



Northern Institute
of Social Justice



NISJ 2013-17 Evaluation Report



SUBMITTED APRIL 30, 2018 BY STRATEGYNORTH INC.

"I have been moved to a place of compassion, renewed awareness, a deeper understanding of those I serve – a reminder of how fragile and precious life is. I was thankful for this opportunity to recognize how meaningful and purposeful it was to listen, to bear witness to clients' challenges and their successes. By listening to their experiences, it's like breaking the silence, the stigma, the beliefs and ideas the general public have about FASD. When I reflect on the course, it hit home with me about the critical network of support systems in a community that it takes to help an individual with FASD. The insights shared of the history of trauma (i.e. residential school), intergenerational affects [...] and informed 'compassion awareness'. Having someone who lives with FASD to speak had the biggest impact on my own approach and attitudes. It was like having a 'ray of light in the darkness' and it gives me hope that I can do better."

from an NISJ course participant

"[Our] partnership with the NISJ has not only enabled us to educate a much broader segment of the population, it has improved our profile in the community and amongst health care professionals. Since 2010, the number of professional referrals and individual professionals seeking our services and support has increased substantially, which we believe is due in part to the workshops and courses offered in partnership with the NISJ".

from an NISJ partner

Executive Summary

This report presents the findings of StrategyNorth's evaluation of the Northern Institute of Social Justice (NISJ) during the period between April 1, 2013, and February 28, 2018. While the evaluation addresses several operational matters, the primary evaluative focus is to assess the progress the NISJ has made toward achieving or influencing a number of impacts (or key results or outcomes) developed with the assistance of StrategyNorth in 2015. These impacts are:

- A. Northerners have access to a wide range of social justice related education and training opportunities in Yukon.
- B. First Nation governments are active partners with the NISJ in engaging First Nation people to develop the skills and capacity to effectively participate in social justice related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values and traditional knowledge.
- C. The NISJ is fiscally responsible, accountable for impacts, and sustainable (regarding both financial and human resources).
- D. Northerners in social justice related fields develop and enhance skills and knowledge that they can incorporate into their interactions with clients and colleagues.

This evaluation was conducted in accordance with the [evaluation questions](#) and [evaluation matrices](#) established in the 2015 NISJ Evaluation Plan that was developed by StrategyNorth, albeit with several modifications (including the addition of 26 detailed interviews with NISJ leadership, key partners or clients, and curriculum developers or course instructors).

Key evaluative findings include:

1. While attributing impacts in a public-sector context is difficult due to the twin problems of attribution and causation, the evidence suggests that the NISJ is having a marked impact on the ability of Yukoners to enhance their effectiveness in the workplace (and, as many noted, in their personal lives as well). This assessment is based, in part, on views that NISJ courses have fostered a greater awareness of self and clients, provided a greater sense of inter-agency collaboration and understanding, and nurtured the development (or refreshment) and discussion of new knowledge, strategies, practical tools and real-life scenarios that can be incorporated into strengthening relationships with clients and colleagues. Continued research is required to determine if these factors are, in fact, translating into improved or enhanced outcomes for Yukoners who depend on social justice related programs and services.
2. The NISJ has become a key focal point for training in Yukon, particularly (but not exclusively) for those employed in social justice or related fields. Indeed, many of the courses now offered by the NISJ were not available in Yukon before 2010. Given that the NISJ has provided over 50 unique course offerings since 2013-14, it is clear that the ability of Northerners to *access* training relevant to their work has been greatly enhanced. However, the NISJ (and to a larger extent, Yukon College) continues to face the challenge of ensuring that those who live in communities outside of Whitehorse have reasonable and cost-effective access to NISJ courses and workshops.

3. While challenges remain, particularly in terms of having Yukon First Nation representation on NISJ's Governing Council and offering courses at the community level, the NISJ has made significant progress since 2013 regarding engaging and working with First Nation governments and related organizations (for example, the Training Policy Committee, the Yukon First Nation Health Commission and the Council of Yukon First Nations) to deliver courses that meet identified needs as well as being culturally relevant.
4. The NISJ has made significant inroads toward fiscal sustainability over the past five years. The NISJ's innovative approach to develop 3rd party financial contracts with specific organizations to develop and provide courses tailored to their needs has generated over \$1.3 million in new revenues since 2013-14, of which \$1.1 million has been applied to the costs of operating and growing the NISJ. These new revenues represent 47 percent of the funds that the NISJ is receiving under the terms of its funding agreement with the Yukon Government.
5. Data clearly show that the number of unique courses offered, the number of times offered, and the number of participants who have taken them has increased quite substantially since 2013, suggesting that the investment of time and resources into the NISJ is justified in terms of overall participation in the courses that the NISJ offers.
 - Since 2013-14, NISJ courses have been attended by a total of 4,210 registrants.
 - The number of participants between 2010 and 2012 was 1,252 (as noted in a prior NISJ evaluation); over the last three years, the combined number of participants has almost tripled to 3,186.
 - The number of participants taking an NISJ course in 2013-14 was 270; in 2017-18, this number is now 1,397.
 - The number of unique courses offered by the NISJ has more than doubled since 2013-14, from 13 in 2013-14 to 29 in 2017-18.
 - The number of course *offerings* (that is, the number of unique courses multiplied by the number of times they were offered) has almost quadrupled since 2013-14, from 22 to 78.
 - The number of course offerings between 2010 and 2012 was 76 (as noted in a prior NISJ evaluation); over the last three years, the combined number of course offerings has risen to 183.
 - As shown in the analyses, participation rates are slightly altered when YFN-101 course offerings are factored out.
6. Across the board, participants believe that NISJ courses (at least the 100 course offerings delivered between January 1, 2016 to February 28, 2018) are professional, well-organized and are sufficiently challenging in terms of course difficulty. For the most part, participants also indicate that the overall quality of teaching is excellent, demonstrating that the majority of participants believe they (and the organizations they represent) are getting value for their time and money.
7. Among stakeholders, the NISJ has an extremely positive reputation in Yukon. This is in large part due to the efforts of NISJ's Executive Director to focus on outreach and developing the partnerships that have allowed the NISJ to grow, as well as showing significant flexibility in working with government departments and NGOs to tailor courses and course delivery specific to their needs.
8. The NISJ faces a number of key challenges, including how best to ensure a continued demand for NISJ courses; how best to address the need for the NISJ to offer more than certificates of completion; the need to develop an NISJ human resource plan and succession plan; and the necessity of ensuring that NISJ course offerings remain current and relevant to the needs of Yukoners (both in terms of what is offered, and how).

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Prepared by:



Summary of Recommendations

Relevance/Impact

1. To what extent have NISJ courses led to participants incorporating new skills and knowledge into their interactions with clients and colleagues, thereby improving their effectiveness in their jobs? [see page 19]

Recommendations:

- a. Many NISJ courses tend to be foundational or entry level in nature, where the focus is more on developing awareness of issues, perspectives and practices than on learning theory or specific skills. To ensure that the NISJ continues to support the effectiveness and abilities of those employed in social justice related fields, it is recommended that the NISJ work with curriculum developers to determine which *existing* NISJ courses are appropriate for the development of more advanced offerings. For example, the NISJ could offer several levels of Trauma Training, each with increasing levels of comprehensiveness and difficulty.
- b. Noting that a key part of learning is reinforcement, it is recommended that the NISJ support course instructors in providing periodic follow-up emails to participants who opt-in, offering reminders and recommendations for continuing to implement the lessons learned in the course. Instructors would also be available for participant follow-up questions. This recommendation is based on the need to build long-term, ongoing relationships with participants, in part, so that they are motivated and encouraged to take additional NISJ courses.
- c. Similarly, to enhance the overall NISJ learning experience, it is recommended that the NISJ work with course instructors to develop pre- and post-course assessment tools and self-reflection exercises, as appropriate, to better gauge participant awareness and understanding of key issues and practices. This approach would also help course instructors to more effectively tailor courses to what participants need in their jobs.
- d. The NISJ periodically assesses courses to determine if any warrant being dropped from the list of course offerings. This is typically done based on whether a course generates sufficient interest or is inherently too costly to deliver. It is recommended that the NISJ undertake assessments of each course to determine the degree to which the course is sufficiently in-depth and appropriately delivered (for example, as noted elsewhere, participants have clearly demonstrated a preference for courses that are interactive in nature, and the evaluation reveals that not all NISJ courses currently meet this bar). Courses that do not meet these considerations should either be dropped or revamped to ensure that the NISJ only provides courses (and course instructors) that are of a sufficient quality to ensure that the NISJ develops and maintains a reputation for excellence.

2. To what extent has the NISJ enhanced the ability of Northerners to *access* social justice related education and training opportunities in Yukon. Are there access/delivery concerns and training gaps yet to be addressed? [see page 24]

Recommendations:

- a. It is recommended that the NISJ and Yukon College work with community/First Nation governments and NGOs outside of Whitehorse to conduct a community-by-community assessment of what each prefers or requires (in terms of financial, capacity and technological considerations) to increase access to NISJ courses in their community. This assessment would also identify those NISJ courses appropriate for online or teleconference delivery.
- b. It is recommended that the NISJ and Yukon College discuss establishing a dedicated classroom space, of sufficient size and technological support, to provide the majority of NISJ courses. A dedicated space would help reduce administrative costs (financial and time) and enhance the NISJ's professional reputation by not having to use training locations that do not consistently meet the needs of course providers and participants.

- c. It is recommended that the NISJ obtain the services a consultant, or hire a mid-level analyst, as recommended elsewhere in this report, to assess the extent to which the Yukon Government and Yukon First Nation governments are using other training providers. The assessment would identify the reasons and offer workable solutions (for example, developing new NISJ courses to address training gaps).
- d. It is recommended that the NISJ not rank course affordability as its primary concern in determining whether to offer a particular course. While the NISJ should ensure that course fees are priced economically and reflect what the market can bear, NISJ *course quality* is paramount. That is, the NISJ should continue to invest significantly in curriculum development to ensure that NISJ courses are reflective of best practices and current research. This may result in eliminating those courses that do not generate sufficient interest or are viewed by participants as 'nice but not critical' so that the NISJ only delivers courses that meet the standards to which the NISJ aspires.
- e. To ensure that NISJ courses are appropriately priced, it is recommended that the NISJ consider a multi-tier course pricing system in concert with potential efforts to offer accredited courses, degrees and diplomas (this is discussed in further detail in Question #9).
- f. It is recommended that the NISJ review the process by which organizations and people register for NISJ courses to ensure that the process is both streamlined and cost-effective. Specifically, the NISJ should determine if the registration and payment processes can be facilitated online. This recommendation is based in part on participant feedback that the NISJ's registration process is neither user-friendly nor timely. It is also recommended that the NISJ include in the course registration form a space for participants to indicate any specific needs, such as having the course amplified for better hearing, or identifying food allergies or specific food requests should snacks and lunch be provided.

3. To what extent has the NISJ been successful in engaging with First Nation governments to provide their citizens with opportunities to develop the capacity they need to effectively participate in social justice related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values and traditional knowledge? [see page 27]

Recommendations:

- a. While the NISJ should continue to work with and engage the Council of Yukon First Nations, it is recommended that the NISJ establish one-on-one relationships and partnerships specific to each Yukon First Nation. This will ensure that the NISJ is better positioned to understand each First Nation's training priorities, unique needs and circumstances, and capacity to partake in training opportunities. This recommendation will also help the NISJ to better understand how to deliver courses that reflect the physical distance, capacity, timing and resourcing realities that Yukon First Nation faces. Discussions of how best to address the financial and administrative costs (and who bears these costs) of adjusting, tailoring and delivering courses specific to the training needs and priorities of each First Nation (each of whom have differing capacity issues, perspectives and training needs, along with varied cultures, history and heritage).
- b. In the spirit of Truth and Reconciliation, it is recommended that the NISJ enter into a one-year contract with a Yukon First Nation Elder or other individual with a general knowledge of most Yukon First Nations to:
 - i. conduct a cultural relevancy and accuracy assessment of all NISJ courses to ensure that each appropriately and accurately reflects Indigenous culture and other components (by working with the NISJ and curriculum developers as new programs are developed);
 - ii. proactively identify new training opportunities that are relevant to First Nation governments, communities and citizens; and
 - iii. ensure that NISJ courses are *delivered* in culturally-relevant and sensitive ways (for example, having amplification so Elders can hear better, having Elders offer an opening and closing prayer, more group work and less 'lecturing', and arranging seating in talking circles).

This recommendation would further enhance the NISJ's reputation and capacity to build strong working relationships with Yukon First Nations and their citizens as they continue their efforts to build the capacity needed to implement their respective self-government agreements.

- c. It is recommended that the NISJ work with course providers outside of Yukon (such as the Mental Health Commission of Canada) who own courses that the NISJ uses but cannot currently adapt to ensure courses are culturally relevant with respect to Yukon and Yukon First Nations. It is clear that Yukoners taking NISJ courses expect these considerations and realities to be reflected, and ideally, there should be no exceptions even with courses that are developed and packaged elsewhere.
- d. It is recommended that the NISJ work with CYFN, the Training Policy Committee and other First Nation organizations to encourage and develop interested First Nation citizens to become curriculum developers or course instructors. This will help to ensure that the NISJ - as an organization – effectively includes the participation of Yukon First Nation citizens.

4. To what extent has the NISJ been fiscally responsible and accountable? [see page 32]

Recommendations:

- a. As noted by the NISJ's Executive Director, the NISJ is not always eligible for funding from other sources to deliver training. It is recommended that the NISJ actively support First Nation governments in applying for training funds from sources such as Indigenous & Northern Affairs Canada's (INAC) Professional Institute Development program. Similarly, it is recommended that the NISJ actively support NGOs in applying for funding for training development and delivery.
- b. The first two funding agreements were based on the presumption that the Yukon Government would provide the necessary and sufficient funding for the NISJ to operate. However, funding agreement signed in June of 2014 formally stipulated that the NISJ to "find ways to reduce its reliance on Yukon Government funding." There does not appear to be any formal mechanism to address what would happen should the NISJ find alternate sources of funding. Accordingly, it is recommended that the NISJ, Yukon College and the Yukon Government discuss having a *formal mechanism* in place for future agreements that clearly sets out what will happen should the NISJ achieve an annual surplus in its efforts to find alternate funding sources. Ideally, this arrangement would include some form of incentive for the NISJ, for example, a certain percentage of unanticipated annual revenues could be returned to the Funder (or be applied to an anticipated payment in a subsequent year), with the remaining percentage being invested into a multi-year reserve that could be accessed in support of curriculum development or other research activities, such as funding a study on how best to offer accredited courses or diplomas. Fundamentally, it is recommended that the NISJ use any surplus to make strategic or capital-related investments for its long-term future (i.e., over and above simply focusing on maintaining NISJ operations).
- c. In addition, the NISJ and Yukon College should work with the Yukon Government and interested self-governing Yukon First Nations to develop a more stable and diverse funding and course pricing model that supports the NISJ's ongoing efforts to achieve long-term sustainability and reduce its reliance on Yukon Government funding. This can be achieved by developing new revenue streams and a more flexible course pricing structure to ensure that course fees are maximized while also ensuring that NISJ courses remain affordable for both participants and their organizations. This funding model would also address the need for the NISJ to establish a reserve fund that can be used for unexpected expenditures or to apply to new strategic initiatives.

Operational Performance

5. Is the overall uptake for NISJ courses sufficient to justify the investment of time and resources? [see page 36]

Recommendation:

- a. It is recommended that the NISJ obtain the services of a consultant to conduct a study to determine the reasons why the majority of participants have only taken one NISJ course, and what can be done by the NISJ and other training providers or coordinators (such as the Organizational Development Branch of the Yukon Government or the Training Policy Committee) to increase the degree to which NISJ courses are integrated. This study would also support discussions on whether there is a sufficient market for the NISJ to offer accredited courses as part of a social justice related diploma or degree.

6. How do participants rate the quality and difficulty of NISJ courses? [see page 41]

Recommendations:

- a. It is recommended that the NISJ develop a briefing for all instructors that incorporates the lessons learned from the participant survey findings to ensure that instructors consistently deliver courses in a manner that course participants believe makes NISJ course delivery and presentation more effective to them. This is critical given that the NISJ's reputation is largely determined by the quality of its courses and those that deliver them.
- b. It is recommended that the NISJ develop a mentorship approach for new NISJ instructors whereby a qualified individual observes the course to provide feedback on how best to improve delivery and course presentation, with particular focus on ways to ensure that all courses are as interactive as possible.

7. What is the NISJ's reputation amongst stakeholders? [see page 43]

Recommendations: None

8. How successful has the NISJ been in leveraging community and governmental resources? [see page 44]

Recommendations: None

Strategic Direction

9. Moving forward, what are the key challenges and opportunities facing the NISJ? [see page 46]

Recommendations:

- a. It is recommended that the NISJ foster a closer working relationship with the Yukon Government's (Public Service Commission) Organizational Development Branch to facilitate the NISJ having the first opportunity to determine whether a training need can be accommodated and/or developed by the NISJ. Obtaining required training from southern training providers can be costly and not as effective given that these providers will likely need to spend a significant amount of time understanding and incorporating Yukon and Yukon First Nation perspectives and background into their courses. Given that the Yukon Government is spending up to \$2.4 million for the NISJ over the term of the amended Transfer Payment Agreement, it makes financial sense for the Organizational Development Branch to strengthen its coordination efforts with and support for the NISJ.
- b. Similarly, it is recommended that the NISJ foster a closer working relationship with the Training Policy Committee (TPC) to better understand and co-ordinate the training needs of First Nation governments. A key first step would be to examine ways to effectively reflect the TPC's 2016 *"Baseline Assessment of Yukon First Nation Government Workers"* and 2016 *"Rebuilding Yukon First Nation Literature Review: Effective Training Areas, Approaches and Techniques"*. This will provide the NISJ with greater access to First Nation communities outside of Whitehorse, thereby increasing the number of future course participants.

- c. The course participant surveys indicate that the majority of NISJ courses attempt to strike a balance between the level of course difficulty with the diverse academic backgrounds and experiences of participants. Furthermore, the feedback suggests that the majority of NISJ courses are offered at a relatively basic or foundational level (not a criticism, though 83 participants did rate their NISJ course as 'too easy'). It is recommended that the NISJ work with curriculum developers and instructors to develop intermediate and advanced courses that would interest participants seeking a more in-depth understanding of the issues and who have expressed a desire to learn more advanced skills. For example, in addition to Trauma Training, the NISJ could offer several levels of Trauma Training, each with increasing levels of comprehensiveness and difficulty. This recommendation would also potentially increase the number of future course participants.
- d. It is recommended that the NISJ create a working group with key partners (including Yukon College, the Council of Yukon First Nations and the Yukon Government's Organizational Development branch) to identify the feasibility of creating a secondary training stream whereby interested individuals can bundle NISJ courses or modules into a certificate, diploma or degree. This will necessitate the need to determine what is required (for example, taking an exam) for NISJ courses to be accredited and form part of a diploma or degree program. These discussions would also include the development of an appropriate pricing model that supports the NISJ's efforts to be less dependent on Yukon Government funding, while at the same time remaining affordable to those who seek or require a social justice related diploma or degree.
- e. It is recommended that the NISJ begin work with Yukon College's human resource team to develop an NISJ succession plan in order to identify individuals within Yukon College or elsewhere that would be interested in job shadowing or mentoring opportunities with the NISJ's current Executive Director.
- f. It is recommended that the NISJ create a full-time, mid-level policy analyst position to support the NISJ's Executive Director in terms of research, strategic planning and partnership development. This also provides the Executive Director with more time to focus on strategic efforts to continue the NISJ's growth, including exploring the degree to which the NISJ can offer accredited courses and diplomas (either through Yukon College or through training-related institutions established elsewhere).
- g. It is recommended that the NISJ undertake the development of an [impact-based strategic plan](#) to guide its future path over the next five to ten years. This strategic plan would address the recommendations contained in this report as well as reflect the input of numerous stakeholder groups across Yukon (particularly those that will directly or indirectly benefit from the NISJ).

I. Introduction

ABOUT THE NORTHERN INSTITUTE OF SOCIAL JUSTICE

In December of 2009, the Yukon Government and Yukon College jointly announced the creation of the Northern Institute of Social Justice (NISJ). The NISJ was established to address two broad challenges facing Yukon employers and employees working in social justice related fields: the need for entry-level, generic and position-specific training; and the need to develop, retain and attract a well-qualified workforce. This need was identified, in part, through market analyses conducted in 2007, which estimated that there were at least 1,390 social justice related jobs in Yukon (based on Canada Census data for the year 2000), representing approximately eight percent of the Yukon labour force at that time. These jobs were typically found in fields such as corrections, counseling, education, justice, health, social services, wellness, regulatory enforcement and emergency services, and involved programs and services delivered by public and First Nation governments, non-government organizations (NGOs) and the private sector.

The NISJ was originally constituted to fulfill two primary objectives: to consolidate and develop relevant, integrated, recognized and accredited social justice related training and education, and to deliver this training to people in social justice related jobs. The NISJ delivered its first course in February of 2010.

The NISJ's guiding philosophy is reflected in its vision, mission and guiding principles:

VISION:

Northerners, working together, have solutions to the social justice challenges facing themselves and their communities.

MISSION:

Drawing on the North's leadership, unique values and diverse cultures, the NISJ delivers integrated training and education programs, and encourages support for related research in order to help employers develop, retain and attract a well-qualified workforce, to help individuals develop careers, and to provide tools to help encourage support for community leadership, capacity development, and transformation of service delivery.

GUIDING PRINCIPLES:

The NISJ is guided by:

- 1. the development of partnerships and collaborations to support research, program development and delivery;*
- 2. respect for cultural diversity and unique knowledge and skills, innovation and evidence-based practices;*
- 3. the development and application of holistic and creative approaches to social justice as part of overall community wellness;*
- 4. the provision of programs that are relevant, accredited¹, recognized and transferable; and*
- 5. the development and use of learner-centred and community-based approaches to program development and delivery.*

The NISJ delivers short-term training courses and workshops primarily (but not exclusively) for people who work in social justice or related fields; NISJ course offerings generally fall into one of five categories or themes:

¹ The NISJ does not currently provided accredited courses. This is discussed later in this Report.

- a. administrative justice training, such as *Practice and Procedures for Decision-Makers, Advanced Decision-Writing, Understanding Legislation and Introduction to Arbitration*;
- b. justice training, such as *Effective Use of Circles, Correctional Officer Case Management and Legislation Development*;
- c. regulatory enforcement compliance training, such as *Regulatory Enforcement Compliance Training* (and its variations, such as *Land Guardian training*);
- d. Yukon First Nations (as a theme) training, such as *Yukon First Nations History and Cultures, YFN-101 and Residential School Awareness*; and
- e. trauma-informed practice training, such as *Working with Trauma, Vicarious Trauma, Trauma-Informed Practice, FASD-Informed Practice, Right Use of Power, Applied Suicide Intervention Skills Training, and Mental Health First Aid for Northern Peoples*.

Courses typically range from four hours to five days in length. The training is delivered in two formats: *common training*, which is open to anyone, publicly advertised and often focused on the needs and interests of frontline workers; and *contract training*, which is delivered by request to an organization so their employees can train together and access courses more tailored to the organization's needs and priorities.

While the Yukon Government is the NISJ's primary client, the NISJ also works with and supports the training needs of self-governing First Nations, the City of Whitehorse, crown agencies such as the RCMP and the Yukon Hospital Corporation, NGOs, quasi-judicial boards and committees and the general public. Clients tend to be frontline workers, supervisors and managers, recent appointees to a board or committee, private sector employees, students and the general public.

The NISJ operates within the organizational, administrative and financial structure of Yukon College, originally within the Division of Applied Arts and presently in the [Communities, Innovation and Development Division](#), which also houses the Centre for Northern Innovation in Mining (CNIM) and the First Nations Initiative (FNI).

NISJ stewardship is provided by the [NISJ Governing Council](#), which established the NISJ's Founding Charter and continues to provide:

- strategic leadership and direction;
- overall management accountability; and
- advocacy for the NISJ with stakeholder organizations and committees.

The NISJ Governing Council, chaired by the President of Yukon College, is comprised of Deputy Ministers from the Departments of Justice, Education, and Health and Social Services, as well as the Public Service Commissioner. The Governing Council also includes representation from two Yukon First Nations leaders. In recent years, the Grand Chief of the Council of Yukon First Nations (CYFN) participated in the Governing Council. Although these positions are currently vacant, efforts have been made to fill the vacancies. A briefing note was recently provided to the Grand Chief, and the Executive Directors of both the NISJ and CYFN will meet in May to discuss this issue further.

The Executive Director (currently on secondment from the Department of Justice) oversees the NISJ's day-to-day operations and reports to the co-Executive Directors of Yukon College's Communities, Innovation and Development Division. The Executive Director also periodically meets with the President of Yukon College to discuss ongoing NISJ development and Governing Council issues.

In March of 2018, the NISJ's 0.9 Administrative Assistant position was reclassified as a full-time Coordinator position, retroactive to October of 2017. In addition, the NISJ has enlisted the services of an Administrative Assistant for several hours per week to help with administrative needs. Outside of the Executive Director and Coordinator, the NISJ has no permanent staff. Instructors and curriculum developers are typically obtained from the private sector, non-profit organizations, governments, or Yukon College, and are retained through casual hire or contracts. Working independently or in teams, they support the development and delivery of NISJ programs.

In April of 2014, the Yukon Government, through a Transfer Payment Agreement between Yukon College and the Advanced Education Branch of the Yukon Government's Department of Education, renewed funding for the NISJ for an additional five years, ending in fiscal year 2018-19, for approximately \$2.4 million. This Agreement requires Yukon College to identify ways to reduce NISJ's reliance on Yukon Government funding for operations and maintenance (O&M):

"Over the life of this agreement, the Recipient will make every effort to identify internal funding offsets (both revenue and expenditures) and alternate external sources of funding that may be applied against NISJ program costs to reduce the NISJ's reliance on the Yukon Government for O&M funding. The Recipient will demonstrate how internal funding offsets (both revenue and expenditure) and alternate external sources of funding have been applied against NISJ program costs to reduce NISJ's reliance on the Yukon Government for O&M."

The Agreement also identified a requirement to arrange for an independent evaluation to be undertaken by 2017-18 to determine the NISJ's effectiveness (and presumably, to facilitate a decision as to whether Yukon Government funding will be provided beyond 2019). The evaluation process is overseen by the NISJ's Program Evaluation Steering Committee, and comprises an NISJ Governing Council representative, the NISJ's Executive Director, the Assistant Deputy Minister and the Labour Market Officer from the Yukon Government's Department of Education (Advanced Education branch), with a co-Executive Director (Shelagh Rowles) of the Communities, Innovation and Development Division serving as committee Chair.

Aside from funding, the NISJ is dependent on establishing and maintaining mutually beneficial collaborations and partnerships with a variety of agencies, institutions and governments. These collaborations tend to be in the form of working groups that bring together Yukon College curriculum developers and instructors with Yukon subject matter experts from governments, NGOs and the private sector. These partnerships reflect a key advantage of having a training institute located in Yukon: the ability to design, develop and deliver training in Yukon within a Yukon and Yukon First Nations context.

This section concludes with the NISJ's logic model (please see the following page), as developed by StrategyNorth in 2015, which demonstrates the linkage between inputs, activities/processes and outputs, as well as how they relate to and align with the impacts or key results that the NISJ seeks to make or influence in the lives of Yukoners.

NORTHERN INSTITUTE OF SOCIAL JUSTICE LOGIC MODEL

INPUTS

From Yukon Government: O&M funding in the amount of \$2.4 million via a Transfer Payment Agreement, including one FTE on secondment from the Department of Justice to serve as Executive Director and one full-time Coordinator FTE.

From Yukon College: office space and equipment, management expertise, access to corporate services, and support from the Communities, Innovation and Development Division.

From partners: advice and peer support.

ACTIVITIES

Course promotion, applicant solicitation and participant registration.

Instructor identification and engagement, and course administration.

Assembly of training resources/materials, course program and curriculum development.

Investigation and implementation of alternate course delivery methods.

Administration (budgeting, reporting and evaluating).

Development of partnerships and collaborations with social justice-related organizations and departments.

OUTPUTS

Non-accredited social justice related courses provided within a college environment.

Approximately 4,000 participants taking a total of 78 (non-unique) course offerings over a four-year period.

LONG-TERM IMPACTS (KEY RESULTS)

Northerners have access to a wide range of social justice-related education and training opportunities in Yukon.

First Nation governments are active partners with the NISJ in engaging First Nation people to develop the skills and capacity to effectively participate in social justice-related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values and traditional knowledge.

The NISJ is fiscally responsible, accountable for impacts and sustainable (in terms of both financial and human resources).

Northerners in social justice related fields develop and enhance skills and knowledge that they can incorporate into their interactions with clients and colleagues.



Northern Institute
of Social Justice

WHAT IS SOCIAL JUSTICE? Social justice can be defined as a lens through which we see the challenges facing individuals, families and communities – it is a way of responding to what we see by working together to find solutions, grounding our efforts in reality, respect and resiliency, and doing so in a way that moves people from inequality to equality of opportunity and outcome. A social justice approach promotes equity, fairness and inclusivity, directing attention to the root causes of inequity and working toward systemic and institutional change by first strengthening, and then empowering, disadvantaged and vulnerable populations to address the social problems they face. The NISJ applies this approach by providing people with training and education; that is, the tools they can use for working through the challenges facing Northerners, and finding solutions that can move individuals, families and communities to equality of opportunity and outcome.

ABOUT THE 2013-17 EVALUATION

o. Introduction

The logic model, evaluation questions and indicators for the NISJ evaluation were developed in 2015 in consultation with stakeholders and the NISJ Evaluation Steering Committee. The evaluation was conducted according to the evaluation matrices presented in Appendix F.

i. NISJ Evaluation: Context, Purpose and Objectives

Schedule F of the Transfer Payment Agreement (dated January of 2015) between the Yukon Government and Yukon College requires that an independent evaluation be conducted by March 31, 2018. This evaluation builds on an initial evaluation of the NISJ's first three years of operation, from January of 2010 to December of 2012, which focused primarily on operational matters and short-term outcomes.

The purpose of this evaluation is to provide an independent, evidence-based assessment of the NISJ's effectiveness and efficiency of its performance during the period between January 1, 2013 and February 28, 2018. The evaluation largely follows an evaluation plan that was approved by the NISJ Evaluation Steering Committee in December of 2015. This plan identifies a suite of evaluation questions, a revised impact-based logic model and a comprehensive evaluation matrix.

Specifically, this evaluation will enable the NISJ and the Governance Council to assess the NISJ's impact over the past five years with respect to a number of performance indicators, and to consider a suite of recommendations intended to enhance the NISJ's effectiveness.

The scope of this evaluation is to assess the NISJ's overall effectiveness in terms of achieving or influencing impacts on behalf of Northerners; evaluating individual courses or instructors is not within the evaluation's scope. As directed by the Funder, a detailed financial analysis of the NISJ is also beyond the scope of this evaluation.

ii. Evaluation Questions

The evaluation questions currently under study were identified in the 2015 Evaluation Plan and were designed to help assess both NISJ's relevance (regarding achieving or influencing impacts in Yukon) and operational performance. A summary of the research questions for the evaluation include:

Relevance/Impact

1. To what extent have NISJ courses led to participants incorporating new skills and knowledge into their interactions with clients and colleagues, thereby improving their effectiveness in their jobs?
2. To what extent has the NISJ enhanced the ability of Northerners to *access* a wide range of social justice related education and training opportunities in Yukon? Are there access/delivery concerns and training gaps yet to be addressed?

3. To what extent has the NISJ been successful in engaging with First Nation governments to provide their citizens with opportunities to develop the capacity they need to effectively participate in social justice related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values and traditional knowledge?
4. To what extent has the NISJ been fiscally responsible and accountable?

Operational Performance

5. What is the overall uptake or participation rate for each NISJ course?
6. How do participants rate the quality and difficulty of NISJ courses?
7. What is the NISJ's reputation amongst stakeholders?
8. How successful has the NISJ been in leveraging existing community and governmental resources through partnerships?

Strategic Direction

9. Moving forward, what are the key challenges and opportunities facing the NISJ?

iii. Evaluation Methodology

The 2015 Evaluation Plan relied on several complementary data collection methods to provide answers to the evaluation questions identified by the NISJ Evaluation Steering Committee. The inclusion of both operational and impact-based evaluation questions ensures that the NISJ's performance since 2013 can be assessed from both a qualitative and quantitative perspective, which is important given the typical challenges involved in evaluating public sector-related programs or organizations. In addition, each method was designed to reflect SMART (specific, measurable, achievable, realistic and targeted) data principles. As reflected in the evaluation matrices ([Appendix F](#)), this evaluation is centred on the following data collection strategies:

- a. stakeholder interviews, which included NISJ leadership (as represented by the NISJ Governing Council and the NISJ Evaluation Steering Committee), key partners and curriculum developers/course instructors;
- b. reviews of NISJ-produced documents; and
- c. reviews of two forms of participant course evaluation surveys.

a. Stakeholder Interviews

Interviews were conducted to gather opinions on various aspects of the NISJ. To ensure a quantitative element to these discussions, a five-point Likert scale was included in several of the questions. A total of 26 interviews were completed. Key informants include current and past members of the NISJ Governing Council and Evaluation Steering Committee, a sample of NISJ partners or clients, and a sample of curriculum developers/course providers. A list of proposed interviewees was provided by NISJ's Executive Director in order to ensure an appropriate representation of perspectives.

The majority of interviews were conducted in person or over the phone. Several opted to provide written responses. Interviewees were contacted in advance to schedule an appropriate time and were provided an interview guide. A list of the individuals interviewed is found in [Appendix A](#) and the interview questions are provided in [Appendix B](#). The findings of the interviews were compiled and summarized by evaluation question and are included in the relevant sections of the analyses.

b. Document Review

A number of NISJ planning and reporting documents were reviewed and analyzed to extract program and financial information relevant to this evaluation. These documents include NISJ's quarterly activities reports, annual workplans and funding reports, as well as the previous NISJ evaluation conducted in 2013. A complete list of documents reviewed is found in [Appendix C](#).

c. Participant Course Evaluations

As per the 2015 Evaluation Plan, two participant course evaluations were used to assess the views and feedback of those who have taken NISJ courses since January 1, 2016. The first survey was provided to course participants immediately following the conclusion of each course; the second was provided to those participants who signed a consent form agreeing to complete a brief survey three months after having taken the course to provide them with sufficient time to reflect on whether what they learned in the course led to changes in their approach with clients.

The first survey reflects the input of 1,454 course participants from 100 NISJ courses delivered between January 1, 2016 and February 28, 2018. The second survey reflects the input of 22 respondents who are currently employed in social justice related fields. Both surveys can be found in [Appendix D](#).

iv. Evaluation Timeline

This report focuses on the period between when the NISJ entered into its 2015 Transfer Payment Agreement with the Yukon Government in November of 2013 and February 28, 2018. StrategyNorth undertook the evaluation between February and April of 2018.

v. A Note on Data Limitations

Ideally, the NISJ would like to be able to demonstrate how its efforts has resulted in measurable improvements to a wide array of social science metrics, from increased First Nation participation in social justice related employment to improved life outcomes for those who depend on social justice related programs and services. Unfortunately, it is difficult to demonstrate direct impacts given the challenges of [attribution](#) and [causation](#).

Other data limitations include:

- An earlier draft of the 2015 Evaluation Plan identified the use of participant focus groups and case studies as appropriate methods to glean the experiences of social justice professionals who had taken NISJ courses. The Evaluation Steering Committee determined that while these methods had merit, budget concerns necessitated that they be removed for this evaluation.
- A key evaluative focus is the degree to which the NISJ has been effective in encouraging Yukon First Nation citizens to participate in NISJ courses. As noted in the 2015 Evaluation Plan, this required, in part, altering course registration forms to include the the ability of participants to self-identify as a First Nation citizen. However, this change was not implemented.

II. Conclusions, Supporting Evidence and Recommendations

INTRODUCTION

This section presents the findings and recommendations for each of the nine evaluation questions under study. Further details regarding the evaluation matrices (i.e., what data was used and how it was collected) can be found in Appendix F.

The response to each evaluation question is structured accordingly:

- Evaluation Question
- Key Evaluative Indicators
- Conclusion
- Supporting Evidence
- Recommendations

Where applicable, a grade is provided based on the overall evidence obtained through the evaluation's data collection methodologies.



1. To what extent have NISJ courses led to participants incorporating new skills and knowledge into their interactions with clients and colleagues, thereby improving their effectiveness in their jobs?

Grade: A
A B C D E F

KEY EVALUATIVE INDICATORS

- 1.1 *percentage of professionals who can list at least two practical ways in which what they learned through an NISJ course led to a change in their practice with clients and/or colleagues.*
- 1.2 *percentage of professionals who believe that the instructor discussed how to practically change or improve work practices*
- 1.3 *percentage of all course participants who believe NISJ courses provide new knowledge/skills for the workplace that could be used with clients or colleagues to improve job effectiveness.*
- 1.4 *extent to which interviewed stakeholders indicate that the NISJ has overall improved their skill level in their job*

CONCLUSION

While attributing impacts in a public-sector context is difficult due to the problems of attribution and causation, the evidence suggests that the NISJ is having a marked impact on the ability of Yukoners to enhance their effectiveness in the workplace (and, as many noted, in their personal lives as well). This assessment is based, in part, on views that NISJ courses have fostered a greater awareness of self and clients, provided a greater sense of inter-agency collaboration and understanding, and nurtured the development (or refreshment) and discussion of new knowledge, strategies, practical tools and real-life scenarios that can be incorporated into strengthening relationships with clients and colleagues. Continued research is required to determine if these factors are, in fact, translating into improved or enhanced outcomes for Yukoners who depend on social justice related programs and services.

SUPPORTING EVIDENCE

- 1. The results of the three-month post-course surveys indicate that 18 of 22 respondents (82 percent) working in social justice related fields were able to identify at least two ways in which an NISJ course enabled them to change or modify their workplace practices and behavior concerning their clients or colleagues. While what they learned depended in part on the course that they took, several themes can be identified:
 - respondents noted that they are now more proactive with clients, asking what their needs or feelings are as a means to strengthening relationships more effectively;
 - some respondents noted that they have made or suggested changes or alterations to their work environment or work practices to help clients feel more calm and at ease (for example, working with an agitated client can be quite difficult);
 - respondents noted that they are now much more self-aware of workplace triggers (both with clients and in themselves), which has resulted in the development of strategies to either avoid triggers or to lessen their impact by bringing more empathy and compassion into the workplace;
 - many respondents noted that they are now far more aware of the need to be sensitive to cultural differences and other nuances, and to spend more time listening to clients to better understand their unique circumstances rather than making assumptions or inflexibly applying policies;

- while respondents indicated that they did learn new skills and approaches from the course instructor or the materials provided, many indicated that they benefited from having a 'refresher' on some of the more foundational theories and practices that they had previously learned; and
- several respondents noted the benefit of simply having Yukon Government staff and their counterparts in Yukon First Nation governments and NGOs together in the 'same room' as a way to build or strengthen connections and awareness.

2. A survey conducted from January of 2016 to March of 2018 of 1,454 course participants across 100 course offerings indicates that the vast majority of participants (97 percent) believe that NISJ courses provided them with information and/or tools that could be used in their job:

3. The course provided information needed to develop/enhance knowledge/skills that could be used in my work.		1- strongly disagree	2 -disagree	3 -sort of	4 -neutral	5 -somewhat agree	6 -somewhat agree	7 -completely agree
PARTICIPANTS		4	7	12	27	133	507	764
% OF TOTAL		0%	0%	1%	2%	9%	35%	53%

total number of respondents = 1,454

3. In addition, the overwhelming majority (95 percent) responded 'yes' to a question as to whether they learned anything in the course that could be applied to either clients or colleagues in the workplace:

7. Was there anything learned in this course that you could use with clients or colleagues in your job?

	YES	NO
PARTICIPANTS	1,386	68
% OF TOTAL	95%	5%

total number of respondents = 1,454

4. Similarly, the three-month post course survey of 22 respondents showed that 68 percent (15/22) agreed that their course instructor discussed specific ways in which they could change or improve work practices (i.e., an implementation focus) to reflect ideas discussed in the course.

5. The post-three-month and course participant surveys also provided an opportunity for qualitative feedback on this question. The following key themes and perspectives were consistently reflected in the feedback:

- While participants did learn some theory, new skills and techniques, NISJ courses tended to be more focused on building awareness and understanding of the people they serve, and learning ways to improve communication and listening skills. While this approach satisfied some participants, some noted that they would like to see a more in-depth focus on strategy and skill development. As is discussed elsewhere in this report, this information could suggest the need for the NISJ to expand its existing course offerings by developing subsequent courses of increasing difficulty.

- Participants valued courses and discussions in which they learned how to take better care of themselves in the workplace, as some social justice related positions involve a great deal of stress and, for some, even the development of post-traumatic stress disorders. Coping skills, knowing the signs of stress or suffering, and how to seek help for trauma, fatigue or burnout were frequently noted as a key benefit of certain NISJ courses. This information may help governments, agencies (such as the RCMP) and NGOs help mitigate the impacts of job stress and trauma on their staff, particularly in terms of reducing stress leave, job burnout and staff turnover.
- Participants found that certain NISJ courses helped them to understand what their clients experience in their daily lives, particularly those from different cultural backgrounds). For example, courses such as YFN-101 and those related to mental health, challenged preconceived ideas and stereotypes, which many believed would help them become more compassionate, sympathetic, empathetic and patient. As several participants noted:

"I have been moved to a place of compassion, renewed awareness, a deeper understanding of those I serve – a reminder of how fragile and precious life is. I was thankful for this opportunity to recognize how meaningful and purposeful it was to listen, to bear witness to clients' challenges and their successes. By listening to their experiences, it's like breaking the silence, the stigma, the beliefs and ideas the general public have about FASD. When I reflect on the course, it hit home with me about the critical network of support systems in a community that it takes to help an individual with FASD. The insights shared of the history of trauma (i.e. residential school), intergenerational affects [...] and informed 'compassion awareness'. Having someone who lives with FASD to speak had the biggest impact on my own approach and attitudes. It was like having a 'ray of light in the darkness' and it gives me hope that I can do better."

"Based on what I learned three months ago, I was able to help two of our clients work through feelings of intense sadness and helplessness, and to feel more comfortable in how to do follow-up assessments."

"Meeting colleagues from other areas of government and NGOs, along with hearing the personal stories of clients and the use of real-life examples, has challenged by current thinking and is helping me to see new ways of looking at issues that I deal with in my job."

"The course I took reminded me not to make assumptions about our clients simply because of their background, culture or abilities/disabilities. This has allowed me to make better connections with my clients."

- While most comments did not indicate the development or enhancement of technical skills, many noted (as the post three month also noted) that NISJ courses served as effective refreshers for existing skills and allowed for minor improvements to their 'tool kit'. Again, this information could suggest the need for the NISJ to expand its existing course offerings by developing subsequent courses of increasing difficulty.

6. The results of the 26 stakeholder interviews conducted also suggest that the NISJ is impacting skill development. While it is difficult to quantify this impact when the majority of participants (78 percent) only take one NISJ course (as discussed further in Question #5), the general sense is that staff have not only improved their practical skills, but they are now better connected to each other as a result of training together. As several noted, the challenge will be to ensure that the NISJ develop more in-depth courses that will continue to help those employed in social justice fields to further acquire applied and theoretical skills for the workplace (that is, while awareness and connectivity are important, NISJ courses must also lead to the development of capacity and expertise to affect meaningful change in Yukon).

Others noted that the NISJ is acting as an effective focal point for those who work in social justice fields to talk more about the issues and challenges they face in their jobs, which in turn is leading to a change in attitudes (more understanding and respect, for example) that will improve inter-government and inter-agency relationships, and ultimately result in better outcomes for clients.

"Anytime we have a chance to learn it is empowering. It's healing to learn where our clients are coming from, their stories. It builds a dialogue based on compassion. NISJ courses are informative, mind-changing and humbling, and help me to see a path to make positive impacts with our clients in Whitehorse and in the communities."

*"The NISJ is providing our team and others with the opportunity to learn and work together, to build camaraderie and relationships, and to increase our awareness of social and cultural factors in the communities we serve. The training has made a difference in relationship building and changes to operational protocols. As a result, we are building stronger relationships with Yukon First Nations, where we are working with them to ensure that our programs, services and hiring practices reflect their needs and priorities. **There is a cultural relevance to social justice, to learn about the Yukon and in a positive, collaborative way.**" [emphasis added]*

Finally, it was noted that NISJ courses are an important way to "Yukonize" the skills and qualifications of those who have obtained degrees from universities and colleges down south. That is, while obtaining a Masters of Social Work degree from the University of Toronto is excellent preparation for work in a particular social justice field, it does not sufficiently prepare one to work with clients who live, for example, in Mayo, Carcross or Haines Junction.

7. The course participant survey also provided an opportunity for participants to reflect on what they found most valuable about the NISJ course they took. The top five insights are:
 - a. Courses that are interactive in nature tend to be the most impactful. This includes opportunities to hear from those with lived experience (that is, hearing the personal stories of clients, Elders, other course participants or instructors); the opportunity for role play to demonstrate how a particular skill or insight could be practically used; and instructors who support open and honest class discussions.
 - b. A key benefit of an NISJ course is the opportunity to hear the perspectives of colleagues in similar social justice related jobs or fields, which in some cases helped participants to validate their own experiences, challenges and stresses in the workplace (which, in turn, seemed to lead to a greater confidence in their own approaches and skills).
 - c. Similarly, it is very beneficial when instructors speak to the importance of self-care regarding dealing with the challenges of social justice related jobs (particularly front-line staff who deal directly with clients). These skills are important given the stressful nature of some jobs, where burnout and fatigue can be common if steps are not taken to address workplace stress and even trauma.
 - d. A key lesson addressed in many NISJ courses is the need to redouble efforts to reach out to and connect with clients who live in the communities to ensure that they receive, to the greatest extent possible, the same level and quality of support that clients in Whitehorse receive.
 - e. NISJ courses tend to provide knowledge that challenges stereotypes and myths (particularly those courses with a significant First Nation element, such as YFN-101) and reinforces the need to avoid making assumptions when dealing with clients and, instead, listen to clients in non-judgmental ways.

RECOMMENDATIONS

1. Many NISJ courses tend to be foundational or entry level in nature, where the focus is more on developing awareness of issues, perspectives and practices than on learning theory or specific skills. To ensure that the NISJ continues to support the effectiveness and abilities of those employed in social justice related fields, it is recommended that the NISJ work with curriculum developers to determine which *existing* NISJ courses are appropriate for the development of more advanced offerings. For example, the NISJ could offer several levels of Trauma Training, each with increasing levels of comprehensiveness and difficulty.
2. Noting that a key part of learning is reinforcement, it is recommended that the NISJ support course instructors in providing periodic follow-up emails to participants who opt-in, offering reminders and recommendations for continuing to implement the lessons learned in the course. Instructors would also be available for participant follow-up questions. This recommendation is based on the need to build long-term, ongoing relationships with participants, in part, so that they are motivated and encouraged to take additional NISJ courses.
3. Similarly, to enhance the overall NISJ learning experience, it is recommended that the NISJ work with course instructors to develop pre- and post-course assessment tools and self-reflection exercises, as appropriate, to better gauge participant awareness and understanding of key issues and practices. This approach would also help course instructors to more effectively tailor courses to what participants need in their jobs.
4. The NISJ periodically assesses courses to determine if any warrant being dropped from the list of course offerings. This is typically done based on whether a course generates sufficient interest or is inherently too costly to deliver. It is recommended that the NISJ undertake assessments of each course to determine the degree to which the course is sufficiently in-depth and appropriately delivered (for example, as noted elsewhere, participants have clearly demonstrated a preference for courses that are interactive in nature, and the evaluation reveals that not all NISJ courses currently meet this bar). Courses that do not meet these considerations should either be dropped or revamped to ensure that the NISJ only provides courses (and course instructors) that are of a sufficient quality to ensure that the NISJ develops and maintains a reputation for excellence.

"[Our] partnership with the NISJ has not only enabled us to educate a much broader segment of the population, it has improved our profile in the community and amongst health care professionals. Since 2010, the number of professional referrals and individual professionals seeking our services and support has increased substantially, which we believe is due in part to the workshops and courses offered in partnership with the NISJ".

2. To what extent has the NISJ enhanced the ability of Northerners to *access* a wide range of social justice related education and training opportunities in Yukon. Are there access/delivery concerns and training gaps yet to be addressed?

Grade: B+

A B C D E F

KEY EVALUATIVE INDICATORS

2.1. *extent to which interviewed stakeholders indicate that NISJ courses are accessible to Yukoners.*

2.2. *extent to which course participants indicate possible areas for improvement re: access and training gaps.*

CONCLUSION

The NISJ has become a key focal point for training in Yukon, particularly (but not exclusively) for those employed in social justice or related fields. Indeed, many of the courses now offered by the NISJ were not available in Yukon before 2010. Given that the NISJ has provided over 50 unique course offerings since 2013-14, it is clear that the ability of Northerners to *access* training relevant to their work has been greatly enhanced. However, the NISJ (and to a larger extent, Yukon College) continues to face the challenge of ensuring that those who live in communities outside of Whitehorse have reasonable and cost-effective access to NISJ courses and workshops.

SUPPORTING EVIDENCE

1. Some course participants and interviewed stakeholders (particularly those involved in providing programs and services to the communities) indicated concerns regarding the cost of NISJ courses. This cost includes not only course fees, but for those living outside of Whitehorse, the costs of travel and accommodation as well, along with the 'capacity cost' of having key staff absent from the office to attend training. While some respondents noted that these costs can be prohibitive (for example, the training budgets of some organizations and governments are only sufficient to send a few staff to one or two courses), to a certain extent this issue is somewhat of a red herring in that the costs of obtaining training elsewhere (i.e., down south) would also be fairly prohibitive, if not more so. Regardless, any organization that seeks to undertake staff development will incur *some* financial and capacity costs at the outset; it is important to take a long-term view in assessing whether these efforts will pay dividends in enhancing staff effectiveness and improving an organization's ability to affect change in their operating environment.
2. Similarly, a consistent theme in the participant surveys and stakeholder interviews was a concern that NISJ courses are, for the most part, unavailable to those living in the communities. Many suggested making better use of Yukon College community campuses to deliver courses or to have some courses available online (presumably for a fee). This reflects a wider view that individuals, organizations and Yukon First Nation governments outside of Whitehorse incur additional costs outside of course fees such as travel and accommodation. More significantly, this reflects the view that organizations and governments experience a reduction in their capacity to provide programs and services to the community while key staff are away for training. However, as noted by the NISJ, not all courses are appropriate for delivery in a non-classroom setting such as online or via teleconference (for example, given the subject matter, courses like Working with Trauma, FASD-informed Support, and Residential Schools Awareness).

3. Another consistent theme expressed by course participants is the appropriateness of the classroom setting. While these concerns are typically subjective ('room too cold,' 'not enough space to role play'), it does speak to the need for the NISJ to work with Yukon College to establish a dedicated space for NISJ course offerings. While the NISJ does its best to provide its courses within the College, these rooms are not always available or are of sufficient size. This leads to time spent attempting to find other locations and communicating location changes to participants, as well as unplanned facility rental costs to the NISJ (except in those instances where these costs can be billed back to a requesting organization).
4. While there is no supporting evidence of the extent to which this is happening, or why, several stakeholders indicated some degree of frustration that the Yukon Government (either through respective departments or the Organizational Development branch) and some Yukon First Nation governments continue to send staff down south for training. While further study is required to determine why this is so (for example, is the training related to social justice, or have certain needed or mandated training courses not yet been developed and made available in Yukon?), it can be argued that this practice undermines the long-term viability of the NISJ and leads to questions as to why the Yukon Government is funding a training institute that they do not fully and consistently use to train its staff.

RECOMMENDATIONS

1. It is recommended that the NISJ and Yukon College work with community/First Nation governments and NGOs outside of Whitehorse to conduct a community-by-community assessment of what each prefers or requires (in terms of financial, capacity and technological considerations) to increase access to NISJ courses in their community. This assessment would also identify those NISJ courses appropriate for online or teleconference delivery.
2. It is recommended that the NISJ and Yukon College discuss establishing a dedicated classroom space, of sufficient size and technological support, to provide the majority of NISJ courses. A dedicated space would help reduce administrative costs (financial and time) and enhance the NISJ's professional reputation by not having to use training locations that do not consistently meet the needs of course providers and participants.
3. It is recommended that the NISJ obtain the services a consultant, or hire a mid-level analyst, as recommended elsewhere in this report, to assess the extent to which the Yukon Government and Yukon First Nation governments are using other training providers. The assessment would identify the reasons and offer workable solutions (for example, developing new NISJ courses to address training gaps).
4. It is recommended that the NISJ not rank course affordability as its primary concern in determining whether to offer a particular course. While the NISJ should ensure that course fees are priced economically and reflect what the market can bear, NISJ *course quality* is paramount. That is, the NISJ should continue to invest significantly in curriculum development to ensure that NISJ courses are reflective of best practices and current research. This may result in eliminating those courses that do not generate sufficient interest or are viewed by participants as 'nice but not critical' so that the NISJ only delivers courses that meet the standards to which the NISJ aspires.

5. To ensure that NISJ courses are appropriately priced, it is recommended that the NISJ consider a multi-tier course pricing system in concert with potential efforts to offer accredited courses, degrees and diplomas (this is discussed in further detail in Question #9). For example, the NISJ could vary course fees as follows:

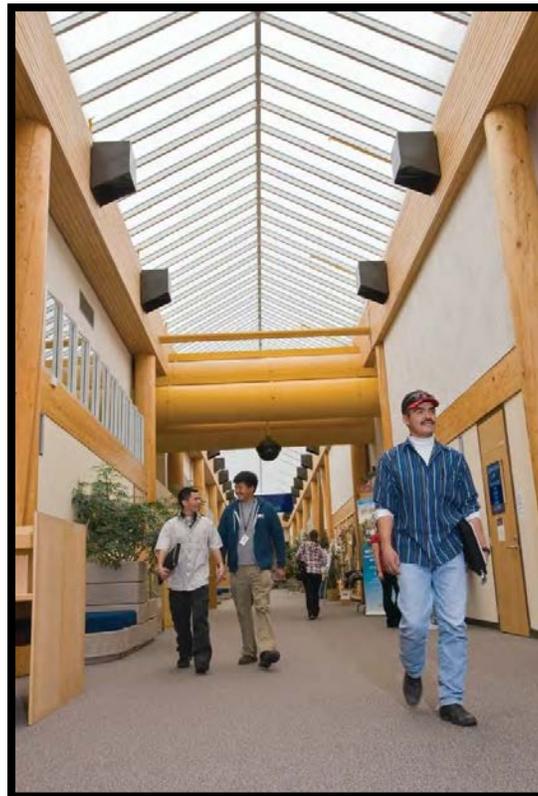
Tier 1 – entry-level or foundational courses taken to increase general understanding and/or awareness;

Tier 2 – advanced-level courses, particularly those required for management or executive positions;

Tier 3 – accredited courses as part of a diploma or certificate program (with discounted rates for those who take a certain number of courses).

Developing a model to determine the impact of variable pricing structures could be an interesting course project for one of Yukon College's business or economics classes.

6. It is recommended that the NISJ review the process by which organizations and people register for NISJ courses to ensure that the process is both streamlined and cost-effective. Specifically, the NISJ should determine if the registration and payment processes can be facilitated online. This recommendation is based in part on participant feedback that the NISJ's registration process is neither user-friendly nor timely. It is also recommended that the NISJ include in the course registration form a space for participants to indicate any specific needs, such as having the course amplified for better hearing, or identifying food allergies or specific food requests should snacks and lunch be provided.



3. To what extent has the NISJ been successful in engaging with First Nation governments to provide their citizens with opportunities to develop the capacity they need to effectively participate in social justice related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values, perspectives and traditional knowledge?

KEY EVALUATIVE INDICATORS

- 3.1 extent to which course participants view that NISJ courses reflect Yukon First Nation cultures and values.
- 3.2 extent to which interviewed stakeholders indicate that NISJ courses reflect Yukon First Nation cultures and values.
- 3.3 NISJ participant and completion rates for those individuals who self-describe on their course registration form as First Nation relative to Non-First Nation participants (not available, as the NISJ/Yukon College was unable to effect this suggested change identified in the 2015 NISJ Evaluation Plan).

CONCLUSION

While challenges remain, particularly in terms of having Yukon First Nation representation on NISJ's Governing Council and offering courses at the community level, the NISJ has made significant progress since 2013 regarding engaging and working with First Nation governments and related organizations (for example, the Training Policy Committee, the Yukon First Nation Health Commission and the Council of Yukon First Nations) to deliver courses that meet identified needs as well as being culturally relevant.

SUPPORTING EVIDENCE

1. The NISJ has and continues to offer a suite of courses (sometimes at the request of a Yukon First Nation government) relevant to Yukon First Nation governments and their citizens, as well as for organizations with Yukon First Nation clients or interactions in a social justice context. These courses include:
 - a. Yukon First Nations 101;
 - b. Residential Schools Awareness;
 - c. Mental Health First Aid Canada for Northern Peoples;
 - d. Yukon First Nations History and Cultures and Self-Government;
 - e. Navigating Trauma and Communications with Yukon First Nations People;
 - f. Cultural Diversity (*developed by the NISJ for delivery in 2018-19*);
 - g. Indigenous Dispute Resolution & Systems Design (*developed & delivered by the University of Alaska*);
 - h. Navigating Trauma & Communications with Yukon First Nations;
 - i. Restorative Practices & Effective Use of Circles (*an International Institute of Restorative Practices course*);
 - j. Restorative Responses to Trauma & Adversity (*International Institute of Restorative Practices*);
 - k. Cultural Safety (*curriculum in-development for course delivery in 2018-19*); and
 - l. Mental Wellness (curriculum, which incorporates Yukon First Nation and Western approaches, is being developed for delivery in 2018-19).

2. In terms of outreach, the NISJ undertakes significant effort to collaborate with Yukon First Nation governments and related organizations to ensure that NISJ courses reflect their needs and priorities. For example, the NISJ facilitates periodic roundtables with officials from Yukon First Nations, NGOs and the Yukon Government to discuss and identify emerging training needs, as well as how the NISJ could help meet these needs. In addition, the NISJ provides periodic briefings to Yukon College's President's Advisory Committee on First Nations Initiatives and the Yukon First Nations Health Commission, which has generated interest in NISJ training opportunities.

3. A survey conducted from January of 2016 to March of 2018 of 1,454 course participants across 100 course offerings indicates that approximately 90 percent of participants agree that the NISJ course they took appropriately and sufficiently reflected Yukon First Nation cultures and values. Understanding that YFN-101 and Yukon First Nations History and Cultures and Self-Government would clearly receive high marks given the subject matter, a secondary analysis was also conducted that excluded those two courses. The results are relatively consistent, with 83 percent of participants agreeing with the statement that the NISJ course they took reflected Yukon First Nation cultures and values (although the percentage who *completely agree* dropped from 43 percent to 30 percent).

i. All NISJ Courses

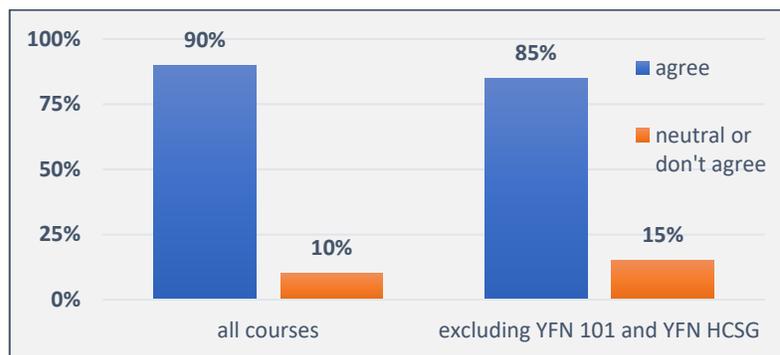
4. The course appropriately and sufficiently reflected Yukon First Nations cultures and values.							
	1- strongly disagree	2 -disagree	3 -sort of	4 -neutral	5 -somewhat agree	6 -somewhat agree	7 -completely agree
PARTICIPANTS	13	17	32	96	205	467	624
% OF TOTAL	0%	1%	2%	7%	14%	32%	43%

total number of respondents = 1,454

ii. All NISJ Courses (not including YFN-101 and Yukon First Nations History and Cultures and Self-Government)

4. The course appropriately and sufficiently reflected Yukon First Nations cultures and values.							
	1- strongly disagree	2 -disagree	3 -sort of	4 -neutral	5 -somewhat agree	6 -somewhat agree	7 -completely agree
PARTICIPANTS	13	16	32	82	182	284	264
% OF TOTAL	1%	1%	4%	9%	21%	32%	30%

total number of respondents = 874



4. Course participants also had the opportunity to provide comments regarding whether the courses they took reflected Yukon First Nations values, cultures, issues and perspectives and if it would affect or impact their approach with First Nation clients and colleagues. Despite the differing nature of some courses, some common themes or perspectives emerged:
- Participants noted that NISJ courses – whether they were directly related to Yukon First Nations, such as YFN-101, or not – brought them greater awareness, empathy, compassion and understanding of Yukon First Nation cultures, perspectives, intergenerational impacts and history, as well as the importance of ensuring that programs, services and work processes reflect these perspectives and issues. This greater awareness also helped to dispel myths and stereotypes that resulted from a lack of understanding of where clients – and to a certain extent, colleagues – were coming from. As one participant noted, *"When we know better, we do better."*
 - Many participants noted the extent to which they had misinformed views or stereotypes about their First Nation clients and that they viewed NISJ courses as critical to helping them better understand the people and communities they serve. This, in turn, will help them make adjustments in their approach (e.g., being more culturally-reflective), materials (e.g., using First Nation languages on documents, ensuring materials are in plain language, and not using triggering terms or language) and outreach with First Nation clients, one that better reflects the unique challenges and barriers facing those who feel that the system does not serve or even understand them.
 - NISJ courses that incorporated Yukon First Nation views and perspectives – particularly when Elders or other First Nation citizens spoke about their experiences and challenges – typically had the most resonance with participants. This suggests the importance of ensuring that NISJ courses go beyond mere mention of First Nation perspectives and includes real life examples and stories.
 - Through NISJ courses, participants involved in social justice fields recognized the need to better work with colleagues in self-governing First Nations, particularly in terms of highlighting and addressing systemic biases and structural racism, and addressing the 'inherent unfairness' in the distribution of resources and capacity in Whitehorse relative to outlying communities.
5. In interviewing stakeholders, 58 percent (15/26) of respondents believed that the NISJ has been effective (rating of '4' or '5') in partnering with Yukon First Nation governments and related organizations (for example, the Training Policy Committee and Yukon College's First Nation Initiative).

How effective has the NISJ been in ensuring that First Nation governments are active partners in engaging and supporting Indigenous people to develop the skills and capacity needed to effectively participate in social justice related fields, and in a way that meaningfully reflects Indigenous values, teachings and culture.					
	1- not at all effective	2 – somewhat ineffective	3 - neutral	4 – somewhat effective	5 – very effective
NISJ LEADERSHIP	-	1	6	3	1
KEY PARTNERS	-	-	2	5	1
COURSE INSTRUCTORS	-	-	1	2	3
TOTALS	-	1	9	10	5

total number of respondents = 23 (two interviews believed that they could not comment)

As one interviewee noted:

"This impact is certainly being achieved, particularly in the last few years with the partnership with [Yukon College's] First Nations Initiatives re: the delivery of YFN-101 as well as the work on residential school trauma. I think these foundational programs have paved the way for a deeper conversation in other areas such as FASD, victim services and even RCMP and justice related training."

6. A number of key themes and perspectives were consistently heard during the stakeholder interviews:

- While the NISJ Governing Council does not currently comprise senior Yukon First Nation leadership, it is not for lack of outreach on behalf of the NISJ. As noted in the introduction, the Executive Directors of NISJ and CYFN will be holding discussions in May of 2018 on how best to address this issue.
- All Yukon First Nations face significant capacity challenges, both financially and operationally. As one interviewee noted, it is difficult to release staff for unaccredited, continuing education style training that does not result in or contribute to a certificate, degree or diploma. Cost is also mentioned as a barrier, particularly if they have to send its citizens from the community to Whitehorse for the training. Many note a clear preference for the NISJ to offer bulk training opportunities in the community through a Yukon College community satellite, via teleconferencing or online. However, as discussed elsewhere in this report, this can be problematic for the NISJ in terms of cost, administration and capacity. Furthermore, the subject matter of some of the NISJ's courses (for example, Trauma, FASD, Applied Suicide Intervention, and Loss and Grief) is sensitive and best delivered in person where participant discussions are more effective and support can be provided as needed.
- While there is a tendency for some to view all Yukon First Nations as one homogenized group and collectively represented by the Council of Yukon First Nations, it will be critical for the NISJ to vary and tailor its approaches to each First Nation in a way that recognizes and addresses their unique history, culture, language, economic circumstances and governance challenges. Working with each Yukon First Nation directly and not simply through the CYFN may be more effective in terms of establishing stronger First Nation partnerships as they continue to build the capacity required to fully implement their self-government agreements and land claims.

"The NISJ is well-positioned to work with others who can help us strengthen cultural relevancy and incorporate Yukon First Nation knowledge and practices into the courses, and to have meaningful discussions with Yukon First Nation governments about their emerging training needs."

- It is critical that the NISJ develop and maintain timely and meaningful communication with First Nation governments and their communities. As one stakeholder noted:

"Communication needs to improve via the communities. The NISJ must continually update Yukon First Nation leaders, as communication is the key to the NISJ's long-term success outside of Whitehorse."

RECOMMENDATIONS

1. While the NISJ should continue to work with and engage the Council of Yukon First Nations, it is recommended that the NISJ establish one-on-one relationships and partnerships specific to each Yukon First Nation. This will ensure that the NISJ is better positioned to understand each First Nation's training priorities, unique needs and circumstances, and capacity to partake in training opportunities. This recommendation will also help the NISJ to better understand how to deliver courses that reflect the physical distance, capacity, timing and resourcing realities that Yukon First Nation faces. Discussions of how best to address the financial and administrative costs (and who bears these costs) of adjusting, tailoring and delivering courses specific to the training needs and priorities of each First Nation (each of whom have differing capacity issues, perspectives and training needs, along with varied cultures, history and heritage).
2. In the spirit of Truth and Reconciliation, it is recommended that the NISJ enter into a one-year contract with a Yukon First Nation Elder or other individual with a general knowledge of most Yukon First Nations to:
 - a. conduct a cultural relevancy and accuracy assessment of all NISJ courses to ensure that each appropriately and accurately reflects Indigenous culture and other components (by working with the NISJ and curriculum developers as new programs are developed);
 - b. proactively identify new training opportunities that are relevant to First Nation governments, communities and citizens; and
 - c. ensure that NISJ courses are *delivered* in culturally-relevant and sensitive ways (for example, having amplification so Elders can hear better, having Elders offer an opening and closing prayer, more group work and less 'lecturing', and arranging seating in talking circles).

This recommendation would further enhance the NISJ's reputation and capacity to build strong working relationships with Yukon First Nations and their citizens as they continue their efforts to build the capacity needed to implement their respective self-government agreements.

3. It is recommended that the NISJ work with course providers outside of Yukon (such as the Mental Health Commission of Canada) who own courses that the NISJ uses but cannot currently adapt to ensure courses are culturally relevant with respect to Yukon and Yukon First Nations. It is clear that Yukoners taking NISJ courses expect these considerations and realities to be reflected, and ideally, there should be no exceptions even with courses that are developed and packaged elsewhere.
4. It is recommended that the NISJ work with CYFN, the Training Policy Committee and other First Nation organizations to encourage and develop interested First Nation citizens to become curriculum developers or course instructors. This will help to ensure that the NISJ - as an organization - effectively includes the participation of Yukon First Nation citizens.

4. To what extent has the NISJ been fiscally responsible and accountable?

KEY EVALUATIVE INDICATORS

- 4.1 percentage of NISJ revenues from tuition/course fees and sources other than the Yukon Government.
- 4.2 percentage of NISJ-related Yukon College audit recommendations fully complied with (*not applicable as no recommendations have been identified through Yukon College audits*)
- 4.3 no NISJ annual operating deficits.
- 4.4 extent to which the Governing Council and Steering Committee members view the NISJ as being fiscally responsible.

CONCLUSION

The NISJ has made significant inroads toward fiscal sustainability over the past five years. The NISJ's innovative approach to develop 3rd party financial contracts with specific organizations to develop and provide courses tailored to their needs has generated over \$1.3 million in new revenues since 2013-14, of which \$1.1 million has been applied to the costs of operating and growing the NISJ. These new revenues represent 47 percent of the funds that the NISJ is receiving under the terms of its funding agreement with the Yukon Government.

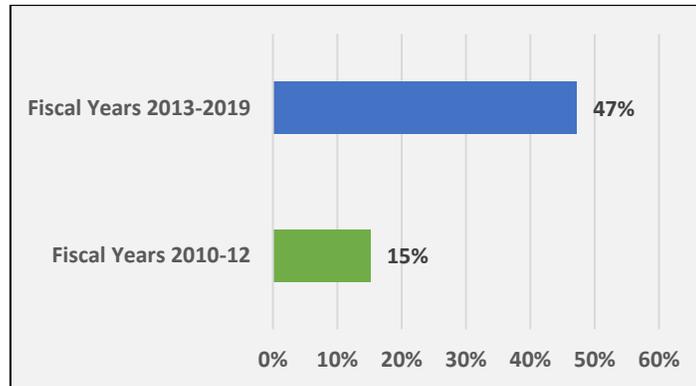
SUPPORTING EVIDENCE

1. Under the terms of its Transfer Funding Agreement with the Yukon Government, the NISJ is required to develop and utilize methods to reduce its reliance on Yukon Government funding. The NISJ has achieved this by entering into 3rd party contracts (such as with the RCMP, several Yukon First Nation governments, the Council of Yukon First Nations, some municipalities and several Yukon Government departments) to develop and deliver courses on their behalf. These fees are typically set and limited to an amount sufficient to cover service delivery costs, GST and Yukon College's 15 percent institutional overhead fee. The one exception is course fees for YFN-101 (in-person classroom training), which are set by Yukon College's First Nations Initiatives department.

Should the NISJ obtain 3rd party funds or any funds in addition to what is provided by the Yukon Government, under the Transfer Payment Agreement, the NISJ must inform the Funder of the amount and source collected. The Funder then has the discretion to *"reduce its contribution by such amount it considers appropriate, up to the amount of the additional assistance received or, if the Funder's contribution has already been made, require repayment of such amount."*

Between November 1, 2013, and March 31, 2018, the NISJ generated approximately \$1.3 million in revenues from 3rd party contracts, of which \$1.1 million has been applied to the costs of operating the NISJ (including course/curriculum development). This represents 47 percent (\$1,148,008/\$2,428,397) of NISJ's actual and anticipated operational budget (\$2,428,397) for the term of its Transfer Payment Agreement with the Yukon Government. This increase in 3rd party contract revenue is significant, given that the NISJ generated \$188,560 in similar revenues during the three-year period between April 1, 2010 and March 31, 2012. This amounted to 15 percent of the funding provided by the Yukon Government under the initial Transfer Payment Agreement in 2009. The following chart shows the NISJ's progress in achieving funding from other sources (chiefly, revenues from 3rd party contracts for the delivery of specific NISJ courses):

REVENUES GENERATED BY THE NISJ AS A % OF TOTAL ACTUAL/PROJECTED OPERATIONAL COSTS/YUKON GOVERNMENT FUNDING



- As evidenced by the financial tables presented later in this section, the NISJ has incurred no annual operating deficits during the evaluation period
- It should be noted that while the Yukon Government is providing the NISJ with approximately \$2.4 million in funding over the term of the current Transfer Funding Agreement, this amount does not include any course fees provided to the NISJ by individual Yukon Government departments. Between fiscal years 2013-14 and 2018-19, approximately \$269,000 (11 percent) of the \$2.4 million collected in 3rd party contract fees were generated from Yukon Government departments using their own operational or training budgets.

Further, under the terms of the Transfer Funding Agreement, the NISJ is reimbursed only for expenses incurred during the fiscal year. This means that any surplus the NISJ acquires through 3rd party contracts tends to be offset by a reduction in Yukon Government payments. This is due in part to the requirement that the NISJ not carry over any revenue to the following year: no surpluses are allowed.

- As noted earlier, the NISJ has generated approximately \$1,320,000 in 3rd party contract fees, of which approximately \$1,148,000 has been applied to the NISJ's operating costs. The difference of approximately \$171,000 is due to these fees being directly applied to expenses incurred by the NISJ regarding the federal government's *Pan-Northern Victim Service Worker Project*.

While the NISJ generates 3rd party fees, a portion of this revenue is to offset the costs associated with curriculum development (that is, for those courses that the NISJ delivers per the request of a contracting organization or department), which is why the amount of Yukon Government funding offsets are not directly correlated to NISJ gross revenue generated. Since 2013-14, the NISJ has incurred a total of \$213,000, of which approximately \$96,000 was billed back to the contracting organization or government department:

NISJ CURRICULUM DEVELOPMENT COSTS, BY FISCAL YEAR

	2013-14	2014-15	2015-16	2016-17	2017-18	2018 19	TOTAL
DEVELOPMENT COSTS	\$0	\$34,000	\$21,000	\$37,000	\$25,000	\$96,000	\$213,000

5. As identified in Schedule C of the Transfer Funding Agreement, the NISJ is required to submit activity and funding reports approximately every quarter (in addition to annual workplans and budgets). As mentioned in an interview with the Funder, the NISJ has done exactly what was required under the terms of the Transfer Payment Agreement by providing financial documentation and other information in accordance with the Funder's instruction (including not adding in revenue from the Yukon Government/Yukon College core funding agreement, nor from any Yukon Government funding programs). It was also noted that the NISJ has never submitted a late report.
6. The table on the following page presents the NISJ's revenues and expenditures per fiscal year, over the five-year review period.

RECOMMENDATIONS

1. As noted by the NISJ's Executive Director, the NISJ is not always eligible for funding from other sources to deliver training. It is recommended that the NISJ actively support First Nation governments in applying for training funds from sources such as Indigenous & Northern Affairs Canada's (INAC) Professional Institute Development program. Similarly, it is recommended that the NISJ actively support NGOs in applying for funding for training development and delivery.
2. The first two funding agreements were based on the presumption that the Yukon Government would provide the necessary and sufficient funding for the NISJ to operate. However, funding agreement signed in June of 2014 formally stipulated that the NISJ to "find ways to reduce its reliance on Yukon Government funding." There does not appear to be any formal mechanism to address what would happen should the NISJ find alternate sources of funding. Accordingly, it is recommended that the NISJ, Yukon College and the Yukon Government discuss having a *formal mechanism* in place for future agreements that clearly sets out what will happen should the NISJ achieve an annual surplus in its efforts to find alternate funding sources. Ideally, this arrangement would include some form of incentive for the NISJ, for example, a certain percentage of unanticipated annual revenues could be returned to the Funder (or be applied to an anticipated payment in a subsequent year), with the remaining percentage being invested into a multi-year reserve that could be accessed in support of curriculum development or other research activities, such as funding a study on how best to offer accredited courses or diplomas. Fundamentally, it is recommended that the NISJ use any surplus to make strategic or capital-related investments for its long-term future (i.e., over and above simply focusing on maintaining NISJ operations).
3. In addition, the NISJ and Yukon College should work with the Yukon Government and interested self-governing Yukon First Nations to develop a more stable and diverse funding and course pricing model that supports the NISJ's ongoing efforts to achieve long-term sustainability and reduce its reliance on Yukon Government funding. This can be achieved by developing new revenue streams and a more flexible course pricing structure to ensure that course fees are maximized while also ensuring that NISJ courses remain affordable for both participants and their organizations. This funding model would also address the need for the NISJ to establish a reserve fund that can be used for unexpected expenditures or to apply to new strategic initiatives.

NISJ REVENUES AND EXPENDITURES (ACTUALS) FROM APRIL 1, 2014 TO DECEMBER 31, 2018¹

	2014-15		2015-16		2016-17		2017-18 ²	
	\$	% OF TOTAL	\$	% OF TOTAL	\$	% OF TOTAL	\$	% OF TOTAL
REVENUES								
COURSE TUITION	\$160,010	23%	\$195,900	36%	\$207,200	37%	\$71,000	13%
YG FUNDING	\$545,530	77%	\$239,700	44%	\$349,000	62%	\$356,500	67%
YG SURPLUS FROM PRIOR YEAR	-	-	\$108,000	20%	-	-	-	-
3 RD PARTY CONTRACT FEES ³	-	-	-	-	-	-	\$98,600	19%
OTHER	\$1,000	0%	\$1,700	0%	\$2,900	1%	\$6,700	1%
TOTAL	\$706,540	100%	\$545,300	100%	\$559,100	100%	\$532,800	100%
EXPENDITURES⁴								
STAFFING	\$191,477	44%	\$254,300	50%	\$253,100	52%	\$235,900	44%
CURRICULUM DEVELOPMENT	\$34,400	8%	\$20,700	4%	\$36,600	7%	\$11,900	2%
PARTICIPANT BENEFICIARY ⁵	\$128,200	30%	\$184,100	37%	\$151,000	31%	\$151,500	28%
OTHER OPERATING COSTS	\$77,300	18%	\$47,100	9%	\$50,700	10%	\$142,300	26%
TOTAL	\$431,300	100%	\$506,300	100%	\$491,400	100%	\$541,600	100%
SURPLUS/DEFICIT	\$183,100		\$39,000		\$67,700		tbd	

1. All figures rounded to the nearest \$100; totals percentages may be affected.
2. Budgeted amounts only as 4th quarter results not currently available.
3. The Funder requested that the NISJ track course tuition revenues from 3rd party contracts as a separate line item for the 2017-18 fiscal year. Accordingly, the "course tuition" amounts identified in 2014-15, 2015-16 and 2016-17 include 3rd party contract revenues.
4. The 15 percent Yukon College administration fee (15 percent of total expenses less course delivery revenue) is not included in this analysis.
5. This refers to expenditures incurred for projects which provide a service to targeted individuals or individual beneficiaries.

5. Is the overall uptake or participation rate for NISJ courses sufficient to justify the investment of time and resources?

KEY EVALUATIVE INDICATORS

- 5.1 listing of courses offered and number of times offered
- 5.2 number of registered participants

CONCLUSION

The data clearly show that the number of unique NISJ courses offered, the number of times that they have been offered, and the number of participants who have taken them has increased quite substantially since 2013. This indicates that the investment of time and resources into the NISJ is justified in terms of overall participation in the courses that the NISJ offers.

SUPPORTING EVIDENCE

1. The following table presents a listing of all unique NISJ courses offered since April 1, 2013, the length of each course, the number of times it was offered, and the number of participants:

NISJ COURSES – BY COURSE LENGTH, NUMBER OF OFFERINGS AND PARTICIPANTS (2013-2018)

COURSE (LENGTH, IN HOURS)	NUMBER OF PARTICIPANTS / NUMBER OF TIMES COURSE OFFERED					
	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	TOTALS
A Wellness Day (6)					8/1	8/1
Advanced Decision-Writing (12)	5/1	5/1	8/1	10/1	4/1	32/5
Applied Suicide Intervention Skills (15)	15/1	21/2	24/2	41/4	116/9	217/18
Arbitration (6)			7/1	8/1	3/1	18/3
Assisting Individuals in Crisis (12)				3/1		3/1
Anxiety – Practical Intervention Strategies (6)					23/1	23/1
Case Management for Correctional Officers (36)	8/1	55/2	12/1			75/4
Classification Chair Training (21)			4/1			4/1
Core Competencies for FASD (6)	15/3	39/5	16/2	10/1		80/11
Crisis Response Planning (6)					14/1	14/1
De-escalating Potentially Violent Situations (6)					12/1	12/1
Ethics of Helping – Boundaries and Relationships (6)					25/1	25/1
Facilitating Restorative Conferences (6)				42/1		42/1
FASD Certificate Program (36)		29/1				29/1
FASD: Considerations for Practice (12)		63/1				63/1
FASD Informed Support (9)			12 (1)	31/3	41/2	84/6
For the Sake of the Children (3)			4/1			4/1
Forensic Interview Training (21)			24/1			24/1
Grief and the Frontline Professions (15)				21/1	20/1	41/2
Group Crisis Intervention (6.5)	5/1			6/1		11/2
Indigenous Dispute Res. and Systems Design (12)			46/1			46/1
Individual Crisis Intervention and Peer Support (6)	21/2	29/3				50/5
Living with Loss (3.5)		19/2	8/1			27/3
Loss Grief and Healing for Managers (3.5)		14/1				14/1
Loss, Grief, and Healing for Frontline Workers (12)		22/1	13/1			35/2

table continued on following page ...

COURSE (LENGTH, IN HOURS)	NUMBER OF PARTICIPANTS / NUMBER OF TIMES COURSE OFFERED					
	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	TOTALS
Mental Health First Aid (MHFA)Basic (12)		16/1			14/2	30/3
MHFA for Adults Who Interact with Youth (18)					16/1	16/1
MHFA Canada For Northern Peoples (18)	26/2	109/8	86/6	79/5	57/5	357/26
Navigating Trauma & Communications with YFNs (12)					7/1	7/1
Non-violent Communication (12)			15/1	24/1		39/2
Orientation to Health Info. & Privacy Mgmt. (12)			15/1	15/1		30/2
Practice and Procedures (15)	17/1	8/1	12/1	20/1	14/1	71/5
Probation Officer Training (36)			15/1			15/1
Regulatory Enforcement Compliance Training (35)	18/1			36/2	16/1	70/4
Residential School Awareness (6)				25/1	13/1	38/2
Restorative Practices & Effective Use of Circles (12)			42/1	86/2		128/3
Restorative Responses to Trauma & Adversity (12)				26/1		26/1
Right Use of Power (12)					10/1	10/1
Self-Regulating Behaviour Using EFT (6)	15/1				13/1	28/2
Self-Regulation for Our Clients and Ourselves (12)			8/1			8/1
Supporting Staff Through Loss & Grief (3.5)			18/1	42/2	13/1	73/4
Survival Skills for the First Responder (6)		26/2	22/3	6/1		54/6
Tapping Workshop (12)			8/1			8/1
Trauma Aware Practice- Managers (6)				9/1	10/1	19/2
Trauma Aware Practice- Frontline (12)				5/1	25/2	30/3
Trauma Informed Practice (12)				9/1		9/1
Trauma Training (18)	29/2	41/3	16/1	49/1		135/7
Trauma Training- Variation (6)		29/3	14/1	33/1	15/1	91/6
Understanding Legislation (6)	11/1	26/1	15/1	25/1	13/2	90/6
Vicarious Trauma Training (12)		34/1	25/3	13/1	19/2	91/7
Vicarious Trauma/Lateral Violence (6)			9/1			9/1
Working with Trauma (12)					33/2	33/2
YFNs History and Cultures Training (12)	85/5	150/9	82/5	76/1	63/4	455/24
YFN-101- In person (6)		19/1	13/2	163/1	569/27	764/31
YFN-101- Online (6)			121/4	169/2	211/3	501/9
TOTAL ALL PARTICIPANTS/COURSES	270/22	754/47	714/49	1,075/56	1,397/78	4,210/174
TOTAL ALL PARTICIPANTS/COURSES – MINUS YFN-101	270/22	735/46	580/43	743/46	617/48	2,945/157

Source: NISJ Quarterly Activities Reports, 2013-14 to 2017-18. Note that some figures may not correlate with reported figures due to timing differences in how data can be reported using the NISJ's database.

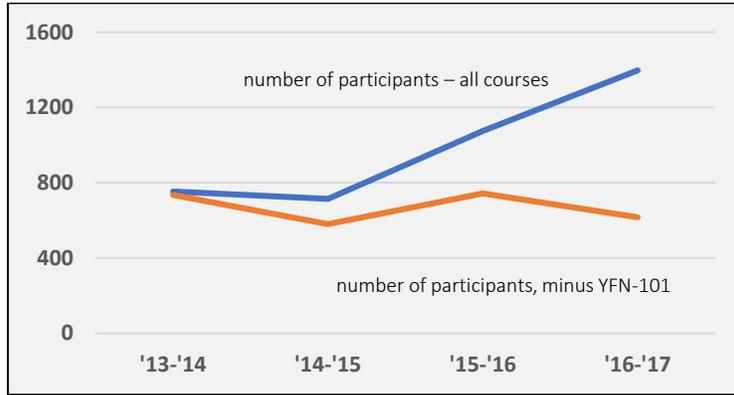
In terms of the most frequently offered NISJ courses since 2013-14:

COURSE	NUMBER OF COURSE OFFERINGS
YFN-101 (In person)	31
MHFA Canada For Northern Peoples	26
Yukon First Nation History and Cultures Training	24
Applied Suicide Intervention Skills	18
Core Competencies for FASD	11
YFN-101- Online	9

Source: NISJ Quarterly Activities Reports, 2013-14 to 2017-18

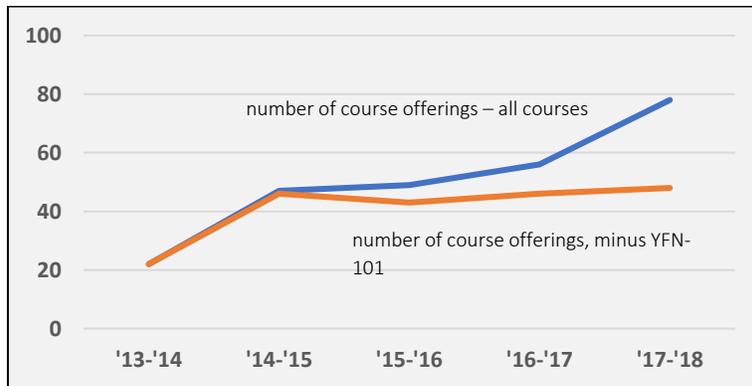
2. The following charts and tables identify, by fiscal year, the number of NISJ course participants, the number of unique NISJ courses, and the number of course offerings provided by the NISJ since 2013. Noting the significant incidence of Yukon First Nations 101 course offerings (in part due to this course being mandatory for some Yukon Government employees), the analyses separates the impact of YFN-101 on the data:

I. NUMBER OF NISJ COURSE PARTICIPANTS, BY FISCAL YEAR



	2010-12	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	TOTALS
TOTAL PARTICIPANTS	1,252	270	754	714	1,075	1,397	4,210
TOTAL – MINUS YFN-101		270	735	580	743	617	2,945
				3,186			

II. NUMBER OF NISJ COURSE OFFERINGS, BY FISCAL YEAR



	2010-12	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	TOTALS
TOTAL PARTICIPANTS	76	22	47	49	56	78	174
TOTAL – MINUS YFN-101		22	46	43	46	48	157
				183			

3. The charts and data clearly show that the number of unique courses offered, the number of times offered, and the number of participants who have taken them has increased quite substantially since 2013:
 - Since 2013-14, NISJ courses have been attended by a total of 4,210 registrants.
 - The number of participants between 2010 and 2012 was 1,252 (as noted in a prior NISJ evaluation); over the last three years, the combined number of participants has almost tripled to 3,186.
 - The number of participants taking an NISJ course in 2013-14 was 270; in 2017-18, this number is now 1,397.
 - The number of unique courses offered by the NISJ has more than doubled since 2013-14, from 13 in 2013-14 to 29 in 2017-18.
 - The number of course *offerings* (that is, the number of unique courses multiplied by the number of times they were offered) has almost quadrupled since 2013-14, from 22 to 78.
 - The number of course offerings between 2010 and 2012 was 76 (as noted in a prior NISJ evaluation); over the last three years, the combined number of course offerings has risen to 183.

The Impact of YFN-101

The trends presented above are slightly altered when YFN-101 course offerings are factored out. As shown in Table I, the number of participants, while still significantly above 2010-12 levels, has shown little growth over the past five years (in fact, a slight downward trend since 2015-16). The same is true when examining the growth of (non-YFN-101) course offerings (Table II). While YFN-101 has been a key driver of NISJ growth over the past few years, the benefit to the NISJ in terms of increased awareness and exposure in Yukon (and particularly among Yukon First Nation communities) due to attendance in this course is likely quite significant.

4. In terms of explaining the overall increase in the number of unique courses offered, the number of course offerings and the number of people taking them, two factors appear to be predominant. The first is the incredible amount of outreach done by the NISJ to engage with governments, organizations, the private sector and the overall Yukon community (through advertising) to bring a greater awareness of what the NISJ offers or could offer. The second factor is likely due to the NISJ establishing specific partnerships with organizations or government departments to develop and tailor training courses to their unique circumstances or specifications, thereby increasing the demand for NISJ courses.
5. While the NISJ has seen a significant increase in the number of participants taking NISJ courses, several stakeholders expressed concern regarding the NISJ's ability to encourage participants to take more than one course (which speaks to the degree of training integration). As the chart on the following page shows, only 22 percent (817) of NISJ participants since 2013-14 were repeat students who took more than one NISJ course. This is a slight improvement from the previous evaluative period (2010-12), where only 16 percent of NISJ participants had taken more than one course.

Given that there is a limit to the number of people employed in social justice fields in Yukon, and as discussed in another section of this report, the NISJ will need to find methods to either identify and develop new course offerings of interest; enhance its outreach to Yukoners, particularly those who live outside of Whitehorse and surrounding communities; or offer existing courses but at increasing levels of comprehensiveness and difficulty.

NUMBER OF TIMES A PARTICIPANT TOOK MORE THAN ONE NISJ COURSE (BETWEEN 2013-14 AND 2017-18)

COURSES TAKEN	NUMBER OF PARTICIPANTS	PERCENTAGE OF TOTAL
1	2,940	78%
2	534	14%
3	170	5%
4	67	2%
5	29	1%
6 or more	17	0%
Totals	3,757	100%

Source: Data Warehouse (search on non-credit courses with codes ASIS, COBT, FASD, JUST and YFN)

RECOMMENDATIONS

1. It is recommended that the NISJ obtain the services of a consultant to conduct a study to determine the reasons why the majority of participants have only taken one NISJ course, and what can be done by the NISJ and other training providers or coordinators (such as the Organizational Development Branch of the Yukon Government or the Training Policy Committee) to increase the degree to which NISJ courses are integrated. This study would also support discussions on whether there is a sufficient market for the NISJ to offer accredited courses as part of a social justice related diploma or degree.

6. How do participants rate the quality and difficulty of NISJ courses?

Grade: A

A B C D E F

KEY EVALUATIVE INDICATORS

6.1 ratings of course quality by course participants

6.2 ratings of course difficulty by course participants

CONCLUSION

Across the board, participants believe that NISJ courses (at least the 100 course offerings delivered between January 1, 2016 to February 28, 2018) are professional, well-organized and are sufficiently challenging in terms of course difficulty. For the most part, participants also indicate that the overall quality of teaching is excellent, demonstrating that the majority of participants believe they (and the organizations they represent) are getting value for their time and money.

SUPPORTING EVIDENCE

- Course surveys conducted from January 1, 2016 to February 28, 2018 show that approximately 98 percent of participants agree that the NISJ course they took was well-organized and well-presented. Similarly, 99 percent of participants believe that the quality of the teaching is acceptable, with 69 percent indicating that course quality is *perfectly acceptable*.

1. The course was well organized and presented – it was professional.							
	1- strongly disagree	2 -disagree	3 -sort of	4 -neutral	5 -somewhat agree	6 -somewhat agree	7 -completely agree
PARTICIPANTS	8	3	11	4	58	500	870
% OF TOTAL	1%	0%	1%	0%	4%	34%	60%
% OF TOTAL	2%				97%		

total number of respondents = 1,454

2. How would you rate the overall quality of the teaching?							
	1- totally unacceptable	2 - unacceptable	3 -slightly unacceptable	4 - neutral	5 – slightly acceptable	6 - acceptable	7 – perfectly acceptable
PARTICIPANTS	7	3	4	11	27	405	997
% OF TOTAL	0%	0%	0%	1%	2%	28%	69%
% OF TOTAL	0%				99%		

total number of respondents = 1,454

2. Surveyed participants also explained their responses to questions regarding the quality of the courses and teaching. The following themes were consistently heard:
- The use of real life examples and personal stories, case studies and people with lived experience to back up or support theory or practical lessons significantly enhance the quality of the NISJ experience for participants.
 - The more interactive a course is, the better it is. Participants noted that courses where they were mostly lectured to were not as meaningful or impactful as those that involved group discussions, role playing and the opportunity for brainstorming ideas and solutions. Interactive sessions tend to allow for greater engagement and retention, and as one participant noted, *"to facilitate a deeper exploration of the concepts that can help us be more effective in our jobs."*
 - Overall, participants noted that passion, the ability to make the course interactive, and subject matter knowledge were the three factors that determined whether an instructor was effective. It was also noted that most instructors tend to treat sensitive topics with, as one participant noted, "utmost care, respect and compassion," which is very important as many participants indicated that they could be triggered or upset by the difficulty of certain topics (for example, learning about the practices and impacts of the residential school system).
 - In terms of caveats, several participants noted that some instructors need to be mindful of not bringing in personal biases or political leanings, "rambling" and presenting subjective statements or beliefs as fact.

RECOMMENDATIONS

1. It is recommended that the NISJ develop a briefing for all instructors that incorporates the lessons learned from the participant survey findings to ensure that instructors consistently deliver courses in a manner that course participants believe makes NISJ course delivery and presentation more effective to them. This is critical given that the NISJ's reputation is largely determined by the quality of its courses and those that deliver them.
2. It is recommended that the NISJ develop a mentorship approach for new NISJ instructors whereby a qualified individual observes the course to provide feedback on how best to improve delivery and course presentation, with particular focus on ways to ensure that all courses are as interactive as possible.

7. What is the NISJ's reputation amongst stakeholders?

Grade: A

A B C D E F

KEY EVALUATIVE INDICATORS

8.1 extent to which interviewed stakeholders view the NISJ's reputation.

CONCLUSION

Among stakeholders, the NISJ has an extremely positive reputation in Yukon. This is in large part due to the efforts of NISJ's Executive Director to focus on outreach and developing the partnerships that have allowed the NISJ to grow, as well as showing significant flexibility in working with government departments and NGOs to tailor courses and course delivery specific to their needs.

SUPPORTING EVIDENCE

Based on the interviews conducted with NISJ leadership, key partners and curriculum developers/course trainers, it is clear that the NISJ has a very positive reputation. Feedback provided includes:

"The NISJ opens a lot of doors and has a great deal of credibility as a result of its connection with Yukon College. [The Executive Director] is super-receptive to connecting to community needs."

"The NISJ has been very collaborative and flexible with Yukon First Nations. They anticipate needs well (such as having trained emotional support people and Elders attend certain courses) and are flexible in terms of altering costs, dates and where the training is delivered."

"The NISJ's [Executive] Director has made many connections from many different parts of society. The NISJ is very open – much more than what is seen elsewhere – to new ideas and piloting new courses and content. The NISJ is very accommodating but also straightforward with what can be done and what they can do. Great to work with and great work they do."

"The NISJ have been an incredible support for us offering workshops. They are always available with and for questions, and they have taken on a lot of the work that we simply don't have the capacity or time to be able to do."

RECOMMENDATIONS

none

8. How successful has the NISJ been in leveraging existing community and governmental resources through partnerships?

Grade: A+

A B C D E F

KEY EVALUATIVE INDICATORS

9.1 extent to which interviewed stakeholders view the NISJ's abilities to establish, maintain and leverage partnerships.

9.2 percentage of NISJ revenues from tuition/course fees and sources other than the Yukon Government.

CONCLUSION

The NISJ has been extremely successful in developing and leveraging a wide range of important partnerships.

SUPPORTING EVIDENCE

The NISJ has been incredibly successful in meeting a wide variety of training needs through partnerships, casual hires and contracts with experts in the private sector, NGOs, Yukon Government departments and Yukon College. The NISJ typically works with contractors who have a combination of extensive knowledge and frontline experience to ensure a Yukon context in the courses that the NISJ provides. In some cases, private sector contractors have been certified to deliver standard courses developed by other organizations. Depending on the course, the NISJ may fund curriculum development costs, provide course organization, registration and classrooms (if available), while the partner provides the subject matter expertise and instructors.

One such example is the NISJ's partnership with the [Fetal Alcohol Syndrome Society Yukon \(FASSY\)](#). This partnership began in 2010, in which the NISJ and FASSY have worked together to develop, refine and deliver Fetal Alcohol Syndrome Disorder (FASD) training. The NISJ provides funding for curriculum development, manages training requests and coordinates course delivery, whereas FASSY provides the instructors and covers, where it can, travel expenses to rural Yukon communities. FASD courses are subsequently delivered to the public and by contract to organizations.

The NISJ also develops and strengthens partnerships by creating interdepartmental or interagency working groups to explore training needs and determine next steps. For example, the NISJ continues to collaborate with the [Interagency Working Group on Disability \(IWGD\)](#) with respect to various training opportunities. Through this partnership, participating NGOs have identified three common core competencies for their staff and are exploring various approaches to meet these training needs (that is, by NISJ or other training organizations). Discussions have also been centred on how to effectively address the costs of curriculum development and the delivery of training needs. The NISJ paid the salary of a Yukon College employee for two months to provide preliminary research for the working group. Since then, the IWGD has obtained the full-time services of a project manager/curriculum developer.

How Does the NISJ Identify Training Needs?

The NISJ determines current and emerging training needs through a variety of sources and processes. Typically, this involves the findings of multi-governmental collaborative processes such as the Yukon Government's Corrections Consultation, discussions with staff and managers of NGOs, governments and agencies (such as the RCMP), input from the Yukon College President's Advisory Committee on First Nation Initiatives and NISJ Governing Council discussion, NISJ-coordinated 'roundtables', feedback obtained via presentations to groups and organizations, and instructor, curriculum developer or student feedback.

Another example of where the NISJ has been very successful in building and leveraging meaningful partnerships is with the Yukon Government. In working with the Department of Health and Social Services (H&SS) and Mental Health Services (MHS) under the Yukon Government's Mental Wellness Strategy, for example, the NISJ manages and coordinates training requests on behalf of MHS and H&SS, while they provide course instructors at no charge to the NISJ. Leveraging the strengths of each, these collaborations have allowed the NISJ, H&SS and MHS to deliver mental first aid training and other related courses in Whitehorse and to some rural communities, sometimes at little to no cost to participants.

The NISJ also maintains relationships with the University of Regina, University of Saskatchewan and University of Fairbanks, Alaska, to explore possibilities for working together. One such contact resulted in delivering Residential Schools Awareness to University of Carlton journalism students in Whitehorse in July of 2017 and will do so again in July 2018.

Finally, the NISJ has and continues to work with a number of education and training organizations similar to the NISJ, such as the Crisis and Trauma Resource Institute, the Right Use of Power Institute, the International Critical Incident Stress Foundation, the International Institute of Restorative Practices (Canada). The NISJ also worked with the Justice Institute of British Columbia between 2010 and 2012. The NISJ's collaboration with, for example, the Right Use of Power Institute (RUPI) resulted in a private instructor associated with RUPI delivering a course in Whitehorse for the NISJ, which in turn has resulted in a Yukon-based instructor becoming certified to provide this training at some point in 2018-19.

RECOMMENDATIONS

none

9. Moving forward, what are the key challenges and opportunities facing the NISJ?

KEY EVALUATIVE INDICATORS

10.1 extent to which interviewed stakeholders provide input on this matter.

10.2 extent to which course participants provide input on this matter.

CONCLUSION

The NISJ faces a number of key challenges, including how best to ensure a continued demand for NISJ courses; how best to address the need for the NISJ to offer more than certificates of completion; the need to develop an NISJ human resource plan and succession plan; and the necessity of ensuring that NISJ course offerings remain current and relevant to the needs of Yukoners (both in terms of what is offered, and how).

Challenge #1

How best to ensure a continued demand for NISJ courses?

Yukon has a relatively small population base, which means that the NISJ cannot simply rely on population growth to sustain the levels of growth it has sustained over the past five years.

Recommendations:

1. It is recommended that the NISJ foster a closer working relationship with the Yukon Government's (Public Service Commission) Organizational Development Branch to facilitate the NISJ having the first opportunity to determine whether a training need can be accommodated and/or developed by the NISJ. Obtaining required training from southern training providers can be costly and not as effective given that these providers will likely need to spend a significant amount of time understanding and incorporating Yukon and Yukon First Nation perspectives and background into their courses. Given that the Yukon Government is spending up to \$2.4 million for the NISJ over the term of the amended Transfer Payment Agreement, it makes financial sense for the Organizational Development Branch to strengthen its coordination efforts with and support for the NISJ.
2. Similarly, it is recommended that the NISJ foster a closer working relationship with the Training Policy Committee (TPC) to better understand and co-ordinate the training needs of First Nation governments. A key first step would be to examine ways to effectively reflect the TPC's 2016 "*Baseline Assessment of Yukon First Nation Government Workers*" and 2016 "*Rebuilding Yukon First Nation Literature Review: Effective Training Areas, Approaches and Techniques*". This will provide the NISJ with greater access to First Nation communities outside of Whitehorse, thereby increasing the number of future course participants.
3. The course participant surveys indicate that the majority of NISJ courses attempt to strike a balance between the level of course difficulty with the diverse academic backgrounds and experiences of participants. Furthermore, the feedback suggests that the majority of NISJ courses are offered at a relatively basic or foundational level (not a criticism, though 83 participants did rate their NISJ course as 'too easy'). It is recommended that the NISJ work with curriculum developers and instructors to develop intermediate and advanced courses that would interest participants seeking a more in-depth understanding of the issues and who have expressed a desire to learn more advanced skills. For example, the NISJ could offer several levels of Trauma Training, each with increasing levels of comprehensiveness and difficulty. This recommendation would also potentially increase the number of future course participants.

Challenge #2

How best to address the need for the NISJ to offer more than certificates of completion?

A number of course participants and many stakeholders have identified the need for the NISJ to move beyond simply providing courses in which a participant can only obtain a certificate of completion to also offering accredited courses that individuals can take as part of a professionally-recognized certification or even a degree that can enhance people's ability to find work or obtain promotion in social justice fields. This is particularly important for individuals without degrees or diploma: a case worker might have 20 years of experience in their community, but promotional opportunities will be hard to come by. Being able to obtain a certificate or diploma in Yukon would make a significant difference for people in these situations. Having the ability to offer accredited courses would also clearly enhance the NISJ's status as a professional development organization. It should be noted that the certification or diploma need not come from Yukon College; accredited NISJ courses could be used to obtain certifications from other institutions. As one interviewee noted, the NISJ could also be set up similar to the National Institute of Disability Management and Research (NIDMAR), where the NISJ would establish relationships with practitioners and professionals to develop or adopt a suite of professional standards that meet national or international guidelines, and then develop a menu of necessary and related courses that could be taken over time. Once a participant takes a required number of courses or modules, the NISJ could steward a multiple-choice exam (developed by established practitioners and professionals) for which those who achieve a certain grade could obtain a professionally-recognized 'social justice' designation.

Recommendation:

1. It is recommended that the NISJ create a working group with key partners (including Yukon College, the Council of Yukon First Nations and the Yukon Government's Organizational Development branch) to identify the feasibility of creating a secondary training stream whereby interested individuals can bundle NISJ courses or modules into a certificate, diploma or degree. This will necessitate the need to determine what is required (for example, taking an exam) for NISJ courses to be accredited and form part of a diploma or degree program. These discussions would also include the development of an appropriate pricing model that supports the NISJ's efforts to be less dependent on Yukon Government funding, while at the same time remaining affordable to those who seek or require a social justice related diploma or degree.

Challenge #3

The need to develop an NISJ human resource plan and succession plan.

As clearly noted in the stakeholder interviews, the success of the NISJ can be traced, in part, to the efforts of the Executive Director (on secondment from the Department of Justice), who has been with the NISJ since its inception in 2009. The wealth of knowledge and 'corporate history' that may be lost when the current Executive Director leaves or retires is concerning and suggests the need for the NISJ to begin some form of succession planning to ensure that the NISJ can effectively continue under new leadership.

In addition, the NISJ has undergone significant growth since 2010-13, with the number of courses, course offerings, participants and outreach/partnership development increasing fairly substantially. This implies that the initial human resource model of two FTEs (an Executive Director and a Coordinator) may require adjustment to ensure that the NISJ has sufficient staffing to meet current and future demands and challenges.

Recommendation:

1. It is recommended that the NISJ begin work with Yukon College's human resource team to develop an NISJ succession plan in order to identify individuals within Yukon College or elsewhere that would be interested in job shadowing or mentoring opportunities with the NISJ's current Executive Director.
2. It is recommended that the NISJ create a full-time, mid-level policy analyst position to support the NISJ's Executive Director in terms of research, strategic planning and partnership development. This also provides the Executive Director with more time to focus on strategic efforts to continue the NISJ's growth, including exploring the degree to which the NISJ can offer accredited courses and diplomas (either through Yukon College or through training-related institutions established elsewhere).

Challenge #4

The necessity of ensuring that the NISJ's course offerings are current and relevant to the needs of Yukoners (both in terms of what is offered and how it is offered).

The NISJ has been operational since 2010, for eight years and counting. While the NISJ is now well-established within the Yukon College structure and most Yukoners are aware of what it offers, the NISJ still faces competition from other training institutions and providers, both inside and outside Yukon. As noted by several partners, the Yukon Government and Yukon First Nation governments continue to use training providers from down south. To ensure that the NISJ continues to be relevant to the needs of Yukon Governments and NGOs, it is time for a comprehensive, community-engaged strategic planning process to more clearly define the NISJ's purpose; to identify opportunities for growth, including the offering of accredited courses and diplomas and the expansion the NISJ's market to the Northwest Territories and Nunavut (either directly by NISJ course instructors or through partnerships with other related organizations); to address the recommendations contained in this report; and to address any challenges or opportunities that subsequently arise.

Recommendation

1. It is recommended that the NISJ undertake the development of an **impact-based strategic plan** to guide its future path over the next five to ten years. This strategic plan would address the recommendations contained in this report as well as reflect the input of numerous stakeholder groups across Yukon (particularly those that will directly or indirectly benefit from the NISJ).

EVALUATION APPENDICES

APPENDIX A

List of Organizations/Individuals Interviewed

I. NISJ Governing Council and Evaluation Steering Committee Members

1. Karen Barnes | President | Yukon College
2. Lesley McCullough | Deputy Minister | Department of Justice (Yukon Government)
3. Thomas Ullyett | A/Public Service Commissioner | Public Service Commission (Yukon Government)
4. Valerie Royle | Deputy Minister | Tourism and Culture (Yukon Government)
5. MaryRose Metcalfe | Labour Market Development Officer, AEB | Department of Education (Yukon Government)
6. Ruth Massie | former Grand Chief | Council of Yukon First Nations
7. Andrew Richardson | Dean, Applied Arts Division | Yukon College
8. Pamela Hine | President | Yukon Housing Corporation
9. Patricia Daws | former Public Services Commissioner | Public Service Commission (Yukon Government)
10. Joanne Lewis | Executive Director | Northern Institute of Social Justice

II. Selected Partners or Clients

1. Sergeant Glenn Ramsay | RCMP
2. Stacey Jones | Executive Director | Hospice Yukon
3. Susan Glynn-Morris | Project Manager | Training Policy Committee
4. Lynn Sparks | Health & Education Manager | Ta'an Kwäch'än Council
5. Robyn Parker | Policy Analyst | Health and Social Services (Yukon Government)
6. Marie Fast | Manager, Corporate Health & Safety | Yukon Government Public Services Commission
7. Nathan Gerbrandt | Managing Director | Crisis and Trauma Resource Institute (Winnipeg)
8. Lori Duncan | Health and Social Development Director | Council of Yukon First Nations
9. Hailey Hechtman | Executive Director | Teegatha oh'Zeh
10. Wenda Bradley | Executive Director | FASSY

III. Selected Curriculum Developers and Course instructors

1. Stacey Burnard | Self-Regulation/Mental Wellness Toolkit
2. Don Aubin | Regulatory Enforcement Compliance Training
3. Jackie MacLaren | Trauma Training, Vicarious Trauma Training
4. Tosh Southwick | Yukon First Nations 101, YFNs History and Cultures Training
5. Davida Wood | Yukon First Nations 101, YFNs History and Cultures Training
6. Bruce Willis | Introduction to Arbitration, Understanding Legislation

Stakeholder Interview Questions

I. NISJ Governing Council and Evaluation Steering Committee Questions

1. A key NISJ long-term impact is that Northerners have access to a wide range of culturally relevant social justice related education and training opportunities in Yukon. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe the NISJ has been in achieving this impact? What is the reasoning for your response, and what suggestions do you have moving forward?
2. A key NISJ long-term impact is that Northerners *in social-justice fields* develop or enhance skills and knowledge that they can incorporate into their interactions with clients and colleagues. On a scale of 1 to 5, where 1 = *no difference at all* and 5 is *a significant difference*, is your sense that overall skill levels in social justice related fields in Yukon are stronger, more effective since the NISJ began delivering training courses in 2010? What is the reasoning for your response?
3. A key NISJ long-term impact is that Yukon First Nation governments are active partners in engaging and supporting Indigenous people to develop the skills and capacity needed to effectively participate in social justice related fields, and in a way that meaningfully reflects Indigenous values, teachings and culture. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe NISJ been in achieving this impact? What is the reasoning for your response, and what suggestions do you have moving forward?
4. A key NISJ long-term impact relates to financial and operational sustainability. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe the NISJ has been in leveraging existing community, governmental and other resources to ensure that the NISJ is financially and operationally sustainable? What is your reasoning for your response, and what suggestions do you have moving forward?
5. While this evaluation is focused on assessing the NISJ's effectiveness since 2013, it is expected that the recommendations will inform the development of an impact-based NISJ strategic plan to guide the NISJ's future. What do you believe are the key challenges facing the NISJ over the coming years that need to be planned for and addressed? What do you believe are the key opportunities that the NISJ should explore to enhance overall effectiveness?
6. Is there any other information or thoughts that you feel are relevant to this evaluation?

II. Key Partner/Client Questions

1. A key NISJ long-term impact is that Northerners have access to a wide range of culturally relevant social justice related education and training opportunities in Yukon. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe the NISJ has been in achieving this impact *with respect to your organization*? What is the reasoning for your response, and what suggestions do you have moving forward?
2. A key NISJ long-term impact is that Northerners *in social-justice fields* develop or enhance skills and knowledge that they can incorporate into their interactions with clients and colleagues. On a scale of 1 to 5, where 1 = *no difference at all* and 5 is *a significant difference*, is your sense that overall skill levels in social justice related fields in Yukon are stronger, more effective since the NISJ began delivering training courses in 2010? What is the reasoning for your response?
3. A key NISJ long-term impact is that Yukon First Nation governments are active partners in engaging and supporting Indigenous people to develop the skills and capacity needed to effectively participate in social justice related fields, and in a way that meaningfully reflects Indigenous values, teachings and culture. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe NISJ been in achieving this impact? What is the reasoning for your response, and what suggestions do you have moving forward?

4. In what ways has your partnership with the NISJ enhanced your organization's ability to make a difference in Yukon and the people your organizations help? Any suggestions on how this partnership can be enhanced?
5. While this evaluation is focused on assessing the NISJ's effectiveness since 2013, it is expected that the recommendations will inform the development of an impact-based NISJ strategic plan to guide the NISJ's future. What do you believe are the key challenges facing the NISJ over the coming years that need to be planned for and addressed? What do you believe are the key opportunities that the NISJ should explore to enhance overall effectiveness?
6. Is there any other information or thoughts that you feel are relevant to this evaluation?

III. Course Instructor Questions

1. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective has the NISJ been in supporting you as someone who delivers courses on behalf of the NISJ? What is the reasoning for your response, and what suggestions do you have to enhance your working relationship with NISJ?
2. A key NISJ long-term impact is that Northerners have access to a wide range of culturally relevant social justice related education and training opportunities in Yukon. From what you have heard from students and colleagues, are there subject matter areas that the NISJ should be exploring in order to better achieve this impact?
3. A key NISJ long-term impact is that Yukon First Nation governments are active partners in engaging and supporting Indigenous people to develop the skills and capacity needed to effectively participate in social justice related fields, and in a way that meaningfully reflects Indigenous values, teachings and culture. On a scale of 1 to 5, where 1 = *not at all effective* and 5 is *completely effective*, how effective do you believe the NISJ has been in achieving this impact? What is the reasoning for your response, and what suggestions do you have moving forward?
4. While this evaluation is focused on assessing the NISJ's effectiveness since 2013, it is expected that the recommendations will inform the development of an impact-based NISJ strategic plan to guide the NISJ's future. What do you believe are the key challenges facing the NISJ over the coming years that need to be planned for and addressed? What do you believe are the key opportunities that the NISJ should explore to enhance overall effectiveness?
5. Is there any other information or thoughts that you feel are relevant to this evaluation?

APPENDIX C

Listing of Documents/Files Reviewed for the Evaluation

1. NISJ Evaluation Plan for 2017/18 (developed in 2015, revised slightly in December 2017)
2. NISJ Quarterly Activities Reports (2013/14 – 2017/18)
3. NISJ Funding Report (February 14, 2018)
4. Analysis of NISJ External Funding Offsets and External Funding Sources (February 14, 2018)
5. NISJ Annual Work Plans (for 2014-15; 2015-16; 2016-17; 2018-19)
6. Transfer Payment Agreement Between Yukon College and Government of Yukon (2015)
7. Evaluation of the NISJ: Findings Synthesis (Submitted by Vector Research, 2013)
8. Training Policy Committee: Baseline Assessment of Yukon First Nation Government Workers (2016)

Participant Surveys

Survey A

(completed on-site following course conclusion)

1. **The course was well organized and presented – it was professional.**
[Using a 7-point Likert Scale, from "strongly disagree" to "strongly agree"]

2. **How would you rate the overall quality of the teaching?**
[Using a 7-point Likert Scale, from "totally unacceptable" to "perfectly acceptable"]

3. **The course provided information I need to develop new knowledge or skills that I can use in my work.**
[Using a 7-point Likert Scale, from "strongly disagree" to "strongly agree"]

4. **The course appropriately and sufficiently reflected Yukon First Nations cultures and values.**
[Using a 7-point Likert Scale, from "strongly disagree" to "strongly agree"]

5. **The most valuable aspect of this course for me was:**

6. **The least valuable aspect of this course for me was:**

7. **Was there anything that you learned from this course that you could use in your work with clients or colleagues? Yes or No, and what is your main reason(s) for saying that?**

8. **Please rate the general difficulty of the course, and why:** Too easy Just right Too difficult

9. **Additional comments re: possible areas for improvement?**

Survey B

(emailed three months after end of course to working professionals)

1. Please list up to two ways in which you have changed how you work with clients, colleagues or the community through what you learned by taking this course.
2. 'Yes' or 'No', did the instructor discuss how to practically change or improve work practices to reflect lessons learned in the course? If 'No', would this information have been helpful to you, and in what way would it have been helpful? If 'Yes', was this advice helpful to you, and what suggestions do you have to improve it?
3. Now that three months have passed since you took this course, what advice would you give to help improve the course's effectiveness, particularly in applying the concepts learned in the course into your work with clients, colleagues or the community?

APPENDIX E

NISJ REPORTING RELATIONSHIPS & STRUCTURE



Note: The Communities, Innovation and Development Division is co-directed by the Executive Director of the Centre for Northern Innovation in Mining (CNIM) and the Executive Director of the First Nations Initiative (FNI).

APPENDIX F

NISJ Evaluation Matrices (Revised)

A key component of any evaluation methodology is the evaluation matrices that establishes which data are required to assess each evaluation question, and how that data will be collected. The following tables articulate NISJ's data collection strategy with respect to the 12 evaluation questions under study.

EVALUATION QUESTION	INDICATORS	METHODOLOGY	DATA SOURCE
1. To what extent have NISJ courses led to participants incorporating new skills and knowledge into their interactions with clients and colleagues, thereby improving their effectiveness in their jobs?	1.1 percentage of professionals who can list at least two practical ways in which what they learned through an NISJ course led to a change in their practice with clients and/or colleagues.	participant survey	Survey B (Qn. #1)
	1.2 percentage of professionals who believe that the instructor discussed how to practically change or improve work practices	participant survey	Survey B (Qn. #2)
	1.3 percentage of all course participants who believe NISJ courses provide new knowledge/skills for the workplace that could be used with clients or colleagues to improve job effectiveness.	participant survey	Survey A (Qns. #3, #6 and #7)
	1.4 extent to which interviewed stakeholders indicate that NISJ has overall improved their skill level in their job.	stakeholder interviews	26 interviews w/ leadership, partners, lecturers
2. To what extent has the NISJ enhanced the ability of Northerners to access a wide range of social justice related education and training opportunities in Yukon? Are there access/delivery concerns and training gaps yet to be addressed?	2.1. extent to which interviewed stakeholders indicate that NISJ courses are accessible to Yukoners.	stakeholder interviews	26 interviews with leadership, partners, lecturers
	2.2 extent to which course participants indicate possible areas for improvement re: access and training gaps.	participant survey	Survey A (Qn. #9)

EVALUATION QUESTION	INDICATORS	METHODOLOGY	DATA SOURCE
3. To what extent has the NISJ been successful in engaging with First Nation governments to provide their citizens with opportunities to develop the capacity they need to effectively participate in social justice related fields, while also ensuring that NISJ courses are reflective of Indigenous cultures, values, perspectives and traditional knowledge?	3.1 extent to which course participants view that NISJ courses reflect Yukon First Nation cultures and values.	participant survey	Survey A (Qn. #4)
	3.2 extent to which stakeholders indicate that NISJ courses reflect Yukon First Nation cultures and values.	stakeholder interviews	26 interviews with leadership, partners, lecturers
	3.3 NISJ participant and completion rates for those individuals who self-describe on their course registration form as First Nation relative to non-First Nation participants.	document review	not available (see Data Limitations in Introduction)
4. To what extent has the NISJ been fiscally responsible and accountable?	4.1 percentage of NISJ revenues from tuition/course fees and sources other than the Yukon Government.	document review	NISJ Funding Report
	4.2 percentage of annual Yukon College audit recommendations relating to the NISJ fully complied with.	document review	n/a
	4.3 no annual operating deficits.	document review	NISJ Funding Reports
	4.4 extent to which the Governing Council and Steering Committee members view the NISJ as being fiscally responsible.	stakeholder interviews	Governing Council views
5. Is the overall uptake or participation rate for NISJ courses sufficient to justify the investment of time and resources?	5.1 listing of courses offered and number of times offered	document review	NISJ Quarterly Reports
	5.2 number of registered participants	document review	NISJ Quarterly Reports
6. How do participants rate the quality and difficulty of NISJ courses?	6.1 ratings of course quality by course participants	participant survey	Survey A (Qns. #1, 2)
	6.2 rating of course difficulty by course participants	participant survey	Survey A (Qn. #8)
7. What is the NISJ's reputation among stakeholders?	8.1 extent to which interviewed stakeholders view the NISJ's reputation.	stakeholder interviews	26 interviews with leadership, partners, lecturers

EVALUATION QUESTION	INDICATORS	METHODOLOGY	DATA SOURCE
8. How successful has NISJ been in leveraging existing community and governmental resources through partnerships?	9.1 extent to which interviewed stakeholders view the NISJ's abilities to establish, maintain and leverage partnerships.	stakeholder interviews	26 interviews with leadership, partners, lecturers
	9.2 percentage of NISJ revenues from tuition/course fees and sources other than the Yukon Government.	document review	NISJ Funding Report
9. Moving forward, what are the key challenges and opportunities facing the NISJ?	10.1 extent to which stakeholders provide input on this matter.	stakeholder interviews	26 interviews with leadership, and key partners
	10.2 extent to which course participants provide input on this matter	participant survey	Survey A (Qn. #9)