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UN Declaration Act Action Plan Shared Priorities Measures 14 and 18: What we heard report



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**United Nations Declaration on the Rights of Indigenous Peoples Act Implementation
Secretariat**

Department of Justice Canada
2026

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Introduction

The purpose of this report is to summarize what was heard in an initial phase of consultation and cooperation with Indigenous partners and organizations. The team intended this first phase to establish relationships with Indigenous partners and organizations that had identified training and education of public servants and members of the public about topics related to Indigenous people as a priority during the Action Plan consultation and cooperation process. Initial relationship-building with Indigenous partners took place between September 2024 to mid-March 2025 to lay the groundwork for consultation and cooperation on co-creation of training and educational materials. The Department of Justice Canada (Justice Canada) sought and received input and feedback on existing training materials on the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and the *United Nations Declaration on the Rights of Indigenous Peoples Act* (UN Declaration Act) to ensure inclusion of diverse Indigenous perspectives.

This report shares the results of this work, including insights developed in conversation with partners on key themes and ideas related to co-creation of training materials on the UN Declaration, the UN Declaration Act, and other Indigenous learning topics.

The ultimate purpose of the report is to inform Justice Canada, the Canada School of Public Service (CSPS) and other government departments on recommended improvements to existing training on the UN Declaration and the UN Declaration Act, to identify priorities and opportunities for co-creation of training on various Indigenous topics, and to share, in a transparent way, what we heard through the process.

This report first provides the context for the consultation and cooperation carried out with Indigenous partners and organizations. Next, the report outlines the methodology for its development, including the key questions that the team posed for discussion. Then, a summary of the points participants made is presented. These are grouped into themes and include a variety of views on the topics covered. Finally, this report outlines additional considerations and options for work going forward on implementation of Shared Priorities Measures (SP) 14 and 18.

Executive summary

The report summarizes initial consultations that occurred from September 2024 to March 2025 between Justice Canada and 30 Indigenous partners regarding training and education on the UN Declaration and the UN Declaration Act, focusing on Action Plan Measures SP14 and 18.

Indigenous partners highlighted the need for training to be Indigenous-led, regionally tailored, and inclusive of diverse perspectives, including women and gender-diverse peoples. Partners emphasized foundational knowledge of Indigenous rights, histories, colonialism, and systemic discrimination as prerequisites for understanding why the UN Declaration and the UN Declaration Act is needed in Canada. They recommended integrating Indigenous voices, a Two-Eyed Seeing approach, and intersectional lenses into training. Key improvements recommended include



explaining how the UN Declaration came into being and emphasizing/highlighting Indigenous contributions acknowledging Canada's initial resistance to the UN Declaration and clarifying the legal and human rights foundations of the UN Declaration Act. Training should address the importance of section 5 of the UN Declaration Act in bringing about systemic change, the importance of distinctions-based and intersectional approaches to support more complete consistency assessments and consultation and cooperation processes, the significance of provincial and territorial contexts, and the implementation of free, prior, and informed consent (FPIC). Indigenous partners stressed the need for practical examples and case studies, for example, progress on Action Plan Measures, and consultation and cooperation processes that contributed to legislative initiatives. Additional priority training topics identified were treaty education, Indigenous laws and governance, Indigenous cultures and ways of life, and the truth of Indigenous-Crown relations, including colonial histories and intergenerational trauma.

Training design recommendations favored in-person, community-based delivery supplemented by multi-format options such as online modules and emphasized the need for ongoing learning. Indigenous partners recommended mandatory, role-specific Indigenous learning for public servants, including onboarding and senior leadership training, with evaluation mechanisms to assess effectiveness. Indigenous partners advocated for trauma-informed methods, involvement of Elders, and hiring Indigenous educators with diverse expertise.

Regarding SP18, Indigenous partners highlighted the importance of educating non-Indigenous Canadians, including newcomers and youth, using plain language and Indigenous-produced knowledge. They noted existing Indigenous-led educational initiatives and suggested leveraging technology and social media for broader outreach.

The report acknowledges challenges such as limited funding and resources for co-creation and emphasizes the need for sustained respectful relationships with Indigenous partners and organizations. Next steps include updating Justice Canada's foundational training materials based on feedback and sharing input with relevant federal departments.

Context setting (background)

Action Plan Shared Priorities Measure (SP) 14

Develop and implement foundational training co-created by Indigenous subject matter experts, including with the Canada School of Public Service, for federal public servants that will build fundamental understanding and competence about the history, rights and title of Indigenous peoples, treaties, the UN Declaration, the UN Declaration Act, the dynamics of respectful relations, Indigenous-specific systemic racism, and meaningful reconciliation.

Action Plan Shared Priorities Measure (SP) 18

Develop and distribute, in collaboration with Indigenous educational organizations, museums and other organizations, as appropriate, educational



materials to inform non-Indigenous Canadians on the UN Declaration and the human rights of Indigenous peoples.

The federal government is implementing the UN Declaration Act Action Plan alongside continued advancement of other federal reconciliation initiatives such as the Truth and Reconciliation Commission's (TRC) Calls to Action¹, the National Inquiry on Missing and Murdered Indigenous Women and Girls Calls for Justice, and the UN's Sustainable Development Goals. SP14 speaks to the need for education on issues related to Indigenous people and policies—such as their histories, rights, and titles—broader than the UN Declaration and the UN Declaration Act, as a foundation to this work. The measure was developed to ensure public servants' greater understanding of Indigenous peoples and their rights informs their work and relationships with Indigenous peoples.

Training is a government-wide initiative; hence several departments are responsible for implementing SP14 and are reporting on their work in the UN Declaration Act Annual Report. Justice Canada has identified offering standardized foundational UN Declaration Act and UN Declaration training for public servants as an early deliverable of SP14. Justice Canada has taken the lead to coordinate inter-departmentally together with the CSPS by developing and co-chairing an UN Declaration Act Training Working Group for government departments and agencies.

To support the passage of Bill C-15 (that became the *UN Declaration on the Rights of Indigenous Peoples Act*) and the development of the UN Declaration Act Action Plan, Justice Canada developed training on the UN Declaration and on the UN Declaration Act. Given the high immediate demand for training and resourcing constraints related to the statutory obligation to deliver the Action Plan by June 2023, Justice Canada did not co-create these training materials with Indigenous subject matter experts. The materials therefore reflect the federal government's interpretation and understanding to a greater extent.

In addition, Justice Canada and the CSPS collaborated to co-create two video-taped events on UN Declaration Act implementation in 2022 and 2023. The first event involved working closely with representatives of the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK) and the Métis National Council (MNC) and senior government officials and is available to the public on the [CSPS](#). The second event was co-created with Indigenous subject matter experts who comprised the speakers. Short clips have been created and are available to public servants through a UN Declaration Act portal hosted by the CSPS.

As the policy lead on the UN Declaration Act, Justice Canada has been delivering training on the UN Declaration and the UN Declaration Act to public servants across the government and decided to engage in a broad consultation and cooperation initiative with Indigenous partners to support implementation of SP14. While not the focus of the process, SP18 was also discussed to a lesser extent with Indigenous partners.

¹ [Call to Action 57](#) is particularly relevant to Action Plan Measure SP14.



Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC) leads on 44 of the 181 measures in the UN Declaration Act Action Plan. Given the high level of responsibility for UN Declaration Act implementation, CIRNAC developed their own internal training materials. Though departmental officials are familiar with treaty and constitutional rights, it was noted that they were not as familiar with the human rights principles that underline the UN Declaration. Their training material covers the UN Declaration in detail and addresses some possible misunderstandings. CIRNAC training was developed internally and was originally delivered live virtually. It is now delivered as a self-paced online course within CIRNAC although Indigenous Services Canada continues to deliver in-person virtual training.

For SP18, Justice Canada focused on relationship-building with Indigenous partners to lay the groundwork for consultation and cooperation on development and distribution of educational materials on the UN Declaration and the human rights of Indigenous peoples in collaboration with Indigenous educational organizations, museums, and other organizations. Indigenous partners identified priority learning topics for non-Indigenous Canadians as well as Indigenous peoples and informed us about the educational work they are doing. Indigenous partners identified the need within their communities for learning as well, to ensure awareness of the UN Declaration and their rights under it. Some Indigenous partners emphasized the importance of co-developing training materials with Indigenous communities and the need for this to be funded.

As part of the work on SP18, Justice Canada collaborated with the National Centre for Truth and Reconciliation to create and deliver a videotaped hybrid event held at the Canadian Museum of History on September 26, 2024. An Indigenous, all-female panel talked about [community perspectives on the UN Declaration](#). Over 5,541 people attended the event, in-person and online.

Methodology

Justice Canada reached out to 51 Indigenous partners and organizations who had identified Indigenous learning for public servants as a priority during consultation and cooperation on the development of the UN Declaration Act Action Plan. These partners were diverse, including First Nations, Inuit and Métis rights holders from different regions, historic treaty partners, organizations representing different lived experiences and intersectional identities and national Indigenous organizations. Justice Canada introduced the work it was embarking on related to SP14 and 18 and sought to confirm whether partners were interested in contributing to implementation. This was done by email and in meetings with the assistance of the Justice UN Declaration Act Implementation Secretariat Consultation and Cooperation team from September 2024 to mid-March 2025. See Annex A for the list of Indigenous partners and organizations we met with or received written submissions from.

Justice Canada invited Indigenous partners to determine whether they wanted to provide input in meetings, in writing, or both. We participated in meetings with 26 Indigenous partners to establish relationships, share information and have substantive discussions on SP14. Limited discussion took place on SP18. Justice Canada provided existing training decks developed by Justice Canada and CIRNAC, as well as a thematic deck to guide discussions. While key questions were raised in



most meetings, the process was open and flexible so people could raise additional issues and approach the discussion as they wished. Most meetings were held virtually, except for meetings that took place in person in Fredericton and Moncton, New Brunswick. We also received some written responses, either instead of or further to meetings. In some cases, multiple meetings were held with the same partner allowing for more fulsome input from Indigenous partners.

Some Indigenous partners and organizations indicated disappointment with the lack of funding being offered to provide feedback on training materials and did not participate. Some simply did not respond. Limited internal resourcing led to delays in Justice Canada reaching out to and following up with some Indigenous partners, which resulted in tighter timelines, less opportunity for meetings, and some concern that this was a box checking exercise rather than a meaningful and respectful attempt to consult and cooperate. We acknowledge these shortcomings within the process and recognize the importance of fostering long-term relationships based on mutual respect and improving initial communication with all potential partners.

Key themes

We acknowledge that there was a range of views expressed by Indigenous partners and that they did not always align. This report reflects a summary of Indigenous partner views. In these preliminary consultation and cooperation meetings, we learned about the topics Indigenous partners think are most critical for the public to increase their understanding of the UN Declaration and Indigenous human rights. We sought to learn which Indigenous organizations are developing or have developed materials that could be shared with the public to deepen their understanding of the UN Declaration and Indigenous human rights. We received many comments and suggestions on existing UN Declaration Act and UN Declaration introductory training materials. Participants identified key themes and considerations. Partners also identified other priority training topics, effective training formats, and information on educational materials and resources authored by Indigenous partners and organizations and subject matter experts. Themes are presented in an order reflective of the discussion deck and the UN Declaration Act training decks. Some Indigenous partners provided slide by slide comments. In some discussions, we discussed how we could work together on implementation of SP14.

General comments

Training is for everyone. Indigenous partners emphasized the importance of public servants critically examining their own practices, including their work, training, and decision-making, to identify and address ways they may unintentionally uphold colonial structures. Training needs to be provided at all levels of government, including the most senior federal officials. Indigenous partners want public servants to know that senior officials expect meaningful recognition of Indigenous rights to be the ultimate outcome.

Partners stated that training is imperative to ensure UN Declaration implementation does not become a check-box exercise. “Learning is the basis for change, so the training needs to count” (Native Women’s Association of Canada). Indigenous partners recommended learning objectives



include incorporating learning into public servants' work and action-oriented outcomes, in addition to understanding the UN Declaration and the UN Declaration Act and knowing where to get information and support.

In general, Indigenous partners recommended integrating more explanations, interpretation and meaning making from the voices of Indigenous peoples through videos, narration, and more, as training materials are further developed, including a Two-Eyed Seeing approach². Many noted that the training should include examples that are more inclusive, for example, an exercise on section 5 of the UN Declaration Act could include an example about women and gender diverse people. Additionally, UN Declaration Act training should apply an intersectional lens that would offer participants new ways of understanding persistent patterns of inequality that both reflect and respect complexity and diversity.

History – UN Declaration and the Act

Why the UN Declaration is needed in Canada

Several Indigenous partners stated that it is important to explain and build understanding about why the UN Declaration is needed in Canada. Laying the foundation with knowledge of the context of what has been happening is important: “Reconciliation must begin with truth telling” (Native Women’s Association of Canada). We need to acknowledge history, including key points in history where Indigenous people were dispossessed of land and assimilation took place through Indian Residential Schools before discussing what the UN Declaration means for a person as an individual or public servant. Building these pieces out in the training will ensure the discussion reflects the intent and spirit Indigenous advocates had at the time they were developing the UN Declaration.

“The experience of “systemic racism stemming from colonialism is why we need to question how we are understanding the rights of Indigenous people.... even where there is a constitutional obligation, Canada is not recognizing Indigenous human rights.”

Manitoba Keewatinowi Okimakanak

In its current format, Justice Canada's training focuses solely on the UN Declaration and the UN Declaration Act. To enrich the existing UN Declaration Act and UN Declaration training and make the current content more understandable, Indigenous partners stated that public servants need to enter such training with a strong understanding of Indigenous rights, histories and realities. Foundational Indigenous learning on Indigenous rights should be a pre-requisite as well as broader

² “Two-Eyed Seeing refers to learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together” (Bartlett C., Marshall M., and Marshall A. (2012), Two-eyed seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. *Journal of Environmental Studies and Sciences*, 2, 331–340 at p. 335).



themes, such as the *Indian Act*, the diversity of Indigenous languages, territories and cultures, Indian residential schools, and intergenerational trauma and violence against Indigenous women and girls. These elements are critical as they contributed directly or indirectly to the development and adoption of the UN Declaration.

Overview of Indigenous rights at the international level

In introducing the UN Declaration, Indigenous partners recommended providing an overview of Indigenous rights at the international level, the process leading to the adoption of the UN Declaration, including contributions to language in the UN Declaration by Indigenous peoples from Canada, and the advocacy efforts of Indigenous peoples for Canada's ratification of the UN Declaration. Indigenous voices, particularly Canadian-specific contributions, should be at the forefront when explaining how the UN Declaration came into being and its meaning for Indigenous people.

It was noted that the timeline suggests the United Nations was more inclusive and responsive to Indigenous peoples than was the case. For instance, Indigenous people were not included in any text in the United Nations before 1983.

An Indigenous partner recommended that training for public servants should avoid describing the UN Declaration as “a Declaration, not a treaty”. While this statement is factually accurate, Indigenous partners suggested the training should emphasize the significance of the UN Declaration, highlighting its global recognition and legal importance in protecting Indigenous rights. Some Indigenous partners raised concerns about the framing of Indigenous rights in a colonial context. Western human rights instruments and philosophies are not neutral frameworks to begin with. It is important to acknowledge that these instruments are the result of decades of organizing and fighting on the part of people and communities on the ground. It was suggested it would be better to speak to where the UN Declaration is coming from using Indigenous perspectives/worldviews.

Canada’s initial resistance to supporting the UN Declaration

Many Indigenous partners commented on the importance of honestly acknowledging Canada’s initial opposition to the UN Declaration and that training explicitly refer to Canada’s nearly decade-long refusal to support the UN Declaration without qualification between its adoption by the UN General Assembly in 2007 and 2016. They also wanted training to acknowledge the impact of Canada’s resistance to certain language in the UN Declaration.

Introduction to the UN Declaration Act

Several Indigenous partners emphasized the importance of public servants understanding Canada’s experience of colonialism and the systemic nature of discrimination experienced by Indigenous peoples to be able to appreciate the baseline commitments made by the government in the UN Declaration Act. To this end, several Indigenous partners recommended training address



the preamble of the UN Declaration Act, that contains several significant concepts including the government's commitment to combat colonialism and systemic racism, and to rebuild self-determination. As some Indigenous partners noted, it is critical to emphasize that these are not aspirational goals but rather commitments meeting foundational human rights obligations.

When talking about whole of government responsibility to implement the UN Declaration Act, an Indigenous partner suggested a tie be made to the training objectives. Others stated there needs to be a stronger acknowledgement that this work is not just for CIRNAC and Indigenous Services Canada and that all departments and agencies have responsibility to Indigenous peoples and to implement the UN Declaration Act.

When outlining roles and responsibilities of various government units for the UN Declaration Act, a few Indigenous partners recommended encouraging public servants to reach out to Indigenous partners for information when implementing the Act, especially those who helped draft the Action Plan, including national organizations. Some noted it is also important to recognize the capacity constraints many Indigenous governments and communities face. Engagement approaches should ensure that the expectations are realistic, resourced, and respectful of partners' time and priorities.

Key concepts in the UN Declaration Act

Assessment of consistency with the UN Declaration

Some Indigenous partners identified public servants' understanding of section 5 of the UN Declaration Act on taking all necessary measures to ensure consistency between federal laws and the UN Declaration as being fundamental to bringing about the systemic change the UN Declaration calls for. Numerous partners voiced their frustration at perceived pushback from public servants related to engagement on legislative and policy initiatives. They noted that public servants sometimes miss the point that all legislative and policy initiatives could affect rights, not just initiatives designed specifically for Indigenous peoples. They were of the view that training should reflect the view that the federal government should allow Indigenous partners themselves to determine how rights are affected and therefore whether and which Indigenous peoples need to be consulted. Several Indigenous partners stated these decisions on the first stage of assessment are not complete without Indigenous perspectives being taken into account and that the power imbalance is perpetuated when such decisions are made solely by government.

Consultation and cooperation

Indigenous partners recommend making Indigenous participation a part of every-day considerations. At the same time, several Indigenous partners voiced concerns that where they are engaged, public servants have an "inconsistent, wide-ranging spectrum on how they define consultation." The lack of definition and common understanding, especially where Canada now has a legal obligation to consult and cooperate, is a concern for partners that should be addressed



in training³. Some partners expressed their frustration that the myriad of avenues through which public servants are meeting with partners in the regions—“working tables”, “discussion groups”, “conversations”, “tabletops”, and others—do not, in their perspectives, constitute consultation and cooperation. Indigenous partners suggested it would help increase public servants’ understanding if concrete examples of consultation and cooperation and co-development were included in training, with some emphasizing the importance of these examples being identified or validated by Indigenous partners.

In talking about who participates in consultation and cooperation, it was mentioned that training materials should address the distinction between rights holders and representative bodies. To ensure women and diverse populations are considered, Indigenous organizations recommended referring to the statement in the Preamble on this point, the related UN Declaration, and Action Plan Measures SP12, 69 and 70.

Specific recommendations were made that training materials emphasize visually that consultation and cooperation happens throughout the development of legislative and policy and that public servants be informed as much as possible by discussion with Indigenous peoples.

Indigenous partners emphasized that not all Indigenous peoples have the same values and or interests, which reinforces the need for distinctions-based and intersectional approaches and a need for processes to work through potentially conflicting views. This includes ensuring a gender-based lens. In addition, it is recommended that training develop participants’ understanding of the realities, rights and lived experiences of urban, off-reserve, and non-status Indigenous people. Such training would support more complete UN Declaration Act section 5 related consistency assessments and consultation and cooperation processes.

Understanding and advancing self-determination

Indigenous partners recommended that training should address the right to self-determination, including participation in decision-making aligned with the recognition of and respect for Indigenous rights and Indigenous peoples’ inclusion. This includes training on FPIC, where it applies and how to implement it, including in relation to the legislative process.

Some First Nations partners suggested it would be useful to specify that the notion of self-determination may be viewed differently by First Nations than for the Government of Canada and may even differ from one First Nation to another. This was echoed by a few Métis partners. This could be a good opportunity to have the voices of Indigenous legal scholars, organizations supporting non-status, off-reserve and urban Indigenous peoples, and voices of Elders and youth explain the concept and what it means to them, so public servants can benefit from hearing a range of perspectives.

³ The fourth [UN Declaration Act Annual Report](#) provides additional perspectives on Indigenous partners’ and government departments’ understanding of these terms.



Free, prior and informed consent

Partners recommended that the information provided in training about FPIC be more nuanced. Indigenous partners suggest the training should give more information on how FPIC is implemented in practice, ideally giving some real examples of where FPIC has been used with varying degrees of success. It should be acknowledged that there is, as of yet, no single accepted definition of FPIC and that this concept will evolve.

Provincial and territorial issues

The importance of understanding the federal and provincial dynamics that create opportunities or barriers to advancing Indigenous rights and how these could be addressed proactively was mentioned by Indigenous partners in diverse regions. Training should also include an overview of provincial and territorial efforts to implement the UN Declaration, highlighting different approaches in British Columbia, the Northwest Territories and Québec.

Action Plan and implementation of the UN Declaration Act

Indigenous partners suggested linkages should be made in training materials between the UN Declaration Act and the Action Plan to international human rights treaties ratified by Canada as there is some overlap between rights affirmed by Treaties and rights affirmed by the UN Declaration, including in relation to economic, social and cultural rights. There are also Action Plan Measures intended to help implement both.

Many suggested it would be helpful to add concrete examples of progress on the Action Plan Measures underway and to add a slide to show what has been done since the Action Plan was published. For instance, highlighting key next steps for implementing the UN Declaration, including the creation and work of the Action Plan Advisory Committee. Some Indigenous partners were curious to know how future educational material and tools will reflect court decisions. Others recommended building-in metrics on Indigenous participation into government initiatives, akin to Gender-Based Analysis Plus (GBA Plus).

Indigenous partners stressed that the UN Declaration and the UN Declaration Act need to continue to be present on public servants' radars and voiced their concern that UN Declaration Act implementation could become another "check the box exercise".

Other priority training topics for public servants

"Public servants must understand their role in reconciliation and the impact of colonialism on their jobs. It is critical that they have a baseline of understanding on broader Indigenous issues and realities before they dive into UNDRIP and the UN Declaration Act".

Native Women's Association of Canada



Treaty education

While somewhat beyond the scope of this specific consultation exercises, we acknowledge that most Indigenous partners said that to create reform and change, the public needs to be educated on the meaning of treaties and Indigenous rights as well as their history. This would include the history, spirit, and intent of a treaty, the self-determination aspect and differences in interpretations in the numbered treaties (Treaties 1-11). An Indigenous partner recommended that addressing the relationship between treaty, Indigenous, and inherent rights would help prevent overly narrow or transactional understandings of rights and support more consistent, rights-based decision-making by public servants across regions.

Many Indigenous-led resources exist to support this training. Indigenous partners suggested these should be made more easily available for the public, the media, educators, and for public servants. Training related to the Cabinet Directive on Modern Treaties is also viewed as important.

ITK mentioned that educational materials on Inuit-Crown treaties need to address federalism. Many relations are tri-partite and variable, and the implications are significant. For example, the story of the Nunavut and Labrador land claims agreements negotiation is important and unique. Positive stories such as this should be highlighted.

Partners identified the different levels of training potentially required or encouraged for public servants depending on the regions in which they work and the nature of their interactions with Indigenous peoples. For example, training on W8banaki histories, treaties, and rights could be delivered for those working in Québec and Eastern Canada; specific training for federal public servants working in the Maritime region or with partners in the region should include Nation-specific modules. Partners emphasized treaty education delivered should be regionally specific, especially for public servants living in other treaty lands. As Maritime partners noted, it is important for public servants who live in a different part of the country to understand the context specific to New Brunswick and Nova Scotia as distinct from Central Canada and the Prairies or BC. Similarly, public servants with experience working on Modern Treaties may not understand the contextual differences in relation to the Peace and Friendship Treaties signed several centuries ago. Treaty education by Indigenous partners can mitigate this gap in knowledge.

Depending on their type of work, federal public servants could also benefit from community-level focused training. Partners noted that communities prioritize different rights to be exercised—some may focus on exercising fishing rights, while others on forestry; some may also focus on the exercise of their self-determination rights through economic development and self-sufficiency. These differences are informative for the federal government's work in a particular region.

Truth of relationship between Indigenous peoples and the Crown

Many Indigenous partners emphasized that learning cannot begin without truth. In understanding the history and realities of Indigenous peoples across Canada, public servants need to learn about the truth of Canada's colonial past, including the origins and purpose of the *Indian Act*, Indian



Residential and Day schools, the treatment of Indigenous children within child and family services systems, and many more. Many of these histories are acknowledged in the preamble of the UN Declaration Act, but more needs to be done in the way of truth telling and for public servants to learn, in further depth, about the colonial history of Canada. As with other training, examples and stories are important to help people understand we are speaking to something real. One example raised was stories of forced relocation of Inuit into settlements to be more efficiently colonized and to alter people's culture and way of life.

Indigenous laws, Indigenous governance

Indigenous partners spoke to the importance of public servants being aware of different governance structures and ways of doing things in different regions and communities when talking about the UN Declaration Act or the UN Declaration Act Action Plan. Several Indigenous partners suggested that regional approaches would work best for UN Declaration Act implementation and that this should be reflected in training and approaches to training as well. While they recognized it will be slower and could be more complicated to deal with different approaches, doing so will lead to more appropriate rights recognition and collaboration, reflecting what the UN Declaration is trying to advance. For instance, there are 11 self-government agreements for First Nations in the Yukon. Yukon First Nations are generally having to react to a national approach to First Nations. They often aren't involved early enough to influence federal government initiatives, and this leads to conflict and a breakdown in trust.

A few Indigenous partners indicated that Indigenous knowledge needs to be better understood, including through a Two-Eyed Seeing approach. Training aimed at helping public servants understand Indigenous knowledge should be referenced in training materials equitably alongside western science in decision making. They also noted that Indigenous knowledge is often tied to land and place and therefore regional approaches should again be applied in relation to Indigenous knowledge.

Indigenous cultures and ways of life

“The most impactful thing the government of Canada could do to eliminate violence, racism, and discrimination against Indigenous peoples is to support education, including funding anti-racism education for non-Indigenous people, such as cultural competency.”

Indigenous Youth Roots program participant

Many Indigenous partners spoke about the need for public servants to understand Indigenous culture and traditions, through training delivered directly by First Nations, Inuit and Métis. A few Indigenous partners stated that learning about who the Métis are is important as the formation and development of communities varies.



Shared Priorities 18

We acknowledge and appreciate the work already done by Indigenous partners and organizations on training and education related to the UN Declaration and the UN Declaration Act outside of the federal government. Although not comprehensive, we include a list of materials in the public realm on the UN Declaration and the UN Declaration Act in Annex B to this report for reference.

For example, between 2022 and 2024, Indigenous Youth Roots (IYR) held various engagements with Indigenous youth focused on implementing the UN Declaration and the UN Declaration Act Action Plan in ways that are meaningful to them. During a December 2022 policy hackathon focused on the UN Declaration Act Action Plan, one team focused on improving education for non-Indigenous Canadians, attributing racism and discrimination against Indigenous people to a lack of expertise and awareness about Indigenous issues at the local, provincial and federal levels. They recommend a national strategy that would empower Indigenous people to share their knowledge and build relationships. This would include building an advisory council from every region, distributing grants and subsidies to participating organizations and educational institutions, and collaborating with public education, public servants, and Immigration, Refugees and Citizenship Canada (IRCC).

Other Indigenous partners noted a lack of understanding of Indigenous rights by non-Indigenous peoples causes conflict in communities, for example, fishing and hunting and treaty rights. Indigenous peoples also want people to know their rights are not limited to ancestral rights, such as fishing and hunting, and that Indigenous peoples are taking control of participation in decision-making and have the right to economic development. Some noted that most in the general public are not aware of Indigenous peoples' daily struggles and experiences of systemic racism and how rules are applied differently to Indigenous people across Canada. Many Indigenous partners mentioned that newcomers to Canada are a key group to educate and want to know what topics and information they learn about Indigenous peoples. They emphasized the importance of Indigenous people speaking to the materials and materials being founded on Indigenous-produced knowledge. The Assembly of First Nations indicated they had worked on a related project with IRCC in the past.

Children and youth are amazing learners. Partners recommended that materials for children and youth seek to make topics fun, impactful and memorable without being traumatic. Indigenous communities mentioned they want to adapt materials to their own community, and in some cases have done so. Anishinabek Nation, for instance, developed a book on the UN Declaration for children.

Indigenous partners praised post-secondary institutions that have made credits in Indigenous history mandatory for graduation. They also acknowledged the best approach would be to incorporate Indigenous contexts and realities into broader curriculum. It was suggested that most efforts to date have focused on responding to the TRC's Calls to Action rather than the UN Declaration and that a focus on the UN Declaration and the rights enumerated within it would require a more introspective reflection on the obligations of university leadership. While



recognizing that many universities already have developed extensive educational materials and programs on Indigenous rights⁴, broadening out UN Declaration training could be useful at all universities for the administration, professors and students, namely, to explore the question “what does the UN Declaration mean to me and our organization?” One topic mentioned was about identity issues as it comes up in hiring and scholarships⁵. An Indigenous partner recommended SP18 education initiatives include specific learning on Indigenous identity beyond the *Indian Act* and land-based frameworks.

We heard that it is important to use different ways to communicate with different audiences. What does a visitor to a museum need to know? What is digestible for kids and youth of different ages? How do we make sure people remember the key points in different contexts of complex and layered subject matter?

Indigenous youth suggest that knowledge mobilization is key. Awareness and education programs should leverage technology and social media to educate the Canadian public on the rights contained in the UN Declaration, Indigenous histories and realities, colonization, and concerning systemic racism and discrimination against Indigenous people. Education and engagement materials should be written in plain language to ensure that everyone can be involved in the conversation and stay informed about the progress, regardless of personal, professional and educational backgrounds.

A few Indigenous partners suggested an indicator of successful implementation of the UN Declaration in Canada would be a growth in understanding of Indigenous rights and realities among the general public; also, an increase in positive portrayals of Indigenous people in media.

Training design and format

“Learning depends on who the teacher is and what they are teaching; and whether student/participant is listening - education is not a guarantee of learning.”

Ovide Mercredi

In-person and regionally focused

Indigenous partners were clear that they view delivery in-person as the most effective training method. Bringing in people to personalize conversations would be helpful. Adopting a learning format that immerses public servants in Indigenous communities to better understand their realities is recommended.

There are numerous Indigenous perspectives across the country, so education and training should take a regional lens. When concepts are too high level or generalized for the whole country, they

⁴ For example, University of Victoria Faculty of Law houses the world’s first joint degree program in Indigenous legal orders and Canadian common law. Dalhousie University Schulich School of Law offers a specialization in Aboriginal and Indigenous Law.

⁵ Dalhousie University and Harvard University both have identification projects.



start to lose their meaning. Different community realities should be taken into consideration. One example provided was the importance of understanding challenges within the fisheries industry, including the differences between coastal and inland fisheries as well as issues such as lack of funding for inland fisheries and the impacts of contaminated lakes on food production and livelihood. Several Indigenous partners provided regional examples of Indigenous-Crown relations and emphasized the importance of comprehending the federal and provincial dynamics that create barriers to advancing Indigenous rights. A regional context can increase understanding that words mean different things in different places, for example, what ‘remote’ means in different regions may vary.

All training programs could start with shared foundational information to provide context and then be adapted to address the specific needs and interests of each participant group. If a training session is delivered in a particular area, examples and references specific to that area should be included.

Multi-format learning

Although there was much agreement that in-person is the best way to allow discussions and possibly have more impactful training, some Indigenous partners recognize that it is not always realistic and that how to provide trainings in the most efficient way is one question to consider. Figuring out what gets absorbed when information is shared in training is another question to consider.

Some partners suggested multiformat training that could include online, self-paced (for background and general information) modules followed or supplemented by in-person workshops and discussion sessions with experts. This would personalize the discussion and offer opportunities to explore intersections with the UN Declaration and increase understanding of complex topics. Other suggestions include a tiered approach to training modules: some parts could be virtual or videotaped, while others could be in-person. Small table learning formats for executives that would include Indigenous peoples, leveraging Microsoft Teams to expand networks, and using discussion paper formats to encourage dialogue is recommended.

Some Indigenous partners suggested a video series that includes Indigenous advocates for the UN Declaration speaking about what they aimed to achieve by going to the United Nations, namely, the need for mechanisms to fulfil treaties, and section 5 examples, could be useful. Some Indigenous organizations offered to develop a recorded video providing their perspective on the UN Declaration that could be shown with the foundational UN Declaration Act training for public servants.

A challenge that partners identified was providing sustained training and continuous learning to public servants beyond a one-time training module. As with reconciliation, learning is an ongoing process, not a checklist. The continuous nature of the learning was critical for partners to increase understanding and capacity for public servants and evaluate that information is being digested properly and confirming the training content remains appropriate. Some partners shared that their



approach to training includes a wrap-up module on reconciliation that re-centers how participants can engage with reconciliation in their personal life as well as work.

Who should deliver training on Indigenous topics

Partners had several thoughts on who should deliver the training. A few partners spoke to the importance of trauma-informed approaches to learning, both in the content and in the delivery. They provide safety nets and include the presence of Elders as support systems in their training delivery. Partners noted that realizing the UN Declaration in Canada through the implementation of the UN Declaration Act and its Action Plan is fundamentally about decolonization and shifting power away from the State and towards Indigenous peoples. For this reason, and others, partners emphasized their preference that training on Indigenous issues and related to the realization of the UN Declaration in Canada be Indigenous-led.

Hiring Indigenous educators to lead training was recommended, as well as a revolving speakers list and gender balance. Collaborating with Indigenous women's and 2SLGBTQI+ organizations to deliver training is encouraged as they are well-positioned to articulate community needs and concerns. The “engage with proper persons” concept is recommended, meaning taking a topic-specific approach to identifying experts because one person cannot be knowledgeable about all topics. A list of Indigenous partners who are willing to contribute to co-creation of training for public servants and subject matter experts suggested by Indigenous partners has been created. This preliminary list is evergreen. It is for informational purposes and is not intended to constitute government endorsement.

Presentations

The current presentations developed by Canada are packed with information. A few partners advised dividing them into modules to enable learners to better assimilate the content. They also suggested keeping the presentation content to a minimum and creating links to resources that offer practical content so participants leave with tools to support them in their daily tasks. A more visual, less busy format would be preferred. Some partners suggested that the visuals in the slides be historical and depict Indigenous movements and leaders.

“To make the content easier to assimilate, we would need to include more exercises and real-life case studies to better highlight the benefits of UNDRIP”

First Nations of Quebec and Labrador Sustainable Development Institute

Case study-based learning was recommended, starting with posing more basic questions first, followed by deeper questions. People see value where they can relate tangible impacts to implementation. Even if the UN Declaration Act has not existed for a long time, rights implementation has taken place for some time and can be a source of case examples. Inclusion of key legal cases was also suggested. ITK suggested including stories to show how instruments, such as Modern treaties or the Inuit Nunangat Policy, are being applied in beneficial ways. Many



partners also suggested using practical examples in training materials to show how systemic infringement of rights may occur, for example, in relation to hunting, conservation, and policing.

Alongside the basic training courses, toolkits, checklists and additional information should be created to support public servants in their day-to-day tasks.

Some Indigenous partners emphasized that any documentation, education materials, and engagement materials for the general public should be written in plain language to ensure that everyone can be involved in the conversation and stay informed about the progress, regardless of personal, professional, and educational backgrounds. These resources should be accessible in online spaces where youth already gather. IYR spoke about their successful use of Indigenous-led stories and plain language materials about what the UN Declaration, UN Declaration Act and the Action Plan means in their engagement with Indigenous youth.

Learning strategy or learning policy

Although we did not present material about Indigenous learning policies for federal public servants, we were interested to hear Indigenous partners' thoughts about this topic. Several recommended mandatory education for public servants at all levels on various Indigenous topics. Indigenous history was mentioned most frequently, followed by treaty and status rights, and workplace anti-racism training. Maritime partners providing input were in consensus that a mandatory one-day course for public servants who work in the region would provide an opportunity to make more explicit the UN Declaration's broader implications on the implementation of treaty rights.

Some Indigenous partners suggested evaluation of the success of SP14 should include a mandated baseline of Indigenous learning for all public servants. Other partners spoke to the fact that public servants may have different levels of learning needs depending on their role and functions. For instance, ITK recommended mandatory ongoing cultural safety training for non-Inuit professionals working in health care, education and law enforcement professionals in Inuit Nunangat. Indigenous partners recommend senior officials receive a significant level of training on Indigenous topics as they are decision-makers with a high impact on government programs, policies and legislation.

A few Indigenous partners recommended Indigenous training as part of onboarding. Onboarding is an important opportunity to lay out expectations managers have for federal employees in the exercise of their functions.

In addition, "Learning must be repetitive and by seeing others in work environments working in a good way" (Manitoba Keewatinowi Okimakanak). In other words, learning has to go beyond reading and workshops and incorporate practical ways to learn. As some Indigenous partners have stated, teaching continues until you see someone can do the tasks associated with the assignment, for instance, with moose hunting or fishing.



Next steps

We acknowledge the importance of sincerely reflecting on the information and views shared through this consultation and cooperation process and taking action accordingly. This report will inform the ongoing updating of Justice Canada's foundational UN Declaration and UN Declaration Act training materials. The detailed feedback and input on the training materials has also been provided to federal departments and agencies, including the CSPS, Indigenous Services Canada and CIRNAC to inform their training strategies and products.

Co-creation with Indigenous subject matter experts of additional training and educational materials by Justice Canada will depend on the extent to which dedicated resources and funding can be secured. To date, Justice Canada has relied on existing internal resources for this initiative; additional resources would likely be needed for continued consultation and cooperation with Indigenous partners and organizations on SP14 and 18 and co-creation of training with Indigenous subject matter experts.

We sincerely want to thank all of those who took the time to meet with us and write to us to express their thoughts on UN Declaration and UN Declaration Act training, SP14 and 18 more generally, and educational materials. This report is written with the understanding that new issues may emerge that will require updates or modifications to training and educational materials on the UN Declaration, the UN Declaration Act, and other Indigenous topics outlined in SP14.



Annex A

List of Indigenous partners that provided input on UN Declaration Act Action Plan Shared Priorities Measures 14 and 18

- Assembly of First Nations – Québec & Labrador / First Nations of Quebec and Labrador Sustainable Development Institute (FNQLSDI)
- Yukon Assembly of First Nations (AFN Yukon)
- Assembly of First Nations via the AFN/Canada Technical Working Group
- Anishinaabe Nation in Treaty 2 Territory (ANT2T)
- Confederacy of Mainland Mi'kmaq (CMM)
- Congress of Aboriginal Peoples (CAP)
- Federation of Sovereign Indigenous Nations (FSIN)
- Quebec Native Women (QNW)
- Indigenous Youth Roots (IYR)
- Inuit Tapiriit Kanatami (ITK)
- Innu TakuaiKAN Uashat Mak Mani-Utenam (ITUM)
- Kebaowek First Nation
- Keewatinook Fishers of Lake Winnipeg
- Kwilmu'ukw Maw-klusuaqn (KMK)
- Women of the Métis Nation
- Manitoba Keewatinowi Okimakanak (MKO)
- Manitoba Métis Federation (MMF)
- Otipemisiwak Métis Government (formerly Métis Nation of Alberta (MN-A))
- Métis Nation British Columbia (MNBC)
- Métis Nation - Saskatchewan (MN-S)
- Mi'gmawe'l Tplu'taqnn Incorporated (MTI)
- Mi'kmaq Confederacy of PEI
- Mi'kmaq-Wolastoqey Centre (UNB)



- Native Women’s Association of Canada (NWAC)
- Ontario Federation of Indigenous Friendship Centres (OFIFC)
- Pauktuutit Inuit Women of Canada
- Red Sucker Lake First Nation
- Silent Drums Inc.
- Two Spirits in Motion Society (2SiMS)
- Wolastoqey Nation in New Brunswick (WNNB)



Annex B

Publicly available UN Declaration and UN Declaration Act resources

Resource	Format	Description	Source
How UNDRIP Changes Canada's Relationship with Indigenous Peoples	Video	Discusses how international law, domestic constitutional law and Indigenous law can support full implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP or UN Declaration) in Canada. In this video, the contributors provide an overview of how the relationship between Indigenous Peoples and the Canadian government has changed since first contact.	Centre for International Governance Innovation
Assembly of First Nations (AFN) Website	Website	Policy areas, initiatives and committees promoting UNDRIP.	Assembly of First Nations
Standoff: Why Reconciliation Fails Indigenous People and How to Fix It	Book	Indigenous rights, historical and social forces that underpin the development of Indigenous law; systemic racism, treaty rights, violence against Indigenous people, Métis identity, UNDRIP and the duty to consult.	Bruce McIvor
Implementing the United Nations Declaration on the Rights of Indigenous Peoples and the UN Declaration Act	Video (Panel discussion with Indigenous partners)	Panel discussion with First Nations, Inuit and Métis experts as well as senior federal government officials: provides an overview of both UN Declaration and the UN Declaration Act with a focus on their role in providing a framework for reconciliation.	Department of Justice Canada in partnership with the CSPPS
The United Nations Declaration on the Rights of Indigenous Peoples explained	Video	This short video outlines the history and the contents of the UN Declaration.	Department of Justice Canada



Resource	Format	Description	Source
Voices on the UN Declaration on the Rights of Indigenous Peoples	Short video	Developed by First Nations, Inuit and Métis youth from across Canada who participated in the language of their choice, this video promotes their perspectives on the UN Declaration.	Department of Justice Canada
What we learned to date report on the implementation of the United Nations Declaration on the Rights of Indigenous Peoples Act (March 20, 2023)	Federal government Report	Overview of the significant number of priorities and proposed measures shared by Indigenous peoples, to date and summarized by Justice Canada, in the context of developing a federal Action Plan to achieve the objectives of the UN Declaration. It is intended to provide an accurate reflection of what we heard, rather than present an analysis or assessment of the concerns and priorities raised.	Department of Justice Canada
Home on Native Land Training - segment 8: UNDRIP: A Declaration of Interdependence	On-line self-directed course	Includes 10 video conversations with host Ryan McMahon and leading First Nations thinkers, artists, and legal experts, and includes 10 lessons laying out the fundamentals of Treaty rights, the <i>Indian Act</i> , constitutional rights, and environmental rights and Indigenous stewardship. The eighth installment of the learning series explores UNDRIP with the help of co-host Chief Judy Wilson of the Neskonalith Indian Band.	Home on Native Land
NCTR Lunch and Learn Day 4: Indigenous Peoples' rights and the UN Declaration on the Rights of Indigenous Peoples	Video	National Centre for Truth and Reconciliation (NCTR) Lunch and Learn discussion on Indigenous Peoples' rights and the UN Declaration on the Rights of Indigenous Peoples.	National Centre for Truth and Reconciliation



Resource	Format	Description	Source
		Hosted by Kaila Johnston with special guest Brenda Gunn.	
Learning First Peoples Classroom Resources – First Nations Education Steering Committee (FNESC)	Resource Guides	Teacher resources to support elementary and high school English Language Arts, Science Social Studies and Mathematics courses. The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconciliation Commission, including the call to “integrate Indigenous Knowledge and teaching methods into classrooms” and “build student capacity for intercultural understanding, empathy and mutual respect.”	First Nations Education Steering Committee
Ełet’ànìt s’è’ah: Implementing the United Nations Declaration on the Rights of Indigenous Peoples Hotì Ts’eeda	Website with documents and videos	Learn more about UNDRIP, Hotì ts’eeda’s Ełet’ànìt s’è’ah initiative, the history of UNDRIP, and examples of how UNDRIP is already being implemented in the North West Territories. Hotì ts’eeda is a research support unit hosted by the Tłı̨chǫ Government, and governed primarily by Northwest Territories (NWT) Indigenous Governments.	Hotì ts’eeda - Northwest Territories SPOR Support Unit
Braiding Legal Orders: Implementing the United Nations Declaration on the Rights of Indigenous Peoples - Centre for International Governance Innovation	Book	These essays engage with the legal, historical, political and practical aspects of UNDRIP implementation. Written by Indigenous legal scholars and policy leaders, and guided by the metaphor of braiding international, domestic, and Indigenous laws into a strong, unified whole composed of distinct parts, the book makes visible the possibilities for reconciliation from different	Centre for International Governance Innovation; Oonagh E. Fitzgerald, John Borrows, Larry Chartrand, Risa Schwartz



Resource	Format	Description	Source
		angles and under different lenses.	
Resources — Realizing UNDRIP	Website with videos and Documents	Realizing UNDRIP educates non-Indigenous people working in government and in the private and not-for-profit sectors to work together in a good way with Indigenous peoples, organizations and communities. Includes A Land Back Story video on implementation example of UNDRIP.	Fraser Basin Council
Stories: The United Nations Declaration on the Rights of Indigenous Peoples	Website article with links to reference documents	Website resources	Canadian Museum for Human Rights
UNDRIP Act and resources	Webpage with links to official documents and children's educational resources	Additional UNDRIP educational resources include: UNDRIP Crosswords, Youth Activity book, Children's coloring book, Children's story book to educate and engage children with UNDRIP.	Union Of Ontario Indians (for Anishinabek Nation)
UNDRIP Videos	Videos	UN Declaration materials; history of the Mikmaq influence in UNDRIP.	Eskasoni First Nation and Mawio'mi
Sheryl Lightfoot: UNDRIP and Human Rights Tribunals	Podcast	Indigenous Human Rights podcast - Dr. Lightfoot discusses UNDRIP and its implementation in Canada. Dr. Lightfoot explains what UNDRIP is, how Canada is implementing this international instrument, and how UNDRIP interacts with the human rights tribunal system in Canada. Available on Apple Podcasts and Spotify.	Pro Bono Students Canada
Your Rights: The United Nations Declaration on the Rights of Indigenous Peoples - Southern	Webpage	Materials on Implementing UNDRIP, training modules on Indigenous Peoples' issues.	Southern Chiefs Organization Inc.



Resource	Format	Description	Source
Chiefs' Organization Inc.			
Understanding Indigenous Fisheries with Rosalie Francis	Video	The Fisheries Podcast: Rosalie Francis, a Mi'kmaw lawyer who specializes in Indigenous issues including fisheries. Listen discussions about the 2020 Lobster Dispute on the eastern coasts of Canada, Aboriginal and Treaty Rights, Indigenous capacity to self-govern, and how UNDRIP affects communities, Nations, and Peoples.	
United Nations Declaration on the Rights of Indigenous People Les Femmes Michif Otipemisiwak	Website	Les Femmes Michif Otipemisiwak (LFMO) initiatives related to UN Declaration Act implementation, including educational communiqués, infographics, and fact sheets.	Les Femmes Michif Otipemisiwak
International Resources			
UN Declaration on the Rights of Indigenous Peoples	Website	Historical Overview, Statements and Media, High-level Commemorations, Other commemorative Events, UNDRIP in languages, FAQs, Videos.	United Nations
E-learning tool on the rights of Indigenous Peoples	E-learning tool on a webpage	Through this online learning tool, participants will increase their knowledge and understanding of the rights of indigenous peoples, as recognized in UNDRIP and in other international instruments. Learn how to cooperate with the UN's Human Rights and other Mechanisms to advocate for the rights of indigenous peoples.	United Nations Human Rights Office of the High Commissioner



Resource	Format	Description	Source
Training materials United Nations For Indigenous Peoples	Handbooks and training materials	Materials on Implementing UNDRIP, training modules on Indigenous Peoples' issues.	United Nations Department of Economic and Social Affairs
Free, Prior and Informed Consent (FPIC) Indigenous Peoples FAO	Informational Website and video about FPIC	Food and Agriculture Organization of the United Nations manual on FPIC and animated video.	Food and Agriculture Organization of the United Nations
Training Module for Government Agencies. Facilitator's Handbook – The Implementation Project	Handbook available for downloading from a website	Facilitator handbook for a training module on UNDRIP, conceived to support the mainstreaming of indigenous peoples' rights and issues in strategic planning processes, in all phases of development programming, from conceptualization to implementation through evaluation. Prepared by the Secretariat of the United Nations Permanent Forum on Indigenous Issues.	Native American Rights Fund, and Univ. of Colorado Law School
International Work Group for Indigenous Affairs	Website with international resources	The International Work Group for Indigenous Affairs (IWGIA) is a non-governmental human rights organization dedicated to promoting and defending Indigenous Peoples' rights. See webpage on Indigenous peoples in Canada .	International Work Group for Indigenous Affairs
Implementing the United Nations Declaration on the Rights of Indigenous Peoples	Website with links to international resources	Materials on implementation of UNDRIP, including creation of an implementing and monitoring body for UNDRIP, enabling participation of Indigenous governments at the UN, and protecting Native women. On website of an American non-profit law and advocacy organization established and directed by American Indians.	Indian Law Resource Center



Resource	Format	Description	Source
UN Declaration on the Rights of Indigenous Peoples	Website with downloadable Inuit specific resources	Website with information on the UNDA and the UNDA Action Plan with downloadable Inuit specific resources developed for Inuit women, girls and gender diverse individuals.	Pauktuutit Inuit Women of Canada
Other Indigenous Learning			
It's Our Time: the AFN Education Tool Kit	Documents available on webpage	Educational materials: includes units on Impacts of Contact, Treaties, <i>Indian Act</i> , Residential Schools, and Cultural Competency.	Assembly of First Nations
Unsettling Canada: A National Wake-up Call	Book	It's Our Time: the Assembly of First Nations Education Tool Kit – includes units on Impacts of Contact, Treaties, <i>Indian Act</i> , Residential Schools, and Cultural Competency.	Arthur Manuel & Grand Chief Ronald Derrickson
The truth is hard. Reconciliation is harder.	Video	Senator (and former Justice) Murray Sinclair; speaks on the racist beliefs upon first contact, the Treaty of Niagara, the Royal Proclamation of 1763, the promises enclosed within these agreements, and how best to implement the TRC's recommendations.	Canadian Centre for Policy Alternatives (BC Office)
Treaties, Reconciliation and Indigenous History in Canada	Video	Indigenous history, treaties, truth and reconciliation, Canadian history.	CBC
Reimagining Canada as Inter-National: Understanding First Nations-Provincial Relationships	Article (PDF)	This paper analyzes Indigenous-provincial relations using examples of First Nations and provincial governments in New Brunswick and British Columbia.	Centre of Excellence on the Canadian Federation
Congress of Aboriginal Peoples Website	Online toolkits (PDFs available)	Reconciliation toolkit for Business Leaders, Tools for Social Innovation, Family Violence Prevention toolkit,	Congress of Aboriginal Peoples



Resource	Format	Description	Source
		Gender Equity toolkit, Violence Prevention Resource.	
Reconciliation Dialogue Toolkits - Reconciliation Canada	Online toolkits (PDFs available)	Reconciliation Dialogue Workshop guides.	Reconciliation Canada
Reconciliation Toolkit for Business Leader	PDF document	This toolkit aims to assist small and medium-sized businesses in advancing reconciliation. It provides practical steps for integrating reconciliation into business practices, planning, and policies. The tool kit includes educational materials, templates, planning tips, and directories for additional support.	Congress of Aboriginal Peoples
Learning First Peoples Classroom Resources – First Nations Education Steering Committee	Resource Guides	Teacher resources to support elementary and high school English Language Arts, Science Social Studies and Mathematics courses. The resources reflect the First Peoples Principles of Learning as well as the Calls to Action of the Truth and Reconciliation Commission, including the call to “integrate Indigenous Knowledge and teaching methods into classrooms” and “build student capacity for intercultural understanding, empathy and mutual respect.”	First Nations Education Steering Committee
KAIROS Blanket Exercise	Experiential exercise	KAIROS Blanket Exercise is an experiential teaching tool that explores the historic and contemporary relationship between Indigenous and non-Indigenous peoples in the land we now know as Canada.	KAIROS Blanket Exercise



Resource	Format	Description	Source
Restoring the Circle	On-line self-directed learning program	Native Women's Association of Canada's e-learning program on providing trauma-informed, culturally safe, and intersectional services for, to, and with 2SLGBTQ+ Indigenous people with lived experience of gender-based violence.	Native Women's Association of Canada
Walking our Truth Together	Online self-directed course	Walking Our Truth Together is a ten-module online education program created for members of the Public Service Alliance of Canada union to help support the pursuit of justice and reconciliation. This course was inspired in part by several Calls to Action from the TRC, which urge governments and organizations to provide education on the history of Indigenous peoples. Modules include the history and legacy of residential schools, the UN Declaration, Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations.	The Public Service Alliance of Canada National Indigenous People's Circle
Dehlà Got'jne Self-Government	Website	Plain language tools for self-government.	Dehlà Got'jne Self-Government
Ontario Federation of Indigenous Friendship Centres (OFIFC) Indigenous Cultural Competency Training	Training Courses	Indigenous Cultural Competency Training: "The OFIFC's Indigenous Cultural Competency Training program enables participants to build skills, knowledge, attitudes and values essential to fostering positive and productive relationships with Indigenous people."	Ontario Federation of Indigenous Friendship Centres
Modern Treaties in Canada	Self-Directed online courses	Free online modern treaty courses, including Modern Treaties in Canada, Modern	Land Claims Agreements Coalition



Resource	Format	Description	Source
		Treaties and Land, Modern Treaty Governments, and Modern Treaties and the Environment, Engagement with Indigenous Modern Treaty holders.	
Peace & Friendship Treaties	Webpage with fact sheets, videos, and podcast episodes	Peace and Friendship Treaties history and facts, treaty podcast episodes and videos about Mi'kmaq culture.	L'Nuey
Land Claims and Aboriginal Title Definitions	Videos	Aboriginal Title Claims and Land Claims Overview and Q&A with Chief Patricia Bernard: resolving of Madawaska Maliseet First Nation Aboriginal Title Claim.	Joint Economic Development Initiative
NCTR Teaching Resources	Webpage with documents, and links to videos	Indian Residential School Path Forward project.	National Centre for Truth and Reconciliation
Let's Talk Treaties	Videos and Webinars, and documents	Honoring the importance of Treaties and the Treaty Relationship in Canada videos; and Let's Talk Treaties documents explaining treaties	Treaty Relations Commission of Manitoba
Indigenous Human Rights	Podcasts	Indigenous Human Rights podcast - available on Apple Podcasts and Spotify; includes podcasts focused on tribunals, a podcast on UN Declaration and human rights tribunals, and specific cases involving Indigenous peoples	Pro Bono Students Canada
Understanding the Yukon Umbrella Final Agreement	PDF Document	Explains Yukon Umbrella Final Agreement - a Land Claims Settlement Information Package.	Council of Yukon First Nations
Mapping the Way	Webpage with documents, videos, podcasts and exhibits	Mapping the Way – public education materials about significance of Yukon Self gov't agreement.	Yukon First Nation Self-Government