



## SECOND INTERIM ACTIVITY REPORT

**Advancing Indigenous Women in Construction Trades:**  
*With Focus on Those in Remote Manitoba Communities Who  
Have Little to No Access to Technical Training*

South Beach Casino and Resort  
Scanterbury, MB  
July 19-20, 2016

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*building capacity*

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## EXECUTIVE SUMMARY

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### Introduction

In April 2015, the Indigenous Leadership Development Institute initiated the project **Advancing Indigenous Women in Construction Trades** with funding from Status of Women Canada. The project is governed by the belief that working together in partnership, a shared perspective can be an important ingredient by which subsequent work can be undertaken to facilitate durable and meaningful opportunities for Indigenous women in remote Manitoba communities.

### Background

The *Advancing Indigenous Women in Construction Trades* is a major initiative that brings together **champions and leaders** from key sectors and industry namely Indigenous communities, Corporate, Training, Education, Employment, Government, and not for profit.

### Purpose of this Document

The purpose of this document is to report on our second meeting held in Brokenhead Ojibway Nation at the South Beach Casino and Resort on July 19 & 20, 2016. This report identifies the participants and an activity summary of our progress towards working together through multi-sectoral engagement with indigenous people and industry to identify priorities and implement strategies to advance Indigenous women in construction trades, with focus on those in remote Manitoba communities who have little to no access to technical training.

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## INTERIM ACTIVITIES

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Thirty Three (33) Participants from First Nation communities, Corporate, Training Institutions, Education, Government, not for Profit, and Indigenous women in the Industry met to build a Community Action Plan, to advance Indigenous women in construction trades, with focus on those in remote Manitoba communities who have little to no access to technical training.

The 2-Day Agenda provided the following:

- Present the results of the first meeting that took place March 30, 2016;
- Develop a “Community Action Plan” and select a priority to implement;
- Establishment of a Provincial Network;
- Discuss next steps: Implementation and follow up;

Elder Lynn Courchene from Brokenhead Ojibway Nation provided an opening prayer. Facilitators Roxanne Shuttleworth from the Metis Nation and Rhonda Kirkness from Fisher River Cree Nation provided a welcoming address and facilitated a roundtable of introductions. Melanie Dean, Director, Executive Training and Amber Sumner, Project Coordinator at the Indigenous Leadership Development Institute, Inc. provided a review of the First Interim Report from the March 30<sup>th</sup>, 2016 meeting.

**Guest Speaker:**

**Chief Lance Roulette, Sandy Bay Ojibway First Nation**

The carpentry area is such a diverse work force now. It's being taken more seriously now that people are aware of the inequalities in Canada. It has changed the face of the work force. The demographic of women has also been a hurdle. Out of 4,300 members on reserve, 1,100 are social assistance clients, 63% are women. This shows a huge need for women training, particularly in the trades. We had Carpentry Level 1 and Heavy Equipment training in the community and one of the biggest barriers was location as well as culture shock. We also had community members take training off reserve and their experience was somewhat of a shocker to them. There were supports out there for them but they didn't know how to access. What can we do to address these barriers? As a group we can create an action plan to figure that out. One common goal is the success of women. The physical barriers are far more tremendous than what men come across. Funding is a big barrier and dictates the timelines. We run on a very tight budget and forming partnerships can be a grueling process on its own. But it can lead to more on reserve development.

Q. What were the training courses you offered?

A. Level 1 Carpentry training and Heavy Equipment training.

Q. I'm familiar with your program, were there any women taking part?

A. There were (2) women in our program with a 100% success rate overall.

Q. What were the barriers?

A. The issue surrounding location and culture shock. Also, the supports that were not in place for the women that wanted to take these training. It can lead to the person not having the perseverance to complete. It is indescribable when you see a woman that has the drive to complete but the support are not there for her.

## Small Group Work

Participants were separated into six (6) groups of five (5) to respond to and identify the barriers and solutions to education, recruitment, partnerships, student supports, and financial resources. Each group was instructed to identify a “recorder” and a “reporter”.

The following section summarizes the key findings from the round table discussions:

### Group #1

<b>Education</b>	<p><b>Barriers:</b> Funding availability, criteria needed to set into program (i.e. marks, attendance), curriculum not up to par, lack of mentorship.</p> <p><b>Solutions:</b> Student loans, Service Canada, (have a program to help with living expenses), part-time jobs, role models, supplement.</p>
<b>Recruitment</b>	<p><b>Barriers:</b> Training off reserve, communication awareness (getting news out and receiving information), male dominance, daycare, travel (no vehicle or license), family supports, technology not available in remote communities, lack of employment in the community, better screen and testing before being trained in the trades, better information during high school (what marks are needed, etc.)</p> <p><b>Solutions:</b> Accredited program, proper supports, technology, people tend to learn off computer training (modules), better community infrastructure.</p>
<b>Partnerships</b>	<p><b>Barriers:</b> Apprehensive from past failed partnerships, collaboration of different partnerships, not open to sharing</p> <p><b>Solutions:</b> Post-Secondary and Employment and Training share costs, sharing resources (different communities), follow programs that have had success, willingness to collaborate.</p>
<b>Student Supports</b>	<p><b>Barriers:</b> Bring resources to program (or have embedded in program), transitioning from program to employment, leaving family back home, holistic support (in all areas).</p> <p><b>Solutions:</b> Office/computer labs available in the City, practicum, transitions to employment (job coach), personal supports.</p>
<b>Financial Resources</b>	<p><b>Barriers:</b> Funding not enough to cover all expenses, how to survive on a student allowance or sponsorship, training is</p>

	too expensive, not all programs covered through post-secondary has to be on the list (has to be accredited and recognized), finding work on reserve, inconsistent leadership (council changes every 2-3 years).
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**Group #2**

<b>Education</b>	<p><b>Barriers:</b> Social problems/family dynamics, underfunding for many years – 2% cap just removed, mental health and wellness, trust/residential school impacts, gender equalities.</p> <p><b>Solutions:</b> Conflict management skills, involvement of family in student education/training, sufficient funding (food, shelter, travel, daycare, etc.), maslow hierarchy, proven programs that work, motivated instructors, development of interpersonal skills, programming that includes personal student support.</p>
<b>Recruitment</b>	<p><b>Barriers:</b> Self-doubt, stereotypes, physical capabilities, education needed (math, sciences, upgrading), self-selection.</p> <p><b>Solutions:</b> Awareness/advocating, trades/mentor speakers, youth/women in leadership, management and business roles, trades programs in schools (like the bullying program), start young, block seats (reserve seats), strong ‘call’ paper selection, interview selection, student self-selection.</p>
<b>Partnerships</b>	<p><b>Barriers:</b> Not all parties are clear and forthcoming with information, time commitments, good group/partner dynamics, funders need to recognize and accept community needs &amp; goals.</p> <p><b>Solutions:</b> Partners are clear on goal/objective of partnership</p>
<b>Student Supports</b>	<p><b>Barriers:</b> Addictions, finances/poverty, child care, lack of family support, housing, mental health</p> <p><b>Solutions:</b> Have effective supports, social worker, interpersonal communication and life skills programs, strong internal student supports, driver licencing, C.A.A.T</p>
<b>Financial Resources</b>	<p><b>Barriers:</b> Short calls, long waits, short notice application or denial, convoluted process is a barrier for students, living in poverty, day care, travel, shelter, and relocation.</p> <p><b>Solutions:</b> Management and coordination of housing, strong internal supports, community partnerships (common resource centre), funding for social solutions and academic.</p>

The reporter for Group 1 stated the following:

*“We spoke about the issues of funding; one of the barriers is government funding. They do a short call out for proposals and then there is a long wait to hear back. There is short notice to apply, and you can get denied and everything goes down the drain. It is a convoluted process, you can sometimes get one sheet with no accompanying info to break it down, it can be quite confusing. Another issue is that the student could be living in poverty, for example daycare is expensive. There is also transportation, housing and relocation. If you are moving that is a big expense which can be a barrier. Some solutions are managing coordination for housing, strong internal supports in peers and in groups that you are part of; you can have a community partnership such as a resource centre as well as more education information”.*

**Group #3**

<b>Education</b>	<p><b>Barriers:</b> Lack of education outlets, most don't have grade 12, if they do they don't have the right courses; financial barriers (student loans), transportation (need more online courses), daycare and family obligations, peer pressure, process and approval of applications, curriculum changes and unfair testing, addictions lead to dropping out, affordable housing, location, disabilities, identifying where they are at, Essential skills assessment, learning plan, no mentors or guidance, inability to read &amp; write, upgrade programs/ on the job training, tuition has increased &amp; cost of living, no driver's license or not the right level/class.</p> <p><b>Solutions:</b> Apprenticeship programs, on the job training, essential skills training, information awareness, online courses, evaluations, more funding, guidance counselors, school supports, interview guidance and training.</p>
<b>Recruitment</b>	<p><b>How:</b> Social Media, info sessions, word of mouth, band office, schools local businesses, community hall, job fairs.</p>
<b>Partnerships</b>	<p><b>Barriers:</b> Understanding each other's program &amp; goals, culture, language, allocation of work, who does what? Identify the right people, chain of command, improper direction, not looking at the big picture, software/applications compatible, contributions and financial conflict, proper resources, in-kind, unrealistic expectations.</p> <p><b>Solutions:</b> Cost benefits, in-kind, better communication and planning, more resources, team environment, more profit, educated employees, networking and more</p>

	connections, know where jobs are, more exposure, marketing opportunities (e.g. co-branding).
<b>Student Supports</b>	<p><b>Barriers:</b> Not enough money, the funding cap, and timeline of when we get funds. Program supports (i.e. tutors, educational supports) are not the right supports for all students. Access to the right supports, knowledge of a supporting program out there, eligibility, complicated application processes, not enough spots.</p> <p><b>Solutions:</b> Better planning, putting guidelines in place, more time, increase funding each year, online, posting at schools, assistance with application processes, mentorship program, scholarships and bursaries, coop programs through employers, more opportunities in different locations, open eligibility/ less hoops to jump through.</p>
<b>Financial Resources</b>	<p><b>Barriers:</b> Application process is complicated, planning needs to be done well in advance, inexperienced people in place, allocations of resources in proper trades, look at all trades and not most popular, guidelines are complicated and waste of time, financial management and misuse of funds, no internet service, no cell service, no access to mentors, transportation, no community based apprenticeship and training, can't find the right people in the right location (local work), long application process.</p> <p><b>Solutions:</b> Pre-planning, applications, pre-approval, training &amp; employment standards, pools of money, partnerships (INAC, post-secondary programs).</p>

The reporter for Group 2 stated the following:

*“We spoke on education. A lot of it comes down to funding, both from a community perspective and an individual perspective. The criteria can also be an issue; you need high math skills or the proper high school education. Talking to students earlier can have an impact. In northern communities, schooling can be different and what is needed is not being covered. Knowing how to apply for student loans and other funding options would be a big help, or finding part-time employment. Having some good role models can also help a lot”.*

**Group #4**

<b>Education</b>	<p><b>Barriers:</b> Grade 12 needed for any level 1 (i.e. ILDI included a grade 12 component), driver's licenses, work experience, getting on the job hours, having to relocate, finding a red seal for training as an apprentice, wages may</p>
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	<p>be lower on reserve and may not be an incentive to get red seal, safety training mandatory (e.g. first aid, CPR, WHIMIS, Confined Spaces).</p> <p><b>Solutions:</b> <i>Northern Construction Trades Training</i> provides gap funds between work income and EI, lodging paid out of community and travel, childcare paid, to be based in community ideal, have supports such as housing and child care all ready.</p>
<b>Recruitment</b>	<p><b>Barriers:</b> Need female mentors in the trades to do presentations to girl, lack of job choices.</p> <p><b>Solutions:</b> Social media, radio commercials, explanation of process, more role models and family encouragement including from women, on the job training to gain experience in building houses, career fairs – try out trades at their high school or post-secondary.</p>
<b>Partnerships</b>	<p>Employment Manitoba, Neighboring communities joint programs (less relocation needed and saves money), Apprenticeship Manitoba, construction companies (do presentations on-site and offer site visits), provide practicum training, training experiences to do real work (i.e. houses in Winnipeg (ILDI), partnership with bands to build housing as part of training, wage subsidies for employers to hire.</p>
<b>Student Supports</b>	<p>Moral, mentorship, family, on and off reserve, Aboriginal student support (education director take out for supper once a month and include children), day care (access and subsidies), housing (affordability, availability including room for children), tutoring, upgrading, program coordinator (cultural activities offered, support and trips to open bank account, find day care, peer support (community members gathering in training location), life skills first two weeks (build community within student group).</p>
<b>Financial Resources</b>	<p><b>Barriers:</b> Safety glasses (\$160 - \$180 for prescription), hard hats, safety boots, (\$60 - \$200 for industrial boots),  <b>Sources:</b> Employment MB partnerships, Post-secondary partnerships, Grant partnerships, ACC applied as charitable organization, student aid, band funding (i.e. \$1.4M per year for 130-140 students, 60-70 trades students and their materials is not sufficient for the demand). Preference for serious students. Allowance: \$785 for single, \$1,040 if one child, same rate for 15 years.</p> <p><b>Solutions:</b> Formula doesn't take into account population changes. Lobby the Federal Government.</p>

The reporter for Group 3 stated the following:

*“One big barrier is that there is never enough money, there are funding caps on the majority of programs. The timelines of when we get the program funds are at times unclear. There needs to be a cooperative effort from students. There is never enough tutoring; sometimes the supports are not the right support for students. Access to guidance is not always there and eligibility criteria for programs can be a complicated application process, i.e. you may not have the credits you need. There are not enough programs. Some solutions are better programs with guidelines in place, a friendly time frame. Increase in funding each year as funding has been capped for the last 30 years. An increase in tuition area would help. More online postings from schools, an increase of scholarships and bursaries, more coop with employers, open eligibility, and less hoops to jump through”.*

**Group #5**

<b>Education</b>	<p><b>Barriers:</b> Not accessible to everyone, have to travel off community.</p> <p><b>Solutions:</b> Community based training, prepare student through life skills, identify barriers, mature grade 12 and regular grade 12, needs mentorships in the regular schools, partner with schools, career trek (grade 10), and introduction to use of tools at a young age.</p>
<b>Recruitment</b>	<p><b>Solutions:</b> Bring in trades person to speak about their experience (role model), information sessions, do CATT testing, assessments (workplace education Manitoba), prepare thorough Life Skills/Essential Skills training, community based training, find right fit (instructors to teach cultural awareness).</p>
<b>Partnerships</b>	<p><b>Solutions:</b> Partnerships within the community (post-secondary, income assistance, employment &amp; training corporations), Employment MB, Apprenticeship MB, Workplace Education MB (introduction into the industry, Intro to trades), INAC – FNIYES (proposal), ESD/FNJF (18-24 years, in community), schools divisions (dual credit programs, promote female participation).</p>
<b>Student Supports</b>	<p><b>Solutions:</b> Strong family network and supports, community supports (network of care), transportation (provide bus), provide housing or referrals, post-secondary councillor based in the city, safety issues and network for women in trades, provide support for addictions, work with instructors/colleges/universities to ensure student success – academic support, address supports but not enable them.</p>
<b>Financial</b>	<p><b>Solutions:</b> Community programs, Employment and</p>

<b>Resources</b>	Training, First Nation joint fund, Post-Secondary, Province of MB, Apprenticeship MB, Tax Incentives, partnership with Employment MB for tutoring costs. Access other fund, student bursaries, scholarships and awards.
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*“Some of the partnerships are in the community, employment and training with post-secondary to support individuals for school, income assistance, corporation in Long Plain First Nation that helps with partnership, Employment MB, sometimes we refer people to them. Apprenticeship MB has scholarships as well as workplace education. In Norway House Cree Nation they have partnered with workplace education MB, INAC, and First Nation Inuit Youth and Employment Strategy. We mentored work programs where we provide approximately 25 youth members with 30 weeks of work with encouragement to try to get them back in school. Working towards youth development and trades, we would like to partner with school divisions in dual credit programs where high school students can participate in trades programs which would transfer to college credits.*

### **Group #6**

<b>Education</b>	<p><b>Barriers:</b> Lack a grade 12 diploma or equivalent, lack of community support for women with children.</p> <p><b>Solutions:</b> Provide upgrading programs, allow student to attain grade 12 during training, positive local role models, leadership to promote education, offer incentives during training, offer incentives for recruiting, grad walk through for inspiration.</p>
<b>Recruitment</b>	<p><b>Barriers:</b> No female role models (lack of), lack of information/supports for women (i.e. child care, tutoring etc.), culture shock.</p> <p><b>Solutions:</b> Bring in successful trades women, trades job fairs, information sessions, more women programming, more speakers, provide more thorough information, implementing a ‘prep program’, life skills training, opening bank accounts, city life skills training, budgeting, transit system, food banks.</p>
<b>Partnerships</b>	<p><b>Barriers:</b> Remote communities, no industry buy-in for employment, no partnerships between local programs (i.e. SA, Employment and Training).</p> <p><b>Solutions:</b> Community partnerships in same region, industry input in developing training and employment plans, wage subsidy, community meetings for information sharing, finding outlets for sharing (i.e. radio, newsletter, social media).</p>

<b>Student Supports</b>	<p><b>Barriers:</b> Lack of guidance councillors and career councillors (post-secondary, trades), incentives, lack of child care, moving away from family, financial inability to relocate, drivers licencing.</p> <p><b>Solutions:</b> Include councillors in training plans (available on-site), provide more trades programs, food banks, coats for kids, giveaways, provide onsite child care (or nearby), knowledge of supports available to them, social media outlets, provide tablets; offer to cover costs of licencing.</p>
<b>Financial Resources</b>	<p><b>Barriers:</b> Finding sponsorship (i.e. community, EM, student loans), financial gap from being an employee to being a student.</p> <p><b>Solutions:</b> Employment and Training coordinators have information session on how they can assist or educate on other financial supports, top ups, wage subsidy, allowances and employers wage to match actual industry wage.</p>

*“More emphasis should be made on the culture shock that trainees face when they leave their communities. Life skills training specifically getting to know transit system, where to locate food banks, how to open a bank account, and budgeting. In regards to partnerships, there is no industry buy-in; we don’t look at the employment process. Include wage subsidies. Host community information sessions to find out about resource sharing, this could help with the partnerships. How departments can help each other and clients that other departments may not be aware of. Outlets for sharing, the radio, social media, Facebook is an excellent tool for reaching people”.*

**Common Themes among Groups:**

- Advocacy
- Communication
- Networks
- Awareness
- Involvement: Have everyone become involved in the project rather than sitting on the sidelines (all parties)
- Being transparent
- Developing more partnership roles and responsibilities
- Lack of funding
- Supports in place
- Mentorship, from on the job and at home in the community

### **Open Discussion:**

*“You can have the best plan but if there are no supports in place you are setting them up to struggle”.*

*“Mentorship from not only trades people, but also at home and in the community”.*

*“In schools we have anti bullying programs, drug and alcohol programs, we could do the same for women in the trades, we should make this aware in schools, just like with bullying and everything else”.*

*“We really need to build a lot more awareness in the school system, starting at grade 5, talking about trades. They are some of the best paid jobs”.*

*“What other trades are out there? If we could do a blitz in our schools I think that would further our cause”.*

*Social supports are a really big aspect for our youth, our training programs, and a lot of people who do the funding. Our people are facing a lot of social issues. Having a social worker on site could help because of all the issues they have to face, addictions, abuse, the effects of residential school”.*

*“Networking within our communities, one of the things I encountered where the work practicum comes into play, she couldn’t go through the practicum because of a criminal record. She had to get it all sorted out and it took a couple months to get a pardon, that is also a barrier that some of our students have. In order to get to the next level they have to make sure they have a clean record. We need to make sure when we have training programs that they have a clean criminal record”.*

*“Driver’s license or the ability to get a drivers licence. Apprenticeship issues are getting to the job site if the bus doesn’t go there”.*

### **The group was asked if anyone had any further comments or questions, the responses were as follows:**

*“She hit the nail on the head when she said that when you have a partnership you need to find out how many jobs are at the end of it. It can be a hindrance when you have (16) people in training but only (7) jobs available for them to vie for. We need to make sure there are jobs at the end of any partnership; we need to sit down and find out all the questions beforehand”.*

*“A lot of the issues are training for the right people and there is a job out there. Everyone looks at the popular trades; right now there are so many people who don’t have work in those areas. We have these programs where they want to have a nice job but the jobs just aren’t out there. There are trades out there like an Insulator and many different trades. There is a flood in the market in the big three, there are other trades that are in high demand but there are no programs for them. When you are bringing people in to work and have a stipulation as to how many people from the community can work, it needs to be meaningful and not just sit on the bus or hold signs”.*

**Guest Speaker:**

**Annette Head, Manitoba Institute of Trades and Technology**

I am a Red Seal, the first Indigenous woman to receive the Red Seal in Manitoba. What influenced me going into carpentry was my late father. I saw him trying to cut with a small table saw and it looked unsafe, I asked if I could help him, he was unsure but let me help. I did it wrong at first and he gave me heck. From there I thought “this is what I want to do, I want to follow dad’s footsteps”. I looked for an opening where I could do carpentry, I saw carpentry for women at UCN (a different name was used at the time), there were (13) women. I tried it but didn’t receive my level 1 but I kept going. I went to different programs in Winnipeg (Job Works) I tried three times and each time I had to quit because I left my children and it was so hard finding a babysitter. Being a teacher now I understand what my students go through, especially being a single parent.

I eventually came back to school and it was a struggle, food, transportation, finding a place to stay, at one point I was homeless and slept in a bus shelter. I was so ashamed and so scared. I had a hard time. I also went to Red River College and tried to get my level one but it was the same thing. Babysitters back home weren’t doing their jobs so I had to go back. I went back to my community and worked for different people and construction workers and I kept track of my hours. At this point I gave up. I decided to go back to Winnipeg to get my grade 12. I applied at Urban Circle and got accepted but I received a letter from back home from Employment and training saying they had a seat for me to go to Thompson to do all my levels back to back. It was going to take 6 months and I wasn’t sure if I wanted to. I wasn’t sure if I was smart enough. My sisters told me to go; they believed I could do it, so I went. It was very hard, but I did it.

I want to share some moments from the first time I did my training with one of the journeymen in Opaskwayak, he was the one person that made me think that I wasn’t going to give it up. It was my first time using an electric drill, and since it was my first time I was going slowly. He asked what I was doing and when I told him he got mad because I was going slow. He

told me that I belong in the kitchen with the women. I thanked him for saying that to me. I walked away from that job, called human rights, and got the labour board involved. He got in trouble, he couldn't work for OCN anymore, and he had to pay me my full wages. Word was out that I wasn't to be messed with. It was very challenging for me because another time I had to work with another batch of men. They were older and they thought I shouldn't be there. They thought I should be the person to clean up after them. Then a truck came in to deliver shingles, I took 2 bundles of those shingles and climbed the ladder a bunch of times. After that, that group of men treated me with respect. Another time another group of men and I were working on a house, I noticed all these men were older than me, I also noticed scaffolding up to the roof and that something was unfinished. I climbed up and the scaffolding came down and I hit my head on a truck. I had to stay in the hospital overnight; I had busted my eardrum and had a big goose egg on my head. From then on I had problems with hearing. I went back to work a couple of days later, the guys thought I was going to quit after that but I was determined to prove that I can do this, any woman here could regardless of who you are.

I did not have trouble finding work after word got out that I was a hard worker. I found a journeyman that worked with me till I got my journeyman. One time my dad was so mad at me because I made an error on a house, he said "you don't belong in this carpentry; you'll never get your levels". So I turned to him and told him "I will make it and I will make sure I invite you when I get them". Sure enough I did. I also got the highest achievement awards from Apprenticeship Manitoba. I work at Manitoba Trades and Technology in Winnipeg and I love teaching students and really encourage females to come out. If I can do it, they can do it.

One time I was teaching a student, she was Inuit and had her Level 1 Carpentry. She was supposed to be my E.A.; she commented that she wished I was her instructor because she could understand my lessons. When I was in school I had a hard time with the math so I made sure my students understand. I will not do that to my students. The issues that I encountered: shelter, transportation to and from, food, very little money, babysitters. Those were the top 5 things I struggled with going through my apprenticeship. I have a quote for anyone going into the trades "you're never too old to learn, never stop trying to reach your goals".

**Guest Speaker:**

**Chief Francine Meeches, Swan Lake First Nation**

A little bit of history about myself, my mother was from Long Plain First Nation; my dad was from Swan Lake First Nation. I grew up in Swan Lake and lived there until I was in my 20's and then moved around a bit. In 2007 I became Chief of Swan Lake First Nation. I went into two programs that I

didn't complete, on the third program I decided I would give up if I didn't finish. I was giving up on myself and sometimes you do that. I've been Chief since then, the first female Chief of Swan Lake. People had trust and faith in me. My type of leadership is different from others. I will get my hands dirty along with my people if I have to. It's not all glorious, you have your criticisms all the time, it doesn't matter what you try to do. In 2008, we trained women to install flooring in our housing; we found that women always want to do the job right. A lot of the time our carpenters don't go to college, it's all hands on training. What we did was trained (4) women to install the tiling in homes. During that time the women were doing the flooring.

When I left Swan Lake we were not in the financial position we are in today, we're a little better now. In those days we had problems with our finances and our housing wasn't that greatest. There were a lot of problems and the mentality is that you can break things and Chief and Council will fix it. If we can pay \$50,000 in labour to an electrician, why not hire a First Nation person and pay him a salary? I'm hoping we can work with the youth and try to make them feel important. Let them know we are there and that we care. During spring break we offered high school students a chance to work. We got them to build garbage bins; it's amazing how a young person has the drive to want to do stuff like that. I'm so glad to hear the young people talk about the trades. I believe a woman can do everything a man can. I always tell young women to speak up for themselves, don't be silenced. Women are the backbone of our community; they are always the ones who are doing stuff around the reserve. We always said we should teach the women to maintain the home, to make the repairs.

We're not going to please everyone, but we must support one another as a group.

#### Continued Group Work

Participants were separated into four (4) groups, each group was given a piece of a strategic plan Who, When, How, and Why. Each group was instructed to discuss their piece of the strategic plan and report their responses to the larger group. Each group was instructed to identify a "recorder" and a "reporter".

The following section summarizes the key findings from each round table discussion:

### **Group #1: WHY?**

Q. Why conduct a needs assessment?

A. To clearly define what supports are needed and determine the gaps that are lacking in funding and supports.

Q. Why are we doing this?

A. We want them to be successful.

Q. Why do a budget?

A. To find out what is lacking in funding supports (INAC, Province of MB) maintain supports until needed.

Steps:

1. Determine timeframe for the client and what steps need to be involved;
2. Determine who the support people are what they can offer;
3. Who will be helping the client to achieve their goals?

### **Group #2: HOW?**

- Conduct a Needs Assessment;
- Surveys to identify specific needs;
- Workshops;
- Information sessions;
- SWOT Analysis;
- Sharing information and materials;
- Identify partnerships (universities, agencies, schools, health care programs, Winnipeg Harvest, post-secondary)
- Budgets: Student loan, bursary, government funding, take on a part-time job, funding through post-secondary.

Steps:

1. Brainstorming session;
2. Follow-up with results;
3. Determine who, what, when, and why;
4. Identify project timelines for specific areas that need to be addressed;

### **Group #3: WHEN?**

Timelines: We tried to figure out how big this would be? Would this include all reserves in Manitoba or Canada?

Conducting a Needs Assessment and gathering data could start right now. We need a minimum of 4-6 months or more depending on the situation.

Identify partnerships: This could take 6 months.

The Budget: This could take a minimum of 3-6 months or up to 12 months.

#### **Group #4: WHO?**

Strategies and Responsibilities: We identified local RCMP, Employment and Training, Chief and Council, Health, Post-Secondary, Child and Family Services.

Budget: We would apply for a grant, in-kind contributions from organizations, AANDC, ESPC, fundraise, Workplace Info Canada, Information binders, and other way to get the info out to the public.

Steps:

1. Hold an open forum: Regarding ‘supports’ as to what’s lacking and what barriers students face;
2. Introduce a Survey Questionnaire with (5) questions;
3. Take it back and see how we can address them;
4. An open age group will be invited;
5. Collect and analyze data;
6. We would need to network to make sure we follow through;
7. Identify Partnerships: Post-Secondary, Health Canada, Child and Family Services; Employment Manitoba; Service Canada, etc. We would need everyone’s input.

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## **CONCLUSION**

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The following section describes the next steps to support continued progression towards the project objectives:

A 3<sup>rd</sup> follow-up meeting to participate in building a Community Action Plan, to advance Indigenous women in construction trades, with focus on those in remote Manitoba communities who have little to no access to technical training.

The 1-Day Agenda will provide the following:

- Present the results of the 2<sup>nd</sup> meeting that took place July 19 - 20, 2016 at South Beach Casino Resort;
- Review the “Community Action Plan” and priority that was selected to implement;
- Engagement of a Provincial Network;
- Implementation and follow up: Create a workplan with timeframes

This Interim Report will be posted on the ILDI, Inc. website:

[WWW.ILDII.CA](http://WWW.ILDII.CA)

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## APPENDIX A

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### AGENDA

**July 19<sup>th</sup> & 20<sup>th</sup>, 2016**

**South Beach Casino and Resort**

**Scanterbury, Manitoba**

### **Advancing Indigenous Women in Construction Trades**

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- 8:30 am** Breakfast is served
- 9:00 am** Opening Prayer: Elder Lynn Courchene  
Facilitators:  
Roxanne Shuttleworth - Metis Nation, MB  
Rhonda Kirkness – Fisher River Cree Nation, MB
- 9:30am** Ice Breaker  
Review results from March 30, 2016
- 10:00am** 15 min. Health Break
- 10:15am** Guest Speaker:  
Chief Lance Roulette, Sandy Bay Ojibway First Nation, MB
- Q & A
- 10:45am** Small Group Work
- Each group will identify a ‘recorder’ and ‘reporter’
  - Small groups (5-6) will respond to 5 topics
  - Larger groups (7-10) will respond to (1) topic
- 11:30am** Report back to the larger group
- 12:00pm** Lunch is served
- 1:00pm** Primary Priority to focus on:
- Develop Strategy
  - Identify methodology
- 2:15pm** 15 min. Health Break
- 2:30pm** Continue Strategy
- 4:00pm** Closing comments by Facilitators

**DAY 2**  
**July 20, 2016**

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- 8:30 am** Breakfast is served
- 9:00 am** Facilitators:  
Roxanne Shuttleworth - Metis Nation, MB  
Rhonda Kirkness – Fisher River Cree Nation, MB
- Recap of Day 1 – Check-in
- Continue Strategy
- 10:00am** Guest Speaker:  
Chief Francine Meeches, Swan Lake First Nation, MB
- Q & A
- 10:30am** 15 min. Health Break
- 10:45am** Guest Speaker:  
Chief Lance Roulette, Sandy Bay Ojibway First Nation, MB
- Q & A
- 10:45am** Continue Strategy
- 12:00pm** Lunch is served
- 1:00pm** Energizer
- Finish Strategy
- 2:30pm** 15 min. Health Break
- 2:45pm** Recap of Day 2
- 3:00pm** Overall Recap
- What was missed?
  - What can/should be added?
- 4:00pm** Evaluation / End of Day

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## APPENDIX B

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### List of Participants:

Elder Lynn Courchene  
Brokenhead Ojibway Nation

Lori French  
Post-Secondary Programs  
Swan Lake First Nation

Tony Scribe  
Manager  
Norway House Cree Nation Employment & Training

Sasha Shorting  
Level 2 Electrical Apprentice  
Northern Construction Trades Training

Christy Spencer  
Recruitment/HR Specialist  
AMIK

Ruby Ramsey  
Tataskweyak Cree Nation Employment & Training

Noella Peters  
Long Plain First Nation

Geraldine Thunderbird Sky  
Long Plain First Nation

Neil Armstrong  
Apprenticeship Manitoba

Tyra Cox  
City of Winnipeg

Vanessa May  
Apprenticeship Manitoba

Ainsley Murdock  
Marketing & Communications Manager  
Running Deer Resources

Diane R. Pelly  
Community Education Coordinator  
Community Based Services  
University College of the North (UCN)

Jacque Lylyk  
Community Development Worker  
City of Winnipeg

Stephanie Cochrane  
Manager  
Fisher River Employment & Training

Lorraine Daniels  
Program Manager  
Long Plain Employment and Training

Tony Traverse  
Councillor  
Kinonjeoshtegon First Nation

Mary Sparks  
Project Coordinator  
Ginew Employment & Training

Joyce Partridge  
Client Intake Worker  
Opaskwayak Cree Nation

Annette Head  
Carpentry Instructor/ Red Seal/ Voc. Ed.  
Manitoba Institute of Trades and Technology

Noella Viner  
Councillor  
Lake Manitoba First Nation

Nicolette Chippeway  
Daycare Director  
Lake Manitoba First Nation

Monika Franz-Lien  
Senior Policy Analyst  
Manitoba Status of Women

Colleen Edwards  
Employment and Training Coordinator  
Lake Manitoba First Nation

Ethel Anderson  
Employment and Training Coordinator  
Pinaymootang First Nation

River Lathlin  
Level 3 Welder  
Opaskwayak Cree Nation

Nalita Constant  
Carpentry/Plumber  
Opaskwayak Cree Nation

Chief Lance Roulette  
Sandy Bay Ojibway First Nation

Magnus Mousseau  
Manager  
Sandy Bay Ojibway First Nation

Katelyn Owen  
Carpentry Level 1  
Paungassi First Nation

Randi-May O'Laney  
Carpentry Level 1  
Fort Alexander

Leona Ross  
Carpentry/ Safety  
Kinonjeoshtegon First Nation

Flora Bighetty  
Employment and Training  
Mathias Colomb Cree Nation

Melanie Dean  
Director, Executive Training  
Indigenous Leadership Development Institute, Inc.

Amber Sumner  
Project Coordinator  
Indigenous Leadership Development Institute, Inc.

Monica French  
Financial Project Coordinator  
Indigenous Leadership Development Institute, Inc.

Roxanne Shuttleworth  
Metis Nation  
Facilitator - ILDI, Inc.

Rhonda Kirkness  
Fisher River Cree Nation  
Facilitator – ILDI, Inc.

# INDIGENOUS LEADERSHIP DEVELOPMENT INSTITUTE INC.

The Indigenous Leadership Development Institute, Inc. is a non-profit organization established to build leadership capacity in Indigenous people. We are run by Indigenous people and directed by a volunteer board reflecting the diversity of the Indigenous community.

## VISION

Indigenous Professionals... Building Leadership Capacity for Tomorrow... Today.

## MISSION

By actively promoting good governance...by identifying needed training... and by providing unique educational and capacity building opportunities... we prepare Indigenous people for the challenges of the 21<sup>st</sup> century.



The Indigenous Leadership Development Institute, Inc. works closely with educational institutes, governments and the private sector. Through partnerships and cooperative alliances, we provide rich and varied educational opportunities for our clients. For example, we may provide courses in self-governance... or effective negotiation skills... or legislative protocol. Through our customized training communities will become stronger and govern more effectively, in topics such as:

- Government relations
- Financial management and accountability
- Media training
- Negotiation and dispute resolution
- Board Governance

Our training is cutting edge and provided by Indigenous Accredited Facilitators who have reputations for delivering world-renowned governance programs. Our commitment is to leaders – typically Band Chiefs, Band Councilors, elected Métis leaders, Senior Management, Executives, leaders of Indigenous and non-Indigenous organizations, Administrators, Youth, Women and Elders who have identified specific training requirements.