



CMEC INDIGENOUS EDUCATION PLAN (IEP), 2023–27



***“Education
is the key to
reconciliation.”***

**– The Honourable Murray Sinclair,
former Chair of the Truth and
Reconciliation Commission of Canada¹**

BACKGROUND

- Members of the Council of Ministers of Education, Canada (CMEC) have identified Indigenous education as one of the priorities in their annual work plans, and in the CMEC Strategic Plan.
- The work of CMEC represents one of the means available to ministers to respond to the Truth and Reconciliation Commission of Canada's (TRCC) Calls to Action, particularly Call to Action 63,² and to act in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples.
- The CMEC Indigenous Education Plan (IEP), 2023–27, builds on work already accomplished under priority initiatives in the previous IEP, 2019–22, and directly addresses the above-noted TRCC's Call to Action 63.
- The IEP, 2023–27 is also informed by the actionable recommendations identified at the CMEC Symposium on Indigenizing Education (2022).

¹ Click here for more information about the TRCC's education-related Calls to Action: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf.

² The TRCC's Call to Action 63: We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.



CMEC INDIGENOUS EDUCATION PLAN (IEP), 2023–27



PRIORITY AREAS

Equity, anti-racism, and allyship

Language, culture, and identity³

Well-being in learning environments

OBJECTIVES

To advance the work of Truth and Reconciliation in Canada and improve levels of intercultural competency, as well as education outcomes for all, by amplifying and celebrating the value and contributions of First Nations, Métis, and Inuit peoples.

To highlight culturally relevant practices to preserve and revitalize Indigenous languages—with a view of fostering fluency—and to support efforts to incorporate First Nations, Métis, and Inuit ways of knowing, doing, being, and becoming, throughout all levels of education.

Working to improve culturally relevant and responsive services, practices, and strategies that support First Nations, Métis, and Inuit learners' well-being, and to foster holistic and safe learning environments that focus on inclusive growth.

THEMATIC FOCUS

Collecting and disseminating wise practices that aim to:

- support access to education, as well as equitable education outcomes for First Nations, Métis, and Inuit learners;
- combat racism and dismantle colonial structures through education policies, programs, and resources;
- build cultural competence among non-Indigenous educators, administrators, and decision makers; and
- ensure the meaningful participation of First Nations, Métis, and Inuit peoples in shared decision making.

Collecting and disseminating wise practices that aim to:

- preserve and revitalize Indigenous languages; and
- incorporate First Nations, Métis, and Inuit ways of knowing, doing, being, and becoming, throughout all levels of education.

Incorporating First Nations, Métis, and Inuit ways of knowing, doing, being, and becoming, within the work of CMEC.

Collecting and disseminating wise practices that aim to:

- ensure First Nations, Métis, and Inuit learners' well-being in education, with particular consideration for the continued effects of the COVID-19 pandemic; and
- ensure that First Nations, Métis, and Inuit learners have access to culturally relevant and responsive supports to navigate their lifelong educational journey.

POTENTIAL KEY ACTIONS AND DELIVERABLES

1. Report on programming dedicated to educating students and training education professionals about the cultures, histories, and modern realities of First Nations, Métis, and Inuit peoples in Canada, including curriculum related to the residential and day school system, the Sixties Scoop, and the Millennial Scoop, as well as Missing and Murdered Indigenous Women and Girls.
2. Survey the levels of, and support for, authentic representation of First Nations, Métis, and Inuit peoples in education, including within decision-making circles, faculty, and staff.

1. Develop a database of Indigenous-language education initiatives.
2. Report on challenges and barriers to training, recruitment, and retention of Indigenous-language teachers, and compile a summary of significant initiatives and activities aimed at addressing these challenges in each province and territory.
3. Report on initiatives that incorporate First Nations, Métis, and Inuit ways of knowing, doing, being, and becoming, across education sectors.
4. Host a pan-Canadian symposium on Indigenous languages in education during the period of 2023–27, with a significant focus on children and youth.

1. Report on developments in areas relevant to the fostering of well-being for First Nations, Métis, and Inuit learners, staff, and faculty members, with particular attention to the impacts of the COVID-19 pandemic, mental health, and trauma-informed practices and training.

³The work undertaken in the area of Indigenous languages will take into consideration the UNESCO International Decade of Indigenous Languages 2022–32.