

Northern Teaching Lodges: Learning Partnership for
Community Development and Mino
Bimaadizwin in First Nation Communities



RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Red River College's Role

M. Hoddenbagh, 2017-07-11

People Involved

- Principal Investigator
 - Dr. Shirley Thompson
Natural Resources Institute
U Manitoba
- 19 Co-investigators
- 7 Collaborators, including
 - Dr. Shokry Rashwan, RRC
- 13 Partners, including
 - RRC

- \$2.5M over 6 years

Fiscal Year(s)	Awarded Amount
• 2017-2018	\$500,000
• 2018-2019	\$500,000
• 2019-2020	\$445,800
• 2020-2021	\$494,600
• 2021-2022	\$464,850
• 2022-2023	\$94,750
• Total	\$2,500,000

- Transforming education, food and housing policy, and building capacity locally in two remote First Nations lacking roads
 - Garden Hill
 - Wasagamack
- Resolve development challenges through applied adult education
- Focus on sustainable housing design and building and Indigenous food systems



- Address problems identified as community priorities
- Train local PSE students to develop skills required to work on priorities
 - Develop highly qualified professionals
 - Apply theoretical training to applied projects
 - Use apprenticeships and practicums

Objectives

- Explore how community-led culturally-appropriate education and projects can meet the needs and priorities of communities;
- Analyze the impact of projects-based post-secondary education on education outcomes, sustainable livelihoods and self-determination; and,
- Identify the education, housing and food system policies that are barriers to *Mino Bimaadiziwin* to seek solutions

- Poor job prospects/participation in economy
- Poor housing
- Poor food supply/high food insecurity

- Develop Education and Project Plans with OCAP Research Protocols

- Address priority needs through projects-based community-led post-secondary education
 - Between 150 and 250 northern First Nation undergraduate students will participate in a post-secondary level certificate
 - Fund 6 month co-operative opportunities for 6 students from RRC
 - Local instructors in GHFN and WFN will receive their **Certificate in Adult Education** over a number of years, which will prepare them to teach project-based courses in their community
 - 16 qualified people from 2 communities

- Certificate in Adult Education
 - 30 credit hours
 - Full year study (2 semesters) possible, but not likely
 - RRC Instructors take over 5 years
 - Delivery
 - 90% on-line
 - Will need to look at options for a more blended approach

- Issues to resolve
 - Identifying qualified students
 - Journeymen don't need CAE to have apprentices
 - Shadowing RRC instructors – how would this work?
 - Which technical skills are required?
 - Carpentry, Plumbing, Electrical, Photovoltaic?
 - What level of supports are required for instructors?

Program for Students - Plan

- 10-month Sustainable Housing Certificate will blend the present-day introduction to trade 5 month course with the 5 month carpentry courses
 - Each student will participate in building a house supervised by an apprenticeship instructor, who can have up to three apprentices per instructor
 - Allow students to challenge the Level-1 Carpentry Apprenticeship
 - Support 15 students a year for 5-years in both communities

Program for Students

- Issues
 - Level 1 apprenticeship through Pre-employment program does not include house building
 - How to deal with academic upgrading needs
 - Assessments
 - Type of program
 - Pre-employment versus ACCESS (Introduction to Trades)
 - Credential to be offered/modalities of delivery
 - RRC credential licensed to bands
 - RRC credential delivered by RRC
 - Non-credentialed delivered by RRC or bands
 - Curriculum development would be required
 - Provision of student support services
 - Build houses while studying, versus study and then build

Other Challenges/Opportunities

- House Builds
 - Source of lumber, especially for first year
 - Specialty products for siding, trim, *etc.*
 - Build prototype at RRC to work out problems
 - Challenge architects/designers to incorporate as much local material as possible
- Would trainers be RRC employees or contractors or FN employees?
- Challenge architects/designers to incorporate as much local material as possible
- How could RRC support community gardens?

- Researching the student and community impacts
- Sharing results and making waves of change