



**Honouring
Her Spark**

**A Saskatchewan Indigenous
Women's Economic Framework**



Prepared by the Aboriginal Friendship Centres of Saskatchewan 2020



AFCS

**Aboriginal Friendship
Centres of Saskatchewan**



**Community
Initiatives Fund**



**Women and Gender
Equality Canada**

**Femmes et Égalité
des genres Canada**

Land Acknowledgement

We gather on this land and respect our relationships with each other and our relationship with Mother Earth.

We honour the Métis and First Nation people who traditionally call Saskatchewan home: Nehiyaw and Nehithaw Cree, Dene, Dakota, Lakota, Nakota, Stoney and Nahkawe Saulteaux.

We welcome those who have come to make Saskatchewan their home and those who come to visit.

Lastly, we acknowledge and reaffirm our commitments to the Treaties that Saskatchewan resides on: Treaties 2, 4, 5, 6, 8 and 10.

Letter of Appreciation from Provincial Steering Committee

On behalf of the Honouring Her Spark Provincial Steering Committee, we would like to extend our appreciation for those who were involved in this phase of the project. We acknowledge the following:

- The community members who shared their stories and provided valuable knowledge that will be used to shape the next portion of the project;
- The Friendship Centres across Saskatchewan and their staff for promoting the project, hosting Indigenous Women's Economic Framework Workshops, and participating in the engagement;
- The Elders who provided prayers and wisdom and continue to guide us on our journeys;
- The Staff of AFCS, for the hard work that they do and managing this project;
- The strong women who are dedicated to guiding this project around the Provincial Steering Committee table;
- Partners of AFCS, including Christopher Campbell, who offered their expertise;
- Women and Gender Equality Canada and the Community Initiatives Fund for funding this project; and,
- Lastly, all Indigenous women, for being the strength and homefires of our nations.

Through the Indigenous Women's Economic Framework Workshops and the survey, we were able to collect valuable information and discuss Indigenous issues. We thank you all for your courage to share your views and stories with us and we hope to honour this knowledge in a meaningful way with the utmost respect.

Again, thank you.

Honouring Her Spark Provincial Steering Committee &
Alicia Buckley, Program Manager, Aboriginal Friendship Centres of Saskatchewan

How to Read this Document

Acknowledgements

Who do we acknowledge for this work?	Recognition of the land and thanking those involved
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Introduction

What is this about?	This section gives some background on Indigenous women in Saskatchewan and the project
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Vision and Values

Who do we acknowledge for this work?	Recognition of the land and thanking those involved
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Indigenous Women's Economic Framework (IWEF)

What is the framework?	This section gives you a comprehensive understanding of the framework
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Moving Forward

As a (fill in the blank), what can I do?	Providing examples of how the framework can work to you
--	---

The Voice of Indigenous Women

Where does all this come from?	Making the case for this framework based on what Indigenous women have shared
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Summary

What do I need to know?	This is a summary that can be taken from this document and used as a road map moving forward
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Definitions, Acronyms, Translations

What does that mean?	A listing of words or acronyms that are defined
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Appendices

Where is more information?	Additional resources and information that support the project, the framework and Indigenous women
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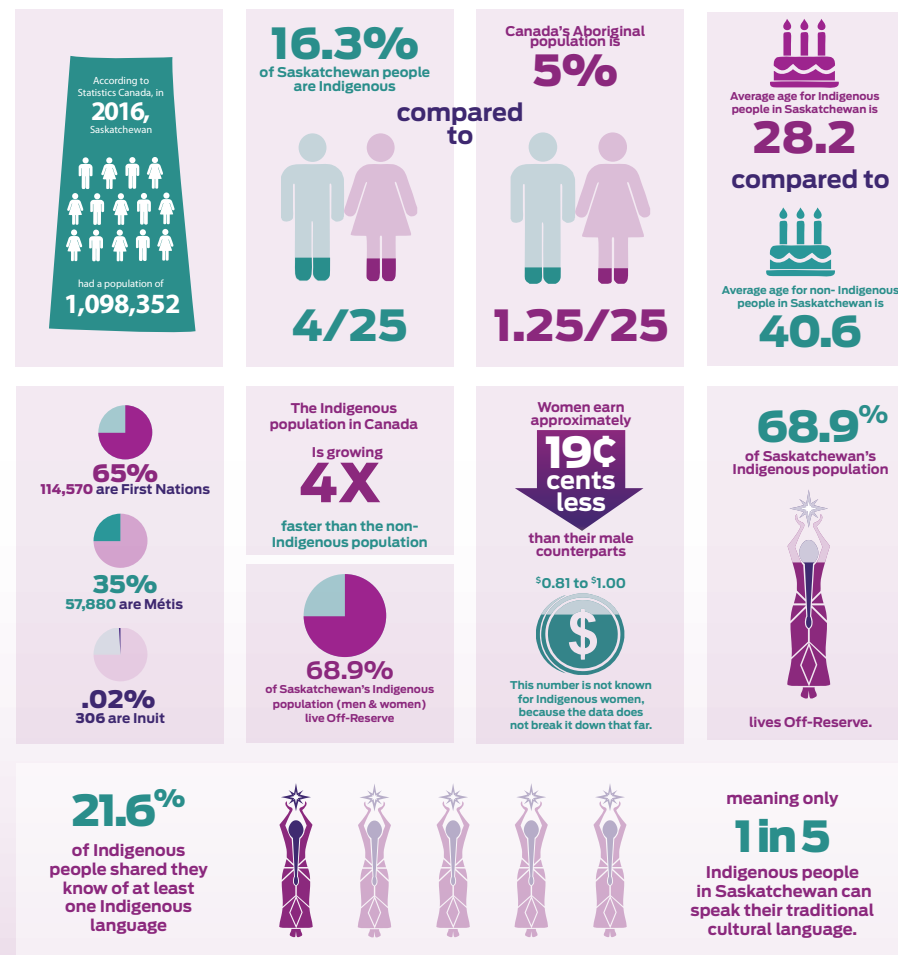
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Introduction

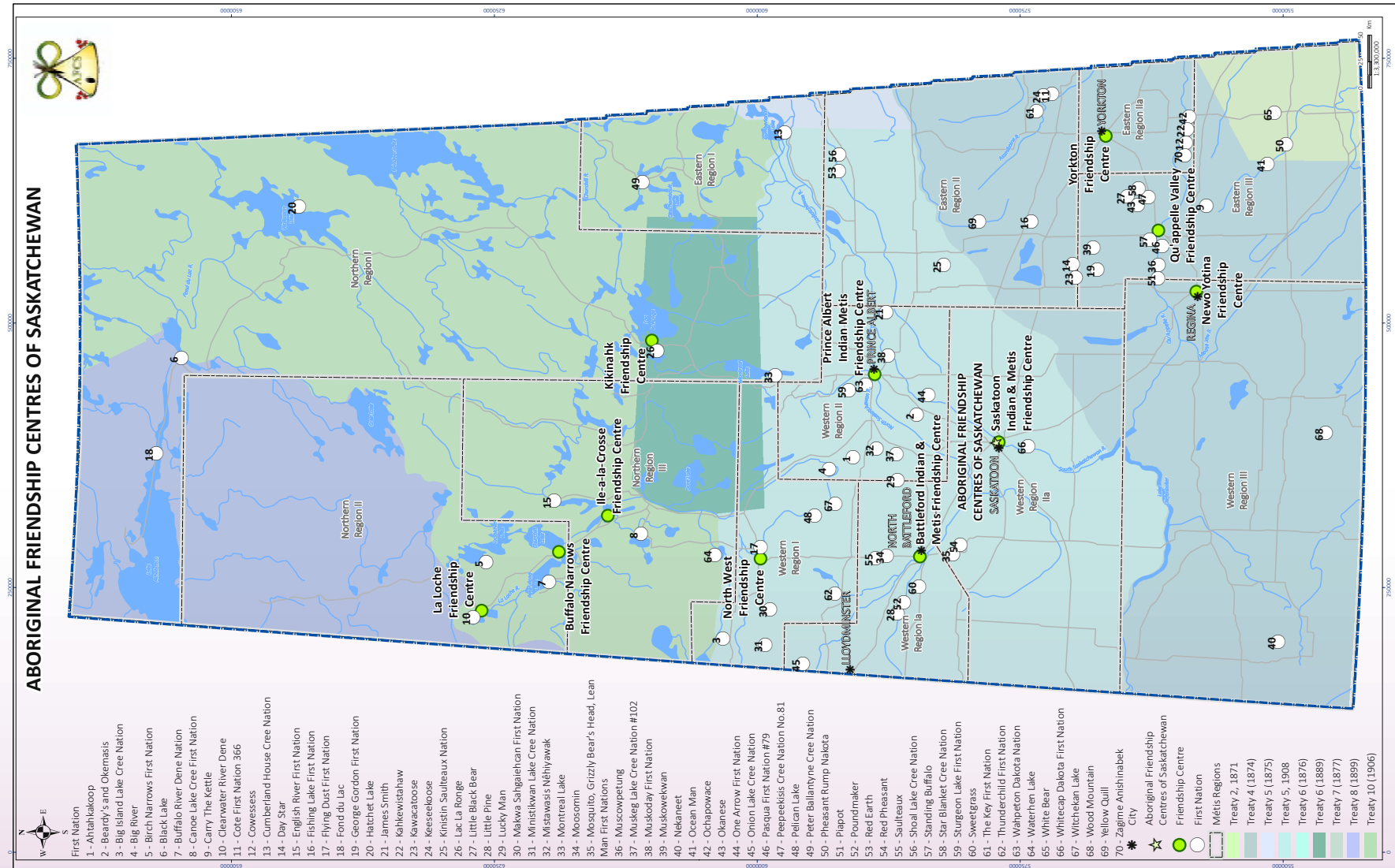
The following section provides context regarding Saskatchewan, the Indigenous population living in Saskatchewan and the Aboriginal Friendship Centres of Saskatchewan.



About Saskatchewan

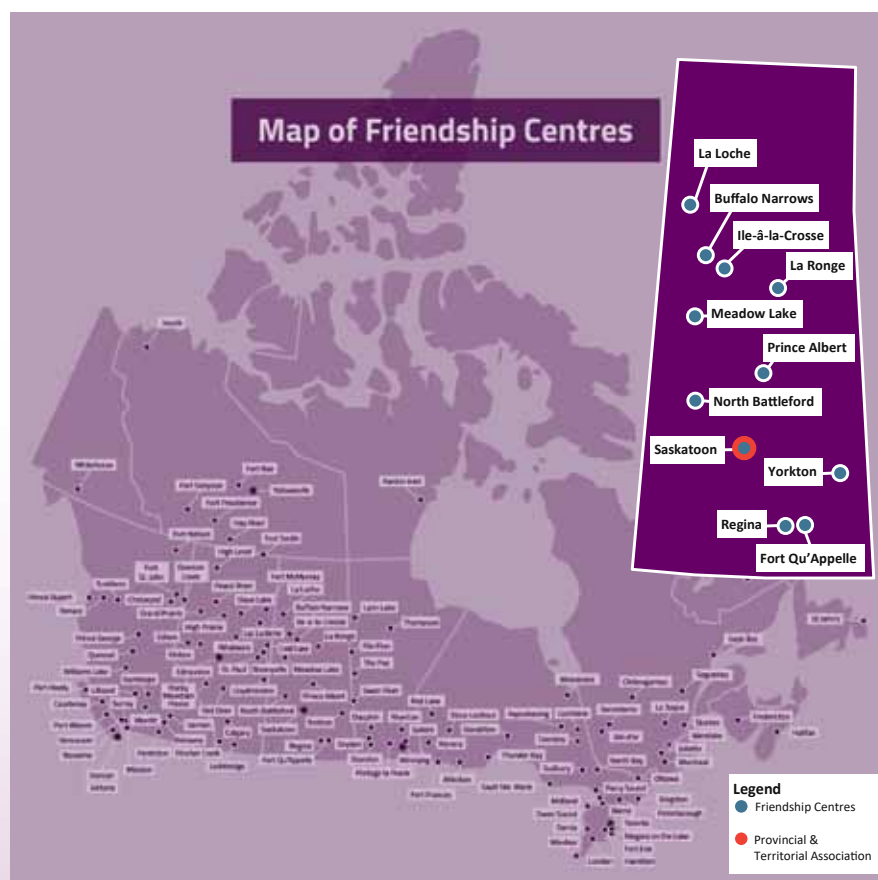


¹ Statistics Canada. 2017. Saskatchewan [Province] and Canada [Country] (table). Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E>



Aboriginal Friendship Centres of Saskatchewan

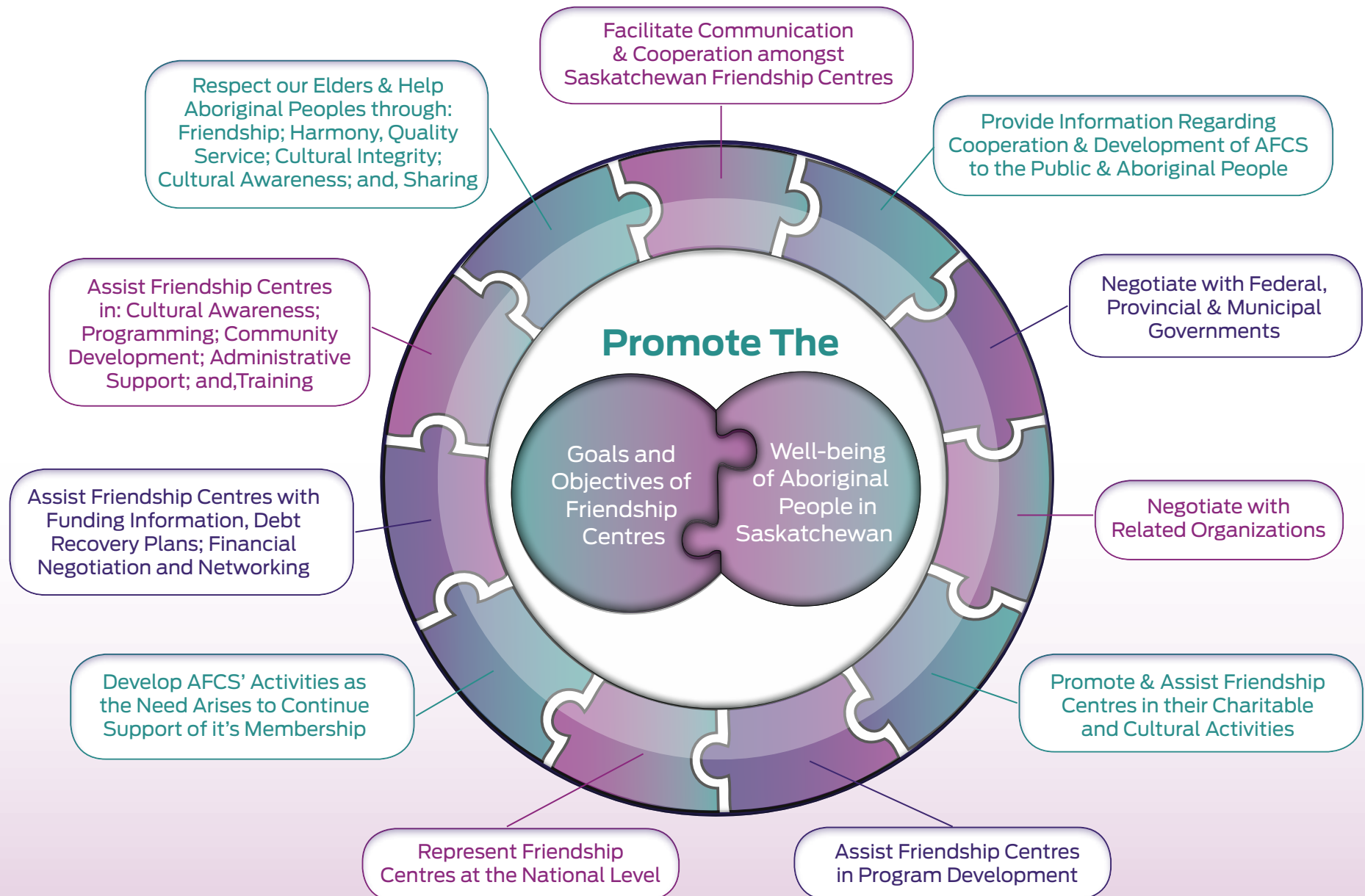
The Aboriginal Friendship Centres of Saskatchewan (AFCS) is an Indigenous-led provincial organization that advocates for and promotes 11 individual Friendship Centres across Saskatchewan. In addition to representing our Friendship Centres at a local, provincial and national level through the National Association of Friendship Centres (NAFC), we provide support and resources to our Friendship Centres and advocate for urban Indigenous peoples in our province.



Saskatchewan Friendship Centres, shown below, include:

- Battleford Indian and Métis Friendship Centre;
- Buffalo Narrows Friendship Centre;
- Ile-à-la-Crosse Friendship Centre;
- Kikinahk Friendship Centre in La Ronge;
- La Loche Friendship Centre;
- Nēwo-Yôtina Friendship Centre in Regina;
- North West Friendship Centre in Meadow Lake;
- Prince Albert Indian and Métis Friendship Centre;
- Qu'Appelle Valley Friendship Centre;
- Saskatoon Indian and Métis Friendship Centre; and,
- Yorkton Friendship Centre.

Aims And Objectives



About The Project

Honouring Her Spark Project, formerly known as the Status of Women Project, focuses to improve the economic landscape for Indigenous women in Saskatchewan.

Through honouring women and supporting their inner sparks and flames, we strive to increase awareness and understanding of Indigenous women including the barriers they encounter, exploring their passions and seeking out what they need to succeed.

In bringing together Indigenous women and stakeholders, we will continue to analyze the economic landscape for Indigenous women and have developed an action-oriented Indigenous Women's Economic Framework (IWEF) that will be utilized to implement initiatives to improve economic opportunities for urban Indigenous

women. All while utilizing an Indigenous women's lens and honouring cultural teachings and traditions.

Main objectives of this project are to facilitate collaboration that works towards positive economic change for Indigenous women with multiple stakeholders including community organizations; orders of government; educational institutions; businesses and industry; advocacy agencies; service providers; Elders, cultural leaders and knowledge keepers; and, local Indigenous women and their families.

Indigenous women are actively engaged in this project and their communities in a meaningful and ongoing way. Sharing knowledge, success stories, and overcoming challenges will be key to increasing the economic security and prosperity of Indigenous women.

Who is Guiding the Project

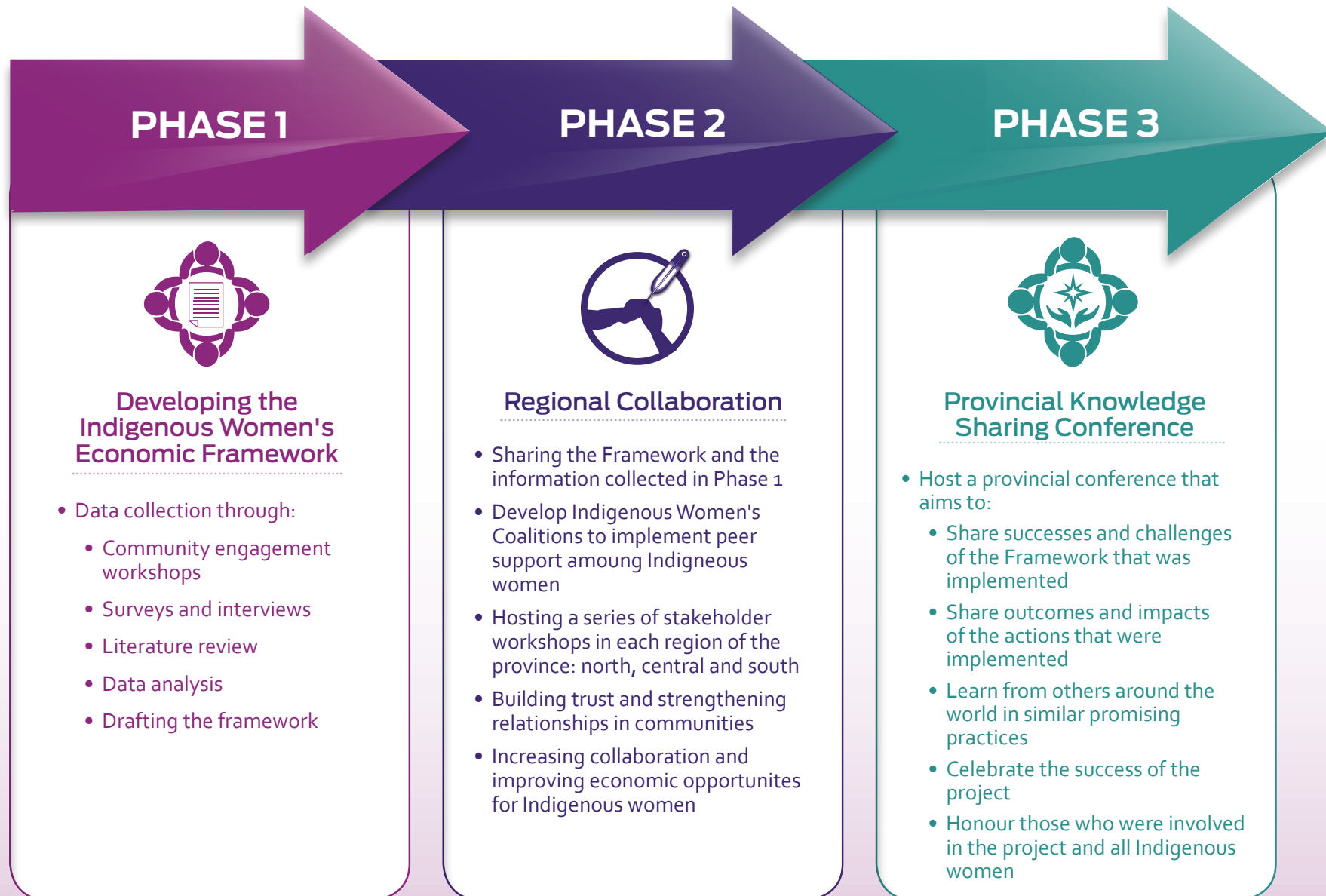
This three-year project is rooted in Indigenous cultural teachings and traditions, ensuring that it is relevant for Indigenous women. Elders, cultural leaders, and knowledge keepers help provide this guidance.

A Provincial Steering Committee acts as a sounding body that guides the project. They work to oversee the project, provide input and expertise, and promote the project. This committee is made up of women from many sectors including economic development; financial institutions; housing; health; policing; industry; treaties; LGBTQ2S; justice; education; First Nation order of government; and, the provincial government.

The Aboriginal Friendship Centres of Saskatchewan (AFCS) acts as the host organization and assists local Friendship Centres play a lead role. AFCS Staff manage the project, collect valuable community insights and work as liaisons on the ground to further build relationships.

There are two funders of the project, the first is the federal government: Women and Gender Equality Canada. The second is the Community Initiatives Fund.

Phases of the Project





Values

This process allowed Indigenous women to see what could be and inspired hope in many people. The Honouring Her Spark project reflects the values of the Aboriginal Friendship Centres of Saskatchewan (AFCS): friendship, harmony, quality service, cultural integrity, cultural awareness and sharing. To continue that hope and fire, this vision statement perpetuates what the shared vision is for Indigenous women.



Vision

We, as Indigenous women are empowered to succeed by creating our own opportunities in an equal and inclusive world.

We are honoured for our beauty, strength and wisdom through respect, unity, support, cultural traditions and equality.

We ensure our voices are heard and felt, and our inner sparks ignite the fires of our nation as we share our knowledge and lead our families and communities.

Indigenous Women's Economic Framework

This section outlines the framework that was developed through consultation with Indigenous women during the community engagement phase of the project.

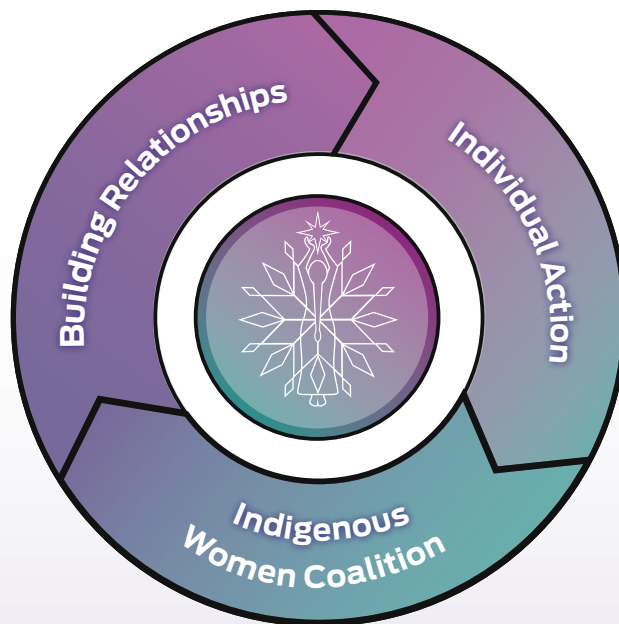


The Framework

This framework will take a three-part approach to work towards economic security and prosperity as defined by Indigenous women in the community engagement phase of this project. Starting at an individual level, Indigenous women who are seeking support will also help to support other Indigenous women in the community, through a collective support circle in the second approach. The third approach is to help support individuals, the coalitions and their families by building capacity within their circles and making connections in the community to further foster relationships with organizations that provide programs, services and community resources.

Building Relationships

Working with the Indigenous Women's Coalitions to support what they have identified as needs, including providing learning opportunities, fostering relationships with organizations that provide resources.



Individual Action

Individual Indigenous women work to further identify and address their changing needs and barriers holistically to further provide economic opportunities that support economic security and prosperity.

Indigenous Women Coalitions

Creating a space where Indigenous women can come together, support each other, explore ideas and actively engage in initiatives that will lead to successes within their lives and their community.

The Framework

Through the process of collecting the voice of the community, it has been affirmed that economic security and prosperity are more than securing employment. Thinking holistically, both economic security and prosperity are linked with culture, food, safety and relationships. It is building a better place for you, your family and your community in a healthy way.

Economic Security: *providing you and your family with a safe and happy home with healthy food, access to family activities, and a connection to culture and the land; without financial, social or political constraints.*

Economic Prosperity: *exploring your opportunities while ensuring others in the community have the same opportunities.*

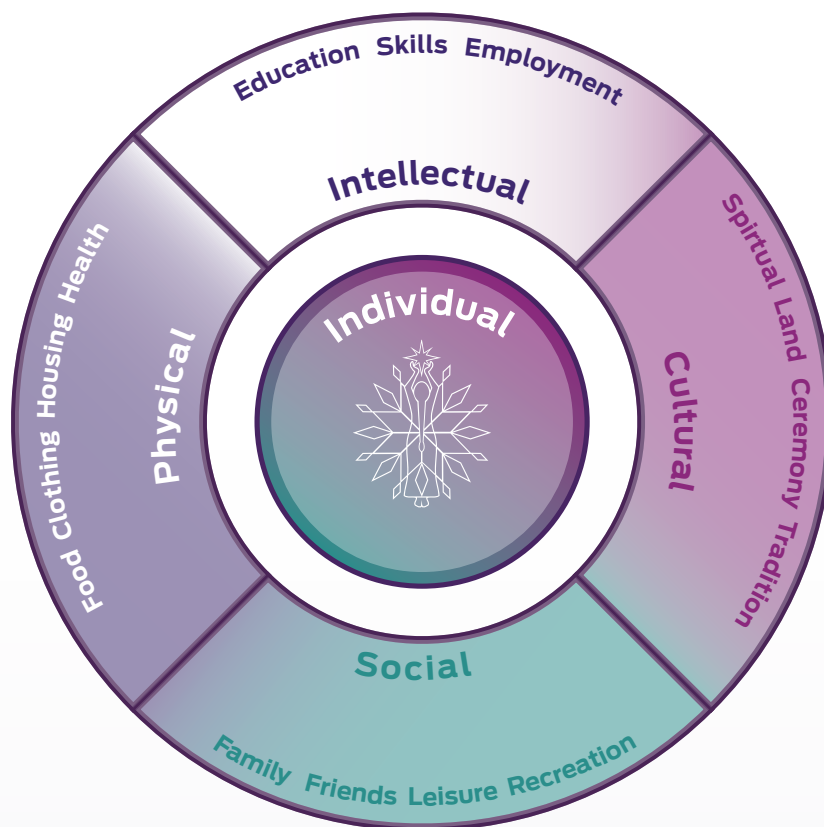
Economic security and prosperity can be attributed to an Indigenous ideology of living a good life. “Be a good person, try to live a good life” was a simple yet powerful message that was taught by Elder Walter Linklater.³ The ideology is rooted in culture and community, where you always seek improvement, stay true to your culture, be respectful and be thankful for what you have been given.

Utilizing the ideology of living a good life and economic security and prosperity, the Honouring Her Spark project will ensure that Indigenous women are kept at the heart of this framework, fueling the spark that all Indigenous women have inside them that make them the home fires for our nations.

Individual Action

RESPONDSTO:

UNDRIP ARTICLES	1
MMIWG CALLS FOR JUSTICE	15.7



The individual approach piece of this framework allows individual Indigenous women to reflect on their journey. Using a tool, meant as a personal exercise, they can identify what additional supports they need to help themselves and their families live happy, healthy and culturally relevant way.

To measure success, an individual can repeat this exercise and further see where improvements have been made in different aspects, with the goal that each quadrant is balanced. For an exercise sheet, please refer to *Appendix A: Individual Approach Exercise Sheet*.

Everyone woman is at a different stage in her journey, from a child to a senior and different opportunities, school, work experience, a change in career, starting a business, developing a business, retirement and more. Every stage plays host to a new set of skills, new challenges and more ways to succeed. As new opportunities arise in different stages of our journeys, so does what needs are to be met to achieve success. We understand that Indigenous women's needs are ever changing, this framework looks to address Indigenous women's needs and their barriers as they change overtime. Taking a wholistic approach to economic security and prosperity by utilizing a case-by-case or individual approach is required because every individual is at a different stage of their journey.

During the community engagement phase of this project, many barriers and needs were identified, though it was also made clear that these needs are ever changing. An integral part of this framework is presented as a tool for individuals to identify their needs and measure their successes.

Increasing the perspective of economic security and prosperity to include a wholistic approach helps to ensure Indigenous women's success. Balancing all aspects of live improves wellbeing, leads to healthier living, and improved productivity.

Indigenous Women Coalitions

RESPONDS TO:

UNDRIP ARTICLES	1
TRC CALLS TO ACTION	7 13 62
MMIW CALLS FOR JUSTICE	2.5 15.1 15.2 15.3 15.4 15.5 15.6 15.7 15.8

Coming together to support each other; learn from one another; love and respect one another; share stories; celebrate and honour; and, work together to address barriers and needs of those around the circle is the goal of the Indigenous Women's Coalitions. These coalitions will be open for any Indigenous woman, wherever they are in their journey to establishing economic security and prosperity and living a good life.

The purpose of the coalitions is to help to reduce barriers for Indigenous women, provide a community support system for Indigenous women and hold each other accountable. In working towards these goals, some outcomes may include:

- Developing healthy and positive relationships within the communities, especially between the women who sit around the circle;
- Gaining a better understanding of the needs of those around the circle and their families;
- Addressing needs and barriers that Indigenous women face in innovative ways;
- Creating capacity by building in learning opportunities;
- Developing working relationships with service providers; employers; educators; business; industry; orders of government; other stakeholders; and, other Coalitions across Saskatchewan and beyond.

While some communities and/or organizations currently have women's circles, groups or coalitions, the Honouring Her Spark project may help by partnering to grow the established group of Indigenous women, while other communities will need assistance with starting the circles. Focus will begin with reducing barriers that are immediate to Indigenous women. These barriers may include community space to host circles; transportation to and from circles; childcare needed to attend circles; food options for participants; Elder presence for guidance; access to traditional medicines for ceremonial purposes; or, other areas identified in this document.

The project is also able to assist with facilitating conversations and seeking additional resources to help support the women around the circle, whether in the form of seeking partners to help provide information; assistance in navigating services and building relationships with service providers; or, guidance in seeking additional knowledge, skills and funding for initiatives that they may want to pursue.

During the community engagement, Indigenous women identified their needs and barriers, along with suggestions to help address those needs and barriers. This information, along with facilitated conversations with the Indigenous Women's Coalitions and key partners, will be used to develop action plans for each coalition that aims to build the capacity of those Indigenous women, complementing their needs. With guidance and support, the Indigenous Women Coalitions will learn the skills they need to further the work they set out in the action plans and initiatives they identify as a priority.

Building Relationships

RESPONDS TO:

UNDRIP ARTICLES	ALL
TRC CALLS TO ACTION	7 43 44 47 62 92 93
MMIW CALLS FOR JUSTICE	1.1 1.6 1.9 2.6 3.1 4.1 4.1 4.4 7.3 9.2 15.4 15.7 16.22 17.11

Creating a space where ongoing and meaningful engagement is shared between Indigenous women and community stakeholders will help to share information and promote awareness of barriers that Indigenous women encounter.

The Honouring Her Spark project will work towards bringing together the Indigenous Women's Coalitions with community resources such as community organizations; business and industry leaders; educators and institutions; orders of government; and, other stakeholders. In fostering these relationships, we will work on ensuring Indigenous women's issues are raised and provide an opportunity to bridge gaps in services and employment that meet Indigenous women's needs.

One key element to ensuring that Indigenous women's barriers are addressed, and needs are met is to work with organizations, agencies, businesses, corporations and orders of government to review and update policies that utilizes an Indigenous women's lens. The development of learning opportunities that target these groups will also work to better position stakeholders on barriers, needs and innovative solutions relating to Indigenous women and the communities they serve.

The main objectives of this piece of the framework are to:

- Raise awareness on Indigenous women's issues;
- Continue meaningful engagement with Indigenous women and Saskatchewan Coalitions;
- Shift ideologies and policies that meet the needs of Indigenous women and the broader community; and,
- Advocate on behalf of Indigenous women on a broader scale.

Moving Forward

This section provides some suggestions that can be used to move forward on different scales.



As An Indigenous Woman

RESPONDSTO:

UNDRIP ARTICLES

1.1

MMIW CALLS FOR JUSTICE 15.1 15.2 15.3 15.4 15.5 15.6 15.7 15.8

As an Indigenous woman, at any age, you need to focus on yourself before moving to help others. Here are just a few ways that you can move forward in trying to live a good life and be a good person. For more ideas, please see *Appendix B: Suggested Actions*.



In An Indigenous Women's Coalition

RESPOND TO:

UNDRIP ARTICLES	1 13 14 17 21 23
TRC CALLS TO ACTION	5 7 8 9 10 24 27 28 57 59 60 62 63 64 66 86 92 93
MMIW CALLS FOR JUSTICE	1.9 2.3 4.2 4.4 7.3 7.7 7.8 11.1 12.11 14.9 15.7 16.10 16.21 16.22 16.26 16.27 16.30 18.21 18.31

The following are suggested initiatives that each Indigenous Women’s Coalition may consider as they move forward with innovative ways to support one another and work towards fulfilling their needs as well as the needs of their families and their communities. A list of all initiatives that were shared through the community engagement is found in *Appendix B: Suggested Actions*.

1. Host Workshops

Host a variety of workshops that help participants of the Indigenous Women’s Coalitions, their families and other community members. These workshops may be formal training options, an additional opportunity to learn new skills, broaden their knowledge on certain topics or just have fun. Workshops may be self instructed, may have speakers or facilitators who share their knowledge.

Types of workshops that may be explored include:

- Women, girls and two spirit empowerment
- Commemoration and recognition
- Self care
- Governance and leadership training
- Find your passion
- Personality profiles
- Health and nutrition
- Fitness
- Coping skills
- Healthy relationships
- Parenting
- Goal setting
- Cooking classes
- Language classes
- Crafting and art
- Service navigation
- Budgeting
- Home maintenance
- Entrepreneurship
- Bookkeeping
- Introduction to trades and technology
- Grant writing
- First aid and CPR
- Mental health first aid
- Job training
- Job search and resume writing
- Indigenous history and education
- Anti-racism training
- Cultural competency training
- Cross-cultural training
- Driving lessons

In An Indigenous Women's Coalition

2. Childcare Cooperatives

Having alternative, scheduled or drop-off, childcare options such as a childcare cooperative will assist Indigenous women with children who need childcare options. The childcare cooperative is creating a safe space with other caregivers, mothers, sisters, aunts, or grandmothers for their children to go for childcare. A group of Indigenous women who have children can come together to have both an opportunity to have their children cared for and shared responsibilities of taking care of the group's children, on a rotation basis. This would be a great opportunity for grandmothers, Elders and Knowledge Keepers to share time with children, enriching their lives, and through an honourarium have them teach children about their culture and traditional teachings.

3. Microloans

Creating a small loaning process that enables Indigenous women to access funding to start, maintain or grow their own business. Entrepreneurs come together to form a micro-lending operation that not only borrows money to members, members help support each other, share resources, work together to build their businesses and hold each other accountable. This may be done on a community level, regional level or provincial level.

4. Advocacy and Service Navigation

Supporting Indigenous women and their families is one of the main objectives of these coalitions. This can be done through advocacy work and helping to support women, speak on their behalf, translate and navigate programs and services.

5. Cultural Programming

Host and attend a variety of cultural programming for Indigenous cultures. Sharing each others' cultures by hosting craft or art programs, song and dance, food, ceremony and language will allow for Indigenous women to gain more understanding of every culture they have in their community and build relationships with other Indigenous women. This helps to reduce lateral violence, pass on knowledge intergenerationally and builds knowledge that furthers Indigenous women on their journey to becoming recognized Elders in their community.

6. Healing and Support Circles

Part of the coalitions is to provide a safe space for Indigenous women to support each other. Another way to do this is to host healing or talking circles for Indigenous women and their families. Sharing at these types of circles is a way of healing, they can help to build relationships, accountability to each other in the circle and promote healthy coping and self care.

In An Indigenous Women's Coalition

Healing and Support Circles - Con't

A number of circles that have been mentioned during the community engagement include:

- Talking circles that are open to the public
- Indigenous women's talking circles
- Parent's talking circles
- Singles talking circles
- Grandparent's talking circles
- Employment talking circle
- Indigenous women in leadership talking circle
- Talking circle to help Indigenous people return to their culture and their roots
- Healing circles to cope with trauma
- Healing circles to help with MMIWG2S+
- Healing circles for addictions
- Healing circles for sex trade workers
- Healing circles for human trafficking
- Healing circles for gang members

7. Mentorships

Mentorships looks at developing a role model program that allows people to connect with their role models and be mentored by them. This enables those who are successful in their journey to give back to those who could use a mentor and for those who need guidance to have a direct relationship with someone that has been in their shoes.

Mentorships may include Eldership and training to be a traditional Knowledge Keeper; entrepreneurship; parenting; home ownership; job finding and employment; leadership; and, more.

8. Sharing or Exchange Programs

Exploring and sharing resources in the community such as transportation, meals, furniture and clothing. Programs that share these types of resources can help improve quality of life. Exchanging gently used furniture or clothing creating an organization that can take donations to help provide furniture, cook wear, business, or work attire, and other necessities to people who need it, regardless of income. This may also come in the form of a meal exchange, where members either cook large quantities of food and portion it out for their use. Transportation can also occur in this manner, in the form of a ride share or carpooling system.

Expanding this idea to organizations can help reduce costs for resources including office space; office supplies; communications; printing; administration duties; payroll and bookkeeping; and, more.

9. Healthy Age Appropriate Activities

Recommendations that were brought to light in the community engagement included spending time with your family, building healthy relationships with your family and friends and hosting and attending family friendly and target age appropriate activities. Many community organizations offer programming which the coalitions may help by attending and sharing to promote the programs. The coalitions may also partner with other organizations to support and help run other programs they see as a need in the community. Regardless of hosting or running programs, it is necessary for the members of the coalitions to have access to programming that they and their families can utilize.

In An Indigenous Women's Coalition

10. Community Food and Medicine Harvest

Community gardens have been established in many communities and neighbourhoods, but it would be great that in our winter climate, to also have community orchards and green houses. The food that is generated can help to put on a community feast or help those in need of food have access to fresh healthy produce. In addition to gathering food in a small-scale agricultural manner, it would also be beneficial to host community harvesting days where wild berries, herbs and medicines are also gathered. This can extend to hunting and harvesting wild game. Teaching these skills to others in the community and future generations will preserve traditional ways of living and ensure that the connection to the land is strong.

11. Honouring Indigenous Women

Creating different ways to honour Indigenous women in the community is needed. This can be a simple thank you note, to a community spa day on International Women's Day, to hosting a feast and round dance in their honour, to prestigious awards. There are many ways to recognize the efforts of Indigenous women and provide them with a sense of accomplishment and celebrate their achievements.

12. Community Service Fairs

Hosting trade shows or fairs for community organizations to showcase their programs and services to the community, giving an opportunity for individual community members to ask questions in a neutral space that is one on one. Programs and services who may be included are employers; housing providers; healthcare providers; police; financial institutions; and, educational institutions.

13. Awareness Campaigns

Developing awareness campaigns for Indigenous women's issues using different types of media including print; social media; television; radio; walks; ceremony; and, visual and performing arts. Issues may include human rights, safety, anti-racism, poverty, and empowerment.

14. Social Enterprises

Longer-term initiatives may include establishing social enterprises. Social enterprises are self sustaining organizations that also invest in social, cultural, environmental and/or community achievements. With profits gained by doing business, social enterprises address issues that may affect Indigenous women.

There may be opportunities for social enterprises to form out of the knowledge gained, in the initiatives that have already been accomplished by the coalitions, or by creating new ideas that help to address needs and barriers of the community. A few examples of social enterprises that have been recommended include professional consulting to help with organizational policy review that works at addressing Calls to Action, Calls for Justice, and issues Indigenous women encounter; data collection; language or cultural classes; anti-racism or cultural competency training; women empowerment speakers; event planners; and, more.

As a Service Provider, Organization, Business or Corporation

RESPONDS TO:

UNDRIP Articles	All
TRC Calls to Action	All
MMIW Calls for Justice	All

The following are areas moving forward for the businesses, organizations, corporations and other sectors.

1. Read and Adopt the Calls to Action, UNDRIP and the Calls for Justice

Some key pieces to moving forward as a sector are to review the United Nations Declaration of the Rights of Indigenous People, Truth and Reconciliation Commission of Canada's Calls to Action and National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice and see where you and your organization aligns. The documents are much more than resources or recommendations; they are a compilation of outcries that address Indigenous issues holding each and every Canadian accountable. Reading them is just the first step, adopting these as policies and strategic directions are the next steps, implementing these is a responsibility. By removing who the calls are directed at, and placing, "we call upon ourselves", it may be surprising which actions can help provide direction for a strategic plan.

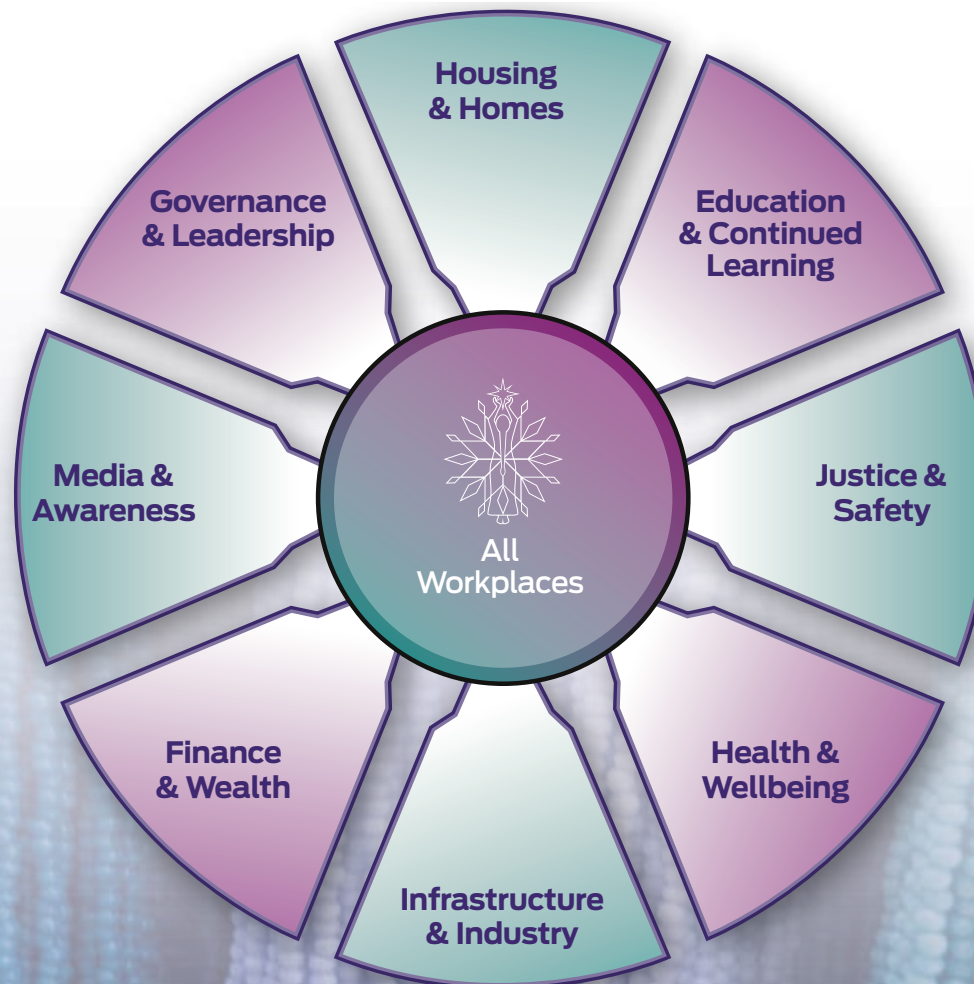
2. Safety

Safety is a concern that can be addressed in several ways. Identifying safety concerns from clients, staff and guests such as unwelcoming feelings; space that is not representative of Indigenous people or LGBTQ2S+; power imbalances between staff, clients and service providers; or, a lack of education and knowledge of Indigenous issues are all ways that safety can be easily addressed. Some ways to ensure safety are below and can be further expanded upon by referencing Appendix B: Suggested Actions:

- Ensure the space is well lit, open and physically accessible, comfortable and welcoming;
- Employ cultural liaisons, Elders and Knowledge Keepers and others that can help advocate and navigate what you offer;
- Ensure there is representation of the land, your clients and the population you have; this may include artwork; staff; physical location of the building; barrier free and inclusive restrooms of all genders; language translators; food and refreshments; signage that shows you are an ally; and, spaces to pray, rest or host ceremonial practices such as smudging; and,
- Mandate employees, professional development including intercultural competency, gender diversity and inclusion, anti-racism, conflict resolution, customer service and human rights training.

As part of a Sector, Proposed Policy Revisions

The following are proposed policy revisions that all workplaces and individual sectors may consider that responds to barriers that Indigenous women and LGBTQ2S+ encounter. Barriers that are addressed can be found the section called What are the Barriers that Indigenous Women face. Through policy revisions, we can provide opportunities for all individuals to flourish as we start with Indigenous women and LGBTQ2S+ who are revered as sacred.



As part of a Sector, Proposed Policy Revisions

RESPONDS TO:

Barriers (see section “What are the Barriers that Indigenous Women face?” All (1-20)

All Workplaces

- Incorporate childcare incentives that are flexible, this may include the ability to bring a child to work, change schedules to accommodate childcare or subsidies to pay for childcare;
- Implement health and insurance benefits that are guaranteed after probationary periods are completed successfully, encourage employees to value themselves and negotiate for wages that are more than sufficient;
- Offer health incentives, this may include additional time to fit in healthy activities during the workday, corporate memberships to fitness centres, additional days off for physical and mental health care, healthy food options for breaks;
- Create spaces that are accessible for employees to practice their spirituality, such as a place to smudge or pray;
- Create workplaces that are fully integrated safe spaces for LGBTQ2S+ employees, clients and partners and their families;
- Continuously inform employees of professional development opportunities; and,
- Recognize additional “holidays” such as National Indigenous Peoples Day, Louis Riel Day, or International Day for the Elimination of Racism, educate employees of the significance of these holidays and encourage employees have paid days to volunteer and take part in the festivities.

RESPONDSTO:

Barriers 1 4 11 13 14 15

Housing & Homes

- Work with landlords and tenants on home maintenance, ensure home maintenance appointments are flexible and easily accessible, for example have landlords and contractors available anytime that matches tenant’s availability;
- Permit cultural smudging in rental homes;
- Develop culturally relevant housing that accommodates more individuals than the nuclear family, this may include non-traditional and extended family structures, or larger homes that accommodate multiple families with shared rooms such as the kitchen and living room;
- Develop rent-to-own programs;
- Work with social services, landlords and tenants on payment schedules that are flexible, automated and are geared toward tenants payment schedules;
- Work with home improvement stores, independent contractors, trades educational institutions and community building organizations to develop programs teaching home maintenance and improve home safety and security;
- Develop home furnishing programs that include new and gently used, clean furniture, appliances and home maintenance supplies; and,
- Address emergency, transitional and assisted living options that are integrated in communities and have supports within for clients, community members and staff that are culturally relevant and open to LGBTQ2S+ and families.

As part of a Sector, Proposed Policy Revisions

RESPONDS TO:

Barriers 1 2 3 5 11 13 15 16

Education & Continued Learning

- Include Indigenous and treaty history in all levels of curriculum, including these narratives as opposed to supplementing colonial narratives. It allows for different types of learning and more inclusionary mindsets, restructuring the way critical thinking is conducted;
- Include LGBTQ2S+ and gender diversity and inclusion education in all levels of curriculum, including Indigenous gender teachings as roles as opposed to physical sex allows for deeper understanding of gender and roles they portray;
- Work towards including Indigenous languages and forms of knowledge through Indigenous language structures in curriculum;
- Offer additional supports to students, families and community throughout the year for example all ages events such as family days, extra curricular learning with community members as educators, and continued guidance and community coordinators available in outside of the school year;
- Work with community organizations to host post secondary courses and certifications in rural and remote areas;
- Explore staggered schedule times to help alleviate student and educator pressure and truancy;
- Educators and Knowledge Keepers to work together to enhance the education system in all levels of learning; and,
- Mandate ongoing professional development for educators to ensure they are teaching up to date information and they are allies who create safe spaces for all cultures and LGBTQ2S+.

RESPONDS TO:

Barriers 1 2 3 5 6 8 9 11 12 14 15 17 18

Justice & Safety

- Hire more Indigenous and LGBTQ2S+ personnel including liaisons, police, social workers, court workers, lawyers, judges and more;
- Develop policies, procedures and programs with Indigenous organizations, such as Friendship Centres, to work towards the elimination of child apprehension, building safe spaces for child visitation and reconnection and supports that are culturally relevant;
- Create culturally relevant homes that are welcoming for LGBTQ2S+ and families in cases that child protection is needed;
- Ensure public institutions such as police stations and court houses are welcoming and safe places for Indigenous people and LGBTQ2S+ individuals, children and families;
- Work with victim services to ensure family members and victims feel safe, included and informed. For example ongoing communication with families of MMIWG2S+ and first communications when new information is brought to light;
- Work with healthcare providers and social workers for increased harm reduction and public awareness campaigns without bias or prejudice for those needing the service; and,
- Hold policing, justice and court systems accountable through the inclusion of community, leadership, Elder and Knowledge Keeper tribunals in review processes.

As part of a Sector, Proposed Policy Revisions

RESPONDSTO:

Barriers 1 2 3 4 5 6 8 11 12 14 15 17 18

Health & Wellbeing

- Employ translation services for patients and family members to help remove language barriers and understand diagnosis and treatment plans, do not rely on family to navigate diagnosis or treatments;
- Hire more Indigenous and LGBTQ2S+ personnel including Elder and Knowledge Keeper in residence, social workers, continuing care workers, nurses, doctors, administrative staff and more;
- Offer culturally relevant mental health workshops that focus of self care, coping skills and ways to help family and friends in crisis, workshops may include safety plans, mental health first aid and suicide prevention, these workshops will need to include Elder and Knowledge Keepers and will work with community programming;
- Allow space for western and Indigenous traditional medicine, create plans with patients and families to integrate both options in treatment plans, and hire Knowledge Keepers and Elders to promote traditional healing;
- Healthcare practitioners need to work together and understand each others' roles, which can be conveyed to patients and their options for additional medical opinions and treatment options;
- Work with policing and social workers for increased harm reduction and public awareness campaigns without bias or prejudice for those needing the service; and,
- Host welcoming sessions or tours that allow help patients, family members and community to understand general healthcare, upcoming procedures and what to expect. For example new parents are able to see what they can expect when their baby is born, or how to find family physicians.

RESPONDSTO:

Barriers 1 2 3 5 8 10 11 14 16 17 18 20

Infrastructure & Industry

- Work with post secondary institutions and certification courses on recruiting Indigenous women and LGBTQ2S+ into their programs and develop job training or apprenticeship opportunities;
- Build respectful and inclusive workplaces for Indigenous women, LGBTQ2S+ are safe, welcomed and enjoy their work environments, this includes clean washrooms, work environments free of discrimination and inclusive hiring practices and job training procedures;
- Work with clothing programs and equipment companies to help ensure that women have the proper equipment to do their job safely;
- Identify and address communications industry standards to ensure safety. For example identify and address the safety concerns of 'dead zones', where cell phone service is unavailable as this is a safety issue for Indigenous women, girls and LGBTQ2S+ individuals; and,
- Hire and consult with Indigenous women and LGBTQ2S+ to maintain the integrity of projects and ensure projects are culturally relevant, and the protection of the environment and resources are maximized.

As part of a Sector, Proposed Policy Revisions

RESPONDS TO:

Barriers 1 2 3 4 5 9 11 12 13 16

Finance & Wealth

- Work with community members to learn financial literacy, banking and budgeting, and work with entrepreneurs and small businesses on accounting and bookkeeping;
- Promote fiscal health and wellbeing through open and accessible training and development opportunities for community members, organizations, agencies, businesses, orders of government and other stakeholders;
- Explore options for investments and microloans with individuals to either start up or grow their businesses;
- Work with community organizations, orders of government and communications industry to help provide opportunities for online banking where services are not offered;
- Work with employers and landlords to develop financing for loans including rent-to-own programs; and,
- Support alternative payment schedules that are flexible and work with employers to understand payment schedules.

RESPONDS TO:

Barriers 1 2 3 5 6 14 18 20

Media & Awareness

- Employ translators and cultural liaisons that are able to promote Indigenous cultures and share regular content in Indigenous languages;
- Share content that raises awareness on Indigenous issues including MMIWG2S+, residential schools, 60's scoop, road allowance and more;
- Clarify and update the public on local, regional, provincial, national and international news, include Indigenous languages; and,
- Share events and good news stories that feature Indigenous women, girls and LGBTQ2S+ individuals.

RESPONDS TO:

Barriers 1 19 20

Governance & Leadership

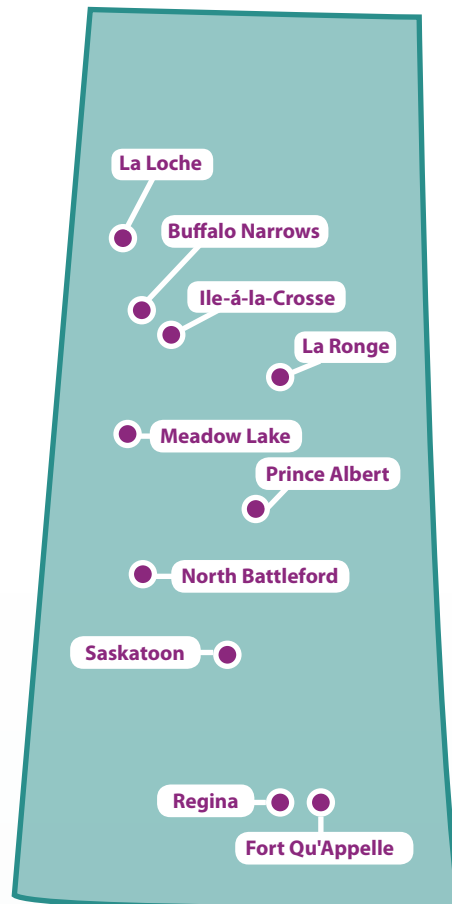
- Conduct cost analysis for support services. For example the cost of paying monthly utility bills for a family who is in poverty as compared child apprehension, condemning of residence and other associated costs;
- Encourage Indigenous women and LGBTQ2S+ to represent communities in boards, government and other leadership roles;
- Hold positions for Indigenous youth, women, Elders and Knowledge Keepers in all levels of government;
- Ensure supports are available for Indigenous women and LGBTQ2S+ leaders, starting with creating inclusive and safe spaces; and,
- Incorporate Indigenous traditional practices and ceremony into governance structures, such as prayer, smudging and land acknowledgements.

The Voice of indigenous Women

The following sections shares the findings from the community engagement phase of this project.



Community Engagement Locations, 2019



Economic security is the ability to provide for yourself and your family with a happy and healthy home, healthy food, family activities, and a connection to culture and nature. Living with no financial stress or worry and the ability to have choices. It is public awareness around Indigenous issues and working together to better our lives.

The first phase of the Honouring Her Spark project was collecting the voice of Indigenous women through community engagement, and gathering knowledge that was used to inform the Indigenous Women's Economic Framework.

There were three methods to gather stories and better understand the needs and barriers of Indigenous women in Saskatchewan. The first community engagement method was hosting workshops in ten of the Friendship Centre communities across Saskatchewan. The second method was a survey that was available online and through hard copy. Lastly, one-on-one interviews utilizing the same survey questions and broader questions were also conducted. Through these three methods, there were 382 points of engagement. For information on the limitations of the project's community engagement methods, please see *Appendix C: Limitations of the Community Engagement*.

To gather a sense of the economic landscape in Saskatchewan, we looked more holistically with an Indigenous women's lens. We sought information on:

1. What barriers Indigenous women encounter;
2. What Indigenous women need to succeed;
3. What suggestions community members had to help Indigenous women succeed; and
4. What the vision for Indigenous women is and, what that looks like.

What Does Economic Security and Prosperity Mean?

For Indigenous women, economic prosperity and security looks like **supporting each other** to become **successful**. It means having **equality** and **respect**. It is sharing our **accomplishments** and standing **united**. Economic security and prosperity mean *living a good life* (mino-pimatasiwin) which is also an interconnected Indigenous world view that teaches personal balance as individual wellbeing.⁴

⁴ <http://www.cultureforlife.ca/> <https://lawson.ca/living-good-way/>
<https://fncaringsociety.com/publications/seeking-mino-pimatasiwin-good-life-aboriginal-approach-social-work-practice>

What Does Economic Security and Prosperity Mean? Can't

Economic prosperity is having opportunities waiting for you and you being able to choose what you want and have a little extra for comfort. It is the ability to give back to your community, ensuring that programs and services are inclusive. It is being able to communicate, education and celebrate. It is the ability to access our culture, share our talents, empower each other and be leaders.

When asked *what does economic security and prosperity look like*, this is what our people had to say as visually represented in a word cloud (the bigger the word, the more often it was mentioned):



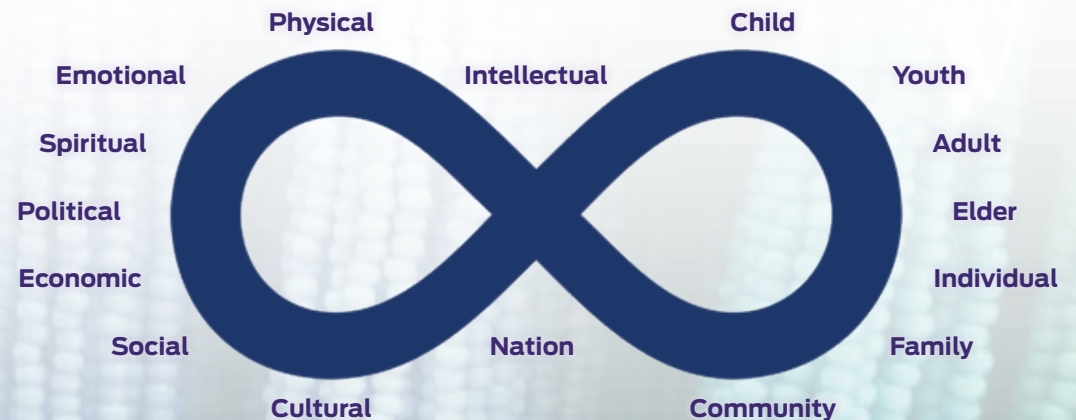
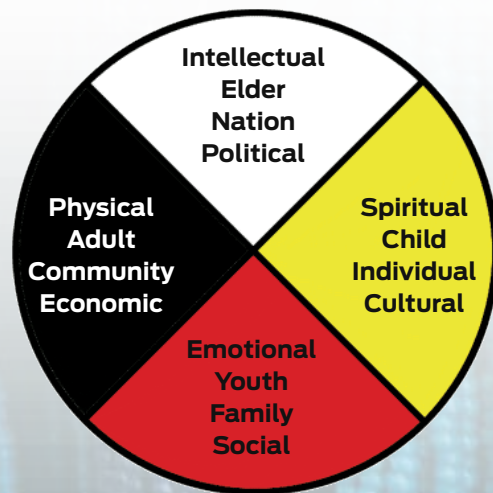
What are the Needs of Indigenous Women?

During the community engagement sessions, participants were asked “what do Indigenous women need to succeed?”. Coming from personal experiences and with Indigenous culture, everything is connected. Success looks very different from one person to another, and to ensure we were not focusing on one topic too closely, we used the Aboriginal Life Promotion Framework to help visualize success.

The top five needs along with some geographic differences in barriers are listed in *Appendix D: Community Specific Differences*.

The Aboriginal Life Promotion Framework

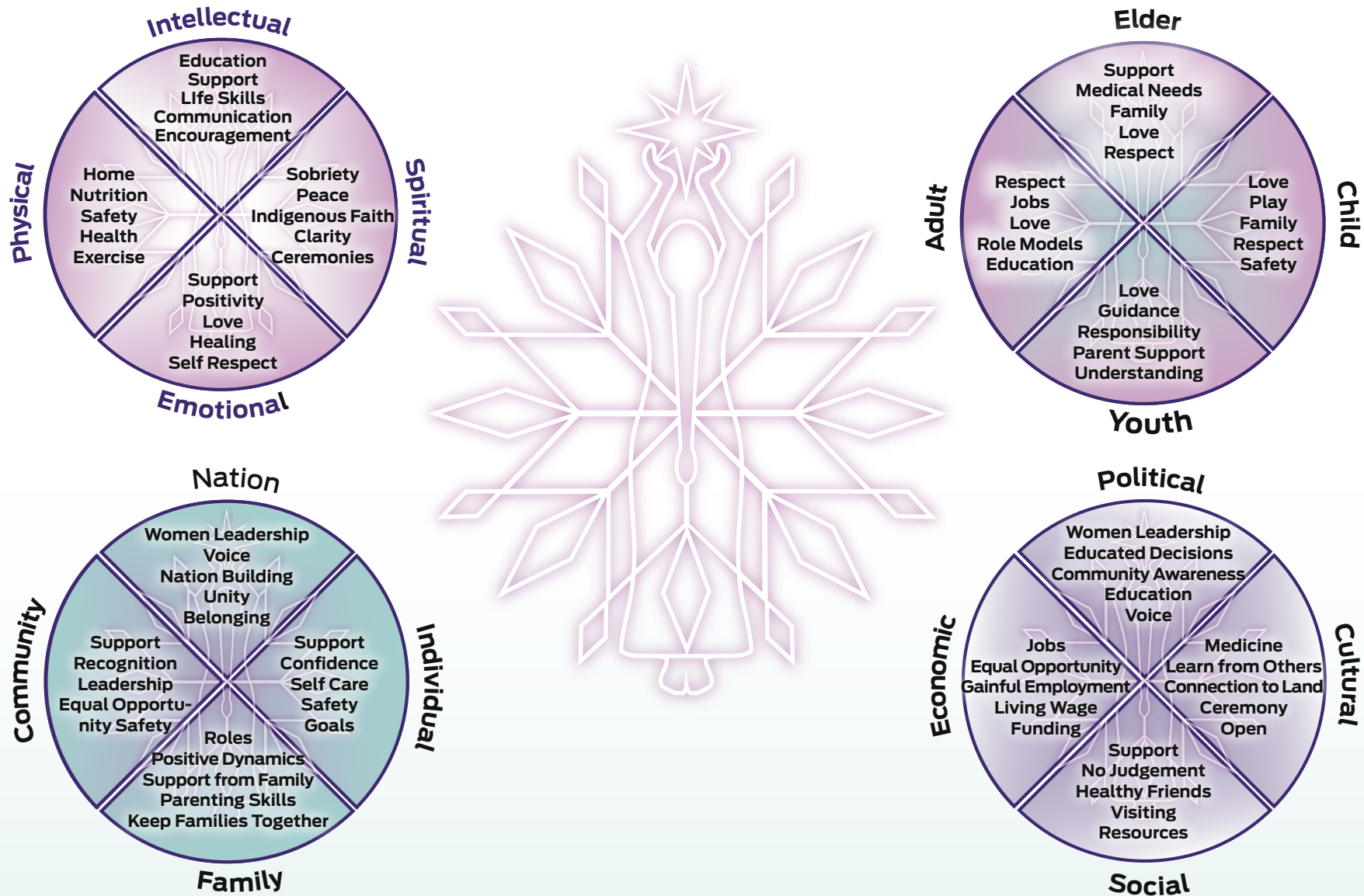
The Aboriginal Life Promotion Framework was developed by Dr. Judith Bartlett, and is an Indigenous wholistic approach to wellbeing.⁵ Individuals, organizations, communities and more can use the framework to visually identify gaps and see where to put focus for balance, as with medicine wheel teachings. It is both used in a medicine wheel visual as well with the Métis nation infinity sign.



⁵ Bartlett, Judith G. (2005). *Health and Well-Being for Métis Women in Manitoba*. Canadian Journal of Public Health. Volume 96. Pages S22-S27.

Top Five Needs of Indigenous Women

The top five needs are in numerical order starting with the top response first.



Spiritual

Ceremony – Access to and participating in ceremonies, such as sweats, sun dances, pow wows, talking circles and more.

Ensuring we have a strong **connection to the land** and a balance with nature, including changing what survival means to our people, from barely living to prosperity by living off the land as our ancestors did.

Sobriety – Living a life free from addictions.

Peace – Inner peace and peace with the outside world.

Having faith in the Creator, the traditional **Indigenous faith** of your people.

Clarity – Having a clear mind and soul.

Prayer – The ability to pray in your own way.

Find our purpose individually and as a people.

Ability to continue faith in **Christianity**.

Teaching – Sharing our spirituality and traditions in a respectful way, passing it down through the generations as well as sharing it to other peoples: Indigenous cultures, non-Indigenous people.

Guidance – Asking for guidance and taking the lead to guide others.

Healing – Using spirituality to heal from past trauma and healing the spirituality once taken from us.

Spiritual Growth – Growing individually in a spiritual way and growing the Indigenous spirituality.

Faith – The ability to freely choose who or what to believe in.

Strength – Personal strength by having faith and unified strength as a people.

Having an identity and **knowing who we are** individually, as part of a family and as part of a nation.

Having access to **Elders** and creating Elders who are valued in our communities that can be their for guidance.

Taking time for yourself, and having **time alone** to gather your thoughts.

Focusing on your thoughts and intentions through **meditation**.



Emotional

Having **support** from family, friends and community that encourages emotions to be felt and shared.

Positivity – Being a positive person.

Loving yourself through **self-respect**, knowing your **self-worth** and building your **self-esteem**.

Experiencing a wide range of emotions that allows for **healing** and healing from trauma and violence.

Love – Accepting love and sharing and showing your love, even if it is just a hug.

Feeling **safe** enough to **show your emotion** and **allowing yourself to feel**.

Understanding – Understanding emotions that you feel and having empathy for others.

Confidence – Knowing you can.

Self care – Taking the time to care for yourself.

Everyone deserves **happiness**.

Having meaningful and **healthy relationships** and sharing these skills with children through **positive parenting**.

Having **copng skills** that allow you to experience your emotions and then coming back to balance and **stability**.

Providing care for **mental illness and addiction** such as **counselling**.

Learning from each experience.

Encouragement – Support from family, friends, colleagues and community.

Ability to **listen** to others and having someone that you trust to share with.

Advocacy – Having others to speak on your behalf.

Respect – Everyone has the right to be respected and the obligation to respect others.

It takes **work** to learn about emotions, how to deal with them personally and be there for others.

Being self-aware and **know your limits**.

Having **family** and loved ones to help provide support.

Acceptance – Accepting yourself, your feelings and others.

Kindness – Showing kindness to others.

Reaching out when you know you need help.

Physical

Physical bonding and showing **love**, such as the love between a mother and child or intimacy between two people who love each other.

Homes are more than houses; it is a **safe place** to yourself and to share with your loved ones. A safe, warm place to sleep and feel secure.

Nutrition and **vitamins** to fuel our bodies provided through **healthy foods, traditional cooking** and a **balanced diet**.

Access to **medical care** for everyone, from immunizations to emergency medical care for a healthier population.

Personal **safety**, free of fear in our environments which can be as small as the room we occupy to crime free communities to the wider natural landscape.

Physical health and fitness that comes from **exercise, recreation** and **consistent community programming**.

The **life skills** to ensure our bodies are clean including hygiene, cooking and home maintenance.

Caring for yourself through physical fitness, personal **hygiene, mental wellness** and **healing**.

Reliable **transportation** that we can use to get from one place to another.

Respecting and honouring **nature**, the lands, plants, animals and water that we call home.



Intellectual

Education is the main priority. More than **primary education**, this includes barrier-free (i.e. **childcare provided, access** in your home community, **providing multiple learning styles, affordable**) access to ongoing education throughout life. Education is the tool we need to increase capacity as Indigenous people. We want to build up our people to reach **higher education** and excel in their careers. We need to ensure we are life-long learners and always working on our **personal growth**, whether that means **post-secondary** education, **professional development** or **developing skills** that you take interest in, such as learning a language.

The second priority is ensuring there is **support in education**. Support may look like a guidance councillor at a school, a tutor, funding or even **encouragement** from educators, family and peers.

Learning life skills and having ongoing training for life skills is needed. Life skills include: home maintenance; financial literacy; cooking; healthy relationships; communication; job finding; and, building a routine.

Passing on our knowledge to our future generations and sharing our culture with others, either non-Indigenous people or even with

each other. We can only benefit our people by sharing our heritage, gifts and knowledge, ultimately keeping our culture alive.

In our journey to healing and truth and reconciliation, we need to learn about the **history of our people**. This history must also be taught to others, in formal education, with those in places of power, in orders of government, with newcomers, and with community organizations and many others. Our **experiences** are what we have to learn from, and we need to feel comfortable in sharing our own stories, because this is the truth that needs to be told.

We need to explore new ways to share our culture and stories, including in our **families**, through **positive social media**, and outside of schools.

We need to know that we are “**not less than, but as good as**” and that we may **ask questions** and **challenge ourselves**. We should be ready to **be good role models** and share our experiences. We as a nation need to have a vision and need to **know our rights** to ensure they are not discounted or abused, and we need to come together as women and once again lead our families and nations as our ancestors did.

Child

Children first and foremost need **love**. They need to feel love from their parents, grandparents, aunts and uncles, siblings and cousins and friends. This love is the sense of **belonging**, family **bonding** and the **nurture** they need to succeed.

Being able to **play** and have toys, **dream** and develop their **imaginations** is key to their **learning**. They need to be **able to run** and be one with nature.

Children need show **respect** and **healthy discipline** to learn about **accountability** and **responsibility**. They also need to have the respect from their family, elders, teachers and friends for caring.

They need the **support** to **reach their goals** through **encouragement, praise** and **guidance**.

Safety, security and a place to call **home** is important to their well-being.

Children need a routine and structure to adhere to.

Basic Needs like a clean home, warm clothes, fresh water and healthy food help them grow.

Children need to learn about **sharing, caring, morals** and **boundaries** making them **future leaders** with the ability to have **empathy** and **understanding**.

Having **technology**, pets and **limiting sugar** enable children to further their education, learn about good health and responsibility and providing them with the best education.

Children need **role models** to look up to and provide **hope** for their future.

Culture with access to ceremonies, Elders and traditions ground them and ensure they always know where home is.

Youth

Love, feel, share and show love emotionally and physically.

Guidance and **help** to accomplish the **goals** they set.

Learning **accountability** through **responsibility**.

Support, especially from **parents**, grandparents and peers.

Positive role models, to learn from and to be to younger children.

Understanding and **acceptance**.

Show **respect** and feel respected and **valued**.

Be **relevant** in the community, **give back** to the community and **volunteer**.

Healthy bodies, through **positive activities**, sports and things to do that are available 24-7.

Hope and **looking forward** to something great, and the **opportunity to dream big**.

Education to prepare them to be the next generation of **leaders**.

Confidence and higher **self-esteem**.

Structure in school, at home and with work, with **healthy discipline**.

A way to **gain knowledge without experience**.

More knowledge in **sex education** and suicide prevention and mental health.

Friends to confide in, share in **empathy**, and have fun with.

Comfortable being able to be **honest**.

Understand that they are in a **constant state of change** and that they are safe in experiencing the emotions that come with that.

Go through a **coming of age** ceremony.

Adult

Women need to feel loved and to share that **love** with others, especially family. **Children provide reasons** for adults to lead healthy lives. We all need to love one another, **sakihitowin** ('love one another' in Michif) and have people that we can trust.

To **respect** others and feel respected in return. With respect, comes **safety, personally and professionally**.

Work needs to be **abundant** and women deserve to have the **job** they want, with **equal pay** and equal rights. As women focus on their careers, work-life balance is essential, including **retreats** and time to ourselves.

Education is key to success. This goes beyond primary, secondary or even post-secondary education. But **ongoing** education, **life skills** development, professional development, and opportunities to learn a new skill or craft.

Positive role models help personal **growth**, build **confidence**, and provide opportunity for **self-motivation** as there are others to look up to and being that person for others. In order to grown, **support**

and guidance is crucial, from within family and friends, to colleagues and outside services. Women need to be able to ask for help and receive it, no matter the circumstances.

Women need to have **strength**, both physically and mentally. Striving for **equality**, women need to **accept** their strength, that they **worthy** of good things and we can be as good as, if not better.

Basic needs are not conditional, they are essential, and this goes beyond food, water, clothing and shelter. It includes independence, such as the reliable **transportation, stability** of gainful employment, or the **structure** of a routine. These basic needs lead to a **healthy life** that we **value** and a **purpose** to **focus** on.

It can not be forgotten to **smile, laugh**, have **hope**, and **empathy**. Women need to be **understanding** and **listen** to each other. As they open their hearts and minds, the **knowledge** gained is what makes better people, who are **relevant** and can **contribute to society**, people who have the capabilities to **volunteer** and **give back** to their communities.



Elder

Be respected loved and show **respect** and **love** for others.

Family, be the roots of their family tree. **Being a part of their grandchildren and great grandchildren's lives** while **knowing their rights** and being supportive to parents.

Support in the form of accessing services, peer support, and family support. **Financial support**, as most seniors and pensions do not have living wages. Access to **medical care** and other community services.

The ability to use their **wisdom** and **experience** and **provide guidance** and **share their knowledge** and **gifts** with their family and the community. This wisdom includes skills they have mastered, **knowledge of family trees and history** and, experience in all stages of life.

To be **engaged**, personally **invite** seniors or Elders to events, gatherings and activities. As they join in activities, they have the opportunity for companionship, visiting with family, friends and the community and can share in **fun** and **laughter**.

Safety, protection and security from abuse, physically, mentally or financially.

Have a **purpose** and feel wanted. To be **role models** that share **hope** for future generations.

Feel comfortable and have confidence in their **faith** and **spirituality**.

Continue to lead healthy lives, doing things they enjoy and **using their gifts**.

Acceptance, as they have learned that everything happens for a reason.

Not only share their knowledge but continue to learn and have the opportunity to further their **education**.

Have **basic needs** met and reliable **transportation**.

Ensure they stay mobile, not only physically, but mentally as well.

Make new **connections** and **experience** new things.

Be the **listener**, create **linkages** and **guide** others. Understanding and empathy as the listen.

Develop the skills, knowledge and respect to **become a traditional Elder**. This position in the community was once honoured and will need to be again. Not many Elders remain, and we need **to ensure we have Elders, especially women Elders, in our communities**.

Learn their traditional **language** and teach others.

Individual

Feel **supported**, listened to, understood, people advocating for you and services working for you.

Be self aware and have **confidence, self-respect and self-control**.

Believe in yourself and **love who you are**.

Feeling accepted and **accepting** what has happened and making the best out of every situation.

Safety and **security**, physically, mentally, culturally, emotionally and financially.

Dream big, have **goals** to reach those dreams and work hard to make those dreams come true.

Respect others, and in turn they will respect you.

Never feel ashamed or embarrassed, you matter and your input matters.

Speak your mind and **share your voice, make sure people hear you**.

Allow yourself to feel: **love, laugh**, have fun!

Treat yourself once in a while, its ok to **care for yourself!**

Speak the **truth**. Be **honest** with yourself and those around you.

If you need it, **reach out for help**, and don't be afraid to ask.

Surround yourself with **friends and family** who **care** about you and who you care about.

Allow yourself to **learn** and be **educated**.

You are **resourceful** and that makes you **successful**.

Explore and **innovate**. Find your **passion**, feel **empowerment** and be **encouraging** for others to do the same.

Take **pride** in yourself and we will take pride in our nations.

Guidance and having **role models** is how we learn to be better people.

Mentor others and be their role models.

Try to **understand** others and have the **courage** to show **empathy** and **compassion**.

Never be afraid to **defend yourself**.

Know your rights.

Find your **sense of identity**.

Try **new things** and meet new people.

Stay positive and do **positive activities**.

Stay **humble** and continue to **heal** as our **needs are ever changing**.

When you're in **balance**, you have the best wellbeing and can continue to **grow**.

Family

Family **dynamics** and **roles** are important, they are what shape us and ground us.

Support from family is needed to feel encouraged to succeed.

Support from your partner is needed to be good parents.

Learning life skills, such as good **parenting** and communication skills is needed.

Families need to **respect** each other and other families.

We need to do **positive family activities** together to strengthen our bonds and learn together.

Our systems need to support that **families need to stay together**.

It is ok to **include more people into your family**, some friends are closer to you than family members.

Address, learn and **heal from lateral violence and domestic violence**.

We need access to affordable, and suitable **childcare**.

Be **self-sustaining** and financially **support** our family and make **living wages** that we can be comfortable.

Teach each other and our generations family roles, **traditions** and **routines**, culture and **values**.

Encourage, help and **praise** our families.



Community

Indigenous women need **support** from the community, feel **comfortable; safe; no judgement**, stigma or violence; **inclusion** for all especially **LGBTQ2S** and **alternatively abled**.

Community is where you know each other, feel **comfortable** talking with people you know, there is a **willingness to help each other**, share with each other, a place to **raise children, and harvest** foods together.

There needs to be **recognition** for Indigenous women as **leaders** and acknowledgement made in the community.

Communities need to be **healthy** and have **safe** shelters for everyone, **equal opportunities and increased education, better health care** and **positive activities**.

Once established and able, people need to **give back** and become **involved**, share their insights, and working towards a **self-sustaining** community.

In a community, you should feel welcomed, be surrounded by people who **build your confidence** and who **accept** you and **value** you.

Amenities should be **inclusive** and share **wrap around services** for the public.

Communities should **celebrate** cultures together, be united and share **one voice**, ability to access and **support Elders**, be **allies** to each other.

Everyone should be working towards **reconciliation**, sharing the truth and actively engaging in the Calls to Action.

Nation

Ensure we have **Indigenous women leadership** in all levels, community associations; programs; organizations; municipal; provincial; federal; bands and tribal councils; and, so much more.

Lead our nation with a **united voice**. **Show our pride** to be who we are and where we come from.

We **learn from each others** nations and we build our own, making sure **Elders and youth are at the heart** of our nations.

We welcome our families home as we were lost, and give that sense of **belonging**.

We have a **positive presence**, we **trust** each other, hold each other **accountable**, **support** each other and **challenge** each other.

We will **not tolerate abuse, violence, racism or nepotism** in our nations.

Our **languages** will be strong again and ground us.

Through **membership**, we will have **ownership** of our futures and nations.

Our nations will be **educated**, and we will have the **capacity** to support our own people.

Our **diversity** and shared **identity** allows us to know our own people and build our **relationships** strong again.

We **recognize** and honour our leaders and women.

Culture

Learn from each other, from other Indigenous cultures, and non-Indigenous cultures. We need to **open** up and **share our culture** to the world. As we open our culture and learn about others, we need to be **sensitive** to the **values, beliefs** and **roles** that others have.

Ensure that we have land-based teachings, that we have a **connection to the land** and nature and a relationship as we once did. We need to **use what has been given to us by mother nature**. Grow, pick and use our **medicines** freely. The **traditional and self-sustaining lifestyles** need to be passed down through the generations.

We need to **value our culture** again; both begin and continue our journey to **healing** through **ceremony and traditions** and **supporting** each other.

We need to **honour and associate our Elders** and create new Elders. We need to go back to using traditional ways and **traditional counselling** to heal and asking our Elders for a listening ear and **guidance**.

We need to keep our **languages** alive by speaking them and **singing** songs. We need to take **pride** in our **diverse** cultures.

We need to **mentor** those that have been lost and our children and youth. We need to **pass our knowledge** on, even if it means in a colonial way such as books, social media or asking questions. As we gain **knowledge** it is our duty to share it, not keep it hidden.

We need to be to **access** our culture, traditions and ceremonies wherever and whenever, and ensure we have **traditions and cultures imbedded in all services and programs**.

We need to **prepare** our next generation as **future** leaders.

We may not know what to ask for, but we still **need to ask the question**.

We need to learn our **history** and share it. The truth is the first step to reconciliation and with reconciliation comes cultural **safety**.

Social

Women need **friendship**, people to trust and **support** them, even if it is just to **visit**, vent frustrations and listen to concerns, without judgement or fear. Our **relationships need to be healthy** and we need to have **healthy activities** to do with our friends and **family**. We need **quality time** with our family, who provide **unconditional love** and **hope**, in **safe environments**. We need to step out of our comfort zones and **meet new people, get to know others** and try new things. Broadening our **networks** expands our **awareness** and **understanding** of ever **changing social issues, resources and services** available and leads to **innovations** and **initiatives** that better our communities. We need to be able to speak freely and dive into **social activism** to build our communities to be more **socially acceptable** for everyone with ongoing funding for activities and programs. We need open and **public invitations** to activities and events that make people feel welcome. Our societies need to have **shared visions** for healthy communities, where **work and life are balanced**, and **people believe in each other**.



Economic

More and equal jobs and employment opportunities are needed, both **part and full-time**, entry level and beyond to meaningful and **gainful employment**, where **pay is equal**. Flexibility in permanent and temporary jobs and **funding** for projects, **recreation and education**, as well as **incentives** for individuals to complete tasks, join a company or attend events is required.

Women need to have **living wages** to **eliminate financial worries** and have **stability**. Safe, affordable and adequate **childcare** and **housing** options are also needed. Our communities need to have healthy economies, providing **awareness of cost per person analysis**, short-term vs long-term planning and **economic development**.

Entrepreneurship opportunities and **women run/owned businesses** need to increase. Through **goal setting**, mentorship, **step-by-step support** and **collaboration**, especially with **banking institutions**, entrepreneurship can be a reality.

Workplaces and employers need to see the benefits of living wages, work-life balances, flexibility, updates of policies, childcare options, and **hiring diverse employees** including women and Indigenous people. We need to hold ourselves, employers and orders of government accountable, so that finances and policies are **transparent**. This creates **safe workplaces** that we all can thrive in, in turn creating better economic landscapes for everyone.

Political

At the forefront, we need to have more **women leaders**, in business, organizations, associations, in the community, and in orders of government. This is how our cultures once where, were there was a balance in leadership.

We need to provide **more education and awareness** of concerns and social issues, so that people can have **educated decisions**, based on evidence. This extends to community and to those we elect that represent us.

Leaders need to have education, not only **education to get the role** of being a leader, but to have **ongoing education** on the issues the need to be brought forward and what the **community needs** and wants.

More **education is needed in the political sector**, those working in government, those elected and those electing leaders. This needs to move from a stigma to talk about politics, to positive and constructive conversations.

We need to hold our elected officials **accountable**, and make sure that **promises made, are promises kept**.

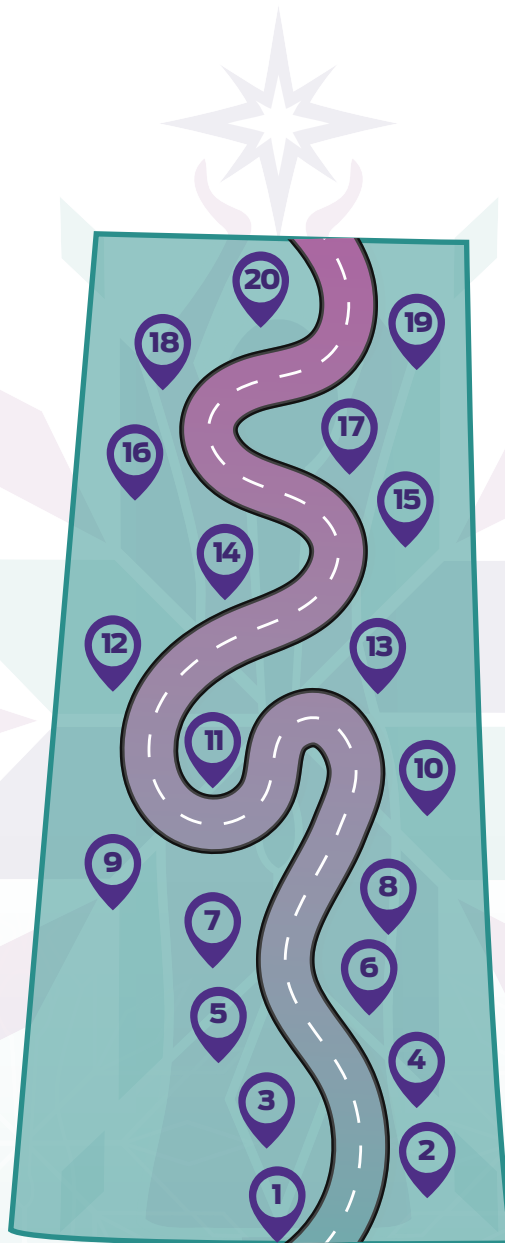
We need to have more people able and willing to sit on **committees and boards**. Leadership is more that being elected, it is putting in the work that better your community.

We need to **remove political agendas**, though provide the truth and what really matters on platforms that are relevant.

We need to be more diverse in who we represent, and our **elected officials should represent what the population** statistics say about our diversity.

We need to take **pride in our Indigenous cultural diversity** and engage with each other and our leaders.

As women, we need to **have a voice**, we need to be the voice for those that do not have one and we need to **be heard**.



What are the Barriers that Indigenous Women Face?

Indigenous women encounter barriers everyday, whether they are going about their daily activities with family, while at work or school, buying basic needs or accessing basic services or providing programs and services. The following section provides details that were shared regarding barriers Indigenous women encounter.

The number one barrier that Indigenous women face is discrimination, followed by programs and services and employment. The barriers have been broken down into 20 categories.

Because barriers may be different due to location, specific barriers and leading responses are found in *Appendix D: Community Specific Differences*.

- | | |
|---|--------------------------------|
| 1. Discrimination | 11. Support and Flexibility |
| 2. Programs and Services | 12. Navigating Services |
| 3. Employment | 13. Family Structure and Roles |
| 4. Basic Needs: Housing, Food, Water, Etc. | 14. Safety, Crime, Poverty |
| 5. Education | 15. Culture |
| 6. Mental Health and Addictions | 16. Technology |
| 7. Childcare | 17. Geography |
| 8. Lack of Confidence and Self-Awareness | 18. Human Rights |
| 9. Colonialism, Trauma and Lateral Violence | 19. Politics |
| 10. Transportation | 20. Outside Factors |

Discrimination

Discrimination is the largest barrier Indigenous women face. This includes racism; sexism; ageism; classism; ableism; and, other forms of oppression. As Indigenous women, our culture, race and religions not only make up who we are, this is what others see and fear. This causes racial profiling, subtle and blatant forms of discrimination and **racism**. We are affected by the negatives stereotypes that Indigenous women are portrayed as, by being followed by security while shopping or the inequalities in wage at work or limited funding for education. We are discriminated for not being educated enough, or discriminated for being too educated, or for having a family.

Our **matriarchal society** was wiped out by a misogynistic and patriarchal society, only adding to the oppression Indigenous women face. Added **oppression comes with added equities like LGBTQ2S, age, and those with alternative abilities**. We suffer from the **stigma of mental illness, addictions and geography**, and we feel the affects of ignorance from the general public.

Privilege and **understanding privilege** is another barrier that Indigenous women encounter. It seems like those with privilege may not realize the benefits they have and are ignorant to the privilege they receive.

Appearances and first impressions are vital in our society, yet cultural understanding and acceptance are limited. This needs to be addressed from all perspectives. **Power imbalances** between clients and services, racism and discrimination from and to service providers and exclusion as a result should no longer be concerns.

The discrimination we see and feel, was shared as being fascism, which in our country and communities is unheard of, or so the public thinks.

Programs & Services

Access and a lack of needed programs and services is a major barrier to Indigenous women.

Costs of programs for recreation and culture can impede with accessing these basic needs. Recreation and social activities are also known to include alcohol, making types of social activities difficult for all ages and for families.

Locations of services, either not location in communities or located in certain areas in large centres can be barriers. The location of clients can also be barriers in jurisdictional boundaries, making jobs more difficult to service providers.

Service providers usually have a **lack of capacity** to help their clients. This may look like a lack of capacity to gain and retain funding, help clients navigate systems and develop programs that are successful and not underutilized. A **lack of funding** means service providers are limited in what they can provide, and limited in the capacity they have internally: data collection; grant writing; ongoing programing; building relationships and trust. As Indigenous communities look for autonomy, this capacity is required.

Flexibility is another barrier, many programs, services and supports are rigid, and though service providers do what they can to be flexible, there are **constrained by policies and procedures**. This can be seen in services that are offered only during regular business hours and not after hours, or in the instance where permanent or mailing addresses are required.

Due to a lack of programs and services, clients are fighting over them. For example, medical care in remote communities is limited and **clients fight over spaces and appointments, and over services**. **Funding also is fought over** instead of distributed mindfully. Priorities are also pitting Indigenous communities against each

other: youth are priorities until they age out, non-Status is usually given priority over Status, and foster children have more access to services and systems, once they are in the system – though this is another barrier discussed later on.

Trust is another barrier; community members have shared that comfort with staff can be limited. Usually people feel most comfortable in speaking with someone they know, while other shared that it is better to have a neutral party come in. Trust is associated with safety and having safe programs and services to access is a concern. This may be due to client and service provider imbalances; discrimination felt on either side; and, being taken seriously.

There is always **fear of the work that it is being done actually is Flexibility helping.** Are reports shelved, or is data actually being collected properly? Staff may be overwhelmed just keeping people alive, let alone worrying whether or not they are successful or that their reporting is submitted on time. One way to alleviate this is through collaboration, though many organizations still duplicate services or there is gaps that are not addressed.

Some programs and services are not successful, and more is needed to be done. An example of this is what donations are being made at clothing depots or food banks. Clothing may not be appropriate, or food may not be welcome, let alone know how to be prepared. These types of **services need more resources** in order to be more successful.

Another issue is making programs and services to of mind. **Public awareness, advertising** and information is always lacking. Organizations need to have networks and connections to know what other services are out there, while clients need more information.

One clear program that is lacking is traditional and **cultural programming.** Urban Indigenous people need access to culture, and for the most part culture is found at home or on-reserve, meaning transportation is needed.

Cultural awareness and anti-racism training is needed for employees and especially for those working one on one with the public and Indigenous people. This will increase safety and assist with proper services provided in social, education, health and justice systems.

Employment

The **lack of employment opportunities** in communities is a barrier. This includes full and part-time work, temporary and permanent work, entry level and gainful employment. The lack of opportunities drives some to move to different communities where they have more or better choices.

On the opposite hand there is a **lack of individuals that are able to work**, some employers have limited capacity and strain to look for employees, while others outsource jobs, especially to newcomers.

Job seeking, being **under or overqualified**, and having **work experience** are also barriers to employment. Other barriers to employment include criminal records, age and work-life balances. Job finding is a very particular set of skills that many people do not acquire and can be daunting, such as resume writing, gathering references, preparing for interviews, coping with nervousness and written or oral communication skills.

Those with work often have barriers that can be mitigated by **flexibility** and **policy** review and revisions. **Toxic work environments**, stress and **burn out** are issues that are daily, but there is rarely supports in place to assist employees with this.

Incentives such as benefits, and regulations are working towards enhancing work experiences, though income disparity and limited access to professional development still hinder good work practices.

Fixed roles are still prevalent in many workplaces and careers. There needs to be more women, especially Indigenous women who are in positions like trades and technology, and leadership roles. Supports for women who want to change careers and move to something they are passionate about is also lacking.

Entrepreneurship is on the rise and women who are able to sell off their wares and cultural crafts are making good business. Though getting into entrepreneurship, learning about business and finding funding all have barriers.

One key barrier to women, because they are usually the sole provider for children, is **childcare**. Access to childcare that is flexible, affordable, reliable and safe is difficult. This also extends to the control that women should have whether they take parental leave. Employers need to have the flexibility for children, bringing children to work improves **work-life balance** and alleviates stress of finding childcare. Childcare also needs to have flexibility for children of shift workers, after hours work and workers who work in week sequences.

Lastly, employers, businesses and orders of government need to have **transparency and accountability** to clients, the public and staff. This is expected for staff, though is not always the case.

Basic Needs: Housing, Food, Water, Etc.

Communities shared that one of their main barriers they face every day is the **high costs of living**. This includes costs associated with food, housing, home maintenance, transportation, recreation, furniture, education, utilities, clothing and childcare.

All these costs are basic needs and we need to start recognizing that **basic needs are more than food, water and shelter**. Basic needs include medical care, clean water, adequate housing, appropriate clothing, transportation, communications and recreation.

One of the largest basic needs is **housing** and many barriers were shared that are linked with housing. The differences between renting and owning homes needs to be made public. In some cases costs can be cheaper owning a home, but many feel they will never be able to because of financial, credit or other barriers. Adequate housing is also another matter; overcrowding, poor conditions, homelessness are a real issues to many Indigenous women and their families. Costs associated with building and renovations influence the conditions of housing. Lastly, everyone needs a safe place to sleep, which is a prominent daily concern for many individuals.

Education

Access to education is the main barrier in this category. Education is everything from formal kindergarten to grade 12, post-secondary, professional development, learning life skills and new skills and taking on new challenges. The access to these types of education is limited in many communities, therefore Indigenous women and families will move to access better education and provide more options.

Access also includes **affordability**, and there is a lack of funding to ensure that everyone is able to get the education they want. Indigenous streams of funding for education can complicate this and are unequal.

Learning **life skills** such as maintaining a home; job seeking; financial literacy and budgeting; communication; building healthy relationships; developing healthy routines; coping skills; and, parenting was shared. There are many barriers that impede this type of learning and Indigenous women are craving to have access to this education.

Educational **institutions** are a barrier in themselves. Rigid schedules need to be flexible to help with truancy, culture shock and stress. Those working this field are often overwhelmed and deal with funding cuts, only adding to the barriers felt by students and educators.

Ongoing learning is also needed. People need the opportunity to learn new things, take on new challenges and be able to continue to develop their skills. **Ongoing education** can include community activities and classes (i.e. learning a new language, cooking classes) or professional development. Having the adequate education for jobs is also needed. Job specific training is lacking, and professional development is usually limited because of time and costs.

Mental Health & Addictions

Barriers to mental health are prominent. This may include illness, a lack of confidence, or a lack of activities that promote mental health and wellbeing. **Mental illnesses** including post-partum depression, post-traumatic stress disorder, depression, anxiety, and suicide are epidemics within Indigenous communities in Saskatchewan. It has been mentioned that mental illnesses have a **stigma** that are attached. Some may be open to sharing their stories, but many still feel ashamed and do not seek the help they may need.

Other situations that impede good mental health include isolation, jealousy, fear, judgement, low self-esteem and no self confidence.

It was shared that depending on your **location**, you need to go to bigger urban centres for services, better education and more employment opportunities. This can be difficult with culture shock for individual that come from rural, remote or northern communities. Limited services to help with culture shock, feeling of belonging and connecting with culture is a barrier.

Loneliness and **isolation** plague all generations. Elders, youth, and parents crave social activities. This also means that healthy activities are needed.

Another barrier that was shared was that reactional activities include alcohol or substances or activities that are related to addictions. **Addictions** that are commonly found include alcohol, drugs, gambling and now technology. Access to help is also limited. There is only so much that talking about it can do, medical and professional assistance is required, but is limited in communities. Those who are sober and want to stay that way, have a difficult time remaining sober because of the integration of alcohol and drugs in activities and social settings.

Healing is a long journey and some fear that journey. This is the barrier for some that want to live **high risk lifestyles** that involve crime, substance abuse, alcohol and sex.

Another **impact** that mental illness and addictions is to the family, friends and communities. There is fear of finding needles, or children encountering drugs while using public bathrooms, and of course the fear of safety with crime associated, just to mention a few. We as Indigenous women need to ask ourselves what is our normal and if this is healthy, and assisting ourselves, friends, families and communities.

Childcare

A general barrier to all those who have children is childcare. The **costs** are extraordinary and can range for the number of children and their ages. There is a lack of licensed daycare spots that are regulated by the government, meaning the provincial government needs to enable more organizations to accommodate the **high demands** of childcare.

Finding childcare that is **safe** is difficult, no matter if it is licensed, unlicensed or if family members or friends are looking after the next generation. You want to make sure they are safe, happy, learning and comfortable. You want to ensure that the daycare is safe, has competent staff that care for your child, is clean and has healthy food options.

Finding childcare that is **flexible** is another issue, not everyone has a Monday to Friday, 9:00 to 5:00, full-time, permanent job. Childcare needs to be flexible so that parents are able to provide for them. This includes shift work, part-time, those with more than one job, those who travel, those with temporary or contract jobs.

Childcare that also allows for **respite**, as babysitters may not be an option, family emergencies arise, or parents just want to get away for an hour, or day or so and cannot bring their children with them. Drop-in childcare is difficult and as much as some organizations provide it for their services or programs, it is not enough.

Seasonal daycare is also needed, for children who are in school during the fall and winter, they do not have options for summer. Or those who would like an option to go away for a season, either for work or vacation, may have to give up their space in hopes that they can get it back when they return.

We want to ensure children are safe, though this is a barrier to some as **child apprehension** is a risk for all mothers. It was shared that medical professionals, police and social workers have the ability to apprehend children at any time, making this a nightmare and worry for parents.

We need to be able to provide safe homes, healthy food, warm clothes, clean water, reliable transportation, and the necessary education they need for their growth, but this may be costly, inaccessible and unattainable for some.

Lack of Confidence and Self-Awareness

It was shared that many **women lack confidence**, or self-respect. This barrier inhibits people by limiting their ability to go for that job, get that house, or speak their minds.

As women, our weakness is seen as being too emotional and not having clear minds. This extends to fear, trust, judgement, jealousy, anger, and worry. Women fear of repercussion; therefore, we hold in our feelings, only making our situations and states of mind more volatile. We are judged too often and when success comes, jealousy takes over. Our lack of trust gets in the way or we are too trusting making us vulnerable. Women hold onto worries, and our minds are always playing the “what if...” game.

Colonialism, Trauma and Lateral Violence

Trauma is the result of a damaging or distressing situation, event or action. The first and most often shared trauma is the **cultural trauma** and **intergenerational trauma** that is felt in Indigenous communities and families from **colonialism**. Cultural genocide was mentioned and is the effect of Treaties, Indian Residential Schools, the 60's Scoop, Missing and Murdered Indigenous Women, Girls and Twospirited (MMIWG2S).

To combat this trauma, work on reconciliation is being made, though not fast enough. Many people still react to **triggers**, such as smells or sounds, putting survivors and their families in difficult situations.

Coping mechanisms are limited and support is needed. Many people turn to alcohol and drugs, but this furthers the intergenerational trauma. Justice and apologies are slow. To continue and protecting the future generations from the impacts felt today is a concern.

As current generations try to relearn their cultures, the **loss of culture** is one of the most felt intergenerational effect of colonialism. It was shared that in a few years, Residential School Survivors, 60's Scoop Survivors and Elders will no longer be around to share, guide and teach about our cultures, perhaps finally losing many Indigenous cultures all together.

Another effect of colonialism is that the privileged do not recognize barriers. This is a barrier in itself because of the constant struggle to overcome attitudes that no barriers exist, meaning awareness and education is far from over.

Trauma can stem from all types of **abuse**, ultimately caused by colonialism. Abuse that was shared includes physical forms for all generations; sexual abuse; domestic abuse; lateral violence; financial abuse; inter-family and inter-tribal violence; and, the lack of spiritual and cultural safety. We need to learn what it takes to be a survivor and what it means to heal from trauma that is endured including the effects felt within our families.

Sharing stories is just a small part that may help improve **safety**, get justice and learn from each other. Though trust and vulnerability impedes this process.

Another effect of colonialism is the need to maintain ownership and provide for your family. In this case nepotism is shared as being one of the top barriers in communities. This affects of **nepotism** are more than jealousy, this can influence trust issues, inter-family and inter-tribal violence and causes more barriers.

We may not be ready to disrupt and dismantle colonial systems, but when the time comes, we need to identify and break the barriers to doing so.

Transportation

There is a clear **lack of transportation**, this barrier is extremely difficult for Indigenous women. The lack of transportation extends to personal vehicles, the costs associated with personal vehicles, reliable and safe transportation, public transportation and the reasons for needing transportation.

Personal transportation is **costly**, in time and money, and it was shared that getting the means to be able to have a personal vehicle, including a driver's license is difficult. This also makes it difficult to find employment as it usually required. Personal vehicles are also costly.

Those who do not have transportation, usually **rely on family or public transportation**. It was shared that some people will hire others to take them grocery shopping, to another community for services such as medical appointments.

Though there is some transportation for public or medical transpor-

tation, it has been difficult since the Saskatchewan Transportation Company (STC) has shut down. People relied on this service and now that there are some private services, these can be costly, and mainly limited to the communities and times they operate.

Those who cannot find transportation use **hitchhiking** as their way of transportation. This makes **safety** another issue. Women do not feel comfortable hitchhiking or walking alone and do not want to be another statistic.

Another barrier is the **road conditions**, some communities are remote and rely solely on their only road in and out of the community. Road conditions make it difficult for people to travel, especially those with medical concerns or young children. This also extend to the conditions of sidewalks. Communities without sidewalks or those with sidewalks that are broken, even make it difficult for those with walking issues, or those using wheelchairs, strollers and walkers.

Support and Flexibility

Hearing from communities that support is needed means there is a lack of it. Support may look different in every circumstance, though this does not account for this missing piece. There is a **lack of support** from communities, including **allies** from non-Indigenous people and other Indigenous people. There is also a lack of support from family to family or even within a family.

To some, support looks like **funding**. This is limited in communities, as many people, organizations and orders of government are fighting over the same piece of the pie. This needs to be flipped so that each person looking for financial support has their own pie, instead of a piece of it. Another issue to funding, is the constraints that come along with receiving it: grant writing, proposal writing; reporting; budgeting; the time it takes to ask for the money is sometimes more than what they are asking for. Some communities may just need a few hundred or thousand to make a project or program happen, some may need more to help build capacity and keep the doors open. For large industries, \$100,000 is only a fraction of a percentage, but for an organization, community or individual, it is more than anyone could dream of.

Support may also look like **flexibility**; flexibility with timelines; schedules; costs; jurisdictions; funding; policy; and, procedures. The barrier is that no flexibility is given. Routines for school or work may be set in stone, which means those who have trouble working nights, maybe stuck working nights, or children who have difficulty

getting up early, have difficulty arriving to school on time. Funding, jurisdictions and policies is also rigid. Service providers may not be able to help a client because they have no permanent address, or you cannot get funding because organizational capacity limits the ability to write a proposal on time. Policies are often seen as negatives and prohibit actions, for example maternity leave with scheduled amount of time, off, when perhaps women do not want to take time off or need more time off. Another example is the policy of no smoking, prohibiting smudging in places of work, meeting spaces, education, accommodations or public.

Another barrier is the type of supports that are received. **Referrals**, for instance, are needed for medical treatments, but are difficult to obtain. Another example is the type of food that is **donated** to a food bank and later dispersed; Indigenous people in Saskatchewan do not traditionally have canned tuna in their diet, let alone know what to do with it. Further support, such as suggested recipes included in food hampers is needed.

One way to limit barriers is using **incentives**, which is not applied enough. For example, gathering people to provide input, an incentive of prizes or a meal is easy enough for organizers, but seems to be overlooked. Another example is with work, organizations may not be able to provide living wages, but may be able to offer other incentives such as benefits; professional development; the ability to bring children or pets to work; flexible schedules; and, more.

Navigating Services

Institution services that are there to help people in need, pose some of the greatest barriers. For instance, **navigating systems** is daunting and overwhelming. An example shared by a woman was her experience with domestic violence. She went to her local medical clinic and needed to speak to the nurse on what happened, then needed to repeat it to the doctor. As reports come in, she needs to share her story again to the police officer, court worker, judge and so on. She may come in for a follow up medical appointment, having to relive the situation again and again, never healing from it, especially if it goes to court.

Another barrier is the reliance on systems. Employment insurance and child tax benefits can pay more than full time jobs, and people may rely on this for their income, because it is not worth being away from home or your child, when you get paid more not working. Others may rely on the system to help look after their children. It is easier to have programs and funders pay for sports or dance lessons or allow children to be placed in the care of another family member so that

the responsibility is not there. There is divide between families with children, those having to pay for themselves, and those children in foster care who are granted additional funding, causing families to resent each other. This is the same for the tax exemption and credits for children, children in foster care do not receive tax credits, while families do, again pitting them against one another.

Though a **reliance on the system** is present in some people's lives, **child apprehension** is another. This system that is meant to help children and families, may hurt them instead. Fear is always present in parents' minds when it comes to losing children, let alone to police, family or social services.

Aging out is another barrier. Youth age out of systems, once they turn a certain age, usually 18, they are left to fend for themselves. Youth in care homes face this every day. Older adults also face aging out, some are forced into retiring or some are simply kept from obtaining jobs because of their age.

Family Structures & Roles

Barriers relating to family, friends, bonding, healthy relationships, and support were shared. Having family is important, but what that family looks like can be very different to different people. Some friends are considered more like family than blood ties, while others have families that are extended. Having **healthy relationships** stems from family and sometimes this is not the case, making a lack of family and therefore family support.

The **colonial impacts** on family have developed barriers to Indigenous families. This includes what housing looks like, what funding for family activities looks like, child apprehension and custody. Indigenous families rarely look the typical colonial nuclear family, yet society today is stuck on these values and therefore services and needs are based on this. An example of this is what you get in food bank donations, it is based on the typical amount of food a nuclear family consumes in a week, or housing with a certain number of bedrooms and bathrooms for a typical family of four (two parents and two children), or insulating which member of the family needs to work and is allowed to spend money.

Every member of a family has a role and within certain family structures, these **roles can be skewed** or off loaded onto one member of the family. An example of this is that many women are seen as the ones to maintain the home, care for the children and be responsible for finances, though they are not perceived as strong enough to work and to bring in an income. All these aspects should be shared responsibilities for everyone in the home.

Ensuring that our **seniors and Elders have safety** is essential and having care for those who need is a priority. Many families in Indigenous cultures take care of their loved ones in their final years.

Respite or additional supports that family is unable to provide is a needed across the province. Those in care homes are also lacking, companionship, medical care, and additional assistance, only putting more strain on families.

Parenting skills and teaching parents coping skills and education on their child's development is needed. This includes healthy relationships between parents, children and other family and healthy ways of discipline for children.

The **generational differences** have also been mentioned by community members in that there is barriers to food, culture, technology, life skills, parenting skills, and more because of the differences between how one generation can be raised compared to another.

Regarding **raising children**, teens, siblings, grandparents, single parents and even children raise themselves. This makes it difficult to learn parenting skills or be effective parents when there is no support provided to those who raise children.

Time spent as a family is also limited and can be even more interfered with when additional factors or concerns are brought into play. An example that was shared is technology and the addiction that youth have to it. This can interfere with **family time**, education, culture and can go both ways, child or parent and neglect is a result.

Outside impacts on family such as communities helping to raise children or laws preventing certain disciplines have also been shared as barriers.

Safety, Crime & Poverty

Safety comes in many forms, personal, physical, mental, cultural, financial and social. **Safety was mentioned as being at risk**, people no longer feel safe walking down the street, being in places of safety such as a police station or hospital, and this is compounded with mental illness, Indigenous cultures, and economic and social status.

Indigenous women for the most part feel they are not safe. Increasing **awareness** behind Missing and Murdered Indigenous Women, Girls and Two Spirit (MMIWG2S) may empower women to share their stories and in turn increase their safety, though making them more vulnerable.

Poverty has a direct correlation to crime. Many crimes are committed because of social circumstances, such as a lack of financials. Saskatchewan has some of the highest crime severity indexes in Canada, making some of Saskatchewan communities the most dangerous in Canada. Those who do commit any crimes and get caught pay for their actions for life. Criminal records limit the ability to obtain jobs, travel or accessing family.

It was mentioned that **incarceration** has its own challenges. Community members may feel unsafe having correctional centres in their community, while those who are incarcerated or have been have stigmas of being violent or bad people. Those who are incarcerated have additional challenges such as paying for feminine products and increasing debt to pay for things that should be

provided while in custody. Other issues include harassment from officers or not feeling safe in the presence of authority figures such as: police, correctional officers, judges, lawyers, etc.

Crimes can go unreported and this also plagues Indigenous women. There are many accounts of women suffering from sexual assault and harassment that never go reported, and those that do, many **harassers go unpunished**.

Human trafficking and the sex industry is a concern. Women are forced into these practices and escaping can be difficult. There needs to be support for women trying to escape and for those who have escaped. More education on women and their rights and ownership of their bodies is also needed to help shed light on this issue.

Gangs are a leading cause of safety and crime. Many people turn to gangs for the feeling of safety or belonging yet encounter consequences or the opposite as these relationships are not healthy. Another support system is needed for those in gangs, trying to escape and those who have escaped.

Along with crime, respect of property has diminished. Participants shared that it was once safe to leave your doors unlocked, and your property outside, and now this is gone. Respect for **property** has gone down and vandalism has gone up. It is no longer safe to leave anything outside, unless you want it stolen or damaged.

Culture

Though our culture grounds us, it is also is a barrier in many ways. Our Indigenous communities are **craving access to culture**, wanting to restore our culture to what is was prior to colonialism and we want to ensure the traditional way of life continues today.

Access to **ceremonies** and **traditions** is limited. Those living off-reserve find it difficult to access sweats, obtain medicines and attend ceremonies and dances. This extends to policies which prohibit smudging as the smoke is seen as damaging or a health risk.

Indigenous cultures are diverse, ensuring that we honour every culture and tradition can be difficult. It was shared that some communities are divided by **Indigenous factions** and people argue over different traditions, only pitting us against ourselves. An example of this cultural turmoil is the arguments over women wearing headdresses or drumming.

Language is tied so closely with culture; we have lost many of our languages and many people are not able to speak their own languages. There are also language barriers for those who only speak their language and not English, adding to the barriers when accessing services.

Survival has changed the way it looks to our people. Many generations ago, when treaties were signed, survival meant ensuring our people were not starving or dying from disease, such

as smallpox. Today, survival means the same thing, but looks drastically different.

We struggle to pay bills and feed our children, we are dying from different diseases, (diabetes, addictions, tuberculosis). We need to change what survival means. It was shared that we need to go back to the traditional way of life, hunting for food, using what we our land gave us, and ensuring our future generations are provided with higher forms of education and the ability to be self-sustaining.

Another barrier we see is our way we are living. Culturally, we support our immediate family and extended family. We need to further develop what this looks like, and have **culturally relevant housing** that can accommodate more than the nuclear family. We also need to blend traditional living and modern living, as we progress into the age of **technology** and the internet of things.

Our **diet** is also a barrier, today we are used to fast food, sugar, salt and fats, though our bodies and traditional diet did not have any of these things, unless it was natural. We suffer from diabetes, addictions to sugar and unhealthy eating habits because it is cheaper and easier to access. For instance, it is cheaper to buy two litres of pop than two litres of milk. This also extends to our children, trying traditional foods, or harvesting traditional meals is difficult and unwanted.

Technology

Technology is a barrier in a few ways. The first is the fact that rural and remote communities have limited access to technological services, such as internet, limiting communication. Those who have limited funds, may not be able to afford phones, and in current circumstances the use of landlines is growing smaller every day and cell phones are more common. It should be noted that cell phones are a privilege and necessity. Though barriers relating to technology can stem into the types of **communication we rely on**; an example of this are the areas known as “dead zones” where cell service is unavailable. **Social media** plays a large role in communities and communication, playing into cyber bullying, political agendas, and limiting communication skills. It was shared that negative posts get more attention, therefore in order to convey important messages, negative posts may be the way to go about it. Those who have access to technology seem to have limited time with families; parents and children **neglect** one another as technology interferes with everyday life. Lastly, technology was mentioned as an **addiction**, having it more **accessible** and open to all ages increases the likelihood of addictions to gaming, social media and more.

Geography

Geographic barriers involve the services that are available or not available given a certain location. It was shared that due to rural and remote locations, many **services are not available**, especially in northern communities, and people are forced to wait for services that come periodically or travel or move, if need be. This is the same in larger urban centres, as locations of services are difficult to get to without reliable transportation. It makes a difference where services are located, and many are not ideal. Lastly, the geographic barriers between the **rural and urban divide, and the on and off-reserve divide** exist. Not only are people discriminated against because they are competing for services, service providers are bound by **jurisdictional issues** in both cases. This also translates into **culture shock** for those who have never left their home communities or been in larger urban settings when accessing services, only adding to the geographic barriers of services in large urban centres.

Human Rights

There are barriers in knowing basic human rights. Women, trans or not, and two-spirited **people do not know their rights** and know that they have complete control over their own bodies, and lives. This also goes to the rights that are lacking for people living with disabilities. There are many physical barriers to those who live with physical or cognitive abilities and this is only compounded by the fact that policies and regulations are not up to date and enable more barriers. An example where regulations fall short are wheelchair accessible restrooms: there is rarely any thought on how big wheelchairs, walkers or strollers are; doorway size or width or weight of a door; turning space to lock doors; tight corners and positioning of doors and entrances; whether or not that person needs assistance to use a restroom and space has been accounted for; correct signage of restrooms or gender neutral restrooms; if a child's change table is located in a restroom and if so where; and, the misuse of accessible stalls by those who do not need the extra space.

Politics

Communities are affected by political issues, agendas and decisions. **Different levels of government** include federal, provincial, municipal, tribal councils, bands and Métis. The decisions that our elected officials make have impacts on daily lives, it has been shared that some of these decisions are not made with all the information provided or behind closed doors. **Accountability** and **transparency** is limited and it has been shared that the stigma of fear from what government can do should be flipped to the fact that the public is in control of the government.

We limit our voice by limiting our **voter turnout**. We also limit our **leadership** by not willing to volunteer.

Outside Factors

The last category of barriers is those related to things outside of our control. In Saskatchewan, we have the most diverse landscape and with that the most diverse **weather** in Canada. The cold and the heat, and even our **diverse geography** (forest to prairie to sand dunes to tundra) all limit us.

Our geography and **space between communities** means travel, transportation, services and communications are more than a privilege, they are basic needs, and road conditions play a large role in the barriers we face.

Indigenous communities are closely connected. In the instance where a **person passes in the community**, this is another factor that prohibits us. We come together to grieve and support each other when deaths in the community happen, and this can take time to overcome. This also can be attributed to safety issues where there is a **threat to the community**, as in the case of Kam McLeod and Bryer Schmegelsky, and everyone is on edge.

What would Indigenous Women Like to See?

During the community engagement, participants were asked to share any ideas around initiatives that they would like to see moving forward. Many participants shared similar initiatives that would help Indigenous women succeed, some are readily available just not widely known, while others shared exciting new ideas. The complete listing of suggestions is found in *Appendix B: Suggestions Actions*.

The top 10 most shared suggestions are provided below:

- 1. Life Skills Workshops** – working with different organizations and agencies to host workshops that help improve all life skills.
- 2. Increase Access to Education** – education may include formal education, Kindergarten to Grade 12 and post-secondary, and may include professional development, ongoing education and skills training. Limiting barriers and providing more opportunities to access education is needed.
- 3. Job Skills Workshops** – developing different workshops that allow participants to learn skills needed for jobs. Whether it be, job searching and resume writing; work experience; interview skills; specific education needed for jobs; capacity building, such as grant writing workshops and budgeting.
- 4. Indigenous Women led Organizations** – increase capacity within the Indigenous women community to ensure that more Indigenous women are leading not only programs and services, but organizations, corporations and businesses.
- 5. Employment Opportunities** – improve employment opportunities at all levels. Include entry level through to management and part time to full time.
- 6. Ongoing Programs and Services** – ensure programs, services, events and other initiatives that clients rely on are ongoing. Over time they need to be evaluated and improved to ensure they are relevant and meeting the needs of the community. This also includes safe spaces for the community to gather, learn, and celebrate, that are accessible, affordable and inclusive.
- 7. Childcare and Eldercare Options** – providing more options for childcare and eldercare that are safe, affordable, nurturing, flexible and available.
- 8. Mentorship** – continue work with organizations who focus on mentorship programs, such as Big Brothers Big Sisters and build other peer support programs that focuses on other achievements. Peer supports or mentorships may form around entrepreneurship; education; sports; cultural teachings and traditions; and, workplace colleagues. Being able to access others who are role models addresses self-confidence, builds relationships and helps the learning process.
- 9. Entrepreneurship** – support Indigenous women who are thinking about starting their own business and those who are growing their businesses. Supports may include workshops, collaborations and resource sharing.
- 10. Improve Access to Healthcare** – include physical and mental health and improve access to, affordability, availability and education.

Honouring Her Spark Summary

A summary of the Saskatchewan Indigenous Women's Economic Framework including the process, framework and steps moving forward.



Process



1

Guidance from a steering committee comprised of Indigenous women, and representative from different sectors.

2

Engaging with Indigenous women and communities on barriers they encounter, what they need to succeed and learning about ideas they have to enact positive change.

3

Inform the development of a framework using promising practices and the voices and learnings shared by Indigenous women and communities.

4

Development of a framework that focuses on Indigenous women's economic security and prosperity using a holistic approach and Indigenous women's lens that is grounded in Indigenous ways of knowing.

5

Create awareness and implement the framework focusing on honouring, supporting and empowering Indigenous women and LGBTQ2S+ through Indigenous Women's Coalitions and Stakeholder Workshops.

6

Share successes, lessons learned and promising practices while celebrating Indigenous women in a provincial gathering.

Framework

The heart of the Framework is Indigenous women. All Indigenous women have sparks of hope, this Framework looks to empower, support and honour those sparks that become the homefires of their families and communities as Indigenous women live good lives.

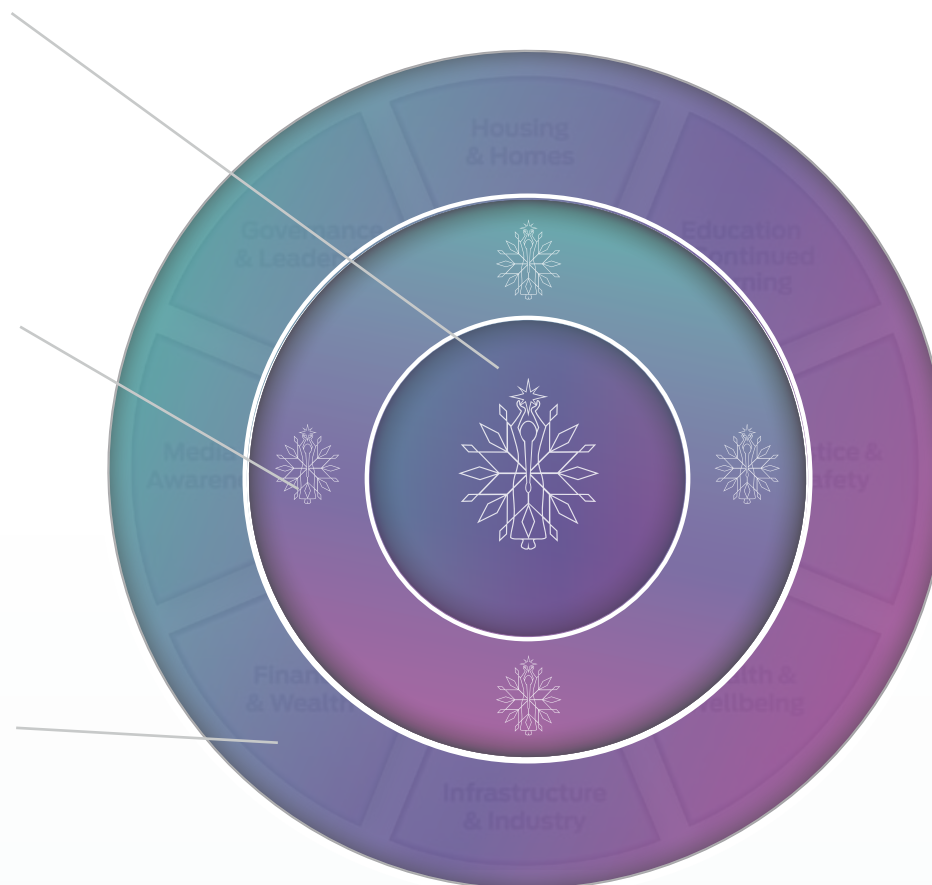
Indigenous women are encouraged to find their passions and work towards their goals.

Supporting each other, Indigenous women create a circle of healing, encouragement and collaboration. These women's circles, or Indigenous Women's Coalitions will work on alleviating barriers, addressing needs and building capacity within each other.

Supports and learning opportunities are provided to Coalitions as they identify their needs and empower each other.

Through advocacy work and building relationships with Indigenous women, stakeholders such as service providers, employers, educators, industry, orders of government and others will learn about the barriers and needs of Indigenous women.

Learning opportunities and policy reviews and revisions will further support inclusive and safe spaces for Indigenous women and LGBTQ2S+.

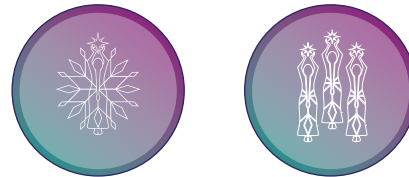


Moving Forward

As the Framework focuses on Indigenous women and they focus on themselves the effects ripple out to their families, to each other and their communities. Utilizing an Indigenous women's lens and holistic approaches, all workplaces and sectors will develop relationships with Indigenous women furthering their understanding. Through this, policies are revised to create safe environments for Indigenous women that responds to barriers, supports needs, honours the TRC Calls to Action, MMIW Calls for Justice, UNDRIP and addresses their economic security and prosperity.

As an Indigenous woman...

Find out what your passions are; connect to your culture; try something new; seek out knowledge; engage with other Indigenous women; spend time with your family and friends; and, give back to your community when you can.



As an Indigenous Women's Coalition...

Identify what each of the needs are around the circle. Work towards supporting those needs through education, partnerships and gaining access to other resources. Build relationships with service providers, all sectors and orders of government to begin to build networks.

As a Provider, Organization, Business or Corporation...

Read and adopt the TRC Calls to Action, MMIW Calls for Justice and UNDRIP. Educate your staff on these and explore how these imperatives can inform or guide your strategic plans.

Provide safe and inclusive spaces for Indigenous women and LGBTQ2S+ individuals and families for your clients, employees and partners.



As part of a Sector...

Work with local Indigenous Women's Coalitions to review and revise policies and procedures using a holistic Indigenous women's lens. This will assist in alleviating barriers that Indigenous women and LGBTQ2S+ encounter daily.

Definitions, Acronyms, Translations

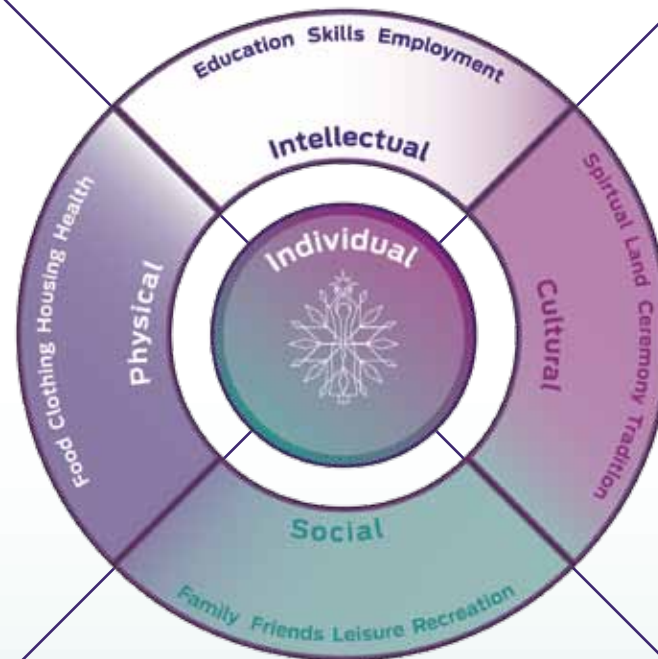
AFCs	Aboriginal Friendship Centres of Saskatchewan	NYFC	Nēwo Yôtina Friendship Centre
BIMFC	Battlefords Indian and Métis Friendship Centre	OTC	Office of the Treaty Commissioner
BNFC	Buffalo Narrows Friendship Centre	PAIMFC	Prince Albert Indian and Métis Friendship Centre
Métis	Friendship Centre CU Credit Union	PAMWA	Prince Albert Métis Women's Association
FSIN	Federation of Sovereign Indigenous Nations	QVFC	Qu'Appelle Valley Friendship Centre
IFC	Ile a la Crosse Friendship Centre	RCMP	Royal Canadian Mounted Police
KFC	Kikinahk Friendship Centre	Sakihitowin	Love One Another in Michif and Cree
LGBTQ2S	Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit	SEDA	Saskatchewan Economic Development Corporation
Mino-pimatisiwin	Living a good life in Cree	SHA	Saskatchewan Health Authority
MMIP	Missing and Murdered Indigenous Peoples	SHC	Saskatchewan Housing Corporation
MMIWG2S	Missing and Murdered Indigenous Women, Girls and Two Spirit	SIMFC	Saskatoon Indian and Métis Friendship Centre
MNS	Métis Nation of Saskatchewan	STC	Saskatchewan Transportation Company
NWFC	North West Friendship Centre	TRC	Truth and Reconciliation Commission
		UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
		2SLGBTQIA	Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questions, Intersex, Asexual

Appendices



Appendix A: Individual Approach Exercise Sheet

Exercise:	Each participant has 2 different coloured pens/markers. Imagine the medicine wheel like a top, every part of the medicine wheel must be balanced to ensure it doesn't fall over.
Instructions:	<ol style="list-style-type: none">1. On the Medicine Wheel, using one colour, please incorporate aspects in your life that you feel are going well.2. Continuing on the Medicine Wheel, using another colour, please incorporate things that need are challenging.3. Complete the table that asks you where you want to be in 0-2 years, 2-4 years and 5+ years. How you want to achieve your goals, continue what is going well and improve what has been challenging.4. Please keep this for your reference and to guide you on your journey.
Questions to Consider:	Always reflect on your personal medicine wheel, where do you see gaps, and how can you address those gaps actively? Where do you want to be in 0-2 years, 2-4 years, 5+ years? How do you plan on getting there? Is this realistic? Every day is different, ensure what is going well continues. Take small steps along your path to further you on your journey.
Measurement:	Repeat this exercise regularly overtime, the goal is to have more balance by seeing less gaps.



0-2 Years

2-4 Years

5+ Years

Cultural	Spiritual			
	Land			
	Ceremony			
	Tradition			

Social	Family			
	Friends			
	Leisure			
	Recreation			

Physical	Food/Water			
	Clothing			
	Housing			
	Health			

Intellectual	Educational			
	Skills			
	Employment			
	Leadership			

Appendix B: Suggested Actions

This section describes the suggestions that were provided by community members during the workshops and through the survey. Participants were asked: What suggestions do you have that may help Indigenous women succeed? Some actions may be more like goals, while others are very specific. These actions are categorized by the timeframe that was suggested and ranked based on importance and number of times it was shared.

#	Action	Timeframe (Years)				Calls to Action	Calls for Justice	UNDRIP Articles
		0-2	2-5	5+	OG			
1	Offer and attend life skills workshops, including: <ul style="list-style-type: none"> • Communication • Your personality type and communication with other personality types • Healthy relationships • Coping skills • Service navigation • Cooking classes • Budgeting, banking and financial literacy • Home maintenance and ownership • Health and hygiene • Parenting • Self care • Goal setting 	✓	✓			7	7.3 15.7 16.10 16.22	
2	Increase access to education including formal and ongoing education opportunities and continue to build Indigenous capacity through higher education. Removed barriers such as costs, increasing technology used, ensure all learning styles are available (kinetic, tactile, etc.). Support students at all levels and ensure the number of graduates continue to increase. Formal education is primary, secondary and post secondary, while ongoing education includes professional development, job specific training, extra curricular and opportunities to learn new skills and knowledge, such as learning a new language. Professional development and job training needs to include cultural competency, anti-racism, etc.	✓	✓	✓	✓	5 7 8 9 10 16 24 27 28 57 59 60 62 63 64 86	1.9 2.3 4.4 7.7 7.8 11.1 12.11 14.9 16.21 16.26 16.27 16.30 18.21 18.31	13 14 21 23
3	Offer and attend workshops on job skills, including: <ul style="list-style-type: none"> • Job search 	✓				7	4.2 11.1 12.11	17

	<ul style="list-style-type: none"> • Work experience • Interview skills • Job readiness • Education for specific jobs • Grant writing workshops 						14.9 16.30	
4	Increase the Indigenous women lead and run programs, services, organizations, corporations, and more.			✓		7 92	4.2 4.5 5.10 5.12 5.23 7.8 9.3 12.12	17 21
5	Improve employment opportunities at all levels, entry level through to management and director levels.	✓				7 92	4.3 4.5 5.10 5.12 5.23 7.8 12.12 17.19	1 17 21
6	<p>Ongoing programs and services and events are evaluated and improved overtime. Some examples of programs and services that were mentioned to continue include:</p> <ul style="list-style-type: none"> • The Elders Lodge in Ile a la Crosse • The Prince Albert Indigenous Coalition • Reconciliation community projects across Saskatchewan with the Office of the Treaty Commissioner (OTC). <p>Ensure that community events are places to learn, celebrate, honour and come from the community, are accessible, affordable and inclusive.</p>		✓	✓	✓	40 66	7.4	23
7	Provide more dependant options and ensure that family members are well looked after. Parents have the ability to afford and choose between private and public childcare. Childcare options include subsidized, free and are accessible for everyone. Respite options and care providers are available for seniors, Elders and those living with increased needs. Options may include spaces, drop in places and cooperative options.	✓	✓	✓	✓	5 12	7.4 14.11 17.17	13 17
8	Develop peer supports and mentorships programs for people at all ages. Support those who already do this type of work such as Big Brothers, Big Sisters. Develop a role model program. Look to address education and awareness of issues with role models and provide access points to these role models.	✓	✓	✓	✓		11.1	14

9	<p>Increase and support Indigenous women entrepreneurs and those thinking about starting their own business. Support and collaborate with each other. Develop an entrepreneur mentorship program. Host entrepreneur workshops and include sessions on:</p> <ul style="list-style-type: none"> • Funding available • Supports available • Paperwork needed • Website development • Marketing • Information technology • Bookkeeping 	✓	✓	✓	✓	92	1.8 4.2 4.5	17 21 39
10	<p>Improve access to health care, especially mental health care. Including more availability, number of specialists, hours, types of specialists and geographic locations.</p>	✓		✓	✓	18	ALL 3 7.1 7.2 7.8 16.7 16.13 16.40 17.21 18.28 18.30	1 21 24
11	<p>Increase information sharing. Host and attend awareness and information sharing events and trade shows. Allow for organizations to have dedicated staff to specifically collect and share information and develop networking opportunities. Improve public awareness by various campaigns and utilize different medias: social media, television, radio, word of mouth, art, billboards, vehicle advertising, etc. Develop research projects on areas and include cost per person analysis (in care vs not in care) and work-life balance and productivity awareness. Continue to develop new ideas, share ideas and collaborate. Continue ongoing databases and streamline information collection across organizations to help improve access to public information.</p>	✓	✓	✓	✓	2 9 19 39 55 69 73 74 87 92	1.9 1.10 1.11 2.6 5.24 5.25 6.1 13.2 13.4 16.6 16.44 18.3 18.4 18.15	1 13 15 16 18 19 39
12	<p>Host and attend support groups that are both open and geared for specific groups of people:</p> <ul style="list-style-type: none"> • Women circles • Healing circles 	✓	✓	✓	✓	36 37	4.3 5.22 7.4 9.11 16.9 18.22	9 11 13 21

	<ul style="list-style-type: none"> Talking circles For addictions For parents For singles For grandparents For seniors Exiting gangs Exiting sex trade and human trafficking Employment support groups Indigenous peoples returning to their culture and roots Indigenous women in leadership 							
13	<p>Offer and attend empowerment workshops publicly or geared for specific groups including:</p> <ul style="list-style-type: none"> Women Children Youth LGBTQ2S Alternatively Abled <p>Indigenous women will continue their journey of empowerment and being proud of who they are, what they have achieved and where they come from.</p>	✓	✓	✓	✓	66	16.41	6 13 31
14	<p>Work in collaboration within different services, sectors and inter-departmentally on programs and navigation for clients.</p> <p>Developing relationships and networks within service providers.</p> <p>Have specific advocates that navigate systems for clients, explain services and assist with procedures.</p>	✓	✓		✓	92	7.3 9.3 9.5 9.8 10.1 12.1 12.9 16.38 17.28 18.8	21 31
15	<p>Hire more Indigenous women. Have equity seats in corporations at all levels from entry level to management to senior management and Board levels. Build Indigenous capacity within workplaces.</p>		✓	✓	✓	23 92	4.2 5.10 5.12 5.23 7.8 9.3 12.12 16.8	1 17 21

							16.32 16.33	
16	Ensure that Indigenous women have the job they want and that they are successful and flourishing, whether it is permanent, temporary, part time or full time, and can crush gender stereotypes. They are able to make living wages and can support themselves and their families and live independently and sustainably. They are able to have a savings account, have plans for retirement, choose to take vacations and travel, and be debt free.			✓		7 23 92	4.2 4.5 5.10 5.12 5.23 7.8 9.3 12.12	17 21
17	Ensure that home ownership is possible. Make it easy, available, affordable and accessible. Develop home ownership programs; these may include rent to own, assistance with down payments, help to build your home, etc.		✓	✓			18.24	21
18	Review and update policies in workplaces, organizations and orders of government. Ensure these spaces are safe for guests, clients and employees. Be flexible in work hours, childcare, leave and cultural practices. For example: <ul style="list-style-type: none"> Flexibility with staggered work and school hours, this may help truancy with school, allow for flexibility with dependant care, decrease traffic concerns, and increase overall access and safety as there will be increased hours of operation for businesses. Provide options for balance between traditional and modern work practices and environments: i.e. dress codes, prayers, office orientation, food, etc. Make workplaces and positions competitive. Provide staff with to access benefits, health, dental, prescriptions, travel, professional development, vacation, sick leave, and other incentives.	✓	✓	✓	✓	23 92	1.9 18.25	17 21 31 34
19	Offer and attend Indigenous cultural programming such as ceremonies, cooking classes, traditional lifestyle courses, crafts, performing and visual arts and more.	✓				14 66	2.1 7.4 16.18 17.7 17.18 18.10 18.16	8 9 11 13 25 29 31
20	Host information sessions and workshops on funding available for education, such as loans, scholarships and bursaries. Develop programs with industry, organizations and unions to help with work experience, obtaining bachelors, masters and doctoral degrees while at work and	✓				9 11	1.8 2.5 7.7	39

	additional employee scholarship opportunities for employees and their dependants.							
21	Develop a transportation program. These can be open or intended for specific uses such as medical appointment, grocery, justice, education, visiting family, and other programs and services. Make this available at any level, within the community, provincial, interprovincial, national, etc. Programs may include a ride share service, carpooling, taxis, public transit, vehicle ownership, vehicle cooperatives, LRT (Lite Rapid Transit) with either buses or trains, flights, etc.	✓					4.8 8.1 17.9	21
22	Offer and attend positive and healthy family specific and age specific activities that are alcohol free. Include all types of recreation, sports, etc. for all ages that are safe and inclusive. Provide supports, positive environments and relationships that promote healthy living, and sobriety. People are able to return to places they did not feel comfortable before, example Friendship Centres. Recreation programs should be affordable and accessible and include wellness, strength, fitness and food programming.	✓	✓		✓	66 87 88 89 90 91	2.1 7.3 7.4	7 8 9 11 13 21 23 25 29 31
23	Recognize and celebrate those who are important in our lives, single parents, women, grandparents and others, and their achievements. Host events such as a traditional feast in their honour, or other activities they like. Ensure that recognition continues. This may include a prestigious award or day to day recognition (i.e. good tickets from RPS). Have a Kookums Warriors Group for youth and those who make a difference in their families, communities lives.	✓		✓	✓		18.15	12 13
24	Improve the cost of living and living conditions: <ul style="list-style-type: none"> Develop a furniture program to help with lowering or eliminating costs for home furnishings and appliances Upgrade homes and conduct renovations to conserve energy and be culturally relevant Work with landlords and tenants for better housing conditions and property maintenance Work with municipalities and utility suppliers to ensure clean drinking water, electricity and heating are available 	✓	✓		✓		4.1 4.6	1 21

25	Offer and attend workshops that explore people’s passions. Try new things to see what your interests are. Meet new people, get to know your neighbours, or stop to talk to someone walking down the street, don’t be afraid to have a conversation, this improves safety, decreases discrimination and improves community networks.	✓	✓						31
26	Ensure that funding is ongoing, secure and increases overtime and with program improvements. Have funding available for community activities, programs and services, education, businesses and others. Help develop fun and innovative fundraising ideas. Develop and maintain funds for: urban Indigenous education, investing in entrepreneurs and infrastructure upgrades.	✓	✓	✓	✓	8 9 11 17 21 31 40 54 61 66 69 78 88	1.8 2.5 4.2 7.7 16.42 18.7 18.11	21 29 31 39	
27	Work with staff, supervisors, employers and unions on providing support to staff including: <ul style="list-style-type: none">• Crisis and selfcare• Debriefing of events and projects• Career transition• Professional Development• Teachers• Frontline staff• Mental health and addictions treatment• Provide more support staff• Develop succession plans• Violence reduction	✓				18 57 92	3.1 3.2 4.2 7.8 14.12 16.13 16.23 18.5	17 21 24	
28	Plant and harvest community gardens, orchards and greenhouses that are rich in healthy fruits and vegetables and traditional medicines.	✓					2.1 7.4	8 9 11 13 25 26 27 28 29 30 31	
29	Host driving classes and a program that help people obtain their drivers licences.	✓						21	
30	Support community organizations to improve community outreach programming.	✓						21 31	
31	Indigenous women have the skills, confidence and opportunities to be in leadership positions at any scale, from community committees, Boards, organizations, Senators, municipal, provincial and federal orders of government, Elders, etc. They are able to leave legacies for future generations.		✓	✓			4.2 5.10 5.12 5.23 7.4 17.3 17.14 18.6	7 8 9 11 21	

	Youth are able to provide representation at leadership levels.							
32	Develop a home lock program and work with home improvement stores to purchase and install / teach people how to install locks and home safety features.	✓					4.6	21
33	Improve data collection: <ul style="list-style-type: none"> Host workshops Develop a platform and / or tool that is available for everyone to increase access and the ability to share information. Ensure personal information is confidential, and aggregated information remains public 	✓				2 9 15 19 30 53 55	1.10	15 18 19
34	Give back to the community, volunteer, invest, donate time or money. This is a call for individuals, organizations, businesses, industries and orders of government.		✓	✓	✓		17.15	
35	Increase meaningful consultation and community engagement. Ensure that everyone has free, prior and informed consent and that communities and community members want to be engaged and involved.	✓		✓	✓	92	9.1 9.2 13.1 13.2 13.5 18.1 18.2	8 9 10 11 18 19 25 29 30 31 32 33 35 36 40 41
36	Host a women's gathering (conference) that focuses on wellness, networking, business and more. Ensure that this is an annual conference that travels to different communities throughout the province. This conference needs to be affordable and accessible and ensures that people are able to learn promising practices, what each other are doing, and what communities are doing.		✓	✓	✓	92	7.4 18.8	8 9 11 13
37	Youth need places and activities that ongoing. Host a 24-7 drop in youth and resource centre will increase activities and safety for youth and communities.	✓				66		13 14 21
38	Ensure employment training policies and procedures are up to date.	✓				92	1.9 4.2 4.4	17 21
39	Ensure history is shared in education, in Kindergarten to Grade 12, post secondary, professional development and ongoing education. Kairos blanket exercise is an example of a promising practice that aims at teaching Indigenous history in Canada. Provide education on treaty and metis rights – benefits, challenges and what to expect in the process.	✓				5 86 92	11.1 16.27 17.6 17.13 17.29	8 9 11 12 13 14 21 31 37

							18.13 18.19	
40	Offer and attend trauma informed workshops so that service providers are able to support clients and be flexible and work on a case-by-case basis rather than fitting people into boxes and bound by jurisdictional issues.	✓				3 20	3.5 3.6 5.5 7.2 9.2 14.8 17.8 18.18	24
41	Have support systems in place for families – through schools and outside schools, ensure that they are able to be supportive in multiple areas and ages. Work towards keeping families together, provide necessary support to avoid child apprehension.	✓				1 2 3 4	2.3 7.9 11.2 ALL 12 16.17 17.16	14 17 21 22
42	Service providers need to address and remove barriers for Indigenous women including food, childcare, transportation, safe spaces, places with appropriate infrastructure for people who are alternatively abled, etc. Improve infrastructure to help remove barriers and provide safe, accessible, warm and welcoming spaces for everyone. Increase hours of operation to help provide warming stations, day and night. Infrastructure needs to be built to last and is versatile, such as sports centres and arenas that can be easily used as emergency shelters. There will be total access, once all barriers and fears are removed.	✓		✓	✓	35	2.3 3.4 3.6 4.7 4.8 5.6 7.5 9.1 14.6 16.43 17.1 17.5 18.24	17 18 21 22 24 31 36 39
43	Offer and attend Indigenous world view workshops, such as knowledge of 'all my relations', protocols and the teachings behind the protocols. Incorporate Indigenous world views in work, policy and procedures.	✓	✓		✓	92 93	7.4 7.6 15.2 16.37 17.24 18.32	8 9 11 25 31 37
44	Reconciliation continues and more education is focused on Indigenous issues and the frameworks of the Calls to Action, Call for Justice, UNDRIP Articles and others. The truth is made available and accessible and people are able to share their stories and truths. Provide a space to give voice and be heard. Reconciliation is about building positive relationships and nation building, learning from one another in a respectful manner and building trust and working together. We need to return our nations to how they were prior to colonization and put Elders and youth at the heart of the nation again.	✓	✓	✓	✓	43 44 45 53 54 56 65 67 69 71 72 73 74 86 92 93	1.2 1.7 2.1 2.4 5.21 9.1 9.2 15.3 15.4 15.7 16.45 17.2 17.11 17.12	12 13 14 15 21 25 26 27 28 29 31 37 38 41 42 43 44

	Bridge the gap between nations and community members, specifically the federal government and Indigenous women.							
45	Improve economic markets so that they are diverse, open and accessible.			✓		92	4.2	21 31 39
46	Improved human rights for everyone, including equity over equality and inclusion. Knowledge on human rights is readily available and everyone knows their rights: Indigenous, women, those with alternative abilities, LGBTQ2S, and others. Women have the ability to take control over their own bodies and make informed decisions based on facts for their lives. We also need to give back the rights to those who lost their battles within their lifetime.	✓	✓	✓	✓	24 27 28 57 92	1.1 1.2 1.3 5.13 9.1 12.13 15.5 15.6 16.46 18.26	ALL
47	There are opportunities to ensure cultural knowledge transfer from generation to generation, nation to nation.			✓	✓	14 93	2.1 7.4 16.4 16.8 17.18 17.25	8 9 11 12 13 25 31 36
48	Increase the number and improve women's shelters. This includes emergency, transitional housing, halfway houses and assisted living, trauma and treatment centres			✓		37	3.5 3.6 4.6 4.7 16.19 17.20	21 22
49	Child safety is a priority. Improve this through: <ul style="list-style-type: none"> • Child lock program • Self awareness • Speaking with trusted adults • Safety concerns in public and at home • Child's rights • Internet safety • Street safety • Bike safety • Food safety • Physical fitness 	✓				1 2 3 4 5 89	1.1 1.2 1.3 4.1 4.6 7.9 11.2 12.14 16.14 16.24	13 14 17 21 22
50	Use frameworks such as Crime Prevention through Environmental Design (CPTED) to help reduce crime. To help with crime prevention: <ul style="list-style-type: none"> • Increase the number of hours of operation • Have 24-7 resources • Harm reduction avenues 	✓					1.1 5.5	21 25

	<ul style="list-style-type: none"> • Increase surveillance • Increase punishments • Organize community watches • Train street safe volunteers 							
51	Learn traditional hunting, trapping and harvesting. This extends to hunting for food, trapping for food and furs and harvesting plants and medicines and food preservation. Learn to live off the land and change the meaning of survival to thriving.	✓	✓		✓	66	2.1 4.2 7.4 16.20	20 25 26 27 28 29 30 31
52	Host more nature walks to get back to nature, with and without educational involvement. Host women's walks to raise awareness of Indigenous issues.	✓						2 26 27 28 29 30
53	Develop a parenting tool kits for children of multiple ages, include health concerns, developmental stages, learning and discipline techniques, recipes, etc. Develop 'What to expect when your expecting' books for any age.	✓				33	7.1 7.4 7.9 11.2	14 17 22
54	Just take a moment to yourself, or with your family, go outside for moment, go for a picnic, do some breathing exercises, stretching, exercise, journaling. Provide self care type moments that are imbedded into your day. Appreciate yourself and show yourself care and respect. Create and recite positive affirmations.	✓	✓		✓			1 31
55	Offer and attend self defense classes.	✓	✓			66		
56	Programing needs to fit the audience, it needs to be flexible so that people who need an intensive workshop are able to attend, or weekly programming. This flexibility also needs to extend to how temporary or permanent programs are.	✓					5.16	21
57	Develop safety plans with staff, clients, family and friends. Help promote safety within your networks.	✓					9.5 18.14	
58	Establish relationships with media outlets and ensure more coverage is on Indigenous issues, successes and safety.		✓			84 85 87	2.6 6.1	16
59	Establish an official office for MMIP. Have an ongoing list of those who have been taken. Have a registry for individuals. Develop programing around safety.		✓				1.7 5.7 9.5 9.6 9.7 12.15	
60	Offer and attend social enterprise workshops. Develop creative incubators and social enterprises such as a selling collective for Indigenous women to sell their wares.	✓	✓			92	4.2	21 31

61	<p>Work towards court justice for Indigenous wrongs and traumas including:</p> <ul style="list-style-type: none"> • Road allowance • Indian Residential Schools • Script • Indian Act • Day schools • 60' Scoop • MMIP • Stolen land • Traditional and subsistence hunting, fishing, trapping and gathering • Police brutality, profiling • Wrongfully accused, convicted • Racism • Sexism • Abuse of any kind 			✓		25 26 29 30 34 38 41 45 50 52 58	1.1 1.3 1.4 1.5 3.5 5.2 5.3 5.4 5.11 5.14 5.16 5.17 5.18 5.19 5.20 5.21 5.22 9.6 9.9 9.10 ALL 14 16.20 16.28 17.27 18.12 18.23 18.29	2 5 12 13 17 20 21 22 26 27 28 29 37 38 40 44 45
62	The total elimination of oppression, discrimination, poverty, sexism, racism, ableism, ageism, etc. There will no longer be MMIP. There will no longer be stigma around mental illness.			✓			1.1 2.6 12.10 18.17	2 7 8 9 11 15 17 22 29
63	<p>Develop wrap-around services that are wholistic and can provide care for individuals and families.</p> <p>Adopt the Jordan's Principle framework for this type of service.</p>			✓		3	1.6 3.4 3.6 5.6 7.5 16.15 16.29 17.22 17.23 18.27	14 21 24 39
64	Create more advocates for children, youth, women, seniors, parents, and for cultures and Mother Earth. Advocates may be able to help develop long term support planning.	✓	✓			34 66	5.4 5.7 7.4 9.8 11.1 12.1 12.9 13.1 16.15 16.18	6 8 9 11 12 13 17 21 22 29

							16.39 17.4 18.9	
65	Develop, offer and attend art programs. Art programs may include visual and performing arts. Offer workshops, paint nights, sculpting nights, classes, exhibits and public art installations. Ensure artists are provided with the funding they deserve for their pieces.	✓				82 83		31
66	Develop clothing programs, such as Coats for Kids or Moores suit donations. Programs that offer clothing needed for each job and all-weather conditions: business attire, steel-toed boots and heavy work wear, winter clothing, summer clothing.	✓					4.1	
67	Increase corporate transparency and accountability. This applies to all businesses, organizations, associations, industries and orders of government.	✓				51 92	15.8	36 39
68	Develop a “free buy” program or shopping spree program. This may include shopping spree prizes, subsidies or other funding for a variety of goods: school supplies, clothing; groceries; furniture; housewares; recreation equipment, etc.	✓					4.1	
69	Increase the number of Good Food Boxes across Saskatchewan.	✓					4.1	
70	Develop and maintain an Indigenous directory. Include organizations, businesses, Elders, programs and services, employees, positions, board and committees, conferences, etc.	✓					4.2 16.6	31
71	Take time to spend with your family, take the time to listen to your children and build healthy, positive and respectful relationships across all generations.	✓	✓		✓		7.3 15.7	8 9 11 31
72	Increase lunch programs at schools (all levels), ensure that this is available when school is not in session for children, youth, students, families and in workplaces.	✓				66	4.1 11.1	
73	Develop a communication program. Help make communications more available, cost wise and equipment wise: phones, internet, computers, tablets, etc.	✓					4.1 16.5	21 36
74	Provide more education in health, both physical health and mental health. Offer and attend sessions and training on: <ul style="list-style-type: none"> • First Aid and CPR • Defibrillation • Mental health first aid • Suicide prevention • Debriefing • Counselling resources in your home, workplace, community and nation • HIV and Aids 	✓				18 33 89	3.1 3.2 3.7 4.4 7.1	21 22 24

	<ul style="list-style-type: none"> Heart and Stroke Diabetes Sexually Transmitted Illnesses Tuberculosis 							
75	Formally and fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).	✓				42 43 44 46 47 48 67 69 70 86 92	1.2	ALL
76	Encourage and support Indigenous women in trades and in apprenticeships.	✓				92	4.2 11.1	17
77	Organize and develop worker bee programs for work experience, volunteer experience, community service and assistance for seniors, Elders and those living with alternative abilities.	✓						21 22
78	Develop exiting programs to help exit gangs, sex trade, crime, toxic relationships, toxic work environments, etc.	✓					4.3 7.3 9.11 18.14	21 22
79	Provide more access to medicine women, healers and Elders. Train more Indigenous women to be Elders, healers and medicine women. Ensure these women are compensated for their knowledge and efforts appropriately. Ensure that there is access to traditional and western medicines and healers when seeking medical care.		✓			22 35 64	3.3 7.1 7.4 14.10 17.20	8 9 11 12 13 24 31
80	Change formal education curriculum (Kindergarten to 12 and post secondary) to include Indigenous history, languages, anti-racism, cultural competency, etc.		✓			10 13 16 24 27 28 60 62 63 64	1.9 4.4 7.6 11.1 11.2 15.2 16.3 16.25 17.26 18.20	14
81	Increase the number of services available in all communities across Saskatchewan: <ul style="list-style-type: none"> Communications Pharmacy Medical Clinic Medical Laboratory Dentist 		✓			92	3.7 4.1 4.2 4.4 5.5 9.4 12.7 16.7 16.35 16.36	12 21 24 36 39

	<ul style="list-style-type: none"> • Therapists • Grocery store • Hotels • Gas stations • Clothing store • Financial institution • Fitness centres (with female sections or all female gyms) • Salon or day spa • Places of indigenous spiritual connections • Educational institutions • Courts and justice institutions 							
82	Safety in confronting privilege, especially able white male privilege.		✓				1.1 1.9 15.1 15.4 15.5	ALL
83	Document and share stories in books, digital media and other forms of information sharing on healing journeys, cultures, traditions, etc.		✓				2.4 2.7 6.1 18.15	16 18 19 22 31
84	Encourage food banks to be located in more communities across Saskatchewan and provide recipes and cooking techniques in their food hampers.		✓				4.1	21
85	Develop job exploration programs (i.e. WITT) and provide opportunities for individuals to shadow and do job training and work experience.		✓			92	4.2 4.4	17
86	Go for retreats, as an individual, with your family, with your colleagues, etc.		✓			92		31
87	Address trauma (personal and intergenerational) and the effects of colonization, including dismantling the Doctrine of Discovery. Allow for time to heal, allow for everyone to be at different stages in their healing journeys and provide opportunities for people to learn without being hurt and reconnect with their culture.			✓		45 46 47 48 49	1.7 2.5 3.5 3.6 5.6 7.2 14.6 16.12	2 8 9 11 13 24
88	Indigenous languages are re-established, fluent, recognized as official languages and passed down through Indigenous generations.			✓		13 14 16	2.1 2.2 7.5 9.3 12.7 16.2 16.3	8 9 11 12 13 14 16 31
89	Programs and services have government support.			✓		ALL	ALL	12 26 27 28 29 31 36 38 39

								41 42 43 44
90	Indigenous peoples in Canada will have self governance.			✓		48 92	ALL	3 14 18 21 26 27 28 29 30 31 32 33 35 38 40
91	Have fun!				✓			1

Appendix C: Limitations of the Community Engagement

There were several challenges that presented themselves during the data collection portion of the project. This effected participation levels in the community engagement including the number of participants and what was shared during the community engagements.

Outside factors that impacted the number of participants included weather conditions, transportation options and road conditions. These factors were out of the control of the Program Manager and the communities themselves. Weather during the summer months including heat and storms played a factor in those who showed up for gatherings. While road conditions and the ability to get transportation to in-person engagement sessions also had a direct impact on the number of people who participated. The time of year also played a role, as many people were away from home, enjoying summer holidays.

Two of the ten in-person community engagements were affected by deaths in the community. Indigenous communities rally around family during difficult times and in times of grieving, and therefore this impacted those in attendance and those who were participating, in what they were willing to share.

Another outside factor that impacted communities was the happenings in the media and on the ground relating to a nation-wide man hunt for two British Columbia teens: Bryer Schmegelsky and Kam McLeod. These two individuals were spotted in and around two of the communities we visited within a few days of the in-person community engagement sessions. This resulted in heightened fear of the community, who showed up and what was shared at events.

Another limitation of the project is the awareness and promotion behind it and ultimately access to technology. Marketing was centralized to word of mouth from Friendship Centre staff, a poster that was circulated through email and social media, and a survey that was primarily targeted to online participants, though this was

made available in hard copy and via interview. This made it difficult to reach differing audiences, especially if they do not have access to technology or internet connections.

Another limitation was language barriers, in some communities or within some families, English is the second language after their mother tongue. Although most people were able to speak English, some translation was needed. Translations also include another level of limitation is that some words, phrases and meanings in Indigenous languages do not translate into English, making it more difficult to understand.

Though this project is targeted to Indigenous women in Saskatchewan, this audience is too large to ensure all voices are heard. Geographic limitations existed in that we were only able to be in-person in ten communities. Families were encouraged to attend and share their voice, making the information collected hard to narrow down to Indigenous women. Though we were inclusive, this may exclude other LGBTQ2S individuals.

When speaking with individuals from communities, it was shared that trust plays a large role. Some people do not feel comfortable speaking with people who are not a part of their community, while some others prefer to speak with Elders. Another factor is that many people only felt comfortable speaking with people who were visibly Indigenous.

Relating to trust, there is apparent burn out in communities, both with communities and individuals being over studied and with staff and volunteer burn out.

As Friendship Centres hosted engagement sessions, there was a limitation on when sessions were held, for how long, where, what was served, and the comfort level people had with visiting Friendship Centres.

Appendix D: Community Specific Differences

The following is a listing of the top five most common responses and barriers that were shared at each community visited.

La Loche

Top 5 Responses

1. Self-care and self-respect
2. Building life skills
3. Empowerment and confidence building
4. Family and lateral violence
5. Community support

Specific Barriers

- Who is considered a priority – jurisdictional challenges
- Language barriers
- Lack of services
- Comfort using services

Buffalo Narrows

Top 5 Responses

1. Child and family needs
2. Connection to land and nature
3. Mental health and addictions
4. Outside conditions
5. Education funding and access

Specific Barriers

- Municipal politics
- Opportunity in cities - Children raising and fending for themselves
- Outside conditions

Ile-à-la-Crosse

Top 5 Responses

1. Mental health and addictions
2. Cost of living
3. Child belonging and bonding
4. Cultural self sustainability
5. Building life skills

Specific Barriers

- High staff turnover
- Lack of services
- Underutilized programs
- Control over funding
- Activities involve alcohol

Meadow Lake

Top 5 Responses

1. Safety and MMIWG2S
2. Reconciliation
3. Transportation
4. Mental health and Addictions
5. Trust and nation building

Specific Barriers

- Alternative abilities
- Judgement
- Hitch hiking
- Income disparity
- Human trafficking and the sex trade

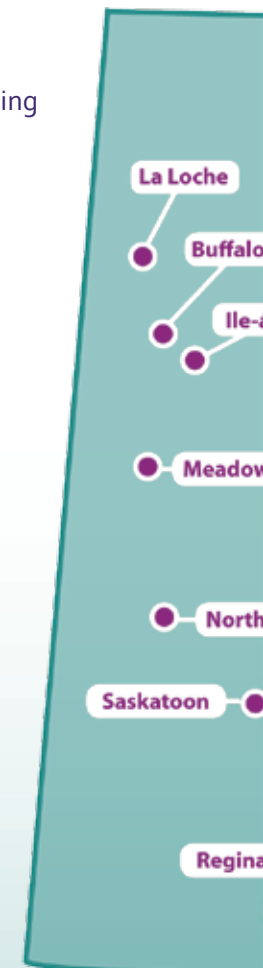
North Battleford

Top 5 Responses

1. Mental health and addictions
2. Racism and discrimination
3. Love one another
4. Childcare
5. Education

Specific Barriers

- Religion and work
- Gangs
- Ageism and work
- Emergency and transitional housing
- Locks for homes





La Ronge

Top 5 Responses

1. Childcare
2. Housing
3. Access to education
4. Increased self-confidence
5. Support from family, friends, colleagues and community

Specific Barriers

- Post-partum depression
- Post-traumatic stress disorder
- Self-fulfilling prophecies
- Grief and loss
- Negative behaviour from supporters

Prince Albert

Top 5 Responses

1. Services – access, gaps, navigation
2. Support for staff
3. Public awareness
4. Loss of culture
5. Keeping families together

Specific Barriers

- Urban vs rural
- Incarceration
- Client-service imbalance
- After hours care and support
- Outsourcing jobs
- Entry level jobs
- Teacher support
- Food bank donations

Saskatoon

Top 5 Responses

1. All levels of education
2. Childcare
3. Safety – MMIWG2S
4. Support groups
5. Mental health and Addictions

Specific Barriers

- Ignorance of the public
- Addiction lifestyle
- Women are too emotional
- LGBTQ2S
- White privilege

Regina

Top 5 Responses

1. Improving services
2. Access to culture
3. Healing and reconciliation
4. Access to education
5. Women in leadership roles

Specific Barriers

- Criminal records
- Shopping
- Social anxiety
- Location of services in urban centres
- Isolation
- UNDRIP

Fort Qu'Appelle

Top 5 Responses

1. Family, security and safety
2. Childcare
3. Racial profiling and stigma
4. Transportation
5. Building life skills

Specific Barriers

- Fear of asking for help
- Not taken seriously
- Personal safety and self defense



243 Robin Crescent,
Saskatoon, SK S7L 6M8

P: (306) 955-0762 E: admin@afcs.ca W: www.afcs.ca

Photography & Artwork contributed by:
Aboriginal Friendship Centres of Saskatchewan, Megan Currie, Shannon Avison

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www.x-ingdesign.ca

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