



## ***SDG 4: Quality Education - A Manager’s Place in Canada: An Introduction to the Indigenous Context***

<b>Topic Overview</b>	<b>Learning Objectives</b>
<p>This lesson provides an introduction to the history of Indigenous Peoples in Canada. The resources cover Territorial Acknowledgements, the historical background in Canada, terminology, statistics on Indigenous Peoples in Canada, a brief history of Crown-Indigenous relations, and lastly, Indigenization and Decolonization. While this lesson is neither exhaustive nor absolute, it is a starting point to understand the historical Indigenous context for doing business in Canada, with a focus on reconciliation and decolonization.</p> <p>Please note this lesson is focused on the Indigenous context in Canada, specifically British Columbia. If teaching in a different region, it is best to refer to local community specific examples and practices.</p>	<ul style="list-style-type: none"> <li>• Understand the history of the colonization and assimilation of Indigenous Peoples in Canada</li> <li>• Describe the Indigenous-Crown relations and significant acts and documents</li> <li>• Discuss the TRC Calls to Action framework for reconciliation in the business context</li> <li>• Analyze the relationship between decolonization, Indigenization, and reconciliation</li> </ul>

### **Resource Summary**

#### **Territorial Acknowledgement**

Chamberlain, T. (2015). Appendix E: Acknowledging Traditional Lands. *Pulling Together: A Guide for Curriculum Developers* (pp. 101-102). <https://ecampusontario.pressbooks.pub/indigenizationcurriculumdevelopers/back-matter/appendix-e-acknowledging-traditional-lands/>

Summary: This resource provides a brief explanation of why and how we acknowledge territories and the importance of the acknowledgment.

Start the class by acknowledging the land on which you are teaching and learning. For example:

#### University of Victoria’s Territorial acknowledgement:

*“We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”*

#### University of Toronto’s Land acknowledgment

*“I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.”*



## Discussion

- What does traditional territory mean?
- Why do we do a territorial acknowledgment?
- Why do we 'acknowledge' the territory rather than provide a 'welcome' to the territory?

Facing History and Ourselves (2015). Historical Background. *Stolen Lives: The Indigenous Peoples of Canada and The Indian Residential Schools* (pp. 17-70). <https://www.facinghistory.org/purchase-stolen-lives>

Summary: Stolen Lives provides a historical background on Indigenous Peoples in Canada, describing colonization, assimilation, and cultural genocide by the government and churches, the atrocities of residential schools, formal apologies, and the Truth and Reconciliation Commission.

## **Terminology**

Joseph, Bob. (2020). *Indigenous Peoples: A Guide to Terminology*. Indigenous Corporate Training Inc. <https://www.ictinc.ca/indigenous-peoples-a-guide-to-terminology>

### Recommended Terminology to Cover

1. First Nations – pg. 9
2. Indigenous Peoples – pg. 12
3. Inuit – pg. 13
4. Métis Peoples – pg. 14
5. Band – pg. 19
6. Aboriginal Title – pg. 19
7. Chief: Band Chief and Heredity Chief – pg. 20
8. Indian Act – pg. 23
9. Reserve – pg. 27
10. Self Government – pg. 28
11. Traditional Territory – pg. 29
12. Treaty (treaty rights & treaty settlement land) – pg. 30

Note: while covering these terms, pay special attention to terms and phrases to avoid.

### **By The Numbers: Indigenous Peoples in Canada – 2016 Census**

- People who report an Aboriginal identity: 1,673,785
- People who report being First Nations (single identity; status and non-status): 977,230
- People who report being Métis (single identity): 587,545
- People who report being Inuit (single identity): 65,025
- 4.9% of the Canadian population identify as Aboriginal
- There are more than 70 reported aboriginal languages spoken across Canada
- There are 12 language families: Algonquian languages, Inuit languages, Athabaskan languages, Siouan languages, Salish languages, Tsimshian languages, Wakashan languages, Iroquoian languages, Michif, Tlingit, Kutenai and Haida.



Statistics Canada (2018). *National Indigenous Peoples Day... by the numbers*.

[https://www.statcan.gc.ca/eng/dai/smr08/2018/smr08\\_225\\_2018#a1](https://www.statcan.gc.ca/eng/dai/smr08/2018/smr08_225_2018#a1)

### Indigenous-Crown Relations

First Nations and Indigenous Studies (2009). "The Indian Act". *Indigenous Foundations*. The University of British Columbia. Accessed 2021, February 22. [https://indigenousfoundations.arts.ubc.ca/the\\_indian\\_act/](https://indigenousfoundations.arts.ubc.ca/the_indian_act/)

Brideau, I. (2019, June 12). *Background Paper: The Duty to Consult Indigenous Peoples*. Library of Parliament.

[https://lop.parl.ca/sites/PublicWebsite/default/en\\_CA/ResearchPublications/201917E#a3-4](https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201917E#a3-4)

Truth and Reconciliation Commission of Canada (n.d.). *TRC Findings*. <http://www.trc.ca/about-us/trc-findings.html>

Truth and Reconciliation Commission of Canada (2015). *Calls to Action*.

[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

United Nations (n.d.). United Nations Declaration on the Rights of Indigenous Peoples.

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

### Indigenization and Decolonization

Antoine, A., Mason, Rachel., Mason, Roberta., Palahicky, S., & Rodriguez de France, C. (n.d.). Part 1. Section 1: Understanding Indigenization. *Pulling Together: A Guide for Curriculum Developers* (pp. 3-13).

<https://ecampusontario.pressbooks.pub/indigenizationcurriculumdevelopers/>

Summary: This resource discusses indigenization, decolonization, reconciliation, and the interrelationships between the three processes. Achieving reconciliation is primarily the responsibility of the settler, and Indigenous Peoples must lead decolonization. While this guide is intended for curriculum developers, creating pathways for reconciliation and Indigenization are highly relevant and valuable for this lesson and management education.

### Discussion and Exam Questions

1. Describe the relationship between decolonization, Indigenization, and reconciliation.
2. As future managers and business leaders, why is it important to understand the history of Indigenous Peoples in Canada?
3. What is the corporate sector's responsibility to the TRC Calls to Action, particularly number 92?

### Additional Resources

[First Nations in BC Listing](#)

[Pronunciation Guide](#)

[Treaties and Agreements, Government of Canada](#)

[Indigenous Corporate Training eBooks](#)

[Indigenous Human Rights Set in BC Law](#)



## [Centre for First Nations Governance](#)

### [A Brief History of Indigenous Relations in Canada](#)

#### Further Recommended Readings

21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality, Bob Joseph

A Fair Country: Telling Truths About Canada, John Ralston Saul

#### **Related Business Topics**

- Canadian business environment
- Indigenous and stakeholder engagement
- Consultation and the Duty to Consult

#### **Related Sustainable Development Goals Targets**

#### [SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#)

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

#### **Suggested In-Class Activities**

##### Activity 1: Native Land

Ask the class to write down the name of the Indigenous territories of their hometown or city. After everyone has attempted to answer the first question, have the students look up their hometown or city on [Native Land](#) and identify the territories, languages, and treaties of their home.

Discussion:

1. How many students were able to name the Indigenous territories or traditional land of their hometown or city?
2. If you do not know whose land you stand on, why do you think that is the case?
3. Did you know the traditional name of the band or area? Or did you only know the Anglicized name?
4. What is the significance of knowing whose traditional territory you stand on?



## Activity 2: TRA Calls to Action

In 2015, the Truth and Reconciliation Commission of Canada published a report on the experiences and impacts of residential schools, with input from thousands of survivors. As a result of the report, the Calls of Action was published, a document outlining 94 calls to action covering topics such as child welfare, education, justice, health, language, and culture. While the majority of the calls of action are directed at government institutions, call 92 is directed at the corporate sector in Canada (see below for call 92 excerpt).

Part 1: have the class review Call to Action 92 and UNDRIP, and facilitate a discussion around the following questions.

1. What are some examples of corporations responding to this call to action (real or hypothetical examples)?
2. Do corporations have an obligation to respond to this call to action?
3. How does the TRC Calls to Action influence the business environment in Canada?

Part 2: Break students into small groups and have them discuss the following problem:

In August 2018, the long awaited decision of the Federal Court of Appeal rejected the Trans Mountain Pipeline (TMP) expansion due, in part to incomplete or badly managed consultation with indigenous peoples through whose traditional lands the pipeline was to run.

In a previous decision, the Supreme Court defined consultation as follows: **meaningful consultation “entails testing and being prepared to amend policy proposals in the light of information received, and providing feedback.”**

Criticisms of the consultation process included TMP staff taking notes at consultation meetings and promising to pass them along to the decision-makers at TMP. The judge found this process not to be consultation, as the decision-makers were not at the table listening to the feedback from indigenous groups and making amendments accordingly.

If you were the negotiation team at TMP, how would you design a consultation process so you receive meaningful feedback that you can act on to complete a successful consultation for this project?

### [Truth and Reconciliation Commission of Canada: Calls to Action](#)

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.



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- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism