



The Kahnawake Schools Diabetes Prevention Project

Institute of Health Economics
Roundtable

November 1, 2017

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Kahnawake Mohawk Territory

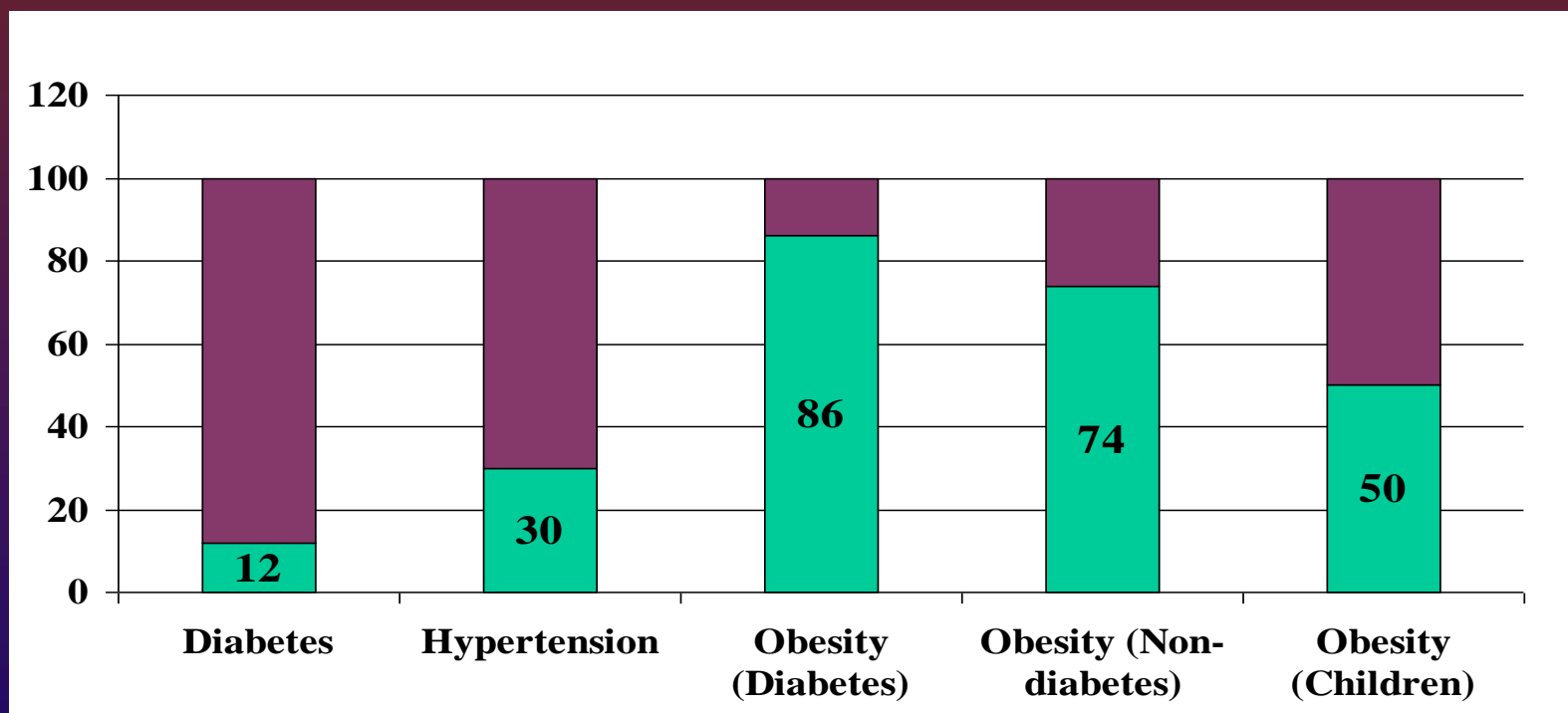


Kahnawake Territory

- ❖ St. Lawrence River near Montreal
- ❖ 7500 on-reserve, 13,000 acra
- ❖ Imposed Indian Act 1876
- ❖ Governance by Mohawk Council of Kahnawake & traditional government
- ❖ Decentralized local Education, Health, Recreation, Social & Community Services, Cultural Center, Economic Development



Community Diagnosis: Prevalence of Diabetes in Kahnawake (1985)





Informing Community



❖ Dr. Louis Montour & Dr. Ann Macaulay return results to the community (1987–'90)



❖ Elders asked: “do something to prevent the children and future generations from getting diabetes”

❖ KSDPP proposal developed – Community & universities

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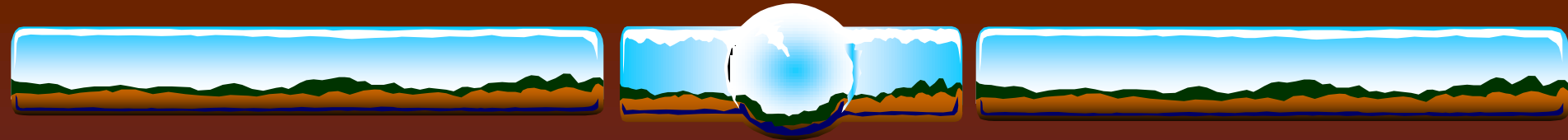
KSDPP Goals & Objectives

Prevent Type 2 diabetes in future generations of Kahnawakero:non through the promotion of healthy eating habits, daily physical activity & a positive attitude



Community Vision Created (1995)

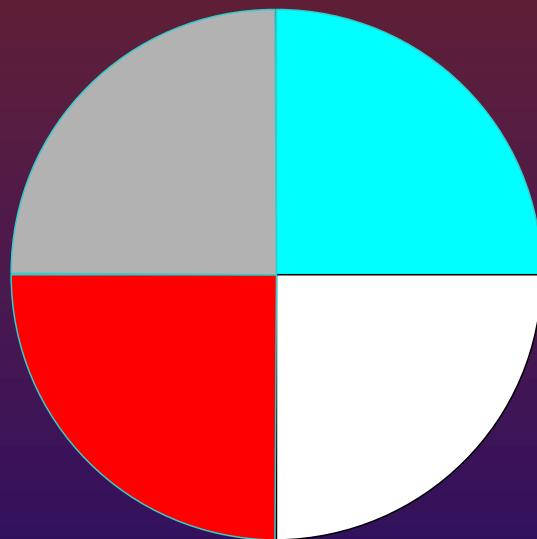
All Kahnawakero:non are in excellent health. Diabetes no longer exists. All the children and adults eat healthily at all meals and are physically active daily. The children are actively supported by their parents and family who provide nutritious foods obtainable from family gardens, local food distributors and the natural environment. The school program, as well as local organizations maintain programs and policy that reflect and reinforce wellness activities. There are a variety of activities for all people offered at a wide range of recreational facilities in the community. All people accept the responsibility to co-operatively maintain a well community for the future Seven Generations.



University - Community Partnership

Kahnawake
Education Center

McGill University



Kateri Memorial Hospital
Centre

Université de Montreal

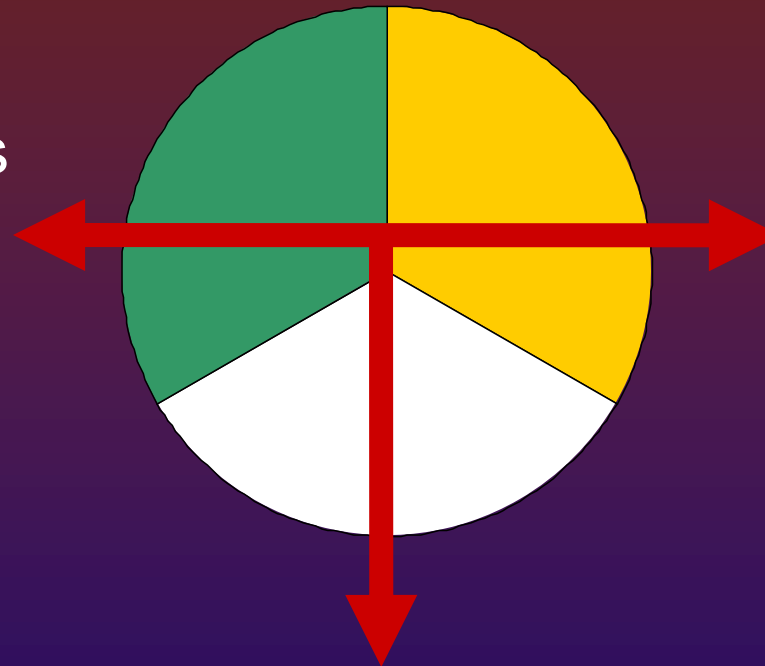


Kanien'kehá:ka Decision Making

2. People Across
the Fire

(Consensus
through
discussion)

Researchers



1. Well keepers

(Global input
develops
agenda)

Staff

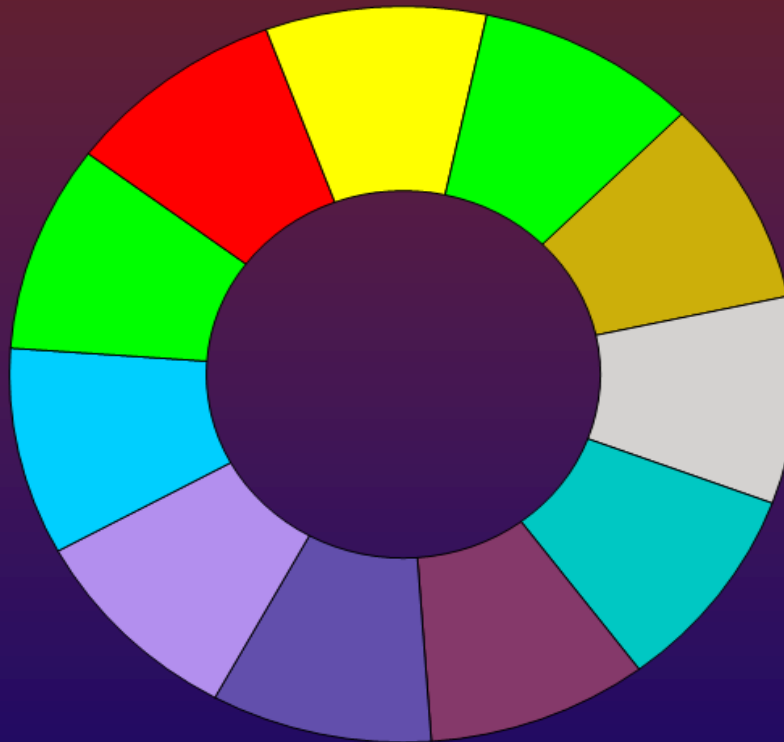
3. Fire Keepers

(Confirm the decision of the two sides)

Community Advisory Board



Community Advisory Board



- Education
- Health
- Recreation
- Political
- Social
- Economic
- Spiritual
- Cultural
- Environmental
- Community
- Social Service

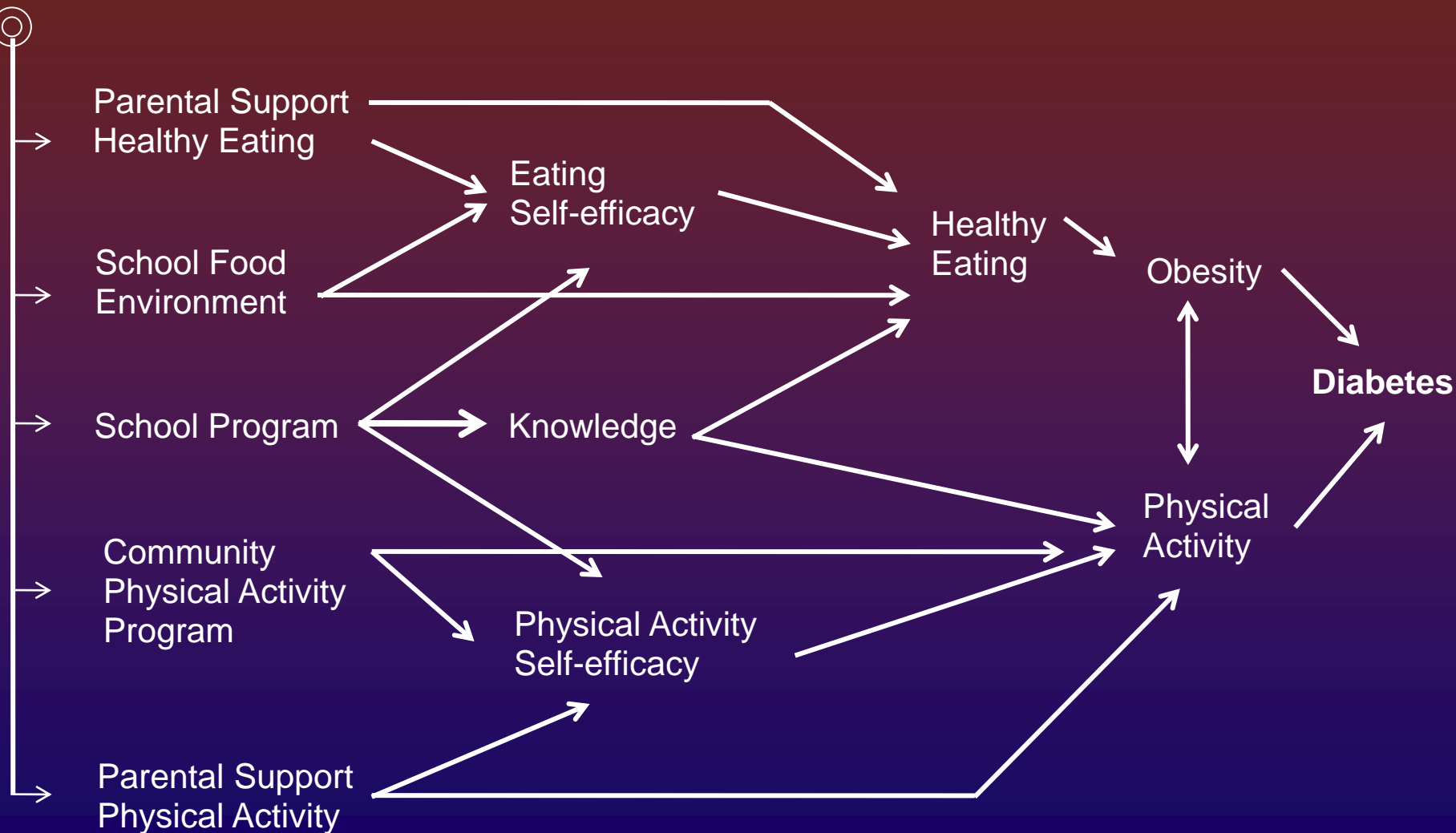


Community Advisory Board

- ❖ Represent organizations & community-at-large
- ❖ Voluntary participation
- ❖ Monthly meetings
- ❖ Consensual, informed decision-making
- ❖ Receiving information, guide, advise all aspects of intervention & research
- ❖ Participating in knowledge translation & knowledge transfer
- ❖ Facilitate local organizational communication
- ❖ Local ambassadors of wellness



KSDPP Intervention Framework



(Macaulay et al., 1997; Levesque et al., 2005)



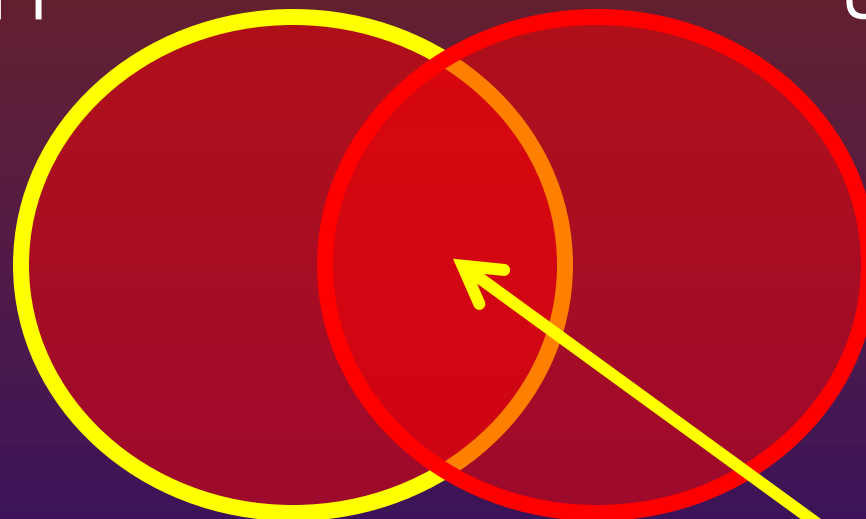
KSDPP Relationships

COMMUNITY

Community
Advisory Board
Intervention
staff
Research staff

UNIVERSITIES

Researchers
Students



Co-Learning

CREATING KNOWLEDGE

**Ethical
space**

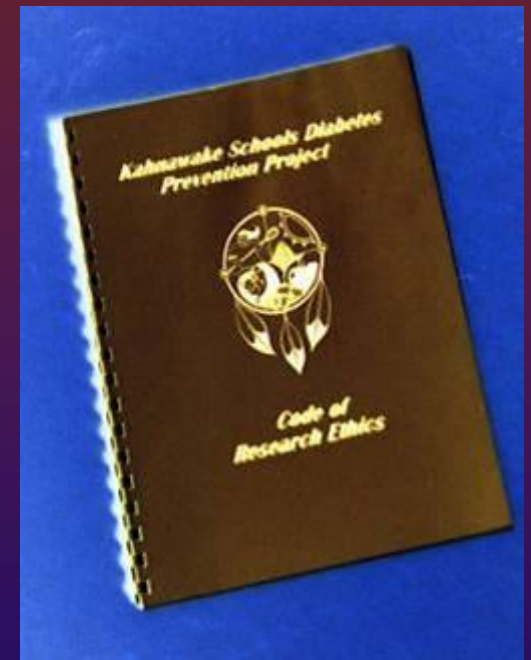


KSDPP Code of Research Ethics

Considers OCAP Guidelines

1995 developed by academic and community partners with academic lead

2005- 2007 reviewed and revised by community and academic partners with community lead



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KSDPP Code of Research Ethics

“To establish a set of principles and procedures to guide the partners to achieve the goals and objectives of the KSDPP. It outlines the obligations of each partner through all of the phases of the project from the design of the research through to the publication and communication of the experiences of the project.”

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Statement on Sovereignty

“Research should support the empowerment of Kahnawá:ke to promote healthy lifestyles, wellness, self-esteem, and the Kanien’kehá:ka’s responsibility of caring for the Seven Generations.”

“The self-determination of the Kanien’kehá:ka of Kahnawá:ke to make decisions about research is recognized and respected. The academic researchers’ obligation to contribute to knowledge creation in their discipline is recognized and respected.”



Nia:wen
Thank you
Merci