



Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

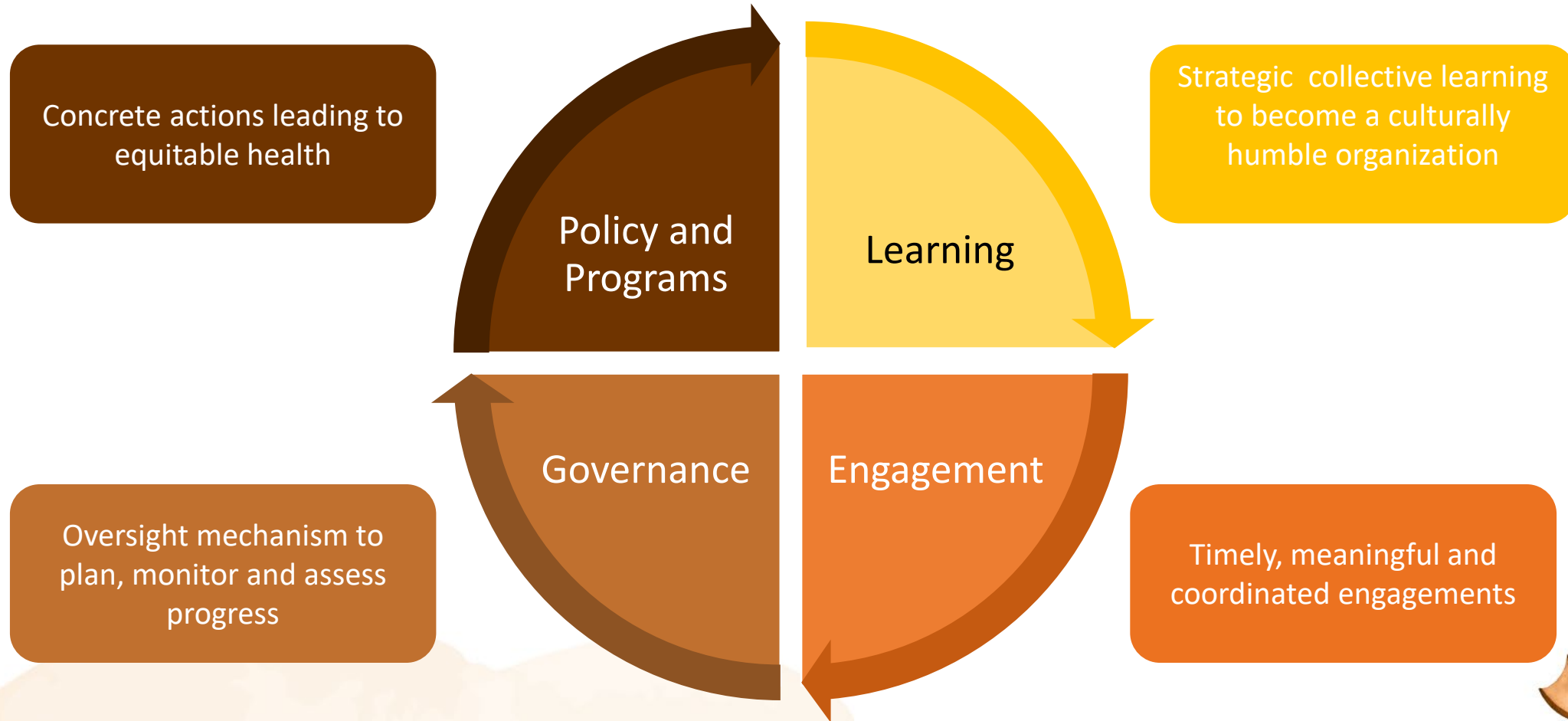
Presentation to Canadian University and Colleges

Indigenous Relations Team

February 28 2024



PHAC's Reconciliation Approach



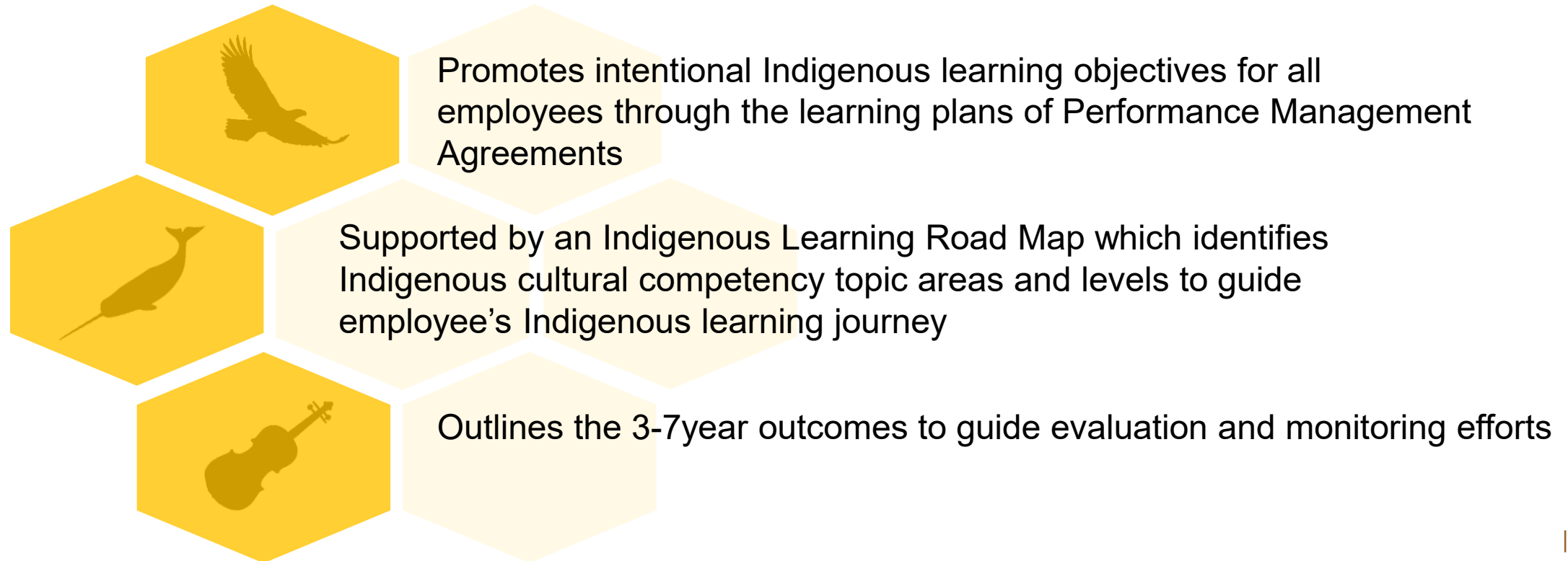
Practical considerations: time required to build and enhance trust; resources for Indigenous organizations; leveraging existing efforts across the Health Portfolio

Indigenous Cultural Competency(ICC) Policy



Approved in 2022, the aim is to improve cultural awareness and enhance practice of all employees to enable the Agency's contributions to reconciliation, and to improve public health actions for the benefit of Indigenous Peoples in Canada.

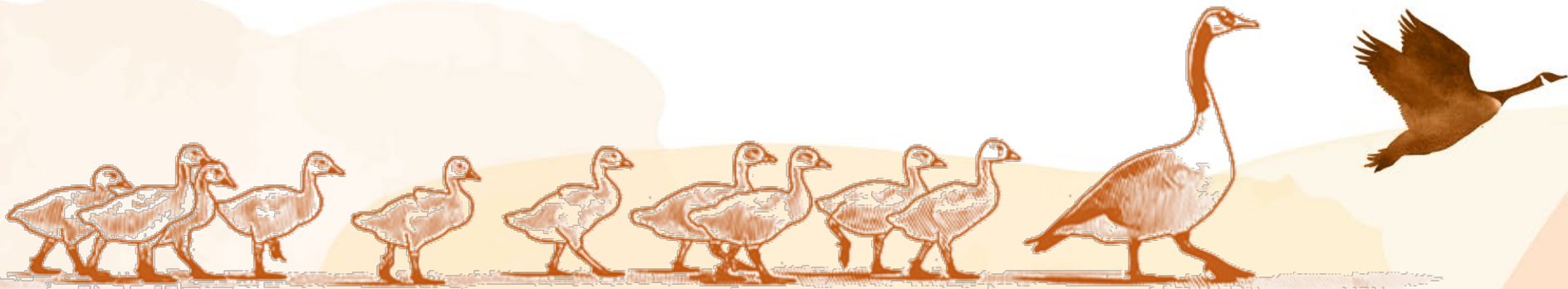
Policy Components:



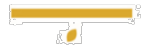
Develop a Culture of Humility

Humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience, acknowledging one's level of cultural competency, existing knowledge gaps, acknowledging if past actions were unintentionally not culturally safe, and taking action to learn more.

A culturally humble individual listen to the people they interact with, especially about another's experience, and what needs to be accomplished.



ICC Blueprint for Change



Resources

Activities

3 Year Outcomes

5 Year Outcomes

7 Year Outcomes

	Resources	Activities	3 Year Outcomes	5 Year Outcomes	7 Year Outcomes
Awareness		Initiate an Indigenous competency network	PHAC staff understand their biases and ICC policy	PHAC is a culturally humble organization	PHAC programs and policies benefit Indigenous Peoples in Canada
Knowledge & Capacity	Personnel, and Materials (Policy, PHAC Indigenous Competencies, Learning Directory, and more to come)	Develop resources and champion ICC	PHAC staff are knowledgeable about their role in Reconciliation		
		Lead innovative learning opportunities			
Policies & Programs		Integration of ICC policy	PHAC staff have an increased capacity to use an Indigenous lens	PHAC staff have the skills to develop policies and programs that are culturally safe	
		Implement PHAC learning using Indigenous pedagogy			



Indigenous Learning Road Map

Six Knowledge Pillars:



Four depths of knowledge:



	Indigenous People of Canada, Culture & General Learning	Historical and Systemic Impacts and Responses	Treaties and Indigenous Rights	Reconciliation	Indigenous Ways of Knowing and Concepts of Health	Indigenous Engagement and Relationships
Basic Awareness	<ul style="list-style-type: none"> Introduction to First Nations People Introduction to Inuit Introduction to The Métis Introduction to Urban Indigenous People Concepts of bias, racism, prejudice, and discrimination 	<ul style="list-style-type: none"> The true history of Canada: <ul style="list-style-type: none"> Residential Schools The 60's Scoop Indian Hospitals Missing and Murdered Indigenous Women and Girls Systemic racism against Indigenous Peoples in the health system Relocation of Indigenous communities Métis scripts 	<ul style="list-style-type: none"> Understanding treaties and the promises that were made We are all treaty people The Indian Act Constitution Act The United Nations Declaration on the Rights of Indigenous People (UNDRIP) Inuit Nunangat Policy 	<ul style="list-style-type: none"> The need for reconciliation The Truth and Reconciliation Commission (TRC) process and resulting Calls to Action The National inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) process and resulting Calls for Justice Everyone has a role to play in reconciliation 	<ul style="list-style-type: none"> Traditional roles in Indigenous health and ways of knowing Holistic Health approaches Inequities experienced by Indigenous People The environment and land's connection to health and well-being 	<ul style="list-style-type: none"> Common Indigenous interaction protocols Traditional and elected leaders and their roles Use of and principles for meaningful land acknowledgements Spectrum of engagement
General Knowledge	<ul style="list-style-type: none"> The diversity that exists within each distinction group Traditional concepts of gender and 2SLGBTQIAAP identities PHAC and other federal departments' Indigenous mandate How to apply an Indigenous lens to your work 	<ul style="list-style-type: none"> Current experiences impacting Indigenous well-being <ul style="list-style-type: none"> Intergenerational trauma Loss of pride, language, community, and cultural identity Social determinants of health Anti-Indigenous racism Lateral Kindness (replaces lateral violence) Indigenous People's lack of trust in federal, provincial/territorial, and local governments 	<p>Concepts of:</p> <ul style="list-style-type: none"> Enfranchisement & disenfranchisement "Inherent" rights & self-determination Indigenous self-government <ul style="list-style-type: none"> Understanding the difference between historical, numbered and unceded regions 	<ul style="list-style-type: none"> TRC Calls to Action and MMIWG Calls for Justice that impact health and are relevant to PHAC's mandate What is colonization, and decolonization How to situate your work within reconciliation 	<ul style="list-style-type: none"> Distinction based views on what it means to be healthy Historical and current Indigenous focused health policies Determinants of health and their influence on Indigenous health and well-being Importance of cultural humility when working on Indigenous health 	<ul style="list-style-type: none"> How to effectively participate in a Sharing/Talking Circle The concept of Crown and Nation-to-Nation relationships Importance of co-development Key national Indigenous organizations Underrepresented Indigenous groups Engagement, reporting, and accountability burden Principles of engagement with Indigenous People Duty to Consult Self-determination and engagement Move Self-determination and engagement to Core Understanding
Core Understanding	<ul style="list-style-type: none"> Learning about what is sacred in an Indigenous context Applying a gender-based lens to Indigenous analysis and understanding Concept of compounding and intersecting identities 	<ul style="list-style-type: none"> Recommended approaches and program principles which support Indigenous People <p>Importance of:</p> <ul style="list-style-type: none"> Community-based Co-development Indigenous led programming <ul style="list-style-type: none"> Understanding how current systems, programs and policies create barriers for Indigenous People Internalization of Racism 	<ul style="list-style-type: none"> Self-governance agreements compared to land claim agreements and other alternatives Implementation of the principles of the UNDRIP Declaration & Framework Assessment of Modern Treaties Implications Process Research and co-development requirements with Indigenous People How to implement the Inuit Nunangat Policy 	<ul style="list-style-type: none"> Different approaches and expectations of what reconciliation looks like How to promote and encourage work that contributes to reconciliation 	<ul style="list-style-type: none"> The value of using "two-eyed seeing" approaches Indigenous Populations Health Cultural Safety Model in research and health services Public health data and self-determination of Indigenous People 	<ul style="list-style-type: none"> Effective ways to engage with Indigenous People and communities Principles for effective cross-cultural communication Setting realistic expectations for engagement and reporting National Indigenous organization politics Current distinctions-based priorities Self-determination and engagement
In-depth Understanding	<ul style="list-style-type: none"> Understanding the differences between cultural appropriation and cultural appreciation. Identity appropriation and self-identification politics Participation in ceremony 	<p>Concepts of:</p> <ul style="list-style-type: none"> White dominant culture Settler guilt Strength based approaches and narratives <ul style="list-style-type: none"> Understanding how to create barrier free systems, programs, and policies with Indigenous People 	<ul style="list-style-type: none"> What Nation to Nation relationships should look like Expectations of PHAC staff to uphold a rights-based and co-development approach 	<ul style="list-style-type: none"> How to apply formal and informal actions of reconciliation and key components <p>Informal:</p> <ul style="list-style-type: none"> Personal commitment to reconciliation <p>Formal:</p> <ul style="list-style-type: none"> Policy and program adjustments 	<ul style="list-style-type: none"> Systemic racism in science, policy, public health, and programs The value of culturally relevant health services, information, and programming How to design culturally safe and humble programs and policies 	<ul style="list-style-type: none"> How to use Sharing/Talking Circles in engagement How to enter a community respectfully Sharing the burden of co-development Flexible models of engagement, reporting and accountability

Competency Descriptions

Duty to Consult

Activities that explore the Crown's duty to consult, what that looks like, and best principles to ensure consultation is being done with free, prior, and informed consent. Learners should know about one's duty to consult, when to consult, how to ensure one is consulting properly, what free, prior, and informed consent means, and best practices when consulting with Indigenous Peoples.

Inuit Nunangat Policy

Activities that discuss the Inuit Nunangat Policy and its creation. Learners should be aware of the Inuit Nunangat Policy, its purpose, and why it is being implemented in Canada, and have a broad understanding of how it impacts the future of federal programs and policies.





INDIGENOUS CULTURAL COMPETENCY LEARNING POLICY
MANAGER AND EMPLOYEE
TOOLKIT

INDIGENOUS CULTURAL COMPETENCY LEARNING POLICY

Quick Start Guide



The **Indigenous Cultural Competency (ICC) Quick Start Guide** provides a high-level summary of ICC and the Performance Management Agreement (PMA) process. The process is much like the typical planning for Personal Learning and Development Plans (PLDP), but with an ICC focus including additional ICC resources.

For more detailed breakdown and guidance of the ICC process, including supportive tools and sample PMA discussion questions, please refer to the Indigenous Cultural Competency Manager and Employee Toolkit.

Getting Started
Establishing ICC long-term goals

- **Managers, in consultation with employees, determine** which of the 4 knowledge levels (from basic to in-depth knowledge) individual employees should work toward on the ICC Learning Road Map (the Road Map).
- **The knowledge level is to align** with each employee's responsibilities related to Indigenous policies, programs and engagement.
- **The identified knowledge level represents** where on the Road Map an employee should work toward.

PMA - PLDP
Identifying ICC objectives

- The Road Map is also a tool to help **assess** what existing Indigenous cultural competencies an employee has developed, and which competencies should be identified as knowledge gaps and more immediate learning goals.
- The resulting knowledge gaps are prioritized and set as objectives for the **ICC component of each employees' PLDP for the following fiscal year's PMA.**

ICC Learning
Identifying ICC Learning Activities

- **Employees select the learning activities** from the ICC Inventory, PHAC Indigenous Learning Calendar or other available learning opportunities that will best build their specific competency objectives.
- **Employees participate** in the identified (or emerging) learning activities, and take the time to reflect on their learning, and how they plan to apply their acquired knowledge.

PMA Review
Reflection and Further Goal Setting

- **During the mid-year review and year-end PMA cycle,** managers and employees review the progress and achievement of the PMA learning goals which includes the ICC specific activities.
- **Employees identify** which Indigenous competencies have been built, and in referring back to the Road Map, which competencies need to be deepened and/or which new competencies need to be focused on in the following year.



ICC Manager & Employee Tool Kit



What principles support ICC learning



How to incorporate ICC into the PMA process



ICC Tools and Supports



What are the roles and responsibility for ICC across the Agency



Provides language for employees and managers to have meaningful conversations about their Indigenous cultural competency development

❖ The ICC Manager and Employee Toolkit was designed to be a self-guided resource for managers and employees to learn about the ICC Policy & tools.

Questions and Discussions

