What can you learn from Indigenous cultural training? An evaluation of “Building Bridges through Understanding the Village”

What is this research about?
The British Columbia Ministry of Children and Family Development (MCFD) requires that staff take a workshop on understanding the impact of residential schools, colonialism, and intergenerational trauma on Indigenous people. The workshop is called Building Bridges through Understanding the Village. Staff at the ministry asked University of Victoria graduate student researchers to evaluate the effect the workshop had on participants.

What did the researchers do?
The researchers gathered data in two different streams: For one stream, the researchers looked at feedback surveys given at the end of each workshop from 2013-2017 to find trends. They drew from the qualitative and quantitative data to analyze overall results for 49 workshops and 568 people surveyed.

For the second data stream, a web-based survey went out to past workshop participants. 130 people responded and the researchers analyzed the results. The researchers evaluated both streams of data based on these criteria:

What you need to know:
The Ministry of Children and Family Development’s workshop on Indigenous cultural understanding is received positively by most staff. Many people leave the workshop with more respect for Indigenous people and knowledge of Indigenous history. The workshop has a positive impact on the way people see themselves engaging with Indigenous people. After the workshop, participants want to learn more about ways to put what they learn into practice.

Researchers Nadia Salman and Jane Buchanan present their findings to the staff at the BC Ministry of Children and Family Development.
• Did participants like the training and learn from it?
• What did participants feel?
• Did the participants use their training?
• What do participants need to continue learning?

What did the researchers find?

The evaluation showed that the workshop raised staff’s understanding of the impact of residential schools, colonialism, and ongoing integrational trauma experienced by some Indigenous people in Canada. The respondents largely agreed that their understanding of Indigenous history grew and that this increased their respect for Indigenous people. Most participants described the workshop as emotional. The majority of participants said the workshop had a good impact on the way they engage with Indigenous people as well.

Going forward, participants indicated that they wanted to continue learning about cultural protocols and how specifically to support their Indigenous clients. The results show a clear desire among workshop attendees to continue learning about the topics covered in the workshop.

The most common negative feedback was that participants did not think the workshop should be mandatory. Some people felt those attending who did not wish to be at the workshop lessened the workshop’s impact for others.

How can you use this research?

Employers, teachers, and professional development agencies can use this information to examine the use of Indigenous cultural understanding courses. The results of this research can be helpful in evaluating existing cultural understanding courses as well. For businesses working closely with Indigenous communities or seeking to create an inclusive work environment these findings show the results of one method for cultural learning.

About the researchers

Jane Buchanan and Nadia Salman are University of Victoria (UVic) graduate students supervised by Drs. Gord Miller and Wayne Mitic. The researchers did this project for the Graduate Studies 505 course. Facilitated by Research Partnerships and Knowledge Mobilization, GS 505 is a partnership between MCFD and UVic. The researchers gratefully acknowledge the financial support of the Province of British Columbia through the Ministry of Children and Family Development.

Keywords

Indigenous cultural training; cultural acumen; cultural sensitivity training; Indigenous child welfare; cultural safety; intergenerational trauma; cultural learning

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