



## Partnership Grants Midterm Report

---

<b>File number:</b>	895-2017-1014 UM Ref#: 47354
<b>Host institution:</b>	University of Manitoba
<b>Project director:</b>	Shirley Thompson
<b>Project title:</b>	Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadizwin in First Nation Communities

The Midterm Report should provide an overall view of what the partnership has accomplished by the midpoint of the award, and provide sufficient information to allow the Midterm Review Committee to assess the progress of activities undertaken during this time. It is both a description of the activities and accomplishments to date, and a forward-looking document that confirms and updates the plan of activities designed to ensure the achievement of the stated goals and objectives of the partnership. It is expected that key members of the partnership will participate in the preparation of the report's contents and endorse it prior to submission.

**Instructions:** Provide information about your project for each of the seven evaluation criteria listed below. For each of the green text boxes below, provide the information requested while limiting your responses to 500 words. If you choose to include any charts, tables, graphics, diagrams, images, etc., include these at the end of the document as an appendix. In total, keep the appendices to a maximum of twenty pages. Do not enter text in the blue text boxes. The midterm review committee will assess your progress (i.e., exceeds expectations; meets expectations; may not meet expectations, clarification required; does not meet expectations) and provide feedback in the blue text boxes.

### Progress Summary

Provide a plain-language summary of the results of your project to date.

#### Project Response:

Student capacity building focused on alleviating the housing and food crisis in First Nation reserves. First Nation post-secondary students from two remote communities received stipends to attend a community-led two-year program, with 38 to graduate from homebuilding and/or logging in August 2020. However, all 57 Homebuilder students received certificates documenting skills and knowledge acquisition and most report positive outcomes.

## Project Response:

The Homebuilder students designed and built homes with local wood materials, as a culturally appropriate hands-on way of teaching Indigenous youth, learning from a team of Elders, carpenters, architects, engineers, and graduate students. The curriculum was developed, with experts and graduate students, covering six areas: 1. Mino Bimaadiziwin/Personal development, 2. Carpentry, 3. Forest Stewardship, 4. Timber Harvesting and Lumber Production 5. Sustainable Home Design and Care, 6. Practicum. This curriculum, once approved by Province for diploma status, will be freely shared, as will blueprints of sustainable houses designed by the project through the Creative Commons platform. Towards long-term sustainability at the community-level, Wasagamack started Mitik housing and sawmill corporation, to enable Homebuilder students to apprentice further as well as build with local wood-use.

To date, 14 films, 35 conferences, 9 theses, 2 books, 8 workshops, 2 summer institutes and 11 peer-reviewed publications have effectively mobilizing partnership knowledge. The partnership is exploring research related to: housing; youth employment; community infrastructure; home design; resilience to emergencies; and, education outcomes through a 3-year longitudinal study.

The actual partnership spending matched very closely the proposed, within 4% (\$51,273). As the goal of a talent grant is to fund students, the results were much more positive than proposed with student spending at 90% of the total grant, which is 12% higher than the 78% proposed. More spending on student stipends at \$1,082,176 (83%) occurred compared to \$991,250 (73%) proposed. This increase is due to undergraduate student stipends increasing to 65% of the total grant versus 61% proposed. As well, graduate students stipends increased to 19% of total grant versus 12% proposed. Furthermore, student safety, books and other supplies were 3% of the total grant spent versus 0.4% proposed. Also, student travel funding was 3.6% of total grant versus 3.0% proposed.

COVID-19 has built stronger partnerships with First Nation organizations, but has created delays and barriers in education, communication and research programs with First Nations under lockdown. We hoped to commence the Indigenous Food systems program in May 2020 at Brokenhead First Nation but COVID-19 has required this post-secondary education be delayed by at least one year. As well, the Homebuilder program has been put on hold for two months but should graduate the students and finish three houses by August 2020. The design graduate course organized by the architect Professors Coar, Mallory-Hill and Bailey for September 2020 to Wasagamack with 35 graduate students has been rescheduled for future years and may have to relocate to a road-connected community.

**1) Research and/or related activities are proceeding and evolving as planned or, if not, the partnership has overcome challenges and adjusted plans appropriately and effectively to keep the project on track.**

With respect to the project's research and/or research-related activities, explain your accomplishments to date and the extent to which your project is meeting the measures of success as outlined in your application and/or Milestone Report. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvement related to research activities, describe how this feedback has been addressed. If you have experienced challenges, describe them and how they have been addressed. If you have significantly adjusted your plans, explain and justify these changes. Finally, briefly outline your plans moving forward and describe how they will allow you to meet the goals and objectives of your project.

**Project Response:**

Research accomplishments include:

- A household survey (n=415) was conducted by t Garden Hill First Nation in summer of 2017 and 2018 to obtain housing condition and youth employment statistics (Hoque, 2018; Barkman, Monias & Thompson, 2018), with Barkman winning best presentation.
- Home design workshops with First Nation communities considered culture, sustainability and other community issues to produce open source designs of an engineer-stamped blueprint for a [stick-built home](#), a [log home](#), as well as interior designs (Sellese, 2020).
- Program evaluation (n=57) for different Homebuilder courses were undertaken to evaluate and feedback to improve the Homebuilder program.
- Home designs were [modelled](#) for energy efficiency by graduate students and by Manitoba Hydro to improve future designs and obtain rebates for energy efficiency.
- A longitudinal study of sustainable livelihoods of First Nation youth at Garden Hill, Wasagamack and Brokenhead First Nations (n=186) is at the midpoint of a 3-year longitudinal survey, to result in two theses and several papers.
- Indigenous food systems research occurred in: 1) Island Lake (Michnik, 2018; Thapa, 2018; Thompson, Thapa and Whiteway, 2019; Thompson, Harper and Whiteway, 2020).
- Participatory video research occurred with two communities: Brokenhead First Nation resulted in 1. [Youth and Elders Tell Their History Project](#), 2. [Keeping the Tradition: Fishing, Trapping and Hunting](#), 3. [Long Journey: Life Stories with Eunice and Ken](#), 4. [The Story of Our Name: Baaskaandibewiziibiing](#). Four other films resulted from participatory video research with Little Saskatchewan First Nation and Graduate students.
- Permaculture design research with Island Lake and graduate students resulted in farm and garden plans and designs in 2017.

### Project Response:

- Feasibility studies of remote First Nations for sawmill and housing corporations resulted in business plans for Garden Hill and Wasagamack that received funding.
- Research into the risks from poor housing for COVID-19 transmission informed policy (Thompson, Bonnycastle & Hill, 2020; Bonnycastle, Thompson & Hill, 2020).
- Partnership with Brokenhead and industry resulted in the Manitoba's Agriculture Action and Research Innovation commitment of \$107,500/year in student research funding from 2020/21 to 2023/24.
- Action research into needs and approaches for First Nation endowment funds in Manitoba will start-up two such funds, with \$100,000 for each community promised from Winnipeg Foundation.
- Research programs and partnerships have resulted in funding offers of >\$2 million directly to First Nations to improve infrastructure and provide programming from: Post-secondary partnership (\$700,000), Churchill Regional Economic Development Fund (CRED) with >\$200,000 each for two communities for sawmill and housing corporations, ISC Dragon Den's Teaching Kitchen Renovation, First Nations Guardians' Initiative (\$25,000), Community Food Centre (\$100,000), and others.

#### Challenges with COVID-19 for now and future

- Architecture design studio courses with Professors Coar, Mallory-Hill and Bailey were planned for the fall (10 day) and winter of 2020/21 in Island Lake with graduate architecture students and Homebuilder students to research culturally appropriate housing design.
- Indigenous Food Systems education program and research with Brokenhead First Nation will be delayed starting for at least a year due to COVID-19.

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

**2) Knowledge mobilization activities are proceeding and evolving as planned or, if not, the partnership has overcome challenges and adjusted plans appropriately and effectively to keep the project on track.**

**Provide links to the project's website and/or any social media:**

The knowledge mobilization activities are proceeding as planned with many social media and other mobilization activities occurring:

1. Project's Website- <http://ecohealthcircle.com/>
2. Project's social media webpage (Facebook)- <https://www.facebook.com/MinoBimaadiziwinPartnership/>
3. We also have two very active groups in Facebook messenger to communicate and share updates with Homebuilder students, instructors, graduate students and band staff regularly in First Nation communities.
  - 3.1. Wasagamack messenger group (<https://www.facebook.com/messages/t/2501391969901122> ),
  - 3.2. Garden Hill messenger group (<https://www.facebook.com/messages/t/1542649585767262> ).
4. Bi- monthly newsletter (<http://ecohealthcircle.com/mino-bimaadiziwin-newsletters/>)
5. YouTube channel ([https://www.youtube.com/results?search\\_query=eco+health+learning+circle](https://www.youtube.com/results?search_query=eco+health+learning+circle) )
6. Open source designs and curriculum will be available through the <https://creativecommons.org/> once approved as diploma course.
7. [Canadian Centre for Policy Alternatives](#) promotes our research through their website and media releases.
8. Regular conference calls with partners occurred and now zoom meetings have occurred since COVID-19.
9. Bimonthly webinars are planned for the future and a number have occurred through the [Rural Development Institute](#).
9. Meetings with policy makers occurred regarding apprenticeship, ISC programs and CMHC.
10. Invited presentations at First Nation oriented conferences number nine, which have included bringing First Nation partners and students, as well as many other conferences where we present.

Refer to SSHRC's [Guidelines for Effective Knowledge Mobilization](#) for examples of effective knowledge mobilization activities.

Describe the knowledge mobilization activities and events that have been accomplished to date as a direct result of the Partnership Grant and the extent to which your project is meeting the

measures of success as outlined in your application and/or Milestone Report. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvement related to knowledge mobilization, describe how this feedback has been addressed. If you have experienced challenges, describe them and how they have been addressed. If you have adjusted your plans, explain and justify these changes. Finally, briefly outline your plans moving forward and describe how they will allow you to meet the goals and objectives of your project. You may wish to include, as an appendix, diagrams, charts or lists of publications that help to clarify your knowledge mobilization plans and that are tied to specific team members and objectives of the project.

### **Project Response:**

Mobilization efforts with First Nations, partners, educators and policy-makers have been very successful, with outcomes including:

- 1) Manitoba First Nation Education Resource Centre (MFNERC) printed and distributed different Mino Bimaadiziwin research products to the four schools in Island Lake including posters of traditional food harvesting and 130 copies of the Thompson, Harper and Whiteway (2020) book to provide a class set in each school.
- 2) Research from housing design workshop yielded Engineer stamped blue prints for the Homebuilder students to use to build, for [energy modelling](#) by graduate students and for Manitoba Hydro energy efficiency grants.
- 3) Research disseminated widely in diverse, open-access formats through policy reports, journals, books, posters, films, Facebook, YouTube channel, newsletter and blogs.
- 4) Invited speaker at nine conferences with partners, Homebuilder and graduate students, namely: (1) Assembly of First Nations National Housing and Infrastructure Forum, Toronto (2020), (2) First Nation Housing Conference, Thunderbay (2020), (3) Canadian Mortgage and Housing Corporation Conference, Ottawa (2019), (4) UCN: Land, Air, Water, People, Climate Change Conference, Thompson (2020), (5) Manitoba GIS User Group Fall 2019 Conference, Winnipeg (2019) (6 & 7) Muskrat Hut Design and Building Workshops Opaskwayak Cree Nation (June and December, 2019) (8) MKO Fire Smart Conference (9) Building Energy Management Manitoba, Winnipeg (2018). Altogether conference, class and events presentations number 35.
- 5) More than 10 meetings with policy makers (CMHC, ISC, Province) regarding housing, [apprenticeship](#) and First Nation trades' education.
- 6) Media exposure related to housing issues.
- 7) Curriculum for Sustainable Mitik Homebuilding is seeking approval as a provincially recognized diploma program. The curriculum will be published and freely provided [through Creative Commons platform](#). This curriculum has six training streams: 1. Mino Bimaadiziwin/Personal development, 2. Carpentry, 3. Forest Stewardship, 4. Timber Harvesting and Lumber Production 5. Sustainable Home Design and Care, 6. Practicum.
- 8) Permaculture land use design with [20-year implementation plan](#) shared with all partners.
- 9) Partnering with One House Many Nations (OHMN) resulted in designing and building a muskrat hut (community hub with kitchen and bathroom) in OCN with Homebuilder

### Project Response:

students, graduate students, professors and partners.

- 10) Research programs and partnerships have helped achieve >\$2 million for First Nations' partners for housing, food and/or education from: ISC Post-secondary partnership to Anokiiwin Training Institute (\$700,000), Churchill Regional Economic Development Fund (CRED) with >\$200,000 each for two communities for sawmill and housing corporations, Teaching Kitchen Renovation application to Indigenous Service Canada (successful for \$550,000 for Wasagamack), First Nations Guardians' Initiative (\$25,000), Indigenous, Community Food Centre (\$100,000), etc.

Knowledge mobilization was underway with a website and blog immediately. A coordinator was hired, as recommended by the adjudication committee, which facilitated monthly partnership meetings, regular subcommittee meetings, bimonthly newsletters, regular Facebook page updates, and coordination of research and education.

COVID-19 increases the importance of using video and social media to share findings about housing, food and education. Meetings and workshops continue through Zoom.

**Has your project involved any of the following methods of knowledge mobilization? Select all that apply.**

- Academic dissemination (*essentially, a one-way flow to other scholars in or near your field(s) of research*)
- Knowledge transfer (*transferring knowledge to scholars in other fields of research*)
- Knowledge translation (*writing or presenting research findings in more readable or useable forms e.g., writing for a wider or more diverse public*)
- Knowledge exchange (*exchanging or sharing knowledge with other disciplines or across sectors (two-way flow) e.g., workshop or conference*)
- Knowledge brokering (*facilitating the flow of knowledge between others*)
- Knowledge synthesis (*pulling together existing research in a useful form for other researchers or organizations*)
- Co-production (*building research teams or alliances that generate new knowledge based on an ongoing exchange of knowledge*)
- Networking (*organizing ongoing networks of scholars and/or other experts to mobilize knowledge*)

**How many research products (including those under submission) have resulted directly from the Partnership Grant? You may append a list of publications tied to specific team members**

**and objectives to help demonstrate the direct link to the project.** How many research products do you anticipate resulting by the midterm point of the grant?

Products	Number Developed	Number Planned
Presentations	35	30
Interviews (broadcast or text)	6	10
Peer-reviewed journal articles (open access)	2	10
Peer-reviewed journal articles (subscription based)	1	2
Edited journal issues	0	2
Books (including edited books)	2	1
Book chapters	2	2
Entries (dictionary and encyclopaedia)	0	2
Conference publications	3	10
Articles in popular media	4	4
Reports, briefs, and other forms of grey literature	4	5
Artistic performances	0	4
Other (specify: map posters, educational posters, films)	10, 2, 13	4

**List the number of knowledge mobilization events that occurred directly as a result of the grant.**

Event	Number	Number Planned
Conference	0	15
Workshop	6	5
Summer institute	2	1
Media events (such as television/radio presentations)	6	2
Public debates	0	1
Other (specify: film showings)	6	10

**Midterm Review Committee Feedback:** Choose a descriptor.

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

**3) Training and mentoring commitments have been executed and projected as planned or, if not, the changes are well justified and appropriate.**

Refer to SSHRC's [Guidelines for Effective Research Training](#) for examples of effective research training activities.

With respect to the project's training and mentoring activities, explain your accomplishments to date and the extent to which your project is meeting the measures of success as outlined in your application and/or Milestone Report. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvement related to training and mentoring, describe how this feedback has been addressed. Describe progress made to date in the training and/or development of research or support staff. Explain the expected degree of participation of the research staff (students, specialists, individuals from partner organizations and others) to be expected by the end of the project.

If you have experienced challenges, describe them and how they have been addressed. If you have adjusted your plans, explain and justify these changes. Briefly outline your plans moving forward and describe how they will allow you to meet the goals and objectives of your project.

**Project Response:**

A large accomplishment was creating a community-led post-secondary program with Indigenous youth and teachers to build three culturally appropriate homes in two First Nation remote communities. To fund this new education program, this SSHRC partnership successfully co-wrote a grant to Indigenous Services Canada (ISC) Post-secondary Partnerships Program with Anokiiwin Training Institute (ATI) and the employment training departments of two communities.

In this two-year community-led education program, four local subject-experts were trained in adult education, who then trained 57 First Nation students on forestry, logging, sawmilling and construction. Not everyone attended the full program – but 38 students are expected to graduate with logging and/or homebuilding specialization. This curriculum is being submitted to the Province for designation as a diploma program. An accomplishment was creating a precedent with the Homebuilder program that ISC allowed First Nation students to both collect a training stipend and retain their full Social Assistance income connected to social housing placements.

Students benefited from many hands-on workshops, including:

### **Project Response:**

- 14 different programs, ranging from three-week programs to one-day programs, provided 199 certificates in total to the Homebuilder students in two communities over two years.
- A 10-day summer institute on Permaculture design resulted in 15 graduate students and 6 Island Lake students earning their International Permaculture certificate.
- An 8-day summer institute on filming with Brokenhead First Nation students and 12 graduate students.
- Twelve homebuilders from Island Lake attended a 5-day Sustainable building workshop at University of Manitoba.
- Four housing design workshops occurred with two in Island Lake, as well as two in OPCN with homebuilder students, graduate students and co-applicants.
- A 2-day proposal workshop had 50 (homebuilder students, graduate students, support staff and First Nation educators) learning to draft successful proposals, with two First Nation Homebuilder students winning an ISC dragon's den competition for \$550,000.
- Many opportunities for students and partners to present at conferences.

The remoteness of the fly-in communities caused delays in building due to lack of housing materials, when:

- 1) In Garden Hill, the winter road ended a month early, before building materials got up, and,
- 2) In Wasagamack, a big fire burned all their building materials for ten houses.

When housing materials came up on winter road in 2020 and work restarted, COVID-19 shut it down for two months. With local instructors, the homebuilding program will continue this summer to allow students to learn, finish homes and graduate by August 2020. Although a few students will continue with apprenticeship trainers, other new programming in fly-in communities may have to wait until after a vaccine to ensure safety for these at-risk communities (Thompson, Bonnycastle and Hill, 2020).

COVID-19 has also cancelled a 10-day design studio in Island Lake organized for September 2020 planned by architects, Professors Coar, Mallory-Hill and Baily with 35 graduate students and the Homebuilders students.

Also COVID-19 restrictions suspended the May 4<sup>th</sup> to 14<sup>th</sup>, 2020 Permaculture design course planned to kick-off the Indigenous food systems education diploma program at Brokenhead Ojibway Nation, for 20 entry-level college students and 10 graduate students, until at least May 2021.

**How many students, postdoctoral researchers and/or non-students, respectively, have participated in your project?**

Student Level	Number supported by SSHRC grant		Number supported by host and/or partner contributions	
	Canadian	Foreign	Canadian	Foreign
Undergraduate students			3	3
Master's students	7	6	2	
Doctoral students	5	2		
Postdoctoral researchers				
College students	57			
Other (e.g., technician, professional research associate)				
<b>Total Number</b>	<b>69</b>	<b>8</b>	<b>5</b>	<b>3</b>

Indicate, if applicable, the kinds of activities in which students and/or postdoctoral researchers, supported by the SSHRC grant, have been engaged as part of this initiative. Select all that apply.

Activities	Under-graduate students	Master's students	Doctoral students	Postdoctoral researchers	College Students
Data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data entry				<input type="checkbox"/>	<input type="checkbox"/>
Data analysis and literature review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications (e.g., lecturing or presenting at conferences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking and collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outreach activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report writing/editing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities	Under-graduate students	Master's students	Doctoral students	Postdoctoral researchers	College Students
Teaching (including pedagogy and/or educational training).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships or other activities in the business, not-for profit or government sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that provide international experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify: community develop in building food systems and housing on-reserve)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Midterm Review Committee Feedback:</b> Choose a descriptor.
<a href="#">Click here to enter text.</a>

#### 4) Governance and management structure is functional and appropriate

Start this section by identifying any changes (i.e., additions, withdrawals or removals) in the project team and/or partner organizations from the start of the project and offer a brief justification for these changes.

Briefly describe the management and governance approaches and structures of the partnership, including details about how the partnership is organized (e.g. working groups, clusters, teams, etc.). List the research and/or related activities or sub-projects associated with each grouping within the partnership, as appropriate. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvements related to governance, describe how this feedback has been addressed.

Assess the effectiveness of these structures and approaches employed by the partnership (e.g., approaches to communication, decision-making, conflict resolution, etc.). Highlight the successes that have been facilitated by the project's structure and identify challenges that have

been encountered. If the structure has changed over the duration of the project, explain and justify these changes.

#### **Project Response:**

The Executive Council is responsible for the oversight of decisions and activities of the Partnership Grant, in compliance with SSHRC and University of Manitoba. [See terms of reference.](#)

The structure for the governance of this partnership grant has seven parts, working together As shown in the appendix 2: 1) Executive Council – Chaired by PI; 2) Wasagamack First Nation (WFN) team –Chaired by Chief Gary Knott; 3) Garden Hill First Nation (GHFN) team – Chaired by Miranda McPherson, Employment and Training; 4) Curriculum Development– Chaired by Jay Cowan; 5) Housing Committee – Chaired by Darryl Wastesicoot; 6) Food Education – Chaired by James Queskekapow; and 7) Recruitment and Retention – Chaired by Rezwanul Hoque and Jide Oni. These teams/committees are working together to maximize First Nation students and community benefit through community-led, projects-based post-secondary education.

The Executive Council meets monthly and is composed of the Principal Investigator (Shirley Thompson), the Partnership Coordinator (Rezwanul Hoque), Garden Hill First Nation members (Miranda McPherson and Bryce Wood), First Nation students (James Queskekapow, Reanna Merastry and Trea Stormhunter), University of Manitoba professors (Donna Martin, Marleny Bonnycastle, Lancelot Coar, Shauna Mallory-Hill, Shawn Bailey, Myrle Ballard). The minutes for all the meetings are available at (<http://ecohealthcircle.com/executive-committee/>).

The community members make the day-to-day decisions for their community-led education program. For Wasagamack First Nation the acting Community team currently is Abraham Harper (Mitik 299 Corp. Manager), Luke Harper (Economic Development Director) and Ernie Harper (Employment & Training Director), as well as Adam Knott (Education Director), Ronald Harper (Housing manager), Chief Garry Knott. For Garden Hill First Nation the workgroup is: Miranda McPherson (Employment & Training Director), Cathy Monias (Education Director), Bryce Wood (Housing Consultant), Steve McDougall (Community Economic development), Councilor Marty McKay and Herbert Wood (Housing Director). For the day-to-day operationalizing of programs, each team functions independently with the support from the Partnership Project Coordinator, and the PI.

The Advisory Committee is a collection of partners, collaborators, and co-applicants who bring unique knowledge and skills, which augment the knowledge and skills of the formal board of directors in order to more effectively guide the organization. The Partnership aims to reflect Indigenous and community values structurally and functionally. The Advisory committee is invited to the executive meetings and considers different organizational issues. These meetings will help with issues as they arise and shape the overall direction of the Partnership; help evaluate community, regional, and research projects and progress; make policy decisions;

**Project Response:**

allocate budgets; and facilitate project implementation and outreach. Minutes are taken and sent out to all involved. Consensus decision-making informs all interactions within the committee and a conflict resolution process mediated by Elders.

These strategic committees play an essential role devising community programming, community research, management plans, increasing the visibility of Indigenous education, housing and food issues with decision makers and the public, and facilitating knowledge exchange with outside stakeholders.

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

**5) Partner organizations are engaged in the project.**

Assess the extent to which the partnership structures have facilitated partner engagement and describe how partner organizations are contributing to project activities. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvements related to partner engagement, describe how this feedback has been addressed. If partner engagement could be improved, provide a strategy or plan to further engage partners moving forward. You may wish to include, as an appendix, diagrams or charts that help to clarify your governance and management structures.

**Project Response:**

This partnership is trying to provide service to all the stakeholders, by meeting critical needs at different levels, as follows:

- 1) First Nation level to provide a way to resolve the crises of housing, food and education in their communities, as well as improve community development and youth employment opportunities;
- 2) Post-secondary education and employment training levels for delivering program-based, community-led programs with the highest quality of training by local instructors;
- 3) University and college level research on housing, food security and education, as well as creating curriculum for homebuilding with local resources, and in Indigenous Food Systems;
- 4) Social enterprise level to plan for sustainable housing and food provisioning; and,
- 5) Policy level to provide solutions to current regarding housing, food security, education and training crisis in First Nations.

**Project Response:**

This partnership research has helped at the micro and macro levels to maximize change and build capacity in First Nation communities. To date the partners have effectively working together to achieve the following goals, to:

- 1) Trained high quality professional Adult Educators to teach post-secondary certificate programs in the remote geographical location of Island Lakes (4 Indigenous educators to date);
- 2) Provided opportunities for 57 First Nation students to obtain local post-secondary education in culturally appropriate Sustainable Housing while remaining in their northern remote communities (and other students for institutes and workshops in film, food and proposal-writing);
- 3) Designed, modeled, and building three sustainable northern houses to be completed by August 2020;
- 4) Developed teaching/learning resources and curriculum for a two year diploma course in sustainable homebuilding from local wood resources to share for free through Creative Commons, which helps ATI and other colleges with their programming;
- 6) Analyzed critical 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.).
- 7) Developed different proposals, with communities and First Nation organizations, which were successful at funding different housing, food and education programming in First Nations; and
- 8) Leapfrogged from unsustainable to sustainable practices in communities most at-risk from impacts of climate change and pandemics. This proposal for community-led, project-based research and education could transform housing, food and post-secondary education to be more sustainable by locally-provisioning resources to reduce reliance on flying in heavy building materials such as wood.

COVID-19 has shifted our communication and engagement approach, finding it very difficult to connect with leadership in the First Nation communities but easy to connect with students and with Island Lake Tribal Council and Four Arrows Regional Health Authority, who work closely with Island Communities and regularly do programming with the community.

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

**6) The host institution and partner organizations are largely meeting their commitments, and the project is on track to secure the 35% cash and in-kind contribution requirement.**

This criterion will primarily be assessed based on the partner contribution workbook that is submitted to SSHRC each year. As this workbook is quite detailed, only describe partner and host contributions in high-level, general terms.

Identify the extent to which the commitments made in the Formal application have been met by the host institution, partner organizations and supporting organizations. Highlight any anticipated shortfalls or additional support and their impacts on project plans. If contributions are not on track to meet SSHRC's 35% minimum requirement, describe any plans or actions being undertaken to obtain additional contributions. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvement related to contributions, describe how this feedback has been addressed.

The contributions have already surpassed SSHRC's 35% minimum requirements and are at 90% of the full grant total. In three years the sum of all the partners contributions was \$480,464 cash and In-Kind \$1,780,237 in-kind (Total \$2,260,701). Our total proposed partner contributions is \$5,504,024, with half being \$2,752,012 and so we are on track with this amount, particularly with an extension of the program to seven years with COVID-19 delays in mind. See Annual contributing summary for details, in appendix 1.

Most partners are on track to contributing their identified amount with:

- University of Manitoba: Proposed \$266,000 over the program term, and provided \$227,200 by year 3. This is 85% of the total proposed requiring less than \$40,000 over the next three years to reach its target. Thus, University of Manitoba (UoM) will be exceeding its commitment. Towards graduate students, the university has provided \$128,447 as well as \$30,000 towards paying the wages of the partnership coordinator.

- Wasagamack First Nation: Proposed \$1,300,000 over the project's full-term and has contributed \$900,000 (In-kind) or 69% of proposed to date. At this rate, Wasagamack is surpassing its expected contribution.

- Garden Hill First Nation: Proposed \$2,230,000 over the projects' full-term and has \$380,000 (in-kind) to date or 17% of proposed. Wasagamack First Nation and Garden Hill First Nation committed to spend the great majority of their employment-training budget and some of their housing budget to involve student researchers.

- Brandon University: Proposed in total \$56,593 and has provided until March 2020- \$19,414 (Cash \$7,939, In-kind \$11,475) or 34% of proposed. Also, the Rural Development Institute at Brandon University offered to host and record webinars (2 per year), and post them on its website for distribution. The Rural Development Institute from October 2017 to March 31, 2020 had 7 webinars that related to our project (<https://www.brandonu.ca/rdi/webinars-and-speaker-series/>).

University of Winnipeg proposed \$108,350 in total and provided until March 2020- \$27,261, providing 25% of proposed. Winnipeg Foundation proposed \$90,000 and gave \$45,000 cash and \$4,000 In-kind.

- Anokiiwin Training Institute provided \$13,500 in-kind over the three years and is continuing to provide many in-kind services and was able to fund the training programs in Wasagamack and

Garden Hill through ISC, worth more than \$700,000.

- Sundial Performance Buildings provided \$250,000 in year one, assisting with many design aspects at the beginning.

- Four Arrows Regional Health Authority (\$25,000 in-kind) and Island Lake Tribal Council (\$75,000 with \$36,000 in cash) continues to work with us on almost daily on food and housing issues, due to the crisis of the lockdown in Northern First Nation communities due to COVID-19, we bypassed reminding them of signing a form this year, although their contribution in 2019/2020 was considerable.

We continue to work in partnership with these organizations and they provide much more contributions than their in-kind and cash indicate. Other partners, such as University of Saskatchewan with Alex Wilson also provide considerable contributions.

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

## **7) Budget allocations are projected as initially planned or, if not, the changes are well justified and appropriate.**

Provide details on budget allocations in the first half of the project and explain any significant changes from the proposed budget in the original application. Also provide a detailed budget justification for the remaining period of the project, highlighting any significant changes from the initial application and/or Milestone Report. Amounts should correspond with the tables below. If the expert panel and/or the adjudication committee at the Formal application stage raised concerns or made suggestions for improvements related to the budget, describe how this feedback has been addressed.

### **Project Response:**

Overall the actual budget matched the revised budget very closely, within 4%, with \$51,273 less spending than proposed. The budget is firmly on track. The budget shifts were overall very positive for funding student talent with more student spending in almost all major categories with: 10% (\$90,962) more in student stipends at \$1,082,176(83%) spent versus \$991,250 (73%) proposed; 151% more on student safety, book and other supplies, with \$42,942 spent rather than \$6,000 proposed; and 14% (\$6,198) more in student Canadian travel, with high costs to travel to these fly-in communities. Conference funding was provided for students only.

Student spending amounted to 90% of the grant, which is 12% higher than the 78% proposed. More spending across the board for all student-items occurred: student stipends were \$1,082,176 (83% of total grant spent) versus \$991,250 (73%) proposed. Undergraduate student stipends increasing by 4% to account for 65% of the total grant versus 61% and spending on graduate students was 19% versus 12% proposed. Also, student safety, books and other supplies were 3% of the total budget versus 0.4% proposed. As well, student travel was 3.6% versus 3.0% proposed. Student spending amounted to 90% of the total grant, which is 12%

**Project Response:**

higher than the 78% proposed.

The first year required additional time for ethical protocol approvals, as well as for finding the means to deliver community-led education with willing partners and sufficient funding to undertake First Nation community-led education in homebuilding with local materials and developing memorandums of understandings. Fortunately, in the first year Anokiiwin Training Institute co-wrote, with the SSHRC Partnership, an ISC's post-secondary partnership grant to provide \$700,000 funding for the two community-led carpentry programs that trained students on housing design, forestry, logging, sawmilling and construction.

Underfunding occurred for: non-student salaries at -108% (-\$150,469), non-disposable equipment -135% (-\$15,142) and other -94% (-\$24,800). The recommendation that a project manager be hired was taken but under-represented in budget due to university funding contribution there. Also, the community coordinators hired were all students and so did not fall under non-student salaries.

The remaining \$1,233,080 will have 76% going to student stipends. The Partnership executive decided the budget should be revised for 7 years, rather than 6 years, due to the COVID-19 restrictions delaying programming and research. These restrictions caused the Indigenous Food Systems program to be cancelled in year 4, which had plans to start May 4, 2020 in Brokenhead. However, in year 4, 25 undergraduate First Nation students in remote communities are continuing in the Homebuilders education program and will receive \$200,000, with these students' graduation delayed to August 2020 due to COVID-19 restrictions in April and May 2020, etc. The Indigenous food systems community-led education program in year 5 and 6 can hopefully proceed, allowing \$200,000/year of undergraduate student stipends, focusing on Brokenhead First Nation and a University of Manitoba Indigenous agriculture diploma cohort if remote community-led programming is not possible. The surveys, interviews, designs and modelling continue by Messenger, Survey Monkey, computer design and phone for master and doctoral students.

### 7a) Actual Expenses in the first half of the project.

Complete the budget table below for the first half of your project. The categories are based on the original application and this section should show how SSHRC funds were used in the first half of the grant. Any significant deviations may be justified in the text box above (e.g. changes in allocation of funds dedicated to students).

		Year 1	Year 2	Year 3	Total	%
<b>Students salaries and benefits/stipends</b>	Undergraduate/ College	\$6,636	\$427,161	\$410,238	\$844,035	65
	Masters	\$6,721	\$38,259	\$107,562	\$152,542	12
	Doctorate		\$32,359	\$53,240	\$85,599	7

<b>Non-student salaries and benefits/stipends</b>	<b>Total for students</b>				<b>\$1,082,176</b>	<b>83</b>
	Consultant					0
	Project manager	\$17,430	\$34,504	\$12,598	\$64,531	5
	Community	\$0	\$0	\$0	\$0	0
	<b>Total non-student salaries</b>				<b>\$64,531</b>	<b>5</b>
<b>Travel and subsistence costs</b>	Participants – Canadian travel	\$5,502	\$31,801	\$8,361	\$45,664	3
	Participants – Foreign travel	\$0	\$0	\$0	\$0	0
	Students – Canadian travel	\$733	\$12,239	\$34,226	\$47,198	4
	Students – Foreign travel	\$0	\$0	\$0		0
	<b>TOTAL</b>				<b>\$92,862</b>	<b>7</b>
<b>Supplies and services</b>	Professional/Technical services	\$4,999	\$631		\$5,630	0
	Supplies	\$58	\$32,912	\$9,972	\$42,942	3
	<b>TOTAL</b>				<b>\$48,572</b>	<b>10</b>
<b>Non-disposable equipment</b>	Computer hardware	\$549	\$99	\$0	\$648	0
	Other	\$582	\$883	\$1,495	\$2,960	0
	<b>TOTAL</b>				<b>\$3,608</b>	<b>0</b>
<b>Other</b>	Community events and hospitality	\$1,096	\$237	\$7,296	\$8,629	1
	Other: freight, SCC & licenses		\$321		\$321	0
	<b>TOTAL</b>				<b>\$8,950</b>	<b>1</b>
<b>Total</b>		\$44,307	\$617,233	\$644,987	\$1,306,527	100

## 7b) Projected expenses for the remainder of the project.

Complete the budget table below for the remaining years of your project (i.e. for 5 year projects complete years 4-5, for 6 year projects complete years 4-6, and for 7 year projects complete years 5-7). The categories are based on the original application and should account for the use of SSHRC funds for the remaining years of the project.

Budget categories		Projected Expenses			
		Year 4	Year 5	Year 6	Year 7
Students salaries and benefits/stipends	Undergraduate/college	200,000	200,000	200,000	
	Masters	83,750	58,780	58,780	45,000
	Doctorate	21,000	21,000	21,000	21,000
	Postdoctoral	0	0	0	0
	Total	304,750	279,780	265,000	81,750
Non-student salaries	Project Manager	45,000	47,000	49,000	10,000
And benefits/stipends	Project/Community coordinator	21,000	21,000	21,000	0
Travel and subsistence costs	Participants – Canadian travel	4000	4,000	8,000	4000
	Participants – Foreign travel	0	0	0	0
	Students – Canadian travel	5,000	10,000	15,000	2,000
	Students – Foreign travel	0	0	0	0
Other expenses	Professional/Technical services	2,000	2,000	2,000	2000
	Supplies	2,000	2,000	2,000	2000
Non-disposable equipment	Computer hardware	2,000	0	0	0
	Other	0	0	0	0
Other expenses (specify)	Community events & research	6,000	3,000	3,000	3,000
<b>Total</b>		316,450	462,480	315,450	138,700
<b>Total for 7 years</b>		\$2,500,000			

**Midterm Review Committee Feedback:** Choose a descriptor.

[Click here to enter text.](#)

## Appendix A: Media and publications.

Partnership Media and Publications
<b>1. Partnership Website</b> <a href="http://ecohealthcircle.com/">http://ecohealthcircle.com/</a>
<b>2. Partnership Facebook Page</b> <a href="https://www.facebook.com/MinoBimaadiziwinPartnership/">https://www.facebook.com/MinoBimaadiziwinPartnership/</a>
<b>3. Bi-Monthly Newsletter (From January 2018 to March 2020)</b> <a href="http://ecohealthcircle.com/mino-bimaadiziwin-newsletters/">http://ecohealthcircle.com/mino-bimaadiziwin-newsletters/</a>
<b>4. Partnership YouTube Channel</b> <a href="https://www.youtube.com/results?search_query=eco+health+learning+circle">https://www.youtube.com/results?search_query=eco+health+learning+circle</a>
<b>5. Videos developed</b> <ol style="list-style-type: none"><li>1. Thapa, K., Thompson, S. &amp; Suzuki, K. (2020). <i>Wisdom of Elder Victor Harper</i>. Retrieved from <a href="https://www.youtube.com/watch?v=EU5XLg_w14U&amp;feature=youtu.be">https://www.youtube.com/watch?v=EU5XLg_w14U&amp;feature=youtu.be</a></li><li>2. Suzuki, K. &amp; Thompson, S. (2019). <i>Mino Bimaadiziwin Partnership: Building youth, building capacity</i>. Retrieved from <a href="https://youtu.be/RFoud5I-Thc">https://youtu.be/RFoud5I-Thc</a></li><li>3. Brokenhead Ojibway Nation. (2019). <i>Baaskaandibewiziibiing: Youth and Elders Tell Their History Project</i>. Retrieved from <a href="https://youtu.be/k1MXq_giqbY">https://youtu.be/k1MXq_giqbY</a></li><li>4. Brokenhead Ojibway Nation. (2019). <i>Keeping the Tradition: Fishing, Trapping and Hunting</i>. Retrieved from <a href="https://youtu.be/ubm5PE8YeYw">https://youtu.be/ubm5PE8YeYw</a> .</li><li>5. Brokenhead Ojibway Nation. (2019). <i>Long Journey: Life Stories with Eunice and Kenny</i>. Retrieved from <a href="https://www.youtube.com/watch?v=cFZDFB12FgE">https://www.youtube.com/watch?v=cFZDFB12FgE</a></li><li>6. Brokenhead Ojibway Nation. (2019). <i>The Story of Our Name: Baaskaandibewiziibiing</i>. Retrieved from <a href="https://youtu.be/CaedqkviERw">https://youtu.be/CaedqkviERw</a></li><li>7. Thompson, S., Suzuki, K., Sumner, J. and Little Saskatchewan First Nation (producers). <i>Returning Home: 4 Vignettes with Little Saskatchewan First Nation and Students. We are coming Home.</i> (<a href="https://youtu.be/ZPL3PxmIfzQ">https://youtu.be/ZPL3PxmIfzQ</a>) 8 years displaced. (<a href="https://youtu.be/yQF8GtQAPVQ">https://youtu.be/yQF8GtQAPVQ</a>), Youth Role models combat crystal meth (<a href="https://youtu.be/tPd-xFgLkY0">https://youtu.be/tPd-xFgLkY0</a>), Back to the School <a href="https://youtu.be/Pd-xFgLkY0">https://youtu.be/Pd-xFgLkY0</a></li></ol>

8. Wilson, A. (2018). *One House Many Nations: Hacking Colonial Systems of Dominance*. Retrieved from <https://www.youtube.com/watch?v=opybdEQ5QiY>
9. Thompson, S. & Suzuki, K (2019). *Boreal Homebuilders Program*. Retrieved from <https://youtu.be/nW84gdC6-lk>
10. Pritty, P., Suzuki, K. & Thompson, S. (2018). *Our Home Our Native Land*. Retrieved from <https://www.youtube.com/watch?v=6Sv4X1Wkila&app>
11. Harper, V., Suzuki, K. & Thompson, S. (2018). *Wasagamack First Nation: Our Ancestral Land and Culture*. Retrieved from <https://www.youtube.com/watch?v=i4p9dpuBT4A>
12. Suzuki, K. & Thompson, S. (2017). *Visions for the Land: Garden Hill First Nation*. Retrieved from <https://www.youtube.com/watch?v=D1UFd3fMb80>
13. Suzuki, K. & Thompson, S. (2017). *High School - Then What? Education in Wasagamack First Nation*. <https://www.youtube.com/watch?v=SCONswCF4BE>
14. Thompson, S. (2020,). *Exploring Health and Housing in Remote First Nation Communities- Garden Hill and Wasagamack FN*. Retrieved from <https://www.youtube.com/watch?v=aSL8VYwcCyl>

#### 6. Media reports (**Newspaper/Radio/Television**)

1. Meloney, N. (2020). Measures to stop spread of COVID-19 in First Nations limited by lack of infrastructure: report. CBC News. Retrieved from <https://www.cbc.ca/news/indigenous/covid-19-manitoba-first-nations-risk-let-them-eat-cake-1.5578448>.
2. Stackelberg, M. V. (2019). Homes on remote First Nations are mouldy before they're even built, experts say. *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/manitoba/first-nations-housing-mould-1.5074196>
3. Elash, A. & Walker, C. (2019). This First Nation produces clean water. So why are so many residents afraid to drink it? *CBC News*. Retrieved from <https://www.cbc.ca/news/indigenous/garden-hill-first-nations-drinking-water-1.4907864>
4. New training program aims to tackle housing crisis in northern First Nations. (2018). *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/manitoba/first-nations-housing->

program-1.4855478

5. Thompson, S. and others. Mino Bimaadiziwin Homebuilder program updates, Wasagamack Radio and Television Channel. 2017-2019.
6. Thompson, S. and others. Mino Bimaadiziwin Homebuilder program updates, Garden Hill Radio and Television Channel. 2017-2019.

### **7. Peer-reviewed Publications (published peer-reviewed journal, book chapters, reports)**

1. Thompson, S., M. Bonnycastle & S. Hill. (2020). *COVID-19, First Nations and Poor Housing: "Wash hands frequently" and "Self-isolate" akin to "let them eat cake" in First Nations with Overcrowded Homes lacking Piped Water*. CCPA: Winnipeg. ISBN: 978-1-77125-505-9. Retrieved from:  
<https://www.policyalternatives.ca/publications/reports/covid-19-first-nations-and-poor-housing>
2. Bonnycastle, M., Thompson, S. & S. Hill. (2020). *FAST FACTS: COVID-19, First Nations and Poor Housing*. CCPA: Winnipeg. Retrieved from:  
<https://www.policyalternatives.ca/publications/commentary/fast-facts-%E2%80%9Cwash-hands-frequently%E2%80%9D-and-%E2%80%9Cself-isolate%E2%80%9D-akin-%E2%80%9Clet-them-eat>
3. Thompson, S. & Pritty, P. (2020). Eco-carnivores and sustainable food security in remote Indigenous communities: The foodshed of Garden Hill First Nation case study. In Katz-Rosene, R. and Sarah Martin (Eds.), *Green Meat: Sustaining Eaters, Animals, and the Planet*. Montreal: McGill-Queen's University Press.
4. Thompson, S. & Pritty, P. (2020). Damming Food Sovereignty of Indigenous Peoples: A Case study of Food Security at O-Pipon-Na-Piwin Cree Nation. In Settee and Shuklah (Eds.), *Indigenous Food Systems: Concepts, Cases, and Conversations*. Toronto: Canadian

Scholars Press.

5. Thompson, S., Pritty, P., & Thapa, K. (2020). *Eco-Carnivorism in Garden Hill First Nation. Green Meat? : Sustaining Eaters Animals and the Planet*, 107. McGill-Queen's Press-MQUP.
6. Thompson, S., Thapa, K. & Whiteway, N. (2019). Sacred Harvest, Sacred Place: Mapping harvesting sites in Wasagamack First Nation. *Journal of Agriculture, Food Systems, and Community Development*, 9 (1), 1-29. Retrieved from <https://www.foodsystemsjournal.org/index.php/fsj/article/view/764>
7. Mallory-Hill, S., Coar, L., Bonnycastle, M., Harper, E., Harper, I., Monais, E. & Wilson, A. (2019). Boreal Builders: Exploring Sustainable Housing Design in Remote First Nation Communities through Participatory Planning and Training. *Sustainable Urban Environments: Research, Design and Planning for the Next 50 Years*.
8. Oyegunle, A. & Thompson, S. (2018). Wasting Indigenous Communities: A Case Study with Garden Hill and Wasagamack First Nations in Northern Manitoba, Canada. *The Journal of Solid Waste Technology and Management*. 44 (3), 232-247.
9. Herrmann, T.M., Loring, P.A., Fleming, T., Thompson, S., Lamalice A., Macé, M., Coxam, Laurendeau, G., Blangy, S., (accepted.) Community-Led Initiatives as Innovative Responses: Shaping the Future of Food Security and Food Sovereignty in Canada. In: Hossain K, Nilsson LM, Herrmann TM. (Eds.) (in prep.). *Food Security in the High North: Contemporary Challenges across the Circumpolar Region*. Routledge.
10. Michnik, K., Thompson, S. & Beardy, B. (in prep.). On our Path to Indigenous Food Sovereignty: Indigenous Food Education for First Nations Young Adults. *Journal of Canadian Food Studies*.
11. Thompson, S., Bonnycastle, M. and Hill, S. (in prep.) Northern Manitoba in Triple Jeopardy from COVID-19. In: Levasseur, K. & Rounce, A. (Eds). *Manitoba in Lockdown: Public policy responses during COVID-19*. Winnipeg: The University of Manitoba Press.

## 8. Books

1. Thompson, S., Harper, V. and Whiteway, N. (2020). *Keeping our Land the Way the Creator Taught Us: Wasagamack*. Winnipeg: Manitoba First Nations Education Resource Centre.
2. Thompson, S., Harper, V. and Whiteway, N. (accepted with revisions). *Stories, Maps and Community Development for Mino Bimaadiziwin of the Anishiniwuk*. Winnipeg: Aboriginal Issues Press.

## 9. Student Theses

1. Selanese, Catrina (2020). Home Interiors and Furnishings in Remote Northern First Nation Communities: Exploring Sustainable and Culturally Appropriate Solutions through the Boreal Builders: y design for Wasagamack. Master Practicum for Department of Interior Design. University of Manitoba.
2. Hasan, T. (2020). Building on Indigenous capacity: opportunities for self-determination through post-secondary education in Wasagamack First Nation. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/34507>
3. Stormhunter, T. (Trea) (2019). Resource Extraction and First Nation Communities in Canada. Sydney: Cape Breton University.
4. Wojtuszevska, V. (2019). On the Importance of Language: Reclaiming Indigenous Place Names at Wasagamack First Nation, Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33841>
5. Goulet, E. (2019). Listening to the Voices and Stories of Northern Manitoba Aboriginal Survivors of Spousal Violence: A Case Study of the Pimicikamak Cree Nation in Cross Lake, Northern Manitoba. Master thesis. Brandon University. Retrieved from [http://ecohealthcircle.com/wp-content/uploads/2019/04/Complete-Thesis\\_EG\\_APPROVED\\_WR\\_Final\\_Apr-7-2019.pdf](http://ecohealthcircle.com/wp-content/uploads/2019/04/Complete-Thesis_EG_APPROVED_WR_Final_Apr-7-2019.pdf)
6. Michnik, K. (2018). Reclamation, participation and self-determination: Land-based learning and community gardening and farming in Garden Hill First Nation. Master Thesis. University

of Manitoba. Retrieved from <http://hdl.handle.net/1993/33632>

7. Hoque, A. M. R. (2018). Waakia'ligan: Community Voices on Housing at Garden Hill First Nation, Manitoba. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33692>
8. Thapa, K. (2018). Indigenous land rights and Indigenous land use planning: Exploring the relevance and significance to Wasagamack First Nation, northern Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/33359>
9. Okorosobo, T. (2017). Building livelihood and food security through social enterprise: a case study of Garden Hill First Nation community in Manitoba, Canada. Master Thesis. University of Manitoba. Retrieved from <http://hdl.handle.net/1993/32579>

#### **Conference Presentations.**

Presented at 35 conferences with First Nation community members and graduate students including:

Invited speaker (with some costs paid) at nine conferences with partners, Homebuilder and graduate students, namely:

1. Assembly of First Nations National Housing and Infrastructure Forum, Toronto (2020),
2. First Nation Housing Conference, Thunderbay (2020),
3. Canadian Mortgage and Housing Corporation Conference, Ottawa (2019),
4. UCN: Land, Air, Water, People, Climate Change Conference, Thompson (2020),
5. Manitoba GIS User Group Fall 2019 Conference, Winnipeg (2019)
- 6 & 7. Muskrat Hut Design and Building Workshops Opaskwayak Cree Nation (June and December, 2019)
8. Manitoba Keewatinowi Okimakanak (MKO) Fire Smart Conference
9. Building Energy Management Manitoba, Winnipeg (2018).

Other conference, class and events involved partners, professors, Homebuilders and graduate students:

- Aboriginal Education Research Forum of Manitoba (AERF 2018, 2019 for 5 presentations),
- SSHRC National Congress (2017, 2018, 2020 for 6 presentations),
- Canadian Alliance to End Homelessness (2018),
- UCN Linkage: Conversation about our future (2018, 2019) – attendee with Partners and students but not presenter,
- H2O Create (2018, 2017 with 4 presentations),
- Fall/Winter Manitoba Education Research Network (MERN) (2019 with 2 presentations),
- International Conference on Public Health ICOPH (2019 with 2 presentations)
- Fourteen formal presentations to chief and councils, Island Lake community and student classes.

<b>File number:</b>	
<b>Host institution:</b>	Univesity of Manitoba, Natural Resource Institute
<b>Project director:</b>	Dr. Shirley Thompson
<b>Awarded amount:</b>	\$2,500,000
<b>Contributions to-date:</b>	#REF!
<b>Leveraging %</b>	#REF!

**Instructions:** Enter the appropriate information in cells C3 to C6. As you receive Partner Contribution Statements from your host institution and partner organizations, enter the total cash and in-kind contributions into the table below. If you require more space for partners and/or other contributions, use the “unhide” function to open hidden rows 34-68 (for partners) and rows 74-93 (for other contributors). Note that Partner Contribution Statements are not required for other contributors. As you start to enter contribution amounts in the table below, the total contributions to-date and the leveraging percentage will be automatically calculated in cells C7 and C8, respectively. The reporting period for each year is from April 1st to March 31st. Please submit this table to [partnershipgrants@sshrc-crsh.gc.ca](mailto:partnershipgrants@sshrc-crsh.gc.ca) by April 30th of each year of your project. You are also asked to keep the Partner Contribution Statements for the duration of the award as these statements may be requested by SSHRC.

**Appendix B: Inkind and Cash Contributions**

Org type	Organization name	Year 1		Year 2		Year 3	
		Cash	Inkind	Cash	Inkind	Cash	Inkind
Host institution	University of Manitoba	\$70,000	\$28,000	\$14,634	\$11,120	\$103,446	\$0
First Nation Organization	Anokiiwin Training Institute		\$5,000		\$4,250		\$4,250
First Nation Organization	Indigenouse Development Support Services		\$22,000	\$184,676	\$20,000		
University	Brandon University		\$0	\$6,217	\$11,475	\$1,722	

University	Lakehead University		\$0		\$4,500		\$13,678
Private Business	Comheart		\$5,000		\$5,000		
First Nation Organization	Wasagamack First Nation		\$250,000		\$330,000		\$320,000
First Nation Organization	Brokenhead First Nation				\$22,500		
First Nation Organization	Garden Hill First Nation		\$90,000		\$70,000		\$70,000
First Nation Organization	Island Lake Tribal Council (ILTC)		\$25,000	\$36,000	\$4,000		
First Nation Organization	Wasagamack Heath Authority						\$12,000
University	University of Winnipeg	\$800	\$8,350	\$7,589	\$5,071	\$380	\$5,071
First Nation Organization	Four Arrow Regional Health Authority (FARHA)		\$20,000		\$5,000		
Private Business	Sundial Performance Buildings	\$10,000	\$240,000				
University	University College of the North		\$4,971				
First Nation Organization	Aki Energy		\$10,000				
First Nation Organization	Kistiganwacheeng Employment and Training		\$150,000				
Other Organization	Endow Manitoba, Winnipeg Foundation					\$45,000	\$4,000
Other contributor 5							
<b>TOTALS</b>		\$80,800	\$858,321	\$249,116	\$492,916	\$150,548	\$428,999

**Appendix C: Revised Budget submitted in year 1.**

**Revised Northern Teaching Lodges Comprehensive Budget**

students 1,939,500  
% of grant 77.58

Personnel costs	Year 1		Year 2		Year 3		MIDTERM Year 4		Year 5		Year 6		Total
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	
<b>Student salaries and benefits/Stipends</b>													
Undergrad	12	106,000	36	360,000	36	360,000	36	360,000	28	260,000	0	0	1,446,000
Masters	3	32,500	3	32,500	5	68,750	6	83,750	6	58,750	5	43,750	320,000
Doctorate	0	0	1	10500	2	21,000	2	21,000	2	21000	1	10,500	84,000
<b>Non-student salaries and benefits/Stipends</b>													
CONSULTANT		25,000											25,000
project manager		20,000		60,000		60,000		60,000		60,000		0	260,000
community	1	15,000	3	30,000	1	30,000	1	30,000	1	30,000		0	135,000
													2,270,000
<b>Travel and subsistence costs</b>													
<b>Applicant/Team member(s)</b>													
Canadian travel		10,000		10,000		10,000		10,000		10,000		6,000	56,000
Foreign travel		0		0		0		0		0		0	0
<b>Students</b>													
Canadian travel		15,000		15,000		11,000		12,000		30,000		6,500	89,500
Foreign travel		0		0		0		0		0		0	0
													145,500
<b>Other expenses</b>													
Professional/Techni		2,000		2,000		2,000		2,000		2,000		2,000	12,000
Supplies		2,000		2,000		2,000		2,000		2,000		2,000	12,000
<b>Non-disposable equipment</b>													
Computer hardwa		7,200		0		0		0		0		0	7,200
Other		11,550		0		0		0		0		0	11,550
<b>Other expenses (specify)</b>													
SCC & exSCC calls		500		500		500		500		500		500	3,000
Freight		500		0		300		350		100		0	1,250
Community event		7,500		7,500		7,500		7,500		7,500		0	37,500
													84,500
<b>Total</b>		254,750		530,000		573,050		589,100		481,850		71,250	2,500,000