The Truth and Reconciliation Commission Calls to Action Assessment

# Preamble

Food Matters Manitoba does much of our work in Indigenous communities and in partnership with Indigenous people and organizations. The legacy of residential schools has impacted the communities in which we work in many ways and as a staff there is a lot of interest in addressing the TRC’s Calls to Action.

As a first step, the Food Traditions Working Group, a staff committee, sorted through the Calls to Action to identify ways that FMM is already implementing work in line with the Calls or opportunities for further work or changes in approach. The TRC also highlights the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and responses to UNDRIP principles have also been included. This document was also distributed to the Indigenous Advisory Committee for feedback.

At a program and policy level, we see opportunities for new partnerships, expanding cultural foods programming, and working with youth.

When considering the next steps for our Food Matters Manitoba, we also consider the approach throughout the organisation. Including but not limited to:

* Recruiting staff, board members, clients and partners.
* Internal policies and processes.
* Public policy and advocacy work.
* Program development and delivery.
* Staff and board understanding and training about the history of residential schools and Indigenous peoples.
* Communications and storytelling.

We believe that FMM should develop a Statement of Principles that outlines our approach to working with Indigenous people and communities and could be part of a response to the TRC Calls to Action. This could include the values that guide our programs (i.e. community driven), respect for and importance of culture and history (languages, traditional practices, Treaty relationships), and guiding practices for research and evaluation.

|  | Call to Action | Current Actions | Opportunities | Actions | Who? | When? |
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| 10.0 | We call on the federal government to draft a new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:   1. Improving education attainment levels and success rates. 2. **Developing culturally appropriate curricula** 3. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses 4. Enabling parental and community responsibility, control and accountability, similar to what parents enjoy in public school systems. 5. Respecting and honoring Treaty relationships | 10.2  Have developed and distributed materials in co-operation with partner communities.  10.3  Have developed material in Aboriginal languages when requested by the community.  10.4  Community led planning, partnering on culturally appropriate programming for traditional food projects with community input. | 10.2  Expand partnerships to share resources.  Explore sharing resources regarding land-based education in schools.  Through cultural foods programming, provide opportunities for sharing of culturally appropriate curricula between communities.  10.3  As we develop materials in Aboriginal languages, ensure that we make them available to schools in Indigenous communities.  10.5  Connecting traditional food skills education to Treaty rights and relationships.  Raising awareness of Treaty relationships and traditional foods through communications work. |  |  |  |
| 14. | We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principals:   1. **Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them**. 2. The federal government has a responsibility to provide sufficient funds for Aboriginal language and preservation. 3. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal peoples and communities. | 14.1  Manitoba Food Charter has been translated into Cree in full and the vision of the Charter has been translated into Ojibwe.  Some project materials are available in Aboriginal languages.  14.2  Funding has been built in in some, but not all, projects for translation of print materials or meetings.  14.3  When translation is done, local people are hired to do the translation and has been done in response to community requests. | 14.1  Increased use of translation into Aboriginal languages. Ensure that communities know that translation is an option.  14.3  Ensure that community partners know that translation is an option and proactively identify if this is an area of interest for community partners. |  |  |  |
| 19 | We call upon the federal government, in consultation with Aboriginal peoples, to establish **measurable goals to identify and close the gaps in health outcomes.** | 19.0  Raise the profile of gaps in health outcomes and the opportunity for food programming to address these gaps. | 19.0  We have a strong interest in exploring measurable health outcomes in consultation with Indigenous people.  Partnering with researchers with strong relationships with Indigenous communities to improve evaluation and research related to measurable health outcomes. |  |  |  |
| 43. | We call upon the federal, provincial, territorial and municipal governments to **fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples** as the framework for reconciliation. |  | 43.0  Be an ally to Indigenous organizations on policy issues related to UNDRIP and our work.  Develop a Statement of Principles to document our approach working with Indigenous communities and UNDRIP. |  |  |  |
| 48 | We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada, who have not already done so, to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation. This would include, but not be limited to, the following commitments:   1. Ensuring that their institutions, policies, programs, and practices comply with the UNDRIP. 2. Respecting Indigenous peoples’ right to self-determination in spiritual matters… 3. Engaging in ongoing public dialogue and actions to support the UNDRIP. 4. Issuing a statement no later than March 31, 2016 from all religious denominations and faith groups as to how they will implement the UNDRIP. | 48.2  Follow community lead on Indigenous spirituality in connection with our programming.  Have incorporated Indigenous spirituality into work when sought by community partners in Winnipeg and northern Manitoba. | 48.1  Ensure that their institutions, policies, programs, and practices comply with the UNDRIP.  48.3  Use communication about our Northern and Indigenous Program to highlight issues related to UNDRIP and other policy issues faced by Indigenous communities.  48.4  Develop a Statement of Principles on the values of partnership with Indigenous communities. |  |  |  |
| 52.0 | We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:   1. **Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory** at a particular point in time. 2. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation. |  | 52.0  Be an ally to Indigenous organizations on policy issues related to access to traditional territories. |  |  |  |
| 62.0 | We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators to;  Provide the necessary funding to post secondary institutions to educate teachers on how to integrate Indigenous Knowledge and teaching methods into classrooms.  Provide necessary funding to Aboriginal schools to **utilize Indigenous knowledge and teaching methods in classrooms.** | 62.0  Provide support to schools in partner communities in order to support Indigenous knowledge education.  Have hosted events (Country Foods Gathering) to share knowledge between northern communities about teaching Indigenous knowledge. | 62.0  Explore additional opportunities to support schools and other organizations serving youth to teach Indigenous knowledge related to food.  Play a knowledge sharing role to equip communities and schools with skills they need to incorporate Indigenous knowledge in classrooms. |  |  |  |
| 65.0 | 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**. | 65.0  Have received funds for the National First Nations Environmental Contaminants Program to support research related to traditional food and food skills. | 65.0  Explore partnerships with academics to research themes including the role of food from the land/traditional foods and inter-cultural sharing in reconciliation. |  |  |  |
| 66.0 | We call upon the federal government to establish multi year funding for **community based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices**. | 66.0  Have provided opportunities for Indigenous and non-Indigenous youth to learn together about Indigenous culture.  Sharing positive stories about Indigenous youth through our communications work. | 66.0  Seek multi-year funding for stability and expansion of programming with Indigenous youth.  Continue to use food programming as an opportunity to bring together Indigenous and other youth.  Support in-community agencies to do programming with youth related to food through funds and other resources.  Explore partnerships with other partners in community, such as recreation departments and schools, to increase programming to serve youth. |  |  |  |
| 92.0 | 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 its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not limited to, the following:   1. Commit to meaningful consultation**, building respectful relationships, and obtaining the free prior, and informed consent of Indigenous peoples before** proceeding with economic development projects. 2. Ensure that Aboriginal peoples have **equitable access to jobs, training, and education opportunities** in the corporate sector, and that Aboriginal communities gain   long-term sustainable benefits from economic development projects.   1. **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, Treaty and Aboriginal Rights, Indigenous Law, and Aboriginal – Crown relations. This will require skills based in training in intercultural competency, conflict resolution, human rights and anti-racism. | 92.1  We plan with communities through events, work plans, and projects.  Our work focuses on projects sought by communities. Grants are sought to implement community priorities.  92.2  Have actively sought out opportunities to hire Indigenous people and have shifted where we advertise positions.  Sought and received a CAHRD internship position.  92.3  Significant PD invested. | 92.1  More clearly define what we, and the communities we partner with, understand as “free, prior, and informed consent.”  92.2  Incorporate consistent practices to reach Indigenous individuals with job postings.  Identify ways to hire people in Indigenous communities.  92.3  Ongoing training necessary to increase awareness of TRC and recommendations, Aboriginal-Crown relations, and treaties as well as training in cultural competency. |  |  |  |
| 93.0 | 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. |  | IN the spirit of this call to action, we could be doing more to help educate newcomers about the history and bring together both groups at our events to help build understanding. |  |  |  |

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

|  | **Article** | **Current Actions** | **Recommendations** |
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| 20 | 1.Indigenous peoples have the right to maintain and **develop their political, economic and social systems or institutions**, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.  2. Indigenous peoples **deprived of their means of subsistence** **and development are entitled to just and fair redress**. | 20.1  Engaging communities to develop long term planning on community food systems.  Developed an Indigenous Advisory Committee to inform work with Indigenous peoples.  20.2  Partner with community to pursue on the land programming related to good health. | 20.1  Further engage communities in the process of work-planning, including developing long-term visions for food with each community.  Develop a clearer sense of the role of the Indigenous Advisory Committee in providing guidance to FMM.  20.2  Further develop programs that enable community members to access food from the land – including infrastructure and training. |
| 24 | 1. Indigenous peoples have the right to their **traditional medicines and to maintain their health practices**, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.  2. Indigenous individuals have an equal right to the enjoyment of the **highest attainable standard of physical and mental health**. States shall take the necessary steps with a view to achieving progressively the full realization of this right. | 24.1  Partnered with communities to investigate contamination in traditional food and medicine.  Support on the land programming with community.  24.2  Support community led approaches to wellness and on the land projects. | 24.1  Share nutritional benefits of food from the land and work with communities to supplement intake with seasonal harvest practices.  Expanded research into the social and economic well being.  Ally with Indigenous organization regarding access to traditional medicines.  24.2  Expand programming in Indigenous communities to support community efforts to achieve high standards of mental and physical health. |
| 25 | Indigenous peoples have the right **to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands**, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard. | 25.0  Respect spiritual practices of Indigenous community in our work, including ceremonies and traditional understandings of the land. | 25.0  Engage partnerships with Indigenous organizations to follow territorial protocol (i.e. feasts). |
| 29 | Indigenous peoples have the right to the **conservation and protection of the environment and the productive capacity of their lands** or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination. | 29.0  Working with some Indigenous communities to have baseline on data on contamination of harvesting areas.  Supporting community efforts to increase food production. | 29.0  Further engage in working with Indigenous communities to realize conservation management, related to health and environment.  Further work with Indigenous communities to develop land based food initiatives.  Ally with Indigenous organizations and communities related to the conservation of land important for food from the land. |
| 31 | Indigenous peoples have the right **to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions**, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions. | 31.0  Community knowledge provides direction to community programming and projects.  Indigenous pedagogy utilized in program and evaluation tools.  Strengthening and implementing work plans with current initiatives utilizing Indigenous worldview. | 31.0  Develop supporting statements to ally with Indigenous community for the protection and development of cultural expressions.  Develop written policy (Statement of Principles) regarding the maintenance, control, and protection of cultural heritage of partner communities. |