



**NEW BRUNSWICK ABORIGINAL PEOPLES COUNCIL**

# The Monthly Mailout

**March 2018**



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# AGM

## SAVE *the* DATE

August 18 & 19, 2018

in

*Bathurst*





## **Aboriginal Skills & Employment Training Strategy New Brunswick Aboriginal Peoples Council**

**320 St. Mary's St. Fredericton, NB E3A 2S4**

**Tel: (506) 458-8422 / 1-800-442-9789 Fax: (506) 451-6138**

*"Serving the Employment Needs of the Off-Reserve Aboriginal Community"*

### **Employers & The Summer Student Placement Program 2018**

The ***NBAPC-ASETS Summer Student Placement Program*** is just around the corner. Every year the ASETS Department offers students an opportunity to apply for summer employment. Students who wish to obtain a summer job in order to learn new skills and gain valuable work and life experience are encouraged to apply. Employers who are interested in hosting a summer student can also apply. Students and employers can contact our offices to have the appropriate application form mailed or faxed to them. When contacting our offices please specify whether you require the student application form or the employer application form. The deadline for application is **April 27, 2018 at 4:30pm.**

When applying to host a student in the Summer Student

The employer must provide a safe working environment for the student.

Only Off-Reserve Aboriginals who between the ages of 16-30 at the time the summer placement (summer 2018).

Students must be supervised by the employer or a designated existing staff member at the work site during the placement. Placement Program remember:

Any issues that may arise during the placement must be reported immediately to the ASETS department. are residents of New Brunswick

Priority will be given to students enrolled in post-secondary education.

A student's resume must accompany every student application form to be considered for an employment placement.

Proof of enrollment in school currently and in the fall of 2018 must accompany every student application form.

Every effort is made to place students at organizations where they will gain meaningful skills and/or learn to perform duties related to their training/career goals.

Every effort is made to place students at non-profit organizations, organizations that are community minded and/or help provide the community with meaningful services.

**COMPLETED APPLICATIONS MUST BE RECEIVED BY THE NBAPC-ASETS DEPARTMENT NO LATER THAN 4:30PM APRIL 27, 2018. STUDENT APPLICATIONS MUST INCLUDE A RESUME AND PROOF OF ENROLLMENT IN SCHOOL FOR THE CURRENT YEAR AND FALL 2018. APPLICATIONS WITHOUT THIS INFORMATION WILL NOT BE PROCESSED**

## **EMPLOYER FORM**





## Aboriginal Skills & Employment Training Strategy

### New Brunswick Aboriginal Peoples Council

320 St. Mary's Street Fredericton, NB E3A 2S4

Tel: (506)458-8422 Toll Free: 1-800-442-9789 Fax: (506)451-6138

[www.nbapc.org](http://www.nbapc.org)

### Employer Request For Summer Student Application Form

Business Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Contact Person: \_\_\_\_\_ Fax #: \_\_\_\_\_  
Address: \_\_\_\_\_ E-mail: \_\_\_\_\_  
\_\_\_\_\_ Website: \_\_\_\_\_  
\_\_\_\_\_ Non-Profit/Not For Profit: Yes / No

Description of Services Offered by Business Applying for a Summer Student:

---

---

Description of Expected Duties, Tasks, etc... to be Performed by a Summer Student:

---

---

Description of Required Skills Student Must Already Possess To Work at Applying Business

---

---

Explanation why Business Requires Funding Assistance for a Summer Student:

---

---

Earliest Possible Start Date for Student:

---

Latest Possible Start Date for Student:

---

Number of Students Requested: \_\_\_\_\_

Percentage of Student Wages Business is Able to Contribute: \_\_\_\_\_%

Business Applicant Signature

Date

Employment Counselor Signature

Date

**Summer Students that may be available to employers within this program are between the ages of 16-30 at the time of the placement, are Off-Reserve Aboriginals who will be attending school or training in the fall and are NB residents. Employer applications that are incomplete will not be processed.**

**DEADLINE: April 27, 2018 4:30pm**







## Aboriginal Skills & Employment Training Strategy New Brunswick Aboriginal Peoples Council

320 St. Mary's St. Fredericton, NB E3A 2S4

Tel: (506) 458-8422 / 1-800-442-9789 Fax: (506) 451-6138

*"Serving the Employment Needs of the Off-Reserve Aboriginal Community"*

### **Summer Student Placement Program 2018**

Every year the ASETS Department offers students an opportunity to apply for summer employment. Students who wish to obtain a summer job in order to learn new skills and gain valuable work and life experience are encouraged to apply. Employers who are interested in hosting a summer student can also apply. Students and employers can contact our offices to have the appropriate application form mailed or faxed to them. When contacting our offices please specify whether you require the student application form or the employer application form. The deadline for application is **April 27, 2018 at 4:30pm.**

When applying for the Summer Student Placement Program remember:

Applicants must be Off-Reserve Aboriginals who are residents of New Brunswick between the ages of 16-30 at the time the summer placement will occur (Summer 2018).

Students must currently be attending school and will also be attending school again in the fall of 2018.

Priority will be given to students enrolled in post-secondary education.

A resume must accompany every student application form.

A student's resume must accompany every student application form to be considered for an employment placement.

Proof of enrollment in school currently and in the fall of 2018 must accompany every student application form.

Every effort is made to place students at organizations where they will gain meaningful skills and/or learn to perform duties related to their training/career goals.

Every effort is made to place students at non-profit organizations, organizations that are community minded and/or help provide the community with meaningful services.

**COMPLETED APPLICATIONS MUST BE RECEIVED BY THE NBAPC-ASETS DEPARTMENT NO LATER THAN 4:30PM APRIL 27, 2018. STUDENT APPLICATIONS MUST INCLUDE A RESUME AND PROOF OF ENROLLMENT IN SCHOOL FOR THE CURRENT YEAR AND FALL 2018. APPLICATIONS WITHOUT THIS INFORMATION WILL NOT BE PROCESSED.**

# STUDENT FORM





# Aboriginal Skills & Employment Training Strategy

## New Brunswick Aboriginal Peoples Council

320 St. Mary's Street Fredericton, NB E3A 2S4

Tel: (506)458-8422 Toll Free: 1-800-442-9789 Fax: (506)451-6138

[www.nbapc.org](http://www.nbapc.org)

### Student Summer Application Form

Student Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Address: \_\_\_\_\_ E-mail: \_\_\_\_\_  
\_\_\_\_\_ D.O.B.: \_\_\_\_\_  
\_\_\_\_\_ S.I.N #: \_\_\_\_\_

Language: Spoken: \_\_\_\_\_ English \_\_\_\_\_ French \_\_\_\_\_ Other (\_\_\_\_\_) \_\_\_\_\_  
Written: \_\_\_\_\_ English \_\_\_\_\_ French \_\_\_\_\_ Other (\_\_\_\_\_) \_\_\_\_\_

Last Grade Completed (High School): \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

Year(s) of Technical/Trade School Completed \_\_\_\_\_ Course \_\_\_\_\_ Year \_\_\_\_\_  
\_\_\_\_\_ Course \_\_\_\_\_ Year \_\_\_\_\_

Year(s) of University \_\_\_\_\_ Course \_\_\_\_\_ Year \_\_\_\_\_  
\_\_\_\_\_ Course \_\_\_\_\_ Year \_\_\_\_\_

Other Certificates, etc... (ie: CPR, WHMIS...) \_\_\_\_\_

Prior Employment Positions Held by Student: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

List the Types of Work Preferred: \_\_\_\_\_ List Locations, Areas, Businesses Preferred: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disabilities that May Affect Employment: \_\_\_\_\_

List your future career and educational interests and goals: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_ Empl. Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please attach a resume and proof of enrollment to attend school in the fall in order to have your application considered. Applications that are incomplete and do not include all required documents will not be processed. Only Off-Reserve Aboriginal students between the ages of 16-30 at the time of placement and are NB residents are eligible for this program. DEADLINE: April 27, 2018 4:30pm**





# Aboriginal Skills & Employment Training Strategy

## New Brunswick Aboriginal Peoples Council

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*"Serving the Employment Needs of the Off-Reserve Aboriginal Community"*

### NBCC College 4 Kids Summer Program

#### **REGISTRATION OPENS APRIL 3<sup>rd</sup>, 2018**

Have fun at NBCC this summer with our line-up of awesome specialized camps! Learn new skills, explore a new hobby, and make new friends. NBCC camps are taught by experienced and motivated professionals who will encourage and challenge you in an atmosphere that supports curiosity and exploration.

Make it a summer to remember with NBCC's College 4 Kids!

Camps are open to students entering **grade 7, 8 or 9** in Sept 2018.

For registration, locations, camps available and cost inquiries, contact us at **1-833-658-2577** or [ct@nbcc.ca](mailto:ct@nbcc.ca)



#### **Camp Schedule**

**Drop-Off Time:** 7:45 am - 8:30 am / **Pick-up Time:** 4:00 pm - 5:00 pm

**Friday Showcase:** Join the students late Friday afternoon to see what they created in camp that week!







# Aboriginal Skills & Employment Training Strategy

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### Skills Canada – The Trades & Tech Gala for Girls

The Trades & Tech Gala for Girls is designed to bring together young females from grades 9-12 from various high schools to network with female mentors who are employed in the non-traditional skilled trade areas.

This program was established by Skills Canada Ontario with help from partners such as Irving Oil, NB Power, Women in Nuclear-NB and the Wage Gap Reduction Initiative. We are able to use the same structure here in NB for what is called the Trades & Tech Gala for Girls. The Trades & Tech Gala for Girls (formerly known as Skills Work for Women Networking Dinners) is designed to introduce young women in high school to the skilled trades and technology sectors and to female mentors who are currently working or studying in a related career field.

The Trades & Tech Gala for Girls is a relaxed dinner that fosters a positive environment in which young women have the opportunity to hear speakers discuss the rewards and challenges of their chosen career path, and to connect with mentors from their community. Mentors provide students with advice, guidance and inspiration by sharing their experiences. Participants leave empowered and informed about exciting non-traditional careers.

The goal is to expose students to these career options early on while they are still in the process of deciding on their future career paths. The event typically begins with a dinner and keynote speaker who is a woman in a non-traditional career. Students then break out into groups and we do a round-robin with the various mentor booths. The 'round-robin' style provides each group the opportunity to meet with a mentor for 8-10 minutes and rotate to the next mentor booth and so on. Each mentor talks about her job and students get the chance to ask questions and learn more about that specific occupation.

The event is meant for young women to learn more about careers in the non-traditional fields and also to dispel the myths they may have about these careers by talking directly with women who work in these jobs. Employers are also encouraged to take part in the Trades & Tech Gala for Girls. Employers can have booths at the event and they can encourage their female employees who work in a non-traditional job to become a mentor at a dinner. Employers may also help sponsor dinners in their regions.

Ultimately, the goal of the Galas is to help increase awareness about non-traditional careers and lead to more females pursuing careers in non-traditional fields. If you are interested in learning more about the Trades & Tech Gala for Girls, or being a mentor at a gala in your region, contact **Kate McLean** at (506) 462-5910 or [kate.mclean@gnb.ca](mailto:kate.mclean@gnb.ca)



## Social Sciences and Humanities Research Council

[Home](#) › [Connecting with Society](#) › [Research Stories](#) › Story

### Celebrating change-makers on International Women's Day

*Date published: 08/03/2018 9:10:00 AM*

Chief Wendy Wetteland, president of the New Brunswick Aboriginal Peoples Council, approached University of New Brunswick, law professor Jula Hughes in 2015 for help on a research project. It would look for ways to prevent victimization, and improve outcomes for missing Indigenous women, girls and sexual and gender minorities in Eastern Canada.

The resulting collaboration is the type of work being honoured through the United Nations' theme for **International Women's Day 2018**: "Time is Now: Rural and urban activists transforming women's lives." It celebrates people around the world who are mobilizing to create a more equal future.

In Canada, Indigenous women make up only four per cent of the female population. But today they are 12 times more likely to be missing or murdered than any other women. [Status of Women Canada](#) further estimates that Indigenous women and girls in Canada are disproportionately affected by all forms of violence.



**Photo: © Susan Sacobie**

"This painting is for the missing and murdered Maliseet and Mi'kmak women that were almost forgotten. The five women in this piece represent knowledge, faith, wisdom, justice and peace. They are wearing our traditional peaked hats decorated with the double curve motifs. The wampum belt on the bottom is our promise to each woman that their lives will be remembered, celebrated, honoured. The wampum belt is also a promise to each Native woman that we have to rebuild our matriarchal standing within each of our families and communities. We must humble ourselves and learn and teach one another about who we are, where we come from and to not be silent and share our individual stories so we can empower our sisters, stay connected and strong and in turn we keep our families and communities strong. Their connecting shields are protecting us and reminding each of us that it is an obligation and a privilege to guard one another because we are all connected. As mothers and daughters, the living as well as the women who crossed the rainbow bridge, we have to tell ourselves and each other our lives matter, we are important and we have to love and respect each other unconditionally and stand together."

**—Susan Sacobie**

Wetteland and Hughes have created the "Looking out for each other: Assisting Aboriginal families and communities when an Aboriginal woman goes missing" project to help.

"I am confident that the project will empower families and friends of missing persons to take effective action," says Hughes.

The project's community-driven, collaborative research initiatives combine university-based research, Indigenous self-governance organizations, social justice efforts, and justice system reform.

The resulting networks of Indigenous women leaders and researchers from across Eastern Canada, organized into academic and advisory circles, bring community knowledge together with academic research capacity.

The team first consulted with community partners to identify urban Indigenous organizations' existing capacities, and what future resources could address community needs. Among other options, the community identified the need for a helpline for family members and friends, to advise on issues like interactions with police and media, and the use of social media.

The project team is also working on other tools, resources and research to help support Indigenous women and their communities.

They are developing a resource manual for Indigenous organizations to help families and friends of missing Indigenous persons navigate the complicated mainstream service systems they have to deal with.

Law student Fahim Rahman is exploring agency services that could increase access to justice in the province. These include municipal, provincial and federal police services; and legal assistance, health, public safety, crisis response, and search and rescue services.

The project is also bringing forgotten and undocumented stories to light by tracking and recording the cases of missing women, and uncovering how services worked or failed to support their families and friends.

The team's research co-ordinator, Janelle Marchand, is exploring the mental health support available for Indigenous service providers, while other team members are exploring cultural safety training and improved risk assessment practices for police forces, and lawyers' training and development in cultural competency.

On March 13, the University of New Brunswick will appoint Jula Hughes as a [University Research Scholar](#) for her consistently high level of scholarship, and whose research is, or has the potential to be, of international stature.

## Project partners



Indigenous community partner organizations include Native Councils, Friendship Centres, women's organizations and Transition Houses in Eastern Canada. The academic partners are: Professors Mirja Trilsch, Doris Farget and Dominique Bernier (UQAM); Laurel Lewey (St. Thomas); Naiomi Metallic (Dalhousie); Catherine Martin (Mount Saint Vincent); and Jennifer Shea (Memorial).





Dr. Julia Hughes  
principal investigator for LOFEO  
Looking Out For Each Other Project

Dr. Hughes received her LL.B. from the University of Ottawa in 1999 and her PhD and MA degrees in German and Comparative Literature from the University of Erlangen, Germany. She joined UNB in 2006 after clerking at the Supreme Court of Canada and practicing law in Ottawa. She was promoted to Professor in 2017. In 2016, she was the recipient of the Law Faculty Award for Teaching Excellence.

Dr. Hughes' research has centred on the development of community-driven and empirical research methodologies in law including co-authoring a much-cited study of provincial court judges' recusal practices. She has collaborated with numerous community organizations engaged in social justice work and justice system reform, has advised federal and provincial ministers of justice, as well as the New Brunswick Executive Council, and appeared before Ontario and federal courts as well as the Supreme Court of Canada. Her work with the Urban Aboriginal Knowledge Network (Atlantic), Native Councils and Friendship Centres across Eastern Canada has addressed pressing issues related to modern treaty processes, the constitutional duty to consult with off-reserve populations, and improving justice responses to violence against Indigenous women.

Her research has gained her a national and international reputation in the areas of Indigenous governance, reproductive rights, judicial ethics and criminal law reform. She has published extensively in legal and socio-legal journals and presented as keynote and invited speaker in the United States, Austria, Germany and across Canada.

A former chief negotiator and president of the Association of University of New Brunswick Teachers, frequent external reviewer and grant adjudicator for SSHRC and other funding agencies, regular presenter at judicial education seminars and continuing legal education events, she has contributed significantly to UNB and the broader academic and professional communities. In 2010, she received the CAUT Dedicated Service Award.

Dr. Hughes is currently the principal investigator facilitating the work of a team of researchers from six universities. She collaborates with Aboriginal organizations across Eastern Canada to develop a coordinated network of assistance to families and friends of missing Indigenous individuals. Resources developed in this project support cultural competency training for lawyers, police officers and journalists and improve professional practice and services offered to Indigenous women and their loved ones. This research is supported by a SSHRC Partnership Development Grant and funding by Status of Women Canada.

For more information about UNB's Research Scholar:

<http://www.unb.ca/hr/honouringourpeople/universityresearchscholar.html>



# NBAPC

## PARTNERSHIPS AND PROTOCOLS PROJECT

We have reached the half-way point in the project “Building Partnership and Protocols in a Relationship Agreement Toward Improving Socio-Economic Outcomes for Off-Reserve Aboriginal People” (Partnerships and Protocols, or P&P for short).

Part of the project involves developing a Relationship Agreement, which describes the process and outlines the terms for the NBAPC and the Provincial government to work together. The current draft of the agreement was designed by NBAPC with guidance from Mr. Roger Hunka of the Maritime Aboriginal Peoples Council.

Roger has travelled with us to the community meetings in Zones 1, 2 and 7. At these meetings, members are provided copies of background materials and Roger explains the history, the wording and shaping of the document. Feedback from the membership is welcome.

The next meetings are scheduled for:

- Zone 5 from 2:00-5:00 pm on March 18 at the Church of St. Andrew and St. David in Saint John
- Zone 4 from 6:30-9:00 pm on March 19 at the Coastal Inn
- And for Zone 6 from 6:30-9:00 pm on March 20 at the Fredericton Inn.
- The Zone 3 meeting had to be cancelled due to a winter storm. Details to follow.



NEW BRUNSWICK ABORIGINAL PEOPLES COUNCIL  
WILL BE HOLDING

# MEETINGS WITH OUR MEMBERS

to receive feedback on a draft  
relationship agreement  
with the province of New Brunswick

**Zone  
3**

Date: Monday April 16, 2018  
Time: 6:30-9:00 pm  
Location: Howard Johnson, The Maple Room  
1 Jane Street  
Miramichi, NB

---

For more information please contact the Project Coordinator  
Mary C. Milliken, [mcm@mcmilliken.ca](mailto:mcm@mcmilliken.ca) or 506-440-1286





New Brunswick  
Aboriginal Peoples Council

# CE QU'IL FAUT SAVOIR:

SUR L'EXPLOITATION FINANCIERE  
DES PERSONNES AGEES



**Date: 24 mars 2018**

**l'heure: 13:00**

**Best Western Plus Edmundston Hotel  
280 Boulevard Hébert, Edmundston, NB**



A



## 2018 Annual General Meeting

G

M

*NIHKANAPOLTIPON – We are looking forward  
to the future*

# OFF-RESERVE ABORIGINAL HOME OWNERSHIP PROGRAM

## ***What is the Off-Reserve Aboriginal Home Ownership Program?***

This program is offered by the Department of Family and Community Services (SD) through Skigin-Elnoog Housing Corporation. It provides financial assistance to off-reserve aboriginal households with modest incomes to help them buy or build a modest first home.

## ***Who qualifies?***

Families or individuals, with total household incomes below \$55,000.

## ***You must also***

Be a first-time homeowner or be living in a unit that is beyond reasonable repair.

Have a good credit rating and meet all SD lending requirements for obtaining a first mortgage.

The total debt service ratio should not exceed 40%

## ***Eligible Properties***

New construction or the purchase of existing properties are both eligible (including manufactured homes). When purchasing an existing unit limited repair work may be included in the total unit cost. All units must fall within SD's modest housing criteria. For new construction land acquisition is an eligible cost.

Used mini homes are eligible provided they meet SD standards. Mini homes must be in very good condition and not more than 15 years old.

## ***How Does It Work?***

Eligible applicants may receive a loan (including any repairs & closing costs) in the form of a 25 year repayable first mortgage. The Interest will be calculated at the provincial borrowing rate. The repayment terms are locked in for the length of the mortgage.

## ***Do You Have Any Questions?***

If you have any questions about the Off-Reserve Aboriginal Homeownership Program, contact Sacha at Skigin-Elnoog Housing Corporation (459-7161).

Note: Deadline for Applying is **April 20, 2018**.

The Program is funded by the Government of Canada and the Province of New Brunswick.



## **Skigin-Elnoog Housing Corporation Inc.**

Skigin-Elnoog Housing Corporation was founded in 1973 as an effort to improve the housing conditions of Off-Reserve Aboriginal Peoples. Thirty-four years later, Skigin-Elnoog Housing Corporation has developed and delivers a number of programs and services for the Off-Reserve Aboriginal population. Currently Skigin-Elnoog offers the following services:

### **15.1 Rental Program**

Located in Woodstock, Grand Bay, Fredericton, Miramichi City, tenants pay lower rent than the going market rent in each respective area.

31 Apartment Units in 5 buildings are available around the Province.

No Income Limit

### **PRE 86 - 56.1 Rental Program**

166 Apartment Units in 22 buildings located in Saint John, Fredericton, Moncton, Bathurst and Miramichi City.

Available for Aboriginal and non-Aboriginal families with lower rent in comparison to conventional housing in each respective area.

Subsidized rent is available to those families in need of assistance.

No Income Limit

### **Federal/Provincial Emergency Repair Program**

A Federal/Provincial emergency repair program that is designed for low income Aboriginal families.

Repairs are limited to emergency situations which ensure dwellings meet a minimum level of health & safety.

Program is open to families within the Province who meet the income criteria.

Assistance is available in the form of grants. Federal ERP has a maximum non-repayable limit of \$5,000 while the Provincial ERP has no maximum contribution level, only budget limitations.

### **Federal/Provincial Repair Program**

A Federal Repair Program designed for low income Aboriginal homeowners to obtain loans/grants to renovate homes.

Assistance is available in the form of loans/grants, which are repayable at lower interest rates.

Twenty percent of the grant may be forgiven yearly for up to five years.

### **Home Adaptations for Seniors Independence**

Designed for low income seniors 65 and over to make minor adaptations to their homes.

Improves the ability to perform daily living activities.

Assistance available in the form of loans with a maximum value of \$3,500.

**Addi onal informa on on any of the Urban or Rural Programs  
can be obtained by contac ng Skigin-Elnoog Housing at (506)  
459-7161 or (800)561-4024**





# NATIVE WOMEN'S ASSOCIATION OF CANADA SURVEYS



The banner features the NWAC logo on the left, which includes a circular emblem with a red sun and a vertical bar with three red and green symbols. To the right of the logo, the text reads: "NATIVE WOMEN'S ASSOCIATION OF CANADA" and "L'ASSOCIATION DES FEMMES AUTOCHTONES DU CANADA". The main title "NWAC FOOD POLICY SURVEY" is centered in large, bold, black letters. Below the title, a paragraph states: "NWAC has developed a survey so that we can hear directly from indigenous women on how to reduce food insecurity in communities across Canada. Your input will inform a larger food policy strategy." The background is a soft-focus image of a person in traditional Indigenous dress.

NATIVE WOMEN'S  
ASSOCIATION OF CANADA  
L'ASSOCIATION DES FEMMES  
AUTOCHTONES DU CANADA

## **NWAC FOOD POLICY SURVEY**

NWAC has developed a survey so that we can hear directly from indigenous women on how to reduce food insecurity in communities across Canada. Your input will inform a larger food policy strategy.

<https://s.surveypplanet.com/rJwYYuJSM>



The banner features the NWAC logo on the left, which includes a circular emblem with a red sun and a vertical bar with three red and green symbols. To the right of the logo, the text reads: "NATIVE WOMEN'S ASSOCIATION OF CANADA" and "L'ASSOCIATION DES FEMMES AUTOCHTONES DU CANADA". The main title "NWAC Languages Survey" is centered in large, bold, black letters. Below the title, a paragraph states: "NWAC has developed a survey so that we can hear directly from Indigenous family members, educators, & leaders about your vision for language learning for Indigenous children & families." The background is a soft-focus image of tall grass.

NATIVE WOMEN'S  
ASSOCIATION OF CANADA  
L'ASSOCIATION DES FEMMES  
AUTOCHTONES DU CANADA

## **NWAC Languages Survey**

NWAC has developed a survey so that we can hear directly from Indigenous family members, educators, & leaders about your vision for language learning for Indigenous children & families.

<https://s.surveypplanet.com/BJdUxALOG>





# Social Enterprise: For Youth and Aboriginal Communities

Across Canada, social enterprises are being used to create employment, address social and cultural issues, and strengthen local communities.

Join the Co-operative Enterprise Council and NB Aboriginal Peoples Council in this full day workshop to learn:

What are Social Enterprises?

What opportunities do Social Enterprises present for youth and Aboriginal communities?

What are the structures and legal implications?

How do you start a social enterprise? What resources are available to help?

\*Examples and case studies of Aboriginal social enterprises will be used, including a real-life start-up, Rising Sun Lodge, being established by the NB Aboriginal Peoples Council.

Dates: March 16, 2018 from 9am to 4pm  
Location: New Brunswick College of Craft and Design,  
457 Queen St, Fredericton  
Cost: \$70/participant (HST and lunch included)

Register online by March 8<sup>th</sup>  
<http://bit.ly/2HPWGCU>

For further information:  
(506) 227-9607  
[info@cecnb.ca](mailto:info@cecnb.ca)

\*Free for Aboriginal Youth: Supported by the NB Aboriginal Peoples Council. Please contact [info@cecnb.ca](mailto:info@cecnb.ca) to get the promo code.





## INTERNATIONAL OCEAN INSTITUTE



### Training Programme on **OCEAN GOVERNANCE: POLICY, LAW AND MANAGEMENT** 23<sup>rd</sup> May – 20<sup>th</sup> July 2018 (*subject to final confirmation*)

#### OVERVIEW

Intensive, interdisciplinary course run by IOI-Canada at Dalhousie University, Halifax, Nova Scotia.

Held each year since 1981, with 700 alumni from more than 100 countries.

Global perspective on ocean and coastal governance issues with emphasis on viewing the ocean as a complex system with varied users and multiple, often competing and conflicting, uses.

Over 200 hours of lectures, interactive discussions, field trips, simulations and exercises, individual participant presentations, and a concluding Round Table of ocean specialists.

Approximately 90 speakers, including local and international experts and practitioners.

#### PARTICIPANTS

Designed primarily for developing country mid-career professionals with:

- responsibility for some aspect of coastal or ocean governance;
- strong English language skills;
- a desire to step outside their area of specialisation and into an international, interdisciplinary forum where diverse participants learn together and examine issues from different viewpoints.



#### PURPOSE & APPROACH

The course challenges participants to:

- deepen their understanding of the complexity and role of oceans issues in sustainable development;
- strengthen and update their academic knowledge while being exposed to practical lessons drawn from actual experience in integrated coastal and ocean management;
- develop relevant skills, leadership abilities and networks to help them apply their new knowledge;
- assist their countries towards maximising benefits from the UN Convention on the Law of the Sea, through the proper integration of coastal and ocean management into national and international development strategies.

Organised thematically into modules, the curriculum typically includes key topics in:



- Ocean Sciences
- Law of the Sea & Principled Ocean Governance
- Integrated Coastal and Ocean Management
- Sustainable Development
- Fisheries and Aquaculture
- Ethical Issues in Ocean Governance
- GIS and Information Management

- Marine Transportation
- Media and Communication
- Maritime Security
- Energy
- Ecological Economics
- Negotiation
- Project Cycle Management

**A course-long simulation** links modules to help consolidate and integrate the wide-ranging information and ideas presented. It also makes participants address the challenges of translating facts and theory into policy, and provides practice in leadership, teamwork, negotiation, communication and presentation skills.

**Field trips** reflect module themes and showcase a variety of organisations and industries in Nova Scotia, e.g. Bedford Institute of Oceanography, Port of Halifax including boat tour of harbour, NAFO, land and sea-based aquaculture, tidal power, seaweed product development, clam depuration, oil spill remediation and emergency management.



## ADMISSION REQUIREMENTS

Participants should preferably be aged 25-45 with an undergraduate degree, or equivalent experience. Applications should be endorsed by an appropriate government ministry or department, a national or regional body, or the candidate's institute, NGO or company.

Applicants from developed countries may be considered. Dalhousie University graduate students can also register for the course as an audit, or for a full credit if the appropriate arrangements are made and an extra assignment completed.

Before applying, candidates should carefully review the training section of IOI-Canada's website ([www.dal.ca/ioihfx](http://www.dal.ca/ioihfx)) particularly the details of

Successful applicants must be willing to complete some specified readings and preparations before arrival.

Participants should be prepared for a **very heavy workload with up to seven hours in the classroom per day, five days per week, and further preparation during some evenings and weekends.** Many exercises and presentations involve group work, and each participant has to provide input.

On their return home, all participants must conduct at least one seminar or workshop to share their new knowledge and skills with others in their country, and to provide feedback on these follow-up activities.



## FEES & FUNDING

All applicants must seek external funding and submit proof of their attempts as part of the application process.

The cost for 2018 is anticipated to be around **\$13,500 plus airfare**, and covers board and lodging, tuition, teaching materials, field trips, airport transfers in Canada and health insurance excluding pre-existing conditions. Salary is not included - it is expected that participants continue to be paid by their employer during the course.

Possible sources of financial support might include: (i) the applicant's institution or government; (ii) the Danielle de St. Jorre Scholarship for SIDS women, administered in collaboration with IOI HQ ([www.ioinst.org](http://www.ioinst.org)); (iii) travel grants from the CRFM Secretariat ([www.crfm.int](http://www.crfm.int)) for applicants from member countries; (iv) WWF's Professional Development Grants ([www.wwf-efn.org/grants.cfm](http://www.wwf-efn.org/grants.cfm)) for eligible country applicants working in conservation; (v) awards from national or regional bodies, environmental organisations or foundations; (vi) private sector sponsorship from a relevant company or corporation. Very limited scholarship funding is available through IOI, generally top-up funds for those who have secured partial support from an external source. This does not need to be applied for separately, but note that **it is intended for participants who can demonstrate their attempts to secure funding from other sources.**

*The skills and knowledge I attained at the IOI will have a lasting impact in my work... My general view of things will never remain the same again.*

B. Mwashote, Kenya



*I left many lectures saying to myself, "I could use this!" and I have.*

D. Theophille, Dominica

**Application forms** can be downloaded from the training section of IOI-Canada's website ([www.dal.ca/ioihfx](http://www.dal.ca/ioihfx)) or requested from: Madeleine Coffen-Smout, Programme Officer ([ioi@dal.ca](mailto:ioi@dal.ca)). The deadline for receipt of completed applications is **5<sup>th</sup> January 2018**. Late applicants may be considered if space is available, so please contact IOI-Canada if the deadline has already passed.







## Hayes Urban Teaching Farm Regenerative Farming Certificate Program

### **APPLICATION FORM - 2018 PILOT PROGRAM**

The Hayes Farm is on traditional Wolastoqey territory. In 1752, the Wolastoqiyik (Maliseet), Mi'kmaq, and Peskotomuhka (Passamaquoddy) signed the first of the Peace and Friendship Treaties with the British Crown, where land was neither ceded nor surrendered. The Treaties of Peace and Friendship were a mutual promise to a commitment of respect and peace between nations and their generations to come. As the future generations and current beneficiaries of these treaties, it is now our responsibility to live in peace and friendship with one another as sovereign nations, as well as with our Mother Earth.

At the Hayes Urban Teaching Farm, we believe in the power of diversity. We seek to have strong representation of women, people with varied abilities, Indigenous peoples, LGBTQ orientation, and visible minorities in our organization. We are committed to a safe, inclusive, and equitable learning and working environment.

### **APPLICATION PROCESS**

1. Read the complete application, overview and background documents
2. Fill out our questionnaire (section 1)
3. Answer questions as to your talents, gifts, and personal interests in this project (section 2)
4. Answer questions about your existing knowledge and background (section 3)
5. Provide contacts for two professional references (section 4)
6. Attach an up to date resume (preferably in PDF format)
7. Send your full application (form and attachments) by email to the Regenerative Farming Certificate (RFC) coordinator (hayesteachingfarm@gmail.com). You will be notified that your application has been received.

If your application is a good match for our program, you will be contacted to arrange a phone or in-person conversation. (Note: some applicants may have already been contacted). If we determine that you are a good candidate after that conversation, we will contact your references. If your references indicate a good match with our program, we may arrange an in-person discussion, or 2nd phone conversation.

Our goal is to have all positions filled by March 30, 2018. Applications are accepted year-round and the program is filled on a first come first served basis. If a position is being offered to you, you will be contacted with an offer as soon as the decision has been made.

### **Find background information at:**

<https://www.facebook.com/HayesUrbanTeachingFarm/> & <http://www.nbchg.org/urban-teaching-farm-project/>

**PROGRAM DETAILS:** Participation in our pilot year (2018 season) will be a unique opportunity for learning, as well as creating and contributing to the formation of the Regenerative Farming Certificate program at the Hayes Farm. Our pilot cohort will be a small group (8-10) who are expected to give ongoing constructive review of the teaching materials and program layout. It is equally important that this special group commit to the entire 32 weeks of the program, and be flexible as they work and study (within the scheduled Monday-Friday), to help

evaluate the structure of the pilot year. Materials will not be available online and student success depends on being in class and present for field work. Instruction will be in English, and students will need to be competent (or have the necessary support) in written and oral communication, as well as basic numeracy and computer skills, and access to a computer.

**SCHEDULE:** The tentative program dates are Monday, April 16, 2018 through November 23, 2018. The program is full time and will run Monday - Friday, roughly 4½ days per week. From mid-June to early September, participants should expect to help run Thursday evening farmers' market shifts (approx 4-10pm); 3-4 times over 12 weeks, on rotation.

**KEY TO LEARNING DEPOSIT:** Participation in this pilot year is a true exchange of learning and energy. We will not be collecting tuition from our participants this year, but do require a "Key to Learning Deposit" to hold your seat and help cover start-up costs. In recognizing a variety of participant circumstances, the suggested deposit is on a sliding scale of \$200-\$1,000. This deposit is due by April 13, 2018. Given the participants full contribution of participation, time, and feedback, half of the deposit will be returned at the end of the program. This contribution may require participation in filling out surveys, participating in evaluation workshops, and periodic individual interviews.

**Please fill out this form in Microsoft Word and email it as an attachment when submitting your application.**

## **Section 1: Personal Information**

1. Full name:
2. Permanent mailing address:
3. E-mail address:
4. Phone number(s):

## **Questionnaire**

1. Are you at least 18 years of age?
2. Are you a Canadian citizen or resident?
  - a. If No, do you hold a valid Canadian visa or status to reside in Canada?
  - b. If No, will you be able to obtain these documents (including health insurance) in full by April 1, 2018??
3. There are no accommodations provided as part of the program. Do you or will you have suitable living arrangements for the duration of the program (April – November 2018)?
4. Are you willing to do field work in hot and cold temperatures, and wet (variable) conditions?
5. Are you able to work outside for up to 8 hours (including breaks) on field days?
6. Are you able to attend the full schedule as outlined above, including the Thursday night farmers' market?
7. The RFC program has some detailed curriculum requirements, including reading and basic math skills. There will be in-class time, readings, and assignments. Do you feel you are ready to tackle the curriculum requirements in addition to the hard work of farming?
  - a. If no, do you have a way to access assistance in the above areas?
8. How did you first hear of the RFC program?
9. Are you comfortable with photos or videos being taken of you as a participant of the RFC program, to be used for promotional or educational purposes?





**Section 2: Interests, gifts, talent**

We want to know more about you! Tell us what makes you a good candidate for the program and what your interests are in learning to farm. Please write a short explanation to the questions below.

- 1. Do you have a valid driver’s license?
- 2. What is your gardening/farming experience?
- 3. Describe any experience that you have in each of the following:
  - a. Small construction projects (group or alone)
  - b. Entrepreneurial activities
  - c. Operating farm machinery
  - d. Operating tools and equipment
  - e. Sustained physical labour
  - f. Managerial and supervisory work
  - g. Volunteering
- 4. Are there any other related work, recreational experiences, or skills that you would like to tell us about?

**Section 3: Knowledge/Background**

- 1. How would you explain “regenerative organic farming”?
- 2. Regenerative/Organic/small scale farming is often viewed as an alternative lifestyle. Explain what this means to you and how it may have motivated you to apply for the program.
- 3. What excites you most about the program and what do you expect to gain?
- 4. What might be your biggest challenges in completing the RFC program?
- 5. What future use do you hope to make of your farming, business, and community skills?
- 6. Farm work can be physically demanding, and can require long hours in either the hot sun or freezing cold. What experiences or attributes make you ready for this challenge?
- 7. Is there anything else you would like to tell us?

**Section 4: References**

Please list below the names of two (2) references, their contact information (mailing address, phone number, and email address,) and their relationship to you. References must be from people such as employers, instructors, associates, and others in a position to comment on your work style and character. References from family members and from people whose sole relationship with you is as a 'friend' are not acceptable. Reference letters do not need to be included with the application.

Please send your application along with the above documents to: [hayesteachingfarm@gmail.com](mailto:hayesteachingfarm@gmail.com). General inquiries can also be emailed to this email address.

A complete application includes:

- \_\_\_ Complete answers to all questions on pages 2 & 3 of this application form
- \_\_\_ Proof of VISA and health insurance (International applicants, only)
- \_\_\_ 2 references with complete contact information (name, address, phone and email)
- \_\_\_ Your up-to-date resume



## **HAYES URBAN TEACHING FARM - Regenerative Farming Certificate program**

**[hayesteachingfarm@gmail.com](mailto:hayesteachingfarm@gmail.com) (506) 260-7932**

**[nbchg.org/urban-teaching-farm-project/](http://nbchg.org/urban-teaching-farm-project/)**

**Who is the Regenerative Farming Certificate (RFC) program for?** The primary focus of the Hayes Urban Teaching Farm is to provide an intensive experiential learning opportunity to individuals who are interested in immersing themselves in small-scale, regenerative agriculture. Participants of the RFC program will consist of a range of ages and will have varying life experiences. Are you adventurous and adaptable? Do you like to co-create with others and get your hands dirty? **The Regenerative Farming Certificate just might be for you!**

The Hayes Farm is location at 577 Hillcrest Drive in Fredericton, NB. Our classroom will be off site, but within walking distance of the farm. Both are within city limits, and accessible by foot, bike, bus, or car.





### **Concept**

Fundamental knowledge, skills and abilities necessary for self-employment in small scale regenerative organic crop farming, or a meaningful career in local agriculture  
Create foundation training for entry level upon which future individualized pathways can be designed depending on participants' needs and goals

### **Program Scope**

Regenerative Organic farming production (not certified)  
Small scale - 1.25 acres of land  
Market garden crops  
NB hardy  
Native/natural  
Vegetables/herbs/fruit  
The program will be broken down into 4 major areas of study  
Crop production (from soil to harvest)  
The Business of Farming (basic business and marketing skills)  
Farm Philosophy (food security, land care and self-care, etc.)  
Beyond the Farm (field trips, seed saving, value adding, etc)  
Land stewardship including integration of traditional indigenous knowledge and practices

### **Requirements for Application**

At least 18 years of age  
Hold Canadian citizenship or hold a valid Canadian visa (including applicable health insurance) or status to reside in Canada  
Instruction will be in English so you will need to be competent (or have the necessary support) in written and oral communication, as well as basic numeracy and computer skills, and access to a computer

### **Tentative Program Schedule & Duration**

30 weeks in alignment with growing season  
The tentative program dates are Monday April 30\*, 2018 through Friday November 23, 2018

### **Schedule**

The program is full days Monday - Thursday, and a half day on Friday; roughly 4½ days per week. From mid-June to early September, participants should expect to help run Thursday evening farmers' market shifts (approx 4-10pm) ; 3-4 times over 12 weeks, on rotation.

### **Anticipated Areas of Study**

Plant Anatomy and Physiology

Plant Growth and Development



Plant Pathology	Related Regulations and Legislation
Plant Propagation	Food Safety
Introduction to Weed Ecology	Organic Certification
Introduction to Insect Ecology	Entrepreneurial skills
Pest Management	Introduction to Business
Farm Tools - Use and Care	Sharing Economy
Principles of Regenerative Agriculture	Business Planning (Creation of)
Site Assessment, Preparation and	Financial Management
Maintenance	Sales and Marketing
Soil Science (including types and	Basic Accounting
composition, assessment, organic soil	Budgeting
matter, and management)	Written Communication
Composting Application and Production	Record Keeping
Water Quality, Collection and Irrigation	Interpersonal Communications
methods	Customer service
Crop Production	Self -Care – yoga, ergonomics
Crop planning/field mapping	Indigenous food ways
Site Planning and Assessment	Food Justice (including agroecology, 7
Basic Carpentry (including hand and	pillars of food sovereignty, food system,
power use and safety)	crises, etc)
Farm (Workplace) Safety	

#### **As time allows:**

Seed saving  
Value-added  
Holistic Mgmt (biodiversity, companion planting and alternative cropping systems, 'farming smarter not harder' etc)  
Networks and support systems (community, organization, government)

#### **Program Details**

Participation in our pilot year (2018 season) will be a unique opportunity for learning, as well as critiquing and contributing to the formation of the Regenerative Farming Certificate program at the Hayes Farm. Our pilot cohort will be a small group (8-10) who are expected to give ongoing constructive review of the teaching materials and program layout. It is equally important that this special group commit to the entire 32 weeks of the program, and be flexible as they work and study (within the scheduled Monday-Friday), to help evaluate the structure of the pilot year. Materials will not be available online and student success depends on being in class and present for field work. Instruction will be in English, and students will need to be competent (or have the necessary support) in written and oral communication, as well as basic numeracy and computer skills, and access to a computer.



### **Program Cost**

Participation in this pilot year is a true exchange of learning and energy. We will not be collecting tuition from our participants this year, but do require a “Key to Learning Deposit” to hold your seat and help cover start-up costs. In recognizing a variety of participant circumstances, the suggested deposit is on a sliding scale of \$200-\$1,000. This deposit is due by April 13, 2018. Given the participants full contribution of participation, time, and feedback, half of the deposit will be returned at the end of the program. This contribution may require participation in filling out surveys, participating in evaluation workshops, and periodic individual interviews.

### **Program Design Considerations**

- Hands on applied learning (60%) with integrated theory (40%)
- Emphasis on field study
- Competency-based (little-to-no testing or written assessment)
- Flexibility to adjust tasks/lessons to weather
- Off-site field trips for introduction to alternative practices/methods (ie orchard, livestock, processing, apiculture, etc.)

### **Program Framework**

- Holistic approach
  - Integration of traditional Indigenous knowledge and practices throughout
  - Learning Benchmark - the Seven Pillars of Food Sovereignty  
<https://foodsecurecanada.org/who-we-are/what-food-sovereignty>

### **Anticipated Program Outcomes**

- Plan, create and maintain small scale field crop production
- Apply regenerative organic methods in the production of fields crops on a small scale
- Practice and promote the Seven Pillars of Food Sovereignty
- Integrate knowledge of and skills in sustainable, organic agriculture production with small business and entrepreneurial skills
- Create a business plan for a small scale field crop farm
- Incorporate traditional Indigenous traditional practices and philosophies in the planning, creating and maintaining small scale crop production
- Investigate opportunities to apply the principles of the sharing economy in the managing and maintaining of the crop farm
- Promote the local food movement by working with community partners
- Practice environmental and self- care to protect the health and welfare of both

**\*Indicates a change has been made from the original program outline document**



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