

MANWO



RMYC

Regional Link

Multicultural Association of Northwestern Ontario

Regional Multicultural Youth Council

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MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO

2018 - 2019 ANNUAL REPORT

(With Youth-led Initiatives by the Regional Multicultural Youth Council)

and

FINANCIAL STATEMENTS

August 31, 2019

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MANWO 2018 - 2019 ANNUAL REPORT

Introduction:

The Multicultural Association of Northwestern Ontario (MANWO) and the Regional Multicultural Youth Council (RMYC) ran the After-school Program at Dennis Franklin Cromarty (DFC) High School as our primary service this fiscal year. The goal is to use our past experience of helping newcomers to Canada to assist Indigenous boarding students from remote northern communities adjust and adapt to city life. We did this by providing them with orientation sessions and extra-curricular activities to keep them busy in the city and enhance their safety, wellness and achievement to realize their dreams.

We also organized activities at the Multicultural Youth Centre on weekends for Indigenous and non-Indigenous students to get-together, mix and work together on various activities that enhance student safety in the city and encourage them to stay in school and graduate. Members of the Youth Council networked with Indigenous students, and RMYC officers used a youth-to-youth approach to involve students in identifying their priorities and additional activities they wanted to see organized.

The youth-to-youth approach improves communication among peers and we invested in training and developing young leaders, peer mentors and resilient role models to use positive peer influence and make a difference. We established the Student Ambassador program at DFC and signed up students with the ability to connect with their peers and potential to plan and organize activities that would make a difference.

We trained twenty Student Ambassadors as: "*Leaders of Today–Noongam Gaa-niigaani-biwaach*". Fifteen lasted the year and were great role models. They planned activities and organized events, made announcements to publicize what was taking place, and assisted to supervise their peers in the gyms. They also helped to prepare snacks and clean up at the end of the program. On average, a 100 students came for supper and snacks after classes and many the teachers and staff join them. The After School Program is a great success, but for school security, only DFC students can participate and benefit from it.

Youth Peer Leaders / Student Ambassadors:

The following are the extra-curricular activities and tasks that we carried out after school on week days and during weekends:

- * Developing a diverse team of strong peer leaders and role models to work with and mentor Indigenous students
- * Using a youth-to-youth approach to enhance communication with Indigenous youth
- * Hosting two receptions and orientation sessions in the fall and at the beginning of the second semester to welcome Indigenous students to the city
- * Inviting agencies to information fairs at DFC to promote services and supports available to students
- * Training Indigenous students to plan their own positive events and extra-curricular activities
- * Supporting students to publicize and run events popular with peers
- * Organizing workshops and presentations to build self esteem, self confidence, etc.
- * Consulting with students on current priorities, their issues and concerns
- * Creating peer support groups to discuss goals in education, careers, jobs, etc
- * Engaging students to be part of the solution to their problems
- * Working with students to develop youth-friendly resources i.e. leaflets, videos, etc.
- * Hosting tournaments that promote team-spirit, wellness, fitness, etc.
- * Organizing sessions to share urban lifeskills, social and civic responsibility
- * Encouraging peer-to-peer talk about racism, addictions, healthy lifestyles, risky behaviour, relationships, graduation, careers, professions and so forth.
- * Instilling confidence in students to report problems and the challenges they face, the help and resources they need to become resilient and thrive in the city.
- * Creating sharing circles for students to discuss issues, problems and solutions
- * Organizing sleepovers for bonding, fun and personal growth
- * Hosting professional development retreats and focus groups to share knowledge
- * Forming a 'buddy systems' for students to look out for one another and stay safe
- * Creating Girl Power and Band of Brothers groups to promote healthy lifestyles.
- * Discuss positive alternatives to negative routines students are accustomed to

- * Providing guidance, resources and support to make a difference
- * Creating study groups for peer support to enhance academic achievement
- * Organizing outdoor activities and hikes to be in touch with nature
- * Supporting Pow wows and cultural activities to promote identity and cultural pride
- * Providing tutoring a mentoring to help students to do well academically
- * Working with students to prepare their own snacks and meals
- * Co-ordinating social, recreational, cultural and fun events for the whole school.
- * Documenting activities, monitoring participation, evaluating outcomes and preparing reports.

Youth / Student Engagement:

We hosted forums and workshops, made presentations, organized discussions and held consultations for youth input on their priorities. We conducted special surveys on the concerns of Indigenous youths as part of our strategy to enhance reconciliation and came up with a summary sheet included with this report. We sponsored recreational activities, socials, multicultural events and Indigenous pow wows to share culture, celebrate diversity and learn to get along. We promoted extra-curricular activities to keep students busy and safe, the supports for wellness, and interventions for academic up-grading.

We also reached-out to high-risk neighbourhoods to connect with children, youth and their families and involve them in positive activities. We encouraged vulnerable groups to work with the various social service agencies and utilize their resources to improve their situation and make the community better.

The Peer Leaders/Mentors were also a great asset for the RMYC Student Working Group (SWG). This consisted of six to eight student reps from all the city high schools. The SWG met monthly at the Prince Arthur Hotel throughout the school year to discuss Ontario's Equity and Inclusive Education Strategy and the Accepting Schools Act. We promoted our anti-racism activities during the reception and orientation program to welcome new First Nations students from remote northern reserves to city schools

The students reported on initiatives to enhance student wellness, safety and achievement, problem areas in their respective schools, and what was going right that should be expanded. The feedback and input from the SWG meetings are well covered in the “Coming Together to Talk With Youth – A Conversation of Hope” conference the RMYC facilitated at Lakehead University on April 30, 2019.

The RMYC in collaboration with Pathways to Education hosted the Indigenous Youth Voices Education Conference at DFC, February 15-16, 2019. One hundred and fifty First Nations students from all high schools across the city attended and shared their stories about their education experience and life in the city. They talked about the supports and resources they need to stay in school pass their courses and graduate.

Many acknowledged the under-funding of education on reserves and the need for tutoring and up-grading to compete with schools in the city. We were able to get a lot of information we believe will help to improve their safety and success rates. Details of the forum and the outcomes are covered in separate reports with recommendations.

We made thousands of multicoloured bows of black, red, white and yellow ribbons intertwined to symbolize the beauty of the human race united in harmony. They were distributed to Parliament Hill, Queen’s Park, Thunder Bay Community Breakfast hosted by Diversity Thunder Bay and the City of Thunder Bay for over 450 guests to commemorate March 21, the International Day for the Elimination of Racial Discrimination. The “Multicultural Bows” are a great way to start conversations about racism, share stories on stereotypes, prejudice and discrimination and ways to stop the problems. They also provide a great opportunity for the youth to do something practical to raise awareness of racism and take action and he youth in doing something visible to raise awareness about racism and challenge the community to take action.

At the end of February, we sent 13 delegates to the Students Commission of Canada’s Canada We Want Conference in Toronto. The conference covered topics on truth and reconciliation, addressing structural racism, children’s rights and social inclusion for children and youth living in rural, remote and Northern communities.

Five of the RMYC delegates were workshop facilitators and gave reports at the end of the gathering. Participating at the event inspired the RMYC to launch the "Thunder Bay We Want" initiative that resulted in the hosting of the "Coming Together To Talk With Youth" forum at Lakehead University on April 30, 2019.

On March 22, a day after the International Day for the Elimination of Racial Discrimination events, the RMYC hosted a Youth Suicide Awareness Walk. The event started at City Hall and ended at the Canadian Lakehead Exhibition. Over 120 people participated in the walk that included presentations and information tales featuring the mental health supports available in the community. At the close of the walk, it was suggested that the RMYC take up the challenge and plan follow-up activities to keep the dialogue on youth suicide going.

We are grateful that Nishnawbe Aski Nation, the largest First Nations organization in Northwestern Ontario that has experienced a suicide epidemic donated food and water. They also sent their Director of Social Services Bobby Narcisse to address the crowd.

On April 30, we partnered with Diversity Thunder Bay and the City of Thunder Bay's Anti-racism and Respect Advisory Committee, local school boards and various Indigenous groups to host the 'Coming Together to Talk With Youth – A Community Conversation of Hope'. A local film produced by Michelle Desrosier was shown to initiate dialogue on racism in Thunder Bay. The film interviews Indigenous youths about their experiences in the city and the nature of race relations.

Over 250 high school students from diverse backgrounds attended the forum. From the discussions, it was clear that Indigenous and non-Indigenous people lived in two separate worlds, and Anti-Indigenous racism was a reality. The students support reconciliation and want schools to do a lot more to educate the nation about the truth in Canadian History. They want more information on colonization, the Indian Act, Indian Residential Schools, the 60s Scoop, treaties and so forth. They believed that knowledge and awareness of our true history will reduce the ignorance that feeds stereotypes, prejudice, racism and discrimination that dehumanizes Indigenous people. A full report will be available in July.

Together with the RMYC we participated in a series of consultations on what would happen to all the initiatives the youth were working on with the Ontario Child Advocate after the office closed in May, 2019. The RMYC had partnered on various initiatives with the Ontario Provincial Advocate for Children and Youth beginning with the Coroner's Inquest into the deaths of seven First Nations students while they were attending school in Thunder Bay. The Youth Council consulted First Nations students and Indigenous youths on behalf of the Child Advocate and Nishnawbe Aski Nation and Northern Nishnawbe Education Council testified at the Inquest.

We were also involved in youth-led projects such as Feathers of Hope for Indigenous youth, and the Hair Story for black children in care. Much progress had been made to compile information to guide policy-makers, decision-makers and funders to move forward. There was concern that all this work would end. MANWO and the RMYC were invited to sit at the table to ensure that all the accomplishments to date would not be lost. Before the closure of the office, many of the reports were transferred to our youth centre, and since the closure of the office, we have been assisting the youth committee formed to continue with the initiatives they were working on. We feel that it is important to support them until they can secure the funding they need to have their own safe space to continue the work.

We initiated a greenhouse pilot project at DFC. With food security a major concern in First Nations communities we partnered with Alter-Eden and Roots to harvest to introduce students to growing their own vegetables and teach them about local plants. We also realize that diabetes is a major health issue on northern fly-in reserves where the price of fresh vegetables and other healthy foods are very expensive. We felt that familiarizing Indigenous students about growing their own vegetables would make a difference.

The initiative encouraged collaboration between new immigrant youths from tropical countries used to growing their own food keen to provide encouragement and guidance to their Indigenous peers. Learning some of the plant names in Indigenous languages was a win-win situation as all the youth got to practise speaking Ojibwe and Cree.

Collaboration in Research:

We partnered with various institutions and agencies doing research on children and youth. We are working with Carleton University on a multi-year research project titled *“Youth Futures: Bringing together Indigenous and Western approaches to promote youth resilience and prosperity in First Nations communities.”*

The project targeted Nishnawbe Aski Nation communities and aims to build resilience among Indigenous youth to deal with trauma and the challenges they face including youth suicide. We incorporated the peer mentoring and youth leadership development strategy and got our Student Ambassadors involved. This complements our initiatives with First Nations students at Dennis Franklin Cromarty and Indigenous youths across the region. We had students involved in the After-School Program participate in consultations, focus groups and group presentations. We are learning from being involved in the process and look forward to the outcomes.

We collaborated with the University of Manitoba on a *“Pathways to Youth Health and Resiliency Project”*. This was participatory action research with Indigenous youth in four Canadian urban centres – Halifax, Saskatoon, Winnipeg and Thunder Bay. We coordinated exchange visits and sent some youths to a gathering in Saskatoon. In return, we hosted the project team twice when they visited Thunder Bay to provide orientation and train local youths in gathering data and storytelling.

We were involved in the Wellesley Institute study: *Towards Understanding and Supporting Marginalized Children and Youth in Ontario: The Case of Growing Up Indigenous.* The recommendations included a strengths-based model focused on building successful outcomes for children and youth; a life-course approach that aims to create a continuum of support from cradle to career; and understanding the strengths and needs of diverse and marginalized youth. Other consultations involved agencies representing youth in care in Canada and in Ontario. We had teams of youths provide input and feedback.

Summer Jobs Program:

During the summer, MANWO hired twenty students sponsored by various Indigenous agencies and employment services to be trained for the work world. A majority were First Nations high school students who had never worked in the city. We were able to secure special funding from Service Canada to hire RMYC officers as mentors to train and coach new students what is expected in the highly competitive urbanized and multicultural work world. Indigenous students initially struggles adjusting to the work-place expectations, but pairing them up to shadow the more motivated and experienced peers pad off well. Punctuality improved, and attitudes changed and by the end of summer, many had a developed a strong work ethic to qualify for jobs elsewhere.

The highlights of the summer work experience were the community gardening projects across the city, neighbourhood clean-ups, and surveys on the priorities of children and youth in community housing projects. We also ran the Girl Power and Band of Brothers summer day camps to provide no-cost structured social cultural and recreation activities for children and youth in high-risk neighbourhoods. We registered about forty boys and girls and on average half showed up for the once-a week activities that included arts and crafts, recreation, picnics, out-door games as well as reading exercises to assess their literacy and comprehension skills.

For those struggling, we made recommendations to their parents so that they would seek appropriate help when schools opened. The goal was to find the right interventions to prevent them from failing and dropping out of school altogether. With more than 89% of young offenders in the federal correctional system have below grade 10 education and 65% have less than grade 8, helping kids to stay in school and graduate will make a great difference when they get jobs and are gainfully employed. We believe that this will enhance our work to improve race relations by reducing negative stereotypes, prejudice and racial discrimination that are rampant when school drop outs indulge in crime to survive, and threaten our safety and security.

THUNDER BAY INDIGENOUS STUDENTS' PRIORITIES

The following issues were identified and ranked as priorities by Aboriginal youths working at the Multicultural Youth Centre during the summer of 2018. Surveys were conducted in city schools and neighbourhoods. Peer focus groups and social media were also used to gather data. The RMYC believes that working with Indigenous youths on these issues will go a long way to help them integrate successfully into society and reduce the stereotypes, racism and discrimination they face.

1. **Education: staying in school and graduating, job-readiness, careers, professions, trades and work-skills development.** Indigenous youths recognize the value of good formal education to compete for jobs, break the cycle of poverty, and reduce the high incarceration rates among school drop-outs. First Nations students realize that they have to work harder to close the academic gap when they move from underfunded reserve schools to city high schools. They need programs and supports to transition from the school system into a diverse and highly competitive global work-world.
2. **Addictions: dependency on alcohol, drugs, prescription pills and coping with related mental illness.** Colonialism, residential schools, the 60's scoop, and patronizing policies that destroyed traditional structures with no respect for sovereignty created cultural voids, intergenerational trauma and a sense of hopelessness. With no proactive intervention, dependency on substances and medications to cope with the loss has become a big social problem and health issue among Indigenous people.
3. **Racism / Discrimination / Homophobia:** Racism and hate top the list of negative experiences First Nations youths face in the city. Name calling, objects such as eggs, coffee, pizza slices, and so forth thrown to mess up their clothes and hurt them are common occurrences. The racist graffiti such as "Kill Indians" painted on a billboard at Intercity Mall, the same shopping centre that once barred First Nations students from the premises shook many up and made them feel unsafe. They face discrimination from police officers, teachers, store clerks, landlords and so forth, creating problems for their life in the city. Homophobia is also a problem, and two-spirited youths feel discrimination from all sides including their own.

4. **Teen pregnancy:** The youth want more sexual education and counseling to prevent young girls having babies they cannot take good care of. Many are familiar with foster care or have not been raised by their biological parents. They are aware of friends dropping out of school to have babies who end up in-care due to a lack of parenting skills, thereby perpetuating the demand for foster homes. Many teen moms also have newborns with preventable diseases such as Fetal Alcohol Spectrum Disorders (FASD), or suffer from drug-addiction withdrawal symptoms. This creates a cycle of kids with behavioural and mental-health problems, and over-representation in regards to poverty and social problems feed the negative stereotypes, racism and prejudice.
5. **Safe spaces to hang-out -- free of the temptations of alcohol and drugs, violence and criminal street gang influence:** A lack of good welcoming places to feel safe, meet and mix with others and enjoy life in the city drives some youths to hang out with the wrong crowds, or join gangs to avoid loneliness and gain a sense of belonging. First Nation students want to be accepted for who they are and supported to advance in the new world, and not stereotyped or judged as lazy welfare bums, addicts and criminals.
5. **Peer Leadership Training and Role Model Development:** The impacts of residential schools destroyed families and robbed children of ideal parents and positive role models. First Nations youths in search of families to belong need good peer leaders and mentors instead of gangs. They appreciate peer role models who can speak up and engage them in promoting healthy life-styles to counter negative peer pressure, street gang recruitment and so forth. They believe that more positive peer influence through mentoring, guidance and support will make a difference.
7. **Bullying – Cyber bullying, Mental stress, Trauma:** Lateral violence and bullying are common problems among Indigenous youths. This is compounded when they are picked on in the city because of their culture and race further creating fear and stress. Cyber-bullying done privately and anonymously using social media is a growing problem. The shame, harassment, annoyance, and pain caused by spreading falsehoods or sharing private information publicly can result in depression and trauma making victims vulnerable to depression, self medication, self-harm, and even suicide.

8. **Gangs: crime and violence** – The proximity to Winnipeg and the gangs there makes Thunder Bay and the region a lucrative market for gang recruitment. The youths are aware of the risks of gang involvement, crime, drug-dealing, prostitution and so forth. Many know that violence, threats and intimidation are part of the game and once in, it is hard to get out. Experience shows that gang life is not that glamorous, and dropping out of school is a sure way to end up tangled in a life of crime and gangs.
9. **A residence / Living Centre to house boarding students** new to the city will go a long way to help them transition to city life. This will address the shortage of good housing and problems with unsuitable boarding homes that do not encourage or support students to stay in school and graduate. It is important to make sure that any communal living centre is well supervised and has adequate resources and supports to create a safe and healthy experience for learning with a homely atmosphere.
10. **Safer schools and safer neighbourhoods:** First Nations Students from small isolated reserves are scared to use buses and attend schools that are much bigger than their whole community. Discrimination and assaults are common and many First Nations students do not feel safe. They do not report threats, bullying or racial incidents at school or in the community because they feel no one will believe them, nothing will be done, or are afraid of revenge. First Nations Education Authorities have curfews to protect their students and the city should support such proactive safety measures.
11. **Homelessness / Addictions / Prostitution / Panhandling:** First Nations youths have a hard time finding places to rent or decent places to stay. Due to poverty, racism and discrimination, many end up on the streets or couch-surfing with friends struggling with addictions. They are vulnerable to exploitation, forced into prostitution and criminal activities for money, a place to stay, or to feed their drug habits -- creating a new cycle.
12. **Cultural (Seven Grandfather) Teachings** – learning universal values, parenting skills, language and identity (taken away by residential schools) is key to successful integration (not assimilation) into the society in order to thrive and survive in the city. In addition, having courage and bravery to fight against the oppressive system requires resilience to gain identity and be proud of one's culture which is a gift from the creator.

INDIGENOUS YOUTH PERSPECTIVES ON CANADA 150 (2017)

1. In 2017, Canada celebrated 150 years of confederation. 'Settler' Canadians have benefitted from the land and prospered while Indigenous people, the original inhabitants have been devastated by colonization and residential schools. They are at the bottom of the social and economic ladders, and doors continue to be shut for them to progress.
2. Colonization resulted in Indigenous people losing their independence, right to self government and self-determination. The government of Canada is responsible for the governance and well-being of Indigenous people and has not always acted diligently.
3. Indigenous people were sent to Indian Residential schools to be assimilated into European culture. Children as young as five years old were forcibly removed from their parents and communities to attend church and government-run schools far away. They were forbidden to speak their language, practice their culture, and punished for doing so. Many were physically, mentally, emotionally and sexually abused, and some died at school. The legacy of residential schools haunts survivors and the intergenerational impacts have traumatic effects on Indigenous people and their communities today.
4. 60's Scoop took thousands of Indigenous children from their parents and put them in foster homes or had them adopted away from their communities. This broke families, created an identity crisis and caused attachment problems we see everywhere today.
5. The fate of Indigenous people is determined by the Canadian government. Treaties and Land Rights take a long time to be resolved through the costly legal system, and Indigenous groups are often short-changed in their dealings with governments and corporations seeking to exploit natural resources on traditional lands.
6. The Federal Government is responsible for First Nations education, and the level of funding is less than what provincially run schools get.
7. On-Reserve First Nations children do not get the same funding as other Canadian children. The federal government was taken to court by Cindy Blackstock, and she won.
8. Murder, violence and social problems are high among Indigenous groups as confirmed by the Inquiry into Missing and Murdered Indigenous Women and Girls.

9. Many First Nations reserves are under-serviced with living conditions comparable to Third World countries. They lack basic services such as clean drinking water, high schools, adequate housing, good health-care, recreational facilities and so forth.
10. Many remote reserves are only accessible by air or winter roads. Flying in basic supplies such as food makes livelihood very expensive. This has an impact on health, education standards, quality of life and life expectancy among Indigenous people.
11. Indigenous suicide rates are the highest in Canada. Immigrants and refugees flock here because of opportunities and the potential to prosper while Indigenous children have lost hope and are 'killing' themselves to 'exit' a country others see as "paradise".
12. High school drop-out rates and poor social conditions lead to the over-representation of Indigenous people in jails. In Northwestern Ontario, 75 to 90 per percent of offenders in the Criminal Justice System are Indigenous while their population in Canada is 4%.
13. Indigenous languages and culture are tied to the land and need protection. All groups that have migrated here have their traditions rooted and preserved in their countries of origin. Loss of Indigenous languages and traditions in Canada will make them extinct
14. High poverty rates in a rich country and marginalization from the mainstream are realities among Indigenous people since colonization. The over-representation in numbers of school drop-outs, unemployment, homelessness, mental health, addictions, preventable diseases and so forth make Indigenous groups vulnerable and put them at greater risk compared to other Canadians. There is a lack of commitment and willingness to invest in addressing the economic and social disparities while we profit from the natural resources on their lands.
15. Indigenous people face racism and discrimination in their own country. Since colonization, Eurocentric values of superiority and privilege have presented Indigenous groups negatively in spite of their contributions to the development of Canada. Their stories are not in the school curriculum, and our history is biased from a colonial point of view. The media and movies perpetuate stereotypes and prejudicial attitudes that exist to this day. Governments have been reluctant to address the inequities were it not of pressure from the United Nations, Human Rights and Supreme Court rulings.

Other Initiatives — Healing Lodge:

The MANWO executive director, Moffat Makuto sits on the Kairos Board for a young offender facility in Thunder Bay. We promote our youth-to-youth programs with the RMYC and at the Multicultural Youth Centre to connect with young offenders who benefit from being linked with mentors and role models using positive peer influence and personal support to change bad habits and negative lifestyles. We are also running an addiction-prevention program in high-risk neighbourhoods to help youth and their parents heal.

Moffat also chairs the Thunder Bay Parole Office Citizens Advisory Committee (CAC). Even though we are in Ontario, our district is part of Winnipeg and we report to the Prairie Region Head Quarters in Saskatoon. This link to the west is what introduced MANWO to Healing Lodges and their successes at rehabilitation. MANWO is now campaigning to establish a Healing Lodge as an alternative to jails, and make it the first in Ontario.

Our Northwestern Ontario region encompasses 90 First Nations reserves in three Treaty areas: Grand Council Treaty #3, Nishnawbe Aski Nation Treaty #9, and Robinson Superior 1850 Treaty. All three are on our advisory committee, and Chief Peter Collins of Fort William First Nation next to Thunder Bay has agreed to play a lead role. We held several community consultations with Correctional Service Canada (CSC) Regional Deputy Commissioner, Peter Linklater at Fort William First Nation. Over forty stakeholders in the region attended including MANWO President Carol Wicks from Kenora.

This is MANWO's commitment to the Truth and Reconciliation Commission's Calls to Action, and we are pleased that there is wide community support for a Healing Lodge. We have since contacted the Minister of Public Safety and Emergency Preparedness, the Honourable Ralph Goodale, Correctional Service Canada Senior Deputy Commissioner, Alain Tousignant, and Regional Deputy Commissioner France Gratton for the Prairie region, and they are all supportive of the idea. The Chiefs on Ontario also support the initiative. All we need now is to hire someone to work on preparing the proposal. We have sent letters to Ottawa and Queen's Park requesting funding to make it a joint initiative. We will be following up on the funding for this project this coming year.

Settlement Services:

In spite of a lack of funding for settlement services, we continue to provide limited services to assist new immigrants and refugees in the region. Our toll-free telephone number and access via internet kept us connected to the region. Most of the calls were requests for information about filling forms, sponsorships of newcomers, document translations, and assistance with job-searches under the new Northwestern Ontario special designation as potential destination for new-immigrants seeking employment. or filling in job vacancies. We did our best to help, provided information, and made referrals.

CONCLUDING COMMENTS

We are proud of our accomplishments this past year which we attribute to new funding to enhance reconciliation. Our successes at working with Indigenous youth enabled us to establish partnerships with Carleton University and the University of Manitoba to build resilience against suicide. We are very grateful to Nishnawbe Aski Nation for providing letters of support to potential funding sources such as Nuclear Waste Management Organization, and Indigenous and Northern Affairs Canada to work with Indigenous children and youth. The partnership with Community Safety Initiatives (CSI) now enables us to use the group's Charitable Number to apply to foundations that only fund registered charities. DFC gives us free space to work with First Nations students to enhance their wellness and safety, and support them to stay in school and graduate. This ensures that we have a safe space for the youth we work with to hang out because our Youth Centre is in a high-risk neighbourhood next to a rowdy bar. Consequently, it is hard to fundraise locally and we have not been able to pay the youth centre's property taxes to date.

We are pleased that Indigenous groups are investing in our work to engage their children. But as an inclusive group we also need funding for non-Indigenous initiatives to combat racism and enhance reconciliation by teaching all children and youth to learn to get along. With adequate resources MANWO and the RMYC can be active partners with the city to improve race relations. We hope that City Council will contribute to our cause.



September 3, 2019

Mr. Mosffat Makuto
Multicultural Association of Northwestern Ontario
511 Victoria Avenue East
Thunder Bay, On P7C 1A8

HST #R124102708
Invoice #3422

Professional services:

- Assisting in writing up the books and records for the year ended March 31, 2018.
- Preparing auditing journal entries for the year ended March 31, 2018.
- Preparing unadjusted financial statements for the year ended March 31, 2018.

\$ 2,750.00

- Assisting in writing up the books and records for the year ended March 31, 2019.
- Preparing auditing journal entries for the year ended March 31, 2019.
- Preparing unadjusted financial statements for the year ended March 31, 2019.

2,750.00

My fee	5,500.00
HST	715.00
Total	<u>6,215.00</u>

Due upon Receipt
Interest at 1½% per month, 18% per annum on overdue accounts



**MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO
FINANCIAL STATEMENTS**

MARCH 31, 2019

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D. Bruno Valente

Chartered Accountant

INDEPENDENT PRACTITIONER'S REVIEW ENGAGEMENT REPORT

To the members of Multicultural Association of Northwestern Ontario :

I have reviewed the accompanying balance sheet of Multicultural Association of Northwestern Ontario as at March 31, 2019, and the statements of operation and net assets (deficit) and cash flows for the year then ended, as well as the summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for private enterprises, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Practitioners' Responsibility

My responsibility is to express a conclusion on the accompanying financial statements based on my review. I conducted my review in accordance with Canadian generally accepted standards for review engagements, which require me to comply with relevant ethical requirements.

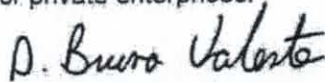
A review of financial statements in accordance with Canadian generally accepted standards for review engagements is a limited assurance engagement. The practitioner performs procedures, primarily consisting of making inquiries of management and others within the entity, as appropriate, and applying analytical procedures, and evaluates the evidence obtained.

The procedures performed in a review are substantially less in extent than, and vary in nature from, those performed in an audit conducted in accordance with Canadian generally accepted auditing standards. Accordingly, I do not express an audit opinion on these financial statements.

Conclusion

Based on my review, nothing has come to my attention that causes me to believe that these financial statements do not present fairly, in all material respects, the financial position of Multicultural Association of Northwestern Ontario as at March 31, 2019, and the results of its operations and its cash flow for the year ended, in accordance with Canadian accounting standards for private enterprises.

Thunder Bay, Ontario
August 31, 2019


Chartered Accountant
Licensed Public Accountant

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO
BALANCE SHEET

As at March 31	2019	2018
ASSETS		
Current		
Cash	\$ 19,116	\$ 20,083
	<u>\$ 19,116</u>	<u>\$ 20,083</u>
LIABILITIES		
Current		
Accounts payable and accrued liabilities	\$ 37,251	\$ 33,389
Due to executive director	28,504	-
NET ASSETS (DEFICIT)		
Net assets (deficit)	<u>(46,639)</u>	<u>(13,306)</u>
	<u>\$ 19,116</u>	<u>\$ 20,083</u>

Approved on behalf of the Board

 President

 Treasurer

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO
STATEMENT OF OPERATIONS AND NET ASSETS (DEFICIT)

Year ended March 31	2019	2018
Revenues		
Nu Vision Canada	1,000	1,856
Ministry of Tourism, Culture and Sport	110,000	113,464
Indigenous and Northern Affairs Canada	50,000	-
Nuclear Waste Management Organization	30,000	50,000
Safer and Vital Communities Grant	-	34,337
University of Manitoba	25,000	-
Carleton University	12,000	8,000
Service Canada	26,579	24,731
Indigenous Students Employment Training	8,436	10,158
In Spirit Grant	12,000	-
Donations and fundraising	3,919	19,004
	<u>278,934</u>	<u>261,550</u>
Expenses		
Advertising	709	469
Automobile	8,450	12,048
Transportation and fuel	8,813	7,033
Insurance	13,003	8,192
Interest and bank charges	529	395
Food	57,904	61,166
Office	13,332	7,441
Professional fees	1,600	-
Property taxes	6,371	20,215
Rent	1,240	-
Repairs and maintenance	27,890	3,979
Supplies	16,385	23,328
Telephone	5,833	3,597
Travel	19,448	17,053
Memberships	100	600
Utilities	8,664	8,433
Wages and benefits	109,879	79,301
Events	1,692	837
Delegates	4,000	3,500
Prizes	1,166	119
Medical	1,059	72
After school program mixed expenses	700	4,890
Youth workshops	-	1,500
Conferences	3,000	3,214
Elder fees	500	-
	<u>312,267</u>	<u>267,382</u>
Excess of of revenues over expenses	(33,333)	(5,832)
Net assets (deficit), beginning of year	(13,306)	(7,474)
Net assets (deficit), end of year	\$ (46,639)	(13,306)

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO**STATEMENT OF CASH FLOWS**

Year ended March 31	2019	
Operating activities		
Accounts receivable and other receivables	\$ 278,935	\$ 261,550
Accounts payable and other payables	<u>(279,902)</u>	<u>(263,646)</u>
Decrease in cash	(967)	(2,096)
Cash, beginning of year	<u>20,083</u>	<u>22,179</u>
Cash, end of year	\$ 19,116	\$ 20,083

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO**NOTES TO FINANCIAL STATEMENTS****Year ended March 31, 2019**

1. The purpose of the organization

The Multicultural Association of Northwestern Ontario is a non-profit organization with the objective of promoting multiculturalism. The Association was incorporated without share capital under the laws of Ontario.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

Revenue recognition

The organization recognizes revenue under the accrual method of accounting. Revenue is recognized when services are rendered. All other income is recognized when earned.

Any revenues obtained to finance specific projects of the Association are deferred until such time as the projects are undertaken and the associated expenses incurred.

Donation of services and materials made in kind are not recorded in the financial statements.

Income taxes

The organization is not required to pay income taxes under the Canadian Income Tax Act, and therefore, no provision for income taxes are accrued in the financial statements.

Use of estimates

The preparation of these financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reported period. These estimates are reviewed periodically and adjustments are made to income as appropriate in the year they become known.

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO**NOTES TO FINANCIAL STATEMENTS****Year ended March 31, 2019**

2. Significant accounting policies (continued)Cash and cash equivalents

The entity's policy is to disclose bank balances under cash and cash equivalents, including bank overdrafts with balances that fluctuate frequently from being positive to overdrawn.

3. Financial instrumentsRisk management policy

The organization is exposed to various risks through its financial instruments. The following analysis provides a measure of the risks at March 31, 2019.

Currency risk

The organization is not exposed to significant currency risk as it does not deal in foreign currencies.

Fair value

The fair value of cash, accounts receivable, and accounts payable is approximately equal to their carrying value given their short-term maturity date.

Financial commitments

Accounts payable and accrued liabilities - The carrying amount included in the balance sheet approximates fair value, given the short-term maturity of these instruments.

MULTICULTURAL ASSOCIATION OF NORTHWESTERN ONTARIO**NOTES TO FINANCIAL STATEMENTS**

Year ended March 31, 2019

4. Capital disclosure

The organization considers its capital to be the balance retained in net assets, which is generally the difference between its assets and its liabilities as reported on its statement of financial position.

The organization's objectives when managing capital are to safeguard its ability to continue as a going concern so that it can continue to provide delivery of its services to the clients. Management maintains its capital by ensuring contributions and fundraising are adequate to cover operating costs of the organization, and actively monitoring operational results

5. Net assets

As is common in organizations of this type, funding is typically granted for specific purposes to be expended within certain periods. Failure to expend the funds as agreed upon could result in demand for repayment by funding agencies. The net assets contain amounts which are subject to review by the funding agencies subsequent to the year-end and thus may be repayable at a later date. Repayments made will be recorded in the year of repayment and not applied retroactively. During the year, no amounts were repaid to any funding agencies.

6. Economic dependence

Approximately 39% of the organization revenue is received from the Ministry of Tourism, Culture and Sport, 18% from Indigenous and Northern Affairs Canada and 11% from Nuclear Waste Management Organization. The continuation of this organization is dependent on these fundings or their replacement under similar terms.

MANWO



Multicultural Association of Northwestern Ontario

RMYC

Regional Link

Regional Multicultural Youth Council

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