
Report on Implementation of the Truth and Reconciliation Commission Calls to Action

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Province of New Brunswick
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Minister's Message

It is truly my honour to recognize the work that has been undertaken by the Government of New Brunswick to advance the Calls to Action of the Truth and Reconciliation Commission Report.

Reconciliation must support Indigenous people and communities as they heal from the destructive legacies of colonization, particularly the devastating and ongoing impacts of residential schools.

Though the process is ongoing, government departments have been engaging with Indigenous organizations, Elders and community stakeholders and working hard to respond to the Calls to Action that fall under provincial jurisdiction. Since the release of the Calls to Action in 2015, through tremendous collaboration, significant progress has been made on many of these Calls to Action. This progress report outlines some of the work to date and is a testament to the government's commitment to a meaningful and respectful relationship with all Indigenous peoples.

The Government of New Brunswick understands that implementation of the Calls to Action is not a finish line, but only a step to take in the journey toward reconciliation. The responsibility for maintaining and fostering this process will extend to future generations. Our government remains committed to reconciliation for the betterment of the lives of all Indigenous peoples in New Brunswick.

Hon. Arlene Dunn
Minister of Aboriginal Affairs

Executive Summary

The Truth and Reconciliation Commission (TRC) began its work on June 1, 2008. The TRC mandate describes reconciliation as “an ongoing individual and collective process, and will require commitment from all those affected including First Nations, Inuit and Métis former Indian Residential School students, their families, communities, religious entities, former school employees, government and the people of Canada.”

The TRC further stated that “The truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of the injustices and harms experienced by Aboriginal people and the need for continued healing. This is a profound commitment to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future. The truth of our common experiences will help set our spirits free and pave the way to reconciliation”.

In June 2015, the TRC released its report entitled “Honouring the Truth, Reconciling for the Future” and called on all levels of government, organizations and individuals to take action to address the legacy of the residential schools and advance the process of Canadian reconciliation.

The TRC report includes 94 Calls to Action that relate to a wide array of issues. As shown in the table below, the provincial government has responsibility for 31 of the 94 Calls to Action. In some cases, that responsibility may be shared with other governments or organizations.

Entity Responsible	Number of Calls to Action
Government of Canada	43
Government of Canada and Provinces/Territories	9
All Levels of Government -Federal/Provincial/Territorial/Municipal/Aboriginal	18
Government of Canada working in collaboration with Provinces/Territories and others	2
Provinces/Territories	2
Others	21

New Brunswick is within the traditional territories of the Wolastoqey, Mi'gmaq and Peskotomuhkati Nations, with 16 Indigenous communities (Appendix I) located throughout the province. The Government of New Brunswick (GNB) is committed to advancing reconciliation with these Nations through the implementation of the TRC Calls to Action.

To assist in identifying opportunities for future action, it is important to understand what work is underway or completed. This report highlights initiatives that contribute to the implementation of the Calls to Action for which GNB is responsible, as well as support that GNB has provided toward Calls to Action for which the province is not the lead. Through collaboration with Indigenous Nations and community stakeholders, GNB will build on this foundation and continue along the path toward reconciliation.

The remainder of this Executive Summary is a snapshot of some of the work underway or completed by GNB that is responsive to the Calls to Action, and it is followed by a more detailed narrative summary. In both cases, the information is organized according to the themes in the TRC report. This report is intended to be a “working document” that will continue to be updated as work on the Calls to Action progresses.

Child Welfare: GNB is contributing to efforts to reduce the number of Indigenous children in care, keeping families together, and ensuring that children are placed in culturally appropriate environments by improving relations with partners, implementing federal child welfare legislation, introducing a kinship regulation under the Family Services Act, and improving training and awareness.

Education: GNB is working to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians by strengthening Indigenous students’ education, both within public schools and First Nations community schools, funding Indigenous-specific training and development opportunities and services, improving access to financial assistance for Indigenous post-secondary students in financial need, and supporting post-secondary initiatives that are aimed at eliminating barriers to access.

Education for Reconciliation: GNB is incorporating topics such as Indian Residential Schools, treaties, historical legislation, language, and culture into the K-12 curriculum. The Department of Education and Early Childhood Development is developing and providing professional development on Indigenous history, historical and contemporary contributions, intercultural competency and treaties to all early childhood, school and district personnel.

Professional Development and Training for Public Servants: GNB has begun providing Indigenous history and cultural education and training to employees in certain sectors, such as correctional staff, healthcare workers, social workers, and school personnel (all educators have received professional development). GNB is also developing, in collaboration with the University of New Brunswick and NB Power, training modules that will be provided to GNB employees.

Language and Culture: GNB is supporting the recognition, preservation and revitalization of Indigenous peoples’ languages by supporting the enhancement of institutional language resources through the Access and Success Program; promoting and providing the public with free access to Mi’gmaq and Wolastoqey published materials and Indigenous cultural programming through the NB Public Library Service; and laying the groundwork to allow administrative fees to be waived for a period of five years for name changes for Indian Residential School survivors and their families. The Department of Education and Early Childhood Development provides Mi’gmaq and Wolastoqey language courses to students as well as community courses, which are open to community members, language teachers, Elders, and other interested people.

Justice: GNB is working to eliminate the overrepresentation of Indigenous people in custody and to support Indigenous-specific victim programs by:

- Taking Indigenous heritage and culture into consideration throughout the justice system by supporting the Elsipogtog Healing to Wellness Court, supporting restorative justice, considering alternative measures to hold a person accountable for an offence, and making cultural programs and resources accessible to Indigenous offenders.
- Contributing to the First Nation Policing Program, which provides Community Program Officers who attempt to prevent and reduce crime through education, intervention, and community engagement.
- Providing a Family Information Liaison Officer to act as a liaison between families of missing and murdered Indigenous women and girls and provincial agencies and services, including the criminal justice system, social services, and policing.
- Supporting victims of intimate partner violence through the Aboriginal Domestic Violence Outreach Program and through funding to the Gignoo Transition House, a not-for-profit safe haven in Fredericton for Indigenous women experiencing domestic violence.

Health: GNB is attempting to close the gaps in health outcomes between Indigenous and non-Indigenous Canadians by providing communities with access to additional health professionals as needed, and working toward incorporating traditional healing practices and knowledge into care.

Sports and Reconciliation: GNB is celebrating Indigenous athletes in history and supporting the development of Indigenous athletes and coaches by providing funding and other supports to partners such as Aboriginal Sport and Recreation NB, Coach NB and Sport NB.

National Centre for Truth and Reconciliation: GNB has supported research on Indian Residential Schools, and provided this information to the National Anglican archives, who then provided it to the National Centre for Truth and Reconciliation. GNB also developed three guides. Two guides assist with research on Indigenous history: Aboriginal Ancestry Records Guide and First Nation History Research Guide. The third guide, Integration of Indigenous Culture, Knowledge and Traditions, produced in collaboration with a St. Thomas University student, is intended to assist teachers.

Canadian Government and the United Nations Declaration on the Rights of Indigenous Peoples (the Declaration): GNB is undertaking a technical compliance review of its policies, programs and legislation to inform government on options for how the Declaration could be implemented as a framework for reconciliation in New Brunswick.

TRC Calls to Action Update

The following report is a narrative summary of some of the work underway or completed by GNB that is responsive to the Calls to Action. Multiple departments across government are contributing to this important work. The information is organized according to the themes in the TRC report. GNB will build on the great work described in this report to, in collaboration with First Nations, continue to work toward reconciliation. This report will continue to be updated as work on the Calls to Action progresses.

Child Welfare

Calls to Action: 1-5

Summary: These Calls to Action relate to reducing the number of Indigenous children in care, keeping families together, and ensuring that children are placed in culturally appropriate environments. Actions include training of social workers, reporting on children in care, recognizing Indigenous solutions for family healing, affirming the right of Aboriginal governments to maintain their own child-welfare agencies, implementation of Jordan's Principle, and developing culturally appropriate parenting programs for Indigenous families.

Key Work Done to Date:

- Improving relations with partners has resulted in the First Nations Relations Team being established (2019) and this team provides departmental, interdepartmental and intergovernmental (federal and First Nations governments) support across all social services program areas.
- Ongoing support for the timely and appropriate implementation of new federal child welfare legislation: *An Act Respecting First Nations, Inuit and Metis children, youth and families*, and accordingly, any New Brunswick First Nations' community-specific legislation that may be implemented as a result of the overarching federal legislation in the months and years ahead.
- Continuing to improve training and awareness efforts across the Department of Social Development and in collaboration with First Nations communities and partners.
- Updated existing provincial child welfare legislation and working toward creating new stand-alone provincial child welfare legislation to ensure that First Nations' cultural views and practices are reflected and prioritized in such a way that supports reconciliation, self-determination and the well-being of children and families.

Education

Calls to Action: 6-12

Summary: These Calls to Action relate to the elimination of educational and employment gaps between Indigenous and non-Indigenous Canadians, developing culturally appropriate curriculum for K-12, and post-secondary training for educators in methods for incorporating culturally appropriate content. While most of these Calls to Action are directed at the federal government, the province is contributing to five.

Key Work Done to Date:

- GNB funds numerous training and development projects aimed at addressing employment gaps, and improving labour market access. The FutureWabanaki initiative provides experiential learning opportunities specifically for First Nations students.
- GNB supports over 100 First Nations clients linked to the Community Adult Learning Program.
- GNB partners with the Joint Economic Development Initiative (JEDI) to research ways to improve and make use of labour market information specific to the Indigenous population.
- Self-identified Indigenous post-secondary students are exempt from having to provide a fixed student contribution to be eligible for student financial assistance and any federal funding they receive does not reduce their funding entitlement.
- GNB's Access and Success Program supports numerous institution-led initiatives aimed at improving the access and academic success of Indigenous learners in the province's publicly funded colleges and universities.
- The First Nations communities and the school districts develop strategic plans for students living in a First Nations community and attending public schools. Objectives of these plans include reducing the academic achievement gap between Indigenous and non-Indigenous students and providing a quality educational experience that is relevant and recognizes cultural background.
- In the Anglophone sector, the Mi'gmaq and Wolastoqey language curriculum levels 1 and 2 online versions have been completed to support access in smaller communities. Treaty education development partners inform the development of culturally appropriate curricula and resources regarding treaty education, residential schools, culture and history.
- GNB continues to build partnerships with First Nations community schools to provide a venue for on-going collaboration and a successful school experience for students transitioning to provincial schools, and to engage, inform and support First Nations community schools in the areas of provincial curriculum, assessment, professional learning, education support services, and early childhood education.
- Supporting documents for the NB Early Learning and Child Care Curriculum Framework (English) have been developed and include culturally appropriate documentation developed in collaboration with First Nations programs.
- At the request of First Nations communities, the Department of Education and Early Childhood Development works collaboratively with First Nations communities to share best practices to best support children and families.

- Education Support Services has provided any documentation (with videos) to First Nations families in their mother-tongue. They are also working on having their Essential Skills program in the 13 most common languages spoken in New Brunswick as well as the Mi'gmaq and Wolastoqey languages.

Language and Culture

Calls to Action: 13-17

Summary: These Calls to Action are focused on recognizing, preserving and revitalizing Indigenous languages. Three Calls to Action are directed to the federal government, while GNB is contributing to the other two.

Key Work Done to Date:

- While GNB does not have the authority to mandate curriculum changes in post-secondary institutions, through the Access and Success Program, GNB has supported the enhancement of institutional language resources. For example, GNB provides funding for a Coordinator of Wabanaki Language Revival at the University of New Brunswick (UNB) and supports UNB's Wabanaki Education Portal.
- The NB Public Library Service supports Indigenous language awareness by providing the public with free access to Mi'gmaq and Wolastoqey published materials. These include books, music, and films featured in library programs, outreach events, and in the provincial online catalogue.
- GNB has laid the groundwork to allow certain administrative fees to be waived for a period of five years to allow residential school survivors and their families to reclaim names changed by the Indian Residential School system.
- GNB currently offers Mi'gmaq and Wolastoqey language courses in provincial high schools, and some middle schools online and face-to-face. Online community courses are also made available to First Nation communities.
- Educational resources in the Mi'gmaq and Wolastoqey languages have been produced and distributed to schools. Resources are also available through an educational portal, as well as through the World of Wisdom learning platform.

Health

Calls to Action: 18-24

Summary: These Calls to Action are focused on closing the gaps in health outcomes between Indigenous and non-Indigenous Canadians. While not all of these Calls to Action are directed at the provincial government, GNB is contributing to five of them.

Key Work Done to Date:

In addition to provincial services provided to every community in New Brunswick, including First Nations communities, some other provisions have been developed specifically for Indigenous clients:

- Certain First Nations communities have regular access to different health professionals, such as a psychologist, social worker, physician, pediatrician, audiologist, and nurse, as well as mental health services.
- New Brunswick Fetal Alcohol Spectrum Disorder (FASD) Centre of Excellence developed and launched a unique model called “Dreamcatcher” to ensure a culturally appropriate delivery of services to First Nations clients and families.
- Vitalité Health Network hired a First Nations Regional Access Coordinator to oversee the coordination and effectiveness of steps taken to improve access to mental health and addiction services as well as primary care for First Nations.
- Vitalité Health Network is engaged in an ongoing and dynamic Community Health Needs Assessment process to identify community strengths and gaps, to guide the identification of priorities that will allow the community to improve the health status of the population.
- Horizon Health Network hired an Indigenous Relations Coordinator to implement the Indigenous Strategic Framework, to increase cultural safety through employee training and other initiatives and to incorporate traditional healing practices and knowledge into care.
- Horizon Health Network is currently developing a smudging policy and has sacred medicines available within seven Horizon hospitals.
- Horizon Health Network has also begun regional work to improve discharge planning and communication between Horizon hospitals and First Nations health centres.
- Health authorities are taking steps to educate their employees on residential schools and to increase employees’ cultural competencies.
- While GNB does not have the authority to mandate curriculum changes in post-secondary institutions; institution-led efforts are underway. For example, UNB has provided students registered in the Bachelor of Nursing program with the option to take a course on Indigenous health issues that focuses on developing students’ understanding of the historical and socio-cultural context of Aboriginal peoples in Canada, including present health status, health services, and health policies.

Justice

Calls to Action: 25-42

Summary: These Calls to Action relate to cultural competency education and training for lawyers and law students, eliminating the overrepresentation of Indigenous people in custody, realistic alternatives to imprisonment, and recognition and implementation of Aboriginal justice systems. Jurisdictions are called to address and prevent FASD, and to offer Indigenous-specific victim programs and services. Certain actions, such as the public inquiry into the causes of, and remedies for, the disproportionate victimization of Indigenous women and girls, are led by the federal government but supported by the province.

Key Work Done to Date:

- GNB has a working group regarding Indigenous programs and policy, in order to address gaps and areas of concern (such as overrepresentation).
- GNB provides a Probation Officer and Victim Services Coordinator to support the Elsipogtog Healing to Wellness Court (established as a pilot in 2012). The court incorporates Indigenous practices and culture in addressing the root causes of crime, such as mental health and addictions. Eligible participants take responsibility for their actions and comply with a treatment program as ordered by the court.
- The Adult Aboriginal Pre-Sentence Report offers information pertaining to systemic factors affecting Indigenous people. It includes a community narrative, impact factors and a healing plan that is intended to bring a culturally specific element to rehabilitation.
- Crown Prosecutors or police may refer an individual to an alternative measures program where he or she feels alternative measures are sufficient to hold a person accountable for the offence committed without undermining the administration of justice or public confidence in the criminal justice system.
- Restorative justice is an option, that is designed to connect clients that identify as Indigenous to Indigenous communities.
- Correctional Services has cultural, traditional faith-based programs and resources that are made accessible to Indigenous offenders within provincial institutions with access to Elder volunteers in an attempt to maintain or link the offender to community-based support upon release.
- The Indigenous Pathways Project, currently underway, is designed to gauge current demography for Indigenous offenders within provincial institutions and identify gaps in holistic program service delivery.
- GNB is establishing a working group to identify options to address the lack of Indigenous-focused mental health services in correctional institutions. GNB recognizes that programs and services will need to consider specific health needs such as FASD and the distinct cultural, spiritual and community needs of Indigenous offenders in custody.
- The Changing Directions model for chronic repeat offenders (pilot began in 2018) includes a large component of Indigenous community engagement and the development/contracting of culturally appropriate intervention for clients.

- Awakening Cultural Identity and Spirituality (ACIS) is a program for adult provincial offenders. In partnership with the John Howard Society of New Brunswick, ACIS provides an Indigenous liaison service across the province, linking traditional Elders with offenders requesting culturally distinct services for effective reintegration.
- Under the First Nation Policing Program, NB has Community Program Officers that provide a non-uniformed, alternative service delivery method by civilian members to implement programs that focus on prevention and reduction of crime through education, intervention and sustainable community engagement.
- Correctional staff, Probation Officers and Victim Service Coordinators receive Indigenous cultural and traditional awareness training; further work is underway to increase training of front-line staff, policy advisors and decision makers.
- The NB Plan to Prevent and Respond to Violence Against Aboriginal Women and Girls was released in 2017. GNB will continue to work with and engage Indigenous women through the NB Advisory Committee on Violence Against Aboriginal Women, community partners, and families of missing and murdered Indigenous women and girls, with regards to the final recommendations from the National Inquiry into Missing and Murdered Indigenous Women and Girls.
- The Family Information Liaison Officer is a dedicated liaison between families of missing and murdered Indigenous women and girls and other provincial agencies and services, including the criminal justice system, social services, and policing in New Brunswick.
- The Love Shouldn't Hurt Campaign materials include a focus on Indigenous women with information and material translated into Wolastoqey and Mi'gmaq.
- The Aboriginal Domestic Violence Outreach Program supports Indigenous women living on or off reserve. The outreach worker helps to improve Indigenous women's access to services, provide help and information to Indigenous women in need, and increase awareness on intimate partner violence in the community. A Coordinated Community Response pilot provides additional support for high-risk and high-danger cases of intimate partner violence. The Gignoo Transition House, a not-for-profit safe haven in Fredericton for Indigenous women and children experiencing domestic violence, is funded by the provincial and federal government.

Canadian Government and the *United Nations Declaration on the Rights of Indigenous Peoples*

Calls to Action: 43-44

Summary: These Calls to Action pertain to the adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* (the Declaration).

Key Work Done to Date:

- GNB is undertaking a technical compliance review of its programs, policies and legislation to determine the extent to which they comply with the principles articulated in the *Declaration*.

Royal Proclamation and Covenant of Reconciliation

Calls to Action: 45-47

Summary: These Calls to Action pertain to the development of a Royal Proclamation of Reconciliation issued by the Crown, as well as the development of a Covenant of Reconciliation to be signed by parties to the Indian Residential Schools Settlement Agreement.

The province is a lead on only one of these actions (#47), which calls on all levels of government to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*. Information on activities related to this Call to Action has not yet been reported.

Settlement Agreement Parties and The *United Nations Declaration on the Rights of Indigenous Peoples*

Calls to Action: 48-49

Summary: These Calls to Action are directed to church parties to the settlement agreement and religious denominations, asking them to comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.

The province is not the lead on a response to these Calls to Action.

Equity for Aboriginal People in the Legal System

Calls to Action: 50-52

Summary: These Calls to Action relate to the establishment of Indigenous law institutes, publishing legal opinions developed by the Government of Canada upon which the government acts or intends to act in regard to the scope and extent of Aboriginal and treaty rights, and the adoption of legal principles regarding Aboriginal title claims. Calls to Action #50 and #51 are directed to the federal government. Call to Action #52 is directed to the federal, provincial, and territorial governments and focuses on how Aboriginal title claims are determined.

Key Work Done to Date:

- GNB has considered Call to Action #52 and notes that the Supreme Court of Canada has set out the legal principles that apply to determination of Aboriginal title in several cases, including Delgamuukw, Marshall, Bernard and Tsilhqot'in.

National Council for Reconciliation

Calls to Action: 53-56

Summary: These Calls to Action relate to the establishment of a National Council for Reconciliation. The National Council would consist of Indigenous and non-Indigenous members and would monitor and ensure reconciliation progresses across all levels and sectors of Canadian society.

A National Council has not yet been established. The province looks forward to engagement with the federal government for these Calls to Action.

Professional Development and Training for Public Servants

Call to Action: 57

Summary: This Call to Action involves training and education for public servants on the history of Indigenous peoples. This includes skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Key Work Done to Date:

- Correctional staff, Probation Officers and Victim Service Coordinators receive Aboriginal cultural awareness training; further work is underway to increase training of governmental front-line staff, policy advisors and decision makers in the Department of Justice and Public Safety.
- Health authorities are taking steps to educate their employees on residential schools and to increase employees' cultural competencies.
- Ongoing professional learning opportunities on Indigenous histories, traditions and current realities have been provided to all school personnel. The cultural competency professional development aims to ensure all teachers understand the Indigenous students in their classrooms.
- Social workers, supervisors, managers, and foster parents who work with children in care receive cultural competency training.
- The Department of Aboriginal Affairs has partnered with the University of New Brunswick and NB Power to develop new training modules to promote Aboriginal cultural awareness, including topics such as the history of Aboriginal peoples in New Brunswick, early contact, treaties, residential schools and their impacts, and general cultural awareness. The department anticipates incorporating these modules into GNB's performance management system in 2021, as a mandatory component for all employees.

Church Apologies and Reconciliation

Calls to Action: 58-61

Summary: These Calls to Action request apologies and education strategies for church, congregations, clergy, religious organizations and other parties to the Indian Residential Schools Agreement.

The province is not the lead on a response to these Calls to Action.

Education for Reconciliation

Calls to Action: 62-65

Summary: These Calls to Action involve teaching about residential schools, treaties, and Aboriginal peoples' history within schools, and integrating Indigenous knowledge and teaching methods in classrooms.

Key Work Done to Date:

- At some English universities in New Brunswick, the Bachelor of Education programs include coursework on educating teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- The GNB Access and Success Program provides support for key institution-led efforts, including, for example, St. Thomas University's efforts to indigenize the curriculum.
- Topics such as the history of Indian Residential and Indian Day Schools, treaties and historical legislation, federal funding, land claims, language and culture and current issues facing First Nations in New Brunswick are being included in learning modules for students from kindergarten to Grade 12. Professional learning opportunities on Indigenous histories, traditions and current realities have been provided to all school personnel.

Youth Programs

Call to Action: 66

Summary: This Call to Action is related to the establishment, by the federal government, of multi-year funding for community-based youth organizations to deliver programs on reconciliation, and to the establishment of a national network to share information and best practices.

The province is not the lead on the response to this Call to Action.

Museums and Archives

Calls to Action: 67-70

Summary: These Calls to Action ask the federal government to undertake a national review of museum policies and best practices, establish a dedicated national funding program for commemoration projects on the theme of reconciliation, and ensure policy compliance with the United Nations Declaration on the Rights of Indigenous Peoples.

The province is not the lead on the response to these Calls to Action. In response to the Call to Action #70, GNB did participate, through the Provincial Archives, on the Steering Committee for Canada's Archives, which produced a report entitled "A Reconciliation Framework for Canadian Archives".

Missing Children and Burial Information

Calls to Action: 71-76

Summary: These Calls to Action focus on commemorating the Indigenous children who died in the care of residential school authorities. This includes memorial ceremonies and commemorative markers to honour the deceased children, and reburial in home communities where requested. The province is not identified as a lead for most of these Calls to Action.

Key Work Done to Date:

- GNB does not have specific information regarding deaths and burial sites related to Indian Residential School students as there were no Indian Residential Schools in the province. However, the Truth and Reconciliation Commission did request and receive names of children who otherwise fit the criteria for the date range and age.

National Centre for Truth and Reconciliation

Calls to Action: 77-78

Summary: These Calls to Action focus on collecting records and doing research on residential schools through the National Centre for Truth and Reconciliation, including funding to assist communities to research and produce histories of their own Indian Residential School experience and their involvement in truth, healing, and reconciliation.

Key Work Done to Date:

- Although there were no residential schools in the province, GNB has gathered materials that demonstrate how, in the past, New Brunswick residents and groups provided support to residential school students. Such groups included the Diocese of Fredericton (Anglican Church), particularly women's groups within the churches. This information was provided to the National Anglican archives, who provided it to the National Centre for Truth and Reconciliation.
- GNB, through the Provincial Archives, has developed three guides. Two guides assist with research on Indigenous history, and the third guide, produced in collaboration with a St. Thomas University student, is intended to assist teachers.

Commemoration

Calls to Action: 79-83

Summary: These Calls to Action relate to commemorating Indigenous history and heritage in a manner that contributes to the reconciliation process and honours survivors of residential schools, their families, and communities.

The province is a lead on only one of these actions (#82), namely to commission and install a Residential Schools Monument in the capital city. Information on activities related to this Call to Action has not yet been reported.

Media and Reconciliation

Calls to Action: 84-86

Summary: These Calls to Action call for CBC/Radio-Canada and the Aboriginal Peoples Television Network to support reconciliation in their programming, and for journalism schools and programs to require all students to learn about the history of Aboriginal peoples.

The province is not the lead on a response to these Calls to Action.

Sports and Reconciliation

Calls to Action: 87-91

Summary: These Calls to Action focus on celebrating Indigenous athletes in history and encouraging the participation of Indigenous people in sports.

Key Work Done to Date:

- The Department of Tourism, Heritage and Culture (THC) provides annual funding and works in close partnership with Aboriginal Sport and Recreation NB and other partners such as Coach NB and Sport NB to support the development of Indigenous athletes and coaches in the province. Funding also supports the provincial Indian Summer Games, Team NB preparation for the North American Indigenous Games, and annual recognition events and awards for Indigenous sport leaders.
- GNB provides annual funding to the New Brunswick Sports Hall of Fame to support the Sport Ambassador Program. This includes the identification and training of Indigenous sport leaders who make regular presentations to schools and communities across the province, including First Nations schools and communities.
- GNB supports provincial and community projects that strengthen physical literacy and increases sport participation through the GO NB Bilateral Agreement and THC's regional offices. THC provides expertise and resources to help promote the Aboriginal Long-Term Development Model.

Business and Reconciliation

Call to Action: 92

Summary: This Call to Action relates to the corporate sector adopting the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework.

The province is not the lead on a response to this Call to Action.

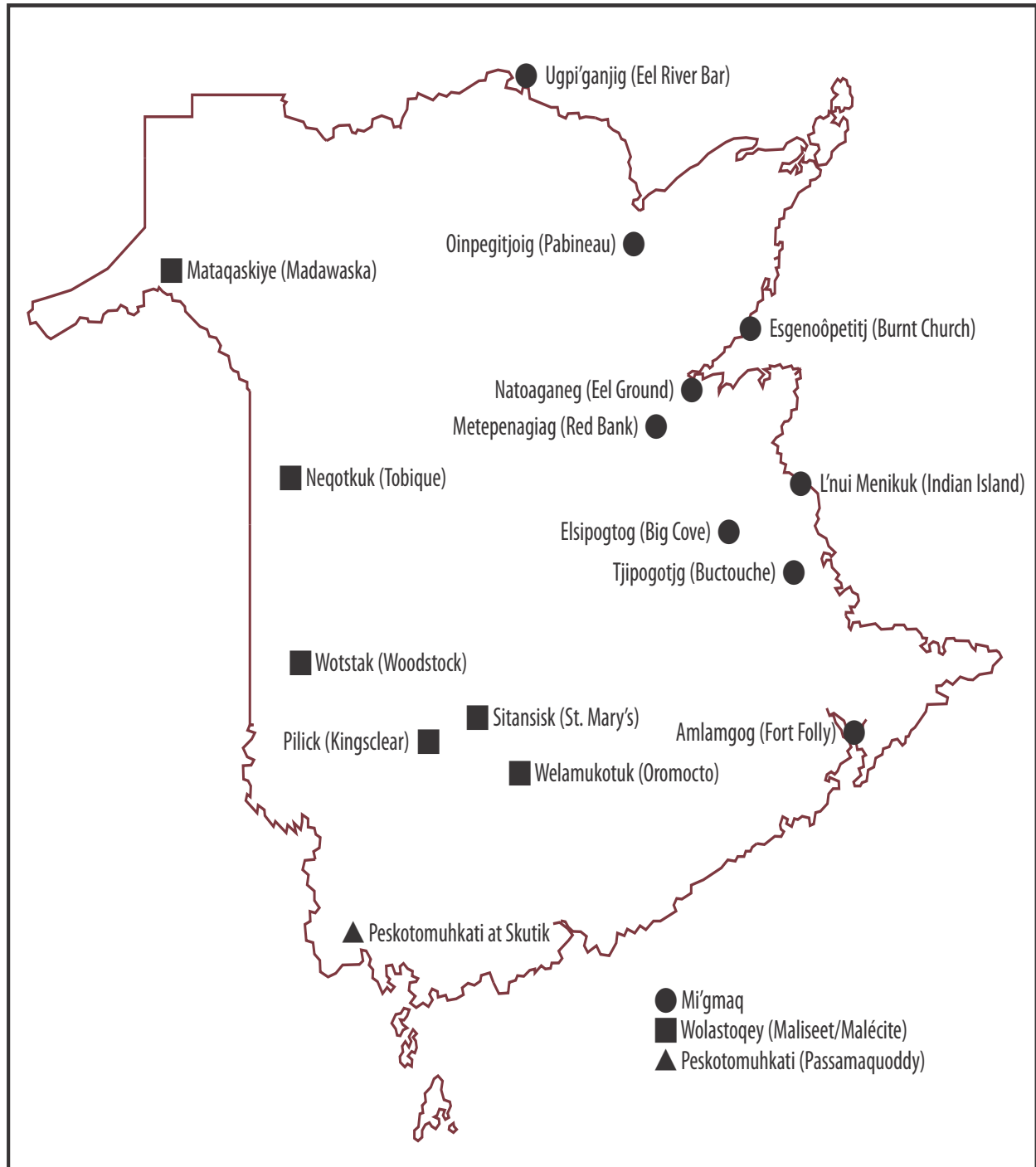
Newcomers to Canada

Calls to Action: 93-94

Summary: These Calls to Action are concerned with revising information provided to immigrants to provide a more inclusive history of the diverse Aboriginal peoples in Canada and amending the Oath of Citizenship to reference treaties with Indigenous peoples.

The province is not the lead on a response to these Calls to Action.

APPENDIX I: Map of province with First Nations identified



APPENDIX II:

Truth and Reconciliation Commission Calls to Action

Retrieved from the report published by the Truth and Reconciliation Commission of Canada, 2015

http://www.trc.ca/assets/pdf/Calls_to_Action_English2.pdf

I. Child Welfare

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.
3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision-making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

II. Education

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

III. Language and Culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

IV. Health

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.
19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.

21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

V. Justice

25. We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.
26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.

30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.
33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.

40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

VI. Canadian Governments and the *United Nations Declaration on the Rights of Indigenous Peoples*

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

VII. Royal Proclamation and Covenant of Reconciliation

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:
 - i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.

46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.
47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

VIII. Settlement Agreement Parties and the *United Nations Declaration on the Rights of Indigenous Peoples*

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the United Nations Declaration on the Rights of Indigenous Peoples.
 - iii. Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the United Nations Declaration on the Rights of Indigenous Peoples.

49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

IX. Equity for Aboriginal People in the Legal System

50. In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.

52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:

- i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
- ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

X. National Council for Reconciliation

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:

- i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.
- ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
- iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.
- iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
- i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual “State of Aboriginal Peoples” report, which would outline the government’s plans for advancing the cause of reconciliation.

XI. Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

XII. Church Apologies and Reconciliation

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
 - i. Community-controlled healing and reconciliation projects.
 - ii. Community-controlled culture- and language-revitalization projects.
 - iii. Community-controlled education and relationship-building projects.
 - iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

XIII. Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
 - i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

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.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

XIV. Youth Programs

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

XV. Museums and Archives

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
- i. Fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orontlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Ensure that its record holdings related to residential schools are accessible to the public.
 - iii. Commit more resources to its public education materials and programming on residential schools.

70. We call 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 to:
- i. Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orontlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

XVI. Missing Children and Burial Information

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

XVII. National Centre for Truth and Reconciliation

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

XVIII. Commemoration

79. Upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.
 - iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.
80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.

82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

XIX. Media and Reconciliation

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
 - i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians, including the history and legacy of residential schools and the reconciliation process.
85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
 - i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
 - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

XX. Sports and Reconciliation

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
 - ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

XXI. Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

XXII. Newcomers to Canada

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.
94. We call upon the Government of Canada to replace the Oath of Citizenship with the following: I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.