Pride in Practice

Project Evaluation Report

March 2026

Project funded by:

Evaluation by:

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I. Introduction

This report presents findings from the evaluation of the Pride in Practice project, a partnership between Calgary Catholic Immigration Society (CCIS) and Centre for Sexuality (C4S). The project, which took place from February 2025 - March 31, 2026, was made possible by one year funding from the Calgary Foundation. The aim was to build CCIS' in-house capacity to deliver gender and sexuality training and to adapt C4S existing training content for culturally diverse audiences.

The project evaluation assessed the efficacy of the training itself, the success of the project in meeting its intended outcomes, and the effectiveness of the project partnership. It also captured key learnings, strengths, and challenges of implementation.

Evaluation methods:

- Baseline organizational survey (N=195).
    - Standardized C4S tool, adapted and offered to CCIS staff prior to co-development and training activities.
- Post-training feedback survey (N=7).
    - Standardized C4S tool, offered to CCIS facilitators following formal training.
- Post-workshop feedback surveys, workshop participants (N=52).
- Facilitator feedback/observation forms.
    - Completed by CCIS facilitators who observed their peers' initial sessions deliveries.
- Attendance at Community of Practice meetings and co-development sessions.
- Discussions with CCIS and C4S leaders and coordinators throughout the project.
    - Including co-development of conference presentation materials, key messages.
- Focus group with C4S project staff/trainers (N=1; n=3).
    - Following delivery of training.
- Focus group with CCIS facilitators (N=2, after training and after session delivery).
    - Following training; and b. after experience delivering workshop.
- Interview with CCIS Project Coordinator (N=1).
- Developmental evaluation:
    - Participation in Community of Practice meetings, co-development sessions, partner planning meetings and discussions.
    - Support with meeting facilitation, project materials, as requested.
    - Sharing of emergent feedback and evaluation findings.

II. Project Overview

The *Pride in Practice* project sought to enhance the internal readiness and capacity for CCIS to effectively support LGBTQ+ newcomers and build a sustainable culture of inclusion at CCIS, for staff and clients alike.

This collaborative initiative between the Calgary Catholic Immigration Society (CCIS) and the Centre for Sexuality (C4S) included two main aspects: a. the co-development of culturally responsive, gender and sexual diversity workshop content; and b. recruitment and training of CCIS staff to become in-house facilitators of the content.

This project was developed in response to several opportunities, including:

- CCIS' commitment to ensuring equitable service outcomes for LGBTQ+ clients and an inclusive working environment for all staff.
- Funder-driven requirements to show commitments in alignment with the above.
- An increasing number of LGBTQ+ newcomers arriving to Calgary/accessing services at CCIS.
- CCIS' long-standing reliance on C4S to provide basic gender and sexuality awareness training to new staff and the desire to find a more sustainable solution in the long-term.
- C4S' interest to learn ways to better adapt their content for diverse audiences.
- CCIS and C4S' history of working collaboratively and in partnership around the intersection of gender/sexuality and culture.
- A mutual interest to apply an intersectional lens to ongoing equity and inclusion work.

The project had several outcomes in mind for each organization:

<table>
<tr><th>CCIS Goals</th><th>C4S Goals</th></tr>
<tr><td colspan="2">• Better understand the intersection of culture and gender/sexuality.</td></tr>
<tr><td>• Establishing internal organizational capacity to onboard new and existing staff on LGBTQ+ content.
• Increase organizational capacity to serve LGBTQ+ clients and/or orient clients to gender/sexual diversity norms, human rights, and inclusion in Canada.</td><td>• Test the Train-the-Trainer model.
• Identify opportunities to adapt training content to multicultural audiences.</td></tr>
<tr><td>Roles: Project Coordination (dedicated staff role); Community of Practice; Trainees.</td><td>Roles: Project Coordination; Contribution of base workshop content; Training.</td></tr>
</table>

III. Program Timeline and Activities

Phase	Key Activities
Phase 1 - Preparation February 2025	• Foundational planning and expectation-setting. • Communication about the project to CCIS Management. • Baseline survey to CCIS staff. • Initial review of workshop content, recommendations. • Co-development of trainee recruitment process. • Co-recruitment of CCIS Community of Practice members • Establishment of Community of Practice & Review of role commitments.

Phase 2 - Co-development
 	
April - June 2025
	• Community of Practice meetings:
	  ○ Relationship and trust-building activities
	  ○ Monthly meetings to review, discuss, and provide recommendations (to C4S) as to how and where content could be more relevant to a culturally diverse, largely immigrant staff team and to different departments within the organization.

Phase 3(a) - Train-the-Trainer
 	
July-September 2025
	• Training by C4S:
	  ○ 4-day (24-hour total) in-person training for CCIS trainees on the workshop content and facilitation best practices.
	• Community of Practice meetings:
	  ○ Monthly meetings to reflect on learnings and discuss readiness as facilitators, implementation next steps.

Phase 3(b) - Workshop facilitation
 	
October 2025 - March 2026
	• Coordination of training opportunities across CCIS locations, divisions and program areas.
	• Co-delivery of N=10 workshops by CCIS facilitators
	  ○ Feedback, observation and reflection processes.
	• Community of Practice meetings:
	  ○ Monthly meetings to discuss implementation learnings, future content adaptations.

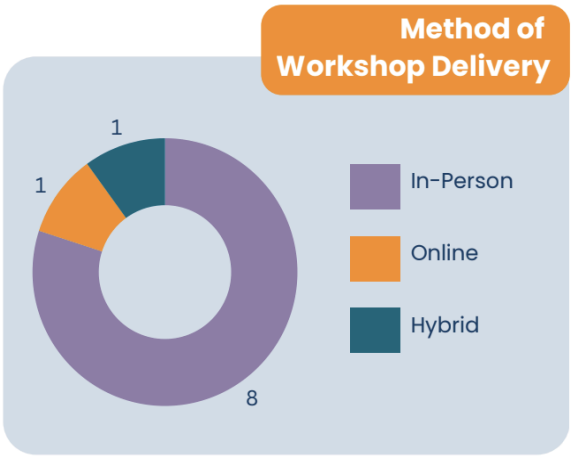
Phase 4 - Facilitation and adaptation Ongoing	• Coordination and co-delivery of training opportunities across CCIS locations, divisions and program areas. • Ongoing Community of Practice meetings: reflections, content adaptations, and next-step discussions.

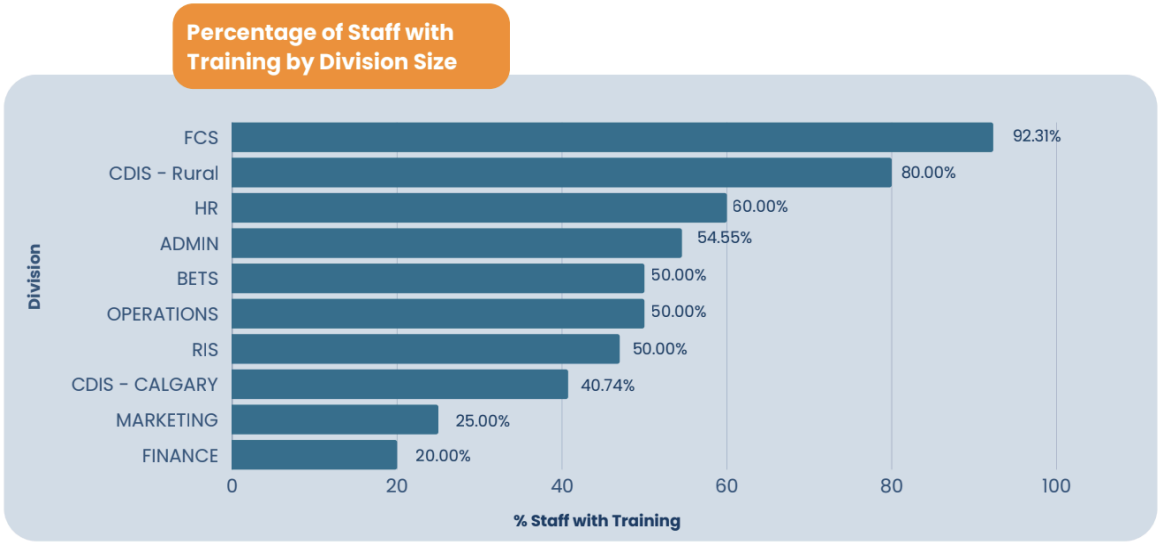
IV. Key outputs

As of March 2026, the seven trained CCIS facilitators had each delivered at least one and up to four Creating a Culture of Respect Workshops for a total ten deliveries (one of which was co-facilitated by a C4S facilitator), reaching a total 214 CCIS staff (about 40-45% of the organization.

Number of Sessions Delivered	Total Number of Participants	Number of CCIS Facilitators Trained
10	**214**	**7**

The **Pride in Practice Program** is a response to the growing need for settlement organizations to enhance their **internal capacity to support LGBTQ+ newcomers**. Through the program, staff receive specialized training and resources to navigate the intersections of faith, culture, and migration that shape conversations on gender and sexuality with colleagues and clients.





V. Project Outcomes

Overall, the project was successful in achieving the goal of preparing CCIS staff as workshop facilitators. Based on data and feedback gathered throughout the process, as is further outlined below, the CCIS facilitators were sufficiently oriented to the content and facilitation skills through the Train-the-Trainer program delivered by C4S. They reported increased knowledge and skills upon completion of their training and went on to apply their knowledge and skills through the successful delivery of workshops.

Feedback from workshop participants validates the effectiveness of the workshop content and facilitation. Furthermore, the transformations were not solely felt by CCIS staff. C4S staff gained valuable insights and experiences with regards to content modification and how to train culturally diverse people to deliver LGBTQ+ content.

a. C4S' Train-the-Trainer program was effective in preparing CCIS facilitators with the skills and knowledge to deliver workshops

The training provided by C4S to CCIS staff to become workshop facilitators was effective. Upon completion of the 4-day training, trainees reported that they:

- Increased their knowledge of gender and sexual diversity;
- Increased their comfort to facilitate content on gender and sexual diversity;
- Increased their facilitation skills and confidence; and
- Were better prepared to navigate differences in values and beliefs on the topic.

> *"I feel as if I have learned better ways to explain concepts related to gender and sexuality." (CCIS trainee/facilitator)*
>
> *"I believe I have enough skills to successfully facilitate a training and know that I have support if needed." (CCIS trainee/facilitator)*
>
> *"I feel more confident having the information and tools I need to explain to my workmates how they should treat LGBTQ+ community members." (CCIS trainee/facilitator)*
>
> *"I feel I'm leaving with more than I came with, that makes me feel confident" (CCIS trainee/facilitator)*
>
> *"It was a success [...] people left the [Train-the-Trainer] training with lots of skills, more knowledge, more confidence." (C4S Staff)*

At the same time, there was still some hesitancy from the newly trained facilitators upon completing the training sessions. It is important to note that the full training program included

the opportunity to practice through delivery of the workshops and the feedback that was provided from other facilitators who observed those sessions. Upon having opportunities to deliver the workshop, reflect with co-facilitators and facilitator observers, and through continual adaptation, facilitators continued to strengthen their grasp of the content and confidence to facilitate.

b. Overall efficacy of the train-the-trainer model and training facilitation

CCIS Trainees shared that the depth of content and participant engagement throughout the program was 'just right'; and that their expectations of the training were met. Overall, trainees reported a positive learning experience and environment, and that the C4S trainers were effective in their delivery.

> *"The Facilitators were AWESOME. They have different styles, but all of them seemed knowledgeable, approachable, and friendly." (CCIS trainee/facilitator)*
>
> *"I feel very supported in my learning." (CCIS trainee/facilitator)*
>
> *"They had a great attitude the whole time."(CCIS trainee/facilitator)*
>
> *"I loved how they were not afraid to share personal experiences, laugh at themselves, and be vulnerable." (CCIS trainee/facilitator)*

c. CCIS Facilitators have been effective in delivering workshops and achieving learning outcomes

CCIS facilitators were able to effectively move from completing training to delivering the Creating a Culture of Respect workshop. Their effectiveness as facilitators and command of the content was evident through feedback from workshop participants and from facilitator observation notes.

According to feedback from participants in workshops facilitated by CCIS trainers:

- 96.2% strongly agreed or agreed that the facilitator(s) were clear and easy to understand.
- 98.1% strongly agreed or agreed that the facilitator(s) showed strong understanding of the content/subject matter.
- 98.0% strongly agreed or agree the facilitator(s) were effective in supporting discussion and addressing questions.
- 96.2% strongly agreed or agreed that the objectives of the training were clear.
- Participants gave an average 4.5 out of 5 overall rating of the workshop.

> *"The facilitators were very engaging and knew what they were talking about." (CCIS Workshop Participant)*
>
> *"Exceptional speakers who deliver information clearly and effectively. The atmosphere was warm and welcoming. It was a truly enjoyable experience." (CCIS Workshop Participant)*

"The workshop was very entertaining and informative" (CCIS Workshop Participant)

"This was a good and important session and as a queer person this felt safe and well facilitated. Thanks!" (CCIS Workshop Participant)

d. Increased knowledge and awareness of gender and sexual diversity among CCIS staff

Not only has the project resulted in almost half of the staff at CCIS receiving the workshop, post-workshop feedback indicates that participants gained increased awareness and knowledge of the topic and increased readiness to apply that knowledge into their work. This further illustrates the effectiveness of the workshop delivery and the adaptation of the content for the audience.

- 62% strongly agreed or agreed that they learned something new.
- 98.1% strongly agreed or agreed that the information was applicable to their work.

"The session was very useful and provided a lot of information that I will definitely use in the future. It covered all the topics related to LGBTQ+ that I might need." (CCIS Workshop participant)

e. Increased (CCIS) organizational capacity to onboard new and existing staff on LGBTQ+ content

Not only are seven staff now trained, active, and available to facilitate the Creating a Culture of Respect workshops independently, they are now internal champions who are passionate about LGBTQ+ inclusion and are driving culture change within the organization through ongoing, informal discussions with colleagues and identification of future opportunities.

"For me the success really was working with the trainers and seeing their continued engagement with the content and with the process. From the first time that I got engaged with this group before we started the actual development of the train the trainer [model], to going to a community of practice meeting... to see that sort of growth and to see how by and large people are are bought into the content [...] and have a lot of really strong motivation. I think that was a strength in this. People were by and large showing up wanting to be there wanting to implement some change." (C4S Staff)

f. Increased (C4S) staff capacity to reflect on delivering LGBTQ+ content to different audiences and implement a process to build the capacity of others to deliver LGBTQ+ content.

The project also had outcomes for C4S staff with regards to how they deliver and adapt their train-the-trainer content cultural awareness, and implement a model to train champions to have the skills and knowledge needed to deliver the content.

"I think that there were some big successes in terms of moving us outside of our comfort zone too which was really great." (C4S Staff)

"[There was a] slight nuance of a group of non-newcomer facilitators facilitating to a group with diverse cultural experiences. I think we did think about that, but it could have been more fleshed out perhaps in how we tackle adult learning, how we utilize that and how we take that up as the sort of the tool that we use." (C4S Staff)

g. Internal champions for advancing LGBTQ+ inclusion at CCIS

An unintended, positive outcome of the project was that CCIS trainees became more than just workshop facilitators - they are now organizational champions for LGBTQ+ inclusion within the various CCIS departments. Informally, they have become resource people to whom colleagues bring questions, and more formally, they are interested in taking on additional initiatives such as reviewing intake forms. The workshop content has also already been used to inform the integration of information about gender norms into LINC (Language Instruction for Newcomers to Canada) curriculum. In addition to the direct outcomes of the training, the project has supported a positive overall momentum toward a more inclusive workplace and more responsive services for gender diverse clients.

VI. Key learnings & reflections

The following section provides a summary of various strengths, challenges, and key learnings that surfaced through the implementation of the project. These learnings provide recommendations and key considerations for future projects, offer reflections on initial assumptions of the project design, and give insight into the effectiveness of the partnership in achieving the intended outcomes.

a. The value of a Community of Practice

An early adaptation to the project was to establish a Community of Practice model to create a sense of continuity and connection for the project staff. The Community of Practice (CoP) was made up of CCIS staff recruited as trainees, with participation from the CCIS project coordinator, C4S trainers and the evaluation team when appropriate.

When CCIS staff were recruited to the project they were given the initial role of 'advisory' rather than 'trainers', allowing them to focus first on and get more comfortable with the workshop content and time commitments, before fully committing to train and facilitate. The CoP provided a structure and cadence to the activities associated with the initial content co-development as well as provided an opportunity to trust and relationship building between the CCIs staff (who did not all know each other prior) and between the CCIS and C4S staff.

> *"We developed a community of practice where we had different options for people in terms of participation. We recognized that not everybody who was interested in 2SLGBTQ+ inclusion at CCIS would want to go and train people. So there was [...] we used knowledge informants or something like that and then trainers, and you could be both or you could be one or the other. And so we had community practice meetings with them to really talk about content development." (C4S Staff)*

Over the course of the project, including throughout training and facilitation activities, the CoP continued to meet monthly to reflect on learnings, surface concerns, and further reflect on the workshop content's efficacy in application.

Overall, the CoP model was considered a strength of the project. It provided a regular meeting cadence, a space for open dialogue, and continues to provide continuity to the work that is ongoing at CCIS upon conclusion of the funded project and partnership.

b. The realities of coordination and time commitments

The reality of coordinating the schedules not only of multiple staff at each C4S and CCIS, but of including CCIS trainees from different departments and with existing workloads, presented some challenges in aligning schedules. Over time, the project coordinator worked to schedule meetings as far in advance as possible, however the reality was that not all CCIS trainees or C4S trainers could be present at all Community of Practice meetings, nor could C4S observe all of the initial independent workshop facilitations by CCIS. It was important for CCIS and C4S to establish a level of flexibility for the trainees in terms of how involved they could be whilst

balancing their core workload. With the exception of the four training sessions facilitated by C4S, trainees were given the space to engage in the project as meaningfully as possible. This helped create a strong level of engagement when trainees could be present for project activities.

A support to the project was a clear, written description of the commitment to participate in the Community of Practice as a CCIS advisor and/or trainee - as well as the requirement for manager approval. Still, there was attrition of three original trainees (one of whom left the company) and sometimes challenges getting relief from core work demands. Though not unexpected, attrition is an important factor to account for from the outset as well as when reflecting on the long-term sustainability of the project. Ongoing communication to and buy-in from managers of staff who are delivering training is also required.

c. Adapting to different levels of readiness

Including and accommodating for different levels of readiness and familiarity with the subject matter was a decision made at the time of recruitment of CCIS trainees. This was important not only to ensure that enough people could be trained but also allowed the Community of Practice itself to understand and have open discussions about areas of resistance and where information might need to be more deeply explained. The opportunity to have these open discussions as a Community of Practice ultimately resulted in content that was effectively adapted to the future participants - who also have varied levels of readiness - and better readied facilitators for the types of questions they would and did encounter when delivering the content. These open conversations about the intersection of culture and gender/sexuality also contributed to a deeper understanding on the subject for both project partners.

> *"I think it helps when the material is adapted. It makes it more relatable and resonates to folks from a wider perspective. Because we're such a large organization and each division is its own unique kind of [...] thing. I think some divisions are definitely better positioned to receive the training and [...] know what to do with it, whereas others are a bit lagging. (CCIS Staff)*
>
> *"There are so many ANDS to this situation" and not taking the time to address each of these areas does a disservice to the topic, and to the trained facilitator - it doesn't set them up for success." (C4S Staff)*

d. Co-development or adaptation

CCIS' Creating a Culture of Respect workshop that ultimately emerged through the project built upon C4S's existing training content and materials. Though the project set out to co-develop workshop content as a first phase of work, upon reflection, the partners agreed that it was more a process of adaptation than true co-development. Though there was strength in having existing workshop materials to build from, because C4S's training is established and standardized, there was some tension and uncertainty as to how to integrate some of the changes and content initially proposed. Furthermore, questions of ownership were important

to surface over the course of the adaptation - when did the workshop material move from belonging to C4S to belonging to CCIS?

A central theme throughout the project was the balance between maintaining fidelity to the original C4S curriculum and adapting the workshop to the specific needs of CCIS. At times, tensions emerged wherein C4S required a level of fidelity that presented as rigidity. Importantly, this project was also the first-of-its kind for C4S, in which their content was adapted *by* another organization, and thus straying from fidelity was not routine practice.

> *"I felt like I needed to do a lot of self-reflection around.. is this about not understanding the background around adult learning theory and transformational learning and those types of things.. or was it my own reaction to somebody saying, "Oh, this doesn't work for me" and not understanding the why of it." (C4S Staff)*

Ultimately, many of CCIS' initial ideas for change in the content were not implemented until they actually took 'ownership' of the content through implementation. As such, adaptation is an ongoing process for the CCIS facilitators who continue to learn through doing. As part of the final output, C4S provided a facilitation manual and introduced the Red, Yellow, Green Framework to guide appropriate adaptations while preserving core content fidelity.

e. Reflecting on the concept of 'train-the-trainer'

Staff from both organisations shared how at its root, this project did not turn out to be a train-the-trainer package wherein the CCIS facilitators necessarily have readiness to train a future cohort. However, as they continue to engage with the content through the practice of facilitation, that may change, or point to an opportunity for re-engaging with C4S to co-train a new cohort.

> *"When it comes to the trainers then being able to train other people, that's the piece that's missing…Whether it's as sustainable as we were thinking it would be, from the train-the-trainer aspect, is a sticking point but something that we'll have to see." (CCIS Staff)*

An emergent strength, however, was the emergence of CCIS facilitators as internal champions - a group of interested and committed people that are keen to support the ongoing advancement of LGBTQ+ inclusion at the organization.

f. The importance of establishing the imperative (the why)

Many staff at CCIS are immigrants or newcomers themselves, and represent a wide range of cultural and faith traditions. CCIS trainers recognized that many staff have cultural or faith values - or come from societies with legal systems - that would shape their receptivity to the content, which would be new for some people. Because of this, CCIS was determined to approach the topic with clarity and respect for cultural and faith-based opinions, while firmly positioning inclusion as a non-negotiable organizational expectation.

CCIS found it was important to establish the 'why' of the workshop and to ground it in workplace expectations such that even participants with personal, cultural, or faith values that

did not easily align, were not faced with resistance. As such, from the outset, CCIS sought to frame the workshop not as a reflection of personal belief systems, but as an extension of professional obligations aligned with CCIS' mission, policies, and funding requirements.

Strategies included:

- Situating the workshop within a Canadian Human Rights Framework
- Strengthening staff skills to create safer and more inclusive environments for LGBTQ+ clients and colleagues, with practical suggestions tied to their area of work
- Increasing understanding of intersecting identities and forms of discrimination

The following quote illustrates the intended outcome of this approach:

> *"I don't share a lot of these ideas but I respect them and I understand them." (CCIS Workshop Participant)*

g. Learning through doing

Though the training was impactful in preparing facilitators, it should be noted that the opportunity to actually deliver the workshop solidified their confidence. Upon completing the training, trainees did report increased knowledge and confidence, however they still faced uncertainty. Some important processes were implemented to support this phase of learning:

- All workshops were co-delivered by two facilitators
- Other Community of Practice members observed the session and provided feedback and observations
- Facilitators had the option to have C4S co-facilitate with them or be present should content questions arise that they weren't prepared for
- Ongoing Community of Practice meetings to collectively reflect on what was working well, challenges, and solutions
- 'Go ahead' for CCIS facilitators to take ownership of the workshop content and continue to adapt it based on practice

h. Strengths and challenges of working in partnership

Overall, the partnership approach was considered to be successful. Notably, it allowed for efficient roll-out of the project, largely because base content and a training framework were already established. Furthermore, leveraging the expertise of both parties in their respective content area supported recruitment of facilitators and, throughout the project, robust and critical discussion on how to address the very real challenges of the intersection between gender/sexuality and culture.

At the same time, there were challenges in working from established, standardized and validated content and tensions that arose through each organization's commitment to their area of expertise. This was supported by established trust between management at each organization and supportive relationships that were developed among CCIS facilitators and between CCIS trainees and C4S trainers. Despite tensions, the teams were able to more

forward in a spirit of flexibility and co-learning.

> *"I had some aha moments for myself.. really about how nuanced facilitation really is, especially for newcomer communities that are quite diverse. Creating a space for those new facilitators [...] I think there needs to be more time and more space for them to troubleshoot things that they think they're going to hear so that we can help them feel confident in addressing those things. So I think there was just some tension in how to untangle those moments." (C4S Staff)*

VII. Summary of modifications to workshop content and facilitation:

This section provides an overview of adaptations that were made to the workshop content and facilitation approach to better respond to a multi-cultural audience.

- Terms and definitions: To ensure accessibility, CCIS streamlined the number of terms introduced during the workshop. This was particularly the case for less commonly understood terminology around sexual orientation (e.g., pansexual, asexual, aromantic); however, these words were introduced responsively when prompted by participant questions. This approach intended to reduce cognitive overload for participants unfamiliar with foundational terminology, while still respecting the diversity of identities represented within LGBTQ+ communities.

  "The beginning was for [CCIS] to look at our existing workshop materials and provide their unique insights from their organizational perspective and also their sector. We did that quite a few times." (C4S Staff)

  Though 'removed', having knowledge of and access to the more robust content meant facilitators could still respond to questions of those with baseline knowledge.

- Organizational framing and contextualization: As internal trainers began delivering the workshop, it became evident that additional organizational framing was necessary. Without this contextual grounding, some trainers reported feeling a degree of detachment from the content. To address this, CCIS:
  - Reordered slides to more naturally introduce the topic
  - Added references to CCIS' mission, values, and policies
  - Incorporated IRCC expectations regarding inclusive service delivery

  These additions strengthened internal ownership and positioned the training as integral to organizational performance rather than as an external initiative.

  "I had sessions with the community of practice members a few times to get independent feedback where they would look at the slides and provide feedback, and then in person on actual activities because you get a different flavor from something you're seeing versus when it's facilitated." (C4S Staff)

  "I think that really led to some moments of clarity.. but then also some moments of more sort of fuzziness to figure out, you know, where do we need to dig in a little bit deeper?" (C4S Staff)

- Case Studies: C4S created an initial case study to illustrate some core concepts ("Malik"); however, in retrospect, co-creating case studies with CCIS trainers would have added significant value. This approach could have fostered a two-way learning opportunity-allowing CCIS staff to benefit from C4S' subject-matter expertise, while

giving C4S direct insight into the lived experiences and organizational realities of CCIS staff. Such collaboration would have strengthened both relevance and engagement across the organization. Moving forward, CCIS seeks to elicit case studies from across the organization in order to develop a suite of case examples to draw from and embed in the workshop for different audiences or departments.

- Use of Data: Early in the project, CCIS identified the importance of incorporating population-level data to illustrate the number of people who identify as LGBTQ+ into the workshop. Data was not incorporated into the final workshop provided by C4S, but was added after by CCIS staff. Presenting evidence-based information helped ground the training in fact, counter misinformation, and frame inclusion as a service delivery and human rights issue rather than a matter of opinion.
- The Weekend Activity - Adaptation or Removal: The weekend activity required modification because of organizational context. Because many CCIS staff know one another well, the core exercise did not consistently achieve its intended learning objective. After multiple facilitation rounds and discussion within the Community of Practice, the activity was adapted to better align with staff dynamics while preserving its reflective purpose. Depending on the audience, CCIS trainers opted not to deliver the activity, but to introduce the topic of empathy-building that the activity seeks to achieve.
- Branding and Internal Champions: Additional adjustments included integrating CCIS branding into workshop materials and highlighting CCIS trainers as internal champions. These changes further reinforced ownership and sustainability.
- Ongoing adaptations: As the trainers continue to deliver the workshop, they also continue to reflect and make additional adjustments or options for adjustment at the Community of Practice meetings. Learning from one another about how they facilitated content or responded to questions has been effective in further building their flexibility to adapt delivery in the moment.
- Flexible facilitation: As CCIS trainers transitioned into independent delivery, it became evident that tone and facilitation style required thoughtful adaptation. While core content remained consistent and factually grounded, trainers adjusted delivery to align with the organizational culture at CCIS and their own personal style. Modifications included contextual adjustments to Learning Rights and Land Acknowledgement slides to ensure authenticity when delivered by internal staff. Trainer confidence increased when flexibility was permitted within clearly defined boundaries. As such, authentic delivery improved engagement while maintaining fidelity to foundational principles.

VIII. Looking ahead

As implementation continues to progress, with CCIS trainers delivering ongoing workshops to CCIS staff, the CCIS-C4S partnership has evolved. What began as an externally-guided training has transitioned into an internally sustained practice.

While the Community of Practice was originally envisioned as a shared learning space between CCIS and C4S, over time, CCIS trainers increasingly held these sessions internally and independently. Trainers reported feeling more comfortable processing facilitation experiences among colleagues who shared organizational context and program realities, and less reliant on C4S trainers for assurance or support. This shift reflected growth in internal confidence and capacity, without doubt thanks to the training received by C4S. Importantly, the shift signaled that the workshops were no longer perceived solely as externally developed content, but as a developing internal competency.

The ongoing relationship with C4S remains valued, particularly for subject-matter expertise; however, CCIS now holds operational ownership of implementation and future content. CCIS trainers are empowered to continue to deliver training to new and existing staff, develop a next level of content for those interested in more learning, and to explore opportunities for additional organizational changes. C4S remains committed to supporting ongoing workshops and CCIS facilitators on an as-needed basis. The C4S and CCIS facilitators and the project coordinator belong to a Teams group chat where they can share relevant news, reflections, and questions openly.

Looking ahead, CCIS leadership is keen to see the CCIS facilitator-champions embrace their new role and independently maintain their Community of Practice, with attention to ongoing opportunities to not only educate staff but to advance organizational policies and practices and/or adapt the content for client educational opportunities.

VIII. Appendix

Appendix A: Overview of Strengths and Challenges according to Phase

Strengths	Challenges
Phase 1 - Preparation	
• CCIS project coordinator and key point of contact to support scheduling. • Previous working relationship between partners. • Decision to establish a Community of Practice. • Recruitment focused on those with interest to learn and develop skills and lived experience, rather than previous facilitation experience. • Formal buy-in from management for project staff to participate.	• Baseline survey was not effectively socialized to CCIS, could have been co-developed • Process and timelines were not clear enough from the outset • Established relationship of trust between organizations but not necessarily staff assigned; time was still required to create trust
Phase 2 - Codevelopment	
• Definitions of co-development and what specific aspects were to be co-developed were discussed. • Time to get to know one another. • Having a baseline structure to build from/not creating from scratch. • Community of Practice members as content-advisors. • CCIS' own experience developing and delivering workshops. • Relationship of trust and open communication between leadership.	• Co-development of a long-established, standardized set of materials. • Despite efforts to align, there was mixed understanding of how co-development and content ownership would proceed. • Attrition of original trainees - sustaining long-term project commitment while navigating core work commitments. • Ongoing buy-in from managers, in-practice. • Aligning schedules.
Phase 3 - Training	

• Established training framework and skilled trainers. • Established trust between trainers and trainees. • Trainer readiness and genuine interest to learn. • Anticipation of challenges at delivery phase. • Pre-existing manager awareness and buy-in to have staff participate in workshop. • In-built readiness to adapt to different audiences, modalities. • Co-facilitation. • Option to include C4S for co-facilitation or observation/on-site support.	• Workshops participants showed different levels of readiness to receive the content; difficult questions were raised. Facilitators had to make unique adaptations to the content. • Large groups and online facilitation is more challenging. • Aligning C4S and CCIS schedules. • Different levels of buy-in from different managers, departments. • High investment needed for any Trainer to be trained and for specific skills to be developed. • Role strain between community of practice lead and community of practice member.
Phase 4 - Facilitation and adaptation	
• Ongoing community of practice discussions. • Facilitators as Champions within the organizations. • Commitment and motivation of CCIS facilitators to keep momentum.	• Stigma toward facilitators from some staff. • Sustaining momentum for the community of practice. • Questions of long term sustainability.