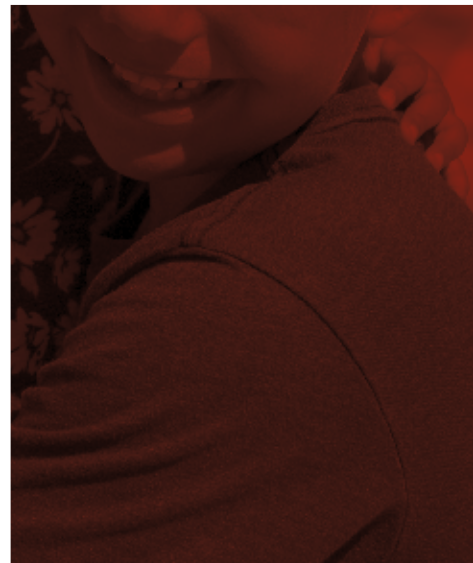
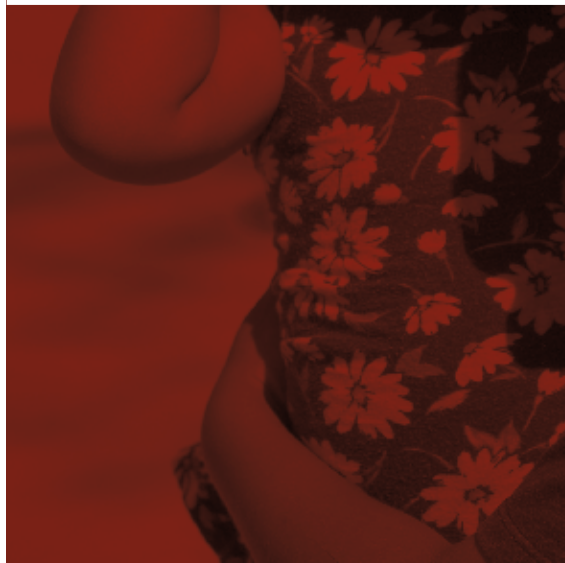
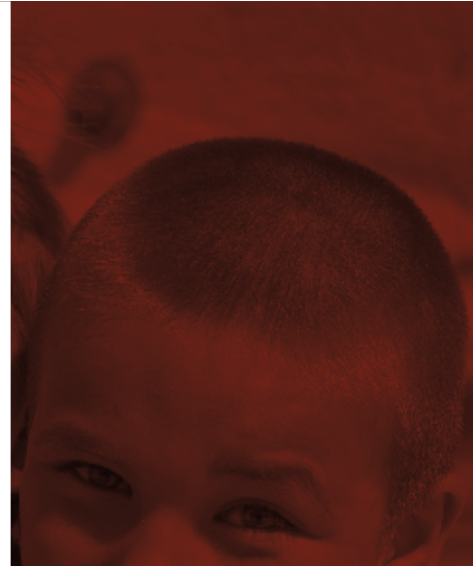


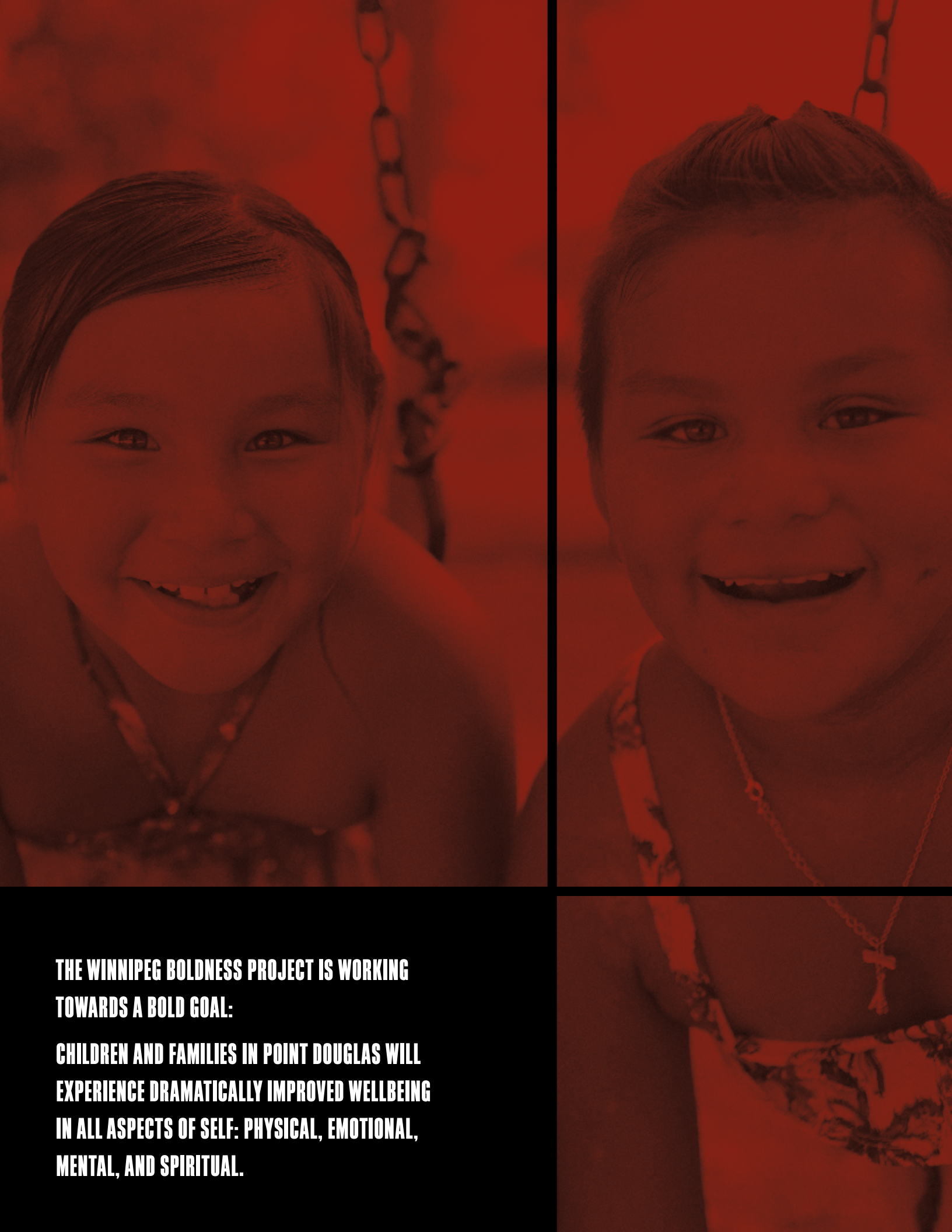
**BOLD
NESS**

**THE
WINNIPEG
BOLDNESS
PROJECT**

HUB OF STRENGTH: BUILDING COMMUNITY CAPACITY AND LEADERSHIP

**PROTOTYPING FOR CHANGE
MAY 2020**

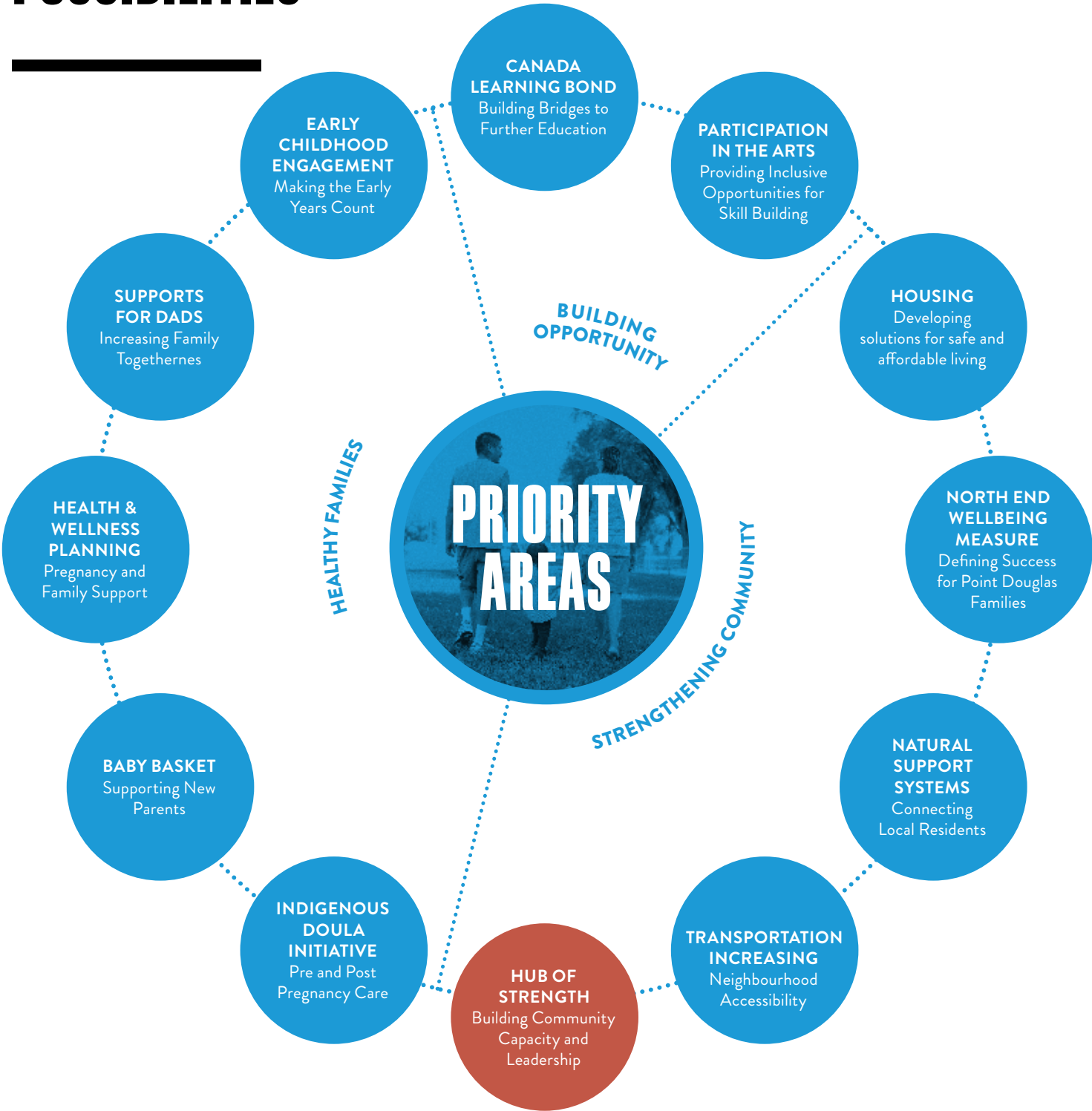




THE WINNIPEG BOLDNESS PROJECT IS WORKING
TOWARDS A BOLD GOAL:
CHILDREN AND FAMILIES IN POINT DOUGLAS WILL
EXPERIENCE DRAMATICALLY IMPROVED WELLBEING
IN ALL ASPECTS OF SELF: PHYSICAL, EMOTIONAL,
MENTAL, AND SPIRITUAL.

We are working with groups across the community including families, community leaders, and businesses, to test new ideas to support the wellbeing of children and families. These ideas, which we are calling Proofs of Possibilities (POPs), support a vision for change in our community. We are exploring possibilities in the following areas:

PROOFS OF POSSIBILITIES



HUB OF STRENGTH: BUILDING COMMUNITY CAPACITY AND LEADERSHIP

COMMUNITY VISION

Community members are supported to build leadership skills and capacity by drawing from a well of community wisdom.

At the start of our project the community identified a need for a place where all community members could engage with Elders and draw upon our community wisdom to guide them in their journeys and growth. The Winnipeg Boldness Project collaborated with the Indigenous Learning Circle (ILC), an existing group whose priorities aligned well with these needs, to develop three examples of the supports that community members might draw upon:

Community Leadership Training (CLT): Supports to build Indigenous and community leadership at all levels.

Early Childhood Development (ECD) Training: Supports for caregivers and parents focused on wholistic childhood development and guided by traditional Indigenous knowledge.

Evaluation Framework: An approach to conducting evaluations that are culturally appropriate and developed in cooperation with the community.



WHY DID WE FOCUS ON THE HUB OF STRENGTH?

Culture plays a critical role in determining health through self-identity and healing from trauma, but a history of colonization including residential schools has left many Indigenous people without strong connections to traditional ways and wisdom.

The Child-Centred Model recognizes that neighbourhoods, agencies, community leaders, caregivers, and parents are all needed supports for a child’s healthy development. Being able to draw upon our community knowledge and strengths supports all of these groups to learn, to grow, and to flourish, and in turn support children to do the same. The Hub of Strength exists to be a place where all community members can access this support in order to grow leadership and capacity in the community.

Preserving, revitalizing, and strengthening Indigenous languages and cultures is action called for by the Truth and Reconciliation Commission of Canada. Supporting community capacity and leadership to do this work is an important step in closing this gap.



WHAT CREATES BARRIERS TO ACCESSING OUR SHARED HISTORY AND WISDOM?

Legacies of Colonialism

Indigenous people have faced a long history of trauma and racism that continues today. Indigenous wisdom and culture has been systematically devalued and attacked. Even today, Indigenous wisdom and culture are not equitably represented in public institutions, schools, and Canadian culture. This leaves many Indigenous people with no clear connection to culture and identity.

Systemic Inequity

Inequities in the systems around Indigenous communities, such as health care, education, social services, and policing, result in lower graduation rates, higher representation in the child welfare system, and less access to economic resources, which all make it harder for community members to grow and flourish, and to recognize their own strengths and value as Indigenous people.

A Focus on Intervention, not Prevention

Many supports that are available focus on intervening in crisis, rather than supporting community and individual strengths. This means that things that support community leadership and share community wisdom are often left out.



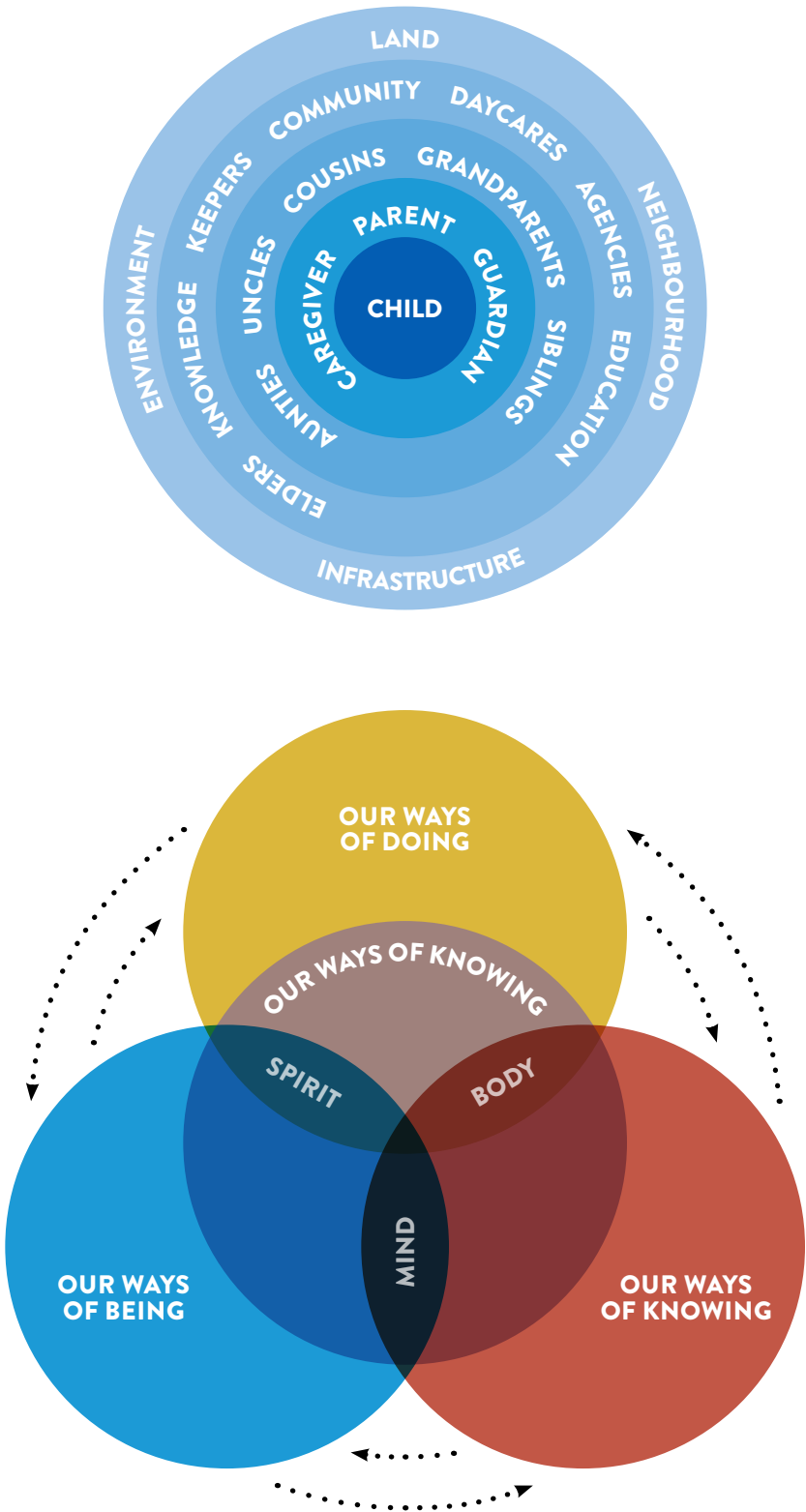
PUTTING THE CHILD-CENTRED MODEL INTO ACTION

The Hub of Strength is just one part of a continuum of supports that is needed for supporting access to our shared history and wisdom. It provides a model for what these supports could look like, a model which closely aligns with The Child-Centred Model – a way of working for positive change developed by the community of Point Douglas.

- The Hub of Strength supports an ongoing journey of learning, rather than following strict definitions of progress.
- The Hub of Strength focuses on community culture and self-identity as part of a child’s healthy development – rather than providing supports only for physical health.
- The Hub of Strength integrates traditional Indigenous ways into learning, rather than as a separate activity.

When we work within the Child-Centred Model, we are able to support positive change for children, parents, families, and the community.

To learn more about the Child-Centred Model, read the full report at winnipegboldness.ca/childcentredmodel



“THE TALKING/SHARING CIRCLE AS A MEANS TO SHARE DEEPLY, FROM INDIVIDUAL PERSPECTIVES, AND FROM OUR COLLECTIVE WISDOM, KNOWLEDGE, AND EXPERIENCE, WAS ENHANCED BY THE CULTURALLY SAFE ENVIRONMENT AND THE MEDICINE WHEEL FRAMEWORK.”

— CLT coordinator

“GETTING TO KNOW, LIKE, THE RESIDENTIAL SCHOOLS AND UNDERSTAND MY ROOTS AS WELL WAS KIND OF, HUMBLING AT TIMES.”

— NPDWC Sharing Circle Participant

“ELDER MAE LOUISE TAUGHT THE IMPORTANCE OF LOVING YOURSELF, AND THEN YOU CAN LOVE OTHERS, EXTEND YOURSELF TO OTHERS IN A BETTER WAY.”

— ECD Participant

“I AM MORE AT EASE WITH TRADITIONAL INDIGENOUS BELIEFS AND WAYS, UNDERSTANDING THAT WE ARE ALL PRAYING TO CREATOR. I’VE OBSERVED THOSE WHO FOLLOW TRADITIONAL WAYS HAVE QUIT DRINKING AND SO I SEE MANY BENEFITS FOR THEM.”

— ECD Participant

HUB OF STRENGTH POP TIMELINE

INDIGENOUS LEARNING CIRCLE (ILC) BEGINS (2007)

The ILC began in 2007 to record community wisdom and share them with the broader community and future generations. The ILC focused on:

- Community-based succession planning and leadership supports
- Cultural proficiency training for service providers
- Helping to develop programs and services based on Indigenous world views and experiences



COLLABORATION WITH WINNIPEG BOLDNESS (2015-PRESENT)

The Winnipeg Boldness Project and ILC formed a partnership to further the goal of recording and sharing community wisdom. We focused first on three initiatives:

- Community Leadership Training (CLT)
- Early Childhood Development Training (ECD)
- Developing a community Evaluation Framework



FIRST ECD COHORT (MARCH-JUNE 2016)

The first round of ECD Training included six members of The Winnipeg Boldness Project's Parent Guide Group. These parents gave many helpful suggestions to update the ECD Training approach, and completed an evaluation of the training.



ECD TRAINING MANUAL DRAFT (APRIL 2016)

Astrid MacNeill drafted the curriculum and facilitator manual based on community wisdom, knowledge, and experience. Elders and linguists, as well as The Winnipeg Boldness Traditional Knowledge Keepers, Community Leadership, and Parent Guide Groups all shaped the final version.

SECOND ECD COHORT (FEBRUARY-APRIL 2017)

Community organizations referred six parents for the second round of training.

LEGEND

- Community Leadership Training (CLT)
- Early Childhood Development (ECD) Training
- Evaluation Framework

EVALUATION FRAMEWORK FUNDED (MARCH 2015)

The Canadian Centre for Policy Alternatives (CCPA) Manitoba, the Winnipeg Boldness project, and Community Education Development Association funded the development and testing of an evaluation framework, named Na-gah mo Waabishkizi Ojjaak Bimise Keetwaatino: Singing White Crane Flying North – Gathering a bundle for Indigenous Evaluation.

CLT MANUAL DRAFT (SEPTEMBER 2015)

Astrid MacNeill drafted a 13-week CLT curriculum. This curriculum emphasizes an open-ended and relational approach to leadership development.

FIRST CLT COHORT (JANUARY-MARCH 2016)

A first round of the training was completed with 'seasoned' leaders from the community, including 10 participants, the ILC coordinator, a facilitator, and an Elder.

GROUP REFLECTION (APRIL 12, 2016)

The first cohort shared their thoughts on the strengths of the training and how to offer it in future to the community.

EXPLORING FUTURE SUSTAINABILITY (2018-PRESENT)

The Winnipeg Boldness Project and ILC are continuing their partnership to scale these activities. In September 2018, ILC received funding from Social Enterprise Manitoba to develop a comprehensive business plan for delivering training and facilitation supports.

EVALUATION REPORT PUBLISHED (MARCH 2018)

The CCPA published the full report on the evaluation framework – a guide on how to conduct an Indigenous-grounded evaluation process.



WE NEED CHANGE TO SUPPORT CHILDREN AND FAMILIES



SUPPORTING ACCESS TO COMMUNITY WISDOM TODAY

As long as today’s systemic barriers exist, the best ways that we found to support access to community wisdom are:

PROVIDE A RANGE OF SUPPORTS

Each community member needs different supports for capacity building, rather than one rigid program. Providing a range of supports, like the ECD and CLT, creates opportunities for community members to draw upon community wisdom for their unique situations and needs.

SUPPORT TRADITIONAL INDIGENOUS WAYS IN ALL PROGRAMMING

Making time and space and providing resources to support traditional Indigenous ways builds a shared sense of identity and belonging, and responds to the needs of the Point Douglas community.

SUPPORT ACCESS TO ELDERS AND KNOWLEDGE-KEEPERS

Ensure that community members can engage with traditional knowledge-keepers in all supports that are provided.



CHANGING THE SYSTEM FOR TOMORROW



Through this work we found that there are larger barriers that affect access to community wisdom in Point Douglas. We need governments, non-profits, and businesses to:

1 ENSURE THAT FUNDING STRUCTURES SUPPORT FLEXIBLE, PREVENTATIVE APPROACHES.

Existing structures focus on crisis situations rather than prevention. While this is important, neglecting other supports, like supports for Indigenous culture and wisdom, continues the cycle of inequity.

2 SUPPORT COMMUNITIES AS PART OF THE NATURAL SUPPORT SYSTEMS FOR HEALTHY CHILDREN.

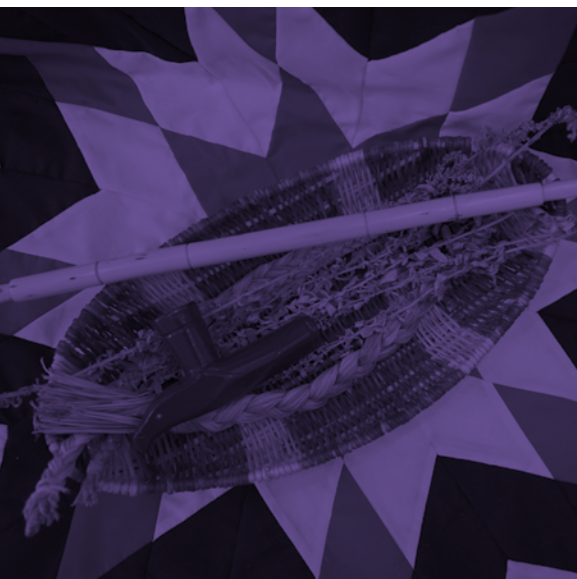
Supporting the broader community directly impacts children’s health.

3 SUPPORT INDIGENOUS WISDOM IN SERVICE DELIVERY.

Embedding this wisdom through access to ceremonies, learning, and elders, creates a safer and more caring space for community members to seek help, heal, and ultimately support healthy children in turn.

If you would like to learn more about the barriers that community members in Point Douglas face, read the full prototype report at winnipegboldness.ca/hubofstrength, and explore our other prototype reports at winnipegboldness.ca/research.





**“WE ARE THANKFUL TO OUR
ANCESTORS WHO ENTRUSTED
US WITH THE CARE OF THIS
GENERATION, AND THE
GENERATION WE WILL NEVER
KNOW. GIVE US THE STRENGTH
TO DO WHAT WE KNOW IS RIGHT”.**

—(MacNeill, 2014, p.29)

Thank you to everyone who contributed to the development and implementation of our prototypes, including our guide groups, partners, community organizations, local residents, and the North End community as a whole.

Many thanks to our funders for their continued support in the project, including the Province of Manitoba, the J.W. McConnell Family Foundation, and United Way of Winnipeg.

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Unit 5 –585 Jarvis Ave
Winnipeg, MB
R2W 3B2

(204) 790-BOLD (2653)
winnipegboldness.ca