

Members' Advisory

Missing and Murdered Indigenous Women, Girls, and Two-Spirit
Final Report Calls for Justice Relevant to Student Organizations
and Educational Sector

November 2019

Land Acknowledgement

The Federation acknowledges it works on the land, which is currently called Canada and is located on part of Turtle Island and exists on the traditional unceded territories of First Nations, Métis, and Inuit peoples. We acknowledge the land both as an explicit reminder of the ongoing colonialism taking place here in so-called-Canada and as a reminder of the work that is yet to be done towards reconciliation between the First Nations, Métis, and Inuit of this land, settlers, and the people who have been historically and violently displaced from their home territories to be placed here. The Federation is compelled to take action both within the organization and at public organizations to advance the *Calls for Justice* from the *National Inquiry* to denounce the systems and institutions that have enabled and benefitted from the genocide of First Nations, Métis, and Inuit women, girls, and Two-Spirit people.

Introduction

On June 3, The National Inquiry into Missing and Murdered Indigenous Women, Girls, and Two Spirit released its final report, including 231 *Calls for Justice* and concluding that Canada's treatment of cases amounts to a race-based genocide of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. Over 2,380 people participated in the *National Inquiry* that collected stories that came through community hearings, private interviews, in-camera sessions, statements, artistic expressions, and testimonies of expert witnesses, Elders, Knowledge Keepers, front-line workers, and officials. The *Calls for Justice* are based on the evidence collected and law, and are grounded in principles for change that guide their implementation in order for meaningful change to happen. These principles are:

- A Focus on Substantive Equality and Human and Indigenous Rights
- A Decolonizing Approach
- Inclusion of Families and Survivors
- Self-Determined and Indigenous-Led Solutions and Services
- Recognizing Distinctions: self-identification, geographical, residence, gender
- Cultural Safety
- Trauma-Informed Approach

The authors of the report provided the *Calls for Justice* for settlers and institutions that have flourished under colonialism. These are framed as legal imperatives that are necessary to end the ongoing genocide towards First Nations, Métis, and Inuit communities and the gender-based violence which targets Indigenous women, girls, and 2LBTQQIA people. This advisory explores preliminary implementations of some of the *Calls for Justice* as they pertain to educators and settlers, as well as imperatives that are Inuit-specific, Métis-specific, and 2SLGBTQQIA-specific.

While the Federation advocates for the rights of First Nations, Métis, and Inuit students on post-secondary campuses and is the home of the Circle of First Nations, Métis, and Inuit students, it is not immune to systemic issues that plague our communities at large. The initiatives and recommendations stipulated in this document are the initial steps required to decolonize student organizations from within and to effectively represent the best interests of First Nations, Métis, and Inuit women, girls, and 2LBTQQIA people.

As the *National Inquiry* explains, the educational sector has a special responsibility to enact the *Calls for Justice* in a way that provides educational spaces to learn the real history of colonialism and the ongoing genocide against First Nations, Métis, and Inuit women, girls, and 2LBTQQIA people among other calls. Student organizations holding colleges and universities accountable share the urgency to demand their administrations and governments to enact the *Calls for Justice* and this advisory makes recommendations to reflect this sentiment. The final report, in tandem with the *Calls to Action* from the *Truth and Reconciliation Commission*, pave the way to be accountable to First Nations, Métis, and Inuit peoples who have endured centuries of systemic violence.

“All Calls for Justice are aimed at ending genocide, tackling root causes of violence, and improving the quality of life of Indigenous women, girls, and 2SLGBTQQIA people. This is the only way forward.” (National Inquiry)

The following tables include education-sector relevant *Calls for Justice* from the *National Inquiry* and draws conclusions for both Federation and Member Local implementation.

Call for Justice for Educators	Federation (Campaigns, Caucus/Constituencies/General Meetings)	Member Local Implementation (ideas and recommendations)
<p>11.1 We call upon all elementary, secondary, and postsecondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of “Their Voices Will Guide Us” with children and youth.</p>	<p>The Federation recommends incorporating 11.1 and 11.2 into campaign materials, member education, and outreach.</p> <p>The Circle of First Nations, Métis, and Inuit Students’ ReconciliAction campaign is based on the Truth and Reconciliation Recommendation #16: “We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages”</p> <p>Although ReconciliAction focuses on language revitalization, this campaign relates to 11.1. as the inclusion of Indigenous languages in both secondary and post-secondary education is a first step to ensure that awareness of colonial state laws and practices have stripped Indigenous Peoples of their spiritual practices and language.</p>	<p>Member locals are encouraged to reach out to Indigenous Student Associations to assess interest in beginning the implementation of the ReconciliAction campaign, beginning with the formation of a campus working group, with help from Federation representatives, where requested.</p> <p>Member locals are encouraged to incorporate the “Their Voices will Guide Us: Student and Youth Engagement Guide” on campus’ programming, workshops, and training. The drafters of this report, recommend the use of this guide to inform educational activities that The specific section of note is entitled “High School and Beyond”. It discusses foundational learning and includes suggestions about how to engage boys and young men in their roles as allies, advocates, and supporters of their female, gender non-conforming, non-binary and 2SLGBTQQIA friends, classmates, relatives, colleagues, and community members.</p>
<p>11.2 We call upon all educational service providers to develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for exploitation and sexual exploitation.</p>	<p>The Federation should expand of the No More Stolen Sisters Campaign as well as the Not Your Stereotype Campaign to include the most recent information about sexual violence, resistance, and systemic causes of violence.</p> <p>The Federation should consult with member locals to assess needs where applicable.</p>	<p>Member locals are encouraged, when doing sexual violence prevention work on their campuses (policy work included), to discuss the impacts of colonization on Indigenous women, girls, and 2SLGBTQQIA people. For example, member locals have advocated for a clause in their campus sexual violence policies that acknowledges the disproportionality of sexual violence on racialized, First Nations, Metis, Inuit, and 2SLBTQQIA people.</p>

Calls for Justice for All Settlers	Federation	Member Local Implementation (ideas and recommendations)
<p>15.1 Denounce and speak out against violence against Indigenous women, girls, and 2SLGBTQQIA people.</p>	<p>The Federation should update the United for Equity Campaign materials to include the most recent statistics about gender-based violence, anti-Indigenous racism, and homophobia.</p> <p>The No More Stolen Sisters campaign should be updated to reflect the findings from the National Inquiry, the newest statistics on MMIWG2S, and some of the actionable items for students engaging with the material.</p>	<p>Member locals are encouraged to lobby for campus programming related to sexual violence, land acknowledgements, and content to discuss disproportionality of sexual violence against First Nations, Métis, and Inuit women, girls, and 2SLBTQQIA people.</p> <p>Member locals and students are encouraged to hold campus and local media accountable in their reporting on Indigenous, Metis, and Inuit issues both on and off campus.</p>
<p>15.2 Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples' history, culture, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.</p>	<p>Having the most up to date information for member locals is an important tool in denouncing violence from Indigenous women, girls, and 2SLBTQQIA people.</p> <p>In all Federation lobby asks, material development, and member education First Nations, Métis, and Inuit women should be consulted.</p>	<p>Member locals are encouraged to Implement the ReconciliAction campaign on campus and advocate for Indigenous language courses to be offered on campus, signage to include local Indigenous language, and advocate for the hiring of First Nations, Metis, and Inuit faculty.</p> <p>Member locals are encouraged to, whenever possible, discuss how their academic institutions have been complicit in the ongoing colonization of the territory they occupy. As post-secondary institutions accumulate wealth upon stolen and occupied land, seeking partnerships with local Indigenous Communities provides a starting place in addressing this exploitative relationship.</p> <p>Member locals are encouraged to, wherever possible, connect with local Elders and/or Knowledge Keepers to hear stories and teachings about family and community. By doing this, students' learning will be heart-and-mind connected.</p>
<p>15.3 Develop knowledge and read the Final Report. Listen to the truths shared, and acknowledge the burden of</p>	<p>The Federation should develop a reading package/folder with the final report, resources, and access to the "Their Voices Will Guide Us:</p>	<p>Member locals are encouraged to hold campus reading groups for the Final Report and/or <i>Calls for Justice</i></p>

<p>these human and Indigenous rights violations, and how they impact Indigenous women, girls, and 2SLGBTQIA people today.</p>	<p>Student and Youth Engagement Guide”.</p> <p>The Federation should provide member locals with resources about how to read, discuss, and implement <i>Calls for Justice</i> on their individual campuses.</p> <p>The Federation should advocate for Indigenous language-translated versions of the report from the federal government, where a need or demand is identified by First Nations, Métis and Inuit communities or individuals.</p>	<p>https://www.mmiwg-ffada.ca/final-report/</p> <p>Member locals are encouraged to provide their members with resources from the “Their Voices Will Guide Us: Student and Youth Engagement Guide” for example:</p> <p>Indigenous Women’s Perspectives: from the Report of the Royal Commission on Aboriginal Peoples http://caid.ca/RRCAP4.2.pdf</p> <p>Member locals are encouraged to, where possible, source student feedback about what implementation on their individual campus could look like.</p>
<p>15.4 Using what you have learned and some of the resources suggested, become a strong ally. Being a strong ally involves more than just tolerance; it means actively working to break down barriers and to support others in every relationship and encounter in which you participate.</p>	<p>See 15.1 and 15.2 The Federation should update the United for Equity Campaign materials to include the most recent statistics about gender-based violence, anti-Indigenous racism, and homophobia.</p> <p>The No More Stolen Sisters campaign should be updated to reflect the findings from the National Inquiry, the newest statistics on MMIWG2S, and some of the actionable items for students engaging with the material.</p> <p>Having the most up to date information for member locals is an important tool in denouncing violence perpetrated towards Indigenous women, girls, and 2SLBTQIA people.</p> <p>In all Federation lobby asks, material development, and member education First Nations, Métis, and Inuit women should be consulted.</p>	<p>Based on the “Their Voices Will Guide Us: Student and Youth Engagement Guide”:</p> <p>Member locals are encouraged to engage with First Nations, Métis, and Inuit students on a regular basis whether through town halls, meetings, attendance at events, and other avenues to build/maintain relationships</p> <p>If applicable, member locals are encouraged to explore ways to provide material support to First Nations, Métis, and Inuit students through scholarships, job opportunities, emergency grants etc.</p> <p>Member locals are encouraged to use the Anti-Racism tool kit as an aid in lobbying for policy changes on campus, planning non-violent direct actions, and forming working groups to explore issues related to racism and inequality.</p>

<p>15.5 Confront and speak out against racism, sexism, ignorance, homophobia, and transphobia, and teach or encourage others to do the same, wherever it occurs: in your home, in your workplace, or in social settings.</p>	<p>See 15.1 and 15.2 The Federation should update the United for Equity Campaign materials to include the most recent statistics about gender-based violence, anti-Indigenous racism, and homophobia.</p> <p>The No More Stolen Sisters campaign should be updated to reflect the findings from the National Inquiry, the newest statistics on MMIWG2S, and some of the actionable items for students engaging with the material.</p> <p>Having the most up to date information for member locals is an important tool in denouncing violence perpetrated towards Indigenous women, girls, and 2SLGBTQQIA people.</p> <p>In all Federation lobby asks, material development, and member education First Nations, Métis, and Inuit women should be consulted.</p>	<p>Member locals are encouraged to consider anti-oppression and anti-sexual violence training for clubs and societies, executives, orientation leaders, and students at- large that builds on definitions of racism, sexism, homophobia, and transphobia. Each section should discuss how First Nations, Métis, Inuit, and 2SLGBTQQIA people are affected by these systems of oppression -isms. Member locals are encouraged to reach out to Federation representatives for support, where necessary.</p> <p>Member locals are encouraged to make use of Federation materials and/or develop their own campaigns to fight for the rights of First Nations, Métis, Inuit, and 2SLGBTQQIA students on their campuses.</p> <p>Member locals are encouraged to make use of the Anti-Racism toolkit to organize on their campuses and in their local communities.</p>
<p>15.6 Protect, support, and promote the safety of women, girls, and 2SLGBTQQIA people by acknowledging and respecting the value of every person and every community, as well as the right of Indigenous women, girls, and 2SLGBTQQIA people to generate their own, self-determined solutions.</p>	<p>When continuing to advocate for better mental health resources, stronger sexual violence policies, and more accessible campuses for students, the Federation should ensure that First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA students are consulted when developing campaigns and educational materials. Individual autonomy must be respected when navigating campus services and policies.</p> <p>The Federation should ensure that members of the host nation (territory where meetings are taking place) are consulted when planning opening ceremonies,</p>	<p>Based on the “Their Voices Will Guide Us: Student and Youth Engagement Guide” member locals are encouraged to incorporate discussions about the impacts of colonization and settler-colonialism on First Nations, Métis, and Inuit women and girls, the importance of safety and our collective responsibility to watch out for one another, and explore ideas of what makes people feel safer.</p> <p>Member locals are encouraged to engage and build relationships with First Nations, Métis, and Inuit students on a regular basis whether through town halls, meetings, attendance at events, or other avenues to build/maintain relationships</p>

<p>15.7 Create time and space for relationships based on respect as human beings, supporting and embracing differences with kindness, love, and respect. Learn about Indigenous principles of relationship specific to those Nations or communities in your local area and work, and put them into practice in all of your relationships with Indigenous Peoples.</p>	<p>ceremonial space coordination, and other Federation activities.</p> <p>The Federation should continue to foster a thriving Circle of First Nations, Métis, and Inuit Students.</p>	<p>If applicable, member locals are encouraged to find ways to provide material support to First Nations, Métis, and Inuit students through scholarships, job opportunities, emergency grants etc.</p>
<p>15.8 Help hold all governments accountable to act on the Calls for Justice, and to implement them according to the important principles we set out.</p>	<p>The Federation should amend lobby week documents to incorporate all <i>Calls for Justice</i> and place specific emphasis on 11.1, 11.2, and calls 15.1-15.8. The sections of the lobby week document that focus on First Nations, Métis, and Inuit learners should be updated to reflect the findings from the MMIWG2S report.</p>	<p>Member locals are encouraged to hold their administrations accountable to act on the <i>Calls for Justice</i> and to implement them. For example, passing a motion at your board/council meeting to advocate for implementation at Senates and Boards of Governors/Regents.</p>

Inuit-Specific Calls for Justice	Federation	Member Local Implementation
---	-------------------	------------------------------------

<p>16.25 We call upon all educators to ensure that the education system, from early childhood to post-secondary, reflects Inuit culture, language, and history. The impacts and history of colonialism and its legacy and effects must also be taught. Successful educational achievements are more likely to be attained and be more meaningful for Inuit when they reflect their socio-economic, political, and cultural reality and needs. Further, we call upon all governments with jurisdiction over education within the Inuit homeland to amend laws, policies, and practices to ensure that the education system reflects Inuit culture, language, and history.</p>	<p>The Federation should ensure that all lobbying documents related to First Nations, Métis, and Inuit learners are exclusive of their own experience, and is inclusive of their distinctive needs. Though all First Nations, Métis, and Inuit are underrepresented in post-secondary education, the needs of the different communities are unique and should be highlighted as such.</p> <p>The Federation should amend lobbying documents to call upon governments to establish more post-secondary options within Inuit Nunangat to build capacity and engagement in Inuit self-determination.</p> <p>The Federation should call on the federal government to ensure the long-term sustainable, and equitable, funding of Inuit women's, youths', and 2SLGBTQIA people's groups.</p> <p>The Federation should consult the Circle of First Nations, Métis, and Inuit students when making these updates to lobbying documents.</p>	<p>Based on the "Their Voices Will Guide Us: Student and Youth Engagement Guide":</p> <p>Member locals are encouraged to engage with Inuit students on a regular basis whether through town halls, meetings, attendance at events, and other avenues to build/maintain relationships.</p> <p>If applicable, member locals are encouraged to explore ways to provide material support to Inuit students through scholarships, job opportunities, emergency grants etc.</p>
<p>16.26 We call upon all governments to establish more post-secondary options within Inuit Nunangat to build capacity and engagement in Inuit self-determination in research and academia. We call on all governments to invest in the establishment of an accredited university within Inuit Nunangat.</p>	<p>The Federation should consult the Circle of First Nations, Métis, and Inuit students when making these updates to lobbying documents.</p>	<p>Member locals are encouraged to, wherever possible endeavour to learn more about Inuit history, culture, and the unique challenges Inuit students might have on university and college campuses.</p>
<p>16.42 We call upon the federal government to ensure the long-term, sustainable, and equitable funding of Inuit women's, youths', and 2SLGBTQIA people's groups. Funding must meet the capacity needs and respect Inuit self-determination, and must not be tied to the priorities and agenda of federal, provincial, or territorial governments.</p>		<p>Member locals are encouraged to hold their university or college administration accountable to all <i>Calls for Justice</i> in this report, and when applicable, lobby the university or college to invest money and resources into Inuit women's, youth's, and 2SLGBTQIA programs on campus.</p>

Métis-Specific Calls for Justice	Federation	Member Local Implementation
<p>17.8 We call upon all governments, in partnership with Métis communities, organizations, and individuals, to design mandatory, ongoing cultural competency training for public servants (including staff working in policing, justice, education, health care, social work, and government) in areas such as trauma-informed care, cultural safety training, anti-racism training, and understanding of Métis culture and history.</p>	<p>The Federation should ensure all anti-oppression training, cultural competency training, and anti-racism work provides members with an understanding of Métis culture and history at events taking place on Métis territory.</p> <p>The Federation should ensure that all resources provided in General Meeting binders include culturally specific information. For instance, if meeting is held in Ottawa, services provided should reflect First Nations, Métis, and Inuit services.</p>	<p>Member locals are encouraged to ensure that anti-oppression and anti-racism training is available for members, club executives, orientation leaders, and elected representatives at the member local. These trainings should be relevant to the local context and account for Métis culture and history.</p>
<p>17.24 We call upon all governments and educators to fund and establish Métis-led programs and initiatives to address a lack of knowledge about the Métis people and culture within Canadian society, including education and advocacy that highlights the positive history and achievements of Métis people and increases the visibility, understanding, and appreciation of Métis people.</p>	<p>The Federation should consult with the Circle of First Nations, Métis, and Inuit students to amend lobbying documents. When engaging in lobby activities such as “lobby week”, the Federation should prepare elected representatives to properly advocate for these issues.</p>	<p>Member locals are encouraged to, whenever possible, hold their university and college administrators accountable to these <i>Calls for Justice</i>.</p>

2SLGBTQQIA-Specific Calls for Justice	Federation	Local Implementation
<p>18.3 We call upon all governments, service providers, and those involved in research to change the way data is collected about 2SLGBTQQIA people to better reflect the presence of individuals and communities, and to improve the inclusion of 2SLGBTQQIA people in research, including 2SLGBTQQIA-led research.</p>	<p>The Federation should ensure that all forms, surveys, and research reports are reflective of 2SLGBTQQIA identities, all while ensuring appropriate confidentiality and privacy.</p>	<p>Member locals are encouraged to, when collecting student data, ensure that there are adequate options that are reflective of 2SLGBTQQIA identities, while ensuring appropriate confidentiality and privacy.</p>

<p>18.17 We call upon all governments, service providers, and educators to fund and support the re-education of communities and individuals who have learned to reject 2SLGBTQIA people, or who deny their important history and contemporary place within communities and in ceremony, and to address transphobia and homophobia in communities (for example, with anti-transphobia and anti-homophobia programs), to ensure cultural access for 2SLGBTQIA people.</p>	<p>The Federation should continue to use the “Challenge Homophobia, Transphobia, Colonialism” materials from the United for Equity Campaign in its outreach. The campaign can aid in discussions about how colonialism has contributed to the proliferation of homophobia and transphobia.</p> <p>The Federation must ensure that all trainings and education related to anti-homophobia, anti-transphobia, discuss how colonialism and ongoing colonial violence affect First Nations, Métis, and Inuit women, girls, and 2SLGBTQIA people.</p>	<p>Member locals are encouraged to use the United for Equity and other relevant campaign materials to raise awareness about how colonialism has contributed to the proliferation of homophobia and transphobia.</p>
<p>18.20 We call upon provincial and territorial governments and schools to ensure that students are educated about gender and sexual identity, including 2SLGBTQIA identities, in schools.</p>		<p>Member locals are encouraged to collaborate with their university or college equity departments to provide feedback on any faculty training, hiring, and policy development.</p>

Conclusion

All post-secondary institutions and student organizations, including the Federation and its affiliate member locals, have the duty to read, analyze, and implement the pertinent *Calls for Justice* from the *National Inquiry*. Ignoring them would be to further ignore students harmed by colonialism, anti-Indigeneity, homophobia, sexism, transphobia, and ableism at institutional and interpersonal levels. The Federation is committed to continue and implement the work outlined above, led by the Circle of First Nations, Métis, and Inuit students as well as external stakeholders in the spirit of truth and reconciliation. The Federation expressed gratitude to everyone who participated in and conducted the *National Inquiry*, especially the Indigenous women, girls, and 2SLGBTQIA people whose emotional labour allows settlers on Turtle Island to understand the long and ongoing history of colonial violence. Acting on these *Calls for Justice* is long overdue.

The complete report can be found at: <https://www.mmiwg-ffada.ca/final-report/>.