced the project and its partners to all network contributors. A **Provincial Leaders Advisory Group** comprised of project partners met regularly to plan and guide network activities. A **Youth Advisory Group** comprised of youth across the province met regularly to have facilitated conversations around the themes of the roundtables, which were then shared during roundtable sessions. An all-region celebration event closed this phase of the network, sharing preliminary achievements and results, as well as next steps.

The network adopted a developmental approach whereby adaptations in structure and activities were made in response to input and feedback. For example, regional **networking sessions** were offered in September 2022 when requested by network contributors, and the themed format of the third regional roundtable was inspired by the common themes that emerged across the five regions.

HOW WAS THE NETWORK EVALUATED?

SRDC's evaluation design included understanding how the network was implemented in practice (i.e., process evaluation) and what outcomes the network achieved (i.e., effectiveness evaluation).[3] The evaluation questions (see Figure 4) centred on a) how the 2ESN engaged contributors, particularly from the perspective and experiences of contributors, b) what outcomes were achieved by the 2ESN, and c) what learning emerged from the 2ESN. SRDC began collecting implementation data early in the network's activities, allowing project partners to adapt and improve the network in response to preliminary findings.

Figure 4   Evaluation questions

HOW DID THE NETWORK ENGAGE CONTRIBUTORS?

To what extent did the 2ESN engage the intended sectors and groups across the region? What were their characteristics? What sectors and groups were missing?

To what extent did the 2ESN meet contributors' reported needs? Was it relevant? Was it easy to participate? How was a Two-Eyed Seeing approach used? Were the right resources provided?

WHAT DID THE NETWORK ACHIEVE?

What partnerships were created through the 2ESN?

Did 2ESN contributors improve their self-reported capacity to develop meaningful shock-proof workforce development pathways for Indigenous youth? Did they report increased awareness, knowledge, and capacities?

WHAT DID THE NETWORK LEARN?

What were the 2ESN's success and challenges?

What has been learned about using a Two-Eyed Seeing approach within the 2ESN?

What promising practices can inform the 2ESN moving forward? What suggestions were there for improvements?

What approach was used?

In alignment with the values of the 2ESN, the evaluation was guided by a **participatory and community-engaged approach.** SRDC aimed to be reflexive and respectful of our position as an evaluation team engaging with both Indigenous peoples and settlers, and the potential power imbalances within this dynamic (Chandna et al., 2019). SRDC strived to involve 2ESN partners and network contributors in the design, data collection, analysis, and reporting stages of the evaluation to ensure respect, inclusion, and reciprocity in both the process and outcomes of the evaluation (Guijt, 2014). The evaluation was also intended to build the evaluation capacity of 2ESN partners. In practice, 2ESN partners, who represent multiple stakeholder groups and both Indigenous and non-Indigenous staff, provided feedback on the evaluation framework, data collection tools, and preliminary results. The evaluation design and preliminary findings were then shared with the larger network for feedback. SRDC

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[3]   Please see the Evaluation Plan report for full details about the evaluation design. Note that the evaluation questions are framed differently here than in the evaluation plan to better align with the presentation and narrative of the results.

also made a commitment to explore implementation of First Nations Principles of Ownership, Control, Access and Possession (or OCAP).[4] A further priority was ensuring that Indigenous youth voices were captured in the evaluation. The project provided honoraria to youth for their participation in surveys and focus groups. With the support of a CFBC staff who worked with the youth, SRDC also held a separate focus group for youth to provide a comfortable space to share their experiences and feedback.

How was data collected?

SRDC, CFBC, and TESCI worked together to collect data using a variety of methods described below (see Appendix B for data collection tools).

- **Baseline survey** – The survey was designed to learn about network contributors, specifically who they are (e.g., region, stakeholder group, demographics), what they want out of the network (e.g., reasons for participating, groups to connect with, resources, anticipated challenges), and their current level of awareness, collaborations, capacities, and knowledge around Indigenous youth workforce development. Network contributors were invited when they registered for roundtable sessions or immediately after if they did not register or registered late. All Youth Advisory Group members were invited before the start of the first roundtable sessions. The majority of baseline surveys were completed during the set of first regional roundtables. Youth Advisory Group members were also sent surveys as this time. However, as new contributors joined later sessions, they were also sent the baseline survey if they could be identified.

- **Follow-up survey** – The survey was designed to learn about how network contributors engaged in network activities and their experiences doing so (e.g., what worked well, what was challenging, what structure, processes, or resources met their needs), what outcomes

What data did we collect?[5]

Baseline survey – 101 participants

Follow-up survey – 52 participants (25 also completed baseline)

Focus group – 13 participants across 5 sessions (3 youth, 10 non-youth)

Observations – 18 sessions (15 roundtable, 2 Provincial Advisory Group, 1 Youth Advisory Group)

Administrative – 270 participants on invitation, registration, and attendance lists, session minutes from network events, and website analytics January 2022 to March 2023 from www.2esn.com.

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[4]   https://fnigc.ca/ocap-training/

[5]   For the baseline survey, 226 contributors were invited and 36 were not contacted because they joined late and were not identified in time. For the follow-up survey, 246 contributors were invited and 16 were excluded because they had been confirmed to have left the network. Eight contributors were not contacted because there was no email on file. Depending on the questions analyzed, survey results will not include all participants because of incomplete surveys (8 for baseline, 10 for follow-up) and other missing data (i.e., participants can skip questions they do not want to answer or that do not apply to them). When survey and administrative results are presented in the report, the number (*n*) of participants who had available data will be indicated.

they experienced (e.g., increases in awareness, partnerships, knowledge), and recommendations for the network moving forward.[6] Questions around awareness, collaboration, capacities, and knowledge were the same as those from the baseline survey to assess change once network activities were completed. All network contributors were invited to complete the online survey one week after the last provincial roundtable.

- **Focus groups** – The focus group was designed to capture greater narrative detail about contributors' overall experiences in the 2ESN, including reflections on successes, challenges, key learnings, emerging partnerships and collaborations, and observed effects or outcomes. All current network contributors, including youth, were invited by email to participate in the focus groups after the last set of regional roundtables. SRDC conducted five virtual focus groups, one for Youth Advisory Group members and four for other network contributors. This included a mix of Indigenous community members, education and training providers, workforce and social development experts, and industry representatives. Each focus group was about one and a half hours in length and took place through Zoom.

- **Observations** – Observation data was collected in real time during network sessions to provide important insights into how network contributors were engaging (e.g., how long people stayed, use of chat, topics discussed), outcomes they were experiencing (e.g., new knowledge, making connections), and what was working well or not (e.g., facilitation, topics, timing).[7] SRDC developed a structured observation protocol for SRDC and TESCI staff to use during sessions. Observation data was collected during all regional and provincial roundtable sessions, as well as several Provincial Advisory Group and Youth Advisory Group sessions.

- **Administrative** – Administrative data was collected primarily to support the activities of the network but were leveraged for evaluation of the network. This data included invitation, registration, and attendance lists for network events (e.g., provincial and regional roundtables, networking sessions). For the first two regional roundtables, because participants were asked to register for sessions ahead of time, this data included information about contributor's group or sector, region, and date they joined the network. There was no registration requirement for the last roundtable to maximize ease of participation. Administrative data was used to determine who was part of the network. However, as the events were open and inclusive of new people (see Creating Space section), some individuals joined events without sharing any contact info. Therefore, the administrative list of network contributors underestimates the number of people who engaged with the network. Additional administrative data used for the evaluation included minutes from each of the regional roundtables and website analytics for the 2ESN website (www.2esn.com) for the period between January 2022 and March 2023.

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[6] For network contributors who did not complete a baseline survey, demographic and background questions from the baseline survey were included as part of this survey.

How was data analyzed?

Our mixed-methods approach allowed us to leverage the strengths of quantitative and qualitative methodology. Quantitative analysis of survey questions and administrative data captured the experiences from a larger number of network contributors and revealed group level patterns of outcomes that may not have otherwise been apparent. The focus groups provided greater depth of understanding from a smaller group of contributors and helped bring to life their individual experiences.

For quantitative analyses, we focused on active network contributors (n = 207), defined as those who were identified by name or organization and that we could confirm through survey or administrative data to have participated in at least one network activity (including Provincial Leaders and Youth Advisory group meetings).[8] Of the 63 inactive network contributors, 16 were confirmed to have left the network (e.g., change-over in Youth Advisory Group, left position or company), while the reason for non-participation of other contributors is unknown. The profiles of active and inactive network contributors (see Appendix A) appear similar, suggesting that those who did not participate in the network were not systematically different (e.g., from a particular region or stakeholder group).

Most of the outcomes on the follow-up survey were analyzed with descriptive statistics (e.g., means, frequencies). A select number of outcomes were also presented in the baseline survey. We conducted pairwise comparisons (i.e., comparing responses at both timepoints for each person) to determine if responses had changed over time. Although we used statistical significance tests (i.e., t-test), given the small number of participants who completed both surveys and answered those questions (n = 14 to 21), we need to interpret the results with caution. Small samples can have low statistical power to detect significant differences and typically we have greater confidence in results when sample sizes are larger. In Appendix A, we present a table comparing profile characteristics of participants who completed the baseline survey, the follow-up survey and both. In general, the three samples look fairly similar, suggesting there were no systematic differences between those who completed the baseline and follow-up surveys.

For qualitative data, we conducted thematic analyses of observations and meeting minutes from network events, focus group notes, and open-ended survey questions. SRDC staff worked collaboratively to identify, document, and report on key themes and lessons from these data sources. We triangulated findings across both quantitative and qualitative data sources to better understand how the network achieved its outcomes and increase our confidence that emerging themes are meaningful, consistent, and an accurate reflection of the experiences of network contributors. SRDC shared preliminary themes with project partners and network contributors at the final provincial roundtable to contextualize data, avoid misinterpretation on the part of researchers, and highlight findings that are relevant and useful.

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[8]   As noted previously, there were other individuals beyond the 207 active contributors who engaged in network events. However, unfortunately some of them never identified nor shared their contact information. Therefore, they are not included in analyses of this evaluation. An exception is attendance data of specific events, which includes non-identified individuals as well administrative or research staff from 2ESN partners.

CREATING SPACE

To achieve the objectives of the 2ESN, the network needed to bring the right people together and provide the right space and supports for meaningful dialogue and relationship building. This included inviting and engaging diverse stakeholders from Indigenous youth workforce development, including Indigenous youth voices, providing a relevant, engaging, and welcoming space, adopting a Two Eyed Seeing approach, and sharing useful resources. In each case, network contributors recognized and appreciated these efforts and felt that the network had succeeded in providing the environment needed to share, learn, and connect.

Figure 5   Creating space for dialogue and collaboration

DIVERSITY OF STAKEHOLDERS

One of the goals for the network was to bring together key five key stakeholder groups to build relationships and work collaboratively toward workforce development pathways for Indigenous youth across BC. This was largely a success and the diversity of stakeholders was identified by network contributors as a key driver for the network's success and their own personal growth (see Outcomes and Achievements section). The 2ESN was comprised of 207 active contributors representing 123 organizations and five regions of BC (see Appendix A for demographic profile of participants). As described below in more detail, network membership was dynamic and inclusive, welcoming contributors to join and participate at any time. The network also represented diverse stakeholders across a range of roles that intersect and overlap. Network contributors generally felt that stakeholders were well represented in the 2ESN, but also offered some areas for improvement.

Network membership was dynamic and inclusive

62.0% Invited by project partner

29.6% Referred by colleague or community member

2.8% Online or social media

5.6% Other

Based on survey data (*n* = 108), the majority of network contributors were invited to join by project partners, membership was open to anybody working in Indigenous youth workforce development in BC. Contributors were encouraged to invite others to events and events were shared on CFBC's social media accounts. Based on administrative data (*n* = 175), while 78.8% of contributors joined within the first three months of the network from January to March 2022, coinciding with Regional Roundtable 1, new contributors (11.4%) continued to join the network during subsequent events, including Regional Roundtables 2 and 3, as well as the networking sessions (see Appendix A for more details).

Network membership was diverse and complex

There was representation from all five stakeholder groups within the network, including staff from 2ESN project partners. Based on administrative data (*n* = 207), the three largest groups represented were industry representatives and employers (24.6%), education and training providers (22.2%), and workforce and social development experts (20.3%). However, this underestimates the diversity and complexity of the composition of the network.

Figure 6   Groups represented in the 2ESN

- Industry/employer
- Education/training provider
- Workforce/social development expert
- First Nation community / Indigenous organization
- 2ESN partner
- Other
- Youth
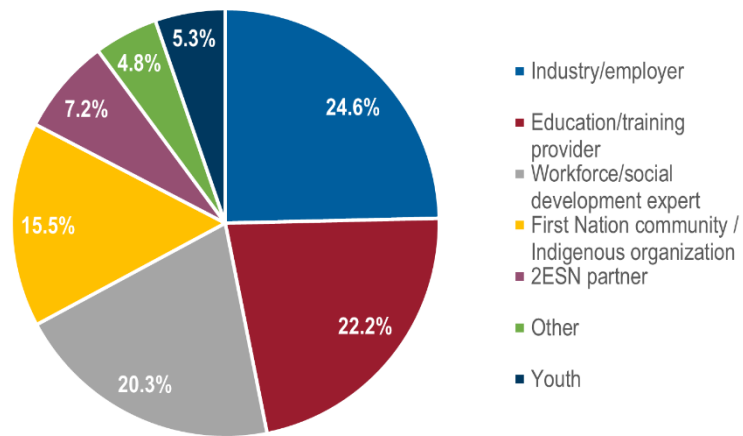
When we examine survey data where contributors could self-identify their group and select more than one option (*n* = 107), 19.6 % selected two groups, 7.5% selected three groups, and 1.9% selected four groups.[9] For example, some identified as representing a First Nation community and workforce and

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[9]   When we compare stakeholder group information from administrative data and survey data, we find moderate to excellent alignment. For education/training providers, 100% who completed surveys self-identified with the same category. For industry and employers, 95.2% self-identified with the same category. We see more moderate alignment with First Nation community and Indigenous organization (70.6%) and workforce and social development experts (64.7%). Youth identified their category in a different question (100%) while 2ESN partners identified themselves as partners, but also employers, workforce and social development experts, and education and training providers. We chose to illustrate group information with administrative data as it provided a larger sample than the survey sample.

social development, while others identified as an employer and education and training provider. Others further indicated that while they work in workforce development, they are also part of a government department. This highlights the heterogeneity within groups and the intersectional nature of the various roles individuals and organizations can play.

There were also many sectors represented within the network, associated not only with industry representatives, but other stakeholder groups (e.g., workforce development in the trades, education and training in aviation). Of the network contributors that reported an association with a sector in surveys (n = 82), 35.4% identified the built environment or construction, 25.6% natural resource extraction and

Figure 7   Regions represented in the 2ESN
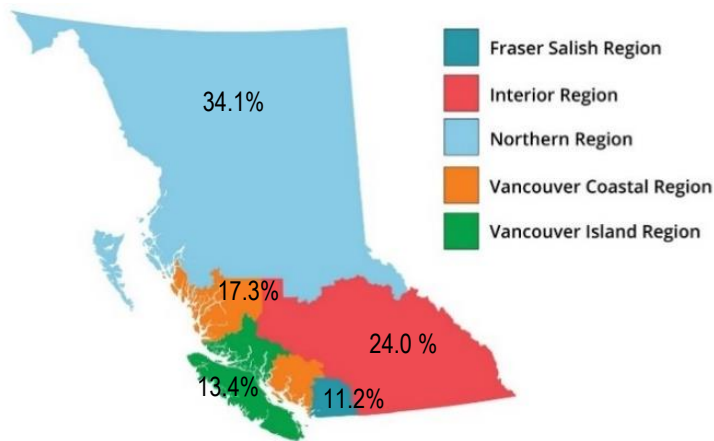
processing, 19.5% clean energy, 17.1% clean technology, 11.0% manufacturing, and 7.3% marine shipping. Another 29.3% identified with other industries such as forestry, heritage management, aviation, trades generally, and digital technology.[10] Of the contributors representing companies or organizations on surveys (n = 82), just over 65% provided services to Indigenous peoples, 3.7% were led by Indigenous peoples, and 15.9% were both led by and provided services to Indigenous peoples.

In terms of region (see Figure 7), based on administrative and survey data (n = 179), the two areas with the greatest representation was the Northern region (34.1%) and the Interior region (24.0%). Nonetheless there was representation across all areas of BC.

Network representation was enough

Network contributors generally felt that there was enough representation from each of the stakeholder groups, especially considering those who were ready and willing to participate at the time. As one contributor commented in the follow-up survey, *"[I] was surprised who came to the roundtables and encouraged by it. Gave an understanding on what shifts are happening in the community and where the focus might be."*

When asked on the follow-up survey (n = 44), the majority of network contributors somewhat or strongly agreed that there was enough representation from education and training providers (91%), First Nation communities (86%), workforce and social development (79%), industry (67%), and Indigenous youth (63%). The percentage was lowest for Indigenous youth, which may reflect the nature

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[10]   Note that respondents could select more than one sector.

in which youth participated in the network (see Youth Voices section). These findings were also reflected in the focus groups, although some felt that there could be greater representation from employers, especially major employers within the province (e.g., BC Hydro, Seaspan) and councils/networks/unions (e.g., BC Alliance for Manufacturing, BC Building Trades Council). As one focus group participant described,

> *"I'm sorry we didn't get more business engagement. I had referred a lot from major players [employers in the province] who are all wrestling with these issues [that are being discussed in the 2ESN] and have questions and are engaged. It would have been nice to have more of them involved."*

Others also suggested on the follow-up survey to include more elders, knowledge keepers, youth, teachers and schools, healing and health care centres, and experts from other regions.

YOUTH VOICES

As the 2ESN was dedicated to building Indigenous youth workforce pathways, it was critical to include Indigenous youth in the process. Youth were consulted as part of initial focus groups when the network was being formed, and a Youth Advisory Group was brought together comprised of 11 active contributors. Although youth were invited to events, only one to two youth attended Provincial Roundtable 1, and Regional Roundtables 1 and 2. Youth primarily participated through the Youth Advisory Group, often held prior to roundtable sessions. During roundtable sessions, staff who met with youth shared learnings from the youth session with the larger network group (see Figure 8).

Figure 8   Youth voices shared

Slide shared at one of the Regional Roundtable 3 sessions

When network contributors were asked in the follow-up survey ($n = 44$) whether they agreed that Indigenous youth voices were considered, incorporated, and valued within the 2ESN, 86.4% somewhat or strongly agreed. Indeed, focus group participants recognized and valued the inclusion of youth perspectives in the network. Nonetheless, as described above, only 63% somewhat or strongly agreed that youth were represented enough, which is lower than reported for other groups. They may reflect how network contributors were unsure how much youth voices were represented in the roundtable discussions or the ways in which youth were engaged. Focus group participants identified the tension in wanting to hear from youth directly but recognizing that it may not be appropriate or comfortable for youth to do this during a regional roundtable. As one participant explained, "There was representation of youth's perspective, but not directly, which is ok because it's not [the youth's] burden or work." Notably, when looking at the seven youth who completed follow-up surveys, three somewhat or strongly

disagreed that youth voices were considered, incorporated, or valued, with one commenting on not hearing from youth directly about their opinions and values. This suggests that at least some youth might be interested to explore alternative ways to directly speak and share with the rest of the network.

Both youth and non-youth focus group participants commented on the flow of information between youth and the rest of the network. One contributor described how *"it's a one-way flow of information [from youth] to us, so how can we flow information back to youth from our discussions."* Indigenous youth also wanted to better understand how this information flowed between youth and other 2ESN contributors. As one youth shared,

> *"I wanted a clear linkage, you could see it, but I would like more information on those links. I would like to see more of that going forward and how it is being received by the person who is viewing it [other 2ESN contributors] from us [Indigenous youth contributors]. So from the youth to community or from youth to roundtables – how is it being received and what work is being done from there to work on developing what is shared."*

Focus group participants recommended more transparency with the network about how youth are engaged outside of the regional roundtables and what information is shared back with them, while also keeping youth informed about how other network contributors are reacting to and working with the knowledge that they shared.

RELEVANT, ENGAGING, AND WELCOMING SPACE

Focus group participants described how a diverse group needed to come together but few opportunities existed. When the 2ESN was created, it provided a unique forum for engagement and conversation that was lacking. On the follow-up survey ($n = 45$), 77.7% of network contributors somewhat or strongly agreed that the 2ESN offered a unique way to work in the Indigenous youth workforce development space and 97.8% somewhat or strongly agreed the network was relevant to their needs. Not only did network contributors highlight the relevance of and need for the network, but over 90% somewhat or strongly agreed that network activities were structured in an effective and engaging way with the right frequency, leaders, and information provided ($n = 43$). The 2ESN was also responsive to emerging needs, adapting network activities as needed. This included adding in regional networking sessions and developing Regional Roundtable 3 as themed-based sessions open to contributors across all regions.

Importantly, network contributors emphasized how the structure and facilitation of the 2ESN provided a safe and welcoming virtual environment, reflected both in focus groups and follow-up survey findings. For example, as one contributor shared in the focus group,

> *"An environment was created [within the 2ESN] so that people could be real as to who they generally are. They could share their true perspectives. By being real they were also able to listen through their lens and hear what was being said."*

Contributors recognized the planning and effort that went into events to support effective communication, sharing of information, and facilitation. On the follow-up survey, almost 85% of contributors somewhat or strongly agreed that it was easy to participate in network activities (see Figure 9). Of those who experienced difficulty, it was primarily due to work commitments and scheduling conflicts. Many recognized the benefits of the network and wished they could have participated. One survey respondent worried that after missing several events, it would be difficult to rejoin, suggesting that the network could offer ways for contributors to catch up on missed events.

Figure 9   Participating and sharing in the 2ESN (*N* = 46)
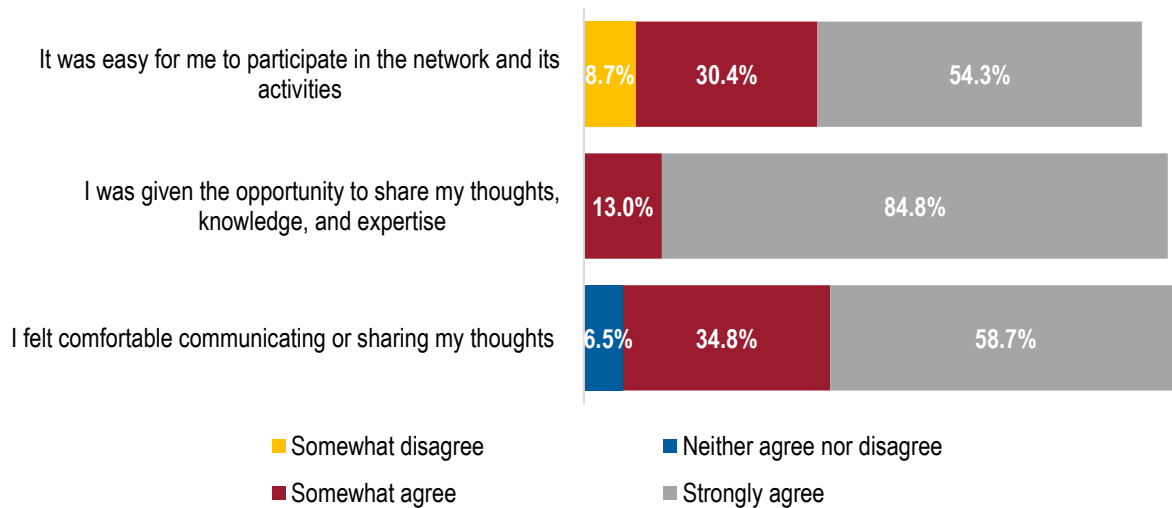
Note: *All values less than 5% are omitted.*

Notably, contributors praised the facilitation during roundtable sessions that encouraged and valued input and sharing, and created an open, comfortable, and welcoming space. They also highlighted the interactive nature of the regional roundtables (e.g., verbal discussions, chat, Mentimeter, breakout rooms) that provided opportunities for contributors to share their perspectives, ask questions, and listen to others. Over 90% of survey respondents somewhat or strongly agreed they were given the opportunity to share with others and felt comfortable doing so.

Youth focus group participants felt similarly that the Youth Advisory Group was a supportive and inclusive virtual environment. They described how they could share their thoughts and opinions openly during the group meetings and connect with facilitators outside of meetings to ask questions or share additional feedback. The facilitators were also open to shifting the conversations based on youth's suggestions and made the youth feel valued and appreciated.

Nonetheless, while most focus group participants felt that large Zoom discussions are effective for bringing many people together from across the province, they also described drawbacks. This included some feeling uncomfortable speaking to a large group, not being able to easily identify participants (e.g.,

what organization, industry, or region they belonged to), lack of organic, free-flowing conversations, and difficulty attending to the chat and listening to who was speaking at the same time. One focus group participant described the inherent challenges with large Zoom meetings:

> *"On Zoom, even face to face, the vast majority [of participants] are just sitting there. There are people who are willing to speak up and some who aren't and Zoom really exacerbates that. These are digital structures so one person can speak, and you can't really interrupt. It makes for a much more stilted conversation and it is easy to just do this [turns off camera]."*

Moving forward, contributors suggested that improving or offering more varied structures and formats of the network could better support partnership development between contributors.

Interestingly, a theme that emerged from both the focus groups and surveys was the sense of working towards a common goal with a community of like-minded people who had good intentions, a desire to contribute, and who, along with the facilitators, made it a welcoming space to share. Contributors believed in the work of the network. As one survey respondent shared,

> *"I think we want what's best for the community and young people (our brothers and sisters) which means coming together to see what we can do. With that in mind - it became easier to share."*

TWO EYED SEEING APPROACH

The Two Eyed Seeing approach of bringing together Indigenous and Western ways of knowing and working was central to how the network was designed and implemented, as reflected in its name. It provided an opportunity to explore how such an approach could look like in practice and build the network's knowledge about what two eyed seeing means and how it could be applied to advance Indigenous youth workforce development in the province.

Of those who responded on the follow-up survey (n = 39), 92% reported that the network adopted a Two Eyed Seeing approach quite a bit or a great deal. In survey comments, contributors recognized and appreciated the inclusion of multiple perspectives and voices from persons from all walks of life. They commented on how Elders start off sessions in a good way and centre Indigenous voices and appreciated that both Western and Indigenous forms of learning were valued. As one respondent described,

> *"The network really valued the western education necessary for Indigenous youth to enter the workforce and be successful but also highlighted and brought in the culture and elders needed to keep Indigenous youth grounded and connected to who they are. It was beautifully done."*

Contributors saw the importance of having Elders speak with industry, but also highlighted the need for greater industry representation, including private sector Indigenous participation, to further a Two Eyed

Seeing approach. Focus group participants shared how leadership by both Indigenous and non-Indigenous facilitators at all of the regional roundtables was particularly valuable and constructive for creating an inclusive environment.

USEFUL RESOURCES

The 2ESN provided a range of resources to network contributors. SRDC conducted a literature review that was summarized in a full report, a list of resources and training, as well as three themed research briefs for greater audience accessibility: 1) Indigenous youth engagement: Wise principles and practices, 2) Making employment and skills training work for Indigenous youth: Promising practices for program design and delivery, and 3) Milestone-based pathways.[11] These resources were shared with network contributors on the 2ESN website and heighted in selected meetings. During each roundtable session, additional resources were

Figure 10   Graphic recording

Graphic recording from one of the Regional Roundtable 3 sessions

shared informally by facilitators and network contributors, including links, contact info, and cultural supports. After the sessions, facilitators distributed resources from the meetings, including presentation slides, minutes, primers on selected topics, and graphic recordings (see Figure 10 for an example).[12] In the follow-up survey questions, network contributors generally found resources useful if they were aware of them (see Figure 11). In surveys and focus groups, contributors mentioned wanting to share resources with their colleagues and use them in presentations, such as the graphic recordings or parts of session slides.

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[11]   The full literature and associated resources are available at https://www.2esn.ca/resources.
[12]   Materials from Regional Roundtables 1, 2, and 3 are available at https://www.2esn.ca/projects-6.

Figure 11   Usefulness of 2ESN resources (*N* = 37-40)

Note: All values less than 5% are omitted.

Notably, however, up to 35% of respondents were not aware of the literature review report and its associated briefs, suggesting that different strategies may be needed to make resources known and accessible to more network contributors. Indeed, one survey respondent mentioned being unsure of how to access documents from events that had been missed. Greater visibility of these resources can help contributors experience more continuity and connection with the network when busy schedules do not permit regular attendance.

All of the resources above were ultimately made available to network contributors on the 2ESN website (www.2esn.com). The 2ESN website was designed to support the activities and the members of the network with sections describing the network, upcoming events, resources, recent news, and contact information. It was officially launched in January of 2022, coinciding with the first provincial roundtable. Website metrics spanning the implementation of the network generally indicate good engagement from users.[13] Figure 12 shows how engagement varied across the months. Not surprisingly, users were more likely to engage with the website during more active periods of the network. For example, there is an increase in engagement from February to March, during Regional Roundtable 1, a much smaller increase during June and July at the time of Regional Roundtable 2, and a much larger increase during October to early December during Regional Roundtable 3. The highest engagement during the final set of roundtables may reflect the shift to a thematic format and highlighting of website resources during each of the five sessions. The low engagement during the summer roundtables might reflect the common slow-down of work in organizations during the summer. This is consistent with the lower attendance rate for the second set of roundtables (see Participation and Engagement section). Given that website engagement appears related to network activities, in the future, the network might explore how the

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[13]   https://www.littledata.io/average/pages-per-session-(all-devices); https://www.littledata.io/average/sessions-per-user

website could be more explicitly used to support network sessions both before and after (e.g., materials, resources, opportunities to connect, follow-up events).

Figure 12   2ESN website engagement Jan 2022 to Mar 2023
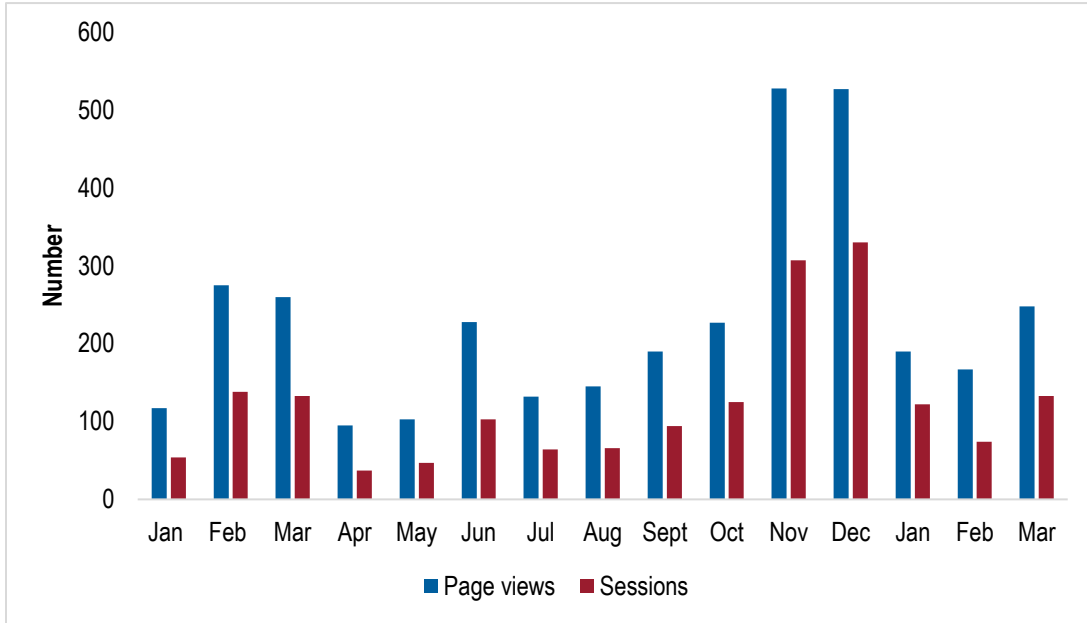
In terms of the reach of the website, there were 970 unique users, reaching beyond the 207 active network contributors, perhaps including colleagues and partners of network members. A total of 64.4% were in Canada, 11.6% in the United States, and 23.9% from other international countries. The far reach of the website may reflect individuals and organizations searching for resources on Indigenous youth workforce development and engagement. The majority of users in Canada were located in BC (74.4%), indicating that the website was reaching the relevant target audience. Interestingly, 9.4% were in Ontario, 8.6% in Alberta, and another 7.5% from elsewhere in

2ESN website metrics Jan 2022 to Mar 2023[14]

3441 page views

1830 sessions

670 unique users

1.88 average page views per session

2.73 average sessions per user

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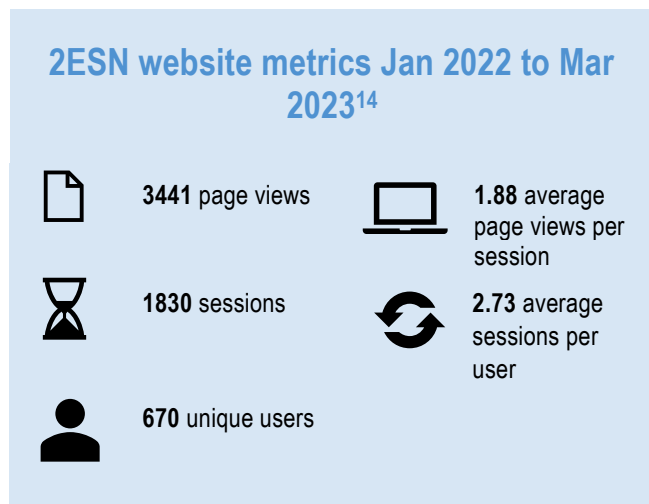
[14]   *Page views* is the total number of times webpages were viewed, including multiple views during a session. *Sessions* is the total number of visits by both new and returning users, starting when a page is loaded and ending when the page is closed or after 30 minutes of inactivity. *Unique users* is the total number of unique users tracked by cookies (return users may be identified as new if they cleared their cookies, used a different browser or device, or browsed incognito). *Average page views per session* estimates how much users explore the website during each visit. *Average sessions per user* estimates how often a user returns to the website.

Canada. Some of these users may reflect network organizations with head offices in other locations or traveling or remote workers. Nonetheless, these findings highlight the broad interest in and relevance of the 2ESN and the network might consider opportunities to share their work more widely.

OUTCOMES AND ACHIEVEMENTS

The network created a space for dialogue and relationship-building through the inclusion of diverse stakeholders and Indigenous youth, opportunities for relevant and inclusive engagement, a Two Eyed Seeing approach, and useful resources. The evaluation of the 2ESN identified that what emerged from this foundation was a network of people, organizations, and communities that are more connected, knowledgeable, engaged, and motivated to bridge the gaps between Indigenous youth and industry in BC and establish a shock-proof pathway to future work for Indigenous youth. Additionally, the evaluation showed that while these outcomes take time to achieve, they are fundamental to pilot project planning and development.

Although individual pilot projects and sector-specific pathways to workforce development have not yet been developed, network activities have led to a preliminary conceptual pathway structure that can be used moving forward to guide future projects (see Moving Forward section). Indeed, on surveys ($n =$ 106), only 34.0% of contributors indicated that creating pilot projects through the 2ESN was a reason for joining (see Appendix A for more details). Findings suggest that most contributors are rather focused on earlier steps and project and pathway building will be more relevant in future work.

As the findings below demonstrate, the network succeeded in achieving many of its objectives that create an important foundation for future work The main outcomes of the network were 1) the participation and engagement of contributors, 2) the initiation and continuation of a necessary conversation that set the stage for partnership development, and 3) increased collective capacity of network contributors through increased awareness and knowledge.

PARTICIPATION AND ENGAGEMENT

"All participants showed up with good intentions and a desire to contribute to the development of a new way forward in workforce development and inclusion." ~ Network contributor

As described above, the 2ESN was comprised of 207 active contributors representing 123 organizations across five regions of BC. The evaluation findings illustrate that many contributors continued to participate and engage in network activities from the launch of the network in November 2021 to the final provincial roundtable in February 2023. This engagement highlights the effectiveness of the 2ESN in attracting and retaining contributors.

Table 1 shows the attendance for each of the 2ESN Regional Roundtables, as well as the Networking Sessions and Provincial Roundtables.[15] It presents attendance data that includes all attendees.[16] Overall, the first and third set of Regional Roundtables had the highest number of attendees, with 209 and 215 attendees, respectively. The second set of Regional Roundtables, held during the summer months, had the lowest number of attendees at 113. As described earlier, the first two sets of roundtables took a regional focus—it is likely that most contributors only participated in the roundtables that aligned with the region where they lived. The last set of roundtables took a provincial, thematic focus—individuals from all regions were invited to each of the five thematic roundtables held in October and November 2022.

Table 1   Attendance of network events

Event	Full attendees
Regional Roundtables 1 (Feb to Mar 2022): Exploring the Current State of Workforce Development for Indigenous Youth	
Northern	53
Interior	49
Fraser Salish	33
Vancouver Island	36
Vancouver Coastal	38
Total	**209**
Regional Roundtables 2 (Jun to Jul 2022): Envisioning a Future Ideal State of Workforce Development for Indigenous Youth	
Northern	28
Interior	26
Fraser Salish	16
Vancouver Island	24
Vancouver Coastal	19
Total	**113**
Regional Roundtables 3 (Oct to Nov 2022): Planning the Pathway Between Current State and Ideal State of Workforce Development for Indigenous Youth	
Theme 1: Understanding Relationship and Rapport Building	52
Theme 2: Youth Need to be Involved in their Own Futures	36
Theme 3: Understanding Local/Provincial Market Opportunities	51
Theme 4: One Size Does Not Fit All	44

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[15] Note that these data include some attendees who took part in multiple sessions (i.e., the total does not represent the total number of unique participants).

[16] These data include all 2ESN partners, including administrative and leadership staff from CFBC and TESCI, as well as those who participated in online events, but who were unable to be identified or who did not share their contact info. Therefore, not everyone in this table is included in the evaluation results, which only includes those who are part of the administrative network contributor list.

Theme 5: Taking a Step Back: Preventing People from Falling Through the Cracks	32
Total	**215**
Networking sessions (Sept 2022)	
Northern	29
Interior	28
Vancouver Coastal and Fraser Salish	29
Vancouver Island	20
Total	**106**
Provincial Roundtables	
Network launch (Nov 2021)	35
Network celebration (Feb 2023)	57

When we examined participation across the six main types of events (i.e., Provincial Roundtable Network Launch, Regional Roundtables 1, 2, and 3, Networking Sessions, Provincial Roundtable Network Celebration), 4.8% did not attend any event (these were youth who instead attended Youth Advisory Group meetings), 47.8% attended one event and 47.3% attended more than one event.[17] When we looked at attendance of individual sessions (e.g., Regional Roundtable 1, 2, and 3 have five sessions each), we found a similar pattern, with most youth not attending any session (4.8%), 42.0% of contributors attending one session, 42.9% attending two to five sessions, and 10.1% attending six or more.[18] Interestingly, with the exception of youth, participation and engagement levels were relatively similar across different stakeholder groups (i.e., Indigenous communities, education and training providers, workforce and social development experts, and industry representatives and leaders), with most attending two to three sessions. Overall, these participation results show that despite busy schedules, many network contributors were able to attend multiple events and sessions. Nonetheless, a significant portion only attended one event or session and the network might consider new strategies to offer multiple ways and times for contributors to participate.

CONVERSATION AND COLLABORATION

Once contributors showed up at the table, important and necessary conversations emerged. This was one of the main outcomes of the 2ESN—the initiation and continuation of dialogue and conversation between diverse stakeholders, which strengthened partnerships for some network contributors and facilitated future collaborations amongst others.

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[17] A contributor is considered to have attended an event (e.g., Regional Roundtable) if the contributor participated in at least one of the five available sessions. The maximum number of events that can be attended is six.

[18] The maximum number of sessions is 21, including five sessions for each of the Regional Roundtables, four networking sessions, and two provincial roundtable sessions. The 2ESN partners attended the most sessions (up to 19), as many attended all regional sessions while other network contributors were more likely to attend only regionally sessions relevant to them.

A necessary conversation

"Through our conversations, change is coming." ~Elder network contributor

Network contributors described how one of the main accomplishments of the network was that it brought together diverse stakeholders to start a conversation. As described earlier, many contributors viewed this as a new way to engage that did not previously exist in BC. They explained that this conversation has increasingly been needed, one which focused on bridging gaps between Indigenous youth and industry to remove barriers to employment and establish a pathway to future work for Indigenous youth. One focus group participant shared, *"It was very valuable to start the conversation. This road is a long one with reconciliation and working towards self determination. [The 2ESN] was a really good way to start that conversation and to have everyone at the table."*

For some contributors, their participation in the network provided them with an opportunity to hear new perspectives from individuals or groups they had limited opportunities to hear from prior to their involvement in the 2ESN. As one contributor described, *"having everyone come to the table did what it was set out to do in terms of bringing different perspectives together and learning."* This outcome was shared by both Indigenous and non-Indigenous contributors and among youth, who described how the Youth Advisory Group allowed them to have conversations with Indigenous youth across BC. For some contributors, the diversity of perspectives enabled them to learn about programs and resources available to youth in their communities. It also exposed them to the experiences of other Indigenous community members which resonated with their own experiences. As one contributor shared in a focus group,

> *"Having that ability to hear from different perspectives [was very valuable]. Being an advocate for community and delivering training programs for our community, [hearing different perspectives of network contributors] allowed me to be more aware of the different perspectives people are coming in with [when they work with our community], whether non-profit or working for a big company, or in the academic field. Hearing what they brought to the table, it shifted my way of thinking."*

Other contributors shared how participating in the 2ESN roundtables allowed them to listen to and learn from Elders and other Indigenous community members, opportunities they did not have previously. Some non-Indigenous contributors recognized that to bridge the gaps between Indigenous youth and industry, they needed to engage in conversation with and learn from people who had lived experience and understood the barriers faced by Indigenous youth in obtaining meaningful employment.

Contributors felt that the integration of a Two Eyed Seeing approach—drawing from both Indigenous and Western knowledge and ways of knowing—was central to fostering these conversations. In particular, the inclusion of diverse stakeholders (i.e., Indigenous community members, Indigenous youth, industry representatives, education and training providers, and workforce and social development experts) allowed a range of perspectives to be shared during the regional roundtables and increased the depth and richness of the discussions. As one focus group participant described,

"Industry is so go-go-go, very business-focused...but listening to the discussions and dialogue and different perspectives [within the 2ESN] is needed. We need both perspectives – a Two Eyed Seeing approach – for dialogue to be expressed in a different way and to learn."

This space created for dialogue by the 2ESN was key to the network's ability to explore the current state of BC's economy and employment landscape, the ideal state, and how to bridge the path between the two.

Building toward partnerships

"Information sharing is the foundation to working collaboratively now and down the road."
~ Network contributor

In addition to initiating and sustaining a needed conversation among diverse stakeholders in BC, the 2ESN facilitated opportunities for making connections and working towards partnership development amongst network contributors. Building relationships and having opportunities for collaboration and partnership were identified as important outcomes both in terms of the overall objectives of the network and by contributors themselves. Focus group participants indicated that they expected to make connections with others through their participation in the 2ESN. In surveys (*n* = 107), some of the top reasons reported for joining the network included building relationships, such as those with Indigenous community members (78.9.%), Indigenous youth (69.9%), industry leaders and employers (68.3%), workforce and social development experts (62.6%), and education and training providers (63.4%).[19]

Developing formal partnerships takes time, trust, and resources and the non-linear process involves stakeholders becoming aware of each other, becoming connected, engaging in conversation, determining if there is potential for collaboration, building trust and relationships, and then partnering for project development. The evaluation findings suggest that the 2ESN played an important role in this process, particularly in earlier steps related to 1) becoming aware of other contributors, 2) building connections, and 3) considering potential for collaboration. For some, the network also helped 4) strengthen the quality of their relationships and 5) develop new partnerships, but for many, these later steps appear to be forthcoming, and will build upon the progress they've made through the 2ESN.

1) Becoming aware

An important outcome of the 2ESN was increasing awareness between contributors across the different stakeholder groups. On the follow-up survey, contributors were asked to use a five-point scale to rate their level of awareness of each stakeholder group, including some key in-demand industry sectors that were a focus of the network (i.e., clean technology, clean energy, natural resource and extraction, marine

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[19]   Survey respondents could select more than one option so percentages do not add up to 100%. See Appendix A for more detailed results.

shipping, built environment and construction, manufacturing).[20] As shown in Figure 13, contributors were most aware of education and trainer providers, and showed the least awareness of the various industry sectors.

Figure 13   Level of awareness of different groups and sectors at follow-up (*N* = 39-42)
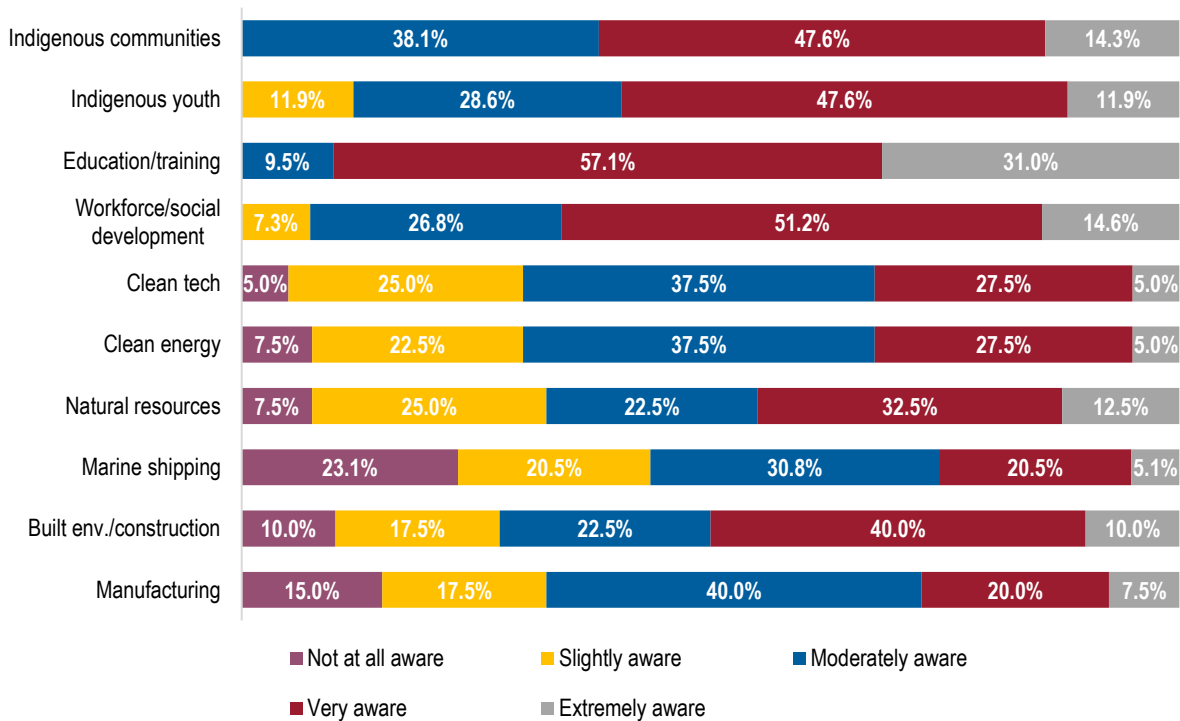

Note: All values less than 5% are omitted.

When we compared mean awareness ratings between baseline and follow-up surveys, we observed increases in awareness for most groups, although only some of them were large enough to be statistically significant based on statistical tests (see Table 2). Results show statistically significant increases in awareness of education and training providers, workforce and social development experts, and some industries. The increases for some industry sectors are notable as baseline awareness was lowest for industry. Surprisingly, there were no significant increases in awareness of Indigenous communities and Indigenous youth. This may perhaps reflect the fact that most contributors were already aware of these two groups since they were the focus of the 2ESN, and indeed baseline awareness of these two groups were among the highest. Figure 14 illustrates how those reporting high awareness (i.e., very aware and extremely aware) changed over time.

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20   Copies of both baseline and follow-up surveys are available in Appendix B

Table 2   Changes in awareness of different groups and sectors (*N* = 19-20)

2ESN Group or sector	Mean awareness ratings (0 to 5)		
	Baseline	Follow-up	Change
Indigenous communities	3.76	3.71	-0.05
Indigenous youth	3.43	3.62	0.19
Education and training providers	3.90	4.43	0.52**
Workforce and social development	3.33	3.95	0.62***
Clean technology	2.95	3.48	0.52**
Clean energy	2.76	3.48	0.71***
Natural resource extraction and processing	2.90	3.48	0.57**
Marine shipping	2.50	2.70	0.20
Built environment and construction	3.05	3.38	0.33
Manufacturing	2.57	3.00	0.43*

Note: Marginally significant: *p < .10; Statistically significant: **p < .05, ***p < .01.

During focus groups, contributors also shared that the network increased their awareness of individuals and organizations that work with and support Indigenous youth from different regions across BC. This likely occurred during the third set of regional roundtables and highlights the value of including both regional and full network events.

Figure 14 **Change in high levels of awareness (very and extremely aware) of different groups and sectors (*N* = 21-23)**
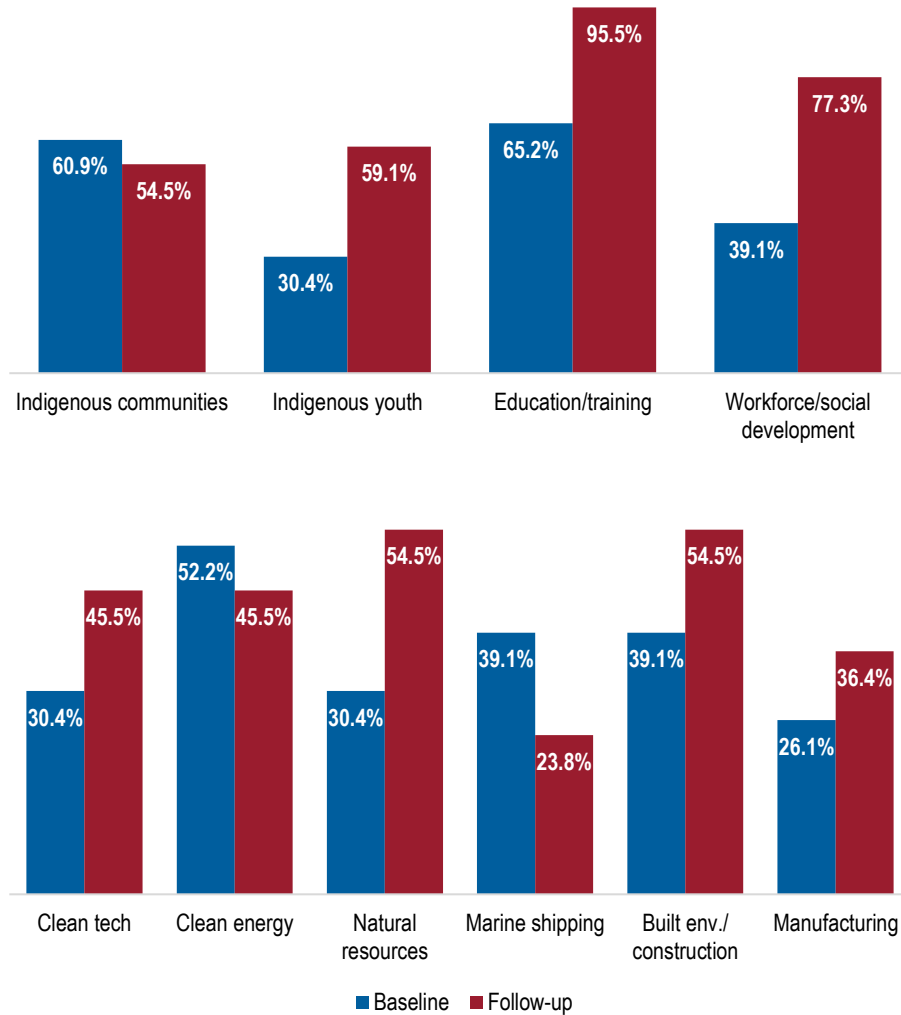
2) Building connections

The majority of network contributors felt that the 2ESN provided an opportunity for them to build connections with others doing work in Indigenous youth workforce development. The 2ESN created a space for contributors to meet new people across different groups and sectors and strengthen existing connections and relationships. As one focus group participant shared, *"I didn't really have any expectations, but the expectation to meet people, that did happen and it expanded my network quite a bit. I was able to meet some great professionals in the area and that was really helpful."*

When asked in the follow-up survey about the connections and relationships that they made through their involvement in the 2ESN, as shown in Figure 15, almost two-thirds of respondents somewhat or

strongly agreed that they developed partnerships or relationships that they would not have if not for their involvement in the 2ESN (61.9%) and that they connected with network members outside of network activities (61.0%). Interestingly, however, just under half of respondents (47.5%) somewhat or strongly agreed that their network had grown. This may reflect how people interacted within the network, building relationships and connections with a small number of specific individuals and organizations, rather than meeting and connecting with a larger number of contributors in the network.

Figure 15   Connections and relationships made through the 2ESN (*N* = 39-42)

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I developed partnerships or relationships that I would not have if not for my involvement in the network.			31.0%	33.3%	28.6%
My network within the Indigenous youth workforce development space has grown as aresult of the network.		17.5%	32.5%	30.0%	17.5%
I have connected with network members outside of network activities.	7.3%	14.6%	17.1%	43.9%	17.1%

Note: All values less than 5% are omitted.

As discussed in the focus groups, some contributors were also unsure about how to initiate connections outside of facilitated network activities or were unsure about the appropriateness of reaching out. As one contributor shared,

> *"I haven't had chance to follow-up from network (just an Elder briefly). I didn't feel comfortable using it as a networking opportunity. I wanted to just learn, and learn how my organization and partners could contribute going forward."*

This points to the varying levels of comfort contributors may feel about connecting with others outside of facilitated network activities. It also highlights the diversity of experience and existing relationships amongst contributors and the need for activities that cater to this range. Additionally, some focus groups participants described how a better understanding of who was part of the network (e.g., region, industry or group, organization) and how to connect with them outside of the network would increase their comfort in reaching out. Some suggestions included a LinkedIn group, a regularly updated membership directory on the 2ESN website, or a contact list shared with all 2ESN contributors.

3) Considering potential for collaboration

The network also increased the potential of network contributors to collaborate with each other. In the follow-up survey (*n* = 41), almost two-thirds of respondents (63.4%) indicated that they had plans to collaborate or are already collaborating with one or more contributors outside of the network. As one contributor shared, *"we collaborate with quite a few on the network...so this was great to strengthen those relationships we had already been working on and to meet new people from places I had not been aware of."* Focus group participants also expressed how they had plans to reach out to contributors that they had met through the network to determine if there was potential for collaboration in the future. As one participant explained, *"after every session I write down a list of names and organizations. I will now reach out to people. I haven't reached out yet, but I intend to."* This intention or hope for exploring collaboration was also seen in follow-up survey comments, with respondents sharing that while they have not built collaborations yet, they hoped to do so soon.

On follow-up surveys, network contributors were asked to use a five-point scale to rate their likelihood of collaborating with different stakeholder groups. As shown in Figure 16, consistent with the awareness findings, contributors reported greater likelihood of collaborating with Indigenous communities, Indigenous youth, education and training providers, and workforce and social development experts than with various industry sectors.

Figure 16   Likelihood to collaborate with different groups and sectors at follow-up (*N* = 38-42)
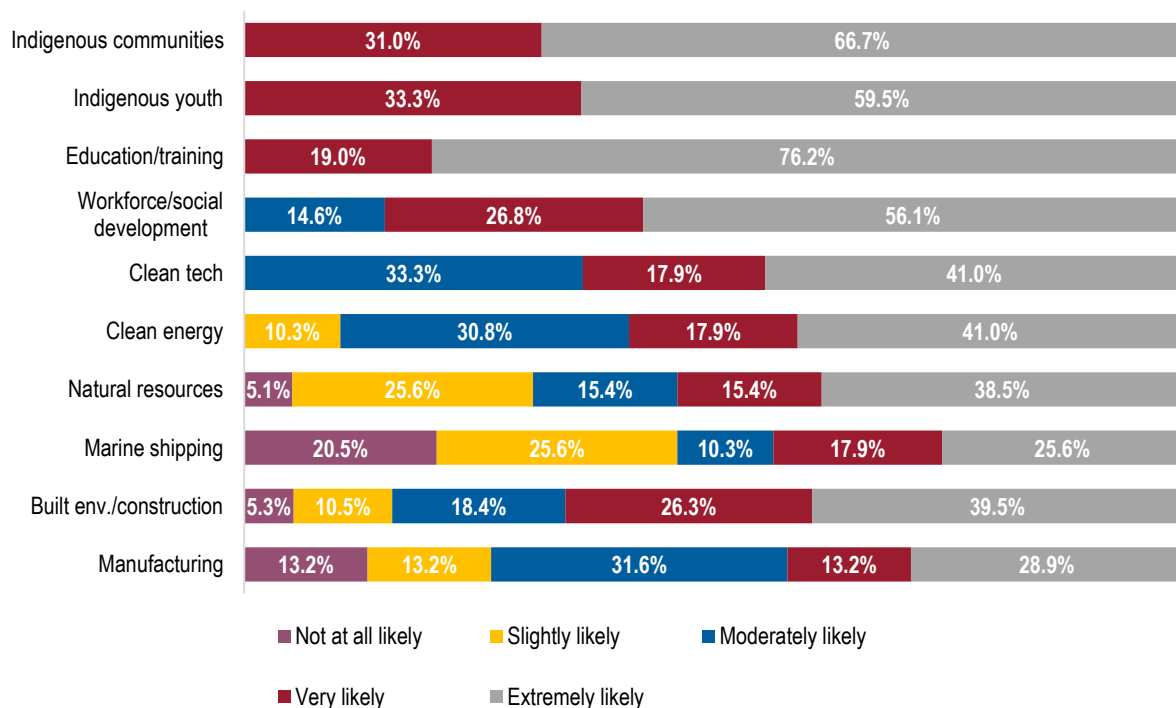
Note: All values less than 5% are omitted.

When comparing the average likelihood ratings between baseline and follow-up surveys, we observe a similar pattern where increases in the likelihood of collaborating with other groups was only marginally or statistically significant for non-industry sectors (see Table 3). Figure 17 illustrates how those reporting high likelihood to collaborate (i.e., those reported very likely and extremely likely to collaborate) changed over time. Given that the network focused on the importance of engaging directly with Indigenous youth and involving them in the planning and development of workforce development programs, it is perhaps not surprising that after their participation in 2ESN activities, contributors were more likely to report an increased likelihood of collaboration with Indigenous youth. Despite the lack of significant changes seen in industry sectors, the ratings have shifted in the expected direction, and suggests that with more time and effort, we will likely see positive outcomes.

Table 3   Changes in likelihood to collaborate with different groups and sectors (N = 18-20)

2ESN Group or sector	Mean likelihood ratings (0 to 5)		
	Baseline	Follow-up	Change
Indigenous communities	4.52	4.67	0.14
Indigenous youth	4.19	4.52	0.33
Education and training providers	4.30	4.70	0.40*
Workforce and social development	3.71	4.29	0.57**
Clean technology	3.62	3.95	0.33
Clean energy	3.62	3.95	0.33
Natural resource extraction and processing	3.67	3.67	0.00
Marine shipping	2.60	3.00	0.40
Built environment/ construction	3.47	3.79	0.32
Manufacturing	3.16	3.21	0.05

Note: Marginally significant: *p < .10; Statistically significant: **p < .05, ***p < .01.

Figure 17   Change in high likelihood to collaborate (very and extremely likely) with different groups and sectors (*N* = 20-23)
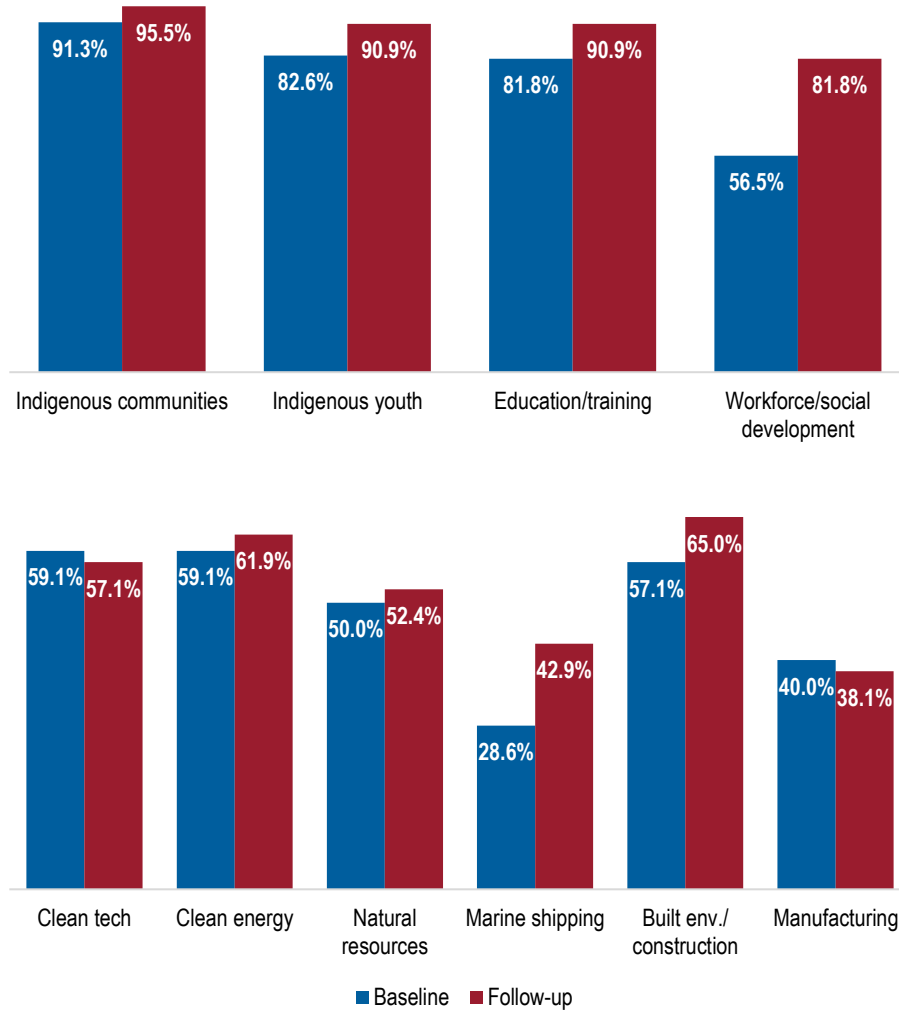
4) Strengthening relationships

One factor that may support the likelihood of collaboration and partnership development is strengthening and increasing the quality of relationships. As shown in Figure 18, follow-up survey responses indicate that many contributors reported good to excellent relationships with Indigenous communities, Indigenous youth, education and training providers, and workforce and social development experts. However, fewer contributors reported such relationships with industry sectors, consistent with our previous findings.

Figure 18   Quality of partnerships with different groups and sectors at follow-up (*N* = 31-42)
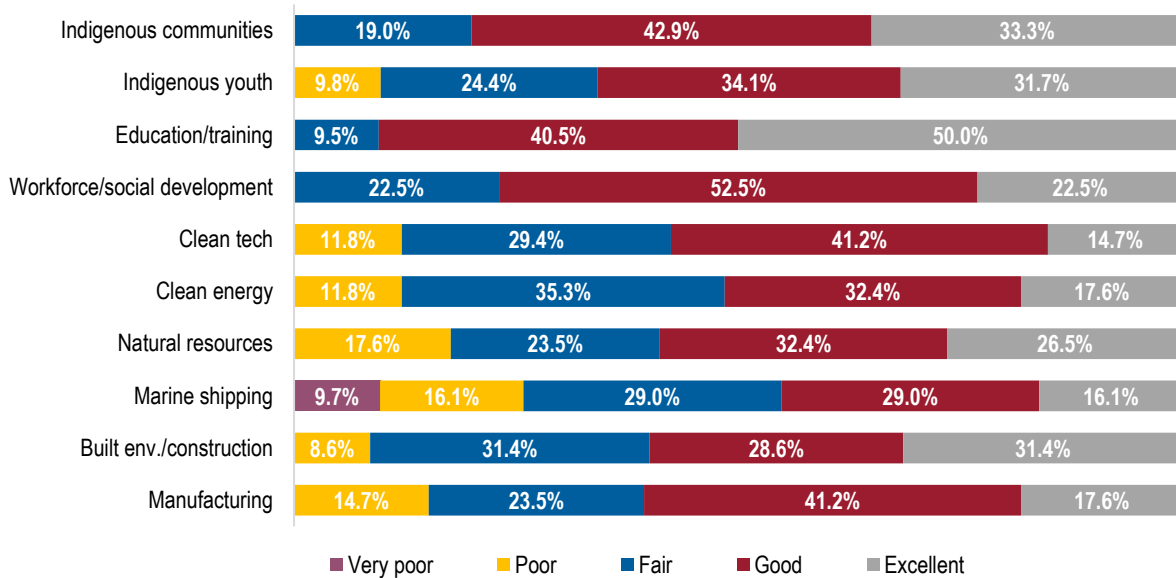
Note: All values less than 5% are omitted.

While contributors reported increased awareness of other stakeholder groups, the building of connections with others in the network, and increased likelihood of collaborating with them, there is less evidence for changes in their quality of relationships. Table 4 shows that contributors who completed both surveys indicated some increases in their quality of relationships but most were not large enough to be statistically significant. Figure 19 illustrates how those reporting high quality partnerships (i.e., good and excellent) changed over time. Nonetheless, these findings suggest that changes are moving in a promising direction, and perhaps with time these will continue to grow.

Table 4   Changes in quality of partnerships with different groups and sectors (*N* = 14-20)

2ESN Group or sector	Mean quality ratings (0 to 5)		
	Baseline	Follow-up	Change
Indigenous communities	4.00	3.81	-0.19
Indigenous youth	3.47	3.84	0.37
Education and training providers	4.16	4.42	0.26
Workforce and social development	3.65	3.95	0.30*
Clean technology	3.25	3.60	0.35
Clean energy	3.30	3.55	0.25

Natural resource extraction and processing	3.32	3.53	0.21
Marine shipping	2.73	2.93	0.20
Built environment/ construction	3.61	3.67	0.06
Manufacturing	3.25	3.31	0.06

Note: Marginally significant: *$p < .10$; Statistically significant: **$p < .05$, ***$p < .01$.

Figure 19   Change in high quality partnerships (good and excellent) with different groups and sectors (N = 17-23)
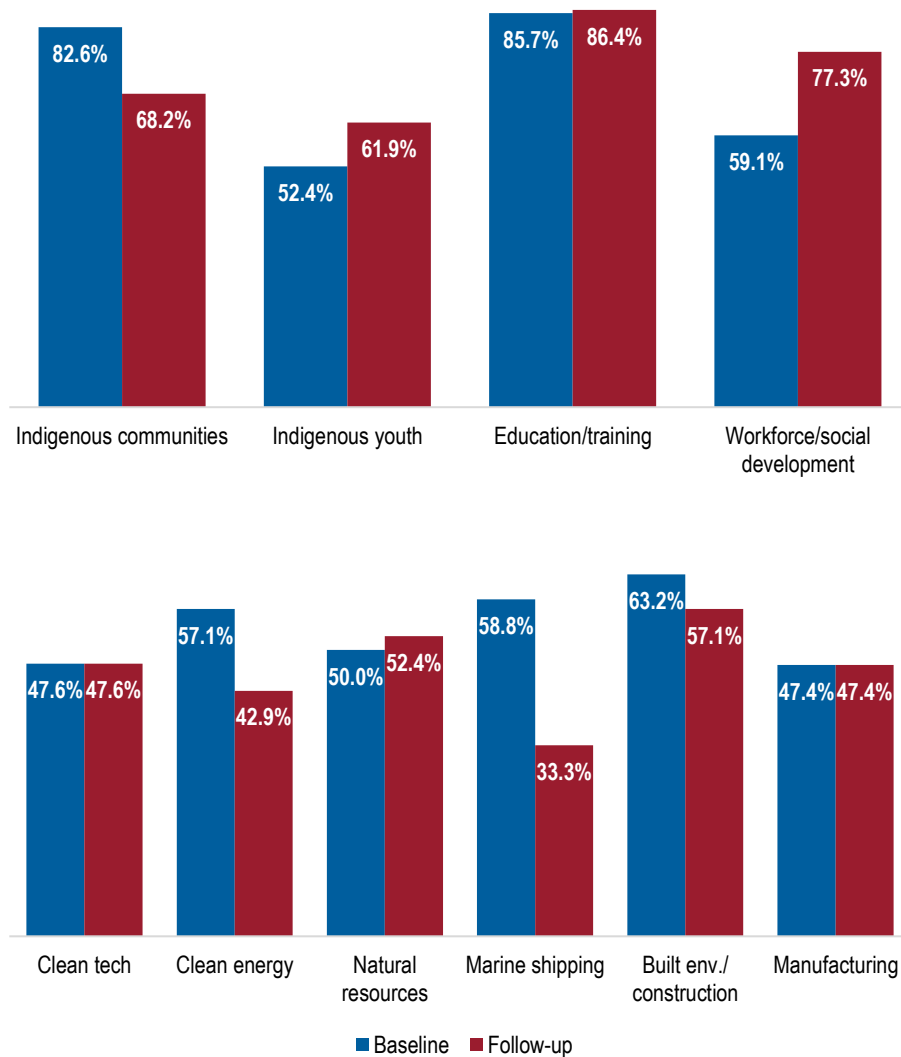
5) Developing partnerships

Focus group findings generally indicate that many contributors were not yet at the stage of developing partnerships but were rather focused on earlier stages of making connections and reaching out. However, within the focus groups and on the follow-up survey, some contributors shared examples of partnerships they had developed as a result of the 2ESN, including starting a working relationship with a union in the province, signing a Memorandum of Understanding with an industry organization, and having other organizations delivery workshops or participate in career fairs. This highlights again the diversity within the network—although many contributors were still working toward partnerships, others were ready to engage and begin collaborating.

As described earlier, some focus group participants drew attention to the challenges of building relationships and partnerships through zoom and expressed interested in opportunities for smaller group discussions to develop closer relationships. There were a variety of ideas brought forward about how to structure these smaller discussions such as small breakout rooms during larger Zoom meetings, having in-person meetings or opportunities to connect outside of meetings (e.g., LinkedIn group). Some focus group participants suggested that the network could host small workshops or be structured into smaller working groups.

Taken together, these results demonstrate the network's encouraging outcomes related to fostering relationships and partnerships within Indigenous youth workforce development. Specifically, it shows how the network has supported contributors in the process of partnership development by increasing their awareness of other groups, helping them make connections with others, and increasing their likelihood to collaborate with them. Indeed, these early steps take time and form an important foundation for building trust, strengthening relationships, and finally developing partnerships and projects together. The network has set the stage for continued growth and progress toward the development of key partnerships, and contributors are excited for these next steps.

Interestingly, results suggest that contributors' relationships with Indigenous communities, Indigenous youth, education and training providers, and workforce and social development experts are likely more established and further ahead in development. Many contributors have built awareness, made connections, considered collaboration, and are ready to work toward better quality relationships and partnership development. In comparison, there is still work to be done related to increasing awareness of certain industry sectors while for others, greater building of connections and exploration for potential collaborations is needed. Indeed, contributors were most likely to comment on the need for greater representation and involvement of industries, and the need to facilitate more connections with them. This points to a key next step for the network to develop more focused strategies to engage industries and foster connections.

COLLECTIVE LEARNING AND CAPACITY BUILDING

"We need to learn to listen, so that we can listen to learn." ~ Elder network contributor

Another key outcome of the network was the increased collective knowledge and capacity of network contributors to engage in work related to the network objectives, including the development of workforce development pathways for Indigenous youth. The 2ESN worked towards this objective by using a Two Eyed Seeing approach to facilitate activities (e.g., roundtable sessions) and develop resources (e.g., literature review and briefs) that focused on building contributors' cultural awareness, knowledge of Indigenous engagement practices, and capacity to work meaningful with partners, including Indigenous communities and youth.

During the focus groups, participants were asked to identify the collective outcomes for the 2ESN (i.e., what they felt the network accomplished as a whole), as well as their individual outcomes (i.e., what they personally gained from their participation in the network). In response, focus group participants described how the network increased the collective awareness across many groups about the barriers that Indigenous youth face with employment, as well as awareness about what is needed to help Indigenous youth succeed along their pathway to future work. By engaging Indigenous youth and Indigenous community members in the network, focus group participants also felt that it increased awareness about their lived experience and the barriers Indigenous youth experience and what they need and desire to be successful. Focus group participants, including both youth and non-youth, also described what they felt they individually gained through their participation in the network as shown below.

Individual outcomes from network participation

- ✓ Increased knowledge of how to engage with Indigenous communities by earning trust and communicating respectfully and appropriately

- ✓ Increased awareness of individuals and organizations that work with and support Indigenous youth from different regions across BC

- ✓ Increased awareness of opportunities for partnerships with industry, especially for Indigenous communities

- ✓ Increased awareness of how to engage with industry by learning how to communicate with potential partners and being more mindful of their interests and experiences

- ✓ Increased capacity to support their organization in supporting Indigenous youth in training, education, or employment

- ✓ Increased knowledge of available resources and tools that contributors can access to support their work with Indigenous youth and Indigenous communities; and

- ✓ Increased knowledge of how to apply a Two Eyed Seeing approach.

As one focus group participant summarized,

> *"From my perspective, I have a better understanding of where the supply and labour side of industry is and recognizing the opportunities for Indigenous youth engagement and participation [in industry] and how we could help better things. My takeaway was that knowledge and how we can use it [in our work with] Indigenous youth and how to best engage with youth who apply."*

On the follow-up survey, contributors were asked to rate their knowledge of three key topics that were reflected in network discussions and resources provided. As shown in Figure 20, many contributors reported feeling moderately or very knowledgeable about Indigenous cultural awareness and cultural safety, promising practices for engaging and supporting Indigenous youth in employment and training, and a Two Eyed Seeing approach or lens.

Figure 20   Knowledge of topics at follow-up (*N* = 42)
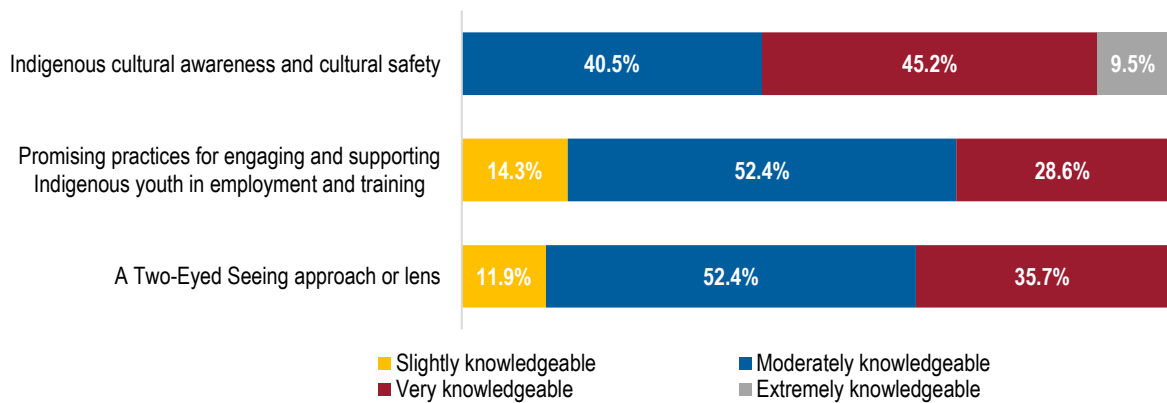
Note: All values less than 5% are omitted.

Contributors were also asked to rate their confidence in their capacity to engage in several key activities. As shown in Figure 21, the majority of contributors reported feeling moderately or very confident in their capacity to build relationships and partnerships with diverse workforce development actors in BC, co-develop projects with Indigenous community members that support Indigenous youth to access and take part in employment and training, engage and support Indigenous youth in employment and training, and apply a Two Eyed Seeing approach to workforce development initiatives. A small proportion even reported feeling extremely confident in their capacity.

Figure 21   Confidence in capacity at follow-up (*N* = 40-42)

| Slightly confident | Moderately confident |
| Very confident | Extremely confident |
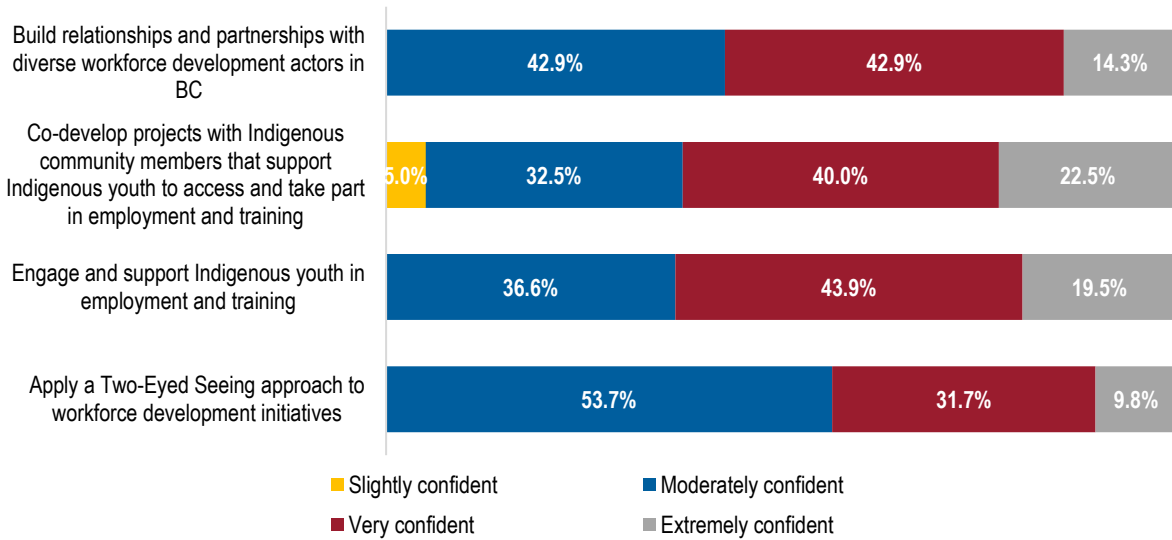
Note: All values less than 5% are omitted.

Although reported follow-up levels of knowledge and capacity were moderately high, interestingly, as shown in Table 5, when we compared baseline and follow up ratings, there were no statistically significant increases, except for knowledge and capacity related to a Two Eyed Seeing approach. Figure 22 illustrates how knowledge and confidence in capacity changed. Although many areas showed promising improvements across time, most were not large enough to be statistically significant.

Table 5   Changes in knowledge and confidence in capacities (*N* = 20-21)

2ESN Group or sector	Mean knowledge or confidence ratings (0 to 5)		
	Baseline	Follow-up	Change
Knowledge			
Indigenous cultural awareness and cultural safety	3.38	3.52	0.14
Promising practices for engaging and supporting Indigenous youth in employment and training	3.05	3.14	0.10
A Two Eyed Seeing approach or lens	2.52	3.10	0.57***
Capacity			
Build relationships and partnerships with diverse workforce development actors in BC	3.81	3.67	-0.14

Co-develop projects with Indigenous community members that support Indigenous youth to access and take part in employment and training	3.45	3.80	0.35
Engage and support Indigenous youth in employment and training	3.45	3.85	0.40
Apply a Two Eyed Seeing approach to workforce development initiatives	2.95	3.55	0.60**

Note: Marginally significant: *$p < .10$; Statistically significant: **$p < .05$, ***$p < .01$.

Figure 22   **Change in <u>high</u> levels of knowledge (very and extremely knowledgeable) and confidence in capacity (very and extremely confident) at follow-up (N = 21-23)**

Knowledge

Confidence in Capacity
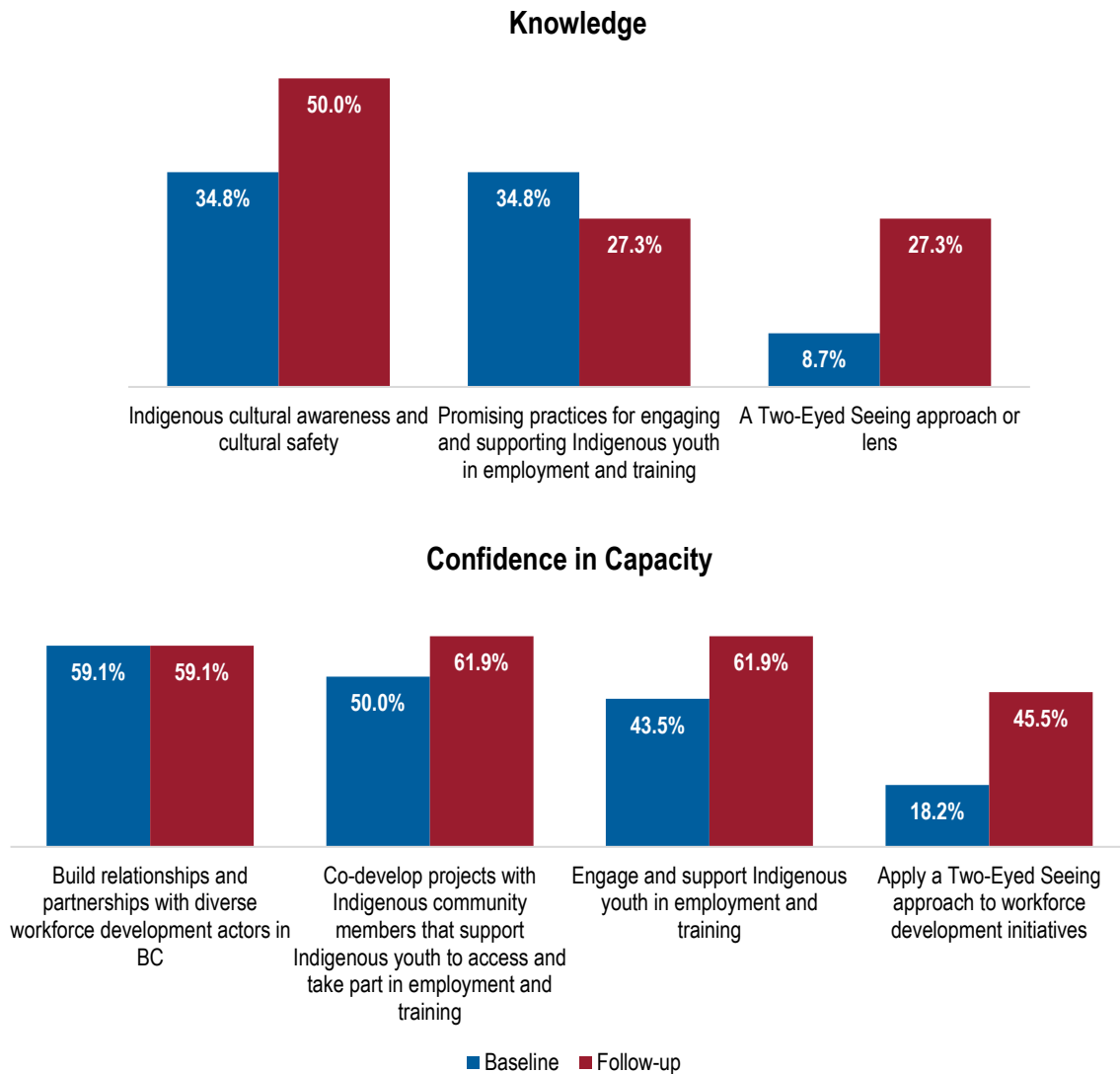
Given that knowledge and capacity related to using a Two Eyed Seeing approach were lower than other areas at baseline and that the network specifically focused on, applied, and encouraged the use of a Two Eyed Seeing approach, it is perhaps not surprising that contributors experienced significant gains in these areas. As one participant described when asked about how they saw a Two Eyed Seeing approach being applied in the 2ESN, *"[there was an] understanding that both Indigenous knowing and Euro-centric forms of learning have validity in learning. One can enhance or support the other."* Adopting a Two Eyed Seeing approach within the network demonstrated to contributors what it means in practice, and they were able to experience its value and impact. In follow-up survey comments, some contributors shared how they have been applying a Two Eyed Seeing approach, such as using the approach when creating workshops, and seeking input from Indigenous partners.

The evaluation findings indicate that knowledge and capacity in the other areas are moving in promising directions and with more time these will continue to grow. For example, some contributors already highlighted how they are more applying their knowledge and skills when working with youth, sharing knowledge and advocating within their organizations, or how they are "*focus[ed] on interacting, listening, and learning*" and "*listening more than speaking*". One contributor also described applying what was learned has opened up new opportunities:

> *"As a westerner, I am not afraid to speak anymore. I do take my time and think before I open my mouth. But I am not afraid to speak. This means I am also willing to now purse opportunities in partnership with First Nations organizations and leaders. I was more hesitant before."*

As reported earlier, the network might explore different strategies to make resources (e.g., literature review and briefs) known to contributors to support their learning. When contributors were aware of resources, they generally found them useful. Surprisingly, although they found them useful, increases in knowledge were not as large as expected. This might be related to limited opportunities for network contributors to apply their learnings. In the past two years, the 2ESN has made significant progress in building the foundation for understanding and making connections. As the network moves forward, it will provide greater opportunities for contributors to use resources and apply them as they actively strengthen relationships, build partnerships, and plan and implement workforce development projects.

The knowledge and capacity outcomes among network contributors were diverse, but collectively, contributors are coming away from the network with increased knowledge and awareness in areas that will increase their capacity to support Indigenous youth to access and participate in employment and training. Together, network contributors are better equipped to begin developing meaningful workforce development pathways for Indigenous youth. During the focus groups, one participant described the outcomes their participation had on their work: *"I heard perspectives, I heard people, I listened to a lot of information that has left me better able to support what's going on in the [educational] institution with respect to Indigenous youth."* This sentiment was echoed by many contributors—it was the people that were brought to the conversation, the way in which the conversations were facilitated, and the topics of the conversations that helped them to build their knowledge and capacity to support Indigenous youth.

MOVING FORWARD

"Keep the fire burning" ~ Network contributor

As the project has come to a close, both project partners and network contributors have expressed sadness that events are coming to an end, but also hope for the future. There is passion to continue the work of the 2ESN. The achievements of the 2ESn during the past two years have started the conversation, created a foundation for partnership, and built a tangible momentum amongst contributors to continue working together building pathways for indigenous youth workforce across BC. During the final provincial roundtable celebration, project partners shared their intention to continue the 2ESN, to carry forth the work that has already been accomplished, and start building towards the next steps.

BUILDING PARTNERSHIPS

The 2ESN has made significant progress to advance Indigenous youth workforce development in BC, particularly in fostering relationships and building the foundation for partnership development (see Figure 18). When describing the value in bringing people together through the 2ESN, one focus group participant explained, *"[these conversations] are the foundation to working collaboratively now and down the road."* As evidenced by our evaluation findings, the network succeeded in creating a welcoming space for engagement, connection, and learning. This attracted and retained the participation and engagement of diverse contributors across stakeholder groups and regions of BC. These contributors were able to increase their awareness of others, start building connections, and consider potential collaborators. While some have strengthened existing relationships and have begun exploring new partnerships, for many, this is the next step. As the 2ESN starts its next phase of work, continuing to support earlier steps in the process as well as facilitating new partnership opportunities will be key. Furthermore, a clear finding from the evaluation is that partnership building with industries lags behind that of other stakeholder groups. Contributors recommend renewed or intensified efforts to engage industries and ensure bridges between industry and other groups are built.

Figure 23   Building partnerships

CREATE SPACE	ENGAGE	MAKE CONNECTIONS	BUILD PARTNERSHIPS
Bring diversity to the table, create an inclusive and welcome environment for sharing, adopt a Two Eyed Seeing approach, and offer relevant resources.	Show up to listen, contribute, share, and learn together.	Build awareness, make connections, and explore potential collaborations.	Strengthen relationships and build partnerships

CONTINUING THE WORK

The 2ESN contributors, including Youth Advisory Group members, are passionate about the network's vision and aims and this has been reflected throughout the span of the project. The feeling of working toward a common goal has been meaningful to many. As one survey respondent commented,

> "*I really enjoyed the connection made and that feeling we are connected to a broader effort…not by ourselves anymore trying to affect change. Together feels better.*"

During focus groups, which occurred after the third set of regional roundtables, many contributors were eager for next steps. They were ready for opportunities to apply the knowledge and information they gained in action-oriented ways and felt that a synthesis of what had been learned through the network along with tangible action items for the different groups involved would be very valuable. As one participant discussed,

> "*There are lots of data (e.g., stories, examples, resources, etc.), but data is nothing unless it's processed and organized. Hopefully that data will help with drawing some conclusions and creating some actionable items [for 2ESN contributors].*"

The focus group findings also underscored the significant momentum and interest in moving forward with 2ESN beyond the current project. On the follow-up survey (n = 42), 92.8% of contributors were somewhat or very satisfied with their experience with 2ESN and 88% reported being somewhat or very likely to remain with the 2ESN if it were to continue. Contributors offered many recommendations for how to improve the structure and processes of network activities to better support the different engagement needs of diverse individuals. Many of these suggestions support the type of work that will come next, such as smaller groups to foster closer relationships and partnership development, as well as workshops or working groups that could focus on specific outcomes or outputs that could move the work forward (see next section).

A PATHWAY FORWARD

Emerging from the third themed set of regional roundtables, the network developed a preliminary conceptual pathway structure for Indigenous youth workforce development (see Figure 24).[21] This milestone-based pathway should be considered a starting point and a tool for thinking about and designing workforce development initiatives for Indigenous youth. As the network continues its work, the pathway should be validated, modified, and improved with input from contributors. It can serve as a guide for future pilot projects and this generalized framework can be adapted to develop specific pathways for different regions, sectors, groups of youth, or other contexts.

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[21] Refer to the main 2ESN final project report for more information.

Figure 24   Preliminary conceptual milestone-based pathway
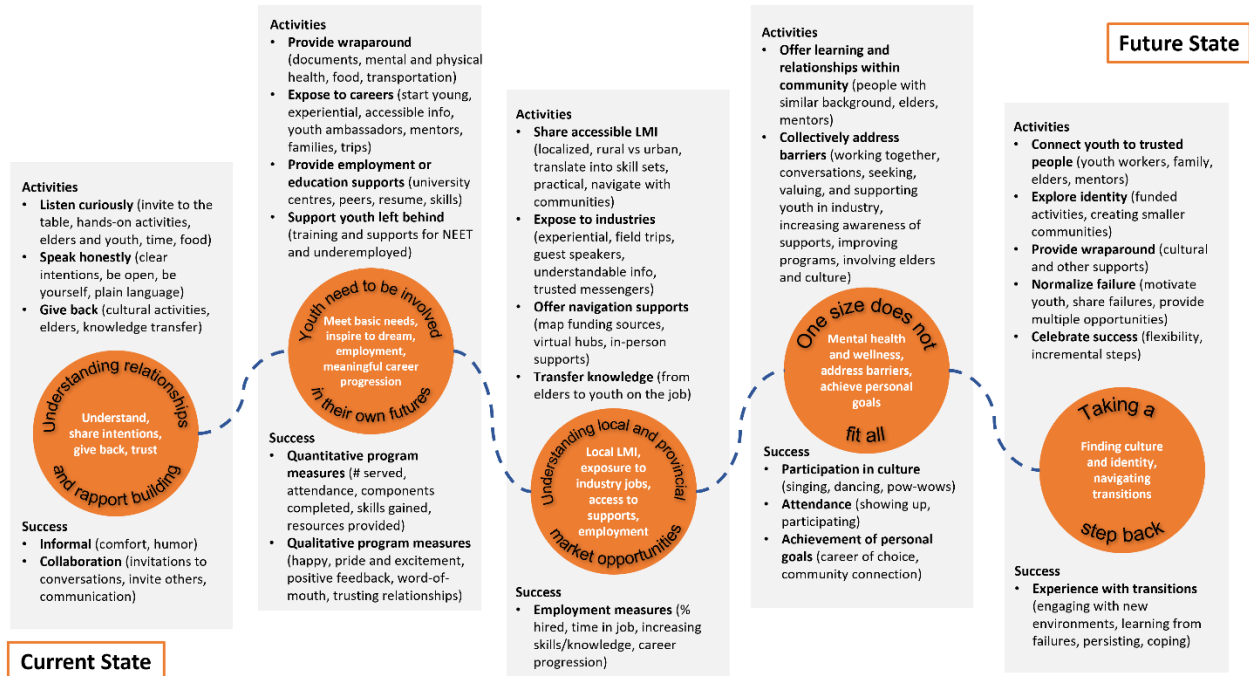
NEXT STEPS

As relationships are strengthened and partnerships emerge, it will create new space and energy for the development of sector-specific pathways to workforce development, as well as individual pilot projects. One of the learnings from this project and evaluation was the time required for those early conversations, for the building of awareness, knowledge, and connections between contributors. Although the 2ESN was not able to develop specific pathways or projects within the timeframe of this project, it has built a pathway forward. Indeed, as one youth shared during a focus group when discussing the work of the network moving forward,

> *"[The 2ESN] is not something that's already been done. We're not expecting a firm footprint in the next meeting or even a year from now, but it's a slow snowballing that then bulldozes the [barriers that Indigenous youth face] down the line."*

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APPENDIX A: PROFILE OF NETWORK CONTRIBUTORS

Table 6   **Sample profiles of network contributors**

Characteristic	Proportion of sample (%)				
	Active full sample (*N* = 207)	Active baseline sample (*N* = 84)	Active follow-up sample (*N* = 52)	Active baseline and follow-up sample (*N* = 25)	Non-active sample (*N* = 63)
Region	*n* = 179	*n* = 82	*n* = 48	*n* = 23	*n* = 46
Northern	34.1	31.7	22.9	30.4	19.6
Interior	24.0	20.7	29.2	26.1	28.3
Fraser-Salish	11.2	15.9	12.5	13.0	10.9
Vancouver Island	13.4	11.0	14.6	13.0	21.7
Vancouver Coastal	17.3	20.7	20.8	17.4	19.6
Group	*n* = 207	*n* = 84	*n* = 52	*n* = 25	*n* = 63
2ESN partner	7.2	9.5	11.5	16.0	1.6
Education/training provider	22.2	20.2	21.2	24.0	25.4
First Nation community / Indigenous organization	15.4	20.2	13.5	16.0	19.0
Industry / employer	24.6	25.0	13.5	12.0	20.6
Workforce / social development	20.3	20.2	26.9	24.0	12.7
Youth	5.3	2.4	13.5	8.0	17.5
Other	4.8	2.4	0	0	3.2
Month joined 2ESN (2022)	*n* = 175	*n* = 81	*n* = 44	*n* = 24	*n* = 63
Jan to Mar	78.9	92.6	70.4	91.7	87.3
Jun to Jul	1.7	3.7	9.1	4.2	6.3

Aug to Sept	4.0	0	4.5	0	1.6
Oct to Nov	9.7	3,7	15.9	4.2	4.8
Sector (if applicable, check all that apply)	*n* = 82	*n* = 65	*n* = 42	*n* = 17	--
Clean technology	17.1	18.5	21.4	28.0	
Clean energy	19.5	23.1	21.4	32.0	
Natural resource extraction and processing	25.6	29.2	19.0	24.0	
Marine shipping	7.3	7.7	7.1	8.0	
The built environment / construction	35.4	38.5	23.8	24.0	
Manufacturing	11.0	10.8	11.9	12.0	
Other	29.3	27.7	28.6	24.0	
Organization affiliation	*n* = 82	*n* = 67	*n* = 56	*n* = 21	--
Led by Indigenous peoples	3.7	3.0	2.8	0	
Provides services to Indigenous peoples	65.9	64.2	72.2	71.4	
Both of the above	15.9	17.9	13.9	19.0	
None of the above	14.6	14.9	11.1	9.5	
Self-identified Indigenous identity	*n* = 107	*n* = 83	*n* = 49	*n* = 25	--
First Nations	33.6	28.9	36.7	24.0	
Métis	5.6	2.4	10.2	4.0	
Other	1.9	2.4	2.0	4.0	
None	58.9	66.3	51.0	68.0	
Age	*n* = 104	*n* = 80	*n* = 49	*n* = 25	--
18 to 29	8.7	3.8	16.3	8.0	
30 to 39	22.1	23.8	14.3	12.0	
40 to 49	21.2	25.0	14.3	20.0	
50 to 59	30.8	27.5	34.7	28.0	

60 to 69	15.3	16.6	16.3	24.0	
70 and above	1.9	2.5	4.1	8.0	
Self-identified as youth	**n = 107**	**n = 83**	**n = 49**	**n = 25**	**--**
No	86.9	90.4	83.7	92.0	
Yes	13.1	9.6	16.3	8.0	
Self-identified gender	**n = 105**	**n = 81**	**n = 48**	**n = 24**	**--**
Woman	57.1	51.9	58.3	41.7	
Man	41.9	46.9	41.7	58.3	
Two-Spirit	1.0	1.2	0	0	
Where did you learn about 2ESN?	**n = 108**	**n = 84**	**n = 49**	**n = 25**	**--**
Invited by project partner	62.0	63.1	71.4	84.0	
Referral by community member	29.6	26.2	24.5	8.0	
Social media	2.8	3.6	2.0	4.0	
Other	5.6	7.1	2.0	4.0	
What are your main reasons for participating in the 2ESN? (Check all that apply)	**n = 106**	**n = 83**	**n = 48**	**n = 25**	**--**
Build relationships with Indigenous community members	78.3	75.9	85.4	84.0	
Build relationships with Indigenous youth	69.8	69.9	70.8	72.0	
Build relationships with industry leaders or employers	68.9	67.5	75.0	76.0	
Build relationships with education and training providers	67.9	65.1	68.8	60.0	
Build relationships with workforce and social development experts	65.1	63.9	66.7	64.0	
Learn more about current and future economic development opportunities in clean technology, clean energy, natural resource extraction and processing, marine	53.8	57.8	52.1	64.0	

shipping, the built environment, and/or manufacturing				
Learn how to better support Indigenous youth in training and employment	88.7	86.7	96.8	96.0
Learn more about how to work collaboratively with partners to support Indigenous youth in training and employment	77.4	75.9	79.2	76.0
Learn more about a Two Eyed Seeing approach and how to combine Indigenous and Western worldviews in workforce development	72.6	75.9	70.8	80.0
Share my knowledge, experience, or expertise about Indigenous youth workforce development with partners	40.6	41.0	47.9	56.0
Through the network, develop and implement a pilot project with partners related to Indigenous youth workforce development	34.0	34.9	27.1	24.0
Outside of the network, develop and implement a pilot project with partners related to Indigenous youth workforce development	18.9	19.3	18.8	20.0
Other	2.8	1.2	4.2	0

Note: The full active sample includes all active contributors who have available data. The baseline sample includes only those who completed a baseline survey. The follow-up sample includes only those who completed a follow-up survey. The baseline and follow-up sample includes only those who completed both surveys. The non-active sample includes only contributors who did not participate in any activities. In this case, only administrative data is presented because of the small number of baseline surveys (n = 17), mostly completed by youth (n = 11). Region, group, and month joining 2ESN are from administrative data (with survey data used when region was missing). The other characteristics all come from demographic and background questions administered as part of the baseline or follow-up survey. The sample size differs for each question because of missing data (e.g., participants may choose to skip certain questions or some participants may be missing some administrative data). Note that in "Check all that apply" questions, the percentages will not necessarily add up to 100%.

APPENDIX B: DATA COLLECTION TOOLS

OBSERVATION PROTOCOL

Two-Eyed Seeing Network: Observation Protocol

The observation protocol is based on the evaluation questions:

NETWORK ENGAGEMENT
- What sectors and groups participated in the 2ESN, and what are their characteristics? What sectors and groups are missing?
- To what extent did the 2ESN engage the intended sectors and groups across the region?
- What partnerships were created through the 2ESN, and what is the quality of these partnerships?
- What resources and products were created through the 2ESN, and what is their reach?

1. **NETWORK SATISFACTION**
- To what extent were 2ESN contributors satisfied with the network process?
- To what extent did the 2ESN meet contributors' reported needs?

2. **NETWORK OUTCOMES**
- To what extent have the 2ESN contributors improved their self-reported capacity to develop meaningful shock-proof workforce development pathways for Indigenous youth?

3. **LESSONS LEARNED**
- What are the 2ESN's successes and challenges?
- What promising practices can inform the 2ESN moving forward?
- What has been learned about using a Two-Eyed Seeing approach within the 2ESN?

 Note: You may not be able to complete all the sections in this protocol. Please complete the sections that you can based on what occurs and what you observe at the meeting.

Session information	
Observer name	
Session date/time	
Title of meeting/session	
Stated purpose/theme of meeting/session	

Q1: Network engagement	
General observations of attendance: - Number of participants - Overview of groups/communities/organizations/sectors - Were there any discussions on sectors/groups/members that were underrepresented or not represented who should have been?	
Did participants share reasons why they or others <u>were</u> or <u>were not</u> participating in the session/network more broadly?	
How did participants engage in the session and with each other? - Examples might include participants staying for the duration of the session, having cameras/ microphones on, verbal/chat participation, physical cues (e.g., nodding), etc. - Mention of emerging or actual partnerships between network contributors - Did certain groups/sectors/participants participate more or less than others? - Who interacted with who?	
What were the common topics discussed? - Did the session closely follow the agenda? - What topics were participants most engaged in? - Were unexpected topics discussed?	
Q2: Network satisfaction *(NB: observations are not a primary source for this question)*	
What needs or expectations, if any, did participants articulate for the session or network?	
Were there indications that the session was/was not aligned with participants' needs?	
Q3: Network outcomes	

Was any evidence or *actual* or *prospective* outcomes for network members observed? If yes, to what were these outcomes attributed? - This may be based on observations (e.g., a participant referencing new knowledge) or comments from participants on perceived outcomes (e.g., "because of last session, I am more aware of x). - Outcomes include changes in knowledge, capacity, access, and understanding of cultural safety and awareness, Indigenous youth engagement and workforce development, partnerships and relationships-building, and a Two-Eyed Seeing approach. - Any additional outcomes observed may also be recorded.	
Q4: Lessons learned	
What seemed to work well during the session? - This could include delivery/facilitation, timing, topics, participant engagement, etc. **What could have worked better?** - Did anyone make suggestions for changes to sessions?	
Were any potential promising practices observed or mentioned, either regarding the session or the aims of the network more broadly? - E.g., Indigenous youth engagement, workforce development pathways, etc.	
Are there any challenges that contributors indicate they are facing in their work, training, etc.? - E.g., recruitment of Indigenous instructors, aging workforce, etc.	
How, if at all, did a Two-Eyed Seeing approach seem to inform the session? - What were the effects, if any?	

Other general notes/comments that struck the observer as relevant or unexpected.

BASELINE SURVEY

Welcome to the Two Eyed Seeing Network (2ESN) Baseline Survey!

Introduction & consent

This survey is part of the Two Eyed Seeing Network (2ESN) project, funded by the Future Skills Centre (FSC) and led by the Construction Foundation of British Columbia (CFBC). Two Eyed Seeing Consulting CCC Inc. (TESCI) is convening the network and bringing contributors together to share knowledge and develop workforce development pathways that support Indigenous youth employment. Additional project partners include Foresight Cleantech Accelerator, Vancouver Island University, and the Electrical Joint Training Committee. The Social Research and Demonstration Corporation (SRDC), a Canadian non-profit research organization, is conducting the evaluation of the project.

As a 2ESN contributor (i.e., someone participating in the network via Roundtables and/or Advisory Groups), we are interested in learning about your goals for participating in the network, as well as your experiences and current capacity related to workforce development for Indigenous youth in BC.

Your participation in this survey and evaluation will help us learn whether and how the 2ESN is achieving its goals. Your survey responses will be held confidential by the SRDC research team on secure SRDC servers. Your identity will remain anonymous. Your responses will be grouped together with those of other respondents in any reports or other outputs. This means no one will be able to identify you based on your responses. Your participation in this survey will not affect your involvement in the network.

The survey takes about 10 minutes. It is completely voluntary, and you can exit the survey at any time. You may also skip any questions you don't want to answer or indicate if you don't know the answer to something. At the end of the survey, you will be asked if you would like to receive a copy of your individual survey responses. If you answer "yes", a copy will be sent to you via email at the end of the project (approximately March 2023). All survey data held by SRDC will be deleted one year after the end of the project.

Are you interested in learning about how this evaluation is honouring OCAP® principles?

☐ Yes

☐ No   [go to consent section]

Honouring OCAP® Principles [Note: Please show only if OCAP_INT="Yes"]

This evaluation of the 2ESN is guided by the values and objectives of cultural safety and cultural appropriateness. Recognizing First Nations' engagement in the network, the evaluation is informed by Chapter 9 of the Tri-Council Policy Statement. Further, the evaluation strives to honour the First Nations principles of ownership, control, access, and possession, otherwise known as OCAP®. These principles address the collection, protection, use, and sharing of First Nations' data and information.

As the evaluation partner, SRDC aims to support project partners in honouring OCAP® principles throughout evaluation activities, to the extent possible within the available resources and capacity. One

way we aim to do this this is through evaluation data sharing and transfer agreements with First Nations in BC who have members engaged in the network. SRDC is in the process of developing these draft agreements, which TESCI will then share and coordinate with interested First Nations. These agreements are intended to cover the storage, holding, sharing, and/or transfer of evaluation data (like this survey) about anyone belonging to the First Nation who consents to having their data shared back with their Nation. In this way, any interested Nation can directly access, hold, or possess their evaluation data.

If members do not wish for their data to be shared with their First Nation community, or if First Nations choose not to enter into these agreements, standard SRDC practices regarding data storage and possession will apply (i.e., data will only be used for evaluation purposes, and will be securely stored by SRDC until one year following the end of the project). *Individuals' or First Nations' decision to not pursue this process will not affect their involvement in the 2ESN or subsequent evaluation data collection activities.*

For this survey, this means that individuals who identify as First Nations will be asked whether they consent to their survey data being shared with their First Nation community. The figure below provides more detail about the implications of consenting or not consenting to this process. Please remember that this decision is yours to make and will not affect your involvement in the 2ESN in any way.

If you have any concerns, questions, comments, or suggestions about the ways in which we are striving to honour OCAP® principles within the resources and capacity available for the 2ESN evaluation, we are happy to hear from you. Please contact Boris Palameta, Research Director at the Social Research and Demonstration Corporation at bpalameta@srdc.org

What are your options related to sharing your data? What happens next?

Consent

Before continuing to the survey, please confirm your consent:

Question	Response
1. **I understand the information I provide will be used for evaluation purposes by SRDC and to inform communications and network delivery, and that neither I nor my company/organization/community will be identified in any reporting of the data.**	☐ Yes ☐ No [Terminate survey]
2. **Do you consent to SRDC sharing your survey data with your First Nation community, if a data sharing and transfer agreement is established?**	☐ Yes, I consent to my survey data being shared with my First Nation community and I acknowledge that my anonymity <u>cannot be guaranteed.</u> ☐ No, I do not consent to my survey data being shared with my First Nation community. ☐ N/A
3. **Please specify your First Nation community to share your survey data with. This information will only be used for the data sharing and transfer agreements, not other 2ESN or evaluation activities.** **(Note: Please show this question only if Q2= "Yes, I consent to my survey data being shared with my First Nation community and I acknowledge that my anonymity cannot be guaranteed")**	_____

Section 1: About you

First, we'd like to ask a few questions about you and your current role, including in the 2ESN.

Question	Response
4. **In which region of British Columbia do you currently live?** *If you're not sure, a map of these regions is available here.*	☐ Northern ☐ Interior ☐ Fraser-Salish ☐ Vancouver Island ☐ Vancouver Coastal ☐ I don't currently live in British Columbia ☐ Don't know
5. **Which of the following 2ESN groups or sessions are you a part of or do you expect to participate in?** *Please select all that apply.*	☐ Regional Roundtables ☐ Provincial Roundtables ☐ Provincial Leaders Advisory Group ☐ Youth Advisory Group ☐ Don't know
6. **Which of the following groups do you identify with as part of your role with the 2ESN?** *Please select all that apply.*	☐ Indigenous community or First Nation ☐ Industry/employer ☐ Education/training provider ☐ Workforce/social development expert ☐ Other, please specify: _____ ☐ Don't know
7. **Which sector(s) are you associated with as part of your role with the 2ESN?** *Please select all that apply.*	☐ Clean technology ☐ Clean energy ☐ Natural resource extraction and processing ☐ Marine shipping ☐ The built environment/construction ☐ Manufacturing ☐ Other, please specify: _____ ☐ This question does not apply to me ☐ Don't know
8. **Thinking of the main company or organization you are representing through your role in the 2ESN, which of the following statements best applies? If you are affiliated with more than one company or organization, please respond for the one that you are most closely associated with.** **(Note: Please show this question only if Q7="Industry/employer," "Education/training provider" or "Workforce/social development expert")**	☐ My company/organization is led by Indigenous peoples ☐ My company/organization provides services to Indigenous peoples ☐ My company/organization is led by and provides services to Indigenous peoples ☐ None of the above ☐ Don't know

Question	Response
9. **Do you identify as Indigenous?** *Your answer to this question will not affect your involvement in the 2ESN or subsequent evaluation data collection activities.*	☐ Yes, First Nations ☐ Yes, Métis ☐ Yes, Inuk ☐ Yes, a different group or identity, please specify: _____ ☐ No ☐ Don't know
10. **What is your age?**	[Drop down options] ☐ Under 18 ☐ 18-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65-69 ☐ 70-74 ☐ 75-79 ☐ 80 and over
11. **Do you identify as a youth or young person?** *The 2ESN uses a broad definition of "youth" in its work. If you are a part of the Youth Advisory Group or self-identify as "youth," please select yes to this question.*	☐ Yes ☐ No ☐ Don't know
12. **What is your gender?**	☐ Woman ☐ Man ☐ Non-binary ☐ Two-spirit ☐ Prefer to self-describe: _____ ☐ Prefer not to respond

Question	Response
13. **How did you learn about the 2ESN?**	☐ I was invited by one of the project partners *(Construction Foundation of BC, Two Eyed Seeing Consulting CCC Inc., Social Research Demonstration Corporation, Vancouver Island University, Foresight Clean Tech Accelerator, or the Electrical Joint Training Society)* ☐ A colleague or community member referred me to the network ☐ Online or via social media ☐ Other, please specify: _____ ☐ Don't know

Section 2: Your participation in the Two-Eyed Seeing Network

Next, we have a few questions about why you joined the 2ESN, as well as how you hope to participate and what you hope to learn or gain through your participation in the network. Remember that any thoughts or feedback shared in this survey are anonymous.

A. Network goals & expectations

Question	Response
14. **What are your main reasons for participating in the 2ESN?** *Please select all that apply.*	☐ Build relationships with Indigenous community members ☐ Build relationships with Indigenous ☐ Build relationships with industry leaders or ☐ Build relationships with education and training ☐ Build relationships with workforce and social development experts ☐ Learn more about current and future economic development opportunities in clean technology, clean energy, natural resource extraction and processing, marine shipping, the built environment, and/or manufacturing ☐ Learn how to better support Indigenous youth in training and employment ☐ Learn more about how to work collaboratively with partners to support Indigenous youth in training and employment ☐ Learn more about a Two-Eyed Seeing Approach and how to combine Indigenous and Western worldviews in workforce development ☐ Share my knowledge, experience, or expertise about Indigenous youth workforce development with partners ☐ <u>Through the network</u>, develop and implement a pilot project with partners related to Indigenous youth workforce development ☐ <u>Outside of the network</u>, develop and implement a pilot project with partners related to Indigenous youth workforce development ☐ Other, please specify: _____ ☐ Don't know
15. **Of the reasons identified previously, which would you say are the <u>most</u> important to you?** *Select up to three.* **(Note: Please hide this question only if Q14="Don't know")**	[Select maximum of three among selected responses in Q14]
16. **Of the sectors and industries involved in 2ESN, which are you most interested in learning more about or collaborating with?** *Please select all that apply.*	☐ Clean technology ☐ Clean energy ☐ Natural resource extraction and processing ☐ Marine shipping ☐ The built environment/construction ☐ Manufacturing ☐ Other, please specify: _____

Question	Response
	☐ Don't know
17. **Do you have any other reasons for participating in the 2ESN that you would like to share?**	_____ _____ _____

B. Feedback about the network

Question	Response
18. **The 2ESN aims to engage a range of high-demand <u>industries and sectors</u> in BC, including clean technology, clean energy, natural resource extraction and processing, marine shipping, the built environment/construction, and manufacturing.** **Based on this list, do you feel like these are the appropriate industries and sectors for the network to engage?**	☐ Yes, these are the most appropriate industries/sectors ☐ No, there are industries/sectors missing ☐ No, there are industries/sectors included that I don't feel should be included ☐ Don't know
19. **What industries/sectors do you think are missing?** **(Note: Please show this question only if Q18="No, there are industries/sectors missing")**	_____ _____ _____
20. **What industries/sectors are included that you don't think should be included?** **(Note: Please show this question only if Q18="No, there are industries/sectors included that I don't feel should be included")**	_____ _____ _____

Question	Response
21. **The 2ESN aims to engage a range of diverse groups through the network, including Indigenous youth/community members/leaders, industry representatives and leaders, education and training providers, and workforce and social development experts.** **Based on this list, do you feel like these are the appropriate groups for the network to engage?**	☐ Yes, these are the most appropriate groups ☐ No, there are groups missing ☐ No, there are groups included that I don't feel should be included ☐ Don't know
22. **What groups do you think are missing?** **(Note: Please show this question only if Q21="No, there are groups missing")**	_____ _____ _____
23. **What groups are included that you don't think should be included?** **(Note: Please show this question only if Q21="No, there are groups included that I don't feel should be included")**	_____ _____ _____
24. **As part of this project, the 2ESN aims to create resources and/or products that can support network members to create culturally-appropriate workforce development pathways for Indigenous youth.** **With this in mind, what types of resources and/or products would you like to see and/or find most useful in your role?**	_____ _____ _____
25. **Do you anticipate any barriers or challenges to your participation or engagement in the 2ESN?**	☐ Yes ☐ No ☐ Don't know
26. **What are the barriers or challenges to your participation or engagement in the 2ESN?** **(Note: Please show this question only if Q25= "Yes")**	_____ _____ _____

Question	Response
27. **In your opinion, what could help to address or remove these barriers or challenges?** **(Note: Please show this question only if Q25= "Yes")**	_____ _____ _____
28. **Do you have any other feedback or thoughts about the network that you think project partners or project team members should know? This could include promising practices you have seen elsewhere, themes or ideas you'd like to discuss, concerns you have, or anything else.**	_____ _____ _____

Section 3: Your knowledge and experience

Finally, we have a few questions about your current capacity to support Indigenous youth in employment and training, including questions about knowledge, awareness, and existing partnerships or relationships. These questions will help us understand whether any changes have occurred for network contributors through participation in the network.

Question	Response
29. **Do you have previous experience engaging and supporting Indigenous youth in employment and training?**	☐ Yes ☐ No ☐ Don't know
30. **Please briefly describe this experience.** **(Note: Please show this question only if Q26= "Yes")**	_____ _____ _____

28. Prior to joining the 2ESN, how would you rate your <u>level of awareness</u> of each of the following groups in your region or province?						
	Not at all aware	Slightly aware	Moderately aware	Very aware	Extremely aware	Don't know
a) **Indigenous communities**	☐	☐	☐	☐	☐	☐

28. Prior to joining the 2ESN, how would you rate your <u>level of awareness</u> of each of the following groups in your region or province?	Not at all aware	Slightly aware	Moderately aware	Very aware	Extremely aware	Don't know
b) **Indigenous youth**	☐	☐	☐	☐	☐	☐
c) **Education and training providers**	☐	☐	☐	☐	☐	☐
d) **Workforce and social development organizations/ experts**	☐	☐	☐	☐	☐	☐
e) **Clean technology organizations/ companies**	☐	☐	☐	☐	☐	☐
f) **Clean energy organizations/ companies**	☐	☐	☐	☐	☐	☐
g) **Natural resource extraction and processing organizations/ companies**	☐	☐	☐	☐	☐	☐
h) **Marine shipping organizations/ companies**	☐	☐	☐	☐	☐	☐
i) **Built environment/ construction organizations/ companies**	☐	☐	☐	☐	☐	☐
j) **Manufacturing organizations/ companies**	☐	☐	☐	☐	☐	☐

29. Prior to joining the 2ESN, how likely were you (or your organization, company, or community) to <u>collaborate with</u> each of the following groups in your region or province?	Not at all likely	Slightly likely	Moderately likely	Very likely	Completely likely	Don't know	N/A
a) **Indigenous communities**	☐	☐	☐	☐	☐	☐	☐
b) **Indigenous youth**	☐	☐	☐	☐	☐	☐	☐
c) **Education and training providers**	☐	☐	☐	☐	☐	☐	☐
d) **Workforce and social development organizations/ experts**	☐	☐	☐	☐	☐	☐	☐
e) **Clean technology organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
f) **Clean energy organizations/ companies**	☐	☐	☐	☐	☐	☐	☐

29. Prior to joining the 2ESN, how likely were you (or your organization, company, or community) to <u>collaborate with</u> each of the following groups in your region or province?

		Not at all likely	Slightly likely	Moderately likely	Very likely	Completely likely	Don't know	N/A
g)	Natural resource extraction and processing organizations/ companies	☐	☐	☐	☐	☐	☐	☐
h)	Marine shipping organizations/ companies	☐	☐	☐	☐	☐	☐	☐
i)	Construction organizations/ companies	☐	☐	☐	☐	☐	☐	☐
j)	Manufacturing organizations/ companies	☐	☐	☐	☐	☐	☐	☐

30. Prior to joining the 2ESN, how would you characterize the <u>quality</u> of your (or your organization, company, or community's) connections or relationships with each of the following groups in your region or province?

		Very poor	Poor	Fair	Good	Excellent	Don't know	N/A
a)	Indigenous communities	☐	☐	☐	☐	☐	☐	☐
b)	Indigenous youth	☐	☐	☐	☐	☐	☐	☐
c)	Education and training providers	☐	☐	☐	☐	☐	☐	☐
d)	Workforce and social development organizations/experts	☐	☐	☐	☐	☐	☐	☐
e)	Clean technology organizations/companies	☐	☐	☐	☐	☐	☐	☐
f)	Clean energy organizations/companies	☐	☐	☐	☐	☐	☐	☐
g)	Natural resource extraction and processing organizations/companies	☐	☐	☐	☐	☐	☐	☐
h)	Marine shipping organizations/companies	☐	☐	☐	☐	☐	☐	☐
i)	Construction organizations/companies	☐	☐	☐	☐	☐	☐	☐
j)	Manufacturing organizations/companies	☐	☐	☐	☐	☐	☐	☐

31. Currently, how would you rate your <u>knowledge</u> of the following topics or subjects?

		Not at all knowledge-able	Not very knowledge-able	Somewhat knowledge-able	Very knowledge-able	Completely knowledge-able	Don't know
a)	Indigenous cultural awareness and cultural safety	☐	☐	☐	☐	☐	☐
b)	Promising practices for engaging and supporting Indigenous youth in employment and training	☐	☐	☐	☐	☐	☐
c)	A Two-Eyed Seeing approach or lens	☐	☐	☐	☐	☐	☐

32. Currently, how <u>confident</u> would you say you are you in your capacity to do the following?

		Not at all confident	Not very confident	Somewhat confident	Very confident	Completely confident	Don't know
a)	Build relationships and partnerships with diverse workforce development actors in BC	☐	☐	☐	☐	☐	☐
b)	Co-develop projects with Indigenous community members that support Indigenous youth to access and take part in employment and training	☐	☐	☐	☐	☐	☐
c)	Engage and support Indigenous youth in employment and training	☐	☐	☐	☐	☐	☐
d)	Apply a Two-Eyed Seeing approach to workforce development initiatives	☐	☐	☐	☐	☐	☐

Question	Response
33. In your view, what do you think "success" looks like for the Two-Eyed Seeing Network? What would you like to see change by the end of the project, either for yourself, your organization/community/company, or in your region or province more broadly?	_____ _____ _____

Question	Response
34. **SRDC is committed to evaluating the 2ESN in a useful, respectful, and culturally-responsive way. With this in mind, do you have any feedback about the evaluation so far, or anything you'd like the evaluation team to consider moving forward?**	_____ _____ _____
35. **Would you like the evaluation team to send you a copy of your individual survey responses?** *Please note that if you answer "yes", you will receive your responses via email at the end of the project (approx.. March 2023).*	☐ Yes ☐ No

Thank you for completing this survey!

If you have any questions or feedback about this survey or the evaluation, please email Boris Palameta, Research Director at the Social Research and Demonstration Corporation at bpalameta@srdc.org. You can learn more about the Two-Eyed Seeing Network and the project by visiting the 2ESN website.

FOCUS GROUP PROTOCOL

<u>INTRODUCTION & CONSENT</u>

Thank you for making time to connect with [me/us] today about your experience with the Two-Eyed Seeing Network.

Before we review the consent together, I'd like to first introduce myself briefly (and you're welcome to introduce yourself, too, once we start the focus group). My name is [your full name], and I am a [Indigenous/non-Indigenous] [researcher/your short-form title] with the Social Research and Demonstration Corporation. [If Indigenous, say which Nation you are a member of, where it is, and if have mixed ancestry, and, if wish, what that ancestry is. If non-Indigenous, and if you wish to, share where you grew up/were born/spent your formative years/consider yourself to be from/however you wish to frame it, and, if you wish, what your ancestry is.] I'm a guest on the unceded traditional territory of the Algonquin Anishnaabeg people in Odawa, otherwise known as Ottawa. [Revise if not in Ottawa, using Indigenous-defined terms for the land/Treaty territory you are on.]

In a moment, I'm going to ask you a series of consent questions, but before I do, I'd like to share a bit of information. I recognize you might have a few questions as well, and I'd ask if you might hold onto those for just a second.

As participants, you are likely very familiar with the Two-Eyed Seeing Network. [Gauge if it is necessary or would be helpful to read out this project description]. As you know, the network aims to establish a network of Indigenous communities, industry leaders, workforce and social development experts, and education and training providers to bridge gaps and address barriers for Indigenous youth seeking employment in high-demand sectors. In particular, the project aims to create culturally-appropriate workforce development pathways and build cross-cultural understanding and relationships between employers, communities, and other stakeholders in British Columbia. Funded by the Future Skills Centre, the project is led by the Construction Foundation of BC, with other partners including Two Eyed Seeing Consulting, Electrical Joint Training Committee Society, Foresight Clean Tech Accelerator Center, Vancouver Island University, and the Social Research and Demonstration Corporation (SRDC).

SRDC is a non-profit social policy research organization. We are supporting the research and evaluation activities for the network, including by reaching out to participants of the network like yourselves. The aim of our discussion today is to better understand your overall experiences with the network, as well as any successes, challenges, lessons learned, outcomes or effects, and partnerships or collaborations that may be emerging because of your involvement in the network.

The focus group will last about 1.5 hours. While it is impossible to guarantee confidentiality in group discussions since the information shared in the group may not remain private, let's all agree to keep other people's comments confidential. We ask that you do not share specific comments or identify who said what.

This focus group is entirely voluntary. You can end your participation at any point, and/or skip any questions you don't want to answer, without any impact on your current or future involvement with the network, any of its members, or the CFBC. [I/name of note taker] *will be taking notes during our discussion, and, with your consent, which I'll ask in a moment, I'd like to record our conversation as well. This would be used only to complete these notes. I will also be downloading all of the comments sent to the entire group in the chat box, which will form part of the "official" record of our conversation today. Only members of the SRDC research team will see or have access to the recording and the written notes of this focus group; they won't be shared with CFBC, TESCI, or anyone else. One year after the end of the project, in* [confirm month] *2023, these notes and the recording will be destroyed as per ethical research standards.*

When we write the report, we will remove all identifying information from any quotes or themes (apart from listing you as a focus group participant).

Can I begin recording our conversation? *(YES/NO)*

Do you have any questions before we begin? *(YES/NO)*

Do you consent to participating in this focus group? *(YES/NO)*

FOCUS GROUP PROTOCOL

Section 1: Introduction for everyone

First off, we'd like to get to know you a bit more and how you have been involved with the Two-Eyed Seeing Network.

1. [Ask everyone] Let's start by each of you introducing yourself and telling us one word that describes how you are feeling as the 2ESN project wraps up and the final set of roundtables comes to an end. Why did you choose that word?

2. [Ask everyone] If you can recall, what first motivated you to take part in the network, or why did you first join?
   a. *Why did you stay with the network? What factors kept you coming back and remaining engaged?*

Section 2: Questions for nonyouth contributors only

Network engagement

We are hoping to understand who participated in the network, what their characteristics are, and if you think the right groups and sectors were at the table. Groups include A) Indigenous youth, community members, and leaders; B) industry representatives and leaders; C) education and training providers, and D) workforce and social development experts. Sectors include clean technology, clean energy, natural resource extraction and processing, marine shipping, construction, and manufacturing.

1. The vision of the Two-Eyed Seeing Network is to bridge gaps between Indigenous youth and industry in BC to remove barriers, reduce impacts of interruptions, and establish a shock-proof pathway to future work for youth. Do you feel that the groups, organizations, and industries that were engaged in the network were aligned with this vision? In other words, do you feel like the right people were at the table, and had a big enough seat at the table, to work towards this vision?
    a. *How do you think those who were missing or less engaged could be engaged moving forward in a way that aligns with this vision?*

2. To what extent do you feel as though youth (and specifically, Indigenous youth) voices were considered, incorporated, or valued throughout the network?
    a. *What would you say was the biggest or most meaningful impact of youth engagement in the network?*
    b. *What worked well regarding the network's engagement with Indigenous youth?*
    c. *How, if at all, could engagement with youth been done differently?*

We're also hoping to learn more about the types and ranges of partnerships that may have been created through the network, and what the quality of those partnerships are.

3. Have you built any partnerships or relationships with other network members or have any set plans to collaborate? If not, do you intend to, and why or why not?
    a. *How did these partnerships or plans for collaboration occur/come about? (e.g., was it directly through something that occurred within the network or outside of the network?)*
    b. *What do these partnerships look like? What is involved in them?*
    c. *How valuable/important are these partnerships to you/your organization/your community in advancing your own aims or projects in Indigenous youth employment?*

4. What do you think has helped network members form partnerships or collaborate? What has made it more challenging?

Network satisfaction

Next, we'd like to hear your experiences and views about how satisfied you are with the network, as well as whether your participation met your needs.

5. When you first joined this network, what did you expect?
    a. *Have your expectations of this network changed over time? How so, or in what ways?*

b. *Is your participation in this network meeting your expectations? How so?*

Network outcomes

Now, we're hoping you can share a bit about the outcomes you feel the network has achieved, as well as outcomes you've experienced yourself because of your involvement in this network.

6. Are there any promising practices, connections, or resources, or overall outcomes emerging from the 2ESN that you think are particularly impactful?
   a. *What do you think helped contribute to these outcomes being achieved?*
   b. *Who do you think is most affected by these outcomes (e.g., Indigenous communities, Indigenous youth, industry, employment and training, providers, workforce and social development experts, or anyone else)?*

7. What has been the most significant impact or outcome for you (personally) from participating in network activities?
   [Prompt if needed]: For example, this can be related to changes in your own knowledge, awareness, access to partners, or capacity to work in meaningful ways in the Indigenous youth employment space.
   a. *Were there particular activities, processes, resources, topics, etc. that you feel helped lead to these changes?*

8. How, if at all, have you/your organization changed what you are doing based on what you've learned through the network?
   a. *What action(s) do you intend to take in your organization to reduce barriers and/or create opportunities for meaningful employment for Indigenous youth?*

9. Thinking more specifically about a Two-Eyed Seeing approach, after participating in the network, do you feel as though you better understand what this approach means and looks like in practice? How so?
   a. *Do you, or do you plan to, adopt a Two-Eyed Seeing lens in your work? What does/will it look like in practice for you/your organization?*
   b. *Is there anything you think the network could or should have done differently when it came to adopting a Two-Eyed Seeing lens?*

Lessons learned

Lastly, we're hoping to hear your views and experiences about any lessons learned, wise or promising practices, and what could be improved if this network were to continue.

10. Thinking about how the network fostered engagement or dialogue between members what do you think worked well?
    a. *What didn't work so well? What was missing?*

11. What kinds of challenges or limitations did you see the network running into?
    a. *Why do you think these challenges or limitations came up? How could they be addressed?*

12. What do actions/next steps do you think are needed to keep this work coming out of the network moving forward?
    a. *What challenges do you think should be addressed? What would you like to see changed, refined, or improved?*

13. If the work of the network continued to move forward in a good way, what impacts would you hope to see for Indigenous youth in BC?

Section 2: Questions <u>for youth</u> only

<u>Network engagement</u>

1. What sessions or activities did you participate in as part of the network?
   a. *What did you like about those activities?*
   b. *What, if anything, do you think could have been done differently?*

2. What did you see as the role of the Youth Advisory when you first joined the network? Generally, how would you describe the work of the Youth Advisory and your experience contributing to it?

While we recognize that you may not have attended the broader roundtable sessions, we are hoping to understand if you think the right groups and sectors were engaged in the network. Groups who are a part of the network include A) Indigenous youth, community members, and leaders; B) industry representatives and leaders; C) education and training providers, and D) workforce and social development experts. Sectors include clean technology, clean energy, natural resource extraction and processing, marine shipping, construction, and manufacturing.
Topics discussed and addressed.
Forum for creating change ad informing the broader network

3. The vision of the Two-Eyed Seeing Network is to bridge gaps between Indigenous youth and industry in BC to remove barriers, reduce impacts of interruptions, and establish a shock-proof pathway to future work for Indigenous youth. Based on your experiences and knowledge of who was part of the network, do you feel that the right groups, organizations, and industries were engaged in order to work towards this vision? In other words, do you feel like the right people were at the table, and had a big enough seat at the table, to work towards this vision?
   a. Was anyone missing from the table or anyone who you would have liked to see more involved?
   b. *How do you think those who were missing or less engaged could be engaged moving forward in a way that aligns with this vision?*

Network satisfaction

Next, we'd like to hear your experiences and views about how satisfied you are with the network in your role as a part of the Youth Advisory, as well as whether your participation met your needs.

4. When you first joined this network, what did you expect?
    a. *Have your expectations of this network changed over time? How so, or in what ways?*
    b. *Is your participation in this network meeting your expectations? How so?*

5. Do you feel as though the network provided a safe, inclusive space where you could share your thoughts, perspectives, and experiences? What made this the case?

6. How, and to what extent, do you feel that your voices were represented and heard in the network, including outside the Youth Advisory?

7. Do you think that the right questions were asked, or conversations were had at the Youth Advisory to remove barriers, reduce impacts of interruptions, and establish a shock-proof pathway to future work for Indigenous youth?
    a. *What topics or conversations were particularly important or meaningful to you?*
    b. *Were there any topics or conversations that you wish would have happened or that would have happened more?*

Network outcomes

Now, we're hoping you can share a bit about the outcomes you feel the network has achieved, as well as outcomes you've experienced yourself because of your involvement in this network.

8. As youth, have you seen or felt any changes as a result of your participation in the 2ESN? *[Prompt if needed]: This could be in terms of knowledge or skills, relationships, access to training and employment opportunities, or anything else.*
    a. *What do you think could have been done differently in the network to foster better outcomes for yourselves and other Indigenous youth?*

9. What was the most impactful activity/opportunity that you participated in through 2ESN? Why?
    a. *What was the least impactful? Why?*

10. Thinking more specifically about a Two-Eyed Seeing approach, after participating in the network, do you feel as though you better understand what this approach means and looks like in practice? How so?
    a. *Is there anything you think the network could or should have done differently when it came to adopting a Two-Eyed Seeing lens?*

Lessons learned

Lastly, we're hoping to hear your views and experiences about any lessons learned, wise or promising practices, and what could be improved if this network were to continue.

11. What do you think is needed to keep this work coming out of the network moving forward?

   a. *What challenges do you think should be addressed? What would you like to see changed, refined, or improved?*

12. If the work of the network continued to move forward in a good way, what changes do you think we would see for Indigenous youth in BC?

Section 3: Wrapping up <u>for everyone</u>

We're just wrapping things up. Before we finish, I want to make sure you've had a chance to fully share your thoughts and experiences.

13. [Ask everyone] Is there anything we missed that you would like to talk about or mention?

If that's everything, I'd like to thank you for taking the time to participate in this focus group. Your comments and insights will be very helpful in informing the Two-Eyed Seeing Network evaluation. If anything else comes up or you have any further thoughts, please feel free to reach out anytime over email.

FOLLOW-UP SURVEY

Welcome to the Two Eyed Seeing Network (2ESN) Follow-up Survey!

Introduction & consent

This survey is part of the *Two Eyed Seeing Network* (2ESN) project, funded by the Future Skills Centre (FSC) and led by the Construction Foundation of British Columbia (CFBC). Two Eyed Seeing Consulting CCC Inc. (TESCI) convened the network and has been bringing contributors together to share knowledge and develop workforce development pathways that support Indigenous youth in employment and training. Additional project partners include Foresight Cleantech Accelerator, Vancouver Island University, and the Electrical Joint Training Committee. The Social Research and Demonstration Corporation (SRDC), a Canadian non-profit research organization, is conducting the evaluation of the project.

As a 2ESN contributor (i.e., someone who participated in the network via Roundtables and/or Advisory Groups), we want to hear from you!

Your participation in this survey and evaluation will help us learn whether and how the 2ESN achieved its aims. Your survey responses will be held confidential by the SRDC research team on secure SRDC servers. Your identity will remain anonymous. Your responses will be grouped together with those of other respondents in any reports or other outputs. This means no one will be able to identify you based on your responses. Your participation in this survey will not affect your involvement in the network.

The survey takes about 15-20 minutes. It is completely voluntary, and you can exit the survey at any time. If you need to stop the survey at any point, you can simply close your browser window. Your responses will be saved up to that point and you can return to your current page by clicking the weblink included in the original email you received. You may also skip any questions you don't want to answer or indicate if you don't know the answer to something. At the end of the survey, you will be asked if you would like to receive a copy of your individual survey responses. If you answer "yes", a copy will be sent to you via email at the end of the project (approximately March 2023). All survey data held by SRDC will be deleted one year after the end of the project.

Are you interested in learning about how this evaluation is aiming to support project partners in honouring OCAP® principles?
- ☐ Yes
- ☐ No   [go to consent section]

Honouring OCAP® Principles [Note: Please show only if OCAP_INT="Yes"]

This evaluation of the 2ESN is guided by the values and objectives of cultural safety and cultural appropriateness. Recognizing First Nations' engagement in the network, the evaluation is

informed by [Chapter 9 of the Tri-Council Policy Statement](#). Further, the evaluation strives to honour the First Nations principles of ownership, control, access, and possession, otherwise known as [OCAP®](#). These principles address the collection, protection, use, and sharing of First Nations' data and information.

As the evaluation partner, SRDC aims to support project partners in honouring OCAP® principles throughout evaluation activities, to the extent possible within the available resources and capacity. One way we aim to do this this is through evaluation data sharing and transfer agreements with First Nations in BC who have members engaged in the network. SRDC is in the process of developing these draft agreements, which TESCI will then share and coordinate with interested First Nations. These agreements are intended to cover the storage, holding, sharing, and/or transfer of evaluation data (like this survey) about anyone belonging to the First Nation who consents to having their data shared back with their Nation. In this way, any interested Nation can directly access, hold, or possess their evaluation data.

If members do not wish for their data to be shared with their First Nation community, or if First Nations choose not to enter into these agreements, standard SRDC practices regarding data storage and possession will apply (i.e., data will only be used for evaluation purposes, and will be securely stored by SRDC until one year following the end of the project). *Individuals' or First Nations' decision to not pursue this process will not affect their involvement in the 2ESN or subsequent evaluation data collection activities.*

For this survey, this means that individuals who identify as First Nations will be asked whether they consent to their survey data being shared with their First Nation community. The figure below provides more detail about the implications of consenting or not consenting to this process. Please remember that this decision is yours to make and will not affect your involvement in the 2ESN in any way.

If you have any concerns, questions, comments, or suggestions about the ways in which we are striving to honour OCAP® principles within the resources and capacity available for the 2ESN evaluation, we are happy to hear from you. Please contact Boris Palameta, Research Director at the Social Research and Demonstration Corporation at bpalameta@srdc.org

What are your options related to sharing your data? What happens next?

OPTION A

Yes. I consent to my baseline survey data being shared with my First Nation community even if my anonymity cannot be guaranteed.

OPTION B

No. I do not consent to my survey data being shared with my First Nation community.

ACTION

Option A:
- If your First Nation community chooses to enter a data sharing or storage agreement, your survey data will be shared with and securely stored by them.
- SRDC will also retain a copy of your survey data and store it securely on SRDC servers for one year after the end of the project.

Option B:
- Your survey data will not be shared with your First Nation.
- SRDC will retain your survey data until one year after the end of the project.

IMPLICATIONS

Option A:
- Because there are a small number of people involved in the 2ESN from several different First Nations communities, your community may be able to identify you from your survey data (e.g., if you are the only 2ESN member from your Nation).
- Your data will still remain anonymous in any SRDC-managed reports or outputs.

Option B:
- Your First Nation may see value in having this survey data, but SRDC will be unable to share it without your consent.

Consent

Before continuing to the survey, please confirm your consent:

Question	Response
I understand the information I provide will be used for evaluation purposes by SRDC and to inform communications and network delivery, and that neither I nor my company/organization/community will be identified in any reporting of the data.	☐ Yes ☐ No [Terminate survey]
Do you consent to SRDC sharing your survey data with your First Nation community, if a data sharing and transfer agreement is established?	☐ Yes, I consent to my survey data being shared with my First Nation community and I acknowledge that my anonymity <u>cannot be guaranteed.</u> ☐ No, I do not consent to my survey data being shared with my First Nation community. ☐ N/A
Please specify your First Nation community to share your survey data with. This information will only be used for the data sharing and transfer agreements, not other 2ESN or evaluation activities. **(Note: Please show this question only if previous question = "Yes")**	_____

Section 1: About you

First, we would like to ask a few questions about you and your current role, including in the Two Eyed Seeing Network.

Question	Response
1. **In which region of British Columbia do you currently live?** *If you're not sure, [a map of these regions is available here.](#)*	☐ Northern ☐ Interior ☐ Fraser-Salish ☐ Vancouver Island ☐ Vancouver Coastal ☐ I don't currently live in British Columbia ☐ Don't know
2. **Which of the following groups do you identify with as part of your role with the Two Eyed Seeing Network?** *Please select all that apply.*	☐ Indigenous community or First Nation ☐ Industry/employer ☐ Education/training provider ☐ Workforce/social development expert ☐ Other, please specify: _____ ☐ Don't know
3. **Which sector(s) are you associated with as part of your role with the Two Eyed Seeing Network?** *Please select all that apply.*	☐ Clean technology ☐ Clean energy ☐ Natural resource extraction and processing ☐ Marine shipping ☐ The built environment/construction ☐ Manufacturing ☐ Other, please specify: _____ ☐ This question does not apply to me ☐ Don't know
4. **Thinking of the main company or organization you are representing through your role in the Two Eyed Seeing Network, which of the following statements best applies?** If you are affiliated with more than one company or organization, please respond for the one that you are most closely associated with. **(Note: Please show this question only if Q3="Industry/employer," "Education/training provider" or "Workforce/social development expert")**	☐ My company/organization is <u>led by</u> Indigenous peoples ☐ My company/organization <u>provides services</u> to Indigenous peoples ☐ My company/organization is led by <u>and</u> provides services to Indigenous peoples ☐ None of the above ☐ Don't know
5. **Do you identify as Indigenous?** *Your answer to this question will not affect your involvement in the Two Eyed Seeing Network or subsequent evaluation data collection activities.*	☐ Yes, First Nations ☐ Yes, Métis ☐ Yes, Inuk ☐ Yes, a different group or identity, please specify: _____ ☐ No ☐ Don't know

Question	Response
6. **What is your age?**	☐ [Drop down options] ☐ Under 18 ☐ 18-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65-69 ☐ 70-74 ☐ 75-79 ☐ 80 and over
7. **Do you identify as a youth or young person?** *The Two Eyed Seeing Network **uses a broad definition of "youth" in its work. If you have been part of the Youth Advisory Group or self-identify as "youth," please select yes to this question.***	☐ Yes ☐ No ☐ Don't know
8. **What is your gender?**	☐ Woman ☐ Man ☐ Non-binary ☐ Two-spirit ☐ Prefer to self-describe: _____ ☐ Prefer not to respond
9. **How did you learn about the Two Eyed Seeing Network?**	☐ I was invited by one of the project partners *(Construction Foundation of BC, Two Eyed Seeing Consulting CCC Inc., Social Research Demonstration Corporation, Vancouver Island University, Foresight Clean Tech Accelerator, or the Electrical Joint Training Society)* ☐ A colleague or community member referred me to the network ☐ Online or via social media ☐ Other, please specify: _____ ☐ Don't know

Section 2: Your participation in the Two-Eyed Seeing Network

Next, we have a few questions about how and why you participated in the Two Eyed Seeing Network.

Question	Response
10. Thinking of when you first joined the Two Eyed Seeing Network , what were your main reasons for participating? *Please select all that apply.*	☐ Build relationships with Indigenous community members ☐ Build relationships with Indigenous youth ☐ Build relationships with industry leaders or employees ☐ Build relationships with education and training providers ☐ Build relationships with workforce and social development experts ☐ Learn more about current and future economic development opportunities in clean technology, clean energy, natural resource extraction and processing, marine shipping, the built environment, and/or manufacturing ☐ Learn how to better support Indigenous youth in training and employment ☐ Learn more about how to work collaboratively with partners to support Indigenous youth in training and employment ☐ Learn more about a Two-Eyed Seeing approach and how to combine Indigenous and Western worldviews in workforce development ☐ Share my knowledge, experience, or expertise about Indigenous youth workforce development with partners ☐ Through the network, develop and implement a pilot project with partners related to Indigenous youth workforce development ☐ Outside of the network, develop and implement a pilot project with partners related to Indigenous youth workforce development ☐ Other, please specify: _____ ☐ Don't know

Question	Response
11. Which of the following Two-Eyed Seeing Network activities did you participate in? *Please select all that apply.*	☐ Provincial Roundtable (November 2021) ☐ Regional Roundtable #1 (Feb to Mar 2022) ☐ Regional Roundtable #2 (Jun to Jul 2022) ☐ Regional Roundtable #3 (Oct to Nov 2022) ☐ Networking Sessions (September 2022) ☐ Provincial Roundtable (February 2023) ☐ Provincial Leaders Advisory Group Meetings ☐ Youth Advisory Group Meetings ☐ Other, please specify: _____ ☐ Don't know ☐ I did not participate in any network activities

Question	Response
12. **Please explain why you did not participate in any Two Eyed Seeing Network activities. What would have made it easier for you to participate?** **(Note: Please show this question only if Q12="did not participate in any 2ESN activities")** **[Terminate survey]**	_____ _____ _____ _____

14. How satisfied were you with each of the network activities that you participated in?

(Note: Please hide this question if Q13="Don't know")	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Don't know
[List Q13 responses selected]	☐	☐	☐	☐	☐	☐

15. The following statements are related to your participation in the activities of the Two Eyed Seeing Network. Please indicate how much you agree with each one.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
a) **It was easy for me to participate in the network and its activities.**	☐	☐	☐	☐	☐	☐
b) **I was given the opportunity to share my thoughts, knowledge, and expertise through the network**	☐	☐	☐	☐	☐	☐
c) **I felt comfortable communicating or sharing my thoughts during network activities.**	☐	☐	☐	☐	☐	☐

Question	Response
16. What made it easy for you to participate in the Two Eyed Seeing Network activities and/or share your thoughts? **(Note: Please show this question only if a), b), or c) of Q15="Strongly agree" or "Somewhat agree")**	_____ _____ _____ _____
17. What made it difficult for you to participate in the Two Eyed Seeing Network activities and/or share your thoughts? What, if anything, would have made it easier? **(Note: Please show this question only if a), b) or c) of the answers of Q15="strongly disagree" or "Somewhat disagree")**	_____ _____ _____ _____

Section 3: About the Two Eyed Seeing Network

Next we would like to get your thoughts and feedback on the Two Eyed Seeing Network, including its goals, who was involved, how it was structured, and what resources were provided. Remember that your responses are anonymous.

18. The following statements are related to the purpose and objectives of the Two Eyed Seeing Network. Please indicate how much you agree with each one.						
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
a) I have a clear understanding of what the network was trying to accomplish.	☐	☐	☐	☐	☐	☐

18. The following statements are related to the purpose and objectives of the Two Eyed Seeing Network. Please indicate how much you agree with each one.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
b)	The network offered a way to engage in this work that didn't previously exist in BC.	☐	☐	☐	☐	☐	☐
c)	The network and its activities were relevant to my work and/or interests.	☐	☐	☐	☐	☐	☐

19. A goal of the 2ESN was to bring together diverse groups involved in Indigenous youth workforce development. Please indicate how much you agree that there was enough representation from each of the groups below.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
a)	Indigenous community members and leaders	☐	☐	☐	☐	☐	☐
b)	Indigenous youth	☐	☐	☐	☐	☐	☐
c)	Education and training providers	☐	☐	☐	☐	☐	☐
d)	Workforce and social development experts	☐	☐	☐	☐	☐	☐
e)	Industry representatives and leaders *(clean technology, clean energy, natural resource extraction and processing, marine shipping, the built environment/construction, and manufacturing)*	☐	☐	☐	☐	☐	☐

Question	Response
19. Why do you feel that there was not enough representation among certain groups? What could have been done differently to increase their participation or engagement? **(Note: Please show this question only if any items from Q190="Strongly disagree" or "Somewhat disagree"**	_____ _____ _____ _____

Question	Response
20. How much do you agree or disagree with the following statement: "Indigenous youth voices were considered, incorporated, and valued within the Two Eyed Seeing Network?	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree ☐ Don't know
21. Why do you feel that Indigenous youth voices were not inadequately considered, incorporated, or valued? What could have been done differently to improve this? **(Note: Please show this question only if Q21="Strongly disagree" or "Somewhat disagree")**	_____ _____ _____ ☐ _____
22. Are there any other groups that should have been engaged in the Two Eyed Seeing Network?	_____ _____ _____ _____

23. The following statements are related to how the Two Eyed Seeing Network was structured and implemented. Please indicate how much you agree with each one.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
a)	The structure of activities and sessions was effective and engaging.	☐	☐	☐	☐	☐	☐
b)	The frequency of activities and sessions was appropriate.	☐	☐	☐	☐	☐	☐
c)	Those leading or convening the network were the right people for this role.	☐	☐	☐	☐	☐	☐
d)	I was as informed as I needed to be about the network's activities and progress.	☐	☐	☐	☐	☐	☐

25. How useful are each of the following Two Eyed Seeing Network resources or materials, either to you, your community, or your company/organization?	Not at all useful	Somewhat useful	Very useful	I was not aware of this resource	Don't know
Resources on the Two Eyed Seeing Network website: a) **Literature review: Full document** b) **Research Brief 1 – Indigenous youth engagement: Wise principles and practices** c) **Research Brief 2 – Making employment and skills training work for Indigenous youth: Promising practices for program design and delivery** d) **Research Brief 3 – Milestone based pathways** e) **Industry Indigenous engagement guides: Resource list** f) **Indigenous awareness and engagement: List of trainings** **Resources from roundtable sessions:** g) **Resources informally shared <u>during</u> sessions, such as in discussions or chats (e.g., cultural supports, links, contact info)** h) **Materials shared <u>after</u> sessions (e.g., presentations, minutes, primers, Mentimeter results)**	☐	☐	☐	☐	☐

Question	Response
26. Are there other resources or materials that you would have found useful for the 2ESN to develop or share?	_____ _____ _____ _____

Question	Response
27. **A Two-Eyed Seeing approach "refers to learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together" (Bartlett, Marshall, & Marshall, 2012, p. 335). With this in mind, to what extent would you say that the network adopted a Two-Eyed Seeing approach or lens?**	☐ Not at all ☐ Very little ☐ Somewhat ☐ Quite a bit ☐ A great deal ☐ Don't know
28. **What are some ways that you saw a Two-Eyed Seeing approach or lens be adopted in the network? Could it have been adopted better or differently?**	_____ _____ _____ _____

Section 4: Your partnerships, knowledge, and capacity

Next we have a few questions about whether your partnerships, knowledge, and capacity has changed as a result of your participation in the Two Eyed Seeing Network.

29. The following statements are related to the partnerships and connections you may have made through the Two Eyed Seeing Network. Please tell us how much you agree with each one.						
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know
a) **I developed partnerships or relationships that I would not have if not for my involvement in the network.**	☐	☐	☐	☐	☐	☐
b) **My network within the Indigenous youth workforce development space has grown as a result of the network.**	☐	☐	☐	☐	☐	☐
c) **I have connected with network members outside of network activities.**	☐	☐	☐	☐	☐	☐
d) **I have plans to collaborate or am already collaborating with one or more network members outside of the network.**	☐	☐	☐	☐	☐	☐

30.. How would you rate your current <u>level of awareness</u> of each of the following groups in your region or province?	Not at all aware	Slightly aware	Moderately aware	Very aware	Extremely aware	Don't know	N/A
a) Indigenous communities	☐	☐	☐	☐	☐	☐	☐
b) Indigenous youth	☐	☐	☐	☐	☐	☐	☐
c) Education and training providers	☐	☐	☐	☐	☐	☐	☐
d) Workforce and social development organizations/ experts	☐	☐	☐	☐	☐	☐	☐
e) Clean technology organizations/ companies	☐	☐	☐	☐	☐	☐	☐
f) Clean energy organizations/ companies	☐	☐	☐	☐	☐	☐	☐
g) Natural resource extraction and processing organizations/ companies	☐	☐	☐	☐	☐	☐	☐
h) Marine shipping organizations/ companies	☐	☐	☐	☐	☐	☐	☐
i) Construction organizations/ companies	☐	☐	☐	☐	☐	☐	☐
j) Manufacturing organizations/ companies	☐	☐	☐	☐	☐	☐	☐

31. How likely are you (or your organization, company, or community) to <u>collaborate with</u> each of the following groups in your region or province?	Not at all likely	Slightly likely	Moderately likely	Very likely	Completely likely	Don't know	N/A
a) Indigenous communities	☐	☐	☐	☐	☐	☐	☐
b) Indigenous youth	☐	☐	☐	☐	☐	☐	☐

31. How likely are you (or your organization, company, or community) to <u>collaborate with</u> each of the following groups in your region or province?

		Not at all likely	Slightly likely	Moderately likely	Very likely	Completely likely	Don't know	N/A
c)	**Education and training providers**	☐	☐	☐	☐	☐	☐	☐
d)	**Workforce and social development organizations/ experts**	☐	☐	☐	☐	☐	☐	☐
e)	**Clean technology organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
f)	**Clean energy organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
g)	**Natural resource extraction and processing organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
h)	**Marine shipping organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
i)	**Construction organizations/ companies**	☐	☐	☐	☐	☐	☐	☐
j)	**Manufacturing organizations/ companies**	☐	☐	☐	☐	☐	☐	☐

32. How would you currently characterize the <u>quality</u> of your (or your organization, company, or community's) connections or relationships with each of the following groups in your region or province?

		Very poor	Poor	Fair	Good	Excellent	Don't know	N/A
a)	**Indigenous communities**	☐	☐	☐	☐	☐	☐	☐
b)	**Indigenous youth**	☐	☐	☐	☐	☐	☐	☐
c)	**Education and training providers**	☐	☐	☐	☐	☐	☐	☐
d)	**Workforce and social development organizations/experts**	☐	☐	☐	☐	☐	☐	☐
e)	**Clean technology organizations/companies**	☐	☐	☐	☐	☐	☐	☐

32. How would you currently characterize the <u>quality</u> of your (or your organization, company, or community's) connections or relationships with each of the following groups in your region or province?

		Very poor	Poor	Fair	Good	Excellent	Don't know	N/A
f)	Clean energy organizations/companies	☐	☐	☐	☐	☐	☐	☐
g)	Natural resource extraction and processing organizations/companies	☐	☐	☐	☐	☐	☐	☐
h)	Marine shipping organizations/companies	☐	☐	☐	☐	☐	☐	☐
i)	Construction organizations/companies	☐	☐	☐	☐	☐	☐	☐
j)	Manufacturing organizations/companies	☐	☐	☐	☐	☐	☐	☐

Question	Response
33. **What opportunities for collaboration have arisen through your involvement in the Two Eyed Seeing Network?.**	_____ _____ _____ _____ ☐ I have not had any opportunities for collaboration through my 2ESN participation. ☐ Don't know / Prefer not to answer
34. **Did you experience any challenges connecting or collaborating with other network members through the Two Eyed Seeing Network? What could be improved in the future?**	_____ _____ _____ _____

35. How would you rate your <u>knowledge</u> of the following topics or subjects?	Not at all knowledge-able	Not very knowledge-able	Somewhat knowledge-able	Very knowledge-able	Completely knowledge-able	Don't know
a) Indigenous cultural awareness and cultural safety	☐	☐	☐	☐	☐	☐
b) Promising practices for engaging and supporting Indigenous youth in employment and training	☐	☐	☐	☐	☐	☐
c) A Two-Eyed Seeing approach or lens	☐	☐	☐	☐	☐	☐

Question	Response
36. How are you using or applying the new knowledge you gained from your participation in the Two Eyed Seeing Network?	_____ _____ _____ _____ ☐ I have not gained any new knowledge through my participation in the Two Eyed Seeing Network ☐ Don't know / Prefer not to answer

37. How <u>confident</u> would you say you are in your capacity to do the following?	Not at all confident	Not very confident	Somewhat confident	Very confident	Completely confident	Don't know
a) Build relationships and partnerships with diverse workforce development actors in BC	☐	☐	☐	☐	☐	☐
b) Access information and resources to support Indigenous youth in employment and training	☐	☐	☐	☐	☐	☐
c) Co-develop projects with Indigenous community members that support Indigenous youth to access and take part in employment and training	☐	☐	☐	☐	☐	☐

37. How <u>confident</u> would you say you are in your capacity to do the following?						
	Not at all confident	Not very confident	Somewhat confident	Very confident	Completely confident	Don't know
d) **Engage and support Indigenous youth in employment and training**	☐	☐	☐	☐	☐	☐
e) **Apply a Two-Eyed Seeing approach to workforce development initiatives**	☐	☐	☐	☐	☐	☐

Question	Response
38. **How are you using or applying the new capacities or skills you have developed from your participation in the Two Eyed Seeing Network?**	_____ _____ _____ _____ ☐ I have not gained any new capacities or skills through my participation in the Two Eyed Seeing Network ☐ Don't know / Prefer not to answer

Section 5: Final thoughts and feedback

Finally, we have a few questions to help us understand whether you are satisfied with your participation in the Two Eyed Seeing Network, what you think has worked well, and what you feel could be changed in the network moving forward.

Question	Response
39. **Overall, how satisfied are you with your experience with the Two Eyed Seeing Network?**	☐ Very unsatisfied ☐ Somewhat unsatisfied ☐ Neither unsatisfied nor dissatisfied ☐ Somewhat dissatisfied ☐ Very dissatisfied ☐ Don't know
40. **What is the most significant benefit or impact for you, your community, your company, or your organization as a result of your participation in the Two Eyed Seeing Network?**	_____ _____ _____ _____

Question	Response
41. If the Two Eyed Seeing Network continues, what do you think should be done differently or better within the network?	_____ _____ _____ _____
42. If the Two Eyed Seeing Network were to continue on, how likely is it that you would remain a member?	☐ Very unlikely ☐ Somewhat unlikely ☐ Somewhat likely ☐ Very likely ☐ Don't know
43. Would you like the evaluation team to send you a copy of your individual survey responses? _Please note that if you answer "yes", you will receive your responses via email at the end of the project (approx. March 2023)._	☐ Yes ☐ No

Thank you for completing this survey!

If you have any questions or feedback about this survey or the evaluation, please email Boris Palameta, Research Director at the Social Research and Demonstration Corporation at bpalameta@srdc.org. You can learn more about the Two-Eyed Seeing Network and the project by visiting the 2ESN website.