

## **Appendix A: Summary of Recommendations in Volume 3**

### *Chapter 2 The Family*

The Commission recommends that

#### **3.2.1**

The government of Canada acknowledge a fiduciary responsibility to support Aboriginal nations and their communities in restoring Aboriginal families to a state of health and wholeness.

#### **3.2.2**

Aboriginal, provincial, territorial and federal governments promptly acknowledge that child welfare is a core area of self-government in which Aboriginal nations can undertake self-starting initiatives.

#### **3.2.3**

Aboriginal, provincial, territorial and federal governments promptly reach agreements on the authority of Aboriginal nations and their communities for child welfare, and its relation to provincial, territorial and federal laws respecting child welfare.

#### **3.2.4**

Block funding be provided to child welfare agencies mandated by Aboriginal governments or communities to facilitate a shift in focus from alternative child care to family support.

#### **3.2.5**

Until community of interest governments are established in urban and non-reserve areas, voluntary agencies endorsed by substantial numbers of Aboriginal people resident in the areas be authorized under provincial or territorial law to act in the field of child welfare

(a) where numbers warrant; and

(b) with levels of funding comparable to those of agencies providing comparable services to the general population and sufficient to meet the service needs of Aboriginal people.

#### **3.2.6**

Aboriginal leaders take a firm, public stance in support of the right to freedom from violence of all members in the community, but particularly of women, children, elders, persons with disabilities and others who may be vulnerable, as well as in support of a policy of zero tolerance of actions that violate the physical or emotional safety of Aboriginal persons.

### **3.2.7**

Aboriginal governments adopt the principle of including women, youth, elders and persons with disabilities in governing councils and decision-making bodies, the modes of representation and participation of these persons being whatever they find most agreeable.

### **3.2.8**

The full and equal participation of women be ensured in decision-making bodies responsible for ensuring people's physical and emotional security, including justice committees and boards of directors of healing centres and lodges.

### **3.2.9**

Aboriginal leaders and agencies serving vulnerable people encourage communities, with the full participation of women, to formulate, promote and enforce community codes of behaviour that reflect ethical standards endorsed by the community and that state and reinforce the responsibility of all citizens to create and maintain safe communities and neighbourhoods.

### **3.2.10**

Federal, provincial and territorial governments promptly acknowledge that the field of family law is generally a core area of Aboriginal self-governing jurisdiction, in which Aboriginal nations can undertake self-starting initiatives without prior federal, provincial or territorial agreements.

### **3.2.11**

Federal, provincial and territorial governments acknowledge the validity of Aboriginal customary law in areas of family law, such as marriage, divorce, child custody and adoption, and amend their legislation accordingly.

### **3.2.12**

Aboriginal nations or organizations consult with federal, provincial and territorial governments on areas of family law with a view to

- (a) making possible legislative amendments to resolve anomalies in the application of family law to Aboriginal people and to fill current gaps;
- (b) working out appropriate mechanisms of transition to Aboriginal control under self-government; and
- (c) settling issues of mutual interest on the recognition and enforcement of the decisions of their respective adjudicative bodies.

### **3.2.13**

With a view to self-starting initiatives in the family law area or to self-government, Aboriginal nations or communities establish committees, with women as full participants, to study issues such as

- (a) the interests of family members in family assets;
- (b) the division of family assets on marriage breakdown;
- (c) factors to be considered in relation to the best interests of the child, as the principle is applicable to Aboriginal custody and adoption;
- (d) rights of inheritance pertaining to wills, estates or intestacy; and
- (e) obligations of spousal and child support.

## ***Chapter 3 Health and Healing***

The Commission recommends that

### **3.3.1**

Aboriginal, federal, provincial and territorial governments, in developing policy to support health, acknowledge the common understanding of the determinants of health found in Aboriginal traditions and health sciences and endorse the fundamental importance of

- holism, that is, attention to whole persons in their total environment;
- equity, that is, equitable access to the means of achieving health and rough equality of outcomes in health status;
- control by Aboriginal people of the lifestyle choices, institutional services and environmental conditions that support health; and

- diversity, that is, accommodation of the cultures and histories of First Nations, Inuit and Métis people that make them distinctive within Canadian society and that distinguish them from one another.

### **3.3.2**

Governments recognize that the health of a people is a matter of vital concern to its life, welfare, identity and culture and is therefore a core area for the exercise of self-government by Aboriginal nations.

### **3.3.3**

Governments act promptly to

- (a) conclude agreements recognizing their respective jurisdictions in areas touching directly on Aboriginal health;
- (b) agree on appropriate arrangements for funding health services under Aboriginal jurisdiction; and
- (c) establish a framework, until institutions of Aboriginal self-government exist, whereby agencies mandated by Aboriginal governments or identified by Aboriginal organizations or communities can deliver health and social services operating under provincial or territorial jurisdiction.

### **3.3.4**

Governments, in formulating policy in social, economic or political spheres, give foremost consideration to the impact of such policies on the physical, social, emotional and spiritual health of Aboriginal citizens, and on their capacity to participate in the life of their communities and Canadian society as a whole.

### **3.3.5**

Governments and organizations collaborate in carrying out a comprehensive action plan on Aboriginal health and social conditions, consisting of the following components:

- (a) development of a system of Aboriginal healing centres and healing lodges under Aboriginal control as the prime units of holistic and culture-based health and wellness services;
- (b) development of Aboriginal human resources compatible with the new system, its values and assumptions;
- (c) full and active support of mainstream health and social service authorities and providers in meeting the health and healing goals of Aboriginal people; and

(d) implementation of an Aboriginal community infrastructure development program to address the most immediate health threats in Aboriginal communities, including the provision of clean water, basic sanitation facilities, and safe housing.

### **3.3.6**

Federal, provincial and territorial governments collaborate with Aboriginal nations, organizations or communities, as appropriate, to

(a) develop a system of healing centres to provide direct services, referral and access to specialist services;

(b) develop a network of healing lodges to provide residential services oriented to family and community healing;

(c) develop and operate healing centres and lodges under Aboriginal control;

(d) mandate healing centres and lodges to provide integrated health and social services in culturally appropriate forms; and

(e) make the service network available to First Nations, Inuit and Métis communities, in rural and urban settings, on an equitable basis.

### **3.3.7**

Federal, provincial and territorial governments collaborate with Aboriginal nations, regional Aboriginal service agencies, community governments and Aboriginal organizations, as appropriate, to adapt legislation, regulations and funding to promote

(a) integrated service delivery that transcends restricted service mandates of separate ministries and departments;

(b) collaboration and shared effort between federal, provincial/territorial and local governments; and

(c) the pooling of resources flowing from federal, provincial, territorial, municipal or Aboriginal sources.

### **3.3.8**

Aboriginal organizations, regional planning and administrative bodies and community governments currently administering health and social services transform current programs and services into more holistic delivery systems that integrate or co-ordinate separate services.

### **3.3.9**

Federal, provincial and territorial governments, in consultation with Aboriginal nations and urban communities of interest, co-operate to establish procedures and funding to support needs assessment and planning initiatives by Métis and other Aboriginal collectivities, in rural and urban settings, to

(a) form interim planning groups for rural settlements with a minimum of 250 Aboriginal residents, or catchment areas, whether urban or rural, with a minimum of 1,000 residents;

(b) compile an inventory of existing services, organizations and networks directed to meet Aboriginal needs, from which to build on existing strengths and ensure continuity of effort; and

(c) prepare plans to develop, operate and house healing centres, considering the goal of equitable access by Aboriginal people wherever they reside, the historical pattern of distinct Métis and treaty nation development in the prairie provinces, the availability and adaptability of municipal and provincial services, and the cost and efficiency of services.

### **3.3.10**

Aboriginal, federal, provincial and territorial governments, as appropriate, collaborate on regional initiatives to develop healing lodges providing residential services oriented to family and community healing, with priority being given to

(a) needs assessment and planning that reflect regional Aboriginal initiative and responsiveness to the diversity of cultures and communities;

(b) services broadly inclusive of all Aboriginal people resident in a region or associated with the nations of the region;

(c) institutions that collaborate with and complement other Aboriginal institutions and services, particularly healing centres delivering integrated health and social services; and

(d) governance structures consistent with emerging forms of Aboriginal self-government in the region.

### **3.3.11**

Aboriginal, federal, provincial and territorial governments incorporate in funding agreements plans for capital development and operating costs of a network of healing lodges.

### **3.3.12**

Federal, provincial and territorial governments, and Aboriginal governments and organizations, support the assumption of responsibility for planning health and social services by regional Aboriginal agencies and councils where these now operate, and the formation of regional Aboriginal planning bodies in new areas, to promote

- (a) equitable access to appropriate services by all Aboriginal people;
- (b) strategic deployment of regional resources; and
- (c) co-operative effort between Aboriginal communities and communities of interest, consistent with the emergence of nation governments and confederacies.

### **3.3.13**

The government of Canada provide funds to the national Aboriginal organizations, including national Aboriginal women's organizations, to permit them to prepare a comprehensive human resources development strategy in health and social services that

- (a) facilitates and draws upon regional initiatives, integrates information from diverse sources, and is structured to incorporate regular updating;
- (b) builds an inventory of Aboriginal human resources currently available in health and social services, identifying where, in what field and at what level Aboriginal personnel are currently practising;
- (c) assesses current and future Aboriginal human resources needs and identifies the actions needed on the part of governments, educational institutions and others to address these needs;
- (d) assesses requirements for direct service personnel as well as for planners, researchers and administrators;
- (e) collates an inventory and available evaluative data on training and education options;
- (f) explores recruitment, training and retention issues;
- (g) examines the personal and professional supports required to encourage Aboriginal professionals to practise in Aboriginal communities;
- (h) develops proposals for a system to monitor the status of Aboriginal human resources; and
- (i) develops an analysis of how, to the maximum extent possible, Aboriginal human resources development can be brought under Aboriginal control.

### **3.3.14**

Federal, provincial and territorial governments commit themselves to providing the necessary funding, consistent with their jurisdictional responsibilities,

- (a) to implement a co-ordinated and comprehensive human resources development strategy;
- (b) to train 10,000 Aboriginal professionals over a 10-year period in health and social services, including medicine, nursing, mental health, psychology, social work, dentistry, nutrition, addictions, gerontology, public health, community development, planning, health administration, and other priority areas identified by Aboriginal people;
- (c) to support program development in educational institutions providing professional training, with preference given to Aboriginal institutions; and
- (d) to ensure that student support through post-secondary educational assistance, scholarships, paid leave and other means is adequate to achieve the target.

### **3.3.15**

Federal, provincial and territorial governments and national Aboriginal organizations, including Aboriginal women's organizations, explore how training approaches and personnel complements of current health and social services, including the community health representative and drug and alcohol abuse programs, can contribute to a more comprehensive, holistic and integrated system of services, while helping to maintain continuity and adequacy of Aboriginal community services.

### **3.3.16**

Post-secondary educational institutions providing programs of study leading to professional certification in health or social services collaborate with Aboriginal organizations to examine how they can

- (a) increase the number of Aboriginal students participating in and graduating from their programs;
- (b) provide support for students to promote completion of programs;
- (c) develop or expand specialized programs; and
- (d) modify the curriculum of programs leading to certification so as to increase the cultural appropriateness and effectiveness of training provided to Aboriginal and non-Aboriginal students who will be providing services to Aboriginal people.

### **3.3.17**

Post-secondary educational institutions and professional associations collaborate with Aboriginal organizations to ensure that professionals already in the field have access to programs of continuing professional education that emphasize cultural issues associated with the provision of health and social services.

### **3.3.18**

Post-secondary educational institutions involved in the training of health and social services professionals, and professional associations involved in regulating and licensing these professions, collaborate with Aboriginal organizations and governments to develop a more effective approach to training and licensing that recognizes the importance and legitimacy of Aboriginal knowledge and experience.

### **3.3.19**

The Association of Universities and Colleges of Canada and the Canadian Association of University Teachers encourage their members to implement the Commission's recommendations with respect to professional training of Aboriginal people for health and social services, and that these organizations provide leadership to help ensure that the recommendations are implemented.

### **3.20**

Federal, provincial and territorial governments, in collaboration with Aboriginal organizations and governments, allocate funds to support Aboriginal community participation in planning, program development, training, and promoting community awareness in relation to human resources development in health and social services.

### **3.3.21**

Governments, health authorities and traditional practitioners co-operate to protect and extend the practices of traditional healing and explore their application to contemporary Aboriginal health and healing problems.

### **3.3.22**

Aboriginal traditional healers and bio-medical practitioners strive actively to enhance mutual respect through dialogue and that they explore areas of possible sharing and collaboration.

### **3.3.23**

Non-Aboriginal educational institutions and professional associations involved in the health and social services fields sensitize practitioners to the existence of traditional medicine and healing practices, the possibilities for co-operation and collaboration, and

the importance of recognizing, affirming and respecting traditional practices and practitioners.

### **3.3.24**

Non-Aboriginal service agencies and institutions involved in the delivery of health or social services to Aboriginal people, and professional associations, unions, and other organizations in a position to influence the delivery of health or social services to Aboriginal people

- (a) undertake a systematic examination to determine how they can encourage and support the development of Aboriginal health and social service systems, and improve the appropriateness and effectiveness of mainstream services to Aboriginal people;
- (b) engage representatives of Aboriginal communities and organizations in conducting such an examination;
- (c) make public an action plan appropriate to the institution or organization involved, outlining measurable objectives and a timetable for achieving them; and
- (d) establish means to monitor and evaluate implementation of the plan by the institution or organization itself and by Aboriginal representatives.

### **3.3.25**

Governments responsible for funding and professional bodies responsible for accrediting non-Aboriginal institutions and agencies engaged in the delivery of Aboriginal health and social services

- (a) establish as a criterion for continuing funding and accreditation the preparation and implementation of goals and standards for services to Aboriginal people; and
- (b) require that Aboriginal people, communities and nations affected by such services be fully involved in the development, implementation and evaluation of such goals and standards of practice.

## ***Chapter 4 Housing***

The Commission recommends that

### **3.4.1**

Federal and provincial governments address Aboriginal housing and community services on the basis of the following policy principles:

- (a) Governments have an obligation to ensure that Aboriginal people have adequate shelter, water and sanitation services.
- (b) Governments have a responsibility to restore an economic base to Aboriginal people that enables them to meet their needs.
- (c) Aboriginal people, individually and collectively, are responsible for meeting their housing needs according to their ability to pay or contribute in kind.
- (d) Governments must supplement the resources available to Aboriginal people so that their housing needs are fully met.
- (e) Aboriginal nations should assume authority over all housing matters as a core area of self-government jurisdiction.
- (f) Acute risks to health and safety should be treated as an emergency and targeted for immediate action.

#### **3.4.2**

The government of Canada clarify with treaty nations a modern understanding of existing treaty terms regarding housing.

#### **3.4.3**

The government of Canada make resources available over the next 10 years to ensure that housing for Aboriginal people on-reserve is fully adequate in quantity and quality and engage the governments of the provinces and territories to reach the same goal in rural and northern communities and in urban areas.

#### **3.4.4**

The government of Canada provide additional resources for construction, upgrading and operation of water and sewage systems to ensure that adequate facilities and operating systems are in place in all First Nations communities within five years.

#### **3.4.5**

The government of Canada provide funding and technical support to First Nations governments to operate and maintain community water and sewer systems and to establish technical support institutions as required.

#### **3.4.6**

The government of Canada and First Nations governments and people undertake to meet the need of First Nations people for adequate housing within 10 years.

### **3.4.7**

The government of Canada complement the resources supplied by First Nations people in a two-to-one ratio or as necessary to achieve adequate housing in 10 years by

- providing capital subsidies and committing to loan subsidies for construction of new homes and renovations;
- providing funds for property insurance and regular maintenance for home occupants receiving social assistance or with low earned incomes;
- paying rental subsidies for those receiving social assistance or with low earned incomes in amounts that are equitable compared to off-reserve programs; and
- offering financial incentives for private home ownership.

### **3.4.8**

First Nations governments and people make every effort to marshall more resources for housing and community services, through financial contributions from residents in the form of maintenance fees, rents or mortgage payments, and contributions in kind, such as sweat equity and local materials.

### **3.4.9**

First Nations governments assume jurisdiction over housing at the earliest opportunity, enact clear laws regarding housing tenure, and pursue authority to adjust other programs such as social assistance with a view to marshalling more resources for housing.

### **3.4.10**

First Nations governments develop institutions at the nation level or through inter-nation agreements to administer housing and tenure regimes and deliver housing programs with financial and technical support from the government of Canada.

### **3.4.11**

The government of Canada support the efforts of First Nations communities to develop and implement their own tenure systems and housing programs, innovative uses of social assistance to stimulate contributions to housing, and institutions above the community level.

### **3.4.12**

The government of Canada and the governments of the provinces and territories undertake to meet fully, in co-operation with Aboriginal people and within 10 years, the need for adequate housing of Aboriginal people not living on reserves.

### **3.4.13**

Aboriginal people not living on reserves make every effort to marshal more resources for housing in a variety of ways, through contributions in kind, use of local materials, and effective housing organizations.

### **3.4.14**

The government of Canada engage the provincial and territorial governments in a strategy to meet the housing needs of Aboriginal people living in non-reserve communities by

- reinstating and increasing funding for new social housing and mortgage subsidies under the Aboriginal off-reserve programs of the Canada Mortgage and Housing Corporation (CMHC);
- providing greater autonomy and flexibility to Aboriginal organizations delivering the program in rural areas and to urban social housing corporations; and
- providing rental subsidies as a cost-effective option where rental markets exist.

### **3.4.15**

The government of Canada help Aboriginal people exploit the economic development opportunities arising from an increase in construction, repair and maintenance of dwellings for Aboriginal people

- by providing funding and support through training and business development programs; and
- by actively expanding the involvement of Aboriginal financial institutions in mortgage financing as agents of CMHC and as mortgage lenders.

## ***Chapter 5 Education***

The Commission recommends that

### **3.5.1**

Federal, provincial and territorial governments act promptly to acknowledge that education is a core area for the exercise of Aboriginal self-government.

### **3.5.2**

Federal, provincial and territorial governments collaborate with Aboriginal governments, organizations or education authorities, as appropriate, to support the development of Aboriginally controlled education systems by

- (a) introducing, adapting or ensuring the flexible application of legislation to facilitate self-starting initiatives by Aboriginal nations and their communities in the field of education;
- (b) mandating voluntary organizations that are endorsed by substantial numbers of Aboriginal people to act in the field of education in urban and non-reserve areas where numbers warrant until such time as Aboriginal governments are established; and
- (c) providing funding commensurate with the responsibilities assumed by Aboriginal nations and their communities, or voluntary organizations, given the requirements of institutional and program development, costs of serving small or dispersed communities, and special needs accruing from past failures of education services.

### **3.5.3**

Federal, provincial, and territorial governments co-operate to support an integrated early childhood education funding strategy that

- (a) extends early childhood education services to *all* Aboriginal children regardless of residence;
- (b) encourages programs that foster the physical, social, intellectual and spiritual development of children, reducing distinctions between child care, prevention and education;
- (c) maximizes Aboriginal control over service design and administration;
- (d) offers one-stop accessible funding; and
- (e) promotes parental involvement and choice in early childhood education options.

### **3.5.4**

Aboriginal, provincial and territorial governments act promptly to reach agreements for mutual recognition of programs provided by their respective educational institutions so as to facilitate the transfer of students between educational systems while protecting the integrity of cultural dimensions of Aboriginal education

### **3.5.5**

Federal, provincial and territorial governments collaborate with Aboriginal governments, organizations and educators to develop or continue developing innovative curricula that reflect Aboriginal cultures and community realities, for delivery

- (a) at all grade levels of elementary and secondary schools;
- (b) in schools operating under Aboriginal control; and
- (c) in schools under provincial or territorial jurisdiction.

### **3.5.6**

Aboriginal language education be assigned priority in Aboriginal, provincial and territorial education systems to complement and support language preservation efforts in local communities through

- (a) first- or second-language instruction or immersion programs where parents desire it and numbers warrant;
- (b) recognition of Aboriginal language competence for second-language academic credit whether competence is acquired through classroom or out-of-school instruction;
- (c) involving elders and fluent Aboriginal speakers in programs to enhance Aboriginal language acquisition and fluency;
- (d) developing instructional materials; and
- (e) encouraging and rewarding language teaching as a career path and language research in lexical elaboration, structural analysis and cultural contexts as professional and academic specializations.

### **3.5.7**

Where Aboriginal children attend provincial and territorial schools, provincial and territorial governments take immediate steps to ensure that Aboriginal people are involved fully in the decision-making processes that affect the education of their children. Aboriginal control of education and parental involvement should be implemented through a variety of actions:

- (a) legislation to guarantee Aboriginal representation on school boards where population numbers warrant;
- (b) recognition of Aboriginally controlled schools under the jurisdiction of Aboriginal community of interest governments;

(c) establishment of Aboriginally governed schools affiliated with school districts, if requested by Aboriginal people; and

(d) creation of Aboriginal advisory committees to school boards.

### **3.5.8**

All schools serving Aboriginal children adopt policies that welcome the involvement of Aboriginal parents, elders and families in the life of the school, for example, by establishing advisory or parents committees, introducing teaching by elders in the classroom, and involving parents in school activities

### **3.5.9**

Provincial and territorial ministries require school boards serving Aboriginal students to implement a comprehensive Aboriginal education strategy, developed with Aboriginal parents, elders and educators, including

(a) goals and objectives to be accomplished during the International Decade of Indigenous Peoples;

(b) hiring of Aboriginal teachers at the elementary and secondary school level, with negotiated target levels, to teach in all areas of school programs, not just Aboriginal programs;

(c) hiring of Aboriginal people in administrative and leadership positions;

(d) hiring of Aboriginal support workers, such as counsellors, community liaison workers, psychologists and speech therapists;

(e) curriculum, in all subject areas, that includes the perspectives, traditions, beliefs and world view of Aboriginal peoples;

(f) involvement of Aboriginal elders in teaching Aboriginal and non-Aboriginal students;

(g) language classes in Aboriginal languages, as determined by the Aboriginal community;

(h) family and community involvement mechanisms;

(i) education programs that combat stereotypes, racism, prejudice and biases;

(j) accountability indicators tied to board or district funding; and

(k) public reports of results by the end of the International Decade of Indigenous Peoples in the year 2004.

### **3.5.10**

Aboriginally controlled, provincial, and territorial schools serving Aboriginal youth develop and implement comprehensive Aboriginal youth empowerment strategies with elements elaborated in collaboration with youth, including

- (a) cultural education in classroom and informal settings;
- (b) acknowledgement of spiritual, ethical and intuitive dimensions of learning;
- (c) education to support critical analysis of Aboriginal experience;
- (d) learning as a means of healing from the effects of trauma, abuse and racism;
- (e) academic skills development and support;
- (f) sports and outdoor education;
- (g) leadership development; and
- (h) youth exchanges between Aboriginal nations, across Canada and internationally.

### **3.5.11**

High school programs be extended to communities, using cost-effective options agreed upon by parents and families, including

- (a) complete school facilities for local high school delivery;
- (b) regional high schools in Aboriginal communities;
- (c) culturally appropriate, interactive distance education; and
- (d) seasonal institutes.

### **3.5.12**

Aboriginal authorities and all provincial and territorial ministries of education fund programs for Aboriginal youth who have left secondary school before graduation to enable them to resume their studies with appropriate curriculum, scheduling, academic and social support.

### **3.5.13**

Federal, provincial and territorial governments encourage co-op initiatives by offering funding inducements to secondary schools that develop active co-op education programs for Aboriginal young people.

#### **3.5.14**

Federal, provincial and territorial governments expand financial support to post-secondary institutions for existing and new Aboriginal teacher education programs, contingent on

- (a) evidence of Aboriginal support for the program;
- (b) Aboriginal participation in the governance of the program;
- (c) the incorporation of Aboriginal content and pedagogy into the program; and
- (d) periodic evaluations that indicate that the quality of teacher education conforms to standards of excellence expected by Aboriginal people.

#### **3.5.15**

Canadian governments, Aboriginal education authorities, post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers, including

- (a) promoting secondary school teaching careers for Aboriginal people;
- (b) increasing access to professional training in secondary education, for example, community-based delivery of courses and concurrent programs; and
- (c) offering financial incentives to students.

#### **3.5.16**

Federal, provincial and territorial governments provide support to increase the number of Aboriginal people trained as teachers by

- (a) expanding the number of teacher education programs delivered directly in communities; and
- (b) ensuring that students in each province and territory have access to such programs.

#### **3.5.17**

Teacher education programs, in collaboration with Aboriginal organizations and government agencies that sponsor professional and para-professional training, adopt a

comprehensive approach to educator training, developing career paths from para-professional training to professional certification in education careers that

(a) prepare Aboriginal students for the variety of roles required to operate Aboriginal education systems; and

(b) open opportunities for careers in provincial education systems.

### **3.5.18**

Provinces and territories require that teacher education programs

(a) in pre-service training leading to certification include at least one component on teaching Aboriginal subject matter to all students, both Aboriginal and non-Aboriginal;

(b) develop options for pre-service training and professional development of teachers, focused on teaching Aboriginal students and addressing Aboriginal education issues; and

(c) collaborate with Aboriginal organizations or community representatives in developing Aboriginal-specific components of their programs.

### **3.5.19**

Federal, provincial and territorial governments collaborate with Aboriginal governments and organizations to facilitate integrated delivery of adult literacy, basic education, academic upgrading and job training under the control of Aboriginal people through

(a) delegating responsibility for delivery of training under current jurisdictions by concluding agreements with Aboriginal governments, their mandated education authorities, or voluntary organizations representing Aboriginal communities of interest;

(b) supporting adaptation of program design, admission criteria, language of instruction, and internal allocation of funds by Aboriginal delivery agents, to accommodate Aboriginal culture and community needs;

(c) acting promptly to conclude agreements for multi-year block funding agreements to enable Aboriginal nation governments, during the transition to self-government, to assume primary responsibility for allocating funds to meet training needs through programs of Aboriginal design.

### **3.5.20**

The government of Canada recognize and fulfil its obligation to treaty nations by supporting a full range of education services, including post-secondary education, for

members of treaty nations where a promise of education appears in treaty texts, related documents or oral histories of the parties involved.

### **3.5.21**

The federal government continue to support the costs of post-secondary education for First Nations and Inuit post-secondary students and make additional resources available

(a) to mitigate the impact of increased costs as post-secondary institutions shift to a new policy environment in post-secondary education; and

(b) to meet the anticipated higher level of demand for post-secondary education services.

### **3.5.22**

A scholarship fund be established for Métis and other Aboriginal students who do not have access to financial support for post-secondary education under present policies, with

(a) lead financial support provided by federal and provincial governments and additional contributions from corporate and individual donors;

(b) a planning committee to be established immediately,

(i) composed of Métis and other Aboriginal representatives, students, and federal and provincial representatives in balanced numbers;

(ii) given a maximum two-year mandate; and

(iii) charged with determining the appropriate vehicle, level of capitalization, program criteria and administrative structure for initiation and administration of the fund; and

(c) provisions for evaluating demand on the fund, its adequacy and its impact on participation and completion rates of Métis and other Aboriginal students in post-secondary studies.

### **3.5.23**

Canada's post-secondary institutions recognize Aboriginal languages on a basis equal to other modern languages, for the purpose of granting credits for entrance requirements, fulfilment of second language requirements, and general course credits.

### **3.5.24**

Public post-secondary institutions in the provinces and territories undertake new initiatives or extend current ones to increase the participation, retention and graduation of Aboriginal students by introducing, encouraging or enhancing

- (a) a welcoming environment for Aboriginal students;
- (b) Aboriginal content and perspectives in course offerings across disciplines;
- (c) Aboriginal studies and programs as part of the institution's regular program offerings and included in the institution's core budget;
- (d) Aboriginal appointments to boards of governors;
- (e) Aboriginal councils to advise the president of the institution;
- (f) active recruitment of Aboriginal students;
- (g) admission policies that encourage access by Aboriginal applicants;
- (h) meeting spaces for Aboriginal students;
- (i) Aboriginal student unions;
- (j) recruitment of Aboriginal faculty members;
- (k) support services with Aboriginal counsellors for academic and personal counselling;  
and
- (l) cross-cultural sensitivity training for faculty and staff.

### **3.5.25**

Where there is Aboriginal support for an Aboriginal college within a university, and where numbers warrant, universities act to establish an Aboriginal college to serve as the focal point for the academic, residential, social and cultural lives of Aboriginal students on campus, and to promote Aboriginal scholarship.

### **3.5.26**

Federal, provincial and territorial governments collaborate with Aboriginal governments and organizations to establish and support post-secondary educational institutions controlled by Aboriginal people, with negotiated allocation of responsibility for

- (a) core and program funding commensurate with the services they are expected to provide and comparable to the funding provided to provincial or territorial institutions delivering similar services;

- (b) planning, capital and start-up costs of new colleges and institutes;
- (c) improvement of facilities for community learning centres as required for new functions and development of new facilities where numbers warrant and the community establishes this as a priority; and
- (d) fulfilment of obligations pursuant to treaties and modern agreements with respect to education.

### **3.5.27**

Aboriginally controlled post-secondary educational institutions collaborate to create regional boards and/or a Canada-wide board to

- (a) establish standards for accrediting programs provided by Aboriginal post-secondary institutions;
- (b) negotiate mutual recognition of course credits and credentials to facilitate student transfer between Aboriginal institutions and provincial and territorial post-secondary institutions;
- (c) establish co-operative working relationships with mainstream accreditation bodies such as the Association of Universities and Colleges of Canada and professional associations such as the Canadian Association of University Teachers; and
- (d) pursue other objectives related to the common interests of Aboriginal institutions.

### **3.5.28**

Elders be reinstated to an active role in the education of Aboriginal children and youth in educational systems under Aboriginal control and in provincial and territorial schools.

### **3.5.29**

Elders be treated as professionals and compensated for their education contribution at a rate and in a manner that shows respect for their expertise, unique knowledge and skills.

### **3.5.30**

Provincial and territorial education ministries, boards of education and educators recognize the value of elders' knowledge to all peoples' understanding of the universe by

- (a) giving academic credits for traditional Aboriginal arts and knowledge whether acquired in the classroom or through non-formal means in cultural activities, camps and apprenticeships; and

(b) collaborating with elders to determine how traditional Aboriginal knowledge can be made accessible in the education of all students, whether Aboriginal or non-Aboriginal, in institutions under Aboriginal, provincial or territorial control.

### **3.5.31**

Educational institutions facilitate opportunities for elders to exchange traditional knowledge with one another and to share traditional knowledge with students and scholars, both Aboriginal and non-Aboriginal, in university settings.

### **3.5.32**

A university under Aboriginal control, which could be called the Aboriginal Peoples' International University, with the capacity to function in all provinces and territories, be established to promote traditional knowledge, to pursue applied research in support of Aboriginal self-government, and to disseminate information essential to achieving broad Aboriginal development goals.

### **3.5.33**

First Nations, Inuit and Métis leaders in collaboration with the federal government establish a steering group funded by the federal government, with a three-year mandate

(a) to explore options, conduct consultations and prepare a plan to implement an Aboriginal Peoples' International University by the year 2000; and

(b) to collaborate with other working groups in determining the appropriate location of a documentation centre and archive, an electronic information clearinghouse, and statistical data bases.

### **3.5.34**

An electronic clearinghouse be established to facilitate the free flow of information among Aboriginal communities, education and self-government workers and individuals, the planning and development of this clearinghouse to be carried forward by a working group

(a) established in collaboration with First Nations, Inuit and Métis leaders;

(b) funded by the federal government and given a two-year mandate; and

(c) attentive to the need for Canada-wide and international communication as well as exchange in Aboriginal languages within linguistic communities.

### **3.5.35**

First Nations, Inuit and Métis leaders establish a working group, funded by the federal government, with a two-year mandate to plan a statistical clearinghouse controlled by Aboriginal people to

(a) work in collaboration with Aboriginal governments and organizations to establish and update statistical data bases; and

(b) promote common strategies across nations and communities for collecting and analyzing data relevant to Aboriginal development goals.

### **3.5.36**

The federal government fund the establishment of a national documentation centre to research, collect, preserve and disseminate information related to residential schools, relocations and other aspects of Aboriginal historical experience, the planning and development of the centre to be carried forward by a working group

(a) established in collaboration with First Nations, Inuit and Métis leaders; and

(b) having a two-year mandate.

### **3.5.37**

Federal, provincial and territorial governments establish funding programs to support education for self-government, to be available to

(a) public post-secondary institutions that have entered into partnerships with Aboriginal people to initiate or expand training and education in areas identified as priorities by Aboriginal governments, organizations and communities for the implementation of self-government; and

(b) Aboriginally controlled post-secondary institutions for program innovation to enhance capacity for self-government.

### **3.5.38**

Aboriginal governments and organizations collaborate to launch a Canada-wide campaign to make youth aware of the opportunities to serve their nations that will open up with the advent of self-government and of the tangible and intangible rewards that accompany public service.

### **3.5.39**

The federal government make funds available to First Nation and Inuit governments and organizations to support incentives to encourage students to complete bachelor's and

master's level studies and professional training in areas of priority to self-government, including such measures as

- (a) employee release time for concurrent work and study;
- (b) paid leave to pursue full-time study;
- (c) scholarships in studies related to self-government;
- (d) top-up of educational assistance for family needs, including exceptional housing costs; and
- (e) student loans that are forgivable on completion of a period of employment in the service of self-government.

#### **3.5.40**

Canada's corporations, small businesses and governments become active partners in Aboriginal self-government education by identifying co-op placement and internship opportunities in their organizations, in consultation with Aboriginal people.

#### **3.5.41**

Canada's corporations and governments at all levels establish executive interchange opportunities in partnership with Aboriginal governments.

#### **3.5.42**

Professional associations and self-governing bodies in the professions actively support the professional training of Aboriginal people by

- (a) entering into dialogue on such issues as credentials, recruitment, mentoring, career paths linking para-professional and professional training, education based on Aboriginal culture, systemic discrimination and racism;
- (b) establishing scholarships for Aboriginal people;
- (c) encouraging their members to gain an understanding of Aboriginal perspectives;
- (d) spearheading initiatives to introduce Aboriginal cultural perspectives into professional training programs; and
- (e) providing leadership by encouraging implementation of the recommendations in this report that are relevant to their areas of expertise.

#### **3.5.43**

The federal government, media corporations, provincial and territorial governments and private donors provide funding and/or gifts in kind (for example, access to facilities and technology) to establish a distance education model of professional training suitable for Aboriginal people who wish to pursue post-secondary studies from their communities.

### **3.5.44**

The federal government provide funding for national Aboriginal organizations to co-ordinate establishment of a Canada-wide Aboriginal human resources inventory that is amenable to regular updating.

## ***Chapter 6 Arts and Heritage***

The Commission recommends that

### **3.6.1**

Federal, provincial and territorial governments collaborate with Aboriginal organizations and communities to prepare a comprehensive inventory of historical and sacred sites, involving elders as expert advisers, before negotiations on designation of lands in accordance with our recommendations in Volume 2, Chapter 4.

### **3.6.2**

Federal, provincial and territorial governments review legislation affecting sacred and historical sites to ensure that Aboriginal organizations and communities have access to urgent remedies to prevent or arrest damage to significant heritage sites such as the Mnjikaning Fish Fence, whether they be threatened by human actions or natural processes.

### **3.6.3**

Federal, provincial and territorial governments in collaboration with Aboriginal organizations review legislation affecting historical and sacred sites and the conservation and display of cultural artifacts to ensure that

- (a) Aboriginal interests are recognized in designing, protecting, developing and managing sites significant to Aboriginal culture and heritage and in conserving, repatriating and displaying Aboriginal cultural artifacts;
- (b) Aboriginal people are fully involved in planning and managing heritage activities relevant to their cultures; and
- (c) Aboriginal people share the economic benefits that may accrue from appropriate development of relevant heritage sites and display of cultural artifacts.

### **3.6.4**

Museums and cultural institutions adopt ethical guidelines governing all aspects of collection, disposition, display and interpretation of artifacts related to Aboriginal culture and heritage, including the following:

- (a) involving Aboriginal people in drafting, endorsing and implementing the guidelines;
- (b) creating inventories of relevant holdings and making such inventories freely accessible to Aboriginal people;
- (c) cataloguing and designating appropriate use and display of relevant holdings;
- (d) repatriating, on request, objects that are sacred or integral to the history and continuity of particular nations and communities;
- (e) returning human remains to the family, community or nation of origin, on request, or consulting with Aboriginal advisers on appropriate disposition, where remains cannot be associated with a particular nation; and
- (f) ensuring that Aboriginal people and communities have effective access to cultural education and training opportunities available through museums and cultural institutions.

### **3.6.5**

Aboriginal, federal, provincial and territorial governments, in collaboration with Aboriginal elders, artists, educators and youth, develop and implement joint strategies to ensure that Aboriginal people have

- (a) effective access to cultural and heritage education;
- (b) resources to develop facilities for display of cultural artifacts; and
- (c) means to participate in exchanges and joint undertakings with museums and cultural institutions.

### **3.6.6**

Aboriginal, federal, provincial and territorial governments include heritage research, conservation and presentation in the list of skills identified as priorities in building the capacity to implement self-government.

### **3.6.7**

The federal government, in collaboration with Aboriginal people, review its legislation on the protection of intellectual property to ensure that Aboriginal interests and perspectives, in particular collective interests, are adequately protected.

### **3.6.8**

Federal, provincial and territorial governments recognize promptly that determining Aboriginal language status and use is a core power in Aboriginal self-government, and that these governments affirm and support Aboriginal nations and their communities in using and promoting their languages and declaring them official languages within their nations, territories and communities where they choose to do so.

### **3.6.9**

Each Aboriginal nation in the various stages of nation building, capacity building, negotiating and implementing self-government consult with its constituent communities to establish priorities and policies with respect to Aboriginal language conservation, revitalization and documentation, including

- (a) assessing the current state of Aboriginal language use and vitality;
- (b) determining priorities of communities for language conservation, revitalization and documentation;
- (c) consulting on the most effective means of implementing priorities;
- (d) facilitating initiatives to support Aboriginal language use in families and the broader community;
- (e) incorporating their Aboriginal language in education policies and programs;
- (f) enhancing co-operation among nations and communities of the same language group to promote research, curriculum development and language elaboration;
- (g) using their Aboriginal language in public forums and Aboriginal government business; and
- (h) declaring their Aboriginal language an official language on nation territory.

### **3.6.10**

The federal government make a commitment to endow an Aboriginal Languages Foundation for the purpose of supporting Aboriginal initiatives in the conservation, revitalization and documentation of Aboriginal languages, the foundation to be

- (a) capitalized by an annual federal grant of \$10 million for five years, beginning in 1997;

(b) eligible to receive charitable contributions, to be matched by the federal government in a ratio of two dollars for each dollar contributed;

(c) established to support language initiatives undertaken or endorsed by Aboriginal nations and their communities;

(d) developed by a federally funded planning body, with a majority of First Nations, Inuit and Métis representatives and a two-year mandate; and

(e) directed in its operation by a board with a majority of First Nations, Inuit and Métis members.

### **3.6.11**

The government of Canada recognize the special status of Aboriginal-language broadcasting explicitly in federal legislation.

### **3.6.12**

The Canadian Radio-Television and Telecommunications Commission include in licence conditions for public and commercial broadcasters, in regions with significant Aboriginal population concentrations, requirements for fair representation and distribution of Aboriginal programming, including Aboriginal language requirements.

### **3.6.13**

Public and private media outlets, in particular the Canadian Broadcasting Corporation, provide access to Aboriginal media products for Aboriginal and non-Aboriginal Canadians by

(a) purchasing and broadcasting Aboriginal programming from independent Aboriginal producers; and

(b) producing English and French versions of original Aboriginal programs for regional and national redistribution.

### **3.6.14**

Public and private media outlets address the need for training and better representation of Aboriginal people in public communications by developing and implementing employment equity plans.

### **3.6.15**

Governments, including Aboriginal governments, recognize the critical role that independent Aboriginal print and broadcast media have in the pursuit of Aboriginal self-

determination and self-government, and that they support freedom of expression through

- (a) policies on open access to information; and
- (b) dedicated funding at arm's length from political bodies.

### **3.6.16**

Colleges and universities with programs in communications, journalism and film co-operate to support access for Aboriginal students by providing transition courses, scholarships and counselling services.

### **3.6.17**

The Canadian Radio-Television and Telecommunications Commission be mandated to establish fee structures and provisions for joint ventures as part of licensing conditions to ensure a stable financial base for the production and distribution of Aboriginal broadcast media products, particularly in southern Canada.

### **3.6.18**

Federal, provincial, territorial and Aboriginal governments provide core funding for Aboriginal media that

- (a) is accessible to all Aboriginal nations and communities;
- (b) builds upon existing government programs and Aboriginal media organizations;
- (c) results in long-term funding agreements that realistically reflect Aboriginal media requirements and promote self-financing; and
- (d) encourages private and corporate support through tax incentives.

### **3.6.19**

Federal, provincial, territorial and Aboriginal governments co-operate to establish and fund an Aboriginal Arts Council, with a minimum 20-year life span and an annual budget equivalent to five per cent of the Canada Council budget, to foster the revitalization and development of Aboriginal arts and literature.

### **3.6.20**

Governments, public agencies and private organizations that provide support for the visual and performing arts, in co-operation with Aboriginal artists and performers, review all aspects of their programs to ensure that

(a) criteria for grants and awards are relevant to Aboriginal arts and artists; and

(b) Aboriginal people and perspectives are adequately represented on decision-making bodies, juries, advisory committees and staff.

### **3.6.21**

Federal, provincial, territorial and Aboriginal governments, in co-operation with Aboriginal artists, writers and performers, support and promote the revitalization and development of Aboriginal literary, visual and performing arts through

(a) support of training programs in schools, cultural institutions and professional associations, and participation of Aboriginal students in professional studies in the arts; and

(b) accommodating requirements for appropriate display and performance of Aboriginal arts in the design of public facilities in Aboriginal communities and the community at large.