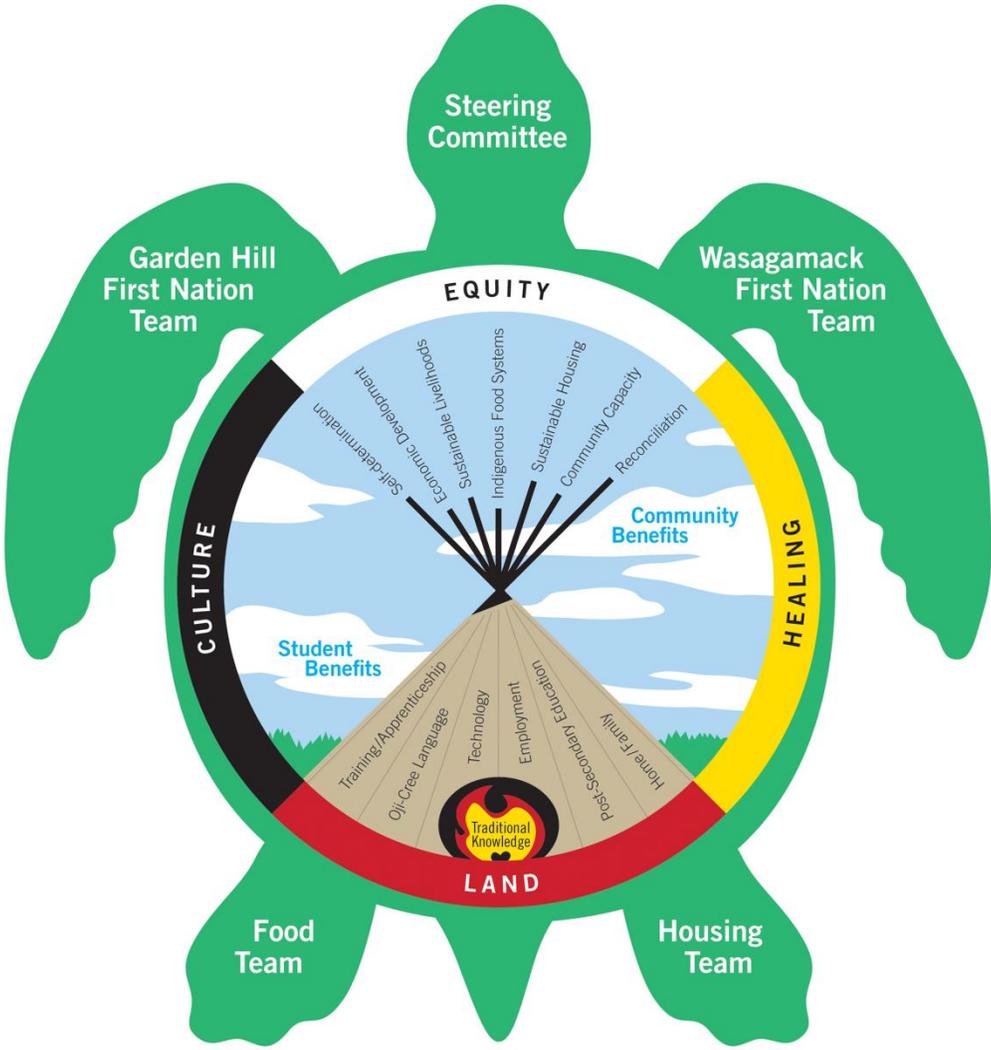


# Learning Partnership for Community Development and Mino Bimaadizwin



# Workshop Report

July 12th, 2017 at Victoria Inn, Carlton Room

*Prepared by: The Partnership Secretariat*

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# Executive Summary

The Inaugural Meeting for the SSHRC Partnership Grant, ‘Learning Partnership for Community Development and Mino Bimaadizwin’, took place July 12, 2017 at the Carleton Room at the Victoria Inn, Winnipeg. Invitations were extended to the SSHRC Partnership Grant (The Partnership) co-applicants, collaborators, and various supporters of the initiative including the Honourable Robert Falcon-Ouellette and the Honourable Judy Klassen. The Partnership Secretariat coordinated the administrative support for the event; the meeting was co-chaired by Dr. Shirley Thompson, Principal Investigator of The Partnership and Pepper Pritty, prospective PhD student for the project.

The meeting opened with a brief welcome from Dr. Thompson, acknowledging that the gathering was situated on Treaty One Territory. Pepper shared a teaching of tobacco and offered each person a bundle asking for everyone’s collaboration, thoughts and support during the time spent together, followed by an opening prayer from Elders Emma and Victor Harper from Wasagamack First Nation.

The legislative leadership delivered opening remarks. Robert Falcon-Ouellette, Canadian Member of Parliament gave opening remarks that supported The Partnerships’ collaborative approach to Indigenous education and Judy Klassen, Member of the Legislative Assembly of Manitoba for Kewatinook, spoke of her dedication to supporting the economic capacity building of her constituency and how this project could help achieve that.

Shirley Thompson articulated the vision, description and objectives of The Partnership Proposal, emphasizing that over 85% of the \$2.5 million dollar grant would be dedicated to First Nation student programming. Wasagamack First Nation’s Percy Harper, Director of Education for Wasagamack First Nation Education Authority and Lawrence Wood, Post-Secondary Education Director shared the barriers and struggles of their community and emphasized the importance of creating community- based programs that incorporate traditional languages.

Garden Hill First Nation’s Cathy Monias, Director of Education for Garden Hill First Nation Education Authority and Elsie Monias, Director for Employment and Training also spoke about the importance of preserving language and highlighted the financial burdens they incur as a

result of being geographically remote, from the high cost of shipping equipment on winter roads. Groceries are quadruple the cost compared to Winnipeg.

Everyone at the meeting introduced themselves and their focus and shared their hope for the project. Then Elder Emma Harper gave a food blessing. During lunch, Pepper Pritty, Registered Nurse and Public Health Practice Consultant for the Province spoke to what an Indigenous Food Curriculum could look like that incorporated traditional food skills, permaculture as well as policy.

Wasagamack First Nation's Victor Harper spoke about the importance of reconciling the wrongs that have been inflicted onto Indigenous peoples and of rewriting policy to reflect a more equitable future. Red River College's Mark Hoddenbaugh, Vice President of Strategic Development and Michael Watson, Dean of Construction and Engineering Technologies, presented their goals and intentions for the project and the specific contributions they are prepared to commit to. They recognize their crucial role in the project and plan to take a very student-centered approach to the development of the project. They outlined some anticipated challenges and shared some possible strategies to mitigate these challenges.

Eric Bjornson, President of Sundial Building Performance Inc. visited Island Lakes last year with The Partnership group and had an opportunity to assess the housing situation. He highlighted how solutions need to focus on sustainability and ensuring that building materials are found locally; he brought a prototype of a truss to demonstrate how quality homes could be built using solely wood.

From University of Winnipeg, Dr. Shailesh Shukla discussed his work in the Indigenous governance program on food research and education and then Dr. O'Gorman discussed how local Indigenous education's academic and economic benefits can be explored. From Brandon University, both Dr. Wilder Robles and Patricia Harms from Brandon University shared their insights from their International development work on Indigenous issues and Dr. Harm also spoke about the importance of using Indigenous languages in education, respectively. Dr. Poonam Singh from Assiniboine Community College spoke about her experience with food production and teaching. Dr. Singh highlighted the success of growing food with fish and wood.

Five topics were identified by participants for the breakout sessions to begin to explore these issues. Briefly, for each group the findings were: **The Communication, Social/Health Issues and Policy group** stressed the importance of having Elders, Educational Directors, Employment Training Directors, research teams, and youth all involved and communicating throughout the project. The communities' views of key factors, such as educational achievement, health, housing, homelessness, and planning for community development needs to be considered. The **Food Education Group** compiled the food education courses offered by institutions in Manitoba and looked at the possibility of a joint program with multiple institutions, each having something unique to offer. The **Food Research group** highlighted the importance of integrating youth, women and men into food production and harvesting through education in a way that addresses poverty, culture, inequality and food insecurity. **The Housing Design and Education group** identified many current housing issues, including mold and overcrowding, with a need for 300 to 400 houses now to adequately house people in the communities. Using locally available materials, such as local timber, wood interior walls, as well as trims were recommended. The benefits of multipoint foundation over wood foundation were discussed. **The Recruitment & Retention of Students and Trainers group** talked about building a ladder to success with individualized learning plans, recognition of prior learning and the need for different supports.

Participants all contributed their hope for the project, which were very inspiring. Priorities were identified by participants doing an exercise called “25 gets the top 5”, in which ideas were ranked by attendees. The top five ideas were: 1) Work together and with the other communities within Island Lake region to share resources, supplies, manpower and technicians; 2) Create community leaders in food education/nutrition and traditional food skills; 3) Balance the project design, development and delivery with mutual respect for the knowledge, wisdom and skills of both Indigenous and institutional capacities; 4) Involve the local Indigenous youth and elders, if they're not on board it will fail; 5) Find/create local industries (e.g., food industry, construction industry with locally sourced and education industries) to build sustainable communities.

# Agenda

- 10:00** Welcome - Shirley Thompson and Pepper Pritty
- 10:30** Elders' Prayer - Emma and Victor Harper
- 10:40** Member of Canadian Parliament - Robert Falcon-Ouelette
- 11:00** Member of the Legislative Assembly of Manitoba for Kewatinook - Judy Klassen
- 11:15** The vision, description and objectives for the partnership - Shirley Thompson
- 11:30** BREAK: Refreshments provided
- 11:45** Wasagamack First Nation - Percy Harper, Director of Education, Wasagamack Education Authority and Lawrence Wood, Post-Secondary Coordinator
- 12:00** Garden Hill First Nation - Cathy Monias, Director of Education for Garden Hill Education Authority and Elsie Monias, Director of Employment and Training
- 12:15** Introduction roundtable and describe research and/or hope for project
- 12:30** Lunch provided, preceded by Elder's Prayer from Emma Harper
- 1:00** Indigenous Food Sovereignty - Pepper Pritty, University of Manitoba
- 1:30** Introductions continued
- 1:45** Wasagamack First Nation - Victor Harper
- 2:00** Red River College - Mark Hoddenbaugh, Vice-President of Strategic Development and Michael Watson, Acting Dean, School of Construction and Engineering Technologies
- 2:15** Housing Solutions - Eric Bjornson, President, Sundial Building Performance Inc.
- 2:30** University of Winnipeg - Melanie O'Gorman, Associate Professor, Department of Economics and Shailesh Shukla, Associate Professor, Graduate Program Chair, Indigenous Studies
- 2:45** Brandon University - Wilder Robles, Assistant Professor, Rural Development
- 3:00** Brandon University - Patricia Harms, Assistant Professor, Gender & Women's Studies
- 3:15** Assiniboine College - Poonam Singh, Instructor, Horticultural Production and Sustainable Food Systems
- 3:30** Breakout Sessions
- 4:00** Best idea you heard all day - 25 gets the top 5 - Pepper Pritty
- 4:15** Elder's Prayer - Emma and Victor Harper followed by a Thank You and Adjournment.

# Participant List



In order of appearance in the above photo (from left to right, back row to front row):

Name	Position	Organization
Brian Saulnier	Assistant Professor, Architecture	University of Manitoba
Michael Watson	Acting Dean, School of Construction and Engineering Technologies	Red River College
Ethem Tar	Architect	Dark Horse Architecture Inc.

Eric Bjornson	President	Sundial Building Performance Inc.
Keshab Thapa	Natural Resources Management and Food Security student	University of Manitoba
Jay Cowan	Director of Special Projects	Anokiiwin
George Kurowski	Instructor	Red River College
Allan Little Sr.	Vice Chief/Education Councilor	Garden Hill First Nation
Shailesh Shukla	Associate Professor and Graduate Program Chair in Indigenous Studies	University of Winnipeg
Pepper Pritty	Public Health Practice Consultant	Manitoba Health
Donna Martin	Director of Research, Nursing	University of Manitoba
Mark Hoddenbaugh	Vice-President, Strategic Development	Red River College
Bill Rutherford	Corporate Solutions Manager	Red River College
Vanessa May	Policy Analyst	Apprenticeship Manitoba
Patricia Harms	Latin Americas Historian and Assistant Professor, Gender and Women's Studies	Brandon University
Wilder Robles	Assistant Professor in Rural Development	Brandon University
Camille Callison	Indigenous Services Librarian	University of Manitoba
Kaylee Michnik	Graduate Student	University of Manitoba
Melanie O'Gorman	Associate Professor, Department of Economics	University of Winnipeg
Natalie Thiessen	Graphic Designer	Self-Employed

Cheryl Lavallee	Senior Manager	Apprenticeship Manitoba
Nedra Andersen	Director of Operations	Anokiiwin
Poonam Singh	Instructor, Horticultural Production and Sustainable Food Systems	Assiniboine Community College
Laurel Gardiner	Consultant	Indigenous Development Support Services
April McDougall	Post-Secondary Education Program Manager	Wasagamack First Nation
Miroslava Kavgic	Assistant Professor, Civil Engineering	University of Manitoba
Percy Harper	Director of Education	Wasagamack Education Authority
Shirley Thompson	Associate Professor, Natural Resources Institute	University of Manitoba
Judy Klassen	Member of the Legislative Assembly of Manitoba for Kewatinook	Provincial Government
Emma Harper	Teacher	Wasagamack Education Authority
Victor Harper	Elder	Wasagamack First Nation

**Missing from group photo:**

Robert Falcon-Ouelette	Member of Canadian Parliament	Federal Government
Lawrence Wood	Post-Secondary Coordinator	Wasagamack Education Authority
Elsie Monias	Director for Employment & Training	Garden Hill First Nation

Cathy Monias	Director of Education	Garden Hill Education Authority
Lionel Flett	Housing & Employment and Training Councilor	Garden Hill First Nation
Merdo McKay	Acting Housing Director/ Apprenticeship Trainer	Garden Hill First Nation
Byron Beardy	Food Security Coordinator	Four Arrows Regional Health Authority
Rodney Contois	Director of Foods Development	Aki Energy
Eva Goulet	Masters student, Rural Development	Brandon University
Tawfiq MD. Hasan	Graduate Student	University of Manitoba
A. M. Rezwanul Hoque	Graduate Student	University of Manitoba

**Regrets:**

Anita Olsen Harper, Dennis Ballard, Ernie Harper, Frank Deer, Ivan Harper, Jack Quarter, Jennifer Wood, Lancelot Coar, Marleny Bonnycastle, Mohammad Rony, Myrle Ballard, Priscilla Settee, Rebecca Schiff, Serena Petrella, Sharon Mason, Shaun Loney, Shauna Mallory-Hill, Sheila North Wilson, Shokry Rashwan, Stan Gardner, and Uche Nwankwo.

# Summary of Presentations

## **Robert Falcon-Ouellette, Member of Canadian Parliament**

Robert Falcon-Ouelette spoke about his support for the partnership as a means to promote Indigenous education in Manitoba. He reflected on his experience as the former Director of Aboriginal Focus Programs at the University of Manitoba. He described how institutions typically are in conflict with one another as they compete for opportunities to collaborate with First Nations. Honourable Robert Falcon-Ouelette shared his enthusiasm for the Partnership Grant and predicted that success of the project will be because the institutions in Manitoba are collaborating instead of challenging each other. He acknowledged the difficulty in creating and maintaining these relations and shared a teaching he received from an Elder that described how, “It’s very easy to destroy something, but it takes a lifetime to build something.” This teaching reminds us that we need to be vigilant and patient, and work respectfully with one another.

## **Judy Klassen, Member of the Legislative Assembly of Manitoba for Kewatinook**

Honourable Judy Klassen knows firsthand about the health crises that remote First Nations suffer from due to poor housing. She also knows that funding is scarce, so she’s glad to see people coming together to put money in the collective pot for this housing initiative. She stressed that the different learning styles of First Nations people must be acknowledged, because there are lower success rates when students are brought into colonial education systems that don’t match how they are raised. For example, traditional knowledge teaches that there are six seasons, however Western Canada only recognizes four. This failure results in an education system that doesn’t support the need for children to be on the trap lines, learning and contributing to sustainable living, nor will it allow hunting to be taught in schools. She demonstrated the need for First Nations owned and operated enterprises where money that comes into the community, stays in the community. This need was substantiated when she shared the statistic that 94 cents of every dollar that goes into a First Nation will leave that community and support external business and companies. She supports this Partnership Grant and the initiatives that will result because she believes this will help build a viable economy that keeps money moving in a circle within the Nations.

## **Project description: The vision for the partnership – Shirley Thompson**

(Click [here](#) to view the slides used for this presentation)

Shirley Thompson expressed her gratitude for all the partners that helped to realize this \$2.5 million dollar grant through the proposal and letter of intent stages with monthly meetings and workshops in the Island Lake communities. She explained how Island Lake is well known for its health crisis, which is preventable and recent due largely to the lack of healthy housing and food. Applied projects-based adult education delivered in First Nations can address the lack of infrastructure and other critical needs that address root causes of overcrowding, unemployment, food insecurity and poor health outcomes. This 6-year talent grant will provide post-secondary educational opportunities for 150 to 250 students from Wasagamack and Garden Hill First Nations by offering programming and funding to local students taking community-led, entry level, sustainable housing certificates and other projects-based programming.

SSHRC funds research but not education, so this will provide research stipends to students enrolled in programs. The allocation of the funding is designed so that >85% stays in Island Lake and 75% goes to Island Lake students. First Nation's peoples, universities, colleges, social enterprises, Apprenticeship Manitoba, architects and other building designers will be contributing and working together over the next six years and working toward achieving the solid commitments that were made in the proposal. This unique, innovative, collaborative and community-focused approach is the first of its kind and is anticipated to result in great possibilities that lead us towards reconciliation.

## **Percy Harper, Director of Education, Wasagamack Education Authority**

Percy Harper talked about the difficulties Wasagamack First Nation has in offering post-secondary education locally. Barriers include the remoteness of the community, problems with acquiring adequate funding and the struggles that students have when they leave the community. He emphasized the importance of community-based programs. He sees people interested in becoming teachers, and he knows people are skilled in carpentry, electricity, and plumbing. It's just a matter of inviting them to be trainers. Additionally, local educators use the culture and language of the community, which not only helps students by matching the way they were educated growing up, but preserves a language that is in danger of being lost. He shared a teaching he received from an Elder, "Our language is not dying. It's just merely sleeping." This

highlighted the need to ensure that we make space for programs that incorporate and preserve the language.

**Lawrence Wood, Post-Secondary Coordinator, Wasagamack Education Authority**

Lawrence Wood spoke about his work looking after sponsored post-secondary students and helping them with the issues they face when they come to Winnipeg for school. Wasagamack students come to Winnipeg unprepared for a completely new way of life, and it's difficult for them to cope with the culture shock and separation from their community, on top of keeping up with their studies. He said they are working with Red River College to see what kind of programs are suitable for the community so that students have the option of staying home. Funding is always limited so if they do offer a course, they need to cut back on who they send to Winnipeg to take other forms of education. But local programs have an 80% graduation rate, as opposed to 40% when students leave the community so the expectation for success is greater to focus on locally offered post-secondary programs.

**Elsie Monias, Director Employment and Training, Garden Hill First Nation**

Elsie Monias spoke about her work with Garden Hill, providing community-based training and helping the youth who are seeking guidance every day regarding education and employment. She has four members in her team who wear many hats in their office. What she's learned in her community is that you should never ask what people can do for you, only what we can do together to make the community better and stronger as a nation. If you sit and wait for someone to do things for you, it will never happen—you have to go out there.

**Cathy Monias, Director of Education, Garden Hill Education Authority**

Cathy Monias described how this project is like throwing a pebble in the ocean, with great possibilities to create a wave for change. She spoke about her excitement when she first heard the vision for the project. Even though the population in Garden Hill First Nation has grown exponentially, there have not been any houses built in the community for several years. Indigenous Affairs has taken over their autonomy to financially govern themselves, and instead gives their money to a third party to be managed, resulting in very little input and control over decisions. They are working hard to change this and manage themselves. They face many

struggles in terms of access to basic resources. Garden Hill has two schools in its community of 6000 people. Groceries are often quadruple the price in Winnipeg. Houses are too small and in poor condition—and often when they try to make basic renovations, the tools and supplies aren't available due to the difficulty and expense transporting housing materials. It costs \$7000 to ship up a container. Community people face a lot of hardship, but this project is expected to address many of these issues and contribute greatly to their community.

### **Indigenous Food Sovereignty – Pepper Pritty, University of Manitoba**

Pepper Pritty shared her understanding of food security and food sovereignty. She explained how food security is broadly focused on people having access to food for health. For food sovereignty, she highlighted that it is driven by local culture and context and is grounded in 'a right to food' approach where communities determine their own food systems. It's important to create a food program that is holistic, inclusive of water and medicine teachings and considers safety, treaties and policies. She suggested that The Partners explore what food-related courses are currently being offered in their respective institutions to determine if there was curriculum already in place that could be incorporated into the Indigenous Food Program either as it is, or with modification. In closing she recommended exploring the possibilities of utilizing the Western Dean's Agreement (<http://wcdgs.ca/western-deans-agreement.html>) to create a joint Indigenous Food Program that would be truly collaborative.

### **Victor Harper, Wasagamack First Nation**

Victor Harper expressed that he appreciated The Partnership, but wanted to be sure that it is balanced by policy written in the land inherited from their ancestors. He stated that Indigenous people want to be included, and need to be seen as the professionals they are in their own land and history. The government in the past had abolished their ceremonies, and educational institutions have failed to integrate their ancestral teachings and land-based learning. He hopes to create curriculum for all schools about the six, rather than four, seasons and many other land aspects. It is important that their teachings, culture, sacred sites and governance be recognized at all levels. We must find the answer to reconciliation, so why not talk about building relationships and surviving by working together. Victor invited everyone to the Elder's Gathering in Wasagamack First Nation to be held in August 23-25, 2017 and asked the participants to listen and learn from their teachings.

**Mark Hoddenbaugh, Vice-President of Strategic Development at Red River College**

*(Click [here](#) to view the slides used for this presentation)*

Mark Hoddenbaugh delivered a presentation about Red River College's overarching goals in this project. They plan to help students become highly qualified professionals and lay a foundation for a career, no matter what they decide to do next. They will apply theoretical training to applied projects with apprenticeships and practicums. He highlighted the importance of addressing the needs and priorities of the community—the education, housing and food system policies that are barriers to *Mino Bimaadiziwin*. As he is aware of the key role Red River College plays in this partnership, he also looks forward to the support they will get from other partners in order to ensure that this project is successful.

**Michael Watson, Acting Dean, School of Construction and Engineering Technologies, Red River College**

*(Click [here](#) to view the slides used for this presentation)*

Michael Watson explained in his presentation Red River College's specific contributions to the project, which include facilitating train-the-trainer and student co-op opportunities. The overall goal of the larger partnership proposal is to train up to 150-250 northern First Nation undergraduate students participating in a post-secondary level certificate as identified in the project submission. The partnership will fund six-month co-operative opportunities for six students from Red River College to work and learn in northern communities. Local instructors from Garden Hill First Nation and Wasagamack First Nation will have the opportunity to receive their Certificate in Adult Education over a number of years, facilitated through Red River College. As a former apprenticeship instructor and trades educator, Watson believes that the vocational style of education is an ideal fit for this partnership. The hands-on approach of this project-based and community-oriented style of learning and knowledge-sharing focuses on student growth. Instructors often use storytelling to help students receive information and build understanding. He also stressed that instructors must build on what their students already know and encourage the sharing of that knowledge, as well as tailoring the education to the community's specific needs; for example, when learning renovation skills, an understanding of what local and sustainable materials are available and the proper installation techniques and how they are best used within the community.

**Eric Bjornson, President, Sundial Building Performance Inc.**

Eric Bjornson began his presentation explaining the work he does with Sundial Building Performance Inc. fixing houses and performing retrofitting renovations to mitigate excessive energy costs. Over the years they have seen reoccurring problems due to the way houses have been designed. With this background as experience, he wants to do as much as he can to help make better, more durable, more sustainable housing—especially for cold climates and remote locations. He learned a lot by visiting Garden Hill First Nation and Wasagamack First Nation last year when a group of Partners went up north to meet with the community. It's key that the maximum amount of labour and materials are sourced locally. He brought a wall truss prototype to the meeting to demonstrate that a double wall system can be built entirely with wood, which takes advantage of the abundance of timber in the region. This prototype is not patented; it's free for anyone to use and improve upon. They are focused on keeping costs low. A ten-month program at Assiniboine Community College beginning in September will revolve around a net zero house: a house that has very low energy usage by producing energy with solar panels while reducing the heating energy demand and hot water use. This ACC pilot may provide a model for the programs in Island Lake.

**Melanie O’Gorman, Associate Professor, Department of Economics at the University of Winnipeg**

Melanie O’Gorman talked about her research quantifying the benefits of giving funding to resolve the water crises in First Nations. She found that a lack of running water affects mental health as well as schooling—students are less likely to do well. She is working on developing a better water system that is more community-based. She also highlighted that she can contribute to the education component of the project with her expertise in economics to show both the social benefits but also the benefits of community-led colleges.

**Shailesh Shukla, Associate Professor and Graduate Program Chair in Indigenous Studies at the University of Winnipeg**

Shailesh Shukla spoke about his work with traditional food projects and food sovereignty. Language is very important when we talk about food. We must train students in how to listen. He agreed with Victor Harper’s directive to listen and learn from Elders. Shailesh shared a

cookbook that he and his students put together. The cookbook is made up of stories from Elders; his students travelled into Manitoba First Nations and listen to Elders share stories in their own language. He also spoke about a student group that is currently working with First Nations on developing an app for Indigenous recipes that can be shared.

**Wilder Robles, Assistant Professor, Rural Development, Brandon University**

*(Click [here](#) and [here](#) to view the slides used for this presentation)*

Wilder Robles delivered a presentation about his experiences working with Brazilian indigenous people. He learned that Indigenous people around the world face similar problems: poverty, oppressive governments, food sovereignty, housing issues, and the low success rate Indigenous students have when they leave the community to go to school. He appreciates that the partnership targets youth, and stressed that it's critical we promote gender inclusion.

**Patricia Harms, Assistant Professor, Gender & Women's Studies, Brandon University**

Patricia Harms spoke about her upbringing in Pauningassi First Nation. Her father worked at a non-profit trading post. At times, she was the only English-speaking child in her classes and was tasked with translating the language for the teacher. She's interested in how to create an education that fits for everyone, the different ways schooling can be located, and how gender plays a part in this. She is also a Latin American Historian. She stressed that questions around de-colonization and education are particularly important and that she hopes to develop a curriculum that reflects a de-colonized approach to post-secondary education, in collaboration with the community educators.

**Poonam Singh, Instructor, Horticultural Production and Sustainable Food Systems, Assiniboine Community College**

Poonam Singh talked about her background working in British Columbia (BC) in sustainable food production. Her role is unique for Assiniboine Community College in that she also has some of her position that is dedicated to research. She researches solutions to horticultural plant production issues for industry and also collects and identifies plants with elders out in the fields for creating a native food garden. She hopes to create a seed library by collecting the seeds of

plants and spreading them to Indigenous communities in and around Brandon. She recently got funding from NSERC and Agri Food Canada to work on some of her above stated, needs-based projects. Visits to the Wasagamack and Garden Hill communities in 2016 made her think about developing ideas for ensuring food production, such as building housing that extends into greenhouses and chicken coop or creating a hydroponic/soilless culture using woodchips and sawdust as a growing media and fish fertilizer as a plant nutrition source. She is continuing to try to different things and the ideas will evolve over time.

**Donna Martin, Research <sup>L</sup><sub>SEP</sub> Associate Professor <sup>L</sup><sub>SEP</sub> College of Nursing, Rady Faculty of Health Sciences**

Two-eyed seeing is described as, “To see from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together” (Barlett, Marshall, & Marshall, 2012, p. 335). By approaching research with Indigenous peoples using both viewpoints, a new way of seeing the world emerges (Barlett, Marshall & Marshall, 2012). There has been encouragement, knowledge sharing, and foresight from Elders, communities, academics, and funders to adopt community-based participatory methodologies, and two-eyed seeing in particular (Black & McBean, 2016; Hall et al, 2015; Martin, 2012; Vukic, Gregory, & Martin-Misener, 2012). Just as two-eyed seeing can reframe the nature of the questions we ask in the realm of Indigenous health research (Martin, 2012), it is also necessary to carry out the research to answer those questions; to view those answers through the two-eyed perspective; and to shape those policies to address the gaps which often arise from the conclusions within the two-eyed seeing philosophical framework (Black & McBean, 2016).

**Jay Cowan, Anokiiwin**

Anokiiwin's basic message is to thank the other partners in the Partnership for including Anokiiwin in the process. We see our role as listening and learning from others and offering for discussion what might be relevant insights from our experiences as an Aboriginal owned private sector trainer for over the past twenty years. During that time, we have learned much (and have much more to learn) from our clients on how to develop workable partnership learning experiences that respect and respond to the geographic, cultural and learning styles of the learners and organizations we worked with.

We felt the Elder's comments about the Partnership's members seeing themselves as guests and learners when working with First Nation, Metis and Inuit groups and individuals on their lands and in other circumstances involving their participation were crucial. Those comments reflect our own approach of not presenting ourselves as “experts”, but instead as seeing ourselves as facilitators collaboratively seeking the "answers that are in the room" in order to encourage learning through knowledge seeking and sharing activities and discussions guided by all the partners in the learning process.

We also believe that the First Nation, Metis and Inuit training, employment and educational entities in the Partnership should look at ways to generate revenues from their activities that can sustain community-based learning and allow them to broaden their reach over time. Far too often, outside trainers and educators, including Anokiiwin, bring needed programs to the communities, but at the same time we take most of the monies needed to run those programs out of the community through tuition, professional, equipment, program development and other fees. We all need to find better ways to enable community entities and individuals to "design, develop and deliver" their own training and educational programs and activities in order to prevent some of that money from leaving the community. In that way, local organizations can "profit" from and build their own sustainable, community owned and operated institutions, facilities, programs and activities. Towards that end, there are many innovative and progressive private sector, social enterprise and cooperative business models that can be aligned with cultural values and community realities.

Finally, we want to share our perception that almost everything the Partnership is contemplating has been done before in one manner or another. In our minds, the power of the Partnership lies in being able to collaboratively consolidate and analyze those experiences, learn together from them and turn those learnings as a group into on-the-ground realities without needing to reinvent the wheel in every case.

**Dr. Frank Deer, Acting Director of Indigenous Initiatives and Achievement,  
Assistant Professor, University of Manitoba** (video, July 12, 2017)

In the spirit of reconciliation, the University of Manitoba has committed to making Indigenous Achievement a central focus of their priority setting and have dedicated a pillar to these efforts in their strategic plan. They recognize that Indigenous student support and academic success

and outreach are essential for building an inclusive community experience. With the anticipation of a new incoming Vice-Provost for Indigenous Engagement in September, the University is hopeful and enthusiastic in supporting this Partnership Grant. Community capacity building has been identified as an important element and as such, they continue to build connections with communities and support Indigenous research in addition to enhancing the overall student experience at the university. As a faculty member in the Faculty of Education, Dr. Deer is committed to working with communities, Elders and school representatives in order to improve the educational outcomes and the sustainability of initiatives in Indigenous communities. He is pleased to see that this work is being done under the leadership of Shirley Thompson and is interested in being a part of other important events such as this partnership that are happening at the University of Manitoba.

**Importance of Housing, Health and Education for Community Capacity Building – Marleny M. Bonnycastle, Assistant Professor, Faculty of Social Work, University of Manitoba** (video, July 12, 2017)

Our project includes the development of research on housing in an inclusive and comprehensive approach in which community will have their voices on housing issues and how working on housing will help them to address other social issues. Dr. Marleny Bonnycastle asserts, “Working on housing is a process as well as an instrumental approach to generate a larger process where systemic problems are addressed. Housing is a basic cause of many other issues in education, health, and well-being—tuberculosis, HIV, respiratory diseases, relationships and domestic violence. How can we build houses but also educate people and increase accessibility to different kinds of education?”

**Shauna Mallory-Hill, Ph. D, Assistant Professor, Department of Interior Design, University of Manitoba** (video, July 12, 2017)

Shauna Mallory-Hill hopes to create training opportunities for local youth by working to make a sustainable education program that incorporates building maintenance, design and construction that can benefit for generations in the community. She is looking at the connection between the different green building strategies that are used to make the environments more sustainable. Mallory-Hill’s research is all about looking for ways that building design can make a positive impact on human cognition, health and wellness.

# Breakout Sessions

Five topics were written onto large sheets of paper, and the room was split into groups to discuss these topics and take notes that one member from each group would then present to the rest of the room. These are the results of the breakout sessions, summarized below.

## **Communication, Social/Health Research and Policy (presented by Tawfiq MD. Hasan)**

The group highlighted the importance of involving Elders, Educational Director, Employment Training and housing manager with the research and education team and youth communicating to each other throughout. The research focus has to be determined by the community. Clearly, housing issues are important to the community, which related to mental and physical health (e.g., respiratory health, complex health needs such as dialysis), family processes and academic achievements. “Hidden homelessness and its impact on well-being” is considered in a housing survey that asked about how many suicides had the household experienced as one indicator of housing’s impact on health. Students miss school due to illnesses caused by bad housing, which this healthy reasons like following culture and tradition to be on the trap lines at certain times, which this education programming should adapt to and incorporate traditional breaks.

## **Food Education (presented by Pepper Pritty)**

This group talked about the importance of the content of food curriculum that would incorporate their traditional practices, such as hunting, food preparation, preservation, ceremony, plant harvest, seed saving, etc. It’s also important to incorporate food policy (treaties, provincial policies, municipal by-laws), food safety, infant nutrition, health promotion, water, and program coordination. The group found many applicable food education courses offered by institutions in Manitoba that the indigenous food programming could build on, namely: The University of Manitoba - Permaculture, Sustainable livelihoods course, Environmental Justice and the Meechim food project; Assiniboine Community College - Horticulture Production and Sustainable Food Systems; The University of Manitoba - Indigenous Food Systems and Oral History Documentation; Red River College - Landscape Horticulture and the Indigenous

Culinary Program; University of Winnipeg - Food in Society, Botany, and Food Security to Food Sovereignty.

### **Food research (presented by Shailesh Shukla)**

This group spoke about the importance of researching community gardens, community nutrition programs, passive solar-hydroponic, and integrating traditional food knowledge into the school system. There is research on the economic potential of traditional foods (the 19 different berries) and traditional seed banks. Integrating youth and women into food production and considering how to address poverty, inequality and food insecurity were considered key.

### **Housing design, monitoring and education (presented by Ethem Tar)**

The group detailed the faults of the current housing: cheap materials, leaks, deteriorated building envelopes, siding damage, lack of maintenance for HVAC systems, lack of space, and lack of sanitary places. The great need in remote communities requires that 300 to 400 houses be built, but only 10 to 15 are built per year and none have been built since 2006. There are locally available materials and the group had discussed timber versus graded lumber, and multipoint foundation versus wood foundation. It is possible for interior walls and trims to be manufactured locally, and for the nearby communities to exchange trades and materials.

### **Housing Education - Recruitment, retention of students and trainers (presented by Cheryl Lavallee)**

The group discussed what actions must be taken in order for more students and trainers to be successful. The importance of support systems for students and trainers must be acknowledged—school, family, health; a nutrition program should be embedded in the programming. A well-articulated selection process should be used, with tutors and trainers selected from the community to deliver programs based on their community's needs and ideals. Some form of credential or recognition should provide a ladder to success. Individualized learning plans should be developed that align with the student's needs and their program's criteria by allowing for various entry points in time. Some opportunities exist within high schools to develop necessary skills for construction and other programming. Recognition of prior learning is key. As well, the program should value and incorporate traditional knowledge.

# Hope for the Project

Participants were asked to write their area of research and/or hope for the project onto sticky notes. Below are the paraphrased notes from each participant:

“Capacity building: creating a curriculum development model for training Indigenous communities to preserve their own knowledge.”

“Knowledge mobilization: preserving the knowledge from this SSHRC grant and also making it accessible for other Indigenous communities to use.”

- **Camille Callison**

“My greatest hope is that this project builds relationships. I am also very hopeful that I can help create and deliver new educational models and find creative ways to deliver post-secondary education.”

- **Patricia Harms**

“Providing a model of community-based education that can serve as a model for other Indigenous and rural communities. A self-containing ecosystem based on regional materials that will be a major contributor to solving the housing crises.”

- **Mark Hoddenbaugh**

“Our people to retain first language...for language is identity. First people’s teachings, not visitor’s teachings.”

- **Byron Beardy**

“Hope for the project: Revitalization of Indigenous food systems; Indigenous knowledge systems recognized and weaved into formal education; students are trained both in Indigenous ways of knowing and formal education.”

- **Shailesh Shukla**

“I believe First Nations communities are in the midst of a major social crisis that threatens their existence. I hope to shed a ray of light into the problems and help with finding sustainable solutions in order to bring balance to their lives.”

- **Ethem Tar**

“To provide the community with quality education, a Training Centre, and a solid foundation of education and housing.”

- **Elsie Monias**

“Waves of change for our First Nations.”

- **Cathy Monias**

“Research and implement the best possible housing structures for a northern community. The ideal structures are complete with sustainable heating and ventilation solutions, and integrated with an energy source that will help to support food sovereignty issues.”

- **George Kurowski**

“Transition support for students that is culturally relevant, i.e. language support, urban community-based projects such as co-op housing. Research on culturally appropriate housing.”

- **Brian Saulnier**

“Research to find out how many students and parents in the community are fluent in their language. I hope to have a really good language program for all students K-12 in my community, and that this will be used as a credit course.”

- **Emma Harper**

“To build training capacity within communities.”

- **Michael Watson**

“I hope to listen carefully, work collaboratively and create results quickly.”

- **Bill Rutherford**

“Discover opportunities to help tradespeople gain training to meet their career goals and support their home communities.”

- **Vanessa May**

“That people in the future look to the communities of Island Lake not for examples of poor housing and living conditions, but rather to see a thriving community with high quality healthy homes that were designed and built in large part by the people of the community.”

- **Eric Bjornson**

“Hope in hope: addressing housing concerns with the development of sustainable, affordable, and healthy housing for remote First Nations communities. Transfer skills and knowledge to First Nations youth. Investigate the use of local construction materials and low-tech technologies for the buildings and homes in remote areas.” Research in building energy efficiency, renewable energy, innovative building materials, indoor air quality (IAQ) and thermal comfort.

- **Miroslava Kavgic**

“Align Apprenticeship training with community infrastructure projects. Enhance capacity for Apprenticeship training through acknowledgment of existing skills and knowledge. For growing instructor pool to address sustainability, future opportunities and growth.”

- **Cheryl Lavallee**

“To support students in achieving their academic goals by understanding and addressing the challenges and barriers that impede success.”

- **Lawrence Wood**

“This partnership has the potential to positively transform these communities. I want the youth to be able to see the path to their dreams.”

- **Rodney Contois**

“My area of research is in Indigenous Sustainable Farming and Indigenous Sustainable Housing at Brandon University.”

- **Wilder Robles**

“My hope for project is to learn from the community and work collaboratively with them to resolve the food production-related issues that increase local food insecurity. My area of research is Sustainable Food Production Technologies.”

- **Poonam Singh**

“Research funding services for housing, construction and training on the reserve.”

- **Merdo McKay**

“Health equity and social justice.”

- **Donna Martin**

“For our people to be given the tools of empowerment thus self-determination, permanently.”

**- Judy Klassen**

“My hope is for more locally-based economic development and for improvements in the water system and in sanitation.”

**- Melanie O’Gorman**

“My hope for education in this project is that partnership takes full use of laddering programs, and employs community-based, asset-based community development. Local product is key: local food production, local building material, local value-added manufacturing.”

**- Laurel Gardiner**

“My area of research is in Rural Development with a focus on community-based research in northern Manitoba First Nations.”

**- Eva Goulet**

My hope for this program is reconciliation—that strong relationships will be built between Indigenous and non-Indigenous people and between education institutions so that policies and programs can be created that support the advancement of our nations. My area of research is traditional land systems (food, water and medicine) and housing equity.

**- Pepper Pritty**

“Applied projects-based adult postsecondary 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 First Nations. 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.”

**- Shirley Thompson**

# 25 gets the top 5

Pepper Pritty led a prioritizing exercise where everyone was asked to write on an index card the best idea they heard that day. Everyone switched cards five times and ranked each idea between 1-5 on the back of the card (5 being best idea). From that exercise, the top ranked ideas were:

1. Work together and with the other communities within Island Lake region to share resources, supplies, manpower and technicians.
2. Create community leaders in food education/nutrition and traditional food skills.
3. Fair balance of input into and control over project design, development and delivery with mutual respect for the knowledge, wisdom and skills of both Indigenous and institutional capacities.
4. Involve the Indigenous peoples of the area, specifically the youth and the elders, if they're not on board it will fail.
5. Find/create local industries and sourcing building materials locally. This will create a backbone for sustainable communities. Food industry, constructions industry, and associated education industries.

# Conclusion

This meeting demonstrated the tremendous potential of working together as a partnership of First Nations, the many universities and colleges in Manitoba, social enterprises and governments. The idea of applied research on post-secondary education in housing and food served as a lightning rod to strategically discuss addressing community development priorities of building healthy houses, food security and capacity. We learned from First Nation community members about the hardships experienced due to so many community people being deprived of adequate healthy housing and healthy food. The First Nation community members also talked about different Indigenous approaches to capacity-building through education and community development, some of which are already occurring on a small scale through housing and food projects developed through their employment and training departments.

With a strong partnership, there was much hope to build capacity and leadership that could take these small-scale projects to a larger and sustainable scale and provide the participants with accreditation. The workshop prioritized sourcing building materials and food locally to create an economic backbone to ensure the sustainability of their communities and build capacity. Apprenticeships are considered a key part of using local expertise and resources to build capacity, with promising partnerships unfolding at meetings organized by Dr. Hoddenbaugh with Apprenticeship branch, RRC, U of M and communities, as well as current practice of apprenticeships through employment and training in communities.

Clearly, a lot of meaningful work is required to realize this dream of a community-led education program and to design sustainable housing and food sovereignty. However, this workshop provided some focus and established work groups to take these ventures forward. Five working groups were established and began deliberations at the meeting, namely: 1) a housing design group, 2) housing education: student and teacher recruitment and retention committee 3) a food education group; 4) a food research group, 5) and communication, social/health issues and policy group. The meeting had the groups consider their priorities, issues and leadership. The workshop prioritized mutual respect for the knowledge, wisdom and skills of both Indigenous and institutional capacities. To ensure this partnership will be community-led, both Wasagamack and Garden Hill First Nations have established committees that included all the key people (an elder, director of employment training, director of education, education

councilor, housing manager and other education authority representatives) and assigned a lead and an alternative lead committee member, to play key leadership roles at monthly steering committee meetings.

This partnership grant is categorized as a talent grant for post-secondary research training. These students will include local students, RRC students, master students and doctoral students. However, the vast majority of student funding (75%) will go to local Island Lake students studying design as well as their own education process in building skills and knowledge with a total of 85% of the project budget expended in this community for building capacity on house building and food sovereignty. Similarly, the workshop prioritized using local manpower as well as using other local resources. However, it was noted that the academic funding body, the Social Sciences and Humanities Research Council (SSHRC), has requested we hire a partnership coordinator and more doctoral students, which will require some revising of the budget by the steering committee.

# Appendix

## Remaining ideas top ideas from the Top Ideas Exercise

6. “Interdisciplinary research on traditional foods, like the 18 berries.”
7. “Sustainable housing using local materials.”
8. “Prior learning recognition. Find and certify individuals.”
9. “Having each community specialize in one or more things i.e. cabinets, milling, etc. and then have the communities trade. Create an economy of scale.”
10. “Best idea: involve the youth.”
11. “Incorporating traditional indigenous knowledge and practices in food production and schools.”
12. “The willingness of all the partners to come to the table and address the need for this project.”
13. “Create a comprehensive food curriculum that takes the best courses from multiple institutions to make one great program.”
14. “Best idea today, spoken by Laurel Gardiner and Poonam Singh: a soil-making process from wood chips that are bored and charred, blended with fish waster fertilizers with Laurel Gardiner adding a formula based on 3/4 wood sawdust, 1/4 fish guts—augured in a culvert for bear nuisance proofing.”
15. “Connecting Elder, experts and youth for sustainable community development.”
16. “To get the youth involved.”
17. “Actionable idea: choose a single building material that can be sourced and processed locally and develop a plan to make it happen—then execute the plan. Start simple; choose something like baseboards, for example.”
18. “Develop an assessment process that ladders to customized upgrading opportunities to ensure that students are prepared for the program.”
19. “Identify tangible housing needs and design.”

## Breakout Sessions: Photos

### Social research and outcomes

- Consultation with Elders. (all the way through)
- what factors are relevant to the community?
- invite youth to be involved
- "where do you see yourself in 5 years?"

hidden homelessness  
its impact on wellbeing

housing survey dev. by Judy Klassen

- housing issues ; mental health
- " ; respiratory health
- " ; family processes
- " ; complex health needs (e.g. hosp, dialysis)

housing issues & impact on academic achievements.

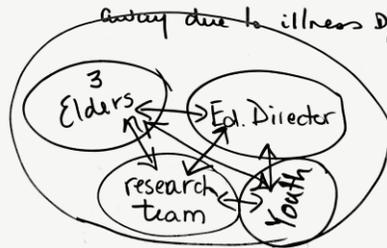
\* policies re: funding & attendance in school

NOMINAL ~~ROLL~~ ROLL

away on trap line

away due to illness D/T housing problem

\$1.8 mill due to attendance in St. T Point



### Food education

What is happening where?

- |   |  |   |
|---|--|---|
| <p><b>U of M</b></p> <ul style="list-style-type: none"> <li>permaculture course</li> <li>environmental justice</li> <li>Witcham Food project</li> </ul> | <p><b>ASS</b></p> <ul style="list-style-type: none"> <li>horticulture production 1-yr certificate</li> <li>sustainable food systems post grad -1yr certificate</li> </ul>  | <p><b>U of W</b></p> <ul style="list-style-type: none"> <li>Indigenous Food Systems course</li> <li>- Fringing U/W student community</li> </ul> |
| <p><b>RBC</b></p> <ul style="list-style-type: none"> <li>landscape horti culture diploma</li> <li>Ind. Culinary program</li> </ul>                      | <p><b>Brandon U</b></p> <ul style="list-style-type: none"> <li>master level - food in society</li> <li>botany</li> <li>Food security to Food Sovereignty - graduate</li> <li>plans to Indigenous farming course</li> </ul> | <p><b>UW</b></p> <ul style="list-style-type: none"> <li>certificate course on oral history documentation</li> </ul>                             |
- Content**
- food production
  - plants/medicine/animal identification
  - traditional uses/practices
  - Culinary course - per seivation, hunting, trapping, fishing - hunter safety.
  - Animal Harvest - sustain - ceremony - prepare - skinning, gutting, smoking
  - Plant Harvest - seed saving
  - Food safety - food handlers course
  - Infant nutrition / breast feeding
  - Food Policy - Treaties, provincial policies, municipal by-laws
  - Health Promotion - teaching, workshop.
  - Program coordination - how to put together programs
  - Nutrition of Traditional Food.

### Food Research

- 1) GROWING MEDIA
- 2) COMMONITY GARDEN RESEARCH
- 3) TRADITIONAL PRACTICES / KNOWLEDGE
- 4) HEALTHY FOODS - DIPLOMES
- 5) TRADITIONAL INDI. STAPLES (FOODS)
- 6) COMMUNITY NUTRITION PROGRAMS EVALUATION.
- 7) PASSIVE SOLAR - HYDROPONIC
- 8) SEED BANKS (TRADITIONAL)
- 9) ECONOMIC POTENTIAL OF TRADITIONAL FOODS (19 DIFF BERRIES)
- 10) RESEARCH ON INTEGRATING TRADITIONAL FOOD KNOW. INTO THE SCHOOL SYSTEM.
- 11) HOW TO INTEGRATE YOUTH, CHILDREN AND WOMEN INTO FOOD PRODUCTION.
- 12) POVERTY - INEQUALITY AND FOOD INSECURITY.

## Recruitment, Retention and Success of students + trainers (local + ?)

- Value proposition
  - quality
  - employment
  - self development
  - belief in community
  - open doors to other opportunity
- empowerment
- learn to earn / learn to learn
- Characteristics of learner + trainer
- Qualifications of trainers (pre) → trades people, journeymen, seniors
- Recognition of Prior Learning
- Portfolio development to identify value of traditional learning / teaching (igniting the power within)
- Support Systems - school / family / health
- Some form of credential / recognition that can be built upon
- address upskilling as required including essential skills
  - individualized learning plan aligned with learner needs + program criteria
  - Various entry points in time
- competency based focus

## RRST #2

- Utilize opps within HSchools
- Not just about "building" - ripple effect of other occupations needed to support / sustain (Business model)
  - finance • admin. project management
- Component of "community" understanding (benefits)
- Well articulated selection process (fair / transparent) with balance + equity across the ages
- tutors from community
- Nutrition program embedded
- Employability skills / Life skills
- ES for transferrability
- local trainers with cultural competencies
- designed / developed / delivered based on community needs / ideals
- Best practices existing

## 1. Housing / Education

2. Recruitment, Retention and Success of students and trainers
3. ~~Housing~~ Building design and monitoring
4. Food Education
5. Food Research
6. Social research and outcomes
7. Knowledge Transfer + Mobilization + Archival work.

# Meeting Minutes

**Meeting Date:**

July 12, 2017

**Meeting Day:**

Wednesday

**Meeting Location:**

Victoria Inn, Carlton Room

**Meeting Called By:**

Shirley Thompson, Principal Investigator of The Partnership

Pepper Pritty, University of Manitoba

**Meeting Purpose:**

Inaugural meeting of the Partnership to discuss hopes and goals for the project.

**Written and Video Recorders:**

Natalie Thiessen, Graphic Designer

Keshab Thapa, University of Manitoba

Rezwanul Hoque, University of Manitoba

Kaylee Michnik, University of Manitoba

Tawfiq Hasan, University of Manitoba

<b>Agenda Topics</b>	
<b>Topics and Discussion Points</b>	<b>Presenter</b>
Opening speech welcoming all attendees	Shirley Thompson, Principal Investigator of The Partnership and Pepper Pritty, University of Manitoba
Elder’s Prayer	Emma Harper, teacher, Wasagamack Education Authority and Victor Harper, Elder, Wasagamack First Nation
Participants were asked to write their area of research or hope for the project onto sticky notes. Examples included:  Judy Klassen: “For our people to be given the tools of empowerment thus self-determination, permanently.”  Melanie O’Gorman: “My hope is for more	Facilitated by: Shirley Thompson, Principal Investigator of The Partnership and Pepper Pritty, University of Manitoba

<p>locally-based economic development and for improvements in the water system and in sanitation.”</p> <p>Lawrence Wood: “To support students in achieving their academic goals by understanding and addressing the challenges and barriers that impede success.”</p>	
<p>Promoting Indigenous education in Manitoba through the partnership and building collaborations between First Nations and numerous educational institutions to maximize success</p>	<p>Robert Falcon-Ouelette, Member of Canadian Parliament</p>
<p>Building a viable economy within First Nations that keeps money moving in a circle and the importance of incorporating traditional teachings and learning style of First Nations people into educational systems</p>	<p>Judy Klassen, Member of the Legislative Assembly of Manitoba for Kewatinook</p>
<p>The vision for the partnership as a 6-year talent grant from SSHRC that will fund 150 to 250 students from Wasagamack First Nation and Garden Hill First Nation that are taking community-led entry level sustainable housing certificates and other projects-based programming. This partnership will keep &gt;85% of funding stays in Island Lake with 75% to Island Lake students</p>	<p>Shirley Thompson, Principal Investigator of The Partnership</p>
<p>Barriers to post-secondary education for Wasagamack students: remoteness of community, inadequate funding, difficulties leaving community for school and ensuring preservation their language which is in danger</p>	<p>Percy Harper, Director of Education, Wasagamack Education Authority</p>

of being lost	
<p>Post-secondary students moving from Wasagamack to Winnipeg struggle with culture shock and separation from community however, local programs have 80% graduation rate, versus 40% when students leave community. There is a need and desire to work with Red River College (RRC) to see what locally offered programs would be possible.</p>	<p>Lawrence Wood, Post-Secondary Coordinator, Wasagamack Education Authority</p>
<p>Garden Hill First Nation Education Authority provides community-based training, guidance for youth seeking employment and training and translation services for all people communicating with the government. Priorities identified include keeping language alive and struggles to keep language alive and working together to make a better and stronger nation.</p>	<p>Elsie Monias, Director Employment &amp; Training, Garden Hill First Nation</p>
<p>The project is throwing a pebble in the ocean, creating a wave for change. Indian Affairs has them financially governed by a third party which is why there have been no new houses built in the nation for years; they are working to change this and manage themselves. There is a lack of access to basic resources in Garden Hill First Nation: 2 schools for 6000 people, groceries at high prices, houses in poor condition, renovation supplies unavailable due to shipping expense.</p>	<p>Cathy Monias, Director of Education, Garden Hill Education Authority</p>
<p>Introduction roundtable and describe research and/or hope for project</p>	<p>All attendees</p>

<p>Food security broadly focuses on food access for health while food sovereignty is driven by local culture and grounded in a “right to food” approach where communities determine their own food systems. Recommendations for creating a truly collaborative joint Indigenous Food Program: include water and medicine teachings, consider safety, teach the treaties and policies for First Nations people, determine if there is pre-existing food-related curriculum at The Partner’s respective institutions that could be incorporated, and utilize the Western Dean’s Agreement (<a href="http://wcdgs.ca/western-deans-agreement.html">http://wcdgs.ca/western-deans-agreement.html</a>)</p>	<p>Pepper Pritty, University of Manitoba</p>
<p>Introductions continued</p>	<p>All attendees</p>
<p>Government abolished their ceremonies and educational institutions and have failed to integrate ancestral teachings, such as the 6 seasons. A step towards reconciliation is that The Partnership must be balanced by policy, written in land inherited from ancestors.</p>	<p>Victor Harper, Wasagamack First Nation</p>
<p>RRC plans to help students become highly qualified professionals using apprenticeships and practicums. Priorities of community must be addressed: education, housing and food system policies that are barriers to Mino Bimaadiziwin</p>	<p>Mark Hoddenbaugh, Vice-President, Strategic Development, Red River College</p>
<p>RRC’s specific contributions to the project include facilitating train-the-trainer and student co-op opportunities with the overall goal to train 150-250 northern First Nation undergraduate</p>	<p>Michael Watson, Acting Dean, School of Construction and Engineering Technologies, Red River College</p>

<p>students participating in a post-secondary level certificate. The Partnership will fund 6-month co-operative opportunities for 6 students from RRC to work and learn in northern communities. The program aims to utilize local instructors from Island Lake that can work with RRC to receive their Certificate in Adult Education. Education will be tailored to community needs (local and sustainable materials, best installation methods)</p>	
<p>Sundial Building Performance Inc. mitigates excessive energy costs by fixing common problems in housing design; this experience will be valuable in building more sustainable housing in Island Lakes using local labour and materials (demonstrated truss prototype). There is a 10-month program at Assiniboine Community College (ACC) starting September that will revolve around building a net zero house and may provide model for programs in Island Lake.</p>	<p>Eric Bjornson, President, Sundial Building Performance Inc.</p>
<p>Research found that lack of running water negatively affects mental health and schooling and O’Gorman is using an economic lens to develop more appropriate community-based water systems.</p>	<p>Melanie O’Gorman, Associate Professor, Department of Economics, University of Winnipeg</p>
<p>Traditional food projects and food sovereignty; research must involve community participation such as a recent U of W project that created shared cookbook made by students who listened to Elder stories and currently are working on an Indigenous recipes app</p>	<p>Shailesh Shukla, Associate Professor and Graduate Program Chair in Indigenous Studies, University of Winnipeg</p>

<p>Common issues from an international perspective; Brazilian Indigenous face similar problems such as poverty, oppressive governments, food sovereignty, housing issues, low success rate when students leave the community for school</p>	<p>Wilder Robles, Assistant Professor, Rural Development, Brandon University</p>
<p>Curriculum that reflects a de-colonized approach to post-secondary education in collaboration with community educators that fits everyone using different ways schooling and that considers gender differences.</p>	<p>Patricia Harms, Assistant Professor, Gender and Women’s Studies, Brandon University</p>
<p>ACC on research projects that range from: solving horticultural plant production issues for industry such as developing a customized integrated pest management program for plant nurseries, to identifying plants with Elders out in the fields for creating a native food garden, Currently working on hydroponic/soilless culture using woodchips and sawdust as a growing media and fish fertilizer as a plant nutrition source and hopes to create seed library</p>	<p>Poonam Singh, Instructor, Horticultural Production and Sustainable Food Systems, Assiniboine Community College</p>
<p>Breakout sessions: Social research and outcomes:</p> <ul style="list-style-type: none"> <li>• Elders, Educational Director, research team, youth communicating all the way through</li> <li>• Where do students see themselves in 5 years</li> <li>• Effect of housing issues on health, family processes, academic achievements</li> <li>• Reference to “Hidden homelessness and its impact on well-being”, housing survey developed by Judy Klassen</li> </ul>	<p>Tawfiq MD. Hasan, Graduate Student, University of Manitoba</p>

<p>Breakout sessions: Food education</p> <ul style="list-style-type: none"> <li>• Food education courses in Manitoba: U of M: Permaculture, Sustainable livelihoods course, Environmental Justice and the Meechim food project; ACC: Horticulture Production and Sustainable Food Systems; U of W: Indigenous Food Systems and Oral History Documentation; RRC: Landscape Horticulture and the Indigenous Culinary Program; Brandon U: Food in Society, Botany, and Food Security to Food Sovereignty</li> <li>• Important that food education incorporates traditional practices and food policy</li> </ul>	<p>Pepper Pritty, University of Manitoba</p>
<p>Breakout sessions: Food Research</p> <ul style="list-style-type: none"> <li>• Importance of researching community gardens, community nutrition programs, passive solar-hydroponic</li> <li>• There is research on the economic potential of traditional foods</li> <li>• Important to integrate youth and women into food production and to address poverty, inequality and food insecurity</li> </ul>	<p>Shailesh Shukla, Associate Professor and Graduate Program Chair in Indigenous Studies, University of Winnipeg</p>
<p>Breakout sessions: Housing design and monitoring</p> <ul style="list-style-type: none"> <li>• Faults of current housing: cheap materials, leaks, deteriorated building envelopes, siding damage, lack of maintenance for HVAC systems, lack of space, lack of sanitary places</li> <li>• Need 300-400 houses, only 10-15 built per year and none since 2006</li> <li>• Interior walls and trims could be</li> </ul>	<p>Ethem Tar, Architect, Dark Horse Architecture Inc.</p>

<p>manufactured locally with nearby communities exchanging trades and materials</p>	
<p>Breakout sessions: Housing Education - recruitment &amp; retention</p> <p>Importance of support system for students and trainers (school, family, health)</p> <ul style="list-style-type: none"> <li>• Embed nutrition in programming</li> <li>• Well-articulated selection process with tutors and trainers selected from community based on community needs</li> <li>• Credentials that can be built upon to provide ladder to success</li> <li>• Individualized learning plans allowing various entry points in time</li> <li>• Recognition of prior learning</li> <li>• Value and incorporate traditional knowledge</li> </ul>	<p>Cheryl Lavallee, Senior Manager, Apprenticeship Manitoba</p>
<p>25 gets the top 5: Everyone was asked to write on an index card the best idea they heard that day and then rank other people’s ideas by switching cards back and forth until each card had 5 rankings. A few highly ranked examples:</p> <p>“Working together with the other communities within Island Lake region (resources, supplies, manpower, technicians).”</p> <p>“Fair balance of input into and control over project design, development and delivery with mutual respect for the knowledge, wisdom and skills of both Aboriginal and institutional capacities.”</p> <p>“Involving Indigenous peoples of the area, specifically the youth and the elders. If they’re</p>	<p>Pepper Pritty, University of Manitoba</p>

not on board it will fail.”	
Elder’s Prayer	Emma Harper, teacher, Wasagamack Education Authority and Victor Harper, Elder, Wasagamack First Nation
Thank You and Adjournment	Shirley Thompson, Principal Investigator of The Partnership and Pepper Pritty, University of Manitoba