



BC ASSEMBLY OF FIRST NATIONS

1004 Landooz Road
Prince George, BC V2K 5S3
Website: www.bcafn.ca

BCAFN 18th ANNUAL SPECIAL CHIEFS MEETING
March 9 & 10, 2022
Online via Zoom

Resolution 05/2022

SUBJECT: SUPPORT FOR THE DEVELOPMENT OF THE BRITISH COLUMBIA FIRST NATIONS TRIPARTITE POST-SECONDARY EDUCATION MODEL

MOVED BY: CHIEF JAMES HOBART, SPUZZUM

SECONDED BY: CHIEF LYDIA HWITSUM, COWICHAN

DECISION: CARRIED

WHEREAS:

- A. First Nations have the right to establish and control their educational systems and institutions as an aspect of their inherent rights of self-determination and self-government, as affirmed in the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and also as recognized and affirmed under section 35 of the Constitution Act, 1982.
- B. The provincial Declaration on the Rights of Indigenous Peoples Act and the federal United Nations Declaration on the Rights of Indigenous Peoples Act require British Columbia and Canada respectively, in consultation and cooperation with Indigenous peoples, to take all measures necessary to ensure that the laws of British Columbia and Canada are consistent with the UN Declaration, and to develop and implement action plans to achieve the objectives of the UN Declaration.

Certified copy of a resolution adopted on the 9th day of March 2022

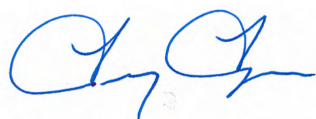
Terry Teegee, BC Regional Chief

- C. First Nations in British Columbia have worked for more than two decades to build the BC First Nations Education System, which is premised fundamentally on quality education for First Nation students and First Nations control of First Nations education.
- D. BC First Nations have demonstrated their capacity to build effective, relevant, responsive, and BC-specific models for First Nations education through the development of the BC Tripartite Education Agreement signed in 2018 by Canada, British Columbia, and the First Nations Education Steering Committee (FNESC).
- E. FNESC and the Indigenous Adult and Higher Learning Association (IAHLA), under the direction of First Nations in British Columbia, are developing a BC First Nations Tripartite PSE Model (“BC First Nations PSE Model”), which includes “four pillars”: Student Funding; First Nations Institutes Recognition & Core Funding; Community-Based Program Delivery Funding; and a Respectful & Responsive Public Post-Secondary System.
- F. Development of the BC First Nations PSE Model has been under the direction of First Nations leadership and informed by engagement with BC First Nations and First Nations-mandated institutes from 2018 to present.
- G. By BCAFN Resolution 1021.08, the BCAFN Chiefs-in-Assembly called on the provincial government to provide ongoing core and capacity funding to First Nations-mandated post-secondary institutes, and to work with FNESC and IAHLA to co-develop legislation recognizing the critical role of the institutes and committing to provide ongoing core funding.

THEREFORE BE IT RESOLVED THAT:

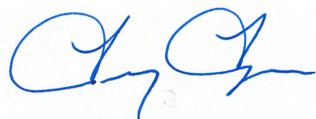
1. The BCAFN Chiefs-in-Assembly support continued development of the British Columbia First Nations Tripartite Post-Secondary Education Model (“BC First Nations PSE Model”) by FNESC and IAHLA, recognizing that the BC First Nations PSE Model will evolve as further direction is received from First Nations; and
2. The BCAFN Chiefs-in-Assembly support the four pillars of the BC First Nations PSE Model: Student Funding; First Nations Institutes Recognition & Core Funding; Community-Based Program Delivery Funding; and a Respectful & Responsive Public Post-Secondary System.

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Terry Teegee, BC Regional Chief

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A handwritten signature in blue ink, appearing to read 'Terry Teegee', is written over a horizontal line.

Terry Teegee, BC Regional Chief