



## Reports, Declarations, Calls to Action, Calls for Justice

The Truth and Reconciliation Commission (TRC) “believes that for Canada to flourish in the 21st century, Reconciliation between Indigenous and non-Indigenous Canada” must follow ten principles, the first of which is that the *United Nations’ Declaration on the Rights of Indigenous Peoples* provides “the framework for Reconciliation at all levels and across all sectors of Canadian society” (TRC 2015).

The TRC Final Report, Calls to Action and Principles of Reconciliation are there for institutions and governments to understand the urgency and importance of this work. They set out clear, actionable ways to collaborate across cultures towards justice and reconciliation for Indigenous Peoples.

Allies to Indigenous people should not only familiarize themselves with the relevant TRC Calls to Action in their field, unit or discipline, but also need to engage with the relevant Missing and Murdered Indigenous Women, Girls and Two-Spirit Inquiry’s Calls for Justice. Knowledge of the *United Nations’ Declaration on the Rights of Indigenous Peoples* is also critical to Indigenous allyship.

Familiarity with the following reports, briefs and policy papers can deepen allyship towards generative solutions and dismantling of institutional barriers and oppressive systems.

### Indian Control of Indian Education (1973)

This policy paper, developed by the National Indian Brotherhood, advocates for Indigenous self-determination in education. It emphasizes the importance of culturally relevant education controlled by Indigenous communities, which is crucial for empowering Indigenous Peoples and fostering allyship through respect for their autonomy and traditions.

University staff and faculty can use this document to understand and guide the long history of developing curricula and programs that respect and incorporate Indigenous knowledge and practices which will continue fostering an inclusive and empowering educational environment.

### Royal Canadian Commission on Aboriginal Peoples (RCAP) (1996)

The RCAP report provides a comprehensive examination of the relationship between Indigenous Peoples and the Canadian government, offering numerous recommendations for improving this relationship. It supports allyship by advocating for Indigenous rights, self-governance, and reconciliation, and by addressing issues such as land claims, health, education, and economic development.

University administrators can apply these recommendations to inform policies and initiatives that support Indigenous self-governance, community development, and reconciliation efforts within the University.

## **Report of the Aboriginal Justice Inquiry of Manitoba (1999)**

This inquiry addresses systemic issues within the justice system and provides recommendations for reform. The report for justice and equity in legal processes affecting Indigenous communities, highlighting the need for systemic changes to address discrimination and improve the treatment of Indigenous people within the justice system.

Faculty in law and social sciences can use this report to educate students about the historical and ongoing injustices faced by Indigenous people, and to advocate for justice and equity in legal processes.

## **The Ipperwash Inquiry Report (2007)**

The Ipperwash Inquiry investigated the events surrounding the death of unarmed Anthony O'Brien (Dudley) George, who was shot and killed by an Ontario Provincial Police officer during a land claim occupation by First Nations representatives at Ipperwash Provincial Park in 1995. The Inquiry was asked to make recommendations about avoiding violence in similar circumstances in the future. It supports allyship by advocating for justice and respectful engagement between Indigenous Peoples and the government, emphasizing the importance of reconciliation and improved relations.

The events at Ipperwash Provincial Park and the subsequent inquiry took place just outside of London, making it a significant part of local history. Understanding this event helps Western community members understand the local context of the University and the impact on Indigenous communities in the region, including the need for better relationships with government authorities, which is crucial for fostering a more inclusive and respectful society.

## **Jordan's Principle (2007)**

Jordan's Principle ensures that First Nations children receive equitable access to government services without delays caused by jurisdictional disputes. It supports allyship by advocating for the rights and well-being of Indigenous children, emphasizing the importance of timely and fair access to services.

## **United Nations Declaration on the Rights of Indigenous Peoples (2007)**

Adopted by the United Nations General Assembly on September 13, 2007, the UNDRIP is the most comprehensive international instrument on the rights of Indigenous Peoples. It establishes a universal framework of minimum standards for the survival, dignity, well-being, and rights of the world's Indigenous Peoples. The Declaration addresses both individual and collective rights, including cultural rights and identity, rights to education, health, employment, language, and others. It outlaws discrimination against Indigenous Peoples and promotes their full and effective participation in all matters that concern them. The Declaration also ensures their right to remain distinct and to pursue their own priorities in economic, social, and cultural development.

University staff, administrators, and faculty should be aware of UNDRIP as it provides a comprehensive framework for recognizing and protecting the rights of Indigenous Peoples. Understanding and implementing the principles outlined in UNDRIP is crucial for developing policies and initiatives that promote human rights, equity, and reconciliation within the university setting.



## **Report of the Special Rapporteur on the Rights of Indigenous Peoples, James Anaya (2014)**

This report, prepared by the United Nations Special Rapporteur on the rights of Indigenous peoples, James Anaya, examines the human rights situation of Indigenous people in Canada. Based on research and information gathered during a visit to Canada in October 2013, the report highlights ongoing challenges such as the well-being gap between Indigenous and non-Indigenous people, unresolved treaty and Aboriginal claims, and the vulnerability of Indigenous women and girls to abuse.

University staff, administrators, and faculty should be aware of this report as it offers a comprehensive overview of the systemic issues faced by Indigenous people in Canada. Understanding these challenges is crucial for developing effective policies and initiatives that promote human rights, equity, and reconciliation. The report's recommendations can guide institutions in fostering respectful and collaborative relationships with Indigenous communities, ensuring that their rights and needs are prioritized in all aspects of university operations.

## **Truth and Reconciliation Commission (TRC) Final Report (2015)**

The TRC reports document the history and impacts of residential schools on Indigenous Peoples and include 94 Calls to Action aimed at promoting reconciliation. The TRC final reports concluded that the residential school system was a form of cultural genocide, aimed at eradicating Indigenous cultures and languages, by the Canadian government "to divest itself of its legal and financial obligations to Indigenous people and gain control over their land and resources." The final report provides a framework for understanding and addressing historical injustices, and by offering actionable steps towards reconciliation.

University staff and faculty can use these Calls to Action and Final Report to guide the development of programs, policies, and initiatives that support reconciliation and address historical injustices.

## **First Nations Post-Secondary Education Review: Institutions Costing (2018)**

This review provides a detailed analysis of the costs associated with First Nations post-secondary institutions, highlighting the need for equitable funding and resources. It advocates for the empowerment of Indigenous students through education and by addressing systemic barriers to educational access.

University administrators can use this information to advocate for increased funding and support for Indigenous education.

## **Land Back: A Yellowhead Institute Red Paper (2019)**

This paper calls for the return of Indigenous lands and the recognition of Indigenous sovereignty. It supports allyship by advocating for land justice and the restoration of Indigenous territories, emphasizing the importance of Indigenous consent and jurisdiction in land management.

University staff and faculty can use this report to understand what the 'Land Back' movement means, support land justice initiatives, and educate students about the importance of Indigenous consent and jurisdiction in land management.



## **Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019)**

The report identified persistent and deliberate human and Indigenous rights violations as the root cause of the high rates of violence against Indigenous women, girls, and 2SLGBTQQIA people. It highlighted systemic inequities and disparities in areas such as poverty, housing, education, employment, healthcare, and cultural support, which contribute to the vulnerability of Indigenous women and girls. The report included 231 Calls for Justice, which are recommendations aimed at addressing the root causes of violence and promoting systemic change. As of June 2023, only two of the 231 Calls for Justice have been completed, more than half have not yet been started.

University staff can use this report to develop policies and programs that support the safety and well-being of Indigenous women, girls, two spirit and gender diverse people on campus.

## **United Nations Declaration on the Rights of Indigenous Peoples Act (2021)**

The United Nations Declaration on the Rights of Indigenous Peoples Act (UNDRIP Act, UNDRIPA) was enacted by the Government of Canada on June 21, 2021. This Act affirms the application of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in Canadian law and commits the government to take measures to ensure its implementation. It mandates the development of an action plan in consultation and cooperation with Indigenous Peoples to achieve the objectives of the Declaration.

University staff, administrators, and faculty should be aware of the UNDRIP Act as it provides a legal framework for recognizing and protecting the rights of Indigenous Peoples in Canada. Understanding and implementing the principles outlined in the Act is crucial for developing policies and initiatives that promote human rights, equity, and reconciliation within the university setting.

## **Joyce's Principle (2020)**

Developed in response to the tragic death of Joyce Echaquan, this principle advocates for equitable access to health and social services for Indigenous Peoples. It supports allyship by promoting health equity and anti-racism, and by calling for the recognition and respect of Indigenous knowledge and practices in healthcare.

University administrators can use this principle to ensure that Indigenous students have access to culturally appropriate health and social services, promoting health equity and anti-racism.

## **What we heard Report: Indigenous Peoples and COVID-19 (2021)**

This report documents the impacts of COVID-19 on Indigenous communities and provides recommendations for addressing these challenges. It supports allyship by highlighting the need for targeted support and resources to mitigate the pandemic's effects on Indigenous Peoples.

This report is relevant to university staff and faculty interested in learning about and educating others on health disparities and social determinants of health.

## **Cash Back: A Yellowhead Institute Red Paper (2021)**

This paper discusses the economic injustices faced by Indigenous Peoples and advocates for the return of stolen wealth. It supports allyship by highlighting the need for economic justice and reparations for Indigenous communities, emphasizing the importance of addressing historical and ongoing economic disparities.

University administrators and faculty can use this report to understand and support economic justice initiatives and to educate students about the importance of reparations for Indigenous communities.

## **Assembly of First Nations Post-Secondary Education Students Fact Sheet (2023)**

This fact sheet offers insights into the educational attainment and challenges faced by First Nations students, underscoring the importance of supporting Indigenous education as a means of fostering allyship and addressing systemic barriers.

## **Calls to Action Accountability: A 2023 Status Update on Reconciliation (2023)**

This report provides an update on the progress of the TRC's Calls to Action, emphasizing the importance of accountability and ongoing efforts towards reconciliation. Eight years after the release of the 94 Calls to Action, 81 Calls remained unfulfilled and zero Calls to Action were completed in 2023. It advocates for continued commitment to reconciliation and highlights areas where progress is needed or not being made.

## **For Our Future: Indigenous Resilience Report (2024)**

This report focuses on Indigenous resilience in the face of climate change, emphasizing the importance of Indigenous-led solutions. It supports allyship by advocating for collaborative efforts to address environmental challenges and by highlighting the role of Indigenous knowledge in climate action.

University staff and faculty can use this report to support climate action initiatives and to educate students about the role of Indigenous knowledge in environmental advocacy.

## **Healing the Land: Indigenous Perspectives on Divestment (2024)**

This report advocates for divestment from fossil fuels and investment in sustainable practices, highlighting Indigenous perspectives on environmental stewardship. It supports allyship by promoting Indigenous leadership in climate action and by emphasizing the importance of sustainable and just environmental practices.

University administrators can use this report to develop sustainable investment policies and to promote Indigenous leadership in climate action.

## **Grounding Our Work in What Has Come Before: A Review of Indigenous-led Climate Declarations and Reports (2024)**

This review consolidates various Indigenous-led climate declarations and reports, providing a comprehensive overview of Indigenous climate action. It supports allyship by emphasizing the importance of Indigenous knowledge and leadership in environmental advocacy and by highlighting successful Indigenous-led initiatives.

University staff and faculty can use this report to support environmental advocacy and to educate students about successful Indigenous-led initiatives.

## **Final Report on the Missing and Disappeared Indigenous Children and Unmarked Burials in Canada (2024)**

This report, prepared by the Independent Special Interlocutor, Kimberly R. Murray, examines the issue of missing and disappeared Indigenous children and unmarked burials associated with Indian Residential Schools in Canada. Released in October 2024, the report identifies the legal, moral, and ethical obligations that Canada must fulfill to address the legislative and structural gaps in identifying, protecting, and commemorating these children. The report includes 42 obligations that governments, churches, and other institutions must meet to implement an Indigenous-led Reparations Framework for Truth, Accountability, Justice, and Reconciliation.

University staff, administrators, and faculty should be aware of this report as it provides a comprehensive overview of the systemic issues related to missing and disappeared Indigenous children and unmarked burials. The report's recommendations can guide institutions in fostering respectful and collaborative relationships with Indigenous communities, ensuring that their rights and needs are prioritized in all aspects of university operations, and further understanding of the importance of acknowledging and addressing historical injustices, which is essential for creating a supportive and inclusive environment for Indigenous students and staff.