

**Meeting Note  
Advice to Minister**

**Date:** March 11, 2021

Cliff #: 120923

**Prepared For:** Minister Anne Kang, Advanced Education and Skills Training

**Meeting:** Canadian Union of Public Employees BC (CUPE)

**Date, Time of Meeting and Location:**

Thursday, April 22, 2021 2:45 pm – 11:30 am (Teams Meeting)

**Attendees:**

Minister Anne Kang, AEST  
Tony Loughran, Executive Lead, AEST  
Paul Faoro, President, CUPE BC  
Karen Ranalletta, General Vice President, CUPE BC  
Michelle Waite, General Vice President, CUPE BC  
Patrick Barbosa, Colleges Coordinator, CUPE BC  
Micha Pesta, Universities Coordinator, CUPE BC  
Justin Schmid, Legislative Coordinator, CUPE BC

**Purpose of meeting:**

- The purpose of the meeting is a meet and greet only. However, CUPE would also like to raise the following topics:
  - Overview of CUPE Structure in Sector
  - Post-Secondary Funding
  - Return to Campus - Consultation with Locals
  - COVID-19 Labour Impacts

**Suggested Speaking Points / Key Messages:**

- I appreciate the opportunity to meet you today.
- As the Minister of Advanced Education and Skills Training I am deeply grateful for all of the hard work done by CUPE's members, and everyone within the sector who continues to go above and beyond to adapt to the ongoing uncertainties created by the COVID-19 pandemic while continuing to provide high-quality post-secondary education in the province.
- The Ministry remains committed to working closely with the sector to address issues as they arise and to finding collaborative solutions during these unprecedented times.
- I look forward to continued collaboration with CUPE moving forward.

**Background on CUPE**

- CUPE meets the Ministry only on adhoc basis.

- In the post-secondary sector, it represents over 15,000 support staff worker and some teaching faculty at colleges (See Appendix 2 ).
- CUPE members have been more heavily impacted by layoffs during COVID-19 pandemic.

## Background on Possible Meeting Topics:

### *Overview of CUPE Structure in Sector*

- Within the PSI sector, there are 17 CUPE locals at 14 post-secondary institutions representing support staff, and one CUPE local representing faculty at Coast Mountain College.

### *Post-Secondary Funding*

- PSI funding is a matter that is managed between the ministry and institutions and is not something in which unions are directly involved.
- The ministry work on the Funding Model Review is anticipated to span over next two years.

### *Return to Campus - Consultation with Locals*

- The PHO recently sent a letter to all institution presidents providing direction for the fall.
- The PHO will work in partnership with sector health and safety experts, WorkSafeBC, **partners and stakeholders** to update the post-secondary COVID-19 Go-Forward Guidelines to support the safe and complete resumption of on-campus activities.
- The updated Go-Forward Guidelines will be made available to support institutions as they work with their local medical health officers and WorkSafeBC to develop more detailed campus-level safety plans for the Fall.

s.13

Appendix 1	Biography – Paul Faoro, President, CUPE
Appendix 2	Summary of COVID-related CUPE layoffs at Public Post Secondary Institutions
<b>Contact:</b>	Tony Loughran, Executive Lead, 250-217-3245
<b>Total length:</b>	4 pages

**Paul Faoro  
Biography**

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### Summary of COVID-related CUPE layoffs at Public Post Secondary Institutions

Institution	CUPE Headcounts	Number of COVID Layoffs	Permanent or Temporary
s.13			
TOTALS	16,665	703	

## Meeting Note

### Advice to Minister Anne Kang and Parliamentary Secretary Andrew Mercier

**Date:** March 30, 2021

**Cliff #:** 121206

**Prepared for:** Honourable Anne Kang, Minister of Advanced Education and Skills Training

**Date, Time of Meeting and Location:** April 8, 2021 4:00-4:30

**Attendees:**

- Minister Anne Kang
- Parliamentary Secretary Andrew Mercier
- Kim Novak, President, United Food and Commercial Workers
- Patrick Johnson, Secretary-Treasurer, United Food and Commercial Workers
- Parm Kahlon, EA & Managing Director, United Food and Commercial Workers

**Issue(s):** Introductory Meeting with United Food and Commercial Workers Local 1518

**Background:**

- United Food and Commercial Workers (UFCW) Local 1518 is a Canadian union supported by the UFCW International.
- UFCW Local 1518 represents more than 25,000 members working in the community health, hospitality, retail, grocery, industrial and professional services across B.C. Examples include: Safeway Sobeys, Hudson's Bay Co., Save on Foods, IGA, Sunrise Farms, Shoppers Drug Mart, Interior Health. UFCW 1518 was first to unionize cannabis workers in B.C.
- UFCW advocates for safe, healthy and respectful working conditions with a focus on fairness, organizing workers in diverse industries, and supporting causes that benefit communities, improving the quality of life for all British Columbians.
- Current activities include: advocating for early vaccination for front-line workers in grocery stores, industrial food plants, and pharmacies, and for corresponding time off to receive the vaccination; fighting against sexist policies; fighting on behalf of ride hailing drivers in B.C.

**Discussion:**

- Employment in key UFCW industries has been significantly impacted by the pandemic.
- From February to April 2020, home healthcare service employment fell by 16%; food manufacturing employment fell by 26%; tourism and hospitality employment dropped by 48%; employment at food and beverage stores dropped by 2%; and at other retail stores, employment dropped by 31%.
- As of February 2021, overall employment in B.C. has recovered strongly and is down only 0.7%, compared to February 2020. However, the recovery in UFCW industries has been slower. Home healthcare service employment is still 21% below February 2020 levels. Food

and beverage store employment is down 20% and employment at food manufacturers is down 23%. Tourism and hospitality sector employment is still down by 16%<sup>1</sup>.

- It is expected that employment in these unionized workplaces will begin recovering gradually this summer as more British Columbians are vaccinated. Full recovery is not expected until the first half of next year.

**Key Messages:**

- Our government is committed to delivering accessible and affordable skills training to ensure British Columbians get the education and training they need for good paying careers to participate in B.C.'s economic recovery.
- As we recover from the global pandemic, it is imperative that we work as a collective to support and address those populations most affected by the pandemic, including essential workers.
- Although the recovery for industries employing UFCW members has been limited, I am hopeful that, with the continued roll-out of the vaccinations, we will see these recovery levels improve.

**Discussion Questions:**

- What labour market challenges and opportunities are you and your partners seeing, and are there regional variations?

**Attachment(s):**

**Appendix A** - Biography of Kim Novak, President, UFCW 1518

**Appendix B** - Patrick Johnson, Secretary-Treasurer, UFCW 1518

**Appendix C** - Parm Kahlon, EA & Managing Director, UFCW 1518

**Contact:** *Catherine Poole, A/ADM, Workforce Innovation and Division Responsible for Skills Training (250-508-0420)*

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<sup>1</sup> Statistics Canada. Labour Force Survey

## **Appendix A - Biography of Kim Novak, President, United Food and Commercial Workers (UFCW) 1518**

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## **Appendix B - Biography of Patrick Johnson, Secretary-Treasurer United Food and Commercial Workers (UFCW) 1518**

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## **Appendix C - Biography of Parm Kahlon, EA & Managing Director United Food and Commercial Workers (UFCW) 1518**

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## Meeting Note

### Advice to Minister Anne Kang

**Date:** March 24, 2021

**Cliff #:** 121250

**Prepared for:** The Honourable Anne Kang, Minister of Advanced Education and Skills Training

**Date, Time of Meeting and Location:**

Wednesday April 7, 4:00-5:30pm via Microsoft Teams meeting

**Attendees:**

- First Nations Leadership Council (FNLC), Union of BC Indian Chiefs (UBCIC) and First Nations Education Steering Committee (FNESC). See *Appendix 1: Attendees, Biographies and FNESC Background*
- Ministers of Education (EDUC), Children and Family Development (MCFD) and Advanced Education, and Skills Training (AEST) and support staff.

**Issue:** Cross-Ministerial Children and Youth in Care Education Protocol (Protocol) Oversight Table

**Background:**

- The Protocol, signed by the Province (EDUC, AEST, and MCFD), FNLC and FNESC on May 26, 2020, commits the parties to dialogue and joint action on specific issues and initiatives intended to improve the educational outcomes and well-being of First Nations children and youth in care, and former youth in care, through legislative, policy and practice reform.
- The Protocol also commits to the establishment of the following tables:
  1. Oversight Table (political / leadership level) meets twice per year to identify priority issues, establish a mutual and focused agenda and provide direction to the Technical table.
  2. Technical Table (staff level) will carry out the direction of the Oversight Table, develop a workplan and report back to the Oversight Table.
- UBCIC is the designated lead for organization of all Table meetings and EDUC is the lead Provincial Ministry.
- See *Appendix 2: First Nations Children and Youth in Care Protocol*, *Appendix 3: News Release: Improving outcomes for First Nations children in care* and *Appendix 4 for data on children and youth in care*.

**Discussion:**

- During the Protocol signing, FNESC indicated they expected tangible action on its implementation by September 2020. However, the pandemic and interregnum period have significantly delayed the Technical Table's progress.
- The Technical Table has met once since the Protocol signing. During the meeting, FNESC provided a list of actions to be included in the workplan but discussion focussed on membership and governance of the Oversight and Technical Tables.
- The proposed actions provided by FNESC include the following:
  - K-12: data collection, funding for school districts and the development of care plans for each First Nation child and youth in care.
  - Post-secondary: wrap around supports for students (e.g. living allowance for former children and youth in care), expanded eligibility and improved outreach of the Tuition Waiver Program (TWP) and a loan forgiveness option specifically targeted to First Nation former youth in care.

- EDUC staff have contacted UBCIC several times to offer help with scheduling another Technical Table meeting but have not received a response.
- On February 23, 2021, the FNLC wrote a letter to the Ministers of EDUC, MCFD and AEST (*Appendix 5*) with a reminder of the Protocol commitments and a request to convene the Oversight Table to discuss the spirit and intent of the Protocol and to set the direction for work in the coming months.
- The letter noted that even though the Technical Table had some preliminary discussions, the FNLC felt it was important to hold an Oversight Table meeting to set direction, particularly given the change in Provincial leadership.
- UBCIC has indicated that they are developing the April 7 meeting agenda, but it is not yet available.
- During the April 7 meeting, it is recommended that Ministry representatives emphasize the importance of collaborative actions. s.13
- AEST has identified the following key areas for collaboration to support implementation of the Protocol:
  - Tuition Waiver Program mandate letter commitment to expand tuition waivers to all former youth in care, regardless of age.
  - Enhanced data analysis on former youth and children in care learners with a focus on K-12 to post-secondary transitions and post-secondary retention rates
- In addition, as MCFD and AEST administer several programs to support Former Children and Youth in Care to pursue post-secondary education, each with varying access points, eligibility criteria and delivery models, the ministries have recently begun a joint program review project to create a coordinated and holistic approach that will improve outcomes for FYIC attending post secondary. The project examines overlaps, gaps and opportunities for improvement amongst the programs, and considers how they interact with existing programs. Staff have conducted some initial analysis and are ready to engage with partners on this.
- During the April 7 meeting, to support implementation of the Protocol, EDUC plans to recommend the development of a joint workplan.

**Suggested Response / Key Message:** (*See Appendix 6 for Speaking Notes*)

- It is unfortunate that we collectively have not been able to give this important work the priority it deserves over the last year. Particularly as First Nations have been disproportionately impacted by the pandemic, and because First Nations children and youth represent a disproportionate amount of the children in government care.
- It is crucial that we work together collaboratively, across Ministries and organizations to better support these Indigenous learners. The dedication of the people around this table will enable this important work.
- My staff and I are committed to the co-development of a joint workplan with FNLC, FNEC and the Ministries of Education and Children and Family Development to drive our work under this Protocol to remove barriers and improve education opportunities and outcomes for First Nations Children and Youth in Care.

**Attachment(s):** *Appendix 1: Attendees, Biographies and FNEC Backgrounder*  
*Appendix 2: First Nations Children and Youth in Care Protocol*  
*Appendix 3: News Release: Improving outcomes for First Nations children in care*  
*Appendix 4: Data on Children and Youth in Care*  
*Appendix 5: February 2021 Letter from FNLC to Ministers of EDUC, AEST and MCFD*  
*Appendix 6: Speaking Notes for Minister Kang*

**Contact:** Nicola Lemmer, ADM (778)-698-9768



## Appendix 1. Meeting Participants, Organisations and Biographies

### Meeting Participants

Organisation	Attendees
First Nations Leadership Council	TBC
First Nations Education Steering Committee	TBC Tyrone McNeil, President Debbie Jeffrey, Executive Director
Ministry of Education	Minister Whiteside, DM Scott MacDonald, ADM Jennifer McCrea, A/ED Patricia Kovacs
Ministry of Children and Family Development and	Minister Dean, ADM Cory Heavener, Deputy Director of Child Welfare, Alex Scheiber
Ministry of Advanced Education, and Skills Training	Minister Kang, DM Shannon Baskerville, ADM Nicola Lemmer, ED Monica Cox

### Background and Biographies

#### First Nations Leadership Council (FNLC)

The FNLC is comprised of the political executives of the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs. This group works together to develop coordinated approaches to issues relevant to First Nations communities throughout the province.

#### The Union of BC Indian Chiefs (UBCIC)

UBCIC is FNLC's lead on the First Nations Children and Youth in Care Education Protocol. The UBCIC is collectively directed by Indigenous Nations and communities, to support and strengthen Indigenous governments in the exercise of their inherent rights and responsibilities, including in the areas of political, social, economic, cultural, and spiritual Sovereignty and development.

### Biographies

Bios TBC

#### First Nations Education Steering Committee (FNESC)

FNESC is a policy and advocacy organization (founded in 1992) that represents and works on behalf of First Nations in British Columbia. Their mandate is *"to facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First Nations. The primary goal is to promote and support the provision of quality education to First Nations learners in BC."*

FNESC is a non-profit society governed by a Board of Directors that is made up of all First Nations or Tribal Council members. Membership is open to all BC First Nations. Current membership includes 115

individual First Nation members and 10 Tribal Council members. According to staff analysis, there are 156 individual First Nations that are direct members, or their Tribal Councils are members of FNEC.

FNEC has a formal protocol with the First Nations Leadership Council that recognizes them as a lead policy and advocacy body on First Nations post-secondary education in B.C. In 2016, the Ministry, FNEC and IAHLA signed the “Post-Secondary Education and Training Protocol”, an agreement that formalizes the existing relationship between the three parties and articulates the process by which the parties will cooperate on matters related to improving education outcomes and participation of First Nations and Indigenous learners, including advancing the 2012 Aboriginal policy framework. FNEC has requested that our Protocol Agreement be updated to reflect the *Declaration on the Rights of Indigenous Peoples Act*.

FNEC is a member of the Indigenous Post-Secondary Education and Training Partners, a table which includes First Nations and Métis organisations, provincial ministries, federal agencies, and post-secondary education and training sector representatives and collaborates to improve outcomes for Indigenous learners.

### **Biographies**

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**Tyrone McNeil**

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**Debbie Jeffrey**

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## **PROTOCOL**

Between

**THE FIRST NATIONS LEADERSHIP COUNCIL  
(BC ASSEMBLY OF FIRST NATIONS, FIRST NATIONS SUMMIT,  
UNION OF BC INDIAN CHIEFS)**

And

**FIRST NATIONS EDUCATION STEERING COMMITTEE**

And

**HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA  
("THE PROVINCE")**

As represented by

**THE MINISTER OF EDUCATION**

**THE MINISTER OF CHILDREN AND FAMILY DEVELOPMENT**

**THE MINISTER OF ADVANCED EDUCATION, SKILLS & TRAINING**

Collectively referred to as "the Parties"

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## WHEREAS

- A. The First Nations Leadership Council is a collaborative working relationship between the political executives of the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs.
- B. The First Nations Leadership Council has been directed by resolution from First Nations to wholly reform the current Indigenous child welfare system in BC, including working with federal and provincial governments to develop First Nations-supported legislation, policies, and practices that recognize and affirms Indigenous child welfare systems.
- C. The First Nations Education Steering Committee is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia, with a mandate to advance First Nations education in British Columbia by disseminating information, undertaking research, working with the First Nations Schools Association (FNSA) to administer programs and services, and advocating and negotiating with the provincial and federal governments and other key stakeholders at the direction of First Nations.
- D. The Province is committed to true, lasting reconciliation with First Nations in British Columbia and is committed to fully adopting and implementing the *United Nations Declaration on the Rights of Indigenous Peoples*, and the Calls to Action of the Truth and Reconciliation Commission.
- E. The Ministry of Education has a responsibility to First Nation students, their Parents and First Nations to help improve their school experience and educational outcomes. Locally elected boards of education are responsible for the provision of educational programs within public schools in British Columbia pursuant to the *School Act* and subject to the Minister of Education's authority governing the provision of educational programs.
- F. The Ministry of Children and Family Development has a mandate to fully move forward on the Calls to Action of the Truth and Reconciliation Commission and determine how to bring the principles of the *United Nations Declaration on the Rights of Indigenous People* into action, including a reduction of the number of Aboriginal children in care and ensuring that Indigenous children are provided equitable services and support to that of non-Indigenous children.
- G. The Ministry of Advanced Education, Skills & Training provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as labour market information and programs.
- H. Children and youth in care under the Child, Family and Community Service Act experience poorer education outcomes than those not in government care. Further, Indigenous children and youth in the care of the Province experience significantly poorer educational outcomes than their non-Indigenous counterparts.
- I. First Nations have the inherent right of self-determination, which includes jurisdiction over children and families as whole, and must be included in determining meaningful approaches to address educational outcomes for First Nations children.
- J. Systemic barriers exist and need to continue to be addressed across both the K-12 and post-secondary systems to allow First Nation children and youth in care to reach their potential and benefit the most

from their education. A cross-government approach, developed jointly with First Nations, can support improved education outcomes for Indigenous children and youth in care and former youth in care.

- K. The ongoing work of the Tripartite Working Group on First Nation Children and Families (TWG), the BC Tripartite Education Agreement (BCTEA), the Province's commitment to implementing the United Nations Declaration on the Rights of Indigenous Peoples as reflected in the *Declaration on the Rights of Indigenous Peoples Act* (BC), and the recent federal *Act Respecting First Nations, Inuit and Métis children, youth and families* create an opportunity and environment to better support this vulnerable population of students.
- L. The Parties seek to formalize their ongoing relationship by articulating a process to engage in regular dialogue on First Nations child and family wellness, and on related issues of mutual interest and concern.

**THEREFORE**, the Parties have reached the following understanding:

**1.0 Purpose**

- 1.1 This Protocol confirms and sets out a mutual commitment of the Parties to engage in dialogue and joint action on specific issues and initiatives to improve the education outcomes of all First Nations children and youth in care, and former youth in care, in British Columbia, including those First Nation children and youth who are or have been under temporary or continuing custody orders or youth agreements.
- 1.2 The dialogue and work under this protocol is intended to be complementary to, supportive of and, as appropriate, informed or guided by, the work under:
  - a) the bilateral *Commitment Document* (2015) between the Province and the First Nations Leadership Council, including:
    - i. the *Joint Agenda: Implementing the Commitment Document – Shared Vision, Guiding Principles, Goals and Objectives* (2018) (“Vision”); and
    - ii. the *Joint Agenda: Implementing the Commitment Document - Concrete Actions: Transforming Laws, Policies, Processes and Structures* (2018) (“Concrete Actions”);
  - b) the *Declaration on the Rights of Indigenous Peoples Act* (BC) and the implementation of the *United Nations Declaration on the Rights of Indigenous Peoples*;
  - c) the BC Tripartite Education Agreement (BCTEA), which commits FNEC, the Province and the Government of Canada to work together to achieve systemic shifts to improve education outcomes of First Nation learners in BC;
  - d) the bilateral Protocol on Cooperation and Communication between the FNLC and the Minister of Children and Family Development (July 4, 2019);
  - e) the tripartite *Reconciliation Charter for First Nations Child and Family Well-Being in British Columbia*, entered into by the FNLC, the Province and the Government of Canada in April 2017, whereby the signatories commit to a partnership process to achieve First Nations child and family welfare reform;

- f) the bilateral BC-FNESC Protocol (2015), which formalizes a bilateral process to assist the Ministry of Education and FNESC to improve the educational outcomes of First Nations students through collaborative efforts; and
- g) the BC-FNESC-Indigenous Adult and Higher Learning Association (IAHLA) Protocol (2016), which formalizes a bilateral process to assist BC, FNESC and IAHLA to improve First Nations and Aboriginal post-secondary education, training and adult educational participation and outcomes.

## **2.0 Principled Framework**

- 2.1 The Parties acknowledge that an existing principled framework is available for guiding collective work and collaboration to support improved education outcomes of First Nation children and youth in care, which includes:

- a) section 35 of the *Constitution Act, 1982*;
- b) the *United Nations Convention on the Rights of the Child*;
- c) the *United Nations Declaration on the Rights of Indigenous Peoples*;
- d) the *Declaration on the Rights of Indigenous Peoples Act* (BC);
- e) the *Commitment Document, Vision and Concrete Actions*;
- f) the Truth and Reconciliation Commission Calls to Action; and
- g) the Murdered and Missing Indigenous Women and Girls Calls to Justice.

## **3.0 Objectives**

- 3.1 The Parties seek to address systemic barriers experienced by First Nations children and youth in care, and former youth in care, which requires an effective partnership approach, including improved and effective inter-ministerial processes and relationships.
- 3.2 The Parties are committed to supporting improved educational experiences and outcomes of First Nations children and youth in care, including former youth in care, and seek to work together, along with other government bodies and partners as appropriate and agreed, on key matters including, but not limited to:
  - a) legislative and/or policy reform and practice reform, including a policy framework for improved educational outcomes and accountabilities to ensure high-quality learning plans are in place;
  - b) funding to directly support children and youth in care in their education;
  - c) supporting former children and youth in care pursuing post-secondary education and accessing supports, in particular those who have been under a continuing custody order; and
  - d) other matters, as agreed.

#### **4.0 Implementation**

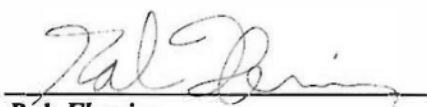
- 4.1 The Parties agree to hold meetings two times per year involving the Ministers, the FNLC and FNEC ("Oversight Table"), to:
- a) identify priority issues and establish a mutual and focused agenda;
  - b) determine and direct work to be jointly undertaken regarding the priority issues and to advance the mutual agenda;
  - c) establish process and mechanisms by which information will be shared; and
  - d) discuss any other issues related to the effective implementation of this Protocol.
- 4.2 The Parties will establish a technical table to carry out the direction under section 4.1 ("Technical Working Table"), including the development of a workplan, and report back to the Oversight Table.
- 4.3 The Parties agree to provide advance notice, whenever possible, on actions and communications that may have significant implications for the collective work under this Protocol.
- 4.4 The Ministers agree to communicate, whenever possible and as early as possible, changes or potential changes, to programming, service delivery, and/or policies that would reasonably be of interest to the FNLC and FNEC in the context of this Protocol.

#### **5.0 Term and Review**

- 5.1 This Protocol may be signed in counterparts and shall take effect from the date that it is signed by all Parties.
- 5.2 The Parties may agree to amend or terminate this Protocol at any time.
- 5.3 The Parties will review the effectiveness of this Protocol and identify opportunities for improving this Protocol within two years of it taking effect.

In witness thereof, the Parties have executed this Protocol on Cooperation and Communication on this 26th day of May, 2020.

**On behalf of the PROVINCE OF BRITISH COLUMBIA:**

  
**Rob Fleming**  
**Minister, Ministry of Education**

On behalf of the PROVINCE OF BRITISH COLUMBIA:



**Katrine Conroy**  
**Minister, Ministry of Children and Family Development**

On behalf of the PROVINCE OF BRITISH COLUMBIA:



**Melanie Mark**  
**Minister, Ministry of Advanced Education, Skills and Training**

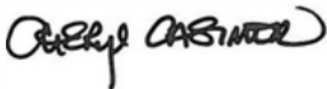
**FIRST NATIONS LEADERSHIP COUNCIL**

On behalf of the *BC ASSEMBLY OF FIRST NATIONS*



**Terry Teegee**  
**Regional Chief**

On behalf of the *FIRST NATIONS SUMMIT*



**Cheryl Casimer**



**Lydia Hwitsum**



**Robert Phillips**



*On behalf of the UNION OF BC INDIAN CHIEFS*



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**Grand Chief Stewart Phillip**  
**President**



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**Chief Don Tom**  
**Vice President**



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**Kukpi7 Judy Wilson**  
**Secretary-Treasurer**

**On behalf of FIRST NATIONS EDUCATION STEERING COMMITTEE**



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**Tyrone McNeil**  
**President**

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## NEWS RELEASE

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **Improving outcomes for First Nations children in care**

VICTORIA – Indigenous children and youth in government care and former youth in care are entitled to consistent and reliable support at school, home and in their communities, to ensure they get the most out of their school years and are set up for success in life.

The First Nations Children and Youth in Care Protocol, signed May 26, 2020, commits the Province and First Nations to work together to engage in dialogue and joint action on specific issues and initiatives, seeking to improve the educational outcomes and well-being of Indigenous children and youth in care, and former youth in care through legislative, policy and practice reform.

“Indigenous children in government care deserve to have consistent, culturally relevant support and a close connection to their communities,” said Rob Fleming, Minister of Education. “We know that kids thrive when they feel a sense of belonging, and that’s why it’s so important for First Nations communities to be involved in how their children are educated and in what services they receive in school.”

Work will include easing transitions into the school system, from grade to grade, and out of the school system to post-secondary or the workforce. The protocol is also intended to ensure supports and services are tailored to the needs of each child and their specific circumstances, in a way that connects them to their language and culture.

“This protocol is a key milestone and we are confident that it will provide a strong foundation for our collaborative work to support improved education outcomes for current and former First Nation children and youth in care,” said Tyrone McNeil, president, First Nations Education Steering Committee (FNESC). “We look forward to working with First Nations leadership and the Province to create systemic shifts to achieve this.”

While approximately 12% of the student population in B.C. is Indigenous, about 67% of youth in care identify as Indigenous. Indigenous children and youth in government care experience poorer education outcomes than students in the general population. For example, the 2016-17 six-year public school completion rate for Indigenous students in government care in B.C. was 44.1%, while the public school completion rate for all students in B.C. was 83.7%.

“Our government is dedicated to providing Indigenous children and youth with the supports they need to succeed,” said Katrine Conroy, Minister of Children and Family Development. “That’s why we are working to improve their educational outcomes and well-being and to

better address the over-representation of Indigenous youth in care.”

This builds on broader government efforts to prioritize children and youth in care throughout their lives, including the post-secondary Tuition Waiver Program, a new K-12 education supplement, supporting Indigenous communities to exercise jurisdiction over Indigenous child welfare, and an increase this year of \$5 million in funding to help children and youth in care connect to their culture and heritage as part of Budget 2020.

“Indigenous children who have aged out of care now have the opportunity to attend any of the 25 public post-secondary institutions, Native Education College or 10 union trades-training providers tuition-free through the Provincial Tuition Waiver Program,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “This was a call to action from many Indigenous leaders and advocates. This new protocol recognizes that reconciliation is a key pillar to our government and that by working together, we can create more positive conditions for Indigenous children and youth to successfully graduate from high school and pursue their dreams and aspirations through the skilled trades or post-secondary education. Supporting youth in and from care to cross the finish line lifts up our families and communities. As the saying goes, ‘A rising tide lifts all canoes.’ ”

The new protocol commits all signatories to develop a strategic plan and meet twice a year to review progress toward the common goal of addressing systemic barriers facing Indigenous students who are either currently in care and or who have aged out of care.

Grand Chief Stewart Phillip, President of the Union of B.C. Indian Chiefs, said: “The education and child welfare systems have historically harmed our children and families in devastating ways. We are in a time of change and opportunity, with First Nations exercising self-determination in choosing the path forward and creating the systemic shifts that are necessary. Through the signing of this protocol, the Province has agreed to support that work moving forward. Now it is time to put talk into action.”

To ensure programs and supports are reaching the children who need them, an information sharing agreement has also been signed between the Ministry of Education and the Ministry of Children and Family Development to track the outcomes of children and youth in care. The information agreement will ensure school districts are able to identify children and youth in care who would benefit from additional supports in a way that respects their privacy and confidentiality.

“This protocol presents an incredible opportunity for us to create meaningful changes in the lives of our children and youth and to breathe life into the UN Declaration by having Indigenous peoples guide and lead these changes”, said Lydia Hwitsum, First Nations Summit Task Group member. “This is long overdue, and I look forward to working together to ensure that our children are provided the best possible opportunity to grow and to succeed.”

Two backgrounders follow.

**Contact:**

Ministry of Education  
Government Communications and Public  
Engagement  
250 356-5963

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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)

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## BACKGROUNDER 1

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **What people are saying about the protocol**

#### **Regional Chief Terry Teegee, BCAFN —**

“We need to take every necessary action for our children and youth in care to succeed in the education system and in their lives. As First Nations people, we have called for these types of changes for many years and I am grateful for the commitment of the Province that is represented within this protocol to advance these changes in partnership with First Nations leadership.”

#### **Scott Fraser, B.C.’s Minister of Indigenous Relations and Reconciliation —**

“As part of our shared journey to true and lasting reconciliation, the Province is working in collaboration to create better outcomes and brighter futures for Indigenous children. This new protocol supports the collective work being done to implement the UN Declaration on the Rights of Indigenous Peoples in our province, building an even stronger, more inclusive and more just B.C.”

#### **Jennifer Charlesworth, representative for children and youth —**

“This protocol between the provincial government, FNEC and FNLC should help ensure that a greater focus is placed on closing the long-standing gaps in educational outcomes for Indigenous children and youth, something that the auditor general has called for and that we have echoed, most recently in our 2017 report Room for Improvement: Toward Better Education Outcomes For Children In Care.”

#### **Contact:**

Ministry of Education  
Government Communications and Public  
Engagement  
250 356-5963

---

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## BACKGROUND 2

For Immediate Release  
2020EDUC0031-001014  
June 4, 2020

Ministry of Education  
Ministry of Children and Family Development  
Ministry of Advanced Education, Skills and Training  
First Nations Education Steering Committee  
First Nations Leadership Council

### **Facts about improving education for First Nations children in care**

- In 2019, B.C. became the first jurisdiction in Canada to pass legislation to implement the UN Declaration on the Rights of Indigenous Peoples into all laws and policies. The B.C. Declaration on the Rights of Indigenous Peoples Act sets out a process to align BC laws with the UN Declaration and guide the Province's work with First Nations through the recognition of the inherent right of self-determination, including jurisdiction over education and child welfare.
- The Province has a mandate to move forward on the implementation of the Calls to Action of the Truth and Reconciliation Commission, including to ensure that Indigenous children are provided with equitable services and support to those of non-Indigenous children.
- In 2018, the Province of B.C., the Government of Canada and FNEESC entered into the five-year BC Tripartite Education Agreement, which commits the parties to work together to make systemic shifts (i.e., legislative, policy and practice reforms) to support successful educational outcomes of all First Nations students, no matter where they live in the province.
- The Ministry of Children and Family Development is also investing \$30 million over three years to help cover monthly living expenses while children and youth in care finish high school or attend post-secondary, life skills and/or rehabilitation programs up to their 27th birthday.
- To support educators in responding to situations of trauma, the ministry has created resources available at: [erase.gov.bc.ca](https://erase.gov.bc.ca)
- A new professional standard was introduced in 2019 that requires all K-12 teachers in B.C. to commit to truth, reconciliation and healing, and to integrate Indigenous world views and perspectives into learning environments.

### **Contact:**

Ministry of Education  
Government Communications and Public  
Engagement  
250 356-5963

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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)

## **Appendix 4. Data on Children and Youth in Care (CYIC)**

### **K-12**

- In 2019/20, 4,429 K-12 students were identified as CYIC (0.8% of the student population). Of these 4,429 students:
  - ~ 55% were designated as students with special needs,
  - 68% self-identified as Indigenous,
  - ~37% were designated as students with special needs and self-identified as Indigenous.
- K-12 Six-year completion rates for CYIC have risen from:
  - 36% (2010/11) to 51% (2019/20),
  - 33% (2010/11) to 45% (2019/20) for Indigenous CYIC, and
  - 46% (2010/11) to 58% (2019/20) for Non-Indigenous CYIC.

### **Post-Secondary education and training**

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February 23, 2021

Hon. Jennifer Whiteside  
Minister of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC, V8W 9E2  
[Educ.minister@gov.bc.ca](mailto:Educ.minister@gov.bc.ca)

Hon. Anne Kang  
Minister of Advanced Education and Skills Training  
PO Box 9080, Stn Prov Gvt  
Victoria, BC, V8W 9E2  
[Aved.minister@gov.bc.ca](mailto:Aved.minister@gov.bc.ca)

Hon. Mitzi Dean  
Minister of Children and Family  
Development  
PO Box 9057, Stn Prov Govt  
Victoria, BC, V8W 9E2  
[MCF.minister@gov.bc.ca](mailto:MCF.minister@gov.bc.ca)

Dear Minister Whiteside, Minister Dean and Minister Kang:

**Re: First Nations Children and Youth in Care Protocol Oversight Table Meeting**

We are writing to request a meeting of the Oversight Table under our First Nations Children and Youth in Care Protocol.

As you are aware, the Province of British Columbia (as represented by the Minister of Education, the Minister of Children and Family Development, and the Minister of Advanced Education, Skills and Training), the First Nations Leadership Council (FNLC), and the First Nations Education Steering Committee (FNESC) entered into the Protocol on May 26, 2020, committing to work together to support improved educational experiences and outcomes for First Nations children and youth in care, and youth formerly in care. The signing of this protocol marked an important first step in responding to the educational needs of Indigenous children in care through strong collaboration between your Ministries, FNESC and FNLC.

Under the Protocol, we agreed to hold meetings bi-annually involving each of you, the FNLC and FNESC ("the Oversight Table") to identify and discuss priority issues related to the implementation of the Protocol. In light of your recent appointments, we would like to convene a meeting of the Oversight Table to discuss the spirit and intent of the Protocol and to set the direction for work in the coming months. While technical representatives have had some preliminary discussions, we feel it is necessary to convene this Table to set direction, particularly given the change in leadership.



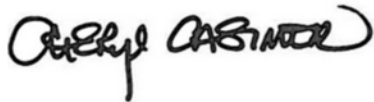
Recognizing the urgent need for a comprehensive strategy to address the challenges that First Nations children and youth in and from government care are currently facing during the pandemic, it is our priority to advance these matters as quickly as possible. We are requesting a meeting at your earliest convenience, ideally in February or early March.

Please have your offices contact our representatives Dawn Johnson, Senior Policy Analyst for Children and Families, FNLC ([djohnson@ubcic.bc.ca](mailto:djohnson@ubcic.bc.ca)) and Mary Mollineaux, K-12 Policy Manager, FNEC ([marym@fnesc.ca](mailto:marym@fnesc.ca)), to coordinate a meeting at your earliest convenience.

Sincerely,

**FIRST NATIONS LEADERSHIP COUNCIL**

**On behalf of the FIRST NATIONS SUMMIT**



Cheryl Casimer



Robert Phillips



Lydia Hwitsum

**On behalf of the UNION OF BC INDIAN CHIEFS**



Grand Chief Stewart Phillip



Chief Don Tom



Kukpi7 Judy Wilson

**On behalf of the BC ASSEMBLY OF FIRST NATIONS:**



Regional Chief Terry Teegee

**On behalf of the FIRST NATIONS EDUCATION STEERING COMMITTEE:**



Tyrone McNeil  
FNEC President

Cc. Allison Bond, Deputy Minister, Ministry of Children and Family Development  
Scott MacDonald, Deputy Minister, Ministry of Education  
Shannon Baskerville, Deputy Minister, Ministry of Advanced Education and Skills Training

SPEAKING NOTES FOR  
MINISTER ANNE KANG, MINISTRY OF ADVANCED  
EDUCATION AND SKILLS TRAINING

First Nations Children and Youth in Care Protocol

Microsoft Teams Meeting

Wednesday, April 7, 2021

4:00 – 5:30pm

Speaking Time: 2 minutes

CHECK AGAINST DELIVERY

**Introduction and Acknowledgements:**

- Hello everyone and good afternoon.
- I'm Anne Kang, Minister of Advanced Education and Skills Training, and the MLA for Burnaby-Deer Lake.
- I'm honoured to meet with you today and would like to acknowledge that I am joining you from the traditional territory of the Musqueam, Squamish and Tsleil-Waututh ['tSLAY Wah-tooth'] peoples.

**On the Protocol:**

- I wish to recognize the collaborative efforts of all parties to develop the First Nations Children and Youth in Care Protocol.
- I'd also like to acknowledge that collectively we have not been able to give this important work the priority it deserves over the last year largely due to the significant impacts of COVID-19.
- I'm pleased that we can meet today to re-engage on this critical work. It's more important than ever due to the impacts of the pandemic on First Nations communities and the disproportionate numbers of First Nations children and youth in government care.
- As Minister of Advanced Education and Skills Training, I want to support all former children and youth in care to achieve their higher education goals.

- I believe the dedication and common interest of all those around this table to support Indigenous learners will drive this collaborative work.
- We need to work together to develop and implement tangible actions that require collaboration across our ministries and organizations.
- For example, I wanted to share an important piece of work my Ministry is advancing. Staff at AEST and MCFD are currently working on improvements to the Tuition Waiver Program and associated supports.
- This initiative is the type of work that should flow through this table. Our staff will be in touch in the coming months to engage on this important work.
- My staff and I are looking forward to working with you on the co-development of a workplan that includes tangible actions that remove barriers and improve educational opportunities and outcomes for First Nations children and youth in care.
- Thank you

## Joint Information Note

### Advice to Honourable Ministers Anne Kang (AEST) and Mitzi Dean (MCFD)

Date: March 17, 2021

Cliff #: 121271

**Issue: Update on the AEST/MCFD shared tuition waiver mandate commitment and review of post-secondary funding programs for former youth in care.**

#### **Background / Facts:**

- Supporting the post-secondary educational outcomes of former youth in care (FYIC) has been a government priority over the last four years.
- In November 2020, Premier Horgan provided Ministers Kang and Dean with a shared Mandate Letter commitment to ensure FYIC access to tuition waivers, regardless of age.
- The commitment builds on the successful delivery to date of the Provincial Tuition Waiver Program (TWP), launched in 2017 with 25 public post-secondary institutions and the Native Education College, and expanded in 2018 to include 10 union-based training providers.
- The shared commitment also supports a broader objective of shaping program development and delivery to align with the aim of facilitating successful transitions through to post-secondary for FYIC.
- An AEST/MCFD cross-ministry team is advancing work on the shared commitment, inclusive of and continuing work on a related joint program review project initiated in September 2020.

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#### ***Joint Program Review - Overview***

- MCFD and AEST administer several programs to support FYIC in pursuing post-secondary education, each with varying access points, eligibility criteria and delivery models.
- In September 2020, Ministers Mark (AEST) and Conroy (MCFD) approved a joint program review project that recognizes the importance of a coordinated and holistic approach to effectively deliver supports and resources that will improve outcomes for FYIC pursuing post secondary.
- This project examines overlaps, gaps and opportunities for improvement amongst the programs, and considers how they interact with the TWP, the AYA Program, and financial aid opportunities available through StudentAid BC (SABC) (See Attachment 1 – program summary).
- Data gathering, analysis, and identification of potential improvements for the project occurred October 2020 to February 2021. Key findings highlighted complexity of access, little overlap in program access and disparities in eligibility criteria.

#### **Analysis/Discussion:**

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- Targeted engagement with young adults and other partners is planned to seek feedback on the current program and develop options for program improvements.
- Key primary and secondary audiences for engagement are shared: youth and young adults, MCFD/AEST and other organization staff administering programs, post-secondary institution service delivery staff and partner organizations, including Delegated Aboriginal Agencies (DAAs), FNEC, and FNLC (Attachment 3).
- Joint engagement to advance both the overarching mandate commitment and the related program review project work establishes a tone that government is committed to a coordinated approach on holistic improvement of supports for the post-secondary education journey and outcomes of FYIC. Additionally, it reduces the risk of duplicating efforts and over-burdening key partners.
- A phased and coordinated engagement approach between April and May 2021 includes:

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**Next Steps:**

- Confirm high level workplan for implementation of shared mandate commitment.
- Receive endorsement for engagement from Ministers Kang and Dean.

**Attachments:** *Attachment 1: Matrix of Post-Secondary Funding Sources Eligibility for FYIC*

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**Contacts:** *Shannon Baskerville, AEST DM (250 356 5173)*  
*Allison Bond, MCFD DM (778 698 7038)*  
*Nicola Lemmer, AEST ADM (778 698 9768)*  
*Carolyn Kamper, MCFD ADM (778 698 8835)*

## Appendix 1: Program Summary - Post-Secondary Funding Sources Eligibility for FYIC

	YEAF	TWP	AYA	YFEF	LFYA
<b>Age</b>	19-24 (inclusive)	19-26 (inclusive)	19-26 (inclusive)	N/A	17-35 (inclusive)
<b>Legal Status</b>	CCO or CCO order for 5 years prior to Adoption or 54.1	CCO, TCO, SNA, VCA, YAG, EFP, 54.1, 54.01, Temporary Transfer of Custody (41(1)b), CIHR	YAG, CCO, 54.1, 54.01	Same as TWP	CCO, 54.1, 54.01
<b>Amount of Funding</b>	\$5,500 per year, up to 4 times (Total of \$22,000)	Unlimited (Tuition and administration fees, no graduate studies)	Up to \$1,250 monthly (up to \$5,500 for education expenses)	Approx. \$1,341 average per recipient	\$1,200 (mirrors the BC Training and Ed Grant)
<b>Program Type</b>					
• <b>Full Time Studies</b>	Yes	Yes	Yes	Yes	Yes
• <b>Part Time Studies</b>	No	Yes	No	Yes	No
<b>Private Schools Covered (Yes/No)</b>	Yes	No*	Yes	No*	TBD
<b>Out of Province Institutions Covered (Yes/No)</b>	Yes	No	No	No	Yes

\*TWP and YFEF are eligible at Native Education College and 10 approved trades training providers.

**YEAF** – Youth Education Assistance Fund

**TWP** – Tuition Waiver Program

**AYA** – Agreements with Young Adults

**YFEF** – Youth Futures Education Fund

**LFYA** – Learning Fund for Young Adults

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**Meeting Note**  
**Advice to Deputy Minister Shannon Baskerville**

**Date:** June 15, 2021

Cliff #: 121424

**Prepared for:** Deputy Minister Shannon Baskerville, Advanced Education and Skills Training (AEST)

**Meeting:** Canadian Union of Public Employees (CUPE)

**Date, Time of Meeting and Location:**

Monday, June 28, 2021 1:00 – 1:30pm

**Attendees:**

- Shannon Baskerville, AEST
- Tony Loughran, AEST
- Kevin Brewster, AEST
- James Postans, AEST
- Karen Ranalletta, President, CUPE BC
- Michelle Waite, Regional Vice President, CUPE BC
- Justin Schmid, Legislative Coordinator, CUPE BC

**Key Issue(s):**

- Operating Grants funding review and the need to include increasing funding to the post-secondary sector
- Return to Campus
- COVID19 related layoffs

**Suggested Response / Key Message:**

- I appreciate the opportunity to meet with you today.
- As the Deputy Minister of Advanced Education and Skills Training I am grateful for all of the hard work done by CUPE's members, and everyone within the sector who continues to go above and beyond to adapt to the ongoing uncertainties created by the COVID-19 pandemic while continuing to provide high-quality post-secondary education in the province.
- The Ministry remains committed to working closely with the sector to address issues as they arise and to finding collaborative solutions during these unprecedented times.
- I look forward to continued collaboration with CUPE moving forward.

**Background on CUPE:**

- Within the PSI sector, there are 17 CUPE locals at 14 post-secondary institutions representing support staff, and one CUPE local representing faculty at Coast Mountain College.
- In the post-secondary sector, it represents over 15,000 support staff worker and some teaching faculty at colleges (See Appendix 2).
- CUPE meets with the Ministry only on adhoc basis.
- CUPE members have been more heavily impacted by layoffs during COVID-19 pandemic.

*How AEST provides grant funding to the BC public post-secondary sector*

- The Ministry's annual operating grant to BC public post-secondary institutions (PSIs) is one of several revenue sources for PSIs. Other revenue sources include student tuition, donations, federal grants, and income from ancillary services and revenue-generating initiatives.

- On average, the Ministry's annual operating grant is approximately 40% of the annual revenue for a PSI. The percentage is larger for smaller institutions and smaller for larger institutions.
- The Ministry's annual operating grant is composed of 2 parts:
  1. Block Grant: Institutions allocate this funding to support a range of educational services and programs. Annual funding based on a series of government decisions over time. Recent increases have been related to collective agreements and Employer Health Tax.
  2. Targeted: Funding targeted to specific priority programs (e.g. Tech expansion).
- Each institution's current operating grant is a result of numerous policy, programming and budget decisions by both government and institutions over many years. The Ministry does not issue funding based on enrolment increases nor does it reduce funding if enrolment decreases.
- Each institution's board is responsible for the fiscal management of their institution. It is incumbent upon each PSI to match costs with revenues for a balanced annual budget.

#### *Operating Grant Review*

- One of AEST's mandate commitments is to conduct a funding review of post-secondary education operating grants to ensure public PSIs have the resources they need to support economic recovery and student success.
- Establishing the scope of the funding review and confirming that scope with our government is very important.
- A funding review can be very broad with many options to consider, or it can be smaller and more focused on specific areas. The Ministry is beginning our scope-definition process and will be seeking direction on the breadth of scope government will support.
- We are also developing an approximate schedule for undertaking the review as well as a consultation process. We should expect this review will take approximately two years to undertake and complete.
- As Deputy Minister, I will ensure that my Ministry will consult with key stakeholder groups such as labour unions, faculty and student associations, and PSI administrators.
- While it is too early to predict the outcome of the funding review, I am looking forward to working with you over the coming months as we undertake this complex but necessary work.

#### *Return to Campus - Consultation with Locals*

- The PHO recently sent a letter to all institution presidents providing direction for the fall.
- The PHO will work in partnership with sector health and safety experts, WorkSafeBC, **partners and stakeholders** to update the post-secondary COVID-19 Go-Forward Guidelines to support the safe and complete resumption of on-campus activities.
  - CUPE will continue to participate as a member of the Labour Reference Group for the Go-Forward Guidelines update.
- The updated Go-Forward Guidelines will be made available to support institutions as they work with their local medical health officers and WorkSafeBC to develop more detailed campus-level safety plans for the Fall.

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**Appendix 1:** Biography – Karen Ranalletta, New President, CUPE

**Appendix 2:** Summary of COVID-related CUPE layoffs at Public Post Secondary Institutions

**Contact:** *Tony Loughran 250-217-3245*

**Total length:** 5 pages.

**Appendix 1**

**Karen Ranalletta  
Biography**

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**Appendix 2****Summary of COVID-related CUPE layoffs at Public Post Secondary Institutions**

<b>Institution</b>	<b>CUPE Headcounts</b>	<b>Number of COVID Layoffs</b>	<b>Permanent or Temporary</b>
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<b>TOTALS</b>	<b>18,901</b>	<b>938</b>	
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Ministry of  
Advanced Education  
and Skills Training



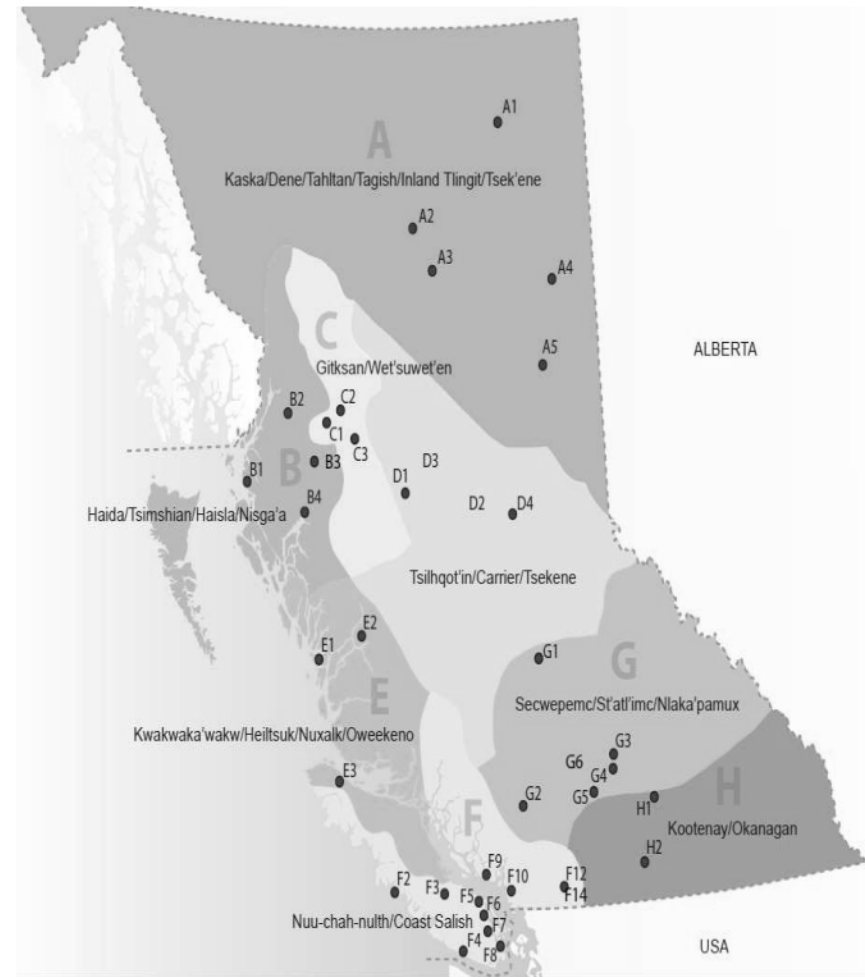
# Indigenous Adult and Higher Learning Association (IAHLA)

Indigenous Policy and Engagement Branch

Prepared for  
Minister Anne Kang  
April 2021

# Indigenous institutes in BC

- Independent non-profit organizations, controlled by Indigenous communities, some are designated under *Private Training Act*
- Range in size from First Nations K-12 schools providing adult education to small colleges that offer credentialled programs in partnership with public institutions
- Over 40 across BC, most located on reserves or in rural/remote communities
- Directly respond to community needs: culturally appropriate PSE and skills training program and supports for learners disenfranchised by mainstream systems
- Some are Indigenous knowledge holders for their communities, responsible for language and culture revitalization



IAHLA Institutes Map



# Indigenous Institutes Funding

## Federal Government

- Post-Secondary Partnerships Program
- Adult nominal roll funding for adult learners
- Grants through First Nations schools

## BC Government

- Indigenous Skills Training and Education program
- One time only (Indigenous Language Degree Framework, COVID supports, Indigenous institutes core funding)
- Ongoing funding to three institutes: NVIT, Wilp Wilxo'oskwhl Nisga'a & Native Education College

## First Nation Band Funding

## Other

Grants and contracts from foundations, private corporations, etc.

# Indigenous Adult and Higher Learning Association

## History

- Formed in 2003, the Indigenous Adult and Higher Learning Association (IAHLA) represents Indigenous-controlled adult and post-secondary institutes in BC.

## Governance and Representation

- Governed by a Board of 10 Directors elected from the membership, each representing a different language region as well as one or two members at large.
- Currently 42 Indigenous institutes are members (membership is renewed annually)
- Some IAHLA institutes also deliver federal skills training programs – Indigenous Skills & Employment Training (ISET) Agreement holders

## Relationship with FNEESC

- IAHLA is a sister organization of FNEESC.
- s.16
- IAHLA and FNEESC executives meet jointly to review and approve initiatives impacting both organizations

# Indigenous Adult and Higher Learning Association

## Mandate from FNLC

- The First Nations Leadership Council has mandated IAHLA as the appropriate organization to consult and partner with on matters relating to Indigenous institutes in BC, including program development, implementation, policy or legislative changes and/ or funding.

## Relationship with AEST

- IAHLA and FNEC are signatories to a 2005 MOU which established the Indigenous Post-secondary Education and Training Partners Table
- AEST provides FNEC with <sup>s.16</sup> to support their staff positions, including support for IAHLA.
- 2016 AEST IAHLA FNEC Bilateral Protocol Agreement:
  - Commitment to cooperate on matters related to improving education outcomes and participation of First Nations and Indigenous learners, including advancing the 2012 Aboriginal policy framework.
  - Commits FNEC/IAHLA to regular bilateral meetings with the Minister, Deputy Minister, ADM and a joint meeting with the Ministry of Education.



# Indigenous Adult and Higher Learning Association

## Examples of AEST Partnership Work with IAHLA

### Successes:

- Worked collaboratively to access \$4M in core funding for BC's Indigenous institutes
- Worked in partnership to provide COVID support for Indigenous learners:
  - Indigenous Emergency Assistance Funding for Indigenous institutes
  - \$2M for Indigenous Institutes for COVID Relief Support
- IAHLA led the development and piloting of the Indigenous Language (Nsyilxcn) Fluency Degree
- Co-developed the 2012 Policy Framework, and 2018 Aboriginal Learner Report

### Current work with AEST:

- Updating the Bilateral protocol to align with the *Declaration Act*, identifying and working to implement post-secondary and skills training actions in the *Declaration Act* Action Plan
- Participating in the development of Indigenous post-secondary education and training Comprehensive Strategy
- Participating in engagement on Indigenous Skills Training and Education program
- Provision of funding for Indigenous institutes:
  - IAHLA will sit on governance committee with FNEST and AEST to determine application of criteria, allocation of funding, monitoring and reporting

## Meeting Note

### Advice to Minister Anne Kang

**Date:** April 20, 2021

**Cliff #:** 121497

**Prepared for:** Minister Anne Kang

**Date, Time of Meeting and Location:** April 27, 2020, 3-4:30pm via MS Teams

#### **Attendees:**

##### *First Nations Leadership Council (FNLC)*

- Chief Don Tom, Vice-President, Union of BC Indian Chiefs (UBCIC)
- Regional Chief Terry Teegee, BC Assembly of First Nations (BCAFN)
- Andrea Glickman, Policy Director, Union of BC Indian Chiefs (UBCIC)
- Maureen Buchan, Senior Policy Advisor, BC Assembly of First Nations (BCAFN)
- Lydia Hwitsum, Political Executive, First Nations Summit

##### *First Nations Education Steering Committee (FNESC)*

- Chief Tyrone McNeil, President
- Debbie Jeffrey, Executive Director
- Thane Bonar, Director, Communications & Policy

##### *Indigenous Adult Higher Learning Association (IAHLA)*

- Dr. Verna Billy-Minnabarriet, Chair
- Nicolas Mejia, Manager, Post-Secondary Education & Training

##### *Ministry of Advanced Education and Skills Training (AEST)*

- Minister Anne Kang
- Shannon Baskerville, Deputy Minister
- Nicola Lemmer, Assistant Deputy Minister, Post-Secondary Policy and Programs Division
- Monica Cox, Executive Director, Indigenous Policy and Engagement Branch
- Fiona Cubitt, Director, Indigenous Policy and Engagement Branch

#### **Issues:**

- Introductory meeting with FNESC, IAHLA and FNLC and discussion of key priorities.

#### **Background:**

- The First Nations Leadership Council, which represents the political leadership of B.C. First Nations has designated FNESC and IAHLA as the appropriate organizations for AEST to consult and partner with on matters relating to First Nations post-secondary education and training, in particular program development, implementation, policy or legislative changes and/ or funding.

- The Ministry has been holding regular bilateral meetings with FNEC and IAHLA for over a decade, including with Ministers, executive and at the staff.
- In 2016, FNEC, IAHLA and AEST signed the “Post-Secondary Education and Training Protocol” which articulates the process by which the parties will continue to cooperate on matters related to improving education outcomes and participation of First Nations and Indigenous learners, including advancing the Ministry’s 2012 Aboriginal Post-Secondary Education and Training Policy Framework.
- The Protocol includes commit to regular meetings with the Minister, Deputy Minister and Assistant Deputy Minister, and confidentiality of the information shared at meetings.
- The First Nations Leadership Council, FNEC and the First Nations Schools Association met with the Minister of Education in January 2021.

#### **Discussion:**

- Ministry staff have worked closely with FNEC and IAHLA staff over the last decade to solicit advice, recommendations, and to advance a number of initiatives to ensure that the post-secondary system is relevant, responsive and respectful for First Nations learners.
- FNEC and IAHLA are strong advocates for First Nations learners and communities and hold AEST accountable for government’s commitments.
- FNEC and IAHLA have been advocating for AEST to recognise the critical role that Indigenous Institutes play in BC’s post-secondary system for many years. The provision of core funding is a significant milestone in the process to formally establish Indigenous institutes in B.C.
- s.13

#### **Suggested Response / Key Message:**

- This meeting is an opportunity for Minister Kang to meet FNLC, FNEC and IAHLA representatives and discuss their priorities and suggested approaches. The meeting agenda (see briefing binder) gives an overview of priorities, but detailed discussion is not anticipated on all items.
- The briefing binder provides background information, the April 27<sup>th</sup> meeting agenda and suggested responses for all agenda items.

#### **Attachment(s):**

- Briefing binder

**Contact:** Nicola Lemmer, ADM (778)-698-9768

## TAB 3 Meeting Participants and Biographies

### Meeting Participants

Organisation	Attendees
First Nations Leadership Council	<ul style="list-style-type: none"><li>• Chief Don Tom, Vice-President, Union of BC Indian Chiefs</li><li>• Regional Chief Terry Teegee, Regional Chief, BC Assembly of First Nations</li><li>• Andrea Glickman, Policy Director, Union of BC Indian Chiefs</li><li>• Maureen Buchan, Senior Policy Advisor, BC Assembly of First Nations</li><li>• Lydia Hwitsum, Political Executive, First Nations Summit</li></ul>
First Nations Education Steering Committee	<ul style="list-style-type: none"><li>• Chief Tyrone McNeil, President</li><li>• Debbie Jeffrey, Executive Director</li><li>• Thane Bonar, Director, Communications &amp; Policy</li></ul>
Indigenous Adult Higher Learning Association	<ul style="list-style-type: none"><li>• Dr. Verna Billy-Minnabarriet, Chair</li><li>• Nicolas Mejia, Manager, Post-Secondary Education &amp; Training</li></ul>

### Biographies

#### First Nations Leadership Council

#### Chief Don Tom, Vice-President, Union of BC Indian Chiefs

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**Regional Chief Terry Teegee, BC Assembly of First Nations**

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**Andrea Glickman, Policy Director, Union of BC Indian Chiefs**

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**Maureen Buchan, Senior Policy Advisor, BC Assembly of First Nations**

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**Lydia Hwitsum, First Nations Summit**

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## **First Nations Education Steering Committee**

**Tyrone McNeil, President**

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**Debbie Jeffrey, Executive Director**

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**Thane Bonar, Director, Communications & Policy**

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## **Indigenous Adult Higher Learning Association**

**Dr. Verna Billy-Minnabarriet, Chair**

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**Nicolas Mejia, Manager, Post-Secondary Education & Training**

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MEETING WITH MINISTER KANG WITH  
FIRST NATIONS EDUCATION STEERING COMMITTEE (FNESC)  
INDIGENOUS AND HIGHER LEARNING ASSOCIATIONS (IAHLA)  
FIRST NATIONS LEADERSHIP COUNCIL (FNLC)  
Tuesday, April 27, 2021  
3:00pm – 4:30pm

Microsoft Teams Video Conference  
Join by Video: [Click here to join the meeting](#)  
Join by Phone: +1 778-401-6289  
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## DRAFT AGENDA

**AGENDA**   **AGENDA ITEMS**  
#

1.)	Welcome and Opening Comments Overview of Agenda
2.)	<i>Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan</i> <ul style="list-style-type: none"><li>• FNESC IAHLA AEST Bilateral Protocol</li><li>• Indigenous Post-Secondary and Training Policy Framework Refresh/Comprehensive Strategy</li></ul>
3.)	Support for IAHLA Institutes and Community-based Programming <ul style="list-style-type: none"><li>• First Nations-mandated Institutes Funding</li><li>• Indigenous Skills Training and Education Program</li><li>• COVID-19 Funding for IAHLA Institutes</li><li>• Indigenous Languages Fluency Degree</li></ul>
4.)	Anti-Indigenous Racism in Post-Secondary Education and Training <ul style="list-style-type: none"><li>a. In Plain Sight Report by Mary Ellen Turpel-Lafond</li><li>b. Anti-Indigenous Racism in Education Roundtable</li></ul>
5.)	First Nations Children and Youth in Care Protocol
6.)	Next Steps and Closing

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**Agenda Item 1: Welcome and Opening Comments (Tyrone McNeil, FNESC President will Chair Meeting)**

**Minister's Role:** Respond to Tyrone's invitation to provide introduction and opening comments.

**Speaking points:**

- Minister Introduction: Hello everyone, my name is Anne Kang, and I am the new Minister of Advanced Education and Skills Training. I want to thank all of you for meeting with us today.
- Land Acknowledgement: I would like to acknowledge that my Ministry carries out its work on First Nations territories throughout British Columbia. We are grateful for the continuing relationships with Indigenous people in B.C. that develop through our work together. We acknowledge and raise our hands to the Lekwungen people, known today as the Songhees and Esquimalt Nations, on whose ancestral lands the Ministry operates its main offices, and to the Musqueam, Squamish and Tseil-Waututh Nations, on whose lands my riding and home are located, as well one of our Ministry offices and many public post-secondary institutions.
- Opening Comments:
  - This meeting is taking place later than I would have liked. I regret that we were not able to meet sooner but I want to assure you that our relationship with you remains a top priority of my Ministry.
  - It has been a very busy few months for Indigenous post-secondary education and training, and though we have a lot of work still to do, I

## **TAB 5 Agenda Item 1: Welcome and Opening Comments**

believe we also have a lot to celebrate, from the funding for Indigenous institutes to the Indigenous languages fluency degree, and economic recovery funding to FNEESC and IAHLA to support the Post-Secondary Partnerships Program.

- I would like to acknowledge the work of your organizations to improve post-secondary education and skills training for First Nations learners and Indigenous institutes in B.C.
- Together our organizations have built a good understanding of the critical issues that need to be addressed and now we are moving into action and delivering on those priorities.
- Lasting and meaningful reconciliation, the implementation of the Declaration on the Rights of Indigenous Peoples Act, equity and anti-racism, and building a strong sustainable economy that works for everyone are top priorities of my government. We can only do this if we are working in partnership with Indigenous Peoples in B.C. - your work to represent BC First Nations and Indigenous institutes is therefore integral to helping us achieve these objectives.
- I look forward to learning more from you today, so we can continue our positive working relationship and improve post-secondary and skills training for Indigenous peoples in B.C.

**Agenda Item 2**

**2.1 Declaration on the Rights of Indigenous Peoples Act (Declaration Act) Action Plan**

**2.2 FNESC IAHLA AEST Bilateral Protocol**

**2.3 Indigenous Post-Secondary and Training Policy Framework Refresh/Comprehensive Strategy**

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**2.1 Declaration on the Rights of Indigenous Peoples Act**

**FNESC will open and lead the discussion this agenda item.**

**Minister's Role: Respond to FNESC comments**

**Speaking Points:**

- Implementing the Declaration Act is a key priority of my Ministry and our government.
- Thank you for all the work you have done to identify key priority actions for advanced education and skills training to include in the Action Plan.
- The consultative draft is working through internal approval processes and should be ready to share with Indigenous partners in mid to late June.
- The Action Plan will be a government-wide plan, with high level priority actions to implement within the next five years.
- We expect that the Action Plan may not include the level of detail we would wish for post-secondary and skills training-related actions so I was pleased to hear that our staff intend to discuss our sector specific priority actions at a more detailed level.
- I am interested in hearing your thoughts on the priorities we should collectively focus on in the next couple of years.

s.13; s.16



s.13; s.16

## **2.2 FNESC IAHLA AEST Bilateral Protocol**

**FNESC will open and lead the discussion this agenda item.**

**Minister's Role: Respond to FNESC comments**

### **Speaking Points:**

- I have reviewed the formal Protocol Agreement with FNESC and IAHLA outlining how we will work together to improve education and training outcomes for First Nations learners and Indigenous institutes
- I understand there is a commitment to update this Protocol Agreement in order to align it with the Declaration Act, and your staff are working on a first draft of the revision.
- I understand that staff have developed a working list of all the initiatives we are currently working on together, and there are over 30 items on this list!
- I want to express my gratitude once again to your organizations for all the work you do to ensure that First Nations learners and Indigenous institutes are represented when we are making decisions about policy and programs that affect them. Understandably, your organizations have far fewer staff than us, and we really appreciate how hard working you are in order to improve Indigenous post-secondary education and training in this province.

## **2.3 Indigenous Post-Secondary and Training Policy Framework Refresh/ Comprehensive Strategy**

**FNESC will open and lead the discussion this agenda item.**

**Minister's Role: Respond to FNESC comments.**

### **Speaking Points:**

- My Ministry remains committed to developing a comprehensive strategy on Indigenous post-secondary education and training.
- FNESC and IAHLA have been integrally involved in developing the current draft and have put many hours into meetings and review to get us where we are.
- I recognize this work has been somewhat on hold since last spring, due to the COVID-19 pandemic, the focus on developing an Action Plan for the Declaration Act, and the election in the fall.
- We would like to move forward on the comprehensive strategy.

s.16

- I am pleased that we have been able to move forward with some of the key pillars of the draft comprehensive, such as the Indigenous institutes core funding.

s.13

## **TAB 6 Agenda Item 2: Declaration on the Rights of Indigenous Peoples Act Action Plan**

s.13

**Background:**

***2.1 Background for Declaration Act Action Plan***

- See Tab 13 for presentation on the Declaration Act Action Plan, including AEST actions in the latest consultative draft.
- The Declaration Act commits B.C. to developing an Action Plan in consultation and cooperation with Indigenous Peoples. The Ministry of Indigenous Relations and Reconciliation (MIRR) is leading a cross-Ministry effort to develop the Action Plan, working closely with the First Nations Leadership Council.
- Ministries engaged directly with Indigenous partners to identify priority action items. Due to the COVID-19 pandemic, the initial engagement on priority actions was delayed until late summer 2020, and then cut short due to the election period. The phase 1 engagement was completed in December 2020 and January 2021.
- MIRR has been leading the preparation of a “consultative draft” of the action plan, including several cross-Ministry working groups that have provided input and review the drafts.  
s.12 and then Ministries will share it with Indigenous partners for the Phase 2 engagement.
- MIRR will use feedback from Phase 2 to develop the Action Plan,<sup>s.13</sup>  
s.13

*Declaration Act Implementation - Distinctions-based approach, FNLC and MNBC*

s.13; s.16

## **TAB 6 Agenda Item 2: Declaration on the Rights of Indigenous Peoples Act Action Plan**

### **2.2 Background for FNEC IAHLA AEST Bilateral Protocol**

- The “Post-Secondary Education and Training Protocol” (Tab 12), signed in 2016, articulates the process by which the parties will continue to cooperate on matters related to improving education outcomes and participation of First Nations and Indigenous learners, including advancing the 2012 Aboriginal PSE and training policy framework.
  - The Protocol specifies the number of annual meetings with the Minister and Deputy Minister and a commitment to keep information shared confidential.
- In June 2020, FNEC offered to do a first draft revision to the Protocol to align it with the *Declaration Act*.

s.13

- At the staff level, AEST has started meeting with FNEC and IAHLA on a biweekly basis to advance the many initiatives and issues we are working on together.
- FNEC has a similar protocol with the Ministry of Education, signed in 2015, and similar to our Protocol, s.14

s.14

### **2.3 Background for Indigenous Post-Secondary and Training Policy Framework Refresh/ Comprehensive Strategy**

- Since 2018, the Ministry’s Service Plans have committed to co-develop a comprehensive strategy on Indigenous post-secondary education and training with Indigenous and post-secondary partners. AEST staff have been meeting with a Policy Working Group to develop the new strategy. FNEC and IAHLA have played a central role in these meetings.
- Over this time, the Policy Working Group has:
  - Reviewed Truth and Reconciliation Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples, and the Missing, Murdered Indigenous Women and Girls report to ensure recommendations are incorporated.
  - Drafted the Vision, Mission and Principles and summarized five key goals, each with multiple objectives and actions.
  - Aligned the draft with the Provincial Languages Table led by MIRR.

s.13

## **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

### **Agenda Item 3: Support for IAHLA Institutes and Community-based Programming**

#### **3.1 First Nations-mandated Institutes Funding**

#### **3.2 Indigenous Skills Training and Education program**

#### **3.3 COVID-19 Funding for IAHLA Institutes**

#### **3.4 Indigenous Languages Fluency Degree**

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### **3.1 First Nations-mandated Institutes Funding**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to comments**

#### **Speaking Points:**

- First, I want to recognize that we have reached a huge milestone by providing funding to Indigenous institutes.
- I want to express my gratitude for your leadership and work to advance support for Indigenous institutes in the Province. I understand this has been a longstanding request of First Nations institutes and First Nations communities, and that you have been working with the Ministry for over a decade to get this funding.
- I realize that our timeframe to put together a submission in January and February this year was very short – and that these short windows of opportunity are unfortunate and not conducive to the complex work of reconciliation. However, thanks to our longstanding, constructive relationship, we were ready to move forward quickly as we had already done the policy work, and we had your proposal and your first draft of a submission to work from.
- I understand that my staff have begun to work with your staff to allocate, monitor and report on this funding.

## **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

- We were only successful in obtaining one year of funding for Indigenous institutes. <sup>s.13</sup>

s.13

### **3.2 Indigenous Skills Training and Education Program**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to comments**

#### **Speaking Points:**

- I want to thank FNESC and IAHLA for helping the Ministry ensure that Indigenous communities and learners are not left behind in the Economic Recovery by allocating \$5 million in the Economic Recovery funding to Indigenous institutes to support the delivery of post-secondary education and training programs in Indigenous communities.
- Budget 2021 included a strong emphasis on the importance of skills training and the importance of working side-by-side with Indigenous communities and organizations to expand skills training programs
- The budget for the current fiscal year is being finalized and we will share the budget details with FNESC/IAHLA as soon as we are able to do so.

s.13

### **3.3 COVID Funding for IAHLA Institutes**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to comments**

#### **Speaking Points:**

- I want to acknowledge that COVID-19 has had a disproportionate impact on Indigenous learners and First Nation communities due to the ongoing systemic barriers they face, as well as the history of trauma from past pandemics.
- I was saddened to hear that Indigenous peoples have experienced an increase in incidences of racism throughout the pandemic.
- I am pleased that my Ministry was able to provide additional support to FNESC and IAHLA to allocate to Indigenous institutes, including the \$5 million in Economic Recovery funding that we have already discussed and the \$2 million to assist Indigenous institutes across BC in managing COVID-19 impacts through small capital purchases, such as laptops, and PPE, and student supports, such as tutoring and counselling.
- I understand that FNESC and IAHLA are now participating in our Ministry's work to develop revised Go Forward Guidelines for post-secondary institutions to safely return to face to face instruction through the Expert Panel and the Indigenous Reference Group. It is very important that the perspectives and concerns of First Nations and Indigenous institutes are included in these guidelines.
- I have also heard from my staff that FNESC and IAHLA have raised that not all First Nations communities or Indigenous institutes may be comfortable with face to face instruction in the fall, and to affirm that we respect the rights of



## **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

Indigenous communities to determine their own safety measures throughout this pandemic.

### **3.4 Indigenous Languages Fluency Degree**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to comments**

#### **Speaking Points:**

- In March we announced the launch of the historic Bachelor of Nsyilxcn [N-seal-ik-chin] Language Fluency Degree, the first of its kind in B.C. I want to take a moment to extend my gratitude and congratulations to: UBC-Okanagan, Nicola Valley Institute of Technology, the En'owkin Centre, FNESC, IAHLA and everyone who contributed to making this Nsyilxcn Language Fluency Degree a reality.
- Special thanks to the visionary leadership of Dr. Jeannette Armstrong, for her concept paper that made the case for bridging traditional knowledge and community language learning with degree accreditation.
- FNESC and IAHLA were key in this collaboration; I thank them for their many contributions to the guiding principles of the Framework and for implementing the pilots. I look forward to hearing about the progress of five more pilots that are underway.

## **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

### **Background:**

#### ***3.1 Background for First Nations-mandated Institutes Funding***

- First Nations have articulated that core funding for Indigenous institutes is necessary to actualize First Nations' control of First Nations education since the 1990s.
- The 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan committed to supporting Indigenous institutes.
- In 2018, AEST provided FNEESC and IAHLA funding to develop a model to provide core operational funding to BC Indigenous institutes. s.12; s.13

s.12; s.13

#### ***3.2 Background for Indigenous Skills Training and Education Program***

s.12

- Budget 2021 included a strong emphasis on the importance of skills training and the importance of working side-by-side with Indigenous communities and organizations to expand skills training programs
- The budget for the current fiscal year is being finalized and we will share the budget details with FNEESC/IAHLA as soon as we are able to do so.

s.13

## **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

s.13

### ***3.3 Background for FNEC IAHLA Involvement in AEST's COVID-19 Response***

- COVID-19 has increased demands on First Nations communities and Indigenous institutes. Many communities have “locked down”, and learners have been required to continue online studies from home, though they may lack resources to do so. Indigenous institutes are working to fill this gap, including providing internet access, computers, and training to support community members to participate in the post-COVID economic recovery.

s.16

### ***3.4 Background for Indigenous Language Fluency Degree***

- There is a demand for fluent speakers in a variety of careers and most immediately an unmet need for skilled and knowledgeable language teachers in the K-12 system.
- Prior to 2019, AEST provided funding support the development of the Indigenous languages degree framework, which included development of course curricula, an overall framework for the degree, and consultation with First Nations.
- In March 2019, AEST provided \$2 million in funding to the First Nations Education Steering Committee to pilot the Indigenous Language Fluency Degree Framework.
- The Bachelor of Nsyilxcn Language Fluency Degree is the first offered under the Framework. Students start the first two years earning a Nsyilxcn Language Diploma through NVIT, or they can take a college readiness program option through En'owkin Centre with accreditation from

### **TAB 7 Agenda Item 3: Support for IAHLA Institutes**

NVIT. Then students can transfer to UBCO for the final two years to earn their Bachelor of Nsyilxcn Language Fluency Degree.

- There are four more pilots in progress: Lake Babine Nation with NVIT, Lillooet Tribal Council with NVIT, Nicola Bands with NVIT and Wilp Wilxo'oskwhl Nisga'a Institute with UNBC
- The Truth and Reconciliation of Canada Calls to Action #13-17 urge government to fund language revitalization and education, with #16 being of most relevance to the post-secondary system: “We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.”

**Agenda Item 4: Anti-Indigenous Racism in Post-Secondary Education and Training**

**4.1 In Plain Sight Report by Mary Ellen Turpel-Lafond**

**4.2 Anti-Indigenous Racism in Education Roundtable**

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**4. Anti-Indigenous Racism in Post-Secondary Education and Training**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to FNESC comments**

**Speaking Points:**

- I appreciate you including this topic on our agenda. As you know, equity and inclusion are an important area of focus for our government.
- Our government has a moral and ethical responsibility to tackle systemic racism and discrimination in all its forms. We are taking action to fight racism, such as:
  - Responding to the Human Rights Commissioner's report on disaggregated data, so that we have better data and better governance of that data,
  - Developing BC's first Anti-Racism Act, which will be developed through a thoughtful and thorough research and consultation process to identify what areas the Act might cover, and
  - Modernizing the Police Act to address issues like mental health, harm reduction and systemic racism, so everyone is treated fairly.
- I understand that my Ministry has been working closely with FNESC and IAHLA for several years now to improve our own collection and reporting on Indigenous learners, to ensure it respects the principles of OCAP - ownership, control, access, and possession.

Minister's Response for Racism in PSE and Skills Training Sector

- We agree that there needs to be more discussion about racism within the post-secondary education and skills training sectors.
- I understand that FNEESC is conducting research on racism against Indigenous learners in public institutions. We look forward to learning from that research when it is completed.

s.13

- I am open to hearing your thoughts on how we can better address racism in the post-secondary education and training sectors.

#### **4.1 In Plain Sight Report by Mary Ellen Turpel-Lafond**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to FNESC comments**

**Speaking Points:**

- I acknowledge the important findings in Dr. Mary Ellen Turpel-Lafond's report: In Plain Sight and recognize our shared responsibility for helping to implement some of the recommendations that relate to post-secondary health programs.
- We are committed to ensuring that health education and training is culturally safe and provides supports for faculty, staff and students. It must also acknowledge current health inequities and racism.
- The Ministry of Health is leading government's response. They have established new Associate Deputy Minister position to lead the work. ADM Nicola Lemmer is our lead on this work with the Ministry of Health.

#### **4.2 Anti-Indigenous Racism in Education Roundtable**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Respond to FNESC comments**

**Speaking Points:**

- I understand that the Ministry of Education established an anti-racism roundtable last summer and they are now working with you to develop a First Nations Anti-Racism Action Plan. I would be pleased to hear an update on how this is going.
- We are open to exploring something similar in the post-secondary sector, and I understand the topic of racism has been discussed frequently at our PSE Partners table in the last year.

## TAB 8 Agenda Item 4: Anti-Indigenous Racism in Post-Secondary Education and Training

### **Background:**

#### ***Background for Province-wide Response to Racism***

- AEST sits on the Anti-Hate/Anti-racism cross ministry working group led by the Multiculturalism and Anti-Racism Branch within the Ministry of the Attorney General
- The Ministry of Attorney General's Multiculturalism and Anti-Racism Branch received funding through BC's Restart and Recovery fund for anti-racism training.
  - Institutional Change initiative (training on systemic racism for senior public servants).
  - Resilience BC Anti-Racism Network - training for front-line workers to improve their capacity to support victims of hate crime.
  - BC anti-racism public education campaign (in progress)
  - Provincial Multi-culturalism and Anti-racism awards on Mar 21, 2021

#### ***Background for Racism in PSE and Skills Training Sector***

- In 2019, AEST provided FNEC with \$75,000 to research Indigenous learners in public institutions' experiences with racism. The work has been delayed due to the COVID-19 pandemic.
- In March 2021, AEST provided \$150,000 in one-time funding for BCcampus to support anti-racism initiatives, including anti-Indigenous racism. <sup>s.13</sup>

s.13

Previously, AEST provided BCcampus with funding to develop "Indigenization Guides" for public post-secondary institutions that were overseen by a steering committee including FNEC and IAHLA.

#### ***4.1 Background for In Plain Sight Report***

- On November 30, 2020, Dr. Mary Ellen Turpel-Lafond's report, In Plain Sight, was released.
- The Report is an examination of systemic racism in B.C.'s health care system and includes 24 recommendations for the Province.
- FNEC has requested that B.C. commission a similar study into the public education system.
- Nine recommendations from the report refer to actions relevant to the mandates of AEST and post-secondary institutions, as outlined below. Some of these actions have already been considered for inclusion in the draft Indigenous post-secondary education and training comprehensive strategy:

#	Recommendation
8	Add an accreditation standard for Indigenous cultural safety.
11	Strengthen employee 'speak up' culture throughout health care system.
14	Recruit Indigenous individuals to senior positions.
18	Set mandatory targets for Indigenous student recruitment and graduation in health programs.
19	Establish centre for anti-racism, cultural safety and trauma informed practices.
20	Provide new training for health care workers.
21	Include mandatory Indigenous components with a focus on anti-racism in all health programs.
22	Develop educational resources on history of Indigenous health and wellness.



## TAB 8 Agenda Item 4: Anti-Indigenous Racism in Post-Secondary Education and Training

23	Establish a joint degree in Medicine and Indigenous Medicine and a joint Nursing degree.
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- See Tab 14 for further background.

### ***4.2 Background for Anti-Indigenous Racism in Education Roundtable***

- In July 2020, the Ministry of Education (EDUC) hosted a Community Roundtable on Anti-Racism in education to support the development of an anti-racism action plan. Participation included 10 Indigenous partners from 6 organizations and 20 community partners.
- EDUC is currently developing a First Nations Anti-Racism Action Plan, co-led with FNEESC. It is in early stages of development.

## **Agenda Item 5: First Nations Children and Youth in Care Protocol**

**FNESC will open and lead the discussion on this agenda item.**

### **Minister's Role: Respond to FNESC comments**

#### **Speaking Points:**

- Implementing the First Nations Children and Youth in Care Protocol is a priority of our government. As you may be aware from our protocol meeting on April 7th, my mandate includes leading work to expand tuition waivers to all former youth in care, regardless of age.
- We are committed to following the lead of First Nations leadership organizations on this, and we acknowledge that pandemic has delayed action on this for all of us.
- As you know we met as the oversight table on April 7th to discuss the path forward on this important work.
- My staff are looking forward to work at the technical table as we committed to meeting with the oversight table again in three months.
- I am pleased this group has reconvened and look forward to making positive changes that will improve outcomes for former children and youth who are, or have been, in care.

## TAB 9 Agenda Item 5: First Nations Children and Youth in Care Protocol

### **Background:**

- First Nations Children and Youth in Care Protocol, signed by the Province (EDUC, AEST, and MCFD), First Nations Leadership Council and First Nations Education Steering Committee on May 26, 2020, commits the parties to dialogue and joint action on specific issues and initiatives intended to improve the educational outcomes and well-being of First Nations children and youth in care, and former youth in care, through legislative, policy and practice reform.
- The Protocol commits to the establishment of the following tables:
  - Oversight Table (political / leadership level) meets twice per year to identify priority issues, establish a mutual and focused agenda and provide direction to the Technical table.
  - Technical Table (staff level) will carry out the direction of the Oversight Table, develop a workplan and report back to the Oversight Table.

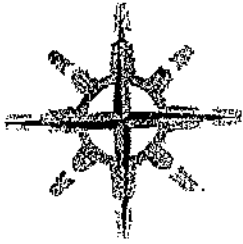
**Agenda Item 6: Next Steps and Closing**

**FNESC will open and lead the discussion on this agenda item.**

**Minister's Role: Response**

**Speaking Points:**

- Thank you for meeting with me today.
- I found our discussions very helpful and I look forward to our future work together to improve the post-secondary and skills training system for First Nations learners in B.C.



# FIRST NATIONS SUMMIT

October 7, 2009

Robin Ciceri  
Deputy Minister  
Ministry of Advanced Education and  
Labour Market Development  
PO Box 9059 Stn Prov Govt  
Victoria BC V8W 9E2

DEPUTY MINISTER - MINISTRY OF ADVANCED EDUCATION			
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Dear Deputy Minister Ciceri:

We are writing in response to your request at the last meeting of the BC Aboriginal Post-Secondary Education and Training Partners for more information regarding representation and governance as it relates to collective efforts to address First Nations post-secondary education in BC.

We are pleased to confirm that the First Nations Education Steering Committee (FNESC) and the Indigenous Adult and Higher Learning Association (IAHLA) are the appropriate organizations for consultations and partnership efforts in regard to First Nations Post-Secondary Education and Training matters.

We can assure you that these organizations have the support of and are accountable to BC First Nations and First Nations controlled post-secondary institutes, and they have the confidence of First Nations leadership in this province. The organizations also maintain effective decision-making mechanisms that ensure consistent and effective consultations with First Nations.

We would suggest to you that there are three levels of relevant discussions to ensure that First Nations, the Province of British Columbia, and the federal government collaboratively advance an appropriate First Nations post-secondary education and training agenda.

1. The first level involves tripartite discussions with the political executives of the First Nations Summit, the Union of BC Indian Chiefs and the BC Assembly of First Nations to monitor progress in meeting the goals and objectives identified in the Transformative Change Accord.
2. The second level involves tripartite meetings of the Province of British Columbia, the federal government, and representatives of FNESC and IAHLA. Discussions at this level would generally involve matters related to program implementation, policy or legislative changes, and/or funding. I recognize that there can be some confusion regarding the respective roles of FNESC and IAHLA. The organizations have therefore prepared the attached description of their responsibilities and accountabilities.
3. The third level would include broader participation, including interested First Nations governments and their respective education departments as well as additional relevant stakeholders who are working in partnership to promote change and innovation.

With respect to the planning and implementation of new programming, we reiterate the need for your Ministry to work collaboratively with FNESC and IAHLA to ensure that new initiatives are appropriate and relevant for First Nations peoples. These organizations can provide important insight into the potential usefulness and feasibility of proposed changes, research, data collection mechanisms, and programming. Their input will certainly result in a more effective and efficient use of the limited resources available for support in this area.

Once again, First Nations leaders in BC have every confidence in the educators who are associated with FNEC and IALHA, and we greatly respect the expertise and commitment they bring to their work.

If you have any further questions about these issues, please direct them to Karen Bailey-Romanko, Director of Post-Secondary Education for IALHA and FNEC. She may be reached at 250-426-5021 or 1-877-422-3672 or via e-mail to karenbr@fnesc.ca.

Yours sincerely,  
First Nations Summit Task Group



Grand Chief Edward John



Dan Smith



Grand Chief Doug Kelly

CC. Grand Chief Stewart Phillip, President, Union of BC Indian Chiefs  
Jody Wilson-Raybould, Regional Chief, BC Assembly of First Nations  
First Nations Education Steering Committee  
Indigenous Adult and Higher Learning Association

Attach.

## **ROLES AND RESPONSIBILITIES RELATED TO FIRST NATIONS POST-SECONDARY EDUCATION IN BC**

### **The Indigenous Adult and Higher Learning Association**

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit Society that was created five years ago to support Aboriginal-controlled post-secondary institutes in BC. Members of IAHLA are Aboriginal controlled post-secondary institutes in BC. IAHLA is directed by and accountable to those institutes.

The IAHLA Board is selected by its member institutes at each Annual General Meeting. At those meetings, IAHLA also reports to its members on all of its ongoing and proposed initiatives.

IAHLA has a mandate to undertake research, promote networking and communications, and – when directed to do so by its members – to represent Aboriginal controlled institutes in discussions with government and other post-secondary stakeholders on matters that affect our institutes and their work. IAHLA's mandate is therefore specific to responding to the needs of **Aboriginal controlled post-secondary institutes**, including the needs of students within those institutes as described by IAHLA members.

### **The First Nations Education Steering Committee Executive and Post-Secondary Sub-Committee**

The First Nations Education Steering Committee (FNESC) is a non-profit organization that represents First Nations in BC in all areas of education, including post-secondary. FNESC has been in operation for almost two decades.

FNESC is directed by and accountable to First Nations communities. Each First Nation in BC is eligible to appoint a member to the FNESC Board. FNESC holds Annual General Meetings to address specific society requirements and to elect its Executive Members. Board members also attend regular FNESC quarterly meetings.

FNESC Executive members are actively involved in discussions regarding First Nations post-secondary education issues on behalf of the organization. FNESC also conducts its work through a number of sub-committees. The FNESC Board appoints members to its Post-Secondary Sub-Committee (PSSC) based upon their experience and knowledge of Aboriginal post-secondary education. The FNESC Executive members and the PSSC report on a regular basis to the FNESC Board, to inform the organization regarding critical issues and to seek formal direction for its work.

In turn, FNESC regularly reports to all First Nations in BC through a series of regional sessions. Those sessions allow First Nations to learn about and respond to all FNESC activities.

In addition, FNEC reports to First Nations political representatives through the BC Assembly of First Nations, the Union of BC Indian Chiefs, and the First Nations Summit. FNEC seeks support from these political organizations for all significant work related to education matters.

FNEC's primary mandate is therefore to respond to the post-secondary priorities of **First Nations communities**, including the needs of First Nations learners in any post-secondary setting (IAHLA institute or mainstream institution) as described by First Nations communities. FNEC can also use its experience and political connections to lobby on behalf of other First Nations education organizations (such as IAHLA or the FNSA) *at the request of and with information and guidance from those partner organizations.*

#### **The Indian Studies Support Program Committee**

The Indian Studies Support Program (ISSP) Committee is a committee of Indian and Northern Affairs Canada (INAC). The ISSP Committee works to manage a federal government funding program (ISSP funding) that is aimed at supporting post-secondary programming for First Nations students. ISSP Committee members are suggested by First Nations in BC based upon their interest, their experience in the area of post-secondary education, and their experience managing funding programs. The ISSP Committee recommends new members, based upon those criteria, for approval by INAC.

#### **The Joint Post-Secondary Education Committee**

Given the distinct but complementary mandates, interests and commitments of FNEC, IAHLA, and the ISSP, a Joint PSE Committee on Aboriginal Post-Secondary Education was created. The Joint PSE Committee includes the FNEC Executive and PSSC, IAHLA, and the ISSP Committee. The three organizations created a Memorandum of Understanding stating their commitment to work together to promote Aboriginal Post-Secondary Education issues in BC. This group is intended to promote information sharing, discussions, and a network to provide maximum input into all decisions regarding Aboriginal post-secondary education issues in BC.

#### **In summary:**

- FNEC is directed by and accountable to all First Nations in BC
- FNEC regularly reports to and seeks direction from First Nations leadership
- IAHLA is directed by and accountable to Aboriginal controlled institutes in BC
- IAHLA and the ISSP Committee can recommend issues to FNEC for lobbying support and presentation to First Nations leadership, at their discretion



# Post-Secondary Education and Training Protocol

JULY 8, 2016



# POST-SECONDARY EDUCATION AND TRAINING PROTOCOL

## BETWEEN

**HER MAJESTY THE QUEEN IN RIGHT OF BRITISH COLUMBIA,**  
as represented by the Minister of Advanced Education, ("British Columbia")

## AND

**THE FIRST NATIONS EDUCATION STEERING COMMITTEE,** a society incorporated  
under the *Society Act*, RSBC 1996, c. 433, ("FNESEC")

## AND

**THE INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION,** a society  
incorporated under the *Society Act*, RSBC 1996, c. 433, ("IAHLA")

(collectively the "Parties")

## WHEREAS

- A. FNESEC, IAHLA and British Columbia have a longstanding and ongoing collaborative working relationship to improve post-secondary educational and training outcomes for First Nation and Aboriginal students in BC.
- B. This partnership is consistent with the commitment in the *New Relationship* vision document to a "government-to-government relationship based on respect, recognition and accommodation of Aboriginal title and rights."
- C. Under the *Transformative Change Accord*, British Columbia and First Nations, along with Canada, committed to work together to achieve the goals of closing the social and economic gap between First Nations and other British Columbians through a new relationship based upon mutual respect and recognition.
- D. FNESEC is mandated by and accountable to BC First Nations to serve as the lead policy and advocacy organization on First Nations education, based on direction from First Nations leadership, and as articulated in the Protocol between FNESEC and the First Nations Leadership Council (BC Assembly of First Nations, First Nations Summit, Union of BC Indian Chiefs).
- E. IAHLA is mandated by and accountable to its members, Aboriginal controlled post-secondary institutes, to undertake research, promote networking and communications and, when directed to do so by its members, to represent Aboriginal controlled institutes in discussions with government and other post-secondary stakeholders on matters that affect the institutes and their work. IAHLA's mandate is therefore specific to responding to the needs of Aboriginal controlled post-secondary institutes, including the needs of students within those institutes as described by IAHLA members.

- F. The *Aboriginal Post-Secondary Education and Training Policy Framework* (2012) (the "Framework") was developed collaboratively by the Ministry with partners, including FNEC and IAHLA, setting out the following vision:

*Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society.*

- G. The Framework includes key principles including, in particular:

*An affirmation that First Nations, Métis and Inuit languages and cultures are critical components of quality educational programming and are essential to support the success of Aboriginal learners.*

*Recognition that First Nations, Métis and Inuit peoples are in the best position to inform the development of and decision-making around post-secondary education programs, policies and services for First Nations, Métis and Inuit peoples, working collaboratively within existing governance structures.*

*Recognition that the work needed to achieve systemic change is significant and will take time, thus long term investments are required to ensure programs, policies and services that meet the needs of Aboriginal learners are systemic, strategic and sustainable.*

- H. The Parties seek to formalize a process for their ongoing relationship by articulating a process by which they will continue to cooperate on matters related to improving educational outcomes and participation of First Nation and Aboriginal adult and post-secondary students, including the advancement of the *Aboriginal Post-Secondary Education and Training Policy Framework* and other matters as agreed.

**THEREFORE the Parties agree as follows:**

## **1.0 Definitions**

- 1.1 The Parties agree that the following definitions apply in the context of this Protocol and its appendices and/or schedules:

**"First Nation"** means a Band as defined in the *Indian Act*, or a self-governing First Nation.

**"FNEC"** means the First Nations Education Steering Committee, a society incorporated under the *Society Act*, RSBC 1996, c. 433, to support First Nations to advance First Nations education in BC.

**"IAHLA"** means the Indigenous Adult and Higher Learning Association, a society incorporated under the *Society Act*, RSBC 1996, c. 433, to support Aboriginal-controlled adult and post-secondary institutes in BC.

## **2.0 Purpose, Scope and Information Sharing**

- 2.1 This Protocol confirms the ongoing working relationship between the Parties and formalizes an effective bilateral process to assist the Parties to improve First Nations and Aboriginal post-secondary, training and adult educational participation and outcomes. This collaborative work will be guided by a jointly developed work plan and will include a focus on the advancement of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.
- 2.2 British Columbia will treat as confidential all information or material supplied by First Nations as a result of collaborative projects, initiatives or activities, and will not, without the prior written consent of FNEESC, IAHLA, or affected First Nation(s), as the case may be, permit the disclosure of such information or material, except as may be required by law or to the extent that such disclosure is necessary to enable British Columbia to fulfill its obligations under this Protocol.
- 2.3 When handling First Nation's information, the Parties agree to give full consideration to the principles of ownership, control, access and possession, a set of principles that outlines how First Nations exercise their right to make decisions regarding data collection and dissemination.
- 2.4 The Parties may, by mutual agreement between the Deputy Minister, the FNEESC President and the IAHLA Board Chair:
- a) add specific areas of collaboration and information sharing; and
  - b) extend discussions under this Protocol to include matters that would require or benefit from the participation of other ministries or agencies;
- the details of which may be detailed and attached as appendices to this Protocol, in addition to the work plan as set out in section 7.0.

## **3.0 Biannual Meetings with Minister**

- 3.1 FNEESC, IAHLA and the Minister will meet a minimum of twice annually, and additionally as needed.

## **4.0 Quarterly Meetings with Deputy Minister**

- 4.1 FNEESC, IAHLA and the Deputy Minister will meet at least quarterly, and additionally as needed.

## **5.0 Bilateral Forum**

- 5.1 The Parties hereby establish the joint FNEESC, IAHLA-BC Bilateral Post-Secondary Education and Training Forum (the "PSE Bilateral Forum"), comprised of representatives

of the Parties, to implement this Protocol by formalizing their ongoing working relationship on matters related to First Nations post-secondary education and improving First Nation learner outcomes.

5.2 The lead contacts for the Bilateral Forum will be:

a) For British Columbia:

- Assistant Deputy Minister responsible for Aboriginal Post-Secondary Education and Training; and

b) For FNEESC:

- Executive Director.

c) For IAHLA:

- Board Chair.

5.3 The Bilateral Forum will establish an annual meeting schedule and meet at least quarterly, and additionally as needed.

5.4 The lead contacts will share the responsibility of hosting and chairing meetings of the Bilateral Forum, as agreed.

5.5 The Bilateral Forum may establish committees or working groups to assist in carrying out activities to implement this Protocol.

5.6 The Bilateral Forum will establish administrative processes to maintain joint records of action items arising from each meeting.

## **6.0 Annual Meeting with Ministry of Education**

6.1 The Parties will meet jointly with counterparts from the Ministry of Education a minimum of once annually, and additionally as needed.

## **7.0 Work Plan**

7.1 The Parties will establish a work plan, to be reviewed at least once per year, for the Bilateral Forum to set out priority activities for the year, which may be amended by agreement in writing from time to time.

## **8.0 Dispute Resolution**

8.1 Where a dispute arises between the Parties regarding the interpretation or implementation of this Protocol, the lead contacts and other representatives at the Bilateral Forum will endeavour to resolve any disputes in a co-operative, effective and timely manner.

8.2 If a matter remains unresolved after being considered at the Bilateral Forum, the dispute may be referred to the senior officials of the Parties for resolution:

a) For BC:

- the Deputy Minister of the Ministry of Advanced Education; and

b) For FNEESC:

- the President; and

c) For IAHLA:

- the Board Chair/Executive.

8.3 If a matter remains unresolved after being considered by the senior representatives, the Parties may by agreement refer the matter to a facilitated or mediated process to assist the Parties to resolve the matter in dispute within 60 days, or such period as agreed to by the Parties.

8.4 Each Party will bear its own costs to participate in any dispute resolution process under this Protocol.

## **9.0 Review**

9.1 The Parties will review this Protocol annually to assess its effectiveness and determine any improvements that may be agreed to.

## **10.0 Term and Termination**

10.1 This Protocol will remain in effect until it is replaced by agreement of the Parties.

10.2 Any of the Parties may terminate this Protocol with 90 days prior written notice.

## **11.0 General**

11.1 This Protocol is not intended to be legally binding and does not create any contractual or other legal obligation or liability for the Parties related to the performance or non-performance of any or all of the provisions of the Protocol, but is an expression and record of the understanding reached between the Ministry of Advanced Education, FNEESC, and IAHLA.

11.2 This Protocol is in no way intended to create, amend, define, affirm, recognize, abrogate or derogate from any Aboriginal rights of any First Nation, or be legally binding or create legally enforceable rights or obligations between the Parties.

Signed this 8th day of July, 2016


For British Columbia:

  
\_\_\_\_\_  
Andrew Wilkinson, Minister of Advanced Education

For the First Nations Education Steering Committee:

  
\_\_\_\_\_  
Tyrone McNeil, President

For the Indigenous Adult and Higher Learning Association:

  
\_\_\_\_\_  
Dr. Verna Billy-Minnabarriet, Chair



Ministry of  
Advanced Education  
and Skills Training



# Declaration on the Rights of Indigenous Peoples Act

Prepared for Minister Anne Kang  
April 8, 2021



# Background & Context

## United Nations Declaration on the Rights of Indigenous Peoples, 2007

- Enshrines the rights that constitute the minimum standards for the survival, dignity and well-being of Indigenous peoples.
- BC committed to implement in 2017.

## Declaration on the Rights of Indigenous Peoples Act, 2019

- Framework to implement the UN Declaration in BC “in consultation and cooperation with Indigenous peoples in BC”
- Co-developed with First Nations Leadership Council, passed unanimously by the Legislative Assembly.
- Includes: aligning laws with UN Declaration, developing an action plan, annual report to legislature.
- Commitments are with “Indigenous peoples”, which includes First Nations, Inuit and Métis.

# Declaration Act Commitments

## Alignment of laws (Section 3)

- Intention is to amend laws and create new laws, ensuring they align with UN Declaration.
- New Secretariat will prioritize alignment of laws work.

## Action Plan (Section 4)

- To be provided to the Legislative Assembly as soon as is practicable.
- Currently being developed, likely to be completed in summer.
- A 5-year plan of bold action.

## Annual Report (Section 5)

- Provided to Legislative Assembly by June 30 each year.

## Agreements with Indigenous Governing Bodies (Section 7)

- Main purpose is to create space for agreement-making with Indigenous governments that are determined by Indigenous peoples not by the current provincial statutory scheme.

# Action Plan Timeline

## Phase 1

**August-  
September 2020**

- Ministry engagement with Indigenous partners to identify “priority actions” to include in Action Plan
- AEST submitted list of priority actions to MIRR in September 2020

**Fall 2020**

- s.12 re-engage with Indigenous partners on “consultative draft” was paused due to October election

**December 2020 –  
January 2021**

- Complete Phase 1 engagement to identify priority actions with Indigenous partners
- FNEESC and IAHLA provided written submission to MIRR on key priorities for K-12 and PSE

**February-March  
2021**

- MIRR develops Consultative Draft Action Plan based on input provided through Ministries, First Nations Leadership Council, Metis Nation BC and urban Indigenous coalitions
- Consultative Draft to be reviewed by Ministries, Deputy Ministers and Ministers<sup>s.12</sup>

## Phase 2

**June 2021**

- s.12 consultative draft Action plan shared with Ministries engage with Indigenous partners
- AEST has notified key Indigenous partners of upcoming engagement

**Summer 2021**

- s.13

# Action Plan Engagement

## AEST Engagement on Consultation Draft

- First Nations Education Steering Committee
- Indigenous Adult and Higher Learning Association
- BC Aboriginal Training Employment Alliance Members
- Métis Nation BC
  - Representing Metis Nation, 39 Métis Chartered Communities
- Public Post-Secondary Institutions
  - BC Aboriginal Post-Secondary Coordinators
  - Indigenous Leadership



# Consultation Draft Action Plan - AEST's Actions

AEST ACTIONS	IMPLICATIONS & COSTING
Recognize the integral role of Indigenous-controlled post-secondary institutes in the province through the development of legislation and provision of core funding.*	s.13; s.17
Provide funding and strengthen partnerships for the delivery of community-based skills training and post-secondary education programs and to enable more Indigenous people to upgrade their skills, obtain credentials, and secure employment.* (With SDPR)	
Increase the number of Indigenous language teachers and support the development of fluency-centred resources and programs, particularly at the degree level.*	

\* Denotes identified priority for FNEESC and IAHLA



# Consultation Draft Action Plan

## AEST's Actions

AEST ACTIONS	IMPLICATIONS
<p>Co-develop with Indigenous Post-Secondary and skills training partners a framework for Indigenous post-secondary education and training, including:</p> <ul style="list-style-type: none"><li>• Revise and expand the Aboriginal Service Plan program to all 25 public post-secondary institutions.</li><li>• Prioritize Indigenous representation on public post-secondary institution boards.*</li><li>• Ensure adequate and culturally appropriate housing for Indigenous post-secondary students.*</li></ul>	<p><i>AEST has been developing framework with Indigenous Post-Secondary Education and Training Partners since 2018.</i></p> <ul style="list-style-type: none"><li>• <sup>s.13; s.17</sup> 2021/22 for engagement only on draft framework</li><li>• <i>Aboriginal Service Plans: Currently 11 of 25 PSIs have Aboriginal Service Plans. Current budget \$4.4M/year for ASPs at 11 PSIs.</i> <sup>s.13; s.17</sup></li><li>• <i>Indigenous Board Members: First Nations seeking legislative amendments for board appointments.</i> <sup>s.13; s.17</sup></li><li>• <i>Student Housing: Working with PSIs and Indigenous partners via Student Housing Working Group.</i> <sup>s.13</sup> <sup>s.13</sup> \$450M Student Housing Loan Program as part of Homes for BC. \$5.3M capital grant from ministry budget in 2018/19 to CNC for Indigenous student housing.</li></ul>
<p>Strengthen culturally appropriate post-secondary educational opportunities for urban Indigenous learners in the lower mainland.</p>	<p><sup>s.13; s.17</sup></p>

\* Denotes identified priority for FNEESC and IAHLA



# Consultation Draft Action Plan - Other Relevant Actions

ACTIONS AEST MAY NEED TO SUPPORT	IMPLICATIONS & COSTING
Provide essential training across the B.C. public service and other public institutions and corporations to build foundational competence and understanding of the rights of Indigenous peoples, the UN Declaration, the Declaration Act, Indigenous history, modern treaties, Indigenous-specific racism, the dynamics of proper respectful relations, and meaningful reconciliation. (PSA, FIN-CABRO)*	<ul style="list-style-type: none"><li><i>Anti-Racism Act in 2023/24.</i></li></ul> <p>s.13; s.17</p>
Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 education system. (EDUC)*	
Accelerate and prioritize engagement under the Protocol Agreement concerning First Nations Children and Youth in Care, dated May 2020, and ensure that Ministries of Education; Advanced Education, Skills and Training; and Children and Families are accountable to their commitment to engage in dialogue and joint action on specific issues and initiatives to improve educational outcomes of First Nations children and youth in care and former youth in care, including those under contemporary or continuing custody order or youth agreement. (EDUC)*	

\* Denotes identified priority for FNEESC

**TAB 14: Background Information on In Plain Sight Report by Dr. Mary-Ellen Turpel-Lafond**

- On November 30, 2020, Mary Ellen Turpel-Lafond's report, *In Plain Sight*, was released.
- The Report is an examination of systemic racism in B.C.'s health care system and includes 24 recommendations for the Province.
- Nine recommendations refer to actions relevant to the mandates of the Ministry of Advanced Education and Skills Training (AEST) and post-secondary institutions:

#	Recommendation
8	Add an accreditation standard for Indigenous cultural safety.
11	Strengthen employee 'speak up' culture throughout health care system.
14	Recruit Indigenous individuals to senior positions.
18	Set mandatory targets for Indigenous student recruitment and graduation in health programs.
19	Establish centre for anti-racism, cultural safety and trauma informed practices.
20	Provide new training for health care workers.
21	Include mandatory Indigenous components with a focus on anti-racism in all health programs.
22	Develop educational resources on history of Indigenous health and wellness.
23	Establish a joint degree in Medicine and Indigenous Medicine and a joint Nursing degree.

- Since the Report was released, the Minister of Health issued an apology and promised action. The Parliamentary Secretary for Anti-Racism Initiatives also issued a statement in support of the report and identified he will play a role in the government's response.
- The MoH is taking the lead on this response, establishing a new secretariat for Indigenous Health and Reconciliation. Associate Deputy Minister Dawn Thomas has been appointed to lead a task team responsible for implementing the recommendations. The task team, advisory committee and cross-ministerial and stakeholder tables are being assembled.
- AEST is expected to contribute to the work of the cross-ministerial table, given AEST's role in the education and training of health care professionals in B.C.
- AEST will work in partnership with First Nations governing bodies and representative organizations, Métis Nation BC and post-secondary institutions, to implement recommendations specific to health and medical education.
- Several post-secondary institutions have also acknowledged the report and are reviewing its recommendations as it relates to their education and training programs.
- All 25 public post-secondary institutions have initiatives aimed at increasing the participation and success of Indigenous learners in health care training.
- In their Institutional Accountability and Planning Reports, the PSIs were asked to report on their response to the Truth and Reconciliation Commission's Calls to Action, including those which relate to health and medical education.
- The University of British Columbia's (UBC) Centre for Excellence in Indigenous Health has developed an Indigenous Cultural Safety (ICS) training that aims to prepare future health care professionals to provide quality, culturally safe care. UBC also promotes anti-racism and inclusion excellence on its campuses.