



**BOLD
NESS**

**THE
WINNIPEG
BOLDNESS
PROJECT**

**STRENGTHENING A FOUNDATION
FOR SUCCESS AND WELLBEING:
REFLECTING BACK IN ORDER
TO JOURNEY FORWARD**



WHO WE ARE

The Winnipeg Boldness Project is a research and development project working alongside the North End community to discover new and innovative ways to ensure that families and children in our community are happy and healthy.

THE PROJECT IS WORKING TOWARDS A BOLD GOAL:

**CHILDREN AND FAMILIES IN POINT DOUGLAS WILL EXPERIENCE
DRAMATICALLY IMPROVED WELLBEING IN ALL ASPECTS OF SELF:
PHYSICAL, EMOTIONAL, MENTAL, AND SPIRITUAL.**

Currently, about 50% of kids in the Point Douglas are doing really well in terms of early childhood development (ECD) and are starting school at a point where they're ready to begin learning and take on the world. What The Winnipeg Boldness Project is aiming to do is raise that number, because we believe that every child should have the same access to opportunity.

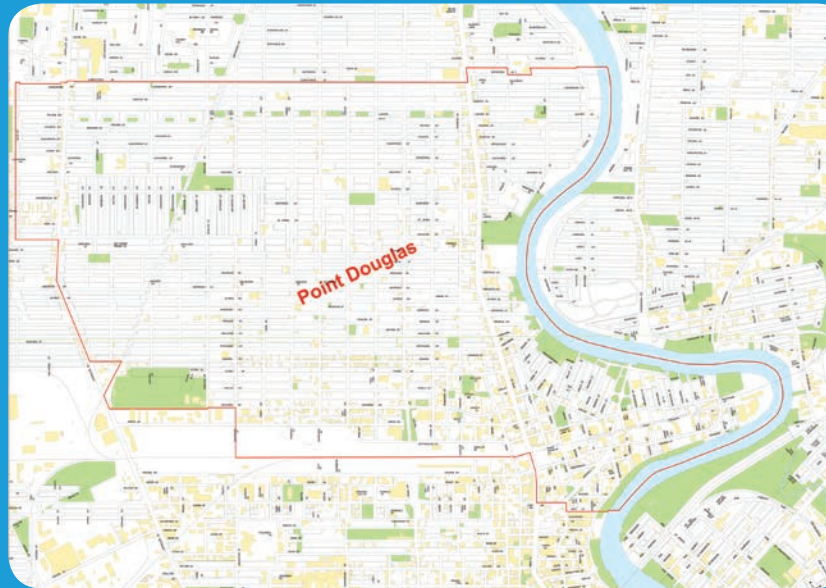
**BOLDNESS IS COMMUNITY-DRIVEN
BOLDNESS IS STRENGTH BASED
BOLDNESS IS COMMUNITY WISDOM**

WHAT WE DO

OUR THREE MAIN OBJECTIVES:

1. Design a 6-year Early Childhood Development (ECD) intervention strategy that will help young children in Point Douglas develop the tools they need to succeed in life.
2. Create a strength-based narrative that highlights the positive and spirited aspects of Winnipeg's North End through community stories and perspectives.
3. Build a child-centred model focusing on best practices for raising children through the deep community wisdom that exists within the North End.

The Winnipeg Boldness Project works with families and organizations in the Point Douglas Community Area of Winnipeg, Manitoba. Point Douglas is comprised of thirteen neighbourhoods: Burrows Central, William Whyte, Dufferin, Dufferin Industrial, Inkster-Faraday, Lord Selkirk Park, Luxton, Mynarski, North Point Douglas, Robertson, South Point Douglas, St. John's Park, and St. John's.



Map of Point Douglas Community Area, Winnipeg, Manitoba

THE WORK OF THE WINNIPEG BOLDNESS PROJECT HAS BEEN BUILT UPON THE FOLLOWING PRINCIPLES:

- **Community control over research**, which can be demonstrated by having community people developing, approving, and implementing the research
- **A respect for individuals and community**, which can be demonstrated by a research seeking and holding knowledge and being considerate of community and the diversity and unique nature that each individual brings to community
- **Participatory method of engagement**, which can be demonstrated through the meaningful involvement of a diverse array of experiences and knowledges and allows for opportunities for community visioning
- **Joint co-learning process** with community members and The Winnipeg Boldness Team which works towards local skill building
- **Reciprocity and responsibility** which can be demonstrated in ways a research would relate and act within a community, such as a researcher sharing and presenting ideas with the intent of supporting community
- Balances **research and action** which can be demonstrated through the knowledge mobilization strategy as outlined by The Winnipeg Boldness Project

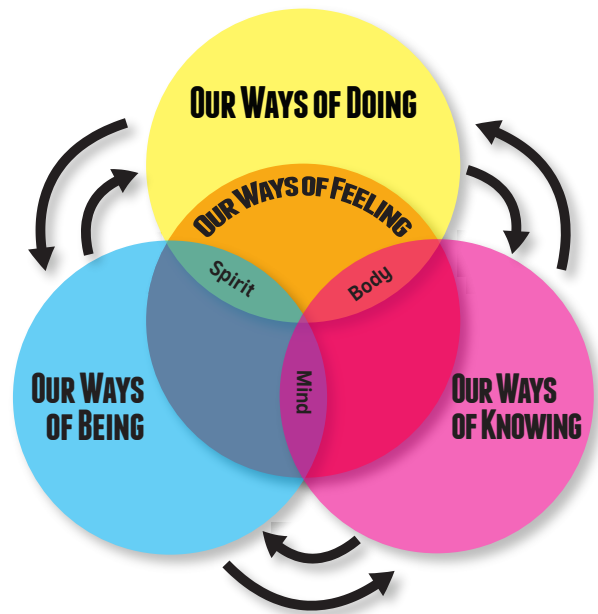
CHILD CENTRED MODEL

In February 2014, The Winnipeg Boldness Project began a series of conversations in the community to build a clear understanding and vision of the Point Douglas community, its strengths, and its challenges. Leaders in the community began sharing their wisdom, knowledge, and experiences in working with families over the past few decades. A common value base with all participants came to light with the understanding that promising practices have evolved over time within numerous community-based, non-profit organizations serving the community of Winnipeg and especially of Point Douglas. Many of these leaders embrace traditional Indigenous teachings and worldviews, and/or hold similar beliefs and values.

Conversations often discussed the traditional seven teachings and the medicine wheel, which participants felt mirror the values involved in the best practices around working with families and children. The Indigenous worldview is reflective of the neighbourhood's demographic; it also holds a clear respect of other cultures and is inclusive by nature.

The development of a model for promising practices includes making clear the values and beliefs behind the framework. In the creation of the Model, conversation participants have clear, shared values and are very committed to right action. Many participants consider that what they know, they feel; it comes from the heart and is linked to how they walk in the world: ways of knowing, being, doing and feeling. The following graphic represents the wholistic, interconnected, and evolving foundation of the Child-Centred Model.

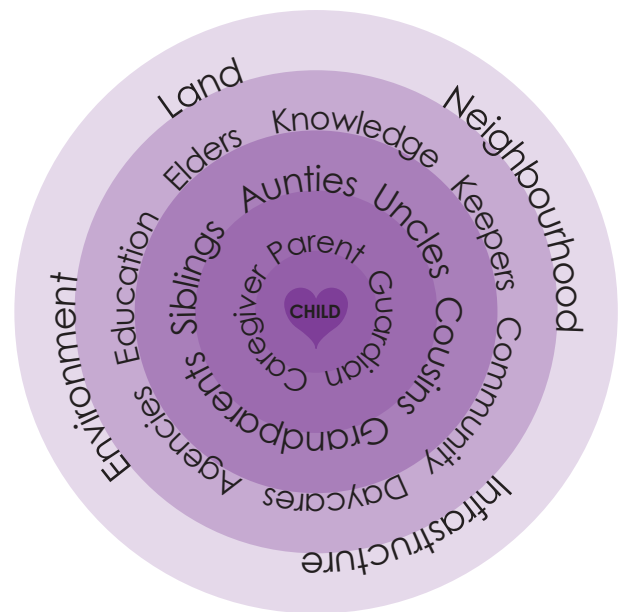
The Ways of Knowing, Being, Feeling, and Doing provides a foundation of the Child Centred Model and helps to outline the relationships and connections that are represented. For example, the Child at Centre, represented in the illustration below recognizes the importance of the healthy development of the child as well as those who surround the child. Children grow within relationships and surroundings that provide nurturing, safety, and hope. The healthy growth of children is supported by positive and connected relationships. This includes relationships with parents, grandparents, extended families, informal caretakers, formal systems such as education, and communities. It is important for everyone that the child remains at the centre for the entire community to remain whole.



PROOFS OF POSSIBILITIES

What we have heard through our research is that there are key areas that need attention in to make sure that children are given the chance to be successful. These key areas include:

1. Fair opportunities for all children to make sure that they are happy, healthy, and living a good life.
2. Lots of resources for families to ensure that they are supported and have all of their basic needs met.
3. A renewed neighbourhood that is safe, clean, and has enough spaces for children and families.
4. Systems that operate from a promising practice model with policies that put families first.



Within each of these key areas there are actionable items. These are the Proofs of Possibilities (POPS): action items that we have been told are important for early childhood development and family wellbeing that will be tested within the community.

KEY ACCOMPLISHMENTS

YEAR ONE (2014-2015):

1. Established local operational and administrative base, procedures and staff;
2. Established accountability framework: a solid generative governance structure that provides both fiduciary and strategic oversight and direction. This includes the Project's Stewardship Group, the Partnership Table, the Community Leadership Guide Group, Research and Evaluation Guide Group, Traditional Knowledge Keepers Guide Group and the Parent Guide Group;
3. Established a foundational community engagement process;
4. Designed and implemented the Knowledge Mobilization Framework;
5. Engaged in community action research, with input from approximately 1,000 community leaders and residents, to build relationships, gather knowledge and mobilize the community (this number does not include information sharing reach through conferences, presentations, website and social media);
6. Documented *Ways of Knowing, Being, Feeling, and Doing: A Wholistic¹ Early Childhood Development Model*: the collaborative result of the Community Leadership Guide Group;
7. Refined and validated the list of POPs through extensive community engagement. This list contains both concrete actionable items, as well as notional ideals;
8. Hosted a co-creation session with cross-sector stakeholders to develop five POPs;
9. Established and implemented a communications strategy, which included the extensive use of social media, to share learnings and promote the strengths of the North End;
10. Completed community mapping to create a balanced picture of Point Douglas that includes assets, challenges and vision for the future from the community's perspective.

YEAR TWO (2015-2016):

1. Initiated a six-year strategy through the implementation of five Proofs of Possibilities to various stages in the social lab process:
 - Canada Learning Bond – currently involves five different activity streams and was the first to go through co-creation preparation, design, small scale and transition to medium scale implementation. Boldness will continue to implement medium scale activities to build/sustain community capacity and networks for incorporation into the Post Enrolment Strategy;
 - Family Centred Decision Making - has been developed through preparation, co-creation, design, and small scale implementation;
 - Hub of Strength - has been developed and is in co-creation/small scale implementation in partnership with the Indigenous Learning Circle. The small scale prototype of the Leadership Training will be completed in April 2016;
 - Supports for Dads – Currently being developed through a co-creation process, using a circle format. We have partnered with a community organization as well as a Cultural Advisor to implement these co-creations sessions;

- Transportation – developed through design sessions at the Indigenous Innovation Summit and a co-creation session held in December. There were several ideas generated during the co-creation session that will be further explored in year three of the project.
- 2. Engaged a total of 48 organizational partners in business/corporate, community, philanthropic and government sectors;
- 3. Formalized a partnership with the University of Manitoba Inner city Social Work program that includes a staff position to assist with coordinating students and research activities, faculty involvement, and several practicum students. Students will begin their placements as early as May 2016.
- 4. Engaged seven community partners to implement and develop activity streams of the proofs of possibilities;
- 5. Built capacity of 14 community-based organization staff in skills required for the delivery of the proofs of possibilities and trained seven community members in qualitative interview skills;
- 6. Directly supported 91 families in the implementation of the proofs of possibilities and supporting activities;
- 7. Built local capacity in social innovation to deliver nine co-creation/design sessions that each consisted of between 15 and 30 participants;
- 8. Meaningfully engaged community residents through regular monthly Parent Guide Group meetings, five community events and three art-based research projects;
- 9. Improved awareness of the project through several high-profile news stories, a robust social media presence, and ample video content including a well-received animated informational video;
- 10. Completed design and have begun to input data into the information management system to ensure impact of all elements within the comprehensive early childhood development strategy are measure and evidenced;
- 11. Designed an evaluation framework that includes a variety of tools to track, outline, and analyze areas of quantitative and qualitative impact.

OVERVIEW OF THE PLAN FORWARD

Moving into 2016, the project has begun to develop a community driven healthy baby strategy that continues to work towards the overall goal of the project. This strategy is based upon the values and principles of the child centred model, which talks about the need for diverse choices for families based on their own vision for the health and wellbeing of their family.

The healthy baby strategy is not something we can do alone, but instead will build upon already existing organizations, community initiatives, and community relationships. We have journeyed a great distance with the help of many supports and partnerships, and we intend to continue to move forward with the wisdom of the community, while maintaining the goal of a community driven Project.

To learn more about the project and download a copy of our full-length report, please visit www.winnipegboldness.ca



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