

VOICE Research Project
Community Protocol for
Opaskwayak Cree Nation Community
Circle



Social Sciences and Humanities
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Canada 

This community protocol has been developed for the specific purpose of the VOICE Research Project activities under the direction of the Opaskwayak Education Authority acting as the Opaskwayak Cree Nation Community Circle.

Individuals are welcome to use this protocol in whole or in part; however, we ask that acknowledgement be given to its author, Dr. Karen Rempel, and to the VOICE Research Project, a community-university research alliance, between Brandon University and the University College of the North.

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Overview

This booklet is the *Vital Outcome Indicators for Community Engagement* (VOICE) Community Protocol for Opaskwayak Cree Nation (OCN). It contains basic information about the VOICE Research Project as well as a set of operating guidelines for the VOICE Research Project activities located in and around the community of the Opaskwayak Cree Nation, Manitoba.

Part I of this document presents information on Opaskwayak Cree Nation cultural codes that should be observed by all VOICE team members.

Part 2 of this Protocol presents an overview of the VOICE Research Project including the six major areas of activities.

Part 3 consists of recommended guidelines and checklists that the OCN VOICE Community Circle should use to ensure that the essential elements of the VOICE Research Project are sustained throughout the life of the project.

Appendix A presents a Research Collaboration Agreement and Appendix B sets out a research plan to be used in for all VOICE Research Activities. Appendix C includes a form for submitting requests for funding for success pathways activities.

The OCN Community Circle and the VOICE research team members are encouraged to continually review and modify these guidelines throughout the project. Specifically, on an annual basis, the VOICE Project Research Team will review and update the protocol to ensure that the guidelines are current and functioning well in OCN.

Part 1: VOICE Community Protocol for Opaskwayak Cree Nation

The VOICE Research Project is aimed at communities and researchers working together to help First Nations, Métis and Inuit (FNMI) children and youth achieve educational or career success. Each community involved in the VOICE Research Project has been asked to establish a Community Circle. The functions of the VOICE Community Circle are to:

- serve as the driving force and main decision-making body concerning local issues pertaining to the project
- set the local agenda of activities
- review or set action plans
- review the progress of activities
- assist with communicating results to the community

Community Circles and researchers from Brandon University (BU) and University College of the North (UCN) are expected to collaborate and to work in partnership on VOICE activities. A large part of working together involves the establishment of a respectful relationship that includes respect for community traditions, practices, and observances. As well, each community involved in the VOICE Research Project has a different set of traditions that are unique to their community.

The OCN Community Circle is the first point of contact for all activities relating to the VOICE research project on the Opaskwayak Cree Nation. Appendix A contains the guidelines for VOICE research and success pathways activities.

Cultural Codes of Conduct in OCN

According to the Tri-Council Policy Statement (2010), all researchers “have an obligation to become informed about, and to respect, the relevant customs and codes of research practice that apply in the particular community or communities affected by their research (p.117).”

The following excerpt comes from the Assembly of Manitoba Chiefs website - Elders – General Information <http://www.manitobachiefs.com/>

Elders who follow the life ways of First Nations generally expect tobacco to be offered for information or any other request that requires spiritual guidance. Therefore, protocol in gatherings is very important considering the diversity of belief systems in First Nations. One way of addressing this issue is to allow Elders to take tobacco from an offered bowl or a pouch of tobacco. In this way, the person accepts or declines the tobacco and everyone is comfortable. Gifts are appropriate for those who do not accept tobacco. Gift and/or honoraria are used to indicate how much the service is valued. Some Elders like a cup of tea and a lunch as a sign of respect and thankfulness when individually they are asked to come to the school.

Each First Nation has its own protocol. In some First Nations, the Elders offer their teaching as a grandmother or grandfather teaching their grandchildren therefore tobacco, gifts, and honoraria are not required but respect is shown in other ways.

For example, the organizations may have a dinner in the Elders honor during the year or give them gifts at Christmas or honor them in other ways.

Paying an Elder an honorarium is commonplace since Elders also need to live & eat. Elders carry a great deal of knowledge that is of equal value to a university education and this must be respected at all times.

*TIPENTISOWIN*TIIPAYNIIMISOOWIN*EMAT'ACHNA*THENE-KO'THED*TIBEMITSIN* In discussing "self-government" with elders, they referred to a concept that is common to all First Nations languages and cultures. This concept defines the basis for "self-government" as we see it.

"Tiipayniimisoowin is owning yourself and your destiny. It is a right given to all people by the Creator. It is what makes us human."

Joseph I. Keeper

"In our Anishinabe language, we understand the concept of Tipentisowin, which means that the Creator gave us laws that we should live by. The Creator gave us everything we need to live. This is how we should understand the Treaties."

Elder Mervin Huntinghawk

Community Protocol for Opaskwayak First Nation

In March 2012, the Chief and Council of Opaskwayak Cree Nation approved the motion that the Opaskwayak Education Authority (OEA) Board of Directors be designated as the Opaskwayak Cree Nation Community Circle for the Brandon University/University College of the North VOICE Research Project. Since that time, the Education Director of OEA has been the first point of contact for the VOICE Project in OCN.

Part 2: The VOICE Research Project

Over the next five years (2011-2015), the *Vital Outcome Indicators for Community Engagement (VOICE) Research Project* will bring together community partners, organizations and university researchers for the purpose of helping children and youth from First Nations, Métis and Inuit (FNMI) in northern Manitoba to achieve educational and career success.

The VOICE project officially began in 2011 when it was awarded a five-year, community-university research partnership funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada. Development of the project began in 2010 when a team of researchers from the Faculty of Education at Brandon University (BU) and from the University College of the North (UCN) came together to talk about what they could do in their Teacher Education Programs to address the education and career gap between Aboriginal and non-Aboriginal children and youth.

This team identified six areas of activities to help FNMI children and youth achieve success. These were:

1. Capacity building of communities and individuals
2. Development of community-based indicators of success
3. Support for and/or development of success pathways
4. Evaluation of success pathways
5. Knowledge mobilization
6. Sustainability of activities.

Fundamental Requirements of a CURA

The VOICE Research Project is a Community-University Research Alliance (CURA) project. The Social Science and Humanities Research Council (SSHRC) of Canada fund CURA projects. SSHRC (pronounced *shirk*) is one of three national research-granting councils funded by the Federal government.¹

All SSHRC-CURA research projects, including the VOICE Research Project, must show that they are partnerships between communities and universities. CURA projects must also demonstrate that they do the following:

1. Foster innovative research, training and the creation of new knowledge in areas of importance for the social, cultural or economic development of Canadian communities.
2. Promote sharing of knowledge, resources and expertise between universities and organizations in the community.
3. Enrich research, teaching methods and curricula in universities.

¹ The other national research councils are the National Science and Engineering Research Council (NSERC) and the Canadian Institutes of Health Research (CIHR).

4. Improve community decision-making and problem-solving capacity.
5. Enhance students' education and employability by means of diverse opportunities to build knowledge, expertise and work skills through hands-on research and related experience.

The SSHRC-CURA projects are valued at \$1M over a five-year period. They are the most valuable research grants awarded by the SSHRC, and among the most difficult to receive. In 2011, the VOICE Research Project was one of only nine CURA awards given by SSHRC in Canada. Therefore, the VOICE Research Project is, and will continue to be, of national significance.

Community-University Partners for the VOICE Research Project

The VOICE Project involves partnerships between BU and/or UCN, communities, and community or government organizations. All of the partners are linked by their commitment to help First Nations, Métis and Inuit children and youth achieve success for themselves and for their communities.

Brandon University

Brandon University is considered by the SSHRC as the university partner in this CURA project. The research team from Brandon University comes primarily from the Faculty of Education. The Faculty of Education's primary aim is to better understand the educational needs of Aboriginal students in order to enhance their teacher-education programs and Brandon University's programs and services to Aboriginal students and Manitoba communities. The project will also promote scholarly research within the Faculty of Education and will provide accessible, evidence-based research information to our educational partners.

University College of the North

The University College of the North is a new post-secondary institution and is still considered as a 'young' research institution by the Social Sciences and Humanities Council of Canada. As a partner in the VOICE Project, UCN has several intended outcomes for the project. For example, the outcomes of the research will help UCN engage with northern communities around issues that are of mutual concern for UCN programs and services. The project will also encourage UCN faculty to engage in scholarly community-based research and the research activities will inform the undergraduate education program. The partnership between BU and UCN will also build a long-term relationship to address issues of mutual concern.

Community Partners

A variety of community and community partners are involved in the project. For example, some of partners come from local school divisions; educational authorities and government; the corporate sector; and First Nations, Métis and Inuit organizations. For example, the Manitoba Keewatinowi Okimakanak, Inc. is a major community partner and Vale Mines has made a significant financial contribution to the project.

Community Circles

At the local level, a Community Circle, made up of local individuals and a member(s) of the research team, is the driving force and main decision-making body concerning the VOICE Project in the community. The role of the Community Circle is to:

- review and suggest action plans to the VOICE project directors to achieve community aims
- help to monitor procedures and progress of local VOICE activities
- suggest and implement ways to use the information gathered from the project.

A local Community Coordinator acts as the liaison between the Community Circle and the VOICE Executive and Steering Committees.

The size and composition of the Community Circle will vary between communities. In addition, a Community circle can be an existing organization or local community committee. For example, a local school board, educational authority or learning organization could act as the Community Circle.

The Advisory Council

The VOICE Project was one of only nine SSHRC-CURA projects awarded nationally in 2011. As such, there is considerable provincial, regional and national interest in the progress and outcomes of the VOICE activities. To add these provincial, regional and national perspectives, a number of distinguished individuals have been asked to participate as members of the Advisory Council on the VOICE Project. This Council functions as a kind of Council of Elders from many walks of life and regions. Their role is to provide perspectives to the research activities, as well as recommend ways to disseminate and ultimately use the findings from the research activities.

Administrative Structure of the VOICE Research Project

The University College of the North (UCN) is a full partner with Brandon University in all VOICE Research Project activities. Brandon University, as an accredited university, is responsible for administrative, financial and reporting to the SSHRC. A complete list of each of the structures listed below is contained in Appendix C.

- A small *Executive Committee* comprised equally of research team members from the Faculty of Education, Brandon University and UCN is responsible for budget allocations for projects, progress reports, training of students and liaison with the financial administration at Brandon University.
- A *Steering Committee*, which includes members of the research team, an Elder, and government representatives, provides guidance and advice on research activities.
- Individual members of the *Research Team* meet on a regular basis to discuss more specific issues relating to the project activities.

Areas of Activities of the VOICE Research Project

Over the next five years (2011-2015), the VOICE Research Project will include the following six areas of activities.

1. ***Capacity building for communities and individuals in communities.*** At the community level, capacity building refers to involving community members in all stages of the project as well as promoting leadership and community engagement, obtaining resources, linking with others, and developing mechanisms that respect Aboriginal ways of knowing. Individual capacity refers to the integral component of community-based research practitioners particularly BU and UCN students who are living in FNMI communities.
2. ***Development of community-based indicators of success.*** This area of activities will focus on working with communities to identify community-based indicators for the success of children and youth. Indicators are statistical measures. As the numerical values of positive indicators increase, something good is being achieved. These activities also include the appropriate use of indicators in order to inform teaching and education practice about indigenous ways of knowing. These indicators will be used by themselves or within other knowledge systems or technologies.
3. ***Support for and development of success pathways.*** The term 'Success Pathways' refers to projects involving children and youth aimed at achieving the community-based indicators of success. Identification of these Success Pathways will include needs assessments for success pathways, developing culturally sensitive

assessment measures for identification of at-risk youth, designing and implementing evidence-based intervention strategies and programs that are culturally relevant and meaningful, and integrating Aboriginal intervention material into teacher training programs. Examples of success pathways include summer learning programs, alternative education programs, gifted education programs, arts and cultural programs, after school programs, and crime intervention programs.

4. ***Evaluation of the success pathways.*** This area of activities refers to developing the capacity of communities and community-based research practitioners to evaluate and improve Success Pathways. The activities that focus on the evaluation of the success pathways will be designed to help people help themselves and improve their programs by understanding the context of the program from the participants' perspective; the engagement of participants to establish their own goals, processes, outcomes, and impacts; and a strong, shared commitment to give space and voice for alternative discourses.
5. ***Knowledge mobilization.*** The focus of our knowledge mobilization activities is to share information about the VOICE Research Project, its activities, findings and impact to a wide audience. As with all VOICE activities, this will involve an active partnership with FNMI community members and the research team. One of the intended consequences of this equal and active partnership will be changes to BU and UCN university curricula and teaching methods so that FNMI values and ways of knowing are respectfully blended into non-Native teaching practice. Activities include the interpersonal and electronic communication to communities, universities, policy-makers at all governmental levels, and the general public, including new audiences not normally associating themselves with academic research.
6. ***Sustainability activities.*** These activities will develop and promote sustainable action plans that go beyond the life of the VOICE Research Project. New and lasting partnerships are one example of sustainable action plans. Another example will be the influence of the VOICE Research Project on the Kenanow Bachelor of Education program of UCN and the undergraduate and graduate programs in the Faculty of Education at BU.

Community-based Participatory Research

As described above, there are six major areas of the VOICE activities. Through these six areas of activities, the project hopes to co-create knowledge about building and supporting success for FNMI children and youth. To co-create this knowledge, it is the researchers' hope that many of these activities will include community-based participatory research (CBPR)².

The goal of CBPR is to empower the communities or individuals involved in the VOICE Research Project to take action and to promote success for children and youth. Specific objectives of CBPR are to:

- improve research quality and importance for communities and universities
- decrease bias
- build local capacity
- encourage community partners to ask research questions
- encourage university partners to help communities address research questions
- use and apply the findings and outcomes from the VOICE research and project activities.

Research is defined broadly as the process of gathering of data, information and facts to advance knowledge and/or address an issue. Some research is carried out in laboratories by single researchers while other types of research are carried by teams of researchers.

CBPR is a type of research process that is based on the following two characteristics:

- CBPR is a collaborative process that involves community members in all of stages of research and project activities. Part 3 of this document sets out the guidelines for collaboration on all of the six areas of VOICE activities.
- CBPR outcomes should lead to real results or actions in communities and at Brandon University and the University College of the North.

Types of Research Methods

Research is the process of collecting and analyzing information (also known as data), interpreting the findings, and then communicating the findings. One can think about research as either quantitative or qualitative, or a mixture of both.

² For the purposes of the VOICE Research Project, community-based participatory research (CBPR) and community-based participatory action research (CBPAR) are synonymous.

The type of research activities depends largely on what the community wants to know about an issue. Some VOICE research activities might involve both quantitative and qualitative research. For example, quantitative research can tell a community how many students are involved in culture programs while qualitative research can tell the community how these programs have affected the students' lives.

Generally speaking, qualitative research is based on gathering, analyzing and interpreting information based on conversations, pictures or texts. Quantitative research is based on gathering, analyzing and interpreting information that can be quantified using number or figures such as percentages. Many research activities use a mixed-method approach, which is a combination of both quantitative and qualitative methods. As well, qualitative information can be analyzed using quantitative or statistical measures. Likewise, quantitative data can be analyzed qualitatively.

Below is a chart that distinguishes the different types of research.

Research method	What does the data look like?	How is it analyzed?
Qualitative analysis of qualitative data	Texts, interviews, images or stories.	Researchers look for themes, hidden meanings and non-verbal gestures, and use descriptive writing to present the findings.
Qualitative analysis of quantitative data	Statistics such as survey results that produce numerical information.	Researchers search for patterns, using graphics such as clustering of words or word clouds.
Quantitative analysis of qualitative data	Texts, interviews, images or stories.	Researchers turn words, texts, images or stories into numbers.
Quantitative analysis of quantitative data	Statistics such as survey results that produce numerical information.	Researchers use statistical methods to analyze data. Again, researchers strive to use descriptive writing to present the results.

Again, the type of data collected and how it is analyzed depends on the research question and the collection tools that are used to gather the information.

Indigenous Research

Indigenous research recognizes Aboriginal ways of knowing and talking about issues, then using culturally appropriate ways of analyzing and presenting the information. In particular, Indigenous research pays careful attention to relationships with people, the land and ideas.

Dr. Shawn Wilson from Opaskwayak Cree Nations refers to indigenous researchers as 'knowledge seekers who work to progress Indigenous ways of being, knowing and doing in a modern and constantly evolving context.' He also says that 'for researchers to be accountable to all our relations, we must make careful choices in our selection of topics, methods of data collections, forms of analysis and finally in the way we present information. (Wilson, 2008, back cover).

Part 3: Fundamental Principles of VOICE Research Activities

All of the VOICE community-based participatory research activities are based on the following principles of Ownership, Control, Access and Possession (OCAP) and the framework of ethical conduct for research involving First Nations, Métis and Inuit peoples of Canada.

Principles of Ownership, Control, Access and Possession (OCAP)

The Assembly of First Nations (2005) established the following four principles for research and research-related activities in First Nations communities. The VOICE Research Project will use these principles with all of its partners.

- **ownership** is the collective ownership of information by group
- **control** of research and information by First Nations and communities involved in the VOICE Research Project
- **access** to data and its management
- **possession** which is the physical possession of the data and of the research findings.

Ownership

Ownership refers to guidelines that identify who own information collectively in the same way individuals own their own personal information. These guidelines will be developed collaboratively with the community, and in written form will clearly state who owns the information as well as whether or not the information will be shared and equitable to all partners before the gathering of data takes place.

Control

Control is the principle that advocates that Aboriginal communities obtain control over all aspects of research management and the knowledge that is affecting them. Aboriginals have the right to authority of business in their territory, use of their resources, decision-making power, the methodology, and the distribution of findings. In the VOICE Research Project, written statements of control of the research process will be developed collaboratively and included in the written research plan.

Access

Access guidelines will also be developed collaboratively. Access refers to the individuals who will have access to the data or research information. The question of access to the data becomes critical when sensitive issues become a concern. In the end, Aboriginal and community have the right to manage information and to make decisions regarding their access to data (Schnarch, 2004, p. 84).

Possession

Possession is the sets of mechanisms through which ownership can be asserted or protected. Possession refers to the physical location of data as well as the dissemination of data or findings.

Ethical Conduct for Research Involving Aboriginal Peoples

All VOICE Research Project activities must receive approval from the Brandon University Research Ethics Committee. Projects involving UCN researchers must also receive approval from the UCN Research Ethics Board. As public post-secondary institutions, Brandon University and the University College of the North must follow the research ethics guidelines from the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), 2010. Three principles reflect the core ethical values of human research activities. These are *Respect for Persons, Concern for Welfare and Justice*.

Chapter 9 of the TCPS interprets these three core principles for research involving Aboriginal contexts and peoples.

Respect for Persons

Respect for persons refers to the understanding of the social, political and cultural structures of the other party. Respect is achieved by communication amongst researcher and the community or individual. All VOICE Research Project activities must demonstrate that the communities have been involved in the joint planning of research activities.

Concern for Welfare

In the Tri-Council Policy Statement, the principle of **concern for welfare** is broader. Where applicable, it considers participants and prospective participants in their physical, social, economic and cultural environments. It also addresses a concern for the community to which participants belong. The Policy acknowledges the important role of Aboriginal communities in promoting collective rights, interests and responsibilities that serve the welfare of individuals. Aboriginal peoples are particularly concerned that research should enhance their capacity to maintain their cultures, languages and identities as First Nations, Métis or Inuit peoples. They are also concerned that research enhances their full participation in, and contributions to, Canadian society. Therefore, the interpretation of Concern for Welfare in First Nations, Métis and Inuit contexts may place a strong emphasis on collective welfare as a complement to individual well-being.

Equity refers to the balance between the researcher's and the community's knowledge, personal, political and social powers. It also refers to unique dimensions that may be beneficial for both parties involved. For example, the community and the university researchers accept that 'expert' and 'lay' knowledge may be different but are equally important.

Justice

Justice is a function of the power between the researcher and the participants. An imbalance of power between the participants and the researchers can be caused by such things as misappropriation of sacred songs, artefacts, and stories; devaluation of Aboriginal peoples' knowledge; failure to share data and resulting benefits; and inappropriate dissemination of information.

Part 4 Guidelines for VOICE Research Activities.

The ultimate goal of CBPR is to empower the communities or individuals involved in the VOICE Research Project to take action and promote success for children and youth. This means that the OCN Community Circle should be actively participating in all of the six areas of VOICE activities. These six areas are:

1. Capacity building
2. Development of community-based indicators of success
3. Support for and development of success pathways
4. Evaluation of success pathways
5. Knowledge mobilization
6. Sustainability of activities.

The purpose of this section of the community protocol is to provide guidelines for planning and implementing each of these areas of activities. These guidelines include checklists and forms that Brandon University will use for reporting purposes. A major reason for this extra detail is that the Social Sciences and Humanities Research Council of Canada (SSHRC) requires documentation and a high level of accountability.

In addition to Community Circles, a VOICE Research Project Community Coordinator will help to coordinate activities at the local level. For example, the Community Coordinator for The Pas region will periodically review these guidelines and provide written reports to the VOICE Executive Committee.

1. Capacity Building

Community Capacity

At the community level, capacity building refers to the active involvement of the OCN Community Circle in all stages of the VOICE Research Project activities. The BU and UCN directors of the VOICE Research Project strongly encourage written documentation of activities and plans for activities in VOICE activities in OCN. The following is a checklist of recommendations to support the collaboration of the OCN Community Circle, BU and UCN.

Yes or no	Community capacity
	The OCN Community Circle and BU/UCN share a mutual understanding of the goals, objectives, activities and structures of the VOICE Research Project in the community.
	The OCN Community Circle identifies success indicators for children and youth in the community to BU and UCN.
	The OCN Community Circle and BU/UCN prepare and share written documentation of decisions and activities of all stages of activities in the VOICE project.
	The OCN Community Circle and BU/UCN prepare, review and revise plans for VOICE activities on a regular basis.
	The OCN Community Circle and BU/UCN have prepared a research collaboration agreement. (See below.)
	The VOICE Community Coordinator assists the OCN Community Circle and prepares a report to the VOICE Executive and Steering Committees.
	A representative from the OCN Community Circle participates in the Steering Committee.

Individual Capacity

Individual capacity refers to the development of skills and abilities of individuals involved in the VOICE project. The skills and abilities include community-based research skills for BU or UCN students from the community. The BU or UCN students are known as community-based research practitioners. The VOICE Research Project has set aside some funding support to assist community-based research practitioners with the research activities. There is also a small amount of financial support for the community-based research practitioners to travel to conferences or workshops.

Individual capacity also includes the development of skills and abilities for indigenous research methodology and indigenous ways of knowing for BU and UCN researchers.

Yes or no	Individual capacity
	The OCN Community Circle and BU/UCN have collaborated on the development of community-based research skills for BU or UCN students from the community.
	The OCN Community Circle and BU/UCN have a written plan for the development of community-based research skills for BU or UCN students from the community. This plan includes funding support for the BU or UCN students involved in a particular research activity.
	The OCN Community Circle and BU/UCN have continued to develop the capacity of all VOICE members for indigenous research and indigenous ways of knowing.

Research Collaboration Agreement

A major component of the VOICE Research Project is a range of community-based research activities involving the community and researchers from BU and/or UCN. The OCN Community Circle and the BU/UCN researchers will work together to develop a research plan for each research activity.

This research plan will be included as part of the Research Collaboration Agreement for each of the research activities involving the OCN. This agreement sets out the principles of OCAP and the research ethics that will guide how VOICE research team members and community-based research practitioners carry out research activities in the community. This agreement has been adapted from the template prepared by the Assembly of Manitoba Chiefs. (A template for the Research Collaboration Agreement can be found

in Appendix A.) The Research Collaboration Agreement provides the framework for all research activities and each research activity must have a research plan attached to it. (See Appendix B.) In other words, the Research Collaboration Agreement will last for the life of the OCN Community Circle’s involvement in the VOICE Research Project, and research activities will come and go!

Yes or no	Research Collaboration Agreement
	The OCN Community Circle and BU/UCN have established a Research Collaboration Agreement that will act as a framework for all of the VOICE Research Project activities.

2. Community-based Indicators of Success

This project is based on the development, use and evaluation of community-based indicators for the success of children and youth. Indicators are statistical measures. As the numerical values of positive indicators increase, something good is being achieved. Familiar positive indicators include high school and post-secondary completion rates, employment rates, and school and student financing. At the community level, these indicators could also include culture and language proficiency, community involvement and leadership.

One major function of the OCN Community Circle is to help identify community-based indicators for success for children and youth in the OCN. In 2012, the OCN Community Circle identified culture and language as indicators of success for children and youth. Other groups or individuals might wish to add ideas for other indicators of success that are important to them. The OCN Community Circle should try to identify a range of community-based indicators for success for children and youth. Indicators could include meetings with the Chief and Council, community consultations, teachers, parents, organizations, and individuals including youth. There is funding support available to help the OCN Community Circle host community meetings on indicators.

The community-based research practitioners and the BU/UCN researchers will use these indicators to develop one or more research activities that will investigate the extent of the success.

Yes or no	Community-based Indicators of Success
	The OCN Community Circle has identified community-based indicators of success for children and youth.
	Community-based indicators of success are part of the community-based research activities and are identified as part of a research plan.

3. Success Pathways

The term success pathways refers to projects involving children and youth aimed at achieving the community-based indicators of success. The VOICE Research Project aims to provide support for, or development of, projects aimed at achieving the community-based indicators of success. Examples of success pathways include summer learning programs, alternative education programs, gifted education programs, arts and cultural programs, after school programs, and crime intervention programs.

The OCN Community Circle and the BU/UCN researchers should work together to identify or discuss success pathways. The OCN Community Circle should also prioritize the success pathways. The community-based research practitioners could assist with this by carrying out needs assessment research to help identify some needs for success pathways in the community.

Finally, funding is available to the OCN Community Circle to support success pathways in the community. The amount of funding available is subject to the availability of the funds. The OCN Community Circle and the BU/UCN researchers should prepare a written request that includes a proposed budget for funding support for these success pathways. (See the form in Appendix C.)

Each success pathway funded by the VOICE Research Project must include an evaluation plan to determine how well the pathway is working in the community.

Yes or no	Success Pathways
	The OCN Community Circle and the BU/UCN researchers have identified and prioritized success pathways for children and youth.
	The OCN Community Circle and the BU/UCN researchers have prepared and submitted a written request for funding support for one or more success pathways.

4. Evaluation of Success Pathways

This area of activities refers to the capacity of the OCN Community Circle and the community-based research practitioners to carry out evaluation research to see whether the success pathways are working in the community. The indicators of success will be used as part of the evaluation research.

The OCN Community Circle and the BU/UCN researchers will collaborate and develop a community-based evaluation research plan. (See Appendix B.) The goal of the evaluation is to build local capacity to evaluate, and to adjust or revise the success pathways as needed.

Yes or no	Evaluation of Success Pathways
	The OCN Community Circle and the BU/UCN researchers have prepared an evaluation research plan as part of each success pathway in the community.
	The evaluation plan takes into consideration the community-based success indicators.

5. Knowledge Mobilization

The focus of our knowledge mobilization is to share information about the VOICE Research Project, its activities, findings and impact to a wide audience. Some examples of activities include the technology-based communication, newsletters, public meetings, conference presentations, and annual community feasts to celebrate the past years' success stories.

Knowledge mobilization also includes effort to inform BU and UCN university curricula and teaching methods about FNMI values and ways of knowing, and respectfully blending these into all teaching practice.

The OCN Community Circle and the BU/UCN researchers should carefully consider and clearly identify knowledge mobilization activities based on the principles of OCAP.

Yes or no	Knowledge mobilization
	The OCN Community Circle and the BU/UCN researchers have considered and clearly identified knowledge mobilization activities based on the principles of OCAP.
	The OCN Community Circle and the BU/UCN researchers have prepared a written plan for knowledge mobilization activities. Guidelines for these activities are included in the Research Collaboration Agreement. Specific details are included in each of the research plans for the community.

6. Sustainability Activities

The VOICE Research team is hopeful that all of the VOICE activities are sustainable. This means that the researchers hope they will go beyond the life of the SSHRC-CURA research grant funds.

New and lasting partnerships are the best way to promote long-term sustainability. Another way will be the influence of the VOICE Research Project on the Kenanow Bachelor of Education program of UCN and the undergraduate and graduate programs in the Faculty of Education at BU.

Appendix A: VOICE Research Project Collaboration Agreement

VOICE Research Project Collaboration Agreement³

Principles of the VOICE Research Project Collaboration between the Opaskwayak Educational Authority and Brandon University and the University College of the North

Parties

This document constitutes an agreement of collaboration between the Opaskwayak Educational Authority acting as the Opaskwayak Cree Nation Community Circle for the purpose of the VOICE Research Project, and the VOICE Research Project as represented by Brandon University and the University College of the North.

The agreement is premised on the idea that “research is a relationship based on respect, and that it takes time to develop trust.”

Purpose

The purpose of this Agreement is to establish a set of principles that will guide the conduct of the VOICE Research Project activities in the community of the Opaskwayak Cree Nation. These VOICE Research Project activities are part of the *Vital Outcome Indicators for Community Engagement (VOICE) for Children and Youth, Social Sciences and Humanities Research Council of Canada – Community-University Research Alliance award (SSHRC-CURA)*. The duration of this award is from 2010 to 2015.

Duration of the Agreement

This Collaboration Agreement is for the period 2012 to March 31, 2015. Participation is voluntary, and any partner to this agreement may withdraw at any time unless there are existing and unfulfilled commitments at the time of withdrawal. In those circumstances, partners are expected to fulfill their obligations to the best of their abilities.

This agreement can be amended upon mutual consent by the partners to this agreement.

Activities

Activities of the collaboration include (but are not limited to) community-based research activities. The principles recognize and emphasize Manitoba First Nations cultural values and perspectives as well as the spirit and intent

³ This agreement has been adapted from the Research Collaboration Agreement developed by the Assembly of Manitoba Chiefs.

of a community-university research alliance. The agreement includes the principles of Ownership, Control, Access and Possession (Schnarch, 2004) and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), 2010.

Administrative and Financial Responsibility

Brandon University has overall responsibility for administrative and financial matters relating to the VOICE Research Project and as prescribed by the Social Sciences and Humanities Research Council of Canada. The VOICE Executive Committee has the responsibility for financial decisions and project direction.

The Opaskwayak Educational Authority (OEA) will act as the Opaskwayak Cree Nation Community Circle. As such, the OEA will coordinate administrative and financial processes as set out in this community protocol, research activities and success pathways.

Nature of the OCN Community Circle

The OCN Community Circle is an informal organization established for the purpose of directing, coordinating and supporting VOICE research activities in the Opaskwayak Cree Nation (OCN). Individuals from the VOICE research team members will participate on a project-by-project basis. All areas and stages of VOICE activities should be characterized by a collaborative process and true partnership. For example, the OCN Community Circle should determine its decision-making processes.

Ethical Considerations

The partners in this VOICE Research Project Collaboration collectively and individually share the responsibility for ethical standards for all VOICE Research Activities. These standards have been set out in the federal government's Tri-Council Policy Statement (TCPS) (2010). Brandon University and the University College of the North are bound by the ethical guidelines set out in the TCPS. Therefore, researchers from Brandon University and the University College of the North will submit applications for research ethics for all research activities through the Brandon University Research Ethics Committee and/or the University College of the North Research Ethics Board (REB).

In addition, each member of the OCN Community Circle and associated researchers or individuals involved in research or project activities have a responsibility to raise any ethical concerns and/or issues. Ethical dilemmas should be resolved collaboratively and based on the principles set out in the TCPS and by the principles of OCAP.

Guidelines for the Research Collaboration

The VOICE Research Team recognizes that it has an obligation (a) to recognize and acknowledge the cultural perspectives and ways of knowing of Aboriginal peoples, and (b) to respect First Nations governance. The principles of Ownership, Control, Access and Possession of research data and findings address both of these.

The VOICE Research Team also recognizes that it has an obligation to the Social Science and Humanities Research Council – Community-University Research Alliance Program, and for the specific goals of the VOICE Research Project. The following guidelines outline how these principles will be maintained by all participants involved in VOICE research activities.

Guideline	Responsibility
Ownership, Control, Access and Possession of research data, findings, research reports and/or reports about success pathways	The OCN Community Circle will have final authority for decisions about the ownership, control, access and possession of research data, findings, research reports and/or reports about success pathways. Specific details of these decisions will be part of each written research plan (Appendix B) or success pathway activity (Appendix C).
Demonstration of OCN Chief and Council support	The OCN Education Authority (acting as the OCN Community Circle) will seek and obtain the support from the OCN Chief and Council when required.

Guideline	Responsibility
Dissemination of information	The OCN Community Circle and the VOICE Executive Committee will work together to ensure that all communications and sharing of information are appropriate to the OCN community and to other First Nations, Métis or Inuit communities. All communications about the OCN VOICE Research activities must be jointly developed or jointly approved by the OCN Community Circle, BU and UCN.
Maintenance of the agreement	Maintenance of the terms and conditions of this collaboration agreement, research plans and success pathways will be a joint responsibility of the OCN Educational Authority acting as the OCN Community Circle, the Community Coordinator in The Pas and the VOICE Research team.
Administrative and financial reporting	The VOICE Research Team via its Executive Committee will ensure that administrative and financial reports are developed and shared quarterly between the OCN Community Circle and the VOICE Research Team.
Determination of research activities and types of success pathways for OCN	The OCN Community Circle has the jurisdiction to identify research activities and success pathways based on the priorities and needs of the OCN.
Development of research plans and plans for success pathways	Based on this determination, the OCN Community Circle and the VOICE Research Team members will work together to develop all stages of research plans (see Appendix B) and plans for success pathways (see Appendix C).
Provision of meaningful and appropriate capacity-building	The OCN Community Circle and the BU and/or UCN will provide meaningful and

	appropriate capacity building as indicated by the OCN Community Circle and/or as suggested by the BU and/or UCN researchers.
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Guideline	Responsibility
Advice and support from community Elders	The OCN Education Authority (acting as the OCN Community Circle) will ensure that each community Elder involved in the VOICE research or project activities has been recognized as an Elder according to the OCN community and the Assembly of Manitoba Chiefs.
Resolution of disagreements	The OCN Community Circle has the right to follow cultural codes of conduct that are not included in this protocol. In situations where in the OCN Community Circle and BU/UCN research team members are in disagreement, the team will strive to resolve conflict by achieving a significant degree of consensus.

Signatures to this Agreement

Signature

Date

Chair, Opaskwayak Educational Authority

Director, Opaskwayak Educational Authority

Principal Investigator or Project Manager, VOICE
Research Project

Relevant Documents

- Assembly of First Nations of Quebec and Labrador (2005). *First Nations of Quebec and Labrador Research Protocol*.
http://www.cdrhpnq.qc.ca/afnql_research_protocol/summary/protocol_synth_en.pdf
- Assembly of Manitoba Chiefs (2011). *Elders – General Information*.
<http://www.manitobachiefs.com/>
- Assembly of Manitoba Chiefs (2011). *Research Collaboration Agreement Template, 2011*. <http://amc.manitobachiefs.com/images/pdf/ocap.pdf>
- Government of Canada (2010). *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS).
- First Nations Centre (2007). *OCAP: Ownership, Control, Access and Possession*. Sanctioned by the First Nations Information Governance Committee, Assembly of First Nations. Ottawa: National Aboriginal Health Organization. <http://amc.manitobachiefs.com/images/pdf/ocap.pdf>
- Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. *Journal of Aboriginal Health*, 1(1), 80-95.

Appendix B: Template for VOICE Research Plan

1. Background Information

Name of the Research Activity	Common name (ex. evaluation of culture and language program at Joe E. Ross School)
Anticipated starting date	Both the starting date and ending date may change.
Anticipated ending date	
Research team members (* director or principal investigator for the research)	List all team members for this activity, including OCN community-based research practitioners, and BU or UCN researchers.

2. Design of the Research Activity

Design of the research activity	How does this research align itself with a community-based participatory research design? How will the OCN Community Circle and BU/UCN collaborate on the design of this research activity? (joint meetings, assignment of tasks, etc.)
Goal and objectives of the activities	One or two statements about the goal of the research followed by objectives that are more specific. What are the community-based indicators of success?
Major research questions	What does the OCN Community Circle want to know? How can we measure success?

	What are the community's indicators of success?
Methodology	How will the information be collected and analyzed? When will this happen? Who will be involved? How will community-based research practitioners be involved in the data collection and analysis?
Mutual benefits of the research activity	How does this research activity benefit the community? How is it relevant to the community, and how will it produce valued outcomes from the perspective of the community and its members?
Community-based research capacity	How will this activity help to develop community-based research capacity?
Role of Elders and other knowledge holders	How have the roles of Elders and other knowledge holders been recognized? (Recognition includes honoraria, acknowledging contribution by name or as directed or withholding an Elder's identity if requested.)

3. Ownership, Control, Access and Possession of Research Data

Ownership	What groups will own or co-own the data? Are there parts of the data that should be owned by only one or group or another?
Control	What groups will control the research data, analysis and information management processes? How will the data gathered among participants be validated?
Access	What groups or organizations will be given access to the data and information?

Possession	What groups will possess and store the data?
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4. Ownership, Control, Access and Possession of Information and Findings

Ownership	What groups will own or co-own the information? How will all members of the research team be given opportunities to review and comment on the information and findings?
Control	What groups will control the information management and dissemination of information to the community and others?
Access	How will the information be disseminated to the community? Who will have access to the findings and information?
Possession	What groups will possess and store the information and findings? How will all of the researcher team members be acknowledged?

5. Dissemination of Results

Dissemination of research reports	Will the information be public or restricted?
Dissemination of other types of communications	What other kinds of communication activities are planned? (community meetings, scholarly articles, workshops, websites, etc.)

6. Ethics

<p>Institutional Research Ethics Board</p>	<p>Have Brandon University Research Ethics Review Committee and/or the University College of the North Research Ethics Board given research ethics approval for this project? If not, why not?</p>
<p>Respect for community customs and codes of research practice</p>	<p>What steps are being taken to respect the community customs and codes of research practice in the community? What relevant groups or organizations are involved?</p>
<p>Community Research Ethics Board</p>	<p>Are there any community groups that need to review this research plan?</p>
<p>Research Collaboration Agreement</p>	<p>Has the Research Collaboration Agreement between the OCN Community Circle as represented by the OEA, and Brandon University and UCN been signed?</p> <p>If so, has it been reviewed and is this research activity consistent with the Research Collaboration Agreement?</p>
<p>Privacy and confidentiality</p>	<p>What safeguards are in place to assure participant privacy and measures to protect the confidentiality of any data collected?</p> <p>Does the community itself have distinguishing characteristics that it wishes to safeguard?</p>

7. Budget for Research Activity

The following budget is based on the list of eligible expenses allowed by the Social Sciences and Humanities Research Council of Canada – Community-University Research Alliance program.

Expense	Amount requested
Salaries or training expenses	
Salaries or stipends for students (community-based research practitioners)	
Salary or stipends for other research personnel in the community	
Research subject fees	
Consulting fees	
Salary replacement stipend	
Honoraria for Elders	
Travel costs	
Community research-practitioners' attendance at conferences	
Meals and accommodation related to project	
Equipment	
Computer equipment purchase	
Specialized software	
Dissemination of findings	
Development and maintenance of web-based information	
Dissemination of findings via traditional and contemporary means	
Page charges for published articles, including open access costs	
Manuscript preparation	
Translation	
Workshops, seminars directly related to research	
Community meetings and cultural practices	
Meals	
Gifts for Elders and other knowledge holders	
Other expense items (list)	
Total	

Appendix C: Template for Success Pathways

1. Background Information

Name of the Success Pathway	Common name
Anticipated starting date	Both the starting date and ending date may change.
Anticipated ending date	
Team members	List all team members for this activity, including OCN community-based research practitioners and BU or UCN researchers involved in the success pathway.

2. Description of Success Pathway

Description of the success pathway	What is it? Who is involved? Why are we doing this? When is it going to happen? How will it happen? What are the indicators of success for this project?
What are the anticipated benefits of this success pathway?	What are the indicators of success?
Community-based research capacity	Will this activity help to develop community-based research capacity? Is there a research plan connected to this pathway? If so, what is the name of this research activity?
Role of Elders and other knowledge holders	How have the roles of Elders and other knowledge holders been recognized? (Recognition includes honoraria, acknowledging contribution by name or as directed, or withholding an Elder's identity if requested.)
Partners	List other partners.

3. Budget for Success Pathway

The following budget is based on the list of eligible expenses allowed by the Social Sciences and Humanities Research Council of Canada – Community-University Research Alliance program.

Expense	Amount requested
Salaries or training expenses	
Salaries or stipends for students (community-based research practitioners)	
Salary or stipends for other research personnel in the community	
Research subject fees	
Consulting fees	
Salary replacement stipend	
Honoraria for Elders	
Travel costs	
Meals and accommodation	
Transportation costs	
Equipment	
Computer equipment purchase	
Specialized software	
Workshops, seminars directly related to the success pathway	
Community meetings and cultural practices	
Meals	
Gifts for Elders and other knowledge holders	
Funding contribution to additional partners	
Total	

Glossary of Terms

Term	Definition or description
Advisory Council	The Council functions as a kind of Council of Elders from many walks of life and regions. The Council is chaired by the Deputy Minister of Education for Manitoba.
Capacity building	One of the six areas of activities of the VOICE Research Project involving communities. In general, capacity building means developing the skills, knowledge and abilities of local community organizations and of the community-research practitioners.
Community-based participatory research (CBPR)	The major characteristic of CBPR is that it is a collaborative process that involves community members in all stages of the research plan. The VOICE Research Project CBPR also includes 'action.'
Community Circles	At the local level, a Community Circle, made up of local individuals and a member(s) of the research team, is the driving force and main decision-making body concerning the VOICE Project in the community.
Evaluation of success pathways	One of the six areas of activities of the VOICE Research Project involving communities. This area of activities refers to developing the capacity of communities and community-based research practitioners to evaluate and improve Success Pathways.
Indicators	A quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect changes connected to an intervention, or to help assess the performance of a development actor. (DAC Glossary of Key Terms in Evaluation, May 2002)
Knowledge mobilization	Knowledge mobilization is connecting university research with the outside world in order to benefit society. It is also one of the six areas of activities of the VOICE Research Project involving communities. Knowledge mobilization refers to the wide range of communication activities that will be used to inform communities, schools, universities, policy-makers at all governmental levels, and the general public about what has been learned from the VOICE Project.

OCAP	<p>This acronym (O-CAP) stands for the four research principles for FNMI research activities. The OCAP principles are:</p> <ol style="list-style-type: none"> 1. Ownership which is the collective ownership of information by group 2. Control of research and information by First Nations 3. Access to data and its management 4. Possession which refers to the physical possession of data
Research collaborative agreement	<p>The written agreement between the OCN Community Circle as presented by the Opaskwayak Education Authority, and the BU/UCN research team, which describes the collaboration processes and guidelines.</p>
Research plan	<p>A written plan for each of the research activities in the community. The OCN Community Circle and the BU/UCN research team develop the plan collaboratively. The plan includes the research design and questions, the process to gather, analyze and interpret the data, and the preparation and dissemination of the results.</p>
Research practitioners	<p>Community-based researchers come from the local community. Ideally, these research practitioners will be students from the Bachelor of Education program at UCN and/or from graduate studies program at BU.</p>
Success for children and youth	<p>Success includes (but is not limited to) improved educational outcomes, improved workplace skills, increased engagement in community leadership and activities, retention of FNMI language and culture, more effective youth success programs, and increased career opportunities for youth in these communities.</p>
Success indicators	<p>One of the six areas of activities of the VOICE Research Project involving communities. Indicators are statistical measures that help to identify if something good is being achieved or if something bad is happening. Familiar indicators include educational achievement, high school graduation rates, and employment rates.</p>
Success pathways	<p>One of the six areas of activities of the VOICE Research Project involving communities. The term ‘Success Pathways’ refers to projects or activities that will make use of the community-based indicators of success. Examples include youth leadership programs, literacy</p>

programs, and language and cultural activities.

Sustainability

One of the six areas of activities of the VOICE Research Project. Sustainability means that the outcomes of the VOICE Project go well beyond the life of the SSHRC-CURA research grant funds.

VOICE Executive Committee

This committee is comprised of two members from UCN and three members from Brandon University. The executive committee is responsible for financial decisions and the overall direction of the project.

VOICE Research Team

This group consists of all of the BU and UCN researchers involved in the project. It also includes the community-based research practitioners.

VOICE Steering Committee

This is a larger group of BU/UCN researchers, the community coordinators, and representatives from community circles. The Steering Committee helps to set the agenda of activities for the whole project, action plans to achieve aims, monitoring procedures, communication networks within the project and between the project, and external initiatives, accountability and reporting requirements for participants.