



UNIVERSITY OF
TORONTO



Research Report

UNDRIP In Action or Inaction?

Investigating the Role of the
United Nations Declaration of
Rights of Indigenous Peoples

*On Education in Canada: A Comparative
Study of Provinces & Territories*

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I sincerely acknowledge that my research was conducted at the University of Toronto, which is located on the traditional lands of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit. This land continues to be home to many diverse First Nations, Inuit, and Métis peoples. I am grateful to carry out my research and learning on these lands, and I recognize the ongoing relationship that Indigenous peoples have with this territory.

As a citizen of Canada, I recognize that my ability to learn here is made possible by the ongoing stewardship, knowledge systems, and resilience of Indigenous communities. In the context of my work, which examines Indigenous education and rights, I hold a responsibility to reflect critically on my own place within these structures, to listen to Indigenous voices, and to support efforts toward reconciliation and justice.

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Introduction

Tawow! Tawow! Tawow! This traditional Cree greeting, often repeated three times, means *there is room here for everyone* — a fitting entry point to understand the necessity of decolonizing education.¹ Education, at its best, should be about making space — space for different histories, different languages and different ways of knowing. The intellectual oppression perpetuated by Eurocentric education models, in their aim to become mainstream, has pushed the teachings of Indigenous knowledge to the margins.² For centuries, education in Canada has prioritized assimilation into that mainstream over creating space.

Indigenous children in Canada have been subjected to a deliberate system of acculturation through residential schools, a policy now internationally recognized as a cultural genocide.³ From the 1880s until the last school closed in 1998, over 150,000 Indigenous children were forcibly removed from their families, communities, and made to speak a language that stripped them of their cultural heritage.⁴ Mi'kmaw scholar Marie Battiste calls this process “cognitive imperialism,” or the whitewashing of the mind through Eurocentric curricula, English-only instruction, and the dismissal of Indigenous wisdom.⁵ The legacy of these policies is evident in the alarming decline of Indigenous languages. According to the 2021 Canadian Census, only 13.1% of the Indigenous population reported being able to speak an Indigenous language well enough to conduct a conversation.⁶ Of 70 distinct Indigenous languages in Canada, 40 are spoken by fewer than 500 people, while globally, one Indigenous language disappears permanently every two weeks.⁷ The scars of this systemic erasure continue to affect communities across Canada and around the world. Yet, their remarkable resilience and advocacy has made strides in global awareness and renewed appreciation for Indigenous knowledge, most notably marked by the adoption of the United Nations Declaration of Rights of Indigenous Peoples (UNDRIP) on September 13, 2007.⁸

¹ Marie Battiste, *Decolonizing Education Nourishing the Learning Spirit* (Vancouver UBC Press, 2013).

² 'Indigenous' is now the most common and internationally recognized term, following the UNDRIP, and is thus the collective term used in this report. 'Aboriginal', as recognized in Canada's Constitution Act (1982) may be used to reference law/policy, while specific communities will be referred to by First Nations, Inuit, or Métis Peoples

³ John Barber, “Canada’s Indigenous Schools Policy Was ‘Cultural Genocide’, Says Report,” *the Guardian* (The Guardian, June 2, 2015),

<https://www.theguardian.com/world/2015/jun/02/canada-indigenous-schools-cultural-genocide-report>.

⁴ National Centre for Truth and Reconciliation, “Residential School History,” National Centre for Truth and Reconciliation (University of Manitoba, n.d.), <https://nctr.ca/education/teaching-resources/residential-school-history/>.

⁵ Marie Battiste, *Decolonizing Education Nourishing the Learning Spirit* (Vancouver UBC Press, 2013).

⁶ Canada, “Indigenous Languages - Canada at a Glance, 2023.” Statcan.gc.ca, 2023. <https://www150.statcan.gc.ca/n1/pub/12-581-x/2023001/sec4-eng.htm?>

⁷ Maureen Mitchells, “A Silent Crisis: Understanding Why Indigenous Languages Are Disappearing - CanTalk Canada,” *CanTalk*, January 24, 2024, <https://cantalk.com/why-indigenous-languages-are-disappearing/>.

⁸ United Nations, “United Nations Declaration on the Rights of Indigenous Peoples,” September 13, 2007, <https://doi.org/10.1353/hrq.2011.0040>.

UNDRIP is the first international human rights instrument developed with the direct participation of Indigenous peoples.⁹ It affirms their rights to traditional lands, self-governance, cultural and language revitalization, and much more. Article 14 of UNDRIP explicitly recognizes Indigenous peoples' right to "establish and control their educational systems," and to provide education "in their own languages, [according] to their cultural methods of teaching and learning" (see Appendix A). Education has never been neutral, and UNDRIP reframes it from a colonial project of erasure to a human right rooted in self-determination and vitality for all ways of knowing. In Canada, the adoption of the Declaration was formalized in 2021 through Bill C-15, known as the UNDRIP Act.¹⁰ This Act requires federal laws to be brought into alignment with UNDRIP's principles with a spirit of mutual respect, consent and collaboration. However, the Act does not automatically override existing laws or create enforceable rights for individuals in court, nor does it obligate specific provinces and territories to legislate UNDRIP within their own jurisdictions, so regional implementation has been uneven at best. The Declaration itself remains a non-binding, aspirational standard, and recognizes that "the situation of indigenous peoples varies from region to region [and] country to country ... the significance of regional particularities [and] cultural backgrounds should be taken into consideration".¹¹ This is often cited by governments as a reason to delay or limit implementation, fearing that self-determination could challenge existing authority and laws. Even when endorsed by a particular country, the lack of domestic implementation frameworks calls into question how effective a moral instrument can really be in practice. This project examines how UNDRIP has been implemented across Canada's provinces and territories, and evaluates the extent to which it has supported Indigenous-led education initiatives within these jurisdictions. In doing so, it critically explores UNDRIP's capacity to bridge the gap between symbolic commitments and the practical challenge of achieving Indigenous self-determination and decolonizing education.

Research Questions

What role does the United Nations Declaration of Rights of Indigenous Peoples have on Indigenous-led Education initiatives in Canada? How does the domestic role of international agreements like UNDRIP depend on their incorporation into law?

⁹ "United Nations Declaration on the Rights of Indigenous Peoples | Division for Inclusive Social Development" United Nations, 2007.

<https://social.desa.un.org/issues/indigenous-peoples/united-nations-declaration-on-the-rights-of-indigenous-peoples>.

¹⁰ Government of Canada. "Backgrounder: United Nations Declaration on the Rights of Indigenous Peoples Act."

Government of Canada, December 10, 2021. <https://www.justice.gc.ca/eng/declaration/about-apropos.html>.

¹¹ United Nations, "United Nations Declaration on the Rights of Indigenous Peoples," September 13, 2007, <https://doi.org/10.1353/hrq.2011.0040>.

Gaps and Objectives

Despite an expanding body of research on reconciliation, Indigenous education, and the UN Declaration of Rights of Indigenous Peoples, direct evaluations of UNDRIP’s role on education are scarce to non-existent. Existing scholarship in Canada or abroad tends to fall into two categories. First, some works reference Article 14 normatively, invoking the right of Indigenous Peoples to establish and control their educational systems, but without evaluating how current initiatives meet (or fail to meet) this standard. Second, studies analyze UNDRIP implementation more generally—most often through discussions of British Columbia’s Declaration on the Rights of Indigenous Peoples Act (DRIPA) or the federal UNDRIP Act (Bill C-15)—but do not extend this analysis into the specific sectors, such as education. As a result, the practical impact of UNDRIP on Indigenous education, if any, remains unexplored.

This report aims to address that gap. By cataloguing and evaluating all significant Indigenous education initiatives across provinces and territories, it provides the first systematic, Canada-wide account of where and how UNDRIP’s education principles are being operationalized—or overlooked—in practice. The significance of this study lies in its contribution to both academic and policy discourse. For academics, it provides a comparative base that highlights the uneven landscape of Indigenous-led education initiatives and UNDRIP implementation across Canada. For policymakers, it emphasizes where meaningful implementation is taking place and where commitments remain symbolic or fragmented. On a global scale, this study explores whether non-binding international frameworks, including United Nations Declarations, can effectively influence domestic policy.

Methodology

This study uses a multi-step, mixed-methods approach to examine the implementation of UNDRIP in Canada, with a holistic focus on education-related initiatives at the provincial and territorial level.

Qualitative Data Collection:

The first stage involved mapping out implementation timelines at both the federal and provincial levels. I reviewed government press releases, policy announcements, legislative records, and annual reports. These sources provided the dates when provinces and the federal government first announced, introduced, or advanced measures related to UNDRIP. I conducted in-depth research into indigenous education-related initiatives in each province and territory. To build the dataset, I carried out extensive keyword searches using combinations of terms such as “UNDRIP,” “Declaration of Rights of Indigenous Peoples”, “Indigenous education”, “First Nations” and

“implementation.” To assess whether or not UNDRIP has had a role on Indigenous education in Canada, I reviewed related webpages and documents for each initiative to determine whether the Declaration is explicitly referenced, cited, supported or identified as a guiding framework.¹² References to UNDRIP were identified by searching the documents using the 'Command + F' feature and key word searches for any mention of the Declaration. Additionally, relevant website sections—such as 'About Us,' 'Commitments,' 'Our Vision,' or 'Action Plan'—were reviewed, as these are where UNDRIP principles are most commonly included. The dataset for each jurisdiction is made up of four broad categories of initiatives, which were also used to augment the key word search (see *Table 2*). This desk research involved three stages:

1. cursory overview via the first 10-15 pages of Google (for press releases, policy documents, project webpages) until a saturation point of relevant initiatives is reached
2. Government websites (e.g. provincial Ministries of Education) and annual reports, consulting the original PDFs of legal text where legislation or policy is referenced
3. Following leads and references within government websites or organizations for particularly relevant initiatives or sub-initiatives

Each province and territory underwent a double and triple scan of these three stages to ensure that the collection of initiatives was as detailed and comprehensive as possible. As this extensive review is based entirely on publicly available data (albeit often difficult to find), the accuracy of dates, figures and reliability of initiatives included in the dataset is paramount in order to carry out the subsequent quantitative analysis.

Inclusion Criteria:

Stringent inclusion and exclusion criteria were maintained to control as many variables as possible while still allowing variation between initiatives and categories. This foundation enables an accurate and robust comparison. Initiatives were only included in the dataset if they met the following conditions:

1. Initiatives that are currently active and were created, implemented, or significantly revised *after* the creation of UNDRIP in 2007.
 - a. Ensures the analysis reflects whether UNDRIP played a role in shaping them, as this would be impossible for pre-2007 initiatives and skew the results.
2. Initiatives support or are directly related to education for Indigenous peoples, *such as* funding, structured schooling, intellectual growth or relevant curricula

¹² As it focuses on explicit references, this criterion likely underestimates *implicit* influence of UNDRIP in some initiatives, which cannot be measured, but provides a consistent, comparable framework for the study.

3. Initiatives are Indigenous-led: designed, managed, or implemented primarily by Indigenous individuals, communities, or organizations (supporting self-determination)
4. Initiatives are culturally grounded: center on Indigenous worldviews, traditions, languages or pedagogy in their structure and content, no matter how diverse
5. Initiatives are marked as “Yes - Supported by UNDRIP” if:
 - a. UNDRIP was referenced directly in the legislation, policy or initiative
 - b. UNDRIP was referenced in closely supporting documents, reports, or communications about the initiative
 - c. UNDRIP was listed as part of an organizational commitment

Exclusion Criteria:

This research emphasizes initiatives that result in direct, actionable outcomes in Indigenous-led or culturally grounded education, to ensure a meaningful and comparable analysis across jurisdictions. The following categories of initiatives were excluded to ensure the dataset accurately reflected the scope of UNDRIP’s potential influence:

1. Any initiatives that were founded before the adoption of UNDRIP in 2007 were excluded, since they could not have been influenced by the Declaration and would distort the results.
 - a. The research objectives of this study focus on whether or not UNDRIP played any *role* on Indigenous-led education initiatives. It would be impossible for it to have played a role pre-2007, so the comparison would be invalid.¹³
2. Programs or initiatives so small they lack public documentation on their start dates, scope, or reach (no webpages, reports, or records) are excluded, as they could not be reliably analyzed.
3. University-based Indigenous Studies programs that are designed and delivered primarily through Eurocentric academic frameworks are excluded.
 - a. While they teach *about* Indigenous cultures, they are not necessarily Indigenous-led, community-based, or culturally directed.
 - i. Since UNDRIP emphasizes the right of Indigenous Peoples to establish and control their own educational systems and institutions, these programs were not considered relevant.

¹³ Future research could branch from this report by examining the 'effectiveness' of UNDRIP on education initiatives/policies rather than just its 'role'. In that case, comparing both pre- and post-2007 initiatives would strengthen rather than distort the comparison, allowing for a “before and after” analysis.

- b. Programs at otherwise Eurocentric universities can be included if they are explicitly Indigenous-led, follow cultural pedagogy, and incorporate Indigenous ways of teaching and knowing
4. Scholarships and financial aid programs for Indigenous students attending non-Indigenous institutions were excluded.
 - a. Funding to support Indigenous students meeting Eurocentric academic standards are not outlined within UNDRIP, which focuses instead on the rights of Indigenous Peoples to *access* equal education and to develop education in accordance with their *own* cultural methods.
5. Programs aimed solely at closing “achievement gaps” within mainstream institutions are also excluded. These are not culturally grounded or Indigenous-led, and fall outside the scope of UNDRIP’s provisions on self-determined education.
6. One-off events, discussion forums, conferences, or “recommendation” reports are excluded, even if they reference UNDRIP
 - a. **Annual events with workshops** can be included, as these reflect sustained commitments and tangible action rather than solely discourse

This qualitative review was synthesized in thirteen tables spanning nearly twenty pages of descriptive information for each initiative (see Appendices B-O). Each entry includes information such as the name of the initiative, date of its formation or most recent update, category, and whether UNDRIP was referenced or used for support.

Qualitative Data Summary

UNDRIP Implementation in Canada:

Table 1. Canadian Implementation of UNDRIP Timeline by Province & Territory

Province/Territory	Implementation
<p>Federal</p>	<p>November 12, 2010: Canada formally endorses UNDRIP¹⁴</p> <p>June 21, 2021: Received Royal Assent & passed UNDRIP Act (Bill C-15)¹⁵</p> <ul style="list-style-type: none"> ● Obligates the government to review, amend, or repeal existing federal legislation to bring it into alignment with UNDRIP. ● No formal legal review or action plan has yet been implemented. ● Does not compel provinces to act.
<p>British Columbia</p>	<p>November 26, 2019: Enacted Declaration of Rights of Indigenous Peoples Act (DRIPA), becoming first province to legislate UNDRIP¹⁶</p> <p>March 30, 2022: The DRIPA Action Plan (2022-2027) outlines 89 priority actions aimed at aligning provincial laws with UNDRIP.¹⁷ Several of these pertain to education:</p> <ul style="list-style-type: none"> ● Action 3.1: Enhance Indigenous language revitalization programs in educational institutions. ● Action 3.2: Indigenous cultural perspectives into K–12 curricula. ● Action 3.3: Provide professional development for educators on histories and worldviews. ● Action 3.4: Support Indigenous students in post-secondary education through targeted programs

¹⁴ Canada, Indigenous and Northern Affairs. "Canada Endorses the United Nations Declaration on the Rights of Indigenous Peoples." www.canada.ca, November 12, 2010. <https://www.canada.ca/en/news/archive/2010/11/canada-endorses-united-nations-declaration-rights-indigenous-peoples.html>.

¹⁵ Parliament of Canada. "Government Bill (House of Commons) C-15 (43-2) - Royal Assent - United Nations Declaration on the Rights of Indigenous Peoples Act - Parliament of Canada," June 21, 2021. <https://www.parl.ca/DocumentViewer/en/43-2/bill/C-15/royal-assent>.

¹⁶ "A New Path Forward," British Columbia Declaration Act, n.d., <https://declaration.gov.bc.ca/>.

¹⁷ Reconciliation, Ministry of Indigenous Relations and. "Declaration Act Action Plan - Province of British Columbia." www2.gov.bc.ca, July 24, 2025. <https://www2.gov.bc.ca/gov/content/governments/indigenous-people/new-relationship/united-nations-declaration-on-the-rights-of-indigenous-peoples/implementation>.

	<ul style="list-style-type: none"> ● Action 3.5: Develop partnerships with Indigenous communities to co-create educational content <p>April 27, 2023: Launched the Declaration Act Engagement Fund (DAEF), a one-time \$200 million fund to support First Nations’ capacity for implementing the Action Plan¹⁸</p>
Northwest Territories	<p>October 6, 2023: Bill 85, the UNDRIP Implementation Act, received assent¹⁹</p> <ul style="list-style-type: none"> ● Requires a statement of consistency for new legislation, affirming alignment with UNDRIP. ● Mandates co-development of an Action Plan with Indigenous Governments by October 2025.
Ontario	<p>March 2019: NDP MPP Sol Mamakwa introduced private member’s Bill 76, modeled on BC’s DRIPA.²⁰ It passed Second Reading at Queen’s Park, and remains stalled.</p>
Alberta	No action.
Saskatchewan	<p>Opposing action: On March 16 2023, the Saskatchewan First Act (Bill 88) passed, asserting exclusive provincial authority and autonomy, heavily opposed by First Nations and Métis people²¹</p>
Quebec	<p>2023: Quebec Superior Court ruling affirmed that UNDRIP is binding in Canadian law and should be used to interpret domestic laws, including Section 35 of the Constitution Act (1982) which affirms Indigenous rights.²²</p> <p>No other action.</p>
Nova Scotia	<p>November 2023: Provincial legislature introduced Bill 394—the UNDRIP Commitment Act—a</p>

¹⁸ New Relationship Trust. “Declaration Act Engagement Fund,” 2023.

<https://newrelationshiptrust.ca/declaration-act-engagement-fund-daeef/>.

¹⁹ “Committee Report 37-18(3),” 2019,

https://www.ntlegislativeassembly.ca/sites/default/files/legacy/cr_55-192_-_scogo_bill_85_undripia.pdf

²⁰ CBC. “NDP Bill to Recognize Indigenous Rights Passes Second Reading.” CBC, March 22, 2019.

<https://www.cbc.ca/news/canada/sudbury/ndp-bill-indigenous-rights-1.5067685>.

²¹ Hunter, Adam. “Sask. First Act Passes in Front of Gallery Full of First Nations and Métis People Opposed to Bill.” CBC, March 16, 2023. <https://www.cbc.ca/news/canada/saskatchewan/sask-first-act-1.6781070>.

²² Cressman, Aaron, Shermaine Chua, and Arend J.A. Hoekstra. “Quebec Court Finds UNDRIP Binding and a Universal Aboriginal Right to Economic Development.” Cassels, November 27, 2023.

<https://cassels.com/insights/quebec-court-finds-undrip-binding-and-a-universal-aboriginal-right-to-economic-development/>.

	private member’s bill ²³ <ul style="list-style-type: none"> Modeled after DRIPA, still under review Has enacted its own Language Acts.
Newfoundland & Labrador	2023: Petition initiated by First Nations leaders urged the province to adopt and implement UNDRIP, — no adoption followed, but claims of consideration exist ²⁴
New Brunswick	No action.
Prince Edward Island	No action.
Manitoba	No action.
Yukon	None, relies heavily on Treaties
Nunavut	None, successful under its own Education Acts

UNDRIP implementation in Canada is uneven. British Columbia and the Northwest Territories remain the only jurisdictions to legislate it, complete with an action plan and annual reporting modeled after Canada’s federal UNDRIP Act. Other provinces have taken no significant action or at a point actively opposed implementing UNDRIP. Most provinces rely on treaties or internal policies that support Indigenous Peoples within (see Appendices B-O, ‘Legislation’ categories).

Typology of Initiatives Across Canada

The appendices to this report contain thirteen tables documenting Indigenous education initiatives across Canada, spanning legislation, policies, frameworks, institutional commitments, and community-driven projects. While the appendices preserve the in-depth record, this section provides an overview of the findings to situate the data within patterns of UNDRIP implementation in education. The initiatives catalogued for the qualitative dataset in the Appendices have been broadly grouped into the following four categories. Examples are listed in the table below:

²³ “Bill 394 - United Nations Declaration on the Rights of Indigenous Peoples Commitment Act,” Nova Scotia Legislature, November 2023, https://nslegislature.ca/legc/bills/64th_1st/1st_read/b394.htm.

²⁴ First Light. “Advocate for the Adoption and Full Implementation of UNDRIP at All Levels of Government.,” July 20, 2023. <https://firstlightnl.ca/call-for-change/advocate-for-the-adoption-and-full-implementation-of-undrip-at-all-levels-of-governme nt/>.

Table 2. Categories of Indigenous Education initiatives

Categories	Key Examples
Legislations	<p>Statutes such as British Columbia’s Declaration on the Rights of Indigenous Peoples Act (2019) and the Northwest Territories’ UNDRIP Implementation Act (2023), are the only provincial/territorial actions in Canada that establish binding obligations to implement UNDRIP.</p> <p>Other legislations include:</p> <ul style="list-style-type: none"> ● Anishinabek Nation Education Agreement (2017): <ul style="list-style-type: none"> ○ Self-governance granting Anishinabek Nation control for on-reserve education (see Appendix D) ● First Nation School Board Act (2021) <ul style="list-style-type: none"> ○ Established a board allowing Yukon First Nations to assume control of schools and deliver culturally relevant education (see Appendix N)
Policies and Frameworks	<p>While these may not be legally binding, they have broadly been included under a joint category with Legislations for data analysis, as they involve formal government commitments, development, and frequently, action or implementation plans.</p> <p>Including:</p> <ul style="list-style-type: none"> ● First Nation, Métis, and Inuit Education Policy Framework (2007; rev. 2014) <ul style="list-style-type: none"> ○ Provides direction for improving student outcomes and integrating Indigenous perspectives into curricula (see Appendix D) ● BC Tripartite Education Agreement (2018) <ul style="list-style-type: none"> ○ Signed by BC, Canada, and First Nations partners as a joint framework for improving First Nations education (see Appendix B)
Boards, Councils, and Curricula	<p>These bodies provide governance, oversight, and advocacy for Indigenous education. They ensure community voices are represented in decision-making and often guide curricula to reflect Indigenous languages, histories, and worldviews. Thus, curricula are included within this category.</p> <p>Including:</p> <ul style="list-style-type: none"> ● Manitoba Collaborative Indigenous Education Blueprint <ul style="list-style-type: none"> ○ Coalition of Manitoba’s institutions to integrate Indigenous knowledge into curricula (Appendix G) ● Indigenous Language High School Curricula <ul style="list-style-type: none"> ○ High school courses for Dakota language in addition to existing Cree, Dene, Nakoda and Michif courses (see Appendix F)

<p>Schools and Institutions</p>	<p>Indigenous-led schools and post-secondary institutions have a central role in delivering culturally grounded education. They are sites of academic learning and cultural revitalization, often blending knowledge systems.</p> <p>Including:</p> <ul style="list-style-type: none"> ● Dechinta Centre for Research and Learning <ul style="list-style-type: none"> ○ Indigenous-led, land-based post-secondary learning centre (see Appendix C) ● Red Crow Community College <ul style="list-style-type: none"> ○ First Nation–controlled college dedicated to Kainai knowledge and traditions (see Appendix E)
<p>Programs</p>	<p>Programs are typically short-run or subcategories within larger schools/organizational initiatives. They often provide direct support such as language revitalization, cultural learning, and pathway transitions.</p> <p>Including:</p> <ul style="list-style-type: none"> ● Pinnguaq <ul style="list-style-type: none"> ○ Grassroots organization developing cultural STEAM programming and digital resources (games, apps, code clubs) that integrate Inuit stories, language and identities into technology (see Appendix O) ● Paq'tnkek Alternate Education Program <ul style="list-style-type: none"> ○ Community-based program that provides in-community schooling for Mi'kmaw youth and land-based learning (see Appendix J)

Clear patterns emerge across the synthesis of initiatives. Jurisdictions such as British Columbia and the Northwest Territories stand out for enacting binding legislation that directly incorporates UNDRIP into provincial/territorial law, coupled with detailed action plans and reporting mechanisms. Other provinces, such as Ontario and Quebec, remain resistant to legislating UNDRIP despite community-level initiatives and institutional engagement. A recurring theme is language revitalization, which appears across nearly all provinces and territories but is often pursued through programs and frameworks rather than enforceable law.

Methodological Note

Compiling this dataset required navigating highly fragmented provincial and territorial records. Information was often dispersed across government websites, policy reports and media releases. This process of cataloguing and coding was carried out through extensive desk research, following leads and vetting, creating the foundation for quantitative analysis by tabulating the data across

areas. The qualitative groundwork (expanded in the Appendices) is the basis for the patterns and interpretations presented later in this report. The breadth of sources and time constraints for this research inevitably shaped the scope of what could be included, with sustained efforts to include as many significant initiatives as possible that met the stringent criteria.

Analysis and Results

From the qualitative dataset, I counted and tabulated both the total number of Indigenous education initiatives and the number that are explicitly supported by UNDRIP (through references, mentions, etc.) for each province and territory. These were entered into a spreadsheet, by which graphs were produced to visualize and compare the results across Canada. *Figure 1* shows the distribution of initiatives overall (blue) and those connected directly to UNDRIP (orange).

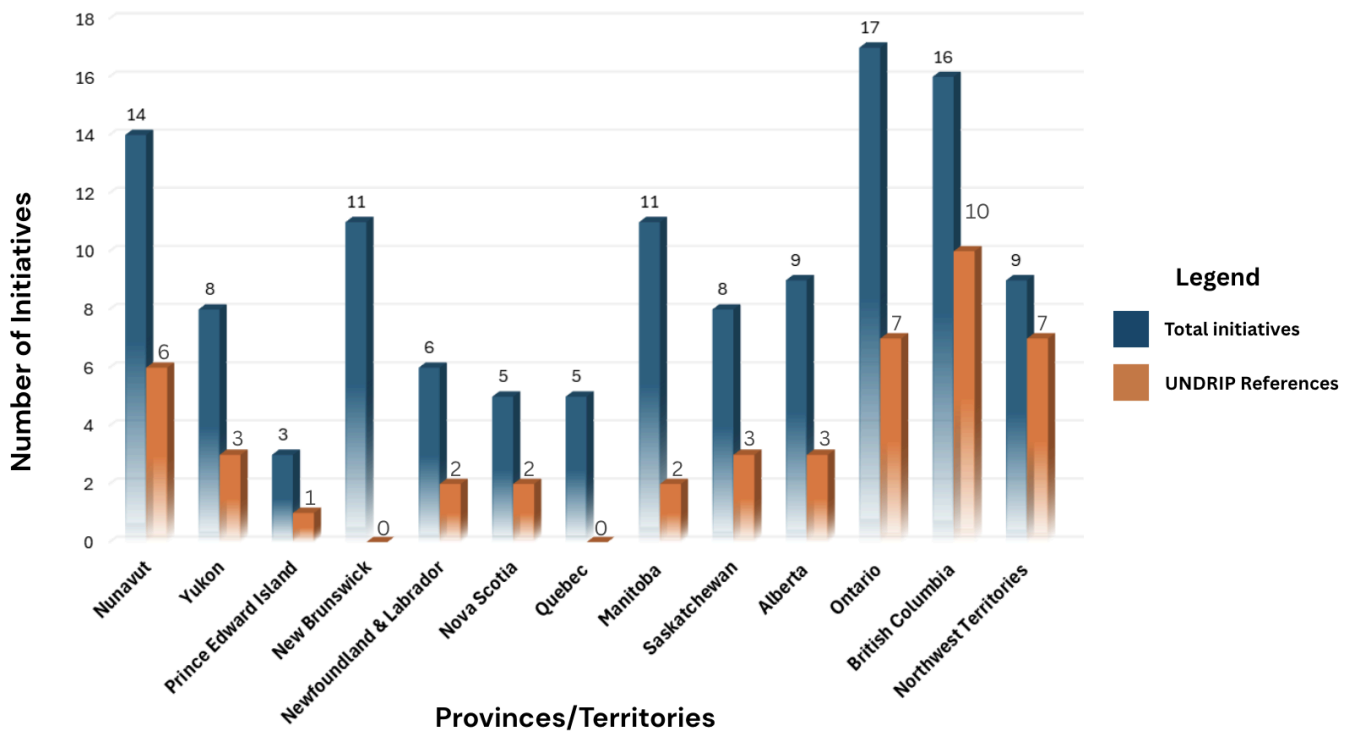


Figure 1. Number of Indigenous education initiatives by province/territory.

British Columbia (16 total initiatives, 10 supported by UNDRIP) and Ontario (17 total, 7 UNDRIP) appear to stand out with the strongest engagement. Conversely, Prince Edward Island (3 total, 1 UNDRIP) and New Brunswick (1 total, 0 UNDRIP) report the lowest levels of activity. Newfoundland & Labrador, Nova Scotia and Quebec show modest totals (6, 5 and 5, respectively), with little to no UNDRIP support. This serves as a strong introduction by presenting the absolute number of initiatives, directly showcasing the full scope of data I collected through simple counts.

The following choropleth map shifts the emphasis from the absolute numbers in *Figure 1*, to a more revealing relative measure: The **percentage** of initiatives in each province and territory that are supported by UNDRIP, where darker shades correspond to a higher percentage.

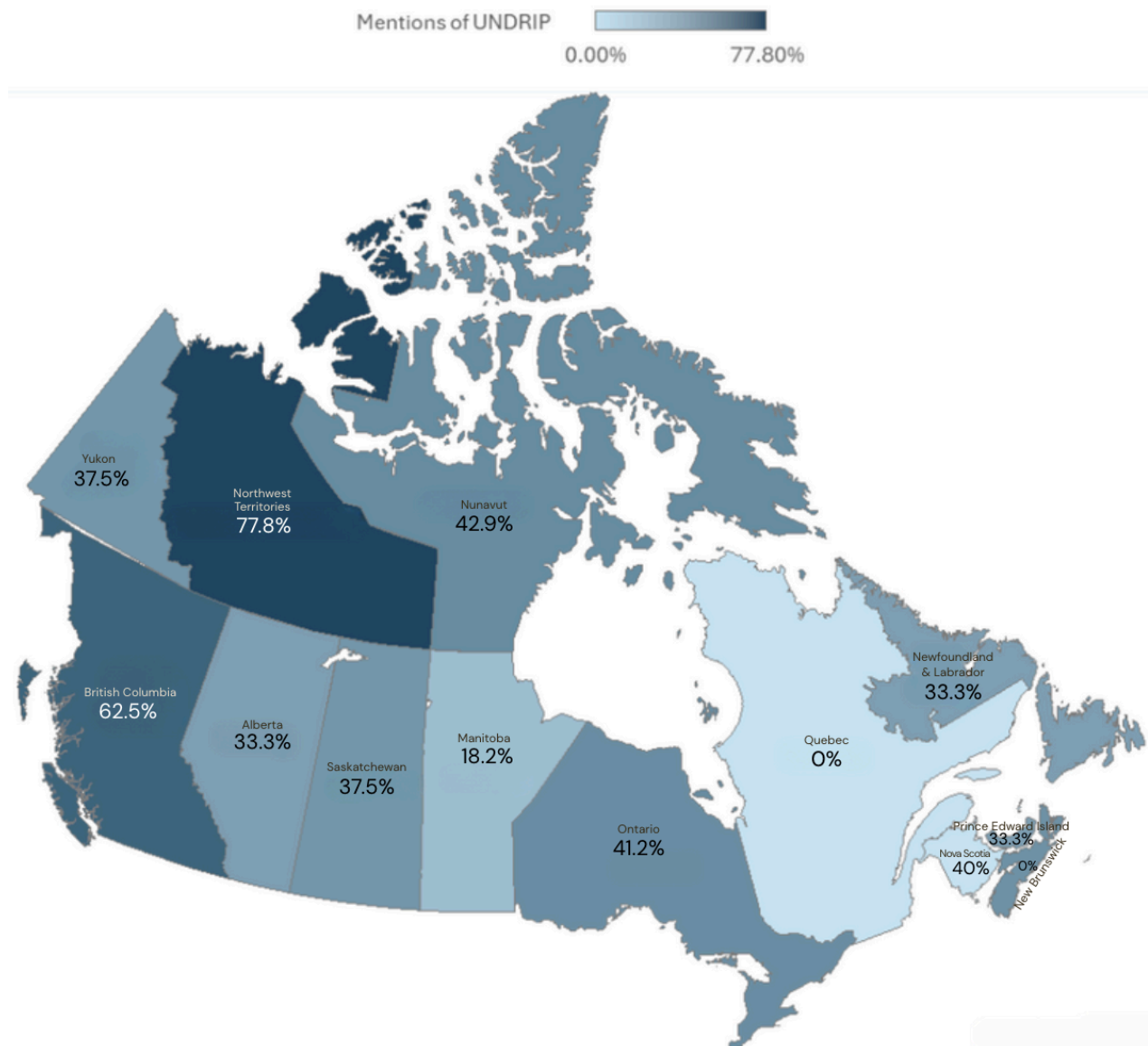


Figure 2. Percentage of initiatives referencing UNDRIP, per province/territory.

This map further highlights the uneven adoption of UNDRIP across Canada. A unique contribution of this graph is that it shifts the perspective from absolute counts (where large provinces like Ontario dominate due to number of total initiatives) to a relative measure. For example, while Ontario has 10 initiatives that explicitly reference UNDRIP and Northwest Territories has 7, relative to their total number, Northwest Territories surpasses all other jurisdictions in commitment to UNDRIP, at 77.80% of initiatives. NWT is followed by British Columbia at 62.5%, making these the only two jurisdictions in which over 50% of their initiatives connect to UNDRIP. Nunavut (42.9%) and Ontario (41.2%) sit in a middle band, while most provinces show mixed adoption. At the lowest end, corresponding to *Figure 1*, Manitoba (18.2%),

Quebec (0%), and New Brunswick (0%) reveal minimal or no support, even where initiatives exist, clarified by the lightest colours on the map.

While *Figures 1* and *2* illustrate the overall number of initiatives across provinces and territories, *Figure 3* narrowly examines the relationship between the category ‘Legislations and Policy Frameworks’, and the number of initiatives that explicitly reference UNDRIP. This category was chosen because legislation and binding frameworks are the strongest and more enforceable mechanism for implementation. By comparing them against explicit mentions of UNDRIP, it becomes possible to see whether legally binding mechanisms help embed UNDRIP more consistently across jurisdictions.

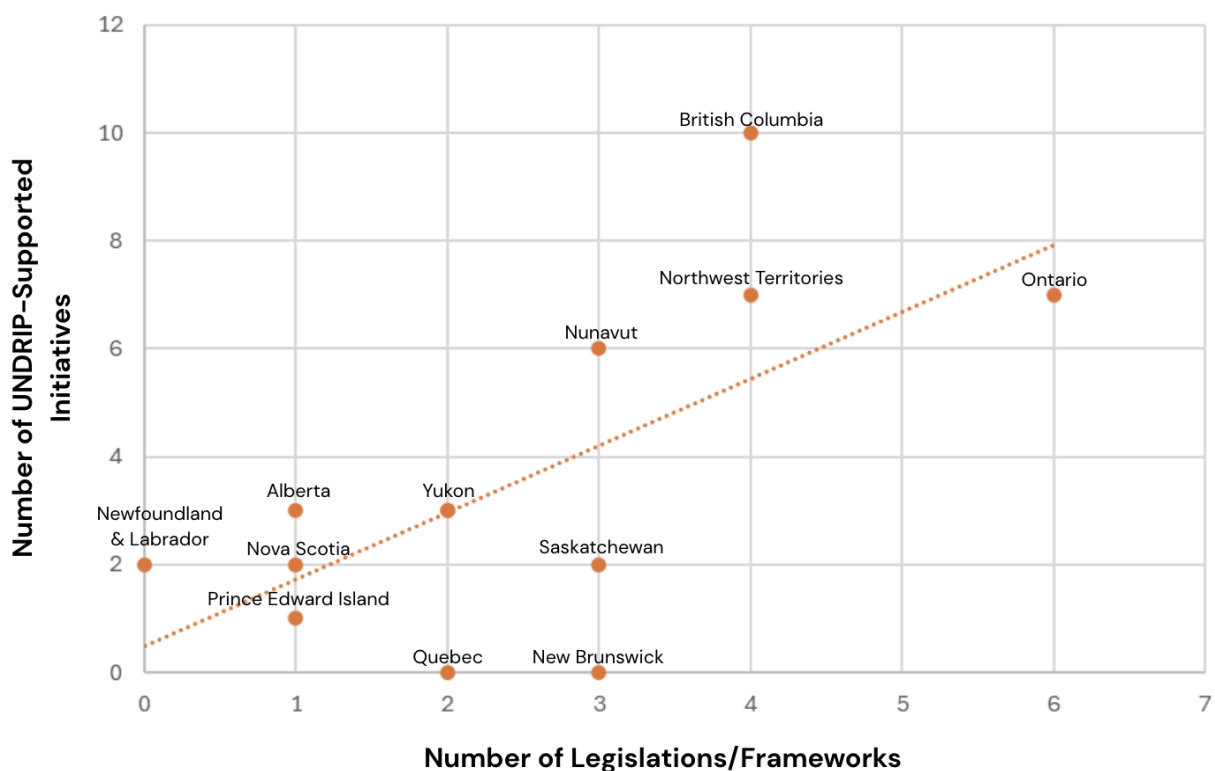


Figure 3. Provincial/Territorial UNDRIP Integration: Legislations vs. Mentions in Canada

What is interesting in this figure is that Ontario and British Columbia both stand out with the highest absolute number of UNDRIP-supported initiatives (7 and 10, respectively), yet BC has fewer Legislations and Frameworks than Ontario. Referring to Appendix B and Appendix D, this can be explained by the descriptive information of each initiative within this category. British Columbia legislations include the Declaration of Rights of Indigenous Peoples Act, which directly implements UNDRIP into law and mandates the creation of an enforceable Action Plan. It has also established a Ministry of Indigenous Relations and Reconciliation and an Education Agreement, meaning that three of its four initiatives in this category are explicitly led by, or directly implementing, the Declaration. In contrast, Ontario initiatives in this category lean more towards

‘frameworks’ than ‘legislations’. Only the Indigenous Institutes Act cites UNDRIP, while 4 out of 6 are Memorandums of Understanding.²⁵ Factoring in this qualitative information from the Appendices, the quantity of initiatives in this category does not necessarily equal strength or quality—Northwest Territories is a similar case to British Columbia, in that its few legislations are strongly led by UNDRIP, and have comprehensive action plans with government support (see Appendix C). Other provinces show low engagement on both axes. This graph demonstrates a strong correlation between the number of initiatives and their legally boundedness. It presents a clear link between the quantity of legally binding frameworks (quantitative) and the depth and quality of those legislations (qualitative) in strengthening UNDRIP implementation.

Population Data

To contextualize quantitative data regarding the distribution of Indigenous education initiatives, it is important to consider demographic context: Indigenous population in each province and territory. *Table 3* presents this before proceeding to the subsequent figure.

Table 3. Indigenous Population (2021) by Province/Territory

Province/Territory	Indigenous Population (Census 2021)²⁶
Nunavut (NU) ²⁷	31,390
Yukon (YT)	8,805
Prince Edward Island (PE)	3,385
New Brunswick (NB)	33,300
Newfoundland & Labrador (NL)	46,550
Nova Scotia (NS)	52,430
Quebec (QC)	205,015
Manitoba (MB)	237,190
Saskatchewan (SK)	187,890
Alberta (AB)	284,465
Ontario (ON)	406,590
British Columbia (BC)	290,210
Northwest Territories (NT)	20,040

²⁵ A Memorandum of Understanding (MOU) is a formal, non-binding agreement between two or more parties that outlines shared goals, responsibilities, and commitments, often used to guide collaboration and partnerships.

²⁶ “Indigenous Population Profile, 2021 Census of Population.” www12.statcan.gc.ca, June 21, 2023. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/ipp-ppa/index.cfm?Lang=E>.

²⁷ Note: These are the internationally recognized alpha codes for each province/territory according to: Government of Canada, Statistics Canada. “Dictionary, Census of Population, 2021 - Table 1.8 Abbreviations and Codes for Provinces and Territories, 2021 Census.” www12.statcan.gc.ca, November 17, 2021. https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/tab/index-eng.cfm?ID=t1_8.

The following 4-factor bubble graph illustrates the relationship between Indigenous education initiatives and the implementation of UNDRIP across Canadian provinces. **Bubble size** corresponds to the Indigenous population in a region, while **colour** indicates the legal status of UNDRIP: green for legislated, yellow for proposals or drafts, and red for no action. Provincial codes correspond to the alpha codes in *Table 3*, which also specifies population.

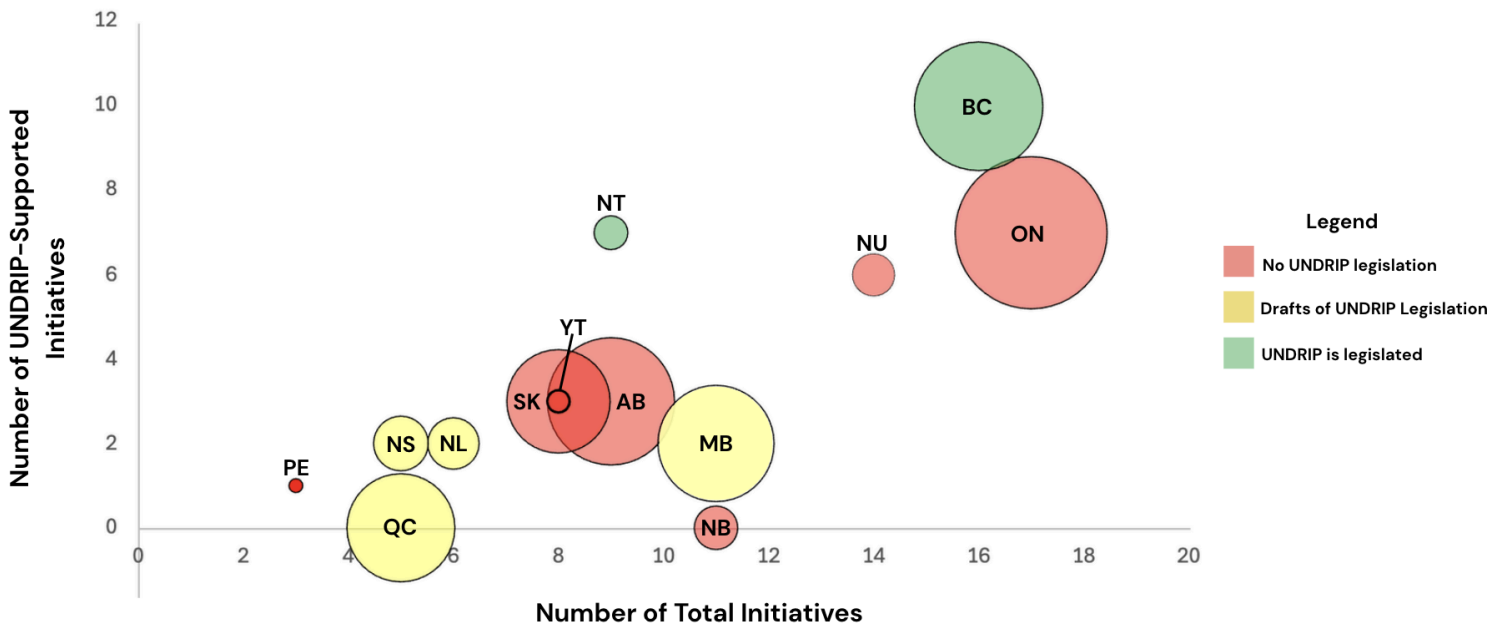


Figure 4. Total Initiatives and UNDRIP Mentions Across Canada (Population by Size)

This multidimensional comparison integrates data from previous figures with the demographic context of Indigenous population, allowing comparison between all variables in this study: Total Initiatives, UNDRIP-Supported Initiatives, Legal/Implementation Status and Population. Several patterns emerge. British Columbia (BC) has fewer total initiatives than Ontario and a smaller Indigenous population, yet it performs better in relation to UNDRIP. This is because (see Appendix B) the initiatives that do exist in BC are more robust, government-supported, and explicitly tied to UNDRIP, reflecting its ‘green’ status as one of the few provinces where the Declaration has been legislated. The Northwest Territories (NT) is another important outlier. Despite a small population and few total initiatives, NT records high UNDRIP alignment that is comparable to BC and Ontario, again tied to legislation. In contrast, most other provinces and territories fall into a randomized cluster of having both few initiatives and few references to UNDRIP, irrespective of their population size. Including the population dimension shows that smaller jurisdictions with clear legislation can outperform larger provinces that lack it.

Interpretation of Findings

The results of this research suggest that the implementation of UNDRIP into domestic law plays a role in shaping Indigenous education initiatives in Canada, but its influence is uneven and often secondary to other factors. Below are key takeaways from the analysis above:

1. Legal implementation leads to the strongest results

The clearest trend is presented by British Columbia and the Northwest Territories, where UNDRIP has been passed into law and governments must publish annual progress reports. These reports make it easier to track new commitments and initiatives, and were of immense help to the data collection stage. They demonstrate genuine government support for advancing Indigenous education, and in both cases, not only are many new initiatives explicitly tied to UNDRIP, but older initiatives have been revised or reframed to support it (see Appendix B and C). This creates a pattern of stronger legislative frameworks, more policies, and clearer accountability than in other provinces. Binding domestic agreements hold the greatest influence. In contrast, provinces that have not legislated UNDRIP rarely connect their education initiatives to it. While many successful initiatives exist that align with UNDRIP principles, they have not been revitalized or revised to align with UNDRIP explicitly. As a result, these provinces show fewer formal references to UNDRIP and lack the same consistency in reporting or tracking progress.

This underscores the conditional influence of international declarations like UNDRIP: their effectiveness in shaping domestic policy depends heavily on formal or legal adoption. Without incorporation into law, UNDRIP serves as a moral or symbolic guide rather than a practical framework that governments can be operationalized to follow. Legally binding adoption appears to foster a stronger alignment between government-led and Indigenous-led initiatives, creating opportunities for Indigenous actors to influence program design, curricula, and educational priorities in ways that directly reflect their rights and cultural knowledge. This highlights that the domestic impact of UNDRIP is not uniform across Canada; its ability to lead change in education is mediated by how well it is implemented.

2. UNDRIP is just one tool to support Indigenous rights and self-determination

While in the data collection stage, I came across many of the most successful Indigenous education initiatives that predate UNDRIP and thus could not be included in the dataset, but provide an important consideration. A key example is Mi'kmaw Kina'matnewey (MK) in Nova Scotia, established in 1997 through a self-government agreement between the Mi'kmaq, federal and

provincial governments.²⁸ MK gives Mi'kmaq communities full control over their own education system, leading to some of the highest Indigenous high school graduation rates in Canada. Similarly, the James Bay and Northern Quebec Agreement (1975) laid the foundation for the Cree School Board and Kativik Ilisarniliriniq, creating regionally controlled Indigenous education systems decades before UNDRIP was adopted.²⁹ In British Columbia, the Nisga'a Final Agreement (2000) recognized Nisga'a jurisdiction over education as part of a modern treaty, while the First Nations Jurisdiction over Education Act (2006) provided a framework for First Nations across Canada to take greater control of education on their lands.³⁰ These examples show that binding domestic agreements unrelated to the UN Declaration of Rights of Indigenous Peoples have had a deeper and more lasting impact on Indigenous education outcomes than UNDRIP itself. It also proves that Nova Scotia and Quebec, which perform the most poorly in my dataset and graphs, are in fact home to some of the strongest, most innovative Indigenous education frameworks in Canada. Their low ranking in this study comparative to other provinces reflects the fact that the dataset was deliberately built to measure the influence of UNDRIP, not to capture a comprehensive evaluation of all Indigenous education progress before 2007. When viewed more broadly, both provinces have done very well, setting a Canadian standard through treaty-based, constitutional, and community-driven initiatives that long predate UNDRIP.

This illustrates that UNDRIP is merely one tool or comparative measure of success: doing poorly in relation to UNDRIP or more recent initiatives does not necessarily mean a province is failing to support Indigenous education and self-determination overall. Moreover, as I frequently observed in my qualitative scan of initiatives, just because an initiative is supported by UNDRIP (and listed as such in the dataset) does not mean UNDRIP was the sole, strongest or primary influence. In most provinces even where UNDRIP is legislated, it is cited alongside—and often with equal weight as—the Canadian Truth and Reconciliation Commission Calls to Action (2015) or other provincial agreements.³¹ There, it does not supersede these pre-existing commitments, rather functions as an additional source of support and reinforcement.

²⁸ Canada, Service. "Agreement with Respect to Mi'kmaq Education in Nova Scotia." www.canada.ca, June 20, 2014. <https://www.canada.ca/en/news/archive/2014/06/agreement-respect-mi-kmaq-education-nova-scotia.html>.

²⁹ Canada, Government of Canada; Crown-Indigenous Relations and Northern Affairs. "The James Bay and Northern Quebec Agreement and the Northeastern Quebec Agreement - Annual Reports 2008-2009 / 2009-2010." www.rcaanc-cirnac.gc.ca, August 12, 2014. <https://www.rcaanc-cirnac.gc.ca/eng/1407867973532/1542984538197>.

³⁰ Branch, Legislative Services. "First Nations Jurisdiction over Education in British Columbia Act." Justice.gc.ca, 2025. <https://laws-lois.justice.gc.ca/eng/acts/F-11.75/FullText.html>.

³¹ Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." Truth and Reconciliation Commission of Canada, 2015. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-document/s/calls_to_action_english2.pdf.

3. *Indigenous advocacy and leadership is the primary driver of successful initiatives*

Across Canada, the creation and success of Indigenous education initiatives have been driven first and foremost by the advocacy, persistence, and leadership of Indigenous peoples themselves. Ontario, for example, recorded the highest number of initiatives in the dataset not because of UNDRIP, but because it has the largest Indigenous population and a long history of Indigenous organizing and efforts for systemic change. While frameworks like UNDRIP provide moral incentive, public legitimacy, awareness and pathways for political support, they have not been the original catalysts for most successful initiatives. The 2013 report *Voice, Vision and Leadership: A Place for All* by the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People, states that “[Indigenous] Peoples have a strong history as nation builders. Even in tough times, they have worked to retain and regain the strengths and gifts to help build their communities [and] Canada.”³² This reflects a broader truth: the movement for Indigenous education has first and foremost been led by Indigenous Nations, not imposed externally. Thus, the call for UNDRIP implementation is not a call for dependency but a demand for recognition: Indigenous Peoples have always been active agents in shaping Canada and their rights, and must remain central to defining their educational futures. The task, then, is not simply to design policies “for” Indigenous peoples, but to uplift and meaningfully include Indigenous voices, knowledge, and governance in education systems.

Global Implications and Limitations of UNDRIP

Canada’s adoption of UNDRIP demonstrates both the potential and challenges of translating a non-binding international human rights instrument into domestic law. Canada endorsed UNDRIP in 2016 and passed the UNDRIP Act in 2021, creating binding obligations to align federal legislation with the Declaration. However, like UNDRIP, the Act does not specify enforcement mechanisms, timelines, or clear criteria for consistency. As a result, provincial efforts vary greatly. Australia and New Zealand, as post-colonial nations with similar histories of centuries-long oppression of Indigenous Peoples, serve as but a few global case studies. Australia endorsed UNDRIP in 2009 but has not incorporated it into law. Government reviews and advocacy groups have consistently called for legislative commitments, co-designed action plans, and structural reforms inspired by Canada’s UNDRIP Act, to little avail.³³ Similarly, New Zealand endorsed

³² Worldcat.org. “Voice, Vision and Leadership : A Place for All : Final Report of the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People | WorldCat.org,” 2025. <https://search.worldcat.org/fr/title/Voice-vision-and-leadership--a-place-for-all--final-report-of-the-joint-task-force-on-improving-education-and-employment-outcomes-for-first-nations-and-metis-people/oclc/860712204>.

³³ ANTA. “UNDRIP in Australia.” ANTA, 2024. <https://antar.org.au/issues/undrip/australia/>.

UNDRIP in 2010, but has not passed legislation.³⁴ While progress has been made through initiatives such as Māori representation in local councils, the absence of a national action plan and political rollbacks highlight the fragility of any reforms without a legal foundation.³⁵ Taken together, these cases show that the effectiveness of UNDRIP depends less on endorsement at the international level than on domestic implementation, political will, and sustained collaboration with Indigenous communities. Canada's model, with binding legislation and co-developed action plans, offers a stronger framework than those of Australia and New Zealand, yet still faces limitations without full provincial alignment. Globally, UNDRIP remains an influential interpretive tool and moral standard, but its potential remains limited without enforceability.

Conclusion

The United Nations Declaration on the Rights of Indigenous Peoples influences Indigenous-led education initiatives in Canada most effectively when it is incorporated into domestic law, as prominently showcased by the efforts of British Columbia and the Northwest Territories. Legal adoption is closely linked to the development of new and collaborative policies, clearer government accountability, and encourages education initiatives to align with UNDRIP principles of encouraging Indigenous knowledge and self-determination. The United Nations is an international institution setting ethical standards on a large scale. However, the research shows that the Declaration itself is just one supporting tool and its role is proportional to how well it is implemented: progress depends foremost on the advocacy, knowledge, and leadership of Indigenous peoples, regardless of UNDRIP adoption, whose efforts have long sustained and transformed education across the country.

Decolonizing education is not a project for Indigenous peoples alone. As Battiste reminds us, “[it] is not just about changing a system for Indigenous peoples, but for everyone. We all will benefit from it.”³⁶ While Indigenous knowledge is as encompassing as Eurocentric knowledge, the science of the Indigenous worldview is founded upon an understanding of how humanity fits within nature. The world's Indigenous Peoples have been, and still are, cultivating 80 percent of the world's natural biodiversity, and this is taking place within the cultural cultivation of their Indigenous Knowledge.³⁷ Euro-Canadian epistemology and Indigenous Knowledge can be successfully blended to create ethical, innovative and trans-systemic education systems. It is only

³⁴ ANTAR. “UNDRIP in Other Jurisdictions — ANTAR,” July 19, 2024.

<https://antar.org.au/issues/undrip/undrip-in-other-jurisdictions/>.

³⁵ “The Art of Leadership in the United Nations 2024 Our Duty to Find New Forms,” August 2024.

<https://www.dag Hammarskjold.se/wp-content/uploads/2024/08/arts-of-leadership-digital-96ppi-2024.pdf>.

³⁶ Marie Battiste, *Decolonizing Education Nourishing the Learning Spirit* (Vancouver Ubc Press, 2013).

³⁷ Redvers, Nicole, Paula Aubrey, Yuria Celidwen, and Kyle Hill. “Indigenous Peoples: Traditional Knowledge, Climate Change, and Health.” *PLOS Global Public Health* 3, no. 10 (October 13, 2023): e0002474–74.

<https://doi.org/10.1371/journal.pgph.0002474>.

through the decolonization of our minds and hearts, that we can develop the political clarity to reject the colonial discourse that creates a false dichotomy between Western and Indigenous Knowledge. Canada should affirm that Indigenous knowledge is an integral part of our national heritage, and must be preserved, protected and reconciled with existing educational systems. Decolonizing education challenges all Canadians to unlearn deeply ingrained notions of mainstream superiority — to recognize the unique forms of knowledge that Indigenous peoples have carried forward despite centuries of erasure. It requires all Canadians to recognize and honour Indigenous knowledge systems, confront historical injustices, and replace fragmented concepts of culture to create curricula rooted in diverse languages and appreciation of the land. True reform emerges from both strong frameworks and Indigenous empowerment working together.

Saulteaux Elder Danny Musqua teaches that “learning is the purpose of our life journey”, and each person carries a learning spirit which education should nurture rather than suppress.³⁸ Similarly, Pueblo scholar Gregory Cajete writes that true education enables learners to “find their heart, face and foundation.”³⁹ For Indigenous peoples, this means education must honor languages, stories, treaties, and traditional knowledge systems, which are inextricably intertwined. In the words of the Blackfoot concept *Mokakit* — excellence — this is the challenge and the opportunity.⁴⁰ To pursue excellence in education means remaking our world in more holistic and far-sighted ways, where Indigenous and non-Indigenous knowledge are sustained together. It means valuing language as keeper of knowledge, protecting our relationship with the environment, and embracing education not as assimilation but as transformation.

³⁸ Marie Battiste, Decolonizing Education Nourishing the Learning Spirit

³⁹ Marie Battiste, Decolonizing Education Nourishing the Learning Spirit

⁴⁰ Morgan, Elisabeth. “Mokakit: Dhillon School of Business Receives Blackfoot Name.” ULeithbridge Stories, March 24, 2025. <https://stories.ulethbridge.ca/mokakit-dhillon-school-of-business-receives-blackfoot-name/>.

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Appendices

Appendix A. United Nations Declaration of Rights of Indigenous Peoples⁴¹

Annex (Excerpt)

The General Assembly,

Affirming [that] all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect.

Articles Pertaining to Education

Article 11 (1). Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

Article 13 (1). Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

⁴¹ United Nations, "United Nations Declaration on the Rights of Indigenous Peoples," September 13, 2007, <https://doi.org/10.1353/hrq.2011.0040>.

Article 14 (1). Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

Article 14 (2). Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

Article 14 (3). States shall, in conjunction with Indigenous peoples, take effective measures to ensure that Indigenous individuals, particularly children, have access, when possible, to an education in their own culture and provided in their own language.

Article 15 (1). Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 31 (1). Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

Appendix B. British Columbia Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
July 18, 2017	Establishment of Ministry of Indigenous Relations and Reconciliation ⁴²	Yes – Its mission and service plans explicitly reference the UN Declaration	Coordinates provincial policies and programs that affect First Nations, Métis, and Inuit communities.
July 1, 2018	BC Tripartite Education Agreement ⁴³	Yes – explicitly references UNDRIP	Signed by BC, Canada, and First Nations partners (through FNESEC/FNSA) as a joint framework for improving First Nations education. Provides funding and programs aimed at raising educational outcomes of First Nations students in public, independent, and First Nations-operated schools. Affirms First Nations’ control over their education and supports culturally-based instruction.
2018, with revisions in 2022, 2023 ⁴⁴	Indigenous Education Enhancement Agreements (EAs) ⁴⁵	No	Legally binding 5-year plans between a school district, its local Indigenous communities, and the Ministry of Education. Each agreement commits the parties to collaborate on shared decision-making and goal-setting to improve educational outcomes for Indigenous students. EAs require districts to develop culturally relevant programs (honoring local traditions and languages) and to involve communities in planning, with annual reviews of progress toward student success targets.
Nov 28, 2019	Declaration on the Rights of Indigenous Peoples Act (DRIPA) ⁴⁶	Yes – Directly implements UNDRIP into provincial law	Formally adopts UNDRIP as the legally-binding foundation for reconciliation. Commits BC to review and amend its laws to align with UNDRIP, to develop a joint action plan with Indigenous peoples, and to report annually on progress.
Boards, Councils & Curricula			
Revitalized post-2019	First Peoples’ Cultural Council (FPCC) ⁴⁷	Yes – Created a holistic DRIPA-led Action Plan	A provincial Crown corporation that supports First Nations cultural revitalization across BC. Provides funding, mentorship, resources for language, arts, and cultural heritage projects.
Revitalized post-2019	First Nations Schools Association (FNSA) ⁴⁸	Yes – Annual reports & new initiatives are now guided by DRIPA	Non-profit society representing most First Nations-governed K–12 schools in BC. Works to help those schools create effective, nurturing, and culturally appropriate learning environments. Provides support in governance, curriculum and professional development.

⁴² “Ministry of Indigenous Relations and Reconciliation - Province of British Columbia.” www2.gov.bc.ca, July 17, 2025. <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/indigenous-relations-reconciliation>.

⁴³ “BC Tripartite Education Agreement: Supporting First Nations Student Success,” 2018.

<https://www2.gov.bc.ca/assets/gov/education/ways-to-learn/aboriginal-education/bc-tripartite-education-agreement.pdf>.

⁴⁴ Note: The tables include the most specific and earliest available dates that could be found for each initiative. For many, the exact day was not published so limited information could be confirmed.

⁴⁵ “Four BC First Nations Conclude Self-Government Agreements Regarding Education.” Canada.ca. Government of Canada, July 11, 2022.

<https://www.canada.ca/en/crown-indigenous-relations-northern-affairs/news/2022/07/four-bc-first-nations-conclude-self-government-agreements-regarding-education.html>

⁴⁶ Government of British Columbia. “Declaration on the Rights of Indigenous Peoples Act.” www.bclaws.gov.bc.ca, November 28, 2019. <https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/19044>.

⁴⁷ Eclipse. “Indigenous Languages Arts Cultures BC | First Peoples’ Cultural Council.” First Peoples Cultural Council, n.d. <https://fpcc.ca/>.

⁴⁸ FNSA. “First Nations Schools Association,” n.d. <https://www.fnsa.ca/>.

July 1, 2022	First Nations Education Authority (FNEA) ⁴⁹	No	Supports BC First Nations who have assumed jurisdiction over their K–12 education systems. Provides collective services (such as teacher certification, school accreditation, graduation requirements, and curriculum approval) for participating nations.
August 2022	Guide to Effective Strategic Planning and Reporting ⁵⁰	Yes – References UNDRIP & encourages organizational implementation	This Ministry of Education guide assists school districts in developing strategic plans that include Indigenous education goals. It outlines best practices for engaging Indigenous communities, setting equity targets and linking plans to Indigenous priorities.
Sept 7, 2023	Indigenous Languages of British Columbia Curriculum	No	Provides provincially approved K–12 curricula for teaching over 20 Indigenous languages. Resource packages (for grades 5–12 and intro-level Grade 11) cover a specific First Nations language (e.g. Kwak’wala, Nuučaanul, Halq’eméylem). School districts can use these curricula to offer community-vetted language courses.
August 16, 2024	Indigenous Education Councils (IEC) ⁵¹	Yes – UNDRIP is included within its rationale and purpose, and cites itself as an implementation of DRIPA	The IEC Policy requires every public school board in BC to establish an Indigenous Education Council. Each must include representatives from local Indigenous communities. The IEC advises the board on Indigenous student achievement, the integration of Indigenous perspectives in curriculum and culturally appropriate practices.
Schools & Institutes			
June 18, 2018	Coast Mountain College (CMTN) ⁵²	Yes – Its strategic and accountability plans affirm support for UNDRIP	Offers many programs focused on Indigenous cultures, such as Aboriginal Early Childhood Education and a First Nations education specialization. Honours local First Nations traditions and integrates Indigenous worldviews into its programs.
October 1, 2018 - 2019	Nicola Valley Institute of Technology ⁵³	Yes – Explicitly aligns its strategies with UNDRIP & DRIPA commitments	Indigenous public post-secondary institute with two campuses. Its Programs are rooted in Indigenous knowledge and values, like Aboriginal Community and Health Development, Early Childhood Education, and Social Work, designed with Indigenous perspectives. Governed by a First Nations Board.
September 14, 2020	University of British Columbia Indigenous Strategic Plan ⁵⁴	Yes – Fully commits to UNDRIP, provides extensive scholarly output and resources on implementing UNDRIP	First North American university to commit to UNDRIP. The plan sets eight broad goals and 43 actions (e.g. increasing Indigenous research, decolonizing curricula). Initiatives like the Indigenous Teacher Education Program and the Xwi7xwa First Nations House of Learning exemplify UBC’s commitment to Indigenous rights and education.
Programs			
September	Reciprocal Tuition	No	Government funding and tuition for First Nations students

⁴⁹ First Nations Education Authority. “First Nations Education Authority,” 2023. <https://fneajurisdiction.ca/>.

⁵⁰ “Guide to Effective Strategic Planning and Reporting for Continuous Improvement,” n.d. <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/enhancing-learning/strategic-planning/guide-to-effective-strategic-planning.pdf>.

⁵¹ Gov.bc.ca. “Indigenous Education Council Policy - Province of British Columbia,” 2024. https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/indigenous-education-council-policy?utm_source=chatgpt.com.

⁵² Coast Mountain College. “Indigenous Focused Programs & Courses,” 2023. <https://coastmountaincollege.ca/indigenous-resources/programs-with-indigenous-focus/programs-and-courses>.

⁵³ Nvit.ca. “Welcome to NVIT Home Page - Nicola Valley Institute of Technology”, 2025. <https://www.nvit.ca/>.

⁵⁴ UBC. “Indigenous Initiatives and UBC - Give UBC,” June 23, 2023. <https://give.ubc.ca/indigenous-initiatives/>.

1, 2009	Program ⁵⁵		attending First Nations-operated schools. This guarantees that the provincial funding for the student’s education “reciprocates” between the public system and the First Nations school, making access to quality education accessible regardless of school system.
At least 2017	Continuing Our Learning Journey: Indigenous Education in BC ⁵⁶	No	This is a professional development series for K–12 educators. Provides modules on how to include Indigenous knowledge, histories, and perspectives in classrooms to transform curricula and school practices..
March 29, 2021	First Nations Language Fluency Degree Programs ⁵⁷	No	BC (in partnership with Canada) invested over \$20 million to develop university programs that train fluent Indigenous language speakers. The first was a new Bachelor of Nsyilxcn (Okanagan) Language Fluency at UBC, created with NVIT. These community-driven degrees combine local language immersion with university studies.

⁵⁵ Gov.bc.ca. “Reciprocal Tuition - Province of British Columbia,” 2023.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education/reciprocal-tuition#how>.

⁵⁶ Open School BC. “Continuing Our Learning Journey: Indigenous Education in BC,” n.d.
<https://www.openschool.bc.ca/indigenoused/>.

⁵⁷ Post-Secondary Education and Future Skills, “Province Invests in First Nations Institutes, Language Fluency | BC Gov News,” news.gov.bc.ca, July 25, 2023, <https://news.gov.bc.ca/releases/2023PSFS0044-001212>.

Appendix C. Northwest Territories Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
May 25, 2018	Indigenous Languages Action Plan ⁵⁸	Yes – Guided by UNDRIP Articles 13 and 14, citing language rights	A multi-year framework (2018–2025) for revitalizing the NWT’s 9 official Indigenous languages. Sets priorities like funding language teachers and immersion programs
August 31, 2018	K–12 Indigenous Languages and Education Policy ⁵⁹	No	Policy directing schools to teach Indigenous languages and culture from junior kindergarten through Grade 12. Provides guidance on integrating local languages into the curriculum, along with funding and resources.
October 6, 2023	UNDRIP Implementation Act (Bill 85) ⁶⁰	Yes – Legally binding implementation of UNDRIP	A law requiring the NWT to align new and existing laws with UNDRIP. Creates an Action Plan committee and requires the government to explain how new legislation supports Indigenous rights. Affirms working in partnership with Indigenous governments in education and other areas.
October 6, 2023	Education Act Modernization (Bill 81) ⁶¹	Yes – Cites UNDRIP Article 14 on education	Amendments restructuring the Education Act to increase Indigenous control. Gives Indigenous governments formal roles in school governance and curriculum development
Boards, Councils & Curricula			
At least 2007	Dene Kede and Inuuqatigiit Curriculum ⁶²	Yes – Support UNDRIP’s emphasis on Indigenous education and culture	Culturally-based curricula (Dene Kede for Dene and Inuuqatigiit for Inuit). Developed by Elders and educators, they use Indigenous worldviews - Programs cover topics like land, community, identity and spirituality.
2015	Indigenous Languages and Education Secretariat ⁶³	Yes – Cites Indigenous language rights in UNDRIP Articles 13–14	Government secretariat that leads Indigenous language education. Provides funding, training and materials to schools and communities for Indigenous language and cultural programs. Guided by the Official Languages Act, the ILE Policy and Action Plan, it works to increase language use in education and Indigenous worldviews.
Oct 30, 2020	Our Languages Curriculum	No	A competency-based K–12 curriculum for all Indigenous languages in NWT. Sets language levels instead of grade levels, outlining outcomes and activities from emerging to proficient stages. Developed with Indigenous language educators, it provides lesson plans and assessment tools to help students learn their heritage languages
Schools & Institutes			
2010	Dechinta Centre for	Yes – Explicitly advances	Indigenous-led, land-based post-secondary learning centre.

⁵⁸ “PLAN D’ACTION SUR LES LANGUES AUTOCHTONES DU GTNO Le Présent Document Content La Traduction Française Du Sommaire,” 2018.

https://www.ece.gov.nt.ca/sites/ece/files/resources/nwt_indigenous_languages_action_plan.pdf.

⁵⁹ “NORTHWEST TERRITORIES JUNIOR KINDERGARTEN -GRADE 12 INDIGENOUS LANGUAGES and EDUCATION POLICY PURPOSE.” Accessed September 1, 2025.

https://www.ece.gov.nt.ca/sites/ece/files/resources/nwt_indigenous_languages_and_education_ile_policy_-_final_august_2018.pdf.

⁶⁰ McKenna Hadley-Burke. “NWT Education Must Involve UN Declaration, Researchers Say.” Cabin Radio, July 20, 2021. <https://cabinradio.ca/68003/news/education/nwt-education-must-involve-un-declaration-researchers-say/>.

⁶¹ “UNITED NATIONS DECLARATION on the RIGHTS of INDIGENOUS PEOPLES ACTION PLAN COMMITTEE ANNUAL REPORT,” 2024. https://www.eia.gov.nt.ca/sites/eia/files/final_undrip_apc_report_2024_02-10-24.pdf.

https://www.eia.gov.nt.ca/sites/eia/files/final_undrip_apc_report_2024_02-10-24.pdf.

⁶³ Education, Culture and Employment. “Indigenous Languages and Education Secretariat.” www.ece.gov.nt.ca, n.d. <https://www.ece.gov.nt.ca/en/ILES>.

	Research and Learning ⁶⁴	UNDRIP implementation and self-governance in education	Dechinta offers accredited programs by bringing culture and traditional knowledge into the classroom. Run by Indigenous partners and Elders who design the courses. The community-centred curriculum emphasizes Indigenous governance, languages and traditional skills.
April 2024	Aurora College Transformation ⁶⁵	Yes – Embeds UNDRIP principles into college structure	Major reform of Aurora College into a polytechnic with tri-cameral governance. Added an Indigenous Knowledge Holders Council alongside the Board of Governors and Academic Council. This gives Indigenous communities a formal voice in college decisions and policies.

Appendix D. Ontario Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
January 2007 (March 2014 Implementation Plan)	First Nation, Métis, Inuit Education Policy Framework ⁶⁶	No	K–12 Indigenous education policy to close achievement gaps by improving support for Indigenous students. Calls for curricula that include Indigenous perspectives, First Nations/Métis resources and language programs, professional development and community engagement.
December 15, 2015	Métis Nation of Ontario Education MOU ⁶⁷	No	A memorandum of understanding between Ontario’s Education Ministry and the Métis Nation of Ontario. Establishes a formal partnership to improve Métis education. Agreed to collaborate on culturally responsive programs, recognizing Métis history, identity and language in schools, and to support Métis student achievement.
February 27, 2017	Canada, Ontario & Association of Iroquois and Allied Indians (AIAI) MOU ⁶⁸	No	A tripartite MOU signed by the federal and Ontario governments with the AIAI, representing six First Nations. Commits to joint work on education, focusing on Indigenous language and culture programs in schools, respectful relationships, and easing student transitions
November 27, 2017	Tungasuvvingat Inuit (TI) MOU ⁶⁹	No	MOU between Ontario and TI to enhance Inuit education. It names TI as the lead agency for Inuit programs in Ontario. TI and the ministry will co-develop Inuit-specific curriculum materials and training. These curriculum projects are meant for all Ontario students, raising awareness of Inuit language, history, and culture
December 14, 2017	Indigenous Institutes Act ⁷⁰	Yes – Acknowledges UNDRIP in the preamble	Ontario law formally recognizing Indigenous Institutes (post-secondary colleges run by Indigenous communities).

⁶⁴ Dechinta. “Home | Dechinta,” 2019. <https://www.dechinta.ca/>.

⁶⁵“UNITED NATIONS DECLARATION on the RIGHTS of INDIGENOUS PEOPLES ACTION PLAN COMMITTEE ANNUAL REPORT,” 2024. https://www.eia.gov.nt.ca/sites/eia/files/final_undrip_apc_report_2024_02-10-24.pdf.

⁶⁶ “Implementation Plan,” n.d.

<https://files.ontario.ca/edu-implementation-plan-ontario-first-nation-metis-inuit-education-policy-framework-2014-en-2021-10-29.pdf>.

⁶⁷ “Memorandum of Understanding.”

https://www.metisnation.org/wp-content/uploads/2010/10/mou_ministry-of-education_2015.pdf.

⁶⁸ Canada. “The Governments of Canada and Ontario and the Association of Iroquois and Allied Indians Sign Historic Educ...” Government of Canada, February 27, 2017.

https://www.canada.ca/en/indigenous-northern-affairs/news/2017/02/the_governments_ofcanadaandontarioandtheassociationofiroquoisand.html.

⁶⁹ Nunatsiaq News, “Tungasuvvingat Inuit Signs Five-Year Education Pact with Ontario,” Nunatsiaq News, 2025, https://nunatsiaq.com/stories/article/65674tungasuvvingat_inuit_signs_five_year_education_pact_with_ontario/.

⁷⁰ Ontario.ca. “Law Document English View,” July 24, 2014. <https://www.ontario.ca/laws/statute/17i34a>.

			Provides a framework for registering and supporting these Institutes so they can offer culturally relevant programs.
May 14, 2021	Grand Council Treaty #3 MOU ⁷¹	No	A tripartite MOU between Canada, Ontario and Grand Council Treaty #3 First Nations. It sets a plan to improve education for students in Treaty #3 territory (NW Ontario). It emphasizes mutual understanding, supports Anishinaabe language and culture programs, and increases First Nations' control over education to boost student success.
Boards, Councils & Curricula			
2007, ongoing	Indigenous Education Councils (IECs) ⁷²	Yes – Many IEC terms of reference explicitly cite UNDRIP	Formal advisory councils at school boards and post-secondary institutions (e.g. Western University, George Brown College, OCAD, Sheridan College, and public school boards). They include Elders and Indigenous representatives to guide policy and curriculum.
Established 2008, updated 2018, 2022	TDSB Urban Indigenous Education Centre (UIEC) ⁷³	Yes – Mandate cites UNDRIP principles as guidance	Provides programs and support for First Nations, Métis and Inuit students (e.g. language classes, elder visits, cultural events) and resources for all staff.
2014	First Nations, Métis, Inuit Connections Curriculum ⁷⁴	Yes – References UNDRIP principles repeatedly for support	Ontario's K-12 curriculum guide for Indigenous content. Provides teachers with lesson plans to weave Indigenous histories, cultures and contributions into all subjects.
September 2016	TRC-Inspired Curriculum Updates ⁷⁵	No	Ontario's Social Studies and History courses updated. These revisions make teaching about Indigenous peoples' history, residential schools, and treaties mandatory for Grades 1–10. Developed with Indigenous input, the courses ensure every student learns about Indigenous societies and Canada's colonial history, addressing Truth and Reconciliation Commission (TRC) calls to action.
July 2017	Indigenous Youth and Wellness Secretariat ⁷⁶	No	Partners with Indigenous communities on youth programs. Managed \$67.5M for culturally-grounded education and wellness supports (e.g. funding for northern First Nation students in urban schools, after-school language programs). Helped provide Indigenous children with community-run education and family support services.
August 16, 2017	Master Education Agreement (Anishinabek Nation) ⁷⁷	No	Historic agreement between Ontario and the Anishinabek Nation (23 First Nations). Outlines commitments to support Anishinabek learners, including easing student transitions between First Nation and public schools, and ensuring Anishinabek history, languages and traditions are taught in both First Nation and provincial classrooms.

⁷¹ "Grand Council Treaty #3, Canada and Ontario Sign a Memorandum of Understanding to Improve Education for First Nations Students - Grand Council Treaty #3." Grand Council Treaty #3, May 14, 2021.

<https://gct3.ca/grand-council-treaty-3-canada-and-ontario-sign-a-memorandum-of-understanding-to-improve-education-for-first-nations-students/>.

⁷² "Western University Indigenous Postsecondary Education Council (IPEC) Terms of Reference."

https://indigenous.uwo.ca/assets/docs/pdfs/ipec/IPEC_TermsReference_November2019.pdf.

⁷³ Tdsb.on.ca. "About Us," 2014. <https://www.tdsb.on.ca/indigenouseducation/Home/About-Us>.

⁷⁴ "First Nations, Métis, and Inuit Connections Scope and Sequence of Expectations," 2016.

<https://www.edu.gov.on.ca/eng/curriculum/secondary/SecondaryFNMI.pdf>.

⁷⁵ "Ontario Newsroom," n.d.

<https://news.ontario.ca/en/release/46969/ontario-ensuring-students-learn-indigenous-histories-and-cultures>.

⁷⁶ "Archived - Indigenous Youth and Community Wellness Secretariat," 2021.

<https://www.ontario.ca/page/indigenous-youth-and-community-wellness-secretariat>.

⁷⁷ Canada, Indigenous and Northern Affairs. "Anishinabek Nation Education Agreement." www.canada.ca, December 6, 2017. https://www.canada.ca/en/indigenous-northern-affairs/news/2017/12/anishinabek_nationeducationagreement.htm

April 1, 2018	Anishinabek Education System (AES) ⁷⁸	Yes – Supports UNDRIP principles of self-determined education	Education governance accord between Canada and Anishinabek Nation. Created a self-governed school system for Anishinabek First Nations. AES replaced federal/provincial oversight on reserves, allows First Nations to administer their own schools with a curriculum focused on Anishinabek culture and certify teachers
Schools & Institutes			
September 2008	Shingwauk Kinoomaage Gamig (Algoma University) ⁷⁹	Yes – Strategic planning documents and mission explicitly reference UNDRIP	Anishinaabe-run college, delivers programs centered on Anishinaabe culture and language (offers Canada’s first Anishinaabemowin degree). It is WINHEC-accredited and governed by Indigenous communities.
Programs			
2017	“Anishinaabemodaa” Ojibwe Language App ⁸⁰	No	Partnership between Rainy River District School Board, Seven Generations Education Institute and SayITFirst. They developed the “Anishinaabemodaa” app to teach Ojibwe. It includes interactive lessons for students and also trains teachers to use the app. Since its launch, 1,500 students in northern Ontario public schools and 1,500 elsewhere have used it to learn the Ojibwe language.
June 19, 2018	Waaban Indigenous Teacher Education (York University) ⁸¹	No	Indigenous-led teacher education program at York University, trains candidates to become certified teachers, emphasizing Indigenous worldviews, languages and community-based pedagogy. Elders and Indigenous educators guide the curriculum. The program’s goal is to prepare teachers to educate all students about Indigenous perspectives and to serve Indigenous communities.
March 6, 2019	Metis Nation of Ontario Early Learning & Child Care Accord ⁸²	Yes – Referenced UNDRIP in advocating for culturally relevant Métis education	A federal-provincial accord investing over \$45M (10 years) through the Métis Nation of Ontario. It funds Métis-governed early learning and child care. The program improves access to nursery and preschool programs that incorporate Métis language, stories and traditions.

⁷⁸ UNION OF ONTARIO INDIANS - Anishinabek Nation. “44th Annual Mississauga First Nation Pow Wow,” July 8, 2022. <https://anishinabek.ca/departments/legal/undrip/>.

⁷⁹ Shingwauk Kinoomaage Gamig. “Shingwauk Kinoomaage Gamig,” n.d. <https://shingwauku.org/>.

⁸⁰ TVO. “TVO Today | Current Affairs Journalism, Documentaries and Podcasts,” n.d. <https://www.tvo.org/article/why-this-anishinaabemowin-app-is-about-way-more-than-learning-words>.

⁸¹ Faculty of Education. “Waaban Indigenous Teacher Education Archives | Faculty of Education,” 2021. <https://www.yorku.ca/edu/category/wabaan-indigenous-teacher-education/>.

⁸² Métis Nation of Ontario. “Early Learning & Child Care,” n.d. <https://www.metisnation.org/programs-and-services/education-training/early-learning-and-child-care/>.

Appendix E. Alberta Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
February 24, 2010	MOU on First Nations Education	No	Agreement to improve education for First Nations students. Established partnerships and groundwork for projects like the Indigenous Knowledge and Wisdom Centre to support language and culture education.
Boards, Councils & Curricula			
2017	Calgary Board of Education (CBE) Indigenous Education Framework ⁸³	Yes – A 2022 revision explicitly cites UNDRIP as guiding principles	Provides a structure (using the medicine wheel) for supporting K–12 Indigenous learners. Developed with Elders, aims to improve student success and identity.
July 1, 2018	Maskwacis Education Schools Commission ⁸⁴	Yes – Supports UNDRIP’s vision of self-determination	An agreement making Maskwacis (Cree) First Nations the school authority for their four communities. Gives them full control of K–12 education. Created a new Cree-focused curriculum and governance.
Schools & Institutes			
July 26, 2010	Rupertsland Institute (Métis Nation) ⁸⁵	Yes – Many resources cite UNDRIP for Métis rights	This is the Métis Nation of Alberta’s education arm. It develops Métis-specific curricula, teaching materials and professional development for K–12 schools. Creates resources on Métis history, culture, and trains educators.
June 2017	Niitsitapî Learning Centre (Calgary Board) ⁸⁶	No	Early-years Indigenous school, offering preschool and kindergarten based on Blackfoot cultural and language immersion. Curriculum is guided by Blackfoot knowledge (spirit, heart, body, mind) and includes land-based learning, for Indigenous and non-Indigenous children.
Programs			
2010	Indigenous Languages in Education Grant ⁸⁷	No	Provincial grant program for K–12 Indigenous language preservation. Provided \$285K annually for school boards to hire Indigenous language instructors and create programs, and \$50K for resource development.
2016	Walking Together: Education for Reconciliation ⁸⁸	No	Professional development resource by education partners and Indigenous groups. Provides activities for teachers to incorporate Indigenous histories, cultures and perspectives to support reconciliation in classrooms.
2016	Young Indigenous Women’s Circle of	No	University of Alberta summer program that empowers Indigenous girls (ages 9–17) through cultural education.

⁸³ CBE. “Indigenous Education (K-12) | Supports for Students | Programs | Calgary Board of Education,” n.d. <https://cbe.ab.ca/programs/supports-for-students/Pages/Indigenous-Education.aspx>.

⁸⁴ Maskwacis Education Schools Commission. “Home,” n.d. <https://www.maskwacised.ca/>.

⁸⁵ “Métis Nation Governance Métis Foundational Knowledge Theme a Publication of Rupertsland Institute,” n.d. https://www.rupertsland.org/wp-content/uploads/2022/03/Metis-Nation-Governance-Foundational-Knowledge-Themes-01_25_22-Rupertsland-Institute.pdf.

⁸⁶ Niitsitapi Learning Centre, “Home - Niitsitapi Learning Centre,” Niitsitapi Learning Centre, 2024, <https://niitsitapilearningcentre.cbe.ab.ca/>.

⁸⁷ “Indigenous Languages in Education,” October 2018.

<https://open.alberta.ca/dataset/51ef56f7-dccf-4b85-a0c0-16be3db99ba8/resource/f1cf3c4b-4efe-41fb-8ea8-5692ace6d80d/download/ile-grant-program-guidelines.pdf>.

⁸⁸ “ATA Research Walking Together: Education for Reconciliation,” 2021.

https://teachers.ab.ca/sites/default/files/2024-09/pd-wt-41_walking_together_education_report.pdf.

	Leadership ⁸⁹		Participants learn beading, singing, cooking and other traditions from Elders and leaders. Strengthens cultural identity and leadership skills among young women.
July 2023	Bridging Classrooms to Communities ⁹⁰	No	Provincial pilot program funded at \$10.5 million. Enables Indigenous communities and schools to partner, local organizations create activities (homework clubs, mentoring, cultural workshops, nutrition programs) to help Indigenous students stay in school.

Appendix F. Saskatchewan Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
Published 2009, updated 2018 & 2023	Inspiring Success Policy ⁹¹	No	First Nations and Métis Education Policy Framework developed with Indigenous partners. Aims to embed Indigenous knowledge, culture and language into all levels of education. Calls for curriculum change, teacher training, and equitable support so that Indigenous content becomes a foundational part of schooling for all students.
June 20, 2023	First Nations University and University of Regina MOU ⁹²	Yes – Explicitly cites all UNDRIP education articles	Memorandum of Understanding that formalizes collaboration on Indigenous governance, curriculum, research, and student services in education.
Boards, Councils & Curricula			
2019	Saskatchewan School Boards Association's Indigenous Council ⁹³	No	Consists of Indigenous trustees and educators who advise on Indigenous education matters. Supports school boards in infusing Indigenous content, languages and ways of knowing into curriculum and governance. Helped create the Indigenous Education Responsibility Framework, a self-evaluation tool for boards.
August 24, 2022	Indigenous Language High School Curricula ⁹⁴	No	Government announcement introducing new high school courses for Dakota language in addition to existing Cree, Dene, Nakoda and Michif courses. These curriculum offerings aim to revitalize and teach First Nations languages in Saskatchewan schools.
Schools & Institutes			

⁸⁹ LaFramboise, Kimberley. "Young Indigenous Women's Circle of Leadership Program Expands, Grows First Nation Connections." CFWE, Alberta's Best Country, August 11, 2025. <https://cfweradio.ca/2025/08/11/32803/>.

⁹⁰ Education News Canada. "Alberta - Bringing Indigenous Communities, Schools Together," 2025. <https://educationnewscanada.com/article/education/level/k12/3/1033192/bringing-indigenous-communities-schools-together.html>.

⁹¹ Saskatchewan Teachers' Federation. "Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework - Saskatchewan Teachers' Federation," 2023. <https://www.stf.sk.ca/resource/inspiring-success-first-nations-and-metis-prek-12-education-policy-framework/>.

⁹² FNUniv.ca. "First Nations University of Canada and City of Regina Forge New Partnership - FNUniv.ca," September 25, 2024. <https://www.fnuniv.ca/news/mou-cor-sept-2024/>.

⁹³ "Animating the Inspiring Success Policy Framework: An Education Sector Indigenous Education Responsibility Framework 2 | P a G E Animating the Inspiring Success Policy Framework: Indigenous Education Responsibility Framework," 2022. <https://saskschoolboards.ca/wp-content/uploads/IERF-Final-June-2022.pdf>.

⁹⁴ Government of Saskatchewan. "Preserving and Promoting Dakota Language through High School Curriculum | News and Media | Government of Saskatchewan," 2022. <https://www.saskatchewan.ca/government/news-and-media/2022/august/24/revitalizing-first-nations-and-mtis-cultures-through-language-education>.

October 4, 2021	University of Saskatchewan Indigenization Strategy ⁹⁵	Yes - Explicitly frames itself on UNDRIP principles alongside the TRC and treaty rights.	Comprehensive plan to embed Indigenous ways of knowing in campus life and learning. Developed with Elders and community input, it sets goals for curriculum, research, and cultural training. Described as the first university-wide Indigenous strategy.
Programs			
September 5, 2019	Indigenous Teacher Education Programs ⁹⁶	No	Community-based teacher education programs at First Nations University. Bachelor of Education programs for Dene teachers; Cree programs followed. Delivered in northern and Indigenous communities, these programs emphasize Indigenous content and languages. By 2023, enrollment grew 40% annually. They prepare Indigenous teachers to return to their communities' schools.
April 27, 2022	Aboriginal Friendship Centres Cultural Humility Training ⁹⁷	Yes - Materials and sessions explicitly reference UNDRIP	Cultural awareness program that delivered 120 training sessions to more than 70 organizations. The training covers Indigenous cultures and emphasize reconciliation.
August 15, 2022	Saskatchewan Indian Institute of Technologies & Sask. Polytechnic ECE Programs	No	Joint early childhood educator training. Received funding to offer culturally responsive ECE diplomas. These courses are grounded in Indigenous knowledge and aim to increase the number of Indigenous early childhood educators in the province.

⁹⁵ indigenous. "Ohpahotân | Oohpaahotaan - Office of the Vice-Provost Indigenous Engagement," 2025. <https://indigenous.usask.ca/ohpahotan-ooahotaan/index.php>.

⁹⁶ Government of Saskatchewan. "Province Supports Indigenous Education Opportunities in Saskatchewan | News and Media," n.d. <https://www.saskatchewan.ca/government/news-and-media/2024/march/11/province-supports-indigenous-education-opportunities-in-saskatchewan>.

⁹⁷ Aboriginal Friendship Centres of Saskatchewan. "Living UNDRIP: Advancing Education & Culture in Saskatchewan," April 23, 2025. <https://afcs.ca/article/advancing-education-and-culture-in-sk/>.

Appendix G. Manitoba Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
2015 (Updated)	Mamàhtawisiwin: Manitoba Indigenous Education Policy ⁹⁸	Yes – The document explicitly cites UNDRIP as part of its foundation	Manitoba’s main Indigenous education policy framework. Guides all K–12 schools to use culturally responsive teaching. Emphasizes including Indigenous perspectives in curriculum, using Indigenous pedagogies, and having Elders in schools. The policy (meaning “The Wonder We Are Born With”) stresses understanding Indigenous worldviews and history.
December 16, 2016	Manitoba First Nations School System (MFNSS) Education Governance Agreement ⁹⁹	Yes – Agreement notes it aligns with UNDRIP by giving First Nations control over their education	Created a First Nations–led school system, forming their own K–12 school board with comparable funding. The MFNSS provides cultural, holistic education grounded in First Nations worldviews, values and languages.
April 16, 2023	Manitoba & Manitoba Métis Federation Education MOU ¹⁰⁰	No	They will co-develop a long-term Métis education strategy. This creates a working group to focus on Métis students’ cultural supports, academic success, transitions to post-secondary or work, data and policy, and research. The aim is to better support Red River Métis student outcomes.
Boards, Councils & Curricula			
Dec 18, 2015	Manitoba Collaborative Indigenous Education Blueprint ¹⁰¹	No	A coalition of Manitoba’s universities, colleges, Indigenous organizations and the education system. Sets out to improve Indigenous education access from early childhood through post-secondary. Goals include integrating Indigenous knowledge into all curricula and advancing reconciliation through policy and programs
October 27, 2017	Six Seasons of the Asiniskâw Ithiniwak ¹⁰²	No	Community-driven project with Cree elders focused on reviving Rocky Cree language and knowledge. Produces educational materials about the six Cree seasons, including language resources and stories. The goal is to reclaim Indigenous traditions by sharing elders’ knowledge with schools and communities in Manitoba and Saskatchewan.
May 2022	Askii Akawa Asotamaatowin (Land and Treaties EAL Curriculum) ¹⁰³	No	English-as-a-Second-Language curriculum for newcomers in Manitoba. It teaches about Indigenous land, history, and treaties from First Nations and Métis perspectives. The EAL materials use local Indigenous content to help immigrants understand Canada’s treaty relationships and Indigenous cultures as part of language learning.

⁹⁸ “The Wonder We Are Born with an Indigenous Education Policy Framework,” n.d.

https://www.edu.gov.mb.ca/iee/docs/mam%c3%a0htawisiwin_en.pdf.

⁹⁹ Manitoba First Nations Education Resource Centre Inc. - Made by First Nations, for First Nations. “Manitoba First Nations School System - Manitoba First Nations Education Resource Centre Inc.,” September 6, 2022.

<https://mfnerc.org/services-delivery/manitoba-first-nations-school-system/>.

¹⁰⁰ Province of Manitoba. “Province of Manitoba | News Releases | Manitoba Government and Manitoba M?Tis Federation Renew Relationship on Education, Sign Memorandum of Understanding,” 2023.

<https://news.gov.mb.ca/news/?archive=&item=58938>.

¹⁰¹ Manitoba Collaborative Indigenous Education Blueprint -. “About Us - Manitoba Collaborative Indigenous Education Blueprint,” November 13, 2023. <https://www.mcieb.ca/about-us/>.

¹⁰² Sixseasonsproject.ca. “Six Seasons of the Asiniskaw Ithiniwak,” 2023. <https://sixseasonsproject.ca/>.

¹⁰³ MANSO. “EAL Curriculum - Askii Akawa Asotamaatowin: Land and Treaties - MANSO,” April 18, 2023.

<https://mansomanitoba.ca/resources/kichi-asotamatowin-land-treaties-eal-curriculum/>.

Schools & Institutes			
June 2, 2017	Ongomiizwin – Indigenous Institute of Health & Healing (University of Manitoba) ¹⁰⁴	No	UManitoba’s faculty for Indigenous health. Led by Indigenous peoples and elders. Offers traditional healing and health programs, teaching Inuit and First Nations medical knowledge alongside Western science. Focuses on Indigenous perspectives of wellness, aiming to improve health care by integrating traditional wisdom.
Programs			
2007	Mandatory Indigenous Education Course (Teacher Certification)	No	Policy requiring all Manitoba teacher education programs to include a credit course on Indigenous education. This course covers Indigenous history, culture, and teaching strategies. The goal is to prepare future teachers to effectively teach and support Indigenous students and to integrate Indigenous perspectives in all classrooms.
July 10, 2008	Kenanow Bachelor of Education (University College North) ¹⁰⁵	No	Community-based B.Ed. aimed at northern Indigenous communities. Created by and for the North to train teachers who understand their contexts. Students study education while living in First Nations communities, learning from both academic and Indigenous perspectives.
October 1, 2024	Yellowquill University College – B.Ed. Degree Authorization	No	An Indigenous-led institution in Winnipeg that gained the authority to award an accredited First Nations Bachelor of Education degree. Graduates will be certified teachers, increasing Indigenous teacher representation in Manitoba.
July 17, 2025	Manitoba Indigenous Teacher Education Partnership (MITEP) B.Ed. ¹⁰⁶	No	University of Manitoba partners with Frontier School Division to offer the program in 11 northern and rural Indigenous communities. Blends online and in-person learning and is fully accredited. Curriculum centers Indigenous knowledge, languages and land-based learning. It addresses the shortage of Indigenous teachers in northern Manitoba.

¹⁰⁴ University of Manitoba. “Ongomiizwin – Indigenous Institute of Health and Healing | University of Manitoba,” n.d. <https://umanitoba.ca/ongomiizwin/>.

¹⁰⁵ University College of the North. “KENANOW BACHELOR of EDUCATION | Bachelor’s Degree,” December 2, 2022. <https://www.ucn.ca/kenanow/>.

¹⁰⁶ Rideau Hall Foundation. “Manitoba Indigenous Teacher Education Partnership (MITEP) - Rideau Hall Foundation,” August 15, 2025. <https://rhf-frh.ca/communities/manitoba-indigenous-teacher-education-partnership-mitep/>.

Appendix H. Quebec Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
July 14, 2022	First Nations Education Council Regional Education Agreement ¹⁰⁷	No	Landmark agreement empowering 22 Quebec First Nations to fully govern their K–12 education. Communities now have authority over their schools, including curriculum and budgets. Support local, culturally relevant education in those First Nations.
June 17, 2022	Government Action Plan for First Nations & Inuit (2022–27) ¹⁰⁸	No	Quebec’s \$141 million five-year plan includes measures to support Indigenous languages and culturally relevant education. The plan funds programs to expand language instruction, cultural programs and community-led education projects across the province.
Boards, Councils & Curricula			
July 14, 2022	FNEC Regional Agreement (Investment) ¹⁰⁹	No	Complement to the above: Government announcement detailing the \$1.1B investment for self-determined education by 22 First Nations under the FNEC agreement.
Schools & Institutes			
2025, developing	House of Knowledge (First Nations University) ¹¹⁰	No	Quebec’s plan to create a First Nations–led university, to offer post-secondary programs designed for Indigenous students. To allow Indigenous communities to offer their own degrees rooted in their cultures and languages.
Programs			
March 18, 2025	Quebec Indigenous Science Fair ¹¹¹	No	The inaugural province-wide Indigenous Youth Science Fair, co-hosted by the Cree School Board and the Kativik School Board. It encourages Indigenous students to apply their cultural knowledge and worldview to science, technology, engineering and math (STEM) projects. This initiative supports Indigenous innovation and visibility in science education.

¹⁰⁷ Canada, Government of Canada; Indigenous Services. “Education: A Historic Agreement for 22 First Nations Communities in Quebec.” www.sac-isc.gc.ca, February 1, 2023.

<https://www.sac-isc.gc.ca/eng/1675272563885/1675272599903>.

¹⁰⁸ “TOGETHER for FUTURE GENERATIONS,” 2022.

https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/conseil-executif/publications-adm/srpni/administratives/plan_action/2022-2027/en/summary_measures_action_plan.pdf.

¹⁰⁹ “Education: A Historic Agreement for 22 First Nations Communities in Quebec.” www.sac-isc.gc.ca, February 1, 2023.

<https://www.sac-isc.gc.ca/eng/1675272563885/1675272599903>.

¹¹⁰ Bernatchez, Marie-Lou. “An Historic Undertaking for Indigenous Education in Quebec - University Affairs.” University Affairs, April 8, 2025. <https://universityaffairs.ca/news/an-historic-undertaking-for-indigenous-education-in-quebec/>.

¹¹¹ Powless, Lynda. “Showing Their Potential – Quebec Indigenous Science Fair Fosters Scientific Innovation - the Turtle Island News.” The Turtle Island News, April 8, 2025.

<https://theturtleislandnews.com/index.php/2025/04/08/showing-their-potential-quebec-indigenous-science-fair-fosters-scientific-innovation/>.

Appendix J. Nova Scotia Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
July 17, 2022 & March 2025	Mi'kmaw Language Act & Language Revitalization Strategy ¹¹²	No	The Strategy launched in 2025 to implement the Language Act. It allocates resources and actions (teacher training, curriculum development, immersion classes) to increase Mi'kmaw learning in schools and communities
Boards, Councils & Curricula			
October 13, 2017	Treaty Education Framework ¹¹³	Yes – Framework's curriculum references UNDRIP repeatedly	An educational framework for integrating Mi'kmaq treaty knowledge into Nova Scotia schools. It provides guidelines and materials for teachers to include Mi'kmaw history, treaties and perspectives in the curriculum.
Schools & Institutes			
July 1, 2010	Unama'ki College (Cape Breton University) ¹¹⁴	Yes – The college's governance and recent strategic plan explicitly commit to UNDRIP	Mi'kmaq-governed college within Cape Breton University. Offers programs emphasizing Mi'kmaq language and knowledge. It provides Mi'kmaq students with culturally relevant academic support and courses (e.g. Mi'kmaq Studies degrees).
Programs			
February 13, 2023	Mi'kmaw Studies 11 (High School course) ¹¹⁵	No	Grade 11 course that covers Mi'kmaw history, culture, governance, spirituality and current issues using inquiry-based learning. Students engage with topics like Mi'kmaw contributions to society and colonial history, aiming to build understanding of Mi'kmaq society.
2023	Paq'tnkek Alternate Education Program ¹¹⁶	No	Community-based education program by Paq'tnkek First Nation. It provides in-community schooling for Mi'kmaw youth, combining classroom instruction with on-the-land learning. The program emphasizes Mi'kmaq language and culture, offering a culturally appropriate alternative to conventional schooling for Paq'tnkek students.

¹¹² Nova Scotia News. "Mi'kmaw Language Legislation Proclaimed," January 6, 2024.

<https://news.novascotia.ca/en/2022/07/17/mikmaw-language-legislation-proclaimed>.

¹¹³ "Nova Scotia Department of Education and Early Childhood Development Treaty Education Framework for Curriculum Development Background," 2017.

<https://ssrce.ca/wp-content/uploads/2018/03/Complete-Treaty-Education-Framework-Oct-13-2017.pdf>

¹¹⁴ Cape Breton University. "Our History - Cape Breton University," September 29, 2023.

<https://www.cbu.ca/indigenous-initiatives/unamaki-college/our-history/>.

¹¹⁵ "Mi'kmaw Studies 11 | Education & Early Childhood Development," n.d.

<https://curriculum.novascotia.ca/english-programs/course/mikmaw-studies-11>.

¹¹⁶ "Education Department - Paq'tnkek Mi'kmaw Nation." Paq'tnkek Mi'kmaw Nation, May 9, 2025.

<https://www.paqtnkek.ca/education/>.

Appendix K. Newfoundland and Labrador Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Boards, Councils & Curricula			
2019	First Voice (Urban Indigenous Coalition) ¹¹⁷	Yes – Organization’s curriculum calls are guided by UNDRIP	Coalition of Inuit, Innu and Mi’kmaq stakeholders formed to advocate for Indigenous content in NL education. Its “Calls for Change” report (2019) recommends adding Indigenous histories, cultures and languages into curricula.
Schools & Institutes			
September 2009	Mushuau Innu Natuashish School (MINS) ¹¹⁸	No	Innu-run K–12 school in Natuashish, Labrador. MINS integrates Innu culture and Innu-aimun (language) into daily instruction. It emphasizes strong relationships and wellness, blending standard academic subjects with Innu traditions, values, and social-emotional learning.
September 2009	Sheshatshiu Innu School	No	Innu community school in Sheshatshiu, Labrador. Teaches the provincial curriculum alongside Innu language and culture. Classrooms are designed to reflect Innu traditions, and the program includes traditional activities. The school emphasizes a culturally safe environment combining modern education with Innu values and practices.
September 2017	Se’t A’newey Kina’matinu’kuom (Saint Anne’s School) ¹¹⁹	No	Newly built K–12 school for Miawpukek First Nation (Conne River). Opened in 2017, it is entirely Indigenous-led. The design and programs are culturally informed (incorporating Mi’kmaq artwork and language). It serves Mi’kmaq students with curriculum and supports reflecting their heritage and needs.
Programs			
2020	Indigenous Cultural Heritage Program (NL)	No	Provincial grant program (run by NL’s Department of Tourism, Culture, and Recreation) supporting Indigenous-led cultural projects. It funds initiatives that teach Indigenous traditions, languages, storytelling and skills in educational settings. Examples include language classes, cultural workshops, and publishing projects that help pass on cultural knowledge to younger generations.
November 2023	First Light Indigenous Cultural Diversity Training ¹²⁰	Yes – Specialized courses for educators emphasize UNDRIP’s calls for integrating Indigenous knowledge in education	Cultural awareness training for educators and organizations provided by First Light. Offers workshops on Indigenous histories, cultures and reconciliation.

¹¹⁷ First Voice NL. “About,” 2019. <https://firstvoicenl.ca/about/>.

¹¹⁸ Mamu Tshishkutamashutau-Innu Education. “SCHOOLS - Mamu Tshishkutamashutau-Innu Education,” October 25, 2023. <https://innueducation.ca/schools/>.

¹¹⁹ “Se’t A’newey Kina’matino’kuom - Saint Anne’s School,” 2017. <https://www.fbm.ca/projects/set-anewey-kinamatinokuom-saint-annes-school>.

¹²⁰ First Light. “Calls for Change,” May 26, 2025. <https://firstlightnl.ca/advocacy-and-training/calls-for-change/>.

Appendix L. New Brunswick Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
June 2017	MOU with Seven First Nations ¹²¹	No	A memorandum between NB Education and seven First Nation communities (including Tobique, Elsipogtog, Madawaska, Kingsclear, Oromocto, St. Mary's). It commits both parties to collaborate on integrating First Nations perspectives, languages and culture into the provincial schooling system for those communities.
September 1, 2021	Education Act Amendments ¹²²	No	Amendments requiring all schools to incorporate Indigenous perspectives. The law states that education goals include understanding Mi'kmaq and Wolastoqey culture, and mandates integrating Indigenous history and languages K–12. It also allows the government to make agreements with First Nations on education matters.
July 8, 2022	Neqotkuk First Nation Wolastoqey Official Language Resolution ¹²³	No	Neqotkuk (Tobique First Nation) passed a resolution to make Wolastoqey the community's official language. The First Nation has begun replacing English signage (e.g., stop and welcome signs) with Wolastoqey, and leaders plan to expand to community services and education to strengthen fluency and cultural identity.
Boards, Councils & Curricula			
2014	Treaty Education Resources ¹²⁴	No	A set of grade-by-grade teaching materials created by the Three Nations Education Group (Maliseet-Mi'kmaq) with provincial support. These resources teach the Wabanaki Peace and Friendship Treaties and Indigenous perspectives. They were developed in response to TRC calls for treaty education and help teachers explain the significance of treaties and Indigenous rights.
2015	Enhanced First Nations Education Programs/Services ¹²⁵	No	District initiative in Anglophone School District West. It provides extra funding and programs for First Nations students through formal agreements (Province, First Nations, school district). Services include Mi'kmaq/Wolastoqey language classes, tutoring, summer camps, and wellness support. It aims to improve learning outcomes by offering culturally relevant support
June 2017	Office of First Nation Education (OFNE) ¹²⁶	No	Provincial office established to improve First Nations education. OFNE works with communities to develop programs and resources (e.g., the Wabanaki Framework for embedding Indigenous content, tutoring, and connecting schools with Mi'kmaq/Wolastoqey elders). It also negotiates agreements and provides culturally relevant supports to enhance Indigenous student success

¹²¹ NETOLNEW. "New Brunswick (NB) • Indigenous Language Education Policy in Canada." Indigenous Language Education Policy in Canada, November 2022. <https://indigenoulanguagepolicy.ca/new-brunswick/>.

¹²² "Education Act Amendments" 2023, <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/ofne/first-nation-inclusive-practices-self-assessment.pdf>.

¹²³ Mia Urquhart, "N.B. First Nation Declares Wolastoqey the Official Language of the Community," CBC, July 8, 2022, <https://www.cbc.ca/news/canada/new-brunswick/wolastoqey-official-language-resolution-1.6513460>.

¹²⁴ "Treaty Education Resources," n.d. <https://treatyeducationresources.ca/>.

¹²⁵ "Enhanced First Nations Education Programs and Services – Anglophone School District West," 2025. <https://asdw.nbed.ca/current-students/grades-k-12/first-nations-enhancement/>.

¹²⁶ New. "Office of First Nation Education." 2023.

<https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/office-of-first-nation-education.html>.

Schools & Institutes			
2008	Three Nations Education Group Inc. (TNEGI) ¹²⁷	No	Education organization of Tobique, Elsipogtog and Esgenoôpetitj First Nations. It manages education funding and programs for these communities. TNEGI runs band-operated schools and programs like the Enhanced Programs fund, First Nations Student Success, Innovation in Education grants, and maintains FirstVoices (digital Indigenous language platform).
June 2022	Elsipogtog FN Community School Immersion Program ¹²⁸	No	Elsipogtog First Nation launched a Mi'kmaq language immersion program for young students in 2022. Kindergarten and Grade 1 students receive instruction in Mi'kmaq language. This initiative is part of their community school's offerings, aimed at strengthening Mi'kmaq language skills by teaching core subjects in Mi'kmaq.
September 2022	Kehkimin Wolastoqey Language Immersion School ¹²⁹	No	An immersion school opened by Tobique First Nation (Kehkimin) in 2022. It offers K–3 education entirely in Wolastoqey (Maliseet) language with a land-based approach. It is the first Wolastoqey immersion school in NB. The program aims to revitalize the language by fully immersing young children in their ancestral tongue and culture.
2022	Mi'kmaq-Wolastoqey Centre, University of New Brunswick ¹³⁰	No	Supports Indigenous and non-Indigenous students by grounding education in Wabanaki history, language, and traditions. Programs promote language revitalization, cultural knowledge, and academic success through courses, community partnerships, and cultural events.

¹²⁷ TNEGI. "Home – Three Nations Education Group Inc. – First Nations Educational Advocacy in New Brunswick," December 6, 2024. <https://www.tnegi.org/>.

¹²⁸ Huizinga, Raechel. "Elsipogtog First Nation Community School Hosts Grand Opening." CBC, June 21, 2022. <https://www.cbc.ca/news/canada/new-brunswick/elsipogtog-first-nation-community-school-opening-1.6496584>.

¹²⁹ Oscar Baker III. "Wolastoqey Immersion School Set to Open This Fall in Fredericton." CBC, May 29, 2022. <https://www.cbc.ca/news/indigenous/wolastoqey-immersion-school-kehkimin-1.6468485>.

¹³⁰ Esgenoôpetitj School. "About Us – Esgenoôpetitj School – Esgenoôpetitj First Nation," December 13, 2023. <https://www.burntchurchschool.ca/about-us/>.

Appendix M. Prince Edward Island Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
November 9, 2022	Treaty Education Memorandum (PEI First Nations) ¹³¹	No	A memorandum of understanding between the Government of PEI and the Mi'kmaq Confederacy. It commits to incorporating Treaty of Peace and Friendship education into the curriculum. The MOU establishes collaborative work on teacher training and curriculum development so that all students learn about PEI's Indigenous treaties and issues.
Boards, Councils & Curricula			
2021	Indigenous Education Advisory Committee (IEAC) ¹³²	No	A committee advising PEI's Education Department. It includes Mi'kmaq Confederacy and educators, and focuses on curriculum, resources and teacher preparation. IEAC helped guide updates to PEI's school curriculum to better reflect Indigenous history and culture, aiming to improve how PEI schools teach about Indigenous peoples.
Schools & Institutes			
November 2021	Faculty of Indigenous Knowledge, Education, Research, and Applied Studies (UPEI) ¹³³	Yes – Mission explicitly upholds UNDRIP (Art. 14).	UPEI launched a new faculty (2021) dedicated to Indigenous education and research. Guided by Mi'kmaq leaders, the faculty's design expressly commits to upholding UNDRIP and the TRC. It aims to bring Indigenous knowledge and approaches to all programs, positioning UPEI as a decolonization model. The faculty will offer degrees and courses centered on Indigenous worldviews and learning methods.

¹³¹ SitePoint. "Radware Page." Princeedwardisland.ca, 2025.

<https://www.princeedwardisland.ca/en/news/prince-edward-island-and-first-nations-sign-treaty-education-mou>.

¹³² Toolkit, Web Experience. "Education and Empathy: Teaching the Truth of Canada's Indigenous Peoples." www.princeedwardisland.ca, May 19, 2022.

<https://www.princeedwardisland.ca/en/news/education-and-empathy-teaching-the-truth-of-canadas-indigenous-peoples>.

¹³³ "Pes'k'tek," 2024. https://files.upei.ca/strategicplanning/upei_indigenous_strategic_framework_and_initiatives.pdf.

Appendix N. Yukon Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
March 18, 2014	Yukon First Nation Joint Education Action Plan ¹³⁴	Yes – Plan references UNDRIP in its principles.	A tripartite plan (Yukon, Canada, all Yukon First Nations) for 2014–2024. It sets shared goals: improve Indigenous student outcomes by enhancing culture/language in schools, increasing First Nation authority, and closing achievement gaps. Actions include teacher training, FN curriculum, and support programs. The plan explicitly cites UNDRIP to support First Nations’ educational rights.
October 1, 2024	Accreditation of Traditional Knowledge & Cultural Learning Policy ¹³⁵	No	Government policy allowing First Nations to offer high school credits for cultural learning. Students can earn up to 12 elective credits by taking community-led programs (led by Elders/Knowledge Keepers) in culture, language and traditional skills. This enables FN governments to include their own cultural curriculum in students’ diplomas.
Boards, Councils & Curricula			
April 23, 2013	First Nations Education Commission (FNEC) ¹³⁶	No	Advisory and coordination body for Yukon First Nations education. Supports First Nations’ authority in education. Provides guidance on culturally appropriate curriculum and liaises with the government for education priorities.
January 2016	Advisory Committee for Yukon Education ¹³⁷	No	Committee with First Nations representatives to review Yukon’s education system. It recommended adopting British Columbia’s curriculum with Yukon-specific Indigenous content. Integrates Yukon First Nations history into curriculum and improving inclusivity in schools.
2020	Yukon First Nations Education Directorate ¹³⁸	Yes – Direction and mission aligned with UNDRIP-based self-determination.	NGO delivering culturally grounded supports—nutrition, mental health, land-based learning—to students, and advancing First Nations control over education.
June 3, 2021	Yukon First Nation School Board ¹³⁹	Yes – Language framework cites UNDRIP (Articles 13-14).	Partnership among 10 Yukon First Nations operating 11 K–12 schools. Published the Yukon First Nations K–12 Language Framework to revitalize Indigenous languages in schools and outlines actions for immersion classes
Schools & Institutes			
Became a university	Yukon University (formerly Yukon)	Yes – Reconciliation Framework (2025) and other	YukonU embeds Indigenous knowledge in all programs and operations. The institution commits to decolonizing education

¹³⁴ Yukon.ca. “Government of Yukon and Yukon First Nations Governments Sign Declaration to Advance Shared Education Priorities | Yukon.ca,” August 11, 2025.

<https://yukon.ca/en/news/government-yukon-and-yukon-first-nations-governments-sign-declaration-advance-shared-education-priorities>.

¹³⁵ Yukon.ca. “New Policy Allows Yukon First Nations to Offer High School Credits for Cultural Learning | Yukon.ca,” September 27, 2024.

<https://yukon.ca/en/news/new-policy-allows-yukon-first-nations-offer-high-school-credits-cultural-learning>.

¹³⁶ Yukon.ca. “Learn about the Advisory Committee for Yukon Education | Yukon.ca,” August 30, 2023.

<https://yukon.ca/en/education-and-schools/plan-elementary-and-high-school/learn-about-advisory-committee-yukon>.

¹³⁷ Yukon.ca. “Learn about the Advisory Committee for Yukon Education | Yukon.ca,” August 30, 2023.

<https://yukon.ca/en/education-and-schools/plan-elementary-and-high-school/learn-about-advisory-committee-yukon>.

¹³⁸ Yukon. “Yukon First Nation Education Directorate.” Yukon First Nation Education Directorate, 2019.

<https://www.yfned.ca/>.

¹³⁹ Plan, Literacy. “First Nation School Board - Yukon.” First Nation School Board - Yukon, 2019.

<https://www.fnsb.ca/literacy>.

in 2020	College) ¹⁴⁰	documents cite UNDRIP and emphasize Indigenous self-determination.	by integrating traditional knowledge into learning and governance. Research and courses at YukonU frequently refer to UNDRIP.
Programs			
2017 (annual)	Yukon First Nation Education Conference ¹⁴¹	No	Yearly conference in Whitehorse (“Educating the Educators”), brings together educators and leaders. Provides workshops on teaching from Indigenous perspectives. 2025 conference was the sixth annual event, focusing on Indigenous curriculum and reconciliation

Appendix O. Nunavut Indigenous Education Initiatives

Start Date	Initiative Name	UNDRIP Support?	Description
Legislations & Policy Frameworks			
2008 (updated 2017, revisions ongoing)	Education Act	No	Nunavut’s Education Act requires schools to integrate Inuit cultural values (respect, community, stewardship, etc.) into the curriculum and operations.
March 12, 2018	Uqausivut 2.0 (Inuit-language implementation plan) ¹⁴²	No	Lays out goals to promote Inuktitut: improving curriculum, training Inuktitut teachers, and ensuring language use in services and media. Anchored in the Official Languages Act, it guides efforts to revitalize Inuit language.
November 27, 2019	Inuit Language Protection Act — Bill 25 amendments ¹⁴³	Yes – During legislative hearings, UNDRIP Articles 5, 13 and 14 were explicitly referenced	The Inuit Language Protection Act and Education Act were changed to guarantee education in Inuktitut K–12 where possible and require bilingual education.
Boards, Councils & Curricula			
November 10, 2023	Qikiqtani Truth Commission materials added to Nunavut curriculum ¹⁴⁴	Yes — UNDRIP used as a supporting rights framework. The QTC report and related MOU explicitly reference UNDRIP to justify including Inuit history	The Government of Nunavut and the Qikiqtani Inuit Association agreed to add resources to the territory’s curriculum so students learn local Inuit histories, the QTC findings, and context for regional experiences with colonial institutions.
New version launched March 13, 2025	Inuit Qaujimaqatungit Curriculum Framework (IQ Curriculum) ¹⁴⁵	No	Territory-wide curriculum built on Inuit knowledge. The IQ Education Framework connects school learning to Inuit ways. It has three strands: Inuuqatigiiniq (roles in community), an Inuit-language focus (Inuktitut/Inuinnaqtun), and Inuit societal values.

¹⁴⁰ Yukonu.ca. “Indigenous YukonU | Yukon University,” 2025. <https://www.yukonu.ca/about-us/indigenous>.

¹⁴¹ Ruitenbeek, Isabel. “Indigenous Education Conference in Yukon Explores Culture and Curriculum.” CBC, March 2025. <https://www.cbc.ca/news/canada/north/indigenous-education-conference-yukon-1.7472278>.

¹⁴² “UqaUsivUt 2.0.” Accessed September 1, 2025.

<https://assembly.nu.ca/sites/default/files/TD-42-5%282%29-EN-Uqausivut-2Point0.pdf>.

¹⁴³ Akoak, Tony, and Paul Quassa. “Standing Committee on Legislation Hearings on Bill 25, an Act to Amend the Education Act and the Inuit Language Protection Act Iqaluit, Nunavut,” 2019.

<https://www.gov.nu.ca/sites/default/files/policies-legislations/2022-04/legislation-20191127-final%20IU.pdf>.

¹⁴⁴ Wronska, Kira. “GN Announces New Nunavut Curriculum for Schools.” Penticton Herald, March 20, 2025.

https://www.pentictonherald.ca/space_news/article_8b3ce5d3-6259-5895-b5c1-44baf8ef2f0d.html.

¹⁴⁵ “Teachers Learning New Curriculum to Be Rolled out in Nunavut Starting next Year.” CBC, March 22, 2025. <https://www.cbc.ca/news/canada/north/new-inuktitut-curriculum-nunavut-1.7490070>.

Schools & Institutes			
September 9, 2016	Tuugaalik High School (Naujaat) ¹⁴⁶	No	Community high school designed with local stakeholders using IQ principles — includes kiva/gathering spaces for elders, classrooms for traditional trades, and a curriculum oriented to local culture and land-based activities.
February 14, 2024	Inunnguaqsaivik Learning Community (Iqaluit) ¹⁴⁷	Yes — Project communications and framing reference UNDRIP.	Inuit-led learning hub launched to prepare Nunavummiut for land stewardship roles and jobs tied to resource devolution. Provides culturally grounded training, wraparound supports, and pathways from education to employment with significant Inuit programming
Programs			
2007	Nunavut Teacher Education Program (NTEP) ¹⁴⁸	No	Inuit-focused teacher education program (Nunavut Arctic College in partnership with Memorial University / University of Regina). NTEP trains Inuit educators, including language-specialist certification, to increase the number of Inuktitut-speaking teachers in Nunavut schools.
2014	Pinnguaq (STEAM / culturally-grounded tech & coding initiatives) ¹⁴⁹	No	A grassroots organization developing culturally relevant STEAM programming and digital resources (games, apps, code clubs) that integrate Inuit stories, language and identities into technology education for Nunavut youth.
November 2021 (announced on Inuit Day)	Inuktitut Education Innovation Fund ¹⁵⁰	Yes — Explicitly frames the fund as supporting UNDRIP, which is repeatedly cited	Provides project grants to support Inuktitut language teaching and curriculum innovation (community projects, resources, teacher training). It funds initiatives that expand Inuktitut use in early years and school settings and is administered with federal partnership components.
2022	Ilitaqsiniq — The Early Years Program ¹⁵¹	Yes — Materials and program framing explicitly reference UNDRIP.	Ilitaqsiniq delivers cultural early childhood and family support across Nunavut. The program combines Inuit parenting practices with early literacy, language support and caregiver education to strengthen child development, family resilience and transmission of Inuktitut.
June 18, 2025	Uqausiqput Tusaallugu (audio-technology literacy pilot) ¹⁵²	Yes — Described as aligned with UNDRIP principles. Office of the Commissioner for Indigenous Languages and project partners frame it as an implementation	A pilot using pre-loaded audio “Yoto” players to provide Inuktitut (Qikiqtani) and Gwich’in (NWT pilot communities) stories for young children. The project aims to boost early-years exposure to Indigenous languages through screen-free audio resources delivered to households and classrooms.

¹⁴⁶ School Designs. “Tuugaalik High School | School Designs,” September 23, 2019. <https://schooldesigns.com/Projects/tuugaalik-high-school-2/>.

¹⁴⁷ Nunavut Tunngavik Inc. “Nunavut Devolution Partners Launch Inunnguaqsaivik Learning Community - Nunavut Tunngavik Inc.,” February 2024. <https://www.tunngavik.com/news/nunavut-devolution-partners-launch-inunnguaqsaivik-learning-community/>.

¹⁴⁸ NCCIE. “Nunavut Arctic College - Nunavut Teacher Education,” March 11, 2022. <https://www.nccie.ca/story/nunavut-arctic-college-nunavut-teacher-education/>.

¹⁴⁹ “About,” Pinnguaq, 2019, <https://pinnguaq.com/about/>.

¹⁵⁰ Nunavut Tunngavik Inc. “Inuktitut Education Innovation Fund - Nunavut Tunngavik Inc.,” April 11, 2025. https://www.tunngavik.com/initiative_pages/inuktitut-education-innovation-fund-application/.

¹⁵¹ “THE ILITAQSINIQ EARLY YEARS PROGRAM.” <https://ilitaqsiniq.ca/wp-content/uploads/2025/03/Early-Years-Media-Package.pdf>.

¹⁵² Nunavut News. “Nunavut News.” My Local News, June 18, 2025.

<https://www.nunavutnews.com/home/audio-technology-initiative-strives-to-boost-inuktitut-and-gwichin-language-8065614>