

A Reconciliation Framework for Canadian Archives

Draft for Public Review

July 2020

Response to the Report of the Truth and Reconciliation Commission Taskforce
of the Steering Committee on Canada's Archives

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In June 2015, the Truth and Reconciliation Commission of Canada issued 94 *Calls to Action* to the Canadian government and its citizenry in hopes that all those addressed in these calls would take heed, and actively redress the wrongs they had done to the Indigenous peoples of Canada.

Call to Action #70 called upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices. The Canadian archival community heard this call to action. In September 2015, the Steering Community on Canada's Archives (SCCA), representing the Canadian Council of Archives, the Association of Canadian Archivists, Library and Archives Canada, l'Association des archivistes du Québec, and the Council of Provincial and Territorial Archivists, established the Response to the Report of the Truth and Reconciliation Commission Taskforce (TRC-TF) – its mandate to address *Call to Action #70* specifically, and the other 93 Calls in spirit.

With mandate in hand, the Taskforce spent the next four years conducting a review of archival policies and best practices extant across the country, and identifying potential barriers to reconciliation efforts between the Canadian archival community and Indigenous record keepers. The TRC-TF then worked in collaboration with Indigenous communities, heritage professionals and organizations across Canada to create an actionable response to this research which will become the foundation for a reconciliation framework for Canadian archives.

This document, "A Reconciliation Framework for Canadian Archives," is the result of this collaborative work. The Vision, 6 Principles, 7 Objectives and 33 Strategies presented herein are intended to form a practical framework supporting the Canadian archival community as it begins to redress its colonial legacy. This framework is intended to be used as a living document, evolving as the framework is put into practice.

With respect,



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February 11, 2020

For more information on the Response to the Report of the Truth and Reconciliation Commission Taskforce and the Steering Committee on Canada's Archives, please visit:

<https://archives2026.com/response-to-the-report-of-the-truth-and-reconciliation-commission-taskforce/>

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Vision Statement

Guided by truth, reciprocity, and mutual respect, the Canadian archival community supports Indigenous Peoples' sovereignty and self-determination by actively committing to its role and responsibilities in building equitable relationships with Inuit, Métis, and First Nations communities. These relationships will respect and recognize Indigenous Peoples' inherent and inalienable right to ownership and sovereignty over their records, recorded memory, knowledge, and information.



Identified Principles

1. All Canadian archivists accept the responsibility of proactive respectful engagement led by Indigenous community priorities.
2. The Canadian archival community acknowledges that this work requires sustained investments in human and financial resources. The equitable sharing of such resources is essential to building capacity in Indigenous and archival communities.
3. The Canadian archival community commits to, and advocates for, shifting institutional priorities to respond to the needs of Indigenous communities.
4. The Canadian archival community supports future generations by working collaboratively with Elders and Youth in the revitalization of Indigenous memory, knowledge, governance and legal systems.
5. The Canadian archival community acknowledges that Indigenous peoples - First Nations, Inuit, and Métis - are diverse, distinct and sovereign nations.
6. The Canadian archival community is committed to reconciliation and relationship building guided by the principles of *United Nations Declaration on the Rights of Indigenous Peoples*, and *United Nations Joint-Orentlicher Principles* and the Truth and Reconciliation Commission's *Calls to Action*.

Objectives

1.

Relationships of Respect, Responsibility, Relevance and Reciprocity

The Canadian archival community shall engage the Four Rs of responsibility, respect, relevance and reciprocity in building relationships with Indigenous communities, organizations and heritage institutions.

Building relationships guided by the principles of responsibility, respect, relevance and reciprocity, or the Four Rs, serves as the foundation upon which the Canadian archival community shall engage in reconciliation with the Indigenous communities represented in its collections. The Four Rs were originally identified by Verna J. Kirkness and Ray Barnhardt¹ as fundamental to decolonizing higher education and developing a system that respects Indigenous cultural integrity, provides services that are relevant to Indigenous students, fosters reciprocal relationships, and demonstrates responsibility through participation. The Four Rs are also necessary for building meaningful relationships that lead to sustainable change within the Canadian archival community. They shall serve as the framework upon which the objectives and strategies are to be considered, and indeed, shall guide our learning throughout this report.

Respect

Building relationships founded upon respect means acknowledging that current approaches to archival theory, practice and research are colonially rooted, cause harm to Indigenous communities, and continue to marginalize Indigenous perspectives. The Canadian archival community shall respect Indigenous cultural integrity by recognizing that Indigenous communities have their own methods for safeguarding the processes of creating, transmitting and preserving cultural knowledge – methods that have evolved over millennia and are founded on each community's unique collective worldview. Additionally, archives staff handling Indigenous-related materials shall respect the cultural, spiritual and historical significance of the materials, learn about the cultural protocols associated with their care, and handle them with sensitivity.

¹ Verna J. Kirkness, and Ray Barnhardt, "First Nations and higher education: The four R's—Respect, relevance, reciprocity, responsibility," *Journal of American Indian Education* 30, no. 3 (May 1991): 1-15.

Responsibility

Assuming responsibility through participation means not only acknowledging the colonial roots of archival theory, practice and research, but taking action to redress past and continuing harms to Indigenous communities. The Canadian archival community shall accept collective and individual responsibility to:

- Educate ourselves about the history and ongoing legacy of Indigenous-Settler relations in Canada and the role that archives have and continue to play in them.
- Support the emergence of Indigenous autonomy within the archives profession by creating opportunities for Indigenous communities, archivists, recordkeepers and heritage professionals to lead the transformation of archival theory, practice and research as it pertains to Indigenous-related archival materials.
- Reimagine the foundations of archival theory, practice and research as one inclusive of Indigenous worldviews.
- Commit to the long-term process of rebuilding trust and redressing past and continuing harms to Indigenous communities.

Relevance

The Canadian archival community shall ensure that archival projects are relevant to Indigenous communities by collaborating with the communities represented in its collections. During these collaborative projects, it is necessary to follow the lead of the community's representatives, practice active listening, and remain responsive to the community's stated priorities and needs.

Reciprocity

The Canadian archival community shall ensure that relationships with Indigenous communities are reciprocal by establishing processes that support ongoing dialogue and the exchange of knowledge and skills. Collaborations between archives and the Indigenous communities represented in their collections should be mutually beneficial and established in accordance with the priorities and needs expressed by the Indigenous partners.

Strategies for Building Relationships of Respect, Responsibility, Relevance and Reciprocity

While many of these strategies are elaborated on in subsequent objectives, they are provided here as an overview of actions that can be taken to begin the process of building relationships between Indigenous communities and the Canadian archival community.

1. Prioritize community engagement and outreach.

- Engagement and outreach activities could include, but are not limited to, establishing Indigenous advisory committees, engaging in listening circles, arranging reciprocal site visits, developing joint projects and events, attending community gatherings, facilitating archival workshops, and co-curating archival exhibitions.

- Keep in mind that engagement is not about extracting descriptive or contextual information from communities, but creating opportunities for archives to support knowledge creation, sharing and preservation that privileges the community's protocols, priorities and needs.

2. Prepare for meetings with Indigenous communities.

- Before reaching out to an Indigenous community, learn about its current socio-political context by first visiting the community's website, local news and additional sources of information to understand its administrative structure and current activities. Find out:
 - Who should you contact? Is there a culture, heritage or language department or centre? Is there a lands and resources office that holds heritage resources? Is the Indigenous community a treaty or non-treaty Nation? Examine the jurisdictional relationships to determine who is responsible for heritage or culture.
 - What community events are currently taking place? Is there an approaching Band Council election or Annual General Assembly? Is the community active in any litigation activities? Are there issues with resource extraction and land use? Are there wildfires threatening the community? Is it currently fishing or hunting season? Such circumstances may affect staff availability and the rate of response to your requests.

3. Follow cultural protocols for establishing and sustaining communication.

- Before reaching out to an Indigenous community, find out if there is a protocol office, learn the appropriate cultural protocols to follow, and seek direction and consent from the community. Exercise humility and patience, and listen to what is or is not being said. Lay the foundations for respectful communication and collaboration.
- Consider that submission of a formal letter of intent to Chief and Council or the Nation Government, or the completion and submission of a research protocol agreement (and associated application fee if applicable) may be required for approval before consultations or collaborations can begin. Each Nation will have its own process that will need to be identified and followed.
- Once approval has been granted and authorized community representatives identified, determine how best to compensate them for their time. This act could be a gift of tobacco or monetary remuneration. In some cases, such reciprocity may not be required.
- Keep in mind that this process will take time. It may require several attempts and different methods of communication to establish contact. In some cases, it may also be necessary to contact more than one representative body within an Indigenous Nation or region. For example, the archival materials may be relevant to more than one group, community or organization, or there may be diverse views on the subject within the community itself. The process may also involve consideration by many different community stakeholders, including but not limited to, immediate family members, clan members, Elders Council, and Band Council members.

4. Consider meeting logistics.

- In-person meetings should be encouraged but not imposed. If an in-person meeting is agreed upon, arrange to meet the community or organizational representative in their location, unless otherwise requested. Remember that meeting protocol requires the provision of food and refreshments.
- Bring digital or physical samples of the archival materials relevant to the community as well as related finding aids. If travelling to a remote or rural location, bring hard copies of digital records and other resources in case internet connectivity is unavailable or unreliable.
- Take your cues from community members in terms of timing. This may be the first of many such meetings required before a course of action is decided or taken. The community will determine timelines based on existing human resources, financial resources and community priorities. Be prepared for last minute delays and cancellations and anticipate a long-term process.

5. Consider how to communicate respectfully and effectively during the meeting.

- Meetings will often begin with a round of introductions, during which attendees may provide an overview of their personal and professional reasons for attending the meeting.
- Choose language wisely. Put aside professional jargon in favour of social language when discussing meeting objectives and professional practices.
- Determine language interpretation requirements. In meetings and discussions where Elders and fluent language speakers are in attendance, it may be necessary to hire interpreters and translators. Create space for Indigenous speakers to speak and read information of relevance to them in their own languages.

6. Strive for continuing engagement, collaboration and the development of professional networks.

- Do not expect that relationships will be built and maintained on the basis of a few short-term projects. Create a variety of platforms to connect varied members of Indigenous communities and the archival community, facilitate knowledge sharing and develop mutually beneficial ways of doing archival work.

7. Create professional resources to support archives staff.

- Develop tools and resources to facilitate relationship building between Indigenous communities and the Canadian archival community. These could include, but are not limited to, an online directory of relevant Indigenous governance organizations in Canada, and a resource listing existing relationships and projects between Indigenous communities and heritage organizations.

2.

Governance and Management Structures

The Canadian archival community's leaders shall ensure their organizational culture, operations and hiring processes support archives staff in building sustainable community relationships and implementing respectful professional practices.

Those in leadership positions within the archives profession, including decision-makers and members of professional associations and councils, shall recognize that implementing a reconciliation framework is a long-term process that requires formally allocated structures and resources. This is necessary to ensure that archives staff have the time and resources to engage in building relationships of respect, responsibility, relevance and reciprocity with Indigenous communities, and doing the collaborative work necessary to develop professional practices informed by Indigenous methods of creating, transmitting and preserving knowledge.

Strategies to Improve Governance and Management Structures

1. Advocate for sustainable financial resources.

- Lobby government funding agencies to create accessible, equitable, appropriate and sustainable funding programs that meet the requirements of diverse Indigenous communities and organizations. These programs should defer to community protocols for the protection of Traditional Knowledge, including eliminating the requirement for full public online access to digitized materials.²
- Advocate for government funding programs that prioritize investment in joint archives-community development initiatives. Such programs can offer both in-kind and financial resources for those seeking to engage in relationship-building activities and collaborative archival projects.
- Advocate for government funding programs that support the establishment of ongoing Indigenous advisory bodies. Sustainable funding is necessary to adequately compensate Indigenous community members who perform advisory and liaison work for archives.

2. Embed Indigenous partnerships into governance structures, advisory bodies and decision-making processes.

- Recognize the diversity of Indigenous governance models across Canada and collaborate with the Indigenous communities represented in the archives' collections to determine the most appropriate

² See also Objective 4 on Ownership, Control, Access and Possession, and Objective 5 on Access.
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model to use. The shared development of a new advisory structure is necessary to ensure Indigenous involvement in archival governance is meaningful and formally supported.

- Establish Indigenous governing circles or advisory bodies, and be prepared to review membership as communities evolve. Governing circles and advisory bodies provide a means through which to hear Indigenous voices speak to larger institutional questions about privilege, racism and colonial complicity within a heritage context. They should ideally be comprised of community representatives of varying ages and levels of cultural knowledge.
- Formalize relationships with Indigenous communities or organizations by developing *Memorandums of Understanding* that define the roles and responsibilities of each signatory towards the related archival materials.
- Privilege Indigenous systems of governance, worldviews and timelines. Follow the lead of the Indigenous community and allow flexibility and time for meaningful consultation and consensus within established Indigenous governance structures. Understand and accept that this process may not adhere to desired timelines or standard archival decision-making practices.³
- Transform how success is measured by developing evaluation frameworks that hold archival institutions accountable for long-term systemic change. Performance metrics could include, but are not limited to:
 - Statistics on the number of communities engaged, archival materials identified for that community, engagements with the community, as well as the date of first engagement.
 - Strength of community relationships.
 - Impact on researchers and donors.
 - Achievements and lessons learned.
 - Use of community-based criteria.
- Create and maintain an Indigenous collections unit, office or department led by Indigenous heritage professionals and mandated to build sustainable relationships with Indigenous communities. These units should act as a reliable resource of information and support for Indigenous communities regarding their archival and heritage-related concerns. Support could include, but is not limited to, providing information about available funding programs, assisting in the application of conservation techniques, and making requests to Chief and Council for financial resources to develop an archives or records management program.
- Establish a standing Indigenous perspective committee that is mandated to actively promote reconciliation in the archives profession.⁴

³ See also Objective 1 on Relationships of Respect, Responsibility, Relevance and Reciprocity.

⁴ See also Objective 3 on Professional Practice.

3. Develop culturally appropriate policies and procedures for Indigenous-related archival materials.

- Involve Indigenous communities in the development and implementation of policies, procedures and review processes. Community involvement can be facilitated either through an Indigenous advisory body or with the assistance of designated community representatives.
- Identify and prioritize policies and procedures for review by Indigenous community representatives. These may include, but are not limited to, acquisition mandates, access policies, description policies, appraisal and selection decisions, and records management policies pertaining to Indigenous-related materials, especially with regards to Indigenous cultural property and Traditional Knowledge.
- Schedule regular community reviews of all newly revised and developed archival policies and procedures. Acknowledge that community priorities change and no institutional policy is permanent or above critique.

4. Ensure appropriate human resource management.

- Understand, identify and mitigate any existing barriers and biases in current human resource management processes that impede the hiring and promotion of Indigenous people in the archives profession. Strive to ensure that hiring committees are comprised of both archives staff and interested members of local Indigenous communities and organizations.
- Actively train, support and promote Indigenous people to archives positions at all levels. Recognize the value and relevance of prior learning, experience and qualifications in fields other than archives when selecting Indigenous candidates. Suitable candidates who may not possess the education typically required for professional archives positions should be provided with appropriate mentorship, relevant archival education opportunities and study leave as needed.
- Regard prior heritage-related experiences and knowledge as commensurate with formal archival education when considering salary negotiations and promotion processes of Indigenous staff. Such expanded measures will ensure room for the advancement of Indigenous employees to the highest levels of management within archival organizations. Individuals who receive such training should not be held back from future promotion due to a lack of academic certification.
- Ensure the portfolios of Indigenous employees are not limited to work pertaining to Indigenous culture or governance. Avoid tokenism and assigning unreasonable levels of responsibility to Indigenous employees. For example, do not assign one employee sole responsibility for institutional reconciliation or relationship-building activities because they self-identify as Indigenous.
- Work with partner communities to increase awareness of archival and heritage-related careers, jobs and opportunities among Indigenous youth. Seek input from Indigenous organizations to ensure that job postings are communicated via a variety of platforms to reach the greatest number of interested candidates.

- Ensure that archives staff have the direction, resources and time to dedicate to this work. Formally allocated resources are necessary to determine which archival materials are related to Indigenous communities, establish relationships with these communities, and develop the appropriate policies, procedures and protocols to collaboratively manage these materials. Consider that changes in staff duties may require discussions and agreements with their union.

3.

Professional Practice

The Canadian archival community shall build a body of professional practice that is committed to decolonization and reconciliation.

Professional practice that is committed to decolonization and reconciliation involves ensuring that archives staff are equipped with the knowledge and skills to: foster relationships of respect, responsibility, relevance and reciprocity with the Indigenous communities represented in their collections; contextualize and critically assess Indigenous-related archival materials; recognize the barriers that exist for Indigenous researchers and other users in accessing Canadian archives; and privilege Indigenous methods of creating, transmitting and preserving knowledge when working with Indigenous-related archival materials.

Strategies to Improve Professional Practice

1. Understand and acknowledge the colonial roots of current archival theory, policies and practices.

- Provide and engage in professional learning opportunities to ensure that archives staff have a comprehensive understanding of Indigenous Peoples' historical relationship with Canada and Canadian archives. This understanding should include knowledge of relevant archival standards, declarations and protocols, including, but not limited to the First Nations Principles of Ownership, Control, Access and Possession (OCAP®)⁵ and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).⁶
- Provide and engage in cultural competency training that equips archives staff with the awareness, skills and knowledge to support the unique cultural needs of their Indigenous colleagues and users. Such training can serve to prevent tokenism and the limiting of portfolios for Indigenous employees.
- Equip staff with the knowledge and skills necessary to assist researchers and other users in contextualizing archival materials pertaining to Indigenous cultures and histories. Many researchers may not be aware of the limitations of archival collections, which do not often represent the varied perspectives of Indigenous communities, nor include the oral histories held by community Elders. Train archives staff to:

⁵ "The First Nations Principles of OCAP®," First Nations Information Governance Centre, accessed February 6, 2020, <https://fnigc.ca/ocap>. See also Objective 4 on Ownership, Control and Possession, and Objective 5 on Access.

⁶ "United Nations Declaration on the Rights of Indigenous Peoples," United Nations, accessed February 6, 2020 <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>.

- Determine the context of the reference question as well as the context of the researcher. For example, is the researcher seeking information to support treaty negotiations, language or cultural programming, genealogy, land claims or litigation?
 - Understand treaty agreements and the treaty process. Be aware of current and ongoing land claims being undertaken by the Indigenous communities represented in the archives' collections.
 - Know which archives hold materials of relevance to which Indigenous communities.
- Ensure that learning privileges the perspectives of the Indigenous communities represented in the archives' collections. Learn about community priorities and concerns from the communities themselves. Arrange reciprocal site visits to encourage knowledge exchange, establish collegial relationships and initiate future collaborations.⁷
 - Seek leadership and guidance from Indigenous organizations with archival or other heritage programs when developing Indigenous-led, culturally appropriate professional development workshops.

2. Support networking, communication and collaboration.

- Establish a country-wide communication network to create awareness of the locations of Indigenous-related archival materials. Such a network will assist reference archivists in supporting Indigenous researchers and facilitate a coordinated approach to community engagement and outreach. By working collaboratively, archives will be able to pool available resources, ensure that Indigenous communities are not inundated with collaboration requests from multiple archives, and develop shared models for access protocols, description practices and repatriation.
- Create safe spaces and platforms for discourse and publication by those who may not identify as archivists. Such spaces could be virtual, such as blogs and listservs, or integrate with existing or emerging communication networks such as the National Indigenous Knowledge and Language Alliance (NIKLA), the Indigenous Heritage Circle, and the First Nations Confederacy of Cultural Education Centres.

3. Support professional engagement by Indigenous archivists, recordkeepers and heritage professionals.

- Reconsider fee structures for individual and institutional association memberships, conference registrations and workshop participation. Financial considerations are necessary if archival associations and councils wish to attract Indigenous professionals into their membership base.
- Use digital communication tools and platforms to effectively facilitate professional development and dialogue. Ensuring that opportunities such as symposia, lectures, roundtables, conferences and workshops are virtually accessible may improve participation by Indigenous archivists, recordkeepers and heritage professionals.

⁷ "Awareness of Native American Communities and Issues," in *Protocols for Native American Archival Materials*, Kathryn Beaulieu et al. (First Archivists Circle, 2007), 21, accessed February 6, 2020, <http://www2.nau.edu/libnap-p/PrintProtocols.pdf>.

4. Provide training opportunities and support networks for trauma-informed archival practice.

- Ensure that trauma-informed support services are available to assist archives staff in managing the psychological and emotional effects of working with distressing archival materials, such as those related to the Canadian residential and day school system, tuberculosis hospitals, the pass system, forced enfranchisement, the Sixties Scoop, Missing and Murdered Indigenous Women and Girls, and the forced sterilization of women.
- Provide comprehensive training for reference staff in trauma mitigation among archives users. Archives staff should be prepared to offer reference and support services to users referencing emotionally distressing archival materials.

5. Engage in public education and advocacy.

- Reconceptualize archives as inclusive of Indigenous perspectives. By assuming its role as a proactive public educator, archives can both contribute to greater cross-cultural understanding and provide safe spaces for cross-cultural dialogue. Public education strategies could include, but are not limited to:
 - Developing subject-based tours, virtual and physical exhibitions, teaching kits, and curated collection catalogues.
 - Offering public lecture series, workshops and storytelling activities.
 - Organizing collaborative events and programming with partner Indigenous cultural centres, friendship centres, language programs and other local organizations.
- Improve the public visibility of the archives profession. Building engagement practices that are transparent and accountable to the public will facilitate greater understanding not only of archival collections, but of archival processes and functions.

4.

Ownership, Control and Possession

The Canadian archival community shall recognize and respect Indigenous Peoples' intellectual sovereignty over archival materials created by or about them.

Recognizing Indigenous Peoples' intellectual sovereignty over archival materials created by or about them means ensuring that protocols and guidelines pertaining to the collection, protection, use, and sharing of such materials privilege the documented Indigenous community's understandings of ownership, control and possession. This requires:

- Understanding the relationship of Indigenous Peoples to their cultural knowledge, data and information as one in which “a community or group owns information collectively in the same way that an individual owns his or her personal information”.
- Ensuring that Indigenous communities have full control over all aspects of archival processes that involve their cultural heritage.
- Respecting that Indigenous communities have the right to full possession over their documented heritage.⁸

Archives that hold materials created by or about Indigenous People(s) shall actively seek ongoing consultation and collaboration with the documented Indigenous communities to identify and address issues in acquisition and creation, repatriation and retention of reproductions, rights in possession and disposition, and custodial approaches to collections management. They shall work together to develop new, or build on existing, community-specific protocols and guidelines that ensure Indigenous rights over the ownership, control and possession of their documented heritage.

Strategies for Addressing Ownership, Control and Possession

1. Understand and apply the First Nations Principles of Ownership, Control, Access and Possession (OCAP®).

- Understand how existing intellectual property rights and copyright laws often differ from Indigenous understandings of ownership, control and possession. Refer to the Canadian Council of Archives “Draft Copyright Issues and Positions Copyright Statutory Review Consultation”⁹ and the Canadian

⁸ “The First Nations Principles of OCAP®.”

⁹ Canadian Council of Archives, “Draft Copyright Issues and Positions Copyright Statutory Review Consultation,” (April 11, 2018), accessed February 6, 2020, http://archivescanada.ca/uploads/files/News/CopyrightStatReview_ConsultationDraftEN.pdf.

Federation of Library Associations’ “Position Statement on Indigenous Knowledge in Canada’s Copyright Act”.¹⁰

- Apply the First Nations Principles of OCAP®, which are the de facto set of standards that establish how Indigenous data should be collected, protected, used or shared. This includes recognizing that the standards themselves are not prescriptive; rather, they recognize each community’s right to interpret the standards and make decisions regarding why, how and by whom information is collected, used or shared.

2. Evaluate the contexts of acquisition for Indigenous-related archival materials.

- Identify all archival materials created by or about Indigenous communities or individuals, and promote their existence and availability to the communities or individuals documented in them. Use communication methods preferred by the community, which could include, but are not limited to, in-person meetings, online submissions, and hard copies of file inventories.
- Assess the circumstances of the creation and acquisition of Indigenous-related archival materials. If informed, prior and free consent was not originally granted, seek retroactive consent from the documented communities or individuals.
- Understand that the acquisition of archival materials and the controls set through standard donor agreements may not align with the cultural contexts of creation, maintenance and use as defined by the documented Indigenous community.
- Recognize that the transfer of copyright to the archives in full or partial form does not negate the documented community’s continued intellectual sovereignty over their documented heritage.
- Establish culturally appropriate restrictions on access and use where issues arise concerning the original acquisition and circumstances of ownership.¹¹

3. Begin the process of repatriating archival materials to Indigenous communities.

- Consult with the documented Indigenous communities to determine whether and how archival materials or copies of them are repatriated. If seeking permission to retain copies of repatriated material, ensure that requests are guided by the parameters of custody and access as determined by the community.¹²

4. Privilege the documented Indigenous community’s understanding of the rights of possession and disposition.

¹⁰ Canadian Federation of Library Associations, “Position Statement: Indigenous Knowledge in Canada’s Copyright Act,” (August 27, 2018), accessed February 6, 2020, http://cfla-fcab.ca/wp-content/uploads/2018/12/CFLA-FCAB_Indigenous_knowledge_statement.pdf.

¹¹ See also Objective 5 on Access.

¹² See Also Objective 5 on Access.

- Recognize that Indigenous understandings of ownership, control and possession may vary according to context and may include individual, family, clan and community-based definitions. There may also be differences in approaches to the disclosure, protection and the cumulative nature of the archival materials.

5. Create opportunities for collaborative custodianship of archival materials where appropriate.

- Work with representatives of the documented Indigenous community to determine whether collaborative custodianship over archival materials is desired. If an arrangement is agreed upon, ensure that the agreement remains flexible and open to renegotiation in perpetuity.
- Ensure that representatives from the documented Indigenous community remain active partners in all processes pertaining to their community's archival materials, including, but not limited to, re-description, appraisal, determination of access protocols, community outreach programming, digitization and grant applications.
- In cases where archival materials were originally acquired through the establishment of a trust relationship or if full custodianship by the documented Indigenous community is not immediately possible, ensure that full control over the archival materials can be transferred to the community upon request.

5.

Access

The Canadian archival community shall support Indigenous Peoples' right to know about and control access to archival materials created by or about them.

In addition to ownership, control and possession, recognizing Indigenous Peoples' intellectual sovereignty over archival materials created by or about them means defending their right to know about these materials, as well as ensuring that they have complete control over who has access to these materials. Archives holding Indigenous-related materials have a professional responsibility¹³ to make their collections known to the Indigenous communities represented in their collections and to develop or amend use and access policies to ensure they respect the community-specific protocols, restrictions and rules. Archives shall also ensure that Indigenous communities retain complete control over the terms of access and continue to hold the rights to amend these terms in perpetuity as needed or desired.

Strategies to Improve Access

1. Inform Indigenous communities about the existence of relevant archival materials and their right to access them.

- Work with Indigenous organizations to develop communications and outreach strategies that promote awareness of the existence and locations of Indigenous-related archival materials. This collaborative approach will ensure that outreach activities are delivered in ways that are accessible by a wide variety of community members.¹⁴
- Collaborate with other archives and heritage institutions to develop online databases that identify where Indigenous-related archival materials are currently held. Make such a resource known and freely accessible to Indigenous communities and the broader archival community.

2. Collaboratively develop culturally appropriate access protocols and tools.

¹³ The professional responsibility of archivists and Indigenous Peoples' basic right to access are outlined in the United Nations Joinet-Orentlicher Principles. Principles 2 through 5 and 14 through 18 specifically speak to the obligation "to preserve archives and other evidence concerning violations of human rights and humanitarian law and to facilitate knowledge of those violations" through archival preservation and access programs. United Nations, "Updated Set of principles for the protection and promotion of human rights through action to combat impunity," (February 8, 2005), accessed February 7, 2020, <http://www.derechos.org/nizkor/impu/principles.html>.

¹⁴ See also Objective 1, Strategy 1 on prioritizing community engagement and outreach.
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- Involve members of the documented Indigenous community in the processes of appraisal, selection, processing and acquisitions so that culturally appropriate access requirements can be identified. Keep communities informed of new or future acquisitions and encourage reciprocal feedback so that protocols and practices remain current and relevant.
- Work with members of the documented Indigenous community to develop finding aids, subject guides, promotional materials and other collection navigation tools. Ensure that descriptions facilitate access to materials by the Indigenous community themselves.¹⁵
- Reconsider opening hours, staffing flexibility, programming capacity, identification requirements, and other operational procedures to meet the needs of Indigenous researchers and community members wishing to access archival materials. Ensure that policies remain flexible to meet the unique needs of each user group.
- Ensure the documented Indigenous community has full access to archival materials in a medium appropriate to their current needs and infrastructure. Because many communities may not have reliable access to the internet or high quality digitizations of archival materials, alternatives to virtual access should be identified.

3. Address financial and other barriers to accessing archival materials.

- Lobby government agencies for funding to address barriers to access by the Indigenous communities. Join existing lobbying efforts to support the expansion and improvement of internet access for Indigenous communities.
- Collaborate with Indigenous communities to develop funding proposals that support improved access. This could include, but is not limited to, travel funding for Indigenous archival researchers and other users, and archival digitization projects that improve virtual access.
- Identify ways to eliminate or lower costs for creating reproductions of archival materials. If necessary, seek financial support from other archives and heritage organizations with a vested interest in research access.

¹⁵ See also Objective 6 on Arrangement and Description.
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6.

Arrangement and Description

The Canadian archival community shall integrate Indigenous perspectives, knowledge, languages, histories, place names and taxonomies into the arrangement and description of Indigenous-related archival materials and collections.

Current archival arrangement and description standards and practices are based on an Euro-Western worldview. Such standards and practices marginalize Indigenous perspectives, decontextualize Indigenous histories, and hinder meaningful access to archival materials by and about Indigenous People(s). Archives holding Indigenous-related materials shall collaborate with Indigenous communities to enrich current arrangement and description processes with taxonomies and vocabularies that reflect Indigenous cultures, languages, histories and ways of knowing. In doing so, the Canadian archival community shall recognize the existence of multiple narratives and support the development of parallel description standards for Indigenous-related archival materials.

Strategies to Improve Arrangement and Description

1. Integrate Indigenous taxonomies and vocabularies into arrangement and description practices.¹⁶

- Involve members of the documented Indigenous community in the processing of archival materials to ensure the materials are accurately contextualized within the community's knowledge traditions. Collaboratively develop description practices that are inclusive of Indigenous languages, knowledge, histories and taxonomies.
- Understand how the documented Indigenous community will use the archival materials. For example, is the community currently involved in litigation, language revitalization or curriculum development activities? How can arrangement and description practices assist in this work? Collaborate with the community to identify keywords that can assist them in locating information pertinent to their activities.
- Identify and use culturally appropriate orthographies and, where possible and appropriate, include *Canadian Aboriginal Syllabics*. Use preferred traditional names. For example:¹⁷

¹⁶ Ensure that archival materials can be retained before embarking upon reprocessing activities. See also Objective 4 on Ownership, Control and Possession, and Objective 5 on Access.

¹⁷ For greater discussion on the use of appropriate names of Indigenous Peoples, refer to Gregory Younging, "Terminology," *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples* (Edmonton: Brush Education, 2018): 69-73. See also the "First Nations, Métis and Inuit Indigenous Ontology," National Indigenous Knowledge and Language Alliance, accessed February 9, 2020, https://docs.google.com/spreadsheets/d/e/2PACX-1vSOKcm9HB-28iSqNN3sQd5hV7bMLMGpCeGL0dkQgyg2AiZAMWUF0sp98GyxlvLXYIWqSZ3nX_j_q4UN/pubhtml.

Anglicized version	Traditional Name
“Carrier” becomes:	Dakelh
“Iroquois” becomes:	Haudenosaunee
“Assiniboine” becomes:	Nakoda, or Nakota
“Blood” becomes:	Kainai

- Maintain parallel descriptions and historical contexts related to the creation and use of the archival materials. Consider retaining recorded racist terminology and annotations as a note rather than within the main fields of description, along with a general disclaimer to indicate that this documentation may cause offence. Retaining original, biased descriptions may acknowledge past professional complicity in colonial policies and demonstrate a conscious effort to change current description practices.
- Embrace fluidity and expandability in description standards. As language is political, fluid and constantly changing in meaning and application, description practices should also remain open to future interpretations and annotations while maintaining historical contexts.

2. Advocate for improved technology that supports enriched arrangement and description practices.

- Work towards developing or upgrading archival databases to ensure that they have the capacity to represent multiple or parallel perspectives, descriptions and access points, including syllabic representation.
- Develop online access platforms and other communication tools that provide opportunities for researchers and users to challenge or request changes to arrangement structures and descriptive elements.

3. Develop collaborative description practices and linked descriptions for related materials.

- Collaborate with other heritage institutions to ensure descriptions of related materials held in other archives, libraries, museums and galleries are linked. This will assist Indigenous communities in locating all archival materials relevant to them.
- Look to other organizations for work previously done. For example, the archival communities in Australia, New Zealand and South Africa have adapted the General International Standard Archival Description (ISAD-G) to better represent Indigenous-related archival materials while maintaining the original contexts of creation, interpretation and use. Additionally, organizations and initiatives such as the Reciprocal Research Network, National Breath of Life Archival Institutions for Indigenous Languages, Traditional Knowledge (TK) Labels, Reciprocal Curation Workflow, and Cultural Institutions (CI) Labels have been developing terminology, technology, processes and resources for Indigenous-related archival materials.

4. Encourage discourse and the development of new or revised professional standards.

- Revise the Rules for Archival Description (RAD). Archival associations and councils should support leadership by Indigenous heritage professionals and the establishment of a working group or committee to lead this work. Revisions should demonstrate creative and customizable solutions that recognize Indigenous cultural diversity.
- Reassess the foundations of archival arrangement theory and practice. Current archival arrangement structures are based on the idea of individual authorship.¹⁸ Engage in critical discourse to understand the implications of this assumption when working with Indigenous-related archival materials. Questions to consider could include, but are not limited to:
 - What happens to our structural understanding of archival materials once the concept of creation is redefined and authorship is assigned to an Indigenous community rather than to the archives or individual creator?
 - Are there methods in Indigenous research methodology or via the mapping of Indigenous worldviews through which we can better understand change to arrangement practices?
 - Is it acceptable to conceptualize arrangement in its original documented colonial contexts of creation?
 - Could data visualization tools support a feasible alternative arrangement model?

¹⁸ See also Objective 4 on Ownership, Control and Possession.
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7.

Education

Canadian archival education programs shall integrate Indigenous research theory, history, methodologies and pedagogical practices into current and future curricula.

Archival education and training programs shall recruit Indigenous archivists, recordkeepers and heritage professionals to support the development of interdisciplinary curricula that challenges the colonial roots of archival theory, practice and research, and integrates varied Indigenous perspectives, pedagogies, paradigms, knowledge and values. Archival education and training programs shall prepare students to develop archival systems that reflect the protocols, priorities and needs of the Indigenous communities represented in archival collections, and deliver culturally responsive reference services to users seeking Indigenous-related archival materials.

Strategies to Improve Education

1. Recruit Indigenous archivists, recordkeepers and heritage professionals into program faculty.

- Ensure varied Indigenous perspectives are integrated into curriculum development by engaging Indigenous faculty members from across Canada and around the world.¹⁹

2. Develop interdisciplinary curricula that integrates varied Indigenous perspectives, pedagogies, paradigms, knowledge and values.

- Ensure students have the knowledge and skills necessary to develop archival systems that are rooted in the distinct worldviews and cultural practices of the Indigenous communities represented in archival collections.
- Develop curricula that prepares students to address current Indigenous realities and priorities in technical areas such as preventative conservation, grant writing, organizational change management, creation of retention and disposition schedules, reference services, and management of electronic records and recordkeeping systems. This could include, but is not limited to, creating opportunities for students to become familiarized with legislated recordkeeping requirements for self-governing treaty Nations, non-treaty Nations, land claims organizations and other Indigenous governance bodies.

¹⁹ See also Objective 3 on Professional Practice.
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- Develop curricula that integrates pertinent reference-related topics and situations, including but not limited to:
 - Use of archival materials in support of treaty negotiations, language or cultural development, genealogy, land claims and litigation.
 - History of Indigenous-Settler relations in Canada and the legacy of these relations on Indigenous communities and individuals.
 - Mental wellness and harm reduction to mitigate the emotional and psychological effects on archives staff and users engaging with materials documenting atrocities and trauma.
- Collaborate with Indigenous communities and organizations to determine the professional competencies needed for the effective stewardship of Indigenous archival collections. Identifying such competencies will support the development of culturally appropriate curricula and professional certification models offered outside the confines of university education systems.
- Include perspectives from archives, libraries, museums and galleries. In Indigenous communities, tangible and intangible cultural heritage is stewarded collectively and holistically rather than within the distinct disciplines and spaces of archives, libraries, museums and galleries. While a community's knowledge and knowledge sharing practices fall under the guidance and care of Elders, documented heritage is often stewarded by the community's cultural centre or natural resources office.

3. Develop student support services and educational models that acknowledge the varied needs, priorities and values of Indigenous students.

- Identify and address barriers to Indigenous student enrollment in archival programs. Areas to address could include, but are not limited to:
 - Inadequate support for the completion of secondary education.
 - Geographical and financial barriers to post-secondary education.
 - Lack of health and family support services on campus.
 - Lack of support in the college or university application process.
- Ensure support services remain flexible. Collaborate with Indigenous health and social services organizations to develop student-centred services that acknowledge and provide assistance for the familial, community and financial responsibilities often assumed by Indigenous students. Such services could include, but are not limited to:
 - Family and health support, including off-campus housing assistance, daycare assistance, school placement for children of students, Elder care and home care.
 - Greater scholarship opportunities.
 - Guaranteed research assistant placements.
 - Connection to cultural support systems, such as through an Indigenous student centre.
 - Preparatory education programming as needed.

4. Develop outreach strategies and partnerships to create interest in the archives profession among Indigenous youth.

- Engage Indigenous secondary and post-secondary school students through activities that demonstrate how the archives profession can support the careful and respectful stewardship of their community's tangible and intangible cultural heritage. Strategies could include, but are not limited to:
 - Sponsoring hands-on archival workshops in class, youth groups, culture camps or youth language revitalization conferences.
 - Presenting on the archives profession using video or gaming platforms.
 - Sponsoring a cultural documentation video project or competition.
 - Sponsoring an art show that encourages young artists to use community-related archival materials as inspiration.
 - Sponsoring oral history and other workshops that create opportunities for youth to connect with their community's Elders.
- Collaborate with Band Councils or community cultural centres to apply for funding such as Young Canada Works to create opportunities for youth to work with their community's archives under the supervision of professional archivists.
- Develop partnerships with Indigenous archivists, recordkeepers and heritage professionals to create and provide youth internship programs in Indigenous community archives and cultural centres.

5. Expand education delivery options.

- Develop alternative learning options and platforms. These could include, but is not limited to:
 - Off-campus weekend or week-long post-secondary courses.
 - In-person, hands-on workshops within a community or other non-urban setting.
 - Online learning platforms for graduate-level archival programs and archives technician training.
- Develop partnerships with colleges in northern regions to create educational opportunities that meet the needs of Indigenous students closer to their home communities.
- Develop partnerships with Indigenous organizations such as the First Nations Technology Council to promote equitable access to technology and digital infrastructure for Indigenous communities.

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[Note: complete bibliography will be provided in the Final Report]

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