

Engagement Approach

In fall 2016, the Public Service Commission (PSC) with Indigenous Relations (IR) began work on the Indigenous Learning Initiative. Between spring and fall 2017, PSC and IR engaged extensively with individuals both internal and external to the Government of Alberta, to inform the development of Indigenous training for the Alberta Public Service (APS) and public agencies, boards and commissions. Engagement occurred with three groups with results captured in three separate engagement summary reports.

Three groups were engaged including:

- APS employees and representatives from public agencies (160 employees in 19 departments, and representatives from five agencies).
- Indigenous scholars and educators (13 individuals from the University of Alberta, University of Calgary, University of Saskatchewan and the Banff Centre).
- Indigenous Communities and Organizations (over 65 individuals from across Alberta).

Engagement Feedback

Feedback was used to inform the development of a training proposal for the APS and public agencies, boards and commissions. Common themes included:

Indigenous voices

Elders and Knowledge Keepers should play a key role in Indigenous learning.

- Training should be developed with Indigenous peoples of Alberta.

Training goals

Indigenous training should have a learning framework that goes beyond introductory training.

Longer-term outcomes that could be achieved through the Indigenous Learning Initiative include:

- Increasing awareness, appreciation and understanding of Indigenous peoples' context and world view.
- Building connections and relationships between Indigenous and non-Indigenous peoples.
- Increasing Indigenous representation in the public service.

Training content

Training content should consider the following:

- Ensure an Indigenous approach to learning.
- Include multiple Indigenous perspectives, traditional teachings and stories to impart cultural understanding of values and ways of life of Indigenous peoples in Alberta.

Training delivery

Delivery should include:

- An in-person component, with time for discussion and sharing. Elder presence is essential.
- Experiential learning components.
- Indigenous and non-Indigenous people to work together to facilitate training.

Continuous learning

An Indigenous learning panel should be established to provide advice and guidance on Indigenous learning opportunities.

Evaluation

Training should be evaluated on an ongoing basis to ensure that it stays relevant.

- Indigenous peoples should be part of the ongoing evaluation and continuous improvement, as well as the development and delivery of future learning opportunities.