



Information Note

Advice to Deputy Minister Shannon Baskerville and Ministry Executive

Date: August 27, 2019

Cliff #: 116463

Issue: Implications of *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*

Background:

- The final report of the National Inquiry on Missing and Murdered Indigenous Women and Girls (the Report) was released on June 3, 2019 and includes 231 Calls for Justice.
- The Report takes a systemic approach to addressing the root causes of violence against Indigenous women, girls and 2SLGBTQQIA¹ people, with a focus on creating substantive equality by upholding human and Indigenous rights.
- Through a legal analysis, the Report concludes that colonial violence in Canada against Indigenous peoples constitutes a genocide that specifically targets Indigenous women, girls, and 2SLGBTQQIA people.
- The Report's view is that colonial policies and actions systematically displaced Indigenous women, girls and 2SLGBTQQIA people from their traditional roles, and that this is the cause of the ongoing violence and genocide. Accordingly, the way to prevent and redress this violence is to support Indigenous women, girls and 2SLGBTQQIA people in reclaiming their power and place through transformational change in a variety of areas.
- The Calls for Justice therefore have a broad scope and include recommendations pertaining to health and wellness, criminal justice and policing, culture and language, human security, media, education, child welfare, and extractive and development industries.
- The Report advocates for a systemic transformational approach and argues that current short-term project funding models are insufficient. In this context, "unfulfilled needs" or "service gaps" are in fact denials of rights and require structural solutions.
- As emphasized by the Report, Indigenous communities' control of their own education is an essential part of self-determination.
- Previous governmental commitments to adopt existing international and domestic human and Indigenous rights instruments create a legal obligation to implement the 231 Calls for Justice.

Analysis:

- Of the 231 Calls for Justice, 34 have been identified as relevant to the Ministry (as listed in the attachment). Some are an opportunity for the Ministry to play a leading role in responding, while others will require collaboration and a supporting role.
- Two broad themes emerge from the relevant Calls for Justice: the role of culture and language, and the importance of access to education.

¹ 2SLGBTQQIA stands for Two-Spirit, lesbian, gay, bisexual, queer, questioning, intersex, asexual. The Report uses this acronym to "include non-binary people and people with diverse sexualities, and as an explicit reminder that gender-diverse people's needs must equally be taken into account".

- As loss of culture due to colonization is a major source of trauma and violence; culture and language reclamation and revitalization are vital in empowering and protecting Indigenous women, girls and 2SLGBTQQIA people.
- Research described in the Report identifies education as a protective factor against violence. Conversely, lack of access to education and employment marginalizes Indigenous women, girls, and 2SLGBTQQIA people, leaving them more dependent on others and more vulnerable to violence. Individuals from rural and remote communities are particularly vulnerable as they may have to leave their home supports and travel long distances to access education.
- Many of these Calls for Justice overlap with existing work that is being done across BC's post-secondary education sector. The Ministry is a leader in working with Indigenous post-secondary education partners and funding and supporting cultural and language learning as well as other educational programs.
- The Ministry can build on its current leadership role by proactively responding to the Calls for Justice and creating meaningful changes for Indigenous education through key actions such as s.13

Next Steps:

- s.13

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- Participate in Public Safety and Solicitor General's (PSSG) cross-government response to the Calls for Justice, including sharing our response to the Calls for Justice as summarized in the Attachment (per their request) by the end of August
- s.12; s.13

Attachment: Post-Secondary relevant Calls for Justice

Contact: Jeff Vasey, ADM (250 952-0697)



Attachment: Post-Secondary Relevant Calls for Justice

This attachment includes the relevant Calls for Justice arranged into two sections: Section One contains the Calls for Justice that are directly relevant to the Ministry's mandate and the Ministry should take a lead role in. These are presented in order of importance and relevance to AEST's mandate. Section Two contains Calls where the Ministry can play a supporting role. Also noted is alignment with Public Safety and Solicitor General (PSSG)'s assignment of leads and collaborator roles for each Call for Justice. The comments column identifies current and previous Ministry actions as well as relevant Calls to Action from the Truth and Reconciliation Commission's report and articles of the United Nations Declaration on the Rights of Indigenous Peoples.

Section One: Calls for Justice Directly Relevant to AEST (in order of priority)

| | Call for Justice | Comments |
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| Access to Education <i>PSSG has identified AEST as lead, in collaboration with JTT and the federal government</i> | 4.4 We call upon all governments to provide supports and resources for educational, training, and employment opportunities for all Indigenous women, girls, and 2SLGBTQQIA people. These programs must be available within all Indigenous communities. | <p>The Ministry has funded a variety of programs for Indigenous learners. For example, the Aboriginal Service Plans, the Indigenous Community-Based Training Partnerships Program, Community Workforce Response Grant and Indigenous Skills Training Development Fund deliver programs in Indigenous communities. Other programs include Indigenous Emergency Assistance Funding, funding for Gathering Places at every public PSI, new Indigenous student housing at College of New Caledonia (\$2.6 million investment), s.13; s.17</p> <p>s.13; s.17</p> <p>s.13; s.17, funding to support the new Indigenous Intern Leadership Program, and trade apprenticeship programs for women and Indigenous people through the Industry Training Authority.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Articles 14 and 21.</p> |
| Culture and Language Programs and Immersion <i>PSSG has identified MIRR as lead, in collaboration with EDUC and AEST</i> | 2.3 We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities. These are rights held by all segments of Indigenous communities, from young children to Elders. The programs and services that provide such access should not | <p>In March 2019, the Ministry provided the First Nations Education Steering Committee (FNESC) with a one-time grant of \$2,000,000 for Piloting Indigenous Language Fluency Certificates and Diplomas.</p> <p>As a result of Ministry support, curriculum exists at PSIs for at least 31 Indigenous languages in BC, plus</p> |

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| | <p>be tied exclusively to government-run cultural or educational institutions. All governments must further ensure that the rights of Indigenous children to retain and be educated in their Indigenous language are upheld and protected. All governments must ensure access to immersion programs for children from preschool into post-secondary education.</p> | <p>numerous regional dialects, and has been offered at 13 public PSIs.</p> <p>Aboriginal Community-Based Training Partnerships Program, which supports partnerships between public post-secondary institutions and Aboriginal institutes and communities to deliver programs in Indigenous communities. The program was developed with the Indigenous Post-Secondary Education and Training Partners and has benefited from the ongoing contributions of FNEC and IAHLA, including their involvement in the design of Calls for Proposals and the evaluation of proposals. Indigenous communities now can receive funding directly, rather than through public post-secondary institutions.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Articles 13 and 14.</p> |
| Language Preservation | <p>2.4 We call upon all governments to provide the necessary resources and permanent funds required to preserve knowledge by digitizing interviews with Knowledge Keepers and language speakers. We further call upon all governments to support grassroots and community-led Indigenous language and cultural programs that restore identity, place, and belonging within First Nations, Inuit, and Métis communities through permanent, no-barrier funding and resources. Special measures must include supports to restore and revitalize identity, place, and belonging for Indigenous Peoples and communities who have been isolated from their Nations due to colonial violence, including 2SLGBTQIA people and women who have been denied Status.</p> | <p>The Ministry funded the construction of Gathering Places at every public PSI that reflect the cultural characteristics of its Indigenous students, community, and traditions.</p> <p>In March 2019, the Ministry provided FNEC with a one-time grant of \$2,000,000 for Piloting Indigenous Language Fluency Certificates and Diplomas.</p> <p>As a result of Ministry support, curriculum exists at PSIs for at least 31 Indigenous languages in BC, plus numerous regional dialects, and has been offered at 13 public PSIs.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Articles 13 and 14.</p> |
| <p>Educate Students on MMIWG2S <i>PSSG has identified EDUC as lead in collaboration with AEST</i></p> | <p>11.1 We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and</p> | <p>BCcampus Indigenousization Guides are an existing resource for PSI staff and faculty. They describe the history of the Indian Act's gender discrimination as well as the broader context of colonialism but does not specifically mention missing and murdered Indigenous women, girls and 2SLGBTQIA people.</p> |

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| | <p>2SLGBTQQA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of <i>Their Voices Will Guide Us</i> with children and youth.</p> | <p>Mandate letters direct public PSIs and the ITA to implement related TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples with PSIs reporting annually on progress. PSIs have received funding for Aboriginal Service Plans or (for the 14 non ASP PSIs) year-end funds for improving the educational experiences and outcomes of Indigenous learners.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 15.</p> |
| <p>Permanent Empowerment Fund</p> | <p>2.5 We call upon all governments, in partnership with Indigenous Peoples, to create a permanent empowerment fund devoted to supporting Indigenous-led initiatives for Indigenous individuals, families, and communities to access cultural knowledge, as an important and strength-based way to support cultural rights and to uphold self-determined services. This empowerment fund should include the support of land-based educational programs that can assist in foundational cultural learning and awareness. This empowerment fund will also assist in the revitalization of distinct cultural practices as expressed by Indigenous women, girls, and 2SLGBTQQA people, with eligibility criteria and decision making directly in their hands.</p> | <p>Since 2007, the Ministry has funded annual Aboriginal Service Plans (ASPs) at 11 PSIs. A minimum of \$200,000 is provided to each institution to increase the accessibility, receptivity and relevance of public PSIs for Indigenous learners in collaboration with Indigenous communities. Some ASPs may include land-based learning programs.</p> <p>In alignment with the goals of Indigenous control over eligibility criteria and decision making, the Indigenous Community-Based Training Partnerships Program is delivered and revised in collaboration with FNESC and IAHLA, including their involvement in the design of Calls for Proposals and the evaluation of proposals. In response to their request, Indigenous communities can now receive funding directly, rather than through public post-secondary institutions. Additionally, participant transportation and childcare are now eligible for funding.</p> <p>Further, the Ministry funded IAHLA to develop s.13; s.17 s.13; s.17</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 14.</p> |
| <p>Free Post-Secondary Education for Youth from Care <i>PSSG has identified MCFD as lead, in</i></p> | <p>12.11 We call upon all levels of government and child welfare services for a reform of laws and obligations with respect to youth “aging out” of the system, including ensuring a complete network of support from childhood into adulthood, based on capacity and needs,</p> | <p>The Ministry is currently meeting this Call for Justice through the Provincial Tuition Waiver Program, which waives tuition and mandatory fees for B.C. students who are former youth in care between the ages of 19 and up to their</p> |

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| <i>collaboration with AEST</i> | which includes opportunities for education, housing, and related supports. This includes the provision of free post-secondary education for all children in care in Canada. | 27th birthday. The recent expansion to include all 25 public postsecondary institutions, Native Education College and 10 Union Institutes has resulted in a significant increase in the number of youths benefitting. |
| 2SLGBTQIA Data Collection | <p>18.4 We call upon all governments, service providers, and those involved in research to modify data collection methods to:</p> <ul style="list-style-type: none"> • Increase accurate, comprehensive statistical data on 2SLGBTQIA individuals, especially to record the experiences of trans-identified individuals and individuals with non-binary gender identities. • Eliminate “either-or” gender options and include gender-inclusive, gender-neutral, or non-binary options – for example, an “X-option” – on reporting gender in all contexts, such as application and intake forms, surveys, Status cards, census data and other data collection. • Increase precision in data collection to recognize and capture the diversity of 2SLGBTQIA communities: for example, the experiences of Two-Spirit women/lesbians, and differentiations between Two-Spirit and trans-identified individuals and between trans-masculine and trans-feminine experiences. | <p>Currently, Ministry data options for gender include male, female and unknown.</p> <p>The research report “Being Seen, Being Counted: Establishing Expanded Gender and Naming Declarations” by BC Council on Admissions and Transfers provides a model for non-binary gender data collection in post-secondary institution records that more accurately encompass identities beyond “unknown”.</p> |
| Education for Incarcerated Individuals <i>AEST to collaborate with PSSG and BC Corrections</i> | 14.9 We call upon Correctional Service Canada, in order to support reintegration, to increase opportunities for meaningful vocational training, secondary school graduation and postsecondary education. | The Ministry has been identified as a co-lead on this item by PSSG along with the Ministry of Jobs, Trade and Technology. Info brochures have been distributed to corrections agencies, FNECS, Aboriginal Skills and Employment Training Strategy (ASETS) Centres, The BC Association of Aboriginal Friendship Centres, BC Aboriginal Post-Secondary Coordinators and WorkBC Employment Services Centres. |
| Health and Wellness Professionals <i>PSSG has identified AEST as lead</i> | 7.7 We call upon all governments, educational institutions, and health and wellness professional bodies to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness. | <p>A few PSIs offer Indigenous and/or in-community cohorts for Health Care Assistant programs.</p> <p>Linked to Truth and Reconciliation Commission Call to Action #23.</p> |
| Inuit University <i>AEST is the BC lead, but the overall effort is led by federal government and Inuit Nunangat jurisdictions</i> | 16.26 We call upon all governments to establish more post-secondary options within Inuit Nunangat to build capacity and engagement in Inuit self-determination in research and academia. We call on all governments to invest in the establishment of an accredited university within Inuit Nunangat. | |

Section Two: Calls for Justice with a Supporting Role for AEST

| | Call for Justice | Comments |
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| National Action Plan | <p>1.1 We call upon federal, provincial, territorial, municipal, and Indigenous governments (hereinafter “all governments”), in partnership with Indigenous Peoples, to develop and implement a National Action Plan to address violence against Indigenous women, girls, and 2SLGBTQQIA people, as recommended in our Interim Report and in support of existing recommendations by other bodies of inquiry and other reports. As part of the National Action Plan, we call upon all governments to ensure that equitable access to basic rights such as employment, housing, education, safety, and health care is recognized as a fundamental means of protecting Indigenous and human rights, resourced and supported as rights-based programs founded on substantive equality. All programs must be no-barrier, and must apply regardless of Status or location. Governments should:</p> <p>i) Table and implement a National Action Plan that is flexible and distinctions-based, and that includes regionally specific plans with devoted funding and timetables for implementation that are rooted in the local cultures and communities of diverse Indigenous identities, with measurable goals and necessary resources dedicated to capacity building, sustainability, and long-term solutions.</p> <p>ii) Make publicly available on an annual basis reports of ongoing actions and developments in measurable goals related to the National Action Plan.</p> | <p>The Council of Ministers of Education, Canada has approved an Indigenous Education Plan for 2019-2022.</p> |
| Comply with Relevant Rights Instruments | <p>1.2 We call upon all governments, with the full participation of Indigenous women, girls, and 2SLGBTQQIA people, to immediately implement and fully comply with all relevant rights instruments, including but not limited to:</p> <p>i) The International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Protocol to the United Nations Convention on the Rights of the Child (UNCRC), the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), and the International Convention on the Elimination of All Forms of Racial Discrimination, as well as all optional protocols to these instruments, including the 3rd Protocol to the UNCRC.</p> | <p>The Minister’s Mandate Letter includes implementing the Truth and Reconciliation Commission’s (TRC’s) Calls to Action and the UN Declaration on the Rights of Indigenous Peoples. Work is ongoing within the Ministry to accomplish this.</p> |

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| | <p>ii) American Convention on Human Rights: specifically, that Canada ratify the American Convention on Human Rights and the Inter American Convention on the Prevention, Punishment, and Eradication of Violence against Women.</p> <p>iii) All the recommendations of the 2015 UN CEDAW Inquiry Report and cooperation with the UN Committee on the Elimination of Discrimination against Women on all follow-up procedures.</p> <p>iv) All recommendations made by international human rights bodies, including treaty monitoring bodies, on causes and recommendations to address violence against all, but specifically Indigenous women, girls, and 2SLGBTQQIA individuals.</p> <p>v) UNDRIP, including recognition, protection, and support of Indigenous self-governance and self-determination, as defined by UNDRIP and by Indigenous Peoples, including that these rights are guaranteed equally to women and men, as rights protected under section 35 of the Constitution. This requires respecting and making space for Indigenous self-determination and self governance, and the free, prior, and informed consent of Indigenous Peoples to all decision-making processes that affect them, eliminating gender discrimination in the Indian Act, and amending the Constitution to bring it into conformity with UNDRIP.</p> | |
| Budget and Resource Prioritization | <p>1.3 We call upon all governments, in meeting human and Indigenous rights obligations, to pursue prioritization and resourcing of the measures required to eliminate the social, economic, cultural, and political marginalization of Indigenous women, girls, and 2SLGBTQQIA people when developing budgets and determining government activities and priorities.</p> | <p>Evidence of a GBA+ analysis is required in all Treasury Board Submissions.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 21.</p> |
| Representation in Governance and Politics | <p>1.4 We call upon all governments, and in particular Indigenous governments and Indigenous representative organizations, to take urgent and special measures to ensure that Indigenous women, girls, and 2SLGBTQQIA people are represented in governance and that their political rights are respected and upheld. We call upon all governments to equitably support and promote the role of Indigenous women, girls, and 2SLGBTQQIA people in governance and leadership. These efforts must include the development of policies and procedures to protect Indigenous women, girls, and</p> | <p>Every public post-secondary institution (PSI) has at least one Indigenous member of their Board of Governors as of July 2018. The Ministry is currently planning an Indigenous Post-Secondary Board Members Workshop to support them.</p> <p>Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 18.</p> |

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| | 2SLGBTQQIA people against sexism, homophobia, transphobia, and racism within political life. | |
| Eliminate Jurisdictional Gaps | 1.6 We call upon all governments to eliminate jurisdictional gaps and neglect that result in the denial of services, or improperly regulated and delivered services, that address the social, economic, political, and cultural marginalization of, and violence against, Indigenous women, girls, and 2SLGBTQQIA people. | |
| Media Industry – Scholarships and Education <i>PSSG has identified GCPE as lead in collaboration with AEST and MACIW</i> | 6.1 We call upon all media, news corporations and outlets, and, in particular, government-funded corporations and outlets; media unions, associations, and guilds; academic institutions teaching journalism or media courses; governments that fund such corporations, outlets, and academic institutions; and journalists, reporters, bloggers, film producers, writers, musicians, music producers, and, more generally, people working in the entertainment industry to take decolonizing approaches to their work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQQIA people. More specifically, this includes the following: Increase the number of Indigenous people in broadcasting, television, and radio, and in journalist, reporter, producer, and executive positions in the entertainment industry, including, and not limited to, by: providing educational and training opportunities aimed at Indigenous inclusion; and providing scholarships and grants aimed at Indigenous inclusion in media, film, and music industry-related fields of study. | Linked to Truth and Reconciliation Commission Call to Action #86 and United Nations Declaration on the Rights of Indigenous Peoples Article 16. |
| Health Service Provider Training | 7.6 We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: the history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; anti-bias and anti-racism; local language and culture; and local health and healing practices. | The First Nations Health Authority's (FNHA) Declaration of Commitment to Cultural Safety and Humility has been signed by the health authorities, health professional colleges, and some PSIs who deliver health training. The FNHA also offers some Indigenous cultural safety training for health services staff. Linked to Truth and Reconciliation Commission Calls to Action #23 and 24. |
| Inuit Culture and Language Programs | 16.2 We call upon all governments to create laws and services to ensure the protection and revitalization of Inuit culture and language. All Inuit, including those living outside Inuit Nunangat, must have equitable access to culture and language programs. It is essential that Elders are included in the development and delivery of these programs. | Linked to United Nations Declaration on the Rights of Indigenous Peoples Articles 13 and 14. |

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| Record and Teach Inuit Knowledge | 16.4 Given that the intergenerational transfer of Inuit knowledge, values, and language is a right that must be upheld, we call upon all governments to fund and support the recording of Inuit knowledge about culture, laws, values, spirituality, and history prior to and since the start of colonization. Further, this knowledge must be accessible and taught to all Inuit, by Inuit. It is imperative that educational institutions prioritize the teaching of this knowledge to Inuit children and youth within all areas of the educational curriculum. | Linked to United Nations Declaration on the Rights of Indigenous Peoples Articles 13 and 14. |
| Inuit Population Data | 16.6 We call upon all governments and Inuit organizations to work collaboratively to ensure that population numbers for Inuit outside of the Inuit homeland are captured in a disaggregated manner, and that their rights as Inuit are upheld. These numbers are urgently needed to identify the growing, social, economic, political, and cultural needs of urban Inuit. | As per the Aboriginal Administrative Data Standard, post-secondary students who identify as Aboriginal can choose to further identify as First Nations, Métis or Inuit or they may choose not to further self-identify. |
| Inuit Health Training <i>PSSG has identified Ministry of Health as lead in collaboration with AEST</i> | 16.8 We call upon all governments to invest in the recruitment and capacity building of Inuit within the medical, health, and wellness service fields. Training and competency in both contemporary and Inuit medical, health, and wellness practices and methodologies are essential for effective services in these fields. | |
| Métis Voices in Decision-Making | 17.3 We call upon all governments to ensure equitable representation of Métis voices in policy development, funding, and service delivery, and to include Métis voices and perspectives in decision-making, including Métis 2SLGBTQIA people and youth, and to implement self determined and culturally specific solutions for Métis people. | The Ministry works closely with the Métis Nation BC through the Indigenous Policy and Engagement Branch, such as on the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan refresh currently underway. Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 18. |
| Métis - Eliminate Barriers to Access | 17.5 We call upon all governments to eliminate barriers to accessing programming and services for Métis, including but not limited to barriers facing Métis who do not reside in their home province. | |
| Métis Distinctions-Based Approach | 17.6 We call upon all governments to pursue the implementation of a distinctions-based approach that takes into account the unique history of Métis communities and people, including the way that many issues have been largely ignored by levels of government and now present barriers to safety. | Linked to Draft Ten Principles That Guide the Province of British Columbia's Relationship with Indigenous Peoples #10. |
| Métis Cultural Competency Training | 17.8 We call upon all governments, in partnership with Métis communities, organizations, and individuals, to design | The following training opportunities have been offered to all Ministry staff: |

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| | <p>mandatory, ongoing cultural competency training for public servants (including staff working in policing, justice, education, health care, social work, and government) in areas such as trauma-informed care, cultural safety training, antiracism training, and understanding of Métis culture and history.</p> | <ul style="list-style-type: none"> • Presentation on Unconscious Bias – delivered by Sasha Hobbs • Ministry of Attorney General presentation on the United Nations Declaration on the Rights of Indigenous People and Truth and Reconciliation Commission • Indigenous Cultural Acumen Training delivered by Dr. Robina Thomas and Dr. Rob Hancock, University of Victoria • Building Bridges Through Understanding the Village workshops • KAIROS blanket exercise workshops • San'yas Indigenous Cultural Safety Training • Other workshops and events through AEST Academy, Orange Shirt Day and Indigenous Peoples Day <p>Linked to Truth and Reconciliation Commission Call to Action #57.</p> |
| Métis Rights and Identity | 17.10 We call upon all governments to respect Métis rights and individuals' self-identification as Métis. | |
| Education about the Métis People | 17.24 We call upon all governments and educators to fund and establish Métis-led programs and initiatives to address a lack of knowledge about the Métis people and culture within Canadian society, including education and advocacy that highlights the positive history and achievements of Métis people and increases the visibility, understanding, and appreciation of Métis people. | The BCcampus "Pulling Together: A Guide for Indigenization of Post-Secondary Institutions" guides include a section on Métis people and culture. |
| Anti-Homophobia and Anti-Transphobia Programs | 18.7 We call upon all governments, service providers, and educators to fund and support the re-education of communities and individuals who have learned to reject 2SLGBTQQIA people, or who deny their important history and contemporary place within communities and in ceremony, and to address transphobia and homophobia in communities (for example, with anti-transphobia and anti-homophobia programs), to ensure cultural access for 2SLGBTQQIA people. | |
| Accommodate Non-Binary Gender Identities | 18.11 We call upon all governments, service providers, industry, and institutions to accommodate non-binary gender identities in program and service design, and offer gender-neutral washrooms and change rooms in facilities. | |

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| Pre-Colonial 2SLGBTQQIA Identities Research | 18.15 We call upon all governments, educators, and those involved in research to support and conduct research and knowledge gathering on pre-colonial knowledge and teachings about the place, roles, and responsibilities of 2SLGBTQQIA people within their respective communities, to support belonging, safety, and well-being. | The Ministry provided funding to FNESC to develop s.13; s.17 Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 11. |
| 2SLGBTQQIA Knowledge Keeper Gatherings | 18.16 We call upon all governments and educators to fund and support specific Knowledge Keeper gatherings on the topic of reclaiming and re-establishing space and community for 2SLGBTQQIA people. | |
| 2SLGBTQQIA Cultural Competency Training | 18.18 We call upon all governments and service providers to educate service providers on the realities of 2SLGBTQQIA people and their distinctive needs, and to provide mandatory cultural competency training for all social service providers, including Indigenous studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within an Indigenous context (including an understanding of 2SLGBTQQIA identities and Indigenous understandings of gender and sexual orientation). 2SLGBTQQIA people must be involved in the design and delivery of this training. | |
| Public Education on Non-Binary Genders | 18.19 We call upon all governments, service providers, and educators to educate the public on the history of non-gender binary people in Indigenous societies, and to use media, including social media, as a way to build awareness and understanding of 2SLGBTQQIA issues. | Linked to United Nations Declaration on the Rights of Indigenous Peoples Article 16. |
| Educate Students About Gender and Sexual Identity | 18.20 We call upon provincial and territorial governments and schools to ensure that students are educated about gender and sexual identity, including 2SLGBTQQIA identities, in schools. | |



Information Note

Advice to the Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

Date: August 28, 2019

Cliff #: 116933

Issue: Laurentian University's Youth in Extended Society Care Tuition Waiver Program

Background:

- On August 13, 2019, Laurentian University (LU) announced that it is reinstating its tuition waiver program under the title 'Youth in Extended Society Care Tuition Waiver' (the program) to provide more educational opportunities for youth in and from care.¹
- There are 48 Children's Aid Societies (CAS) and Indigenous Child and Family Well-Being Agencies in Ontario. Approximately 1,000 youth a year age out of the child welfare system in Ontario -- approximately half don't complete high school.
- The program waives tuition for low-income students who have been in the care of a children's aid society (including Indigenous Child and Family Well-Being agencies) for at least one year and there are no age restrictions on eligibility.
- The program's revival was due in part to the advocacy of a LU alumnus and former youth in care (see attached Globe and Mail article).
- The program is available to current and former youth in care pursuing their first post-secondary degree. They must also meet the following eligibility criteria:
 - Must have been in extended society care in Ontario for a minimum of one year. To verify time in care, applicants must provide supporting documentation:
 - A completed Verification of Status with Ontario CAS form, available on the OSAP website.
 - A letter from the CAS indicating the length of time for which they have been or were in extended society care.
 - Must apply for non-repayable grant funding through full-time or part-time Ontario Student Assistance Program (OSAP) each academic year. Students are not required to apply for loan funding.
 - Must have exhausted any other type of government funding available.
- The program will extend support to the "equivalent of ten full-time students for this school year at an average cost of about \$2,000 each and is available to students who are studying full-time or part-time."
- As a comparison, the Ministry of Advanced Education, Skills and Training's Provincial Tuition Waiver Program (TWP) waives all tuition for the first post secondary credential for former youth in care who are:
 - Between the ages of 19-26,

¹ The new title reflects the amended terminology to the *Child and Family Services Act* introduced by the Ontario government on January 1, 2018. "Child in extended custody care" replaced the term "Crown ward." "Crown Ward" and "Child in extended custody care" is the equivalent of the Ministry of Children and Family Development's (MCFD) Continuing Custody Order legal status.

- Have been in care for 730 days (consecutive or non-consecutive) in any of MCFD's Legal Statuses or in Ministry of Social Development and Poverty Reduction's Child in Home of Relative program, and
 - Enrolled, full or part-time, in one of the 25 public post-secondary institutions, Native Education College or one of the 10 approved trades training institutions.
- The AEST's TWP has an annual budget of \$2 million per year to reimburse institutions the costs of tuition and administration fees. To date, 864 students have benefitted from the program.

History of program:

- LU initially introduced a tuition waiver program for youth in and from care in 2012 until Ontario introduced a provincial tuition waiver policy in 2013 applying to all public universities and colleges.
- In 2017/18 Ontario increased OSAP grants to cover the average cost of tuition; therefore, the government discontinued its tuition waiver program.
- In 2019, the government's free tuition program was cancelled due to budgetary constraints.
- LU modelled their revived program after B.C.'s first institutional tuition waiver program introduced by Vancouver Island University (VIU) in 2013.

Analysis:

- LU has budgeted \$20,000 a year for its Youth in Extended Society Care Tuition Waiver Program that will benefit up to 10 students this year.
- Allowing students in and from care of all ages to access post-secondary education through the program at LU also removes barriers for Indigenous students who are overrepresented in the child welfare system and underrepresented in post-secondary institutions.
- The onus is on the youth in and from care to provide verification that they were in care through forms made available on OSAP's website.
- According to LU officials, the Globe and Mail article has created a misconception that LU is waiving tuition for anyone who used to be in foster care for over a year. In fact, the waiver only applies to those students who fall under the Child in Extended Custody Care legal status.
- LU's tuition waiver is aligned with University of Victoria (UVic), University of British Columbia (UBC), Nicola Valley Institute of Technology (NVIT), Vancouver Island University (VIU) and Langara College (LC) as each of these institutional tuition waiver programs have no age cap.
- The British Columbia Institute of Technology's (BCIT) institutional waiver is the only B.C. program that supports a specific number (5) of former youth in care students.

Conclusion:

- Laurentian University's Youth in Extended Society Care Tuition Waiver Program attempts to address one of the barriers that former youth in care must overcome to attend post-secondary education.
- The program only benefits a very small segment of the student population (up to 10), has a very small budget and captures only one legal status of care.
- The onus is on the student to provide verification that they are either in care or come from care.

Attachment(s): *The Globe and Mail Article - 'Laurentian University to waive tuition for students who grew up in child welfare system.'*

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