



## 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. This talent grant provided funding for 57 undergraduate, 15 master and seven doctoral students to study Mino Bimaadiziwin in First Nation communities, related to food, housing or education. First Nation post-secondary students from two remote communities received stipends to attend a community-led two-year program, with 38 to

### **Project Response:**

graduate from homebuilding and/or logging in August 2020. However, all 57 Homebuilder students received certificates documenting skills and knowledge acquisition and highly positive evaluations of program.

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. This team created a curriculum 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 and energy modelling designed by the project through the Creative Commons platform. Towards long-term sustainability at the community-level, Wasagamack started the Mitik housing and sawmill corporation, to enable Homebuilder students to apprentice 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 89% of the total grant, which is 11% higher than the 78% proposed. More spending on student stipends at (\$940,051) (81%) occurred compared to \$991,250 (73%) proposed. This increase is due to undergraduate student stipends increasing to 63% 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 4% 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.

### Project Response:

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 analyzed with Garden Hill First Nation 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, etc. to produce open source designs of an engineer-stamped blueprint for a [stick-built home](#), a [log home design](#), 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 Manitoba Hydro for rebates and future improvement.
- A longitudinal study of sustainable livelihoods of First Nation youth at Garden Hill, Wasagamack and Brokenhead First Nations (n=169) 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

### Project Response:

video research with Little Saskatchewan First Nation and Graduate students.

- Permaculture design research with Island Lake and graduate students resulted in Meechim Farm [designs and implementation plans](#) and [environmental management plans](#) and First Nation [community health garden designs](#).
- Remote First Nations for sawmill and housing corporations resulted in business plans for Garden Hill and Wasagamack and start-up funding.
- Research into the risks from poor housing for COVID-19 transmission informed policy (Thompson, Bonnycastle & Hill, 2020; Bonnycastle, Thompson & Hill, 2020).
- Brokered partnership with Brokenhead and Metis food producer, resulting in the Canadian Agricultural Partnership's Manitoba's Agriculture Action and Research Innovation for \$107,500/year for 3 years in student funding related to our partnership.
- Action research into needs and approaches for First Nation endowment funds from a two-year MITACS with our partnership will start-up two such funds, with \$100,000 for each First Nation promised by Winnipeg Foundation.
- Research programs and partnerships have resulted in funding offers of >\$2 million directly to First Nations to provide programming or infrastructure from: Post-secondary partnership (\$700,000), Churchill Regional Economic Development Fund for >\$200,000 for two communities, ISC Dragon Den's, 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 planned for the fall (10 day) with a second visit in winter of 2020/21 to Island Lake with graduate architecture students and Homebuilder students to research culturally appropriate housing design are delayed for a year or two.
- Indigenous Food Systems education program and research with Brokenhead First Nation are delayed 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](#).
10. Meetings with policy makers occurred regarding apprenticeship, ISC programs and CMHC.
11. Ten invited presentations at First Nation oriented conferences, which have included bringing First Nation partners and students, as well as 25+ conferences where Partnership people presented.

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) Housing design workshop and research resulted in [interior designs, log home design](#) and engineer-stamped blueprint for a [stick-built home](#), with [energy modelling](#) by graduate students, applicable 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 ten 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), 10) The Road That We Walk Together Indigenous Land-Based Education Conference, Winnipeg (2019). 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 on Partnership and First Nation housing issues with four interviews.
- 7) Curriculum and resource video and written materials to be freely available for Homebuilding with local wood after approval by province for diploma [through Creative](#)

### Project Response:

[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) Meechim Farm [designs and implementation plans](#) and [environmental management plans](#) and First Nation [community health garden designs](#) shared with all partners and used for funding applications.
- 9) Partnering with One House Many Nations (OHMN) resulted in a knowledge exchange forum, and completed designing and building a muskrat hut (community hub with kitchen and bathroom) in OCN with Homebuilder 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 started immediately through videos and websites. 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. COVID-19 increased 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*)

- x Co-production (*building research teams or alliances that generate new knowledge based on an ongoing exchange of knowledge*)
- x 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



Event	Number	Number Planned
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.

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:

The community-led post-secondary program with Indigenous youth and teachers building three culturally appropriate homes in two First Nation remote communities was an accomplishment. 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 to fund program.

In this two-year community-led education program, four local subject-experts received adult education training to train 57 First Nation students on forestry, logging, sawmilling and construction. Of these, 40 students are expected to graduate with logging and/or homebuilding

## Project Response:

specialization. This curriculum is being submitted to the Province for designation as a diploma program. This is precedent setting with ISC allowing the Homebuilder program 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:

- 14 different programs, ranging from three-week programs to one-day programs, provided 299 certificates in total to the Homebuilder students.
- 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 filming workshop with 20 Brokenhead First Nation students and 12 graduate students and a 10 day summer institute on filming with Little Saskatchewan.
- Nine homebuilders from Island Lake attended a 5-day [Sustainable building workshop at University of Manitoba](#).
- Four housing design workshops with homebuilder students, graduate students and co-applicants - with two occurring in Island Lake and two in OPCN
- A [2-day proposal workshop had 45 people](#) (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, 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 lock down occurred 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. The program has already restarted in Garden Hill but Wasagamack remains under lockdown. Although a few students will continue with apprenticeship trainers, new programming in high-risk fly-in communities may have to wait until a vaccine (Thompson, Bonnycastle and Hill, 2020).

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

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 program at Brokenhead Ojibway Nation, for 20 entry-level and 10 graduate students. Year 5 and 6 budget offer a \$1000 stipend for 20 First Nation undergraduate students for 10 months in BON, a non-remote community.

**Project Response:**

**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)				
Total Number	69	8	5	3

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"/>

Activities	Under-graduate students	Master's students	Doctoral students	Postdoctoral researchers	College Students
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"/>
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"/>

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

[Click here to enter text.](#)

#### 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: 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.

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

**Project Response:**

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; 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;

### Project Response:

- 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.

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 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, who are really in crisis mode. However, the Island Lake Tribal Council (ILTC) and Four Arrows Regional Health Authority are asking our help almost every day with some project or assist with food issues and so we can work through them to do programming with the two Island Lake remote communities. The four chiefs from Island Lake are in communication every day with ILTC for emergency planning and other planning and so we find this conduit and organizational arrangement is allowing us to continue to work with the chief and councils.

**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. Thus, we are on track with projected amounts, particularly with an extension of the program to seven years due to COVID-19. See Annual contributing summary for details, in appendix B.

Most partners are on track to contribute their proposed 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) continue 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. However, we bypassed reminding them of signing a form this year, although their contribution in 2019/2020 was considerable due to the crisis their communities faced during lockdown that started in early March.

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 closely, within 16%, with \$196,301 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: 8% more in student stipends at \$ 940,051 (81%) spent versus \$991,250 (73%) proposed; 154% more on student safety, book and other supplies, with \$45,871 spent rather than \$6,000

**Project Response:**

proposed; and 14% (\$6,198) more in student Canadian travel. Conference funding was for students only.

Student spending amounted to 89% of the grant, which is 11% higher than the 78% proposed. More spending across the board for all student-items occurred: student stipends were \$ 940,051 (81% of total grant spent) versus \$991,250 (73%) proposed. Undergraduate student stipends increasing by 2% to account for 63% of the total grant versus 61% and spending on graduate students was 17% versus 12% proposed. Also, student safety, books and other supplies were 4% of the total budget versus 0.4% proposed. As well, student travel was 3.6% versus 3.0% 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 -115% (-\$175,469), non-disposable equipment at -136% (-\$15,148) and other at -119% (-\$8,596). The recommendation that a project manager be hired was taken but under-represented in budget due to applying university funding contribution. Also, the community coordinators hired were all students and so did not fall under non-student salaries.

The remaining \$1,338,501 will have 77% 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 until August 11<sup>th</sup> and will receive \$150,000, 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 as remote community-led programming is really risky without a vaccine in the new normal of COVID-19. The surveys, interviews, designs and modelling continue by Messenger, Survey Monkey, computer design and phone for master and doctoral students to follow the Homebuilders.

**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 <sup>1</sup>	Year 3	Total	%
<b>1. Students salaries &amp; stipends</b>	Undergraduate	\$6,636	\$318,150 <sup>2</sup>	\$410,238 <sup>3</sup>	\$735,024	63
	Masters	\$6,721	\$16,145	\$107,562	\$130,428	11
	Doctorate		\$21,359	\$53,240	\$74,599	6
	<b>Total for students</b>				<b>\$940,051</b>	<b>81</b>
<b>2. Non-student salaries</b>	Consultant	0	0	0	0	0
	Project manager	\$17,430	\$34,504	\$12,598	\$64,531	6
	Community	\$0	\$0	\$0	\$0	0
	<b>Total non-student salaries</b>				<b>\$64,531</b>	<b>6</b>
<b>3. Travel costs</b>	Participants – Canadian travel	\$5,502	\$31,801	\$8,361	\$45,664	4
	Participants – Foreign travel	\$0	\$0	\$0	\$0	0
	Students – Canadian travel	\$733	\$12,240	\$34,226	\$47,199	4
	Students – Foreign travel	\$0	\$0	\$0		0
	<b>TOTAL</b>				<b>\$92,863</b>	<b>8</b>
<b>4. Supplies and services</b>	Professional/ Technical services	\$4,999	0	\$631	\$5,630	0
	Supplies	\$58	\$33,543 <sup>4</sup>	\$12,270 <sup>5</sup>	\$45,871	4
	<b>TOTAL</b>				<b>\$51,501</b>	<b>12</b>
<b>5. Non-disposable equipment</b>	Computer hardware	\$549	\$99	\$0	\$648	0
	Other	\$582	\$877	\$1,495	\$2,954	0
	<b>TOTAL</b>				<b>\$3,602</b>	<b>0</b>
<b>6. Other</b>	Community events & hospitality	\$1,096	\$237	\$7,296	\$8,629	1
	Other:		\$321		\$321	0
	<b>TOTAL</b>				<b>\$8,950</b>	<b>1</b>
<b>Total (A)</b>		<b>\$44,307</b>	<b>\$469,275</b>	<b>\$647,916</b>	<b>\$1,161,499</b>	<b>100</b>

<sup>1</sup> See explanation of cost against UofM's Grants in Aid of Research Statement of Account in Appendix D

<sup>2</sup> See detail breakdown in Appendix E

<sup>3</sup> See detail breakdown in Appendix F

<sup>4</sup> See detail breakdown in Appendix G

<sup>5</sup> See detail breakdown in Appendix H

## 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				TOTAL	%
		Year 4	Year 5	Year 6	Year 7	All years	All years
Students salaries and benefits/ stipends	Undergraduate/ college	150,000	200,000	200,000	0	550,000	0.41
	Masters	101,500	87,500	87,500	35,000	311,500	0.23
	Doctorate	29,000	53,500	42,000	42,000	166,500	0.12
	Postdoctoral	0	0	0	0	0	0.00
	Total	280,500	341,000	329,500	77,000	1,028,000	0.77
Non-student salaries	Project Manager	45,000	47,000	49,000	10,000	151,000	0.11
And benefits/ stipends	Project/Community coordinator	21,000	21,000	21,000	0	63,000	0.05
Travel and subsistence costs	Participants – Canadian travel	3474	4,000	8,000	4000	19,474	0.01
	Participants – Foreign travel	0	0	0	0	0	0.00
	Students – Canadian travel	3,000	10,000	15,000	2,000	30,000	0.02
	Students – Foreign travel	0	0	0	0	0	0.00
Other expenses	Professional/Technical services	2,000	2,000	2,000	2000	8,000	0.01
	Supplies	2,000	2,000	2,000	2027	8,027	0.01
Non-disposable equipment	Computer hardware	2,000	0	0	0	2,000	0.00
	Other	0	0	0	0	0	0.00
Other expenses (specify)	Community events & research	6,000	3,000	3,000	3,000	15,000	0.01
Total		387,974	427,000	426,500	97,027	1,338,501	1.00
Total for 7 years		\$2,500,000	(\$1,161,499)	\$1,338,501			

Midterm Review Committee Feedback: Choose a descriptor.

Midterm Review Committee Feedback: Choose a descriptor.

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## 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>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=EU5XLq_w14U&amp;feature=youtu.be">https://www.youtube.com/watch?v=EU5XLq_w14U&amp;feature=youtu.be</a></li> <li>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>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>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>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>Brokenhead Ojibway Nation. (2019). <i>The Story of Our Name: Baaskaandibewiziibiing</i>. Retrieved from <a href="https://youtu.be/CaedqkvjERw">https://youtu.be/CaedqkvjERw</a></li> <li>Thompson, S., Suzuki, K., Sumner, J. and Little Saskatchewan First Nation (producers). <i>Returning Home: 4 Vignettes with Little Saskatchewan First Nation and Students</i>. We are</li> </ol>

coming Home. (<https://youtu.be/ZPL3PxmlfzQ>) 8 years displaced.

(<https://youtu.be/yQF8GtQAPVQ>), Youth Role models combat crystal meth

(<https://youtu.be/tPd-xFgLkY0>), Back to the School <https://youtube.com/Pd-xFgLkY0>)

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: Interior Designs 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. Wojtuszezwska, 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>

## 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	Indigenous 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	
Student salaries and benefits/Stipends													
Undergraduate	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
Non-student salaries and benefits/Stipends													
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
Travel and subsistence costs													
Applicant/Team member(s)			Year 1		Year 1		Year 1		Year 1		Year 1		
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
Students													
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
Other expenses													
Professional/Technical		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
Non-disposable equipment													0
Computer hardware		7,200		0		0		0		0		0	7,200
Other		11,550		0		0		0		0		0	11,550
Other expenses (specify)													0
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
Total		254,750		530,000		573,050		589,100		481,850		71,250	2,500,000

## Appendix D: University of Manitoba's Grants in aid of research statement of account with our explanation

2018/2019

Family Name, Given Name and Initial(s) of Grantee: Thompson, Shirley				Council/Personal Identification No. (CID/PIN) 65461		Date 2019-05-04	Year Ending 2019-03-31
Institution						University Account No.	Grant No. 895-2017-1014
FUNDS AVAILABLE FOR CURRENT YEAR							
Balance of grant at close of previous year					\$464,539.80		
Current year grant					\$500,000.00		
Federal Granting Agency authorized transfer							
Total funds available for current year     A					\$965,439.88		
EXPENDITURES INCURRED FOR CURRENT YEAR							
Canadian and				Total	Revised	Remarks	
1) Salaries to students							
a)	Bachelor's	\$128,026.64	\$0	\$128,026.64	\$318,150	1. \$128,026.64 paid to undergraduate students as stipend labeled as Scholarship Bachelor Canadian (this one labeled correctly) in the University of Manitoba 's Financial statement. 2. 144, 400 paid to same undergraduate students by cheque before their direct deposit set up (it was badly labeled under the category Honorarium in Materials, supplies and other expenditures of this statement). 3. See detail breakdown in Appendix -D	
b)	Master's	\$15,656.47	\$487.82	\$16,144.29	none		
c)	Doctorate	\$19,848.25	\$15,11.13	\$21,359.38	none		
2) Salaries to non-students							
b)	Other			\$48,776.53	\$558	1. Payment to the Collaborator -Undergrad Students stipend at Brandon University and UWinnipeg. 2. Project Manager's salary \$34,504	
4) Professional and technical services/contracts				\$6,636.56	\$0	Stipend for First Nation undergraduate student from Island Lake to go to University of Saskatchewan for a specialized land use/house-planning student and intern program, was moved from Professional and technical services/contracts to Students stipend (documentation in bill).	
6) Materials, supplies and other expenditures				\$179,805.88	\$33,543	1. \$144,000 in Students Stipend before direct deposit for students in remote communities without bank access has to fall under Honorarium category, which falls under Materials, Supplies and Services under the U of M's statement. Notes were made each time that the purpose was stipend not honorarium due to students not having bank accounts. 2. \$1862.88 was billed from Island Lake Tribal Council (ILTC) for Noah McKay's university undergraduate stipend- and so moved to Undergraduate student stipend. 3. Due to lack of safety and clothing stores in the community, as well as the economic poverty, the students received sub-40 below clothing for safety for conducting research training outdoors as well as safety equipment when operating chainsaws, which were approved by SSHRC as acceptable student expenditures.	

			See detail breakdown in Appendix E
8) Travel	\$44,625.92	\$44,041	\$584 included in supplies and other expenditures.
12. Non-student salaries and benefits/stipends 13. Non-disposable equipment	\$445,375.20	\$34,504 \$976	Project coordinators salary. Memory card for video documentation and research (\$99), General equipment under 2500-parts for project truck (\$493) and sawmill (\$384).
Total expenditures incurred for current year	\$445,375.20	\$469,275	The \$23,899.80 difference between University of Manitoba's Financial Administrative Support Tool (FAST) Reporting and University of Manitoba's Annual Grants in Aid of Research Statement of Account. The difference is that the money was missing from our account to transfer to Dr. Shukla at UWinnipeg and Dr. Harms at Brandon U but were not accessed.
Balance (A-B)	\$520,064.68	\$496,164.88	
UNSPENT BALANCE			
Outstanding commitments at close of year		\$862.74	

## Appendix E: Students salaries and benefits/stipends- Year 2

<b>1. Students salaries and benefits/stipends- Year 2</b>					
<b>Undergraduate mislabelling as</b>	<b>\$</b>	<b>Masters</b>	<b>\$</b>	<b>Doctorate</b>	<b>\$</b>
Bachelor/College Scholarship Canada	\$128,262	Masters Canadian-Student 1	\$5,048	Doctorate Canadian- Student 1	\$9,416
Stipend paid to FN students by cheque before their direct deposit set up (under the category Honorarium in Materials, supplies and other expenditures)	\$144,400	Masters Canadian-Student 2	\$4,358	Doctorate Canadian- Student 2	\$10,432
Payment to the Collaborator -Undergrad Student at Brandon University and UofW	\$24,400	Masters Canadian-Student 3	\$2,500	Doctorate Foreign-Student 1	\$1,511
FT Undergrad Student Support (FT FN students who worked in data collection for survey)	\$9,945	Masters Canadian-Student 4	\$3,750		
Island Lake Tribal Council (ILTC)- funding for a FN student to go to USask	\$11,143	Masters Foreign-Student 1	\$488		
<b>Total</b>	<b>\$318,150</b>		<b>\$16,144</b>		<b>\$21,359</b>
<b>Total Paid to all students</b>					<b>\$355,654</b>

Appendix F: Students salaries and benefits/stipends- Year 3

<b>1. Students salaries and benefits/stipends- Year 3</b>					
<b>Undergraduate mislabelling as</b>	<b>\$</b>	<b>Masters</b>	<b>\$</b>	<b>Doctorate</b>	<b>\$</b>
Bachelor/College Scholarship Canada	\$387,173	Masters Canadian-Student 1	\$5,683	Doctorate Canadian- Student 1	\$8,481
Scholarship Bachelor Canada (stipend for Linden Comber, a FN students, who SIN number starts with 9 instead of 6- system put him under foreign category)	\$8,065	Masters Canadian-Student 2	\$4,857	Doctorate Canadian- Student 2	\$12,047
Payment to the Collaborator - Undergrad Student at UofW	\$15,000	Masters Canadian-Student 3	\$3,353	Doctorate Canadian- Student 3	\$15,225
		Masters Canadian-Student 4	\$8,303	Doctorate Canadian- Student 4	\$13,306
		Masters Canadian-Student 5	\$13,798	Doctorate Foreign-Student 1	\$3,393
		Masters Foreign-Student 1	\$4,618	Doctorate Foreign-Student 2	\$789
		Masters Foreign-Student 2	\$9,000		
		Masters Foreign-Student 3	\$16,877		
		Masters Foreign-Student 4	\$1,073		
		Masters Foreign-Student 5	\$10,000		
		Payment to Collaborator - Masters Student at Lakehead University	\$30,000		
<b>Total</b>	<b>\$410,238</b>		<b>\$107,562</b>		<b>\$53,240</b>
<b>Total Paid to students</b>					<b>\$571,040</b>



## Appendix G: Supplies and services Itemized for Year 2

Supplies and services Items for Year 2		
Category	\$	Remarks
Student Workshop Fees	\$8,626	Workshop fee for 6 day program with Arbor Canada to train 3 train-the-trainers – who were FN students in adult education
Student Safety Supplies	\$15,859	Students safety supplies & Winter clothing
Books student supplies	\$1,223	Reference book material for community education and research
Communication for student	\$883	Cell phone rental for community organizer/student
Food for students	\$1,763	Food supplies for students during workshops/ programing
Elder Honorarium	\$1,600	Elder Honorariums (Ivan Harper \$1000), home design workshop (Nora Whiteway \$400, Ivan Harper \$200)
Printing, Copying, Stationary, Other materials (chainsaw blade), parcels, postals and supply	\$3,589	Disposable materials for use of the program

## Appendix H: Supplies and services Itemized for Year 3

Supplies and services, Year 3		
Category	\$	Remarks
Professional/Technical services	\$631	KNH Sawatzky & Associates for Engineering stamping housing design working with student
Student Safety Supplies	\$1,126	Phase 2 recruit: students safety & winter clothing
Programming and cultural supplies	\$2,624	Paid to Lakefish Net for fishing net for food programing
Cell phone rental	\$1,495	Cell phone rental for community organizer/student in Island Lake
Safety courses	1,062	Online safety training for new students
Travel (COVID-19 incurred expenses)	\$1,140	per diems given to remote Homebuilder First Nation Student to pay expenses and mileage while self-isolating in Winnipeg after AFN conference in Toronto.
Other service	\$703	Partnership website hosting (\$496.21) Farmers Edge for Soil testing (\$207.16)
Food for students	\$1,170	Food supplies for students while they are in the community to support the programing
Student Workshops	\$606	Student fees/expenses to attend workshops
Printing, Copying, Stationary, Books, parcels, postal, tobacco	\$2,344	
<b>Total</b>	<b>\$12,901</b>	

