

ISSUE 107

SINCE 2002

EDUCATION

SKU

magazine



2021

Indigenous
Education Guide

**Cree Lawyer
Brad Regehr**

Canadian Bar Association's
First Indigenous President

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ISSUE 107, WINTER 2021
EDUCATION GUIDE

SAY MAGAZINE
Volume 20, Issue 1

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Mailing Address:
Kildonan Place, RPO Box 43084
Winnipeg, MB
Canada R2C 5G7

E: info@saymag.com
www.saymag.com

Publishers
Dominick Blais and
Kent Brown

Editor-in-Chief
Danielle Vienneau
editor@saymag.com

Content Creator
Terra MacPhail
terra@saymag.com

Contributing Editors
Sarah Ritchie
Theresa Peters

Art Director
Orli Gelfat - Orli G. Design

Ad Sales
Megan Henry
megan@saymag.com
Terra MacPhail
terra@saymag.com

Printed in Canada
Website and Social Media
Sphere Media Agency
info@spheremediaagency.com

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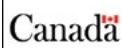
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SAY Magazine acknowledges
that we live in Treaty One
Territory, at the crossroads of
the traditional lands of the
Anishinaabe, Cree, Ojibwe,
Dakota and Dene Nations, and
at the heart of the Métis Nation
homeland.



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“There’s the saying, ‘Education is the new buffalo,’ because historically the buffalo gave us food, clothing and shelter, and now as First Nations and Métis people, we need to look to education to give us those things.”

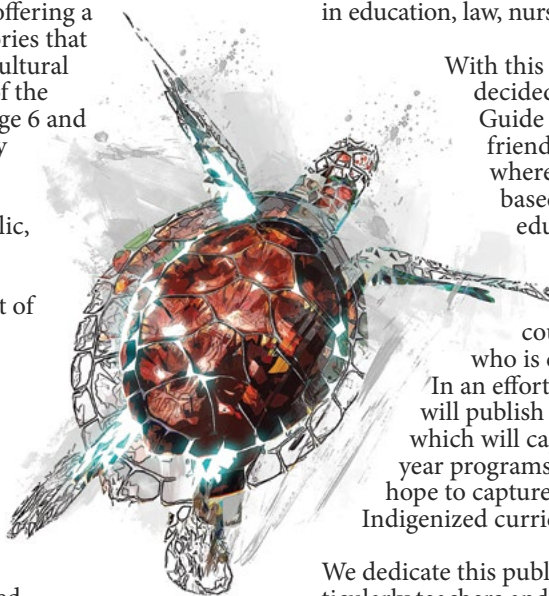
- Val Arnault-Pelletier, Aboriginal Coordinator, College of Medicine, University of Saskatchewan

In this annual education issue of *SAY Magazine*, we are pleased to turn your attention to stories of strength and perseverance. We thank all those who contributed their stories for this publication, offering a balance of academic successes and stories that demonstrate the vital importance of cultural education. Find out who the winner of the *SAY Magazine* poetry contest is on page 6 and then flip to page 14 for our cover story feature on Brad Regehr, a Winnipeg-based lawyer committed to educating law professionals, and the greater public, on Indigenous justice issues. Starting on page 37, you will find the 2021 Indigenous Education Guide and a list of diverse financial aid options.

Since the release of the Truth and Reconciliation Commission’s Calls to Action, Canadian post-secondary institutions have committed to advancing opportunities for First Nations, Métis and Inuit students. Canadian universities in particular adopted the 13 *Principles on Indigenous Education*, which was created in consultation with Indigenous leaders. According to Universities Canada, a survey is conducted every two years to identify ongoing Indigenization and reconciliation efforts among its member organizations. Here are some interesting findings that come from the most recently published 2019 survey:

“More than 90 per cent of universities offer financial aid earmarked for Indigenous students; 85 per cent of universities report partnerships with Indigenous post-secondary institutions, communities and organizations to foster dialogue and reconciliation;

87 per cent of universities are working to increase Indigenous representation in their leadership ranks; and at least two-thirds of universities have curricula with specific Indigenous programming in education, law, nursing and medicine.”



With this information in mind, *SAY Magazine* decided to alter our approach to the Education Guide for 2021, making the guide more user-friendly and identifying Indigenized offerings where possible. This year’s resource is Canadian-based and offers a list of post-secondary educational institutions that offer primarily three to four year programs. Within this list, we have done our best to provide a friendly contact and list some interesting courses that we hope will inspire anyone who is considering pursuing higher education.

In an effort to provide more value, *SAY Magazine* will publish a second guide in the fall, a Career Guide, which will capture those institutions offering one to two year programs and more. With this new approach, we hope to capture as many institutions and programs with Indigenized curriculum as possible.

We dedicate this publication to all of the essential workers, particularly teachers and school administrators, who have worked tirelessly to ensure ongoing education for students everywhere. Education, the system, its students and educators, at all levels and at all institutions, have been challenged like never before. But we evolve, we adapt and we will pull through and be stronger people as a result.

Best of luck on your education journey!

Danielle Vienneau,
Editor-in-Chief



2021 - 2022 Upcoming Issues

Issue Name	Issue #	Theme	Space Reservation	Material Deadline	Publication Dates
Spring 2021	108	Leadership	Mar. 1	Mar. 8	Apr. 15
Summer	109	Tourism & Travel	May 1	May 8	June 15
Special Edition	110	Environment & Wellness	Jul. 2	Jul. 8	Aug. 15
Fall 2021	111	Career Guide	Sept. 1	Sept. 8	Oct. 15
Special Edition	112	Business & Economics	Nov. 1	Nov. 8	Dec. 15
Winter	113	20th Anniversary	Jan. 8	Jan. 16	Feb. 15

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CALENDAR OF EVENTS 2021



MAR 8

11th Annual Women's emPOWER Hour International Women's Day Virtual Retreat

Medicine song healing and reading circle, plus a live performance by 'Medicine Song Woman' Brenda MacIntyre.
womensempowerhour.com

MAR 18-19

Indigenous Sustainable Investment Virtual Conference

This is the 4th Annual First Nations Major Projects Coalition industry engagement event focused on delivering programming related to the advancement of an Indigenous worldview of environmental, social and governance standards.

fnmpcindustryevent.com

MAR 31

Connecting the Circle – A CCAB Awards Celebration

Virtual event honouring national award recipients and opportunities to learn from well-known CCAB award laureates and key business experts.

ccab.com/events

MAY 3-7

Womxn Indigenous Legacy Leaders

Investing in the future of the Indigenous economy. Virtual event.

natoa.ca/events

MAY 13

Indigenous Women in Leadership (IWIL)

Celebrate, honour and learn from Indigenous women who lead both in business and the community. Connect, learn and socialize in an interactive virtual setting.

ccab.com/events

MAY 23

1st Annual International Indigenous Hip Hop Awards

Virtual Show. 7:00-10:00 p.m. CST

Two-day event celebrating Indigenous arts and culture, recognizing performers and small businesses.

Winnipeg, Manitoba, Canada

indigenoushiphopawards.com

JUNE 7-8

8th Annual NATOA Trust and Investment Conference

Event provides an opportunity to connect directly with organizations that provide services in investment and trust management.

Vancouver, British Columbia, Canada

natoa.ca/8th-annual-trusts-and-investment-conference

SEPT 10-12

Celebration of Nations

Niagara's annual Indigenous arts gathering that celebrates creativity, diversity and resilience.

celebrationofnations.ca

SEPT 22

Business Recovery Forum

A CCAB full-day virtual event that will assist members, Indigenous businesses and entrepreneurs to continue rebuilding the economy. Award presentations to be made.

ccab.com/events

OCT 22-23

Indigenous Youth Summit

Two-day event that focuses on empowering youth with skills and advice to jumpstart their careers.

Vancouver, British Columbia, Canada

natoa.ca/indigenous-youth-summit-2021

SAY Magazine has made every effort to ensure our calendar of events is up to date; however, we encourage you to check event websites regularly for updates due to interruptions caused by the COVID-19 pandemic.

POETRY CONTEST

To end 2020 on an engaging and positive note, *SAY Magazine* ran a poetry contest in the fall. The contest encouraged Indigenous residents of Canada and the United States to submit poetry that celebrates Indigenous culture—a fairly general theme so as to leave interpretation and creativity up to the individual.

As a result, *SAY Magazine* received some very insightful, and some very personal, works, and we would like to thank all of the poets for taking the time to share their submissions with us. Thank you also to the selection committee, Edmonton's fourth Poet Laureate **Anna Marie Sewell** and 2019 Indigenous Voices Award winner Ktunaxa Poet **Smokii Sumac**, who mindfully adjudicated each submission.

"Congratulations to all the young poets, for your courage in entering this contest and challenging this most exacting of writing forms," said Sewell. "I encourage you all to continue writing, continue learning from more experienced poets, and continue, most of all, living as vivid and meaningful a life as you can find. I wish for you a life that will reveal, in moments great and small, the constant mysterious truth that we are part of a world of wonders."

Congratulations to Canadian resident **Meghan Eaker**, member of the Woodland Cree First Nation in Treaty 8 territory for her winning submission *amisko wihkaskwa*.



amisko wihkaskwa:

amisko wihkaskwa
the wild mint
grows near the park
I played in when I was young
I offer tobacco and
pick it with nisimis
my brother
and make tea

this small act of resistance
makes me happy
reminds me of when
I made amisko wihkaskwa tea
for my kokum
and she cried
reminded of her childhood
by the sweet cool taste

In this suburb of
amiskwaciy wâskahikan
where most of the residents have
forgotten the original inhabitants

where the berries and mint continue to grow
and where they grow
we grow



Meghan Eaker (she/her) is a registered nurse of mixed European and Cree ancestry. She is a member of the Woodland Cree First Nation in Treaty 8 territory and grew up near amiskwaciywaskahikan (Edmonton, Alberta). She is passionate about Indigenous health and likes to sing and write poetry.

Eaker's poem *amisko wihkaskwa* references making mint tea, "to bring to our attention a whole world of history, family, loss and resilience," said Sewell. "It shows the power of poetry to capture, in very few words, truth that lingers. The use of Nêhiyawêwin (Cree) was carefully considered and elegantly purposeful, as was the choice of something so sensory as tea."

Humane


Hazel LeSage didn't want to help the Augusts try to find out who killed their daughter Nell. Hazel's worked hard all her life. She's got no time for self-destructive, self-pitying victims like the Augusts. But Hazel saw Nell on the last night of her life, and something in Nell's eyes haunts her. She's got to try.

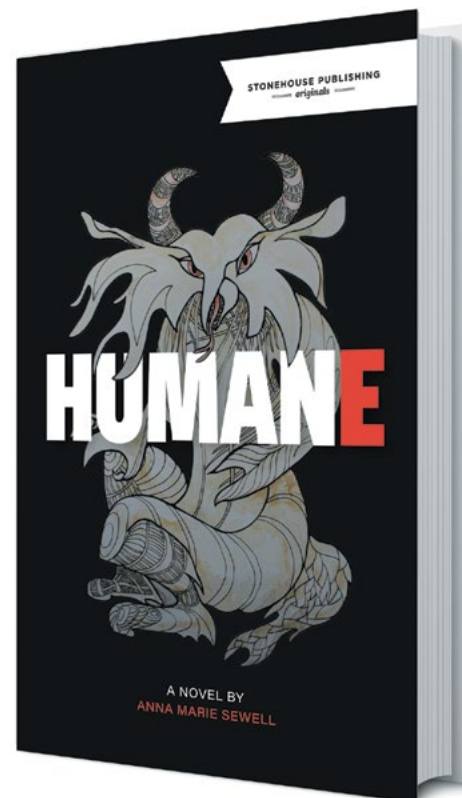
One night, in a dream, her Anishinaabe grandmother tells Hazel to go steal Spider, the big black dog she'll find at the humane shelter. So she does. Meanwhile, Hazel's nephew Devin finds claw marks on an alley wall, one for each of three recent deaths. Devin's discovery brings Hazel more questions.

Who's the hunter? Who are the hunted? Who is the mysterious girl called Rab-

bit? Why is Maengan Nolan suddenly in Amiskwaci, too, getting cozy with Hazel's firebrand eldest daughter Missy? Who's watching Little Frankie, Hazel's beautiful and brilliant younger daughter? What do a tiger and a lawyer have to do with it all? And what is that song on the wind?

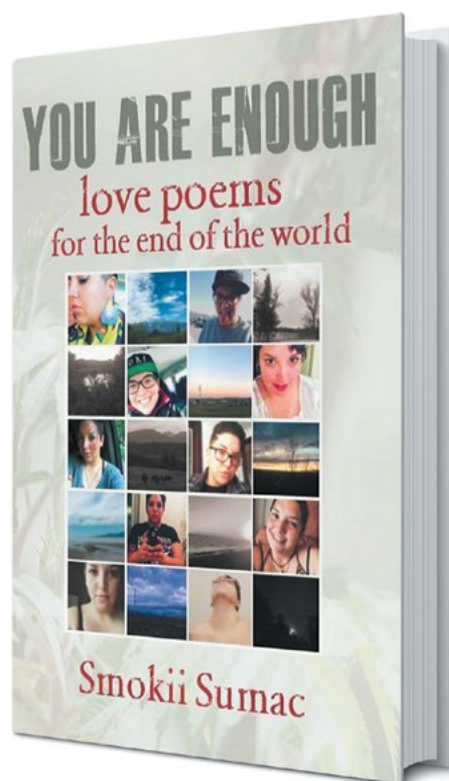
Part murder-mystery, part ode to family, and entirely off the leash, *Humane* asks us all to consider, carefully, what it means to be human, and why it matters to be humane.

"Like its Métis characters, *Humane* straddles two worlds, following the contours of a Western-based novel but infusing it with Indigenous storytelling and allegory. It's a wonderful read, a significant addition to the canon of authentic Indigenous crime novels." - Wayne Arthurson, author of the award-winning Leo Desroches novels. 



About the Author:

Anna Marie Sewell, a member of Listuguj Mi'gmaq First Nation, is also Polish and Anishinaabe. Edmonton's fourth Poet Laureate, she writes and performs in various genres and languages, and works in cross-cultural arts education. Find out more about her work via prairiepomes.com.




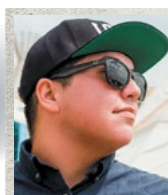
you are enough: love poems for the end of the world

In his debut poetry collection *you are enough: love poems for the end of the world*, Smokii Sumac has curated a selection of works from two years of a near daily poetry practice. What began as a sort of daily online poetry journal using the hashtag #haikuaday, has since transformed into a brilliant collection of storytelling. With sections dealing with recovery from addiction and depression, coming home through ceremony, and of course, as the title suggests, on falling in and out of love, Sumac brings the reader through two years of life as a Ktunaxa Two-Spirit person. This collection will move you as Sumac addresses the grief of being an Indigenous person in Canada,

shares timely (and sometimes hilarious) musings on consent, sex and gender, introduces readers to people and places he has loved and learned from, and through it all, helps us all come to know that we are enough, just as we are.

"Sumac's writing is like a big bear hug from your uncle or cousin. With precise analogies and rhythm that move the spirit, his poetic practice harkens to those who came before him and references a cyclical narrative of Indigenous literature."

- 2020 Dayne Ogilvie Prize Jury (Trevor Corkum, Lindsay Nixon, and Leah Lakshmi Piepzna-Samarasinha). 



About the Author:

Winner of the 2019 Indigenous voices award in published poetry, **Smokii Sumac** is a writer, PhD Candidate in Indigenous Studies at Trent University, and faculty member at College of the Rockies in British Columbia. Nominated for a Dayne Ogilvie award in 2020, Sumac is a proud member of the Ktunaxa Nation.

Little One Discovers His Calling, One Feather at a Time

The children's book *Little One Discovers His Calling, One Feather at a Time* is a heartfelt story of a family caught between two cultures.

Little One, and his two sisters and parents are about to face many new challenges as they move from their reserve into a crowded city, with its noise, traffic and fast-paced lifestyle. Little One's parents know that, for their children, there are new opportunities there which can not be found on the reserve. They are, however, also aware of the loss that may occur: their close ties to their culture that is so dear to them—its teachings, traditions, values and Elders' knowledge. They wonder, too, how Little One, who is still so young, will find his own path in the city. Most of all, they regret losing their daily life

and family relationships that they have to leave behind.

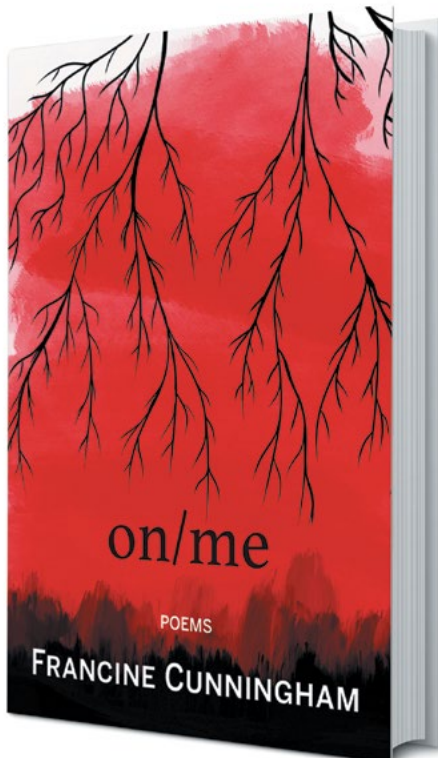
In this story, Mom and Dad decide to fully engage their children in learning and exploring their culture. They are taught by their parents to speak their Native language. Mom teaches the girls to cook, and to sew regalia and fancy dresses. Little One eagerly learns from Dad how to make his own hand drum and drum stick for the upcoming powwow on their summer visit to the reserve.

As his proud family sits and listens to Little One play the drum and sing, full of love and confidence, it's clear that he is coming of age and has found his path, one feather at a time. **X**



About the Author:

Judy Everson discovered her love for writing while exploring her Indigenous roots with her loving husband and three children. Everson is the author of three children's books: *Chippy's Adventures: The Curious Little Squirrel*; *The Brave Little Princess*; and *Little One Discovers His Calling, One Feather At a Time*. She is currently working on a fourth children's book.



On/Me

In her debut poetry collection *On/Me*, Francine Cunningham explores, with keen attention and poise, what it means to be forced to exist within the margins. Cunningham does not hold back; she holds a lens to residential schools, intergenerational trauma, Indigenous sanatoriums, systemic racism and mental illness, and translates these topics into lived experiences that are nuanced, emotional, funny and heartbreaking all at once. *On/Me* is an encyclopedia of Cunningham, who shares some of her most sacred moments with the hope of sparking conversations that need to be had.

Cunningham describes her writing in this book as an exploration and breaking open of her own identity. "I realized a long time ago that I live in this in-between place, and what I do with my art has to reflect that. Growing up, it wasn't a space that I ever read about or that people talked about. I felt really alone in this space. I felt like the thoughts and feelings I was having were not valid and made me a bad person, a bad Indigenous person. I've been working with Indigenous youth for close to fifteen years now, and it has shown me that I am not alone in this in-between place" (Interview with Rob Taylor for National Poetry Month 2020 on Read Local BC). **X**



About the Author

Francine Cunningham is an award-winning First Nations writer, artist and educator originally from Calgary, Alberta. She is a graduate of the Master of Fine Arts program in Creative Writing from the University of British Columbia (UBC), and she also has a Bachelor of Arts degree in Theatre from UBC. Her debut book of poems *On/Me* (Caitlin Press) was nominated for the 2020 BC and Yukon Book Prize and 2020 Indigenous Voices Award.

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Shelley Mandakwe

Shelley Mandakwe Charles is an Elder who has taught culture and medicines, plant restoration, knowledge and Anishinaabe language in various educational settings throughout Turtle Island for over 30 years. She is an Elder Advisor with the York Region District School Board and the Native Women's Association of Canada. She is also an instructor at First Nations Technical Institute (FNTI) Aviation School in Tyendinaga. Here she shares her knowledge about the vital role Elders can play in the classroom, as role models and in supporting traditional learning.

Elders Support Classroom Learning

By Shelley Mandakwe Charles

Elders are highly esteemed traditional knowledge holders who carry extensive learning and life experience in Indigenous history, culture and teaching. Elders are generally recognized in their home communities.

Elders in the classroom are essential to sharing *Aadizookanug* (traditional stories), creating a safe environment to return to *Biskaabiyyung* (the teachings) and bringing them forward from the past into the present day. While grandparents play a significant role in upholding the teachings, the Elder in the classroom has the added responsibility to reflect the Indigenous notion of thinking, sharing and listening from a place of respect, knowledge and kindness in a group setting.

Elders take the time to acknowledge *Ishkode* (the sacred fire) through a smudge and to honour all of creation within the circle by the offering of *mashkikiwan* (sacred medicines). The Elder also acknowledges *Mishomisinaneg menwa Gookomisinaneg* (the grandmothers and grandfathers), an expression of being grateful for life, the sacred teachings of *GizheManido* (the Kind Spirit). In aspiring to work this way in the classroom, an environment is created whereby students can focus on learning and sharing, and feel included and valued from the moment the fire is lit.

The inclusion of language and medicine into the circle facilitates culture-based knowledge transmission; it is engaging, informative, and sets a standard for developing respect, self-esteem and leadership skills. It is more than just a ritual; it incorporates intergenerational learning, reclamation of traditional teachings, cul-

tural practice and celebration. Everyone is equal in the circle.

An Elder is not only a person who opens and closes meetings but also listens to the topics being discussed so they can share Indigenous knowledge concepts that highlight *Inokonigewin* (natural laws), honouring the connection to the Spirit and the interconnectedness to the rest of creation. It has the potential to create positive learning outcomes for both the student and the Elder who is listening to individual sharing and teaching. The Elder lifts up and values the educational exchange and relationship through the closing words, acknowledging the participants' contributions.

In the spirit of education as reconciliation, the inclusion of Elders in the classroom is a great place to start. It has the capacity to inform Indigenous knowledge, create a cultural foundation and promote *Mino bimaadiziwin* (the good life). Elders in the classroom also support the Indigenous philosophies of *Gageegay kwumoo Gikayndawsowin* (the road to knowledge is eternal) and *Niigauninaube* (leading and looking into the future)—seven generations into the future. ✕

Shelley Mandakwe Charles is Ojibwe Anishinaabe and a member of the Muskellunge fish clan from the Chippewas of Georgina Island on Lake Simcoe (Ontario). She was raised by her grandmother on Cape Croker, Chippewas of Nawash territory. Mandakwe has been an Elder educator in communities, high schools, colleges (FNTI/Georgian/Humber) universities (Lakehead/Yale/SUNY) and at the Waabgon Gamig First Nation school on Georgina Island.



“The programs at the Indigenous Student Centre helped me grow as a leader, while allowing me to connect with my Indigenous culture even further.”

Gillian McIvor [BSc/20],
*Métis student in Rady Faculty of Health Sciences,
Max Rady College of Medicine*

CREATE YOUR OWN PATH

The University of Manitoba is home to a dynamic community of more than 2,500 Indigenous students. The Indigenous Student Centre offers holistic programming to support your journey at UM as you explore opportunities, navigate the university system and achieve your goals.

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Pathways to success for returning students

Indigenous Circle of Empowerment (ICE)
*Leadership development rooted
in Indigenous values*



**University
of Manitoba**

Making Education Work for You



Shannon Loutitt

Senator Murray Sinclair, Truth and Reconciliation Commissioner, once said, “Education is what got us here and education is what will get us out.”

“This wisdom is our guiding light,” said Shannon Loutitt, CEO of the International Indigenous Speakers Bureau (IISB).

At the IISB, one of *SAY Magazine’s* long-time partners, educating others on Indigenous perspectives and knowledge is what they do. Building relationships with clients so their speakers can go forward in an honoured way is their business. IISB champions build bridges of understanding and help make positive change in their clients’ current practices, policies and mind-sets. With that said, Loutitt wanted to do more—to expand the IISB’s reach and have a bigger impact on education. The responsibility of educating the future generation does not only belong to the school alone, and so they set out on a path to partner with like-minded organizations.

In early 2020, with no concept of what the year would bring, IISB went on a search for partners to help them expand and grow, taking the educational component of the business to a new level. That’s when they hired educational consultant and student liaison, Jeff Elliott, which led to discovering Riipen.

Riipen is an organization that brings together businesses with universities around the world. Their mission is to immerse students in real-world industry projects that will help equip them with work-ready skills.

By mid-February, IISB began working with one of Riipen’s dedicated associates, Maria Dmitrieva. She instantly understood the significance of IISB’s mission and worked tirelessly to create distinct projects for the Riipen website to engage students in work placements. Immediately, IISB experienced a surge of interest from universities, from Australia to the United States, and right here at home in Canada. “The response was beyond encouraging,” said Loutitt.

By the summer of 2020, IISB had fully embraced the realities of a virtual business world. In fact, they were more than ready. The virtual world came as a blessing in disguise. IISB was able to utilize the limitations of a new mode of operations and turn them into strengths. One of these blessings

was being forced to connect with students virtually, as this now became a necessity for the educational institutions on Riipen.

In July 2020, IISB welcomed their first virtual intern, Sarah Fornataro, an entrepreneurial student from Australia. The enthusiasm and skill she brought to the IISB team was incredibly valuable. She helped update their website, reviewed and created social media campaigns, worked with speakers, and so much more. Her work exceeded IISB’s expectations. Just prior to her internship, Fornataro had begun her own personal journey to reconnect and discover more about her own Indigenous heritage. She found that working with IISB gave her the confidence and inspiration to continue down that path.

The next phase over the summer was to connect with universities for the Fall 2020 semester. IISB created some great projects and published them on the Riipen website, which worked to connect them with



IISB intern Sarah Fornataro, entrepreneurial student from Australia

schools in Canada and the United States. IISB engaged with two amazing professors, one at Lethbridge College (Alberta) and one at Arizona State University.

IISB was hopeful that the classroom experience would be as good as their internship experience had been. The question was, what would it be like to work with a whole classroom?

“Our goal was for these students to walk away with accurate information and a positive story of Indigenous Peoples and our perspectives,” explained Loutitt. “We did not anticipate what would come next.”

With the intention of providing them with Indigenous engagement education before they began their real work, IISB led the students in a task of creating personal introductions. Loutitt shared her “Indigenous lens,” teaching students the significance of building relationships first before “getting down to business.” She encouraged them to use their hearts, to be authentic and vulnerable when speaking


with Indigenous Peoples. “The impact this had on the students, and our friends at IISB, was beyond transformative,” said Elliott.

“The [classroom] project was a real life experience that students professionally, and emotionally, benefited from, and everything they experienced will positively affect their career trajectory.”
- Dr. Deanna Swoboda

“Getting to be involved with the IISB project was one of the best and most unique experiences of my collegiate career,” said student Paul Reid. “By getting to know my speaker, I not only learned about Indigenous sovereignty and a plethora of history, but a

door was opened to a culture different from my own, and for that I am grateful.”

Riipen has taken “Making Education Work for You” to a new level in working with IISB, building stronger ties with the education system. IISB not only achieved their goals of educating future leaders, but they transformed their business and the lives of their staff in the process.

The staff at IISB are looking forward to working with more universities across the globe in 2021. The projects between IISB and Riipen will continue to grow and positively impact the growth of both organizations, while at the same time inspiring these future leaders to engage in meaningful work and learn more from Indigenous Peoples worldwide. 

Thank you to IISB and Riipen for working with the *SAY Magazine* team in creating this article.





Windsor Law
University of Windsor





Considering law school?

“Windsor Law has developed an Indigenous pre-Law skills-based training program, led by our Indigenous faculty. The intensive, five-day training is a useful stepping stone and we welcome your participation.”

Windsor Law sits on the traditional territory of the Three Fires Confederacy, which is comprised of the Ojibway, the Odawa, and the Potawatomi. For more than 50 years, we have put people and their experiences at the centre of our legal education through teaching, research, advocacy and service.

Dr. Beverly Jacobs
Associate Dean of Law (Academic)

uwindsor.ca/law



CBA President Charts a Path Forward

The Canadian Bar Association held its first meeting in 1896; 124 years later, on Sept. 1, 2020, it welcomed its first Indigenous president, Winnipeg-based Cree lawyer **Brad Regehr**, for a one-year term.

A member of the Peter Ballantyne Cree Nation in Saskatchewan, Regehr is an experienced partner at Maurice Law, a firm specializing in Indigenous issues. Prior to his election as president of the Canadian Bar Association, he was the first Indigenous president of the Manitoba Bar Association, and was the first lawyer since 1946 to hold that office for two years.

In his various roles, Regehr's personal mission is to further justice for First Nations, Inuit and Métis Peoples in Canada. His passion for his culture and his work is deeply impacted by having been adopted during the Sixties Scoop. Regehr has since connected with his birth family and learned of his grandfather's experience in the residential school system

in Saskatchewan and the intergenerational trauma that affected his family. Although his upbringing was different from his siblings, Regehr remarked that the "whole nature versus nurture debate is always quite fascinating. I know that when I met my biological mother and younger brothers, they were astounded at our similarities. My brother and I have an identical sense of humour; it's uncanny."

The CBA has made a commitment to diversity and inclusion with particular emphasis on the Truth and Reconciliation Commission's Calls to Action.

Last May, the CBA launched *The Path* program, an online accredited professional development program that quickly became its most popular program yet.



The Path is dear to Regehr's heart, and while it is designed for lawyers, it is also available to the public. In five modules, it teaches the history of the First Nations, Inuit and Métis Peoples of Canada, and their relationship with European settlers, the British Crown and the Dominion of Canada. Its purpose is to bring clarity regarding legal issues surrounding the Canadian constitution, *Indian Act* and treaties.

Regehr is encouraged by the number of members who have taken *The Path* program and is confident that more of the CBA's 36,000 members will follow. He is also excited to see that some university law programs are beginning to have mandatory Indigenous professional development training, and some larger law firms are also offering training to their staff and clients.

Regehr is acutely aware of the gaps that need to be filled in Canada's judicial structure. Last September, Regehr and CBA Past-President Vivene Salmon (who was the Association's first-ever racialized president) wrote a letter to Federal Justice Minister David Lametti and Prime Minister Justin Trudeau urging them to ensure the federal bench reflects the diversity of Canadian cultures. For example, there are approximately 57 vacancies in the Superior Courts in Canada as of January 2021. Regehr hopes that many of these seats will be filled with Black, Indigenous and People of Colour (BIPOC) judges.

Although the gender balance on the Federal Court bench has improved, diversity is not currently well represented, with only one Indigenous and one racial minority judge on a panel of 13 judges.


There are different ways of looking at balance in representation. One way is through mirroring with a proportional percentage of the population of the region.

For instance, in Manitoba, the 2016 Census by Statistics Canada shows that 18 per cent of people identify as First Nations, Métis or Inuit, so one school of thought would aim to have, at minimum, 18 per cent Indigenous judges presiding in this territory.

"Another way of looking at it is to have judges proportionally represent the actual people they serve within the corrections system," asserted Regehr. "75% of inmates in Manitoba are Indigenous, so perhaps 75% of the judges should also be Indigenous." Getting more Indigenous judges starts with getting more Indigenous lawyers, and educating all lawyers more effectively to work with Indigenous Peoples.

This past November, Regehr assumed responsibility for the CBA podcast series *Conversations with the President*, which this year will look at the Truth and Reconciliation Commission's Calls to Action for the legal profession and justice system. He kicked off the new season with discussions about Calls to Action 11 and 27. Regehr

intends to continue to use the podcast as a platform to advance his personal priority to inform and engage professional lawyers, law students and the general public regarding Indigenous justice issues.

Regehr started his law journey over twenty years ago, first earning his Bachelor of Arts (Honours) degree from the University of Waterloo and then his Bachelor of Laws degree from the University of Manitoba. Prior to joining Maurice Law, Regehr practiced at two prominent Winnipeg law firms and the Treaty Land Entitlement Committee of Manitoba Inc. In his down-time (and when not faced with a global pandemic), Regehr enjoys coaching his son's sports teams, and has been known to participate in the annual fundraising production of *The Lawyers Play*, channelling his creative side singing, dancing and acting (in no particular order). 

Thank you to Brad Regehr and the CBA for taking the time to work with the *SAY Magazine* editorial team in creating this article.



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Inspiring the Next Generation One Strand at a Time

By D. Vienneau

Inspired by their parents' work and their family's Snuneymuxw heritage, sister design duo **Aunalee Boyd-Good** and **Sophia Seward-Good** are educating future generations through wearable art, traditional language and music. Together, they continue a legacy created by their parents' artistic works which spans four decades.

Their company name **Ay Lelum** is Hul'qumi'num for the **Good(ay) House(ulum) of Design**—a second generation Coast Salish Design House in Nanaimo, British Columbia. It has been built on a foundation of teachings and knowledge passed down through generations of artists and storytellers.

Mentored in fashion design by Sandra Moorhouse-Good, their mother and a talented painter, the sisters also collaborate with and feature artwork by their father, traditional Coast Salish artist William Good and their brother W. Joel Good.

The sisters incorporate culture and family into every element of their business. Traditional family designs are central to the creation of their fabrics and patterns, family members model their designs and they write and record their own music as part of the design process.



Sophia and Aunalee with their mother, Sandra Moorhouse-Good

SAY Magazine caught up with this multidisciplinary powerhouse-duo who are not only passionate about design and eco-friendly products, but also about documenting their family traditions and passing them on to the next generation. In this interview, Aunalee and Sophia talk about family, business, their latest collection and their responsibility as educators.

SAY: When COVID-19 hit, all major events, including Indigenous Fashion Week Toronto, were inevitably cancelled. How did that impact the launch of your new collection?

Aunalee: When the pandemic hit, we thought this collection would never see the light of day. We had no choice but to pivot to the digital world, so we created a photo and video launch campaign that enabled us to maintain engagement with our customer base. We kept the video very personal, within our community and our family, and did the launch ourselves. We also recorded all the music, which was produced by Rob the Viking. With the support of many networks, our latest collection *Yuxwule' Sul'sul'tun~Eagle Spindle Whorl* was successfully designed and taken to market.

SAY: What does your newest collection represent?

Sophia: According to the teachings of our father, when the world was in darkness, the Creator answered the peoples' prayers and sent the Supernatural Eagle to bring the sunlight to the people—the Supernatural Eagle is represented throughout the collection and featured on Spindle Whorls. *Yuxwule' Sul'sul'tun~Eagle Spindle Whorl* also represents the women behind the Spindle Whorl, as universal mothers, life-givers, water carriers, and weavers of life. The Supernatural Eagle is featured with supernatural water figures, like killer whales and serpents, to bring us power and strength.



Designers Aunalee and Sophia

SAY: What came first, art or fashion?

Sophia: Our dad revitalized the Coast Salish Nanaimo style art form, and in the early '90s he and Mom started a clothing line. Their vision really started in the late '80s though when Mom started painting clothing and Dad was doing art and carving. Our family had a vision of a full clothing line.

SAY: What do you love about what you do?

Aunalee: The most fun is watching your showcase go down the runway when everything is complete. We develop all of the patterns on our fabrics—we create garments and music. When we've spent about eight months intensely working on a showcase and then see the whole vision come out on stage—that's the most exhilarating aspect!

SAY: Of the many roles you play in your career, and in life, which do you feel is the most important?

Sophia: One of our most important roles is as educators, on Indigenous art, our history, and who we are as a people. Our role falls within education, arts and fashion. This business allows us to become more educated with our culture, affording us the opportunity, and the time, to learn from our parents and then pass that on.

Aunalee: We are a family business—a multigenerational family of artists. Second generation in our business. Our parents are our mentors, and they were both trained by their grandparents. We try to pass that on to the public, not only in our business, but it's also important to educate the next generations. Our music is also a form of education because it incorporates language and storytelling.

SAY: We know that both of you value education, cultural and academic. What are your educational backgrounds, and how has it influenced your career?

Sophia: I am halfway through my bachelor of arts in psychology. As a working mother of five, I do plan on finishing my degree later on. Aunalee and I also continue to learn our language, Hul'q'umi'num, which is a lot of research and practice, but it is vital to the work we do and in educating the children.

Aunalee: I started my degree right out of high school and then stopped to work in the family business. I eventually went back and finished my degree in English from Vancouver Island University. It certainly

helps me in marketing and in writing proposals. If you're balancing education, work and family life, it may take a little longer, but that's ok. The point is that you're doing it!


SAY: What advice do you have for the young Indigenous person interested in pursuing a career in the arts or fashion?

Sophia: Go for it! We started a business around five years ago, and we couldn't sew. We didn't even understand patterns. We sew from samples to gowns now, but it was a learning process. You just have to start!

Aunalee: Find a mentor or artist to work/apprentice under, or you can take the more academic route. Ultimately, a blend of both is the most ideal. We dove in head first, but we also had a background in this industry. Ultimately, it takes a great support system to help you realize your vision.

SAY: Can you speak a bit about cultural knowledge and the importance of passing it on?

Aunalee: Being conscious of documenting is something we do all the time. When we started working with our parents, it was the pre-digital era and there wasn't a lot of photography. We are bridging the gap between the pre-digital timeframe and the digital era for the next generation so that [my parents'] work doesn't get lost. Our father was working with a style of artwork that was at the brink of extinction, and we realize we are instrumental in keeping that information alive.

Sophia: If someone has an elder or knowledge keeper around or within their family, take the time to learn from them. Our parents did that for us; we learned from them. We also went to language classes with our grandmother. It's really important to value cultural knowledge. It's something we integrate into our clothing—our collections become stories, so we are storytellers of different legends and artwork. It is an honour to be able to carry on our parents' legacies. 

Aunalee and Sophia's latest collection celebrates women, inspiring hope and strength. We salute them for their commitment to ingenuity and cultural education, and we can't wait to see what they'll do next!

*As the whorls
are spinning
through time,
we are weaving
the stories of
our ancestors.*

All photos by Helena Lines



*Supernatural eagle bringing sunlight to the People dress.
Artwork by William Good.*



Coast Salish artist William Good

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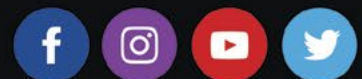
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DJ Shub

The Godfather of PowWowStep, producer **DJ Shub** continues to pioneer a growing genre of electronic music. Born Dan General, DJ Shub began his career with the internationally-acclaimed band A Tribe Called Red, performing on global stages, winning a Juno Award in 2014, and being shortlisted for the esteemed Polaris Music Prize in 2013.

Starting off as a battle DJ in high school, DJ Shub's sound has developed into one that puts him in a league all of his own, creating a sound and experience many consider to be one of the most unique in today's electronic music scene.

Making a name for himself early on, DJ Shub was a standout in DJ competitions like the prestigious DMC World DJ Championships, winning back-to-back Canadian titles and representing Canada at the world finals in 2007 and 2008, and finally placing fifth at the world finals Red Bull Thre3style DJ Competition. Ultimately, DJ Shub's journey has come full circle bringing him back to his roots. "I'm very proud of the road I took to get where I am now," said DJ Shub.

DJ Shub is a Mohawk, of the Turtle Clan of the Six Nations of the Grand River. He is a husband and father, and currently based out of his hometown of Fort Erie, Ontario.



I have the freedom to go in different directions musically with this new project, by working directly with traditional and modern artists.

Since the creation of PowWowStep, he has grown more aware of the Indigenous way of life through his music, merging his heritage with his craft. "This style of music, there is so much culture in it, and that's what makes it so original," said DJ Shub.

In 2017, his music video for "Indomitable" (featuring Northern Cree Singers) won the Much Music Video Award for Best EDM/Dance Video, and in 2018, DJ Shub was nominated for an Indigenous Music Award for his solo EP *PowWowStep*. His latest and first full-length album entitled *War Club* dropped in December 2020 and quickly climbed the charts reaching number nine on iTunes. The new LP includes various collaborators like Snotty Nose Rez Kids, Hellnback, Boogat, Phoenix, Randy Bachman, and many more.

"I have the freedom to go in different directions musically with this new project by working directly with traditional and modern artists during the studio recording and production sessions," said Shub.

Producing is only half of what DJ Shub does. A major part of his success, and the reason why he draws such large audiences, is his live show, a non-stop body-moving experience enhanced by special guests and Indigenous dancers who perform in full traditional regalia. A new live show is currently in development—with vibrant visuals, live drummers, vocalists and instruments, DJ Shub's new record will be brought to life on the big stage, taking everything to the next level. *War Club* is the message. Music is his weapon. **A**



Photo credit: Francesco Giorgio

Midnight Sparrows

Midnight Sparrows is the latest project from Blair Bellerose, an Indigenous singer/songwriter/guitarist based out of Vancouver, British Columbia.

After 15 years as the lead guitar player in his previous band SOL 3, Midnight Sparrows sees Bellerose stepping up to the microphone as a lead vocalist for the first time since his teenage years. His vocals are gritty yet melodic, demonstrating a character that is uniquely his own, although he has been compared to the likes of Tom Petty and Black Francis.


Midnight Sparrows' debut album *Rock & Roll City* dropped in November 2020, and, according to Llewelyn Screen from A&R Factory (music blog), it is "an exhilarating soundscape". For those that are fans of electric guitar, *Rock & Roll City*, at its core, is a guitar rock album with Bellerose's guitar skills on full display, containing some of his finest work to date. "I feel I was able to take my songwriting and the

execution of my musical vision to another level with this album," said Bellerose.



Musically, Midnight Sparrows is a culmination of a lifetime of influences from a musical journey that began at the age of three when Bellerose first listened

to his older brother's KISS records and fell in love with rock and roll music. It is a journey that takes you through the sounds of arena rock from the 1970s, to new wave and heavy metal from the 1980s, and grunge and alternative rock from the 1990s. The decades since have arguably not been as fruitful for rock and roll music, but Midnight Sparrows is the kind of band that makes you believe that the magic of rock and roll still exists, and its power is as strong ever.

Bellerose is a member of Fort McKay First Nation (Alberta) on the maternal side of his family and has Métis ancestry, and a close connection to the Métis community, on the paternal side. Not only is Bellerose musically inclined, but he also chose to pursue his post-secondary education at the University of Alberta where he earned a Bachelor of Arts degree with a major in psychology and later pursued a Master of Urban Studies degree from Simon Fraser University. 

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G Precious

G Precious, born Brenda M. Atencio, is a Native American hip hop artist who was raised by her grandmother Gregorita T. Atencio in Ohkay Owingeh (Village of the Strong) in New Mexico.

The second of eight children, she began creative writing at the young age of six, identifying herself as BMA Chill, part of a group known as Chill, Funky, Ice, which included her cousin Jay Funky and her little brother GMT Ice. Atencio continued writing as a means to deal with the dynamics of life—alcoholism, drugs, depression, suicide and loss. At the age of 12, BMA Chill became G Precious.

As a young adult, she was faced with unimaginable pain, suffering the loss of several family members who had been part of her support system growing up. The deaths of her aunt Sandy, her older brother Ivan, her aunt Rose and her grandmother, although very difficult, sparked a new flame in G Precious, motivating her return to the

recording studio, which led to the release of her first album titled *On My Shoulders*.



She immersed herself in the music—the album, a narrative of her life, her heart, her family and her struggles, and the courageous journey of hope and healing.

In November 2020, G Precious released the much anticipated album *The Forgotten*, a follow-up to *Walk On Water: Evolution* and *ECLECTIC*. With seven successful records under her belt, including traditional album *Bow & Arrow Songs of Ohkay Owingeh*, G Precious has earned numerous accolades since her very personal and poignant debut release of *On My Shoulders* in 2011.

Winner of the 2017 New Mexico Music Award for Hip Hop, G Precious was nominated for an Indian Summer Music Award in 2016 and 2017, and for a Native American Music Award in 2017 and 2018. G Precious was also a finalist for the Jennifer Easton Community Spirit Award in 2018, nominated for her selfless contributions to her Pueblo and surrounding communities. Sharing her life experiences through her music, G Precious is proof that determination, perseverance and positive thinking go a long way in achieving success, no matter the life you've lived or the challenges you've faced. **A**

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Jace Martin

Pop and soul artist **Jace Martin** recently released his much anticipated full-length album *Rainbowworld*, which features collaborations with over 20 artists, including Grammy nominee Gavin Brown, JUNO-winning artist Justin Abedin, Joey Stylez, Divine Brown and many more.

Reminiscent of the 1988 theatre production known by the same name, this LP contains slick bass and piano mixed with incredible vocals, and R&B, soul, pop and blues influences. With this release, Martin honours his greatest mentor in music, the great Salome Bey, widely known as “Canada’s Queen of Jazz,” who wrote and produced *Rainbowworld* over three decades ago.

Three of the songs featured on the album were part of the original production of *Rainbowworld*, written by Salome Bey and interpreted by Jace Martin. The song “Without Love” was translated into Mohawk, brilliantly spoken by Mohawk Art K. Martin. The album’s single “Give A Little” continues to climb the National Indigenous Music Countdown on Sirius XM and has reached nearly 50,000 streams since its release in October 2020.

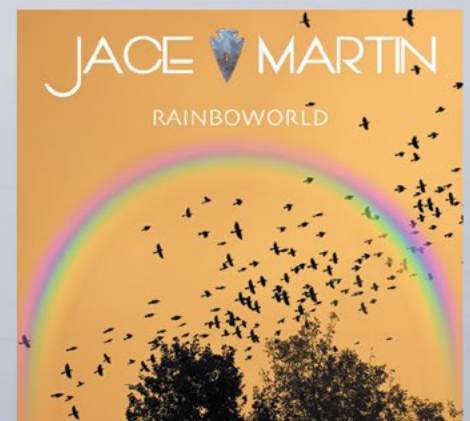
Martin, a Mohawk from Six Nations of The Grand River, has been in the entertainment industry since he was 11 years old, appearing on tv shows and performing in numerous theatre productions. By the age of 13, he was singing professionally and performing at venues and on major stages in Toronto, Ontario.

Over the course of his career, Martin has shared the stage with musical greats such as Sam Moore, Jeff Healey, Jonny Lang and Robbie Robertson. He has been featured on CBC, GLOBAL, SHOWCASE and MuchMusic, and was heard by over 400 million people singing during the closing ceremony of the 2015 PanAm Games.

His last album *Mighty* was nominated for Adult Contemporary Album of the Year at the 2017 Independent Music Awards as well as Pop Album of the Year at the 2017 Toronto Indie Music Awards. His song “Free to Fly” debuted at #35 on the USA Mainstream Billboard Charts, following in the giant footsteps of “Come & Get Your Love” by Redbone (1974).

Martin has also taken his passion for music to the next level as a producer. He was nominated for a 2018 Indigenous Music Awards (Producer of The Year) for his work on Leah Belle’s *Time For Some Country* album, which is currently being played across Canada on over 30 major radio stations and on Sirius XM. Martin also produced AK McLeod’s last album which made it through the first round of voting for Blues Album of The Year at the 2016 JUNO Award Nominations.

As a USA Billboard Top 40 producer and recording artist, Martin is not showing any signs of slowing down, always striving for the best. By pouring his heart and soul into his work, he hopes to have a positive impact on the world while inspiring other emerging First Nations artists. **X**



MUSIC INTERVIEWS by LARRY K.

Indigenous in Music with Larry K and his interviews can now be heard on

This
month's
artists:

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Mar 22 | G Precious
Mar 29 | Midnight Sparrows
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BRENDAN RILEY WINDSOR, ONTARIO

As a youth born and raised in the Windsor, Ontario area, Brendan Riley experienced few opportunities to explore his Anishinabe heritage. That changed after Riley signed up to participate in the Canadian Conservation Corps (CCC), a no-cost program developed by the Canadian Wildlife Federation and funded by the Government of Canada through the Canada Service Corps initiative.

"My mother in the '80s was assisting with the Blackfoot in Alberta and their self-governance when they first got it," said Riley, who got to travel to Alberta during his CCC stage two experience.




One of the initiatives during Riley's Stage Two placement was to develop a traditional Indigenous crop plot in partnership with Alberta Parks and the Blackfoot Nation. Riley is pictured here hugging a stalk of corn, the result of hard work and perseverance. ►

"They welcomed her into the tribe, and when I got out west they kind of adopted me too."

The CCC provides a barrier-free and inclusive opportunity for youth ages 18 to 30 to develop conservation leadership skills through outdoor adventure, service learning and by creating and completing conservation projects in their home communities. During his time with the CCC, Riley enjoyed a winter camping and dogsledding adventure through Ontario's Algonquin Park before his service learning experiences in Alberta's Writing on Stone and Beauvais Provincial Parks.

"I've always liked nature, but this really gave me an opportunity to go behind the scenes and see what goes into conservation," said Riley. "At Writing on Stone, they were dealing with water erosion along the Milk River. We had two meetings, one with all the ranchers that bordered the area, and the other with Indigenous tribes that Writing on Stone is sacred to like the Blackfoot. It was interesting to see them navigate through the different hurdles to see how everyone deals with the environment."

Riley highly recommends the CCC for other Indigenous youth looking for meaningful opportunity to connect with nature.



As caretakers of our land, it's important to ensure the future of Canadian wildlife conservation is in good hands. The CCC program continues to inspire participants to develop and implement projects designed to address conservation issues in their home communities.

Here are a few shining examples of the innovative projects being delivered by CCC members across Canada.



CAITLIN BRANT

A passion for pollinators inspired Caitlin Brant's idea to develop a program to aid in pollinator species recovery. Brant's "Monarch Mayhem" program targeted teachers of Canadian students in elementary and high schools to help raise awareness of the annual fall migration of Monarchs from Canada to Mexico. Brant's goal was to get students to march a cumulative 4,000 km, the same distance Monarchs travel from southern Canada to their overwintering grounds in Mexico. "My hope is that teachers across the country incorporate the Monarch Mayhem program into their fall curriculum," said Brant. "Anything we can do to help Monarch populations recover is a step in the right direction for the species."



MICHAEL CHEN

Michael Chen's CCC journey took him from Markham, Ontario, to a once-in-a-lifetime Rocky Mountain Hiking Expedition followed by field learning at the Calgary Zoo. For his Stage 3 project, Chen conducted outreach to new immigrant youth populations to inspire an appreciation for nature in Canada's multicultural communities. "My CCC experience led me to new cities and showed me the beauty of nature in our country. I was able to connect with young leaders from across Canada and to share why I believe conservation action is so important and desperately needed today."



ISABELLE BUJOLD

Educating individuals about Canadian wildlife and the importance of conservation is the primary driver of Isabelle Bujold's CCC project. Working with her collaborator from the Ocean Bridge organization, Sarah Dubord-Fortin, Bujold created a YouTube channel called "Les Natur'elles." The goal is to inspire proper use of iNaturalist Canada, an online platform that encourages Canadians across the country to help track biodiversity through use of the free iNaturalist app. "We underestimate the power of connecting people with nature," said Bujold. "When you make people fall in love with nature, they will want to protect it. This is exactly what we wanted to achieve with our videos."



JAMES PINTO

While working in Toronto's landscaping industry, James Pinto noticed a lack of native plant diversity in many of the city's urban spaces. That inspired this CCC participant to develop a collaborative project with local property and commercial business owners. The goal is to encourage property managers to plant native plants and pollinator-friendly gardens in commercial spaces. "I am excited and grateful for the opportunity to do my small part to help pollinators and wildlife in my community," said Pinto. "My experience with the CCC program has been life changing. It has given me the skills, knowledge and resources to be an activist for conservation."

To learn more and register to become part of the CCC program, visit SayMag.canadianconservationcorps.ca #LeadersToday

Returning to school as a mature student may sound intimidating, especially if you've spent some time in the workforce, but it can also be a very exciting time in your life. If you've made the decision to continue your studies as a mature student, whether it's to upgrade your skills, specialize, change careers or learn something new, there are many benefits to being an older student.

You may have a little more life experience, and with that brings a certain level of maturity and motivation to succeed because, let's face it, time is precious and it's likely you won't be taking this experience for granted.

SAY Magazine is happy to profile a First Nations mature student who has a clear career goal and is taking the necessary steps to get there.

Five beautiful girls and eight grandbabies (with one more on the way) later and here I am today, doing my Masters of Social Work at Wilfrid Laurier University. Afterwards, I plan on pursuing my PhD in Social Work as well. I hope that my journey in school will inspire others to go back to school, especially my girls. - Elaine Trudeau

Elaine Trudeau

Empowered through Education

Trudeau is a recent graduate of Indigenous Social Work (ISW) Practice from Laurentian University. Her passion for Indigenous Peoples and social work practice shows in her everyday encounters with others. Trudeau started her journey upon completion of traditional healing at Enaahitig North Treatment Centre for women of sexual abuse, which inspired her to get her education in Social Service Work.


Trudeau has overcome many obstacles throughout her life and has come a long way to get to where she is today. After a long academic pause, Trudeau returned to school in 2014 and earned her GED certificate in 2015. In June 2017, with a 4.0 GPA, she graduated with a diploma in Social Service Work from Cambrian College. Upon graduating, she then decided to further her education at Laurentian University in psychology, but after struggling for the first two months, she decided to switch to ISW Practice in January 2018. Dropping out was not an option she wanted to consider.

In June 2020, Trudeau graduated from the ISW program with honours. Her goal now is to work with Indigenous Peoples in and around her community, and surrounding communities, who are



Elaine Trudeau

herself—a tool that will inform her future and help her in the field. Her hope is to positively impact future generations.

Trudeau's passion for helping people extends beyond the realm of social work into reforestation and fire fighting. During the summer months, Trudeau focuses on advocating for equality for Indigenous firefighters, in hopes that they have the opportunity to fight/assist in out-of-province fires. Trudeau has received a Star Award for her ongoing efforts in advocating for Ontario Indigenous forest firefighters. Additionally, she has earned a Technical Expert certificate through Outland Reforestation Inc, which qualifies her to share her knowledge and teach the SP100 (firefighter) course with a qualified instructor. 

Trudeau's Indigenous name is Zii Bii Kwe (Woman of the River/River Woman). Her clan is M'shiikehn (Turtle) and is an Indigenous kwe from Wiikwemkoong, Ontario. She is a mother of five beautiful girls and eight grandchildren. She currently resides in Sheguiandah, Ontario, where she continues her educational journey (virtually) as a part-time student at Wilfrid Laurier University working towards her Masters of Social Work in the Indigenous Field of Study program.

suffering with mental health issues—issues such as depression, anxiety and all types of abuses stemming from colonization. Together with the knowledge she's gained from school and her lived experiences, Trudeau has developed a wellness plan for

An Indigenous Learning Community



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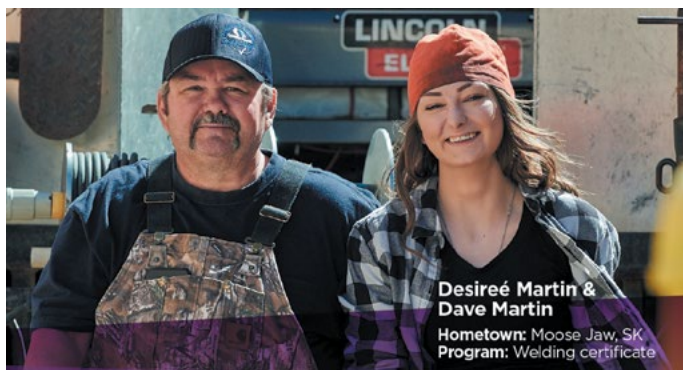
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The Applications for Funding for the 2021-2022 year will open April 2021

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Lesson from the Mat for Everyday Life

Education comes in many different forms, and physical literacy is arguably just as important as other forms of learning. Physical education, especially in children and youth, increases competence and confidence, preparing them to take part in a range of activities over their lifetimes, not to mention improving their overall mental and physical health, and encouraging positive social interactions with peers. Moreover, studies show that increased physical activity and sport participation positively impacts concentration, in many cases yielding better academic results.

In Roseau River Anishinabe First Nation, that's exactly what Chief Craig Alexander has witnessed in his own daughter, who regularly participates in jiu jitsu training at the Roseau River Jiu Jitsu Club with Professor Jason Parenteau (of Winnipeg). "My daughter [and other students] have better focus and listening skills not only on the mat, but back home and in school," said Chief Alexander.

It all started in 2013 when Parenteau, currently a recognized Behring jiu jitsu black belt under Master Sylvio Behring (8th Degree coral belt), was invited to Roseau

River Anishinabe First Nation—a rural community located just south of Winnipeg, Manitoba. He was invited to provide a positive activity for the students there and, more specifically, a physical outlet for many of the boys. "There was a big learning curve for the community," said Parenteau. "We had to teach people what jiu jitsu really is, which is a progressive learning system in self-defense, not fighting." Once the community was on board, teaching the youth about jiu jitsu became a big community priority.

The program started with visits from Parenteau twice a week for five years. Fast forward to 2021 and the Roseau River Jiu-Jitsu Club is an established pillar in the community, with a permanent physical location and regular programming, both recreational and competitive.

Brazilian jiu jitsu "helps students understand their personal boundaries and how to stand up for themselves in a positive and respectful manner so they are not being a victim," said Parenteau, who is the founder of the Roseau River Jiu Jitsu Club.

Jiu jitsu is an ancient Japanese martial art, often translated as "gentle-art". As a





Photo Credit: Jordan Nepon

gentle art, jiu jitsu is not about fighting, but is designed to help level the playing field, allowing smaller, or seemingly physically weaker, participants to use leverage and submission holds for self-defense. Students at the jiu jitsu club in Roseau River are learning they too are capable, powerful, and can stand tall in this world.


Jiu jitsu is a workout for the body and mind, and Roseau River's students are witnessing changes in both. Students like Tyson Thomas, Jaycee Seenie, Liam Hayden and Scott Hayden are encouraged by their individual results, including improved overall wellbeing, weight loss, increased endurance, more confidence and improved anger management. Jiu jitsu is an art for leadership development, training students to both respect superiors and preparing them to take on the responsibility of leadership themselves—something that is not always attainable in a school classroom. Students are sometimes trained in a group to learn skills, but on the mat, in practice, they learn from each other. Each student respects that someone else has

something to teach them, and that they have something they too can share: a powerful life message.

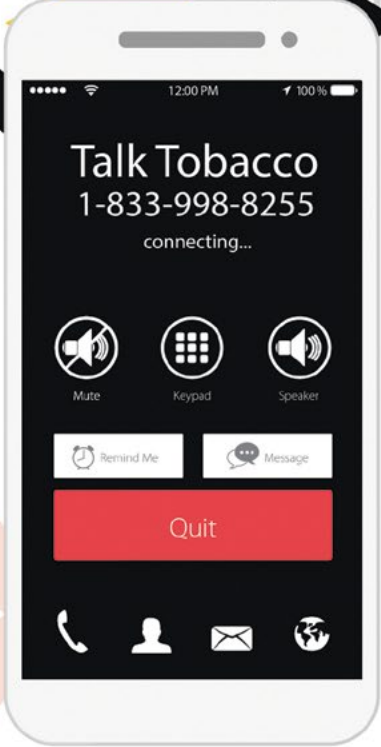
Never a victim, these students learn that they can, with dedication and perseverance, walk through life confidently, and stand up for themselves and for others without being an aggressor. Jiu jitsu allows opportunities for practice in self-defence in the dojo and in competition—opportunities to test themselves, their strengths and their boundaries, and to push beyond them and find they can achieve hard things. These young people will walk the path of their life with excellence.


Raising a generation of confident, respectful students with leadership skills and the willingness to persevere will help shape the future of Roseau River First Nation, and jiu jitsu training is a key educational component to the evolution of the next generation of young leaders. ✕

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RED RIVER
COLLEGE

INDIGENOUS
EDUCATION

Building an Online Community Around Reconciliation

LANGUAGE IS THE WORD

Indigenous language training remains a top priority for those promoting cultural revitalization efforts in Canada.

Currently, Red River College offers programs in Anishinaabemowin (Ojibwe) and Inninew (Cree). As more career opportunities for Indigenous language speakers emerge in education, early childhood and community training programs, learning a traditional language can mean a great deal for students.

"This is one of those special skills that is more about a lifelong personal journey," says Tracy Brant, RRC's Chair of Indigenous Education. "It's about your ancestors, your culture, your pride in who you are. It's a personal gift you give yourself and future generations.

"You can grasp something that was maybe slipping through your fingers. Memories of words spoken by your parents or grandparents can come back to you, and you have the power to give them new life and revitalize that language for your community."

For more information about Indigenous language programs, visit rrc.ca/indigenous.

During the COVID-19 pandemic, Red River College has gone virtual with its Truth and Reconciliation-related exploration and engagement. The college has found new ways to bring Indigenous cultures, teachings and issues to the forefront through online events for students and staff.

The college's second annual Truth and Reconciliation Week launched the conversation at the opening of the current school year, starting with Orange Shirt Day: Every Child Matters—recognizing the impacts of the residential school system—and closing with a day of awareness for Missing and Murdered Indigenous Women and Girls.

Virtual events have included Elder teachings, guest performers and speakers, crafting with Indigenous artists, film screenings, panel discussions and a monthly speaker series called Stay the Course, featuring inspiring stories from RRC's established Indigenous alumni.

"We have to be proactive in these areas and we can't be afraid to try something new," says Carla Kematch, RRC's Manager of Truth and Reconciliation and Community Engagement. "Even our Elders-in-Residence are adapting to new technology. They are used to sitting in classrooms, and with virtual programs they can see a whole class of students and connect with them that way."

Most recently, additional training, workshops and resources for faculty and staff have been implemented to educate about Canada's history, current issues and methods of Indigenizing curriculum so that

all students—Indigenous and non-Indigenous—will benefit from culturally informed classrooms and a welcoming environment.

"We know this work can't be done by just a few people, or just by Indigenous people," says Kematch (shown at left). "The Truth and Reconciliation Commission's Calls to Action are for everyone, and for every industry and sector.

"We are empowering our staff and faculty through transformative learning tools like engaging guest speakers and online modular training with the 4 Seasons of Reconciliation Education. It's really exciting to see staff engaging in conversations and instructors creating new projects for their classrooms. As a college, we are honouring and integrating Indigenous ways of knowing and being."

*"We know this work
can't be done by just a
few people, or just by
Indigenous people."*

- Carla Kematch

FINDING THE RIGHT START

Whether you're looking to change career paths or planning to attend post-secondary for the first time, Red River College's Indigenous Education programs provide different entry points for every level of experience.

The one-year College Transition program is a great starting point if you want to explore career opportunities

and obtain skills and competencies to enter into other technical and academic programs at RRC. You'll also gain employment skills, certifications and one-on-one mentorship in this preparatory program.

If you have an interest in a specific area but aren't sure exactly which career path is the best fit for you, a Pathway

Program is for you. Pathway programs are preparatory and exploratory, and provide the skills and supports to transition into selected programs at Red River College. Choose between three programs in the areas of health, engineering or business, marketing and digital media, and level up your skills to be set up for success.

FLEXIBLE ONLINE DELIVERY OPTIONS

What does planning your education and career goals look like in a world where the future seems unclear?

Flexible online delivery means that instead of meeting with instructors and class on campus, students connect and access course materials on a virtual platform.

Online learning may be new to many students. It may even be scary to those who aren't familiar with how it works.

That's why Red River College is working hard to ensure online program delivery gives you every opportunity for success:

- Ensuring courses and programs provide opportunities to engage with instructors/fellow students and build important class connections.

- Developing assignments that are appropriate and fair in the online environment.
- Designing courses with flexibility in mind, so they fit your own schedule as much as possible.

The skills and tools you use in online learning are becoming essential features in nearly every industry workplace and career path. Flexible online learning will make it easier for you to hit the ground running in the new world of work from day one.



INDIGENOUS STUDENT SUPPORTS

Even in the digital world, ensuring that students have access to a robust network of supports is integral to their overall success. Red River College's Indigenous Student Supports team is dedicated to helping students achieve their goals with touchpoints throughout their educational journey.

From enrolment to wellness to academics, these supports include Elders-in-Residence, Advisor and Academic Liaisons, Resource and Navigation Coaches, Financial Officers, and the College's Transition to Employment team.

For more information, visit rrc.ca/indigenous/supports.



rrc.ca/indigenous

Investing with Community Values in Mind

By Katie Wheatley and Mark Sevestre

Creating and managing wealth is not a new concept for Indigenous Peoples. Historically, Indigenous Peoples' stewardship of their traditional territories ensured that communities could sustain themselves and meet their needs in the short-, mid- and long-term.

Community-specific approaches to stewarding the wealth of the natural world were and are informed by traditional values and laws, as well as spiritual and cultural beliefs¹. Balancing economic opportunities with conservation and stewardship priori-

ties continues to be a central consideration among many Indigenous Peoples and communities today.

In remediating historical violations of Indigenous rights and title, many communities have negotiated financial settlements with private industry and government entities to benefit current and future generations. Funds secured by communities are sometimes established in trusts which are then invested in the shares of companies, in government and corporate bonds, and in other income-generating investment vehicles.

For trusts and communities at large to achieve their goals, it is critical that Indigenous funds are invested in ways that align with community values and priorities. The following steps can help you invest with community values in mind²:

1 Embed values into your investment policy

Consider incorporating a statement of community values or beliefs into your investment policy.

2 Work effectively with asset managers

Incorporate values, beliefs, and knowledge of Indigenous history and issues into the hiring and evaluation of asset managers.

3 Know what you own

Consider how your community values and priorities might help inform the assets that you choose for your portfolio.

4 Use your voice

Consider your community's interest in engaging with companies in your portfolio about issues of concern. Ask your asset managers about their approach to proxy voting and review their voting record regularly.

5 Invest in the Indigenous economy

Learn about new and emerging opportunities to invest in the Indigenous economy.



Often, we are told that values have no place in investment decision-making and that we must focus exclusively on financial returns. However, acknowledging our communities' values does not mean forgetting professionalism or ignoring financial returns and fiduciary duty. Indigenous investors can invest and steward financial assets consistent with community values and priorities.



Katie Wheatley is the manager of the *Reconciliation and Responsible Investment Initiative (RRII)*, a partnership between SHARE and the National Aboriginal Trust Officers' Association that aims to align capital markets with Indigenous values, rights and ways of knowing. Prior to joining SHARE, Wheatley worked in intergovernmental affairs for various First Nations in Western Canada to protect their Aboriginal rights and title, and enhance environmental conservation.



Mark Sevestre helped found the National Aboriginal Trust Officers Association (NATOA) and currently serves as senior advisor. NATOA is a charitable organization dedicated to providing knowledge and capacity building on trust funds and investment for Indigenous communities. Sevestre is also the General Manager of the Mississaugas of the Credit First Nation Community Trust. Sevestre is Mohawk and resides in the Six Nations of the Grand River.

Together through RRII, NATOA and SHARE, Wheatley and Sevestre envision a financial system that empowers Indigenous perspectives, recognizes the role of community values in investment decision-making, and contributes to protecting Indigenous rights and title.

¹ For more information, see *Teachings of Sustainability, Stewardship, & Responsibility: Indigenous Perspectives on Obligation, Wealth, Trusts, & Fiduciary Duty* (2020) by Borrows & Praud. Available at reconciliationandinvestment.ca/resources

² For more details, see *Investing for Today, Tomorrow, and Future Generations: A Guide for Indigenous Investors* (2020) at reconciliationandinvestment.ca/resources



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UWinnipeg is a diverse, supportive, and inclusive community
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- UWinnipeg is one of the first universities in Canada to ensure all students have a baseline knowledge of Indigenous people and culture.
- First Nations, Métis, and Inuit students make up 10% of our student body.
- An Indigenous Advisory Circle ensures the inclusion of First Nations, Métis and Inuit peoples' perspectives in the governance, programs, services, and initiatives of the University.
- UWinnipeg offers a number of Indigenous-focused academic programs, as well as supports through the Aboriginal Student Services Centre.
- Innovative pathways to post-secondary education are available through Community Learning Initiatives.
- Each spring, the UWinnipeg Aboriginal Student Council hosts a graduation Pow Wow on campus to honour First Nations, Métis, and Inuit graduates and community role models.
- Affordable campus housing and daycare options are available.
- Financial support is available, such as UWinnipeg's Opportunity Fund: since 2007, we have awarded approximately \$4M to 3,500 students.

indigenous.uwinnipeg.ca



Training for the Future:

Supporting the Career Development of Indigenous Students

By Brittany Valcourt, Communications Assistant, APTN

APTN is proud to support the career development of First Nations, Inuit and Métis students. The network provides students of vocational schools and post-secondary institutions with internships and mentorship opportunities that introduce them to the film and broadcast industry.

Since its inception 20 years ago, APTN has worked for and with Indigenous Peoples across Canada. This collaboration is rooted in APTN's continued commitment to provide and support work opportunities for Indigenous Peoples. Notably, APTN's Work Experience Program, the Extensive Internship Program and its many scholarship and mentorship opportunities contribute to the recognition of the network as an industry and Canada's Top Employer.

APTN's Work Experience Program is a collaboration between APTN, high school educators and post-secondary educational institutions that identify suitable Indigenous students to enroll in the unique program. Students who complete the program are eligible to apply for a paid internship position with the network. The

Extensive Internship Program and the Work Experience Program placed three students over the past fiscal year, helping them acquire valuable work experience in the broadcast industry.



Owen Pantos

In the summer of 2018, Owen Pantos completed a paid internship with APTN as a human resource assistant. Since then, Pantos has been employed by the network as a marketing coordinator.

"APTN gave me the opportunity to work in the broadcast industry before starting my career. Throughout my internship, I was given valuable opportunities to apply my marketing education in an industry setting," said Owen Pantos. "After graduating, I knew that APTN was where




I wanted to be, and I was fortunate enough to secure my current position."

The Canadian Association of Journalists and APTN continue to collaborate and provide one Indigenous person with a 12-week paid fellowship at *APTN Investigates*. Successful candidates spend the placement producing a full-length piece of original investigative reporting that will air on APTN.

APTN's Indigenous Scholarship Program supports First Nations, Inuit and Métis students in the course of their studies. Through Indspire's Building Brighter Futures: Bursaries, Scholarships and Awards program, Indigenous students who would not otherwise have the opportunity to complete a course of study receive \$2,000, which may be applied to their academic and/or living costs. Last year, APTN embarked on

an internal mentorship program. Led by Judi Spear of Spear-Rhodes Ltd., the program provided Indigenous employees with development opportunities. Once they completed the program, APTN employees had the opportunity to apply for mid-level management and senior management vacancies as they became available. Four mentors and four mentees from marketing, news, programming and operations participated in the program.

Along with ongoing in-house training, APTN employees are encouraged to seek out further education and training opportunities.


APTN is committed to fostering the growth of both its employees and the young Indigenous workforce at large. The network plans to continue its investment in Indigenous education by connecting, supporting and inspiring First Nations, Inuit and Métis scholars across Canada. 


To learn more about APTN's internships, scholarships and work opportunities, please visit corporate.aptn.ca/careers.





Indigenous Studies

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A collage of four images: top left shows a group of people sitting in a large outdoor circle under a wooden shelter; bottom left shows hands holding a bowl of colorful beads; top right shows two young women smiling; bottom right shows a sunset over water with a stone cairn in the foreground.







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Treaty Commissioner Loretta Ross, Elders and TRCM staff with students from Oscar Lathlin Collegiate and Frontier Collegiate Institute who completed the Grade 12: Treaties and the Treaty Relationship pilot. (May 2019)

Treaty Education in the Classroom

We are all Treaty people. In Manitoba, it is the goal of the Treaty Relations Commission of Manitoba (TRCM) to bring comprehensive K-12 Treaty education to all students and to support teachers that want to incorporate Treaty education into their classroom. The TRCM education staff is able to support teachers under the guidance of the Treaty Commissioner and the Council of Elders, formed in collaboration with the Assembly of Manitoba Chiefs (AMC), Crown-Indigenous Relations and Northern Affairs Canada, Manitoba Education and the Manitoba First Nations Education Resource Centre.

Resources available through the TRCM include creating additional teacher resources materials to support the integration of Treaty education across the K-12 curriculum subject areas, including online resources:

- Treaties in Ten podcasts
- Treaties and Manitoba 150 Timeline
- Celebrating 10 years of Treaty Education
- Treaty Story Map

The TRCM provides Treaty education professional development training and have now reached over 6,000 school administrators, teachers, and other school staff. There is also a Summer Institute that is offered annually that educators can attend free of charge.

At the high school level, the TRCM offers a course designed to be the capstone to Treaty Education, K-12, called *Grade 12: Treaties and the Treaty Relationship*. This one-credit course for Manitoba high schools is regis-

terable as a school-initiated course through Manitoba Education. The course offers teachers a curricular framework to actively engage students in the story of making Treaties. It allows students to demonstrate the knowledge, skills and attitudes essential to understanding Treaties within historical, contemporary and local contexts. The course explores the Numbered Treaties and the Treaty relationship in international, national and local contexts. It offers teachers concrete guidelines and materials to localize student Treaty-learning experiences.

Course content is centred around five core entry points. The first four are Relationships, Traditional Teachings, History and Treaties. The fifth is an opportunity for students to investigate five sub-themes using Treaties as a lens:


- Treaties and Reconciliation
- Treaties and Indigenous Peoples
- Treaties and the Environment
- Treaties and UNDRIP
- Treaties and Canada's Constitutional Law



The Beaded Mace Runner by Debbie A. Desjarlais, was presented by the Treaty Relations Commission of Manitoba on behalf of all Treaty people, to the Manitoba Legislative Assembly to thank them for acknowledging and honouring First Nations Treaties and the longstanding Treaty relationship. (May 2010)

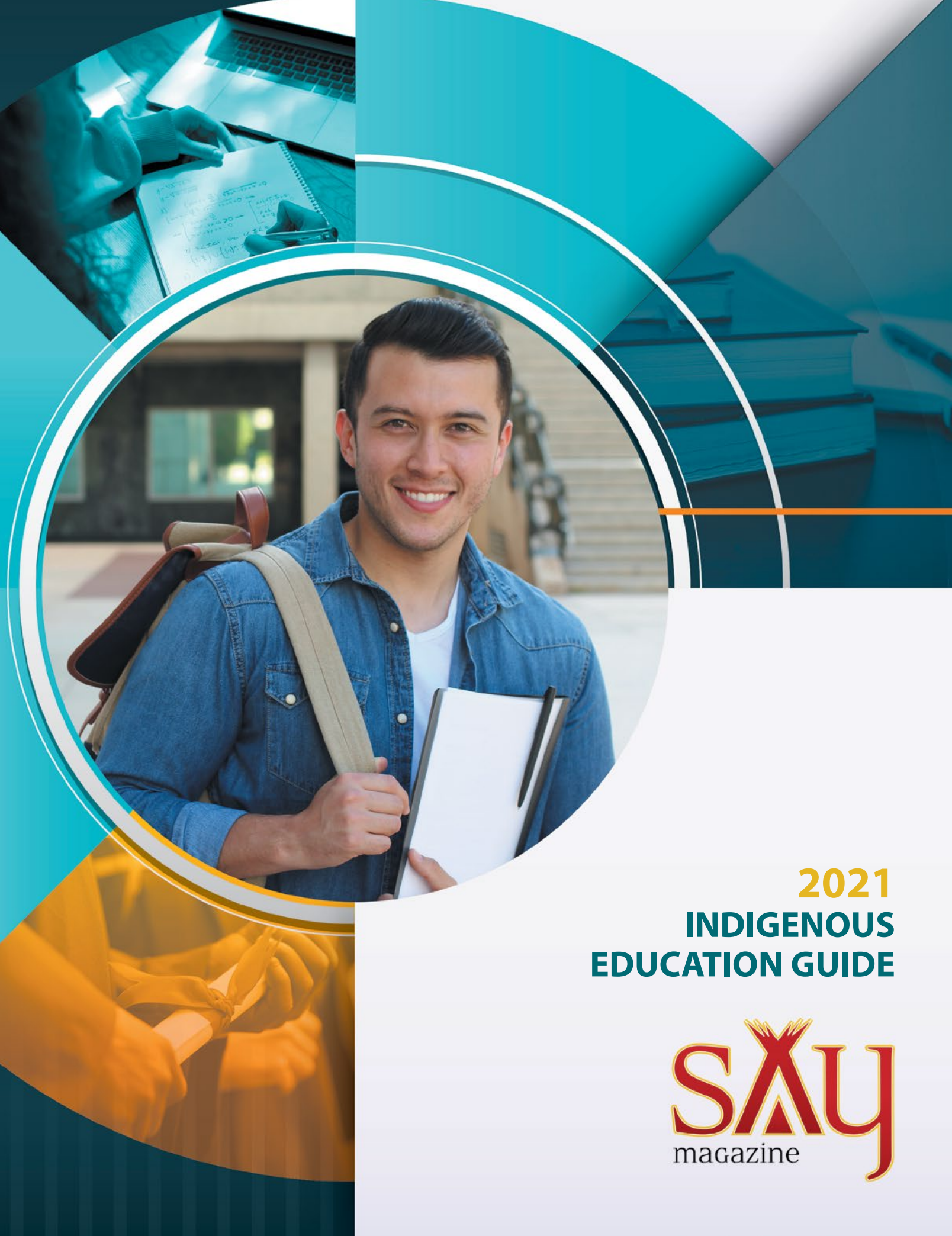


At the post-secondary level, the TRCM offers an Elder-accredited course called *Understanding Treaties and the Treaty Relationship: A Tool for Reconciliation*. The course has been designed in four levels, each offered as five-day sessions in July. Course content focuses on the nation-to-nation Treaty relationship between First Nations Peoples and the Crown (Canada). It dives in-depth into the complexity of this relationship as well as the Truth and Reconciliation process. This course is unique because it is led, delivered, evaluated and accredited by the Council of Elders. It is also taught in the oral tradition, on the land, at significant Treaty-based sites. The Elder's pedagogical approach is a process of knowledge transfer, translation and integration. This is designed to help participants internalize the teachings and make meaning of them in their personal and professional lives.

Level three of the four-level process is scheduled for July 2021. This unique, authentic, learning opportunity has brought 17 educators together with a group of 10 Elders who have mutually made a commitment to dedicate their time to teach and learn together on the land about the deeper meaning of Treaties and the Treaty relationship. The course completion will be celebrated July 2022 when the participants receive their final accreditation documents from the AMC/TRCM Council of Elders. 

Submitted by the Treaty Relations Commission of Manitoba. For any of the above listed resources and to find more about Treaty Education K-12, please visit:

trcm.ca/treaty-education-initiative



2021
INDIGENOUS
EDUCATION GUIDE

SXU
magazine

How to Use the Indigenous Education Guide

The post-secondary education landscape continues to evolve, and the method in which students today can earn academic credits, diplomas and degrees is varied, and, in most cases for 2021, almost entirely virtual. This year, *SAY Magazine's* Indigenous Education Guide has been revamped to include Canadian post-secondary educational institutions that offer primarily three to four year programs. As an extension of the data featured in this issue, *SAY Magazine* will publish a second guide, scheduled to come out in the fall, which will feature post-secondary institutions that primarily offer one to two year programs—an Indigenous Career Guide.

Created with First Nations, Métis and Inuit students in mind, this resource is meant to function as a quick reference tool, aiding in their journey to pursue post-secondary education, and selecting a program or institution that sparks their interest. The material presented in this guide is organized by province and territory, and listed alphabetically. All institutions that appear in this resource offer Indigenous degree programs, Indigenous studies, or have some program offerings that have Indigenous content. In most cases, these are the programs we chose to highlight in each section.

The material presented comes from various sources, including counsellors and school administrators. The goal of this guide is to be user-friendly, providing easily accessible information, including website links, interesting programs and contact information for Indigenous student support staff (if readily available). For further information and a full description of the programs/services these institutions offer, you should always

thoroughly review their websites. There you will discover more information than the *SAY Magazine* Indigenous Education Guide is able to provide.

We want to thank those institutions that replied to our survey and helped us gather some of the information within this guide. **Although *SAY Magazine* has made every attempt to ensure material in the Guide is correct, this is not a comprehensive listing and *SAY Magazine* is not responsible for any errors or omissions.** ❌

If your institution needs to be added or has new/updated information, please fill out the 2021 Indigenous Career Guide survey here: saymag.com/2021-indigenous-career-guide-survey.



Alberta

Athabasca University, Nuksahtowin indigenous.athabascau.ca

Athabasca, Edmonton, Calgary

Ivy Lalond, Indigenous Student Success Support, Nuksahtowin
ivyl@athabascau.ca
800-788-9041 x 2064

- Indigenous Studies
- Bachelor of Management
- Indigenous Nations and Organizations Major

Bow Valley College bowvalleycollege.ca/student-resources/student-life/iniikokaan-centre

Airdrie, Banff, Canmore, Cochrane, High River, Okotoks, Strathmore

April Bellegarde, Indigenous Recruitment Specialist
recruiting@bowvalleycollege.ca
403-410-1402

- Addiction Studies Diploma: Aboriginal Focus
- Child and Youth Care

University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills bluequills.ca

St. Paul

Sheila Poitras, Executive Assistant
registrar@bluequills.ca
780-645-4455

- Bachelor of General Studies (BGS)
- BA in Cree / Dene

Concordia University College of Alberta concordia.ab.ca/student-services/indigenous-student-services

Edmonton

Danielle Powder, Manager, Indigenous Knowledge and Research Centre
danielle.powder@concordia.ab.ca
780-862-1746

- Bachelor of Science in Environmental Science
- Bachelor of Science in Environmental Science
- BA, Indigenous Studies (Minor)

Grande Prairie Regional College gprc.ab.ca/services/indigenous

Fairview, Grande Prairie

Desiree Mearon, Indigenous Liaison Coordinator
Student Services
DMearon@GPRC.ab.ca
780-539-2020

- Indigenous Education
- Indigenous Ways of Knowing
- Indigenous Governance

Keyano College keyano.ca/en/student-services/aboriginal-student-centre.aspx

Fort McMurray, Fort Chipewyan, Fort McKay, Gregoire Lake

Sandra Efu, Director of Student Services
email available by request
780-791-4800

- Community-Based Environmental Monitoring Program
- BA, Native Studies
- Bachelor of Education

Lakeland College lakelandcollege.ca

Vermilion, Lloydminster

Shelly Shelly Pewapsconias, Manager, Indigenous Support Services
indigenous@lakelandcollege.ca
780-871-5444

- ATEP program
- Environmental Sciences
- Business & Energy

Lethbridge College lethbridgecollege.ca/departments/indigenous-services

Lethbridge

Lowell Yellowhorn, Indigenous Student Support and Experience Coordinator
lowell.yellowhorn@lethbridgecollege.ca
800-572-0103 x 5540

- Indigenous Career Pathways
- Bachelor of Nursing
- Bachelor of Applied Science, Conservation Enforcement

MacEwan University macewan.ca/wcm/CampusLife/kihewwaciston/index.htm	Edmonton
Krista Hanscomb , Senior Student Advisor hanscombk@macewan.ca 403-320-3202 x 5540	<ul style="list-style-type: none"> • Cree Language • Pimâcihisowin Foundation Program
Maskwacis Cultural College mccedu.ca	Maskwacis
Becky Cardinal-Rattlesnake , Student Services Support Coordinator bcardinal@mccedu.ca 780-585-3925	<ul style="list-style-type: none"> • Indigenous Bachelor of Social Work, Bachelor of Management • Bachelor of Education • Early Childhood Development
Medicine Hat College mhc.ab.ca/services/indigenoussupport	Medicine Hat, Brooks
David Restoule , Indigenous Student Specialist drestoule@mhc.ab.ca 403-504-3503	<ul style="list-style-type: none"> • University Studies Arts • Social Work • Bachelor of Applied Arts, Art and Design
Mount Royal University mtroyal.ca/IndigenousMountRoyal	Calgary, Springbank
John Fischer , Executive Advisor - Indigenization ajfischer@mtroyal.ca 403-440-5668	<ul style="list-style-type: none"> • Indigenous Bridging Program • Indigenous Studies minor • Indigenous Graduation Program
NorQuest College norquest.ca/resources-services/student-services/indigenous-student-services.aspx	Edmonton, Wetaskiwin
Luella Massey , Indigenous Student Support indigenous@norquest.ca 780-644-6772	<ul style="list-style-type: none"> • Indigenous Studies • Landbased Learning • Tuition deposit waived for Indigenous students
Northern Alberta Institute of Technology nait.ca/nait/life-at-nait/clubs-groups-community/nisohkamatotan-centre	Edmonton
Dawn Lameman , Nîsôhkamâtôtân Centre Support dawnl@nait.ca 780-491-3917	<ul style="list-style-type: none"> • BBA Entrepreneurship and Innovation
Olds College oldscollege.ca/student-life/student-health-wellness/indigenous-olds-college/index.html	Olds
B. Collins , Indigenous Services Coordinator bcollins@oldscollege.ca 403-507-7944	<ul style="list-style-type: none"> • Bachelor of Applied Science, Horticulture • Bachelor of Applied Science • Agribusiness
Old Sun Community College oldsuncollege.ca	Siksika Nation
Erwin Bear , Chief Student Support Coordinator erwin.bearchief@oldsuncollege.ca 403-734-3862 x 244	<ul style="list-style-type: none"> • Sisika Knowledge Program • Indigenous Specialized Social Work Program • Adult Literacy
Red Crow Community College redcrowcollege.com	Stand Off, Lethbridge
Fee Marule-McLean , Public Relations and Student Recruitment Officer aboveandbeyond1010@hotmail.com 403-393-7586	<ul style="list-style-type: none"> • Niitsitapi Agriculture Certificate Program • The 2+2 Arts and Science Diploma • Indigenous Bachelor of Social Work

Red Deer College rdc.ab.ca/student-services/indigenous-student-services Lloyd Desjarlais , Indigenous Student Services Coordinator Lloyd.Desjarlais@rdc.ab.ca 403-342-3284	Red Deer <ul style="list-style-type: none"> • BA includes Indigenous Literature • Bachelor of Nursing offers Indigenous Peoples course
Southern Alberta Institute of Technology SAIT sait.ca/indigenous-students Allyson Dennehy , Student Advisor chinook.lodge@sait.ca 403-919-2896	Calgary <ul style="list-style-type: none"> • Bachelor of Science Construction Project Management • Bachelor of Hospitality and Tourism Management • Bachelor of Business Administration
St. Mary's University stmu.ca/indigenous-initiatives Michelle Scott , Director of Indigenous Initiatives Michelle.scott@stmu.ca 403-254-3133	Calgary <ul style="list-style-type: none"> • BA in Social Justice and Catholic Studies (SJCS) • BA, General Studies with Indigenous Studies courses
The King's University College kingsu.ca/services/indigenous-students Regina Dizon , Student Coordinator Regina.Dizon@kingsu.ca 780-465-3500	Edmonton <ul style="list-style-type: none"> • Indigenous courses available: Issues Involving Indigenous People in Canada, Indigenous Perspectives, Race and Ethnic Diversity
University of Alberta uab.ca/fnmi Aaron Lepine , Indigenous Student Recruiter alepine@ualberta.ca 780-492-5607	Edmonton <ul style="list-style-type: none"> • BA in Recreation, Sport and Tourism • Bachelor of Education, Aboriginal Teacher Education Program • BA in Native Studies
University of Alberta, Augustana Campus ualberta.ca/augustana/services/indigenous/index.html Corinne Williams , Student Services Coordinator augustana.iss@ualberta.ca 780-679-1562	Camrose <ul style="list-style-type: none"> • BA in Creativity and Culture • Law, Crime and Justice • Ethics and Global Studies
University of Calgary, Writing Symbols Lodge ucalgary.ca/student-services/writing-symbols/home Marla Wolf Leg , Administrative Coordinator marla.wolfleg@ucalgary.ca 403-220-6034	Calgary <ul style="list-style-type: none"> • Indigenous Student Access Program (ISAP) • Indigenous Relations Training Program • Ótáp ímisskaan
University of Lethbridge ulethbridge.ca/president/indigenous-initiatives Lindi Shade , Manager lindi.shade@uleth.ca 403-327-2812	Lethbridge, Calgary <ul style="list-style-type: none"> • Indigenous Studies Specialty (Bachelors, Masters, and PhD) • Languages: Blackfoot / Cree
Yellowhead Tribal College ytced.ca Crystal Wood , Associate Registrar and External Liaison admissions@ytced.ca 780-484-0303	Edmonton <ul style="list-style-type: none"> • Indigenous Language Degree Program • Indigenous Social Work Degree Program • Indigenous Environmental Stewardship and Reclamation

British Columbia

British Columbia Institute of Technology bcit.ca/indigenous-services Leah Falstead , Advisor, Indigenous Initiatives IndigenousAdvisor@bcit.ca 604-434-5734	Burnaby, Metro Vancouver <ul style="list-style-type: none"> Sustainable Business Leadership Metal Fabricator Foundation Bridge Watch Rating for Women and Indigenous Learners
Camosun College camosun.ca/learn/areas/indigenous.html Alli Matchett , Community Liaison, Indigenous Advisor matchetta@camosun.ca 250-370-3679	Lansdowne and Interurban Campuses, Victoria <ul style="list-style-type: none"> Indigenous College Preparation Certificate Indigenous Studies Diploma Bachelor of Business Administration, Human Resource Management and Leadership Major
Capilano University capilano.ca/programs--courses/capu-for-you/indigenous-students Miranda Huron , Director of Indigenous Education and Affairs indigenous@capilano.ca 604-986-1911 x 3067	North Vancouver, Sechelt <ul style="list-style-type: none"> University One for Aboriginal Learners Certificate Bachelor of Tourism Management Degree Indigenous Independent Digital Filmmaking Diploma
Coast Mountain College coastmountaincollege.ca/indigenous-resources/overview Ali McDougall , Indigenous Relations and Executive Advisor amcdougall@coastmountaincollege.ca 250-635-6511	Terrace, Prince Rupert, Smithers, Hazelton, Haida Gwaii <ul style="list-style-type: none"> Northern Collaborative Baccalaureate Nursing Program (NCBNP) Applied Coastal Ecology (ACE) First Nations Fine Arts Diploma
College of New Caledonia cnc.bc.ca/services/prince-george/aboriginal-resources Patricia Prince , Aboriginal Recruitment Officer arc@cnc.bc.ca 250-562-2131 x 5488	Prince George, Burns Lake, Fort St. James, Mackenzie, Quesnel, Vanderhoof <ul style="list-style-type: none"> Associate of Arts Aboriginal Studies Nursing Baccalaureate, Bachelor Degree
College of the Rockies cotr.bc.ca/future-students/domestic/indigenous-students Taryn Kuhne , Indigenous Student Navigator tkuhne@cotr.bc.ca 250-489-2751 x 3261	Cranbrook, Creston, Fernie, Golden, Invermere, Kimberley <ul style="list-style-type: none"> Bachelor of Business Administration: Sustainable Business Practices Aboriginal Financial Management Aboriginal Education Support Worker
Douglas College douglascollege.ca/student-services/student-support/indigenous-student-services Dave Seaweed , Indigenous Coordinator seaweedd@douglascollege.ca 604-527-5565	New Westminster, Coquitlam <ul style="list-style-type: none"> Bachelor of Therapeutic Recreation Psychiatric Nursing Child and Youth Care Aboriginal Stream
Emily Carr Institute of Art and Design ecuad.ca/student-life/student-services/aboriginal-program Brenda Crabtree , Director, Aboriginal Programs aboriginal@ecuad.ca 604-844-3800	Vancouver <ul style="list-style-type: none"> Bachelor of Design Bachelor of Fine Arts Bachelor of Media Arts
Kwantlen Polytechnic University kpu.ca/indigenous Natalie Wood-Wiens , Manager, Indigenous Services for Students Natalie.woodwiens@kpu.ca 604-599-2059	Surrey, Richmond, Cloverdale, Whalley, Langley <ul style="list-style-type: none"> Indigenous Community Justice Minor Indigenous Studies includes Information Literacy, Aboriginal Statistics

Langara College langara.ca/student-services/indigenous-services/index.html Shyanne Boudreau , Manager, Indigenous Education and Services indigenous@langara.ca 604-323-5043	Vancouver <ul style="list-style-type: none"> • Aboriginal Studies • Aboriginal Transfer Pathway to UBC • Bachelor of Business Administration
Native Education College necvancouver.org/programs Keeleigh Julien , Student Advisor kjulien@necvancouver.org 604-873-3772 x 318	Vancouver <ul style="list-style-type: none"> • Aboriginal Tourism Operations • Northwest Coast Jewellery Arts • Aboriginal Special Needs Educator
Nicola Valley Institute of Technology nvit.ca Marshal Kraus , Recruitment and Events Officer recruitment@nvit.bc.ca 877-682-3300	Merritt <ul style="list-style-type: none"> • Bachelor of Social Work • Environmental Resource Technology • Health Care Assistant
Northern Lights College nlc.bc.ca/aboriginal Richard Resener , Coordinator of Aboriginal Relations and Services rresener@nlc.bc.ca 250-774-2741 x 4602	Tumbler Ridge, Dawson Creek, Chetwynd, Fort Nelson, Fort St. John <ul style="list-style-type: none"> • University Arts and Sciences Human Service Worker Certificate • Courses in Indigenous Wellness and Healthy Practices, Indigenous Family and Parenting
North Island College nic.bc.ca/indigenous-education Sarah Lawrence , Indigenous Advisor sarah.lawrence@nic.bc.ca 250-334-5029	Campbell River, Comox Valley, Port Alberni, Port Hardy, Ucluelet <ul style="list-style-type: none"> • Indigenous Studies • Indigenous Languages • Aboriginal Leadership Certificate
Royal Roads University royalroads.ca/about/indigenous-relations Frankie Allen , Indigenous Student Services Coordinator IndigenousStudentServices@RoyalRoads.ca 250.391.2600 x 4626	Colwood, Victoria <ul style="list-style-type: none"> • BA in Professional Communication • BA in Justice Studies • BA in Interdisciplinary Studies
Selkirk College selkirk.ca/indigenous Leah Lychowyd , Indigenous Services Counsellor online form to email 250-365-7292 x 21206	Castlegar, Nelson (3 locations), Trail, Grand Forks <ul style="list-style-type: none"> • University Arts and Science, Indigenous Studies
Simon Fraser University sfu.ca/programs/for-aboriginal-peoples.html Jennie Blankinship , Acting Director, Office of Indigenous Education jennie_blankinship@sfu.ca 778-782-9358	Burnaby, Surrey, Vancouver <ul style="list-style-type: none"> • B.A. (major/minor) in First Nations Studies • Indigenous Perspectives on Teacher Education Module (IPTeM) • Professional Development Program (PDP)
Thompson Rivers University tru.ca/indigenous.html Lily Peters , Qelmúcw Student Recruiter futureindigenous@tru.ca 250-852-7639	Kamloops, Williams Lake <ul style="list-style-type: none"> • Indigenous Pathways for Health Careers • Bachelor of Public Administration • Certified Aboriginal Financial Manager Designation
University of British Columbia you.ubc.ca/indigenous-students-ubc Chloe Erlendson , Recruiter Advisor, Indigenous Students chloe.erlendson@ubc.ca 604-827-2135	Vancouver, Kelowna <ul style="list-style-type: none"> • Institute for Critical Indigenous Studies • Indigenous Teacher Education Program (NITEP) • Indigenous Studies

University of the Fraser Valley ufv.ca/isc Betty Peters , Director, Indigenous Student Centre Betty.Peters@ufv.ca 888-504-7441 x 261	Abbotsford, Chilliwack, Mission, Hope <ul style="list-style-type: none"> • Aboriginal culture and Language Support Diploma • Indigenous Maps, Films, Rights and Land Claims Certificate • Bachelor of Indigenous Studies
University of North British Columbia unbc.ca/aboriginal-resource-dati/first-nations-centre Bev Best , Manager, Aboriginal Student Engagement bev.best@unbc.ca 250-960-5517	Prince George, Fort St. John, Terrace, Quesnel <ul style="list-style-type: none"> • Indigenous Tourism Exchange Program • Bachelor of Social Work Indigenous Specialization • Bachelor of Northern Studies
University of Victoria uvic.ca/hsd/undergraduate/indigenous/issc Shauna Underwood , Indigenous Advisor hsdia@uvic.ca 250-472-5431	Victoria <ul style="list-style-type: none"> • Canadian Common Law and Indigenous Legal Orders Degree • Bachelor of Social Work (BSW), Indigenous Specialization
Vancouver Community College vcc.ca/services/services-for-students/indigenous-services Toni Gladstone , Senior Indigenous Engagement Advisor tgladston@vcc.ca 604-871-7000 x 5048	Broadway St. Vancouver, Downtown Vancouver, Annacis Island <ul style="list-style-type: none"> • Denturist • Gladue Report Writing Certificate Program
Vancouver Island University aboriginal.viu.ca Jennifer Christoffersen , Coordinator/Educational Advisor sas@viu.ca 888-920-2221 x 6510	Nanaimo <ul style="list-style-type: none"> • Indigenous/Xwulmuxw Studies • Aboriginal Ecotourism Training • Professional Indigenous Lands Management

Manitoba

Assiniboine Community College assiniboine.net/study-here/why-assiniboine/indigenous-students Crystal Bunn , Indigenous Services Officer bunnca@assiniboine.net 204-725-8700 x 7419	Winnipeg, Brandon <ul style="list-style-type: none"> • Certified Aboriginal Financial Manager (CAFM) • Accounting • Human Resource Management
Brandon University brandonu.ca/indigenous Aaron McKay , Student Success Officer mckaya@brandonu.ca 204-571-7858	Brandon <ul style="list-style-type: none"> • BA, Native Studies • Native Languages, Cree / Ojibway / Dakota • Visual and Aboriginal Art • Program for the Education of Native Teachers (P.E.N.T)
Manitoba Institute of Trades & Technology (MITT) mitt.ca/student-life/aazhogan-indigenous-student-centre Ryan Bruyere , Indigenous Student Advisor ryan.bruyere@mitt.ca 204-989-7184	Winnipeg <ul style="list-style-type: none"> • Cyber Defense and Cloud Administrator • Construction Labourer Certificate Program • Pharmacy Technician Program
Red River College rrc.ca/indigenous Monica Morin , Indigenous Liaison Advisor momorin@rrc.ca 204-631-3361	Winnipeg <ul style="list-style-type: none"> • Indigenous Languages: Anishinaabemowin (Ojibwe) and Inninew (Cree) • Social Innovation and Community Development • Culinary Skills Indigenous

University College of the North ucn.ca/sites/elders/ininiwi/Pages/Ininiwi-kiskinwamakewin-Centre.aspx	The Pas, Thompson
Melissa Constant , Recruitment Officer mconstant@ucn.ca 204-627-8553	<ul style="list-style-type: none"> • Aboriginal and Northern Counselling Skills • Kenanow Bachelor of Education • Bachelor of Arts in Aboriginal and Northern Studies
University of Manitoba umanitoba.ca/student/indigenous	Winnipeg
Desiree Morrisseau-Keesick , Lead Indigenous Student Recruitment Officer desiree.morrisseau@umanitoba.ca 204-474-6398	<ul style="list-style-type: none"> • Qualico Bridge to Success • Indigenous Business Education Partners • Pathway to Indigenous Nursing
University of Manitoba, Engineering umanitoba.ca/faculties/engineering/programs/engap/index.html	Winnipeg
Tannis Geddes , Administrative Assistant tannis.geddes@umanitoba.ca 204-474-9872	<ul style="list-style-type: none"> • Engineering Access Program (ENGAP)
University of Winnipeg uwinnipeg.ca/assc	Winnipeg
Tim Coughlan , Indigenous Liaison Officer t.coughlan@uwinnipeg.ca 204-786-9922	<ul style="list-style-type: none"> • BA Indigenous Studies • Masters Development Practice • BA Urban and Inner City Studies
Yellowquill College yellowquill.org	Winnipeg
Bobbi Pompana , Director administration@yellowquill.org 204-953-2800	<ul style="list-style-type: none"> • Certified Aboriginal Financial Manager • First Nation Management and Administration • First Nations Teacher Education Program

New Brunswick

Mount Allison University mta.ca/indigenous	Sackville
Patty Musgrave-Quinn , Indigenous Affairs Co-ordinator indigenous@mta.ca 506-364-2127	<ul style="list-style-type: none"> • Indigenous Studies courses • Mi'kma'ki • Aboriginal Law and Politics courses
St. Thomas University stu.ca/indigenous-homepage	Fredericton
Trenton Augustine , Indigenous Student Services Coordinator trentona@stu.ca 506-452-9669	<ul style="list-style-type: none"> • Certificate in Native Language Immersion Teaching • Native Studies Major • Maliseet/Passamaquoddy, Mi'kmaq Bachelor of Social Work • Aotitj Program
University of New Brunswick unb.ca/mwc	Fredericton, St. John
April McAllister , Wicuhkekemit april.belding@unb.ca 506-458-7054	<ul style="list-style-type: none"> • Wabanaki Bachelor of Education • Bridging Year Program for Indigenous students

Newfoundland & Labrador

College of the North Atlantic cna.nl.ca/aboriginal-resource-centre Lesley Tucker , Guidance Counsellor lesley.tucker@cna.nl.ca 709-896-6306	Happy Valley (Goose Bay), Baie Verte, Bay St. George, Bonavista, Burin Bay, Carbonear, Clarenville, Gander, Grand Falls (Windsor), Labrador City, Placentia, Port Aux Basques, St. John's, Seal Cove, St. Anthony <ul style="list-style-type: none"> • Aboriginal Bridging Program • Digital Animation
Memorial University of Newfoundland mun.ca/indigenous/students/isrc/index.php Tama Foster , Indigenous Student Success Coordinator tama@mun.ca 709-864-8278	Cornerbrook, St. John's, Harlow, U.K. <ul style="list-style-type: none"> • Bachelor of Education (Native and Northern) • Indigenous Studies • Inuit Bachelor of Social Work

Nova Scotia

Acadia University acadiau.ca/student-life/indigenous-students.html Zabrina Whitman , Coordinator of Indigenous affairs zabrina.whitman@acadiau.ca 902-220-8924	Wolfville <ul style="list-style-type: none"> • Bachelor of Arts (BA) in Psychology • Theatre Studies
Cape Breton University Unama'ki College cbu.ca/indigenous-affairs/unamaki-college Ann Denny , Community Liaison Officer Ann.Denny@cbu.ca 902-563-1402	Sydney <ul style="list-style-type: none"> • Conversational Mi'kmaq language • BA in Mi'kmaq Studies or Community Studies • Bachelor of Ed with Aboriginal Concentration
Dalhousie University dal.ca/about-dal/indigenous-connection.html Cheyenne Henry , Student Success Advisor isc@dal.ca 902-494-3077	Halifax, Bible Hill <ul style="list-style-type: none"> • Indigenous Studies Minor • Certificate of Indigenous Studies
Mount Saint Vincent University msvu.ca/campus-life/student-equity-diversity-inclusion/aboriginal-student-centre Patrick Small Legs-Nagg , Special Advisor to the President on Aboriginal Affairs Patrick.Smalllegs-Nagge@msvu.ca 902-457-6228	Halifax <ul style="list-style-type: none"> • Indigenous courses: history, sociology, literature and education
Nova Scotia College of Art and Design nscad.ca admissions@nscad.ca 888-444-5989	Halifax <ul style="list-style-type: none"> • Minor in Indigenous Studies
Saint Mary's University smu.ca/indigenous-community/wisqapmtumk-saint-marys.html Raymond Sewell , Indigenous Student Advisor Raymond.Sewell@smu.ca 902-491-6578	Halifax <ul style="list-style-type: none"> • Indigenous Studies
St. Francis Xavier University mystfx.ca/student-life/indigenous-student-advising Terena Francis , Indigenous Students Coordinator TFrancis@stfx.ca 902-867-5413	Antigonish <ul style="list-style-type: none"> • Co-op Education Programs • Women's and Gender Studies

Northwest Territories

Aurora College auroracollege.nt.ca

Inuvik, Fort Smith, Yellowknife

Laura Aubrey, Coordinator Student Services Center
laubrey2@auroracollege.nt.ca
867-872-7583

- Early Learning and Child Care Diploma
- Underground Miner Training Program
- Bachelor of Education

Nunavut

Nunavut Arctic College arcticcollege.ca

Rankin Inlet, Cambridge Bay, Iqaluit, Clyde River

Recruitment Team
NAC.Recruitment@arcticcollege.ca
867-983-4111

- Interpreter Translation (Inuktitut)
- Nunavut Law Degree
- Nunavut Teacher Education Program
- Inuit Studies

Ontario

Algonquin College algonquincollege.com/student-support-services/indigenous-students

Ottawa, Pembroke, Smith Falls

Gregory Phillips, Indigenous Pathfinder
phillig@algonquincollege.com
613-727-4723 x 6081

- Pathways to Indigenous Empowerment (PIE) Community and Justice Services
- Indigenous Cook (Pre-Apprenticeship)

Algoma University algomau.ca/students/anishinaabe-students

Sault Ste. Marie, Brampton, Timmins

Bonnie Gaikzheyongai, Anishinaabe Academic Success Advisor
bonnie.gaikzheyongai@algomau.ca
705-949-2301 x 4815

- Bachelor in Anishinaabe Studies
- Anishinaabemowin language

Brock University brocku.ca/aboriginal-student-services

St. Catharines

Sandra Wong, Aboriginal Academic Program Support Coordinator
swong2@brocku.ca
905-688-5550 x 5883

- B. Ed in Aboriginal Adult Education
- Weengushk Film Institute
- Indigenous Languages Cayuga/Mohawk/Nishnawbe

Cambrian College cambriancollege.ca/indigenous-students/wabnode-centre-for-aboriginal-services

Sudbury

Kelly Senecal, Indigenous Cultural Coordinator
kelly.senecal@cambriancollege.ca
705-566-8101 x 7418

- General Arts and Science with Indigenous Specialization (1yr)
- Indigenous Languages Program Ojibwe

Canadore College canadorecollege.ca/experience/indigenous-student-experience

North Bay, Parry Sound, Scarborough, Mississauga, Brampton

Gerard Peltier, Recruitment and Retention Officer
Gerard.Peltier@canadorecollege.ca
705-474-7600 x 5963

- Indigenous Visual Storytelling (1yr)
- Indigenous Wellness and Addictions Prevention (2 yr)
- Indigenous Health Care Administration (1 yr)

Carlton University carleton.ca/indigenous Vanessa Cyr , Indigenous Programs Officer vanessacyr3@cunet.carleton.ca 613-608-9743	Ottawa <ul style="list-style-type: none"> • Nunavut Public Service Studies • BA, Indigenous Studies • Indigenous Enriched Support Program
Centennial College centennialcollege.ca/indigenous-education Seán Kinsella , Director, the Eighth Fire skinsella@centennialcollege.ca 416-289-5000, x 2370	Toronto <ul style="list-style-type: none"> • Indigenous Studies: First Peoples in Canada Certificate • NCFST Office Administration Program • Inclusive Leadership Practices Certificate
Conestoga College conestogac.on.ca/aboriginal-services Roxane Shawana , Recruitment Officer rshawana@conestogac.on.ca 519-748-5220, x 2457	Brantford, Cambridge, Guelph, Ingersoll, Kitchener, Stratford, Waterloo <ul style="list-style-type: none"> • Indigenous Studies Certificate • Social Service Worker
Confederation College confederationcollege.ca/negahneewin-services/supports-and-services Kristin Fisher , Indigenous Student Navigator and Cultural Lead kristin.fisher@confederationcollege.ca 807-473-3867	Dryden, Greenstone (Longlac), Kenora, Marathon, Fort Frances, Red Lake, Sioux Loukout, Wawa <ul style="list-style-type: none"> • Aboriginal Community Advocacy • Aboriginal Financial and Economic Planning • Child and Youth Care Indigenous Specialization
Durham College durhamcollege.ca/info-for/indigenous-students Julie Pigeon , Indigenous Coach julie.pigeon@durhamcollege.ca 905-721-2000 x 2529	Oshawa <ul style="list-style-type: none"> • Behavioural Science • Esport Business Management • Journalism and Creative Writing
Fanshawe College of Applied Arts & Technology fanshawec.ca/student-life/campus-services/first-peoples-fanshawe/indigenous Daniel Kennedy , Aboriginal Community Outreach and Transitions Advisor d_kennedy2@fanshawec.ca 519-808-6041	London, St. Thomas, Woodstock, Simcoe and Huron <ul style="list-style-type: none"> • Indigenous Business and Finance Essentials • BA Digital Marketing • Music Recording Arts program
First Nations Technical Institute fnti.net/programs Erica Maracle , Marketing and Recruitment Coordinator erikam@fnti.net 613-396-2122 x 182	Tyendinaga Mohawk Territory <ul style="list-style-type: none"> • Bachelor of Indigenous Sustainable Food Systems • Indigenous Midwifery • Bachelor of Indigenous Justice
Fleming College flemingcollege.ca/student-experience/indigenous-student-services Ashley Safar , Indigenous Student Services Manager ashley.safar@flemingcollege.ca 1-866-353-6464 x 1263	Peterborough in Cobourg, Haliburton, Lindsay <ul style="list-style-type: none"> • Indigenous Studies
George Brown College of Applied Arts & Technology georgebrown.ca/current-students/services/indigenous-education-services Jolene May , Indigenous Student Support jmay2@georgebrown.ca 416-415-5000 x 3969	Toronto <ul style="list-style-type: none"> • Indigenous content in Liberal Arts electives

Georgian College of Applied Arts & Technology georgiancollege.ca/indigenous-initiatives	Barrie, Midland, Orillia, Owen Sound
Ashley Lacoucier , Community Liaison Officer Ashley.Lacourciere@GeorgianCollege.ca 705-728-1968, x 1317	<ul style="list-style-type: none"> Indigenous Arts and Sciences (1yr) Shki Miikan Anishnaabemowin and Program Development (2yr) Indigenous Community and Social Development Co op (2 yrs)
Humber College humber.ca/indigenous	Toronto, Orangeville
Lorralene Whiteye , Indigenous Outreach Coordinator Lorralene.Whiteye@humber.ca 416-577-7100	<ul style="list-style-type: none"> Aktsi'a Circle (Women's circle) Indigenous Book Club Indigenous Voices Speaker Series
Lakehead University lakeheadu.ca/indigenous/indigenous-services-tb	Thunder Bay, Orillia
Anna Chief , Indigenous Outreach indigenousoutreach@lakeheadu.ca 807-251-4491	<ul style="list-style-type: none"> Aboriginal Education Indigenous Language Instructor's Program
Lambton College of Applied Arts & Technology lambtoncollege.ca/isc	Sarnia
Sean Hoogterp , Indigenous Student Success Coordinator sean.hoogterp@lambtoncollege.ca 519-542-7751 x 3362	<ul style="list-style-type: none"> Indigenous Culture and Relationships Board of Governors' Certificate Indigenous Community and Society Board of Governors' Certificate
Laurentian University laurentian.ca/indigenous-student-affairs	Sudbury
Natalie Lacasse , Indigenous Community Outreach and Liaison nj_lacasse@laurentian.ca 705-929-9160	<ul style="list-style-type: none"> Indigenous Social Work (ISW) Indigenous Languages Cree/ Nishnaabemwin
Loyalist College loyalistcollege.com/indigenous-services	Bancroft
Tania Ardley , Indigenous Student Success Mentor tardley@loyalistcollege.com 613-969-1913, x 2250	<ul style="list-style-type: none"> Indigenous Construction Renovation Community and Justice Services -Journalism/ Communications
McMaster University indigservices.mcmaster.ca	Hamilton
Shylo Elmayan , Director, Indigenous Student Services elmayans@mcmaster.ca 905-525-9140 x 21833	<ul style="list-style-type: none"> Bachelor of Indigenous Studies Social Work Indigenous Languages: Cayuga, Mohawk, Ojibwe
Mohawk College mohawkcollege.ca/indigenous-students	Hamilton
Kayla Jenkins , Indigenous Outreach and Education Advisor kayla.jenkins@mohawkcollege.ca 905-517-0261	<ul style="list-style-type: none"> Construction Techniques Mental Health and Disability Management Personal Support or Social Service Worker
Negahneewin College confederationcollege.ca/negahneewin-student-services	Thunder Bay, Dryden, Fort Frances, Greenstone, Kenora, Marathon, Sioux Lookout, Red Lake, Wawa
Alicia Brink , Indigenous Student Navigator and Special Needs Lead abrink@confederationcollege.ca 807-475-6602	<ul style="list-style-type: none"> Aboriginal Community Advocacy Child and Youth Care Aboriginal Financial and Economic Planning

Niagara College Canada niagaracollege.ca/indigenouseducation	Niagara-on-the-Lake, Welland, Six Nations (Brantford)
Ashley Buck , Indigenous Student Success Leader abuck@niagaracollege.ca 905-641-2252 x 4214	<ul style="list-style-type: none"> • Early Childhood Education program (Six Nation Polytechnic's Brantford Campus)
Nipissing University nipissingu.ca/departments/indigenous-initiatives	North Bay
Tanya Lukin-Linklater , Director, Indigenous Initiatives tanyall@nipissingu.ca 705-474-3450 x 450	<ul style="list-style-type: none"> • Indigenous Foundations Program • Indigenous Teacher Education Program (ITEP) • Teacher of Indigenous Language as a Second Language (Anishnaabemwin, Cree, Cayuga, Mohawk, Lunaape)
Northern College northernc.on.ca/indigenous-services	Kirkland Lake, Timmins, Moosonee, Haileybury
Joseph Nakogee , Indigenous Student Advisor nakogeej@northern.on.ca 705-235-3211 x 2233	<ul style="list-style-type: none"> • Accommodation and Human Rights Management (AHRM) • Veterinary Technology, Wildlife Rehabilitation • Mining Engineering Technician
OCAD University ocadu.ca/services/indigenous-students	Toronto
Melissa General , Manager, Indigenous Student Centre mgeneral@ocadu.ca 416-977-6000 x 2261	<ul style="list-style-type: none"> • Indigenous Visual Culture Program • Wapatah: Centre for Indigenous Visual Knowledge
Ontario Tech University studentlife.ontariotechu.ca/services/community/indigenous/index.php	Oshawa
Carol Ducharme , Indigenous Programming Specialist carol.ducharme@ontariotechu.ca 905-721-8668 x 6795	<ul style="list-style-type: none"> • Nuclear Engineering
Queen's University queensu.ca/fourdirections	Kingston
Kandice Baptiste , Director, Four Directions Indigenous Student Centre 4direct@queensu.ca 613-533-6970	<ul style="list-style-type: none"> • Aboriginal Teacher's Education (ATEP) • Indigenous Languages Anishinaabemowin/ Inuktitut/ Mohawk • Indigenous Studies
Royal Military College rmc-cmr.ca/en/indigenous-knowledge-and-learning/working-group	Kingston
Dr. Paul Chaput , Academic Advisor, Aboriginal Leadership Opportunity Year (ALOY) Paul.Chaput@rmc-cmr.ca 613-541-5010 x 8781	<ul style="list-style-type: none"> • Aboriginal Leadership Opportunity Year
Ryerson University ryerson.ca/aboriginal	Toronto
Sloan (Joanne) Miller , Aboriginal Academic Support Advisor joanne.miller@ryerson.ca 416-979-5000 x 2609	<ul style="list-style-type: none"> • Indigenous Fashion Support (IFS) Program • Indigenous Graduate Education
Saint Paul University ustpaul.ca	Ottawa
Gabrielle Lefebvre , Liaison Officer recrutement-recruitment@ustpaul.ca 613-236-1393 x 2259	<ul style="list-style-type: none"> • Indigenous Pastoral Leadership Formation Program • First Nations Leadership Certificate

Sault College saultcollege.ca/indigenous	Sault St. Marie
Melvin Peltier , Indigenous Student Recruitment Officer melvin.peltier@saultcollege.ca 705-759-2554 x 2762	<ul style="list-style-type: none"> • Social Service Worker, Indigenous Specialization • Anishinaabemowin Let's Start Ojibwe (online)
Seneca College (First Peoples) senecacollege.ca/student-services-and-support/first-peoples.html	Markham, Peterborough, King City, Toronto, North York
Karen White , Indigenous Student Counsellor karen.white@senecacollege.ca 416-491-5050	<ul style="list-style-type: none"> • Honours Bachelor of Aviation Technology • Honours Bachelor of Behavioural Psychology • Honours Bachelor of Community Mental Health
Seven Generations Education Institute 7generations.org	Fort Francis, Kenora, Sioux Lookout
Connie Foster , Registrar connief@7generations.org 807-274-2796	<ul style="list-style-type: none"> • Anishinaabe Engagement Training • BA, Practical Nursing • Welding Techniques
Sheridan College sheridancollege.ca/life-at-sheridan/student-services/indigenous-learning-and-support	Oakville
Jodie Kerr-Alich , Indigenous Initiatives Coordinator (Trafalgar) jodie.kerralich@sheridancollege.ca 905-845-9430 x 5554	<ul style="list-style-type: none"> • Advanced Television and Film • Bachelor of Applied Health Sciences, Athletic Therapy
Six Nations Polytechnic snpolytechnic.com/indigenous-knowledge-centre	Brantford
Carly Jamieson , Student Success Officer 226-493-1245 x 7254	<ul style="list-style-type: none"> • Mental Health and Disability Management • Bachelor of Arts in Ogwehoweh Languages (Cayga/Mohawk) • Early Childhood Education
St. Clair College stclaircollege.ca/student-services/indigenous	Windsor, Chatham
Kayla Murphy , Indigenous Learner Advisor kmurphy@stclaircollege.ca 519-972-2727 x 4734	<ul style="list-style-type: none"> • Native Community Worker • Native Early Childhood Education
St. Lawrence College stlawrencecollege.ca/campuses-and-services/services-and-facilities/indigenous-support	Kingston, Brockville, Cornwall
Holly Brant , Indigenous Counsellor hbrant@sl.on.ca 613-544-5400 x 1095	<ul style="list-style-type: none"> • Communicative Disorders Assistant • Game Programming
Trent University trentu.ca/fphl	Peterborough, Durham
Ryan Gray-Brady , Indigenous Enrolment Advisor rgraybrady@trentu.ca 705-748-1011 x 6228	<ul style="list-style-type: none"> • BA, Indigenous Studies • Indigenous Environmental Studies and Sciences • Indigenous B. Ed. (Concurrent Program)
University of Guelph uoguelph.ca/studentexperience/indigenous	Guelph
Rosemary Spring , Indigenous Student Advisor indigenous.student@uoguelph.ca 519-824-4120 x 53725	<ul style="list-style-type: none"> • Bachelor of Indigenous Environmental Science and Practice (B.IESP) • Indigenous Language Anishinaabemowin • Indigenous Studies
University of Ottawa uottawa.ca/indigenous/about-us	Ottawa
Darren Sutherland , Indigenous Community Engagement Officer dsutherl@uOttawa.ca 613-562-5800 x 4529	<ul style="list-style-type: none"> • Bachelor of Indigenous Studies • Indigenous Languages Algonquin, Ojibwe • Indigenous Teacher Education Program

University of Sudbury usudbury.ca/en/programs/indigenous-studies Kevin FitzMaurice , Chair, Indigenous Studies kfitzmaurice@usudbury.ca 705-673-5661 x 410	Sudbury <ul style="list-style-type: none"> Indigenous Studies, Minor in Nishnaabemwin (Ojibwe) Minor in Indigenous Environmental Studies
University of Toronto studentlife.utoronto.ca/departments/first-nations-house Shannon Simpson , Indigenous Initiatives shannon.simpson@utoronto.ca 416-946-3228	Toronto <ul style="list-style-type: none"> BA, Indigenous Studies Collaborative Program in Indigenous Health
University of Waterloo uwaterloo.ca/stpauls/waterloo-indigenous-student-centre Cheryl Maksymyk , Indigenous Student Services Coordinator stpauls@uwaterloo.ca 519-885-1460	Waterloo <ul style="list-style-type: none"> Indigenous Studies Minor Indigenous Peoples and Community Planning
Western University indigenous.uwo.ca/students/index.html Amanda Myers , Director of Indigenous Student Centre amanda.myers@uwo.ca 519-661-2111 x 86423	London <ul style="list-style-type: none"> Academic Transition Opportunities (ATO) Program Indigenous Studies
University of Windsor uwindsor.ca/aboriginal-education-centre Kathryn Pasquach , Aboriginal Outreach Coordinator katpasq@uwindsor.ca 519-253-3000 x 3465	Windsor <ul style="list-style-type: none"> Law Degree includes Indigenous Legal Traditions Annual Indigenous Law Camp (Walpole Island FN)
Wilfrid Laurier University wlu.ca/future-students/undergraduate/applicants/indigenous-students Jessica Duke , Indigenous Student Recruitment jduke@wlu.ca 519-635-3943	Waterloo <ul style="list-style-type: none"> Master of Social Work (MSW) Indigenous Field of Study Indigenous Peoples Certificate in Indigegogy Decolonizing Education Certificate
York University aboriginal.info.yorku.ca Randy Pitawanakwat , Coordinator, Aboriginal Student Services rpitawan@yorku.ca 416-736-2100 x 22607	Toronto <ul style="list-style-type: none"> Indigenous Lands, Resources and Governments Bachelor of Indigenous Studies

Prince Edward Island

NAIITS: An Indigenous Learning Community naiits.com/vision Beth Wood , Director of Admissions admissions@naiits.com 1-866-724-0352	Montague <ul style="list-style-type: none"> MA Indigenous Community Development MA Intercultural Studies
University of P.E.I. upei.ca/mawiomi-centre Mawi'omi Indigenous Student Centre mawiomi@upei.ca 902-620-5125	Charlottetown <ul style="list-style-type: none"> Bachelor of Education Climate Change and Global Affairs

Québec

Bishop's University

ubishops.ca/future-current-students/student-campus-life/student-services/indigenous-student-services

Sherbrooke

Annick Corbeil, Manager of Student Life
acorbeil@ubishops.ca
819-342-3349

- Bachelor in Indigenous Studies

Concordia University

concordia.ca/about/indigenous.html

Montreal

Orenda Boucher-Curotte, Coordinator Aboriginal Student Resource Centre
orenda.boucher@concordia.ca
514-848-2424 x 7326

- Bachelor in First Peoples Studies
- Indigenous Languages: Algonquian, Haudenosaune, Inuit

McGill University

mcgill.ca/fph

Montreal

Allan Vicaire, Director First Peoples' House
firstpeopleshouse@mcgill.ca
514-398-3217

- Indigenous Studies Minor
- Certificate of Indigenous Business Management
- Indigenous Language: Kanienkehaka

Université de Montréal

umontreal.ca/premierspeuples

Montreal

Samuel Rainville, Coordinator of the First Peoples' Student Center
samuel.rainville@umontreal.ca
514-343-6111 x 32808

- Bachelor in Indigenous Studies
- Indigenous Stories and Media
- Indigenous Language: Innu

Université de Sherbrooke

usherbrooke.ca/droit/etudiants/autochtones

Sherbrooke

Jean-Simon Paradis-Charlebois, Advisor, Indigenous Affairs
autochtones.droit@USherbrooke.ca
819-821-8000 x 62480

- Indigenous Language: Abenaki

Université du Québec à Chicoutimi (UQAC)

nikanite.uqac.ca

Quebec

Alice Tremblay, Liaison
alice1.tremblay@uqac.ca
418-545-5011 x 2394

- Bachelor of Preschool and Primary Education
- Bachelor in 3D Animation and Digital Design
- Certificate in Intervention and Prevention of Addictions in First Nations Youth

Université du Québec à Montréal (UQAM)

vie-etudiante.uqam.ca/etudiantautochtone/nouvelles-ressources.html

Montreal

Annie Bergeron, Indigenous Student Advisor
etudiants-autochtones@uqam.ca
514-987-5158

- Indigenous Certificates and Programs

Université du Québec en Abitibi-Témiscamingue (UQAT)

uqat.ca/etudes/etudes-autochtones

Abitibi-Témiscamingue

Suzie Ratte, Aboriginal Liaison Officer
suzie.ratte@uqat.ca
819-874-8728 x 6510

- Public Management in an Indigenous Context
- Undergraduate Microprogram of Initiation to Human Resources Management
- Bachelor of Preschool and Primary Education

Université Laval ulaval.ca/futurs-etudiants/candidats-membres-des-premieres-nations-et-inuits	Québec City
Student Recruitment Office Team info@ulaval.ca 877-606-5566	<ul style="list-style-type: none"> • Bachelor of Anthropology/Native Studies • Aboriginal Forestry • Inuit Language, Inuktituk
Université du Québec à Rimouski uqar.ca	Rimouski
Jean-François Ouellet , Director of Student Services jean-francois_ouellet@uqar.ca 418-723-1986 x 1520	<ul style="list-style-type: none"> • Bachelor of Biology • Bachelor of Kinesiology • Bachelor of Professional Education

Saskatchewan

Cumberland College cumberlandcollege.sk.ca/index.php?id=272	Nipawin, Tisdale, Melfort
Kim Cross , IATEC Coordinator kcross@cumberlandcollege.sk.ca 306-752-8109	<ul style="list-style-type: none"> • Indigenous Access and Transition Education Certificate • Agriculture and Bioresources (First Year) • Bachelor of Sociology
First Nations University of Canada fnuniv.ca/university-services/student-success-services-elder-services	Regina
Student Success Services advising@fnuniv.ca 306-790-5950 x 3127	<ul style="list-style-type: none"> • Indigenous Social Work • Indigenous Education • Indigenous Business and Public Administration
Gabriel Dumont Institute gdins.org/metis-culture	Prince Albert, Regina, Saskatoon
Registrar registration@dti.gdins.org 877-488-6888	<ul style="list-style-type: none"> • Saskatchewan Urban Native Teacher Education Program (SUNTEP) • BA, Native studies, Métis studies and Indigenous Languages • Indigenous Birth Support Worker Program
North West College northwestcollege.ca	North Battleford, Meadow Lake
Lindsey Gartner , Student Services Coordinator lindsey.gartner@northwestcollege.ca 306-937-5126	<ul style="list-style-type: none"> • Online courses in wide variety of topics • Business Certificate Program
Northlands College trainnorth.ca/elie-fleury-cultural-centre	La Ronge, Air Ronge, Buffalo Narrows, Creighton
Registrar applications@northlandscollege.sk.ca 888-311-1185	<ul style="list-style-type: none"> • Bachelor in Indigenous Studies • Bachelor of Education • Bachelor of Commerce

Parkland College parklandcollege.sk.ca/programs/university/bachelordegrees/indigenouseducation.html	Yorkton
Gwen Machnee , Coordinator, University g.machnee@parklandcollege.sk.ca 866-783-6788	<ul style="list-style-type: none"> • Bachelor of Indigenous Education • Dentistry (First Year) • Northern Studies Degree
Saskatchewan Polytechnic saskpolytech.ca/about/organization/indigenous-strategy.aspx	Moose Jaw, Prince Albert, Regina, Saskatoon
Indigenous Support Team askaquestion@saskpolytech.ca 866-467-4278	<ul style="list-style-type: none"> • First Nations Child Care • Indigenous Practical Nursing • Aboriginal Policing Preparation
University of Regina uregina.ca/student/asc	Regina
Annie Charles , Student Success Facilitator oma.success@uregina.ca 306-337-8545	<ul style="list-style-type: none"> • nitôncipâmin omâ Student Success Program (The OMA Program) • Certificate in Indigenous Economic Development • Bachelor of Science in Indigenous Environmental Science
Luther College (U of Regina) luthercollege.edu/university/about-luther/indigenous-initiatives	Regina
Andrea Barrientos , Admissions Coordinator Andrea.barrientos@luthercollege.edu 306-205-3738	<ul style="list-style-type: none"> • Saulteaux / Cree Language Studies • Indigenous Studies • Indigenous Communication Arts (INCA)
University of Saskatchewan admissions.usask.ca/indigenous-students.php	Saskatoon
Graeme Joseph , Team Leader of First Nations, Métis and Inuit Student Success graeme.joseph@usask.ca 306-966-7287	<ul style="list-style-type: none"> • Indigenous Law • Indian Teacher Education (ITEP) • Kanawayihetaytan Askiy certificate
Edwards School of Business (U of Saskatchewan) edwards.usask.ca/centres/rawlinson	Saskatoon
Carson Magnuson , Indigenous Achievement Advisor magnuson@edwards.usask.ca 306-966-7967	<ul style="list-style-type: none"> • Aboriginal Business Administration Certificate
University of Saskatoon students.usask.ca/aboriginal	Saskatoon
Lori Delorme , Student Services Coordinator lori.delorme@usask.ca 306-966-1604	<ul style="list-style-type: none"> • Aboriginal Business Administration • Aboriginal Public Administration • Aboriginal Teacher Associate Certificate

Yukon

Yukon University yukonu.ca/about-us/indigenous-yukonu	Whitehorse
Orlanna Aubichon , First Nations Student Navigator oaubichon@yukonu.ca 867-668-8720	<ul style="list-style-type: none"> • Indigenous Governance Degree • First Nations Governance and Public Administration Certificate • Yukon First Nations Art Certificate

National Scholarships and Bursaries

Scholarships, grants and bursaries are extremely helpful financial aid options available to those wanting to pursue post-secondary education, either right out of high-school or as a mature student. In Canada, there are a wide variety available specifically for First Nations, Métis and Inuit students. Scholarships and awards are merit-based financial aid, taking into consideration academic achievements, while bursaries consider the

financial need the student or family has in regards to paying for post-secondary education.

We've pulled together a shortlist of national scholarships and bursaries as a starting point; however, there are many more institution-specific or tribal-based opportunities available, so make sure to contact your desired institution, band office or community directly for a more comprehensive list of options.



Indigenous Bursaries Search Tool is a database that lists more than 616 bursaries, scholarships and incentives across Canada offered by governments, universities and colleges, private and public companies, individual Canadians and organizations. sac-isc.gc.ca/eng/1351185180120/1351685455328

Horatio Alger awards 160 \$5,000 scholarships each year to eligible students across all provinces and territories in Canada. horatioalger.ca/en/scholarships/about-our-scholarships-programs/provincial-programs

Indspire offers bursaries, scholarships and awards to full- and part-time Indigenous students attending college, university, skilled trades, apprenticeships and technology programs. indspire.ca/programs/students/bursaries-scholarships

Native Women's Association of Canada grants the Helen Bassett Commemorative Award to four young Indigenous women, Two-Spirit, or gender-diverse students in the amount of \$1,000 each. nwac.ca/helen-bassett-commemorative-student-award

RBC Indigenous Students Award Program awards ten scholarships every year to First Nation, Inuit or Métis students majoring in disciplines related to financial services and majors unrelated to financial services. aboriginalstudents.ca/site-sponsors/rbc

TD Scholarships for Community Leadership are offered to students who help support change, nurture progress and contribute to making the world a better place. Open to students across Canada who have demonstrated community leadership; are in the final year of high school; and have a minimum overall grade average of 75% in their most recently completed school year. td.com/ca/en/personal-banking/solutions/student-banking/community-leadership-scholarship-for-canadians

The Canadian Nurses Foundation (CNF) in partnership with TD Bank Financial Group offers scholarships for Indigenous nursing students studying at the Bachelor, Master, Nurse Practitioner and PhD levels. cnf-fiic.ca

The Nelson Indigenous Student Scholarship awards First Nation, Métis and Inuit student leaders who have demonstrated academic success, personal strength, and a commitment to preserving Indigenous languages and culture. It is to be put towards their first year of post-secondary education. nelson.com/scholarship



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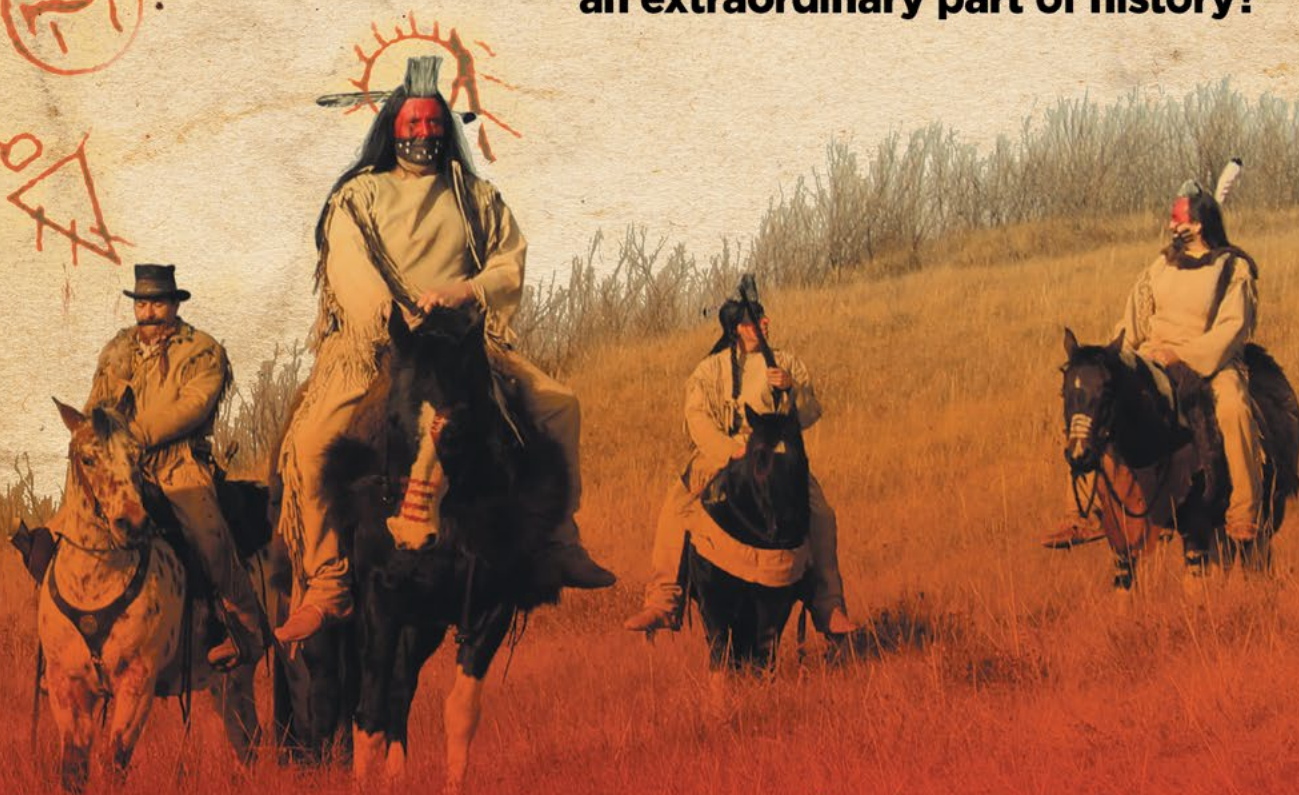


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