

**REPORT ON THE
ONTARIO MINISTRY OF ABORIGINAL AFFAIRS
REMOTE ELECTRIFICATION READINESS PROGRAM
(RERP)**

**COMMUNITY WORKER
ORIENTATION WORKSHOP**

**DAYS INN, SIOUX LOOKOUT, ON
MARCH 24 – 26, 2015**



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1 Introduction

This report provides details on the Community Worker Orientation Workshop co-hosted by four northwestern Ontario (Sioux Lookout District) tribal councils, and resourced under the Ontario Ministry of Aboriginal Affairs' Remote Electrification Readiness Program (RERP). The four tribal council co-hosts – the Independent First Nations Alliance (IFNA); Keewaytinook Okimakanak (KO or Northern Chiefs Council); Shibogama First Nations Council (SFNC), and; Windigo First Nations Council (WFNC) – collaboratively facilitate participation in the project by the 16 remote and diesel-dependent northern Ontario First Nations which have partnered in the energy company Wataynikaneyap Power (www.wataypower.ca). (Four additional Wataynikaneyap partner First Nations are already connected to the Ontario grid).

The workshop was held March 24 – 26, 2015, and covered a broad range of topics related to community-readiness for the proposed transmission corridor development and subsequent energy distribution to member communities, as well as the human capacity necessary to accrue as much community benefit and opportunity as possible from the development and operation of the energy company.

The Community Worker Orientation Workshop, and the RERP project of which it is a part, directly addressed issues unique to the remote diesel-generation Wataynikaneyap partner communities. Workshop participants represented First Nation partner communities, and included community-based First Nation staff for the energy development project. Tribal Council staff assigned technical duties with their respective communities and/or Wataynikaneyap Power, as well as a number of outside consultants presently working with the energy project, provided the participant group with various presentations and subsequent group exercises to continue the process of community-readiness planning and preparation.

2 Purpose of Workshop

The RERP Orientation Workshop had two (2) goals:

- A. *To orient and help prepare participating remote, diesel-dependent communities for the next steps of the electrification project, and;*
- B. *To update participants on the recent activities regarding the development of Wataynikaneyap Power and the associated First Nation communities.*

These two goals were to be achieved through a variety of presentations, videos, as well as both large and small group exercises.

3 Community Membership, Group Leadership, and Representation at the Workshop

The following chart identifies the First Nation partners in Wataynikaneyap Power, grouped by the Tribal Council they are either a member of, or affiliated with, for purposes of furthering the development of Wataynikaneyap Power. The chart also identifies each Tribal Council Lead and Shadow (community-based representatives who mentor Tribal Council Leads), as well as the Tribal Council technical representatives. Finally, the chart identifies the individual First Nations which had community representation (either new local community-readiness staff of Wataynikaneyap Power or other representation from the First Nation) at this workshop.

A list of community participants is provided in Report Appendix section A.b, page ii. A number of the workshop participants from the member communities have been recently hired as RERP Community Project Workers (CPWs). The intended role of the RERP Project Workers is in assisting their home community in planning and preparing themselves to capture benefits or opportunities related to the electrical grid development and operation project.

Representation of First Nations Associated with Wataynikaneyap Power				
Watay Power Members By Tribal Council	Tribal Council Lead	Shadow* Tribal Council Lead	Tribal Council technicians	FN participation at March '15 workshop
Independent First Nations Alliance	Gerry McKay	Chris Angecone	Mary Kenny	
Kitchenuhmaykoosib Inninuwug				√
Lac Seul				n/a
Muskat Dam				√
Keewaytinook Okimakanak	Geordi Kakepetum	Jacob Strang	Franz Seibel	
Deer Lake				
McDowell Lake				
Keewaywin				√
North Spirit Lake				
Poplar Hill				√
<i>"n/a" in the right hand column indicates grid-connected First Nations which are partners in Wataynikaneyap Power, but did not attend the RERP Workshop</i> * Shadow Leads are community-based representatives who mentor Tribal Council Leads				

Representation of First Nations Associated with Wataynikaneyap Power				
Watay Power Members By Tribal Council	Tribal Council Lead	Shadow* Tribal Council Lead	Tribal Council technicians	FN participation at March '15 workshop
Shibogama First Nations Council	Margaret Kenequanash	Mitch Diabo	John D. Cole, Donna Brunton	
Kasabonika Lake				
Kingfisher Lake				√
Wapekeka				
Wawakapewin				√
Wunnumin Lake				√
Windigo First Nations Council	Frank McKay	Derek Fox	Richard Habinski	
Bearskin Lake				√
Cat Lake				n/a
North Caribou Lake				√
Sachigo Lake				√
Slate Falls				n/a
Independent First Nations	<i>Wataynikaneyap Power members which are Independent First Nations receive support and technical expertise through their affiliation with Windigo FNTC</i>			
Sandy Lake				√
Treaty #3 First Nations	<i>Wataynikaneyap Power members which are Treaty #3 First Nations receive support and technical expertise through their affiliation with Windigo FNTC</i>			
Wabigoon				n/a
<i>"n/a" in the right hand column indicates grid-connected First Nations which are partners in Wataynikaneyap Power, but did not attend the RERP Workshop</i>				
<i>* Shadow Leads are community-based representatives who mentor Tribal Council Leads</i>				

4 Workshop Program Overview

The workshop program (the full agenda is included in Report Appendix section A.a, page i) covered a broad range of presentation topics which were presented in a variety of ways. Powerpoint slides in handout format for most presentations were included in the Workshop Packages provided for each participant. Agenda topics included:

1. Wataynikaneyap Overview and Update
2. Wataynikaneyap promotional video: "The Line That Brings Light"
3. RERP Orientation
4. Preliminary Routing and Next Steps

5. Community Change and Transition
6. Resources and Asset Mapping
7. Community Readiness Planning
8. KO Community Research Guidelines: Community Research Planning Guidebook
9. Communication and Community Engagement
10. Review of March 2014 Economic Development Workshop [Economic Development and Capacity Building of Member Communities]
11. Business, Employment and Training Readiness

Workshop presenters / facilitators used the following formats:

- Power point presentations
- Videos
- Presentations
- Group exercises: card methodology to identify groups, then with coloured dots for prioritizing
- Small group work – the results of which were presented back to the whole group by one of the community participants.



Richard Habinski, WFNC

Throughout the workshop, the facilitator conducted icebreakers and energizers.



Margaret Kenequanash, SFNC Executive Director and Lead on Wataynikaneyap Power

At the end of the workshop, participants were asked to fill out an evaluation of the workshop (the results of which are presented in Report Appendix section A.c, page iii).

5 Detailed Results of Workshop and Group Exercises

Tuesday, March 24, 2015

In preparation for the group exercises on Wednesday and Thursday, workshop participants received a number of informational and project update presentations on Tuesday (as identified in the previous section and in the Workshop Agenda provided in the appendix). These presentations provided essential project background and a foundation from which participants will build upon during the two days of workshop. As well, all presentations re-enforced the importance of community engagement and subsequent community buy-in as key to the overall success of the project.

Wednesday, March 25, 2015

A number of group exercises followed shorter presentations (intended to prepare participants for each exercise) on both Wednesday and Thursday of the workshop. These exercises provided an opportunity to achieve a number of purposes:

- Verification of data gathered at previous Wataynikaneyap Power related forums and other sources
- Gathering of additional data
- Begin work with collected data and information for use in community planning and preparation efforts re: community engagement and human resources and economic development



John Salo, WFNC

5.1 Communications and Community Engagement Session

The Communications and Community Engagement session was led by Tom Terry of Voyageurs North, Sioux Lookout. This session consisted of two (2) parts – a powerpoint presentation followed by a number of exercises which logically followed one another.

5.1.1 Results of Group Exercise – Community Engagement – WHO & HOW

Determining Priority Groups and Preferred Methods of Engagement in First Nation Communities

Participants listed on index cards up to five (5) different groups in their community (one group per card) which they believe should be engaged regarding community-readiness for and beneficial participation in the Wataynikaneyap Power project.



Group Exercise: Card methodology with the use of coloured dots for prioritizing

Once the index cards were collected, and the identified groups were sorted and grouped, participants were asked to then provide ideas of the most appropriate and productive methods they would use to engage with each group. The results of this portion of the exercise are outlined alphabetically in the following chart (please note that some compilation of results has occurred).

Results of Group Exercise - Communications and Community Engagement	
Priority Groups for Engagement, and, Preferred Methods of Engagement	
Group	Methods of engagement
<p>Business</p> <ul style="list-style-type: none"> - Business owners - Business people - Stores: community and Northern - Community entrepreneurs 	<ul style="list-style-type: none"> - <i>Write / talk to store owners about more reliable power source</i> - <i>Less power bill for the business (building)</i> - <i>Discussion of increased opportunities</i>
<p>Community Groups</p> <ul style="list-style-type: none"> - Everyone - Band membership - Community members - Building maintenance workers - Fundraising groups - Community planning team - Adults - Single parents - Community members who live outside of the community 	<ul style="list-style-type: none"> - <i>Radio broadcasting</i> - <i>Practical nature of presentation / discussion</i> - <i>Visual tools – video, web-based</i> - <i>Contacts / social</i> - <i>Survey to collect their info and feedback</i>
<p>Economic Development</p> <ul style="list-style-type: none"> - Economic Development Officer - Community Development Officer - Sandy Lake Development Services Inc. 	<ul style="list-style-type: none"> - <i>Presentation to the group</i> - <i>Video presentation</i> - <i>Face to face meeting</i>
<p>Education/LEAs</p> <ul style="list-style-type: none"> - Education authority - Education people - Education board (knowledge and training) 	<ul style="list-style-type: none"> - <i>Talk to staff, explain Watay Power</i> - <i>Explain potential benefits such as reliable power source and potential future employment for students / community members</i> - <i>Careers.</i>
<p>Elders</p> <ul style="list-style-type: none"> - Elders council - Home & Community Care - Community elders - Elder's group 	<ul style="list-style-type: none"> - <i>Face to face</i> - <i>Radio</i> - <i>Translator</i> - <i>Syllabics (newsletter)</i>
<p>(Community) Elders & Youth</p>	<ul style="list-style-type: none"> - <i>Forum for Youth / Elders</i>
<p>Environment (although engagement won't occur per se; the group understands that we need to be mindful of the environment, which includes animals like the caribou)</p> <ul style="list-style-type: none"> - Lands and Resources office 	<ul style="list-style-type: none"> - <i>Climate change awareness: impacts of climate change on land, water, animals</i> - <i>Caribou: so communities can tell the government that building the line will not endanger wildlife</i>

Results of Group Exercise - Communications and Community Engagement	
Priority Groups for Engagement, and, Preferred Methods of Engagement	
Group	Methods of engagement
<p>Formal Leadership</p> <ul style="list-style-type: none"> - Chief and Council - Band Manager - Band office staff 	<ul style="list-style-type: none"> - Face to face - Presentations to council - Community forums - Q &A sessions - Engage in process (not just inform) - Give council a clear, authoritative voice - Information / planning: general setting, practical, visual tools
<p>General Community Members</p>	<ul style="list-style-type: none"> - Hold a community meal and social event at which you could have information to share about the project - Basic general information: general presentation (overall) - Open discussion, visual tools, information booths - Open House: presentation - Group: radio and TV channel - Radio station - Community centre – meeting - Social media - Survey tools
<p>Health and Social Services staff</p> <ul style="list-style-type: none"> - Health Care Workers / Providers - Nursing station - Community nurse - Health workers - New Horizon Treatment Healing Centre (or other similar treatment centre programs) - Ontario Works staff 	<ul style="list-style-type: none"> - Presentation to the group - Video presentation - Face to face meeting - Talk to staff, explain Watay Power - Explain potential benefits such as reliable power source and potential future employment for students / community members - Careers - (Additional methods from those suggested for use with EcDev and Education / LEAs)
<p>High School Graduates</p>	<ul style="list-style-type: none"> - Facebook / social media - Job fair - Training opportunities - Get together at the community hall, broadcast on radio / TV - Have a call-in show - Prepare newsletters, notices/ handouts

Results of Group Exercise - Communications and Community Engagement	
Priority Groups for Engagement, and, Preferred Methods of Engagement	
Group	Methods of engagement
<p>Independent Power Authority</p> <ul style="list-style-type: none"> - IPA workers - Power Authority Board and its employees - Power Authority Manager - Power Plant operators - Power Authority Department - Energy workers - Power plant and electricians - Diesel Plant operator 	<ul style="list-style-type: none"> - <i>Inform them of changes</i>
<p>School age children</p>	<ul style="list-style-type: none"> - <i>School course – add to curriculum. Options for energy generation, transmission and use in the community.</i> - <i>School / class projects</i> - <i>School visits, videos, activities, field trips, and story telling.</i> - <i>Do a presentation in classes.</i>
<p>Social Assistance recipients</p> <ul style="list-style-type: none"> - Welfare clients 	<ul style="list-style-type: none"> - <i>Notices at public bulletin boards</i> - <i>Post news and stuffs to come and see me (Watay worker) and/or plan a get-together at the community hall. Use radio / TV, broadcast – call-in show.</i>
<p>Trappers/ Harvesters</p> <ul style="list-style-type: none"> - Campers / fishermen 	<ul style="list-style-type: none"> - <i>Home visits</i> - <i>Personal invitation to meetings, encourage participation</i>
<p>Women</p>	<ul style="list-style-type: none"> - <i>Women’s night (discussion)</i> - <i>Keewaywin News & Stuff (FB page)</i> - <i>Notices at public bulletin boards</i>
<p>Youth</p> <ul style="list-style-type: none"> - Drop In Centre (youth) - Daycare Centres - Young people - Youth group - School age and upcoming workforce - Young adults, school children 	<ul style="list-style-type: none"> - <i>Host a survival skills gathering with food. Teach youth about being prepared for power outages, talk about the project as well.</i> - <i>Social media</i> - <i>Face to face</i> - <i>Host a volleyball night and talk about the project, when the youth take a break</i>

Results of Group Exercise - Communications and Community Engagement	
Priority Groups for Engagement, and, Preferred Methods of Engagement	
Group	Methods of engagement
<i>(Youth)</i>	<ul style="list-style-type: none"> - <i>Employment opportunities</i> - <i>Careers</i> - <i>The benefits of employment when building / constructing the grid</i> - <i>Training programs</i> - <i>Art Contest: submit something that shows how we can conserve power. Class presentation as well.</i>

5.1.2 Results of Group Exercise – Priority Groups for Community Engagement

Priority Groups for Community Engagement

Once workshop participants had completed the previous exercises, they were then asked to provide their priority ranking for the groups. This exercise was completed by having each participant use coloured ‘sticky dots’ to indicate their relative priority for the groups they had identified as target groups of their future engagement efforts. The top four (4) groups ranked in this prioritization exercise were:

- | | |
|--|----------------------|
| 1. Elders | 10 Priority Rankings |
| 2. Economic Development | 7 Priority Rankings |
| 3. Community Groups / Community-at-large | 6 Priority Rankings |
| 4. Youth | 6 Priority Rankings |

It is important to note that it was stated and acknowledged several times during the workshop that the first point of entry (the first group to contact and engage) is at all times the **Chief and Council** of any First Nation community.

5.2 Human Resources Challenges Session

Marvin Stemeroff of AECOM led the next group exercise intended to solicit data regarding additional challenges faced by the communities and community members in preparing for electrification, and the possible ways which those challenges may be overcome to gain the most benefit for communities and community members.



Small Group Work: Marvin Stemeroff working together with Tommy Sainnawap, Sam McKay, Dennis King and Tom Kamenawatamin



Brian Thunder, Sachigo Lake FN, was one of the participants who presented back to the whole group

This work served to verify and build upon the results of the **Economic Development and Capacity-Building Workshop** held in Thunder Bay during March 2014.

5.2.1 Results of Human Resources Exercise

Results of Group Exercise – Human Resources Session	
Additional Human Resources Challenges with Community Electrification	
Human Resources Challenge	Possible approach/strategy to overcome challenge
<p><i>Need of communication skills:</i></p> <ul style="list-style-type: none"> - shyness, introverted 	<ul style="list-style-type: none"> - <i>Life skills training / mentoring</i> - <i>Workforce skills training</i>
<p><i>Trade certification challenge</i></p>	<ul style="list-style-type: none"> - <i>Bring members to certification testing</i> - <i>“Success story” – 80% pass – community-based electrician</i> - <i>Need financial support for training / testing</i>
<p><i>Commitment to Training</i></p>	<ul style="list-style-type: none"> - <i>Avoid distractions – manage</i> - <i>Having training in community</i> - <i>Link education / training to a specific job</i> - <i>Financial support</i>
<p><i>Is this a job for me?</i></p>	<ul style="list-style-type: none"> - <i>Demonstration</i> - <i>Show and tell</i> - <i>Take people out to job sites</i> - <i>Trade certification challenge</i>
<p><i>How to conquer self-esteem / image issues?</i></p>	<ul style="list-style-type: none"> - <i>Identify job ready people for immediate training</i> - <i>Identify job-ready and already trained individuals.</i>

At the end of Wednesday's sessions, participants were asked to consider a number of questions in preparation for the sessions to be held the following morning. These questions concerned Human Resources in the diesel-dependent communities, and participants were informed that their efforts should build upon the data regarding HR challenges which was gathered at the March 2014 workshop. These questions were:

1. What additional data/information is missing?
2. What other information would be useful to collect?
3. How might barriers to training be overcome?
4. What are some samples of successful training in your community?
5. How do you measure progress?
6. What three actions might you focus on now – possibly as a pilot action?
7. How might you describe the role and responsibility of the RERP Community Project Workers (CPWs)?



RERP 2015 Workshop Participants

Thursday, March 27, 2015

5.3 Business, Employment and Training Readiness Session

After the morning opening and review of the previous day's work, the large group broke off into three (3) smaller groups to further consider the March 2014 workshop data, identify other relevant information, and provide some answers to the questions posed the previous afternoon (page 13). Results from these three small groups are presented below, with responses referenced to the original question (i.e., #3):

5.3.1 Group "A" Results

#3 General approaches to overcome barriers (factors for success)

- Establish guiding principles / Values / Beliefs – to help define what communities want
- Training piece in contract –future contracts to have training components
- Community self determination
- Improve means to obtain support from Elders (political support in community)

#1 Additional barrier – difficulty in getting suitable / appropriate trainers

- In availability of instructors
- Unsuitability / inexperience / language / inflexibility of person/trainer
- Lack of commitment – trainers

#3 Possible approaches to overcome barriers (factors for success)

- Community-based
- Example of heavy equipment simulator brought in for training
- Incentives for trainees: prizes, awards, recognition

#1 Additional Barrier – Lack of support from Chief and Council

#1 Additional Barrier -- Lack of relationship with (regional training agency)

#3 Possible approaches to overcome barriers (factors for success)

- Consider development of Wataynikaneyap Power training branch (addressing employment needs during project development and construction, then down size branch for operations to keep abreast of on-going training and re-certification needs)
- Incentives for trainees

#1 Additional Barriers:

- Language
- Some FNs “over-surveyed”
- (lack of) some work-related Social skills
- Lack of care for community and involvement
- (lack of) Sense of community

#3 Possible approaches to overcome barriers (factors for success)

- Much change expected over next few years
- More awareness needed for people to cope

Awareness building:

- Community meeting to discuss future development, but also existing challenges
- Make it fun (group game at start of meeting)
- Make it fun (presentation at hockey game)
- Highlight community achievements

#4 Example from community of successful training

- Long term water hook-up / retrofit project over several years
- Included “training-on-the-job” component and eventual certification for some in Construction, electrical, plumbing
- Moved community forward in many ways

#4 Example from community of training (successful for some, not for others)

- Well-intended regional project – Meno-ya-win Hospital in Sioux Lookout
- Good worker training and certification component incorporated in the overall construction of the new hospital
- Success proved difficult for employee/trainees from northern communities because of the social challenges of being away (accommodation, isolation from family, etc.)
- Employee/trainees from Lac Seul and area had a much higher level of success with certification during the program as they did not leave social supports and housing behind.
- Supports for trainees not as accessible to some

#6 Action Items

- Get support of Elders
 - Increase awareness of project and implications
 - Seek support with local community advocacy re: community and human development and perspectives for success
- Complete local community human resources inventories
 - Existing data (Band office, KORI)
 - What information is needed (HR) – what are we missing?
- Need rough project development timelines to inform, build support

5.3.2 Group “B” Results

#4 Best practices for training:

- Certifications for employment
- Chainsaw safety certification
- WHMIS, CPR, trappers, firearms, GED, essential workplace skills training
- Hands on
- Open to whole community
- Good trainers – welcoming
- In the First Nation
- Communication between trainer and leadership
- Collaborate with education /health / elder / Ontario works / holistic
- Prizes, daily allowances
- Opportunity of employment
- Work boots, safety equipment provided at end of training
- General workplace skills

#1 Barriers to Success - Challenges:

- Being away from home
- Distractions of city
- Cost to family
- Family responsibilities
- Unions: negotiate for accommodation, when (Sioux Lookout) hospital built

#3 Possible approaches to overcome barriers (factors for success)

- Foreman encouraging as a mentor
- Friends encourage – role model

#1 Additional information to collect – (Human Resources Inventory)

- Names of people looking for work
- What training / education they have
- What training they need
- Previous experience, what skills and interests they have, commitment
- Health – physical ability, mental health, attitude, family support
- Support from Council
- Fair hiring and training selection

#7 Job Description ideas for CPWs – Community Project Workers

- Qualities:
 - Responsible
 - Local language
 - Physically able
 - Knowledge of traditional territory
 - Attitude & interpersonal skills
 - Outgoing
 - Organized
 - Communication skills
 - Motivated
 - Self-directed
 - Computer skills
 - Trustworthy

- Duties:
 - Organize open houses, presentations (radio/TV. Community)
 - Share information
 - Visit elders
 - Data collection – visit with employment / training workers – EDO, Ontario Works, health, education
 - Identify training needs
 - Update, willing to work, list of names
 - Pilot (of) training
 - Hands-on, engaging
 - Based on # 4

4 Examples of Successful Training

- Show success in GED / Essential Skills training
 - On the job training
- Building relationships with trainees
- Support at different levels
- Get advice
- Emergency prepared
- Job shadowing with mentor
- (Consider how elders teach)

5.3.3 Group “C” Results

How to overcome barriers to training?

Issue:

- Recognize unique work environment in each community
- Family and community key focus
- Desire to stay at home
- Work ethics / accountability is problem

#3 Possible Solutions:

- Mentorship – follow-up and ask employee about:
 - Progress
 - Feelings
 - Understand what motivates them and build from there
 - Build on self-esteem
- Offer “complete package”
 - Transportation
 - Board and food/meals as a group
 - TV/computers “home” atmosphere
 - Supervision and mentor from community or someone they relate to
 - Applies to groups leaving community (2 weeks or more)

Issue: Addictions and Drug Abuse (major issue)

#3 Possible Solutions:

- Testing: person weaning off drugs may still test positive – but still on course, as treated
- Testing – link to job and training

- Leverage success stories to mentor and guide others
- Community-wide commitment to a course of action
- Nurse support
- Community support / buy-in
- NNADAP representative in the community
- Mental health specialist to work with addicted
- Link treatment to change in life opportunities and self-esteem

Issue: Employee may have experience(s) of value but no papers

#3 Possible Solutions:

- Build a database of current skills/experiences (e.g. Carpenter, heavy equipment, electrical, etc.)
- Find appropriate way to certify in-community members with real-life experience and skills
- Speak with Lawrence Martin, for example, 5 Nation Inc.

Issue: Challenges with education levels in north

- Limited with reading / writing
- Other courses lacking
- Not GED ready
- Pre-GED education is required
- Desire / demand is there but no funding

#3 Possible Solutions:

- Find appropriate funding and delivery source
- Focus on age +30 members

Issue: Some complete grade 12 but still lack course knowledge (e.g. Math) required for some jobs

#3 Possible Solutions:

- Match education to specific job opportunity / interest so that needed course/skills background (i.e., GED, Essential Skills) is captured.

#5 What does progress look like?

- Visible change in community
- Surprised how many came forward to self-identify they had problems (Prescription drug abuse)
- Pride and recommitment to traditional activities

5.4 General Concerns / Requests / Recommendations Which Arose During the Workshop

A number of other topics were discussed by workshop participants, and facilitators compiled several lists of items over the three days.

5.4.1 Comments From and Items of Concern For Community Representatives

A simple community values mapping exercise was planned for the end of the first workshop day. However, as the session facilitator began to introduce the exercise, a number of community representatives asked for time to speak to the workshop topics and purpose. The opportunity was provided to the representatives, and the subsequent discussion took up the remaining time for the day. Comments and concerns included the following:

- Re: consultation – people need a sense of ownership (to get on board with project). They need to know of the benefits
 - Our experience – with one large capital project we did in (*home community*), we realized we did not have the people with the expertise to operate the new capital O & M system
 - Now, every construction or development contract includes terms re: training of local workers
- Would like to see a workplan for the CPWs
- Re: Corridor Options – main issue with the Red Lake side is where the line will go north of Red Lake.
 - Could be issues with future load capacity & mines, etc.
- Experience with community resistance to change
 - Need to create climate for change
 - Use benefits of project to convince / build support
- Common concern about information flow in the communities. Communications regarding the power project is not getting out to community members (mentioned by representatives of several First Nations)
- Questions about impacts on independent power authorities (IPAs) and local distribution
 - Energy is highly regulated in Ontario
 - Regulatory regime is expensive, so hard for small distributors
 - Ultimately decision is in community's / leaders' hands re: future of IPAs
- Discussion of need for Resolution (from whom?) re: Training (the who, what, when, where)

- Resolution to include remediation / upgrading to Grade 12
- (Refer to conclusions from 2014 meeting)
- From experience with CARS training program at SLKT Meno-ya-win hospital
 - Not aware of Hydro doing any projects in that way (with training integrated)
 - Need to look at what kinds of apprenticeship programs would be available through the project
 - What's realistic for achieving this?
 - How do we benefit from all the projects
 - Contracts (must) stipulate training
 - We need to find the people or organization who can do this
 - (Also) have to find out where we are at (in terms of local human resources)
- We need to look at a new way of training (for some) – something more effective
 - Personal experience as uncertified but successful residential electrician with numerous building completed
 - Completed 3 weeks in class and 7 weeks training on the job, but was still unable to certify.

5.4.2 Specific Requests from Community Representatives

Community participants requested the following items for their use in community engagement:

- Video: “The Line That Brings Light “
- Large format maps
- PowerPoint format changes, for example: larger fonts

5.4.3 Media Kit for Project Promotion by Community Project Workers

The following media kit contents (to be collaboratively assembled by the Tribal Councils) were discussed at the workshop and are suggested as resources for CPWs:

- Videos
- Power consumption calculator
- Large maps showing both east and west corridors / corridor options
- Glossary of terms and acronyms
- Copies of newsletters and updates
- Brochures / posters
- Promotional items, gifts (key chains, pens, hats, etc., with project name and website) for distribution during engagement or for ordering off website
- Website gifts/promotions for visitors to www.wataypower.ca

- One page presentation for use by CPWs re: project, both Watay and basic RERP project history (so all are sending the same basic message - conveying Wataynikaneyap Vision)
- FAQs – “Frequently Asked Questions” Sheet for distribution and/or for download / viewing off website

As well, it was suggested that Daily Journals, or some other means (web-based or digital) for necessary recording of details of community engagement efforts and contacts, be provided for the CPWs.

5.4.4 Development and Distribution of FAQ Sheet

It was suggested that a list of common “Frequently Asked Questions” about the Wataynikaneyap Power project and its history be developed (and combined with existing list of FAQs from the Wataynikaneyap website – www.wataypower.ca) for both use by the CPWs during community engagement, and for general public distribution. Some questions which might be included are:

- What will change when the grid is connected?
- What job opportunities will there be – in construction and operation?
- What if it doesn’t happen?
- Will my electricity bill be higher?
- What about people being disconnected in the future?
- What do Independent Power Authority communities need to do to get connected?
- How do community members get trained for these jobs?

5.4.5 Recommendation to Tribal Councils to Co-Host 3-Day Community Engagement and Planning Workshop with CPWs

Not all Wataynikaneyap partner communities were represented at this workshop, and some workshop participants were representing their community but had not been hired (nor would they be hired) as Community Project Workers (CPWs). As a result of this fact, it was realized that additional orientation and training of CPWs would need to occur if community engagement, and subsequent planning and preparation for project development, is to succeed in all Wataynikaneyap partner First Nations.

Therefore, it is recommended that, once all communities have hired a CPW, Wataynikaneyap Power host a 3-day Community Engagement and Planning Workshop to build on the work and preparation achieved prior to the event. This workshop would include use of the Media Kits, development of specific community engagement plans for

each community, and development of a number of strategies for addressing the challenges each community faces as project development proceeds.

5.5 Resource Materials Provided to Each Workshop Participant

A binder was provided for each participant containing resource materials pertaining to the workshop topics. As well, participants were provided a USB memory stick with computer files of three workshop items:

- Wataynikanyap Update
- Preliminary Routing and Next Steps
- Review of March 2014 Economic Development Workshop [Economic Development and Capacity Building of Member Communities]

As well, some large-scale maps of several diesel-dependent FN communities were on display and were available to the participants to take with them.

Report Appendices

Appendix A - Workshop People and Program

A.a RERP Community Worker Orientation Workshop Agenda

Remote Electrification Readiness Program (RERP) Orientation / Employment Training

Agenda

March 24 – 26, 2015

Abram Room, Days Inn, Sioux Lookout, Ontario

Day 1 – Tuesday, March 24	Day 2 – Wednesday, March 25	Day 3 – Thursday, March 26
<i>BREAKFAST provided in Breakfast Room</i>		
9:00 Opening Prayer by Emily Gregg Housekeeping Introductions of participants	9:00 Recap from previous day	9:00 Recap from previous day
<ul style="list-style-type: none"> RERP History: Wataynikanyap Update, Richard Habinski, Windigo Video: The Line that Brings Light <ul style="list-style-type: none"> RERP Orientation Presentation, John D. Cole, Shibogama 	Community Readiness Planning process, John D. Cole	Business, Employment and Training Readiness, Marvin Stemeroff, AECOM
<i>REFRESHMENT Break – 10:15 to 10:30 a.m.</i>		
<ul style="list-style-type: none"> Preliminary Routing and Next Steps, Kyle Hunt, AECOM Community change and transition (overview), John D. Cole 	Community Information gathering and data collection – research protocols, Franz Seibel, KO	Identify Challenges / Next Steps Closing of session Closing prayer
<i>LUNCH will be provided - 12:00 – 1:00 p.m.</i>		
Resources and asset mapping – Presentation, John Salo, Windigo	Engagement and Communication Session, Voyageurs North	
<i>REFRESHMENT Break – 2:15 to 2:30</i>		
Mapping exercise with each First Nation/Tribal Council	Community Review of March 2014 Workshop	
Workshop day will end at approximately 4:00 p.m. (except on Thursday)		
Thank you for your participation.		

A.b People Attending the RERP Community Worker Orientation Workshop

Workshop Participants	
<p>Independent First Nations Alliance</p> <p>Olivia Duncan, Muskrat Dam</p> <p>Sam McKay, Kitchenuhmaykoosib Inninuwug</p>	<p>Windigo First Nations Council</p> <p>Tom Kamenawatamin, Michikan Lake</p> <p>Brian Thunder, Sachigo Lake</p> <p>David Jeremiah, North Caribou Lake</p>
<p>Keewaytinook Okimakanak</p> <p>Dennis King, Poplar Hill</p> <p>James Suggashie, Poplar Hill</p> <p>Lisa Meekis, Keewaywin</p>	<p>Independent First Nations</p> <p>Harry Meekis, Sandy Lake</p>
<p>Shibogama First Nations Council</p> <p>Stephen Winter, Kingfisher Lake</p> <p>Lawerance Sagutch, Wawakepewin</p> <p>Tommy Sainnawap, Wunnumin Lake</p>	<p style="text-align: center;"><u>Presenters/Facilitators/Elder</u></p> <p>Emily Gregg, Elder</p> <p>Richard Habinski, Windigo</p> <p>John Salo, Windigo</p> <p>Breann Brunton, Windigo</p> <p>John D. Cole, Shibogama</p> <p>Donna Brunton, Shibogama</p> <p>Stu Finn, Shibogama</p> <p>Franz Seibel, KO</p> <p>Kyle Hunt, AECOM</p> <p>Marvin Stemeroff, AECOM</p> <p>Tom Terry/Carol Terry, Voyageurs North</p>

A.c Workshop Evaluation by Participants

The following section details the results of the workshop evaluation by the participants, and is presented in the format of the tool distributed to participants for this purpose. Eight (8) out of the 12 participants representing the Wataynikaneyap partner First Nations completed and returned the forms.

EVALUATION

Please rate the RERP workshops, using the rating from 1 to 5:

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

Circle your response.

TUESDAY WORKSHOPS

RERP History: Wataynikanyap Update, Richard Habinski, Windigo

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 1 4

Comment:

- Need more materials

Video: The Line that Brings Light

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 1 3

RERP Community Assistant Workers Orientation Presentation, John D. Cole, Shibogama

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 2 1 5

Comment:

- Very new to this

Preliminary Routing and Next Steps, Kyle Hunt, AECOM

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 1 2 2 3

Comment:

- Need more information

Community Change and Transition, John D. Cole

With videos: Surfing the Wave of Change and Transition and Managing Change and Transition

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 2 4

Resources and Asset Mapping – Presentation, John Salo, Windigo

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 3 2 2

WEDNESDAY WORKSHOPS

Community Readiness Planning process, John D. Cole

With video: A Community Experience-Why do Community Planning?

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 3 4

Community Information Gathering and Data Collection – Research Protocols, Franz Seibel, KO

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 3 4

Engagement and Communication Session, Voyageurs North (Carol and Tom Terry)

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 0 5 3

Economic Development and Capacity, Building of (Wataynikaneyap) Member Communities
Community Review of March 2014 Workshop, Marvin Stemeroff

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 4 3

THURSDAY WORKSHOP

Business, Employment and Training Readiness, Marvin Stemeroff, AECOM

1) Poor 2) Fair 3) Okay 4) Good 5) Excellent

0 0 1 3 4

Workshop Program:

Topics in general

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	1	3	4

Workshop coordination / facilitation by Voyageurs North

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	0	4	4

Icebreakers/Energizers

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	0	3	5

Comment (Workshop coordination / facilitation):

- *Excellent*

Travel to and from FN to workshop, return

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	3	3	2

Comment:

- *All good*

Accommodations:

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	0	3	3

Comment:

- *Did not stay at Days Inn*

Venue:

- Meeting rooms
- Catered lunches
- Catered refreshments

1) Poor	2) Fair	3) Okay	4) Good	5) Excellent
0	0	1	3	4

Comments:

- *Breakfast should include eggs/bacon*
- *All good*

Comments/Suggestions:

- *Thank you! I look forward to the next one!! (Happy face)*
- *Learned a lot*
- *Very informative*

THANK YOU for your participation.

Appendix B - Previous Human Resources Inventory – The 97/98 SLAAMB Report

In preparation for the morning session on Business, Employment and Training Readiness, Human Resources, a brief presentation was made on highlights from the 1998 human resources study completed by the Sioux Lookout Area Aboriginal Management Board (SLAAMB). While somewhat dated, the report does provide some useful insight into where the communities were at with human resources development at the time. It also provides some interesting perspective on the different priorities which leaders had, and the future outlook for development in the communities as seen by a group of key informants who worked on behalf of the communities in health, education, employment, social services, political leadership and community development.

A summary of the report was provided to workshop participants, and is included here in this report. As well, one hard copy of the entire report was provided for each Tribal Council.

Highlights from the Sioux Lookout Area Aboriginal Management Board (SLAAMB)

1997 / 98 Human Resources Study – District Report

This study, commissioned by SLAAMB and completed by Barbara Angecone. M.ED., Consulting Services of Thunder Bay, identified as its three goals the following:

- To determine the **rate of employment** (yearly and monthly) **and social assistance** in each community and on a “District-wide” basis;
- To determine **what human resources are available** in each community and “District-wide”, including level of education, skills training, current occupation and employment status of the trained workforce, and;
- To determine the **current and future human resource needs** in each community and “District-wide”, including jobs or occupations and the types of training which may be required.

Rate of Response for Survey

- Of the 18 communities which participated in the study, the rate of return of completed survey forms was 47% of the target group.
- Considering that the total population of the 18 communities was 12,754, this study constituted a 21% sample size.

47 Survey Coordinators and Interviewers implemented the survey in their home communities. A SLAAMB Study Review Committee provided guidance and direction for the study, and had representation from the three Tribal Councils, the SLKT Nishnawbe-Gamik Friendship Centre, and SLAAMB.

In addition to the District Report, separate community reports on community specific data went out to each of the participating First Nations.

District Report Highlights (from the Executive Summary)

Education, Training and Employment

- **Educational Attainment** – the study found that 54% of people in the District had less than a Grade 12 education, which is more favourable than figures for First Nation residents across Northwestern Ontario (69%). The province-wide figure at the time was 36%.
- **Completion of Post-Secondary Education** - the study found that only 9% of people in the District had completed college, trades training or university as their highest level of education, as compared to 31% for the region, 36% for the Province, and 47% nationally.
- **Skills and Trades Training** - the study found that at least 50% of respondents in the District had taken some form of training. Respondents who have full-time employment have taken the most training overall and have indicated the highest interest in future training.
- **Types of Training Completed** – of training taken, the largest volume of training has been in the categories of health / social services and the construction trades – indicating the state of the local economy re: health and government projects.
- **Unemployed respondents** – the study found that respondents who were unemployed have taken the least amount of training and have indicated the least interest in future training.
- **Influence of education completed on subsequent employment** – The level of education completed has shown a significant influence on employment: the higher the level of education, the greater the chance of employment. Respondents with an elementary education level had a 43% level of unemployment, while those with college or university education had only a 14% level of unemployment.
- **Education Levels vs Employment** – the study confirmed that the communities with the highest levels of unemployment have the lowest levels of education and skills or trades training. In addition, these communities have the highest numbers of respondents with no primary job who receive the highest levels of General Welfare Assistance.

Unemployment

- Unemployment Rates -- Unemployment rates for Aboriginal people in the region is in the range of 17%, according to HRDC's Labour Market Review (1997), compared to the provincial rate of 14%. This study revealed a "basic" unemployment rate of 31% and an "adjusted" unemployment rate of 36%, which is more than double the regional unemployment rate for Aboriginal people.
- Unemployment by age - Unemployment is high in all age groups. However, the youngest age group, 15 through 24 years, have the highest unemployment. And, more women were unemployed than men.
- Unemployment by season -- The study confirmed that unemployment reaches its peak during the winter months, and is only slightly less during summer. Of the 18 individual First Nation communities in this study, unemployment ranges from a low of 19% to a high of 65%, and averages at 40%, on a monthly basis.

Traditional Skills / Knowledge

- A distressing trend highlighted in the study is the decreasing levels of community members who are practising **traditional ways and pursuits**, particularly in the 15 through 24 year age group. For example, the knowledge and practise of how to "smoke meat or fish" is almost 60% in the 45 through 54 year age group, while only 21% in the 15 through 24 year age group.
- The study found a strong interest at all levels in **future training** in the areas of **Native Language** and **Traditional Skills**.

Future Training Needs

- Besides traditional skills as future training priorities, other **high priority areas** identified by respondents relate to many of the immediate and basic needs of the communities at the time – training in construction trades and business and office skills.
- Almost **70%** of the entire survey group requested some form of training.
- Although training has been shown to have a major influence on employment, the **desire for training** seems to be greater with those who need employment least. Although the unemployed seem to have less of a desire to train, those unemployed who receive EI are very interested in training.
- Certain communities stand out from the rest in terms of desiring more training than those not interested in training. The communities with the highest unemployment and welfare rates are also the same ones with the least desire for training.

Community Concerns / Economic Development

- The top issues of **community concern** were housing availability and standards, employment opportunities, and alcohol and drug abuse.

- Over **30%** of respondents provided written comments on what economic development activities should be pursued in their community.
- “Tourism” was the top **economic development** activity chosen by full-time employed respondents. “Recreation Centre / Arena” was the top priority for the part-time employed. “Restaurant” was chosen more often by the unemployed. The economic development category “Social Services” was the top priority for all Tribal Council areas.

The following communities DID NOT participate in this study:

Saugeen
Koochiching
Muskrat Dam
Wunnumin Lake

Kingfisher Lake
McDowell Lake
Wapekeka

The following is an excerpt on FUTURE NEEDS from the main report

Top 10 Training Priorities – overall respondent group

Now and In the Future	
1	Native Language
2	Computer Skills
3	Trapping
4	Hunting
5	Computer Systems
6	Wilderness Survival
7	Fishing
8	Smoking Meat or Fish
9	Electrician
10	Heavy Equipment Operator

Top 10 Training Priorities – by Community Status

	Community Leader	Employed	Unemployed
1	Hunting	Computer Skills	Native Language
2	Trapping	Native Language	Computer Skills
3	Native Language	Computer Systems	Trapping
4	Computer Skills	Hunting	Hunting
5	Computer Systems	Trapping	Wilderness Survival
6	Financial Management	Wilderness Survival	Fishing

	Community Leader	Employed	Unemployed
7	Youth Leadership	Fishing	Computer Systems
8	Running a Small Business	Heavy Equipment Operator	Smoking Meat or Fish
9	Wilderness Survival	Electrician	Beadwork
10	Fishing	House Construction	Youth Leadership

Notes were provided in the District Report regarding these identified training priorities. These notes include:

- There is a **great deal of similarity** on all three lists, particularly in the top 4 or 5 items
- Community Leaders view **hunting** and **trapping** training as their top two priorities
- **Native language** training and **computer skills** are considered the top two priorities for both the employed and unemployed.
- Community Leaders have identified **business skills**, such as financial management (ranked 6th) and **running a small business** (ranked 8th), which are not mentioned in the top ten items in the other groups

Highlights from Section 6: Future Outlook

The Study Team also assembled a group of “key informants” to consider the data and assist in determining what forms of training and development activities need to take place to meet the challenges of the future. “Key informants” included individuals in leadership positions in the fields of education, economic development, social services, health and politics.

Future trends and outlook for 1998 are outlined as follows:

- There is an increasing demand for a well-educated and multi-skilled workforce within the 18 NAN First Nation communities in the SLKT District, but there is no competitive labour market locally or inter-community.
- Without adequate residential accommodations, community infrastructure and employment opportunities, First Nation members will continue to search for employment, education and training outside their communities.
- Without any major new resource development projects (forestry, mining, tourism and energy), the First Nation economy in the new millennium will be limited to the public administration industry. This trend will likely continue where only seasonal employment opportunities will be provided by local, major/minor construction projects (housing, community facilities, services, etc.) which are subject to government funding appropriations.

- Traditional pursuits of hunting, fishing and trapping for commercial purposes are on the decline and, for lack of attractive domestic and international markets, will only be practised on a part-time or a recreational basis unless new initiatives for traditional training are revived and sustained for the long term.
- Continuing restructuring and downloading of government programs and services, in all sectors, will persist, which will add further pressures and demands for highly qualified professionals in public administration, business services and finance.
- Further, in conjunction with off-loading, a lack of adequate capital resources and a skilled workforce will continue to increase the debt-load of the First Nations.
- There are, however, very positive indicators which will meet the deficiencies in local and inter-community infrastructure. Communications and computer technology, energy development, transportation (airlines and all-season roads) and eco-tourism ventures are, and continue to be, the sectoral demands of a young, well-educated and multi-skilled youth population which is replacing the aging, “baby-boomer” generation.
- New and innovative training programs and services will be required to meet the capacity development for these new and impending developments in the above-noted sectors.
- These future education and training programs will need to incorporate the sophistication of modern technology without eroding the traditional values and knowledge base of First Nation communities.
- There is a strong interest in receiving training in Traditional Skill and Native Language and, at the same time, just as strong a demand for educational programs which meet the financial, organizational and infrastructure needs of the communities. These dual interests need to be addressed in concert in order to meet the aspirations of community members who wish to maintain their aboriginal culture and live in a well-organized, healthy and fiscally responsible community.
- The sponsors of education and training programs need to incorporate innovative ways to reach the younger generations living in these First Nation communities and to impress upon them the importance and significance of attaining higher levels of education and communities will be in need of skilled professionals from within their own communities to reach their goals of self-sufficiency and community health and well-being in the coming years.