

# **KANATA COLLEGE-CEDIR**

## **A Centre of Excellence Dedicated to Indigenous Recovery**

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### **1. Introduction**

This proposal describes the scope of development and program activities for an environment for recovery and revitalization of troubled Indigenous people. The “Kanata College” (KC working title) is designed after ancient North American population centers. Evidence suggests that model architecture--such as those located at Seneca Hills, Cooperstown, Schoharie, Ithaca, Etowa, Monks, and Cahokia--were healing and learning centers. Nearly 1.5-million landscaped architecture, earthworks, and mound cities have been mapped. Indigenous assessment of these societies regards these sites as centres where masters of ancient Indigenous arts and sciences shared their knowledge with young members of their societies. The Kanata College embraces this past tradition as a frontier to the future.

This proposal provides a rationale to develop a unique educational and healing environment that affirms a rich Indigenous tradition to mentor Indigenous young people. The envisioned Kanata College is an interdisciplinary pilot-program for CEDIR that focuses on healing and recovery for Indigenous offenders. KC promotes the recovery of the ancient knowledge held by Indigenous Peoples' learning societies for enactment in modern times— hence the notion that mound cities were actually campuses of learning and research. KC proposes to build a unique experimental, teaching, and research environment, with program activities focused on a new frontier in Indigenous healing and wellness—putting the theory of a people into practice

The framework for KC-CEDIR has community-engaged research from principle investigator Thohahoken Michael Doxtater, Queen's National Scholar, an expert in *Indigenous Studies: Land and Language-Based Pedagogies and Practices*. Dr. Doxtater consulted with the Truth and Reconciliation Commission (TRC) and the Indigenous Peoples Court (IPC) of the Ontario Superior Court of Justice in the development of KC-CEDIR. The framework in this proposal describes:

1. the opportunity to develop a unique prototype model called Kanata College for best-practices in the corrections and justice system, the care and treatment of troubled Indigenous persons, and the creation of culturally based practices (CEDIR \$4.93-million).
2. the resulting knowledge creation as a basis to develop a nation-wide network of Centres of Excellence Dedicated to Indigenous Recovery (CEDIR) for professionals in healing, wellness,

and corrections for all 13 Canadian jurisdictions (\$350-million).

The KC-CEDIR initiative begins with a pilot-project under the direction of Queen's University to operationalize the "Indigenous Initiatives" response to the challenge by Prime Minister Justin Trudeau to build partnerships to respond to the TRC Calls To Action. Many of the 94 Calls To Action are addressed by KC-CEDIR.

## **2. Scope of the Project**

A series of consultations will be used to facilitate a Search conference to create a corrections, health, and wellness Project Team, links to local knowledge, and establishes a project office:

- I. to facilitate and deliver a conference focusing on developing a program for the healing and wellness of Indigenous young adults and youths
- II. to facilitate and deliver the establishment of the prototype Kanata revitalization and recovery center operating on the Kanata College campus
- III. to transfer knowledge created at Kanata College for the country-wide CEDIR project (Appendix attached).

The KC plans to operate on a site that is called in this proposal the Kanata College The project has specific outputs and products:

- (1) Developing and operating a prototype eco-village Kanata College campus based on Indigenous architecture and infrastructure models;
- (2) Create a revitalization and recovery site that becomes a prototype model for recovery, revitalization, and aftercare for Indigenous peoples.

The amount requested for stage one and stage two of the project is estimated at

- |                     |               |
|---------------------|---------------|
| I. KC pilot project | \$4,993,825-  |
| II. CEDIR           | \$350-million |

CEDIR is an entity governed by a national multi-stakeholder advisory body, with Queen's University serving as fiscal agent for all projects.

The total cost to develop the KC Project is estimated at \$4,993,825 over three years. The KC generates new knowledge while developing a proto-type model. The KC project is directed by Dr. Doxtater, under the direction of trustees who are stakeholders in justice, healing, wellness, and Indigenous Knowledge recovery.

Based on research and development assumptions for Kanata College, it is estimated that CEDIR would be \$350-million. The fund is based on 13 jurisdictions in Canada that includes provinces and territories. This expense is justified based on Statistics Canada's data that shows of 1.4-million people of Indigenous ancestry, over 251,000 are involved with correctional services country-wide. The development of CEDIR is part of the terms of reference for the Kanata College project.

### **3. Revitalization and recovery for Indigenous persons**

#### ***Context and Issues***

The National Aboriginal Youth Strategy (NAYS) report commenced the recent era of focus on higher learning by providing a vivid profile of Indigenous youth countrywide. In 1999 NAYS presented findings based on consultation between political leaders from both the Native and non-Native communities. Many observations, goals and ideas described in the NAYS report suggest that community-based responses to address issues directly related to Native youth were required.

The NAYS report cites health and safety circumstances that affect First Nations and Inuit youth at a higher rate than the mainstream population. These statistics describe issues of particular concern within the Native community:

- Mortality rate is reported as 3.6 times higher than the national average
- 78% deaths of Indigenous youth resulted from injuries or poisoning
- Suicide deaths accounted for 1/3 of all deaths of Native youth (males 5 times the national average)
- Higher than average number of youth with a reported disability (1.7 times the national average)
- Native males are remanded to custody 10 times the national average
- Incarcerated Native youth aged 15-19 is 9 times the national average.

The strategy emphasizes the importance of inclusive strategies to address personal development for Native youth. Also, the principles described in NAYS allow for initiatives that are flexible, respectful, effective, efficient, holistic, accessible, and create opportunities for individual and community empowerment. Using these 1996 numbers as a guide, there have not been drastic changes to opportunities for Native youth to escape despair and hopelessness that are facing this vital generation of Native peoples.

In *First Nations, Inuit and Métis Learning Institutes: Literature Review* by the National Aboriginal Health Organization (2006), Linda Cree describes the need to create culturally relevant programs that respond to the need for safe learning environments. Cree describes the findings of the *Analysis of Aboriginal Health Careers Education and Training Opportunities*

that recommended amending recruitment, retention, and training for young adult and youth students. According to Cree what remains desirable for many Indigenous people is supportive, safe, and culturally relevant and meaningful environments that have Elders to provide stability and teaching.

How does one break the cycle? Where can abused people go to heal? What models exist?

The KC enacts a program that uses proven models. In 1972 University of Toronto psychologist Dr. Reva Gerstein describes a simple construct in her report on *The Schreiber Island Project*, a project funded by Indian and Northern Affairs Canada (INAC). She characterized the Canadian experimental program that encouraged artistic and creative expression in children as "loving the children." Based on the *Institute for American Indian Arts* (IAIA) in Santa Fe, the Schreiber Island Project was a summer session conducted by the Manitou Arts Foundation. Dr. Gerstein concluded that instruction in the fine and visual arts at the Schreiber Island School (1971-1973) "led to active programs geared to promoting self-esteem and self-actualization." Students were urged to find their artistic gifts, and by consequence their identities, or self-image. Gerstein's central recommendation -- to persuade educators to develop esteem-building programs and deemphasize rote learning -- has been ignored for 35 years though the Schreiber Island program's success cannot be ignored.

The Schreiber Island camp experience was shared by many leading figures in contemporary Canadian Indigenous affairs. Many of the students are currently involved in First Nations' governments and business, such as Pat Ningewance, Lester Maniwabi, and Glen Lewis. Conrad Sioui became Vice Chief of the Quebec Assembly of First Nations. Nationally acclaimed artists Shirley Cheechoo, Blake Debassige, and Saul Williams attended Schreiber Island. Also, Shelley Niro, an internationally acclaimed artist and filmmaker, studied at Schreiber Island. Many of the students and instructors were abused children. Thus, in this case, victims helped each other. In fact the simple act of mingling tears healed both people who, as Miller writes, actually mourn their lost self-image.

As a practical focus of Kanata College's program, the KC becomes a prototype model-learning environment to advance "strong and smart" innovations in healing and wellness--fitness, nutrition, and creativity as key elements in self-esteem building for young Indigenous persons. The mission of the KC program is to liberate the prisoners of childhood. The mission of the KC is to revitalize and recover Indigenous young adults and youths.

### ***KC Objectives***

Under the supervision of KC Project Team, the pilot-project's primary responsibility is to develop a program to revitalize and recover an important part of Indigenous society—young adults and youths. This intervention is intended to encourage greater participation and a new

direction for troubles young adults and youth in the Southern Ontario region. Potential outcomes include:

- Young adult and youths become role models and trained as "Peacemakers";
- Young adults and youths become mentors to lead "Peace Circles" in elementary schools;
- Young adults and the youths are exposed to Indigenous knowledge practices for sustainable community development;
- The project members share with rural and urban Indigenous young adults and youths their stories.

The program focuses on multiliteracies, Indigenous knowledge, knowledge transference, learning, teamwork, and physical education.

### ***Kanata College's role***

- Corrections and counseling professionals identify young adult and youth participants
- identify Elders for on-site support
- participate in discussion forums respecting all perspectives and recommend interventions
- develop inclusive admissions protocols
- dedicated healing and wellness personnel
- orientation and urban adaptation of the program
- psychological, financial, and cultural support
- residence access for adult students and for student parents
- field work station for college and university student placement
- accepting the Kanata College as a culturally appropriate part of Rotinohsionni Indigenous knowledge

### **4. KC Implementation**

The current trend toward decolonizing Indigenous Knowledge and research methodologies involving Indigenous Peoples sets a context for education and research. Indigenous Studies developed in the Decolonial Era since 1989 is marked by the destruction of the Berlin Wall, the break-up of the Soviet Union and Yugoslavia, the repatriation of South Africa and Hong Kong, the emancipation of East Timor, and the creation of Nunavut Territory in Canada. Concomitant with these historical influences, the program design for KC seeks to build capacity in creativity, inquiry, intellectual diversity, inclusion, and leadership.

KC promotes teaching and research interdependencies in Indigenous governance, arts, and sciences. Areas include cultural studies, nutrition and food, creative and performance arts, and ideas. In terms of Indigenous knowledge, recovery includes law, human ecology,

environment, linguistics, teaching and learning. The KC uses multidisciplinary instruction based on current trends in Indigenous knowledge recovery. The pedagogical diversity inheres in distinctly practical needs existing in rural and urban communities.

The current field of Indigenous knowledge is marked by:

- a reevaluation of international development, foreign aid, and the effects of colonization on Indigenous Peoples world-wide that also forced a reassessment of Indigenous Knowledge;
- learning and teaching opportunities for the preservation and recovery of Indigenous languages to understand Indigenous people's local wisdom and local knowledge that is called Indigenous Knowledge;
- multidisciplinary foci on human services through dietetics and nutrition, environment, social work, human rights, architecture, and education;
- human interdependencies for nutrition and food, creative and performance arts, intermediate technologies, biodynamic systems, permaculture and sustainable life-systems, model architecture, and methodologies of teaching and learning;
- promoting athletics, sports and leisure activities such as lacrosse, hockey, canoeing, swimming, gymnastics, wrestling, basketball, volleyball;
- creating a camp, campus and conference centre in a semi-rural setting, a research and experimental station for sustainable life-systems, and research on intermediate technology development for use in international development and foreign aid work;
- addressing challenges faced by children and youth through a summer camp setting, using innovative programs that integrate arts and sciences in the learning environment of the KC campus;
- implementing a Foundation year program that responds to the needs of Indigenous youth and young adults in the area of revitalization and recovery.

The KC focuses on the theory and practice of Indigenous arts and sciences. The KC's provides an opportunity for internship and field placement for students in social sciences, life sciences, and social work programs. The creation of the Kanata College values Indigenous knowledge in arts and sciences delivered through an innovative Indigenous learning and teaching program.

Indigenous children, youths, and adult education focuses on practical Indigenous knowledge. Firstly, Indigenous young adults and youths face severe hardships deemed to have reached tragic proportions. Neglect, abandonment and abuse have resulted in the high suicide rates, poverty, substance abuse, diabetes, and obesity. Secondly, an additional part of the learning community includes undergraduate work-study participants, graduate students working in areas related to child and youth services, and on-going research and scholarship. All participants engage in studies with Indigenous mentors and instructors to experience the joy of learning at the Kanata College campus. They return home to tell their friends and families about their experiences at the Kanata College campus. The proposed program provides opportunities for full-time students and professionals in the area of Social Work, Teacher Education, and Leadership. Thirdly, the learning community also includes Adult Continuing Education studies in an area identified by Rotinohsionni themselves—Indigenous knowledge preservation, recovery, and use.

The following broad description of program development seeks to instigate dialogue by stakeholders and decision-makers in promoting stable social change. The programs outlined are by no means obligatory, but with stakeholder and decision-maker inputs creates a strategy to stabilize a contemporary sector of the community. The basic assumption for the project is to improve the quality of life of Indigenous people by cultivating knowledge and building human capacity among young adults and youth.

## **5. Community engagement**

KC community engagement focuses on working with communities-of-practice to create local solutions to local problems. KC seeks to advance community engagement through stakeholder partnerships KC promotes:

1. Learning and teaching Indigenous arts and sciences;
2. Learning and teaching health and lifestyle education;
3. Learning and teaching diversity and inclusion.

These three denotative foci mark institutional change within a college that has a duty and responsibility to provide networks with environments to help people in need. These 'clusters' are directions shared by Indigenous people.

The KC focuses on risk factors facing young adults and youths and promotes Indigenous knowledge of *health and lifestyle* as psychosocial and physical determinants of health and disability. The KC enacts learning to help young adults and youths improve healthy lifestyles and social behaviors, cope with emotional disorders, and resist substance abuse. Finally, KC champions *diversity and inclusion* with a commitment to the identification and elimination of barriers to cultural education access and success for Indigenous people. The KC includes a

focus on young adult and youth education in nutrition, fitness, and psychosocial barriers to personal growth. Crucial members of the Project Team are stakeholders and decision-makers in the corrections, justice, healing and wellness community.

## **6. Timetable**

The development is cumulative, sustainable, and each year adds to previous work.

### YEAR 1

- establish an entity called Kanata College.
- institute and publicize a conference focusing on the corrections needs of Indigenous persons in corrections
- establish Kanata College as a recovery and rehabilitation center in compliance with full-time social work, child and youth worker, and teacher education programs currently part of the educational goals of academic partners
- community engagement as the foundation for the feasibility study for the Kanata College campus
- develop and design a pilot program for a national program titled Centers of Excellence for Indigenous Recovery (CEDIR document Appendix A)
- collaborate with Rotinohsyonni experts to develop appropriate human resources
- assesses costs for young adult and youth participants
- recruit researchers and begin research (on-going)
- Interim report findings

### YEAR 2

- confirm development and use of the Kanata College campus
- identify Elder and other expert support tailored to the community;
- integrate Kanata College campus with urban centers as a remote recovery and revitalization center
- design and operate a program for Indigenous persons involved with correctional services
- develop and construct residential additions to the campus

### YEAR 3

- operate a healing and wellness program for Indigenous persons involved with correctional services
- work with community advisors to target disciplines of interest

- bring together Indigenous persons from urban and rural settings in the KC environment
- prepare a plan for Elder and expert visits to the campus
- an outreach plan for visits of other local Indigenous communities and jurisdictions
- Interim report findings

## **7. Building the Kanata College Revitalization and Recovery Center**

Initial planning work is required on the aforementioned site to illustrate the project and to facilitate discussions regarding desired future phases and funding strategies. The text is divided into the separate milestones that are recommended to be adopted to implement the project. For each milestone, a scope of work will be outlined. The Kanata College campus has the option of completing each milestone separately, or in combinations, as necessary funding levels are achieved.

Ideally the Kanata College campus would fit within the capital and strategic plans for the overall KC-CEDIR project. However, the proposed program provides a context for the elements described in this section. For example, reproducing a contemporary program that enacts extant Indigenous Knowledge requires specific sites to study communication, environment, performing and visual arts, agriculture, architecture, social work, teacher education, human rights and law. Relevant positioning of the project would be contextualized within existing Rotinohsyonni interdisciplinary community of practitioners. The following development plan assumes that the KC would become part of an institutional network of existing urban and rural children and youth support and adult educational programs.

A Kanata College Project Team Terms of Reference has been developed by Dr. Doxtater with the intent to recruit a project team to begin a process to oversee the completion of identified milestones. The terms of reference would detail the working relationship between KC, various stakeholders, and the project team and include:

- A mission statement for the project
- Goals, constraints and design parameters
- A preliminary space list describing the rooms to be provided and their associated dimensions
- A detailed scope of work to be completed for each milestone
- The role of the Grand River Justice Circle, Queen's University, and Ontario decision-makers
- Administration procedures as they would relate to forms of agreements, Invoicing, and payments
- A preliminary list of the resource groups and individuals who would need to be interviewed by the Project Team over the course of the work

- A contact person to answer any questions of the Project Team
- Identifying a consulting engineer or expert in model architecture

The Project Manager would recruit a consulting engineer in the summer of 2019. Proposed work could begin on a required Technical Support and Preliminary Site Selection report. This report could be completed over the course of the winter 2019-20.

#### Kanata College Project Team Terms of Reference

The following itemization for KC Project Team Terms of Reference describes in general best practice for project delivery. However, these guidelines do not encumber the mission of the KC, or limits the creativity of the Project Team in designing, delivering, and describing the findings of the Project. These guidelines portray the complex interdependencies at work to successfully advance a centre for Indigenous recovery:

- Recruit the Project Team from stakeholders
- Designate Dr. Michael G. Doxtater as Project Manager, to coordinate the delivery of products and outputs described in these terms of reference.
- Manage the development and implementation of the range of facilities envisioned for a centre for Indigenous recovery
- Manage partnerships with provincial-federal government partners at all levels for the conduct of a major pilot project to influence public policy formation, that includes Ontario ministries for Child and Youth Services and Aboriginal Affairs, Indigenous Affairs Canada, Corrections Canada, entities such as Employment and Training.
- Developing and maintaining partnership arrangements – primarily with the Kanata Project community, the extended Indigenous community, federal and provincial governments for this pilot project.
- Liaison with stakeholders and decision-makers in First Nations, government, non-governmental organizations.
- Working within established practices for project management and knowledge production.
- Project review monthly with a Project Committee for progress and quality assurance.
- Manage relationships with government and non-government actors to ensure consistency of approach, timeliness of delivery, and effective cost management.
- Manage the communication of the plans, priorities and goals of the pilot program to the general public as required to advance the project.
- Manage the bidding processes for the operation of selecting contractors, managing contracts and payments, including ensuring delivery of products as specified in contracts.
- Manage the bidding processes for analysis and evaluation.
- Supervise the collection of project data, analysing and reporting on results.
- Develop initiatives to disseminate results of research activities.
- Co-ordinate research plans, projects and contract specifications, including consultations with and involvement of Indigenous and other stakeholders.
- Co-ordinate the identification, selection, supervision and payment of the partners and contractors with/for the Project.
- Co-ordinate within the Project the processes for administering and managing the project.

- Co-ordinate and manages projects to disseminate research findings.
- Assists in the development of communications messages and techniques to inform and persuade students, their advisors and other stakeholders and decision-makers influential in post-secondary education policy decisions.

It is assumed that the KC Project Team will be involved through the recruitment of all stakeholders required to deliver the Project.

The KC Project Team oversees the completion of Project milestones. The Terms of Reference details the working relationship that would be established between the KC advisory body and the Consultant Team and includes:

- A mission statement for the project
- Goals, constraints and design parameters
- A preliminary space list describing the facilities to be provided and their associated dimensions
- A detailed scope of work to be completed for each milestone
- Administration procedures as they would relate to forms of agreements, invoicing and payments
- A preliminary list of the resource groups and individuals who would need to be interviewed by the Consultant Team over the course of the work
- A contact person to answer any questions of the Consultant Team

In order to respond to the Terms of Reference, proponents would receive a copy of the Technical Support Document that would provide all required background information.

### **Kanata College Project Team General Site and Design Terms of Reference**

The proposed Kanata College-CEDIR program that is described in this proposal provides a context for the elements described in this section. For example, reproducing a contemporary program that enacts extant Indigenous Knowledge requires specific access to studies agriculture, architecture, social work, teacher education, human rights, corrections services, and law. Relevant positioning of the project would be contextualized within the pilot-project region's existing interdisciplinary community of practitioners. The following development plan assumes that the KC would become part of an institutional network of existing urban and rural corrections sector supports and programs.

### **Technical Support and Preliminary Site Selection Document**

A Technical Support and Preliminary Site Selection Document will be developed that assembles relevant data including:

- Legal and topographic survey information
- Existing roadway and parking lot locations
- The location and status of existing infrastructure including water supply, wastewater treatment, electrical service, natural gas, telephone lines, communications cabling, etc.

- Wildlife, flora and fauna inventories
- Predominant soil profiles and subsurface conditions
- The location and status of existing buildings
- Applicable community zoning, bylaws and official plans to indicate current allowable uses, required setbacks, maximum lot coverage, maximum building heights, and parking requirements.
- Any previous site plan work completed for the Kanata College site.

The findings will inform the extent to which existing systems and structures may be used to support contemplated uses and their carrying capacity in the event that loading is increased through the introduction of new developments.

Based upon the current understanding of the proposed Kanata College Campus, options to site development will be identified. Additional separate areas on various locations within the Kanata College site will be described based on these same terms of reference. The options will be analyzed and scored based on previously identified criteria that may include:

- Fit with previously identified visioning
- Available area and expansion potential
- Decommissioning, forest and environmental impact
- Adjacent land use compatibility
- Access to infrastructure
- Alignment with long-range planning and other master plan work
- Noise impact
- Public exposure
- Overall cost comparison

Based on scoring outcomes, site options will be recommended for the location of the development of residences and teacherage, renovations for existing structures that includes tourism centre and palisade village compound, gardens, earthworks, and waterworks.

#### *Space Plan and Schematic Design*

Subsequent to the selection of a Consultant Team, a Space Plan and Schematic Design will be developed. Drawings and written descriptions will be prepared including:

- Questionnaire and interview results as obtained through interviews with identified individuals, groups and any other stakeholders as selected by the Institute
- A comprehensive space plan that lists the rooms that are required to be located within the facilities complete with desired occupancies, sizes and adjacencies
- A site plan
- Floor plans, elevations and key sections
- Mechanical, electrical and structural system descriptions and/or schematics as requested, based on eco-village criteria
- A preliminary cost estimate

The intention of the Space Plan and Schematic Design is to illustrate the larger scope of the project and to depict the atmosphere/environment that is being strived for with the development. The material produced will be graphic and bold to best foster widespread interest and garner financial support from various funding agencies. This presentation will be captured in DVD format so that key stakeholders may have copies to further publicize the development at their discretion.

In order to produce the Space Plan and Schematic Design, the Consultant Team will meet with and interview key resource persons and stakeholders to ensure that the development meets with community expectations and aligns with the overall strategy of Ohsweken's decision-makers.

#### *Environmental Assessment*

The Consultant Team will conduct an Environmental Assessment of the proposed site and prepare a report outlining:

- Previous historic land uses at the site
- The history of structures and siteworks as they currently exist
- Areas of environmental concern complete with remediation requirements in the event any contaminants are found
- Archeological site examination

Visible existing sites condition would need to determine the presence of any significant environmental threat or situation that requires mitigation.

#### *Economic Viability Report*

Based upon an approved Schematic Design, the Consultant Team will prepare an Economic Viability Report. This report will include:

- The capital cost estimate for any new work as well as the costs associated with required upgrades to existing facilities
- A projection of the operating and maintenance costs required to upkeep the facility
- Expenditure and revenue streams projected for the resultant development

The intention of the Economic Viability Report will be to inform potential funding agencies and investors of ongoing operating fund requirements.

## KC Pilot-Project Budget

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**Total Project Costs**

**4,993,825-**

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### Summary of total costs

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#### I. KC Search Conference

**383,425-**

- Project coordination 142,500
- Presenters, experts, elders 138,000
- Action planning
  - (a) site rental (3 days) 2,300
  - (b) accommodation 12,450
  - (c) catering 12,875
  - (d) travel 25,700
  - (e) materials 700
  - (f) office/printing 1,725
- On-site person hours (320X20) 7,600
- Planning committee
  - (a) meeting expense(12X150) 1,800
  - (b) travel 275
- Kanata College cultural consultant
  - (a) site plan 5,000
  - (b) site model 2,500
- Landscape earthworks consultant
  - (a) site plan 5,000
  - (b) site model 2,500
- Conference
  - (a) conference report 5,000
  - (b) conference recording 2,500

## II. KC Costs

4,430,400-

### (1) Trainees (4 assistants)

-	Project manager	130,000
-	Administrative staff	157,600

### (2) Material costs

I.	experimental equipment	110,000
II.	material and supplies	220,000
III.	storage systems	10,000
IV.	information storage	4,800
V.	artifact supplies	130,000
VI.	trainer(s)	14,000
VII.	stipends	244,000

### (3) Knowledge transfer

(a)	testing	8,000
(b)	documentation	30,000
(c)	artifact production	145,000
(d)	scale modeling	10,000
(e)	reporting	5,000
(f)	fees for consultants	112,000

### (4) Infrastructure and site costs

(a)	campus ameliorations	3,000,000
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## III. Total KC development cost

280,000-

All inclusive of person hours, legal and financial formation costs, and operational and management expenses to organize and establish Kanata College.

# ***A vista for Centres of Excellence Dedicated to Indigenous Recovery (CEDIR)***

**Building Indigenous capacity to overcome  
social, environmental, economic,  
psychological barriers to  
Indigenous health and wellbeing  
for Indigenous offenders**

**Michael G. Doxtater, PhD  
May 2018**

## **1. Introduction**

The *Centres of Excellence Dedicated to Indigenous Recovery* (CEDIR) responds directly to the challenges issued by Prime Minister Justin Trudeau to enact the Truth and Reconciliation Commission (TRC) Calls to Action of 2015. The TRC affirmed commitments made by the Government of Canada in June 2008 in its “Apology for Indian Residential Schools” for the recovery of cultural, heritage, and language. To accomplish this goal the CEDIR Project seeks to build partnerships that uses Indigenous capacity for the purposeful recovery of Indigenous culture, heritage, and language by responding to increases in numbers of troubled Indigenous persons. CEDIR responds to Canada’s challenge issued in the 2008 and 2015 by creating a project that:

- Improves the potential for First Nations, Metis, and Inuit people to improve wellbeing through healing and wellness practices using Indigenous Knowledge (IK) in corrections and justice;
- Creating network linkages and inventories of existing research, and new healing practices that focus on local problems identified by communities related to their geographic and social environments in the area of knowledge transference;
- Producing educational support materials, learning opportunities, and healing environments that help local practitioners recover Indigenous persons involved with correctional services;
- Expanding the network of healers educated in the Indigenous arts and sciences.

CEDIR promotes multidisciplinary explorations of the debilitating effects of colonization and globalization on First Nations and Inuit peoples’ health and wellbeing—problems such as

substance and alcohol abuse, obesity, diabetes, cardiovascular disease, HIV/AIDS, psychosocial risk factors contributing to personality disorders, and self-esteem. The worldwide trend has been to recover Indigenous Knowledge (IK). The CEDIR Project is a direct response to members of the Indigenous healing and wellness community who expressed a common concern that much is already known about what contributes to the transmission of intergenerational trauma, but there is little understanding about *action* that best promotes healing and wellness to prevent further harm.

Clearly, the inventory of problems listed above requires a response. In this way CEDIR directly responds to Canadian government's recognition of the effects of the Canadian government's Indian and Inuit policy enacted through the residential schools impact on Indigenous culture, heritage, and language. By consequence Canada's TRC identified the focus of recovery to social problems faced in many communities today—that the Prime Minister said were faced alone by Indigenous people. The TRC acknowledged that residential schools affected former students and all family members and communities. CEDIR responds to the challenge to promote healing and wellness for the direct and collateral victims of the schools—explicitly troubled Indigenous persons. CEDIR sees its mission as an enactment of Prime Minister Trudeau's challenge for Canadians to partner with Indigenous peoples in their recovery.

This proposal scaffolds development based on partnership building. Networking initially began with talks in 2006 with the Office of the Interim Director for the Truth and Reconciliation Commission of Canada (TRC) based in Ottawa at that time to develop Centres of Excellence. In November 2010, discussions with the TRC's Research Directorate were re-initiated. This final project framework was completed in 2011. The TRC was uniquely situated to be a key advocate for the research and development proposed here. As a component of the Indian Residential Schools Settlement Agreement (IRSSA), the Commission's "truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of the injustices and harms experienced by Indigenous people and the need for continued healing."<sup>1</sup> The TRC was mandated to prepare a comprehensive historical record on the policies and operations of the schools and to produce "a report including recommendations to the Government of Canada concerning the IRS system and experience including: the history, purpose, operation and supervision of the IRS system, the effect and consequences of IRS (including systemic harms, intergenerational consequences and the impact on human dignity) and the ongoing legacy of the residential schools."<sup>2</sup> It is anticipated that CEDIR would make a significant contribution to the Commission's legacy by establishing a long-term sustainable foundation for building capacity in community-based practitioners, as a natural culmination of work done

by the national community of researchers' body of scholarship, that takes action from work completed under the five-year mandate of the TRC.

This proposal seeks to develop CEDIR by:

1. Creating partnerships for research and development;
2. Partnering with Canadian post-secondary institution stakeholders;
3. Developing 13 CEDIR in all provinces and territories in Canada.

This proposal provides terms of reference with research-based assumptions on the mission, scope of the work, criteria for excellence in building capacity in the Indigenous community in healing and wellness. The development cost for this phase is estimated at \$350-million. Findings from the Kanata College prototype-model provide the research-informed basis to guide policy-formation for the full Scope of Development for CEDIR.

As principal initiator, Kanata College and proposes to convene, facilitate, and mediate a network to identify the full Scope of Development for CEDIR. The Scope of Development includes research, information resources, and networking diverse communities of practice to deliver healing and wellness education through CEDIR. Themes for CEDIR include nutrition and fitness, language-based Indigenous arts and sciences, creative and performance arts, environmental and population health. The goal is to create continent-wide capacity for Indigenous academics, researchers, and practitioners who collaborate in networking with community care professionals at the local level—training the trainers to take action. The CEDIR project encourages the recovery of local knowledge of local human resources to enact local solutions to local problems. Overall, CEDIR focuses on building capacity in communities. The Project focuses on recovering healing and wellness therapies and techniques at the community level. Research dissemination and translation provides necessary links to research that is enacted through action-oriented programs designed within and by communities.

### **Principal initiator**

*Dr. Michael Doxtater* and the Truth and Reconciliation Commission (TRC) cooperatively created the framework for CEDIR. The *Kanata College* pilot-project for CEDIR was developed in cooperation with the Grand River Justice Circle to create access to education and training within a culturally supportive environment. The CEDIR enacts natural justice principles that contextualize all Indigenous affairs globally as defined in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP 2010). The foundational principles of the UNDRIP are based on “consultation and cooperation” (UNDRIP 2010, Article 38 p. 13).

CEDIR recognizes that underlying Indigenous philosophies, values, beliefs, ethics and traditions have remained generally strong within Indigenous communities despite the effect of Indian and Inuit residential schools. Recovering and practicing Indigenous Knowledge can be a springboard to a productive future. By sharing and nurturing this ancient wisdom, we can build stronger relationships with academic, governmental and professional partners. The College is dedicated to bringing together two streams of consciousness – the ancestral Indigenous Knowledge with the best of modern academic knowledge - in order to advance the overall well being of all peoples. To accomplish this, CEDIR has four main goals:

- a) Preservation and Nurturing Indigenous Knowledge
- b) Nurturing and fostering research in Indigenous Knowledge in all fields
- c) Caring for ourselves in our own way
- d) Building Indigenous capacity for the treatment and recovery of Indigenous offenders.

To assure that these underlying factors continue to inform decision-makers in Indigenous communities the College sees CEDIR as a means to document and reinforce those traditions, and find new ways to apply the ancestral knowledge.

*Dr. Michael Doxtater* developed CEDIR. He has been senior mentor and co-investigator with the Aboriginal Health Research Network (AHRNets), and the National Network of Aboriginal Mental Health Research (NNAMHR). He has taught Cultural Studies at Wilfrid Laurier University, that now includes an Elders' advisory group and a Masters of Social Work with an Indigenous focus. His background includes extensive work in designing and delivering training programs for the Government of Canada. He designed, produced, and managed major expositions for the Canadian Government Expositions Centre (CGEC). Also he developed programs for Health Canada, Indian and Northern Affairs Canada, and the National Native Alcohol and Drug Abuse Program (NNADAP). He worked in rural development for *Sudbury 2001*, Plenty Canada's *Community-Based Rural Development Project* (CBRDP), and the *Indigenous Foods of the Americas Cooperative* (IFAC). Raised and schooled on the Six Nations Indian Reserve 60 miles south of Toronto, he worked in many fields that collected and enacted IK. As an educational film and video producer, Dr. Doxtater worked as a studio executive focusing on the central place for documentary and drama in education. As a teacher and researcher, Doxtater's leadership training came through community work with grassroots organizations to solve locally identified problems, but also as a consultant teaching organizational learning for institutions. In the area of community-engagement, he applies the theory of Indigenous knowledge in practice in agriculture, language education, and governance. At the community level, he has a background in bereavement and traditional healing practices. In his research, Dr. Doxtater

seeks to find answers to local problems using local knowledge that centers the theory and practice of Indigenous knowledge. He also works in traditional bereavement practices in his community. He was appointed Queen's National Scholar, an expert in *Indigenous Studies: Land and Language-Based Pedagogies and Practices*.

## **2. Purpose of the CEDIR Project**

In order to achieve the goals of improving Indigenous health and wellness enacted by and within Indigenous communities, CEDIR seeks fundamental advancements in community capacity building. The CEDIR project focuses on improving study and inquiry skills in Indigenous people. CEDIR addresses the challenges facing Indigenous peoples that have a direct effect on their children—called in research the transmission of intergenerational trauma. The central assumption is that healthy communities will empower Indigenous people and give them hope. Specifically, the objectives for the CEDIR initiative are a reaction to calls to break the cycle of trauma and improve hope for Indigenous people who are involved with correctional services.

In 1999, the National Aboriginal Youth Strategy (NAYS)<sup>3</sup> was developed in consultation with political leaders from both the Native and non-Native communities. Many observations, goals and ideas described in the NAYS report suggest that community-based response is not only valued but also required in addressing issues directly related to Native youth. The strategy emphasizes the importance of inclusive strategies to address personal development for Native youth. Also, the principles described in NAYS allow for initiatives that are flexible, respectful, effective, efficient, holistic, accessible, and create opportunities for individual and community empowerment.

The NAYS report cites health and safety circumstances that affect Indigenous youth at a higher rate than the mainstream population. These statistics describe issues of particular concern within the Native community:

- Mortality rate is reported as 3.6 times higher than the national average
- 78% of deaths of Native youth resulted from injuries or poisoning
- Suicide deaths accounted for 1/3 of all deaths of Native youth (males 5 times the national average, females 8 times the national average)
- Higher than average number of youth with a reported disability (1.7 times the national average)

- Native males are remanded to custody 10 times the national average
- Native females are remanded to custody 22 times the national average
- Incarcerated Native youth aged 15-19 is 9 times the national average

Using these 1996 numbers as a guide, there have not been drastic changes to opportunities for Native youth to escape the despair and hopelessness that face this vital generation of Native peoples.

The need to reinvigorate Native communities has a statistical basis is clear. Statistics show that northern Quebec students have a 50 per-cent drop out rate by Grade 9, with the remaining students facing a 90 per-cent drop out rate by grade 12. Statistics Canada (1996) reports that Indigenous people 15 years of age and older have a lower level of schooling compared with majority populations. Over 54 percent of the Indigenous population aged 15 years had not received a high school diploma, compared to 35 percent of the non-Indigenous population. Indigenous people aged 15 to 29 were half as likely to have a post secondary degree or diploma, one fifth as likely to have graduated from university and over twice as likely not to complete high school (Statistics Canada, 1996). As an example, in Quebec, from 1990 to 1995, the average graduation rates for the Cree and Kativik school boards were 27.9 percent and 21.9 percent respectively.<sup>4</sup>

Although it seems that Indigenous youth and children are not capable of academic success, the above statistics contrast with recent trends. For example, in spite of the trauma contemporary Indigenous people have obtained more success in Western-style education than at any other time in Canadian history. Young Indigenous people with post-secondary degrees have doubled from 2% to 4% by 1999. Moreover, the number of Indigenous Youth without high school diplomas dropped from 60% in 1986 to 45% in 1996. Post-secondary education can benefit Indigenous youth as well with estimates that 400,000 Native people will enter the workforce over the next ten years. The dichotomy between despair and success can be diminished through recovering capacity in communities to support the diversity of career choices for Indigenous youth. CEDIR responds by developing learning environment networks where Indigenous Peoples participate in the improvement of the health and wellness of their communities. By 2006, nearly 40 percent of self-identified people of Indigenous ancestry in Canada were under age 25.

The transmission of intergenerational trauma stops here.

### **3. Purpose of Kanata College leadership in CEDIR**

The Kanata College leadership for CEDIR is a response to Canada's Apology at the community-level that proposes to rebuild Indigenous capacity for self-directed healing and wellness training for Indigenous practitioners. The focus on community level training is complementary to the CEDIR project's focus on Indigenous recovery. The proposed CEDIR emerges from well-established relationships between university researchers and Indigenous communities across Canada that is part of the current tradition envisioned for Kanata College that has been in development with Aboriginal Institutes since the 1990s. The CEDIR also enables the development of ties between Kanata College and college and university partners, as well as Kanata College's overall work with Indigenous rural and urban communities located in Canada. Central to the need for research in knowledge translation, up to 2012 the Aboriginal Health Research Network's (AHRNet) nine partners collected and inventoried research resources across Canada. The research catalogue developed in the same period by the National Network for Aboriginal Mental Health Research (NNAMHR) provided the research-base to be used by CEDIR's local practitioners. In this way CEDIR expands on the work by AHRNet and NNAMHR because of the emphasis on knowledge transfer, though networking with these two network research collections is central to participating in research to take action.

The use by the CEDIR project of the Action Research model for community engagement and cooperative extension provides a stable foundation for capacity building in health and wellness education and Indigenous research-informed action. However, the primary purpose of the CEDIR program facilitated by the Kanata College is to foster capacity building for Indigenous communities across Canada in cooperation with the stakeholding partners and local communities.

#### *Community-engaged Health and Wellness Education:*

Funded by the Canadian Institutes of Health Research (CIHR) in December 1, 2001, NNAMHR's mission was to build capacity for mental health and addictions research and knowledge translation in remote, rural and urban settings by working in close partnership with Indigenous organizations and communities. In addition, the Aboriginal Health Research Network (AHRNETS) included nine Network Environments for Aboriginal Health Research (NEAHR) centres across Canada. These Centres were funded by the Canadian Institutes of Health Research (CIHR) and the Institute of Aboriginal Peoples Health (IAPH).

The AHRNet support research identified environments for Indigenous health research centres across Canada. AHRNet's facilitation included a role to:

- enhance coordination and communication for Indigenous Health research

networks, including support for students and researchers, national Indigenous health organizations and international Indigenous health research networks

- coordinate events such as the meetings of principle investigators, and coordinators, and the annual gathering of students.
- provide support and coordination for initiatives undertaken by AHRNet members, such as the work on knowledge transfer and ethics guidelines.
- accumulate and disseminate information about research and other activities pertaining to Indigenous health research, developing a communication strategy, a knowledge transfer strategy and a web site.
- undertake liaison activities with relevant parties, such as CIHR/IAPH, related research programs and organizations, and International Indigenous health networks.
- website maintenance.
- advocacy around Indigenous health research issues.

In particular, CEDIR enhances networks that have focused on knowledge translation over the past 20 years by focusing on the effects of the IRS to take action.

Foundational research has been central to the research supported by the AHRNet and NNAMHR. NNAMHR's three broad objectives show the linkage:

- Train new researchers (especially Indigenous researchers), to develop greater capacity for methodologically sound and culturally responsive mental health and addictions research in Indigenous communities;
- Develop research partnerships and collaborations among investigators and Indigenous communities across Canada to provide opportunities for learning, mentoring, and knowledge production relevant to the needs and priorities of communities, policy makers, and front-line mental health workers;
- Engage in innovative knowledge translation activities to guide research and apply findings to develop more culturally appropriate and effective

mental health policy, promotion, and intervention for Indigenous populations and communities.

The priority of NNAMHR is to develop research capacity. To that end, the emphasis is on networking and training for existing researchers through lectures, conferences, graduate awards, and internship programs. The main NNAMHR training opportunities are the Indigenous Summer School, the Summer Student Internship Program, and Graduate Scholarships and Post-Doctoral Fellowships.

*Activities:* Research activities communicated among Network members, sponsors, and the public in a variety of ways:

*Workshops:* The Network organizes a series of workshops on the themes of the research at each of the research sites to allow participation of local organizations and stakeholders. At these meetings researchers report on findings and obtain feedback. This is organized to make them accessible to the widest possible range of Indigenous people.

*Conferences:* The Network organizes a national conference on research in Indigenous mental health. The results of the conference are published through the quarterly newsletters. The Network also prepares a video summarizing the highlights of the conference and makes this available on videocassette, CD-ROM and over the Internet.

*Newsletters:* The Network produces a periodic newsletter on research news and activities. This is available over the Internet and in printed form to Indigenous communities and organizations.

*Listserv:* The NNAMHR mailing list is for researchers, health professionals, and others interested in Indigenous mental health. The mailing list is a useful place to post announcements, pose questions and locate resource people.

NNAMHR and AHRNet, with direct involvement from Dr. Doxtater, researches mental health and healing issues facing the Native community.

In addition, CEDIR marks a practical step toward creating *Health and Wellness* networks through partnerships between higher learning institutions and Indigenous Peoples to actively respond to the various disorders and illnesses identified by AHRNet and NNAMHR extensive research. Firstly, Dr. Doxtater is an Action Research specialist whose career has focused on restructuring and revising organizations. His work includes teaching organizations

leadership techniques to ameliorate the social, educational, and environmental barriers to building healthy communities. Secondly, Doxtater has been at the frontier for applying research that identified nutritional and environmental barriers to building healthy communities. Thirdly, his policy research provided the rationale for McGill University to create *Indigenous Access McGill* (IAM) in the School of Social Work that actively promotes excellence in Indigenous social work practice. Fourthly, as the principal initiator for CEDIR, Dr. Doxtater advocates building networks to generate contemporary research on Indigenous Peoples that focuses on Indigenous Peoples recovery. The strong research basis for building capacity in theme areas identified as areas for career development among Indigenous Peoples provides the research-informed basis for action proposed by CEDIR—putting research into action.

### Population Health:

Population health research is one model that is closest to the holistic Indigenous peoples view of health and it is the research model that is most appropriate and acceptable in the Indigenous health research context. The underlying concept of holistic health is that an imbalance in the emotional, social, spiritual, or physical domain results in ill health. Researchers in the CEDIR team will incorporate holistic views and traditional knowledge held by community-based partners regarding determinants of health. Population health research methodologies also include the participatory processes essential for conducting community-based work. Key research objectives under this theme are:

- To develop and refine methodological approaches for community human resource development and health promotion and wellness research;
- To develop and link health indicators and illness surveillance to health policy, research, and health promotion; and
- To advance multidisciplinary community-based healing and wellness practices research.

Members of the Indigenous healing and wellness community expressed a common concern that much is already known about what contributes to the transmission of intergenerational trauma, but there is little understanding about *action* needs that best promote healing and wellness to prevent further harm. Researchers will work with health and education specialists associated with the CEDIR to form working groups to explore research-informed issues and methodological approaches related to evaluating the success of healing and wellness practices.

### Nutrition:

Research has demonstrated that diet and nutrition habits among Indigenous people have an impact on behaviour and mental health. In Health Canada's document titled "Proposed Framework for Strategic Positioning of First Nations and Inuit Nutritional Health",<sup>4</sup> key challenges and areas in need of improvement were presented. Among the many issues discussed in the document were the "serious lack of access to the expertise of nutrition professionals in almost all First Nations and Inuit communities", the presence of "major barriers to training more First Nations and Inuit nutrition professionals", and that "nutrition researchers aren't being engaged in research into Indigenous nutritional health". Key research and student training objectives under the nutrition theme include:

- Nutrition, obesity and diabetes;
- Food security and nutrition research in Northern Quebec and Ontario, Yukon, Northwest Territories and Nunavut; and
- Perinatal and childhood nutrition.

Traditional diets and lifestyles of Indigenous peoples have given way to modern, market food based diets and a sedentary lifestyle that contribute to the rise of obesity and chronic diseases. Many researchers<sup>5,6</sup> documented traditional food use patterns, ways that market food is incorporated, displacement of traditional foods, as well as the health risks associated with heavy environmental contamination. The documentation of traditional food systems helps preserve traditional knowledge and culture as a means to slowing the increasing incidence of many chronic diseases, is important to Indigenous peoples.

Mainstream research brought attention to the problem of gestational diabetes mellitus (GDM) among Cree women of James Bay who have one of the highest recorded rates worldwide and also the problem of infant anemia,<sup>7</sup> which has been linked to developmental delay in infants. Research work among the James Bay Cree and in the Baffin Region of Nunavut focused on areas of nutrition, food security, dietary adequacy, and chronic disease prevention. Work with local partners improves the potential to conduct research in this area to promote careers for food production, culinary practices, and dietetic and nutrition careers. In Kahnawake, the Kahnawake Schools Diabetes Prevention Project (KSDPP) undertakes and researches community mobilization to promote improved health lifestyles and reduce the high prevalence of Type 2 diabetes. The widely recognized KSDPP Code of Research Ethics exemplifies the principles of community-based participatory research. Lastly, research created by the CEDIR leads to action. The focus of the CEDIR is to teach Indigenous peoples to identify local problems, research local solutions, recruit assistance for knowledge gaps, and take action.

The research and action orientation comes from the Indigenous community—time for action to solve problems at the local level.

*Mental Health and Health of Families:*

Family health issues are diverse and can benefit from a multidisciplinary population health perspective. Key research and student training objectives in this theme include:

- Resiliency and Coping: Preventing Suicide and Distress
- Emerging Research Topics and Community Response

The high rates of suicide among First Nations and Inuit youth and young adults makes the evaluation of factors leading to despair and suicidal ideation a high priority area of research. Psychological stressors prevalent in populations require efforts to understand effective coping strategies.<sup>8</sup> The relationship between mental wellness and physical health becomes apparent.

A more focused emphasis in family health is the emergence of gestational diabetes in remote and rural populations, such as the Inuit and First Nations living in the Canadian Arctic and Sub-Arctic and the James Bay Cree. Diabetes-related complications represent an emerging challenge to health care delivery in remote areas. Particularly, given the timely health-care response required for certain pregnancy-related complications, prevention research includes the examination of the correlates of gestational diabetes in populations with changing dietary patterns.

This particular relationship between physical and mental health has provided the impetus for action. In consultation with potential partners, the main suggested focus was not to study mental health, and family health, but to begin to take action to ameliorate these risk factors, risk conditions, and health determinants by promoting the recovery of the cultural, heritage, and language foundations to IK at the local level.

*CEDIR Thematic foci:*

In particular CEDIR addresses thematic areas consistent to the Canadian government's 2008 challenge. The themes are contextualized within an eventual outreach area that includes post-secondary institutions across Canada. The Project seeks to posit the locus of control for inquiry through networked communities-of-practice by:

- Focusing on the social, economic, environmental and psychological barriers to Indigenous peoples' health;

- Researching issues related to Indigenous peoples' population, family, and personal health;
- Using methodologies like Action Research;
- Privileging Indigenous peoples' conception of locally controlled research ethics;
- Recovering Indigenous Knowledge through the recovery of culture, heritage, and language;
- Promoting fitness and nutrition as the basis of healing and wellness;
- Responding to projected trends in Indigenous corrections services.

Building Indigenous peoples' capacity through healing and wellness action networks enacts the multidisciplinary responses to the projections for the effect of Bill C-10. The research collaboration provides inventories of research, generates new research, and consequently provides research-informed bases for healing and wellness training and practice.

#### **4. CEDIR Project Governance**

The CEDIR Project employs participation, research, and action for decision-making that is specifically designed for diverse communities-of-practice. The CEDIR uses collaborative and cooperative inquiry, co-generated learning, and participatory processes as its principal criteria for excellence. Consequently, work generated by CEDIR for capacity building in Indigenous communities concentrates on processes that are always moving toward achieving goals. CEDIR recognizes that human interaction and interdependency form the basis of action research.<sup>9,10,11,12</sup> For example, by the year 2000 many corporations, non-government organizations, and governments moved away from autocratic bureaucratized structures in favour of more participatory techniques for organizational development. Since the 1980s many corporations like Xerox, Ford, and IBM, organizations like US Aid, CESO and Plenty Canada, and governments from countries such as Norway and Mondragon Basques of Spain shifted their focus to techniques that place local-decision making in the hands of local knowledge and wisdom. The list of techniques includes Total Quality Management, Action Science, Action Research, Board Policy Governance, and Participatory Action Research.

These modern techniques used by CEDIR places the locus of control for the Project in communities and their local post-secondary partners across Canada. Operationalizing community action has three stages. Firstly, a group of people sees an issue they would like addressed. Secondly, they pose questions and suggest answers to resolve the issue. Thirdly, they inventory their own abilities to decide whether or not they can enact their solutions or if they need to recruit help. The group decides to participate in research in order to take action. The methodology used for Action Research has specific tools that assist this type of group, team, or organizational learning. The first premise is to resist having

presuppositions about the structure, mission, and substance of the project, but through carefully convened processes, engage stakeholders in designing their own program. On-going performance evaluations are part of action research methodology. Also, the CEDIR will undergo external reviews as dictated and directed by the network. While the community components of the work are under the governance of each CEDIR network member, the overall governance of CEDIR is the responsibility of the principal initiator of this project, Kanata College and an Indigenous Peoples Advisory Council (IAPC) that includes elders and community representatives.

## **5. Scope of the CEDIR Project**

Within this context CEDIR seeks to establish networks for researchers, and healing and wellness practitioners to generate and use research that encourages active participation by all stakeholders in Indigenous corrections working with Indigenous offenders. The \$350-million CEDIR fund over seven years puts into practice research conducted in projects like ACADRE and NNAMHR. The CEDIR shares assumptions with Indigenous people who value teaching and learning as a means for their children to gain employment in professions in their communities that are usually taken by outsiders. The question to be answered is basic: how do we make that happen? Subsequently, the following description of CEDIR decision-making illustrates how the project creates opportunities for participation.

### ***5.1 The Search Conference***

As a practical tool for strategic planning and organizing, we begin CEDIR with a carefully delivered Search Conference. Used by labour relations and organizational learning experts, the Search Conference is designed to convene, facilitate and mediate group action.<sup>13</sup> The term “Search” is not an acronym, but a process where stakeholders search out solutions to problems they identify. In this way the CEDIR team convenes the Search process with the recruitment of trained facilitators to identify a focused question to be answered by the conference delegates. In the case of the CEDIR, delegates come from communities who are stakeholders in the project. The conference, held over three days, includes a structured thematic presentation of shared history, ideal futures, prioritization, team design, and strategic action planning. Following the conference the facilitators compile various workshop notes, flipchart pages, and action plans. The compiled work becomes the Strategic Action Plan for the CEDIR.

### ***5.2 Action Working Groups***

A highlight of the Search process is the definition and recruitment of Action Working Groups (AWG). These AWGs are created through the conference. The role of the AWG is to identify, develop, and oversee the work described by the Search conference. In the case of the CEDIR, the wide geographic area covered by the Project requires self-governing AWGs. However, supported by the CEDIR Project, the AWGs would work cooperatively with the CEDIR Project office at Kanata College, healing and wellness practitioners, and researchers in theme areas for CEDIR. Support also derives from project staff as well.

### **5.3 CEDIR workshops**

One feature of CEDIR outreach will be the *healing and wellness workshops*. CEDIR team member AWGs work with local committees to determine specific, relevant, research-informed thematic foci related to local IK human resources, and healing and wellness needs specific to each geographic area. In addition, the training-the-trainers focus includes learning techniques to convene, facilitate, and mediate diverse interpersonal processes. Team-building is the key. This focus becomes a key element of the workshop design. Workshop design includes use of First Languages as well as English. The workshops would be held at times determined in each community, staffed by trained facilitators, and healing and wellness practitioners.<sup>14,15</sup>

### **5.4 CEDIR Outreach Committees**

Committees located in cooperating communities provide the basic leadership for CEDIR. For example, recruitment of these committees includes teaching professionals at the college level, health and care professionals, university researchers, and community healing and wellness practitioners. The committees determine other stakeholders. Conceivably, the committees also provide membership in the workshop committee, selection committees, summer camp committees, and other committees appropriate to the required action. Ideally, the first stage focuses on facilitating community engagement with Canadian higher learning institutions like Laurier University, and partnering further with the University of Manitoba, and the University of Victoria. Additionally, the network expands to 13 centres in every province and territory in Canada. Ideally, the network includes 18 partners—Kanata College, TRC, an Ontario and nation-wide university network, Indigenous institutions, and 13 centres of excellence dedicated to Indigenous recovery.

### **5.5 CEDIR Action Committees**

The direction for funding allocations also implies joint decision-making capacity with various working groups, where diverse areas of expertise will be represented. For example, committees are required for:

### *CEDIR Awards Jury:*

Communities and partnering post secondary institutions submit a short proposal for regional CEDIR development support. Applications will be judged based on need and a commitment to inclusive and participatory processes. Awards jurists review and make funding recommendations to the CEDIR IPAC.

### *CEDIR Conference Organizing Committee:*

A local committee oversees and governs the delivery of a Healing and Wellness Convention to be held in Winnipeg or Saskatoon. This convention creates an opportunity for networking with other members of the CEDIR network.

### *CEDIR Summer Camps: Training the trainers:*

Local and Ohsweken-based working groups oversee the delivery of camps that are designed to improve healing and wellness training based on local IK. A program in fitness and nutrition becomes interdependent to the examination of Indigenous Knowledge of healing and wellness at the local level. CEDIR will design Summer Studies for 26 local practitioners from the 13 regions. These trainees learn ways to explore Indigenous Knowledge of healing and wellness practices working with practitioners at the semi-rural Kanata College. Part of the learning community to be involved in Summer Studies includes university and community work-study participants, and graduate research assistants working in areas related to the healing and wellness professions. The proposed Summer Camps program provides practicum opportunities for students and professionals. In addition, the learning community includes partner in delegating professors and researchers for the project. The Kanata College-CEDIR prototype program provides research-informed programs designed for delivery to participating communities.

### *CEDIR Traveling College:*

The requirement that CEDIR networks the human resources of healing and wellness practitioners with counterparts across the continent provides the foundation for the CEDIR Traveling College. The Traveling College uses the virtual-campus approach founded on Indigenous models that viewed communities as campuses. The mound-building societies were centres of learning where masters of the Indigenous arts and sciences shared their knowledge. The Traveling College works with local practitioners to design and deliver workshops and training sessions for regional cohorts. The Traveling College experience occurs throughout the year to reinforce the dedication to Indigenous recovery imbued in the Summer Camps. Andragogical outcomes developed collaboratively are delivered in programs suited to the regions.

### ***5.6 Indigenous Peoples Advisory Council (IPAC)***

The project is governed by an IPAC that shares the vision of CEDIR and has the role of making recommendations to the CEDIR Project team. Membership on the CEDIR IPAC is restricted to elders and community representatives with a clear role in healing and wellness, and building healthy communities. The central duty and responsibility of the CEDIR IPAC concentrates on fiscal accountability, representing the interests of the community stakeholders, and protecting the mission of CEDIR. The IPAC makes recommendations, provides policy guidelines, and participates in action working groups to implement the mission of CEDIR.

### ***5.7 CEDIR Products and Outputs***

The CEDIR Project researches, develops training models, uses networked educational technologies, produces Adult Learning training models, and creates products and outputs that builds capacity in Indigenous communities--to explore frontiers in the recovery of culture, heritage, and language that centers the content of Indigenous Knowledge. To accomplish this mission CEDIR responds to worldwide trends in hands-on technology use, curriculum-specific applications, and technology-based multiliteracy learning environments. An essential aspect of the continued growth in maintaining IK recovery is the use of Distance Learning and Continuing Education models.

In particular, because of their historic marginalization within the dominant school system, Indigenous communities need opportunities to become full participants in a global workplace and economy that is characterized by the demand for *new* literacy skills. These skills involve communicating effectively and creatively using ICT and the World Wide Web. Post-secondary institutions are especially positioned to help Adult Learners develop these skills within a cultural context that benefits their communities as well as making contributions to human knowledge. Specifically, the Project seeks to develop:

#### ***Indigenous Knowledge Healing and Wellness Encyclopedia:***

CEDIR's IKHWE promotes Adult Learning as one means for recovering healing and wellness knowledge of Indigenous communities. The object of IKHWE is to videographically document practical Indigenous Knowledge to train Adult Learners in the healing and wellness arts under the direction of culture-bearers in local communities. The project explores innovative methods for language acquisition, uses Information and Communication Technologies (ICT) language learning environments, and provides documentary systems for language preservation. The project seeks to cultivate intercommunity virtual learning environments. Also, innovative information technology use assists and reinforces Adult Learning as part of the project's focus. IKHWE responds to the growing realization that the recovery of Indigenous Knowledge

of healing and wellness techniques and therapies is essential to building healthy communities. Training for IKHWE has been placed within the summer program to be designed collaboratively with the CEDIR network. This CEDIR project suggests that dramatic and immediate action is required to prevent the disappearance of Indigenous Knowledge.

The CEDIR project advances the development of Adult Learning models for teaching Indigenous Knowledge. The project has these four foci to be phased-in over the length of the project:

- Developing and testing models for Indigenous Knowledge teaching and learning;
- Developing the research capacity of Indigenous people at the local level;
- Creates a locally-informed model for healing and wellness;
- Uses ICT to stabilize loss of culture, heritage, and language.

The Project's basic research assumption identifies the need to develop IK learning environments through the use ICT.

The IKHWE creates an audio-visual catalogue of Indigenous healing and wellness practices. The vignettes filmed by CEDIR network members, portrays practical Indigenous Knowledge. Elders and language speakers are video documented while explaining activities they perform in the gathering, preparation, and use of naturopathic medicines. The Adult Learners transcribe, translate, and interpret the descriptions while creating voice-overs. The mediation occurs between first and second person descriptions. The Adult Learners work in the languages. The use of a majority language voice-over that corresponds to the on-screen image creates a platform for sharing Indigenous Knowledge. Lastly, IKHWE provides an audio-visual encyclopedia to assist the recovery of IK. Fulfillment of CEDIR objectives provides virtual global environments for learning in remote regions of the north as well as in semi-urban areas. Local research ethics protocols will be used, or in some cases, will be developed with CEDIR.

#### Web of Life (WOL):

The Web of Life (WOL), symbolized by the dreamcatcher, encourages collaboration to develop learning opportunities using information technology. The WOL focuses CEDIR on interpersonal connectivity through the computer-based learning environment. The WOL promotes multiliteracy use in Indigenous communities, using website design, on-line journaling, and classroom networks. In addition, the WOL's unique place in Indigenous Knowledge recovery derives from the emphasis on Indigenous Language use. Consequently, the applications require research in syllabics and diacritics used in contemporary Indigenous

Languages writing systems. The WOL affirms information technologies and teaching Indigenous Knowledge. The requirement for local control in the CEDIR design implies other uses for WOL that may go beyond the scope of CEDIR, but will reside within the control of the local communities.

*Videographic Indigenopathic Database E-learning Online (VIDEO):*

The *Videographic Indigenopathic Database for E-learning Online (VIDEO)* researches technical and creative ways to collect, format, and serve information.<sup>16</sup> Conceivably, Kanata College researchers and local community collaborators work will be networked through VIDEO. CEDIR builds an interactive network that connects Indigenous Peoples to the wide world.

The VIDEO initiative seeks to provide a database repository of research resources on IK. Collection, inventory, and cataloguing for VIDEO information systems corresponds to the worldwide trend for repatriating Indigenous Knowledge. VIDEO accesses inventories of resources such as the Royal Commission on Aboriginal Peoples (RCAP) collections, but also materials that have been collected by research institutions in Canada and the United States, and the TRC. Though VIDEO focuses on existing collections of Indigenous Peoples' arts and sciences, CEDIR sees value in collecting performance and visual arts collections, contemporary culinary practices, cornucopia, pharmacopoeia, model architecture, and engineering. Community-based researchers access data from VIDEO. For CEDIR's purposes, VIDEO creates links to existing databases, Kanata College on-line resources, and creates repositories for explorations conducted with CEDIR partners. VIDEO serves either restricted-use or subscription systems for materials produced by IKHWE. The placement of VIDEO collections at Kanata College will be determined by the network.

## **6. Summary**

The CEDIR Project poses a frontier in the era of cross-cultural engagement that was identified in the Apology for Indian Residential Schools. The foundational principle of the collaboration between Indigenous people and the majority population that has at its centre stable change and recovery of Indigenous offenders. Based on the challenges issued by the Government of Canada in its Apology for Indian Residential Schools, and the opportunities created by the establishment of the TRC to conduct community-based research that would support long-term healing and reconciliation, CEDIR seeks ameliorations through critically reflective learning of a community's local knowledge. This proposal suggests that Kanata College receive financial support to become the initial facilitator to convene and mediate the personal and inter-institutional relationships to build a network of healers committed to the purposeful recovery of culture, heritage, and languages. This Project seeks to end the

transmission of intergenerational trauma that stands as an impediment to healing unresolved historical grief.

In order to proceed the principle initiator sees the need for a development project that identifies all aspects of CEDIR. The development project includes the research and production of a full scope of development, itemization of total costs, a strategic action plan, and communications plan. The recommendations include:

1. developing a substantive framework for cultural, heritage, and language recovery for direct and collateral victims in all provinces and territories;
2. assessing the scope of development based on a projected budget of \$350-million over seven years for Indigenous peoples living in 13 provinces and territories;
3. identifying each phase of the CEDIR's operation that begins with this research project.

The estimated cost for CEDIR's full development is \$350-million over seven years. The CEDIR development project sees completion of the development project over three years at the pilot Kanata College. Implementation of CEDIR begins in the Third Year of the Kanata College. Financing and funding for this phase of the project will be determined as part of the terms of reference for an itemization of project development costs.

## 7. References

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