



A collage featuring a wolf's face, an owl, and a dreamcatcher, with the text "ECALA" and "Everyone Can Learn". The wolf's face is prominent on the right, looking directly at the viewer. The owl is perched on a branch in the center, and a dreamcatcher is visible on the left. The background is a mix of earthy tones and textures. The text "ECALA" is in large, colorful letters (red, blue, green, orange) and "Everyone Can Learn" is in green and orange below it.

Truth and Reconciliation

ECALA Board of Directors began their work to repair the damaged relationship between Indigenous and non-Indigenous peoples in Canada, specifically in Treaty 6 territory Amiskwaciwâskahikan (Edmonton) in 2015. Our first call to action was the commissioning of the "Living with Literacy - A Review of Literacy Programming for Urban Aboriginal Learners (2015)".

ECALA wanted to learn and understand community-driven actions ECALA and Grant Recipient agencies could adopt to reduce barriers and improve learning opportunities for Indigenous adult foundational learners in Edmonton. The research conclusions are listed in the list in the next column. Visit www.ecala.org to read the Review.

Article 15: 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.

2015 Research Conclusions

2016-2021

In 2016, ECALA began funding Indigenous literacy learning opportunities based on the research conclusions. In 2017 ECALA contracted Creating Hope Society to lead the development of an Indigenous Working Group (IWG). The IWG includes Elders, cultural education and literacy experts. The IWG also provides guidance on Indigenous learning opportunity application and reporting process, develop and deliver training to ECALA Board and staff, and convened a 2-day Indigenous community-led consultation.

In 2018 a new position was created for an Indigenous Education Liaison. 2018-2021 the Indigenous Education Liaison coordinated the development of a Land Acknowledgement, several Indigenous training sessions, new resources, and ECALA staff joined other funders in Edmonton to deliver the first one-day conversation on Indigenous Funding priorities in Edmonton. IWG continue to provide guidance on funding, training and research. In 2021 Stony and Cree language classes, Indigenous history and cooking classes are funded.

Article 14: 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.





*Truth and
Reconciliation
Commission Ten
Principles of
Reconciliation*

*ECALA Board of
Directors adopted
the ten principles as
a guide for decision-
making,
communication,
research and
awareness-raising*

*Excerpts from the
Summary
Pp. 15-17 TRC Final
Report, Volume 6*

Reconciliation as a Relationship

1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society.

2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.

3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and

commemoration that acknowledge and redress past harms.

4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity.

5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between



*Investment in
Indigenous language
and culture learning
opportunities*

*ECALA requires all
staff to actively
participate in
Intercultural Diversity
training and
implement their
personal calls to
action*

*ECALA facilitates the
sharing of
perspectives and
understanding of
Aboriginal Elders and
Traditional
Knowledge Keepers*

5. continued
Aboriginal and non-
Aboriginal Canadians.

6. All Canadians, as
Treaty peoples, share
responsibility for
establishing and
maintaining mutually
respectful relationships.

7. The perspectives and
understandings of
Aboriginal Elders and
Traditional Knowledge
Keepers of the ethics,
concepts, and practices
of reconciliation are
vital to longterm
reconciliation.

8. Supporting
Aboriginal peoples'
cultural revitalization
and integrating
Indigenous knowledge
systems, oral histories,
laws,

protocols, and
connections to the land
into the reconciliation
process are essential.

9. Reconciliation
requires political will,
joint leadership, trust
building,
accountability, and
transparency, as well as
substantial investment
of resources.

10. Reconciliation
requires sustained
public education and
dialogue, including
youth engagement,
about the history and
legacy of residential
schools, Treaties, and
Aboriginal rights, as
well as the historical
and contemporary
contributions of
Aboriginal peoples to
Canadian society.

Calls To Action

Towards Reconciliation

*ECALA has adopted Calls to Action which fit within our mandate and objects
(must have a focus on adult education and non-profit)*

62. 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.
- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into the classroom.
- Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply to principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

93. We call upon the federal government, in collaboration with the national Aboriginal organizations to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.

United Nations Declaration On the Rights of Indigenous Peoples

ARTICLE 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

ARTICLE 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular, that based on their indigenous origin or identity.

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.

2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

ARTICLE 12

1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.



2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

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.

2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

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.

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

3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to 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.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

ARTICLE 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.



**For further information visit www.ecala.org
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