



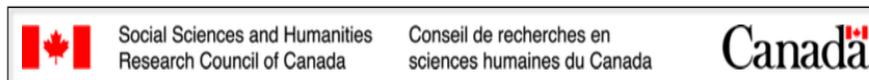
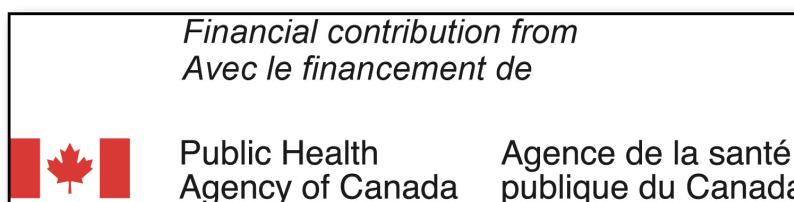
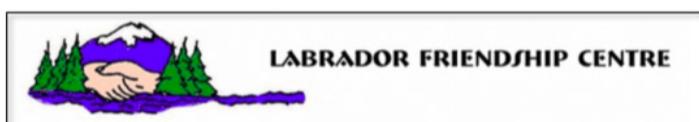
SHARING LESSONS LEARNED
FROM COMMUNITY-DRIVEN RESEARCH
SUPPORTING URBAN ABORIGINAL CHILDREN
THEIR FAMILIES AND CAREGIVERS

A Report for the Public Health Agency of Canada, Atlantic Region

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PARTNERS



Cover image courtesy of St. John's Native Friendship Centre

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ABSTRACT

In January 2017, the Public Health Agency of Canada (PHAC) Atlantic Regional Office contracted the Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic) to carry out two national webinars and five follow-up workshops across Atlantic Canada. The purpose of these knowledge mobilization activities was to share lessons learned and promising practices identified in UAKN Atlantic funded research, which focused on deepening our collective understanding of and support for urban Aboriginal children, their families and caregivers. Contract activities also highlighted programs and services designed to support Labrador's Indigenous populations. The project events took place over a 31-day period. After the webinars, customized follow-up workshops took place in Moncton, New Brunswick; Halifax, Nova Scotia; Happy Valley-Goose Bay, Labrador; St. John's, Newfoundland; and Charlottetown, Prince Edward Island. Approximately 195 persons attended the webinars and 135 attended the workshops. In addition to generating lists of lessons learned and promising practices, northern and urban Aboriginal community groups, PHAC, and the UAKN Atlantic established future roles they could assume to better support Aboriginal children, their families and caregivers. Knowledge gaps and ongoing community-driven research opportunities were also identified.

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And most importantly, the urban Aboriginal community members and groups with whom this journey began.

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DEDICATION

This report is dedicated to the memory of Dr. Ann Sherman who, as Dean of the Faculty of Education, brought the Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic) to the University of New Brunswick. Ann was a staunch champion and advocate of the UAKN Atlantic’s work. Her vision and support will be sorely missed.

“My experience has been that most research is structured around the belief that there is something wrong with Aboriginal people—we are the problem to be solved, and they can fix us. But there is nothing wrong with my people—but there is something wrong with the systems that keep Aboriginal people in poverty. It's these systems that need fixing!”

Patsy McKinney, Director
Under One Sky Aboriginal Head Start and Friendship Centre

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1. Introduction

In late January 2017, the Public Health Agency of Canada (PHAC) Atlantic Regional Office contracted the Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic) to carry out a suite of knowledge exchange events across Atlantic Canada. The purpose of these activities was to share lessons learned and promising practices identified in UAKN Atlantic funded research, which focused on deepening our understanding and support for urban Aboriginal children, their families and caregivers. In keeping with PHAC's urban and northern mandate, the activities also highlighted programs and services designed to support Labrador's Indigenous populations. The seven knowledge mobilization events included two national webinars and five follow-up workshops in Moncton, New Brunswick; Halifax, Nova Scotia; Happy Valley–Goose Bay, Labrador; St. John's, Newfoundland; and Charlottetown, Prince Edward Island. The activities took place between February 6 and March 20, 2017, and PHAC's budget for the contract with the UAKN Atlantic was \$19,000. The UAKN Atlantic provided an additional \$8,000 in in-kind support and covered costs associated with the final report.

This report starts with background information on the UAKN. Then an overview of urban Aboriginal population data for Atlantic Canada is followed by reflections on the PHAC–UAKN Atlantic partnership and project methodology. A description of each of the webinars and workshops is then provided, along with key lessons learned and promising practices to be shared more widely. Documentation generated for each event is included in the appendices. Following the webinar and workshop descriptions, the lessons learned and promising practices are summarized. Actions the urban and northern Aboriginal community, PHAC Atlantic, and the UAKN Atlantic community can take to better support urban and northern Aboriginal children, their families and caregivers are put forward. The report concludes with a list of opportunities for additional community-driven research.

2. Background

In 2012, the Social Sciences & Humanities Research Council (SSHRC) awarded Professor David Newhouse at Trent University a five-year \$2.5 million Partnership Grant titled "Research for a Better Life." The project's overarching goal was to deepen understanding of the needs and aspirations of Canada's urban Aboriginal populations. The grant supported establishing a UAKN Secretariat in Ottawa and four independent research centres located across Canada. The UAKN Atlantic Research Centre serves the four Atlantic provinces and is located in the Faculty of Education at UNB Fredericton.

The UAKN has a three-fold mandate:

1. The UAKN funds high-quality, policy-relevant, community-driven research. Community-driven means *the community decides on the research question, owns and controls any data generated during the course of the research, and determines how the research findings will be shared.*

2. The UAKN engages the urban Aboriginal community, academe, and government in an ongoing dialogue on policy priorities and research needs.
3. The UAKN supports emerging urban Aboriginal scholars and community researchers.

Presently, the Secretariat and four UAKN Research Centres have funded close to 60 community-driven research projects. Twenty-six of those projects originate in Atlantic Canada. Detailed information about the UAKN, its research, and urban Aboriginal populations across Canada can be found at www.UAKN.org. The extraordinary success of the UAKN is directly attributable to its community-driven vision and approach.

PHAC chose the UAKN Atlantic as a partner on this project because of the UAKN Atlantic's strong working relationships with the Atlantic Friendship Centres and because three of the UAKN Atlantic's research projects focus on urban Aboriginal children, their families and caregivers.

3. Urban Aboriginal Populations in Atlantic Canada

An overview of urban Aboriginal populations in Canada and, more specifically, in Atlantic Canada, underscores the importance of supporting urban Aboriginal children, their families and caregivers. Relative to First Nation community populations, urban Aboriginal populations in Canada are largely invisible and poorly understood. According to the most recent National Health Survey, in 2011 nearly 60% of Aboriginal persons in Canada lived in urban areas, and over 45% of that same population was under 25 years of age. Moreover, the trend towards urbanization is universal. Between 2006 and 2011, the share of Aboriginal persons residing in urban areas in Atlantic Canada rose from 36% to 45%. In fact, of the 94,495 in 2011 who self-identified as Aboriginal persons, 74,805 lived in urban or rural settings and only 19,690 lived in First Nation communities.¹ In other words, four out of five Aboriginal persons in Atlantic Canada do not live in First Nation communities. These 2011 overview data were shared in webinars and with workshop participants. A customized data sheet was produced for each of the four provinces. Those documents are included as Appendices A, B, C, and D.

4. The PHAC-UAKN Atlantic Partnership and Emergent Methodology

PHAC initially approached Pam Glode-Desrochers, Executive Director of the Mi'kmaw Native Friendship Centre in Halifax, Nova Scotia, to discuss how PHAC and the Atlantic

¹The 2016 Census data, released just prior to the launch of this report, cited a population of 129,340 Indigenous persons living in Atlantic Canada, 20,070 (15%) live in reserve communities, and 109,265 (84.5%) live in urban or rural settings. Between 2011 and 2016 the Aboriginal population in Atlantic Canada increased by 34,845 (36.9%).

Friendship Centres might collaborate on a knowledge mobilization project. The Executive Director graciously recommended that PHAC approach the UAKN Atlantic because of its regional mandate and the UAKN Atlantic's research initiatives ready for knowledge mobilization. It's fair to say both parties took a leap of faith and jumped in at the deep end! The timeframe was short and the program ambitious.

The contract between PHAC and the UAKN Atlantic was signed at the end of January 2017 with a completion deadline of March 31st. The core project team had one face-to-face planning meeting at the Mi'kmaw Native Friendship Centre in late January, where the webinar and follow-up workshop dates were set, participants confirmed, and the foci of the events decided. Pam Glode-Desrochers (NS), Christopher Shepherd (NL), Teresa Palliser (NS), Rhonda Dean (NS), Steve Jreige (NS) and Verlé Harrop (NB) attended the meeting in person and Pam Griffin (NL), Michelle Kinney (NL), Jennifer Hefler-Elson (NL), and Patsy McKinney (NB) joined by teleconference. The remainder of the organizing for the webinars and workshops was done remotely. The two webinars and five follow-up workshops took place over a 31-day period. This remarkable feat is a credit to PHAC and the UAKN Atlantic's distributed teams, their combined abilities to leverage existing regional networks, and everyone's willingness to pull together. As important was the project team's flexibility and readiness to embrace a community-driven approach to organizing and effecting the workshops, which were customized for each of the five unique sites. In addition, many in the UAKN Atlantic research community volunteered their time and expertise and willingly leveraged their own organizations' travel budgets to attend events.

In anticipation of further follow-up with webinar and workshop participants, additional documentation relating to the master contact list, invitations, invitees, and the slide deck for each webinar is being co-housed by the PHAC and the UAKN. The partners also developed internal documents that captured and analyzed the project's technical, financial, process, and administrative challenges and solutions.

5. Webinars

The PHAC Atlantic team used the WebEx platform to host the two webinars. The webinars shared the same title—*UAKN Atlantic Shares Lessons Learned From Community-Driven Research Supporting Urban Aboriginal Children, Families, and Caregivers*—but had different, complementary themes. The first webinar, which took place February 6th, 2017, focused on *culturally safe programs and services*. The second webinar, scheduled for February 13th, 2017, was cancelled due to bad weather and rescheduled for February 24th, 2017. The theme of the second webinar was *community-driven approaches*. The invitation for the webinars, in both English and French, is attached as Appendix E.

Both webinars followed the same format. PHAC welcomed participants to the webinar, went over the housekeeping items, and conducted a demographics poll of participants, after which an Elder offered an opening prayer. The UAKN Atlantic followed with an introduction and overview of the UAKN Atlantic and urban Aboriginal data specific to Atlantic Canada.

Then there were three presentations, followed by a facilitated discussion with the presenters. After the discussion, the online audience had an opportunity to comment or question the presenters. Simultaneous translation was provided for both webinars, and, with the exception of Charles Feltham's presentation, the PHAC-UAKN's PowerPoint presentations were translated into both official languages.

Approximately 153 people attended the first webinar, and approximately 42 attended the second. There are a number of possible reasons for the significant drop in attendance numbers from the first webinar to the second. One could be the date change due to bad weather, which resulted in a longer time period between the two events and decreased outreach in terms of emails announcing and then reminding potential attendees of the upcoming second webinar. Other possible reasons for the decreased attendance for Webinar 2 could be notable frustration with the WebEx platform or unmet expectations around the content in the first webinar. The second webinar went smoothly and resulted in a more professional end-user experience and final product than the first.

In keeping with PHAC protocols, data were gathered on webinar registrants and participants using the WebEx platform and the UAKN Atlantic's licensed access to Survey Monkey. The UAKN Atlantic sent webinar registrants a Survey Monkey pre-webinar survey to determine a baseline for participant understanding of urban Aboriginal populations. At the start of the webinars, using the WebEx platform, participants were polled for basic demographic data. At the end of each webinar, again using the WebEx platform, participants were surveyed regarding their intent to integrate promising practices or lessons learned into practice. WebEx and Survey Monkey automatically generate polling and statistical reports; however, none of the survey respondent sample sizes were large enough to warrant statistical analysis.

5.1. Webinar 1 "Culturally Safe Programs & Services"

The first presentation, by Patsy McKinney and Anne Caverhill, was titled *Let's get it right: Creating a culturally appropriate training module and identifying local urban Aboriginal resources for non-Aboriginal caregivers of Aboriginal children in NB*. It reflected on the challenges and benefits of building a sustainable relationship between child protection services and an urban Aboriginal community organization. The intent of the original research project was to provide cultural diversity training to non-Aboriginal caregivers of urban Aboriginal children, but over time it emerged that the primary target of the training and tools should be social workers and social work students.

The second presentation, by Pam Glode-Desrochers and H  l  ne Albert, titled *Urban Aboriginal families with children in care: Understanding the experiences and needs of parents living in Fredericton, New Brunswick, and Halifax, Nova Scotia*, talked about the family and community supports needed to prevent urban Aboriginal children from being taken into care. The findings underscore the critical role of Friendship Centre communities and the culturally safe environment they provide.

The third presentation was by Charles Feltham, who talked about *Family Connections: A family visitor program designed to provide parents with support and connection to resources, enhancing family functioning and parental resilience*. This presentation highlighted the success of a family visitor program designed by the Department of Health and Social Development, Nunatsiavut Government, with input from the community. Currently the program is operating within two Inuit communities in northern Labrador—Hopedale and Nain. Through Family Visitor support, family strengths have been identified and relationships with professional staff have been enhanced. Through these and other connections, including social connections, families are more empowered. The program has helped in family preservation and in some cases assisted in reunification of children with their family. Charles identified the need for this pilot project to become a fully funded program and to be implemented across the Nunatsiavut region.

Presentations were followed by a facilitated discussion and questions from the audience wherein presenters were asked to elaborate on what the discourse around **culturally safe programs and services** looks like in practice. The take-away lessons learned and promising practices included the following:

- 1. Community-driven research.** This approach works for urban and northern Aboriginal populations because the community determines the research question, the research team, the research methodology, and research ethics review processes. Then the community plays a seminal role in generating meaningful data, which they own outright. Finally, the community determines who has access to the findings and data, as well how the data and findings are to be used and if they are to be shared. As summarized by a presenter, *“this is what culturally safe research looks like; it’s very different from the approach used in traditional academic research.”*
- 2. Community-driven programs and services.** Northern and urban Aboriginal organizations know their communities and are best positioned to design, develop, and deliver wrap-around, cradle-to-grave programs and services in their community. Community-driven approaches to programs and services ensure cultural safety.
- 3. Intergenerational trauma.** The legacies of colonialism, racism, the Indian Act, residential schools, the Sixties Scoop, and language loss continue to impact northern and urban Aboriginal communities, families, and children. The way forward has to be community driven and strength based. The place to start is with the community: invest in its knowledge and proven ability to support and grow healthy, empowered, resilient children and families.
- 4. Cultural diversity training.** Urban Aboriginal organizations, such as Friendship Centres and Family Resource Centres, are best positioned to provide cultural diversity training to all levels of government, academe, and non-government organizations. Training is of particular importance for Departments of Social Development, Justice & Public Safety, Education and Health Authorities, and it is

essential training for Schools of Social Work and non-Indigenous caregivers of northern and urban Aboriginal children. Friendship Centres have developed highly successful cultural diversity training using a social enterprise model.

5. **Translating cultural safety into practice.** Non-Aboriginal populations need to undertake the critical thinking required to translate terms like “cultural safety” into practice. For example, in a culturally safe Early Childhood Development Centre, children have ready access to toy guns and play at harvesting animals. Elders play a critical role in helping translate cultural safety theory into practice in early childhood settings.
6. **Trusted relationships with government.** Trusted, collaborative, sustainable relationships between government and northern and urban Aboriginal community partners take a long time to establish, but these relationships are key if governments are to develop culturally safe practices, protocols, and policies. As observed by a participant, “*we all need to be working together, not against each other.*”

5.2. Webinar 2 “Community-Driven Approaches”

The first presentation, by Christopher Sheppard and Stacey Howse, was titled *Turtle Island Early Childhood Centre: Overcoming challenges and realizing our community’s vision: setting up an urban Aboriginal Childhood Centre in St. John’s, NL*. It highlighted barriers the Friendship Centre experienced setting up the first and only culturally safe early childhood centre in St. John’s. Challenges included resistance on the part of local residents, an initially non-supportive town council, excessive building code requirements, and costly contractor errors. Fortunately, public support and the Friendship Centre’s persistence prevailed, and the Centre opened in the fall of 2016. Turtle Island Early Childhood Centre is licensed for children ages 2–12, but the well-documented need for infant care remains unmet.

The second presentation, by Lisa Jodoin, titled *Navigating government services: The lived experience of young urban Aboriginal families residing in Fredericton, NB*, summarized the challenges faced by young families when accessing early childhood, education, and healthcare services. The study’s findings emphasized the need for an urban Aboriginal community hub, namely a Friendship or Family Resource Centre, in Fredericton that could offer wrap-around, culturally safe programs and services. The research findings also illuminated the need to make urban Aboriginal populations visible in the wider Fredericton community, the universities, and local and provincial governments.

The third presentation, by Neil Forbes, titled *Creation stories: Creating strong families through our stories*, recounted Neil’s humbling experience with community-driven research. It was a compelling first-hand account of how deeply embedded colonialism and racism are in the tools developed to support urban Aboriginal children, their families and caregivers. Upon completing their first iteration of a prenatal support kit, the research team realized the kit was, in essence, an assimilation tool. They threw it out and started over by going

back to the original interviews with community members for quotes to inform the team's direction. The end result is a culturally appropriate prenatal self-realization workbook or discussion guide structured loosely around the seven sacred teachings. It embodies a community-driven journey based on love, hope, faith, and critical thought. With an Elder's guidance, expectant parents work together, draw on each other's strengths, and realize their own innate potential as parents.

As in Webinar 1, the presentations were followed by a facilitated discussion and questions from the audience wherein presenters were asked to elaborate on **community-driven approaches** and their impact. The take-away lessons learned and promising practices were as follows:

- 1. Urban Aboriginal communities.** In Atlantic Canada, Friendship Centres, Indigenous Family Resource Centres, and Aboriginal Head Start Programs are the go-to places to connect with the Aboriginal community and their culture. These centres are status-blind, a community-within-a-community, offering cultural safety and belonging. These organizations form a critical support system for children and families. Presently, there is nothing in place to help Aboriginal parents make a smooth transition to urban environments. For urban Aboriginal families, these organizations are lifelines. As a Friendship Centre pointed out, *"the Centres are known to go above and beyond to help individual families."*
- 2. Wrap-around services.** Friendship Centres, Indigenous Family Resource Centres, and Aboriginal Head Start Programs have developed wrap-around services, or a one-stop-shopping model, because they know it works. Childcare is a high priority, and parents come to the centres because their childcare programs are culturally inclusive and focus on family, community, and Elder involvement. Childcare is often an access point for family members to get other needs met in relation to health, education, or employment. Aboriginal persons do not want to receive services from multiple organizations that do not understand their history and life circumstances. The community-driven approach of these organizations is also preventative in that the centres know their children and families and get supports in place before there is a crisis.
- 3. Aboriginal Head Start.** This PHAC-funded early childhood development program is a community-driven, culturally safe, foundational building block for wrap-around programs and services. Participants at all five workshops cited the obvious: *"Every Family Resource Centre and Friendship Centre in Atlantic Canada needs to have an Aboriginal Head Start program!"*
- 4. Community-driven approaches.** These approaches are integral to self-determination and self-governance. Non-government organizations and government partners should be asking, "where else can we be creating space for community-driven approaches in our work supporting children and their families?"

5. **Prevention.** Without question, prevention leads to better child welfare outcomes. It means keeping families intact and doing what you need to do to make that happen. As summarized by a Friendship Centre director, *“It’s always a much cheaper and less painful option to keep children with their families, and the issues are solvable if you look at what the family needs to function, for example, paying a light bill. Sometimes, all that’s needed is a bit of support for parents, and there are many examples of this working, but the system is quick to apprehend and remove children from families.”*
6. **Sustainable operational funding.** Sustainable funding would enable centres to operate from year to year and focus on bigger systemic problems. It would also enable centres to establish their own spending priorities, for example, transportation. Piecing together resources from multiple funding agencies is time consuming and administratively demanding. With urban and northern Aboriginal populations, pilots and short-term project funding are particularly destructive, because hopes and expectations are raised and then dashed when there is no follow through. Short-term project funding also reduces a centre’s ability to retain staff and maintain continuity, which in turn puts additional stress on families and children.

Feedback on the webinars indicated that participants appreciated the opportunity to learn more about cultural safety, community-driven research, and how to support urban and northern Aboriginal children, their families and caregivers. They also had suggestions on how to improve their webinar experience. In addition to resolving PHAC’s technical difficulties with the WebEx platform, attendees wanted more descriptive PowerPoint slides as well as handouts on the presentations and a synopsis of the overall webinar that they could share with their colleagues. Some participants indicated that they expected or wanted more novel, well-developed, and better-flowing information, while others hoped for some tangible practices that could be implemented. Given the webinar content and the presentation style of the presenters, moving forward, theme-based fireside chats with a moderator might be a better webinar format than PowerPoint presentations.

6. Workshops

In conjunction with the webinars, the “Sharing Lessons Learned” project team organized five follow-up workshops to take place in Moncton, Halifax, Happy Valley–Goose Bay, St. John’s, and Charlottetown. The purpose of these knowledge mobilization workshops was to further unpack the lessons learned and promising practices shared in the webinars. Workshop participants were also encouraged to identify how they could use this information, in their own role, to change or enhance their practice with northern and urban Aboriginal children, families, and caregivers.

Of the five workshops, Halifax, Happy Valley–Goose Bay, and St. John’s were hosted at Friendship Centres. The Moncton workshop was hosted at a university, and the Charlottetown workshop took place at a community college. PHAC, the UAKN Atlantic, and the local host at each site worked together to identify participants across sectors and

departments involved with northern and urban Aboriginal children. Invitations were sent to urban and northern community groups and organizations, non-government organizations, local governments, health authorities, and provincial government departments (notably Aboriginal Affairs, Social Development, Education, Health, Justice, and Public Safety). Professors at universities and community colleges offering social work, family, and early childhood programming were also invited to bring their students to the workshops.

Guest presenters from the webinars were invited to each of the workshops to carry key knowledge mobilization messages forward and strengthen existing networks. Dr. Verlé Harrop, director of the UAKN Atlantic, moderated the two webinars and co-facilitated four of the five workshops.

In keeping with the philosophy of embracing community-driven approaches, the structure and feel of the workshops varied from province to province. The end result was a rich, fertile bandwidth of sharing and growth. Regrettably, an in-depth analysis of the substantive data generated during each of the five workshops was beyond the scope of this project.

In addition to unpacking the webinars' lessons learned and promising practices, the workshops functioned as outreach events designed to increase the visibility of urban and northern Aboriginal populations, identify new research opportunities, and strengthen complementary Aboriginal Head Start, Family Resource, Friendship Centre, UAKN Atlantic, and PHAC networks.

6.1 Moncton

The Moncton workshop took place on February 27th, 2017, at Université de Moncton, with 51 participants. The primary planners for the event were Professor H  l  ne Albert, her student Genevi  ve Latour, Patsy McKinney, and the UAKN Atlantic. The local host, Professor Albert, is presently the academic lead on a UAKN Atlantic funded research project titled *Urban Aboriginal families with children in care: Understanding the experiences and needs of parents living in Fredericton, New Brunswick, and Halifax, Nova Scotia*. She was also a webinar presenter. The event was greatly enriched by Professor Albert's social work students who attended the workshop.

The workshop had two guests, Christopher Sheppard, president of the National Association of Friendship Centres and executive director of the St. John's Native Friendship Centre, and Patsy McKinney, executive director of the Under One Sky Aboriginal Head Start and Friendship Centre. Albert, Sheppard, and McKinney had all participated in the webinars. The agenda for this event is attached as Appendix F.

The presenters reiterated the thematic findings and lessons learned in the webinars and, in the process, also identified the need:

1. And appetite for education about urban and northern Aboriginal peoples and their organizations;

2. For the UAKN Atlantic and urban Aboriginal organizations to engage directly with schools of social work and social work students across the province;
3. For PHAC to adequately resource the Fredericton Head Start program so it can meet the existing need, and to establish Head Start programs in the urban communities across the province; and

Next steps

Moving forward, Moncton participants want to increase the number of urban Aboriginal foster families and deepen their understanding of the systemic issues that contribute to so many urban Aboriginal children ending up in care and eventually incarceration. They suggested striking a working group and using the same methodology as the UAKN Atlantic Child Apprehension Case Study. In response to Patsy McKinney's assertion that "*there is nothing wrong with her people; rather it's the systems that are horribly flawed,*" participants called on the attending social work students to "rethink the system." Participants also tasked PHAC and the UAKN Atlantic to continue bringing urban Aboriginal community groups, academe and all levels of government together to share the UAKN Atlantic's research findings, promote the utilization of the tools it's developed, and promote the uptake of the UAKN Atlantic's community-driven approach to research.

6.2 Halifax

The Halifax workshop took place on March 1st, 2017, at the Mi'kmaw Native Friendship Centre, with 21 participants. The event was hosted and organized by the Friendship Centre with help from the local PHAC team. The agenda for this event is attached as Appendix G.

The Centre's Elder, Debbie Eisan, started the workshop by leading participants through the Blanket Exercise, an interactive, experiential activity covering the harrowing history of Aboriginal peoples in Canada. Following the exercise, participants took part in a talking circle where they reflected on the impact of government policies, residential schools, the Sixties Scoop, and cultural genocide on the health and well-being of today's urban Aboriginal children, their families and communities.

The host, Pam Glode-Desrochers, executive director of the Mi'Kmaq Native Friendship Centre, and two of the guest participants, Patsy McKinney, executive director of Under One Sky Aboriginal Head Start and Friendship Centre, and Professor H el ene Albert from Universit e de Moncton, had participated in the webinars. They reflected on the thematic findings and lessons learned presented in the webinars and cited three additional observations:

1. All Canadians need to know the history of Indigenous peoples in Canada.
2. In their roles as host, lead, facilitator, and participant, the Friendship Centre effected a community-driven approach that worked best for the community. Their approach gave rise to the following question: "*In our day-to-day practice, how can we create opportunities for and support community-driven approaches?*"

3. The Friendship Centres' *'wrap around services'* model is a living, breathing and highly functional iteration of the determinants of health framework.

Next steps

The way forward flowed out of the Blanket Exercise. Participants committed to a “next steps” conversation focused on determining what data are needed to convince government to invest in community-driven programs and services. The Blanket Exercise provided a powerful history lesson, and workshop participants suggested sharing it more widely. As was the case with the Moncton workshop, participants identified the need to continue the conversation and bring urban Aboriginal community groups, academe and government together to share the UAKN Atlantic’s research findings. This step was identified as foundational to informing and changing government policy and legislation.

6.3 Happy Valley–Goose Bay

The Happy Valley–Goose Bay workshop took place on March 3rd, 2017, at the Labrador Friendship Centre, with 21 participants. The primary planners for the event were Jennifer Hefler-Elson, executive director of the Labrador Friendship Centre, and PHAC team members from the St. John’s and Halifax offices. In order to share and reflect on the knowledge and experiences of the Indigenous communities and governments in Labrador, representatives of the Nunatsiavut Government, the Innu communities, and the NunatuKavut were also invited to present on their promising practices in child welfare. The agenda for this event is attached as Appendix H.

This workshop was markedly different from the other four. This was the first time representatives from these distinct groups had met around the topic of child welfare, and Labrador was in the midst of a high-profile Indigenous child apprehension crisis. Furthermore, the provincial government was in the process of eliminating 300 civil servant jobs, some in education and child welfare, creating great unease in the system. Possibly because of these circumstances, government employees were under-represented at the workshop. For these reasons, the workshop was an emotionally charged event and would have benefited from preliminary and follow-up meetings.

Jennifer Hefler-Elson gave an overview of the Labrador Friendship Centre’s wrap-around programs and services for children and their families. Lyla Andrew and June Fry presented the “Innu Care Approach,” which is a universal child health approach of integrated services, including maternal health, parent support, and child welfare. It is based on Innu values and traditional parenting practices that incorporate the strengths of culture, language, and the significant role of Elders and extended family members in child rearing. The Innu have a working agreement with the provincial government department responsible for child protection that is intended to encourage information sharing and joint planning. The provincial system needs to be modified to recognize the Innu Care Approach. Charles Feltham presented the Nunatsiavut Government’s “Family Connections” pilot, which he had shared in the webinars (please refer to section 5.1 for a summary). In response to his

presentation, participants discussed the need to seek ongoing funding and the expansion of Family Connections and similar programming in other urban and northern communities.

As with the other workshops, there were guest speakers to assist with the knowledge mobilization. Christopher Sheppard and Charles Feltham, both webinar presenters, shared key take-away messages. Two additional themes were identified for consideration:

1. Historically, children were not removed from the community when the parents were not able to care for them. Elders, extended family, and community members provided support. These historical practices need to be revisited and their strengths and applicability in today's communities better understood.
2. Provincial government policies need to shift from apprehension to prevention. As evidenced in the "Family Connections" pilot, the community itself knows how to design, implement, and deliver an effective prevention program.

Next steps

Workshop participants were focused on addressing issues around child apprehension. They want to collaborate with universities offering social work programs and ensure that students know their history and understand the impact of intergenerational trauma. Additionally, they want students to know what constitutes cultural safety and commit to creating safe spaces and practices in relation to child welfare. They also want students to have the opportunity to meet community leaders and build better relationships with the communities. Finally, they want social workers, nurses, teachers, and the RCMP to receive cultural diversity training. Participants plan to become more vocal about children in care and ensure that senior government is listening. They want to bring the Child and Youth Advocate, Social Services, Justice, and Education to the table, and there are plans to lobby for a full-fledged inquiry into child apprehension rates in Labrador, which, in their view, constitute cultural genocide.

6.4 St. John's

The St. John's workshop took place on March 10th, 2017, at the St. John's Native Friendship Centre, with 17 participants. The primary planners for the event were Christopher Sheppard and Stacey Howse from the St. John's Native Friendship Centre. They were also webinar presenters. PHAC team members from the St. John's office and the UAKN Atlantic provided administrative support. The agenda for this event is attached as Appendix I.

As was the case with Happy Valley–Goose Bay, the St. John's community was coming to terms with government cutbacks, and this may have impacted who attended the meeting. Government representatives from the Departments of Aboriginal Affairs, Justice, and Public Safety were noticeably absent; however, the Departments of Education and Early Childhood Development and Children, Seniors, and Social Development were represented. Christopher and Stacey presented a comprehensive overview of the Friendship Centre, its wrap-around programs and services, and the community it serves. Much of this information was new to participants. In comparison with the other four Atlantic workshops, St. John's was the only

urban location that does not have an AHSUNC project. In fact there are no AHSUNC sites on the Island of Newfoundland. The hosts and participants underscored the need to see AHS funding for the community.

Unfortunately, the webinar guest from NB was unable to attend the session. Christopher Sheppard had the advantage of having attended four of the five workshops, and Stacey Howse had done a webinar presentation, so they assisted with knowledge mobilization around the lessons learned and promising practices. During the workshop, three additional themes were identified:

1. The history of Indigenous peoples in NL needs to be included as a core educational component of each grade, starting in preschool.
2. Racism is rampant, and a comprehensive, multisectoral anti-racism campaign needs to be developed and successfully implemented. Community-driven approaches to address racism need to be fully explored, such as the St. John's Native Friendship Centre's cultural diversity training program.
3. Social enterprise is the superhighway for urban Aboriginal peoples' engagement in the economy. Social enterprise is a term used to describe a business focused on achieving a social or cultural objective. For example, the St. John's Native Friendship Centre's cultural diversity training program generates revenue and, at the same time, enables the organization to achieve two of its social objectives, namely decreasing racism and increasing society's knowledge and awareness of urban Aboriginal populations. Social enterprise initiatives are successful in Friendship Centre settings because social enterprise principles complement the Friendship Centres' community-driven culture.

Next steps

Moving forward, the Friendship Centre offered to host a series of urban Aboriginal roundtables where partners in early childhood development, community organizations, academe, and all levels of government can come together and have an ongoing community-driven conversation around working together to address the needs and aspirations of urban Aboriginal children, their families and caregivers. This roundtable forum would also have the potential to increase communication with provincial and federal partners. The Friendship Centre will continue to grow its cultural diversity training program, and it will share with other urban Aboriginal organizations how it hired its own urban Aboriginal social worker and the positive impact her presence has had on the Friendship Centre's children and their families.

6.5 Charlottetown

The Charlottetown workshop took place on March 20th, 2017, at Holland College, with 26 participants attending. The primary planners for the event were Sharon O'Brien from the Mi'kmaq Family Resource Centre, Charlottetown, and the local PHAC team. Dr. Greg McKenna graciously facilitated the use of Holland College and reached out to students and staff studying families and early childhood development. The Holland College faculty and

students contributed greatly to the workshop. The UAKN Atlantic provided administrative support. The agenda for this event is attached as Appendix J.

As was the case with the preceding workshops, provincial government representatives from the departments of Aboriginal Affairs, Social Development, and Public Safety were noticeably absent. However, Rona Smith, director of Child and Family Services, was present and gave an overview of Government of PEI's *Child Protection Act Review, 2017*. A robust discussion followed, and participants explored why the urban Aboriginal organizations providing child and family services were not included in the province's extensive consultation process. Host Sharon O'Brien, described the programming and support for children and families offered through the Mi'kmaq Family Resource Centre. She indicated that of the Aboriginal families who are involved in the FRC programs, none have experienced child apprehension in the past three to four years.

Sharon O'Brien and guest presenters Christopher Sheppard and Neil Forbes, both of whom had participated in the webinars, reflected on the lessons learned presented in the webinars and cited two take-away messages:

1. Urban Aboriginal community groups working with children and families need to be included and consulted when the provincial government is developing programs, services, policies, and legislation. Moreover, urban and northern Aboriginal populations need a voice on boards, committees, and working groups across all sectors.
2. Culturally appropriate early childhood development and parent support programs greatly support family wellness and help to prevent child apprehension.

Next steps

Workshop participants want to take cultural sensitivity training, which will enable them to create culturally safe spaces for students attending Holland College and UPEI. The group committed to keeping the conversation going and will work to engage Aboriginal Affairs, Social Services, Health, Education, and Justice to encourage them to join the table moving forward.

7. Summary of Lessons Learned

Thirteen high-level lessons learned emerged from the webinars and workshops and are briefly summarized below.

1. Early childhood programs and services are the foundational building block for resilient, thriving northern and urban Aboriginal communities.
2. Urban and northern Aboriginal community groups need sustainable operational funding, which would have a positive impact on children, their families and caregivers.

3. Friendship Centres, Family Resource Centres, and Aboriginal Head Start programs function as robust, culturally safe, urban and northern Aboriginal “communities within communities.”
4. Urban and northern Aboriginal community groups know their communities. They know their clients’ needs and aspirations and are best positioned to offer wrap-around services and programs in a culturally safe environment.
5. Non-Aboriginal groups, organizations, and government departments need hands-on training from urban Aboriginal groups and Elders on how to translate cultural safety into practice.
6. As discussed by presenters and participants at all five workshops, provincial government policies need to shift from apprehension to prevention.
7. Social enterprise is the superhighway for urban and northern Aboriginal engagement in the economy because the principles of social enterprise align with community-driven approaches.
8. The general public needs to understand that the majority of persons who self-identify as Aboriginal no longer live in First Nation communities; they live in mostly urban environments.
9. Webinar and workshop participants expressed a huge need and appetite for education about urban and northern Aboriginal peoples and their organizations.
10. Canadians need to know the history of Indigenous peoples, including urban and northern Aboriginal peoples.
11. There is an unmet need for education on the impact of colonialism, residential schools, the Sixties Scoop, endemic racism, assimilation, loss of language, relocation, dog slaughters, and other related circumstances.
12. Non-Aboriginal educators, social workers, and government employees need to recognize and understand that the impact of intergenerational trauma on urban and northern Aboriginal children, parents, and caregivers is ongoing.

8. Summary of Promising Practices

The webinars and workshops also underscored a number of promising practices happening in urban and northern Aboriginal communities across Atlantic Canada. These are briefly summarized below.

1. According to community members, the Head Start program works but the Atlantic region is woefully underserved. PHAC’s Aboriginal Head Start in Urban and Northern Communities Program (AHSUNC) serves 4,800 children, typically aged three to five years, in 134 sites across Canada. According to Statistics Canada’s National Household Survey data, in 2011 there were 86,470 Aboriginal children aged 5 and under living in population centres in Canada, and 3,450 of those children lived in Atlantic Canada. According to 2017 PHAC data, the six AHSUNC programs operating in Atlantic Canada serve approximately 370 children. At all five workshops, participants asked, *“What can we do to ensure that the Aboriginal Head*

Start program is readily available to all northern and urban Aboriginal children and their families?"

2. Community-driven approaches to research and the provision of programs and services are in line with the urban Aboriginal community's broader desired goals of self-governance and self-determination. Having witnessed the efficacy of these approaches, we can respectfully create space and opportunities for community-driven approaches and initiatives.
3. Urban and northern Aboriginal organizations are proven experts at providing wrap-around programs and services for their communities. Enhancing the capacity of these organizations through stable operational funding enables these organizations to put preventative measures in place.
4. Urban Aboriginal organizations are presently providing cultural sensitivity training as a social enterprise. This successful model could be replicated across the Atlantic region.
5. The collaboration between the UAKN Atlantic and PHAC succeeded because the project team was able to harness and leverage existing networks. Friendship Centres, Family Resource Centres, Aboriginal Head Start, PHAC, and UAKN Atlantic have complementary networks, and by bringing them together, the partners were able to realize a complicated project in a very short period of time.
6. The UAKN Atlantic is mandated to facilitate an ongoing dialogue between urban Aboriginal community groups, academe, and all levels of government. This project underscored the power and importance of building sustainable, trusted working relationships among these three players. It also underscored the appetite for learning about the tools, research findings and community-driven approaches to research that the UAKN Atlantic research network has produced.
7. The webinars and workshops increased the visibility of urban and northern Aboriginal populations in Atlantic Canada. Much work still needs to be done to ensure northern and urban Aboriginal representation on the boards and committees of our public and private institutions.
8. Postsecondary students at Université de Moncton and Holland College expressed a strong interest in deepening their understanding of the needs and aspirations of urban Aboriginal peoples. It appears that postsecondary institutions are beginning to hear and respond to students when they say they want to learn about urban and northern Aboriginal populations.
9. Urban and northern Aboriginal organizations should be consulted from the onset, and on an ongoing basis, regarding any policy or legislative changes that would potentially impact urban Aboriginal community organizations and their members.
10. Urban and northern Aboriginal organizations and communities want to reach out and engage schools of social work, education, nursing, medicine, other allied health professionals and, as importantly, the next generation of students in these various disciplines, who will be graduating from these programs and working with urban and northern Aboriginal populations.

9. Moving Forward

During the workshops, the northern and urban Aboriginal community groups, PHAC, and the UAKN Atlantic identified a number of ways they could contribute to a better life for northern and urban Aboriginal children and families. Many of the activities proposed below readily map onto the Truth and Reconciliation Commission calls to action.

9.1 Northern and Urban Aboriginal Community Groups

To summarize, the northern and urban Aboriginal community groups participating in the workshops committed to the following:

1. Lobby for a Head Start program in every urban and northern community.
2. Lobby for core funding to support the delivery of wrap-around services.
3. Increase the number of urban and northern Aboriginal foster families.
4. Use the UAKN's community-driven approach to deepen their understanding of the systemic issues contributing to parental incarceration and children being taken into care.
5. Determine the data needed to convince government to invest in community-driven programs and services.
6. Share the Blanket Exercise more widely.
7. Collaborate with universities offering social work programs to ensure that students know northern and urban Aboriginal history and understand the impact of intergenerational trauma.
8. Engage with academic institutions to promote opportunities for students to learn what constitutes cultural safety and commit to creating safe spaces and practices in relation to child welfare and academic settings.
9. Provide students with the opportunity to meet community leaders and build better relationships with northern and urban Aboriginal communities.
10. Challenge social work students to "rethink the system."
11. Encourage all professionals working with children and families to receive cultural diversity training.
12. Become more vocal about children in care and call on senior government officials to listen.
13. Lobby for an inquiry into child apprehension rates in Labrador.
14. Host a series of urban Aboriginal roundtables where partners in early childhood development, community organizations, academe, and all levels of government can come together and have an ongoing community-driven conversation around working together.
15. Share with other urban Aboriginal organizations how the St. John's Native Friendship Centre was able to hire its own urban Aboriginal social worker.
16. Keep the conversation going and, moving forward, engage and encourage Aboriginal Affairs, Social Services, Health, Education, and Justice to join the table.

9.2 PHAC Atlantic

Moving forward, PHAC Atlantic can play a number of roles to contribute to a better life for urban and northern Aboriginal children, their families and caregivers. Those roles include the following:

1. Build internal cultural humility at PHAC Atlantic by encouraging and finding opportunities for all staff to participate in cultural diversity training and activities in our communities.
2. Strengthen understanding of the priorities of and relationships with Friendship Centres and other Indigenous organizations and governments in the Atlantic to inform their work and support the efforts of these partners.
3. Demonstrate through program evaluation and performance measurement tools the effectiveness of Aboriginal Head Start, and take the message “*tremendous need, demonstrated value*” forward to inform future program directions. The Atlantic PHAC team can also create opportunities to build stakeholder engagement and share stories about the Aboriginal Head Start organizations’ many successes with PHAC nationally.
4. Actively support, strengthen, and leverage existing networks that work with urban and northern Aboriginal children, their families and caregivers (e.g., Aboriginal Head Start, Friendship Centre, Family Resource Centre, and UAKN Atlantic networks).
5. Collaborate with Friendship Centres and Aboriginal Head Start organizations in each province to co-host Aboriginal roundtables. Together we can identify early childhood development stakeholders (community organizations, academe, and government) to support and facilitate an ongoing dialogue with urban Aboriginal community groups to collaboratively address needs and aspirations.
6. Become a valued partner and co-host community-driven research and knowledge mobilization initiatives.
7. Continue to increase the awareness, visibility, and engagement of urban and northern Aboriginal populations in Atlantic Canada.

9.3 UAKN Atlantic

The UAKN Atlantic, in addition to its official mandate, offered to take action in four key areas:

1. Partner on generating data that community groups need to validate the work of, for example, Nunatsiavut’s Family Connections, Aboriginal Head Start, and historical approaches to Indigenous child apprehension.
2. Reach out to postsecondary schools of social work, early childhood education, and family studies offered in universities and community colleges across Atlantic Canada and share the research findings as well as the lessons learned from this knowledge mobilization effort.
3. Continue to increase the visibility of urban Aboriginal populations and strengthen and leverage existing networks.

4. Continue to bring urban Aboriginal community groups, academe and all levels of government together to share the UAKN Atlantic’s research findings, tools and community-driven approaches.

9.4 Opportunities for Community-Driven Research

In the process of carrying out this contract, four knowledge gaps were identified, namely, the need to:

1. Deepen our collective understanding of historical, community-driven child welfare practices and their applicability in today’s urban and northern Aboriginal communities.
2. Partner with the Nunatsiavut Government’s Department of Health and Social Development to capture outcomes data on Nunatsiavut’s “Family Connections” project.
3. Partner with the Aboriginal Head Start organizations in Atlantic Canada to capture outcomes data that can be used to attract much-needed sustainable operational funding.
4. Increase our understanding of the role of social enterprise and how best to support it in relation to the well-being of urban and northern Aboriginal children, their families and caregivers.

10. Conclusion

Four out of five self-identified Aboriginal persons in Atlantic Canada live primarily in urban centres, yet this urban Aboriginal population is largely invisible and poorly understood. This project—“Sharing Lessons Learned”—aimed to increase that understanding in support of urban Aboriginal children, their families and caregivers. The timeframe for this collaborative knowledge mobilization project of the PHAC, the Atlantic Friendship Centres, and UAKN Atlantic was short. Two national webinars and five follow-up workshops took place across Atlantic Canada in 31 days. This report highlighted the project partnership, its methodology, lessons learned, and promising practices, as well as knowledge gaps and opportunities for community-driven research moving forward.

The success of this project can be attributed to an amazing leap of faith and unwavering commitment on the parts of the northern and urban Aboriginal community partners, the PHAC team, and the UAKN Atlantic. We shot the rapids, reached the other side, and are now wondering how we did it! Simply stated, it’s a manifestation of what we can achieve if we work together to better support urban and northern Aboriginal children, their families and caregivers.

APPENDIX A: UAKN Atlantic Urban Aboriginal Peoples Data Overview NB

CANADA

According to the NHS, in 2011, nearly **60% of Aboriginal persons live in urban areas and over 45% of that same population is under 25 years of age.** <http://uakn.org/map-location/national/>

ATLANTIC CANADA

2011 94,495 Aboriginal persons (self identified)

2011 74,805 live off-reserve

2011 19,690 live on-reserve

*** Four out of five Aboriginal persons in Atlantic Canada live off reserve**

TREND

2006 – 2011 In Atlantic Canada, the share of Aboriginal persons residing in urban areas, rose from 36% - 45%

NEW BRUNSWICK

2011 22,620 Aboriginal persons (self identified)

2011 15,295 live off-reserve

2011 7,325 live on-reserve

***Two out of three Aboriginal persons in NB live off reserve**

Table 1: Area of Residence of Aboriginal Population, Atlantic Canada, 2011

Aboriginal population	Atlantic		NL		PEI		NS		NB	
Population	94,495		35,800		2,230		33,845		22,620	
Urban	42,325	44.8%	10,145	28.0%	1,010	45.0%	19,465	57.0%	11,705	52.0%
Rural	52,170	55.2%	25,655	72.0%	1,220	55.0%	14,380	43.0%	10,915	48.0%
On reserve*	19,690	21.0%	2,970	8.0%	440	20.0%	8,955	26.0%	7,325	30.0%

Source: Statistics Canada, 2011 NHS, Table Numbers: 99-011-X2011028 & 99-011-X2011027.

* Note, some reserves are located in urban locations while others are located in rural areas. As such, the on-reserve population are already counted in the urban/rural estimates

Two factors which may be contributing to the decline in the number of Aboriginal people recorded living on reserves are the change in the definition of reserves in the NHS, as well as the increasing trend in the number of individuals moving to urban areas. Within the Region, NB had the highest share of Aboriginal people residing on reserves while NL had the lowest.

A growing share of the Aboriginal population, as well as of the non-Aboriginal population, is taking up residence in urban areas. From 2006 to 2011 the share of Aboriginal people residing in urban areas of the Region rose from 36% to 45%. By comparison, between the 2001 and 2006 Censuses, the rate of urbanization was virtually unchanged. In contrast, almost six out of ten of the Region's non-Aboriginal population were urban dwellers in 2011, up two percentage points from the time of the 2006 Census.

NL had the lowest share of its Aboriginal people living in urban areas, while NS had the highest (28% versus 57%). Approximately 45% of PEI's Aboriginal population are urban dwellers as compared to 52% of NB's Aboriginal population. Within Atlantic Canada, First Nations peoples were the most likely Aboriginal group to reside in urban areas, whereas the Inuit were the least likely. Approximately 49% of First Nations people resided in urban areas, while fewer than 24% of Inuit lived in an urban area.

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SOURCES

1. Client Segment Profile, Aboriginal Peoples, Atlantic Canada, January 2014

<http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

2. Study: Social determinants of Health for the off-reserve First Nations population aged 15 years and older, 2012 <http://www.statcan.gc.ca/daily-quotidien/160412/dq160412a-eng.htm?cmp=mstatcan>

- <http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

APPENDIX B: UAKN Atlantic Urban Aboriginal Peoples Data Overview NS

CANADA

According to the NHS, in 2011, nearly **60% of Aboriginal persons live in urban areas and over 45% of that same population is under 25 years of age.** <http://uakn.org/map-location/national/>

ATLANTIC CANADA

2011 94,495 Aboriginal persons (self identified)

2011 74,805 live off-reserve

2011 19,690 live on-reserve

*** Four out of five Aboriginal persons in Atlantic Canada live off reserve**

TREND

2006 – 2011 In Atlantic Canada, the share of Aboriginal persons residing in urban areas, rose from 36% - 45%

NOVA SCOTIA

2011 33,845 Aboriginal persons (self identified)

2011 24,890 live off-reserve

2011 8,955 live on-reserve

***Three out of four Aboriginal persons in Nova Scotia live off reserve**

Table 1: Area of Residence of Aboriginal Population, Atlantic Canada, 2011

Aboriginal population	Atlantic		NL		PEI		NS		NB	
Population	94,495		35,800		2,230		33,845		22,620	
Urban	42,325	44.8%	10,145	28.0%	1,010	45.0%	19,465	57.0%	11,705	52.0%
Rural	52,170	55.2%	25,655	72.0%	1,220	55.0%	14,380	43.0%	10,915	48.0%
On reserve*	19,690	21.0%	2,970	8.0%	440	20.0%	8,955	26.0%	7,325	30.0%

Source: Statistics Canada, 2011 NHS, Table Numbers: 99-011-X2011028 & 99-011-X2011027.

* Note, some reserves are located in urban locations while others are located in rural areas. As such, the on-reserve population are already counted in the urban/rural estimates

Two factors which may be contributing to the decline in the number of Aboriginal people recorded living on reserves are the change in the definition of reserves in the NHS, as well as the increasing trend in the number of individuals moving to urban areas. Within the Region, NB had the highest share of Aboriginal people residing on reserves while NL had the lowest.

A growing share of the Aboriginal population, as well as of the non-Aboriginal population, is taking up residence in urban areas. From 2006 to 2011 the share of Aboriginal people residing in urban areas of the Region rose from 36% to 45%. By comparison, between the 2001 and 2006 Censuses, the rate of urbanization was virtually unchanged. In contrast, almost six out of ten of the Region's non-Aboriginal population were urban dwellers in 2011, up two percentage points from the time of the 2006 Census.

NL had the lowest share of its Aboriginal people living in urban areas, while NS had the highest (28% versus 57%). Approximately 45% of PEI's Aboriginal population are urban dwellers as compared to 52% of NB's Aboriginal population. Within Atlantic Canada, First Nations peoples were the most likely Aboriginal group to reside in urban areas, whereas the Inuit were the least likely. Approximately 49% of First Nations people resided in urban areas, while fewer than 24% of Inuit lived in an urban area.

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SOURCES

1. Client Segment Profile, Aboriginal Peoples, Atlantic Canada, January 2014

<http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

2. Study: Social determinants of Health for the off-reserve First Nations population aged 15 years and older, 2012 <http://www.statcan.gc.ca/daily-quotidien/160412/dq160412a-eng.htm?cmp=mstatcan>

- <http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

APPENDIX C: UAKN Atlantic Urban Aboriginal Peoples Data Overview NL

CANADA

According to the NHS, in 2011, nearly **60% of Aboriginal persons live in urban areas and over 45% of that same population is under 25 years of age.** <http://uakn.org/map-location/national/>

ATLANTIC CANADA

2011 94,495 Aboriginal persons (self identified)

2011 74,805 live off-reserve

2011 19,690 live on-reserve

*** Four out of five Aboriginal persons in Atlantic Canada live off reserve**

TREND

2006 – 2011 In Atlantic Canada, the share of Aboriginal persons residing in urban areas, rose from 36% - 45%

NEWFOUNDLAND & LABRADOR

2011 35,800 Aboriginal persons (self identified)

2011 32,830 live off-reserve

2011 2,970 live on-reserve

Nine out of ten Aboriginal persons in Newfoundland & Labrador live off reserve*

Table 1: Area of Residence of Aboriginal Population, Atlantic Canada, 2011

Aboriginal population	Atlantic		NL		PEI		NS		NB	
Population	94,495		35,800		2,230		33,845		22,620	
Urban	42,325	44.8%	10,145	28.0%	1,010	45.0%	19,465	57.0%	11,705	52.0%
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On reserve*	19,690	21.0%	2,970	8.0%	440	20.0%	8,955	26.0%	7,325	30.0%

Source: Statistics Canada, 2011 NHS, Table Numbers: 99-011-X2011028 & 99-011-X2011027.

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Two factors which may be contributing to the decline in the number of Aboriginal people recorded living on reserves are the change in the definition of reserves in the NHS, as well as the increasing trend in the number of individuals moving to urban areas. Within the Region, NB had the highest share of Aboriginal people residing on reserves while NL had the lowest.

A growing share of the Aboriginal population, as well as of the non-Aboriginal population, is taking up residence in urban areas. From 2006 to 2011 the share of Aboriginal people residing in urban areas of the Region rose from 36% to 45%. By comparison, between the 2001 and 2006 Censuses, the rate of urbanization was virtually unchanged. In contrast, almost six out of ten of the Region's non-Aboriginal population were urban dwellers in 2011, up two percentage points from the time of the 2006 Census.

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2. Study: Social determinants of Health for the off-reserve First Nations population aged 15 years and older, 2012
<http://www.statcan.gc.ca/daily-quotidien/160412/dq160412a-eng.htm?cmp=mstatcan> -
<http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

* Note: Labrador's Inuit population lives in distinct coastal communities, not on reserves. The Innu of Labrador live primarily on the Natuashish and Sheshatshiu reserves. These populations are considered northern Indigenous peoples.

APPENDIX D: UAKN Atlantic Urban Aboriginal Peoples Data Overview PEI

CANADA

According to the NHS, in 2011, nearly **60% of Aboriginal persons live in urban areas and over 45% of that same population is under 25 years of age.** <http://uakn.org/map-location/national/>

ATLANTIC CANADA

2011 94,495 Aboriginal persons (self identified)

2011 74,805 live off-reserve

2011 19,690 live on-reserve

*** Four out of five Aboriginal persons in Atlantic Canada live off reserve**

TREND

2006 – 2011 In Atlantic Canada, the share of Aboriginal persons residing in urban areas, rose from 36% - 45%

PRINCE EDWARD ISLAND

2011 2,230 Aboriginal persons (self identified)

2011 1,790 live off-reserve

2011 440 live on-reserve

***Four out of five Aboriginal persons in PEI live off reserve**

Table 1: Area of Residence of Aboriginal Population, Atlantic Canada, 2011

Aboriginal population	Atlantic		NL		PEI		NS		NB	
Population	94,495		35,800		2,230		33,845		22,620	
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* Note, some reserves are located in urban locations while others are located in rural areas. As such, the on-reserve population are already counted in the urban/rural estimates

Two factors which may be contributing to the decline in the number of Aboriginal people recorded living on reserves are the change in the definition of reserves in the NHS, as well as the increasing trend in the number of individuals moving to urban areas. Within the Region, NB had the highest share of Aboriginal people residing on reserves while NL had the lowest.

A growing share of the Aboriginal population, as well as of the non-Aboriginal population, is taking up residence in urban areas. From 2006 to 2011 the share of Aboriginal people residing in urban areas of the Region rose from 36% to 45%. By comparison, between the 2001 and 2006 Censuses, the rate of urbanization was virtually unchanged. In contrast, almost six out of ten of the Region's non-Aboriginal population were urban dwellers in 2011, up two percentage points from the time of the 2006 Census.

NL had the lowest share of its Aboriginal people living in urban areas, while NS had the highest (28% versus 57%). Approximately 45% of PEI's Aboriginal population are urban dwellers as compared to 52% of NB's Aboriginal population. Within Atlantic Canada, First Nations peoples were the most likely Aboriginal group to reside in urban areas, whereas the Inuit were the least likely. Approximately 49% of First Nations people resided in urban areas, while fewer than 24% of Inuit lived in an urban area.

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SOURCES

1. Client Segment Profile, Aboriginal Peoples, Atlantic Canada, January 2014

<http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

2. Study: Social determinants of Health for the off-reserve First Nations population aged 15 years and older, 2012 <http://www.statcan.gc.ca/daily-quotidien/160412/dq160412a-eng.htm?cmp=mstatcan>

- <http://www.esdc.gc.ca/eng/jobs/lmi/publications/csp/abor/atlantic/jan2014.shtml>

Appendix E. Webinar Invitations



INVITATION: two webinars focused on sharing lessons learned from community-driven research supporting urban Aboriginal children, their families and caregivers

SAVE THESE DATES!

February 6, 2017

February 13, 2017

**1:30 to 3:00 pm AT
(2:00-3:30 NT)**

Please see registration information in the accompanying e-mail.

This webinar is also available in French by simultaneous interpretation.

These webinars will share knowledge, lessons learned, and promising practices on how to develop and implement culturally-safe initiatives and carry out community-driven research supporting urban Aboriginal children, their families and caregivers.

Hosted by the Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic) in partnership with the Public Health Agency of Canada, the webinars will include the following panel presentations:

WEBINAR 1: "Culturally Safe Programs & Services"

"Let's get it right: creating a culturally appropriate training module & identifying local urban Aboriginal resources for non-Aboriginal caregivers of Aboriginal children in NB"

Patsy McKinney, Under One Sky Head Start & Friendship Centre, Fredericton, NB

Anne Caverhill, Department of Social Development, GNB, Fredericton, NB

"Urban Aboriginal families with children in care: understanding the experiences and needs of parents living in Fredericton & Halifax"

Pam Glode Desrochers, Mi'kmaq Native Friendship Centre, Halifax, Nova Scotia

Hélène Albert, Professor Social Work, UdeM, Moncton, NB

"Family Connections"

Charlie Feltham, Nunatsiavut Government, HVGB, Labrador

WEBINAR 2: "Community-Driven Approaches"

"Navigating gov't services: the 'lived experience' of young urban Aboriginal families residing in Fredericton, NB"

Patsy McKinney, Under One Sky Head Start & Friendship Centre, Fredericton, NB

Lisa Jodoin, UNB PhD Candidate, emerging urban Aboriginal Scholar, UNB Fredericton, NB

"Creation stories: creating strong families through our stories"

Neil Forbes and Sharon O'Brien, Mi'kmaq Family Resource Centre, Charlottetown, PEI

"Setting up an urban Aboriginal early childhood centre in St. John's, NL"

Stacey Howse & Chris Sheppard, St. John's Native Friendship Centre

The UAKN Atlantic is a research network of urban Aboriginal communities, academe and government engaged in community-driven research contributing to a better quality of life for urban Aboriginal peoples. <http://uakn.org/research-centre/uaknatlantic/>

For more info contact Verla Harrop at vharrop@gmail.com



UAKN
Urban Aboriginal
Knowledge Network

INVITATION : deux webinaires axés sur le partage des leçons tirées de la recherche communautaire à l'appui des enfants autochtones vivant en milieu urbain, de leurs familles et des fournisseurs de soins

INSCRIVEZ CES DATES À VOTRE AGENDA!

6 février 2017

13 février 2017

13 h 30 - 15 h HA

(14 h – 15 h 30 TN)

Voir les renseignements sur l'inscription dans le courriel ci-joint.

Ces webinaires seront également offerts en français en interprétation simultanée.

Ces webinaires porteront sur les connaissances, les leçons tirées et les pratiques prometteuses sur la façon d'élaborer et de mettre en œuvre des initiatives de recherche communautaire à l'appui des enfants autochtones vivant dans un milieu urbain, leurs familles et les fournisseurs de soins.

Organisés par le Centre de recherche de l'Atlantique du Réseau de connaissances des Autochtones en milieu urbain (RCAU Atlantique) en partenariat avec l'Agence de la santé publique du Canada, les webinaires comprendront les présentations de groupes d'experts suivantes :

WEBINAIRE 1 : « Programmes et services adaptés à la culture »

« Prenons la bonne décision : créons un module de formation adapté à la culture et déterminons les ressources autochtones en milieu urbain pour les fournisseurs de soins et les enfants autochtones au Nouveau-Brunswick »

Patsy McKinney, Under One Sky Head Start & Friendship Centre, Fredericton, Nouveau-Brunswick

Anne Caverhill, ministère du Développement social, GNB, Fredericton, Nouveau-Brunswick

« Familles autochtones vivant en milieu urbain avec des enfants pris en charge : compréhension des expériences et des besoins des parents vivant à Fredericton et à Halifax »

Pam Glode Desrochers, Mi'kmaq Native Friendship Centre, Halifax, Nouvelle-Écosse

Hélène Albert, professeure en travail social, Université de Moncton, Moncton, Nouveau-Brunswick

« Liens familiaux »

Charlie Feltham, gouvernement du Nouveau-Brunswick, Happy Valley-Goose Bay

WEBINAIRE 2 : « Approches communautaires »

« S'orienter parmi les services du gouvernement : expérience vécue des jeunes familles autochtones vivant en milieu urbain à Fredericton, au Nouveau-Brunswick »

Patsy McKinney, Under One Sky Head Start & Friendship Centre, Fredericton, Nouveau-Brunswick

Lisa Jodoin, candidate au doctorat de l'Université du Nouveau-Brunswick, nouvelle école autochtone en milieu urbain, Université du Nouveau-Brunswick, Fredericton, Nouveau-Brunswick

« Histoires de création : créer des familles fortes par le biais de nos histoires »

Neil Forbes et Sharon O'Brien, Mi'kmaq Family Resource Centre, Charlottetown, Île-du-Prince-Édouard

« Établissement d'un centre urbain pour la petite enfance en milieu urbain à St. John's (T.-N.-L.) »

Stacey Howse & Chris Sheppard, St. John's Native Friendship Centre

Le RCAU Atlantique est un réseau de recherche des collectivités autochtones vivant en milieu urbain, des universitaires et du gouvernement qui se sont engagés à mener des activités de recherche contribuant à une meilleure qualité de vie des Autochtones vivant en milieu urbain. <http://uakn.org/research-centre/uaknatlantic/>

Pour obtenir de plus amples renseignements, veuillez communiquer avec Verlé Harrop à vharpop@gmail.com

Appendix F. Agenda Moncton Workshop



University of New Brunswick
Faculty of Education

10 MacKay Drive
Marshall d'Avray Hall, Room 150
Fredericton, NB E3B 5A3

T (506) 453-4550
F (506) 453-3569
W UAKN.org

“Sharing lessons learned from community-driven research supporting urban Aboriginal children, their families and caregivers”

DATE: Feb 27th, 2017

TIME: 9:00 am – 2:00 pm

LOCATION: Salle Richelieu Room
Pavillon Taillon Building
Université de Moncton
18, av. Antonine-Maillet ave.
Moncton, New Brunswick

AGENDA

9:00 – 9:05 Opening Prayer, Knowledge Holder Chris Brooks

9:05 – 9:10 Welcome

Hélène Albert, Professor, École de travail social, Université de Moncton

Hélène Guérette, Program Manager, Public Health Agency of Canada, Atlantic Region

Verlé Harrop, Director, Urban Aboriginal Knowledge Network Atlantic

9:10 - 9:15 Presentation: *“Overview UAKN Atlantic & Urban Aboriginal Population Data in Atlantic Canada”* by **Verlé Harrop**

9:15 – 9:45 Presentation: *“Urban Aboriginal Populations in Atlantic Canada: who they are, where they are and why we need to know about urban Aboriginal peoples”* by **Chris Sheppard**, President

National Association of Friendship Centres, and Executive Director St. John's Native Friendship Centre, St. John's NL

- 9:45 – 10:15 Q&A (Hélène A.)
- 10:15 – 10:30 Nutrition Break
- 10:30 – 10:45 Panel: *“Community-driven research: what does it look like and what impact has it had moving forward?”* by **Patsy McKinney & Hélène Albert**
- Presenters will recap their research findings, lessons learned & promising practices, and will reflect on how these can be used to inform policy and practice.
- 10:45 – 11:30 Break out groups: (Verlé)
- Ice Breaker Activity: Social work students (green), urban Aboriginal community members (blue), government (yellow) & Academe (red).
1. *What evidence is there of urban Aboriginal populations residing in your community?*
 2. *What resources and supports are there for urban Aboriginal populations in your community?*
 3. *If we implemented some of the lessons learned or promising practices shared on the webinars, what impact would it have on policy & practice?*
- 11:30 – 12: 00 Presentations by the breakout groups (Hélène A.)
- 12:00 – 12:30 Lunch sponsored by the UAKN Atlantic & UdeM
- 12:30 – 12:45 Presentation: *“Navigating government services: the ‘lived experience’ of young urban Aboriginal families residing in Fredericton, NB”* by **Patsy McKinney**
- Presenters will focus on how the research findings and lessons learned have informed promising practices.
- 12:45 – 1:45 Facilitated conversation with workshop participants: *“Now What?”* (Patsy, Chris and Hélène)
1. *How can we best support urban Aboriginal children, their families, caregivers and communities?*
 2. *What lessons learned and promising practices can you implement in your workplace?*
 3. *Moving forward, who needs to be at the table (community*

members, academe, government), and what partnerships do we need to cultivate?

1:45 – 2:00

Closing remarks (Verlé)

Closing prayer (Chris Brooks)

Appendix G. Agenda Halifax Workshop ¶



Mi'kmaw Native Friendship Centre ¶

March 1st, 2017 ¶

AGENDA ¶

*“Sharing lessons learned from community-driven research supporting urban
Aboriginal children, their families and caregivers”*

DATE: March 1st, 2017

TIME: 9:00 am – 3:00 pm

LOCATION: Mi'kmaw Native Friendship Centre
2158 Gottingen Street
Halifax, Nova Scotia

AGENDA

9:00 – 9:30 Opening Prayer, Debbie Eisan, Elder

Drumming

Welcome from the co-hosts

Pamela Glode-Desrochers, Executive Director, Mi'kmaw Native
Friendship Centre

Steve Jreige, Analyst, Public Health Agency of Canada, Atlantic
Region

Verlé Harrop, Director, Urban Aboriginal Knowledge Network
Atlantic

Housekeeping: Debbie Eisan

	Presentation: “ <i>Overview UAKN Atlantic & Urban Aboriginal Population Data in Atlantic Canada</i> ” by Verlé Harrop
9:30 – 10:30	Blanket Exercise
10:30 – 10:45	Nutrition Break
10:45 – 12:00	Circle: “ <i>Why is it important for non-Indigenous peoples to understand the history of Canada’s Indigenous people when we talk about community-driven research?</i> ”
12:00 – 12:30	Lunch
12:30 – 12:50	Presentation: “ <i>Overview of project: Urban Aboriginal families with children in care: Understanding the experiences and needs of parents living in Halifax and Fredericton</i> ” by Hélène Albert
12:50 – 1:45	Sharing Circle <ul style="list-style-type: none"> • <i>What do you believe “community driven research” is?</i> • <i>What were some of the challenges in having two separate communities from two provinces?</i> • <i>What role do Indigenous organizations, such as Friendship Centers, play in providing a culturally safe environment for participants?</i> • <i>Why is it important to ensure that Indigenous students are involved in Indigenous research? What are the challenges around this?</i> • <i>Why is it important for researchers to understand that the community must be involved in the beginning of the development of the research process? Example: Benefits to community</i> •
2:30 – 2:45	Closing remarks (Verlé) Closing prayer

Appendix H. Agenda Happy Valley-Goose Bay Workshop



University of New Brunswick
Faculty of Education

10 MacKay Drive
Marshall d'Avray Hall, Room 150
Fredericton, NB E3B 5A3

T (506) 453-4550
F (506) 453-3569
W UAKN.org

“Sharing lessons learned from community-driven research supporting urban Aboriginal children, their families and caregivers”

DATE: March 3, 2017
TIME: 9:00 am – 4:00 pm
LOCATION: Labrador Friendship Centre
49 Grenfell Street, Goose Bay, NL

AGENDA

9:00 – 9:05 Traditional Opening

9:05 – 9:10 Welcome

Jennifer Hefler-Elson, Executive Director, Labrador Friendship Centre

Teresa Palliser, Program Consultant, Public Health Agency of Canada, Atlantic Region

Verlé Harrop, Director, Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic)

9:10 - 9:15 *“Overview of UAKN Atlantic”* by **Verlé Harrop**

9:15 – 10:15 *“Supporting our children, families and care givers: Where we are right now”* by

Nunatsiavut Government – Charles Feltham

NunatuKavut – Susie Rumbolt

Innu Round Table Secretariat – Lyla Andrew & June Fry

Labrador Friendship Centre – Jennifer Hefler-Elson

10:15 – 10:30

Q&A

10:30 – 10:45

Nutrition Break

10:45 – 11:00

Recap of the lessons learned and promising practices shared during the webinars (Teresa)

11:00 – 11:15

Q&A

11:15 – 12:00

Breakout Groups (Verlé)

1. What resources and supports exist for Aboriginal children, their families and caregivers in our communities?

2. What opportunities exist to strengthen preventative child welfare practices and to support family wellness?

3. Which lessons learned or promising practices shared this morning and on the webinars could we adapt and implement in our communities?

12:00 – 12:45

Lunch sponsored by the UAKN Atlantic

12:45 – 1:15

Presentations by the breakout groups (Verlé)

1:15 – 1:45

“Why is it so important for Aboriginal organizations to provide wrap-around services for families?” by **Chris Sheppard**, President, National Association of Friendship Centres; Executive Director, St. John’s Native Friendship Centre

1:45 – 2:00

Q&A

2:00 – 2:45

Labrador Café: *“Now What?”* (Verlé)

Participants will rotate the room, spending 15 minutes on each question.

1. How might we make change at both the service delivery and systems level to lead to culturally-safe means of supporting Aboriginal families?

2. Moving forward, who needs to be at the table (community members, academe, government), and what partnerships do we need to cultivate?

3. What concrete actions can we take now (individually and as a group) to improve our collective practice?

2:45 – 3:00

Nutrition Break

3:00 – 3:45

Reporting back and group conversation (Chris)

3:45 – 4:00

Closing (Verlé)

Appendix I. Agenda St. John's Workshop



University of New Brunswick
Faculty of Education

10 MacKay Drive
Marshall d'Avray Hall, Room 150
Fredericton, NB E3B 5A3

T (506) 453-4550
F (506) 453-3569
W UAKN.org

“Sharing lessons learned from community-driven research supporting urban Aboriginal children, their families and caregivers”

DATE: St. John's, March 10th, 2017

TIME: 8:30 am – 2:00 pm

LOCATION: St. John's Native Friendship Centre
716 Water Street, St. John's, NL

AGENDA

8:30 – 8:35 Opening Prayer – Emma Reelis

8:35 – 8:40 Welcome

Chris Sheppard, Executive Director, St. John's Native Friendship Centre

Pam Griffin, Program Manager, Public Health Agency of Canada, NL Office

Verlé Harrop, Director, Urban Aboriginal Knowledge Network Atlantic Research Centre (UAKN Atlantic)

8:40 - 8:45 *“Overview UAKN Atlantic & Urban Aboriginal Population Data for Atlantic Canada”* by **Verlé Harrop**

8:45 – 9:15 *“Resilient, successful urban Aboriginal children & their families: why the Friendship Centre's wrap-around programs and services delivery model works!”* by

Chris Sheppard, President National Association of Friendship Centres, Executive Director St. John's Native Friendship Centre

Stacey Howse, Child and Youth Program Manager, St. John's Native Friendship Centre

- 9:15 – 9:45 Q&A (Chris & Stacey)
- 9:45 – 10:00 Recap of the lessons learned and promising practices shared during the webinars in February (Pam)
- 10:00 – 10:15 Nutrition Break
- 10:15 – 11:30 Breakout Groups (Verlé)
- 1. What evidence is there of urban Aboriginal populations residing in your community?*
 - 2. What resources and supports are there for urban Aboriginal children, their families and caregivers?*
 - 3. What opportunities exist to strengthen preventative child welfare practices and support for family wellness?*
 - 4. Which lessons learned or promising practices shared this morning and on the webinars we could adapt and implement here?*
- 11:30 – 12:00 Presentations by the breakout groups (Verlé)
- 12:00 – 12:30 Lunch sponsored by the St. John's Native Friendship Centre & UAKN Atlantic
- 12:30 – 12:45 *"Navigating government services and Let's get it right – sharing lessons from NB"* by
- Patsy McKinney**, Executive Director, Under One Sky Head Start and Friendship Centre, Fredericton
- 12:45 – 1:30 St. John's café: *"Now what?"* (Verlé)
- Participants will rotate the room, spending 15 minutes on each question.
- 1. How might we make change at both the service delivery and systems levels to lead to culturally-safe means of supporting urban Aboriginal families?*
 - 2. Moving forward, who needs to be at the table (community members, academe, government), and what partnerships do we need to cultivate?*
 - 3. What concrete actions can we take now (individually and as a*

group) to improve our collective practice?

1:30 – 1:50

Reporting back and group conversation (Stacey)

1:50 – 2:00

Closing remarks (Verlé)

Appendix J. Agenda Charlottetown Workshop



University of New Brunswick
Faculty of Education

10 MacKay Drive
Marshall d'Avray Hall, Room 150
Fredericton, NB E3B 5A3

T (506) 453-4550
F (506) 453-3569
W UAKN.org

CHARLOTTETOWN WORKSHOP MARCH 20, 2017

“Sharing lessons learned from community-driven research supporting urban Aboriginal children, their families and caregivers”

9:00 am – 2:00 pm, Room 319, CAST Building, Holland College, Charlottetown, PEI

AGENDA

9:00 – 9:05 Opening Prayer, **Elder Judy Clark**

9:05 – 9:10 Welcome

Sharon O’Brien, Director, Mi’Kmaq Family Resource Centre,
Charlottetown, PEI

Karen Langevin, Program Consultant, Public Health Agency of
Canada, Atlantic Region

Verlé Harrop, Director, Urban Aboriginal Knowledge Network
Atlantic Research Centre (UAKN Atlantic)

9:10 – 9:25 Introductions

9:25 - 9:30 Presentation: *Overview UAKN Atlantic & Urban Aboriginal
Population Data in Atlantic Canada* by **Verlé Harrop**

9:30 – 10:00 Panel: *Resilient, successful urban Aboriginal children & their families:
What roles do Family Resource and Friendship Centres play and what
resources do they require?* by

Chris Sheppard, President National Association of Friendship
Centres, ED St. John’s Native Friendship Centre

Sharon O’Brien, Director, Mi’Kmaq Family Resource Centre,
Charlottetown, PEI

Pam Glode-Desrochers, ED Mi'Kmaq Native Friendship Centre,
Halifax, NS

- 10:00 – 10:15 Q&A (Neil Forbes)
- 10:15 – 10:30 Recap: lessons learned and promising practices shared during the webinars in February and March (**Steve Jreige**, PHAC)
- 10:30 – 11:00 Nutrition Break
- 11:00 – 11:40 Breakout Groups (Verlé Harrop)
- 1. What evidence is there of urban Aboriginal populations residing in your community?*
 - 2. What resources and supports are there for urban Aboriginal children, their families and caregivers?*
 - 3. Are there opportunities to strengthen preventative child welfare practices and support for family wellness?*
 - 4. Are there lessons learned or promising practices shared this morning and on the webinars that we could adapt and implement here?*
- 11:40 – 12:00 Presentations by the breakout groups (Sharon O'Brien)
- 12:00 – 12:30 Lunch sponsored by the UAKN Atlantic
- 12:30 – 12:40 Presentation: *Creation Stories: Creating Strong Families Through Our Stories* by **Neil Forbes**, UAKN Atlantic Funded Researcher
- 12:40 – 1:00 Overview & Discussion: *Child Protection Act Review, 2017*. **Rona Smith**, Director Child & Family Services, PEI)
- 1:00 – 1:30 Charlottetown Café: *Now what?* (Verlé Harrop)
- Round Robin: Three tables, 15 minutes per question.
- 1. How might we make change at both the service delivery and systems levels to lead to culturally-safe means of supporting urban Aboriginal families?*
 - 2. Moving forward, who needs to be at the table (community members, academe, government), and what partnerships do we need to cultivate?*
 - 3. What concrete actions can we take now (individually and as a group) to improve our collective practice?*

1:30 – 1:50

Reporting back and group conversation (Neil Forbes, Sharon O'Brien, Chris Sheppard, Pam Glode, Karen Langevin)

1:50 – 1:55

Closing remarks (Verlé Harrop) & Closing Prayer (Judy Clark)

THANK YOU HOLLAND COLLEGE FOR YOUR GENEROUS SUPPORT & HOSPITALITY!