



# CMEC INDIGENOUS EDUCATION PLAN, 2019–22



The Council of Ministers of Education, Canada (CMEC) has identified Indigenous education as a priority in its annual work plans, in the Learn Canada 2020 declaration, as well as in the CMEC Three-Year Strategic Plan, 2017–21. The CMEC Indigenous Education Plan (IEP) 2019–22 is a three-year strategic plan with four, clear priority areas that builds on work already accomplished under priority initiatives in the previous IEP, 2016–19. IEP, 2019–22 has been designed with a goal to provide a more coordinated, strategic approach for provincial and territorial ministers responsible for education to work together to improve Indigenous education outcomes for all learners.

Since the release of the Truth and Reconciliation Commission of Canada's (TRCC) final report in 2015, and its 94 calls to action (CTA), ministers responsible for education have responded collectively and individually to the increased demand for change and reconciliation between Indigenous peoples and non-Indigenous Canadians. Ministers, collectively through CMEC, have committed to continue their work to respond to the TRCC's call to action no. 63, and other education-related CTAs, and will operate in the spirit of the objectives and principles of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP).

CMEC's collaborative work in Indigenous education endeavours to facilitate exchanges at the pan-Canadian level, where ministers responsible for education can share information and learn from experiences from around the country regarding successful actions and initiatives in support of Indigenous education.

The three-year plan (2019–22) is presented as follows:





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## PRIORITY AREAS



## OBJECTIVES

<p>To advance the work of reconciliation in Canada for the benefit of both Indigenous and non-Indigenous students, as well as for all education stakeholders, and to support successes in learning outcomes by mobilizing information related to best practices in education, such as policy, curricula, pedagogies, and data.</p>	<p>To highlight advancements occurring within Indigenous-language revitalization to increase levels of intercultural competency as foundational to the improvement of education outcomes for all</p>	<p>To improve culturally relevant and responsive pedagogical knowledge, practices, and strategies to support learners in accessing and meeting curricular expectations</p>	<p>To engage with the topic of Indigenous student success and well-being to foster innovative and culturally relevant learning environments that focus on inclusive growth and the well-being of Indigenous students</p>
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## KEY ACTIONS AND DELIVERABLES

<p>Identify and mobilize information on promising practices, trends, and research in multiple thematic areas of Indigenous education, as identified by provinces and territories</p> <p>Assess the funding of and related governance and landscape for Indigenous postsecondary institutions in Canada</p> <p>Remain abreast of emerging K–12 and PSE Indigenous education initiatives</p> <p>Share responses to the TRCC’s education-related CTA</p>	<p>Report on Indigenous-language education initiatives</p> <p>Host an event for ministers, deputy ministers, and officials that celebrates and facilitates an awareness for Indigeneity (e.g., place, land, Indigenous issues, and Indigenous knowledge)</p>	<p>Host a pan-Canadian symposium on Indigenizing education</p>	<p>Report on developments in the area of mental health and wellness, culturally relevant spaces, or other topics relevant to Indigenous student success</p>
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**“Education is the key to reconciliation.”** – Justice Murray Sinclair, Chair, TRCC

Click here for more information about the TRCC’s education-related CTA: [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)