

**Canadian Evaluation Society**

**Request for Proposals for**

**Development of an e-Institute course provisionally titled,  
Truth and Reconciliation in Evaluation, a complementary  
webinar, and practice support documents.**

**September 2020**

## 1.0 Background

The Canadian Evaluation Society (CES) is a non-profit bilingual professional association dedicated to the advancement of evaluation theory and practice ([www.evaluationcanada.ca](http://www.evaluationcanada.ca)). To support professional development needs, on May 1, 2017, CES launched the *CES e-Institute*, an online, bilingual, professional development platform designed by and for evaluators ([www.einstitute.evaluationcanada.ca](http://www.einstitute.evaluationcanada.ca)). All CES e-Institute courses reflect best practices in adult online education and align with the [Canadian evaluation standards, ethical principles, and competencies for Canadian evaluation practice](#). The e-Institute is supported by a Curriculum Advisory Board and time-limited course-specific reference groups.

e-Institute courses are offered as independent, self-directed on-demand courses and scheduled online facilitated cohorts which are led by CES or Chapter approved facilitators and educators.

Three courses are currently available:

1. Essential Skills Series in evaluation targeting beginning evaluators - English and French
2. Evaluation Theories and Models targeting beginning evaluators – English and French
3. Survey Methods targeting beginning evaluators – English and French.

An additional three courses are under development:

1. Mastering Stats in Excel in English and French
2. Economic Evaluation in English and French, and
3. Qualitative Data Analysis in English and French.

## 2.0 Purpose

This request for proposals provides the terms of reference for the development of a new e-Institute course provisionally titled Truth and Reconciliation in Evaluation, a complimentary webinar, and a limited number of practice support documents. This suite of professional development products reflects the CES commitment to Truth and Reconciliation and Diversity, Equity and Inclusion. The course and other products will be initially developed and tested in English and CES will translate the products into French once development and testing is completed. The consultant(s) is expected to work remotely under the supervision of the CES Director e-Institute (board position) and the Truth and Reconciliation (T&R) Reference Group. The term for this work is up to 18 months.

### 2.1 Scope of the Work and Deliverables

The consultant will develop the English version of the course provisionally titled, Truth and Reconciliation in Evaluation. This work will involve:

1. Becoming familiar with the CES e-Institute course development guidelines as well as Program Evaluation Standards and Competencies for Canadian Evaluators.
2. Reviewing the draft course outline (see Appendix A) and suggesting revisions.
3. Preparing an Instructional Design Plan in consultation with a CES Instructional Designer for review and approval by the T&R Reference Group, the Curriculum Advisory Committee, the Diversity, Equity, and Inclusion Working Group (DEIWG), the e-Institute Director, and others as required.
4. Preparing a first draft of the first two modules of the course for review and approval by the T&R Reference Group, e-Institute Director, and others as required.
5. Preparing first drafts of the full course for review by the CES Instructional Designer, T&R Reference Group, e-Institute Director, and Subject Matter Experts.
6. Reviewing comments of expert reviewers and revising the course based on feedback.
7. Reviewing comments of pilot testers and revising the course as required.
8. Reviewing comments from the final quality assurance review and revising course as required.

In the process of developing the course, the consultant(s) will propose appropriate learning objectives and content for the complimentary webinar and practice support documents and lead the development of these products. It is expected that a similar development process will be followed with review and pilot testing as appropriate. In developing the course, webinar, and the practice support documents, the consultant(s) will be supported by an e-Institute instructional designer.

### **3.0 Compensation**

Up to \$21,000 is available to undertake this work. For consultants who are adapting an existing course, the CES and the consultant(s) may negotiate a mutually agreeable licensing fee arrangement.

### **4.0 Submission of Proposals**

An electronic copy of your proposal must be submitted to [operations@evaluationcanada.ca](mailto:operations@evaluationcanada.ca) by 5 pm EDT on September 30, 2020. Acceptable formats for the electronic version are \*.pdf, \*.doc or \*.docx.

#### **4.1 Length**

Responses should not exceed 15 pages, double-spaced with 1-inch margins and 12-point font (excluding any references and appendices).

#### **4.2 Eligibility of Bidders**

This request for proposals is open to all bidders who meet the bid requirements indicated in this document. This work should be led by an Indigenous person or can involve a partnership or collaboration between Indigenous and non-Indigenous consultants as long as it can be demonstrated that the work will be led by an Indigenous person.

Qualifications:

- Knowledge of the history of research and evaluation with Indigenous peoples in Canada.
- Knowledge and experience in truth and reconciliation practices.
- Knowledge and experience in evaluation.
- Knowledge and experience of anti-oppression and anti-racism pedagogy.
- Knowledge and experience with Indigenous approaches to evaluation, and
- Knowledge and experience with culturally responsive evaluation practices.

Although not required, preference may be given to candidates with:

- A CES membership.
- Knowledge of the Canadian evaluation field and context.
- Knowledge and experience in course development (face-to-face or online instructional design experience), and
- The Credentialed Evaluator designation.

### 4.3 Proposal Content

Each response must demonstrate the bidder's:

- Knowledge, training and/or experience in the areas listed in Section 4.2.
- Approach to course development, teaching, and learning in this area including how anti-oppression will be incorporated into the course and other products.
- Approach to working with advisory committees including working with elders, and
- Ability to work remotely under minimal supervision.

In addition, the proposal should include:

1. The names and contact information for three references.
2. Evaluations of courses previously developed or taught, if available. This information can be placed in an appendix.
3. A workplan showing the major tasks, level of effort, and timeframe, and
4. A budget.

## 5.0 Selection Criteria

### 5.1 Mandatory Requirements

Each response will be assessed based on the criteria indicated in Table 1 (see section 5.3, below) provided that the following criteria are met:

1. Proposal received by 5 pm EDT September 30, 2020.
2. Length and format of proposal as per Section 4 of this RFP.
3. Proposal states that the consultant(s) can complete initial course development within a one-year period and be available for course revisions for an additional 6-month period. The timing for delivery of the additional products will be negotiated with the consultant(s) but should not exceed the 18-month time frame.
4. Proposal states that course and product development will be led by an Indigenous person.

## 5.2 Evaluation of Responses

A minimum of three CES members (including the e-Institute Director and members of the T&R Reference Group) will form a response review committee to evaluate all complete responses. The responses will be scored and ranked. CES may request an online interview from select bidders. The CES reserves the right to make an award based directly on the responses submitted or to negotiate further with one or more bidders.

## 5.3 Response Scoring

Each response will be assessed based on the criteria indicated in Table 1 below, provided that the mandatory requirements (section 5.1) are met:

**Table 1. Proposal Scoring**

Criteria	Points
Knowledge of the history of research and evaluation with Indigenous peoples and truth and reconciliation practices	15
Knowledge and experience with culturally responsive and anti-oppressive course development	25
Knowledge and experience with Indigenous approaches to evaluation	15
Experience in the field of evaluation practice	10
Approach to course development, teaching and learning	15
Clarity, organization, completeness and professional appearance of the written response.	10
Workplan and budget	10
<b>Total Possible Points</b>	<b>100</b>

## 6.0 General Conditions

### 6.1 Right to Amend Request for Proposal

The CES reserves the right to amend or supplement the Request for Proposals, giving equal information and cooperation by way of issued addendum to all potential bidders through the CES website ([www.evaluationcanada.ca](http://www.evaluationcanada.ca)).

## 6.2 Bidder Incurred Costs

All costs incurred in the preparation and presentation of responses in any way whatsoever shall be wholly absorbed by the bidder(s).

## 6.3 Indemnity

The bidder(s) will indemnify and save harmless the CES from and against all claims, demands, losses, damages, costs, and expenses made against or incurred, suffered, sustained, done or omitted by the CES at any time before or following termination of the agreement.

## 6.4 Acceptance of Responses

The CES is not bound to accept any response of those submitted. Responses will be assessed on the basis of the criteria specified in Section 5.0 above.

## 6.5 Ownership

All materials created through this contract shall be the property of the CES and shall not be published or released without the written consent of the CES. If the consultant will be adapting existing intellectual property (IP), the CES and the consultant will negotiate a shared IP agreement.

## 6.6 Termination of Contract

A contract awarded on the basis of a response to this Request for Proposals may be terminated by either party with a 30-day notice, with outstanding payments to be negotiated between the contractor and the CES.

## 7.0 Questions and Inquiries

Should prospective bidders have any questions regarding this Request for Proposals, they may contact the Director of the CES e-Institute in writing prior to 12 Noon EDT on September 18, 2020 using the following email address: [einstitute@evaluationcanada.ca](mailto:einstitute@evaluationcanada.ca). In the interest of equality of access to information, questions received prior to this deadline will be published with written responses on the CES website ([www.evaluationcanada.ca](http://www.evaluationcanada.ca)) by 5 pm EDT on September 25, 2020.

## Appendix A – Draft Course Outline

### CES e-Institute Course Proposal Form

(Last revised July 21, 2020)

<b>Proposed Course Name:</b>	<b>Truth and Reconciliation in Evaluation</b>
<b>Type of Course:</b>	<input checked="" type="checkbox"/> Self-paced <input type="checkbox"/> Facilitated online <input type="checkbox"/> Blended
<b>Anticipated Course Duration:</b> Expected number of hours for the average learner to complete the course	<b>TDB</b>
<b>Need</b>  In addition to identifying the drivers, please provide a brief overview of the need for this course.	<b>Drivers:</b>  The need for this course is driven by: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> CES Curriculum Development Strategy</li> <li><input checked="" type="checkbox"/> A gap in current course offerings</li> <li><input checked="" type="checkbox"/> Developments in the profession</li> <li><input checked="" type="checkbox"/> Issues requiring action</li> <li><input checked="" type="checkbox"/> Audience request</li> <li><input type="checkbox"/> Other please specify...</li> </ul> <p>There are several drivers that support the need for this course:</p> <ul style="list-style-type: none"> <li>• In 2018, CES adopted a new competency, (3.7): <i>Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.</i> This course will support evaluators in their journey towards this competency.</li> <li>• CES is committed to diversity, equity and inclusion (DEI) and this course will also support DEI.</li> </ul> <p>Workshops, in-person courses and online courses exist on culturally responsive practices, cultural safety, and Indigenous approaches to evaluation. There does not appear to be an existing online course on Truth and Reconciliation in evaluation (see Appendix B for list of similar or relevant courses)</p>

<p><b>CES Competencies Addressed</b></p>	<p><b>Competencies addressed:</b></p> <p>The objectives of this course are aligned with the following CES Competencies for Canadian Evaluators:</p> <p><input checked="" type="checkbox"/> 1.0 Reflective Practice competencies focus on the fundamental norms and values underlying evaluation practice and awareness of one's evaluation expertise and needs for growth.</p> <p><input type="checkbox"/> 2.0 Technical Practice competencies focus on the specialized aspects of evaluation, such as design, data collection, analysis, interpretation and reporting.</p> <p><input checked="" type="checkbox"/> 3.0 Situational Practice competencies focus on the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied.</p> <p><input type="checkbox"/> 4.0 Management Practice competencies focus on the process of managing a project/evaluation, such as budgeting, coordinating resources and supervising.</p> <p><input checked="" type="checkbox"/> 5.0 Interpersonal Practice competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.</p>
<p><b>Target Audience(s)</b></p>	<p>Audience 1: Non-Indigenous evaluators (practitioners and managers)</p> <ul style="list-style-type: none"> <li>• Prior knowledge of evaluation required.</li> <li>• In addition, learners will be asked to familiar with colonization and the history of Indigenous settler relationships and colonial violence in Canada and will be provided with a number of recommended sources for those not yet familiar with this history.</li> </ul>
<p><b>Learning Objectives</b></p> <p>Each objective should begin with an active verb based on Bloom's Taxonomy, e.g., describe, identify, explain, classify, develop, evaluate, etc.</p> <p><a href="https://www.clemson.edu/cecas/about/assessment-and-planning/assets/blooms-taxonomy.pdf">https://www.clemson.edu/cecas/about/assessment-and-planning/assets/blooms-taxonomy.pdf</a></p>	<p>At the end of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the history of research and evaluation as tools of colonization.</li> <li>2. Recognize and acknowledge our own privilege and role in perpetuating systemic racism in evaluation and beyond.</li> <li>3. Explain principles of Indigenous data sovereignty and demonstrate their application to evaluation.</li> <li>4. Use practices and principles that respect Indigenous cultures and ways of knowing to support inclusion, equity, and empowerment.</li> <li>5. Make a personal commitment towards actions that contribute to truth and reconciliation.</li> </ol>

<p><b>Course Topics</b></p>	<p>Course flow/organization: Truth, Self-Reflection and Action</p> <p>To meet the learning objectives and the proposed organization, course contents will include the following topics, subject to revision by the course developer:</p> <ol style="list-style-type: none"> <li>1. <b>Truth:</b> Proposed content to cover:       <ol style="list-style-type: none"> <li>a. An explanation of how evaluation perpetuates the status quo.</li> <li>b. Overview of Power/Privilege/Anti-oppression.</li> </ol> </li> <li>2. <b>Self-Reflection - World Views/Culture/Origin Stories:</b> Proposed content to cover:       <ol style="list-style-type: none"> <li>a. An explanation of the importance of cultural responsiveness and cultural humility</li> <li>b. An overview of cultural competency and cultural humility</li> <li>c. Culture and iceberg analogy (values and beliefs)</li> <li>d. An explanation of the way culture can affect the entire evaluation process</li> <li>e. Instruction on how to use self-reflection to self-identify world views, assumptions, biases, and damaging or othering practices.</li> <li>f. An explanation of the importance of origin stories exploration of learner origin stories.</li> </ol> </li> <li>3. <b>Reconciliation- Taking Action:</b> Proposed content to cover:       <ol style="list-style-type: none"> <li>a. Culturally responsive evaluation principles (power rests with eval sponsor)</li> <li>b. Collaborative spectrum</li> <li>c. Co-Creation</li> <li>d. Indigenous-led approaches to evaluation</li> </ol> </li> <li>4. Allyship</li> <li>5. Indigenous data sovereignty</li> </ol> <p><b>This course will NOT address:</b></p> <ol style="list-style-type: none"> <li>1. Culturally responsive practices for other oppressed groups.</li> <li>2. This course will not provide a template or a single methodology for conducting evaluation with Indigenous partners and/or in Indigenous communities.</li> <li>3. Technical practice.</li> </ol>
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<p><b>Source Materials</b></p>	<p>This course will be developed based on:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentary sources of course contents (e.g., books, articles, reports)</li> <li><input checked="" type="checkbox"/> Existing courses, presentations (e.g., classroom course, seminar, webinar)</li> <li><input checked="" type="checkbox"/> Subject matter experts' knowledge (identify and describe expertise)</li> <li><input type="checkbox"/> Other, please specify: <ul style="list-style-type: none"> <li>▪ Elder</li> </ul> </li> </ul>
<p><b>Principles</b></p>	<p>The course will embody the following principles:</p> <ol style="list-style-type: none"> <li>1. Reconciliation and understanding truths is a journey. Not a box checking exercise.</li> <li>2. The course will offer guideposts to help learners in their journeys but learners need to understand that taking the course is one step in learning and unlearning.</li> <li>3. The course will include examples/cases of good practice in working with Indigenous partners for evaluations. What did it look like? How was it done? Sharing a case with specific information to draw inspiration from.</li> <li>4. Learners will need humility and be open to learning and discovering things about themselves (open mind, open heart).</li> <li>5. This course will involve unlearning (recognize that we might be perpetuating harm).</li> </ol> <p>Others.....</p>

## Appendix B – List of Similar or Relevant Courses

<p>Canada School of Public Service*</p> <p>*Please note, these courses are only available for federal public servants</p>	<ol style="list-style-type: none"> <li>1. Cultural Self-Reflection: What I Know and What I Don't Know</li> <li>2. The Uncomfortable Truth</li> <li>3. First Nations in Canada; Metis in Canada; Inuit in Canada</li> <li>4. Cultural Competency – Indigenous Perspectives</li> <li>5. Reconciliation Begins with Me</li> <li>6. Kairos Blanket Exercise</li> <li>7. Leadership and Indigenous Relations (for Executive staff)</li> </ol>
<p>Department of Crown-Indigenous Relations and Northern Affairs Canada</p>	<ol style="list-style-type: none"> <li>1. Indigenous Community Development course</li> <li>2. Cultural Safety course.</li> </ol>
<p>Workshops delivered by evaluation consultants</p>	<ol style="list-style-type: none"> <li>1. Reciprocal Consulting – Culturally Responsive Practices delivered to the BC Chapter and Sask Chapter.</li> <li>2. Larry Bremner facilitated a three-day Indigenous evaluation training session for NWT SPOR</li> <li>3. Larry Bremner facilitated a workshop called “Telling Our Stories: An Introduction to Indigenous Evaluation for United Way Agencies and other organizations in Manitoba.</li> <li>5. Andrea Johnson (<a href="https://www.johnstonresearch.ca/">https://www.johnstonresearch.ca/</a>) – offers a series of in-person or web-based courses including:             <ol style="list-style-type: none"> <li>i. Wearing an Indigenous Evaluation Lens</li> <li>ii. Tools for Change and Indigenous-led Measurement</li> <li>iii. Indigenous Evaluation Frameworks</li> <li>iv. The Waawiyeyaa Evaluation Tool Workshop</li> </ol> </li> </ol>
<p>Provincial Health Services Authority (BC)</p> <p>This online course is open to anyone but does have a fee. It focuses on Indigenous cultural safety in health care.</p>	<p>San'yas Indigenous Cultural Safety Training (<a href="http://www.sanyas.ca">www.sanyas.ca</a>)</p>
<p>Indigenous Cultural Safety (ICS) Collaborative Learning Series Webinars (<a href="http://www.icscollaborative.com/webinars">http://www.icscollaborative.com/webinars</a>)</p>	<p>10 free webinars of various lengths on various topics:</p> <ol style="list-style-type: none"> <li>1. Setting the Context for Indigenous Cultural Safety: Facing Racism in Health</li> <li>2. Racism and Privilege in the Everyday</li> <li>3. The “Raced” Body: Reflecting on Clinical Encounters</li> <li>4. Racism, Reconciliation, and Indigenous Cultural Safety</li> <li>5. Deconstructing Racism: Strategies for Individual and Organizational Change</li> </ol>

	<ol style="list-style-type: none"> <li>6. Critical Race Theory and its Implication for Indigenous Cultural Safety</li> <li>7. Indigenous Health Equity: Examining Racism as an Indigenous Social Determinant of Health</li> <li>8. Addressing Anti-Indigenous Racism in Health Care: Strategies for Implementing System-level Change</li> <li>9. Cultural Safety in the Classroom: Addressing Anti-Indigenous Racism in Education Settings</li> <li>10. Racism Hurts: Exploring the Health Impacts of Anti-Indigenous Racism</li> <li>11. Transforming Organizations: The Crucible of Change</li> <li>12. Spirit Bear's Guide to Reconciliation</li> </ol>
<p>Canadian Bar Association - 5 modules</p> <p>\$195 for non-CBA members</p>	<p>The Path – Your Journey through Indigenous Canada</p> <p><a href="https://www.cba.org/Truth-and-Reconciliation/Professional-Development">https://www.cba.org/Truth-and-Reconciliation/Professional-Development</a></p>