

**Government of Newfoundland and Labrador
Response to Truth and Reconciliation Calls to Action**

SELECTED ACRONYMS

Indigenous Governments and Organisations in Newfoundland and Labrador

ATRIWA	AnânuKatiget Tumingit Regional Inuit Women's Association
FB	No'kmeq Village (Flat Bay Band)
FL	First Light St. John's Friendship Centre
IN	Innu Nation
LFC	Labrador Friendship Centre
MIFN	Mushuau Innu First Nation
MFN	Miawpukek First Nation
MFNAN	Mi'kmaq First Nations Assembly of Newfoundland
NAWN	Newfoundland Aboriginal Women's Network
NNWA	Newfoundland Native Women's Association
NG	Nunatsiavut Government
NCC	NunatuKavut Community Council
PDIFC	People of the Dawn Indigenous Friendship Centre
QFN	Qalipu First Nation
SIFN	Sheshatshiu Innu First Nation

Government & Departments

GNL	Government of Newfoundland and Labrador
CSSD	Children, Seniors and Social Development
DGSNL	Digital Government and Service NL
EDU	Education
ECC	Environment and Climate Change
EC	Executive Council
FIN	Finance
HCS	Health and Community Services
HRS	Human Resources Secretariat
IAR	Office of Indigenous Affairs and Reconciliation
IGA	Intergovernmental Affairs Secretariat
IPGS	Immigration, Population Growth, and Skills
JPS	Justice and Public Safety
LAS	Labrador Affairs Secretariat
MAPA	Municipal and Provincial Affairs
TCAR	Tourism, Culture, Arts, and Recreation
WGE	Office of Women and Gender Equality

Other

CNA	College of the North Atlantic
IGOs	Indigenous governments and organisations
LILCA	Labrador Inuit Land Claims Agreement
MCP	Medical Care Plan
MMIWG	Missing and Murdered Indigenous Women and Girls
MOU	Memorandum of Understanding
MUN	Memorial University of Newfoundland
TRC	Truth and Reconciliation Commission of Canada
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples

Call To Action	GNL Response
<p>1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:</p>	<p>In partnership with IGOs in NL, CSSD has undertaken a number of initiatives outlined in more detail below to address the overrepresentation of Indigenous children and youth in care. In addition to the following information please see Responses to Call Nos. 1(ii), 1(v), and 4.</p> <p>CSSD is committed to delivering services to Indigenous peoples through a collaborative model. This means immediate and extended families of children and youth involved with the child welfare system are very important partners in the collaborative service process, along with IGOs. CSSD supports culturally appropriate and sensitive approaches to the delivery of Indigenous child welfare services through legislation and policy development.</p> <p>An Indigenous Policy Working Group, including representatives from CSSD, NG, MIFN, SIFN, MFN, and the Innu Round Table Secretariat, was established in 2017. The purpose of the Working Group was to support the review of existing policies and inform the development of the <i>Children, Youth and Families Act (CYFA)</i> affecting Indigenous children, youth and families with primary consideration of unique cultures and experiences of Indigenous peoples. The Working Group also developed a policy preamble intended to provide an Indigenous lens through which policies, standards, and procedures that impact Indigenous children, youth, and families must be viewed. This preamble is included in the Protection and In Care Policy manual.</p> <p>Legislation to promote the safety and well-being of children and youth received Royal Assent on 31 May 2018. The CYFA, which replaced the Children and Youth Care and Protection Act came into effect on 28 June 2019.</p> <p>The new CYFA is child and youth-centered, family-focused and culturally responsive and contains significant updates aimed at strengthening service delivery to Indigenous children, youth, and their families by recognizing the importance of preserving an Indigenous child or youth's cultural identity, providing for the involvement of IGOs in decisions that will keep children safe, and where possible, at home with their families and culture.</p> <p>CSSD consulted extensively with IGOs in the development of the CYFA to acknowledge the importance of culture and cultural connections and strengthen service delivery to Indigenous children, youth, and their families. The CYFA implemented a number of legislative changes, which included:</p> <ul style="list-style-type: none"> • Defining Indigenous Children and Youth • Preserving the Unique Cultural Identities of Indigenous Children and Youth

	<ul style="list-style-type: none"> • Cultural Connection Planning • Naming Indigenous Representatives • Placement Considerations for Indigenous Children <p>Through these collaborative efforts, CSSD is pleased to see a 42% reduction in the number of Indigenous children and youth coming into care since 2018 and an overall reduction of 11% in the total number of Indigenous children and youth in care from 2019 to 2020.</p> <p>In addition to provincial legislation, the Federal Act respecting First Nations, Inuit and Métis children, youth and families came into force on 01 January 2020. Due to the progressive changes made in the CYFA, many of the measures required under the Federal Act are also supported under the CYFA. CSSD will continue to work with the Federal Government and IGOs that wish to exercise authority under the Federal Act to improve outcomes for Indigenous children.</p> <p>CSSD is currently engaged in distinctions-based work with IGOs in NL to address policy and service delivery issues affecting their specific communities.</p>
<p><i>i. Monitoring and assessing neglect investigations.</i></p>	<p>The CYFA provides the legislative authority for the provision of child welfare services throughout the province by CSSD.</p> <p>CSSD continues to monitor the assessment of child protection investigations through:</p> <ul style="list-style-type: none"> • the Quality Assurance Division, which monitors quality indicators and performs clinical audits and file reviews; • a clinical supervisory model that requires ongoing discussion with supervisors and front line staff around case discussions; • monthly file reviews by all Clinical Program Supervisors; • the Structured Decision Making Model, implemented in March 2018, to assist social workers in the investigation and management of cases. <p>To continue to develop and deliver services to support Indigenous children, CSSD completed a report on Child Welfare Services to Indigenous Children, Youth and Families for the House of Assembly by 31 March 2021. This Report is significant as it provides information to aid in understanding Indigenous client demographics and reasons for child welfare involvement. Sharing this information is a continuation of the positive changes CSSD has made in working with Indigenous children, youth, and families. Further, the Report forms a baseline by which CSSD, in collaboration with IGOs, will be able to measure improvement going forward. This work will specifically include information about</p>

	<p>the reasons for involvement with families in the protective intervention program, including a review of referrals where neglect is noted as a child maltreatment concern.</p>
<p><i>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.</i></p>	<p>In addition to the following information, please see Responses to Call Nos. 1, 1(v), and 4.</p> <p>CSSD acknowledges the collective knowledge and experience of Indigenous people to best inform the needs of their people. The Department supports the efforts of IGOs to provide prevention and early intervention services and is committed to working collaboratively with IGOs to address the over-representation of Indigenous children and youth in care.</p> <p>CSSD has worked collaboratively with Indigenous partners to focus on improving service delivery in Indigenous communities. As previously noted, through extensive consultation with IGOs, the CYFA, proclaimed in 2019, introduced a number of initiatives to recognize Indigenous children and youth, support cultural connections and provide opportunity for IGOs to be engaged in child protection court matters that affect Indigenous children, youth and families.</p> <p>CSSD has worked with both the Nunatsiavut Family Connections Program and the Innu Prevention Services Program to address child protection concerns in families and collaborate in planning for CSSD intervention with the goal of supporting families.</p> <p>When children and youth must be cared for outside of their family home due to safety issues, CSSD recognizes the importance of children remaining as close as possible to their home communities and within their culture. To this end, CSSD worked with NG, MIFN and SIFN to support the development of new in-care placements for Indigenous children and youth. A key goal of these partnerships is to keep Indigenous children and youth who come into care in their communities with extended family, significant others or community caregivers.</p> <p>In an effort to expand residential options to keep Inuit children and youth in their home communities, CSSD and NG worked collaboratively to establish individualized living arrangements in Nain, Hopedale and Happy Valley-Goose Bay. CSSD continues to work in collaboration with the Innu Round Table Secretariat and the Federal Government to support the development of Innu-operated residential placements in Sheshatshiu and Natuashish. The first of these homes opened in Sheshatshiu in August 2018 and another opened in Natuashish in April 2019. Two Emergency Placements homes opened in Sheshatshiu in February 2020. Another group home is being planned for Natuashish. In January 2020, CSSD entered into a service agreement with NG to support</p>

	<p>the 'Caring for Our Children' foster home pilot project which enables NG to recruit, assess, train and support foster parents in the Inuit Communities.</p>
<p><i>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.</i></p>	<p>In addition to the information below, please see Response to Call No. 57.</p> <p>CSSD hires professionally accredited social workers to deliver child protection services. All staff delivering child protection services have a Bachelor of Social Work. This is a 4 or 5 year degree program that provides instruction in some of the issues and challenges facing Indigenous people in NL and Canada.</p> <p>The CSSD Training Unit provides training to CSSD social workers and clinical program supervisors involved in child protection investigations in an array of crucial fields including family violence and child development. The Training Unit's Orientation training, is provided to all new social workers. The Training Unit is working to integrate information about Jordan's Principle and Child First Initiative into CSSD staff training.</p> <p>CSSD has engaged IGOs throughout the province to collaborate on how best to meet the learning and development needs of CSSD social workers related to understanding Indigenous history, culture and beliefs; and working with Indigenous people and communities. CSSD is planning to hire a Consultant to develop an Indigenous Training model and curriculum for CSSD staff.</p> <p>Through the Advancing the Practice Together partnership with Memorial University's School of Social, CSSD delivers various education sessions each year through webinar and recording of sessions. Since 2015, APT Sessions have been provided on topics such as Cultural Competence in Child Welfare Practice for Indigenous Communities; Trauma-Informed Practice with Vulnerable Children and Families; Jordan's Principle; and, Federal Legislation Training Part 1 and Part 2. On 27 March 2019, CSSD hosted a presentation and panel discussion with Innu and Inuit partners in Labrador titled Cultural Competence in Child Welfare Practice for Indigenous Communities.</p> <p>CSSD has various online training modules that address cultural competency, including the Introduction to Family Violence module; the Understanding Child Development and the Impacts of Maltreatment training modules; and, the Working in the Protective Intervention Program module. CSSD is also developing a Working in the In-Care, Foster Care and Adoptions Programs module; and a Working in the Community Youth Corrections and Youth Services Programs module. These new modules will also address cultural competency, and provide an</p>

	<p>overview of Canadian Indigenous Child Welfare History, which includes information about the impact of residential schools.</p> <p>CSSD continues to deliver Collaborative Child Abuse Investigations Training with the RNC and RCMP. This training is delivered annually in Happy Valley-Goose Bay. The course includes cultural considerations for best practices.</p> <p>In September 2020, CSSD implemented the Learning and Development Plan Pilot in the Labrador Region. This pilot program pairs Training Unit Learning Development Specialists with frontline social workers and supervisors to develop learning and development plans. These plans identify areas for improvement in practice and the Learning and Development Specialists facilitate learning and provide mentorship. The focus of the pilot is to build on skills, techniques, and best practices that will lead to desired outcomes demonstrated in practice, and to enhance learning through sharing of experiences, reflection on practices, adherence to policies and procedures, and best practices.</p> <p>GNL has made the training of public service employees regarding Indigenous culture a priority. In the 2021 Speech from the Throne, it was stated, “My Government will ensure all receive training on Indigenous perspectives and culture. Sound policies and programs are founded on mutual understanding and respectful relationships.”</p> <p>CSSD collaborates with IAR to develop and deliver training on Indigenous perspectives to elected representatives, their staff, and the public service. This will help foster deeper understanding and cultural awareness of the unique history and perspectives of each community and support the maintenance of respectful relationships with Indigenous peoples in the province.</p> <p>CSSD will continue to work collaboratively with other Government departments and Indigenous partners to develop training and materials to enhance the knowledge and skills of CSSD staff to ensure culturally safe service delivery.</p>
<p><i>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.</i></p>	<p>Please see Response to Call No. 1(iii).</p>

<p><i>v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.</i></p>	<p>In addition to the information below, please see Response to Call No. 1.</p> <p>CSSD announced a statutory review of the Children and Youth Care and Protection (CYCP) Act in 2016 and initiated a series of consultations with stakeholders throughout the province. CSSD also consulted extensively with IGOs throughout the review of the CYCP Act and the development of the CYFA.</p> <p>Two-day training sessions were completed with social workers, supervisors, and zone managers prior to the proclamation of the CYFA to inform them of the changes resulting from the CYFA and ensure they were ready to work in accordance with the CYFA upon proclamation. This training included all the enhancements and new requirements regarding Indigenous children, youth and families. The CYFA is the legislative authority for the delivery of services to children, youth, and families that supports and maintains the best interests of children and youth.</p> <p>Proclamation of CYFA on 28 June 2019 contained an enhanced focus on strengthening service delivery to Indigenous children, youth and their families by recognizing the importance of preserving an Indigenous child or youth's cultural identity, and providing for the involvement of IGOs in decisions that will keep children safe, and where possible, at home with their families and culture.</p> <p>To acknowledge the importance of culture and cultural connections and strengthen service delivery to Indigenous children, youth, and their families, the CYFA implemented a number of legislative changes, which included:</p> <ul style="list-style-type: none">• Defining Indigenous Children and Youth: Indigenous children and youth were not defined in previous legislation. The CYFA defines an Indigenous child as: An Inuit child; A Métis child; An Innu, Mi'kmaq or other First Nations child; A child who has a parent who considers the child to be Indigenous; or, A person who is at least 12 years of age but under the age of 16, and who considers himself or herself to be Indigenous. Similarly, the definition of an Indigenous youth includes the same considerations but for a person who is at least 16 years of age but under 18 years of age. Allowing for children and youth to be identified as Indigenous, legislatively, ensures social workers practicing under the CYFA consider the unique cultural identities of Indigenous children, youth and families.
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- **Preserving the Unique Cultural Identities of Indigenous Children and Youth:** The importance of recognizing the unique cultural identities of Indigenous children and youth cannot be overstated. The CYFA's general principles section states that the overriding and paramount consideration in a decision made under the CYFA shall be the best interests of the child or youth, and that one of the factors to determine the best interests of a child or youth is the preservation of their unique Indigenous cultural identity. While ensuring children and youth's connection to their culture had previously been required under in care policies and practice, it had not been a legislative requirement until the proclamation of the CYFA.
- **Cultural Connection Plan:** Preserving the unique cultural identity of an Indigenous child or youth is essential; therefore, the CYFA was designed to require every Indigenous child and youth have a Cultural Connection Plan (CCP). A CCP operationalizes the steps required to ensure Indigenous children and youth are supported in developing positive Indigenous identities. The development of a CCP is significant, as it promotes cultural permanency for Indigenous children and youth and supports the development of a healthy identity. Planning focuses on preserving a child or youth's unique cultural identity, significant relationships, and community connections. Policy 3.17 – Cultural Connection Planning for Indigenous Children and Youth supports this work and was developed in partnership with representatives from NG, MIFN, SIFN, MFN, and the Innu Round Table Secretariat.
- **Indigenous Representative:** defined in the CYFA as a person designated by an IGO, the CYFA allows Indigenous Representatives to be heard in court, which was not specified under prior legislation. To facilitate this process, CYFA requires the Indigenous Representative to be served notice of protective intervention hearings pertaining to the supervision and custody of Indigenous children and youth, and make an application to be heard in court regarding the child or youth's care or custody status. In addition to serving notices of court appearances, social workers are also required to make contact with Indigenous Representatives to request that they participate in the development of a CCP. The Indigenous Representative may assist the social worker in identifying kin or community partners who may be included in developing a plan to support the child or youth's cultural connections and cultural permanency.

	<ul style="list-style-type: none">• Placement Considerations: While CSSD has historically worked to place children and youth who cannot remain at home with kin or in a home of the child or youth's cultural identity, CYFA formalizes this process for Indigenous children, stating that placement considerations for Indigenous children and youth must prioritize placement with kin or within the child or youth's community. Policy also reflects this prioritization and states the following: In keeping with the best interest principles, every effort should be made to match a child or youth with a placement that: (a) First considers their placement with kin; (b) Is least disruptive and recognizes the importance of placement with their siblings and contact with their parent(s) and kin; (c) First considers placing an Indigenous child or youth with kin within their community or with a non-relative foster parent with the same cultural background within the Indigenous child or youth's community; or with kin outside the Indigenous child or youth's community; and, (d) Supports the Indigenous child or youth's connection with their culture, heritage, traditions, community, language, and spirituality.
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Call to Action	GNL Response
<p>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.</p>	<p>CSSD has launched a new information management system, Integrated Service Management System, which has enhanced efficiency and improved reporting capabilities. This system includes the ability to filter information by Indigenous status.</p> <p>CSSD meets regularly with NG to work toward jointly developing outcome indicators for child protection services for Inuit communities.</p> <p>In June 2021, CSSD released its Report on Child Welfare Services to Indigenous Children, Youth and Families 2019-20. This report provides baseline data currently available regarding child welfare services for Indigenous populations in Newfoundland and Labrador. This report includes data on the number of Indigenous children in care compared to non-Indigenous children, as well as, reasons for child protection involvement. It is one of many important steps in achieving CSSD's commitment to reduce the number of Indigenous children and youth in care and improve outcomes for those involved with the child welfare system. It also provides data to inform our ongoing collaborative work with all Indigenous partners and a baseline by which we can measure improvement going forward. In order to build on this data, CSSD is establishing the NL Indigenous Children and Youth Data Working Group, with invitations being sent to all Indigenous partners to participate.</p> <p>CSSD and NG were invited to and are jointly participating in the Inuit Tapiriit Kanatami/Indigenous Services Canada-led National Inuit Data Working Group, which is working to improve Indigenous child protection data collection, analysis, and reporting throughout the country.</p>

Call to Action	GNL Response
<p>3. We call upon all levels of government to fully implement Jordan's Principle.</p>	<p>GNL provides programs and services in a manner consistent with Jordan's Principle by providing services to Indigenous children/youth irrespective of jurisdiction. CSSD and HCS do not delay the delivery of a necessary service while waiting on funding decisions from another source. GNL is committed to ensuring that Indigenous children/youth do not experience delay, denial, or disruption of services because of jurisdictional disputes.</p> <p>The federal government hired Service Coordinators (for the First Nations Reserves at Conne River, Sheshatshiu and Natuashish) to facilitate access to federal/provincial funded services by helping Indigenous children and their families navigate the systems and by coordinating service delivery. Jordan's Principle Focal Points have been identified to guide Indigenous children and their families to the appropriate supports and services and help them navigate federal and provincial systems. Rather than wait for a dispute to be triggered, Indigenous Services Canada will respond immediately to cases brought to its attention. Should a federal-provincial dispute occur, the federal government has committed to work with Government to help ensure all Indigenous children have access to needed services comparable to that available to other children in the Province.</p> <p>In 2019, through its Advancing the Practice Together partnership with Memorial University's School of Social Work, CSSD worked with the Jordan's Principle Service Coordinator with Conne River Health and Social Service to provide an information session about Jordan's Principle to CSSD staff.</p> <p>CSSD continues to work with HCS, which leads GNL's work related to Jordan's Principle, and IAR, as well as the federal government regarding Jordan's Principle and ensuring Indigenous populations have access to federal funding. Indigenous Services Canada reports that compared to the first two fiscal quarters of 2019-20, individual requests for Jordan's Principle funding in NL increased by 59% in 2020-21; while group requests have increased by 37%.</p> <p>CSSD will be incorporating Jordan's Principle and (Inuit) Child First Initiative into training for CSSD staff and continue to explore ways we can further promote the use of these programs. HCS is also exploring training for HCS staff and health care workers in the RHAs.</p>

Call to Action	GNL Response
<p>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:</p>	<p>An Act Respecting First Nations, Inuit and Métis children, youth and families (the Federal Act) came into effect on 01 January 2020. It affirms the inherent right of First Nations, Inuit and Métis peoples to exercise jurisdiction over child and family services and sets our mechanisms for IGOs to exercise this jurisdiction.</p> <p>NG, MIFN, SIFN and MFN (NG under the authority of LILCA) have each advised CSSD of their intentions and active planning to assume jurisdiction of child welfare services over the next few years. Until such time, GNL continues to have legislative authority for the provision of child welfare services in NL. Services are delivered in accordance with the CYFA and the Federal Act. GNL continues to deliver the full suite of child protection services throughout the province, including on Reserve at Natuashish and Sheshatshiu.</p> <p>The Federal Act establishes national standards and principles such as the best interests of the child, cultural continuity and substantive equality in relation to Indigenous children.</p> <p>Under the Federal Act, CSSD is also required to provide notice, prior to taking a significant measure in relation to a child, to the child's parent, the child's care provider, and the applicable IGO. The removal (apprehension) of an Indigenous child would be considered a significant measure meaning that notification would be provided prior to the action being taken where it is in the child's best interest,</p> <p>The Federal Act also establishes the ability for IGOs to be heard in court matters relating to child apprehension and custody cases and contains a section on placements when an Indigenous child is removed (apprehended) from their family, outlining the priority in which placements shall occur with preference given to placing a child with a parent or with kin within their culture or community. The Federal Act also prioritizes placement with siblings and contact with parents and kin. The placement of a child must also take into account the customs and traditions of Indigenous peoples such as with regards to customary adoption.</p> <p>In addition to the Federal Act, the CYFA contains provisions specific to Indigenous children, youth in need of protective intervention and their families. Specifically, in matters relating to the removal (apprehension) of an Indigenous child the Act:</p> <ul style="list-style-type: none"> • Requires a cultural connection plan for Indigenous children and youth who are removed from their families; • Requires placement considerations for Indigenous children and youth who are in foster care so that they can maintain connections to their culture and community;

	<ul style="list-style-type: none"> • Requires notice of protective intervention hearings and other hearings pertaining to the supervision and custody of Indigenous children and youth be served to Indigenous representatives; and, • Establishes the ability for Indigenous representatives to be heard in court <p>The Federal Act also specifies that when determining the best interests of a child or youth, the importance of the family as the preferred environment for the care and upbringing of a child or youth and the importance of preserving an Indigenous child/youth's unique cultural identity are factors to taken into consideration.</p>
<p><i>i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.</i></p>	<p>Please see Response to Call No. 4.</p>
<p><i>ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.</i></p>	<p>Please see Responses to Call Nos. 1, 1(v), 4, and 4(iii).</p>
<p><i>iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.</i></p>	<p>The CYFA outlines specific placement considerations for Indigenous children and youth. Section 65(3) of the Act states: “where a child is an Indigenous child or a youth is an Indigenous youth, a manager or social worker shall first consider placing the Indigenous child or Indigenous youth with kin within his or her community or where that is not in the best interests of the Indigenous child or Indigenous youth, consider placing him or her [...] with a non-relative foster parent with the same cultural background within the Indigenous child's or Indigenous youth's community; [or] with kin outside the Indigenous child's or Indigenous youth's community.” Section 65(4) goes on to say that “Where a manager or social worker is satisfied that an Indigenous child or an Indigenous youth cannot be placed in accordance with subsection (3), the Indigenous child or Indigenous youth shall be placed in a foster care placement that supports the Indigenous child's or Indigenous youth's connection with his or her culture, heritage, traditions, community, language and spirituality.”</p>

Call to Action	GNL Response
<p>5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.</p>	<p>EDU provides Parent Resource Kits to children birth to age three years and their families, including Indigenous children and families. These kits include adapted resources/materials based on feedback from Indigenous representatives. EDU also provides funding to the NG to operate a Family Resource Centre.</p> <p>As well, EDU's Indigenous Program Development Specialist is a member of the Parental Engagement Committee (in partnership with NG) and attends planning meetings aimed at increasing parental participation in their child's education.</p> <p>CSSD is committed to partnering with IGOs to enhance culturally appropriate supports for parents to keep families together.</p> <p>CSSD, in partnership with the Public Health Agency of Canada, is coordinating the implementation of the NoBody's Perfect parenting program for vulnerable families and parents of children 0-6 years of age. The program will be delivered through regional health authorities, family resource centres, early childhood education centres and community groups, including in Indigenous communities.</p> <p>Mechanisms are in place for partnership and collaboration between regional health authorities, GNL, Health Canada, the Public Health Agency of Canada and IGOs in the delivery of services to promote good health and wellness. CSSD and HCS partner with regional health authorities and community groups to deliver various parenting programs, supports and services such as Healthy Baby Clubs, parent support programs, and intervention services.</p>

Call to Action	GNL Response
6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>The economic prosperity of Newfoundland and Labrador depends on the labour market participation of all citizens, including those under-represented in the workforce, such as Indigenous people.</p> <p>The Canada-Newfoundland and Labrador Labour Market Development Agreement and Workforce Development Agreements provide over \$150 million annually to support a range of employment and training programs for all populations in this province, including Indigenous peoples.</p> <p>Labrador Aboriginal Training Partnership (LATP) is a partnership amongst NG, IN, and NCC. Through the LATP, funding from federal and provincial governments and industry supports skill development to optimize benefit and employment related to the natural resource developments in Labrador. On 26 June 2018, GNL and the federal government, along with representatives from Vale and the three IGOs, announced the \$23.6M Vale-NL Aboriginal Employment Preparation Strategy to be led by LATP (with \$3M from GNL and \$9.6M from the federal government). The Strategy aims to prepare members of the IGOs for employment with Vale's underground mining expansion by providing skills development and training-to-employment opportunities to over 400 Indigenous participants in Labrador.</p> <p>GNL partnered with TradesNL to create the Labrador Office for Indigenous and Northern Skilled Trades (LOINST). LOINST is mandated to recruit, promote, support and advance the economic growth of Indigenous people in Newfoundland and Labrador within the skilled trades, with an emphasis on Red Seal occupations. LOINST seeks to create new employment opportunities for Indigenous apprentices and journeypersons, increase apprenticeship completion rates, and foster greater commitment and participation of employers and unions to create employment opportunities, overcome barriers and enhance supports in the workplace.</p> <p>Through the Labour Market Development Agreement, NCC's Employment Assistance Services Contract aims to increase labour market attachment for NCC members by providing employment counselling and case management services, managing a Comprehensive Labour Market Database, assisting in the implementation of a regional Comprehensive Training Plan, identifying options for coordination and integration of skills development and training opportunities, and creating linkages with training institutions and employers.</p> <p>Additionally, GNL has provided for Indigenous participation in several major resource developments via gender, equity and</p>

diversity plans. GNL requires Gender Equity and Diversity Plans for medium and large scale resource development projects. These plans include proactive measures to increase the participation of under-represented groups, including Indigenous people and women in both the workforce and as suppliers.

In the NL Offshore oil and gas sector, legislation grants the Canada-Newfoundland and Labrador Offshore Petroleum Board the authority to require a proponent to include provisions in a Benefits Plan to “ensure that disadvantaged individuals or groups have access to training and employment opportunities and to enable those individuals or groups or corporations owned or cooperatives operated by them to participate in the supply of goods and services used in any proposed work or activity referred to in the benefits plan.”

Benefits Plans are expected to include a Diversity Plan. This may be filed with the Board as an intrinsic part of the Benefits Plan, or as a stand-alone document. In the context of a Diversity Plan, disadvantaged individuals or groups are considered to include: women, Indigenous peoples, persons with disabilities and members of visible minorities.

An offshore proponent is expected to review, assess and apply models such as the federal *Employment Equity Act*, the Federal Contractors Program, and other models as appropriate in preparing its Diversity Plan. Such plans will normally encompass employment equity measures with an explicit objective to facilitate the participation of designated groups.

To date, our public post-secondary institutions have undertaken a number of initiatives to eliminate the educational gap between Indigenous and non-Indigenous Canadians. Initiatives have included designated seats in academic programs for Indigenous students; scholarships targeted at Indigenous students; support and academic advising services to Indigenous students enrolled at the University; creation of Memorial University’s School of Arctic and Subarctic Studies in Labrador; partnering with IGOs to offer more localized and culturally relevant programming; Indigenous bridging program to support Indigenous students transition to post-secondary education; the development of Memorial University’s Strategic Framework for Indigenization; the opening of Memorial University’s Juniper House, home to the Indigenous Student Resource Centre; and, promoting cultural awareness on and throughout campuses. In July 2021, Memorial University appointed its first vice-president (Indigenous), whose job will be to ensure Indigenization is a top priority for the university’s leadership. The position is only the second of its kind at a Canadian university. Memorial’s Strategic Framework for Indigenization outlines four strategic priorities: leadership and

	<p>partnership, teaching and learning, research, and Indigenous student success.</p> <p>Through the Council of Ministers of Education, Canada (CMEC), GNL continues to focus on pan-Canadian work that can contribute to eliminating the gaps in achievement and graduation rates between Indigenous and non-Indigenous learners. This includes Indigenous education data collection and analysis and ongoing dialogue with National Indigenous Organizations and other partners on a variety of Aboriginal education issues.</p> <p>The renewed Newfoundland and Labrador Council on Higher Education has identified Indigenous education as a priority area for continued collaboration between GNL and public post-secondary institutions.</p> <p>The recent Public Post-Secondary Education Review Report, “All Hands on Deck”, included recommendations for post-secondary institutions to support Indigenous students, including enhancing Indigenous student supports, considering designated seats for qualified Indigenous students in academic programs, considering becoming a signatory to the Indigenous Education Protocol for colleges and Institutes, and for public post-secondary institutions to explore the possibility of shared services for Indigenous student recruitment and Indigenous student supports.</p> <p>The Report of the Premier’s Economic Recovery Team, “The Big Reset”, noted that new thinking is needed to redesign training and development opportunities, provide increased access to technologies, and provide enhanced social protection programs. The needs of workers at all life career stages must be incorporated into holistic approaches with an emphasis on supporting those who are likely to be disproportionately negatively impacted by changes, including Indigenous peoples.</p>
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Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
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 non-Aboriginal people.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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:</p> <p><i>i. Providing sufficient funding to close identified educational achievement gaps within one generation.</i></p> <p><i>ii. Improving education attainment levels and success rates.</i></p> <p><i>iii. Developing culturally appropriate curricula.</i></p> <p><i>iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses</i></p> <p><i>v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.</i></p> <p><i>vi. Enabling parents to fully participate in the education of their children.</i></p> <p><i>vii. Respecting and honouring Treaty relationships.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.	This Call is directed to the Government of Canada.

Call to Action	TRC Response
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	<p>EDU provincially implements Parent Resource Kits for children from birth to age three years and their families, including Indigenous children and families. These kits include adapted resources/materials. The Power of Play promotional campaign is inclusive and reflective of Indigenous culture. The provincial Early Childhood Learning (ECL) framework, currently under development, will be inclusive of Indigenous culture.</p> <p>In addition, NG has developed culturally specific curriculum and materials for use in the licensed child care centres under their auspice. These centres are provincially licensed through EDU's regional office and are federally funded. Also, EDU provides funding to NG to operate a Family Resource Centre.</p>

Call to Action	GNL Response
13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:</p> <p><i>i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.</i></p> <p><i>ii. Aboriginal language rights are reinforced by the Treaties.</i></p> <p><i>iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.</i></p> <p><i>iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.</i></p> <p><i>v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.	GNL has no authority under the <i>Memorial University Act</i> , the <i>College Act, 1996</i> , or the <i>Private Training Institutions Act</i> to call upon MUN, can, or Private Training Institutes to create university degree and diploma programs in Indigenous languages; however, GNL will encourage them to do so.

Call to Action	GNL Response
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.	<p>Jurisdictional responsibility for official identity documents varies depending on each individual document. DGSNL has responsibility for legal name changes, amendments to birth registrations and birth certificates, marriage certificates, and driver's licences. Fees under the respective legislation are set at the Minister's discretion but are subject to the budgetary process, by Government policy. Since 2017, internal DGSNL policy directs officials to forego collecting fees for name change and related applications for official identity documents. HCS has responsibility for the MCP. There is currently no administrative cost for a name change on an MCP card.</p> <p>GNL has no control over the issuing of passports, social insurance numbers, or status cards. These documents are under the purview of the federal government.</p>

Call to Action	GNL Response
<p>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.</p>	<p>GNL recognizes the health-care rights of all residents of the province, and continues to work towards ensuring that effective health care is accessible to all residents of the province. GNL recognizes that access to health care services in rural and remote areas of the province, where much of the Indigenous population resides, is a challenge and therefore is actively seeking to innovate to improve accessibility for all residents in this context.</p> <p>In NL, insured services, physician services and hospital services are covered under the MCP. In accordance with the principles of the Canada Health Act, these services are provided universally to all residents of the province. Other health services (e.g., children’s and adult dental plan) are provided to all eligible residents of the province, including Indigenous people.</p> <p>Health Accord NL was created in November 2020 to reimagine the health care system to best deliver services to people in communities across the province. It was mandated to deliver a 10-year Health Accord with short, medium, and long-term goals for a health care system that better meets the needs of Newfoundlanders and Labradorians. Health Accord NL recently submitted its final report with 59 calls to action, and a blueprint outlining possible steps to be taken in response to the 59 calls to action. Indigenous health was a prominent feature in Health Accord NL’s reports. Their development involved extensive consultation with Indigenous leaders and communities, including Indigenous-specific town hall sessions, and Indigenous representation on the Task Force and the Community Care, Quality Health Care, and Social Determinants of Health Committees. The Health Accord NL final report states, “The health of Indigenous peoples in Canada is strongly influenced by their history of colonialization. This has taken the form of legislation such as the Indian Act of 1876, disregard for land claims of Métis peoples, relocation of Inuit communities, and the establishment of residential schools.” A key recommendation from Health Accord NL is to integrate Indigenous representatives and Leaders throughout the proposed health governance structure.</p>

Call to Action	GNL Response
<p>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.</p>	<p>In addition to the information below, please see Call No. 22.</p> <p>While this Call is directed to the federal government, all orders of government have a role to play in the promotion of health and wellness. While the federal government has a constitutional and fiduciary responsibility for Indigenous people, GNL discharges health programming in NL. GNL works with NL IGOs wherever possible to ensure programming is culturally appropriate.</p> <p>Moreover, mechanisms are in place for partnership and collaboration between regional health authorities, GNL, Health Canada, and IGOs in the delivery of services to promote good health and wellness. HCS works with various stakeholders including Family Resource Centres, Public Health Agency of Canada, Provincial Perinatal Program NL and Regional Health Authority Parent Child Health Coordinators to support and build capacity to deliver various parent, child, maternal health and injury prevention programs and services that are utilized by Indigenous communities.</p> <p>HCS is responsible for health promotion, while TCAR is responsible for active living, recreation and sport. GNL released its Provincial Wellness Plan in 2006. Under the <i>Public Health Protection and Promotion Act</i>, the Minister of HCS is required to prepare a five-year provincial public health plan that sets out the goals and objectives related to provincial public health to be met during the period covered by the plan.</p> <p>HCS is currently working on the development of a strategy intended to better leverage existing data within the health care system and to inform decisions at a policy or program level to enable more efficient tracking of system level issues and improvements.</p> <p>In January 2010, a provincial Indigenous Administrative Data Identifier Advisory Group was established with representatives from provincial Indigenous governments and organisations, HCS, IAR, DGSNL: Vital Statistics Division, Newfoundland and Labrador Centre for Health Information, Eastern Health, and Labrador-Grenfell Health. The Working Group developed the Administrative Data Identifier Standard (the "Standard"). This Standard sets out the list of categories by which a person presenting for health and community services could self-identify themselves as Indigenous (<i>i.e.</i>, the client would indicate their membership or beneficiary status related to a specific Indigenous group, self-government, or land claim agreement). HCS endorsed this Standard, and is working to determine an implementation plan.</p>

	<p>HCS has launched two provincial action plans related to life promotion and suicide prevention, and alcohol prevention, and will be tracking indicators related to both plans over the next five years. Indicators for both plans will monitor overall service usage and population health trends as well as key initiative outputs, such as increased knowledge or service availability. Where possible, evaluation will aim to take account of the impact of social determinants of health.</p> <p>HCS has also monitors the utilization of mental health and addiction services, including wait times.</p>
<p>Call to Action</p>	<p>GNL Response</p>
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>In addition to the information below, please see Response to Call No. 19.</p> <p>Under Health Canada’s “Health Services Integration Fund”, a program titled “Cultural Safety Training for Health Professionals in Newfoundland and Labrador” was piloted. This was developed as a collaborative project by regional health authorities in partnership with federal, provincial and Indigenous governments and organizations. This program aims to enhance the provision of culturally-appropriate care for Indigenous people. This training is currently being delivered at the RHA level and is also available to HCS employees.</p> <p>"Journey in the Big Land: Enhancing Cancer Services for First Nations, Inuit and Metis in Labrador" is a collaborative effort between stakeholders, including the Canadian Partnership Against Cancer, regional health authorities and representatives of communities and people in Labrador. This project aimed to enhance the provision of cancer care services for Indigenous people of Labrador through development of tools and resources to ensure culturally safe cancer care for First Nations, Inuit and Métis people living in Labrador. “Journey Across the Island: First Nations, Inuit and Métis Cancer Strategy Development and Practice Change Implementation initiative” is a similar initiative to Journey in the Big Land, and in collaboration with Indigenous partners, aims to identify the burden of cancer and strategies to lessen the burden across the island of Newfoundland. Journey Across the Island has the following priority areas: developing a profile of cancer burden and cancer screening participation rates (utilizing provincial databases) in Indigenous communities on the island portion of the province; providing an understanding of, and developing a plan of action to improve the pre-diagnosis pathway for Indigenous groups; improving transitions in care for members of Indigenous groups who have a cancer diagnosis; and working with partners in Labrador to develop a Provincial Indigenous Cancer Framework.</p> <p>The “Indigenous Patient Navigator Program” is in place to enhance the provision of culturally appropriate care for Indigenous people. It is a partnership between HCS, the Eastern Regional Health Authority and First Light. The program employs three Patient Navigators of Indigenous descent who work with Indigenous patients and clients to ensure their cultural and language translation needs are met.</p> <p>The Labrador-Grenfell Regional Health Authority employs Indigenous Interpreters who work with Indigenous patients and clients to ensure their cultural and language translation needs are met.</p>

GNL has a Primary Health Care Framework (Framework) for 2015-25, entitled “Healthy People, Healthy Families, Healthy Communities”. This Framework provides for initiatives/projects to be developed in collaboration with local partners and stakeholders, including Indigenous leaders, Elders and communities. A central goal of the Framework is to ensure access to community-based primary health care teams that are designed to meet the needs of specific communities. This will include involving communities in the process of identifying local needs and preferences including culturally informed practices and treatment.

While work to implement the Framework continues, efforts to further transform primary health care services are now occurring within Health Accord NL in the **implementation** of a ten-year Health Accord for the province.

On February 17, 2022, Health Accord NL submitted their final report to government. Subsequently, on June 16, 2022, the Blueprint for Health Accord NL was released. The recommendations present implementation ideas for the Calls to Action, which are outlined in four distinct categories: social determinants of health, a rebalanced health system, pathways to facilitate change, and governance. The document includes suggested timelines, estimated investments, potential sources of funding, and integrating accountability structures. Of note, a main theme to arise from the many Calls to Action is integration with Indigenous communities. Some key recommendations include implementation of an Indigenous Health Framework and integration of Indigenous representatives and Leaders throughout the proposed governance structure.

In April 2022, Indigenous Governments and Organizations in NL (Sheshatshiu Innu First Nation, Mushuau Innu First Nation, Nunatsiavut Government, NunatuKavut Community Council, Miawpukek First Nation and Qalipu First Nation) were provided with \$50,000 in one-time funding to support the implementation of culturally informed land-based wellness programming. The Life Promotion Suicide Prevention Action Plan includes an action to support land-based programming for Indigenous partners to develop and sustain life promotion initiatives that connect people with land, culture, and language to foster healing and increase accessibility to basic needs and social determinants of health.

A new six-bed mental health and addictions facility is being opened in Labrador, which has been informed by Indigenous Leaders in that part of the province. The design of a room for gatherings at the centre is circular and space has been set aside outside for a sweat lodge.

Call to Action	GNL Response
<p>23. We call upon all levels of government to:</p>	
<p><i>i. Increase the number of Aboriginal professionals working in the health-care field.</i></p>	<p>To date, Memorial University has undertaken a number of initiatives to increase the number of Indigenous professionals working in the healthcare field. Activities have included outreach to pre-secondary and secondary Indigenous students to encourage them to enroll in a healthcare professional program in university and incorporating cultural sensitivity and traditional knowledge into healthcare education programs.</p> <p>Memorial University's Faculty of Medicine reserves three seats in the undergraduate medical program each year for applicants of Indigenous ancestry. Priority for these seats is given to NL residents; however, any Indigenous applicant in Canada is encouraged to apply. Memorial University's Bachelor of Science in Nursing program also reserves up to three seats per year specifically for applicants of Indigenous ancestry who were not in the top ranked candidates, and the School of Pharmacy reserves one seat for an eligible applicant of Indigenous descent from NL in its Pharm.D. program.</p> <p>GNL recently completed workforce projections for social workers. The report is currently under review by GNL. Recommendations include that Memorial University's School of Social Work consider collaborating with employers to explore a number of opportunities, including an Indigenous Bachelor of Social Work Program, either as a one-time or permanent offering.</p> <p>The Provincial Midwifery Consultant supports the work of the Innu Round Table Secretariat in developing an Innu midwifery education program.</p>
<p><i>ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.</i></p>	<p>GNL has established numerous programs and initiatives to improve the recruitment of various health professionals throughout the province. These include student bursaries, grants, traveling fellowships, signing bonuses, and seat purchases in health sciences programs outside of the province. Many of the incentives are targeted towards difficult-to-fill positions in Labrador-Grenfell Regional Health Authority. The signing bonus program provides larger incentive amounts to individuals accepting positions in Labrador, in particular the coastal communities.</p>

<p><i>iii. Provide cultural competency training for all healthcare professionals.</i></p>	<p>In addition to the information below, please see Responses to Call Nos. 19 and 57.</p> <p>GNL puts an emphasis on ensuring that all cultures and perspectives are included in policy and program development. IAR collaborates with all departments and agencies to ensure that Indigenous perspective and concerns are incorporated into policy and planning, and will work to develop and deliver cultural competency training to all core public service employees in order to enhance overall cultural awareness.</p>
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Call to Action	GNL Response
<p>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.</p>	<p>Under the <i>Memorial University Act</i> and the <i>College Act, 1996</i>, MUN and CNA have the authority to design their own courses and their content without reference to GNL; however, GNL will encourage MUN's medical school and the province's nursing schools to require all students take a course dealing with Indigenous health issues, as recommended.</p>

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>The provincial <i>Limitations Act</i> makes provisions for no limitation period where misconduct of a sexual nature has been committed against a person under set circumstances. This provision applies to all residents of the Province and is inclusive of Indigenous people.</p> <p>The Criminal Code has no limitation period for indictable offences where a sexual assault has been committed against a person.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Federation of Law Societies of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the law schools in Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call to Action is directed to the parties to the Indian Residential Schools Settlement Agreement. While no schools in Newfoundland and Labrador were included in the 2007 Settlement Agreement, a class action lawsuit was later launched by residential school survivors in the province. On 10 May 2016, a \$50 million settlement with the Federal government was reached for NL survivors, with an additional \$2 million for reconciliation and healing. The settlement received judicial approval in September 2016.</p> <p>GNL commends the federal government for settling this class action lawsuit.</p>

Call to Action	GNL Response
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.	<p>GNL has representation on the FPT Aboriginal Justice Working Group which continues to explore this issue and options for moving forward.</p> <p>GNL partners with the Indigenous Justice Program, Justice Canada, to support options for alternative responses within the Justice System.</p>

Call to Action	GNL Response
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.	<p>This is a significant policy and budgetary decision which will require further analysis to ascertain the most appropriate action for implementation.</p> <p>GNL has representation on the FPT Aboriginal Justice Working Group which continues to explore this issue and options for moving forward.</p> <p>GNL partners with the Indigenous Justice Program, Justice Canada, to support options for alternative responses within the Justice System.</p>

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>GNL delivers intervention services, community behavior supports and behaviour management specialists to all residents of the province, in addition to mental health and addictions services. GNL has dedicated health promotion and addictions prevention staff throughout its four Regional Health Authorities.</p> <p>GNL established an Indigenous Health Team as part of Towards Recovery: The Mental Health and Addictions Action Plan for Newfoundland and Labrador. The committee consists of representatives from all Indigenous governments and organizations in the province and its mandate is to provide oversight of Indigenous wellness recommendations related to land-based programming and Labrador-specific recommendations and initiatives, and to inform other areas of Towards Recovery where desired and appropriate.</p> <p>GNL launched a provincial Alcohol Action Plan in July 2022 which focuses on promotion and prevention, screening, brief intervention and referral to treatment services. GNL will continue to partner with Elders and Indigenous leaders to ensure culturally relevant strategies are considered.</p> <p>Labrador-Grenfell Health (LGH) operates a FASD diagnostic clinic to provide consultation services, assessments and diagnoses to individuals ages 8 to 18 who reside in the region. LGH offers workshops and various training opportunities to all community partners, agencies within the region.</p> <p>Eastern Health is in the process of developing their own FASD assessment and diagnostic process. Other regions of the province refer children to developmental paediatricians for suspected FASD.</p> <p>Formed in 2012, the FasdNL Network provides support to families, public awareness, professional training, and FASD resources to help improve the lives of individuals, families and communities across NL. HCS has provided funding to FasdNL over the last number of years to help achieve these goals and most recently has allocated five years of funding to the organization under the Alcohol Action Plan. Indigenous organizations are represented on the Network's Board of Directors. This organization is in the process of finishing a community needs assessment. A final report is expected in late August or early September 2022, which will help inform FASD initiatives in the future.</p> <p>FasdNL is currently engaged in a three-year FASD prevention and awareness campaign in Atlantic Canada funded by the Public Health Agency of Canada. The aim is to help decrease</p>

	<p>stigma and increase dialogue and support for people with FASD and their families.</p> <p>Regional health authorities support Canada's Low Risk Alcohol Drinking Guidelines and provide supportive services when delivering prenatal education and support, such as the BABIES (Before Birth and Beyond: Information, Education and Support) program.</p> <p>GNL is represented on the Atlantic Intergovernmental FASD Partnership by officials from CSSD, HCS and from LGH; this Partnership also includes federal officials from the First Nations-Inuit Health Branch, and from the NG.</p> <p>GNL is represented on the Prevention National Action Team on FASD Prevention by an official from HCS. NG also has a representative on this team. Participants include researchers, service providers, health system planners, policy analysts, community based advocates and (where possible) mothers with lived experience.</p>
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Call to Action	GNL Response
<p>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:</p>	
<p><i>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.</i></p>	<p>FASD assessment and intervention programming is available through Labrador-Grenfell Health's diagnostic clinic for individuals ages 3 to 18 in that region.</p> <p>Eastern Health is in the process of developing their own FASD assessment and diagnostic process. Other regions of the province refer children to developmental paediatricians for suspected FASD.</p> <p>GNL delivers developmental health services, community support, home support and behaviour intervention services including behaviour management specialists and child management specialists to all eligible recipients of the province, in addition to mental health and addictions services.</p> <p>Flexible Assertive Community Treatment teams in NL provide support to individuals with complex mental health needs and other challenges including FASD.</p> <p>A dedicated provincial Offender Services Coordinator provides interventions to inmates with complex needs at the Labrador Correctional Centre, including those that are affected by FASD.</p> <p>The coordinator also facilitates training in the area of FASD for staff, and connects with community groups and agencies to provide supports and services for inmates during incarceration and upon release.</p>
<p><i>ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.</i></p>	<p>The Criminal Code falls within federal jurisdiction.</p> <p>FASD has been discussed at the FPT Justice Ministers' and Deputy Ministers' tables. Working groups are typically established as necessary, and any amendments to the Criminal Code would have to be discussed and approved at these tables.</p>

<p><i>iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.</i></p>	<p>Interventions are presently provided by a dedicated provincial Offender Services Coordinator to complex needs inmates of the Labrador Correctional Centre, including those that are affected by FASD.</p> <p>The coordinator also facilitates training in the area of FASD for staff, and connects with community groups and agencies to provide supports and services for inmates during incarceration and upon release.</p> <p>Parole remains a federal responsibility under the Correctional Services of Canada.</p>
<p><i>iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.</i></p>	<p>The nature of any such mechanisms requires further analysis.</p>

Call to Action	GNL Response
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>This is a complex issue that requires collaboration between federal, provincial and territorial governments, and IGOs.</p> <p>JPS partners with SIFN for the delivery of culturally appropriate, community based, victim and probation services.</p> <p>Adult Custody promotes culturally sensitive activities and services for offenders through partnerships with NG, SIFN and Stella Burry Community Services. Adult Custody provides programs and services to assist offenders in reintegrating into the community after release from custody. Indigenous activities are coordinated and supported by Indigenous Prison Liaison Officers employed by Adult Custody in Happy Valley-Goose Bay and Clarenville.</p> <p>Towards Recovery: The Mental Health and Addictions Action Plan for Newfoundland and Labrador was released in June 2017. One of the recommendations included within this plan is the assignment of responsibility for the provision of health services in prisons to the health and community services system. This transition has been completed. Mental health and addictions services and virtual clinics are now available at all correctional facilities, and a review of care provided to inmates held in segregation experiencing thoughts or behaviours related to suicide is underway to help inform the development of a new model of care.</p> <p>Advancement of all Towards Recovery recommendations was undertaken in close collaboration with a well-established Indigenous Health Team, comprised of members of IGOs throughout the province. All recommendations were substantially completed by March 2022.</p> <p>Although WGE does not provide front-line services, in particular culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused, WGE will provide support to JPS and HCS as needed to help implement this Call. The Indigenous Violence Prevention Grants Program provides support for Indigenous governments and organisations in their efforts to prevent violence against Indigenous women and children.</p>

Call to Action	GNL Response
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
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.	JPS is sensitive to this issue and will continue to monitor this matter. JPS's mandate includes youth that are incarcerated at the closed custody facility in Whitbourne.

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>Provincial victim services are available to all residents of the province. GNL partners with SIFN for the delivery of community based victim services.</p> <p>Appropriate evaluation mechanisms will need to be inclusive of Aboriginal consultation and input so that meaningful and responsive tools are developed.</p> <p>Indigenous-specific programming is generally within the purview of the federal government given its jurisdiction over “Indians and lands reserved for Indians”. GNL collaborates with the federal government and explores opportunities for culturally appropriate enhancements to services.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>i. Investigation into missing and murdered Aboriginal women and girls.</i></p> <p><i>ii. Links to the intergenerational legacy of residential schools.</i></p>	<p>GNL is pleased the federal government launched the National Inquiry. GNL participated in the National Inquiry, and looks forward to continued cooperation and communication with federal, provincial and territorial colleagues, as well as IGOs and Indigenous communities.</p> <p>GNL recognizes that Indigenous women are especially vulnerable of being victims of violence, and has demonstrated that eliminating violence against Indigenous women is a priority. Following the death of Loretta Saunders, an Inuit woman from Labrador studying in Nova Scotia, and to reiterate and emphasize Newfoundland and Labrador's support for a National Inquiry, on 18 March 2014, the House of Assembly unanimously passed an All-party Resolution calling upon the Federal government to convene a National Inquiry into Missing and Murdered Indigenous Women and Children.</p> <p>Additionally, GNL has taken many measures to eliminate violence, including funding for shelters in Inuit Communities; funding for community-based supports for Inuit Women and NAWN; an Indigenous Violence Prevention Grants Program to assist Indigenous women in promoting violence prevention in their communities and engaging men and boys in the prevention of violence; and, the Violence Prevention Initiative, a province-wide initiative that aims to eliminate all violence in the province, including violence against Indigenous women and girls. GNL is working towards establishing a new Domestic Violence Court model for Labrador.</p>

Call to Action	GNL Response
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.	<p>GNL recognizes the importance of Indigenous justice systems and is committed to Indigenous engagement on justice issues.</p> <p>The self-government chapter of the LILCA provides NG with powers to make laws respecting the administration of justice. Additionally, the LILCA provides NG with the authority to create an Inuit Court for Inuit laws.</p> <p>Innu Nation is presently negotiating a Land Claims Agreement with GNL and the federal government. Provisions respecting the administration of justice are being negotiated as part of this agreement.</p> <p>MFN signed a Self-Government Agreement-in-Principle in November 2013 with the federal government and GNL, which contains provisions related to justice administration.</p>

Call to Action	GNL Response
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.	GNL notes that the federal government has committed to implementing the Declaration through Bill C-15, and is open to collaborating with the federal government and IGOs regarding how the Declaration will be implemented in a manner consistent with the Canadian Constitution. GNL notes recent federal government clarification that Free and Prior Informed Consent, as described in the Declaration, is not seen as a new regulatory trigger, but will help inform existing regulatory processes.

Call to Action	GNL Response
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.	<p>This Call is directed to the Government of Canada</p> <p>GNL will continue to monitor the Federal government's implementation of the Declaration. GNL notes that the federal government has committed to implementing the Declaration through Bill C-15, and is open to collaborating with the federal government and IGOs regarding how the Declaration will be implemented in a manner consistent with the Canadian Constitution.</p> <p>GNL notes recent federal government clarification that Free and Prior Informed Consent, as described in the Declaration, is not seen as a new regulatory trigger, but will help inform existing regulatory processes.</p>

Call to Action	GNL Response
<p>45. 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:</p> <p><i>i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and terra nullius.</i></p> <p><i>ii. Adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.</i></p> <p><i>iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.</i></p> <p><i>iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full</i></p>	<p>This Call is directed to the Government of Canada.</p>

<p><i>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.</i></p>	
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Call to Action	GNL Response
<p>46. 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:</p> <p><i>i. Reaffirmation of the parties' commitment to reconciliation.</i></p> <p><i>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.</i></p> <p><i>iii. Full adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.</i></p> <p><i>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.</i></p>	<p>This Call to Action is directed to the parties to the Indian Residential Schools Settlement Agreement. While no schools in Newfoundland and Labrador were included in the 2007 Settlement Agreement, a class action lawsuit was later launched by residential school survivors in the province. On 10 May 2016, a \$50 million settlement with the federal government was reached for NL survivors, with an additional \$2 million for reconciliation and healing. The settlement received judicial approval in September 2016.</p> <p>GNL commends the federal government for settling this class action lawsuit.</p>

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.

Call to Action	GNL Response
47. 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.	This is a complex Call to Action requiring action from all levels of government to evaluate relevant policy and legislation. In the past 25 years, the Supreme Court of Canada has developed an extensive body of jurisprudence concerning concepts of sovereignty, Aboriginal rights and title. GNL adjusts its laws, and policies to ensure that they accord with the latest developments in the law.

Call to Action	GNL Response
<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:</p> <p><i>i. Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples.</i></p> <p><i>ii. Respecting Indigenous peoples' right to self-determination 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.</i></p> <p><i>iii. Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.</i></p> <p><i>iv. Issuing a statement no later than March 31, 2016,</i></p>	<p>This Call is directed to the church parties to the Settlement Agreement.</p>

<p><i>from all religious denominations and faith groups, as to how they will implement the United Nations Declaration on the Rights of Indigenous Peoples.</i></p>	
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Call to Action	GNL Response
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.	This Call is directed to religious denominations and faith groups.

Call to Action	GNL Response
<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>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<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>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:</p>	
<p><i>i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.</i></p>	<p>In the past 25 years, the Supreme Court of Canada has developed an extensive body of jurisprudence concerning concepts of sovereignty, Aboriginal rights and title. GNL adjusts its laws, and policies and litigation strategies to ensure that they accord with the latest developments in the law.</p>
<p><i>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.</i></p>	<p>In the past 25 years, the Supreme Court of Canada has developed an extensive body of jurisprudence concerning concepts of sovereignty, Aboriginal rights and title. GNL adjusts its laws, and policies and litigation strategies to ensure that they accord with the latest developments in the law.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>This Call is directed to the Parliament of Canada.</p>

<p><i>iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.</i></p> <p><i>iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.</i></p>	
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Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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:</p>	
<p><i>i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.</i></p>	<p>Please see Response to Call No. 2.</p>
<p><i>ii. Comparative funding for the education of First Nations children on and off reserves.</i></p>	<p>The present funding structure for Indigenous students currently attending schools on reserve is a federal responsibility and unknown to the Province. The funding structure for Indigenous students attending provincial funded schools is identical to non-Indigenous students.</p>
<p><i>iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</i></p>	<p>GNL will utilize the information gathered regarding educational and income attainments for Indigenous people in the 2016 long-form census to be conducted by Statistics Canada, with results expected throughout 2017. This information will help inform policy decisions in this area.</p> <p>Beginning in the 2017-18 school year, EDU implemented a process whereby students can self-declare Indigenous status for the purposes of tracking educational outcomes.</p>
<p><i>iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal</i></p>	<p>In addition to the information below, please see Response to Call No. 19.</p> <p>HCS could provide current data and annual reports, as requested by the National Council for Reconciliation, within the confines of provincial privacy legislation.</p>

<p><i>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.</i></p>	<p>HCS is working on the development of a strategy intended to better leverage existing data within the health care system and to inform decisions at a policy or program level to enable more efficient tracking of system level issues and improvements.</p> <p>HCS has launched two provincial action plans related to life promotion and suicide prevention, and alcohol prevention, and will be tracking indicators related to both plans over the next five years. Indicators for both plans will monitor overall service usage and population health trends as well as key initiative outputs, such as increased knowledge or service availability. Where possible, evaluation will aim to take account of the impact of social determinants of health.</p>
<p><i>v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.</i></p>	<p>GNL is sensitive to this issue and will release what data it can, subject to a request by the National Council for Reconciliation and confidentiality privacy considerations.</p>
<p><i>vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.</i></p>	<p>Please see Response to Call No. 41.</p>
<p><i>vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.</i></p>	<p>JPS is sensitive to this issue and will work with all levels of government, where and as appropriate.</p>

Call to Action	GNL Response
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.	This Call is directed to the Prime Minister of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>In addition to the information below, please see Responses to Call Nos. 1(iii) and 22.</p> <p>GNL has taken steps to ensure that programs and services offered are culturally inclusive and recognize the experience and history of the province’s Indigenous communities.</p> <p>GNL puts an emphasis on ensuring that all cultures and perspectives are included in policy and program development.</p> <p>IAR will work to develop and deliver cultural competency training to all core public service employees in order to enhance overall cultural awareness. This material will include information about Indigenous people, history and culture. Priority consideration will be given to employees who provide services to the various Indigenous and other multicultural clients.</p> <p>GNL has provided cultural awareness and sensitivity training to Executive representatives across Government, to ensure that all departments and agencies can incorporate this understanding of Indigenous history and experience into their policy and programming. IAR collaborates with all departments and agencies to ensure that Indigenous perspective and concerns are incorporated into policy and planning.</p> <p>In addition to government-wide initiatives to provide education and training to members of the public service, various departments have undertaken specific initiatives within their departmental mandate to enhance the programs and services they provide, including</p> <p>The Indigenous Education Advisory Committee (IEAC), which is working to evaluate and make recommendations regarding Indigenous content within the Provincial school curriculum. The IEAC acts within a cooperative and collaborative environment to provide advice, and includes representatives from GNL as well as IGOs from throughout the province. The IEAC will advise on the need and content of initiatives such as Professional Learning regarding Indigenous content and cultural sensitivity.</p> <p>Under Health Canada’s “Health Services Integration Fund”, a program titled “Cultural Safety Training for Health Professionals in Newfoundland and Labrador” was piloted. This was developed as a collaborative project by regional health authorities in partnership with federal, provincial and Indigenous governments and organisations. This program aims to enhance the provision of culturally-appropriate care for Indigenous people. This training is currently being delivered at the RHA level and is also available to HCS employees.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Pope.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the church parties to the Settlement Agreement.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to leaders of the church parties to the Settlement Agreement.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>i. Community-controlled healing and reconciliation projects.</i></p> <p><i>ii. Community-controlled culture- and language-revitalization projects.</i></p> <p><i>iii. Community-controlled education and relationship-building projects.</i></p> <p><i>iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.</i></p>	<p>This Call is directed to the church parties to the Settlement Agreement.</p>

Call to Action	GNL Response
<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p>	
<p><i>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.</i></p>	<p>Indigenous students living off-reserve avail of the provincial school system. EDU's Early Childhood Learning Framework includes reference to cultural and linguistic diversity and heritage. Moreover, EDU continues to collaborate with IGOs in NL to develop culturally relevant curriculum that addresses the Residential School System. The legacy of the Residential School system is addressed within the provincial curriculum, in particular in the Grades 7 and 9 curricula at the Intermediate Level, and in the Newfoundland and Labrador Studies and Canadian History curricula at the Senior High Level.</p> <p>EDU has collaborated with Indigenous partners on the development of grade-level specific resources on the commemoration of Orange Shirt Day and the history of Residential Schools in NL.</p> <p>In addition, the Indigenous Education Advisory Committee (IEAC) is working to evaluate and make recommendations regarding Indigenous content within the Provincial school curriculum. The IEAC acts within a cooperative and collaborative environment to provide advice, and includes representatives from the Provincial Government as well as IGOs throughout the province.</p> <p>EDU is currently developing Professional Learning videos aimed at increasing student understanding of Indigenous Culture and issues within NL.</p> <p>In 2019, GNL launched its Adult Literacy Action Plan, which includes actions to review adult literacy programs and identify opportunities to respond to the TRC's Calls to Action, as well as to partner with IGOs to explore initiatives to address unique literacy needs of Indigenous peoples in Newfoundland and Labrador. Work remains ongoing.</p>
<p><i>ii. Provide the necessary funding to post-secondary institutions to educate</i></p>	<p>EDU has provided funding to the Faculty of Education at Memorial University to assist in a Faculty initiative to bring an</p>

<p><i>teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</i></p>	<p>Indigenous focus to the courses students take in preparation to become teachers in the province.</p> <p>EDU is currently developing Professional Learning videos for teachers aimed at increasing understanding of Indigenous Culture and issues within NL.</p>
<p><i>iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</i></p>	<p>The federal government is responsible for funding Indigenous schools on Reserve.</p>
<p><i>iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</i></p>	<p>The IEAC provides advice to EDU, and the Assistant Deputy Minister responsible for curriculum works with the IEAC to appropriately incorporate Indigenous content.</p> <p>An Associate Deputy Minister currently oversees the development of the Education Action Plan to implement the recommendations of the Premier's Task Force on Improving Educational Outcomes final report. Chapter 5 of the report focuses exclusively on Indigenous Education and contains 4 recommendations.</p> <p>Additionally, EDU has a Program Development Specialist for Indigenous Education that reports to the Director of Programs and Services and the Assistant Deputy Minister responsible for curriculum to ensure that Indigenous content is appropriately incorporated.</p>

Call to Action	GNL Response
<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p>	
<p><i>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.</i></p>	<p>In addition to the information below, please see Response to Call No. 62(i). All NL residents are entitled to free public education of universal standard and quality at a public, provincial school. GNL strives to ensure that all students enjoy the same standard of safe, caring and inclusive learning environment, including those attending schools in remote locations. Indigenous students living off-reserve avail of the provincial school system. EDU continues to collaborate with IGOs to develop culturally relevant curriculum that addresses the Residential School system. There is also an ongoing review of Indigenous content and delivery in the provincial school curriculum.</p> <p>EDU's Early Childhood Learning Framework includes references to cultural and linguistic diversity and heritage.</p>
<p><i>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</i></p>	<p>EDU currently has representation on the Canadian Ministers of Education Council and regularly contributes to discussions related to Indigenous history and experience. GNL will continue to share its best and leading practices with other provinces and territories, and learn from their best practices in order to move forward in providing culturally appropriate and inclusive curricula for all students.</p>
<p><i>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</i></p>	<p>Please see Responses to Call Nos. 63(i) and (ii)</p>
<p><i>iv. Identifying teacher-training needs relating to the above.</i></p>	<p>In addition to the information below, please see Responses to Call Nos. 62(i) and 63(i).</p> <p>The Safe and Caring School Policy promotes the building of student capacity for intercultural understanding, empathy and respect. EDU provides professional learning opportunities to</p>

	school districts and administrators, as well as six itinerant consultants, to implement the policy and its provisions.
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Call to Action	GNL Response
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.	GNL does not provide public funds to denominational schools.

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p data-bbox="219 556 560 619">69. We call upon Library and Archives Canada to:</p> <p data-bbox="219 661 568 1155"><i>i. Fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orontlicher 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.</i></p> <p data-bbox="219 1197 527 1323"><i>ii. Ensure that its record holdings related to residential schools are accessible to the public.</i></p> <p data-bbox="219 1365 576 1491"><i>iii. Commit more resources to its public education materials and programming on residential schools.</i></p>	<p data-bbox="609 556 1291 588">This Call is directed to Library and Archives Canada.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>i. Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joinet-Orentlicher 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.</i></p> <p><i>ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>While no schools in Newfoundland and Labrador were included in the 2007 Settlement Agreement, a class action lawsuit was later launched by residential school survivors in the province. GNL commends the federal government for settling this class action lawsuit in May 2016. The settlement received judicial approval in September 2016.</p> <p>Under the NL <i>Vital Statistics Act, 2009</i>, death registrations for deaths that occurred more than 50 years ago may be released by the Registrar of Vital Statistics, except for the cause of death. The cause of death may be released with the written permission of the Minister. For deaths that occurred less than 50 years ago, the death registration record may only be issued to certain people including (a) immediate family members, (e.g., spouse, adult child, parent, sibling); (b) an executor of the estate; (c) persons authorized by one of these two groups; (d) in order to support an application for disinterment; or (e) by order of the court.</p> <p>In Volume 4 of the TRC's Final Report, it is noted that GNL responded to a resolution to assist the Commission where possible in identifying deaths at residential schools in their provincial records. No NL deaths are included in the chart titled "Residential school deaths per province and territory, 1867-2000" at page 20 of this Volume.</p> <p>The Chief Medical Examiner is responsible to the Minister of Justice and Public Safety for the operation of the <i>Fatalities Investigation Act</i> in relation to the reporting, investigating and recording of deaths.</p> <p>GNL has confirmed that Vital Statistics does not have such records, nor do comprehensive records generally exist that identify students of residential schools. Should survivors/family members come forward to provide such information, GNL will support the provision of this information to the National Centre for Truth and Reconciliation.</p>

Call to Action	GNL Response
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.	This Call is directed to the Government of Canada.

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>While no schools in Newfoundland and Labrador were included in the 2007 Settlement Agreement, a class action lawsuit was later launched by residential school survivors in the province. GNL commends the federal government for settling this class action lawsuit in May 2016. The settlement received judicial approval in September 2016.</p> <p>GNL commits to supporting this Call to Action in consultation with IGOs, and to work with the federal government, as GNL does not have records on the interments of residential school children in this province.</p> <p>In Volume 4 of the TRC's Final Report, it is noted that GNL responded to a resolution to assist the Commission where possible in identifying deaths at residential schools in their provincial records. No NL deaths are included in the chart titled "Residential school deaths per province and territory, 1867-2000" at page 20 of this Volume.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>i. The Aboriginal community most affected shall lead the development of such strategies.</i></p> <p><i>ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.</i></p> <p><i>iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.</i></p>	<p>Please see Response to Call No. 75.</p>

Call to Action	GNL Response
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.	<p>GNL will support and collaborate with the National Centre for Truth and Reconciliation wherever possible, to ensure that any relevant records regarding residential schools in this province are provided.</p> <p>GNL encourages all municipal and community archives to work collaboratively with the National Centre for Truth and Reconciliation and provide relevant information in order to preserve the history and legacy of the residential school system.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
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.	<p>This Call is directed to the Government of Canada.</p> <p>In June 2021, the federal government created a new federal statutory holiday annually on 30 September, the National Day For Truth and Reconciliation.</p> <p>GNL observed the holiday on 30 September 2021, and will undertake broad Indigenous, stakeholder, and public engagement prior to 30 September 2022 to ascertain whether the holiday should be declared a provincial statutory holiday.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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.</p>	<p>While no schools in Newfoundland and Labrador were included in the 2007 Settlement Agreement, a class action lawsuit was later launched by residential school survivors in the province. GNL commends the federal government for settling this class action lawsuit in May 2016. The settlement received judicial approval in September 2016.</p> <p>GNL commits to supporting this Call to Action in consultation with provincial IGOs, as well as the federal government.</p> <p>A public ceremony was held on 21 June 2019 to unveil a Heart Garden on the grounds of Government House, St. John's. The ceremony was hosted by Her Honour, the Lieutenant Governor of Newfoundland and Labrador, Judy May Foote, and His Honour, Howard W. Foote. The event, which was held on National Indigenous Peoples Day, brought together representatives of Indigenous and non-Indigenous groups, former Premier Dwight Ball, community leaders, students and members of the public. The Heart Garden was created to commemorate all Indigenous children who were lost to the residential school system, in recognition of those who survived, and the families of both. Planning for the Heart Garden was carried out in consultation with NG, IN, MFN, QFN, and NCC.</p> <p>In June 2021, NAWN joined with QFN to unveil Mikwite'tm Garden in Corner Brook. NAWN plans to erect three further Heart Gardens in western Newfoundland communities.</p>

Call to Action	GNL Response
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.	This Call is directed to the Canada Council for the Arts.

Call to Action	GNL Response
<p>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:</p> <p><i>i. Increasing Aboriginal programming, including Aboriginal-language speakers.</i></p> <p><i>ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.</i></p> <p><i>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.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.</i></p> <p><i>ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.</i></p>	<p>This Call is directed to the Aboriginal Peoples Television Network.</p>

Call to Action	GNL Response
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.	This Call is directed to Canadian journalism programs and media schools.

Call to Action	GNL Response
<p>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.</p>	<p>While all levels of government can have a role in promoting the story of Indigenous athletes in history, in NL, CSSD could consider additional opportunities for public exposure of Indigenous athletes in consultation with the Aboriginal Sport and Recreation Circle of Newfoundland and Labrador (ASRC). As a member of Sport NL, the ASRC has the opportunity to nominate athletes for consideration for induction into the Provincial Sports Hall of Fame. The ASRC is also aware it can nominate Indigenous athletes for the Sport NL provincial awards program recognizing athletic excellence. These activities would help encourage public awareness of Indigenous people in sport.</p> <p>The ASRC, until 2008, awarded Newfoundland and Labrador Indigenous athletes and coaches with the Tom Longboat award, an initiative of the national Aboriginal Sport Circle (ASC). This program, administered from 1999-2008 by the Aboriginal Sport Circle, annually honoured outstanding First Nations athletes and sportsmen in each province; national male and female winners were selected from the provincial winners. The ASRC is currently considering reinstating this award at a regional level, with a goal of annually recognizing outstanding Indigenous athletes and coaches in NL. CSSD has discussed with ASRC and once the award is reinstated, CSSD will support the ASRC in celebrating the provincial nominee through existing sport partners, including Sport NL.</p> <p>GNL has been in contact with the ASRC to provide information on existing provincial recognition programs and has encouraged the ASRC to consider nominating Indigenous athletes to existing Sport Halls of Fame and to provincial award programs.</p>

Call to Action	GNL Response
<p>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.</p>	<p>GNL provides funding to the ASRC for sport development, athlete development and recreation activities. One of the key goals of the ASRC is to increase the capacity of Indigenous athletes, coaches and officials. The ASRC offers sport and athlete development camps and coaching and officials' development through the delivery of certification clinics in the various Indigenous communities of Newfoundland and Labrador. The North American Indigenous Games are also supported financially by CSSD in partnership with Sport Canada through FPT priorities. This funding provides capacity for travel to the NAIG and for athlete and team preparation. Newfoundland and Labrador athletes participated in the 2017 NAIG in Toronto.</p> <p>In 2016, GNL worked with the ASRC to support a pilot initiative with the Newfoundland and Labrador Games, which is seen by the ASRC as a sport development opportunity for prospective NAIG athletes. While Indigenous athletes have competed in previous Newfoundland and Labrador Games as members of regional teams, the 2016 games marked the first time that Indigenous teams competed. This initiative was a pilot program supported by ASRC, Sport Newfoundland and Labrador and provincial sport organizations. Indigenous athletes competed as part of one of three teams (Team Innu, Team Nunatsiavut and Team Mi'kmaq) in beach volleyball and athletics. During the games, Indigenous athletes offered demonstrations of traditional Indigenous sporting events to other athletes and participants. Team Indigenous, comprised of Innu, Inuit, and Mi'kmaq athletes, competed at the 2018 Newfoundland and Labrador Winter Games, and a Team Indigenous is also being entered for the 2022 Winter Games in Gander.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
<p>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:</p> <p><i>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.</i></p> <p><i>ii. An elite athlete development program for Aboriginal athletes.</i></p> <p><i>iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.</i></p> <p><i>iv. Anti-racism awareness and training programs.</i></p>	<p>This Call is directed to the Government of Canada.</p>

Call to Action	GNL Response
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.	This Call is directed to the officials and host countries of international sporting events.

Call to Action	GNL Response
<p>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:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<p>This Call is directed to the corporate sector in Canada.</p>

<p><i>Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</i></p>	
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Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p> <p>Nonetheless, recognizing the role all orders of government play in fostering reconciliation, the Government of Newfoundland and Labrador has explored opportunities for building connections between Indigenous communities and newcomers to Newfoundland and Labrador, to ensure newcomers settling in the Province learn about Indigenous history, cultures, peoples, and identities.</p> <p>In 2018, the Office of Immigration and Multiculturalism entered into a partnership with PDIFC, to help newcomers build connections with Indigenous communities.</p> <p>Furthermore, the Office of Immigration and Multiculturalism also assisted LFC and PDIFC to successfully pursue multi-year Immigration, Refugees and Citizenship Canada funding to foster connections between Indigenous peoples and newcomers to Newfoundland and Labrador.</p>

Call to Action	GNL Response
<p>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.</p>	<p>This Call is directed to the Government of Canada.</p>