

IMAGINING CANADA'S FUTURE

TOWARD A SUCCESSFUL SHARED FUTURE FOR ALL INDIGENOUS AND NON-INDIGENOUS PEOPLES IN CANADA

First Nations, Inuit and Métis peoples in Canada are making ever greater strides toward self-determination, and Canada has begun to chart a path toward reconciliation. Led by the resilience and activism of Indigenous peoples, and supported by government commitments and international agreements on Indigenous rights, positive changes are increasing in pace for Indigenous peoples' rights and well-being.

Efforts and awareness toward a successful shared future in Canada are building. Indigenous research involving diverse social sciences and humanities disciplines plays an important role by offering knowledge that can improve policies, practices and cross-cultural understanding.

KNOWLEDGE SYSTEMS, EXPERIENCES AND ASPIRATIONS OF FIRST NATIONS, INUIT AND MÉTIS PEOPLES

In 2016, SSHRC launched a series of activities to foster dialogue among Indigenous and non-Indigenous researchers, sector leaders and graduate students about the ways in which Indigenous peoples' knowledge systems, experiences and aspirations are essential to a successful shared future for Canada. Activities included a set of Knowledge Synthesis Grants aimed at identifying gaps and strengths in existing research.

The summary report *Toward a Successful Shared Future for Canada* captures the key findings and top-level insights from this initiative, under six themes.

*See over for a list of lead researchers and projects. Full author information is available in the final project reports.



Indigenous research:
Ethics, knowledge
systems and methods



Community and
social well-being



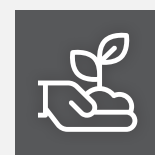
Arts, language
and culture



Economic
self-determination
and Indigenous
business



Teaching and
learning



Self-governance,
Indigenous law and
resource rights

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RESEARCH FOR A BETTER TOMORROW.

SSHRC's *Imagining Canada's Future* initiative enhances the contributions social sciences and humanities make in addressing complex societal challenges facing Canadians over the coming decades.

ABOUT SSHRC

SSHRC is a funding agency of the Government of Canada. Through research grants, fellowships and scholarships, we support research that provides key insights on the social, cultural, environmental and economic challenges and opportunities of our ever-changing world.

Increasing Indigenous peoples' ability to participate in, and benefit from, research
Hugo Asselin, Université du Québec en Abitibi-Témiscamingue

Between law and action: Assessing the state of knowledge on Indigenous law, UNDRIP and Free, Prior and Informed Consent with reference to fresh water resources
Karen Bakker, The University of British Columbia

Pedagogical pathways for Indigenous business education: Learning from current Aboriginal business practices
Simon Berge, The University of Winnipeg

Enriching Indigenous community-engaged scholarship using digital asset management systems
Keith T. Carlson, University of Saskatchewan

Advancing Indigenous pedagogy on childhood: Identifying priorities for professional education
Franco Carnevale, McGill University

O'man's 'Nam'a (We are One) project: Unearthing Indigenous leadership principles through language
Sara Child, North Island College

Thirty years of Indigenous art in Quebec, from 1986 to 2016—Summary and synthesis
Jean-François Côté, Université du Québec à Montréal

Recognizing Indigenous legal orders: Their content, embeddedness in distinct Indigenous epistemologies, and implications for reconciliation
Michael Coyle, Western University

Indigenous futures: Research sovereignty in a changing social science landscape
Michelle L. Dion, McMaster University

Updating the research principles toolbox in Indigenous contexts: Ethics, respect, equity, reciprocity, collaboration and culture
Karine Gentelet, Université du Québec en Outaouais

Promising approaches in evaluating comprehensive community initiatives to promote Aboriginal child and family well-being
Judy Gillespie, The University of British Columbia

Does entrepreneurship meet the aspirations of Canada's Aboriginal Peoples?
Albert James, Dalhousie University

Governance, entrepreneurship and equity in Indigenous tourism
Dominic Lapointe, Université du Québec à Montréal

Learning across Indigenous and western knowledge systems and intersectionality: Reconciling social science research approaches
Leah Levac, University of Guelph

Building together: Culturally appropriate housing evaluation for sustainable communities
Shelagh McCartney, Ryerson University

(re)Visioning Success in Inuit Education: A report of the 2017 Inuit Education Forum
Melanie O'Gorman, The University of Winnipeg

Evaluation of Indigenous students' needs by educational actors: Fostering the adoption of promising practices based on informed decision-making
Sylvie Ouellet, Université du Québec à Trois-Rivières

From Dene Kede to Dene Ts'ııı: Rethinking resurgence in the Sahtú Region, Northwest Territories
Keren Rice, University of Toronto

Walking together: Applying OCAP® to college research in Central Alberta
Krista Robson, Red Deer College

Ethical relationality, Canadian applied linguists and Indigenous language revitalization
Mela Sarkar, McGill University

How can Aboriginal knowledge systems in Canada contribute to interdisciplinary research on the global extinction crisis?
Zoe Todd, Carleton University

A decade of Métis self-governance in Canada
Anita Tucker, University of Guelph

Unlocking the chronicle of an Inuit community: Hopedale, Nunatsiavut
Mark David Turner, Memorial University of Newfoundland

Embedding Indigenous perspectives in early childhood education, care, family support and intervention
Kathryn Underwood, Ryerson University

Social participation and intergenerational solidarity: Contribution of Indigenous elders to the well-being of individuals and communities
Chantal Viscogliosi, Université du Québec en Abitibi-Témiscamingue

Taking research off the shelf: Impacts, benefits, and participatory processes around the oil sands industry in northern Alberta
Clinton N. Westman, University of Saskatchewan

Indigenous, industry and government perspectives on consultation in resource development
Jennifer Winter, University of Calgary

How we are coming to know: Ways in which Indigenous and non-Indigenous ways of knowing, being, and doing might circulate together in mathematics and science teaching and learning
Dawn Wiseman, McGill University