

# Community Economic Development Table

**October 28, 2021**



Manitoba Collaborative  
Indigenous Education  
Blueprint



Manitoba  
Industry-Academia  
Partnership



Manitoba  
Industry-Academia  
Partnership  
Indigenous Pillar



- Our mandate is to accelerate opportunities for Indigenous post-secondary students by developing a coordinated provincial approach that supports students throughout their academic journey in culturally appropriate, relevant, needs based ways.
- Our goal is to increase access to education for all Indigenous learners from recruitment to retention and to embed Indigenous knowledge and content within early education and onward into post-secondary levels. We will do this through collaborative evaluation, development and implementation of policies, procedures and practices that will advance Indigenous education and reconciliation.

***Our common goal is to ensure that Indigenous students have the resources they require to move through post-secondary institutions into their chosen careers through collaborative means.***

# Gathering Knowledge

"I'm going to be asking for strength for each and every one of us at this meeting today. Because we need that and the courage to get this all together."

[illegible]

~ Martha Peet

# Territorial Acknowledgement

“We'd like to begin by recognizing that the Manitoba Industry-Academia Partnership offices are located on treaty one territory, the original lands of the Anishnaabeg, Cree, Oji-Cree, Dakota and Dene peoples and the homeland of the Métis nation. Though our offices are located on treaty one territory, it's important to recognize and honor treaty three. In particular, Shoal Lake 40, 1st Nation, the source of Winnipeg's clean drinking water.

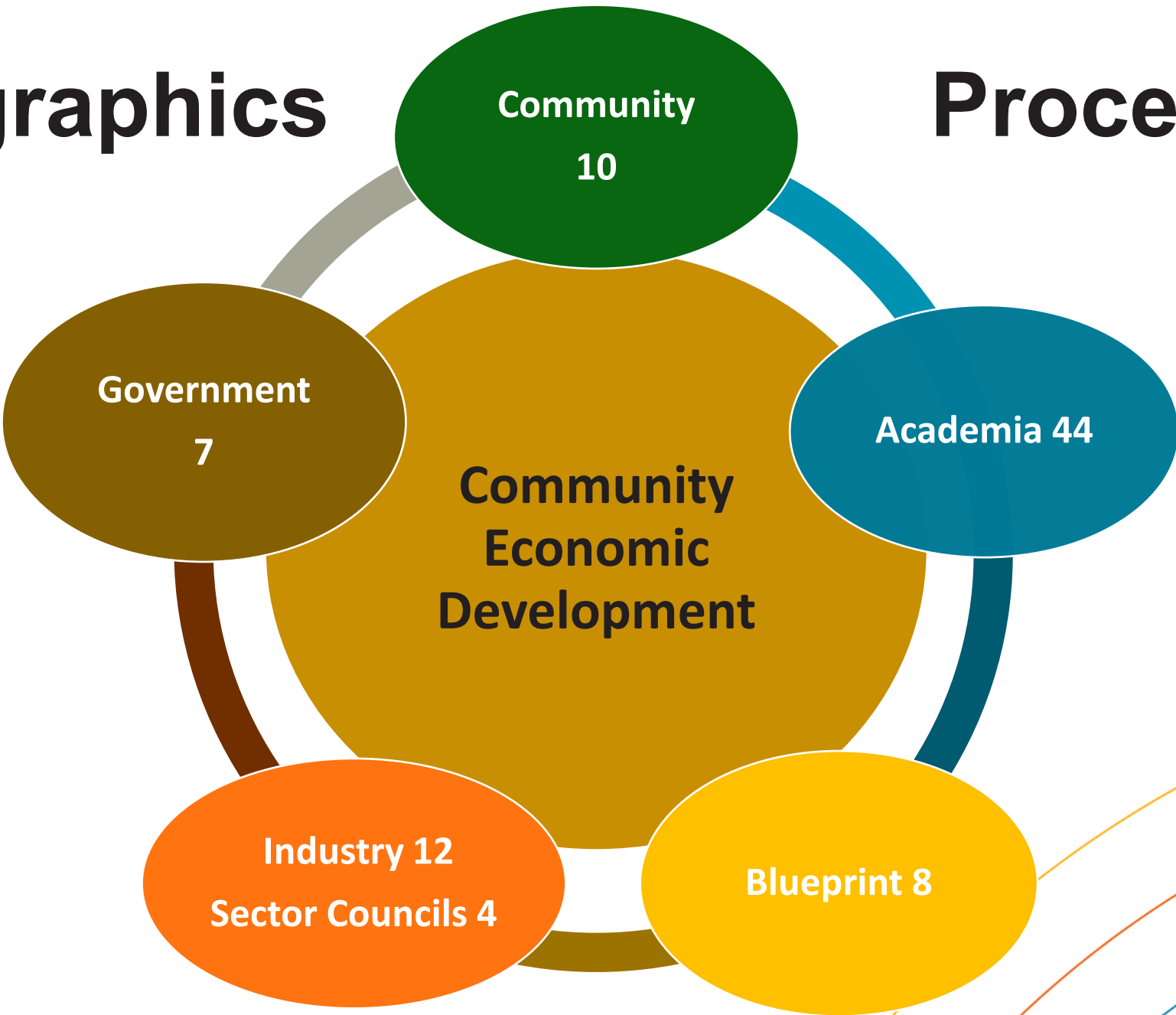
As we gather here virtually today, we welcome you to collectively reflect that, as a group. Our homes and offices are located on the ancestral lands of many nations and treaty territories that span what is now called the Province of Manitoba.

We honor: the diverse Indigenous peoples of Manitoba, who thrived in a culture that was celebrated through language, ceremony and tradition; who created and maintained important trade routes, and a prosperous sustainable economy; and the land on which they have worked and raised families for thousands of years.

In this era of truth and reconciliation, we acknowledge the treaties that were made on these territories and dedicate ourselves to moving forward in partnership with Indigenous communities in a spirit of collaboration.”

# Demographics

# Process



Oct 28<sup>th</sup>,2021

# Community Economic Development Table

What Role can Manitoba's Post-Secondary Institutions and Industry Partners  
Play in Advancing Your Community's Economic Development Vision?



## 1. Community Needs:

## 2. Creating local opportunities:

## 3. Greater Alignment:

### Three Key Themes

1. Through knowledge of the barriers Indigenous workers face, industry and academia can create more meaningful relationships. Communicating what skills are needed to the community and from the community.
2. Satellite academic opportunities need to be created in communities and local project-structured work should occur.
3. Creating pathways for Indigenous students. By aligning training with the jobs and careers in the community and ensuring student access to this training.

### Areas for Development

#### COMMUNITY

- Want to see community ideas recognized and engaging the community a priority.
- Organized student involvement in the process with an industry and academic sector focus.
- Communication and consultation with students about what services are offered versus what services are needed.

#### INDUSTRY

- Need to demonstrate knowledge of the systemic barriers to create better relationships
- Decolonize hiring practices
- Align with Academia to create pathways
- Establish community-owned business
- Focus on project-structured work
- Create local career opportunities.

#### ACADEMIA

- Expand established student-centered learning opportunities through:
  - satellite locations
  - online learning
  - flexible learning
- Align with Industry to create pathways
- Focus on community access, mentorship, practicums.
- Develop accredited and meaningful training.

# The Big Question ?

**“What Role can Manitoba’s Post-Secondary Institutions  
and Industry Partners Play in Advancing Your Community’s  
Economic Development Vision?”**

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Manitoba  
Industry-Academia  
Partnership

**FOR FURTHER INFORMATION, PLEASE CONTACT:**  
P 204.430.5179 · E [info@miap.ca](mailto:info@miap.ca)  
410-100 Innovation Drive · Winnipeg, Manitoba · R3T 6G2

[MIAP.CA](http://MIAP.CA)



# Three Key Themes

Recurred in every discussion

- 1. Focusing on knowledge about the community's needs.** Through knowledge of barriers that Indigenous workers face, industry and academia can create more meaningful relationships. It needs to be communicated what skills are needed to the community and from the community.
- 2. Creating local opportunities.** Satellite academic opportunities need to be created in communities and local project-structured work should occur.
- 3. Creating a pathway for Indigenous students.** This is done by aligning training with the jobs and careers in the community and ensuring student access to this training.



# Meeting the Needs of Communities

Participants identified the following:

## Academic focus:

- Mentorships, job shadowing, practicums
- Offering accredited and meaningful training.
- Having programs and satellites in the communities
- Creating pathways

## Industry focus:

- Decolonizing hiring practices
- Creating project structured work
- Identifying and conveying needed skills
- Establishing community-owned businesses
- Gaining knowledge of systemic barriers Indigenous workers face and creating meaningful relationships

## Aligned Focus:

- Training needs to be aligned with jobs currently available in communities
- More life-cycle jobs and opportunities need to be developed
- More STEM opportunities
- Have a focus on environmental and sustainable development
- Community consultation

# Areas For Development- Academia

## Considerations

### Indigenous Students Supports

- There are skills required for application to these programs.
  - These skills are not gained in rural communities that do not have internet access
  - Underrepresented groups often lack training on finding and utilizing these supports

### Focusing on Community Access

- The advantage to establishing community based flexible learning so that students can finish their studies in their communities is that they then contribute to local community economic growth.
- When setting up remote learning academia needs to take into consideration:
  - Limited and poor internet connectivity
  - A lack of access to technology in appropriate study spaces
  - There is a need for simultaneous supports for academic and wellness

### Awareness

- Cultural differences require program flexibility
- Development of programs to transition from academic culture to industry

# Areas For Development- **Industry**

## Considerations

### **Economic Development**

- The core of economic development is the value and importance of human contribution
  - There needs to be an individual acknowledgement of the value and diversity of the contributions each person brings
  - Focusing on how recognition is given and how people are compensated for these contributions
  - Centralized purpose around person, place and community

### **Advancement of Community Interests**

- Create positions that are long term to create careers not just short-term jobs
- Collaborate on synergies to ensure efforts are not being duplicated
- Ensure there is not an economic displacement as has been experienced historically

# Areas For Development- **Government** Considerations

## Advancement of Community Interests

- Collaborate on synergies to ensure efforts are not being duplicated
- Ensure there is not an economic displacement as has been experienced historically

## Creating Programs

- Identify what and when supports are required.
  - October is more difficult for students who are also single parents, so more support is required at that time
- Rural supports may need to be different based on internet connectivity and food disparity

# Community Involvement- All Sectors

## Essential

### Consultation

- The community needs to be engaged at all phases of development of any programs and services that affect them.

### Consideration

- Priority should be given to the needs and wishes expressed by those communities.

### Communication

- Active, consistent and ongoing outreach by all sectors.

# Moving Forward Collaboratively

**The role Manitoba's post-secondary institutions and industry partners can play in advancing the economic development vision of Indigenous communities is:**

- Build on input from Indigenous post-secondary students and their communities
- Grow employment opportunities from within the community
- Ensure that the appropriate programs are being offered to meet the educational needs of students wanting to be employed in their local job markets
- Endeavor to on-board colonial institutions in recognizing and rectifying systemic issues of racism, inequality and disparate access to services

# Information Sharing

## Ruth Shead

Director of Indigenous Engagement and Communications  
Office of the Vice-President (Indigenous)  
204-290-8377

[www.umanitoba.ca/indigenous](http://www.umanitoba.ca/indigenous)

*The University of Manitoba campuses are located on original lands of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.*



## Denise Tardiff

Indigenous Engagement-Stakeholder Liaison  
Manitoba Industry-Academia Partnership  
Ph: (204) 599-3136

**E:** [dtardiff@miap.ca](mailto:dtardiff@miap.ca) **Website:** [miap.ca](http://miap.ca)

Daañ lii Michif leu teeraeñ d'niikinaahk eekwaa Daañ lii Anishinaabeg, lii Krii, lii Oji-Krii, lii Syoo pi lii Dene nishtam leu peeyii, lii kampoos d'yuniversitii di Manitoba ashteewa.

