



Truth & Reconciliation Calls to Action - Actions for EGBC

Recommendations Report

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Executive Summary

At the 2017 Annual General Meeting in Whistler, a motion was presented for consideration by the association to review and consider the Truth and Reconciliation Calls to action. Motions presented at the Annual General Meeting are not binding on Council, but rather provide direction to Council on the actions that those members present at the AGM would like Council to undertake. Motions are often referred for further study, so that Council may receive the benefit of expert advice. On this basis, ArrowBlade Consulting Service was contracted by the association to provide an assessment and recommendations to the council in support of the motion. Specifically, ArrowBlade Consulting Service was asked to identify the following:

- 1) Which of the Calls to Action relate to the primary duty of Engineers and Geoscientists BC (EGBC) as defined in the *Engineers and Geoscientists Act*, which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience”.
- 2) Actions that would be appropriate for the association to take in response to each of the calls to action identified in 1) above.

Following is a summary of the two recommendations responding to items 1) and 2) above.

- A) Of the 94 Calls to Action, the following were identified as being relevant to the mandate of the association as defined under the *Act*:
- (Education: 7) We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
 - (Language and Culture: 13) We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
 - (Professional Development and Training for Public Servants: 57) We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
 - (Missing children and Burial Information: 75) We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.
 - (Business and Reconciliation: 92) We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:



- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

B) In response to item 1) above, the report also provides some high level advice for the consideration of council:

- Engineers and Geoscientists BC should ensure that the outreach currently provided to schools and communities on professional engineering and geoscience as a profession and a career is also provided to aboriginal schools and communities.
 - Engineers and Geoscientists BC should support the development of signage for all engineering/geoscience projects on aboriginal lands/territories which are consistent with best practices identified by the relevant First Nations.
 - Engineers and Geoscientists BC should ensure the professional development programs currently offered include content dealing with intercultural competency (how to relate to the culture you are providing services to), conflict resolution, human rights, and anti-racism.
 - Engineers and Geoscientists BC should develop professional practice guidance for the protection and preservation of all sites which are of cultural significance to First Nations Communities. An example of appropriate guidance is provided in the proposed revisions to Section 3.2 Basic Geotechnical Engineering Services in the Engineers and Geoscientists BC Professional Practice Guidelines for Geotechnical Engineering Services for Building Projects (see below).
 - Engineers and Geoscientists BC should offer professional development seminars for engineering and geoscience professionals on the matters identified in item i (Note: See Call to Action #92 item i. in A) above).
 - With respect to item ii. (Note: See Call to Action #92 item ii. In A) above) Engineers and Geoscientists BC should develop a strategy for increasing the number of Aboriginal people in the engineering and geoscience professions in BC. A key component of this strategy should include identifying the opportunities that could be realized by integrating engineering/geoscience projects with First Nations values and the natural environment.
 - With respect to item iii. (Note: See Call to Action #92 item iii. in A) above) Engineers and Geoscientists BC should provide professional development seminars dealing with First Nations cultural and legal issues which will provide skills and training on intercultural competency, conflict resolution, human rights, and anti-racism.
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Introduction

Purpose of Report

At the 2017 Annual General Meeting in Whistler, a motion was presented for consideration by the association to review and consider the Truth and Reconciliation Calls to action. This report is intended to provide a summary and recommendations in support of the motion and the commitment made to recognize the Calls to action which relate to the primary duty of Engineers and Geoscientists BC as defined in the Engineers and Geoscientists Act which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience”.

The Truth and Reconciliation Calls to Action (TRCA) were published by the Truth and Reconciliation Commission as part of the work done towards achieving their mandate of truth and reconciliation. The TRCA includes 94 actions as a means for Canadians to address the harms caused by residential schools and move towards reconciliation. Since 2015, government and organizations across Canada are working with the TRCA to identify ways to change policy and programs within their organization as they recognize the legacy and the importance of reconciliation in forging a new path for Canada.

The 94 TRCAs are designed to redress the legacy of residential schedules and reconciliation with Indigenous peoples in Canada. A review of the 94 TRCAs was completed as part of this report and 5 actions from the TRCA were identified as the calls to action that relate to the primary duty of Engineers and Geoscientists BC.

It is hoped that this report and implementation strategy will serve as the basis for a reconciliation framework to be developed and adopted by the council. The policies and guidelines governing Engineers and Geoscientists in BC include principles that are based on truth, integrity and values which provide a foundation that can be built upon to achieve reconciliation as identified in a number of the actions found in the TRCA.



Report Methodology

The development of this study and recommendations report was initiated through discussions with Peter Mitchell, Director, Professional Practice, Standard and Development as a follow up to a motion tabled by Calvin Van Buskirk *“to review the recommendations contained within the Truth and Reconciliation Committee (TRC) report with the intent of determining how Engineers and Geoscientists BC can help to facilitate the recommendations within the mandate of the Act as well as within the context of the Code of Ethics”*¹. A copy of the motion is provided in Appendix A.

Mr. Mitchell contacted Nalaine Morin, Principal of ArrowBlade Consulting Services to discuss the motion and proposed study. A contract was issued to Nalaine Morin in February 2018 that identified a clear mandate for the study:

“Pursuant to items 2.0 (i) and (ii) of Appendix A (contractor agreement) the following are the recommendations that address:

- Calls to action which relate to the primary duty of Engineers and Geoscientists BC as defined in the *Engineers and Geoscientists Act* which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience”.
- The action that would be appropriate for the association to take in response to each of the calls to action identified in 1) above.”²

The contractor, Nalaine Morin, was identified for this work for her extensive background and expertise in projects with First Nations and government on reconciliation initiatives. Nalaine Morin also has a background in Metals and Materials Engineering from the University of British Columbia. A bio summarizing her experience is provided in Appendix B.

The contractor undertook a literary review of relevant publications associated with the Truth and Reconciliation Calls to Action and regulatory works for Engineers and Geoscientists BC identified through discussions with Mr. Mitchell. Nalaine developed a matrix of the TRCAs and applied a list of questions to determine a preliminary list of actions from the Truth and Reconciliation Calls to Action (TRCA). The list of questions included:

1. Is the action to organizations relevant to the operation of Engineering and Geoscience BC?
2. Is the action relevant to members practicing Engineering and Geoscience?
3. Does it relate to the primary duty of Engineers and Geoscientists BC as defined in the *Engineers and Geoscientists Act* which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience?”

From the list of TRCAs, Nalaine developed a list of proposed recommendations to support implementation of the actions and presented the information to Mr. Mitchell in a meeting on May 4, 2018 in Burnaby. The preliminary recommendations were discussed and further refined through these discussions and a presentation

¹ Motion 5. Annual General Meeting, Whistler: 2017. Author: Calvin Van Buskirk

² Contract. EGBC and ArrowBlade Consulting Services: 2018.



summarizing the TRCA recommended actions and associated recommendations for consideration by EGBC was presented to the Standing Practice committee on May 24, 2018.

This final report was drafted based on the summary of discussions and presentations that took place from February to May 2018. The report identifies 5 actions from the TRCA and 7 recommendations to support implementation of these actions.



Background

Engineers and Geoscientists British Columbia

Engineers and Geoscientists British Columbia regulate engineers and geoscientists activities registered with the association under the authority of the Engineers and Geoscientists act. A mandate under the act that guides the operation and development of regulation for the organization is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience.”

EGBC represents engineers and geoscientists with diverse backgrounds from many different nationalities. The engineers and geoscientists will undertake projects in different regions including traditional territorial lands of Aboriginal peoples in Canada.

The Truth and Reconciliation Calls to Action provide an opportunity to forge a path forward by creating an awareness of the legacy of residential schools in Canada and developing an action plan that includes professional development seminars dealing with First Nations issues as they relate to the practice of professional engineering and geoscience and changes to existing professional practice guidelines to include considerations that need to be addressed when carrying out a range of professional engineering/geoscience activities impacting Aboriginal peoples .

Truth and Reconciliation Calls to Action

The TRCAs were written by the Truth and Reconciliation Commission of Canada as a call to Canadian governments, educational institutions, health and legal administrations, business organizations and individuals to address the legacy of residential school and to move towards reconciliation and renewed relationships with Indigenous peoples in Canada. The Truth and Reconciliation Commission was a requirement of the Indian Residential Schools Settlement agreement to hear from Indigenous peoples across Canada who were taken as children from their homes and placed in residential schools. The schools were in existence for well over 100 years in different places across Canada and often multiple generation of indigenous children from the same families and communities endured the experience of these schools. The final reports from the Commission, including the TRCAs were published in 2015.

Since the Commission published its report in 2015, governments and organizations across Canada have acknowledged the Commission, and have committed to and developed action plans to adopt the TRCAs. Organizations supporting the Truth and Reconciliation Commission are following the implementation success of



the TRCAs. Beyond 94³, and Reconciliation Canada⁴ offer reported updates and different initiatives to encourage Canadians to learn about and adopt the TRCAs.

The TRCAs include 94 actions divided into two parts and categorized under 22 themes that are intended to redress the legacy of residential schools and to advance the process of reconciliation in Canada. To redress the legacy of residential schools, the TRC identified 42 actions categorized under 5 themes including: child welfare, education, language and culture, health and justice. To support advancement of reconciliation in Canada, the TRC identified 52 actions under 17 themes including: Canadian Governments and the United Nations Declaration on the Rights of Indigenous Peoples, Royal Proclamation and Covenant of Reconciliation, Settlement Agreement Parties and the United Nations, Equity for Aboriginal People in the Legal System, National Council for Reconciliation, Professional Development and Training for Public Servants, Church Apologies and Reconciliation, Education for reconciliation, Youth Programs, Museums and Archives, Missing Children and Burial Information, National Centre for Truth and Reconciliation, Commemoration, Media and Reconciliation, Sports and Reconciliation, business and Reconciliation and Newcomers to Canada.

To identify specific actions relevant to the mandate for EGBC, a matrix was established that included questions meant to identify if the action was relevant to the mandate of the EGBC. The list of questions included:

1. Is the action to organizations relevant to the operation of Engineering and Geoscience BC?
2. Is the action relevant to members practicing Engineering and Geoscience?
3. Does it relate to the primary duty of Engineers and Geoscientists BC as defined in the Engineers and Geoscientists Act which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience?”

The matrix is included in Appendix C.

Of the 94 Calls to Action, the following were identified as being relevant to the mandate of the association as defined under the Act:

- (Education: 7) We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- (Language and Culture: 13) We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.
- (Professional Development and Training for Public Servants: 57) We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
- (Missing children and Burial Information: 75) We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the

³ <https://newsinteractives.cbc.ca/longform-single/beyond-94?cta=1>

⁴ <http://reconciliationcanada.ca/>



ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.

- (Business and Reconciliation: 92) We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
 - i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.
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Truth and Reconciliation Commission Calls to Action: Relevant Actions and Recommendations

Introduction

This section identifies recommended actions to be taken by the association to support implementation of the TRCAs as defined by the following:

Pursuant to items 2.0 (i) and (ii) of Appendix A (contractor agreement) the following are the recommendations that address:

- i. Calls to action which relate to the primary duty of Engineers and Geoscientists BC as defined in the *Engineers and Geoscientists Act* which is “to uphold and protect the public interest respecting the practice of professional engineering and geoscience”.
- ii. The action that would be appropriate for the association to take in response to each of the calls to action identified in 1) above.

Further evidence and supporting actions already taken by EGBC are also described.

Recommendations in Response to the Relevant Calls to Action

In the previous section, 5 actions were identified from the 94 TRCAs that relate to the primary duty of Engineers and Geoscientist BC. This section will provide further detail on high level advice that could be taken to implement the action, and working examples from EGBC or other associations that illustrate initiatives that support a TRCA.

TRCAs were identified from the fields of education, language and culture, professional developed and training for public servants, missing children and burial information and business and reconciliation.

Education

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

A report on indigenous peoples’ access to post-secondary engineering programs provides an overview of existing engineering access programs for indigenous peoples and highlights several practices identified by program managers that support the success of these programs.⁵ Other examples of indigenous youth outreach programs at universities in Canada include McMaster’s summer camp⁶, Western University’s “Elementary School Outreach” and “High School Outreach.”⁷ At EGBC, a program run to increase interest in engineering and

⁵ <https://engineerscanada.ca/reports/research/review-practice-consensus-indigenous-peoples-access-post-secondary-engineering-programs#in-this-report>

⁶ <https://youthprograms.eng.mcmaster.ca/outreach>

⁷ https://www.eng.uwo.ca/outreach/indigenous_programs/index.html



geoscience is the “Educators and Youth” program.⁸ At the University of British Columbia, programs like the “Verna J. Kirkness Science and Engineering Education Program recognize the need to increase the number of First Nations, Metis and Inuit students in engineering programs.⁹ Working with existing programs and developing new models to increase indigenous peoples in engineering can be supported by EGBC through the recognition of existing programs and the development of new programs based on existing models throughout Canada.

High level advice to Engineers and Geoscientists BC:

Engineers and Geoscientists BC should ensure that the outreach currently provided to schools and communities on professional engineering and geoscience as a profession and a career is also provided to aboriginal schools and communities.

Language and culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

Language and culture programs supporting the revitalization of indigenous language and culture exist in various communities, post-secondary institutions and through governments across Canada. The First Peoples’ culture Council, a provincial Crown Corporation formed in British Columbia, is mandated to assist BC First Nations in revitalizing languages, arts and culture.¹⁰ Several First Nations in BC, like the Squamish and Musqueam¹¹, are adding their traditional language and place names to street signs in their traditional territory. Recognizing the importance of Indigenous people’s connection with their language and culture and various language revitalization programs like signage and indigenous place names could be supported by EGBC.

High level advice to Engineers and Geoscientists BC:

Engineers and Geoscientists BC should support the development of signage for all engineering/geoscience projects on aboriginal lands/territories which are consistent with best practices identified by the relevant First Nations.

Professional Development and Training for Public Servants

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

⁸ <https://www.egbc.ca/About/Educators-Youth>

⁹ <http://www.vernakirkness.org/program-description/>

¹⁰ <http://www.fpcc.ca/about-us/>

¹¹ <https://www.theglobeandmail.com/canada/education/article-ubc-adds-musqueam-language-to-street-signs-on-campus/>



EGBC recognizes the importance of fostering a workplace environment that supports the diversity of its membership and provides guidelines and training on Human Rights and Diversity. Other organizations also encourage and invite training opportunities to create awareness of Canada's diversity and the history of its indigenous peoples¹².

High level advice to Engineers and Geoscientists BC:

Engineers and Geoscientists BC should ensure the professional development programs currently offered include content dealing with intercultural competency (how to relate to the culture you are providing services to), conflict resolution, human rights, and anti-racism.

Missing Children and Burial Information

75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.

High level advice to Engineers and Geoscientists BC:

Engineers and Geoscientists BC should develop professional practice guidance for the protection and preservation of all sites which are of cultural significance to First Nations Communities. An example of appropriate guidance is provided in the proposed revisions to Section 3.2 Basic Geotechnical Engineering Services in the Engineers and Geoscientists BC Professional Practice Guidelines for Geotechnical Engineering Services for Building Projects (see below).

“Prior to beginning subsurface exploration, the Geotechnical Engineer of Record will confirm with the owner and/or CRP that the site is not within a defined archeological sensitive area. If ground-altering activities reveal the presence of potential archaeological artifacts, then it must be reported to the BC Archaeology Branch of the BC Ministry of Forests, Lands and Natural Resources who protect archaeological sites under the Heritage Conservation Act. The Ministry also advises engaging the services of a professional archaeologist to provide guidance with the archaeology assessment process.”

Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to

¹² <https://www.ictinc.ca/>



corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

High level advice to Engineers and Geoscientists BC:

Engineers and Geoscientists BC should offer professional development seminars for engineering and geoscience professionals on the matters identified in item i. above.

With respect to item ii. above Engineers and Geoscientists BC should develop a strategy for increasing the number of Aboriginal people in the engineering and geoscience professions in BC. A key component of this strategy should include identifying the opportunities that could be realized by integrating engineering/geoscience projects with First Nations values and the natural environment.

With respect to item iii. above Engineers and Geoscientists BC should provide professional development seminars dealing with First Nations cultural and legal issues which will provide skills and training on intercultural competency, conflict resolution, human rights, and anti-racism.



Summary

Engineers and Geoscientists BC should initially focus on creating greater awareness within the professions on First Nations issues as they relate to the association's mandate as identified in the primary duty under the *Engineers and Geoscientists Act*.

In addition, Engineers and Geoscientists BC should expand on the existing work they have done in the following areas:

- a) The offering of professional development seminars dealing with First Nations issues as they relate to the practice of professional engineering and geoscience.
- b) The development of new and revisions to existing professional practice guidelines which when relevant, include content dealing with considerations that need to be addressed when carrying out a range of professional engineering/geoscience activities impacting First Nations e.g., *Engineers and Geoscientists BC Professional Practice Guidelines - Human Rights and Diversity Guideline*, *Engineers and Geoscientists BC Professional Practice Guidelines – Site Characterization for Dam Foundations in BC*, *College of Applied Biologists/Association of BC Forest Professionals/Engineers and Geoscientists BC Professional Practice Guidelines – Legislated Riparian Assessments in BC*.

Consistent with the above, the association should give consideration to revising the *Council Policy on the Development of Engineers and Geoscientists BC Professional Practice Guidelines* which was recently amended in order to address climate change, so that when relevant to the practice of the professions, First Nations considerations can be addressed.



Works Cited

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Appendix A: Motion 5

MOTION 5: That Council consider:

1. Establishing a Task Force in collaboration with the assembly of BC First Nations to review the recommendations contained within the Truth and Reconciliation Committee (TRC) report with the intent of determining how Engineers and Geoscientists BC can help to facilitate the recommendations within the mandate of the *Act* as well as within the context of the Code of Ethics.

Develop guidelines for members to ensure that professional conduct and professional services performed and delivered by members are consistent with the recommendations of the TRC report and/or help to facilitate the intent of the recommendations.



Appendix B: Nalaine Morin Bio

Nalaine Morin, EP

Principal, ArrowBlade Consulting Services

Nalaine Morin is a member of the Tahltan Nation. She holds a Bachelor of Applied Science degree from the University of British Columbia and a Mechanical Engineering Technology Diploma from the British Columbia Institute of Technology.

As the Principal of ArrowBlade Consulting Services, she has managed the environmental reviews of several large resource development projects on behalf of First Nations and also provides services in technical review, regulatory support, IBA negotiations, community consultation and environmental resource management.

Nalaine Morin is well known for her deep technical background in both mining and environmental assessment processes combined with being of Tahltan descent has enabled her to understand and to identify methods for the connection and support of both First Nation traditional knowledge and western science in a way that bridges cultural understanding on both sides. She also helped her Nation's government establish the Tahltan Heritage Resources Environmental Assessment Team. THREAT is an innovative team that incorporates the expertise of the Tahltan people with Western science. As the lead manager of THREAT, Nalaine has supported the Tahltan Nation to navigate regulatory processes and implementation of IBA commitments for several large-scale resource development projects.

Nalaine has been asked to speak at several conferences both provincially and nationally. She is also sits on the board of directors for the Geosciences BC and the Mine Environment Neutral Drainage Program (MEND) .

Nalaine also holds certification as an Environmental Professional, certified by the Canadian Environmental Certification Approvals Board.





Appendix C: Decision Matrix - TRCAs

TRC Calls to Action Decision Matrix						
Calls to Action		EGBC Questions to Consider (y/n)				
Legacy		Is it referring action to organizations relevant to the operation of Engineering and Geoscience BC?	Is the referring action relevant to members practicing Engineering and Geoscience?	Does it relate to the primary duty of Engineers and Geoscientists BC as defined in the Engineers and Geoscientists Act which is "to uphold and protect the public interest respecting the practice of professional	Calls to Action relevant to activities undertaken by EGBC	
Child Welfare	1	1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by: i. Monitoring and assessing neglect investigations. ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside. iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing. v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.	n	n	n	n
	2	We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.	n	n	n	n
	3	We call upon all levels of government to fully implement Jordan's Principle.	n	n	n	n
	4	We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that: i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies. ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making. iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.	n	n	n	n
	5	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families	n	n	n	n
Education	6	We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada	n	n	n	n
	7	We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	y	y	y	y

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
8	We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves	n	n	n	n
9	We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with nonAboriginal people.	n	n	n	n
10	We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles: i. Providing sufficient funding to close identified educational achievement gaps within one generation. ii. Improving education attainment levels and success rates. iii. Developing culturally appropriate curricula. iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems. vi. Enabling parents to fully participate in the education of their children. vii. Respecting and honouring Treaty relationships.	n	n	n	n
11	We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.	n	n	n	n
12	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	n	n	n	n
Language and Culture	13 We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights	y	y	y	y
14	We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles: i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them. ii. Aboriginal language rights are reinforced by the Treaties. iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation. iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities. v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.	n	n	y	n
15	We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.	n	n	n	n
16	We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.	n	n	n	n
17	We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
Health	18 We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.	n	n	n	n
	19 We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess longterm trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.	n	n	n	n
	20 In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.	n	n	n	n
	21 We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.	n	n	n	n
	22 We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.	n	n	n	n
	23 We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.	n	n	n	n
	24 We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	n	n	n	n
Justice	25 We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.	n	n	n	n
	26 We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
27	We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	n	n	n	n
28	We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	n	n	n	n
29	We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.	n	n	n	n
30	We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.	n	n	n	n
31	We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.	n	n	n	n
32	We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.	n	n	n	n
33	. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.	n	n	n	n
34	. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including: i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD. ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD. iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community. iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.	n	n	n	n
35	We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
36	We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.	n	n	n	n
37	We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.	n	n	n	n
38	We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.	n	n	n	n
39	We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.	n	n	n	n
40	We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.	n	n	n	n
41	We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include: i. Investigation into missing and murdered Aboriginal women and girls. ii. Links to the intergenerational legacy of residential schools.	n	n	n	n
42	We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the Constitution Act, 1982, and the United Nations Declaration on the Rights of Indigenous Peoples, endorsed by Canada in November 2012.	n	n	n	n
Reconciliation					
Canadian Governments and the United Nations Declaration on the Rights of Indigenous People					
43	We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.	n	n	n	n
44	We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)				
Royal Proclamation and Covenant of Reconciliation	45	<p>We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments: i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and terra nullius. ii. Adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation. iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future. iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.</p>	n	n	n	n
	46	<p>We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to: i. Reaffirmation of the parties' commitment to reconciliation. ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts. iii. Full adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation. iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future. v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation. vi. Enabling additional parties to sign onto the Covenant of Reconciliation.</p>	n	n	n	n
	47	<p>We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and terra nullius, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts</p>	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
<p>Settlement Agreement Parties and the United Nations Declaration on the Rights of Indigenous Peoples</p>	<p>48 We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation. This would include, but not be limited to, the following commitments: i. Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples. ii. Respecting Indigenous peoples' right to selfdetermination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the United Nations Declaration on the Rights of Indigenous Peoples. iii. Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples. iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the United Nations Declaration on the Rights of Indigenous Peoples.</p>	n	n	n	n
	<p>49 We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius.</p>	n	n	n	n
<p>Equity for Aboriginal People in the Legal System</p>	<p>50 In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.</p>	n	n	n	n
	<p>51 We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.</p>	n	n	n	n
	<p>52 . We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles: i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time. ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation</p>	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)				
National Council for Reconciliation	53	We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following: i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada’s post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years. ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada’s Calls to Action. iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources. iv. Promote public dialogue, public/private partnerships, and p	n	n	n	n
	54	We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation	n	n	n	n
	55	We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to: i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with nonAboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies. ii. Comparative funding for the education of First Nations children on and off reserves. iii. The educational and income attainments of Aboriginal peoples in Canada compared with nonAboriginal people. iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services. v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade. vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes. vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems	n	n	n	n
	56	We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual “State of Aboriginal Peoples” report, which would outline the government’s plans for advancing the cause of reconciliation.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
Professional Development and Training for Public Servants	57 We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skillsbased training in intercultural competency, conflict resolution, human rights, and anti-racism.	n	y	y	y
Church Apologies and Reconciliation	58 We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.	n	n	n	n
	59 We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.	n	n	n	n
	60 We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.	n	n	n	n
	61 We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for: i. Community-controlled healing and reconciliation projects. ii. Community-controlled culture- and languagerevitalization projects. iii. Community-controlled education and relationshipbuilding projects. iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, selfdetermination, and reconciliation.	n	n	n	n
Education for reconciliation	62 We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
	63 We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above	n	n	n	n
	64 We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders	n	n	n	n
	65 We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.	n	n	n	n
Youth Programs	66 We call upon the federal government to establish multiyear funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.	n	n	n	n
Museums and Archives	67 We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and to make recommendations	n	n	n	n
	68 We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.	n	n	n	n
	69 We call upon Library and Archives Canada to: i. Fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orientlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools. ii. Ensure that its record holdings related to residential schools are accessible to the public. iii. Commit more resources to its public education materials and programming on residential schools.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
	70 We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to: i. Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orientlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools. ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.	n	n	n	n
Missing Children and Burial Information	71 We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.	n	n	n	n
	72 We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada	n	n	n	n
	73 We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children	n	n	n	n
	74 We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.	n	n	n	n
	75 We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.	y	y	y	y
	76 We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles: i. The Aboriginal community most affected shall lead the development of such strategies. ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies. iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.	y	y	y	y

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
National Centre for Truth and Reconciliation	77 We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation	n	n	n	n
	78 We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.	n	n	n	n
Commemoration	79 We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to: i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat. ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history. iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history	y	y	y	y
	80 We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process	n	n	n	n
	81 We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.	n	n	n	n
	82 We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.	n	y	n	n
	83 We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.	n	y	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
Media and Reconciliation	84 We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to: i. Increasing Aboriginal programming, including Aboriginal-language speakers. ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization. iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians, including the history and legacy of residential schools and the reconciliation process.	n	n	n	n
	85 . We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to: i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples. ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.	n	n	n	n
	86 We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations.	n	n	n	n
Sports and Reconciliation	87 We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.	n	n	n	n
	88 We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.	n	n	n	n
	89 We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.	n	n	n	n
	90 We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing: i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples. ii. An elite athlete development program for Aboriginal athletes. iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples. iv. Anti-racism awareness and training programs.	n	n	n	n

**TRC Calls to Action
Decision Matrix**

Calls to Action		EGBC Questions to Consider (y/n)			
	91 We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.	n	n	n	n
Business and Reconciliation	92 We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following: i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects. ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects. iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.	y	y	y	y
Newcomers to Canada	93 We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.	n	n	n	n
	94 We call upon the Government of Canada to replace the Oath of Citizenship with the following: I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.	n	n	n	n