



INDIGENOUS CULTURAL COMPETENCY LEARNING POLICY

Learning Road Map

Becoming a Culturally Humble Organization

**To promote and protect the health of Canadians
through leadership, partnership, innovation and action
in public health.**

—Public Health Agency of Canada

Également disponible en français sous le titre :
*Politique d'apprentissage sur les Compétences culturelles
autochtones feuille de route pour l'apprentissage*

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Publication date: June 2023

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Cat.: HP55-6/2023E-PDF
ISBN: 978-0-660-49000-7
Pub.: 230102



Indigenous Cultural Competency Goose Symbolism

The Canada goose visual was selected for the Indigenous Cultural Competency publications as a shared symbol for both Indigenous and non-Indigenous people of Canada, as we journey together.

The Canada goose (as well the Crackling goose and six other subspecies) is found across Turtle Island and are one of the few animals that has a pervasive representation in Indigenous symbolism and communities. The Canada goose is not considered the most important animal, but holds a place of significance as it is one of the only birds that can soar as high as an eagle and is a key food source.

PHAC encourages employees to have a coordinated and strategic journey in the development of their Indigenous cultural competency with the expectation that acquired knowledge and skills be applied to create a culturally humble organization and public health system. This journey is much like the Canadian goose and its long and annual migration.

It will require regular and consistent work and be a lifelong journey for us all.

When Canadian geese migrate in a V formation, they take turns in the position of leader representing that no one individual or group can get to the destination of reconciliation on their own, as it requires the sharing of the work, and relying on each other's collaboration and insights to move towards a culturally humble public health system.

The Canada goose is known for their clear communication, teamwork, equity, cooperation and shared leadership, as well as their commitment to their group and community. They persistently work together and represent our dependence on each other's strengths and importance.

Throughout Canadian history, the Canada goose has represented wilderness, however as the goose has adapted and integrated itself into urban centers, it has developed as a symbol of flexibility, adaptability and resilience.

We invite you to engage with this PHAC Indigenous Learning Road Map as a Canada goose, with resolve and commitment and the wonder of flight.

Learning Road Map

PHAC Indigenous Cultural Competency Learning Road Map

Becoming a Culturally Humble Organization

The Indigenous Cultural Competency (ICC) Learning Road Map (the Road Map) was designed to support the implementation of the Public Health Agency of Canada's (PHAC) Indigenous Cultural Competency Learning Policy, which was created in response to the Truth and Reconciliation Commission's Call to Action #57. The Road Map is used to demystify Indigenous cultural competency development by providing specific competencies defined as what PHAC employees need to know to make meaningful contributions to Indigenous related policies, programs, and engagement.

The Road Map has been specifically designed to the needs of PHAC and does not include all possible aspects of Indigenous cultural competency. What is thought to be important in the Indigenous public health domain may not be as useful in other contexts. The Road Map was developed through consultations with Indigenous cultural safety experts including the Knowledge Centre for Indigenous Inclusion's National Elder's Advisory Council, the National Collaboration Centre for Indigenous Health, the Canadian Indigenous Nurses Association, and the University of Ottawa.

To request a copy of the PHAC Indigenous Cultural Competency Learning Road Map, please contact the PHAC Indigenous Relations Team at indigenousrelations-relationsautochtones@phac-aspc.gc.ca



What is the ICC Learning Road Map

To provide structure and guidance, the Road Map has six knowledge pillars (topic areas) and four levels of knowledge which form a matrix or platform to support employees as they travel on their Indigenous learning journey. The Road Map has four primary functions:

1. To provide a pathway for Indigenous learning by having strategic competencies clustered into topic areas and placed in a recommended sequence of development.
2. To identify the level of knowledge to build toward (longer-term goals) according to the responsibilities of each employee. This individualized learning approach helps to focus employee's attention on either building a basic ICC awareness (for all employees), or for employees with either direct or indirect responsibility or influence on Indigenous related work, the specific competencies and levels they should attain.
3. To aid in the reflection process of what existing competencies one has developed, and what competencies should be identified as knowledge gaps and more immediate learning goals.
4. The option to set ICC goals and identify a team and/or branch level competency profile for more corporate level planning.





How to Use the ICC Learning Road Map

- The ICC Road Map is not meant to be a tick the box exercise, but rather an incremental and iterative process to understand and complete Indigenous learning objectives. The Road Map helps identify the building blocks of cultural competency that employees need to build.
- The Road Map is a tool to be used interactively within the employee and manager relationship and dialogue.
- Indigenous cultural competency is embedded in the PHAC Performance Management Process (PMA) and will assist with the goal setting process for Personal Learning and Development Plans.
- Employees can use the Road Map to identify their existing competencies and knowledge gaps and set specific and immediate learning goals.
- Descriptions for each Road Map competency have been provided (accessed by clicking on the link beside each competency). Employees can review the description of each competency to help determine if they have reached a minimum level of understanding.

It is generally recommended that employees start on the left-hand side of the ICC Road Map and move toward the right. Additionally, employees should explore a First Nations, Inuit, Metis and Urban lens to each competency unless the competency specifies only one distinction group. There is no benefit to rushing through the completion of competencies and advancing too quickly. Indigenous cultural competency is a long-term and life-long process of learning, and one's learning pace will be influenced by existing competency levels versus responsibilities for Indigenous files.

Where do Employees Need to Travel to on the ICC Learning Road Map?

Managers, together with employees will discuss the level of understanding, of the four levels of knowledge, required for each employee according to their position and responsibilities.

Those that do not have responsibilities for, or influence on, Indigenous policy or programming are required to have a basic awareness level, the first level found on the Road Map.

- After the basic awareness level has been developed employees should work towards the General Knowledge level, the second level found on the Road Map.
- Those employees that have influence, or indirect responsibilities related to Indigenous policies, programs or engagement are required to have a core understanding level, the third level found on the Road Map.
- Those employees that have direct responsibilities related to Indigenous policies, programs or engagement are required to have an in-depth understanding level, the fourth level found on the Road Map.
- Please note that a change of employee position may alter where on the Road Map one needs to work towards, and adjustments should be made.

Further details on the policy and ICC supports can be found in the PHAC Indigenous Cultural Competency Manager and Employee Toolkit. There is also a PHAC ICC Learning Inventory, and an Indigenous Events Calendar found on the PHAC myLearning portal, to assist in the identification of learning activities to support competency development.



PHAC Indigenous Cultural Competency Learning Road Map



Unless specified, it is expected that each competency has a First Nation, Inuit, Métis, Urban and regional aspect that should be explored and understood.

The link beside each competency will take you to a description which also provides learners information on the minimum level of understanding for each competency.

	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 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
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 programing <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



Indigenous People of Canada, Culture & General Learning

Basic Awareness Level

Introduction to First Nations People

Any learning activity that provides a broad overview of First Nations People in Canada. Learners should be able to explain who a First Nations person is and, in broad terms, the difference between status First Nations and non-status First Nations identity, as well as their distinction from Inuit and Métis people, and across First Nations throughout Canada

Introduction to Inuit

Any learning activity that provides a broad overview of Inuit who live in Canada. Learners should be able to explain who Inuit are and in broad terms, how their cultures differ across land claim regions within Inuit Nunangat, and their distinction from First Nations and Métis People.

Introduction to The Métis

Any learning activity that provides a broad overview of Métis People in Canada. Learners should be able to explain who the Métis are in broad terms, including the significant distinction between The Métis and Metis, as well as their distinction from Inuit and First Nations people.

Introduction to Urban Indigenous People

Any learning opportunity that provides a broad overview or experiences of urban Indigenous People. Learners should be able to explain what makes a person a member of an urban Indigenous population and why this distinction group often faces unique challenges compared to members of their community that do not live in an urban setting.

Concepts of bias, racism, prejudice, and discrimination

Activities that explore bias, racism, prejudice, and discrimination against Indigenous People. Learners should know how to identify their own conscious and unconscious biases and prejudices and how to work to address them.

General Knowledge Level

The diversity that exists within each distinct group

Activities that explore subsets within First Nations Peoples, Inuit, and Métis People and other unique Indigenous identities. Learners should be able to describe at least two different demographics/populations/communities for each distinct group, including their traditional territory, key traditional foods, traditional language(s) spoken, and cultural practices compared to other members of the same distinct group. Priority should be placed on the specific communities and regions where one resides or works. Employees should work to broaden their knowledge of regions and distinct communities throughout their time in the public service.

Traditional concepts of gender and 2SLGBTQIAAP identities

Activities that explore gender roles, concepts of gender, and traditional interpretations of 2SLGBTQIAAP identities within an Indigenous context. Learners should understand general concepts and the traditional roles of gender for each distinct group and be aware of traditional views around 2SLGBTQIAAP identities.

PHAC and other federal department's Indigenous mandate

Activities that explore the Indigenous mandate of PHAC and other federal departments. Learners should understand the role that PHAC plays in Indigenous public health and that it is inappropriate to solely rely on ISC/CIRCNAAC to create, administer, or respond to Indigenous concerns, as well as be aware that an overlap in responsibilities does not mean PHAC does not have a role to play.

How to apply an Indigenous lens to your work

Activities that help learners explore how to apply an Indigenous lens to their work. Due to the specific needs of issues and files, it is recommended that learners continuously build their capacity. Events can be found in the PHAC Indigenous Learning Calendar and learners may identify activities that are specifically tailored to the needs of individual files. Learners should know what the Indigenous aspects to their work are, how to ensure that their work is being performed in a culturally humble way, how to work towards making and keeping their work culturally safe, and how to ensure that an Indigenous lens and perspective is applied.

Core Understanding Level

Learning about what is sacred in an Indigenous context

Activities which explore items, locations or ceremonies that are considered sacred within an Indigenous context, how to show respect, how to avoid cultural taboos and what is expected when interacting with what is considered sacred. Learners should understand what different distinct groups or regional groups/communities, if applicable, consider sacred, how definitions of sacred might differ from their own beliefs, and demonstrate that they are able to act, as an outsider, in a culturally humble manner.

Applying a gender-based lens to Indigenous analysis and understanding

Activities that explore SGBA+ lenses as an Indigenous concept; priority should be placed on a SGBA framework developed by Indigenous groups. Learners should know how to apply an SGBA+ lens in an Indigenous context, common Indigenous SGBA considerations, and that Indigenous communities and organizations may have a preferred SGBA framework to be used on projects that apply to their work.





Core Understanding Level (cont.)

Concept of compounding and intersecting identities

Activities which explore how different identities can compound or exacerbate inequities experienced by Indigenous People, for example a First Nations woman who has a disability will experience different inequities than a non-disabled First Nations man. Learners should be aware that Indigenous People can belong to other equity deserving groups and can be uniquely affected by these compounding identities compared to other Indigenous People, and how these multiple identities do not make them any less Indigenous.

In-Depth Understanding Level

Understanding the differences between cultural appropriation and cultural appreciation

Activities that explore the differences between cultural appropriation and cultural appreciation. Employees should know what appropriation and appreciation looks like, how to ask the right questions to determine if something is appropriation or appreciation, common signs of appropriation, and how to be an enthusiastic appreciator and supporter without appropriating Indigenous culture.

Identity appropriation and self-identification politics

Activities that explore the complex discussions around Indigenous identity and identity appropriation. Employees should be able to understand why self-identification of Indigenous People is such a complicated topic, what identity appropriation is, why it is such a major problem, and best practices to address it.

Participation in ceremony

Activities that look at what it means to participate in a ceremony. Employees should know what is generally expected of them to be involved in ceremonies, how to prepare for participation in a ceremony, and how to be respectful of the ceremony.

Historical and Systemic Impacts and Responses

Basic Awareness Level

The true history of Canada

Activities that discuss Indigenous People's position and role in Canadian history, policies of the Canadian government towards Indigenous People, and the events that have lasting impacts for Indigenous People. Many topics can be explored based on interests, but all employees must explore residential schools, the 60's Scoop, Indian Hospitals, Missing and Murdered Indigenous Women and Girls, and systemic racism against Indigenous Peoples in the health system.

- Residential Schools: Activities that discuss the policies, laws, or experiences/impacts on Indigenous People who attended residential schools, or day schools. The multi-generational impacts of residential schools and day schools continue to affect the health of Indigenous People today. Employees should understand the objectives and systemic nature of residential schools and day schools, realities of the conditions children faced, relationship of schools to the Indian hospital system, how residential school and day school experiences are still impacting Indigenous health, the prevalence of unmarked graves, and why Canadians might never know how many children died.
- The 60's Scoop: Activities that discuss the 60's Scoop period in which a series of Canadian government policies enabled child welfare authorities to remove Indigenous children from their families and communities for placement in foster homes for adoption by white families. Employees should know the 60's Scoop policies that enabled Indigenous children to be apprehended by the state into the foster system more frequently than other demographics and the impacts on the children who were removed from their families, communities, culture, and language.
- Indian Hospitals: Activities that discuss the history of Indian hospitals, reserve hospitals, or Indian sanatoriums. Learners need to know about the questionable diagnosis process at Indian hospitals, the forcible removal of patients from their communities for TB treatment, conditions that existed in the hospitals, and use of surgery, drugs, and experimentation in these institutions. They should also explore beliefs in alleged 'Indian' specific variants of diseases, such as "Indian TB", and how the existence of Indian hospitals has influenced and shaped many challenges facing Indigenous public health and health today.

The true history of Canada (cont.)

- Missing and Murdered Indigenous Women and Girls: Activities that discuss the epidemic of violence towards Indigenous women and girls, and the genocide of Indigenous women and girls due to systemic racism within policing and investigation organizations, which often respond inappropriately to cases of violence and murdered or missing Indigenous women and girls. Learners should understand the factors that contribute to Indigenous women and girls being uniquely vulnerable to violence, PHAC's role in addressing violence against Indigenous women and girls, and the role of systemic racism and personal bias when addressing unsolved cases.
- Systemic racism against Indigenous Peoples in the health system: Activities that discuss the epidemic of mistreatment, stereotyping, racism, discrimination, and violence towards Indigenous Peoples in Canada's health systems. Learners should understand the pervasiveness of mistreatment, stereotyping, racism, discrimination, and violence committed towards Indigenous Peoples by health systems and health practitioners, and how this contributes to a lack of Indigenous People's trust in health systems ultimately impacting their health. Learners should also know the experiences of Joyce Echaquan and Brian Sinclair, and other contemporary Indigenous Peoples' experiences of racism, stigma, and discrimination, such as those documented in British Columbia's health care report, 'In Plain Sight'.
- Relocation of Indigenous communities: Activities that explore the government forced relocation of Indigenous Peoples. Learners should know that the government has a history of forcibly relocating Indigenous Peoples from their traditional lands and communities, the distinct experiences and contexts for the relocation of First Nations, Inuit and Metis Peoples, and how these relocations have impacted the wellbeing of these communities.
- Métis scripts: Activities that explore the history of Métis scripts and road allowances. Learners should know about the system of Métis scripts, the challenges that scripts posed on the Métis, and how road allowances compounded inequities in Métis communities.





General Knowledge Level

Current experiences impacting Indigenous well-being

Activities that discuss experiences that have inter-generational or direct impacts on Indigenous well-being. Additional topics can be explored based on interests or file needs, but learners must explore intergenerational trauma, language, community, and cultural identity, as well as the foster care system, the social determinant of health, Indigenous racism, lateral violence, and lack of trust in the government.

- Intergenerational trauma: Activities that discuss what intergenerational trauma is, why it is so prevalent in Indigenous communities, and how it impacts the well-being of individuals, families, and communities. Learners should understand what intergenerational trauma is, its root causes, its resulting impacts on the well-being of Indigenous People, and how Indigenous communities are working to address the effects of intergenerational trauma.
- Language, community, and cultural identity: Activities that explore the importance of traditional languages and community and cultural identities, how and why many Indigenous people feel separated from their cultural heritage, and how communities are working to address this separation and restore capacity. Learners should understand how traditional languages, community, cultural practices, and identity impact the well-being of Indigenous People, the factors, policies, and programs that separated many Indigenous people from their cultural heritage, and the importance for Indigenous communities to preserve their culture in a way that is meaningful to them.
- Social determinants of health: Activities that explore the social determinants of health from an Indigenous perspective. Learners should know the social determinants of health, generally how Indigenous populations compare to non-Indigenous populations, indicators that are of particular interest to Indigenous organizations, and how to apply an Indigenous lens to the social determinants of health.
- Anti-Indigenous racism: Activities that build on the concepts of bias, racism, prejudice, and discrimination from an Indigenous perspective. Learners should understand how and why Indigenous racism remains an issue in Canada, the forms it can take and its impact, the difference between systemic and individual racism, how to identify blatant and inherent racism, and how to counter the issue through anti-Indigenous racism approaches.

Current experiences impacting Indigenous well-being (cont.)

- Indigenous People's lack of trust in federal, provincial/territorial, and local governments: Activities explore why many Indigenous people do not trust federal, provincial/territorial, or local governments, especially within a health context, as a result of, but not limited to, the inequitable treatment of Indigenous Peoples in the health system, individual experiences of racism or by friends/family members, forced sterilizations, lack of/poor responses to public health emergencies, medical experimentation, and the killing of hunting dogs. Learners should be able to describe the events and issues that led to many Indigenous people's mistrust of government, recognize how this can affect Indigenous/government relationships, and know how to work toward an open and transparent relationship that respects the rights of Indigenous Peoples.

Core Understanding Level

Recommended approaches and program principles which support Indigenous People

Activities that explore current best practices for programming and policies which support Indigenous People. There are many best practices that can be explored based on interest, but employees must ensure they understand how to utilize community-based approaches, the need to utilize co-development principles and approaches, and why Indigenous-led programming is vital to addressing Indigenous public health.

- Community-based: Activities that explore how to use and support community-based approaches in programming and policies, with a focus on operational program or policy needs. Learners should know what community-based health promotion approaches look like and how to effectively respect and utilize community-based approaches when interacting with communities and managing programs.
- Co-development: Activities that explore co-development approaches with Indigenous partners and why and when to use the approaches as determined by best practice and the interest of Indigenous partners. Learners should know what co-development looks like, why co-development is an important approach for Indigenous engagement, and how to effectively plan and implement a co-development process (who, what, where and when).

Recommended approaches and program principles which support Indigenous People (cont.)

- Indigenous-led programming: Activities that explore the model and benefits of Indigenous-led programming from a rights-based perspective. Learners should understand the vital importance of Indigenous-led programming when addressing Indigenous public health, what it can look like, and how to design processes and remove barriers that impede Indigenous-led programming.

Understanding how systems, programs and policies create barriers for Indigenous people

Activities which explore how current systems, programs and policies have created, either implicitly or explicitly, barriers for Indigenous People. These barriers can include, but are not limited to, departmental interpretation of Treasury Board policies, program objectives and eligibilities; burdensome application and reporting requirements; and the inability to apply flexibility. Learners should know how systems, programs, and policies related to one's work create barriers for Indigenous People and be actively working, where possible, to identify, advise on, minimize, or eliminate barriers for Indigenous People.

Internalization of Racism

Activities that explore the effects of colonisation and anti-Indigenous racism had on developing and promoting internalized racism in Indigenous communities. Learners should be able to explain what internalized racism is, how colonization and anti-Indigenous racism cause internalized racism in Indigenous communities, and how internalized racism affects Indigenous well-being.





In-Depth Understanding Level

Concepts of

- White dominant culture: Activities that explore the impacts of white-dominant culture on Indigenous communities and Canadian society. Employees should understand what white dominant culture is, how it has impacted both Indigenous and non-Indigenous People, what it has meant for Indigenous communities and cultures, and how to actively work to address white cultural dominance in society.
- Settler guilt: Activities that explore the concept of settler guilt. Employees should understand what settler guilt is, what it can look like, how remorse for the past can be productive, but can also cause tokenism or stunt healing and growth in both Indigenous and non-Indigenous communities, and how to work to move beyond settler guilt in reconciliation.
- Strengths-based approaches and narratives: Activities that explore the importance of using strengths-based approaches, language, and narratives. Employees should know how to use strengths-based approaches when discussing Indigenous Peoples, the risks to people and communities by failing to do so, and how to tell if something is a strengths-based approach.

Understanding how to create barrier free systems, programs, and policies with Indigenous people

Activities that explore how to address barriers to Indigenous health equity that currently exist within PHAC and how to create barrier-free public health environments, programs, and policies for Indigenous people. Employees should know the barriers for Indigenous people related to their work, how other departments are addressing these barriers, things that can be done to remove barriers at PHAC, and how to develop systems, programs and policies that create barrier-free public health environments for Indigenous people.

Treaties and Indigenous Rights

Basic Awareness Level

Understanding treaties and the promises that were made

Activities which cover historical and modern treaties in Canada, the general promises made, especially in the numbered treaties, and Canada's willingness to keep these promises. Learners should know the various kinds of treaties in Canada, the primary promises and agreements of each treaty type for both the Crown and Indigenous People, and which treaties affect the land where employees work.

We are all treaty people

Activities which strengthen understanding that regardless of whether someone is Indigenous, a settler, or a recent immigrant to Canada, we are all treaty people, as the lives of everyone who lives in Canada have been shaped by treaties and how the federal government has chosen to 'keep' these promises. Learners should understand how their lives have been impacted by treaties and what part of the treaties where they work have or have not been upheld.

The Indian Act

Activities that discuss the *Indian Act* and its past and current impacts on Canadian society. Learners should be able to explain the historical context that led to the creation of the *Indian Act*, the role of the Catholic Church in shaping ideas about Indigenous People, the policy's goals to terminate the cultural, social, economic, and political distinctiveness of Indigenous Peoples, the 21 restrictions imposed at some point by the *Indian Act*, and how and why the *Indian Act* is still applied in Canada today.

Constitution Act

Activities that explore Section 35 of the *Constitution Act*, and the existing rights of Indigenous Peoples that Section 35 affirms. Learners should know in broad terms the background of the *Constitution Act*, and the rights that were affirmed for First Nations, Inuit and Metis Peoples, the impacts of these rights being affirmed, and the additional treaty rights given to treaties and land claims for Indigenous Peoples.

The United Nations Declaration on the Rights of Indigenous People (UNDRIP)

Activities that discuss UNDRIP, its creation, and its place in Canadian law. Learners should be able to explain what UNDRIP is, understand why it is being implemented in Canada, and have a general understanding of the rights of Indigenous People contained in UNDRIP.

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.

General Knowledge Level

Concepts of

- Enfranchisement & disenfranchisement: Activities explore the approach of the Canadian government to enfranchise and disenfranchise Indigenous People and Indigenous responses. Learners should know what enfranchisement and disenfranchisement means and looks like and have a broad understanding of major historical policies with enfranchised or disenfranchised Indigenous People.
- "Inherent" rights & self-determination: Activities that explore the inherent rights of Indigenous Peoples. Learners should be able to explain the inherent rights of Indigenous Peoples, understand what self-determination means and looks like, and know why these concept matter and are currently applied in Canada.
- Indigenous self-government: Activities that explore the inherent rights of Indigenous Peoples to self-governance. Learners should know what Indigenous governance looks like and the distinction between Indigenous, local and federal government's roles and responsibilities.





General Knowledge Level (cont.)

Understanding the differences between historical, numbered and unceded regions

Activities explore the differences between historical, numbered and unceded regions. Learners should know how modern treaties/self-governance/land claim agreements differ from historical treaties and why there are disputes on the validity of some historical treaties, as well as have a general understanding of the complexity involved with unceded regions.

Core Understanding Level

Self-governance agreements, compared to land claim agreements and other alternatives

Activities that explore the difference between self-government agreements compared to land claim agreements and other alternative arrangements with Indigenous People and the Crown, such as the creation of Nunavut as a territory. Learners should know the difference between self-government agreements and land claim agreements, how they differ, what makes Nunavut unique as neither a self-government or land agreement, and any other specific alternative agreements that are required to effectively work on one's files.

Implementation of the principles of the UNDRIP Declaration & Framework

Activities that explore how to implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in Canada, including Canada's commitment in Bill C-15, with a focus on articles that impact the work of PHAC. Learners should have a general understanding of the articles, the articles that are relevant to PHAC, expectations around how they are to be implemented, and PHAC's current progress in implementing the Declaration's principles.

Assessment of Modern Treaties Implications Process

Activities that explore the process of Assessments of Modern Treaties Implications (AMTI). Learners should understand what an AMTI is, when an AMTI is to be completed, what expectations are required prior to and during the completion of an AMTI process, who needs to be involved, and if required, how to properly complete.

Research and co-development requirements with Indigenous Peoples

Activities that explore best practices and requirements when conducting research or using a co-development process involving Indigenous Peoples and the responsibility to establish an ethical space for dialogue on common interests and points of difference between researchers and Indigenous communities. Learners should know the risks and benefits of conducting research with Indigenous People, the need to respect Indigenous People's knowledge systems and ensure the various world views of distinct groups are represented in planning and decision making, that there may be additional expectations and processes when conducting research involving or impacting Indigenous people, the expectation of co-development and ownership of research results/data, and how to perform research and co-development processes respectfully.

How to implement the Inuit Nunangat Policy

Activities that explore how to implement the Inuit Nunangat Policy, how the policy specifically affects their work, and how to encourage work to be in line with the spirit of the policy. Learners should understand how the Inuit Nunangat Policy affects their work, how to effectively implement the Inuit Nunangat Policy, and how to support and encourage others to ensure their work is in line with the spirit of the policy.

In-Depth Understanding Level

What Nation-to-Nation relationships should look like

Activities that explore the elements of a nation-to-nation relationship between the Crown and Indigenous governments. Employees should know what a nation-to-nation relationship should look like, how to create and sustain these relationships, and how to model this type of relationship when engaging with Indigenous People.

Expectations of PHAC employees to uphold a rights-based and co-development approach

Activities that explore the treaty and relationship expectations of PHAC employees to uphold a rights-based and co-development approach. Learners should understand the expectation of Indigenous partners and communities in ensuring that policies and programs uphold a rights-based approach and are co-developed. PHAC employees should learn about best practices and know how to implement rights-based and co-development approaches.

Reconciliation

Basic Awareness Level

The need for reconciliation

Activities that explore what reconciliation is, why it is needed in Canada, and why as Canadians we need to ensure that reconciliation takes place. Learners should be able to meaningfully explain what reconciliation is and why Canada is committed to advance the process of reconciliation.

What is the Truth and Reconciliation Commission (TRC) process and resulting Calls to Action

Activities that explore the Truth and Reconciliation Commission (TRC) process and resulting Calls to Action (CTA). Learners should be able to explain why the TRC took place, who was involved, and the Commission's major findings.

The National inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) process and resulting Calls for Justice

Activities that explore the National Inquiry into MMIWG process and the resulting Calls for Justice (CFJ). Learners should be able to explain why the national inquiry took place, who was involved, the findings of the inquiry, and why the inquiry used the term genocide.





Basic Awareness Level (cont.)

Everyone has a role to play in reconciliation

Activities that explore the role and importance of individuals in reconciliation. Learners should be able to meaningfully explain what reconciliation means to them and their role both personally and professionally in advancing reconciliation, as well as identify specific actions that can be taken.

General Knowledge Level

TRC Calls to Action and MMIWG Calls for Justice that impact health and are relevant to PHAC's mandate

Activities that discuss CTA and CFJ that impact health or have implications for PHAC involvement and contribution. Learners should be able to identify the relevant CTA and CFJ to PHAC, what actions are supposed to be taken to improve Indigenous health overall, and if one's files are implicated or could be contributing to the CTA or CFJ.

What is colonization and decolonization

Activities which discuss colonization, colonial systems, and what it means to decolonize. Learners should be able to explain how Canada was colonized, provide examples of colonial systems in Canada, understand that decolonization is an ongoing process, and know why there are different perspectives on what decolonization should look like in Canada.

How to situate your work within reconciliation

Activities that explore how to meaningfully contribute to reconciliation for individual files. Learners should be able to discuss how to meaningfully contribute to reconciliation in their work files and obligations and know how PHAC is involved in reconciliation at the organizational level.

Core Understanding Level

Different approaches and expectations of what reconciliation looks like

Activities that explore the different views and expectations Indigenous and non-Indigenous People have around reconciliation, and how asking one person their view on reconciliation is not representative of all Indigenous Peoples. Employees should understand that there is a spectrum of opinions that exist regarding what reconciliation should look like and be like, that no one person can speak on behalf any group, and how this variation of perspectives on reconciliation can impact the process of reconciliation.

How to promote and encourage work that contributes to reconciliation

Activities that explore within the colonial system of the federal government how to support and encourage work that will contribute to reconciliation and how to identify where more work could be achieved. Employees should be able to support efforts that contribute to reconciliation, understand TRCs, MMIWG, and UNDRIP, and know how to encourage others to collaborate and expand efforts towards reconciliation.

In-Depth Understanding Level

How to apply formal and informal reconciliation actions and their key components

Activities that explore what meaningful reconciliation looks like. Employees must have a meaningful commitment to reconciliation and demonstrate informal and formal actions towards reconciliation, as appropriate.

Informal

- Personal commitment to reconciliation: Activities that explore how we as Canadians can contribute towards reconciliation, why efforts need to take place, and how to make activities meaningful. Employees should explore personal ways to engage in reconciliation. This can include, but is not limited to, exploring traditional cuisine/restaurants, supporting Indigenous artists, attending community events, supporting Indigenous businesses, or holding their elected officials accountable to reconciliation and addressing racism.

How to apply formal and informal reconciliation actions and their key components (cont.)

Formal

- Policy and program adjustments: Activities that challenge and explore how we as public servants can ensure we are contributing towards reconciliation. Employees should know their role in reconciliation and formal actions they can take.

Indigenous Ways of Knowing and Concepts of Health

Basic Awareness Level

Traditional roles in Indigenous health and ways of knowing

Activities that discuss various traditional roles that Elders, Knowledge Keepers, Medicine Men/Women, Pipe Keepers, family members, etc. might hold in Indigenous health and how they contribute to supporting the health of Indigenous People and their communities. Learners should be familiar with the primary traditional roles that support Indigenous health and be able to explain how these traditional roles can support the well-being of Indigenous People at the individual, programmatic, and overall community health levels.

Holistic Health approaches

Activities that explore different Indigenous perspectives and tools for health and well-being. This can include but is not limited to spiritual, emotional and physical well-being, the need for cultural connection, language, and traditional medicines. Learners should understand health concepts and approaches for each distinct group, how interconnectedness and other world views improve the health of Indigenous People, and the importance of these approaches being led by Indigenous People.





Basic Awareness Level (cont.)

Inequities experienced by Indigenous People

Activities that explore the current health inequities experienced by Indigenous populations, and factors that contribute to these inequities. Addressing health inequities is a PHAC priority. Learners should be able to explain key public health inequities experienced by Indigenous People, how systemic racism and policies contribute to these inequities, and how communities are working to address these inequities.

The environment and land's connection to health and well-being

Activities that highlight the importance of land and how the strong connection to the land affects Indigenous health and well-being, including environmental health, climate change's impacts on Indigenous health, the health of animal populations, and the ability of Indigenous People to access and use their traditional land, plants, and animals. Learners should understand the vital Indigenous connectiveness to the land, the land as provider, and the responsibility to care for the land, its plants, and animals.

General Knowledge Level

Distinction-based views on what it means to be healthy

Activities that explore Indigenous perspectives of what it means to be healthy from a distinctions-based lens. Learners should be able to discuss common indicators of healthy living for each distinct group, including key animal population health, and have an understanding of the different perspectives and views of distinct groups on health and areas of concern.

Historical and current Indigenous-focused health policies

Activities that explore the historical and current health and public health policies and programs that are and were directed toward Indigenous People and how and why Indigenous health and public health programs evolved over time. Learners should understand key historical Indigenous health and public health policies and programs, how they have changed over the years, what characterises quality Indigenous health and public health policies and programs, and how these impact Indigenous well-being.

Determinants of health and their influence on Indigenous health and well-being

Activities that explore the determinants of health and how these factors contribute to the current state of Indigenous health and well-being. Learners should understand how each determinant of health influences the health and well-being of Indigenous People, where the determinants of health align or do not align with Indigenous perspectives on health and well-being, and how the determinants of health and their root causes need to be addressed in order to make meaningful change.

Importance of cultural humility when working on Indigenous health

Activities that explain the difference between cultural competency knowledge and cultural humility, and how and why to act in a culturally humble way, especially in health systems. Learners should understand what it means to be humble, and what culturally humble attitudes and actions look like, as well as demonstrate through their actions that employees are not experts in another's experience and they are open to co-development approaches with Indigenous People to ensure their meaningful involvement in addressing issues that impact their health.

Core Understanding Level

The value of using "two-eyed seeing" approaches

Activities that explore Etuaptmuk, two-eyed seeing or similar concepts, approaches, and methods of using Indigenous knowledge in tandem with western knowledge. Employees should know what two-eyed seeing is, how a braided approach strengthens PHAC's work, what makes something a product of a two-eyed seeing processes, and how to apply two-eyed seeing concepts, approaches, and methods to one's work.

Indigenous population health

Activities that explore the health of Indigenous populations, particularly the context and social determinants of health of Indigenous communities. Employees should know the context and social determinants of health of Indigenous communities and of Indigenous population health regionally, the contributing factors to these health outcomes, and Indigenous Peoples' identification of current public health priorities.

Cultural Safety Model in research and health services

Activities that explore what the cultural safety model is and how to apply the concept into research and health services. Employees should know what the cultural safety model is, how it applies to PHAC's work, and how to use the model.

Public health data and self-determination of Indigenous People

Activities that look at Indigenous data, data sovereignty and the rights of Indigenous people's ownership of their data. Employees should be aware of the principles of data sovereignty, Indigenous data best practices, and Indigenous People's right of ownership over their data, knowing that the federal government might never own Indigenous data and that is okay.





In-Depth Understanding Level

Systemic racism in science, policies, and programs

Activities that explore systemic racism in science, policies, and programs, and how systemic biases can impact the information used to inform decision making. Employees should know that systemic racism is a major problem that exists in science, best practices in addressing these biases, implications of using information or policies that are enforced by systemic racism, and how to ensure products are not being influenced by racism.

The value of culturally relevant health services, information, and programming

Activities that explore the benefits of culturally relevant health services, information and programming and the risks of not advancing culturally relevant activities. Employees should know the benefits of culturally relevant health services, information and programming, the risks of these not being culturally relevant, that ISC should not be the only department creating culturally relevant supports, and the role of PHAC in encouraging culturally relevant supports.

How to design culturally safe and humble programs and policies

Activities that explore best practices in the creation of policies and programs that are culturally safe and culturally humble. Employees should know best practises in the development and administration of culturally safe and humble programs and policies, how to apply these to one's work, the differences between a culturally humble activity and a culturally safe activity, and when it is most important that an activity be culturally safe or humble.

Indigenous Engagement and Relationships

Basic Awareness Level

Common Indigenous interaction protocols

Activities that explore common Indigenous protocols, including, but not limited to distinction based practise of: tobacco offerings, offering of tea or arctic cotton, laws of reciprocity, how to address and show respect for Elders/Knowledge Keepers, use of honorariums, and common expectations during prayers, smudges, and other opening and closing ceremonies. Learners should know why specific kinds of tobacco or other gifts are offered, generally when to offer tobacco/other offerings, how to offer tobacco/other offerings, what an honorarium means to Indigenous people, laws, principles of reciprocity, and how one should and should not act during sacred ceremonies being conducted by Elders and Knowledge Keepers.

Traditional and elected leaders and their roles

Activities that explore traditional and elected leaders in Indigenous communities, why there is no universal system of governance in Indigenous communities, and the internal politics that can be in play when there are both traditional and elected leaders in a community. Learners should know about the representation of traditional and elected community leaders, why a community might have one or both systems of leadership, and how to find out which leaders need to be involved in consultations, engagements, and co-development.

Use of and principles for meaningful land acknowledgements

Activities that build learner's knowledge about land acknowledgements, what they mean, their purpose, why they may result in a sense of discomfort, and how to properly give one. Learners should be able create their own meaningful land acknowledgements for any city in Canada which are unique to the areas, draw attention to the realities that traditional territories and Indigenous People were nations taken over by colonialism, and develop meaningful personal commitments that demonstrate how one wants to be held accountable in their role in reconciliation.

Spectrum of engagement

Activities that explore the evolution of engagement from inform, to consult, to involve, to co-development, to empowerment and self-determination. Learners should understand what qualifies an engagement at each level of the spectrum, understand why it is now expected that the federal government engage at a co-development and empowerment level, and considerations needed of these more in-depth engagement approaches including the allowance of time and the sharing of power.

General Knowledge Level

How to effectively participate in a Sharing/Talking Circle

Activities that explore diverse types of Indigenous sharing and talking circles, how and why they are used, and what is expected of circle participants. Employees should understand how Indigenous talking and sharing circles differ from non-Indigenous talking and sharing circles, the diverse types of circles, and one's responsibilities and expectations when participating in virtual or in-person circles.

The concept of Crown and Nation-to-Nation relationships

Activities that discuss the importance of Crown and nation-to-nation relationships with Indigenous People. Learners should understand why nation-to-nation relationships exist, how to determine if one has a file/activity that might require nation-to-nation engagement, and the dangers and risks of policy or program development in the absence of nation-to-nation relationships.

Importance of co-development

Activities that explore what it means to co-develop a program/project/policy, best practices in co-development, when engagement with Indigenous partners should be initiated, and with who. Learners should know the process of co-development, the need to engage with partners early into the program/project/policy development process, and principles of best practices in the co-development process.





General Knowledge Level (cont.)

Key national Indigenous organizations

Activities that explore national and regional Indigenous organizations, especially organizations that are not a part of the permanent bilateral mechanism (PBM) process. Learners should know and understand the functions of Indigenous PBM members, as well as know about other key national and regional Indigenous organizations that either focus on public health issues or significantly contribute towards Indigenous public health priorities.

Underrepresented Indigenous groups

Activities that explore Indigenous organizations which represent underrepresented Indigenous groups and groups that are not represented in national Indigenous organizations, for example a regional First Nations group which has left the Assembly of First Nations. Learners should know who is not represented through national Indigenous organizations and that because an organization is not represented, it does not mean that PHAC is not obligated to engage with them on issues that affect their health and well-being.

Engagement, reporting, and accountability burden

Activities which discuss capacity/resource limitations of Indigenous organizations, the demands and reporting/deadline expectations of local, regional, and federal governments, and best practices when engaging with Indigenous People to ensure that governments set expectations that do not negatively impact Indigenous organizational well-being. Learners should understand the extent of burden and cumulative demands that multiple funders place on Indigenous partners, ensure that requested timelines are negotiated with Indigenous partners, work to set expectations on engagement, and set streamline reporting and accountability requirements to the fullest extent possible.

Principles of engagement with Indigenous People

Activities that explore the Government of Canada's 10 principles for respecting a positive relationship with Indigenous people (Justice Canada), the spirit behind these principles, how to apply them to one's work, and best practices when engaging with Indigenous communities. Learners should understand the 10 principles, current best practices of engagement with Indigenous People, and how to incorporate them into engagement and relationship building.

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.

Core Understanding Level

Effective ways to engage with Indigenous People and communities

Activities that explore best practices when engaging with Indigenous People, organizations, and communities, and how to build meaningful relationships. Employees should know how to build meaningful relationships with Indigenous People/organizations, best practices for planning and conducting engagements, what to avoid, and how to apply these skills to their work.

Principles for effective cross-cultural communication

Activities that explore the principles of cross-cultural communication, particularly in an Indigenous context, and how to limit miscommunication. Employees should know their communication style, common styles among Indigenous People, the influence of culture and personality in communication styles, how one's communication style might be perceived by Indigenous People, and how to ensure that one is communicating intentionally, effectively, and work to avoid most misunderstandings.

Setting realistic expectations for engagement and reporting

Activities that explore the capacity and priorities of Indigenous partners, particularly the reality of the size of the government/organization and the negative effects of uncoordinated and poorly planned engagements with Indigenous partners, as well as best practices in determining expectations for engagement and reporting. Employees should know that Indigenous partners often have limited employee capacity, that flexibility in engagement and reporting timelines and content are recommended, how to co-set reasonable reporting and engagement expectations, and the risks to the federal government and Indigenous partners in not doing so.

National Indigenous organization politics

Activities that explore current politics around Indigenous organizations, changes within the organizations, and how this might affect PHAC's engagement approaches. Employees should be aware of changes in the landscape of national Indigenous organizations, including the creation, splitting, division or changing directions of organizations. Employees should be aware of how these changes might impact their work, such as needing to engage additional groups, or affect the organization's ability to prioritize engagement and partnership, as they have a broad array of priorities and focus.

Current distinction-based priorities

Activities that explore the current public health priorities as defined by First Nations, Inuit and Metis organizations and communities. Learners should be aware of the current public health priorities that First Nations, Inuit and Metis organizations have identified as they apply to public health issues, social determinants of health, and the functions of research, surveillance, programing, policies, and engagement, learners should refresh their knowledge on these priorities annually and not attempt to re-engage Indigenous organizations or communities without confirming what current priorities have been shared.





Core Understanding Level (cont.)

Self-determination and engagement

Activities that explain the importance of Indigenous People determining what they want and need for the health and well-being of their community, and how government needs to respect the right of Indigenous People to self-determination. Learners should know that Indigenous People have the right to self-determination and what self-determination, paternalism, and effective engagement look like.

Sharing the burden of co-development

Activities that explore the limited capacity of Indigenous partners to engage actively in co-development and when a department or government has uncoordinated engagement activities. Employees should be aware of the need to share the burden of co-development, work to ensure that engagement and co-development activities are co-ordinated with other branches to ensure that PHAC is not engaging multiple times on the same or related topics, working to ensure the co-development workload is split fairly, and not expecting Indigenous partners to educate public servants on competencies they should have developed prior to meeting.

In-Depth Understanding Level

How to use a Sharing/Talking Circles in engagement

Activities that explore how to use Indigenous sharing or talking circles as part of an engagement process. Employees should know the implications of using a sharing or talking circle as part of engagement, the planning requirements for holding a sharing circle (appropriate amount of time and discussion), who needs to participate, how to determine if an Elder/Knowledge Keeper/other Indigenous leaders should be involved and the roles they should play, and the need for two-way interchange and active participation by all involved.

Flexible models of engagement, reporting, and accountability

Activities that explore best practices on flexible models of engagement, reporting, and accountability. Employees should know about the importance of flexible models of engagement, reporting, and accountability when working with Indigenous People, what this looks like and how to apply it to one's files.

How to enter a community respectfully

Activities that explore how to prepare prior to entering a community. Employees should learn about conducting prior research to know about the specific community context they are entering as well as community expectations. This can include, but is not limited to, knowing the traditional name of the community, the demographics of the people in the community, the type of relationship they have with the government (for example, modern treaty or numbered treaty holder), recent interactions with PHAC or other departments, recent points of contention with local, provincial, and federal governments, leadership structures, and the context and current status of the social determinates of health in their community.

