

“Do We Not Matter?”: An Examination of Provincial Indigenous Educational Frameworks Within the Canadian Prairies

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Abstract:

In 2015, the Truth and Reconciliation Commission (TRC) released 94 Calls to Action, 16 of which targeted education. The goal of these 16 Calls to Action, was to address the attainment gap experienced by Indigenous youth and call upon all levels of government to eliminate the discrepancies found in areas such as educational funding and curricula. This study will examine the awareness and integration of the values and themes brought forward by the Calls to Action within educational institutions located in the Canadian Prairies. To do this, a thematic analysis will be completed on provincially implemented policies from Saskatchewan, Manitoba, and Alberta to evaluate whether there is a dedication to address the Calls to Action, and if there is, what form it is taking. Once provincial commitment is gauged, the research will present a secondary review and thematic analysis of past interview transcripts, observational studies, and surveys to understand how the prairie provinces are meeting and/or following the different requirements set out by the education policies, and to what degree. Through a critical examination of provincial policy compliance, this research seeks to contribute to the ongoing dialogue surrounding Indigenous rights, reconciliation, and the transformation of educational practices in Canada.