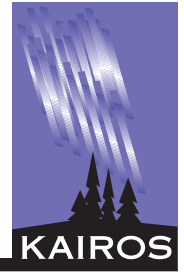


# KAIROS Winds of Change: *Education for Reconciliation*



## Québec BACKGROUND

The Government of Québec must step up its efforts towards implementing mandatory curriculum on Indigenous peoples from Kindergarten to Grade Twelve, as called for by the Truth and Reconciliation Commission of Canada's (TRC) Call to Action 62.i.

According to KAIROS Canada's updated *Education for Reconciliation Report Card*, released in October 2018, Québec's public commitment to mandatory curriculum on Indigenous peoples from Kindergarten to Grade Eleven has improved slightly to Needs

Improvement from a rating of Significant Work Required in 2016. Its rating for *implementation* remains the same at Significant Work Required.

### What has Québec Done to Date?

Inclusion of Call to Action 62.i in Provincial Curriculum	Previous Report (2016) <i>(average grade across all categories)</i>	Change	Current Report (2018) <i>(average grade across all categories)</i>
Public Commitment	Significant Work Required	+	Needs Improvement
Implementation	Significant Work Required	=	Significant Work Required

**Call to Action 62.i Subcategories:**  
 Consultation with Aboriginal Peoples ■    Mandatory Content from K-11 ■    Treaties ■  
 Residential Schools ■    Historical Contemporary Contributions of Aboriginal Peoples ■

While Québec has publicly expressed some commitment to including Indigenous content in the school system, significant work is still required to fully implement Call to Action 62.i, even after decades of appeals from Indigenous Peoples to include Indigenous content in the curriculum.

Québec recently revised its curriculum. While it mentions Residential Schools, the province did not consult with Indigenous people in its inclusion and there is concern about bias and

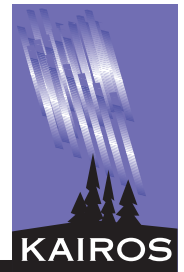
inaccuracies. Treaties and the Contributions of Aboriginal Peoples are conspicuously absent, as well as key historical processes that are relevant to Indigenous peoples in the province. Parents and teachers have publicly committed to including more Indigenous content and have submitted an online petition demanding change in the province's history curriculum.

A primary concern among critics of Québec's curriculum is the lack of consultation with Indigenous communities in its development.

### Next Steps

- Establish partnerships for Indigenous collaboration on curriculum development
- Develop mandatory content and teacher training on Treaties, Residential Schools and Contributions of Aboriginal Peoples from K-11 in consultation with Indigenous partners
- Create a guide for culturally sensitive and respectful ways to deliver Indigenous content and work with Indigenous peoples.

# KAIROS Winds of Change: *Education for Reconciliation*



## About the Truth and Reconciliation Commission

The Truth and Reconciliation Commission was established to inform all Canadians about what happened in residential schools.

On 2 June 2015, the TRC issued a summary of its final report and 94 Calls to Action for reconciliation. TRC Chair Justice Murray Sinclair concluded that the residential schools system amounted to “cultural genocide.” The Calls to Action are wide-ranging and addressed to governments, churches, and various sectors of Canadian society.

## Education and Reconciliation

In the summary of its final report, the TRC attributes “the current state of troubled relations” between Indigenous and non-Indigenous people in Canada to “educational institutions and what they have taught, or failed to teach, over many generations.” Canadians hear about the problems facing Indigenous peoples and communities, but know almost nothing about what is at the root of those problems. They do not understand how federal government policies and laws, including the residential schools, are part of this reality. The current education system has failed to teach this.

Despite these failings, the TRC also believes that because of its potential, “education is also the key to reconciliation” and essential for addressing the historical ignorance that perpetuates intolerance and racism. As Justice Sinclair has said, “It was the educational system that has contributed to this problem in this country, and it is the educational system, we believe, that is going to help us get away from this.”

## Provincial and Territorial Governments’ Response

During their annual summer gathering in July 2015, all 13 Canadian premiers voiced their support for the 94 Calls to Action and said they would act on them in their own provinces and territories. Call to Action 62.i echoes earlier recommendations in the TRC 2012 Interim Report that were directed at the provincial and territorial governments and focused on working with Indigenous peoples to develop mandatory curriculum for use in schools in their jurisdictions. While encouraged by the progress that has been made since then in curriculum development, the TRC emphasized that to be successful this initiative will require “substantive and sustained support from provincial and territorial governments.”

## KAIROS’ First Report Card

Since the release of the TRC’s 94 Calls to Action, KAIROS Canada has graded Canadian provinces and territories on their public commitment to and implementation of Call to Action 62.i. Launched in 2016, this document is called *Winds of Change: A Report Card of Provincial & Territorial School Curriculum concerning Indigenous Peoples in Canada*. In 2018, KAIROS updated the report card to reflect the progress of each province and territory.

For Report Card scoring for all provinces and territories, visit [kairoscanada.org/windsofchange-report-card](http://kairoscanada.org/windsofchange-report-card).

## About the Indian Residential Schools

For over a century, beginning in the mid 1800s and continuing into the late 1990s, Indigenous children in

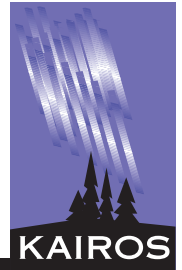
Canada – some as young as four years of age - were taken from their homes and communities and placed in institutions called residential schools.

The Indian Residential School System included 139 schools that were run by churches and religious orders in collaboration with the federal government.

The vast majority of the 150,000 children who attended these schools

***Calling for the full implementation of TRC Call to Action #62.i***

# KAIROS Winds of Change: *Education for Reconciliation*



experienced neglect and suffering. Most were separated from their families for long periods of time, were not allowed to speak their language and practice their culture, and were taught that their ancestors were heathen and uncivilized. The sexual, mental, and physical abuse, shame, and deprivation endured at Indian Residential Schools continues to impact generations of Survivors, their families, and communities. Remarkably, despite this tremendous adversity, and as testimony to their courage and resilience, many Survivors and their descendants have retained their language and culture and continue to work toward healing and reconciliation.

## **What is the Indian Residential Schools Settlement Agreement?**

In 2007, the Government of Canada implemented the Indian Residential Schools Settlement Agreement. The Agreement was the result of the largest class action settlement in Canadian history. Other parties to the Agreement include the Survivors and the national churches involved in running residential schools – the Anglican Church of Canada, the Presbyterian Church in Canada, Roman Catholic entities, and the United Church of Canada. The Agreement involved:

- The establishment of the Truth and Reconciliation Commission (TRC);

- A base payment to all surviving former students of federally-administered residential schools, and further compensation for those who suffered physical and sexual abuse;
- Healing initiatives; and
- A fund for commemoration projects.

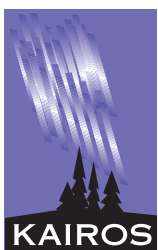
## ***United Nations Declaration on the Rights of Indigenous Peoples***

The Truth and Reconciliation Commission identified the *United Nations Declaration on the Rights of Indigenous Peoples* as “the framework for reconciliation” in Canada.

The *UN Declaration* is an international human rights instrument that sets out minimum standards for states on their duties towards Indigenous Peoples.

## **Truth and Reconciliation Commission Call to Action 62.i:**

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.



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## **Sources:**

Legacy of Hope Foundation; KAIROS Canada;  
Truth and Reconciliation Commission;  
Council of the Federation.