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# PARRY SOUND

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## Community Engagement Session Report

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### **Parry Sound Community Engagement Session November 24, 2017**

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#### **Number in Attendance:**

13

Indigenous participants ~

7

#### **Participants with Lived experience: 0**

#### **Organizational Encounters with human trafficking:** unknown

#### **Types of organizations:**

Muskoka Parry Sound  
Sexual Assault Services,  
First Nations and Inuit  
Health Branch (Health  
Canada), Parry Sound  
District Social Services  
Administration Board  
Homelessness Prevention  
Program, Wasauksing First  
Nation, Enahtig Healing  
Lodge & Learning Centre,  
Muskoka Victim Services,  
Native Horizons Treatment  
Centre, Esprit Place Family  
Resource Centre

### *Summary:*

In Parry Sound, discussion covered the recurring themes of Indigenous culture, education, gaps in resources and needs of trafficked persons. Participants discussed the risks leading to human trafficking and how some risk factors disproportionately impact Indigenous populations. Participants would like to incorporate medicine wheel teachings into service programs and work plans. Participants from Native Horizons Treatment Centre in New Credit First Nation who travelled to Parry Sound for the day shared examples and suggestions for including Indigenous culture, from service provider work community engagement. These models are available on our [website](#).

Suggestions about education include educating Indigenous leadership on human trafficking as a community problem not individual incidents; instructing the general public on risks and indicators, peer training for survivors; and education for youth, landlords, and the hospitality industry. Discussion of gaps in resources focused on the need for safe spaces, funding, and various supports. Participants highlighted the need for aftercare, an adequate response system and outreach education about available resources. Participants identified the needs of trafficked persons as having access to safe spaces, diverse social connections, and resources for education. Service providers also acknowledged the need for adequate trauma responses.

The Dotmocracy analysis demonstrated that participants want education on human trafficking. The votes for education spanned diverse categories, including general public and community awareness, service provider training and educating leadership. Safe spaces was the next most voted for category. Importantly, participants focused on the need for housing and shelters to be in place before reaching out to trafficked people. Participants voted for Indigenous supports

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**NORAHT Team:** Jenny,  
Jyllelle, Rebecca, Rosemary

Miigwetch to Elder Joyce  
Tabodondung for starting  
and ending our day in a  
good way.

as the third theme and emphasized support for Indigenous service providers, community healing circles, and medicine wheel teachings.

*Top Three Themes of Discussion:*

*1. Indigenous Culture:*

i. Services Required:

- a. Communities: community healing circles, community cultural education, how to deal with historical trauma, Jim Dumont's teachings on the Life Road, community education sessions
- b. Service providers: holistic view to care (case management, contracts with the person and service providers), someone to manage the circle of care, culturally sensitive services, service worker care (Elders and resources)
- c. Communities and service providers: medicine wheel teachings (Thunderbird resources), Tradition Resource Teams (rebuild culture and wellness)
- d. Contributing factors to likelihood of being trafficked proximity to the 401 corridor, addiction, mental health, homelessness, opiate crisis are things that disproportionately affect Indigenous people

*2. Education:*

- i. Educate: leadership: showing connection of the dots - not just an individual problem, it is a community problem
- ii. Peer training for survivors
- iii. General Public: educate on how to identify human trafficking and risks that increase likelihood of someone being trafficked
- iv. Youth education: teach boys how to treat women, school presentations/resources
- v. Educate landlords, hospitality industry, etc.

### *3. Gaps in Resources and Needs of Trafficked Persons (tie)*

- i. Support: safe spaces (shelters, housing, hospitals, transition homes), funding, aftercare (professionally, personally and socially), response system, outreach education to trafficked people about resources available
- ii. Safe spaces: residences, transition houses, housing, shelters
- iii. Connections: with service providers (build trust/rapport), programs/resources, community, family members
- iv. Support and resources for education
- v. Trauma responses

### *Dotmocracy Top Three Results:*

#### *1. Education (12)*

- i. Create discussion and awareness (7)
  - a. Education tools: what makes people at risk
  - b. How did we/you get here
  - c. Educating leadership on this (include stories, data, options, roles) (ex. what is wellness and how to achieve it; showing connection of the dots - not just an individual problem, it is a community problem) (3)
  - d. More conversation with staff and service providers and with community members (2)
- ii. Educating leadership on this (include stories, data, options, roles) (ex. what is wellness and how to achieve it; showing connection of the dots - not just an individual problem, it is a community problem) (3)
- iii. More conversation with staff and service providers and with community members (2)

#### *Safe Space (7)*

- i. Safe place (6)
  - a. Bringing awareness but need somewhere for people to go
  - b. Housing is the biggest issue
  - c. Linkages with others where safe houses are in existence
- ii. Determine if safe spaces already exist (shelters) (1)

#### *3. Indigenous Supports (5)*

- i. Workers also need to be looked after: need elders and others after them, may be triggered, they need space, safety and resources (3)
- ii. Healing circles on community level (1)

- iii. Medicine wheel teachings (Thunderbird resources) (1)
  - a. Culture and wellness
  - b. Annual cycles and importance to Indigenous people
  - c.. Hands-on cultural teachings
  - d. Put it into work plans