



# Changing the Dialogue

Indigenous Cultural Awareness Training Program

Hosted and Sponsored by



**Local Employment**  
Planning Council

Conseil local de planification  
**en matière de l'emploi**

Facilitated by



**Blue Sky**  
Community Healing Centre

Report Prepared by:  
*Blue Sky Community Healing Centre*  
[www.blueskycommunityhealingcentre.ca](http://www.blueskycommunityhealingcentre.ca)



*This project is funded in part by the Government of Canada and the Government of Ontario.*

The following report is a summary of the activities carried out during the planning and delivery of the Changing the Dialogue – Indigenous Cultural Awareness Training program on March 5<sup>th</sup> & 6<sup>th</sup>, 2019.

The views expressed in this report do not necessarily reflect those of Employment Ontario.

The information presented in this report is current at the time of printing.

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## Acknowledgements

***The facilitators of Blue Sky Community Healing Centre would like to take a moment to acknowledge the amazing team work provided throughout the period of the project by the staff of the Local Employment Planning Council. It was comfortable and cooperative and made the tight timelines effortless!***

***The facilitators would also like to thank the participants of the Changing the Dialogue event. Without your openness and cooperation to some new ideas, formats and perspectives, the event would not have been so successful.***

***And finally, the facilitators would like to thank the Board of Directors of the Local Employment Planning Council for their hands-on participation and also to being open to some new ideas and approaches.***

***We look forward to working with all of you again on another project or professional development coaching session.***

***Sincerely,***

***Cindy Crowe, Lodgekeeper/Executive Director [crowe@tbaytel.net](mailto:crowe@tbaytel.net)***

***Cynthia Nault, Board of Directors [cyn.nault@gmail.com](mailto:cyn.nault@gmail.com)***

***Blue Sky Community Healing Centre***

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## Background

In consultations with stakeholders in the social services sector, we have identified a need for in-depth, Indigenous cultural training in Local Employment Planning Council (LEPC) catchment area workplaces. Transfer payment agencies, regardless of which ministry funds them, are responsible for understanding their clientele to ensure successful service and program delivery. The Indigenous population is the fastest growing demographic in our district, and it comprises a significant portion of the client base these agencies serve.

Transfer payment agreement agencies (Employment Ontario and non-Employment Ontario employment, literacy, and training services; social services; health, education, mental health, and addictions counselling services; etc.) are mandated to assist and meet the needs of diverse, multi-barriered clients, many of whom are Indigenous. Organizations in our service delivery network are struggling with multi-barriered Indigenous job-seekers, and staff are often uncertain of where to start in understanding cultural differences and the day-to-day realities that many of their Indigenous clients face. A better understanding of Indigenous culture, history, and the consequences of colonialism would positively impact engagement with Indigenous clients and improve service outcomes.

It is expected that participants in this training program will gain a better understanding of the challenges that Indigenous people in our communities may face as they learn about Indigenous culture, history, and contemporary issues of concern for this segment of our population. In turn, it is hoped that this training will enable participants to better engage with Indigenous clients and to assist them in achieving their training and employment goals. Training sessions may also provide opportunities for participants to collaboratively develop a strategic plan to apply to organizational practices aimed at promoting meaningful engagement with the Indigenous community and to foster inclusive work environments.

## Project Rationale, Objectives and Outcomes

### Project Rationale

It is expected that participants in this training program will gain a better understanding of the challenges that Indigenous people in our communities may face as they learn about Indigenous culture, history, and contemporary issues of concern for this segment of our population. In turn, it is hoped that this training will enable participants to better engage with Indigenous clients and to assist them in achieving their training and employment goals. Training sessions may also provide opportunities for participants to collaboratively develop a strategic plan to apply to organizational practices aimed at promoting meaningful engagement with the Indigenous community and to foster inclusive work environments.

Many of our stakeholders have sourced cultural sensitivity awareness training to gain a better understanding and appreciation of Indigenous peoples and their culture. They have had varying results. Many are still at a loss of where to go and how to begin to gain this knowledge. It has also been noted that the training providers have been brought into Thunder Bay from other areas in the province, other

provinces and indeed other countries and have not successfully addressed our need and desire for relevant knowledge leading to understanding of Indigenous peoples which is our largest and fastest growing cohort in this region. To date, these training programs have yielded mixed results. Many stakeholders are still at a loss as to where to go and how to begin to better educate themselves in ways that are relevant to the specific communities and individuals they serve. In many cases, training providers brought into Thunder Bay from other areas of the province, other provinces, and other countries have not been successful in adequately addressing local needs. We believe that it may be more beneficial to contract a local trainer or training organization to facilitate a training program from a local perspective.

Stakeholders involved in the governance structure of the LEPC [Central Planning Table (CPT), Secretariat and Subject Matter Working Groups (SMWGs)] are responsible for engaging with local communities and the for understanding the challenges faced by all our local populations, both Indigenous and non-Indigenous. This is a time-, labour-, and capital-intensive activity, as trust and understanding are developed over periods of time through consistent, genuine, and respectful dialogue and effort. A better understanding and appreciation of Indigenous culture, history, and current institutional and governmental challenges by service delivery staff would help them engage with their clients in a more meaningful way and to work more collaboratively to ensure that desired services are delivered in the most appropriate and effective ways.

Our local population is aging and declining. A recent study of the District's Demographic Dependency Ratio revealed that to sustain our economy at its present level, not only do we need full workforce participation in the labour market, we also need to attract hundreds of new residents to our district annually. This means that we must encourage and support participation and engagement in our economy by both the non-Indigenous and Indigenous working-age population to sustain our economy and maintain our standard of living and quality of life.

## **Project Objectives**

The Project Objectives were as follows:

- To host an Indigenous Cultural Awareness Training program in Thunder Bay for social service sector organizations and the North Superior Workforce Planning Board. This training is to help participants develop new skills, attitudes, and values to support the development of meaningful and informed relations with the Indigenous community. Program will be provided over two (2) days for the complete group of registered participants. (An additional strategic planning session for the volunteer board of directors of North Superior Workforce Planning Board will be scheduled following Days 1 and 2. The training program is to be provided over two days, ideally spread over time, ending no later than early March 2019. Dates chosen to be mutually acceptable and agreed upon by the Consultant and NSWPB.
- To provide insight and enhance understanding of Indigenous culture, particularly at the local level, so that our service delivery network is more responsive to the local Indigenous demographic. In turn, it is hoped that this will provide Indigenous clients with the services they need and help those who are unemployed move toward meaningful employment.

- To help participants build practical skills that will have a meaningful impact on organizational practices. From the knowledge gained during training, it is expected that participants will learn the importance of incorporating Indigenous cultural learning into organizational practices, thereby significantly improving program and service delivery and significantly improving training and employment outcomes of their Indigenous clients.
- Armed with this foundational knowledge, LEPC partners will be better prepared and positioned to coordinate and provide improved and meaningful service delivery to Indigenous and non-Indigenous job seekers and employers to foster inclusive and welcoming workplaces in the LEPC catchment area. In this way, it is hoped that the district's service delivery network will be better able to engage with and assist in the development of the Indigenous workforce.

## **Project Outcomes**

Project Outcomes included:

- Participants will develop a better understanding and appreciation of Indigenous culture, as well as historical issues affecting Indigenous populations in the district today.
- Participants will be better equipped to use that knowledge in their organizational practices to support meaningful engagement with Indigenous clients.
- Improved engagement with Indigenous clients will improve service delivery and improved outcomes for Indigenous clients within employment and training.

## **Project Deliverables**

Project Deliverables included the following:

1. Implementation plan package for proposed strategy:
  - a. Sample promotional material – save-the-date advisory, registration form;
  - b. Dissemination plan;
  - c. Project timelines;
  - d. Sample budget for program delivery (3 sessions) Proposed delivery method and draft agenda and materials / topics to be covered for each session;
  - e. Sample budget for program delivery (3 sessions plus 1 for NSWPB only) for numbers outlined in 3.1.2 above;
  - f. Sample social media plan for program recognition.
2. Delivery of two to three sessions as follows:
  - a. Day 1: It is important that participants learn of and understand the early relationship in Canada with Indigenous People, the historical narrative and its impact today. Day 1: Participants learn of and begin to understand early relationships in Canada between Indigenous people and colonial settlers, the historical narratives that have been perpetuated to date, and the impacts of these today. (Northern Ontario has multiple treaties, covering a large geographical area. How

do these treaties impact all our lives today? The goal is to raise awareness and provide information about this history and its impact.)

b. Day 2: Re-framing relationships between Indigenous and non-Indigenous peoples with respect to history and the Royal Commission of Aboriginal Peoples, Truth and Reconciliation, and resulting calls-to-action. The purpose is to consider these documents and their effectiveness as instruments of reconciliation. The first principle of reconciliation considers the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as the framework for reconciliation for all sectors of Canadian society. The other nine principles are to be considered as guides to assist in repairing the damaged relationship between Indigenous and non-Indigenous peoples in Canada.

Participants will have the opportunity to identify ways that this learning might be integrated into our local organizations and workplaces and to identify organizational gaps, barriers, and potential best practices. The goal will be to determine how we might implement and apply changes within our current LEPC practices to increase cultural competency and to prioritize building mutually productive and positive relationships with local Indigenous communities. This learning may also be taken and applied to participants' workplaces. (What will be the next steps within our operations for cross-cultural relationships and communication?)

c. Session for NSWPB Board of Directors and Executive Director only: This session will give the consultant an opportunity to facilitate a strategic planning discussion with the volunteer Board of Directors of the NSWPB for the purpose of integrating learning into NSWPB's governance and the board's vision going forward.

## Project Results

As there was limited time to complete the project deliverables, the timelines of the project activities were escalated, and the two teams made up of LEPC and Blue Sky staff worked together to develop and plan for the sessions as outlined below.

### Days 1 and 2

#### Development of Promotional Materials

With only 3 weeks to the first event, it was crucial to the project to develop the promotional materials immediately. Both the poster and the agenda were developed in house by Cynthia Nault, multi-media artist at Blue Sky, while the LEPC team worked on identifying the venue and making other preparations for the two days of subscriber training. Days 1 and 2 were conducted on March 5 and 6, 2019, in the Faculty Lounge at Lakehead University in Thunder Bay. Please refer to the Project Poster in the Appendices. The Project Agenda was developed in keeping with Indigenous philosophy, illustrating relationship-building principles for the participants. Please refer to the Project Agenda in the Appendices. Day 1 focused on the cultural and physical sectors of the medicine wheel. Day 2 focused on the social and intellectual sectors of the medicine wheel. On the final day, participants were placed in small work groups and given the opportunity to discuss and identify how this learning, their new understanding and commitment will be incorporated into the performance of their duties at work and positively impact their relationships with their clients, the delivery of their programs and services and their organization overall. Should participants wish to receive a copy of their groups' notes from this discussion may contact the NSWPB.

### Promotion of Changing the Dialogue Event

- Promoted on LEPC's website
- Promoted on Blue Sky's website (including registration ability)
- Blue Sky's email newsletter
- Email invitations sent to NSWPB Board of Directors, LEPC members and Stakeholder list
- Facebook on both LEPC and Blue Sky's pages
- Lakehead University Communications Bulletin
- Lakehead Social Planning Council
- The Walleye's Community Calendar

### Changing the Dialogue Registrations

It is important to note that there were some technical snags in the registration page, and unfortunately, registrant information pertaining to allergies or concerns with smudging was not adequately or completely noted. In the future, LEPC will ensure that this information is gathered more effectively and that the registration process and program allow for seamless and user-friendly registration. There were 37 registrants in total (including facilitators and LEPC staff). Please refer to Appendices for a list of organizations who participated in the training.

### Approach of Facilitators

As the two Blue Sky facilitators are both from the local Lake Helen First Nation, they are local Indigenous knowledge experts. Blue Sky has been providing cross-cultural professional development for more than 25 years. Blue Sky has worked with academics and educational experts to develop a proven training format based on Indigenous philosophy. Furthermore, each workshop that Blue Sky delivers is also customized to meet the needs of the client.

This type of training is multi-layered and comprehensive. Blue Sky planned that two full days of training would incorporate Indigenous ceremonial practices (such as smudging) as a way of contributing to a learning environment that would be conducive to the mutual sharing of experiences and ideas.

By utilizing the principles of our Indigenous worldviews, Blue Sky encourages understanding and respect for all individuals, regardless of ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious or political beliefs, or other ideologies. The teaching process involves open dialogue in an interactive learning environment that promotes mutual respect for all people.

Blue Sky collaborated with LEPC staff to customize existing Blue Sky materials to meet expected LEPC project rationale, objectives and outcomes. Project check-ins along the way included meetings, email updates, curriculum draft reviews and revisions, participant evaluations, and other, less formal check-ins.

Blue Sky's teaching philosophy focuses on inclusivity and the teachings of the Medicine Wheel. This instructional approach served as the basis for Blue Sky's training for the LEPC:

- At the beginning of each training session, it is vital that everyone have an opportunity to introduce themselves, talk a little about their background, what their role is, and to identify any questions or objectives they have for the day;
- Facilitators quickly become part of the discussion and not just people standing at the front talking;
- The objective is to get the participants contributing through dialogue;
- There is a presentation to guide the discussion, but the facilitators are happy to respond to whatever comments or questions the participants offer;
- During the presentation, participants are encouraged to express concerns, pose questions and share their experiences;
- It is important that everyone feel that their input is valued, and that everyone is equal;
- There is no judgment passed during these courses; and
- The recounting of personal experiences welcomed.

In conducting the cultural awareness training, Blue Sky trainers apply current Adult Education Principles, including the use of a variety of instructional methods, strategies and formats to maintain participant interest and enhance learning. In this case, these included the following:

- PowerPoint presentations;
- Group work; and
- Hands-on exercises and demonstrations.

Changing the Dialogue cultural awareness training began and ended in the circle, which is the most vital component of the training and, as evidenced through the evaluations, was appreciated by the participants:

1. Smudging ceremony in a circle to begin;
2. Introductions using the Sharing Circle format, which illustrates the teaching that everyone in the circle is equal;
3. Following the introductions, participants take some time to learn about sacred items and four basic medicines in an intimate setting;
4. Questions and sharing are always welcome;
5. At the end of each day, we return to the circle to check the comfort level of all and to determine whether any adjustments are required to ensure a safe learning environment.

### **Event Presentations**

The two days were broken down into the four quadrants of the medicine wheel, i.e. cultural (spiritual), physical (body), social (emotional), and intellectual (mind). The following topics were covered:

#### **Cultural (first day – morning)**

- Importance of traditions and ceremonies
- Begin (and come back to) circle. Introductions, smudging, and drumming in a talking circle
- Importance of sacred items
- Indigenous philosophy and cultural distinctions

#### **Physical (first day – afternoon)**

- History impacting Indigenous people

- Treaties in Ontario
- Indigenous governance
- Indian Residential Schools
- Truth and Reconciliation Commission (TRC)

**Social (second day – morning)**

- Relationship building
- Better understanding of diverse, multi-barriered clients
- Consequences of colonialism
- Current social issues
- ‘On the ground’ situation today
- Non-verbal communication

**Intellectual (second day – afternoon)**

- How to better serve growing Indigenous population
- How do we respond to 94 TRC calls to action?
- Moving forward with organizational and individual tools
- Strategic planning

**Evaluations**

There were 37 registrants, less facilitators and staff, totaling 32 participants. Of the 32, 27 participants completed evaluations (84% completed evaluations). There were 7 questions asked of the participants. Overall, evaluations completed by participants at the end of the sessions were extremely positive. Eighty-one percent (81%) of participants identified that the training was beneficial to their own personal and/or professional development. Eighty-nine percent stated that they would bring back valuable knowledge, perspective and/or skills to apply to their work at their organization due to this training experience. A like number (89%) said that their organization found it valuable to be able to access this type of training through the Local Employment Planning Council at a reduced cost and located in the Thunder Bay district. This training was said to be a positive and proactive approach to a very challenging, difficult and important issue.

Please refer to the Appendices for a summary of the evaluation responses.

**NSWPB Board of Directors and Executive Director**

The NSWPB session was successfully conducted on Saturday March 9, 2019. This session provided an opportunity for the NSWPB/LEPC Board of Directors and the Executive Director to participate in a strategic planning discussion to integrate the learning of the Changing the Dialogue cultural awareness sessions into the board’s governance and the board’s broad vision going forward. Nine directors and the Executive Director participated in this one-day event.

During this session, recommendations resulting from the Changing the Dialogue sessions were identified and will be brought forward to the board for approval at its next regular Board Meeting.

## Recommendations and Next Steps

1. Participants expressed an interest in taking part in more training sessions like these. It was also suggested that the training sessions be longer in length. There was a specific interest in learning more about pow wows;
2. There was a strong desire expressed to maintain momentum toward Changing the Dialogue. It would be important to follow up with participants in April or May to see if this experience has changed their relationships and interactions with their clients, and to see how they would like to continue to move forward;
3. It would benefit the organization to develop partnerships with other like-minded organizations, i.e. green energy.

## Conclusion

Blue Sky worked collaboratively with the LEPC to ensure that all the objectives, deliverables and timelines were adhered to. Much emphasis was placed on planning and program development to ensure these parameters were met. A primary consideration within planning and program development necessitated a reduction of the number of sessions for this training program as a result of a compressed timeline. The learning objectives presented to the Blue Sky facilitators included the challenge that LEPC service delivery network organizations are struggling with multi-barriered Indigenous job-seekers and staff are often uncertain of where to start in understanding cultural differences and the day-to-day realities that many of their Indigenous clients face.

The topics discussed over the two-day training session can be considered highly sensitive and often complex. Blue Sky's approach presenting the topics in a factual and non-judgmental manner assisted the participants to experience a safe environment to discuss these topics with ease and allowed a sense of curiosity from the participants. The calming nature of the facilitators reassured the participants that we could talk about anything without cause for concern or consequences. This was a safe zone to change the dialogue.

There was a heartfelt connection and an expressed vulnerability to the process from the participants following the initial circle during the first half-day which continued throughout the entire two-day session. This willingness to be open and receptive to the ideas and perspectives of the other participants solidified the objectives of the training session, encouraged accountability and an inspiring dialogue took place.

On the second day when it came time for the participants to roll up their sleeves and brainstorm on how the Truth and Reconciliation 94 calls to action could be incorporated into their individual and professional lives, there was a genuine effort to explore some innovative options and to make positive change in their approaches when working with their Indigenous clients. Eighty-nine percent of the participants stated that they would bring back valuable knowledge, perspective and/or skills to apply to their work at their organization due to this training experience.

The coaching session positively impacted the participants and they came away with a deeper understanding of the Indigenous worldview including culture, history, and contemporary issues of concern. They walked away wanting to learn more and to delve deeper into the conversation. Exploring how to change the dialogue through this event are steps in the right direction to assist the participating organizations to have a more informed approach to better engage with Indigenous clients. These approaches will also provide more general strategies on an individual basis and professional basis to encourage positive change and reconciliation.

This event provided a comfort to the participants to continue to explore the Indigenous worldview on their own and within their professions. Relationship building principles were provided to the participants which explored key steps to broaden their working relationships with their Indigenous clients as well as steps to incorporate the 94 calls to action in their personal and professional lives. This training was said to be a positive and proactive approach to a very challenging, difficult and important issue. Now that the participants' knowledge and understanding has changed/grown/clarified, this training will enable participants to better engage with Indigenous clients and to assist them in achieving their training and employment goals.

## Appendices

### Changing the Dialogue Poster



# CHANGING THE DIALOGUE

## CULTURAL AWARENESS TRAINING PROGRAM

Hosted by Local Employment Planning Council  
Facilitated by Blue Sky Community Healing Centre

Through local Indigenous facilitators and the medicine wheel, you are invited to gain a better understanding of the challenges that local Indigenous people face.

- Learn about Indigenous culture, history, treaties, contemporary issues of concern, Truth and Reconciliation Commission Calls to Action and many other topics.
- Take-home tools will be provided to promote meaningful engagement.
- Service providers will learn how to engage with Indigenous clients and to assist them in achieving their training and employment goals.

 **North Superior**  
Workforce Planning Board

 **Local Employment**  
Planning Council

 **Blue Sky**  
Community Healing Centre

 **Ontario**  
This project is funded in part by the Government of Canada and the Government of Ontario.

 **March 5 & 6**  
9am-4pm  
\$200 + HST  
(includes training, parking & lunch both days)

Lakehead University Faculty Lounge  
First Floor Room: UC 1029G  
Info/Register: [www.BlueSkyCHC.ca/NSWPB](http://www.BlueSkyCHC.ca/NSWPB)  
cyn.nault@gmail.com • (807) 627-2385

## Changing the Dialogue Agenda

# CHANGING THE DIALOGUE: CULTURAL AWARENESS TRAINING PROGRAM

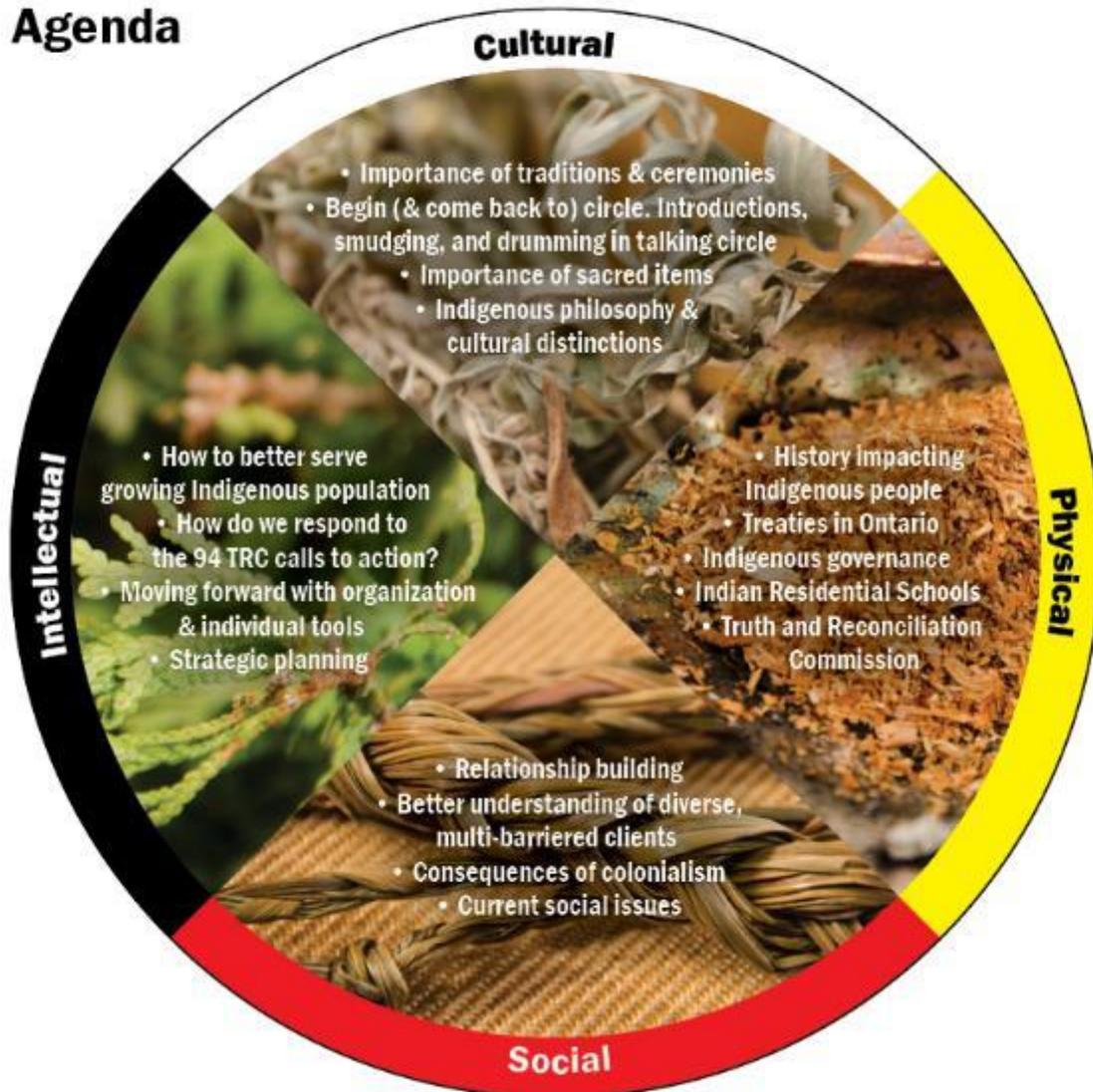
March 5 & 6, 2019

Lakehead University Faculty Lounge, First Floor Room: UC 1029G

Hosted by Local Employment Planning Council

Facilitated by Blue Sky Community Healing Centre

## Agenda



**North Superior**  
Workforce Planning Board



**Local Employment**  
Planning Council



**Ontario**

This project is funded in part by the Government of Ontario and the Government of Canada.

## 94 Calls to Action Summary

### 'Changing the Dialogue'

**March 5 and 6, 2019 9 am to 4 pm**  
**Lakehead University Faculty Lounge**  
**Hosted by Local Employment Planning Council**  
**Facilitated by Blue Sky Community Healing Centre**

*Note: the highlighted calls to action are complete.*

#### **Child Welfare**

1. Reduce the number of Aboriginal children in care
2. Publish annual reports on the number of Aboriginal children in care
3. Implement Jordan's Principle
4. Establish national standards for Aboriginal child apprehension and custody cases
5. Develop culturally appropriate parenting programs for Aboriginal families

#### **Education**

6. Repeal the 'Spanking Law'
7. Eliminate educational and employment gaps
8. Eliminate the discrepancy in federal education funding between on-reserve and off-reserve students
9. Publish annual reports on education funding and educational and income attainments
10. Draft new Aboriginal education legislation
11. Provide adequate funding for First Nations students seeking post-secondary education
12. Develop culturally appropriate early childhood education programs

#### **Language and Culture**

13. Acknowledge that Aboriginal rights include Aboriginal language rights – completed
14. Enact an Aboriginal Language Act
15. Appoint an Aboriginal Languages Commissioner
16. Create university and college degree and diploma programs in Aboriginal languages
17. Waive administrative costs for five years for revision of official identity documents

#### **Health**

18. Recognize and implement the health-care rights of Aboriginal people
19. Identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities

20. Recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples
21. Provide sustainable funding for existing and new Aboriginal healing centres
22. Recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients
23. Increase the number of Aboriginal professionals working in the health care field
24. Require all medical and nursing students to take a course dealing with Aboriginal health issues

### **Justice**

25. Reaffirm the independence of the RCMP to investigate crimes in which the government is a potential party
26. Review and amend statutes of limitations
27. Ensure lawyers receive appropriate cultural competency training
28. Require all law students to take a course in Aboriginal people and the law
29. Work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement
30. Eliminate the overrepresentation of Aboriginal people in custody over the next decade
31. Implement and evaluate community sanctions that will provide realistic alternatives to imprisonment
32. Amend the Criminal Code to allow trial judges to depart from mandatory minimum sentences
33. Develop FASD preventative programs that can be delivered in a culturally appropriate manner
34. Undertake reforms to the criminal justice system to better address the needs of offenders with FASD
35. Eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system
36. Provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence
37. Provide more supports for Aboriginal programming in halfway houses and parole services
38. Eliminate the overrepresentation of Aboriginal youth in custody
39. Collect and publish data on the criminal victimization of Aboriginal people – completed
40. Create adequately funded and accessible Aboriginal-specific victim programs and services
41. Appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls – completed
42. Commit to the recognition and implementation of Aboriginal justice systems

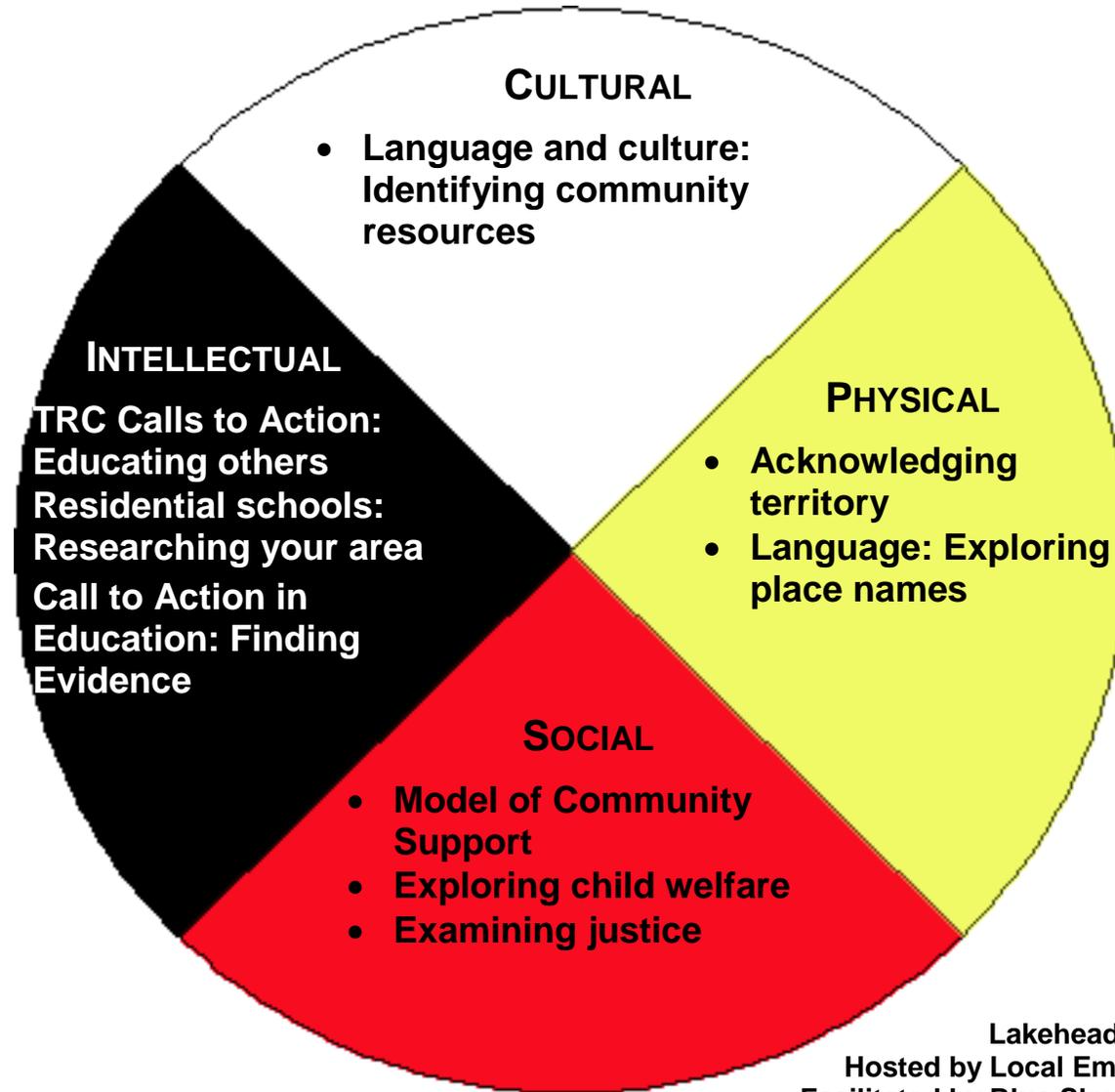
### **Reconciliation**

43. Adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples
44. Develop a national plan, strategies and other concrete measures to achieve the goals of the UNDRIP
45. Develop a Royal Proclamation of Reconciliation to be issued by the Crown
46. Develop and sign a Covenant of Reconciliation among parties to the Indian Residential Schools Settlement Agreement

47. Governments to repudiate Doctrine of Discovery and terra nullius and reform laws that rely on such concepts
48. Church parties to the residential schools settlement and other faith groups to adopt and comply with UNDRIP
49. All faith groups to repudiate the Doctrine of Discovery and terra nullius
50. Establish Indigenous law institutes
51. Government of Canada to develop policy of transparency on legal opinions upon which it acts in regard to Aboriginal and Treaty rights
52. Adopt legal principles on Aboriginal title claims
53. Establish a National Council for Reconciliation
54. Provide multi-year funding for the National Council for Reconciliation
55. Provide annual reports or any current data requested by the National Council for Reconciliation
56. Prime Minister of Canada to issue an annual 'State of Aboriginal Peoples' report
57. Educate public servants on the history of Aboriginal peoples
58. The Pope to issue an apology to residential school survivors
59. Church parties to residential school settlement to educate congregations on why apologies necessary – completed
60. Faith groups to develop and teach curriculum for all student clergy and staff who work in Aboriginal communities
61. Church parties to residential schools settlement to fund reconciliation and culture revitalization projects
62. Develop and fund Aboriginal content in education
63. Council of Ministers of Education Canada to maintain an annual commitment to Aboriginal education issues
64. Require publicly-funded denominational schools to teach comparative religious studies including Aboriginal spiritual beliefs
65. Establish a national research program with multi-year funding to advance understanding of reconciliation
66. Establish multi-year funding for youth organizations to deliver programs on reconciliation
67. A national review of museum policies and best practices
68. Mark the 150th anniversary of Confederation with a funding program for commemoration projects on theme of reconciliation
69. Library and Archives Canada to adopt UNDRIP, ensure records on residential schools accessible to public
70. A national review of archival policies
71. Records on the deaths of Aboriginal children in residential schools to go to the National Centre for Truth and Reconciliation
72. Develop and maintain the National Residential School Student Death Register created by the TRC
73. Establish and maintain an online registry of residential school cemeteries
74. Inform the families of children who died at residential schools of the child's burial location

75. Develop and implement procedures for the identification and maintenance of residential school cemeteries
76. Aboriginal communities should lead development of residential school cemetery identification and maintenance strategies
77. Archives to provide residential school records to National Centre for Truth and Reconciliation
78. Commit to funding of \$10 million over seven years to the National Centre for Truth and Reconciliation
79. Develop a reconciliation framework for Canadian heritage and commemoration
80. Establish a National Day for Truth and Reconciliation as a statutory holiday
81. Commission and install a Residential Schools National Monument in Ottawa
82. Commission and install a Residential Schools Monument in each capital city
83. Canada Council for the Arts to establish a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects – completed
84. Restore and increase funding to the CBC/Radio-Canada to enable it to support reconciliation – completed
85. Aboriginal Peoples Television Network to support reconciliation – completed
86. Journalism programs and media schools to require education for all students on the history of Aboriginal peoples
87. Tell the stories of Aboriginal athletes in history – completed
88. Continued support for the North American Indigenous Games – completed
89. Amend the Physical Activity and Sport Act to ensure policies are inclusive to Aboriginal Peoples
90. Ensure that national sports policies, programs and initiatives are inclusive of Aboriginal Peoples – completed
91. Ensure that Indigenous Peoples' territorial protocols are respected by officials and host countries of international sporting events
92. Corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous People
93. Revise the information kit for newcomers and citizenship test to reflect a more inclusive history of the Aboriginal Peoples of Canada
94. Replace the Oath of Citizenship

## Changing the Dialogue 94 Calls to Action Tool



## Organizations Who Participated in the Changing the Dialogue Training

### Organization

Thunder Bay Multicultural Association

Thunder Bay Chamber of Commerce

Superior-Greenstone District School Board

Northwest Employment Works (Confederation College)

Superior North Community Futures Development Corporation

Literacy Northwest

North Superior Workforce Planning Board/Local Employment Planning Council

CSDC des Aurores boréales

Resolute Growth Canada Inc., Ignace Sawmill

Resolute Growth Canada Inc., Thunder Bay Sawmill

Resolute Growth Canada Inc., Atikokan Sawmill

Faye Peterson

Anishinabek Employment & Training Services

Kairos

## Summary of Changing the Dialogue Evaluations

### Changing the Dialogue - Indigenous Cultural Awareness Training Evaluation Summary

**Date:** March 5 & 6, 2019

**Location:** Faculty Lounge, Lakehead University

Below is a summary of the evaluation submissions from participants. There were 32 participants and 27 evaluations were completed. Answers and comments are shown in blue.

1. How would you rate your overall experience while attending this training in terms of the meals, parking and accommodations?	1 LOW	2	3	4	5 HIGH
<p>Comments:</p> <ol style="list-style-type: none"> <li>1. Parking was a hassle, as code did not work</li> <li>2. Very well labelled with signs when near the area, food was great and catered to allergies</li> <li>3. Meals were delicious, parking was fine, and the facility suited the training very well</li> <li>4. Both Cindy and Cynthia were so genuine, open and helpful in discussion, examples, etc.</li> <li>5. Parking a bit too far to walk in cold</li> <li>6. I was a little disappointed with our lunches</li> <li>7. So happy with the vegetarian options 😊</li> <li>8. Meals: good variety &amp; quality of food &amp; beverages. The “main” courses were satisfactory</li> <li>9. Food was good! Parking &amp; facility comfortable</li> <li>10. Poor chairs</li> </ol>		<p>1 (4%) )</p>	<p>1 (4%) )</p>	<p>9 (33%)</p>	<p>16 (59%)</p>
<p>2. Did you find the training beneficial to your own personal and/or professional development?</p> <p>Comments:</p> <ol style="list-style-type: none"> <li>1. Done in a very relaxing environment</li> <li>2. Very beneficial. Learned a lot, did not realize how very little I know about the issues</li> </ol>	<p>1 DISAGREE</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5 AGREE  5 (19%) 22 (81%)</p>

<ul style="list-style-type: none"> <li>3. I have learned so much about myself these last 2 days, much that I can take back to my job</li> <li>4. I realize I want to develop an individualized plan for developing self-actualization and I really want to request a naming ceremony</li> <li>5. Absolutely, it has further sparked my passion to learn more and to inspire change</li> <li>6. Totally</li> <li>7. Very much so!</li> <li>8. A good refresher for a lot of staff. This is critically important info!</li> <li>9. Absolutely!</li> </ul>					
<p><b>3. Do you feel that in attending this training, you will bring back valuable knowledge, perspective and/or skills to your organization?</b></p> <p>Comments:</p> <ul style="list-style-type: none"> <li>1. A better understanding of Indigenous culture.</li> <li>2. Took very detailed notes and will be sure to share with friends, family and co-workers.</li> <li>3. Very much so. This 2-day training session resonated with me personally and professionally on many levels.</li> <li>4. Extremely valuable information to share with our team!</li> <li>5. Yes, I'm excited by the new possibilities I see.</li> <li>6. Absolutely!</li> <li>7. 100%</li> </ul>	<p>1 DISAGREE</p>	<p>2</p>	<p>3</p>	<p>4  <b>3</b> (11%)</p>	<p>5 AGREE  <b>24</b> <b>(89%)</b></p>
<p><b>4. Do you or your organization find it valuable to be able to access this type of training through an organization like the Local Employment Planning Council (LEPC) at a reduced cost?</b></p> <p>Comments:</p> <ul style="list-style-type: none"> <li>1. Good partnership with other organizations</li> <li>2. Would love to attend more if the opportunity arises</li> </ul>	<p>1 DISAGREE</p>	<p>2</p>	<p>3</p>	<p>4  <b>3</b> (11%)</p>	<p>5 AGREE  <b>24</b> <b>(89%)</b></p>

<ul style="list-style-type: none"> <li>3. We do not have a large operating budget, so the reduced rate made it easier for attendance to be approved</li> <li>4. Highly recommend this approach and these facilitators</li> <li>5. Absolutely – would have liked more to attend (1-2 more)</li> <li>6. This would definitely benefit our students</li> <li>7. Professional Development = more informed service providers = better information</li> <li>8. Yes</li> </ul>					
<p><b>5. Do you feel the training was facilitated effectively?</b></p> <p>Comments:</p> <ul style="list-style-type: none"> <li>1. Yes, thank you thank you</li> <li>2. Yes, very well facilitated</li> <li>3. Both Cindy and Cynthia were awesome. Cindy is highly skilled facilitator and appear to effortlessly guide us through agenda and discussions</li> <li>4. Excellent delivery!</li> <li>5. Many thanks!</li> <li>6. Absolutely!</li> <li>7. What a positive and proactive approach to a very challenging and difficult important issue</li> <li>8. Good pacing, appropriate timing &amp; length of breaks</li> <li>9. Very well done</li> <li>10. Great! It would have been helpful to start with explaining protocol for circle/smudging</li> </ul>	<p>1 DISAGREE</p>	<p>2</p>	<p>3  <b>1</b> (4% )</p>	<p>4  <b>3</b> (11%)</p>	<p>5 AGREE  <b>23</b> <b>(85%)</b></p>
<p><b>6. What did you like best about the training?</b></p> <ul style="list-style-type: none"> <li>1. Relaxed atmosphere, meeting others and collaborate dialogue.</li> <li>2. The Sharing Circle, informative, very informal. Great facilitator.</li> <li>3. The interactive format. Being able to experience ceremony and ask questions, share knowledge in a safe environment.</li> <li>4. Personal comments/circle component. Safe place to disclose whatever you felt comfortable to disclose.</li> <li>5. No agenda, the willingness of people to be open.</li> <li>6. The opportunity to participate in ceremonies, listen to stories and personal experiences, and to learn about the history.</li> </ul>					

7. Open discussion, everyone was heard and respected.
8. Presentation and breaks and open forum.
9. This facilitator was highly skilled (genuine and open to hearing other people's ideas/thoughts). The approach was very positive; flexible without sacrificing organization and appropriate information.
10. Information about residential schools.
11. Willingness to respect each other.
12. Videos. Group work. Learning about the things I didn't know.
13. The people, the facilitators, and the info.
14. All the aspects, the knowledge, experience, wisdom from the speakers and people that are attending.
15. Everybody's stories. Loved the circle 😊
16. Open conversation.
17. Hands on learning, diversity of participants, sharing of experiences.
18. Inclusivity, felt all perspectives were welcomed, respected and encouraged, open dialogue.
19. Rapport – relaxed safe learning environment.
20. No comments.
21. Sharing circle, everyone got to speak up.
22. Team work, lots of learning.
23. Excellent examples and topics of discussion thank you!
24. Cindy is a great facilitator, non-judgemental and open approach.
25. Safe environment to share.
26. Non-judgemental approach, open to all questions.
27. It was not political. Cindy was very honest and open.

**7. How could we improve our delivery of training sessions like this in the future?**

1. Availability more frequent sessions.
2. Very well facilitated.
3. I would definitely enjoy another day and to incorporate traditional menu items, and maybe other ceremony information points to consider for more who would like to experience traditions, i.e. Pow Wow 101.
4. More time. I want more and kind of disappointed the 2 days are done.
5. Have more and more and more training to public servants, ED's, Management, etc.
6. No suggestions.
7. It was often difficult to hear what people had to say. Encourage people to use speakers when they're available.
8. Have more training like this (and piggy backing on this) in the future. This was a great beginning. Now we need more. Pow-wow 101?
9. Asking what the individual did for remedy.
10. Was amazing 😊
11. Nothing.
12. Make it 4 days 😊
13. To have more time for group over the strategies given (shared) in the PowerPoint.
14. Specific points on smudging etc. non-indigenous understand how it works without offending.

**15. Perhaps ask if there are people who would rather not smudge, due to breathing, health or other personal issues.**





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