



Indigenous Food Systems Diploma or Certificate Program Zoom Meeting Minutes

July 08, 2020, from 12.30 PM to 2.30 PM.

Attended:

Chief Deborah Smith- Brokenhead Ojibway Nation,
Bruce Hardy- Myera Group,
Marla Robson- Faculty of Environment, Earth and Resources, University of Manitoba,
Dr. Kyle Bobiwash, Faculty of Agriculture, University of Manitoba,
Professor Shawn Bailey, Faculty of Architecture/Engineering University of Manitoba,
Dr. Brian Rice, Kinesiology and Recreation, University of Manitoba,
Mr. Dennis Ballard, Wawatay, Faculty of Science, University of Manitoba,
Dr. Myrle Ballard, Faculty of Science, University of Manitoba,
Dr. Shailesh Shukla – University of Winnipeg,
Kesab Thapa- Natural Resources Institute, University of Manitoba,
James Queskekapow – Arthur Mauro Centre for Peace and Justice, University of Manitoba,
Trea Stormhunter – Natural Resources Institute, University of Manitoba,
Uche Nwankwo- Natural Resources Institute, University of Manitoba,
Anna Neil- University of Winnipeg,
A M Rezwanul Hoque- Natural Resources Institute, University of Manitoba.
Dr. Shirley Thompson – Natural Resources Institute, University of Manitoba,

1. Program discussion: What is needed in an Indigenous Food Systems diploma or certificate program to best serve Indigenous (Metis and First Nation) communities (considering project-based component) and students? (go round)

Brokenhead Ojibway Nation (BON) – Chief Deborah and James

- Some soil testing has been done on BON's designated agriculture lands. The community would like that land to be used for food production, research, and capacity building in collaboration with this project
- The Permaculture Design International certificate course was originally scheduled to begin at BON on May 2020; however, has been postponed due to COVID-19. The course has both knowledge and applied aspects. (For the course outline that was going to occur, please see attachment 1).
- Possibility of a co-operative store (or local farmers market) for selling or giving local produce to the local residents. Currently, BON is in the process of developing plans for the co-op or local farmers market
- BON is focusing on 2 projects for [Climate change and health adaptation](#) proposal (1) Green house and 2) bee keeping around agriculture to incorporate some of the training aspects of this program. [Strategies North](#), a consulting company from BC, is working with BON on development of funding proposals. A meeting between this team, BON's health team and [Lauren McIvor](#), Community Analyst – Strategies North

Myera Group - Bruce Hardy

- [Myera Group](#) will actively participate in developing strategies to deliver this program through Myera's Innovation campus and business operations.
- Myera's CAP project with BON is important and would prefer to mainly focus on capacity building, linking traditional medicine/food with health, and creating an opportunity for ongoing economic opportunities for the people
- Two streams were suggested: (i) General stream- Permaculture, Business development, Farming (ii) Project-based internships with Metis and First Nation communities and Indigenous businesses. All people should take the general stream and then people can choose specific streams/internships based on interest.
- If the length of the food program is one year, students can spend 2-3 weeks at Myera's Innovation Center to receive direct knowledge
- Myera recently funded a project between CRED and MITAC on bees, pollination, and smart hives.
- Myera is partner with the [International Institute of Sustainable Development \(IISD\)](#) and its experimental lakes area initiatives. Together, they are working in BON to see how wild rice is an important ecological component for cleaning up water in the watershed. A scientific directive from the experimental lakes area initiative could be a part of this project
- Look down to the genetic/genome level of traditional medicine help to identify what are the bio-actives that we need own form [OCAP perspective](#).
- Offer a test at the beginning of the program to determine students' [Essential skills level](#) based on the evaluation tool developed by Skills Competence Canada

Kyle Bobiwash:

- We should develop a set of principles that will be part of the program as a way to start program development and visualize what courses are necessary.
- Better contextualization of the program
- Determine the number of students expected in the program



- Essential to introduce students to different theories and basic scientific fundamentals such as the carbon cycle, nitrogen cycle, ecological function, watershed, landscape design, etc.
- No good foundational texts are currently available that will do the job for Indigenous Food Systems to cover the scientific knowledge, ecological aspects and also the planting aspects; however, a customized study plan can be developed

Brian Rice:

- Focus on land-based education and food cultivation. Land-based education includes understanding Indigenous people's historic and cultural places, as well as occasionally introducing them to other cultures.
- His PhD program was to visit different Indigenous communities to learn from the land, elders and communities, which provides rich learning opportunities – if they can visit and tour and participate with other communities.
- Identified that Audrey Richard, the Student Advisor/Counsellor and Aboriginal Nursing Cohort Initiative, can provide us with more information on the Aboriginal governance program. Invite her to the next meeting.

Shirley Thompson:

- Discussed how recent research with Garden Hill found that Elders and youth farm workers in the community wanted similar things to the 4 tenets of Indigenous food sovereignty. Morrison (2011; 2020) distills Indigenous food sovereignty down to four main tenets, namely that: 1) food is sacred; 2) food systems require Indigenous participation; 3) legislation and policy reforms are needed; and 4) Indigenous self-determination is possible with Indigenous food sovereignty.

Indigenous Food Sovereignty (Morrison, 2011)	Themes from Garden Hill Interviews based on 12 Elder and knowledge keeper interviews and five youth photo solicitation
Sacredness of food	Rekindling the Fire
Participation in the food system	Move your body, your soul and your heart
Policy and legislation reform	Land based education barriers
Self-determination	Self-Determination

Interviews and participatory research established that food education should be rooted in traditional and spiritual beliefs, land-based learning, and self-determination, and food policies and programs need to address gender exclusion, technology and cost. This research shows the importance of developing Indigenous food education programs that are community-based and applied.”

- Learning from the Homebuilders course in Island Lake First Nations, Indigenous students really benefitted by certificate short courses which provided ladder of accomplishments and many small successes and credentials. By obtaining certificates along the way, even if students had to drop out due to life circumstances they obtained a lot of credentials including: First Aid, Chain saw safety and maintenance, small motors maintenance, Health and Safety, job readiness, etc. These provided the skills and knowledge required to do the job safely and get the hands-on skills to be ready to work to do the hands-on internship parts of the program. These certificates provide students with employable skills even if they are not able to complete the full program. Also, many enjoyed the hands-on internship of logging, sawmilling and building houses.

Myrle Ballard:

- Policy aspects of the program are key to consider for self-determination and to see how colonial government creates structural barriers.

Anna Neil:

- Cultural components of the food systems important with songs and ceremony that are related to cultivating, hunting, and fishing. These create a sense of identity and sense of belonging among youths.

Shailesh Shukla:

- Elders should be involved as co-educators. Their involvement in teaching would include changing the course content, delivery, grading system, etc.
- In his ethno-botany course, students were taught about 50 different medicinal plants in and around the Riding Mountain National Park area. Shailesh taught students botany (including taxonomy), while the Elders taught them the relationship, medicinal, and spiritual aspects of those plants

Shawn Bailey:

- Design aspects of the project with the collaboration of landscape architects and architects, as well as engineers. He could see running a design studio related to this.



Marla Robson

- See possibilities of this program leading to enrollment into Faculty of CHREER into Environment, Geography or Geology programs but also other programs with possibilities of advanced credits towards first year.

Dennis Ballard

- See possibilities of this program leading to enrollment of Indigenous students in Science

2. Brainstorming of possible courses:

1. Project-based courses/internships with Metis and First Nation communities and Indigenous businesses (e.g., Myera and Aki Foods) and organizations
2. Courses focused on agriculture, land-based education, cultural and sacred aspects of food, nutrition and health, basic workplace training, traditional land uses (fishing, hunting, gathering, medicines), commercial fishing, landscape or permaculture design for food, fisheries, wildlife and forestry, Self-determination, policy etc.
3. MORE WORK NEEDED HERE IN SUBGROUPS OR NEXT MEETING.
3. Does anyone have any undergraduate or graduate courses that could work with studios and programs with community and diploma students?
 - undergraduate, and diploma-seeking students can work together to exchange knowledge
 - Every year, Myera has organized a tour at Myera for school students. The tour is very exciting and school students are able to learn numerous topics by asking questions to PhD students working at the facility.
 - Shawn Bailey's design studio could work with BON around Indigenous Food Systems.
 - Shirley's Permaculture course can work with graduate students and diploma/certificate students as well as community members. Previously the course in 2017 had an Elder from Island Lake co-teach and 6 adult and young adult received International certificates.
4. NEXT STEPS
 - Need to talk to various deans and Indigenous VP at the university about the program.
 - Team to develop draft principles to send around (Kyle, Shirley, Myrle and anyone else who wishes – please let Shirley know) by early August.
 - Shirley will revise the draft program description based on this meeting and send around by end of August.
5. NEXT meeting: Middle of August 17-21 **A doodle link is in email attached to this.**

Attachments:

1. Permaculture resources
 - i. Course Manual- <http://ecohealthcircle.com/wp-content/uploads/2020/07/Permaculture-Design-Course-winnipeg-sted.pdf>
 - ii. Meechim Farm: Kistiganwacheeng, Permaculture Design 2017 - http://ecohealthcircle.com/wp-content/uploads/2019/04/Meechim-Farm_Updated_Compressed.pdf
 - iii. St. Theresa Point Adelaide McDougall Memorial Health Facility Permaculture Design - ecohealthcircle.com/wp-content/uploads/2019/04/st-theresea-point-presentation-IFS-conference-1.pdf
 - iv. Meechim Farm: A Case Study of Applying an Environmental Farm Plan - <http://ecohealthcircle.com/wp-content/uploads/2020/06/Kaylee-Keeshab-Environmental-Farm-Plan-Meechim-Farm-Kaylee-and-Keshab.pdf>
2. Draft of Indigenous Food Systems Diploma or Certificate Program description and team (attached)
3. Draft paper *Move your body, your soul, your heart to share and harvest food: Food Systems Education for Youth and Indigenous Food Sovereignty in Garden Hill First Nation, Manitoba*