Winnipeg

Indigenous Relations
Relations avec les Autochtones



Winnipeg Indigenous Accord

Partner Goals & Progress Report

June 2025

Blanket ceremony

Blanket made by: Neepekan Hunt

On June 1, 2024, the Indigenous Relations Division hosted a celebration ceremony for the renaming of Bishop Grandin to Abinojii Mikanah. The day concluded with remarks from Elders of the Indigenous Knowledge Naming Circle and a blanket ceremony to complete the circle of this naming journey. The blankets presented to the Elders represent the story which illuminates the name, Abinojii Mikanah – they depict children walking the sacred Red Road, to healing. They show the children in the light of an orange sunset, representing Orange Shirt Day, and the significance of the residential school experience. And, they are bordered by the City of Winnipeg colours – reminding us that this is a story which affects all of us.

“The renaming of Abinojii Mikanah is a tribute to all survivors of the residential school system and the little ancestors who never made it home. A way of honoring the children past and present, from coast to coast.”

– Elder Joan Winning (Sagkeeng First Nation), Indigenous Knowledge Naming Circle



Cover photo: Gin Ouskun Photography

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Message from the Mayor

Message from the Mayor, Scott Gillingham



This past year has been a momentous one for Winnipeg's Journey of Reconciliation. There was mourning for the loss of two great leaders, Grand Chief Cathy Merrick and the Honourable Murray Sinclair. There was learning, as we reflected on colonialism's impact on First Nations, the Red River Métis Nation, and the Inuit Nunangat (homeland) since the founding of the City of Winnipeg. There was also renewal and reclamation of truth, as Indigenous Elders led the historic re-naming of Abinojii Mikanah.

The Winnipeg Indigenous Accord provides inspiration, space, and support for this Journey of Reconciliation. The Accord helps keep Partners focused on the Truth and Reconciliation Commission's Calls to Action. It commits us to act on the Calls for Justice for Missing and Murdered Indigenous Women and Girls and Two-Spirit Peoples (MMIWG2S+). And, it calls on us to respect the United Nations Declaration on the Rights of Indigenous Peoples.

For the City of Winnipeg, a highlight of 2024 was the new Greenspace Plan and Biodiversity Policy. The City agreed to co-develop this Plan and Policy with Indigenous partners, including the Assembly of Manitoba Chiefs, the Manitoba Keewatinowi Okimakanak, the Manitoba Métis Federation, the Southern Chiefs' Organization, the Treaty One Nation, and the Tunngasugit-Inuit Resource Centre. Together, we will work to protect, enhance, and restore shared greenspaces for future generations. This is a truly historic collaboration, which honours Indigenous lands, traditions, stewardship, and knowledge.

In the pages of this report, you'll find countless inspiring examples of Winnipeg Indigenous Accord Partners building meaningful and respectful relationships. There is more to be done in many areas. The Accord encourages us to work for the preservation and celebration of Indigenous cultures, languages, and heritage. It urges support for improved housing, employment opportunities, and community safety. It advocates for greater inclusiveness in planning, hiring, and procurement strategies. Not least, it calls for more spaces for healing from historic and ongoing injustices.

All of these matter to me, and to Winnipeg City Council. It is crucial that we continue working together as a community, on all these fronts. The Winnipeg Indigenous Accord is creating and sustaining conversations that help us do so. I want to thank every Partner who is taking part in this movement. Most of all, I am grateful to the Elders, Knowledge Keepers, Indigenous government leaders, community leaders, and residents whose insights and generosity make the Accord itself possible. Because it is a living process, and you are its life.

I. Accord Partner Annual Progress Reports

Arts, Culture and Heritage

Assiniboine Park Conservancy

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

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:

In 2024, the Assiniboine Park Conservancy (APC) continued to advance its commitment to reconciliation and meaningful engagement with Indigenous communities through a range of partnerships, programs, and initiatives.

APC engaged Spirited Ways Consulting (SWC) to support its ongoing reconciliation journey. Since being awarded the contract, SWC has conducted individual meetings with APC leadership, the Indigenous Programming Advisory Circle, and the CEO, resulting in a set of observations and recommendations to guide future actions. Rhonda Forgues of SWC will remain on contract in 2025 as a consultant to APC's CEO and leadership team. APC's leadership also continues to work with the Indigenous Programming Advisory Circle (IPAC) to receive advice and support on programming and ceremony in the park.

The Summer Entertainment Series (SES), a free outdoor community program, once again highlighted Indigenous and Métis performers, including a partnership with the sākihiwē festival that featured Ernest Monais and the Joe Maxim Band, drawing over 360 attendees. Indigenous Peoples Day began with opening words by Jeannie White Bird and included cultural programming such as "Tamarack Bark and the Good it Brings," offering visitors a hands-on educational experience. Canada Day programming opened with a Citizenship Ceremony for 30 new Canadians and a prayer and song by Elder Winston Wuttunee.

The summer display, The Garden of Healing, at The Leaf was designed by Indigenous artists, Carmen Grey and Mamie Griffith. It was a conceptual piece that acted as a visual testament to the limitless healing potential of nature. Using a blend of medicinal and sacred plants arranged in a contemporary floral installation, the artists sought to create an immersive experience of personal healing and connection to the land
APC's Conservation & Research team collaborated with the Seal River Watershed Alliance to involve

Indigenous Guardians and Elders in Arctic seal research and is currently engaging with the Manitoba Métis Federation for future initiatives.
Seasonal sacred fires continued at the Indigenous Peoples Garden, where teachings were shared with the public, further embedding cultural practice into the Park's landscape.
APC also continued to support Indigenous entrepreneurs through the Leaf Gift Shop, which features works by Indigenous artists and vendors.

In partnership with the Seven Oaks School Division, APC hosted the fourth year of Ndibaajimomin Ejhi Waabamaang (Indigenous Youth Storytelling Program – IYSP). Fourteen Indigenous youth participated in land-based and cultural teachings such as fire teachings, big drum teachings, traditional games, and ceremonies. They also collaborated with Kablunagajuk artist Kale Sheppard to produce four murals now displayed in the Nature Playground. This year, the program introduced the "Circle of Courage" framework—belonging, mastery, independence, and generosity—to empower youth voices and ensure the program continues to evolve in meaningful and responsive ways. The program aims to strengthen identity, foster intergenerational relationships, and deepen connections with all of Creation.
Together, these efforts support APC's deepening relationships with Indigenous communities and ongoing commitment to learning, collaboration, and reconciliation.

Creative Manitoba

Calls to Action: 10.iii, 48.i, 48.ii, 62.ii, 63.iii, 84.i, 84.ii, 85.i, 92.ii

Calls for Justice: 2.1, 2.5, 2.7, 4.4

Goals:

Creative Manitoba is committed to supporting the growth and development of Indigenous Artists' careers through continued partnerships and programming created in collaboration with Indigenous Artists, Knowledge Keepers and Cultural workers in the Arts and Culture Sector.

Our goal is to inspire Indigenous Artists through the building of relationships celebrating Indigenous voices, and by creating a greater understanding of Indigenous artists' processes and protocols in the non-Indigenous art world as we decolonize cultural spaces.

We will continue to develop partnerships with Indigenous artists, groups, and organizations, strengthening community relations, and craft our programming specific to the skills and knowledge requested by the community both in the urban centres and in the Northern communities.

Creative Manitoba is committed to strengthen, represent, and connect Manitoba's arts and creative industries. Empowering Indigenous Artists through entrepreneurship training, teaching artists how to sustain themselves creatively, financially, and holistically as they make their voices heard on their creative journeys.

Our Progress:

Creative Manitoba's Indigenous Programs, held a total of 10 workshops, engaging 249 registrants, with 156 people, or 61%, self-identifying as Indigenous. We were able to pay CARFAC rates to 28 Instructors, Indigenous Elders, Knowledge keepers, cultural workers, administrators, curators, and artists who led our workshops.

Highlights

Urban Art Biz – Season 4 Our fourth season of UAB, brought inspiration, information, and practical knowledge presented in a casual interview style, much like eavesdropping at your Aunties' kitchen table. Each workshop providing a new set of skills and understanding to further the careers of Indigenous artists and Traditional craftspeople in their goals of self-sufficiency, creative expression and fulfillment.
Episode 1 – Canada Council For The Arts – Creating Knowing Sharing Grants for Indigenous Artists
Guest- JL Watson and Meaghan Fairfax Program Officers
Episode 2 – Pitching a Show to Urban Shaman Gallery – Justin Bear L'Arrivee Artistic Director
Episode 3 – Diversifying Your Market – Storm Angeconeb and Jordan Stranger
Episode 4 – Becoming a Workshop Facilitator – Kiana Fontaine, Jessie Jannuska, Fred Spence
Episode 5 – Neurodivergence in Indigenous Arts – Claire Johnston, Frances Koncan, Jackie Traverse

Beyond the Studio with Anishinaabe Girl Designs founder and creator Shauna Fontaine. Shauna led participants through a two-day workshop beginning with her personal story as a jewelry maker and the dream to have her own bricks and mortar storefront, then led participants through the process. Sharing information on being a vendor in markets, to organizing markets, creating a space for online sales and operating a storefront. Covering topics from registering your business, finding markets, creating venues, Insurance, supporting social causes, digital platforms, POS options, Business plans, Overhead, Pricing your work, product management, Branding, Marketing, contracts, taxes, and financials. It was an incredible two days filled with an inspiring crash course on becoming an entrepreneur.

How to Pitch Your TV Show with screenwriter, showrunner, and comedian Amber-Sekowan Daniels – Presented in partnership with the Winnipeg Indigenous Filmmakers Collective. Amber is the creator and showrunner of the coming-of-age comedy Don't Even for Crave and APTN. This two-day workshop allowed writers to expand on their concepts for television series from pitch through pre-development to development. Covering topics from: What makes a good pitch, the story engine, next steps on meeting with agents and lawyers, timelines and outcomes, what happens when a project gets green-lit. Culminating in an opportunity to hone and carve their idea into something they can sell to a network.

Northern Arts Workshop Series a series of nine workshops developed and presented in partnership with ImagiNorthern and Food & Beverage Manitoba. ImagiNorthern endeavours to build a thriving, inclusive arts and cultural sector that plays a profound role in a diversified Northern economy. Creative Manitoba presented the following workshops to amplify the convergence of visual artists, makers, photographers, musicians, culinary artists and creatives of all styles who make up the North's creative canvas.

Be Prepared Not Scared Get Food Safe Ready For the Health Inspector
Grants for Northern Artists with Manitoba Arts Council
How to Sell at a Farmers Market
Running a Community Farmers Market
Marketing and Promotions Training for Northern Artists
Proposal and Grant Writing for Northern Artists w/ Alan Greyeyes
Reflections of the Northern Spirit
Connecting the Imagine Northern Network Through Storytelling

One of Creative Manitoba's goals is to offer services in kind, through use of our space, to Indigenous organizations presenting programming for Indigenous artists as a means of supporting community.

Spirit of the Story: Indigenous Youth Film and Music Production Training developed and presented by Kejic Productions is an ongoing year-long program that ran twice a week for Winnipeg-based Indigenous youth (ages 16 - 25), from May 2024-until April 2025. The program provided training and mentorship from Indigenous industry professionals and allies to 20 youth. Participants worked individually and in small teams to produce their short films (fiction and factual), podcasts, songs, and music videos exploring Indigenous themes and issues. Learning about camera operation, lighting, audio, script writing, directing, music producing and editing — all while building capacity in the multimedia industry, reclaiming narrative sovereignty and encouraging cultural healing for Indigenous youth.

Each year, Creative Manitoba creates deeper relationships and opportunities for Indigenous Artists and creatives to develop and promote their entrepreneurial skills. We strive to implement a greater understanding of Indigenous Artists' processes, protocols, and ways of respectful engagement, creating a

way for artists to discover new ways to financial and economic stability with their work, while decolonizing the colonial constructs of our art and cultural sector.

Festival du Voyageur

Calls to Action: 10.ii, 10.iii, 10.iv, 10.vii, 13, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 15, 45.ii, 48.iii, 57, 62, 62.i, 62.ii, 62.iii, 63, 63.i, 63.ii, 63.iii, 65, 66, 92, 92.i, 92.ii, 92.iii

Calls for Justice: 2.1, 2.2, 2.2.i, 2.2.ii, 2.3, 2.4, 2.5, 2.7, 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv, 11.1, 11.2, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 17.1, 17.2, 17.8, 17.11, 17.15, 17.18, 17.24, 17.25, 17.26, 18.1, 18.2, 18.10, 18.11, 18.15, 18.17

Goals:

- Review our hiring and HR practices and policies to ensure there are no barriers, real or perceived, toward members of the Indigenous community in every department;
- More inclusion of Indigenous languages in park signage during the Festival;
- Plan & continue a review of our heritage & education program to ensure Indigenous perspectives are reflected;
- Develop more partnerships with Indigenous groups & organizations to strengthen community relations;
- Build a permanent Indigenous-led and historically inspired structure at Whittier Park to acknowledge Indigenous relations during the fur trade era;

Continuing:

- Acknowledge the Indigenous land that Fort Gibraltar and our festival is located on and educate the public on Treaty No.1;
- Formalize inclusion of Treaty No. 1 and Indigenous land acknowledgment on our website and in all our events;
- Reflect and develop Indigenous consultation group that will meet at least 4 times per year;
- Continue more inclusion of Indigenous artists in Festival du Voyageur programming; Festival du Voyageur supports UNDRIP, the Truth and Reconciliation Commission of Canada: Calls to Action.
- Here are some of the Calls that we support specifically with the intention of implementing into our organization commencing in 2020, 2021 and actively working towards in years to come:

<u>UNDRIP:</u>

45) ii. Adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.

48) iii. Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.

57) We call upon federal, provincial, territorial, and municipal governments to provide education to public servants 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. (We will be the ones to help educate the public on these above listed things)

84) i. Increasing Aboriginal programming, including Aboriginal-language speakers.

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:

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.

Our Progress:

This year, we celebrated Indigenous Peoples Day with an event, Toot Aasaamb, on June 21, 2024. The evening featured performances by Métis and First Nations artists, and we were proud to partner with Union Nationale Métisse Saint Joseph du Manitoba. In the fall, we hosted our annual fall feast in collaboration with the Assembly of Manitoba Chiefs.

For Festival du Voyageur 2025, approximately 20% of our artists were Indigenous. We also marked Louis Riel Day with a series of meaningful activities, including a "Brunch with the Bannock Babes," a group of Indigenous drag artists based in Treaty 1, and a genealogy workshop and presentation featuring a large-scale map of the Lake Winnipeg watershed in partnership with the Lake Winnipeg Indigenous Collective.

On Louis Riel Day, we also held a ceremony to honor MMIWG, with Indigenous artist Jaime Black and a drum group led by Coco Ray Stevensen. Our opening ceremony was marked by a choir of students from Riverbend Community School, who performed in Anishinaabemowin, while the closing ceremony featured a Friendship Dance with Spirit Sand Singers.

Our Indigenous programming at the winter camp was led by early childhood diploma students from Urban Circle Training Centre for our school program, and by Indigenous facilitators from the Winnipeg Art Gallery for the public program. We also hosted a hide tanning workshop, taught by Métis artist Christel Lanthier.

Festival du Voyageur is dedicated to working closely with Indigenous peoples and communities to continue expanding our Indigenous programming and strengthen our relationships within the community.

Folklorama

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

Goals 1 and 2 are ongoing goals that have seen progress since our original signing of Winnipeg's Indigenous Accord. Goal 3 (including the addition of a Water Acknowledgement) has been implemented publicly and internally at Folklorama through policy and is therefore considered to be complete.

Now that our Strategic Plan has been finalized, we will update our goals with the following (further details contained under the Call 92.iii report):

New Goal:

3) Engage an Indigenous consultant to work towards reconciliation framework for Folklorama and implement meaningful changes in all our departments.

Our Progress:

Introduction

Folklorama has remained a committed partner to Winnipeg's Indigenous Accord and its goals since joining as original signatories in 2017. Our recently revised mission of "bringing people together by sharing ethno-cultural experiences and education" has reinvigorated us further and Indigenous cultural representation and reconciliation remain top of mind.

We are pleased to provide an update on the progress we made in 2024, relative to our Calls to Action and building pathways through our year-round programming, social media channels, internal policies, and, of course, the flagship Folklorama Festival.

Calls 63.ii and 66

Ethno-cultural education is a cornerstone of Folklorama's mission, especially related to youth. Throughout the year, our Ethno-Cultural Arts division consulted and collaborated with Indigenous artists to develop 15 "Folklorama at School" events to educate, promote, and break down barriers for students across Manitoba. Though there were fewer school events held compared to 2023, programming impacted approximately 5,000 students, an increase of 2,000 year over year. Education continued in the community at large with 81 additional bookings for Indigenous artists, performers, and storytellers, growing from 61 bookings in 2023. This includes participation of Aboriginal School of Dance and Elder Barbara Nepinak at the Casinos of Winnipeg Folklorama Kick-Off, held on Saturday, July 27, 2024.

Call 92.iii

Folklorama initiated its five (5)-year Strategic Plan in 2024, with one of our goals being to engage an Indigenous consultant to work towards reconciliation framework for Folklorama. This goal was created with input from our members and stakeholders on how they would like to see Indigenous voices and perspectives further represented across the organization. The work on this has not yet started, however we anticipate this project to begin in late 2025 or early 2026. During this process, we will conduct a comprehensive audit of the Folklorama organization from a reconciliation perspective and then implement meaningful changes in all our departments.

In March 2024, Folklorama proudly committed to a local psychology-based initiative, #CelebrateEverything, that improves inclusion in our city and brings the community together. #CelebrateEverything recognizes cultural celebrations of all Manitobans, over and above traditionally celebrated holidays, moving to become truly multicultural. Our Human Resources policies has been updated to allow staff to take up to two (2) additional days off per year to participate in their own cultural, spiritual, or religious holiday celebrations, including Indigenous days of importance. This updated policy has been well-received by staff and speaks to our commitment to our values: respect for people, appreciation for diversity, integrity, and respect for culture overall. Folklorama has previously acknowledged National Indigenous People's Day and National Day for Truth and Reconciliation and is now further amplifying these important dates through #CelebrateEverything, with special e-signatures for all Folklorama staff and improved internal education on the importance of these dates.

We are currently undergoing a fulsome diversity, equity, and inclusion (DEI) audit that will create overarching policies and procedures that advise the work that we do. Folklorama completed an extensive Human Resources policy review in late 2024 and standards have been set for DEI from a recruitment and employee relations standpoint. These policies have informally been in place, however having formal written policies will ensure that the organization remains accountable and that all processes are standardized.

Plans for 2025 include cross-cultural communication training for Folklorama's staff and Board to ensure sensitivity to all ethno-cultures, including Indigenous peoples.

Folklorama is a proud of its hotel partnership with Wyndham Garden Winnipeg Airport Hotel, located on the first Urban Reserve in Winnipeg, the Long Plain Madison Reserve on Treaty 1 territory. We have been an Industry Partner of Indigenous Tourism Manitoba (ITM) since 2023, and three (3) staff members attended the ITM Conference in September 2025, where we participated in focus groups to generate ideas for the creation of their strategic plan.

Beyond the Calls

During the 2024 Festival, Folklorama was pleased to have the First Nations Pavilion, presented by Neemu-Egwah Inc., participate in Week 1 of the Festival. Folklorama Pavilions educate the public through educational cultural displays, oral stories, dazzling performances, delicious food and beverages, community celebration, and camaraderie. 14 tour groups visited this Pavilion through our Group Tours program, with 33 shows taking place during the Festival.

In 2024, there were a total of 12 static posts on Folklorama's social media channels featuring Indigenous content, including two (2) features in June for National Indigenous History Month (more details below). In 2023, we provided more detailed numbers for this report and will do so again in 2025 now that we have completed hiring for our marketing team. Content shared included member profiles; re-shares and re-posts of member content; highlights, reels, and promotional material related to the First Nations Pavilion; and a call-out on National Day for Truth and Reconciliation.

Folklorama publicly acknowledges National Indigenous People's 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. In June 2024, our marketing team shared a full-length story featuring our member, Buffy Handel. This story included discussion of significant contributions of Indigenous People to Manitoba's history and culture, roles of traditional knowledge and environmental stewardship in today's society, and how non-Indigenous people can celebrate National Indigenous People's Day respectfully. We will continue to share Indigenous cultural understanding with the community to educate and celebrate their valuable contributions and to foster deeper conversations.

Folklorama once again partnered with Manitoba Hydro to deliver on Folklorama's Northern Manitoba Initiative, aiming to provide entertainment and culturally immersive activities for those in northern communities. In April and September 2024, Folklorama travelled to Pinaymootang First Nation in Fairford, Manitoba to provide ethno-cultural experiences for members of the First Nation. Though the ethno-cultural programming itself was not Indigenous based, it provided an opportunity for our performing members to connect with Pinaymootang residents through sharing of culture. Members of the Chilean, Ghanaian, Latin American, and Polynesian communities engaged in cooking demonstrations, interactive song and dance, and held performances for residents. We will collaborate with Manitoba Hydro on this important initiative throughout 2025 and cultivate connections between Indigenous peoples and the many ethno-cultures that make up Manitoba as part of our plans for reconciliation and cultural understanding.

Additionally, in January 2025, Folklorama was honoured to take part in the Fleurs de Villes – "Artiste" exhibit at The Leaf. The floral mannequin co-created by Buffy Handel and florist Fache Florals tied for second place in "Best in Show" and third place for "Public's Choice." Posts about this installation, which highlighted the significance of the hoop dance, had above average engagement amongst our followers. We have included a photo of the installation, which incorporated rainbow corn, beans, strawflower, bullrush, and dogwood to recreate the details of the beaded regalia and hoops.

As of March 2025, Folklorama has six (6) Indigenous members active in its membership roster. Indigenous groups, performers, and individuals are welcome to apply for membership with the organization anytime.



Manitoba Archaeological Society

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:

The Manitoba Archaeological Society (MAS) joined the WIA in 2022. The MAS' goals regarding the TRC Calls to Action include expanding 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 educational presentations/events on archaeology and Indigenous history and prehistory.

The MAS' 2024 TRC Actions (Calls to Action 10.iii, 12, 62.i, and 92.i) included updating our land acknowledgement, presenting at conferences, helping with museum collection curation, assisting the public in research and Indigenous artifact identification, and continued work on archaeological projects with Canupawakpa Dakota Nation and Brandon University.

One of the first activities of the MAS in 2024 was to update our Indigenous Land Acknowledgement to recognize that Indigenous people were inhabiting the New World many thousands of years before the people who used "Clovis" projectile points (ca. 13,000 years ago). This was shared with our membership via social media and email. The updated Land Acknowledgement will also appear on upcoming volumes of the Manitoba Archaeological Journal and the MAS Newsletter.

In the spring, MAS President, Ms. Alicia Gooden, spoke at the 10th annual Turtle Mountain Souris Plains Heritage Association Conference regarding updating language used in museum displays describing Indigenous artifacts. Recommendations included changing general vernacular and identifying the Indigenous community or group that the artifacts most likely came from. Speaking with Elders and Knowledge-Keepers about their culture, history, and language is top priority. Some Boissevain museums may be working with the MAS in the future to help update their displays.

Also in the spring, University of Manitoba (U of M) student representative, Jay Macey, helped organize the University of Manitoba Anthropology Student's Association (UMASA) Academic Conference. MAS Council member, Dr. Sara Halwas, and former U of M student representative (now Second Vice President), Mr. Caleb Cantelon, occupied an informational booth during the weekend conference; they provided students with advice and reading materials about how to study, volunteer for, and work with Indigenous history in Manitoba archaeology.

In the summer, Dr. Halwas and longtime MAS member/CRM firm owner, Mark Paxton-MacRae provided artifact identifications for the Curry Collection at the Pilot Mound Museum. In the fall, Ms. Gooden helped MAS members with their research into the Desjarlais Trail excavations and the Winnipeg Floodway Project archaeological sites. The MAS continues to promote discussions about Indigenous history and artifacts on our social media, and provided free artifact identification at our annual Conference in November.

MAS Treasurer and Brandon University (BU) archaeologist, Dr. Mary Malainey, has continued her work with Canupawakpa Dakota Nation Knowledge-Keeper Greg Chatkana and BU Geologist Dr. Hamid Mumin on the possible use of locally available red dolomite in place of catlinite pipestone from southwest Minnesota. Archaeological, historic, and ethnographic records show Indigenous people obtained material from a small number of pipestone quarries. Of these, only a few contain material that is red in colour. In one afternoon, members of BU, MAS and Canupawakpa Dakota Nation collected over 22.5 kg (50 lbs) of red dolomite from gravel pits between Pipestone and Cromer, Manitoba. X-ray diffraction analyses conducted in 2024 demonstrate this red dolomite varies in composition. This work is expanding to include more distant dolomite/pipestone sources and their use by Dakota Nation and other Indigenous groups. We recently learned that red dolomite occurs along Pipestone Creek in Saskatchewan south of Fleming. Historic

accounts refer to an outcrop of red stone used for making pipes in Lake Manitoba and we hope to collect samples from the area.

During the summer of 2024, Dr. Malainey and MAS member Krisztina Malisza performed the non-destructive analysis of artifacts identified as catlinite in museum and university collections in Manitoba, Saskatchewan and Alberta. Portable X-ray diffraction analyses showed that some of the red pipestone is actually red dolomite, not catlinite. Similar high silica “silty dolomite” can be found along Pipestone Creek. The intriguing results were presented at the 2024 MAS Conference. Updates on this work will be shared with Canupawakpa Dakota Nation and published in upcoming MAS Newsletters and the Manitoba Archaeological Journal.

Manitoba Chamber Orchestra

Calls to Action: 43, 62, 92

Calls for Justice: 6.1

Goals:

Enhanced Collaboration with Indigenous Artists and Communities: To continue and expand our collaboration with Indigenous artists, ensuring their perspectives are integral to our programming and outreach efforts. Relevant TRC Calls to Action: #92 (Business and Reconciliation) and #43 (United Nations Declaration on the Rights of Indigenous Peoples).

Deepening Educational and Community Outreach: Develop and implement targeted educational programs and workshops that specifically benefit Indigenous youth and communities, promoting cultural enrichment and mutual understanding. Relevant TRC Calls to Action: #62 (Education for Reconciliation) regarding the inclusion of Indigenous knowledge and teaching methods in the classroom.

Incorporation of Indigenous Perspectives in Decision-Making: To actively involve Indigenous artists and community members in our organizational decision-making processes, ensuring equitable representation and participation. Relevant TRC Calls to Action: #92 (ensuring Indigenous peoples have equitable access to jobs and decision-making positions).

Commitment to Continuous Learning and Training: To sustain and enhance our training programs on Truth and Reconciliation for all levels of our organization, fostering an environment of ongoing learning and respect for Indigenous cultures. Relevant MMIWG Calls for Justice: 6.1 Related to decolonizing approaches to educate all Canadians about Indigenous women, girls, and 2SLGBTQQIA people.

Our Progress:

Manitoba Chamber Orchestra (MCO) dedicated efforts to fostering reconciliation through music and cultural engagement. We co-curated “Lament,” a concert in partnership with Cree-Métis artist Jonathon Adams, featuring Indigenous composer Jessica Sparvier-Wells and filmmaker Tyson Houseman, alongside contributions from local Elders and Knowledge Keepers. The event explored grief and colonial legacy through storytelling, music, and film, and was deeply impactful for Indigenous and non-Indigenous attendees alike.

We are currently developing a co-created production of Cris Derksen's "ᐊᐊᐧᐦᐃᐧᐣ Awasowin", including a detailed educational resource created in partnership with Indigenous educators for a sold-out group of 500 students.

Our engagement extended beyond performances, including educational outreach in collaboration with Indigenous schools and community groups including in partnership with the Winnipeg School Division Indigenous Education team, and Seven Oaks School Division, Frontier School Division and Thrive Community Support Circle.

We emphasized sharing Métis and First Nations stories through our music education programs, enhancing cultural understanding and appreciation. We continually work to decolonize our music education and outreach work by breaking down formal classroom models and inviting families to explore and learn together.
Our organizational commitment was strengthened by initiating Truth and Reconciliation training for our staff and board members. This training was designed to enhance cultural sensitivity and prepare our team for more effective engagement with Indigenous communities and further learning.

Manitoba Opera

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

Goals:

Manitoba Opera remains committed to advancing reconciliation through meaningful engagement, policy development, and education. In alignment with the Truth and Reconciliation Commission’s Calls to Action 92i, 92ii, and 92iii, we have undertaken strategic initiatives to foster Indigenous representation in decision-making, procurement, and education.

Our Progress:

Call to Action 92i –Advisory and Engagement

As part of our commitment to the process of reconciliation, we had originally planned on the development of an Advisory Circle as a way of meaningfully engaging with Indigenous communities. However, upon

reflection and consultation with Indigenous board members we concluded that a different course of action would better support our efforts to determine the best framework for the process of reconciliation. Accordingly, rather than moving forward at this time with a formal Advisory Circle, we will focus on building meaningful and respectful relationships with Indigenous communities with the goal of creating a framework for the process of reconciliation by:

- meeting Indigenous communities in their spaces and attending community events;
- actively listening and fostering dialogue to understand community perspectives; and
- strengthening trust through ongoing and respectful engagement.

This approach ensures that our actions remain responsive to community needs and are developed in collaboration with Indigenous voices. We recognize that reconciliation is an ongoing process and remain committed to deepening these relationships over time.

As Manitoba Opera plans future Indigenous led or themed productions, we would seek guidance like those we employed on producing Li Keur: Riel's Heart of the North. Based on our existing relationships with Indigenous communities, we would work with Indigenous Knowledge Keepers, Elders, and academics to lead the processes of incorporating the appropriate protocols into the production and community engagement initiatives.

Call to Action 92ii – Procurement and Recruitment

Indigenous Procurement Policy

In November 2024, Manitoba Opera formalized its Indigenous Procurement Policy, furthering our commitment to reconciliation through our programs, activities, and operations. This policy is designed to support Indigenous businesses, foster partnerships with Indigenous communities, and contribute to broader reconciliation efforts.

Key principles of the policy include:

- Manitoba Opera will prioritize Indigenous-owned or operated businesses when making procurement decisions, provided all factors considered are equal.
- This policy will be reviewed annually and may be updated at the discretion of management to reflect ongoing learning and best practices in reconciliation.

Indigenous Recruitment and Workforce Development

Manitoba Opera remains committed to increasing Indigenous representation within our organization. We continue to encourage applicants for new positions to self-identify and are actively working to foster a workplace that is inclusive and supportive of Indigenous employees. As part of this commitment, we have recently hired two new Indigenous staff members, strengthening our capacity to include their unique perspectives into our operations and to engage meaningfully with Indigenous communities and perspectives.

Call to Action 92iii –Education and Awareness

To deepen our understanding of Indigenous histories, cultures, and contemporary issues, Manitoba Opera staff collectively completed the University of Alberta's Indigenous Canada course. To reinforce our learning, staff members presented key topics to one another, fostering ongoing dialogue and reflection.

Additionally, our Board has benefited from presentations by Indigenous Board members, Terence Sakohianisaks Douglas and Andrea McLandress, who have shared insights on how Manitoba Opera can move forward in working with Indigenous communities in a meaningful and respectful way. These discussions have provided valuable perspectives and have helped shape our approach to engagement and reconciliation.

We have also made educational resources available to both staff and board members, including:

- Books such as 21 Things You May Not Know About the Indian Act (Bob Joseph), and Indigenous Writes (Chelsea Vowel).
- Films and Documentaries like The Secret Path by Gord Downie.
- Online Courses and Presentations such as We Are All Treaty People by Michael Etherington.

These resources support continuous learning and encourage informed discussions on reconciliation and Indigenous relations within our organization.

Manitoba Opera remains steadfast in our commitment to the process of reconciliation. By focusing on direct community engagement, implementing policies that support Indigenous businesses, and fostering educational growth within our organization, we are taking meaningful steps toward a more inclusive and equitable arts sector that truly reflects the population of Winnipeg and Manitoba.

As we move forward, we will "speak less, listen more" to learn, meaningfully engage and collaborate with Indigenous communities to ensure that our efforts remain authentic, impactful, and aligned with the process of reconciliation.

Mentoring Artists for Women's Art (MAWA)

Calls to Action: 62, 62.i, 62.ii, 62.iii, 63.i, 63.ii, 63.iii, 63.iv, 92, 92.i, 92.ii, 92.iii

Calls for Justice: 1.4, 1.9, 2.3, 6.1, 6.1.i, 6.1.ii, 6.1.iv, 11.1, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

Goals:

1. to create a space of visual art learning and engagement that is welcoming to Indigenous Peoples and inclusive of Indigenous perspectives (TRC 62)
2. to create employment and leadership opportunities for Indigenous people in the visual arts (TRC 92ii; MMIWG2S+ 1.4)
3. to promote the artwork of Indigenous artists (MMIWG2S+ 2.3)
4. to create and distribute educational materials K-12 that feature Indigenous artists, so that children have Indigenous role models and see and hear Indigenous perspectives (TRC 63, MMIWG2S+ 11.1)
5. to create art education opportunities specifically for Indigenous people (MMIWG2S+ 2.3)
6. to expand understanding of Indigeneity within the larger visual art community (MMIWG2S+ 6.1)

7. to create a safer space for women, girls, trans, non-binary and Two-Spirit women-identifying people (MMIWG2S+ 2.3, 15.6)
8. to be a good neighbour on Main Street at Logan, a largely Indigenous community (MMIWG2S+ 15)
9. to acknowledge the harms of colonization and its continued impact in MAWA land acknowledgement, publications and programming (MMIWG2S+ 15)
10. to have more than one Indigenous person on the Board of Directors at all times (MMIWG2S+ 1.4)
11. for the MAWA Board to engage in anti-racism training every 3 years (once per board term) (MMIWG2S+ 15)
12. to have a clear, publicly available anti-racism policy, reviewed by the Board every 3 years (MMIWG2S+ 15)
13. to continue to work with Knowledge Keepers and Elders (MMIWG2S+ 15)
14. to continue to learn best practices and protocol in working with Indigenous individuals and communities (MMIWG2S+ 15)

Our Progress:

In the past year, Mentoring Artists for Women's Art (MAWA) has elected an Indigenous Co-Chair of our Board of Directors. We also have one Indigenous members at large, fulfilling our commitment that a single individual not feel tokenised or called upon to represent an entire population. 17% of our Board is Indigenous.

On a staff level, our long-serving Indigenous Program Associate stepped down after 6 years to return to her home community, and a new Indigenous Program Associate has been hired. Our Art Education Specialist is also Indigenous, again echoing our commitment that a single individual not feel tokenised or called upon to represent an entire population. 25% of our small staff is Indigenous.

Once again, over 40% of the guest artists MAWA has hired this year are Indigenous. This has been the case since 2017, reflecting our commitment to representing the reality of our city and the goals of Reconciliation.

MAWA continues to create and educational tools for use by teachers in schools K-12 and at the university level that:

a) celebrate Indigenous excellence
b) provide Indigenous role models
c) express Indigenous perspectives
d) share traditional Indigenous knowledge
e) tell the history of Indigenous Peoples in Manitoba.

Rainbow Harmony Project

Calls to Action: 10, 44

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 calls to action: 43, 44 and 46.

Goal: Continue to increase RHP's engagement in Winnipeg's Indigenous Accord to deepen our understanding of the Truth & Reconciliation Commission's 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:

Rainbow Harmony Project is a 2SLGBTQ+ choir that has multiple performances every year. We have maintained a tradition of treaty and land acknowledgements at our performances and board meetings.

We have built and maintained a relationship with Indigenous Knowledge Keeper and composer, Russell Wallace by performing their work at our spring concert and again at Gala Festival in Minneapolis last July.

Our youth choir is preparing 2 songs in Indigenous languages for our next concert. Rainbow Harmony Project will continue to work on ensuring our goals align with Truth and Reconciliation.

Royal Manitoba Theatre Centre

Calls to Action: 66, 83, 84, 84.i, 84.ii, 84.iii

Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

Goals:

In the upcoming 2021-22 season, Royal MTC will continue our path of understanding and inclusion, and centre engaging our Indigenous communities as artists, educators, leaders and audiences.

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:

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 2024-25 Season featured a number of significant Indigenous-led programs.

Timed around the National Day for Truth and Reconciliation, we featured a week of readings of the plays by the fourth cycle of the Pimootayowin Creator's Circle in September 2024. Participants Rhonda Apetagon, Gabriel Daniels, Mark Head, Erin McGregor, Jordan McPeek and Victoria Perrie had their work performed by professional artists in a week of events.

We launched our fifth cycle of the Pimootayowin Creator's Circle in October 2024. Under the leadership of Governor General Award-winning playwright Ian Ross, six Indigenous artists (Participants: Amanda Friesen, Dannielle Morriseau, Donnie Osler, Julia Ross, Kirby Fults, Martha Troian) are invited into the Circle to write their first play, or further develop their work, 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 2025.

The current 2024-25 season will feature the world premiere of ELEVATE: Manaaji'idiwin by David Macleod at the Mainstage. Developed in the Pimootayowin Creators Circle, this new play is a fast-paced exploration of reconciliation and what it means to see the humanity of another person.

We continued further development on Rhonda Apetagon's In the Shadow Beyond The Pines, Erin McGregor's The Buffalo in the Room, and Jordan McPeek's Big Wind: Is That An Indian Agent I Smell? after successful readings at the Pimootayowin Festival.

We were also pleased to have promoted Rosanna Deerchild's "The Secret to Good Tea" across Canada with the play receiving a co-production at the National Arts Centre Indigenous Theatre and The Grand Theatre in their seasons.

In the upcoming 2025-26 season, we will feature Rubaboo: A Métis Cabaret by Andrea Menard & Robert Walsh at the Mainstage, produced in partnership with Persephone Theatre. Featuring the sounds of drums

and guitar, Rubaboo is a musical feast that blends diverse cultural influences and invites us to reflect on the ongoing journey of cultural preservation and pride.

At the Warehouse, In the Shadow Beyond the Pines by Rhonda Apetagon will have its world premiere following a season of workshops, development, and dramaturgy. This new play is an atmospheric ghost story that explores the shadows of Indigenous life and lore with a hint of humour.

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).

Winnipeg Arts Council

Calls to Action: 7, 83

Calls for Justice: 2.7, 6.1

Goals:

(2021): Speaking specifically about the arts (Commemoration #83), the TRC calls upon the Canada Council for the Arts to establish a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

In this spirit, the Winnipeg Arts Council acknowledges the importance of Indigenous people within the arts in Winnipeg and aims to provide creative opportunities in public art projects, artistic opportunities for individual artists and arts organizations, and development opportunities in the area of arts management (Education #7).

Our Progress:

The Winnipeg Arts Council continues to work towards decolonizing the public art process and expanding opportunities for Indigenous artists in public spaces. Despite budget cuts that reduced overall public art programming, we remained dedicated to Indigenous engagement through meaningful actions. We prioritized touring and celebrating Indigenous artworks within Winnipeg's Public Art Collection and integrated land acknowledgments and Indigenous history into every stage of the public art process—from Calls to Artists, which were further amplified through social media outreach, to selection panels and public events. Indigenous representation was ensured on all selection committees, and targeted outreach, including invitational calls, resulted in increased participation from Indigenous artists. Whenever possible, we included Indigenous languages in artwork titles.

Lantern artworks by five Indigenous artists were presented as part of the Lights on the Exchange Festival. This included two large lightboxes on Main Street: wiigwaas gikendamowin by KC Adams, a lightbox celebrating Indigenous technologies installed in front of City Hall, and Lii Faam Michif Mashkawishiwak pi Tipeemishowak (Métis women are strong and free/own themselves) by Claire Johnston, installed on a rooftop at Bannatyne Avenue. Johnston's piece honours the legacy of Annie McDermot Bannatyne, a Métis matriarch of the Exchange District. As a result of these efforts, more Indigenous artists applied and were commissioned, reinforcing our ongoing commitment to amplifying Indigenous voices in public art.

The Indigenous Arts Leaders Fellowship, which provides new opportunities for emerging Indigenous arts administrators, is undergoing an evaluation and consultation process to ensure it remains relevant to Indigenous arts community members.

Winnipeg Symphony Orchestra

Calls to Action: 63.iii, 83

Calls for Justice: 6.1, 6.1.ii

Goals:

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

Our Progress:

The WSO makes tickets available to close to 70 organizations representing underserved communities and/or visible minority groups. In a given year we have distributed more than 5000 tickets though Share the Music. A handful of groups representing Manitoba's Indigenous and 2SLGBTQ++ group include

- Child & Family All Nations Coordinated Response Network
- FASD Life's Journey Inc.
- Inclusion Winnipeg
- Ma Mawi Wi Chi Itata Centre
- Manitobans for Human Rights
- Native Women's Transition Centre
- New Directions for Children, Youth, Adults and Families
- Ogijiita Pimatiswin Kinamatwin
- Ndinawemaaganag Endaawaad Inc. (Ndinawe)
- Main Street Project
- North End Community Renewal Corporation
- North Point Douglas Women's Centre

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.

Our Community Celebration concert in September 2024 featured Jason Burnstick and Nadia Gaudet, along with Ray Co-Co Stevenson.

The WSO's groundbreaking Family Concert "The Spirit Horse Returns" in partnership with many Indigenous artists including Jodi Contin and Visual Artist Rhonda Snow, and produced in consultation with Elders and WSO Horn player Ken MacDonald was an extraordinary success. In addition to its presentation in Manitoba schools, Spirit Horse has been picked up and presented by other orchestras across Canada including Kitchener-Waterloo Symphony, Calgary Philharmonic, Vancouver Symphony and the National Arts Centre Orchestra in Ottawa.

Our March 2024 Production of Walking Through the Fire a collaboration with the Sultans of String ensemble with the WSO, featured Indigenous artists on stage and featured a multi-media interaction between singers from across Turtle Island on screen performing with the orchestra. On stage were Marc Merilainen, Metis fiddler Alyssa Delbaere-Sawchuk, Elder and singer-drummer Shannon Thunderbird and Metis vocalist MJ Dadeneau.

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, 35-40% of our participants are of Indigenous background. Sistema Winnipeg is now in its 13th year, and Indigenous children and their families have been involved since the beginning.



Businesses and Associations

Assiniboine Credit Union

Calls to Action: 92, 92.i, 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) To continue partnering with community organizations and educational institutions to provide Indigenous Peoples with training and employment opportunities and seek to enhance awareness of employment opportunities at ACU;
(3) build awareness and deepen understanding of reconciliation at ACU.

Our Progress:

Assiniboine Credit Union continued to work with community partners to create economic, employment, and educational opportunities for ACU employees and members.

ACU's Indigenous Leadership Circle (ILC) — an idea brought forward by employees — is a groundbreaking initiative that serves as an example for other organizations looking to support their reconciliation journey. The ILC is a group of dedicated ACU employees who self-identify as Indigenous to Turtle Island.

Each year, ACU awards four bursaries of $2,000 each to students of Indigenous ancestry who are studying business at a post-secondary school in Manitoba. The bursary program was developed in 2018 in response to Calls to Action #92 (ensuring that Indigenous peoples have equitable access to jobs, training, and educational opportunities in the corporate sector) as outlined by the Truth and Reconciliation Commission of Canada (TRC).

One example of community engagement in 2024 was with Zoongizi Ode (Zoon-gai-zai O-day), who works on smoothing the transition for Indigenous children aging out of Manitoba's child welfare system. Along with reuniting families and strengthening community connections, this vital organization aims to educate and advocate for systemic change. This year, Zoongizi Ode is further tackling the urgent issue of affordable housing for families, with a new housing development set to open its doors this fall. With $10,000 donated by ACU, tenants will be able to purchase furniture for their units—which will be theirs to keep when they move out. While there is no time limit on how long they live in the house, whenever they are ready to transition to independent living arrangements, they will be fully furnished, removing a common barrier to establishing their own home.

ACU continues to evolve the land acknowledgement both in spoken form in meetings and in our email signatures as we continue to learn and refine the message we're communicating. ACU also continues to work with Indigenous organizations to create access to financial services for those experiencing barriers,

with employment organizations to support Indigenous Peoples seeking employment opportunities, and with other partners to continue our learning journey.

CentrePort Canada

Calls to Action: 92

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 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. Other Indigenous owned/led companies that CentrePort Partners with include Relish Design and Branding, Arctic Gateway Group and Wyndham Garden Hotel. CentrePort continues to work with Maira Group, an Indigenous Company, to provide Business Development consulting services. CentrePort recently held a stakeholder breakfast at Wyndham Garden Hotel with a presentation by Arctic Gateway Group.

Completion of the University of Alberta Indigenous Canada course is mandatory for all existing and new staff; 80% of staff have completed the course to date.

Chartered Professional Accountants of Manitoba

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

Goals:

Our Progress:

In 2024, CPA Manitoba continued its commitment to reconciliation with a series of impactful initiatives aimed at fostering understanding, collaboration and educational opportunities for both Indigenous and non-Indigenous communities. In September, the organization had the privilege of engaging with Elder Betty Ross, a residential school survivor and Elder in Residence at Seven Oaks School Division, in an important conversation about truth and reconciliation. This interview was made available online as a free learning resource for members and the public.

Further advancing its dedication to reconciliation, CPA Manitoba updated its Indigenous Understanding microsite for the National Day for Truth and Reconciliation, providing educational resources that honour the resilience of residential school survivors and offer opportunities for reflection and learning. During Public Practice Week in October, a session titled A CPA's Reconciliation Journey for First Nations was held. The session was led by Jordan Ulrich, CPA, CA, an Indigenous CPA Member, to empower CPAs and firms with the knowledge needed to better serve First Nations communities.

On October 17, CPA Manitoba hosted an Afternoon of Economic Reconciliation, featuring discussions on key topics such as the collaboration between CPAs and the First Nations Financial Management Board, as well as the economic impact of the Manitoba Métis Federation. CPA Manitoba was also pleased to announce in the fall a new Pre-Approved Program (PPR) for the First Nations Financial Management Board, marking a milestone as the first Indigenous-led organization in Manitoba to attain this.

CPA Manitoba began offering the new 4 Seasons of Reconciliation course, designed to support individuals and organizations in their reconciliation efforts, aligning with the Truth and Reconciliation Commission's 94 Calls to Action. Also, in collaboration with RRC Polytech, CPA Manitoba twice hosted an Indigenous Community Engagement and Consultation workshop focused on relationship-building and engagement with Indigenous communities to work towards reconciliation.

The ongoing collaboration with key Indigenous organizations, such as the Aboriginal Financial Officers Association (AFOA), the Indigenous Chamber of Commerce (ICC), the Manitoba Métis Federation (MMF) and the Manitoba Inuit Association (MIA), strengthens CPA Manitoba's work toward meaningful reconciliation. The insights and guidance provided by Indigenous leaders continue to shape and inform CPA Manitoba's approach to reconciliation. We also actively participate in the Community of Interest – Indigenous Initiatives that bring together colleagues from across the country to share best practices and collaborate on initiatives to advance reconciliation in the accounting profession.

The CPA Manitoba Foundation, which works closely with CPA Manitoba, sponsored the Visionary Indigenous Business Excellence (VIBE) Awards through its support of the Indigenous Business Education Partners (IBEP) at the Asper School of Business. It also awarded scholarships to two IBEP students pursuing business and accounting studies. In addition, the Foundation continued its support for the Teach for Canada Gakino'amaage program, which addresses educational inequities by recruiting and supporting teachers in northern First Nations communities. Scholarships were also provided to three Indigenous learners in the Winter 2025 cohort of the Indigenous Learners in Accounting (ILA), further reinforcing the Foundation's commitment to fostering diversity and inclusion within the profession.

CPA Manitoba continued to expand promotion and awareness for ILA within the business community and in partnership with Indigenous-led organizations. We were also pleased to see the launch of the Inuit Learners in Accounting initiative in partnership with the Manitoba Inuit Association, AFOA Alberta, CPA

Western School of Business and CPA Manitoba, expanding educational opportunities for Inuit learners across Canada.

We continue, through collaboration, to expand on financial literacy offerings with sessions delivered through the Manitoba Inuit Association, Fisher River Cree Nation and Gordon Bell High School. We are also developing a Disability Tax Credit workshop that can be held in First Nation Communities and online.

As we continue our reconciliation journey, we value the opportunity to learn, unlearn and relearn. We thank those who have offered us guidance and trust as we commit to making our profession more equitable for all and more welcoming for Indigenous peoples.

Chartered Professionals in Human Resources (CPHR) Manitoba

Calls to Action: 92

Goals:

We are all kinds of people leading business.

Diversity is good for business. It expands our viewpoints, broadens our mindsets, enhances our creativity, and makes us better leaders.

As the voice of the Human Resource profession in Manitoba, we strive to be representative of all people living in this province. We are leading by example in increasing diversity, equity and representation across our organization and creating an inclusive and welcoming environment for people of every gender identity and expression, sexual orientation, race, ethnicity, culture, belief, language, national origin, social economic status, geographic area, age, and ability.

We encourage Manitoba's employers to also enhance their diversity, equity, and representation, and we support our members with tools and resources to affect positive change in their workplaces.

At CPHR Manitoba, we affect positive change in our own workplace by taking actions to prioritize diversity:

- We provide comprehensive and accessible opportunities to educate our stakeholders about diversity, equity, and inclusion.
- We aim to work toward reconciliation and have signed on to the Winnipeg Indigenous Accord, a tool for Indigenous and non-Indigenous Winnipeggers come together to explore reconciliation.
- We support our suppliers', our community's and our country's efforts at fostering diversity and inclusion. For example, we participate in the Winnipeg Chamber of Commerce's Commitment to Opportunity, Diversity & Equity initiative.
- We ensure diversity and inclusion is represented in our marketing and communication efforts.
- We recognize the National Day for Truth and Reconciliation as a designated closure and encourage Manitoba's employers to join us on this day to reflect on the tragic history and ongoing legacy of residential schools.

This year, CPHR Manitoba is also joining The 50 – 30 Challenge. As part of this challenge, we agree to voluntarily take action toward:

- Gender parity* ("50%") on Board(s) and senior management, and;
- Significant representation ("30%") on Board(s) and senior management of other under-represented groups, including racialized persons, people living with disabilities (including invisible and episodic disabilities) and members of the LGBTQ2 community. We recognize First Nations, Inuit and Métis peoples' as founding peoples of Canada and under-represented in positions of economic influence and leadership.

** At CPHR Manitoba, we recognize that gender can vary between individuals and over time and is a broader spectrum than male, female, and nonbinary.*

Our Progress:

We have updated our land acknowledgment to include recognition of all regions where we host events, including Westman and Pembina Valley. This updated land acknowledgment also now includes information about respecting the spirit and intent of Treaties and Treaty making and honouring the work of truth and reconciliation.

We continue to share resources related to reconciliation on our website and in our newsletter, providing staff and members with information to improve their commitment to reconciliation.
In the past few years, we have observed September 30th as a statutory paid day off to allow staff to engage in reflection and educational events.

Throughout the year, we offer various webinars, workshops and events focused on diversity and inclusion. This includes hosting an annual Diversity Forum. Additionally, we encourage our members to provide feedback on the events they attend, ensuring that future programming is shaped by the interests and needs of the membership.

We created and adopted an aspirational DEI statement, which shows our commitment to fostering a culture of diversity, equity and inclusion.

We joined the 50-30 Challenge, a national initiative designed to support organizations in improving gender parity and diversity on boards and in senior leadership roles.

We participated in the National DEI Survey through CPHR Canada, which provided valuable insights into diversity, equity, and inclusion trends. We also conducted a Canadian Work Experience Survey to gather data about hiring practices, requirements, and barriers related to Canadian work experience, especially as it pertains to underrepresented groups.

CLAC (Christian Labour Association of Canada) Manitoba

Calls to Action: 92.ii, 92.iii

Goals:

CLAC's vision is that work should be "A positive, fulfilling and rewarding experience for all." Our goal is to work with Indigenous individuals and groups to create opportunities for meaningful and gainful employment in the fulfillment of Call to Action 92 of the Truth and Reconciliation Commission.

CLAC commits to unlearning and learning with our staff, members, and the public so that we can grow into reconciled relationships between all Treaty people.

CLAC commits to continuing to provide fair and equitable union representation when working on behalf of our Indigenous members while being open to growth as relationships change our understanding of what best practises may be.

CLAC commits to offering training to employment that will increase economic opportunities for Indigenous people.

Our Progress:

Over the past year, our staff has collectively and as individuals engaged in a variety of educational activities that have increased our understanding of dominant narratives that have shaped how we perceive Indigenous/settler relations. We have participated in online events hosted by the National Centre for Truth and Reconciliation, including Truth and Reconciliation Week activities. We have also participated in online and in person events hosted by Manitoba's Lieutenant Governor in the Reconciliation Through Education series. Individuals have also committed to reading both fiction and non-fiction written by Indigenous authors to gain perspective on Indigenous experience both locally and across the continent. We have regular time in our staff meetings to share learnings from our reading to broaden the understanding of the other staff members.

As a staff, we have also been able to make connections with Indigenous knowledge keepers in a number of different settings. We visited Camp Marcedes several times during the time that it was in place drawing attention to the plight of the families of these Missing and Murdered Indigenous Women. One staff member was able to participate in a cross-cultural day with a knowledge keeper in Thunder Bay to learn more about an Indigenous world view.

Nationally, CLAC has introduced language for our representatives to negotiate into our various collective agreements across several sectors (construction, manufacturing, retail, education, health care, transportation and others) which emphasizes inclusion of barriered groups and reconciliation. Locally, our members have constituted the construction workforce on Phase One at the North End Water Pollution Control Centre, where Phase Two is to be completed with social procurement conditions aimed at increasing employment opportunities for barriered groups. We look forward to working with our signatory employer partner and other community stakeholders on reaching and exceeding these goals.

CLAC staff has also been happy to have the opportunity to work more closely with several of our Indigenous members as they have taken the on the role of union steward on the projects that they have been working on. CLAC continues to strive to provide fair and equitable union representation to all our members, and continues to seek to do this in a culturally appropriate way for our Indigenous members.

CLAC staff continues to provide training to our Indigenous members in both safety training settings and in the skills development field. Our staff trainer was invited to Bkejwanong in southern Ontario to lead a two-week intensive training to employment program on Walpole Island in June of 2024. Safety training has been delivered by our staff to local Indigenous workers in Berens River, Pukatawagan, Pimicikamak, and Thompson in northern Manitoba, on a number of projects in southern Manitoba, and from Nigigoonsiminikaaning in northwestern Ontario all the way to Iqaluit in Nunavut.

Continental Travel Group

Calls to Action: 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 Calls for Justice.

Our Progress:

This year, Continental has dedicated its efforts to fundraising for the National Indigenous Residential School Museum (NIRSM). We have actively engaged with fundraising coordinators, fostering awareness and support for this long-term project. Our commitment to this cause reflects our dedication to preserving the history and educating the public about the impact of residential schools on Indigenous people in Canada. This initiative is crucial in acknowledging and addressing the historical injustices faced by Indigenous communities.

Cushman & Wakefield | Stevenson

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

Goals:

At Cushman & Wakefield | Stevenson and MMI, we are dedicated to supporting the ongoing growth and development of a strong, diverse local community. Our 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. This includes strategies that focus on Indigenous recruitment, community initiatives that celebrate and support Indigenous people, and education / resources for our staff to further their understanding of the Indigenous culture and history here in Manitoba and across Canada.

The initiatives we have conducted throughout 2024 and 2025 to date support 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 and MMI remained committed to our goal in support of Winnipeg's Indigenous Accord. We have highlighted some of the key activities and initiatives below.

- We continued our support of the Inuit Art Centre, as part of a multi-year agreement with WAG Qaumajuq. We encouraged our team members to visit the centre with their family and friends in an effort to learn more about the Indigenous art, and hosted 2 events at the WAG Qaumajuq in 2024.

- We enhanced the use of and emphasis on 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.

- In 2024, we revised our corporate land acknowledgement statement to better acknowledge the historical and contemporary contributions of Indigenous communities, recognizing their integral role in the province's heritage and the ongoing journey towards mutual respect and understanding.

- We continued to play an active role in participating in events held by the Indigenous Chamber of Commerce, including representation at the June 2024 Indigenous Chamber of Commerce AGM, which took place on National Indigenous Peoples Day.

- To recognize National Indigenous Peoples Day and National Indigenous History Month in June 2024, we provided a variety of resources for our team members to read and review to gain additional knowledge and understanding of Indigenous history in Manitoba, with further opportunities to engage. Resources included:
    - Abinojii Mikanah: Honour Indigenous Heritage Through Renaming in Winnipeg (article)
    - Indigenous Restaurants in Winnipeg (list provided for team members to be aware of their opportunity to support)
    - Residential School History (article)
    - The Story of Portage La Prairie Residential School (article)
    - United Nations Declaration on the Rights of Indigenous Peoples (official declaration)
    - Additional resources for support, sharing websites provided by the Manitoba Government including healing centres, call lines, and other helpful links

- List from the Manitoba Chambers of Commerce of events happening around Manitoba to participate in to celebrate National Indigenous Peoples Day

- In recognition of Indigenous History Month, as well as Pride Month, we organized a donation drive for Sunshine House, a community drop-in and resource centre that focuses on harm reduction and social inclusion while supporting 2SLGBTQI+ and Indigenous communities. Their programs provide a welcoming space for individuals exploring gender and/or sexual identity to gather for fun and skill-building activities. They also offer support and advocacy for 2SLGBTQI+ individuals at various stages of refugee claimancy, immigration, and resettlement in Winnipeg.

- In recognition of National Day of Truth & Reconciliation, we orchestrated a number of initiatives including the following:

  - We purchased orange "Every Child Matters" shirts from Dreamcatcher Promotions, a 100% Indigenous owned and operated company located here in Winnipeg and gave one to every team member at our company.

  - We shared resources to help our team understand the background of National Day for Truth and Reconciliation and Orange Shirt Day, including:

    - What is National Day for Truth and Reconciliation
    - Interactive land maps and residential schools maps
    - A comprehensive list of Indigenous books, podcasts, movies, and reports
    - Resources on MMIWG2S and violence prevention, residential schools, the sixties scoop, treaties, and more
    - National Centre for Truth and Reconciliation links for digital exhibits, timelines, and resources
    - Truth and Reconciliation Commission of Canada: Calls to Action
    - United Nations Declaration on the Rights of Indigenous People
    - National Inquiry into Missing and Murdered Indigenous Women and Girls Call for Justice
    - Lists of books, videos, and podcasts that can provide additional information

  - Local events happening on National Day for Truth & Reconciliation for our staff to explore and research

  - We also provided team members with the opportunity to take part in daily lunch and learn sessions put on by the National Centre for Truth and Reconciliation during the week leading up to National Day for Truth & Reconciliation. Topics included:

    - Health Related Impacts of the Residential School System
    - Allyship and Confronting Unconscious Bias
    - Impacts and Addressing Indigenous Identity Fraud
    - A Community Perspective of United Nations Declaration of the Rights of Indigenous Peoples
    - How Do We Address the Barriers to Reconciliation?

Downtown Winnipeg Biz

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

Goals:

At Downtown Winnipeg BIZ, we promote, care and advocate for a vibrant and inclusive downtown where business thrives and people are drawn to work, live, shop and explore. By living our values of respect, collaboration, innovation and excellence, and inclusion, Downtown Winnipeg BIZ will continue its work to create a downtown neighbourhood where everyone feels welcome.

We will advocate for and promote reconciliation, create awareness, promote tolerance and work to build an inclusive downtown community. The Downtown Winnipeg BIZ believes reconciliation is a key foundation to a sustainable, effective and inclusive organization.

We strive to hire a team that is representative of downtown's diverse population and work hard to build a workplace environment that is welcoming and supportive for all employees. Through access to resources, ongoing training and providing opportunities to celebrate Indigenous culture, we encourage our team to build their understanding of reconciliation and the vital role we all play.

Our Progress:

In 2024, the Downtown Winnipeg BIZ:

- Engaged our Diversity, Equity and Inclusion Committee to identify opportunities to enhance staff understanding of Indigenous history, with a continued focus on Truth and Reconciliation. In 2024, the committee hosted a special three-day lunch-hour education series featuring Indigenous actors, directors, and storytellers, in recognition of the National Day for Truth and Reconciliation.
- Initiated the recruitment process for a Director, Indigenous Relations (Community Relations), a new position created to lead the implementation of the board-approved Indigenous Relations Strategy and support the organization's reconciliation journey.
- Conducted an assessment of Indigenous staff representation relative to the community, with the objective of identifying gaps and setting goals to address them.
- Celebrated National Indigenous History Month by hosting an Indigenous Market, featuring Indigenous vendors, artisans, drummers, and dancers.
- Partnered with APTN to promote the Downtown Sounds Concert Series, showcasing Indigenous performers.
- Promoted Indigenous vendors through earned media to highlight their businesses and culture during the Downtown Farmers' Market.

- Shared updates with BIZ members and the public on major downtown Indigenous-led projects, including SCO's Wehwehneh Bahgahkinahgohn project, TNRED & SCO's redevelopment of Portage Place, and MMF's downtown investments and acquisitions.

- Established an Indigenous-led community committee to guide the development of a new large-scale mural at the RBC Convention Centre. The committee selected Métis artist Justine Proulx's Returning to Our Roots—a visual exploration of Indigenous teachings and values. The project is the largest mural the BIZ has undertaken and also included mentorship for an emerging Indigenous artist and a community celebration to unveil the installation.

- Completed the Community Corner at Main and Henry, adjacent to the Circle of Life Thunderbird House and Amoowigamig, the City's downtown public washroom. The BIZ hosted a community planting day with facilitated medicine teachings and activities.

- Installed a cedar ceremony teaching arbour at Circle of Life Thunderbird House to support outdoor programming and ceremonies, using medicines grown at the Community Corner.

Economic Development Winnipeg

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 2024, Economic Development Winnipeg (EDW) undertook a wide range of initiatives to deepen its understanding of Indigenous history, culture, and teachings, while also identifying meaningful ways to support Indigenous economic reconciliation through its mandate.

Governance & Operationalization
In the area of governance and operationalization, EDW welcomed Indigenous leader Dennis Meeches, President of Tribal Councils Investment Group of Manitoba Inc., as its first Indigenous Board Member. Under his leadership, EDW established an Indigenous Advisory Council and developed seven priority areas to guide reconciliation efforts. A cross-functional staff working group was also created to embed Indigenous economic development priorities across the organization. At the Board level, education sessions and regular updates from the Indigenous Advisory Council Chair ensured that reconciliation remained a standing priority in governance discussions.

Learning & Community Engagement

EDW's commitment to learning and community engagement in 2024 was demonstrated through a wide range of meaningful activities. Staff participated in cultural training facilitated by AMIK, an Indigenous corporate partner. In addition, staff attended a session led by the Manitoba Métis Federation and Treaty One Development Corporation focused on Indigenous economic initiatives, as well as a workshop with Indigenous leader and TEDx speaker Salena Starling on Call to Action 92. EDW also provided all employees with the opportunity to visit and experience the National Indigenous Residential School Museum of Canada. Further, all staff took part in a conversation with EDW Board Member Dennis Meeches about EDW's path forward in partnership with its newly formed Indigenous Advisory Council.

Elder blessings, land acknowledgments, and commitments to Truth and Reconciliation were incorporated into all EDW-hosted events, reinforcing the organization's dedication to respectful engagement. EDW continued its membership with the Indigenous Chamber of Commerce (ICC) and held representation on its Board of Directors. EDW actively participated in all ICC-hosted events including the Launching Success Luncheon with Manitoba Premier Wab Kinew, two networking events, the annual golf tournament, and its 20th Anniversary Gala. Further community engagement included EDW's participation in the Treaty One Nation Gala and the Southern Chiefs' Organization 25th Anniversary Gala. EDW staff also attended the Spring Equinox and Winter Solstice Indigenous ceremonies as well as the Indigenous Blanket installation ceremony all hosted at the Canadian Museum for Human Rights. To further support the community, EDW organized an employee sock drive for N'Dinawemak and participated in the Clan Mothers' Reconciliation event at Belair Properties. To recognize and support Indigenous women in business, EDW celebrated International Women's Day at Feast Bistro, to honour an Indigenous female business owner.

Tourism

EDW integrated Indigenous culture and partnerships into its tourism efforts through a variety of initiatives. Elder Barbara Nepinak opened the 2024 Tourism Awards Gala - co-hosted by EDW and Travel Manitoba - with a traditional blessing and drum song. Additionally, ten national and international business event guests were introduced to Fred Spence, who led a carving course as part of their cultural experience in Winnipeg.

EDW demonstrated its support for Indigenous tourism through active participation in both the 2024 International Indigenous Tourism Conference in Ottawa and the 2024 Indigenous Tourism Association of Manitoba Conference. To raise the global profile of Indigenous tourism experiences, EDW hosted a Familiarization Tour for travel media journalists and content creators during the Manito Ahbee Festival, showcasing the richness of local Indigenous culture. EDW also hosted representatives from the Assembly of First Nations for a site visit in anticipation of their 2024 and 2025 national events being held in Winnipeg.

EDW worked in close collaboration with the Indigenous community to successfully secure Winnipeg as the host city for the 2026 World Indigenous Business Forum. The official announcement was made during the 2024 Forum in Albuquerque, New Mexico, with EDW in attendance.
As well, in preparation for co-hosting Rendez-vous Canada in May 2025, EDW collaborated with Travel Manitoba to ensure Indigenous Tourism Manitoba served as a core member of the Manitoba Host Committee. Through this process, EDW also developed new partnerships with the Manitoba Métis Federation and the Manito Ahbee Festival.

Business Development

EDW supported Indigenous business development through a broad range of initiatives. A key highlight was hosting a meeting with Global Affairs Canada (GAC) Ottawa and Indigenous leaders Dennis Meeches and

Heather Berthelette to explore how GAC can better support Indigenous businesses and communities in Winnipeg and Manitoba. EDW also held ongoing meetings with the Treaty One Development Corporation to identify how to best support business development initiatives related to Naawi-Oodena. Also, ongoing discussions were held with the Southern Chiefs' Organization to explore how EDW can support their community initiatives.

To foster collaboration, EDW hosted its corporate partners at an event held at the Indigenous-owned Wyndham Garden Airport Hotel, featuring Indigenous business leaders and facilitating meaningful connections between Indigenous and non-Indigenous stakeholders. Also, EDW supported Métis clothing designer Anne Mulaire by providing in-market assistance and helping to promote her line at an Indigenous fashion show hosted by Destination Canada in Cleveland, Ohio.

EDW collaborated with the Business Council of Manitoba to promote youth employment through the Work in Manitoba job portal, a joint initiative with the Manitoba Government. The portal was showcased at the Business Council's Indigenous Education Awards Celebration & Job Fair and at the Winnipeg Chamber of Commerce's CODE workshop, where EDW presented how businesses can use the platform to reach diverse and Indigenous job seekers.

EDW also participated in several events that deepen understanding of Indigenous economic priorities, including the 2024 World Indigenous Business Forum in Albuquerque, New Mexico, Indigenous Chamber of Commerce Takwâkin Procurement Event, the Treaty One Development Corporation Economic Forum, the First Nations Economic Forum, the Indigenomics SHE conference, and the Pathways to Self Determination Conference. Additionally, EDW maintained ongoing dialogue with Manitoba Government – Indigenous Economic Development to identify future opportunities for collaboration.

To enhance internal knowledge and support data-driven strategies for business, EDW's Market Intelligence team developed two dashboards focused on Indigenous populations in Canada and Indigenous-owned businesses in Manitoba.

Emerge Knowledge Design Inc.

Calls to Action: 92, 92.iii

Calls for Justice: 15.2

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:

Emerge Knowledge Design Inc. implemented two activities this year to support our goal of demonstrating commitment to Truth and Reconciliation through education and community engagement.

On Thursday, May 16, 2024, our team embarked on a guided tour of the ᓯᑯ ᕿᕐᓂᖅᓯᓯᒪᔪᖅ | Dark Ice exhibit at the Winnipeg Art Gallery. This exhibition showcased a compelling collection of photographs, paintings, and videos that highlight Northern communities and landscapes as the frontline witnesses of climate change. The artists conveyed their unique perspectives and experiences, uncovering shared insights that pave the way towards a collective future.

In December, our team participated in an activity that involved selecting and viewing one of several educational recordings. Among these was a TEDx Talk by Kevin Lamoureux, Associate Vice-President of Indigenous Affairs at the University of Winnipeg. In his talk, Lamoureux shares his experiences with his Indigenous heritage, the complexities of integrating into diverse communities, and the valuable lessons learned about masculinity, emotion, and the need for reconciliation to address historical injustices (https://www.youtube.com/watch?v=9FG8SXalxTg). Additionally, team members could also choose from five Lunch and Learn sessions hosted by the National Centre for Truth and Reconciliation at the University of Manitoba, covering a range of topics pertinent to our goal (https://trw-svr.nctr.ca/lunch-and-learns/).

ft3 Architecture Landscape Interior Design

Calls to Action: 22, 35, 75, 76, 76.i, 76.ii, 76.iii, 81, 82, 83, 92, 92.i, 92.ii, 92.iii

Goals:

- We will advocate, on our health care projects, for the inclusion of Aboriginal Healing practices as an option for patients in collaboration with Aboriginal Healers and Elders.
- As part of our community consultation process we will initiate this conversation and we will continue to invest in awareness/ education of our staff (Call to Action: 22).
- We will call on the Federal Government on any of our federal correction projects to eliminate barriers to the creation of healing lodges within the federal correction system (Call to Action: 35).
- We will research/cross-reference on our project locations' proximity to former Residential Schools and burial sites (Call to Action: 75, 76).
- We will, as part of our standard project protocol, respect, protect and commemorate Residential School cemeteries and burial grounds in accordance to the principals identified in Call to Action 76 i, ii, iii.

- We will advocate through our professional organizations for the creation of Residential School monuments (Call to Action: 81, 82).
- We will reach out to Indigenous artists, where appropriate and work collaboratively to contribute to the reconciliation process on our projects (Call to Action: 83).
- We commit to providing an inclusive work environment. We will continue to invest in awareness/education of our staff. We are committed to diversity in our workplace and inclusive hiring practices (Call to Action: 92).
- We will stimulate and encourage Indigenous training opportunities in our firm and on our projects. We recognize that there are barriers to entering our profession (Architecture, Landscape Architecture and Interior Design) and the design community. We commit to actively working on breaking down barriers to access to education.

Our Progress:

ft3's portfolio of work in 2024 involved several Indigenous focused and inspired projects:

The landscape architectural team collaborated with Narratives Inc., an Indigenous-led firm specializing in trauma-informed design and community engagement, on two projects for the University of Manitoba: The Garden of Wellbeing and Fort Garry and Bannatyne Campus Wayfinding Signage. Each project incorporates Indigenous symbols and values into the design and function of these spaces.

With Parc la Verendrye, an existing park in St. Boniface, Narratives Inc. assisted our team with procuring services from an Indigenous artist. The proposed vision of the park is WEAVING: threading together the lost stories of the Métis and First Nations in Manitoba and the decolonized history of the fur trade era. This vision developed through public consultation and under the direction of an Indigenous Advisory Committee (which La Compagnie de La Vérendrye assembled to guide how the park will address Truth and Reconciliation).

Meanwhile, DAL Projects retained ft3 in late 2024 to realize a memorial space for the Cross Lake Band of Indians in Manitoba. This space would memorialize, honour, and remember the impact of the Indian Residential School system on the people of Cross Lake and for those who attended the St. Joseph's Indian Residential School.

Within our healthcare projects, ft3's interior design and architectural teams are working alongside provincial health authorities to implement Indigenous Healing and Cultural spaces within new and existing facilities. The nearly completed Portage Regional Health Centre features a stunning round multicultural room (in the shape of a drum) for Indigenous patients and inclusive of all people to find comfort in while accessing healthcare services.

On social media, we uploaded several posts dedicated to our completed projects for Indigenous communities across Manitoba and Ontario, such as the Sandy Bay School Complex, God's Lake First Nation Nursing Station and Residences, and Jeremiah McKay Kabayshewekamik Hostel. Other posts highlight spaces that respond to Truth and Reconciliation, including The Wellness Institute's Reconciliation Garden.

Across our social media channels, we supported and helped promote the National Day of Action for MMIW2GS, Orange Shirt Day, and DPSA led events, which is the University of Manitoba's Faculty of Architecture's Indigenous arm that advocates for Indigenous design principles, representation, initiatives, and programs.

Kapabamayak Achaak Healing Forest featured prominently in 2024. ft3 held a special client reception at the forest that educated guests on the significance of the forest and its role in advancing Truth and Reconciliation within the City of Winnipeg. Ryan Epp, the landscape architect who helped realize the forest, also presented this project and its unique community development process at the BOMA Best luncheon for over 200 guests.

Our firm is also researching new Indigenous training opportunities for onboarding new staff. One of ft3's partners has completed the University of Alberta's online Indigenous Canada course, a 12-lesson module from the Faculty of Native Studies exploring the different histories and contemporary perspectives of Indigenous peoples living in Canada (Call 92). Our intent is to support all staff in ensuring opportunities are available to participate in the same program.

Finally, we offer a scholarship annually to a student from the University of Manitoba. This recipient is a graduate student in architecture, landscape architecture or interior design, demonstrates financial need, and (preferably) identifies as Indigenous or a person of colour. If we cannot select a suitable candidate that year, we won't award the scholarship.

HTFC Planning & Design

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

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 participate 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 2024:

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) Continue our in-office learning activities to learn Ininiw and Anishinaabemowin vocabulary. This will continue on in the form of a Word of the Week, as well as incorporating Language games and supporting staff to learn the proper pronunciation and 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 at least one mandatory staff training on anti-racism in partnership with the Diversity, Equity, and Inclusion committee. This will be done to prepare for the groundwork needed in creating safe spaces and an office that can support Indigenous and DEI staff.

ii) UNDERSTANDING & INTEGRATING LESSONS:
Continue familiarizing ourselves with the processes and recommendations of the TRC Report and 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) Form an internal study group stemming from the anti-racist training. This group will work together to understand and identify systemic racism and build skills to embed anti-racist practices in our work.

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) Continue supporting in-office cultural crafts like beading classes.
b) Continue to support Indigenous-owned businesses in our office purchasing.
c) Integrate Indigenous holidays and memorial days into our office calendar to increase staff sensitivity and awareness of these dates.
d) Continue with office closure recognition of Sept 30th- National Day of Truth and Reconciliation- and encourage staff to attended public gatherings in solidarity.
e) Develop new financials supports for post-secondary students interested in Indigenous planning and design, as a renewed commitment following the 5-year HTFC Indigenous Planning & Design Scholarship.

f) Continue to provide advice and support to the Indigenous Planning Studio at U of M Faculty of Architecture, supporting students working with Indigenous communities in Manitoba.
g) Continue to, engage and provide support to the University of Manitoba's Indigenous Design and Planning Student Association, through supporting an annual publication, participating in IDPSA events, and seeking mentorship opportunities.
h) Support two HTFC principals in their continued participation to develop a Reconciliation Action Plan for the Faculty of Architecture at the U of M. i. Employ and mentor an Indigenous summer student at HTFC's Winnipeg office

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 2024/25:

i) LISTENING, LEARNING, & ACKNOWLEDGING TRUTHS

a. We have continued our in-office language initiative to familiarize staff with Ininimowin and Anishinaabemowin terms. This has taken form in our Word of the Week segments where we introduce new terms and phrases to staff learn the proper pronunciation and meanings behind Indigenous client and project names. We had occasional fun quizzes to gauge retention of the shared content.

b. In May '24 the office held a mandatory training session on anti-racism for approximately 30 staff.

c. In June '24 we hosted an in-office "film festival" for staff featuring Indigenous films and topics.

d. We have continued to support individual staff in focused professional development related to Indigenous cultures, lands, and reconciliation. This has encouraged staff to attend a number of Indigenous-focused events, including the "Unlocking Opportunities at Naawi-Oodena Summit" and the "Reconnecting Water and Land: Indigenous Sovereignty and Stewardship in Water Management Symposium".

e. In September '24 we screened the National Centre for Truth & Reconciliation's educational videos for staff.

ii) UNDERSTANDING & INTEGRATING LESSONS:

a. We began a review of UNDRIP and OCAP principles and intend to present information to our staff on how these frameworks can guide our work.

b. The initial mandatory anti-racism training was followed by four optional sessions in which staff gathered for deeper discussion. Additional presentations and exercises were undertaken to understand and identify systemic racism. This work helped in building skills to embed anti-racist practices in our workplace and in address racism in our broader professions. Over 80% of staff participated in one or more of the voluntary sessions.

iii) ENGAGEMENT & ACTION:

a. In October ’24 we put out a call for staff donations to raise money for Ikwe Widdjiitiwin in honour of MMIWG2S Day, with HTFC matching staff donations.

b. We continued to support local Indigenous-owned businesses and services in our office purchasing when possible (Printing Services, Catering, etc.).

c. We integrated Indigenous holidays and memorial days into our shared office calendar to increase staff sensitivity and awareness of these dates.

d. To recognize Sept 30th, National Day of Truth and Reconciliation, we encouraged staff to attended public gatherings in solidarity. Several staff participated in the Survivors Walk and Powwow and volunteered to hand out shirts at the event.

e. We developed new financial supports for post-secondary students interested in Indigenous planning and design with input from IDPSA members. Our renewed commitment for the HTFC Indigenous Planning & Design Scholarship now includes an undergraduate and graduate component in both Landscape Architecture & Planning.

f. We supported HTFC principals in their continued participation to develop a Reconciliation Action Plan for the Faculty of Architecture at the U of M.

g. We employed and mentored an Indigenous summer student at HTFC’s Winnipeg office. This student’s internship was extended to a part-time position that has continued throughout the school year.

h. We arranged an agreement with Treaty 1 Corporation to host and mentor a young Indigenous Landscape Architect from their organization on a weekly basis in our office.

IG Wealth Management

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

Goals:

IG Wealth Management, part of IGM Financial, 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 advisors to deepen their understanding of Indigenous contributions, experiences, and histories. This includes furthering our understanding of the TRC Call(s) to Action and the MMIWG Call(s) for Justice reports.
2. Establish mechanisms to increase the representation of Indigenous talent while also ensuring our policies, processes, and practices are inclusive.
3. Empower and invest in our Indigenous Business Resource Groups (BRG) whose programs and initiatives support IG Wealth Management's Inclusion strategy and business priorities.

Our Progress:

IG Wealth Management is pleased to share our sixth 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) 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.

<u>Reconciliation Action Plan</u>
In 2024, IGM Financial released its Reconciliation Action Plan. A Cree visual artist and graphic designer provided the artistic elements featured throughout the plan. IGM has established the following goals and activities using the underlying principle of building meaningful relationships with Indigenous communities, organizations, and businesses that benefit our Indigenous partners, create trust, and drive positive impact.

Our overarching goal is to implement this action plan in ways that contribute to Economic Reconciliation:

- Establish partnerships that support economic empowerment in Indigenous communities.
- Increase access to educational opportunities for Indigenous youth and invest in mentoring and scholarships to provide students with long-term support.
- Partner with Indigenous communities to increase wealth creation opportunities.
- Create a safe and respectful working environment that fosters the retention and advancement of IGM's Indigenous employees, grounded in Indigenous experiences.

- Prioritize Indigenous-led education and training focused on cultural competency, historical experiences, and contemporary issues.
- Collaborate with educational institutions and Indigenous employment agencies to grow our Indigenous recruitment and retention program.

Legacy Spaces

Our five-year partnership with Gord Downie & Chanie Wenjack Fund has led to the creation of our Legacy Spaces in Toronto and Winnipeg. 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.

The new Legacy Space in our Toronto campus was completed in 2024 and will be officially opened this year in a culturally appropriate way with a territorial welcome from Mississauga's of the Credit and an elder. Our Legacy Squad, representing volunteers and members of our Indigenous BRG, collaborated with Indigenous community members to design and implement a Legacy Space that is thoughtful, educational, and experiential. This space in Toronto is in addition to the existing Legacy Space in our Winnipeg campus.

Indigenous Leader Roundtable

The Indigenous leader roundtable held in Winnipeg last May was part of the initiative to reimagine the Winnipeg Legacy Space and seek to understand how IG Wealth could better engage with community leaders. Participants were encouraged to share perspectives, histories, and experiences through storytelling, with an emphasis on cultural sensitivity and respect. The roundtable aimed to seek consensus in decision-making, understanding that different perspectives may exist.

Indigenous Business Resource Group

IGM supports 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. The Indigenous BRG refreshed its mission in 2024 to align with the corporate Indigenous strategy. The new mission is to "cultivate a vibrant community of Indigenous employees and allies at IGM Financial, empowering them to champion Indigenous inclusion, prosperity, and reconciliation."

Indigenizing HR Policies and Procedures

AMIK Inc., a leader in Indigenous workforce engagement and training services, assisted in reviewing and recommending ways to indigenize our HR policies and procedures. This work, along with cohort feedback, includes the development of a framework for the IG Indigenous Cultural Support Pilot Program.

Indigenous Program Team

Established in 2024, the cross-functional Indigenous program team, also known as the Indigenous working group, was established to ensure cohesion, alignment, and sustained effort across IGM Financial in supporting Indigenous Reconciliation. This group meets monthly to maintain collective progress towards our commitments.

Community Partnerships

The IG Wealth Management 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 on 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. In 2024, IG Wealth Management invested $1.1 million 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 12 projects selected from this stream will 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 12 projects from the art and essay stream and up to 15 projects from the project stream.

Prosper Canada

IG Wealth Management is partnering 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 2024, the project made significant strides in empowering Indigenous communities. Key achievements include:

- Train-the-trainer sessions for First Nation staff and volunteers to support their communities.
- Community of Practice events fostering collaboration and shared learning.
- Providing community members with access to government-issued identification and support with tax filing, significantly enhancing financial stability.
- Financial literacy workshops and one-on-one financial counseling sessions.
- Overall, the project supported thousands of community members through various Prosper programs, contributing to long-term financial wellness in Indigenous communities.

Red River Polytechnic

Through the IG Empower Your Tomorrow program, IG Wealth Management has entered into a four-year partnership with Red River Polytechnic to enhance support for Indigenous students. This initiative aims to provide dedicated support to nearly 300 Indigenous students within the School of Business, Information Technology, Creative Arts, and the School of Hospitality and Culinary Arts.

A key component of this partnership is the creation of a Navigational Coach position, designed to offer personalized guidance and support to Indigenous students. Additionally, the initiative includes scholarships for up to 10 Indigenous students annually from the School of Indigenous Education's Pathway to Information Technology Programs, as well as Pathways to Business, Creative Communications, and Digital Technology programs. These scholarships will help students transition into Red River Polytechnic programs.

To further enrich the educational experience, scholarship recipients will participate in structured, work-integrated learning opportunities at IG Wealth Management. This hands-on experience is designed to provide valuable real-world skills and insights.

This initiative has already seen significant progress:

- Navigational coach hired in November 2024
- 10 students selected and awarded scholarships in January 2025
- IG Wealth Management is preparing to bring on 10 students for a Work Integrated Learning program over the summer of 2025

Indigenous People's Money and Youth Resource

In 2024, IG Wealth Management and its partner the Canadian Foundation for Economic Education (CFEE) worked with Indigenous advisors, including Damon Johnston, President and CEO of the Aboriginal Council of Winnipeg and Vanessa Everett, Acting CEO of the Keewatin Economic Development Corporation, to adapt the award-winning Money and Youth program. The Indigenous People's Money and Youth, designed for youth aged 14 and up, focuses on key financial concepts such as budgeting, goal setting, credit, and loans. It features a student's, teacher's, and caregiver's guide, as well as a dedicated website.

Additional 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 Indigenous 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
- AMIK

Training and Events

In 2024 we hosted several workshops and seminars aimed at creating allyship as well as greater awareness and action towards reconciliation. Our partnership with AMIK has been instrumental in enhancing the socio-economic participation of Canada's Indigenous demographic through respectful collaboration. As part of the AMIK Pilot Project, we hosted Indigenous Cultural Training for Managers participating in our summer Indigenous internship program. This initiative included a series of check-ins with the AMIK team and cohort, such as one-on-one cultural support and feedback sessions.

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 advisors were invited 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 and to date over 1000 people have completed the program.
- Individuals were also encouraged to participate in local Indigenous-led community events that were promoted on internal communications.
- Employees and advisors 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.
- The Indigenous BRG increased awareness of Indigenous matters by organizing and promoting events during key days of observances, such as National Indigenous History Month, Moosehide Campaign, and National Day for Truth & Reconciliation. They made connections with local Indigenous associations and businesses, launched the Indigenous Employee Panel, and increased the number of discussions on Indigenous topics.

We are committed to being a strong voice for diversity, equity, and inclusion across the financial services industry. 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.

Indigeno Travel

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

Goals:

Indigeno Travel was founded with a social mission rooted in the Truth and Reconciliation Commission's Call to Action #92 for Reconciliation through business and commerce.

Our goal is to economically empower Canada's Indigenous communities through participation as leaders in the travel and tourism industry they helped create, albeit so far mostly at the ground level as providers of tourism experiences.

Already majority Indigenous-owned, we are on a path to 100% Indigenous ownership and management, with a large, diverse and predominantly Indigenous workforce. By helping us achieve our goal of Indigenous economic empowerment, our clients – businesses, institutions, individuals, governments – also become partners in Reconciliation.

Our Progress:

Indigeno Travel is continually working to increase education and awareness of staff members regarding Indigenous culture. By participating in educational sessions with our Board Chair Dennis Meeches, we have gained perspective from someone with firsthand knowledge of communal history and needs. In addition, all staff has been mandated to complete the University of Alberta's Indigenous Canada course, which promotes cultural understanding. Though our participation in Manito Ahbee and other Indigenous events, we encourage employees and their families to be engaged with the communities we serve.

Education and hiring of Indigenous persons within the travel sector is a key goal of Indigeno Travel. We are proud to be a partner of Indspire and have committed to offering student bursaries for the next number of years, working towards fulfilling Call to Action 92.ii. By choosing to support other Indigenous businesses we are strengthening the Indigenous economy and providing greater opportunity for Indigenous youth.

International Institute for Sustainable Development (IISD)

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

Goals:

IISD is an independent think tank working to create a world where people and the planet thrive. Our Institute was founded on the premise that environmental, social and economic health are intertwined and must be pursued together. Our mission is to accelerate solutions for a stable climate, sustainable

resources, and fair economies. Recognizing the rights and title of Indigenous Peoples as set out in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is central to our core values and our mission as an international institute.

We are committed to partnering with Indigenous communities and organizations on topics related to the goals in our strategic plan and know that indigenous engagement and indigenous-led solutions are critical to sustainable development. Our intention is to work collaboratively, recognizing the importance of taking guidance from the Indigenous communities and organizations with which we engage.

- In Canada, we are further guided by the Truth and Reconciliation Commission's Call To Action #92 which calls upon the corporate sector "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:

    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."*

- And at our Experimental Lakes Area site where we engage directly with the watersheds of Northwestern Ontario, we are also guided by the paper, Towards reconciliation: 10 Calls to Action to Natural Scientists working in Canada.

IISD recognizes that commitment to truth and reconciliation is a long-term process that takes dedication and effort from across the organization and requires ongoing learning and adaptation. We're on the path and will continue the journey through three complimentary strategies that will be reviewed annually to develop an updated set of actions each year:

1. Continuing our own education and training
2. Proactively ensuring Indigenous inclusion on our staff and board teams
3. Strengthening and expanding partnerships

<u>Continuing our own education and training</u>

In recent years, IISD staff participated in Kairos Blanket Exercises, an interactive history lesson about Canada's treatment of Indigenous Peoples, and a Fireside Chat with Ry Moran about the history of Canada's residential schools. Feedback from staff was overwhelmingly positive and requests were received to hear about positive Indigenous-led leadership in the sustainable development space has shaped this year's actions:

Actions for 2023/24:

- Continuing our efforts to educate our team on major frameworks for reconciliation, we will engage an Indigenous-led review of our current activities and guidance on meaningful future education and engagement;
- Support Canadian staff to effectively acknowledge the land we are on wherever possible including at events and in digital marketing and printed material.
- Provide staff with other educational resources to go deeper into topics of specific interest.

Proactively ensuring Indigenous inclusion on our staff and board teams

In Canada, IISD will work to ensure that we are actively recruiting Indigenous peoples and that we support Indigenous-led businesses and organizations in our office locations. Recently, we were part of Generation Power's inaugural session of its Indigenous youth clean energy and career training program. In 2023/24, we hope to continue that partnership and make specific changes to our recruitment and procurement guidelines. Both the IISD and IISD-ELA Boards currently have Indigenous participation.

Actions for 2023/24:

- Design active recruitment efforts to attract Indigenous talent by posting open positions on specific job sites and associations;

Strengthening and Expanding Partnerships

We will continue to collaborate with Indigenous individuals, communities and organizations through project and program partnerships and join broader efforts to advance reconciliation in IISD's Canadian office locations.

Actions for 2023/24:

- Develop guidelines that prioritize Indigenous and other diverse vendors for procurement of goods and services as needed across the Institute.
- Provide staff with the support needed for effective partnership development, including direct meetings, cultural events, and training opportunities that are relevant to their work and Indigenous reconciliation;
- Become a signatory to the City of Winnipeg's Indigenous Accord, joining a community committed to advancing reconciliation. Each Partner sets a self-identified goal each year and formulates a plan of action to reach that goal. During the year, Partners will attend regular Acc

Our Progress:

Regarding IISD's commitment to continue educating our team on major frameworks for reconciliation, we extended our engagement with a Métis facilitator (Jackie Hogue) with expertise in supporting organizations in dismantling racism and decolonization. Jackie led a workshop series on the topic of Deepening Commitment and Capacity to be in Good Relationship. Participants had the opportunity to reflect on opportunities for IISD to align with/support Onjisay Aki Calls to Action and Indigenous-led Climate Policy direction; to further expand current approach/commitment that aligns with decolonization; and to address current barriers to decolonization at IISD.

As part of IISD's commitment to support Canadian staff in acknowledging the land we occupy, we updated our land acknowledgements (in consultation with Circles for Reconciliation, a local organization that advises on land acknowledgements), and provided updated guidance to staff, including the ask that all staff in Canada add the appropriate written land acknowledgement to their email signatures and incorporate a spoken acknowledgement into events held in Canada—both in-person and virtual. This builds on work that was started in previous years to post land acknowledgments for our Winnipeg, Toronto, and Ottawa offices.

The IISD Canada Energy team works in a coalition referred to as "PCF" with about 10 other ENGOs working on federal climate policy. Over the past 12-18 months, this coalition has sought to build understanding, resources, and accountability around decolonizing climate policy work. This has involved several training sessions and ad-hoc consulting conversations with Dr. Damien Lee of Gimiwan Consulting.

IISD Experimental Lakes Area has been working towards building meaningful relationships with Indigenous communities in Treaty #3 since 2014 when we took over the facility. Through joint efforts in community-based monitoring, education, and research, we are strengthening partnerships rooted in rights and respect. Over this past year IISD-ELA and the Grand Council of Treaty#3 (GCT#3) have collaborated on a Spring Nibi (water) Ceremony and Fall Feast, a field course on Community Based Monitoring for Treaty#3 communities and translation of a number of short videos into Anishinaabemowin (Ojibwe Language). We are also working towards formalizing a relationship with GCT#3 under the Manito Aki Inakonigaawin (Great Earth Law), this work has included the establishment of an advisory committee of Elders and Knowledge Keepers to guide the development of an agreement.

IISD-ELA is also working directly with the Kenora Chief's Advisory on a collaborative research project examining wild rice production in the region. This work is being done in collaboration with a group of Elders, knowledge keepers and youth in the region and is aimed at examining production techniques in the context of different flooding regimes.

To fulfill IISD's commitment to actively recruit Indigenous talent, we continue to advertise roles through various channels including the Métis Nation of Ontario (MNO) Regional Councillor and Indigenous departments at Red River College, University of Manitoba, and University of Winnipeg.

LM Architectural Group

Calls to Action: 62, 80, 83, 92

Goals:

LM Architectural Group 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:

A few key initiatives LM-ESP engaged in and implemented over the past year included:

- Growing firm partnership with the Indigenous Design and Planning Students Association (IDPSA) in the Faculty of Architecture at the University of Manitoba, which advocates for "Indigenous design principles, representation, Indigenous initiatives and programs."
    - LM-ESP became a Sweetgrass level sponsor for the second edition of the Association's publication called Voices of the Land: Echoing Currents.
    - Our team invited IDPSA students into our office for a meet and greet, Q&A and shared a special project presentation on Nanatawiwekamik Health Centre of Excellence in Norway House Cree Nation, highlighting this 9-year project partnership and the highly collaborative planning, design and delivery process with the community.

- Participating in National Day for Truth & Reconciliation events and awareness.
    - Gathered with team members in the conference room for the virtual lunch and learn "How do we address the barriers to reconciliation?" hosted by the NCTR.
    - Shared nearby events, ceremonies, exhibitions, and opportunities to take part in community-based initiatives.
    - Provided curated learning resources on our network for staff reference.

- Continued to collaborate with an array of Indigenous clients, community groups, educators, consultants, elders, and artists to support the planning of inclusive and culturally informed environments across Manitoba that prioritize and celebrate cultural values, heritage, and traditions. Through listening, discussion and teamwork, Indigenous perspectives, voices and priorities are woven into the fabric of the diverse design projects that are led by LM-ESP as Prime Consultant, in partnership with broader project teams and Client/Owner groups. This outcome is inspired by a highly collaborative design approach involving active stakeholder/ community engagement and design consultation processes.

- Expanding our partnership with Building Equality in Architecture Prairies (BEAP).
    - Attending and participating in diverse BEAP events, such The City Builders Open House.
    - Sponsoring the organization's initiatives year-round, which help to create a forum for equality-focused conversations, connections, resources and education in the industry.

- Supporting capacity building in the profession.
    - LM-ESP continues to provide paid student co-op placements, internships, and part-time student work arrangements to help build a diverse workforce, and support student opportunities and career-building with a focus on equal opportunity. We also offer an Annual Architectural Fellowship through the University of Manitoba Faculty of Architecture Program.
    - We host regular student group visits, tours, open houses and presentations at our office and encourage LM-ESP team members to share their insights, helpful information and experiences, in collaboration with the University of Manitoba and RRC Polytech programs.

Manitoba Bar Association

Calls to Action: 27

Calls for Justice: 5.12, 5.13

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:
November 21, 2024 In Good Relations (networking event)
November 28, 2024 Fall Mixer for Indigenous, Black and Racialized Lawyers (42 Registrations)
Jan 24, 2025 Aboriginal Law – Case Law Update (44)

Other activities:
In June 2024, the MBA approved the establishment of a new Indigenous Lawyers' Forum Section to support further and promote inclusiveness, cultural diversity, and support for Indigenous lawyers and law students in their careers.

The CBA continues to provide information on its Truth & Reconciliation website - https://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

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

Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

Goals:

Manitoba Blue Cross recognizes the importance of acknowledging Treaty 1 land, and recognizes the importance of the Truth and Reconciliation Commission's 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 Calls to Action, as well as the MMWIG Calls for Justice.

Our Progress:

Over the past year, we've really focused on connecting with and supporting communities throughout Manitoba. Our organization has recharged its dedication to outreach, engagement, and promoting wellness, especially with the Indigenous community, all while honoring the commitments outlined in the Winnipeg Indigenous Accord.

Manitoba Blue Cross's Employee Assistance Program respects the need for services that reflect the cultures of our members. One way we do that is by offering resources to help access support that draws on Indigenous health approaches and traditions. The types of resources through the Employee Assistance Program include:

- Elders – to provide cultural and spiritual guidance informed by the wisdom of their lived experience.
- Indigenous resource consultation – to help connect with traditional Indigenous healing support and resources in the community.
- Sharing circles, led by Elders – to provide a safe environment and a sense of community to manage the challenges of everyday life.

- Counselors identifying as Indigenous or Métis – to provide therapy incorporating traditional concepts such as nature, spirituality, the circle and Medicine Wheel.
- "The Healing Space" in our EA Centre – to provide a designated area to seek healing using traditional medicines and ceremonies.
- Interpreter services – to create access to clinical services in Indigenous languages.

We continue our support for the Inuit Art Centre with the Winnipeg Art Gallery.

We have donated to the Medical Careers Exploration Program (MCEP) for Indigenous Youth run by the Pan Am Clinic Foundation. An initiative in support of the Truth and Reconciliation Commission's Calls to Action #23, that provides Indigenous youth hands-on experience and opportunity to discover a wide variety of healthcare professions.

We have sponsored the Manitoba Blue Cross Indigenous Northern Scholarships. Two scholarships for Indigenous students at the University of Manitoba (Northern Region), and one scholarship for Indigenous students at the University College of the North.

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 91% 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 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 and continue to review and identify meaningful ways to respond to both the Truth and Reconciliation Calls to Action, as well as the MMIWG Calls for Justice.

Manitoba Construction Sector Council

Calls to Action: 92, 92.i, 92.ii, 92.iii, 93, 94

Calls for Justice: 1.1, 1.1.i, 1.1.ii, 1.2, 1.2.i, 1.2.ii, 1.2.iii, 1.2.iv, 1.2.v, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv, 11.1, 11.2, 13.1, 13.2, 13.3, 13.4, 13.5

Goals:

Manitoba Construction Sector Council 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:

Manitoba Construction Sector Council is committed to supporting the human resource needs of Indigenous people across the province of Manitoba. This includes accredited construction training in remote Indigenous communities, and gender based violence training with supervisors to shift the workplace culture and ensure no one is a bystander to bullying and harassment. Presentations were held this past year with the Winnipeg Chamber of Commerce-Commitment to Opportunity, Diversity and Equity (CODE) and Manitoba Women in Construction- Building Inclusion, Constructing a Diverse Future in Manitoba, a panel with Clan Mothers Healing Village. MCSC hosted the third Manitoba Women in Trades Conference that sponsored 75 attendees and featured an Indigenous keynote speaker, Manitoba Hydro electrical technician, Lorraine Cook, from Split Lake Manitoba. MCSC is training to employ 180 EIA recipients in the City of Winnipeg over the next 3 years and putting pressure on Winnipeg employers to support Indigenous peoples transition to work. MCSC is passionate about making a difference and building a more diverse workplace that is representative of our population.

Manitoba Heavy Construction Association

Calls to Action: 92.ii, 92.iii

Calls for Justice: 15.2

Goals:

The MHCA aims to expand both the learning opportunities for the staff, and the education and training initiatives provided in partnership with the Indigenous communities, to increase economic opportunities

- on the workforce and enterprise fronts
- for Indigenous communities and people in the heavy construction industry in Manitoba.

Our Progress:

As part of MHCA's continuous work to provide awareness and education to staff regarding Canada's history of racial discrimination against Indigenous peoples, the Association hosted on June 27, 2024, a meeting with Elder Florence Paynter, through the Treaty Relations Commission of Manitoba. Elder Paynter spoke about her experience in Indian Residential Schools and the legacy the IRS system left on Canada.
MHCA in 2024 adopted a "cultural" day as an employee benefit, allowing staff members to use this day from work for the observation of spiritual, religious or cultural recognition.

MHCA WorkSafely has partnered with Neeginan Education, Training and Employment Services, Inc. (NETES) to provide ongoing training to participants seeking job opportunities in the Heavy Construction industry. Flagperson and Traffic Control Coordinator are courses regularly offered as a training partner of NETES.

MHCA WorkSafely serves as the Authority Having Jurisdiction to grant COR® in Manitoba. COR® is an occupational safety and health accreditation program that verifies a fully implemented safety and health management system which meets national standards. The objectives of COR® are to provide industry employers with effective tools to develop, implement, assess, and promote continual improvement of their safety and health management system to prevent or mitigate incidents and injuries as well as their associated human and financial costs.

Through contracts with MTI, Northern communities rely on COR certification to be able to bid on jobs for Manitoba Transport Infrastructure. MHCA WorkSafely works closely with Southeast Resource Development Council (Nor-Win Construction) to assist with the nine communities COR Certification.

Number Ten Architectural Group

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

Goals:

Self-Identified Goal Statement Calls to Action #92 – Business and Reconciliation 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. Provide educational sharing sessions and information on Indigenous history, residential schools, language, UNDRIP, TRC, MMIWG2S, anti-racism to all employees and management.
2. Review of office policies, practices, and procedures through an Indigenous lens to ensure there are no barriers, real or perceived, toward Indigenous peoples.
3. Develop strategies to create a welcoming and inclusive work environment for Indigenous talent.
4. Develop a mentoring and sponsorship program for Indigenous students.
5. Build respectful relationships with and support Indigenous communities through design and community involvement.

Our Progress:

In 2024, Number TEN Architectural Group proudly sponsored several Indigenous-led events, demonstrating our dedication to reconciliation and community engagement:

- Anishinaabe Days - Celebrating Anishinaabe culture, traditions, and heritage.
- Treaty One Economic Development Summit - Supporting economic growth and self-determination for Treaty One Nations.

- Treaty One Awards Gala, honoring Murray Sinclair and Phil Fontaine – celebrating two influential leaders in Indigenous rights and reconciliation.
- SCO Annual Golf Tournament - Raising funds to provide scholarships for First Nations students pursuing post-secondary education.

Our commitment continues as a co-founding member of the K̲EL,K̲ELOŦEN ǾE S,ISTEW̲ Education Fund, aiming to amplify Indigenous voices in architecture and building design.

Additionally, Number TEN Architectural Group has initiated a mentorship program with Treaty One Development Corporation in Treaty One Nation. This program is designed to offer guidance and support to aspiring designers, supporting capacity building and helping them develop their personal and professional goals. Mentees get hands-on experience in the field of design and architecture.

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

Our in-house Indigenous Practice Knowledge Community (IPKC) is dedicated to advancing the design profession towards truth and reconciliation. They provide learning and education opportunities that address the substantial history of Indigenous people and places, and explore how Indigenous principles can aid in sustainability and culturally appropriate design. The IPKC offers guidance on developing meaningful and respectful relationships with Indigenous people and the appropriate approach to Indigenous community engagement.

In 2024, the IPKC hosted sharing sessions with:

- Salena Starling from the Community of Big Hearts, who shared her journey as a young Indigenous woman advocating for cultural heritage and social change.
- Kevin Chief, Principal of Chief Partnerships Manitoba Incorporated, who presented on “Sharing Stories of Resiliency and Reconciliation.”

Number TEN Architectural Group names Number TEN’s first Indigenous Design Co-leads for the firm.

IPKC Co-Chairs, & Indigenous Design Co-Leads:

- Darian McKinney, M.Arch, Swan Lake First Nation
- Reanna McKay (Merasty), M.Arch, Barren Lands First Nation

This decision marks a significant step in the firm's ongoing commitment to integrating Indigenous perspectives into its projects and shaping a more inclusive design approach. Their leadership aims to bridge the gap between traditional Indigenous design principles and contemporary architecture, ensuring that projects honour the histories, values, and identities of Indigenous communities in our professional practice.

Truth2Action Training Program: As part of our Learning Journey and in response to Call to Action #92, Number TEN Architectural Group completed the Truth2Action Training Program by Legacy Bowes.

This program is designed to help organizations fulfill their responsibility to improve relationships between Indigenous and non-Indigenous people. Through learning programs like this, we strive to gain a deeper understanding of the history of Indigenous Peoples in Canada, from pre-contact to the present day.

We launched the Truth2Action Program in January 2024 with a meeting for everyone in our Winnipeg and Victoria offices, both in-person and virtual. All staff and partners participated in a 10-chapter knowledge program consisting of one-hour learning sessions that included multimedia, online quizzes, and online coaching. This self-paced program was conducted through a virtual learning campus and included four in-person facilitated sharing sessions with Joanna White, who guided us through this journey of learning and self-reflection.

We concluded the program on September 20th, 2024, with a final sharing session and a celebratory lunch catered by Shelly's Indigenous Bistro.

For Truth & Reconciliation week, we embraced the theme: "Celebrate the Indigenous Community." After a long journey of (un)learning with Legacy Bowes and their Truth2Action program, we chose to focus on celebrating Indigenous peoples as they are today, rather than dwelling on negative experiences. The Indigenous Community excels in music, culinary arts, sport, and film, and we took this opportunity to highlight these achievements. Each day was themed around music, allyship, food, lifestyle, and reconciliation, with information and resources shared on Indigenous businesses, music, artists, movies, and lifestyle. We concluded the week with Bannock buns and fresh jam provided by Kookum's Pantry.

Payworks

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

Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

Goals:

Payworks is committed to: 1. Further engaging and supporting learning experiences related to Indigenous Peoples for all of our employees across Canada, including understanding the history, developing relationships, completing anti-racism training, and taking steps towards reconciliation which includes creating employment opportunities for Indigenous peoples in our communities. 2. Increasing our collective knowledge of the MMIWG Calls for Justice and final report recommendations, and providing time and space for discussion that will inform our actions moving forward.

Our Progress:

Over the course of the past year, Payworks has collaborated with various organizations to bring forward immersive and educational opportunities to our team members nation-wide, as well as supporting Indigenous initiatives across Canada.

In May, Payworks commemorated the National Day of Awareness for Missing & Murdered Indigenous Women, Girls and Two-Spirit Peoples (MMIWG2S) by providing education to our staff on its history and the ongoing crisis facing Indigenous women, girls, and two-spirit peoples in Canada. In this internal communication, we shared resources for our team members to access through our partnership with the Canadian Center for Diversity and Inclusion (CCDI); as a business, we also made a donation to the Native Women's Association of Canada. Employees were also encouraged to wear red in solidarity on both May 5 and 6.

Throughout National Indigenous History Month in June, we provided many opportunities for our team members to engage in interactive workshops and educational opportunities. On June 6, 25 Payworks team members came together to take part in a Métis beading workshop, where Prairie Owl Beading taught traditional beading techniques. Following the success of the in-person workshop, we shipped beading kits out to over 30 of our employees across Canada who then took part in the same workshop virtually.

To further recognize National Indigenous History month, we engaged with the Urban Society of Aboriginal Youth to host four virtual "escape rooms." Over 30 Payworks employees navigated through a Residential School Classroom, an Old Barn and an Office to unlock a final room and piece together Della's story. Participants found the activity to be an emotional experience that infused Della's personal journey with valuable insights into real-life experiences from residential schools and the Sixties Scoop. We originally planned to run two sessions, but added two additional sessions in July in response to overwhelming demand from staff.

In recognition for the National Day for Truth and Reconciliation, Payworks scheduled and later hosted in October and November, Blanket Exercises in partnership with Braving the Healing. This was the first time attending an in-person Blanket Exercise for many of the 20 participants, and the experience left a lasting impact on all who attended. We also invited our in-person participants to join us early to enjoy a light lunch supplied by Shelly's Indigenous Bistro. The virtual Blanket Exercise, made accessible to all of our employees across Canada, was attended by 20 additional team members.

On the National Day for Truth and Reconciliation, Payworks was invited to join a day of ceremony and community with Clan Mothers Healing Village in Belair, Manitoba. This important event included ceremonies and discussions led by Elder Mae Louise, Elder Billie Schibler and Elder Mary Bryan. Drum, songs and ceremony guided the day, which concluded with a potluck feast. The day included a special "Letting Go Ceremony" where attendees had the opportunity to "let go" of any grief or unsettling feelings, and to give prayers for all those lost through historical trauma. We were also treated to a tour of the Clan Mothers Healing Village, where we were regaled with proud stories of the program participants, who were also an integral part of the construction team. Payworks ha been a proud supporter of Clan Mothers Healing Village since 2022, when we committed to a $250,000 donation to be provided over five years.

Payworks sponsored and attended the Indigenous Education Awards celebration and Work Integrated Learning job fair in November, further strengthening our support of Indigenous youth employment. We also attended the Indigenous Business Education Program speed interviewing event at the University of Manitoba's Asper School of Business. Through this event, we met and hired a participant for a Summer 2025 internship in our Marketing department.

We've continued our commitment to Truth and Reconciliation and to the MMIWG Calls for Justice by including Moose Hide Campaign pins, MMIWG Calls for Justice Booklets, and Truth & Reconciliation Calls to

Action Booklets in our new employee welcome kits, providing our tem with a convenient resource to further our own knowledge on these very important initiatives.

As we continue to embed Indigenous knowledge and awareness throughout Payworks, many articles and resources are shared with out teams across Canada through our corporate intranet, theHUB. These articles focused on topics surrounding National MMIWG2S Awareness Day, National Indigenous History Month and National Indigenous History Day, along with National Day for Truth and Reconciliation. These resources included links to webinars, suggestions for events to attend across the country, and additional articles for self-guided learning opportunities. Payworks has also updated all of our Land Acknowledgements nation-wide and added acknowledgements for our expanded regions.

RBC Convention Centre Winnipeg

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

Goals:

The RBC Convention Centre Winnipeg is honoured to become 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 Calls to Action.

Our Progress:

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 continued to participate in the Winnipeg Chamber of Commerce Truth and Reconciliation Advisory Committee.
- Our President & CEO and Board Chair collaborated with Assembly of Manitoba Chiefs Elders to work toward renaming City View (Hall C) with an Indigenous language name.
- In September 2024, our President & CEO attended the 2nd Annual Indigenous Tourism Manitoba Conference, which aims to capture the essence of Indigenous storytelling and cultural experiences, while fostering connections and collaborations among attendees.

- In September 2024, our President & CEO attended Economic Development Winnipeg's Inclusive Growth: Leveraging the Economic Strength of Indigenous Business in Manitoba meeting, an event meant that brought together the business community, tourism partners, government stakeholders and Indigenous business leaders to explore opportunities for collaboration.

- In partnership with Downtown Winnipeg BIZ, the Centre commissioned and installed a large mural on the north exterior of the building. Through an Indigenous-led selection committee, Métis artist Justine Proulx's 'Returning to Our Roots' mural project was selected to both beautify the downtown and honour Indigenous teachings and community.

- The Centre incorporated blessings and invocations from local Indigenous Elders into formal events such as its annual Chair's Board of Directors Holiday Dinner and its 50th Anniversary celebratory event. An Indigenous drum group also performed at the 50th Anniversary celebratory event.

- The leadership team participated in three half-day sessions and ten online learning modules for Truth2Action , a program on Reconciliation and Indigenous awareness led by an Indigenous consultant and done in partnership with Legacy Bowes and TIPI Group of Companies.

- The Orange Shirt Day Pow Wow event was held at the Centre, staff were on hand to welcome our guests and provide direction through the building. Orange shirts and orange ribbons with a beaded orange shirt emblem were provided to staff to wear, purchased from a local non-profit and a local Indigenous supplier.

- 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

- Land acknowledgement is now read by a different staff member or director at each Board and Committee meeting, rather than only by the Chair.

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

Solara Remote Data Delivery Inc.

Calls to Action: 92, 92.ii, 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:

Solara is mentoring a group of indigenous youth starting a new company that is supplying products to people in remote and wilderness areas of Manitoba. We have introduced them to Futurpreneur Canada, an organization that provides business education that is providing a foundation for building skills in operating their business. Solara and participating indigenous elders who also have business experience are providing encouragement and product-specific advice to help keep the youth focused on success goals as they grow in confidence and expertise.

Stantec

Calls to Action: 10.vii, 48.iii, 92, 92.i, 92.ii, 92.iii

Goals:

Stantec's Self-Identified Goals to Call to Action #92 Truth and Reconciliation 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.

- <u>Commitments:</u>

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 was recognized in 2024 by the Canadian Council of Indigenous Business (CCIB) with a **Bronze level certification in the Partnership Accreditation in Indigenous Relations** (PAIR) program.

PAIR BRONZE
PARTNERSHIP ACCREDITATION
IN INDIGENOUS RELATIONS

The PAIR Program recognizes organizations that actively engage with Indigenous communities in a meaningful, respectful and collaborative way.

PAIR is a certification program that confirms corporate performance in Indigenous relations at the Bronze, Silver or Gold level. Certified companies promote their level with a PAIR logo signaling to communities that they are:

- good business partners
- great places to work
- committed to prosperity in Indigenous communities

This accreditation highlights our commitments to fostering positive relationships with Indigenous Peoples by adhering to the principles of cultural awareness, mutual respect, and a path towards reconciliation. It is a milestone that we will continue to build upon and strengthen our understanding of Indigenous rights, history, and perspectives.

Stantec also created a new Indigenous Partnership in Winnipeg in 2024, Shawano Wapunong -Stantec Consulting Ltd. (aka. ShaWaStan). ShaWaStan is a majority Indigenous-owned consulting company providing an array of services throughout Manitoba. The majority shareholder is Shawano Consulting Services Ltd., a Southeast Resource Development Council (SERDC) business, and the entity's minority shareholder is Stantec Consulting Ltd.

ShaWaStan aims to support the eight SERDC member communities of Berens River First Nation, Brokenhead Ojibway Nation, Bloodvein First Nation, Black River First Nation, Hollow Water First Nation, Little Grand Rapids First Nation, Pauingassi First Nation and Poplar River First Nation.

Taylor McCaffrey LLP

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

Calls for Justice: 15.2, 17.29, 18.2

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 Calls to Action 92, and MMIWG's Calls for Justice 15.2, 17.29 and 18.2.

Our Progress:

We continue to have an active Equity, Diversity and Inclusion ("EDI") Committee comprised of lawyers, students and staff. We had 107 attendances over the nine EDI meetings during the April 2024 to March 2025 time frame.

We continued to benefit from the relationships forged at the November, 2023 Winnipeg Indigenous Partners gathering. Our "Table 17" members have maintained contact to share ideas about EDI initiatives.

We have continued our active involvement with the Winnipeg Chamber of Commerce CODE Committee including attending:

- their half day conference May 1st to bring back to the firm numerous ideas relevant to the Winnipeg Indigenous Accord;
- their workshop on September 29 on access and supports for people who need them;
- their morning conference in February featuring a presentation by Elder Albert Cloud.

We have continued our involvement with the Indigenous Chamber of Commerce, hosting an event in May in our firm gathering space, attending some of their meetings and events, and hosting firm events when they have shred their knowledge with us, such as at presentation noted below.

We participated in Bar Association and Law Society of Manitoba events such as:

- the MB Women Lawyers Forum and WeMB Annual Event moderated by Jessica Dumas at Wyndham Garden Hotel, an enterprise owned by Long Plain First Nation which focused on their work creating jobs for Indigenous youth and community, and their focus on including cultural components in the workplace.
- the firm lawyers completed the excellent seven hour course mandated by the Law Society "The Path to Reconciliation".
- two lawyers participating in six one - hour Oji-Cree language classes taught by Ellen Tait sponsored by the Kenora Bar Association.

We continued to mark important dates:

- On Friday May 3rd we made craft materials available in our main meeting space to create Red Dress Pins to commemorate National Day of Awareness for Violence against Indigenous Women and Girls and Two Spirited people, and encouraged attendance at the Memorial and March that began at the Forks on Sunday May 5th.
- We circulated moose hide squares to firm members, clients and guests of the firm for Moose Hide Campaign Day of Recognition May 16.
- From June 1st to June 30th we ran a loop on the two large screens in our main meeting space of four slides which stated that:
  - Bishop Grandin was instrumental in setting up the Residential School System;
  - Bishop Grandin Boulevard will now be known as **Abinojii Mikanah** (A-binoh-gee Mee-kin-ah) which is the Ojibway translation for "Children's Roadway"
  - Bishop Grandin Trail will now be known as **Awasisak Mêskanow** (Aa-wasis-uk Me-ska-noh) which is the Cree translation for "Child's Path".
  - Grandin Street will now be known as **Taapweewin Way** (Tap-way-win) which is a Michif word that translates into "Truth".

We also posted this information on social media and received over 18,000 unique engagements. This action was inspired by the Indigenous Employee Group at the Assiniboine Credit Union workshop presented at the CODE conference on May 1st.

- On September 23, 2024 Renee Greyeyes, CEO of the Indigenous Chamber of Commerce (ICC) made a presentation on Intergenerational Trauma and showed a video on the impact of

discovery of the 215 unmarked graves in Kelowna. She and members of the ICC also lead firm members in beading orange shirt pins. Catering was provided by Shelley's Indigenous Bistro.

Throughout the Year:

- We twice refined our Land Acknowledgment: once to include Shoal Lake First Nation 39, as well as 40, for gratitude for Winnipeg's drinking water, and secondly to change the reference from "Oji-Cree" to "**Anishininew**" to respond to the coverage of the Manitoba Anishininew communities rejecting the term "Oji-Cree" as a colonial term.
- We continued our annual Fringe Festival activities of supporting attendance at plays with an EDI focus, many of which have themes relevant to the Winnipeg Indigenous Accord. This included sponsoring a Firm group outing and an entry in the draw for a Folklorama pass for any play attended with an EDI focus.
- At our Reception Desk we put up the sign with greetings in multiple Indigenous languages provided by Downtown BIZ. This action was promoted by the Winnipeg Chamber of Commerce.
- We continued to add new books and publications to our Central EDI Library.
- We added a "Book Review" feature for featured books in our EDI Library.
- We have continued a weekly "EDI Minute" entry in our electronic newsletter providing information that can be easily accessed in 5 minutes or less, many of which focus on Indigenous events and topics.
- We again subsidized orange shirt orders from Dreamcatchers Apparel for firm members.

The Forks Renewal Corporation

Calls to Action: 79, 92, 92.i, 92.ii, 92.iii

Goals:

- TRC 79.1 Create a permanent, high-profile, all-season educational space
- TRC 79.1 Add an additional 5 signs with Indigenous language translations to The Loop
- TRC 92.3 and MMIWG 15.2 All new management staff to complete Indigenous History Course from The University of Alberta
- TRC 92.2 Hire a full-time permanent Indigenous Relations Manager
- TRC 92 Develop Indigenous Engagement and Innovation metrics.

Our Progress:

The Forks North Portage Partnership 2024-2027 Strategic Plan identifies Truth and Reconciliation as 1 of 4 priorities.

Over the past year, The Forks has engaged with Indigenous consultants Ashley Richard and Jamie Wilson, to develop an Indigenous led Reconciliation Action Strategy.

- The first part of the year focused on deepening our understanding of the unique needs and perspectives of diverse indigenous participants to accurately identify the challenge(s) at hand.
- The second half of the year, in-depth design thinking sessions were held to validate and dig deeper into emerging themes and recommendations with a spectrum of participants. This work was important in providing the framework as part of the overall Reconciliation Action Plan. This knowledge guided the plan's development which identifies goals, and the actions needed to achieve these goals.

The Reconciliation Action Plan will be shared with the public, and available on The Forks website within the second quarter of 2025.

Winnipeg Chamber of Commerce

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

Goals:

The Winnipeg Chamber of Commerce continues to work towards its commitment to advancing truth and reconciliation within the organization, and the business community at large.

The Chamber works towards three primary goals:

1. Create authentic partnerships with Indigenous leaders and communities to guide our work in advancing truth and reconciliation
2. Provide opportunities that facilitate networking and career exploration for Indigenous peoples and organizations
3. Continuously improve staff learning and understanding of Indigenous topics.

Our Progress:

<u>Business Resources</u>

Now in its fourth year, our Commitment to Opportunity, Diversity, and Equity (CODE) program continues to support businesses in advancing equity and reconciliation. CODE brings together leaders and community members for discussions and public events, fostering an inclusive business landscape. The program focuses on eliminating systemic barriers and creating inclusive environments for women, Indigenous peoples, racialized persons, persons with disabilities, and the 2SLGBTQ+ community.

The Winnipeg Chamber of Commerce's 2023-2024 Commitment to Opportunity, Diversity, and Equity (CODE) Annual Report highlights significant engagement in Truth and Reconciliation initiatives among its member organizations. According to the report, 72% of organizations focused on Truth and Reconciliation

efforts during the past year, making it the most common area of focus within their diversity, equity, and inclusion (DEI) activities.

Additionally, the report notes that the most viewed resource on the CODE Resource Hub was the Truth and Reconciliation Roadmap, which was viewed 2,018 times and downloaded 101 times. This indicates a strong interest among organizations in accessing tools to guide their reconciliation efforts.

These findings suggest a growing commitment among Winnipeg organizations to engage in Truth and Reconciliation work.

Events & Programming

Throughout the 2024-2025 year, we hosted five impactful events that brought conversations about Truth and Reconciliation forward:

CODE Workshop: Adapting to a Rapidly Changing Workforce: Inclusive Recruitment Strategies
On December 5, 2024, The Winnipeg Chamber of Commerce hosted a CODE Workshop titled "Adapting to a Rapidly Changing Workforce: Inclusive Recruitment Strategies." The session supported organizations in strengthening inclusive hiring practices, addressing resistance to DEI efforts, and preparing for workforce shifts. With contributions from leaders at Economic Development Winnipeg, St. Amant, and Legacy Bowes – TIPI Group, the workshop emphasized the importance of inclusive hiring, including inclusion of reconciliation as core components of resilient and future-ready recruitment strategies.

CODE Workshop: Understanding Call to Action 92: Indigenous Engagement Beyond DEI
In April 2025, The Winnipeg Chamber of Commerce hosted a CODE Workshop titled "Understanding Call to Action 92: Indigenous Engagement Beyond DEI." Led by Sandra Bender from the National Centre for Truth and Reconciliation, the session explored how businesses can engage meaningfully with Indigenous communities through reconciliation-focused practices. Distinct from general DEI efforts, the workshop emphasized adopting the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) as a framework, building respectful relationships, and pursuing sustainable, mutually beneficial economic partnerships grounded in Indigenous sovereignty.

CODE Forum: Winnipeg, Manitoba: A City on the Cusp of Change
In February 2025, The Winnipeg Chamber of Commerce hosted a CODE Coalition Forum titled "Winnipeg, Manitoba: A City on the Cusp of Change," led by Indigenous Cultural Facilitator Albert McLeod. The session centered on reconciliation practices that honour Indigenous histories, values, and leadership. Participants explored the lasting impacts of historical trauma, learned actionable strategies to support Indigenous-led initiatives, and received tools to embed Indigenous ethics into both community and workplace settings—advancing reconciliation in tangible and culturally respectful ways.

Membership Luncheon – Reconciliation in Action through **Wehwehneh Bahgahkinahgohn**
This luncheon highlighted the Southern Chiefs' Organization's transformative project, Wehwehneh Bahgahkinahgohn, which aims to repurpose the historic Hudson's Bay Company building in downtown Winnipeg into a space for economic and social reconciliation. The event provided insights into the project's progress, its anticipated economic impact, and its significance as a bold act of economic reconciliation for the community.

These events underscore the Winnipeg Chamber of Commerce's commitment to advancing Truth and Reconciliation by fostering dialogue, education, and actionable strategies within the business community.

Truth and Reconciliation Advisory Council

This past year, The Winnipeg Chamber of Commerce welcomed Katelyn Lawson as the new Co-Chair of our Truth and Reconciliation Advisory Council, joining Denise Tardiff in shared leadership of the Council. Together, Katelyn and Denise bring diverse perspectives and deep experience to this important work, helping guide the Chamber's ongoing efforts to build meaningful relationships with Indigenous communities and advance reconciliation across the business community.
In the 2024–2025 year, the Truth and Reconciliation Advisory Council will focus its efforts on developing a formal Truth and Reconciliation Policy Position to guide The Chamber's internal practices and inform external advocacy across all levels of government.

Staff and Board Representation

As part of our ongoing commitment to Truth and Reconciliation, The Winnipeg Chamber of Commerce continues to monitor and improve representation of Indigenous Peoples within our governance and leadership structures. Aligned with the principles of the 50-30 Challenge, we maintain self-identification data across our staff and Board of Directors to assess progress in creating inclusive spaces and advancing Indigenous representation at decision-making levels.

Currently, Indigenous Peoples represent 10.5% of Chamber staff, including leadership roles, and hold 9.5% of board positions. These metrics guide our efforts to build an organizational culture that reflects the diversity of our community and supports reconciliation through meaningful inclusion.

New Office Art

In 2024, The Winnipeg Chamber of Commerce moved into its new office in the heart of downtown Winnipeg. As part of our commitment to reconciliation, we commissioned a large-scale original artwork by **Indigenous artist Dee Barsy, curated by Brianna Wentz.** The piece, rich with themes of interconnectedness, energy, and the dissolution of hierarchy, now anchors the Chamber's physical environment in Indigenous ways of knowing and being.

Economic Reconciliation Sub-Committee

The President & CEO, Loren Remillard, serves on the Economic Reconciliation Sub-Committee of the Premier's Business and Jobs Council.

City of Winnipeg Departments and Members of Council

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



Council's role as a signatory of Winnipeg's Indigenous Accord is important. I strive to embrace my part in the TRC Calls to Action and MMIWG Calls for Justice by engaging with the Indigenous community and promoting anti-racism. Through my office, I am always searching for opportunities to promote engagement between the Indigenous community and other community groups.

Through my role as Speaker of Winnipeg City Council, each City Council meeting commences with a land and water acknowledgement. It is important to recognize the harms of colonization and our need for reconciliation not just in the Old Kildonan ward but in the city as a whole. I will continue to support reconciliation efforts at the City of Winnipeg, as well as in schools, organizations and community groups across our city.

To continue understanding concerns of the Indigenous community, I meet with an Indigenous Knowledge Keeper and former chief.

In 2024, I participated in initiatives such as:



- On February 19, the Manitoba Métis Federation hosted a ceremony honouring First Premier Louis Riel at the Louis Riel Gravesite.
- On March 1, the swearing in ceremony for Provincial Court Judge Brian Bowman, former Mayor for Winnipeg.
- Khalsa Aid month long food drive – supported communication on the importance of the food drive that assisted Indigenous community organizations. Participated on site with the packaging of food kits.
- On May 16, The Southern Chiefs' Organization 25th Anniversary exhibit launch.
- On November 10, The National Commemorative ceremony for the late Honourable Murray Sinclair. Shared memories and condolences with family and the National Chief of Assembly of First Nations and Southern Chiefs' Organization.
- Elwick Village Centre – supported recreational opportunity for youth with a commitment of an outdoor basketball hoop being installed. This will give additional opportunities to be active right in the neighborhood.
- Dialogue with Barb Wesley, Community Elder in Elwick community on ongoing needs.

I am currently working with a community group on their second cook book to raise funds for Welcome Home, a non-profit organization located in Point Douglas that helps area residents focusing on Indigenous youth and families.

Councillor Brian Mayes, St. Vital



- After consulting with members of the Inuit community, I proposed renaming a park in my ward to " Tunngasugit" ("Welcome" in Inuit) in honour of that community;
- As City Council rep on the Board of Winnipeg Art Gallery I attended various events based on reconciliation, and I now Chair the Works of Art Committee which is de-accessioning (selling) some works of art to gain funds towards purchase of Indigenous art;
- Approved $500 grant to Ecole Marie-Ann-Gaboury for Indigenous garden project;
- Approved $4,500 grant to Manitoba Opera for their work translating the book Opera Cat into a second Indigenous language (first funded in 2022);
- Approved honourary street naming for Métis music icon Ray St Germain.

Councillor Matt Allard, St. Boniface



To fulfill Call to Action #57, I continued my learning journey by actively promoting educational resources like Bob Joseph's "21 Things™ You May Not Have Known About the Indian Act." Following recommendations to engage broadly with Indigenous perspectives through media, I have also been reflecting upon significant works such as the Honourable Murray Sinclair's memoir, "Who We Are," and discovering the powerful voices of contemporary Indigenous musicians, recently including the work of The Halluci Nation. I continue to seek out new artists as part of this ongoing learning. This commitment was also demonstrated through tangible actions at Council, where I voted in favour of the Welcoming Winnipeg Committee's recommendation regarding the renaming of Edison Park, though the proposal was ultimately not adopted.

In alignment with Call to Action #92, fostering respectful relationships remained paramount. This involved respectfully witnessing and expressing gratitude for the blessing ceremony led by Elders for the Winakwa Community Centre project, and attending the landmark naming ceremonies for Taapweewin Way and Abinojii Mikanah. My participation in honouring the legacy of Louis Riel included attending the commemoration held by the Union nationale métisse Saint-Joseph du Manitoba, and subsequently representing the City by bringing greetings to the Manitoba Metis Federation's annual event. Furthermore, I contributed to important policy development by participating in the consultation process aimed at

strengthening the Welcoming Winnipeg policy framework. These efforts represent necessary steps in fulfilling the duty to embed reconciliation into our city's governance and community life.

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

Existing Projects

- Continue to work on Harm Reduction/Reducing the Harms of Colonization Framework with Harm Reduction Network, Aboriginal Health and Wellness, Sunshine House, Ka Ni Kanichihk, and Main Street Project;
- Continued work in support of families with loved ones in the Landfill including continued support of Candace House;
- Continued work with Ma Mawi Wi Chi Itata Centre on various projects and partnerships;
- Continued work with Ka Ni Kanichihk on Velma's House and various projects;
- Continued work with Manitoba Keewatinowi Okimakanak including a housing project, and work on a Native American Graves Protection and Repatriation Act NAGPRA-like law for Canada.
- Continued work on transportation and mobility justice including vehicle-for-hire and transit work;
- Continued work with Giganawenimaanaanig (Sandra DeLaronde MMIWG implementation committee) and MMIWG post-secondary masters students along with the City's Indigenous Relations Division;
- Continued work with Human Rights Students and faculty of Law on UNDRIP and other declarations, conventions, and treaties.

New Projects

1. 150 Project "HER 204" Stories of One Great City Revisited features Indigenous women and gender diverse artists and producers. This was part of the 150 Fort Rouge East Fort Garry Ward celebrations. The album launch is in 2025 and the artists featured will continue performances in other events across the ward. Artists include: Jade Turner, Rhonda Head, Lana Winterhalt, Desiree Dorion, Gloria Desjarlais, Keri Latimer, Andrina Turenne, Kelly Bado, Keisha Booker, Cara Luft, Michele ii Visser and more musicians, producers.
2. As Human Rights Chair for 24/25 anticipated work with community to decolonize human rights in line with 'what we heard report' and priorities and plans of the Human Rights Committee of Council.
3. Continued working on City implications for a NAGPRA-like law for Canada and related measures advanced by the special interlocutor Kim Murray.

- On October 2024, Ms. Murray delivered the Final Report to Survivors and their families, First Nation, Inuit and Metis communities and to the Minister of Justice. Since 2022/23, I have been participating in meetings with MKO including supporting their efforts to draw down engagement events and conference components in discussion with the office of the interlocutor. Efforts were to advance the law and related policy framework, to ensure the conclusive custody, control, and authority to make decisions regarding disposition of the children and the sites by the custodial and culturally affiliated First Nations are secured.
- Among the calls from Ms. Murray was to enact legislation to establish Indigenous burial site designations, rematriate land, transferring burial sites, among others.
- This has applicability in Winnipeg where we have only recognized one of the several residential school sites to date. The recommendations have specific resonance in Winnipeg where women are buried in the landfill and have had severe issues in Winnipeg, Manitoba, and Canada in exercising rights in the void of the ethical guide of then Winnipeg Police, and the municipal, provincial in searching the landfill for Morgan Harris, Marcedes Myran, Rebecca Contois and Ashlee Christine Shingoose.
- Public education, policy efforts such as meetings and other public education events should continue in 2025 where a specialized legal framework is needed to ensure respectful, culturally appropriate treatment and protection of unmarked sites. Anticipated intensified work with MKO, AMC, SCO and Giganawenimaanaanig implementation.

4. Metis Design work along with Osborne Village Biz and MMF (Winnipeg region) a placemaking garden updating Village Green park honoring Indigenous and non-Indigenous Spiritual leaders. Installation anticipated in 2025/26.
5. Worked to support Welcoming Winnipeg committee and IRD in budgets including amending motions and letters to protect the integrity of the policy purpose from erosion.
6. The City of Winnipeg announced the co-development of the biodiversity and greenspace policy work. A major milestone. Work underway is expected to continue throughout 2025.
7. Continued work with: Refugee Settlement Sector Project with survivors of sexual and gender-based violence in Mexico along with SCO and World Refugee and Migration Council and Jayne Flemming Reed Smith LLP;
8. Continued work on treaty land acquisition in Winnipeg, with Treaty One and others working together on Indigenous-led housing projects, Advancing Naawi Oodena master plan in partnership with Treaty One Economic Development; and the Canada Lands portion; Wehwehneh Bahgahkinahgohn; and various other initiatives.
9. Structure of an internship in the ward office.
10. Participate in downtown placemaking on Graham and other places, working with the Downtown Biz Zone; Southern Chiefs' Organization (SCO) and the Manitoba Métis Federation (MMF);
11. New and enhanced Biodiversity and Natural Corridors work partnering with the Centre for Indigenous Environmental Resources major milestones anticipated 2025.
12. Engage in placemaking installations in city golf courses in line with the golf repurposing study and Dr. Anne Lyndsay's work continues.

Councillor John Orlikow, River Heights-Fort Garry



True reconciliation and ensuring the City of Winnipeg makes significant progress on our shared efforts towards meaningful partnerships with First Nations, Inuit and Métis Peoples remains a priority for me, both personally as well as in my position as the representative for the River Heights-Fort Garry Ward.

Call to Action 82: Commemoration

Through the Winnipeg 150 Fund, each city councillor had access to funding for a newsletter for their ward. Working with the Assiniboine Residential School Legacy Group (ARSLG), we dedicated the River Heights-Fort Garry newsletter to sharing the history of the site and school as well as commemorating the monument that was erected in 2022.

To ensure the perspective of students and survivors was shared with ward residents, the newsletter was written in the voice of the ARSLG and included three parts which:

- Told the history of the school
- Explained the background of the monument and the significance of the choices made in its design and construction
- Invited the community to a sacred fire where they could meet and speak with the members of the ARSLG

In fall 2024, I was also proud to support the sacred fire event with a Winnipeg 150 Grant of $1,500.

Councillor Jeff Browaty, North Kildonan



This year I participated in a workshop regarding making changes to the Welcoming Winnipeg Process. Ensuring it fulfills the purpose of properly recognizing and re-balancing place names to reflect the significance of our Indigenous past while not unnecessarily delaying and complicating council's ability to name places after non-Indigenous honourees is important.

I also travelled to Australia on a personal family vacation and paid particular attention to their recognition of Indigenous places and history through various types of acknowledgements.

Councillor Markus Chambers, St. Norbert-Seine River, Deputy Mayor



Markus Chambers, a dedicated public servant and Winnipeg City Councillor for St. Norbert-Seine River and deputy mayor. Councillor Chambers has demonstrated a strong commitment to advancing Truth and Reconciliation in Canada. His work reflects a deep understanding of the injustices faced by Indigenous peoples and a proactive approach to fostering healing, equity, and meaningful partnerships with Indigenous communities.

1. **Advocacy for Indigenous Rights and Representation**
   Councillor Chambers has consistently used his platform to amplify Indigenous voices, supporting initiatives that address systemic inequalities. He has advocated for greater Indigenous representation in local governance and decision-making processes.
2. **Support for Truth and Reconciliation Commission (TRC) Calls to Action**
   Councillor Chambers has actively promoted the implementation of TRC Calls to Action at the municipal level, particularly those related to education, justice, and community development. He has supported policies that recognize and honour Indigenous histories, including the incorporation of Indigenous knowledge in public programs. In particular, Councillor Chambers has advocated for strengthened relationships between Indigenous Leadership and Policing.
3. **Community Engagement and Partnerships**
   Councillor Chambers has worked closely with Indigenous leaders and organizations to build bridges between municipal government and First Nations, Métis, and Inuit communities. He has participated in and organized events that promote cultural awareness, such as Orange Shirt Day and National Indigenous Peoples Day.
4. **Economic and Social Equity Initiatives**
   Recognizing the economic disparities faced by Indigenous peoples, Chambers has supported programs that provide employment opportunities, housing solutions, and business development for Indigenous communities. He has pushed for equitable access to City services and resources for Indigenous residents.

Challenges and Future Direction

While Councillor Chambers has made significant strides, challenges remain in fully realizing Truth and Reconciliation. Ongoing efforts must include:

- Strengthening partnerships with Indigenous-led organizations.
- Ensuring long-term funding for reconciliation initiatives.
- Addressing systemic barriers in education, healthcare, and justice systems.
- Preparing police for the adoption and implementation of UNDRIP

Conclusion

Markus Chambers has shown a genuine and sustained commitment to Truth and Reconciliation through advocacy, policy support, and community collaboration. His efforts contribute to a more inclusive and just society, though continued work is necessary to achieve true reconciliation. By building on these foundations, Councillor Chambers and other leaders can help fulfill the promises of the TRC and contribute towards healing for generations to come.

Councillor Cindy Gilroy, Daniel McIntyre



I try and be guided by the Winnipeg Indigenous Accord while I do my work at city hall and make decisions that impact our community and city as a hole.

Some of the things I worked on was a motion for the city to support the search of our landfill. Recognizing the impacts of the loss of Indigenous women within our community. To let the public know that we are going to fight for our women and girls.

I support the work of Welcoming Winnipeg and their naming decisions. It has been real tough for the great group of volunteers that look at the historical experiences and cultures of Indigenous people in our city and are trying to build that history into already established communities.

Take part in ceremony when I can to remind myself of lost cultural and rebirth to build upon.

Be a leader on fighting for injustices of inequality on issues around poverty and homelessness that impacts a large majority of Indigenous people due to colonization and historical events from governments.

Also support Indigenous peoples and partners on projects that focus on future developments that they are working on that helps bring greater support to and within their communities like the Hudson Bay projects and portage place with the Southern Chiefs' Organization.

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

City of Winnipeg

Lead department: Chief Administrative Officer, Indigenous Relations

Our Goal:

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.

Our Progress:

Due to competing priorities this past year, no movement was made with respect to the stated goal. Without an increase to human or financial resources in the Indigenous Relations Division dedicated to this Call to Action, any future progress is unlikely.

Other Activities:

1. **Indigenous Medicine Gardens at City Hall**

   2024 marked the ninth 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.

2. **Welcoming Winnipeg**

   On January 30, 2020, Council passed a motion to adopt the Welcoming Winnipeg: Reconciling our History Policy. This policy was developed to guide the City in making decisions regarding requests to create new, add to, or remove/rename historical markers and place names and resolve the absence of Indigenous histories and contributions in the stories remembered and commemorated.

   This policy aligns at a municipal level with Truth and Reconciliation Commission (TRC) Call to Action #43 and the United Nations Declaration on the Rights of Indigenous Peoples **(UNDRIP), particularly Article 15**:

   - Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
   - States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

   On June 21, 2024, the Indigenous Relations Division hosted a formal unveiling celebration for the renaming of Bishop Grandin Boulevard to **Abinojii Mikanah**, Bishop Grandin Trail to **Awasisak Mēskanôw** and Grandin Street to **Taapweewin Way.**

The day was started in a good way, with a smudge and pipe ceremony at sunrise led by Elder Barbara Bruce who facilitated the original renaming consultation process with the Indigenous Knowledge Naming Circle in September of 2021. The formal agenda of the renaming celebration began with a Grand Entry and remarks were offered from various leaders and dignitaries to celebrate this important milestone in the City of Winnipeg's Journey of Reconciliation. The event included performances by the Walking Wolf Singers and Dancers led by Ray "Coco" Stevenson, fiddling and jigging by Luc Wrigley and Inuk throat singing by Lucy Angnakok and Aleatra Sammurtok. The day concluded with remarks from Elders of the Indigenous Knowledge Naming Circle and a blanket ceremony to complete the circle of this naming journey.

These new names will always keep the children they honour present in our hearts and minds and serve as an important reminder of the need to move beyond colonial attitudes, and keep walking together to a more inclusive future.

On June 24, 1972, a plane carrying eight students from residential schools in Stonewall and Portage la Prairie, crashed en route to **Bunibonibee Cree Nation** (formerly Oxford House). Planes were often the primary means of transportation to some residential schools, especially in the North.

While the victims were commemorated with a memorial in Long Plain First Nation, where two of the students had attended school, the crash site itself had not been memorialized, leaving a gap in the recognition of the tragedy. Through Welcoming Winnipeg, the Royal Aviation Museum of Western Canada (RAMWC) submitted a formal request to establish a monument dedicated to those lost in the 1972 crash. This request was met with support, leading to the unveiling of a new commemorative monument on September 25, 2024. The ceremony brought together over 100 people, including representatives from the City of Winnipeg, RAMWC, family members of the victims, and members of the Bunibonibee Cree Nation community to honour the lives of the victims and acknowledge the broader legacy of residential schools.

The creation of this new monument serves as an important step in ensuring the victims of the crash are remembered, and that the impact of the residential school system is recognized within the collective memory of Winnipeg.

On March 27, 2025, Council approved the Welcoming Winnipeg Committee of Community Members' (CCM) recommendation to support the Executive Policy Committee (EPC) and Riel Community Committee's recommendation to rename "Bonaventure Park", located at 70 Evelyne Reese Boulevard in the Bonavista Community, to **"Tunngasugit Park".**

The CCM has also recommended that supplementary signage or a new permanent marker be installed that speaks to the history of Inuit presence in Winnipeg, explains how to pronounce "tunngasugit", and its meaning.

Indigenous Relations will work with the CCM and Tunngasugit Inuit Resource Centre to develop the signage and plan an unveiling event, anticipated late summer or early fall 2025.

3. Human Rights and MMIWG2S+ Calls for Justice (1.1, 1.3, 1.7)

The City of Winnipeg's Indigenous Relations Division (IRD) bridges UNDRIP and the Calls for Justice by centering Indigenous-led demands in municipal actions, particularly regarding MMIWG2S+. For example, the push to search the Prairie Green Landfill for Indigenous women's remains that was advocated by families and groups directly applies UNDRIP Articles 7 (right to dignity) and Call for Justice 1.7, which

demands Indigenous-led reclamation of spaces tied to violence. Similarly, grassroots efforts at Alexander Docks—a site of poignant history related to MMIWG2S+ highlights the need for Indigenous women's leadership in transforming unsafe urban spaces into culturally secure environments.

The IRD's collaboration with survivors and advocates to develop initiatives operationalizes UNDRIP Articles 18–19 (self-determination) and aligns with Calls for Justice urging systemic shifts to prioritize Indigenous women's voices in policymaking. By treating land as sacred (not disposal sites) and amplifying Indigenous governance, Winnipeg's approach challenges colonial frameworks, though full implementation requires binding mechanisms like the proposed **

Integrating UNDRIP and the Calls for Justice at the municipal level dismantles colonial systems that devalue Indigenous lives. Landfill searches and reclaiming spaces like Alexandra Docks are not just about justice for MMIWG2S+—they affirm Indigenous sovereignty over land, memory, and safety, ensuring cities like Winnipeg confront their role in perpetuating violence while centering Indigenous futures.

The Indigenous Relations Division in Winnipeg has deepened its collaboration with survivors, families of Missing and Murdered Indigenous Women, Girls, Two Spirit and Gender Diverse Peoples (MMIWG), and community advocates to address systemic violence and implement the *Calls for Justice* from the National Inquiry into MMIWG. During the trial of a serial killer linked to MMIWG cases, the Division prioritized trauma-informed support with survivors' families, ensuring their testimonies will inform policy responses.

This partnership catalyzes monumental discussions, including the Red Dress Alert—a community-driven emergency notification system for missing Indigenous individuals, modeled after Amber Alerts but tailored to address jurisdictional gaps and racial biases in law enforcement. By embedding these perspectives, Winnipeg's policies should reflect culturally grounded solutions, such as funding for Indigenous-led safety programs and data collection reforms. This shift is imperative because colonial systems have historically silenced Indigenous voices, perpetuating cycles of violence. IRD will continue to support this process and prioritize centering lived experiences to ensure accountability that will aligns municipal governance with the Calls for Justice fostering trust and sustainable change.

TRC Call to Action 47 – Doctrine of Discovery

City of Winnipeg

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 for both Indigenous Relations and Legal Services, no progress was made with respect to this Call to Action. Without an increase to human or financial resources dedicated to this Call to Action, any future progress is unlikely.

TRC Call to Action 57 – Public Service Training and Awareness

City of Winnipeg

Lead departments: Human Resource Services, Equity Office, Indigenous Relations Division

Our Goal:

Continue to deliver learning sessions for Public Service employees and Service Providers 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: building competency in Indigenous content and topics:</u>

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.

- 171 new public service employees participating (annual), 10,492 since established.

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, Topahdewin The Gladys Cook Story. Participants are required to watch the film entitled "We Were Children" as pre-work to this course.

- 0 new public service leaders participating (annual), and 1,758 since established.

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 play 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.

- 14 public service employees participating (annual), 163 since established.

Spring Equinox, Summer Solstice, Fall Equinox, Winter Solstice Teachings

- 27 public service employees participating (annual), 380 since established.

Welcoming Winnipeg Walking Tour

- 0 public service employees participating (annual), 97 since established.

Sweatlodge Teachings and Participation

- 14 public service employees participating (annual), 304 since established.

<u>Building self-awareness and understanding</u>

Journey of Inclusion: (1) Impacts of Colonialism, (2) Origins of Race and Racism (3) Anti-Racism, Anti-Oppression & Cultural Competency

- 1,853 full course completions (annual).
- To date, 6774 City employees or 63% have completed the Journey of Inclusion series.

Are You an Ally!

- 42 public service employees participating (annual), 154 since established.

Beyond Bias

- 38 public service employees participating (annual), 453 since established.

Seeing Through a New Lens: Understanding Cultural Competence

- 64 public service employees participating (annual), 431 since established.

2SLGBTQQIA+ Introduction to Gender & Sexual Diversity

- 10 public service employees participating, 72 since established

2SLGBTQQIA+ The Essentials of Gender & Sexual Diversity

- 7 public service employees participating, 56 since established

Trauma Informed Approaches to Community Safety

- 71 public service employees participating, 177 since established

Call to Action 75 – Cemeteries

City of Winnipeg

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

Our Goal:

Research and communicate with other municipalities regarding what they are doing related to the Call to Action to assist in informing our action plan going forward and continue to digitize burial records for easier access.

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 2024, 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 2024/2025 more than 5,000 records from Brookside Cemetery were digitized.

First Nations, Inuit, and Red River Métis (FNIRRM) Council (Residential Schools) -

Maamawi Bigiiwewininaanig Giniijaanisinaanig (Together We Will Bring Them Home)
In 2021, by invitation from the Province of Manitoba, the City of Winnipeg (IRD) 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, Cree Nation Tribal Council, Anish Corporation, National Centre for Truth and Reconciliation, Wa-Say Healing Centre, Anish Corporation, Regional Indian Residential School Health Support Program Centres, Elders and Knowledge Keepers, and Provincial and Federal governments.

Over this past year, the City of Winnipeg continued its participation as a member of the council Maamawi Bigiiwewininaanig Giniijaanisinaanig (Together We Will Bring Them Home) with emphasis towards addressing challenges and barriers in Manitoba in identifying and searching for missing children who attended residential schools and other government-run or funded institutions. Governments have legislative mechanisms to address some of the barriers and challenges and increase protections of these sensitive burial sites, and Manitoba is actively looking at those options with First Nations, Inuit, and Red River Métis representatives of the Council, and with the City of Winnipeg.

Call to Action 77 – Archival Records

City of Winnipeg

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.

- Assisted with the Winnipeg 150 travelling exhibit that toured libraries, malls, and other public spaces throughout 2024. The exhibit included content prepared in consultation with the City's Indigenous Relations Division.
- Provided archival content for the video series *From Time Immemorial to Tomorrow: Indigenous Perspectives on Winnipeg 150.*
- Developed content for social media posts to mark Indigenous History Month.

- Participated in IRS Research Network Meeting hosted by the Southern Chiefs' Organization and Manitoba Keewatinowi Okimakanak.
- Ongoing work with curator Vanda Fleury and StrongFront.tv to produce a digital version of the Story Seeds exhibit for the website Pathways to Winnipeg History. Story Seeds explores the significance of Indigenous plant traditions through storywork that integrates archival sources, family photos, artifacts and other items.

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

City of Winnipeg

Lead department: Indigenous Relations Division (IRD)

MMIWG2S+ Calls for Justice: 1.1, 1.3, 1.9, 2.3, 4.8, 5.24, 8.1, 15.1, 15.2, 15.3, 15.4, 15.8, 17.9

Our Goal:

To continue to co-develop with MMIWG2S+ advocates, families, survivors, and leaders to implement a civic implementation plan that ends all forms of violence against Indigenous women, girls, two-spirit and gender-diverse peoples, and implements the 231 Calls for Justice.

The civic implementation continues to ensure:

- Urban Indigenous women, girls, two-spirit and gender-diverse voices are heard, as they are required to lead solutions.
- Appropriate mechanisms of responsibilities and accountabilities are created, as such mechanisms are paramount to ending violence, as the city's responsibilities directly impact urban Indigenous people.
- Safe Transportation, Training & Awareness, Human Rights, and Safe Spaces are emphasized as key components of the plan.
- "Nothing About Us Without Us", is foundational to all planning, coordinating and implementation of the 231 Calls for Justice and National Action Plan.

Our Progress:

The Indigenous Relations Divisions leads the Implementation of the 231 Calls for Justice and National Action Plan on behalf of the City of Winnipeg, and more importantly alongside the community we are a part of, which is a life's honour.

In 2020, the Executive Policy Committee directed the Public Service to identify how the City of Winnipeg can address the 231 Calls for Justice that fall under the City's jurisdiction by developing an implementation plan and reporting annually in Winnipeg's Indigenous Accord and Journey of Reconciliation reports.

Since 2021, the Indigenous Relations Division has received ongoing advice from Missing and Murdered Indigenous Women, Girls, Two-Spirit and Gender Diverse Peoples families, survivors, and advocates, and is now a member of the family, survivor, and advocate-led MMIWG2S+ Implementation Committee, Giganawenimaanaanig. This collective has been leading and guiding the work on co-development and implementation of Manitoba's response to the Calls for Justice and National Action Plan, which includes the City of Winnipeg's response called the civic implementation plan.

Quantitative Reporting

From May 2024 – June 2025:

- 14 of the 231 Calls for Justice have seen progress
- 4 areas that the City of Winnipeg Focuses on; (Human Rights, Safe Spaces, Training and Awareness, and Safe Transportation)
- 1% of the City of Winnipeg's workforce has been engaged in activities related to implementation of the Calls for Justice

Implementation of Calls for Justice:

- Total Calls for Justice: 231
- Calls for Justice Initiated: 14
- Calls Specific to Municipalities: 153, of which we have begun working on 14, marking a solid start in prioritizing key areas with immediate impact.

City Departments Engaged:

- Total City Departments: 9
- Engaged Departments: 6 (32%)
- By engaging 32% of departments, including key areas like public safety, housing, and community services, we're fostering a cross-departmental approach to reconciliation and justice implementation.

Employee Engagement:

- Total City Employees: 10,040
- Employees Engaged: 67 (1%)
- While initial engagement is low, our awareness initiatives are gradually reaching more staff, with plans to continue to expand involvement in the coming year.

Engagement Across Industry Sectors:

- Total Relevant Industry Sectors: 9
- Sectors Engaged at the City of Winnipeg: 4 (44%)
- Partnerships are underway with multiple sectors as we work towards comprehensive, city-wide commitment to the Calls for Justice.

Key Initiatives and Outcomes

Safe Transportation (Calls for Justice: 4.8, 8.1, 17.9)

Since 2023, Vehicles for Hire (VFH) and IRD have co-designed and implemented mandatory Building Cultural Competency Training for existing taxi and personal transportation provider (PTP) drivers. The mandatory training is full day training that includes topics of history and impacts colonization and traditional roles of Indigenous women, girls and gender diverse peoples. The training integrates the voices of those with lived experience as well as providing and resources and educating on when to use them.

From May 2024 – June 2025 over 1300 drivers were trained, in over 30 sessions. Additionally, it should be noted that the VFH division has become an evolving ally.

> "Our women are sacred. Their safety in movement is not negotiable."*
>
> - Quote from the National Inquiry

- **Safe Transportation Options during Indigenous Festivals**

In February 2025, VFH provided support to MMIWG2S+ participants to accessible taxis for MMIWG2S+ related events.

For the 2024 Manito Ahbee Festival (May 17 – 19), IRD collaborated with Winnipeg Transit and Manito Ahbee to provide free Transit to Manito Ahbee from 3 stops (Downtown, CF Polo Park and Unicity Mall), for a total of 1,783 riders.

- **Missing the Bus 2.0**

In partnership with the Center for Human Rights Research, the policy brief Indigenous Women, Girls, and Gender-Diverse People's Human Right to Public Transportation – A Policy Brief - Centre for Human Rights Research was written. This literature was written building off the ***Missing the Bus*** literature review and further offer recommendations that combat the dangerous realities that Indigenous women, girls, and gender-diverse peoples face due to unsafe and inaccessible public transportation. This report notes the failure of economic, social, and cultural rights as it relates to mobility and therefore exposes the interconnections that result in violence and disappearances of Indigenous Women, Girls, Two-Spirit, and Gender-Diverse peoples, a reality echoed in the National Inquiry into Missing and Murdered Women, and Girls.

Safe Spaces (Calls for Justice: 2.3, 4.3, 4.7)

- **Rainbow Butterfly**

In partnership with MMIWG2S+ families, survivors and advocates, Rainbow Butterfly, a warming hut that is dedicated to MMIWG2S+, was welcomed to her new location at St. Johns Park through a Welcoming Ceremony in August 2024. Over 70 people were in attendance and experienced Traditional drummers, speeches from MMIWG2S+ survivors, and dignitaries who carried the previous advocacy work of Rainbow Butterfly. A video was made in her honour to promote her new location, rousing awareness on the issue of MMIWG2S+ crisis in Winnipeg, while highlighting the importance of centering Indigenous women's voices in the creation of land and water discussions and projects.

- **Alexander Docks**

The Forks Renewal Corporation is collaborating with the Indigenous Relations Division to assist in partnering with MMIWG2S+ families and survivors to inform the Alexander Docks design concept. Notably the completion of this will take several years and we have entered the early stages of discussions.

In collaboration with Winnipeg Safety Committee, IRD distributed over 400 "Who Do I Call?" Cards to over 20 Indigenous organizations that support safety and programming for Indigenous Winnipeggers.

Training and Awareness (Calls for Justice: 1.9, 15.1 15.2, 15.3 4.4, 5.24, 14.12, 18.18)

Indigenous Relations leads a Training and Awareness Campaign that promotes days of awareness, and subsequent events of learning, or participation in community-led MMIWG2S+ events. These days of significance include a social media campaign that responds to Calls for Justice 15.2 and 15.3 that promote access to the National Inquiry Final Report, and other learning opportunities that promote the true history of Canada.

The Days of Awareness included in this delivery are:

<u>October 4th – Provincial Day of Awareness for MMIWG2S+:</u>

- IRD hung red dresses at City Hall.
- IRD participated in the planning of the Giganawenimaanaanig event that highlighted the of the day.
- Esplanade Riel Bridge & WINNIPEG Sign were lit red for importance of that day.
- IRD collaborated with Winnipeg Public Libraries to have red dresses hung in all Winnipeg library locations.

<u>November 13th – Commemoration for Helen Betty Osborne</u>

- Commemoration is sent out on this day highlighting the Helen Betty Osborne's story.
- Communications highlight the MMIWG2S+ Crisis, Calls for Justice and Aboriginal Justice Inquiry.

<u>May 5th – National Day of Awareness for MMIWG2S+</u>

- Over 20 organizations supported the event at the Forks.
- Approximately 2,000+ people attended the Forks event.
- IRD supported by providing honorarium for planners, fire keepers, and fire keeper helpers for the Forks event.
- Transit bus (provided for accommodation) at the Forks event.
- IRD coordinated with Winnipeg Transit to provide 395 ($1,000 worth bus tickets: 250 full fare, 100 youth fare, 45 senior fare) for events on May 5th .
- Support for fire pit, wood, medicines and permits for the Forks event.
- City of Winnipeg staff attended from 4 departments (IRD, WFPS, CS, and EO).
- IRD hung red dresses at City Hall.
- IRD updated Red Dress Information Sheet (City Hall).
- Esplanade Riel Bridge & WINNIPEG Sign were lit red for importance of that day.
- IRD collaborated with Winnipeg Public Libraries to have red dresses hung in all Winnipeg library locations. Over a dozen city staff attended the May 5th event (Community Safety Office, IRD, EDI, and WFPS).

February 14th - Annual Women's Memorial March

- IRD participated in the planning committee.
- Assists with the event permits.
- Provided supports to MMIWG2S+ families this day, and days leading up to event.
- Coordinates with Transit to provide a charter bus for those with limited ability.
- Information is extended to city staff as an invite to participate on taking action on the crisis of MMIWG2S+ in Winnipeg.

June 3 – Anniversary of the release of the National Inquiry and the National Action Plan

- Information is sent to city staff on importance of the day, education or community event opportunities and links to reading educational materials, including the National Inquiry and National Family and Survivors Circle.

In partnerships with the City of Winnipeg's Equity Office, IRD participates on the Intergovernmental Gender Based Violence Working Group. IRD bridged multiple relationships and provided emotional supports and MMIWG2S+ voices to EDO led events including the 16 Days of Activism **and Engaging Men for a Safer Tomorrow: Holistic Action Against Gender-Based Violence**. Over 50 people were in attendance.

IRD also partnered with EmPowermen, and extends networking and learning opportunities to city staff that is hosted by EmPowermen. In June 2024, members from WFPS, EDO, WPS, EDO and VHF attended a networking event hosted by EmPowermen. This event discussed the importance of men's role in gender-based violence in society and the workplace.

Event Participation & Awareness & Community support. City staff attend MMIWG2S+ events and training session when available to staff. This year city staff were invited to participate in 4 community events for Days of Awareness.

- **Human Rights (1.1, 1.3, 1.7)**

The City of Winnipeg's Indigenous Relations Division (IRD) bridges UNDRIP and the Calls for Justice by centering Indigenous-led demands in municipal actions, particularly regarding MMIWG2S+. For example, the push to search the Prairie Green Landfill for Indigenous women's remains that was advocated by families and groups directly applies UNDRIP Articles 7 (right to dignity) and Call for Justice 1.7, which demands Indigenous-led reclamation of spaces tied to violence. Similarly, grassroots efforts at Alexandra Docks—a site of poignant history related to MMIWG2S+ highlights the need for Indigenous women's leadership in transforming unsafe urban spaces into culturally secure environments.

The IRD's collaboration with survivors and advocates to develop initiatives operationalizes UNDRIP Articles 18–19 (self-determination) and aligns with Calls for Justice urging systemic shifts to prioritize Indigenous women's voices in policymaking.

Integrating UNDRIP and the Calls for Justice at the municipal level dismantles colonial systems that devalue Indigenous lives. Landfill searches and reclaiming spaces like Alexandra Docks are not just about justice for MMIWG2S+—they affirm Indigenous sovereignty over land, memory, and safety, ensuring cities like Winnipeg confront their role in perpetuating violence while centering Indigenous futures.

The Indigenous Relations Division in Winnipeg has deepened its collaboration with survivors, families of Missing and Murdered Indigenous Women, Girls, Two Spirit and Gender Diverse Peoples (MMIWG), and community advocates to address systemic violence and implement the *Calls for Justice* from the National Inquiry into MMIWG. During the trial of a serial killer linked to MMIWG cases, the Division prioritized trauma-informed support with survivors' families, ensuring their testimonies will inform policy responses.

This partnership catalyzes monumental discussions, including the Red Dress Alert—a community-driven emergency notification system for missing Indigenous individuals, modeled after Amber Alerts but tailored to address jurisdictional gaps and racial biases in law enforcement. By embedding these perspectives, Winnipeg's policies should reflect culturally grounded solutions, such as funding for Indigenous-led safety programs and data collection reforms. This shift is imperative because colonial systems have historically silenced Indigenous voices, perpetuating cycles of violence. IRD will continue to support this process and prioritize centering lived experiences to ensure accountability that will aligns municipal governance with the Calls for Justice fostering trust and sustainable change.

Urban Planning & Design Division, Planning Property & Development
City of Winnipeg

Calls to Action: 43, 47
UNDRIP Articles: 11-1, 12-1, 18, 24-1, 25
Calls for Justice: 15.2, 15.7

Goal

To bring the strengths of both Indigenous and Western knowledges to all planning and implementation decisions concerning the co-development of Winnipeg's Greenspace and Natural Corridor Plan Bylaw and Biodiversity Policy, with local First Nations, Inuit, and Red River Métis peoples.

Project overview and progress

The City is developing a Greenspace and Natural Corridor Plan Bylaw (Plan) and a Biodiversity Policy. The Plan will direct how Winnipeg will protect, preserve and enhance natural areas and corridors in Winnipeg as the city grows, with consideration to the interconnectivity of nature beyond city boundaries. The Biodiversity Policy will provide direction to ensure that biodiversity is considered in all aspects of local planning and land management. It will also guide how the City will achieve the fifteen actions to protect biodiversity, in accordance with the Montreal Pledge, to which our city is signatory.

A key principle of the project is to bring the strengths of both Indigenous and Western knowledges to all planning and implementation decisions and to be inclusive of different lived experiences and ways of knowing, for the benefit of all.

Through ongoing collaboration with First Nation, Métis and Inuit peoples, the project process and outcomes will incorporate and reflect diverse and shared Indigenous values, knowledge and practices in the framework, priorities and strategies, honouring the Winnipeg Indigenous Accord, the Truth and Reconciliation Calls to Action, MMIWG2S+ Calls for Justice, and United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP).

Achieving significant inclusion and involvement

In the early stages of project planning, a core working group was established to help scope the project requirements. Input from the core working group included the development of preliminary vision, principles, goals and objectives to inform the Request for Proposals for a consultant assignment. The group included members of the Public Service, First Nations climate practitioners, and Knowledge carriers. It is considered fundamental to the plan creation and outcomes, that First Nations, Métis and Inuit knowledges and interests be at the forefront of these policy documents.

Building on the preliminary vision, guiding principles, goals & objectives, the City is now collaborating with Indigenous governments and organizations to co-develop the Plan and Biodiversity Policy to protect, enhance, and restore greenspaces of all sizes and functions to enhance the quality of life for all Winnipeggers and future generations. A Co-Development Team has been established, which includes First Nations, Métis and Inuit governments and key organizations, who will provide direction and input throughout the planning process, resulting in a collaborative outcome that reflects both Indigenous and Western knowledge and science.

Different from consultation where one party develops the Plan, co-development is a team approach. By codeveloping and working collaboratively, we are developing the Plan, policies and priorities together. This collaborative process supports open communication to identify shared goals and needs and prioritizes actions that the City can take to make Winnipeg a more healthy, sustainable, and beautiful city for all.

The Centre for Indigenous Environmental Resources (CIER) is facilitating the co-development process. CIER has extensive experience facilitating co-development processes in Canada following a Collaborative Leadership Initiative model (CLI). CIER's CLI process is being applied in the Northwest Territories, British Columbia, the Mackenzie River Basin, and the City of Winnipeg, for the first time.

Increasing First Nations, Métis and Inuit Representation

With consideration to the fundamental importance of centering First Nation, Métis and Inuit knowledges in the Plan development and outcomes, the Request for Proposals for this project consultant assignment was evaluated with consideration to inclusion of First Nation, Métis and Inuit in the project resourcing.

The fee structured included the following:

1. minimum of 10% of the project budget should be directed to Indigenous (First Nations, Inuit and/or Red River Métis (Métis) peoples) Team member(s) or an Indigenous (First

Nations, the Red River Métis Nation, and/or Inuit communities)-owned firm, with local knowledge and connections.

The proposal also encouraged that team expertise should include "Local First Nations, Métis, and Inuit ecological and cultural knowledge" and that the "Team should include First Nations, Métis, and/or Inuit representation with knowledge of the local communities, nations, ecology and Rightsholders." Bid applicants were also asked to identify an "Indigenous Knowledge Lead" as Key Personnel for the project. Additionally, bidders were required to respond the City's Social Procurement Questionnaire, and were evaluated on responses.

Equity Office,
City of Winnipeg

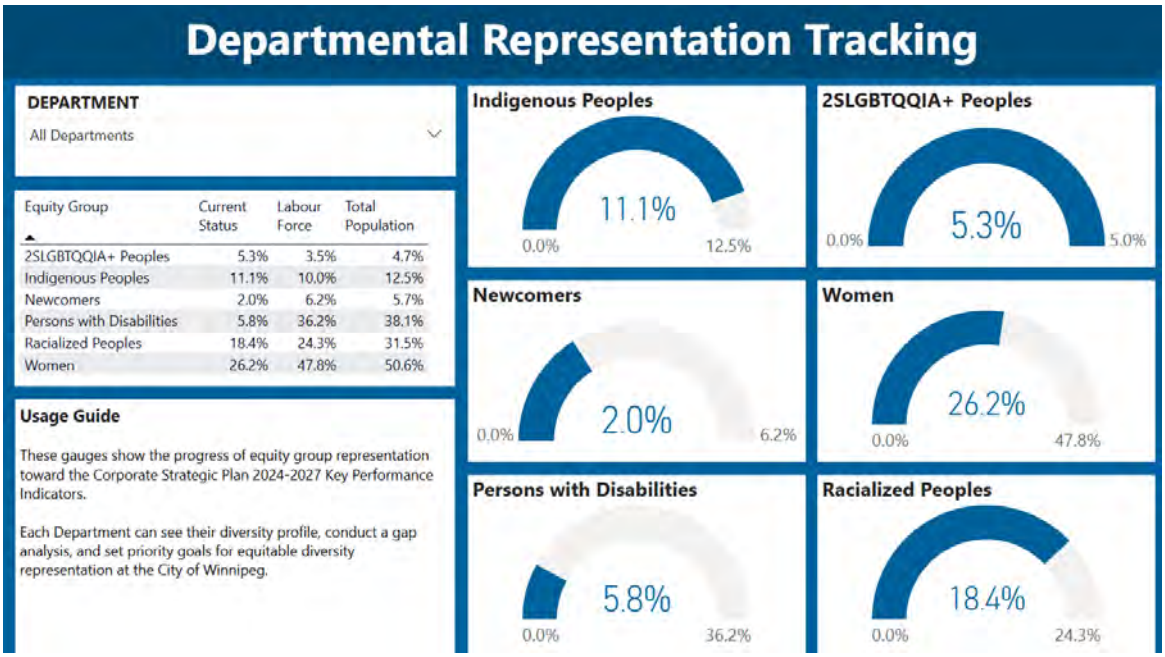
Calls to Action: 57
Calls for Justice: 2.6, 5.24, 15.2, 18.18

The Equity Office (EO) works collaboratively with the Indigenous Relations Division (IRD) and other departments on several strategic actions in support of the Journey of Reconciliation. The EO Governance Model is aligned with the principles of reconciliation, inclusion and belonging, "nothing about us without us" for all equity groups and decolonization of systems and processes. The co-creation and collaborative approach help ensure that marginalized and under-represented groups' voices are heard, including intersectional voices. We must understand the current systemic barriers to remove them and plan for better, more inclusive systems.

Strategic actions during the reporting period of April 2024 – March 2025 are as follows:

1. Diversity Representation

The EO promotes the self-declaration questionnaire (SDQ) which includes all employees with a special focus on six equity groups: Indigenous Peoples, Women, Racialized Peoples, 2SLGTBQQIA+ Peoples, Newcomers and Persons with Disabilities. The SDQ includes disaggregated data which enables analyses of the diversity representation within each equity group. This data collection aligns with the Anti-Racism Secretariat best practices and The Human Rights Code of Manitoba. It is important to note that a rigorous information governance protocol is in place to safeguard privacy and confidentiality. On March 27, 2025, the SDQ completion rate has reached 60.6%, and diversity representation organization wide is as follows:



The Diversity Dashboard platform provides real-time diversity representation information to all departments. Each department has access to a diversity profile, gap analyses, and labour force availability to assist with their goal setting and to track progress. The data is also published to the Open Data Portal, for full transparency and accountability and there have been 742 views and 124 downloads.

2. Measures to Safeguard from Misrepresentation

Race shifting and identity theft are issues that are harming equity groups in accessing economic opportunities. The main violation is claiming Indigeneity to access benefits intended for Indigenous rightsholders in Treaty One Territory and the National Homeland of the Red River Métis. The EO and IRD met with the Executive Director of the Manitoba Human Rights Commission in 2024. The EO is working with IRD to plan a path forward in collaboration with Indigenous Governments.

3. Indigenous Employees Professional Equity Network

Professional Equity Networks (PENs) are a core component of the Governance Model as they represent the needs and interests of equity group employees at the City of Winnipeg. The EO and IRD are working on shifting the existing Indigenous Employees Group within IRD to a PEN within the EO.

4. Missing & Murdered Indigenous Women, Girls and Two-Spirit and Gender-Diverse Peoples

The EDI Specialist is an active member of the Missing and Murdered Indigenous Women, Girls, Two-Spirit and Gender-Diverse peoples (MMIWG2S+) Working Group. The Human Rights Committee of Council & Equity Office Awareness and Action Series has supported education and awareness for the Public Service and the Public in support of the Calls for Justice 2.6, 5.24, 15.2 and 18.18. The offerings include an annual event on the Elimination of Gender Based Violence. The December 2, 2024 event, *Engaging Men for a Safer Tomorrow: Holistic Action Against Gender-Based Violence* reached 60 in-person and 100 virtual attendees. Refer to Appendix A for the list of learning events in 2024.

Journey of Inclusion

The EO continues to promote the Journey of Inclusion, three-part series mandatory training which includes (1) Impacts of Colonialism, (2) Origins of Race and Racism (3) Anti-Racism, Anti-Oppression & Cultural Competency.

As at March 31, 2025, 6,774 employees in 22 departments completed the Journey of Inclusion training.

The City of Winnipeg's Equity, Diversity, and Inclusion Policy & Strategy anchor the City's commitment to reconciliation and promoting human rights, accessibility, equity, diversity and inclusion, anti-racism, and anti-oppression. This focus aligns with the City's values of Diversity, Respect, Accountability, Trust and Transparency, as well as all human rights related strategic priorities.

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 - 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.

Session 3 - 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.

The EO continues to collaborate on the foundational IDEA (Inclusion Diversity Equity & Accessibility) Training for all staff, also mandatory. Tailored training modules for leaders and recruiters will also be delivered. Early 2025, key IDEA learning was developed for recruiters and hiring managers for the One City One Process on how equity will be a consideration in the selection process.

All webinars offered as part of the employer partnership with the Canadian Centre for Diversity & Inclusion and Pride at Work are entered in the EDI calendar, several per month, and promoted by leadership and communications through three things today and social media.

Appendix A

The Human Rights Committee of Council and Equity Office Awareness & Action Series 2024

Background:
The Human Rights Committee of Council and Equity Office Awareness & Action Series (Series) aims to provide accessible learning events for both residents and the Public Service. Local experts have engaged audiences with thought-provoking insights to promote human rights, reconciliation, anti-racism, anti-oppression, equity, diversity, inclusion, belonging and accessibility.
The EDI Inter-Governmental Working Group, with representation from municipal, provincial and federal governments, produces a formal event focused on the elimination of gender-based violence. Since 2022, these events have been held in December, commemorating all gender-based violence days.

All recorded sessions are available on the City's website, within Learning Opportunities. These are also promoted within the Public Service's Employee Development CityNet site and the Equity Office EDI Calendar of Events. All learning events include American Sign Language interpretation.

Year in Review

In 2024, the Equity Office coordinated the following learning events for the Series:

1. January 17, 2024 – Navigating norms: supporting international students, newcomers, and culturally diverse candidates in recruitment, selection, onboarding, and adapting to employment expectations with Brian Rochat (he/him), Researcher, Work-Integrated Learning Professional, Consultant
2. March 13, 2024 - The Rise of Indigenous Women with Jessica Dumas, Speaker & Speaker Coach, Jessica Dumas Coaching and Training
3. March 21, 2024 - Social Inclusion & Exclusion of First Nation Citizens in Manitoba with Dr. Barry Lavallee MD, CCFP, FCFP, FRCPSC (Hons), MClSc
4. April 30, 2024 - Domestic Violence – The Stigma of Reporting with Anna Huard, BA, MDP (she/her/ikwe)
5. May 30, 2024 - Pride: Protest and Celebration with Bradley West, Manager, Equity Office
6. June 27, 2024 - The Promise and Limits of Multiculturalism with Youcef Soufi, Researcher
7. September 24, 2024 - Deaf Community, Culture and Opportunities with Shawna Joynt, President, Manitoba Deaf Association
8. October 9, 2024 - Working with Hearing Loss with Anne Marie Langlois, Consultant and Coach
9. October 30, 2024 - Talent Beyond Labels: The "Why's" and "How's" of Hiring Employees with Intellectual and Developmental Disabilities with Oly Backstrom, President & CEO of SCE LifeWorks
10. December 2, 2024 – Formal Production - Engaging Men for a Safer Tomorrow: Holistic Action Against Gender-Based Violence

Learning Event Details:

1. January 17, 2024 – Navigating norms: supporting international students, newcomers, and culturally diverse candidates in recruitment, selection, onboarding, and adapting to employment expectations with Brian Rochat (he/him), Researcher, Work-Integrated Learning Professional, Consultant.

Session Description:

In what ways do cultural norms inform expectations and experiences within education, recruitment and selection processes, and experiential work-integrated learning? Approximately 900,000 international students attended Canadian post-secondary institutions in 2023 (Richardson & Hussein, 2022) and around 25% of the workforce is born outside of Canada (Statistics Canada, n.d.). However, many international students come from cultures and countries which emphasize different job-specific behaviours and soft skills, warrant different job search processes, documents (i.e. generalized CV vs. targeted résumé), and struggle with Canadian recruitment and selection processes which are rooted within cultural and colonial constructs.

Applying Geert Hofstede's (1980, 1984, 2010) framework for cultural dimensions to a qualitative study, Brian Rochat's research explores staff and student perceptions of how culture affects learning and development within international education, workplace preparation, processes, and experiences. The project included international student participants, from 11 different countries and representing 11 programs, registered within a central Canadian Polytechnic, as well as 5 staff. This study was grounded in the epistemological perspective of social constructivism that presumes people are born into cultures that have already constructed meaning about their objects and symbols, and that an individual's understanding of meaning is shaped by sociocultural influences that manipulate their behaviour, experiences, and thinking (Licqurish and Seibold 2011, 12).

This session will unpack findings relating to intercultural discovery and development within international education, including adjusting to Canadian cultural dimensions of reduced power distance, impacting relations

with instructors and managers, increased individualism and reflections of individualistic value systems in recruitment, selection, and work-integrated learning, the importance of social supports, and self-efficacy in language learning. Attendees will discover and reflect upon ways in which cultural conditioning, norms, values and assumptions shape teaching, learning, and management styles, expectations around workplace behaviours, soft skills, barriers and blind spots.

Biography:
Brian Rochat is a work-integrated learning professional and researcher with a specialization in international education, intercultural skills, and workforce development. As a graduate student Brian focused his research on international education, employability, and intercultural skills, resulting in the establishment and publication of a new model, "Axis of Intercultural Discovery and Development in International Education' which demonstrates the correlation between cultural dimensions established learning, working styles, and cultural constructs, and be used to better understand and mitigate false-negatives in the recruitment, onboarding and talent development processes. He has a professional background in workforce development, training, facilitation, education, curriculum development, human resources management, diversity and inclusion, and teaching in post-secondary.
Strategic Alignment:
Newcomer Welcome & Inclusion, Anti-Racism & Anti-Oppression, EDI Policy & Strategy

2. **March 13, 2024 - The Rise of Indigenous Women with Jessica Dumas, Speaker & Speaker Coach, Jessica Dumas Coaching and Training**

Session Description:
The Rise of Indigenous Women #Havetheaudacity - I saw a quote that said something like "When it comes to truth and reconciliation, and you learn about our sad history, don't forget to learn about our incredible resilience and success." This talk will help transform your perspective of who Indigenous women are, because when you search "Indigenous Women Winnipeg", you don't get the full story. Indigenous women are university grads, executive directors, CEOs, doctors, entrepreneurs and more, and here I come to support them in having the audacity!

Biography:
Jessica is a professional speaker coach and the host of Speaking Up with Jessica Dumas on NCI FM and The Confidence and Communication Podcast, who facilitates coaching and training for leaders. She has been recognized for her professional expertise as a recipient of the Manitoba 150 Women Trailblazer Award from the Nellie McClung Foundation for 2021, Ace Burpees Most Fascinating Manitobans for 2019, the 2017 Future Leaders of Manitoba and the CBC's Top 40 Manitobans under 40 for 2015. She has a 2017 TEDx talk called The Journey to a Woman's Identity. She is a member of Keeseekoowenin First Nation in Treaty 2.
Strategic Alignment:
Indigenous Reconciliation, Anti-Racism & Anti-Oppression, EDI Policy & Strategy

3. **March 21, 2024 - Social Inclusion & Exclusion of First Nation Citizens in Manitoba with Dr. Barry Lavallee MD, CCFP, FCFP, FRCPSC (Hons), MClSc**

Session Description:
Dr. Barry Lavallee, CEO of Keewatinohk Inniniw Minoayawin Inc. delves into the intricate layers of social inclusion and exclusion experienced by First Nations in Manitoba in this compelling keynote speech. Exploring the historical context of colonization to its present-day ramifications, he dissects the status of First Nations wellness, challenges in urban settings, and the pervasive presence of structural racism. Dr. Lavallee sheds light on the systemic barriers perpetuating inequality, advocating for critical leadership to drive tangible change and usher in a future of genuine inclusivity, transforming the city's landscape.

Biography:
Dr. Barry Lavallee is a member of the Métis community of St. Laurent, Manitoba. He holds a Doctor of Medicine (MD) degree and obtained a Master of Clinical Sciences Degree from the University of Western Ontario in 2004. Dr. Lavallee's expertise encompasses chronic diseases, transgenerational trauma, and the impact of colonization on healthcare. In 2019, he transitioned to the role of Chief Executive Officer at Keewatinohk Inniniw Minoayawin Inc. During his 17 years of clinical service to Tataskweyak First Nation, he dedicated himself to enhancing healthcare outcomes. As the former president of the Indigenous Physicians Association in Canada, Dr. Lavallee engaged in international collaborations on Indigenous healthcare initiatives. In recognition of his team's work on Manitoba's Kidney Check program, they were awarded the UNIVANTS of Healthcare Excellence – Best in North America in 2020 at the University of Manitoba.
Strategic Alignment:
Indigenous Reconciliation, Anti-Racism & Anti-Oppression, EDI Policy & Strategy

4. April 30, 2024 - Domestic Violence – The Stigma of Reporting with Anna Huard, BA, MDP (she/her/ikwe)

Session Description:
According to Statistics Canada, Manitoba had the highest provincial rates of police-reported family violence and intimate partner violence in 2022. However, rates of reporting are known to be substantially greater than what has been recorded. Sadly, the challenges of reporting for Indigenous women, girls, and Two-Spirit are far greater. The presentation will outline the challenges of reporting and how you can minimize the stigma.

Biography:
Anna Huard is a two-spirit citizen of Couchiching First Nation, Treaty 3, and was born and raised in Winnipeg. After completing her Masters of Indigenous Development at the University of Winnipeg in 2016, Anna knew that working in advocacy and research was her passion. Anna's expertise includes providing culturally appropriate and trauma-informed support to families and Survivors of MMIWG2S+, raising awareness on intersections of justice issues, racism, manufactured poverty, colonialism while advocating for systemic changes to address root causes.
Strategic Alignment:
Indigenous Reconciliation, MMIWG2S+ Calls for Justice, Anti-Racism & Anti-Oppression, EDI Policy & Strategy

5. May 30, 2024 - Pride: Protest and Celebration with Bradley West, Manager, Equity Office

Session Description:
Join us for a quick journey of history of Pride in North America, from the Lesbian & Gay bars of Montreal and Quebec City to the Stonewall in New York City, and to hometown Winnipeg.

Biography:
Bradley's journey as a storyteller began in Australia, where Bradley quickly recognized the power of a good story to captivate and entertain people. Harnessing the power of storytelling, Bradley helps people, and the spaces they inhabit, navigate and integrate the disruptions of our time. Bradley engages in conversations about belonging, recognizing the importance of bringing together diverse perspectives and experiences through "Disruptive Integration". By connecting disparate dots, Bradley weaves a collective understanding of our current situation, using humor and insight, to weave together an understanding of where we are. This process helps individuals and communities rewrite their narratives and embrace a sense of "whole-life belonging" (Bradley's coined term) by closing the pain-gap between our expectations and our lived experiences. Bradley holds the designation of Chartered Professional in Human Resources [Canada] and is a Senior Certified Professional in Human Resources [USA]. Bradley is also a Certified Coach Practitioner and Professional

Management Coach. Furthermore, Bradley has obtained White, Yellow, and Brown Belts in Deep Democracy, showcasing Bradley's commitment to facilitating inclusive and participatory conversations. Bradley's expertise extends beyond storytelling, as Bradley has written published articles and made frequent appearances on television and radio. Bradley's topics of discussion range from Pride and politics to sex and spirituality, soulful living, community activism, and even Australian flora and fauna.
Strategic Alignment:
EDI Policy & Strategy, Anti-Oppression

6. June 27, 2024 - The Promise and Limits of Multiculturalism with Youcef Soufi, Researcher

Session Description:
Multiculturalism, as both government policy and political philosophy, promises the possibility of widening the boundaries of Canadian national belonging. It his talk, Youcef Soufi presents the dominant theories and critiques of multiculturalism. Using the example of Muslims' political mobilization against post-9/11 Islamophobia, he shows that multiculturalism has created a sphere for minority groups to contest social and economic marginalization. Nonetheless, a central blind spot in multicultural theory is the lack of attention to how intertwined global politics is to securing inclusion and the celebration of diversity at home.

Biography:
Dr. Youcef Soufi is a Researcher in Islamophobia, affiliated with the University of Manitoba's Centre for Human Rights Research. He obtained his PhD at the University of Toronto's Department for the Study of Religion, specializing in the history of Islamic legal thought and is a former Assistant Professor at the University of British Columbia. His first book, The Rise of Critical Islam: 10th-13th Century Legal Debate (Oxford University Press, 2023) is nominated for several awards in the history of religion. His second book, Homegrown Radicals: A Story of State Violence, Islamophobia, and Jihad in the Post-9/11 World provides a critique of the War on Terror's harmful impact on Canadian Muslim communities.
Strategic Alignment:
Anti-Racism & Anti-Oppression, Newcomer Welcome & Inclusion, EDI Policy & Strategy

7. September 24, 2024 - Deaf Community, Culture and Opportunities with Shawna Joynt, President, Manitoba Deaf Association

Session Description:
Join us to learn more about the Deaf Community and its unique culture. Shawna will highlight the visual barriers, communication and language barriers and help us understand the accessibility improvements needed for full inclusion and belonging of Deaf employees in the workplace.

Biography:
Shawna Joynt is a First Nations woman who is hard of hearing from the TR'ONDEK HWECHIN HAN NATION tribe in Dawson City, Yukon. She is known for her strong will, determination, kindness, respectfulness, and her desire to become a "listener and healer." Creating safe spaces and showing respect are especially important to her. She strongly believes in teamwork.
Shawna is currently on several boards and her passion is to help remove barriers for Deaf/Hard of Hearing and Indigenous people. Shawna acts as President of Canadian Association for the Deaf (CAD/ASC); President of the Manitoba Deaf Association (MDA); Director on the Board of the Canadian Deaf Sports Association (CDSA); and President of the Manitoba Deaf Sports Association (MDSA), along with several roles on variety of committees. Shawna believes we all will work together and make sure everyone has equal rights – with time and work, we will get to that point!

Shawna communicates using American Sign Language and works as an ASL translator for several national and provincial non-profit organizations. She also teaches ASL in various locations across northern Canada, privately teaching for over 10 years provincially.
Currently, Shawna is learning French, LSQ, and Ojibway. She believes in learning other languages to foster better relations for future connections. She is presently contracted as an Indigenous Researcher for two years. Her goal is to remove barriers and increase vision education to enhance knowledge. Shawna is a member of Manitoba's Accessibility Advisory Council, serving on a three-year contract.
In her free time, Shawna loves to spend time with her family and her pets. She enjoys adventurous activities and spending time in nature. Tending to her plants and gardening helps her mind feel at ease. She also enjoys reading novels, writing her book, and creating cultural crafts, making sure to make time for these activities.
Strategic Alignment:
Indigenous Reconciliation, EDI Policy & Strategy, Accessibility & Universal Design

8. October 9, 2024 - Working with Hearing Loss with Anne Marie Langlois, Consultant and Coach

Session Description:
Anne Marie will introduce participants to the hearing loss experience, review myths and misconceptions that exist, appropriate communication behaviours and supports to adopt as well as how best to support and create an inclusive environment for someone with hearing loss.
Participants will leave with an understanding of:

- What hearing loss is
- Communication Best Practices
- Accommodation Approaches
- How to support someone with hearing loss

Biography:
Anne Marie is a consultant and coach who has been supporting the Canadian Hard of Hearing Association (CHHA) in various capacities since January 2022. She fulfilled instrumental roles on two employment and upskilling initiatives - the Employment Access Framework (EAF) Project and the Accessible Navigation to Employment (ANTE) program. Anne Marie's role expanded to Manager Programs & Services – Education and Inclusion, which she continues to fulfill on a part time basis. Anne Marie applies her lived experience with hearing loss, along with her 25+ professional years in the human resources field, to the work she does. She educates and builds rapport through storytelling and believes strongly in that curiosity lends itself to knowledge-building and change.
Strategic Alignment:
EDI Policy & Strategy, Accessibility & Universal Design

9. October 30, 2024 - Talent Beyond Labels: The "Why's" and "How's" of Hiring Employees with Intellectual and Developmental Disabilities with Oly Backstrom, President & CEO of SCE LifeWorks

Session Description:
Oly Backstrom will share why hiring employees with intellectual and developmental disabilities makes sound business sense for organizations of all sizes—beyond the traditional roles often associated with these employees. Like any great hire, it's about finding employees who are a good fit for both the tasks and the team. Oly will outline practical steps to ensure these hires are not seen as "token" or "charitable" placements but as valuable contributors to the organization's success.
Key Learning Objectives:

- Gain historical context on disability employment and where we are today.
- Explore the exciting potential of unlocking untapped talent for the benefit of all.
- The path to finding the right employee for the right role.

- Chart paths to future hiring success.

Biography:
Oly Backstrom is the President & CEO of SCE LifeWorks, a Winnipeg-based nonprofit organization dedicated to supporting people with developmental disabilities in securing meaningful employment. SCE LifeWorks also partners with businesses and organizations to connect them with a highly capable yet under-tapped talent pool. Recently marking his 30th year with SCE LifeWorks, Oly has also served on the Board of Abilities Manitoba, been a past Board member of the Canadian Association for Supported Employment and was a Steering Committee member for Barrier Free Manitoba. Notably, Oly led the establishment of the first two Project SEARCH sites in Canada, helping to create opportunities for skill development and employment for individuals with developmental disabilities.
Strategic Alignment:
EDI Policy & Strategy, Accessibility & Universal Design

10. December 2, 2024 – Formal Production - Engaging Men for a Safer Tomorrow: Holistic Action Against Gender-Based Violence

This event recognized the following significant dates:

1. Transgender Day of Remembrance (November 20)
2. International Day for the Elimination of Violence against Women (November 25)
3. National Day of Remembrance and Action on Violence Against Women (December 6).
4. 16 Days of Activism Against Gender-Based Violence (November 25 - December 10
5. Human Rights Day (December 10)

Gender based violence (GBV) is a violation of human rights that affects all communities. This violation of human rights affects people of all backgrounds, genders and ages. Manitoba's rate of GBV is higher than the national average. The rates are twice as high in rural and remote areas than in cities. GBV also disproportionally affects Indigenous women, girls and 2SLGBTQQIA+ peoples.

Denima Morrisseau, Grandmother, opening prayer
Elder Mae Louise Campbell, Elder, opening reflections, and closing prayer

The panel featured local experts and leaders:

- Moderator: Levi Foy, Executive Director, Sunshine House

Panelists:

- Isabel Daniels, Advocate, Missing and Murdered Indigenous Women, Girls and 2SLGBTQQIA+ Peoples and Family Member
- Hennes Doltze, EmPowermen, Ma Mawi Wi Chi Itata Centre, Inc.
- Roni Dhaliwal, Systems Navigator and Community Support Worker, Punjabi Community Health Services
- Karen Sharma, Executive Director, Manitoba Human Rights Commission

Trauma-informed support was provided on site, and virtually.

This event was a collaboration among the following government organizations, the EDI Inter-Governmental Working Group:

1. City of Winnipeg's Human Rights Committee of Council, Equity Office, Indigenous Relations, and Community Development

2. Government of Manitoba's Public Service Commission, Manitoba Indigenous Reconciliation Secretariat and Women and Gender Equity Manitoba
3. The Canadian Museum for Human Rights

Strategic Alignment:
Indigenous Reconciliation, MMIWG2S+ Calls for Justice, Anti-Racism & Anti-Oppression, EDI Policy & Strategy, Newcomer Welcome & Inclusion

WAPSO-IFPTE 162,
City of Winnipeg

Calls to Action: 10.i, 10.ii, 11

Goals:

1. Establish a scholarship to support an Indigenous student enrolled in an accredited Labour Studies program and encourage other unions to financially contribute.
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 MMIWG Calls for Justice.
4. 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 MMIWG Calls for Justice.

Our Progress:

The Winnipeg Association of Public Service Officers has worked with the Manitoba Federation of Labour to raise funds to establish a scholarship in Labour Studies at the University of Manitoba's Faculty of Arts. To date, approximately $25,000 has been raised among affiliated members of the Manitoba Federation of Labour in support of a 5 year commitment to this scholarship.

We look forward to building ongoing support of this scholarship beyond the initial 5 years.

Winnipeg Fire Paramedic Service (WFPS)

City of Winnipeg

Calls to Action: 57
Calls for Justice: 3.1, 7.6

Goals:

Our goal is to continue to build awareness, deepen understanding and provide training opportunities in support of reconciliation and inclusion at WFPS. This will further advance our commitment to fostering a culture and workplace where all employees can be their authentic selves to learn from each other and where differences are embraced.

Recognizing the role systemic racism and its impacts have had, the WFPS strives to provide service to all residents in an equitable manner.

Our Progress:

The Winnipeg Fire Paramedic Service (WFPS) has demonstrated its commitment to continue to build awareness, deepen it's understanding in support of reconciliation and to foster a culture of inclusion for all employees by providing the following training and learning opportunities:

- WFPS has provided respectful workplace training to over 1500 employees to foster a diverse workplace that is free of harassment and discrimination. This training continues with each new recruit class that is held on a yearly basis.
- The respectful workplace training complements the front-line leadership training that is provided regarding Anti-Racism to help support further understanding of why it is important to eliminate racist beliefs, attitudes and behaviours.
- In addition, the City of Winnipeg has developed a Journey to Inclusion training, a 3-part series that focuses on anti-oppression, anti-racism and cultural competency training for all staff at all levels. The goal was to have all City staff complete this mandatory training by December 31, 2024. To date for WFPS: 668 employees have completed Episode 1, 669 employees have completed Episode 2 and 659 employees have completed Episode 3.

The WFPS Executive Team recognizes that our Indigenous populations are disproportionately impacted by poverty and homelessness. The higher occurrence of homelessness in Indigenous populations is tied to impacts of systemic racism including colonialism and residential school policies. Our teams work to educate themselves to improve interactions with unsheltered populations including training such as Trauma-informed Care and Experience with Poverty and Homelessness.

The Diversity and Equity Fire Training (DEFT) program was implemented in 2021 and continues to show progress in recruiting qualified Indigenous applicants. The goal of the program is to increase diversity within WFPS by removing barriers faced by marginalized individuals in accessing required training to apply

for firefighter positions. The 2024 recruit class has 50% representation of Indigenous candidates with one of the Indigenous candidates also being a woman.

WFPS is engaging our five (5) unions and working collaboratively to ensure equity, diversity and inclusion is built into our policies, practices and recruitment. New recruitment practices that encourage an inclusive approach to the way we recruit are being explored, including designated or preference recruitment activities to support a workplace that is representative of the society that WFPS serves.

Ongoing culture assessment work is being conducted including bridging the gaps and fostering a culture of inclusion where all staff feel recognized, valued and respected.

WFPS is continuing to work with our Indigenous partners in all current and future diversity programming. This includes fire and paramedic camps, career fairs and anti-racism and conflict resolution education. Three camps ran for two days over the summer and one is an immersive program for Indigenous youth, featuring workshops on emergency response and first aid. In partnership with the Winnipeg Aboriginal Sport and Achievement Centre, over 30 Indigenous youth grade 9-12 accessed the program in summer 2024.

Additionally, the WFPS has participated in MMIWG2S+ advocacy and members have attended MMIWG2S+ Awareness events and training sessions when offered, including an EmpowerMen session in June 2024.

In Fall of 2024, WFPS initiated a missing persons process that gathers current missing person reports from Winnipeg Police Service, Bear Clan and Aboriginal Alert and makes them available for crews to review at the beginning of each shift.

WFPS continues to do the City of Winnipeg's Land and Water Acknowledgement prior to meetings to centre its discussions in the spirit of reconciliation.

Winnipeg Transit,
City of Winnipeg

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

Calls for Justice: 8.1

Goals:

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:

Transit is 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 Indigenous peoples 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: As of April 2025, 54% of the Department has completed the required Indigenous Training for Leaders and Staff. The City of Winnipeg has also introduced mandatory Journey to Inclusion training, which 34% of the Department has fully completed.

To date, 8.1% of Winnipeg Transit employees have self-declared as Indigenous. The Department is actively moving to increase Indigenous representation among its employees and participated in employment outreach activities at the Assembly of Manitoba Chiefs Youth Conference, the Southeast Child and Family Services Career Fair and presentation in the last year.

Winnipeg Committee for Safety,
City of Winnipeg

Calls to Action: 7, 19, 30, 36, 38, 41.i, 55.v, 55.vi, 55.vii, 57, 66

Calls for Justice: 1.1, 1.3, 1.5, 1.6, 1.8, 1.9, 2.6, 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 5.3, 5.6, 7.3, 7.9, 8.1, 9.1, 9.2, 9.4, 9.5, 9.7, 9.11, 11.1, 11.2, 12.11, 12.12, 12.14, 14.6, 15.1, 15.2, 15.3, 15.4, 15.5, 15.7, 15.8, 16.7, 16.19, 16.20, 16.23, 16.24, 16.27, 16.38, 17.8, 17.9, 17.15, 17.20, 17.29, 18.1, 18.14, 18.24

Goals:

After careful review of the MMIWG2S+ Calls for Justice, the WCfS has chosen to focus in on the following Call for Justice: 1.9 - We call upon all governments to develop laws, policies, and public education campaigns to challenge the acceptance and normalization of violence.

Based on the above Call for Justice, the WCfs has developed the following goal statement regarding public education:

The WCfS will develop a Public Education subcommittee, consisting of (at minimum) 3 volunteer citizen members and the WCFS Coordinator, to develop a public education campaign that directly challenges the

normalization of violence against Indigenous women/2SLGBTQ+ peoples. This will be done in consultation with Indigenous peoples and/or the City of Winnipeg's Indigenous Relations Division to ensure that messaging is respectful, clear, accurate and done in a good way.

The subcommittee will aim to create (at minimum) 1 public education campaign per year along with a publication strategy including social media, advertising with City of Winnipeg departments (ie: Community Services and Winnipeg Transit) and City Council as well as developing community feedback mechanism(s) to measure effectiveness and impact." We appreciate the opportunity to become involved with the Indigenous Accord and look forward to bringing this goal statement to life.

Our Progress:

The Winnipeg Committee for Safety intends to uphold the principles of the City of Winnipeg's Indigenous Accord while undertaking and supporting efforts to improve community safety and well-being in Winnipeg. We support the TRC Calls to Action and the MMIWG2S+ Calls for Justice.

We support the work of Council and the Public Service on issues related to poverty, homelessness, substance use challenges, the safety of public transportation and roadways, mental health challenges, opportunities and activities for youth, safety in public spaces (particularly for women), and crime prevention. We realize that all these issues disproportionally affect Indigenous members of our community and are mindful of that fact in our discussions and decision making.

We work with many community organizations desiring to offer support and improve outcomes for Indigenous persons in Winnipeg. Some examples of how we did this are:

1) The provision of several thousand Who Do I Call? information resource cards produced and provided free-of-charge to a wide variety of community organizations, schools, health clinics, hospitals, libraries, CFS, ANCR, community centres, youth-serving organizations and senior services.
2) WCFS web page offering information on a variety of community safety topics.
3) Participation in the Giganawenimaanaanig MMIWG2S+ Implementation Committee.
4) Development of a UN Safe Cities/ Winnipeg Safe Cities Initiative strategic plan.
5) Lobbying against the closure of the Community Connections space at the Millennium Library (Jan - Feb 2025)
6) Education and learning opportunities through presentations from and meetings with local community organizations and agencies.



Community Organizations and Individuals

1Just City

Calls to Action: 13, 17, 31, 37, 43, 44, 48, 49, 59, 60, 62.

Goals:

1JustCity operates with four pillars of justice which guide the work of the organization:

4. Radical Hospitality
5. Working Towards Reconciliation
6. Growing Individuals' Capacity
7. Building Inclusive Communities

Using these pillars as our guide, we affirm our commitment to the following:

- We wish to continue building meaningful relationships between Indigenous peoples and entities of the church while acknowledging the historical role the church has played in the cultural genocide of Indigenous peoples.

- We wish to publicly engage in adopting the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation within our organization.

- We wish to offer culturally appropriate opportunities, ceremonies, and events hosted by Indigenous leaders, creating a safe and open environment where Indigenous community members can freely practice their spirituality.

- We wish to advocate for Indigenous peoples by supporting individuals navigating systems—including housing, rehabilitation, social services, food security, and ceremonial supplies—and, on a systemic level, using our voice to condemn oppression, promote Indigenous rights, and advocate for social change through a harm reduction approach.

- We wish to work collaboratively with Indigenous and non-Indigenous organizations to build respectful connections, networks, and understanding, further strengthening our support system for Indigenous peoples.

- We wish to focus on and support Indigenous initiatives, opportunities, knowledge-keeping, and teachings, integrating these into the services we provide.

Our Progress

Over the past year, we have taken significant steps to put these commitments into action:

- We have developed meaningful relationships with various churches, openly acknowledging their role in the cultural genocide of Indigenous peoples.

- Our Indigenous Cultural Program Team has facilitated discussions and workshops on the impact of colonization on Indigenous cultures and communities. As a result, we have been invited to speak at 13 churches, and 16 church groups have joined us for breakfast or lunch at our drop-in, where they learned about Indigenous culture and participated in sacred ceremonies and cultural programs. These sessions have fostered informed relationships between Indigenous and non-Indigenous people.

- Recognizing our collective responsibility, our staff, Board of Directors, volunteers, students, and guests continuously engage in educational initiatives. This year, we held The Blanket Exercise with our entire team, and our Indigenous Cultural team has shared daily teachings with staff and volunteers before opening the drop-ins. Additionally, each month an Elder joins us to share teachings—the most recent series focused on the history and significance of drumming in Indigenous Culture, integrated into our weekly drumming sessions.

- In early 2024, our West End site relocated to the Pimicikamak Wellness Centre, strengthening our connections with First Nation communities. Our new drop-in at 621 Balmoral supports Indigenous relatives in central Winnipeg, offering a space where they can engage with their heritage regardless of where they are in their journey. Collaborating with Pimicikamak Wellness Centre, we provide a “home away from home” for those needing healthcare away from their communities.

- We have initiated a weekly beading circle at a satellite site in the West End to nurture ongoing connections with local community members.

- Our partnership with Dr. Michael Yellowbird has deepened our understanding of how colonization impacts mental health and brain function. With his support, we have trained our staff and student team members to assist our guests in healing from the effects of colonialism—including experiences from residential and day schools and ongoing racism. We integrate decolonized meditation techniques and the Seven Sacred Ways of Healing into our Sharing Circles and programs.

- The Indigenous Cultural Program Lead has played a vital role in guiding our team, establishing connections with other organizations, and ensuring visible and meaningful leadership. We are also prioritizing the hiring of Indigenous employees beyond our Cultural Team to broaden our impact.

- Our sites now offer daily Indigenous programming, including drumming, sharing circles, language bingo, smudging, beading, and sessions for making dreamcatchers and medicine bags. We also participate in community powwows and medicinal plant picking. This year, we organized a community event on the National Day for Truth and Reconciliation that featured speakers, singers, dancers, a traditional feast, storytelling, a sacred fire, and drumming—an event that deepened understanding and built trust among staff, volunteers, guests, and community partners, including those from Pimicikamak Wellness Centre.

- We continue to support Indigenous guests in accessing identification, navigating processes to obtain their status, and accessing settlement funds. Our team assists with systems related to housing, eviction notices, tenancy issues, Employment and Income Assistance (EIA), disability benefits, medical care, sustainable food sources, traditional medicines, and smudging supplies.

We understand that the path to truth and reconciliation has no shortcuts—it is a long journey requiring collective effort. As an organization, we are committed to continuous learning through Elder teachings, lecture series, and guest speakers (including Niigaan Sinclair this spring). We also recognize the importance of connecting with nature, and this summer we are planning land-based experiences where participants will gather medicinal plants, share meals, and receive teachings from an Elder about the land's connection to Indigenous culture.

Looking Ahead

Our goal is to expand our land-based learning programs, strengthen partnerships with Indigenous-led organizations, and increase access to traditional healing practices for our guests. We remain steadfast in our commitment to reconciliation and cultural preservation, guided by our four pillars of justice.

Albert House Inc.

Calls to Action: 20, 22

Calls for Justice: 1.1.i

Goals:

OUR COMMITMENT TO RECONCILLIATION SPECIFIC TO HEALTH RECOMMENDATIONS 18-21 WITHIN THE TRUTH AND RECONCILLIATION'S 94 Calls to Action.

Waachi'ya 18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government

policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

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. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes Calls to Action| 3 between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess longterm trends.

Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services 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. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples 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. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority 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:

Our pilot facility- has moved from its initial planned location due to NIMBY and land securement concerns. We have recently secured a site, which is now approved for development, including the zoning and community consultation process. We are in conversation with 3 community organizations situated in the core of Winnipeg, and all with Indigenous lived experience programming- all seeking to utilize the pilot site we have confirmed, as well as 4 other sites in the same community, awaiting further housing development beyond our pilot site. A total of 105-115 units ranging from bachelor to 2 bedroom units are being developed within 4 square blocks of one another, in the West End community. We have developed a 10 year strategic plan of 600 units developed total, all attached to community grassroots organizations. As we are still in discussion with community stakeholders, the identity of said organizations remains concealed until final agreements within the community partnerships being solidified are finalized

Green Action Centre Inc.

Calls to Action: 10, 16, 43, 44, 46, 86, 92

Calls for Justice: 1.1, 1.6, 2.1, 6.1.iv, 13.5, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

Goals:

Green Action Centre is committed to the principles of Winnipeg's Indigenous Accord and to the ongoing process of reconciliation through establishing and maintaining mutually respectful relationships with First Nations and Indigenous peoples.

As an organization whose mandate is to promote green and better living by sharing practical solutions and advocating for change, we further recognize our role to collaborate with First Nations and Métis communities to protect the environment, their traditional lands, and build healthy, sustainable communities.

We will advance our commitment with trust-building, accountability and with the investment of resources, and we will continue to actively participate in dialogue and learning in our workplace as an essential part of the reconciliation process.

Our focus relates to Calls to Action (CTA) #92 (Business & Reconciliation).

There are additional CTA intended for Canadian governments and others, which we will encourage and support in our own way, including Calls to Action #10, #16, #43, #44, #66 and #86, focused on Education, Language and Culture, adopting and implementing UNDRIP, Youth Programs, and Media and Reconciliation.

1. Continue to invest in awareness and education for Green Action Centre board, management and staff, focused on cultural competency training that includes the history of Indigenous peoples and the history and legacy of residential schools, Treaties and Indigenous rights, Indigenous-Crown relations, and the contributions of Indigenous peoples to Canadian society.
2. Implement inclusive hiring practices that will diversify our workplace and provide Indigenous peoples with equitable access to jobs and education opportunities with Green Action Centre.
3. Increase and deepen existing BIPOC partnerships and allies through meaningful consultation, building respectful relationships, and obtaining consent before proceeding with projects involving their community.
4. Create space for Indigenous and non-Indigenous peoples in Manitoba to connect about reconciliation and climate and to consider traditional Indigenous ways, the Circle, and the relationships to ourselves, each other and the land.
5. Prepare public resources and programming that are culturally appropriate such as including Indigenous teachings and principles as determined through meaningful collaboration with Manitoba First Nations and Indigenous peoples.

6. We will begin to translate our educational materials into Indigenous languages appropriate to Manitoba First Nations as we are able, seeking funding to do so where possible.
7. Become more familiar with UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and concepts around Indigenous sovereignty and take steps towards having our work with First Nation communities and other programming in line with these principles, with a particular focus on UNDRIP articles 25 and 29 i & ii.
8. Use our platforms and network to amplify stories and actions from or related to Indigenous communities, Indigenous educators and other Indigenous peoples, particularly as they relate to distinct spiritual relationships with traditionally owned or otherwise occupied and used lands and waters, sustainable living and resource conservation, and upholding responsibilities to future generations in this regard.

Our Progress:

Green Action Centre continues to prioritize Equity, Diversity, Inclusion, Indigenization, and Accessibility (EDIIA) within our organization. While 2024 was an especially busy year and we weren't able to hold as many group workshops for our staff as we had hoped, it became an important planning year for our EDIIA work. We committed to a new 5 year Strategic Plan at our 2024 AGM, which includes a core goal focused on advancing EDIIA throughout all aspects of our organization.

In spring 2024, the Board of Directors approved Green Action Centre's first-ever standalone EDIIA Strategic Plan. Since then our staff have been meeting to determine the steps we need to take to accomplish the goals we've established in the EDIIA Strategic Plan. Together, we've been outlining actionable steps and ensuring every team member has an opportunity to contribute to how we implement the goals we've set. As part of this work, we are building a list of potential guest speakers and group workshops to schedule throughout 2025, aiming to make a more intentional and sustainable commitment to build dedicated time into our schedules for shared learning. Our monthly staff EDIIA meetings have been spent focusing on our EDIIA strategic plan, but in 2025 we plan to get back to intentional discussions on a variety of EDIIA topics.

Green Action Centre staff and board all got together in fall of 2024 and spent an afternoon at the Canadian Museum for Human Rights, and our office was closed on September 30th to allow staff to attend local events for National Day for Truth and Reconciliation. Our staff have committed to coming together as a group next year to attend the events together rather than individually. Although 2024 didn't see as many group workshops as previous years, we remain committed to ongoing education and cultural competency. Since signing on to the Indigenous Accord in 2021, we've recognized education and awareness as central to our journey of Truth and Reconciliation. In past years, we've participated in impactful workshops and events, and these shared learning experiences have helped shape our organizational culture. We are committed to continuing this work into 2025.

Over the past year, we've seen an increase in the diversity of both our staff and board, including new members who identify as part of the 2SLGBTQQIA and BIPOC communities. We've continued to include a Diversity and Inclusion statement in all job postings and board recruitment materials. That said, we recognize the need for a more focused effort to ensure Indigenous voices are represented at the board level—this is a key priority for us in the year ahead.

The First Nations Waste Minimization team continues to work on waste minimization with communities. The team partnered with 18 First Nations from Treaty 5 (Black River, Bunibonibee, Cross Lake, Garden Hill, God's Lake, Manto Sipi, Northlands, Tataskweyak, Sayisi Denesuline, St. Theresa Point, Wasagamack), Treaty 2 (Fisher River, Little Saskatchewan, Peguis, Pine Creek, Waywayseecappo), Treaty 1 (Roseau River) and Treaty 3 (Buffalo Point). On October 18, the First Nations Waste Minimization team was very pleased to host our 3rd ever Waste Coordinator Meetup. Eleven waste coordinators from eleven different First Nations were present at the event, as well as two Band Councilors. The meetup piggybacked off of the MARR Manitoba Community Recycling & Waste Reduction Forum (October 16/17), which the coordinators also attended. They also took over the coordination of the Winter Road Recycling Backhaul which partners with 7 fly-in First Nation communities to haul recyclable materials out on the winter road. In January to March 2025 26 semi-truck loads of material were hauled out of the 7 communities and delivered to receivers in the south. The First Nations Waste Minimization team also manages a dedicated social media account and each week they publish a 'Word of the Week' post sharing words related to nature and the environment translated into five Indigenous languages (Anishinabe, Ininew, Anisininew, Dene, and Dakota).

Our commitment to EDIIA is also visible throughout our workplace. We've created a designated quiet room for smudging, reflection, or prayer, and continue to showcase the stunning painting by local Indigenous artist Jordan Stranger in our office entryway. The piece, created in our organizational colours, symbolizes balance, connection, and sacred teachings, and is a daily reminder of the values we strive to uphold.

Since signing on to the Winnipeg Indigenous Accord and selecting Calls to Action and Calls for Justice to guide our work, we have remained committed to both reflection and action. Our current focus is on ensuring the EDIIA Strategic Plan is implemented with care, collaboration, and accountability. Through intentional planning, shared learning, and clear goals, we continue to deepen our commitment to a more inclusive and just organization.

Hinterland Nature Worker Cooperative Ltd.

Calls to Action: 13, 14, 19, 63, 66, 68

Calls for Justice: 15.2, 15.7

Goals:

At Hinterland Nature Cooperative, we are committed to connection, to caring for the land, and to being inclusive.

We are committed to the following goals:

- Seek consultation and participate in a process of reconciliation readiness, in an effort to understand our roles in truth and reconciliation, to develop our values, and to create action steps. (short term)
- Work towards discovering and learning and listening to the truth of the land we care for.

- Create a 'Story Map', an online resource to share these meaningful stories and information with the public.
- Invite involvement, guidance, partnership, and/or cooperative membership from Knowledge Keepers and other members of Indigenous communities, as the original and ongoing caretakers of the land. In a way that feels right to them.
- Address Calls to action 13, 14, and 63 by creating signage with original languages and making our Story Map accessible to the public.
- Address Calls to action 19 and 66 by allowing free access to our campground group areas, trails and basic camping for Indigenous groups (including fire pits, firewood, outdoor kitchen, washrooms, water).
- Address Call to action 68 by having events to celebrate the progress of our reconciliation efforts.

Our Progress:

Hinterland and its programs operate using a 'Two Eyed Seeing' (Etuaptmumk-Mi'kmaq, Albert and Murdena Marshall) model. The strength of Indigenous knowledge on the land and non-Indigenous ways of knowing combine to support your experiences in nature.

Each experience is hosted or facilitated by both Indigenous Knowledge Keepers and certified Forest and Nature School practitioners, who are members of our co-op. During field trips to our nature camp, students experience multiple curriculum outcomes, practical skills, Indigenous teachings, ceremony, activities, stories and more through educator supported, child-led exploration on the land.

Immigrant and Refugee Community Organization of Manitoba

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 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:

IRCOM has been actively building bridges between Indigenous peoples and newcomers to Canada. Below are all the activities we implemented throughout the year.

8. Building Bridges (Manito Ahbee Powwow) - Planning meetings held (various dates/email communication) to plan the pre-powwow activities and the main event on May – continuation from previous year.
9. Indigenous-Newcomer Committee meeting on April 12. Planning Common Ground activities and collaborating to provide opportunities for each program to participate in Truth and Reconciliation activities.
10. In partnership with IRCOM, Mosaic hosted 2 mini pow wows on Wednesday, April 24, 2024. These events have been designed to introduce our newcomer community (and the greater community) to the cultural importance of pow wows, share protocols and increase comfort in participation. The participants were students in a Language Instruction for Newcomers to Canada program organized by Mosaic.
    a. Each pow wow consisted of a Land Acknowledgement, a tobacco offering, and the demonstration of the following dances: women's fancy, men's traditional, women's traditional, jingle, hoop, and grass dance. In addition, there were 3 drummers and singers who performed for all dances. The final dance was a friendship dance that included all participants who wanted to join.
    b. The master of ceremonies was Knowledge Keeper Clayton Sandy from the Sioux Valley Dakota First Nation, he called the dances and also provided information about the regalia, and the significance of each dance. Clayton Sandy wove together stories about residential schools and growing up in foster care with the history of the pow wow and other types of celebrations and ceremonies.
4. Pre-powwow cultural awareness and powwow protocol workshops led by Indigenous Knowledge Keepers and/or local Indigenous artists/teachers
    a. April/May 2024 Ribbon Skirt workshops with facilitator Rose, hosted by Canadian Muslim Women's Institute.
    b. Ribbon Skirts were made by newcomer participants who were given the teachings and instructions by an Indigenous facilitator. The Ribbon Skirts were made so that female partners would be able to wear them to the Pow Wow.
5. Pow Wow Protocols developed by Knowledge Keeper Clayton Sandy were translated into common additional languages in collaboration with partners. These were shared with all partner organizations to provide to participants.
6. IRCOM's Community Resource Program hosted teaching circles led by Knowledge Keeper, John Houle, with CRP's Men's Group comprised of newcomer tenants. The session was held on April 20 at Isabel Men's Group.
7. IRCOM's Community Resource Program hosted teaching circles for CRP's Women's Group. On April 26th Metis facilitator, Jackie Dolynchuk, shared teachings on the importance of Traditional Medicines, tobacco ties and cultural significance.
8. Teaching Circles that include engaging experiential traditional ways of teaching to engage newcomers in learning about indigenous teachings, worldviews, and reflect on commonalities.
    a. April/May 2024, in partnership with IRCOM, Mosaic hosted a Dream Catcher teaching workshop with Sharon Marsden from the Sioux Valley Dakota First Nation.
    b. Sharon shared how to make the dream catcher and imparted the teaching while the participants were working on their own version.

9. 01-May Red Dress Day at staff meeting. Information was shared on this important and ongoing issue. Staff tied red cloth outside the courtyard at Isabel to show solidarity to our Indigenous community.
10. 09-May Partners meeting and tour –Partners from Rossbrook House met with IRCOM staff and toured IRCOM Isabel. Discussions included follow-up on our previous event Cold City, Warm Hearts, how we can improve our programs, and expand into new program partnerships with the after school program.
11. May 18 and 19 - Manito-Ahbee Traditional Powwow
    a. Over 2 days, our project brought together over 600 newcomers to participate in this Powwow. This ambitious event was in collaboration with partners including IPW, Mosaic, Turtle Island Project, MB start, CMWI, Immigrant Centre, Welcome Place, Aurora, Family Dynamics
    b. A group of organizations who help newcomers to Canada adjust and move forward partnered up with a longtime helper in the Indigenous community to provide the opportunity for newcomers to experience the pow-wow at Manito Ahbee in the spirit of sharing and teaching to encourage increased awareness of the first peoples of Turtle Island.
    c. The families were transported to the festival by Winnipeg Transit over a two-day period to Saturday and Sunday's pow wow. Several of the women from the group proudly wore 'traditional ribbon skirts' which they themselves made in a workshop that was led by an Anishinabe Ikwe (woman).
12. 29-May Core partners meeting - The steering committee met after the 2024 Manito Ahbee Pow Wow to discuss successes and feedback to consider for the May 2025 event. In addition, an overview of the project moving forward was determined.
13. Partnering with Dufferin School's Parent Community Centre; 4 creative workshops were delivered to Indigenous and newcomer children and parents attended by the Common Ground Program Coordinator from January 2024- March 2025. Workshops included:
    a. Medicine Bag workshop
    b. Bannock making
    c. Métis Beadwork session
    d. Soapstone Carving
    e. Ribbon Skirt making
    f. Wiggle Giggle Munch
    g. Beaded Chockers
    h. Metis Identity Program
14. 21-Jun in honor of Indigenous people's day, six IRCOM staff volunteered at the Circles for Reconciliation National Indigenous Peoples Day Event. Staff enjoyed engaging with the community and assisting with food, registration, and children's activities.
15. 27-Jun Together with IRCOM, Mosaic invited Charlene Hallett to speak at their annual general meeting in Winnipeg. Charlene Hallett is a survivor of childhood trauma who used her personal, internal strength to change the trajectory for her own children. She gives credit to Dr Joan Durrant's Positive Discipline in Everyday Parenting for assisting her in this life journey. She spoke about her past, her path to change and her children's future. She shared her intimate story of hope with Mosaic's membership.
16. 28-Jun IRCOM's Summer Celebration. This event is open to all tenants. Knowledge Keeper, John Houle, opened the event with a prayer and the Aboriginal School of Dance was invited to perform,

but were unable to due to the weather conditions, honoraria was provided. The board was invited to attend this event and members were present.

17. 3-July Meet the Neighbours BBQ. This was an IRCOM staff supported event for the community. The event brought together approximately 375 people. This was a welcoming community event encouraging families to feel more comfortable making friends across cultures. The afternoon included; balloon twisting, face painting, and an arts and crafts table. Board members and partners were invited. Knowledge Keeper, John Houle opened the event and Knowledge Keeper Joe Thompson was the MC.
18. 22-Aug Indigenous-Newcomer Committee Outing. The Indigenous/Newcomer Committee toured the Riel House National Historic Site to learn more about Métis history and context in Manitoba.
19. 24-Aug Partnering with Sākihiwē festival for the Common Ground Concert. This was a free event held at Gord Dong Park. This event celebrates the diversity of our community. We had musicians and dancers from both the newcomer and Indigenous communities' performances and speakers encourage stronger understanding of each other's experience. Entertainment ran the day and food and drinks were provided.
20. 4-Sep With IRCOM, Mosaic hosted a Mother Earth based training at Fort Whyte Alive Nature Centre. Mosaic's entire staff were divided into 2 groups and each group participated in a half day of learning. The facilitators were Larry Brass and Wesley Nelson. The training included a smudge ceremony and teaching, a pipe ceremony and teaching, and a guided forest walk with an aspen tree teaching.
21. 14-Sep In partnership with North End Women's Centre (NEWC), IRCOM organized a joined outing to Urban Shaman Contemporary Aboriginal Art Gallery. IRCOM and NEWC staff, and interpreters attended the Gallery's Expanded Dreaming exhibit, bringing newcomer participants from both organizations together to learn about Indigenous art, culture, and perspectives.
22. September 2024 - Orange shirts were purchased for IRCOM staff from the Orange Shirt Society. Staff were also given educational information on the day.
23. September 23-27, IRCOM staff were invited to watch the NCTR lunch and learns together in the board room.
24. 25-Sep Truth and Reconciliation Event at Central Park. This community event included teachings from Knowledge Keeper's John Houle and Ivanna Yellowback,Mama Kat and Hani Ataan Al-Ubeady spoke to the newcomers' role in Truth and Reconciliation, being allies. The event included songs and drumming by the Kind Hart Woman Singers finished with a friendship dance. Many staff from IRCOM attended in addition to participants from IRCOM.
25. Our project held multiple events between July until the end of September as part of an annual Land Based Learning Series of events for newcomers and newcomer serving organizations. This series is done in partnership annually with Immigration Partnership Winnipeg, Mount Carmel Clinic, IRCOM, and Clan Mothers with additional partners being involved each year.
    a. July 9th and 11th - Two Indigenous cultural learning session for Refugees being housed in shelters (Salvation Army) were offered. Teachings were shared by Elder Mae and Auntie Deb, and encouraged conversations and questions from participants.
    b. 31-Jul Indigenous Games Day –A morning out at Kildonan Park with smudging, and interactive teachings on Traditional Indigenous Games
    c. 14-Aug Clan Mothers Helpers Day – Organized a group of settlement sector workers to go out to the Clan Mothers Healing Centre land near Belair to help them prepare for their annual Moon Dance Ceremony. Event included teachings from Elder Mae and Auntie Deb, working on the land, and lunch.

26. Oct 4 Met with partners for the launch of the Indigenous Orientation Toolkit – Connection to Land Guide
27. Oct 24 Sage picking with Metis facilitation Jackie Dolynchuk at Birds Hill Park, with staff members
28. Nov 6 Turtle Island Project workshop held during all staff meeting – over 50 people participated
29. 18-Dec Sharing circle with Metis facilitator Jackie Dolynchuk and the admin/operation team members
30. 10-Jan Indigenous Newcomer committee met to update on ongoing activities
31. 7-Feb Beading workshop with Aboriginal School of Dance – staff participated to get introduced to a common Indigenous form of craft and art
32. 14 Feb IRCOM hosted the Turtle Island Project workshop to their tenant leaders. Interpreters were also present and this facilitated full understanding of Indigenous beliefs and Indigenous history of colonization, persecution, residential schools, etc. This was the first time many of the tenant leaders learned in depth about what Indigenous communities went and go through in Canada and how much of their history relates with their own journeys as refugees.
33. 14 Feb Metis facilitator, Jackie Dolynchuk, shared Indigenous history with some of the childcare program team members. As many are newcomers as well, this was the first time some of them had the opportunity to ask questions and talk more about it.
34. 19-Feb Cold City, Warm Hearts Youth from IRCOM and Rossbrook House came together to participate in traditional winter activities - toboggan, arctic games, snowshoeing, etc. Children had the opportunity to play and learn together, in a safe environment, to feel comfortable to build positive relationships with each other
35. 28-Feb Together with the Volunteer program, Common Ground hosted artist and educator Kisa MacIsaac for a paint night for the volunteer appreciation event. IRCOM also had food from Feast Café Bistro, an Indigenous owned local restaurant
36. 7-Mar Indigenous Organizations tour with staff, volunteers and tenant leaders: IRCOM organized a tour of Indigenous Organizations and business (Ma Mawi Wi Chi Itata, Aboriginal Music Winnipeg Inc, Manito Ahbee and Whydham Garden Winnipeg Airport Hotel) and took community members to learn more about them and see how Indigenous people thrive within their own and the outer community.
37. 8-Mar The Community Resource Program hosted knowledge keeper John Houle during their men's group for a Medicine Wheel workshop. There, male tenants and interpreters had the chance to learn about an important aspect of Indigenous culture.
38. 14-Mar during the team retreat, the Common Ground coordinator introduced a beading workshop with team members from the NLI, CCP and VCSP programs
39. 19-Mar Knowledge keepers John Houle and Clayton Sandy came to the English classes (NLI) to show different regalia and talk about the Powwow and the expected protocol to the students that will attend the main even in May 2025.

Legal Help Centre of Winnipeg Inc.

Calls to Action: 27, 92

Calls for Justice: 15.1, 15.2, 15.4, 15.5, 15.6, 15.7

Goals:

Legal Help Centre of Winnipeg Inc. improves access to legal and social service resources for socially and economically disadvantaged members of the community by providing legal support, education and referrals in partnership with students and volunteers.

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 our Indigenous community by continuing to review 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:

The Legal Help Centre is committed to advancing reconciliation and fostering a deeper understanding of Indigenous issues within the legal community. As part of our ongoing efforts, we continue to engage in educational opportunities for both our staff and students.

As part of their orientation, students in our program participated in a presentation led by Indigenous lawyer Tanya Kappo, which focused on the complex relationship between Canada and its Indigenous Peoples. This session provided invaluable insights and facilitated an open dialogue about the historical and ongoing challenges faced by Indigenous communities. The Legal Help Centre continues to recognize the importance of the National Day for Truth and Reconciliation in our collective commitment to advancing reconciliation.

To support our programming further, the Legal Help Centre staff and students participated in a Trauma-Informed Care workshop. This workshop provided our team with tools and knowledge to better support clients, ensuring our services are responsive and sensitive to the needs of those we serve. As part of our commitment to encouraging diverse and alternative ways of learning, we encouraged staff and students to

engage with the Trauma-Informed Lawyer podcast. This resource offers valuable insights on trauma-informed practices in the legal profession. We held discussions to reflect on the material and foster a deeper understanding of the impact of trauma on Indigenous clients.

Our engagement with the broader community has also been an important part of our reconciliation efforts this past year. For example, we participated in the Downtown Winnipeg Biz Speaker Series in April of 2024, where Grand Chief Cathy Merrick shared her powerful insights on the challenges Indigenous people face in accessing services and overcoming systemic barriers. This event allowed us to further understand the obstacles Indigenous communities experience and has inspired us to strengthen our connections with Indigenous leaders and organizations.

Our staff lawyers have completed the Law Society of Manitoba's Indigenous Intercultural Awareness and Competency training program, The Path. This training, which began in October 2023, is an essential part of our ongoing commitment to building a more culturally competent legal community and advancing the principles of reconciliation.

Through these initiatives, the Legal Help Centre continues to demonstrate its commitment to the Winnipeg Indigenous Accord and meaningful change, fostering intercultural education and understanding. We look forward to continuing this work and deepening our engagement in the years to come.

Marymound

Calls to Action: 4.iii, 10.iii, 10.iv, 10.vii, 22, 57, 62.i, 63.iii

Calls for Justice: 7.2, 7.3, 7.4, 7.6, 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:

The past year has been one of significant growth for Marymound in our journey toward reconciliation. Our Indigenous Advisory Circle continued to meet quarterly, with a shared vision of guiding our work through a Two-Eyed Seeing lens. This vision helped us shift our treatment model toward a more culturally relevant approach, emphasizing healing and the voices of youth. It has been a year of learning as we embraced collaborative work between clinical and cultural healing practices, committed to co-creating individualized healing plans tailored to each youth's journey.

A key initiative this year was the creation of a group called “Mememgwaa” (Butterfly), established by our clinical and cultural teams. We gather quarterly to build relationships and encourage open dialogue,

fostering a sense of belonging. These meetings have been essential in cultivating safety and trust, enabling us to work together in a good way. Organizationally, we remain committed to expanding the ethical space between two worldviews, supporting a journey of decolonizing harmful practices. We look forward to sharing our reconciliation journey with other non-Indigenous organizations and are currently developing organizational training on the principles behind a Reconciled Healing Model. Our hope is to present this work at the spring reconciliation gathering within the Reseau Compassion Network, which encompasses the communities we serve.
Additionally, we are working toward developing a logic model for our Reconciled Healing Model, with the goal of evaluating its outcomes and impact on youth through a formal evaluation process in the near future.

We continue to offer Indigenous Knowledge training three times a year to Marymound staff, as well as external community members and partners. This training was made mandatory for all staff as part of our Cultural Safety pillar in the last strategic plan. This past year, 76 staff members participated, alongside participants from external organizations, including St. Amant Centre, Mount Carmel Clinic, Villa Rosa, Family Dynamics, Eden Health Centre, Boundary Trails Health Centre, and Minisowin Child & Family Services. The training follows a Two-Eyed Seeing approach, with the first day presented in a formal Western teaching style, while the second day centers on ceremony and oral storytelling, which align with Indigenous teachings. The feedback we've received on the training's delivery, content, and format has been overwhelmingly positive, and we will continue to offer it as part of our mandatory staff development. Additionally, we developed a new Diversity, Equity, Inclusion, & Belonging (DEIB) one-day training for all staff at Marymound. This training is designed to foster an inclusive and supportive workplace culture focusing on increasing awareness of unconscious biases, understanding systemic inequities, and developing strategies to promote diversity and belonging within our teams. We will continue to engage in discussions, that highlight the importance of diversity and the role each individual plays in creating a more equitable environment at Marymound.

Marymound also continued to support MKO's work in delivering a healing program for youth in the justice system, managing all contractual obligations with the government, investors, and evaluators. We look forward to building further collaborations with MKO and exploring additional opportunities to support one another in the North. Similarly, we continue to nurture the relationships within our Indigenous Advisory Circle, which includes Elders, Knowledge Keepers, and community members, such as the CEO and co-chair of the Winnipeg Indigenous Executive Circle. The Circle provides us with ongoing support, guidance, and teachings on meaningful reconciliation and how to continue building bridges with youth, families, and the broader community.

At Marymound School, cultural teachings have been embedded into daily practice, moving beyond just a professional development day. Ceremonies, including naming ceremonies, pipe ceremonies, full moon ceremonies, grieving ceremonies, and sweat lodge ceremonies, occur regularly and are open to all staff and youth in all of our programs, including the school. Additionally, our Cultural Department visits classrooms twice a week to provide cultural curriculum, and classrooms integrate daily smudging, sharing circles, Indigenous language (Anishinabemowin and Cree), and activities such as arts, drumming, singing, and land-based learning.

This year, the Cultural Department expanded its services to external community groups. Monthly full moon ceremonies were opened to the larger community and attracted wide attendance. We also began offering weekly cultural services to our community partner, Knowles, and have received positive feedback

regarding youth and staff engagement. In June, we hosted our annual Cultural Day powwow at the Scotia St. campus, where over 1,000 community members, dignitaries, and veterans gathered to support our dancers, drum groups, and crafters. The event featured a complimentary BBQ lunch, cotton candy, popcorn, freezies, and donuts (courtesy of Tim Hortons), along with visits from the Winnipeg Fire Department, Winnipeg Police, Spirit of Hope puppies, and numerous games and activities. This event underscored our commitment to recognizing National Indigenous History Month and celebrating the vibrancy of Indigenous culture. In addition to celebrating National Indigenous Peoples Day in June, Marymound has chosen to recognize September 30th as a statutory holiday for staff, observing the day with a Pipe ceremony and walk to honor the importance of reconciliation.
One of our notable accomplishments this year was the creation of the Prairie Tides Community Healing program. The program's name was chosen in consultation with community members, including Dr. Elder Albert McLeod (a member of our Indigenous Advisory Circle), who shared the following meaning: “We encourage youth to connect with the skyworld above to understand their place in the universe and their relationship with the moon, which influences the tides across the globe. The emotional and spiritual journeys of youth ebb and flow like the tides of our rivers, lakes, and oceans. We stand with them as they forge a path that aligns with their hopes and dreams.” Prairie Tides Community Healing Services is dedicated to addressing the unmet mental health and substance use healing needs of children, youth, and families in Manitoba. Rooted in a holistic, culturally informed approach, Prairie Tides offers a safe and supportive environment for youth to heal, grow, and thrive. The program includes a Live-In Healing Home on the Scotia campus and Community Healing services that provide culturally grounded, trauma-informed counseling and assessment for youth across Manitoba. Prairie Tides embraces a Two-Eyed Seeing approach, integrating Indigenous wisdom with Western therapeutic practices in the development of healing plans. A Sod Turning and Land Dedication Ceremony for the Prairie Tides Live-In Healing Home took place on March 21st, beginning with sunrise ceremonies to honor the land and waters we are privileged to care for, while reaffirming our commitment to working in a good way according to the seven sacred teachings.

Looking ahead to 2025, we have several goals in place, including forming a working group to explore decolonizing our physical spaces at Marymound. This could involve incorporating murals and signage in multiple Indigenous languages. We aim to build a sheltered space for our sweat lodge, enabling year-round access for continued teachings. We also plan to develop more Land-based curriculum, focusing on growing traditional plants and medicines in our year-round greenhouse, where youth and staff can learn about food sovereignty and traditional plant knowledge. Furthermore, we are committed to expanding our collaborations with other agencies to offer cultural services to youth and to offer more Indigenous Knowledge training to staff, potentially including land-based workshops. Lastly, we will recruit additional members for our Indigenous Advisory Circle and formalize a process that ensures the Circle’s direct connection to the Board of Directors to provide recommendations and guidance on programming and our commitment to reconciliation.

Momenta Inc.

Calls to Action: 6, 10, 10.ii, 10.vii, 13, 14, 14.i, 19, 20, 43, 57, 62.i, 63, 63.iii, 63.iv, 83, 87, 88, 90

Goals:

Our goal is to continue language learning at Momenta - Call to Action 14, to continue building our glossary of terms in Anishinaabemowin, Denesulene, Ininewmowin and French and to share this knowledge with everyone who is a participant at Momenta. This goal is in line with ongoing efforts within our organization to create inclusive spaces that honour Indigenous traditions of land-based pedagogy.

Call to Action 90 - we will be researching Indigenous athletes who are paddlers, cyclists and hikers. We will include these stories in our outdoor education curriculum.

Call to Action 83 - we will be creating a gallery wall in our office to showcase art that participants in our program create.

Call to Action 11 - we will expand our programming to serve participants (alumni) who are 18+ through an outdoor gear library and outdoor club for young adults

Our Progress:

This past year, Momenta has continued to coordinate through Jordan's Principle, General and Southeast Child and Family Services to deliver leadership and outdoor recreation programs to youth residing in Winnipeg, Bloodvein, Selkirk, and War Lake First Nation.

In all of our programs, we practice radical acceptance to address and accommodate for the distinct mental health and social needs of our participants.

In partnership with Balmoral Hall, Momenta facilitated 3 days of programming that connected students to truth and reconciliation.

To promote Metis culture, Momenta is guiding Ecole Heritage Immersion to have pride and confidence in their heritage and to celebrate with an event that will connect to Metis culture in the area.

We document the history and original place names of the locations we visit during programs in our 'Land Database', which all staff use when designing programs. We also have a 'Glossary of Terms' to document words and phrases shared at programs in Indigenous languages. These terms are generally seasonally-relevant and related to the outdoor nature of our programming. With the guidance of Grandmother Helen Settee, the '7 Relationships of an Ethical Forest and Nature School' were given a name in Anishinaabemowin. By doing this, we hope to promote revitalizing and strengthening Indigenous languages.

To advocate for a balance between traditional ecological wisdom and contemporary conservation efforts in outdoor ethical practices, we published 'Adventure for Good: A Two-Eyed Seeing Approach to Land

Engagement'. The purpose of this article is to decolonize outdoor recreation by amplifying the wisdom of reciprocity and reconciliation.

Momenta designed a process of 'reconciliation readiness', inviting Hinterland Nature Co-op to understand their roles in truth and reconciliation, to develop their values, and to create action steps. This included publishing a StoryMap to share their stories with the public.
https://storymaps.arcgis.com/stories/1426cc46c3c948dba9338e81cf51b385

We created the 'Calls to Action' deck of cards with the goal of making the Calls to Action more accessible. On each card, one of the 94 Calls to Action is summarized. We use this deck of cards in programs with youth, for training workshops, and as a tool to guide the 'reconciliation readiness' process.

Mosaic Newcomer Family Resource Network

Calls to Action: 93, 94

Calls for Justice: 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

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 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:

Activity/Event	Description	Date DD/MM/YYYY	Number of Attendees
National Newcomer Collective for Truth and Reconciliation (NNCTR) Hub.	One of our staff members has joined The National Newcomer Collective for Truth and Reconciliation (NNCTR). This is a community of practice and knowledge hub where diverse members from the settlement sector, along with those working with newcomers, come together to advance truth and reconciliation efforts and foster better relationships between Indigenous and newcomer communities. The collective includes approximately 20 representative members from nearly all provinces and territories, and they meet 4 times a year.	08/04/ 2024 – ongoing	1
Ribbon Skirt making	In partnership with Canadian Muslim Women's Institute – assisted in the co-ordination of a ribbon skirt making workshop. Newcomer women learned how to make a ribbon skirt and the significance of the ribbon skirt in ceremony.	20/04/2024	10
Mini Pow Pows	In partnership with Clayton Sandy and the Unity project partners (IRCOM, IPW, Aurora Family Therapy, MB Start) coordinated 2 mini pow wows to showcase the pow wow dancing, regalia and cultural significance. An opportunity to learn about a pow wow, what happens at a pow wow, etiquette and protocol, information about the dances and what they signify, descriptions of the regalia. Bannock was offered for all, as well as a demonstration of offering tobacco. The event was hosted in Knox Church and the master of ceremonies was Dr Clayton Sandy from the Sioux Valley Dakota First Nation. 16 dancers, and drummers/singers performed. The event was organized by Mosaic and other settlement organizations were invited to attend. The event was funded by Canadian Heritage through a grant obtained by IRCOM, the project is called the Unity project and it is providing opportunities for newcomer serving organizations to work together to build bridges between Indigenous and non-Indigenous people and to expose more newcomers to Canada to the history and story of Indigenous peoples. This year Mosaic organized 2 mini pow wows.	24/04/2024	200
Manitou Ahbee festival	In partnership with IRCOM and IPW and Joe Thompson and Clayton Sandy. Took 200 newcomers to the powwow. Participated in the grand entry.	18/05/2024	400

Activity/Event	Description	Date DD/MM/YYYY	Number of Attendees
Beading sessions	The Family Programs organized two beading sessions for the Dari-speaking group in partnership with the Manitoba Craft Council. A Métis facilitator led the sessions, where participants created Canada's flag.	15/07/2024 22/07/2024	22
Indigenous Cultural Capacity building	On September 4th, we invited all staff to a ½ day workshop with knowledge keepers Mahikhan and Wes. The workshop was held at Fort Whyte, providing an opportunity to connect with Mother Earth.	04/09/2024	75
Awareness raising about treaties and reconciliation in LINC classes	From April 2024 to March 2025 our 30 LINC classes spent over 480 hours working on awareness rising about reconciliation, treaties and various related topics. Instruction varied depending on the English level of each class ranging from Foundations to CLB 6,7. A variety of resources have been used. Here are some examples of topics and activities: A**: Foundations Level (This is our lowest level of instructions. Participants have no prior schooling and need to learn how to read and write in addition to learning English)** 1. Our Foundation Class used the MANSO Askii Akawa Asotamaatowin resource: https://mansomanitoba.ca/resources/kichi-asotamatowin-land-treaties-eal-curriculum/ a. Students learned about the different parts of Manitoba land (grass, lakes, rivers, trees) & how Indigenous peoples can help us learn to take care of the land. Students took pictures of land (grass, rivers, trees, etc.) in their neighbourhood or surrounding area – i.e. trees, grassy fields/parks, rivers, etc. They shared these pictures with the class. I included students' pictures in a ppt about the different kinds of land we see and live on. b. Extension Land Activity: Ss planted bean seeds to grow in their backyard/garden. 2. Using ISS of BC Reconciliation Awareness LINC lesson for literacy learners.	480h between April 2024 – March 2025	460

Activity/Event	Description	Date DD/MM/YYYY	Number of Attendees
	https://issbc.org/our-resources/reconciliation-awareness-linc-lessons-rall/ a. Who are Indigenous peoples? What does "Indigenous" mean (the First Peoples of the land). b. We discussed what treaty land we are on. I introduced a simplified version of the Land Acknowledgement statement with a teacher-made ppt. This included pictures of Indigenous peoples of Manitoba named in the Land Acknowledgement statement. c. We began class with the teacher reading a simplified version of the Land Acknowledgement Treaty (using ppt). d. Introduced the concept that: We are all "Treaty People". e. Ss were introduced to a Talking Circle and a talking piece. (Whoever holds the talking piece speaks and everyone else listens quietly.) Ss took turns (going around the Talking Circle) to introduce themselves, one at a time (telling their name, country, and language). f. Speaking Activity: Ss watched a video with Indigenous community members welcoming newcomers to our land called Canada. They learned how to respond to a welcome greeting from a member of a local Indigenous community (saying, "Thank you. My name is _____.") g. For Orange Shirt Day, Ss were introduced to residential schools through very simple photo pictures including a limited vocabulary (and the story of Phylis's Orange Shirt): government, children, traditions, help, language, hurt, take, land. h. Ss related the word "treaty" to "promises" made with others. We made a class agreement. Ss signed their class agreement. i. Classroom Agreement Activity: Ss learned about school supplies – what supplies they needed to bring to class everyday to assist in learning. j. Classroom Agreement PPT: *I agree to bring my _____ to class.*		

Activity/Event	Description	Date DD/MM/YYYY	Number of Attendees
	k. FL-CLB 1 Reading activity: At the beginning of class, Ss put a checkmark beside pictures of classroom supplies that they remembered to bring to class that day. **B: Our CLB 4,5 classes (This is one of our highest level of English instruction we offer.)** 1. The topics covered were: o Indigenous Peoples in Canada o Elders, Ceremonies (Pipe Ceremony, Smudging, Tipi Ceremony) o Artefacts (Inukshuk, Tipi Poles and Teachings) o 4) Colonization, Treaties and Residential Schools o 5) Reconciliation (Turtle Island Tourism Company and Orange Shirt Day) 2. Material Used: o Ellii.com o LINC Resources from Inter-Cultural Association of Greater Victoria https://issbc.org/rall-request/ o Reconcili-Action: A Journey Through the 94 Calls of Action https://nctr.ca/reconciliaction-plans/ o Indigenous Voices in the Classroom - The Immigrant Education Society https://www.immigrant-education.ca/resources/teaching-resources o YouTube Videos: a. CBC News https://www.youtube.com/watch?v=W7m00CFp1no&t=406s b. Namwayut: We Are All One https://www.youtube-nocookie.com/embed/2zuRQmwaREY c. BBC News https://www.youtube.com/watch?v=KOkcqFQNGrs&t=72s d. TRT World https://www.youtube.com/watch?v=YIFFH7Nz9q0		

Activity/Event	Description	Date DD/MM/YYYY	Number of Attendees
Reconciliation Circle in Central Park	Organized by Mount Carmel Clinic, Immigration Partnership Winnipeg, Aurora Family Therapy Centre, Immigrant & Refugee Community Organization of Manitoba (IRCOM), Seven Oaks Immigrant Services and Mosaic. Participated in organizing meetings. Promoted and attended this event in Central Park.	25/09/2024	110
Turtle Island Project Experiential Exercise	The TIP exercise introduces participants to the history of Indigenous people in Canada, colonialism, the harms of the past and ends with a message of hope for the future, sharing positive stories from within the Indigenous community.	21/02/2025	28

Opportunities for Employment (OFE)

Calls to Action: 7, 92

Goals:

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.

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.
- Continue to broaden our partnerships and consultations with Indigenous Peoples or organizations to include Indigenous perspectives and inform program design and delivery
- 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.
- 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:

Staff Training & Learning

As part of a Lunch and Learn series, staff were invited to watch the first four videos in the Reconciliation Through Education Series. This was followed by a time of sharing. Topics included:

- History of the Residential School System (April 30th)
- Unconscious Bias and Debunking Stereotypes (May 30th)
- Legal Fall-out of the Residential School System: the TRC and the NCTR (June 30th)
- Intergenerational Impacts and Ongoing Societal Discrimination (August 30th)

In the seven working days leading up to September 30th, the DEIB committee asked staff to watch videos created by Turtle Lodge on the Seven Sacred Laws of honesty, courage, love, wisdom, respect, truth and humility. Each day a discussion followed to share learnings and experiences.

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

A library of 15 books written by Indigenous authors is available 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.

Program Design & Delivery

OFE started incorporating the Land And Treaties Curriculum into our programming this year.

Holistic teaching – taking into consideration the learners' physical, emotional, spiritual, intellectual and social wellbeing – is paramount to upholding the essence of Indigenous ways of knowing in the classroom. Indigenous cultural appreciation is woven throughout the eight-week curriculum, celebrating ways to promote healthy interpersonal relationships in the workplace and beyond.

On the first day of class, participants are introduced to the Medicine Wheel as a healing tool used in many Indigenous cultures. They learn about the Circle of Courage, and create classroom goals using this outline. This has proven to be a successful way to set the tone for the program and adhere to the values of belonging, mastery, independence and generosity. Following this, the class learns about the purpose of land acknowledgements. Everyone works together to create a class land acknowledgement, which is then displayed in the classroom.

Participants see the medicine wheel again when learning about stress management. The wheel is used to guide participants in creating a personal plan for themselves in four chosen areas of wellness. Participants also engage with the Seven Sacred Teachings, learning about how they can be used to guide conduct towards all living things. They then collaborate in a discussion about how to apply these teachings in the workplace to contribute to a positive working environment.

The class participates in sharing circles throughout the program. Participants are given prompts that they may use as inspiration for topics to talk about in the circle, but are free to share about anything on their minds. This has been an effective way for the class to connect as a group and share stories about inner

feelings, challenges and accomplishments with one another. Participants have commented that they enjoy having the opportunity to express themselves in a circle which feels supportive, non-judgmental and safe.

OFE also offers a workshop called "Job Retention for Indigenous Youth". 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.

In our "Canadian Workplace Culture" workshop we encourage newcomers to learn about Canada's history, the indigenous peoples/truth and reconciliation. We have also included training on the topic of Human Rights as it pertains to discrimination and harassment.

Presentations:

Continuing to educate our staff and participants and to work towards Truth and Reconciliation is very important for all of us at OFE. We will continue to look for organizations to partner with to help build bridges with the Indigenous community and we will continue to look for ways to incorporate truth and reconciliation teachings into trainings and networking groups.

OFE provides numerous presentations internally and externally for Indigenous organizations to provide information about our services and get information about their services. Examples of this in the past year include:

- Aboriginal Health and Wellness Centre
- Onashowewin Justice Circle
- North End Women's Centre

Promotion of Activities and Events

We utilize 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
- The National Day for Truth and Reconciliation (September 30th)

Traditional Territories Acknowledgements

OFE has incorporated traditional territories acknowledgements at our Intake sessions, in our email signatures and have asked our DEIB 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.

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 is implemented at the point of hire as well as on an ongoing basis throughout the year.

We have an established DEIB committee of ten diverse staff members across different positions and levels of the organization. The Committee meets monthly to measure progress on our action plan, and strategizing new efforts. The Committee conducted a formal DEIB audit in the past and is in the process of another audit. The committee created DEIB Policy, and is responsible to ensure that training begins at onboarding and continues throughout. DEIB committee members attend conferences and webinars to stay current on DEI strategies and share information on learnings.

Salvation Army

Calls to Action: 48, 48.i, 48.ii, 48.iii, 48.iv, 49, 59, 60

Calls for Justice: 15.2, 15.3, 15.4, 15.5, 15.6, 15.7

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 addition to other initiatives already in place, this year our organization recruited and hired an Indigenous Liaison at our shelter. We also had teams that assisted at several MMIWG events throughout Winnipeg when requested.

One of our Ministry Units, Weetamah has a partnership with CHU (Community Helpers Unite) – an Indigenous led non-profit which leases our commercial kitchen and provides meals throughout the community. They provide meals for our internal events and staff as requested. We also share resources from our Allied Food shipments as well as share outreach partnerships in distribution of food security items into community.

Weetamah also has a partnership with AHWC (Aboriginal Health and Wellness Centre, Winnipeg) – they lease two portions of office space in the building here. They have an outreach specific team that goes into community. They have an Indian Residential School team that addresses the needs of those from that group.

They host aboriginal elder led events of which we are welcome to participate in (Story telling, blanket making, smudging ceremonies, days of recognition, etc…). They have hosted and made available vaccine clinics in our space here to those in our community. They have hosted several Indigenous led events in our chapel area as well as outside in our vacant lot area. These include Orange Shirt day, Story telling, planning groups, funerals/wakes, and others.

Weetamah has a partnership with Dufferin School in food security – this neighbourhood has a high Indigenous population as well as immigrant population and so we seek to serve and build relationship with children and families through food security provision.

There was city wide training for Orange Shirt Day for our community venture program, inviting all staff and participants to attend. There has also been various training days throughout the year, focusing on Truth and Reconciliation, Indigenous Spiritualities and the Church and Beading Workshops.

Siloam Mission

Calls to Action 22, 23.iii, 92.ii, 92.iii,

Calls for Justice 7.2, 7.6, 15.2, 15.5, 15.6

Our Progress

Healthcare and Programming

In Siloam's Saul Sair Health Centre (SSHC), we have had the opportunity to have community members (patients) in to see Indigenous Knowledge Keepers with knowledge on utilizing traditional Indigenous medicines for health and medical needs. Community Wellness staff have also prepared medicine-infused salves, ointments, and teas, provided to community members in *Na a way Ishkode* (Centre Fire).

Siloam's Community Wellness department works to support community members, staff, and volunteers on spiritual, emotional, and wellness needs. Program spaces are open for the Siloam community at large. These programs are low barrier and informal, giving opportunity for relationship building and sharing about needs in health, housing, spiritual care, and wellbeing.

Partnerships this year included Aboriginal Health and Wellness Centre (AHWC) and Université de Saint-Boniface (USB) nursing students. AHWC worked alongside SSHC to provide healthcare, along with traditional knowledge and ceremony from Siloam's cultural coordinators and AHWC's Indigenous Social Planner. USB students conducted a research project regarding Indigenous patients' knowledge of rights in

relation to Indigenous practices being embedded in healthcare. In general, they found that many community members did not know they had a right to request this. Additional training, awareness, and advocacy were key recommendations from this project.

Indigenous Staff Advancement

In order to maintain an effective, informed, and supportive workplace, Siloam uses several rolling surveys. The most recent Human Resources survey added a demographic question on racial identity for the first time and numerous questions on paths for advancement inside and outside of Siloam – being able to compare the responses from Indigenous and non-Indigenous staff would demonstrate if Siloam's work on Reconciliation was actively retaining, promoting, and providing opportunities for Indigenous staff, including if this takes them to leadership roles elsewhere. Key findings were:

1. Indigenous staff see themselves working at Siloam in 6-12 months at a rate *slightly* higher than non-Indigenous staff.
2. Indigenous staff ranked advancement inside and outside of Siloam as factors for working at Siloam 15% and 12% higher than non-Indigenous staff (respectively).
3. Indigenous staff see a path for advancement within Siloam at a 15% higher rate than non-Indigenous staff.

These answers show strong agreement that career advancement is important to Siloam's Indigenous staff, as well that many see Siloam as a possibility for this advancement. We will continue to use these questions (advancement and demographic) moving forward, allowing us to observe how the numbers change over time.

Safety

The newly introduced safety survey (also on a rolling schedule going forward) asked staff for their level of agreement with statements like "I feel safe at work" or "I feel supported by my team." Indigenous staff were well above the midpoint for agreement, with Indigenous staff reporting the highest levels of perceived safety of any self-reported racial identity. This trend continues, with Indigenous staff being the highest or second-highest agreement in nearly the full list of a dozen safety-related statements.

Ongoing Training

Ongoing work continues with the creation of numerous groups: the Indigenous Advisory Council, the Indigenous Employee Circle, and more. The data collected in the surveys will provide a starting point for more nuanced discussion, questions, and training – including ongoing training on colonization, microaggressions, anti-bias/anti-racism, MMIWG2S+, and more for both staff and Board.

Housing Strategy

In early 2024, Siloam announced its Housing Strategy – a plan to create 700-1000 units of social housing over the next decade. A key priority population recognized in our internal data, understood as a common inflow into homelessness, and in response to the Calls to Justice, is Indigenous women, girls, and 2-Spirit

individuals. They are one of five priority populations in our Housing Strategy as we move forward in bringing new social housing units online.

The Urban Knights and ladies Peace Patrol-1875

Calls to Action: 1, 22, 23, 24, 77, 94

Calls for Justice: Allyship and raising awareness

Goals:

Commitment to hosting various church denominations and living visual presentations on residential schools, Treaties, MMIWG Calls for Justice, human trafficking, the 60's Scoop, and drug addiction.

Commitment to continuing direct community outreach by visiting encampments regularly and offering supportive resources and smudging.

Our Progress:

We have added people to our membership and have been part of the MMIWG initiatives to search the landfill and bring our sisters home.

SEED Winnipeg Inc.

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

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:

Indigenous representation in all parts of the organization:

- 39% of SEED Winnipeg staff and 36% of board members are Indigenous
- Over 60% of program participants were Indigenous

Financial Wellness on First Nations Project in partnership with 34 First Nations resulted in:

- 599 Indigenous participants attending Money Management Training
- 1068 birth certificate applications
- Financial Empowerment Drop in events (featuring service providers helping applicants with birth certificates, bank accounts, Social Insurance Numbers, Secure Certificate of Indian Status)
- Delivery of the customized workshop "Investing for Youth: Sudden Wealth" in response to the Children's Special Allowance settlement claims

Partnership summary:

Collaborating on program and curriculum consultation, providing access to Money Stories and First Language workshops, engaging in community needs discussions, exploring partnership opportunities, offering capacity-building sessions on financial literacy training and drop-in events with:

- 34 First Nations
- 14 Indigenous-led organizations
- 3 Inuit community organizations
- 2 Metis community organizations

Money Stories financial literacy training sessions were delivered by and for Indigenous youth:

- 132 workshops were delivered to 290 Indigenous youth through 27 community organizations

First Language Project (FLP)

- 6 graduated from Train the Money Management Trainer (TTT) (Oji-Cree and Inuktitut speakers)
- 62 individual participants attended classes in a First Language
- Translation of money management topics into Inuktitut in progress with an Inuit organization
- Translated 3 workshops—*Fraud Prevention*, *Economic Abuse*, and *Sudden Wealth*—into Cree, delivered by community first-language speakers and knowledge keepers

Education and Awareness of Indigenous culture, experience, and history activities this year included:

- Amended SEED's Land Acknowledgement to explicitly recognize and include Inuit and Métis communities
- Amplified the advocacy efforts of Indigenous-led organizations and First Nations by hosting 4 Anti-Racism letter writing sessions which included education and action appeals on the following 13 Indigenous rights issues:
    - Addressing the First Nations housing crisis
    - Reforming First Nations policing
    - Ending violence against women, gender diverse and 2SLGBTQIA+ land and water defenders in Canada

    - Addressing the disproportionately high suspension rates of Indigenous students
    - Addressing the assault of an Indigenous woman at a Winnipeg grocery store
    - Acknowledging the Province for the declaration for First Nations jurisdiction over Children and Families in Manitoba
    - Calling on justice for Grassy Narrows
    - Calling for a thorough investigation into the death of a First Nations woman and police accountability
    - Preventing an increase in homelessness
    - Supporting First Nations suicide prevention programs
    - Making national Indigenous Peoples Day a statutory holiday
    - Funding Indigenous-led shelters for houseless people
    - Legally recognize the right to clean water in Canada
- Installed a MMIWG2S+ Butterfly Memorial Garden box and held ceremony led by a Cultural Knowledge Keeper
- Streamed videos for staff – during TRC week and after the passing of Honourable Murray Sinclair, all followed by debrief/discussion time
- Donation to the Murray Sinclair Legacy Fund
- Many staff attended the CCEDNet Gathering which included workshops and keynote by Indigenous leaders
- Staff were invited to sew a Medicine Pouch – led and taught by a Cultural Knowledge Keeper
- Provided multiple Community Economic Development (CED) tours in the North End, highlighting the history of our neighbourhood as well as all the work done by community organizations
- Training to all staff about the history of CED through an Indigenous lens – including the Neechi story.
- Half-day land-based teaching with a Cultural Knowledge Keeper at a staff summer retreat
- Teaching delivered by a Cultural Knowledge Keeper at a Board and Staff strategic planning retreat
- Staff attended trainings and events with our summer jobs for Indigenous youth program including:
    - Land Based Teachings: Medicine Picking
    - Forks Guided Tour and Pipe Ceremony
    - Traditional Indigenous Games
- Orange Shirt Day is often about reflecting and remembering those that never made it home. This year, for National Day of Truth and Reconciliation, staff focused on the joy of being together, walking together, and appreciating the community we have the honour of working in. We walked around the North End wearing our Orange shirts in solidarity with survivors. It was a beautiful day, and Knowledge Keeper Vern Dano joined us with drumming and singing. We continue that walk every day with the work we do. Staff also made banners in advance to carry with us through the neighbourhood.

Anti-Racism and Retention & Resilience Projects

SEED completed our Retention & Resilience Project and secured funding to start an Anti-Racism project to continue the work. For both projects, there is a strong focus on input and guidance from Indigenous and racialized staff.

This work included:

- The Retention and Resilience committee guidance of project activities, some of which are listed above
- The expansion of cultural counselling sessions for Indigenous program participants and staff

- Starting an Anti-Racism committee, called Equity, Diversity and Inclusion Committee. Working with 2 external consultants, it has begun the work of shaping changes to SEED's HR policies and practices.
- Starting the creation of an Anti-Racism Policy with input from staff and board, led by an Indigenous consultant
- Working with another external Indigenous consultant, the project also includes strengthening SEED's mentorship, coaching, and career advancement supports.

Sara Riel Inc.

Calls to Action: 10.vii, 14.iv, 22, 23.iii, 92.iii

Calls for Justice: 7.6

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 participated in the following:

- A feast for 2SLGBQT+ and Indigenous community organizations that celebrated the Spring Equinox, Winter Equinox
- Representation on End Homelessness Coordinated Access Council committee
- Partnered with N'Dinawemak- Our Relative's Place; Manitoba Metis Federation
- Participated in the Reseau Compassion Network gathering for Indigenous knowledge
- Indigenous Health Strategic Plan- WRHA- participating in the plan
- Increased Indigenous participation to 16% of all participants served.

- Invited Treaty One to present on Indigenous sovereignty and Naawi-Oodena. To discuss how Treaty One Development Corporation values Indigenous Knowledge and business decision making is guided by values.
- Attended End Homelessness Conference December 2024
- Acknowledged Indigenous Veteran's Day
- Brought staff together for a Smudge and acknowledgement for National Reconciliation Day
- Mandatory staff training from Indigenous Canada Awareness - both modules



Education — Post-Secondary Institutions

Booth University College

Calls to Action: 11, 59, 60, 62, 63, 64, 65, 92, 92.iii

Calls for Justice: 6.1, 15.2, 15.3

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 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:

1. Reinstatement of an Indigenous Advisory Council. During a period of leadership change and COVID-19 restrictions, the Indigenous Advisory Council formed as Booth UC's first action under the Winnipeg Indigenous Accord had stopped meeting and members had drifted away. This past September the school hosted the inaugural meeting for the newly reinstated Indigenous Advisory Council, with a new mandate and terms of reference. Four external Indigenous leaders and knowledge-keepers sit on this Council. Booth UC representatives on the Council may not exceed the number of external members. The Council meets four times per year at the time of the solstice, to provide advice and direction to the Booth UC Cabinet on institutional priorities and initiatives.

2. Revision of curriculum for a required first-year course in Urban Service Learning (USL 151). This course works in partnership with the Centre of Hope in Winnipeg's downtown, serving the needs of Winnipeg's unhoused and largely Indigenous community. This course, which has been taught for many years, now includes specific lessons for students to learn the truth from Indigenous speakers on topics such as our colonial history, inter-generational trauma, MMIWG, and paths to reconciliation. These lessons are then lived out in practice as students engage in the community through practicums. 63 Students went through this course this year.

3. Literature and film studies courses at Booth UC strive to teach all material with decolonization in mind, whether by using texts that speak to Indigenous experiences, like Joshua Whitehead's "Full-Metal Oji Cree," Katherena Vermette's The Break, Alicia Elliott's A Mind Spread out on the Ground, or Rhymes for Young Ghouls (Barnaby, 2013) or Stolen (Jacobs, 2016), or by fostering conversations that interrogate marginalizing language and colonizing attitudes. (Current intro literature courses have many international students; the literary "canon" looks at authors and filmmakers who are not typically included in the canon and discusses how they speak into our lives.) In Film Studies, every effort is made to balance different voices. In film history, non-white, non-male filmmakers are represented (including Indigenous voices), The Storytelling course explores the importance of story for marginalized groups, and this led to two students making a short documentary about PItikwe Skate Park, our downtown neighbor that began in response to discrimination against 2SLGBTQQIA people and provides a safe space for BIPOC children, youth, and adults.

4. The Social Work program has a relationship with a Knowledge Keeper. Every year, SWK 322 goes to for a teaching Sweat Lodge as a way to incorporate Indigenous pedagogy. A number of different Indigenous guests have presented in SWK classes over the years. Other Indigenous teachings and practices are incorporated into SWK courses as part of the curriculum. In the course on anti-oppressive social work practice, students had an assignment to mobilize justice initiatives which for some included Indigenous justice issues.

5. A group of Booth UC students has initiated a partnership with Bear Clan. They have invited Bear Clan to campus to provide presentations and they have also facilitated volunteer opportunities for other students and staff to go on monthly walks with the Bear Clan in the downtown area to provide needed supplies and food. This is helping our campus community understand our neighborhood, reduce barriers, and ignite a passion to develop meaningful relationships.

6. In 2024, we hired a summer student to develop a list of potential Indigenous partners. They also compiled a list of calls for action, calls for justice, and UNDRIP principles to raise awareness about opportunities for reconciliation at Booth. This was shared with the IAC as groundwork for the committee.

The new initiatives above augment the existing activities that Booth UC continues on an annual basis. These include the week prior to September 30th when the campus celebrates Orange Shirt Day by encouraging awareness and involvement in understanding the effects of residential schools for Canada's Indigenous peoples. Students are encouraged to participate in other events happening in Winnipeg on September 30th and to reflect on their experiences and interactions with Indigenous observances of the date.

Booth UC also engages in our annual Indigenous Perspectives Week at the start of March each year. This year, guest speakers Kyle Mason (North End Family Centre) and Brett Roeland (Northway Pharmacy Brothers) shared their experiences and challenged Booth UC students, staff, and faculty to partner with the Indigenous community in Winnipeg and get involved. Participants are already following up on suggestions brought by the speakers and have set up naloxone training to equip our community to come to the aid of others in our downtown neighborhood. Students also initiated a new partnership with Mi'Kmaw artist, Stephanie White, displaying her artwork of the Seven Sacred Teachings throughout the week. Our Booth

Bistro adds a little flavor to the various activities by selecting an Indigenous inspired dishes to serve as part of their menu. The Indigenous Perspectives week has run annually since March of 2019.

International College of Manitoba

Calls to Action: 61.i, 61.ii, 63.i, 63.ii, 63.iii, 63.iv, 92.i, 92.ii, 92.iii, 93

Calls for Justice: 11.1, 15.1, 15.2, 15.3, 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. Winnipeg's Indigenous Accord Partner Goals & Progress Report — June 2022 107
- 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 actively engaged staff, faculty, and students in various initiatives to advance our Year 4 Winnipeg Indigenous Accord goals.

Key activities included developing a curriculum for an Introduction to Indigenous Studies course within our Foundation Program, updating our Land Acknowledgment and website resources in consultation with the Manitoba Métis Federation, and expanding educational social media content on Indigenous history and perspectives. Our community also participated in hands-on initiatives, such as volunteering at Manito Ahbee alongside exchange students from Yucatán, Mexico.

Additionally, staff engaged in professional development opportunities, including the Four Seasons of Reconciliation course offered by First Nations University of Canada, and received training in anti-racist education aligned with the Truth and Reconciliation Commission's 94 Calls to Action. We also strengthened our commitment to reconciliation by becoming a signed partner of the Moose Hide Campaign.

Manitoba Institute of Trades and Technology (MITT)

Calls to Action: 57, 62, 63.i, 63.ii, 63.iii

Goals:

MITT is committed to responding to the Truth and Reconciliation Commission's Calls to Action 57, 62, and 63. As a founding signatory to the Winnipeg Indigenous Accord in 2017, MITT has been actively working to implement these calls to action and report its progress through the Accord.

Our Progress:

Call to Action #57: Professional Development and Training for Public Servants

MITT has taken significant steps to provide education to our employees on the history of Indigenous peoples, including the history and legacy of residential schools. This includes offering skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. This has also included hiring staff dedicated to Indigenous education and recruitment of Indigenous students.

Key Initiatives:

- MITT Professional Development Conference: Hosted its first annual professional development conference for all staff in 2024, featuring former Chief Cadmus Delorme as the keynote speaker and plenary sessions with MITT Knowledge Keepers Lori Hart and Joe Thompson.
- Anti Racism Training: starting in 2024 all MITT employees are required to complete the online course Understanding Ourselves and Our Systems offered by the provincial government.
- MITT's Manager of Indigenous Initiatives and Community Development serves as an advisor, provides guidance to senior leadership and is an active voice around many decision making tables, leading by example. This year she added an Indigenous Community Liaison Officer and an Indigenous Cultural Advisor to her team.

Call to Action #62: Education for Reconciliation

MITT is dedicated to offering curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada.

Key Initiatives:

- Two Knowledge Keepers, Lori Hart and Joe Thompson, are on staff part-time located in MITT's Aazhogan Indigenous Centre. They are available to offer support and teachings for students and instructors.

- Early Childhood Education Curriculum Redevelopment – in 2024 MITT integrated Indigenous Perspectives in Early Childhood Education program. This redesign incorporates a land-based learning perspective and integrates cultural teaching perspectives. MITT aligned curriculum to Manitoba Early Learning Child Care and Mamàhtawisiwin frameworks. The Program actively collaborates with the MITT Knowledge Keepers and participates in all MITT indigenous events.

- Global Citizenship Course - Launching this fall this course has an Indigenous unit focusing on issues, culture, and history. It has already been incorporated into MITT's Health Care programs and Information and Communication Technology programs.

- Culinary Arts and Design – MITT's Culinary Arts program invited Indigenous chef, Glenna Henderson to share knowledge around traditional foods and provided a lesson on Bannock including its history in Indigenous culture. Students participated in a Bannock making contest in which they applied what they learned and added their own traditional knowledge to their product.

- Indigenous Enrolment - Indigenous enrolment at MITT's Adult Learning Centres increased by 11% from 230 students in 2022/23 to 256 students in 2023/24.

- Indigenous Alumni - Self-declared Indigenous alumni from MITT's post-secondary programs and secondary programs increased by 58% from 2021 to 2024.

- Indigenous Advisory Council - In 2024 MITT founded an Indigenous Advisory Council to provide guidance and support for the development of Indigenous initiatives.

Call to Action #63: Education for Reconciliation

MITT is committed to maintaining an annual commitment to Indigenous education issues.

Key Initiatives:

- Indigenous Strategy - Development of MITT's Indigenous Strategic Plan continues. It will include engagement with the Indigenous community and provide safe, culturally appropriate community-focused spaces, activities, and initiatives on our campuses.

- Pow Wow – starting in 2023, each MITT has hosted a community Pow Wow honouring Indigenous students. The day-long community event celebrates Indigenous students and honours their time at MITT in celebration with community members.

- Truth and Reconciliation Week - Focused on honouring Indigenous cultures and recognizing the ongoing impacts of residential schools. Staff and students organized and participated in numerous events, including a tipi raising and teachings, a talk from Kevin Chief, and an Orange Shirt Day fundraiser in support of Knowles Centre.

- Partnerships - Established partnerships with various Indigenous communities and organizations, including Neeginan with whom an MOU was signed in in 2022 and First Peoples Development Corporation one of the funding partners that made it possible for MITT to offer Women in Steel program free of charge to the students in 2023, 2024 and 2025.

- MITT's partnership with Neeginan has focused on the joint development of curriculum for numerous programs offered at the Neeginan College of Applied Technology including Early Childhood Education, Building Operations Technician, and Community Service Worker and Teacher Development Program.

- Throughout the year, MITT also offers numerous initiatives and events share Indigenous knowledge, teachings, and culture with students and students throughout the college in a variety of fun, creative and meaningful ways. Some of the initiatives included:

  - Medicine Bay Workshop, Led by Rhonda Klippenstein.
  - Soapstone Carving Workshop, offered in partnership with Spence Custom Carving
  - Winter Solstice Painting Workshop, offered in partnership with Indigenuity, featuring The Art of Heather Endall.
  - Winter Solstice Feast, open to all staff and students, Knowledge Keeper Lori Hart led a teaching circle with traditional storytelling.
  - On Indigenous Veterans Day, MITT aired the documentary Forgotten Warriors all day on November 7 and 8 in MITT's Aazhogan Indigenous Centre.

  - Rock Your Mocs - Encouraged participation in this worldwide Indigenous Peoples virtual unity event held annually.
  - Moose Hide Day – participation in the annual Moose Hide Campaign
  - Laughing Yoga Session - Hosted with Facilitator Dawn Chartrand, an Anishinaabe yoga instructor, visual artist, and entertainer.
  - Red Dress Day - Hosted a red dress pin workshop led by Gerri-Lee McPherson-Pangman.

MITT remains dedicated to implementing the Truth and Reconciliation Commission's Calls to Action and fostering a respectful and inclusive environment for Indigenous students, staff, and the broader community. Through various initiatives, partnerships, and events, MITT continues to make significant progress in our journey of reconciliation and education for all.

Red River College Polytechnic

Calls to Action: 1, 4, 7, 10, 12, 14, 16, 18, 19, 21, 22, 23, 24, 33, 34, 47, 48, 57, 62.ii, 62.iii, 63, 63.ii, 63.iii, 63.iv, 65, 83, 84, 87, 91, 92, 93, 88, 85, 53, 49, 43, 35, 94

Calls for Justice: 1.1, 1.4, 4.4, 4.7, 6.1, 7.2, 7.3, 7.6, 7.7, 9.8, 9.9, 9.11, 11.1, 12.3, 12.7, 13.1, 13.2, 15.2, 16.18, 16.27, 16.41, 17.3, 17.8, 17.19, 17.24, 17.26, 18.2, 18.9, 18.28

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 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:

1. Transform our learning model to meet emerging needs
2. Commit to Truth and Reconciliation; embed equity, diversity and inclusion in everything we do
3. And deepen partnerships to maximize prosperity across industry and community

Celebrating Indigenous Student Success and Engagement

Every year we feature student stories on the Indigenous blog to highlight their achievements and the stories they want to share. Featured students include:

- Matthew Paul, College Transition, finished his high school diploma and came to College to inspire his daughter to continue pursuing her own studies
- Tabitha Harper and Alice McKay, part of the first funded delivery of Introduction to Anishinaabemowin
- Valeri Kelly, Joey Laquette, Matthew Paul, Indigenous Career Fair
- Peggy Guimond and Camille Munro, Mínwastánikéwin Award Winners
- R-Crew (Sydney, Loren Anderson, Robert Massan, Hevyn-Lee Marten, Guy Gagnon, Lexie Moneyas)

Orange Shirt, Red Shirt and the Mínwastánikéwin Truth and Reconciliation Award

RRC Polytech partnered with two artists to design shirts to fund the Mínwastánikéwin Truth and Reconciliation Award, which supports Indigenous students with a $1,000 bursary.

RRC Polytech commemorated Orange Shirt Day by partnering with Anishininew artist and alum Erin Ringland to create a unique shirt design and with Red Rebel Armour, an Indigenous-owned business, for production. Inspired by the story of a loon protecting its young, Ringland's design symbolized the strength of family, community, and love in the healing journey of Residential School Survivors and their families.

Thanks to the support from the RRC Polytech community, the Campus Store sold enough shirts to fund two awards for the past three years.

The Overcoming Barriers for Indigenous Students in Post-Secondary Education Project and Report

The Overcoming Barriers Project addresses the 18.8% gap in post-secondary attainment between Indigenous and non-Indigenous people in Canada by identifying and dismantling systemic barriers. Through research and community engagement, the project has identified key institutional and social challenges, such as funding, transportation, culture shock, and intergenerational trauma. In partnership with SecondMuse and Birchbark Collaborative, the project launched a large-scale online questionnaire on March 18, 2024, to collect data that will guide policy and program improvements at RRC Polytech. An Indigenous-led advisory committee, including Elders and representatives from key Indigenous organizations, oversaw this work to ensure a community-informed approach. The insights gained will inform a long-term framework for equitable access to education, aligning with RRC Polytech's 2022-2026 Strategic Plan and commitment to Truth and Reconciliation.

The Witness Blanket and Canadian Museum for Human Rights Tours

RRC Polytech hosted its first Witness Blanket Tour at the Canadian Museum for Human Rights on February 11, 2025, providing 23 staff members with an immersive educational experience on the historical and ongoing injustices faced by Indigenous communities. Led by Ininew Knowledge Keeper Marilyn Dykstra, participants explored exhibits on Residential Schools, the Sixties Scoop, and the overrepresentation of Indigenous children in the welfare system, culminating in a powerful visit to the Witness Blanket installation. The Witness Blanket, composed of reclaimed artifacts from Residential Schools and other colonial institutions, serves as a testament to truth, survival, and resilience.

As part of RRC Polytech's evolving approach to Truth and Reconciliation professional development, we have replaced the KAIROS Blanket Exercise with this new experiential and interactive learning opportunity to deepen engagement. Monthly Witness Blanket Tours will continue, ensuring that faculty and staff deepen their understanding and take meaningful steps toward reconciliation.

Mitakuye Oyasin Okciyape

Mitakuye Oyasin Okciyape is the name for the large open space you walk into in Manitou a bi Bii daziigae. In Dakota, the name means All My Relations Helping Each Other. The space was previously known as the Agora.

Kunshi (Dakota Grandmother) Ivy Chaske joined RRC Polytech in 2023 as a Grandmother in the Elders-in-Residence program. She proposed changing the name from Agora to Mitakuye Oyasin Okciyape, and in the spirit of reciprocity, was offered tobacco for her gift.
On National Indigenous Peoples Day, June 21, 2024, Kunshi Ivy led a Pipe Ceremony to facilitate the space receiving the new name and to thank the name Agora for the purpose it served before the renaming.

Today, Mitakuye Oyasin Okciyape is the space that you walk into when you enter Manitou a bi Bii daziigae – a proud recognition of the innovation that happens within these walls and the commitment we have in celebrating the languages of this territory.

Indigenous Career Fair

The Indigenous Career Fair at RRC Polytech, supported by RBC, provided students with valuable networking opportunities, connecting them with over 30 employers and industry professionals. The event featured an RBC-sponsored Headshot Lounge, an interactive employer passport activity, and a panel discussion with Indigenous professionals sharing insights on career paths and mentorship. Over 130 students gained access to diverse career opportunities, reaffirming RRC Polytech's commitment to reconciliation by ensuring Indigenous students have equitable access to professional growth.

Truth and Reconciliation and Community Engagement Week

The sixth annual Truth and Reconciliation and Community Engagement Week at RRC Polytech featured 35 sessions, engaging over 200 participants across all campuses. This year, "Community Engagement" was added to the event's title to emphasize active participation and recognize the leadership of the Truth and Reconciliation and Community Engagement department. Guest speakers, including Ivana Yellowback, Dr. Kathy Absolon, Wilfred Buck, and Jennine Krauchi, delivered impactful sessions that deepened understanding and strengthened connections within the College. The event was the largest and most comprehensive to date, made possible by the dedication of organizers, volunteers, and participants. As Truth and Reconciliation is a year-round commitment, the College encourages continued engagement through upcoming workshops, support services, and community initiatives. Resources remain available for those who need support, ensuring that learning and reflection continue beyond the event.

Language Reclamation in Anishinaabemowin Courses and the Immersion Camp

Language reclamation is a vital part of reconciliation, as learning Indigenous languages fosters healing, cultural identity, and connection.
Through the Introduction to Anishinaabemowin course at RRC Polytech, students have strengthened their language skills, deepened their cultural understanding, and built meaningful relationships. With support from CWB Financial Group, the course offers barrier-free access to language education, empowering over 100 students on their journeys of self-discovery and reconciliation.
The Anishinaabemowin Immersion Camp at RRC Polytech provided staff and faculty with a transformative learning experience through land-based teachings, storytelling, and cultural practices led by Corey Whitford and Elder Paul Guimond. Participants engaged in hands-on activities like constructing a wigiyam, preparing buffalo skulls for Sundance, and practicing Anishinaabemowin, fostering personal growth and community connection. The camp exemplified the College's commitment to reconciliation by creating spaces for cultural learning and strengthening relationships through Indigenous knowledge and traditions.

Free Application for Indigenous Applicants in June 2024 and January 2025

In January 2025, RRC Polytech offered First Nations (Status and Non-Status), Métis, and learners the opportunity to apply for one program with application fees and seat deposits waived. With over 150 programs available, this initiative aimed to remove financial barriers and support Indigenous students in pursuing their educational and career goals. To assist applicants, Indigenous Free Application Events were held throughout the month, providing guidance on programs, admission requirements, and available student resources. Additionally, specialized sessions on Health Sciences programs were offered to help prospective students navigate the specific admission requirements. 691 applications were submitted during this promotion.

The New Indigenous Visual Identity Project

RRC Polytech is embarking on a transformative journey to update its Indigenous visual identity, reinforcing its commitment to Truth and Reconciliation, Indigenous student success, and inclusivity. This initiative will create a meaningful and culturally grounded representation of Inuit, Métis, and First Nations identities across the College's communications, marketing, and signage. In partnership with Narratives Inc., an Indigenous-led creative agency, and guided by a Steering Committee and the Knowledge Keepers Council, the project will be shaped through broad community engagement. As Manitoba's Indigenous population continues to grow, it is essential that post-secondary institutions reflect and affirm Indigenous identities, histories, and cultures.

Human Resource Management course in Nunavut

RRC Polytech is delivering its Human Resource (HR) Management Certificate program in Nunavut for the first time, providing critical HR training to Inuit learners aged 19-75. In partnership with the Government of Nunavut, which is fully funding tuition, the program enables over 30 government employees to access HR education without leaving their communities, helping them become eligible to waive the National Knowledge Exam® required for CPHR Canada designation. With a mix of online and in-person instruction in Iqaluit, the initiative is breaking barriers to education, fostering professional growth, and strengthening local governance, with RRC Polytech exploring further opportunities for collaboration in the North.

United for Literacy

Calls to Action: 7, 10.i

Goals:

Frontier College-MB Office, in response to Calls to Action #62, 63, 64, and 66, will work with partners in multiple community organizations in the North End area.

Frontier College will work with partners to best fit the literacy needs of Indigenous and non-Indigenous learners.
We will listen to the learners and follow their strengths to support their learning around residential schools

and Indigenous history. This will be done through the Truth and Reconciliation summer literacy camp in July and throughout the year in our other partnerships.

Frontier College will continue to increase the number of high quality Indigenous content books that are read and available to our First Nation community partners in the summer literacy camps that we facilitate together.
The summer literacy camps lessen summer learning loss and support children and youth in the upcoming school year.

Frontier College will also increase the number of Indigenous content books that our Interns will use in the urban programming. We will do this through the purchasing of books for our office library and using them to develop literacy activities related to the Indigenous content books.

Our Progress:

Local Level

United for Literacy in Manitoba offered several 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 in the form of Story Walks 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 360 books to 342 participants who attended.
- For National Day for Truth and Reconciliation, we created a Story Walk of “Phyllis' Orange Shirt” as a self guided story walk for the city's Orange Shirt Day.
- For National Indigenous Peoples Day in Selkirk, United for Literacy featured the book “Rock Your Mocs” by Laurel Goodluck as part of MMF’s storytelling program.
- 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, William Whyte, 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 “Go Show the World’ by Wab Kinew
- We continued our partnership with Marymound Pathways Off-Campus and have started working with Marymound School, 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. This year, participants read “The Misewa Saga” by local author David A. Robertson.

- We were able to add an additional 30 books with Indigenous content and authors to our growing program library. These books are used in programs across the city by our program staff.

National Level

Please see our annual report - https://www.unitedforliteracy.ca/getmedia/ec794415-ceda-4600-b579-81708896f97d/UFL-AR2024-FR-Final-FINAL-ua.pdf

Université de Saint-Boniface

Calls to Action: 24, 62.ii, 63.iii, 63.iv

Calls for Justice: 11.1, 15.2, 15.3, 15.4

Période : 1er avril 2024 au 31 mars 2025

Bilan 2024-2025 des activités et initiatives de l’Université de Saint-Boniface en matière d’éducation autochtone et de réconciliation

1. Notre contexte

Bien que le parcours de vérité et de réconciliation de l’Université de Saint-Boniface (USB) ne date que de quelques années, un travail important a récemment été accompli pour s’assurer que nous marchons avec la communauté autochtone. Comme les fils de la ceinture fléchée, nous tissons des liens entre les expériences et les apprentissages vécus par les membres de notre communauté universitaire et collégiale (membres de la population étudiante, du corps professoral et du personnel administratif et de soutien), par le biais de cérémonies de purification, de cercles de partage, de cercles de perlage ainsi que d’apprentissages basés sur la terre, d’une communauté de pratique, en intégrant davantage d’art et de composantes autochtones sur l’ensemble du campus et en ayant des conversations courageuses autour de notre histoire et de notre parcours. Nous trouvons progressivement notre voix et espérons que chaque jour tous les membres de la population étudiante et le personnel autochtones se sentent vus, entendus et compris.

Nous sommes fiers de partager que nous allons bientôt pouvoir annoncer une nouvelle option de majeure et de mineure en études autochtones à la Faculté des arts, et que nous avons travaillé activement au cours de l’année à conceptualiser et encadrer la mise en place d’un mécanisme d’embauche pour un premier poste désigné.

En collaboration avec notre Réseau des Ainés, notre Cercle autochtone consultatif, les membres du personnel et du corps professoral qui s'auto-identifient comme autochtones ainsi que notre équipe de direction, dont les membres sont des alliés importants, nous travaillons pour nous assurer que nous disposons d'un cadre et d'une feuille de route de vérité et de réconciliation pour mieux cheminer comme établissement et soutenir notre communauté éducative.

2. **Cheminement de réconciliation pour les membres du corps professoral et du personnel**

Depuis les deux dernières années, les opportunités d'apprentissages pour les membres du corps professoral et du personnel ont augmenté avec notamment l'ajout de cérémonies et d'un cercle de partage lors de l'orientation des nouveaux employés, de l'activité des couvertures avec certaines équipes, ainsi que des moments de réflexion avec les Ainés.

3. **Semaine de la vérité et de la réconciliation pour souligner l'importance de la Journée du 30 septembre à l'USB**

Bien que l'USB était fermée le 30 septembre afin de reconnaitre cette journée de haute importance, celle-ci n'est pas passée sous silence.

Une fois de plus cette année, l'USB a fièrement contribué à la démarche du Centre national pour la vérité et la réconciliation en proposant une variété d'activités pour souligner la Semaine de la vérité et de la réconciliation auprès de sa population étudiante et de l'ensemble des membres de son personnel.

Du 23 au 30 septembre 2024, les cultures autochtones et nos liens avec la communauté métisse ont été honorés par l'entremise de diverses initiatives tout en favorisant le cheminement personnel de toutes et tous dans un esprit de respect, de partage et de collaboration. Voici les initiatives mises en place :

a. Exposition dans la Galerie de l'USB

Au cours de cette semaine, la Galerie a mis en valeur des œuvres du collectif Onaman. Le collectif Onaman, qui se prononce ah-nah-mun, a été fondé en novembre 2014 par les artistes visuels Isaac Murdoch et Christi Belcourt. Ces deux artistes s'intéressent aux façons dont les arts peuvent aider les mouvements de justice sociale.

Le site Web onamancollective.com a été créé principalement pour héberger les affiches exposées dans la Galerie de l'USB afin de faciliter leur accès et leur téléchargement gratuit pour des initiatives d'activisme communautaire.

b. Menu spécial au Café rencontre

Pendant toute la semaine, le Café rencontre a servi un menu spécial inspiré de mets traditionnels autochtones.

c. Table communautaire avec les Ainées et Ainés

Le 23 septembre 2024, nos Ainés et Ainées nous ont accordé de leur temps pour partager leurs connaissances et leurs histoires respectives. Les membres de la population étudiante ainsi que le personnel et le corps professoral de l'USB ont pu prendre une tasse de thé et une galette en compagnie de nos Ainés et Ainées à la table communautaire mise en valeur dans le Centre étudiant Étienne-Gaboury.

L'archiviste de l'USB, Carole Pelchat, était aussi de la partie pour présenter son projet de recherche concernant les étudiantes et étudiants métis ayant étudié à l'USB de 1885 à 1968.

d. Cérémonie de purification

Le 24 septembre 2024, nous invitions les membres de la population étudiante ainsi que le personnel et le corps professoral de l'USB à prendre part à une cérémonie de purification avec la professeure Rachelle Carlisle. La cérémonie s'est déroulée au pied de la statue de Louis Riel située sur le terrain de l'USB.

e. Illumination de la coupole

Afin de souligner la Journée nationale de la vérité et de la réconciliation, l'USB s'est jointe à nouveau cette année au mouvement d'illumination initié par les communautés autochtones en 2013.

Du 23 au 30 septembre 2024, notre façade était illuminée de lumières orange pour rendre hommage aux enfants autochtones victimes des pensionnats autochtones du Canada, à ceux et à celles qui y ont perdu leur vie ou qui en sont des survivants ou survivantes, à leurs familles et à leurs communautés, et à réfléchir aux conséquences multigénérationnelles de ces pensionnats.

f. Portez vos chandails orange

Pour signifier l'engagement de toute la communauté de l'USB envers la vérité et la réconciliation, les membres de la population étudiante, du personnel et du corps professoral ont été invités à porter un chandail orange tout au long de cette semaine.

g. Ressources documentaires

La Bibliothèque Alfred-Monnin a invité les membres de notre communauté universitaire à découvrir les documents de sa collection portant sur les peuples autochtones pouvant aider toutes les personnes qui le souhaitent à poursuivre ou entreprendre un cheminement de réconciliation. Une mini exposition de livres à ce sujet a été offerte tout au long de cette semaine et la Bibliothèque a fait la promotion active de son guide Vérité et Réconciliation – Ressources utiles.

h. Festival du film autochtone du 27-30 septembre 2024

Afin d'éduquer le public sur les conséquences de la colonisation et de favoriser la réconciliation, l'Union nationale métisse Saint-Joseph du Manitoba organisait son premier festival du film autochtone sur le campus de l'USB.

La communauté de l'USB a été invitée à y prendre part et à participer aux discussions à la suite de chaque film.

- Vendredi 27 septembre 2024 : *Le chemin de la guérison*
- Samedi 28 septembre 2024 : *Soleils Atikamekw*
- Dimanche 29 septembre 2024 : *Ste. Anne*
- Lundi 30 septembre 2024 : *Wilfred Buc*

i. Engagez-vous

De plus, pour ceux et celles qui sont incertains de comment s'engager envers la réconciliation, l'USB leur a présenté des possibilités d'actions à prendre :

- réfléchir à ce que la réconciliation veut dire pour soi;
- participer à une cérémonie autochtone;
- faire du bénévolat dans un organisme communautaire autochtone; (Bear Clan, Ka Ni Kanichihk, Mama Bear Clan, entre autres)
- aller à Kapabamayak Achaak Healing Forest Winnipeg dans le parc St. John's;
- créer un espace de réflexion chez soi;
- participer à une séance de l'exercice des couvertures ou une séance de Marcher dans nos mocassins;
- porter un vêtement orange et songer à l'importance de ce symbole;
- préparer de la banik avec des enfants et la faire cuire sur le feu tout en partageant des histoires;
- suivre le programme Indigenous Canada en ligne;
- prendre le temps de réfléchir à ses actions envers la vérité et la réconciliation.

4. Réseau des Ainés

L'USB est fier d'avoir à ses côtés un Réseau des Ainés qui partage ses apprentissages et aide à guider les réflexions de ceux et de celles qui ont la chance de marcher un bout de chemin avec eux.

Tout au long de l'année, le Réseau des Ainés a appuyé la communauté universitaire dans une panoplie d'activités sur le campus : treize (13) engagements en salles de classe et onze (11) évènements, dont la participation d'une Ainée à la conférence *The Fire Within* tenue les 6 et 7 février 2025. Nous sommes très reconnaissants pour le dévouement de nos chères Ainées et chers Ainés.

5. Cercle autochtone consultatif

Le Cercle s'est rencontré à deux reprises au cours de l'année afin d'aviser l'université sur les projets de vérité et de réconciliation.

6. Participation à des activités dans la communauté et le milieu éducatif

a. Commémoration des tombes
Le 16 novembre de chaque année, la communauté métisse souligne l'anniversaire de la mort de Louis Riel. L'USB a été invitée à participer à cette cérémonie pendant laquelle elle a déposé une couronne de fleurs devant le monument de Riel.

b. *Manitoba Collaborative* Indigenous *Education Blueprint (MCIEB)*

En tant qu'institution postsecondaire, l'USB est signataire du MCIEB depuis 2015.
Les 6 et 7 février 2025, quelques employés et une Ainée de l'USB ont participé à la conférence annuelle du Blueprint intitulée *The Fire Within*.

University of Winnipeg

Calls to Action: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 14, 16, 18, 19, 20, 21, 22, 23, 33, 34, 35, 43, 44, 45, 46, 47, 48, 49, 50, 53, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 75, 76, 77, 80, 81, 82, 83, 85, 87, 88, 89, 90, 91, 92, 93, 94

Calls for Justice: 1.1, 1.4, 4.4, 4.7, 7.2, 7.3, 7.7, 7.8, 7.9, 9.7, 9.9, 11.1, 12.3, 12.7, 13.1, 13.2, 13.3, 13.4, 15.1, 15.4, 15.5, 15.6, 15.8, 16.2, 16.18, 16.23, 16.41, 17.3, 17.19, 17.24, 17.26, 18.2, 18.9, 18.28

Goals:

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

The University of Winnipeg recognizes that we are located on Treaty One land, in the heart of the 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 Calls to Action identified by the Truth and Reconciliation Commission.

The University of Winnipeg is guided by both the Calls to Action specifically, as well as an overarching commitment towards reconciliation and Indigenization. We use a holistic approach in working towards

these goals. The Truth and Reconciliation Commission's Call to Action 63.iii in particular guides us as an institution; we strive towards increasing intercultural understanding, empathy and mutual respect.

Throughout our courses and across our departments, this Call to Action is our aim. This includes continuing education and our programs for professional development and training such as Indigenous Insights. With this holistic approach in mind, we have adopted several future goals that relate to specific Calls to Action, including:

- Call to Action 16: The University has already achieved a great deal in regards to Call to Action 16, which calls upon post-secondary institutions to create programs in Aboriginal languages. We will further our commitment to this call to action by strengthening our pre-existing language programs, as well as pursuing new opportunities to expand the number of programs and courses offered at the University.
- Call to Action 11: While this Call to Action is directed specifically at the federal government, we believe that as an institution we can play an important role in supporting Indigenous students who are pursuing a post-secondary education. To this end, The University of Winnipeg provides Indigenous students with a wide range of supports. University of Winnipeg's Opportunity Fund assists students from traditionally underrepresented populations, such as inner-city and Indigenous students, access post-secondary education. Since 2007, over $2.7 million in bursaries has been awarded to over 2,600 students.

  Additionally, Indigenous students at The University of Winnipeg have access to a range of academic, social and cultural supports that helps them achieve academic success and facilitates their engagement with graduate school opportunities, meaningful employment and leadership roles.

  To do our part to meet the 11th Call to Action, The University of Winnipeg will continue to provide a wide range of supports to Indigenous students. The University will also review funding structures to ensure that Indigenous students have the tools and supports they need to attend university.

Our Progress:

Guided by the Strategic Direction of Indigenization, University of Winnipeg has embarked efforts to support that direction by:

- Increasing Indigenous student enrolment
- 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 MMIWG2SCalls to Justice
- Indigenous community engagement through free community programming and services

Developmental Studies Program

- The Department of Education celebrates the inaugural students from the first Indigenous cohort of the Departmental Studies program for whose journey began in the fall of 2020. These committed

Indigenous women overcame significant challenges, including the repercussions of the pandemic. Nine of these future graduates are Indigenous community matriarchs from as far north as Lac Brochet and Split Lake in Northern and rural Manitoba, who came to Winnipeg on Wednesday, May 1, 2024, to celebrate with their colleagues from the city.

Indigenous Cluster Hire (Completed):

- The University of Winnipeg (UW) announced the cluster hiring of eight new Indigenous faculty on September 27, 2024. These cluster hire appointments will contribute to Indigenous excellence across the University of Winnipeg Faculties and to the University of Winnipeg's commitment to fostering a culture of equity, diversity, and inclusion through increasing the representation of Indigenous academics. The number of new hires and their faculties are:
    - (1) Department of Anthropology: Indigenous Languages, Linguistics, Revitalization & Pedagogies
    - (1) Department of Business & Administration
    - (1) Department of Criminal Justice: Criminal Justice and Indigenous Law
    - (3) Department of Indigenous Studies
    - (1) Department of Kinesiology & Applied Health: Indigenous Studies in Kinesiology and Health
    - (1) Department of Environmental Studies & Sciences (ESS) and the Master's in Development Practice: Indigenous Development (MDP) program

Indigenous Languages:

- Teaching Indigenous Languages for Vitality Certificate (TILV) 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.
- Wii Chiiwaakanak Learning Centre offers two 12-week language programs for parents, children and individuals of all ages with a chance to build Ojibwe language skills.
    - Learning Anishaabemowin I
    - Learning Anishaabemowin II
- Indigenous Studies offered three language courses: Introduction to Ojibwe, Introduction to Cree and Intermediate Ojibwe, to university students this academic year.
- UW is partnering with University of Manitoba's Indigenous studies to enhance participation of students in Indigenous language courses through reciprocity agreement.

Indigenous Leaders in Science:

- Through dialogue with Indigenous students on campus, faculty members, and the Aboriginal Student Services Centre (ASSC) at the University of Winnipeg (UWinnipeg), we have identified critical barriers to Indigenous student participation and success in Natural Sciences and

Engineering (NSE) at our institution. These barriers include academic gaps for students coming from high school, lack of a community of Indigenous science students on campus, difficulty accessing and building connections with research mentors, and an underrepresentation of Indigenous role models in graduate school and careers in NSE.

- Many Indigenous students come from non-traditional backgrounds, and therefore face structural challenges such as the need for support when navigating university bureaucracy and the need for flexibility around child or elder care. As outlined by the Truth and Reconciliation Commission, these barriers are a consequence of the colonial history of educational inequities and the legacy of the residential school system. Working to address these barriers is critical for closing the educational attainment gap for Indigenous students, which is particularly pronounced in NSE fields.

- We are developing a harmonized suite of programs on campus which serve to encourage Indigenous students to study science and pursue careers and graduate studies in NSE; Building from a patchwork of independent pilot programs, we will mitigate these barriers, maximizing the participation, retention, and success of Indigenous students in NSE at UWinnipeg. This approach to delivering programs for Indigenous students will give them one entrance way, which will allow easy access and appropriate placement within the continuum of more and optimized programs.

Indigenous Studies Faculty:

- Five of Indigenous Studies courses are now being recognized as meeting general science degree requirements which will promote participation and visibility of Indigenous students in sciences and provide unique opportunity to Indigenous and non-Indigenous students to learn Indigenous scientific contributions in Turtle Island.

- Students participated in IS-2401 Indigenous field school during Summer 2024 and learned many aspects of Indigenous food systems through land-based learning and participation in land-based activities. At the end of this field course, students created recipe calendar, gardening book, and resource guide for newcomers.

- Indigenous Studies published coloring book and Indigenous food Calendar based on IS-2401 Field School which was gifted to West Broadway Community organization and neighbouring communities at the seeds of Unity Luncheon Event at WBC community center on October 17th, 2024. Indigenous Studies offered the Indigenous Food Systems field course with Elder Audrey Logan in Spirit Park in Summer 2024 and will continue to do so in future. New edition on Cree-English Cookbook was published by Indigenous Studies through collaborative partnership with Fisher River Cree Nation.

- Fifteen participants including faculty, master's students and staff of Indigenous Studies participated in National Gathering on Indigenous STEM, organized by First Nations Education Administrators' Association.

- Dr Michael Yellow Bird, Well-reputed Indigenous Scholar and Former Dean Social Work, U of Manitoba on topic of Enriching Indigenous Science: Neurodecolonization and wellbeing of all nations" which was very well-attended by many faculty members, Students and wider public.

Indigenous Summer Scholars Program (ISSP)

- Indigenous Summer Scholars Program is founded in 2017 by a group of Indigenous and Non-Indigenous Faculty and Staff at UWinnipeg and hosted by the Faculty of Graduate Studies. ISSP is hosted by the UW Faculty of Graduate Studies and invites senior undergraduate students and recent graduates of undergraduate programs who identify as Indigenous to explore the possibilities of graduate studies. The goals of the program are to strengthen the pathways for Indigenous students to move into advanced study and, ultimately, into leadership in the academy and in all sectors of society; to re-affirm the significance and centrality of Indigenous peoples, ways of knowing, and experiences at the UW; and to create a network of Indigenous scholars and allies on campus.

- ISSP matched each Indigenous scholar with a research project, where scholars will be mentored by a research supervisor, get firsthand experience of research that will help them for a smooth transition into graduate level education and/or research.

- ISSP has welcomed a dedicated Elder, Indigenous Faculty in Supervisor, and an Indigenous Graduate Student Mentor, who advises the management, research mentors, and students of the program upon request.

- ISSP Advisory Committee has 6 members including the AVP Indigenous Engagement, ISSP Coordinator and the Dean of Graduate Studies.

Indigenous (previously Aboriginal) Student Service Centre (ISSC):

- ISSC implemented new cultural programming for students where knowledge keepers/elders are brought in to teach. We also host monthly teachings, sweats, potlucks/feasts, medicine picking, annual powwow for all students. While our programming is specifically for our Indigenous students, we welcome everyone to participate. Our elders are sought out by most departments at UW to share teachings as well.

- Examples of reoccurring events are:
    - Twice weekly beading club
    - Weekly Elders-in-Residence teachings and sharing circles
    - Monthly general sweat lodge ceremonies
    - Monthly book club
    - Monthly potluck luncheon
    - Cultural workshops
    - Annual UW graduation pow wow

- Elders-in-Residence program links the whole UW Community with the opportunity to respectfully learn about Indigenous culture and our connection to "All our Relations".

- ISSC has continuous Manitoba Metis Federation (MMF) staff on campus who is there to support the 500+ Metis students access MMF funding and build a strong community connection.
- ISSC offers the UPP program (University Preparation Program). Indigenous people from the community apply for the opportunity to study for their GED designation, write those tests and upon successful completion, enter the UW as a Mature Status student. UW covers the cost of the teachers, tutors, materials, and written test fees. A new program is about to launch to replace the GED testing.
- Indigenous medicines and smudge items are always available in ISSC for students, staff, and faculty.

Master of Arts in Indigenous Governance (MAIG)

- MAIG program prepares graduate students from all backgrounds and disciplines for leadership within Indigenous organizations of all types, and it also leads to some groundbreaking research. Students learn about Indigenous governance through Indigenous wisdom and multidisciplinary coursework in Indigenous/Aboriginal governance and disciplines like politics, anthropology, human ecology, sociology, law, history, religious studies, and conflict resolution studies.

- The MAIG Program was closed for new admission in November 2018 and reopened in Fall 2024 for a Fall 2025 start. This spring saw two thesis defenses that showcase such research:
    - Land as a Teacher: Indigenous food knowledges and perspectives from Long Plain First Nation,
    - Indigenous knowledge and tourism on protected areas under constitutional Sumak Kawsai in Ecuador: Policies and legislation.

Master's in Development Practice (MDP) Indigenous Development:

- The University of Winnipeg's MDP program is the only MDP program to focus on how Indigenous knowledge and experience can help shape a sustainable path for development, rooted in culture and identity. The program builds the skills required to be a successful practitioner of sustainable development. Indigenous knowledge and experience are at the core of an innovative curriculum that cuts across health, management, natural and social sciences. The 24-month course-based program is eminently practical. In the 54 credit-hours of classes, problem-solving, case studies, group projects, and critical self-reflection are emphasized, and in-class assignments are designed to build the skills needed to be an effective development practitioner. With two field-placements students can put their learning into practice, gain important development experience and establish important connections with organizations engaged in indigenous development around the world.
- Eight MDP graduated in October 2024 and out of those eight, four were Indigenous graduates.

Office of Indigenous Engagement (OIE):

- Awarded 7 student, staff, and faculty members UW Indigenous Community Awards and were celebrated at the UW's Honouring Indigenous Achievement event on March 2024. These awards, created by the Office of Indigenous Engagement last year, recognize inspiring Indigenous

members of our community and thank them for their work as role models, mentors, and leaders who promote Reconciliation and strengthen Indigenous community at the University.
    - Up to two Indigenous faculty members; one award for those under 10 years of service, and one for those over 10 years of service.
    - Up to two Indigenous staff members; one award for those under 10 years of service, and one for those over 10 years of service.
    - Up to four Indigenous students; two from undergraduate studies and two from graduate studies.

- The University of Winnipeg's Indigenous Identity Working Group (IIWG) completed its consultation work which has resulted in a report, *First Nations, Métis, and Inuit Perspectives on Identity, Citizenship, and Safeguarding Opportunities: What We Heard Report,* released December 16, 2024. The report contains key findings and recommendations to help guide the development of policy and procedures for UWinnipeg to ensure opportunities meant for First Nations, Métis, and Inuit reach these intended beneficiaries. Any Indigenous identity substantiation process must respect Indigenous sovereignty and be guided by Indigenous community and government standards and take care not to overburden them in the process. Terms of reference have now been drafted and approved for a UW Indigenous Identity Policy and Procedures Committee, letters of invitation to serve have been sent to internal stakeholder units, Indigenous faculty, staff, and students; elections are underway to determine reps from the faculty and student unions.

- UW continues to be a partner for the Manitoba Collaborative Indigenous Education Blueprint (MCIEB).

- Truth and Reconciliation Week was held from September 25th – 29th; which included a series of special events, learning opportunities, and activities dedicated to honouring Residential School Survivors and learning from Indigenous peoples and perspectives.

- Work continues towards the goal of rematriation of the Indigenous Ancestors held in care at UW. A technician and assistant archivist were hired a year ago and continue to assist in organizing all records and files, preparing 'bundles' for each Ancestor and all their associated items. A census of items in UW's Anthropology Museum has been recently conducted and items determined to be connected to specific Ancestors will be returned to them in preparation for rematriation. Handmade cedar coffins are being made for each Ancestor and contain a handmade shroud and beaded medicine pouch containing harvested medicines. An Ancestor's Advisory Council was struck in 2025 comprised of UW Elders-in-Residence and an Ancestors Caretaker to assist in this important work. UW continues to collaborate on the Inter-institutional rematriation working group with other heritage holding institutes (including UM and Manitoba Museum). An environmental scan of rematriation policies is presently underway as UW begins the work of developing a policy to assist in the rematriation of all Indigenous Ancestors at UW.

- Hosted three Indigenous Protocols Gather & Learn events for staff, student and faculty to learn more about Indigenous cultures and knowledges. Elders and Knowledge Keepers were invited from community to deliver presentations on topics such as Indigenous protocols, land acknowledgements, and Two-Spirit knowledge.

- A closing ceremony was held for former members of the Indigenous Advisory Circle in May 2024. After engaging with former members 1-1 as well as during the closing ceremony, the terms of reference and policy were revised for the Indigenous Community Advisory Circle. Internal engagements with Indigenous Engagement staff, senior administrators, the President, and the Board of Regents also took place. The revised TOR and policy were approved by VPP and the Board of Regents and are now being brought to Senate for information.

- First-ever University of Winnipeg Indigenous Makers Market in partnership with ISSC, OIE, Indigenous Student Association and Gallery 1C03 was held on November 28, 2024. Twenty talented Indigenous makers came onto campus to sell their creations. From beaded jewelry to quillwork and embroidery, regalia like ribbon skirts and shirts, paintings, drawings, prints and cards, stickers and magnets, blankets, and wall hangings, knitting and crochet, home decor and candles. The Indigenous Makers Market is presented in conjunction with KC Adams' exhibition Seven Generations.

Pathways to Graduate Studies (P2GS):

- The Pathways to Graduate Studies program was developed in collaboration with Indigenous Alumni and the Aboriginal Student Services Center (now Indigenous Student Services Centre). P2GS provides opportunities for Indigenous undergraduate students to upgrade their basic science skills, gain research experience, and form a network of peers, graduate students, and faculty, who help increase their success and participation in natural sciences and engineering (NSE) graduate programs.

- P2GS runs for four weeks each May; students have science classes taught by Indigenous graduate and senior undergraduate students and research projects with faculty mentors. P2GS has wide-ranging impact; participants and instructors' credit P2GS with their decision to continue in NSE and to enroll in graduate school. 70 students have participated since P2GS's 2019 inception, with 121 additional participants planned during this renewal. The impact is seen in the success of many participants in graduate school and careers in NSE, and in the ways it has strengthened the community and culture for Indigenous students in science at UWinnipeg.

- The Canadian Indigenous Science and Engineering Society (UW Chapter) provides networking, peer support, and mentorship to Indigenous STEM students, providing opportunities to explore undergraduate and graduate opportunities, discover career pathways, engage with Indigenous STEM professionals, and network with scholarship-granting organizations and corporations looking to hire.

- P2GS Steering Committee was struck this year and has 6 members, including AVP-Indigenous and the Dean of Science.

The Office of University Advancement

- With assistance from the Office of Indigenous Engagement, organized several Indigenous consultation sessions as part of a larger consultation process to renew the UW's Strategic Plan. There were 9 sessions with a total of 43 Indigenous participants, all led by the AVP-IE and an external consultant. Groups included: Elders-in-Residence, ISSC, Wii Chiiwaakanak, Dept of

Indigenous Studies, Indigenous faculty and instructors, Indigenous staff, Indigenous student leaders, Indigenous students, and Indigenous external partners.

Wii Chiiwaakanak Learning Centre:

- Annual Indigenous STEAM Camp was hosted on campus during the summer and is designed for students in Grades 1 to 8, giving children the opportunity to participate in a wide range of activities in science, technology, engineering, arts, and mathematics, while incorporating Indigenous knowledge from Indigenous knowledge keepers about many topics such as traditional medicines, star teachings, creation stories, traditional games, feasting ceremonies, water storage and more.

- Wii Chiiwaakanak's STEM days has expanded to two days to accommodate Grade 3-8 students from nine schools (William Whyte, David Livingstone, Sagkeeng Anicinabe, John M. King, Niji Mahkwa, Strathcona, Wellington, Sister MacNamara, and Glenelm), where students took part in a variety of science, technology, engineering, and mathematics activities throughout the day. A variety of workshop sessions, including a chemistry magic show, drone piloting, fish filleting and dissection with Indigenous science students, and a new workshop on CO2 cars and robotics.

- The Centre offers weekly programming open to all families and individuals, such as:
    - Powwow Club
    - Stem Explorers & Code Club
    - Learning Anishinaabemowin
    - Women's Self Defense
    - Indigenous Female & Two-Spirit Craft & Cultural Group

Unique indicators of progress

Opportunity Fund Results: Fall/Winter 2024-25

	All Opp Fund Student Categories	**Indigenous-Declared Students Only**
Bursaries	481/$375,250	134/$92,250
Donor Opp Fund Awards	80/$86,169	23/$21,825
Tuition Credit	5/$8471	4/$5771
Youth in Care Tuition Waiver	30/$130,124	13/$47,474
Walls to Bridges	34/$26,942	9/$4,782
BUS	10/$16,608	1/$2142
PUP	1/$3585	1/$3585
Total # Awards/Value	**641/$647,149**	**185/$177,829**
Unique Recipients	579	169

Other Awards to Indigenous Students (excl. Opp Fund)

- Indspire:
    - Building Brighter Futures Bursaries (Undergrad and Grad Studies) – 127/$448,800
    - Build From Within – 32/$145,627
- Business Council of MB Aboriginal Education Awards: 49/$136,500
- Louis Riel Bursary: 125/$195,100
- Performance-Based Scholarships and Awards:
    - Special Entrance Scholarships, AP/IB – 41/$66,050
    - Academic Proficiency Scholarships – 19/$6750
    - Dean's Honour List/Student of Distinction – 174 (recognition-only)
    - External Scholarships – 26/$51,783
    - Wesmen Athletic Scholarships – 13/$23,245
- Donor-funded and/or Department Awards – 136/$349,255 UG+GS; 93/$173,104 UG only

Human Resources Statistics

- 115 of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce.
- 11% of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce.
- 3 of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.
- 14% of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.
- 11 of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.
- 16% of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.

Indigenous Languages:

- Indigenous Languages Major: 9 students are registered as majors. 2 majors (also TILV students) graduated in Spring 2024.
- 29 number of students registered in three language courses (Introduction to Ojibwe, Introduction to Cree and Intermediate Ojibwe) by Indigenous Studies in 2024-25. 668 students registered in Intro to Indigenous Studies courses 2024-25.
- Learning Anishinaabemowin 1 - 68 students
- Learning Anishinaabemowin 2 - 42 students

Indigenous Market

- Featured Makers include KC Adams, Sarah DeLaronde Atkinson, Bird House Creations, Ruby Bruce, Indigify, Creations by Elise, Dawn Chartrand, Nimis Design, Lucas Corbin Cole, Lii Roozyii, Anishinaabe Girl Designs, From Turtle Island, Deadly Creeations, Dotter of the Earth, Auntie Dee's Designs, Soft Heart Designs, Alice + Sage, O'Meara Roots, Art by Justine Proulx, Littlest Kookum Beading.

Indigenous Studies

- 12 Students participated in IS-2401 Indigenous field school during Summer 2024
- 29 number of students registered in three language courses by Indigenous Studies in 2024-25.
- 668 students registered in Intro to Indigenous Studies courses 2024-25.

Indigenous Summer Scholars Program (ISSP):

- 2024 ISSP had 12 scholars matched with 12 research projects.
    - *The Six Seasons of the Asiniskaw Īthiniwak*
    - *Sharing Knowledge About Indigenous Artists*
    - *Occupational Stressors Among Public Safety Communicators in Alberta, also known as Alberta CARES*
    - *Manitoba Food History Project*
    - *Barr bodies in forensics and archaeology*
    - *Youth Homelessness: Inter-Generational Connections*
    - *Indigenous Interment: Building Towards a Better Understanding of the Indigenous People Buried at Brookside Cemetery*
    - *Analysis of meteorites in support of asteroid sample return mission*
    - *Children's Future Thinking: Time and Space*
    - *From four walls to open skies: exploring indoor and outdoor recess in school children*
    - *Parasite load in sauger*
    - *Cosmological Perturbations and Primordial Black Holes*
- There were 6 workshops held for ISSP 2024 and ISSP 2025 held two workshops: Indigenous Community-based Research and Indigenous Research Methodologies.

Master's in Development Practice (MDP)Indigenous Development:

- Currently enrolled are:
    - 9 domestic students and of those, five are Indigenous
    - 4 international students

- MMIWG course- Online Course: 231 Calls to Justice- Developing community-based responses to systems impacting missing and murdered Indigenous women, girls and 2SLGBTQQIA persons. Instructor – Sandra DeLaronde, accompanied by Elder Thelma Morriseau.
    - 3 graduate students, two undergraduate students and 12 PACE students

- MDP Courses:
    - Indigenous Thought and Worldviews – Elder Dan Thomas
    - Indigenous Development in Practice: Capstone – Project on Youth Justice with MKO and Reciprocal Consulting
    - Indigenous Evaluation
    - Health and Sustainable Development
    - Indigenous Research Methods
    - Indigenous Self-determination and Self-Government
    - Business Planning in Indigenous Communities Environment and Sustainability

- Seminar in Development Practice: Guest speakers included: Andrea Carmen, International Indian Treaty Council, Federal officials from the Canadian UN Declaration Act Implementation Secretariat and José Francisco Calí Tzay, the former Special Rapporteur on the rights of Indigenous Peoples

- MDP Orientation – Aug 22 – 28th. Included a two-day field trip to Fisher River Cree Nation, visit to the CMHR and a Guided Metis walking tour.
- Field Placement Symposium – Sept 13. Thirteen students presented on their field experiences with 12 different organizations.

Office of Indigenous Engagement Events

- Gather and Learn: Treaties from an Anishinaabe perspective by Minnawaanigogiizhigok (Dawnis Kennedy), Assistant Professor in Criminal Justice
- 2SLGBTQ+ People & Ceremony – May 21
- 2-Spirit Archives Display – May 24-30
- KC Adams: Seven Generations - It combines ancestor regalia from the Manitoba Museum with a portrait series and a short film by Cree-Anishinaabe-British relational maker KC Adams

Teaching Indigenous Languages for Vitality Certificate (TILV)

- The first cohort ran 2022-2024 and had 17 students take courses, and seven complete the Certificate.

TRC Events:

- Flag Raising of the Survivor's flag
- Inniniew/Anishinaabe artist KC Adams presentation on her "We Are Still Here" collection
- Orange shirt giveaway
- Enos Montour's Brown Tom's School Days – A talk by Dr. Mary Jane McCallum

The Office of University Advancement

- With assistance from the Office of Indigenous Engagement, organized several Indigenous consultation sessions as part of a larger consultation process to renew the UW's Strategic Plan. There were 9 sessions with a total of 43 Indigenous participants, all led by the AVP-IE and an external consultant. Groups included: Elders-in-Residence, ISSC, Wii Chiiwaakanak, Dept of Indigenous Studies, Indigenous faculty and instructors, Indigenous staff, Indigenous student leaders, Indigenous students, and Indigenous external partners.

UW Collegiate

- 2 Sessions were presented to all 419 Collegiate students from grades 9-12 by the Winnipeg Police Service regarding internet safety that included components of exploitation.
- 216 students participated (Grade 9 = 80 students Grade 11 = 136). This includes all students enrolled in Grade 9 Social Studies, Truth & Reconciliation 21G and History 30F courses; and also includes students enrolled in Social Studies 10F, TRC 21G, History 30F, Global Issues 40S, and Family Studies 40S.

Wii Chiiwaakanak Learning Centre

- Approximately 250 students participate in Indigenous STEM workshops during STEM Days, and approximately 200 students in STEM Camp with WiiChiiwaakanak.

News Links

- https://news.uwinnipeg.ca/new-book-celebrates-the-scholarship-of-metis-women/
- https://news.uwinnipeg.ca/honouring-indigenous-grads-and-red-dress-day-at-2024-graduation-pow-wow/
- https://news.uwinnipeg.ca/celebrating-the-inaugural-graduates-of-the-developmental-studies-program/
- https://news.uwinnipeg.ca/uwinnipeg-presents-2024-honouring-indigenous-achievement-awards/
- https://news.uwinnipeg.ca/maig-program-delivers-important-research/
- https://news.uwinnipeg.ca/federal-government-funds-indigenous-stem-research-program/
- https://news.uwinnipeg.ca/hands-on-learning-at-indigenous-steam-summer-camp/
- https://news.uwinnipeg.ca/out-of-the-classroom-and-into-the-garden/
- https://news.uwinnipeg.ca/uwinnipeg-welcomes-sheila-north-as-executive-director-indigenous-engagement/
- https://news.uwinnipeg.ca/eight-new-indigenous-faculty-members-join-uwinnipeg/
- https://news.uwinnipeg.ca/book-tells-the-story-of-life-in-a-residential-school/
- https://news.uwinnipeg.ca/indigenous-identity-working-group-releases-report/
- https://news.uwinnipeg.ca/meet-some-of-the-talented-metis-students-who-received-louis-riel-bursaries/
- https://news.uwinnipeg.ca/teaching-beyond-the-perimeter/
- https://news.uwinnipeg.ca/new-indigenous-faculty-celebrated-with-feast/
- https://news.uwinnipeg.ca/indigenous-science-students-form-uwinnipeg-aises-chapter/
- https://news.uwinnipeg.ca/uwinnipeg-receives-inaugural-tri-agency-equity-award/
- https://www.uwinnipeg.ca/art-gallery/programming/2024-25/indigenous-makers-market.html
- https://news.uwinnipeg.ca/stem-days-and-science-rendezvous-return-to-winnipeg/
- https://news.uwinnipeg.ca/masters-in-development-practice-students-receive-national-scholarships/
- https://www.uwinnipeg.ca/mdp/news/2024/07/decolonializing-development-gathering.html

Education — School Divisions

Louis Riel School Division

Calls to Action: 62.i, 62.ii

Calls for Justice: 11.1, 11.2

Goals:

The Louis Riel School Division's goal for 2023-2024 is to further develop K–12 curricula, resources, and supports to further promote our understanding of Indigenous peoples and cultures in historical and contemporary contexts, the history and legacy of residential schools, our historical and contemporary relationships to Treaties, and Indigenous languages. This work will continue to be a collaborative effort with divisional Elders, our community council, the Indigenous Education team, school communities, and teams of teachers from across the division.

Our Progress:

In the LRSD, we believe schools should be places where every individual—regardless of race, gender identity or orientation, spiritual tradition, ability, or background—feels valued, respected, and safe to be their authentic selves. Our commitment to anti-racist and anti-oppressive practices is not a response to trends; it is rooted in our vision of co-creating inclusive environments where all learners and staff can thrive.

In support of these affirmations, the LRSD has developed a comprehensive Multi-Year Strategic Plan (MYSP). Its four priorities are centered on Indigenous knowledge and perspectives. The MYSP reflects our unwavering commitment to the values of diversity, equity, inclusion, and accessibility that are at the heart of an anti-racist and anti-oppressive framework—an essential framework to celebrating the diverse stories within our community and achieving a more fulfilling and flourishing life at school and work.

In collaboration with our council of Elders and Knowledge Keepers, we are decolonizing and indigenizing our cultural and educational systems and practices.

Strategic Actions for Inclusion: Key actions include expanding Indigenous language programs, reframing compulsory curricula to focus on Indigenous perspectives, and creating responsive learning environments for historically marginalized students.

Long-term Commitment to Equity: The MYSP reflects a dedication to systemic change by embedding Indigenous worldviews and promoting collaborative learning about sustainable development and Indigenous rights, ensuring ongoing support for all learners.

Four of the 25 strategic actions that focus on **Indigenous education, reconciliation, and cultural revitalization:**

1.4 Introduce Indigenous Language Nests for preschool-aged children in our family centres. Expand both the Kindergarten to Grade 3 Indigenous Languages Exposure curriculum and Grades 9 to 12 Indigenous Language options to all schools.

Through the Indigenous Language Exposure Program, LRSD's Indigenous **Language** Team offers **Anishinaabemowin** and **Ininimowin** classes to Kindergarten and Grade 1/2 students. The program is available in 30 English and French Immersion elementary schools across the division. Currently, 56 Kindergarten and 96 Grade 1 classes receive 30-minute lessons twice during the six-day school cycle.

The program is set to expand, with plans to introduce **Michif** language programming in the near future. Rooted in Indigenous ways of knowing, students follow the lunar cycle, learning how Indigenous communities marked time by the 13 moons and the seasonal changes on the land. They explore seasonal constellations, observe the activities of animal and plant nations, and discover the traditions practiced by Indigenous peoples during that time of year.

By embedding cultural knowledge into the curriculum, LRSD's Indigenous Language Team supports revitaliziating and preserving of Indigenous languages while fostering a deep understanding of relationality with the land, language, kinship, and community.

1.5 Reframe the Grade 11 English Language Arts curriculum to focus on Indigenous literature and perspectives, while ensuring the Grade 11 History curriculum thoroughly explores Indigenous histories and perspectives.

Building on the success of last year's two-day professional development event, LRSD is expanding its efforts with three additional professional development days.

During these sessions, a dedicated working group of educators will use a structured framework to deepen their understanding of Indigenous histories, **decolonial perspectives**, and methodologies. This framework will guide participants in critically analyzing **historical narratives**, addressing hidden and omitted curricula, and integrating Indigenous worldviews, land-based perspectives, and inclusive pedagogies such as queering and rematriation.

Through collaboration, teachers will develop lesson plans that foster more accurate and meaningful representations of Indigenous histories. This initiative reinforces LRSD's ongoing commitment to reconciliation and ensuring that the curriculum provides a more inclusive and reflective learning experience for all students.

3.5 Create a flexible, short-term learning and therapeutic space for students needing to be away from their home school to support their successful return to a classroom.

Key considerations, guide this work including trauma-informed practice, land-based learning, and the centring of **Indigenous pedagogies and worldviews**. These elements are prioritized to ensure that any therapeutic space reflects a holistic, culturally responsive, and healing-centred approach.

To advance this initiative, LRSD has established a working group dedicated to envisioning the design and function of a therapeutic learning space over the next year. The group is also exploring opportunities to integrate complementary programming and partnerships that align with the division's values and goals.

A formal plan is currently in development to create a dedicated therapeutic learning space or school. Ongoing discussions remain focused on ensuring the space reflects best practices in **trauma-informed education**, supports diverse learner needs, and fosters meaningful connections to land and Indigenous ways of knowing.

4.5 Involve the whole school in learning and teaching the United Nations' Sustainable Development Goals and the United Nations Declaration on the Rights of Indigenous Peoples, with an emphasis on Indigenous worldviews and land-based education.

This year, an Indigenous Education Support Teacher introduced a land-based learning course at Windsor Park Collegiate, offering students experiential learning opportunities to explore the Sustainable Development Goals (SDGs) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). This course strengthens students' connection to the land while fostering sustainability and reconciliation.

Across LRSD, contact teachers from 40 schools are advancing MYSP 4.5 by organizing the *Learning with the Land* event at The Forks on May 22. Students will participate in activities focused on sustainability, equity, and reconciliation— celebrating progress and inspiring ongoing commitment.

Land-based learning remains a priority in LRSD through the Indigenous Education team, enrichment programs, and Climate Action Group, all emphasizing sustainability, Indigenous perspectives, and environmental stewardship. These efforts also extend to Indigenous language revitalization and student-led initiatives to promote equity and inclusion.

These and other strategic actions exemplify LRSD's commitment to honouring **Indigenous knowledge systems** and addressing systemic barriers in education. By incorporating Indigenous perspectives into language, curriculum, and community engagement, the MYSP lays the groundwork for creating inclusive learning environments and celebrating cultural diversity.

The MYSP for 2023-2027 not only acknowledges the cultural significance of Indigenous perspectives but also positions them as a foundation for transformative educational practices. Through its strategic actions, the plan sets a path for advancing equity and inclusion across all levels of education while fostering meaningful connections between Indigenous communities, students, families, and educators.

Pembina Trails School Division

Calls to Action: 10.ii, 57, 62.i, 63.i

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. (TRC Call to Action #10).

Our Progress:

Calls to Action: 10, 62,63
The Pembina Trails School Division Anti-racism, Truth and Reconciliation, Equity, and Inclusion: Our statement of commitment

As a commitment to **Reconciliation and Anti-Racism**, Pembina Trails School Division firmly believes that every student has the potential to achieve great things, regardless of their race or ethnicity. To that end, we recognize that racism and discrimination can have a profound impact on student and staff performance, mental health and overall well-being. That is why we are working to identify and address barriers that may be preventing students and/or staff from reaching their full potential.

Through ongoing education and engagement with students, parents and colleagues, we will work to promote anti-racism and social justice in our school communities. We will actively listen to the voices and experiences of students and staff from diverse backgrounds and strive to create a curriculum and learning environment that reflects and celebrates diversity.

We are committed to creating safe and inclusive spaces for all students and staff, and to continuously learn and grow together.

This statement of commitment is one part of a broader vision, coming out of the soon to be adopted Strategic Plan that focuses on three pillars:

- student success
- strategic investment
- system wellness

These pillars are aligned with our mission, vision, and values. A commitment to anti-racism supports the wellbeing of all our staff and students and helps remove barriers to student success.

Pembina Trails Division has focused on policy and committee work for implementation, policy revision, policy development that aligns with beliefs and values of the statement of commitment. For example, Anti-racism Policy, Respect for Human Diversity Policy, Presence and Engagement, Supporting Student Behavior (Reducing Suspensions), 2SLGBTQIA+, Mental Health and Well Becoming to name a few.

Treaty Education for All was a division-wide professional learning day for all 2,000 staff. We learned about current treaties and specifically urban reserves and Naawi Oodena to strengthen our treaty relationship and learn what it means to be treaty people.

Numerous more learning opportunities, led by Pembina Trails **Indigenous Student Success Teachers (ISST)** create partnerships for encouragement, teaming, co-teaching with classroom teachers, school leaders, student cohorts and groups. One example in Pembina Trails School Division all 36 schools engaged with Elders and Knowledge Keepers. To facilitate connections between schools and Elders, our Divisional Indigenous Student Success Teachers worked closely with school leaders to plan and coordinate these interactions. This provides an opportunity to connect, focus on relationship-building and strengthen ties among student, parents, caregivers, and the broader community.

Another example is **Aski Mamawihitowin**, (Land-based gathering of people) is a professional learning community of teachers interested in expanding their strategies for land-based learning. ISST create the valuable learning opportunities over the course of the year.

A third opportunity is curriculum development through collaboration projects. Ninety-two requests were received throughout the year, ISST visit each classroom multiple times, to model and co-teach Indigenous education, treaty education, and truth and reconciliation curriculum in the classroom.

Powwow clubs in six of our schools, Indigenous Youth Leadership (IYL) brings Indigenous youth from all six high schools together to network with other youth, **Cree Language** sessions took place at five of our high schools just to name a few.

Pembina Trails has created a Strategic Map for 2024-2027 that is intentional in guiding educators in 'Creating Conditions for Continuous Improvement', through many layers with a priority of Instructional Practice and Equity and Inclusion.

Kindergarten to grade 12 is an essential divisional view. We have created and implemented A Comprehensive Approach to Literacy Instruction focusing on key strategies and actions to strengthen literacy outcomes for all students. Early screeners are used in Kindergarten to grade 2 to identify needs in order to respond to those needs to build student strengths and stretches. Early identification is intentional to provide early intervention and support students moving forward. As students experience Pembina Trails Schools, we are explicit in our intervention and support for Indigenous student success.

Planning for Indigenous graduation celebrations has become part of our year end honoring events for our Indigenous students, families, caregivers and staff. Kistenitakosowin Kesikow Honouring Indigenous Graduates self-identify for participation and are presented in unique graduation exercise with a graduation

stole to commemorate this special milestone along with a Star Blanket. The event is led by an Indigenous emcee, singers and dancers, a feast with invited guests, family, caregivers, and staff.

Pembina Trails from **Kindergarten to Grade 12 and beyond**, in our journey of reconciliation.

River East Transcona School Division

Calls to Action: 10.ii, 10.iii, 10.vii, 45.ii, 45.iii, 63.iii, 63.iv

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 Calls to Action and the Commitments reflected in the City of Winnipeg Indigenous Accord.

Our Progress:

The River East Transcona School Division is deeply committed to Indigenous education, recognizing the importance of **fostering understanding, respect**, and reconciliation. By integrating Indigenous knowledge, perspectives, and cultures into our curriculum, we aim to empower all students with a deeper appreciation of the diverse histories and contributions of Indigenous peoples. This commitment ensures that Indigenous students feel valued and supported while promoting inclusivity and cultural awareness across our school community.

Due to the increase in school requests and RETSD's commitment to Reconciliation, the Indigenous Academic Achievement team has added one more full-time teacher to the team. The IAA team consists of the Consultant for Indigenous Education and Perspectives, 2 Divisional Inclusion Teachers for Indigenous Education, and 2 Culture and Community Connectors.

The River East Transcona School Division recognizes and respects that there are multiple teachings within the Indigenous Community. To honor this, the RETSD **Elders/Knowledge Keeper Council** consists of five Elders from various First Nations and Metis communities who offer advice, support, and direction to the Senior Administration and Indigenous Academic Achievement teams.

Debwewin (the Student Voice Advocacy Group) is a group of FNMI Senior years students representing all high schools throughout the division who provides suggestions to the senior leadership team of the division. These suggestions reflect what Indigenous youth in our schools need to feel **safe, successful, and valued** within RETSD schools and is included in the RETSD Indigenous Academic Achievement plan.

Indigenous Educators Focus Group includes 43 First Nations, Metis, and Indigenous Educators from across RETSD. The purpose of the group is to support Indigenous educators and collaborate with one another to enhance **Indigenous pedagogies** within the learning environment. Elders, Community Members, and Knowledge Keepers who have been part of the education system are invited in to talk about challenges and success that they have experienced and will discuss with the group ways in which we can overcome obstacles.

The St. Boniface Indigenous Student Internship Program was developed in the 23/24 school year under the vision and guidance of two Elders. This one credit course consists of 12 RETSD students who attend St. Boniface hospital on a weekly basis and are mentored by Saint Boniface Hospital Employees in various areas within the hospital such as Indigenous Health Services, Cardiology, Social Work, Electrical, etc.

The Divisional Ribbon Skirt/Shirt Project connects Knowledge Keepers with Senior years students in Grade 12 who are moving on to their next journey in life. The division will support the students in making Ribbon Skirts/Shirts that they will wear at the **2025 RETSD powwow** as we welcome them in Grand Entry with an Honour song. Elders/Knowledge Keepers share Ribbon Skirt **Teachings** and student learn how governmental policy prohibited Powwows, Ribbon Skirts, and other cultural activities, and why it is important that we celebrate that today as Indigenous and non-Indigenous People.

A Grandmother and Uncle (Elder and Knowledge Keeper) visits the Senior Years Indigenous Spaces two half days per week to provide meaningful and authentic teachings based on Indigenous Pedagogy and cultural teachings. Language learning is incorporated. The Grandmother and Uncle visits each school throughout the year on a scheduled rotation and supported students in answering the questions: **Who am I? Where do I come from? Why am I here? Where am I going?**

Through 6 week co-teaching residencies, staff professional development, and cultural teachings, the IAA team has supported teachers and students in understanding the true history of this land by looking at life on Turtle Island before colonization, the effects of colonization on the Indigenous community, and Indigenous reclamation and resurgence. Educators have learned how racism and systemic biases are embedded in the education system and will work towards a fair and equitable learning environment that supports Indigenous Learners, families, and community members. Elders have supported these lessons by sharing their traditional knowledge, wisdom, and understandings.

Ogichiidaakwe continues to support and uplift Indigenous girls and foster a sense of belong. Using traditional teachings, the focus is on the strength and importance of Indigenous women in the community. Learning is done through drumming and oral traditional knowledge is shared alongside community members and Elders

Manidoo Mashkikiwin is facilitated in early and middle years schools. This is a literacy and numeracy program that includes E/TKK support. Students will learn Anishinaabemowin through the exploration of traditional medicines, foods, and technology.

Twenty-Four teachers are trained as Treaty Catalyst Educators to support year 3 of Divisional Treaty Training for all staff. The teachers will have met for 4 full days and have been provided teachings about the **Spirit and Intent of the Treaties**, the Indian Act, and Truth and Reconciliation. This is in preparation for next year's Treaty Training in which all RETSD employees will be participating in.

The IAA team worked with the Divisional Newcomer Settlement Team in sharing with newcomers to this land about Indigenous peoples, cultures, and traditions. Newcomers are invited to attend FNMI divisional events such as the Powwow so that they can experience first-hand the beauty and unity of Indigenous Culture.

JEDI work continues to be a priority for the whole of the leadership structures in RETSD. This serves to enhance understandings and advance work on Justice, Diversity, Equity, and Inclusion within the division.

St. James Assiniboia School Division

Calls to Action: 62, 63

Calls for Justice: 11.1, 11.2

Goals:

SJASD's overarching priorities continue to include:

- The strengthening of the relationship between schools and Indigenous families and communities;
- The development of culturally safe spaces within our learning communities;
- Ensuring our students and staff are engaged in authentic learning experiences where Indigenous knowledges, histories, languages, and cultures are valued and respected;
- Growing the knowledge of our Divisional staff through targeted professional development.

Our Progress:

St. James-Assiniboia School Division's commitment to Indigenous Education for all is reflected in our Strategic Plan, specifically, the priority area entitled **Ma Mawi Anokiitaw Miinawaa (We Will Work Together Again)**. We believe in creating safe and inclusive learning environments that are not only representative of Indigenous cultures, languages, and histories, but also demonstrate a commitment to

Truth and Reconciliation. It is a priority to build partnerships that recognize the importance of Elders, Knowledge Keepers, and other Indigenous peoples playing a prominent role in the teachings that we bring to schools. SJASD is committed to providing rich, authentic learning experiences for all students. To ensure that schools are inclusive and culturally responsive, First Nations, Métis and Inuit perspectives are integrated into the curriculum and the school community.

The work done by our school division is guided by the SJASD Indigenous Advisory Council, which is comprised of Indigenous community members who are parents, grandparents, and caregivers within our Division. IAC members provide guidance to the Board as it pertains to Indigenous education, well-being, and achievement, and act as a resource to provide authentic and current knowledge of First Nations, Métis, and Inuit perspective to support informed decision making. Strategic priorities and action are also directed by **Ziibi Odewei'igan (the SJASD Indigenous Education Steering Committee)**, and the Indigenous Youth Council.

Some examples of SJASD work include:

- Focusing on the **Mamàhtawisiwin** framework for all school and divisional planning
- Ongoing professional learning for school teams around a variety of topics related to Indigenous Education
- Engaging all professional learning teams from K-12, across the school division, in a reflective assessment using the Mamàhtawisiwin reflection tool to determine professional learning needs and next steps
- Ongoing conversations between the SJASD Indigenous Advisory Council and school trustees to give direction, guidance, and feedback on what they want to see happening in schools
- Hosting round dances in three different areas of SJASD to strengthen relationships with the community
- Collaborating with SJASD **Jordan's Principle** coordinator, in conjunction with the Southern Chiefs Organization
- Developing community partnerships to provide additional academic and community support as necessary
- Increasing opportunities for school teams and students to connect with and learn from the land, both locally and outside of Winnipeg
- Indigenous Student Success Coach working with senior years school teams to specifically identify barriers to success and collaborating to support students
- Collaborating with **Southern Chiefs Organization, Manitoba Métis Federation,** and Jordan's Principle to host an identification clinic for the community to access ID's that were needed
- Annual Divisional **Graduation Powwow** held where the SJASD community celebrated and honoured Indigenous graduates

- Creation of a partnership with the Manitoba Métis Federation to develop and deliver **Michif programming** to SJASD kindergarten students

- Creation of a new land-based education course at one of our high schools

Seven Oaks School Division

Calls to Action: 10.ii, 10.iii, 10.iv, 10.vi, 10.vii, 14.i, 14.ii

Our Progress:

Indigenous Education continues to be a priority in Seven Oaks School Division through the following:

The division in partnership with Manitoba Teachers Society released “Resistance on the Giimooch: The Life Story of Mary Courchene”, a comprehensive learning resource/curriculum which includes lesson plans and a teachers guide that can be found at our website. For National Truth and Reconciliation Week, we hosted an evening "Honouring the Enduring Legacy of Elder Mary Courchene" which also included honouring all residential school survivors. The evening was part of our week long efforts to deepen understandings of the truth and the impacts of residential schools as one of the ways we encourage reflection for our ongoing journey of reconciliation.

School leaders have used Mamahtawiswin in working with staff, school PDs and with their Indigenous Education committees. School plans for the year are reflective of Mamahtawiswin and further implement strategies within the framework. The Administrators and Senior Leadership team continues to work towards Indigenous knowledge and pedagogies through learning alongside scholars and knowledge holders such as Tasha Spillett, Niigaan Sinclair, Kevin Chief, Elder Derek Courchene, Elder Lorie Thompson and many others.

Our schools continue to have elders and knowledge keepers as a regular presence in their classrooms and whole school community and divisional events such as Treaty Days, solstice feasts, school assemblies, PD etc.

This year we will be celebrating 16th Annual Traditional Graduation Pow Wow on June 5th sees thousands of people come out to honour our graduates. Our pow wow continues to grow by the thousands each year which includes our K-12 students, families, staff and the Indigenous Pow Wow Community.

The theme for our 3rd Annual Indigenous Educators Gathering in January 2025 was "Together in This Place" with keynote Niigaan Sinclair. It was an incredible day for Indigenous teachers, EA's and our Indigenous partners from across Winnipeg to come together in kinship as the vibrant community that we are.

The priority of Indigenous language revitalization and preservation continues through our K-5 Anishinaabemowin program with the language programming now in middle years 6-8. We are strengthening the bridge between K-5 and 6-8 language learning and are forging partnerships with First Nations communities as a way of building capacity to revitalize language among staff. In the fall of 2025, we will be offering an Anisinaabemowin course in high school and we are currently in our second year of offering Michif in high school.

Blue Thunderbird Land Based Teachings Learning Centre (a.k.a. the Aki Centre) continues to provide teachers and students with 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, year long sweat lodge, Medicine Wheel Gardens and Outdoor Circle classroom which is available for all students both Indigenous and non-Indigenous. This past year we had over 5500 students, teachers, community members visit and spend time, visit and learn with the land.

Indigenous youth entering high schools continue to have opportunities to participate in programming that builds strong identity that is firmly rooted in community. The Cultural Credit course allows youth to work towards credit attainment based on identity, language, land, culture and community. We have extended this programming into middle years schools that will provide smooth transitions for Indigenous youth into senior years.

Former Chief Cadmus Delorme was our keynote speaker for the annual Divisional Day on October 8th, 2024. The topic was Truth and Reconciliation: What We Inherited and Building Long Term Relationship which was very well-received, and appreciated by all staff.

As a school division, all staff have participated in a Treaty Education Training Day on September 23rd, 2024. 500 staff from neighboring schools, along with our Board Office, IT and Resource Building attended in-person at our Seven Oaks Performing Arts Centre, while all other schools and the Maintenance/Transportation Centre participated via livestream together at their buildings. Our Day 1 Treaty Education Day opened with personal land acknowledgements from the Senior Leadership Team, followed by an honour song and words of gratitude from Seven Oaks Elders Derek Courchene and Lorie Thompson. Commissioner Loretta Ross gave a presentation on Treaties in a historical and modern setting and an overview of Treaty Education in Manitoba. Elder Florence Paynter from the Treaty Relations Commission spoke afterwards, focusing on an Elder's perspective on Treaties and the importance of First Nations oral traditions. The morning was recorded and now lives on our portal for all new staff to access and can be used in classroom learning. In the afternoon we focused on unpacking school treaty kits, the importance of personal land acknowledgements and group sharing of "What's my treaty story?"

Day 2 Treaty Education Training for teachers for all Senior Years teachers (9-12) was held on March 14th, 2025, and Early Years and Middle Years teachers (K-8) on April 11th, 2025. The focus on these days was Treaties in the classroom, best-practices and tips for successful implementation by modelling lesson plans. Niigaan Sinclair supported our Treaty Education learning by sharing his knowledge with K-12 schools and encouraging us to continue building Indigenous knowledge being a natural part of what we always do and what he calls permanence.

Winnipeg School Division

Calls to Action: 7, 10.i, 10.ii, 10.iii, 10.iv, 10.vii, 62.i, 62.ii, 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: 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 along side Cohort I and II.

Our Progress:

1. Treaty Relations Learning Series (TRC): The 2 part learning series supports school staff to learn, plan, and share impacts from engaging in their understanding of treaties. Staff members actively participate in this series, which focuses on Treaty and Relations it has with us today. All 78 schools, including administrative teams and lead teachers, clerical staff, custodians, and bus drivers are engaged. Division leadership, including senior administration, Inclusion Support Services, Clinical Support Services, and the division Learning Support Team, also participated. The impact is shifting teaching practices to include Indigenous knowledges and planning for student sense of belonging, meaning, purpose, and hope following the 2 part series which ends June 2026.

2. Collaboration with Grandmothers and Grandfathers: Schools work alongside Indigenous elders to integrate best Indigenous pedagogical practices. This collaborative effort aims to enhance understanding and respect for Indigenous ways of knowing, being and doing. WSD has built and grown the Indigenous Circle of Grandparents, inviting Indigenous community members, Elders, Knowledge Keepers, to sit together to re-imagine and shift the school experience for Indigenous and non-Indigenous children. Schools have built relationships with Indigenous Grandparents, inviting them to share their knowledge, ideas, and gifts with Principals, Vice-Principals, Staff, students, and community. We currently have about 15 Grandparents that work in schools and support divisional planning for Indigenous education. We are seeing more and more schools include Indigenous knowledge in classroom programming as a result of this initiative.

4. Language Programs: WSD continues to expand Indigenous language programs. The Cree and Ojibwe bilingual program has now grown to include grade 8 at Isaac Brock School. Language programming is part of both Niji Mahkwa and Children of the Earth High School. Additionally, parent language classes and beading classes have gained popularity and participation. An increasing number of schools are also providing language programming for their students. Students are also gaining more opportunities for high school credits through participation in the Special Language Exams for Cree, Ojibwe, and Michif.

5. Build From Within Indigenous Teacher Education Program: This program will graduate students (3) from its first cohort in June 2025 to become certified teachers in WSD. In September 2024, Cohort 4 embarked on their journey toward becoming educators. The program is growing in strength and popularity, with 11 students in cohort 1, 12 students in cohort 2, 20 students in cohort 3, and 25 students in cohort 4 registered to begin university in the fall of 2025.

6. Impact of Indigenous Graduation Coaches and Learning Support Teachers: These professionals play a crucial role in shaping teacher practice and student success. Their efforts contribute to a more inclusive and culturally responsive learning environment. WSD currently has 7 Indigenous Graduation Coaches supporting Indigenous students during the path through high school and future planning. The Indigenous Graduation Coaches have connections to all high schools in WSD and support divisional programming such as the Indigenous Youth Leadership Program, as well as Land Based Learning and Treaty Education. Indigenous Graduation Coaches also work in teacher partnerships to plan for Indigenous student success in the classroom. The 5 Indigenous Learning Support Teachers work in middle years grades to enhance the learning experience in classrooms for both Indigenous and non-Indigenous children to build empathy, understanding, and work towards teaching for reconciliation. The Indigenous Learning Support Teachers currently support 13 schools, as well as divisional professional learning for Indigenous education and Treaty Education.

7. New Division Positions: WSD introduced two new positions this school year: Indigenous Service Director: Focused on enhancing Indigenous services and support. This position works alongside school administration in planning for Indigenous education and meeting the needs of Indigenous students. The Service Director connects the work of the Indigenous Education Team to support programming, planning, and learning in all schools. The Indigenous Leadership Mentor Coach: Supports professional growth and development in the context of reconciliation. This position supports divisional programming that enhances the learning and growth of staff and school leaders. The Indigenous Leadership Mentor Coach also works with the WSD Circle of Indigenous Grandparents in supporting schools with



Education — Schools and Associations

Glenlawn Collegiate

Calls to Action: 12, 62, 62.i, 63, 63.i, 63.ii, 63.iii, 63.iv

Calls for Justice: 7.3, 11.1, 11.2

Goals:

Revitalize our Indigenous student group, emphasizing a sense of belonging, learning, sharing, and relationship-building.

Expand enrollment and interest in our Grade 10 First Nations, Métis, Inuit Studies course.

Establish a dedicated space in our library for Indigenous resources, reflective of Indigenous peoples and perspectives.

Introduce a new selection of Indigenous-themed/authored novels for staff to read and discuss.

Create a resource package for new staff members to effectively incorporate Indigenous philosophies and content into their teaching practices.

Implement experiential activities related to Indigenous perspectives for all Grade 9 and 10 students, prioritizing safety amid the ongoing pandemic situation.

Reflect on the challenges faced in the previous year and strategize ways to address staff and student needs in the upcoming year.

Further develop our school plan in alignment with the Circle of Courage philosophy, fostering a holistic approach to education and student well-being.

Our Progress:

As a proud participant in Winnipeg's Indigenous Accord, Glenlawn Collegiate Institute remains deeply committed to fostering an inclusive environment for our students. Guided by the Truth and Reconciliation Commission's (TRC) recommendations for public education, we recognize our role in shaping a future built on reconciliation, understanding, and unity. Education has played a pivotal role in Canada's historical relationship with Indigenous communities, and we view our institution as a catalyst for positive change.

Our active participation in Winnipeg's Indigenous Accord Working Committee reflects our dedication to inclusivity, accountability, and meaningful progress. Moving beyond the initial signing of the accord, we are committed to maintaining a purposeful and vigilant approach in fulfilling our responsibilities.

Grounded in TRC Calls to Action 62, and 63, we take a holistic approach to reconciliation, addressing not only physical infrastructure but also faculty support and, most importantly, student well-being. This work requires empathy, patience, and an unwavering commitment to ongoing learning and understanding. We have done this by completely changing how we measure success. We do this through an Ungrading approach.

Over the past year, we have expanded Indigenous representation in our English Language Arts curriculum and strengthening resources for Grade 9 and 11 Social Studies courses. Collaboration with our school division's Indigenous Education team remains a priority, amplifying the impact of our initiatives. We are currently focused on the Grade 11 History curriculum delivery.

Looking ahead, we are excited to offer an Indigenous Language and culture course for all grades in the fall of 2025.

Gonzaga Middle School

Calls to Action: 45, 45.i, 45.ii, 45.iii, 45.iv, 62, 62.i, 63, 63.i, 63.ii, 63.iii, 64

Calls for Justice: 11.1, 11.2

Goals:

Gonzaga Middle School (GMS) 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. In addition, GMS has committed to developing and deepening staff and student's understanding and knowledge of the MMIDWG2S+ Calls to Justice.

Our Progress:

Gonzaga Middle School continues to actively infuse Indigenous perspectives across all curricula and engage 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. This year, special emphasis was placed on the importance of Martin Brokenleg's teachings on "the Circle of Courage." All staff and students smudge regularly on Wednesday mornings and more frequently upon student request.

The Manitoba Treaty Relations kit was actively used and the importance of UNDRIP discussed in social studies classrooms. Staff and students participated in a fundraiser and walk in support of the Downie-

Wenjack Foundation that supports education about residential schools. GMS also renewed its status as a Downie-Wenjack Legacy school. We welcomed Elder and Knowledge Keeper Carolyn Moar who graciously shared teachings on smudging ceremonies and the four sacred medicines with staff and students. A group of students also participated Anishinaabemowin (Ojibwe) language enrichment classes taught by an experienced Indigenous educator. A group of students learned about and participated in ribbon shirt and ribbon skirt making led by an Indigenous student's kookum. Another group of students participated in beading workshops at the Manitoba Indigenous Cultural Education Centre.

In May last year, a group of students and student support staff were invited to participate in the third annual celebration of Theodore Fontaine and the residential school survivors of the Assiniboia Residential School at Theodore Niizhotay Fontaine Park on the grounds of the former school. They participated in tipi raising, listening to stories and learning from elders around the sacred fire. Students were also enriched by visits from Premier Wab Kinew and Indigenous journalist and media producer Jim Compton, grandfather of one of our students, who shared their inspirational life stories while encouraging students to make the most of their educational journey. In the summer, students and staff travelled out to the Whiteshell to visit Manitouabee, the Bannock Point petroforms, to learn about their cultural significance and history. They also travelled to St Malo Provincial Park for a learning session from a Metis trapper and teacher on the history of Metis people.

In September, in addition to neighbourhood Orange Shirt walks and ribbon tying, in the week leading up to National Truth and Reconciliation Day, in collaboration with Ininew artist, Peatr Thomas, who shared teachings and gathered student reflections on reconciliation, the artist, students and staff created a mural on our storage container incorporating Indigenous teachings, student images and thought emphasizing the teaching on humility and the theme of reconciliation. In June and also October, at our community barbeques students learned about and participated in traditional jigging thanks to the Norman Chief Dancers. In March and April, Zaagi'idiwin Sport Performance led by Indigenous educator and coach, Robyn Boulanger, provided basketball workshops after school at GMS, combining Indigenous teachings with sport coaching. Students and staff participated in the Point Douglas Residents Association led community clean up activities in the spring and fall. Students and staff also learned about ceremonial dances from Ray Coco Stevenson at Festival du Voyageur.

Manitoba Teachers' Society

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:

- 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 **Circle of Indigenous Teachers**, Elders and Knowledge Keepers (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 planned for June with presenters from the Treaty Commission and the University of Manitoba on the Working in Good Ways document
- Two provincial seminars with Indigenous Chairs were held. The seminars focused Truth and Reconciliation, Residential School Denialism, Plant Medicine, Indigenous Arts and Culture, and Working in Good Ways.
- Support is provided to the Council of Indigenous Educators of Manitoba to host an annual conference on Manitoba Professional Development Day.
- The Manitoba Teachers' Society participated in a professional development day with the Seven Oaks School Division. Members of the Circle who attended the event heard presentations from Kevin Chief and Niigaan Sinclair.
- The Circle members attended professional learning at the University of Manitoba and met with instructor Kathleen Wilson on the Working in Good Ways document.
- The Circle group, along with an IVASC member and provincial executive members visited Waywayseecappo Reserve. The goal was to work on building relationships with the community. Meetings took place at the school and within the community. The group met with educators, the Chief and Council, the Community Connector, Elders, and community stakeholders. The group also traveled to Rossman Lake to meet with the group of outdoor educators who work directly with students from Waywayseecappo.
- An **Indigenous Language Gathering** will be held in June for Indigenous Language teachers. The goal is to provide teachers the opportunity to collaborate and learn from one another.

Institut collégial Vincent Massey Collegiate

TRC Calls to Action: 10, 57, 63

MMIWG2S+: 11.1

Goals

We are continuing to implement the Pembina Trails School Division's commitments to the City of Winnipeg Indigenous Accord initiative which includes:

1. To close the achievement gaps between Indigenous and no-Indigenous students (TRC calls to Action #10).
2. To increase inter-cultural competence of all staff (TRC Call to Action #57)
3. To promote Indigenous Educational Themes in the curriculum which include:
    a. Contributions and History of Indigenous Peoples, Decolonization, Human Rights, Treaties, Truth and Reconciliation and MMIWG.
    b. UNDRIP United Nations Declaration on the Rights of Indigenous Peoples (TRC Call to Action #63)
4. To offer our students Indigenous Opportunities that recognize important days for Indigenous Peoples and to celebrate Indigenous achievements

Our Progress

During the 2024-2025 school year, we wanted to increase opportunities and offer a variety of Indigenous activities and professional learning for all our staff and students.

Throughout the 2024-2025 school year, our school community has participated and organized several events to support reconciliation, Indigenous and Treaty education, mentorship programs, and professional development for our staff.

As we welcome students and staff into the building every morning a land acknowledgment in French/English/Cree continues to be prior to hearing the national anthem. Students honour this acknowledgement by removing their hats and standing quietly.

National Centre for Truth and Reconciliation Week

On September 18, 2024, the National Centre for Truth and Reconciliation (NCTR) held a Youth Empowerment Gathering at the MTS Centre in Winnipeg, Manitoba, for students in grades 8-12, focusing on Indigenous culture and stories from residential school survivors. Students and staff from our school along with Brenda Muswagaon and Sylvia Wastesicoot from our Indigenous Student Support (ISS) divisional team attended this event.

Orange Shirt Day September 30th, 2024



During the NCTR week and in honour National Day of Truth and Reconciliation on of September 30th (known as Orange Shirt Day), our school community views various online videos and honours the Residential School survivors by wearing orange shirts for Orange Shirt Day and creating messages for survivors which are displayed in our front school foyer along with other resources. Orange shirt pins created by our Indigenous Art class are available with funds raised going to the Orange Shirt Society. This year our advanced Indigenous Art Students also learned to make orange shirts with beads and safety pins. These pins were worn during the week and many students pin them to their backpacks displaying them year-round in our school community. Using vibrant orange construction tape, Indigenous Art Students outlined Orange Shirts on our school fence, welcoming the students each morning during that special week.



Other Indigenous days are also recognized and shared with our students and staff. They are: Walk for Wenjack, Bear Witness Day, Earth Day, Red Dress Day, and Moose Hide Campaign.

Walk for Wenjack

As a Legacy school with the Downie-Wenjack Foundation, our Indigenous Teacher Champions along with our administration organized , our first ever Walk for Wenjack. With the drumbeat in hand, and our Indigenous student leaders and drummers, Jodi Gaskin lead the entire school on a walk outside to our school field. Students and staff gathered and listened to him sing a song of welcome that honoured Downie Wenjak's life as a residential school survivor. Donations to the Foundation were collected and students were entered into a draw for the purple gear (togues, gloves, pins) supplied by the welcoming kits from the Downie-Wenjak Foundation.

Mrs. Michelle Henning, is one of the French and Thinking and Learning teachers who offered in conjunction with the Walk for Wenjack, and the Festival du Voyageur, a number of lessons in her classes surrounding Indigenous teachings and the reading of the book *The Sacred Path*.

Reconciliation Grants for Teacher Professional Development



Divisionally, (Pembina Trails School Division), teachers can access a Joint PD fund entitled Category 7 – Reconciliation. The PD opportunities in this fund are for course work/professional learning resources/books/videos that involve Truth and Reconciliation Calls to Action, UNDRIP, MMIWG and the *Mamàhtawisiwin: The wonder we are both* document. This year, one of our Indigenous Teacher Champions, Mme Mona-Lynne Ayotte, applied to learn how to make moccasins with Prairie Owl Beads. The Métis Desrochers Sisters of Prairie Owl Beads shared their moccasin making stories and taught how to create your own beaded design, to select materials and to make a pair of moccasins. Ms. Ayotte successfully completed one right foot and continues to work on finishing this project given the challenge of using glover needles with bright blue cowhide instead of deerskin.

Indigenous Art Class





Our Indigenous Art Classes, taught by Mme Mona-Lynne Ayotte, this year participated in **Indigenous Veterans Day** by writing a Thank You (Têniki) message on a Recognition Card[1] to Brent Thompson, the nephew of Brenda Muswagon, one of our Indigenous Student Support Teachers with the Pembina Trails School Division. This year the class wanted a special memento for Christmas time and so Mme Ayotte designed a hanging bear Christmas ornament that involved beading a flower with size 6 glass beads, a machine embroidered Beary Xmas 2024 message, and a single zipper edge of size 10 glass beads which sealed in the sweet medicine of dried pine needles. The students[2] choose either a white polar bear, a brown or honey-coloured bear to bead. Adaptations and modifications were included for students with additional needs. Inspired by the paintings of Jackie Traverse, a



[1] Veterans Affairs. (2024). *Recognition Cards.* Ottawa, ON, Canada: Government Of Canada.
[2] Honey-Coloured Beary Xmas Bear 2024- A. Gruben, Institut collégial Vincent Massey Collegiate, Indigenous Art 20S. (2024). Brown Beary Xmas Bear 2024 – L. Jorgenson, Institut collégial Vincent Massey Collegiate, Indigenous Art 10M. (2024)

final year student learned for the first time to use grids to reproduce and then paint the artwork. She gifted this painting to her proud Indigenous mother for her birthday.

Beading Club

We started our first ever beading club upon which all students in the school are invited to bead along with our Indigenous Teacher Champions Ms. Ashley Jordan, and Mme Mona-Lynne Ayotte. All levels of beading expertise are invited to share this time with each other. Star-based earrings, beaded medicine keychains, beaded flowers and simple beaded orange shirts are just some of the beadwork explored. The students with beading knowledge have been teaching others and promoting community. As well, Katherine Boyer, a Métis professor of art at the University of Manitoba donated to our club: fabric, ribbon and beads.

Sacred Fire: Honouring Murray Sinclair (Mizanay Gheezhik-iban)

Upon the passing of the Honourable Murray Sinclair (Mizanay Gheezhik-iban), Indigenous students from our school wished to honour him by attending the Sacred Fire at the Legislative Grounds. At the Sacred Fire, we met alumni Mitch Bourbonnière who thanked us for coming.



Diversify: promoting culture through education

For a number of years, the Diversify student-led club under the direction of Mrs. Laurie Turnbull, Ms. Carol Stewart, and Mme Aynsley Singer, puts on a celebratory morning of guest speakers, musicians, dancers and a culturally supportive fashion show for the whole school. This year the Ivan Flett Memorial Dancers were invited to perform celebrating Indigenous dance and music. The three siblings Michael, Jacob, and Cieanna not only performed together and separately traditional dances, but they entered a friendly jigging competition, whereby, the audience decided the winner. Students and staff enjoyed the rhythms within the Red River Jig, hip hop and fiddling music. Shy Lynn W., one of our Indigenous students, proudly wore her ribbon skirt for the fashion show.

Festival du Voyageur

In celebration of the Festival du Voyageur that showcases Métis, Indigenous, and Voyageur cultures, our school participated in the following activities and events. The French Immersion, French Classes, and Physical Education French Immersion Staff put out a school-wide notice encouraging students and staff to wear the clothing of the Voyageur during the second week of the festival. They did so by suggesting one aspect of the clothing be worn each day of the Festival Week and that on the final day of the week, the full complement of the Voyageur ensemble was to be represented. On that final day, students in French Immersion were invited to the gym to play several games of which these were Indigenous, and Métis inspired: *Tambette* (Leg Wrestling), a version of *Tappe la Galette* that involved strength and balancing, and *Lutte à la corde (Tug of War).* While playing these games students wore the Métis sashes, 28 of which had been donated by a Jordan Saranchuk's Métis grand-father last year. The teachers, along with their plaid shirts, wore these donated sashes on the final day when the entire ensemble of the Voyageur was represented.

13 Moons Journey to Recovery Program with Elder Mary Louise Campbell

Our Indigenous Student Support (ISS) teachers, Brenda Muswagon and Sylvia Wastesicoot took a select group of our female Indigenous high school students to attend some of the sessions at the Clan Mothers Healing Village. Elder Mary Louise Campbell led the program entitled the 13 Moons Journey to Recovery Program. It was being held for thirteen weeks starting in February on Wednesdays at the William Norrie Centre Round Room.

Science 20F Indigenous knowledge within science models

As part of an ecological unit in Science 20F with Dr. Marshall Carroll, Teacher Candidate, Garrett Levacque prepared a short set of readings called "Sources of Knowledge in Ecology." In these readings, traditional ecological knowledge is described with concrete examples from knowledge keepers and elders, alongside other methods of gathering knowledge in ecology that are more typical of Western science. The purpose is to place these sources of knowledge beside each other in a way that demarcates differences with similarities being emphasized. These resources directly connect to Manitoba Education's *Mamàhtawisiwin:The wonder we are born with*[3] document.

Furthermore, in a bioaccumulation and biomagnification class students discussed two cases of mercury poisoning due to improper waste disposal, one of which pertains to the Grassy Narrows First Nation. The findings demonstrated how mostly Indigenous peoples, who lived on nearby reserves along the river got sick with cancer, mercury poisoning and other illnesses. Mr. Levacque highlighted that the first government report on the pollution in 1969 was mostly concerned with the impacts on tourism, despite decades of illness and deaths in these nearby communities.

Treaty Relations Commission of Manitoba – Educational Resources and Speakers' Bureau and City of Winnipeg's Sacred Medicines Brochure

Kristian Budowski, a Geography and Outdoor Education teacher, uses the City of Winnipeg's Medicine Gardens and Four Directional Teachings with his classes in the caring and planting of our Sacred Medicine School Garden. For his geography classes, he has developed a lesson that involves listening to the Indigenous Story "Earth on Turtle's Back" (Keepers of the Earth, Joseph Bruchac). Students listen to the story and based on Indigenous lessons during the course, they learn to bridge Indigenous knowledge along with aspects of contemporary spatial science (geography). The final project, which includes a recent resource Colouring Book from the Treaty Relations Commission of Manitoba[4], gives students the opportunity to create Indigenous-inspired artwork that demonstrates in class learning based on their inquiry process and product.

One of our Social Studies teachers, Mrs. Nancy Finlay has worked with our Indigenous Student Support Teachers to be able to facilitate on her own the Blanket Activity. Additionally she has worked with them collaboratively to plan a lesson on the Peguis-Selkirk Treaty. This year the Indigenous focus in her class was on the Seven Sacred Teachings, the sharing of traditional world views, the turtle shell moon calendar,

[3] Manitoba Education and Childhood Learning. (2022). *MamÃ htawisiwin: The wonder we are born With.* Winnipeg, MB, Canada: Government Of Manitoba.
[4] (2024). *Treaties A colouring Book.* Headingley, MB, Canada: Treaty Relations Commission of Manitoba.

and the importance of buffalo and “Blizzard” at the Assiniboine Park Zoo. As part of a traditional Indigenous experience, Mrs. Finlay brings Bannock for her classes.

Beaded Medicine Wheel



Our Indigenous Student Success team at the Pembina Trails Division Office received 500 Indigenous Skills beading kits from Skills Saskatcherwan. As a result, Mme Aynsley Singer, who teachers Histoire du Canada 30S, wanted her class to do a hands-on activity that promoted Indigenous activities. The availability of kits lead to having novice students learning to bead. In preparation for beading a Medicine Wheel Keychain, Mme M-L. Ayotte (Indigenous Art Teacher), one of our Indigenous Teacher Champions, taught students how to single bead a flower using pony beads, and how to bead a simple Orange felt shirt with size 6 and size 10 glass beads. Furthermore, Mme Ayotte, wrote step-by-step instructions to assist the students. Ms. Sylvia Wastesicoot of the Indigenous Student Support team then came to the two classes and taught the students and their teacher how to bead using double needles. The project is estimated to be completed by June 2025.

Indigenous Youth Leadership Gatherings and Vision Quest Conference (May 2025)

Several Indigenous students attend either or both events. The Indigenous Youth Leadership Gatherings, led by the Pembina Trails School Division takes place outside at the Fort Whyte Centre. Students attending hear from an Elder, smudge and take part in Indigenous games. Students with a teacher supervisor and an Indigenous grand-parent, attend the Vision Quest Conference and Trade Show in May that promotes Indigenous business, community and economic development. Students attend various interactive workshops, view trade exhibits, and listen to well-known Indigenous guest speakers Katarina Ziervogel an Ashley Callingbull.

Indigenous Resources

This year, one of our ELA team focused on ordering several newer reading materials that focused on Indigenous experiences and themes. Some of these newer materials which students use for choice novels were: *Keeper n” Me, North End Love Songs, and Fire Keeper’s Daughter*. Our library continues to order novels in both French and English of which one is *Looking for Smoke* by K.A. Cobell and subscribes to the digital version of the Native Arts magazine and the Winnipeg Free Press. Pictures books are a great teaching resource and jump start for Indigenous-related projects. These books were added to our collection: *Nous sommes les protecteurs de l’eau, Nokomis et la marche pour l’eau, Nous sommes Métis, The Shaman’s Apprenctice (Inuit).*

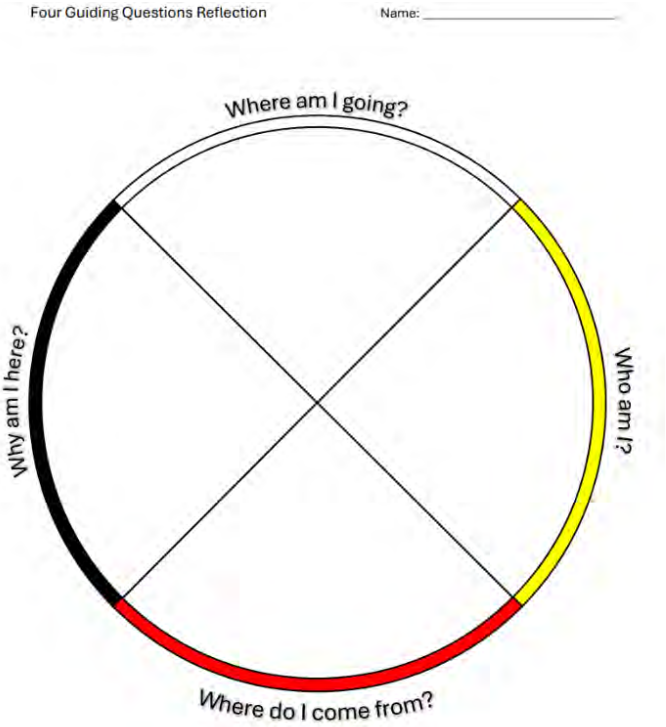
As a result of our second Treaty Education Day, Mrs. Margo Kehler learned of a new Indigenous resource she could use in her drama classes. She ordered the play *Gabriel Dumont Wild West Show* as a future consideration for her to direct and her drama classes to perform.

Tag Day: Traditional Aboriginal Games and Traditional Indigenous Games

Having studied with Blair Robillard and based on Blair's book *Kihcite Metawewina*: *Playing with a Great Heart*[5], Chris Blagden one of our Physical Education teachers, has students play a variety of Indigenous Games on TAG DAY. One of the popular games is the Windigo-Khan game. It is a "traditional aboriginal game, similar to tag, where the player at the front of the line, the mother, must protect the last player in line, her baby, from the Windigo."

After making a presentation to Indigenous Teacher Champions at the Pembina Trails School Division Offices Mrs. Ginette Lafreniére and Taylor Lafrenière will be bringing a presentation to our Indigenous students and the afternoon physical education classes on April 23, 2025. Students will be able to try out and participate in several games led by Mrs. Lafrenière and her daughter Taylor Lafrenière.

Treaty Education



"In Manitoba, the "Treaty Education for All" mandate aims to ensure all K-12 teachers, staff, and students receive treaty education by December 31, 2025, as part of a broader effort to promote understanding of treaties and the treaty relationship[6]." Our school gathered a committee of teachers, an administrator and one of our Indigenous Student Success teachers to assist in the school planning of the Treaty Education mandate which for our school took place on November 29, 2024 and March 14, 2025. The committee consisted of Mona-Lynne Ayotte (ITC), Ashley Jordan (ITC), Aynsley Singer (ITC), Jill Fast (SST) Kristian Budowski, Nancy Finlay, and Sarah Millar (Administrator). The November presentations included Treaty One: A Contemporary View into The First of 11 Numbered Treaties. A self-directed activity designed by Jill Fast (ISS) using the Medicine Wheel in which all staff answered the four guiding questions based on the work of Murray Sinclair: Who am I? Where do I come from? Why am I here? Where am I going? set the tone for the November workshop. Jill Fast (SST) also presented the latest information on Naawi-Oodena Master Plan for the former Kapyong Barracks. Dennis Meeches finished off the day sharing the economic development Indigenous peoples of Manitoba are involved with currently and into the future. On our second day, we split up into smaller groups and learned to make Bannock with Kookum Daisy, visited website links based

[5] Robillard, B. (2019). *Playing Kihcite with a Metawewina great heart; restoring the original intent of play through Indigen.* WINNIPEG, MB, Canada: Manitoba Aboriginal Sports And Recreation Council.
[6]Province of Manitoba. Manitoba Education and Childhood Learning. (2023, June). *Treaty Education for all.* Retrieved 24 Mar. 2025, from ov.mb.ca/iee/docs/treaty_ed_MB_plan.pdf.

regarding our subject specialties as prepared by Jill Fast (ISS). Allen Sutherland of the Speakers' Bureau, Treaty Relations Commission of Manitoba presented a historical timeline workshop and wrapped up the day for us with storytelling.

Gallery Walk

Our school participates in the divisional Indigenous Gallery Walk at Soul Sanctuary on May 21st, 2025. We set up a display of student work such as beading, posters and other materials used by students and staff during the school year.

Indigenous Graduation

Last year's Indigenous graduation was held at Kings Park, a city of Winnipeg managed park. Both Fort Richmond High School and our school, Institut collegial Vincent Massey Collegiate celebrated the vast achievements of our 2024 graduating class. The planning of this graduation involves dvisional school administrators and staff from the divisional office. Once again, this year's upcoming 2025 graduation will be held at Kings Park with the two schools in attendance.

Conclusion

More activities and Indigenous learning were incorporated into our school's dynamic learning community. We have a made progress this year in several subject areas, and we feel this is indicative of our school's commitment to the Treaties and Indigenous aspects within the field of education.



Faith

Mennonite Central Committee Manitoba

Calls to Action: 10.vii, 48, 48.i, 48.ii, 48.iii, 48.iv, 59, 61, 92.iii, 93

Calls for Justice: 15.2, 15.3, 15.5, 15.6, 15.7

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 CTA 48 & 59 and CFJ 15.2. During this last year, four formal presentations were offered in churches on Treaties, Doctrine of Discovery & Indigenous-Settler engagement, as well as six Kairos Blanket Exercise workshops—three specifically for high school students. The We Are all Treaty People Celebration 2024 was again collaboratively organized featuring Indigenous & non-Indigenous singers, dancers, speakers on Treaty, and support for Indigenous artisans. MCCM helped the Kapabamayak Achaak Healing Forest organize school gatherings for National Truth & Reconciliation Day for over 1200 students and teachers. Internal staff learning included a National Truth and Reconciliation day virtual gathering, a Kairos Blanket Exercise, and an Indigenous-led blessing ceremony for our new building.

Largely in line with Call to Action 10.vii and 48, through the "Mennonite Coalition on Indigenous Solidarity," a partnership with Mennonite Church Manitoba (WIA member), a book (in graphic novel format) was created about the oral history knowledge of Elder Dave Scott on a "Secret Treaty" between the Anishinaabe and Mennonite settlers, which included stories of four significant sites on the land. Four Manitoba book launch events were held in different communities, 2 of which included on-the-land storytelling by Elder Scott. Through this Coalition, a Webinar series on "Organizing for Repair" with Indigenous scholar Sarah Augustine was also organized.

In line with CTA 48iii and CFJ 15.4, in partnership with Interchurch Council on Hydropower, and in collaboration with hydro-impacted First Nations communities, MCCM organized an advocacy meeting with the Provincial Government's Environment Approvals Branch around the Churchill River Diversion, water licensing, and legal consultation. A Northern women's gathering on the Gendered impacts of Hydro development was also organized, as well as a presentation on Hydro impacts offered to a denominational gathering.

In line with Call to Action 61, MCCM continued to work alongside Share The Gifts-Honour the Treaties (WIA member) in the development of a Reparations fund—the spending of which will be implemented by Indigenous people. And further to this call, a Radio podcast about Congregational Reparations was hosted by Mennonite Central Committee about the value of collective reparative action. A public webinar conversation on Reparations with Anishinaabe was held with founder Patty Krawec. MCCM also provided funding to two Indigenous-led organizations towards healing, reconciliation, culture-revitalization, and support for an off-reserve Indigenous hockey program as well as an upcoming conference for 60's Scoop survivors.

In line with TRC CTA 93, a presentation was offered to newcomers on understanding colonial realities of Canada.

River East Church

Calls to Action: 59, 60, 61.i

Goals:

Goal 1: We will continue to have educational opportunities 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 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. (Learn of opportunities through social media advertising, checking websites, contacts, and inform others through our bulletin, emails, announcements, social media, posters, etc.)

Goal 3: We have had the book, "It Starts with a Breath-a book about Mindful Breathing" translated into Anishinaabe and Cree. These two translated books are a free on-line resource to improve the mental and emotional health of children, youth and families who use these languages. We had the Cree version narrated and added to the online Cree version in Aug. 2023. The new goal is to have the Anishinaabe translation narrated and this added to the online version.

Goal 4: To build collaborative relationships with Indigenous spiritual leaders or other Indigenous people so that we can learn about Indigenous spirituality and other practices within that community.

Our Progress:

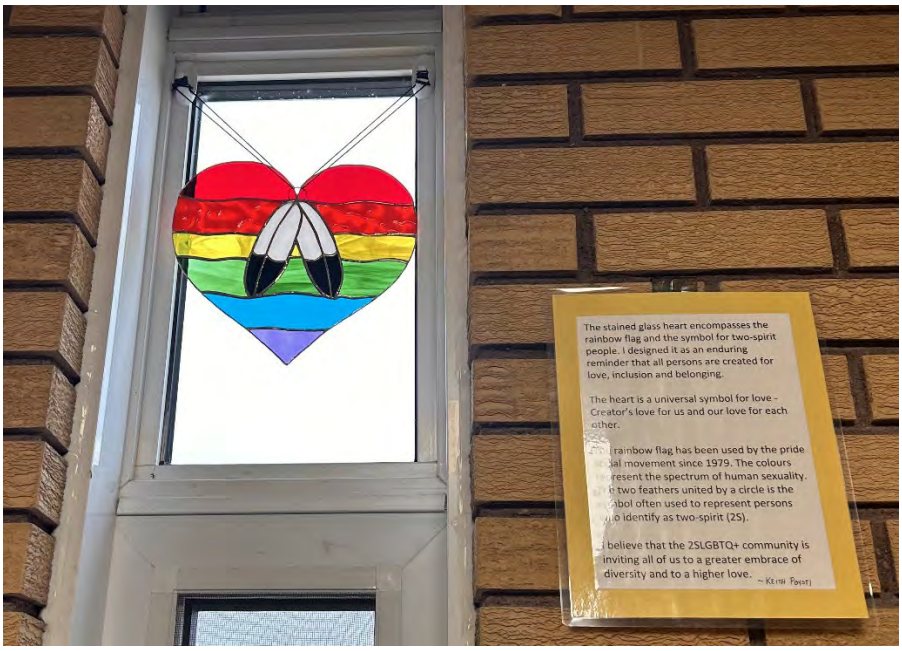
Goal 1: -Tobi Jolly (Cedar Circle Program Manager at Ma Mawi Wi Chi Itata Centre Inc. Winnipeg) spoke at our church service on Sept. 29, 2024 in honor of National Truth and Reconciliation Day (Sept. 30). She

spoke on "The Promise of the Passover" from the Biblical Book of Exodus from a biblical perspective and about Indigenous realities in relation to this topic. She also lead our Adult Sunday School class that Sunday- related to the TRC report and the report of the MMIWG2S+ report. She was very informative during both sessions.

We have been learning about Land Reparations and Repair. Esther Epp-Tiessen and Carol Dyck, from Home Street Mennonite Church came to our TRC Committee meeting in Nov, 2024; they shared about their church's process for Land Reparations. We read various articles on this topic too. On March 23/25 they and one of our TRC Committee members introduced our church congregation to this concept. Presently, we are the beneficiaries of the benefits attained by those first in our families or the original colonizers of this land who displaced the Indigenous people from their land many years ago. We need to make amends for this injustice. This is biblically based. We are doing this by providing funds to organizations working on reconciliation actions with whom we have a relationship. This is an ongoing process, and we are still learning.

Goal 2: Information on the following topics/events was shared through our church bulletin: Red Dress Day (May 05), National Indigenous Persons Day (June 21), Pow Wows during the summer, National Day for Truth and Reconciliation (Sept. 30), Tour of the Canadian Museum of Human Rights (Feb. 2025), MMIWG2S+ walk in May, and the MMIWG2S+ Memorial Walk on Feb. 14th, the playing of the movie Singing back the Buffalo at The WAG on Feb. 12/25. Some members participated in the Xplore class (6 classes) on "Indigenous Spirituality and Christian Faith" led by The Rev. Vincent Solomon, a Cree from Norway House First Nation in Manitoba. There were also various other online learning opportunities advertised throughout the year.

Keith Poysti, a church member has made these **stained-glass** pieces that are on display at our church with descriptions in this past year: a Red Dress, an Orange T-shirt, a stained glass heart done in rainbow colors with the symbol for two spirit people:



Goal 3: The Anishinaabe Wanipigow dialect translation of the book, It Stars with a Breath, a book about Mindful Breathing, was narrated by Gloria Barker, this was uploaded and added to the free online book. Now, both translated books are free, narrated and online.

Links to the narrated books:

- Anishinaabe Wanipigow https://youtu.be/6q6KXNgrYqc
- Cree https://youtu.be/uDjYVeB6Q4c
- English https://youtu.be/5eftsTzCIw4

Goal 4: One member of our church is a Co-facilitator with Circles for Reconciliation. He co-facilitated one group this year and he co-lead a training event for Circles for Reconciliation facilitators this past year. One member of our church walks with the Mama Bear Clan.

Youth for Christ Winnipeg

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 to attend, both within YFC and in the community.

We will participate in Circles for Reconciliation groups in and around Winnipeg as we are able, and continue to collaborate with Indigenous organizations that are already at work within our neighborhood.

We want to ensure that as a part of the larger faith community, we are sharing our faith with youth in a respectful way, and giving them opportunities to engage if they choose.

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 June 2024, 20 staff gathered together on Indigenous Peoples day to learn more about Indigenous history, culture and traditions. This event was planned and facilitated by our Indigenous staff.

- In December 2024, 2 of our staff attended a Circles for Reconciliation webinar to hear Norman Meade and Loretta Ross speak about reconciliation.

- In March 2025, 13 staff gathered together to watch and discuss the impact and message of the movie “Rabbit Proof Fence”.

- We continue to add Indigenous cultural resources to the library of books that are available to staff.







Health and Associations

Association of Regulated Nurses of Manitoba

Calls to Action: 18, 19, 22, 23.i, 23.ii, 23.iii, 24

Calls for Justice: 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 al 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 Calls to Action 18-24, set out by the Truth and Reconciliation Commission of Canada.

Our Progress:

- Our use of a land acknowledgement has been modified to encourage the person starting the meeting to reflect on their own experience.
- We added a healing circle to our annual conference.
- We worked with the Canadian Nurses Association on holding an anti racism conference, and are helping plan a 2SLGBTQ? and an anti-indigenous racism conference in 2025.

College of Registered Psychiatric Nurses of Manitoba

Calls to Action: 23.iii, 92.iii

Calls for Justice: 7.6

Goals:

Ensuring cultural safety and humility is a key strategic priority for the College of Registered Psychiatric Nurses of Manitoba (CRPNM). We are committed to integrating equity, diversity, inclusion, and reconciliation into our regulatory processes, ensuring that our practices are both culturally safe and responsive.

We recognize that reconciliation begins with truth, education, and dialogue about the history and legacy of residential schools, Treaties, Indigenous rights, and the significant contributions of Indigenous peoples to Canadian society. In support of this, CRPNM's goals focus on continued and ongoing education. To further these efforts, CRPNM offers all new staff and Council members the opportunity to participate in the Manitoba Indigenous Cultural Safety Training (MICST) program. The Council is also guided by an Indigenous Elder and Education Consultant, who provides valuable education and advice on how CRPNM can meaningfully acknowledge and honor Indigenous peoples' beliefs, deep connection, and relationship to the land we occupy.

In 2024, CRPNM collaborated with other health regulators to develop a learning module titled "Introduction to Indigenous Inclusion and Cultural Safety." This module was created by Braided Circle Consulting, "a network of Indigenous professional women and their allies, committed to amplifying community-focused, grassroots voices for meaningful reconciliation".

The module, alongside the supplemental Indigenous Inclusion Resource Guide prepared by Braided Circle, offers foundational education on Indigenous inclusion, with a particular emphasis on healthcare in Manitoba. The content explores the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Treaties and Aboriginal rights, the Aboriginal-Crown relationship, and the distinct histories, cultures, laws, and present-day experiences of First Nations, Métis, and Inuit peoples.

To further advance these initiatives, the CRPNM Council is actively recruiting members for its Equity, Diversity, and Inclusion (EDI) Committee. This committee is tasked with creating strategies to integrate the Council's commitment to equity, diversity, inclusion, and reconciliation into the College's culture and among its members.

Our Progress:

All Council and staff members at CRPNM have completed the Manitoba Indigenous Cultural Safety Training (MICST) program. To continue this journey, CRPNM Council members and staff will participate in an Indigenous-led learning retreat in June 2025.

In February 2025, CRPNM launched a new, mandatory learning module for its registrants. As of now, more than 100 Registered Psychiatric Nurses (RPNs) have successfully completed the module. By the end of 2025, CRPNM anticipates that approximately 1,100 RPNs will have completed the training.

Crisis & Trauma Resources Institute (CTRI)

Calls to Action: 43, 57, 92.iii

Goals:

Crisis & Trauma Resources Institute (CTRI) Year One Goals | Winnipeg Indigenous Accord

This past year, CTRI, along with consultation from Traditional Elder Louise Mckay, developed a statement on reconciliation that will guide our organization's reconciliation journey in the years to come. This statement will serve as the backdrop for our Winnipeg Indigenous Accord Goals. Related TRC Calls to Action:

1. 43 – Adopt UNDRIP
2. 57 – Professional development and Training (residential schools, UNDRIP, etc.)
3. 92 – Corporate responsibility (training and development)

CTRI Statement on Reconciliation

As we walk the path of reconciliation, we are mindful of the connections we share with all our relatives. We understand that these connections are impacted by colonization and that there is trauma in our relationships and to the land and Indigenous ways of life. We commit to listening and learning from our relationships, and to be guided by the *Truth and Reconciliation Commission of Canada's 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.*

Our year one goal will focus on understanding the impacts of colonization and the reality of trauma that still impacts Indigenous ways of life. To achieve this, it will be important for CTRI staff to have the opportunity to build meaningful relationships so they can better understand Indigenous history and culture. We will do this through a series of awareness sessions, cultural practices, and relationship development opportunities. These include:

1. Preparation sessions for staff to understand the significance of sweat lodge ceremony practices
2. The option for staff to participate in a sweat lodge ceremony
3. Learning about residential schools and understanding of the history of Indigenous peoples in Canada, including a tour of the National Centre for Truth and Reconciliation and participating in the Blanket Exercise
4. Educating staff and trainers on the *two-eyed seeing* approach to viewing the world so they can integrate the strengths of both Indigenous and Western knowledge systems
5. Partnering with local Indigenous organizations to hold events and community giveaway celebrations

Our Progress:

01 | Learning and participating in traditional ceremonies and teachings

- Sweat Lodge Ceremony: We held two preparatory sessions with a Knowledge Keeper where our staff learned and shared about the teachings of the Sweat Lodge Ceremony. To date, staff have had multiple opportunities to learn about the significance of this ceremony and also a few opportunities to participate. These ceremonies have been accessible, gentle, and inspiring introductions to deeply held traditional practices. There is a keenness to learn and do more, and we are committed to continue these practices.
- Water Drum: A Knowledge Keeper shared the teachings of the Water Drum and allowed us to watch as he completed the tasks of its birthing process. This drum was then used in ceremony, which we participated in.
- Residential Schools: One of our Indigenous staff members created a powerful, educational two-hour presentation on the history of residential schools in Canada. It is now a requirement that all CTRI staff, new and seasoned, attend these sessions, which are being offered semi-regularly throughout the year.

02 | Learning and integrating the strengths of both Indigenous and Western knowledge systems

- We have based our integration of Indigenous strengths with Western knowledge systems on the teachings of Albert Marshall's two-eyed approach. This approach is enhancing how we think, how we work, the programs we develop, and even our understanding of reconciliation. The two-eyed seeing concept has taken deepest root through the development, delivery, and structure of two of our certificate programs:
    - **Giwiidabindimin** (Ojibwe for "we sit together")
    - **Giwiidosendamin** (Ojibwe for "we walk together")

These two programs integrate the strengths of both Indigenous and Western knowledge systems, leading participants into a rich journey of reflection and discussion. We continue to learn and seek new opportunities to weave these approaches together.

03 | Partnering and building relationships

- Hey Cuzzin': For the past three years, CTRI has partnered with nine local Indigenous and non-Indigenous organizations to hold a yearly event called Hey Cuzzin' on National Indigenous Peoples Day. We have collaborated to create a welcoming, fun, and relationship-building experience with entertainment, a pow wow demonstration, a Sacred Fire Ceremony, and a free breakfast for the community. We commit to continuing these events and growing these individual and organizational relationships.
- Chāpān Games and Teachings: This was a first-year annual event on September 30th, also known as Orange Shirt Day or the National Day for Truth and Reconciliation. The event focuses on and honours the teachings of great grandparents and all those cultural teachings that would have been shared by them with family if they had not been forced away. Through the efforts of eleven partner organizations, a full day of events is planned, along with a focus of teachings by Elders and Knowledge Keepers for Indigenous and non-Indigenous people.
- Lunch With Louise: This is a lunch hour opportunity that takes place 3-4 times a year, to share space and time with an Elder and Knowledge Keeper. Those who attend:
    - Learn about the importance and significance of solstice/equinox
    - Have the opportunity to ask questions and have conversation about Indigenous culture and teachings

- Get to meet Traditional Elders and receive specific teachings about other ceremonies and cultural events

Enabling Access Inc.

Calls to Action: 23, 23.i, 23.ii, 23.iii, 24, 92, 92.i, 92.ii, 92.iii

Goals:

Goal 1: Staff Training & Recruitment Goal Statement We will continue to 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. Continue to notify all new and existing staff of our commitment to reconciliation, our goal statements, planned training, and relevant procedures/expectations related to improving experiences and outcomes for Indigenous peoples we employ and clients we support.
2. Continue to fund and implement Manitoba Indigenous Cultural Safety Training (MICST) as core training for all new employees within the first year of work and continue to train existing employees to reach all employees trained by end of 2025.

3. Develop and include Indigenous recruitment strategies and diversity/inclusion statement(s) in HR policy manual and job postings.
4. Explore new training opportunities which focus on how we as Occupational Therapy providers can better serve Indigenous clients and communities.

Goal 2: Partnership with Indigenous Communities Goal Statement We will continue to 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 OT-related issues (accessibility and disability) that might be unique to or overrepresented in Indigenous communities and populations.
2. We will review our corporate giving plan and include a recipient with Indigenous connection.
3. Recruit new Disability Advisory Committee member who is First Nations, Métis, or Inuit to ensure inclusive representation.
4. Connect with First Nations communities in Manitoba to investigate their healthcare needs and goals and work collaboratively to improve health and well-being and increase accessibility in their communities.

Our Progress:

Our organization is making significant strides in promoting cultural awareness, enhancing service delivery to Indigenous communities, and fostering strong partnerships.

1. Employee Education and Cultural Awareness: We continue to provide all new staff with key resources on Indigenous issues, including the CAOT Position Statement on Occupational Therapy and Indigenous Peoples, the TRC Calls to Action, the UN Declaration on the Rights of Indigenous Peoples, and the MMIWG Calls to Justice. Paid time is given to staff to review these important materials, ensuring informed and culturally sensitive service delivery. We also offer Manitoba Indigenous Cultural Safety Training (MICST) to both current and new staff, encouraging ongoing learning and cultural awareness.

2. Expansion of Service Reach: We have strengthened our partnership with the Prairie Mountain Health Authority and Manitoba Public Insurance, expanding our reach to deliver Occupational Therapy services to First Nations communities and Indigenous clients in urban areas like Winnipeg. Our collaboration with Non-Insured Health Benefits (NIHB) ensures that Indigenous clients across the province have access to essential medical equipment and supplies, further supporting their health and well-being. By providing timely and direct service delivery, which include prescribing home safety equipment, conducting home modification assessments, and

recommending support services, we are helping to prevent premature admissions to long-term care facilities, reduce hospitalizations, and, in some instances, generate work for local Indigenous construction businesses.

3. Collaboration with Indigenous-Owned Business: We have established a new relationship with Kisik Commercial Furniture, a Canadian Indigenous-owned supplier of ergonomic equipment. By conducting ergonomic workplace assessments, we are able to recommend Kisik's products to our Manitoba-based workplace customers, contributing to the growth of Indigenous businesses while providing high-quality products for our clients.

Heartwood Healing Centre

Calls to Action: 13, 36, 40

Calls for Justice: 7.1, 7.2, 15.1, 15.2

Goals:

Heartwood Healing Centre's mandate is to facilitate the healing journey of youth (16+) and adults who have experienced childhood sexual abuse in their lives, as well as to raise awareness of this societal issue. Indigenous people are overrepresented as victims of this form of trauma and often have less access to support.

We recognize the historical and ongoing violence of colonization, respect the original treaties made to live respectfully and in harmony on this land, and commit to working toward reconciliation.

As a place for healing, we are committed to walking with those with whom we are privileged to work, and understand that Indigenous peoples have been traumatized mentally, emotionally, physically, and spiritually as a result of colonization.

We commit to unlearning and learning, to building alignment with the TRC Calls to Action, the 2SMMIWG Calls to Justice, UNDRIP, and working toward uncolonizing and anti-oppressive practice within our organization.

<u>Heartwood Healing Centre's goals for 2024-2025:</u>

1. Host an internal Truth and Reconciliation Workshop with Heartwood staff and students to discuss and plan how we as an organization can better understand and implement the Truth and Reconciliation Calls to Action.
2. Update our current land honouring to align with proper languages, names, and understandings.
3. Expand on our current efforts to prioritize Indigenous people in our programs and services.
4. Build meaningful relationships with local Indigenous organizations and people.
5. In partnership with an Indigenous organization, explore the possibility of developing a group for incarcerated/previously incarcerated folks who have experienced childhood sexual abuse.

6. Pilot our new anti-oppressive practice onboarding package with new staff, students, and Board members. This package includes comprehensive lessons on Indigenous history and perspectives and anti-racism and reconciliation training.
7. Continue to encourage staff participation at Indigenous events, including Orange Shirt Day, Red Dress Day, and Indigenous People's Day.
8. Continue to post support for Indigenous social justice initiatives on our social media platforms.
9. Continue working with an Indigenous Ph. D student in the development of a Two-Eyed Seeing Healing Model for adults who have experienced childhood sexual abuse.

Our Progress:

At Heartwood, we are dedicated to working toward reconciliation. As a place for healing, we are committed to walking with those with whom we are privileged to work and understand that Indigenous peoples experience the impacts of colonization and oppressive systems of the past and present. We understand experiences of trauma as being both individual and collective. We commit to unlearning and learning, to building alignment with the TRC Calls to Action, the 2SMMIWG Calls for Justice, UNDRIP, and working toward decolonizing and anti-oppressive practice within our organization.

Heartwood signed the City of Winnipeg Indigenous Accord in 2024 with our goals primarily focused on education and training for staff, students, and the Board of Directors, and engaging in community social justice initiatives.

All staff and students starting at Heartwood complete our anti-oppressive practice onboarding package as part of our orientation process. The package includes comprehensive lessons on Indigenous history and perspectives, and anti-racist, and reconciliation training. The Heartwood Board of Directors are also encouraged to complete the anti-oppressive practice package and in 2024, they took part in a workshop on allyship delivered by a Red River Métis student at Heartwood.

We hosted an internal Truth and Reconciliation workshop for staff, featuring a panel and group discussions related to Call to Action 36. Through this workshop, we began to build a relationship with a local Indigenous organization, the Elizabeth Fry Society.

Staff also participated in external events such as participating in the WA-Say Orange Shirt Day March, gathering supplies for Camp Mercedes in support of Red Dress Day, and attending local events on Indigenous People's Day. Our policies allow staff work time to participate in these and other social justice events. Staff may also choose to swap colonial holidays for holidays that align with their communities and cultures. On social justice days, we also post to our social media networks, recognizing the importance and getting involved with online social justice.

Our annual fundraiser event this year featured an all-Indigenous line-up of performers.

We continue to prioritize Indigenous people on our waitlists.

To support a welcoming environment for Indigenous people, we dedicated a beautiful space in one of our locations as a cultural room where teachings, sharing circles and ceremonies are held and medicines are kept. We updated our land honouring to reflect better language choices, names, and understandings, and we are in the process of translating our brochure into Indigenous languages.

Approximately 30% of the people who access Heartwood are Indigenous. This percentage has remained the same over the years, but the number of Individuals accessing our cultural program has increased significantly. Staff and participants have more access to cultural ways of healing such as traditional medicine use, individual cultural sessions, sharing circles, ceremonies, and teachings than ever before at Heartwood.

To decolonize our practices within our cultural program, **Wichinhin Niwahkomakonak**, we do not collect formal written feedback from the participants attending cultural activities, as we do for our other programs. However, the following impacts have been shared:

- One participant shared that they feel safe within our agency and the space we provide to connect with cultural opportunities.
- Another participant shared that she loves being able to explore their Metis identity without guilt or shame.
- Another participant shared that Heartwood is a place where they can learn and participate in cultural programming with people who understand where they come from.

We continue to work with an Indigenous PhD student in the development of a Two-Eyed Seeing Model for adults who have experienced childhood sexual abuse.

KIDTHINK Children's Mental Health Centre Inc.

Calls to Action: 22, 23.iii, 92, 92.i, 92.ii, 92.iii

Calls for Justice: 7.3, 7.6, 7.8

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:

Commitment to Reconciliation

KIDTHINK Children's Mental Health Centre Inc. remains dedicated to advancing reconciliation and supporting Indigenous communities in Winnipeg. As an organization committed to improving the lives of children and their families through accessible mental health services, we recognize the importance of addressing barriers to care and fostering culturally safe and inclusive practices.

Actions Taken in 2024-2025

1. **Land Acknowledgement Review & Implementation:**

   In 2024, we revised our land acknowledgement to align more closely with KIDTHINK's mission and vision and how it can support reconciliation and recognition of indigenous history and communities.

2. **Cultural Awareness & Staff Training:**

   KIDTHINK provided cultural competency training for staff, focusing on Indigenous history, intergenerational trauma, and culturally responsive care.

   Employees were encouraged to participate in events and learning opportunities.

   KIDTHINK has partnered with Indigenous cultural advisors to enhance staff education on delivering culturally safe and responsive services. Through this partnership, all KIDTHINK programs and services are being reviewed through an Indigenous lens to ensure cultural safety and inclusivity. Additionally, we are collaborating to develop culturally relevant tools that can be appropriately integrated into our services to better support Indigenous children and families.

4. **Community Engagement & Partnerships:**

   We strengthened relationships with Indigenous organizations and service providers to improve referrals and collaboration in mental health care.

   KIDTHINK engaged with Indigenous partners to guide the integration of traditional healing practices alongside clinical approaches.

5. **Support for Indigenous Families and Children:**

Developing resources tailored to Indigenous families, incorporating culturally relevant materials and mental health strategies.

Offered subsidized services to families facing systemic barriers to accessing mental health support.

Future Commitments for 2025-2026

- Expand Indigenous-Led Programming: We aim to develop Indigenous-focused mental health programming in collaboration with Indigenous service providers.
- Enhance Staff Learning Opportunities: Increase access to workshops and guest speakers from Indigenous communities.
- Increase Representation: Work towards greater Indigenous representation within our organization, including staff, leadership, board and advisory roles.
- Review Board Composition for Inclusivity: We are reviewing our board structure to ensure greater inclusivity and representation of Indigenous voices in decision-making.
- Develop and implement a strategic plan that integrates an Indigenous and anti-racist lens, advancing the principles of inclusivity, diversity, and equity.

Life's Journey Inc.

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

Calls for Justice: 7.1, 7.2, 7.6, 7.8, 15.2, 15.7, 18.11

Goals:

- 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.

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

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.

Business and Reconciliation #92 ii

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

Business and Reconciliation 92 iii

- 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.

Calls to Justice - 7.1, 7.2, 7.6, 7.8, 15.2, 15.7, 18.11

Calls for Health and Wellness Service Providers:

- **7.1** Partnerships and collaborations occur between the agency and community members, governing bodies, community agencies and advisory committees to increase the strength and knowledge informing policies, facilitating community developments, and reflecting community input.
- **7.2** Participants and staff have accessible and appropriate cultural services to provide traditional healing and wellness activities, reducing and addressing experiences of trauma and disconnection
- **7.6** Partnerships and collaborations occur between the agency and community agencies to increase the strength and knowledge of our communities surrounding common areas of focus.
- **7.8** Ongoing investment by the agency to a representative workforce, and trainings on traditional knowledge for existing staff to provide culturally responsive supports.

Calls for Justice for All Canadians: 15.2, 15.7 and 18.11

- **15.2** Life's Journey is committed to maintaining and developing relationships using an individualized strengths-based approach whilst considering the larger cultural context in which we all live and work. The ethics and values at the core of our services are informed by diverse traditional indigenous teachings, practices, and worldviews.
- **15.7** Life's Journey is committed to maintaining and developing relationships using an individualized strengths-based approach whilst considering the larger cultural context in which we all live and work. The ethics and values at the core of our services are informed by diverse traditional Indigenous teachings, practices, and worldviews.

- **18.11** At the base level, it is Life's Journey's intention to have all services provided in a considerate and accessible manner to meet an individual's needs.

Our Progress:

At Life's Journey Inc., Miikana Pimatiziwin, we are invested in a community where our participants can seek balance, realize their goals, and be their true selves. We aim to support the pursuit of balance between spiritual, physical, intellectual, and emotional wellbeing by individuals with neuro-diversities, including (FASD) Fetal Alcohol Spectrum Disorder, along with their families and communities. Our agency supports focuses and inspires us to the agency's values: Hope, Well-Being, Relationships, Dignity and Respect. Our wide range of services are individualized to support each person where they're at, as they find hope in their path forward.

One of the many services offered at Life's Journey Inc., 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. 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. ISCS Indigenous healing methods and teachings focus on cultural reconnection while using a non-judgmental, culturally safe, and empowering approach. ISCS helps to foster a sense of community, belonging, and a connection to ancestral traditions.

The ISCS provides a holistic cultural support service utilizing a Medicine Wheel Philosophy approach to healing: spiritually, emotionally, physically, and intellectually. In each direction of the Medicine Wheel the agencies' values are intergraded.

EAST: SPIRITUAL – IDENTITY – CULTURAL CEREMONIES. (HOPE): Cultural ceremonies and identity continue to be a foundational element of ISCS. The ISCS accommodated a variety of diverse ceremonies, such as naming, sweatlodge, chiiby (grief and loss), solstice and equinox, sundance, full moon, house blessing, windigo-con and ghost dance ceremonies.

- The solstice and equinox ceremonies were held at the Life's Journey office in Winnipeg on Treaty 1 territory and Brandon, MB on Treaty 2 territory. 175 participants, staff and guests attended the summer solstice, and 200 participants, staff and guests attended the fall equinox. The winter solstice pipe ceremony was held at our offices in Winnipeg, Treaty 1 Territory and Brandon, Treaty 2 territory. Guests from the Province of Manitoba, Indigenous Reconciliation Secretariat, Indigenous Economic Partnerships Natural Resources, and Indigenous Futures, and CLDS staff attended. 180 participants, staff and guests attended. The spring equinox pipe ceremony was held at our offices in Winnipeg, Treaty 1, and Brandon Treaty 2 territory. 275 participants, staff and guests attended.
- This year CISM/ISCS facilitated CISM/Chiiby ceremonies with staff. 105 staff and one participant attended. ISCS conducted Chiiby (Grief and Loss) ceremonies for participant's who experienced relation losses. 103 participants, family members and staff attended.
- Participants and staff had an opportunity to attend monthly sweatlodge ceremonies. This year 284 attended.
- Full moon ceremonies were conducted monthly at St Norbert Arts Centre, 278 attended.
- The ISCS conducted 8 house blessings.

- 24 participants and staff attended two sundance ceremonies in Manitoba.
- 22 participants and staff attended the ghost dance and windigo-con ceremonies held at the Behavioural Health Foundation cultural grounds.
- In September, ISCS spiritually named the two Elie, MB properties to Grandmother and Grandfathers place.

SOUTH: EMOTIONS – CONNECTION – CULTURAL ACTIVITIES. (WELLBEING): The ISCS team offers Indigenous focused one-on-one spiritual counselling, cultural land-based activities such as: sweatlodge lodge building, medicine picking and caring for the land maintenance work at the sweatlodges and full moon spiritual grounds. ISCS facilitated weekly programming that Includes wellness, traditional drumming, and healing circles.

- During the summer months, the ISCS team, participants and Scaabe helpers participated in sweatlodge building and medicine picking. The ISCS successfully harvested sage, cedar, red willow, birch and weekay. During the winter months, the ISCS team held several cultural teaching activities such as: beading circles, ribbon skirt making, and drum making. ISCS also hosted monthly cultural activities at the cluster houses, Elie, and Steinbach MB offices.
- The ISCS team provided 1814 Indigenous spiritual counselling sessions with participants.
- From April – June the ISCS team, agency staff and participants continued to join a free Anishinaabemowin speaking challenge class held every Monday on zoom. 45 attended.
- The ISCS team facilitated monthly the Strong Thunderbird Healing Circles. 64 participants and staff attended.

WEST: PHYSICAL – BELONGING – COMMUNITY INVOLVEMENT (RELATIONSHIPS): The ISCS staff and participants are involved on various committees in the community or may be requested to attend events for cultural ceremony assistance.

- This year the Manitoba FASD Coalition, Looking After Each Other committee held its annual gathering In Portage La Prairie, MB. One of the ISCS participants provided fire keeping at this event. 85 community members attended.
- The Winnipeg FASD Coalition invited Life's Journey ISCS to participate in the Wpg FASD Gathering on Oct 21. ISCS shared traditional drumming and songs to open and close the gathering. 100 community members attended.
- In the fall, Life's Journey welcomed two Masters of Social Work Students to facilitate weekly White Polar Bear Circles. 78 participants participated.
- This year the ISCS team welcomed one practicum student from the U of M Social Work program.
- ISCS are also involved in the MB FASD Strategy Elders Advisory Circle and MB FASD Provincial training.
- Life's Journey provided FASD Provincial Training to 289 attendees across Manitoba.
- 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 continues to provide cultural services to two external agencies.
- On May 2, the ISCS team along with one of our board members, Robert Falcon-Ouellette, attended the Mid-Ocean School of Media Arts and assisted in recording 28 traditional songs.
- Life's Journey Inc., ISCS, was awarded funding from the Manitoba Liquor and Lotteries (MBLL) to hire an Addictions Support Worker for a one-year term positions beginning February 4, 2025 – March 31, 2025.

- The ISCS provided a winter solstice teaching to Manitoba Government staff of Indigenous Economic Partnerships Natural Resources and Indigenous Futures. 35 attended.

NORTH: INTELLECTUAL – EMPOWERMENT – CULTURAL TEACHINGS. (DIGNITY & RESPECT): This year the following cultural teachings were facilitated with Life's Journey agency programs, management, and board of directors:

- A Tree of Life teaching and activity – Two Agency programs participated,
- The Four Sacred Directions: Benefits of Mother Earth Land Based Healing teachings – Board of Directors,
- Traditional Ceremonies and practices and Seven Sacred Rites Ceremonies – Board of Directors,
- Chiiby (grief and loss) Teaching – Agency Programs,
- Solstice and Equinox Teachings and ISCS Medicine Wheel Philosophy of cultural programs and services offered – Agency program.

Truth and Reconciliation:

In 2021, in honour of National Truth and Reconciliation Day, our agency officially designated September 30th as a day to remember the children who attended the Indian Residential Schools (IRS), and it's impacts on their family members. In addition, the agency continues to schedule a week of learning and reflection, information about the Indian Residential Schools, Multigeneration trauma impacts on families, the Indian Act, Indigenous cultural teachings, community events and resources for healing.

- This year, our agency scheduled September 23rd – September 30th a week of learning and refection. The agency released daily teachings, videos, information about the Indian Residential Schools, Multigeneration trauma impacts on families, the Indian Act, Indigenous cultural teachings, community events and resources for healing.

- On September 25th Life's Journey was honoured to have Patti Umpherville, Knowledge Keeper, and Life's Journey Board of Director facilitate a teaching presentation about her late father's bundle of Indigenous artifact collection. Patti's father attended an Indian Residential School for many years and later worked as an Anglican minister and teacher. Her Father began accumulating this collection in 1954. The bundle of Indigenous artifacts is extensive and includes regalia, tools, and artwork. Patti provided teachings about each item. 75 participants and staff attended.

- With the support of the Manitoba Indigenous Reconciliation Secretariat Orange Shirt Day Grant, Life's Journey Truth and Reconciliation Committee organized an Orange Shirt Day event on September 26th, to honour the children who attended IRS, the children who did not return to their families and the impact Indian Residential Schools has had on generations of families. Events were held at our offices in Winnipeg, Treaty 1 and Brandon, MB, Treaty 2 territory. The day started with a pipe ceremony, water blessing, and feast food dish was offered into the sacred fire followed by an agency community feast. The committee shared Phyllis Webstad's story of her orange shirt. Throughout the day, attendees were able to smudge and offer tobacco prayer ties into the sacred fire in honour of the children. Participants, staff, and guests were gifted Truth and Reconciliation books purchased from the National Centre of Truth and Reconciliation and beautiful Orange Shirt Day cookies that were designed and decorated by one of our Life Journey staff. The ISCS staff shared

stories about how the Residential Schools impacted their family and community. 300 participants, staff and invited guests attended.

Our Agency acknowledged May 5, National Day of Action for Murdered and Missing Indigenous Women and Girls and 2SLGBTQQIA People, June 21, National Indigenous Peoples Day, Oct 4, MMIWG and 2SLGBTQQIA People Manitoba Awareness Day, Nov 8, National Indigenous Veterans Day, Nov 16, Louis Riel Memorial Day, Jan 4, National Ribbon Skirt Day, Feb 14th, The Annual Memorial March for Missing and Murdered Indigenous Women and Girls and 2SLGBTQQIA People, and Feb 19, Louis Riel Day.

In closing, the ISCS team gives thanks to all Participants, Life Journey staff, Participant Advisory Committee, Indigenous Advisory Council Circle, and Board of Directors, as we continue to move forward with Reconciliation. Sincere thanks and acknowledgement for the support received from End Homelessness Winnipeg "Reaching Home," Manitoba Reconciliation Secretariat, and Manitoba Liquor and Lotteries.

The Lung Association, Manitoba

Calls to Action: 10.iii, 10.vi, 62.i

Our Progress:

The Manitoba Lung Association, formerly known as the Sanatorium Board of Manitoba, has developed an ambitious TRC (Truth and Reconciliation Commission) plan of action. This initiative is supported by an Indigenous board member, the Board Governance Committee, and the upcoming addition of a Grandmother Elder who will join the board to help guide and oversee the work.

Lungs Are For Life!, the only youth prevention curriculum focused on lung health, is offered free of charge to all schools and health agencies/authorities across Manitoba. In response to educator demand, the curriculum has been expanded to include modules on sacred tobacco and tuberculosis, supporting teachers in sharing culturally relevant knowledge with their students. Most recently, the curriculum was translated into Manitoba Cree and Ojibwe.

We continue to support and promote the Manitoba Indigenous TB Photo Naming Project, led by Dr. Erin Millions at the University of Manitoba. Our support includes connecting the project with individuals who may contribute relevant photographs and maintaining controlled access to our private archival photo collection.

Additionally, we have provided a letter of support to Dr. Mary Jane McCallum at the University of Winnipeg for her research initiative aimed at improving Indigenous peoples' access to healthcare in Manitoba. The project investigates the historical structures of racism within the province's healthcare system.

Manitoba College of Social Workers

Calls to Action: 1, 1.iii, 1.iv, 18, 22, 23.iii, 57

Calls for Justice: 1.9, 7.6, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 18.4.ii, 18.17, 18.26

Goals:

The Manitoba College of Social Workers ("MCSW", "the College") continues in its commitment to reconciliation since signing Winnipeg's Indigenous Accord in August 2017.

Promote knowledge and raise awareness within the social work profession to combat violence against Indigenous women, girls and 2SLGBTQQIA people.

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 professional development activities related to the above-noted areas as part of the Continuing Competence Program. The College supports this requirement by providing and/or promoting relevant learning opportunities for social workers.

As of March 2025, the College had 3124 members, many of whom are public/civil servants and are employed in various sectors including health care services, social work education and child welfare. MCSW highlighted, recognized and distributed the following information in its member communications:

- April 2024 – Reconciliation Through Education, National Centre for Truth and Reconciliation and Office of Lieutenant Governor of Manitoba
- April 2024 – Unity – Bridging Worlds: Indigenizing and Decolonizing Mental Health Research Symposium
- April 2024 – The Medicine Wheel, Indigenous Peoples and the Cancer Experience
- May 5, 2024 – National Day of Awareness of MMIWG2S+ - Highlighted various event taking place across Manitoba
- May 10, 2024 – Bear Witness Day – Highlighted Jordan's Principle and related non-compliance orders
- June 2024 – National Indigenous Peoples Day and related events

- June 2024 – Residential School History and Legacy 101 Workshops
- June 2024 - Reconciliation Through Education Series
- September 2024 – Reconciliation through Indigenous Education
- September 2024 – National Day for Truth and Reconciliation
- September 2024 – Reconciliation Run
- September 2024 – National Centre for Truth and Reconciliation Lunch and Learns

- November 2024 – National Indigenous Veterans Day
- January 2025 – Highlighted various learning opportunities related to social work with Indigenous Peoples
    - Manitoba Harm Reduction Conference
    - Indigenous Relationship and Cultural Awareness Courses
    - Indigenous Canada Course
    - Aboriginal Worldviews and Education
    - Manitoba Indigenous Cultural Safety Training
- March 2025 – International Day for the Elimination of Racial Discrimination
- March 2025 – Growing Together: Healing Communities Through Reconciliation and Land

In addition, MCSW maintains a Reconciliation and Anti-Racism Resource Hub, which provides core knowledge resources and event information for social workers and the public.

Throughout the year, the MCSW delivered and /or supported its federation partner, the Canadian Association of Social Workers (CASW) to provide the following workshops/initiatives/statements:

- September 2024 – Two-Spirit Knowledge (588 attendees)
- October 2024 – MCSW Education Event - Exploring the Path to Reconciliation: Integrating Anti-Racism and EDI in Social Work (52 participants)
- November 2024 – Canadian Social Workers Join Indigenous Voices in Urging Reform to the Nin-Insures Health Benefits Mental Health Program
- January 2025 – Foundations for Reconciliation in Social Work (278 participants)
- March 2025 – Bigidendan "Release if from your Mind" using Indigenous Adapted CBT Mindfulness meditations and imagery techniques (309 participants)

Continue to promote active participation of Indigenous representatives in social work and the work of the College and on the Board/committees of the College.

Indigenous Social Workers and public representatives are important members of the College's governance and operations. Four (4) of fourteen (14) current Board members are Indigenous representatives, including the President of MCSW. 33% of MCSW employees are Indigenous. MCSW also has Indigenous representation on the Executive, Inquiry, Legislative Review and Land Acknowledgement Committees. The

College continues in its efforts to increase diversity and engagement with Indigenous members and partners:

- April 2024 – Preferred Name Policy was revised to recognize a member's choice to use their traditional name when providing social work services.
- October 2024 – MCSW held an engagement session with members and opened Indigenous Social Work Engagement Survey to gather insights from Indigenous social workers and social work practitioners (registered and non-registered), organizations, and community members to identify opportunities, barriers, and priorities in advancing Indigenous inclusion and reconciliation.
- November 2024 – CASW Honors Murray Sinclair
- November 2024 – MCSW honours Murray Sinclair
- January 2025 – MCSW congratulates Grand Chief Kyra Wilson, RSW
- March 2025 – MCSW opened registration for an April 2025 Indigenous Engagement Session to gather input on how MCSW can support and work with Indigenous communities, ensuring that social work regulation reflects Indigenous ways of knowing and meets the needs of First Nations, Métis, and Inuit communities.
- March 2025 - MCSW Board of Directors approved the establishment of an Indigenous Advisory Circle
- March 2025 – MCSW finalized position description for Manager of Advocacy and Engagement who will be responsible for developing and maintaining the Manitoba College of Social Workers' advocacy and engagement strategies and advancing strategic goals related to reconciliation and equity, diversity and inclusion. In alignment with the Manitoba College of Social Workers Strategic Plan, this position will be open exclusively to Indigenous candidates, honouring MCSW's commitment to increase Indigenous representation in social work leadership and regulation.

College events include a Land Acknowledgement and opening by Elder/Knowledge Keeper/Indigenous representative. The Executive Director meets regularly with an Indigenous Elder/Knowledge Keeper to guide and inform planning and decision-making.

Engage in formal and informal reconciliation and advocacy efforts, including the continued partnership with the Winnipeg Indigenous Accord

- 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

- The Land Acknowledgement Working Group continues its work in developing a renewed land acknowledgement for the College. A draft has been completed and is currently being piloted.

- June 2024 – MCSW Executive Director/Registrar attended Prairie Child Welfare Consortium - goal is to build capacity, at the different levels of all systems that support children, families, and

communities in the Prairie Provinces, while ensuring respect for needs for engagement of First Nations and Métis Communities in the delivery of child welfare services.

- June 2024 – MCSW representatives participated in Circles for Reconciliation Indigenous Peoples Day Celebration

- September 2024 – MCSW Executive Director held Reflection Runs throughout the month and invited members to join her at the 3rd Annual Reconciliation Run on September 30, 2024.

Establish Strategic Plan with an Indigenous and anti-racist lens that furthers the principles of inclusivity, diversity and equity

In October 2023, MCSW introduced its Mission, Vision and Values along with the 2023-2028 Strategic Plan, which defines MCSW's vision for the future and identifies organizational goals and objectives. MCSW has embedded Reconciliation and Equity, Diversity and Inclusion as core pillars of our Strategic Plan. The MCSW Strategic Plan is guided by the values of the College and the Seven Sacred Teachings and takes on a Two-Eyed Seeing approach, integrating Indigenous and Western knowledge systems.

Strategic Plan 2024-2025 highlights:

- In 2024, MCSW partnered with consulting firm Indigenous Strategies under the leadership of CEO, Rebecca Chartrand, to establish a comprehensive action plan to support the Strategic Plan
- Indigenous Strategy completed a review and gap analysis of MCSW legislation, policies and processes in order to identify key initiatives and recommendations considering the following key documents:

    - Truth and Reconciliation Commission (TRC) Calls to Action
    - National Inquiry into MMIWG Calls for Justice
    - United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
    - Spirit Bear Plan
    - Bill C-92 (Indigenous Child Welfare Jurisdiction)
    - Southern Chiefs' Organization (SCO) Racism Report

- Key consultation through focus groups, round table discussions and surveys with Indigenous social workers, organizations and communities

This important work continues into 2025 as Indigenous Strategy will completes their analysis of data gathered from key engagement sessions and surveys to inform their final report.

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 Calls for Justice

MCSW completed a review of The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls and identified commitments to a number of specific Calls for Justice.

With the assistance of Indigenous Strategy consultants, MCSW has measured its legislation, policies and processes up against the MMIWG2S+ Calls for Justice

Promote knowledge and raise awareness within the social work profession to combat violence against Indigenous women, girls and 2SLGBTQQIA people.

On November 25, 2024, MCSW Executive Director was honoured to march alongside representatives and students of the University of Manitoba Inner City Social Work Program and many other community partners to mark International Day for the Elimination of Violence against Women.

This year, MCSW supported its federation partner, the Canadian Association of Social Workers (CASW) in providing the following workshop:

- November 2024 – Addressing Gender-Based Violence and Intimate Partner Violence: A Cultural Perspective for Social Workers (328 participants)

MCSW highlighted, recognized and distributed the following information in its member communication e-bulletin:

- May 2024 – Pride Season
  - Pride Winnipeg
  - Rainbow Resource Centre
- May 2024 - National Day of Awareness for Missing and Murdered Indigenous Women and Girls
  - The Federal Pathway
- December 2024 – Improvements to Access Gender Affirming Care in Manitoba

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.

Sincerely,





Jennifer Meixner, MA, BSW, RSW — Barbara Temmerman, MSW, RSW

President — Executive Director/Registrar

St. Boniface Hospital

TRC Calls to Action: 18, 19, 20, 21, 22, 23, 23.i, 23.ii, 23.iii, 24

MMIWG2S+ Calls for Justice: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8

Our Commitment:

St. Boniface Hospital (SBH) is committed to working collaboratively with Indigenous patients, staff, organizations, communities, and stakeholder groups to develop strategies to advance cultural safety and reconciliation. SBH remains focused on addressing racism and other inequities, fostering an inclusive environment where everyone feels valued, safe, respected and supported.

We acknowledge the historical and ongoing wrongs committed against Indigenous Peoples and the lingering effects of colonialism that continue to affect Indigenous Peoples today. We acknowledge the systemic barriers and health inequities that Indigenous Peoples face. As a faith-based institution, our truth and our path towards reconciliation includes addressing our connection with the Catholic Church and public health-care system. Reconciliation begins with acknowledging the truth. Given the historical legacy of the residential school system, we recognize our responsibility to correct harms of the past and to move forward in the right way.

Reconciliation is not a destination, but a journey – one that is intentional and ongoing. On this journey, we commit to becoming a more equitable, diverse and inclusive hospital. Our focus will be on building mutually beneficial and respectful relationships with Indigenous Peoples and communities. We will actively work to dismantle systemic barriers to improve health outcomes. With humility, we will seek to learn, understand and respect diverse voices, expertise, and perspectives.

We will also reflect on how we can become more responsible stewards of the environment, caring for the land where our hospital is located, which we are honored to call home. Finally, through education, collaboration, and engagement we will enhance the health care experience for Indigenous patients and their families, fostering healing, understanding and respect.

Our Progress:

We are honored to share our successes and milestones with our Accord Partners and the public. Outlined below is the progress that we made in the 2024/25 fiscal year.

TR Goal #1: Extend the term of the T&R Specialist Position

- In May 2023, SBH created the Truth and Reconciliation (T&R) Specialist position to lead and support our reconciliation initiatives. Given the positive impact and ongoing need for this role, the position was extended for an additional two years.

TR Goal #2: Add self-identification questions to the inpatient survey, administer and collect data

- To better support Indigenous patients, improve health outcomes, and ensure equitable and culturally-safe care, SBH updated its inpatient survey to include self-identification questions. **Participation is**

voluntary, and all responses are kept private and confidential. The updated inpatient survey started in August 2024.

- Quarterly patient survey and safety reports are presented to the Quality and Vigilance Committee and T&R Specialist to monitor patient safety and satisfaction.
- The T&R Specialist is in the process of examining and analyzing the patient survey data, which will be used to inform quality improvement initiatives for Indigenous patients.

TR Goal #3: Communicate SBH's commitments to reconciliation in ways that help provide transparency, create accountability and celebrate successes in effecting positive change.

- T&R initiatives were presented at Management and Board of Director meetings to increase awareness, celebrate milestones and invite ideas and feedback.
- Front-line staff were encouraged and involved in planning, promoting and executing T&R initiatives.
- Internal and external communication channels were utilized to communicate T&R initiatives, as well as partnership organizations like the SBH Foundation and Reseau Compassion Network (RCN).
- SBH's T&R commitments and progress were published in the 2023/24 annual report.

TR Goal #4: Offer better connection to the land and to our home near the Red River, by developing an outdoor Indigenous ceremonial space.

- Discussions started around the concept design for the ceremonial space with the Board of Directors, Elders, Executive Management Team and representatives from Indigenous Health. The location is still to be determined and will be identified this June 2025. The space will enable the practice of Indigenous ceremonies - reducing barriers to care, promoting cultural safety and contributing to healing. The space will be accessible to both patients and staff and will be integrated into health care services as a standard practice.

TR Goal #5: Ensure an environment of cultural safety for Indigenous patients, friends and families, as well as Indigenous staff, volunteers and students.

- The first round of priority groups, including employees from the Human Resources and Management teams are being registered for the new anti-racism and cultural safety training, Giga mino ganawenimaag Anishinaabeg (We Take Good Care of Our People). This new change initiative is coordinated by the Rady Faculty of Health Sciences in collaboration with Ongomiizwin- Indigenous Institute of Health and Healing.
- SBH commemorated Indigenous Days of Significance and held monthly communal smudges facilitated by a Knowledge Keeper and/or Elder from Indigenous Health. The smudge room is also accessible year-round for staff, patients, and family members. Like all ceremonies, the smudge invites health into a person's life- respecting and honoring the whole person - physical, mental, emotional and spiritual well-being.
- The T&R Specialist conducted a series of cultural safety presentations to Obstetrics, Gynecology and Neonatology (OGN) staff and coordinated an Indigenous Speaker Series.
- To celebrate the culinary traditions of the Red River Metis community, for 3 weeks during the month of Festival du Voyageur, SBH's cafeteria prepared and sold Indigenous and Metis-inspired food. The menu consisted of Bannock & Jam, Bannock Tacos, and Beaver Tails. Due to the overwhelming popularity of these dishes, they have now been integrated into the menu, and are offered periodically throughout the year. The recipe for the Bannock was originally shared by the Indigenous Health Team, who guided the cafeteria team in its preparation.
- Galerie Buhler Gallery (GBG) received funds to acquire original artworks by contemporary artists from underrepresented groups, including Indigenous Peoples, Metis people, People of Colour, Black people,

and 2SLGBTQQIA individuals. Recent acquisitions include works by the queer Metis beader David Heinrichs, KC Adams (Anishinaabe, Inninew and British), Jordan Stranger (Anishinaabe), and Jaime Black (Red River Metis).

- In the fall of 2024, SBH commissioned Kiana Fontaine (Ojibway, Cree) to paint a mural on an exterior wall of the hospital that faces the Red River. An Indigenous artist was chosen to paint this mural due to the location's proximity to the river and the Forks. The piece she has proposed is themed around plants and celestial bodies.
- As part of the Pluck of Water exhibition, KC Adams ran a pinch pot making workshop for hospital staff and volunteers, using clay she had harvested herself.
- The SBH vendor program continues to increase the number of Indigenous- owned businesses to showcase and sell authentic products and services to patients, staff and the public.
- The T&R Specialist drafted an Indigenous Staff Recruitment and Outreach Plan collectively with Human Resources. Activities included partnership building, attending career fairs, and the development of an employment equity- self declaration questionnaire.

TR Goal #6: Work with our post-secondary partners, high schools and other community contacts to continue building transformative learning opportunities for trainees, from a diversity of backgrounds and constituencies.

- Year two of the SBH and River East Transcona School Division (RETSD) Indigenous Student Internship Program is underway. The program began in mid-February 2025 and will run for 17 weeks, ending in early June 2025. Interest in the program has grown significantly. Last year, 8 students participated, and this year we have 11 students. Due to student requests and interests, job shadow placements have also been expanded to include Biomedical Engineering, Recreation Therapy, Patient Registration, and Research.
- A summer student grant application has been completed and submitted for 2 Indigenous summer student positions. The program will run from July 2025 to August 2025. Both the internship program and summer student program aim to provide Indigenous students with valuable skills and work experience, creating a pathway to potential careers with St. Boniface Hospital.

Our 2025/26 Goals

TR Goal #1: Increase staff's knowledge and understanding of the rights, histories, heritage, cultures, and diverse perspectives of First Nations, Inuit and Metis Peoples and the importance of advancing cultural safety and reconciliation.

TR Goal #2: Increase Indigenous representation and retention at all levels across the hospital.

TR Goal #3: Incorporate building design features, spaces, and practices that acknowledge, celebrate and are inclusive of Indigenous cultures, traditions and values.

TR Goal #4: Establish continuous, safe, and meaningful engagement processes with Indigenous organizations, patients, families and community to improve the quality of care.

Winnipeg Regional Health Authority

Calls to Action: 18, 19, 20, 21, 22, 23, 23.i, 23.ii, 23.iii, 24

Calls for Justice: 1.1, 7.6, 7.7

Goals:

Winnipeg Regional Health Authority Calls to Action: 18,19,20,22,23,24 The WRHA Board, President and CEO, and Executive Management are committed to providing high quality, culturally safe health care that is free of racism for First Nations, Inuit and Metis people.

The organizations Goals for 2023/24 are:

1. Establish and Advisory structure of community partners to lead the development of a 5-year Strategic Plan in Indigenous Health.
2. Co-develop a Strategic Plan with WRHA Indigenous Health, and First Nations, Metis and Inuit organizations, communities and peoples.
3. Develop an action plan and policy to address racism and all other forms of discrimination for patients, clients and residents of WRHA services, and for employees working in the health system.
4. Implement Indigenous Cultural Awareness Workshops across the organization with front-line staff.
5. Develop action plans to address the TRC Calls to Action and UNDRIP.

Our Progress:

1) **Establish an Advisory structure of community partners to lead the development of a 5-year Strategic Plan in Indigenous Health.**
The WRHA set up an Advisory Council to oversee the development of the WRHA Indigenous Health strategic plan and the engagement process was set up.

2) **Co-develop a Strategic Plan with WRHA Indigenous Health, and First Nations, Metis and Inuit organizations, communities and peoples.**
Over 77 Indigenous-led community organizations and Indigenous community members were engaged by WRHA to listen, begin relationship building and identify priority areas of work to address systemic racism and access to culturally safe services and care.

3) **Develop an action plan and policy to address racism and all other forms of discrimination for patients, clients and residents of WRHA services, and for employees working in the health system.**
The region is actively planning for the development of an overarching Anti-Racism Policy and a dedicated Anti-Indigenous Racism Policy to address systemic racism. Staff and community engagement in the development of the policy and procedures is being planned thoughtfully.

4) **Implement Indigenous Cultural Awareness Workshops across the organization with front-line staff.**
The WRHA Board, leadership and front-line teams have begun participating in new training, Giga Mino Ganawenimaag Anishinaabeg, developed by University of Manitoba in partnership with healthcare organizations, to ensure provision of culturally safe, anti-racist care. The WRHA Indigenous Health Services has also begun developing an online Indigenous Cultural Competency Training program, which will be made available to all 19,000 WRHA staff upon completion.

5) **Develop action plans to address the TRC Calls to Action and UNDRIP**
The region developed its first Truth and Reconciliation Regional Council. This Council consists of Chief Operating Officers, Executive Directors, Human Resources, Communications, and Indigenous Health staff from all Acute Care Sites and Community. This Council meets once per month and will work to develop an action plan to review the implementation of recommendations from the Brian Sinclair Inquest the Truth and Reconciliation Commission's Calls to Action, Missing and Murdered Indigenous Women, Girls, Two-Spirited, and Gender Diverse people, UNDRIP's Articles, as well as the Manitoba Government's Commitment to Disrupting Racism.



Indigenous Knowledge and Excellence

Circles for Reconciliation

Calls to Action: 7, 8, 10.i, 10.ii, 10.iii, 10.iv, 10.v, 10.vii, 11, 12, 13, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 15, 16, 17, 18, 19, 20, 23, 23.i, 23.ii, 23.iii, 24, 26, 28, 36, 38, 41, 41.ii, 43, 44, 45, 45.i, 45.ii, 45.iii, 46, 46.i, 46.ii, 46.iii, 46.iv, 46.v, 46.vi, 48, 48.i, 48.ii, 48.iii, 48.iv, 50, 51, 52, 52.i, 52.ii, 53.i, 53.ii, 53.iii, 53.iv, 54, 55.ii, 55.iii, 55.iv, 55.vii, 56, 57, 58, 59, 60, 61, 61.i, 61.ii, 61.iii, 61.iv, 62, 62.i, 62.ii, 62.iii, 63.i, 63.ii, 63.iii, 63.iv, 66, 67, 69.i, 69.iii, 70.i, 70.ii, 71, 72, 74, 75, 76, 76.i, 76.ii, 77, 78, 79, 79.i, 79.iii, 80, 81, 82, 84.i, 84.iii, 85.i, 85.ii, 87, 90.i, 90.iii, 90.iv, 92, 92.i, 92.ii, 92.iii, 93, 88, 84.ii, 76.iii, 73, 69.ii, 55.i, 53, 49, 47, 45.iv, 42, 35, 31, 27, 22

Calls for Justice: 1.2.iv, 1.3, 1.4, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, 4.4, 5.6, 5.6.i, 5.6.ii, 5.7.ii, 5.16, 6.1, 6.1.i, 6.1.iii, 7.1, 7.5, 7.6, 7.7, 7.8, 10.1.i, 10.1.ii, 12.3, 12.4, 12.5, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 16.1, 16.2, 16.4, 16.5, 16.3, 16.7, 13.2, 12.11, 12.6, 17.3, 12.2, 17.7, 10.1, 7.4, 6.1.ii, 5.18, 18.7, 18.10, 18.24, 18.25, 18.28, 5.12, 5.6.iv, 5.5.iv, 5.4, 5.1, 4.5, 4.1, 3.5, 3.2, 2.5, 2.2.ii, 1.8, 1.7, 1.2.v, 1.2, 16.6, 16.11, 16.18, 17.1, 17.4, 17.10, 17.21, 17.26, 18.6

Goals:

- We continue to expand at an increasing rate in Winnipeg and we have exceeded our goal of 100 circles, each meeting ten times. Because we have already completed many circles and the momentum is growing.
- One of our new goals is to extend our reach even more into seven rural communities in Manitoba (including in Carmen, Flin Flon, Headingley, Neepawa, Selkirk, Steinbach, Rolling River, Brandon and Thompson).
- Our expansion across Canada, we continue to respond to requests from individuals and organizations. We are beginning with Rankin Inlet, their circles start May 1, 2024. CFR is addressing the back log of over 1000 participants waiting for a circle with the help of a new Loran student internship.
- We will expand our use/reach of social media significantly. This will include developing video clips to accompany the texts associated with our 31 themes, used as the basis of knowledge transmission in all of our circles.
- We are significantly increasing our Instagram and Facebook presence.
- We will introduce our project to FNIM people by adding a video introduction to our circles on our website in Cree, Ojibway, Ojibway-Cree, Dakota, Michif and Dene.

Our Progress:

Our goal at Circles for Reconciliation (CFR) reflects the profound responsibility to uphold the Truth and Reconciliation Commission's 94 Calls to Action and the teachings embedded within Indigenous culture.

Our shared purpose remains grounded in amplifying understanding, fostering allyship, and building lasting partnerships between First Nations, Inuit, and Métis (FNIM) communities and non-Indigenous (NI) allies.

CFR's initiatives are designed to ensure equal representation and dialogue, rooted in cultural respect and relational accountability. Our Board embodies reconciliation principles, with 75% Indigenous representation from the diverse Nations across Manitoba. Through these efforts, we strive toward equity for FNIM communities and future generations, guided by cultural teachings and the Seven Sacred Teachings.

Key to our approach are Talking Circles, which serve as spaces for transformational learning and healing. These circles embrace Indigenous cultural practices, bringing together 10 participants (5 FNIM, 5 NI) led in balanced partnership by two trained facilitators. To reflect the demand for participation and the Seven Teachings, sessions transitioned in January 2025 from ten-week periods to seven weeks, meeting virtually or in person.

Beyond these circles, CFR extends reconciliation work through initiatives like Journey One Circles (one-day gatherings), National Indigenous Peoples Day Community Barbecue, workshops, webinars, and presentations. In 2024 alone, CFR hosted 30 circles, webinars, presentations, and Journey One events, including our inaugural webinar in December 2024. This marked the beginning of quarterly webinars, with the most recent held in collaboration with the National Healing Forests on March 21, 2025.

We value collaboration as a pathway to reconciliation. Partnerships include school-hosted circles, such as those connecting elementary schools and broader communities, as well as the Manitoba Islamic Association hosting its own Journey One Circle in late 2024. We actively work with diverse cultural community schools and organizations to promote inclusive engagement.

CFR's outreach encompasses a wide array of stakeholders, including First Nations, Inuit, Métis communities, government institutions, corporations, museums, unions, faith groups, newcomers, and rural communities. One unique initiative involves twinning rural towns with First Nation Bands, creating meaningful pathways for reconciliation in rural areas.

Our storytelling efforts, aligned with UNDRIP and Manitoba's Path to Reconciliation Act (Bill 18), are a cornerstone of accessibility and cultural preservation. With Elders as wisdom keepers, we've created three videos on Treaties, Sharing of Land, and Meaning of Land—one of which is entirely in Cree. These serve to honor FNIM languages, histories, and perspectives while expanding CFR's digital presence for circles and learning resources.

Through these collective efforts, CFR reinforces the importance of reconciliation and healing, underscoring our shared humanity and the responsibility to honor the teachings of the land's original caretakers.

Ka Ni Kanichihk

Calls to Action: 5, 12, 20, 21, 22, 40, 41, 41.i, 41.ii, 66, 92, 92.ii, 92.iii

Calls for Justice: 1.8, 3.1, 3.2, 3.7, 4.2, 4.3, 4.4, 4.7, 5.3, 5.5.iii, 5.6, 5.6.ii, 7.1, 7.6, 7.9

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 continues to work within community and expand its community partnerships and collaborations in its culturally grounded program delivery. This includes education, health and wellness, mentorship, cultural connectivity and in Gender Based Violence programming. We are deeply grateful for their shared vision, partnership and commitment to Indigenous community work addressing community need.

We have increased our capacity for cultural wellness through a dedicated new cultural position whom works both internally and externally. There have been opportunities for internal staff wellness activities and spreading out into the community through events such as Heart Medicine, Wiping Away The Tears (WATT) and Keeping the Fires Burning, a gala event which bring Indigenous and non-Indigenous community together to renew and strengthen our relationships with each other and live in reconciliation. Winnipeg community members from all cultures attend in the spirit of festivity, involvement and leadership, all parameters of reconciliation thereby cultivating relations, respect for knowledge systems, and building Indigenous education, awareness and inclusion.

We are in a capital expansion of our main programming site and have included an urban sweat lodge to our expansion activities. We look forward to welcoming community back into our building in 2025 which will house a large cultural space which can support community activities around cultural understanding and learning.

Share the Gifts-Honour the Treaties

Calls to Action: 46.ii, 48, 61

Calls for Justice: 15.2, 15.4

Goals:

Goal 1: related to 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 Calls for Justice for All Canadians 15.2 (decolonize by learning true history...) and 15.4 (become a strong ally) to continue expanding 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:

Goal 1: related to 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.

- Offering an information and display table at the We Are All Treaty People Celebration held at The Forks at which copies of the UN Declaration on the Rights of Indigenous Peoples were distributed.
- Presented via a Radio podcast about Congregational Reparations and Share the Gifts-Honour the Treaties hosted by Mennonite Central Committee about the value of collective reparative action.
- Facilitating a public webinar conversation on Reparations and learning about Nii'kinaaganaa Foundation with Anishinaabe founder Patty Krawec.
- Presented two workshops to faith groups on Reparations and reconciliation – a Winnipeg Mennonite congregation and a Quaker group in Nova Scotia.

- Two Keepers were interviewed by a PhD student from the Department of Political Science of the U of California, Irvine.
- Produced a business card for the organization and continued to update our webpage with additional resources and examples of reparations, Land Back, and Indigenous Solidarity.

Goal 2: related to Call to Action 61 (…to establish permanent funding to Aboriginal People for various purposes…) 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 Elder's consultation.

- Held a follow-up meeting with the Commissioner and two Elders of the Treaty Relations Commission of Manitoba to further discussion on working together towards an Indigenous Elders distribution circle.
- Presentations resulted in local congregation allotting a percentage of budget towards reparations.
- Explored other national and regional models of reparations funds.
- We continue to explore how decisions can be made for the Reparations Fund without requiring extensive work from Indigenous decision makers.
- Clarified directions for reparations contributions and created a formal financial policy document for the Reparations fund.

Goal 3: related to Calls for Justice for All Canadians 15.2 (decolonize by learning true history…) and 15.4 (using what learned to 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 MMIGW.

- Continued education of members of the Circle of Keepers on accurate history.
- Included information on MMIWG at the display table at the We Are All Treaty People Celebration.

Tribal Councils Investment Group of Manitoba Ltd.

Calls to Action: 7, 14, 14.i, 14.ii, 14.iii, 14.iv, 14.v, 18, 19, 20, 22, 23, 23.i, 23.ii, 23.iii, 43, 47, 53.i, 53.ii, 53.iii, 53.iv, 57, 75, 80, 81, 82, 89, 92, 92.i, 92.ii, 92.iii, 53, 33, 3

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 participating 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:

The Tribal Council Investment Group continues to make great strides in our commitment to reconciliation. Across our family of companies (consisting of Spirit Healthcare Group of Companies, First Canadian Health Management, and First Canadian Pharmaceutical Services), we continue to put resources into Indigenous communities and improve access to essential services in those communities.

We encourage Indigenous and non-Indigenous employees to get out in the community to support and celebrate Indigenous culture. We prioritize sharing authentic Indigenous stories and knowledge during awareness days. Email communications are sent throughout the year on important dates such as Red Dress Day, Orange Shirt Day, and National Indigenous History Month, and we 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 have also made our $10,000.00 yearly donation in sponsorship of the Manito Ahbee Pow Wow, an annual celebration of arts, culture, and music held in Winnipeg each year. Spirit Rx Services is offering support to our pharmacists in receiving professional designation for an extended practice pharmacy program. 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.

The Spirit Healthcare Group of Companies, comprised of Spirit Healthcare Products and Spirit Rx Services, has further advanced in their goal to become a national Indigenous-owned distributor of medical supplies, through the addition of Spirit Healthcare Mobility & Equipment in December 2024. This new branch of sales and distribution in the Medical Supplies and Equipment field has strengthened our ability to supply quality care for Indigenous communities in Manitoba. We have also made great progress to increase the visibility of our brand, and participated in the Indigenomics Conference in October 2024. We continue growing and adapting to meet the needs of Indigenous communities in Manitoba.

Spirit Rx Services has made unparalleled efforts throughout the last year to provide distance care and pharmaceutical services to Indigenous communities across Manitoba. We continue providing distance care, pharmaceutical services, and medical supplies & equipment expertise to urban and remote Indigenous communities across Manitoba; as well as with serving healthcare facilities with wholesale pharmaceutical and medical supplies & equipment products. In advancing the services Spirit Rx offers, we now provide pharmacy services for an Indigenous personal care home and the foundations have begun for an extended practice pharmacy program, which will allow pharmacists to prescribe medications for chronic conditions to patients. We are proud to be recognized with a “Public Protector” award from Pharmacy Practice & Business Magazine, for supporting evacuees from First Nations communities experiencing threat from wildfires in August 2024; Spirit Rx Services provided a pharmacist 7 days a week at the evacuation support centre, ensuring that patients had access to medications, and ensured medications were prepared and delivered to those displaced by the wildfires.

First Canadian Health has made significant achievements in commitment to Indigenous Inclusion and community engagement. FCH has maintained a 60% Indigenous employee headcount this year, and through their recruitment efforts approximately 30% of employees across the TCIG family of companies identify as Indigenous. FCH also had a successful partnership with Tribal Wi-Chi-Way-Win Capital Corporation (TWCC), facilitating the recruitment of bilingual and Indigenous candidates. We look forward to future opportunities to partner with Indigenous businesses.

The 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. We have supported in achieving completion of Stage Two of our commitment with the Canadian Council for Indigenous Business. FCH sits on ESC's monthly PAIR 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.

FCH continues in its collaboration with the Downie-Wenjack Fund to support the Legacy Space in ESC’s Toronto office. We have also had meetings throughout the year with our Indigenous Work Stream Committee, providing Indigenous and non-Indigenous employees with an opportunity to come together and share ideas about ways we can increase awareness of Indigenous cultures and traditions. The Indigenous Work Stream has continued to grow in membership, and has also sat on a PAIR committee meeting with ESC. Further, in our partnership with ESC, First Canadian Health has donated more laptops to organizations such as Ka Ni Kanichik and Northern Connect, helping Indigenous women seeking employment.

The TCIG family of companies 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

Calls to Action: 1, 5, 12, 18, 19, 22, 23, 24, 27, 38, 55, 57, 62, 63, 66, 89, 92

Goals:

The project's goals are centered around community wisdom, prototyping possibilities, and embodying reconciliation.

Focusing on centering the deep knowledge and lived experiences within the community, embodied in the Child Centered Model, an Indigenous framework that serves as our transformative Theory of Change. This model provides a roadmap for nurturing the wholistic well-being of children and families, integrating physical, emotional, mental, and spiritual aspects. We know that cultivating this wholistic approach will catalyze positive outcomes for all children.

Through collaborative prototyping, the Winnipeg Boldness Project aims to help the community experience the transformative potential of community-driven solutions. Co-creating community-designed scalable models that can be adopted by governments and cross-sector stakeholders in response to the TRC's Calls to Action. The project itself follows the reconciliation spirit, weaving together many of the Calls to Action and paving the way forward in a good way.

Our Progress:

This past year, Boldness has made progress on several Calls to Action, including providing alternative systems that focus on prevention instead of apprehension
through the Gwekaanimad consortium, building the capacity of parents, caregivers, community leaders, and service providers through our Health and Wellness initiative, addressing transportation equity through community-led design, and exploring early childhood development solutions through the Building the Village prototype. We continue to support the Indigenous Learning Circle in their work around cultural safety and training, supporting the development of the Indigenous leadership bundle Meskanow Neganiskam for emerging community leaders.

TRC Call to Action #1, 19, 38: Child Welfare, Health, Justice
Gwekaanimad, which sits within the broader Health and Wellness initiative, is a consortium of North End organizations (Mount Carmel Clinic, Andrews Street Family Centre, Blue Thunderbird Family Care Inc, Wahbung Abinoonjiiag, and the Winnipeg Boldness Project) formed to address child welfare concerns in Manitoba by providing alternative options to apprehensions. Through the prevention-focused initiatives developed through Gwekaanimad, Grannies House and the Community Helpers Initiative, family separations and involvement with CFS have decreased with the families involved. Built upon the Child Centred Model, the consortium partners connect with vulnerable families in crisis and provide 24-hour culturally grounded care and safe, non-institutional respite homes rooted in cultural safety. One

participant shared, "It feels like family," reinforcing the power of relational, community-based support systems designed by and for Indigenous families.

TRC Calls to Action # 5, 22, 23, 24, 27: Child Welfare, Health, Justice
The Hub of Strength initiative fosters early attachment, identity, and belonging through capacity-building for caregivers and service providers. In collaboration with the Indigenous Learning Circle (ILC), Boldness supported the development of:

- Community Leadership Training
- Traditional Indigenous Parenting in Today's World
- Indigenous Evaluation Framework

We continue to support ILC in becoming a sustainable organization that can preserve and share traditional teachings through cultural safety training and leadership development. This year, Boldness facilitated a sweat lodge naming ceremony for the ILC members to start Meskanow Neganiskam, their Indigenous Leadership Training program, in a good way. The Leadership Bundle provides sacred, tangible items and teachings for emerging leaders. We continue to support the ILC in exploring new directions in healing-based programming and culturally relevant evaluation work.

TRC Call to Action #12: Education
Our "Building the Village" prototype is designed to improve the well-being of children 0-6 and their families across the North End area of Winnipeg. Guided by community voice and our dedicated Steering Committee, this prototype builds upon the community-led documents, Barriers to Support, How Families Want to be Supported, and River of Prototype Ideas.

TRC Call to Action #18, 19, 89: Health
In partnership with Dr. Jon McGavock, our transportation work continues to explore active transportation as an issue of health equity and well-being. Guided by our Community Advisory Group, and grounded in community voice and lived experience, we are working to reframe how transportation systems can support rather than hinder Indigenous families. As part of this work, we hosted The Seven Sacred Races, an iterative community event that brought the Seven Sacred Teachings into conversation with movement, mobility, and land-based connection—offering a decolonized approach to active transportation.

TRC Calls to Action #55, 57, 62, 63, 66, 92: Equity and Reconciliation
Boldness continues to document community-led solutions and make them available for government, community organizations and institutions to act upon. Through partnerships with post-secondary institutions, we've hosted graduate students to advance their understanding of reconciliation. Our frameworks and bundles offer replicable tools across sectors, including education, healthcare, and corporate systems, while centering the principles of the United Nation Declaration on the Rights of Indigenous Peoples.



Museums and Galleries

Manitoba Children's Museum

Calls to Action: 10.ii, 10.iii, 10.vi, 10.vii, 63, 63.i, 63.ii, 63.iii, 66, 69.iii

Goals:

- 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.
- Observe National Indigenous Peoples Day and National Day For Truth & Reconciliation through public programming.
- Partner or collaborate with one or more local Indigenous organizations to facilitate 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.
- Maintaining books in the galleries that reflect Indigenous languages and culture by Indigenous Authors, local whenever possible.
- 90% of evaluations indicate programming expectations are met or exceeded.
- Meet or exceed the number of individuals participating in programming opportunities that build capacity for intercultural understanding, empathy, and mutual respect.
- Maintain or exceed the number of staff who identify as First Nations, Métis, Inuit, and 2SLGBTQQIA.

Our Progress:

On June 21, 2024, we celebrated National Indigenous Peoples Day. Guests experienced the beauty of Indigenous culture through creating traditional artwork, sharing bannock from Feast Bistro, a drumming and hoop dancing workshop led by Elder Barb Nepinak, and participating in Teepee building and storytelling.

On September 30, 2024, we observed National Day For Truth & Reconciliation. We offered complimentary admission to all our guests acknowledging the importance of offering age-appropriate opportunities for education and reflection that are as accessible as possible. Our event expanded in 2024 to feature even more special guests, including: Teresa Byrne who facilitated a Paper Vest Workshop and Michif Language Workshop; author David Robertson who read his book “When We Were Alone”; Artist Alice RL lead participants in a mural making activity; the Treaty Relations Commission of Manitoba provided educational information; and Elder Ivana Yellowback spoke. It was a day of learning, sharing, and reflection. As in previous years, we provided orange shirts to all our staff to wear while working and/or attending events in the community. We ordered these shirts from Dreamcatcher Promotions to support a local, 100% Indigenous-owned business.

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.

Translation of key visitor information into Ininimowin (Western/Plains Cree and Central/Swampy Cree), Anishinaabemowin (Ojibwe), Dakota, Dene, Anishinimowin (Ojibwe-Cree), Michif, and Inuktitut continues.

The Manitoba Museum

Calls to Action: 63, 63.i, 63.ii, 63.iii, 63.iv, 65, 66, 67, 68, 69, 69.i, 69.ii, 69.iii, 92, 92.i, 92.ii, 92.iii

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:

MMIWG2S+ Calls for Justice:
As part of our Professional Development program "Learning for Reconciliation," we have educated and brought awareness to participants of the ongoing issue of Missing & Murdered Indigenous Women, Girls, and Two-Spirit people (MMIWG2S+) across Turtle Island. This program lays a foundation for understanding the root causes of this issue, including its historical implications. It provides firsthand accounts and highlights the impact it has on a significant number of Indigenous families. This crucial component of "Learning for Reconciliation" equips participants with the knowledge and awareness needed to foster empathy and understanding regarding the numerous systemic issues Indigenous people face. Additionally, it connects current issues to their historical causes, demonstrating how history influences every aspect of our society today.

GOVERNANCE
The Manitoba Museum Board of Governors participated in a workshop entitled How We Got Here: Understanding Colonization delivered by Jackie Hogue of Hogue & Associated in October, 2024. This learning opportunity provided Governors will increased understanding of colonization as well as the role of museums in historical and contemporary contexts.

Grand Chief Kyra Wilson, Elders Bone and Copenace, Chief Dennis Meeches, as well as other Assembly of Manitoba Chiefs advisors were welcomed in March 2025 by Chair of the Board, Douglas Tkach, Vice Chair Jackie Wild, and Chair of the Indigenous Advisory Circle to the Manitoba Museum, Cary Miller, to the Museum. Important discussions regarding the Museum's ongoing repatriation efforts, access to vita collections by communities, and collaborations with various Nations on their efforts in knowledge and cultural revitalization took place. This relationship is deeply valued and appreciated by the Museum as it continues its efforts to be an ally to communities and in service to their priorities.

MUSEUM-WIDE INITIATIVES
The Manitoba Museum hired Tabitha Harper for the position Museum Advisor on Indigenous Relations and Reconciliation, who started in late June 2024. To do this generational and important work towards Truth and Reconciliation in a good way, a thorough review of the Manitoba Museum and the historic relationship of museums and Indigenous peoples was needed. From this process, it was a raw experience of hard truths, willingness to grow, learn, and unlearn.

Tabitha's time is divided into four categories:

- 35% Community-building for ongoing and future repatriation and rematriation projects

- 35% Developing an UNDRIP and Standards for Museums Framework
    - Decolonize, Indigenize, Repatriate, and Reconcile (DIRR)
    - Living teaching document of a current environmental scan of DIRR efforts
- 20% Internal Cross-Institutional support
    - Learning and Engagement
    - Curator engagement
- 20% External Partnerships
    - Kinonjeoshtegon Research trip with Joe (Summer 2025)
    - Ka Ni Kanichihk Youth Gathering (Winter 2025)

Tabitha's work also consists of reviewing processes of relationships, engagement, exhibition development, and Museum reports (Our Commitments in Action, Winnipeg Indigenous Accord).

Ongoing is Tabitha's investigation of how Indigenous capacity can be increased and integrated within the institution in a sustainable way, with the awareness that reconciliation is recognizing and understanding Indigenous issues and successes.

This past year, Tabitha attended and / or participated in the following:

- University of Manitoba Public Apology in June 2024
- The National Gathering on Unmarked Burials: Release of Indigenous-led Repatriation Framework (online)
- CMA Indigenous Museum Professionals Networking Event (online)

Together with Carol Beaulieu, Indigenous Protocols Advisor to the Museum, and Elder Kevin Tacan of Sioux Valley Dakota Nation, assisting Dr. Amelia Fay and Tashina Houle-Schlup in the work of honouring the sacred housed at the Museum via Solstice celebrations and time spent in the spaces; each and every belonging has a spirit, and they must be cared for in a good way.

CURATORIAL EDUCATION AND MENTORSHIP

Dr. Amelia Fay, Curator of Anthropology and the HBC Museum Collection, continues to run the Indigenous Scholars in Residence program. This year, Dr. Fay is supervising Master's student Lucy Lindell as she completes an artistic project that explores the relationship between cultural institutions in Winnipeg and Indigenous worldviews, which will culminate in an exhibition at the Museum in June 2025.

Many of the Museum Curators provide custom tours within the galleries and behind the scenes for university classes, providing access to collections and sharing knowledge on museum work. Dr. Fay continues to work with University of Manitoba Law Professor Dr. Leo Baskatawang to provide his students with a tour that explores Indigenous land rights, Treaties, and colonial history. As well, Dr. Fay and Senior Conservator, Carolyn Sirett provided a tour for students in the University of Winnipeg's Curatorial Practices program on Indigenous collections care, collections management, and conservation.

COLLECTIONS ACCESS

Collections access remains a critical focus for the Museum, with the majority of access requests related to the Indigenous collections from community members, artists, and scholars. Access requests are increasing, and the Museum is working on ways to streamline the booking process through an online form.

This past year, Dr. Fay facilitated 39 collections visits for the Anthropology and HBC Collections, of which the majority were for community members and artists. She also coordinated another Collections for Community event in February, with featured artists KC Adams and Jamie Black-Morrisette, which provided 10 First Nations and Métis participants with an in-depth collections visit.
Dave Finch, Curator of Archaeology, facilitated access to the collections for visiting researchers and community members from Manitoba First Nations. Research on Indigenous topics included the presence of dogs in Indigenous archaeological sites, identifying burial and sacred sites from photographs, and X-ray fluorescence analysis of pipestone artifacts to shed light on ancient trade routes. Community inquiries covered topics including obsidian artifacts in Manitoba, how to protect petroform sites in the Whiteshell, and sharing information on rock art with British Columbia First Nations and the Royal BC Museum.

Dr. Roland Sawatzky, Curator of History, met multiple times with Métis Hong Kong Vets (HKV) descendants to tour and provide access to the HKV collection, as well as dog tuppies from the Anthropology Collection. This has resulted in an upcoming potential Métis HKV Remembrance Day exhibit with local beading artist David Heinrichs, grandson of Hong Kong Vet Ferdinand Poitras.
Tashina Houle-Schlup, Head of Indigenous Programming & Engagement, facilitated collections visits for 31 community members and artists, during which she shared ancestral belongings from the Anthropology and HBC collections. She also assisted with the Collections for Community event, which featured artists KC Adams and Jamie Black-Morrisette, and in collaboration with MAWA, she organized an Artist Talk with renowned artist Cynthia Boehm. Additionally, at the January Bead-a-Thon event, she hosted pop-up collection visits, where nearly 350 participants had the opportunity to view ancestral beaded pieces that are over 100 years old from the Anishinaabe, Cree, Dëne Sųłiné, and Dakota nations.

RESEARCH
Members from the Arctic-Subarctic Gallery renewal team visited Churchill in September 2024 to conduct community consultations and gain insight into the topics most important to community members. We had 43 participants sit down with the team to talk about what stories, from both human and natural history, they feel would be crucial in a renewed gallery. The team plans to coordinate further sessions in other communities, as well as some urban sessions for folks from the region but living or working in Winnipeg, to share with us as well.

Dr. Diana Bizecki Robson, Curator of Botany, visited Sioux Valley Dakota Nation in July and August to document the botanical diversity of the land. Community members Kevin Tacan and Jennifer McIvor accompanied her to several intact wild prairies and wetlands to share botanical knowledge. A thorough report was prepared for the community to aid in the reserve's activities that respect plant life.

Dr. Fay has continued her archival provenance research to try and piece together the history of some of the belongings in the HBC Museum Collection where records are lacking. This work is time-intensive but crucial to help communities reconnect with their heritage.
Dave Finch and Dr. Amelia Fay are partners on the Connecting Land, Healing and Heritage Project run by University of Manitoba researchers. This is a three-year research program funded by the Canadian Institutes for Health Research (CIHR) that works with youth and community groups in the Churchill area on heritage-related social determinants of health. The partners are creating opportunities for Inuit, Dene, and Cree youth to engage with their cultural heritage through on-the-land programming. In May 2024, Dave Finch joined the team for on-the-land workshops in Churchill. Youth, elders, and other community members shared their knowledge of local history and places.

REPATRIATION/REMATRIATION

The Human History Curators have been reviewing collections records, donor files, and conducting further research to flag potential repatriation candidates within the Museum's collections and note where additional research is needed. This is ongoing work as part of the Museum's commitment to the Truth and Reconciliation Calls to Action, and UNDRIP.

The Director of Research, Collections, and Exhibitions, the CEO, and members of the Human History team continue to be involved with the Inter-institutional Respectful Repatriation/Rematriation Group. This is a body of multiple institutions in Manitoba working on engagement with Indigenous communities, sharing information between partners, and coordinating possible repatriation of archaeological collections.
In March 2025, the Board of Governors approved the repatriation of Chief Poundmaker's Rifle from the Museum collections to his descendants.

PROGRAMS, LEARNING & ENGAGEMENT

In 2024-2025, Learning & Engagement offered various programming opportunities, both virtual and in person, to local, regional, national, and international audiences. Programming included professional development opportunities for adults, school programming for children in grades K-12, and public programming for the general public. We provided guided experiences for people of all ages and backgrounds, weaving together themes of history and contemporary stories. These themes ranged from Indigenous motherhood and sky stories to the Indigenous history of Winnipeg and Indigenous artistic traditions.

In the Museum Galleries, we continue to offer the specialized "Indigenous Focus Tour" for both high school and adult audiences, customizing each tour to cater to specific interests. In addition, we have introduced the "Indigenous Motherhood Tour" as part of our Professional Development offerings, and we continue to provide our "Welcome to Treaty 1" program. Moreover, our "First Peoples and the Bison" school program, developed by Tashina Houle-Schlup, Head of Indigenous Programming and Engagement, has been well-booked for grade 5 classes and has received outstanding reviews. Thanks to a grant from the Young Canada Works program through Canadian Heritage, we were fortunate to host an intern for nine months in an Indigenous Learning Facilitator role. This role supported the delivery of Indigenous museum programs and pop-up artifact interpretation. Our intern, M. Howell-Favell, was an essential part of our team and contributed valuable insights to our Indigenous programming.

The Planetarium continues to feature "Worlds of Ice" and "Legends of the Northern Sky," which have both received a multitude of positive reviews from a diverse audience of all ages. "Worlds of Ice" is an engaging and informative show narrated by Beatrice Deer and emphasizes the crucial role of ice in the context of climate change. It amplifies the voices of Inuit communities that have had a deep and complex relationship with ice for generations. These communities serve as firsthand witnesses to the significant impacts of climate change and are actively involved in efforts to mitigate its effects. Furthermore, the highly regarded Planetarium show, "Legends of the Northern Sky," explores Indigenous sky storytelling from the western plains, incorporating narratives such as those of Ocek the Fisher and the giant bear Mista Maskwa. The development of this show was guided by Manitoba-based Cree astronomer Wilfred Buck, who served as a consulting expert. The use of the Cree language is integral to the narration and enhances the Museum's efforts to integrate Indigenous languages into all of its spaces.

To commemorate the National Day for Truth & Reconciliation on September 30th, we offered complimentary admission from September 28th to September 30th. During this time, we hosted "Orange

Shirt Days @ the Manitoba Museum," an event supported by the Government of Manitoba, which attracted 9,361 visitors. 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 toward Truth and Reconciliation. Special programming highlighted various permanent exhibits connected to the Truth and Reconciliation Commission (TRC) Calls to Action, extended our content on the history of Indian Residential Schools, and amplified Indigenous voices as part of the ongoing community dialogue about Truth and Reconciliation.

As part of Orange Shirt Day programming, visitors were invited to follow a self-guided path through the Museum, which took them to video rovers. These videos allowed us to enhance and contextualize the content of our permanent exhibits related to the TRC Calls to Action and helped us incorporate more Indigenous voices to emphasize the significance of Orange Shirt Day. In addition to the self-guided path, we offered an art activity, an Anishinaabe language table, powwow performances, a reflection wall, and special film screenings in our auditorium. The films shown included The Long Ride Home documentary, Honour to Senator Murray Sinclair, and It Had to Be Done. Our language table was made possible with the help of Carol Beaulieu, Kate McDonald, Sharissa Neault, and Dawnis Kennedy who taught some Anishinaabemowin and Ininimowin and shared language resources with visitors. Many visitors also expressed their enjoyment of the powwow performances, where they had the chance to watch and learn about four different powwow dance styles, participate in a Q&A session, and join in a friendship dance. The dancers featured included Preston Cleveland, Shawna Olson, their young daughter Ariya, Mary-Lou Ducharme and Jason Parenteau, along with singers from Roseau River.

Hands-on art workshops, such as mukluk and dentalium earring making, continue to be excellent additions to Museum programming. They provide community access to collections, a welcoming space for learning and promote the desire to continue practicing and revitalizing traditional skills. This year, we were fortunate to collaborate with some incredibly talented artists, such as Gloria Beckman and Harmony Lynxleg.

In addition to our hands-on art workshops, we hosted our first-ever Indigenous Artist Market and Bead-A-Thon. The market took place during Indigenous History Month and brought together 22 talented artists, makers, and crafters. This event provided a unique opportunity for visitors to engage in cultural exchange and connect contemporary works with historical pieces in the Museum galleries. The Bead-A-Thon fundraising event kicked off our new year on January 5th and was a fantastic success, attracting over 350 participants. This wonderful event was hosted by renowned Métis beadwork artist Jennine Krauchi, along with Tashina Houle-Schlup, Head of Indigenous Programming and Engagement. It could not have been accomplished without the support of the Beading Buddies: Claire Johnston, Vi Houssin, Harmony Lynxleg, David Heinrichs, Megan Lindell, Jessica Arychuk, Amy McPherson, Brianna Oversby, Hailey Ward, Melanie Gamache, Alexis Miller, and Lana Gaywish. The Beading Buddies generously offered their time and knowledge to help assist beginner beaders at the event. The special day featured mini "learn-to-stitch" tutorials, pop-up showcases of historical beadwork from the collection, an artist open-mic, and delicious offerings from food vendors Anishinaa-Bakes and Sharecuterie.

We are also incredibly excited to announce the upcoming launch of our new online language learning game, "Anishinaabemowin with Amik." This game represents a significant step toward language preservation and ensures that children and youth across the country have easy access to learning Anishinaabemowin, the Ojibwe language. The game will initially teach players the Anishinaabe words for 21 animals found throughout the Museum galleries and then expand to other words and phrases. One of the key animals is Amik, the beaver, who inspired the creation of this game. In Anishinaabemowin, "Amik"

means beaver, and beavers are seen as vital to the well-being of both their communities and nature. Amik serves as a reminder for us to strive to make a positive impact. This important project was made possible by the TELUS Friendly Future Foundation and brought to life through the collaboration of language speakers and talented creatives, including Micaela Gilbert, the artist behind the game's illustrations.

In addition to our programming, special initiatives and events, and efforts in language revitalization, we have partnered with Little Buffalo Studios, an Indigenous game development studio based in Toronto, to create Akiiwan. Akiiwan is a life-simulation survival crafting game that immerses players in a world where they can learn the skills of Indigenous craftwork and harvesting. Inspired by the museum collections, Akiiwan will connect visitors and game users to Indigenous histories, culture, language, knowledge and artistic traditions.

EXHIBITIONS
In consultation with the Indigenous Advisory Circle, Museum Curators included Indigenous content in the Winnipeg 1920 Gallery (First Nations art, and Métis history).

Manidoo Miiniigooizowin: A Gift from the Creator – Southern Chiefs' Organization's (SCO) 25th Anniversary exhibition, co-curated by Amanda McLeod of SCO and the Museum's Dr. Amelia Fay, opened in 2024 and continued to be open to visitors through the full year.

Transcona Museum

Calls to Action: 67

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.

Our Progress:

The Transcona Museum has continued to incorporate land acknowledgment at the beginning of all of our presentations, meeting and events, even when we do virtual programming. The exhibition panels stating our commitment to the Indigenous Accord, reconciliation as well as the acknowledgment of our Indigenous collection and the improper language and displays of the past and our commitment to learning and reconciliation have remained on display through other exhibition changes. We have received and are working through the CMA's document Small Museum Handbook.

Sport and Athletics

Manitoba Lacrosse Hall of Fame and Museum

Calls to Action: 87, 88

Goals:

The objective of the Manitoba Lacrosse Hall of Fame and Museum is to remember and recognize those who have brought honour and distinction to Lacrosse in Manitoba as players, builders, player/builders and teams. The Hall of Fame and Museum is a registered non-profit organization at the Federal and Provincial level.

The Manitoba Lacrosse Hall of Fame and Museum is proud to participate in the City of Winnipeg Indigenous Accord. We believe we hold a very special position in recognizing the sport of Lacrosse as both The Creator's Game and Canada's national summer sport.

Our Progress:

1. Adopted a policy providing for at least one indigenous board member on the Manitoba Lacrosse Hall of Fame and Museum board of directors.
2. Adopted written and verbal land acknowledgements at Manitoba Lacrosse Hall of Fame Induction Ceremony and on the Manitoba Lacrosse Hall of Fame and Museum website.
3. Conducting review and compilation of list of indigenous inductees for inclusion on Manitoba Lacrosse Hall of Fame and Museum website.
4. Preparing a section on the history and cultural significance of The Creators Game for inclusion in the Manitoba Lacrosse Hall of Fame and Museum.

Sport Manitoba

Calls to Action: 87, 88, 89, 90, 90.i, 90.ii, 90.iii, 90.iv, 91

Goals:

Priorities for action

This plan is developed from the Manitoba Action Plan for Sport (MAPS). MAPS addresses sport's common needs and challenges and provides direction for Sport Manitoba's leadership, planning, and programming roles. It helps facilitate collaboration between Sport Manitoba and key stakeholders in the development of amateur sport.

We used the results of MAPS to guide our planning for the upcoming year under three overarching priorities for action:

Foster safety and Equity

Creating a culture where all participants, regardless of background, feel safe, respected, and valued. The focus is to ensure access to programs and opportunities for individuals from diverse groups and removing barriers to participation.

We strive to offer fair and inclusive opportunities for all participants, while actively preventing maltreatment through clear policies and education. A welcoming environment is fostered by promoting respect so that everyone can thrive and contribute to sporting communities.

Advance sport opportunities for underrepresented populations

- Support organizations that serve underrepresented populations, including Anti-Racism in Sport Campaign, Accessible Sport Connection Manitoba, the Winnipeg Newcomer Sport Academy, and Manitoba Aboriginal Sports and Recreation Council.
- Promote and provide mentorship opportunities for women and girls in sport.
- Support participation strategies for our sport partners through programs and events.

Enhance Athlete Development

We can enhance athlete development by establishing coaches and officials, making training and retention more accessible through targeted outreach, financial support, and flexible learning opportunities.

Additionally, programming is designed to strengthen athlete development, including in rural and northern communities through strategy that fosters growth. This approach ensures that participants, regardless of location, have opportunities to excel and thrive in their sport.

Facilitate connections between rural communities and PSOs

- Engage with rural and remote communities to facilitate programming through grant opportunities.
- Seek feedback from rural and remote communities to measure programming impact.
- Develop strategies to better support rural communities bidding to host Manitoba Games events.

Strengthen Sport Partner Delivery

Organizational capacity can be built by supporting sport partners with administrative improvements and communications. This involves addressing governance challenges through the establishment of clear policies, structures, and accountability. These methods strengthen human resource strategies by improving recruitment, training, and retention to cultivate a skilled, diverse volunteer base. A robust training strategy helps bridge education gaps to promote continuous learning. Aligning the system with support will enhance efficiency by streamlining processes and fostering effective collaboration at all levels.

Our Progress:

Sport Manitoba administers the Bilateral Sport Support Program. It 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.

Manitoba Community Sports for Life Program

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. We supported over 15 sport partners in their delivery of these initiatives.

Aboriginal Sport Development & Capacity Building , Indigenous Community Sport Development & Building Indigenous Leadership

Support was provided to The Manitoba Aboriginal Sports and Recreation Council (MASRC) and the Winnipeg Aboriginal Spot and recreation Association (WASRA/WASAC) provided Sport Development projects through the delivery of sport programs for Indigenous neighbourhoods and communities by investing in coaching development,, staff professional development and delivering sport specific programming.

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. There were a number of sport partners that focused their efforts in providing sport initiatives/programs to indigenous communities/people.

On September 26, 2024, Sport Manitoba's Equity Diversity Inclusion and Belonging (EDIB) committee worked with MASRC to deliver a National Day for Truth and Reconciliation Session.

A member of Sagkeeng First Nation and member of FrontRunners, started the afternoon with an opening prayer and sharing his story. MASRC staff from the MASRC followed with a presentation on the meaning of sport and reconciliation, the importance of sport in Indigenous culture and communities, as well as the Manitoba Indigenous Games (MIG), North American Indigenous Games (NAIG), and the National Aboriginal Hockey Championships (NAHC).

MASRC staff then led an impactful panel discussion with local community members discussing what they think can be done to engage Indigenous Manitobans in sport and recreation, sharing their personal experiences, and what we can do as those who work in sport.

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.

1. Thompson – host
   December 6-8 2024
   Communities : Thompson, Grand Rapids, Wabowden, Lynn Lake, Gillam
   Number of coaches 7
   Numbers of athletes 63 –approximately 35 indigenous athletes

2. Thompson – host
   March 21 -23 2025
   Communities: Thompson, Wabowden, Gillam
   Number of coaches 5
   Numbers of athletes; 41 approximately 28 indigenous athletes

Section II: Shared Indicators of Progress

II. Shared Indicators of Progress

What are we measuring? We are measuring quantitative outputs resulting from the various types of activities implemented by Accord partners and aligned to the TRC Calls to Action and MMIWG2S+ Calls for Justice.

This is a simple quantitative data collection process to present common and collective data based on 46 key performance indicators. This provides a method for some comparability among Accord Partners for the purpose of featuring aspects of our collective progress over this past year. This method does not feature the quality or depth of progress being made.

The collective data is presented in the following pages and organized by sector, as follows:

- Arts, Culture and Heritage
- Business and Associations
- City of Winnipeg
- Community Organizations
- Education – Post-Secondary Institutions
- Education – Schools and Associations
- Education – School Divisions
- Faith
- Health and Associations
- Indigenous Knowledge
- Museums and Galleries
- Sport and Athletics

Arts, Culture, and Heritage

Number of partners in this sector reporting key performance indicators: **11 of 12**

- Calls to Action: 7, 10, 12, 13, 14, 15, 43, 44, 45, 48, 57, 62, 63, 65, 66, 83, 84, 85, 92
- Calls for Justice: 1.4, 1.9, 2.1, 2.2, 2.2.i, 2.2.ii, 2.3, 2.4, 2.5, 2.7, 4.4, 6.1, 6.1.ii, 6.1.i, 6.1.iii, 6.1.iv, 11.1, 11.2, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 17.1, 17.2, 17.8, 17.11, 17.15, 17.18, 17.24, 17.25, 17.26, 18.1, 18.2, 18.10, 18.11, 18.15, 18.17

No.	Indicator Description	Value
1	# 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.	409
2	# 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”.	12
12	# 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).	8
15	# 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.	1
18	# 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.	10
20	# 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.	164

No.	Indicator Description	Value
21	# 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
22	# 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.	21
23	# 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.	12
24	# 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.	4
25	# 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).	4
26	# 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.	359
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	129
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	34
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	51
33	# 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.	22371
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	15150
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	2
36	# 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.	89

No.	Indicator Description	Value
37	# 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.	45
38	# of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools.	14
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	1
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	2

Business and Associations

Number of partners in this sector reporting key performance indicators: **28 of 28**

- Calls to Action: 7, 10, 14, 22, 27, 35, 43, 44, 45, 48, 55, 62, 68, 69, 70, 75, 76, 79, 80, 81, 82, 83, 92, 93, 94
- Calls for Justice: 1.1, 1.1.i, 1.1.ii, 1.2, 1.2.i, 1.2.ii, 1.2.iii, 1.2.iv, 1.2.v, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 2.1, 2.2, 2.2.i, 2.2.ii, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.12, 5.13, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 6.1, 6.1.i, 6.1.ii, 6.1.iii, 6.1.iv, 9.5.ii, 9.5.iv, 9.5.v, 9.6, 9.7, 9.8, 9.9, 11.1, 11.2, 12.4, 12.5, 13.1, 13.2, 13.3, 13.4, 13.5, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 17.29, 18.2

No.	Indicator Description	Value
1	# 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.	3751
2	# 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”.	91
3	# 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	4
4	# 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.	353
12	# of service providers who participated in mandatory cultural competency training, including First Nations, Métis, Inuit studies, cultural awareness training, trauma-	7

No.	Indicator Description	Value
	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).	
19	# of employees or contract-for-hire service providers who completed training to identify and respond to sexual exploitation and human trafficking.	6
20	# 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.	298
21	# 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.	30
22	# 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.	53
23	# 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.	18
24	# 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.	17
25	# 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
26	# 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.	108
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	407
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	48
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	51

No.	Indicator Description	Value
39	# 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.	2
43	# 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
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	2

City of Winnipeg Departments and Members of Council

Number of partners in this sector reporting key performance indicators: **19 of 20**

- Calls to Action: 7, 10, 11, 17, 19, 30, 36, 38, 41, 43, 44, 45, 46, 47, 48, 49, 55, 57, 66, 69, 75, 77, 90, 91, 92
- Calls for Justice: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.6, 3.1, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.3, 5.6, 5.7, 5.24, 7.3, 7.6, 7.9, 8.1, 9.1, 9.2, 9.4, 9.5, 9.7, 9.11, 11.1, 11.2, 12.11, 12.12, 12.14, 14.6, 15.1, 15.2, 15.3, 15.4, 15.5, 15.7, 15.8, 16.7, 16.19, 16.20, 16.23, 16.24, 16.27, 16.38, 17.8, 17.9, 17.15, 17.20, 17.29, 18.1, 18.14, 18.18, 18.19, 18.20, 18.24, 18.25, 18.30

No.	Indicator Description	Value
9	# 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.	2312
19	# of employees or contract-for-hire service providers who completed training to identify and respond to sexual exploitation and human trafficking.	1300
20	# 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.	70
21	# 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.	3
22	# 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.	20

No.	Indicator Description	Value
23	# 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.	5
24	# 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
25	# 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).	12
26	# 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.	52
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	1610
28	% of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	14.9%
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	15
30	% of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	7%
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	460
32	% of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	17.7%
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	3

Community Organizations

Number of partners in this sector reporting key performance indicators: **12 of 15**

- Calls to Action: 1, 4, 6, 7, 10, 13, 14, 16, 19, 20, 22, 23, 24, 27, 34, 35, 36, 37, 43, 44, 46, 48, 49, 57, 59, 60, 62, 63, 66, 68, 77, 83, 86, 87, 88, 90, 92, 93, 94
- Calls for Justice: 1.1, 1.1.i, 1.6, 2.1, 4.7, 4.8, 6.1.iv, 7.2, 7.3, 7.4, 7.6, 7.9, 13.5, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 17.17, 17.18, 17.19, 17.20, 18.4.ii, 18.4.iii, 18.5, 18.6

No.	Indicator Description	Value
1	# 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.	1016
2	# 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”.	22
3	# 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	64
4	# 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.	5
5	# 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.	90
6	# 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.	90
7	# 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.	20
12	# 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).	236

No.	Indicator Description	Value
13	# 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.	1
19	# of employees or contract-for-hire service providers who completed training to identify and respond to sexual exploitation and human trafficking.	2
20	# 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.	180
21	# 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.	12
22	# 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.	104
23	# 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
24	# 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.	16
25	# 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).	4
26	# 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.	139
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	65
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	23
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	14

No.	Indicator Description	Value
33	# 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.	70
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	371
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	16
36	# 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.	55
37	# 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.	87
38	# of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools.	60
39	# 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.	128
40	# of outreach activities / events to increase the visibility of sports as an essential component of health and well-being	3
41	# of Indigenous communities in Manitoba establishing Lacrosse or sport programming	1
42	# 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.	4
43	# 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
44	# of culturally and age-appropriate programs co-created for Inuit children and youth to teach them how to respond to threats and identify exploitation.	3
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	92
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	4

Education - Post-Secondary Institutions

Number of partners in this sector reporting key performance indicators: **6 of 7**

- Calls to Action: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 14, 16, 18, 19, 20, 21, 22, 23, 24, 33, 34, 35, 43, 44, 45, 46, 47, 48, 49, 50, 53, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94
- Calls for Justice: 1.1, 1.4, 4.4, 4.7, 6.1, 7.2, 7.3, 7.6, 7.7, 7.8, 7.9, 9.7, 9.8, 9.9, 9.11, 11.1, 12.3, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.8, 16.2, 16.18, 16.23, 16.27, 16.41, 17.3, 17.8, 17.19, 17.24, 17.26, 18.2, 18.9, 18.28

No.	Indicator Description	Value
1	# 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.	2762
2	# 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”.	63
5	# 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.	2438
6	# 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
8	# 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	60
9	# 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.	2601
10	# of public servants who participated in comprehensive Inuit-specific training in such areas as trauma care, cultural safety training, anti-racism training, and education.	60
11	# 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.	531

No.	Indicator Description	Value
14	# 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.	60
15	# 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.	124
17	# 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
18	# 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.	920
20	# 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.	2403
21	# 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.	18
22	# 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.	67
23	# 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.	18

No.	Indicator Description	Value
24	# 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
25	# 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).	23
26	# 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.	473
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	452
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	41
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	69
33	# 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.	232
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	161
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	56
36	# 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.	15006
37	# 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.	13568
38	# of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools.	609
39	# 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.	167
41	# of Indigenous communities in Manitoba establishing Lacrosse or sport programming	2

No.	Indicator Description	Value
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	231
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	6

Education - School Divisions

Number of partners in this sector reporting key performance indicators: **6 of 6**

- Calls to Action: 7, 10, 14, 45, 62, 63
- Calls for Justice: 11.1, 11.2

No.	Indicator Description	Value
1	# 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.	7645
2	# 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”.	2045
9	# 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.	1300
12	# 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).	300
16	# of police service and civilian members engaged in education regarding 2SLGBTQQIA people and experiences to address discrimination, especially homophobia and transphobia, in policing.	250
17	# 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.	40

No.	Indicator Description	Value
20	# 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.	735
21	# 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.	16
22	# 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.	22
23	# 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
24	# 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.	118
25	# 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).	138
26	# 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.	227
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	1034
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	46
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	434
33	# 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.	67063
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	76303
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	3427

No.	Indicator Description	Value
36	# 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.	4100
37	# 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.	4700
38	# of K-12 students participating in age-appropriate curriculum on gender and sexual identity, including 2SLGBTQQIA identities, in schools.	18059
42	# 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
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	1095
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	44

Education - Schools and Associations

Number of partners in this sector reporting key performance indicators: **2 of 4**

- Calls to Action: 7, 8, 9, 10, 12, 13, 14, 15, 45, 62, 63, 64
- Calls for Justice: 7.3, 11.1, 11.2

No.	Indicator Description	Value
2	# 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
17	# 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
20	# 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.	16
21	# of advisory committees established having representation of First Nations, Métis, Inuit, and 2SLGBTQQIA people and assembled to inform planning and decision-making within	3

No.	Indicator Description	Value
	my organization or group, or within the development and implementation of a regional or local strategy.	
24	# 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
25	# 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
26	# 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.	10
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	3
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	3
33	# 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.	51
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	51
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	2
36	# 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.	2
37	# 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.	51
42	# 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.	1
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	10
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	2

Faith

Number of partners in this sector reporting key performance indicators: **3 of 3**

- Calls to Action: 10, 48, 59, 60, 61, 92, 93
- Calls for Justice: 15.2, 15.3, 15.5, 15.6, 15.7

No.	Indicator Description	Value
1	# 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.	2
8	# 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	636
14	# 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.	2
20	# 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.	15
23	# 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
24	# 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.	1
25	# 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).	5
26	# 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.	22

No.	Indicator Description	Value
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	4
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	2
33	# 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.	145
37	# 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.	45
40	# of outreach activities / events to increase the visibility of sports as an essential component of health and well-being	1

Health and Associations

Number of partners in this sector reporting key performance indicators: **11 of 11**

- Calls to Action: 1, 2, 10, 13, 18, 19, 20, 21, 22, 23, 24, 33, 36, 40, 43, 57, 62, 92
- Calls for Justice: 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 18.4.ii, 18.11, 18.17, 18.26

No.	Indicator Description	Value
1	# 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.	5800
2	# 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”.	4495
4	# 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.	15

No.	Indicator Description	Value
5	# 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.	558
6	# 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.	4896
7	# 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.	3129
9	# 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.	3474
12	# 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).	3139
13	# 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.	4719
20	# 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.	1335
21	# 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.	8
22	# 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.	57
23	# 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.	14

No.	Indicator Description	Value
24	# 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.	34
25	# 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).	3438
26	# 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.	76
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	662
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	58
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	147
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	1
36	# 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.	1
39	# 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.	6948
46	# of First Nations, Métis, or Inuit language courses or programs created or enhanced.	1

Indigenous Knowledge and Excellence

Number of partners in this sector reporting key performance indicators: **5 of 5**

- Calls to Action: 1, 3, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 31, 33, 35, 36, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 84, 85, 87, 88, 89, 90, 92, 93
- Calls for Justice: 1.1, 1.2, 1.2.iv, 1.2.v, 1.3, 1.4, 1.7, 1.8, 1.9, 2.1, 2.2, 2.2.ii, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.3, 5.4, 5.5.iv, 5.5.iii, 5.6, 5.6.i, 5.6.ii, 5.6.iv, 5.7.ii, 5.12, 5.16, 5.18, 6.1, 6.1.i, 6.1.ii, 6.1.iii, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 10.1, 10.1.i, 10.1.ii, 12.2, 12.3, 12.4, 12.5, 12.6, 12.11, 13.1, 13.2, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.11, 16.18, 16.23, 17.1, 17.3, 17.4, 17.7, 17.10, 17.21, 17.24, 17.26, 18.2, 18.6, 18.7, 18.10, 18.18, 18.24, 18.25, 18.26, 18.27, 18.28

No.	Indicator Description	Value
1	# 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.	357
2	# 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”.	24
3	# 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	1
4	# 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.	1
6	# 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.	14
7	# 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.	20
8	# 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	20

No.	Indicator Description	Value
9	# 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.	180
10	# of public servants who participated in comprehensive Inuit-specific training in such areas as trauma care, cultural safety training, anti-racism training, and education.	20
11	# 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.	5
12	# 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).	144
13	# 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.	20
14	# 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.	5
15	# 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.	2
16	# of police service and civilian members engaged in education regarding 2SLGBTQQIA people and experiences to address discrimination, especially homophobia and transphobia, in policing.	4
17	# 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.	4
18	# 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	4

No.	Indicator Description	Value
	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.	
20	# 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.	1253
21	# 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.	31
22	# 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.	134
23	# 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.	41
24	# 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
25	# 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).	141
26	# 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.	139
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	137
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	22
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	67
33	# 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.	30

No.	Indicator Description	Value
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	42
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	6
36	# 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.	10
37	# 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.	27
39	# 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.	646
40	# of outreach activities / events to increase the visibility of sports as an essential component of health and well-being	2
42	# 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
43	# 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.	4
45	# of students, staff, children in care, or members participating in First Nations, Métis, or Inuit language classes.	2

Museums and Galleries

Number of partners in this sector reporting key performance indicators: **3 of 3**

Calls to Action: 10, 63, 65, 66, 67, 68, 69, 92

No.	Indicator Description	Value
1	# 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.	62
2	# 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”.	1
20	# 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.	13
21	# 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
24	# 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
26	# 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.	785
27	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our workforce	4
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	1
31	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people newly hired by our organization this year.	3
33	# 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.	18990
34	# of K-12 students building capacity for intercultural understanding, empathy, and mutual respect	18907
35	# of best practices and information exchanges shared with others on teaching curriculum related to residential schools and First Nations, Métis, and Inuit histories.	9

No.	Indicator Description	Value
36	# 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.	30232
37	# 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.	30232

Sport and Athletics

Number of partners in this sector reporting key performance indicators: **2 of 2**

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

#	Indicator	Number
1	# 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.	75
20	# 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.	2
29	# of First Nations, Métis, Inuit, and 2SLGBTQQIA people currently represented in our governance and leadership system.	1
40	# of outreach activities / events to increase the visibility of sports as an essential component of health and well-being	35
41	# of Indigenous communities in Manitoba establishing Lacrosse or sport programming	27



Listing of Accord Partners

December 2024

ACCORD PARTNERS

PARTENAIRE DE L'ENTENTE

1JustCity
Aboriginal Council of Winnipeg
Acorn Family Place
Albert House Inc.
Art City Inc.
Assembly of First Nations, Manitoba Region
Assembly of Manitoba Chiefs
Assiniboine Credit Union
Assiniboine Park Conservancy
Association of Fundraising Professionals, MB Chapter
Association of Manitoba Archives
Association of Regulated Nurses of Manitoba
Balmoral Hall School
Bernadette Smith, MLA for Point Douglas
Bernard Wood
Big Brothers Big Sisters of Winnipeg
Booth University College
Boys and Girls Clubs of Winnipeg
Brokenhead Ojibway Nation, Chief Jim Bear
Bruce Oake Recovery Centre
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
Chartered Professional Accountants of Manitoba
Chartered Professionals in Human Resources Manitoba
Cheryl Gork
Children's Hospital Foundation of Manitoba
Circle of Life Thunderbird House
Circles for Reconciliation
Christian Labour Association of Canada Manitoba
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Creative Applications for Sustainable Technology
Creative Manitoba
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Crisis & Trauma Resources Institute
Cushman & Wakefield | Stevenson
Downtown Winnipeg Biz
Economic Development Winnipeg
Education Canada Group - Robertson College
Elder Lucy Guiboche
Emerge Knowledge Design Inc.
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End Homelessness Winnipeg
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First Nations Child & Family Caring Society of Canada
Folklorama
ft3 Architecture Landscape Interior Design
Futurpreneur Canada
Gas Station Arts Centre

ACCORD PARTNERS
PARTENAIRE DE L'ENTENTE

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High Tea Bakery
HTFC Planning & Design
Hinterland Nature Worker Cooperative
Immigrant and Refugee Community Organization of MB
Immigrant Centre Manitoba
Immigration Partnership Winnipeg
Indigeno Travel
Indigenous Chamber of Commerce
Infinyt Development Group
Inspire Community Outreach
Institut collégial Vincent Massey Collegiate
International College of Manitoba
International Institute for Sustainable Development
IG Wealth Management
James Allum, MLA
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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
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KPMG LLP
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Lindsay Somers Lifestyle Health
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 Opera
Manitoba Teachers' Society
Manitobah Mukluks
Marcia and Myla Anderson
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Matt Wiebe, MLA for Concordia
Mayor, on behalf of the City of Winnipeg
Mediation Services
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Mennonite Church Manitoba
Mentoring Artists for Women's Art (MAWA)
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PARTENAIRE DE L'ENTENTE

Momenta Inc.
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Mother Earth Recycling
Nahanni Fontaine, MLA for St. Johns
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Norwest Co-op Community Health
Number Ten Architectural Group
Ogniwo Polish Museum
Opportunities for Employment
Payworks
Pembina Active Living 55+
Pembina Trails School Division
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Purpose Construction
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Returning to Spirit - Reconciliation Workshops
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Sandy Bay Ojibway First Nation, Chief Lance Roulette
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Siloam Mission
Sioux Valley Dakota Nation
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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 Social Planning Council of Winnipeg
The Urban Knights and Ladies Peace Patrol-1975
The Winnipeg Art Gallery
The Winnipeg Foundation
The WRENCH
TIPI Group of Companies
Transcona Museum
Treaty One
Treaty One Development Corporation

ACCORD PARTNERS

PARTENAIRE DE L'ENTENTE

Treaty Relations Commission of Manitoba
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United Way of Winnipeg
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WAPSO-IFPTE 162
West Broadway Community Organization
Westminster Housing Society
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 Safe City Initiative
Winnipeg School Division
Winnipeg Symphony Orchestra
Winnipeg Trails Association
Winnipeg Transit
Winnipeg United Churches' TRC Action Group
Women Healing for Change
World Trade Centre Winnipeg
Young Lungs Dance Exchange`
Youth for Christ Winnipeg
Youth1st Lacrosse

New Partners in Bold (December 2024)

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