

BC Declaration on the Rights of Indigenous Peoples Act Action Plan: Summary of Education-Specific Actions

The following education-specific items are excerpted from the BC Declaration on the Rights of Indigenous Peoples Act Action Plan, March 30, 2022. The full document is available at <https://declaration.gov.bc.ca/>.

K-12 SPECIFIC ITEMS

Theme 1: Self-Determination and Inherent Right of Self-Government

- 1.6 Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment, in which the Ministry of Education and Child Care and the First Nations Education Steering Committee will co-develop legislation that requires local education agreements (LEAs) with First Nations where a First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation. (Ministry of Education and Child Care)
- 1.7 Update the Bilateral Protocol agreement between the BC Ministry of Education and Child Care and the First Nation Education Steering Committee for relevancy, effectiveness, and consistency with the UN Declaration to support First Nation students in the K-12 education system. (Ministry of Education and Child Care)

Theme 3: Ending Indigenous-specific Racism and Discrimination

- 3.3 Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings. (Ministry of Education and Child Care)
- 3.4 Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C. and co-create culturally relevant provincial resources with Indigenous people for use by all educators across the K-12 education system. (Ministry of Education and Child Care)

Theme 4: Social, Cultural, and Economic Well-being

- 4.1 Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (Ministry of Education and Child Care)
- 4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. (Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.3 Co-develop and implement a framework for the involvement of Indigenous Education Councils in school district financial planning and reporting. (Ministry of Education and Child Care)
- 4.4 Identify, develop and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments. (Ministry of Education and Child Care)
- 4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports. (Ministry of Indigenous Relations and Reconciliation, Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)
- 4.30 Support Indigenous language revitalization through sustainable funding. (Ministry of Indigenous Relations and Reconciliation, Ministry of Advanced Education and Skills Training)

- 4.31 Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the Truth and Reconciliation Commission in the K-12 education system. (Ministry of Education and Child Care)
- 4.32 Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system with the First Nations Education Steering Committee, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs and services of the board. (Ministry of Education and Child Care)

POST-SECONDARY SPECIFIC ITEMS

Theme 1: Self-Determination and Inherent Right of Self-Government

- 1.8 Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of B.C.'s post-secondary system through the provision of core funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations, as well as a Métis post-secondary institute being developed by Métis Nation BC. (Ministry of Advanced Education and Skills Training)
- 1.9 Work with the Nicola Valley Institute of Technology, and the Urban Native Youth Association to co-develop an urban Indigenous centre that supports the childcare, housing and post-secondary needs of Indigenous learners, and strengthen the capacity of the Native Education College to provide culturally relevant post-secondary opportunities for urban Indigenous learners. (Ministry of Advanced Education and Skills Training)

Theme 4: Social, Cultural, and Economic Well-being

- 4.5 Co-develop a policy framework for Indigenous post-secondary education and skills training that includes:
- supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and communities;
 - expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions;
 - ensuring that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;
 - developing mechanisms for First Nations, Métis and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making; and
 - identifying legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person. (Ministry of Advanced Education and Skills Training)
- 4.18 As committed to in the First Nations Children and Youth in Care Protocol, co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy planning and service delivery. (Ministry of Education and Child Care, Ministry of Children and Family Development, Ministry of Advanced Education and Skills Training)
- 4.41 Work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous Peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies. (Ministry of Advanced Education and Skills Training, Ministry of Social Development and Poverty Reduction).