Winnipeg

Indigenous Relations Division

Winnipeg's Indigenous Accord

PARTNER GOALS & PROGRESS REPORT

June 21, 2018

JOURNEY OF RECONCILIATION
LES CHEMINS DE LA RÉCONCILIATION

APPENDIX A

Partner Goals and Progress Report

Prepared by:
Indigenous Relations Division
City of Winnipeg
May 10, 2018

The following goals and progress report includes written details provided by Accord partners describing annual progress on goals and commitments to advance reconciliation and implementation of the TRC Calls to Action. This information is also published at winnipeg.ca/indigenousaccord.

The report is organized by the following sector groups (alphabetical order)**:**

Arts, Culture and Heritage
Business and Associations
Community Organizations
City of Winnipeg Departments and Council
Education: Schools and Associations
Education: School Divisions
Education: Post-Secondary Institutions
Faith and Religion
Health and Associations
Indigenous Knowledge and Excellence
Museums and Galleries
Sports and Athletics

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Winnipeg's Indigenous Accord is a living document and not a single time event but an ongoing responsibility accepted by the signatories, who through becoming partners to the Accord, agree to report the success of their commitment to reconciliation and their future goals annually. Indigenous Relations Division prepared a template for Accord partners to identify progress on their commitments over this past year:

- 79 reports were received from Accord partners and compiled in this first annual report of progress involving 61 of 94 TRC Calls to Action;
- This includes 8 reports from City departments and 4 from Members of Council.

Through the Accord framework and a collective action approach to achieve progress on the Truth and Reconciliation Commission (TRC) Calls to Action, Accord partners commit to forming relationships based on mutual respect and mutual recognition. This commitment is evidenced by partners' goals to achieve greater understanding of First Nation, Métis, and Inuit experiences, perspectives, contributions, existing rights and laws, and the treaty relationship.

The City of Winnipeg and Accord partners are utilizing several methods to build increasing levels of knowledge and understanding and our reports indicate priority action in this area. The following are key highlights of collective partner progress over this past year:

- Over 1,800 collaborations with Indigenous people were reported by over 65% of Accord partners, obtaining improved capacity and understanding through culturally appropriate guidance to inform the development and implementation of strategies, curriculum, protocols, projects, and programming.
- Over 1,600 employees from 31 Accord partner organizations have participated and are continuing to participate in education and training in response to Calls to Action 57 and 92, in addition to over 5,000 members of the City of Winnipeg Public Service.
- Over 60% of Accord partners are practicing traditional territories acknowledgments as part of daily announcements and at events, meetings, and gatherings.
- Over 180 policies and practices amended or newly adopted by 32 partner organizations to recognize Indigenous rights, reflect Indigenous priorities, and improve Indigenous access and inclusion.
- Over 670 students from one school division are participating in Ojibwe and Cree language classes in response to Calls to Action 10 and 14.
- Over 42,000 students from five school divisions are learning age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' history and contemporary contributions to Canada, in response to Calls to Action 62 and 63.

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Art City

Calls to Action: 1, 2, 3, 5

Art City is committing to continue placing Indigenous cultural practises at a high priority for inclusion in our programming. Building off of our progress in that area, we commit to assessing our processes for guest artist hiring and selection in order to remove perceived barriers to artists who identify as Indigenous. This will be done in consultation with our Indigenous artist friends. We will invite artists and groups to be a part of our programming. Art City is committing to reviewing our hiring and HR policies to ensure there are no barriers, real or perceived, toward members of the Indigenous community. This will be done in consultation with individuals and/or entities that are Indigenous or Indigenous-run.

Our Progress

Our goal to make our Indigenous Art Program more central to our programming overall has evolved in a positive and more pertinent way. Having recognized that our effort to devote time on a weekly basis to content specific to Indigenous cultural practises had produced the unexpected outcome of making that content more compartmentalized than it had previously been. While the quality and consistency improved, Indigenous workshops tended to happen mostly on the designated programming day. This has changed.

1) We have started bringing in more guest artists who identify as Indigenous to lead workshops throughout the week.
2) This involved assessing and removing perceived barriers in our guest artist selection process. For this we consulted members of our network who identify as Indigenous artists. Based on feedback we decided to change our policy to enable us to hire guest artists on an invitational basis (in addition to our previous application and jury processes).
3) We hired a young woman who identifies as Indigenous as a paid Mentee. Gabrielle Fiddler, 17 years of age, had been participating in our programs that we run twice a week at Ndinawe, and demonstrating leadership skills in that context. Our staff recognized this, as well as her expressions for needing employment. We launched a new year-round program specifically for young teens aged 12-15 and thought she would be an ideal support staff and youth leader for the group. This is the first paid Mentorship position that we have offered and is a pilot that we would like to expand in order to provide more meaningful employment opportunities for Indigenous youth.

These steps, while successful in reaching our goal, led us to realize that the model for guest artist selection may be more widely applied to other areas of our operations. Consequently we are reviewing our other policies in much the same way to identify barriers that may exist in those realms. While Art City, as a community organization, has always held ourselves to a high standard of inclusivity (one of our 5 mandate objectives), the Accord gives us cause for necessary pause to vet again how we go about providing our services.

One area for reflection that we have identified is in our hiring policies. While the community we serve is largely Indigenous and Newcomer residents, our staff of artists is not reflective of these populations. At least not as much as it could be. Hiring criteria seem to present barriers to those communities. The positions in our organization require certain areas of expertise that we feel we cannot compromise. However, we feel confident that we can find a creative solution in order to diversify our staff.

1. The above described paid Mentorship is a model we can expand in order to reach out to young people and help develop them into Facilitators that we can then provide with more sustainable employment.
2. Through connections made at Indigenous Accord gatherings, we have been able to hire an Indigenous-identified graphic designer and are exploring opportunities to contract services that we already access to more Indigenous-identifying individuals and businesses.
3. Through a connection made at the Indigenous Accord gatherings, the folks at AMIK have agreed to meet with us to discuss other ways to make our HR policies more accessible to Indigenous communities.
4. We are (more) actively seeking inroads and relationships in Indigenous communities to increase our reach into professional opportunities for partnership.

We feel that this will be an ongoing process that may take us down more paths toward inclusivity.

Assiniboine Park Conservancy

Calls to Action: 14.iv, 57, 63.i, 63.iii, 83, 85.i, 92.iii

Goals:

- Insert reconciliation into our organizational strategic planning work and seek ways to advance the 94 calls to action.
- We will be gathering interpretive content of the Indigenous People's Garden.
- Construction of various elements of the Indigenous People's Garden (pathways, and water elements, as well as some plantings)
- We will be engaging Indigenous participation in these aspects of the Indigenous People's Garden.

- Potential HR Goals for 2019:
- To build up our relationship with Aboriginal agencies in order to increase our recruiting efforts for 2019.
- To create a tracking system to capture accurate diversity numbers of current and new employees.

Our Progress

Our organization is about to undertake some long-term strategic planning and reconciliation, as well as the accord partnership, will be a strategic discussion point. We feel that there is much more we can and should be doing and we will seek to explore that and document it moving forward. We are very proud of the consultations with Indigenous groups that we have had to date with respect to the Canada's Diversity Gardens project overall and in particular, around the Indigenous People's Garden which is a part of the project. We are very proud that the Indigenous People's garden and surrounding landscape & design has been overseen by an Indigenous design team, led by Dave & Cheyenne Thomas. This work included two visioning workshops with Elders, Educators, Community Leaders, Treaty One Specialists, and Indigenous Youth, as well as Assiniboine Park Conservancy staff.

Our Education and Programming department has been delivering Indigenous programs for several years and we are seeking grant funding to provide support for the development of more programs. Our "All My Relations" program, which is centered around the seven sacred teachings and is delivered in the park setting, has been very well received by Manitoba schools and teachers.

Creative Manitoba

Call to Action: 13, 14, 57, 62.ii, 63.iii, 83

At Creative Manitoba Indigenous Programs we plan to expand upon our work with and for Indigenous Artists in the arts and cultural sector. This coming year our goal is to partner and collaborate with more Indigenous led arts organizations, to host a one day Indigenous Language Arts series of panels and talks, to expand the scope of our one day Art Of Managing Your Career Indigenous Perspectives program to more rural communities, and to offer one on one coaching sessions for our Indigenous artists.

Our Progress

As the Indigenous Programs Manager for Creative Manitoba, I deliver programming that helps Indigenous artists learn the business of being an artist as well as present awareness and educational seminars to Arts and Educational organizations who are wanting to incorporate Indigenous protocols, teachings and knowledge in their curriculums. We begin every session of every workshop, with a land acknowledgement and a smudge more often with an Elder in attendance to guide us.

In partnership with Manitoba Moon Voices and Thunderbird House, we created and delivered a drum program called Sounding The Drum, a twice monthly drum circle gathering on the first and third Thursday of each month. Participants built their own hand drums under the guidance of knowledge keepers and elders. Then over a series of 8 classes, the students were taught etiquette, protocols, and drum teachings by a life-long and much respected drum carrier. Each workshop had its' own focus of teachings and songs, such as Solstice Feast, Women and The Big Drum, Drumming and Activism and incorporated guests who also shared their knowledge and teachings. Over the year we held 17 workshops and had 295 participants.

Our Art Of Managing Your Career Indigenous Perspectives course was held both in Winnipeg and a more condensed version in Flin Flon Manitoba. We worked with Indigenous artists to help focus their arts career goals, market themselves, help create business plans, how to tackle your taxes as an artist, what type of grant monies are available for Indigenous Artists and how to apply for those grants. We were able to work with 25 artists from within the two communities.

- Participants in the Art OF Managing Your Career – Indigenous Perspectives Winnipeg cohort reported a 25% increase in their knowledge of running their art as a business.
- Participants in the Art OF Managing Your Career - Indigenous Perspectives Flin Flon group reported a 50% increase in their knowledge of running their art as a business.

We offered two seminars. One, in partnership with the Canada Council for the Arts, an event to introduce the new granting opportunities for Indigenous artist within their Creating Knowing Sharing funding structure, and what is required to access those grants. It was attended by 20 Indigenous Artists.

Our second seminar was Authenticating Ojibwe – Beliefs and Value Systems- What Language Tells Us. Participants learned about pre-contact philosophies and practices inherent in the Ojibwe language and how these philosophies and teachings can be applied to contemporary life. We had 21 participants, mainly from arts and cultural organizations and companies in this day-long seminar, with most people feeling this was just the tip of the iceberg and were hungry for more knowledge.

- Participants in our Authenticating Ojibwe – What Language Tells Us seminar reported a 25% increase in their knowledge of Indigenous language and culture.

Our last offering of the year was Ozhitoon jii-miigiweng (to create and to share). This four day art and educational gathering was an inclusive opportunity to learn about the Indigenous historical legacy of Canada using Land Based Experiential Learning. Participants learnt Indigenous Perspectives + Protocols, pedagogy of the land, and collaboration strategies that promote reconciliation. An Elder was present at all

times as we found the class very emotional. We had 13 participants who were artists, teachers, and artists in the schools.

- Participants in our Ozhitoon jii-miigiweng course reported a 30% increase in their knowledge of how to apply Indigenous teachings in their art practice and in their classrooms.

In the Indigenous Programs of Creative Manitoba we were able to employ a total of 17 Indigenous Knowledge keepers, art and cultural teachers, and Elders for our workshops. Deliver those workshops to 354 participants for a total of 10,346 hours.

Folklorama

Call to Action: 66

1) In consultation with current Indigenous membership, continue to develop Folklorama Teachings programming for students in daycares, elementary (grades K – 5) and middle (grades 6 – 8) schools specific to Indigenous culture and traditions. In tandem, we will promote this programming to create enhanced opportunities for Indigenous members to present to students on the preservation of their intangible heritage and traditions (Medicine Wheel teachings, language, importance of dance and drumming).

2) Continue to partner with community groups and/or non-member organizations with a focus on including invitations to youth who are not yet connected to Folklorama to participate and learn about our organization. This outreach would be over and above the invitations already extended to newcomers through various community agencies (IRCOM, NEEDS Inc.).

3) Formalize inclusion of Treaty No. 1 and Métis land acknowledgment in all of Folklorama's public facing speaking opportunities.

Our Progress

Through our Folklorama Teachings program, Folklorama's Indigenous members provided unique, hands-on learning experiences to numerous participants in classrooms, daycares, senior's residences and workplaces throughout the city and across the province. Folklorama Teachings' programs were developed on a case-by-case basis to meet the needs of each client. All programming was created with the aim to educate and bridge understanding between our Indigenous and non-Indigenous members, students and other participants on Indigenous culture, contributions and values.

This was achieved through storytelling, drumming ,music, dance and interactive activities as follows. Folklorama member, Walking Wolf Singers & Dancers, facilitated two workshops during the Manitoba Music Educators' Association and Manitoba Association of Dance Educators Professional Development Day. His workshops included various song, drum, and dance demonstrations, as well as a meaningful discussion with teachers in how best to incorporate these teachings into their music and dance curriculum.

Further to this, as part of the regular programing for our youth division known as "Team Folklorama" we produced an event for our youth volunteers that focused on the culture and history of Canada's Indigenous community. The workshop consisted of storytelling, a drumming circle and hoop dancing. We also focused our efforts on engaging Indigenous youth within our community to become a part of Team Folklorama by connecting with a number of key contacts in various community programs to invite their youth to our events.

These above activities created a lasting impression with both Indigenous and non-Indigenous participants, encouraging an appreciation of the cultural uniqueness of all and how that contributes to the beauty of our diverse communities.

Japanese Cultural Association of Manitoba (JCAM)

Call to Action: Building pathways to reconciliation

The Japanese Cultural Association of Manitoba Inc. (JCAM) would like to propose that we organize a Circle of Conciliation involving the Japanese Canadian community and Indigenous peoples at the Japanese Cultural Centre. This would fall under the Accord guiding principle #6. There are a number of commonalities with the imposition of residential schools and the internment of Japanese Canadians during World War II and so the sharing of experiences will be invaluable to mutual understanding.

Our Progress

A JCAM board member met with community leader Clayton Sandy and his friend Jack Mercadi to develop a learning and sharing event. Clayton has been developing circles of reconciliation throughout Winnipeg with various groups including the University of Winnipeg and Manitoba Lotteries. JCAM thought a circle of reconciliation would be the most effective and meaningful way to bring knowledge to our community members on the Truth and Reconciliation Calls to Action. Clayton invited his friends, family and colleagues to our event and we invited our members.

Our event occurred on March 18th, 2018. We opened with an introduction from both groups and an opening prayer from an Indigenous Elder. Our center has the capability for smudging and we were very excited and grateful to be able to have the opportunity to smudge.

Dennis Whitebird and Art Miki, two community leaders shared a brief history of the human rights violations that occurred. This was an interesting component of our event, as it helped everyone understand the similarities between our communities and the possibility of shared healing.

Both groups shared a film; one depicted the impacts of residential schools and the other film covered the Japanese redress. These informational films gave context to the human rights violations of each community group, and most importantly helped to further understand the impacts of residential schools.

After the films we ate a light lunch which consisted of traditional Indigenous food and traditional Japanese food and tea. We had an Indigenous chef prepare traditional fare which only contained ingredients one would find over 100 years ago. During this time we all sat together and introduced ourselves and had the opportunity to learn more about each other.

After lunch we held two traditional Sharing Circles of approximately 10-11 people each circle. We used a traditional methodology and used a talking stick. The sharing circles provided the opportunity for our members to learn about the impacts of residential schools and how this affected generations of families from the Indigenous community. The Japanese community members shared their stories of the human rights violations of the Japanese community. The sharing circle members soon realized that there were similarities in the human rights violations from both communities. The similarities brought the groups together and created an environment of openness.

Our event ended after the Sharing Circle members all had a turn.

The Rainbow Harmony Project Choir (RHP)

Calls to Action: 10, 44

This year, the RHP will open their concerts by recognizing that we are on Treaty One Territory, the birthplace of the Metis Nation. Further to that, the LGBTQ2* choral group will sing a piece composed by an indigenous person, while inviting and including an indigenous group or person to work with the choir, thus reflecting our special relationship with and honouring indigenous peoples' right to develop and share their culture.

Sarasvàti Productions

Calls to Action: 66, 83, 93

1. Collaborating with community-based youth organizations to create theatre focused on reconciliation. (Call to Action #66)
2. Working with Indigenous artists to undertake collaborative projects and produce theatrical works that contribute to the reconciliation process. (Call to Action #83)
3. Collaborating with the newcomer community to provide learning through theatre about the history of the diverse Indigenous peoples of Canada and to build bonds of understanding and friendship. (Call to Action #93)

Our Progress

We actively pursued Indigenous artists for our programming this season.

We instituted an Indigenous Advisory Committee Chaired by one of our Board members and reached out to the community to find appropriate members to sit on this Committee.

We hired an Indigenous Community Outreach Coordinator to begin building relationships between our organization and Indigenous organizations, Indigenous artists and elders. It is a slow process but has made us aware of what work needs to be done.

We also contracted artist/facilitators to do theatre workshops for us at schools with high Indigenous representation. Specifically we offered ten sessions at Children of the Earth School. This has brought Indigenous youth in to our programming and is a first step in creating better representation in the theatre industry.

We facilitated a workshop for youth as part of another event, using theatre to explore the Truth and Reconciliation Calls to Action.

Finally, we also realized that many of our audiences did not know why land acknowledgments were being done so had our Indigenous Community Outreach Coordinator introduce the importance of the practice, as well as introducing an elder to do an opening blessing before our shows.

St. Andrews Society of Winnipeg

Calls to Action: 7, 10

Goal: The St. Andrew's Society of Winnipeg is committed to expanding the knowledge and understanding of the historical and current relationship between those of Scottish heritage and descent and the Indigenous community and the important role that this can play in fulfilling the objectives of Winnipeg's Indigenous Accord.

Our Progress

The Society shares the vision and commitment of Winnipeg's Indigenous Accord. Our focus in on the principle relating to sustained public education and dialogue about the history and legacy of residential schools, Treaties and Indigenous rights, as well as the historical contributions of Indigenous peoples to Canadian Society. Goal: to plan and participate in a bicentenary celebration of the signing of the Selkirk Treaty of 1817.

During the past year, the St. Andrew's Society of Winnipeg has established three major initiatives to facilitate our relationship with the Indigenous community:

1. Chief Jim Bear, a direct descendant of Chief Peguis, was offered and has graciously accepted the position as an honorary patron the Society. This patronage was offered because of the historical significance of Chief Peguis' support of the Selkirk Settlers and because of Chief Bear's commitment to further reconciliation between the Indigenous and non-Indigenous communities in Winnipeg and throughout Manitoba.

2. The St. Andrew's Society was proud to play a leading role in celebrating the two hundredth anniversary of the signing of the Selkirk-Peguis Treaty of 1817. To this end, the Society hosted a visit in July 2017 of one its patrons The Right Honourable the Lord Selkirk of Douglas. A number of public activities and media interviews with Lord Selkirk occurred, thus increasing the public's awareness of the importance of the 1817 Selkirk-Peguis Treaty and what it meant for all signatories and their people.

3. One of the committees of the St. Andrew's Society of Winnipeg is chaired by Mr. Luke Settee, who is of Scottish and Indigenous decent. Mr. Settee, along with Chief Jim Bear and other members of the committee, are working on plans as to how the Society can expand its activities with the Indigenous community, given the historical relationship between the Scottish fur traders in Manitoba and the families that they established in our city and province. Many Metis of today are direct descendants of these Scottish fur traders and are thus members of the Scottish community in Winnipeg.

Winnipeg Arts Council

Calls to Action: 7, 83

Speaking specifically about the arts (Commemoration #83), the TRC calls upon the Canada Council for the Arts to establish a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process. In this spirit, the Winnipeg Arts Council acknowledges the importance of Indigenous people within the arts in Winnipeg and aims to provide creative opportunities in public art projects, artistic opportunities for individual artists and arts organizations, and development opportunities in the area of arts management (Education #7).

Our Progress

In addition to grants to individuals, the Winnipeg Arts Council supports the ongoing activities of professional arts organizations. In 2018 only one new organization was granted operating funds; the Manito Ahbee Festival.

In Fall 2018 the first Indigenous Arts Leadership fellows will begin a 9-month placement in Winnipeg arts organizations where they will receive training and mentorship in topics such as organizational management and governance, finance, marketing and production. We have been conducting research and program design over the past year with Indigenous and non-Indigneous partners with a planned public launch in late spring 2018.

Each year the Winnipeg Arts Council presents the Winnipeg Arts Council Awards to outstanding artists, volunteers, and supporters of the arts in Winnipeg. WAC manages the nominatons which are made by arts community members and appoints a peer jury to determine the winners. In June 2017 the On The Rise award for an outstanding emerging Winnipeg artist was presented to theatre artist Frances Koncan (Couchiching First Nation) at the Mayor's Luncheon for the Arts. The event was emceed by Leonard Sumner (Little Saskatchewan First Nation).

In early 2017, four Indigenous artists/artist teams were selected to create public artworks for the Indigenous Artists Project and fabrication on these works is well underway. Responding to the theme of the meaning of this place on Treaty 1 territory, Rebecca Belmore & Oswaldo Yero, Kenneth Lavallee, Julie Nagam, and Rolande Souliere are creating public artworks around themes of community, residential schools, culture, hydro power, treaties, and place naming. The works will be installed summer 2018 and a launch is planned for September 6 including speeches, music, and performance.

Through the selection process, though his project was not selected for realization, the drawings of applicant Brandon Atkinson were particularly compelling and WAC staff purchased the original drawings used in his proposal, framed them, and their are now hanging on either side of the elevators on the main floor of the Administration Building at City Hall.

Seven calls-to-artists were sent out as part of the SouthWest Rapid Transit public art project, two of which invited Métis and Indigenous visual artists residing in Canada to apply. The contexts for these sites, which bookend the Phase 2 rapid transitway, are the Rooster Town Metis Road Allowance Community (at the Beaumont Station and on the Jubilee overpass) and Metis resistance (at the Markham Station).

Winnipeg artist Ian August (Metis) was selected for the Beaumont site for his proposal's consideration of community togetherness and awareness of issues related to access to clean water. Alberta artist Amy Malbeuf (Metis) was selected for the Markham site for her proposal's perspective of Indigenous women at the heart of Metis resistance and the community approach that her artwork takes in its creation. Fabrication of these artworks will begin shortly and installation is slated for summer of 2019.

The WITH ART and Youth WITH ART community public art program matches community groups with professional artists to create public art projects. Three of the projects recently celebrated included participation from Indigenous communities:

- Youth from Wayfinders MB, many of whom identify as Indigenous, created a teenage survival guide with artist Karen Cornelius. The project was celebrated with a wearable art fashion show emceed by Indigenous student Nicole Fiddler and Bear Clan member Travis Bighetty.
- Sunshine House community drop in participants, most of whom identify as Indigenous, created photo narratives about St. John’s Park, the Alexander Docks and Green Hill with storyteller Leigh-Anne Kehler. This project provided a deeper understand about the value of outdoor spaces in Winnipeg in the lives of those who may not have a comfortable home to rest in. The project was celebrated with a concert by the Sunshine Band.

Four more WITH ART projects in development include:

- Filmmaker Jim Agapito is mentoring Indigenous youth in the creation of a series of short films about their experiences with Ndinawe Youth Resource Centre.

Winnipeg Folk Festival

Call to Action: Building pathways to reconciliation

Our mission at the Winnipeg Folk Festival is to create experiences of discovery and learning through the celebration of people and music. We present world-class creative and artistic talent from Manitoba and around the world. Working with the City of Winnipeg on the Indigenous Accord commitments, we are committed to facilitating the sharing of Indigenous voices and culture with Manitobans, creating opportunities for enjoyment, engagement, education and understanding through the celebration of Indigenous art, song, ceremony and storytelling. Our specific goals are:

- To work with members of the Indigenous community as part of our Indigenous Advisory Committee, to create an ongoing dialogue regarding programming and the sharing of Indigenous culture as it relates to the Winnipeg Folk Festival.
- To program Indigenous artists whose voices and perspectives are heard as part of the folk music and storytelling traditions at the festival.
- To open our festival and welcome all attendees to our festival with a blessing from an Elder from the Indigenous community.
- To welcome artists from all over the world to our festival with a traditional welcoming ceremony including prayer, song and a tribute to the land we are on.
- To bring projects from Indigenous visual artists to our Prairie Outdoor Exhibition to create interactive artistic experiences.
- To present Indigenous artisans in our Handmade Village where festival attendees can interact with the artisans and purchase their handcrafted works.

In addition to continuing the goals set out above, we intend to:

- further engage the Indigenous community through interactive programming at the festival and throughout our year-round events.
- work with our Indigenous Advisory Committee to further develop relationships and opportunities to share Indigenous culture at and through our festival and year-round activities.

Our Progress

Our mission at the Winnipeg Folk Festival is to create experiences of discovery and learning through the celebration of people and music. We present world-class creative and artistic talent from Manitoba and around the world. Working with the City of Winnipeg on the Indigenous Accord commitments, we are committed to facilitating the sharing of Indigenous voices and culture with Manitobans, creating opportunities for enjoyment, engagement, education and understanding through the celebration of Indigenous art, song, ceremony and storytelling.

At the festival proper this year, we had six indigenous and Metis artists on our roster. Half of the artists were local performers from Manitoba (storyteller Grant Anderson, 13-year-old French Metis - Cree fiddling twins Double the Trouble and singer-songwriter Richard Inman) and the others came from other communities across Canada (two-spirited cellist Cris Derksen from Alberta, singer-songwriter Diyet from the Yukon and DJ Shub, formerly of A Tribe Called Red from Six Nations of the Grand River in Ontario). Each artist has their own style of music, creating wonderfully indigenously diverse presentations in concert and workshop format. Cris Derksen and A Tribe Called Red were featured in two special workshops in particular this year designed to honour Indigenous music - "Canada Far and Wide: Grands Esprits" featured as part of a greater group of artists brought together to celebrate Canadian the diversity of genres, cultures, traditions and generations and "Dub Step Pow Wow" brought together pow wow music, classical music and traditional dance which had the audience on their feet!

Elder Mae Louise Campbell came to Birds Hill Park with her daughter, Jamie, and opened our festival on Thursday evening, July 5, with a beautiful opening blessing to welcome our audience to the territory which included prayer, drumming and song. This is something we have been doing for a number of years and has become an important part of starting the festival experience honouring both the people and the land. On the Saturday morning of the festival, July 7, Mae Louise performed a sacred fire ceremony for our visiting indigenous artists and local community including festival guests, board, staff, volunteers and audience. Visiting artists received small gifts as part of the welcoming and all attendees participated in smudging and had opportunities to share the welcome. It was a powerful and meaningful opportunity to connect with a wide variety of people in attendance.

Visual arts and crafts are also an important part of the Winnipeg Folk Festival and the inclusion of Indigenous visual artists is part of this. Renowned artist KC Adams paid tribute to nature when she created a series of organic pods made out of paper clay, inspired by pine cones, seeds, flowers, shells and other natural elements, to hold and grow plants. Audience members were delighted to discover these little gems throughout the festival site. In addition, multimedia Metis artist Amanda Kindzierski also used elements of nature and the human form to design a custom Folk Fest sundial as an interactive animation project in our campground. We also had three artisans - Fat Daug Hand-Carved Antler Jewelery (jewelery made of deer, moose & caribou antler with wood-burned images), Voila Designs (one-of-a-kind Indigenous designed and painted clothing) and Dahlia Design (recycled material orginal fashions with Haida art).

We have seen increased attendance at our festival through our Guest for a Day program where we partner with such organizations as But we are looking for opportunities for further engagement. In November 2017 we partnered with the National Arts Centre to bring their New Constellations production to the West End Cultural Centre. An act of reconciliation itself, it featured "an interstellar lineup of indigenous and non-indigenous artists including Elisapie Isaac, Jeremy Dutcher, Betamosake Simpson and Jarrett Martineau. We recently presented a DJ Shub show at the Goodwill as part of our Hear All Year concert series with local indigenous artists opening which saw a very strong turnout of indigenous audience. We are also partnering with A Tribe Called Red, Ma Mawi Wi Chi Itata Centre and the Turtle Island Recreation Centre to bring an interactive workshop and special concert to inner city Winnipeg in May.

Education came in many forms for our festival staff, volunteers and audience this year. Our established Indigenous Advisory Committee met three times during the reporting period to discuss programming ideas and other activities for the festival to allow for the further sharing of Indigenous culture at the Winnipeg Folk Festival. Through these meetings we confirmed our schedule, ceremony plans and came up with new ideas to engage for the festival in 2018 and beyond. In October 2017, eight Western Canadian folk festivals came to Winnipeg for the Western Folk Festivals Conference. As hosts, we held a fruitful discussion about truth & reconciliation led by Alan Greyeyes of Indigenous Music Week and David McLeod of NCI FM that not only benefited our team, but the other festivals from BC, Alberta & Saskatchewan. We also held an Indigenous awareness training seminar for volunteers in May 2018.

As we have for two years running now, we acknowledge the Treaty 1 territory and Metis nation at the opening of our festival, our festival stages and any year-round event that we have throughout the rest of the year. We have also increased the Indigenous representation on our board - in 2016 we had one person, in 2017 we had two and we are about to add our third member in 2018 which further helps guide and govern our organization toward inclusiveness, collaboration and leadership in the arts & culture community.

The Winnipeg Folk Festival believes it has a key role to play in two ways: bringing the opportunity to share indigenous culture with the greater community in Winnipeg and Manitoba but also offering strong cultural opportunities for a variety of cultures to engage and interact through music and art. We are excited to continue to build on our efforts here and bring greater opportunity for discovery, learning and understanding to our community.

Winnipeg Symphony Orchestra

Calls to Action: 43, 92.ii

We will hire and maintain an Indigenous liaison staff member to assist with the participation of Indigenous children in our music education program. We will create programs for and sensitive to the history and heritage of Indigenous people for educational programs in schools and our Adventures in Music program. We will make specific overtures to participate in Indigenous special events, building pathways to reconciliation, and provide accessibility to WSO programs to Indigenous organizations.

BUSINESS and ASSOCIATIONS

Aboriginal Chamber of Commerce

Call to Action: 92

We share in the goal to make Winnipeg a better place to live based on mutual respect, equal opportunity and hope. We will continue to work as a bridge between the Indigenous and non-Indigenous business communities by creating strategic opportunities to learn and grow through educational and engagement events, meetings and information sharing.

Our Progress

The mission of the Aboriginal Chamber of Commerce is to foster our members' success through networking, education, leadership and advocacy. Over the past year we have facilitated numerous business, social and educational events both for our members and the business community at large. To name a few – our Annual Golf Tournament, our Annual General Meeting, numerous luncheon events featuring business and political leaders and the sharing of Aboriginal business success stories. This year we were honored to partner with Indspire, a national Indigenous-led charity that invests in the education of indigenous people, at their awards event held in Winnipeg on March 23, 2018. Our Board of Directors and members actively participated in the Circles of Reconciliation one-day workshop event at the Manitoba Museum on April 17, 2018.

In keeping with our mandate to speak on public issues relevant to indigenous business, we recently put forward a policy resolution on indigenous procurement in the Province of Manitoba which will be presented to the membership of the Manitoba Chambers of Commerce at their annual meeting in May, 2018.

As we strengthen our foundation and work toward our goal of becoming a national entity, we will continue to collaborate with indigenous and non-indigenous business leaders and organizations within our community with the goal to make Winnipeg a better place to live based on mutual respect, equal opportunity and hope. Our ongoing commitment to Winnipeg's Indigenous Accord is to work as a bridge between Indigenous and non-Indigenous business communities.

Assiniboine Credit Union (ACU)

Call to Action: 92

Our intentions with regard to reconciliation are to (1) continue to look for ways to create financial empowerment and economic development opportunities for Indigenous peoples and organizations as an open and inclusive financial co-operative; (2) TO continue partnering with community organizations and educational institutions to provide Indigenous peoples with training and employment opportunities and seek to enhance awareness of employment opportunities at ACU; and (3) build awareness and deepen understanding of reconciliation at ACU.

Our Progress

Assiniboine Credit Union continued to strengthen and create new partnerships that will create access to fair and affordable financial services for Indigenous peoples that are unbanked or underserved, and strengthened and created new partnerships to increase training and employment opportunities for Indigenous peoples.

ACU's learning journey will be led by a new employee-led Indigenous Leadership Circle that will develop opportunities for ACU employees to engage in learning and dialogue opportunities.

ACU is encouraging credit unions across the country to engage in the journey of reconciliation, specifically through the co-creation of two national webinars, the first of which featured an interview with Senator Murray Sinclair. The webinars were attended by representatives from dozens of credit unions across Canada.

Canadian Footwear

Call to Action: 92

Canadian Footwear would like to pursue, in collaboration with Indigenous peoples and training partners, the design and develop of a healthcare initiative whereby Indigenous people are trained to deliver specialized health care services directly to Indigenous peoples in their home communities. Our goal is to achieve positive impact in both the physical health and incomes of Indigenous peoples in our region.

CentrePort Canada

Call to Action: 92

We share in the vision to ensure Winnipeg's future is rooted in truth, harmony and generosity. As we continue to develop the inland port in Manitoba, and as opportunities for investment arise, we are committed to engaging with Indigenous people to include them in all steps of the development process with a goal to further economic growth and create jobs. This includes consultation and outreach with Indigenous groups with an interest in Treaty 1 land at CentrePort. In addition, we will seek opportunities to enhance awareness and deepen our own understanding of reconciliation.

Our Progress

CentrePort Canada, North America's largest inland port, has actively pursued a meaningful partnership with Working Warriors to provide a turn-key solution for companies looking to engage an Indigenous workforce in their business. Located at CentrePort Canada, Working Warriors is an organization building a national skills inventory and database of the Indigenous workforce that creates pathways for

engagement and removes barriers to accessing Indigenous communities and employees. CentrePort offered Working Warriors a complimentary membership in the Marketing Partnerships Program, valued at $10,000.

CentrePort Canada is connecting Working Warriors with companies at the inland port, to create employment and training opportunities that will benefit both Indigenous communities and Manitoba companies. As a direct result of this partnership, CN is currently exploring ways to advance its national hiring goals by capitalizing on Working Warriors' database and expertise.

CentrePort Canada co-hosted a press conference with Working Warriors and the Southern Chiefs' Organization, announcing CN's partnership with Working Warriors. The press conference resulted in media coverage by 3 local media outlets and an online feature article by Truck News magazine. CentrePort Canada has continued to promote Working Warriors via a guest blog post on www.economicdevelopmentwinnipeg.com and a feature in our e-newsletter that is distributed to approx. 1300 subscribers.

In addition, CentrePort hosted a presentation and round-table session for 25 partners and CentrePort-located companies. This session, led by Jamie Saulnier, President & CEO of Working Warriors, explored opportunities related to engaging an Indigenous workforce, training supports available and examples of past success and partnerships between Indigenous communities and industry.

Downtown Winnipeg Biz

Call to Action: 92

The Downtown Winnipeg BIZ will do more to create a welcoming atmosphere for our Indigenous community. The Downtown Winnipeg BIZ will advocate and promote reconciliation, will continue to celebrate Indigenous arts, culture, music and history. The BIZ will create awareness, promote tolerance and capitalize on opportunities to Indigenize downtown Winnipeg.

Vision: To celebrate and share the strengths of our Indigenous community in our Downtown and City.

Goal: In the spirit of reconciliation, partnership and co-operation, the Downtown Winnipeg BIZ will make permanent its Indigenous Peoples Advisory Committee to assist in Indigenizing Downtown.

Objectives: In the spirit of partnership and co-operation, the objectives of this committee are to encourage:

1. Participation of Aboriginal peoples in providing formal feedback on the programs of the Downtown Winnipeg BIZ.
2. Recognition of Aboriginal history, culture, and peoples to ensure input to the range of services the Downtown Winnipeg BIZ provides to the downtown community.

2017 Indigenize Downtown Action Plan and Dashboard:

1. Continue BIZ's ongoing efforts to strengthen cultural awareness and sensitivity training for its entire staff and Board.
2. Be aware of, and incorporate wherever possible into programs and services, the 94 recommendations of the Federal Truth and Reconciliation Report released by the Truth and Reconciliation Commission of Canada.
3. Continue to build strong community relations with all Indigenous groups.
    a. This BIZ Indigenous Advisory Committee will play a role in encouraging aboriginal peoples to sit on BIZ committees, to ensure their feedback is heard in BIZ Programs and Services

b. Engage Indigenous businesses and stakeholders to be part of the solutions to Downtown issues and opportunities (e.g. security, promotions, events); develop their capacity while creating stronger community

4. Celebrate our Indigenous community in the programs we deliver.
    a. Launch It!: Work with the Aboriginal Centre Small Business incubator, as well as the University of Winnipeg Student Incubator to promote emerging aboriginal business.
    b. Create places to learn, both in the Indigenous and non-Indigenous community:
        i. Indigenous Gardens at Air Canada Park.
        ii. Storefront “gallery” of indigenous culture and art.
        iii. Placemaking initiatives.
    c. Manyfest: Infuse programming with Indigenous music, art, and culture.
    d. Concert Series: Infuse programming with Indigenous music, art, and culture.
    e. Research the possibility of creating Aboriginal Artisan Market (ACC).
    f. Continue with the Indigenous Languages Decals Initiative and introduce to every new BIZ Member.
    g. CHAT: Hire as many Indigenous staff as possible.
    h. Ensure CHAT workers and others are properly trained and educated about the history and impacts of residential schools.
    i. Continue Partnership with Manito Ahbee Festival.
    j. Continue to support employment and volunteer opportunities for Indigenous peoples and newcomers that may help them gain employment in the criminal justice or social services fields.
5. Host discussion(s) on reconciliation among BIZ Members.

Economic Development Winnipeg (EDW)

Call to Action: 92

Support Indigenous economic development – partner and collaborate with Indigenous businesses and organizations in project development, including the development of workforce strategies.

- This goal requires EDW to gain sufficient information on programs to advance/engage the Aboriginal workforce and to develop an appreciation of what works and what doesn’t work.
- Use market intelligence to further programs that support the Aboriginal workforce.

ft3 Architecture Landscape Interior Design

Calls to Action: 22, 35, 75, 76, 81, 82, 83, 92

We will advocate, on our health care projects, for the inclusion of Aboriginal Healing practices as an option for patients in collaboration with Aboriginal Healers and Elders. As part of our community consultation process we will initiate this conversation and we will continue to invest in awareness/ education of our staff (Call to Action: 22).

We will call on the Federal Government on any of our federal correction projects to eliminate barriers to the creation of healing lodges within the federal correction system (Call to Action: 35).

We will research/cross-reference on our project locations’ proximity to former Residential Schools and burial sites (Call to Action: 75, 76).

We will, as part of our standard project protocol, respect, protect and commemorate Residential School cemeteries and burial grounds in accordance to the principals identified in Call to Action 76 i, ii, iii.

We will advocate through our professional organisations for the creation of Residential School monuments (Call to Action: 81, 82).

We will reach out to Indigenous artists, where appropriate, and work collaboratively to contribute to the reconciliation process on our projects (Call to Action: 83).

We commit to providing an inclusive work environment.
We will continue to invest in awareness/education of our staff.
We are committed to diversity in our workplace and inclusive hiring practises (Call to Action: 92).

We will stimulate and encourage Indigenous training opportunities in our firm and on our projects.

We recognize that there are barriers to entering our profession (Architecture, Landscape Architecture, and Interior Design) and the design community. We commit to actively working on breaking down barriers to access to education.

Our Progress

Call to Action: 22
We will advocate, on our health care projects, for the inclusion of Aboriginal Healing practices as an option for patients in collaboration with Aboriginal Healers and Elders. As part of our community consultation process we will initiate this conversation and we will continue to invest in awareness/ education of our staff.

Healthcare is one of our areas of expertise. ft3's project team members consistently use the Integrated Design Process which incorporates the expertise from the project stakeholders including Elders and Aboriginal Healers and members from the community.
We continue to invest in education of our staff during regular staff meetings and educational sessions.

Call to Action: 35
We will call on the Federal Government on any of our federal correction projects to eliminate barriers to the creation of healing lodges within the federal correction system.

A presentation will be created and presented to staff that describes issues surrounding Healing Lodges within the federal correction system.

Call to Action: 75
We will research/cross-reference on our project locations' proximity to former Residential Schools and burial sites.

The map of the Truth and Reconciliation's Residential Schools of Manitoba and Northwest Ontario and the map of First Nations and Treaty Areas in Manitoba have been printed and posted on our company's bulletin board for everyone to reference.

Call to Action: 76, 81, 82
We will, as part of our standard project protocol, respect, protect and commemorate Residential School cemeteries and burial grounds in accordance to the principals (76) i, ii, iii. & We will advocate through our professional organisations for the creation of Residential School monuments. (82)

As part of our work with the Healing Forest project we are facilitating a community dialogue of place making and memorialization of Indigenous children lost to the residential school system. The Healing Forest is a living memorial to Indigenous children lost to or affected by the residential school system. It will be placed within St. John's Park in the North End of Winnipeg. Through its in-depth community consultation process and Indigenous Elder input, the Healing Forest is more than a memorial as the land will be a gathering place for families and communities and a place for healing and contemplation.

Call to Action 83
We will reach out to Indigenous artists, where appropriate, and work collaboratively to contribute to the reconciliation process on our projects.

• Started a list of practising, female, Manitoba Indigenous Artists. The list was compiled based on staff personal knowledge, google searches, plus information supplied by Urban Shaman and Creative Manitoba.
• A Powerpoint presentation was created containing biographies and sample artwork of approximately 25 artists. This presentation is available on an internal LAN drive for any staff to view.
• Discussion was held about how to incorporate / commission a piece of original artwork into an architectural project. Contact was made with both the Winnipeg Arts Council (Public Art Program) and Tricia Wasney (formerly in charge of the WAC Public Art Program) to talk about the logistics.
• Commissioning art work for a project.

Call to Action: 92
We commit to providing an inclusive work environment.
We will continue to invest in awareness/education of our staff.
We are committed to diversity in our workplace and inclusive hiring practises.
We will stimulate and encourage Indigenous training opportunities in our firm and on our projects.
We recognize that there are barriers to entering our profession (Architecture, Landscape Architecture, and Interior Design) and the design community. We commit to actively working on breaking down barriers to access to education.

An ft3 staff member reached out to two teachers (both personal contacts) in Berens River First Nation and Riverton Collegiate School * about initiating a conversation between ft3 and the two schools on breaking down barriers so that Aboriginal students are encouraged to think about pursuing further education in architecture, landscape architecture or interior design.

* Riverton Collegiate School teaches children in Grades 8 to 12 who come from Bloodvein, Berens River, Poplar River, Frontier School Division, Pelican Rapids, Jackhead, and are enrolled through the Southeast Tribal Council.

Great-West Life Assurance Company

Call to Action: 92

Great West Life's second year goal is as follows:

In response to Call to Action 92:
Great-West Life will continue to advance our commitment to fostering a culture and a workplace, in which Indigenous People, and all employees, can contribute to their fullest potential and make their maximum contribution, by promoting and providing opportunities where people who are different can learn from one another. Within the next year, we will strive to:

i) Further increase awareness of unconscious biases through training of our People Leaders to foster a culture of inclusivity for all employees, including Indigenous People;

ii) Continue to develop partnerships that advance building a workforce that reflects the diversity of the communities that we live and operate within. This includes increasing representation, support, and advancement of Indigenous People within our workforce;

iii) Continue to support the newly established Diversity Leadership Council and Employee Resource Groups for our Indigenous employees;

iv) Increase visibility of Indigenous contributions, experiences, cultures, languages, and/or teachings to bridge understanding between Indigenous and non-Indigenous communities through enhanced communications, activities, and events;

v) Engage in community support advocating for Indigenous rights (related to economic development, child welfare, legal, justice, education, environment, language, health and healing etc.).

vi) Identify and develop data and metrics to start measuring diversity & inclusion impacts. Impacts measured will include those for all employees, including Indigenous employees.

Our Progress

Great West Life's first year goal is as follows:

In response to Call to Action 92:
We commit to fostering a culture and a workplace, in which Indigenous People, and all employees, can contribute to their fullest potential and make their maximum contribution, by promoting and providing opportunities where people who are different can learn from one another. Within the next year, we will strive to increase awareness of unconscious biases through training, continue with our partnership with AMIK Professional Indigenous Engagement Services, and support the creation of Employee Resource Groups for our Indigenous employees.

The following are the unique indicators of progress towards our first year goal:

1) Unconscious Bias Training: New initiatives helped foster an even more inclusive workplace culture in which all employees can feel fully engaged. These included a workshop in Unconscious Bias at the Canadian Senior Leadership Forum. Building on this experience, we're planning to extend Unconscious Bias training to leaders in 2018 and employees thereafter.

2) Continued Partnership with AMIK Professional Indigenous Engagement Services: We continued our partnership with AMIK to progress towards our goal of building a workforce that reflects the diversity of the communities that we live and operate within. This includes increasing the representation and advancement of Great-West Life's Indigenous workforce.

3) Support and Creation of Diversity Leadership Council and Employee Resource Groups for Indigenous People: Great-West Life is committed to providing a diverse, inclusive, and equitable work environment where all employees are comfortable and confident being true to who they are at work, every day, while reaching their full potential. To accelerate diversity & inclusion within our workplace, we have formalized and increased our support of our grass roots diversity & inclusion Employee Resource Groups. These are groups where people with common interests can come together to advance the awareness, inclusion and professional success of its members. We have developed a framework to create and support an Employee Resource Group for Indigenous People, by mid 2018.

   In addition, we are currently establishing a Diversity Leadership Council comprised of a diverse group of senior leaders from across the company. The role of Council members will be to support the Employee Resource Groups in advancing their goals. The Executive Sponsor of the Employee Resource Group for Indigenous People will be a member of the Diversity Leadership Council to champion, promote and advance the goals of this group.

4) Career Development: Great-West Life is committed to opening doors to career development for all of their employees, including Indigenous People. Helping employees explore career options and build the skills they need to be successful today and in the future continues to be a priority for us. This is why we pay for the cost of relevant continuing education for employees, up to $2,000 annually, as part of our investment in learning and development.

5) Community Partnerships & Support:
Our national corporate citizenship policy – Stronger Communities Together™ – provides an operational framework through which we channel the commitment of our organization and our people, to the communities in which we operate. During this reporting period, Great-West Life was proud to partner with, provide volunteer support and/or corporate donations to the following programs to advance Indigenous People in our Winnipeg community:

a) Organization: Indspire- Great- West Life has proudly been a long-time supporter of Indspire, a national Indigenous-led registered charity that invests in the education of Indigenous people for the long term benefit of these individuals, their families and communities, and Canada. Great-West Life has provided sponsorship support to the following Indspire programs:

   i. In recognition of the 25th Anniversary Youth Laureate Award Sponsor – Indspire Awards, Great-West Life provided a event sponsorship and cash awards to each of three recipients of the Indspire Youth Laureate Award;
   ii. Building Brighter Futures Fund awards, providing National support for Aboriginal university and college students studying business;
   iii. K-12 Institute:Peer Support: Educator Mentorship Program- Connects educators of Indigenous students with programs, resources, information, tools and a Professional Learning Community to improve educational outcomes and increase high school completion rates of Indigenous youth;

b) Organization: Business Council of Manitoba- Provided sponsorship to 2016-2018 Aboriginal Education Awards. Our 3-year commitment supports young Aboriginal and Métis students pursuing post-secondary education. Funds are matched by the federal and provincial governments.

c) Organization: Provided The Promoting Life Skills in Aboriginal Youth (PLAY)- This program delivers community-driven, culturally-relevant, play-based programming to Aboriginal children and youth by partnering with 88 First Nations communities and urban Aboriginal organizations across British Columbia, Alberta, Manitoba and Ontario.

d) Organization: Pathways to Education - In May 2017, we announced a new five-year national commitment as Lead Innovation Sponsor to help Pathways to Education test, improve and put into practice new and innovative programming ideas. In addition we provided support to CEDA Pathways to Education Winnipeg - This Capital Campaign aims to create a functional and welcoming office space to support staff and program participants.

e) Organization: Manitoba Aboriginal Youth Achievement Awards- Sponsored the annual awards celebration to recognize the accomplishments of youth in the fields of culture, employment, traditional lifestyle, business and academic excellence.

f) Organization: Native Women's Transition Centre Inc.- Supported the 2017 Day of Caring Project through employee volunteers painting the interior of Memengwaa, a second stage housing facility for women and their children whom have struggled to find safe, affordable housing in Winnipeg.

g) Organization: Oshki-Giizhig Inc.- Supported the 2017 Day of Caring Project through employee volunteers painting the common areas of the men's residence – a safe and supportive home for Indigenous men living with Fetal Alcohol Syndrome Disorder.

h) Organization: University of Manitoba, I.H. Asper School of Business - Faculty of Management- Provided sponsorship of the 2017 Excellence in Aboriginal Business Leadership Awards Banquet which honours an individual or organization that has exemplified leadership within the context of Indigenous business.

Investors Group

Call to Action: 92

Investors Group is committed to making a contribution to the many communities across Canada in which we operate by supporting local and national activities and Indigenous events. In doing so, we hope to help our communities become more dynamic and interesting places to live and work. Investors Group is a workplace in which all of our employees including Indigenous Peoples can contribute to their fullest potential. We will promote and provide opportunities for all people to learn from one another and from Indigenous Peoples. To help further our goal(s), we will provide Indigenous awareness training as part of our corporate learning platforms.

Our Progress

This is our initial report to the City of Winnipeg's Indigenous Relations Division under the City of Winnipeg's Indigenous Accord and we are therefore including the activities, some of which may have commenced prior to us becoming an official partner under the Accord.

Here are the activities we have carried out:

We continue to provide the Kairos Blanket Exercise experience to our employees. We do this every 6 weeks through our corporate learning platforms. The ultimate goal is to carry out 8 sessions and provide this experience to approximately 200 employees in the 2018 calendar year.

We will continue to profile Indigenous culture, traditions, beliefs through opportunities at employee and corporate events (e.g. by recognizing National Indigenous Persons Day celebrations and incorporating smudging, land acknowledgments, elder blessings and traditional drumming and/or dance into other events.)

We have demonstrated our commitment to reconciliation and enhancing awareness of Canada's residential schools by establishing a Downie Wenjack Foundation Legacy Room. This room will be used for events and corporate training activities. We track the number of meetings and/or people using the room.

Manitoba Chambers of Commerce

Call to Action: 92

The Manitoba Chambers of Commerce (MCC) finds a lack of clarity or progress regarding the government’s approaches to many Indigenous issues – including the duty to consult and unresolved land claims – threatens the future socioeconomic well-being of communities across Manitoba while hindering meaningful discourse on the development of reconciliation and natural resource sector projects.

The duty to consult and accommodate Indigenous communities which may be adversely affected by resource development lies with both the Canadian and provincial government, who are increasingly shifting that responsibility to resource sector businesses seeking to advance projects on or near Indigenous lands. However, the government’s lack of clarity or direction on the extent of that approach has frequently created considerable challenges for all involved; in some cases, that lack of clarity has led to the stalling or outright halting of projects with potential economic and social benefits for the affected Indigenous communities, and Manitoba at large. Indeed, addressing the questions surrounding this process would also help to build unity between the Indigenous peoples in Manitoba.

The Manitoba Chambers of Commerce calls upon the government and the business community to:

- Developing a consistent, coordinated approach to Indigenous consultation and accommodation which clearly identifies Indigenous rights and responsibilities and the duties of the Crown and the role of industry as a stakeholder supporting the process; harmonizes provincial, territorial and federal processes; and reflects relevant factors such as new and existing obligations within established case law; and
- Ensuring sufficient resources are dedicated to communicating and implementing this approach across government, industry, and Indigenous communities.
- Establish a framework and timelines for tools to be available to businesses and indigenous communities to help both fulfill the obligations required of them, including guidelines for engagement to seek the level of cooperation and trust needed as a foundation for reconciliation.

Our Progress

The Manitoba Chambers of Commerce (MCC) played a leading role in meeting with and engaging with the Indigenous community during the development of the province's Look North Economic Development Task Force. Co-chaired by MCC's President and CEO, the task force met directly with a number Indigenous leaders, entrepreneurs, and elders in seeking comment, guidance, and ideas for sustained economic growth in the North and the critical role the community will play. The final report sited Indigenous peoples and communities are ready for models, protocols and supports to enable the development of partnerships. This warrants a joint effort between Indigenous communities and industry, and supported by government, to identify partnership opportunities for increased economic development that will contribute to local economies and the broader Manitoba economy.

Manitobah Mukluks

Call to Action: 92.iii

New 2018 Goals:

- Establish an Indigenous Advisory Council
- Amend or adopt new policies / practices that recognize Indigenous rights, reflect Indigenous priorities, improve Indigenous inclusion, or improve Indigenous access
- Indigenous language initiative or program (and/or subsidy) for staff
- Traditional territory / land acknowledgment

Our Progress

Manitobah Mukluks did an entirely Indigenous-run photo shoot this year in Chicago and Ottawa run by Sarain (Creative), Tomas Karmelo Amaya (Photographer) and Sierra Begaye (PA) and starring Sarain, Michaella Shannon, Waneek (and her family and mother), Roberta Anderson, Ian Campeau (and his kids), Alanna Bluebird, Digging Roots (Music). Our marketing material this fall will have 80% Indigenous faces and 100% Indigenous creation. Sarain Fox and Tara Barnes participated in the Indigenous Knowledge Gathering at Humber College. She has represented Manitobah Mukluks at several international trade shows and community events (along with Waneek). Manitobah sponsored Autumn Peltier being nominated for a Water Leader Award (they were going to pick a non-Indigenous nominee) and Sarain to be a judge on the Contiki 35 under 35 Human Rights Judge (she picked all female Indigenous leaders and POCs around the world). We sponsored Future History (a show on APTN about reclaiming Indigenous knowledge). We also just joined CCAB. We also had about 15 temporary Indigenous staff for our Costco activation. Aiming for 40 this year with a concrete plan!

Through our charitable organization Manitobah Mukluks Storyboot School and our partnership with Manitobah Mukluks and other supporters, we want to inspire the next generation to continue strengthening cultural ties, building skills and confidence and achieving excellence across Turtle Island. The Storyboot School is a place where youth learn the traditional art of mukluk and moccasin making

from Elders and Indigenous artisans, while at the same time facilitating craftsmanship, cultural understanding, creativity and achievement. The inspiring program that is teaching truth, reconciliation and understanding among Indigenous and non-Indigenous alike and has a waiting list of communities wanting to take part. The goal is to each as many Indigenous youth as possible, and teaching all Canadian youth about our culture. The hope is to bring the Storyboot School into all public schools in Canada. We hope to see the program grow in include other forms of traditional Indigenous art including birch bark biting, caribou tufting, dreamcatcher making, medicine picking, jewelry making, mitten/gauntlet/hat making, bandolier/medicine pouch making, soapstone carving, quill work, hide tanning, and Indigenous language preservation.

In March, all of the employees of Manitobah Mukluks had a work field trip to Ma Mawi to participate in The Blanket Ceremony with Jessica Dumas. It was an incredible and impactful exercise that put us in the shoes of the Indigenous people of Canada during colonial times. We all stood close to each other on an "island" of blankets, as the leaders walked around us narrating the story of Indigenous peoples. As the story went on, people were taken from Turtle Island in a way that went from silly and awkward to grim and uncomfortable. Despite having a work place that has many Indigenous people, we have many from other cultures as well. We are proud of our diversity and felt unified in this experience that was emotional and honest. At the end of the presentation, we were all able to take a moment and talk about our feelings. A lot of our co-workers took a moment to talk about their own cultural experiences and their feelings toward what was just learned. I feel like this experience really opened our eyes to each other and to the impact we make in the world by helping culture thrive within ourselves.

Running Deer Resources

Call to Action: 92

Running Deer Resources, as Indigenous Engagement Specialists, our current corporate vision and mission statements are to assist industry, government and Indigenous communities with the tools to properly interact with one another leading to the development of mutually beneficial trust and respect through economic development opportunities.

To advance the process of reconciliation, Call to Action 92 for business and reconciliation, states “ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.”

Running Deer Resources self-identified goal is our commitment to continue walking in our core values which are:

- Integrity: preserve the integrity of Indigenous People’s culture and identity
- Listening first: maintain a corporate policy of listening first
- Trust and respect: build relationships based on trust and respect with our clients
- Dedication: provide dedicated and effective delivery of service in every facet of our business

Our Progress

Being that our corporate vision is Indigenous engagement, we are continuously participating in discussions for professional and also personal knowledge and growth regarding current Canadian Indigenous issues. Working Warriors is an innovative, custom website that produces a national skills inventory and assets related to economic development. It is a cloud based tool that can be used by industry partners to connect with Canada’s growing Indigenous workforce.

Working Warriors has entered into a joint venture with the Southern Chiefs Organization in January and is in current talks with MKO to develop a similar agreement. Working Warriors was developed to connect project partners/employers with job seekers. The increased representation of Indigenous people in our workforce comes from our continuously growing Indigenous skills database (Working Warriors), internal staff, and partnership project hires.

Solara Remote Data Delivery Incorporated

Call to Action: Building pathways to reconciliation

Our Progress

Solara Remote Data Delivery Inc. has done business with a First Nation and are working with them to include them in assessing a new product they are interested in using in the future. This is valuable to us, as they have firsthand knowledge of working on the land and on Lake Winnipeg. I have found them very good to work with, we have a great working relationship. I think it can lead to further collaboration, including temporary and full-time staff working for us.

I have also been working on a time for an Elder (Fred Kelly) to meet with our staff to educate them on the reconciliation process and how all of us are a part of the treaties. This is a long road for all of us, and I believe the first step is education.

Winnipeg Chamber of Commerce

Call to Action: 92

Along with the Winnipeg Poverty Reduction Council and Winnipeg Regional Health Authority, The Chamber is working on a new social innovation initiative called TRC#92: Youth Employment Strategy. This initiative focuses on supporting learning and promoting awareness around issues related to Indigenous employment within private sector companies, and creating linkages with community based groups who are training youth for employment. Stakeholders will collaborate to help youth develop employment plans and implement the employment of youth in the business environment.

Our Progress

On April 17, The Winnipeg Chamber of Commerce, in partnership with the Aboriginal Chamber of Commerce, Circles of Reconciliation and other leading stakeholders, held a Circles of Reconciliation workshop. Two hundred Indigenous and non-Indigenous participants took part in the event designed to begin or continue an organization's journey to reconciliation. Stories of local businesses leading the way - their wins, their lessons - and the impact reconciliation has made on their work were shared. This one-day workshop addressed the Truth and Reconciliation's Call to Action #92 and provided a framework and examples of how business can effectively engage and partner with the Indigenous community.

World Trade Centre Winnipeg

Call to Action: 92

The World Trade Centre Winnipeg is committed to the principles outlined in the Winnipeg Indigenous Accord and to the ongoing process of reconciliation in Winnipeg, based on the establishment and maintenance of mutually respectful partnerships. Our organizational goals are:

(1) to continue to educate personnel on the subjects of the treaties, the TRC, and the Calls to Action to guide our interactions with the business community and Indigenous clients;

(2) to review the vision, mission, and values of the organization to ensure our messaging, communications, and governance speak clearly and proactively to our ongoing commitment to reconciliation; and

(3) to develop and offer seminars and training for Indigenous entrepreneurs, along with offering a seminar to the business community at large on the topic of business and reconciliation.

Le World Trade Centre Winnipeg (WTC Winnipeg) s'engage à adopter les principes de l'Entente relative aux Autochtones de Winnipeg et le processus continu de réconciliation à Winnipeg, fondé sur l'établissement et le maintien de partenariats de respect mutuel. Nos objectifs organisationnels sont (1) de continuer à sensibiliser le personnel sur les traités, la CVR et les appels à l'action afin de guider nos interactions avec le milieu d'affaires et les clients autochtones; (2) de passer en revue la vision, la mission et les valeurs de l'organisation pour s'assurer que les messages, les communications et la gouvernance énoncent clairement et proactivement notre engagement continu envers la réconciliation et (3) de créer et d'offrir des séminaires et de la formation aux entrepreneurs autochtones, de même qu'un séminaire qui s'adresse au milieu d'affaires en général au sujet des affaires et de la réconciliation.

Our Progress

The World Trade Centre Winnipeg (WTC Winnipeg) has focused its activities on three areas to date:

1) Expanding the active outreach and service delivery to the Indigenous business community to support the growth of small business and entrepreneurship. This includes partnering with Indigenous business organizations, building relationships with communities, assisting Indigenous-owned businesses, developing seminars to encourage Indigenous business start-ups, and educating the broader business community on the topic of business and reconciliation through seminars.

2) Educating staff on the topics of treaties and reconciliation. Some staff members attended events and seminars on the topic throughout the year, and a presentation was delivered to the entire staff at a monthly personnel meeting to educate on the Truth and Reconciliation Commission, UNDRIP, and collectively discuss our course of action as a Partner to the Winnipeg Indigenous Accord.

3) Helping Indigenous business leaders and communities to pursue new business opportunities. The WTC Winnipeg has been building relationships and assisting certain communities to explore business opportunities in international markets, providing some facilitation and introductions with international partners, along with market research and planning support towards future potential export projects.

À ce jour, le World Trade Centre Winnipeg (WTC Winnipeg) a axé ses activités sur les trois domaines suivants :

1) Améliorer ses efforts actifs de sensibilisation et sa prestation de services au milieu d'affaires autochtone pour soutenir la croissance de la petite entreprise et l'entrepreneuriat. Ceci comprend d'établir des partenariats avec des organisations commerciales autochtones, de renforcer nos liens avec les collectivités, de prêter appui aux entreprises détenues par des Autochtones, de créer des séminaires qui encouragent les entreprises autochtones en démarrage et de sensibiliser le milieu d'affaires en général, au moyen de séminaires, au sujet des affaires et de la réconciliation.

2) Renseigner le personnel au sujet des traités et de la réconciliation. Certains membres du personnel ont assisté à des évènements et des séminaires à ce sujet au cours de l'année, puis une présentation a été donnée à l'ensemble des employés dans le cadre d'une réunion mensuelle du personnel afin de les renseigner sur la Commission de vérité et réconciliation du Canada (CVR) et la Déclaration des Nations Unies sur les Droits des Peuples Autochtones et de discuter ensemble de notre démarche à titre de partenaire de l'Entente relative aux Autochtones de Winnipeg.

3) Aider les chefs d'entreprises autochtones et les collectivités à saisir de nouvelles occasions d'affaires. Le WTC Winnipeg forge des liens et appuie certaines collectivités dans l'exploration d'occasions d'affaires dans les marchés internationaux en offrant des services de facilitation et de liaison avec des partenaires internationaux, de même qu'un soutien à l'étude de marché et à la planification en vue de projets potentiels d'exportation.

CITY OF WINNIPEG DEPARTMENTS and MEMBERS OF COUNCIL

Call to Action: 43 United Nations Declaration on the Rights of Indigenous Peoples

Lead department: Indigenous Relations Division

Goal: Formulate a recommendation and framework for the potential implementation of the UNDRIP to guide and inform future policies, processes, and practices of the City of Winnipeg.

Our Progress

A working group comprised of Indigenous Employee Group (IEG) members and staff from the Indigenous Relations Division (IRD) was formed. The working group is working on the first recommendation put forth by the students of the University of Winnipeg's Master's in Development Practice (MDP) in Indigenous Development studies in the final report they submitted to the City in December 2016:

- The working group has completed its internal review of City of Winnipeg Indigenous-specific initiatives;
- The working group hosted a "Lunch and Learn" in December, where staff were invited to learn more about Canada's Indian Act and its impact on Indigenous governance structures by way of video lecture from Professor John Borrows (University of Victoria);
- A baseline report identifying success and gaps is being drafted and once finalized, it will be shared with relevant stakeholders within the civic system in addressing UNDRIP, as it relates to municipal jurisdiction.

<u>Practice, protocol and policy changes</u>:

- The City of Winnipeg has developed and is in the process of implementing, a Smudging and Pipe Ceremonies Administrative Standard in order to create an organization-wide understanding and protocol relating to the practices of smudging and pipe ceremonies.
- The City of Winnipeg administration was formally directed to incorporate a traditional territories acknowledgement at the beginning of meetings, presentations and events.

Call to Action: 47 Doctrine of Discovery

Lead department: Legal Services

Goal: Commence with a report of research findings including federal and provincial legislation that may impact modification of City of Winnipeg policies and bylaws, and identifies requirements to make any modifications.

Our Progress

TRC Call to Action #47 – Doctrine of Discovery and terra nullius involving reformation of laws, policies, and litigation strategies that rely on these concepts.

- Legal Services department is currently conducting research as set forth in the call to action, including federal and provincial legislation that may impact modification of City of Winnipeg policies and bylaws, in order to identify requirements to make any modifications.

Call to Action: 57 Public Service Training

Lead department: Human Resources, Employee Development Branch

Goal: 50% of employees trained and will continue to deliver W'daeb Awaewe and Chi Ki Ken Da Mun until the 100% employee target is met.

Our Progress

To support Call to Action #57, the City of Winnipeg is providing Indigenous Awareness training. The W'daeb Awaewe and Chi Ki Ken Da Mun training developed and delivered by Community Elders, Cultural Providers, and Knowledge Keepers to City employees. We are pleased to report that over 50% of 10,000 employees have completed this training.

The City of Winnipeg is building a more inclusive Winnipeg and these training opportunities promote public service excellence and provide employees with critical knowledge and awareness. Training is important as it helps employees engage their colleagues and citizens with a renewed perspective that will strengthen relationships between individuals and communities.

In addition to Indigenous Awareness training, City of Winnipeg employees have opportunities to continue learning about Indigenous traditions and culture by participating in monthly Cultural Committee workshops organized by the Indigenous Relations Division and led by Community Elders, Cultural Providers and Knowledge Keepers. Workshop offerings include; Introduction to Smudging, Sweat Lodge, celebrating Seasonal Solstices/Equinox's, Medicine Pouch Workshops, and more.

The Cultural Committee also organizes Indigenous Cultural Week Workshops, which is a line-up of daily lunch hour cultural workshops offered the week of June 21 including a lunch hour celebration for National Indigenous People's Day. On June 21 the day begins with a workshop on Tipi Raising and Teachings.

The City of Winnipeg also provides further education for employees by organizing mobile Indigenous displays and by acknowledging significant dates throughout the year such as National Indigenous Veteran's Day and Orange Shirt Day.

In March, 2018 City of Winnipeg leaders were provided a workshop on the Truth and Reconciliation Commission (TRC) Calls to Action as part of the Public Service Leadership Series. Ry Moran, Director of the National Centre for Truth and Reconciliation facilitated the session and providing an overview of the TRC Calls to Action with a discussion on how to work to advance reconciliation and renew the relationship with Indigenous peoples, based on recognition of rights, respect, cooperation and partnership. Approximately 60 participants attended.

Employee survey responses:

> "Exceeded expectations, provided some first-hand accounts of the history and impacts to family, culture and society."
>
> "Thank you for offering this course – valuable training for City employees."
>
> "I have a much better understanding of what Aboriginal brothers and sisters went through."
>
> "Thank you for the education – what an eye opening experience!"

Call to Action: 75 Residential School Cemeteries

Lead department: Planning Property and Development, Cemeteries Branch

Initial research into installation of a memorial/monument at Brookside Cemetery has begun. A multi-pronged approach has been developed involving Brookside cemetery records, ensuring families are provided adequate supports for involvement, and engaging with other stakeholders with key information about unmarked graves.

Our Progress

In 2017, the Cemeteries Branch reviewed internal procedures regarding how the City will research burial records and share information with family's next of kin. As a result, the branch established a procedure for sharing of information with other cemeteries, to create a more effective process for families pursuing burial search information. The Branch is also in the process of digitizing all cemetery records to provide all citizens, including Indigenous families, with the ability to trace a name online, in private.

As well, the TRC #75 working group consulted with key stakeholders who may have information to assist in identifying the location of gravesites of residential school children, including: City of Winnipeg Municipal Cemeteries, City of Winnipeg Archives, the Province of Manitoba, Vital Statistics, City of Brandon Cemeteries, and the National Centre for Truth and Reconciliation.

In addition to the above information, the working group established:

- We will continue to work with the Province of Manitoba to identify which departments may have information regarding residential school burial records.
- We will continue to work with the National Centre for Truth and Reconciliation to identify strategies and procedures for the ongoing identification and documentation of residential school related cemeteries and sites.
- Public engagement strategies are to be determined.

Call to Action: 77 Archival Records

Lead department: City Clerks, Archives and Records Control Division

Building on work completed to date, City Archives will continue to identify and improve access to records that support the reconciliation process, and update the research guide as new records come to light.

As well, City Archives will seek guidance to develop and implement appropriate protocols for managing gifts and artifacts received by the City from Indigenous organizations and individuals.

Our Progress

Although the City of Winnipeg itself did not operate any residential schools, staff determined that records held by City Archives speak to the legacy of the residential school system, and a number of relevant records were digitized and shared with the National Centre for Truth and Reconciliation (NCTR). In addition, the discovery process led to preparation of a research guide – Conducting Research on Indigenous Peoples and History at the City of Winnipeg Archives – and processing of two important groups of records.

1. Community and Race Relations Committee Records (1981-1997): correspondence, reports, and documentation created by the CRRC and its predecessors, which examined and made recommendations on "racial" issues.

2. North American Indigenous Games Host Society Records (1997-2002): minutes, communications, schedules, programs and other records that document the organization, administration, and management of the 2002 North American Indigenous Games in Winnipeg.

During the period covered by this report (May 2017 – May 2018), the City Archives continued to identify and improve access to records that support reconciliation. In particular, City Archives staff:

1. Added new content to the research guide (Conducting Research on Indigenous Peoples and History at the City of Winnipeg Archives).
2. Commenced work on a master inventory of photographs held by the City Archives that document Indigenous peoples and communities in Winnipeg.
3. Updated procedures to incorporate reporting on records that document Indigenous peoples and communities when record series are processed. These reports will inform future updates to the research guide.

Also, during the past year, five of nine Archives and Records Control staff completed Indigenous cultural awareness training.

Winnipeg Transit

Contributing to the honouring of Call to Action #57 – Professional Development and Training for Public Servants, Winnipeg Transit is committed to providing its staff with awareness training specific to issues impacting the Indigenous people both historically and in present day. Furthermore, Winnipeg Transit commits to a meaningful contribution relating to Call to Action #92 – Business and Reconciliation, ensuring that Indigenous peoples have equitable access to jobs, training, and education opportunities through focused and comprehensive recruitment and outreach campaigns and partnerships.

Our Progress

A significant outlay of resources was used to support the Indigenous Awareness educational campaign that has resulted in more than 1/3 of Transit staff receiving this critical information. With the introduction of additional resources designed to enable greater access by our Bus Operators to this programming, we expect to enjoy similar or greater success in 2018:

- We have engaged all of our leaders in the pursuit of Indigenous Awareness training for all Transit staff members. To date, the majority of our non-Bus Operator staff complement have completed the training and the Operations group have had FTEs designated to enable ongoing, rotational education opportunities to Bus Operators that presently includes the 1/2 day Indigenous W'daeb Awaewe course. To date, 512 Transit staff members have completed either the 1/2-day or 2-day programming.

Our recent efforts to partner with the MMF in promoting our available career opportunities to its stakeholders and associates represents the first meaningful effort in a broader campaign of awareness and promotion to the Indigenous community. It is anticipated that through the promotion and partnerships we will undertake, we will see a significant increase in available opportunities finding their way to eligible members of the Indigenous community for consideration:

- We are in the process of partnering with the Manitoba Metis Federation to provide a focused extension of our recruitment for select, high-demand opportunities (Bus Operator, Mechanic, Apprentice - Various Trades) that will more effectively enable our needs to reach those connected with the Indigenous community.

Actively participating on committee-level teams in broad support of Indigenous-focused programming helps to promote a culture supportive of advancement, opportunity and achievement for our current and future staff representing the local Indigenous community:

- Three senior members of our staff have been highly active participants on the following initiatives:

- 2017 OAN Event Planning Committee;
- Indigenous Civic Pathways Education Award;
- City of Winnipeg 2018 National Indigenous Day Planning Committee;
- Indigenous Relations Leadership Team;
- 2017 Aboriginal Day Planning Committee;
- Signatory of the Mayor's Indigenous Accord.

Winnipeg Police Service

As Chief of Police I will do my part to ensure that police officers are educated on the history of Indigenous peoples, including skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Our Progress

The Winnipeg Police Service has offered a two day Aboriginal Awareness course for its members since 2004. We have also developed programs on Medicine Pouch making and Metis Culture, as well as participate annually in community events such as the North End Feast, the Forever Our Hearts Breakfast and the Manito Ahbee Festival.

This year we a held a KAIROS Blanket Exercise for Executive members for the first time, although several members had taken it on their own. We also hosted a “Moving Beyond Prejudice” conference for 300 police and community members to provide a unique training opportunity and host community conversation regarding prejudice and racism. In addition we also encouraged our members to take the City's new W'daeb Awaewe and Chi Ki Ken Da Mun programs with exceptional participation rates.

- Over 1,200 individual members of the Winnipeg Police Service took the City's Indigenous courses - W'daeb Awaewe and Chi Ki Ken Da Mun.

Winnipeg Fire Paramedic Service

My goal was and continues to be to develop a greater personal understanding of the terrible legacy of residential schools and the ramifications of the cultural genocide that resulted. This relates to Call to Action #57, and to Principle #10 of the Winnipeg Indigenous Accord. I have begun this journey by attending the City of Winnipeg’s two-day Chi Ki Ken Da Mun education course in the spring of 2017. The entire senior leadership of the Winnipeg Fire Paramedic Service will complete this course by year’s end. In addition, all incoming new front line personnel since early 2016 have received this course during their orientation.

Our Progress

<u>Indigenous Youth Strategy</u>
The City of Winnipeg, the Province of Manitoba, the Manitoba Metis Federation, Centre for Aboriginal Human Resources, the Assembly of Manitoba Chiefs and First Peoples Development Inc, have partnered in a Winnipeg Fire Paramedic Service Primary Care Paramedic training program for youth which aims to increase Indigenous representation in the field of paramedicine. All students participating under the Indigenous Youth Strategy initiative in partnership with the City of Winnipeg have graduated with a certificate in Primary Care Paramedicine from the Winnipeg Fire Paramedic Service. To date, the City has hired nine of the graduates as front line Primary Care Paramedics. Another class is planned to commence in January 2019.

Indigenous Training
All Winnipeg Fire Paramedic Service (WFPS) leadership and Firefighter/Paramedic recruits receive the two day Indigenous - Chi Ki Ken Da Mun course. All front line staff receive the half day Indigenous - W'daeb Awaewe course. In order to ensure all front line staff receive the training in 2018, arrangements were made to have dedicated sessions for WFPS with staff attending while on shift.

- Over 80% of members of the Winnipeg Fire Paramedic Service have completed W'daeb Awaewe and/or Chi Ki Ken Da Mun.

Career Camp
WFPS offers a one week career camp to Indigenous youth to create awareness of careers in the WFPS by providing interactive activities for youth.

Other activities
WFPS has worked with Indigenous Relations Division to reach out to Indigenous youth for summer job opportunities with the WFPS intern program.

WFPS works with Shaughnessy Park School to augment their curriculum with firefighter conducted workshops.

Councillor Jeff Browaty

February 2017 - I had the opportunity to visit the National Museum of the American Indian in Washington DC which houses one of the world's largest and most diverse collections of its kind.

March 2017 - I attended the W'daeb Awaewe training on Residential Schools.

June 2017 - I attended the signing ceremony of Winnipeg's Indigenous Accord.

September 2017 - Visited TOTAL Aboriginal Interpretive Trail which celebrates the heritage of First Nation and Métis communities in Wood Buffalo.

October 2017 - Offered support to the Annual VIBE Awards through the purchase of tickets.

December 2017 - Attended a meeting with the Southern Chiefs Organization organized for AMM Board Members.

March 2018 - John G. Stewart is an alternative school in the River East Transcona School Division that provides an opportunity for at risk students to engage in a positive educational experience designed to enhance their self-esteem as well as develop the academic and interpersonal skills necessary for a successful integration to the community.

- As an original signatory to the City of Winnipeg's Indigenous Accord, the staff and students of John G. Stewart have a shared commitment to the Journey of Reconciliation in Winnipeg. This shared commitment is rooted in the Truth and Reconciliation Commission's (TRC) 94 Calls to Action and is guided by the Commitments and principles contained in the Accord. The staff and students of John G. Stewart wanted to address Call to Action #83.
- Through the East Kildonan-Transcona Community Committee, I had the opportunity to financially support a collaborative project to produce works that contribute to the reconciliation process. Using the $20,000 in approved Land Dedication Reserve Funding, the students of John G. Stewart, working with the Winnipeg Arts Council and the City of Winnipeg, will create 7 wood carved signs that represent each of the 7 sacred teachings. The vision is to have the 7 signs posted along the Bunn's Creek Parkway which borders the school grounds.

Councillor Jenny Gerbasi

In my varied roles, I commit to working collaboratively with the Mayor's Indigenous Advisory Circle (MIAC), the public service and the community to make change in the policies and practices of the City of Winnipeg to encourage the continued act of reconciliation in particular relating to Call to Action 47 of the TRC Calls to Action:

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and terra nullius, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

There are two accomplishments I would like to highlight for this report:

1. I put forward a motion that was passed unanimously at Winnipeg City Council which states that: the Procedure By-law No. 50/2007 be amended to require that at the commencement of each Council or Committee meeting, the Chair acknowledge, in wording of their choosing, that the meeting is taking place on traditional Indigenous & Métis peoples' lands;
2. The 2nd action is that my office facilitated having indigenous (First Nation) elders provide the Council prayer at our June Meeting which also took place on National Aboriginal Day. To my knowledge, this was the first time in Winnipeg Council history that any person other a member of council provided the prayer at the opening of a council meeting. Our intention is to do the same at our June meeting this year as, once again, the National Day falls on a council meeting date. This year we are exploring asking an elder from the Metis community.

Councillor Brian Mayes

1. My main item to report from the past year is the launch of the new youthunited@winnipeg program by the University of Winnipeg. This program is entirely funded by the City of Winnipeg, and I am proud to have been the champion of this important initiative for reconciliation. I am attaching a leaflet entitled "Advancing Reconciliation" about the program that was prepared by the University of Winnipeg. I have also met with various MPs to try to promote this program on a national level. I very much like the quote from Senator Murray Sinclair that opens the leaflet "Reconciliation is not as complicated as we think. It boils down to this. I want to be your friend, and I want you to be my friend.

- Twenty students from diverse socioeconomic and cultural backgrounds spend four months in a unique university program, aimed at fully engaging in the process of reconciliation. They come together in a safe and open learning environment to discuss the complex issues of our city and country's history, and learn from each other.

2. $10,000 support for The Darwin Parents' Association to create a Circle of Courage Classroom for students, staff and the Darwin School Community. There are 3 phases to the project with a hoped for completion date for September 1, 2018. Phase 1 involves creating a Circle of Courage, with payers, to be used as an outdoor classroom, gathering space and place for cultural ceremonies. The school presently has outdoor benches that are placed in a circle formation but this space isn't utilized to its fullest potential. In this phase of the project, the area inside the benches will be treated and prepared for the installation of paving stones which will be painted to reflect the Medicine Wheel based on consultation with our school, community and with the support and direction of the Louis Riel Indigenous Education Department.

Phase 2 involves installing educational panels/fencing that will offer privacy to the homes in our community and also very importantly provide an opportunity for interpretive and educational information to be affixed. This fencing or screening will serve as opportunities to display Treaty 1 Land Acknowledgements, information about the Circle of Courage and other DPA Circle of Courage Classroom will also be providing consultation and collaboration on this phase culturally relevant teaching materials.

The school, community and Louis Riel School Division will also be providing consultation and collaboration on this phase.

The final phase, Phase 3, involves planting reconciliation gardens, native plants and increasing accessibility to the space from other play top areas currently on the school ground. In this phase, the reconciliation gardens will be incorporated with support of teachers and students and vegetable gardens will also be included for community members to enjoy. The school, community and the Indigenous Education Department of the Louis Rid School Division will also provide consultation and collaboration.

Councillor Mike Pagtakhan

Moved a motion at Council on July 19 2017 to rename a City of Winnipeg recreation facility called North Centennial Recreation & Leisure Facility after one of Canada's most decorated Indigenous Soldier, "Sergeant Tommy Prince Place".

On March 17, 2018 I hosted, together with the City of Winnipeg and North Centennial Recreation & Leisure Facility Staff in an unforgettable Unveiling Ceremony where we honoured Sergeant Tommy Prince and his family. During the ceremony there was a traditional Smudging Ceremony and Prayer, which was then followed by a Grand Entry led by Indigenous Veteran Elder Mr. Joe Meconse, together with the 553 Sgt. Tommy Prince MM Royal Canadian Cadet Corp. & Regimental Band of The Royal Winnipeg Rifles.

Sergeant Tommy Prince is a national and international icon of courage. A descendant of the great Chief Peguis, he showed tremendous courage both on the battlefield and in his tireless work on behalf of Indigenous peoples. It is my hope, and the hope of Winnipeg City Council, that this centre in the heart of Point Douglas, which now bears his name, will help keep his achievements and his sacrifice shining brightly in the memories of all Winnipeggers and all Canadians.

COMMUNITY ORGANIZATIONS

Building Urban Industries for Local Development (BUILD) Inc.

Call to Action: 92

BUILD Inc.'s self-identified goal is to facilitate training and employment opportunities for Indigenous people by partnering with non-Indigenous businesses to hire our trainees. Through healthy partnerships between Indigenous governed social enterprise (i.e. BUILD) and non-Indigenous businesses, we are addressing Call to Action 92, specifically for training and employment, increasing access to the labour market.

Our Progress

This year, BUILD implemented a number of things to increase the engagement with the cultural components of our program. Hiring a part-time elder, Vern Dano, provided the opportunity for deeper cultural teachings, individual counseling, as well as broader contextualizing of practices we already had in place (e.g. sweats).

BUILD also affixed seven graphic signs in our classroom with the Seven Sacred Teachings to emphasize their importance in our curriculum, as well in our lives.

In the hallway outside of the BUILD classroom, a permanent smudging station was built and is utilized every day by trainees and staff.

The Forks Renewal Corporation

Calls to Action: 53, 83, 93

The Forks is committed to working with Indigenous organizations to encourage opportunities for public dialogue and initiatives for reconciliation. The Forks will work with Indigenous and non-Indigenous artists to undertake collaborative projects that contribute to the reconciliation process. The Forks will support projects that build public understanding of Treaties and projects that expose the public to the significant contributions of the Indigenous community today.

Our Progress

A number of cultural events have taken place at The Forks in support of these goals:

- The June 20th signing of the Winnipeg Indigenous Accord at The Forks Oodena Celebration Circle;
- National Indigenous Day celebrations in June 2017 with Sunrise to Sunset ceremony and Sacred Fire at Oodena Circle, as part of the program featuring artisans, dance, language, storytelling and traditional Games;
- Founding Nations Pow Wow summer series to showcase the beauty and styles of the dances from the Indigenous communities in Manitoba;
- Summer series Oral History Tour led by elders and beginning at St. Boniface Cathedral, over the Esplanade Riel bridge and through The Forks site to learn about the rich history of Manitoba's Indigenous people through stories, legends and Forks monuments;
- Summertide speakers event open to the public August 28th under the Canopy at The Forks with guest speaker Niigaan Sinclair covering the topic "Everything You Ever Wanted to Know About Treaties" ;-
- Weekly Winter Indigenous Programming with elders sharing stories and demonstrating bannock making inside a traditional teepee;
- Indigenous artists leading a project at The Forks South Point that is presently in the design stage. Due for completion this summer the artists will create a sculptural piece and include landscaping features to celebrate the Indigenous history of the site.

Immigrant Centre Manitoba

Call to Action: 93

The Immigrant Centre Manitoba Inc.'s annual goal for 2017-2018 is related to #93 of the Calls to Action. We are committed to providing culturally appropriate training on Indigenous history and cultural for all Immigrant Centre staff members. Our staff members provide orientations for newcomers and we will ensure over the next year that our staff has the appropriate training to orient newcomers about Indigenous history and culture.

Inspire Community Outreach

Call to Action: Building pathways to reconciliation

- Maintain and prioritize connection to our Indigenous community, through partnership, board membership and being lead by youth and families in our community.
- Officially recognize Treat One Territory and the homeland of the Metis in our email signatures, and promotional materials.
- Conduct annual reviews ensuring Inspire is maintaining our goals.

North End Family Centre

Call to Action:

- Create an active Indigenous Accord Committee (ICC) to ensure goals are being pursued and achieved.
- Officially recognize Treat One Territory and the homeland of the Metis in the NEFC constitution, letterhead, email signatures, and promotional materials.
- Have the ICC conduct an annual review to ensure that NEFC policies and programs are accessible as possible to Indigenous peoples.
- Endeavour to have half the NEFC Board represented by Indigenous members within three years.

Pembina Active Living 55+

Call to Action: 53.iv

- Recognize our presence in Treaty One Territory and the homeland of the Métis nation at our gatherings and in written annual reports.
- Endeavour to include programming that informs and educates our members on our shared history, the Truth and Reconciliation Commission findings, and the important contributions of the Indigenous community and culture.
- Promote programs that are inclusive and accessible to Indigenous peoples in the community.

Our Progress

Pembina Active Living (PAL) is an organization of age 55 and over (seniors) in South Winnipeg that meet in various interest groups with several all member Gatherings each year. It is at these Christmas, "Zing into Spring", fundraising nights, and the annual Summer Picnic get togethers that PAL has implemented a formal acknowledgement of our presence on Treaty One lands and the traditional homeland of the Metis nation. This is also formally stated in written form in our Annual Report of 2017 and will be going forward.

In addition, as part of the Summer Picnic festivities, an Indigenous musician as well as a hoop dance group were included in the programming. These various forms of entertainment provided exposure to some traditional cultural expressions and highlighted the talents these performers have to share and were well received by all those in attendance.

Red Road Lodge – Truth and Reconciliation Story Posts Project

Call to Action: 83

Red Road Lodge's goal is to bring Indigenous and non-Indigenous Artists together in a collaborative project. The Project aims to inform and educate Canadians on Truth and Reconciliation through public art displays and storytelling in hopes of creating an environment in which Indigenous Peoples can heal and non-Indigenous people will begin to learn and understand the important role that art can play in the healing process.

Our Progress

The first 6 months of 2017 was spent reaching out to schools, community groups, summer programs and Indigenous organizations who we felt had a direct connection to artists and story tellers and introducing them to our project (goals, objectives, vision). A great deal of time was spent communicating with these organizations, many who expressed interest in the project however the results were somewhat disappointing as we did not connect with very many artists who were prepared to share their stories and artwork. We believe this was due to the fact that most of the organizations with whom we spoke were short staffed and could not spend much time introducing our project to their clients, students and/or member. Unfortunately we did not have the financial resources to assign one of our people to act as a resource or mentor to third party organizations a request that was made by more than one organization. However, we did receive strong interest and support from staff and inmates at Headingley Correctional Institute and Stony Mountain Institution and this relationship will continue for the foreseeable future as the Indigenous population of these institutions have many stories that need telling and is often reflected in the artwork of the inmates.

Our primary source of art has been through Out Reach Programs at the Red Road Lodge. Over the past few years we have been able to expand and build upon our "street connections" using Studio 631 at the Red Road Lodge as a gathering place where marginalized and homeless individuals are provided with free art supplies and studio space and encouraged to create works of art based on an Indigenous teaching or works that reflected lived experience that in many ways reflected the narrative contained in the Truth and Reconciliation report.

We were also encouraged by former residents of the Red Road Lodge who have advanced in their artistic careers, artists like Kevin Anderson, Leonard Bighetty and Jackie Traverse who endorsed the project and allowed us to use their art work for both gallery presentations and to be reproduced and applied to our Story Posts.

While we have learned that the gathering of artwork and stories may take longer than originally anticipated, the results are providing a powerful message that is receiving good response in shopping centres and public spaces throughout Winnipeg.

We currently have a collection of --- piece of art and --- stories and poems. These have now been incorporated into traveling displays consisting of Story Posts and Display Panels that are being showcased in a number of Winnipeg Shopping Malls including; Portage Place, Garden City, Kildonan Place, St. Vital, Polo Park, Winnipeg Square. This display is fully booked until Christmas and we expect it will continue to be on public display for many months to come. Shopping Malls have an extremely high traffic count and while we do not have exact number of viewer we know it is in the tens of thousands and marketing reports from the shopping centres claim that their traffic count is 170,000 people per week or 8,840,000 people a year. Of course all these visitors do not stop and view our Story Posts display but many do. It is our intention to have the display manned with a table and Indigenous artists present to help explain the project and to gather feedback and hopefully some financial support to offset the cost of staffing the display.

The summer of 2018 will see us continuing to build upon our collection of original art and stories and will see our Story Posts planted in the Indigenous Garden adjacent to APTN as well as being showcased as part of the Downtown BIZ Farmer's Market.

The next phase of this project is to expand and develop our website which will showcase and celebrate the artwork and artist and equally important will build upon the storytelling. We see the website as being an important education piece that will have strong link between the art, lived experience and truth and reconciliation.

Presentations are currently being made to Foundations and Corporations in the hope of obtaining sponsorship to help subsidize the cost to producing the website, the posts and the related set-up and travel expenses.

Seed Winnipeg

Call to Action: 92

To work in partnership with Indigenous community members and organizations to reduce the ongoing impact of colonization and to increase understanding of its effect on Indigenous program participants and program design.

Our Progress

SEED's Board of Directors passed a resolution committing to the implementation of the TRC's Call to Action #92 on business and reconciliation. In so doing, SEED has committed to adopting the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as a reconciliation framework and to apply its principles, norms, and standards to internal policies and core operational activities involving Indigenous peoples. This includes: committing to meaningful consultation; building respectful relationships; supporting the right of Indigenous peoples to free, prior, and informed consent; ensuring equitable access to jobs, training, and education opportunities; and providing education for management and staff on the history of Indigenous peoples.

A joint strategic planning session was held with SEED staff and board to deepen our understanding of the TRC Calls to Action and to critically reflect on our current practices, policies, and programs. Program teams have been working on incorporating learnings and insights from the strategic planning session into our work. SEED established a cross-programs TRC Committee to more fully integrate the provisions of the TRC's Call to Action #92 on business and reconciliation into our internal processes, program design, and service delivery.

This work falls under SEED's first strategic goal (adopted by SEED's Board of Directors in 2015): "To work in partnership with Indigenous community members and organizations to reduce the ongoing impact of colonization and to increase understanding of its effect on Indigenous program participants and program design."

Highlights of SEED's activities related to this goal include:

The development of the Money Stories program and its Junior Facilitator model to provide facilitation skills, job experience and a pathway to full-time employment for Indigenous youth. This program, which was developed in partnership with the Aboriginal Senior Resource Centre, grounds Money Management Training (MMT) in intergenerational storytelling and an Indigenous worldview. Indigenous youth who successfully complete 10 weeks of MMT can apply to be a Junior Facilitator at SEED during the summer months. Junior Facilitators receive employment coaching supports, leadership training, life skills training, access to cultural supports from Elders and Knowledge Keepers as well as mentorship from Money Stories program staff. Junior Facilitators also learn how to facilitate and deliver MMT sessions within Winnipeg (primarily to agencies that serve Indigenous youth and young adults) as well as in First Nations

communities. Following the summer program, selected Junior Facilitators have the option of continuing their employment with SEED in a part-time or casual role. This supports SEED in its ability to deliver standalone MMT workshops and also provides a next step to employment for Indigenous youth and a pathway to long-term employment at SEED or another community agency. This program is an important component of SEED's strategy to increase Indigenous representation within our staff. The majority of new hires at SEED over the past year (83%) have been of Indigenous descent. This is largely due to the success of the Money Stories program.

Another highlight of SEED's activities in relation to our strategic goal is the development and use of a mini-land acknowledgment workshop to deepen the understanding of the ongoing impacts of colonization with non-Indigenous program participants. This activity arose through opening our meetings and trainings with a land acknowledgment. Since SEED works with a significant number of newcomers in our various programs, facilitators felt it was important to explain in plain language why we open sessions with a land acknowledgment and what it means. We have been told by many newcomers that they were thankful for the information and that they now have a better understanding of Canadian history and the impacts of colonization.

As previously noted, SEED has formed a cross-programs TRC Committee. The committee has framed SEED's efforts around our work in this area into 5 main areas: 1. Relationship Building; 2. Knowledge Building and Training; 3. Composition of SEED Staff and Board; 4. Program Delivery; 5. Advocacy and Allyship. We are deepening our work by identifying policies, activities, accomplishments, and challenges in each area. The committee will use this analysis to refine our goals, objectives, and work plans for our next 3 year strategic plan.

Other highlights that apply to our work on TRC Call to Action #92 over the past year include:

- Received guidance on program planning and delivery from Indigenous community leaders from the Indigenous Programs Advisory Committee (IPAC) and community Elders.
- Created a wellness room within the building that is ventilated where individuals can smudge.
- Arranged for external presentations during staff meetings from Indigenous guests.
- Introduced the land acknowledgment at the opening of meetings, trainings, and events.
- Arranged for the delivery of the ""The Blanket Exercise"" as an experiential learning opportunity for all staff.
- Developed a library of resources focused on issues facing Indigenous peoples and decolonizing resources.
- Provides learning sessions, mentorship opportunities, and culturally appropriate supports for Indigenous and non-Indigenous staff.
- Increased delivery of MMT sessions in the community to Indigenous participants including through delivering sessions in First Nations communities outside of Winnipeg (Berens River, Black River, and Brokenhead). By 2017, 49% of MMT delivery was focused on Indigenous community members.
- Delivered customized Homebuyers Money Management Training (MMT) sessions to program participants in the Manitoba Tipi Mitawa program.
- Introduced changes to intake processes and program delivery so that it is more participant-centered and responsive to individual circumstances (i.e., individual matched savings application meetings, redesign of the matched savings program brochure, changes to selection criteria, Access to Benefits drop-in days, on-site tax preparation at the Ma Mawi Wi Chi Itata Centre, and expansion of the ID Fund to other community organizations).
- Worked with partner organizations to organize and deliver 4 successful cross-sectoral community financial empowerment forums on Access to Banking, Access to ID, Sustainable Livelihoods, and Tax Filing & Access to Benefits. These forums were well-attended and well-received by organizations serving Indigenous community members.
- Continued to strengthen relationships with the Aboriginal Chamber of Commerce and Vision Quest.
- A SEED staff member was appointed by the Financial Consumer Agency of Canada (FCAC) to a national working group on financial literacy for Indigenous people.

SEED is making progress towards its goal but we recognize that we still have much work to do. We look forward to continued engagement with the partners of the Winnipeg Indigenous Accord and Indigenous community members to further advance the overall goals of the Truth and Reconciliation Commission and its Calls to Action.

Siloam Mission

Call to Action: 48

Siloam Mission's goal is to establish an Indigenous Advisory Council to assist management with the implementation of the 48th call to action. It was determined that our first steps would be to establish a terms of reference for the advisory council. Siloam will use them as a recruitment tool. We are currently actively seeking out members to join the Indigenous Advisory Council.

Our Progress

Siloam Mission is actively providing programing and spiritual supports to our community to facilitate our Indigenous community's right to practice and teach their own spiritual and religious traditions, customs and ceremonies.

We do this by providing support and space for indigenous programing such as:

*blanket exercises

*sweats

*smudgings

Siloam's Drop In program regularly engages with Knowledge Keepers who work with our staff to share their wisdom and teachings . They also liaise with and regularly refer clients to indigenous organizations to provide supports.

Siloam Mission's Mental Health program holds sharing circles that are offered to our community that are led by Knowledge Keepers

Staff have meet with Elders to provide guidance on protocols on various programing that Siloam offers.

The Salvation Army

Call to Action: 48.i

The Salvation Army remains committed to the principles, norms and standards of the "United Nations Declaration on the Rights of Indigenous People" as a framework for reconciliation. We will continue to strengthen consultative and participatory feedback on our programs to ensure we realize our commitment.

For 2018-19 we will:

1) Provide opportunity for cultural training in our program centres;
2) More formally recognize our presence on Treaty Land in our social and congregational facilities;
3) Consider aspects of Indigenous culture in building design and renovations

Our Progress

The Salvation Army continues to facilitate intentional conversations within the delivery of our program services in the city of Winnipeg that support our commitment to the Winnipeg Indigenous Accord. This is most relevant in our areas of social justice.

The Salvation Army continues to ensure representation on a number of community committees with significant linkages to Indigenous leaders and Knowledge Keepers. These relationships continue to strengthen our understanding of and sensitivity to matters within the Indigenous community. Ongoing conversations are taking place within the organization to identify opportunities to promote relationships of mutual recognition, respect, sharing and responsibility.

As a faith community The Salvation Army hosted a day of learning in 2016 (including the Blanket Exercise) where all program leaders (social and congregational) participated. The event provided an understanding of the journey of the Indigenous community within the context of colonization as well as the history and legacy of residential schools. Also, three years ago we were cooperatively involved with a number of other churches in the St. James area on arranging information sessions on the Truth and Reconciliation Commission and Residential Schools. This was a significant time of learning and understanding within the faith community.

We continue to strengthen the opportunity for individuals seeking assistance from The Salvation Army to bring their voice into shaping and strengthening our Services. This is done through one-on-one conversations and specific survey feedback opportunities. We also seek to achieve this through interaction with Indigenous agencies and leaders at various community committees. We are currently reviewing options to expand survey feedback on matters that are more culturally sensitive within the Indigenous community.

Some of our facilities have recognized and acknowledged the treaty land upon which our services are delivered by placing a plaque in a visible area of the main entrance to our buildings.

Many of our programs are supported by our participation in strategic and collaborative partnerships within the community. This is especially true in our programs areas of restorative justice, homelessness and mental health services. We continue to embrace our partnerships within the Indigenous community.

In recognizing the cultural needs of those coming within the scope of our programs we are providing opportunities for sweat lodge ceremonies, smudging, drumming and cultural teachings to more intentionally strengthen the desired outcomes within community.

Our advocacy continues to be strongest in the areas of homelessness, addiction, mental health and restorative justice programs. The latter expands intentionally into matters of domestic violence, Missing and Murdered Indigenous Women, and trafficked persons.

United Way of Winnipeg

Calls to Action: 1, 5, 92

United Way Winnipeg is honoured to sign on to the City of Winnipeg's Indigenous Accord, as another way to demonstrate our organizational commitment to truth and reconciliation.

For many years United Way Winnipeg has been grateful to learn with humility from the wisdom of Indigenous Winnipeggers, and we continue to honour the Truth and Reconciliation Commission's (TRC's) focus on truth determination.

Our goals for 2018 will be to continue to work with government, community organizations and the corporate sector to embody and further TRC Calls to Action #1, #5, and #92.

Our Progress

United Way Winnipeg signed on to the City of Winnipeg Indigenous Accord in June 2017 as another way to demonstrate the commitment to inclusion, truth and reconciliation we embarked on almost a generation ago.

Our 2018 goals, submitted in August 2017, were to "...continue to work with government, community organizations and the corporate sector to embody and further TRC Calls to Action #1, #5, and # 92."

The quantitative indicators of progress submitted for United Way Winnipeg (UWW) in this report reflect our work prior to, and since, June 2017 and creates a snapshot of our current state. With this overview now documented, this 2018 Accord report will serve as a baseline for tracking progress in future years.

- To date, all 81 UUWW staff have participated in an education session regarding the history and experience of Indigenous peoples in Canada. As new staff join the organization, education sessions will be part of the orientation process. Further to this, a number of staff have participated in opportunities such as Indigenous led / focused conferences, Blanket Exercises, and sessions with staff from the National Centre for Truth and Reconciliation and the Treaty Relations Commission of Manitoba.

- United Way Way gathered to hear from a group of Indigenous Elders as part of the development of our three year "Moving Forward" Strategy.

- The Council for Indigenous Relations (CIR), a volunteer committee that reports to UWWs Board of Trustees, has been in place since 2005.

- Active partnerships with Indigenous peoples include UWW's work with the Winnipeg Boldness Project, and funding agreements with 12 Indigenous led agency partners.

- To date, UWW has amended or adopted three policies and practices to recognize Indigenous rights and improve Indigenous inclusion. These are:
    - Land Acknowledgment - integration of land acknowledgment into UWW communications and activities;
    - Education - regarding the history and experience of Indigenous people in Canada for all UWW staff; and
    - Terminology - based on the understanding that words matter, a decision to use the term “Indigenous” in all descriptions and usage, including print materials, online presence and other organization documents.

- Two UWW initiated activities that formally advocate for Indigenous rights include:
    - The three year strategic plan developed by the Council for Indigenous Relations (CIR); and
    - The Winnipeg Poverty Reduction Council's (WPRC)'s TRC92: Youth Employment Initiative.

- Activities & Events include:
    - Indigenous-focussed displays in UWW's public atrium;
    - A Board Workshop focused on the TRC Report and Calls to Action;
    - A cross-sectoral event on the topic of "Indigenomics";
    - A gathering with private sector CEOs and the National Centre for Truth & Reconciliation; and,
    - Involvement in the PAR (Progressive Aboriginal Relations) process.

- United Way Winnipeg is working to gather data regarding the representation of Indigenous peoples in our workforce. Data is currently gathered at the Board of Trustee level.

- United Way Winnipeg began practicing traditional territory and land acknowledgment prior to signing on to the Accord in June 2017.

Women Healing for Change

Call to Action: 1-5, 10, 19, 33, 55, 62, 66

Women Healing for Change will continue their initiatives:
The North End Stay and Play program and The LITTLE STARS PLAYhouse addresses TRC calls to action 1-5 and 10, 19, 33, 55, 62, 66 as it relates to Child Welfare.
The TRC calls upon the federal, provincial, territorial, and Aboriginal governments and all citizens to:

- develop culturally appropriate parenting programs for Aboriginal families;
- provide prevention programs delivered in a culturally appropriate manner;
- develop culturally appropriate early childhood education programs for Aboriginal families;
- enable parents to fully participate in the education of their children;
- enable parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;
- spend on preventive and care services;
- improve education attainment levels and success rates;
- commit to reducing the number of Aboriginal children in care;
- close the gap in health outcomes between Aboriginal and non Aboriginal communities - indicators: infant mortality, life expectancy, maternal health, suicide, mental health, addictions, infant and child health issues, chronic diseases, FASD;
- provide healing hubs;
- provide training in human rights, anti-racism, conflict resolution;
- provide age appropriate curriculum - all educators (early childhood educators to university to colleges) need to learn how to integrate Indigenous knowledge and teaching ways into teaching; and
- secure multi-year funding for community based organizations to deliver programs on reconciliation

Our Progress

Woman Healing For Change MB Inc. is behind the LITTLE STARS PLAYhouse (LSP) initiative. We are thrilled to say that ...85% of the funding for the $1.5 million PLAYhouse has been raised. Last year at the Accord signing we had raised $600,000. Therefore, the LSP will be built at 681/683 Selkirk Ave starting July 1st, 2018.

The LSP initiative grew out of our weekly North End Stay and Play (NESP) program for babies to 5 and their caregivers that started in 2009 and has been running for 9 years. A team of Indigenous and Non Indigenous having been working together on NESP (that is Reconciliation in Action). We listen carefully and closely to our families. Our NESP families want to hold onto their children until they start Kindergarten. The TRC and the Phoenix Sinclair Inquiry have clearly named the truth of the fallout of the Indian Residential Schools and the Sixties scoop and now the CFS system. Almost 90% of the children in care are Indigenous and nearly half are under the age of 5. With the families' input NESP runs once a week year round and an extended family member brings the child. NESP focuses on Early Learning through the power of Problem Based PLAY, building healthy and organized attachment with your child, language development and literacy, positive parenting, socialization and co-operation skills. Most of our families are Indigenous living at the intersection of 4 Neighbourhoods: William Whyte, St. Johns, Dufferin and Burrows. In 2014 when it was so difficult to find a gym-like space for NESP in the neighbourhoods of the families, the NESP Families said, "Why can't we have our own PLAYhouse?" "Why do little kids and moms always have to move?" The dream was born.

Little Stars PLAYhouse (LSP) will be built by the summer of 2019 and be open 6 days a week and evenings, LSP will be hybrid and multi-use child care with 28 spots (4 infants and 24 preschoolers). 8 of the spots will be flex-spots for Stay and Play programming so that every day 8 families are participating at the PLAYhouse with their children under 5. Evenings will be a hub for free Art and Music for young children and families together.

LITTLE STARS PLAYhouse needs your support call GERRIE 204-668-1515

- accountant, welder
- high school students to adopt us as their charity of choice
- organizations to invite their staff to earmark their United Way funds to Woman Healing For Change for at least one year
- we need Early Childhood Educators who are Indigenous and know their culture and want to work with families
- fence - a metal ornamental fence
- furniture, carpet, recycled wood benches and logs, desk, big table for staff room, cabinets, filing cabinets
- chairs, stackable chairs, rocking chair, children's benches
- stained glass pieces to be created from the children's art
- support for the after school music and art programs at LSP when it is built by the summer of 2019 - we need music teachers and art teachers
- art
- gazebo, bricks, stepping stones, rubber like asphalt, pvc pipe to build tree house indoors
- water table and plumbing for the water table

EDUCATION – SCHOOLS AND ASSOCIATIONS

Balmoral Hall School

Call to Action: 62.i

Our goal is to collaborate with the local Aboriginal community, both elders and youth, in the development of an in-house, full day Equity conference to be held in February 2019. The conference will focus on residential schools, and Aboriginal contributions to Canada. The conference will be led by grade 11 students and age appropriate sessions and activities will be developed for all students from Kindergarten to Grade 12.

Our goal is addressing Call to Action #62.
We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators to:

i. Make age appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.

Our Progress

Our goal was to collaborate with the local Aboriginal community, both elders and youth, in the development of an in-house, full day Equity conference to be held in February 2018. The conference will focus on residential schools, and Aboriginal contributions to Canada. The conference will be led by grade

11 students and age appropriate sessions and activities will be developed for all students from Kindergarten to Grade 12.

Although our goal was to organize a full, one day conference, our activities have spanned the entire school year. We consulted with the local Aboriginal community and with their help, we planned activities and located curriculum resources to enhance our programming.

Activities:

1. Orange Shirt Day - All students JK to Grade 12 were encouraged to wear orange on September 29th (Sept. 30 was a Saturday) to open a dialog regarding residential schools and to honor the survivors.

2. Blanket Exercise - All employees (faculty and non-faculty) participated in the Blanket Exercise on February 2nd and shared in a very powerful reflection session. This was done prior to the Equity Conference to ensure faculty were prepared to guide students appropriately through the same activity.

3. All students and faculty participated in a full day Equity Conference (original goal) on February 13th, 2018. The conference was led by Grade 11 students and age appropriate activities were planned for all students from Junior Kindergarten to Grade 12. The conference was opened by an Indigenous drumming group and an Elder who shared her thoughts and performed a smudge. Following the opening, the students broke into age appropriate activities which consisted of the Blanket Exercise/reflection, guest speakers, book studies, and crafts. Lunch was planned and prepared by an Indigenous employee who was excited to share and teach us more about her culture. An Elder joined students during lunch to share in the importance of the feast. The day ended with all students gathering together to share in one last full school discussion and reflection.
    - the Equity Conference received such a positive response from our students, our parent community, and our employees. It has given us such great momentum to move forward and we are already planning the 2019 conference.

4. All humanities teachers (Junior Kindergarten to Grade 12) met several times over the last 18 months and mapped out the vertical alignment of curriculum, with a focus on Indigenous content. This has led to increased awareness and planning of relevant and meaningful curriculum content across the school.

5. Additional books, novels and resources for classrooms are being explored and purchased.

6. An Indigenous community leader will join us at the Junior School Closing Exercises, on June 21st, to share thoughts on the meaning of National Aboriginal Day and to share in a prayer in his Dakota language.

Glenlawn Collegiate Institute

Calls to Action: 79.ii, 62.i, 63.iii

We have developed three goals for our school to focus on as we move forward as partners to Winnipeg's Indigenous Accord.

Building Goal

In the spirit of truth and reconciliation, Glenlawn Collegiate Institute shall focus on commemorating Indigenous peoples in the daily practices and traditions of our school (79.ii)

2018/19 Enhancement - Glenlawn Collegiate will work towards honouring Indigenous peoples authentically within the school culture and building.

Staff Goal
In the spirit of truth and reconciliation, Glenlawn Collegiate Institute shall support teachers in their ability to effectively integrate Indigenous perspectives into all subject areas and curriculum (62.i).

2018/19 Enhancement - Implementing the work of Glenlawn's Treaty Education Committee into various classroom curriculum.

Student Goal
In the spirit of truth and reconciliation, Glenlawn Collegiate Institute shall develop student capacity for intercultural understanding, empathy, and mutual respect (63.iii).

2018/19 Continuation of ongoing projects: as listed above.

Our Progress

As signatories to Winnipeg's Indigenous Accord, Glenlawn Collegiate Institute has taken very seriously its commitments to reconciliation. The TRC recommendations for public education have provided us with a clear path towards change, and a mandate to do our part in helping to create a reconciled future for all Canadians. As educators we understand and acknowledge the role of education in our historical relationship with the First Peoples of Canada. As such, we believe in the power of our educational institution as a place of reconciliation and positive relationships moving forwards.

We felt it was important for us, as a large school, to establish a Winnipeg's Indigenous Accord Working Committee. This committee was created to ensure entire school involvement, accountability and a platform to creating change as we move forward on our goals and our pledge.

In our goal setting for the 2017/18 year, we decided to take a three-pronged approach. We felt it was necessary, in congruence with TRC recommendations 79, 62, and 63, that we address change not only for our building, but for our staff, and most importantly for our students. Since becoming signatories, our school's committee has met monthly to plan and assess the progress of our commitments and to look ahead to possible future goals.

Our first goal was to ensure that we are commemorating Indigenous peoples in the daily practices and traditions of our school.

- We began by implementing personalized treaty acknowledgments at staff meetings and over the school intercom as a way of honoring the contributions and histories of Indigenous peoples in our province and city. We felt that by acknowledging the importance of treaty relationships, that we would be promoting the idea that we are all treaty people, and instilling in our staff and students a respectful attitude towards the Indigenous peoples whose lands we currently share and benefit from each day as Canadians. We posted daily treaty acknowledgments on our hallway television monitors to provide daily reminders of the importance of treaty relationships for all, and to create ongoing dialogue.
- We honour Indigenous Veteran's Day and Remembrance Day each year with a whole-school ceremony on November 8th. We educate our staff and students about the significant contributions of Indigenous and Non-Indigenous veterans to Canada's military and socio-political history.
- Glenlawn encourages whole-school participation in Orange Shirt Day on September 30th each year. We incorporate into our commemorative practices the honoring of those who were/are impacted by residential schools. This year, teachers had available to them various resources designed to educate and create dialogue amongst not only their students, but fellow colleagues, and our community.

Our second goal was to support teachers in their ability to effectively integrate Indigenous perspectives into all subject areas and curriculum.

- Many of our staff have begun increasing their own knowledge of Indigenous peoples within their professional learning time. This increased knowledge has led to greater implementation of Indigenous perspectives in their teaching. This is beginning to happen across all grade levels (9-12), and in many different content areas, but continues to be an area of growth with us.
- Glenlawn has established a Treaty Education Committee that has met twice this year with a larger group of educators from the Louis Riel School Division. The purpose is to support the creation of a Treaty Education Web Portal, along with grades 9-12 curricular resources for teachers to use. This committee is also working on a Glenlawn specific whole-school treaty education plan for the 2018/19 school year and beyond; with the aim to support staff and students in teaching and learning about the importance of treaty relationships for all Canadians.
- Glenlawn has incorporated Martin Brokenleg's Circle of Courage philosophy as a structure for school planning. Students and staff have had the opportunity to create their own "circles" as we continue to increase our knowledge in this area.
- All teachers and educational assistants have also recently participated in the Kairos Blanket Exercise activity. This activity educates participants on the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.
- All our teaching staff have also recently engaged in professional collaboration sessions with the focus of creating dialogue and understanding around issues that face Indigenous peoples. These professional collaborations have been led by multiple people including our Indigenous scholar in residence, Dr. Frank Deer.

Our third goal was to develop student capacity for inter-cultural understanding, empathy, and mutual respect.

- A group of Glenlawn students have volunteered to be part of the Louis Riel School Division's Indigenous Youth Leadership Program, with the focus on advocating for Indigenous rights and educating their peers on Indigenous history and culture.
- We have also begun to incorporate smudging as a practice at our school to foster intercultural understanding and mutual respect. Providing this practice in our school acknowledges that for Indigenous peoples, the right to practice culture has not always been afforded and respected by non-Indigenous Canadians.
- Glenlawn has invited our divisional Elder Jules Lavalee into the school four times this year to speak with classes about traditional teachings and ceremony. Educator Shirley Ewanchuck has also come to our Indigenous Studies class to share oral stories and teachings with students. We continue to look for opportunities to partner with our Indigenous community to share cultural and traditional teachings with staff and students.
- To promote intercultural understanding, Glenlawn's Indigenous education teacher, along with student volunteers, have facilitated the Kairos Blanket Exercise for approximately 450 students. His portfolio has also included an outdoor education initiative for the alternative education program here at Glenlawn which includes medicine picking, storytelling, connections with the natural world, skill building, and mentorship.

John G. Stewart School

Call to Action: 83

We, the staff and students of John G. Stewart School, are committed to the principles of the Winnipeg Indigenous Accord and have identified a call to action that we will work to promote within our school and the surrounding community.

Our self-identified goal is to promote the seven sacred teachings through wood carved signage or some other approved method on our campus or within our community.

Our Progress

With the support of Councillor Jeff Browaty, a commitment to creating 7 Sacred Teachings signage for the Bunn's Creek Parkway was made between the City of Winnipeg Superintendent of Parks (East) Karl Thordarson, John G. Stewart School and the Winnipeg Arts Council. Led by school staffer Rob Unik, students at John G. Stewart, an alternative school in the River East Transcona School Division, began creating 7 wood carved signs depicting the 7 sacred teachings. These Teachings inform us how to understand ourselves, others, and life. The signs will be posted along the Bunn's Creek Parkway in North Kildonan and are designed to educate residents in our community of the 7 sacred teachings. Artist Becky Thiessen will work with clients at the Knowles centre to create seven contemporary digital collages featuring artwork created by the youth. The 2'w x 3'h collages will be printed on 4mil DiBond panels with anti-graffiti coating. We will install the panels on one side of the sign structures that have been supplied and installed by the City of Winnipeg Parks Department along Bunn's Creek Trail. Our hope is to have this very special 7 Sacred walk installed and available to the community by the fall of 2018.

Manitoba Association of Parent Councils (MAPC)

Calls to Action: 10.v,.vi,.vii, 45.iii

MAPC is currently working on strengthening its goals to participate fully as a partner in the Accord. Currently, it is in discussion for items that include (but are not limited to) the following actions:

- We will continue to open MAPC meeting and event by recognizing that we live, work, and meet on Treaty Land in the homeland of the Metis people, to ensure that every MAPC volunteer, director, employee, and member parent group understands that the land has a deep connection to our collective histories as First Nations, Inuit, and Metis people, as well as settlers and newcomers (TRC Recommendation 45.iii);
- Offering opportunities for MAPC membership, both Indigenous and non-Indigenous, to learn about the history of the colonization of Canada and legacy of the Residential School system through workshops and exercises coordinated in partnership with the Indigenous Inclusion Directorate. (TRC Recommendation 10.vi and 10.vii);
- Offering support, as a friend and ally of First Nations, Inuit, and Metis people and their respective school communities, to assist in the collaborative development of relevant resources, supports, and materials promoting the inclusion of autonomous parental voice in a variety of school systems, for First Nations, Inuit, and Metis people, as well as allies and partners. (TRC Recommendation 10.v and 10.vi)

Our Progress

In September of 2017, Manitoba Association of Parent Councils (MAPC), worked in collaboration with the Manitoba Teachers Society to create a guide for use by parent councils, containing greetings in English,

French and the traditional languages of each school division in Manitoba. MAPC encourages its membership to use this guide in determining the proper greetings that are connected to the ones used by both the school division and teaching staff in each division, only with the parental perspective. The guide is available on the MAPC website for download or to print individual sheets - which is the most used format.

As well, MAPC continues to open each of its meetings with its acknowledgment of the land and territories, as well as keeping this acknowledgment statement as a header on every board meeting agenda.

Additionally, MAPC has created a resolution regarding a statement of beliefs regarding the Accord and TRC recommendations, and MAPC's role in this partnership, for presentation to its membership at its 2018 AGM and Conference. If approved by membership, this statement of beliefs will be posted on the MAPC website and an official stance for the organizational values in the future.

Finally, one MAPC director has participated in the Beyond 94 Town Hall meeting and will use their learnings at this event to further contribute to direction setting for the organization.

Manitoba Teachers' Society

Call to Action: 62

To honour Call to Action #62, the Manitoba Teachers' Society will work with educational partners in Manitoba and Canada to provide professional learning opportunities for educators to enable them to:

- Incorporate Indigenous perspectives and corrective histories at all grade levels in all curricular areas;,
- Understand a corrective history of Canada and the impact on Indigenous peoples;
- Fully appreciate the intergenerational impacts of residential schools and ongoing processes of assimilation;
- Advocate for changes to all curriculum, policies and practices to ensure full inclusion of Indigenous educators, students, families and communities in Manitoba schools;
- Provide tools to allow teachers to engage in human rights and anti-racist education and equity practice.

Our Progress

The Manitoba Teachers' Society(MTS) represents 15,000 teachers across the province. It is important to note, that our organization does not work directly with students but does provide professional learning to teachers and has worked to address the TRC Calls to Action at an organizational level. The MTS has provided Indigenous education professional learning sessions to over 900 teachers across the province this year, and the vast majority of workshop evaluation forms indicate a rating of Excellent and Very Good. Professional learning sessions include:

- Exploring our Place in Reconciliation through Story and Fact delivered by our Teacher Led Learning Team
- Circle and the Box which explores the impact of Residential Schools on families and communities
- Secret Path lesson plan development for use in Manitoba Classrooms
- Local Association Indigenous Chairs training. Topics have included the 60's scoop, the Blanket Exercise, Circle and the Box, Review of lessons for the Canadian Geographic Indigenous Peoples Atlas of Canada project, and the Metis timeline.
- Annual training of all employees of The Manitoba Teachers' Society in Indigenous histories, cultures and contemporary realities.

In terms of policy development and action, the Society has an Indigenous Voice and Action Standing Committee (IVASC) comprised of Indigenous educators from across the province. The Committee continues to monitor and assess trends and developments in the area of Indigenous education, including preservation of Indigenous languages, culture, history, perspective and customary law as well as make recommend changes to the Provincial Executive related to such issues. Specifically, this Committee has developed resolutions to support action at the organizational level including adopting the TRC Calls to Action and language changes in Society documents as well as provided leadership with respect to the development of Indigenous education resources.

The MTS has taken a leadership role among teacher associations in advocating for support of Bill C-262 which focuses on adopting the United Nations Declaration on the Rights of Indigenous Peoples. In addition, our organization continues to acknowledge Orange Shirt Day on September 30 and has worked with local associations to support the recognition of this day in Manitoba schools. Leadership and advocacy by the MTS around Bill C-262, an Act to ensure that the laws of Canada respect the United Nations Declaration on the Rights of Indigenous Peoples, resulted in unanimous support of this Bill by our national organization, the Canadian Teachers Federation at the 2017 Annual General Meeting.

The work of IVASC and the Manitoba Teachers' Society is now supported through our Indigenous Chairs who are responsible to bring resources as well as new knowledge and information to our local teachers associations across Manitoba.

In addition to our internal committees, we continue to meet with educational partners on a regular basis to discuss issues, successes and areas of mutual interest and action related to Indigenous education. Similarly, we continue to work with organizations such as Canadian Geographic and the Canadian Museum for Human Rights to support resource development and education focused on corrective history as well as Indigenous rights.

We have been working at developing different strategies to encourage Indigenous members of the Society to self-identify on the member database. This has been fairly successful as the number of self-identified members has increased from 18 to over 100.

The MTS also recently completed a land acknowledgment project with each local association receiving a certificate that acknowledging the Indigenous peoples of their respective area written in the appropriate Indigenous language.

Success Skills Centre

Call to Action: 93

We will continue to provide the Elder facilitated awareness session incorporated in our pre-employment program for Newcomer professionals and skilled workers, and expand education sessions for staff. Our goal for this year is to increase the amount of time we are allotting to our present Indigenous Awareness Program with our immigrant clients.

Victor Mager Dakota Collegiate Community Garden

Call to Action: 63.iii

The Victor Mager – Dakota Collegiate Community Garden will concentrate on Call to Action 63. iii (building student capacity for intercultural understanding, empathy and mutual respect). In the 2017 – 2018 school year we will create community partnerships and develop cross-grade and intercultural lessons and projects using the garden as a tool for learning and creating empathy and understanding for others and the land.

Our Progress

Call to Action 63iii (building student capacity for intercultural understanding, empathy and mutual respect) has been the focus in Dakota's Collegiate's classrooms, leadership and school community. Our initial commitment to the Winnipeg Indigenous Accord was through our developing community garden and has expanded to include all staff and students.

This year we have brought Indigenous languages into our school with national anthem played in Cree and Ojibway. We are starting a new student reconciliation leadership group and our grade 9 English and Geography teachers have worked together to bring Indigenous perspectives and issues into their classrooms. We are proud of our continued student and staff commitment to our school Indigenous Mentorship group, the divisional Indigenous Student Leader group and our participation with the divisional Indigenous Education Community Council. We are committed to completing our community garden space.

EDUCATION – SCHOOL DIVISIONS

Louis Riel School Division

Call to Action: 63

The Louis Riel School Division is committed to Indigenous student success, families and community, and providing education to all students that promotes Indigenous history, culture, and knowledge systems to actively encourage intercultural understanding, empathy, and mutual respect. The Louis Riel School Division is dedicated to building teacher capacity by our continued development and implementation of Kindergarten to Grade Twelve curricula and learning resources in support of the TRC Call to Action #63 in conjunction with the vision, commitments, and principles of Winnipeg's Indigenous Accord.

The Louis Riel School Division's goal for 2017-2018 is to further develop K – 12 curricula, resources, and supports to further promote our understanding of Indigenous peoples and cultures in historical and contemporary contexts, the history and legacy of residential schools, our historical and contemporary relationships to Treaties, and Indigenous languages.

This work will continue to be a collaborative effort with divisional Elders, our community council, the Indigenous Education team, school communities, and teams of teachers from across the division.

Our Progress

The Louis Riel School Division is committed to Indigenous student success, families and community, and providing education to all students that promotes Indigenous history, culture, and knowledge systems to actively encourage intercultural understanding, empathy, and mutual respect.

Throughout the school year we have made it a priority to capture our commitments and share our work with the LRSD community through videos. By sharing our work through videos we have the opportunity to not only explain what we're doing, but show how the students and staff in LRSD are actively engaging in our Indigenous Education initiatives.

We are proud to share our narrative summary for the past year through video. Please see the link below to watch our video covering the various events, activities and initiatives that we are practicing with our students and staff. We hope you enjoy this opportunity to join us on our journey in working towards our goals with the Winnipeg Indigenous Accord and towards Truth and Reconciliation in our school division, city and country. https://www.youtube.com/watch?v=WaEoSIrPQwM&feature=youtu.bE

Pembina Trails School Division

Calls to Action: 57, 63

As guided by the vision, commitments and principles of the Winnipeg Indigenous Accord, as partner, The Pembina Trails School Division is committed to:

1. increase inter-cultural competence of all staff. (TRC Call to Action #57)
2. promote Indigenous Educational Themes in curriculum including: Contributions and History of Indigenous Peoples, Decolonization, Human Rights, Treaties, Truth and Reconciliation, and United Nations Declaration on the Rights of Indigenous Peoples. (TRC Call to Action #63)
3. close the achievement gaps between indigenous and non-indigenous students.

Our Progress

In this current school year, 2017/18, Pembina Trails continued to develop its Divisional Indigenous Education Plan. As background, 2017/18 is the third year of implementation of this evolving plan and recognizes that prior to 2014/15, many efforts and strategies were implemented to advance Indigenous Education priorities, the belonging and success of Indigenous students.

As this has evolved, the Pembina Trails Indigenous Education plan includes:
1. the role of Indigenous Student Success teachers;
2. professional development and programming opportunities; and,
3. a summary of initiatives and process for accessing resources for school-based initiatives.

The role of Indigenous Student Success teachers has evolved with increased structure that includes systemic tracking of students on varied supports provided and success towards meeting Divisional engagement, literacy, numeracy goals and graduation goals. Currently 75% of Indigenous students have direct access and support from Indigenous Student Success teachers.

This year, Pembina Trails has moved forward in three initiatives:
1. Engaging an Elder to work with senior years Indigenous students in all high schools;
2. Establishing a Divisional youth leadership development program; and,
3. Establishing a Divisional youth leadership steering group.

For 2017/18, the role of Elder hired by Pembina Trails School Division is to provide cultural teachings, individual student support, general school community support, guidance to Indigenous student groups, teachers and leaders in schools, and role-modeling.

In recent years prior to 2017/18, initiative highlights include:
- establishing an Indigenous Education Resource Centre and Family Welcome Centre at Westgrove School;
- upgrading the Turtle Garden at Acadia School; and,
- ensuring Indigenous representation in all school libraries.

River East Transcona School Division (RETSD)

Calls to Action: 7, 45.iii

In relation to Call to Action #7, RETSD is committed to improving educational outcomes for Aboriginal students and closing the achievement gap between Aboriginal and non-Aboriginal students.

In relation to Call to Action #45.iii, RETSD is committed to fostering a safe and welcoming learning environment for all that is built on the Treaty principles of mutual recognition, respect, and shared responsibility for relationships today and into the future.

Our Progress

With Elder involvement and support, the River East Transcona School Division has established the Indigenous Education Leadership Team, the mandate of which is to empower, connect, and support everyone of the shared journey of reconciliation. In September and November of 2017, 210 teachers in the River East Transcona School Division participated in a 2 day Treaty Training workshop facilitated by the Treaty Relations Commission of Manitoba. No less than 4 teachers from all 42 schools within the division attended the training and then shared their learning with colleagues from their home schools. In order to further strengthen Treaty understanding, the Divisional Inclusion Specialist for Indigenous Education Initiatives has visited 14 schools so far this year in which understanding of treaties through an Indigenous lens, the Effects of Colonization, the Indian Act, Residential Schools, and Indigenous Resistance was taught to all staff and students during week long Treaty Residencies. As well, approximately 600 staff has participated in the Blanket Activity which has been held in 12 schools thus far this year, the goal being that all staff in the division take part in the experience so that all have an intrinsic understanding as to the history of this land as we continue on this journey of reconciliation.

In order to support Indigenous students academically, 3 Literacy Support Teachers work within three identified schools and provide one-on-one student support to increase literacy outcomes. To further strengthen sense of identity and cultural connection for Indigenous students, 6 drumming groups with a total of 82 participants are within schools whereby students explore traditional drum teachings, protocol, and language. Smudge Leadership groups have been established in 12 schools in which Indigenous students work with cultural teachers as they learn more about the four sacred medicines and traditional smudging protocols. Students then take a leadership role in school and community Smudges. Through the 7 Mino-Pimatisiwin groups in our Middle Years schools, and the 6 Mentorship groups between the Senior and Early years, Indigenous and non-Indigenous students build relationships that are based on mutual understanding, respect, empathy, and co-operation. Members of the Indigenous community are actively involved in our schools and play a crucial role in offering guidance and suggestions as we continue to develop programs and provide opportunities for learning.

All 42 schools in RETSD are expected to have an Indigenous Education plan. This plan is developed by the school team and is a part of the overall school improvement plan. All of the Indigenous Education Plans are reviewed by a member of the division senior administration team and the implementation of the plans is supported by the Indigenous Education Team. All plans are expected to have at least a 50% emphasis on improving educational outcomes for Indigenous learners.

The division remains committed to the reconciliation, improved educational outcomes and the goals the division articulated at the outset. RETSD remains a proud signatory to the City of Winnipeg Accord.

Seven Oaks School Division

Calls to Action: 10, 14, 16, 62, 93

Seven Oaks School Division's goal is to further the process of true reconciliation with Indigenous peoples by contributing to language revitalization, by honouring Indigenous history and culture in our teaching and by ensuring that Indigenous students graduate from our schools to lives of rich possibility.

Seven Oaks School Division will increase the number of students, staff and/or public participating in Indigenous language classes and will enhance and/or create the number of Indigenous language courses or programs being offered within the division thereby revitalizing and preserving Indigenous Languages.

Our Progress

Seven Oaks School Division goal is to further the process of true reconciliation with Indigenous peoples by contributing to language revitalization ,by honouring Indigenous history and culture in our teaching and by ensuring that Indigenous students graduate from our schools to lives rich with possibility.

The Ojibwe Bilingual Language Program offers K - 4 classrooms and next year we will add Grade 5. We have 4 classrooms this school year and next year we will expand to 6 classrooms. We are steadily building our resources and curriculum development with our ultimate goal to improve student's language learning. The program has offered inquiry based learning, cultural traditional teachings, authentic real life learning opportunities, units based on identity and exploration, treaty education and land based teachings.

- Student population is growing as is the Indigenous language speaking teachers and support staff for the program. We have 4 Elders who speak the language who are regular classroom supporters. Our bilingual program has grown in all ways and this is due to growing our own language speakers, elder support, building our resources and curriculum as well as increasing collaborations with several partnerships.

Our Annual Traditional Graduation Pow Wow is going into its 9th year in June 2018. This large community event includes Seven Oaks students, staff and families as well as the Indigenous Pow Wow community of dancers, singers, veterans and drummers. The Graduation Pow Wow celebrates Indigenous and non-Indigenous students graduating from our high schools, Adult Learning Centre and CATEP (Community Aboriginal Teacher Education Program) at University of Winnipeg. The Grad Pow Wow also celebrates our 400 plus student pow wow dancers as well as our students who are fiddlers, jiggers and drummers.

- Our Annual Graduation Pow Wow (which is going into the 9th year this June) has increased from modest numbers of 200 - 400 participants in the first couple of years to over 1500 participants at our 8th Annual Pow Wow. This is in part due to the increase of students who are in pow wow clubs, drumming groups, fiddling and jigging. Therefore, more families have been drawn into participating in this ceremony and our Pow Wow has become a whole community event for all. Our students from K - 12 all have opportunity to be part of the Annual Traditional Graduation Pow Wow in a meaningful way.

The Senior Years Cultural Credit by its existence and visits to many cultural and historical sites are examples of an assertion of Indigenous culture, learning and opportunity to make visible connections to traditions and history thereby protecting their right to celebrate and express their Indigenous culture. The learning over this year has happened at such places as Bannock Point, Lower Fort Garry, Migizii Agamik, Neeginan Centre, Thunderbird House as well students have been able to participate in Land Based teachings, Sweat Lodge teachings, Sundance teachings and have advocated for Indigenous rights at Shoal Lake and the Water is Life Conference. Students will end their year together in June with the K - 4

Ojibwe Bilingual students where they will become mentors to them at a full day celebration of Indigenous Solidarity Day at Kildonan Park.

- The Senior Years students who take the Cultural Credit Course has increased from approximately 25 - 30 students last year to 80 -140 students who have participated We have added many new opportunities for students to learn about cultural traditional knowledge, land based teachings and visit historical and ceremonial sites which all give a deepening sense of their Indigenous identity.

Seven Oaks in partnership with KAIROS offers the Blanket Exercise that is unique to Seven Oaks Division and location. Our CATEP (Community Aboriginal Teacher Education Program) students have taken on the leadership in facilitating this workshop to groups of administrators, teachers, school support staff, students, community members in school divisions, universities and organizations.

Several teachers, educational assistants and CATEP students have had training in the Box and The Circle to become facilitators this year and we can now offer this workshop that explores the effects of Residential Schools and Canada's Policy of Assimilation.

The majority of our schools have offered feasts during the school year celebrating Winter/Spring Solstice. These feasts bring out school communities where the building of appreciation and understanding of Indigenous cultures deepens for all who attend.

School staffs, administrators, students and community members have all had opportunities to participate in Sweat Lodges offered throughout the year with our Divisional Elder in Residence Dan Thomas and the Ojibwe Bilingual Elder Paul Daniels and Knowledge Keeper Paul Guimond.

The Seven Oaks Administration and Superintendents have been on many cultural events this year such as a visit to a Sun Lodge, the Wetlands in Brokenhead First Nation, National Centre for Truth and Reconciliation, Thunderbird House, Sweat Lodge teachings and the WAG for the Insurgence Resurgence exhibition to deepen their understandings of Indigenous ways of being and knowing.

All of the Seven Oaks Music Specialists had opportunity to participate in Drum Making and Drum Teachings with David Boulanger and Elder Dan Thomas. Students have also made drums and participated in Drum Teachings.

St. James Assiniboia School Division

Call to Action: 63

The St. James-Assiniboia School Division continues to focus on the Indigenous Education areas of capacity, community, curriculum and culture. St. James-Assiniboia believes in and is committed to improving the sense of connection, belonging and academic achievement of Indigenous students.

Our goal in support of the TRC Call to Action #63 and in conjunction with the Winnipeg Indigenous Accord is as follows:

- St. James-Assiniboia divisional staff will be confident and knowledgeable when infusing Indigenous perspectives throughout their teaching regardless of subject area.
- To assist in achieving this self-identified goal, St. James-Assiniboia will be engaged in a Scholar in Residence model with Dr. Niigaan Sinclair for the 2017/18 school year. This collaborative endeavour will help build the professional capacity of our staff.

Our Progress

The St. James Assiniboia School Division continues to focus on the Indigenous Education areas of capacity, community, curriculum and culture. Our Division believes in and is committed to improving the sense of connection, belonging and academic achievement of Indigenous students.

St. James-Assiniboia engaged in a Scholar in Residence model with Dr. Niigaan Sinclair for the 2017/18 school year. The goal of this partnership was to build the professional capacity of our divisional staff, and ensure that they are knowledgeable and confident when infusing Indigenous perspectives into their classrooms and schools.

Throughout the school year, both professional and support staff had opportunities to learn from and engage in professional development with Dr. Sinclair. He mentored the Division's Indigenous Education team, co-taught with classroom teachers, and engaged in meaningful dialogue with both Indigenous and non-Indigenous students. He also completed environmental scans of Divisional buildings, and gave feedback on how to improve spaces to make them more welcoming and inclusive to Indigenous students and their families.

We strongly feel that this year was an incredibly positive step in moving St. James-Assiniboia forward, and making our schools a great place to learn for all of our students.

Winnipeg School Division

Call to Action: 14.1

The Winnipeg School Division continues to support and address the requests of the community for Indigenous language instruction. In order to preserve the Ojibwe and Cree language and culture, Children of the Earth High School and Niji Mahkwa School were established 25 years ago. Recently, the Cree and Ojibwe Bilingual Programming was established at Isaac Brock School to continue supporting this need and also aligns with the Truth and Reconciliation Commission of Canada: Calls to Action #14.1. Cree and Ojibwe language support is provided for classroom teachers along with evening Cree and Ojibwe language classes for students, staff, and the community.

Our Progress

Niji Mahkwa School and Children of the Earth High School continue to support the students, families, and community in the journey of restoring relationships through language and culture. Ojibwe and Cree classes and the cultural programming work hand-in-hand to support the growth of the learners.

- Niji Mahkwa School offers both Cree and Ojibwe classes to all students. Students learn the language to enhance the cultural component of the programming. Niji Mahkwa School currently has 365 students from K-Grade 11.
- Children of the Earth High School offers language programming for all students. Students can choose to learn Cree or Ojibwe. These classes also enhance the cultural programming at the school. Children of the Earth High School currently has 201 students enrolled in grades 9-12.
- The language support teachers are in the classrooms working directly with teachers to integrate indigenous language and knowledge. The Optimal Learning Model has been a successful strategy used to enhance teacher practice and student learning.
- The Cree and Ojibwe Language Support Teachers worked with two schools and 10 teachers. The integration of the languages into the classroom through curriculum was a partnership between the classroom teachers and the language support teacher.

The Cree and Ojibwe Bilingual Programming at Isaac Brock School offers a bilingual setting for students in Kindergarten and Grade 1. The Cree program has 17 students and the Ojibwe program has 20 students enrolled. The program will be continuing to grow by opening Grade 2 classrooms in the 2018-2019 school year.

- will continue adding one grade per year until grade 6.

The Winnipeg School Division offered evening Cree and Ojibwe language classes for students, staff, and the community. There were three language blocks offered, a fall, winter, and spring session for the 2017-2018 school year. Attendance has been excellent with over 70 attending the language sessions over the school year. Evening language classes continue to be successful. The program periodically moves locations to allow multiple communities the opportunity to attend.

EDUCATION: POST-SECONDARY INSTITUTIONS

Booth University College

Calls to Action: 62, 63

Booth University College (Booth UC) recognizes our ongoing opportunity and responsibility to participate in the reconciliation process both in reducing educational gaps for Indigenous Groups, and in ensuring our academic programs and institutional supports foster understanding, empathy and mutual respect. Accordingly, Booth UC became a Partner in the City of Winnipeg's Indigenous Accord in June 2017.

We achieved our Year 1 Goal to establish an Indigenous Advisory Council (IAC) and develop a cohesive plan that will enhance Booth UC's response to the Truth and Reconciliation Commission Calls to Action, guided by the vision, commitments, and principles of Winnipeg's Indigenous Accord.

Accordingly, Booth UC's Year 2 Goal is to implement the institutional plan developed in Year 1, and to maintain the Indigenous Advisory Council (IAC) to guide and monitor the implementation process.

Our Progress

Booth University College (Booth UC) recognizes our opportunity and responsibility to participate in the reconciliation process both in reducing educational gaps for Indigenous Groups, and in ensuring our academic programs and institutional supports foster understanding, empathy and mutual respect. Accordingly, Booth UC became a signatory Partner in the City of Winnipeg's Indigenous Accord as of June 2017.

As part of our commitment to the Accord, Booth UC's Year 1 Goal was to establish an Indigenous Advisory Council (IAC) to develop a cohesive plan that will enhance Booth UC's response to the Truth and Reconciliation Commission Calls to Action, guided by the vision, commitments, and principles of Winnipeg's Indigenous Accord.

We have achieved the following since July 2017:

1. Implemented traditional treaty and land acknowledgment (August 2017).

2. Established our Indigenous Advisory Council (IAC) which includes two Indigenous students and one external Indigenous advisor (November 2017).

3. The IAC will have met seven times from November 2017 to June 2018.

4. Discussion Forums were held with staff, faculty, students and alumni to seek input to guide our planning and response. Approximately 90% - 95% of all employees participated in one of the forums (January 2018).

5. Committed to ensuring all new employment vacancies will be posted to websites and other media/locations that are targeted toward Indigenous candidates (January 2018).

6. Created opportunities to build awareness of Indigenous history and culture on campus: scheduled two community events that focused on enhancing awareness of the challenge and opportunity of reconciliation; completed two Blanket Exercises, one with the Board of Trustees and Senior Leadership Team, and one with all employees (January - May 2018).

7. Participated in all scheduled Partner Accord meetings and various other local events to build awareness and understanding among IAC members and senior leadership, as well as to broaden our relationships and network (June 2017 - May 2018).

8. Completed SWOT Analysis and identified four areas of focus that will form the foundation for our ongoing response as a Partner in the Indigenous Accord. We are in the process of developing detailed action plans for each of the four focus areas and have ensured funds will be available in our operational budget next year to support implementation of the plan (February 2018).

9. We will complete our year 1 goal - to establish an Indigenous Advisory Council and develop a cohesive plan - by the end of June 2018, and will be ready to move forward on the plan starting summer of 2018.

Frontier College

Calls to Action 62, 63, 64, 66

We identify Calls to Action #62, 63, 64, and 66 as Frontier College-MB Office's Accord goals. Our steps in reconciliation through these Calls to Action will be around our work in supporting literacy goals for all people.

Frontier College-MB Office will:

- develop an Ojibwe language kit to support school readiness for families investigating Indigenous languages. This will be developed by the Literacy Intern who specializes in Indigenous language and is Indigenous. (#62 i. iii. #63 i. ii. iii. #64 #66)
- working with partners in multiple community organizations in the North End area, best fit the literacy needs of Indigenous and non-Indigenous learners. The learning will be from the perspective of relationship-based. We will listen to the learners and follow their strengths to support their learning around residential schools and Aboriginal history. This will be done with the CEDA Pathways to Education and Frontier College Truth and Reconciliation Summer Literacy camp in July as well as throughout the year in our other partnerships. (#62 i. #63 ii. iii. #66)
- increase the number of high quality Indigenous content books that are read and available to our First Nation community partners in the Summer Literacy camps that we facilitate together. The Summer Literacy camps partnership aim to lessen summer learning loss and lessen the education gap on First Nation communities (#62 i. iii. #63 i. iii. #66)

Our Progress

In the heart of Winnipeg’s North End sits Flora House, a beautiful old house that was transformed into a safe learning space to meet the complex needs of indigenous children in the neighbourhood. The North End of Winnipeg is a challenging environment for families trying to raise their children and Frontier

College has the privilege to nurture and support the community's literacy needs by facilitating a reading circle as part of Flora House's weekly programming. This program is facilitated by our Literacy Intern and a team of dedicated volunteers.

We have the great pleasure of operating two separate reading circles at Salisbury Morse Place School through a partnership with the Winnipeg Foundation and support from their Growing Active Kids funding, which supports programs in areas with higher numbers of youth and families in social housing. This partnership allows us to hire a Concordia Literacy Intern, who facilitates weekly literacy programming for groups of learners in grades 1 through 3 and 4 through 6. These programs also provide great opportunities for community-based volunteer-ism and capacity building, as all of the volunteers are high school seniors who live in the area.

Our Elmwood Literacy Intern facilitated 10 literacy workshops throughout the school year for teenaged parents attending Elmwood High School. These workshops focused on literacy and numeracy activities that the young parents can play with their babies at home. The Literacy Intern then modeled rhyming, reading, and singing to babies in a circle time format with the young parents and babies together in the child care facility.

Kaakiyow Li Moond Likol is a program of the Winnipeg Adult Education Centre situated in the Turtle Island Community Centre at 510 King Street. Students work towards completing their Grade 12 high school diploma and study subjects including Mathematics, English, Family Studies, Career & Planning, History, Current topics in First Nations, Metis & Inuit Studies and Psychology. The staff at Kaakiyow share our Student Centred Individualized Learning philosophies and their approach to education is individualized and supportive, with students receiving support from Frontier volunteers during self-guided study time. The classrooms are fluid and teachers work closely with students to achieve realistic goals, with our volunteer tutors support along the way.

Literacy Intern provides a family literacy workshop in the Niji Mahkwa and William Whyte Schools' Family Room. Our Literacy Intern encourages and introduces ways for parents to bring Ojibwe literacy and numeracy activities into their children's play and lives. This program focuses on the basics of Ojibwe language and develop literacy-focused games to bring home.

Literacy Intern provides a family literacy workshops for Little Stars of Promise, a drop-in program, once a week in the North End. Our Intern encourages and introduces ways for parents to bring literacy and numeracy activities into their children's play and lives. To limit this program to the goal of 'kindergarten readiness' would overlook all the laughter and amusement that families enjoy as they rhyme their way through board-books, sing along to stories, and develop literacy-focused games to bring home.

Manitoba Institute of Trades and Technology (MITT)

Calls to Action: 57, 62, 63

MITT will, in response to the TRC's calls to action #57, 62 and 63, and as partners to truth and reconciliation with Indigenous peoples, provide Indigenous cultural perspectives and competency development for our staff and students though varied opportunities offered at campus and community in ways that foster cultural safety while respecting diversity and inclusion.

Our Progress

Since August 2017, MITT has been offering the Blanket Exercise to International students in the Introduction to College and Work course. In total 693 students have participated in the Exercise. The Blanket Exercise has been a good introduction to our International students. With the hope that it will be the first step they take to learning the history of Canada and its relationship with Indigenous people. Since the start of this offering we've had a number of students comment during the Sharing Circle that the Blanket Exercise has changed the perception they had of Indigenous people - in the sense of what

they've read, what they've heard, and what they've witnessed. The Blanket Exercise has also been something that has connections for people in other parts of the world in terms of colonization and assimilation. It has been an emotional experience for many.

In September, staff at MITT were invited to participate in Orange Shirt Day. Orange Shirt Day provided an opportunity for staff, on a larger scale, to learn about the history of Residential Schools in Canada. Staff were encouraged to read and listen to Phyllis' story on-line and show their support by wearing an Orange Shirt to mark the occasion. Our staff in our ESL and Early Child Educator programs took this learning opportunity one step further and had their classes of students participate in a group activity to answer 2 questions: "What will you do to help others feel like they matter"? and "Why is honouring students of residential schools important"? Similarly, orange posters hung on bulletin boards at all campus locations with an opportunity for students to participate and engage in conversation on an informal basis. In total there were 78 staff members who actively participated in recognizing Orange Shirt Day.

At MITT's June and November convocations MITT invited community Knowledge Keepers, one to provide an Opening Prayer and one to sing an Honour Song.

19 students at MITT's YouthBuild program have had the opportunity to participate in:

- 2 Sweatlodge Ceremonies
- opportunity to Smudge
- hand drum workshop
- ribbon skirt workshop
- Sharing Circles and Men's Group

MITT engaged in a number of other activities that highlights our commitment to reconciliation:

MITT Matters is a bi-weekly newsletter distribution to staff across all campuses and program locations. Within the newsletter there is a section title "Reconciliation and Indigenous Inclusion". This is an opportunity to highlight events and activities taking place at MITT and to provide information about other opportunities to engage in reconciliation and to learn more.

A staff person from MITT's YouthBuild program sits as a member of the City of Winnipeg's Indigenous Relations Collaboration Table for the Indigenous Youth Infrastructure Training Apprenticeship Program.

MITT purchased Welcome Decals from the Downtown Winnipeg Biz that provide a welcome greeting in 6 Indigenous languages along with English and French. These decals are located at main entrances of all MITT's campus and program locations.

MITT is making a more conscious effort to participate in Career Fairs and Indigenous specific events to highlight our programs and the work we're doing in the space of Reconciliation and Indigenous Inclusion. Staff attended a Career Fair in Peguis First Nation hosted by their local Employment and Training program; in addition, MITT had a booth, facilitated a workshop and attended the Awards Gala for Indspire.

A MITT staff member had the opportunity to attend training at the Treaty Relations Commission of Manitoba to discuss Treaties in Manitoba. As a follow-up, this learning was shared in MITT Matters for those who were interested.

Red River College

Calls to Action: 7, 8, 10, 11, 12, 14, 16, 62, 63, 64, 92

Red River College is committed to creating a seamless flow of strategic supports that increase enrollment, reduce attrition and increase graduation rates for Indigenous students across the college.

Our Indigenous Achievement Strategy includes a response to the Calls to Action outlined in the Truth and Reconciliation Commission. We aim to improve education attainment levels and success rates and ensure students have access to all career sectors.

Programs within the School of Indigenous Education will continue to grow to ensure Indigenous students find employment in all career sectors. The programs will continue to be preparatory, exploratory, transitional and specialized. We will continue to develop our Aspiring Student Tool-kit to ensure Indigenous students have supports at the moment the start to think about Post-Secondary Education at Red River College. Our enrollment supports are new and broaden our reach to ensure we work walk with students.

We will continue to include culturally relevant and responsive learning opportunities and supports exist for our students. Truth and Reconciliation training will continue for staff. We will create opportunities to highlight Indigenous Achievement through ongoing bridge-building initiatives.

We are committed to achieving the goals outlined in the College's Strategic Plan. Red River College's Strategy and Planning 2016-2021, includes a statement of commitment to Advance Indigenous Education by enhancing the environment supporting Indigenous student success. Since then we have developed an Indigenous Strategic Framework and five new programs in addition to enhancing wrap-around supports to ensure students succeed.

Our Progress

Red River College's Strategy and Planning 2016-2021, includes a statement of commitment to Advance Indigenous Education by enhancing the environment supporting Indigenous student success. Since then we have developed an Indigenous Strategic Framework and five new programs in addition to enhancing wrap-around supports to ensure students succeed. Since then Red River College created a new position, Executive Director of Indigenous Strategy which was filled by Rebecca Chartrand. Since then an Indigenous Strategic Framework has been developed, which was presented and approved by Red River Colleges' Board of Directors and the Senior Leadership Team. In addition, the School of Indigenous Education has gone through a complete reorganization that reflects a strong internal infrastructure. The reorganization includes internal reassignments and 12 re-purposed positions that build on the success and commitment of staff. The new positions support the three stages outlined within the Indigenous Strategic Framework which aim to support students from the moment they start to think about Post-Secondary Education in Stage one. Stage two provides students supports in both academic and non-academic areas to ensure success that leads to graduation. Stage three, will ensure students have supports as they seek employment. The 12 new positions is as follows:

1. Navigator
2. ACCESS Navigator
3. Academic Coach
4. ACCESS Academic Coach
5. Aspiring Student Manager
6. Enrollment Coach
7. Transition to Employment Coach
8. Transition to Employment Manager
9. Truth and Reconciliation & Community Engagement Manager
10. Communication Lead (E.A)

11. Quality Program and Services –Curriculum Development Support (one-year term)
12. ACCESS Pathway Liaison

This positions provide clarity of roles and efficiency of resources that allow ACCESS instructors and students supports, Indigenous Students Supports and Indigenous Education Program Staff from the School of Indigenous Education the infrastructure to work as one cohesive group to increase Indigenous Achievement as outlined in the College's Strategic Plan.

In addition to the reorganization, the School of Indigenous Education will be launching five new programs including:

1. Indigenous Languages Certificate Program
2. Indigenous Culinary Skills Certificate Program
3. Social Enterprise Diploma Program
4. ACCESS Health Pathway Program
5. ACCESS Engineering Pathway Program

These programs are preparatory, exploratory, transitional or specialized that offer students opportunity to realize their career goals. In addition, Red River College is partnership with Indspire Brighter Futures matching program to cover tuition and book costs for students who aim to enroll in one of the aforementioned programs. These actions demonstrate Red River College's commitment to Indigenous Student Achievement.

Lastly, the College has begun the process of offering Truth and Reconciliation Training various RRC staff the Senior Leadership Team, Senior Leadership Council members and a number of staff and students from various department and programs. Two new advisory committees were established: one to develop an Indigenous language revitalization college program and the other to create a college-wide TRC training program.

We continue to improve our data collection mechanisms to ensure we make data informed decisions.

Université de Saint Boniface

Call to Action: 63

Create a steering committee in order to formulate strategies and overview accomplishments in relation to the teaching of Indigenous tradition and culture. Create an optional course dealing with Indigenous tradition and culture in Manitoba.

University of Manitoba

Call to Action: 65

The University of Manitoba recognizes and affirms the Truth and Reconciliation Commission of Canada's 94 calls to action as a means of achieving reconciliation and for developing a path toward social harmony and justice in our country. As a research-intensive U15 institution, the University of Manitoba is committed to developing opportunities in research and learning for Indigenous students, faculty and communities.

By the second-year anniversary of the signing (May 2019), the University of Manitoba will:

1. Over and above recruitment initiatives cited for year 1, continue to increase the number of Indigenous faculty by a similar amount.
2. Reach the stated enrolment goal of 5% graduate students and thus improve the pool of research assistants who may support tri-council funded research.

Our Progress

By the first-year anniversary of the signing (May 2018), the University of Manitoba will:

1. Though a deliberate recruitment initiative, increase the number of Indigenous faculty who specialize in discipline areas that are relevant to the Canadian Indigenous experience by six:

   The University of Manitoba Created the Indigenous Scholars Fund to support the recruitment of Indigenous Scholars who specialize in topics relevant to Indigenous experiences. In 2017, the following six positions were approved for funding: Agricultural and Food Sciences, Assistant/Associate Professor, tenure-track position; Arts Assistant Professor, tenure-track position, Department of Native Studies; Education, Assistant Professor in the Department of Educational Administration, Foundations and Psychology; Engineering and Architecture Instructor/Assistant/Associate Professor in the joint Faculties of Engineering and Architecture; Kinesiology and Recreation Management, Assistant Professor, Department of Physical or Recreation Management and Community Development; and Science, Assistant Professor, Department of Biological Sciences. To date, two of the positions have been filled (Arts - Native Studies and Education), two are scheduled to commence summer 2018, and two are in the process of hiring.

   The Indigenous Scholars Fund was renewed. The following six faculties were awarded positions: I. H. Asper School of Business, Assistant/Associate Professor/ Professor, tenure-track in the Department of Business Administration; School of Art, Assistant/Associate Professor, tenure-track; Faculty of Arts, Assistant/Associate Professor, tenure-track in the Department of Native Studies; Faculty of Arts, Assistant Professor, tenure-track in the Department of Political Studies; Rady Faculty of Health Sciences, Assistant Professor, tenure-track in the Department of Community Health Sciences; and Faculty of Science, Assistant/Associate Professor, tenure-track in the Department of Microbiology. One of the positions (Political Studies) is scheduled to commence in Summer 2018. The other positions are in various stages of the hiring process.

2. Make funds available to support projects that are relevant to Indigenous research and scholarship that will lead to the acquisition of external funding:

   In 2016 the Office of the Vice President Research and International established the University Indigenous Research Program (UIRP). In response to the strategic priorities of the University's Strategic Plan 2015-2020 and the Strategic Research Plan 2015-2020, the UIRP fosters inclusion of Indigenous perspectives in research and/or to seed community-based research in partnership with First Nations Métis and Inuit communities. This funding is available to full-time academic faculty members that hold a tenure or tenure-track appointment for three years or longer and have a minimum of 40% protected time for research. Successful applicants are expected to apply to the next appropriate Tri-Agency program competition within one year of expiration of their UIRP grant. The yearly funding envelop for the UIRP is $250,000 with a maximum of $25,000 available for each recipient.

   To date, a total of 20 project have been funded, totaling $311,075. In 2016, eight projects were funded totaling $175,899, in 2017 seven projects were funded totaling $160,150 and in 2018 five awards were funded totaling $123,814.

3. Increase the amount of funds for bursaries and scholarships for Indigenous graduate students who may serve to support tri-council funded research:

   The Faculty of Graduate Studies has two awards for self-declared Indigenous graduate students, the Indigenous Doctoral Excellence Awards (IDEA) and the Indigenous Master's Excellence Awards (IMEA). The IDEA funding grew from $79,598 in 2016-2017 to $110,000 in 2017-2018, or a 38.19% increase. The IMEA awards is new funding awarded this year (2018). Nine awards of $5,000 each ($45,000 total) were presented this academic year.

University of Winnipeg

Call to Action: 11, 16, 63

University of Winnipeg is contributing to the fulfillment of the Calls to Action through the content of courses across all disciplines and faculties, through sport, through curatorial practices, through governance, student recruitment and retention, and through training and education for other institutions as well.

The University of Winnipeg recognizes that we are located on Treaty One land, in the heart of the Metis homeland. The future of Manitoba and our success as a province depends on the education system's ability to reach out to Indigenous people, nurture their talents and learn from and incorporate their traditional knowledge. Indigenization is about brining Indigenous people, perspectives, cultures and traditions into every aspect of the academy. For this reason, The University of Winnipeg is continuously seeking to advance reconciliation, incorporate Indigenous knowledge into our institution, and implement the Calls to Action identified by the Truth and Reconciliation Commission. The University of Winnipeg is guided by both the Calls to Action specifically, as well as an overarching commitment towards reconciliation and Indigenization. We use a holistic approach in working towards these goals.

The Truth and Reconciliation Commission's Call to Action 63.iii in particular guides us as an institution; we strive towards increasing intercultural understanding, empathy, and mutual respect. Throughout our courses, and across our departments, this Call to Action is our aim. This includes continuing education and our programs for professional development and training such as Indigenous Insights. With this holistic approach in mind, we have adopted several future goals that relate to specific Calls to Action, including:

- Call to Action 16: The University has already achieved a great deal in regards to Call to Action 16, which calls upon post-secondary institutions to create programs in Aboriginal languages. We will further our commitment to this call to action by strengthening our pre-existing language programs, as well as pursuing new opportunities to expand the number of programs and courses offered at the University.
- Call to Action 11: While this Call to Action is directed specifically at the federal government, we believe that as an institution we can play an important role in supporting Indigenous students who are pursuing a post-secondary education. To this end, The University of Winnipeg provides Indigenous students with a wide range of supports. University of Winnipeg's Opportunity Fund assists students from traditionally underrepresented populations, such as inner-city and Indigenous students, access post-secondary education. Since 2007, over $2.7 million in bursaries has been awarded to over 2,600 students. Additionally, Indigenous students at The University of Winnipeg have access to a range of academic, social and cultural supports that helps them achieve academic success and facilitates their engagement with graduate school opportunities, meaningful employment, and leadership roles. To do our part to meet the 11th Call to Action, The University of Winnipeg will continue to provide a wide range of supports to Indigenous students. The University will also review funding structures to ensure that Indigenous students have the tools and supports they need to attend university.

Anglican Diocese of Rupert's Land

Call to Action: 60

At the meeting of our Fall 2016 Diocesan Synod (legislative convention of lay and clergy delegates) we passed the following resolution: Resolved that: in concert with Call to Action # 60 of the Truth and Reconciliation Report, leaders of the Diocese, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres; advocate for, help develop and teach curriculum for all postulants, and all clergy and staff on the need to respect Indigenous spirituality in its own right. This includes the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Indigenous families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.

Our Progress

The Indigenous Elders Circle has become a regular part of leadership consultation around relevant decision-making.

A working group (50% indigenous) is working on alternate methods for group (Boards, Assemblies, etc.) decision-making (other than traditional Roberts Rules of Order style) and will be doing a trial at our upcoming Synod Convention (200+ participants) in October 2018.

We are implementing a 3-tiered education/awareness program on Indigenous experience past and present (incl. Residential Schools, UNDRIP, etc.) for clergy, lay leaders and church staff. It is being launched on May 15, 2018. This is in direct response to Calls to Action #59 and #60.

Epiphany Indigenous Anglican Church (Winnipeg) continues to meet weekly and is developing specifically indigenous ceremonial practices in the context of their Christian worship.

Crescent Fort Rouge United Church

Calls to Action: 48, 49, 59

To develop opportunities for relationship building between Indigenous and Settler peoples, both within and beyond our congregation; and to build knowledge and understanding of issues addressed in the Calls to Action:

Call to Action #48
Goal: introduce and enable members of the congregation to become familiar with the United Nations Declaration on the Rights of Indigenous People.

Call to Action #49
Goal: to provide members of the congregation with information about the effects of colonization and concepts such as the Doctrine of Discovery :to acknowledge and learn the history of the territory on which we live.

Call to Action #59
Goal: learn about our church's role in colonization and residential schools and the importance of our apologies.

Our Progress

Before we signed on to this agreement, we had already begun to acknowledge Treaty One territory at the beginning of our Sunday services, as had most churches in the city. After signing the accord, we felt it was necessary to make that short statement more meaningful by providing an opportunity to hear from a credible Indigenous source. We were both honoured by, and excited about having Niigaan Sinclair lead us through a thoroughly enlightening presentation about what a treaty is and what it means to Indigenous people.

Following that we began to look for other educational events that will continue to evolve our understanding of the connections, both positive and negative with Indigenous people.

We are currently planning a cultural event that we hope will provide another accessible way of understanding that relationship and should provide an afternoon of Indigenous entertainment as well.

For the past three years, we have been hosting an evening of films by local Indigenous women, as part of our Artfest, which is a month long festival of art and artists. We are hoping that the film makers who are involved will be able to develop and expand their work as a result of this event.

Many of our members are involved in the wider church on various committees and are getting involved in a lot of programs that the Church offers around reconciliation. Where we can, we will be connecting with these programs to get more people involved in the process.

The year has gone by fast and there is a lot to do. We are hoping to continue our work in education around the whole concept of reconciliation and will no doubt carry on well into the future.

KAIROS Canada Cambrian Agassiz Region

Calls to Action: 62, 93, 94

We are a Manitoba, Northwestern Ontario & Nunavut regional group of Kairos Canada. Our membership includes representatives from ten Christian denominations and partners, who volunteer their time.

We have endorsed United Nations Declaration for the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission's Calls to Action.

City of Winnipeg Indigenous Accord starting point is to speak truth to power. We begin by admitting our complicity in the practice of colonization, our need to de-colonialize our ways of approaching our relationships with Indigenous peoples, before we can talk about reconciliation.

Travelling the path toward decolonization needs to be progressive, personal, collective, and positive.

Our Progress

Calls to Action we are involved with: 1, 45, 57, 62, 92, 93, 47, and 92.

1. Call # 1: Child Welfare: We have a letter writing campaign to provincial government elected officials requesting changes to the Child and Family Service act.
2. Call # 45: Our member denominations have formally repudiated the racist Doctrine of Discovery & Terra Nullius as justification for settler presence on Indigenous lands, as well as any other

doctrines, laws or policies that would allow people to address Indigenous peoples in this way. We recognize the land of the Cree, Ojibway, Anishinaabe, Dakota nations, and the homeland of the Metis nation on which the City of Winnipeg is located.

3. Call # 57: We are committed to encouraging more and more people to participate in the educational tool of the Kairos Blanket Exercise (copy right). This educational tool was developed by Kairos Canada in cooperation with Indigenous advisors. Our volunteer team have presented and encouraged people within the City and beyond, to learn the history of the impact early settlers had upon Indigenous peoples and their land. We have initiated the Kairos Blanket Exercise with different committees and staff within the City of Winnipeg.
4. Call # 62: Education for Reconciliation: We worked on the 'Kairos Winds of Change' campaign. We circulated a petition for people to sign and asked the Manitoba Provincial Government to enshrine into the Manitoba Education Act "to develop and ensure age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples historical and contributions to Canada, a mandatory education requirement for kindergarten to Grade twelve students". In 2017 we presented the petition of 2400 signatures in a meeting with Staff from the Manitoba Ministry of Education & Training (including the Indigenous Inclusion Directorate) responsible for determining the Indigenous related curriculum content, which we were informed was, in fact, mandatory. The Provincial Legislature does not determine curriculum content, but at the same time has not formally adopted Call to Action #62 into the Education Act. Many School Divisions are using age appropriate material related to call to Action # 62 on a voluntary basis.
5. Call # 92: Our group has been involved with partner organizations concerning Shoal Lake First Nation regarding City of Winnipeg drinking water; as well as, Hydro Justice regarding northern First Nations, the City of Winnipeg's source of electricity. We refer to Article #19 of United Nations Declaration on the rights of Indigenous Peoples.
6. Call # 93: Newcomer peoples: We continue finding positive ways to partner with Indigenous peoples, Newcomer peoples, and Migrant workers to open lines of communication with each group as well as with descendants of early settlers.

Part of our mandate is encouraging organizations to change programs and services as one step in the larger path toward decolonization, and we encourage the City of Winnipeg to continue to examine its own (colonial) structures and policies more deeply in order to discern opportunities for a more just and equitable municipality.

We make the following recommendations to the City of Winnipeg for its consideration:

1. Call # 47: we encourage the City of Winnipeg to review its incorporation/charter act to ensure its legalities, structure, and dominance therein are not based on the Doctrine of Discovery, and update as necessary to bring it into compliance with the United Nations Declaration on the Rights of Indigenous Peoples.
2. Call # 57: We encourage the City of Winnipeg to continue its partnership with the Kairos Blanket Exercise regional committee. This relationship has been very positive.
3. Call # 92: we encourage the City of Winnipeg to review, and if necessary make changes, interconnected with the people of Shoal Lake First Nation (water supply); and, its relationship with the peoples of northern Indigenous First Nations (electricity). The City is well positioned to work with Indigenous peoples towards sustainable livelihoods, using the United Nations Declaration on Indigenous Rights (Articles #26, # 29, # 37 and # 38).

Our member churches continue to follow a learning/action model as related to the TRC Call to Action and the Articles of the United Nations Declaration on the Rights of Indigenous Peoples. It is imperative we include Indigenous ecological and equitable development principles, sustainable livelihoods, knowledge systems, laws, world views, and recognition and ownership of Aboriginal title and rights to ancestral lands.

Mennonite Central Committee Manitoba

Calls to Action: 61, 59, 93

In line with Call to Action 59, we plan to continue to create ongoing education strategies for constituency church congregations about our church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.

In line with Call to Action 61, we plan to provide funding towards various Indigenous community-controlled healing, reconciliation, culture-revitalization and economic livelihood opportunity projects.

In line with Call to Action 93, we plan to continue to create educational opportunities for Newcomers to Canada and work with other organizations towards revising the information available for newcomers to Canada.

Our Progress

A key focus of the Indigenous Neighbours program of our MCCM is to develop ongoing education strategies for affiliated churches in our constituency in line with CTA 59. During the time period eight formal presentations in churches were done on topics ranging from Doctrine of Discovery, Treaties, Reconciliation, perceptions of Indigenous peoples and Indigenous inclusion in affiliated social enterprises. Over 300 individuals collectively attended these learning events. Some of these were clergy.

There were at least 6 ongoing partnerships/collaborations initiated or developed further during this time period with groups that included Indigenous peoples, Elders or Knowledge Keepers. One of these was taking part in a planning committee for "The Healing Forest Project Winnipeg" (in line with CTA 82) to develop an urban outdoor healing and educational space for those affected by Residential Schools, emerging out of the National Centre for Truth and Reconciliation. We also provided funds for the initial landscape design phase by a Meti landscape architect. Another collaboration was with the "Indigenous Adoptees Movement" to provide opportunities for re-unification and healing for adoptees of the 60's Scoop. One other initiative included "Share the Gifts-Honour the Treaties," a Settler-initiated endeavor collaborating with Indigenous persons and elders to provide opportunities for Settlers to observe treaty obligations in line with giving money toward Indigenous Community-controlled revitalization projects in line with CTA 61.

Even though we are not a corporate business, one activity in line with CTA 92.3 was an MCC Manitoba all-staff learning day in a First Nation community, that emerged through a series of meetings and exchanges. The day included a some teachings by a local elder, a tour of a former Residential School, along with hearing some stories of survivors. 32 out of 38 staff members attended the day.

In line with CTA 92.2 to ensure equitable employment training opportunities, a new partnership between an MCC affiliated thrift shop and a First Nation youth employment program has been initiated to provide mentorship and job-site skills for Indigenous youth from the community.

MCCM participated in two advocacy related campaigns. In line with CTA 62.1, the KAIROS Winds of Change, to call for provincially mandated age-appropriate curriculum from grades K-12. This included an ongoing petition, and led to a meeting with the Manitoba Ministry of Education and Training on August 25. MCC also participated in an online letter-writing opportunity to support Bill C-262 to Adopt and Implement the UN Declaration on the Rights of Indigenous peoples, in line with CTA 42.2

MCC sponsored a Settler-initiated public gathering in September 2017 called the "We are all Treaty People Celebration" to provide opportunities for an exchange of both Indigenous and Settler music, crafts and stories, as well as learning from elders and the Treaty Relations Commissioner about what it means to live together in Treaty 1 territory. Over 150 people attended the event. Another event, in line with CTA 93, was an event for Newcomers who were recently sponsored by church groups through the assistance

of MCC. The event included sharing by an Indigenous elder and contributions by an Indigenous drum group.

During this time period, MCC created and posted three permanent Treaty 1 Land acknowledgment plaque installations in the three MCC-owned buildings in Treaty 1. Each of these installations included an opening ceremony with comments by three different Indigenous elders, as well as Indigenous drum songs. The process also included an internal document outlining reasons and guidelines for Verbal Land Acknowledgments.

The Churches of St. James Anglican, St Stephen, and St Bede

Calls to Action: 43, 44, 48, 49, 57, 58, 59, 60, 61, 80

As members of the Anglican Diocese of Rupert's Land through our Synod we are asked to pay attention to the Calls to Action, in particular the calls to the Church, and others through conversation and letters to MPs, MLAs and City councillors, notably:

- (43 and 44) adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation. To that end, we have read the declaration and agree with the findings and pledge to continue efforts of healing and reconciliation through education.
- (48 and 49) As a local church we host a full month of programs each June to educate our members and the general public about the UNDRIP in practical ways through panel discussions, watching documentaries, hosting elders for questions and answers, engaging in book study on the topic and marking our appreciation of gathering on Treaty 1 territory. Our priest and pastor is a First Nations person who brings these items to our attention and is heavily involved in the local and national conversation on self-determination and governance within our church. As a Church, our Synod has publicly renounced the Doctrine of Discovery. The national church is currently engaging deeper in this conversation.
- (57-61) Locally we have set aside an entire month for education on Indigenous issues. Our Synod (Diocese of Rupert's Land) has passed resolutions that press every local church to engage in education. Locally, every new ordinand will need to become familiar with the story of colonization and the need for reconciliation. We are directly involved in #59.
- (80) Locally in our diocese each May 21 we set aside a day to commemorate and remember the survivors of residential schools. We gather at a monument at the Forks that is in front of the Canadian Museum for Human Rights.
- We acknowledge that we meet in Treaty 1 territory, the traditional homeland of the Cree, Ojibway, and Dene people, and the home of the Métis Nation.

Our Progress

As our education activities are shared, more are coming to appreciate the contribution of indigenous people and indigenous culture and spirituality. When just one person's attitudes are adjusted we begin to break down barriers erected by racism and plain ignorance. The more people share their new understanding the better chance there is of transforming the society around us.

As we are faith communities, there are about 80 congregation members involved all totalled. Of those, I serve as pastor and am treaty from Peguis First Nation. As a result, our two congregations have supported partnership with an indigenous congregation to host educational programs each June. Those activities include the KAIROS Blanket Exercise, several sharing circles, teachings on medicines, book studies, panel discussions, indigenous entertainers, indigenous vendors sales, a walk/run for Reconciliation, documentaries, an Indigenous Service of the Word and Indigenous Day of Prayer service.

In addition I have addressed seniors in a talk on the Residential Schools at a seniors care home, helping them to begin meetings acknowledging the treaties and establishing a library on indigenous matters. I also serve on our Diocesan Discernment Group on Ordained Ministry, on our Diocesan Council and on a resolution committee that is examining a change to our church's governance structure to accommodate indigenous culture and spirituality. I also chair the local Elders Circle.

Willowlake Baptist Church

Calls to Action: 48, 59

Goal #1 - Willowlake Baptist Church will develop ongoing education strategies to learn about the church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary (Call to Action #59):

- Willowlake Baptist Church will regularly recognize that we are Treaty people and we meet on Treaty 1 land.
- Willowlake Baptist Church will support and encourage congregants to attend denominational efforts from the Canadian Baptists of Western Canada (CBWC) such as the Next Steps workshops to further understand the church's role in colonization and the history & legacy of residential schools.
- Willowlake Baptist Church commits to having a minimum of one workshop or adult education series to educate congregants on Call to Action #59.

Goal #2 - Adopt the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as a framework for reconciliation (Call to Action #48):

- Willowlake Baptist Church will begin the process of reviewing and updating our programs and policies to conform with the UNDRIP.
- Willowlake Baptist Church will seek out Indigenous voices to guide and advise our efforts to learn about reconciliation and help review our programs and policies.

Our Progress

In line with our goals, Willowlake Baptist Church focused on giving opportunities for our congregation to be educated about the UNDRIP and Winnipeg's Indigenous Accord.

- This was first accomplished by teaching our congregation about our shared space and acknowledging regularly during congregational meetings that we meet on Treaty 1 territory.
- Secondly, we devoted a Sunday morning service to explaining the history and legacy of residential schools and the church's role in it. This was followed by a multiple week seminar meant to further explain and inform the congregation about how the church can and must participate in call to action 59.
- We are currently in the process of pursuing opportunities to have speakers and resources come to the church to provide more detail or different perspectives on UNDRIP and Winnipeg's Indigenous Accord.

Winnipeg Presbytery of the United Church of Canada

Calls to Action: 46, 49, 59, 60, 79

We are encouraging more congregations to consider participating in the Circles of Reconciliation. We also held an “UNDRIP Parody” game at our March meeting of Presbytery, which presented facts about UNDRIP in a fun and memorable way. We are hoping that individual congregations will offer this as well.

Our Progress

a) 1 Blanket Exercise session held
b) 2 Circles for Reconciliation held
c) 1 Community Round Table Discussion with Aboriginal attendees held
d) 1 Congregational de-briefing after first Circle of Reconciliation session held
e) One minister was supported to attend an Intercultural Ministry Training session at the Sandy Saulteaux Centre. One other minister has attended a blanket exercise session and a Circles for Reconciliation discussion at a non-church site.
f) We are in the process of adopting a traditional territory and land acknowledgment.

We sent out a survey to our 33 ministries (congregations and community ministries) and only heard back from 8. The figures and comments in this progress report only refer to the 8 that replied. We know that many other congregations and ministries are actively involved in reconciliation, but do not have the data for them:

- Our second Circles of Reconciliation is currently underway. The adoption of a traditional territory and land acknowledgment statement is coming for the church board at its April board meeting.
- We have been acknowledging traditional territory and land acknowledgement statement for six months.

Youth for Christ Winnipeg

Calls to Action: 59

In keeping with YFC Winnipeg's mission to "see the hope and potential in every young person", our self-identified goal is to ensure that all our staff and volunteers continue to have opportunity, and are encouraged, to participate in appropriate educational experiences to learn about the history of, and the church's role in, colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary. (TRC Commitment #59) YFC believes this is important to ensuring every young person from every background will continue to be treated with kindness, decency, and respect as work to meet their needs.

Our Progress

When YFC Winnipeg was first invited to participate in Winnipeg's Indigenous Accord we were encouraged by its vision to "inspire Indigenous and non-Indigenous peoples to transform Canadian society" and saw that vision aligning with YFC's own mission to "see the hope and potential in every young person." Some of our programs had already taken steps to recognize and act on recommendations of the TRC, and as YFC Winnipeg as a whole also had plans in the works to that same end, we believed participating in the Accord was an important next step.

Participating in Winnipeg's Indigenous Accord has given us the framework with which to be more intentional in our efforts to ensure our staff and volunteers have opportunity to participate in appropriate educational experiences to learn about the history of, and the church's role in, colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families,

and communities were necessary.

In this past year YFC staff have participated in a Blanket Exercise, and we have hosted training sessions where guest speakers have shared their personal stories of surviving residential schools and the 60's scoop with our staff and volunteers. We have learned about Indigenous cultural practices and ceremonies and have also joined Circles for Reconciliation, which aims to establish trusting, meaningful relationships between Indigenous and non-Indigenous peoples as part of the 94 Calls to Action from the TRC. We have attended conferences focusing on issues of reconciliation and spirituality, and are in discussion with one of our Board members, Larry Wilson, regarding the proposal of forming a type of Indigenous Advisory Council that could provide guidance to our staff and volunteers as we work with youth from various Indigenous and non-Indigenous communities.

Participating in the Accord has given us the opportunity to meet and work with other like-minded organizations to share ideas, challenges, and encouragement as we journey together on the path to reconciliation.

HEALTH AND ASSOCIATIONS

FASD Life's Journey

Calls to Action: 33, 57, 92ii, 92iii

The ISCS program has collaborated with Life's Journey Senior Management, Board of Directors and staff in identifying the following goals:

- FASD Life's Journey supports Indigenous peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.

- Life's Journey respectfully seeks to amend harm caused from the impacts of historical events, intergenerational trauma, and prevent any further systemic oppression, discrimination or inequalities to Indigenous peoples.

Address and Prevent Fetal Alcohol Spectrum Disorder #33

FASD Life's Journey's primary mandate is to provide voluntary, individualized, and lifelong services that are clinically informed and culturally relevant. Supports focus on wellness and empowerment and are delivered to increase the quality of life of persons living with Fetal Alcohol Spectrum Disorder and other neuro-developmental and co-occurring disorders.

- Participants and staff have accessible and appropriate cultural services to provide traditional healing and wellness activities, reducing and addressing experiences of trauma and disconnection.

Professional Development and Training for Public Servants #57

FASD Life's Journey's self-identified goal for Calls to Action #57 is to educate and train Life's Journey staff, board of directors, government, and community collaterals in cultural knowledge, teachings, healing practices, and the impact of indigenous historical events.

- Partnerships and collaborations occur between the agency and community agencies to increase the strength and knowledge of our communities surrounding common areas of focus.

Business and Reconciliation #92, ii, iii

(92 ii)
FASD Life's Journey is committed to increasing the representation of Aboriginal people ensuring that services offered are delivered by people who are representative of the Aboriginal community. FASD Life's Journey Inc Aboriginal Workforce strategy was developed by Diane Carriere in 2015.

- Ongoing investment by the agency to a representative workforce, and trainings on traditional knowledge for existing staff to provide culturally responsive supports.

(92 iii)
Life's Journey respects and supports the 94 "Calls to Action" of the Truth and Reconciliation Commission of Canada and the United Nations Declaration on the Rights of Indigenous Peoples.

- Cultural considerations are integrated throughout the agency, including support plans, events and activities, mediation services, wellness supports for both participants and staff, training and orientation programs, and the physical work and programming spaces.

Our Progress

FASD Life's Journey Inc. is a non-profit agency providing services to youth and adult Manitobans with neuro-behavioural disabilities, including Fetal Alcohol Spectrum Disorder (FASD). Life's Journey services include access to an in-house Indigenous Spiritual Care Services (ISCS). The ISCS team members collaborate with other Life's Journey programs and services to meet participants where they're at to address trauma and focus on the indigenous healing methods. Services are sensitive to the cycle of historical and ongoing trauma for Indigenous people; healing, cultural reconnection and educating is fostered in a non-judgmental and empowering space

The office space is a peaceful, warm and inviting, where all participants and staff are welcome to smudge. There are traditional medicines available at each of our three office buildings.

The program provides individual culturally appropriate counseling sessions at the participant's home, office or walk in appointments. The participants along with their staff supports attend weekly wellness and drumming circles, the participants can talk and share their thoughts and feelings in a variety of settings in a safe place. The program provides conflict resolution support with the concepts held in the restorative justice system, we have established a circle of care mediation, where the Seven Sacred teachings are used to help all involved to express their thoughts and feelings as well as to listen and understand the other perspectives to resolve conflict.

The program holds pipe ceremonies throughout the year to promote wellness for the participants and staff at Life's Journey. We do house blessing ceremonies for those who want their home cleansed. We support the grief and loss process through a Chiiby pipe ceremony. We celebrate the changing of seasons with the Solstice and Equinox celebrations followed by a feast, co-ed sweatlodge and an overnight Sacred Fire. The program holds two monthly sweatlodge ceremonies, naming ceremonies for participants, staff and staff team sweatlodges upon request.

The program has developed employment opportunities for participants as ceremonial helpers, where they maintain sweatlodge grounds, prepare, set up and fire keep at the sweatlodges. The participants and staff can participate in land base activities such as picking medicines, rocks, branches and red willow sticks used for the Indigenous artwork such as dream catchers, talking sticks, and painting Grandfathers.

The ISCS program educates and trains Life journey staff, board of directors, Manitoba government employees, community agency staff cultural knowledge, teachings, healing practices and impacts of

Indigenous historical events.

Life's Journey Representative Workforce Committee was implemented in 2015 from the Life's Journey Aboriginal Recruitment Strategy report, author Diane Carriere. The Representative Workforce Committee meets quarterly. The committee was established to offer guidance and assistance on key themes and initiatives identified by Diane Carriere and a working group are: 1) Partnerships, 2) Create a Culturally Inclusive Workplaces, 3) Develop Communication Strategy, 4) Build Capability and Careers, 5) Foster Aboriginal Leaders, 6) Measurements and Accountability.

The ISCS program and Agency offers practicum placement opportunities for Indigenous students from Red River College, Urban Circle Training Centre, University of Manitoba Social Work and other educational institutions.

First Nations Child & Family Caring Society

Calls to Action: 1, 2, 3, 4, 5

The First Nations Child and Family Caring Society of Canada will continue to work with the Canadian Human Rights Tribunal and the Canadian government to ensure equitable and culturally appropriate services in First Nations child welfare as well as the full and proper implementation of Jordan's Principle. This goal honours the Truth and Reconciliation Commission's first priority on Child Welfare and Calls to Action 1-5 as well as the vision, commitment and principles of the Winnipeg Indigenous Accord.

Manitoba College of Social Workers

Calls to Action: 1.iii, 1.iv, 22, 57

The Manitoba College of Social Workers is pleased to join with the City of Winnipeg as signatories to Winnipeg's Indigenous Accord. According to Justice Murray Sinclair, chair of the Truth and Reconciliation Commission, education provides one of the greatest hopes in advancing the process of reconciliation. The College declares a commitment to reconciliation by taking steps to implement the Calls to Action outlined by the Truth and Reconciliation Commission of Canada specific to Social Workers through the promotion of education related to the history and culture of Indigenous peoples.

The Truth and Reconciliation Commission of Canada Calls to Action 1, 22, and 57 are consistent with the goals of Continuing Competence Program outlined in the Social Work Profession Regulation. The Continuing Competence Program sets out specific requirements for Social Workers to complete workshops relating to social work with indigenous peoples, which includes knowledge of the history, culture and spirituality of indigenous peoples.

Ongoing Identified Reconciliation Goals:

- Open Board of Directors meetings and College events with an acknowledgement that we are on Treaty One territory and that the land on which we gather is the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and the homeland of the Métis Nation.
- Continue to promote participation of indigenous Social Workers on the Board and committees of the College.
- Develop a multi-year education plan to ensure Social Workers have the opportunity to receive education regarding the history, culture and spirituality of indigenous peoples.

The Manitoba College of Social Workers will continue to promote social work values that honour and respect the equality, worth and dignity of all people in support of social inclusion and social justice. The College appreciates this opportunity to evaluate and quantify our reconciliation efforts.

Our Progress

The Manitoba College of Social Workers (the College) joined the City of Winnipeg as signatories to Winnipeg's Indigenous Accord in August 2017. At that time, the College declared a commitment to reconciliation by taking steps to implement the Calls to Action outlined by the Truth and Reconciliation Commission of Canada specific to Social Workers through the promotion of education related to the history and culture of Indigenous peoples.

In November 2017, the Board of Directors formally confirmed its commitment to reconciliation by establishing the following Strategic Direction:

Advance the reconciliation efforts of the social work profession within the context of the College.

Goals identified include:

i. Promote knowledge within the social work profession related to Indigenous peoples, including their history, culture and spirituality.
ii. Continue to promote participation of Indigenous representatives with College events and on the Board/committees of the College.
iii. Engage in organized reconciliation efforts, including the continued partnership with the Winnipeg Indigenous Accord.

In collaboration with Indigenous people, the College has maintained its focus on promoting and providing relevant education and training sessions. Since 2016, over 1800 Social Workers in Manitoba and an additional 1200+ Social Workers across Canada have completed training in the areas of Indigenous history, culture and spirituality. As a federation partner with the Canadian Association of Social Workers, the College has supported national advocacy efforts calling for a national strategy to address racism against Indigenous people and action to address the inequities facing Indigenous children and communities, particularly Indigenous children in care.

Indigenous Social Workers continue to be represented on the Board of Directors and committees of the College. The overall number of Indigenous Social Workers registered with the College (via voluntary declaration) has increased during 2017-2018, resulting in a higher percentage of registered Indigenous Social Workers in the workforce. The College proudly supports the contributions of Indigenous Social Workers in Manitoba and has been honoured to partner with and formally acknowledge the work of many Indigenous members over the past year.

Rady Faculty of Health Sciences, University of Manitoba

Calls to Action: 18, 19, 20, 21, 22, 23, 24

As a partner of the Winnipeg Indigenous Accord the University of Manitoba Rady Faculty of Health Sciences is committed to responding to the health-related Calls to Action (Numbers 18-24). We commit to training more First Nations, Métis and Inuit health professionals; to deliver health professional education in the areas of Indigenous health outlined in TRC Call to Action #24; and to supporting First Nations, Métis and Inuit peoples cultural revitalization and integrating Indigenous knowledge systems, oral histories, protocols, and connections to the land in curriculum, research protocols and health service delivery models in accordance with respectful protocols guided by Elders and Knowledge Keepers.

Two-Spirited People of Manitoba

Call to Action: 18

Two-Spirit people see and acknowledge the impact of harmful colonial constructs and work to challenge them within the Two-Spirit community and beyond. The vision and voice of Two-Spirit people must be recognized and integrated into Indigenous leadership structures to ensure inclusive, equitable and fair access to resources and entitlements.

Winnipeg Regional Health Authority

Calls to Action: 18, 19, 20, 21, 22, 23, 24

We commit to providing high quality, culturally safe health care that is free of racism for Indigenous people; increasing opportunities for Indigenous leadership throughout the organization, and enhancing access to Traditional Healing for Indigenous people who request it as part of their health or healing journey.

Our Progress

WRHA Acknowledgment Statement:

"The Winnipeg Regional Health Authority acknowledges that it provides health services in facilities located in Treaty One territory, the homelands of the Metis nation original lands of Inuit people. WRHA respects and acknowledge the harms and mistakes of the past, and we dedicate ourselves to collaborate in partnership with First Nation, Metis and Inuit people in the spirit of reconciliation."

The rationale for the acknowledgment for ancestral and territorial lands statement is in response to the Truth and Reconciliation (TRC) Call to Action. The TRC Call to Action are an opportunity for the WRHA to undertake a leadership role as an organization and respond to the Call to Action in a meaningful way. The TRC Call to Action Recommendation # 18 states:

We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

Indigenous Health within the Winnipeg Regional Health Authority leads advances in health service delivery with First Nations, Metis, and Inuit Manitobans, through policy and programs with a focus on prevention, primary health care, public health, and education.

The above acknowledgment statement is all encompassing and leads the work we undertake. Indigenous Health has a continued focus on enhancing patient experience and access to services while collaborating with regional programs and externally, where appropriate, with other RHAs to ensure efficient patient flow and transition support. Formal dialogue with FNIHB, Tribal Councils, First Nation Health Directors and RHA Indigenous Programs provides an opportunity to enhance patient flow and service delivery.

Efforts continue to focus on Ethnicity indicators for all patients receiving care with the province, Manitoba Indigenous Cultural Safety Training, addressing the TRC Calls to Action though a Regional Action Plan, and the continued expansion of programs and services.

Future State/Direction: Culturally unsafe environments and practices for patients and employees within

the Region dramatically impact the patient journey, workforce and region as a whole. Cultural safety means providing services that show respect for culture and identity, incorporate an individual's needs and rights, and are free of discrimination. It requires us to examine our history, policies, and processes that create power imbalances and health and social inequities between Indigenous people and all others.

Our focus will remain on continued and enhanced collaboration with Indigenous community groups, RHAs and jurisdictional entities, continued focus on TRC Call to Action, the WRHA's response, focus will include the implementation of the Action Plan as well as ongoing evaluation and improvement.

(Call to Action 23) Opportunities exist for cultural safety training that include Manitoba Indigenous Cultural Safety Training (MICST) an online format as well as in-person workshops that include; Indigenous Cultural Awareness Workshop, Circle of Care, Indigenous Retention for Managers, Palliative Care, Traditional Teachings and Sweat Lodge Teachings.

- 1,035 healthcare professionals participated in cultural competency training

Indigenous perspectives and representation exists on many committees, advisory groups and the like on an ongoing basis. One new group of note is the Indigenous Health - Integrated Tuberculosis (TB) System Collaborative Working Group. This is a newly formed group with a specific focus on addressing front line processes and determining community care plans for TB patients with an Indigenous focus and lens.

Newly established procedures and guidelines include the Crisis Response Centre referral process and provision of spiritual, cultural care services, Employment and Income Assistance intake process and Medical Relocation Process and procedures. Additional partnerships include Ongomiizwin - University of Manitoba - Institute of Health and Healing, Urban Circle and the Thunderbird House.

Number of amended or new practices include: Discharge Planning Policy, Inter-facility Transfer Policy, Indigenous Health Referral Guidelines, Accessibility Policy, Regional Health Authorities of Manitoba Interpreter Policy, Employment and Income Assistance Intake Protocol, Medical Relocation Guideline and 'GO AHEAD' Charting.

Activities outside of day to day involve working with other organizations or levels of government and are not directly related to specific patient cases. E.g. Regional Health Authorities of Manitoba Indigenous Interpreter Process, Youth Diabetes Intervention with Population Public Health, Jordan's Principle work, WRHA -AMC Patient Advocacy Unit Tools and Enablers, Streamlined NIHB processes for meal tickets and inner-city transportation.

A number of new seat purchase agreements for MICST, the agreements make our established online training available to our partners and collaborators outside of the WRHA. This also reflects the collaborations IH team participated in over the past year; regular events such as Fly-in community collaborations, 3-table gatherings and partnerships with Interlake Eastern Regional Health Authority, Social Work Annual General Meeting, Manitoba Metis Federation Annual General Assembly, Manitoba Nurses Conference, Jordan's Principle Conference, CancerCare Strategic planning. We have also hosted and coordinated events such as National Aboriginal Week (events held throughout the Region such as Orange Shirt Day, Indigenous Health Grand Rounds and Solstice & Equinox Ceremonies).

We are currently working on mechanisms to collect both patient and employee ethnicity indicators through self-identification and self-declaration. These efforts support the WRHA's commitment to the TRC and equitable care for all.

Indigenous Health provided support to over 6,000 Indigenous patients receiving care within WRHA facilities. Support included language interpretation (Ojibway, Oji-Cree, Cree), resource coordination, discharge planning, advocacy and spiritual cultural care.

First Nations and Inuit Signatories to Winnipeg's Indigenous Accord:

- **Manitoba Inuit Association, Rachel Dutton**
- **Brokenhead Ojibway Nation, Councillor Winston Desjarlais**
- **Southern Chiefs Organization, Grand Chief Jerry Daniels**
- **Assembly of Manitoba Chiefs, Grand Chief Derek Nepinak**
- **Assembly of First Nations, Manitoba, Vice Regional Chief, Kevin Hart**
- **Marcia Anderson and daughter Myla**
  7th Generation – Marcia and Myla Anderson, mother and daughter, represent generations of change and the several generations of work ahead of us to change the current state. Myla is the 7th generation in the Anderson family.

Aboriginal Council of Winnipeg (ACW)

Call to Action: 43

ACW will determine the current status of the federal, provincial and municipal governments' position/adoption of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) as the cornerstone of their efforts on Reconciliation. As soon as ACW has this information, it will use its collaborative relationship and Joint Management Committee with the three levels of government to encourage those governments who haven't yet adopted the UNDRIP as the cornerstone for their efforts on Reconciliation to do so until this goal is achieved. ACW will also work with other Indigenous and non-Indigenous political/advocacy and charitable/not for profit organizations to support this effort.

Aboriginal Peoples Television Network (APTN)

Call to Action: 85

APTN will strive to increase its presence in Winnipeg by supporting initiatives such as Aboriginal Day Live, as well as other cultural or social events that increase the visibility of our values and teachings bringing together our Aboriginal community and the greater community in Winnipeg. APTN will be the organization that will foster and expand the understanding and relationship between these communities.

Our Progress

APTN MISSION
"APTN is sharing our Peoples' journey, celebrating our cultures, inspiring our children and honouring the wisdom of our Elders."

ABOUT APTN
APTN launched in 1999 as the first national Indigenous broadcaster in the world, creating a window into the remarkably diverse mosaic of Indigenous Peoples. A respected non-profit, charitable broadcaster and the only one of its kind in North America. Sharing our stories of authenticity in English, French and a variety of Indigenous languages to approximately 11 million Canadian TV subscribers. With over 80% Canadian content, APTN connects with its audience through genuine, inspiring and engaging entertainment on multiple platforms.

LANGUAGE

• 56% of APTN's programming is offered in English;
• 16% of APTN's programming is offered in French;
• 28% of APTN's programming is offered in Indigenous languages.

APTN broadcasts - on average per year - 55 hours of Indigenous–language programming. Indigenous languages include Algonquin, Atikamekw, Blackfoot, Chipewyan, Coast Salish, Cree, Dakota, Dene, Halkomelem, Innu, Inuktitut, Inuvialuktun, Kwak'wala, Maliseet, Méchif, Mi'kmaq, Mohawk, Northern Tuchtone, Ojibway, Oji-Cree, Saluteaux, Sylix, Tahaltan, Tsihoqot'in.

INDIGENOUS DAY LIVE (IDL)
An opportunity for all Canadians to gain awareness of Indigenous cultures through celebration.

Honouring National Indigenous Peoples Day
Every year, APTN produces the largest celebration of National Indigenous Peoples Day in Canada. Thousands attend to show their support for this event and to see the best and brightest Indigenous artists from across North America perform live.

Indigenous Day Live (IDL) has been delighting audiences since 2007 when it launched as Aboriginal Day Live (ADL). This event features some of the biggest names in Indigenous music and television, including JUNO Award winners and on-the-rise artists. It showcases talent from all genres, regions and nations, ensuring the recognition and inclusion of all First Nations, Inuit and Métis Peoples.

IDL debuted in a park outside the network's headquarters in downtown Winnipeg and then moved to the historical Forks site in Winnipeg, MB. The celebration evolved to include twin stage performances from different locations across the country. IDL has grown year to year and continues to expand its grassroots reach to Indigenous communities across the country. There is no question; the event is one of the fastest growing of its kind in the nation.

IDL is a significant event with positive economic and social impacts on Winnipeg and the province. Based on a study completed in 2015, Economic Development Winnipeg Inc. estimated the economic impact assessment for the show to be $6.0 million. Not only does this celebration bring together people and communities in a spirit of celebration and reconciliation, but it also provides an excellent occasion to promote our city, our province, our communities, local establishments and businesses, Indigenous artists – locally and to the rest of Canada and the world.

APTN COMMUNITY RELATIONS
APTN Community Relations aims to foster, enhance and build relationships with First Nations, Inuit and Métis community members, organizations and agencies locally, regionally and nationally.

Through bringing communities together, the network will become the medium through which we will engage to learn from each other, interact and share our stories.

APTN feels strongly about serving our communities, and the area of Community Relations is key to achieving this mandate.

APTN NATIONAL NEWS – UNCOVERING THE STORIES THAT OTHERS WON'T
APTN National News launched in 2000 as the first Indigenous television journalist team in Canada and the world. Today, reporters in bureaux located across the country report on stories that focus on the political and social conversations either ignored, under-reported or misunderstood by mainstream news media, all the while providing award-winning and unprecedented perspective of news for Indigenous Peoples and all Canadians.

This past year, APTN National News focused on stories that have a direct impact on Indigenous Peoples and communities across the country.

Those topics, or pillars as we call them, were:

- Indigenous Families - Residential schools broke the family unit, and as the schools closed child welfare seemed to pick up where they left off with the 60s scoop. In 2016, First Nations, Métis and Inuit youth made up 52 per cent of foster children younger than 14 in Canada, despite representing just eight per cent of that age group, according to Statistics Canada. Between 1989 and 2012, Indigenous children have spent more than 66 million nights sleeping in foster care homes. Some families have not raised their children in more than three generations. There may be a good reason for children to be in care if the homes are not safe. The most common reason for a child to be seized is neglect due to addiction. But there is little help for the parents, struggling with addiction, trying to learn to parent. Family violence is a strong second reason. The outcome for children is not good; they don't fare well at school, many end up on the streets after ageing out at 18 and being left to their own devices they turn to crime or prostitution as is told by the high number of Indigenous people in jail who graduated from foster care. APTN will continue to focus on these stories for 2018 asking how our families can break the cycle and become healthy again.

- Water - Clean, safe drinking water is a basic need, but many First Nations don't have it. In July 2015, before Trudeau was elected, there were 114 First Nations under 159 drinking water advisories across Canada. Trudeau promised to fix water in those communities by 2010. While the government says 22 communities have been taken off the advisory, more have also been added. As of July 31, 2017, there were a total of 121 First Nations under 172 drinking water advisories across Canada, including B.C. This also does not include First Nations with insecure water systems, many First Nations water systems are simply someone pouring bleach into a tank. What will it take to get clean and safe water to First Nations?

- Food - Inuit and northern First Nations pay high prices for food. There has been a failure of governments to adequately address food security in remote areas. How are Indigenous Peoples working to solve food security with innovative ideas? Subsidized food, still too expensive to buy, wastes and gets put in the garbage dump where mothers and elders dig it out to feed their families.

- Housing – There are shacks by the beach in Iqaluit where some families brave an arctic winter, others in Nunavut are hidden homeless, couch surfing, even if they have jobs there's nowhere to live. Some homes on First Nations are fire traps; people live in condemned buildings because there is nowhere else to live. There have been a variety of schemes to build more private housing on reserve; a key problem is banks won't loan money on a house they can't represent. Some housing programs like the one at Kahnawake has successfully built dozens of homes through a rotating loan scheme, other programs where the government guarantees a mortgage have thrust whole communities into near bankruptcy when people are unable to pay. In the meant time children are going up in shacks, overcrowded homes and mouldy where people sleep in shifts. What can be done to solve the housing crisis?

- Access to Health Care – Indigenous Peoples have the poorest health care among Canadians and also the lowest access to medical care. It results in issues like deaths from the simple flu, outbreaks of TB (a disease that has otherwise been wiped out in First World countries) renal failure in diabetics, high rates of HIV, as well as a lack of support for mental health issues like depression and addiction. We tackle some of the major health issues and learn why they are occurring and how communities are working to improve access to health care.

APTN must continue to appeal to a growing non-Indigenous Canadian audience. To this end, the network has been commissioning surveys and focus groups to determine what type of APTN programming

appeals to non-Indigenous audiences. An analysis of the data will allow some future programming to reach out to both audiences. In this context and to a greater extent, the network has taken the Truth and Reconciliation Commission of Canada recommendation to heart. It asked APTN to educate the Canadian public:

"85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal Peoples, to support reconciliation, including but not limited to:

i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal Peoples.
ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians." (1)

(1) Truth and Reconciliation Commission of Canada, Truth and Reconciliation Commission of Canada: Calls to Action (Winnipeg, MB: Truth and Reconciliation Commission of Canada, 2015),

APTN National News has been supporting the Missing and Murdered Indigenous Women and Girls movement, through continuous coverage and support within the community. APTN is one of the national broadcasters dedicated to covering every hearing for the National Inquiry to Missing and Murdered indigenous Women and Girls.

APTN EMPLOYMENT

APTN is an Indigenous organization that is an equal opportunity employer and as such abides by the Canadian Human Rights Act. We are proud of developing meaningful employment for Indigenous Peoples. We foster Indigenous culture throughout the organization including offering Traditional Elder Healing Services through our EFAP. APTN is known as an incubator of Indigenous talent. All new employees /students receive training in Understanding Indigenous and Treaty Rights.
As a testament to our commitment to Indigenous Peoples and as an equal opportunity employer, below are stats that represent this:

GENDER

51% of employees are female
49% of employees are male
70% of Sr. Management are female
30% of Sr. Management are Male
55% of Managers are Female
45% of Managers are Male
49% of Non-Management employees are Female
51% of Non-Management employees are Male

ANCESTRY

As of March 29, 2018 - 67% of APTN employees are of Indigenous ancestry
Total Population:
29% First Nations – Status
31% Métis
5% First Nations – Non-status
1% Inuit
4% Visible Minority
27% Non-Indigenous
4% Undeclared

Job / Position:
100% of Sr. Management are Indigenous
70% of Managers are Indigenous
62% of Non-Management employees are Indigenous

Returning to Spirit

Calls to Action: 43, 46, 48, 66, 92, 93

Our Progress

We altered our social media postings to bring Indigenous issues to the fore. We encouraged staff and followers to sign the petition requesting that the Canadian Government implement UNDRIP. Engagement with the posts was good.

We wrote letters to the Prime Minister of Canada, Minister of Indigenous Affairs, Romeo Saganash and our local Minister of Parliament stating our support for UNDRIP and asking the government to adopt and implement it.

We encouraged staff and workshop alumni to participate in the University of Alberta's on-line course "Indigenous Canada" in order to increase awareness of Canada's relationship with Indigenous peoples. The course began April 16, and we are encouraging staff and alumni to share their insights via our social media pages.

Circles for Reconciliation

Calls to Action: 57, 59, 92, 93

Circles for Reconciliation is a grassroots community partnership between Indigenous and non-Indigenous people established in 2016. Our goal is to promote trusting, meaningful relationships between Indigenous and non-Indigenous peoples by establishing 100 discussion groups in the City of Winnipeg of ten persons each (5 Indigenous and 5 non-Indigenous) with each circle meeting 10 times. The circles are led by two trained facilitators, one Indigenous and one non-Indigenous person. There are three components to our circles. First, we "honour the truth" each week by presenting a specific theme on the history of Indigenous peoples over the past 150 years. Second, we foster sharing with the use of a talking stick during the circle, and 3) relationships form between the participants, often lasting well beyond the 10 circle meetings. We are attracting faith groups, educational institutions, corporations and new Canadians in groups that discuss 19 different themes available on our website (www.circlesforreconciliation.ca). Our approach is totally consistent with the vision, commitments and principles of Winnipeg's Indigenous Accord and the 94 Calls to Action of the TRC.

Our Progress

Since January 2017, we have completed 27 circles, five are ongoing and another 25 are in various stages of development. We have significantly increased our number of Indigenous facilitators, as well as the training for all facilitators. We are more effective in recruiting and retaining Indigenous participants. A renewed grant from the Winnipeg Foundation has enabled us to continue. Thanks to a new grant from the Toronto Foundation, we are expanding to Toronto and other cities beginning in 2018. Preparatory meetings have been held in Victoria, Edmonton and Thunder Bay, in addition to five rural communities in Manitoba.

Our goal is to "honour the truth" by presenting a different theme each week related to the history of Indigenous people in Canada, to create a safe, respectful environment for honest sharing, and to thus create the conditions for the establishment of lasting relationships.

Our very small staff does this by making presentations to groups throughout the city, using print, t.v. and social media to spread the message. Word of mouth is also a significant recruiter. Our website

(circlesforreconciliation.ca) is kept up to date with weekly additions, including new themes, new resources, new comments from participants.

Over the year we have reached out to over 700 people in over 3,700 individual circle discussions. Over 50 circles have either been completed, are ongoing, or are in the planning stage.

Through CBC national radio, we have attracted national attention, with 110,000 Facebook hits and email responses from people in over 65 different communities across Canada. This has led us to plan expansion across Canada. We began by training 12 facilitators in Toronto in December 2017, and in January we learned we have been awarded a grant from the Toronto Foundation for this work. Additional preparatory meetings have been held in Victoria, Edmonton, Thunder bay and Toronto as well as in five rural communities in Manitoba.

Treaty Relations Commission of Manitoba

Call to Action: 14, 57, 93

Call to Action #14 - Aboriginal Language rights are reinforced in the Treaties.

Beginning this fiscal year (2018/19) TRCM employees are encouraged, through a professional development budget, to enroll in Indigenous language courses to further develop skills and ability when promoting Indigenous languages through community engagement. Further to this strategy, the research department will be looking into understanding Treaty rights in relation to Indigenous languages.

Call to Action # 57 - Federal, provincial, territorial and municipal governments to educate public servants on the History of Aboriginal Peoples.

This fiscal year, TRCM will be renewing this partnership and working toward a partnership with the Manitoba Civil Service Commission to help enhance civil servant training programs and modules regarding Indigenous relations and cultural competency.

Call to Action # 93 - Revise information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.

The TRCM has, in the past fiscal year, made connections with various newcomer and newcomer assistance organizations in the interest of forming partnerships and tripartites to ensure that this call to action will be realized in as fulsome a manner as possible. It is hoped that TRCM can provide Treaty and Treaty Relationship information for future newcomer kits and training opportunities to newcomers that have already settled but have not yet had the opportunity to learn this crucial historical information in order to gain a better understanding of the culture and heritage of First Nations people and communities.

Our Progress

Call to Action # 10 - Developing culturally appropriate curricula & respecting and honouring Treaty Relationships:

The TRCM is in a unique and beneficial position to create curricula according to the specific calls to action wording in accordance with historical research and oral history provided to the organization by Elder participants from various communities in Manitoba. This curricula is provided by our Treaty Education Initiative team to K-12 teachers in provincial and First Nation run schools across Manitoba.

The TRCM's mandate is to focus on improving Treaty relations and government cooperation by strengthening, rebuilding and enhancing the Treaty Relationship through Public Education, Research,

and Facilitation. Through Partnership with various government and public and private sector organizations, Speakers Bureau activities, facilitating respectful dialogue between First Nations and non-First Nations participants, and hosting workshops, Treaty Commemorations, and other events, the TRCM strives to promote information on the Treaties and Treaty Relationship in Manitoba.

Call to Action # 57 - Federal, provincial, territorial and municipal governments to educate public servants on the History of Aboriginal Peoples:

In Partnership with Sustainable Development Indigenous relations branch, TRCM shares costs and provide facilities for the CIRP (Certificate in Indigenous Relations Program) which provides thorough Indigenous history and cultural competency training to departmental employees.

The Winnipeg Boldness Project

Calls to Action: 1.iv, 5, 18, 19, 24

Our starting point in the project was to document the deep community wisdom that exists in Point Douglas: Ways of Knowing, Being, Feeling and Doing: A Wholistic Early Childhood Development Model, which became our theory of change. The Child Centred Model serves as a roadmap for the project as we attempt to implement strategies in response to the Calls to Action Submitted by the Truth and Reconciliation Commission of Canada.

A large proportion of the residents, parents and leaders we engage with are Indigenous and espouse an Indigenous worldview and value base. Therefore, Indigenous perspectives and methodologies form the foundation of our problem definition and solution finding, and are reflected in the model. We believe that the solutions generated will lead to better outcomes not only for Indigenous children, but better outcomes for all children.

The Winnipeg Boldness Project develops prototypes that demonstrate the transformative potential of our Child Centred Model. These are examples of best practices and we are looking at how these prototypes can be scaled by all levels of government and the other sectors called upon throughout the Calls to Action. The work of the Winnipeg Boldness Project encapsulates the spirit of reconciliation.

Our Progress

(Call to Action #1) We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

The project will continue to work with University of Manitoba's Social Work program to provide field placements for social work students. These practicums provide an environment for social work students to learn how to work from the Child Centred Model: a wholistic, strength-based theory of change.

- The Winnipeg Boldness Project has provided a total of 6 field placements to students from July 2016-April 2018

(Call to Action #5) We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

In partnership with the Indigenous Learning Circle, The Winnipeg Boldness Project developed an Indigenous parenting curriculum. The project's goal is to finalize the curriculum and make it available for those interested in developing or facilitating parenting programs with an Indigenous focus.

- The Winnipeg Boldness Project has finalized the curriculum and is in the process of documenting this prototype, which will be complete in the summer of 2018.

(Call to Action #18) We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties. .The Winnipeg Boldness Project's partnership with the Manitoba Indigenous Doula Initiative (MIDI) identifies the importance of equal access to health care rights and providing culturally relevant support systems. MIDI's work continues in both on and off reserve communities in Manitoba, and the project's goal is to continue to support them through the development of an evaluation report that can be used to support further efforts.

- The Winnipeg Boldness Project has completed work on the Indigenous Doulas prototype and the documentation process (evaluation report) that accompanies each prototype. The project continues to engage with the Manitoba Indigenous Doula Initiative to see how it can support their group in other capacities moving forward.

(Call to Action #19) We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes and call upon the federal government to appoint, in between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long- term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

The project is currently designing and implementing the North End Wellbeing Measure; a tool developed through consultation with local residents regarding a community-defined definition of success. The overall goal is to complete the baseline data collection for the North End Wellbeing Measure and to begin data analysis.

- The Winnipeg Boldness Project completed data collection for the North End Wellbeing Measure and analysis of that data has begun. The collection of this data is important and provides insight into the wellbeing of families in the North End. The entire process of developing and implementing the North End Wellbeing Measure also provided important learnings for The Winnipeg Boldness Project.

(Call to Action #24) We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. .Through the project's partnership with the Indigenous Learning Circle, the development of best practices around cultural safety and training is being supported. The project is not limiting the scope of potential delivery to medical and nursing schools, but it has been suggested that both these institutions could potentially benefit from the delivery of training around best practices and training manuals being developed. The overall goal is to explore ways that this partnership can positively impact health care systems.

- The Winnipeg Boldness Project continues to partner with the Indigenous Learning Circle and are currently assisting them with the development of a business plan, while exploring potential funding sources for a full-time coordinator. Members of the Indigenous Learning Circle have decades of experience regarding cultural competency work, and with adequate support can be instrumental in training around best practices in cultural safety.

Canadian Museum for Human Rights

Call to Action: 68

The CMHR will continue working towards fulfilling its mandate to enhance the public's understanding of human rights, to promote respect for others and to encourage reflection and dialogue. The CMHR will keep sharing stories of those working towards reconciliation, providing a space for discussion. The CMHR acknowledges that this important dialogue must continue and it is imperative that the CMHR programs and operations continue to be informed by the Truth and Reconciliation Commission of Canada's Calls to Action.

Our Progress

The CMHR has an important role to play in education and reconciliation, including examining injustices that resulted from the Indian residential school system. The CMHR is incorporating reconciliation into all aspects of its work including exhibitions, collections, operations, visitor services, human resources, education programs, public programs and digital engagement. It is also building strong working relationships with Elders, community leaders, educators and partners.

Exhibitions & Collections:

1) The CMHR developed four temporary exhibitions for Canada 150:

- Rights of Passage: Canada at 150 - Designed with projection and graphics inspired by wampum beads, one zone of this exhibition looks at Indigenous rights and the importance of oral traditions. Stories are told about forcible relocation, the burden of peace, effects of environmental degradation, inclusion of the Métis as Indigenous peoples, and the right to recognition. Creative images were designed by art students at Children of the Earth High School in Winnipeg.
- 1867: Rebellion and Confederation - This exhibition gave visitors the chance to examine human rights issues during the period leading to Confederation. The exhibition was developed by the Canadian Museum of History and was adapted by the CMHR to include the impact that immigration, expanding settlement, and colonial politics had on Indigenous nations.
- Our Canada, My Story: Through a series of films, seven personal stories about contemporary human rights issues in Canada were presented, with two of the stories told by Indigenous people.
- Points of View – This national juried human rights photography exhibition featured photographs crowd-sourced from people living in Canada. One of the four themes was Reconciliation. The image selected as "Best in Show" was submitted by an Indigenous photographer from Labrador, showing a kneeling Mi'kmaq woman holding up an eagle feather before a line of riot police during a First Nations blockade over fracking.

Education Programs:

1) First Peoples' Rights in a Changing Canada (grades 7 -12)

2) Telling Our Stories: Residential School Experiences (grades 4-6)

3) Rights and Indigenous Peoples in Canada (grades 7-12)

4) National Student Program with Experience Canada - Canada150+Me (44 students)

Advanced & Professional Programs:

1) Summer Teacher's Institute - Class did field study at Shoal Lake 40 First Nation

2) Nobel Peace Prize Forum - intentional dialogue circle on Calls to Action

Public Programs:

1) National Indigenous Peoples Day - The CMHR offered its Mikinak-Keya Spirit Tour free with purchase of admission. In this tour, an Indigenous guide leads the journey and relays sacred teachings of the Anishinaabe, Cree and Dakota nations, using elements of the Museum's architecture to share stories gifted by Elders. The program was co-created through ongoing collaboration with the Elders Circle Seven.
2) Canada Day 150 - With nearly 1,500 people in attendance, programming was themed around the inclusion of voices and perspectives omitted from the debates on Confederation in the 1860s, including Indigenous peoples.
3) Canada History Week - The CMHR offered a series of mini-talks focusing on the Canada 150 themes of Diversity and Inclusion, Youth, Reconciliation and Environment. With over 200 participants, a different mini-talk was offered each day.
4) After the Apology Series - One event in this series of immersive workshops was focused on the federal government apology to former students of Indian Residential Schools and their families. The program invited speakers and more than 100 participants to reflect on past and current issues related to Indigenous rights in Canada. It was organized in partnership with the National Centre for Truth and Reconciliation and moderated by the Simon Fraser University-Centre for Dialogue.
5) The Dream Catchers - This was a partner event put on by the TD Confederation Centre for the Arts. With over 200 Museum visitors in the audience, the performance featured songs by Indigenous artists and young performers of diverse cultural backgrounds.
6) Indigenous Voices kick off Canada Summer Games - With nearly 200 guests present, the CMHR transformed the Canadian Journeys gallery into a venue for "Indigenous Voices, Songs, and Sounds" organized in partnership with award-winning musician and producer Vince Fontaine.
7) National Canadian Film Day 150 Tour - This tour was offered for free in partnership with REEL CANADA, and included a film created exclusively for the Museum, Circle of Knowledge. The program continued with a special screening of the short film Mémére Métisse by local filmmaker Janelle Wookey.
8) 35th anniversary of the Charter of Rights and Freedoms - A week-long public engagement initiative was organized to commemorate the 35th anniversary of the Charter of Rights and Freedoms being integrated into the Constitution of Canada. 522 copies of the charter were distributed including copies in Central Cree, Oji-Cree, Ojibwe, Inuktitut, and Mi'kmaq.
9) In partnership with the Centre for Aboriginal Human Resource Development, the CMHR hosted a community garden.
10) Métis Rights Tour - Launched on Louis Riel Day, this new tour explores the rich and complex history of the Métis people.

Online:

1) The Bentwood Box AR - After the carved bentwood box of the Truth and Reconciliation Commission of Canada was transferred from the CMHR to the National Centre for Truth and Reconciliation at the University of Manitoba, the CMHR created a Augmented Reality version so that visitors could still engage with its meaning and significance.

Operations:

1) The CMHR is committed to providing Indigenous Perspective Training to all staff.
2) The CMHR continues to work with its established advisory committees, including:
   - Standing Indigenous Advisory Council
   - Elders Circle 7
   - Indigenous Educator Working Group
   - Inclusive Design Advisory Council

Manitoba Children's Museum

Calls to Action: 63, 66.iii

The Children's Museum has established, and will grow, mutually-respectful partnerships with First Nations, Métis, and Inuit organizations, groups, and individuals. Guided by the knowledge and experience of First Nations, Métis, and Inuit peoples, the Children's Museum will create new initiatives as opportunities for children, families, schools, and daycares to be exposed to and engaged with cultural traditions, languages, and, practices. The Children's Museum and its guests will effect positive change with refreshed perspectives, a deeper intercultural understanding, increased empathy, and mutual respect.
We begin on June 21, 2017 with the launch of our first ever celebration of Aboriginal Day from 11am-3pm and accompanying school programs for grades N-5.

Winnipeg Art Gallery

Calls to Action: 65, 66, 67, 68, 69, 83, 92

Our Progress

After a two-year residency, the Winnipeg Art Gallery welcomed Jaimie Isaac as Curator of Indigenous & Contemporary Art in 2017.

In 2017, the Winnipeg Art Gallery established an Indigenous Advisory Circle representing all of Canada's Inuit regions as well as First Nations and Métis communities in Manitoba and nationally.

In 2017-2018, the Gallery presented INSURGENCE/RESURGENCE, the Winnipeg Art Gallery's (WAG) largest-ever exhibition of contemporary Indigenous art. This ground-breaking show included an exciting variety of media and practices that blur the lines between traditional and contemporary: tufting, tattooing, painting, sculpture, installation, photography, sound, beading, film, and performance, as well as 12 new commissions.

From environment, land, and alternative economies to gender, language, and education, INSURGENCE/RESURGENCE looked at a wide range of political issues and cultural resurgence to radically shift our understanding of Canada, now and in the future. The exhibition featured Indigenous curatorial practices and ideas of collaboration that rethink traditional Western modes of presenting art. Visitors responded to the interactivity of the show, such as Tsma Igharas's sound installation inviting you to drum on stretched hide.

Another key exhibition was Pitaloosie Saila: A Personal Journey, celebrating the sole remaining active artist from the earliest years of printmaking in Cape Dorset. The show featured 32 prints, centred around themes of women and family, shamans, birds, and life experiences. These exhibitions inspired a host of engaging events and programs for all ages throughout the 2017-18 year.

Thanks to the generous program sponsorship of Barry Appleton, the education team and curators of INSURGENCE/RESURGENCE, developed exciting monthly programs and events including artist talks, tours, panels discussions, screenings and public workshops exploring pertinent themes in the exhibition including Reclaiming Space, Gender Identity, Technology & The Future, and Self Determination, Land, Body, Politics and Environment.

Youth1st Lacrosse

Call to Action: 88

Youth1st strives to see sustainable Lacrosse programming in all 63 Indigenous Communities of Manitoba. The Creator's Game and Canada's National Summer Sport is a gift we view as very important and missing within most communities. Lacrosse is a Medicine Game, used to settle disputes in a controlled way, heal those who are sick within the community, and played to please The Creator. Youth1st is proud to support Truth and Reconciliation with our focus on Call to Action 88.

Our Progress

Youth1st Lacrosse has had a very busy year traveling all over Manitoba teaching and celebrating the Creator's Game.

Communities reached since July 1, 2017 include:

- Birdtail, Sagkeeng, Thompson, Nelson House (NAIG Games),
- The Pas, Long Plain, Portage La Prairie, Sioux Valley, Sandy Bay, Rolling River, Jackhead, Camp Brereton, Erickson, Dauphin, Thompson, and Brokenhead. (Community workshops)
- Youth1st has also developed a Lacrosse Academy in partnership with the Seven Oaks School Division in Winnipeg, MB through the Winnipeg Soccer Federation (North).
- Further development included a Fall Ball Best of Seven program which featured players from Sagkeeng First Nation, Winnipeg, and Nelson House. (Gateway Recreation Complex).
- We have also completed a Senior Men's lacrosse camp which we ran every Saturday evening from January to April.
- Two presentations were delivered at the University of Manitoba on The Medicine Game and it's importance within indigenous culture:
    - Department of Native Studies - Native Studies 3240 Section A01: Native Medicine and Health
    - MGMT 0138 - Intercultural Communication

The vision of Youth1st Lacrosse is to see sustainable lacrosse programs in all indigenous communities of Manitoba bringing awareness to Canada's National Sport and The Creator's Game.

Big thanks to Manitoba Aboriginal Sport and Recreation Council, Sports Xpress, Winnipeg Outfitters, Birdtail Inclusive, and Dakota Ojibway Police Services for their partnerships and support!

Youth1st is currently in discussion with Calm Air to create a strategic alliance so that we can more easily reach Manitoba's northern communities.

Should any organizations be interested in helping support the Youth1st Lacrosse initiative, please feel free to reach out!

Sport Manitoba (2017 Canada Summer Games Host Society)

Calls to Action: 89, 91

Our Progress

Goal 1: Increase engagement and strengthen mutually supportive and productive relationships with all indigenous communities and ensure proper respectful protocols surrounding ceremony and recognition of Treaty No. 1, Treaty No. 2 lands and people, and the historic lands of the Metis people.

- Signed formal Memorandums of Understanding (MOU5) with First Nation representatives from Treaty No. 1 and Treaty No. 3 as well as the Metis nation represented by the Manitoba Metis Federation to engage them in all aspects of Games planning.
- Engaged Elders and Traditional Knowledge Keepers by passing tobacco to provide cultural guidance and advice to ensure all ceremonial protocols are respected and shared.

Goal 2: Expand opportunities for indigenous youth in sport and widen opportunities for all youth to learn and share their respective cultures.

- Employed three Indigenous youth as Indigenous Liaisons to work with the Canada Games staff to increase their collective capacity in sport systems and planning.
- Engaging Indigenous partners and Elders to reignite their spirit and promote physical activity and sports as an essential component of health and well-being.

Manitoba Aboriginal Sports & Recreation Council

Calls to Action: 87, 88, 89, 90, 91

The MASRC will continue to promote sport and recreation, within Manitoba's Indigenous community, as a means of pursuing overall health and well-being. Our goal for 2018 will be to offer 500 programs (as an organization and through partnerships) which includes: sport clinics, coaching clinics, officials clinics, sport development camps, seminars, events, community visits, etc.).

Our Progress

The Manitoba Aboriginal Sports and Recreation Council (MASRC) is ""The Bridge"" between existing partners in the sport/recreational delivery system and Manitoba's Aboriginal community. The MASRC partners with Sport Manitoba to provide more programs and opportunities for Indigenous people to participate in sport. We work with the Provincial Sport Organizations and Coaching Manitoba to provide educational and capacity building opportunities for Indigenous coaches and officials.

The focus of the MASRC is to work with Indigenous communities, organizations and individuals to develop sustainable programs that improve opportunities for community members to participate in sport and recreation activities. Our overall objective is to assist in this development by providing the necessary training and resources.

The MASRC administers the North American Indigenous Games (NAIG) Legacy Athletic Scholarship program that recognizes the achievements of Indigenous athletes and coaches in Manitoba. Each year in June, the MASRC awards $600 scholarships to 18 Aboriginal high school athletes from across Manitoba. Most recipients have participated in the MASRC's programs or events.

On an annual basis, we host the MASRC's Indigenous Minor Hockey Tournament youth that attracted over 30 teams from Manitoba, Ontario and Nunavut. The tournament is a large gathering of family in addition to the participants.

We host athlete development camps on an on-going basis. Selected athletes from these camps attend the North American Indigenous Games (NAIG) and the National Aboriginal Hockey Championships (NAHC). In 2017, the MASRC brought 500 youth to participate in the 2017 NAIG in Toronto, ON. The young athletes from Manitoba brought home many medals and also many memories.

As of May 2010, the MASRC is responsible for the administration and operation of the Kid Sport/MASRC Equipment Warehouse. We accept and distribute new or gently used sporting equipment to youth in need across the Province. This fits within our goals of eliminating barriers for children to participate in sport. In 2017, we distributed well over 10,000 pieces of equipment throughout Manitoba.

The MASRC has supported the following sports with a focus on grassroots skill development: Basketball, Volleyball, Softball, Soccer, Hockey, Athletics, Lacrosse, Wrestling, Canoeing, Archery, Badminton, Curling, Golf, Field Hockey and Swimming.

We continue to support isolated, remote and urban communities to create capacity with coach and official's certification in sports including: Basketball, Volleyball, Softball, Wrestling, Canoeing, Archery, Athletics, Swimming, Hockey and Badminton.

We continually support programs to ensure that Aboriginal communities, organizations and individuals across the Province of Manitoba have the opportunity to participate in sport and recreational activities.