



# Truth and Reconciliation Commission Calls to Action

**16:** We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

**24:** We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.



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**28:** We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes 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 antiracism.

**57:** We call upon federal, provincial, territorial, and municipal governments to provide education to public servants 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 skillsbased training in intercultural competency, conflict resolution, human rights, and anti-racism.



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**62:** We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

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



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**63.** We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- III. Building student capacity for intercultural understanding, empathy, and mutual respect.
- IV. Identifying teacher-training needs relating to the above.



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**65.** We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

**86.** We call upon Canadian journalism programs and media schools to require education for all students 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.



# Indspire

Indigenous education,  
Canada's future.

L'éducation des autochtones,  
L'avenir du Canada.

## **Vision:**

Enriching Canada through Indigenous education and by inspiring achievement.

## **Mission:**

In partnership with Indigenous, private and public sector stakeholders, Indspire educates, connects and invests in Indigenous people so they will achieve their highest potential.



# About Indspire

- Head office located at Six Nations of the Grand River, Ontario and an office in Toronto
- The largest non-government provider of bursaries and scholarships to Indigenous students across Canada
- A national registered charity led by Indigenous people for Indigenous people
- The only Indigenous charity that provides programs to First Nation, Inuit and Métis students in Canada
- Selected by the *Financial Post* as one of **Canada's Top 25 Charities Worthy of a Donation** and selected by Charity Intelligence Canada as a 4-star top-rated charity and **Top 10 Impact Charity in 2017**



# Building Brighter Futures: Bursaries, Scholarships and Awards

- Indspire's flagship program supports Indigenous students with financial aid to help them further their education.
- Funds are distributed to Indigenous youth across Canada to help them pursue studies and then careers in all fields of study.
- Since 2004, Indspire has awarded \$91,762,359 to 29,568 First Nations, Inuit and Métis students nationwide.





# Building Brighter Futures: Bursaries, Scholarships and Awards

## Impact of the student awards:

- **96%** of students funded by Indspire **graduated** from a post-secondary program
- **42%** of graduates funded by Indspire are **employed** and **53% are pursuing another post-secondary degree**, including a master's or PhD program
- **61%** of employed graduates report that they **are serving Indigenous people** in their current role
- **International Recognition for Indspire alumni:** Billy Ray Belcourt has received a Rhodes Scholarship; Belinda Daniels is short-listed for The Varkey Foundation Global Teacher Prize of \$1-million (often referred to as the Nobel Prize of teaching)



# Building Brighter Futures: Bursaries, Scholarships and Awards (2016-2017)

## Fields of Study of Financial Award Recipients (snapshot)

Field of Study	
Education	453
Business (includes commerce, finance & economics)	421
Nursing	345
Social Work	184
Indigenous Studies	175
Science	163
Fine Arts	141
Engineering	136
Law	135
Psychology	102
Medicine	97
MBA	25
PhD	108




## What are students telling us?

*Indspire's support helped me travel to my home community (during my studies). I was able to keep up with the physical and spiritual aspects of my life ... which in turn allowed me to maintain a balanced life in general. That balance helped me complete my university studies ... despite the tough times I was experiencing.*

*The bursaries ... showed me that [the people at Indspire] believed in me enough to help me out. This belief is also what helped me through some of those tough times when I felt like giving up.*

*I have noticed that services for Aboriginal students have increased and being able to apply to Inspire was meaningful for me beyond access to a bursary. As little as this sounds it also contributed to a feeling of belonging and that was significant for me as an expression of my identity and sense of place in the world.*



*I am able to give back to my urban community, and provide counselling to my community. None of this would have happened without Indspire. I am forever grateful to Indspire for believing in me and my dreams.*

*If it was not for Indspire, I would not have been able to continue my graduate education ... [and] I would not have been able to continue my research, passion, and work for my community.*

*I received a bursary ...which helped me financially but also pushed me to become involved in the aboriginal community at my university. The support reminded me that I was a part of a large community who cared about my academic goals and would help me meet them.*



# Rivers to Success: Mentoring Indigenous Youth

Indspire matches Indigenous students in high school and students near the end of their post-secondary education with mentors in a variety of fields

Mentors provide their wisdom and experience to help students to:

- Effectively manage the transition from high school to university/college/training and from post-secondary to the workplace
- Develop learning skills and career goals
- Build a résumé and learn interview skills
- Manage work/life balance

*A mentor stated: “This program is terrific. I found that we learned from each other throughout this program. It seems to me that this program has the potential to be one of the inspired features of the wider process of reconciliation.”*

*A mentee stated: “This is an excellent opportunity. My mentor went above and beyond my expectations to help me. I had a very important job interview and got the job, and owe some of that success to the time the facilitator and mentors of this program took to give me one-on-one help.”*

# Soaring: Indigenous Youth Empowerment Gathering

- Thanks to support from our sponsors, Indspire will bring hundreds of First Nations, Inuit and Metis students to participate in **Soaring**, a motivational youth gathering featuring career and post-secondary education options and inspirational speakers. These future leaders will be invited to attend the *Indspire Awards* where they will be energized to realize their own potential.





# Where to Begin?

- ✓ Consciously build and require understanding within the University of the history of Indigenous relations in Canada
- ✓ Local territorial lands acknowledgments
- ✓ Have conversations and listen
- ✓ Begin recruitment efforts early
- ✓ Post-secondary education institutions must teach First Nations, Métis, and Inuit (FNMI) content





- ✓ First Nations, Métis and Inuit recruitment at all levels
- ✓ Create mentorship opportunities
- ✓ Create partnerships with First Nations, Friendship centres and Indigenous Institutes
- ✓ Change teacher education programs currently offered at their institutions
- ✓ Advocate for the Ministries of Education to make it mandatory that school boards incorporate First Nations, Métis and Inuit content into mainstream education studies



- ✓ If not already in place, have Indigenous student services at all institutions
- ✓ Assess, map and share what supports are available to support student success
- ✓ Orientation opportunities for First Nations, Métis and Inuit students
- ✓ Create opportunities for Indigenous students to study in their communities
- ✓ Be innovative and flexible in ways that create an affirming support system for Indigenous students