

Indian Residential School Survivors

National Conference & Workshop

April 30, May 1 & 2, 2007
Winnipeg Convention Centre

FINAL REPORT

**Preparing
Survivors &
Communities
to Move Forward**

To National Conference and Workshop participants and Aboriginal governments:

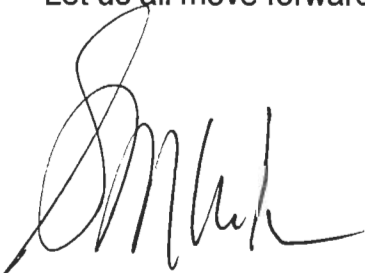
Please find attached the Final Report from the Indian Residential Schools National Conference and Workshop, held from April 30 to May 2, 2007, in Winnipeg, Manitoba.

This conference had the dual purposes of providing information to former Indian Residential School students and front-line workers about the Indian Residential School Settlement Agreement, and requesting their input on the Settlement Agreement's likely impacts on former students, their families, and their communities. This Report is the product of the work done by some 1600 participants in a series of workshops.

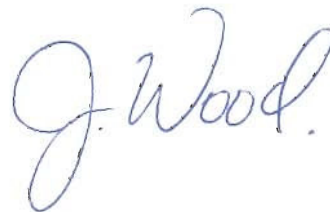
The majority of the recommendations in this document are for Chiefs and Councils and local community members to act upon. The Government of Canada will use this report in its coordinating and supporting role. A multi-agency Community Impacts Working Group is in the process of creating a strategy to support local and national efforts to encourage potential positive impacts and minimize any negative impacts of the Settlement Agreement as much as possible, and this Report is an important source of ideas and information for that strategy.

We encourage each of you to read this report and see where you can take action to help former students, their families, and their communities to remain safe and healthy, and to benefit fully from the Settlement Agreement. Please see as well the appended list of initiatives in place for examples of what is being done across Canada to meet these goals.

Let us all move forward together.



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For more information on the conference and this report, please call the AMC at: 1-888-324-5483.
For more information on the Settlement Agreement, please call 1-866-879-4913.



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EXECUTIVE SUMMARY

The overall purpose of the Indian Residential School Survivors National Conference and Workshop was, and remains, to move forward in a positive way from the tragedy that was the Indian Residential School System. The Conference was sponsored by Indian Residential Schools Resolution Canada and hosted by the Assembly of Manitoba Chiefs (AMC) in Winnipeg, Manitoba from April 30th – May 2, 2007 inclusive. Along with residential school survivors and their descendants, conference participants included political leaders, management and front line workers from Federal, Provincial/Territorial and First Nations governments.

This Conference is an attempt to bring together key informants to contribute to a national strategy to minimize possible negative impacts and maximize the positive effects of the Indian Residential Schools Settlement Agreement. The Ottawa-based Community Impacts Working Group (CIWG), whose membership includes representatives from several federal government departments, national aboriginal organizations, and other prominent stakeholders is drafting the national strategy with input from this Conference.

On day two of the Conference, some one thousand, six hundred (1,600) participants gathered in six (6) separate workshop areas whereupon they were further assigned to eighteen (18) smaller groups to review 18 community impacts identified by the CIWG via a modified gap analysis process. The analysis process entailed the eight-step process as follows:

1. Impact - what this looks like at present.
2. What would it look like if the impact had been successfully handled?
3. Risk: high, medium or low.
4. What, if anything, has been done thus far to address the matter?
5. What else needs to happen to properly address this matter?
6. Who will do the work?
7. What resources are available in your region that would resolve /address the matter?
8. Time frame: Start and Finish dates?

Priority Impact Areas:

Through this process, conference participants identified several priority impact areas and actions to address them, including:

- **Fraud:** Communication, education and information-sharing to survivors and emphasize elders most at risk is the key to combating fraud. All information should be in First Nations languages, through all Aboriginal and mainstream media (TV, radio, internet, newspapers). Participants recommend having one location and one site where people can report scams. In this way information can be shared and will stop further scams being tried on other survivors.

- **Scams:** Conference participants identified services and partnerships, where government and non-government agencies and front line workers collaborate towards appropriate services both on and off reserve. They also identified the need for such services as community watch groups, community workshops, open band meetings, youth awareness/education, and healing with the school system. Participants called for the development and maintenance of a screening process and monitoring system for traditional healing and database of healers.
- **Gang Violence:** Participants identified a need for support systems to assist former gang members and those who want out. There needs to be infrastructure in place to ensure long term detox and addiction centers, after care programs, community justice circles, traditional life skills teaching and various workshops
- **Alcohol, Drugs and Gambling:** Reclaiming culture, language and spirituality was considered most important by those in the workshops. Information campaigns and treatment programs geared towards specific needs such as residential school survivors and youth experimenting with risky behaviours are needed. Educating and involving the whole community in understanding what damage residential school has had and why people turn to drugs, alcohol and gambling will help to change the behaviour and impacts.
- **Community Conflict:** Suggestions ranged from more conflict resolution models from traditional and western sources, to promoting and implementing cultural and traditional values.

Elder Abuse: Participants suggested that court workers, counselors, Chiefs and Councils, and provincial and federal governments should work together to draft legislation to make reporting of elder abuse mandatory; enact local legislation (by-laws) to banish perpetrators of abuse from the community; and establish an Elders' Help line. Communication, education and information-sharing should be done by advocacy groups, committed grassroots people and governments to educate Elders and community members alike on what constitutes Elder Abuse.

- **Elder Support:** Workshop members suggested that communities increase elders' involvement in decision-making through the establishment of an Elders' Council and have the Youth Advisory Council working with Elders. Band administration should be more accountable to Elders and the community, they recommended, and have an Elder on Chief and Council who reports to the Elders Council. Increase funding based on [indexed to] the inflation rate, increase in resources with better training and increase services to elders.
- **Overcrowded Housing:** Participants suggest elder-specific measures to address their housing needs and concerns. These measures would include an elders advocate/support group; shelters for elders and "meals on wheels. Television, radio and print media coverage is identified as a means to educate the public about First Nation living conditions on-reserves.

INTRODUCTION AND PURPOSE OF WORKSHOPS

Background

As of March 21, 2007, all the court approvals have been secured for the Indian Residential Schools Settlement Agreement (IRSSA) in all nine jurisdictions in which they were required and its implementation is expected to take place following the mandatory five-month opting-out phase. As a result of the agreement, large amounts of money will flow into Aboriginal communities across Canada. This flow of money could have significant impacts on individuals and their communities. On the positive side, money can potentially be available for economic development, and individual and collective investments. On the negative side, there may be problems such as increased elder abuse, fraud, alcohol and drug problems, and conflict.

The Manitoba Working Group, under the auspices of AMC, had been planning a provincial conference to brief Manitoba survivors of the Indian Residential School Settlement Agreement (IRSSA) and related matters. Planning a similar undertaking and opting to avoid duplication of service, the Community Impacts Working Group approached the Assembly of Manitoba Chiefs to broaden their scope by playing host a national conference. Indian Residential Schools Resolution Canada (IRSRC) provided funds to support this national event. The Assembly of Manitoba Chiefs took up the challenge to put on an effective national conference.

Participants/Process

The Assembly of First Nations National Chief Phil Fontaine opened the conference. Elijah Harper followed with a keynote address on the Generational Impacts and Healing Process. In the afternoon, a community impacts panel comprised of Sharon Thira, (IRSSA); Maggie Hodgson (Day of Healing and Reconciliation); Violet Paul (Atlantic Policy Congress); Chief Superintendent Doug Reti (RCMP); and Mike DeGagne (Aboriginal Healing Foundation) delivered presentations on model healing initiatives currently available in various regions in Canada. A panel of federal government representatives: Gina Wilson (IRSRC); Bob Watts (Truth and Reconciliation Commission); Aideen Nabigon (Service Canada); Monique Bond (Independent Assessment Process, IRSRC); and Andrea Chalis (Health Canada), then delivered an update on the Indian Residential Schools Settlement Agreement. Finally, Ed Azure, Conference Lead Facilitator, provided an overview of the workshops and related processes that participants would be involved in on day two of the Conference.

Day two found 1600 conference participants making their way to six (6) major workshop/theme sites. Following briefings, participants broke into smaller groups for their discussion. In each of the eighteen smaller groups, participants were lead through identical eight-step processes (Gap Analysis), by facilitators, each

of whom was supported by a well-prepared small group team, comprised of a small group leader; a resource person; a small group recorder; and a “runner” who served as a support to the small group team. The discussions were captured by group recorders, and then collected and written up by executive summary writers who identified highlights and key themes which are elaborated on in this report.

Purpose, Goals and Objectives

The overall purpose of the Indian Residential School Survivors National Conference and Workshop was to move forward in a positive way from the Residential School experience. In so doing, it was imperative that this is done in a manner that the following goals and objectives be realized.

The goals of the Conference were threefold:

1. To help ensure, insofar as possible, no harm is done to IRS Settlement Agreement payout recipients.
2. To promote positive impacts of the Settlement Agreement.
3. Provide input on a national strategy to address community impacts.

The Conference also had three objectives:

1. To inform former students and front line workers about the IRS Settlement Agreement;
2. To canvas former students and front line workers about the possible impacts of the Settlement Agreement (which drove the design for the small group process that conference participants took part in); and,
3. To bring together a range of stakeholders, including: former students; government employees; to bankers; to community leaders; and others.

WORKSHOP OUTCOMES

THEME #1: MINIMIZING FRAUDS AND SCAMS

A - Fraud

Impact - what it looks like in our communities: The IRS settlement may lead to family divisions and other pressures. Banks and financial institutions lack accessibility and incur costs, while check cashing locations have high interest on loans. Lawyers and other professionals may raise their rates when IRS settlements involved. First Nations people need to understand money and how to use it or they face exploitation by unscrupulous outsiders or even family or neighbors.

Risk: There is very high risk of incurring costs for advice, being targeted by fraud artists, or having one's privacy invaded.

What, if anything, has been done? In B.C., the Public Guardian and Trustee of British Columbia have sponsored Collaborative Dialogues on Indian Residential School Survivor Settlements (March 07) with pamphlets and reports available. Canadian Network for the Prevention of Elder Abuse (www.cnpea.ca) has information on its website including info on World Elder Abuse Awareness Day June 15th – an opportunity to raise awareness. Dr. Maggie Hodgson has a draft document available “for use of Service Providers and Former students who are planning ahead and want to hear what choices other former students have made when managing their compensation”.

What else needs to happen to properly address this impact?

Communication, education and information-sharing to survivors and emphasize elders most at risk. All information must be in First Nations languages, through all Aboriginal media (TV, radio, internet, newspapers) and mainstream. It is important to have one location and one site where people can report scams: information is shared and will stop further scams being tried on other survivors.

Note: Advance payment and Common Experience Payment need to be applied for separately. Chiefs and Councils need to take action, such as no sales people allowed on the reserve except with permission of Chief and Council. Help with sorting out ID and other issues related to opening bank accounts is needed so survivors can have direct deposit of their settlement.

Who will do the work? Chiefs and Councils and First Nations organizations, Tribal Councils, need to act on reserve, and both they and Friendship Centres need to act off reserve, promoting awareness and knowledge.

What resources or supports are available in your region that would resolve or address the matter? There needs to be more funding and information

THEME #1: MINIMIZING FRAUDS AND SCAMS

A - Fraud (cont'd)

resources from IRSRC and Health Canada/Santé Canada, assisted by AFN and Native organizations, into the communities regarding the settlement agreement flow of monies and education and information on potential incidents of fraud. Resources need to be made available to establish Elder advisory boards immediately and to support Residential School Survivor groups to educate people and support them thru the process. It is difficult to attend meetings due to transportation problems and other costs so the info must go to the communities. Health clinics must have people and resources to help support people.

Timeline: May 2007 – begin or continue awareness campaigns and train people on reserve and in towns and cities to raise awareness.

Impact – how it should look? Immediate training for community members to help survivors handle this settlement – empower survivors by providing resources in financial planning; learning the power of money and how to say “no”; encourage opening bank accounts and having settlements direct deposit into these accounts; and helping all survivors, friends and relatives to remember this money is compensation and that our own values are to listen to and support our elders. Settlement monies must be protected from garnishee in social assistance and other similar income. Note: the province of Manitoba has agreed that IRS settlements will not be considered income for purposes of income assistance – this is what needs to happen across Canada.

THEME #1: MINIMIZING FRAUDS AND SCAMS

B - Scams

Impact - what it looks like in our communities: Car dealers seem to be the most prominent problem – charging too high price for the vehicle, offering credit on IRS settlement “buy now and pay later” and charging high interest, etc. There are other scams such as “rent to own” outlets; investment or internet scams; “deals” offered door to door or pleas made through phone (including requests for donations to causes/churches/etc. by “guilting” the survivor). Friends and family may also pressure the survivor, by charging for household chores and transportation, etc. Beware of professionals charging higher percentage such as lawyers or therapists. There are also workshops offering healing from residential school experience but at a high price – check before you attend or pay – they should be free.

Risk: High risk in all categories.

What, if anything, has been done? In Saskatchewan, Chiefs and Councils have spoken with elders, organized workshops for survivors and community

THEME #1: MINIMIZING FRAUDS AND SCAMS

B – Scams (cont'd)

members, including in Regina. Financial advisors have been invited to visit reserve communities. The RCMP in Manitoba and elsewhere have been working with regional agencies to raise awareness. Residential School survivors groups have been active in many areas to share information and protect people. Communities need to monitor professionals to ensure proper services are delivered (e.g. therapists).

What else needs to happen to properly address this impact? There is much to be done to educate and support survivors regarding how to handle finance and look out for scams. It was suggested that community people be trained, workshops be held, and community newsletters be developed to make people aware of scams and risks to avoid. Publicizing scams can make people aware of what to avoid and lessen the risk to others. Community watch groups could help, as well as having personal financial workers in the communities. Materials must be published in First Nation languages and broadcast through mainstream and Native radio (Wawatay, NCI< ...) , TV (APTN) , internet in all languages. IRSRC/INAC must provide resources for this education/awareness campaign. A toll free helpline and website would be very useful – especially if people can add to it online and keep people up to date on community happenings across the country.

Who will do the work? Chiefs and councils, Elders, community and health workers, IRS survivors, healers, churches, AFN and provincial/territorial organizations and tribal councils, schools, federal departments (INAC, Health Canada), Aboriginal Healing Foundation, and other organizations.

What resources or supports are available in your region that would resolve or address the matter? Aboriginal newspapers and TV/radio/other media; Better Business Bureau; Law Society and other professional organizations to raise awareness and set standards for their members as well as receive complaints regarding their members; provincial police; free information sessions by neutral organizations such as CESO.

Timeline: May 2007 to begin or continue awareness campaigns; to train community people on reserve and in towns/cities to do info sessions; updates from AFN, organizations, government agencies.

Impact – how it should look? With the resources and action outlined, survivors will be empowered to make decisions that will minimize financial loss and help them as compensation intended. People will be better shoppers, with an approved buyers list in some communities, but have less solicitation on reserves. Hopefully, community people will be more aware and prevent elder abuse and

THEME #1: MINIMIZING FRAUDS AND SCAMS
B – Scams (cont'd)

undue influence on how elders may wish to spend their money. Chief and Council will be pro-active in community affairs, and young people will become more knowledgeable about residential schools and what compensation is for (as well as developing consumer awareness for themselves) leading to a closer youth-elders relationships. There may be opportunities for economic development, with people pooling their resources, and soundly based trust throughout the community.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

A - Gang Violence

Impact - what it looks like in our communities: First Nations understand gang violence as a negative impact to the community as a whole. Gangs have formed in our communities due to loss of identity, values, teachings, self-esteem, language, connectedness and belonging to families and community. This has led to family breakdowns, bullying, fear, abuses, increase in drugs and drug trafficking, murder, suicide, welfare dependency, peer pressure, crime, lack of respect for self and other people and an overall lack of moral values.

Youth are adopting a culture not their own and are substituting material values for love and spiritual hunger. They seek power through the fear imposed on the people and the freedom from no boundaries rules or supervision.

Policing has not been able to fully address this growing problem which is leaving communities feeling threatened and afraid for families and lives.

Risk: There is a high risk in areas relating to the social, health, and wellbeing of the communities.

What, if anything, has been done? The attendees of this session report that the following individuals and/or entities have already undertaken the following measures to address this situation. First Nations have revitalized traditional teachings in the homes and community such as, grandparents teaching children, ceremonies, drumming, singing, pow-wows, traditional parenting, life skills (hunting/fishing/trapping), and language.

The results are positive and more so when communities come together for activities providing a positive connection and impact to the young people. Teaching the youth the true history of our peoples and identities were seen as critical.

Other initiatives include: community justice initiatives; working with gang members; mandatory drug testing of leadership; and resources as role models.

Finally, communities need to share challenges and successes with other communities and Canadians.

What else needs to happen to properly address this impact? Community involvement needs to be encouraged to promote unity, positive messages, outreach, and empowerment to the youth and gang members. Support systems need to be developed to assist former gang members and those who want out. There needs to be infrastructure in place to ensure long term detox and addiction

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

A - Gang Violence (cont'd)

centers, after care programs, community justice circles, traditional life skills teaching, and various workshops.

Promotion of community role models and mentorship and teaching of First Nations true history and identity were identified as very important.

Leadership to be encouraged to take a hard line by implementing curfews, band bylaws on gangs, and evictions of gang members.

Who will do the work? In addition to what is already being done, attendees suggest the following measure also be applied to respond to the risk of gang violence. The group felt that it is incumbent upon the community as a whole to ensure that gang violence is stopped. Identified groups included Chief and Council, Elders, parents, community resources and spiritual Elders.

External resources identified include the RCMP, Canadian Rangers, Church's, Native organizations, and the National Aboriginal Residential School Gathering.

What resources or supports are available in your region that would resolve or address the matter? Attendees report the following resources and/or supports are available in their respective communities and/or regions: First Nation leadership, schools, health services, RCMP and band policing, youth and Elder centres, traditional and spiritual people, local media.

External resources included the Church's, Canadian Rangers, Cadets, and the Aboriginal Healing Foundation.

Timeline: The group felt that all initiatives should be ongoing with long term goals, reviews and evaluations to determine effectiveness and results.

Impact – how it should look? As a result of the implementation of the suggested measure, the following outcomes are likely to be realized: safe, clean and healthy environments to raise families and future generations. Reclaiming and instilling traditional values such as respect will result in a renewed sense of pride and peace in the communities. This will be reflected in a sense of identity, healthy minds, body and souls, productive youth, family values, positive role models, effective leadership and an overall sense of empowerment.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

B - Family Violence

Impact - what it looks like in our communities: In First Nation communities, violence takes many forms – physical and mental abuse, threats and verbal abuse, elder abuse, child abuse, sexual abuse – and many people live in denial as they do not want to look at it, or they are too scared to talk about it. These situations lead to anxiety, depression, and sometimes suicide. People need to understand there is a cycle of violence, that there are learned behaviours, very much due to the impact of residential schools leading to increased violence in our communities. Understanding this historic trauma and the resultant behaviours called dysfunctional families can allow people to take the path to healing. Communities need trained counselors and family therapists, and a return to understanding traditional roles, values, and rites of passage. Perpetrators of crimes need to get counseling instead of it being swept under the rug. Children are the ones uprooted – the parents stay at home.

Risk: The collective risk is high for family violence in our communities to continue.

What, if anything, has been done? There are many communities where more community members are going to school, who have support groups of community wellness workers and social workers, and a restorative justice system. One Manitoba Band Council allows, in a case of spousal abuse, that women stay in the home and the men have to leave, so that children retain their home. Other communities have developed their own programs in family violence prevention, anger management, and traditional counseling. There are youth Chief and Council programs, men's and women's sharing circles and mentoring programs. Communities may have drumming practices and cultural activities, and also life skills programs. Crisis intervention programs such as de-briefing when a family loses a loved one are also being utilized, along with family mediation and counseling, with community support workers. It was identified that parents need to be more involved with their children in sports and recreation, and activities they can enjoy together.

What else needs to happen to properly address this impact?

Who will do the work? Everyone's efforts are needed. Every individual must take responsibility to make change. There are many experienced and trained people who can help. Elders and youth need to be fully involved. The clan system is a source of strength, as are recognized, credible Elders. Our own people need to be trained by their peers, Elders, and by our own trained people.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

B - Family Violence (cont'd)

What resources or supports are available in your region that would resolve or address the matter? First Nations have family support systems of grandparents and extended families, and have developed programs of support through our organizations and agencies. Sustainable funding is needed for many worthwhile programs. Native women's organizations and youth programs are looked to for their models, best practices, and advice.

Timeline: Immediate and ongoing action is needed – “in perpetuity” was how the group saw many of the initiatives identified.

Impact – how it should look? People looked to a place of “peace” that “we don't have to escape”. There would be less conflict, less apprehension, healthier people mentally, physically, spiritually, and emotionally. No more junk cars lying around, more arts and cultural activities, children and grandchildren graduating from school, and pride in ourselves and our history. With improved lives in the communities would come less prejudice towards off-reserve people and others. Better communication throughout the community, better ability to deal with conflict and handle stress would mean better relationships, more effective and accountable leadership. Healthier leaders, youth leaders, less alcohol and drug abuse would help the change toward a united community, teaching our children in a positive way.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

C - Alcohol, Drugs, Gambling

Impact - what it looks like in our communities: Together, these three create a depressing picture of life where addictions and sometimes violence heavily affect family and community dynamics. Youth feel the isolation of being without parental supervision and without discipline. Bingo, drinking, and/or drugs every day has led to: children being taken by Family Services, violence including youth gangs, babies being born addicted, elder abuse, lack of food in the home or resources for kids in impoverished homes. Solvent and drug abuse, online and in house gambling has led to prostitution and suicide. These situations are interrelated in a downward spiral which must be stopped and addressed by leaders, parents, and everyone.

Risk: Risk is high when any one of these elements plays a prominent role in a person's life. In many families and communities, these three make the stakes even higher.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

C - Alcohol, Drugs, Gambling (cont'd)

What, if anything, has been done? Community wellness workers, mental health and addictions workers, clinicians working with individuals and families are making an impact in NWT, Saskatchewan, Thompson, MB, and elsewhere. Wilderness camps, Junior Rangers, community workshops, sacred ceremonies and visits to sacred sites have all contributed across the country to bringing people to wellness and balance. Sometimes, police and courts have helped to make people realize the extent of their problems and then treatment centres offer help. FASD identification and intervention programs are growing. Organized sports like lacrosse and soccer at Kahnawake have proven effective and fun. There is a workbook on resiliency for RS survivors on the Internet.

What else needs to happen to properly address this impact? Reclaiming culture, language and spirituality was considered most important. However, it was recognized that outside forces still have to be recognized: government needs to implement treaty rights and promises, for there to be real change and opportunity. Drug and alcohol free Chief and Council is needed and would be supported by dry socials, recreational clubs, and more prevention and promotion programs. Bylaws need to be developed and enforced, role models identified, drug testing instituted, and customary laws respected. Information campaigns and treatment programs geared towards specific needs such as residential school survivors, youth experimenting with risk behaviour are needed. Educating and involving the whole community in understanding what damage residential schools have done and why people turn to drugs, alcohol and gambling will help to change the behaviour and impacts.

Who will do the work? The whole community needs to be involved in prevention, intervention and support. Leadership, resource workers and all staff, and committees of volunteers from education to justice, need to work together, supporting each other. Organizations established to help people and communities, such as the Aboriginal Healing Foundation and NNADAP workers are looked to as important supports. Youth and Elder involvement is essential and encouraged along with that of parents, grandparents, Chiefs and Councils.

What resources or supports are available in your region that would resolve or address the matter? The workshop identified many resources either in their own communities or available, including the ones mentioned in "who will do the work" (above). The group was in effect saying, "What's stopping us? Let's go".

Timeline: All activities must start immediately. Some will require planning and proposal development and lobbying for funds, while others require a change in attitude and modeling new behaviour. Training community people to raise awareness and curriculum development are important; to be undertaken before the IRS compensation arrives.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

C - Alcohol, Drugs, Gambling (cont'd)

Impact – how it should look? The group foresaw a positive lifestyle and environment, better economy, better education in language and culture, healthy communities with traditions and more family gatherings. That would lead to fewer suicides, moms at home not in treatment, less incarceration, better results at school, less teen pregnancies, and overall better understanding. Better working relationships, effective leadership with less corruption, will lead to better living conditions and housing. With families intact and bonding strongly, more families on the land, eating traditional foods and being active, and more respect for elders, traditional values and positive identity will be strengthened.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

D – Conflict within the Community

Impact - what it looks like in our communities There are many types of conflict within and between communities: family, division and lateral conflict affects everyone in the community, with leadership and community staff not working together. Many pressures lead to these conflicts: poverty, overcrowding, hopelessness, religion, Indian Act membership divisions as well as jealousy, lethargy, favouritism, and fear, to name some of the factors. Relationships need communication. People need awareness of intergenerational impacts. Training of leaders, staff, and community people is needed in all areas.

Risk: All issues were considered high risk in community conflict.

What, if anything, has been done? First Nations communities on and off reserve have developed and delivered effective programs, such as parenting skills, role modeling, life skills, traditional gatherings, women's groups, traditional male/female groups, restorative justice, and peacekeepers. It is important to train the trainers, be proactive within the community, work on decolonization of attitudes and practices. Respect for oneself, for others, and especially for Elders needs to be emphasized.

What else needs to happen to properly address this impact? Suggestions ranged from more conflict resolution models from traditional and western sources, promoting and implementing cultural and traditional values, to day to day practices such as showing compassion and listening more, working with one mind, body and soul to promote unity, being personally responsible for what you say and do (not gossiping or judging), and stopping looking over the fence. Involving youth, providing more mentorship, transparency in leadership and freedom of spirituality were also mentioned as strengths to be encouraged.

THEME #2: MINIMIZING VIOLENCE, ADDICTIONS AND CONFLICT

D – Conflict within the Community (cont'd)

Who will do the work? There was unanimous agreement that everyone – all band members – were responsible for doing the work. Leadership, staff, youth, Elders, family, Native and mainstream media, and our own trained and educated people were to be counted on.

What resources or supports are available in your region that would resolve or address the matter? Both youth and Elders were considered resources. Traditional gatherings and ceremonies including sweat lodges, feasts and giveaways, cultural camps and elder-youth groups, were recognized as providing strength and encouragement. As well, educators, health and National Native Alcohol and Drug Abuse Program (NNADAP) workers, churches, police and probation workers were also considered useful resources.

Timelines: Most of the activities such as working on healing relationships, histories, identifies and communications would need to last a lifetime. Some involve community consultations to get underway effectively. Implementing cultural and traditional values in the school need to be “ongoing until it’s finished”.

Impact – how it should look? Healthy families, healthy leaders, healthy communities together form the anticipated outcome of healing from residential schools. Building cultural and spiritual identity and self-esteem, supporting mutual respect, through working together in respect, unity and equality were given equal weight. Lessen the violence through emphasizing the positive influences, improving communication, working together on educational and health boards, re-establishing languages, and reunification of families, and keeping them together. People agreed that all activities should start in one’s own home community, with some interested in re-establishing traditional methods of governance.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

A - Elder Abuse

Impact - what it looks like in our communities: At present, Elders in our communities are confronted with their Grandchildren, children and significant others taking advantage of them. As well, our Elders endure a significant and substantial lack of respect from others within and outside their community. There is an abhorrent lack of appropriate programming, services and support for our Elders. Elders in our communities also find themselves having to survive in the midst of immediate and present danger while lacking access to or encountering inappropriate application of traditional knowledge/services

Risk: For participants of this conference, the likelihood of this current situation will persist is rated as very high.

What, if anything, has been done? In First Nation communities across Canada, Elders' programming, services and supports range from non-existent to diverse. Some communities and Tribal Council areas can boast of such measures as Elder-specific housing or an Elders' Senate, others report Personal and Residential Care facilities for their Elders. Some tell of a healthy amount of community involvement by their Elders in schools and at public gatherings. There are those First Nation communities that have an Elder Resource/ Wellness Centers where workshops to are offered to inform on elder abuse but there are also those communities who report a dearth of any such programming, services or support for their Elders.

What else needs to happen to properly address this impact? While measures have been on the rise of late to address elder abuse, much more can be done. Focusing on survivors and Elders most at risk - spiritual advisors, counselors, local and regional health & human resource teams should work together to strengthen youth-elder relationships, record Elders' stories (including use of traditional medicines) hold Elder's gatherings and provide interpretation of traditional ways. Court workers, counselors, Chiefs and Councils, provincial and federal governments should be working together to draft legislation to make reporting of elder abuse mandatory; enact local legislation (by-law) to banish perpetrators of abuse in the community and establish an Elders' help line. Communication, education and information-sharing should be done by advocacy groups, committed grassroots people and governments to educate Elders and community members alike on what constitutes elder abuse.

Who will do the work? Leadership needs to be demonstrated from all levels of government including Chief and Council, Health Canada for funding, city/town mayors and councils and provincial government. Conference participants cite time and again, the need for a coalition of human service organizations and teams of every sector that provide services on and off reserve to work together to

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

A - Elder Abuse (cont'd)

address elder abuse. Some but not all of these services include on-reserve local police and Community Health Representatives (CHRs). Many off-reserve human service organizations were cited including - court worker programs, urban social workers, front line workers, friendship centres, health centres and hospital workers, RCMP, Native territorial political organizations (Tribal Councils), Canada Mortgage and Housing Corporation, educators from all areas (schools), colleges and universities, Manitoba First Nations Education Resource Centre, advocacy groups and parent councils, social workers and counselors, writers and publishers, drivers for transportation, spiritual advisors, interpreters and sharing/healing circles. Community and family members, Elders, youth, committed grassroots people, individuals, couples, family units; siblings *of the* entire community may also be called upon to assist.

What resources or supports are available in your region that would resolve or address the matter? Conference participants report a number of resources and services are available to address this matter but many more resources are needed. Available resources include natural environment, community crisis line, health advisory committee run by Elders, community health authorities (in B.C. they provide counseling now), nation-wide RCMP Aboriginal committee, school boards, health authorities, Tribal Councils, traditional healers, nutrition bingo, medical transportation for Elders, Elders to have their own bus, English translators for Elders and personal care homes.

Conference participants identified a number of prominent resource needs to further address elder abuse. Funding is needed to develop: support and recognition for Elders, health services, training and Elders gatherings. Elders should play a key role in planning and direct service delivery. Support and recognition for Elders in urban areas from government and chief and council is important to Elders. Written pamphlets should inform people on issues discussed in the conference.

With regards to health, participants identified needs for: more personal care homes, healing and health centers, hearing aids/medical and special needs; supports for the hearing-impaired like sign language, and for the visually impaired; awareness of a crisis line (with translation services) in the community; and home visitors for “shut-in’s”.

Conference participants also believe a counseling skills program designed for Elders and culturally sensitive training for all workers in communities and for translators would be beneficial. Additionally, elder workshops and gathering in the community could discuss more of what we are doing now. Sharing circles

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

A - Elder Abuse (cont'd)

raising self-awareness and reconnecting with our natural environment through camps, Traditional teachings and knowledge in all areas and language use were also suggested.

Elders would appreciate playing a key role in short, medium and long-term planning to prioritize services based on their own needs to focus on what is needed to keep Elders healthy and balanced with the physical and spiritual aspects of their life. Being a part of direct service with offenders and educating non-aboriginal people are also important roles for the Elders. Elders need to listen to our children and grandchildren and serve as positive role models.

Timeline: Participants considering the matter of elder abuse urge the measures noted be undertaken within an overall timeframe Starting May 2007 – and ongoing.

Impact – how it should look? As a result of implementing the suggested measures regarding Elder Abuse contained herein, the conference participants submit the following outcomes are likely to be realized: our Elders will enjoy the benefits occasioned by facilities, programs and services developed for their exclusive use and consumption. They will again teach, share and have access to various forms, styles and applications of Traditional Knowledge as appropriate. And, finally, our Elders will feel happy, safe and respected both in and outside their communities.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

B - Elder Support

Impact - what it looks like in our communities: While some communities may not do anything to recognize their Elders, other communities engage them in direct service delivery or have programs and services designed specifically for the Elders. Loon River Cree Band, Alberta, has an annual supper to recognize local Elders. Health and Human Services and programs targeted to meet the needs of Elders include: an Elders' council; health clinics; home care; personal care homes; medical and like escorts for Elders; lunch and bingo program; Elders transportation; security for Elders; home gardening; and spring cleaning. Financial support is provided to Elders to attend gatherings, subsidized for household utilities, distribution wild meat and/or Christmas hampers to Elders.

Elders also provide counseling and guidance in various programs and services including residential survivors group, alcohol and drug programs, parole services, child and family services, cultural programs, seasonal gatherings and Elders teaching young people traditional skills.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

B - Elder Support (cont'd)

Risk: For these self-same participants, the “risk” of elder support occurring as we understand it is high, both on-reserve and in urban areas.

What, if anything, has been done? Increased security and increased parking in some town sites in Alberta, policing in First Nation communities but band constables and ambulance services - first responders -need better training. Group homes, Home Care, Elders’ and seniors’ transportation some that have meals on wheels and an Elders’ residence with in-house clinic services are also available in some communities. Home Care may include male and female support workers but better training is needed. The Nisichawayasihk Cree Nation, Manitoba provides their Elders a \$100 monthly subsidy.

What else needs to happen to properly address this impact? Increase Elders’ involvement in decision-making through the establishment of an Elders’ Council and have the Youth Advisory Council working with Elders. Band administration should be more accountable to Elders and the community, and have an elder on Band Council who reports to the Elders Council. Increase funding based [indexed to] on the inflation rate. Increase resources with better training and increase services to Elders. A community needs assessment should be conducted on Elders’ needs for the development of programs to support Elders. Personal safety devices for Elders are needed. They should be able to merely press a button when they need help in an emergency health situation or if they are in emotional distress. Participants also suggest that there be an improved sustainability of natural resources and a re-visitation of the treaty programs.

Who will do the work? Participants suggest people of patient and compassionate temperament be of support to Elders. As part of a traditional way of life, it is customary to have mentoring and resourcing supports for young people via professionals and personal care givers [informed youth translates into elder support]. Educational support and resources including language instructors and universities administrators can work together with Elders to endorse language courses. Dieticians and nutritionists and trades people; youth advisory committees, funded support services to young people and families; Band administration and financial managers will also lend their expertise.

What resources or supports are available in your region that would resolve or address the matter? Traditional and natural resources are available in regions and these include fishing, hunting, trapping as well as human resources. Participants report available local veterans who can share their experiences within the community to emulate traditional warrior values. Participants assert that leaders need to speak up on the fulfillment of treaty entitlement, particularly on land claims.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

B - Elder Support (cont'd)

Participants spoke of financial support available to local Elders from all three levels of government – Federal, Provincial and First Nation. Too, there is financial support from casino, gambling and oil revenues in certain communities and/or regions of Canada.

Participants also identified elder support flowing from natural resources exploration/exploitation in various communities/regions of the country such as: water resources; gold mining; hydro development; and wind turbine to generate energy. Logging; farming/ agriculture; diamonds and other mineral exploration were also cited.

Finally, participants suggested the following conventional resources in some communities/regions: tourist lodges, airplane pilots, and municipalities short and long-term land leases. Cost-free income tax returns have also been identified as a source of elder support in some regions of Canada.

Timeline: Attendees recommend that the measures suggested herein should commence May 2007 and be on going.

Impact – how it should look? Participants look to see improved and easily accessible services with qualified and trained professionals designed to address the needs of Elders for their safety and well-being. Equitable housing or aboriginal managed senior homes; education particularly training in modern technology such as computers; financial; health care; social and support services both on- and off-reserve should be evident.

Participants identified the need to have the role of Elders defined, as their role is important in the restoration of our language(s) and traditional culture and in the governance structure; particularly in decision-making. A significant part of traditional restoration is to have everyone in the community speaking their own language. As part of the governance structure, every board in the community should have an elder with a voting right. Education funding should be safeguarded so that Chief and Council do not drain school funds. Participants also suggested that, as part of tradition and governance, the family structure with the traditional family values and spirituality needs to be re-established with the Ogichida [Warriors Society] overseeing the community.

Finally, participants envision Elders babysitting on their own terms, communication between the Elders and youth as established and maintained so that the next generation is better informed on the impacts of residential school on

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

B - Elder Support (cont'd)

them as the young people. A program would be designed and established to address this need. The young people visiting Elders in home care facilities and seniors' homes.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

C - Overcrowded Housing

Impact - what it looks like in our communities: Housing, and indeed household appliances, in First Nations communities remains substandard and wretched compromising occupants' [and community as a whole] health and safety. Mould, mildew and mice infestation are commonplace and with poor road access to homes, increased risk of loss of life and property ensues. This is further compromised with the loss of basic utilities. Given the location of reserve housing, floods and fire are imminent threats with home-security the exception to the norm. Participants from British Columbia and Manitoba note a dire lack of facilities for seniors and the disabled in their communities.

Housing in disrepair- often caused by poor workmanship at the outset of construction - and the lack of home-safety and fire inspections are linked to the shortage of qualified journeyman, managers and administration. These factors are exacerbated by vandalism.

Other complicating factors specific to the elderly population, as identified by the session participants, include: elders having no life of their own and having to share their money; and elders, as grandparents, who have to look after children or who have to cook for everyone, which can be regarded as elder abuse. Also, participants note that elders lose community support when moving to other communities as evidenced in elders who move from northern communities to an urban setting(s) reporting feelings of isolation.

Risk For these self same participants, the risk of overcrowded housing occurring, as we understand it, is high.

What, if anything, has been done? Participants report some Canadian First Nation communities have undertaken the following initiatives: the establishment of town sites; construction of multiplex units (6-7-8 plex units). In B.C., home renovation/repair workshops are offered to residents while Saskatchewan offers trades training. In Alberta, the Siksika First Nation is speaking with leaders and the Enoch Cree Nation constructed a 108 Apartment building block as temporary housing. Others report such measures as exploring fire options and finding a good carpenter.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

C - Overcrowded Housing (cont'd)

Participants also report senior and nursing homes are offered on reserve. In the Hollow Water First Nation, Manitoba - CMHC houses have been built to accommodate low-income seniors.

What else needs to happen to properly address this impact? Session participants submit that community needs assessments and housing meetings would result in plans and program improvements aimed at addressing both overcrowded housing and improvements to the water and sewer system. Too, participants suggest elder-specific measures to address their housing needs and concerns. These measures would include an elders advocate/support group; shelters for elders and “meals on wheels”. Television, radio and print media coverage is identified as a means to educate the public about First Nation living conditions on reserves.

Training is also a significant action to address overcrowded housing in our First Nation communities. Training our own people entails assertive training, training youth and community members on carpentry, leadership, and community living. Acquiring outside expertise from such entities as the Habitat for Humanity has also been identified. Members suggest we encourage our people to build their own homes through such measures as “building bees.” Obtaining individual ownership of housing on reserve will help to ensure people are held accountable for changes to their own houses, which may result in a limit of how many houses a person receives.

Finally, session participants propose revisiting the fundamental principles of the treaties; abolishing or changing the Indian Act and establishing our own bylaws on-reserve will aid in responding to overcrowded housing both on- and off-reserve.

Who will do the work? At the federal and regional level, the federal government, Indian and Northern Affairs, and has the responsibility to address overcrowding and improvements to the water and sewer system. At the community level, community members and people have the responsibility to build their own homes and do repairs to their own homes. Our own carpenters, housing inspectors and trade workers are also responsible. Other suggested resources to solicit support to address overcrowded housing include: the department of Veterans Affairs; a co-op of different territories; youth programs and summer student employment. Clergy and charities (Voluntary Sector), can also take on the responsibility to undertake renovations and building houses.

THEME #3: SENIORS – CHALLENGES AND OPPORTUNITIES

C - Overcrowded Housing (cont'd)

What resources or supports are available in your region that would resolve or address the matter? At the community level resources include Band Council, Housing Committee, Housing Coordinator, band members, Housing Inspectors, Community Health Representatives (CHRs), band-owned resources, natural resources, and Tribal Councils. Financial institutions at the regional and federal level include Indian and Northern Affairs, CMHC, banks, and regional hydro facilities. Other sources of revenue for financial support include casinos, video lottery terminals and bingos. Other resources include technical training institutions like those in Saskatchewan.

Timeline: Attendees suggest a number of different time lines to undertake the measures suggested herein. As of May 2007 and ongoing a community needs assessment and planning can be done. Major housing projects and renovations can be done when the money starts flowing.

Impact – how it should look? In the participants' vision of the future, communities have achieved total independence and sharing of sustenance. People have a great source of pride in their reserve. They have improved health standards and a nice place to live. People are happy, with a respectful relationship of both elders and youth and hope for future generations. The quality of housing for elders has improved and elders have a longer life span. Communities are living in a peaceful environment with less violence, stress and feuds.

Elders have more gatherings with youth and sharing more of their knowledge and traditional teachings, including hunting and fishing. Youth are able to speak their native language. Communities have more celebrations of weddings; community activities and sporting events; etc.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (NEGATIVE AND POSITIVE)

A - Individual and Community Investments

Impact - what it looks like in our communities: Participants felt that this time in the Indian Residential School settlement process is a time filled with mixed feelings of relief, excitement, chaos, gratitude, thankfulness, skepticism, trust or lack thereof, and concern about financial abuse. Participants are concerned about the potential of elder abuse, internal family conflict, jealousy, multiple addiction problems, deaths and internal and external scam operations. Actions must be taken to set up individual financial planning and saving arrangements, and investing for family members; and to ensure that First Nation community health programs are in place to support people within First Nations. Most communities do not have banking services on or near their reserve.

Risk: These impacts and the suggested responses to the impacts results in high risk as people's livelihoods and family future planning is at stake.

What, if anything, has been done? Participants reported that mini-banks, automated teller machines, cash link, lending services, etc. are available in some communities. Participants indicated that they have already ensured their monies will be protected in trust funds. Some communities have received services from healing projects that have addressed wills and financial planning. Some communities have provided resource people and Healing Foundation and First Nation organizations to give workshops and training in Indian Residential School awareness issues. As well, RCMP and local First Nation staff have assisted in this process. Banks have come to a variety of First Nations to prepare people for investing. In general, people feel these activities should be undertaken for citizens and recipients; however, this is not happening in all communities. There is a risk of exploitation from financial institutions, family members who get access to Indian Residential School financial information, and business companies such as vehicle companies that will take advantage of people when setting vehicle purchases.

What else needs to happen to properly address this impact? Major themes derived from this question focus on the need for overall financial preparation and planning for people and communities; the availability of mental health support services and Indian Residential School awareness sessions. Workshops and/or information sessions need to happen in each community for Indian Residential School survivors and communities to help prepare people for influx of money. Participants would like to see training and workshops on the preparation of wills and estates and to have financial administrators/advisors hired and or appointed. Training such is in business courses, financial planning, retirement, home buying and banking and lending services. Participants would like to see these processes be guided by what the "people" want and/or need.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (NEGATIVE AND POSITIVE)

A - Individual and Community Investments (cont'd)

Who will do the work? Participants suggest Chief and Council ensure these services are available, perhaps INAC could deliver some workshops and/or the Healing Foundation can hire people to coordinate this area of service provision and delivery. Mental and health support services could be delivered by wellness workers and First Nation resource workers to help people deal and prepare for a multitude of emotional problems that could occur such as addictions, and substance abuse.

Participants suggest community service providers assist in program/service delivery, including financial experts, particularly First Nation financial experts and First Nation lawyers. Participants look to health and support workers available in the community including adult care workers to assist with paper work; social workers, health directors and appointed committees. In addition Human Resource Outreach personnel are available in some communities to assist. At the end of the day, each individual should strive to educate him/herself on how best to plan and utilize monies received from Indian Residential School settlement.

What resources or supports are available in your region that would resolve or address the matter? Responses from this question addressed the financial, mental health and social program areas. Participants felt Chief and Council, band staff, community leaders, NNADAP should take lead roles in planning for this Indian Residential School settlement. Most communities have these individuals in place. Other services and supports available in some, but not all, First Nation communities include: community wellness programs to assist with health issues, addictions, etc., and Justice Committees to address criminal behaviors; financial trust groups. First Nation political organizations such as Assembly Of Manitoba Chiefs, Keewatin Tribal Council (and other Tribal Councils), Manitoba Keewatinook Ininew Okimowin can help because they have legal advisors and they can come into the communities at no cost.

Timeline: Community and Individual investment planning should be started immediately as in May 2007 prior to IRSSA implementation. First Nations leadership should, therefore, listen to this citizen direction as an immediate pressure to be dealt with in the community.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (NEGATIVE AND POSITIVE)

A - Individual and Community Investments (cont'd)

Impact – how it should look? First Nation financial, investment institutions and systems would be in place for business ventures that will promote employment and health and social support services, local economies and traditional land use. Participants foresaw: First Nation financial systems set up that are easily accessible; Trust packages; community investments for ongoing business import and export; the establishment of local and national First Nation economies to generate employment through a variety of means such as financial institutions; tourism; organic farming and health centres. Monies generated from community business ventures would benefit social/health programs. A more self-sufficient First Nation-operated and governed community is seen to provide “hope” for the future and create protected First Nation institutions to benefit future generations.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (NEGATIVE AND POSITIVE)

B - Financial Counseling and Education

Impact - what it looks like in our communities: First Nation communities in general, isolated communities in particular lack support systems and/or community business arrangements with banks and credit unions. These communities report a lack of legal support and media outlets that are typically used for communication purposes. People would like to have these types of services in or near their communities and easily accessible to also assist with mobility impediments. Services should be provided in First Nation languages

Risk: Overall attendees felt that the risk of financial counseling and education occurring is as both low and high.

What, if anything, has been done? Minimal services are provided for First Nations communities. Some financial/banking systems for cheque cashing are in place through Northern Stores and casinos. Legal advice services are provided by the Community Lawyer (where available). Some communities are close to towns to access banking services; this is NOT the case for most northern, isolated, and rural communities.

It was mentioned that Onion Lake has its own Community Bank. Some attendees indicated that access is available to the First Nations Bank of Canada. The Beardy Reserve Model was identified as a community service. A First Nation has come to do workshops with some communities. A number of attendees indicated that “Nothing has been done to date” and that overall individual research needs to be, and has been, undertaken.

What else needs to happen to properly address this impact? Nine main areas were identified as already addressed for some First Nations and individuals. Financial education and training services are available through workshops and First Nation services. Financial planning services; First Nation initiatives and governed institutions; Business arrangements done within the community; Legal services availability; Mental Health Services; Community-generated income businesses and media communication opportunities are in place in some communities.

Some communities are able to access banking services and/or financial services through some means such as Northern Stores and/or casino cheque cashing services. Legal services have been/are available through Community lawyers; Community Committee structures have been set up through First Nation Economic and finance depts. Off-reserve support services are available in some areas for elders to assist with finances. Banking institutions and Public Trustees have visited many communities to provide education and awareness and planning arrangements with some. Some First Nation communities have appropriate support services available to assist those who require financial spending education to deter from reckless spending and to help people with depression problems, suicide thoughts and addictions.

Who will do the work? Nine main structures were identified, they are: Residential school designated staff both community, regional and national driven entities; First Nation Chiefs and Councils; First Nation health staff; Federal and Provincial government officials such as MLA's and MP's; Finance experts; PTO's and Tribal Councils and other community business services such as Band managers, First Nation financially trained recruits and Northern Stores. In addition individual responsibility was highlighted.

What resources or supports are available in your region that would resolve or address the matter? Six main support systems were identified in this session, they are grouped into the following: Community Workers (financial advisors, family support workers, health workers, teachers, social development officers); Band Office Workers (band managers, accountants and bookkeepers); PTO's (Assembly of Manitoba Chiefs, First Nation, etc.); community traditional business people, leaders and workers (hunters, fishermen, gatherers, trappers, entrepreneurs); native communication/media outlets such as APTN and Newspapers and Law Enforcement departments such as local police and RCMP.

Timeline: Overall, attendees agreed that financial counseling and education services require immediate attention and should be ongoing. (May 2007)

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (NEGATIVE AND POSITIVE)

B - Financial Counseling and Education (cont'd)

Impact – how it should look? Five main areas were identified by the session recipients. Well structured and confidential community finance systems; Customer and Citizen security and well-being (reassurance and alleviation of stress) ; First Nation “friendly” training/education and finance systems in place (language, financial terminology); Community-driven entities that ensure resources stay within community such as fees; and support for community infrastructure, recreational activities, investments for future community growth. Attendees raised community/individual pride and ownership as an overall result.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (POSITIVE AND NEGATIVE)

C - Lack of Banking Facilities in Remote Communities

Impact - what it looks like in our communities: Many communities lack access to banking facilities. As a result, many people have no bank accounts and little knowledge of the banking system. This leaves them dependent on other parties for assistance and vulnerable to high interest and surcharges and misleading banking information. When trying to conduct financial business some lack proper identification and knowledge of the value of money. As a result, First Nation citizens/clients feel a great deal of stress due to fears of: exploitation from both businesses and family; family abuse (physical, mental and financial); robbery (gangs on reserve); racism from mainstream banking / financial institutions; and mobility problems, due to isolation, disability, health reasons.

Risk: All participants agree the issue of lack of banking in remote communities deserved high risk value.

What, if anything, has been done? Participants report that the following individuals and/or entities have already undertaken measures to address remote banking issues. Generally respondents identified a variety of financial transaction methods currently available to many communities. Services from the First Nations Bank are available. Many northern communities access the services of the Northern Store to cash cheques, this however, can pose a problem if they have to deposit a cheque into a personal account and can only access funds when shopping at the Northern Store. Some Band offices provide loans to Band residents. Post office outlets for First Nations provide extra office and banking space for customers. Canadian banks have utilized mobile banking services through trips to the communities and setting up money transfer arrangements. Some communities have ATMS, such as Long Plain First Nation. First Nation

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (POSITIVE AND NEGATIVE)

C - Lack of Banking Facilities in Remote Communities (cont'd)

citizens utilize tele-banking and internet banking services; however, this can be intimidating electronic features to many First Nation citizens especially the elderly and people who have language barriers.

What else needs to happen to properly address this Impact? Financial awareness is required to assist individuals with banking arrangements, investments, opening accounts and management of funds and scam awareness. This can be dealt through education of the public on banking, which can be delivered through local workshops, services in urban settings for people from the north such as Friendship Centres, and Aboriginal media dedicated to public education and communication. Participants felt that a variety of Support Services must be available for First Nation citizens in the areas of money management, mental support for alleviation of mental stress and depression problems. A third area is the need for transportation services for northern remote citizens to access banking services. This could be done through coordination of car pooling.

Who will do the work? It was suggested that community leaders such as Chiefs and Councils, lawyers, regional First Nation Political Territorial Organizations (Tribal Councils) and the Canadian Executive Services Organization (CESO) partake in ensuring northern remote communities address this impact. As well, other Band programs such as human resource outreach workers, social workers, banking representatives and satellite banking arrangements can assist First Nation citizens to address these impacts.

What resources or supports are available in your region that would resolve or address the matter? Three main community program/service areas were identified that already exist and could/would address the matter. Social program areas such as the community health centre, social development, human resource development and child and family service programs and specialists may or do exist to assist people with their Indian Residential School business. A variety of financial services (though limited) do or may exist such as ATMs, northern stores, general stores, post offices, community business and telephone and internet banking only if satellite and computer availability is available to trained for citizen. Attendees indicated that all communities have a Chief and Council that could and should help Political Territorial Organizations and Tribal Councils also exist to help.

Timelines: All attendees agreed that this area requires immediate attention and action (May 2007). Some also suggested that this area should have been dealt with recently.

THEME # 4: FINANCES: UPSIDES ANDS DOWNSIDES (POSITIVE AND NEGATIVE)

C - Lack of Banking Facilities in Remote Communities (cont'd)

Impact – how it should look? A variety of financial/banking systems would be set up for northern remote First Nation communities and citizens are established and ready for use by clients such as: telephone and internet banking, availability of ATMS on reserve, First Nation Banking Assistance and Bank accounts for elders. People would have access to a number of support services and financial training activities such as financial workshops; insurance protection, Trustee services and wireless banking services. These services would ensure privacy, alleviate stress due to fraud, financial abuse, and robberies. Citizens would exercise and have more control of their private finances. These measures could ensure people feel more secure and independent in managing their own finances and future planning.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

A - Improved Quality of Life

Impact - what it looks like in our communities: First Nation communities experience many socio-economic determinants that impact the quality of life including a lack of housing, lack of education funding, and high rates of unemployment, social assistance, addictions, crime and violence. Many people lack spiritual and cultural identity and parenting skills. First Nation people are faced with prejudice and racism. There is no youth and elder connection and no respect for authority due to experience in residential schools. The existing justice system has to harmonize with Aboriginal culture and restorative justice to resolve conflict, as our communities are small. The health system has a two-tiered system for those with plans and those who only have the First Nations and Inuit Health Branch.

Risk: There is a continuing high risk of the socio-economic determinants impacting the quality of life in First Nation communities.

What, if anything, has been done? The Indian Residential School Survivors national conference participants have already undertaken the following measures to move towards an improved quality of life: Conferences; workshops; community gatherings and recreation programs including cultural camps and traditional games; heritages days which are part of community history and offer community programming to teach teachers, children and people for a one – two weeks on the land or in the bush about our culture; and networking, counseling, youth development initiatives; as well as curfew bylaws.

What else needs to happen to properly address this impact? Chiefs and Councils, community resources, front line workers, managers and aboriginal people need to work together with more commitment and support to undertake the measures to improve quality life such as:

- i. Improve all lines of communication at all levels – which will help in responding to issues facing communities through community meetings and more involvement from elders and parents to inform elders and family members that there are services available to aid in daily living.
- ii. Develop partnerships with non-native agencies and possibly churches to look beyond usual boundaries – for initiatives that are working, to address the lack of resources and materials, to ensure proper standards, to educate the non-native society about issues facing Aboriginal communities and to get more policing.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

A - Improved Quality of Life (cont'd)

- iii. Use of technology to teach language, culture and the history of your First Nation. The Alkali Lake Model can be applied to other communities that require follow-up for open-wound dressing.. Healing camps on site as well as schools and language camp where ceremonies and language are used daily.

The provincial and federal government also need to undertake measures to improve quality life of First Nations by improving lines of communication at all levels – which will help in responding to issues facing communities through participating in community meetings, informing elders and family members that there are services available to deal with daily living, to ensure proper standards and to provide more policing

Who will do the work? Chiefs and councils, managers, front line workers, elders, community resource workers in education, health, social services, the federal, provincial and municipal governments - all band members – were seen by participants to be responsible for doing the work to improve the quality of life.

Timeline: Before monies start flowing and ongoing for the next seven generations.

What resources or supports are available in your region that would resolve or address the matter? First Nation community services include NNADAP, Justice, BFI/BHC, CHR's who provide services on reserve, and Education, Healing Centres, and RCMP both on- and off-reserve. The Winnipeg Rupertsland Wechetowin Inc., which provides visits to transients and to Winnipeg Hospitals, and advocacy for Aboriginal people, and the Winnipeg Micah House are notable examples of services off reserve. Resource people such as sweat lodge leaders; residential school survivors' coaches that are positive role models; artists teaching their art; youth and youth leadership programs; elders; grandparents; women as life givers and who are the back bone of the communities are all significant resources to improve the quality of life.

Impact – how it should look? As a result of implementing the suggested measures regarding improved quality of life contained herein, the conference participants submit the following outcomes are likely to be realized. First Nations will have more balanced lifestyles with strong family and cultural beliefs and values, respect for all types of spirituality and the connection to the language and land that will be passed on. First Nation governance will be able to directly

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

A - Improved Quality of Life (cont'd)

address issues affecting our communities and urban reserve base. First Nations will have their own justice system, research institutions, good economic development with the ability to have trade routes and businesses in Canada and people would be technologically advanced. First Nations will have job creation, education and be socializing people. They will have a purpose in life, goals and direction, more choices to live where they want and would be educating the rest of the world.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

B - Investing In Social, Education and Healing Initiatives

Impact - what it looks like in our communities: First Nation communities have invested in social, education and healing initiatives through inter-sectoral meetings with health, education, and Child and Family Service agencies working together and communicating. Some communities such as the Opaskwayak Cree Nation and Birdtail Sioux in Manitoba have language immersion and generations forward programs. Some have drug prevention “check stops” in and out of community to ensure no drugs are coming in. Traditional healers are a valuable resource in the communities.

Regarding Indian Residential School Settlement, participants reported that no one is taking the lead on Indian Residential School settlement money that is coming. Survivors seem to be on their own or there is nothing specific in place. Residential School Survivors are not informed enough regarding process with respect to what is happening.

In general people do not think of future investment in family development, youth, men’s capacity or homeless people. Parents have no parenting support skill development and youth have high suicide rates. Men do not open up and need to return to traditional roles and identity. First Nation communities are in a crisis mode and very reactive as opposed to being proactive. They wait until things get bad first so communities are in limbo, putting out fires. Homeless people and Urban Aboriginals are not receiving the support and have trouble accessing services.

Risk: For these self same participants, the risk of Investing in social, education and healing initiatives occurring remains uncertain.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

B - Investing in Social, Education and Healing Initiatives (cont'd)

What, if anything, has been done? First Nation language(s) and the elders' knowledge of history and traditions have been incorporated into some First Nation's education curriculum. Aboriginal Healing Foundation financial support for community programming and availability of healers sponsored by Health Canada are two helpful measures.

What else needs to happen to properly address this impact? A common theme was solid preparation before the monies arrive. Recommendations include: ensure that survivors take care of their needs first; utilize ceremonial preparation to guide the survivors; seek out financial and investment information; and to consider a foundation utilizing collective investments. Monies from a pooled source could ensure specific community development and governing structures for healing activities.

Healing initiatives, traditional teachings and ensuring more trained staff in these areas were recommended. Community collaboration is seen as key to ensuring the success of new and proposed programs and services. Support is also required from the regional and political leaders, who need to be aware of the issues but not to be directly involved in programs and services.

Support will also be required for off-reserve survivors and outreach was identified as an issue. The utilization of local media was presented as a source of outreach as well as to share good news stories of survivors and their monies.

Who will do the work? Support from leadership was identified to assist with the creation of personnel and resources. Community resources included: health, education, child and family, band personnel, human resources, off reserve members and the survivors themselves. Collectively the community could work on education, training, healing and the development of resource materials. External resources identified included banks to provide presentations on finances, Indian Residential School Resource staff and the federal government for future financial resources.

What resources or supports are available in your region that would resolve or address the matter? Attendees reported that there are existing resources and supports available in their communities and/or regions. The goal is to minimize inter-generational impacts in the future. Education is required in schools, and should be taught by Indian Residential School Survivors. Community resource workers should address delivery of their programs and services accordingly to ensure the goal is met. Utilization of elders and healers was seen as essential. External resources included Health Canada, Aboriginal

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

B - Investing in Social, Education and Healing Initiatives (cont'd)

Healing Foundation, Justice and Corrections, Commemoration Fund, Truth and Reconciliation Commission and the National Aboriginal Youth Suicide Prevention Strategy.

Timeline: Attendees recommend that all proposed initiatives begin in May/June 2007 and longer term projects such as scholarships and personnel to administer programs seek out funding options as soon as possible.

Impact – how it should look? As a result of the implementation of the suggested measures, strong communities can be realized through sovereignty and authority over our lives. A long term, proactive community action approach is required to invest in the culture, socio-economic, education, health and well being of our people and future generations. Investment in own revenue base and creation of employment will result in higher self esteem, confidence and reverse the negative images of our Nations.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

C – Overloading Local Health or Social Services

Impact - what it looks like in our communities: The overloading of local health and social services has resulted in negative impacts to the First Nation communities. Impacts include lack of funding for essential services, lack of qualified people, and lack of infrastructure. Socio-economic impacts include alcohol and drug abuse, gambling, family fighting, neglect and abuse, loss of identity and self-esteem, fraud and elder abuse.

Risk: For these self same participants, the risk of overloading in social, education and healing initiatives occurring remains very high.

What, if anything, has been done? This conference was perceived as a good step in ensuring that those survivors who were able to attend have received essential information. In some First Nations local resources have met to address issues that may arise with the distribution of Indian Residential School settlements. Staff increased their skills in suicide intervention, critical incident debriefing, and counseling. Some regions have created positions to ensure that information is relayed to communities through on-site visits. As well the RCMP has indicated they will provide information on theft and fraud to interested communities.

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS

C – Overloading Local Health or Social Services (cont'd)

What else needs to happen to properly address this impact? The group identified the need for effective teamwork and networking with other regions and within their communities to reduce work overload of social and health services. Additional funding is required to ensure the required number of resource people. The group recommended incorporation of both western and traditional methods for healing and wellness of the community, family and individuals. Continuity, communication and sharing of information are important to ensure those that cannot attend conferences receive important information.

Who will do the work? The community as a whole is required to determine a plan for the future. Utilization of leadership, local resources, and front line workers should determine what skills can be found within the community and also identify gaps in programs and services. Funding is required to ensure there are adequate human resources to meet the needs of the community and to prevent burn out from staff. A community-made plan can build trust and community ownership for a concentrated goal of health and wellness.

What resources or supports are available in your region that would resolve or address the matter? Attendees reported that there are existing resources and supports available in their respective communities and/or regions. Local resources include: various health programs; child and family services, justice officials; youth programs; Elders; education; economic development; women's associations; local media; and local businesses.

External resources identified included Friendship Centres, Métis Association, urban programs and services, and academic/training programs.

Timeline: Attendees in this group identified a need to develop community plans with preventative measures prior to the IRS payments. The group stated a five month plan from May – August would enable communities to strategize and put an action plan together. Information should be sent to all First Nation people. Resource people should network devise a plan, strategize, and identify time frames, required dollars and goals. People would be assigned tasks for each initiative.

An evaluation of this process should be ongoing as IRS payments are received to determine if planning was effective and goals were achieved.

Impact – how it should look? As a result of the implementation of the suggested measures, First Nations should have effective communication, positive decision making, dedicated resource people, economic development

THEME # 5: SAFEGUARDING IMPROVED LIVING STANDARDS
C – Overloading Local Health or Social Services (cont'd)

plans/investment, culturally relevant healing and wellness programs and effective resource networking.

Leadership would have achieved more funding to build needed infrastructure, programs and services, human resources, training and education and a plan to ensure money stays in the community.

THEME # 6: WILLS AND ESTATES

A - Former Students Who Passed on With No Will

Impact - what it looks like in our communities: A common theme for First Nation participants of the wills and estates workshop was that they were attending the workshop to receive information on questions pertaining to wills and estates. Participants clearly identified the need for more information sessions as it pertains to *former students who have passed on with no will*. The current situation for families, who have a former student passing with no will, seems to be one of confusion. Culturally speaking, First Nations, have a different outlook on the concept that involves wills and estates. Presently, the majority of First Nations people view the act of preparing a will to be synonymous with inviting death.

Risk: For these self same participants, the risk of former students who have passed on with no will is high.

What, if anything, has been done? Participants did not have any information to share as to what work has already been accomplished and by whom. This result clearly outlines the need for more information on wills and estates.

What else needs to happen to properly address this impact? Attendees reported the need for additional administrative support mechanisms to assist community members with information on preparation, protocol, and responsibilities as it relates to wills and estates.

Who will do the work? Participants felt it was important for family members to do the work with support from Chief and Councils and various institutions i.e.) Assembly of First Nations or the Aboriginal Healing Foundation.

What resources or supports are available in your region that would resolve or address the matter? Attendees were unaware of the current supports available but identified the following steps to address the matter:

- Easily accessible information
- Residents groups on reserve
- Urban centers to have all available information
- Lists of contacts, which are available to assist in will development.

Timeline: May 2007 – ongoing. Attendees recommended that all proposed initiatives take place immediately in light of the short time frame identified for IRS survivors.

Impact – how it should look? First Nations were unaware of “how it should look”, however were in agreement that if these suggested steps were realized, the present problems would not exist.

THEME # 6: WILLS AND ESTATES

B - Lack of IRS Resolution Health Support to Former Students

Impact - what it looks like in our communities: Participants once again did not have the information necessary to properly assess the impact of the lack of IRS Resolution Health Supports, but did identify steps to address this lack of knowledge. First Nations reiterated the need for long term support mechanisms which included community services in areas such as: promotion awareness, suicide awareness, assertive training and personal development. Also, recommended was the use of the Royal Commission and the Aboriginal Inquiry to support the identified issues.

Risk: For these self same participants, the risk of Lack of IRS Resolution Health Support to former students is high.

What, if anything, has been done? Attendees were unaware of any work completed to address the Lack of IRS Resolution Health Supports to former students.

What else needs to happen to properly address this impact? Attendees identified a number of steps to address the present lack of information regarding the IRS Resolution Health Support to former students. Participants agreed that a strategic, comprehensive, communication plan must be developed to inform First Nation communities and IRS survivors, of the “wills and estates” process. In addition, participants identified the need to identify best practice models to ensure viability of future IRS opportunities.

Who will do the work? Participants agreed that this comprehensive approach must be lead and initiated by First Nations community leaders with federal support mechanisms to ensure sustainability. Attendees also felt it was important to strike a steering committee specific to residential school survivors. The membership of this committee would be First Nation specific and would ensure all survivors (regardless of residency) received equal opportunity to access the IRS process.

What resources or supports are available in your region that would resolve or address the matter? Once again participants were unable to identify existing resources that would resolve or address the matter however did suggest the following administrative support mechanisms:

1. Regional Health Support Coordinator (Manitoba region and all other regions)
2. FNIHB office
3. Community to work with FNIHB\ RHSC
4. Use toll free number to reach the FNIHB\ RHSC coordinator

THEME # 6: WILLS AND ESTATES

B - Lack of IRS Resolution Health Support to Former Students (cont'd)

Timeline: May 2007 – ongoing. Participants felt that the above suggestions should be acted on immediately and be sustained throughout the duration of the IRS process.

Impact – how it should look? Attendees once again were unsure how IRS resolution health supports should look, however recommended that former students/survivors inform their respective communities of any information they may have obtained or received on IRS process. In addition, attendees reiterated the need for FNIHB and Aboriginal Healing Foundation to be involved in the IRS process to assist students/survivors in accessing information and training community workers to deliver IRS information workshops

Note: While participants in the conference may not have been aware of it, Health Canada is providing a \$95 million IRS Resolution Health Supports Program through the life of the IRS Settlement Agreement. This program includes:

- Professional counseling;
- Emotional support provided by Resolution Health Support Workers;
- Cultural support provided by Elders; and,
- Assistance with the cost of transportation.

This is available to all former IRS students. For more information, visit www.healthcanada.gc.ca/irs

THEME # 6: WILLS AND ESTATES

C - Wills and Estates

Impact - what it looks like in our communities: Although First Nation participants had some understanding of the will and estates process, they identified a reluctance of students/survivors to formulate wills because of the varying cultural belief systems surrounding the process of dying, e.g., (preparation of wills invites death). Attendees reiterated the need for more information regarding the wills and estates process to alleviate the current problematic issues which include the involvement of the public trustee, (which causes a delay in IRS payment), and family conflict arising as a result of estate issues.

Risk: Participants identified the risk of the wills and estates process as high.

What, if anything, has been done? Attendees of this session reported that Indian and Northern Affairs Canada has information packages available to provide information on wills and estates and have provided some communities (7), with information sessions. Further, Manitoba Métis Federation hired a lawyer

THEME # 6: WILLS AND ESTATES

C - Wills and Estates (cont'd)

to notarize wills for a fifty dollar fee. Ontario region has home ownership opportunities for some First Nation communities. In the event of death, Chief and Councilors will assist for equity upgrades.

What else needs to happen to properly address this impact? Participants once again had varying degrees of knowledge on how to properly address this impact. Participants identified the need for formal wills and the need for increased awareness to alleviate some of the present problems which include family conflict and Public Trustee issues (which increases the turn around time and paper work). Furthermore, attendees addressed concerns regarding IRS payments being returned to INAC due to the lack of a will for IRS students/survivors.

Who will do the work?

1. Name executor
2. Next inline secondary executor or co-executor (an alternate executor usually works well)
3. You and family must answer necessary questions, who you are, are you of sound mind, what do you own
4. Person given instruction to document will determines state of mind at signing
5. Find a way to add it to the IRS Resolution Health Support Program (CESO) Canadian Executive Service Organization
6. Band Council
7. Possibly interpreter from language and legal
8. Family members that are going to inherit should not be executors
9. Need education in layman terms
10. Could host at school, community centre, churches, band offices

What resources or supports are available in your region that would resolve or address the matter? Attendees report the following resources and/or supports are available in their respective communities and/or regions.

1. Having more than one workshop,
2. Our people need a bank account, possibly with a co-signer of two needs to sign to access money. Communities do not have banking services,
3. Financial workshop to learn how to manage money,
4. Money Mart offering help with IRS settlement packages, and
5. Personal consultations for direction and understanding on impact of dollars received for older people.

Timeline: May 2007 – ongoing. Attendees recommend the following measures suggested be acted on immediately.

Initiatives Addressing the Community Impacts of the Indian Residential Schools Settlement Agreement

Impact Area	Organization / Program	Type of Initiative	Geographic scope	Target recipients	Timelines	Contact Information
All	Assembly of Manitoba Chiefs /IRS Survivors' National Conference and Workshop	Conference	National (Manitoba emphasis)	Survivors, front line workers, federal government, other stakeholders	April 30-May 2, 2007	Jennifer Wood Residential Schools Policy Analyst Assembly of Manitoba Chiefs Suite 200 - 260 St. Mary Av. Winnipeg, Manitoba, R3C 0M6 204-987-4111 jwood@manitobachiefs.com
All	Assembly of Manitoba Chiefs	Outreach	Manitoba	Survivors, front line workers, other stakeholders	Ongoing	Jennifer Wood Residential Schools Policy Analyst Assembly of Manitoba Chiefs Suite 200 - 260 St. Mary Av. Winnipeg, Manitoba, R3C 0M6 204-987-4111 jwood@manitobachiefs.com
All	Atlantic Policy Congress of First Nations Chiefs / IRS Survivors Workshop	Information Workshop	Atlantic Region	Survivors, Front line workers	Aug. 29-30, 2007	Violet Paul Senior Policy Analyst, Atlantic Policy Congress of First Nations Chiefs Secretariat P.O. Box 26005, Dartmouth, NS, B2W 6P3 877-667-4007 Violet.Paul@apcinc.ca
All	Commission de la sante et des services sociaux des premieres nations du Quebec et du Labrador (CSSSPNQL)	Facilitation des liens entre les communautés, l'Assemblée des Premiers Nations et les organismes et ministères impliqués	Québec	Survivants, intervenants de première ligne, communautés		Mme Marjolaine Slouï Gestionnaire des opérations 250 Place Chef Michel Laveau Bur. 201 Wendake QC, G0A 4V0 481-842-1540, poste 233

Impact Area	Organization / Program	Type of Initiative	Geographic scope	Target recipients	Timelines	Contact Information
All	Council of Yukon First Nations	Workshop, information campaign, information kits for individuals, families, front line workers	Yukon and northern BC	Survivors, families, communities, front line workers.	Workshop October 2, 2007, information campaign	Liz Walker Director of Health Partnerships, Council of Yukon First Nations 11 Nisutlin Drive Whitehorse, YT, Y1A 3S4 867-393-9245 walker@cyfn.net
All	Dene Nation	Conference	Denendeh	Dene leadership	?	Tanta Lantz CEO, Dene Nation 5125 – 50 th St. P.O. Box 2338 Yellowknife, NT, X1A 2P7 867-873-4081 tbrown@denenation.com
All	Federation of Saskatchewan Indian Nations	Conference	Saskatchewan	Survivors, communities, front line workers		Lyle Whitefish Fourth Vice-Chief FSIN Suite 100 – 103A Packham Av. Saskatoon, SK., S7N 4K4 306-665-1215 Danette.Starblanket@fsin.com
All	Indian Residential School Survivors Society / IRSSS Toolkit	Information Package, workshops	British Columbia	Survivors, front line workers, communities	Ongoing	Sharon Thira Executive Director, IRSSS 911-100 Park Royal South West Vancouver, BC V7T 1A2 604-925-4464 SharonThira@irsss.ca

Impact Area	Organization / Program	Type of Initiative	Geographic scope	Target recipients	Timelines	Contact Information
All	Makavik Corporation	Conference	Nunavik	Survivors, front line workers		Myène Larivière Makavik Corporation Legal Dept. PO Box 179 Kuujjuak, QC, J0M 1C0 819-964-2925 M_lariviere@makavik.org
All	Metis National Council	Communication and advocacy	National	Metis		Clement Chartier President, MNC 350 Sparks St. Suite 201 Ottawa, ON, K1R 7S8 613-232-3216 barbaravh@Metisnation.ca
All	National Residential School Survivors' Society	Communication and Network-building	National	Survivors, communities	Ongoing	Ted Quewezance ED, NRSSS Unit #2 – 450 Frontenac St. Rankin Reserve Sault Ste. Marie, ON P6A 5K9 705-942-9422 info@nrss.ca
All	Spirit wind Survivors Inc.	Information sharing	Northern Manitoba	Survivors, front line workers, communities		Herman green Spirit Wind Survivors Inc. Peguis First Nation PO Box 309 Peguis First Nation, MB R0C 3J0 204-956-7500 hermanq@serdc.mb.ca

Impact Area	Organization / Program	Type of Initiative	Geographic scope	Target recipients	Timelines	Contact Information
Conflict, violence	INAC / Family Violence Prevention Program	Funding for community-based projects addressing social problems related to family violence.	National (South of 60)	Women, children, families	Ongoing	Lisa Dixon, A/Manager 819-994-7259 dixonl@ainc-inac.gc.ca
Crime	Atlantic Policy Congress of First Nations Chiefs / Crime Prevention Strategy	Consultation and strategic planning	Atlantic Region	Survivors, communities, Police agencies	2007	Violet Paul Senior Policy Analyst, Atlantic Policy Congress of First Nations Chiefs Secretariat P.O. Box 26005, Dartmouth, NS, B2W 6P3 877-667-4007 Violet.Paul@apcinc.ca
Crime	Justice Canada Victims of Crime Fund	Funding available to support access to criminal justice of crime and to support local programs and awareness re. criminal justice	National	Victims of crime, families and communities	Ongoing	http://canada.justice.gc.ca/en/p/s/voc
Elder Abuse, fraud	Public Guardian and Trustee, BC / Collaborative Survivor Dialogues	Two public meetings on Elder Abuse	British Columbia	Survivors, families, communities, front line workers.	Dec. 2006 and March 2007	Alison Leaney 604-660-4482 aleaney@trustee.bc.ca
Emotional/ mental/ spiritual health	United Church of Canada / Responding to the Reality of the Residential Schools Legacy as a Community	Workshops to prepare church leaders to best serve Aboriginal people affected by the Settlement Agreement	National	United Church leaders serving Aboriginal people	June through November 2007	Cecile Fausak, 647-688-1149 cfausak@united-church.ca

Impact Area	Organization / Program	Type of Initiative	Geographic scope	Target recipients	Timelines	Contact Information
Finances, Elder Abuse, Addictive responses	Inuvialuit Regional Corporation	Public information sessions	Inuvialuit communities	Survivors, communities		Simon Routh Inuvialuit Regional Corporation Bag Service #21, Inuvik, NT, X0E 0T0 867-678-5085 srouth@irc.inuvialuit.com
Finances, Frauds & Scams	Canadian Executive Service Organization	Information Workshops	National	Survivors, Front line workers	Starting August 2007	Bob Dickson 416-961-2376 bdickson@ceso-saco.com
Frauds & Scams	RCMP / Ageless Wisdom	Information package. Also, working with regional organizations (AMC, FSIN) to develop strategies and educate survivors	National	Officers, survivors, front line workers	Ongoing, "Ageless Wisdom" released nationally June 2007	Holly Richter-White 613-949-3508 Holly.Richter@rcmp-grc.gc.ca
Health & Wellness	Tungasuvvingat Inuit / Mamisarvik Healing Centre	Counselling	Ottawa, with follow-up in Inuit communities	Inuit	Ongoing	Pam Stellick Director of Counselling Services, 613-563-4136, ext 15 www.healthcanada.gc.ca/irs
Mental Health	Health Canada / Indian Residential Schools Resolution Health Support Program	Extensive mental health support program	National	Survivors, families, communities	Ongoing, through life of Settlement Agreement	