



## Application for a Grant

<b>Identification</b>			
This page will be made available to selection committee members and external assessors.			
Funding opportunity Partnership Grants			
Program name 1 - Talent 2 -		Type of partnership New	
Joint or special initiative			
Application title Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadizwin in First Nation Communities			
Org. code 1460311	Full name of lead organization (applicant) University of Manitoba		
Project director family name Thompson		Project director given name Shirley	Initials J
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Natural Resources Institute			
Is this a research-creation project?		Yes <input checked="" type="radio"/>	No <input type="radio"/>
Does your proposal involve Aboriginal Research as defined by SSHRC?		Yes <input checked="" type="radio"/>	No <input type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.		Yes <input checked="" type="radio"/>	No <input type="radio"/>
Does any phase of the proposed research or research-related activity:			
A. Constitute a physical activity carried out on federal lands in Canada, as defined in sub-section 2(1), in relation to a physical work and that is not a designated project;		Yes <input type="radio"/>	No <input checked="" type="radio"/>
B. Constitute a physical activity carried out outside of Canada in relation to a physical work and that is not a designated project;		Yes <input type="radio"/>	No <input checked="" type="radio"/>
C. (i) Permit a designated project (listed in the CEAA 2012 Regulations Designating Physical Activities (RDPA)) to be carried out in whole or in part;		Yes <input type="radio"/>	No <input checked="" type="radio"/>
C. (ii) Depend on a designated project (listed in the RDPA) that is, or will be, carried out by a third party?		Yes <input type="radio"/>	No <input checked="" type="radio"/>
		Total	
Total funds requested from SSHRC		2,500,000	



## Activity Details

The information provided in this section refers to your research proposal.

### Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

self-determination; sustainable livelihoods; food security; capacity building; education; community development; sustainability; ecohealth; Indigenous rights; training; sovereignty; indigenous knowledge systems; traditional knowledge; poverty

### Partnership Approaches

One or more possible formal partnership approaches.

Partnered research training initiative

If "Other", specify

### Disciplines

 - Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	61402	Community Development	
2	61410	Rural Planning	
3	61416	Environmental Health	
4	61248	Vocational Education	
5	61202	Adult, Continuing, Community Education	

### Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	240	Indigenous peoples
2	140	Education
3	180	Environment and Sustainability

### Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<div>Year</div> <div>2017</div> <div>1840</div> <div>BC</div> <div>AD</div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div>	<div>Year</div> <div>2024</div> <div>2017</div> <div>BC</div> <div>AD</div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div>



Family name, Given name  
Thompson, Shirley

### Activity Details (cont'd)

#### Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1000	North America
2	1120	Central Canada
3	1140	Northern Canada

#### Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	MB
2	1100	CANADA	SK
3	1100	CANADA	AB
4	1200	UNITED STATES	ND
5	1100	CANADA	ON



Family name, Given name

Thompson, Shirley

## Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Monias		Given name Elsie	Initials
Org. code 1	Full organization name Garden Hill first Nation Band		
Department/Division name Employment and Training.			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Singh		Given name Poonam	Initials PS
Org. code 2460003	Full organization name Assiniboine Community College		
Department/Division name Head Office			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Harms		Given name Patricia	Initials
Org. code 1460111	Full organization name Brandon University		
Department/Division name History			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Petrella		Given name Serena	Initials
Org. code 1460111	Full organization name Brandon University		
Department/Division name Sociology			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Robles		Given name Wilder	Initials
Org. code 1460111	Full organization name Brandon University		
Department/Division name Rural Development			

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Thompson, Shirley

## Participants (cont'd)

Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Harper		Given name Ivan	Initials C
Org. code 1	Full organization name Garden Hill First Nation		
Department/Division name Planning			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Schiff		Given name Rebecca	Initials
Org. code 1350411	Full organization name Lakehead University		
Department/Division name Health Sciences			
Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Whiteway		Given name Nora	Initials
Org. code 1	Full organization name Nora Whiteway		
Department/Division name Wasagamack Health Authority			
Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Rashwan		Given name Shokry	Initials M
Org. code 2462100	Full organization name Red River College		
Department/Division name School of Construction and Engineering Technologies			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Nwankwo		Given name Uche	Initials M
Org. code 1460511	Full organization name The University of Winnipeg		
Department/Division name Faculty of Business and Economics			

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Thompson, Shirley

## Participants (cont'd)

Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name O'Gorman		Given name Melanie	Initials S
Org. code 1460511	Full organization name The University of Winnipeg		
Department/Division name Economics			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Shukla		Given name Shaileshkumar	Initials R
Org. code 1460511	Full organization name The University of Winnipeg		
Department/Division name Indigenous Studies			
Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Ballard		Given name Dennis	Initials
Org. code 2462200	Full organization name University College of the North		
Department/Division name University College of the North			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Ballard		Given name Myrle	Initials J
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Faculty of Nursing			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Bonnycastle		Given name Marleny	Initials M
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Faculty of Social Work			

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Family name, Given name

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## Participants (cont'd)

Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Callison		Given name Camille	Initials L
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Libraries			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Coar		Given name Lancelot	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Architecture			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Deer		Given name Frank	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Curriculum, Teaching & Learning (CTL)			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Kavgic		Given name Miroslava	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Civil Engineering			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Mallory-Hill		Given name Shauna	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Faculty of Architecture			

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Thompson, Shirley

## Participants (cont'd)

Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Martin		Given name Donna	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Faculty of Nursing			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Olsen Harper		Given name Anita	Initials
Org. code 1460311	Full organization name University of Manitoba		
Department/Division name Natural Resources Institute			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Settee		Given name Priscilla	Initials
Org. code 1470111	Full organization name University of Saskatchewan		
Department/Division name Native Studies			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Quarter		Given name Jack	Initials J
Org. code 1350911	Full organization name University of Toronto		
Department/Division name Centre for Learning, Social Economy & Work (CLSEW)			
Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Harper		Given name Ernie	Initials G.
Org. code 1	Full organization name Wasagamack First Nation		
Department/Division name Employment and Training			

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Thompson, Shirley

## Participants (cont'd)

Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Mason		Given name Sharon	Initials
Org. code 1	Full organization name Wasagamack First Nation		
Department/Division name Chief and Council			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			

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### Partner Organizations

- A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation.

Org. code	Full organization name Aki Energy			Organization type Aboriginal Organization			
Address 204-765 Main St.			Contact family name Loney				
			Given name Shaun		Initials		
City/Municipality Winnipeg MB	Prov./State MB	Postal/Zip code R2W3N5	Country code	Area code	Number	Extension	
Country CANADA			Telephone number	204	479-7216		
Fax number							
E-mail shaunloney@mymts.net							
Org. code	Full organization name Anokiiwin			Organization type Aboriginal Organization			
Address 1602-275 Portage Ave.			Contact family name Cowan				
			Given name Jay		Initials R.		
City/Municipality Winnipeg	Prov./State MB	Postal/Zip code R3V2B3	Country code	Area code	Number	Extension	
Country CANADA			Telephone number	1	204	925-2790	
Fax number							
E-mail aniikowin@gmail.com							
Org. code	Full organization name Assiniboine Community College			Organization type College			
Address 1035 1st Street North			Contact family name Singh				
			Given name Poonam		Initials PS		
City/Municipality Brandon	Prov./State MB	Postal/Zip code R7A2Y1	Country code	Area code	Number	Extension	
Country CANADA			Telephone number	001	204	7258700 6021	
Fax number							
E-mail singhp@Assiniboine.net							



Family name, Given name  
Thompson, Shirley

## Partner Organizations (cont'd)

Org. code	Full organization name Brandon University	Organization type University
Address 270 - 18th Street		Contact family name Murkin
		Given name Kerry
		Initials
City/Municipality Brandon	Prov./State MB	Postal/Zip code R7A6A9
Country CANADA	Telephone number 001	Area code 204
	Number 727-7445	Extension 727-7445
	Fax number 001	204 728-7340
E-mail murkink@brandonu.ca		
Org. code	Full organization name Comheart (RS-MEDCOM Communications Group Inc.)	Organization type Private business enterprise
Address 421 Mulvey Ave E		Contact family name Rony
		Given name Mohammad
		Initials
City/Municipality Winnipeg	Prov./State MB	Postal/Zip code R3L0R6
Country CANADA	Telephone number 204	Area code 451
	Number 9285	Extension 9285
	Fax number 844	200 2664
E-mail mrony@comheart.com		
Org. code	Full organization name Garden Hill First Nation	Organization type Aboriginal Organization
Address GENERAL DELIVERY		Contact family name Harper
		Given name Ivan
		Initials
City/Municipality Garden Hill First Nation	Prov./State MB	Postal/Zip code R0B0T0
Country CANADA	Telephone number 1	Area code 204
	Number 450-2420	Extension 450-2420
	Fax number	
E-mail icharper@hotmail.com		



## Partner Organizations (cont'd)

Org. code	Full organization name Kistiganwacheeng Employment and Training			Organization type Aboriginal Organization			
Address GENERAL DELIVERY Garden Hill FN				Contact family name Monias			
				Given name Elsie			Initials
City/Municipality Garden Hill First Nation	Prov./State MB	Postal/Zip code R0B0T0	Country code 1	Area code 204	Number 4562085	Extension	
Country CANADA			Telephone number				
			Fax number				
E-mail tansi2012@hotmail.ca							
Org. code	Full organization name Lakehead University			Organization type University			
Address 955 Oliver Road				Contact family name Dean			
				Given name Andrew			Initials P.
City/Municipality Thunder Bay	Prov./State ON	Postal/Zip code P7B5E1	Country code 1	Area code 807	Number 343-8201	Extension	
Country CANADA			Telephone number				
			Fax number				
E-mail apdean@lakeheadu.ca							
Org. code	Full organization name Manitoba Keewatinowi Okimakanak			Organization type Aboriginal Organization			
Address Nisichawayasihk Cree Nation Nelson House				Contact family name North Wilson			
				Given name Sheila			Initials
City/Municipality Nelson House	Prov./State MB	Postal/Zip code R0B1A0	Country code 1	Area code 204	Number 927-5000	Extension	
Country CANADA			Telephone number				
			Fax number				
E-mail sheilnorthwilsonmko@gmail.com							



## Partner Organizations (cont'd)

Org. code	Full organization name Ontario Institute for Studies in Education, University of Toronto			Organization type University		
Address 252 Bloor Street West			Contact family name Taylor			
			Given name Madeleine		Initials	
City/Municipality Toronto	Prov./State ON	Postal/Zip code M5S1V6	Country code 1	Area code 416	Number 978	Extension 0081
Country CANADA			Telephone number		0081	
			Fax number		4770	
E-mail madeleinem.taylor@utoronto.ca						
Org. code	Full organization name Red River College of Applied Arts, Science and Technology			Organization type College		
Address C713-2055 Notre Dame Avenue			Contact family name Hoddenbagh			
			Given name Mark		Initials JA	
City/Municipality Winnipeg	Prov./State MB	Postal/Zip code R3H0J9	Country code 1	Area code 204	Number 6323999	Extension
Country CANADA			Telephone number		6323999	
			Fax number			
E-mail mhoddenbagh@RRC.CA						
Org. code	Full organization name Sundial Building Performance Incorporated			Organization type Private business enterprise		
Address 225 Sutherland Ave			Contact family name Bjornson			
			Given name Eric		Initials G	
City/Municipality Winnipeg	Prov./State MB	Postal/Zip code R2W3E8	Country code 1	Area code 204	Number 9995539	Extension
Country CANADA			Telephone number		9995539	
			Fax number			
E-mail eric@sundialbp.ca						



Family name, Given name  
Thompson, Shirley

## Partner Organizations (cont'd)

Org. code	Full organization name The University of Winnipeg			Organization type University			
Address 515 Portage Ave			Contact family name Condra				
			Given name Jill		Initials		
City/Municipality Winnipeg	Prov./State MB	Postal/Zip code R3B2E9	Country code	Area code	Number	Extension	
Country CANADA			Telephone number	204	988-7184		
			Fax number				
E-mail j.condra@uwinnipeg.ca							
Org. code	Full organization name Wasagamack First Nation			Organization type Aboriginal Organization			
Address GENERAL DELIVERY			Contact family name Harper				
			Given name Ernie		Initials G.		
City/Municipality Wasagamack First Nation	Prov./State MB	Postal/Zip code R0B1Z0	Country code	Area code	Number	Extension	
Country CANADA			Telephone number	1	204	4572343	
			Fax number				
E-mail h31n73@gmail.com							
Org. code	Full organization name			Organization type			
Address			Contact family name				
			Given name		Initials		
City/Municipality	Prov./State	Postal/Zip code	Country code	Area code	Number	Extension	
Country			Telephone number				
			Fax number				
E-mail							



Family name, Given name

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## Summary of Proposal

The summary of your proposal should indicate the challenges or issues to be addressed; the overall goal and objectives of the proposed partnership; and the breadth of the partnership, and the meaningful engagement of the partners involved.

Post-secondary education, if community-led and projects-based, has the potential to transform education, food and housing policy, as well as build capacity locally in two remote First Nations lacking road access. This partnership application focused on the remote First Nations of Garden Hill and Wasagamack, includes most public post-secondary colleges and universities in Manitoba, as well as social enterprises. This strong partnership will provide instructional capacity and research resources to explore optimal solutions to resolve development challenges through applied adult education. By conducting participatory action research we will collaborate to leapfrog Indigenous development and post-secondary education from colonially imposed to self-determined and community-led educational development.

This partnership grant will bring postsecondary education into communities, that lack post-secondary programming access due to these communities lacking access roads. Of 34 fly-in communities in northern Manitoba only one has a regional post-secondary education centre. The remainder have no access or extremely limited access to post-secondary education as the costs are prohibitive to fly more than a few students per year out to obtain their education.

This partnership will provide community-based post-secondary education to an estimated 186 local First Nation students to attend entry-level certificate programs, including innovating programming on sustainable housing design, Indigenous food systems and adult education. Rather than educate entirely from a classroom, students will learn how to address the systemic problems in their communities through supported projects-based learning. For example, students will build more than a dozen sustainable houses in Island Lake over the six years. Further, six Indigenous Red River College (RRC) students will be paid to work their co-op terms to assist with sustainable housing designs and building. As well, many graduate students will have stipends covered. Thus, First Nation, RRC and graduate students will gain experience designing, modelling, building & testing open-source designs for sustainable, net-zero energy passive houses that utilize local materials.

This community-led approach will have education programs that build capacity in the most pressing areas -- housing, and Indigenous food systems. These communities lack critical infrastructure, with Island lake having a housing shortage of 1500 homes as well as most existing homes being overcrowded, dilapidated and often without running water. Furthermore, these fly-in communities have extremely high household food insecurity rates at almost 90% with limited food access due to their remote fly-in location and economic poverty. These communities identified education, self-determination and community development regarding housing, food security and employment opportunities as urgent priorities, in previous research with the project director.

The partnership programming acts at the community-level on the Royal Commission on Aboriginal Peoples (1996, Vol. 3) Calls to Action for "injection of capital and the integration of housing objectives with other social and economic activities in Aboriginal communities will create a synergistic effect, making housing a source of community healing and economic renewal" (p. 341). Also, this talent grant responds to the National Truth & Reconciliation Calls to Action (92. ii) for "equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects". The impact of the educational programming on self-determination and quality of life will be analyzed at both the student and community levels.

## Goal and Project Description

Community-led applied post-secondary education in remote First Nation (FN) communities has the potential to provide *Mino Bimaadiziwin* (The Good Life in Oji-Cree) by meeting basic needs (e.g., food security, healthy housing, etc.) and cultural priorities (e.g., language, Indigenous knowledge, good relations) in communities facing housing and food shortages. Applied projects-based adult post-secondary education can build the necessary infrastructure and culturally-appropriate programming to address the root causes of poverty, low education, food scarcity, over crowding and inhabitable living conditions in FNs. This proposal creates post-secondary educational opportunities for more than one hundred and fifty students from Wasagamack (WFN) and Garden Hill (GHFN) through project-based and apprenticed learning. This innovative education and research pilot program has the potential to advance Indigenous sustainable development to promote reconciliation and support positive community change.

This research partnership is inspired by the Royal Commission on Aboriginal Peoples (RCAP) statement that the “injection of capital and the integration of housing objectives with other social and economic activities in Aboriginal communities will create a synergistic effect, making housing a source of community healing and economic renewal” (1996, Vol. 3, p. 341). In addition, this provides a community-scale pilot project, that responds to the Truth and Reconciliation (TRC) Calls for Action to: “Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects” (Section 92, ii).

This 6-year grant will build community capacity in the most critical areas – housing, food security and education. Local post-secondary students will acquire the skills needed to address the problems identified as community priorities through supported projects-based learning, rather than solely learning in a classroom. Local post-secondary students will become highly qualified professionals through opportunities and advanced level training in a supported environment. To identify and design feasible, optimal sustainable solutions to improve community living, students will apply their theoretical and classroom learning in designing projects that address community deficiencies under supervised apprenticeships and practicums.

This pilot project will be monitored and documented for its success and impact on students and communities. This analysis will be done in the spirit of reconciliation, in keeping with OCAP (Ownership, Control, Access, Possession) principles for research in FN communities that meet local community research protocols. This research has the potential to demonstrate the capability of First Nation students when programs are culturally safe, accessible and where the products of the learning act as a source of personal and community pride. This grant will provide an analysis of educational approaches for government and post-secondary institutes in addition to community-led education guides, community-led housing plans guides and open source housing designs.

## Objectives

The overall goal of this 6-year participatory project is to realize the potential of post-secondary education for student outcomes, Indigenous self-determination and *Mino Bimaadiziwin* when community-led, project-based education is offered in remote communities. The objectives are to 1) Explore how community-led culturally-appropriate education and projects can meet the needs and priorities of communities; 2) Analyze the impact of projects-based post-secondary education on education outcomes, sustainable livelihoods and self-determination; and, 3) Identify the education, housing and food system policies that are barriers to *Mino Bimaadiziwin* to seek solutions.



### **The Context of Economic Poverty and Limited Infrastructure in Northern Manitoba First Nations**

In northern Manitoba, FN people are surrounded by abundant natural resources but lack critical infrastructure, and often live in economic poverty without healthy housing, safe water, sanitation or roads (Thompson, Wiebe, Gulrukh and Ashram, 2012). With high regional unemployment (Statistics Canada, 2011, Thompson, 2016), incomes are limited to seasonal work in commercial fisheries (Thompson, Rony, Temmer and Wood, 2014) for a few months and band/government jobs. In the traditional territory of Island Lake (which includes Garden Hill and Wasagamack, as well as two other FNs), FN people live in economic poverty, despite mining exploration finding billions of dollars worth of gold in their territory. With no impact benefit agreements in place for mining in Manitoba, Island Lake communities have received marginal benefit or negative impacts from mining and still have houses lacking running water and/or any sewage services and extremely high unemployment rates.

According to the Royal Commission on Aboriginal People (RCAP), state dependency of Canada's Indigenous peoples has tremendous socio-economic costs of an estimated \$7.5 billion in 1996 or 1% of the GDP, increasing to \$11 billion by 2016 (Anderson, Dana, and Dana, 2006). First Nation state dependency in Canada is evident today in the low rates of secondary and post-secondary school completion, high unemployment rates and limited infrastructure on reserves (Statistics Canada, 2011; McKinnon, 2014) with WFN and GHFN being some of the most economically deprived FNs in Canada.

Indigenous people seek to re-generate their economies to improve self-sufficiency. The lands and resources in their traditional territory are the place that communities want to sustain for wildlife and all their relations but also harvesting sustainably for traditional land uses of building houses and securing food (Anderson, Dana, and Dana, 2006). FNs want to develop a middle path for economic independence that applies Indigenous values to market capitalism (Loizides and Wuttunee, 2005) and also meets basic needs through community development (Thompson, Rony, Temmer and Wood, 2014) to address the current "leaky bucket" model that occurs in so many FNs. These cash inflows are much less than outflows (Hammond Ketilson and Brown, 2009). The funding for FNs from transfer payments, jobs and social assistance flows out of the community through economic leakage to businesses owned and run by non-FN people. In all the Northern communities most of the same monopolies exist, whether in retail, construction, engineering or airlines (Thompson, Ballard and Martin, 2014). In addition, the goods and services provided are typically over-priced and often of poor quality (Harms, 2001).

These communities want to revitalize traditional culture and language as well as build assets to ensure that their territories' natural and other assets are sustained in a way that builds financial, physical, human, natural and social capacity in their community (DFID, 2008; Thompson, Ballard and Martin, 2014). These FNs want community-owned social enterprises, including sawmills, construction companies, grocery stores, farms, restaurants, healing centres, safe houses/women's shelters, as well as local nurses and teachers, that ideally speak Oji-Cree. However, significant barriers exist for many communities to achieve self-determination and economic prosperity, particularly those being third-party managed (*e.g.*, Garden Hill, Red Sucker Lake and until 2016, Wasagamack) with accounting firms having control and decision making power of finances, (Ballard, 2012; Thompson, Clahane, Gulrukh and Nwankwo, 2015).

### **The Housing Crisis in First Nations, particularly Island Lake**

The poor condition and shortage of housing is causing a crisis in FNs across Canada but particularly in the FN reserves of Island Lake, Manitoba. James Anaya, Special Rapporteur on the Rights of Indigenous Peoples, reported in July 2014 that housing in Canada's Indigenous communities "has reached a crisis level" (Anaya cited in The Interim Report of the SCAP, 2015, p. 5). Many homes on reserves are in substandard condition, require major renovations or replacement to meet standards of

adequacy: 44% of people living on reserves in 2006 lived in homes requiring major repairs, compared to 7% of the non-Aboriginal population (SCAP, 2015). Harold Calla, Executive Chair, First Nations Financial Management Board reports a housing deficit of \$3-\$5 billion in Canada (SCAP, 2015).

Government documents state that Manitoba FNs have the worst housing conditions in Canada. To eliminate mold and chronic overcrowding in Manitoba FNs alone it is estimated to cost \$2 billion, which is 13 times higher than the national budget for FN housing for this year (Puxley, 2016). A short film called Wasagamack' [Housing Crisis](#) documents this. Chief David McDougall from Island Lake calls the housing situation a “ticking time bomb” with 1500 houses on the waiting list for the cluster of four reserves, including Wasagamack and Garden Hill FNs. The Chief documented 23 people living in a two-bedroom home where “they had to take turns sleeping” (Puxley, 2016).

Overcrowding, combined with the use of poor-quality building materials, and insufficient funds to address maintenance problems places housing on reserves under much more severe strain than off-reserve housing (Senate Committee on Aboriginal Peoples/SCAP, 2015). Further challenges stem from the isolation making it difficult to bring non-local materials on winter ice roads and permafrost causing foundations to shift and walls to crack (SCAP, 2015). A 5-year apprenticeship program at Wasagamack had only 1 of its 20 trainees obtaining their level 1 apprenticeship, due to the theory training and testing requirements not being accessible without flying out.

Inadequate housing on reserve is linked to negative health impacts for both children and adults in addition to the destructive social impacts. A high incidence of mold growth exists in “the dilapidated housing that characterizes much of the shelter available to the Indigenous people of Canada” (Optis, Shaw, Stephenson and Wild, 2012, p. 14). Inadequacies and overcrowding of on-reserve housing are linked to higher incidence rates of: hepatitis (Jin and Martin, 2003), acute rheumatic fever (Gordon et al., 2015), asthma (IHC, 2003) and tuberculosis (Clark and Ribben, 2000; Clark et al., 2002; Lancombe et al., 2011 Smeja and Brassard, 2000). Tuberculosis, a major public health problem for Canadian FN communities, is 9 times more prevalent in these communities than in Canada as a whole (IHC, 2003).

The shortage of on-reserve housing causes migration to larger urban centres and exacerbates young women's and girls' vulnerability to sex trade work and trafficking, particularly since affordable housing in urban centres to people without a rental history is difficult to access (Beavis, Klos, Carter and Douchant, 1997; Collins, 2010; Geisler and George, 2006; Peters and Robillard, 2009; Westerfelt and Yellow Bird, 1999; Zerger, 2014). Some people with inadequate on-reserve shelter have ended up homeless in Winnipeg and other cities (Brandon and Peters, 2015, p. 7). By linking the social and health impacts of the housing crisis on reserves will raise awareness about FN housing and share solutions.

### **High Food Insecurity in Northern Manitoba**

Problems of food access in remote fly-in communities in Manitoba include a limited selection of healthy foods, high food prices, uncertainty of travel on winter ice roads, high poverty rates, and a declining use of local country foods (Thompson et al., 2011; 2012). The rates for food security are highest in remote communities at 88% in Garden Hill and 86% in Wasagamack (Thompson, 2011). The re-invigoration of local food production is considered key to food access (NFPSC, 2003). Community-based food action is one possible response to tackle food insecurity, alongside business activities, government programs, and social policy (Thompson et al, 2014). Indigenous food systems in Island Lake could be used to improve food security to assist the fishing, hunting, gardening and a community food stores. Meechim Farm Inc., a community-enterprise, is the only farm in northern Manitoba First Nations employing 15 youth through employment training in 2015 and 2016. (Thompson et al, 2014).

### **Need for Adult Education in First Nations Communities**

The education system is failing Indigenous people with educational attainment trailing far behind those of non-Indigenous people (Gordon & White, 2014; Richards, 2014) and by perpetuating a disconnection from the land and their Indigenous languages, which is integral to their cultural identities (Neeganagwedgin, 2013). The quality of on-reserve education is inferior because of being profoundly underfunded, creating shortages of materials, equipment and no specialized teachers (Anderson & Richards, 2016; Macdonald & Wilson, 2013). In 2016, the Auditor General for the Province of Manitoba found, “only 55% of Indigenous students are graduating from high school, compared to 96% of non-Indigenous students; a gap that has widened since 2010” (Office of the Auditor General, Manitoba, p. 1). Oppositely in GHFN and WFN, mature and regular secondary education are graduating more people than ever, who then want to pursue post-secondary education in their community, as shown in this [film](#) clip. Community post-secondary programs could reduce the education achievement gap that extends to post-secondary certificates, diplomas or degrees with only 23% of Indigenous people attaining these compared to 40% of mainstream Canada (Frideres & Gadacz, 2011; Richards, 2014; Statistics Canada, 2011). While 65% of non-Aboriginal people have post-secondary qualifications, 45% of First Nations people have postsecondary qualifications with: 13% having trades certificate; 19% having college diploma; and 9% having a university degree (Statistics Canada, 2011). A formal education is increasingly important for employment and quality of life (Champagne, 2015; Sharpe, Arsenault, Lepointe & Cowan, 2009; Wakefield, Sage, Coy & Palmer, 2004).

Most Indigenous students still have to leave their reserves to pursue a university or college degree, without the social supports and economic supports to do so (Olsen Harper and Thompson, accepted). This pulls them out of their communities like when their parents and grandparents had to attend residential school. In addition to adjusting to culture shock, Indigenous students must cope with loneliness: “the greatest factor affecting student boarders who drop out is simple homesickness. Not only do they pine for family and friends, they also long for their accustomed food and lifestyle”. Being on the outskirts of Canadian mainstream society places Indigenous students at higher risk of multiple oppressions and not fitting in, which can result in poor school outcomes. Indigenous pride and strength in identity is essential for student success (Burk, 2007; Lee, 2009) and dramatically increases one’s sense of belonging (St. Denis, 2007).

The “Next Seven Generations” concept emphasizes that appropriate and relevant teaching today will positively impact the next 7 generations (Pidgeon, Munoz, Kirkness and Archibald, 2013; LaDuke, 1999). Traditionally, transmission through culture had always been the conduit by which sustainable livelihoods, resilience, well-being, language, harvesting, spirituality and parenting of Indigenous peoples was continuously generated and re-created. HeavyRunner and Morris (1997) observe that when cultural values are cherished, taught, and nurtured, youth develop natural resilience, which then becomes foundational for healthy and self-respecting cultural identities. Indigenous language, respect, caring and holism are integral to Indigenous knowledge systems (Ballard, 2012; Flavie, 1995; Warren, 1991). Instruction in local dialects is known to be extremely effective in meeting educational goals and objectives (Gillies and Battiste, 2013; McCarty and Lee, 2014; Mari, Blum and Teufel-Shone, 2010). The *2014 First Nations, Inuit and Metis Essential Skills Inventory Project* identified five beneficial practices, namely: 1) working with/in the community; 2) learner-centered, holistic approaches; 3) Indigenous learning principles, 4) employer involvement to provide workplace experience, and 5) control and ownership (Canadian Career Development Foundation, 2014). More has to be done to implement these five best practices, which this case study will trial in two communities..

Education is necessary for self-determination (Lee, 2015; Nakata, 2013) that addresses colonialism to be aware of the oppressions faced by FN people within contemporary society (Olsen Harper and Thompson, accepted). This type of adult education overcomes hegemony to decolonize and

promote Mino Bimaadizwin and cultural resilience instead of state dependence (Alfred, 2009). Many Indigenous people are viewing self-determination as a framework to improve the educational experience and outcomes in their communities and overall to overcome Indigenous oppressions that include poverty and racial discrimination (Brayboy & Castagano, 2009; Fallon & Paquette, 2012; Israel Weinstein, 2014; National Aboriginal Health Organization, 2009). The *13 Principles on Indigenous Education* (Universities of Canada, 2015) recognize the need for greater indigenization of university curricula and leadership, as well as promoting dialogue and intercultural engagement.

### **Theoretical Framework: Indigenous Self-determination**

Collaborative research to support and assist Indigenous self-determination embraces a different paradigm of research that attempts to assist decolonization and sustainable future development for FNs and other Indigenous communities. Self-determination offers a framework to reconcile past and ongoing oppression as an innovative approach. Three factors are identified as being important for Indigenous self-determination, which will be prioritized in education and research, namely: 1) cultural identity; 2) culturally-appropriate sustainable livelihoods; and 3) sovereignty (Hibbard and Adkins, 2013).

Indigenous self-determination embodies the right of Indigenous peoples to determine their own economic, social and cultural development and typically does not imply secession from the state (García-Alix, 2003). The right to self-determination of Indigenous peoples is embodied in the *Charter of the United Nations*, the *International Covenant on Civil and Political Rights* and the *International Covenant on Economic, Social and Cultural Rights*. Self-determination requires that cultural priorities be considered (Audlin and Abbott, 2004; Ballard, 2012; Ballard, Klatt and Thompson, 2012; Wall and Arden, 2006). Implementing multiple traditional cultural practices into education and projects is imperative for sustaining socio-economic development, building capacity and fostering resilience (Ladner, 2009) to cultivate respectful processes for Indigenous knowledge and knowing. Self-determination focuses on the right of Indigenous peoples to define for themselves their Indigenous knowledge system and to manage and use the lands and resources in their traditional territory to realize *Mino Bimaadiziwin*.

### **Methodology**

The overall approach will be participatory action research. This project provides opportunities for implementing community-led project-based education and then analyzing if and under what conditions this education improves FN student outcomes, *Mino Bimaadiziwin* and self-determination, by using mixed-methods (Creswell & Plano Clark, 2007). This project will have four phases, following a continuous improvement model, as follows:

**1) Develop Education and Project Plans with OCAP Research Protocols:** Both communities will consider their need for projects, research and education over a short (1 year), medium (5 year) and long (10 year) timeframe and determine their priorities. The Chief and Council of WFN have agreed to lead their plan, and the Director of Employment & Training with a small group will lead the plan for Garden Hill. Drs. Thompson and Olsen Harper will work with the strategic planning team to draft community research protocols. Community consultation through the local radio and workshops will reach out to people in the community for input into the plan for projects and education.

For planning purposes the community will consider their resources and capabilities, as well as their issues regarding housing and food insecurity to develop a strategic plan for meeting these needs. How housing insecurity intersects with food, water, violence and gender will be explored. To help assess community conditions, there will be food security household surveys, prevalence counts of homelessness or housing insecurity, photovoice and film. Through surveys, community cafes and photovoice activities/exhibits, community meetings, workshops, community members will increase their

capacity and skills by participating in and evaluating their current state of housing, water and education with Drs. Schiff, O’Gorman, Martin, Bonnycastle, Olsen Harper and Thompson.

Community assets will be assessed in terms of both people and resources. For example, the Directors of Employment/ Training and Education will identify 16 local leaders and experts who are qualified to be post-secondary instructors that have the ability to take the post-secondary Adult Education Certificate. RRC will train these instructors to facilitate running a Sustainable Housing course, which will combine Introduction to Trades (5-months) and Introduction to Carpentry (5-month with sustainable design techniques). The practicum requires students design the project-based course components they plan to teach, mentored by the RRC course instructor. This work creates the building blocks of the Sustainable Housing Certification and Indigenous Food Systems course that will be offered to future students. The Sustainable House certification will run for a number of years in both communities, facilitated through the employment and training office helping students that meet the entry requirements of college complete their college applications. Both communities and MKO have confirmed their funding support for these post-secondary student’s employment and training to facilitate them completing the community projects/apprenticeship and post-secondary certificate. Apprenticeship supervision will occur through Apprenticeship Manitoba, organized by Employment and Training, as was done previously in both communities for housing as well as water and sewage projects. The stipend from this grant would cover tuition costs and materials for 150 to 250 students if a number of 5-month certificate programs on Indigenous Food Systems are offered in place of solely the 10-month Sustainable Housing certificate program. .

**2) Address priority needs through projects-based community-led post-secondary education:** This education program will be student and community-centred. Over the course of the partnership, we anticipate that between 150 and 250 northern First Nation undergraduate students will participate in a post-secondary level certificate. In addition the partnership will fund 6 month co-operative opportunities for 6 students from RRC, and 24 one year stipends for master students, supervised by the co-applicants at UoM, BU, UoW, UoS, and Lakehead. Student education will be based on Indigenous pedagogies (see Stewart, 2010, 2012, 2013) and employ practices of reciprocity, empowerment, and cultural context. The model of training will be projects-based learning and based on the train- the -trainer model, so that local teachers are available that know the culture and language in addition to skills and knowledge. The PD and co-applicants will mentor new and emerging scholars.

Local instructors in GHFN and WFN will receive their Adult Education Certificate in 2017/2018 from RRC, which will prepare them to teach project-based courses in their community. The first program to be offered in both communities is a 10-month Sustainable Housing Certificate in 2018/2019 that provides experiences and insights into building sustainable houses and will include the building of homes with mentorship from licensed instructors. The 10-month Sustainable Housing Certificate will blend the present-day introduction to trade 5 month course with the 5 month carpentry courses but be modified to include project management, design and sustainable building techniques (e.g., passive solar, thermal mass, vapour barrier, photovoltaic solar, etc.). This sustainable housing credential will be a highly marketable, stand-alone certificate, as currently there is no sustainable housing or passive housing program offered by any university or college in Manitoba or Canada. As part of the projects-based component of the program, each student will participate in building a house supervised by an apprenticeship instructor, who can have up to three apprentices per instructor. The knowledge and skills acquired while completing the Sustainable Housing Certificate will allow students to challenge the Level-1 Carpentry Apprenticeship, should they wish to continue and apprentice further. This partnership program can support 15 students a year for 5-years in both communities, CMHC will fund housing materials in WFN each year enabling the housing certificate program to be held a few times in order to fill the deficit in housing and train the carpenters needed there. Garden Hill FN has

affirmed that BDO will also fund housing for at least two years and run the Indigenous Food Systems course in other years. Garden Hill FN has identified a need for an Indigenous Food Systems Certificate, as a result of its farming social enterprise called [Meechim Inc.](#) This farm employs 15 young adults, but requires better training and advanced education in order to effectively reduce food security. Agroecology education to grow food is needed as well as teaching medicines, fishing, hunting and gathering and food preparation. Drs. Settee, Singh, Shukla, Harm and Petrella will work with local trainers to develop a food project and education program through a train-the-trainer model that would facilitate a post-secondary certification through UoW.

**3) Researching the student and community impacts:** To analyze the education's benefits & refine it, focus groups, student testing, participant observation, interviews & educational videos will be undertaken. 80 stakeholders including students, employers, educators & policy-makers will be interviewed. All students will take exit interviews and/or surveys after each course with 60 students being randomly selected for follow-up three years after program completion. In order to complement the narrative data, local students will do Aboriginal Possible Selves mapping, blogging & photo-voice. This partnership will be analyzed for the 13 process and impacts, shown in Table 1, that span the four stages.

**Table 1: The Schedule Activities and Outputs of Northern Teaching Lodges over 6 years**

Stage	Major Activities and Outputs	YEAR					
		1	2	3	4	5	6
I	1) Meetings to form and operationalize the community plan and ethical protocol	12	12	12	12	12	12
I	2) Needs assessments for education and housing including prevalence counts of hidden homelessness, photo voice and videos.	2	0	2	0	2	0
I	3) Community plan visions and revisions	2	0	2	0	2	0
II	4) Train-the trainers (year 1) and funded students in local community-led courses.	16	30	45	45	45	30
II	5) Adult education practicums and application for developing learning projects	1	2	1	1	1	1
II	6) Design and build healthy sustainable houses with student employment trainees	1	3	6	9	12	15
II	7) Community-led ed. projects (e.g., farm, shelter/women's house, waste).	0	2	2	2	2	2
III	8) Surveys of students, testing and analysis of projects (e.g., housing air quality)	1	2	3	3	3	3
III/IV	9) Community cafes, community workshops, photovoice exhibits, design charettes	6	2	2	2	2	2
III/IV	10) Participatory and educational videos with students and community input	1	1	1	1	1	1
IV	11) Political, funding and social media campaigns	0	0	1	1	1	1
IV	12) Annual conference in community	1	1	1	1	1	1
IV	13) Research journal, community-led guides and reports	1	2	3	5	10	12

The partnership's impacts will be identified in five areas, namely: 1) training impacts (e.g., student scores, student satisfaction, Oji-Cree language use, program completion rates and numbers); 2) community development (e.g., the number and quality of renovated and built FN houses, homelessness prevalence counts, food security and production, quality and adherence to the community economic development plan and employment rate); 3) research (e.g., the quantity of researchers, thesis, awards for research, conference presentations and papers published in peer-reviewed journals, reports, feedback to community); 4) knowledge mobilization (e.g., uptake of community-led housing and education programs and guides by other FNs, film views, journal articles published, reports, website hits, etc.); 5) policy (e.g., policy shifts, new programs and funding, policy review, etc.). The collective impact of these activities will be analyzed (Ballard, Thompson & Quarter).

**4) Sharing results and making waves of change:** The results will be shared with the community and as widely as possible, according to the community research protocol and OCAP principles, in annual conferences, workshops, posters, videos, reports, blueprints, curriculum and journal articles. A knowledge mobilization (KM) strategy will be based on multi-directional communication and will consider diverse audiences (Marshall and Guenette, 2011) spearheaded by Callison and Thompson.

Thus, the KM plan will pursue creative and Indigenous models of communication identified collaboratively by the students, co-applicants and partners. The KM will include traditional Indigenous oral method of story telling, Facebook, FN community archives, FN community radio/television, art, digital media, maps, blogs, posters, brochures, academic publications, presentations, community workshops, and research reports. Assignments for local and graduate students will require multimedia ways to document and enrich their own learning (e.g., blogs, Facebook, websites, photography and filmmaking). The partners will reach out to policy makers at multiple levels to discuss the need for policy change and programming on housing to deal with the consequences of homelessness, housing insecurity & the lack of adult education (Drs. Schiff, Quarter, Olsen Harper & Thompson). A community-led housing assessment kit, as well as a community-led post-secondary education guide will be developed to facilitate uptake by other FN communities (Drs. Schiff, Olsen Harper & Thompson).

### **Anticipated challenges in building the partnership and how these will be addressed**

A challenge is the current, colonized policies that have interfered with post secondary education programming being accessible to northern First Nation communities. Engagement with communities through a participatory action research approach with strategic alignment of all the major provincial post-secondary education institutions in solidarity with Indigenous leadership such as Chief and Councils and Indigenous organizations, such as MKO, sets the stage for decolonizing education. This will promote equitable access to quality, relevant post secondary certification in areas of study that enhance community economic sustainability. Another major challenge is the lack of funding for new housing for communities in third party management, which has resulted in lack of any housing developments in 10 years for WFN and 20 years for GHFN. Wasagamack freed itself of third party management in 2016, which makes it eligible for CMHC housing funding for 2017 but very limited housing funding will be available in GHFN. This third party management policy is restrictive and is expected to result in worse outcomes for housing builds, homelessness, drug-use, livelihood assets, cultural integrity and domestic violence for GHFN compared to WFN, that will be measured and compared to outcomes in Wasagamack. Another risk is researching sustainable buildings in the north, which has had limited or no success previously. Four CMHC northern test houses were previously built but off-reserve and went unoccupied, which cannot realistically mimic the overcrowded conditions on reserve (CMHC, 2016). Therefore, Sustainable Houses will be monitored for air quality and energy efficiency sensors using data loggers to transmit data for Drs. Rashwan, Kavgic and Mallory-Hill to review and analyze. Finally, differences with regard to priorities, and worldviews between partners is expected. Annual travel will enable the partnership members to negotiate roles, activities, and decisions using traditional sharing circle methods and consensus. Memoranda of Understanding between communities and partners will ensure that research accountability includes the observance of OCAP principles and that the communities' priorities are respected.

### **Benefits to Community and Canada**

This partnership research will transform housing, food and post-secondary education access in FNs across Canada. This partnership is already shifting post-secondary education by engaging all the public university and colleges in Manitoba, with RRC and UoW committing to run community-led project-based education in these two communities. Through applying and analyzing culturally-appropriate sustainable solutions to resolve development challenges, these communities would become more resilient to climate change and other vulnerability contexts (Scones, 2000). Partners in this grant will build capacity in FN communities to improve community members' livelihood outcomes through strategic planning, infrastructure development and creating more bridges to policy-makers, Researchers can assist, with sustainable housing designs, housing plans, business plans and product development,



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Family name, Given name

Thompson, Shirley

### Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3		Year 4	
Personnel costs	No.	Amount	No.	Amount	No.	Amount	No.	Amount
<b>Student salaries and benefits/Stipends</b>								
Undergraduate	16	325,000	32	340,000	32	340,000	37	410,000
Masters	3	38,750	4	47,500	4	47,500	3	26,250
Doctorate	1	10,500	1	10,500	1	10,500	1	10,500
<b>Non-student salaries and benefits/Stipends</b>								
Postdoctoral								
Other	1	10,000	1	10,000	1	10,000	1	10,000
<b>Travel and subsistence costs</b>								
<b>Applicant/Team member(s)</b>								
Canadian travel		15,000		13,000		13,000		13,000
Foreign travel		0		0		0		0
<b>Students</b>								
Canadian travel		64,000		64,500		10,000		10,000
Foreign travel								
<b>Other expenses</b>								
Professional/Technical services		6,000		4,500		4,500		4,500
Supplies		2,000		2,000		2,000		2,000
<b>Non-disposable equipment</b>								
Computer hardware		7,100		0		0		0
Other		10,650		0		0		0
<b>Other expenses (specify)</b>								
SCC & exSCC calls & meeting		500		500		500		500
Frieght		3,000		0		300		350
Community events & research		7,500		7,500		7,500		7,500
Total		500,000		500,000		445,800		494,600



Family name, Given name

Thompson, Shirley

### Funds Requested from SSHRC (cont'd)

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 5		Year 6		Year 7	
Personnel costs	No.	Amount	No.	Amount	No.	Amount
<b>Student salaries and benefits/Stipends</b>						
Undergraduate	37	370,000	0	0	0	0
Masters	5	56,250	5	56,250	0	0
Doctorate	0	0	0	0	0	0
<b>Non-student salaries and benefits/Stipends</b>						
Postdoctoral						
Other	1	10,000	1	10,000	0	0
<b>Travel and subsistence costs</b>		Year 5		Year 6		Year 7
<b>Applicant/Team member(s)</b>						
Canadian travel		10,000		10,000		0
Foreign travel		0		0		0
<b>Students</b>						
Canadian travel		4,000		4,000		0
Foreign travel						
<b>Other expenses</b>						
<b>Professional/Technical services</b>		4,500		4,500		0
<b>Supplies</b>		2,000		2,000		0
<b>Non-disposable equipment</b>						
Computer hardware		0		0		0
Other		0		0		0
<b>Other expenses (specify)</b>						
SCC & exSCC calls & meeting		500		500		0
Frieght		100		0		0
Community events & research		7,500		7,500		0
<b>Total</b>		464,850		94,750		0

## Budget Justification

### Personnel costs

<b>Summary of all student stipends and other personnel</b>	<b>Amount (\$)</b>	<b>Percent (%)</b>
186 Local FN undergraduate students from WFN and GHFN	\$1,665,000	66.7%
6 RRC undergraduate students	\$120,000	4.8%
19 graduate master student years	\$272,500	10.9%
1 doctoral student	\$42,000	1.7%
<b>SUBTOTAL all student stipends</b>	<b>\$2,099,500.00</b>	<b>84.0%</b>
<b>Non-students (part-time account clerk)</b>	<b>\$60,000</b>	<b>2.8%</b>

**Undergraduate students:** Stipends for GHFN and WFN students for 5 (5m) and 10 month (10m) certificates =186 students

Students Yr 1 =16 (10m), Yr 2= 30 (10 m), Yr 3= 30 (10m), Yr 4= 32 (5 m), 15 (10 m), Yr 5= 32 (5 m), 15 (10 m).= 124 (10 m), 64 (5 m) = 186 students.

Total undergraduate students = 186 Island Lake FN + 3 RRC co-op =189 students

**Year 1:** 16 students x \$15,000/10 courses + \$5000/\$25/hr x 200 hr practicum= \$325,000

Local experts, such as designated trainers, journeymen, gardening or medicine experts, will take a 10 month Adult Education Certificate. This certificate program will prepare them with teaching tools, skills knowledge and curriculum for the project-based community-led post-secondary education needed in their community. Each community will send eight local experts as students. In class activities in this course are normally limited to two six-week course periods, which will be intensified to fit in two months during winter road season in GHFN and/or WFN to allow both communities to participate together. Other classes are available on-line or projects-based. The program consists of 10 undergraduate courses for 33 credit hours and a 200 hour practicum. .

These adult education students would learn adult education skills and update their expert knowledge through training (e.g., shadowing RRC programs for 10 months and permaculture programs, Sustainable House design/builds with Professor Coar and Mr. Bjornson) in 2017/2018. The course and practicum will prepare them to teach project-based courses in their community and develop culturally-appropriate project-based curriculum and learning tools. In 2018/2019 and future years, the adult education graduates will be the instructors in the 10-month sustainable housing certificate program and other programs.

NOTE: due to the on-line aspect of some of this course some students may choose to go part-time, with \$1,500 per course covering tuition and other costs.

### **Year 2 -5: 30 to 60 FN students taking 5 or 10 certificate programs each year.**

In 2018/2019 students in GHFN and WFN will take the 10-month sustainable housing certificate in their community, which will be a blend of RRC's existing 5 month introduction to trades and 5 month introduction to carpentry course and include safety and sustainable building teachings (e.g., passive solar, thermal mass, vapour barrier, photovoltaic solar etc.). These students will gain experiences building sustainable houses in their community with mentorship. This same course will be reoffered by local instructors in 2019/2020 in both communities.

In 2020/2021, WFN tentatively wanted the sustainable housing certificate again and GHFN wanted the indigenous food systems certificate and possibly other courses:

Aboriginal Counseling Skills Certificate (346 contact hours or 10 month), Introduction to

Business Certificate (5 months), Automotive Technician (10 month), Kenanow Bachelor of Education (10 months for 4 years), etc.

**Year 2, 3,4:** 2 RRC co-op students to help community build its first Northern sustainable house for sustainable home building for 3 years x 2 people x \$20,000 =\$120,000 (includes northern allowance),

**Year 2 to 4:** WFN Student stipends for sustainable house design certificate= 15 students x \$10,000= \$150,000/10 x 3 years = \$450,000 (45 students)

**Year 2 and 3:** GHFN Student stipends for sustainable house certificate = 15 students x 10,000= \$150,000/10 month certificate x 2=\$300,000 (30 students)

**Year 4-5:** GHFN will start 4 certificate programs for 5 month programs with 17 students X 10 months x \$1000 month x 2 years = \$340,000 (17 students and 34 student years)

**Year 5:** WFN 2 cohorts of 5 month post-secondary certificates: 15 students X 5 months x \$1000 month x 2 programs = \$150,000 (30 students)

**Masters students: 10 yrs x \$15,000 + 14 yrs x \$8750 =\$150,000+\$122,500=272,500**

**Year 1-6:** 19 master student years will be funded at \$15,000/year but for UoM students as Graduate Enhancement of the Tri-Council Stipends (GETS) match funding at \$8750/yr

1. Four student years for UW graduate students \$15,000/yr x 4 student years = \$60,000 to research needs assessment for food security/sovereignty (year 3 and 4)

2. Four student years for BU students \$15,000/yr x 4 student years = \$60,000 to research indigenous food systems and conduct photovoice research (year 3 and 4)

3. Two student years for Lakehead University \$15,000/yr x 2 student years = \$30,000 (year 1 and year 2) to research homelessness surveys and prevalence counts.

4. Fourteen student years for UoM students as GETs will provide \$8750 matching funding = \$8,750/student year \* 14 student years = \$122,500

4.1 Two student years will photojournal housing insecurity with Drs. Bonnycastle.

4.2 Two student years will study health impacts with Drs. Martin and Ballard.

4.3 Four student years to study air quality with Drs. Mallory-Hill and Kavgic.

4.4 Four student years to research housing design with Dr. Coar

4.5 Two student years to research sustainable education with Drs. Settee and Thompson

**Doctorate student: 4 doctoral student years: \$42,000**

**Year 1-4:** 1 doctoral allotment at \$10,500/yr each for architecture to study adult education with Dr. Deer (supervisor) and Dr. Thompson (co-supervisor).

**Non-student salaries and benefits/Stipends: \$70,000**

**Year 1-6:** \$10,000/yr for accounting clerk (1/6<sup>th</sup> of time or roughly 6 hours/week) to monitor financial accountability and arrange travel and student funding at UoM and payouts to other institutes each term for administrating their student stipend program.

**Travel and subsistence cost: \$62,000 applicants and \$161,200 students**

Travel costs are high as flying to the remote communities of WFN and GHFN is expensive but needed as these are the centres for training and research..

Summary of Travel Costs	Amount (\$)	Percent (%)
Applicant travel and stipends	\$62,000	2.5%
Student travel and stipends	\$161,200	6.4%
<b>Subtotal</b>	<b>\$223,200.00</b>	<b>8.9%</b>

**Applicant team member: \$62,000 for total trips at \$1000/trip**

**Years 1- 6:** 12 trips x \$1000/trip x 8 years = \$42,000, with \$700+ \$300 living expenses with free accommodation in northern medical unit in GHFN or WFN education centre.

**Year 1;** 5000, **Year 2-4:** 3000/yr: RRC Instructors will travel to assist the adult education students and then the local instructors with the Sustainable Housing Certificate and monitor RRC Co-op students.

**Student travel: \$161,200 for student trips to Island Lake or from Island Lake**

**Years 1, 2 or 2017/2018:** 2 WFN and 2 GHFN students x 10 months x \$2,000/month = \$80,000 with 7 months in year 1 (\$60,000 including \$54,000 travel + \$6,000 airfare) and 3 months x \$2,000/month in year 2 (\$24,000) = \$80,000 + \$6000 for flights for additional family members = \$84,000

**Year 2, 3,4:** 6 RRC coop student x \$1000/yr average 3 trips/ year (\$648 return trip) with \$352 for expenses (food and water taxis) = \$18,000

**Year 2,:** Coar's design/build architecture class of 14 students x \$700 = \$8800 x 3 trips = \$29,400 with funding of \$4,500 for programming materials.= \$33,900

**Year 1-6:** 23 student years (21 master + 2 of 4 doctoral)\* \$1,000/ student yr = \$23,000

**NOTE:** 23 rather than 28 years as not all students will have thesis topics that require they travel each year or at all. Further \$ available from Northern Scientific Training Program.

**No Foreign travel will be covered:** Universities provide \$1500 for domestic conferences and \$2000 for international conferences if presenting and so not budgeted into this grant.

**Other expenses**

<b>Table: Categorized Other Expenses</b>	<b>Amount (\$)</b>	<b>Percent(%)</b>
Professional + Technical : Social Media campaign & video edit	\$14,000	0.7%
Professional + Technical: IT expert	\$14,500	0.7%
Supplies:(\$2000/year for paper, pencils, ink cartridges, etc.)	\$12,000	0.6%
Computer: 2 printers + 2 laptops + 2 projectors + external hard-drives (two copies of each) for all data (other classroom computers funded through CHREER).	\$7,100	0.3%
Sets of tools and equipment to build sustainable housing	\$1,025	0.04%
Sustainable house monitoring equipment	\$7,000	0.3%
Photovoice cameras (\$75*35 cameras) research and class	\$2,625	0.1%
<b>TOTAL</b>	<b>\$58,250.00</b>	<b>2%</b>

**Professional/Technical Services:** To market ideas and communicate will brand with a website and edit videos students and applicants produce, Facebook page, blog and newsletter template will be set up the first year with an effective media campaign Note: Dr. Thompson teaches social media.

**Video and Social Media: Year 1:** \$4000/year, **Year 2-6:** \$2000/year x 5 = \$10,000.

Total: \$14,000

**IT Person: Year 1:** \$4500 for set up, **Year 2-6:** 2000/yr. Total: 14,500

**Supplies: Years 1-6:** \$2000/year for student education x 6 years = \$12,000

**Computers:** For on-line courses and assignments computers are needed for 2 classrooms for students and instructors (\$1,053/computer x 30 Dell computers) + \$4000 for 2 laptops for instructors and researcher+ 2 projectors (\$600)+ 2 printers (\$400) + **OCAP requirements - External hard drives** to facilitate FN control and access of data backed up in two different locations and copies of all reports: \$300/year x 7 = \$2100. The CHREER contribution covers classroom computers at \$31,590. The remaining \$7,100 is for two computers, printers and projects for research/training to be covered by this grant.

**Non-disposable equipment: Year 1:** \$1025+ \$7000+\$2625=\$10,650

**Other:** \$1025 of SSHRC funding will go towards six sets of tools and equipment (\$6526 each set x 6 sets=\$39,173) for graduate UoM architecture students and FN students to design to learn to build sustainable homes. These will be purchased in part by CHREER funding (\$38,148). This equipment is necessary for research and education on sustainable house building, and will be used throughout the 6-year grant. The students will be trained to operate safely each piece of equipment to develop skills and knowledge, to design and build sustainable houses. The tool sets each include: a tool belt with suspenders, measuring tape (30 ft.), steel measuring tape (100 ft.), speed square, framing square, Carpentry pencils/crayons, framing hammer, finish hammer, utility knife, retractable chalk line, linesman pliers, line level, torpedo level, two feet level, six feet level, cordless drill/driver, circular saw (worm drive), cordless circular saw, plunge router, Straight router, jig saw, reciprocating saw, sliding compound miter saw, portable table saw, air compressor, framing nail gun, cordless nail gun, pneumatic staple gun, finish nail gun, hand saw, block plane, plumb bob, chisel, flat pry bar, Cat's Paw (Nail Puller), Nail Sets, Clamps, Construction Calculator, Orbital Sander, Belt Sander, Hammer Tacker, Powder Actuated Nail Set Gun, Extension Ladders – 12' (3.66m), Step Ladders – 10' (3.05m), 8', 6', 4', 50' 10 gauge Extension Cords, 12 gauge Extension Cords, Air Hose, Magnet Wheel, Brooms, Shovels, pick axe, Digging Bar, Rakes, Pen and Pocket Sized Notebook, Screwdrivers, Socket Wrench Set, Wrenches and 3,000-Watt Generator.

**Monitoring air quality of housing:** HOB0® U30 Remote Monitoring Systems c/w HOBOLink Dataservice for \$4,400, FLIR Thermal Imaging Camera 120X90/9HZ for \$1,900 with sensors installed for \$700 = \$7000

**Other: Cameras for photovoice and photojournaling:** \$75/camera x 35 cameras = \$2625: Cameras for community members and students (30) for students to do photo journaling as part of their assignment work and researchers to use for photovoice.

**Other expenses outside of above categories:** An annual conference will be held in the FN communities during graduate award ceremony and Annual General Meeting to keep the focus on the education and research program in the community.

<b>Table: Other expenses outside of defined categories</b>	<b>Amount (\$)</b>	<b>Percent (%)</b>
Freight on winter roads at \$3000 and \$750 shipping by air	\$3,750	0.1%
Meetings by phone/conference calls and AGM meeting	\$3,000	0.3%
Community engagement (annual conference, graduation awards for 15 certificate programs, community research costs, art exhibit in year 2. Yr 1:6: 7500 per year.	\$45,000	1.8%
<b>Total</b>	<b>\$51,750</b>	<b>2.2%</b>

**Year 1:** Computers, tools and other materials will be shipped on winter roads but some baggage will fly up with participants (\$750).

**Year 1-6:** Annual conference costs are budgeted for \$2500/year, which will overlap with certificate awards/graduation programs (\$1000/certificate programs for 15 certificates to ensure students benefit from the conference and that student outcomes profile highly. As well there will be a budget for community engagement (translation, elders honorarium, tobacco and food for meetings, workshops and focus groups).

**Grand Total of all categories: \$2,500,000**



Family name, Given name

Thompson, Shirley

## Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

## Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Student training/skill development	
2	Enhanced curriculum	
3	Knowledge creation/intellectual outcomes	

## Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Training and skill development	
2	New or enhanced partnerships	
3	Economic outcomes, including enhanced commercialization	

## Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Aboriginal Peoples	
2	NGO and community organizations	
3	Students	
4	Academic sector/peers, including scholarly associations	
5	Federal government	





Family name, Given name

Thompson, Shirley

## Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

Applied projects-based adult education can address the lack of infrastructure and other critical First Nation (FN) needs to address the root causes of poverty, violence, addiction & poor health outcomes in FNs. This innovative education and research program will leapfrog Indigenous sustainable development, to promote reconciliation & support positive community change by providing access to post-secondary education in the community. 150- 200 FN people from Island Lake will graduate with an entry level 5 or 10 month certificate from a university or college.

Student education will be based on Indigenous pedagogies and employ practices of reciprocity, empowerment, and cultural context. The model of training will be projects-based learning and based on the train the trainer model, so that local teachers are available that know the culture & language. This education and research for sustainability in FNs will focus on community priorities -- housing, violence against women, resource access & management in traditional territories, food security/sovereignty, etc. Local post-secondary students will acquire the skills required to learn how to address the systemic problems they identify in their communities through supported projects-based learning, rather than solely from a classroom. Specifically, in solidarity with the FNs, we will identify the feasibility, optimal sustainable solutions & methods through research and applied education programming at the community/regional-level of Island Lake. Other communities can become involved through similar community-led education/training offerings that address housing and/or other priority areas. Also, this research if positive will encourage colleges & universities to answer the call of communities for the applied educational programming and research they require for community development.

This research will study how to shift post-secondary education, housing, land use and food production from the status quo to sustainable self-determination by engaging all the university and colleges to work with these two FNs at the community level. Through applying and analyzing culturally-appropriate sustainable solutions to resolve development challenges and build communities these communities will become resilient to climate change. This proposal for community-led, project-based research and education could transform housing, food and post-secondary education to be more sustainable by being mainly locally-provisioned. For example, FN local sawmills can provide timber and wood-fibre insulation, which are the most bulky housing supplies. Remote communities need this shift with the ice road to ship up supplies being increasingly precarious in the face of climate change.

This research is different than what is currently done as rather than only research the problems through a western scientific lens it uses two-eyed seeing in a wholistic way to look for solutions. Research will be done in keeping with OCAP (Ownership, Control, Access, Possession) principals for research in FN communities. Rather than only research through a western scientific lens, in partnership with the communities, we will apply an integrative and interdisciplinary "two-eyed seeing" approach. "Two-eyed seeing" is best understood as using one eye to apply the strengths of Indigenous knowledges, while with the other eye, strengthen Western knowledges. Alternatively, both forms of knowledge are seen as equal in value and when used together will research practical and sustainable solutions to sustainability challenges. Self-determination offers a framework to reconcile past and ongoing oppression in a dynamic way to respond to the TRC's calls for action.



UNIVERSITY  
OF MANITOBA

## Research Services

Office of the Vice-President (Research and International)

Fort Garry Campus  
540 Machray Hall  
Winnipeg, MB  
Canada R3T 2N2  
Phone +204-474-8418  
Fax +204-261-0325  
research@umanitoba.ca

20 October 2016

### **Re: SSHRC Partnership Grant Proposal: Northern Teaching Lodges: Learning Partnership for Building Human Resources, Community Development and Improving Infrastructure in First Nation Communities.**

The University of Manitoba occupies a unique place in Canada's research landscape. As Manitoba's only research-intensive university, we serve a broad community of students and researchers with diverse academic and research programs. In identifying the expansion of our research collaborations at institutional, regional, national and international levels as a priority, we will address the most pressing issues facing Canadians as well as global society. In a constantly changing and complex research landscape, complementary expertise from many disciplines is often needed to address societal needs.

Dr. Thompson's partnership with the University of Winnipeg, University of Toronto, University of Saskatchewan, Brandon University, Lakehead University, Red River College, Assiniboine Community College, two First Nations and several community service and private organizations brings together a uniquely qualified group that will enhance the research capacity of the University and provide opportunities for students to gain valuable academic, cultural and professional experience. By engaging in a partnership with these institutions, we are building strong networks that will not only benefit our students, but it will also benefit the University of Manitoba community by providing access to important research resources and engaging in cross-cultural and intersectoral dialogues.

In the UM President's Strategic Research Plan, research for, with, and by Indigenous peoples is identified as an important cross-cutting dimension of scholarship and is an area of great contemporary relevance given the historical and developmental consciousness shared by Indigenous and non-Indigenous peoples and communities in Manitoba, Canada and the world. Manitoba's Aboriginal population is younger and growing at a faster rate than the non-Indigenous Canadian population. In fact, it is predicted based on Statistics Canada census data that Indigenous peoples will comprise nearly 19 per cent of Manitoba's population by 2026. The success of First Nations, Métis and Inuit peoples and communities is vital to the health and well-being of our province and, indeed, our nation.

The University is committed to this partnership and we have therefore dedicated the following resources in support of this application. The University will provide stipends through the Graduate Enhancement of Tri-Council Funding program for up to one doctoral student (\$10,500 per year) and two Master's students in each year of the project (\$8,750 annually per student). Through the Clayton H. Riddell Faculty of Environment, Earth, and Resources, we will contribute an additional \$70,000 in cash (\$10,000 annually per project year). The total confirmed commitment from the University of Manitoba in support of this application is **\$266,000** over the 7 years of the project.

Sincerely,

Barbara Crutchley  
Director, Office of Research Services

## **Formal partnership**

### **How will partner organizations benefit from their participation in the partnership?**

This partnership approach was needed as the current post-secondary education, housing and food access systems, more specifically the lack there of, are undermining the quality of life in remote fly-in First Nations (FNs). A partnership approach is necessary for northern remote FN communities to access expertise in sustainable housing design and food systems as well as entry-level post-secondary educational programming. Change is needed in Island Lake, where 10,000 people live, due to a shortage of 1500 homes causing many people having to take turns sleeping, the houses are so over crowded and where food insecurity rates surpass 85%.

Few people are aware that 33 of the 34 remote FN communities on the east-side of Lake Manitoba lack universities or colleges as well as road access. Although the west-side is served by University College of the North (UCN) and the south by a number of institutions, there are no colleges or universities along the east-side except for one in St. Theresa Point First Nation, which is an isolated island onto itself. Considering that the east-side is without roads, a community-based approach is urgently needed, as without roads a regional approach cannot work for fly-in First Nations, like Wasagamack (WFN) or Garden Hill (GHFN).

The Chiefs and Council of WFN and GHFN approached Dr. Thompson to assist their communities with housing and education development in 2015, which resulted in her brokering meetings with educational administrators at Red River College (RRC) and University College of the North (UCN). RRC was the initial focus as RRC had a regional centre in GHFN twenty years ago and RRC is situated in Winnipeg, which for the fly-in community is the only destination for Island Lake planes. In 2015/2016, the importance of expanding the partnership to include other public universities and colleges, as well as social enterprises, was realized. Administrators from these universities and colleges see this as an opportunity to create new curriculum on sustainable housing and to have more effective programming in FNs but require cost-recovery and years of advance planning.

This partnership works for all the stakeholders by providing something for everyone, at the: 1) reserve level to provide a way to resolve the crisis of housing, food and education in their communities; 2) college level for delivering program-based, community-led programs with the highest quality of training for local college instructors; 3) university and college level for facilitating research on housing, food security and education; 4) social enterprises to facilitate partnerships for sustainable housing, products and businesses; and, 5) policy level to provide solutions to the failures of present-day policy regarding education and training. This partnership research will reach the micro and macro levels to maximize change and build capacity in FN communities.

With the critical need for housing, food access and post-secondary education, both WFN and GHFN Chief and Councils are interested in developing a short (1 year), medium (5 year) and long-term (10 year) plan for community housing, food and education. Wasagamack FN will apply to Canada Mortgage and Housing Commission (CMHC) for their maximum eligibility of 10 houses. In addition, GHFN has affirmed that their third party manager would fund housing materials, based on this partnership grant and would approach for at least one of the six years, with their employment and training portfolio covering the labour costs.

During this six year partnership, the partners agreed to work together on the following goals: 1) train high quality professional Adult Educators to teach post secondary certificate programs in the remote geographical location of Island Lakes; 2) to provide opportunities for local post-secondary students to obtain post secondary certifications in culturally appropriate Sustainable Housing and Indigenous Food System certificates while remaining in their northern remote communities ; 2) design, model, build and monitor, net zero energy standard for at least 20 sustainable northern houses; 3) develop teaching/learning resources for the northern Sustainable Housing Certification and for other community-led projects in partnership with communities; 4) help accredit the first ever projects-based certificate program for Sustainable Housing and other certificate programs for community-led projects, including an Indigenous Food Systems certificate program, through colleges and universities that result in positive development outcomes; 5) critically analyze issues and possible sustainable solutions related to community-led research priorities (e.g., housing design/build research, waste management, indigenous food systems, land use, etc.); and 5) provide think-tanks to leapfrog development from unsustainable to sustainable practices in communities at-risk from impacts of climate change. This proposal for community-led, project-based research and education could transform housing, food and post-secondary education to be more sustainable by being mainly locally-provisioned by utilizing local resources to reduce reliance on flying in heavy building materials such as wood.

### **The partnership evolution since the Letter of Intent (LOI)**

Since the LOI stage, two further meetings have occurred in each fly-in FN community with the PD and co-applicants as well as community members. In both communities, we advertised on the radio regarding the meetings and explained the project in a radio call in show. Then we held a one-day workshop, that culminated in community feasts, with approximately 60 people (including youth and Elders) attending in both communities. In WFN, Chief Sharon Mason, has been the lead (supported by Employment and Training Director Ernie Harper) and we meet with her monthly to seek direction. Director of Employment and Training, Elsie Monias, is the lead in GHFN and we have met and discussed the issues with Council at GHFN and received letters of support from the Chief (at least four letters of support from Chief and Council for CFI and SSHRC). We follow OCAP principles to ensure that the proposed project is community-led and community research and publishing protocols will be developed the first year of the project.

A feasible plan has been developed with: 1) the Employment and Training Directors who are prepared to recruit students and provide funding for students to complete their education requirements (projects-based training); 2) RRC and UoW are prepared to deliver community-led project-based courses through a train-the-trainer model by first training local instructors through RRC's Adult Education Certification program in the first year and have them shadow their building instructors for ten months in order to obtain their instructor level certification. UoW will offer the Indigenous Food Systems course and RRC will offer the Sustainable Housing course ; 3) other provincial universities/ colleges are committed to assist researching with communities regarding how to design sustainable housing, education, indigenous food systems and community development; and 4) social enterprises are willing to assist with the sustainable housing design and consult about strategies.

Dr. Thompson has recruited and formed an effective, committed and renowned team to succeed in the implementation of this project. At the community level, we have strong commitment from the employment and training directors to engage and support students at the community level. The employment and training directors, Elsie Monias at GHFN and Ernie Harper at WFN, have worked in this capacity for many years and will promote the program and recruit students that match the academic requirements and support them to apply for these student placements. They also have experience with apprenticeships, having built three timber houses at GHFN and conducted water/sewer retrofits at WFN, with designated apprenticeship trainers. The two employment and training directors are committed to this partnership and will facilitate the application of local students for these student positions and provide payment for their project-based programming, as indicated in their letters of support.

The first year will focus on building community capacity and training local instructors with a certified post-secondary Adult Education Certificate who are experts in different priority areas to undertake the adult education certificate. As part of this training, they will be supported in developing their curriculum and learning tools to teach the community-led project-based course they are expert in. This program will qualify them to be RRC or UCN instructors. At the same time four experts, either journeymen or designated trainers, from WFN and GHFN will shadow RRC programs for 10 months to learn how to expertly instruct the Sustainable Housing Program.

At the housing design level, key experts in sustainable northern housing have expressed their commitment to this proposal. Mr. Bjornson, who built the only house that applies passive solar principles of thermal mass, orientation of windows to the sun (e.g., Passhaus standard) and net zero energy standards in Manitoba, has committed to supervise local FN students, instructors and designated trainers to design and build a sustainable house in WFN, based on his [preliminary open-source design](#). The design work will involve local charettes to get community input and the house will be able to be modeled prior to building by Drs. Rashwan, Hill-Mallory and Kavagic (housing experts on air quality, structure and energy efficiency) to improve its design in 2017 or 2018. After building, it will be monitored to assess and improve the design to feed into the house being built in 2018 by Architect Professor Coar and students. Professor Coar will work with 14 graduate UoM students and 15 FN local students to teach sustainable design and building by designing and building a house in GHFN. These experts will work alongside the local instructors the first two years to pass on sustainable housing design knowledge.

Many world-class scholars, including many Indigenous scholars, will consider housing, food and education impacts and solutions. There are six Indigenous scholars as part of this team, namely: Drs Deer, Olsen Harper, Callison, Settee, and M. Ballard, as well as Mr. D. Ballard. In addition, researchers from all of the major public universities and colleges in Manitoba have been recruited. The researcher teams are in place to study the key aspects of housing, food and education:

- Drs. Deer, Olsen Harper, Martin, Quarter, Petrella, and Thompson, will examine pedagogical strategies and evaluate the impact at the student and community level on self-determination and *Mino Bimaadziwin*.
- Drs. Olsen-Harper, Petrella, Harms, Wilder, Settee and Thompson will undertake a policies & programs review regarding FN housing, food and post-secondary education.

- Drs. Bonnycastle, Schiff, Thompson & Olsen Harper with students will review housing and homelessness on reserves including the experience of housing insecurity in GHFN and WFN and conduct homelessness/housing insecurity prevalence count community-led housing assessment kit will be developed (Drs. Schiff, Olsen Harper & Thompson).
- Drs. Rashwan, Coar, Hill-Mallory, Ballard and Kavgić with Bjornson and Loney will study housing design for sustainability and monitor housing.
- Drs. Settee, Shukla, Singh, Harms, Ballard and Petrella will study Indigenous food systems approaches to pedagogy and their impacts.

All major public universities and colleges in Manitoba are committed to working together with Dr. Thompson, WFN and GHFN on this partnership grant and research to create projects' based education on housing and food. This research is recognized as a first step to implement the Collaborative Indigenous Education Blueprint, which most Manitoba Universities and Colleges signed at the University of Manitoba (UoM) in December 2015 to advance Indigenous education and reconciliation, by: "Engaging with Indigenous peoples in respectful and reciprocal relationships to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development" (UM, 2015, p. 1). Advancing indigenous scholarship is a tenet of UoM's new strategic plan.

### **Approach that adds value**

Researching self-determination and *Mino Bimaadiziwin* in a way that involves community employment training programs and new educational programs is regarded as a culturally sensitive and innovative way to address the poor state of housing, food access and education in northern First Nations. These two communities have tried to advance in housing and food but, without the engagement of universities, colleges and social enterprises, failed to get official accreditation for the trainees and their efforts were not sustainable. This partnership adds these missing pieces by bringing in colleges, universities and social enterprises, to resources, expertise and educational aspects. This proposal will add value by honouring Indigenous and Western ways of knowing to build capacity and sustainability at the community level.

New ways of doing things are required. In particular, participatory action research is required to co-create knowledge and generate sustainable solutions to relevant topics, such as northern sustainable housing and Indigenous food systems. For example, by certifying local experts in adult education, culturally-appropriate learning materials and projects in their area of expertise will result that effectively teaches highly qualified personnel in a way that is sustainable. The housing design and learning materials developed from this research will be open-source to allow maximum transfer and take-up of these programs in other FN communities.

### **Intellectual leadership**

Memoranda of Understanding between communities & partners will ensure communities' priorities are respected while allowing the PD & partners to be accountable and publish research after review by participating communities. Research will match needs as identified by community priorities and adhere to OCAP principles. Community ethical protocols will be developed by the community to which all researchers must comply. Key community members will be invited to serve as co-authors on publications.

## **Potential Partners and Contributors**

### **Assembly of Manitoba Chiefs [www.manitobachiefs.com/](http://www.manitobachiefs.com/)**

Assembly of Manitoba Chiefs (AMC) was created to coordinate political action and technical work on common issues and includes resources to art, events, health, and various related issues. The partners will work through chiefs to move resolutions for housing, food and education through AMC and hope to work with them on policy regarding housing, education and food.

### **Assembly of First Nations**

Assembly of First Nations (AFN) is the national advocacy organization representing First Nation people in Canada, numbering more than 900,000 people living in 634 First Nation communities and in cities and towns in Canada. First Nation leaders (Chiefs) direct the work of AFN through resolutions passed at Chiefs Assemblies held at least twice a year. We will work through chiefs to move resolutions for housing, food and education through the AFN and hope to work with them on policy regarding housing, education and food.

### **Canadian Centre for Policy Alternatives**

The CCPA is one of Canada's leading sources of progressive policy ideas rooted in the values of social justice and environmental sustainability. We hope to publish and use this think-tank networks to get the information out about First Nation housing and food policies as well as education policy.

### **Canada Mortgage and Housing (CMHC)**

Canada Mortgage and Housing Corporation has been Canada's authority on housing for more than 70 years. CMHC provides finances housing in First Nations if they are not under third party management but does it according to a formula rather than according to need. Their policies seem to reflect that housing security and housing as a human right are not considerations in Canada. Their policies will be reviewed and we hope to work with them on better policies that consider First Nation homelessness and provide an action plan to deal with this crisis situation.

### **East-side First Nation Communities**

33 of the 34 remote First Nation communities on the east-side of Lake Manitoba all lack universities and colleges. Although the west-side is served by UCN and the south by a number of universities there are no colleges or universities along the east-side to provide training except for one in St. Theresa Point First Nation. However, considering the nature of the east-side without roads a different approach is needed as regional centres are not accessible without roads for much of the year. These communities are the ones that most need a community-led approach.

### **First Nation University of Canada**

First Nation University specializes in Indigenous knowledge systems to provide post-secondary education for Indigenous and non-Indigenous students within a culturally supported environment.

**Canadian Centre for Economic Development Network**

The Canadian Community Economic Development Network (CCEDNet) has offices across the nation and is a national member-led organization committed to strengthening Canadian communities by creating economic opportunities that enhance social and environmental conditions. This organization can have webinars and present the research at its conferences annually.

**Canadian Tire, Home Hardware, Home Depot**

These stores will be approached to donate or provide at discounted rates tools and equipment for trades as well as building materials.

**Habitat for Humanity <http://www.habitat.ca/>**

Habitat for Humanity will be approached to provide building materials and to assist with a capital fundraising campaign. They also could organize an actual build in communities as a way for the public to learn more about FN remote reserves and the housing crisis that exist there.

**Indigenous and Northern Affairs Canada <https://www.aadnc-aandc.gc.ca/eng/>**

INAC's responsibilities are a result of numerous statutes as well as negotiated agreements and legal decisions. Most of INAC's programs are delivered through partnerships with Aboriginal communities and federal-provincial or federal-territorial agreements. We will apply to fund feasibility studies for all the community economic development

**TIDES Canada Northern Fund**

The Northern Manitoba Food, Culture, and Community Fund was designed to fund local solution-oriented projects that address Northern Manitoba issues of poverty, food insecurity, and related health issues. Tides Canada administers the fund supported by various charitable, government, individual partners and advisors and has funded these communities based on applications the PD has submitted.

**University College of the North**

The mission of UCN is to ensure Northern communities and people will have access to educational opportunities, knowledge and skills, while being inclusive and respectful of diverse Northern and Aboriginal values and beliefs. It works with a number of different regional centres to provide FN education offering diverse programs including trade programs.

**Universities Canada <http://www.univcan.ca/>**

University Canada is the voice of Canada's Universities. It shares information on higher education and advocates for higher education and may be able to share the results of these studies regarding education. It developed 13 principles for Indigenous Education in 2015.

**United Nations**

The United Nations will be approached regarding rights to housing, food and water that are not being met in First Nation communities to highlight these concerns.

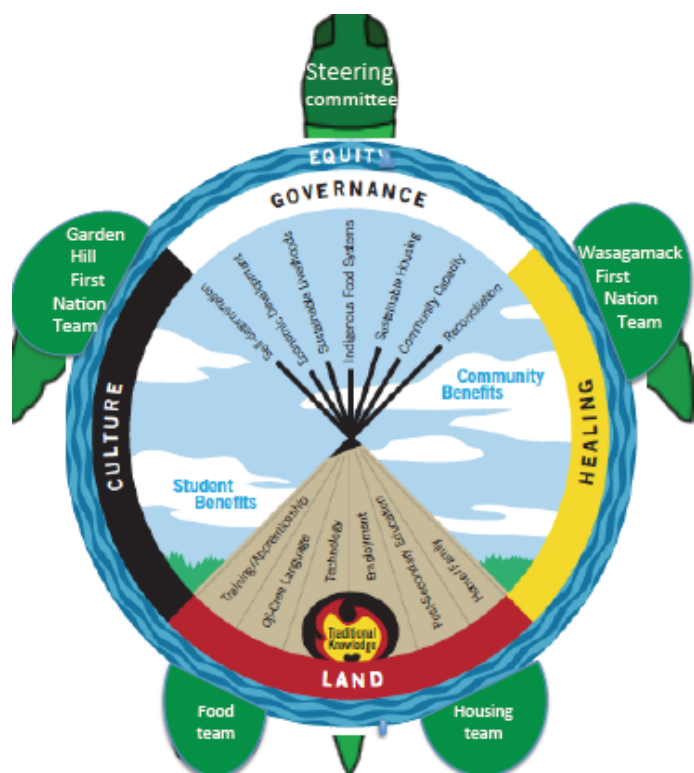


## Governance

The structure for the governance of this partnership grant has six parts, working together as shown in Figure 1.

**Figure 1: Governance Model for the Partnership**

The turtle model shows six major subgroups on green appendages, namely: 1) Steering Committee; 2) Wasagamack First Nation (WFN) team; 3) Garden Hill First Nation (GHFN) team; 4) Education team with partners, instructors, researchers and students; 5) housing team made up of researchers, students and social enterprises; and 6) Indigenous Food System team with researchers, students and social enterprises. Model 1 shows how the teams/committees are working together to move the turtle to its goal of maximizing First Nation student and community benefit through community-led, projects-based post-secondary education.



The 14-member Steering Committee (SC) is made up of six community representatives (6 Indigenous), six university researchers (two Indigenous, three non-Indigenous, and the Project Director), and two social enterprises (Indigenous Manitoba Keewatinowi Okimakanak Inc. (MKO) and non-Indigenous Sundial Building Performance Inc.) with two non-voting Indigenous student positions. Students will have two class representatives that will be asked to join meetings and provide input to represent their class cohort. Thus, of the 14 voting members, the majority (9 or 64%) will be Indigenous and almost half (six or 43%) will be community representatives. It is important that the partnership reflect Indigenous and community values structurally and functionally. The Steering Committee will meet every four months, and represents the primary decision-making body of the Partnership. Most people will be attending by telephone or conference call but to ensure we meet at least once a year, one meeting will be aligned with the annual conference in either WFN or GHFN. These meetings will help shape the overall direction of the Partnership; help evaluate community, regional, and research projects and progress; make policy decisions; allocate budgets; and facilitate project implementation and outreach. Minutes will be taken and sent out to all involved. Consensus decision-making will inform all interactions within the committee and a conflict resolution process mediated by Elders.

Over the last year due to our regular monthly meetings since September 2015, we have formed an Acting Steering Committee, whose membership we will finalize when we receive the SSHRC funding. It is composed of the Project Director (Dr. Thompson) and the Partnership Coordinator (Dr. Olsen Harper), four additional university

researchers (Dr. Petrella (BU), Dean. Hoddenbagh (RRC), Dr. Shukla (UoW), Mr. Ballard (UCN)), WFN community leaders (Chief Sharon Mason, Ernie Harper (Director of Employment and Training), Mr. Percy Harper (Director of Education), Garden Hill FN community leaders, Elsie Monias (Director of Employment and Training), Mr. Bill Flett (Director of Education) and Ivan Harper (GHFN traditional Elder) and for social enterprises, Grand Chief Sheila North Wilson (MKO) and Eric Bjornson (Sundial Performance Buildings). The university representatives will represent the other researchers in their institution and the institutional partnership. Most people will serve on three-year terms, allowing for a rotating membership should other Partners be interested in serving on the steering committee. It is anticipated that the Acting steering committee will become the founding steering committee and serve that first, three-year period once SSHRC funding is confirmed.

A subset of the Steering Committee will comprise the community teams, which will make day-to-day decisions for their community. For Wasagamack First Nation the acting Community team currently is Chief Sharon Mason, Ernie Harper (Employment and Training Director), Dr. Olsen Harper (Indigenous Partnership Coordinator), Dr. Hoddenbagh (RRC Vice President) and Bjornson (President, Sundial Building Performance). For Garden Hill FN the workgroup is: Elsie Monias (Employment Training Director), Ivan Harper (Traditional Elder), Dr. Olsen Harper (Indigenous Partnership Coordinator), Dr. Hoddenbagh (RRC's Vice-President) and Architect Professor Coar. These community teams, in collaboration with post secondary academics, will meet regularly, at least on a monthly basis, by phone or in person to operationalize the programs. Communications with the steering committee will be maintained routinely to manage larger issues, however, for the day- to- day operationalizing of programs, each team will function independently with the support from the Indigenous Partnership Coordinator, Dr. Olsen Harper and the PD

In turn, the Steering Committee and Community teams will report back to the broader general membership, which will be made up of Community, University, College and Social Enterprise Partners, researchers, community members and students. The larger membership will meet during the graduation award celebration period, in one of the two Island Lake communities. Having four of the five meetings in GHFN and WFN was highly effective to focus the discussion on these FN community priorities,. These four meetings were held in WFN or GHFN with ten applicants in attendance.

Steering Committee decisions will be in meeting minutes that will keep the larger membership informed. Members interested in participating in the governance of the Partnership will be invited to serve on a variety of Strategic Committees, which will ideally reflect their own interests. These Strategic Committees will be established once SSHRC funding is confirmed. The committees will generally meet twice a year and consist of community members, outside stakeholders, university researchers and post-secondary and FN local students. These committees will be organized around the different education projects and include: 1) an education committee, 2) a housing committee and 3) an Indigenous food system committee. These committees play an essential role devising community programming, community research, management plans, increasing the visibility of FN education, housing and food issues with decision makers and the public, and facilitate knowledge exchange with outside stakeholders. These committees will enable researchers to better collaborate with one another.

### **Participant Involvement**

The most significant expertise in this partnership is the First Nations (FN) partners: Garden Hill FN, Wasagamack FN, and Manitoba Keewatinow Okimakanak (MKO). The FNs and MKO know what is needed in terms of education and development in their communities and are committed to improving the community over the long term. The Team members of these First Nations, and other grassroots members in their communities, had approached the Project Director, Dr. Thompson of the University of Manitoba, Natural Resources Institute (NRI), about what could be accomplished to meet education and training needs for sustainable economic and livelihood development. Over many months, discussions continued and the core concepts of the *Northern Teaching Lodges* Project emerged. The collaboration and trust between the FNs and the NRI is a germane strength of the Partnership, which has grown out of years of working together.

Another essential attribute of the *Northern Teaching Lodges* partnership is the collaborative nature of the team partners within the academic sector. The Project Director, Dr. Thompson, has enlisted colleagues within the University of Manitoba, other universities and colleges to support the FNs vision of training within their communities. There is a strong consensus within the diverse group of educators who are convinced of the importance of what the Team is proposing and the feasibility of this project for meeting training and education needs for these FNs. The Team is cognizant of the evidence that projects-based and community-based education and culture which offer tangible gains in Northern students' learning, while initializing pragmatic outcomes such as healthy houses on reserves. As well, all Team members believe that unless education and training reforms in Manitoba are conceptualized by the FNs themselves, they will fail.

**Table 1: Academic Team**

<i>Name of Key Member</i>		<i>Expertise</i>	<i>Roles &amp; responsibilities</i>
<b>UoM</b>	<b><u>Shirley Thompson</u></b> <i>Natural Resources Institute</i>	Adult Education, community development. Management.	Develops strong partnerships with reciprocal accountability; Responsibility for funding and keeping project on track.
<b>UoM Education &amp; community Development Team</b>	<b><u>Frank Deer, VP</u></b> <b><u>Anita Olsen</u></b> <b><u>Harper, Myrle</u></b> <b><u>Ballard, Donna</u></b> <b><u>Martin, Marleny</u></b> <b><u>Bonnycastle</u></b>	Many Faculties including Education, Social work, nursing and Natural Resources Institute	Education and development research on projects and educational courses and for policy review of projects-based community-led education.
		Worked with PD.	
<b>UoM Housing team</b>	<b><u>Lancelot Yamali Coar &amp; Shauna Mallory-Hill</u></b> <i>Architecture</i>	Architecture. air quality and collaborative design.	Design and build of pilot sustainable housing in GHFN with community collaboration to be culturally appropriate.
		Not worked with PD.	
<b>BU Education and food team</b>	<b><u>Serena Petrella,</u></b> <b><u>Patricia Harms,</u></b> <i>Sociology</i> <b><u>Wilder Robles</u></b> <i>Brandon University</i>	Community development, capacity-building, cooperatives, food sovereignty, S	Contributes to community development, cooperatives. Engages with the international indigenous community for self-determination.
		Worked with PD.	
<b>RRC</b>	<b><u>Shokry Rashwan</u></b>	Building modeling	Building systems curriculum,

<b>Housing and adult education team</b>	<b><u>Mark Hoddenbagh</u></b>	and monitoring housing	teaching and overall course designs.
		Not worked with PD.	
<b>UCN, Adult education &amp; housing team</b>	<b><u>Dennis Ballard</u></b>	Community Coordinator	Coordinating teaching and overall course designs.
		Worked with PD.	
<b>UW Food team</b>	<b><u>Shailesh Shukla</u></b> <i>Indigenous Governance</i> <b><u>Melanie O’Gorman</u></b> <b><u>Uche Nwankwo</u></b> <i>Economics</i>	Indigenous food systems and economic development	Provides support to PD. Teaching support and trainer for FN cc, report writing; data collection, instructional delivery. Identify community-training gaps.
		Worked with PD.	

**Table 2: First Nation Community Team for Wasagamack FN and Garden Hill FN**

<i>Name of Key Member</i>		<i>Expertise &amp; experience</i>	<i>Roles &amp; responsibilities</i>
<b>GHFN</b>	<b><u>Ivan Harper</u></b> <i>Garden Hill First Nation</i>	Traditional knowledge keeper Aboriginal governance	Consultation regarding education/community development and research.
		Worked with PD.	
<b>WFN</b>	<b><u>Chief Sharon Mason</u></b> <i>Wasagamack FN</i>	LL.B., B.A. Oji Cree language	Consultation regarding education/community development
		Worked with PD.	
<b>GHFN</b>	<b><u>Elsie Monias</u></b> <i>Garden Hill FN</i>	Employment and Training Director, Human resources.	Employment and Training program. Apprenticeships. Liaison with chief and council
		Worked with PD.	
<b>WFN.</b>	<b><u>Ernie Harper</u></b> <i>Wasagamack FN</i>	Employment and Training director, human resources.	Employment and Training program. Apprenticeships. Liaison with chief and council
		Worked with PD.	

**Table 3: Social Enterprise Team**

<b>Social enterprise</b>	<b><u>Eric Bjornson</u></b> <i>Sundial Building Performance</i>	Housing building	Project manage first sustainable house pilot and provide housing kit.
		Worked with PD	
<b>Social enterprise</b>	<b><u>M. Rony</u></b> <i>Comheart</i>	Media business	Media provisioning.
		Worked with PD.	
<b>Aboriginal organization</b>	<b><u>Jay Cowan</u></b> <i>Anokiiwin</i>	Training, apprenticeships	Training advice, curriculum, and policy analysis
		Worked with PD.	
<b>Social enterprise</b>	<b><u>Darcy Wood &amp; Shaun Loney</u></b> <i>AKI Energy</i>	First Nation Alternative Energy Social Enterprise,	Securing Manitoba Hydro funding for renewable energy. Meechim Markets & Farm.
		Worked with PD.	
<b>Aboriginal organization</b>	<b><u>Grand Chief Sheila North Wilson, MKO</u></b>	<i>Manitoba Keewatinowi Okimakanak, Inc. (MKO)</i>	Policy on education and housing Indigenous control of training.
		Not worked with PD.	

### **Training & mentoring plan**

Student education will be based on Indigenous pedagogies (see Stewart, 2009) & employ practices of reciprocity, empowerment, & cultural context. It will apply best practices for Indigenous education by: 1) working with/in the community; 2) being learner-centered, holistic approaches; 3) applying Indigenous learning principles; 4) involving employers to provide workplace experience through workplace training program; & 5) having the control & ownership at the community-level with a community team/board, FN community coordinator & ideally a local teacher, which if not immediately possible can be achieved quickly with a train the trainer model (Canadian Career Development Foundation, 2014).

The model of training will be projects-based learning and based on the train the trainer model, so that local experts that know the culture & language are ready to teach courses after taking a Red River College (RRC) adult education certificate. Community-led adult education that is projects based for housing and other priorities will be developed. Community-led applied post-secondary education in remote First Nation (FN) communities has the potential to provide food security, healthy housing, safe water, land planning, language, etc. Applied projects-based adult education can address the lack of infrastructure and other critical FN needs to address the root causes of poverty, violence, addiction & poor health outcomes in FNs. This innovative education and research program will leapfrog Indigenous sustainable development, to promote reconciliation & support positive community change by providing access to post-secondary education in the community.

Over the course of the partnership, we anticipate that 1 doctoral student, 6 to 12 Master students & at least 186 FN people from Island Lake will graduate with an entry level 5 or 10 month certificate from RRC for Sustainable House Building Certificate and Adult Education Certificate and UoW for Indigenous Food Systems Certificate. For housing, a new culturally-appropriate curriculum would be developed by combining a modified five month RRC Introduction to Trades Program, that covers plumbing, electrical and carpentry for housing, with a modified five month Introduction to Carpentry program, that have extra focus on passive solar, and other building sustainable techniques. A 10-month sustainable housing certificate program would offer experience and exposure to all aspects of designing and building a sustainable house. Over the course of the project, many graduate students, including the 10 to 15 graduate students in Dr. Coar's design/build course will participate in this research & 186 FN people from Island Lake will graduate with an entry level 5 or 10 month certificate.

Other education is needed in Garden Hill, which started Meechim Farm., a farm that employs 15 youth. The farm training lacks a solid education or training component in horticulture, which curtails the success of the farm. Horticulture education is wanted there to help grow farmers and to grow local food for the community at the Meechim farm. Drs. Settee, Singh, Shukla, Harm & Petrella could assist in curriculum development, research & training local trainers to include indigenous food system and IK. Local FN college students will participate in research by conducting Aboriginal Possible Selves mapping & photo-voice. Community workshops will revise educational & developmental plans yearly. Student programming will be student-centred and students will help to shape their education by representatives attending the steering committee meetings and other ways to input

### **Knowledge Mobilization Plan**

The knowledge mobilization (KM) plan will be based on multi-directional communication & consider diverse audiences (Marshall & Guenette, 2011). Thus, the KM plan will pursue creative & Indigenous models of communication identified collaboratively by the students, co-applicants & partners. The KM will include traditional Indigenous oral method of story telling, Facebook, FN community radio/television, art, digital media, maps, blogs, posters, brochures, academic publications, presentations, community workshops, & research reports. Assignments for local & graduate students will require multimedia ways to document & enrich their own learning (e.g., blogs, Facebook, websites, photography & filmmaking). The partners will reach out to policy makers at multiple levels.

Multimedia technology can overcome the obstacle of geographic distance, extending education and dialogue to cross the province, country and world (Wilcox and Cameron, 2009). Educational and participatory videos, photovoice, community cafes and workshops will involve an iterative process intended to value local knowledge, build bridges between communities and decision-makers, and enable individuals to gain more control over decisions impacting their lives (Olmos, 2005). This process can allow the key stakeholders and community members to reflect on, draw out and share important knowledge, lessons learned and best practices in traditional food production that can be shared, enhanced and replicated in similar communities.

The dissemination methods for this research are diverse and will include:

- 1) Adult education certificate training will allow local people to teach Red River College course including Northern Sustainable Housing and Indigenous Food Systems certificates related to their expertise, as well as an education in self-determination considering how to overcome oppressions.
- 2) Community cafes & photovoice activities, community members will increase students and community capacity & skills in evaluating the current state of housing, and food security in Wasagamack & Garden Hill (Drs. Settee, Shukla, Bonnycastle, Robles, Harms, Schiff, Petrella & Thompson) & assist in developing their community plan (Drs. O’Gorman, Martin, Olsen Harper & Thompson). These photo displays about homelessness and the experience of housing insecurity in Garden Hill & Wasagamack (Drs. Bonnycastle & Schiff) will be curated and travel to inform more communities, public and policymakers. Similarly Brandon University will mount an art display documenting the Northern Lodges Educational experience through their gallery and have provided funding for a gallery opening and travel display.
- 3) Participatory and education films will be available for educational and public outreach purposes on DVD as well as YouTube. Films will be submitted to film festivals to gain provincial, national and international support to increase awareness and to advocate for fixing the problems with housing, food and educational policies.
- 4) Programming, teaching tools and workshops for Sustainable Northern Housing and other priorities (e.g., Indigenous Food systems, etc.) will be developed through the adult education certificate program mentored by RRC instructors.
- 5) Open source designs and instructions for sustainable northern housing and other materials that considers indigenous knowledge systems for several years and graduate many students who will build houses that are more sustainable.

- 6) Conference in an Island Lake community will profile what work has been done and the state of research being conducted related to community priorities, with a keynote speaker. This event will include the student graduation and the annual general meeting for the partnership. One year we will organize it in GHFN and the next in WFN to ensure both communities benefit. Researchers will have the opportunity to dialogue with community people annually to understand the community plan and the issues. As well community members will hear back from researchers about the research and education program. Posters, videos and reports will be distributed in the community at that time.
- 7) Research centres will be located on FN reserves to build capacity on reserve to meet basic needs sustainably. This is a model of doing research in situ and with traditional knowledge.
- 8) Publications of articles through journals, magazines and books in open access forms of knowledge dissemination will be undertaken. Research reports will be available electronically but also in hardcopies and posters at annual conference to showcase the results of the research to hang in the education centres, band office and research centre. Further to SSHRC's research data archiving policy, we will ask all researchers to make their data in accordance with community standards and best practices. Camille Callison in an Indigenous librarian and coppticant and will assist us to archive all the research and create libraries in the communities with Dr. Stan Gardner of UCN. All research data collected with the use of SSHRC funds will be preserved and shared complying with OCAP.
- 9) Conference presentations at Manitoba's educational conferences will be a means of networking with educators across the province: UCN spring conference; Fall/Winter Manitoba Education Research Network (MERN); Adult Secondary Education Council (ASEC); Aboriginal Education Research Forum of Manitoba (AERF).
- 10) Workbooks for educational videos will be made available on internet.
- 11) Art exhibits by Brandon University will convey the richness of the findings.
- 12) Guides for community-led housing, as well as a community-led post-secondary education will be developed to facilitate uptake of programming by FNs & other communities (Drs. Schiff, Olsen Harper & Thompson).
- 13) Meetings with policy makers will have us share findings on housing, education and other issues. Researchers will produce and distribute policy and plain language version of findings of reports. As policies and programs are being reviewed to assess their impact on housing & adult education in FN communities we will have recommendations for policy change and programming to deal with the consequences of homelessness, housing insecurity & the lack of adult education (Drs. Schiff, Quarter, Olsen Harper & Thompson) and to create sustainable housing in future.
- 14) Social media campaigns, including Facebook, will share findings, videos, open source designs and curriculum to get the information out widely.
- 15) Open source blueprints and Ikea-like instructions for sustainable northern housing designs and curriculum on Sustainable Northern Housing and other issues and provide on webpage about projects.
- 16) Blogging, Facebook and talking on the local radio will provide opportunities to share learning, stories and findings with the community and we will students in the community and researchers visiting the community to participate so that everyone in the community is part of it and knowledgeable about the programming and research.

**Contribution Plan (4 pages)**

<b>Source</b>	<b>Amount</b>
Academic Partners – 7 (table 1)	\$732,823.00
First Nation Partners – 3 (table 2)	\$3,530,000
Social Enterprises – 4 (table 3)	\$1,241,200.00
<b>Total</b>	<b>\$5,504,023.00</b>

**Table 1: Academic Partners**

<b>Partner</b>	<b>Contribution</b>	<b>Amount</b>
<b>University of Manitoba</b>	<p>Matching funding for student support for one doctoral student (\$10,500/yr) + two master students/yr (\$8,750/yr) or 3 students/yr.</p> <p>\$70,000 in cash for expenses to be used to assist with computer lab in each community and some tools for equipment and building.</p> <p>Professor Coar has committed to carry out a design/build studio project with approximately 14 (undergraduate and graduate level) architecture students at the University of Manitoba for two consecutive terms and local builders (15). The project will partner directly with Garden Hill First Nation and explore a studio project that aims to develop a highly efficient and culturally appropriate house design for this community. A home demonstrating how this new design can be built and performs, will be constructed by the students and the community members involved in the project following the completion of the design drawings.</p> <p>Dr. Thompson will train FN experts in her two week permaculture design course being held at Fort Whyte Farms in 2017 in sustainable agriculture and land use to local trainers in the adult education program.</p>	<b>\$266,000</b>
<b>Assiniboine Community College</b>	<p>Adult education regarding food production, food security and horticulture.</p> <p>Conference fees and travel for presenting research related to the project for Professor Singh.</p>	<b>\$60,000</b>
<b>Brandon University</b>	<p>The total amount of funds pledged for faculty research support is \$20,000 with \$15,000 for Dr. Robles, Dr. Harms and Dr. Petrella research efforts in the Northern Teaching Lodges' project by the Dean of Arts and \$5,000, in support of Dr. Harms' and Dr. Petrella's through the Margaret Lawrence Fund, for education on gender issues.</p>	<b>\$56,593</b>



	<p>Honoraria and Advertising Costs for Two Invited Speakers for the “Gender and Women’s Studies Gender Frontiers Speakers’ Series” will support the visits of two invited speakers from the Northern Communities of Wasagamack and Garden Lake for their travel, accommodation, speaker fees and advertising for the events, for a total of \$1,300 per speaker, for a total amount of \$2,600.</p> <p>\$8,000 has been earmarked for an exhibit documenting the development and delivery of the Northern Teaching Lodge project with a Curve Gallery Travelling Exhibit and a Gala at University of Brandon of which \$5,000 will be for materials, and \$3,000 will be for labour costs for the installation and \$2000 for bringing in Elders from Wasagamack and Garden Hill FN for the exhibit Gala and other partners for a total of \$10,000. The exhibit will be transportable, to ensure that knowledge of this project and its implementation reaches a wide audience, maximizing the potential for the propagation and replication of its platform.</p> <p>The total amount of in-kind funds pledged by Brandon University for meeting space is \$22,085 for student, private enterprise including 10 hr/yr of technologically mediated space with technical support for meetings and new programming.</p> <p>The Rural Development Institute has pledged to participate in an advisory capacity and assist in knowledge transfer and dissemination support, by offering technical help to document research including hosting and recording webinars (2 per year), and posting them on its website for distribution. The Institute has also offered to publish a special issue on the Northern Teaching Lodges of the <i>Journal of Rural and Community Development</i>, with guest editors from the research project, as well as publish a paper or a series of working papers worth \$1,000.</p>	
<b>Red River College</b>	<ol style="list-style-type: none"> <li>1. Regular meetings with community members, project participants and internal project stakeholders to monitor and control progress throughout the duration of the project.</li> <li>2. Instructional resources to supervise and support the six RRC co-op students attached to the project.</li> <li>3. Mentoring of Trainers during their practicums at RRC.</li> </ol> <p>Red River College considers these contributions to have an in-kind value of more than \$83,000.</p> <p>In addition, the College plans to conduct research on the buildings built for this program. The College will contribute</p>	\$123,000

	\$40,000 of in-kind support for sensor installation and monitoring. It will also work with other partners to apply for larger grants that will provide additional dedicated applied research resources to the project. 5. Development of comprehensive curriculum responsive to the needs of indigenous learners to assist running a Sustainable Housing Program with train the –trainers through RRC.	
<b>University of Winnipeg</b>	Teaching release time for Drs. Shukla and O’Gorman of \$68,600 and the remaining 39,750 in travel funding for researchers, graduate and undergraduate students.	<b>\$108,350.00</b>
<b>Lakehead University</b>	Dr. Schiff will be assisting with or leading reviewing of policies and programs to see what needs to be changed to ensure better and more housing in FN communities; developing a community-led housing assessment kit or guide and; conducting the homelessness period – prevalence count. Lakehead University Masters level graduate students (one per year) working on the project will be eligible to receive a teaching assistantship valued at \$11,890 (including benefits) per year representing \$83,230 over the partnership grant.	<b>\$83,230</b>
<b>OISE/UT</b>	Graduate Assistantships of \$35,650 to work on community development analysis.	<b>\$35,650</b>
<b>Total</b>		<b>\$732,823.00</b>

**First Nation Community Teams for Wasagamack FN and Garden Hill FN**

<b><u>Ivan Harper</u></b> <i>Garden Hill First Nation</i>	Use of accommodation and research facilities. Consultation regarding education/community development and research.	\$630,000
<b><u>Elsie Monias</u></b> Kistiganwacheeng Employment and Training <i>Garden Hill FN</i>	Provide funding to students – matching it for WFN students (1,000,000) and arrange apprenticeships and facilitate applications to fill student positions from employment and training program. Find Apprenticeships. Liaison with chief and council.	\$1,600,000
<b><u>Chief Sharon Mason and Ernie Harper</u></b> <i>Wasagamack FN</i>	Provide funding to students – matching it for WFN students (1,000,000) and arrange apprenticeships and facilitate applications to fill student positions.	\$1,300,000
<b>Total</b>		<b>\$3,530,000.00</b>

**Social Enterprise**

<b>Eric Bjornson</b> <i>Sundial Building Performance</i>	Committed to project managing, designing and building sustainable passive house with community and wants to supply housing packages.	\$350,000
<b>Jay Cowan,</b> <i>Anokiwin Inc.</i>	7500 in consulting per year or 5 days of consulting 1200 in curriculum	\$46,200
<b>M. Rony</b> <i>Comheart</i>	Media and on-line platforms.	\$35,000
<b>Darcy Wood &amp; Shaun Loney</b> <i>AKI Energy</i>	Installation of alternative energy in First Nation communities at \$30,000, which then would be researched, and our business development work at \$30,000.	\$60,000
<b>Grand Chief Sheila North Wilson, MKO</b>	<i>Manitoba Keewatinowi Okimakanak, Inc. (MKO)</i> Provides employment and training dollars to match stipends.	\$750,000
<b>Total</b>		<b>\$1, 241,200.00</b>



Family name, Given name

Thompson, Shirley

## Contributions from Partner Organizations

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Cash	In-kind
	Amount	Amount
<b>Personnel costs</b>		
<b>Student salaries and benefits/Stipends</b>		
Undergraduate	0	2,750,000
Masters	83,230	5,000
Doctorate	35,650	0
<b>Non-student salaries and benefits/Stipends</b>		
Postdoctoral	0	48,000
Other	0	78,500
<b>Travel and subsistence costs</b>		
<b>Applicant/Team member(s)</b>		
Canadian travel	19,800	1,500
Foreign travel	14,000	0
<b>Students</b>		
Canadian travel	15,750	2,500
Foreign travel	0	0
<b>Other expenses</b>		
<b>Professional/Technical services</b>	750	773,000
<b>Supplies</b>	500	3,000
<b>Non-disposable equipment</b>		
Computer hardware	0	500
Other	0	2,500
<b>Other expenses (specify)</b>		
	25,550	1,378,293
<b>Total of all partner organizations' contributions</b>	195,230	5,042,793
<b>A. Total of all partner organizations' contributions (cash + in-kind)</b>		5,238,023
<b>B. Total funds from other sources</b>		5,447,840
<b>C. Total funds requested from SSHRC</b>		2,500,000
<b>Total cost of project (A + B + C)</b>		13,185,863



## Funds from Other Sources

You must include all other sources of funding for the proposed research. Indicate whether these funds have been confirmed or not. Where applicable, include (a) the partners' material contributions (e.g. cash and in-kind), and (b) funds you have requested from other sources for proposed research related to this application.

Full organization name Contribution type	Confirmed	Year 1 Year 5	Year 2 Year 6	Year 3 Year 7	Year 4
AKI Energy	<input checked="" type="checkbox"/>	10,000	10,000	10,000	10,000
In Kind		10,000	10,000	0	
Assiniboine College	<input type="checkbox"/>	10,000	10,000	10,000	10,000
In Kind		10,000	10,000	0	
Comheart (Ms-rony)	<input type="checkbox"/>	5,000	5,000	5,000	5,000
In Kind		5,000	5,000	0	
Garden Hill FN	<input checked="" type="checkbox"/>	90,000	90,000	90,000	90,000
In Kind		90,000	90,000	0	
Kistiganwacheeng Employment and Training	<input checked="" type="checkbox"/>	150,000	40,000	400,000	40,000
In Kind		40,000	250,000	0	
Lakehead University	<input checked="" type="checkbox"/>	11,890	11,890	11,890	11,890
In Kind		11,890	11,890	0	
Manitoba Keewatinowi Okimakanak Inc. (MKO)	<input checked="" type="checkbox"/>	150,000	150,000	150,000	150,000
In Kind		150,000	15,000	0	
Red River College	<input checked="" type="checkbox"/>	23,000	20,000	20,000	20,000
In Kind		20,000	20,000	0	
Sundial Performance Buildings	<input checked="" type="checkbox"/>	0	350,000	0	0
In Kind		0	0	0	
<b>Total funds from other sources</b>		706,240	1,002,715	1,112,715	734,890
		733,140	808,140	350,000	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB



## Funds from Other Sources (cont'd)

Full organization name Contribution type	Confirmed	Year 1 Year 5	Year 2 Year 6	Year 3 Year 7	Year 4
University of Manitoba	<input checked="" type="checkbox"/>	28,000	28,000	28,000	28,000
In Kind		26,250	26,250	0	
University of Manitoba	<input checked="" type="checkbox"/>	70,000	0	0	0
Cash		0	0	0	
University of Toronto	<input checked="" type="checkbox"/>	0	17,825	17,825	0
In Kind		0	0	0	
University of Winnipeg	<input type="checkbox"/>	8,350	20,000	20,000	20,000
In Kind		20,000	20,000	0	
Wasagamack FN	<input checked="" type="checkbox"/>	150,000	250,000	350,000	350,000
In Kind		350,000	350,000	350,000	
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Total funds from other sources		706,240	1,002,715	1,112,715	734,890
		733,140	808,140	350,000	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

Canada

## **Evidence of Formal Partnership**

The strength of the formal partnership has been evident since we began meeting in September 2015 to collaborate on research and programming. Monthly meetings were organized between the Dean of Indigenous Studies at RRC and Professor Thompson at RRC from Fall 2015 to the present, which involved WFN and GHFN representatives (employment and training directors, education directors, chiefs and councilors), researchers, including other deans and professors from UoM, RRC, BU, UCN, ACC, UoW, as well as key people from social enterprises (BUILD, AKI Energy, Aniiikowin, Sundial Building Performance) and Aboriginal organizations (MKO) to further grow and develop this partnership to include all the necessary partners. These meetings have been well documented with detailed minutes and pictures.

The partner letters are all very strong and are provided by the two First Nations and almost all the colleges and universities in Manitoba, as well as the social enterprises giving inkind and other support. These are uploaded in this application and will not be repeated in this document.

The evidence provided in this section consists of:

1. Partnership agreements with University of Manitoba signed by the different parties (Wasagamack FN chief, Garden Hill FN chief and council, Assiniboine College FN).
2. Emails with Red River Strategic VP, Dr. Mark Hoddenbaugh, indicating Red River College's ability to train local trainers (adult education program) and conduct apprenticeships in communities. These emails indicate their willingness to manage the Housing Sustainability Certificate at Wasagamack FN and Garden Hill FN through local people they have trained in adult education and job shadowing.
3. Emails with University of Winnipeg indicating their willingness to partner on an Indigenous Food Systems certificate by offering relevant courses.
4. Photos of three workshops after the letter of intent was successful at
  - a. Red River College
  - b. Garden Hill First Nation and
  - c. Wasagamack FN.

These meetings all have at least 10 co-applicants and at least 10 community participants (including employment and training directors, chief and council).

5. Emails with University College of the North regarding Kenanow Education Program starting in 2020 Kenanow program indicating that their programs takes time to start with new communities and that they work mainly on a regional model, rather than a community model.

Artifact 1: Formal signed agreements between University of Manitoba with Garden Hill First Nation, Wasagamack First Nation and Assiniboine Community College regarding this SSHRC Partnership Grant.

**MEMORANDUM OF AGREEMENT**

Dated June 23, 2016

**BETWEEN:** University of Manitoba Winnipeg, MB, Canada R3T 2N2  
(“UoM” or “Host Institution”)

**AND:** Garden Hill First Nation, Island Lake, MB, Canada R0B 0T0  
(“GHFN”)

(Individually a “Party”, together the “Parties”)

**WHEREAS:**

The Parties wish to collaborate on a research project entitled: ‘Northern Teaching Lodges: Learning Partnership for Building Human Resources, Community Development and Improving Infrastructure in First Nation Communities’ (“Research Partnership”) under the scientific direction of Shirley Thompson (“Project Director” or “PD”).

- A. In support of the Research Partnership, Host Institution intends to submit a funding application (“Proposal”) to the Social Sciences and Humanities Research Council of Canada (“SSHRC”) under its Partnership Grants Program (the “SSHRC Program”).
- B. SSHRC requires that, as part of the Proposal, Host Institution submit evidence of collaboration including an executed collaboration agreement confirming the intent to work collaboratively to achieve shared goals for mutual benefit in relation to the proposed Research Partnership.
- C. Each Party has in support of the Proposal provided a letter of support (“Letter of Engagement”) confirming its interest in participating in the Research Partnership and its commitment to make a cash and/or in-kind contribution to the proposed Research Partnership activities should SSHRC accept the Proposal.
- D. The Parties wish to enter into this Agreement to confirm their shared interest and commitment to collaborating in realizing the objectives of the Research Partnership should SSHRC accept the Proposal.

**NOW THEREFORE** the Parties agree as follows:

- 1 Proposed Research Partnership**



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- i Proposed Research Partnership

**3 General Terms**

- 3.1 This Agreement may be executed in counterparts either through original or facsimile or other electronic transmission of signatures, which together shall form an Agreement.
- 3.2 While the Parties intend by this Agreement to establish a contractual relationship relating to the SSHRC Partnership Grant, and acknowledge that SSHRC uses the terms 'partner' and 'partnership' in its grant program materials and that the relationship intended between the Parties with respect to the Consortium is consistent with SSHRC's use of the term 'partner' or 'partnership', the Parties agree that it is not the intention of the Parties to undertake a joint venture or to make any other Party in any sense an agent, employee, or legal partner of any other Party. The Parties expressly agree that they are independent contractors, and this Agreement will in no way create a legal partnership between the Parties, whether at common law or in accordance with any applicable statute, nor have the Parties granted to each other any right or authority to assume or create any obligation of responsibility, express or implied, on behalf of or in the name of any other Party, or to bind any other Party in any manner whatsoever.

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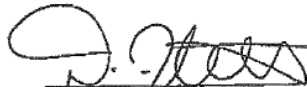
IN WITNESS WHEREOF the Parties agree to be bound by the terms of this Agreement.

UNIVERSITY OF MANITOBA


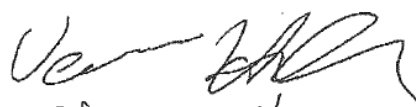
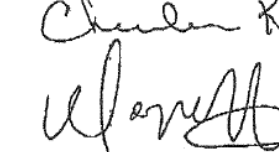
Garden Hill First Nation

Name:  
Title:  
Date:

Red River College

  
Name: Dino Flett  
Title: Chief  
Date: July 19, 2016

Name:  
Title:  
Date:

  
  
Charles Ken  


Garden Hill First Nation  
Councilors

MEMORANDUM OF AGREEMENT

Dated June 23, 2016

BETWEEN: University of Manitoba Winnipeg, MB, Canada R3T 2N2  
(“UoM” or “Host Institution”)

AND: Wasagamack First Nation, Island Lake, MB, Canada R0B 0T0  
(“WFN”)  
(Individually a “Party”, together the “Parties”)

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- 1.1 The Parties hereby confirm their mutual interest and desire to formally participate in the proposed Research Partnership.
- 1.2 The Parties hereby confirm their agreement with the Research Partnership's proposed goals, anticipated outcomes, methodology, and management structure.
- 1.3 The Parties acknowledge that the success of the Research Partnership is dependent upon mutual trust and agree to endeavour to, in good faith, make available for the benefit of the Research Partnership the contributions identified in each Party's Letter of Engagement, and such further assistance as may be reasonably necessary to perform the research identified in the Proposal.
- 1.4 Each Party agrees to conduct its share of the Research Partnership in accordance with the specific roles and responsibilities of each Party set out in the Proposal, subject to any changes SSHRC may require as a condition of Proposal acceptance.
- 1.5 Each Party confirms it has read the 'Governance' section of the Proposal and concurs with the structure set out therein regarding the plan for governance and the means by which members of the Research Partnership will contribute to the decision-making processes affecting the research, outcomes, and related activities. The Parties acknowledge that the proposed management structure will involve a final determination to be made after consideration has been duly given to the views of the members of the Research Partnership.
- 1.6 The Parties agree to adhere to the following principles in the conduct of activities relating to the Research Partnership:
  - a) Open communication and information exchange among the members of the Research Partnership;
  - b) Respect for all members of the Research Partnership and the inputs and outputs each member offers to the Research Partnership, including the skills each member brings to the Research Partnership; and
  - c) Public accessibility to the outcomes of the Research Partnership.
- 1.7 Upon Host Institution's receipt of notification from SSHRC that the Proposal has been accepted and funded, the Parties shall negotiate in good faith to establish a collaborative research agreement for the conduct of the Research Partnership; and other arrangements necessary to attain the objectives identified in the Proposal.

## **2 Knowledge Outputs and Knowledge Mobilization**

- 2.1 The Parties agree to share, promote, engage, and disseminate outputs of the Research Partnership to the widest possible audience, including but not limited to not-for-profit organizations, private for-profit entities, educational institutions, academic organizations, and any other interested stakeholders, in accordance with the Proposal and the knowledge mobilization plan to be established by the management of the Research Partnership.
- 2.2 Each Party confirms it has read the knowledge mobilization provisions of the Proposal and agrees with the means set out therein by which the outcomes are to be shared, subject to consideration of new potential mechanisms for knowledge mobilization (e.g., new technologies, social working mediums, etc.) or new opportunities that emerge over the course of the Research Partnership.

### 3 General Terms

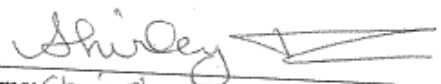
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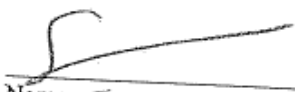
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IN WITNESS WHEREOF the Parties agree to be bound by the terms of this Agreement.

UNIVERSITY OF MANITOBA

Wasagamack First Nation

  
Name: Shirley Thompson  
Title: Associate Professor  
Date: June 28, 2016

  
Name: Sharon Mason  
Title: Chief  
Date: June 28, 2016

**MEMORANDUM OF AGREEMENT**  
Dated June 23, 2016

BETWEEN: University of Manitoba Winnipeg, MB, Canada R3T 2N2  
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AND: Assiniboine Community College  
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(Individually a “Party”, together the “Parties”)

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- 2 Knowledge Outputs and Knowledge Mobilization**
- 2.1 The Parties agree to share, promote, engage, and disseminate outputs of the Research Partnership to the widest possible audience, including but not limited to not-for-profit organizations, private for-profit entities, educational institutions, academic organizations, and any other interested stakeholders, in accordance with the Proposal and the knowledge mobilization plan to be established by the management of the Research Partnership.
  - 2.2 Each Party confirms it has read the knowledge mobilization provisions of the Proposal and agrees with the means set out therein by which the outcomes are to be shared, subject to consideration of new potential mechanisms for knowledge mobilization (e.g., new technologies, social working mediums, etc.) or new opportunities that emerge over the course of the Research Partnership.

**3 General Terms**




- 3.1 This Agreement may be executed in counterparts either through original or facsimile or other electronic transmission of signatures, which together shall form an Agreement.
- 3.2 While the Parties intend by this Agreement to establish a contractual relationship relating to the SSHRC Partnership Grant, and acknowledge that SSHRC uses the terms 'partner' and 'partnership' in its grant program materials and that the relationship intended between the Parties with respect to the Consortium is consistent with SSHRC's use of the term 'partner' or 'partnership', the Parties agree that it is not the intention of the Parties to undertake a joint venture or to make any other Party in any sense an agent, employee, or legal partner of any other Party. The Parties expressly agree that they are independent contractors, and this Agreement will in no way create a legal partnership between the Parties, whether at common law or in accordance with any applicable statute, nor have the Parties granted to each other any right or authority to assume or create any obligation of responsibility, express or implied, on behalf of or in the name of any other Party, or to bind any other Party in any manner whatsoever.

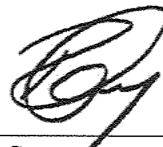
[the following page is the signature page]

IN WITNESS WHEREOF the Parties agree to be bound by the terms of this Agreement.

UNIVERSITY OF MANITOBA

Assiniboine Community College

  
Name: Shirley Thompson  
Title: Associate Professor  
Date: Sept 1, 2016

  
Name: Rick Gray  
Title: Chair – Agriculture & Environment  
Date: Sept 1, 2016

Artifact 2: Email discussion with Mark Hoddenbagh, Red River College Vice President confirming their development of a Sustainable Housing Certificate at RRC for this partnership. As well they discuss how the RRC Adult education certificate can train local instructors to teach the RRC Sustainable Housing Certificate courses locally and how they will provide FN adult education students the opportunity to job shadow. Finally these emails discuss how instructors from RRC will visit Island Lake to assist with the Sustainable Housing Certificate and to supervise the Cooperative students

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Tuesday, November 1, 2016 at 12:08:02 PM Central Daylight Time

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**Subject:** RE: Nothern Teaching Lodges - Invitation to Participate  
**Date:** Monday, October 31, 2016 at 8:07:48 AM Central Daylight Time  
**From:** Mark Hoddenbagh  
**To:** Shirley Thompson

Hi Shirley:

On point 2 I would suggest targeting 10-12 graduates, thus building in a drop-out rate. If it looks like you may be below target, you can have additional students in subsequent years, budget permitting.

Best regards,

Mark

Mark Hoddenbagh, Ph.D.  
Vice-President, Strategic Development  
**Red River College of Applied Arts, Science and Technology**

Cell: 204-794-6178 | Office: 204-632-3999  
[www.rrc.ca](http://www.rrc.ca) | [mhoddenbagh@rrc.ca](mailto:mhoddenbagh@rrc.ca)

---

**From:** Shirley Thompson [mailto:[S.Thompson@umanitoba.ca](mailto:S.Thompson@umanitoba.ca)]  
**Sent:** Thursday, October 27, 2016 10:29 PM  
**To:** Mark Hoddenbagh <[mhoddenbagh@RRC.CA](mailto:mhoddenbagh@RRC.CA)>; Bill Rutherford <[brutherford36@RRC.CA](mailto:brutherford36@RRC.CA)>; Raeann Thibeault <[RThibeault@RRC.CA](mailto:RThibeault@RRC.CA)>; Ray Hoemsen <[RHoemsen@RRC.CA](mailto:RHoemsen@RRC.CA)>; Jo-Anne Shay <[JShay@RRC.CA](mailto:JShay@RRC.CA)>; Nancy Wheatley <[NWheatley@RRC.CA](mailto:NWheatley@RRC.CA)>  
**Cc:** Diane Bohun <[dbohun@RRC.CA](mailto:dbohun@RRC.CA)>  
**Subject:** RE: Nothern Teaching Lodges - Invitation to Participate

Hi:

1. Wonderful to hear – Indigenous coop students would be ideal.
2. The Certificate in Adult Education. But I could include 20 – as there may be some that drop out. However, if it is done in the communities for a few classes and through on-line there will be a lot less. I could put the 4 journey men/designated trainers in the technical vocational teacher education if you wish.
3. Yes I will include per diems and travel for those instructors for the 3 years.
4. Yes – that should work – the employment training directors will help choose good candidates.

Cooperatively  
Shirley

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**From:** Mark Hoddenbagh [mailto:[mhoddenbagh@RRC.CA](mailto:mhoddenbagh@RRC.CA)]  
**Sent:** Thursday, October 27, 2016 10:13 PM  
**To:** Shirley Thompson <[S.Thompson@umanitoba.ca](mailto:S.Thompson@umanitoba.ca)>; Bill Rutherford <[brutherford36@RRC.CA](mailto:brutherford36@RRC.CA)>; Raeann Thibeault <[RThibeault@RRC.CA](mailto:RThibeault@RRC.CA)>; Ray Hoemsen <[RHoemsen@RRC.CA](mailto:RHoemsen@RRC.CA)>; Jo-Anne Shay <[JShay@RRC.CA](mailto:JShay@RRC.CA)>; Nancy Wheatley <[NWheatley@RRC.CA](mailto:NWheatley@RRC.CA)>  
**Cc:** Diane Bohun <[dbohun@RRC.CA](mailto:dbohun@RRC.CA)>  
**Subject:** RE: Nothern Teaching Lodges - Invitation to Participate

Hi Shirley – we met today and had a few more suggestions/questions.

1. As far as possible, we will engage Indigenous Co-op students for the 3 summer work terms.
2. We would like to confirm that you are planning on training 16 (sixteen) trainers through the

College's "Certificate in Adult Education" or "Technical Vocational Teacher Education" programs.

- a. What do you think the Trainer training attrition rate will be?
3. Ideally, a few instructors will be able to go to both reserves to provide training. Could you please put in travel money for four trips of 1 week duration each?
4. Trainers will have to meet the RRC entrance requirements to register for the programs/courses.

If you have anything else, please let me know.

Mark

Mark Hoddenbagh, Ph.D.  
Vice-President, Strategic Development  
**Red River College of Applied Arts, Science and Technology**

Cell: 204-794-6178 | Office: 204-632-3999  
[www.rrc.ca](http://www.rrc.ca) | [mhoddenbagh@rrc.ca](mailto:mhoddenbagh@rrc.ca)

---

**From:** Shirley Thompson [<mailto:S.Thompson@umanitoba.ca>]

**Sent:** Wednesday, October 26, 2016 2:57 PM

**To:** Mark Hoddenbagh <[mhoddenbagh@RRC.CA](mailto:mhoddenbagh@RRC.CA)>; Shirley Thompson <[S.Thompson@umanitoba.ca](mailto:S.Thompson@umanitoba.ca)>; Bill Rutherford <[brutherford36@RRC.CA](mailto:brutherford36@RRC.CA)>; Raeann Thibeault <[RThibeault@RRC.CA](mailto:RThibeault@RRC.CA)>; Ray Hoemsen <[RHoemsen@RRC.CA](mailto:RHoemsen@RRC.CA)>

**Cc:** Diane Bohun <[dbohun@RRC.CA](mailto:dbohun@RRC.CA)>

**Subject:** Re: Nothern Teaching Lodges - Invitation to Participate

Hi:

Thank you for this excellent summary and committing to these programs. I will build these into the proposal and budget.

I will definitely have the budget for all these items and can honour these commitments.

Co-operatively

Shirley

\*\*\*\*\*

Shirley Thompson, PhD, M Eng  
Associate Professor  
Natural Resources Institute, University of Manitoba  
70 Dysart Rd.,  
Treaty 1 & Metis Homeland,  
Winnipeg, Manitoba  
R3T 2N2  
phone: (204) 474-7170 / cell: (204) 291-8413 / fax: 204-261-0038  
e-mail: [s.thompson@umanitoba.ca](mailto:s.thompson@umanitoba.ca)  
<http://home.cc.umanitoba.ca/~thomps04/>

---

**From:** Mark Hoddenbagh <[mhoddenbagh@RRC.CA](mailto:mhoddenbagh@RRC.CA)>

**Date:** Wednesday, October 26, 2016 at 2:53 PM

**To:** Shirley Thompson <[S.Thompson@umanitoba.ca](mailto:S.Thompson@umanitoba.ca)>, Bill Rutherford <[brutherford36@RRC.CA](mailto:brutherford36@RRC.CA)>, Raeann Thibeault <[RThibeault@RRC.CA](mailto:RThibeault@RRC.CA)>, Ray Hoemsen <[RHoemsen@RRC.CA](mailto:RHoemsen@RRC.CA)>

**Cc:** Diane Bohun <[dbohun@RRC.CA](mailto:dbohun@RRC.CA)>

**Subject:** RE: Nothern Teaching Lodges - Invitation to Participate

Hi Shirley:

Thanks for the update and the discussion this morning. Here is a summary of what I believe we agreed

upon, subject to support from my colleagues at the College.

1. Co-op students:
  - a. 2 Co-op positions will be offered to Red River students each summer (May to August) for the summers of 2018, 2019 and 2020. The students would participate in the building projects. A total of \$20,000/student/year will be put in the budget, for a total of \$120,000.
2. Train the Trainers
  - a. Budget allocations are being proposed for 16 students for the two communities to enable them to take the Certificate in Adult Education program (another option would be the "Technical Vocational Teacher Education program (<http://me.rrc.mb.ca/Catalogue/ProgramInfo.aspx?RegionCode=WPG&ProgCode=TECVF-DP>) which focuses on high school teachers, but could be a good fit since the initial training will be for in the "Intro to Skilled Trades" program). The students will be adult learners with expertise in their technical fields. They will deliver the apprenticeship training to the students.
  - b. Tuition fees will be covered by the grant.
  - c. Each student will receive a \$15,000 stipend/scholarship/bursary to support them and their families during the training.
  - d. Each student will do a 200 hour practicum, for which they will receive \$30/hour from the grant
    - i. The practicum will focus on developing the curriculum for the apprentice trainees. An effort will be made to develop innovative training that will resonate with the apprentice trainees with the goal of improving graduation rates considerably.
3. Apprenticeship Training Delivery
  - a. The Trainers will provide training to the apprentices during the summers of 2018, 2019, 2020.
  - b. An RRC instructor will spend a week or two during each of the three summers at the Reserves to monitor the training and mentor the trainers. Funds for travel and living expenses will be included in the budget.

In addition, we had talked about some funding for doing research on the buildings as well. This would include installing sensors during construction, using different construction materials and techniques, and measuring differences in terms of energy consumption etc. Would there be funds available for purchase and installation as part of the construction costs? I'm estimating \$10,000 per house would be more than sufficient for purchase and install.

Costs for monitoring, measuring, data analysis and reporting would need to be covered somewhere. Ray could give a better idea on the potential cost of this. If there is a company involved that would be a partner on the project, RRC may be able to cover some of these costs through our research grants (Ray to confirm).

We hope to meet tomorrow to finalize our contributions.

Best regards,

Mark

Mark Hoddenbagh, Ph.D.  
Vice-President, Strategic Development  
**Red River College of Applied Arts, Science and Technology**

Cell: 204-794-6178 | Office: 204-632-3999  
[www.rrc.ca](http://www.rrc.ca) | [mhoddenbagh@rrc.ca](mailto:mhoddenbagh@rrc.ca)

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**From:** Shirley Thompson [<mailto:S.Thompson@umanitoba.ca>]

### Artifact 3: Emails indicating the interest in University of Winnipeg helping with an Indigenous Food Systems course

**Tuesday, November 1, 2016 at 12:07:29 PM Central Daylight Time**

**Subject:** REVISED : Description on Indigenous Food Systems Course

**Date:** Tuesday, November 1, 2016 at 11:20:56 AM Central Daylight Time

**From:** Shailesh Shukla

**To:** Shirley Thompson

Hi Shirley:

I have made some revisions as suggested and put together a revised version. We will offer the same course and will enrol youth from GHFN as special cohort registered students. See the description below:

Dr. Shukla have designed and delivered two spring/summer field courses in last two years: a) Indigenous Field Ethnobotany course (since summer 2013) in Medicine Eagle Lodge at the Keeseekoowenin First Nation (See you tube Video: <http://uwinnipeg.ca/indigenous-studies/news/2015/09/video-summer-field-school-on-ethnobotany.html>); and, b) Field Course on Indigenous food systems (since summer 2016).

The experiences gained in these land-based pedagogical courses, would provide valuable input to design and implement similar courses under 'Develop innovative curriculum for train-the trainer Oji-Cree local teachers' in project sites in the first year.

University of Winnipeg will also offer 2000 level "Indigenous food security course" in the second year, for undergraduate students, which will also be open to the youths of GHFN. This course will provide community-based hands-on experience of working with GHFN to understand their Indigenous Food System, its challenges and develop potential strategies to strengthen it. The course design includes seven days in classroom and five days of experiential learning from elders and local food experts, First Nations outdoor educators and community members. The field component of this course entails of experiential learning opportunities that focuses on Indigenous Food systems of Garden Hills First Nations and relevant teachings from elders, Council members, community educators and local youth engaged in Indigenous food production and harvesting activities (community gardening, hunting, fishing, gathering).

Artifact 4: Photos of three workshops after the letter of intent was successful with one at Red River College (photo 1), Garden Hill First Nation (photo 2) and Wasagamack FN (photo 3). These meetings all have at least 10 co-applicants and at least 10 community participants (including employment and training directors, chief and council).



Photo 1 and 2: Meetings at RRC, in the late spring of 2016 after letter of intent. Please see this photo from winter 2016 with WFN chief, WFN councilor, WFN education director, GHFN employment and training director, GHFN band employee. This also includes RRC deans, directors, researchers and instructors, as well as Assiniboine, social enterprise representatives and political representatives.





Photos 1 and 2 indicate massive support in both communities for research and include partners from RRC, BU & AU and Sundial Building Performance, as well as chief and council, health staff, directors and staff of the Employment and Training Division, Elders as well as local and graduate students.

Photo 1: After the research meeting with Garden Hill FN members and University team in 2016



Photo 2: Second day of two-day workshop with Wasagamack FN, including chief and council with partners from RRC, UB, AC, UoM for CFI and SSHRC in 2016.

The overall vision was decided by consensus to focus on community-led projects-based post-secondary education that can achieve sustainable housing and other community priorities, to live sustainably and foster self-determination within the constraints of being a remote northern First Nation (FN) community without accessible roads.

This research project will study how to shift post-secondary education, housing, land use and food production from the status quo to sustainable self-determination by engaging all the university and colleges to work with these two FNs at the community level. Through applying and analyzing culturally-appropriate sustainable solutions to resolve development challenges and build communities, these communities will become resilient to climate change. This proposal for community-led, project-based research and education could transform housing, food and post-secondary education to be more sustainable by being mainly locally-provisioned. For example, FN local sawmills can provide timber and wood-fibre insulation, which are the most bulky housing supplies.

Remote communities need this shift with the ice road to ship up supplies being increasingly precarious in the face of climate change.

Artifact 5: Emails with University College of the North regarding Kenanow Education Program starting in 2020 Kenanow program indicating that their programs takes time to start with new communities and that they work mainly on a regional model, rather than a community model.

**Subject:** Great to meet and discuss Kenanow and its potential for running in Garden Hill FN starting in 2020

**Date:** Sunday, October 30, 2016 at 12:11:38 PM Central Daylight Time

**From:** Shirley Thompson

**To:** Carriere, Donna, Melnick, Linda, Elsie Monias, Ballard, Dennis, Smith, Dan

**CC:** Shirley Thompson

Warm greetings.

Thank you for taking the time to meet with me < Vice President Carriere, Dean Smith and Dean Melnick. I found our meetings very informative. It was a great pleasure to be able to spend so much time with you getting to know UCN's programming more. I know how busy you are and really am grateful for the time you spent discussing and brainstorming about what is possible for UCN with Garden Hill FN or Wasagamack FN related to community-based education and the Northern Teaching Lodges.

This email is to introduce Elsie Monias, Director of Education and Training at Garden Hill First Nation with you. Elsie please meet on email < Donna Carriere, who is UCN's Vice-President of Community Based Service, Dr. Dan Smith who is the Dean of Arts & Science at UCN and Dr. Linda Melnick who is UCN's Dean of Research and Innovation and I have already introduced you to Dennis Ballard at UCN.

To summarize briefly our meetings, we discussed the Kenanow Bachelor of Education Program and how it is presently working to graduate a cohort of teachers in four communities in Manitoba. You mentioned due to the cohort nature of the program that it does not run every year and that the next cohort for community-based training would start in 2020. You mentioned that if Garden Hill First Nation is interested it should sign up and begin discussions immediately as for 2020 as these community-based programs are quite competitive. We understand that you would need between 15 to 25 teacher candidates in the program to run in any community for 4 years.

Since the community-based Kenanow Education program may be limited to 4 communities again in 2020, you mentioned communities who want it should sign up asap and so I immediately discussed this program with Elsie Monias, the Director of Education and Training at Garden Hill FN.

Since we talked Elsie has discussed Kenanow with David Flett, the Director of Education at Garden Hill First Nation and the chief Dino Flett and came to the conclusion that they could easily enrol 20 or 25 teacher candidates for the program in 2020 and want to take the next steps with UCN for this Kenanow Education. Elsie has confirmed that everyone is on board and ready to sign up for this program and commit to the requirements for teacher candidates and begin the process with UCN.

Please note that Garden Hill First Nation's certified teachers from the community are all retiring in the next few years and Kenanow is badly needed to replenish their teachers with local FN certified teachers.

It is exciting that this planning to get Kenanow Bachelor of Education



Thompson

program to Garden Hill First Nation and register 20 to 25 acceptable teacher candidates is just starting and that Elsie will continue these discussions with you.

Thank you for your consideration.

Co-operatively

Shirley

\*\*\*\*\*

Shirley Thompson, PhD, M Eng

Associate Professor

Natural Resources Institute, University of Manitoba

70 Dysart Rd.,

Treaty 1 & Metis Homeland,

Winnipeg, Manitoba

R3T 2N2

phone: (204) 474-7170 / cell: (204) 291-8413 / fax: 204-261-0038

e-mail: s <x-msg://3957/s\_thompson@umanitoba.ca>, [thompson@umanitoba.ca](mailto:thompson@umanitoba.ca)

<http://home.cc.umanitoba.ca/~thompson4/>

On 2016-10-27, 5:49 PM, "Melnick, Linda" <[lmelnick@ucn.ca](mailto:lmelnick@ucn.ca)> wrote:

Hi Shirley. I also look forward to talking to you at the UCN Teaching, Learning & Research Forum on Friday, along with Dan, to discuss this and future partnerships. Dan and I are on site in Thompson, and Avery is in The Pas, and we are connecting our sites through technology.

Best regards,

Linda

Linda Melnick

Dean of Research & Innovation

University College of the North

Sent from my iPhone

## Creative Works

- Klatt, R. & Thompson, S. (2015). Meechim Farms Inc ,  
<https://www.youtube.com/watch?v=9CeWRoRQaZk>
- Thompson, S., Klatt, R. & Oyegunle, A. (2015). Wasagamack: Living without Running Water and Sewage Service. <https://www.youtube.com/watch?v=N6qPQYfNavY>
- Kamal, A. and Thompson, S. (2013). Use and Occupancy Mapping Guide and Research Design Created by 7 First Nation communities.  
[https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload\\_owner](https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload_owner)
- Ballard, M., Klatt, R. & Thompson, S. (2012). Flooding Hope: The Lake St. Martin First Nation story [Video].  
[http://home.cc.umanitoba.ca/~thompso4/floodinghope\\_doc.html](http://home.cc.umanitoba.ca/~thompso4/floodinghope_doc.html)
- Thompson, S. (co-Director/ co-Producer), Tait, V. & Klatt, R. (2012). Women reclaiming our power: A gendered view of First Nation colonization [Video].  
<http://www.youtube.com/watch?v=fsUOxvYMSoY&feature=youtu.be>
- Thompson, S. (co-Director/co-Producer), Lozeznik, V. & Klatt, R. (Editor). (2011). Harvesting Hope in Northern Manitoba Communities [Video]. (Trailer Available at [http://home.cc.umanitoba.ca/~thompso4/harvestinghope\\_doc.html](http://home.cc.umanitoba.ca/~thompso4/harvestinghope_doc.html)). 37 minutes.
- Thompson, S. (Director/Videographer/Editor), Lozeznik, V. & Klatt, R. (Editor). (2009). Growing hope in northern Manitoba communities [Video]. (Available at <http://home.cc.umanitoba.ca/~thompso4/Movie.html>).
- Eidse, D. & Thompson, S (2011). The Burntwood Journey: Chronic Disease Prevention Initiative in Northern Manitoba. Commissioned by Burntwood Regional Health Authority, Thompson. 27 minutes.
- Eidse, D. & Thompson, S. (2011). Chronic Disease Prevention Initiative in Manitoba. Commissioned by Assiniboine Regional Health Authority. 22 minutes.
- Eidse, D. (Videographer/Editor) and S. Thompson (Director/Editor/Producer). (2009). Pathways to Healthy Living in Northern Manitoba.[Video] (Available at <http://www.youtube.com/watch?v=I9ZQ8R8kCgc>). Commissioned by Burntwood Regional Health Authority. 10 minutes.
- Eidse D. & S. Thompson. (2010). Healthy Living. Commissioned by Assiniboine Regional Health Authority. 10 minutes.
- Thompson, S. (Director/Editor/Producer), Fulford, S. (Videographer) & Eidse, D. (Editor). (2008). Ricky's story of the Thicket-Portage Community preventing chronic disease. [Video] (Available at [http://www.youtube.com/watch?v=xRHCMBAE\\_yA](http://www.youtube.com/watch?v=xRHCMBAE_yA)). Commissioned by Assiniboine Regional Health Authority.10 minutes
- Thompson, S. (Director/Editor/Producer), Fulford, S. (Videographer, Interviewer) & Eidse, D. (Videographer, Editor). (2008). [Video] Glenda's story of initiatives in her community to prevent chronic disease. Available at <http://www.youtube.com/watch?v=y8qS1hUqz9o&feature=related>). Commissioned by Assiniboine Regional Health Authority.
- Thompson, S. (Director/Editor/Producer), Fulford, S. (Interviewer) & Eidse, D. (Editor, Videographer). (2008). [Video] Kerri's story of initiatives in her community to prevent chronic disease. Available at <http://www.youtube.com/watch?v=1HsW1MTWCnc&feature=related>). ). Commissioned by Assiniboine Regional Health Authority.



### Financial Contact at Lead Organization

The information in this section will not be made available to selection committee members and external assessors. It will be used by SSHRC for administrative purposes only.

Contact family name		Given name		Initials
Jung		Melanie		
Org. code	Full organization name			
1460311	University of Manitoba			
Department/Division name				
Natural Resources Institute				
Address				
City/Municipality		Prov./State	Postal/Zip code	
Winnipeg		MB	R3T2N2	
Country				
CANADA				
	Country code	Area code	Number	Extension
Telephone number	1	204	4748715	
Fax number	1	204	4747501	
E-mail	Melanie.Jung@umanitoba.ca			



Do not photocopy this page.

Internal use	CID (if known)
742280	65461

## Identification

Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

### Name

Family name	Given name	Initials	Title
Thompson	Shirley	J	Dr.

### Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
				<input type="radio"/> Yes <input type="radio"/> No

### Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1963	<input checked="" type="radio"/> F <input type="radio"/> M	R3T2N2	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above

## Contact Information

The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	204	474-7170		1	204	261-7620	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	204	261-0038					
Primary E-mail s.thompson@umanitoba.ca							
Secondary E-mail thompso4@ms.umanitoba.ca							

Checked

Web CV

2016/11/01

Canada

Personal information will be stored in the Personal Information Bank for the appropriate program.

Identification

PROTECTED B WHEN COMPLETED



**Do not photocopy this page.**

Family name, Given name

Thompson, Shirley

<b>Current Address</b> Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			<b>Correspondence Address</b> Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
Country CANADA			Country		
<b>Temporary Address</b> If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			<b>Permanent Address in CANADA</b>		
Address			Address		
City/Municipality	Prov. / State		City/Municipality	Prov. / State	Postal/Zip code
Country			Country		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)		Temporary telephone/fax number		
			Country code	Area code	Number Extension
Temporary E-mail					



Family name, Given name

Thompson, Shirley

## Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

### Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	180	Environment and Sustainability
2	102	Agriculture
3	131	Economic and Regional Development

### Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<div>Year</div> <div>1990 BC AD</div> <div><input type="radio"/> <input checked="" type="radio"/></div> <div>1 <input checked="" type="radio"/> <input type="radio"/></div>	<div>Year</div> <div>2020 BC AD</div> <div><input type="radio"/> <input checked="" type="radio"/></div> <div>2020 <input type="radio"/> <input checked="" type="radio"/></div>

### Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	6400	South Asia
2	6300	Southeast Asia
3	1130	Western Canada

### Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	
2	1200	UNITED STATES	
3	6402	BANGLADESH	
4	1523	TRINIDAD AND TOBAGO	
5			



## Curriculum Vitae

Family name, Given name

Thompson, Shirley

### Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Associate Professor		2002/9
Org. code	Full organization name	
1460311	University of Manitoba	
Department/Division name		
Natural Resources Institute		
Position type	Employment status	
<input type="radio"/> Tenured <input checked="" type="radio"/> Tenure-track <input type="radio"/> Non-tenure <input type="radio"/> Non-academic	<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence	
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Public sector employee	1999	2001
Org. code	Full organization name	
1	Toronto Catholic District School Board	
Department/Division name		
Health and Safety/Environment		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Instructor	1997	2001
Org. code	Full organization name	
1350911	University of Toronto	
Department/division name		
OISE/UT - Ontario Institute for Studies in Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Researcher	1995	2002
Org. code	Full organization name	
1350911	University of Toronto	
Department/Division name		
OISE/UT - Ontario Institute for Studies in Education		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV



Family name, Given name

Thompson, Shirley

### Work Experience (cont'd)

Position		Start date (yyyy/mm)	End date (yyyy/mm)
Instructor		1994	1995
Org. code	Full organization name		
1352011	Ryerson University		
Department/Division name			
School of Occupational and Public Health			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Consultant		1991	1995
Org. code	Full organization name		
1	Environment Canada		
Department/Division name			
Toxic Prevention Division, Environmental Protection Branch, Ontario			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Consultant		1989	1990
Org. code	Full organization name		
1	Bruce-Grey County and Huron-Perth Separate School Boards		
Department/Division name			
Environment, Health and Safety			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Research Assistant		1987	1998
Org. code	Full organization name		
1	Canadian Institute for Environmental Law and Policy		
Department/Division name			
Water Policy			
Position		Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name		
Department/Division name			





Family name, Given name

Thompson, Shirley

## Academic Background

List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	Doctor of Philosophy	1995/09		2002/04
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61202	Adult, Continuing, Community Education	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350911	University of Toronto			
Country	CANADA			
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen.	Bachelor of Education	1995/09		1996/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
61200	Education	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350911	University of Toronto			
Country	CANADA			
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Master's of Chemical Engineering	1990/09		1993/06
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
80830	Chemical, Metallurgical Engineering	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1350911	University of Toronto			
Country	CANADA			
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.	Bachelor Honours of Science	1982/09		1986/08
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
80000	Natural Sciences and Engineering	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Org. code	Organization			
1351111	University of Waterloo			
Country	CANADA			
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree?		
		<input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

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Web CV



Family name, Given name

Thompson, Shirley

## Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	Community Service Merit Award	CANADA	18	\$3,000 2016
Academic Prize	Bio-energy	Private Sector CANADA		2011
Academic Prize	Community Service Merit Award	University	12	\$5,000 2010
Academic Prize	Prionet best poster award	Private Sector CANADA		2010
Academic Prize	United Nations Environment Program Best Paper	CANADA		\$2,000 2007
Academic Prize	Dan Leckie Award	CANADA		2001

## Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

### Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

community food systems; community development; Environmental services; EnvironmentalEnergy planning; Renewable energy; community development; Food security; Regional Development; Natural Capital; Environmental Ethics/justice; Food sovereignty; Aboriginal

### Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	61406	Regional Planning	
2	61410	Rural Planning	
3	61416	Environmental Health	
4	61402	Community Development	
5	62610	Environment	

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Family name, Given name

Thompson, Shirley

## Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010747	Canadian Institutes of Health Research	2015	\$617,856
Role	Co-applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	The Micro- and Macro-Construction of Induced Displacement: Experiences, Health Outcomes and Future Plans of Little Saskatchewan First Nation		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley	J.	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010747	Canadian Institutes of Health Research	2014	\$100,000
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	A critical ethnography examining Little Saskatchewan First Nation community members' experiences of induced displacement: Promoting pimachiwiin. CIHR Aboriginals Peoples' Health,		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley	J.	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	MITACS	2014	\$180,000
Role	Applicant	Completion status	<input type="checkbox"/> Complete
Project title	Land Use Mapping and Planning for Sustainable Development with Island Lake Communities and other East-side Communities in Manitoba."		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley	J.	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2014	\$199,636
Role	Applicant	Completion status	<input type="checkbox"/> Complete
Project title	Sharing the Feast of Ithinto Mechisowin (Food from the Land) and Grow North: Food-based Community Development at O-Pipon-Na-Piwin Cree Nation and Northern Manitoba communities.		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley	J.	

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Web CV



Family name, Given name

Thompson, Shirley

### Funded Research (cont'd)

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2013	\$499,900
Role	Applicant	Completion status	<input type="checkbox"/> Complete
Project title	Building capacity for sustainable development in indigenous communities: analyzing development planning for sustainable livelihoods in Island Lake First Nation communities		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley		
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
1	Wabanong Nakaygum Okimawin	2012	\$255,000
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	The Love of the Land in Garden Hill; Traditional Land Use and Occupancy Studies, Red Sucker Lake, Traditional Land Use and Occupancy Study; Wasagamack.		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley	J	
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2010	\$1,000,000
Role	Co-applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Manitoba Alternative Food Research Alliance (MAFRA) CURA		
Applicant's family name	Applicant's given name	Initials	
McLachlan	Stephan		
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
3010325	Social Sciences and Humanities Research Council of Canada	2009	\$248,500
Role	Applicant	Completion status	<input checked="" type="checkbox"/> Complete
Project title	Participatory research on harvesting food in Northern Manitoba to grow healthy, prosperous communities through community economic development initiatives		
Applicant's family name	Applicant's given name	Initials	
Thompson	Shirley		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

## 1. Relevant Research Contributions Over the Last Six Years

### Refereed Journal Articles

- \* Thompson, S. (2016). Flooding First Nations and Environmental Justice in Manitoba: Case Studies of the Impacts of 2011 Flood and Hydrodevelopment in Manitoba. *Manitoba Law Journal*: 38(2).
- \* Bhatarali, P. & Thompson, S. (2016). Optimizing an Off-Grid Electrical System in Brochet, Manitoba, Canada. *Renewable & Sustainable Energy Reviews*: 53:709-719.
- Chowdhury, A.H., Hambly, O.H., Thompson, S., Hauser, M. (2015). Enhancing Farmers' Capacity of botanical pesticide innovation through video-mediated learning in Bangladesh. *International Journal of Agricultural Sustainability*, online first, DOI: 10.1080/14735903.2014.997461.
- \* Kamal, A., Linklater, R., Thompson, S., Dipple, J. & Ithinto Mechisowin Committee. (2015). A Recipe for Change: Reclamation of Indigenous Food Sovereignty in O-Pipon-Na-Piwin Cree Nation for Decolonization, Resource Sharing, and Cultural Restoration, *Globalizations*, 12(4), 559-575, DOI: 10.1080/14747731.2015.1039761.
- \* Thompson, S., Clahane, T., Gulruk, A. & Nwankwo, U. (2015). Growing Gardens, Youth and Community Food Security in Canada's Boreal Forest. *International Journal of Biodiversity Watch*, 1(1) 65-88.
- Deb, A., Haque E. & Thompson, S. (2015). "Man can't give birth, woman can't fish": Gender dynamics in the small-scale fisheries of Bangladesh. *Gender, Place and Culture*, 22 (3), pp. 305-324(20) DOI: 10.1080/0966369X.2013.855626.
- \* Thompson, S., Rony, M., Temmer, J., & Wood, D. (2014). Pulling in the indigenous fishery cooperative net: Fishing for sustainable livelihoods and food security in Garden Hill First Nation, Manitoba, Canada. *Journal of Agriculture, Food Systems, and Community Development*, 4(3), 177-192, DOI: 10.5304/jafscd.2014.043.016.
- Thompson, S. & Si, M. (2014). Strategic analysis of Energy Efficiency Projects: Case Study of a Steel Mill in Manitoba. *Renewable and Sustainable Energy Reviews*, 40, 814-819, DOI: 10.1016/j.rser.2014.07.140.
- \* Thompson, S. Ballard, M. & D. Martin (2014). Environmentally and Developmentally Induced Displacement: Lake St. Martin First Nation Community Members' Experiences -"We're like refugees". *Refuge*, 29 (2), 75-86.
- \* Fulford, S. & Thompson, S. (2013). Youth Community Gardening Programming as Community Development: The Youth for EcoAction Program in Winnipeg, Canada. *Canadian Journal of Nonprofit and Social Economy Research*, 4 (2), 56-75.
- \* Ballard, M. & Thompson, S. (2013). Flooding Lake St. Martin First Nation Community: Impacts to and Future Community Plans for Sustainable Livelihoods. *Canadian Journal of Nonprofit and Social Economy Research*, 4 (1), 43-65.
- Hossain, B.M.S., Rahman M. F., Thompson S., Rashed-Un-Nabi, M. & Kibria M.M. (2013). Climate Change Resilience Assessment Using Livelihood Assets of Coastal Fishing Community in Nijhum Dwip, Bangladesh. *Pertanika Journal of Science & Technology*, 21 (2), 397-422. [Http/ www.pertanika2.upm.edu.my/...%202013/10%20Page%20397-422.pdf](http://www.pertanika2.upm.edu.my/...%202013/10%20Page%20397-422.pdf).
- \* Thompson S., Wiebe, J., Gulrukh, A. & Ashram, A. (2012). Analyzing Food-related Economic Development in Indigenous Communities in Northern Manitoba for Impacts on Food Sovereignty, Food Security and Sustainable Livelihoods. *Canadian Journal of Nonprofit and Social Economy Research*, 3 (2), 43-66.
- \* Fieldhouse, P. & Thompson, S. (2012). Tackling Food Security Issues in Indigenous Communities in Canada: The Manitoba Experience. *Nutrition and Dietetics*. 69 (3), 217-221, DOI: 10.1111/j.1747-0080.2012.01619.

- \* Zurba, M., Islam, D. Smith, D. & Thompson, S. (2012). Food and healing: an urban community food security assessment for the North End of Winnipeg. *Urban Research and Practice*, 5 (2): 284-289.
- Rahman, R. Uddin, S. & Thompson, S (2012). Effective Governance Strategy: Key to Sustainable Collaborative Management in a Wildlife Sanctuary in Southeastern part of Bangladesh. *International Journal of Environmental and Rural Development*, 3 (2): 174-180.  
<http://iserd.net/ijerd/IJERD31.pdf>
- \* Thompson, S., Gulrukh Kamal, A., Ballard, M., Beardy, B., Islam, D., Lozeznik, V. and K. Wong (2011). Is Community Economic Development Putting Healthy Food on the Table? Food Sovereignty in Northern Manitoba's Aboriginal communities. *Journal of Aboriginal Economic Development*, 7 (2), 15-40.
- \* Islam, D. & Thompson, S. (2011). Neechi Commons expansion offers greater possibilities for community economic development to Aboriginal Fishermen in Northern Manitoba and the North End of Winnipeg. *Journal of Aboriginal Economic Development*, 7 (2), 1-3.
- Si, M., Thompson, S., Calder, K. (2011). Energy efficiency assessment by process heating assessment and survey tool (PHAST) and feasibility study of waste heat recovery in the reheat furnace at a steel company. *Renewable and Sustainable Energy Reviews*, 15 (6), 2904-2908. DOI: 10.1016/j.rser.2011.02.035
- Nwankwo, U., Thompson, S., Bokelmann, W., Peters, K. & Bett, H. (2010). The Need for Information Sharing Among Stakeholders: Lesson for Sustainable Biotechnology Adoption. *American-Eurasian Journal of Sustainable Agriculture*, 4(3), 374-385.

#### **Refereed Books**

- \* Thompson, S., Katz-Rozene, R. & Ling, C. (Eds). (2015). *Sustainability Soup: Selections of the Environmental Studies Association of Canada*. CreateSpace, Washington.  
<http://www.amazon.com/Sustainability-Soup-Selections-Environmental-Association/dp/1514137038>.
- Fredericks, S., Shen, L., & Thompson, S. (Eds). (2012). *Natural Resources and Sustainability*. Berkshire Encyclopedia of Sustainability. Great Barrington: Berkshire.

#### **Refereed Chapters (in Books, Proceedings or Encyclopedias)**

- Nwankwo, U., Ifediora, A., & Thompson, S. (2012). Environmental Degradation as Causality in the Niger Delta Conflict: Need for Appropriate Institutional Arrangement. In Bokelmann, Akinwumi, Nwankwo and Agwuele. *African Leadership Challenges and other Issues*. Berlin: Mediateam IT Education Centre.
- Thompson, L. & Thompson, S. (2012). A Process to Determine One Organization's Environmental Management System. In H. Dupont. *Environmental Management: Systems, Sustainability and Current Issues*. New York: Nova Science Publishers.
- Thompson, S. (2012). Electronic waste. In R. Mersky (Ed) *The Encyclopedia of Sustainability Science and Technology*. Ed. New York: Springer.

#### **Magazines and non-refereed articles**

- \* Thompson, S., & Lozeznik, V. (2012). Harvesting Hope in Northern Manitoba: Can participatory video help rebuild Aboriginal Food Sovereignty? *Women and Environment International Magazine*, 88, 10-13.

#### **Creative Works (commissions, exhibitions, or concerts)**

- Ballard, M., Klatt, R. Martin, D and Thompson, S. (2016). Wounded Spirit. [Video].  
<https://www.youtube.com/watch?v=PQTubc1LjY>
- Thompson, S. and Oyegunle, A. (2015). Sinking Under the Negative Impacts of Manitoba Hydro. [Video]. <http://youtu.be/ph7Kw1LFWS4>.
- Klatt, R. & Thompson, S. (2015). Meechim Farms Inc. [Video].

<https://www.youtube.com/watch?v=9CeWRoRQaZk>

Thompson, S., Klatt, R. & Oyegunle, A. (2015). Wasagamack: Living without Running Water and Sewage Service. [Video]. <https://www.youtube.com/watch?v=N6qPQYfNavY>

Thompson, S. and Klatt, R. (2015). Manito Ahbee Black River: Where the sacred rocks live. [Video] <https://youtu.be/gZo6VD-JxaU>.

Kamal, A. and Thompson, S. (2013). Use and Occupancy Mapping Guide and Research Design Created by 7 First Nation communities. [Video] [https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload\\_owner](https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload_owner).

Ballard, M., Klatt, R. & Thompson, S. (2012). Flooding Hope: The Lake St. Martin First Nation story [Video]. [http://home.cc.umanitoba.ca/~thompso4/floodinghope\\_doc.html](http://home.cc.umanitoba.ca/~thompso4/floodinghope_doc.html)

Thompson, S. (co-Director/ co-Producer), Tait, V. & Klatt, R. (2012). Women reclaiming our power: A gendered view of First Nation colonization [Video].

<http://www.youtube.com/watch?v=fsUOxvYMSoY&feature=youtu.be>

Thompson, S. (co-Director/co-Producer), Lozeznik, V. & Klatt, R. (Editor). (2011). Harvesting Hope in Northern Manitoba Communities [Video].

[http://home.cc.umanitoba.ca/~thompso4/harvestinghope\\_doc.html](http://home.cc.umanitoba.ca/~thompso4/harvestinghope_doc.html)). 37 minutes.

Thompson, S. (Director/Videographer/Editor), Lozeznik, V. & Klatt, R. (Editor). (2009). Growing hope in northern Manitoba communities [Video]. <http://home.cc.umanitoba.ca/~thompso4/Movie.html>.

Eidse, D. & Thompson, S (2011). The Burntwood Journey: Chronic Disease Prevention Initiative in Northern Manitoba. Commissioned by Burntwood Regional Health Authority, Thompson.

Eidse, D. & Thompson, S. (2011). Chronic Disease Prevention Initiative in Manitoba. Commissioned by Assiniboine Regional Health Authority.

Eidse, D. (Videographer/Editor) and S. Thompson (Director/Editor/Producer). (2009). Pathways to Healthy Living in Northern Manitoba. Commissioned by Burntwood Regional Health Authority. [Video] <http://www.youtube.com/watch?v=I9ZQ8R8kCgc>.

Eidse D. & S. Thompson. (2010). Healthy Living. Commissioned by Assiniboine Regional Health Authority.

## 2. Other Contributions

2014-present Past-President, Environmental Studies Association in Canada

2015/2016 Community Service Merit Award, University of Manitoba (\$3000)

2016 Social Sciences and Humanities Research Council of Canada (SSHRC) adjudication committee for the Partnership Grants, 2015 competition.

2009-2014 Co-President, Environmental Studies Association in Canada

2014 Social Sciences and Humanities Research Council of Canada (SSHRC) adjudication committee for the Partnership Grants, Letter of Intent stage, 2014 competition.

2012-2014 The PACS Graduate Program Committee (elected, 2 year term)

2013 Menno Simons College 'How We Grow, Share, & Eat' Esau Series, Distinguished Esau Professor for 2013-14 (\$2000)

2013 Social Sciences and Humanities Research Council of Canada (SSHRC) adjudication committee for the Partnership Development Grants 2012 competition.

2010-2012 Board Member, Food Secure Canada

2012-present Board Member, Association for Nonprofit and Social Economy Research

2012 Conference co-chair, ESAC, SSHRC Congress.

2011 Curator, ReDress Exhibition, University of Manitoba

2011 Best poster award for Islam, D. and Thompson, S. ESAC conference.

2011 Best poster award for Fennel, K. and Thompson, S. BC Forestry conference.

2011-2012 Expert reviewer, Natural Sciences and Engineering Research Council (NSERC), Grants

2011 review of a Discovery Grant application in 2011 and 2012.  
Canadian Institute for Health Research (CIHR) Peer Review - Committee Member:  
Secondary Analysis of Databases.

### 3. Most Significant Career Research Contributions

- 1) Ancestral Land Use Maps and Community Development Plans: Developing ancestral land use maps and community development plans for four communities on the east side of Lake Winnipeg. The primary objective was determined by the First Nation community coordinators "to obtain a quality of our mapped cultural sites useful for our planning decisions...".
- 2) Interventions on Food Security in Northern Manitoba: A number of food interventions were taken working with First Nation community partners are improving food security in First Nation communities. These efforts are in response to finding food insecurity rates of 75%, with higher rates in fly-in communities of 79% and knowing that something has to be done. The different program interventions that we helped the community to bring about included two fisheries co-operatives, a community market to provide access to lower cost healthy foods, a country foods programs and Meechim Farm.
- 3) Films to change public opinion on critical First Nation Issues: Dr. Thompson has completed many participatory videos about issues in First Nation communities to educate. These films have gone to many national and international film festivals and also are used in many educational courses.
- 4) Waste management. Student Scott Nicol and Dr. Thompson won the United Nations award for best new paper on a Montreal Protocol Related Topic in the Policy Category, Dr. Thompson published key journal articles in 2009, developing a new model for methane generation and reviewing existing models (Thompson et al, 2009). Environment Canada adopted our improved methodology (Thompson et al, 2008; Thompson et al, 2007). Dr. Thompson and her students were profiled on Aboriginal People Television's Investigative News Program for their investigative work on waste.
- 5) Leadership in Environmental Studies Association in Canada: From 2009-2014 Dr. Thompson was Co-President, Environmental Studies Association in Canada and continues to be on the board as past-president, co-editing a published book for the Environmental Studies Association in Canada.

### 4. Career Interruptions and Special Circumstances: N/A

### 5. Contributions to Training

Almost all of the students I supervised attended and presented at conferences and many published. Most students worked with First Nations on community development around food, energy or other sustainable livelihoods.

	Currently		Previously		Total
	Supervised	Co-Supervised	Supervised	Co-Supervised	
Undergraduate	2	0	5	0	7
Master's	10	0	10	0	20
Doctoral	0	2	0	2	4
Total	12	2	10	7	31



### **Relevant Experience**

Dr. Thompson has worked in partnership with northern Manitoba First Nation (FN) communities on ancestral mapping, land use planning and community economic development, as well as community-driven food security interventions for almost a decade. Dr. Thompson had a history of working with FN communities on films, food security, community development and fisheries. This partnership grant stems from a successful Partnership Development Grant on food-based community development as well as a successful SSHRC Insight Grant to assist communities with mapping, planning and community development. Dr. Thompson has led several successful partnerships involving multiple organizations including FNs, education organizations, social enterprises on community development projects, and was able to employ as many as ten FN community coordinators.

Dr. Thompson worked in OPCN, Garden Hill FN and Wasagamack FN for almost eight years and visits each community several times each year to renew her research relationships. On these visits Dr. Thompson typically brings students to educate and involve them in the community activities and training programs. Dr. Thompson also invites and finds funding for representatives from communities to be part of different conferences including those of University of Manitoba, Food Secure Canada or Food Matters Manitoba at least once per year. These include:

### **Ancestral Mapping, Land-use Planning and Community Development**

Dr. Thompson is leading a land use planning program with four communities on the east-side of Lake Winnipeg. This research resulted from a request by one Island Lake First Nation community, Garden Hill FN, to Dr. Shirley Thompson to assist them with their development. Soon this grew to include four other communities on the east-side of Lake Winnipeg making a similar request. These communities want to revitalize traditional culture and language to ensure that their territories natural assets are sustained in a way that builds financial and social assets (DFID, 2008). Dr. Thompson has been working during that time on land use planning, which has resulted in the completion of maps and other accomplishments, as described in table 1 for four First Nation communities. The primary objective was determined by the First Nation community coordinators "to obtain a quality of our mapped cultural sites useful for our planning decisions that will hold up in court if necessary".

Each of these First Nations provided a Band Council Resolution (BCR) for Dr. Thompson to conduct research regarding ancestral land use and occupancy, community development, community planning and to help build community capacity from 2012 to 2017. This BCR included a strategy for data ownership, control, access and possession (OCAP). Dr. Thompson, at their request, research to help with community plans are developed for these communities.

Dr. Thompson received an Insight SSHRC funded research grant which dovetailed with the needs in the community for Wabanong Nakaygum Okimawin (WNO) Planning Initiative, formerly referred to as the East Side Planning Initiative. As part of that research program Dr. Thompson hired at least one but typically two community coordinators in each of these communities. The SSHRC allowed some extra funding to hire community people to do the mapping but also to have students change these paper markings into Geographical information system and bring in

other layers, such as mining activities, archaeological sites, proposed roads to compare with cultural sites and activities.

This facilitated a parallel process, which allowed an academic analysis of ancestral occupancy and traditional land use, community planning and community development for Island Lake communities. This research also extends the analysis of the planning to consider the reserve and regional development, which are missing from WNO, as well as cultural priorities, sustainable livelihoods and sovereignty.

**Table 1: Summary of First Nation Land Use Research with Four FN communities**

<b>Outcomes</b>	<b>Contents</b>	<b>Date</b>
Week long workshop to train community people on traditional land use mapping with Terry Tobias	Two people from each of four communities were trained in a weeklong training program. People developed a method and interview protocol as part of this almost 60-hour workshop and learned video techniques.	May 5, 2013 to May 10, 2013
Map biographies	Between 25 and 60 people were interviewed from each community and map biographies were made for each and are verified by being taken back to the person. Traditional Land Use and Occupancy Maps considering trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors.	Maps made, printed and provided back to community members
Participatory Video Documentary	First draft of video provided to community and further film was taken. Feedback from different community screening and youth developed storyboards and footage of material they wanted to show. For example in Wasagamack the following video resulted: <a href="http://www.youtube.com/watch?v=2pZofIJ5f8Q&amp;feature=youtu.be">http://www.youtube.com/watch?v=2pZofIJ5f8Q&amp;feature=youtu.be</a> Significant changes will be carried out to be sure that this represents the community story.	A short draft video has been made available and is being revised for each community.
Database of digital maps.	Excel database has trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors. Summary maps will be developed from this.	Database complete. Summary maps provided.
Workshops	Elder workshop on trap line included traditional land use component and youth workshops included consideration of land uses and their vision of the land.	Workshops held at least three times each year.
Strategic planning	Workshop with chief and council to get a draft idea of land use values, missions, and strategies.	Completed with at least two meetings in each community.

### **Community-based food development**

Dr. Thompson has worked for many years on community economic development on food issues in Northern Manitoba. This resulted in a partnership development grant with OPCN and Frontier School Division. Research found that OPCN had the highest food insecurity rates of all the 14 communities surveyed (Thompson et al, 2012), followed by Wasagamack FN and Garden Hill FN. These communities became a priority to research as these communities had the greatest need for food security interventions.

A number of food interventions were undertaken by community partners to improve food security in FN communities with our assistance. The different program interventions that we helped the community to bring about included two fisheries co-operatives, a community market to provide access to lower cost healthy foods, a country foods programs and Meechim Farm.

Several years ago, Dr. Thompson obtained a special dealers license for Garden Hill Fisheries Association, making this community the only First Nation to have one at that time, until Dr. Thompson obtained one for Wasagamack First Nation last year.

Our previous research also showed that country foods program and the regional gardening program were two of the most promising CD for food security in Northern Manitoba and should be researched further.

The previous SSHRC funded participatory action research on CD activities including a fish buying club in Garden Hill FN, youth food-based employment programs in Garden Hill FN. This work initially included training seven highly qualified personnel at the graduate level and eight students at the undergraduate level, jointly hiring them with FARHA. As well, I also was able to pay for a master student to apply for Canada Summer Jobs and Green Team for Northern Manitoba. I also funded the travel expenses of graduate students to help with the spring planting training program.

A number of journal articles have resulted from previous research on food security and CED (Thompson, 2016, Thompson et al, 2015, Kamal et al, 2014, Thompson et al, 2014, Thompson et al, 2011; Fieldhouse and Thompson, 2012; Thompson et al, 2012, Kamal and Thompson, 2013) as well as book chapters (Kamal, Thompson and Linklater, 2013). Dozens of conference presentations resulted by researchers and students. In addition the movies Meechim Farm, Growing Hope in Northern Manitoba, Harvesting Hope in Northern Manitoba and the Burntwood Journey: Chronic Disease Prevention Initiative in Northern Manitoba. Videos were posted at <http://home.cc.umanitoba.ca/~thompso4/>, as well as on You-Tube or Vimeo and were widely circulated. Growing Hope in Northern Manitoba, which was featured in Intercontinental Cry, an international newspaper, was viewed by more than 3000 people. As well, in an effort to influence policy, the film Harvesting Hope in Northern Manitoba, was shown at a number of film festivals and conferences, and at meetings organized by the Rural Secretariat and the Department of Aboriginal Affairs and Northern Development Canada, in Ottawa, Canada, in 2010 and 2011 respectively. In addition, the film The Burntwood Journey: Chronic Disease Prevention Initiative in Northern Manitoba, which featured different CD activities, was distributed by the Burntwood Regional Health Authority to community members at health conferences. This film served as a key tool in evaluating the program, and ultimately contributed to this pilot project becoming a permanent program.

**Films to document and educate critical First Nation Issues**

Dr. Thompson has completed many participatory videos about issues in First Nation communities to educate. These films have gone to many national and international film festivals and also have been shown widely in universities and secondary schools including.

- Ballard, M., Klatt, R. Martin, D and Thompson, S. (2016). Wounded Spirit. [Video].  
<https://www.youtube.com/watch?v=PQTubc1LIjY>
- Thompson, S. and Oyegunle, A. (2015). Sinking Under the Negative Impacts of Manitoba Hydro. [Video]. <http://youtu.be/ph7Kw1LFWS4>.
- Klatt, R. & Thompson, S. (2015). Meechim Farms Inc. [Video].  
<https://www.youtube.com/watch?v=9CeWRoRQaZk>
- Thompson, S., Klatt, R. & Oyegunle, A. (2015). Wasagamack: Living without Running Water and Sewage Service. [Video].  
<https://www.youtube.com/watch?v=N6qPQYfNavY>
- Thompson, S. and Klatt, R. (2015). Manito Ahbee Black River: Where the sacred rocks live. [Video] <https://youtu.be/gZo6VD-JxaU>.
- Kamal, A. and Thompson, S. (2013). Use and Occupancy Mapping Guide and Research Design Created by 7 First Nation communities. [Video]  
[https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload\\_owner](https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload_owner).
- Ballard, M., Klatt, R. & Thompson, S. (2012). Flooding Hope: The Lake St. Martin First Nation story. [http://home.cc.umanitoba.ca/~thomps4/floodinghope\\_doc.html](http://home.cc.umanitoba.ca/~thomps4/floodinghope_doc.html)
- Thompson, S. (co-Director/ co-Producer), Tait, V. & Klatt, R. (2012). Women reclaiming our power: A gendered view of First Nation colonization [Video].  
<http://www.youtube.com/watch?v=fsUOxvYMSoY&feature=youtu.be>
- Thompson, S. (co-Director/co-Producer), Lozeznik, V. & Klatt, R. (Editor). (2011). Harvesting Hope in Northern Manitoba Communities [Video].  
[http://home.cc.umanitoba.ca/~thomps4/harvestinghope\\_doc.html](http://home.cc.umanitoba.ca/~thomps4/harvestinghope_doc.html)). 37 minutes.
- Thompson, S. (Director/Videographer/Editor), Lozeznik, V. & Klatt, R. (Editor). (2009). Growing hope in northern Manitoba communities.  
<http://home.cc.umanitoba.ca/~thomps4/Movie.html>.
- Eidse, D. & Thompson, S (2011). The Burntwood Journey: Chronic Disease Prevention Initiative in Northern Manitoba. Commissioned by Burntwood Regional Health Authority, Thompson.
- Eidse, D. & Thompson, S. (2011). Chronic Disease Prevention Initiative in Manitoba. Commissioned by Assiniboine Regional Health Authority.

**Leadership in National Academic Societies: Environmental Studies Association in Canada & Association for Nonprofit and Social Economy Research (ANSER)**

From 2009-2014 Dr. Thompson was Co-President, Environmental Studies Association in Canada and continues today as the past-president. Dr. Thompson was able to provide leadership and ensure the annual conference was successful. Also, Dr. Thompson co-edited and published a book for the Environmental Studies Association in Canada. Dr. Thompson is also on another national academic society with a good network of social enterprises named Association for Nonprofit and Social Economy Research (ANSER). Clearly, Dr. Thompson has the ability to lead, organize and network across distance.