*Winnipeg's Indigenous Accord*

# Partner Goals & Progress Report

*June 2023*



Winnipeg | Indigenous Relations
Relations avec les Autochtones

JOURNEY OF RECONCILIATION
LES CHEMINS DE LA RÉCONCILIATION

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# Arts, Culture and Heritage



# Arts, Culture, and Heritage

## Assiniboine Park Conservancy

TRC Calls to Action: 14, 57, 63, 83, 85, 92
MMIWG2S+ Calls for Justice: 15.1, 15.2, 15.4, 15.6, 15.7

### Goals:

- The Assiniboine Park Conservancy will continue to build awareness of the impacts of residential school through a staff-wide education campaign focused around Orange Shirt Day/National Day for Truth and Reconciliation in September.
- The Assiniboine Park Conservancy will continue develop and implement new Indigenous programming with extensive community consultation for all visitors.
- Assiniboine Park will continue to formally incorporate land acknowledgments in their operations.
- The Assiniboine Park Conservancy will continue to work with the Indigenous Programming Advisory Circle.

The Assiniboine Park Conservancy will commit to the following new goals:
MMIWG Calls for Justice:

- 15.1 Denounce and speak out against violence against Indigenous women, girls, and 2SLGBTQQIA people.
- 15.2 Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples' history, cultures, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.
- 15.4 Using what you have learned and some of the resources suggested, become a strong ally. Being a strong ally involves more than just tolerance; it means actively working to break down barriers and to support others in every relationship and encounter in which you participate.
- 15.6 Protect, support, and promote the safety of women, girls, and 2SLGBTQQIA people by acknowledging and respecting the value of every person and every community, as well as the right of Indigenous women, girls, and 2SLGBTQQIA people to generate their own, self-determined solutions.
- 15.7 Create time and space for relationships based on respect as human beings, supporting and embracing differences with kindness, love, and respect. Learn about Indigenous principles of relationship specific to those Nations or communities in your local area and work, and put them into practice in all of your relationships with Indigenous Peoples.

### Our Progress:

Throughout the summer of 2022 (June-August), 13 youth gathered at Assiniboine Park every Thursday with Indigenous Knowledge Keepers, Elders, and guest storytellers for the Indigenous Youth Storytelling

Program, which aims to support mentoring relationships between Indigenous Elders, Knowledge Keepers, Knowledge Carriers, guest storytellers and Indigenous youth. This program is a partnership between Seven Oaks School Division's Mino Bimaadiziwin (Anishinaabemowin, meaning "The Good Life") program and Assiniboine Park Conservancy to encourage cross-cultural connections, and connection with all living beings on Treaty 1 Territory and the National Homeland of the Red River Métis. Lee Mae Spence was the program's primary facilitator and connected the youth with other Indigenous leaders including Mary Courchene, Mark Hall, Norbert Mercredi, Ally Stoneypoint, Frank Walker, Adrienne Huard, Kevin Settee, Ivana Yellowback and Sonya Ballantyne. Youth participants explore and learn their ancestral ways through land-based teachings, storytelling, songs, and various forms of expression.

Throughout the Park's free community Summer Entertainment Series (SES) which runs late June to August, (which included Indigenous Peoples Day, and Canada Day) Assiniboine Park Conservancy (APC) partnered with sākihiwē festival as well as hosted 6 evenings of performances that featured established and up-and-coming performers that varied between Country, Folk, Soul, Indie, Pop, and styles in - between. The SES also launched a new mini-series, Wellness Wednesdays, and featured a Guided Mindfulness Meditation with Michael Yellow Bird explaining the benefits of meditation, rooted in neuro decolonization and Indigenous approach to healing and mindfulness.

APC, collaborated with the Aboriginal Health and Wellness Centre, to provide the opportunity for Indigenous APC staff members and their families to receive customized appointments through their centre.

On Friday, September 30, APC honoured the National Day for Truth and Reconciliation and Orange Shirt Day. Education was provided for all Staff; Truth and Reconciliation call to Action 92: Inspiring Empathy and Action, staff was also able to take the day off or spend the day with their Indigenous Community. APC's National Truth and Reconciliation Day Committee partnered with Dreamcatchers Promotions, a local Indigenous organization, to design a unique orange lapel ribbon for APC visitors to purchase as part of an APC National Day for Truth and Reconciliation Fundraising Initiative, they also provided orange shirts for APC staff to wear. 100% of ribbon donations and 30% of sales earned on September 30 from Zoo admissions, the Park Café, and Tundra Grill were donated to the Orange Shirt Society and the Wa-Say Healing Centre, APC raised $9,708.76. A public Sacred Fire also burned all day at the Fire Node in the Indigenous People's Garden.

APC is honoured to have been asked to provide the iconic Residential School Totem Pole, by Kwakiutl artist Charles Joseph with a temporary home in the Park at the Indigenous Peoples Garden and grateful for the opportunity to share this very important story with all who visit the Park. The piece is being gifted to SCO and will eventually be located in a place of prominence within SCO's transformative Wehwehneh Bahgahkinahgohn project at the Hudson's Bay building in downtown Winnipeg. The Totem Pole tells Kwakiutl artist Charles Josephs own story of attending residential school and was raised on the morning of Friday, September 30th near the Indigenous Peoples Garden at The Leaf in the southeast corner of Assiniboine Park. A formal ceremony to commemorate the raising of the totem pole was hosted by SCO on Sunday, October 2nd at the Indigenous Peoples Garden.

With the opening of the Leaf in December, Elders and knowledge Keepers were invited to share in the launch events. This included Elder Mary Maytwayashing who provided opening prayers at the launch events as well as Elder Vern Dano who held a Pipe Ceremony to bless the building before opening to the public. Fire Keeper, Cree Crowchild also tended a Sacred Fire at the Fire Node during opening events.

In 2021, an offering bowl with interpretive signage that includes the teachings of the Buffalo were installed near the Bison enclosure at the Zoo, in December 2022 we held the first of what will be ongoing Seasonal Sacred Fires to burn offerings left in the bowl.

In January, both Indigenous and non-Indigenous staff from all departments were invited to come together and receive Tobacco Teachings.

All latest programs for the Leaf that were developed, piloted, and launched this year incorporate Indigenous worldviews/ ways of knowing within the theme of our connection with plants. One program that was redeveloped for the opening of the Leaf, Mashkiki Babaamose - Medicine Walk, focuses entirely on sharing these ways of knowing and worldviews.

On Louis Riel Day - 2023 a Métis storyteller engaged visitors at the Zoo with oral storytelling and demonstrations of cultural activities.

APC also attended the Chamber of Commerce Indigenous Job Fair at RRC Polytech to increase Indigenous recruitment. We have also created an Indigenous Program Instructor position in the Education Department and have obtained grant funding from Canadian Parks and Recreation for an Indigenous Youth Employment Experience this coming summer. HR went out to market for a new EAP (Employee Assistance Program) provider that could provide culturally appropriate services for our Indigenous staff, this new program comes into effect in June.

## Association for Manitoba Archives

TRC Calls to Action: 57, 70.i
MMIWG2S+ Calls for Justice: 15.1, 15.2

### Goals:

- Complete the preparations for the on-line event related to the MMIWG Inquiry and final report and the on-line event related to “A Reconciliation Framework for Canadian Archives”.
- Draft a land acknowledgment for the Association for Manitoba Archives (AMA) that includes actions we will take in support of the “land back” movement.
- Continue to maintain and update our Indigenous Resources web page.
- Continue to highlight and amplify Indigenous voices and resources related to reconciliation and Indigenous rights through our social media accounts.
- Review our accreditation standards so that they are inclusive of, and support, Indigenous knowledge-keeping.
- Continue to dialogue with our members and community(s) about UNDRIP, the Joinet-Orentlicher Principles, CARE principles, and how to support the TRC Calls to Action and the MMIWG2S+ Calls for Justice.

## Our Progress:

In December 2022, we held an online webinar "Archiving the Records of the MMIWG2S+ Inquiry" with Dr. Karine Duhamel, Director of Research for the National Inquiry and Marta Dabros, Records and Information Manager at the National Inquiry. This webinar was free and open to the public.

In February 2023, in collaboration with the Treaty Relations Commission of Manitoba, we held an online webinar with Allen Sutherland / Waabiskhi Mazinishin Mishtadim (White Spotted Horse) on "Creating a Meaningful Land Acknowledgment". This webinar was free and open to the public.

We continued to update our online Indigenous Resource List. This list was shared by a national archival organization and is being used to create a national online toolkit for resources for reconciliation.

We continued to use our social media channels to amplify Indigenous voices and to educate on issues of reconciliation.

We added a 'reconciliation statement' to our by-laws.

# Creative Manitoba

TRC Calls to Action: 57, 62, 62.ii, 63.iii, 63.iv, 84.i, 84.ii, 85.i, 85.ii, 92, 92.ii
MMIWG2S+ Calls for Justice: 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv

## Goals:

- The goals for Creative Manitoba and the Indigenous Programs are to continue developing deeper relationships and opportunities for Indigenous Artist's and creating a greater understanding of Indigenous artists' processes and protocols in the non-Indigenous art world.
- We will also create programming that focuses on the development of digital literacy with new technologies. We are hoping that we can facilitate the sharing of knowledge, and preservation of culture by giving Indigenous Artists and oral historians the means and inspiration to incorporate traditional teachings with AR, VR and other new technologies.
- The biggest challenge we face in reaching our goals in 2021 will be the challenge of facing another year of completely online workshops.

## Our Progress:

Creative Manitoba's Indigenous Programs, held a total of 12 workshops, including a six-part writers' series with the Award-winning Metis author Katherena Vermette. We were able to hire and pay artist fees to 28 Indigenous Elders, knowledge keepers, curators, speakers, and artists. There were 494 participants registered for our Indigenous Programs workshops, 52% of whom self-identified as Indigenous.

Our year began with an Indigenous Art/Ethnology Curator's Tour Education session with a delegation of eight U.S. Curators and two government representatives with the Public Affairs Officer of the Consulate General of Canada in Minneapolis. The group were on a cross Canada journey, seeking out Indigenous ways and knowing from the Canadian Art and Cultural Sector. Curatorial members of the delegation spanned the country from the Art Institute of Chicago in Illinois, the Museum of Contemporary Native Arts in New Mexico, to the Brooklyn Museum in New York. It was an enlightening experience working with such established Curators from across the United States. It confirmed that our arts and cultural sector is making truly heartfelt and concerted efforts to pay respect to our original peoples' ancestral lands, and the treaties signed here, through acknowledgement of cultures, traditions, amidst histories of colonialism, dispossession, and resistance as we try to move forward together. It also confirmed that we have much more work to do, knowledge to share and lessons to learn.

We partnered with the Indigenous Film Summit to bring filmmakers the Ever Deadly Producer's Panel. The panel was moderated by Indigenous TikTok star/ Speaker / Comedian Sherry Mckay with Indigenous Producer Panelists: Lisa Meeches, Cole Vandale, Darcy Waite, and Alethea Arnaquq-Baril. It focused on owning our stories in the film, broadcast and digital mediums while bringing them to light.

We partnered with Urban Shaman Contemporary Aboriginal Gallery for Season Two of Urban Art Biz. A five part series of workshops focusing on the business side of art from an Indigenous perspective. Each episode was hosted by the much lauded Jessica Dumas, professional speaker, coach and the host of The Confidence and Communication Podcast. Episodes included:

- Urban Art Biz – Art of Curating with Jenny Western, Jennifer Smith, and Dr. Darlene Coward Wight
- Urban Art Biz – Art of the Art Show with KC Adams and JD Hawk
- Urban Art Biz – Circle of Connectedness with Erica Daniels, Jaimie Black, and Kristen Snowbird
- Urban Art Biz – Graphic Novels with Richard van Camp, Katherena Vermette, and Alice RL
- Urban Art Biz – Grants with JL Watson and Julie Dobbin from the Canada Council of the Arts Creating, Knowing and Sharing program, Dominic Lloyd from the Winnipeg Arts Council, and Tracey Longbottom from the Manitoba Arts Council Indigenous 360 Program.

We partnered with the Manitoba Arts Network for the Manitoba Arts Network Showcase in Portage la Prairie to bring the Kairos Blanket Exercise to the conference. Developed in collaboration with Indigenous Elders, Knowledge Keepers and educators, the KAIROS Blanket Exercise (KBE) is an interactive and experiential teaching tool that explores the historic and contemporary relationship between Indigenous and non-Indigenous peoples in the land we now know as Canada. Many of the participants found it to be an overwhelming, emotional, and eye-opening experience encouraging and solidifying their commitment to the TRC's TRC Calls to Action and making changes within their organizational practices to create a more inclusive atmosphere.

We launched a six-part workshop series Writers in Their Natural Habitat with award winning author Katherena Vermette, for six emerging Indigenous writers. It was our first completely hybrid workshop, with half of the classes taking place online, and the other half taking place in person. The workshop encouraged the writers to find their unique voice through hands-on writing exercises, and sharing of their work and gave equal weight to grant writing, and the business side of being a writer.

We followed up with a two-part workshop Starting a Production Company – What I Wish I'd Known with Erica Marie Daniels, founder of Kejic Productions. Participants were coached through the process of creating a business plan for a film production company. They were walked through the process of creating

value statements, branding, marketing, taxes, securing equipment, technical crew, funding, broadcasters, and perfecting their pitch.

Our final workshop of the season was Creative Writing and the Business of Writing with award winning Internationally renowned best-selling author Richard Van Camp. This 2.5 hour workshop intensive covered characterization, craft, theme, agents, publishers and incentives. Richard also shared the importance of telling our own stories, emphasizing the adage 'Nothing about us, without us.'

Overall, we had a very full and inspiring year. We know that there is much more work to do and look forward to supporting the growth, development, and entrepreneurial skills of Indigenous Artists as they break new ground, share their voices, and expand their great wealth of knowledge.

## Folklorama

### TRC Calls to Action: 63.iii, 66, 92.iii

### Goals:

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:

Though the last couple years have been unusual for all of us, Folklorama was committed to making progress on our goals and commitment to the Winnipeg Indigenous Accord. Folklorama continues to read a Land Acknowledgement at the beginning of staff and board meetings as well as at all public and member meetings/events. In 2022, we expanded this to the full Festival by including this in a pre-recorded liner played before each of the over 500 shows during the two weeks of the Festival. The inclusion of our land acknowledgement across all facets of the organization and by all ethno-cultural communities serves as a symbol of our recognition of the importance of the land we come together to create, connect, and celebrate on.

As a report was not filled last year, we are pleased to have the opportunity to provide an update on the progress we have made over 2021 and 2022, relative to our TRC Calls to Action and building pathways

beyond those through our year-round programming, social media channels and of course, the flagship Folklorama Festival.

63.ii and 66
Throughout the year our Ethno-cultural Arts division consulted and collaborated with Indigenous artists to develop twenty-one "Folklorama at School" events to educate, promote and break down barriers for students across Manitoba. This education continued in the community at large with a total of 65 bookings for Indigenous artists, performers and storytellers.

92.iii
Folklorama acknowledges National Truth and Reconciliation Day by closing the office for that day and encouraging staff to participate in a day of reflection and learning. In 2021 a staff member put together a thorough and informative presentation on Truth and Reconciliation for the Folklorama staff. There was a lot of meaningful discussion and reflection because of this presentation. In 2022 we shared information about the accord with our staff along with the comprehensive PowerPoint presentation made in 2021, a short film made by Michif animator, Amanda Strong, a link to a local store to purchase orange shirts, the opportunity to buy handmade orange short pins made by a local indigenous artist, as well as information on events happening in the city on National Truth and Reconciliation Day.

In March 2023 we Folklorama became a founding member of the newly formed Indigenous Tourism Manitoba as a non-voting industry partner.

Beyond the Calls:
Folklorama publicly acknowledges National Indigenous Peoples Day, and in June we celebrate National Indigenous History Month, a time for all Canadians to recognize and celebrate the rich and diverse cultures, histories, and contributions of Indigenous, Métis, and Inuit peoples. This is done by featuring stories in our monthly e-newsletter and social media about Indigenous culture and impactful stories of Indigenous members, artists, performers, volunteers, and businesses.

In June 2021 we shared several stories including:

- "Power of the Pow Wow", featuring Walking Wolf Ray “Coco” Stevenson, a well-known Indigenous singer and drummer from Manitoba.
- "Staging the Métis Pavilion", featuring the dedicated work of Métis Pavilion Co-coordinators Terry Gibb and Arnold Asham.
- Through “Folklorama – the Virtual Experience,” our at-home ethnocultural video series presented during the pandemic, we shared free Indigenous education programming for the family featuring award-winning storyteller, TiBert le Voyageur, Indigenous artist and performer Walking Wolf Ray "Coco" Stevenson, and the art of Métis beading from local Métis teacher and entrepreneur Julie Desrochers from Prairie Owl Beads.

In June 2022 we shared several stories including:

- Cultural Conversations: "Sharing of Intangible Heritage". Two of our 2022 Youth Ambassadors’ General conducted a video interview with Shanley Spence and Darryl Buck, discussing what celebrating culture means to them. Shanley Spence is an international world-class Indigenous performer. She comes from the stars and a long line of matriarchs. She is Nihithaw (Swampy Cree) from Pukatawagan and Anishinaabe from Lake St Martin First Nation. Darryl is a prominent Indigenous singer-songwriter from Opaskwayak Cree Nation renowned for round dance and 2018 Best Hand Drum Album nominee at The Indigenous Music Awards.

- "Removing Barriers by Teaching Cultural Understanding Through Passion", a feature about performer and hoop dancer Shanley Spence. The story highlighted her many achievements, her passion for performing, and how she educates youth in the community.

With the return of an in-person Festival in 2022, Folklorama was pleased to welcome back the Métis Pavilion sponsored by the Asham Stompers. In 2023 the Asham Stompers will once again present the Métis Pavilion and there will also be a First Nations Pavilion presented by Neemu-Egwah Inc, after a 3-year hiatus due to the pandemic. We work with all our Pavilion presenters to ensure a successful festival.

Folklorama Pavilions educate the public through educational cultural displays, oral stories, dazzling performances, delicious food and beverages, community celebration, and camaraderie.

## Manitoba Archaeological Society

### TRC Calls to Action: 10.iii, 12, 62.i, 92.i

### Goals:

- The Manitoba Archaeological Society's (MAS) goal regarding the TRC Calls to Action is to expand our established connections with Indigenous groups to increase their involvement with archaeology and the interpretation and preservation of Indigenous culture. We also hope to increase the amount of our early education presentations/events on archaeology and Indigenous history and prehistory. Although the Society is not an educational institute nor a business, we believe our efforts reflect the spirit of Points 10.iii, 12, 62.i, and 92.i.

### Our Progress:

In January of 2022, our Outreach Coordinator provided informal tours of The Forks to University of Manitoba graduate students, during which the Indigenous history of The Forks area was explained. Our Outreach Coordinator also connected with the Indigenous Outreach Group at the University of Manitoba and helped recruit the MAS' new Indigenous Outreach Coordinator; a position created in February 2022 to help facilitate relationships with Indigenous groups around the province. We also introduced a new, much more detailed and accurate land acknowledgement in February that has since been included in all presentations and written publications.

From July through August 2022, the MAS continued our work on the Pierson Wildlife Management Area Archaeological Project and ran our annual Public Archaeology Days on site. We worked closely with Canupawakpa Dakota Nation on the PWMA project; Knowledge-Keeper, Greg Chatkana, and others regularly attended the site, guided prayers and blessings, and helped interpret our findings. We also had a variety of guests and students from Canupawakpa and Sioux Valley Dakota Nation visit the site to discuss its historic inhabitants and experience archaeological excavation first-hand.

Thanks to the relationships we built through the PWMA project, we were approached to investigate the origins of certain pipestone artifacts. Chief Thunderchild and the Canupawakpa Council have sanctioned a

new project with the MAS, Dr. Mary Malainey (Brandon University Anthropology and MAS Treasurer), and Dr. Hamid Mumin (Brandon University Geology). This research will look at the possible use of locally available material for pipes and other groundstone artifacts. The results of this research will provide information about the migration and lifeways of the Canupawakpa Dakota people and their connection to local pipestone quarries.

The MAS was able to attend two school events in 2022 at the École Munroe Middle School and the O.V. Jewitt Community School, both in Winnipeg. At these events, our representatives explained what archaeology is, how it's done in Manitoba, and gave an overview of Manitoba's history and Indigenous inhabitants from 12,500 years ago.

## Manitoba Chamber Orchestra

### TRC Calls to Action: 83, 84, 85

### Goals:

- The Manitoba Chamber Orchestra will undertake to honour TRC Call to Action 83 by commissioning Indigenous composers/performers, and by performing a work by an Indigenous composer commissioned and premiered by us in 2013. We will prepare a comprehensive series of goals related to additional TRC TRC Calls to Action through consultation and discussion. These will form part of our updated strategic plan.

### Our Progress:

We were proud to commission two new pieces from Kerey Harper, resident of St. Theresa Point, which he will perform with us in two concerts on March 22, 2023 at the Winnipeg Art Gallery. A work commissioned by us and premiered in 2013 by Karen Sunabacka was performed as part of our concert on March 2 at Crescent Fort Rouge United Church. We also commissioned a new work from Cris Derksen, which she will perform with us as cellist at our concert on April 12. Geneviève Pelletier of the Théâtre Cercle Molière is collaborating with us to adapt and direct a concert production of Handel's opera, Alcina. We traveled to the Dauphin River First Nation community in the spring of 2022 and performed with and for family groups. We chose music performed by young fiddle players to perform with them as a demonstration of shared music experiences.

## Prairie Theatre Exchange

TRC Calls to Action: 10.vii, 14, 14.iv
MMIWG2S+ Calls for Justice: 2.1, 2.2.ii, 2.7, 6.1.ii, 6.1.iii, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

### Goals:

- As part of Prairie Theatre Exchange's new strategic plan, we are dedicated to producing a minimum of one Indigenous written production each season moving forward.
- In addition to this, we are dedicated to developing new Indigenous works. We have two new works under commission by Indigenous playwrights, two members of our Emerging Playwrights Unit identify as Indigenous, and we are continuously looking for and are open to welcoming Indigenous voices at PTE and on our stages.

### Our Progress:

This season we are producing/presenting three Indigenous works in our 2022-2023 50th anniversary season:

- Katharsis by Yvette Nolan (a PTE production)
- Reckoning by Tara Beagan (an ARTICLE 11 production)
- The world premiere of Space Girl by Frances Koncan

Including the playwright, there are five Indigenous artists creating on Space Girl, two of which are working in apprentice capacities, learning and honing their craft.

We have four other Indigenous works in development by artists from here in Manitoba and across the country.

## Royal Manitoba Theatre Centre

TRC Calls to Action: 66, 83, 84
MMIWG2S+ Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

### Goals:

- Royal MTC will continue our path of understanding and inclusion, and centre the engagement of Indigenous communities as artists, educators, leaders and audiences.

## Our Progress:

Our Progress (2022-23 season)
Since its founding, MTC has been a predominantly white-led institution, which has created inherent barriers for diverse and Indigenous communities throughout the province.

As an organization, we are actively working to embed decolonization, equity, diversity, inclusion and accessibility across our programs, policies, and stakeholders. MTC's Board of Trustees and Staff continue to deliver on our Commitment to Action (2020), which outlines steps towards transformative change; to repairing and reimagining MTC's relationships with our community; and to building bridges with those who have been historically excluded or underserved by our theatre. We are working to ensure that MTC will truly represent and reflect all Manitobans, and be a safe place for all who engage in theatre here.

The 2022-23 Season featured three significant Indigenous-led programs.

Timed around the National Day for Truth and Reconciliation, we featured a week of readings of the plays by the second cycle of the Pimmotayowin Creator's Circle in September 2022. Participants:  Rhonda Apetagon, Bridget Courchene, Nova Courchene, Elizabeth Denny, Trevor Greyeyes, Cynthia Wolfe-Nolin had their work performed by professional artists in a week of events.

We launched our third cycle of the Pimootayowin Creator's Circle in October 2022. Under the leadership of Governor General Award-winning playwright Ian Ross, six Indigenous artists (Participants: Mary Black, Ryan Black, Michael Lawrenchuk, Emily Meadows, Victoria Perrie, Eric Plamondon) are invited into the Circle to write their first play for the stage. The group meets weekly, receiving dramaturgical support from Ross, and their work will culminate in public readings of these new plays in September 2023.

In March 2023 we produced the world premiere of Rosanna Deerchild's "The Secret to Good Tea" a play about the Residential Schools that was created, director, designed and performed by Indigenous artists. We engaged local journalist and community curator Kim Wheeler to provide additional support for audience outreach and engagement. The show has been an extraordinary moment of learning, understanding and enrichment for our theatre, audiences and the broader community. We have uploaded the Winnipeg Free Press review of the show; it has been universally well-received and will reach over 10,000 audience members.

The upcoming 2023-24 season includes two wonderful Indigenous-created plays: a presentation of "The First Metis Man of Odessa" on our Warehouse Stage and the world premiere of "The Comeback" on our Mainstage.  We continue our commitments in providing opportunities for Indigenous students through our Education and Community Engagement Programs (call #66), collaborating with Indigenous artists and creators to produce work (call #83) and broadening our inclusion of Indigenous voices in artistic, administrative, volunteer and managerial pursuits (call #84).

## The Rainbow Harmony Project Choir

TRC Calls to Action: 43, 44, 46
MMIWG2S+ Calls for Justice: 6.1

### Goals:

As an LGBTQ2* arts organization, we answer the MMIWG call for Justice 6.1, and we support UNDRIP (Articles 8, 11 & 31), which is outlined in the TRC TRC Calls to Action: 43, 44 and 46.

Continue to increase RHP's engagement in Winnipeg's Indigenous Accord to deepen our understanding of the Truth & Reconciliation Commission's TRC Calls to Action and the MMIWG Call(s) For Justice.

- Facilitate Indigenous Elders'/community members' meaningful involvement and collaboration in RHP retreat(s), concert(s), and other RHP events
- Acknowledge presence on Treaty 1 Territory at all RHP events (board and staff email signatures, concerts, rehearsals, and meetings)
- Develop Indigenous Protocols for collaboration with RHP as part of our policies
- Participate in Winnipeg Indigenous Accord signing event

### Our Progress:

Please note that Rainbow Harmony Project is reporting on activities from May 2021 to April 2023. Our 2021-2022 report was not submitted due to board governance change over and COVID 19.

One of our short term (1-3 years) operational goals is to increase our engagement in Winnipeg's Indigenous Accord to deepen our understanding of the Truth & Reconciliation Commission's TRC Calls to Action. We have been working to achieve this goal by facilitating Indigenous Elders'/community members' meaningful involvement in RHP retreat(s), concert(s), and other RHP events.

During RHP's 2021-2022 season, members participated in a workshop with Sherryl Sewepagaham, where Sherryl shared her songs and teachings with our membership. Elder Albert McLeod opened one of RHP's events, and RHP sang at Winnipeg's July celebration A New Day at The Forks. During RHP's A New Day performance, we had Indigenous drummers from the Buffalo Gal's and The North End Women's Centre join us for our performance.

During our 2022-2023 season we have included compositions by Indigenous artists and arrangements in Indigenous dialects such as Cree in our repertoire, including compositions by teacher and artist Sherryl Sewepagaham and Russell Wallace. We have continued to acknowledge our presence on Treaty 1 Territory at all RHP events, and have incorporated support for local Indigenous-led organizations at our events, including collecting funds and items for organizations such as Mama Bear Clan and North Point Douglas Women's Centre.

## Winnipeg Folk Festival

TRC Calls to Action: 14.i

Goals:

- Our mission at the Winnipeg Folk Festival is to create experiences of discovery and learning through the celebration of people and music. We continue to present world-class creative and artistic talent from Manitoba and around the world and remain committed to facilitating the sharing of Indigenous voices and culture with our audience, which includes Manitobans, Canadians, American and international guests, creating more opportunities for engagement, education and understanding through the celebration of Indigenous art, song, ceremony and storytelling.

- In addition to the goals above we intend to:
    - Further engage the Indigenous community through interactive programming at the festival, our Guest for a Day program, volunteer recruitment and throughout our year-round events. This will include participation in the KAIROS Blanket Exercise with board, staff and volunteers.
    - 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. Part of this will be to do further work on our land acknowledgment practices.

Our Progress:

2022 marked the return of the Winnipeg Folk Festival to in-person performances at Birds Hill Park and venues around Winnipeg.

Presentation of Indigenous artists, elders and content is an important part of our programming. In 2022 we had six Indigenous artists include local Manitoba artist FONTINE as well as Polaris Music Prize winners Jeremy Dutcher, who has been doing incredible work preserving languages of East Coast Indigenous Canadians, and Afro-Indigenous Lido Pimienta. From northern Canada, Arctic soul band Josh Q &The Trade-Offs and Inuit throat singers PIQSIQ performed as well as Metis artist Ruby Waters and local Manitobans - multi-instrumentalist and R&B artist Sebastian Gaskin and traditional hoop dancer Shanley Spence.

We once again opened the festival with a blessing from Knowledge Keeper Sherry Copenace which has become an important tradition of ours. To welcome artists from all over the world to our Festival and to give our audience the opportunity to learn more about Indigenous culture, we held a traditional welcoming ceremony at our Folk School on the Saturday of the festival, led by Knowledge Keeper Sherry Copenace which included prayer, song, food and a tribute to the land we are on and the water we use. It was the best attended ceremony we've had yet with more audience attending than ever before. Prior to the festival, we also went out to the festival site in June to honour the land in advance and placed tobacco offerings around the site.

In terms of other activities outside the festival proper, our year-round programming featured Indigenous artists Ila Barker and Cassidy Mann as opening acts and sold-out concert performances by Ruby Waters and William Prince. Also, on Sept. 30, 2022, we once again we gave our staff the day to reflect and participate in activities on the National Day of Truth and Reconciliation and we all came together at our staff meeting the following week and shared our experiences and the resources we found which was a great learning opportunity for all staff.

## Winnipeg Symphony Orchestra

### TRC Calls to Action: 63.i

### Goals:

- Recruit one Indigenous person to sit on the WSO Board of Directors.

### Our Progress:

The WSO provides the land acknowledgement at the beginning of each public performance. Many patrons have expressed appreciation for this greater highlighting of the WSO's commitment to reconciliation. The WSO's presentation Manitoba Metis composer Eliot Britton, Red Sky Performance company led by Sandra Laronde (Toronto) and Nelson Tagoona, Throat Boxer (Baker Lake) was incredibly powerful and one of the stand-out performances of the 2023 Winnipeg New Music Festival.

Sistema Winnipeg, an intensive music education program that the WSO offers in two inner city schools, provides students continued access to 5-day per week after school music training. In this program, 35-45% of our participants are of Indigenous background. Sistema Winnipeg is now in its 12th year, and Indigenous children and their families have been involved since the beginning.

# Businesses and Associations



# Business and Associations

## Assiniboine Credit Union

TRC Calls to Action: 92, 92.ii, 92.iii

Goals:

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) 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 create access to fair and affordable financial services for Indigenous Peoples that are unbanked or underserved through community partnerships, and strengthened partnerships to increase training and employment opportunities for Indigenous Peoples.

ACU's learning journey is led by an employee-led Indigenous Leadership Circle that develops opportunities for ACU employees to engage in learning and dialogue opportunities. This has included the creation of an intranet presence providing blogs, resources, and facilitated engagement and discussions. Learning opportunities continued through virtual and digital delivery to ensure ongoing employee engagement. Their leadership has been incredibly valuable and impactful.

In 2022, the Indigenous Leadership Circle held a contest with employees to create ACU's Orange Shirt Day design. The selected image was produced on shirts by a local, Indigenous company and 140 shirts were purchased by employees. A portion of the proceeds collected from the purchases were donated to Wa-Say Healing Centre, that provides services and programs to support individuals, families, and communities affected by residential schools.

## Association of Fundraising Professionals, Manitoba Chapter

TRC Calls to Action: 92, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 15.1, 15.2

### Goals:

- In 2022 we are planning an IDEA book/podcast club to create a space to continue and build on the important conversations we've begun. Also in 2022, we will intentionally seek out conversations with Indigenous-led organizations and other diverse communities that are not currently represented in our membership to understand how the Association of Fundraising Professionals (AFP) may be able to serve and partner with them, and to build understanding of other philanthropic perspectives, towards the goal of making AFP Manitoba and our membership fully reflective of the community where we live and work.
- We will continue to offer education on the history of Aboriginal peoples to AFP Manitoba members at no cost through the Indigenous Leadership Development Institute, Inc. We will continue to include a traditional territory and land acknowledgment at our regularly scheduled professional development sessions and to incorporate an Indigenous perspective on Philanthropy into our annual Manitoba Philanthropy Awards event by inviting an Elder to open the gathering with a greeting and prayer.

### Our Progress:

During 2022 we hosted an IDEA book/podcast club to create a space to continue and build on the important conversations we've begun over the past three years, focused on the work Decolonising Philanthropy by Edgar Villanueva, which proposes ways of using Indigenous knowledge to transform the way that fundraisers do our work. We also held a professional development session entitled The Five Fallacies of Fundraising, that explores a number of harmful "best practices" act as hindrances to inclusion and equity in the fundraising sector.

We have been planning a series of conversations with Indigenous-led organizations and other diverse communities that are not currently represented in our membership to understand how AFP may be able to serve and partner with them, and to build understanding of other philanthropic perspectives.

We continue to offer education on the history of Aboriginal peoples to AFP Manitoba members at no cost through the Indigenous Leadership Development Institute, Inc. We continue to include a traditional territory and land acknowledgment at our regularly scheduled professional development sessions and to incorporate an Indigenous perspective on Philanthropy into our annual Manitoba Philanthropy Awards event by inviting an Elder to open the gathering with a greeting and prayer.

## Canada Life

### TRC Calls to Action: 92

### Goals:

Canada 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:

1. Further increase awareness of unconscious biases through training offered to all of our employees to foster a culture of inclusivity for all employees, including Indigenous People;
2. 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;
3. Continue to support the newly established Diversity Leadership Council and Employee Resource Groups for Indigenous employees;
4. 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.

### Our Progress:

As part of Canada Life's Diversity, Equity and Inclusion (DEI) Strategy, many of our programs and commitments take a targeted approach towards Indigenous awareness-raising and education, building greater representation and inclusion of Indigenous employees, and supporting Indigenous communities.

Our progress towards our Year 6 goals includes the following:

**Goal 1 – Awareness and Education:**

Our Inclusion For All unconscious bias training increases awareness of unconscious biases to foster a culture of inclusion for all employees and customers, including Indigenous Peoples. Offered to all employees, this training teaches ways to identify and challenge stereotypes or unintended biases we may hold without even being aware. From May 2021 to present, 1078 employees completed that training.

We also offer a suite of other DEI learning resources and modules for employees on our Inclusion at Canada Life channel, including education on allyship, microaggressions, building team inclusion, conducting inclusive meetings, inclusive performance management and inclusive work allocation.

Our Indigenous education, KAIROS Blanket exercises, increases understanding of the shared history between Indigenous and non-Indigenous Peoples. As a standardized program offered under our Corporate Learning and Development curriculum with multiple sessions offered each month throughout the year, the level of engagement has been high. In 2021, 380 employees attended, with sustained momentum in 2022

for 346 employees, with well over 700 employees now having participated in this training in the past two years.

**Goal 2 – Partnerships supporting Indigenous Peoples:**

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 that we live, operate within and serve. We provide volunteer support and/or corporate donations that help advance Indigenous Peoples in our Winnipeg community. Some of the organizations we've supported in the past year include:

Volunteer Manitoba – 2022-23 Volunteer Manitoba Youth Program - Assists and engages Manitoba youth, 13 - 30 years of age, in becoming involved citizens through a commitment to volunteerism. 100% of Canada Life funding goes towards the expansion into northern communities directly benefitting Indigenous youth.

Winnipeg Art Gallery - Canada Life@Biindigin Biwaasaeyaah - Supports Indigenous artists, Elders, Knowledge Keepers, and community members through a robust year of programming. These programs will be constantly changing, be free to attend and amplify the voices of artists and Indigenous leaders, add important Indigenous perspectives and teachings to education programs, and enrich the WAG-Qaumajuq experience for everyone.

Teach for Canada – 2022-2023 Supporting Healthy School Ecosystems in Northern First Nations - Supports healthy school ecosystems for 3,000+ students across 23 First Nations in Ontario and Manitoba with a 4-step culturally responsive and evidence-based approach to support mental health and wellbeing for teachers and students. This newly created program will launch in 2023.

UNITY Charity - 2022-23 ENGAGE Program - Supports a weekly after-school program for youth 12-24 with an opportunity to connect with Mental Health support systems. Programs are open to all, but target and reach underserved youth with a high proportion of participants who are Indigenous. Programming is based on community relationships. In 2022, Unity delivered the ENGAGE Community Program in Winnipeg in partnership with Studio 393 and Graffiti Arts Programming (GAP). This program offered 17 free 'Hip Hop meets mental health' workshops to youth ages 12-29. Unity delivered 5 x ENGAGE School Programs in Winnipeg that included 30 free, HYBRID (online & in-person) workshops in partnership with Winnipeg School Boards & Seven Oaks School Division.

SHAD Canada – Program and Bursary Support - Unique youth development program provides learning experiences and programs for high school students and teachers, helping them develop the skills necessary to succeed in today's global economy. We focussed our support to specifically Indigenous remote communities to enable participation, mentorship and ongoing opportunities to succeed, with a 50% to Manitoba participation. Manitoba Opera - Li Keur: Riel's Heart of the North - Supports the first mainstage presentation of an Indigenous-focused opera in Canada. The World premiere will take place on November 4, 2023, at the Centennial Concert Hall in Winnipeg, Manitoba. At its heart, this opera is a language reclamation project. Sung in Cree-Michif, French-Michif, Salteaux, and Anishinaabemowin—as well as in French and English—the opera's text was developed with Indigenous language keepers and elders from across the Prairies who continue to be involved with the project.

Secondary School Adaptation of Surviving to Thriving Workbook: Improving Personal and Psychological Resilience - Supports the development of an adapted Surviving to Thriving Workbook specifically for Indigenous secondary students. Developed and refined through expert opinions from a variety of professionals in education, mental health, and social work and the Indigenous Education Specialist Council - the workbook invites students to consider their personal strengths and helps them to identify and reflect upon personal triggers for stress as well as the impacts of these stressors. The workbook was piloted and launched at Sagkeeng Anicinabe High School in Manitoba.

Fort White Alive! - 2022-2023 FortWhyte Farms Growing Youth, Food & Community Program - Engages marginalized youth in innovative, sustainable urban agriculture projects, to help them develop practical skills and a sense of hope, purpose and self-reliance. This program aims to fill 50% of participant spots with youth from the Indigenous community.

Economic Development Winnipeg Inc, - Our continued support will assist Yes! Winnipeg Real Impact Campaign; Indigenous Economic Development - 5-year, public/private partnership creating Indigenous economic growth and prosperity through focused, proactive strategies for business attraction, expansion and creation.

Circles for Reconciliation - Our continued support will assist with the project's national expansion to build meaningful relationships between Indigenous and non-Indigenous people and advance the process of reconciliation into more communities across Canada. In 2022, we also provided a donation as a reflection of needed action to advance goal TRC 94 - provides support to ensure community groups that would otherwise not be able to participate, can. Match donation for orange shirts purchased by employees.

Indspire - Canada 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. Canada Life Building Brighter Futures awards: Our national support provides 21 awards annually for First Nations, Inuit and Métis post-secondary students who are studying either Business, Business Administration or Commerce, with a focus of either: Accounting Finance, Human Resources Management, International Business, or Marketing & Communications at a recognized Canadian post-secondary degree granting institution. In -2021-2022 – 6 of the 21 awards were allocated to MB - all awards provided to students identifying as from a community in MB. These awards represent 1/3 of funds disbursed. Funds include matching by the federal government.

Right to Play International - Promoting Life Skills in Aboriginal Youth (PLAY) Program - Delivers community-driven, culturally relevant, play-based programming to Aboriginal children and youth, enhancing leadership, self-confidence, and self-esteem. Our support in 2021-2022 helped 4 communities in MB deliver programming and intergenerational events by community mentors impacting more than 300 participants.

Taking IT Global – Our support for students in Northern communities also includes Connected North – a program that uses technology to deliver immersive and interactive youth engagement services to remote, under-served communities. Connected North delivers education programming to students through interactive, live webinar-style sessions with subject matter experts and educational institutions such as museums and galleries. The content covered in each session is linked to the overall student curriculum. The program also uses technology to connect students with Indigenous role models, mentors and leaders from across the country they otherwise wouldn't have access to. The overall goal is to deepen students' level of interest and commitment to learning while providing access to materials and resources that had previously been out of reach. With our help, Connected North has continued expansion into Manitoba

schools. During the 2021-2022 school year, Connected North added 2 schools in Manitoba: the Grand Rapids School in Misipawistik Cree Nation and the Nisichawayasihk Neko Ohtinwak Collegiate (NNOC) in Nisichawayasihk Cree Nation, which is a Teach for Canada school. A total of 270 sessions were delivered to these schools, with monthly program engagement.

Ka Ni Kanichihk - Expansion Capital Campaign – our continued support for the expansion of Ka Ni Kanichihk's existing building in Winnipeg to increase program capacity, allowing Ka Ni Kanichihk to provide comprehensive, Indigenous-created and delivered programming directly to at least 3,000 Indigenous people every year.

**Goal 3: Supporting our Diversity Leadership Council and Indigenous Employee Resource Group**

Our Diversity Leadership Council, comprised of a diverse group of senior leaders across our various lines of business and corporate functions, continued to champion and embed diversity and inclusion within our business and organizational priorities. One of our senior executive leaders, who is the Executive Sponsor of our Indigenous Peoples ERG, is a member of our Diversity Leadership Council, ensuring Indigenous support, representation and awareness-raising remains a top organizational priority. With Indigenous roots from the Tyendinaga area and prior leadership experience leading an ERG, this ERG Executive Sponsor brings a unique combination of strong leadership skills and lived experience that encourages a safer space for others to share their stories as Indigenous Peoples at Canada Life. His voice is critical in introducing new ideas and perspectives and defining the vision of the ERG and Indigenous strategy moving forward.

In alignment with the Diversity Leadership Council, our Indigenous Peoples ERG increases awareness and visibility of Indigenous contributions, experiences, cultures, and teachings to bridge understanding between Indigenous and non-Indigenous communities, foster inclusion, and provide networking and developmental opportunities.

In 2022, we supported the ERGs in refreshing their mandates and structures, which allows them to better support their strategy and their membership.

Lastly, in 2022, we refreshed the Business Leader role on the DLC, bringing new members to the table who are responsible for deepening the connections to the communities we serve through all of our lines of business.

**Goal 4: Increase visibility of Indigenous contributions, experiences and teachings through events and activities**

Recognized annually, we celebrated National Indigenous Peoples Day nationwide in 2022 with an all employee session on Indigenous Storytelling; A Path to Discovery and Growth, featuring Waubgeshig (Waub) Rice, a First Nations author. Over one thousand employees registered to attend this session.

A series of additional activities were also hosted throughout the month of June to help employees learn more about Indigenous Peoples' heritage and cultures, reconciliation, and how to drive change for an inclusive future.

We celebrate Orange Shirt Day annually – now recognized as National Day for Truth and Reconciliation – on September 30. A new practice beginning in 2022, we provided all of our employees with a paid day away

from the office to further their personal commitments to reconciliation. For the first time, we also raised Residential School Survivor Flags at our main campuses, with ceremonies that included Indigenous knowledge keepers and Elders in September.

We also recognized National Day for Truth and Reconciliation with TRC Calls to Action to help raise awareness and support. We added a specially designed Truth and Reconciliation themed signature to our email signatures for the month of September, we led an Orange Shirt Campaign and wore orange on Sept. 30 to raise awareness and show our support, and we educated ourselves with learning articles, a curated collection of learning resources on our intranet site, and we participated in community activities across Canada on the day. Lastly, our ERG hosted a fireside chat on MMIWG2S+ , a moving and important dialogue for our colleagues across the country.

## CentrePort Canada Inc

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

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 continued to pursue meaningful partnerships with the Indigenous community. Through the CentrePort Canada Partnership Program, the organization continued its relationship with the Indigenous Chamber of Commerce.

CentrePort Canada staff toured Southern Chiefs Economic Development Corporation through the inland port project, building a rapport and sharing information.

## Continental Travel Group

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

Building pathways to reconciliation and building understanding to determine our actions involving the TRC Calls to Action and/or MMIWG MMIWG2S+ Calls for Justice.

## Our Progress:

Continental Travel Group is working with The National Indigenous Residential School Museum (NIRSM) of Canada to help create awareness and added funding. We have started a program called Gift and Save that give customers the ability to book hotels online with a portion of the profits going towards the Museum at no additional cost to the customer. This is an ongoing revenue for the Museum with minimal work for them.

Through our social media, emailing, and word of mouth, we will help share awareness of NIRSM to funnel more people to the Museum and added funding.

We also recently gave Jets tickets to NIRSM to use at their most recent Gala.

# Cushman & Wakefield - Stevenson

## TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

## Goals:

- Cushman & Wakefield | Stevenson's goal is to create a more defined Indigenous engagement strategy that will lead to our company building more meaningful and respectful relationships with Indigenous people. The strategy will include new strategies that focus on Indigenous recruitment, community support/initiatives that celebrate and support Indigenous people, and education/resources for our staff to further their understanding of Indigenous culture and history. This supports Call to Action 92, which calls upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources.

## Our Progress:

Over the past year, Cushman & Wakefield | Stevenson remained committed to our goal in support of Winnipeg's Indigenous Accord. We have highlighted some of the key activities and initiatives below.

External Initiatives:
At Cushman & Wakefield | Stevenson, we believe in giving back to the community we live in. Our team members volunteered their time and donated items to community organizations that support Indigenous communities, such as the North Point Douglas Women's Centre and Ma Mawi Wi Chi Itata Centre.

We continue to be a corporate supporter of the Inuit Art Centre, and we remain committed to a multi-year agreement. We have encouraged our team members to visit the Centre with their families and friends in an effort to learn more about Indigenous art and the lives and stories of Inuit people.

We use inclusive language in our recruitment efforts, promoting Indigenous applicants to self-identify on their applications. We have been examining ways to reach more Indigenous applicants and will continue those efforts throughout the year.

We also include a land acknowledgment at all events, recognizing that we are gathered on ancestral lands, Treaty One Territory, traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples, and on the homeland of the Red River Métis.

Two of our team members enjoyed the privilege of attending Road to Reconciliation, a Winnipeg Chamber event hosted by The Honourable Murray Sinclair and Dr. Niigaanwewidam Sinclair. They shared their learnings with the leadership team, which sparked important conversations.

We are also members of the Indigenous Chamber of Commerce, with one of our Métis leaders serving as our primary contact for communications and events.

One of our hallmark engagements this year included forming a partnership with Treaty One Development Corp. We feel privileged to work alongside this important organization, and are grateful for the opportunity to share our market knowledge, skill and expertise with their team members. We look forward to a long and positive relationship with Treaty One.

Internal Initiatives:
This year we promoted one of our self-identifying Métis women in leadership from a manager to a director role. She was responsible for one team, and is now responsible for three teams.

We recognized Indigenous Peoples Month, Orange Shirt Day and National Truth & Reconciliation Day. We provided our team members with information about events happening on these days and throughout Indigenous Peoples Month. We also closed our office and encouraged team members to participate in educational events on National Truth & Reconciliation Day.

We had planned to re-book our cultural experience for Spring/Summer 2022; however, due to scheduling conflicts we were unable to do so. We will once again be aiming to host events this year. We are looking forward to full staff participation in this upcoming series of events.

## Downtown Winnipeg BIZ

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

In 2022, the Downtown Winnipeg BIZ will continue its work to create a welcome atmosphere for the Indigenous community. We will advocate and promote reconciliation, create awareness, promote tolerance and work to build an inclusive downtown where everyone feels welcome.

- 2022 Commitments:
    - Be inclusive in our marketing and communications.

- Invite Indigenous entrepreneurs and makers to participate in Downtown Winnipeg BIZ's Farmers' Market.
- Celebrate Indigenous culture in the programs and events we deliver.
- Acknowledge the land we are on wherever possible including at events and in digital marketing and printed material.
- Increase Indigenous representation on Board of Directors and committees.
- Continue expanding and strengthening staff and Board of Directors' cultural awareness through training and educational materials particularly as it relates to the importance of UNDRIP and TRC.
- Support employment and volunteer opportunities for Indigenous Individuals.
- Consult with Indigenous community partners and stakeholders on proposed public art projects.
- Explore opportunities to employ Indigenous artists and feature their work downtown.
- Continue to share the Indigenous language welcome decals with new Downtown Winnipeg BIZ Members.
- Expand the cultural programming at the Indigenous Garden at Air Canada Park to provide connections and share knowledge with the downtown community.
- Collaborate with existing community partners to develop and secure long-term sustainable funding for low-barrier 24- hour safe spaces and prioritize supporting Indigenous women, girls, and 2SLGBTQ+ people.
- Include and involve First Nations, Métis, Inuit and 2SLGBTQ+ people in downtown recovery efforts.

## Our Progress:

Land Acknowledgement Guide is followed for all events and initiatives. In it, we indicate that the land acknowledgement is to be on all printed marketing/communications materials, on digital collateral (i.e. website) and is to be delivered verbally at all Downtown Winnipeg BIZ events.

- Hired Indigenous performers for Patio Fest weekend.
- Featured Indigenous vendors at the Downtown Winnipeg Farmers' Market.
- Half of the artists for our Downtown Sounds Concert Series were Indigenous performers.
- Supported Main Street Project's event, BIKE for Main Street Project, an event to raise funds and awareness about the work MSP does to further embrace Truth and Reconciliation.
- Supported Red Road Lodge's event, Main Street's Got Talent, which featured many Indigenous performers, art displays, art-making and other activities.
- Provided Indigenous Awareness Training to all new staff.
- Posted employment opportunities on the Centre for Aboriginal Human Resource Development's job board.
- Through our targeted partnership with Opportunities for Employment, we expanded our reach to potential candidates from the Indigenous Community.
- Implemented September 30th (National Truth and Reconciliation Day) as an additional statutory paid day off so staff have the opportunity to participate in and support different Indigenous led commemorative activities.
- Provided staff with an educational document explaining the importance and history of Orange Shirt Day. It also included a listing of Indigenous specific activities they could participate in on September 30th.

- Added an additional paid day off that staff can take anytime throughout the year to recognize their own culture or another culture that they want to support (may be applied to any culture, not specific to Indigenous peoples).
- Partnered with Planning, Property and Development to implement the Honoring Shoal Lake 40: Fountain Refurbishment and Landscaping project as part of the Broadway Renewal project funded through Canada Community Revitalization Fund, Land Dedication Reserve Fund, and both organizations. Project was developed in collaboration with the community of Shoal Lake 40. The landscaping includes interpretive signage that acknowledges Shoal Lake 40 as the source of our City's clean drinking water and provides a place for the community to share their story of adversity, strength, and resilience. Construction will be completed in Spring 2023. A Water Ceremony was conducted at the site by Knowledge Keepers and community members from Shoal Lake 40, along with project team members, prior to the beginning of construction. The engagement and development process has included Indigenous consultants, working alongside Knowledge Keepers, Elders, and Shoal Lake 40 Chief and Council.

- The community space being developed around Amoowigamig and on Thunderbird House property is on-going. This project was initiated in 2021 and has grown with additional funding. Construction is planned for this summer. The project is being led through Brook McIlroy's Indigenous Design Studio and is centered on Indigenous cultural and ceremonial considerations, knowledge, and decision-making. Project is in partnership with City of Winnipeg, arranged by Thunderbird House. Project team toured and interviewed staff at Seven Oaks School Division's Aki Centre to gain knowledge to inform this project.

- Continued our Indigenous Garden program at Air Canada Park in partnership with APTN. We held a planting day celebration that included an Elder Blessing, a cultural performance, and community participation. The celebration event centered around planting the Indigenous Gardens at Air Canada Park for community members to attend. Elder David Budd provided a blessing and jingle dancer, Kyla Hunt, performed. We hosted two lunchtime learning sessions in the park. The first session was hosted with Indigenous Languages of Manitoba. Elder Ellen Cook spoke about the connection between Indigenous languages and the environment. The second event was done in conjunction with community engagement for the redevelopment of the park. This event was hosted by Ray Coco Stevenson and included a drumming circle that related to Duncan Mercredi's public art (Indigenous and Metis poet) and provided healing to the park community.

- For the painting of the Portage and Main barriers, we ensured 3 of the 5 artists invited to provide proposals were Indigenous and that the selection committee included Manitoba Métis Federation and Indigenous Relations Dept.

- 20% of funding administered through our grant programs are reserved for BIPOC owned/operated businesses.

## Economic Development Winnipeg

TRC Calls to Action: 92.i, 92.ii, 92.iii

### Goals:

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

### Our Progress:

In 2022, Economic Development Winnipeg (EDW) continued to build meaningful relationships with the Indigenous community and started to discuss our role in facilitating economic opportunities for the Indigenous community.

Key activities in 2022 included:

- participated in the Manito Ahbee festival to continue learning about Indigenous cultural values and the importance of dance and ceremony.
- collaborated with Indigenous groups and businesses during the launch of the new Winnipeg place brand including designers, musicians and influencers.
- updated the Treaty 1 land acknowledgment to EDW's website to recognize that our drinking water comes from Treaty Three Territory. We also ensured the statements were said aloud at all public events.
- for the first time, invited an Elder to open our largest event with an Indigenous prayer (2022 YES! Winnipeg Investor Breakfast).
- participation in the Manitoba Uske First Nations Conference in Winnipeg.
- forged a relationship with Treaty One Development Corporation to learn and understand how we can support Indigenous economic development. This has resulted in meetings held every second month between our organizations.
- hosted our first ever corporate partner event focused on Indigenous economic development featuring Treaty One Development Corporation. T1DC shared their plans for the development of Naawi-Oodena and invited collaboration from the private sector. Many connections were formed between the private sector and T1DC.
- attended the grand opening of the Wyndham Garden Airport Hotel owned by Long Plain First Nation.
- our Tourism Winnipeg had an orientation at the Wyndham Garden Airport Hotel to learn the story of the hotel and its unique features in order to promote it as best as possible to conference planners and event hosts.
- invited Heather Berthelette, CEO of Tribal Councils Investment Group of Manitoba Inc. (a corporate partner of EDW) to join our Investor Council.
- forged a relationship with Southern Chiefs' Economic Development to better understand how EDW can support economic development. There continues to be regular dialogue.
- attended A Winter Solstice Ceremony:  Mi Shii Ka to better understand Indigenous culture and traditions.

- had an orientation for staff with Cecil Sveinson from the City of Winnipeg to better understand the Indigenous land acknowledgment and protocols.
- renewed our membership and committed to be better engaged with the Indigenous Chamber of Commerce.
- attended the City of Winnipeg Indigenous Accord signing ceremony to listen to the words and inspiration of Indigenous leaders and show support for the new signatories.
- all-staff participation in National Truth and Reconciliation Day activities including participation in Orange Shirt Day; review of our collaborations with the Indigenous community throughout the year, and reviewing the objective of the TRC 94 TRC Calls to Action - all was discussed as a group where staff members shared their thoughts and personal experiences about what we can do to support TRC.
- Indigenous panel discussion during tourism conference hosted by EDW/Travel Manitoba to learn how we can support and grow Indigenous tourism.
- ongoing encouragement of staff to participate in the Indigenous Canada course offered by the University of Alberta to further their knowledge of Canada's history with Indigenous peoples.
- continuing to promote Indigenous tourist partners to potential visitors via Tourism Winnipeg;

## Emerge Knowledge Design Inc.

TRC Calls to Action: 92, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

1. Implement and communicate our Reconciliation Strategy & Plan for 2022
2. Achieve introductory team understanding about local Indigenous history, culture, and impacts of colonialism
3. Engage Indigenous people through hiring
4. Support Indigenous communities through community involvement and procurement

   All of these goals are associated with Call to Action #92.

### Our Progress:

Goal #1 - Implement & communicate 2022 reconciliation strategy

- Submit our Reconciliation Strategy and Plan as part of The City of Winnipeg Indigenous Accord and participate in public signing ceremony - Done

Goal #2 - Achieve understanding about local Indigenous history, culture, and impacts of Colonialism

- All Emerge sub-committee members will have completed an educational course. - Done
- Every Emerge team member has read the Truth and Reconciliation Committee of Canada's 94 TRC Calls to Action. - Done

- All staff will have participated in an educational workshop organized by the company. - Done
- Emerge will have organized or identified at least 2 opportunities for staff to participate in an Indigenous community organization volunteer opportunity or Indigenous-led event. - 2/2 Done

Goal #3 - Engage Indigenous people through hiring

- Emerge will have developed a comprehensive Indigenous inclusion policy. - Not Done

Goal #4 - Support Indigenous communities through community involvement and procurement

- Emerge will create a directory to make it easy for our team to procure from Canadian-based Indigenous-owned businesses or Indigenous-centered social enterprises. - Done
- Emerge will have procured at least one service from a local Indigenous-owned business. - Not Done

## HTFC Planning & Design

TRC Calls to Action: 7, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 43, 44, 45, 45.i, 45.ii, 45.iii, 45.iv, 62, 62.i, 62.ii, 62.iii, 62.iv, 92, 92.i, 92.ii, 92.iii

MMIWG2S+ Calls for Justice: 2.1, 2.2, 2.2.i, 2.2.ii, 4.2

### Goals:

As a firm that works with and for Indigenous communities and in Indigenous territories, HTFC Planning & Design acknowledges our individual and collective responsibilities to First Nations, Inuit, and Métis communities and their traditional lands. We commit to actively participating in the journey of reconciliation and decolonization, understanding that this may not always be a linear or comfortable experience. We anticipate that this will be an ongoing process of listening, learning (and unlearning), relationship building, challenging and interrupting oppressive systems, and supporting Indigenous peoples through our work.

We articulated the following thematic goals for HTFC in 2019 and have set some initial specific actions to implement them in 2023:

i) LISTENING, LEARNING, & ACKNOWLEDGING TRUTHS:
Continually educating ourselves about Indigenous cultures, histories, languages, and customs, as well as the historical and ongoing injustices in the places where we live and work. Learning about and examining our unconscious biases.

ASSOCIATED ACTIONS:
a. Develop in-office learning activities to learn Cree and Ojibway vocabulary. Examples of activities may include a word of the week, Cree Language games, and learning the meanings behind Indigenous client and project names.

b. Host an in-office "film festival" for staff featuring Indigenous films and topics.
c. Support individual staff in focused professional development related to Indigenous cultures, lands, and reconciliation.
d. Hold staff training to increase understanding and awareness on unhoused people in Winnipeg, the structural/systemic causes, and possible solutions through our work.

ii) UNDERSTANDING & INTEGRATING LESSONS:
Continue familiarizing ourselves with the processes and recommendations of the TRC Report and TRC Calls to Action, UNDRIP, Treaties, the RCAP Report, Section 35 (Aboriginal and Treaty Rights), and community-led initiatives and standards, and integrating them into our business practices. Using respectful, community-identified language, labels, and terminology. Working towards reflexive self-awareness, intercultural competency, and equity-based practices.

ASSOCIATED ACTIONS:
a. Complete a review of UNDRIP and MMIWG Final Report to understand how they can guide our work.
b. Arrange staff training on creating safe spaces.
c. Arrange a staff seminar on Working with Indigenous Communities in the context of Design and Landscape Architecture.

iii) ENGAGEMENT & ACTION:
Leveraging our access, skills, and opportunities to work alongside Indigenous communities and leaders towards equity and justice. Supporting the work that Indigenous communities and organizations are leading. Supporting other non-Indigenous organizations in their learning and unlearning journeys towards reconciliation.

ASSOCIATED ACTIONS:
a. Arrange staff volunteer event(s) in the community (example: Mama Bear Clan patrol).
b. Support the rescheduled University of Manitoba Faculty of Architecture's Indigenous Youth Design Workshops.
c. Continue with office closure recognition of Sept 30th- National Day of Truth and Reconciliation- and staff attended public gatherings in solidarity.
d. Continue HTFC Indigenous Planning & Design Scholarship.

## Our Progress:

With this report, we are renewing our commitment to ongoing learning, self-reflection, righting past wrongs, and finding positive ways forward. Listed below are some of the actions that our firm has implemented or initiated over the past year. We have organized our actions into three streams to match our goal statement: i) Listening, Learning, & Acknowledging Truths; ii) Understanding & Integrating Lessons; and iii) Engagement & Action.

Actions under City of Winnipeg Indigenous Accord in 2022/23:

i) LISTENING, LEARNING, & ACKNOWLEDGING TRUTHS (Education):
a. In March '22, we hosted a learning session for all staff members on Métis culture and history at our office, in partnership with Louis Riel Institute.
b. In September '22, we hired Circles for Reconciliation to host a Blanket Exercise for all staff members.

c. Staff were invited to attend a virtual Cree language course, hosted by the Manitoba Indigenous Cultural Education Centred. Two staff members attended several classes. These will be shared with staff again when the course recommences.
d. We supported individual staff to focus on professional development related to Indigenous cultures, lands, and reconciliation. One staff member attended a Cree language immersion camp in August '22. Another staff attended the Turtle Island Indigenous Science conference hosted by the University of Manitoba in June '22.
e. We hosted a staff Lunch & Learn in March '23 on heritage and archeological work in Manitoba that was related to working with Indigenous communities and implementing UNDRIP. There were 20 staff in attendance.
f. A mini staff library on Indigenous topics was established in November '22.

ii) UNDERSTANDING & INTEGRATING LESSONS:
a. In the fall '22, we began undertaking a review of UNDRIP & MMIWG Final Report to understand how they can guide our work. This has not been completed and is currently underway.
b. In August '22 we arranged staff training around trauma-informed approaches and creating safe spaces. This voluntary study group of 11 staff members completed the training course in Trauma Informed Relationships in October '22
c. In the fall of '22 we began adding a territorial awareness step to our project start-up and debriefing procedures. This is currently underway and is expected to be approved and implemented in April '23.
d. In December '22 we held a staff presentation and discussion on the topic of Approaching Our Work with Indigenous Communities. 17 staff were in attendance.

iii) ENGAGEMENT & ACTION:
a. We continue to support Indigenous-owned business in our office purchasing such as printing and catering services. This past year, we used All Nations Printing for all of our printing projects associated with one of our bigger clients.
b. We support the University of Manitoba Faculty of Architecture's Indigenous Youth Design Workshops. This event was postponed and is scheduled to occur in June '23.
c. This year was the first year we implemented an office closure in recognition of September 30th-National Day of Truth and Reconciliation. More than 20 staff attended public gatherings in solidarity.
d. We made social media posts for National Indigenous People's Day on June 21st, with some staff choosing to attend events at Old Market Square.

## IG Wealth Management

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

IG Wealth Management is committed to creating a workplace where all our employees including First Nation, Métis and Inuit can contribute to their fullest potential. To help further our goal(s), we will:

1. Create a comprehensive Indigenous strategy that will guide and inform future policies, processes, and practices. The strategy will focus on Indigenous recruitment, community initiatives that celebrate and support Indigenous people, and continuous education and

awareness activities for our employees and consultants to deepen their understanding of Indigenous contributions, experiences, and histories. This includes deepening our understanding of the TRC Call(s) to Action and the MMIWG Call(s) for Justice reports.
2. Establish goals to increase the representation of Indigenous talent while also ensuring our policies, processes and practices are inclusive.
3. Empower and invest in our Indigenous BRGs whose programs and initiatives support IG Wealth Management's Diversity, Equity & Inclusion (DE&I) strategy and business priorities.

## Our Progress:

IG Wealth Management is pleased to share our fifth annual report of our commitment to the City of Winnipeg's Indigenous Accord and our continued efforts towards reconciliation. With our endorsement of the Truth & Reconciliation Commission's (TRC) TRC Calls to Action and as signatories of the Winnipeg Indigenous Accord, we continue to invest in opportunities to move our company and our people towards greater understanding, awareness, and action.

Developing an authentic and differentiated Indigenous strategy is a priority. To support this, we have engaged with Indigenous Works, who have over 24 years of experience in Indigenous employment and strategy development. They bring a unique set of perspectives and cultural understandings which provide a bridge between employers and Indigenous people and their respective realities. Our engagement with Indigenous Works began in 2022 and will continue through 2023. They will be working directly with us to help us unify our approach to Indigenous relations and co-design an authentic and differentiated approach to Indigenous engagement.

To support our progress and stated goals, we have established targets that are tied to compensation for the CEOs and the CEOs' direct reports. Our targets focus on underrepresented employees, with annual milestones set to reach our diversity and inclusion goals in Canada within the next four years. We have established targets for women executives, Black executives, Indigenous employees, and all interns. We have committed to increasing our Indigenous representation across our organization to 3% by 2025.

Our five-year partnership with Gord Downie & Chanie Wenjack Fund, has led to the creation of a new Legacy Spaces investment in our Toronto campus. This is in addition to the existing Legacy Space we have in our Winnipeg campus. We have a newly formed Legacy Squad, representing volunteers and members of our Indigenous Business Resource Group who are collaborating with Indigenous community members to design and implement a Legacy Space that is thoughtful, educational, and experiential. Legacy spaces are safe and welcoming places where conversations about the past, present and future are facilitated and encouraged. They serve as symbols and reminders for employees, clients, students, and guests of the important work each of us needs to do if the promises of this country are to be fulfilled.

We support seven Business Resource Groups (BRGs). BRGs are volunteer employee-led groups with a common goal of creating an inclusive work environment. BRGs aid in our ability to retain and develop equity deserving employee communities by assisting us in executing our DE&I strategy while providing BRG leaders and members a unique experiential opportunity to hone their leadership skills. We support seven BRGs including our Indigenous BRG. The Indigenous BRG's mission is to "*support and strengthens IGM's commitment to truth and reconciliation between Indigenous and non-Indigenous peoples. The BRG works to increase knowledge and respect of Indigenous culture and history, to promote conversations, and to inspire meaningful action in our community of employees, advisors, and clients*."

**Community Partnerships**

The IG Wealth Empower Your Tomorrow program gives Canadians the resources and confidence they need to own their financial future. Inspiring the financial confidence of Canadians is IG's vision and the basis for our commitment to building communities. While this program is open to all there is a specific focus to women, new immigrants to Canada and Indigenous communities. To date Empower Your Tomorrow has invested $7 million in communities across Canada and has had over 3000 workshop participants each year. In 2022 – we announced a $5 million commitment over five years to support partnerships and initiatives for Indigenous communities across Canada. This investment supports our reconciliation journey by making a positive impact for Indigenous communities across Canada. In 2022, IG Wealth Management invested $1M in annual funding towards Indigenous groups and programs across Canada, including Imagine A Canada and Prosper Canada.

Imagine A Canada

This program invites Canadian youth from K-G12 and CÉGEP to envision a Canada reconciled. It includes the following streams:

- Art and Essay Stream: Youth submit an art piece, essay, or other representation to express their vision of a reconciled Canada and what they hope others will learn from their submission. Up to twelve projects selected from this stream to be included in an art booklet showcasing their work and message.
- Project Stream: In this stream, youth go one step further and submit a plan on how their project will address Reconciliation in their community or school.

Other activities include, inviting Survivors, Elders or Knowledge Keepers to speak at a series of learning events; building a permanent art installation representing Reconciliation at the school; or supporting volunteer work in communities related to Reconciliation. Projects receive a cash prize and will also be recognized in an art booklet. Youth from select projects in both streams will be invited to participate in virtual leadership training exercises where they will learn directly from Elders, Survivors, and Knowledge Keepers as well as special guests. At the end of the school year, a national celebration is held to honour up to twelve projects from the art and essay stream and up to fifteen projects from the project stream.

Prosper Canada

IG Wealth Management partners with Prosper Canada on a two-year project, Building Financial Wellness in First Nations. •

- The program aims to integrate culturally appropriate financial wellness supports into existing services in at least two Manitoba First Nation (FN) communities and two Ontario FN communities.
- In addition to providing key financial empowerment (FE) services and supports to Indigenous communities, deliverables for this project include a Community of Practice, a collection of online tools and resources to support FE in First Nations and a process evaluation.
- The purpose of the evaluation component is to identify insights and promising practices that might be shared to scale financial empowerment to other interested First Nations communities across Canada.
- This project uses a human-centred approach and is the first step in a longer-term plan to support interested First Nations across Canada to build financial wellness in their communities.

**External Partnerships**

External partnerships are vital for accelerating our reconciliation journey. We have both longstanding and new partners who help guide our strategy, reinforce the transformative work we're looking to tackle, and contribute to driving DE&I more broadly within our industry and communities. Our Indigenous community led partnerships include organizations that help us source talent from Indigenous communities and programs:

- Aboriginal Financial Officers Association Canada (AFOA)
- Canadian Council for Aboriginal Business
- Gord Downie & Chanie Wenjack Fund
- Indigenous Works • Prosper Canada
- University of Manitoba Indigenous Commerce
- Indigenous Education Awards and Career Fair
- IGWM Indigenous in IT Webinar series
- Winnipeg Chamber (CODE) Indigenous Career Fair
- Fort Whyte Alive – community farm programming for Indigenous youth to develop employment skills, experience

**Training and Events**

In 2022 we hosted several workshops and seminars aimed at creating allyship as well as greater awareness and action towards reconciliation.

As part of IGM's ongoing commitment to the Truth and Reconciliation Commission of Canada's Call to Action #92, IGM recognized September 30 as a Day of Reflection. Individuals and teams were encouraged to take time to learn and reflect. Employees and Field members were invited to take action in one or more of the following ways:

- Complete the 4 Seasons of Reconciliation course. This two to three-hour module, in partnership with First Nations University, is an important step in our collective journey towards reconciliation. As part of this partnership, 10% of the proceeds will fund First Nations University of Canada scholarships. This course is available to IGM and IG Wealth Management through 2024 and to date we have 500 people who have engaged with the program.
- Individuals were also encouraged to participate in local Indigenous-led community events that were promoted on internal communications.
- Employees and Field members were invited to attend a reflection gathering and flag raising on September 30th hosted by our Indigenous BRG. The Survivors' Flag is flown at our head office to commemorate the day.
- Sixty employees in Winnipeg and Toronto participated in a three hour in-person Indigenous Cultural Awareness & Sensitivity training. This program, facilitated by the Gord Downie & Chanie Wenjack Fund, aims to provide professionals with the necessary support to improve the skills, knowledge, attitudes, and values necessary to move reconciliation forward.
- Virtual KAIROS Blanket Exercise Sessions are offered throughout the year
- Inclusive Behaviors workshop offered to all employees and Field members, with 90% of our teams completing the training. This program continues to be offered to new employees and Field members.
- Our BRGs hosted a combined Pride Month and National Indigenous Peoples Day event with guest speaker Teddy Syrette (they/them), a Two-Spirit Anishinaabe educator from the Rankin Reserve of Batchewana First Nation. Teddy discussed how queerness and Indigeneity intersect when it comes to being Two-Spirit, and shared some of their lived experiences.

We are committed to being a leading voice for diversity, equity, and inclusion across the financial services industry. Now in the second year of our three-year DE&I strategy, we continue to build upon the significant progress achieved in embedding an inclusive lens across our business. As signatories of the Winnipeg Indigenous Accord, we continue to invest in opportunities to move our company and our people towards greater understanding, awareness and action towards reconciliation and are proud to share our reconciliation journey with others.

## KPMG LLP

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

KPMG's goals with respect to Call to Action 92 are as follows:

1) Increasing internal awareness and education at all staff levels of Indigenous culture and history;
2) Contributing to an inclusive work environment for Indigenous employees which includes increasing our Indigenous talent attraction and retention strategies;
3) Reinforce relationships and give back to the Indigenous community through community involvement and other activities.

### Our Progress:

KPMG in Winnipeg undertook many initiatives during this year with respect to its goals under the Accord. These were in the form of in-person activities as well virtual country wide KPMG Canada events. The following is a summary of our progress during the past year:

**1)** Locally we participated in National Indigenous People's Day where we coordinated various local activities that staff could participate in that would bring awareness and education. KPMG Canada recognized the National Day for Truth & Reconciliation on September 30th by choosing to close our offices and commit to a day of learning, reflection and healing - **an investment of 39,000 hours made by 6,000 people.**

The KPMG National Indigenous Peoples Network also organized a variety of recurring speaker sessions from Indigenous leaders across the country to broaden our knowledge of Indigenous issues from coast to coast that KPMG Winnipeg employees participated in.

2) We made progress towards building a more equitable and inclusive work environment by increasing the frequency and ease of access to Indigenous-led health and wellness support. In 2022 we began a new employee benefit of Indigenous wellness that provides employees with an annual allowance that will reimburse expenses related to Indigenous healers and elders, traditional medicine and Indigenous ceremony supplies.

In the focus area of increasing our Indigenous talent attraction and retention strategies, we continue to partner and be a strong supporter of the University of Manitoba Indigenous Commerce Students Association (UMICS). We partnered with them on virtual events and were supporters of their annual Future of Indigenous Business Banquet.

3) Our community involvement includes continuing to be mentors to a group of Indigenous students at Elmwood High School in the CPA Martin Mentorship Program (MFI) . Despite the on-going pandemic through 2022 we continued with our mentorship locally and were recognized by MFI as being the only mentor group in Canada to remain active throughout the pandemic. This participation involves us mentoring Indigenous high school students at Elmwood High School to encourage their academic success and achievement of their career goals

KPMG continues to be an Advisory member of the Winnipeg Chamber of Commerce Truth and Reconciliation Advisory Council since its founding in 2019.

We continue to be energized in our path forward with many exciting initiatives in the year ahead.

## Little Bluestem Landscape Architecture + Design

### TRC Calls to Action:

11, 12, 14, 18, 19, 22, 33, 34, 43, 46.iv, 47, 48, 49, 53, 57, 59, 60, 61, 62, 63, 65, 66, 67, 68, 75, 76, 77, 79, 79.i, 83, 85, 87, 88, 89, 90, 91, 92

### MMIWG2S+ Calls for Justice:

1.4, 7.3, 9.11, 12.3, 13.1, 13.2, 13.3, 15.2, 16.23, 17.3, 17.26, 18.2, 18.9, 18.28

### Goals:

Acknowledging articles 46iv, 57, 62, 66, 79i, and 92 of the Call to Action, the following statements represent Little Bluestem Landscape Architecture 's commitment as a signatory of the Indigenous Accord.

- Little Bluestem Landscape Architecture hereby commits to collaborating with and listening to Indigenous communities from the perspective of a responsible ally*, allowing space for voices other than our own. We are constantly working to recognize and mitigate our unconscious bias, and understanding that our worldview typically comes from a place of privilege. LBLA will continue to seek public participation as a core step in the design process.
- We will work collaboratively to advance reconciliation in Manitoba by establishing and supporting meaningful relationships with Indigenous partners. We are working to create educational spaces, and relationships that reflect Indigenous values, steps towards reconciling the relationship to the land that was impacted by colonization. Our firm is both collecting and developing resources that will support the process of education, healing, and reconciliation through our newly developed land-based education program, landED. We will advocate for landscapes that acknowledge and celebrate traditional Indigenous teachings and practices. Through our designs, we work to commemorate and reveal the history and harms of Canada's colonial past.
- Lastly, LBLA will support ongoing personal and professional education within our team. This commitment to ongoing education is intended to improve our understanding of Indigenous perspectives, thus adding legitimacy to our work as we move towards reconciliation. LBLA will actively seek out Indigenous voices through this journey of reconciliation. We will also be pursuing opportunities that help us understand what it means to create a truly inclusive work environment,

and help foster a supportive community in the realm of design. Reference: Ally Bill of Responsibilities, Dr. Lynn Gehl, Algonquin Anishinaabe-kwe"

### Our progress:

As per our 2022 goals, we supported ongoing personal and professional education regarding reconciliation and served on many committees to help with Equity and Diversity in the profession. Root problem to hiring diverse applicants is systemic barriers to the program of Landscape Architecture, so we started Mentoring youth, so that they are introduced to the possibility of the career choice at an early age.

Our team engaged with communities in Treaty 1 and Treaty 3 territories as well as the Manitoba Métis Federation to create meaningful, responsive designs. These designs highlighted honest history, and the meaning of the land we live on. We made a conscious effort to check our internal biases and privileged opinions, and fully listen to the feedback we received, which often meant changing the direction of our design.

Through our online presence, we shared indigenous resources and news in the hopes of educating our friends and followers as we educate ourselves.

We were excited to partner with several indigenous designers who helped lead our work in good ways. Going forward into our next year as accord partners, we will continue to invite open dialogue with indigenous voices, seek partnerships with indigenous change makers, relearn histories and share fully the truths of life in Canada.

## LM Architectural Group

### TRC Calls to Action: 62, 80, 83, 92

### Goals:

LM Architectural Group TRC Calls to Action Commitment:
At LM Architectural Group we are taking action to support education for reconciliation through our continued partnership with the University of Manitoba Faculty of Architecture Program. - Call to Action 62.

In commemoration of National Truth and Reconciliation day our workplace encourages and supports time off for public commemoration of the history and legacy of residential schools to honour Survivors, their families, and communities. - Call to Action 80.

Through our design work on built projects within our province of Manitoba our work seeks opportunities for local artist installation and collaboration on works that contribute to the reconciliation process. - Call to Action 83.

Our business and reconciliation path will continue to grow and develop our education for management and staff on the history of Aboriginal peoples providing skills based training in intercultural competency,

conflict resolution, human rights, and anti-racism. In our work within First Nation communities our firm will provide meaningful consultation ensuring both Indigenous peoples consent and that Indigenous peoples equitable access to jobs and training, providing communities to gain long-term sustainable benefits from their economic development projects. - Call to Action 92."

### Our Progress:

Our firm provided the following Resources to our team:

- National Centre for Truth and Reconciliation
- Treaty Relations Commission of Manitoba
- Indigenous Design & Planning Students Association
- Winnipeg Public Library - Indigenous Information Guide
- Whose Land, an educational tool and map
- Treaty One Nation - Vision and Development Plans of the former Kapyong Barracks
- United Nations Declaration on the Rights of Indigenous Peoples

We attended these local events, exhibits and engagements to be part of for the National Day for Truth and Reconciliation 2022:

- The Winnipeg Art Gallery with the National Centre for Truth and Reconciliation: Survivor Stories and Panel Discussion
  Location: The Winnipeg Art Gallery

- The Winnipeg Art Gallery with the National Centre for Truth and Reconciliation Webinar Panel
  Location: Virtual

- 2nd Annual Orange Shirt Day Pow Wow hosted by Wa-Say Healing Centre Inc.
  Location: RBC Convention Centre

- Orange Shirt Days
  Location: Manitoba Museum

- Various Exhibits, including Metis Memories of Residential Schools
  Location: Canadian Museum for Human Rights

## Manitoba Bar Association

TRC Calls to Action: 27, 28, 29, 30, 31, 32, 33, 34, 34.i, 34.ii, 34.iii, 34.iv, 35, 36, 37, 38, 39, 40, 41, 41.i, 41.ii, 42
MMIWG2S+ Calls for Justice: 5.2, 5.3, 5.5.i, 5.5.ii, 5.5.iii, 5.5.iv, 5.6.i, 5.6.ii, 5.6.iii, 5.6.iv, 5.6.v, 5.7, 5.7.i, 5.7.ii, 5.7.iii, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 10.1, 10.1.i, 10.1.ii, 10.1.iii

### Goals:

- The Manitoba Bar Association, will offer education sessions for lawyers on appropriate cultural competency, conflict resolution, human rights and anti-racism based on the Call to Action #27 recommended by the Truth and Reconciliation Commission.

## Our Progress:

The Manitoba Bar Association hosted or participated in the following sessions and events to further our goal of offering education sessions for lawyers on appropriate cultural competency, conflict resolution, human rights and anti-racism based on the Call to Action #27 recommended by the Truth and Reconciliation Commission.

Education Sessions:

1) The Gladue Principles: Doctrinal Roots and New Growth
   Total attendance: 37
   Students: 1

2) Injustices and Miscarriages of Justice Experienced by Indigenous Women
   Total attendance: 18
   Students: 1

3) Spring Mixer for Indigenous and Racialized Lawyers
   Total attendance: 50
   Students: 12

4) The Path Forward: Conversations Around Reconciliation
   Total attendance: 344

5) Reconciliation: Next Steps
   Total attendance: 58

6) Reconciliation in the Public Sector
   Total attendance: 10

7) Recognition of Indigenous Laws: In Action and Discussion
   Total attendance: 56
   Students: 2

8) The CBA Child Rights Toolkit and Child Welfare Class Actions
   Total attendance: 33
   Students: 2

4 Seasons of Reconciliation: MBA staff and Executive Committee members participated in this training program and will be meeting to discuss further applying its lessons to the work of the MBA.

Other activities:
The CBA continues to provide information on its Truth & Reconciliation website - https://www.cba.org/Truth-and-Reconciliation/Home. The website highlights advocacy efforts, tools and

resources, and educational offerings for all members across the country. The website also has resources for staff and members, including videos, recommended readings, etc.

## Manitoba Blue Cross

TRC Calls to Action: 22, 92, 92.i, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 7.1, 7.2, 7.3, 7.5, 7.6, 7.7

### Goals:

- Manitoba Blue Cross recognizes the importance of acknowledging Treaty 1 land, and recognizes the importance of the Truth and Reconciliation Commission's TRC Calls to Action.

- Our goals moving forward in 2022 include developing deeper relationships with Indigenous educational institutions, with the intention of increasing Indigenous talent and representation within our organization. We are setting a goal of initiating company wide Indigenous Awareness training to all employees as part of our organizational training program. And, we maintain our goal of initiating Indigenous community consultation through our Indigenous Advisory Committee, and continue to review and identify meaningful ways to respond to both the Truth and Reconciliation TRC Calls to Action, as well as the MMWIG MMIWG2S+ Calls for Justice.

### Our Progress:

This past year has seen the easing of COVID-19 restrictions throughout our community and our organization. Although our organization's primary focus remains the physical and mental health and safety of our staff, clients, and the community we serve, the lifting of restrictions has enabled us to shift more attention back to and engage with the values and activities that bind our staff, clients, and community together. Our continued commitments to the Indigenous community, and to the obligations set forth in the Winnipeg Indigenous Accord, have been engaged with a renewed sense of vigour as the adversity and uncertainty of the past few years make way for optimism and new opportunities.

I am pleased to report that we continue our long-term monetary support for the Inuit Art Centre with the Winnipeg Art Gallery. We continue observance of September 30th as the National Day for Truth and Reconciliation, providing organizational wide communications detailing the importance of recognizing this day and the message that Every Child Matters. We have provided every staff member with orange shirts, provided through Dreamcatcher Promotions, so that they can show solidarity with the Indigenous community and the 'Every Child Matters' movement. We have expanded Indigenous Awareness training to over 80% of our total staff and board of directors, with the intention to continue expanding the breath and scope of Indigenous cultural training within our organization.

We have made gains in our previous year's goal of developing deeper relationships with Indigenous educational institutions and have increased both Indigenous and 2SLGBTQQIA talent and representation within our organization. We have achieved our goal of initiating company wide Indigenous Awareness training to staff, through our partnership with AMIK, and seek to expand on this goal by exploring deeper

understanding of Indigenous history, culture, and beliefs by continuing to engage with Indigenous Elders and knowledge keepers. And we maintain our goal of Indigenous community consultation through our Indigenous Advisory Committee and continue to review and identify meaningful ways to respond to both the Truth and Reconciliation TRC Calls to Action, as well as the MMIWG MMIWG2S+ Calls for Justice.

## Manitoba Construction Sector Council

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

Manitoba Construction Sector Council (MCSC) will provide support to members by:

- Building on best practices that promote the skills and talents of Indigenous people;
- Exploring and advancing human resource issues with strategic best practices;
- Providing links to organizational workplace strategies through networking;
- Examining approaches and results in organizational effectiveness;
- Developing and promoting the capacity for change management;
- Recognizing the cost of doing business;
- Providing short- and long-term advice on the importance of investing with Indigenous business and community.

Why?

- To allow a focus on Indigenous human resources that will work to foster their perspectives, values, histories, and experiences in Indigenous employment strategies.
- To provide an opportunity for MCSC to dialogue on Indigenous employment issues and provide support to one another.
- To problem solve with others who understand and experience similar workplace challenges.
- To provide and share examples of current best practices.
- Increase opportunities to network with future stakeholders, partners and investors.

### Our Progress:

MCSC delivered 4 summer camps in partnership with Seven Oaks School Division and IBEW to bring awareness to Indigenous youth about careers in construction. Throughout the year MCSC brings career awareness to Indigenous youth at community centres, career fairs and in the classroom.

MCSC has partnered with Clan Mothers Healing Village to train Indigenous women impacted by sexual violence to work as carpenters. Upon completion, the women will complete their Grade 12 Mature Student Status High School Diploma in partnership with Seven Oaks School Division and will work with the Clan Mothers social enterprise in Belair MB. A second cohort is planned for September 2023.

MCSC contracted an Indigenous HR Consultant to develop an Indigenous Diversity Strategy for MHCA in the heavy construction sector. This strategy will guide the recruitment and retention of Indigenous people.

MCSC hosted a Women in Trades Conference in November 2022 featuring Indigenous women leaders in a profile booklet. A breakout session was held where Indigenous women spoke about their experience training in construction, barriers faced and obstacles overcome to secure employment. 60 Indigenous women were employed as a result of this project funded by the Manitoba Status of Women.

A MCSC framer graduate has recently become a Red Seal Carpenter employed with a Manitoba construction company.

MCSC employs several Indigenous instructors who delivered 11 training programs to Indigenous people this year; a new Red Seal Indigenous woman carpenter was recently hired to train Indigenous women on carpentry along with a First Nations journeyman who is also facilitating training for Indigenous women.

## Number Ten Architectural Group

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

Number Ten Architectural Group has been working and collaborating with First Nation, Inuit, and Métis communities for over 50 years. We are at the forefront of helping to create change and remove any systemic biases within our working and personal relationships. We have built many friendships, and designed spaces that respond to our understanding of each communities' history, culture, and aspirations.

We recognize that we can do better and build a deeper understanding.

Number Ten Architectural Group is committed to actively participating on this road to reconciliation through learning, action, and commitments to the future. We celebrate diversity and are committed to building and equitable and inclusive culture that values differences, ideas, and experiences, creating a sense of belonging for all by living our values:

- We are respectful of our differences and value diversity;
- We are sincere and truthful in our working relationships;
- We will maintain honesty in our actions by taking responsibility and holding ourselves accountable;
- We are thoughtful in our interactions with others;
- We will be competent in our work by discipline, diligence, and continuous learning.

As a new member of the Indigenous Accord, we are pleased to take this important step in our collective journey towards truth and reconciliation and to continue to build a diverse, inclusive, and equitable workplace.

- We have identified the following goal(s) in response to Call to Action #92.

    1. Review of office policies, practices, and procedures through an Indigenous lens to ensure there are no barriers, real or perceived, toward Indigenous peoples.

2. Build respectful relationships with and support Indigenous communities through design and community involvement.

3. Provide educational sharing sessions and information on Indigenous history, residential schools, language, UNDRIP, TRC, MMIWG2S, anti-racism to all employees and management.

4. Develop strategies to create a welcoming and inclusive work environment for Indigenous talent.

5. Develop a mentoring and sponsorship program for Indigenous students.

## Our Progress:

As a new member of the City of Winnipeg's Indigenous Accord, Number Ten Architectural Group is pleased to be taking this important step in our collective journey towards truth and reconciliation, continuing to build a diverse, inclusive, and equitable workplace, and to be sharing our first annual report.

We are committed to continuing the path to Truth and Reconciliation and to make further progress on our goals in 2023.

1. Review of office policies, practices, and procedures through an Indigenous lens to ensure there are no barriers, real or perceived, toward Indigenous peoples.

In October 2022, we partnered with Legacy Bowes to participate in the TRUTH2ACTION pilot program. This program centers around providing businesses with assistance, training and services to help achieve Call to Action #92.

Legacy Bowes performed an assessment of our policies and procedures using an Indigenous lens to identify barriers to Reconciliation and to foster equity and inclusion of Indigenous Peoples. A survey was also administered as part of this assessment to gauge employee feelings and understanding as it relates to Reconciliation.

A report was compiled by Legacy Bowes complete with recommendations, survey results and responses, and was received by us in March 2023. We are currently reviewing the report in full for implementation into our employee handbook and policy manuals, as well as looking to provide more learning opportunities to enhance understanding and knowledge.

2. Build respectful relationships with and support Indigenous communities through design and community involvement.

In Fall 2023, we implemented the Indigenous Practice Knowledge Community (IPKC).

The mission of the IPKC is grounded by the Call to Action #92 of the Truth and Reconciliation Commission TRC Calls to Action, which calls upon businesses to implement a reconciliation framework to incorporate policy and core operational activities involving Indigenous peoples and their lands and resources.

The goal of IPKC is to provide learning and education opportunities which address the substantial history of Indigenous people and places, how Indigenous principles can aid in the approach to sustainability and advancing cultural appropriate Indigenous design. The IPKC will provide guidance on developing a meaningful and respectful relationship with Indigenous people, and the appropriate approach to Indigenous community engagement.

The vision of the IPKC is to advance the design profession towards truth and reconciliation.

The IPKC offers quarterly educational sessions to learn from Indigenous professionals to provide insight on their process in engaging, working with Indigenous communities, and how they prioritize Indigenous voices.

3. Provide educational sharing sessions and information on Indigenous history, residential schools, language, UNDRIP, TRC, MMIWG2S, anti-racism to all employees and management.

Our Truth and Reconciliation planning committee put together a week of learning and events for staff throughout Truth and Reconciliation week. Each day of the week was themed (Reclamation and Reconciliation; Two-Eyed Seeing; Environment/Land Protection; Truth; Remembering the Children) and was outlined in a read, listen and act format that was shared through email as well as our Truth and Reconciliation Teams channel. We purchased books, both fiction and non-fiction, by Indigenous writers for staff to check-out of our DEI library. We held two lunch viewings of Indigenous films, as well as hosted presentations by three Indigenous designers throughout the week:

- Reanna Merasty presented her thesis “Wahkohtowin”;
- Darian McKinney presented his thesis “Canadian Atrocities, Indigenous Residential Schools”; and
- Shaun Vincent engaged us in an Indigenous knowledge community session.

On Truth and Reconciliation Day employees were provided the opportunity to participate in the Every Child Matters Walk and Pow-wow afterwards, or to attend one of the other events happening throughout the City.

In March, the IPKC hosted Desirée Thériault, Design, Narratives Inc., who shared her experience in engaging communities through resilient place-making, ecological assessment, representation, and spatial justice.

We have placed a copy of the Truth and Reconciliation TRC Calls to Action, Truth and Reconciliation Commission Report, MMIWG MMIWG2S+ Calls for Justice, MMIWG Final Report, and UNDRIP in our DEI library for employee reading.

4. Develop strategies to create a welcoming and inclusive work environment for Indigenous talent.

In January 2023, we hosted a booth at the Indigenous Student Career Fair hosted by RRC Polytech and the Winnipeg Chamber of Commerce.

In spring 2022, Number Ten Architectural Group made a commitment to diversity, equity and inclusion and signed on as a member of the Winnipeg Chamber of Commerce’s CODE Coalition. Through this membership, our DEI and TRC committees have taken part in learning opportunities related to Truth and

Reconciliation and diversity, equity and inclusion within the workplace. We look forward to our continued participation in this program and our continued learning.

As part of our DEI initiatives, we have implemented for 2023 a Statutory Holiday Substitution Program, where employees can substitute a statutory holiday for another holiday/celebration that has more cultural meaning for them.

5. Develop a mentoring and sponsorship program for Indigenous students

In January 2023, we came together with the core founding group for the ḴEL,ḴELOŦEN ǾE S,ISTEW̱ Education Fund (in English, it translates to a dream for what becomes of you) to establish a strategic plan for what we want to achieve over the next 5 years to bring more Indigenous voices to architecture and building design.

## Payworks

TRC Calls to Action: 92, 92.i, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 15.3

### Goals:

In our inaugural year joining the Winnipeg Indigenous Accord Payworks has identified and committed to achieving the following:

TRC Call to Action 92 -

- Encourage and support learning experiences related to the history of Indigenous peoples.
- Target: - At least 200 participants participate in these experiences.

- Collaborate with Indigenous Knowledge Keepers on land acknowledgements across all our locations
- Target - Implement parameters and guidelines for all employees including usage, pronunciation and importance of Land Acknowledgements

MMWIG Call for Justice 15 –

- Increase our collective knowledge of the report recommendations and provide time and space for discussion that will inform our actions moving forward.
- Target – Provide learning and activities aligned with National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and 2 Spirited Peoples (May) and for Manitoba's Day of Action (Oct).

### Our Progress:

Over the course of the past year, Payworks is honoured to have partnered with several community leaders to bring immersive opportunities for learning and connection to our staff.

Almost 70 members of our team attended virtual National Indigenous History Month education sessions hosted by Indigenous Treaty Partners. These 45-minute sessions focused on sharing knowledge and insight into what it means to be Indigenous in Canada and how to act as an ally to our Indigenous neighbours, with the intention of meeting each participant where they are in their journey of reconciliation.

Payworks also welcomed Franco-Manitobaines Métis business Prairie Owl Beads for a virtual, 60-minute beading workshop, where over 20 Payworks staff enjoyed learning about and participating in Métis beadwork during the week of National Indigenous Peoples Day.

Seventy-five Payworks employees participated in a series of two workshops built upon Truth and Reconciliation Call to Action 92: Inspiring Empathy and Action. These 90-minute empathy workshops, run by the Community of Big Hearts, engaged our team through a combination of stories direct from community elders, historical information that went much deeper than what many of our team members knew beforehand, and resource recommendations to continue their personal journey towards education and Truth and Reconciliation.

Over 40 staff at our Winnipeg head office took part in the Canadian Museum for Human Rights' tour on Rights and Indigenous People in Canada. This impactful tour and conversation taught our team how Indigenous rights and ways of knowing and being have been disrupted through colonization and genocide.

And at our Toronto office, over 40 staff participated in a unique event with Chef Shawn Alder, a Métis chef, entrepreneur and content creator. "Chef Shawn" not only shared information on foraging, harvesting and his culture; he also shared a delicious home-cooked meal incorporating local, traditional ingredients and flavours, much to the delight of the Payworks employees in attendance!

We've also integrated opportunities for learning and reflection on these important issues into everyday life at Payworks. Land acknowledgement guidelines have been developed and integrated into the regular cadence of work life at our locations from coast to coast.

We also share information on a regular basis via the Payworks' corporate intranet. With topics ranging from National Indigenous Peoples Day to the national and provincial days of awareness on Missing and Murdered Indigenous Women and Girls and Two-Spirited Peoples (MMIWG2S) to Indigenous cuisine, local history and more, we are actively keeping our goals within the Winnipeg Indigenous Accord at the forefront of our thoughts and actions.

## RBC Convention Centre Winnipeg

### TRC Calls to Action: 92.i, 92.ii, 92.iii

### Goals:

The RBC Convention Centre Winnipeg is honoured to continue to be a partner of the City of Winnipeg's Indigenous Accord. Our vision is to foster a culture within our Centre where the key principles of truth and reconciliation are aligned with our values. We will nurture a workplace where people can learn from one another and understand the history and legacy of the Indigenous peoples through both training and conversation (Call to Action #92).

We endeavor to continue our respectful relationships with the Indigenous community, and in doing so provide resources to our events and guests that support the Winnipeg Indigenous Accord, the Truth and Reconciliation Report and the TRC Calls to Action.

### Our Progress:

Post-pandemic, the RBC Convention Centre Winnipeg has been returning to a high activity level of in-person events and has been able to refocus efforts on initiatives and activities for this reporting period.

In effort to respond to Call to Action #92, the following steps were taken by the RBC Convention Centre over the past year:

- Our President & CEO and HR Business Partner participated in the Winnipeg Chamber of Commerce Truth and Reconciliation Advisory Committee
- Our President & CEO attended in 2023 International Indigenous Tourism Conference hosted at our facility
- The leadership team participated in two half-day sessions on Reconciliation and Indigenous awareness lead by an Indigenous consultant
- The Centre chose to continue to recognize the observance of the National Day for Truth and Reconciliation on September 30, 2022. With the Orange Shirt Day Pow Wow event held at the Centre, staff were on hand to welcome our guests and provide direction through the building. Orange ribbons with a beaded orange shirt emblem were provided to staff to wear.
- For the month of September, and leading up to the Centre being the host site for the Orange Shirt Day Pow Wow, The Survivors' Flag was put on display above our main entrance. Information as to the significance and meaning of the flag was provided to all staff and partner companies
- The Centre participated with a booth at the Indigenous Career Fair hosted through The Winnipeg Chamber of Commerce
- Land acknowledgement is now extended beyond full Board meetings to now include all Board committee meetings

The Centre has been grateful to be chosen as the gathering place for several Indigenous events and have received positive comments from organizers.

## Solara Remote Data Delivery Inc.

TRC Calls to Action: 92, 92.iii

Goals:

- Dedicate the National Day for Truth and Reconciliation to education and understanding for all employees. We want to include family members in the future as well. Plan to have an Elder on hand to tell stories and give insight toward the education and understanding of our employees and their families to Indigenous history, culture, and life in our own community and province.

Our Progress:

This was the second year where we set aside time for educating employees on the National Day for Truth and Reconciliation. Employees take an on-line course provided by the Indigenous Leadership Institute, a 100% Indigenous-owned and operated training enterprise in Winnipeg. This training was several hours in length, and it educates participants about the history, traditions, values and beliefs of Canada's Indigenous Peoples. This training also covers materials to educate participants in topics that are in accordance with the Truth & Reconciliation Commission of Canada's TRC Calls to Action (2015), including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous-Crown relations.

Throughout the year, we encourage employees communicating with indigenous clients to get to know them better and listen to their descriptions of life in their communities and their families. We have found the result to be very positive to employee morale and dedication to providing excellent service to the clients they get to know. There are often humorous stories and unique experiences to share, providing deeper practical insight in how we can serve our indigenous clients better.

During the pandemic we were not able to have one-on-one sessions with indigenous elders on-site but we have plans to return to this in the upcoming year.

When starting presentations, we have the land acknowledgement as well as an example of how we have supported an Indigenous business. I think that is a way to put action to the words of the acknowledgement.

## Stantec

TRC Calls to Action: 92, 92.i, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 15.3

Goals:

Truth and Reconciliation TRC Calls to Action #92

i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects
ii. 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
iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Stantec is committed to building and maintaining respectful and successful relationships with Indigenous peoples and their communities. We share responsibility for establishing and maintaining mutually respectful relationships, and this is fostered by recognizing the vast diversity throughout our business and the lands we work. We recognize that people, communities, and nations are distinct, and therefore opportunities of partnership, employment, business, and capacity development will be unique to the land base we are working. At Stantec this starts with acknowledging the land and peoples whose Traditional Territories we work within.

- Commitments: Increase Indigenous focused educational curriculum that is done in collaboration with Indigenous individuals and/or groups to celebrate unique stories, traditions, culture, understanding of colonial impacts, and understand potential barriers that relate to equitable access to employment, career advancement, training, and education.

Within Stantec, we have employee led groups, including a Book Club. Our Prairies and Territories group opted to not read a “novel” but instead read the Truth and Reconciliation Commission of Canada’s Final Report and brought in guest speakers to answer questions and bring perspective to the report. We will implement this more regularly and include The Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide.”

- Commitments: Increased implementation of reading on the Truth and Reconciliation Commission of Canada’s Final Report and introduce The Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide,” and include speakers who can answer questions and bring perspective to the reports.

Stantec currently has a confidential and voluntary Employee Equity Survey that captures information on individuals who choose to self-declare their representation within the organization as First Nations, Métis, Inuit, 2SLGBTQQIA, self-identified gender and visible minority. We are committed to increasing awareness on the Survey and ensuring individuals know how the information is used for the purpose of increasing representation and implementing supports to ensure a culturally safe workplace.

- Commitments: Increase awareness on Employee Equity Survey responses and the purpose of collecting voluntary information and how we intend to utilize the information.

### Our Progress:

Stantec's executive team has identified Indigenous Relations to be a necessary and valuable component to our overall business strategy. We have incorporated many layers of Indigenous supports to help identify and work to overcome educational and career development barriers within the organization. Within our teams, Stantec has included various networks of internal and external support where employees and leaders can work together to gain input, guidance, and teachings.

In 2022, Stantec launched an Indigenous Cultural Awareness Training in partnership with the First Nations University and 4 Seasons of Reconciliation for employees across Canada to take and has been the base of all our discussions towards reconciliation. This has included local conversations with Indigenous Elders, Knowledge Keepers, Community Leaders and Employees to help better understand what truth and reconciliation means to each of us individually and as a team. Employees were encouraged to reflect on a Pledge towards Truth and Reconciliation that they could implement for themselves and their teams. As an organization, we are working on direct action through a plan of Reconcili-Action that is responsive to Indigenous Peoples and their communities, Indigenous partnerships and Stantec's employees.

To support our accountability and credibility, Stantec has successfully completed Phase III Submission of the PAR Committed Program through Canadian Council for Aboriginal Business (CCAB) and is currently focused for 2023 on Certification.

## Summit Search Group

TRC Calls to Action: 12, 14, 19, 22, 33, 57, 83, 85, 87, 88, 91, 92
MMIWG2S+ Calls for Justice: 7.3, 13.1, 16.23, 17.26, 18.2

### Goals:

- Our intentions with regard to reconciliation are (1) to identify and remove unconscious biases in sourcing, recruiting, screening, and shortlisting candidates to ensure there are no barriers, real or perceived, toward members of the Indigenous community; (2) to enhance awareness of employment opportunities through Summit Search Group for Indigenous peoples; and (3) to build awareness and deepen understanding of reconciliation at Summit Search Group.

## Our Progress:

Summit Search Group has actively defined actions needed to work towards our stated goals. We believe that it is critical to enact and embed our goals in the work we do, in order to uphold our responsibilities to provide our clients the best candidates, taking special care to ensure procedures are free from biases related to a candidate's age, race, gender, religion, sexual orientation, and other personal characteristics that are unrelated to their job performance.

Summit Search Group's journey is led by a National Diversity & Inclusion committee responsible for developing programs for our national team to take part in specific training and best practices, while developing opportunities to engage in learning and dialogue.

Our team at Summit Search Group has been attending several educational programs to build awareness and deepen our understanding of reconciliation including the Indigenous Canada course through the University of Alberta as well as monthly employment and recruitment specific training through the Canadian Centre for Diversity and Inclusion on best practices and resources for reducing unconscious bias in the hiring and recruitment process.

Our ongoing commitment to Winnipeg's Indigenous Accord is to work as a bridge between the Indigenous and non-Indigenous business communities, sharing information and access to candidates and employment opportunities.

# Taylor McCaffrey LLP

## TRC Calls to Action: 27, 28, 92.ii, 92.iii

## Goals:

- Taylor McCaffrey is committed to the vision and principles of Winnipeg's Indigenous Accord. We look forward to the dedication of our glass jewel case Diversity Equity and Inclusion Library, which is being constructed this month in the central meeting space of our law firm, and the continuation of our five monthly study groups that have been taking place since February of this year. These and other actions are in accordance with TRC's TRC Calls to Action 92, and MMIWG's MMIWG2S+ Calls for Justice 15.2, 17.29 and 18.2.

## Our Progress:

We have had broad engagement by lawyers and staff at Taylor McCaffrey to increase knowledge on Indigenous issues.

We have 23 lawyers and staff on our Equity, Diversity and Inclusion Committee, and we meet monthly. There were five study groups involving 15 people meeting monthly in the spring of 2022. The topics were Chelsea Vowel's book "Indigenous Writes", Katherena Vermette's novel "The Break", Jesse Thistle's

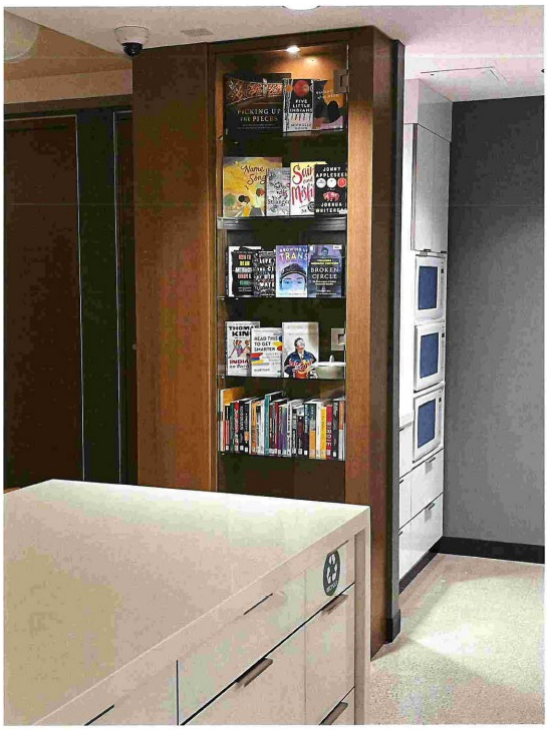
autobiography "From the Ashes", Abram X. Kendi's book "How to be an Antiracist" and the 12-session course from Indigenous Canada (University of Alberta Native Studies Department).

There have been five study groups involving 16 people meeting during the winter of 2023. The topics are Blair Imani's book "Read This Book to Get Smarter", Chelsea Vowel's book "Indigenous Writes", Michelle Good's novel "Five Little Indians", "Children's Books and Young Adult Graphic Novels" and Thomas King's novel "Indians on Vacation".

We challenged firm members to read Chapter One of Chelsea Vowel's book Indigenous Writes ("Names for Indigenous Peoples") and access information about North Point Douglas Women's Centre, Ma Mawi Wi Chi Itata Centre and Ka Ni Kanichihk. The firm pledged a donation of $20 per person for this action. One hunderd and two people participated.  (Additional donations and drives took place in September, December and February).

Ninety-three lawyers and staff attended the moving and informative one hour presentation by Alyssa Bird (family law lawyer at Evans Family Law) on September 26, 2022 on the intergenerational harm caused by the Residential School System.

We completed construction of our EDI Library in our central meeting space which houses 64 titles of books specific to Indigenous issues. We have multiple copies of a number of the books.  The 49 firm members who responded to our EDI Committee survey reported 137 books were read.



We published a weekly "EDI Minute" entry in our daily electronic newsletter, the majority of which have specific relevance to Indigenous issues.

For "I Love to Read" week three of the five books we highlighted in social media were themed on Indigenous issues (Did You See Us?, The Barren Grounds and The Seven Teachings Stories).

We refined Our Land and Water Acknowledgment, and added an Acknowledgment to our Email signatures.
As a group, 20 firm members and guests went to Rosanna Deerchild's play "The Secret to Good Tea" and Talk Back session.

## The North West Company

TRC Calls to Action: 7, 14, 14.i, 14.iv, 18, 23, 23.i, 23.ii, 23.iii, 43, 44, 63, 63.i, 63.ii, 63.iii, 89, 92, 92.i, 92.ii, 92.iii

MMIWG2S+ Calls for Justice: 7.6, 15.2, 15.4, 15.5, 15.6, 16.2, 16.4, 18.2

### Goals:

- The North West Company will (1) work with Indigenous communities and economic development entities to identify, explore and generate business development opportunities with Indigenous peoples and organizations through authentic and transformative partnerships; (2) support the revitalization, preservation and sustainability of Indigenous languages by jointly working with Indigenous communities and linguists to create store shelf signage and other initiatives in language of local communities; (3) work with Indigenous communities to plan, develop and launch training, employment and mentoring opportunities and (4) continue to work with Indigenous communities to identify issues of critical importance and jointly advocate with Indigenous communities on important social and economic issues.

### Our Progress:

In 2022, The North West Company launched “Our Promise to Indigenous Peoples”, a reaffirmed commitment to building more collaborative relationships that will enhance the inclusion and social well-being of Indigenous People of Canada. North West commits to the spirit of Reconciliation reflected in the Truth and Reconciliation Commission’s TRC Calls to Action and final report.

The North West’s core commitments are the following:

- Our commitments and actions are guided by Call to Action #92 and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), as well as the respectful consultations with the diverse Indigenous peoples we serve.
- Each commitment demands meaningful opportunities for impact and shifting attitudes and behaviors to get results.
- Each commitment falls under three strategic pillars: Well-being & Security, Stronger Community Bonds, Inclusion & Economic Success.

For the "Well-being & Security" pillar, North West commits to working collaboratively with Indigenous Peoples to advance health and well-being in the communities we serve (4 actions). For the "Stronger Community Bonds" pillar, North West commits to developing stronger community bonds by recognizing the past and committing to a better future (4 actions). For the "Inclusion & Economic Success" pillar, North West commits to improving Indigenous inclusion in store and head office management while encouraging Indigenous economic development (4 actions).

We also continue to support Indigenous economic development initiatives. We have 87 such ventures established with community-based Indigenous entities in Canada and the United States and others in progress. We continue to use our Indigenous Procurement Policy as a key component in an evolving

approach to community investment and supply chain management, creating opportunities for Indigenous-owned businesses as a key path to economic reconciliation.

We partnered up with Dreamcatcher Promotions, to launch an **MMIWG2S** initiative and made available red t-shirts to over 120 Indigenous communities by May 5th. All proceeds raised were of $24,900 and donated to the Native Women's Association of Canada.

We also partnered up with Dreamcatcher Promotions, to support Orange Shirt Day and made available the "Home Fire" orange t-shirts to over 120 Indigenous communities on September 30th. All proceed raised were of $42,200 and donated to the National Centre for Truth and Reconciliation to sponsor their Truth and Reconciliation Week 2022 and support the Remembering the Children Program, a free education program for children and youth, grades 1-12.

We continued our Inuvik Solar partnership and with the Gwich'in Tribal Council and extended it to an Iqaluit Solar partnership for a new store, which is currently under development for implementation.

We continue to support the revitalization, preservation and sustainability of Indigenous languages by offering store shelf signage in 30 different Indigenous languages and dialects.

We continue implementing an Indigenous Cultural Awareness & Safety program taught by Harley Eagle Dakota/Ojibway Indigenous and Cultural Safety Consultant, based on respect and understanding, to nurture community relationships.

Finally, we continued to work with an Indigenous Advisory Committee to identify issues of critical importance and jointly advocate with them on important social and economic issues.

## Winnipeg Airports Authority

### TRC Calls to Action: 92, 92.i, 92.ii, 92.iii

### Goals:

- Winnipeg Airports Authority (WAA) is committed to being a force for positive change in the relationship between Indigenous and non-Indigenous peoples in Winnipeg. Over the next year, WAA will work with Indigenous leaders to make the airport more reflective of our community. Understanding that all Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships, over the next year WAA will provide education for management and staff on the history of Indigenous Peoples, including the history and legacy of residential schools, aligning with TRC Call to Action 92.

### Our Progress:

At the Winnipeg Airports Authority, we welcome just over 3 million passengers a year through our doors. We have included Treaty Acknowledgments that are displayed for these passengers in various locations

across our airport and facilities, as well as including acknowledgments in our corporate work and presentations.

We have partnered with the Canadian Museum for Human Rights to house two interactive displays to educate passengers on the history of our Province as they wait to board their flights. We have also recently added an educational art installation from the Manitoba Metis Federation in alignment with the Canadian Indigenous Tourism conference that was hosted in Winnipeg earlier this year. This display, titled **kooshkopayiw** (awaken/Welcome Home), showcases heritage pieces that will be similar to the pieces found in the future Red River Métis Heritage Centre.

This year our employees will have the opportunity to participate in "lunch and learn" sessions with different indigenous organizations and knowledge keepers. These are interactive educational sessions that bring in guests from the community to share lessons and teachings from indigenous culture and history. We have recently partnered with the Manitoba Metis Federation to have our first session and look forward to working with various indigenous organizations to provide opportunities for staff to continue to grow their knowledge and understanding.

During the consultation process for our 5-year plan and ESG strategy, we had the opportunity to engage with various indigenous partners in our community. We received valuable feedback that led to reconciliation efforts being named a key priority in both of these strategic documents

## World Trade Centre Winnipeg

TRC Calls to Action: 92
MMIWG2S+ Calls for Justice: 15.2

### Goals:

The World Trade Centre Winnipeg is committed to the principles of the Winnipeg Indigenous Accord and to the ongoing process of reconciliation in Winnipeg, based on the establishment and maintenance of mutually respectful partnership and guided by the Truth and Reconciliation Commission (TRC) Call to Action #92: Business and Reconciliation.

1. Educate staff on the treaties, the TRC, and the TRC Calls to Action to guide our interactions with the business community and to support Indigenous clients.
2. Provide training and business advisory services to the Indigenous business community to support small business and entrepreneurship. This includes partnering with Indigenous business organizations, building relationships with communities, assisting Indigenous-owned businesses, and developing seminars to encourage Indigenous business start-ups.
3. Promote reconciliation to the business community at large by offering seminars and resources on the topic of Business and Reconciliation and supporting initiatives such as the Winnipeg Indigenous Accord and the TRC92: Employer Consortium.

## Our Progress:

The World Trade Centre Winnipeg (WTC Winnipeg) focused on the following:

1) Educating staff on the topics of treaties and reconciliation.
   - All new staff to the organization watch the training webinar as part of their onboarding process: How can your business take part in truth and reconciliation?
   - A staff member on the programming team participated in Stronger together: Benefits of Indigenous partnerships workshop.

2) Re-evaluating partnerships and putting an emphasis on creating partnerships with the indigenous business community.
   - The WTC Winnipeg has hired a new head of strategic partnerships manager, who is focusing on increasing and improving these partnerships.

3) Helping to educate the non-Indigenous business community on the topic of business and reconciliation.
   - We have webinar resources available on our YouTube channel that can be accessed via the WTC Winnipeg website. https://www.youtube.com/playlist?list=PLzy0JSLB-ip0kgPRYoPPYdhpndcF09rM0
   - Panel discussion about the Truth and Reconciliation Roadmap: https://www.youtube.com/watch?v=bHdtgLykj7Q
   - Webinar: How Can Your Business Take Part in Truth and Reconciliation? https://www.youtube.com/watch?v=6tT3H5mbx5M&list=PLzy0JSLB-ip0kgPRYoPPYdhpndcF09rM0&index=24
   - Training video on the topic of Business and Reconciliation: wtcwinnipeg.com/en/business-and-reconciliation.

# City of Winnipeg,
# Members of Council and Departments



# Members of Council and Departments, City of Winnipeg

## Councillor Brian Mayes, St. Vital



- In June 2022 I provided a grant of $5,875 to the Birthing Centre at St Marys Rd / St Annes Rd Junction toward the cost of their new indigenous themed mural, and attended the unveiling of the mural at the ceremony renaming the Birthing Centre to Ode'imin on June 15;
- In June 2022 I provided a $5,000 grant to Manitoba Opera to translate their school-resource "opera story time" into Anishinaabemowin;
- In August 2022 I donated a grant of $901 to St Mary Magdalene Church on St Vital Rd to fund the Indigenous themed painting (by Annie Beach) of the transit bench outside the church;
- I voted for the renaming of Bishop Grandin Blvd in March 2023;
- On Sept 29 2022 I attended a ceremony at Hastings School to dedicate Mashkiki Aki, the new Indigenous garden and learning space. This project would have been unimaginable when I attended Hastings in the 1970's.

## Councillor Cindy Gilroy, Daniel McIntyre



TRC Calls to Action: 43, 46, 46.i, 48.ii, 48.iii, 55, 69.ii, 77, 82
MMIWG2S+ Calls for Justice: 1.1

Here are some of the things I have worked on:

- The City of Winnipeg is currently working on a four year Strategic Plan and I am pushing for supports and services that will help in the efforts made to support work to insure the right of Indigenous people and work towards reconciliation. Through our city service and climate change.
- As Chair of the UN Safe Cities that looks at violence and sexual violence to Women, Girls 2SLGBTQIA+, I am working on a Four Year Strat plan. We are including people from diverse communities and those with lived experience and insure that the voice from Indigenous people are heard.
- As Chair of the Winnipeg Committee for Safety we are in the process of doing a four-year strategic plan and insuring that we have community voice from Indigenous people.
- Funding and supporting initiatives that look at equity and health and safety in services that provide supports to the Indigenous community. For example, safe spaces, public washrooms, funding outreach van for vulnerable people.

- Updating Bishop Grandin to Awasisak Meskanow.
- Supporting the creation space at the former Assiniboine Residential School to reflect and honor residential school survivors.

## Councillor Devi Sharma, Old Kildonan
Speaker of Winnipeg City Council



As a signatory of Winnipeg's Indigenous Accord, I continue embracing my part in advancing the TRC Calls to Action and MMIWG2S+ Calls for Justice by listening and engaging with the Indigenous community and promoting anti-racism. Throughout the year, my office is always looking for opportunities to promote engagement between groups.

As Speaker of Winnipeg City Council, I continue to commence all City Council meetings and community events I host with the land acknowledgment when beginning our meetings. I will continue to support reconciliation efforts at the City of Winnipeg, as well as in schools and organizations in the Old Kildonan ward.

In April, by the invitation of Grand Chief Jerry Daniels, I attended the Southern Chiefs' Organization event where they announced its project to transform the Hudson's Bay Company heritage building in downtown Winnipeg. A visionary plan has been developed to turn the building into a space for economic and social reconciliation.

In June, we unveiled a mural at Collicutt School in Seven Oaks School Division. The mural, which was painted by Jeannie White Bird (Red Eagle), an Indigenous artist and students highlights the Seven Sacred Teachings and Turtle Island. Opportunities for learning about the teachings and reconciliation for the students and parents are ongoing. The school and our office partnered with Take Pride Winnipeg on this project.

On the National Day for Truth and Reconciliation, with my family, I participated in the 2nd Annual Orange Shirt Day POW WOW and the survivors walk in downtown Winnipeg.

On September 20th, I presided over a Special Council Meeting where we gathered to rectify the absence of symbols recognizing the Indigenous Peoples and their rich history in the Winnipeg City Council Chambers as a permanent display.

For the second year, I supported the Bridge to Nowhere cycling fundraiser organized by Kerry LeBlanc and the Brothers of the Fork and Hockey Helps the Homeless which contributes to several critical community organizations. All monies raised through the event were donated to Resource Assistance for Youth (RaY), Willow Place, and Red Road Lodge — Winnipeg organizations that provide a variety of support to homeless youth and people affected by family violence, and individuals struggling with addictions, substance abuse, and mental health issues.

In November, I supported The St. Andrew's Society of Winnipeg who raised money for N'Dinawemak, a low-barrier shelter that houses 89% First Nations people.

In November, I participated in the Sgt. Tommy Prince postage stamp release. I was honoured to be invited and attend with Tommy Prince's nephew, former Chief and Elder Jim Bear.

In collaboration with Elwick Village Resource Centre and the Northwest Bear Clan Patrol, together, we launched a new safety patrol initiative in the Maples.

I've cultivated connections between cultural groups like Khalsa Aid, businesses and community organizations such as the Bear Clan, Main Street Project, Siloam Mission and Indigenous elders.

I participated in a panel discussion held by Panjab University (India) for Masters of Social Work students on the topic of the Journey of Reconciliation in Winnipeg and Canada. Items discussed were residential schools and the harms of the past.

We hosted a Ski Library event with Trails Winnipeg offering the experience of skiing and snowshoeing to Indigenous youth.

I was very pleased in February to attend the official unveiling of the interpretive display of the life of Sgt. Tommy Prince exhibit. My colleagues, Councillor Vivian Santos and Councillor Ross Eadie took the lead on this project. He is an inspirational role model and his nephew, Jim Bear, is a valued advisor who helps me better address and understand the issues.

Going forward, we will continue to set goals for the advancements and implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and work towards accomplishing these goals.

## Councillor John Orlikow, River Heights-Fort Garry



TRC Call to Action: 82
MMIWG2S+ Calls for Justice priority

Reconciliation and ensuring the City of Winnipeg makes significant progress on the MMIWG MMIWG2S+ Calls for Justice remains a priority for me, both personally as well as in my position as the representative for the River Heights-Fort Garry Ward.

Throughout 2022, I was honoured to serve as a member of the Mayor's Indigenous Advisory Council for the third consecutive year and contributed to building bridges, awareness and understanding between Indigenous and non-Indigenous communities.

I'm proud of the important strides that River Heights-Fort Garry has taken this year with respect to reconciliation efforts and several resident-led initiatives that I was pleased to advocate for and support through funding where possible, including:

### Call to Action 82: Commemoration

***Installation of Assiniboia Residential School Monument***

I was pleased to support the work of the Assiniboia Residential School Legacy Group by removing existing roadblocks to install a monument at the site of the former residential school on Academy Road.

One of the few urban residential schools in Canada, the Assiniboia Residential School operated between 1958 and 1973, with more than 765 students attending.

The memorial, unveiled in September 2022, includes individual paving stones recognizing each survivor of the school as well as honouring their home communities on an etched metal marker. Open to the public, the goal is for the site to now serve as an educational opportunity for all visitors to remember and learn about the realities of residential schools.

I look forward to continuing to be involved in the second phase of the group's initiative, which is set to include finalizing electrical work and additional landscaping as well as educational signage.

***Renaming of Rooster Town Park (Formerly Pan Am Park)***

Through the ward's Land Dedication Reserve, I allocated funding to assist the City of Winnipeg - Parks and Open Space Division - South Area with the signage and plaque required to rename Pan Am Park to Rooster Town Park in August 2022.

I voted for the renaming with my colleagues and attended the unveiling ceremony in the Grant Park area as a way support this meaningful recognition of the past suffering and harm the City of Winnipeg caused to Métis community members of Rooster Town when it forced their relocation in the 1950s.

***Renaming of Theodore Niizhotay Fontaine Park (Formerly Wellington Park)***

Theodore (Ted) Niizhotay Fontaine, a late Elder, former Sagkeeng First Nation Chief and residential school survivor who spent much of his life sharing his story is now the namesake of a park near the Assiniboia Residential School, which he attended.

I was proud to support to honour Ted's legacy by voting for the renaming at City Council as well as directing funds from the ward's Land Dedication Reserve for the park's new signage, which was unveiled in November 2022.

## Councillor Sherri Rollins, Fort Rouge – East Fort Garry



TRC Calls to Action: 10.vii, 17, 43, 44, 45, 45.i, 45.ii, 45.iii, 45.iv, 46, 46.i, 46.ii, 46.iii, 46.v, 46.vi, 47, 48, 48.i, 48.ii, 48.iii, 48.iv, 49, 69.i, 69.ii, 69.iii, 90.i, 90.iv, 91

MMIWG2S+ Calls for Justice: 1.2, 1.2.i, 1.2.ii, 1.2.iii, 1.2.v, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.2.ii, 2.6, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 5.1, 5.7, 5.7.i, 5.7.ii, 18.19, 18.20, 18.24, 18.25, 18.30

**Activities implemented**
Continued Liaising with MB MMIWG2S Implementation Working Group
This work included many collaborations and events in support of Indigenous Women and Girls and to advance knowledge of the Calls to Justice of the National Inquiry.

Most recently, supporting work of MMIWG2S experience in Winnipeg with respect to access to Justice, Policy Services and supporting continued calls by Indigenous governments such as Southern Chiefs representative

First Nation governments lead by Grand Chief Jerry Daniels to search Winnipeg area landfills for missing and murdered women. This collaborative work lead to UN special rapporteur on the Rights of Indigenous Peoples. His preliminary findings report included Winnipeg.

Continued work in line with Indigenous Harm Reduction/Reducing the Harms of Colonialism framework. This work including seeing the motion adopted at Community Services on a pathway governing City of Winnipeg's administrative process governed by the pillar and principles contained within the above noted frameworks. Many frequent and re-occurring meetings with community including Moms Stop the Harm, the Manitoba Harms Reduction Network and Manitoba Keewatinowi Okimakanak and Ma Mawi Wi Chi Iata.

Continued work on passing motions and implementing higher needs amendments to Community Services and Recreation. This work is guided by a relationship with Winnipeg Aboriginal Sport Achievement (WASAC)

Tree Policy (including equity based funding mechanisms) and working on air quality and emergency management office to understand and get insight on disproportionate risks and impacts of climate change. As Chairperson of Community Services I worked to secure through a motion at Standing Policy Committee a $28.6M capital investment for the tree canopy and more money via the Federal Government. Work continues with community groups on these efforts. Continued work on ecological protection within Council work including budget commitments with ($700,000 funding over two years to develop the Master Greenspace and Natural Corridors Plan, including a biodiversity policy). Work continues on this.

Housing and access to basic health needs: there is also a lot more money and definable housing unit for the City of Winnipeg: $1.1M for mobile outreach services to address homelessness, $580,000 to address public washrooms downtown, $500,000 in rapid housing and $150,000 in grants to support End Homelessness Winnipeg, Ka Ni Kanichihk, Ma Mawi Wi Chi Itata and Resource Assistance for Youth.

My commitment to more sustainable transportation begins with my commitment to realizing UNDRIP at the municipal level and National Inquiry into MMIWG Calls to Justice, such as frequent and accessible transportation services, including safe and affordable transportation; ‘safe rides,’ monitoring areas where women are targeted and augmented reporting policies. I’ve been committed to 30Km/hr on residential streets since being elected school trustee in 2014. Continued to advocate with and on behalf of community through difficult meetings in community and at Council for the *Vehicles For Hire* activities related to MMIWG TRC Calls to Action on transportation justice.

I continued to follow up with community and with identifiable work in the budget aligned with The OurWinnipeg 2045 Development Plan, which calls for more greenspace and natural areas in the City of Winnipeg to protect and enhance the natural environment and mitigate climate change impacts.

Continued to advance Naawi-Oodena Master Plan, with Treaty One including celebrating historic steps like the conclusion of negotiations that spanned decades on the former Kapyong Barracks as it officially converted to reserve lands in 2022.

Continued to advocate for more formal and reliable funding structure for Welcoming Winnipeg.

Celebrated the Hudson Bay turn-over ceremony with Southern Chiefs Organization. Continued work as ward Councillor anticipated as placemaking efforts on the block and downtown continue.

Continued work in support of the Collaborative Leadership Initiative to open new governance pathways on shared governance issues involving assets, water and watersheds, and new approaches to decision making. This work is in line with the MOU with Southern Chiefs/Treaty One.

## Councillor Vivian Santos, Point Douglas



TRC Calls to Action: 7, 43, 79.iii
MMIWG2S+ Calls for Justice: 1.1

Most of my activities include meeting with Elders and Knowledge Keepers who guide me as to how to best support Indigenous peoples. I also spend time listening to indigenous leadership and my intuition.

I have many initiatives and projects underway, and I will continue to work with the people to ensure we are all walking the path of reconciliation. Please see prior sections for descriptions of these projects.

My goal is to finish most of the projects that have been started within the next 2-3 years; however still actively looking for other acts of reconciliation.

## TRC Call to Action 43 – United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

Lead department: Chief Administrative Officer, Planning Property and Development, Indigenous Relations Division

### Our Goals:

Formulate a recommendation and framework for the potential implementation of the United Nations Declaration on the Rights of Indigenous People to guide and inform future policies, processes, and practices of the City of Winnipeg. At this time, a project start date has not been identified.

A Municipal Development & Services Agreement (MDSA) for Naawi-Oodena is developed between The City of Winnipeg and Brokenhead Ojibway Nation, Long Plain First Nation, Peguis First Nation, Roseau River Anishinabe First Nation, Sagkeeng First Nation, Sandy Bay Ojibway First Nation, and Swan Lake First Nation (“Treaty One”).

### Our Progress:

- Due to competing priorities this past year, the Indigenous Relations review of the baseline report to identify success and gaps has been put on hold. Once finalized, a communications strategy will be developed to share with stakeholders within the civic system in addressing UNDRIP, as it relates to municipal jurisdiction.

- 2022 marked the seventh year of the Indigenous Medicine Gardens at City Hall:
    - Sage, sweetgrass, cedar and tobacco were harvested by Gardeners and Indigenous Relations employees led by a Cultural Provider.
    - Harvested and dried medicines are used by the Division throughout the year.

### Gaawijijigemangit Agreement – Municipal Development and Services Agreement for Naawi-Oodena

On June 23, 2022, City of Winnipeg Council approved to enter into the Gaawijijigemangit Agreement: a Municipal Development & Services Agreement (MDSA) between The City of Winnipeg and Brokenhead Ojibway Nation, Long Plain First Nation, Peguis First Nation, Roseau River Anishinabe First Nation, Sagkeeng First Nation, Sandy Bay Ojibway First Nation and Swan Lake First Nation (collectively referred to as the "Treaty One Nation") for the City to provide municipal services for a proposed urban reserve at the Naawi-Oodena site (formerly referred to as the Kapyong Barracks). The parties to the agreement participated in lengthy collaboration spanning several years, and the proposed MDSA is the result of a great deal of discussion, review and analysis of common and best practices across Canada, but more importantly, through the lens of reconciliation. The Agreement has been negotiated to reflect a government-to-government relationship, predicated on the parties' mutual respect for the exclusive legislative jurisdiction of the other.



Photo credit: Treaty One

In its response to the Calls to Action of the Truth and Reconciliation Commission, the **City of Winnipeg** has committed to supporting the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Collaborating and cooperating with **Treaty One Nation** in the process required for the creation of this urban reserve supports and promotes the following **UNDRIP** Articles:

- Article 3 - Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
- Article 5 - Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.
- Article 20(1) - Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.
- Article 21(2) - States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

## TRC Call to Action 47 – Doctrine of Discovery

Lead departments: Legal Services, Indigenous Relations Division

### Our 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:

Due to competing priorities, no progress was made with respect to this Call to Action.

## TRC Call to Action 57 – Public Service Training and Awareness

Lead departments: Employee Development Branch, Indigenous Relations Division, Equity and Diversity Office, Human Resources,

### Our Goal:

Continue to deliver W'daeb Awaewe, Chi Ki Ken Da Mun, and Wahkotowin learning sessions for Public Service employees including ongoing experiential learning opportunities directly related to the City's implementation of Truth and Reconciliation Commission Call to Action 57 and Missing and Murdered Indigenous Women, Girls, and Two-Spirited Peoples (MMIWG2S+) MMIWG2S+ Calls for Justice.

### Our Progress:

<u>Public service training</u>

**Chi Ki Ken Da Mun** (*So You Should Know*) provides employees with an introduction to Indigenous people, culture, history, and worldview with a focus on the residential school experience and the traditional role of Indigenous women. Participants are required to watch the film entitled "We Were Children" as pre-work to this course.

- 1 Chi Ki Ken Da Mun session was held with 16 new public service employees participating (annual).

**W'daeb Awaewe** (*the Truth As We Know It*) provides employees with an experiential approach to understanding Indigenous culture and promoting reconciliation and the spirit of inclusion. The teachings provide insight from an Indigenous perspective on culture, traditions and historical events in Winnipeg with a focus on the residential school system and the impacts on Indigenous peoples.

- 6 W'daeb Awaewe sessions were held with 150 new public service employees participating (annual).

**Wahkotowin** (*Kinship*) provides and offers insight from both academic and Indigenous perspectives on stereotypes, discrimination, systemic barriers, cultural humility development, ally behavior, and Indigenous worldview awareness. Topics will be presented through a variety of mediums and interactive exercises. This course will plays a role in our collective movement toward self-empowerment and reconciliation. This session levels up from W'daeb Awaewe and Chi Ki Ken Da Mun, aimed at taking a deeper dive into developing culture competency for City employees.

- 2 Wahkotowin sessions were held with 51 public service employees participating (annual).

**New Anti-Racism Learning Series**

In March 2023, the City of Winnipeg launched an employee training series required for active and ongoing commitment to strengthening employee competencies that impact our workforce, public services, and community:

1) Impacts of Colonialism
2) Anti-Racism, Anti-Oppression, Cultural Competency
3) Origins of Race and Racism

The City of Winnipeg's Equity, Diversity, and Inclusion Policy & Strategy anchors the City's commitment to promoting human rights, accessibility, equity, diversity and inclusion, anti-racism, and anti-oppression. This focus aligns with our values of Respect, Accountability, Trust and Transparency, the Corporate Key Strategic Directions, and OurWinnipeg 2045.

**Session 1 – Impacts of Colonialism** Theory of colonialism, the action of colonization, and the far reaching inter-generational impacts on Indigenous Peoples in Canada. How this form of oppression is rooted in racism and how racism, in all its forms, continues to marginalize Indigenous Peoples and Racialized Peoples. What you can do.

**Session 2 - Anti-Racism and Anti-Oppression and Introduction to Cultural Competency**
Important actions to promote anti-racism and anti-oppression. Learn how developing greater cultural competency will assist in the process of active anti-racism and anti-oppression work.

**Session 3 - Origins of Race and Racism:**
Race as a social construct, gain a deeper understanding of individual and systemic racism. Power and privilege, white supremacy, and white privilege and how these contribute to ongoing racism in society.

**Youth Building Bridges**

A Building Bridges event brought together youth from urban Indigenous and Newcomer communities to gain a greater understanding of each other. They shared in land-based learning and traditional Anishinaabe (Ojibway) and Ininew (Cree) teachings related to smudging, traditional medicines, and the sweat lodge ceremony.

Among the trees and crisp fall air in Little Mountain Park, youth came together to build an outdoor sweat lodge and participated in a sweat lodge ceremony together.
Firekeeper: Conrad Seenie; Cultural Providers: Kris Turner, Cecil Sveinson.



"The whole idea of Building Bridges is for the youth to get together, learn about each other, and hopefully realize that they aren't that different from each other," said Cecil Sveinson, Manager of the City's Indigenous Relations Division.

Ten youth, invited from Ka Ni Kanichihk and Immigrant and Refugee Community Organization of Manitoba Inc. (IRCOM), took part in the October 2022 event, led by Indigenous Relations Division and Community Services' Community Development Division as part of the City's anti-racism in action initiatives.

See the Building Bridges Video

**National Indigenous Peoples' Month**
June is National Indigenous Peoples Month, and the month was acknowledged with a lunch hour event on June 21 outdoors in Courtyard at Winnipeg City Hall celebrating Indigenous People's Day, along with a number of on-line learning events and teachings including:

- Métis Nation: History and Culture. This 3-hour course provided 27 employees an opportunity to increase their knowledge and understanding of the Red River Métis. Participants were introduced to historical, cultural, and contemporary issues faced by the Métis Nation, and delivered in partnership with the Manitoba Métis Federation.
- Summer Solstice, with Elder Carolyn Moar, 18 employees attended the virtual workshop.

**National Day for Truth and Reconciliation**
Annually on September 30, The National Day for Truth and Reconciliation compels all Canadians to devote time for reflection and learning about the residential school experience, the legacy we all share, and the efforts currently underway by Survivors, their families and their communities to reclaim what was lost. To support public service employees in preparing to learn more, a 2-hour session delivered by the National Centre of Truth and Reconciliation was held in advance of September 30 and attended by 19 public service employees.

**Cultural Committee**
Through the City's Cultural Committee, workshops and activities are organized throughout the year by Indigenous Relations and led by community Elders, Cultural Providers, and Knowledge Keepers. Learning opportunities are offered in-person and virtually:

- Planting Indigenous Gardens – 4 sacred medicines/medicine wheel – Elder Teachings (8 employees in attendance)
- Medicine Harvest and Sweetgrass Braiding (8 employees in attendance)
- Spring Equinox Teachings (20 employees in attendance)
- Madoodisan Lodges (Sweat Lodge) (9 employees in attendance)
- Madoodisan Lodge (Sweat Lodge) for MMIWG2S+ Working Group (7 employees in attendance)
- Madoodisan Lodge (Sweat Lodge) for Indigenous Relations Team Building (8 employees in attendance)
- Welcoming Winnipeg Walking Tour (14 employees in attendance)
- Treaty Relations Commission Lunch and Learn (52 employees in attendance)
- Fall Equinox (17 employees in attendance)
- Indigenous Veteran's Day (40 employees in attendance)
- Winter Solstice (19 employees in attendance)

## Call to Action 75 – Cemeteries

Lead departments: Indigenous Relations Division, Cemeteries Branch, and Planning, Property and Development

**Our Goal:**

Support and contribute to actions to advance Call to Action 75 and inform our action plan going forward. Continue to digitize City of Winnipeg Cemetery burial records for easier access to information.

On June 16, 2021, the Executive Policy Committee unanimously passed a Motion directing the Winnipeg Public Service to continue its work on this Call to Action.

**Our Progress:**

**Cemeteries Branch**
St. Vital and Transcona Cemetery records have been fully digitized and work is still ongoing with Brookside. While significant progress was made in 2022, over 100,000 burials have taken place at Brookside since the first in 1878 and it will take a significant amount of time to complete Brookside records. In 2022, the Cemeteries Branch took steps to secure additional resources to accelerate the digitization process and is hopeful that these resources can be in place for 2023.

In 2022, the Cemeteries Administrator was invited to participate on both the Informed Practices Subcommittee and the Frameworks and Processes Subcommittee, in support of the recently established *First Nations, Inuit, Red River Métis (FNIRRM) Council*, to advance the development of multi-jurisdictional Indigenous-led approaches to identifying, investigating, protecting, and commemorating children who died attending residential schools. Subcommittee meetings will commence in early 2023.

**First Nations, Inuit, Red River Métis (FNIRRM) Council (Residential Schools)**
In 2021, by invitation from the Province of Manitoba, the City of Winnipeg became a member of the newly formed *FNIRRM Council* on residential schools along with representatives from the Southern Chiefs' Organization, Manitoba Keewatinowi Okimakanak, Manitoba Métis Federation, Assembly of Manitoba Chiefs, Manitoba Inuit Association, Sioux Valley Dakota Nation, National Centre for Truth and Reconciliation, Regional Indian Residential School Health Support Program Centres, Elders and Knowledge Keepers, and Provincial and Federal governments.

The *FNIRRM Council's* overarching mandate is to provide guidance and advice, which advances the development of multi-jurisdictional Indigenous-led approaches to identifying, investigating, protecting, and commemorating children who died attending residential schools.

In 2022, the *FNIRRM Council* identified 5 principles to guide their work and defined the following 4 priorities regarding efforts to find and commemorate missing children in Manitoba:

- That searches are high quality and inclusive of families of missing children and survivors;
- That trauma-informed, culturally appropriate healing and mental wellness supports are widely accessible and available, particularly for survivors and families;
- The recognition that efforts respect the cultural protocols, traditions, and laws distinctive to each Nation; and
- Those locations where children are buried are protected.

In 2022, the City of Winnipeg identified subject matter experts from the Cemeteries Branch and Planning, Property, and Development to participate in sub-committees as established by the *FNIRRM Council.* All participating FNIRRM Council members are encouraged to assign in-kind staffing resources to such bodies, and/or suggest additional organizations or individuals including subject matter experts that may be relevant to this work. Sensitivities of the work have been identified under each of the focus areas of the subcommittees. FNIRRM sub-committees recently organized include:

(1) Family, Survivor, Community Involvement and Commemoration –

What we hope to achieve: Intertwine families, Survivors, and communities through each stage of the search process to ensure that they are at the heart of the work and are honoured, celebrated, and supported in an appropriate way.

(2) Frameworks and Processes –
What we hope to achieve: Provide a detailed roadmap for communities to review and assess according to their needs. This roadmap will help guide communities as they undertake the search for children who died or have gone missing while attending Indian Residential Schools.

(3) Informed Practices –
What we hope to achieve: (i) Provide guidelines and recommendations for Informed Practices on every step of the search process including, but not limited to, the cultural, historical, legal, communicative, trauma-informed, geophysical, archaeological, and forensic aspects of Indian Residential School searches. (ii) Support communities in acquiring the resources needed to conduct their searches. (iii) Support communities in seeking industry, organizational, and academic involvement, if requested.

In June 2022, City of Winnipeg members attended a (FNIRRM) Council event at Long Plain First Nation, to honour and recognize survivors of residential schools and witness the Government of Manitoba announce a Provincial Fund to support Indigenous-led research and planning, ground searches, and commemoration in Manitoba.

Photo credit: Indigenous Relations, City of Winnipeg



In December 2022, the FNIRRM Council met to discuss current activities occurring, respective new projects and events, and acknowledging existing legislation concerning the protection of children's remains, and the important plans being developed to ensure protection of sites for ceremony, searches, and where required, repatriation of lost children. Identified challenges between the depth of research and related work required while constrained by the time limits of government funding.

In March 2023, the FNIRRM Council met to discuss their Terms of Reference to ensure continued strength of purpose, priorities, and principles while the work in and by communities across Manitoba continues. The province provided an update on the subcommittee framework as a result of committees becoming newly active in early 2023.

## Call to Action 77 – Archival Records

Lead department: City Clerk's Department, Archives and Records Control Division

**Our Goal:**

Building on work completed to date, the City Archives will continue to identify and to enhance access to records that support truth-telling and the reconciliation process. We will work collaboratively with Indigenous groups and individuals to improve both awareness and stewardship of First Nations, Métis, and Inuit records in the collections.

**Our Progress:**

The City of Winnipeg Archives and Records Control Branch holds records that lend themselves to the exploration of Indigenous histories, and of civic policies, programs and decisions that Indigenous peoples in Winnipeg have engaged in over the years.

- In collaboration with curator Vanda Fleury and the Winnipeg Public Library, the City Archives launched the exhibit Story Seeds: Cultivating Wellness and Depth through Indigenous Plant Traditions. Story Seeds explores the better-known crops and plants domesticated, developed, and harvested by Indigenous peoples of the Americas. Weaving together educational resources, photos, historical records, and other sources, it celebrates the food systems that grow cultural narratives, family, and community. The exhibit showed at the Millennium Library from June 6 – September 15 and is now touring other City libraries;
- For the 2023 Archives Calendar and River City digital exhibit, staff included content that sought to support awareness of Indigenous histories in the Winnipeg area and to honour the original peoples of this land and their descendants. The content was prepared in consultation with Indigenous Relations Division;
- Staff completed re-description of the Greater Winnipeg Water District photographs, which include records of Shoal Lake 40 First Nation, and conducted research on the St. Boniface Sanitorium to better explore the connections between the facility and the treatment of Indigenous patients for tuberculosis;
- Staff attended several learning opportunities, such as presentations on the Reconciliation Framework for Canadian Archives, Indigenous teachings on the Winter Solstice, Indigenous Veteran's Day, and Louis Riel Day Workshop;
- The City Archives added Welcome Decals with Indigenous languages to its entrances; plans for displaying Indigenous Historical Timeline Posters in the Research Room are underway;
- Staff provided research support for the Welcoming Winnipeg: Reconciling our History Policy;
- Ongoing communication with Indigenous groups and individuals to build and maintain relationships, share records, and offer assistance;
- Ongoing smudging of artifacts with ceremonial significance.

## Call to Action 79.3 – Commemoration

Lead departments: Planning, Property and Development (PPD)-Urban Planning and Heritage; PPD-Real Estate and Land Development Division; Indigenous Relations Division

**Our Goal:**

To support the Assiniboia Residential School Legacy Group (ARSLG) in carrying out the vision of the late Theodore Niizhotay Fontaine in the creation of a gathering place to commemorate the Survivors who attended Assiniboia Residential School and preserving this important history and legacy for Survivors, their families, and the public.

**Our Progress:**

**Gathering Place and Markers**
**Assiniboia Residential School, Academy Road**

Under the direction and guidance of the Assiniboia Residential School Legacy Group (ARSLG), the commemorative Gathering Place and Markers was unveiled on September 30, 2022, at the former site of the Assiniboia Residential School on Academy Road in Winnipeg. The monument will honour and commemorate the school's more than 750 Survivors and will be a welcoming place for all.

The commemorative site has received support from all levels of government, and involves collaboration from the City's Parks and Open Space, PPD-Urban Planning, PPD-Heritage, and Real Estate Divisions, and with longtime involvement of leaders in architecture; project management, fundraising, and volunteers invested in realizing the vision of this gathering place for Survivors, Intergenerational Survivors, their families, and the public.

An interpretative panel installation supported by PPD-Heritage will be installed this season along with the installation of boardwalks, bench seating, and gardens filled with plants, shrubs, and trees significant to creating an urban gathering place for healing, teaching, and learning. This next phase of the Gathering Place is expected to be completed by September 30, 2023.

**Designing the Gathering Place and Markers**

"*There can be no reconciliation without the truth being heard first. By helping to create this place, Canada is making sure more people will learn about what Survivors like me experienced, and honour our humanity and resiliency. This learning will be a good step on the journey toward reconciliation*."

- Elder Betty Ross,
  Survivor of the residential school system and member of the Assiniboia Residential School Legacy Group.

"*This memorial…*a *work of love really, among us*"

- Elder Mabel Horton,
  Survivor of the residential school system and member of the Assiniboia Residential School Legacy Group.

Source: https://assiniboiaresidentialschool.com/monument




Working together with the Assiniboia Residential School Legacy Group (ARSLG) over a 5-year period, the Gathering Place and Markers were designed by **Prof. Herbert Enns** as Collaborating Architect, with assistance from **Darian McKinney**, a recent graduate from the University of Manitoba Faculty of Architecture.

Assiniboia, the font used for the names, was designed by Prof. Enns. The letter forms were derived from and inspired by the handwriting of Survivor David Montana Wesley, and his handwritten notes discovered in his photo album from his time at Assiniboia. It is one of the few and perhaps the only remaining examples of handwriting by an Assiniboia Survivor.

Lighting mounted within each marker illuminates the names on the plaza. A surrounding boardwalk in the shape of the rings of an oak tree removed from the site is framed with 8 oak-plank benches, and a field of natural Indigenous grasses – to be planted in the spring of 2023. The project addresses the Truth and Reconciliation Commission's TRC Calls to Action through collaboration. This strategy and commitment was established early in the process by **Theodore Niizhotay Fontaine and the Assiniboia Residential School Legacy Group** (ARSLG) Board, as well as through input from many agencies, institutions and individuals. The property acquisition process underlying the site transfer was completed over several years with the help and guidance of the RCMP and the City of Winnipeg.




Source: https://assiniboiaresidentialschool.com/monument

**Learn more** about the Survivors and Thrivers of the Assiniboia Residential School from their stories in "Did You See Us? Reunion, Remembrance, and Reclamation at an Urban Indian Residential School" https://uofmpress.ca/books/detail/did-you-see-us

New Assiniboia Residential School Legacy Group website: https://assiniboiaresidentialschool.com

## Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA People (MMIWG2S+) Calls for Justice

Lead department: Indigenous Relations Division (IRD)

MMIWG2S+ Calls for Justice: 1.1, 1.1.i, 1.1.ii, 1.3, 4.2, 4.4, 4.7, 4.8, 7.6, 8.1, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 17.9

Our Goal:

We will continue to pursue human rights-based approaches that will focus on improving access to human rights, culturally appropriate programs and services and improved socio-economic outcomes through the four pathways, in Winnipeg, as identified in Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People.

Our Progress:

***Implementation of the MMIWG2S+ Calls for Justice and National Action Plan, April 2022 – May 2023***

The year 2022 ended with the announcement of a Winnipeg serial killer that taken the lives of four First Nation women, Rebecca Contois**,** Morgan Beatrice Harris**,** Marcedes Myran and Buffalo Woman (Mashkode Bizhiki'ikwe).

This announcement shook the community and highlighted the realties that urban Indigenous women are experiencing. We acknowledge that the majority of First Nations, Inuit and Métis people live in urban areas, and they do not feel safe or heard.  Now more than ever governments need to act.

While we acknowledge the tremendous amount of work that needs to be done, we do need to acknowledge the diligent work of the Missing and Murdered Indigenous Women Girls and Two-Spirited Peoples (MMIWG2S+) Implementation and Advisory Committee, families, survivors, and advocates. There is amount tremendous respect required for the resilience and strength of urban Indigenous voices who lead this advancement of human rights.

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The City of Winnipeg's Indigenous Relations Division has taken the lead to the City of Winnipeg's response to the 231 MMIWG2S+ Calls for Justice and National Action Plan. In this reporting period the Indigenous Relations Division has committed to ongoing guidance by the MMIWG2S+ Implementation and Advisory Committee, families, survivors and advocates of the who are working to create and implement the Manitoba MMIWG2S+ Partnership Implementation Plan.

As part of this holistic model, the City of Winnipeg will collaborate with the MMIWG2S+ Implementation and Advisory Committee to develop and implement a civic implementation plan to end violence against Indigenous women and gender-diverse peoples that will work to ensure that:

- Urban Indigenous women and two-spirited voices are heard as they are required to lead solutions. The City of Winnipeg has the largest population of urban Indigenous peoples in Canada and it is understood that their unique experiences need to be centered in the solutions.
- Creates appropriate mechanisms of Responsibilities and Accountabilities that are paramount to ending violence, as the City's responsibilities directly impact Urban Indigenous people.
- "Nothing about us without us" builds on the fact that we are all stronger when we work together, and the work done thus far is a testament to this. Co-development, coordination and collaboration is key to seeing change and prevention.

***In this Reporting Period of Winnipeg Indigenous Accord, April 2022 – May 2023***

Through collaboration and guidance from the MMIWG2S+ Implementation Committee the following areas were identified as priority for the City of Winnipeg:

**1)** Safe transportation (Community informed changes to Vehicles for Hire by-law and policy and Public Transportation),
**2)** City of Winnipeg MMIWG2S+ working group is functioning and preparing a city-wide civic implementation plan
**3)** Developed Training & Awareness Campaign; and
**4)** Identifying Accessible Spaces for MMIWG2S+ that includes openness, cultural, ceremonial spaces.

**1) Safe transportation in the City of Winnipeg**
a) community informed changes to Vehicles for Hire by-law and policies. and b) Safe Public Transportation
**MMIWG2S+ Calls for Justice: 4.8, 8.1, 17.9**

In response to the April 28th, 2022 City of Winnipeg Council recommendation where the Public Service was directed to work with stakeholders towards engagement and safety solutions as they relate to implementing MMIWG2S+ Calls for Justice. City of Winnipeg enlisted the Office Public Engagement, Corporate Communications, Winnipeg Transit, Community Services and co-led by the Indigenous Relations Division and Vehicle for Hire Division, Winnipeg Parking Authority as a Safe Transportation Taskforce.

On Aug 24, 2022 the Safe Transportation Taskforce coordinated a MMIWG2S+ focused engagement in collaboration with the MMIWG2+ Implementation Committee. Using a trauma-informed approach, there were 44 participants in attendance to discuss their experience and suggestions for improvements.

On Sept 20, 2022 in collaboration with MMIWG2S+ advocates, the Taxi engagement involved a total of 26 participants discussing safety concerns, and this day included guidance from a Sikh aunty.

On September 27th a presentation to Manitoba Moon Voices regarding the Safe Transportation approach to the MMIWG2S+ Calls for Justice. There were 8 participants, included an overview of the Safe Transportation processes.

On October 26th, 2022 a Safe Transportation engagement was held with Newcomer and Racialized Women with a total of 24 participants discussing safety concerns.

Since December 2022 Indigenous Relations has been working with the MMIWG2S+ Implementation Committee to develop mandatory training for vehicle for hire drivers that will be implemented by end of 2023.

Recommendations for changes to the Vehicle for Hire By-law or existing policies that will be submitted for Council's consideration as part of the 2023 Vehicle for Hire Annual report include:

1. Improved training for drivers (bus and vehicle for hire)
2. Improved communication from the City on complaint processes and how to navigate them
3. Improved complaint process
4. Improved measures of accountability for drivers

**2) The City of Winnipeg Departmental MMIWG2S+ Working Group**
**MMIWG2S+ Calls for Justice: 1.1, 15.1 –15.8**

The City of Winnipeg departmental MMIWG2S+ working group is functioning and will develop the civic implementation plan. In 2020, the Public Service was directed by Council to develop a civic implementation plan that responds to the National Inquiry into Missing and Murdered Indigenous Women and Girls. Rooted in the approach of "Nothing about us without us" the civic implementation plan will identify MMIWG2S+ Calls for Justice that the City of Winnipeg will implement, and that respond to the 2021 Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ People National Action Plan and the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, including the Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People, that will contribute to the Manitoba MMIWG2S+ Partnership Implementation Plan.

In this reporting period the City of Winnipeg MMIWG2S+ working group met 6 times, including sub-committee working groups. The Terms of Reference has been completed and the main goal directs respective departments to identify MMIWG2S+ Calls for Justice that can be implemented from 2023 to 2025. These MMIWG2S+ Calls for Justice will formulate the civic implementation plan, which is the City's response to the 2021 Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ People National Action Plan and the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People. The civic implementation plan will contribute to the Manitoba MMIWG2S+ Partnership Implementation Plan. In order to continue to co-collaborate, the City of Winnipeg MMIWG2S+ working group heard from lived experiences and with guidance from five presenters.

Members on the City of Winnipeg MMIWG2S+ working group:

- Human Rights Committee of Council (non-city staff), CDRS / Community Services, Winnipeg Transit, Winnipeg Fire Paramedic Services, Office of Equity and Diversity / HR, Winnipeg Public Libraries, UN Safe Cities, Winnipeg Police Services, Winnipeg Parking Authority / Vehicle for Hire, Assessment and Taxation, and as led by the Indigenous Relations Division.

**3) Developed Training & Awareness Campaign**
**MMIWG2S+ Calls for Justice 15.2, 15.3, 18.18**

The 2021 Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ People National Action Plan and the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People identified that training and awareness is an immediate action that needs to be taken in order to prevent genocide on Indigenous women and girls, and two-spirited peoples. Additionally, this has been identified as an area of priority for the Manitoba Action Plan by the MMIWG2S+ Implementation Committee to which the City, through Indigenous Relations Division is a member.

The City will continue to assist and participate in events dedicated to days of awareness significant to Missing and Murdered Indigenous Women, Girls and Two-Spirited Peoples. Events are family and survivor centered and meant to bring healing and raise awareness to the issue engaging all sectors to enact their role as Canadians to change systems, and prevent violence against women, girls and two-spirited peoples. Events and days of awareness include but are not limited to:

- February 14, (Women's day March),
- March 8, International Day of Women,
- May 5, National Day of Awareness – MMIWG2S+,
- June 3, Anniversary to the launch of the National Action Plan and Final Report.
- October 4, National Day of Awareness for MMIWG2S+,
- November 13, Commemoration of Helen Betty Osborne.

May 5, 2022 – Over 100 people were in attendance, worked with Winnipeg Public Libraries to display red dresses for 10 days at all city libraries.

June 3, 2022 – Partnered with MMIWG2S+ Implementation Committee to participate in the day's events that included hosting a ceremonial fire and a day of awareness and healing at Rainbow Butterfly's temporary location at Kildonan Park. Over 50 people were in attendance.

October 4, 2022 – National Day of Awareness for MMIWG2S+ supported the MMIWG2S+ Implementation Committee and coordinated resources for the day's various events. Rainbow Butterfly at Kildonan Park was the first gathering place for the day. Forty red dresses were hung and displayed at City Hall and hosted a ceremonial fire. Over 100 people were in attendance. Winnipeg Public Libraries hung red dresses in display at all City libraries.

February 14, 2023 – Partnered with MMIWG2S+ Implementation Committee to support the day's events which included booking community space and chartering a transit bus. Over 150 people were in attendance.

**4) Identifying Accessible spaces for MMIWG2S+ (openness, cultural, ceremony)**
**MMIWG2S+ Calls for Justice: 2.3, and 15.6, and 15.7**

In March 2022 the warming hut – Rainbow Butterfly – was in need a of a permanent location. The City of Winnipeg, through the Indigenous Relations Division has been working with the MMIWG2S+ Implementation Committee and Collective voices to develop her final home at Millennium Library in 2023. She is currently holding space at the City of Winnipeg's Kildonan Park.



Indigenous Relations connects community to Rainbow Butterfly for ceremonial activities and community gatherings.

Photo credit: City of Winnipeg

Other Activities have included supports provided to Tunngasugit Inc. for their annual Nunavut Day event on July 11th.
In partnership with Winnipeg School Division MMIWG advocate, the City of Winnipeg partnered with Golf Services to increase accessibility to space, culture, and encourage Indigenous women and youth to participate in golf. IRD supported by assisting with a ceremonial fire where approximately 58 participants attended Full Moon ceremonies and an evening of golf.

IRD also funded Wahbung Abinoonjiiag Christmas Hampers in December 2022 (**MMIWG2S+ Calls for Justice 12.4**)

We will continue to pursue human rights-based approaches that will focus on improving access to human rights, culturally appropriate programs and services, and improve socio-economic outcomes through the four pathways, in Winnipeg, as identified in Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People.

## Winnipeg Safe City Initiative

### MMIWG2S+ Calls for Justice: 4.8

Goals:

We remain invested in creating safer transportation for Indigenous women, girls and two-spirit peoples.

Our progress:

The Winnipeg Safe City Initiative (WSCI) is in the process of developing a multi-year strategic action plan that addresses violence against women, girls, and sexual/gender diverse peoples in public spaces. Given the ongoing epidemic of MMIWG2S+, WSCI is committed to prioritizing affected community members and actively seeking their insight and feedback on how to make public spaces safer. We are committed to respectful and meaningful engagement that centers Indigenous knowledge and tradition. We will be engaging with Gigaanaawenimaanannig, The MMIWG2S+ Implementation Committee to co-create a series of in-person gatherings in which community members can share their experiences, insights and recommendations for safer public spaces in the City of Winnipeg.

The data collected will be kept anonymous. It will support the vision of WSCI's final Strategic Action Plan. This plan will be presented to City Council in Fall/Winter 2023. WSCI anticipates putting forth a series of recommendations that are trauma-informed and center the voices of community members with lived experience.

## Winnipeg Association of Public Service Officers (WAPSO) - IFPTE Local 162

### MMIWG2S+ Calls for Justice: 15.3, 15.4, 15.5

Goals:

1. Establish a scholarship in the amount of $500 to support an Indigenous student enrolled in an accredited Labour Studies program.
2. Encourage other Unions to join WAPSO-IFPTE Local 162 as a signatory to the Winnipeg Indigenous Accord
3. Develop and undertake a communications and awareness campaign to our members to build awareness of the Winnipeg Indigenous Accord, TRC Calls to Action, and the MMIWG2S+ Calls for Justice.
4. Develop a Social Procurement Policy to be presented to the Board of Directors no later than June 2022.
5. Encourage the City of Winnipeg to follow up on its actions/policies that have an Indigenous lens as part of our overall advocacy efforts on behalf of our members.

6. Explore opportunities with IFPTE to increase awareness and training in relation to the TRC Calls to Action and the MMIWG2S+ Calls for Justice.

Our Progress:

The Winnipeg Association of Public Service Officers became a signatory to the Indigenous Accord in September 2021 following a presentation to our board by the Indigenous Relations Division at our June 2021 board meeting and committed to establishing participant goals during the remaining months of 2021.

In July 2021, our board was joined by Elder Carolynn Moar who provided a blessing and smudge prior to a lengthy board discussion regarding Reconciliation and WAPSO participation in the Indigenous Accord.

We dedicated time during subsequent board meetings throughout the summer and fall of 2021 to discuss the ways in which our organization could meaningfully participate in the Accord. In December of 2021, the WAPSO board passed motions committing to six Indigenous Accord goals.

At our Annual General Meeting in November of 2022, WAPSO members committed funds within our budget towards the creation of a scholarship supporting Indigenous students enrolled in the University of Manitoba's Department of Labour Studies.

At our August 2022 board meeting, presentations and discussion related to the Indigenous Accord were held with local and national leaders within the Labour Movement. Through in-person discussions with individual union leaders and presentations to the Manitoba Federation of Labour we have encouraged other unions and labour bodies to join WAPSO-IFPTE Local 162 as a signatory to the Winnipeg Indigenous Accord and become supporters of a scholarship for Indigenous students enrolled in the Labour Studies program at the University of Manitoba.

In the summer of 2022, the WAPSO board approved a Social Procurement Policy with a commitment to principles of sustainability, equity, local purchasing and prioritizing local Indigenous led businesses / service providers.

We continue to encourage the City of Winnipeg to follow up on its actions/policies that have an Indigenous lens as part of our overall advocacy efforts on behalf of our members.

In the coming year, we anticipate implementing activities related to Goals three and six:

3) Develop and undertake a communications and awareness campaign to our members to build awareness of the Winnipeg Indigenous Accord, TRC Calls to Action, and the MMIWG2S+ Calls for Justice.
6) Explore opportunities with IFPTE to increase awareness and training in relation to the TRC Calls to Action and the MMIWG2S+ Calls for Justice.

## Winnipeg Fire Paramedic Service

TRC Calls to Action: 57
MMIWG2S+ Calls for Justice: 18.1

Goal:

- Our goal continues to be to develop a greater 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.

Our Progress:

Our goal continues to be to develop a greater 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. All new WFPS employees continue to participate in the two-day Chi Ki Ken Da Mun education course during their recruit class orientations.

In 2021 the Service implemented the first Diversity and Equity Fire Training (DEFT) program with 18 participants. The WFPS goal was to attract more Indigenous applicants into firefighter positions. The program recruited six (6) Metis and three (3) First Nation candidates into the DEFT program in 2021. The second year of the DEFT program continues to have high Indigenous representation, being over 30% of class participants. The program has a built-in mentorship program, with WFPS members being mentors to the students. A recruitment review that was conducted in 2022 identified areas that could potentially be creating barriers to diversity candidates. WFPS leadership looked at areas such as financial costs, firefighter posting language, and written assessments. Additionally, the Service expanded awareness of the six (6) equity groups that goes beyond the four (4) federally designated groups, such as 2SLGBTQQIA+ and Newcomers, which led to the added language in our firefighter postings for giving preference to the equity groups. As such, the Service removed those barriers, which led to an increase in employment equity seeking groups applying to our general recruitments. The Service noted in 2020 less than 3% who self-identified in the general recruitments, whereas in 2022 WFPS had an increase of 14%. This resulted in over 50% employment equity candidates being successful in the 2023 recruit class, with 40% of those candidates being Indigenous.

WFPS trained over 1,500 employees on having a respectful workplace that is free of harassment and discrimination to prepare the workforce with the changing demographics. This unique course was developed in consultation with WFPS leadership, to ensure it directly relates to the workplace and why diversity is required to accurately reflect the population we serve. Furthermore, frontline leadership completed the Anti-Racism training to assist with eliminating racist beliefs, attitudes and behaviours.

## Winnipeg Transit

TRC Calls to Action: 57, 92.ii, 92.iii
MMIWG2S+ Call for Justice: 8.1

Goal:

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:

The COVID-19 global pandemic has continued to have a profound impact on programming of all varieties in 2021/22.

In an effort to adapt, the Department has worked directly with respected community Elders and the City's own Indigenous Relations Division to create a recorded program through which to deliver the important teachings otherwise delivered in person. As a result, the Department expects to continue its path to deliver this important information to all active staff.

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

# Community Organizations



# Community Organizations

## **Acorn Family Place** (formerly Wolseley Family Place)

TRC Calls to Action: 1, 5, 12, 57, 80
MMIWG2S+ Calls for Justice: 7.1, 7.2, 7.3, 7.4, 7.6, 7.8, 12.2, 12.3, 15.2, 15.8

### Goals:

In the coming year, we have identified the following goals:

1. Strengthening cultural safety in our Early Childhood Education program, such as staff professional development to build cultural competency and incorporating Indigenous worldviews into teaching about child development. (TRC 12, MMIWG 15.2)
2. Inviting Indigenous facilitators to lead or co-facilitate our programs, including the Knowledge Keepers that we have established relationships with. (TRC 5, MMIWG 7.1,7.2,7.3,7.4)
3. Building reciprocal relationships with Indigenous organizations and staff in other organizations responsible for Indigenous programming, to collaborate, share resources, provide mutual referrals, and learn from their work. (TRC 5, MMIWG 7.1,7.2,7.3,7.4)
4. Building on the momentum started this past year holding a meaningful event for Truth and Reconciliation Day. (TRC 80, MMIWG 15.2)
5. Disseminate evaluation data from our Wolseley Family Place Wrap Around program as a means to advocate for a different approach to child welfare in Manitoba. (TRC 1, MMIWG 12.2, 12.3, 15.8)
6. Continue to provide opportunities for staff professional development and learning the Truth in order to promote Reconciliation. (TRC 57, MMIWG 7.6, 15.2)
7. Continue to provide opportunities for Indigenous people to take leadership roles at our centre including as staff, volunteers, committee, and Board members. (MMIWG 7.8)

### Our Progress:

This year, we built and strengthened relationships between our family resource centre and several Indigenous Knowledge Keepers, community leaders and organizations. These relationships contributed to enriching the culturally safe programming and services we were able to offer to community members, and made our team stronger. Collaborations included professional development opportunities, cultural programming such as drum-making, medicine stewardship, and ribbon skirt teachings, teachings in group programming for different ages, ceremony, referral relationships for participants to access services from Indigenous organizations and more.

We honoured the National Day for Truth and Reconciliation with gifts for families, teachings from two Knowledge Keepers, bannock and snacks, traditional medicines available for families, and an art activity beading orange shirt pins.

Although not in our original goals, we achieved a milestone we are proud of this year. With lots of consultation with our community and with Indigenous community leaders, we embarked on a process to formally change our name from Wolseley Family Place to Acorn Family Place. The Wolseley name has colonial roots and honours a historical figure who caused harm to the Metis community in Manitoba. We celebrated our new name, **Acorn Family Place**, with a community celebration and song and blessing from Knowledge Keepers. This new name is more reflective of our organization's values and commitment to truth and reconciliation.

## Albert House Inc.

### TRC Calls to Action: 18, 19, 20, 21

### Goals:

Our commitment to reconciliation specific to health recommendations 18 – 21 within the Truth and Reconciliation's 94 TRC Calls to Action.

Waachi'ya

- 18. Despite Albert House not being a government institution, we are absolutely cognizant that the current state of Aboriginal health is a direct result of previous and current government policies which fail to recognize the pure detriment of colonialism as nothing short of genocide creating traumas which have embedded inter generationally. Our founders have dedicated their nursing careers to Winnipeg's core regions and have been witness to many circumstances where these variables absolutely create an inability to reach determinants of Health that most of the general population hold in contempt. Being witnessed to lived experiences and listening to hundreds of truths before the TRC was formed, has created not only an acknowledgment of the detriment of colonialism and outdated/incomplete policy to address Aboriginal health for us, but a zealous commitment to improve Aboriginal health outcomes and a reduction of mistrust, systemic gaps, and discrimination aimed at the population we wish to serve. This is precisely why, we have created this model as a template, for nationally we continue to fail Aboriginal peoples as witness by an inability to create a continuum of care, which is fragmented by a misaligned jurisdictional direction, despite commitments such as Jordan's Principle. This lack of accountability, and a continuous incapacity to recognize health care rights of Aboriginal peoples, minimal support to improve isolated circumstances of health and wellness in remote Aboriginal communities, and an inability to confirm a full unaltered respect for Aboriginal beliefs in health, well being, and recovery is simply failing Aboriginal peoples. Our top priority is to recognize and implement the health care rights of those we will be housing and providing services for, at Albert House.

- 19. Our models will be the template that creates opportunity for improved health and social outcomes, initially for 72 citizens of Winnipeg. As a combination of a housing initiative which honors the housing first principle, and strengthened support from Aboriginal led organizations, Aboriginal peer support, lived experience, case management, and nursing, we are very committed to positive and long-term positive outcomes. For our organization, monitoring, documenting, and identifying goals which are measurable will be standard for or viability and sustainability ongoing.

In knowing this, we commit to share our results publicly, and annually on our website. Our focus will be measuring trends specific to the individuals we serve. Therefore, measurable outcomes will be followed in the areas of mental health, addiction, chronic disease, illness/injury which require acute health intervention, and availability of appropriate health services. Albert House will also be participating in Winnipeg's Indigenous Accord, to ensure our own accountability and commitment.

- 20. Albert House Inc.'s pilot facility is located within the heart of Winnipeg Center, an impoverished region in which many Aboriginal peoples who reside off reserve call home. Albert House Inc recognizes and acknowledges the struggles, barriers, mistrust, discrimination, and lack of resources or access to said resources within a healthcare system that is often difficult to navigate, even for those working within it. Added, the same health care system which has demonstrated discrimination, judgement, and disappointment has been a systematic failure most often in recognizing the unique needs, beliefs, and struggles this population requires and endures, daily. It is the "off reserve" Aboriginal individual which we will be serving and have served for decades at the frontlines.

- 21. Be it known, Albert House Inc. would be privileged and honored to receive sustainable funding from any level of government, to ensure our mission, goals, and principles remain intact to produce the positive impact and outcomes we and our valued community partners will strive for indefatigably. As we aspire to potentially solidify sustainable government funding, there are important indicators which we prioritize well before that time comes. Our commitment to ensure the parallelism between Aboriginal beliefs and healing and the nursing holistic model are planned, documented, and inputted into policy is held as a vital principle of the facility and its service provision models. This alignment is supported by the TRC within this recommendation, and it is the holism within the nursing profession, and its ability to respect similar beliefs in physical, mental, spiritual, emotional, and cultural beliefs and identities within the realm of traditional Aboriginal beliefs in healing, well being, and recovery. This unison and partnership of service provision and understanding, should be considered as a national template of supporting Aboriginal peoples who struggle with the generational trauma, initiated by colonialism and hidden by addiction and/or denial.

## Our Progress:

As a newly formed non-profit geared to provide affordable and supportive housing to Indigenous peoples, we continue to plan, coordinate, and collaborate with our Indigenous led community support partners, Aboriginal Health and Wellness Center of Winnipeg. Included in these discussions are funding planning (in our first 6 months, we have gained funding from both the Province and Federal governments), vision of our pilot facility shared with our partners, policy and program planning for improved health outcomes, harm reduction, and culturally sensitive healing programs, on site, combined with valued wrap around supports for stabilization in housing, and recovery. We recognize, the importance of Indigenous led partnerships to ensure our path to reconciliation is the correct one.

## Big Brothers Big Sisters of Winnipeg

TRC Calls to Action: 1.iii, 92

Goals:

Goal: Big Brothers Big Sisters of Winnipeg commits to updating our land acknowledgment.
Rationale: We see this as an opportunity to take a step further than a simple acknowledgment of land; we will acknowledge the water we drink and the historical adversities faced by Indigenous peoples. Furthermore, we will make a commitment to Indigenous communities to act as a partner in reconciliation, to respect treaties between Indigenous and colonizing people, and to celebrate Indigenous culture and heritage.

Goal: Big Brothers Big Sisters of Winnipeg commits to include indigenous voices in the development of our strategic planning process taking place in the fall of 2021.
Rationale: We will consult with Indigenous youth and volunteers within existing Big Brothers Big Sisters of Winnipeg programming as well as seeking input from Indigenous led partner organizations within Winnipeg's United Mentoring Network. By including Indigenous voices and perspectives in our strategic planning process, we will have a better understanding of current needs and how best our programs can serve Indigenous peoples.

Goal: Big Brothers Big Sisters of Winnipeg, with decolonization top of mind, and in an effort to create greater understanding and enhance communications between Indigenous and non-Indigenous peoples, commits to provide access to Indigenous Awareness Canada's - Indigenous Awareness Certification training to all non-Indigenous mentors who are matched with Indigenous youth.
Rationale: By providing Indigenous cultural and sensibility training to Big Brothers Big Sisters of Winnipeg volunteer mentors, they will have a better understanding of the struggles Indigenous communities face and how they can best act as a partner in reconciliation.

Goal: Big Brothers Big Sisters of Winnipeg in an effort to create greater understanding and enhance communications between Indigenous and non-Indigenous peoples, commits to have all our Case Workers and Senior Leadership participate in Indigenous Awareness Canada's - Indigenous Awareness Certification training.
Rationale: By providing Indigenous cultural and sensibility training to Big Brothers Big Sisters of Winnipeg Case Workers and Senior Leadership, our team will have a better understanding of the struggles Indigenous communities face and how we can best act as a partner in reconciliation

Goal: Big Brothers Big Sisters of Winnipeg commits to including a clause on indigenous peoples in all municipal, provincial and federal grant applications.
Rationale: By mandating the inclusion of an Indigenous clause in all our grant applications, this will ensure Indigenous perspectives are included, ensuring services to Indigenous people remains a top priority in Big Brothers Big Sisters of Winnipeg's programming and services.

## Our Progress:

Big Brothers Big Sisters of Winnipeg now has a training program provided to all mentors accepted into our program called Igniting the Fire Within.

This year, we participated in staff professional development workshops led by Indigenous leaders to better inform our partnering practices.

With regard to youth programming, we connected with our regional agency colleagues in Saskatchewan to access a school-based mentoring program called "Shared Journey." This program was co-created with Indigenous curriculum writers. We are currently assessing what resources, collaborators, and staff we would require to pilot the program in Winnipeg.

# Building Urban Industries for Local Development (BUILD) Inc.

## TRC Calls to Action: 92.ii

## Goals:

- 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:

BUILD held sweats once per season for all trainees and staff to attend. We had a paid day off with programming on Indigenous people's day. BUILD continues to employ and train Indigenous individuals with multiple employment barriers.

## Career Trek

TRC Calls to Action: 10.ii, 10.iii, 10.vi, 23.i, 92.iii
MMIWG2S+ Calls for Justice: 4.4, 11.1, 15.2, 15.4, 15.7

### Goals:

Career Trek's self-identified goals are two-fold:

1. Focus on supporting education, career exploration and career development in an effort to eliminate the educational and employment gaps that exist between Indigenous and non-Indigenous Canadians. The organization will do this by ensuring programs are inclusive of Indigenous worldviews and are providing opportunities for Indigenous students to explore careers and enhance their connection to education in a safe and supportive environment.
2. As a non-Indigenous organization, Career Trek recognizes the work it needs to do in order to understand the true history of Canada's relationship with Indigenous People's. With this knowledge and understanding, Career Trek staff are better equipped to create programming the meets the needs of Indigenous students.

In addition to the TRC Calls to Action that Career Trek is focused on, there are also a number of MMIWG2S+ Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women and Girls that can become part of Career Trek's commitment to Truth and Reconciliation. Career Trek's goals will stay the same, however we've updated the TRC Calls to Action and MMIWG2S+ Calls for Justice we are working towards.

- TRC Calls to Action: Truth and Reconciliation Commission -
  - Call to Action #7: Develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
  - Call to Action #10ii: Improving education attainment levels and success rates.
  - Call to Action #10iii: Developing culturally appropriate curricula [lesson plans]
  - Call to Action #10vi: Enabling parents to fully participate in the education of their children
  - Call to Action #23i: Increase the number of Aboriginal professionals working in the health-care field
  - Call to Action #92iii: Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

- MMIWG2S+ Calls for Justice: National Inquiry into Missing and Murdered Indigenous Women, Girls & Two-Spirit Peoples

  <u>Calls for Educators</u>
  - 11.1: All curriculum development and programming should be done in partnership with Indigenous peoples, especially Indigenous women, girls and 2SLGBTQQIA peoples. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples.

MMIWG2S+ Calls for Justice for All Canadians

- 15.2: Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples' history, cultures, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.
- 15.4: Using what you have learned and some of the resources suggested, become a strong ally. Being a strong ally involves more than just tolerance; it means actively working to break down barriers and to support others in every relationship and encounter in which you participate.
- 15.7: Create time and space for relationships based on respect as human beings, supporting, and embracing differences with kindness, love, and respect. Learn about Indigenous principles of relationship specific to those Nations or communities in your local area and work and put them into practice in all your relationships with Indigenous Peoples.

## Our Progress:

As part of our annual staff training, Career Trek invited a well-known Community Activist to talk about systems, particularly the Child Welfare System, the relationship the systems have to colonization and the impacts those systems have on young people, and their families and what Career Trek needs to be aware of as a youth-serving organization that supports and works with participants from equity deserving groups.

In addition to this, staff spent time with an Elder from the Treaty Relations Commission of Manitoba who shared an introduction to the Treaties, what they are, their intention and meaning, and why they are important. It was interesting to learn that the TRCM is having conversations with the Department of Education and Early Childhood Learning about how to embed information, knowledge and history about the Treaties into the Kto12 curriculum.

In the fall of 2022, staff spent the day at Cedar Lake Ranch in Anola, MB. A learning facility owned and operated by Anish Corp. Time at the Ranch was spent with an Elder who shared information about the history and impact of residential "schools" and the 60's Scoop and how both of those policies impacted her family. The Elder spoke openly and candidly about these experiences and the affects of intergenerational trauma.

As mentioned in the previous section, Career Trek is working to include Indigenous teachings and worldviews into its programming to ensure participants have the opportunity to learn from both a western and Indigenous perspective.

This past year, Career Trek hired a Curriculum Assistant from Fisher River Cree Nation. As part of his role he is sharing teachings, stories, and language that has been passed done to him by Elders and others with his colleagues. He is also working to build new curriculum and lesson plans, in consultation with Elders and Knowledge Keepers, for the organization that are inclusive of Indigenous teachings, worldviews and language. Two of these lessons are: Indigenous Land Guide and Indigenous Language Teacher. Career Trek will continue to review its lessons and create new ones to ensure there is proper representation of Indigenous histories and teachings.

## Community of Big Hearts

TRC Calls to Action: 92.iii
MMIWG2S+ Calls for Justice: 6.1.ii, 11.2, 15.1

### Goals:

The Community of Big Hearts is determined to uphold the mission of the Indigenous Accord by following through on TRC call to action 92 and MMIWG MMIWG2S+ Calls for Justice 6.1.ii, 11.2, and 15.1 by providing a platform for Indigenous peoples to share their stories and educate businesses on the issues and encourage them to take action to make our community a better place.

### Our Progress:

Over the past year, we have developed our Truth and Reconciliation: Making Sense of Call to Action 92 workshop with different Indigenous Elders, Storytellers and community members to be delivered to businesses throughout Canada.

We collaborated with our partners to use our platform to share the history of Indigenous Peoples in Canada as well as the lived experiences of Indigenous members in our community, in an effort to build education, empathy and compassion towards the rights of Indigenous Peoples. To continue to improve our own knowledge and understanding of Indigenous history in Canada and the rights of Indigenous Peoples, our team members have taken a number of different training courses, including 4 Seasons of Reconciliation and Indigenous Canada.

We continue to develop programming for groups on intercultural competency and anti-racism to address biases the business community may have while interacting with Indigenous stakeholders. While we are currently a small team, we want to continue to expand our workshop to include more Indigenous stories and facilitators.

## Immigrant and Refugee Community Organization of Manitoba

TRC Calls to Action: 93, 94

### Goals:

- IRCOM's goal and one of our four strategic priorities as an organization, is to nurture strong Indigenous-newcomer relations. IRCOM works closely with newcomers to Canada and believes that through education, face-to-face dialogue and cultural sharing, we will strengthen our communities and build a more inclusive Winnipeg for all. Our goals support the TRC TRC Calls to Action numbers 93 and 94 which focus on newcomer education and awareness of treaties and an accurate and positive representation of Indigenous peoples.

## Our Progress:

Staff Workshops:
Red River Métis Games Training: 14 After School Program (ASP) staff learned about Métis games that can be meaningfully incorporated into their programming with the youth. This training was facilitated by the Louis Riel Institute.

National Indigenous Peoples Day, June 21: To celebrate the day and create recognition, a video and free local activity were advertised to staff. A social media post was also made on IRCOM accounts.

Traditional Indigenous Games: At the September staff retreat, all staff attended a workshop on traditional Indigenous games. This workshop included Indigenous ways of thinking and ended with a Sharing Circle.

Orange Shirt Day, September 30: 70 orange shirts were purchased for IRCOM staff to show support for residential school Survivors. The shirts were bought from the Ma Mawi Chi Itata Centre. To ensure understanding of the day, an email was also sent out about the origins and meaning of Orange Shirt Day, including a video by the founder, Phyllis Webstad.

National Day of Action for MMIWG2S, October 4: An email with informational resources, local events to support the cause, and the Emma Stevens I Want to Rise music video was sent out to all staff in recognition of this day of action.

Della's Virtual Escape Room: USAY hosted a virtual escape room based on the experiences of Della, who is a 60's Scoop Survivor. Four staff attended this workshop and were able to learn more about the 60's Scoop from a new perspective.

Intro to Numbered Treaties: The Common Ground Program Facilitator attended this workshop on the history and basics of Treaties.

Turtle Island Project Training: As part of the monthly staff meeting, 70 staff attended this mandatory training in November. This training started with a Turtle Island origin story, followed by a blanket exercise which helped participants to empathize with and learn about the experiences of colonialism, and an exercise which emphasized the strengths and successes of Indigenous peoples. The session ended with a sharing circle, in which many expressed the deep impacts of the training.

Tobacco Ties Lunch and Learn: 18 staff attended this training on traditional medicine, how to make Tobacco Ties, and the proper considerations when offering Tobacco. This knowledge will be carried forward in further connections with Indigenous Elders, Knowledge Keepers, etc. This workshop was facilitated by an Indigenous woman. Materials and food were provided to the staff who chose to attend.

Paint Afternoon Fundraiser: IRCOM purchased five tickets for staff and tenant leaders to attend in order to support this initiative.

Treaty People Conversation Circle: Two staff from IRCOM attended 10 hours of educational conversation circles on Truth and Reconciliation, Treaties, and being a good neighbour. As the conversation circle was community-based, staff were able to connect and learn about new perspectives and share their own.

Louis Riel Day: All staff received an educational email about Louis Riel Day which provided history about Louis Riel and the Red River Métis Nation, the Red River Resistance, and the creation of the province of Manitoba.

Métis Sashes Workshop Lunch and Learn: Staff attended a Métis Sash workshop facilitated by the Louis Riel Institute. This workshop detailed the history of the Métis Nation, as well as the Métis Sash and its historical and current uses. The staff were then taught how to finger weave small sashes. This provided both knowledge and relaxation to staff who were also provided lunch.

Community/Partners:

Manito-Ahbee Festival: in partnership with Clayton Sandy, Immigration Partnership Winnipeg, and Mosaic, IRCOM facilitated the attendance of 100 participants and staff at the Pow Wow. This provided tenants with the opportunity to engage with Indigenous culture, people, and ceremony. Food, transportation, and Pow Wow protocol was provided to the participants.

Our Voice; Our Voices Music Program: 29 music sessions were held between May and December. This program was in partnership with a local school and an independent music instructor. Support to the program was given by many visitors, including the Cultural Advisor who attended multiple sessions. Participants took home instruments. There were approximately 12 participants from IRCOM and 11 participants from the school and the community throughout the program.
In addition, through this partnership, a four-session virtual music program was also run for preschool aged children.

Land Based Learning: In the summer of 2022, IRCOM participated in five land-based learning sessions led by Mount Carmel Clinic. These sessions included a Medicine Bag workshop, two sessions of medicine (sage) picking, sage cleaning. Throughout this program, newcomers were able to experience and learn about traditional Indigenous medicines, and the sage that was picked was given back to the Indigenous community to support a healing ceremony. A drumming event for the National Day for Truth and Reconciliation was also held on September 29 in Central Park at which the Cultural Advisor spoke, followed by a friendship round dance.

Immigration Partnership Winnipeg Indigenous Toolkit: The NLI English teacher led four sessions of this pilot project bringing knowledge into the classroom.

Youth for Truth: 20 youth from IRCOM attended these conversation circles.

Meet the Neighbours BBQs: This past year, IRCOM hosted two free BBQs at the Isabel location courtyard. The location allowed for community members to engage with IRCOM tenants and to show the space is welcoming and open. In addition to free food, there was entertainment such as magicians, henna, balloon twisting, and prizes. The Cultural Advisor opened the first BBQ with a prayer.

Dan's Place, Land Based Learning: In partnership with Clayton Sandy, the Community Resource Program facilitated two fieldtrips to Dan's place for the Isabel and Ellen locations, respectively. There, the tenants were able to experience horse back riding, bannock making, beading, leather working, and were given a teaching about sweat lodges.

Common Ground Concert: In partnership with sākihiwē festival, IRCOM hosted a free concert and BBQ at Gord Dong Park. The concert had performers from both Indigenous and newcomer backgrounds. Approximately 375 halal hotdogs were served to the community, and prizes were given out as well.

Families in the Kitchen Cooking Program: IRCOM families were able to participate in this virtual cooking program with a local School in 2022, with a facilitator. This cooking program had seven sessions and provided families with the opportunity to learn new recipes, gain experience with utensils/utilities, and to engage with community members from different backgrounds. Food kits and recipes are provided to the families, and the sessions were also interpreted into Tigrinya and Arabic.
This program is currently being revisited with a new cohort of participants in 2023 and there will be eight sessions; four in person and four virtual. Interpretation is being provided for French and Tigrinya.

Cultural Gathering: IRCOM was invited to participate in this North End Women's Centre event, which focused on bringing women and children from different backgrounds and cultures together. IRCOM brought participants to engage in the event which had dancing, drumming, a fire, a feast, and provided a connection to the community.

Sweat Lodge: After School Youth participated in building a Sweat Lodge along with Indigenous youth, followed by participation in a Sweat Ceremony. The City of Winnipeg helped to facilitate this opportunity for youth and were able to continue use of the Sweat Lodge that was built in Little Mountain Park.

Local Schools: In addition to cooking and music programs, IRCOM participated in and recruited for various literacy events such as Bookmates' and Winnipeg Libraries workshops, arts and crafts, story times, and Black History Month activities; such as storytelling, drumming, and dancing.

Pow Wow: A local Pow Wow hosted by Turtle Island Project was attended by 11 ASP youth and eight IRCOM staff and was an experience for participants to learn about Indigenous culture.

Food Handler's Course: Common Ground in collaboration with Volunteer Program ran a food handler's course which was free for attendees from the community, as well as staff and volunteers. 19 participants attended this session.

Turtle Island Project: 13 youth participated in the Turtle Island Project training, which many felt was a meaningful experience.

Cold City, Warm Hearts: This event was in partnership with Rossbrook House and took place at FortWhyte Alive. The goal of this event was to bring 100 youth together; 50 from Rossbrook House and 50 from IRCOM's After School Program to participate in winter activities and create lasting relationships. These activities included snowshoeing, bannock making, arctic games, and tobogganing.

Cultural Advisor Class Visit: The Cultural Advisor visited the English classes to provide a teaching on Sacred Bundles and to talk about residential school. The teaching was interpreted into nine language for students who attended this course.

## Immigrant Centre Manitoba

TRC Calls to Action: 93

Goals:

- The Immigrant Centre Manitoba Inc.'s annual goal is related to #93 of the TRC Calls to Action. We are committed to providing culturally appropriate training on Indigenous history and culture 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.

Our Progress:

Staff Training includes information and Orientation that includes Indigenous history and culture.

## Legal Help Centre of Winnipeg Inc.

TRC Calls to Action: 27, 92
MMIWG2S+ Calls for Justice: 15.1, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

Goals:

- Legal Help Centre of Winnipeg Inc. is honoured to sign Winnipeg's Indigenous Accord and be involved in the dialogue and action related to truth and reconciliation. As an organization we are committed to the principles of intercultural understanding, empathy and mutual respect.
- We commit to learning the true history of Canada and Indigenous People, acknowledging the land we live and work on and its value, and celebrating diversity.
- We will encourage, endorse and/or provide ongoing education for Board, staff, volunteers and students on Indigenous history, cultural competency, unconscious bias, and anti-racism.
- We undertake to create a welcoming atmosphere for the Indigenous community by reviewing our policies, programs, and activities. In doing so, our goal will be to strengthen our collaborative approach and the services we provide, by seeking consultation with and feedback from the Indigenous community.
- Critical examination and reflection on the diversity of our students, staff, Board and committees is required and steps must be made to increase representation by Indigenous peoples and perspectives in order to inform our work.

## Our Progress:

STRATEGIC PLAN: In 2021 the Legal Help Centre signed Winnipeg's Indigenous Accord and our goal statement outlined our desire to be involved in the dialogue and action related to truth and reconciliation, as well as our commitment to the principles of intercultural understanding, empathy and mutual respect. We built on this by entrenching Truth & Reconciliation into our next 5 year strategic plan approved by the board of the Legal Help Centre, "We will strengthen our community relationships, both old and new, with a particular focus on building authentic relations with Indigenous organizations and leaders under a Truth & Reconciliation framework." Our annual report has been uploaded for context.
https://legalhelpcentre.ca/wp-content/uploads/2021-22-Annual-Report-email.pdf

ORANGE SHIRT DAY: The LHC closed its offices on September 30, 2022 to observe National Truth and Reconciliation Day.

# Marymound

TRC Calls to Action: 10.iii, 10.iv, 10.vii, 22, 57, 62.i
MMIWG2S+ Calls for Justice: 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9

## Goals:

- Reconciled Healing Model
  Call to Action #22: we call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use then in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

  To build upon our land-based framework, Marymound aspires to integrate our treatment modalities with a focus on both cultural renewal and land-based, traditional healing combined with Western therapeutic interventions. This what is known as a Two-Eyed Seeing approach.

  This process enables us to utilize a collaborative process that honours the validity of culture and ceremony as research in a way that is meaningful to the clients that we serve. Incorporating a Two-Eyed seeing approach in our treatment modality and evaluative measures is based on the guiding principle that traditional cultural interventions in treatment can help heal the whole person—spirit, heart, body, and mind—and is particularly beneficial when combined with Western therapeutic interventions. It is our hope that Marymound can lead the way in providing treatment that embraces cultural renewal and measures outcomes in a meaningful way through a Two-Eyed Seeing lens.

  Commitment to a Two-Eyed Seeing approach will rely on feedback from an Indigenous Advisory Committee to ensure that evaluation and service delivery is meaningful to our youth, their families, and the community. We are seeking funding to receive consultation services from Dr. Ed

Connors, to guide and support Marymound, as a mainstream organization to move in this direction in a good and respectful way.

"To see from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together." Elder Albert Marshall, Eskasoni First Nation.

- Call to Action #48. We call upon the church parties of the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already one so, to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous People's as a framework for reconciliation.

  Marymound was founded by a religious order; the Sister's of the Good Shepherd. Their social justice mission was to support marginalized woman and children. Marymound continues to recognize the importance of spirituality in healing and recovery, but is inclusive in how they support this for the children, youth and families we serve.

  We are working to have the treatment programing equally informed and delivered by both Indigenous and Western perspectives in a collaborative manner, while respecting the United Nations Declaration on the Rights of Indigenous People (Article 31):

  > Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions, and OCAP. OCAP is a set of The First Nations Information governance principles that reflect First Nation commitments to use and share information in a way that brings benefit to the community while minimizing harm. It is also an expression of First Nation jurisdiction over information about the First Nation. OCAP stands for Ownership, Control, Access and Possession.

## Our Progress:

Marymound has been engaged in many diverse activities to support our intentions to bring reconciliation to life in our work.

A circle of Indigenous Elders and Knowledge Keepers was formed to support our work. A focus this past year has been their input into the development of a Reconciled Healing Model – two eyed seeing approach that brings these two knowledge healing systems (Western and Indigenous) together, so they can interact. Building in the wisdom and input from the Advisory Circle the Clinical and Cultural team have been revisioning how healing plans are created, and how they are highly individualized to allow the youth and families to follow their chosen options of either Western or Indigenous healing approaches, weaving together unique and meaningful healing journeys. We also continue to work to redefine and create roles within programs that are staffed by Indigenous individuals who have the experience to bring Cultural programming into daily programming.

A key concept to support this work was lifted by a member of the Advisory Circle: reciprocity. Our non-Indigenous staff must have a willingness to learn and experience Indigenous ceremonies and ways of living. This in turn supports our Indigenous youth and families to experience a staff team, from all walks of life, that value, appreciate and celebrate their own heritage and identity. A two-day Cultural Awareness training was developed by Marymound's Elder in Residence, Elder Louise Lavallee with Dawn Isaac and Chantel St. Germaine co-presenting the material. Day Two focuses on the Marymound context and supporting staff in their engagement with Cultural programming. This is training is part of our mandatory staff training and to date we have trained over 80 employees.

Marymound began the delivery of a healing program with youth in the Justice system. When this work was announced various Indigenous groups expressed that they felt that it was not appropriate for Marymound to be doing this work, in this day and age, given the predominance or Indigenous youth in the program. Marymound met in circle with various stakeholders and concluded that this work should be led by an Indigenous Organization. Marymound is in the process of developing a sub-contract for an Indigenous organization to deliver the program. This experience has led to stronger relationships with several Winnipeg Indigenous organizations, and Marymound is in the process of developing a friendship agreement with the Winnipeg Indigenous Executive Circle.

Marymound hosted a conference in November called Building Ethical Space Through Engagement & Integration of Knowledges that brought together Elders and scholars to explore what it means to create ethical space, integrate Indigenous knowledge into practice, and honour the importance of relationships to shape reality. 2022 was a year we dedicated our professional development conferences to Reconciliation and Resurgence. Together we considered how relational approaches can emphasize mutually beneficial, inter-cultural, collaborative relationships with mainstream society and the Western sciences resulting in new understandings put into practice. We helped build dialogue to explore tangible yet transformative ways of embracing Indigenous perspectives within our organizations, programs, and service delivery frameworks. We emphasized that this requires foundational, knowledge-based, and structural shifts in ways of being and doing.

Marymound has chosen to recognize September 30th as a statutory holiday for staff. This year we acknowledged the day on September 29th with a Pipe Ceremony on our grounds and a walk with youth and staff together through Kildonan Park. We continue to honour National Indigenous Peoples Day and host our own Indigenous Day cultural celebration at Marymound that features a powwow and celebrations with artists, dancers, and community.

## Momenta Inc.

TRC Calls to Action: 10.iii, 10.vii, 14.i, 43, 62.i, 63.iii, 63.iv, 90.iv, 92, 92.i, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 11.1

Goals:

- Our new goal is to facilitate an in-person Ojibway language course for all Momenta staff and youth workers in Brokenhead Ojibway Nation, which addresses the need to revitalize and preserve Indigenous languages under the leadership of Indigenous communities (Call to Action 14). This goal is in line with ongoing efforts within our organization to create inclusive spaces that honour Indigenous traditions of land-based pedagogy.

### Our Progress:

At Momenta, we are committed to truth and reconciliation with a current focus on call to action 14. One project we are really excited to share about this year was with The Falcon Sports Club to develop a winter trail experience. We have created a story map to share the story of the trail and its name **ima ode kamageejik** - where the heart grows.
https://storymaps.arcgis.com/stories/181b0400b1174fdfa8bfaf9f45696d81

We are also proud of a National model we developed for the Child and Nature Alliance of Canada called "The Seven Relationships of an Ethical Forest School" which is an approach that focuses on maintaining balance of seven relationships: land, trust, power, play, risk, story and learning. This way of learning is not new and offers a renewed commitment to learning outside of the four walls that house colonial education and recreation practices. The relationships offer a two-eyed seeing approach for Forest and Nature School Practitioners to lead in a good way.

## Mosaic Newcomer Family Resource Network

### TRC Calls to Action: 93

### Goals:

- Mosaic Newcomer Family Resource Network is a rights-based organization dedicated to helping newcomer parents and children settle in Winnipeg. We acknowledge our responsibility to call to action #93 from the Truth and Reconciliation Commission to provide information to new settlers to Canada that is responsible and that helps to develop and maintain mutually respectful relationships between newcomers and Indigenous people. Further, we acknowledge a desire to respond to the MMIWG2S+ Calls for Justice for Missing and Murdered Indigenous Women and Girls.

- Mosaic is committed to do our part to help to create a more equitable society in which everyone is welcome and respected. We are proud to be a part of this accord and to contribute in a meaningful way, and we are committed to uphold the principles of the accord.

### Our Progress:

1. Virtual Teachings with Elder Mae Louise Campbell and Aunt Deb (Debra Diubaldo) as part of Mount Carmel Clinic's Community Lunch and Learn

- A staff member started attending Elder Mae's Virtual teachings via zoom which started in January to May 2022. This happened every first Wednesday of each month from 12:15-1:00 pm; each session was very well attended by people from the community and Indigenous staff from various agencies.
- Aunt Deb, who was also in the program talked about the history of how Turtle Island came about and how the turtle is part of the creation story (a story about how everything came to be).
- Elder Mae Louise talked about how our spirit is very well connected with the things around us (water that we drink, air that we breathe, land where we live, etc.), Seven Grandfather's Teachings, and the animals associated with it.

2. Full Moon: Women's Teachings (Virtual) with Elder Mae and Aunt Deb
    - It started on March 17, 2022, and continued every third Thursday of each month (3-4 pm).
    - attended two sessions (March 17 and April 14, 2022) and it was very woman-empowering because they talked about the importance of women and the role we play in the family and society as well.

3. Meeting Elder Mae and Aunt Deb in person at Mount Carmel Clinic
    - 3 staff met with Mount Carmel staff on April 27, 2023. It was a very nice experience to meet these two lovely ladies in person (Elder Mae and Aunt Deb) and learned about the Tobacco Offering as part of our respect for Indigenous Elders and their traditions when we are requesting something from them. Tobacco offering is the start of a good and meaningful relationship with Indigenous People.

4. Virtual Seven Sacred Teachings with Elder Mae and Aunt Deb delivered to all Mosaic supervisors on May 19th.

5. We participated in the Drumming Circle held at Central Park on September 9th, 2022.

    - This was spearheaded by Mount Carmel Clinic through their Land Based Learning Program in partnership with Mosaic, IRCOM, and Immigrant Partnership Winnipeg.
    - Knowledge Keeper, John Houle shared his experiences as a residential school survivor and how he was able to help himself move on from the trauma it caused him.
    - This ended with a round dance participated in by both Indigenous and Newcomers who attended this special event.

6. Two Mosaic Family Programs staff were invited by Mount Carmel Clinic to attend this six-session program called "Treaty People: A Conversation Circle for Settlers and Newcomers held at Norwest on Alexander (February 6-March 20, 2023).

    - The topics every week were very interesting and participated in by a mixed group of newcomers, settlers of European descent, and Indigenous groups.
    - They talked about the importance of supporting and helping in all our relations with each other, why we do land acknowledgments, smudging, and other traditional practices, the medicine wheel, the different treaties created in the past, etc.
    - We also had the chance to witness their "solstice ceremony" last March 20th at Mount Carmel Clinic where elders get together to welcome spring and shared their teachings with us.

7. Turtle Island Project Experiential Exercise
    - 29 Mosaic staff, short-term employees, and invited guests from IRCOM and CMWI participated in the experiential exercise hosted by the Turtle Island Collective.
    - This took place on March 14, 2023, at McLeod Hall at Knox Church.
    - This exercise provided us with the opportunity to learn and participate in an interactive manner in the history of the relationship between indigenous and non-indigenous peoples. The Turtle Island Project helped us to understand our role in reconciliation and relationship building with the Indigenous Peoples in Canada.

8. LINC Childcare report
   CMAS Canada Webinars shared at childcare staff meetings:
    - Walking together in Reconciliation part 1 (Pedagogies)
    - Awakening and coming to know Indigenous Pedagogies in Early Learning part 2
    - Nurturing Indigenous Identity in an Early Years Centre
    - The language of dance is universal.
        - Program materials purchased for childcare:
    - Very Last First Time by Jan Andrews
    - Ancient Thunder by Leo Yerxa

9. Manito Ahbee Pow Wow
    - Mosaic partnered with IRCOM and IPW to take over 150 newcomers to the Manito Ahbee pow wow in May 2022. The experience was enhanced by Clayton Sandy who explained the significance of the pow wow to the group.

10. Indigenous Orientation Toolkit Launch
    - Attended the launch of the Indigenous Orientation Toolkit hosted by IPW

11. Implementation of Askii Akawa Asotamaatowin: Land and Treaties Curriculum in our ESL classes
    - The Land & Treaties ESL Curriculum designed to teach ESL learners and support students from foundation literacy to CLB 7/8 aligned to the Canadian Language Benchmarks. The Land & Treaties module includes the requirements of Portfolio Based Language Assessment (PBLA).

12. The Forks – Evolving Canada Day – New Day Celebration July 1, 2022
    - 4 people from Mosaic participated in the roundtable discussions with Mahihkan held in June 2022 to reimagine Canada Day. The roundtable brought together newcomers, youth and Indigenous people to talk about what Canada means to them and how to evolve the day to be inclusive.

13. New Day – human library
    - 4 Mosaic participants and 10 Mosaic volunteers participated in the New Day celebrations on July 1, 2022. Mosaic hosted a Human Library at the event, sharing stories of coming to Canada.

14. Executive Director participated in leadership training identifying decolonization of the leadership practice.
    - Simon Fraser University course – Essentials for Leading in Organisations

This course will equip you to constructively influence and promote change, understand the psychology of change, and initiate system-wide change. You'll explore your own beliefs about power and learn to wield your levers of influence in healthy, conscious and effective ways. You'll discover diverse leadership and organizational models and challenge yourself to decolonize your leadership practice. By doing so, you'll understand how to shift your workplace culture towards new ways of being and working together and learn how to create shared meaning around organizational mission, vision, and goals to create clarity, alignment and momentum.

15. Established an EDI committee – first priority is to develop an EDI policy for the organization.

16. Initiated the renaming of Central Park through the Welcoming Winnipeg program.

## North End Community Renewal Corporation

TRC Calls to Action: 7, 10.ii, 10.iii, 10.vii, 23.i, 30, 37, 89, 92
MMIWG2S+ Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

- The North End Community Renewal Corporation (NECRC) is committed to active participation and engagement in the process of reconciliation and in doing what we can to acknowledge and address the MMIWG MMIWG2S+ Calls for Justice along with the Truth and Reconciliation TRC Calls to Action.

### Our Progress:

<u>Citizens' Bridge (NECRC)</u>

Call to Action #30
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.

Community Strategy: Seek out opportunities to intentionally build stronger, healthier and more community-based relationships while following the recommendations of the TRC with the Winnipeg Police Service, Manitoba Justice, Probation Services and Correctional Services Canada.

NRC Action:
- Work directly with the WPS, Manitoba Justice, Probation Services & Correctional Services Canada to ensure community members have direct access in a timely manner to foundational identification and additional wrap-around programming supports

- Continue to develop strong working relationships within the framework of corrections to support community members once released from Corrections back into our community
- Provide off-site ID clinics and presentations on accessing identification and identification safe storage at Manitoba Justice and Correctional Service Canada facilities.

Collaborative Partnerships with Key Stakeholders:
NECRC recognizes the importance of working collaboratively with key stakeholders to promote access to foundational identification and program supports. Through its partnership with the WPS, NECRC has been able to facilitate direct access to identification and other resources for community members involved in the justice system in a timely manner. The joint efforts made by NECRC and its partners to promote access to these resources, including the development of working relationships with the framework of Corrections and provision of off-site identification clinics and presentations has proven beneficial and successful for the empowerment of community.

Call to Action #37
We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.

Developing Strong Working Relationships with the Framework of Corrections:

NECRC acknowledges the importance of providing continued support to incarcerated individuals who have been released back into the community. As such, NECRC has been working diligently to develop strong working relationships with the framework of Corrections to ensure that community members receive the necessary support and resources they need to successfully reintegrate into society. This includes offering tailored resources and assistance in securing employment, accessing education, and managing financial resources effectively.

Off-Site Identification Clinics and Presentations:
To further enhance access to foundational identification, NECRC will continue offering off-site identification clinics and presentations at Manitoba Justice Correctional and CSC facilities. This proactive approach ensures that individuals can begin the application process for foundational identification documents three to six months prior to their release date.

<u>PATH Employability Centre (NECRC)</u>

Call to Action #7
We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

PATH is dedicated to offering support and programming to individuals in the North End, where the Indigenous community is the predominant group.

PATH's primary objective is to provide participants with the necessary tools and resources to achieve success in their education or training, thereby opening doors to stable and secure employment opportunities. PATH's approach focuses on empowering individuals to develop the skills and knowledge required to succeed in their chosen career paths. We recognize that education and training are essential steppingstones for individuals seeking to achieve long-term economic stability, and we strive to provide our participants with the guidance and support necessary to achieve their goals.

Call to Action #23
We call upon all levels of government to:
i. Increase the number of Aboriginal professionals working in the health-care field.

Although PATH's programming does not have a primary focus on the healthcare industry, we offer valuable resources that can support individuals who aspire to pursue a career in this field. Our free First Aid/CPR training is a crucial step for those seeking to build foundational knowledge and skills that are fundamental in healthcare settings. Additionally, our one-on-one career counselling is a valuable resource that provides individuals with the tools, skills, and confidence necessary to obtain a career in the healthcare industry. At PATH, we are committed to equipping our participants with the necessary support and resources to achieve their professional goals.

Call to Action #92
We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

ii. 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.

While PATH's core focus is not centered around the corporate sector, we offer comprehensive training and education opportunities that can equip individuals with the skills and knowledge necessary to secure meaningful employment within this industry. We recognize the critical importance of ensuring that individuals from all backgrounds have access to equitable employment opportunities, including those in the corporate sector. Our training and education programs are designed to provide individuals with industry-specific knowledge, practical skills, and hands-on experience, giving them a competitive edge in securing employment in the corporate sector. By empowering individuals with the tools and resources they need to succeed, we can help to create a more inclusive and equitable economy that benefits individuals and communities alike.

The PATH Employability Centres recently organized an employment fair, which was the first of its kind in the North End. The event took place on October 5,2022 at Tommy Prince Rec Centre. The event was attended by over 80 of job seekers and 20 employers alike.

The aim of the event was to connect job seekers with potential employers and to provide them with valuable resources and support to enhance their employability. The employment fair featured a variety of employers from various sectors, including healthcare, finance, retail, and hospitality. Job seekers had the opportunity to learn about job openings, network with employers, and submit their resumes.
In addition to connecting job seekers with potential employers, the event also provided various resources to enhance employability. Participants were able to receive valuable feedback on their resumes and gain insights into how to improve their chances of securing employment.

The PATH Employability Centres employment fair was a great success and demonstrated the potential of such events to create meaningful connections between job seekers and employers. It provided a platform

for job seekers to showcase their skills and experience, while also helping employers to identify potential candidates for their vacancies.

Overall, the employment fair was a valuable opportunity for the North End community to come together and support each other in the pursuit of meaningful employment. It is hoped that such events will continue to be organized in the future, to provide ongoing support and opportunities for job seekers and employers alike.

## Opportunities for Employment

TRC Calls to Action: 57, 92, 92.iii
MMIWG2S+ Calls for Justice: 15.3

### Goals:

Opportunities for Employment (OFE) recognizes our ongoing opportunity and responsibility to build awareness and deepen our understanding of reconciliation. Knowing that reconciliation is a critical, complex, and continuous process, OFE will promote and provide educational opportunities for staff and management to learn about Indigenous history, including the inter-generational impacts of colonization and its ongoing legacy. Within the next year, we will strive to:

- Increase staff awareness of the history Indigenous peoples, including the history and legacy of residential schools, through both training and conversation.
- Promote activities/events to increase the visibility of Indigenous contributions, experiences, values, culture, languages, and/or teachings to bridge understanding between Indigenous and non-Indigenous communities.
- Develop and practice a traditional territories acknowledgment as one small, necessary way to recognize the history of colonialism and the need for change across our modern society.
- Develop and implement a Diversity, Equity and Inclusion policy as part of a larger organizational DE&I strategy.
- Increase staff awareness of the fundamentals of diversity, equity, and inclusion by providing learning opportunities at the point of hire and on an on-going basis that encourage both self-reflection and action.

### Our Progress:

During the period of April 2022 to March 2023, OFE has engaged with over 3000 job seekers. Of those, 27% identified as Indigenous. This is a significant number and underlines the importance of following through on our commitments in the Indigenous Accord. Below are some examples of how our five commitments were addressed:

**1. Knowledge Transfer - Experiential Staff Training**

Throughout the year, 57 staff completed the Indigenous-led *KAIROS Blanket Exercise* in an effort to increase knowledge of the impact of residential schools and the recommendations made by the Truth and Reconciliation Commission.

After this training, 50 staff met together in small groups to debrief and discuss ways to improve our personal and corporate efforts to ensure that OFE is a comfortable and inviting place for our Indigenous job seekers. An additional five staff committed to independent reflection. This conversation has continued throughout the months following the experience.

Feedback from staff on the impact of this experiential training:
*"Evoked emotions/made us think about how we would respond in a similar experience of dealing with loss and oppression."*
*"Seeing the actual history of Canada being talked about and taught and seeing Indigenous people proud to be Indigenous was hopeful."*
*"If a staff team of 50+ people are willing to step out of their comfort zones in an effort to learn and not look away from the truth of Canada, then there is reason to be hopeful."*

**2. Knowledge Transfer – Formal Courses**

Staff were encouraged to complete the *Indigenous Canada* online course. Directors and staff alike completed and deepened our understanding.

A description from the course outline states: "Indigenous Canada explores the different histories and contemporary perspectives of Indigenous peoples living in Canada. From an Indigenous perspective, this course explores complex experiences Indigenous peoples face today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Topics include the fur trade and other exchange relationships, land claims and environmental impacts, legal systems and rights, political conflicts and alliances, Indigenous political activism, and contemporary Indigenous life, art and its expressions"

**3. Knowledge Transfer – Library**

A library of 15 books written by Indigenous authors was purchased for staff to read and share with each other. These books cover a variety of Indigenous perspectives and are an accessible means to learn about Indigenous culture and history.

**4. Knowledge Transfer - Guest Speaker & National Day for Truth and Reconciliation**

OFE's Cultural Conversations Committee welcomed Marlene Gallagher to speak at our staff meeting on September 29, 2022. She shared her experiences and learnings as a survivor of the residential school system and the 60's scoop. Staff were deeply appreciative and impacted by her experiences.

OFE was closed on September 30, 2022 to acknowledge the National Day for Truth and Reconciliation as a day of remembrance, reflection, action and learning. Staff members were encouraged to take part in many of the in-person and online activities available in the community and a list of activities was provided to our team members. Staff collaborated to order orange shirts, from an Indigenous led organization in

Manitoba, and wore them at work in the days leading up to September 30th to recognize the history and long-standing effects of residential schools.

**5. Knowledge Transfer – Social Media**

We utilized our Facebook and Instagram presence to educate ourselves and our followers on Indigenous matters and created posts for:

- National Indigenous Peoples Day (June 21st). This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of First Nations, Inuit and Métis peoples
- OFE's participation in the signing ceremony for Winnipeg's Indigenous Accord (June 28th)
- The National Day for Truth and Reconciliation (September 30th)

**6. Participant Support**

OFE offered four sessions of our "Job Retention for Indigenous Youth" workshop over the past year. This workshop was initiated and co-designed by Indigenous youth to support others who have never worked or have encountered some difficulty in the workplace that has impacted their ability to sustain employment.

The focus of the workshop is on confidence building, identifying role models, attendance and punctuality and understanding the expectations of employers. This workshop is specifically designed to cover culturally relevant topics and should be taken in addition to other job retention modules at OFE.

**7. Traditional Territories Acknowledgements**

In the past year, OFE has started incorporating traditional territories acknowledgements at our Intake sessions, in our email signatures and have asked our Cultural Conversations Committee for further recommendations on how to enhance our understanding of the importance of these acknowledgements as we implement this practice more broadly at OFE.

**8. Diversity, Equity and Inclusion Policy and Training**

OFE developed a Diversity, Equity and Inclusion policy for OFE. As an organization we have committed to fostering, cultivating and preserving a culture of diversity, equity, and inclusion. By promoting these interconnected values, we aim to proactively mitigate the negative impacts of systemic discrimination in the workplace, ensure that everyone has a professional experience that is based on fairness and equity and create an environment that nurtures a sense of belonging for all.

A Training Primer has also been developed to enhance and expand individual staff knowledge on key DEI concepts. This features a combination of concepts, reading material, reflective questions, as well as short videos to bring the training to life. Once completed, Managers are expected to follow up with their staff to address any questions or concerns and offer additional training resources as requested or required. This will be implemented at the point of hire as well as on an ongoing basis throughout the year.

## Salvation Army

TRC Calls to Action: 48, 48.i, 48.ii, 48.iii, 48.iv, 49, 59, 60, 61, 61.i, 61.ii, 61.iii, 61.iv
MMIWG2S+ Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

1. Educational Focus: Plan a weekend educational experience for congregation members focused on reconciliation.
2. Social Justice Focus: The Indigenous Ministries Consultant help develop resources on pertinent topics (ie: Orange Shirt Day, National Indigenous Peoples Day) to be available for congregational ministry.
3. Community Development: Encourage the ongoing development with local Indigenous communities or organizations.

### Our Progress:

In March 2023 The Salvation Army Heritage Park Temple hosted an Indigenous learning weekend, Building Bridges. While hosted by one church, other Salvation Army churches and centers were encouraged to attend. Throughout this weekend there was opportunity to participate in various Indigenous knowledge. On Friday the participants had an opportunity to learn through stations. These stations included:

1. A resource library
2. Beading together
3. Making Bannock
4. Focused prayer with UNDRIP articles
5. Traditional knowledge sharing (making tobacco ties, smudging and learning about the 4 sacred medicines). On Saturday participants joined in the Kairos Blanket Exercise, feasted together and attended a workshop on Indigenous Partnerships.

The Salvation Army hosted a series of webinars with Indigenous guest speakers.

- May/ June 2022 there was a 4- part series on UNDRIP. Participants were introduced to the development of the articles, how other denominations are engaging with the UN Declaration, and the ways in which local congregations can implement UNDRIP as a framework for reconciliation.
- Sept- Nov 2022 webinars focused on Orange Shirt Day, the Doctrine of Discovery and Land Acknowledgements.
- Feb- March 2023 webinars topics included Appreciative Cross- Cultural Engagement Training and Indigenous Spirituality & the Church.

The Salvation Army has recognized National Day for Truth and Reconciliation as a statutory holiday for our employees across Canada and many of our churches and centers within Winnipeg have recognized Orange Shirt Day, Red Dress Day, and encouraged congregation members to attend local events, including Powwows, marches and vigils.

## Sara Riel Inc.

TRC Calls to Action: 10.vii, 14.iv, 22, 23.iii, 92.i, 92.iii
MMIWG2S+ Calls for Justice: 6.1.ii, 7.1, 7.2, 15.2, 15.4, 15.5, 15.6, 15.7, 18.4.i, 18.11, 18.18

### Goals:

- Sara Riel will provide training opportunities for staff, participants, and communities in anti-oppressive practices, mental health, and addiction/substance use education.
- Sara Riel will further study gap analysis through focus groups to learn where more can be done in providing mental health supports to the LGBQT2+, Indigenous and Newcomer populations.
- Sara Riel is committed to updating policies that reflect an anti-colonial perspective.
- Sara Riel will develop a Smudge room in collaboration with Indigenous Elders and Knowledge Keepers.
- Sara Riel will work on Call to Action 22: We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

### Our Progress:

Sara Riel met the obligations through a gap analysis which brought community leaders together from Indigenous, 2SLGBQT+, and newcomer populations to address colonialism, reconciliation and community gaps in mental health and substance use services. This information has been invaluable to review existing programming and to identify new programming that is sensitive to meeting the needs of vulnerable populations.

Indigenous education and cultural safety were focuses for Sara Riel. Smudging was introduced into the facility at Moore and is provided regularly for events such as Truth and Reconciliation day and when Indigenous women suffer at the hands of others.

The Treaty Commissioner came to provide education to all Sara Riel staff and Elders were heard on the history of colonialism and treaties.

Sara Riel wore Orange T-shirts for Truth and Reconciliation day. As well, we learn from Knowledge Keeper Rose Roulette on a variety of issues. When staff or participants need traditional support, they seek her.

Land acknowledgements are given at all meetings. The land acknowledgement in some instances is provided in the native language.

There has been education on the history of the 2SLGBQ+ movement. Events have been provided to include this community in partnership with other agencies such as a Feast, Self-care day and a Festive party.

Diversity, Equity and Inclusion Training was provided to all staff. Pro-noun training is expected to be completed at orientation.

## SEED Winnipeg Inc.

TRC Calls to Action: 92, 92.iii
MMIWG2S+ Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

- To work in partnership with Indigenous community members and organizations to reduce the ongoing impact of colonization by taking action on the recommendations of the Truth and Reconciliation Commission.

### Our Progress:

SEED continues to work in partnership with Indigenous community members and organizations to reduce the ongoing impact of colonization by acting on the Truth and Reconciliation Commission TRC Calls to Action.

Activities to support this work include:

SEED allocated $5,000 to the work of the internal TRC Committee. This funding was used for educational and awareness raising events such as:

- SEED's Tree Planting Ceremony for the National Day for Truth and Reconciliation
- 3 online virtual workshops with Indigenous leaders

The TRC Social Media subcommittee created and shared the following 9 informational posts to SEED's social media accounts:

- April 12: Indian Act
- May 5: National Day of Awareness for MMIWG2S+
- June: National Indigenous History Month
- June 21: National Indigenous Peoples Day
- September 30: National Day for Truth and Reconciliation
- November 8: National Indigenous Veterans' Day
- January 4: National Ribbon Skirt Day
- February 20: Louis Riel Day
- February 24: Indigenous Justice Awareness Day

SEED strives to be representative of the communities that we serve at all levels of the organization. This year, Indigenous recruitment targets were set to ensure that this goal is being met. In the last fiscal year, Indigenous people represented:

- 38% of SEED staff;
- 25% of SEED's leadership structure (management and board of directors);
- 82% of people newly hired.

Initiated Indigenous Staff Career Discussion Circles

Coordinated 12 monthly anti-racism letter writing sessions, including actions on the following Indigenous-focused topics:

- Protect Indigenous Women from Harassment in Taxis
- Healing through Indigenous Economic Reconciliation
- Environmental Racism in Kanehstatà:ke
- Stop Silica Sand Mining in Manitoba
- Forced Sterilization of Indigenous Women in Canada
- Compensation for Manitoba First Nations Children in Care
- Stop Eviction Proceedings Against Indigenous Protesters
- Timely Medical Response to Remote First Nations
- Protect Inuit Babies from RSV Deaths
- Support a Search of the Prairie Green Landfill
- Release Wrongfully Convicted Quewezance Sisters
- Anti-Racism Training for Winnipeg Police Service

Secured funding to continue providing cultural counselling sessions for Indigenous program participants and staff.

SEED is working in collaboration with End Homelessness Winnipeg on an Access to ID Project.

As a member of the Police Accountability Coalition, SEED has:

- Attended 3 meetings with the Winnipeg Police Service to discuss police accountability;
- Submitted 2 policy briefs on civilian oversight of police;
- Participated in 1 meeting with the Department of Justice to provide recommendations on Terms of Reference for the new Police Training Committee.

SEED worked in collaboration with 44 Indigenous-led organizations or First Nations and Inuit partners to provide access to financial empowerment and business development training and services for Indigenous community members. The breakdown is as follows:

- 24 Indigenous led organizations
- 19 First Nations communities or organizations
- 1 Inuit community

SEED's monthly staff meetings often include an educational workshop. In September 2022, staff attended a presentation by the Manitoba Indigenous Cultural Education Centre about Indigenous perspectives of Treaties.

All staff have access to professional development funding that can be used to increase their knowledge, skills, and capacity to perform their responsibilities at SEED. Staff have taken trainings in the following areas:

- Indigenous Worldviews on Education
- Indigenous Economies & CED

In 2022-2023, over half (56.1%) of SEED's program participants identified as Indigenous people (2,453 participants). The Access to ID program had the highest proportion of Indigenous participants, 74.8% (670 participants).

## Siloam Mission

TRC Calls to Action: 22, 23.iii, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 7.2, 7.6, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

Siloam Mission is still committed to the Truth and Reconciliation Commission's Call to Action #48, as well as the commitments made in 2021, which include:

- Developing a formal statement on Reconciliation
- Creating an Indigenous Advisory Committee
- Establishing a Knowledge Keeper's Circle
- Committing to diversification in our board governance
- Introducing mandatory cultural competency and Indigenous cultural training for all staff
- Establishing an accountability process to monitor and ensure progress is made on Siloam's Reconciliation commitments.

### Our Progress:

Siloam Mission staff, board members and Indigenous Advisory Council members collaborated in writing the Commitment to Truth and Reconciliation which was formally released in December 2022. Included in this statement is an understanding of the need for ongoing assessment of the steps actioned by Siloam in order to realize the seven commitments articulated within the statement, as well as continued dialogue to add and expand on the existing commitments as the organization continues on its path to Truth and Reconciliation. Staff, Board Members and volunteers are currently engaged in learning opportunities about the historical context and systemic barriers surrounding the need for each commitment as well as what action looks like within the organization.

The Indigenous Advisory Council (IAC) was formally established in June 2022. The IAC meets monthly and has 9 members. The council has been instrumental in guiding the development of Siloam Mission's Indigenous employee recruitment and retention plan as well as revision to a number of key policies in order to recognize Indigenous practice and frameworks in Siloam's daily organization. In addition to contributing to the text and advising on the delivery of Siloam's Commitment to Truth and Reconciliation, the IAC has made 8 significant recommendations to the leadership at Siloam Mission – all of which have been completed and/or actioned.

Knowledge Keepers were invited to discussion around formalizing an Elders Circle at Siloam Mission. Upon their input, Siloam has integrated Knowledge Keeper engagement in various areas of the organization as opposed to sitting as a separate advisory body. Approximately 14 Indigenous Knowledge Keepers from different Nations are involved as members of the Indigenous Advisory Council, providing Elder Supports and advice to staff, advising special initiatives (for example, creation of the Na-a-way Ishkode Cultural Space), and facilitating learning events for staff, board and volunteers.

Two Indigenous board members joined Siloam Mission in September 2022, both of whom act as Chairs to two of Siloam's five sub-committees for the board. Siloam is undertaking additional Board recruitment for

September 2023. Recognizing the diversity in Indigenous backgrounds and perspectives, the board currently has plans to recruit additional Indigenous board members.

Siloam Mission invited staff and board members to participate in 30 Days of Reconciliation and Learning in June 2022 with 30 short videos, readings and activities that reflected on the history of Indigenous peoples, as well as the history of colonialism and the residential school system in Canada. This culminated in an exercise of writing a personal land acknowledgement based and pledge to reconciliation. Siloam also introduced an Indigenous resource library in July 2022 to support on-going learning by staff. Formal learning opportunities, such as webinars and presentations by Knowledge Keepers, are offered to staff and volunteers monthly and Siloam has begun rolling out cultural competency training for all staff and board members. These trainings were initially led by Indigenous Knowledge Keepers; however, plans are also underway to support Indigenous staff at Siloam to facilitate trainings and support their development as leaders within the organization.

Siloam's Reconciliation commitments are concretely actioned within the organization's Strategic Plan. Progress through quantitative and qualitative data is reported to the Board's Indigenous Relations Committee. Evaluation is included in the IRC's workplan where progress is determined with input from the Indigenous Advisory Council, the Indigenous Employees Circle and Siloam's Executive Team.

## The Forks Renewal Corporation

TRC Calls to Action: 79.i, 92, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 15.2

### Goals:

- TRC 92.iii and MMIWG 15.2 All new management staff to complete Indigenous History Course from The University of Alberta
- TRC 92.ii Hire a full-time permanent Indigenous Relations Manager
- TRC 79.i Create a permanent, high-profile, all-season educational space
- TRC 79.i Add an additional 5 signs with Indigenous language translations to The Loop
- TRC 92 Develop Indigenous Engagement and Innovation metrics.

### Our Progress:

The re-interpretation of "Canada Day" at The Forks.
The Forks hired an indigenous consultant to engage in round-table discussions at the grass-root level with the indigenous community, new comer community and arts groups. Information gathered from these groups informed The Forks on the reinterpretation of Canada Day.

The Agowiidiwinan Centre
The Forks welcomed the Treaty Relations Commission of Manitoba to the site. The Forks, supported the renovation of a high-profile building to house a public education and meeting space. This space will be used to help educate visitors to the site on the treaties.

Gathering Space Feasting Tables and Benches
Through the suggestion from a variety of indigenous groups using the Gathering Space, tables for feasting, and benches were added to enhance this area.

# Education —
# Post-Secondary Institutions



# Education - Post-Secondary Institutions

## Booth University College

TRC Calls to Action: 62, 63

Goals:

- 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 multi-year plan that is enhancing Booth UC's response to the Truth and Reconciliation Commission TRC Calls to Action, guided by the vision, commitments, and principles of Winnipeg's Indigenous Accord.
- We implemented our Year 2 and Year 3 Goals and made significant progress implementing the priorities established for 2018/19 and 2019/20, respectively. Significantly, "Journeying to Reconciliation" will be embedded as one of the key priorities in the next institutional strategic plan.
- Booth UC's Year 4 Goal is to continue implementing the institutional plan and to maintain the Indigenous Advisory Council (IAC) to guide and monitor the implementation process.

Our Progress:

This year's activities included the following:

- the power of painting
- lecture courses
- National Day for TRC - virtual workshop
- consultations re Indigenous Accord for Booth UC students, staff and faculty
- Indigenous Perspectives - presentation
- Mama Bear Clan walk
- sweat lodge visit

# **United for Literacy** (formerly Frontier College)

## TRC Calls to Action: 62, 63, 64, 66

## Goals:

United for Literacy (formerly Frontier College) Manitoba, in response to TRC Calls to Action #62, 63, 64, and 66, will work with partners in multiple community organizations in the city of Winnipeg. With our partners, United for Literacy will try to provide programming and resources that best fit the literacy needs of Indigenous and non-Indigenous learners. We will listen to the learners and will allow learners to follow their strengths as we support their learning around residential schools and Indigenous histories. We will provide learning opportunities through Truth and Reconciliation Summer Literacy Camps (when available) as well as through school year Truth and Reconciliation programs, as well as through other community workshops, Reading Tents, and attendance at special events. United for Literacy will also continue to add materials with high-quality Indigenous content to our programs, so that books and materials shared with Indigenous partners reflect the history and lives of the learners we serve. We will use our summer literacy camps to lessen summer learning loss and support children and youth in the upcoming school year, while still offering materials reflective of Indigenous history, culture and stories. United for Literacy will also increase the number of Indigenous content books that our Interns use in community programs. We will make ongoing efforts to purchase relevant books and materials for our office library, and then use those books to develop literacy activities connected to Indigenous themes.

## Our Progress:

In response to TRC Calls to Actions #62, 63, 64, and 66, United for Literacy undertook a number of activities on a local (Winnipeg) and National level.

**Local Level**

United for Literacy in Manitoba offered a number of Indigenous oriented programs and activities this year. This included a mix of short-term activities and events as well as school year programming:

- As part of our Summer Reading Tent Program, our Reading Tent Coordinators included stories from *the The Siha Tooskin Knows* series, written by Catherine and Wilson Bearhead. This is Canadian series follows the adventures of an 11-year-old Nakota boy (Siha Tooskin, or Paul) as he learns many valuable lessons from his closest family members. There are education guides and other resources available for this series, which makes it a great addition to our Reading Tent program, as we can incorporate related hands-on activities into the sessions to make further connections with the stories.
- In early September, we partnered with Sagkeeng Child and Family Services for their Back to School BBQ, both in Sagkeeng, MB and in Kildonan Park. This year, we were on hand to provide Indigenous activities for children and families. We also distributed 180 books to the 79 families who attended.
- For National Indigenous Peoples Day, United for Literacy featured the book *Stolen Words*, by Melanie Florence, as a self-guided story walk. *Stolen Words* shares the relationship between a young girl and her grandfather, who lost his connection to the Cree language in residential

school. Participants move through a story walk by visiting stations with large renderings of the story's pages, reading the story as they move from one place to the next.

- Our year round and school-year programs offered all kinds of learning opportunities for elementary school age students this year. These include afterschool and reading programs at schools such as Lord Selkirk, Kent Road, Salisbury Morse Place, and River Elm Schools. Many of our tutoring programs provide support for both Indigenous and non-Indigenous learners, and so we work hard to include Indigenous culture and Truth & Reconciliation-oriented content by reading and talking about books such as *Nibi's Water Song*, by Sunshine Tenasco, and then connecting Indigenous stories to current issues such as the need for clean water and the importance of water filtration. Many of the stories and activities we share encourage discussion and self-reflection, and how important it is for individuals to ask questions and speak up. We also partnered with Winnipeg One School Division to launch an afterschool Indigenous Reading Circle at Dufferin School this year.
- We continued our partnership with Niiwin Miniswiwag Off-Campus in Winnipeg's North End, and with Marymound Pathways Off-Campus in the Rossmere neighbourhood, working with both partners to provide weekly Truth & Reconciliation programming for youth and young adults. Our Truth and Reconciliation programming introduces the intent behind learning more about truth and reconciliation, and what it means to move forward in the spirit of reconciliation. The program's content follows the timeline of the introduction of residential schools in Canada and culminating with present day issues faced by Indigenous people in Canada. Our TRC program also incorporates a book study into the weekly sessions, allowing participants to explore new perspectives relevant to Indigenous histories. This year, participants examined two different graphic novels: *This Place: 150 Years Retold*, a graphic novel anthology of different Indigenous stories and perspectives, and *Louis Riel: A Comic- Strip Biography*, by Chester Brown. The content and illustrations in both books encouraged discussion without participants feeling like they had to review a lot of text or content. We also planned a celebration of the Spring Equinox, by preparing an Indigenous feast featuring traditional foods, all while learning about the Indigenous Food Guide.
- Lastly, we were able to add an additional 24 books with Indigenous content and authors to our growing program library. These books are used in programs across the city by our program staff and volunteer tutors. We will also continue to develop hands-on activities for participants directly related to the content in the books, to further conversation and understanding among participants. We selected books this year that would appeal across broad age levels, adding content that will appeal from pre-school age to teen/early adult.

**National Level**

United for Literacy continues to build its organizational capacity and knowledge to better support an inclusive and welcoming culture. Perhaps most importantly, our organization and board chose our new name, United for Literacy, choosing to embrace this change as an opportunity to realign and unify our values with the people we actually serve. Additionally, our organization has undertaken a number of initiatives, supported in part by the organization's Board and Senior Leadership, but also by our Justice, Equity, Diversity and Inclusion (JEDI) Committee, a standing committee comprised of staff and management from across Canada:

- With the support of Janelle Benjamin from All Things Equitable, United for Literacy staff and leadership participated in two additional training sessions: one introducing the concept of anti-

oppression, and one discussing the need for inclusive language. Board Members, Managers and Directors across the organization also took part in specialized Inclusive Leadership training.

- The JEDI Committee also reviewed the Truth and Reconciliation Committee's TRC Calls to Action, to assess what actions our entire organization is currently undertaking, and what others we should prioritize.
- Our organization launched a new website with our new name, and drafted and released a History Acknowledgement accepting the role our organization played in the colonizing of Indigenous peoples and communities, and acknowledging that our programs and presence in First Nation, Metis and Inuit communities always promoted the English language first.
- United for Literacy's Communications Team also developed an Organizational Language Guide for staff, led by the JEDI Committee.

## International College of Manitoba

TRC Calls to Action: 62.i, 63.i, 63.iii, 63.iv, 92.iii
MMIWG2S+ Calls for Justice: 11.1, 15.2, 15.5

### Goals:

- Provide learning opportunities for instructors on how to approach reconciliation through their teaching practice, as well as integrate Indigenous knowledge and teaching methods into classrooms.
- Increase community members' intercultural competencies and capacity for intercultural understanding, empathy, and mutual respect through education sessions, cultural exchanges, field trips, volunteering, etc., as well as attendance, participation, and engagement at community events.
- Launch academic programming for students that incorporates information on missing and murdered Indigenous women, girls, and 2SLGBTQQIA people; residential schools; Treaties; and Indigenous peoples' historical and contemporary contributions to Canada.

### Our Progress:

Over the past year, ICM has engaged community members, including staff, faculty, and students, in a variety of ways to work towards our Year 2 Winnipeg Indigenous Accord goals. Some of these engagement opportunities included:

- A group of staff and students volunteered at the Manito Ahbee festival, building student capacity in intercultural understanding and celebrating Indigenous arts, culture, and music.
- KAIROS blanket exercise sessions were hosted both for students and staff/faculty, providing an experiential learning opportunity to better understand the history of Indigenous and non-Indigenous peoples in Canada.

- In recognition for Orange Shirt Day and the National Day for Truth & Reconciliation, the College hosted an information session as well as shared social media posts through the last week of September to raise awareness and understanding.
- Staff and faculty participated in a 'Navigating Race, Equity, and Privilege' workshop, resulting in engaging discussion focused on conflict resolution, human rights, and anti-racism.
- Staff participated in an online session, focused on the Two-Spirit Sundance Ceremony.
- ICM, in partnership with its other colleges across Canada and various community partners, launched an instructor professional development session focused on 'Designing for Diversity, Equity, and Inclusion', inviting instructors to examine the role of DEI in course delivery, examine their learning and teaching practices, and devise strategies to create inclusive and equitable learning and teaching environments for a diverse student cohort.
- We are working with various community organizations on the development of curriculum and resources for first-term students, as well academic programming for our pre-university level program.

## Red River College Polytechnic

TRC Calls to Action: 10.ii, 10.iii, 10.iv, 10.vii, 12, 16, 22, 23, 23.i, 23.ii, 23.iii, 24, 45.iii, 48.i, 48.ii, 63.ii, 63.iii, 63.iv, 84.i, 84.ii, 84.iii, 85.i, 92, 92.i, 92.ii, 92.iii

### Goals:

As an educational institution and a signatory to the Manitoba Collaborative Indigenous Education Blueprint, RRC is committed to advancing Indigenous education in the province by:

1. Enhancing the environment supporting Indigenous student success;
2. Strengthening relationships and partnerships with Indigenous communities and organizations;
3. Developing and building strong relationships between non-Indigenous and Indigenous students, faculty and community.

Red River College Polytechnic, Manitoba's largest polytechnic institute has renewed the responsibility to implement actions to address Truth and Reconciliation Commission of Canada's TRC Calls to Action within the staff and student experience. In October, RRC Polytech launched a new 5-year strategic plan consisting of three commitments. Commitment 2 states: Commit to Truth and Reconciliation. Pursue equity, diversity and inclusion in everything we do.

This renewed commitment demonstrates the significant role on how RRC Polytech will deepen Indigenous relationships and collaborations among Indigenous economic development corporations, businesses, universities and college researchers and research Agencies.

### Our Progress:

Red River College Polytech (RRC Polytech) continues to provide specialized opportunities to staff, faculty and students that are specific to their needs, address barriers uniquely common among Indigenous people, and develop skills and connections relevant to their Truth and Reconciliation journeys. RRC

Polytech prioritizes strengthening our strategic relationships to create reciprocal value that drives Manitoba forward economically, environmentally, socially and culturally.

RRC Polytech's strategic commitments:

- Transform our learning model to meet emerging needs
- Commit to Truth and Reconciliation
- And deepen partnerships to maximize prosperity across industry and community

Celebrating Métis Heritage

This year, to celebrate Louis Riel Day on February 20th, RRC Polytech offered a week of activities to showcase and celebrate Métis heritage and pride. RRC Polytech has developed a partnership with the Manitoba Métis Federation and its affiliates to strengthen relationships throughout both our communities. The partnership will have lasting benefits for all to gain for many future endeavors.

CiCan signing

The oral transfer of knowledge from one generation to the next has historically been the way for Indigenous communities. Indigenous cultures have been marginalized with colonization in the forms of Residential Schools and western education. CiCan developed the Indigenous Education Protocol for Colleges and Institutes to support the commitment to better serve Indigenous people. This year, RRC Polytech signed the Cican Protocol to publicly commit to strategies that will have lasting impacts for RRC Polytech and Manitoba's greater community. To drive the message forward, RRC Polytech has established specific targets to reach over the next 5 years that will have measurable impacts.

Indigenous Success Framework

In November of this year, the RRC Polytech Board of Governors approved the development of an Indigenous Success Framework led by the newly formed Indigenous Strategy, Research and Business Development department team. The ambitious targets will assist with developing initiatives to change the academic landscape from implementing Truth and Reconciliation in everything we do. These targets will lead the way to improving relationships and students success:

- 5,000 Indigenous students in 5 years;
- 50 Indigenous staff per year for 5 years;
- 5% procurement growth year over year for 5 years.

TRC Survey

It is important to measure the path RRC Polytech has taken towards future initiatives, which is captured in the Strategic Plan's Commitment #2: Commit to Truth and Reconciliation. Pursue equity, diversity, and inclusion in everything we do. To track these efforts now and in the future and enhance our goals in Truth and Reconciliation, a TRC Survey was developed. This survey was sent to all employees to share details on the Truth and Reconciliation work that is being done in their Schools and departments. This will give RRC Polytech a baseline to reference against future reconciliation efforts. This annual survey plays an important role in making Truth and Reconciliation a core commitment. Acting on that commitment ensures we are doing our part to address damaging, systemic policies and attitudes. Truth and Reconciliation is the responsibility of everyone in the College community.

Career Fair

In January, RRC Polytech hosted an Indigenous Career Fair at **Manitou a bi Bii daziigae** in downtown Winnipeg. The event marked the first time RRC Polytech, the Winnipeg Chamber of Commerce and the Indigenous Chamber of Commerce hosted a full job expo tailored to Indigenous students. More than 30

local businesses set up booths in RRC Polytech's downtown campus to find qualified candidates for a variety of positions that would diversify their respective employee rosters. Over 200 students attended the Career Fair, and the building was used for its intended purpose: bringing together community and RRC Polytech students to build fruitful and lasting relationships in industry

Collision event

In June 2022 RRC Polytechnic and RBC came together for the RBC Reaction by Collision event. This event showcased a variety of artists, crafters singers, dancers, and drummers to demonstrate Indigenous art and culture. Among the performances were Indigenous opera singer Rhonda Head and the Ivan Flett Memorial Dancers. At this event, RBC announced the partnership with RRC Polytech and a generous gift to the Pathway to Information Technology program, which would reduce tuition fees for Indigenous students until 2024.

New programs

In Collaboration with RBC, RRC Polytech offers Indigenous students an extraordinarily low-cost education opportunity in the Pathway to Information Technology program. In addition to the inexpensive tuition, this program provides students with required skills in technology while preparing them for their journey through post-secondary education.

In partnership with Colleges and Institutes Canada, the School of Indigenous Education created the Compass Skills program, with the third cohort concluding earlier this month. Compass Skills students have received forklift certification, basic CPR training, their food handler's certification and Mental Health First Aid certification. These programs give students confidence to further pursue other RRCP programs once completed.

Indigenous Research Methodology

RRC Polytech has a widely-respected reputation for applied research projects with industry and community. This year, there was a request for staff and faculty involved with Indigenous research in community to learn about Indigenous research methodologies that encompass Indigenous engagement utilizing Ownership, Control, Access, and Possession (OCAP) principles. To facilitate this knowledge, Dr. Lorena Fontaine and Dr. Shaun Wilson held a session for staff and external partners to gain knowledge on these concepts. As RRC Polytech continues to foster strong research alliances, these OCAP principle will be integrated into future projects across the board.

Truth and Reconciliation 360° Video Immersive Room Experience

As part of Truth and Reconciliation week events, staff, students, and faculty had the opportunity to immerse in an introductory story of Truth and Reconciliation, from the relationship with "Earth Mother" to the experience of residential schools. This 10-minute installation is about healing and respect developed by RRCP Emerging Media and Production team. This immersion Room experience took over a year to develop in consultation with RRCP Knowledge Keepers Council. It provided a 360° media rich installation creating impactful opportunities to learn, discuss, and share thoughts and experiences related to Truth and Reconciliation.

Space and Place

It is imperative to have spaces in educational institutions where Indigenous learners and staff see a reflection of Indigenous knowledge and acceptance. This visibility creates a sense of belonging that is safe and demonstrates the commitment to understanding Indigenous knowledge and ways of knowing. RRC Polytech has contracted a local artist, Shaun Vincent, to paint the Seven Sacred teachings each in bold,

colourful murals at the Notre Dame Campus. These murals will be placed inside and outside of selected campus buildings to promote the visibility of Indigenous art.

This year, RRC Polytech has made immense progress in establishing processes that intentionally incorporate Indigenous knowledge and ways of knowing so the wider community will have a greater understanding and acceptance of Indigenous ways. To create space and acceptance in this regard for Indigenous peoples will be conducive to an environment in which Indigenous learners and staff will not only feel safe and respected in, but one in which they will also thrive and lead. Prioritizing all matters in Truth and Reconciliation will not only empower the Indigenous learners and staff at RRC Polytech, but it will also strengthen the RRC Polytech community across the board. Our diversity at RRC Polytech is what makes us strong leaders in community and in industry.

## Université de Saint-Boniface

### TRC Calls to Action: 24, 63.iii, 63.iv

### Goals:

Une force de changement – Plan stratégique 2021-2026
L'Université de Saint-Boniface (USB), a adopté son plus récent plan stratégique en juin 2021. Dans le cadre de ce plan quinquennal, l'établissement a formalisé son engagement à « cheminer vers la réconciliation ».

Notre plan strategique 2021-2026: Axe 4:
Enrichissement expérientiel et identitaire : Nous cultivons un environnement accueillant, sain et propice à l'épanouissement et la réconciliation, tout en célébrant la pluralité de la francophonie.

Orientation: Cheminer vers la réconciliation

Résultats stratégiques / Cibles:
"Cible ultime: Les parties prenantes estiment qu'en 2026, l'Université a progressé dans son cheminement vers la réconciliation.
Point de départ: année 2021-2022
Données 1 : Résultats sondage étudiant
Données 2 : État des lieux avec la communauté de pratique
Rapport annuel préparé par D. Radi

Stratégies:
Démontrer un engagement proactif envers la réconciliation

Activités / tactiques:
Mise en place d'un Cercle communautaire consultatif
Mieux connaître les enjeux de la population étudiante
Appuyer le développement d'une communauté de pratique avec les membres du corps professoral
Séances d'écoute avec la communauté et réseautage (ex. Blueprint)
Lien strategique avec Axe 1 - contenu des cours et programmes

## Our Progress:

Bilan 2022-2023 des activités et initiatives de l'Université de Saint-Boniface (USB) en matière d'éducation autochtone et de réconciliation:

Semaine de la vérité et de la réconciliation pour souligner l'importance de la Journée du 30 septembre à l'Université de Saint-Boniface

Au cours de la semaine du 26 au 29 septembre 2023, la communauté universitaire de l'Université de Saint-Boniface (USB), qui englobe la population étudiante et le personnel, a été invitée à participer à une série d'activités.

94 appels à l'action : Tous les membres de notre communauté universitaire ont pu mettre en évidence leur engagement envers la réconciliation par l'entremise de cartes postales oranges produites spécifiquement à cet effet où ils pouvaient répondre par écrit à l'affirmation suivante : – Dans mon cheminement vers la réconciliation, je m'engage à … Ils ont apporté ces cartes postales à leurs bureaux ou encore ils ont partagé leurs intentions en salle de classes dans un contexte pédagogique ou encore avec leurs équipes de travail.

Exposition à la galerie de l'USB : Les récits témoignant des engagements des membres de notre Réseau des Ainées et Ainés ont fait l'objet d'une exposition à la galerie de l'USB. Chaque Ainée et Ainé y était présenté et expliquait dans ces mots ce que la réconciliation signifie pour elle ou lui, et comment elle ou il définit son engagement dans le processus de réconciliation.

Café rencontre des étudiantes et étudiants : Pendant les heures de dîner, nos Ainées et Ainés étaient présents au Centre étudiant Étienne-Gaboury pour rencontrer la population étudiante et le personnel afin de tisser des liens et apprendre à mieux se connaître.

Illumination de la façade de l'USB et de sa coupole : Pour souligner ce jour d'importance qu'est le 30 septembre, l'USB a illuminé la façade de son entrée principale ainsi que sa coupole avec des lumières orange afin de rendre hommage aux enfants autochtones morts dans les pensionnats ainsi qu'aux survivants des pensionnats et les membres de leurs familles.

Les équipes sportives des Rouges : Pour la deuxième année consécutive, les Rouges ont fait une vente de t-shirts orange avec le logo des Rouges. Leur logo a été modifié par un graphiste métis pour le donner un aspect perlé. Ainsi, les athlètes en soccer, basketball et volleyball ont revêtu la couleur orange lors des activités d'échauffement avant chaque match au cours du mois d'octobre et au début novembre 2022. De plus, la communauté universitaire a pris une photo de groupe avec leurs t-shirts orange devant la porte principale afin de mettre en valeur leur engagement envers la réconciliation.

Séance des couvertures : L'équipe de direction de l'Université s'est engagée en participant à une séance des couvertures offerte sur le campus ; une séance de sensibilisation et d'apprentissage qui nous a permis de cheminer comme équipe.

Commémoration des tombes
Le 16 novembre de chaque année, la communauté métisse souligne l'anniversaire de la mort de Louis Riel. Fidèle à cette tradition, l'Union nationale métisse de Saint-Joseph du Manitoba (UNMSJM) organise une cérémonie des tombes dans le cimetière de la Cathédrale de Saint-Boniface pour rendre hommage à

plusieurs héros de l'histoire des Métis. L'UNMSJM a invité l'USB à participer à la cérémonie du 16 novembre 2022 et à déposer une couronne de fleurs devant le monument de Riel.

Réseau des Ainées et Ainés
L'USB a lancé son Réseau des Ainées et Ainés en aout 2022 avec l'appui de cinq Ainées et Ainés métisses francophones. Tout au long de l'année, les Ainées et Ainés ont appuyé la communauté universitaire dans une panoplie d'activités sur le campus : douze (12) engagements en salles de classes et treize (13) évènements, dont certains avec la communauté de pratique composée de membres du corps professoral, avec la population étudiante internationale et avec l'Association des étudiants et étudiantes de l'USB (AEUSB). L'engagement de nos chères Ainées et chers Ainés nous tient à cœur, car elles et ils nous aident à faire notre propre cheminement envers la réconciliation.

Communauté de pratique
Cette communauté de pratique en matière d'éducation autochtone pour les professeurs et professionnels enseignants est un espace de dialogue pour nourrir la réflexion quant à l'intégration des perspectives ou approches autochtones en salle de classe. Ce cercle de partage permet aux membres du corps professoral de développer leurs compétences à l'égard de l'éducation autochtone et de la réconciliation, toujours dans le contexte historique, territorial et communautaire unique qu'est le nôtre, c'est-à-dire un établissement de la minorité francophone qui a pris racine dans la colonie de la Rivière-Rouge et qui accueille des étudiants autochtones, surtout des étudiants métis, depuis ses humbles débuts. Pendant cette année plusieurs présentations ont eu lieu avec des Gardiens de savoirs et des Ainés dont deux séances sur la sécurité culturelle, l'apprentissage du tabac, l'apprentissage de la cérémonie de purification, un repas et visionnement du film – On était que des enfants de même que des festins avec notre Réseau des Ainées et Ainés.

Cercle autochtone communautaire
Notre cercle autochtone consultatif nous a conseillé et appuyé dans notre réflexion afin d'informer la démarche institutionnelle et de cibler les actions à poser en ce qui a trait à l'éducation autochtone et la réconciliation. Le cercle s'est rencontré quatre fois au cours de l'année académique 2022-2023.

Engagement avec notre population étudiante
L'USB, à titre de partenaire, a participé aux évènements organisés par les membres de la population étudiante de l'Association des étudiantes de l'Université (AEUSB) ayant une ascendance autochtone.

Avec l'appui de notre Réseau des Ainées et Ainés, l'AEUSB a organisé une soirée le 13 janvier avec les étudiantes et étudiants ayant une ascendance autochtone afin de mieux se connaitre et de partager des idées pour de potentielles activités. Ce fut une belle soirée avec une forte participation de notre population étudiante.

Le 17 février, l'AEUSB a organisé un petit-déjeuner aux crêpes afin de rassembler la population étudiante pour célébrer le début du Festival du Voyageur ainsi que l'engagement de nos jeunes dans les événements autochtones.

Engagement dans la communauté
L'USB, à titre de partenaire, a participé à des séances éducatives pour la communauté au sens large afin de monter des conférences qui parlent de la vérité et la réconciliation.

- Le 24 novembre 2022, la Dre Karine Duhamel a présenté une conférence sur L'Enquête nationale sur les femmes et les filles autochtones disparues et assassinées : trois ans après la publication du rapport final où en est-on?

- Le 8 février, Janet La France, directrice générale du Centre du patrimoine et Janelle Delorme, membre de la communauté franco-métisse de la Rivière Rouge, ont offert une présentation sur l'école industrielle de Saint-Boniface.

Engagement dans le milieu éducatif
En tant qu'institution postsecondaire, l'USB s'engage comme partenaire du Manitoba Collaborative Indigenous Education Blueprint (MCIEB). La conseillère principale en matière de réconciliation et d'éducation autochtone de l'Université de Saint-Boniface est membre du comité de coordination.

Le 18 décembre 2015, les six universités, trois collèges et l'Association des conseils scolaires du Manitoba ont signé le Manitoba Collaborative Indigenous Éducation Blueprint (MCIEB), qui comprend dix engagements inspirés des appels à l'action de la Commission de vérité et de réconciliation du Canada en matière d'éducation. Ensemble, les signataires s'engagent à faire de l'excellence en matière d'éducation autochtone une priorité dans notre province. L'USB réaffirmera son engagement lors de la signature du MCIEB le 14 avril 2023.

En tant que partenaire de la conférence annuelle Working All Together for Excellence in Indigenous Education les 16 et 17 mars dernier, l'USB a offert une présentation qui résumait ses engagements envers l'éducation autochtone et le Blueprint et a appuyé l'événement en assurant la facilitation de séances en groupe.

Représentation de l'USB à un comité de l'Université du Manitoba
La secrétaire générale et conseillère principale en matière de réconciliation et d'éducation autochtone à l'USB, Debra Radi, a été invitée à se joindre au University of Manitoba (UM) Indigenous Identity Consultation Working Group (IICWG). Le IICWG a été mis en place en décembre 2021 par Catherine Cook, vice-rectrice aux affaires autochtones à l'Université du Manitoba, avec le mandat de conseiller l'université sur le processus pour répondre au besoin de soutenir la communauté autochtone dans l'autodéclaration de l'identité autochtone (Premières Nations, Métis et Inuit). Le rapport final sortira au printemps 2023.

*(English translation - Our Progress)*
2022-2023 review of Université de Saint-Boniface (USB) activities and initiatives in Indigenous education and reconciliation:

Truth and Reconciliation Week to highlight the importance of September 30 at Université de Saint-Boniface. During the week of September 26 to 29, 2023, the Université de Saint-Boniface (USB) university community, which includes students and staff, was invited to participate in a series of activities.

94 TRC Calls to Action: All members of our university community were able to highlight their commitment to reconciliation through orange postcards produced specifically to this end, where they could respond in writing to the following statement: – In my journey towards reconciliation, I pledge to ... They brought these postcards to their offices or they shared their intentions in the classroom in a pedagogical context or with their work teams.

Exhibition at the USB Gallery: The stories of the commitments of the members of our Elders Network were the subject of an exhibition at the USB Gallery. Each Elder was introduced and explained in these words what reconciliation means to him or her, and how he or she defines his or her commitment to the process of reconciliation. reconciliation.

Student Coffee Meeting: During lunch hours, our Elders were present at the Centre étudiant Étienne-Gaboury to meet with students and staff to weave links and get to know each other better.

Illumination of the façade of the USB and its dome: To mark this important day that is September 30, USB illuminated the façade of its main entrance as well as its dome with orange lights to honour Indigenous children who died in residential schools, as well as residential school survivors and their families.

The sports teams of the Reds: For the second year in a row, the Reds made a sale of orange t-shirts with the logo of the Reds. Their logo was modified by a Métis graphic designer to give it a pearl look. As a result, athletes in soccer, basketball and volleyball donned the colour orange during warm-up activities before each game during the month of October and early November 2022. In addition, the university community took a group photo with their orange t-shirts in front of the main door to highlight their commitment to reconciliation.

Blanket Session: The University's leadership team has committed to participating in a blanket session offered on campus; An awareness and learning session that allowed us to grow as a team.

Commemoration of the graves
On November 16 of each year, the Métis community marks the anniversary of Louis Riel's death. In keeping with this tradition, the Union nationale métisse de Saint-Joseph du Manitoba (UNMSJM) is organizing a grave ceremony in the cemetery of the Cathedral of St. Boniface to pay tribute to several heroes of and Métis history. The UNMSJM invited USB to participate in the ceremony on November 16, 2022 and lay a wreath in front of the Riel monument.

Network of Elders
USB launched its Réseau des Ainées et Ainés in August 2022 with the support of five French-speaking Métis Elders. Throughout the year, the Elders supported the university community in a wide range of activities on campus: twelve (12) classroom engagements and thirteen (13) events, including some with the faculty community of practice, with the international student population, and with the USB Students' Association (AEUSB). The commitment of our dear Elders is important to us, as they help us make our own journey towards reconciliation.

Community of Practice
This Indigenous Education Community of Practice for teachers and professional teachers is a space for dialogue to reflect on the integration of Indigenous perspectives or approaches. in the classroom. This sharing circle allows faculty members to develop their skills in Indigenous education and reconciliation, always in the unique historical, territorial and community context. that is ours, a francophone minority institution that took root in the Red River colony and has welcomed Aboriginal students, especially Metis students, since its humble beginnings. During this year several presentations were held with Knowledge Keepers and Elders including two sessions on cultural safety, tobacco training, learning the purification, a meal and watching the film – We were just children and feasts with our Elders Network.

Community Aboriginal Circle
Our Indigenous Advisory Circle advised and supported us in our reflection in order to inform the institutional approach and to target the actions to be taken with regard to Indigenous education and reconciliation. The circle met four times during the 2022-2023 academic year.
Engagement with our students
USB, as a partner, participated in events organized by members of the University Students' Association (USBA) with Indigenous ancestry.

With the support of our Network of Elders, the AEUSB organized an evening on January 13 with students with Indigenous ancestry to get to know each other better and share ideas for potential activities. It was a great evening with a strong participation of our student population.

On February 17, the AEUSB hosted a pancake breakfast to bring students together to celebrate the start of the Festival du Voyageur and our youth involvement in Indigenous events.

Community Involvement
USB, as a partner, has participated in educational sessions for the wider community to mount conferences that speak about truth and reconciliation.

- On November 24, 2022, Dr. Karine Duhamel presented a lecture on The National Inquiry into Missing and Murdered Indigenous Women and Girls : Three Years After the Final Report Released, Where do we stand?

- On February 8, Janet La France, Executive Director of the Centre du patrimoine and Janelle Delorme, member of the Franco-Métis community of the Red River, gave a presentation on the St. Boniface Industrial School.

Involvement in the educational community
As a post-secondary institution, USB is a partner in the Manitoba Collaborative Indigenous Education Blueprint (MCIEB). The Senior Advisor on Reconciliation and Indigenous Education at Université de Saint-Boniface is a member of the Coordinating Committee.

On December 18, 2015, the six universities, three colleges and the Manitoba School Boards Association signed the Manitoba Collaborative Indigenous Education Blueprint (MCIEB), which includes ten commitments inspired by the TRC Calls to Action of the Truth and Reconciliation Commission of Canada in education. Together, the signatories commit to making excellence in Indigenous education a priority in our province. USB will reaffirm its commitment when the MCIEB is signed on April 14, 2023.

As a partner of the annual Working All Together for Excellence in Indigenous Education conference on March 16-17, USB gave a presentation summarizing its commitments to Indigenous education and the Blueprint and supported the event facilitating group sessions.

USB Representation on University of Manitoba Committee
Debra Radi, Executive Secretary and Senior Advisor on Reconciliation and Indigenous Education at USB, has been invited to join the University of Manitoba (UM) Indigenous Identity Consultation Working Group (IICWG). The IICWG was established in December 2021 by Catherine Cook, Vice-President, Indigenous Affairs at the University of Manitoba, with a mandate to advise the university on the process to address the

need for Support the Indigenous community in self-reporting Indigenous identity (First Nations, Métis and Inuit). The final report will be released in spring 2023.

## University of Manitoba

### TRC Calls to Action: 7, 11, 16, 19, 22, 23, 24, 28, 44, 57, 63, 68, 76, 77, 92

Our Goals

The University of Manitoba (UM) community is committed to a comprehensive approach to advancing the Truth and Reconciliation Commission of Canada's 94 Calls to Action. We have multiple ongoing efforts and projects that respond to the Calls to Action and recognize our role as an organization that is educating future researchers and professionals. As a post-secondary education community, we are committed to educating ourselves on the historical context of colonization, and the laws and policies that have and continue to contribute to our contemporary reality.

In addition to building on our past goals and successes, we commit to acknowledge and dismantle the systems that contribute to inequity. We commit to create safe learning and work environments for Indigenous peoples. Through working together and helping each other we will achieve this shared vision.

Our goals include:

- Continue to embed Indigenous Knowledge Systems, Ways of Knowing and TRC recommended learning objectives throughout the training and course work of the University.
- Continue to incorporate Indigenous knowledge systems, ways of knowing and UNDRIP principles throughout University systems.
- Continue to work in partnership with Indigenous communities to develop strategies that ensure Indigenous students, faculty and staff have opportunities to reconnect with their Indigenous cultures and languages.
- Continue to build sustained and respectful relationships with Indigenous communities that support their community development and research needs.
- Continue to create work and learning environments that support Indigenous students, faculty and staff and that support Indigenous educational programs, sovereignty, community, ceremony and health.

Our Progress

The diverse community that makes up the University of Manitoba is committed to advancing reconciliation through curriculum, initiatives, research and partnerships. Underway is a university-wide effort to create a culturally safe work and learning environment for Indigenous students, staff, faculty and guests; advance reconciliation; fight anti-Indigenous racism; and foster relationships with First Nations, Métis and Inuit communities. Some highlights from the past year that demonstrate our ongoing commitment to mobilizing the Calls to Action include:

- Continuing to increase Indigenous representation in governance, including on all relevant Senate, Board of Governors and faculty committees, and in leadership in faculties and central

administration. An example of a position that was introduced this year is the Director of Cultural Integration (Indigenous) who works across UM campuses with Elders, Knowledge Keepers, Grandparents and others to ensure Indigenous ways of knowing, being and doing are respectfully integrated into the fabric of the University.

- Continuing to offer training in response to Calls to Action 57 and 92 for all employees and students, and specific training for those in professional faculties such as nursing and law – Calls to Action 24 and 28. One example of this training is the Summer Institute on Literacy in Indigenous Content. Another example is the delivery of a Pathway to Reconciliation video and workshop that has been delivered to thousands of UM community members.
- Enhancing Indigenous community engagement and co-creating new initiatives in partnership with Indigenous youth and communities that drive systems change. An example of this includes the opening of a new Learning Hub in Pinaymootang First Nation, developed in partnership with the Interlake Reserves Tribal Council, which will bring post-secondary education and advanced training opportunities to the places Indigenous students call home. Another example is the Lawmakers Program, created and delivered in partnership with the 7 Oaks School Division's Wayfinders program, which sees Indigenous youth participate in a cohort, dual-credit program that includes weekly mentorship with Indigenous law students from Robson Hall Faculty of Law.
- The continued offering of Indigenous language courses and concentrations.
- The ongoing work of leadership within **Rady Faculty of Health Sciences** to respond to Calls to Action 19, 22 and 23, including to identify and advocate for the identification and sharing of health gaps and outcomes between Indigenous and non-Indigenous communities, enhance Indigenous content into curriculum, offer cultural competency training, and increase the recruitment and retention of Indigenous students.
- The continued development of a plan to achieve the goals of UNDRIP. An example of work that advances this is UM's new responsible investment policy, which commits to divest from investments that violate the rights of Indigenous peoples.
- Continuing to strengthen post-secondary collaboration and collaboration with K-12 educational partners in order to share best practices, build capacity, increase Indigenous student mobility and advocate in partnership with Indigenous communities on matters such as closing the digital divide.
- The continued development of physical and virtual spaces to reflect Indigenous peoples, languages and design. Some examples of new spaces this year include the new Indigenous Community Space – **Gaa-maamawabing** – in the Faculty of Education; the Raven Medicine Cloud story map project, which illustrates select landscape elements along UM riverbank forests; and new art in the Dafoe Library by Métis artist Val T. Vint and in the Brodie atrium by Anishinaabe artist Blake Angeconeb.
- The development of an anti-Indigenous framework for the UM's anti-racism strategy.
- The development of recommendations for Research Ethics Processes for those engaging with Indigenous Communities.
- As host of the National Centre for Truth and Reconciliation, UM continues to support the vital work of identifying and collecting records, education, identifying and sharing information on missing children and burial information, and commemoration projects.
- The ongoing work of the Respectful Repatriation Policy working group to ensure the respectful return and care for Indigenous ancestors.

- A total of $430,491 was awarded through the UM's Indigenous Initiatives Fund to support 13 projects. One example is a partnership between the Faculty of Architecture and the National Indigenous Residential School Museum of Canada on Long Plain First Nation's Keeshkeemaquah Reserve. The faculty is working with the community to ensure the museum, a former residential school, meets the goals to be a place of learning, as well as a memorial to the children who lived there and to honour and support Survivors.

## University of Winnipeg

### TRC Calls to Action: 11, 16, 63.iii

### Goals:

University of Winnipeg is contributing to the fulfillment of the TRC 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 Métis 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 TRC Calls to Action identified by the Truth and Reconciliation Commission.

The University of Winnipeg is guided by both the TRC 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 TRC 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 postsecondary 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.

## Our Progress:

Guided by the Strategic Direction of Indigenization, UWinnipeg has embarked efforts to support that direction by:

- increasing Indigenous student enrolment (already one of the highest in Canada at 10 per cent),
- creating partnerships with First Nations, Metis, and Inuit leaders, elders, communities, and organizations
- building pathways to education for Indigenous youth
- creating pathways to graduate studies for Indigenous undergraduate students
- incorporating Indigenous knowledge in curricula and teaching practice
- responding to the TRC Calls to Action of the TRC and MMIWG2S
- Indigenous community engagement through free community programming and services

Collaborations to develop and/or implement curriculum, strategies, protocols, processes, projects or programs:

1. Collaborative Partnership with Fisher River Cree Nation and Indigenous Studies resulted in Award Winning cookbook. Indigenous food guide specific to Fisher River is being developed.
2. IS invited 11 elders for guest lectures and speakers in various courses during last year as part of the curriculum.
3. IS Department also offered two land-based learning courses, ie: https://news.uwinnipeg.ca/unique-land-based-course-weaves-indigenous-perspectives-with-plant-science/
4. Indigenous Engagement collaborated with multiple knowledge keepers to support the ongoing implementation of our Strategic Direction of Indigenization where we hosted 4 lunch and learn sessions. The topics included Indigenous Protocols, Indigenous Protocols 2.0, Going Beyond a Land Acknowledgement, and 2S Identity.

# of advisory committees:

1. Master's of Arts Indigenous Governance student advisory committee have Elders or knowledge keepers as their advisory committee members.
2. Indigenous Advisory Circle to Vice-President's Academic
3. Within HR, there is movement towards embedding anti-racism and decolonization in university approaches to EDI. In March 2023, Red Tent trained folks on decolonizing the academy.

# of partnerships that resulted in creation of agreements, policies, legislation, processes, or programs:

1. UW Indigenous Studies and UM- Native studies for Indigenous Language partnered to create an Indigenous Languages Student Reciprocity Agreement
2. MMF, ASSC, and Indigenous Engagement Office partnership resulted in an agreement to host a full time Red River Metis Inclusion Coordinator to enhance a sense of belonging for more than 500 Metis students. This position also supports programs and cultural enrichment opportunities.

# of amended or new practices or policies:

1. On June 17th & 18th 2022, Indigenous Studies Faculty member Dr. Romanow organized a conference at the University of Winnipeg Convocation Hall on the Final Report of the MMIWG National Inquiry – An Academic Response. The conference was a national gathering of scholars, activists, educators, direct student service providers, and Indigenous students.

   The Keynote speakers were Sandra Delaronde, Karine Duhamel and Former MKO Grand Chief Sheila North. The event included the presentation of papers and proposals for policy recommendations, curriculum design and development on MMIWG related, and targeted research on student support for Indigenous students. Dr Romanow also gave three media talks on this topic. https://news.uwinnipeg.ca/national-mmiwg2s-conference-to-feature-three-free-public-lectures/

# of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of FN, Metis, and Inuit languages, laws and protocols, governance, spirituality, or religion:

1. Enhancement of Elder's protocol
2. Strategic direction of Indigenization
3. Smudging protocol allows various departments like the IS Department which has initiated bi-weekly smudge since January 2023 in Masters student Lounge.

# of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing):

1. IS department hosted the Indigenous Women (MMIWG2S) course with 19 students registered this past year that teaches about the TRC Calls to Action.
2. Indigenous Ethnobotany course with 9 students registered this past year.

# of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities:

1. Permanent installation of Treaty 1 and Metis flags on campus on October 17, 2023.
2. Weeklong events to acknowledge Truth and Reconciliation Day hosted from September 26-29, 2023.
3. Art Gallery Exhibit:  Jaimie Isaac: Brings to Light, November 24, 2022 - February 17, 2023
4. Elder David Daniels from Long Plain First Nations providing teachings
5. MMIWG Conference organized by IS faculty member Dr. Romanow.
6. The Office of Indigenous Engagement invites distinguished Indigenous scholars to share current research with the University of Winnipeg campus and community. The events are hosted by the Indigenous Engagement Office, are free, and open to the public. This year featured a presentation from Senator Mary Jane McCallum titled Residential School Survivor Talks about Reconciliation.

In 2017, Senator McCallum was appointed to the Senate of Canada as a representative of Manitoba. She assumed this mantle with reconciliation top of mind, recognizing its importance for Canada if we are to be recognized as human rights leaders.

Senator McCallum often speaks to diverse groups about residential school. She believes that Canada must never forget the genocide of their Original Peoples, and that lateral and vertical violence against Indigenous Peoples persists today; a result of sustained governmental policies. In recognizing and reclaiming autonomy, she believes that Indigenous Peoples are well on the journey towards reclaiming spirit and power.

UW news stories on these events:
https://news.uwinnipeg.ca/teaching-indigenous-food-systems-from-turtle-island/
https://news.uwinnipeg.ca/national-mmiwg2s-conference-to-feature-three-free-public-lectures/
https://news.uwinnipeg.ca/uwinnipeg-students-document-indigenous-delegation-visit-to-vatican-city/
https://news.uwinnipeg.ca/maig-student-honoured-with-cbc-manitoba-future-40-award-2/

# of outreach activities / events to increase the visibility of sports as an essential component of health and well-being:

1. Powwow Club which is Winnipeg's largest program hosting up to 200 people each week and runs from Sept-May yearly

# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes:

1. Learning Anishinaabemowin at WLC - 65
2. Indigenous Language Courses had 41 students registered
3. Learning Anishinaabemowin II at WLC - 63

# of First Nations, Métis, or Inuit language courses or programs created or enhanced:

1. Certificates in Indigenous Languages

   The Certificates in Indigenous Languages are 30-credit-hour program designed especially for part-time students who wish to develop specific proficiencies in Indigenous Languages, Indigenous Language Revitalization, Indigenous Language Teaching, and Supporting Multilingualism and Indigenous Languages in Schools. The Certificates in Indigenous Languages, Teaching Indigenous Languages for Vitality, and Supporting Multilingualism and Indigenous Languages in Schools are available as stand-alone credentials for non-degree seeking students, or as pre- or post-degree designations. Since the courses required for the Certificates are also part of the IL thematic major, they can be used towards a 3-year or 4-year BA, or toward an integrated BEd. Students must apply to graduate with a Certificate. Special cohort-based streams will be offered from time to time. Teaching Indigenous Languages for Vitality and Supporting Multilingualism and Indigenous Languages in Schools are only available in the cohort model.

2. Teaching Indigenous Languages for Vitality Certificate
   The University of Winnipeg, in consultation with community partners, is offering a cohort-based Certificate in Teaching Indigenous Languages for Vitality. The Teaching Indigenous Languages for Vitality Certificate enhances the effectiveness of Indigenous languages teaching and learning

through training current and future Indigenous languages teachers in effective and culturally nourishing pedagogies.

Graduates of this certificate program will have proficiencies required teach their Indigenous language to a wide range of learners. Students may apply their completed coursework for the Certificate to a future university degree such as a Bachelor of Arts or integrated Bachelor of Education.

The University of Winnipeg is currently working with Frontier School Division on the first cohort for this Certificate program.

# Education — School Divisions



# Education - School Divisions

## Louis Riel School Division

TRC Calls to Action: 63.i, 63.ii, 63.iii, 63.iv

### Goals:

The Louis Riel School Division (LRSD) is committed to student success, families and community.

Our goal is to provide education to all students that promotes Indigenous history, language, culture and knowledge systems to actively encourage intercultural understanding, empathy and mutual respect.

The division continues to build teacher capacity with continued professional development and implementation of kindergarten to Grade 12 (K-12) curricula and learning resources in support of the Truth and Reconciliation Commission of Canada (TRC) TRC Calls to Action #63. This is implemented in conjunction with the vision, commitments and principles of Winnipeg's Indigenous Accord.

The division's goal was to further develop K-12 curricula, resources and supports to further promote our understanding of Indigenous peoples and cultures. This would include historical and contemporary contexts, the history and legacy of residential schools, our historical and contemporary relationships to Treaties and Indigenous languages.

### Our Progress:

In 2021-2022 we embarked on a journey, that began with school and division leaders in building learning bundles to be carried into our work with staff, students, and community.

**Reflections from Christian Michalik, Superintendent:**

Starting in the spring of 2021, when we initiated a change to the role and responsibilities of high school ECHO teachers, the Indigenous Education Team began work on creating a curriculum for divisional and school leaders in the Louis Riel School Division (LRSD). Inspired by the medicine bundles carried by some on the team, they refer to this curriculum as a teaching and learning bundle.

I'm so grateful to my colleagues on the Indigenous Education Team for accepting to be my teachers in 2021-2022. They took me and my classmates (divisional and school leaders) on an incredible ten-month journey of learning. My teachers were brave; my classmates and I were confronted by discomforting truths, and yet, our learning journey was also illuminating and inspiring.

The bundle included the following learning opportunities:

The Blanket Exercise

The team designed a personalized learning experience that led participants through an impactful history lesson from the perspective of Indigenous People. Beginning in the pre-contact era, participants stood on various blankets representing the lands of the First Nations, Inuit and Métis. As the narrators moved through history, the blankets were folded up, removed or moved to illustrate the destructive and enduring impacts of colonialism.

The team's focus for this learning experience was to have us confront historic truths, the impacts of targeted laws and policies, and systemic inequity today. The experiential nature of the session and personal accounts from colleagues created a poignant learning opportunity and a deeply human connection to our shared history. Although I had previously experienced a blanket exercise, this one was especially powerful because it was developed by and for our community. It persuaded me to encourage everyone in LRSD to engage and reengage with this exercise as we continue on this journey to seek truth and work toward reconciliation.

The Circle and the Box

Again, the team reimagined and personalized an experiential learning activity to share the historic and contemporary relationship between Indigenous and non-Indigenous people in Canada. We were invited to step into the box of hierarchy to unpack issues of systemic inequities and positional power. We were then invited to step into the circle to better understand lived experiences, worldviews, and histories by learning experientially what it must have felt like (and feels like) to live in a Cree community during colonization, residential schools, the Sixties' Scoop, and present day. Again, the team's personal accounts of suffering compelled us to heed their powerful provocations: Do we value community over power? How do our schools today perpetuate the box?

The Metis Walking Tour

Over the course of a half-day walking tour, we learned about the tragedy and heroism of the Métis Nation at the heart of the Red River settlement as we walked through The Forks National Historic Site, some of St. Boniface's historic sites, and Upper Fort Garry Heritage Park. The lesson offered a poignant counter-narrative to the history curriculum taught in our schools and connected that retelling of history to the ongoing impacts of dispossession in our present reality.

Unpacking Land Acknowledgements, Truth, and Treaty Relationships

The team facilitated a dialogue on the importance of language, intent, and action when developing a land acknowledgement. The conversations touched on the journey, relationships, and voices that are at the heart of the LRSD's land acknowledgement and the many land acknowledgements in our schools. Our learning also focused on the origin and intent of treaties, the significance of Wahkotowin (relationship), and using one's positionality for good.

Positioning Ourselves in Colonialism

The team designed a series of conversations focused on deconstructing some of our practices, parts of the curricula, commemorations, and mindsets in our classrooms and schools. Again, we considered some of our default ways of seeing and presenting ourselves and our community through an anti-racist lens. Beyond the learning sessions designed and delivered by the Indigenous Education Team, they also partnered with colleagues in LRSD and outside the division to offer two sessions.

My hope is that the learning bundle, as designed by the Indigenous Education Team, inspires us to co-design with staff, students, and families a collective learning journey that builds the trusting and respectful relationships necessary to find the courage to confront uncomfortable truths about **conscious acts of intolerance** and **unconscious ways of perpetuating prejudice** in LRSD. I am looking forward to working alongside school and board office colleagues as we continue our collective journey of achieving greater diversity, equity, and inclusion as outlined in our Multi-Year Strategic Plan.

From the LRSD Annual Report to the Community:
https://sblrsdstor.blob.core.windows.net/media/Default/fgg/5/211056%20LRSD%202022%20Annual%20Report.pdf

## Pembina Trails School Division

TRC Calls to Action: 10.ii, 10.iii, 10.iv, 10.v, 10.vi, 10.vii, 12, 62, 62.i, 62.ii, 62.iii, 62.iv, 63, 63.i, 63.ii, 63.iii, 63.iv
MMIWG2S+ Calls for Justice: 11.1, 11.2, 18.10, 18.11

### Goals:

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:

Pembina Trails School Division, in the 2022-2023 school year, has continued to significantly expand its divisional and school-based Indigenous Education Plan. This plan recognizes the importance of the role of: School and Division Leaders, Indigenous Elders and Knowledge Keepers, Indigenous Student Success Teachers, Teacher Champions, who support professional development, programming, teachings,

Indigenous celebrations and commemorations. The Indigenous Graduation Ceremony, The Manitoba Indigenous Youth Achievement Awards and the naming of new school are all focused on divisional and school-based Indigenous Education Plan.

This year, Pembina Trials School Division has continued to move forward through:

1) Participating in the Manitoba Indigenous Youth Achievement Awards
2) Engaging with Elders and Knowledge Keepers to support school and divisional learning
3) Support of the Indigenous Student Success Teachers (programming, cultural teachings, individual student and class support, literacy and numeracy objectives, and especially with Treaty Training, Curriculum Inclusion, and Culturally Safe Classrooms).
4) Development of outdoor Indigenous spaces at Oak park High School and Shaftesbury High School, General Byng Garden dedicated to Tk'emlups te Secwepemc First Nation and multiple Elders and Knowledge Keepers in schools and working and presenting to parents in evening sessions (ie) Cookem Daisy at Acadia and Bonnycastle. As pandemic restrictions have reduced, parent opportunities have allowed for increased community presentations.
5) Continued procurement of resources and development of library collections.
6) Teaching from Indigenous Artists in classrooms.
7) Further development of the role of the Teacher Champions in all schools.
8) Completion of participation in the provincial pilot project of Elders and Knowledge Keepers
9) Presentation of provincial pilot project of Elders and Knowledge Keepers at Manitoba Education and Early Childhood Learning
10) Contracting with Indigenous Consultant to emphasis the divisional work on Equity, Diversity and Inclusion and Anti-racism.
11) Meeting with Pembina Trails leadership, schools, Indigenous Black People of Color in our division, parents, students and staff to gather data and feedback on developing divisional Anti-racism policy.
12) Naming new school, 2 at this point and more to come, that reflect our divisional inquiry project, What's in a Name?
13) Hiring 2 divisional positions that reflect divisional goals and understanding of equity, diversity and inclusion. Equity and Inclusion Consultant and Principal of Learning and Inclusion.
14) Gathering examples of Indigenous education infusion from all schools K to 12 using padlet to capture and organize and share with school leaders at Council meetings.
15) Indigenous Education Portal full of resources to support classroom teachers.
16) Pembina Trails Indigenous Education Visioning Document that outlines the work we are doing
17) Indigenous Graduation for Oak Park and Shaftesbury will now expand to 3 other Senior Years Schools.

Additional activities

Indigenous Student Success teachers worked through a professional book study with school based Indigenous Teacher Champions using the book *Resurgence: Engaging With Indigenous Narratives and Cultural Expressions In and Beyond the Classroom.* The four areas of learning focus included Resistance - how Indigenous people have fought against attempts at erasure and assimilation; Resilience - highlights the ongoing strength, power, and healing of Indigenous peoples; Restoring - shows efforts to challenge harmful narratives while restoring Indigenous ways of knowing, thinking, and being and Reconnecting - encourages and celebrates Indigenous futures.

Additionally, 58 members of the Pembina Trails Leadership Community engaged in PD facilitated by the Indigenous Student Success teachers and centered on advancing the implementation of the **Mamàhtawisiwin**: Indigenous Education Policy Framework with a focus on each of the four strategies. Pembina Trails students and staff experienced an increased focus on engagement of students through authentic connection with Elders, and Knowledge Keepers in schools.

In collaboration with the Treaty Relations Commission of Manitoba, the Indigenous Student Success teachers, Divisional Principal of Curriculum, Senior Administration, and the Board of Trustees, improved upon and updated the Pembina Trails Land Acknowledgement in both English and French. This can be found on the divisional website - most recently amended in November 2022.

To date, 75 requests for school based Indigenous Education collaborations have come forward, planned for, and implemented. Collaboration Projects are opportunities to implement and infuse Indigenous perspectives and voices into lessons and curriculum outcomes. The requests come from interested K through 12 teachers and include examples such as: student created land acknowledgements, treaties, residential schools, true history, land/water teachings, storytelling, talking/sharing circles, connections to numeracy and literacy, beading, food, medicines, and the 7 teachings. Connections between disciplinary curricula and Indigenous perspectives, teachings and learnings ground each unique in school collaboration with the support of Indigenous Student Success teachers.

ISST is piloting a project that will teach about Naawi Oodena with a grade 6 class and a school that is a good fit within close proximity to the new urban reserve. Together they plan to do several mini-lessons and finish with an inquiry project. The project will evolve and change over time and will be expanded to include more schools and lessons K through 12. The project is organized in collaboration with Treaty One Nation and Treaty One Development Corporation.

# River East Transcona School Division

TRC Calls to Action: 7, 10.ii, 10.vii
MMIWG2S+ Calls for Justice: 11.1

## Goals:

As part of River East Transcona School Division's commitment to Winnipeg's Indigenous Accord, we are providing the following self-identified goals:

- 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.

We believe that these goals closely align with our current and planned work for the whole of the school division as well as the area of Aboriginal education, the TRC Calls to Action and the Commitments reflected in the City of Winnipeg Indigenous Accord.

- Call for Justice #11.1, We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of **Their Voices Will Guide Us** with children and youth.

## Our Progress:

The River East Transcona School Division is committed to fostering a safe and inclusive learning environment that is built on the Treaty principles of mutual recognition, respect, and shared responsibility for relationships today and into the future. (TRC Calls to Action #7 and #45 iii).

In order to support this commitment, the following has been implemented to support students and staff while working alongside community members:

Two new programs have been developed to support students in the Early and Middle Years:

- **Nanda Gikenin**: This literacy and numeracy focused program gives Indigenous youth the opportunity to explore different Indigenous foods and to learn the teachings behind them. This program also explores different books and incorporates Indigenous languages that either relate to

the food or an Indigenous story. Each youth will have the opportunity to bring a book they enjoy to the group as well as create a book using the medicine wheel teachings.

- **Ogichiidaakwe**: This group is used to support and uplift Indigenous girls and give them a sense of belonging. The teachings of the Medicine Wheel, foods, plants, and the traditional roles and importance of Indigenous women in the community is explored. Drum songs are shared with the girls and First Nations, Metis, and Inuit female role models from the community share teachings with the youth.

The Senior Years FNMI Divisional Student Voice Group is in its third year and continues to guide the division and provide guidance on the supports that are needed for Indigenous students within Senior Years Schools. Based on Student Voice suggestions, each of our senior years schools have created Indigenous Learning Spaces within the school in collaborations with FNMI student groups. A Knowledge Holder/ Grandmother visits students within this space and shares traditional teachings as well as supports students as needed.

A new position of Consultant for Indigenous Perspectives and Education had been created in the Division.

"Their Voices " is in its second year. Self-Identified Indigenous young women participate in a 3 year community based participatory action research project that will make recommendations to the school division on what needs to change in order for young Indigenous Women to feel safe and successful in school. The participants are involved in Pride and Identity Workshops along with mentoring from female community leaders and Elders. Participants are trained in computer software programming and photography through the University of Winnipeg and will be involved with data collection and thematic analysis to prepare for this final recommendation.

Student and staff continue their learning on Indigenous Traditional Ways of Knowing, the effects of Colonization, Treaties, The Indian Act, Residential Schools, and Reconciliation through staff PD, The Walk With Us colonization simulation, and classroom supports in order to facilitate and support age appropriate conversations about Residential Schools, Treaties, and Indigenous Peoples contributions to Canada as per TRC Calls to Action.

We continue to support students through Drumming and Smudge Leadership as a way to strengthen positive relationships with peers and educators and Land Based learning continues to strengthen community and traditional values and create a sense of belonging.

## Seven Oaks School Division

TRC Calls to Action: 1.ii, 10.ii, 10.iii, 10.vi, 10.vii, 62.i, 62.iii, 63.i, 63.ii, 63.iii, 63.iv
MMIWG2S+ Calls for Justice: 11.1

### Goals:

- Call to Action 1.ii: Seven Oaks School Division is concerned with the high number of Indigenous children in the child welfare system. We continue to ensure strong communication between guardians, caregivers and school and to provide opportunities for all students and staff to learn about Indigenous cultures and histories. We also want to ensure that families who are caring for our youth in the child welfare system have culturally appropriate knowledge and supports. To this end, we aim to create partnerships that will provide educational opportunities for foster families of Indigenous children to learn about Indigenous cultures and how to access culturally relevant supports.
- Call for Justice 11.1: We endeavor to review the curriculum **Their Voices Will Guide Us** as a way to begin spreading awareness about missing and murdered Indigenous women, girls and 2SLGBTQQIA people and to get to know the root causes of violence they experience. We will begin a dialogue around this guide and how educators can engage in these topics in an age appropriate and supportive way in classrooms.

### Our Progress:

All k-8 schools are hosting Pow Wow or jigging clubs and will be participating at our 14th Annual Divisional Graduation Pow Wow. We continue to offer experiences for students to engage in Indigenous drumming and other cultural programming such as beading, language learning and regalia making.

Teachers, staff and students continue to seek guidance and wisdom from the divisional Elders, Mary Courchene and Dan Thomas. With the publication of **Mamahtawisiwin** An Indigenous Inclusive Policy Framework and the rolling out of the Elders and Knowledge Keepers in Schools initiative through the Indigenous Inclusion Directorate, there have been richer learning experiences for both Indigenous and non-Indigenous students, staff and families as engagement with Indigenous Elders and Knowledge Keepers has grown.

At our administrator meetings, we have delved into the history of local Indigenous resistance and are identifying acts of resurgence to inform how we support Indigenous reconnection to land, language, community and culture. In addition to hearing from the Elders in residence, we have engaged local Indigenous figures, such as Kevin Lamoureux, Michael Redhead Champagne, Niigaan Sinclair and Kevin Settee to help guide our thinking around decolonization and supporting Indigenous students' success. All staff across the divisional, have also had the privilege to hear from Clayton Thomas-Muller, Cree author and activist.

Indigenous youth entering high school continue to have opportunities to participate in activities that allow them to build strong identity and be firmly rooted in community. The Cultural Credit course allows youth to work towards credit attainment for participating in programming directly related to empowering

Indigenous youth here on Turtle Island. The Community Support Connector directly supports our Indigenous Youth Mentorship Program that is based on Mino Pimatisiwin (Living the Good Life) which is an extended school day program that is open to all Indigenous high school students. In partnership with CAHRD, youth have the opportunity to work towards summer employment through this program. We have also continued work with Kevin Chief as our Mentor in Residence this year.

We continue to be committed to language revitalization through the operation of the K-5 Ojibwe Bilingual Program. Language preservation and revitalization efforts continue to grow as we continue Ojibwe language and cultural programming at Edmund Partridge Middle School and work to develop language resources for students and families. We have launched the Ojibwe language app called They Are Talking. It is available to download, free, on the App Store.

Our engagement with Child and Family Services agencies continues through committee work as we endeavor to better support children who are in the child welfare system, a disproportionate amount of which are Indigenous. From our work, we have also identified a need for Indigenous children in care to be in homes that are culturally appropriate. To address this, our team has developed a toolkit for foster families and Indigenous youth in care. Dakota Ojibwe Child and Family Services is a partner in creating opportunities like these for foster families of Indigenous youth to learn about Indigenous cultures, issues impacting Indigenous youth and how to access culturally relevant supports. We have also renewed our divisional Children and Care Committee which brings school representatives together to discuss how to best support children in care at the school level.

**Ozhaawashkwaa Animikii-Bineshi Aki Onji Kinimaagae Inun**, which means Blue Thunderbird Land Based Teachings Learning Centre (a.k.a. the Aki Centre), continues to provide teachers and students with outdoor land based, hands on learning opportunities through Indigenous ways of being and knowing. The space hosts Indigenous land-based teachings and ceremonies through our 25 foot tipi, Sweat lodge, Medicine Wheel garden and Outdoor Circle classroom. The students from the Ojibwe Bilingual Program and Cultural Credit students are frequent visitors to this space where they have engaged in land-based teachings such as goose harvesting, snaring, and medicine harvesting. This space is utilized during the summer months as well to support the language learning experiences for the Ojibwe Summer Camp and the Indigenous Youth Mentorship Program.

## St. James Assiniboia School Division

TRC Calls to Action: 63, 63.i, 63.ii, 63.iii, 63.iv
MMIWG2S+ Calls for Justice: 11.1

Goals:

Two new divisional leadership positions have been added to the Indigenous Team for 2022-2023. An Administrator position, as well as, a Coordinator for Indigenous Learning K-12. These leaders will help guide the division and schools in creating a set of goals and a vision for learning moving forward. Two Educational Assistants that help connect students to culture have been added to the team and have added more support for schools to engage in connecting to outside resources and Métis dancing programs.

Moving forward there will be a vision created with all schools while creating curriculum around Indigenous ways of knowing and learning. This means incorporating our communities and the land that is our home, places where all members, especially the children, should be welcomed. The environment should be one that emanates a feeling of belonging: belonging to a culture, belonging to teachings, belonging with each other. Belonging is ceremony. We have a responsibility to foster the gifts that each community member brings, through empowerment and sustainability for the land, water, and the members themselves.

- Our goal continues to be improving the quality of education for Indigenous students and families through instructional leadership, teamwork, and relationship building for the development of learning opportunities. By answering the TRC Calls to Action, we will support our students' graduation rates while meeting the needs of our diverse Indigenous communities. To do this we need to embrace Indigenous worldviews and cultural teachings that promote identity, pride, and community.

## Our Progress:

A path to an Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values and knowledge, and contemporary lifestyles. An equitable, inclusive, and diverse education system fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, find their purpose in life, and achieve The Good Life.

The St. James-Assiniboia School Division is committed to providing authentic, rich learning experiences for all students. To ensure that schools are inclusive and culturally responsive, First Nation, Métis and Inuit perspectives are integrated into the curriculum and the school community. The Division shares this perspective with staff, students and community to foster a culture of respect, understanding and inclusivity.

Some of the ways that we are engaging in this work:

- A new position - Divisional Administrator of Indigenous Academic and Community Support – who is responsible for leading the Division in the area of Indigenous Education and efforts to foster and maintain a culturally safe and welcoming school culture and learning environment for Indigenous students, families, staff, and community partners.
- A new position – Indigenous Inclusion Coordinator – who is responsible for collaborating with school teams to develop school programming, curricular experiences, learning environments, and instructional practices that demonstrate respect for Indigenous world views, values, identity, and traditions.
- A new position – Indigenous Graduation Coach – who is responsible for working closely with Divisional high schools in ensuring Indigenous students receive appropriate supports necessary in achieving success.
- Development of a new Indigenous Advisory Council comprised of Indigenous parents and family members to assist and advise the school board in its commitment to provide an equitable and inclusive education and safe environment for Indigenous students

- A new partnership with the Southern Chiefs Organization to hire a Jordan's Principle Coordinator for the school division to ensure equitable supports and accessibility are in place for Indigenous students
- Continuing to build staff capacity at all levels with ongoing professional development opportunities, the implementation of Kindergarten to Grade 12 curricula and learning resources, and the authentic engagement of Indigenous Elders and Knowledge Keepers in our learning spaces and school communities.
- Creating space for Indigenous students to have a voice in helping to change harmful colonial educational practices in our schools.

## Winnipeg School Division

TRC Calls to Action: 7, 10.ii, 10.iii, 10.iv, 10.vii, 11, 63, 63.i, 63.ii, 63.iii, 63.iv

Goals:

- 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: TRC 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. Cohort II started in Feb 2022 with 23 enthusiastic students. These students will be supported alongside Cohort I and II.

Our Progress:

**Ozhitoon Onji Peenjiiee**, The Build From Within Teacher Development Program currently enrols 12 students in Cohort I, 11 students in Cohort II, and 23 students in Cohort III. The 47 Indigenous students are working together to become teachers in the Winnipeg School Division. The wrap around support for the students include a Program Coordinator, Teacher Intern Partner, Social Worker/Guidance Counselor, University of Winnipeg academic support, and Indspire bursaries in partnership with the university, and a large contribution from the Winnipeg Foundation. The Winnipeg School Division in partnership with the University of Winnipeg and Indspire implemented this program to help offset the imbalance of Indigenous student to teacher ratio.

Cohort I students have completed the 3rd year of their 5 year BA/BEd program at the University of Winnipeg. Cohort II has completed the 2nd year of their 5 year BA/BEd program at the University of Winnipeg. Both Cohorts have completed the Education Assistant Diploma Program (EADP). Cohort III began February 2022 with the EADP courses and 23 more students started their journey to become teachers in the Winnipeg School Division. Their BA/BEd 5 year program begins September 2023.

The strength of the program comes from the student cohorts and the supports provided by the Program Manager, Program Social Worker and University of Winnipeg staff. Academic, mental health, and food security are only a few examples the program has supported. Every student has accessed at least one of the provided supports to achieve success. Ozhitoon Onji Peenjiiee has identified exactly why this programming is so important.

The Internship relationships between the students and their teachers have been a positive, reciprocal learning experience for both. The teachers have developed a professional and academic partnership. The Teacher Interns have supported the students in navigating through the academic year at university, teacher professionalism, and managing the busy day. The teachers are modeling how teachers work each and every day.

Students receive an honorarium to allow them to focus specifically on their course load and internship. This has helped the students focus and reduce stress. Students still actively engage in other sources to support their income.

After reviewing the needs of the students and success of the program, the Social Work support position will not continue in September, instead the position will become a Guidance/Teacher Support role. The data has lead to a change in direct support relating to both social and education support. The program intends to hire a community connector to help the students with needs outside of school. This position will help reduce more barriers blocking the path to success.

The Indigenous Academic Learning Series continued its focus on school administration, school leadership teams, division support staff, clinicians, and senior administration creating their specific path to success for Indigenous students and families in their schools and school division. Niigaan Sinclair facilitated in-school professional development geared to action with all 79 schools and support teams. The destination is for schools to follow their Road to Reconciliation Plan with the focus to implement strategies and increase success.

The Indigenous Graduation Support Teacher program (formerly Grad Coaches) provides support for all 13 high schools. The seven Indigenous Graduation Support Teachers' main goal is to increase Indigenous student success. Building relationships with students, staff, and families are key to the success of the students.

Once a month (9 times throughout the year), the Indigenous Book Study allows staff the opportunity to pick and choose what books they would like to study with their peers. The Indigenous Team facilitates the conversations, the questions and inquiries come from the group. The focus is always on improving teacher practice and infusing Indigenous perspectives into the classroom. This year had schools take a leadership role and facilitate a book study for the division. This opportunity displayed growth and opportunity in the area of leadership.

# Education — Schoools and Associations



# Education - Schools and Associations

## Glenlawn Collegiate

TRC Calls to Action: 12, 62, 62.i, 63, 63.i, 63.ii, 63.iii, 63.iv
MMIWG2S+ Calls for Justice: 7.3, 11.1, 11.2

### Goals:

- Glenlawn Collegiate will continue to work on our previously set goals, however, we are also setting new goals for the upcoming year:

    1. We will be re-establishing our Indigenous student group with a focus on belonging, learning, sharing, and building relationships.
    2. We will continue to enhance enrollment and interest in our Grade 10 First Nations, Métis, Inuit Studies course.
    3. Teachers and students will create a space in our library for Indigenous resources that reflects Indigenous peoples and worldviews.
    4. We will be offering another set of Indigenous themed/authored novels for this year's book-read for staff.
    5. We will be continuing to create a professional development action plan to ensure that all staff are supported in their learning journey.
    6. We will be creating a resource package for new staff so that they can effectively integrate Indigenous philosophical and content area pieces into their teaching.
    7. We will look at ways to provide all Grade 9 and 10 students with an experiential activity related to Indigenous perspectives that ensures staff and student safety given the pandemic situation.
    8. We will reflect on the challenges of this year and begin planning ways to meet staff and student needs in the upcoming year.
    9. We will continue to develop our school plan around the Circle of Courage philosophy.

### Our Progress:

As signatories to Winnipeg's Indigenous Accord, Glenlawn Collegiate Institute continues to take very seriously its commitments to gaining knowledge and skills to create a space of belonging for our youth. 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 Indigenous peoples of Canada. As such, we believe in the power of our educational institution as a place of reconciliation and positive relationships moving forward.

It has been important for us, as a large school, to continue our work in our Winnipeg's Indigenous Accord Working Committee. Our committee was created to ensure entire school involvement, accountability, and

a platform to creating change as we move towards our goals and our pledge. As we move into years after signing this accord, we must stay diligent and deliberate about the continued path forward.

In our goal setting, we continue to take a three-pronged approach. We feel it is 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. This change or support of those that have made significant improvements takes compassion, patience, and most of all openness to learning and understanding.

We have worked hard this year to bring back activities such as The Blanket Exercise and commit next year to do the same. We will also be mandating novels and reading within the ELA curriculum and continue to support resources for the Grade 9 and 11 social studies courses.

We continue to work collaboratively with our school division's Indigenous Education team, and they work we all do collectively.

We look forward to the Graduation Powwow this upcoming June and to another year of focusing on creating a better school experience for our most vulnerable youth.

## Gonzaga Middle School

TRC Calls to Action: 45, 45.i, 45.ii, 45.iii, 45.iv, 62, 62.i, 63, 63.i, 63.ii, 63.iii, 64
MMIWG2S+ Calls for Justice: 11.1, 11.2

### Goals:

Gonzaga Middle School has developed four goals as participants in the Winnipeg Indigenous Accord and as part of our larger commitment to Reconciliation:

1. Infusing Indigenous perspectives across all curricula, teaching the Manitoba Treaty Relations curriculum and the history and legacy of residential schools at all grade levels;
2. Utilizing NCTR recommended books in "read aloud" programs in classrooms and novel studies;
3. Ensuring students can articulate treaty acknowledgement;
4. Encouraging an inclusive spiritual culture which allows all in the school community to respect their own spiritual tradition and to learn about other spiritual traditions including Indigenous traditions.

### Our Progress:

Gonzaga Middle School has actively infused Indigenous perspectives across all curricula and engaged students and teachers in learning about reconciliation and the history and legacy of residential schools. All classrooms are rich with Indigenous, First Nation and Inuit literature, art and music. Daily all-school assemblies routinely include Indigenous perspectives including and beyond the Seven Teachings. All staff and students smudge regularly on Wednesday mornings and more frequently upon student request. Once

again this year, the Manitoba Treaty Relations kit was actively used in the Grades 6 and 8 social studies classrooms and UNDRIP was discussed as part of Grade 7 Social Studies. Staff and students were able to participate in a fundraiser in support of the Downie-Wenjack Foundation that supports education about residential schools and GMS renewed its status as a Downie-Wenjack Legacy school. Students also did research projects related to learning about historical and current Indigenous leaders and participated in the NCTR's Imagine a Canada art contest. A group of students also participated in virtual Anishinaabemowin (Ojibwe) language classes shared by the Manitoba Indigenous Cultural Education Centre. Another group of students participated in fireside chats with Indigenous elders originating from the University of Manitoba.

In a normal year, students learn about birch bark biting and the history of the land that is Manitou Abhee while at Tim Horton's Camp Whiteshell. Students would also normally participate in ceremonies, learning about tobacco ties, spirit meals, and traditional medicines while there. This was not possible this year due to flooding on the Winnipeg River.

With the return to more normal community activities with the removal of pandemic restrictions, GMS has engaged or partnered with Indigenous groups or organizations that support Indigenous peoples. Last September, GMS students were invited by WA-SAY and ANISH Corporation to help raise their tipi and then to participate in a pipe ceremony at St. John's Park. All students also participated in the Two-Spirited pow wow at St John's park. Some students also participated in the Elders Conference at the University of Manitoba in October. This year students and staff were able to a participate in a Cub Walk with the Mama Bear Clan. Students also participated in ribbon skirt workshops and hand drumming sessions. Students and staff also participated in the Point Douglas Residents Association led community clean up activities in the spring and fall. Gonzaga Middle School also regularly support Mama Bear Clan and the North Point Douglas Women's Centre through sandwich making, fundraising and volunteer activities. Through the connection with the Mama Bear Clan, the four sacred hearts presented indigenous teachings to students and staff. Students also created butterflies to be worn by Mama Bear Clan members at the march for the memorial walk for MMIWG in February. Students and staff also participated in hoop dancing at Festival du Voyageur with elder Barb Nepinak. This year, with the resumption of community barbeques, students learned about and participated in traditional jigging thanks to the Norman Chief Dancers.

## Institut collégial Vincent Massey Collegiate

TRC Calls to Action: 10, 63, 63.i, 63.ii, 63.iii, 63.iv
MMIWG2S+ Calls for Justice: 11.1

### Goals:

Currently, the Pembina Trails School Division's commitments to the City of Winnipeg Indigenous Accord initiative include:

1. To close the achievement gaps between indigenous and non-indigenous students (TRC Call to Action #10).

2. To increase inter-cultural competence of all staff (TRC Call to Action #57).

3. To promote Indigenous Educational Themes in curriculum including:
    - Contributions and History of Indigenous Peoples, Decolonization, Human Rights, Treaties, Truth and Reconciliation, and
    - UNDRIP United Nations Declaration on the Rights of Indigenous Peoples (TRC Call to Action #63).

Further goals at Vincent Massey would be to extend the TRC Call to Action #57 to include community and students and align efforts and interests of allies.

In making this request, I represent the voice of students who are part of our Indigenous Youth Leadership group and Kiwanis KEY club and UNESCO club. Over the year, they have identified the Winnipeg Indigenous Accord as a unifying strategy to:

- combat racism and stereotypes;
- promote a positive profile of indigenous students in the community and school; and,
- strengthen cultural identity and pride.

## Our Progress:

In response to the Truth & Reconciliation Commission's Call to Action #10 & #63 and MMIWG2S+ Call(s) for Justice #11, we recognize that education has a key role to play as staff, students and community members build an understanding, acknowledge and work towards a path of reconciliation for all Canadians.

Throughout the 2022-23 school year, our school community has participated and organized several events to support reconciliation including reaffirming our commitment to the Winnipeg Indigenous Accord by signing onto the accord at the signing ceremony in fall 2022 and renewing our status as a Legacy school through the Downie-Wenjack Foundation.

During the TRC week, our school community wore orange shirts for Orange Shirt Day, sold orange shirt pins created by our Indigenous Art class with profits going to the Orange Shirt Society, and observed a moment of silence to honour and remember those who attended residential schools and those who did not come home. We also participated in the #94in94 campaign to build awareness about the 94 TRC TRC Calls to Action within our school community. Each day one call was read on our morning announcements and a display of the 94 calls remains posted in the school for all to see and reflect upon.

We established an Indigenous Education Committee comprised of teachers, resource teachers, and an administrator. We selected and purchased Indigenous reading materials, Resurgence & Decolonizing Education, and met with our divisional Indigenous Support Teachers to develop in-school programming.

This is our second year, offering Indigenous Art classes (10S-40S) classes and Current Topics in First Nations, Métis and Inuit Issues (40S) for students. Both classes created paddles linked to an assignment in which each student wrote a personalized land acknowledgement. They painted the land they acknowledged on the paddle they made. These were displayed in the school's front foyer.

We continue to engage with knowledge keepers and Elders throughout the school year. This year we invited Grandmother Alison Cox in to provide staff and students with fall solstice teachings and assist us harvest our sacred medicines from our school medicine garden that we planted last year, Kookum Daisey

and Grandmother Karen Courchene in to offer an Indigenous experience and perspective to our history and foods classes. We also invited Dr. Ray Coco Stevenson in to work with a small group of staff & students to learn a traditional drumming song for our Diversify event. At the presentation, students wore our school ribbon skirts and shirts and were part of the fashion show as well.

Lastly, with the support of Pembina Trails School Division we are planning our first, First Nations, Métis, Inuit (FNMI) grad celebration to honour our grade 12 graduating students.

As signatories to Winnipeg's Indigenous Accord, Institut Collégial Vincent Massey Collegiate remains committed to education as a key to reconciliation.

## Manitoba Teachers' Society

TRC Calls to Action: 7, 8, 9, 10, 10.i, 10.ii, 10.iii, 10.iv, 10.v, 10.vi, 10.vii, 12, 13, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 15

### Goals:

In response to the Truth and Reconciliation Commission's Call to Action #57 and #62 the Society work with education partners in Manitoba to provide professional learning opportunities for educators on the history, treaties and laws that impact Indigenous Peoples in Canada as well as training on intercultural competency, conflict resolution, human rights and anti-racism. Professional Learning will focus on:

- Creating an understanding of corrective history and the impact of colonization on Indigenous peoples.
- Supporting increased advocacy related to changes in policy, practices and curriculum to ensure the full inclusion of Indigenous educators, students, families and communities in Manitoba schools.
- Providing tools to support educators in teaching about human rights, anti-racist education and equity practices.

### Our Progress:

The Manitoba Teachers' Society (The MTS) represents 16,000 teachers across the province. 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. As a result, we continue to promote Indigenous history, peoples and issues within its membership and the educational community at large for more than a decade.

The list of activities for 2022-2023 includes:

– Workshops focused on Indigenous education at our FAB 5 new teachers conference.

- Four meetings with our Indigenous Voice in Action Standing Committee (IVASC) who continue 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 to make recommendations to the Provincial Executive related to such issues.
- Four meetings with the Council of Elders (established through a resolution at our 2022 Provincial Council) to ensure that the work we do in Indigenous education is done in a good way.
- The work of IVASC and the Manitoba Teachers' Society is 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.
- Reconciliation training for all staff included presentations by Sylvia McAdam (Skirting Around Colonialism), Dr. Alex Wilson (Treaty and Land Acknowledgements), Virginia Birch (Land as Medicine), Dawnis Kennedy (Anishinaabe Approaches to Treaty Making), and Bobbie Jo LeClair and Joel Tetrault (Blanket Exercise).
- Two provincial seminars with Indigenous Chairs were held. Both seminars focused anti- racist education and land based education.
- Support is provided to the Council of Indigenous Educators of Manitoba to host an annual conference on Manitoba Professional Development Day.
- Workshops were delivered both virtually and in person focused on Indigenous education, anti-racism and Indigenous approaches to wellness to teachers across Manitoba.
- The Manitoba Teachers' Society continues to work to ensure that our treaty acknowledgement better aligns the intentions and purposes of the acknowledgement with action.
- An Ad Hoc committee of members was struck last year to examine barriers experienced by 2STLGBQIA+ members at the local and organization level. As a result, The Manitoba Teachers' Society in partnership with the University of Manitoba hosted the first annual Strengthening the Status Queer: A Leadership Symposium by and for Queer People.
- The Manitoba Teachers' Society in partnership with the Seven Oaks School Division partnered to create Resistance on the Giimooch: The Life of Mary Courchene. This fourteen lesson resource focuses on the life of residential school survivor, Mary Courchene, and includes videos, learning activities and links to additional residential school resources.

## Victor Mager - Dakota Collegiate Community Gardens (Dakota Collegiate)

### TRC Calls to Action: 63.iii

### Goals:

Dakota Collegiate will continue to focus on Call to Action 63iii (building capacity for intercultural understanding, empathy and mutual respect) in our classrooms, leadership and school community.

## Our Progress:

At Dakota Collegiate, our Mino Giizhiigaad teacher leadership group has continued to organize: Truth and Reconciliation Week; both the provincial and national Day of Awareness for Missing and Murdered Indigenous Women, Girls and LGTBQIA2S+; Winter Solstice and Spring Equinox celebrations; and Indigenous Peoples month to support teacher and student learning in our school community. The winter solstice celebration is organized for students and their families in the Nawayee student group.

Of note, our student leadership antiracist action group has evolved to IBPOC to recognize the importance of reconciliation in our school and community. These student leaders support: Truth and Reconciliation Week; the provincial and national days of recognition and learning for Missing and Murdered Indigenous Women, Girls and LGTBQIA2S+; Indigenous Peoples month; and Cultural Day at DCI.

Our school has worked to ensure our Indigenous students feel seen and supported with two dedicated classroom spaces forming an Indigenous student centre named Nawayee. Students in Nawayee gather to feast during lunch at the end of every week. Every fourth Tuesday of the month this group gathers as a community of learners (grades 9 to 12) for an afternoon or morning in which we partake in cultural learning and build community. During this time we have brought in Knowledge Keepers, Indigenous Entrepreneurs and leaders within our community to share their traditional teachings and life stories.

# Faith



# Faith

## Mennonite Central Committee Manitoba

TRC Calls to Action: 48, 59
MMIWG2S+ MMIWG2S+ Calls for Justice: 15.2, 15.4

Goals:

- In line with Call to Action 48.iii, we plan to continue to engage in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.
- 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.

Our Progress:

The Indigenous Neighbours program of Mennonite Central Committee Manitoba continues ongoing education efforts for affiliated churches in our constituency, in line with TRC CTA 59. During this last year, 11 formal presentations were offered in churches on Treaties & Indigenous-Settler engagement, as well as 3 Kairos Blanket Exercise workshops. Also, a gathering of congregations to share efforts towards land tax and reparations was hosted, leading towards.

There were at least eight ongoing partnerships/collaborations initiated or developed further during this time period with groups that included Indigenous peoples, Elders or Knowledge Keepers. One new initiative began explorations on organizing Indigenous access to Treaty land for ceremony and harvesting.

In line with CTA 48iii and CFJ 15.4, through partnership with Interfaith Council on Hydropower, MCC undertook several advocacy activities alongside hydro-impacted communities around Indigenous Rights in connection to erosion and license renewal for the Churchill River Diversion.

In line with CTA 59 and CFJ 15.2, MCC formally signed on to Cooperation Canada's Anti-Racist Framework and continues to implement regular internal conversations for staff on the realities of white supremacy and the history of colonization. Further to this goal, MCC co-organized a theatre performance on the history and impact of residential schools, featuring Indigenous and settler youth including traditional and contemporary dance and music.

## River East Church

TRC Calls to Action: 59, 60, 61.ii

Goals:

- Goal 1: We will continue to have educational opportunities each year to focus on educating ourselves with knowledgeable speakers to teach us about the church's role in colonization, the history of residential schools and why apologies to former residential school students, their families and communities were necessary.
- Goal 2: We will continue to become aware of and inform our church attenders about public opportunities to learn more about the TRC and about the Residential School System and the influence of these on Indigenous peoples.
- Goal 3: We will continue to acknowledge that we are on Treaty One Land, the traditional territory of the Anishinaabe, Cree, Oji-Cree and Dakota peoples, and the homeland of the Métis Nation.
- Goal 4: related to action #61: The updated goal is to add the audio of Indigenous people reading these two translated books to the free online versions. (Fundraising for this is partially completed.) The book, "It Starts with a Breath-a book about Mindful Breathing" which was translated into Anishinaabe and Swampy Cree in 2021, and is available free on line. This was paid for by a City of Winnipeg Wellness grant.

Our Progress:

Goal 1:

- Elder Norman Meade, Metis Elder in Residence at University of Manitoba, spoke during our church service on the topics of Hospitality and Humility on April 03/22. Humility is one of the Seven Sacred Teachings; each year we have a sermon series on one of these. He also led our adult Sunday School Class that day.
- Workshop with Stan McKay-on Sat. Sept. 17th/22. Title: Treaties as Covenant. There were 50 people in attendance. We shortened the time frame due to Covid concerns. This started with a smudge outdoors. On Sunday, Sept. 18th, Norman also spoke on the topic of "Respect for all creation" at our church service and during our Adult Sunday School class after our church service.
- In our church service, at times we include the First Nations version of the Lord's Prayer, prayed by Terry Wildman on video, using this link: https://worship.calvin.edu/resources/resource-library/terry-m-wildman-on-first-nations-version-new-testament. We also will use the First Nations version of the New Testament for bible readings during our church services some of the time.
- Becoming Rooted book-100 days of Reconnecting with Sacred Earth- by Randy Woodley, one reading and reflection done on video by various members of our church, available on our

church website- readings and reflections over 100 days, ending on April 21/22- the day before Earth Day.

- We arranged for a tour of the Robert Houle art display- Red is Beautiful- at the Winnipeg Art Gallery on Sunday, Nov. 27/22. 25 people attended.
- Four new books were on Indigenous topics were bought and placed in the Indigenous topics section of our library.
- we offered to do a bulk order of Frist Nations versions of the New Testament , 25 books were ordered.
- viii) to do: tour of the Human Rights Museum.



Goal 2:

- Re supporting the Keepers of the Sacred Fire at the east side of the Manitoba Legislative Building: we delivered wood for their fire on 3 occasions, we delivered soup and sandwiches once, we were able to visit with them and encourage them, the sacred fire was taken down by legislative staff on Oct. 22, 2022.
- we informed the church about the 2nd annual day for Truth and Reconciliation which coincides with Orange Shirt Day, on Sept. 30/22; we shared information re activities in Winnipeg to help honor the day and what it represents, encouraged people to wear an orange shirt on Sept. 30 and on the following Sunday, Oct. 02/22 to church.
- We informed our congregation about the play- New Blood, on Sunday, February 19/23 at 7:00pm at Jubilee Place Theatre. The show featured poetry, music, contemporary and traditional dance. The show is inspired by the life of Chief Vincent Yellow Old Woman and his experience as a child in residential school, how he reclaimed his way of life, and became chief of his people.

Goal 3:

"In the presence of Creator God, we acknowledge that we gather on Treaty 1 land, the ancestral lands of the Anishinaabe, Cree, and Dakota Nations, and homeland of the Metis Nation. In hope we work and pray for justice and for reconciliation." February 2020.

- This land acknowledgement, or versions of it are included in most of our church services, this will continue.
- **The painting done by Jessica Canard-**she presented this to us in June, 2022, during our church service at McIvor Park. She did a smudge of the painting and offered a smudge for those wishing to participate. The painting depicts the Seven Sacred Teachings, the landscape of the prairies and other Treaty One environmental/land symbols.
- The painting with our land acknowledgement statement written out beside it, hangs on a wall indoors near the parking lot entrance to our church. Completed and ongoing goal.

Goal 4:

- Many translated books were sent to our northern churches- done after email contact with them. These contacts have distributed the books in their communities.
- Books are being shared as opportunities arise.
- The narration part of this goal has been slowed down due to Covid 19 affecting the main contact person for this. She has found one narrator, looking for one more. Work is being done to schedule the narration of the book into Cree and Anishinaabe.

Goal 5:
New strategies: meeting together with members of an Indigenous community, listening to them and learning about their spirituality, their land practices, etc. Continue to use the Indigenous version of the New Testament, continue to use the Indigenous version of the Lord's Prayer; be influenced by Indigenous artwork; learning from the Seven Sacred Teachings.

## Youth for Christ Winnipeg

### TRC Calls to Action: 59

### Goals:

- As part of our mission to "see the hope and potential in every young person", the ongoing self-identified goal of Youth for Christ Winnipeg as a partner of the Winnipeg Indigenous Accord is to continue to ensure that all our staff and volunteers participate in appropriate educational experiences to learn about the history of 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).
- Our goals for the upcoming year are to provide ongoing learning opportunities for staff, participate in Circles for Reconciliation groups in and around Winnipeg, and to continue to collaborate with Indigenous organizations that are already at work in our neighborhood.

### Our Progress:

This last year, we continued to be led by an accountability group of staff which was advised by an Indigenous elder (Larry Wilson) as we pursued learning opportunities for staff.

In April 2022, staff gathered to watch the movie "Beans" together, and discussed the impact of the movie afterwards.

In September, Indigenous elders Howard and Karen Jolly came and spoke to staff about the impact of residential schools on them, their family and their communities.

In February, Indigenous elder Larry Wilson led our staff group in a blanket exercise to demonstrate the effects of colonization on Indigenous peoples in Canada.

Some of our staff are currently participating in Circles for Reconciliation groups around the Winnipeg area.

Our ED Cliff Heide and Teresa Galashan (head of the Indigenous Priorities group) met twice with Lucy Guiboche, to gain her advice as an Indigenous elder.

We continue to add Indigenous cultural resources to the library of books available to staff.

All of these efforts are helping to build a greater understanding of how to take a posture of humility, and listen well to the experiences of others.  We believe it is important to ensure that every person from every background continues to be treated with kindness, decency and respect as YFC meets the needs of young people in Winnipeg.

# Health and Associations



# Health and Associations

## Association of Regulated Nurses of Manitoba

TRC Calls to Action: 18, 19, 20, 21, 22, 23, 23.i, 23.ii, 23.iii, 24
MMIWG2S+ Calls for Justice: 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 6.1.i, 6.1.ii, 6.1.iv, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

### Goals:

- Together with key stakeholders such as the Aboriginal Nurses Manitoba Inc., the Association of Regulated Nurses of Manitoba's overall goal is to improve health care experiences and health outcomes of Indigenous peoples. The Association is committed to increase our members' knowledge and skills related to cultural competency and sensitivity by providing professional development opportunities and workshops related to TRC Calls to Action 18-24, set out by the Truth and Reconciliation Commission of Canada.

### Our Progress:

The Association of Regulated Nurses of Manitoba (ARNM) worked through the meaning of our land acknowledgement statement, and in consultation with many Indigenous individuals and group representatives changed it to:

> "ARNM is the professional voice of nurses in the traditional territories of the Anishinaabeg (Ojibwe), Ininew (Cree), Oji-Cree, Dakota, Dene, Inuit and Métis Nations. We express our sincere gratitude for the welcome provided to settlers and newcomers over the last 250 years and acknowledge past and present harms, and the systemic discrimination Indigenous peoples still experience in the health system.
> Moving forward, we recognize the spirit and intent of all treaties signed in what is now Manitoba – to share and care for the land and peoples together for as long as the sun shines, grass grows and rivers flow. We are committed to working with Indigenous peoples to decolonize systems and improve health outcomes."

This has prompted discussion at various meetings about how we, as a voluntary professional association, can work to decolonize systems.

As part of this, we have committed to work with the Assembly of Manitoba Chiefs on their initiative.

## College of Registered Psychiatric Nurses of Manitoba

TRC Calls to Action: 92, 92.iii

Goals:

- Our Goal: Ensuring cultural safety and humility through the implementation of the relevant TRC recommendations has been identified as a strategic priority for the College of Registered Psychiatric Nurses of Manitoba (CRPNM). Recognizing that reconciliation requires education and dialogue about the history and legacy of residential schools, Treaties, and Indigenous rights, as well as the historical and contemporary contributions of Indigenous peoples to Canadian society, the CRPNM's 2022-2023 Winnipeg Indigenous Accord goal relates to TRC 92 (iii) by providing all staff and council members opportunity to participate in Manitoba Indigenous Cultural Safety Training (MICST) program.

Our Progress:

All council and staff members of CRPNM were provided the opportunity to participate in the Manitoba Indigenous Cultural Safety Training (MICST) in 2022. In addition, each council and staff member were provided with a pocket-size print version of Truth and Reconciliation Commission of Canada: TRC Calls to Action. Additional opportunities for cultural competency training were identified by council members and in collaboration with staff members of CRPNM, a resource guide to cultural training/learning was developed that included courses, readings, and educational opportunities. Recognizing that our learning is an ongoing journey, council and staff members were encouraged to explore these additional learning opportunities. In the future, we look to collaborate with Indigenous elders to provide meaningful learning opportunities based in culturally safe and humble practices.

## Enabling Access Inc.

TRC Calls to Action: 23, 23.i, 23.ii, 23.iii, 24, 92.i, 92.ii, 92.iii

Goals:

Due to the pandemic some of our goals were pushed back, so we are carrying them forward to re-engage in them this year.

<u>Goal 1: Staff Training & Recruitment</u>
Goal Statement: We will provide an inclusive and diverse work environment, which includes arming our staff with awareness and knowledge by implementing cultural awareness, anti-racism and sensitivity training. This will include educating them about the history of Indigenous peoples, as well as the impacts of residential schools.

Related Truth and Reconciliation Commission of Canada Call(s) to Action:

#23 – "We call upon all levels of government to: (i) Increase the number of Aboriginal professionals working in the health-care field; (ii) Ensure the retention of Aboriginal health-care providers in Aboriginal communities; (iii) Provide cultural competency training for all health-care professionals"

#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."

#92 ii. - "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"
#92 iii. – "Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Action Items

1. Notify all staff of commitment, goal statements, planned training, and relevant procedures/expectations.
2. Implement Manitoba Indigenous Cultural Safety Training (MICST) as core training for all employees within the first six months of work and provide same for 50% of existing employees by the end of Year.
3. Develop and include Indigenous recruitment strategies and diversity/inclusion statement(s) in HR policy manual.

<u>Goal 2: Partnership with Indigenous Communities Goal Statement</u>
We will work to identify Indigenous organizations and communities throughout Manitoba to learn about their
healthcare priorities, identify gaps in public healthcare (specific to occupational therapy) and build relationships to support future partnerships.

Related TRC Call(s) to Action:
# 92 i. – "Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects."

Action Items

1. Identify Indigenous organizations and communities in Manitoba as well as regional health authorities and government agencies serving Indigenous communities.
2. Identify OT-related issues (accessibility and disability) that might be unique to or overrepresented in Indigenous communities and populations.

## Our Progress:

We continue to provide all new staff members with copies of the CAOT Position Statement: Occupational therapy and Indigenous peoples, TRC Calls to Action, UN Declaration on the Rights of Indigenous Peoples, and MMIWG Calls to Justice documents and provide paid time to review these important documents.

We continue to provide Manitoba Indigenous Cultural Safety Training (MICST) to our current staff and new hires.

We developed a land acknowledgment statement, which is included on our website and is said before each presentation we conduct. This year we have included it in our email signatures, and staff have been acknowledging that they are on treaty land prior to each OT assessment.

We continue to work with the Prairie Mountain Health Authority and Manitoba Public Insurance to provide Occupational Therapy services to clients in First Nations communities.

We have identified Indigenous groups representing people with disabilities in Manitoba and who are open to participate in engagement sessions with our staff to share their experience with health care and specifically OT in Manitoba. We are working on scheduling a staff training session led by an Indigenous client who has lived experience receiving community-based health care services. He will be sharing his feedback and suggestions to our team for improved service provision, and offering a more fulsome understanding of the issues facing on-reserve and off-reserve clients that we serve.

We have acknowledged and celebrated a member of staff who is Indigenous and continue to learn from her unique experiences how we can self-reflect on our privilege and better address the needs of indigenous staff and clients.

# KIDTHINK Children's Mental Health Centre Inc.

TRC Calls to Action: 23.iii, 92, 92.i, 92.iii
MMIWG2S+ MMIWG2S+ Calls for Justice: 7.6

## Goals:

- Over the next year, the KIDTHINK aim towards greater Indigenous and non-Indigenous interactions at KIDTHINK. Our objectives are to foster a sense of belonging and respect among Kidthink employees, as well as to ensure that they understand how colonialism's legacy, as well as resiliency, affect mental health and substance use, and that they recognize their responsibility to actively and daily carry out the work of reconciliation. and to establish metrics reporting on attaining our goal-aligned benchmarks.

Metrics:

- Land acknowledgment in all buildings.
- Staff orientation materials reflect reconciliation.

- Indigenous Cultural Safety and anti-racism training for all staff and physicians.
- All policies and practices reviewed with a lens of anti-racism, reconciliation and Indigenous Cultural Safety.

### Our Progress:

In its first year as a signatory to the Winnipeg Indigenous Accord, Kidthink Children's Mental Health Centre Inc. (KIDTHINK) used the 94 TRC Calls to Action of the Truth and Reconciliation Commission and the UN Declaration on the Rights of Indigenous Peoples as guiding principles.

During the 2022/23 year, we continued our search for meaningful paths toward genuine reconciliation with the Indigenous and Métis Peoples of Treaty One and Canada.

- We reviewed our hiring and HR processes and policies to ensure there are no barriers, real or perceived, toward members of the Indigenous community.
- Provided Indigenous Awareness Training to new and existing staff.
- We ensured that land acknowledgement appears on marketing and communications materials and is shared at events and meetings.
- Implemented and communicated our Reconciliation Strategy & Plan for 2024
- 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.

## Life's Journey Inc.

TRC Calls to Action: 33, 57, 92.ii, 92.iii
MMIWG2S+ Calls for Justice: 7.1, 7.2, 7.6, 7.8, 15.2, 15.7, 18.11

### Goals:

Life’s Journey Inc. will continue its commitment to the following goals and TRC Calls to Action:

- Life’s Journey Inc. 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 Inc. 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 Life’s Journey Inc. 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 (FASD) and other neuro-developmental and Cooccurring 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 Life's Journey Inc. self-identified goal for TRC 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.

- 92 ii - 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. Life's Journey Inc. is committed to increasing the representation of Aboriginal people ensuring that services offered are delivered by people who are representative of the Aboriginal community. 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 Inc. respects and supports the 94 "TRC 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.

Lifes Journey: MMIW&G - 2SLGBTQQIA People - Calls to Justice

- Calls for Health and Wellness Service Providers:
- 7.1 We call upon all governments and health service providers to recognize that Indigenous Peoples – First Nations, Inuit, and Métis, including 2SLGBTQQIA people – are the experts in caring for and healing themselves, and that health and wellness services are most effective when they are designed and delivered by the Indigenous Peoples they are supposed to serve, in a manner consistent with and grounded in the practices, world views, cultures, languages, and values of the diverse Inuit, Métis, and First Nations communities they serve.
- 7.2 We call upon all governments and health service providers to ensure that health and wellness services for Indigenous Peoples include supports for healing from all forms of unresolved trauma, including intergenerational, multigenerational, and complex trauma. Health and wellness programs addressing trauma should be Indigenous led, or in partnership with Indigenous communities, and should not be limited in time or approaches.
- 7.6 We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: the history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; antibias and anti-racism; local language and culture; local health and healing practices.
- 7.8 We call upon all governments and health service providers to create effective and well-funded opportunities, and to provide socio-economic incentives, to encourage Indigenous people to work within the health and wellness field and within their communities. This includes taking positive action to recruit, hire, train, and retain long-term staff and local Indigenous community members for health and wellness services offered in all Indigenous communities.

- 15.2 Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples' history, cultures, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.
- 15.7 Create time and space for relationships based on respect as human beings, supporting and embracing differences with kindness, love, and respect. Learn about Indigenous principles of relationship specific to those Nations or communities in your local area and work; put them into practice in all of your relationships with Indigenous Peoples.
- 18.11 We call upon all governments, service providers, industry, and institutions to accommodate non-binary gender identities in program and service design, and offer gender-neutral washrooms and change rooms in facilities.

## Our Progress:

At Life's Journey, we are invested in a community where our participants can seek balance, realize their goals, and be their true selves. Our wide range of service are individualized to support each person as they find hope in their path forward. Our agency supports focus and inspires on the agency's values: Hope, Well-Being, Relationships, Dignity and Respect. We aim to support the pursuit of balance between spiritual, physical, intellectual, and emotional wellbeing by individuals with neuro-diversities, including Fetal Alcohol Spectrum Disorder, along with their families and communities.

We, as an agency, strive for the participants to feel that they have a purpose and meaningful life by honoring their Indigenous identity and receive cultural care as an absolute right.

One of the many services offered at Life's Journey, is the Indigenous Spiritual Care Services (ISCS). The ISCS team collaborates with other Life's Journey programs, services, and community agencies to provide Indigenous cultural care services that are sensitive to the cycle of historic and ongoing trauma for Indigenous people. Our Indigenous healing methods and teachings focus on cultural reconnection while using a non-judgmental, culturally safe, and empowering approach.

The ISCS staff continue to foster IDENTITY, CONNECTION, BELONGINGNESS AND EMPOWERMENT through virtual and in-person gathering opportunities for participants, staff, community, and governing leaderships.

**SPIRITUAL – IDENTITY – CULTURAL CEREMONIES. (HOPE)**

Ceremony is essential and continues to be a foundational element of ISCS. This year, ISCS hosted a variety of diverse ceremonies to support participants and staff in a good way. These included: naming ceremonies, grief and loss ceremonies, Solstice and Equinox ceremonies, Sundance ceremonies, and pipe ceremonies.

The ISCS team conducted several naming ceremonies for staff and participants. Individuals have shared that receiving their spirit name, clan, and colors helps them foster a sense of community, belonging, and reconnection with their cultural identity. In addition, in October, ISCS conducted a naming ceremony for the amalgamation and rebranding of the Life's Journey Outreach Team, which is now known as "Waawaate" – the Northern Lights Program.

ISCS continues to honour the Passage of Rights teachings and offer support to individuals who experience trauma and/or loss. ISCS works together with the Critical Incident Stress Management Committee members, to offer staff a culturally safe space, to debrief and process critical incidents, and offer Grief & Loss ceremony when needed. In addition, ISCS conducts Chiiby (Grief and Loss) ceremonies for participant's who experienced relation losses.

The highly regarded Solstice and Equinox ceremonies were well attended and celebrated by staff and participants. Each ceremony started with a with a pipe ceremony, water blessing, feast food offering, and sacred fire. ISCS held the ceremonies on the land, with spiritual helper support, while remaining participants and staff attended virtually and viewed an online presentation about the diverse Indigenous teachings and knowledge practices specific to respective Solstice and Equinox celebrations. Additionally, the ISCS team facilitated traditional art activities, including the anticipated Solstice and Equinox bingo and traditional drumming.

During the summer, we made relations with three separate Sundance Ceremonies. The Rogers service outage on July 9th, impacted the ability for some participants and staff to attend Sundance that day, due to the safety issues with no phone service. Even with the obstacles, participants were able to participate on other days at the Sundance community in Fisher River, at Turtle Lodge, and Sun Lodge. Participants were supported to bring a feast dish and observe camp day, where teachings were shared about building the arbor, and the meaning of the Sundance arbor regalia.

On March 21st, 2023, the ISCS and Waawaate program honoured and celebrated the success of a participant who earned the right to carry a traditional pipe.

**EMOTIONS – CONNECTION – CULTURAL ACTIVITIES. (WELLBEING)**

The Medicine Wheel Philosophy continues to guide the ISCS approach to holistic wellness. The ISCS team continues to offer Indigenous focused counselling, opportunities to share knowledge and receive teachings, and access to traditional medicines. ISCS facilitates weekly programming that includes sharing, wellness and drumming circles. These occur virtually as well as in person when weather and COVID permits. With the removal of Covid19 restrictions, ISCS has been able to reintroduce in-person beading groups into the cultural programming. This has been especially exciting as the Annual Art Show will be occurring in April for participants to share their gifts. During the summer months we participated in medicine picking and teachings and, successfully harvested sage, red willow and weekay. Due to agency renovations, our drop in space was unavailable to host a large agency event for Ribbon Skirt making. However, the ISCS team worked on creative solutions to ensure participants had access to this important project. ISCS met participants one-on-one in the community, hosted events at the cluster houses, and most recently were able to host a larger group post-renovations at the drop-in center. We anticipate more events in the post-reporting period helping participants sew a Ribbon Skirt.

Life's Journey participants have an opportunity to be employed as spiritual helpers. The roles and responsibilities include maintaining spiritual grounds year-round, assisting the ISCS as fire keepers, and being involved with ensuring we have picked only what we need for the year such as traditional medicines and grandfathers.

Our Agency acknowledged June 21, National Indigenous Peoples Day, Nov 8, National Indigenous Veterans Day, Feb 20, Louis Riel Day, Oct 4, MMIWG and 2SLGBTQQIA People Manitoba Awareness Day Act, Feb 14th, The Annual Memorial March for Missing and Murdered Indigenous Women and Girls and 2SLGBTQQIA

People and May 5, National Day of Action for Murdered and Missing Indigenous Women and Girls and 2SLGBTQQIA People. The Life's Journey family received a link to a presentation compiled for each day along with links to additional resources for more information.

**PHYSICAL – BELONGING – COMMUNITY INVOLVEMENT (RELATIONSHIPS)**

The ISCS staff are involved with the Winnipeg FASD Coalition Committee, Manitoba FASD Coalition - Board of Directors and Looking After Each Other Committee.

This year the Looking After Each Other Committee held two virtual gathering events. The ISCS grandmother facilitated both events in collaboration with three Indigenous community members, Sixties Scoop Program, Grandmothers Debbie Huntinghawk, Deborah Tacan and Wa-Say Healing Centre, Executive Director, and Wayne Mason Sr. All collectively shared information about their programs and presented on "Supporting People Impacted by the Sixties Scoop" and "Supporting People Impacted by the Indian Residential Schools and Indian Day Schools.

The agency partnered with the Winnipeg FASD Coalition for the annual FASD Awareness Day event held annually on Sept 9th. More than 100 people attended the event. Attendees received a teaching about the importance of the water spirit "Niipi Manitou" during the 9 months of pregnancy. Life's Journey drummers sang songs and opened the circle for all attendees to join.
This year, The Winnipeg FASD Coalition invited Life's Journey ISCS to participant in the Care Giver Appreciation Event on March 1st. ISCS shared traditional drumming and songs with the children and families in attendance.

On March 16th the MB FASD Coalition, Looking After Each Other project sponsored a community networking event hosted by the Winnipeg FASD Coalition and Red River College Polytech. The event centered on the MMIWG2S and the Calls to Justice, and networking to support agencies with strategies on breaking down barriers to the MMIWG2S community. Elder Paul Guimond shared teachings about all our roles related to keeping our sacred women, girls and two spirit safe.

The ISCS team continues to build their network of support and has expanded services to external agencies, connecting with up to 100 people monthly. We recognize that not all agencies and participants have access to ISCS. Our purpose is to broaden our scope, reduce barriers, establish partnerships, and provide access to cultural teachings, traditional drumming, traditional Elder support, Indigenous arts and crafts, ceremonies, language, land-based teachings, and traditional Indigenous counselling.

The ISCS program grandmother was presented tobacco to provide opening prayers for the annual Baby Steps "Working Towards a Different Future" Continued Professional Development conference held by the U of M, Rady Faculty of Health Sciences and the Beyond Limits: Canada's Conference for Diversity and Accessibility conference held by the Beyond Limits Committee, St Amant.

The ISCS team is also active with the Red River College Polytech, Child Youth Care Advisory Committee that meets twice a year.

The ISCS team welcomed a practicum student to the team. We supported the student in fulfilling their requirements and complete their Master of Social Work from University of Victoria. The student was given an opportunity to attend training and see firsthand the impacts of colonization, the intergenerational trauma of the residential school system, and systemic racism that impacts the participants of Life's

Journey. In addition, they were given the opportunity to learn and experience the traditional ways of healing.

The agency's Indigenous Advisory Council Circle met four times this reporting period. Once by the sacred fire in ceremony and two formal council circle meetings and with Wally Swain. Wally Swain is the Indigenous Advisory Council Circle member who introduced the teachings on the Gifts of a Human Being, Seven Phases of life, and Sacred Tree.

In our effort to building community capacity and honor local, cultural, small businesses, we hired the Indigenous Healing Centre to cater for several of our agency events and ceremonies.

**INTELLECTUAL – EMPOWERMENT – CULTURAL TEACHINGS. (DIGNITY & RESPECT)**

The Positive Relations training and teachings was presented to Clinical office staff April – June 2022.
At the Residential House Lead meeting the ISCS grandmother provided an orientation to the ISCS service, teaching on the Talking stick, Ways to Support Participants through the Holiday Season and a Teaching on the Chiiby "Grief and Loss" Ceremony, Indigenous Ways to Support Participants through Grief and Loss.

At the Supplemental Agency Management Meeting, and Case Management meeting, teachings were presented to staff on Indigenous protocol and practices when attending Indigenous ceremonies and teachings.

In honour of National Truth and Reconciliation Day, the agency formally marked September 30th as a day to remember the children who attended the Indian Residential Schools, and it's impacts on their family members. Additionally, the agency marked September 26th – September 30th, 2022, a week of learning and refection.

On September 28th the agency held a Memorial Tree Planting Ceremony on the Elie, MB property to honour the losses experienced within the agency, along with the children that continue to be found on the grounds of former Indian Residential Schools. The saplings were planted with traditional medicines and members of the ISCS team cared for them during their early period of growth. In addition, grandfather stones were obtained, engraved, and dedicated to honouring the lives of those lost. The grandfather stones are displayed in the center of the Life's Journey office, on our ceremonial stone brick circle that includes painted rocks to designate the four sacred directions of the medicine wheel teachings and accompanied by some of the agency's sacred bundle items.

On September 29th Life's Journey Truth and Reconciliation Committee organized an Orange Shirt Day event to honour the children. Events were held in Winnipeg and Brandon, MB. The ISCS team conducted a pipe ceremony, water blessing, feast dish offering into the sacred fire and traditional drumming. Throughout the day, attendees were able to smudge, offer tobacco into the sacred fire, feast, decorate their own orange shirt, and wear it home. The committee shared Phyllis Webstad's story of her orange shirt with near 100 people who joined us to honour this day. Truth and Reconciliation TRC Calls to Action books were provided to participants, staff and community members who attended the event. A Life's Journey staff member decorated 150 beautiful Orange Shirt Day cookies that were given out to attendees. The ISCS staff shared stories about how the Residential Schools impacted their family and community.

In closing, the ISCS team gives thanks to all Life Journey staff, Indigenous Advisory Council Circle and Board of Directors as we move forward with healing and reconciliation. Sincere thanks and

acknowledgement of the support from Native Indian Brotherhood "Continuing Our Journey" and End Homelessness Winnipeg "Reaching Home". Together, with safe supports, spiritual counselling, cultural activities, and ceremonies, participants were able to honour their Indigenous identity.

## The Lung Association, Manitoba

TRC Calls to Action: 69.i, 79, 92, 92.iii
MMIWG2S+ Calls for Justice: 1.1

### Goals:

- The TRC Calls to Actions for our organization will be formed primarily around health, as stated in TRC Calls to Action 19 and 20, in addition to addressing and incorporating the primary principles of reconciliation and relationship building.

### Our Progress:

The Lung Association, Manitoba (LAMB) has endeavored to increase TRC actions in our programming and advocacy as well as our governance.

In particular this past year the Lung Association, Manitoba has:

- Sponsored a conference in Thompson for Northern Region healthcare workers providing tuberculosis (TB) care in aid of the Pathways project which aims to increase Indigenous community capacity to manage TB in culturally relevant ways with understanding of impact of former colonial approaches to TB care.
- Organized an Indigenous community leaders and elders advisory circle to advise on missing and/or improvements needed to TB services. This has resulted in the development of a health care worker continuing education program for TB skin testing.
- Participated as speaker and attendees at Southern First Nations Tobacco Reduction Conference.
- Had staff attend Indigenous youth summer camp health day.
- Began to provide a staff member as a participant on the South East Region Tobacco Reduction Council.
- Developed a module for the LAMB Lungs are for Life (LR4L) school program related to commercial versus traditional tobacco.
- Initiated the development of a TB youth awareness module for LR4L.
- Welcomed Red River Metis Elder Reid Hartry to our Board of Directors.
- Included reconciliation as an organizational function within our strategic plan.
- Continued to support the Manitoba Indigenous TB History Project. https://indigenoustbhistory.ca/ by providing unrestricted access to corporate archives.

# Manitoba College of Social Workers

## Goals:

The Manitoba College of Social Workers ("MCSW", "the College") continues in its commitment to reconciliation, implementing specific TRC Calls to Action since signing Winnipeg's Indigenous Accord in August 2017.

## Our Progress:

**Promote knowledge within the social work profession related to Indigenous Peoples, including**

(i) the history, culture and spirituality of Indigenous peoples,
(ii) Canada's relationship with Indigenous peoples, and
(iii) reconciliation, mutually respectful relationships and cultural safety;

The Social Work Profession Regulation requires all Practicing members to engage in learning specific to the history, culture and spirituality of Indigenous Peoples; Canada's relationship with Indigenous Peoples; and reconciliation, mutually respectful relationships and cultural safety. The College supports this requirement by providing and/or promoting relevant learning opportunities for social workers.

As of March 2023, the College had 2831 members, many of whom are public/civil servants and are employed in various sectors including health care services and child welfare. MCSW highlighted, recognized and distributed the following information in its member communication e-bulletin:

- May 2022 – National Day of Awareness for Missing and Murdered Indigenous Women and Girls
- June 2022 – National Indigenous Peoples Day
- August 2022 – The Tenants of Indigenous Allyship
- August 2022 - #94in94 Campaign
- September 2022 – National Day for Truth and Reconciliation
- December 2022 – Indigenous Helpers Society Virtual Speakers Series
- January 2023 – Social Work for Land Back
- January 2023 – National Ribbon Skirt Day

Throughout the year, the College participated with/supported its federation partner, the Canadian Association of Social Workers (CASW) with the following initiatives/statements:

- June 2022 – Recognition of National Indigenous Peoples Day
- September 27, 2022 – The Road to Safety: Indigenous Survivors Speak Out against Intimate Partner Violence during the COVID-19 Pandemic
- September 2022 – Recognition of National Day for Truth and Reconciliation
- September 2022 – Statement of Support of James Smith Cree Nation
- March 30, 2023 – The Power of Ceremony: Indigenous Contemplative Practices, Neurocolonization and Indigenous Mindfulness
- April 2023 – Recognition of Amended Child Welfare Agreement

In an effort to develop a more structured Indigenous learning education plan specific to the profession of social work, MCSW approached the Canadian Association of Social Workers in 2021 regarding the possibility of a national social work learning series. The MCSW Executive Director has participated in

ongoing dialogue and planning on this initiative as a member of the Intersectoral Committee that includes CASW, the Canadian Council of Social Work Regulators (CCSWR) and the Canadian Association for Social Work Education (CASWE). In January 2023, a funding proposal was submitted to Employment and Social Development Canada for consideration of a national education program for social workers that would include Indigenous learning modules.

**Continue to promote active participation of Indigenous representatives in the work of the College and on the Board/committees of the College.**

Indigenous Social Workers are important members of the Board of Directors and the College's committees with 26% representation on the Board and Indigenous representation on the Complaints, Inquiry and Continuing Competence Committees, as well as the Strategic Planning Working Group, which also includes participation of an elder and an Indigenous grandmother. The current overall membership of Indigenous Social Workers registered with the College (via voluntary declaration) is 441 or 16% as of March 2023. The College continues in its efforts to increase diversity and engagement with Indigenous members and partners:

- Executive Director meets regularly with Indigenous Elder/Knowledge Keeper to guide and inform planning and decision-making
- College events include opening by Elder/Knowledge Keeper
- Specific outreach to Indigenous representatives, organizations and partners for membership on the Board and Committees
- Board of Directors considering ways to increase College engagement with Indigenous communities and organizations as part of Strategic Plan

**Engage in formal and informal reconciliation and advocacy efforts, including the continued partnership with the Winnipeg Indigenous Accord**

- May 2022 – MCSW and CASW recognized Clemene Hornbrook, Executive Director of Peguis Child & Family Services with the 2022 Distinguished Service Award for her instrumental role in leading the development and implementation of the first autonomous Indigenous child welfare legislation in Manitoba
- MCSW Executive Director/Registrar is a member of the national Code of Ethics and Scope of Practice Committee with the Canadian Association of Social Workers. This committee includes Indigenous members and is working with Indigenous consultants for the purpose of revising the Code of Ethics with an Indigenous lens. The Truth and Reconciliation Commission TRC Calls to Action will inform revisions to the Code.
- MCSW Executive Director/Registrar is a member of the national Anti-Racism Working Group of the Canadian Council of Social Work Regulators to examine the role of professional regulators in supporting anti-racist social work practice

- Ongoing partnership with Circles for Reconciliation, which brings to together Indigenous and non-Indigenous People to bridge understanding
- Participation in Orange Shirt Day Events
- Participation in National Indigenous Peoples Day Events

The Land Acknowledgement Sub-Committee continues its work in developing a renewed land acknowledgement for the College. To begin the process in a good way, Members heard teachings and were led by Elder Allen Sutherland through smudging and a pipe ceremony

**Establish Strategic Plan with an Indigenous and anti-racist lens that furthers the principles of inclusivity, diversity and equity**

The Strategic Planning Working Group and the Board of Directors are in the final stages of development of a new Strategic Plan for the Manitoba College of Social Workers. Consultation included surveys, focus groups and interviews, which included outreach to and participation of Indigenous representatives and groups.

- The College established a contract with strategic planning consultant group comprised of 50% Indigenous representation, including an Indigenous Manitoba social worker
- The Board of Directors established the Strategic Planning Working Group, which is comprised of 50% Indigenous representation, including an Elder and an Indigenous Grandmother
- The Board of Directors held Strategic Planning sessions facilitated by First Nations consultant, Patricia Baxter. The Strategic Plan is in the final stages of development. Strategic Goals identified include:
    - *Implement and integrate reconciliation actions, policies and services that respond to the* Truth and Reconciliation Commission of Canada *(TRC) TRC Calls to Action.*
    - *Build the foundation needed to promote and support Equity, Diversity and Inclusion (EDI).*
- MCSW is currently working with an Indigenous owned and led marketing company, Vincent Design, in preparation for the launch of the new Strategic Plan

**Complete a comprehensive review of Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls to identify specific goals to advance progress on the MMIWG2S+ MMIWG2S+ Calls for Justice**

- MCSW engaged in an organizational review in 2022 and has developed a plan to increase resources for engagement and advocacy, including reviewing and considering goals and opportunities for action related to the MMIWG2S+ Calls for Justice.

Participating in the Winnipeg Indigenous Accord supports the Manitoba College of Social Workers ongoing social justice efforts and affirms the College's commitment to reconciliation. The College is grateful for the opportunity to evaluate and quantify our reconciliation efforts.

## Winnipeg Regional Health Authority

TRC Calls to Action: 1, 2, 3, 4, 5, 7, 8, 11, 12, 14, 18, 19, 20, 22, 23, 23.i, 23.ii, 23.iii, 24, 33, 43, 44, 57, 62, 63, 66, 92

MMIWG2S+ Calls for Justice: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 12.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 16.41, 17.2, 18.1, 18.2

### Goals:

The WRHA Board and President and CEO are committed to providing high quality, culturally safe health care that is free of racism for Indigenous, Inuit and Métis people. Work on this priority will be done in partnership with Indigenous, Inuit and Métis organizations and communities and within the context of the provincial health system.

Other related goals are to increase opportunities for Indigenous workforce and leadership in the organization.

The WRHA has specific objectives to enhance cultural safety training for a large and diverse workforce. One action is to work with stakeholders and community partners to enhance the education offered. Areas of focus will be on cultural competence for healthcare workers, treaties and the treaty relationship, MMIWG (2SLGBTQQIA), residential school legacy, intergenerational trauma, traditional healing, traditional health and wellness, FASD prevention, positive allyship, and social determinants of health.

### Our Progress:

In 2022/23 the WRHA accomplished the goals set for the year, and has defined concrete actions to complete in 2023/24 (see "new goals" in section below).

In 2022/23 the Region began the development of a 5 year Strategic Plan for the organization. During the engagement process with First Nations, Metis and Inuit leadership and organizations, a commitment was made to co-develop the plan with Indigenous health teams, organizations and communities. The priorities and measures of success will be determined collaboratively.

Racism is a serious issue in the health system and is impacting quality, patient safety, equity, and staff engagement and wellness. In 2022/23 the CEO began a conversation with Indigenous Health staff, and employees about racism in healthcare. This was an important first step to planning concrete actions to address racism in the health system.

All areas of WRHA have undertaken education to increase knowledge of Indigenous culture and cultural safety training. The WRHA led the delivery of Manitoba Indigenous Cultural Safety Training for the province in 2021/22, and 2022/23. Several workshops have also been developed in targeted areas such as cultural

safety, reconciliation, historical trauma, racism, microaggression, and Indigenous culture and resilience. In this year, the Region also committed to working in partnership to re-imagine cultural safety training for healthcare.

In addition to the services WRHA Indigenous Health program offers to patients and families across the system in Winnipeg, the program has made progress in a number of targeted areas in 2021/22 and 2022/23. The program has worked with various service providers to provide guidance on issues such as land acknowledgment, strategies for healing, reconciliation, and trauma. Indigenous Health has provided access to ceremony, and teachings across the system with the purpose of "fostering a deeper understanding and appreciation of Indigenous culture, ceremony and connection to the land of all `our relations'."

# Indigenous Knowledge and Excellence



# Indigenous Knowledge and Excellence

## Circles for Reconciliation

TRC Calls to Action: 1.iii, 1.iv, 1.v, 4.ii, 7, 8, 9, 10, 10.iii, 10.iv, 10.vi, 10.vii, 13, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 23.iii, 41.ii, 42, 43, 44, 45, 45.i, 45.ii, 45.iii, 45.iv, 46, 46.i, 46.ii, 46.iii, 46.iv, 46.v, 46.vi, 47, 48, 48.i, 48.ii, 49, 52.i, 52.ii, 53, 53.i, 53.ii, 53.iii, 53.iv, 54, 55.iii, 56, 57, 58, 59, 61, 62, 62.i, 62.ii, 62.iii, 63.i, 63.ii, 71, 72, 73, 74, 75, 76.ii, 78, 79.iii, 80, 84.i, 84.ii, 84.iii, 85.i, 92.i, 92.ii, 92.iii

MMIWG2S+ Calls for Justice: 1.1, 1.2.iv, 1.2.v, 1.3, 2.1, 2.2, 2.2.i, 2.2.ii, 2.3, 2.4, 2.5, 2.7, 3.1, 3.3, 3.7, 4.1, 4.4, 4.5, 6.1.ii, 7.1, 7.4, 7.5, 7.6, 7.7, 11.1, 11.2, 15.1, 15.2, 15.4, 15.5, 15.7, 15.8, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.18, 16.21, 16.25, 16.27, 16.34, 16.37, 16.46, 17.10, 17.11, 17.24, 17.25, 18.16

### Goals:

Circles for Reconciliation Inc. (CFR) is currently moving forward on 45 physical circles that were in pending mode as a result of the pandemic. We are coordinating additional sharing circles via Zoom and physical due the high number of non-Indigenous registrations that came in during the many discoveries of children being found across the country in unmarked graves. In coordinating these registrations for complete circles has been taxing on our HR resources. The groups are comprised of five non-Indigenous and five First Nations, Inuit and Metis (FNIM) participants-which each circle has two trained Facilitators>one non-Indigenous and one FNIM leading the sharing circles where they explore different themes from our website. CFR is happy to report that we have a new Circle Coordinator/Administrative Assistant, Ganiyat to assist in coordination of the circles.

Another one of CFR's goals are to digitize all the Themes on the website. This is moving forward due to a grant we received to pursue this particular endeavor. The strategic plan for this is now in motion>CFR has purchased camera equipment and its peripheral devices to start the recordings from Elders, Knowledge Keepers and other like-minded people. In relation to this plan, CFR has partnered with Red River College Polytechnic to work with their videos and CFR's structured content in partnership for paths to reconciliation. The videos will be an option for the circles and will serve in another project to prepare for more circle coordination-a different way to engage in the sharing circles.

Youth engagement has become a key component for the circles for the educational part of the circles. We have a paid "Youth" intern who will be mentored in recruiting, social media marketing and updating of our materials and information. He will be trained in other technical aspects of our organization. This comes from the CreateAction Grant.

CFR has five elementary schools as host locations where community members/parents and principals are participating in the sharing circles now and in the Fall of 2023.

## Our Progress:

Circles for Reconciliation Inc. (CFR) has been transitioning to a new governance structure over the last nine months. We are now a FNIM led organization. Our Board is now at 51% FNIM. The Staff and Contractors are still in balance of 50% equal representation. CFR has two Advisory Committees (AC): Toronto is in balance. CFR is in active recruitment to balance out the Winnipeg AC in equal representation.

As aforementioned, CFR has been actively processing new registrations, successfully coordinating new ZOOM and physical sharing circles, moving 45 physical circles that were in pending mode throughout the pandemic. Engaging in new presentations, new partnerships (one with the Province of Manitoba); editing and changing our themes to a digitized version; providing Facilitator Training this month and next month to keep up with the interest in reconciliation from all Canadians. Registrations come in daily from coast-to-coast-to-coast.

The Structure of our Circles

The only major change to the structure of our Circles this past year has been a modification of our opening greeting. While we always began with a land recognition, we have added drumming as an option prior to a reading of the Seven Sacred Teachings and a minute of silence. We believe that the drumming and the silence helps create a safe and respectful space for sharing, which is especially important for our FNIM participants.

Research

We took three major steps forward in research on our project in 2021. On March 31st, we published our first report on the findings from the questionnaire completed by participants at the end of their 10-week Circle, authorized by Kate Mackenzie. While the results were overwhelmingly positive, there were also helpful comments on how we might improve the retention of Indigenous participants.
We learned that 89% of non-Indigenous participants and 95% of Indigenous participants report that their overall experience was positive. There was almost no difference in the satisfaction level of men and women; however, there are far more women participants than male (75% to 25%). Males tend to participate if they are part of an organization that is hosting a Circle, while females are more likely to take the initiative to register on their own. While the vast majority would prefer in-person over Zoom Circles, the level of satisfaction with their Circle was virtually identical for the two groups.

Our second research initiative came from Grace Schedler, our Indigenous Ambassador- who is now Co-Founder with Ingrid Dowan. With painstaking care, Grace conducted and then edited a set of two-hour interviews with fifteen Indigenous individuals across Canada, many associated with the justice system. The topics all centred around dimensions of reconciliation, including the perceived value of our project. Grace was so impressed with the insightful comments that she wanted to publish them. The 60-page booklet, entitled “otéhiwáw é osci ayami-cik, translated from Cree to English “from the heart they speak,” has been available in January 2022.

The third research project was the survey sent out to participants who completed their 10-week Circle at least six months previously. We want to assess any on-going impact of our project.

Communications

Now that the new website is active, we have engaged Rick Demas, a residential school survivor, to take over the day-to day media communications and a “Did you Know” weekly posting on the website.

Revision of our Website
A major initiative of the year was a complete revision of our website, led by our technical expert and volunteer, Sandra Barsy. The site is more appealing and interactive, richer with additional resources, and easy to navigate. Anyone waiting to take part in one of our Circles has adequate information to begin or continue their journey to reconciliation.

First Nations, Inuit, Métis (FNIM)-Indigenous languages
This wasn't mentioned in last year's report, however, in December, 2020, we posted greetings on our website in ten different languages, including seven FNIM languages of Manitoba, English and French. As Grace Schedler, our CFR Reconciliation Partner, has reflected, "Indigenous Languages are an important part of our mental, spiritual, emotional and physical well being, they are a key requirement to an important part of self-identity and determination. Every FNIM person should and will have the opportunity to be fluent in their mother tongue." We followed this up in 2021 with the publication of our poster in five FNIM languages (Ojibwe, Oijbwe-Cree, Michif, Cree and Inuktitut) and our pamphlet in three. We are currently seeking funds to expand our translations into languages beyond Manitoba.

French Circles
Our first Circle offered entirely in French concluded in December 2021. We expect expansion in this area.

UPCOMING EVENTS:
CFR will be hosting the National Indigenous Peoples Day Event this June 21st, 2023 at Sergeant Tommy Prince Place. This is a Free Event to all. We are bringing it back to the North End where it has been missed by all for about five years. You can see more information on our website www.circlesforreconciliation.ca . There will be Sharing Circles for anyone who would like to participate, Children's Activities. Pow Wow Dancing Demonstrations, Fiddler and Guitar Player and Sleepy the Clown. Artisans and Exhibition Tables. Free Barbeque and Prizes.

## Ka Ni Kanichihk

TRC Calls to Action: 12, 14.iv, 21, 40, 66, 92.iii
MMIWG2S+ Calls for Justice: 2.2.ii, 3.2, 3.3, 3.4, 4.4, 4.7, 5.5.iv, 7.1, 15.6

### Goals:

- To actively advance as many TRC Action Call areas as we can and to continue to work towards #92 to inform, educate and orientate business, community and government to Indigenous inclusion and reconciliation through partnership and collaborative initiatives which provides training to diverse groups in Indigenous histories and Indigenous Ways of Being.

### Our Progress:

Ka Ni Kanichihk has remained consistent in wanting to work with community and external organizations, and lead in providing training on ending violence against women. We were successful to acquire project

funds for this purpose and going into the 2023-24 year, will be implementing community consultation and information sharing sessions to further expand and build up our training framework in this area.

As a whole, all our community collaborative and partnership work speaks to reconciliation and working with community members to increase awareness, education and knowledge about Indigenous people and our traditional Indigenous values and beliefs in addition to areas that directly affect and impact Indigenous people such as structural oppression, historical trauma, colonialism and the importance and impact of culturally-based, Indigenous-led and delivered services for Indigenous people.

Ka Ni Kanichihk is involved in many areas such as health, education, justice and advocacy, 24/7 safe space, MMIWG, child & family services, sexual exploitation, gender equality and youth services. We are known for embedding Indigenous cultural traditions and ways of being into our work and will continue to work with the Winnipeg community through an Indigenous lens for the betterment of all.

## Share the Gifts-Honour the Treaties

TRC Calls to Action: 46.ii, 46.iv, 48, 61
MMIWG2S+ Calls for Justice: 15.2, 15.4

### Goals:

- Goal 1: related to TRC Calls to Action 46 ii (repudiating the Doctrine of Discovery); 46 iv (renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future) and 48 (education and action to support the UN Declaration on the Rights of Indigenous Peoples) to continue and expand our education work developing presentations/workshops including integrating information received through our multi-faith consultation.

- Goal 2: related to Call to Action 61— (…to establish permanent funding to Aboriginal people …) and respecting Principle #7 of the Winnipeg Indigenous Accord to continue to explore and understand the role of money in colonization and ways of decolonizing money in the process of establishing our reparations fund as advised to do at our most recent Elders' consultation.

- Goal 3: related to MMIWG2S+ Calls for Justice for All Canadians 15.2 (decolonize by learning true history...) and 15.4 (become a strong ally) to continue expanding our own understandings and the information on our website concerning MMIWG including seeking blog posts by those involved in MMIWG advocacy and expanding understanding of and acting on structural reparations--advocacy on issues related to MMIWG.

### Our Progress:

Our Education Working Group planned and facilitated a Multi-faith sharing circle consultation about what it means to be a good Treaty partner with 6 representatives from various faith traditions, along with an Indigenous Knowledge Keeper. We also undertook research on the meaning of money and its role in

colonization. Our Education Working Group continued development of potential workshops we can offer including on the UNDRIP, reparations and land return, and what it means to be a good Settler/Newcomer treaty partner.

## Treaty Relations Commission of Manitoba

TRC Calls to Action: 10.iii, 10.vii, 14.ii, 23.iii, 27, 28, 45.iii, 46.ii, 46.iv, 57, 61.iii, 62.i, 63, 63.i, 63.iv, 90.iv, 92.iii, 93

### Goals:

The Treaty Relations Commission of Manitoba (TRCM) was created in part as a response to the recommendations of the Royal Commission on Aboriginal Peoples for the establishment of a Treaty Commission. The TRCM is a neutral organization that provides research, facilitation and research on the Treaties.

The findings of the Truth and Reconciliation Commission included a supplementary list of TRC Calls to Action directed at governments, church groups, corporations, learning and legal institutions and individuals to "redress the legacy of residential schools and advance the process of Canadian reconciliation."

In April 2020, the Treaty Relations Commission of Manitoba signed onto the Winnipeg Indigenous Accord to share in the commitment to the Truth and Reconciliation Commission's TRC Calls to Action.

### Our Progress:

The TRCM role, through the Treaty Commissioner is to:

- enhance and maintain positive intergovernmental relations and cooperation;
- conduct independent research that advances discussion on Treaty related issues; and
- facilitate public understanding of the importance and role of Treaty making in building a stronger and healthier nation.

The TRCM, through guidance of an Elders Council, focuses its work on the historic numbered Treaties that exist within Manitoba. From First Nations' perspectives, these Treaties are living agreements. The agreements created a permanent living relationship which will continue to evolve. There were 12 collaborations with partner organizations to facilitate dialogue, research and learning opportunities. Over 1,000 members of the public attended the **Agowiidiwinan Centre** to learn about the Treaties.

The TRCM has pursued its public education mandate through: the development and implementation of kindergarten through grade 12 Treaty education teacher resources and a full Treaty Education Kit; speaking engagements; training sessions; workshops and presentations; and webinars.
The learning outcome of this education strategy is that all Manitoba students should be expected to demonstrate knowledge of key topics, concepts and understandings of the Treaties and Treaty

relationship by the end of grade 12. This year there were 13 training sessions and 680 participants (Sept-Mar).

The TRCM also has a robust Speakers Bureau that provides various presentations on Treaties and the Treaty relationship, including the written and oral interpretations of the Treaty relationship, as well as sharing expertise on Treaties including the topics of education, law, health and Elders' expertise on the Treaty relationship. Presentations are provided to both public sector and private sector organizations. This year we had 167 events and 5400 participants.

## Tribal Councils Investment Group of Manitoba Ltd.

TRC Calls to Action: 3, 7, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 18, 19, 20, 22, 23, 23.i, 23.ii, 23.iii, 33, 43, 47, 53, 53.i, 53.ii, 53.iii, 53.iv, 57, 75, 80, 81, 82, 89, 92, 92.i, 92.ii, 92.iii

MMIWG2S+ Calls for Justice: 1.1, 1.4, 4.1, 4.4, 4.7, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 13.1, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 16.23, 17.3, 17.24, 17.26, 18.2, 18.18, 18.26, 18.27, 18.28

### Goals:

- As a business organization representing a financial investment made by the seven Tribal Councils of Manitoba, it is our goal to advance economic reconciliation by forming meaningful business partnerships with other businesses in Winnipeg. The Truth and Reconciliation call to action #92 ask that we all participate in good economic relationships with other businesses. As an Indigenous owned company operated with an Indigenous world view, we will assist all partners with their corporate policies, operations and employment and training inclusion, on the path to reconciliation.

### Our Progress:

Tribal Councils investment Group of Manitoba Limited is a 100% First Nations owned parent company, whose family of companies consists of Spirit Healthcare Group of Companies, First Canadian Health Management, and First Canadian Pharmaceutical Services. TCIG and our family of companies has a long, proud history of successful business in Canadian market sectors including manufacturing, distribution, transportation, and healthcare. Being owned by 7 Tribal Councils of Manitoba, which represents 50 First Nations communities, TCIG and our family of companies are putting resources into Indigenous communities and improving access to essential services. In the last year our activities have proven our commitment to Indigenous peoples and communities in Manitoba and across Canada, and we look forward to further success in improving Indigenous peoples' livelihoods and celebrating First Nations, Métis, and Inuit cultures and traditions.

We have been hiring Indigenous employees throughout the year, and First Canadian Health Management reached an exciting milestone of a 50% Indigenous employee base. FCH attended Inclusity's Virtual Job Fairs held in April and October 2022, which allowed us to network with talented Indigenous individuals throughout Canada and grow and improve our community network. We provide resume support to our

Indigenous employees and Indigenous candidates with whom we are networking. This enhanced service has a direct impact on the livelihood of Indigenous individuals, and their ability to find employment.

Throughout the last year, TCIG has been involved in activities of surrounding Indigenous communities, and we actively encourage Indigenous and non-Indigenous employees to get out in the community to support and celebrate Indigenous culture. TCIG has provided over $20,000.00 in sponsorship of Indigenous community events and golf tournaments, including the Manito Ahbee Festival 2022 Wolf Sponsorship, and the Long Plain Golf Tournament. To celebrate the educational achievements of Indigenous graduates, we donated $1,500.00 to Indigenous graduates of 2022. When there are special events such as Powwows, Art Festivals, and museum exhibits, employees are encouraged to save the date and attend. Further, the TCIG family of companies encourages participation in volunteer opportunities, such as Ma Mawi Wi Chi Itata Centre's Christmas Hamper Drive last December. We send out email communications throughout the year on important dates such as Red Dress Day, Orange Shirt Day, and National Indigenous History Month. Employees were invited to listen to a panelist of speakers sharing their Indigenous journeys on National Indigenous Peoples' Day., and an Indigenous staff member was given the opportunity to speak as a panelist and share their own experience with the TCIG family of companies. We are excited to have accepted the Community Based Research Centre's Call to Action, and honour 2-Spirit and LGBTQIA+ Celebration and Awareness Day each year on the same date as the Spring Equinox.

TCIG encourages growth, and provides current Indigenous employees with opportunities for career growth and professional development. Throughout the last year we have seen our Indigenous employees grow their careers and excel within the TCIG family of companies, and with our partners; We have granted opportunities to Indigenous employees to take courses and upgrade their skills outside of the office. Through our partnership with Express Scripts Canada/CIGNA and Hartford University, we offer a Virtual MBA Cohort Program, through which employees can attend university accredited programs to enhance and build on their career trajectories as it relates to the core business objectives. We also have opened opportunities for professional development in Indigenous communities through the Dave Traverse Scholarship Fund established by TCIG. In honour of late Chief Dave Traverse, the fund will provide a $2,500.00 scholarship to both The University College of the North and Yellowquill University College. We are invested in our current Indigenous employees, and the surrounding Indigenous community. We are proud to have provided First Nations, Métis, and Inuit peoples with opportunities for career growth throughout the last year, both in the TCIG family of companies and the job market in general, and are excited about the opportunities we can provide in the future.

We care about our employees' wellbeing, and provide access to an Employee Assistance Program with 24/7 access to professionals. We also provide Indigenous employees with information about locations they can access privately for traditional healing services. In times of grief, we are able to conduct sessions with traditional Indigenous themes and prayer woven in.

We have continued our work in improving access to prescriptions and medical supplies and equipment to Indigenous communities. The Spirit Healthcare Group of Companies, consisting of Spirit Healthcare Products and Spirt Rx Services, is focused on growing the presence of Indigenous owned business in the healthcare sector. We are holding the Canadian Government accountable to their commitment of reconciliation, and ensuring that First Nations communities have the autonomy to determine the healthcare suppliers that they will use. Through Spirit Rx Services, we continue our work of the last 20 years to deliver prescriptions, medical supplies, and medical equipment to remote Indigenous communities across Manitoba, Northern Ontario, and Nunavut. Spirit Rx Services staff travel to Oxford House and Nelson House to perform patient assessments. With Spirit Healthcare Products' growing range

of Indigenous owned and branded 'Spirit' products, we can provide Indigenous communities with First Nations-owned products. Our success in healthcare, manufacturing, and distribution has gotten essential resources into Indigenous communities.

Our partnership with Express Scripts Canada continues, in which First Canadian Health provides HR and payroll services needed to administer the Non-Insured Health Benefits claims program, and is ensuring Indigenous representation in the employee base to meet Aboriginal Business Requirements. FCH sits on ESC's monthly PAR committee, supporting the company in deeper commitment with the Indigenous community. With FCH employees working in ESC's Claims department, Call Centre, and Customer Service department, we are able to provide employment opportunities to Indigenous employees, and circle resources back to Indigenous communities in the actual administering of Indigenous peoples' health claims.

The TCIG family of companies also participate in traditional territory and land acknowledgments. We acknowledge that our offices in Winnipeg are located on beautiful Treaty One territory, the traditional territory of the Anishinaabeg (Ojibwe), the Inninew (Cree), Oji-Cree, Dakota, Dene Peoples, and the birthplace and homeland of the Red River Métis.

First Canadian Health acknowledges that the land in which they conduct their business on is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples from across Turtle Island. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit. FCH is grateful to have the opportunity to work on this land.

## Winnipeg Boldness Project

TRC Calls to Action: 1, 1.ii, 1.iv, 5, 12, 18, 19, 21, 22, 23, 23.i, 23.ii, 23.iii, 24, 27, 55, 55.iii, 55.iv, 55.v, 57, 61, 61.i, 61.ii, 61.iii, 61.iv, 62, 62.ii, 62.iii, 63, 63.iii, 63.iv, 66, 92, 92.i, 92.iii

### Goals:

- Call to Action #7: We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

  Activity: Canada Learning Bond (CLB) Through the prototyping of a person-centred approach regarding the sign-up process of the Canada Learning Bond, the project determined several barriers to enrollment for the CLB such as obtainment of appropriate identification, financial illiteracy, distrust of financial institutions, as well as the absence of a college-bound identity for Indigenous kids. The Winnipeg Boldness Project continues to work directly with Child & Family Services (CFS) agencies to scale sign-up processes, develop a communications strategy for children in care to maximize the immediate potential impact of education savings and explore opportunities to leverage additional funds for investment in education savings.

- Call to Action #12: We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

  Activity: Early Childhood Engagement The project has recently begun work on developing a prototype to determine culturally appropriate early childhood education principles and, based on these principles, will develop a resource for organizations working with babies and young children.

## Our Progress:

This past year has continued to challenge community organizations due to the ongoing effects of the COVID-19 pandemic. However, the Winnipeg Boldness Project has continued to focus on working with the Point Douglas Community Area to improve health and wellness outcomes for children and their families. The pandemic showed the extraordinary resilience capacity of the North End community in Winnipeg. Unprecedented times required innovative solutions, and The Winnipeg Boldness Social R&D platform allowed for community voice and wisdom to be central in solution development and part of the COVID-19 response. Our organization, like many others, had to pivot in the face of changing community needs, addressing the challenges facing communities and developing solutions/options for families dealing with the virus.

Our approach centres on community knowledge and Indigenous wisdom as we design solutions to address some of our families' most significant challenges. A collaborative approach is required to make the community-identified solutions a reality. The Winnipeg Boldness Project brings together community, agencies, governments, philanthropy and corporate sectors, and arts and culture organizations to address community-identified challenges through research, prototyping, and scaling. Throughout each Prototype and all of our activities, we have tried to integrate culture into everything, and we continue demonstrating the value of integrating culture into programming for families. In addition, we have developed culturally appropriate training for families and are working on ways to scale our approaches.

The following is a brief description of some of the activities The Winnipeg Boldness Project has accomplished over the last year which have a direct correlation to that Call to Action:

Call to Action #1 Health and Wellness Planning
Health and Wellness planning is a supported, self-determined process that allows community members in planning for their baby and family according to their vision. It proceeds in stages and allows for the time and space to build relationships and trust, to think about the future wellness of their family, and ensures adequate resources are in place to address barriers to thriving. The Project and several community leaders began by exploring the opportunity to respond to Provincial interest in developing a community response to the state of the child welfare system in Manitoba. This group became **Gwekaanimad**, consisting of Andrews Street Family Centre, Blue Thunderbird Family Care Inc., Mount Carmel Clinic, The Winnipeg Boldness Project, and Wahbung Abinoonjiiag. The materials developed will not only serve to communicate the overall impact the Project has had but, more importantly, help to influence others to learn from the outcomes of the prototype and promote scaling of these efforts through the development of another resource-based programming.

Call to Action #5 Hub of Strength
We are cultivating secure attachment and a sense of identity and belonging as early as possible, which results in positive early childhood development outcomes. The Hub of Strength focuses on building the

capacity of parents, caregivers, community leadership, and staff who provide services to children. The Project developed three prototype activity areas in collaboration with the Indigenous Learning Circle (ILC): Community Leadership Training, Traditional Indigenous Parenting in Today's World, and an Indigenous Evaluation Framework. The Project has continued to support the ILC to become a sustainable organization that can preserve, document, and share traditional teaching through activities that build Indigenous leadership capacity.

Call to Action #7 Canada Learning Bond (CLB)
Through prototyping a person-centred approach regarding the sign-up process of the CLB, the Project determined several barriers to enrollment for the CLB, such as obtainment of appropriate identification, financial illiteracy, distrust of financial institutions, as well as the absence of a college-bound identity for Indigenous kids. In addition, the Project completed the documentation of the evaluation and learnings from the prototype and developed communications and knowledge transfer tools to support scaling activities. We also remain open to any possibilities that emerge from this collaboration to further this work.

Call to Action #12 Early Childhood Engagement (ECE)
The ECE prototype explores best practices and opportunities to maximize children's potential in the early years. The prototype determines culturally appropriate early childhood education principles and, based on these principles, develops resources for organizations working with babies and young children. A steering committee has been established and is leading the continued development of this prototype. Also, a document outlining existing early childhood programs and providers has been completed. We have established a steering committee and begun knowledge gathering with this group and the Project's Parent Guide Group. As we move forward with this work over the next year, we are thinking of how the COVID-19 pandemic impacts this area of work and how we can co-create solutions that address the new and emerging needs of families in the North End.

Call to Action #22 Truth and Reconciliation Healing Bundle
From an Indigenous viewpoint, self-healing and decolonization work is necessary to progress toward reconciliation. The Winnipeg Boldness Project and a community knowledge hub guided by an advisory committee comprised of several prominent leaders working and living in the North End of Winnipeg developed a framework for decolonization and reconciliation work. This framework was named the Truth, Reconciliation, & Healing Bundle by Helen Robinson-Settee in a Pipe Ceremony. This bundle is documented in the form of a digital toolkit along with a physical bundle. The Circle tested the bundle over six weeks with The Heartwood Healing Centre at the end of 2022. This bundle is a catalyst to improve intercultural empathy and understanding in both Indigenous and non-Indigenous peoples.

Call to Action #23 The Leadership Bundle
Over the past year, Indigenous Learning Circle has worked on developing a Leadership bundle to provide sustainable cultural support to emerging leaders in the North End. The Project is documenting the ideas and solutions generated by the community that can help the above-mentioned governments achieve these TRC Calls to Action. As the next generation of community leaders comes to the table, we want to ensure they have as much knowledge and skills in their bundles as possible to lead the community positively. There are many teachings about bundles, but for us, a bundle is sacred and has tangible items. The Leadership bundle for emerging leaders has items that support them in their work and teachings and learnings that go along with it. We are not limiting the scope of potential delivery to leaders in the healthcare field but would benefit from the sustainable cultural support developed.

Call to Action #24, #27 Indigenous Learning Circle (ILC)
Through our partnership with the ILC, we are supporting the development of best practices around cultural safety and training, we are not limiting the scope of potential delivery to medical and nursing schools or lawyers, but both institutions would benefit from learning about the best practices and training manuals being developed. Members of the ILC have decades of experience regarding cultural competency work and, with adequate support, can be instrumental in training around best practices in cultural safety. Our goal is to explore ways that this partnership can impact systems.

Call to Action #57 Decolonial Mindset Training
The Project documents the ideas and solutions generated by the community that can help the above-mentioned governments achieve this Call to Action. The Project is working on thorough documentation that will be available for the government to learn from and use. In addition, the Winnipeg Boldness staff completed the four-week Decolonial Mindset course through Nahanee Creative.

Call to Action #63, #65 Hosted University of Winnipeg Student
We have been utilizing the Accountability Framework for the last eight years and wanted to explore what this has looked like in practice and the impact of this governance model. In partnership with Mitacs and Social Innovation Canada, Boldness hosted an Indigenous student from the Masters of Development Practices Program at the University of Winnipeg to develop the Accountability Framework.

Call to Action #85 Orange Shirt Day
The Gord Downie & Chanie Wenjack Fund partnered with major media outlets and radio stations throughout Canada to recognize National Day for Truth and Reconciliation. Project Director Diane Roussin was one of the community leaders interviewed, highlighting the voices and stories of Indigenous Peoples around the theme, ‘Messages of Hope.’

# Media



# Media

## Aboriginal Peoples Television Network

TRC Calls to Action: 85, 85.i, 85.ii
MMIWG2S+ Calls for Justice: 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

### Goals:

- As the world's first national Indigenous broadcaster, APTN remains dedicated to providing unique content and programming that will help further its support of Call to Action 85. This includes but is not limited to, programming that is available in both French, English as well as an ever-increasing number of Indigenous languages and content that covers a wide range of genres such as movies, documentaries, talk shows, kids' shows and news programs. As the network continues to grow, we look forward to using our one-of-a-kind platform and expanding resources to share our stories with an even wider audience, connect both Indigenous and non-Indigenous peoples with the ties of community and pave a path towards reconciliation.

### Our Progress:

2022 began with a brand-new collaboration between APTN and CBC/Radio-Canada to create more Indigenous content for all Canadians. This first-ever memorandum of understanding between the two networks will enhance both networks' abilities to create First Nations, Inuit and Metis programming, increase access to and awareness of this new content, and connect people, both Indigenous and non-Indigenous, across the land. Specifically, the agreement will increase opportunities, training and resources for Indigenous creators, support collaborations on news and information programming and expand the already-existing audiences for Indigenous programming.

The success of the first APTN lumi original, Querencia, inspired a new wave of originals to join our ever-expanding streaming catalogue. APTN lumi commissioned two original productions from emerging talent: Jason (Tanis Parenteau) and The Feather News (Ryan Moccasin). The network also launched two APTN lumi originals this past fiscal: the supernatural thriller Shadow of the Rougarou (Jordan Waunch) and the comedy series DJ Burnt Bannock (Darcy Waite), which have since garnered significant public attention and attracted new audiences. In addition to our APTN lumi originals, the network also acquired and premiered Bears' Lair, an exciting new reality series akin to Shark Tank and Dragons' Den. A new French-language show, Pour toi, Flora, premiered on APTN channels in November 2022.

In the summer of 2022, APTN was thrilled to host the long-awaited return of APTN Indigenous Day Live (IDL). When the COVID-19 pandemic swept the world, APTN cancelled IDL 2019 and future iterations were reworked into summer and winter solstice concerts. New in 2022, IDL was reimagined from a traditionally-hosted concert to a cultural and artistic presentation that reflected the theme, "Celebrating Our Lands." Pre-show celebrations included artisans, food vendors, a Metis fiddle competition and much more, all held at The Forks in Winnipeg, Man. The two-hour show featured an exciting medley of artistic and cultural

collaborations never-before-seen on the IDL stage. The show celebrated gender diversity and the important connection that Indigenous women have to the land; each act was led by an Indigenous woman or a member of the 2SLGBTQ+ community.

In honour of the second annual National Day for Truth and Reconciliation, APTN partnered with the National Centre for Truth and Reconciliation for a commemorative gathering on Sept. 30, 2022 in Ottawa, Ont. This one-hour gathering was hosted at LeBreton Flats Park and was broadcast live across all APTN channels and a wide network of other Canadian broadcasters from coast to coast to coast.

This commemoration, titled Remembering the Children, began with the arrival of thousands of attendees who joined from the “Remember Me: A National Day of Remembrance” spirit walk from Parliament Hill. The group was led by children and residential school Survivors, who made their way to the stage at LeBreton Flats Park where they placed Indigenous children’s footwear. The shoes acted as a symbol of remembrance and a visual representation of the children who never made it home. The public event featured a mixture of personal remembrances, artistic reflections and calls to unlearn and relearn the truth about residential, day and boarding schools. In addition to this commemorative gathering, APTN broadcasted 35 hours of special programming to honour residential, day and boarding school survivors and their families. The lineup featured a range of educational shows and documentaries, which aired on Sept. 29 across all APTN channels.

In December 2022, APTN and Sportsnet teamed up for a third time to bring Hockey Night in Canada in Cree to the living rooms of Canadians across Turtle Island. The five-game program delivered cutting-edge commentary and pulse-pounding action in Plains Cree, with play-by-play by Clarence Iron, hosted by Earl Wood and in-studio analysis provided by John Chabot and Jason Chamakese.

That same month, representatives from APTN travelled to Uluru, Australia to take part in a meeting with other members of the World Indigenous Television Broadcasters Network (WITBN). Media leaders from Whakaata Māori (Aoetearoa/New Zealand), NRK Sápmi (Norway), TITV (Taiwan) and NITV (Australia) met in person to develop initiatives that will extend the reach of Indigenous stories to new audiences and platforms.

Since its formation in April 2000, the APTN National News team has continually covered stories about Indigenous Peoples that are often misunderstood or under-reported by mainstream media. That work has continued throughout this past reporting period, where our team of journalists have addressed stereotypes, furthered the path of reconciliation and connected Indigenous and non-Indigenous Peoples across Turtle Island. Notably, our news team travelled to the Vatican in Rome, Italy, to cover the Indigenous delegation’s trip and the apology from Pope Francis for the deplorable actions by members of the Catholic Church towards residential school Survivors.

Undeterred by the ongoing COVID-19 pandemic, the network continues to make great strides in support of Call to Action 85.

NOTRE OBJECTIF En tant que premier télédiffuseur autochtone national au monde, APTN s’engage à fournir un contenu et des émissions uniques qui contribuent à renforcer son soutien à l'Appel à l'action 85. Cela comprend, sans s'y limiter, des émissions disponibles en français, en anglais et dans un nombre toujours croissant de langues autochtones, ainsi qu’un contenu qui couvre une large gamme de genres, tels que des films, des documentaires, des émissions-débats, des émissions pour enfants et des émissions d'actualités. Alors que le réseau continue de grandir, nous avons hâte d'utiliser notre plateforme unique en

son genre et d'élargir nos ressources pour partager nos histoires avec un public encore plus large, renforcer les liens entre les peuples autochtones et allochtones grâce au pouvoir de la communauté et ouvrir la voie vers la réconciliation.

NOS PROGRÈS

L'année 2022 a commencé par une toute nouvelle collaboration entre APTN et CBC/Radio-Canada visant à créer plus de contenu autochtone pour toute la population canadienne. Ce tout premier protocole d'entente entre les deux réseaux renforce leur capacité à créer des contenus mettant à l'avant-plan les Inuit, les Métis·ses et les Premières Nations, à accroître l'accessibilité et la visibilité de ces contenus et à rassembler les populations autochtones et allochtones du pays. Plus précisément, l'entente offrira davantage de possibilités, de formations et de ressources aux créateur·trice·s autochtones, soutiendra les collaborations en matière de programmation de nouvelles et d'actualités et élargira l'auditoire des émissions autochtones.

Le succès de la première émission originale d'APTN lumi, Querencia, a incité une nouvelle vague d'émissions originales à rejoindre notre catalogue en constante expansion. APTN lumi a commandé deux productions originales de talents émergent·e·s : Jason (Tanis Parenteau) et The Feather News (Ryan Moccasin). Le réseau a également lancé deux émissions originales d'APTN lumi au cours du dernier exercice financier : le thriller surnaturel Shadow of the Rougarou (Jordan Waunch) et la série humoristique DJ Burnt Bannock (Darcy Waite), qui ont depuis attiré l'attention du public et de nouveaux auditoires. En plus de nos émissions originales d'APTN lumi, nous avons également acquis et diffusé Bears' Lair, une nouvelle série de téléréalité semblable à Shark Tank et Dragons' Den. Une nouvelle émission francophone, Pour toi, Flora, a également été présentée en première sur les chaînes d'APTN en novembre 2022.

Pendant l'été 2022, APTN fut ravi d'organiser le retour tant attendu de la Journée des Autochtones en direct APTN (JAD). Lorsque la pandémie de COVID-19 a déferlé sur le monde, APTN a annulé la JAD 2019 et les futures éditions ont été adaptées en concerts des solstices d'été et d'hiver. Nouveauté de 2022, la JAD a été réinventée en passant d'un concert traditionnel à une présentation culturelle et artistique qui reflétait le thème « Célébrer nos terres ». Les célébrations d'avant-spectacle comprenaient un marché artisanal, une foire alimentaire, un concours de violon métis et bien plus encore, le tout à La Fourche à Winnipeg, au Manitoba. Le spectacle de deux heures a présenté un mélange de collaborations artistiques et culturelles jamais vues auparavant sur la scène de la JAD. Le spectacle a célébré la diversité des genres et le lien important que les femmes autochtones entretiennent avec la terre, chaque acte étant dirigé par une femme autochtone ou un·e membre autochtone de la communauté 2SLGBTQ+.

En l'honneur de la deuxième Journée nationale de la vérité et de la réconciliation, APTN s'est associé au Centre national pour la vérité et la réconciliation pour organiser un rassemblement commémoratif le 30 septembre 2022 à Ottawa, en Ontario. Le rassemblement d'une heure a eu lieu au parc des plaines LeBreton et a été diffusé en direct sur toutes les chaînes d'APTN et sur les ondes de plusieurs autres télédiffuseurs canadiens d'un océan à l'autre, à l'autre.

La commémoration, intitulée Se souvenir des enfants, a commencé avec l'arrivée de milliers de participant·e·s de la marche symbolique « Remember Me: A National Day of Remembrance » à la Colline du Parlement. Le groupe était mené par des enfants et des survivant·e·s des pensionnats, qui se sont rendu·e·s sur la scène du parc des plaines LeBreton, devant laquelle iels ont placé des chaussures pour enfants autochtones. Les chaussures agissaient comme un symbole de commémoration et une représentation visuelle des enfants qui ne sont jamais rentré·e·s à la maison. L'événement public comportait un mélange de souvenirs personnels, de réflexions artistiques et d'appels à désapprendre et à

réapprendre la vérité sur les pensionnats. En plus de ce rassemblement commémoratif, APTN a diffusé 35 heures d'émissions spéciales pour honorer les survivant·e·s des pensionnats et leurs familles. La programmation comprenait une gamme d'émissions éducatives et de documentaires, qui étaient en diffusion le 29 septembre sur toutes les chaînes d'APTN.

En décembre 2022, APTN et Sportsnet se sont réunis une troisième fois pour partager Hockey Night in Canada in Cree avec les foyers canadiens de toute l'Île de la Tortue. La série de cinq matchs a été pleine de rebondissements et a offert les commentaires sportifs de Clarence Iron, l'animation de Earl Wood et les analyses de John Chabot et Jason Chamakese — le tout en cri des plaines.

Le même mois, des représentant·e·s d'APTN se sont rendu·e·s à Uluru, en Australie, pour participer à une rencontre avec d'autres membres du World Indigenous Television Broadcasters Network (WITBN). Des dirigeant·e·s de Whakaata Māori (Aoetearoa/Nouvelle-Zélande), NRK Sápmi (Norvège), TITV (Taïwan) et NITV (Australie) se sont rencontré·e·s en personne pour développer des initiatives qui étendront la portée des histoires autochtones à de nouveaux publics et plateformes.

Depuis son début en avril 2000, l'équipe des Nouvelles nationales d'APTN a continuellement couvert des histoires sur les peuples autochtones qui sont souvent inexactes ou peu représentées dans les médias populaires. L'équipe a poursuivi ce travail tout au long de la dernière période de rapport, pendant laquelle les journalistes ont abordé les stéréotypes, fait avancer la voie de la réconciliation et mis en relation les peuples autochtones et allochtones à travers l'Île de la Tortue. Notamment, notre équipe de nouvelles s'est rendue au Vatican à Rome, en Italie, pour couvrir le voyage de la délégation autochtone et les excuses du pape François concernant les actions déplorables des membres de l'Église catholique envers les survivant·e·s des pensionnats.

Le réseau ne s'est pas laissé désarmer par la pandémie de COVID-19 et a accompli d'importants progrès en faveur de l'Appel à l'action 85.

# Museums and Galleries



# Museums and Galleries

## LE MUSÉE DE SAINT-BONIFACE MUSEUM

TRC Calls to Action: 62, 67, 80, 92

### Goals

Our 2022-2023 Goals:

- Collaborate with Indigenous Communities to provide exhibition space.
- Provide basic museum training opportunities to Indigenous Communities.
- Collaborate with Indigenous Communities to create an appropriate Repatriation Policy.
- Create opportunities for Indigenous Students/Youth to work in a museum setting.
- Collaborate with Indigenous Communities to plan, develop, and evaluate museum activities including: exhibits, educational programs, public programs.
- Include Land Acknowledgment on the website and in the museum.
- Observe National Day for Truth and Reconciliation with an appropriate event.
- Engage with Indigenous Communities as part of our Strategic Planning Process.

### Our Progress:

MSBM and Indigenous Partner have reached in principle a memorandum of understanding. Once the MOU is signed in 2023, the Partnership will be made public.

Through this partnership MSBM and its Partner will:

- Collaborate with Indigenous Communities to provide exhibition space.
- Provide basic museum training opportunities to Indigenous Communities.
- Collaborate with Indigenous Communities to create an appropriate Repatriation Policy.
- Create opportunities for Indigenous Students/Youth to work in a museum setting.
- Collaborate with Indigenous Communities to plan, develop, and evaluate museum activities including: exhibits, educational programs, public programs.

MSBM has incorporated a land and water acknowledgement prior to school programs and tours. The language is being reviewed with Indigenous partners prior to printing a permanent panel with the museum space. The incorporation of the acknowledgement on the museum's website will be live in the spring of 2023.

MSBM observed National Day for Truth and Reconciliation with the partnership of Métis artist, Tracy Fehr . Tracy created, decorated and fired 250 bowls to celebrate the 250 years of Métis women in her family. Through a gifting ceremony, guest honoured the memory and strength of Métis women in their families.

MSBM have also collected public feedback on the type of information that should be incorporated into the new Indigenous exhibit that will be prepared with the MOU Partner.

# Manitoba Children's Museum

## TRC Calls to Action: 63.i, 66

## Goals:

The Children's Museum is committed to providing a safe and inclusive space for all, as well as developing and maintaining valued community partnerships. To that end, we will strive to:

- Host and participate in one or more Circles for Reconciliation.
- Recruit an Indigenous artist to instruct one or more of our Free2Play Access Program STEAM Clubs.
- Add a traditional territory and land acknowledgment on our website.
- Observe National Day for Truth and Reconciliation on September 30, 2022 through public programming
- Translate key museum information into Ininimowin (Western/Plains Cree and Central/Swampy Cree), Anishinaabemowin (Ojibwe), Dakota, Dene, Anishinimowin (Ojibwe-Cree), Michif, and Inuktitut.

## Our Progress:

Bringing people together was a highlight of this reporting period, especially for important events such as National Day For Truth & Reconciliation. We opened our doors and offered complimentary admission to all our guests acknowledging the importance of offering age-appropriate opportunities for education and reflection. With the partnership of Louis Riel Institute, guests expanded their knowledge base, sang songs, and made Métis paper vests and moccasins throughout the day. In addition, Elder Barb Nepinak joined us for two storytelling sessions where she shared stories about her childhood and the impact of residential schools on her life. We also provided orange shirts to all our staff to wear while working and/or in the community. We ordered these shirts from Dreamcatcher Promotions to support a local, 100% Indigenous-owned business.

Each year, we close the museum for maintenance for one week in September. At the end of the week, prior to reopening to the public, Elder Barb Nepinak led our staff through a smudge and water ceremony. This cultural experience deepened our staff's understanding of Indigenous culture, language, and teachings.

Teepees, The Land & Us has been one of our most popular school programs since it launched in 2017. This program is offered to students in Nursery to Grade 5 and provides them the opportunity to learn about Indigenous culture through building a teepee as a class. While building the teepee, the instructor discusses the importance of the teepee to Indigenous communities, its form and function, and the students get to listen to a story once inside. Students also paint Grandfather rocks depicting an image of nature that is important to them.

Our theme for I Love To Read Month in February 2023 was Diversity. We featured story times led by local authors and organizations and included activities and crafts tied to this theme. On the weekend of February 11 and 12, we led teepee building workshops, a Grandfather rock craft, and welcomed local author Tasha Spillett to read her book "I Sang you Down from the Stars."

A key feature within our museum galleries is children's books, themed to match gallery content. We have introduced many new books into our galleries this year - including books by Indigenous authors and bilingual books in English and Indigenous languages.

During Spring Break, Louis Riel Institute joined us for a Bison Hunt Workshop where guests were introduced to a story and game about the Bison Hunt, and were invited to explore furs, hides, clothing, and products made and used by the Red River Métis.

We made an important connection with Winnipeg School Division and their Indigenous Education leaders in January 2023. Two of our staff received incredibly valuable training both on our specific teepee programs, as well as general cultural training including how to offer tobacco, how to acknowledge learning we receive from others, and how to ensure our teachings are as authentic as possible. There is future training already planned for early in the next reporting period and we are excited by the wealth of knowledge and learning opportunities that are being offered to us.

## Royal Aviation Museum of Western Canada

### TRC Calls to Action: 67, 82, 83, 92

### Goals:

The Royal Aviation Museum of Western Canada (RAMWC) is committed to honouring and commemorating the history of Indigenous peoples and aviation in Western and Northern Canada. The new museum will embrace our shared aviation history of travel, trade and sharing in all communities, and be a safe space where reconciliation can take place. Throughout the museum, we will acknowledge the integral contributions of Indigenous people in developing aviation in the Canadian North and beyond through stories of triumph and collaboration.

- Develop exhibits inclusive of Indigenous content and history wherever merited
- Foster ongoing relationships with Indigenous communities through outreach and education
- Partner with Indigenous stakeholders in communities impacted by aviation history
- Establish an Indigenous human resource hiring and support plan.

### Our Progress:

**Activity #1: Advancing Truth and Reconciliation and Indigenous inclusion**
As part of our commitment to truth and reconciliation, the museum seeks to honour and commemorate the history of Indigenous Peoples and aviation in Western Canada. The Exhibit Completion Task Force, which included Indigenous Curator Dr. Niigaan Sinclair, ensured Indigenous voices and perspectives are represented and woven into the stories of the new museum.

One of these stories, the 'Felixstowe Repair at Pikangikum Lake', has been in RAMWC's collection for 40 years with photos of unnamed individuals – until this year.

The museum's account of this story was always one-sided, as the identities of the Indigenous men in the photo were unknown.

Museum staff and volunteers were introduced to Gerald Neufeld and his father, who were doing ancestral research in Pimachiowin Aki. The museum shared photographs taken in 1922 at Pikangikum, which included several community members helping repair Felixstowe G-CYBT. They were successful in identifying two individuals in the photographs: Peter Quill, great grandfather of Chief Dean Owen, and Abraham Keeper, both community leaders whose descendants make up a large portion of Pikangikum's population today.

The museum remains in contact with Pikangikum First Nation in an effort to identify additional individuals in the photos and facilitate access to these and other photographs, the oldest images of their relatives that the community knows to exist.

This project is an example of one of RAMWC's larger initiatives of identifying Indigenous people in photographs and archives while providing awareness and access to these records and decolonizing the museum's collection.

**Activity #2: Linwood Street Memorial**
On June 24, 1972, a plane carrying eight students attending residential schools in Stonewall and Portage la Prairie, bound for Bunibonibee Cree Nation (formerly Oxford House), crashed in a vacant lot located between 426 and 430 Linwood Street just after takeoff.

Students Margaret Robinson, Mary Rita Canada, Ethel Grieves, Rosalie Balfour, Wilkie Muskego, Iona Weenusk, and siblings Roy and Deborah Sinclair, along with pilot Scott Coughlin, all died in the crash.

While there is a memorial for the victims in Long Plain First Nation where two of the students attended school, no memorial exists at the crash site in Winnipeg.

An important mission of the Royal Aviation Museum is to bring to light little-known stories of aviation history in western and northern Canada, led by a commitment to reconciliation and partnership with Indigenous peoples.

As a recipient of the Queens Platinum Jubilee Fund through Manitoba Sport, Culture and Heritage, the Royal Aviation Museum of Western Canada received funding to support activities that will advance reconciliation and enhance Manitoba's efforts towards creating a more equitable and inclusive society.

The original plan was to place a monument near the crash site (as the actual site is located on private residential property) but when Scott Gillingham (city councillor for St James at the time) heard the story, plans evolved to include a park and plaza area. The museum started working with the City of Winnipeg to honour the nine deceased passengers with a memorial at the location, to be unveiled on the 50th anniversary of the crash on June 24, 2022.

The museum developed a solid polished granite pedestal engraved with the names of the students and pilots, and the city of Winnipeg planned to develop a park area with seating areas and nine planted trees to honour each of the victims.

Content on the monument was approved by the museum's Indigenous Curator, Niigaan Sinclair. Through his assistance, the museum also began work with Bunibonibee Cree Nation community with the intent of having families select a tree type to plant in honour of their family member and invite them to attend the ceremony when the park was completed.

Due to the scope of the project and time required, the completion of the park was delayed to open in 2023.

**Activity #3: Amplifying Indigenous Voices: In Their Own Words**
The focus of this project is to amplify Indigenous voices of the people whose faces and stories are part of our vintage photograph collection, and to preserve the critical oral history through personal interaction and recording.

The oral history preservation will start in one Manitoba Indigenous communities with a native speaker who is a trusted and credible member to record the stories of early relationships between the bush pilots in Manitoba's North and the communities they landed on and will ultimately be part of the museum's exhibits, education programs, research department and community awareness programs for years to come.

In alignment with our mission and values, the ultimate goal is to embed these stories into action through our 14 exhibition zones, digital presentations, lecture series, education and research, both academic and school age.

This project's collaborators are a collective of curators, consultants from Indigenous communities and researchers as well as the museum board and staff. We have close working relationships with academia and grassroots organizations who will be integral to the development and implementation of the project every step of the way. We will involve the local community in the project as we listen and act upon their own words and wisdom as this rolls out. As with any research project, we are open to following the path that is set out as well as being open to when the path takes us to new knowledge.

**Activity #4: TAKE FLIGHT! Curriculum-based and special interest programming**
Tailored for curriculum and adapted for students from Kindergarten to Grade 12, the museum has created new school programs focused on STEM-based educational programming. Partnering with the Winnipeg School Division and Frontier School Division, the program is focused on serving Indigenous and underserved populations in order to create career and education pathways awareness. In total, the museum has had over 8,000 students participate in Take Flight! Programming in the 2022-2023 school year.

**Activity #5: Complimentary Admission for Indigenous visitors**
RAMWC is committed to the TRC Calls to Action of the Truth and Reconciliation Commission, and to facilitating a safe space for reconciliation to occur. As part of this commitment, RAMWC was honoured to welcome and provide complimentary admission to 2,032 Indigenous visitors in 2022.

## The Manitoba Museum

TRC Calls to Action: 63, 65, 66, 67, 68, 69, 92

Goals:

- Collaborate with Indigenous communities on research, collection, presentation, interpretation and representation of Indigenous peoples of Manitoba;
- Collaborate with Indigenous communities to plan, develop, and evaluate various Museum activities such as exhibitions, publications, public programs, and cultural policies, as well as access to information and collections;
- Develop hiring and HR policies that provide a supportive environment for Indigenous job candidates and employees;
- Establish training programs to empower Indigenous staff members/trainees and interns to participate in the presentation of Indigenous stories;
- Establish Manitoba Museum's training programs for wider audiences to gain a better and more accurate representation of historical and contemporary Indigenous perspectives and worldviews.
- Support and promote Indigenous languages through the incorporation of these languages in our exhibitions, publications, and programs.
- Update our "First Peoples in Manitoba" school program based on Bringing Our Stories Forward gallery renewal.
- Continue to offer our popular workshop series on Indigenous arts and skills repatriation.
- Ensure contemporary Indigenous perspectives continue to be integrated into new galleries and exhibitions, while providing important historical contributions of Indigenous peoples.
- As we consider the long-term renewal and assessment of our remaining older galleries, Arctic/Subarctic and Boreal Forest Galleries, continue working with the Museum's Indigenous Advisory Circle; and continue to build and establish relationships with Chief and Councils and community leaders in numerous First Nations and Inuit communities located within regions to initiate discussions on the existing galleries; begin working with Cree, Dene, and Inuit communities to develop and incorporate Indigenous language exhibits and First Nations story lines for these galleries.
- Develop collaborative research relationships with Indigenous academics and research groups working on repatriation, Indigenous learning methodologies, object based historical research and Indigenous language research.
- Engage with contemporary Indigenous artists as research on ceramics continues.
- Engage with communities in the Boreal Forest as lithic research on collections continues. Consider means to hire and train Indigenous summer students to work on cataloging Indigenous collections.

Our Progress:

CURATORIAL

**Education & Mentorship**

The Curator of Cultural Anthropology and Curator of the HBC Museum Collection, Dr. Maureen Matthews and Dr. Amelia Fay mentored five First Nations and Métis students this past year through various programs.

Over the summer of 2022, the Museum hired a Métis anthropology undergraduate student through the Young Canada Works (YCW) program to organize and transcribe an important Métis archival collection.

During the fall we established a partnership with the Manitoba Métis Federation and the University of Winnipeg Curatorial Practices program to host two Indigenous students from the program to develop practical skills in curation and exhibition development. This will culminate in their own exhibition opening in June 2023.

Finally, we continued the Indigenous Scholars in Residence program by providing funding for two University of Manitoba graduate students in their winter semester to attend weekly discussions at the museum and engage with the collections as part of their graduate research.

The Curators also provided presentations and guest lectures to various high schools, universities, and colleges. These opportunities ensure we share the collections and related research with a broad audience, and engage with students of varying educational levels on topics related to Indigenous history and museology.

Dr. Fay also developed and delivered a new tour for the Museum's Reconciliation-based learning programs called History of Canadian Colonialism, which explores the deep history of colonization in what is now Canada from the Doctrine of Discovery through today, and debunks the romanticized versions of the fur trade and Canadian history.

**Collections Access**
Museum staff continued to ensure collections access to Indigenous communities, scholars, artists and makers. Requests for access are prioritized and guidance and support are provided when needed. Access to collection is through in-person visits, but also virtual collections visits, sharing information electronically when in-person visits are not feasible. We also provide behind-the-scenes collections visits for participants who register for workshops throughout the year, sharing relevant collections to give new makers an opportunity to study and build on historical examples for their contemporary works.

Access to Museum collections is also extended through loans to other institutions. This reporting year we loaned artifacts to the following:

- Kwaata-nihtaawakihk – A Hard Birth at the Winnipeg Art Gallery (WAG);
- Storied Objects: Métis Art in Relation at the Remai Modern in Saskatoon;
- Uninvited: Canadian Women Artists in the Modern Moment at the McMichael which has since travelled to the Glenbow, the Vancouver Art Gallery, and the National Gallery of Canada;
- Gathering: Indigenous Beadwork, Embroidery, and Quillwork at the Manitoba Crafts Museum and Library; and - the newly opened Inuit Sanaugangit: Art Across Time at the WAG.

We also loaned artifacts to the Treaty Relations Commission of Manitoba for their newly opened Agowiidiwinan Centre at the Forks.

**Institutional Initiatives and Collaborations**
The Museum Conservators continued the partnership with the Canadian Museum of Human Rights to conduct the conservation of Witness Blanket by artist Carey Newman/Hayalthkin'geme, including training in collections management and conservation for an Indigenous conservation intern.

The Curators and Director of Research, Collections, and Exhibitions (RCE) continued to participate in various institutional initiatives and committees such as the Indigenous Advisory Circle, Repatriation Committee, and the Respectful Repatriation Inter-Institutional Group.

Seema Hollenberg, Director of RCE, and Dr. Amelia Fay began drafting revised policies and procedures for our Sacred Storage facility and Indigenous Collections, Repatriation, Exhibitions, Deaccessions, and Access to Collections.

The CEO, Dorota Blumczyńska and the Director of RCE began working with members of the Indigenous Advisory Circle (IAC) on processes to establish the IAC as a Standing Committee of the Museum Board to be finalized in 2023-2024.

**PROGRAMS, LEARNING, AND EDUCATION**

The 2022-2023 year was marked by a gradual return to pre-Covid levels of activity for both our public and school audiences. While continuing to offer virtual programming opportunities to local, regional, national and even international audiences, our in-person visitation surpassed expectations. We offered guided experiences to a wide range of audiences and demographics, with programming on themes such as Indigenous sky stories, the Indigenous history of the city of Winnipeg, and hands-on art workshops such as Mukluk-making. Programming included opportunities for professional development for adults, school programming for children grades K-12, and public programming for the general public.

In March 2022 we premiered a new Planetarium show, Legends of the Northern Sky. Featuring Indigenous sky storytelling from across the western plains, the show features Ocek the Fisher and the giant bear Mista Maskwa, among others. Manitoba-based Cree Astronomer Wilfred Buck was a consulting expert on the show's development, and the Cree language features strongly in the narration. The show has been extremely popular with audiences of all ages.

To commemorate the National Day for Truth & Reconciliation on September 30th, 2022, the Museum offered complimentary admission from September 30th to October 2nd. The Museum welcomed 11,510 visitors attending Orange Shirt Days @ the Manitoba Museum, an event supported by the Province of Manitoba. Many visitors expressed appreciation for the opportunity to learn, reflect, and respond to the legacy of Indian Residential Schools as part of our collective journey towards Truth and Reconciliation. Special programming highlighted various permanent exhibits connected to the Truth and Reconciliation Commission (TRC) TRC Calls to Action, extended our content on the history of Residential Schools, and amplified Indigenous voices, including those of our partners at the National Centre for Truth and Reconciliation, as part of the ongoing community dialogue about Truth and Reconciliation.

The Museum added two new important roles to our core staff team this year. Our new Head of Indigenous Programming & Engagement, Tashina Houle-Schlup, works in partnership with our Learning & Engagement and Research, Collections, and Exhibitions teams to widen community access to collections and develop new and innovative Indigenous programming across the Museum Galleries, the Science Gallery, and in the Planetarium. Carol Beaulieu, who has been on staff with us for a number of years working in Indigenous program development, transitioned into a new museum-wide role of Indigenous Protocols Advisor. Carol's role provides ongoing oversight and care for the sacred collections in our care, supports our Museum team in integrating Indigenous content into programming and exhibitions, and advises on Indigenous protocols in all areas of our work.

## Transcona Museum

TRC Calls to Action: 62, 67, 68, 69, 70, 77, 78

Goals:

- The Transcona Museum is committed to building positive relationships and to exploring opportunities with Indigenous and non-Indigenous groups for the continued growth of the Museum through its programs, exhibitions, collections and archives. We could do this through inviting Indigenous and Non-Indigenous groups to the museum in consultation and friendship. As well as participate in Truth and Reconciliation activities both held at the museum and the community.

Our Progress:

- The Transcona Museum has continued to include the land acknowledgement at our meetings and presentations and gatherings.
- Permanent staff have continued to seek out and complete reconciliation training and learning opportunities.
- The Museum Curator was part of the Canadian Museums Association Reconciliation Programs Working Groups: Small Museums Working Group involved with the development of the Canadian Museum Associations Report CMA Moved to Action: Activing UNDRIP in Canadian Museums, which was written in response to the Call to Action #67.
- The Transcona Museum was also successful in receiving a grant which, in part, enabled us to begin researching the Indigenous belongings that we currently have in our collection, what Indigenous communities they originated from and in the future potentially be repatriated and returned.

# Sport and Athletics

## Sport Manitoba

TRC Calls to Action: 87, 88, 89, 90, 90.i, 90.ii, 90.iii, 90.iv, 91

Goals:

Manitoba Action Plan for Sport
In late 1999, Sport Manitoba began the process of developing a multi-year Manitoba Action Plan for Sport (MAPS) to ensure a collective vision and common goals for the entire sport community in Manitoba. MAPS facilitates cross-sector strategic alliances to ensure ongoing collaboration and planning and acts as a blueprint for the future of sport in Manitoba. It also provides a framework within which the province and Sport Manitoba can address long-range policy issues and establish new directions related to amateur sport in Manitoba.

Renewal Process - The new 2020-2025 MAPS was developed as a result of the stakeholder consultation process, which included collecting feedback from Sport Partners on MAPS themes via an online survey, followed by engaging and interactive in-person workshops that produced idea cards. A Management Session was held to organize and summarize all the responses, comments and suggestions from the survey and in-person workshops to build tangible recommendations to Sport Manitoba's Board of Directors that reflect the values and priorities realized from the consultation process. The first draft of recommendations was presented to the Board in February 2020, where further developments were made to build upon the ideas put forth by Sport Partners.

**Priorities for the Next 5 Years:**
Based on consultation with Sport Partners through a survey and in-person workshops, we identified priorities for the new MAPS that fall within three overarching categories: Athlete Development, Sport Culture, and Value of Sport.

Sport Culture:

- Indigenous Peoples - Engage Indigenous peoples in sport and recreation in collaboration with Sport Partners and Community Partners.
- Safe Sport – Strive to enable every person, especially children, to be free from bullying, hazing or abuse in sport to create a safe, inclusive and welcoming environment for Manitobans to experience sport.
- Ethics & Integrity - Promote integrity at the highest level and encourage and support ethical, transparent sport delivery and governance.
- Gender Equity - Continue to advocate for gender equity in sport.

Indigenous Peoples – Engage Indigenous peoples in sport and recreation in collaboration with Sport Partners and Community Partners:

- Partner with Manitoba Aboriginal Sports and Recreation Council and Winnipeg aboriginal Achievement Centre and other sport partners to support education, training and providing increased access to sport activities and programming. (TRC # 88, 90)
- Safe Sport and Ethics & Integrity: Anti-Racism in Sport Campaign/Program partnership and accord signatory (TRC 90)

## Our Progress:

The Bilateral Sport Support Program supports programming that reduces barriers for children and youth from under-represented and marginalized populations to participate in sport. It is a key foundation for increasing levels of physical activity in inner city, ethno-cultural, and Aboriginal populations. The program supports projects that strengthen physical literacy for children and youth and provide opportunities for persons from under-represented and /or marginalized populations to actively participant in sport as athletes, coaches, officials, and volunteer leaders.

The Manitoba Community Sports for Life Program provides sport opportunities for populations and communities that might not otherwise have access to quality sport programming, coach/officials training and leadership development. The program reaches youth participant and coaches/volunteers in all parts of the province.

The program funds organizations to support the expansion of existing sport participation programs or development of new programs that align with Canadian Sport for Life Fundamental, Learn to Train, and Active for Life stages. These programs help to develop linkages with local sport service providers, clubs, and schools, to build community capacity and expand programming to attract new participants to sport and increase the number of individuals actively involved in organized sport on an ongoing basis.
We provide leadership initiative's whose primary purpose is to strengthen Capacity and Leadership Development for the Manitoba community individuals. This in turn has increased opportunities for children and youth to participate in quality community level sport programming.

The initiative provides training to staff, volunteers and community members and partners, promoting programs and services, research and impact studies, capacity building and human resources development and governance and administrative support. We build on the needs identified by key community members and organizations to bring quality leadership education to all areas of the province, not just large population centres.

Quality sport programming is driven by leadership and by offering valued and proven training within the communities to our volunteer's delivering programs we increase the quality of the programs and helps to ensure a positive environment throughout the athlete experience across the province.

The Community Sport Programming Development initiative's primary purpose is to increase opportunities for marginalized children and youth to participate in quality community level sport programs by reducing and/or removing barriers that currently exist and to strengthen leadership /coaching capabilities of indigenous and non- indigenous leaders/coaches that are delivering sport programs. Many sport programs are introduced to community participants from rural, remote and inner city communities that would not otherwise be made available without the Bilateral Program. These programs enable young

people in Manitoba including urban inner-city neighborhoods to be provided with quality coaching/officiating due to training opportunities provided to individuals. This creates opportunities through sport for youth to become physically fit and create healthy lifestyles through sports, improves their sporting and personal development skills.

1.1. OBJECTIVES

Specific objectives of the F-P/T sport participation bilaterals are:

1. To support projects that strengthen physical literacy and children and youth participation that are compatible with the first three stages of Canadian Sport for Life (CS4L) or programming at comparable stages that exist across jurisdictions; and
2. To support projects that provide opportunities for persons from under-represented and/or marginalized populations to actively participate in sport including in roles as athletes, coaches, officials and volunteer leaders.

1.2. EXPECTED RESULT

The expected result of the F-P/T sport participation bilateral component is that Canadians, including Indigenous Peoples and identified under-represented groups and/or marginalized populations, have opportunities to participate in sport.

**Active Start, Fundamentals and learn to Train – Athlete and Leadership Development:**

The Active Start, FUNdamentals and Learning to Train Athlete/leadership Development project helped disadvantaged children and youth to improve their sporting and personal development skills through local organizations' programming Active Start, FUNdamentals and Learning to Train skill development and training activities.

- Provincial Sport Organization and Community Group funding
- 7 sport/PSO groups, 6 community groups

**Aboriginal Sport Development & Capacity Building, Indigenous Community Sport Development & Building Indigenous Leadership**

The Manitoba Aboriginal Sports and Recreation Council provided Sport Development projects through the delivery of sport programs to Indigenous neighbourhoods and communities by investing in coaching development through the Canada Games Apprenticeship Program, staff professional development and sport specific programming as well as the following:

Activity # 1: INDIGENOUS FAST AND FEMALE PROGRAM

Activity # 2: PROFESSIONAL DEVELOPMENT

Activity# 3: FINANCE AND ADMINISTRATIVE SUPPORT

Activity # 4: TRC PROGRAM STAFF AND TRC FORUM

Activity # 5: XPLORE SPORTS

Activity # 6: MASRC SPORTS EQUIPMENT BANK

Activity # 7: ABORIGINAL COACH MODULE TRAINING

Activity # 8: GRASSROOTS HOLISTIC SPORTS TRAINER

Activity # 9: TRADITIONAL GAMES PROGRAMMING

Activity # 10: MAJOR GAMES AND LEADERSHIP COORDINATOR

Activity # 11: LAND BASED EDUCATION PROGRAMMING

Activity # 12: KOOKOOM AND KIDS GRASSROOTS SPORT PROGRAM

Activity # 13: INDIGENOUS HOLISTIC STRENGTH TRAINING

**Community Sport Development- Indigenous Grants and Coach Development**

The Community Sport Development Grants Program provided local/regional sport organizations, schools, municipal recreation commissions and community sport partners grants to deliver community-based programs supporting development of athletes, coaches, officials and volunteers at the FUNdamentals and Learn to Train stages of sport development.

**Cultural Education and Awareness**
Staff training and education sessions were delivered on Truth and Reconciliation in sport as well as traditional indigenous games.

The Calm Air Sports Series brings sports camps to young athletes in northern Manitoba three times a year, giving students an opportunity to try new sports with the help of elite coaches, and for community organizers to develop their own coaching and program development skills. A total of 112 youth participated this past year.

The program is made possible through the generous support of Calm Air, who provide the leaders with air travel to the host community, and coordination between Sport Manitoba and provincial sport organizations. More than fifty students and coaches from northern Manitoba had the opportunity to learn badminton from two of Manitoba's top badminton players as part of the Calm Air Sport Series, hosted the weekend of January 13-15 in Thompson.

# SECTION 2: Shared Indicators of Progress



# Section 2

# SHARED INDICATORS OF PROGRESS

## Arts, Culture, and Heritage

- Number of partners: 11 of 21 partners submitted a progress report this year
- TRC Calls to Action: 1, 10, 12, 14, 43, 44, 46, 57, 62, 63, 66, 83, 84, 85, 92
- MMIWG2S+ Calls for Justice: 1, 2, 6, 15

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 594 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 489 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 239 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 7 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 15 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 9 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 7 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 261 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 55 |

| Indicator | Number |
|---|---|
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 23 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 44 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 1845 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 1951 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 1 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 7 |
| # of K-12, Adult Learning, and Post-Secondary teaching professionals who participated in education sessions to utilize First Nations, Métis, and Inuit knowledge and teaching methods in the classroom. | 21 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 7 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 18 |
| # of academic institutions teaching journalism, creative communications, film and music, theatre production, or social media and media programs that are taking decolonizing approaches in their program curriculum for the purpose of appropriately educating Canadians about First Nations, Métis, Inuit women, girls, and 2SLGBTQQIA people. | 6 |
| # of journalism stories or editorials; film or play productions; or publications created by media outlets, unions or associations; journalists and bloggers; film, theatre, and music industry writers, producers and promoters taking decolonizing approaches in their work, productions, and publications for the purpose of appropriately educating Canadians about First Nations, Métis, Inuit women, girls, and 2SLGBTQQIA people by: - ensuring authentic and appropriate representation within media to address negative and discriminatory stereotypes; - ensuring Indigenous people are supported in a trauma-informed and culturally sensitive way when sharing their stories; and - taking meaningful steps to break down stereotypes that hyper-sexualize and demean Indigenous women, girls, and 2SLGBTQQIA people. | 11 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 34 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 20 |

# Business and Associations

- Number of partners: 28 of 48 partners submitted a progress report this year

- TRC Calls to Action: 7, 11, 12, 14, 18, 19, 22, 23, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 57, 59, 60, 61, 62, 63, 65, 66, 67, 68, 70, 75, 76, 77, 79, 80, 83, 85, 87, 88, 89, 91, 92

- MMIWG2S+ Calls for Justice: 2, 4, 5, 7, 10, 13, 15, 16, 17, 18

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 3185 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 223 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 28 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 123 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 35 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 63 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 241 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 2081 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 262 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 8 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 2034 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma- | 1 |

| Indicator | Number |
|---|---|
| informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | |
| # of legal professionals who participated in cultural competency training including the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. Including First Nations, Métis, Inuit cultures and histories, and contemporary realities. | 604 |
| # of health care professionals who participated in cultural competency training to support and recognize the value of First Nations, Métis, Inuit healing practices and to use them in the treatment of First Nations, Métis, Inuit patients in collaboration with First Nations, Métis, Inuit healers and Elders. | 34 |
| # of outreach activities / events to increase the visibility of sports as an essential component of health and well-being | 36 |
| # of health service providers who participated in learning sessions about the realities and needs of 2SLGBTQQIA people and recognizing substantive human rights dimensions to health service for 2SLGBTQQIA people. | 26 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 5 |

# Members of Council and City of Winnipeg Departments

- Number of partners: 17 of 25 partners submitted a progress report this year

- TRC Calls to Action: 7, 10, 17, 43, 44, 45, 46, 46.i, 46.ii, 46.iii, 46.v, 46.vi, 47, 48.i, 48.ii, 48.iii, 49, 55, 57, 69, 69.i, 69.ii, 69.iii, 75, 77, 79.3, 82, 90.i, 90.iv, 91, 92

- MMIWG2S+ Calls for Justice: 1.1, 1.1.i, 1.1.ii, 1.2.i, 1.2.ii, 1.2.iii, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.2.ii, 2.3, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.7, 5.7.i, 5.7.ii, 7.6, 8.1, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 17.9, 18.18, 18.1, 18.19, 18.20, 18.24, 18.25, 18.30

| Indicator | Number |
|---|---|
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 2014 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 50 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 6 |

| Indicator | Number |
|---|---|
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce (departmental accord partner level) | 154 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 4 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. (departmental accord partner level) | 14 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 49 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 26 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 46 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 6 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 25 |
| # of legal professionals who participated in cultural competency training including the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. Including First Nations, Métis, Inuit cultures and histories, and contemporary realities. | 52 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 1 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 2 |

# Community Organizations

- Number of partners: 18 of 38 partners submitted a progress report this year

- TRC Calls to Action: 1, 5, 7, 10, 12, 14, 18, 19, 20, 21, 22, 23, 27, 30, 37, 40, 43, 48, 49, 57, 59, 60, 61, 62, 63, 66, 79, 80, 89, 90, 92, 93, 94

- MMIWG2S+ Calls for Justice: 2, 3, 4.4, 5, 6.1, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 11.1, 11.2, 12.2, 12.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 18.4, 18.11, 18.18

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 540 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 266 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 37 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 443 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 273 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 162 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 85 |
| # of First Nations, Métis, Inuit people accessing traditional healing practices and programs within the local Canadian health care system; and through First Nations, Métis, and Inuit healing centres or lodges. | 20 |
| # of legal professionals who participated in cultural competency training including the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. Including First Nations, Métis, Inuit cultures and histories, and contemporary realities. | 22 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 375 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 66 |
| # of congregation members who participated in education strategies about their 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 | 130 |

| Indicator | Number |
|---|---|
| # of clergy and student clergy who participated in education curriculum that included respecting First Nations, Métis, and Inuit spirituality, the history and legacy of residential schools and the role of churches in that system, the history and legacy of religious conflict in Indigenous families and communities, and the responsibility churches have to mitigate such conflicts and prevent spiritual violence. | 10 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 40 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 63 |
| # of social work and associated professionals who participated in education and training sessions or courses about the history and impacts of residential schools. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 25 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 49 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 2136 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 2158 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 375 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 2048 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 78 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 56 |
| # of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes. | 101 |
| # of First Nations, Métis, or Inuit language courses or programs created or enhanced. | 4 |

| Indicator | Number |
|---|---|
| # of public servants who participated in comprehensive Metis-specific training in such areas as trauma care, cultural safety training, anti-racism training, and understanding of Métis culture and history. | 9 |
| # of health care professionals who participated in cultural competency training to support and recognize the value of First Nations, Métis, Inuit healing practices and to use them in the treatment of First Nations, Métis, Inuit patients in collaboration with First Nations, Métis, Inuit healers and Elders. | 133 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 16 |
| # of K-12, Adult Learning, and Post-Secondary teaching professionals who participated in education sessions to utilize First Nations, Métis, and Inuit knowledge and teaching methods in the classroom. | 26 |
| # of health service providers who participated in learning sessions about the realities and needs of 2SLGBTQQIA people and recognizing substantive human rights dimensions to health service for 2SLGBTQQIA people. | 53 |
| # of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools. | 94 |
| # of awareness and education programs implemented for First Nations, Métis, and Inuit children and youth about the issues of child grooming for exploitation and sexual exploitation. | 24 |
| # of awareness and education programs created with or by Inuit to: - combat the normalization of domestic violence and sexualized violence against Inuit women, girls, and 2SLGBTQQIA people; - to educate men and boys about the unacceptability of violence against Inuit women, girls, and 2SLGBTQQIA people; and - to raise awareness and education about the human rights and First Nations, Métis, Inuit rights of Inuit. | 7 |

# Education - Post-Secondary Institutions

- Number of partners: 7 of 8 partners submitted a progress report this year
- TRC Calls to Action: 10, 11, 12, 16, 22, 23, 24, 45, 48, 62, 63, 64, 66, 84, 85, 92
- MMIWG2S+ Calls for Justice: 11, 15

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 9302 |
| # of clergy and student clergy who participated in education curriculum that included respecting First Nations, Métis, and Inuit spirituality, the history and legacy of residential | 27 |

| Indicator | Number |
|---|---|
| schools and the role of churches in that system, the history and legacy of religious conflict in Indigenous families and communities, and the responsibility churches have to mitigate such conflicts and prevent spiritual violence. | |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 76 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 109 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 157 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 2 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 281 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 48 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 10 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 4 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 1894 |
| # of health care students who participated in required course on First Nations, Métis, and Inuit health issues, the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, and First Nations, Métis, and Inuit health and healing practices. | 474 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 1774 |
| # of journalism and media students who participated in education sessions on the history of First Nations, Métis, and Inuit, including the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 71 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 1 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 29 |

| Indicator | Number |
|---|---|
| # of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes. | 376 |
| # of First Nations, Métis, or Inuit language courses or programs created or enhanced. | 1 |
| # of public servants who participated in comprehensive Inuit-specific training in such areas as trauma care, cultural safety training, anti-racism training, and education. | 1774 |
| # of public servants who participated in comprehensive Metis-specific training in such areas as trauma care, cultural safety training, anti-racism training, and understanding of Métis culture and history. | 1774 |
| # of academic institutions teaching journalism, creative communications, film and music, theatre production, or social media and media programs that are taking decolonizing approaches in their program curriculum for the purpose of appropriately educating Canadians about First Nations, Métis, Inuit women, girls, and 2SLGBTQQIA people. | 1 |
| # of journalism stories or editorials; film or play productions; or publications created by media outlets, unions or associations; journalists and bloggers; film, theatre, and music industry writers, producers and promoters taking decolonizing approaches in their work, productions, and publications for the purpose of appropriately educating Canadians about First Nations, Métis, Inuit women, girls, and 2SLGBTQQIA people by: - ensuring authentic and appropriate representation within media to address negative and discriminatory stereotypes; - ensuring Indigenous people are supported in a trauma-informed and culturally sensitive way when sharing their stories; and - taking meaningful steps to break down stereotypes that hyper-sexualize and demean Indigenous women, girls, and 2SLGBTQQIA people. | 12884 |
| % of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 29 |
| # of social work and associated professionals who participated in education and training sessions or courses about the history and impacts of residential schools. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 2 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 1 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 25 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 25 |
| # of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools. | 40 |

# Education - School Divisions

- Number of partners: 6 of 6 partners submitted a progress report this year
- TRC Calls to Action: 1, 7, 10, 11, 12, 62, 63
- MMIWG2S+ Calls for Justice: 11.1, 11.2, 18.10, 18.11

| Indicator | Number |
|---|---|
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 395 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 62 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 57407 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 57372 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 13022 |
| # of First Nations, Métis, or Inuit language courses or programs created or enhanced. | 18 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 285 |
| # of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools. | 33883 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 29 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 16 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 316 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 915 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 46 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 29 |
| # of public servants who participated in comprehensive Metis-specific training in such areas as trauma care, cultural safety training, anti-racism training, and understanding of Métis culture and history. | 1000 |

| Indicator | Number |
|---|---|
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 62 |
| # of awareness and education programs created with or by Inuit to: - combat the normalization of domestic violence and sexualized violence against Inuit women, girls, and 2SLGBTQQIA people; - to educate men and boys about the unacceptability of violence against Inuit women, girls, and 2SLGBTQQIA people; and - to raise awareness and education about the human rights and First Nations, Métis, Inuit rights of Inuit. | 3 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 145 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 69 |
| # of K-12, Adult Learning, and Post-Secondary teaching professionals who participated in education sessions to utilize First Nations, Métis, and Inuit knowledge and teaching methods in the classroom. | 6386 |
| # of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes. | 235 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 95 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 14473 |
| # of awareness and education programs implemented for First Nations, Métis, and Inuit children and youth about the issues of child grooming for exploitation and sexual exploitation. | 6 |
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 550 |

# Education - Schools and Associations

- Number of partners: 5 of 9 partners submitted a progress report this year

- TRC Calls to Action: 7, 8, 9, 10, 10.i, 10.ii, 10.iii, 10.iv, 10.v, 10.vi, 10.vii, 11, 12, 13, 14, 4.i, 14.ii, 14.iii, 14.iv, 14.v, 15, 45, 62.i, 63, 63.i, 63.ii, 63.iii, 63.iv, 64

- MMIWG2S+ Calls for Justice: 7.3, 11.1, 11.2,

| Indicator | Number |
|---|---|
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 64 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 5 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 3 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 49 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 14 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 3485 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 3485 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 73 |
| # of K-12, Adult Learning, and Post-Secondary teaching professionals who participated in education sessions to utilize First Nations, Métis, and Inuit knowledge and teaching methods in the classroom. | 190 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 136 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 122 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 2185 |

| Indicator | Number |
|---|---|
| # of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools. | 2988 |
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 184 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 3 |
| # of social work and associated professionals who participated in education and training sessions or courses about the history and impacts of residential schools. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 3 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 11 |
| # of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes. | 16 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 9 |
| # of awareness and education programs implemented for First Nations, Métis, and Inuit children and youth about the issues of child grooming for exploitation and sexual exploitation. | 2 |

# Faith

- Number of partners:  3 of 13 partners submitted a progress report this year
- TRC Calls to Action: 48, 49, 59, 60, 60.i
- MMIWG2S+ Calls for Justice: 15.2, 15.4

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 1 |
| # of congregation members who participated in education strategies about their 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 | 665 |

| Indicator | Number |
|---|---|
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 20 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 2 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 9 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 100 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 3 |
| # of clergy and student clergy who participated in education curriculum that included respecting First Nations, Métis, and Inuit spirituality, the history and legacy of residential schools and the role of churches in that system, the history and legacy of religious conflict in Indigenous families and communities, and the responsibility churches have to mitigate such conflicts and prevent spiritual violence. | 3 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 1 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 3 |

# Health and Associations

- Number of partners: 8 of 12 partners submitted a progress report this year

- TRC Calls to Action: 1, 2, 3, 4, 5, 7, 8, 11, 12, 14, 18, 19, 20, 21, 22, 23, 23.i, 23.ii, 23.iii, 24, 33, 43, 44, 57, 62, 63, 66, 69.i, 79, 92, 92.i, 92.ii, 92.iii

- MMIWG2S+ Calls for Justice: 1.1, 3.3, 3.4, 3.5, 3.6, 3.7, 6.1, 6.1.i, 6.1.ii, 6.1.iv, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 12.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 16.41, 17.2, 18.1,18.2, 18.11

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 1027 |

| Indicator | Number |
|---|---|
| # of health care students who participated in required course on First Nations, Métis, and Inuit health issues, the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, and First Nations, Métis, and Inuit health and healing practices. | 712 |
| # of health care professionals who participated in cultural competency training to support and recognize the value of First Nations, Métis, Inuit healing practices and to use them in the treatment of First Nations, Métis, Inuit patients in collaboration with First Nations, Métis, Inuit healers and Elders. | 1807 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 157 |
| # of social work and associated professionals who participated in education and training sessions or courses about the history and impacts of residential schools. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 726 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 985 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 9 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 25 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 24 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 29 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 967 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 607 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 22 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 31 |
| # of First Nations, Métis, Inuit people accessing traditional healing practices and programs within the local Canadian health care system; and through First Nations, Métis, and Inuit healing centres or lodges. | 2419 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 378 |

| Indicator | Number |
|---|---|
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 28 |
| # of outreach activities / events to increase the visibility of sports as an essential component of health and well-being | 2 |
| # of Indigenous communities in Manitoba establishing Lacrosse or sport programming | 2 |
| # of health service providers who participated in learning sessions about the realities and needs of 2SLGBTQQIA people and recognizing substantive human rights dimensions to health service for 2SLGBTQQIA people. | 236 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 175 |

# Indigenous Knowledge and Excellence

- Number of partners: 6 of 11 partners submitted a progress report this year

- TRC Calls to Action: 1, 1.ii, 1.iii, 1.iv, 1.v, 3, 4.ii, 5, 7, 8, 9, 10, 10.iii, 10.iv, 10.vi, 10.vii, 12, 13, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 18, 19, 20, 21, 22, 23.i, 23.ii, 23.iii, 24, 27, 28,33, 40, 41.ii, 42, 43, 44, 45, 45.i, 45.ii, 45.iii, 45.iv, 46, 46.i, 46.ii, 46.iii, 46.iv, 46.v, 46.vi, 47, 48, 48.i, 48.ii, 49, 52.i, 52.ii, 53, 53.i, 53.ii, 53.iii, 53.iv, 54, 55, 55.iii, 55.iv, 55.v, 56, 57, 58, 59, 61,61.i, 61.ii, 61.iii, 62, 62.i, 62.ii, 62.iii, 63.i, 63.ii, 63.iii, 63.iv, 66, 71, 72, 73, 74, 75, 76.ii, 78, 79.iii, 80, 81, 82, 84.i, 84.ii, 84.iii, 85.i, 89, 90,.iv,92, 92.i, 92.ii, 92.iii, 93

- MMIWG2S+ Calls for Justice: 1.1, 1.2.iv, 1.2.v, 1.3, 1.4, 2.1, 2.2, 2.2.i, 2.2.ii, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.7, 4.1, 4.4, 4.5, 4.7, 5,.5.iv, 6.1.ii, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 11.1, 11.2, 13.1, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 16.1, 16.2, 16.23, 16.3, 16.4, 16.5, 16.6, 16.7, 16.18, 16.21, 16.25, 16.27, 16.34, 16.37, 16.46, 17.10, 17.11, 17.24, 17.25, 17.26, 17.3, 18.2, 18.16, 18.26, 18.27, 18.28

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 5744 |
| # of law students who participated in required course Indigenous people and the law: history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations | 93 |
| # of congregation members who participated in education strategies about their 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 | 14 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 705 |

| Indicator | Number |
|---|---|
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 2115 |
| # of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within my organization or group, or within the development and implementation of a regional or local strategy. | 24 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 33 |
| # of amended or new, practices or policies adopted by my organization that recognize Indigenous rights, respond to the priorities of First Nations, Métis, and Inuit, and increase access and inclusion of First Nations, Métis, and Inuit, including the rights, priorities, and inclusion of Indigenous women, girls, and 2SLGBTQQIA people. | 8 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 235 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 57 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 63 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 15 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 12 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 12 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 1 |
| # of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes. | 3 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 126 |
| # of journalism stories or editorials; film or play productions; or publications created by media outlets, unions or associations; journalists and bloggers; film, theatre, and music industry writers, producers and promoters taking decolonizing approaches in their work, productions, and publications for the purpose of appropriately educating Canadians about First Nations, Métis, Inuit women, girls, and 2SLGBTQQIA people by: - ensuring authentic and appropriate representation within media to address negative and discriminatory stereotypes; - ensuring Indigenous people are supported in a trauma-informed and culturally sensitive way when sharing their stories; and - taking meaningful steps to break down stereotypes that hyper-sexualize and demean Indigenous women, girls, and 2SLGBTQQIA people. | 1 |
| # of services or processes established for the purpose and necessity of creating cultural-safety through inclusion of First Nations, Métis, and Inuit languages, laws and protocols, governance, spirituality, or religion. | 48 |

| Indicator | Number |
|---|---|
| # of legal professionals who participated in cultural competency training including the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. Including First Nations, Métis, Inuit cultures and histories, and contemporary realities. | 92 |
| # of K-12, Adult Learning, and Post-Secondary teaching professionals who participated in education sessions to utilize First Nations, Métis, and Inuit knowledge and teaching methods in the classroom. | 630 |
| # of K-12, Adult Learning, and Post-Secondary students engaged in critical thinking, purposeful reflection, and dialogue around the perceptions and lived realities of First Nations, Métis, and Inuit women, girls, and 2SLGBTQQIA people. | 4 |
| # of activities initiated by my group or organization to formally advocate for First Nations, Métis, Inuit, and 2SLGBTQQIA rights (justice, economic development, child welfare, legal, denounce violence, education, environment, languages, housing, or health and healing). | 130 |
| # of health care professionals who participated in cultural competency training to support and recognize the value of First Nations, Métis, Inuit healing practices and to use them in the treatment of First Nations, Métis, Inuit patients in collaboration with First Nations, Métis, Inuit healers and Elders. | 1 |
| # of First Nations, Métis, Inuit people accessing traditional healing practices and programs within the local Canadian health care system; and through First Nations, Métis, and Inuit healing centres or lodges. | 1 |
| # of outreach activities / events to increase the visibility of sports as an essential component of health and well-being | 5 |
| # of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within a First Nations, Métis, Inuit context (including an understanding of 2SLGBTQQIA identities and First Nations, Métis, Inuit understandings of gender and sexual orientation). | 65 |

# Media

- Number of partners:  1 of 3 partners submitted a progress report this year
- TRC Calls to Action: 85, 85.i, 85.ii
- MMIWG2S+ Calls for Justice: 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

| Indicator | Number |
|---|---|
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 96 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 22 |

| Indicator | Number |
|---|---|
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 8 |

# Museums and Galleries

- Number of partners: 5 of 9 partners submitted a progress report this year
- TRC Calls to Action: 62, 63, 63.i, 65, 66, 67, 68, 69, 70, 77, 78, 80, 82, 83, 92

| Indicator | Number |
|---|---|
| # of employees or members who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Aboriginal-Crown relationship, distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, Inuit. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 48 |
| # of collaborations with First Nations, Métis, Inuit, and 2SLGBTQQIA people, Elders, Knowledge Keepers, and Cultural Providers to develop and/or implement curriculum, strategies, protocols, processes, projects, or programs. | 4 |
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 1363 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce | 14 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system. | 3 |
| # of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year. | 3 |
| # of K-12 students participating in age-appropriate curriculum on residential schools, Treaties, and First Nations, Métis, and Inuit histories and contemporary contributions to Canada. | 20251 |
| # of K-12 students building capacity for intercultural understanding, empathy, and mutual respect | 18406 |
| # of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories. | 3 |
| # of public servants who participated in education sessions about the history and legacy of residential schools, UNDRIP, Treaties and Aboriginal rights, Indigenous law, or Aboriginal-Crown relations. Decolonizing by learning the true history of Canada, and learning First Nations, Métis, and Inuit history in your local area. | 1 |
| # of employees or members who committed to developing knowledge and read the Final Report of the National Inquiry into Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA people, including the report section on “Defining Genocide”. | 2 |
| # of partnerships with or between First Nations, Métis, and Inuit, groups or governments that resulted in the creation of agreements, policies, legislation, processes, or programs. | 1 |

# Sport and Athletics

- Number of partners: 1 of 4 partners submitted a progress report this year
- Calls to Action: 87, 88, 89, 90, 91

| Indicator | Number |
|---|---|
| # of activities / events to increase the visibility of First Nations, Métis, and Inuit contributions, experiences, values, culture, languages, and/ or teachings to bridge understanding between Indigenous and non-Indigenous communities. | 1 |
| # of outreach activities / events to increase the visibility of sports as an essential component of health and well-being | 14 |

# ACCORD PARTNERS

## PARTENAIRE DE L'ENTENTE

*Newest Partners in **bold**, as of June 28, 2022*

1JustCity
Aboriginal Council of Winnipeg
Aboriginal Peoples Television Network (APTN)
**Albert House Inc.**
Anglican Diocese of Rupert's Land
Art City Inc.
Assembly of First Nations, Manitoba Region
Assembly of Manitoba Chiefs
Assiniboine Credit Union
Assiniboine Park Conservancy
Association of Fundraising Professionals, Manitoba Chapter
Association of Manitoba Archives
Association of Regulated Nurses of Manitoba
Balmoral Hall School
Bernadette Smith, MLA for Point Douglas
Big Brothers Big Sisters of Winnipeg
Booth University College
Boys and Girls Clubs of Winnipeg
Brokenhead Ojibway Nation, Chief Jim Bear
Building Urban Industries for Local Development (BUILD)
Canada Life
Canadian Footwear
Canadian Museum for Human Rights
CAO, on behalf of the City of Winnipeg
Career Trek
CentrePort Canada
Cheryl Gork
**Children's Hospital Foundation of Manitoba**
Circle of Life Thunderbird House
Circles for Reconciliation
**College of Registered Psychiatric Nurses of Manitoba**
Continental Travel Group
Councillor Brian Mayes
Councillor Cindy Gilroy
Councillor Devi Sharma
Councillor Janice Lukes
Councillor Jason Schreyer
Councillor Jeff Browaty
Councillor John Orlikow
Councillor Kevin Klein
Councillor Markus Chambers
Councillor Matt Allard
Councillor Ross Eadie
Councillor Scott Gillingham
Councillor Sherri Rollins
Councillor Vivian Santos
Creative Manitoba
Crescent Fort Rouge United Church
Cushman & Wakefield | Stevenson
Downtown Winnipeg Biz
Economic Development Winnipeg
Education Canada Group - Robertson College
Elder Lucy Guiboche
**Emerge Knowledge Design Inc.**
Enabling Access Inc.
End Homelessness Winnipeg
FASD Life's Journey Inc.
Festival du Voyageur
First Nations Child & Family Caring Society of Canada
Folklorama
Frontier College
ft3 Architecture Landscape Interior Design
Futurpreneur Canada

Gas Station Arts Centre
Glenlawn Collegiate
Gonzaga Middle School
Green Action Centre Inc.
High Tea Bakery
HTFC Planning & Design
Immigrant and Refugee Community Organization of Manitoba
Immigrant Centre Manitoba
Immigration Partnership Winnipeg
Indigeno Travel
Indigenous Chamber of Commerce
Infinyt Development Group
Inspire Community Outreach
International College of Manitoba
Investors Group
James Allum, MLA
Japanese Cultural Association of Manitoba Inc.
Jeff Palmer
Jessica Dumas Coaching & Training
John G. Stewart School (RETSD)
Ka Ni Kanichihk
KAIROS Canada Cambrian Agassiz Region
**KIDTHINK Children's Mental Health Centre Inc.**
Kimberley Puhach
**Knowledge Bureau**
KPMG LLP
Legal Centre of Winnipeg Inc.
Lindsay Somers Lifestyle Health
Little Bluestem Landscape Architecture + Design
**LM Architectural Group**
Long Plain First Nation, Chief Dennis Meeches
Louis Riel School Division
Manitoba Aboriginal Sports & Recreation Council
**Manitoba Aerospace**
**Manitoba Archaeological Society**
Manitoba Association of Parent Councils
Manitoba Bar Association
Manitoba Blue Cross
Manitoba Buddhist Temple
**Manitoba Chamber Orchestra**
Manitoba Chambers of Commerce
Manitoba Children's Museum
Manitoba College of Social Workers
Manitoba Construction Sector Council
Manitoba Heavy Construction Association
Manitoba Institute of Trades and Technology
Manitoba Inuit Association
**Manitoba Keewatinowi Okimakanak**
Manitoba Lacrosse Hall of Fame and Museum
**Manitoba Lodges and Outfitters Association**
Manitoba Northwestern Ontario Synod-Evangelical Lutheran Church in Canada
Manitoba Teachers' Society
Manitobah Mukluks
Marcia and Myla Anderson
Marymound
Matt Wiebe, MLA for Concordia
Mayor, on behalf of the City of Winnipeg
Mediation Services
Mennonite Central Committee Manitoba
Mennonite Church Manitoba
Mex Y Can Association of Manitoba
**MMIWG2S+ Advisory Committee**
Momenta Inc.
**Mosaic Newcomer Family Resource Network**
Mother Earth Recycling
Nahanni Fontaine, MLA for St. Johns
Ndinawemaaganag Endaawaad Inc
North End Community Renewal Corporation
North End Family Centre
North Point Douglas Women's Centre
Ogniwo Polish Museum
**Opportunities for Employment**
**Payworks**
Pembina Active Living 55+
Pembina Trails School Division

Prairie Theatre Exchange
Purpose Construction
Rady Faculty of Health Sciences, University of Manitoba
RBC Convention Centre Winnipeg
Red River College
Red River Lacrosse Association
Red Road Lodge
Returning to Spirit - Reconciliation Workshops
Richard Craig (Individual)
River East Church
River East Transcona School Division
Rob Altemeyer, MLA for Wolesely
Rotary Club of Winnipeg
**Royal Aviation Museum of Western Canada**
Royal Manitoba Theatre Centre
Royal Winnipeg Ballet
Running Deer Resources
Salvation Army
Sandy Bay Ojibway First Nation, Chief Lance Roulette,
Sara Riel Inc.
Sarasvati Productions
Seed Winnipeg
Seven Oaks School Division
Share the Gifts-Honour the Treaties
Siloam Mission
**Sioux Valley Dakota Nation**
Social Planning Council
Solara Remote Data Delivery Inc.
Southeast Collegiate
Southern Chiefs' Organization
Sport Manitoba
St. Andrews Society of Winnipeg
St. James Anglican Church
St. James Assiniboia School Division
St. Boniface Street Links
**Stantec**
Success Skills Centre
Summit Search Group
**Taylor McCaffrey LLP**
The First Unitarian Universalist Church of Winnipeg
The Forks Renewal Corporation
The Lung Association, Manitoba
The Manitoba Museum
The North West Company
The Rainbow Harmony Project Choir
The Winnipeg Art Gallery
The Winnipeg Foundation
The WRENCH
Transcona Museum
**Treaty One**
**Treaty One Development Corporation**
Treaty Relations Commission of Manitoba
**Tribal Councils Investment Group of Manitoba Ltd.**
**Tunngasugit**
Two-Spirited People of Manitoba Inc.
U Multicultural
United Way Winnipeg
Universite de Saint-Boniface
University of Manitoba
University of Winnipeg
Urban Systems Ltd.
Victor Mager - Dakota Collegiate Community Gardens
**Vincent Massey Collegiate**
Wab Kinew, MLA Fort Rouge
WAPSO-IFPTE 162
Willowlake Baptist Church
**Winnipeg Airports Authority**
Winnipeg Arts Council
Winnipeg Boldness Project
Winnipeg Chamber of Commerce
**Winnipeg Committee for Safety (City of Wpg)**
Winnipeg Fire Paramedic Service
Winnipeg Folk Festival
Winnipeg Free Press
Winnipeg Police Service
**Winnipeg Railway Museum**

Winnipeg Regional Health Authority
Winnipeg School Division
Winnipeg Symphony Orchestra
Winnipeg Trails Association
Winnipeg Transit
Winnipeg United Churches' TRC Action Group
Wolseley Family Place
Women Healing for Change
World Trade Centre Winnipeg
Young Lungs Dance Exchange`
Youth for Christ Winnipeg
Youth1st Lacrosse

Prepared by




**Indigenous Relations**
**Relations avec les Autochtones**

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