



FARM MANAGEMENT CANADA  
GESTION AGRICOLE DU CANADA

# Indigenous Agriculture and Agri-Food: The Path Forward

Supporting the Business Management Needs  
of Indigenous Producers  
Final Report

*A research report commissioned by Farm Management  
Canada.*

*March 2021*

## Acknowledgements

### Land Acknowledgement

Farm Management Canada acknowledges that our head office is located on the traditional unceded and unsundered territory of the Algonquin Anishnaabeg People. The two closest Algonquin First Nation communities are the Kitigan Zibi and the Algonquins of Pikwakanigan. The Algonquin peoples have lived on this land since time immemorial. We are grateful to have the opportunity to be present in this territory and we hope this work is a small step to reconnecting Indigenous people to land that is rightfully theirs

Through this study and through future work, we acknowledge and aim to actively combat the colonial justice systems that disproportionately affect and harm Indigenous peoples.

To ensure the study was conducted in a culturally appropriate manner and in alignment with the Truth and Reconciliation Report's Call to Action Section 92 to support relationship building and serving longer-term interests, the Canadian Agricultural HR Council worked with existing and established connections as well as its Indigenous Advisory Committee to provide guidance and advice on the study methodology, consultation approach, stakeholder involvement, communication activities, and the analysis and reporting of findings.

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# Indigenous Agriculture and Agri-Food: The Path Forward: Supporting the Business Management Needs of Indigenous Producers 2021

## Executive Summary

Activities related to agricultural production have been a part of the history of Indigenous people long before the confederation of Canada. In recent years, Indigenous participation in agriculture, agri-food and food-related industries such as aquaculture, fisheries, and food processing has increased.

Although there are many similarities in business management needs amongst agricultural producers regardless of heritage, there are needs and wants that are specific and unique to operations that are owned by, managed by, or involve producers who identify as Indigenous. This report explores those needs across agricultural production, including aquaculture, Indigenous traditional and cultural harvesting, as well as those with on-farm processing and other related agriculture and agri-food activities.

The study aimed to clarify:

- for producers – the extent of agricultural experience, interest, and involvement of the Indigenous population, business management resources (information, training, tools) used, desired and required, and barriers or gaps in accessing needed resources
- for support services – resources that should be developed or enhanced to address these gaps, and the most effective methods for engagement and delivery

The study consisted of three phases:

- **Phase 1:** An environmental scan to review existing research and programs.
- **Phase 2:** Engagement with Indigenous agricultural producers through a national survey, focus groups, and interviews.
- **Phase 3:** An analysis of information gathered from Phases 1 and 2, and recommendations presented based on these findings.

The common findings identified in each phase of the study are:

- **A Sustainability Framework is the Key to Success** – a desire to achieve sustainability through economic development, community support and environmental stewardship and maintaining a balance between sustainability goals.
- **Tailored Business Management Training** – an interest and need for farm business management training that is tailored to Indigenous agriculture needs and specific to Indigenous operations.
- **Agriculture to Advance Food Security and Sovereignty** – increasing interest in agricultural production is linked to advancing food security and food sovereignty for the community.
- **Indigenous Traditional and Cultural Knowledge Included** – including Traditional and Cultural Knowledge as part of training, resource development and agricultural activities.
- **Elder Involvement** – involving Elders in the development and delivery of learning resources and community-based agricultural activities.

- **Multi-Medium Training Delivery** – using multiple methods to deliver training and skills development, including webinars, conferences, short-courses, on-the-job training and self-directed learning.
- **Ongoing Opportunities Identification** – ongoing information that highlights expanding and new opportunities for Indigenous producers in agriculture and agri-food nationally, regionally, and locally.
- **On-Reserve Land Ownership and Access to Capital** – on-reserve access to land ownership, financing and capital.
- **Infrastructure for Rural/Remote Areas** – access to Internet and support services in rural and remote areas – availability and affordability.
- **Sustained Support Services** – ensuring that efforts to support the growth of Indigenous agriculture provide a sustained approach to start-up and growth and support the longevity of the operation.
- **Sustained Relationships with Indigenous Communities** – Businesses and organizations in agriculture/agri-food must be committed to building lasting relationships with Indigenous communities.

The data compiled from Phases 1, 2, and 3 illustrates that there is increased interest in agriculture production by Indigenous communities, and especially those that reconnect Indigenous people with their traditional lands and resources, revive traditional practices, and advance food security and food sovereignty for the community.

Though common issues and barriers exist for Indigenous operators, there are Indigenous and non-Indigenous agencies that exist to address them, many of which have existing relationships with Indigenous organizations and operators.

Study findings confirm that there are many similarities in business management needs between Indigenous and non-Indigenous producers, however given the specific and unique needs of operations owned by, managed by or involving Indigenous producers, there is a need for customized farm business management training for Indigenous agriculture producers that is led and, as much as possible, delivered by Indigenous people.

There were a number of gaps and needs identified by this project. The next step is to use the results to move forward with specific actions to successfully support the launch, sustainability and growth of support activities identified by the Indigenous agricultural producers who participated in the study.

Study findings have led to five (5) recommended areas of support and fifteen (15) recommended actions for supporting the business management needs of Indigenous agricultural producers.

## **RECOMMENDATION 1: BUILD LASTING RELATIONSHIPS WITH INDIGENOUS COMMUNITIES**

- 1) **Build Lasting Relationships with Indigenous Communities** – The foremost activity is for agricultural business service providers to build meaningful relationships with Indigenous

communities. Any relationship or partnership with Indigenous people must be built on a foundation of respect and the intention of supporting a long-term partnership. Indigenous communities have repeated experience with agencies and experts who offer programs and services to ‘help’ and ‘save’ them. The initial relationship is essential to establish to offer any agricultural programs or services to First Nations and Indigenous people.

- 2) **Establish and Grow Industry Connections** – Work with Indigenous communities and stakeholders, as well as commodity associations, to share knowledge of agriculture approaches, activities, and growth. Through this research project, Farm Management Canada began to make preliminary connections with Indigenous agriculture stakeholders. It would be beneficial to invest in building these relationships further, to work together to identify opportunities to collaborate and establish partnerships.
- 3) **Establish Lasting Partnerships** – Collaborate with other agricultural stakeholders (commodity associations, government, and educational institutions) to engage Indigenous agricultural producers and ensure a streamlined approach to supporting the development and growth of Indigenous agriculture. This point goes hand in hand with industry connections. It may include a review of existing Farm Management Canada and other tools and resources that could be adapted to meet the needs of Indigenous producers. The industry should endeavour to better coordinate between federal, provincial, and territorial governments on Indigenous agriculture, providing policy and program continuity and aligning goals and resources to provide support where it is needed most.

## **RECOMMENDATION 2: INCREASE AWARENESS OF AND ACCESS TO INDIGENOUS AGRICULTURAL OPPORTUNITIES AND SUPPORT PROGRAMS**

- 1) **Increase Agricultural Awareness and Promotion** – Work with Indigenous communities and stakeholders to develop agriculture industry and opportunity awareness, specifically for Indigenous people. This could include children’s literature, farm tours, information on eating healthy and growing food, and information for new entrants on opportunities and how to get involved in primary production including feasibility assessments for production, marketing, and economic opportunities.
- 2) **Seek Indigenous Leadership Influence** – The Indigenous agricultural community is growing. Industry should endeavour to involve Indigenous people on organizational Boards and in other leadership positions to inform strategic priorities and direction.
- 3) **Increase Awareness of Indigenous Agriculture Support Programs** – There are many Indigenous support programs available, however knowledge of these programs is limited and not readily available through a single knowledge portal. The agricultural industry should endeavour to increase awareness of the programs available to support Indigenous agriculture such as the Aboriginal Entrepreneurship Program. Government and industry should identify Indigenous persons and organizations as eligible applicants.

### RECOMMENDATION 3: ENHANCE INDIGENOUS EDUCATIONAL OPPORTUNITIES

- 1) **Enhance Post-Secondary Indigenous Learning Opportunities** – The majority of Indigenous people involved in primary production did not pursue post-secondary education to learn about agriculture. Rather, they relied on acquiring knowledge through life experiences, workshops and information passed down by knowledge keepers. It is recommended that post-secondary institutions support programming that caters to Indigenous agriculture, attract Indigenous people and increase awareness of and access to agricultural learning pathways for Indigenous people.
- 2) **Develop Indigenous Agricultural Business Management Curricula** – In partnership with Indigenous producers, develop farm business management content that meets the specific needs of Indigenous producers, including culturally relevant content and delivery that involves Elders and supports food sovereignty and security. An example of a program could be an Indigenous Farm Business Management 101 course developed in partnership with Indigenous stakeholders and industry. It may include a review of existing Farm Management Canada tools and resources that could be adapted to meet the needs of Indigenous producers. Topics should include technical skills such as business planning, staffing, financial management, marketing / value add, and sustainable growth along with leadership, teamwork, communication, and interpersonal skills, problem-solving, work ethic, and flexibility / adaptability to change.
- 3) **Develop Indigenous Agricultural Production Curricula** – In partnership with Indigenous producers and industry stakeholders, develop production content that meets the specific needs of Indigenous producers, including culturally relevant content and delivery that involves Elders. Topics should include growing, harvesting and marketing native plant species and animal care (e.g., checking a cow for pregnancy).
- 4) **Deliver Multi-Medium Indigenous Agricultural Training** – In partnership with Indigenous producers and industry stakeholders, create accessible and affordable learning opportunities for self-directed and small group learning including online short courses and webinars, and in-person short courses, workshops and mentorship opportunities. Consider offering support services for in-person training including childcare, transportation, and mental health services. Consider offering certificate and micro-credential programming.

### RECOMMENDATION 4: EXPAND INDIGENOUS SUPPORT SERVICES

- 1) **Facilitate Greater Access to Agriculture Support Programs** – There are many agricultural support programs available, however not all programming is readily available to Indigenous populations. The agricultural industry should endeavour to increase access to the programs available to support Indigenous agriculture. Government and industry should readily identify Indigenous persons and organizations as eligible applicants and endeavour to simplify the application process including shorter processing times.
- 2) **Expand Indigenous Agriculture Support Programming** – While Canada has many Indigenous support programs available, there are variations across Canada and many other countries offer support to their Indigenous populations involved or interested in agriculture. It is recommended that program and support providers look further into British Columbia's Indigenous Agriculture

Development Program, Australia's Growing the Grower and Growing for Profit Indigenous programs, as well as the Orana Foundation and South America's Wangi Tangi program. Include programming to support rural infrastructure including access to affordable highspeed internet and on-reserve land ownership, financing and capital. Consider offering local agricultural extension services for Indigenous communities such as access to an Indigenous agrologist with first-hand knowledge of the area and agricultural capacity.

## **RECOMMENDATION 5: ENHANCE INDIGENOUS RESEARCH AND ANALYSIS**

- 1) **Evaluate Existing Indigenous Agriculture Support Programs** – While there are many Indigenous support programs available, knowledge of the use and success of these programs for agriculture is limited. Additional research could help further the understanding of how these programs are performing to identify opportunities for improvement.
- 2) **Further Identify Barriers** – Work with Indigenous communities and stakeholders to learn more about the barriers to entry and growth including prohibitive legislation and financing unique to Indigenous producers and how to be an ally working towards addressing these barriers, including access to capital and technology that is in line with non-Indigenous producers.
- 3) **Statistical Breakdown: “Other Crops” and “Other Animal”** – Statistics Canada's breakdown of Indigenous agricultural commodities is limited to beef cattle, grains and oilseeds, other crops, other livestock, dairy cattle and milk, and fruit and tree nut. It is recommended that Statistics Canada provide a further breakdown for 'other crops' and 'other livestock' to reflect the diverse nature of agricultural production and provide comparable data to non-Indigenous operations.

# Indigenous Agriculture and Agri-Food: The Path Forward

## Supporting the Business Management Needs of Indigenous Producers

2021

### 1 Introduction

Activities related to what is now commonly called agricultural production have been a part of the history of Indigenous people long before the confederation of Canada. Indigenous people have since time immemorial harvested and worked the lands and developed growing and cultivation practices based on their culture.<sup>1</sup> In recent years, Indigenous participation in agriculture, agri-foods and food-related industries like aquaculture, fisheries, and food processing has increased.<sup>2</sup> Expansion of agricultural activity within Indigenous populations has been driven by efforts to enhance food security, sovereignty, sustainability, and health, and also improve economic development and employment opportunities.

While there are common skills and practices relevant to any business, including those in the agriculture and agri-food sector, this study sought to better understand the relationship between the Indigenous population and agriculture and explore the unique business management needs and opportunities specific to operations that are owned by, managed by, or involve Indigenous producers. These unique needs may stem from access to land ownership, ownership structure of the operation, learning preferences and practices, cultural influence on management approach along with experience in and attitudes towards agriculture within the context, history, and traditions of Indigenous populations.

### 2 Study Approach

The aim of the study was to explore the farm business management support needs of Indigenous businesses involved in primary production, including aquaculture and Indigenous traditional / cultural harvesting, as well as those with on-farm processing and other related agriculture and agri-food activities. The study also sought to improve the understanding of those who offer (or aim to offer) programs and services to Indigenous agriculture producers by clarifying Indigenous operator-specific needs and opportunities.

The study aimed to clarify for:

- **Producers** – the extent of agricultural experience, interest, and involvement of the Indigenous population, business management resources (information, training, tools) used, desired, and required, and barriers or gaps in accessing needed resources; and
- **Support Services** – resources that should be developed or enhanced to address these gaps, and the most effective methods for engagement and delivery.

In order to achieve the aims and objectives, a three-phase approach was followed:

- Phase 1: Literature Review

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<sup>1</sup> Six Nations Our Sustenance – Three Sisters Garden, <http://oursustenance.ca/gardening-101/three-sisters-garden/>

<sup>2</sup> Nicholas Gautier and Julie White, “Aboriginal Peoples in Agriculture: A Portrait” *Canadian Agriculture at a Glance* (January, 2019): 8.

- Phase 2: Consultation
- Phase 3: Analysis and Recommendations

## **PHASE 1: REVIEW OF EXISTING LITERATURE**

The preliminary phase of the study focused on reviewing the existing body of literature about business management practices within the Indigenous population and communities in general, along with research on Indigenous participation within the agriculture industry and farm business management support needs.

An in-depth environmental scan was conducted to collect and review relevant research and background information, including:

- labour market information and Indigenous participation in the agriculture industry;
- Indigenous business management needs, priorities, tools and training in the agricultural sector, and specifically those related to farm business management; and
- Indigenous business management needs, priorities, tools and training in other sectors.

These activities were segmented into the following categories:

- a review of relevant grey literature and academic literature available in open-access journals;
- a review of Indigenous and non-Indigenous business management learning resources (e.g., tools and training); and
- a review of existing Indigenous and non-Indigenous business management support programs (e.g., government and financial institution initiatives).

89 research reports and background information resources were reviewed in this phase of the study. The literature referenced in this report is listed in Appendix A: Bibliography.

## **PHASE 2: CONSULTATION**

This stage of research was informed by the findings of Phase 1. It focused on gathering the needs, experiences, and perceptions of Indigenous producers through a national survey, focus groups, and interviews.

The Canadian Agricultural HR Council worked with existing and established connections as well as its Indigenous Advisory Committee to review the survey questionnaire and focus group and interview guides, as well as advise on participant recruitment methods.

CAHRC's Indigenous Advisory Committee, participants from CAHRC's previous Indigenous research projects, and industry stakeholders that provide services and/or tools for Indigenous agricultural producers were consulted to identify consultation participants and recruit participation from the Indigenous community.

Eligible producer participants were those 18 years of age and older and identify as Indigenous, including First Nation, Inuit, and Métis. People identifying as Indigenous who do not have status were also eligible to participate. Industry service providers did not have to identify as Indigenous but had to indicate that they work with an industry service provider, or as a researcher in academia or a consulting firm with a focus on Indigenous business and/or agriculture.

“Referral and chain sampling” were used throughout the consultation process, as participants were invited to inform people who they believed were eligible to participate by providing contact information to the lead researcher.

As will be discussed in greater detail later in this report, many Indigenous people residing in Canada live in rural and remote areas. This presented challenges for conducting research in the midst of a pandemic, which saw the intended in-person focus groups and interviews take place via Zoom or by telephone. This may have limited participation.

To protect the privacy of participants, the national survey was confidential. Focus groups and interviews were led exclusively by CAHRC researchers who have access to the raw focus group and interview data used to compile this report. The conversations from the focus groups and interviews were aggregated and themed by one researcher at CAHRC so as to not identify the responses of any specific participant.

The survey was promoted to Indigenous producers residing in Canada and participants were asked to signal their interest in participating in a follow-up focus group or interview. Focus groups and interviews included Indigenous producers and other stakeholders involved with Indigenous communities identified through Phase 1. The full survey, which can be reviewed in Appendix B, contained both closed and open-ended questions. The focus group and interview guides can be found in Appendix C and D, respectively. Focus groups were used to further understand and interpret survey findings and elicit discussion among members with a community of interest and unique circumstances. The intention was to see where focus groups participants differ as much as it is to learn what they have in common. In this case, the focus groups were considered similar by nature of industry and geography.<sup>3</sup>

The purpose of conducting interviews following the focus groups was to probe deeper into the issues raised during the focus groups.

The stakeholders invited to participate in focus groups and interviews included Indigenous and non-Indigenous agencies who provide services directly to Indigenous producers and First Nation communities, such as business management advisory and training consultants, financial institutions, federal / provincial / territorial government departments, and post-secondary educational institutions.

Inclusion criteria for the focus group consultation participants included region, the nature of their business, such as sector types, business size, and Indigenous ownership. Interviewees were also chosen based on their unique knowledge, such as the number of years spent in the industry, a topic of significance they raised during the focus groups, and level of industry involvement.

The online survey was open for participation from November 10, 2020, through to December 21, 2020. The survey was promoted to Indigenous agriculture producers through direct email invitations and shared through Indigenous agriculture networks. The survey was also shared through the Council for the Advancement of Native Development Officers (CANDO). The survey was viewed 385 times and started 139 times with a completion rate of 41%, resulting in 57 completed survey responses. On average, the survey took respondents 11 minutes to complete.

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<sup>3</sup> David W. Stewart, Prem N. Shamdasani, Dennis W. Rook, *Focus Groups: Theory and Practice, 2nd Edition* (Sage Publications 2007): 27.

Survey data was analyzed using descriptive methods, including counts and percentages.

Ultimately, four focus groups were held, with a total 23 participants. Interviews were conducted with 19 eligible participants from across Canada, including Indigenous agriculture producers and agri-food owners of private and First Nation-owned enterprises and Indigenous agencies that support Indigenous business, women, and development.

The geographic region of the participants for each research activity is listed in the table below (Exhibit 1). Geographic regions were chosen according to the number of Indigenous operators and the types of agricultural operation in each region and were also influenced by focus group participation in related, relevant research. All focus groups were held using the online meeting platform Zoom, and interviews were conducted either by telephone or Zoom. In total, the project attained 99 touchpoints.<sup>4</sup>

Due to the relatively small sample, the results from these consultations cannot be generalized beyond the respondents. However, as will be discussed in the environmental scan, this is an emerging area of investigation, and the results from this study add to the current research and can be built upon by Farm Management Canada as well as other organizations and individuals working to support Indigenous-led businesses, particularly Indigenous-led agricultural businesses.

**Exhibit 1: Research Touch Points – Surveys, Focus Groups, and Interview Participants by Region**

| Region   | Focus     |           |            | Total     |
|--|-----------|-----------|------------|-----------|
|  | Survey    | Groups    | Interviews |           |
| West – British Columbia, Alberta, Yukon, Northwest Territories                         | 21        | 9         | 8          | 38        |
| Prairies – Saskatchewan  | 10        | 5         | 3          | 18        |
| Central – Manitoba, Ontario, Quebec, Nunavut   | 20        | 5         | 6          | 31        |
| Atlantic – Prince Edward Island, Newfoundland and Labrador, Nova Scotia, New Brunswick | 6         | 4         | 2          | 12        |
| <b>TOTAL</b>   | <b>57</b> | <b>23</b> | <b>19</b>  | <b>99</b> |

### PHASE 3: ANALYSIS

The last phase of the research was the analysis of the data collected over the course of the grey literature review and the consultations. Survey data was analyzed for descriptive statistics. The results from this analysis cannot be generalized beyond the participants because of the small sample size, however the results are still useful for the exploratory nature of this project. The focus groups and interview consultations were assessed for common themes such as geographic opportunities, interests and barriers, agricultural and agri-food type, and business stage and size.

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<sup>4</sup> A **touchpoint** is any time a contact was made on one of the identified research activities (i.e., survey, focus groups, interviews) – these are individual interactions by which data was gathered, and they do not define previous contact in a different research activity. A person involved in two activities was counted as two touchpoints.

## 3 Environmental Scan Results

### 3.1 The Current State of Indigenous Farm Business Management

To delve into the crux of the research question, it is important to understand the Indigenous population in Canada. The Indigenous community is comprised of First Nations, Métis, and Inuit people. For this study, First Nations people includes both status and non-status people,<sup>5</sup> Indigenous is the term commonly used to encompass everyone identifying as each, however this research recognizes the distinct identities between and within each First Nation, Inuit, and Metis populations. This project includes non-status Indigenous-identifying people as well, however an important distinction to make is that they are not subject to the Indian Act. This is relevant because it has implications for band membership, land ownership, access to capital, and other factors that are relevant to business ownership. The term Aboriginal is often used by the Government of Canada, including in reports that have examined Indigenous people's roles in agriculture. Where this has been done, the word Aboriginal has been kept.

Indigenous peoples living in Canada may reside in rural, remote, urban, or isolated settings and are subject to the *Indian Act* legislation. There are programs designed to support Indigenous people of all backgrounds to start, expand, acquire, and operate all business types.

Although the Canadian farm population has been declining, the share of Indigenous people in the agricultural population has been growing. In 2016, Indigenous agricultural population, that is people self-identified as Indigenous working on or living on a farm, was 21.4% higher than 1996; comparatively, the total population of agricultural participants decreased by 39.3%.<sup>6</sup> The number of Indigenous agricultural operators, farms with at least one operator identifying as Indigenous, represented 5,160 (1.9%) of the 270,720 agricultural operators in Canada, representing an increase of 53.7% of Indigenous operators from 1996 to 2016.<sup>7</sup> Métis people represent over 76% (3,940) of the Indigenous farm population. These operators are primarily situated in Alberta and Saskatchewan, while the First Nation agricultural operators are mostly located in British Columbia (285), followed by Ontario (215) and Alberta (150) (see Exhibit 2).<sup>8</sup>

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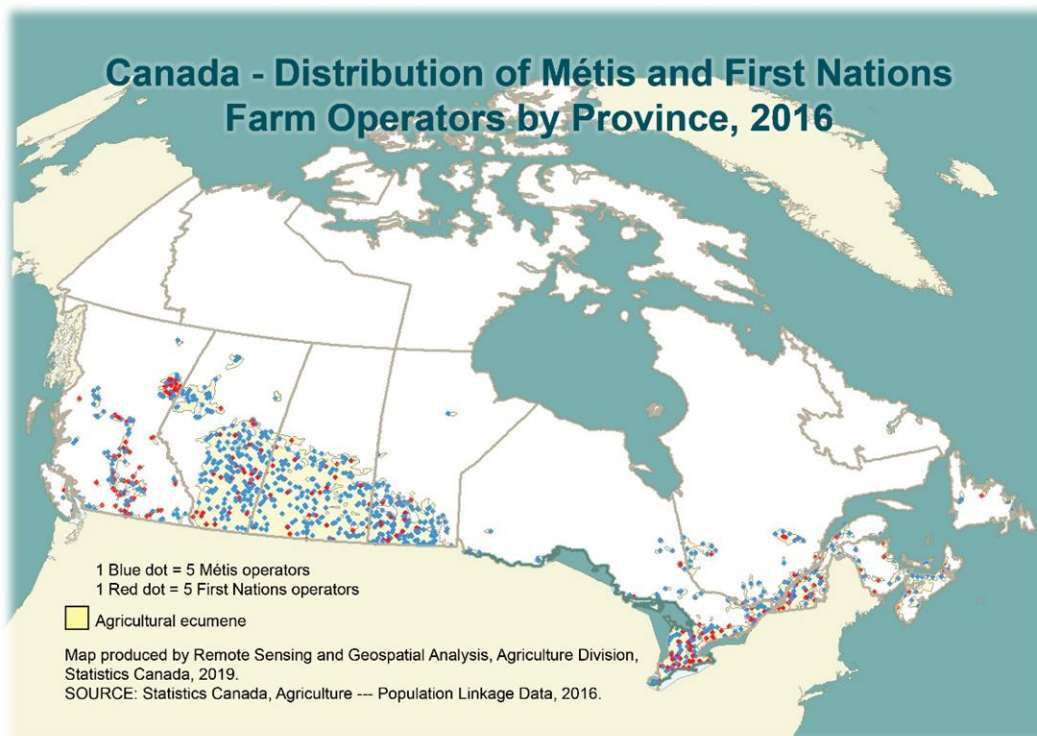
<sup>5</sup> A 'status' Indian is a person who is registered as an Indian under the *Indian Act* of Canada. A non-status Indian is a person of North American Native ancestry but does not satisfy the *Indian Act* definition of 'Indian.' Including Metis and Inuit

<sup>6</sup> Gautier, White, 2019:3

<sup>7</sup> Gautier, White, 2016:4

<sup>8</sup> Gautier, White, 2019:6

Exhibit 2: Canada - Distribution of Métis and First Nations Farm Operators by Province, 2016<sup>9</sup>



The fact that Indigenous agriculture activity is growing is also evident in survey findings from a recent Farm Credit Canada (FCC) survey in which 73% of respondents forecasted an increase in participation in the next five years.<sup>10</sup> The reasons for the increase of the Indigenous population in agriculture in 2016 is unknown, though previous research this may be attributed to a greater number of Indigenous people choosing agricultural careers, and a higher number of people self-identifying as Indigenous, or other factors, such as an increase in Indigenous economic and business programming.<sup>11</sup> It is unknown whether this increase in Indigenous participation will continue.

Statistics Canada identified nearly 15,000 Aboriginals in the agricultural population, of which Métis comprise 70%.<sup>12</sup> The Métis agricultural population is primarily located in Alberta, followed by Saskatchewan, Manitoba, British Columbia and Ontario, Quebec, and the Atlantic provinces. While Métis persons are the largest share of the Aboriginal agricultural population, it is challenging to identify them or connect with them through standard Métis or other Indigenous channels. Registration with a Métis organization is voluntary; therefore, Métis persons must voluntarily identify and participate in Métis and other Indigenous organization projects, surveys and initiatives. The same holds true for Indigenous persons who do not reside in a Band or Indigenous community, who do not have status and/or who do

<sup>9</sup> StatsCan, Table 1: Agricultural population and total population by Aboriginal identity, Canada, 2016. <https://www150.statcan.gc.ca/n1/pub/96-325-x/2019001/article/00001-eng.htm>

<sup>10</sup> StatsCan, 2016, p. 14.

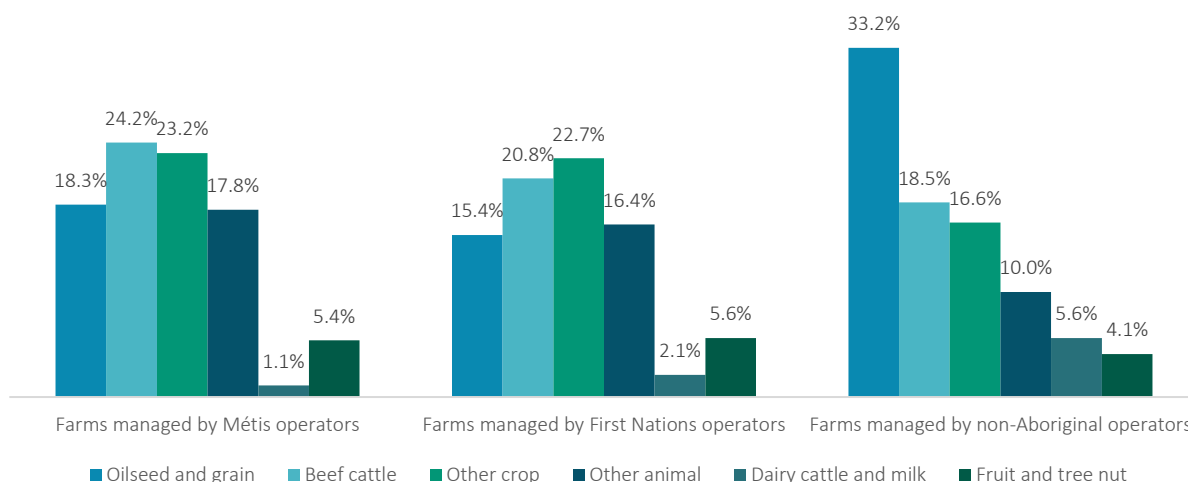
<sup>11</sup> Beverley O'Neil, *Growing Security: Summary of Indigenous Agriculture and Agri-foods Zoom Webinar Discussions May 19-22, 2020 Prepared for the Canadian Agricultural Human Resources Council (CAHRC)*, Ottawa, 2020 p. 3

<sup>12</sup> StatsCan, Table 1: Agricultural population and total population by Aboriginal identity, Canada, 2016. <https://www150.statcan.gc.ca/n1/pub/96-325-x/2019001/article/00001-eng.htm>

not connect with Bands, Tribal groups, or Indigenous agencies such as friendship centers or financial or business institutes.

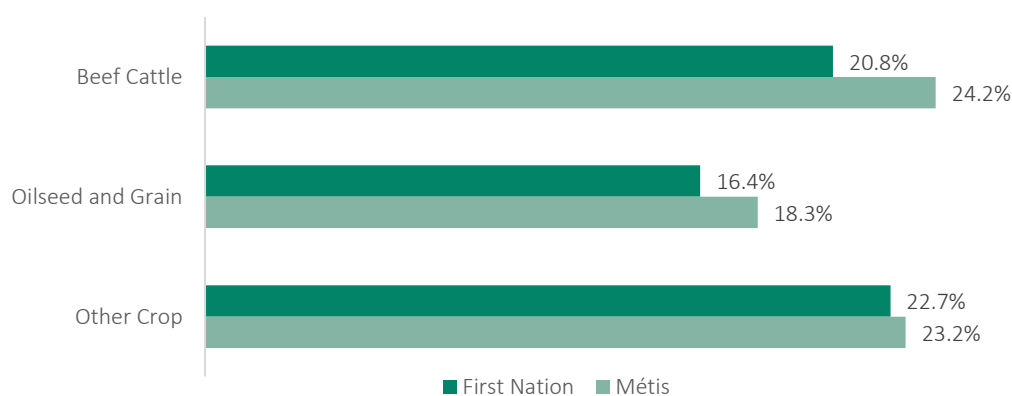
This same report identified the most common types of farms and commodities (see Exhibit 3).<sup>13</sup> Farm type is based on the major source of farm receipts. There is more parity between the First Nation and Métis types of farms compared to non-Aboriginal operators, who are more focused on oilseeds and grain.

**Exhibit 3: Selected Farm Types Classified by Farm Operator Identity, Canada, 2016<sup>14</sup>**



The top three farm types were the same between Métis operators and First Nations operators, with a slight variation in the order (Exhibit 4)

**Exhibit 4: Top Three Indigenous Farm Types<sup>15</sup>**



<sup>13</sup> StatsCan, Table 1: Agricultural population and total population by Aboriginal identity, Canada, (2016):7. <https://www150.statcan.gc.ca/n1/pub/96-325-x/2019001/article/00001-eng.htm>

<sup>14</sup> StatsCan, Table 1: Agricultural population and total population by Aboriginal identity, Canada, (2016):7. <https://www150.statcan.gc.ca/n1/pub/96-325-x/2019001/article/00001-eng.htm>

<sup>15</sup> StatsCan, Table 1: Agricultural population and total population by Aboriginal identity, Canada, (2016):7. <https://www150.statcan.gc.ca/n1/pub/96-325-x/2019001/article/00001-eng.htm>

The category “Other Crop” includes “establishments, not classified in any other group, that are primarily engaged in growing crops such as hay, sugar beets, ginseng, tobacco, herbs and spices, hemp, and hops. Combination crop farming and harvesting maple sap are also included in this category.” The category “Other Animal” includes “establishments, not classified to any other industry group, primarily engaged in raising animals, such as bees, horses and other equines, rabbits and other fur-bearing animals, llamas or deer.”<sup>16</sup>

A closer look shows that “women made up 36.8% of First Nations agricultural operators, compared with 28.6% of non-Aboriginal agricultural operators.”<sup>17</sup> The higher number of First Nations female agricultural operators may be explained because First Nations women are more likely to experience food insecurity than the general population.<sup>18</sup> The Native Women’s Association of Canada is currently conducting national research focused on how Indigenous women and gender-diverse people are supporting themselves and communities by living off the land and how this can flourish.

The same report shows that Indigenous agriculture operations were typically smaller and had less revenue than operations managed by non-Indigenous persons.<sup>19</sup> These differences are “partly explained by the concentration of First Nations agricultural operators in British Columbia, where it is more common to find small agricultural operations that focus on specialty crops, such as berries. It is notable, as well, that First Nations operators were more likely to be part-time farmers. In 2016, 60.8% of First Nations agricultural operators worked at an off-farm job or business.”<sup>20</sup> Comparatively, looking at all agricultural operators in Canada, “not only did the number of operators working more than 40 hours on the farm decrease, but the share of operators working off the farm decreased from 46.9% to 44.4%.”<sup>21</sup>

According to a study commissioned by CAHRC, the interests in agriculture production in Indigenous (First Nation) communities is being driven by the need for food security, food sovereignty, self-sufficiency through small business or Band economic development initiatives among numerous other goals identified by those who participated.<sup>22</sup>

Per the same report from CAHRC, Indigenous agricultural and agri-food operators are working in many sectors including cattle farms, field and crop production, gardens, greenhouses for vegetable and native plants, production and processing, aquaculture and fish farming, apiary, and many are doing so by practicing traditional harvesting and production.<sup>23</sup> Specific production includes field fruit and vegetables, forage / hay production, crops, grains and oilseeds, and Indigenous cultural foods. Many of these sectors contribute to, or overlap with, other industries such as forestry through the harvesting of non-timber

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<sup>16</sup> Gauthier and White, “Aboriginal peoples and agriculture in 2016: A portrait,” p. 6, p. 9.

<sup>17</sup> Gauthier and White, “Aboriginal peoples and agriculture in 2016: A portrait,” p. 8.

<sup>18</sup> <https://www150.statcan.gc.ca/n1/pub/89-503-x/2015001/article/14313-eng.htm>

<sup>19</sup> Gauthier, White 2016 p. 8

<sup>20</sup> Gauthier and White, “Aboriginal peoples and agriculture in 2016: A portrait,” p. 8.

<sup>21</sup> Statistics Canada, “A portrait of a 21st century agricultural operation,” May 17, 2017, p. 6.

<sup>22</sup> O’Neil, *Growing Security* 2020 p. 5.

<sup>23</sup> O’Neil, *Growing Security* 2020 p. 7.

forest products<sup>24</sup> or agri-tourism like the Alberta Métis Crossing attraction,<sup>25</sup> which has a farm and restaurant.

Because there is limited research pertaining to Indigenous farm business management, the environmental scan also included a review of existing research reports related to Indigenous agriculture, Indigenous farm management and Indigenous business training. The examination of existing research focused on Canada, however there is work being done in other nation-states with Indigenous populations that have had a similar history to those living in Canada, which has been included in the Environmental Scan results.

## 3.2 Issues Affecting Indigenous Agricultural Development

### 3.2.1 Business management training

- There is desire to amongst Indigenous producers to build their farm business management skills. These skills include operations planning, finance, accounting (i.e., invoicing and billing), human resources management (sourcing and retaining skilled labour), and packaging and marketing (i.e., how to package and market Indigenous agriculture outputs / products for public markets)<sup>26</sup>. It also includes training more specific to strategizing and business planning.
- Training needs to be tailored to the type and size of the operation. Operations focused on initiatives such as community gardens and small farmers' markets require more basic business management such as marketing and packaging knowledge. Larger operations with employees and significant revenues require more in-depth business management knowledge including strategic planning.<sup>27</sup>
- Critical areas for training and general education or investment include youth, financial literacy, farm management, and agriculture knowledge.<sup>28</sup>
- Traditional and cultural knowledge must be included in all education and training.<sup>29</sup>
- Employers require employees who have soft skills, such as leadership, teamwork, communications and interpersonal skills, problem-solving, work ethic, and flexibility / adaptability to change. Indigenous employment organizations often refer to these as Essential Skills.<sup>30</sup>
- There are challenges with training delivery due to the often remote and isolated location of Indigenous communities. These challenges include limited access to internet and high-speed connectivity, lack of computer equipment, and lack of income to pay for internet access.<sup>31</sup>

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<sup>24</sup> Nancy J. Turner (2001) "'Doing It Right': Issues and practices of sustainable harvesting of non-timber forest products relating to First People's in British Columbia" *BC Journal of Ecosystems and Management*. 1(1)

<sup>25</sup> Alberta Metis Crossing <https://metisecrossing.com/>

<sup>26</sup> O'Neil, *Growing Security*. 2020 p. 8

<sup>27</sup> O'Neil, *Growing Security*. 2020 p. 10

<sup>28</sup> Stone-Olafson, *Understanding Indigenous Agriculture – Report on Outcomes*, January 2021, p. 5.

<sup>29</sup> O'Neil, *Growing Security*, 2020. p. 32.

<sup>30</sup> O'Neil, *Growing Security*, 2020, p. 16.

<sup>31</sup> O'Neil, *Growing Security*, 2020 p. 6

### 3.2.2 Cultural connection to agriculture production

- Indigenous agriculture production and management often focus on land use and applies traditional and cultural knowledge to the harvesting and production approaches. Through Indigenous cultural revival, there is increased interest in traditional foods harvesting and production including domestication of traditional crops, and freshwater aquaculture.<sup>32</sup>
- Many Indigenous individuals were introduced to farming while attending Indian Residential Schools; subsequently, their children became farmers.<sup>33</sup>
- In addition to a desire to get involved with agriculture to contribute to food security and food sovereignty<sup>34</sup>, there is an increased interest by Indigenous producers in producing in medicinal crops, cannabis, and greenhouse crops.<sup>35</sup>
- The cultural content and principles that are deemed essential to successful Indigenous educational programs must be delivered by Indigenous experts, such as cultural or bush knowledge keepers. They can be instructors, guest speakers or on-site liaisons. Some secondary and post-secondary schools have on-site Elders.<sup>36</sup>

### 3.2.3 Access to capital and lending rates

- The *Indian Act, Section 89* outlines restrictions on seizure of property on a reserve, which impairs the use of on-reserve assets as collateral to access capital, while land title and property transfer limitations can restrict access to property on which to develop a business. *Section 87* exempts the taxation of personal property on a reserve, which both complicates the structuring of businesses located on-reserve and taxation benefits.<sup>37</sup>
- Many Indigenous entrepreneurs work with Aboriginal Financial Institutions (AFIs) to access operating loans and financing. AFIs were created in 1985 to provide repayable, interest-bearing loans to Indigenous small- and medium-sized enterprises (SMEs) that were unable to secure loans from highly regulated conventional lenders due to risk tolerance levels and barriers to lending on-reserve.<sup>38</sup> They also provide financial advisory services, and many administer other grant and loan funds.
- There are 59 AFIs across Canada that form the National Aboriginal Capital Corporation Association (NACCA). The organization provides national leadership for Indigenous economic development. In response to COVID-19, NACCA with other national Indigenous organizations secured stimulus funding for Indigenous businesses across Canada<sup>39</sup>.
- There are AFIs that offer agriculture-specific services and financing. For example:

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<sup>32</sup> University of Alberta “Worldview” *Indigenous Canada: Looking Forward/Looking Back*. p.12

<sup>33</sup> University of Alberta “Killing the Indian in the Child” *Indigenous Canada: Looking Forward/Looking Back* p. 12

<sup>34</sup> Annette Aurelie Desmarais and Hannah Wittman (2014) “Farmers, Foodies and First Nations: getting to food sovereignty in Canada” *Journal of Peasant Studies*. 41;6: 1153-1173

<sup>35</sup> O’Neil, *Growing Security* p. 7

<sup>36</sup> O’Neil, *Growing Security*, p. 8.

<sup>37</sup> Helen Bobiwash, Summary Report on Indigenous Women Entrepreneurship in Canada, July 2020, p. 7.

<sup>38</sup> NACCA, <https://nacca.ca/about/history/>

<sup>39</sup> NACCA, <https://nacca.ca/>

- Saskatchewan Indian Equity Foundation Inc. focuses on commercial and agriculture lending and consulting services<sup>40</sup>.
- The Indian Agricultural Program Ontario (IAPO) provides financing, advisory services, training, and workshops specifically for First Nations agriculture businesses in Ontario, including the Beginning Farmer Program and First Nations 4-H<sup>41</sup>.
- Ulnooweg's Fisheries Business Development Team (BDT) was established under the Atlantic Integrated Commercial Fisheries Initiative (AICFI), through a partnership arrangement between Ulnooweg and the Atlantic Policy Congress of First Nations Chiefs. The BDT also assists communities with business development support through the Northern Integrated Commercial Fisheries Initiative (NICFI) and the Indigenous Marine Servicing Initiative (IMSI).<sup>42</sup>
- Section 89 of the *Indian Act* has been a barrier for Indigenous entrepreneurs to obtain financing from mainstream financial institutions because it prohibits "with three exceptions, the "charge, pledge, mortgage, attachment, levy, seizure, distress or execution" of the personal property of a First Nations person on a reserve"<sup>43</sup>.

### 3.2.4 Land ownership

- The land ownership structure for Indigenous people living on reserve is different from conventional land ownership. Land is either Band-owned (communal), held by Certificate of Possession Holders (or Locatees) or leased. Per the *Indian Act*, reserve lands can only be 'owned' by members of that Band; any other developer is a renter or has a lease<sup>44</sup>. This has a significant impact on the way an agricultural operation can be developed and managed. Also, it cannot be used as security and individuals must have Band Council approval for lenders to be able to register an on-reserve asset as security<sup>45</sup>.
- In the territories – Yukon, Northwest Territories and Nunavut – the Indigenous residential communities are referred to as village settlements. These lands are not subject to the same restrictions as reserve lands as prescribed by the *Indian Act*. Borrowing for developments on reserve do not encounter the same barriers as on-reserve businesses.<sup>46</sup>
- Differing from status-holding First Nations people, Métis operators are primarily operating on fee-simple land, which is owned by the Metis Settlement General Council.<sup>47</sup> This means the Council has "full ownership of the land with certain limited rights of the Crown"<sup>48</sup>.

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<sup>40</sup> <http://www.sief.sk.ca/>

<sup>41</sup> <http://indianag.on.ca/>

<sup>42</sup> <https://www.ulnooweg.ca/fisheries/>

<sup>43</sup> Alain Bartleman and James C. Hopkins "Opinion Section 89 and the challenges of on-reserve business financing" *Anishinabek News.ca* November 20, 2020 <https://anishinabeknews.ca/2020/11/20/opinion-section-89-and-the-challenges-of-on-reserve-business-financing/>

<sup>44</sup> Government of Canada, Indian Act (1985) <https://laws-lois.justice.gc.ca/eng/acts/i-5/section-89.html>

<sup>45</sup> Fernando Aragon and Anke Kessler, January 2018 "Property Rights on First Nations Reserve Land" Simon Fraser University [http://www.sfu.ca/~faragons/index/Research\\_files/lawful.pdf](http://www.sfu.ca/~faragons/index/Research_files/lawful.pdf)

<sup>46</sup> Canada's Relationship with Inuit: A History of Policy and Program Development. <https://www.aadnc-aandc.gc.ca/eng/1100100016900/1100100016908>

<sup>47</sup> Metis Settlement of Alberta. <https://msgc.ca/>

<sup>48</sup> Government of Alberta "Metis Settlement Land Interests" <https://www.alberta.ca/metis-settlement-land-interests.aspx>

### 3.3 Indigenous Agriculture Support Programs and Organizations

Part of fulfilling the aims of the study required compiling existing Indigenous programs and organizations that support agricultural businesses or support businesses that can be used by people in the agriculture sector. The purpose of this is to understand what programming is already available, to learn from the program delivery methods, and to identify potential gaps in program delivery. Examples of available programming are summarized here.

#### 3.3.1 Canada

The **Indigenous Agriculture and Food Systems Initiative** is funded by Agriculture and Agri-food Canada. The objective is to increase economic development opportunities for Indigenous peoples and communities in Canada. This initiative supports Indigenous communities and entrepreneurs who are ready to launch agriculture and food systems projects and others who want to build their capacity to participate in the Canadian agriculture and agri-food sector.<sup>49</sup>

Agriculture and Agri-food Canada also offer the **Indigenous Pathfinders Service** that provides advice and referrals, help with navigating information, and guidance for available support and other business opportunities. An advisor provides appropriate advice based on projects and plans shared by the participant<sup>50</sup>.

**Indigenous Business Development** is a portal containing programs that support Indigenous entrepreneurs and business owners in Canada compiled by Indigenous Services Canada.<sup>51</sup>

The **Indigenous Student Empowerment Fund**, provided by Farm Credit Canada (FCC), offers Indigenous students attending one of four Saskatchewan post-secondary institutions with up to \$1,000 for basic needs (rent, groceries, utilities, damage deposit or laptop) at any time during the semester.<sup>52</sup>

The **FCC AgriSpirit Fund** provides between \$5,000 to \$25,000 to qualifying projects in a city or town of fewer than 150,000 people or an Indigenous community. Eligible projects include refrigeration and equipment to support food waste reduction and recovery, and renovations or upgrades that reduce a building's energy footprint.<sup>53</sup>

The **Aboriginal Aquaculture Association** is a sectoral organization designed to assist, support and facilitate meaningful participation of First Nations and Aboriginal entrepreneurs in sustainable aquaculture development. Primary functions of the Association include providing business and technical support with

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<sup>49</sup> <https://www.agr.gc.ca/eng/agricultural-programs-and-services/Indigenous-agriculture-and-food-systems-initiative/?id=1542835055742>

<sup>50</sup> <https://www.agr.gc.ca/eng/agricultural-programs-and-services/Indigenous-pathfinder-service/?id=1525208767407>

<sup>51</sup> <https://www.isc-sac.gc.ca/eng/1100100032796/1610546385227>

<sup>52</sup> <https://www.fcc-fac.ca/en/community/giving-back/Indigenous-student-empowerment-fund.html>

<sup>53</sup> <https://www.fcc-fac.ca/en/community/giving-back/agrispirit-fund.html>

planning, development and implementation of economic development opportunities in the aquaculture sector to First Nations and Aboriginal entrepreneurs.<sup>54</sup>

The **National Indigenous Agriculture Association Ltd.** is a national on-reserve organization federally incorporated in 2013. It is an Indigenous producer-based organization designed to address and fill the gaps between the needs of Indigenous producers / individuals and the federal / provincial programs. It takes a lead in sourcing opportunities to partner with private industry and assist with networking and information sharing amongst Indigenous groups and individuals across Canada who are involved in agriculture. The organization does not currently offer funding, but the founders continue to support the organization's original objective.

The **BC Indigenous Agriculture Development Program** supports Indigenous people's success in the food and agriculture sector. Two streams are offered: community / organizations and entrepreneurs. The community / organizations stream offers support for feasibility analysis (up to \$5,000), financial and business planning (up to \$10,000), and skills development for agriculture and food production and processing activities, including funds for community food security (up to \$10,000) and community engagement activities (up to \$2,000). The entrepreneur stream provides business plan coaching and development (up to \$3,000) and specialized business planning and management (up to \$5,000).<sup>55</sup>

There is also the **First Nations Agriculture Association (FNAA)** in British Columbia. The FNAA believes that agriculture is the cornerstone to economic development, supporting First Nations agri-business start-ups and sustainability efforts. It is the longest-standing Indigenous agriculture organization in Canada providing advisory support, delivering agricultural training, supporting industry research, and offering business lending. Its federal operating funds were cut when the Government of Canada terminated all federal Indigenous sectoral organization funds; FNAA is presently reviving its operations.<sup>56</sup>

The **Manitoba Métis Federation** has a department dedicated to promoting Métis participation in agriculture, and the data needed to advocate and lobby governments and agencies for Métis-specific programs and supports. This organization has initiatives that concentrate on bison ranching, community gardens, and data collection.<sup>57</sup>

The **Indian Agricultural Program of Ontario (IAPO)** offers financing, advisory services, training and workshops to First Nations agricultural operations. This includes the Beginning Farmer program that provides start-up financing, training, mentoring and advisory services. They also run a First Nations 4-H initiative.<sup>58</sup>

The **New Brunswick Indigenous Agriculture Development Program** is delivered in partnership with the provincial government and Agriculture and Agri-food Canada's Canadian Agricultural Partnership program to support First Nations interested in participating in the agriculture and agri-food industry. This includes

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<sup>54</sup> [www.aboriginalaquaculture.com](http://www.aboriginalaquaculture.com)

<sup>55</sup> <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/programs/Indigenous-agriculture-development-program>

<sup>56</sup> <http://fnbc.info/org/first-nations-agriculture-association>

<sup>57</sup> Manitoba Métis Federation programs [http://www.mmf.mb.ca/departments\\_portfolios\\_and\\_affiliates\\_details.php?id=14](http://www.mmf.mb.ca/departments_portfolios_and_affiliates_details.php?id=14)

<sup>58</sup> <http://indianag.on.ca/>

providing support for developing viable business plans and managing finances and production costs. Funding is also available for Indigenous organizations that wish to assess their competitiveness and for any training required for their farming operations.<sup>59</sup>

#### *3.3.1.1 Post-Secondary Agriculture and Agri-food, and Business Programs*

There are many community college / university programs that provide Indigenous populations with general business management training opportunities:

**McGill University - Certificate in Aboriginal Business Management**

**University of Lethbridge - Indigenous Governance & Business Management Program**

**University of Saskatchewan - Aboriginal Agriculture and Land Management Program**

The **University of British Columbia**, **Simon Fraser University** and **Royal Roads University** also offer specialized Indigenous degree and masters business programs.

Indigenous-owned post-secondary schools include the **Saskatchewan Indian Institute of Technology**, **First Nations University**, and **Nicola Valley Institute of Technology** offering business administration training.

The **Native Education College** offers a business start-up program. The **Aboriginal Financial Officers Association of Canada**<sup>60</sup> (AFOA Canada) offers workshops that are now delivered live online on financial management, governance, and leadership; regional AFOA organizations also develop and deliver training.

#### *3.3.1.2 International*

The following section highlights examples of Indigenous agriculture initiatives from around the world. By examining programs that support Indigenous agriculture in other countries, service providers and organizations that are currently serving Indigenous producers in Canada can use this collection to enhance current programs and support services.

##### United States of America

The **Intertribal Agriculture Tribunal** was founded in 1987 with the mandate to “pursue and promote the conservation, development and use of our agricultural resources for the betterment of our people.”<sup>61</sup> The organization provides learning to members through YouTube recordings and an e-learning platform that offers workshops, networking opportunities and links to additional resources. They focus on technical assistance, managing natural resources, American Indian Food and American Indian Trademark, as well as marketing. Also, a youth mentorship program is offered.

The **Native American Agriculture Fund** (NAAF) was created from trust funds provided through a settlement. Through 2038, it funds grant projects to address the needs of Native farmers, ranchers, fishers and food champions and the important work of rebuilding Native food systems. There are eight

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<sup>59</sup> <https://www2.gnb.ca/content/dam/gnb/Departments/10/pdf/Agriculture/AgriculturePrograms-ProgrammeAgriculture/NB-Indigenous-Agriculture-Development-Program.pdf>

<sup>60</sup> <https://afoa.ca/>

<sup>61</sup> <https://www.indianag.org/>

distinct areas of funding, which includes topics such as traditional foods / food sovereignty, advocacy, youth programming and agricultural extension.<sup>62</sup>

**Native Seeds / Search** is a non-profit seed conservation organization in Tucson, Arizona, set up to conserve and promote the arid-adapted crop diversity of the Southwest in support of sustainable farming and food security. Grants are available to organizations working on educational, food security, or community development projects. The organization also markets food products.<sup>63</sup>

## Australia

The **Australian Native Foods and Botanicals (AANFB)** reports a need for the industry to upskill for wild harvesters, growers, producers, including Growing the Grower. AANFB is the national body which represents all interests in the rapidly growing Australian native food and botanical sector. It develops market access, market studies, and the **Growing the Grower** farm cooperative, building a network of growers that includes a series of ten workshops.<sup>64</sup>

The **Indigenous Land and Sea Corporation** is an Australian agribusiness. Their agribusiness portfolio consists of agribusinesses operated on Indigenous-held land either currently held by the ILSC or leased from Indigenous landowners, where Aboriginal and Torres Strait Islander corporations have sought the ILSC's assistance with enterprise development.<sup>65</sup>

The **Orana Foundation** features Australia Indigenous Foods; its intent is to protect and preserve traditional knowledge (TK) in foods.<sup>66</sup>

**RCS Australia** training programs include the Indigenous GrazingforProfit™ School, professional advice, and tailored professional development and support programs.<sup>67</sup>

## New Zealand

The **Ministry for Primary Industries (MPI) Māori Agribusiness Programme - Māori agribusiness** focus includes land, agriculture, horticulture, forestry, and seafood and covers the whole value chain from production through processing to export. The goal of the program is to increase the productivity of land. Land is held by many individuals; the idea is to bring owners together to do collective land use planning for agricultural purposes. The Ministry conducted research in 2011 which identified “a need for upskilling across the range of roles in Māori agribusiness. There needs to be greater investment by Māori organizations in the continual upskilling of their governors and their staff, from farm managers to junior shepherds.”<sup>68</sup>

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<sup>62</sup> <https://nativeamericanagriculturefund.org/2020-youth-rfa/#1559601707596-2d655b67-5865>

<sup>63</sup> <https://www.nativeseeds.org/pages/community-seed-grants>

<sup>64</sup> <https://anfab.org.au/>

<sup>65</sup> <https://www.ilsc.gov.au/>

<sup>66</sup> <https://theoranafoundation.org/>

<sup>67</sup> <https://www.rcsaustralia.com.au/>

<sup>68</sup> <https://www.waikatoregion.govt.nz/assets/WRC/Council/Policy-and-Plans/HR/S32/D/Ministry-of-Agriculture-and-Forestry-2011.-Maori-agribusiness-in-New-Zealand-A-study-of-the-Maori-freehold-land-resource.-Ministry-of-Agriculture-and-Forestry.-Wellington-New-Zealand.pdf>

The **Tāhuri Whenua – National Māori Vegetable Growers Collective** represents Māori interests in the horticulture sector. Their website features information for growers, books, projects, and contacts for regional activity.<sup>69</sup>

Programming at **Massey University – School of Agriculture and Environment** focuses on sustainable land base management – Maori cultural values and ethics. Massey University “works in collaboration with iwi on research under the umbrella of ‘Mātauranga Māori’. This can be defined as ‘the knowledge, comprehension, or understanding of everything visible and invisible existing in the universe’ and is often used synonymously with wisdom. In the contemporary world, the definition is usually extended to include present-day, historic, local, and traditional knowledge, systems of knowledge transfer and storage and goals, aspirations, and issues from an Indigenous perspective.”<sup>70</sup> Areas of research include Māori agribusiness as well as ethnopedology (specific expertise in soil genesis and management in relation to Indigenous people’s cultures and traditions) and Māori vegetable / crop systems.

### South America

The **Food and Agriculture Organization (FAO)** of the United Nations, with the New Zealand Air Programme, implemented the FORSANDINO (Strengthening of High-Andean Indigenous Organizations and Recovery of their Traditional Products) in Huancavelica, Peru, and Chimborazo in Ecuador. From 2007-2011, the project helped improve food security and health among families in Indigenous communities by strengthening their development and management through local planning or resource management and the development of business and marketing skills.<sup>71</sup>

The **Wangi Tangi** in Nicaragua’s Caribbean Coast supports women of Indigenous Miskita communities by providing native plants to grow for food, medicine, and reforestation. “The organization provides communal and legal support for women, many of whom do not speak Spanish. The organization’s overall mission is to promote political participation and gender equality through sustainable development projects such as Indigenous plant rematriation.”<sup>72,73</sup>

## **3.4 Canadian Indigenous Business Management Initiatives**

The following section highlights Canadian Indigenous business and economic development initiatives that provide funding, tools, training, and support. These are not specific to agriculture but are examples of what is available for business development in general.

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<sup>69</sup> <http://www.tahuriwhenua.org.nz/>

<sup>70</sup> Maori Horticulture and Agriculture [https://www.massey.ac.nz/massey/explore/research/maori-aghort/maori-aghort\\_home.cfm](https://www.massey.ac.nz/massey/explore/research/maori-aghort/maori-aghort_home.cfm)

<sup>71</sup> United Nations Food and Agriculture Organization “FAO helps strengthen Indigenous organizations in the high Andes and of Ecuador and Peru” <http://www.fao.org/in-action/fao-helps-strengthen-Indigenous-organizations-and-preserve-ancestral-traditions-in-the-high-andes-of-ecuador-and-peru/en>

<sup>72</sup> Rematriation is the restoration of the feminine seeds back into the communities of origin. The Indigenous concept of *Rematriation* refers to reclaiming of ancestral remains, spirituality, culture, knowledge, and resources, instead of the more Patriarchally associated Repatriation. <https://sierraseeds.org/seed-rematriation/>

<sup>73</sup> <https://www.wangkitangni.org>

**Indigenous Services Canada** has economic development initiatives available, including the **Aboriginal Entrepreneurship Program: Access to Business Opportunities**.<sup>74</sup> This program provides federal funding supporting Indigenous entrepreneurship, funds managed by NACCA and distributed through the Aboriginal Financial Institutes (AFIs) throughout Canada. The Aboriginal Entrepreneurship Program (AEP) seeks to increase the number of viable businesses in Canada owned and controlled by Aboriginal Canadians, provide a supportive business environment for Aboriginal Canadians, advocate, and inform employers about the hiring of Indigenous people. AEP has two components: 1) Access to Capital for businesses, which provides non-repayable funding to establish, expand and diversify the network of Aboriginal-owned and controlled businesses; and 2) Access to Business Opportunities, which provides funding to cultivate a culture of entrepreneurship, improve access to opportunities, and enhance the capacity of Indigenous business development organizations (i.e., an agriculture or aquaculture entity).

The same federal department also has the **Lands and Economic Development Services Program (LEDSP)** that provides support to First Nation and Inuit Communities to assist with enhancing the economic development, land, and environmental capacity of communities and to support the establishment of the conditions for economic development to occur, increasing their participation in the economy.<sup>75</sup>

The **Canadian Council of Aboriginal Business (CCAB)** provides general business tools, training, network building, business awards and national events. CCAB released a report in 2018 focused on understanding Indigenous agriculture businesses. The report listed access to financing and business knowledge in the five major challenges and recommended a need for business training, networking, and mentoring.<sup>76</sup>

The **Council for the Advancement of Native Development Officers (CANDO)** is a national Indigenous organization involved in community economic development. It set the standards for Indigenous Economic Development Officers who work to strengthen Indigenous communities through capacity building by providing programs and services to Economic Development Officers (EDOs). CANDO has been instrumental in facilitating partnerships with EDOs, academics, Aboriginal leaders, and senior corporate and government representatives. The Links to Learning annual technical training forum (offered in BC, Alberta, Saskatchewan, and Manitoba) provides a range of learning opportunities for First Nations Economic Development Officers and Lands Management Officers.<sup>77</sup>

The Alberta **Aboriginal Business Investment Fund (ABIF)** provides eligible Indigenous community-owned businesses with up to \$500,000 in funding for ventures that demonstrate social and economic benefits for their communities.<sup>78</sup>

**#BeTheDrum** is an Entrepreneurial Outreach and Navigation Program of the **Native Women's Association of Canada (NWAC)**. It is designed to build the skills of Indigenous women entering the sphere of business,

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<sup>74</sup> <https://www.isc-sac.gc.ca/eng/1582037564226/1610797399865>

<sup>75</sup> <https://www.sac-isc.gc.ca/eng/1100100033423/1591891942557>

<sup>76</sup> CCAB, Success and Sustainability – Understanding Aboriginal Businesses in Agriculture, 2018, p. 5.

<sup>77</sup> <http://www.edo.ca/>

<sup>78</sup> <https://www.alberta.ca/aboriginal-business-investment-fund.aspx>

management, and entrepreneurship. It provides one-to-one support, peer support circles, workshops and networking events, and live Question & Answer sessions.<sup>79</sup>

The **Indigenous Economic Development Fund** from the Government of Ontario provides grants and financing to Indigenous entrepreneurs, businesses, communities, and organizations. The fund helps promote economic development and improve opportunities for Indigenous people. There is also a new fund being offered called the **Relationship Fund**, which supports First Nations, Métis communities, and Indigenous organizations in their efforts to build consultation and engagement capacity and expertise, create jobs, develop business partnerships, and improve economic opportunities.<sup>80</sup>

The **Indigenous Skills and Employment Training program (ISET)**, delivered by Indigenous-owned agencies throughout Canada and funded by Employment and Social Development Canada (ESDC), provides funding for Indigenous service-delivery organizations owned by Indigenous societies that plan to design and deliver job training supports to First Nations, Inuit, Métis and urban / non-affiliated Indigenous people in their communities. The training is specific to the needs in the community and to priorities identified by the First Nations or board. ISETs also design programs, which may be provided in partnership with public post-secondary and trades institutes, to provide job search skills and placement, and employer supports, including funding. These Indigenous service delivery organizations are located throughout Canada.<sup>81</sup>

### 3.5 Farm Business Management Skills Development Programs and Organizations in Canada

In addition to examining the Indigenous business development programming available in Canada, it is important to examine the farm business management support programs and services available and identify potential gaps in program delivery for Indigenous producers. Although these programs are not targeted to Indigenous farmers specifically, they are available to any agricultural producer operating in Canada.

The **Growing Your Farm Profits**<sup>82</sup> farm business self-assessment tool (also known as Gaining Ground in Manitoba, Planning for Business Success in PEI, and Taking Stock in Saskatchewan, Alberta and British Columbia) designed by the Provincial/Territorial Ministries of Agriculture to help farmers review their farm business practices, prioritize their business goals, and create an action plan. There is a free online version and free 2-day workshops in Ontario.

**Farm Management Canada**<sup>83</sup> is the only national non-profit organization dedicated to the development and delivery of farm business management resources, tools and information offering webinars, the annual **Agricultural Excellence Conference**, **National Farm Leadership Program**, industry **Workshops** and **Training Sessions** on various management topics including financial literacy, business planning, transition planning and mental health, and the **National Farm Business Management Resource Centre**, which includes countless skills development tools including **AgriShield**: a Comprehensive Risk Assessment and Planning Platform, **Making a Case for Growing New Crops**, **Selling Beyond the Farm Gate**, **Building an**

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<sup>79</sup> <https://www.nwac.ca/bethedrum/>

<sup>80</sup> <https://www.ontario.ca/page/funding-Indigenous-economic-development>

<sup>81</sup> <https://www.canada.ca/en/employment-social-development/programs/Indigenous-skills-employment-training.html>

<sup>82</sup> <https://fmc-gac.com/gyp-online/>

<sup>83</sup> <https://fmc-gac.com/>

**Effective Farm Management System Guidebook, Farm Transition Guide, and Farm Financial Standards.** Farm Management Canada also conducts research to explore the adoption, barriers and drivers of farm business management practices in Canada towards prosperity and sustainable growth.

The **Canadian Young Farmers Forum**<sup>84</sup> (CYFF) provides educational and skills development opportunities to young aged 18-39 from across Canada including a national **Conference, Farm Your Numbers** program, **Networking App** and **Self-Care Portal**. CYFF has affiliate organizations in each province/territory offering annual conferences and workshops.

The **Canadian Agricultural Safety Association**<sup>85</sup> (CASA) is a national, non-profit organization promoting farm safety in the agricultural sector. CASA works with partners in government, business, and farming organizations across the country to support initiatives that equip producers, their families and their workers with the information and tools needed to make farms a safe place to live, work and play including webinars, online courses and a free **Farm Safety Plan** template.

The **Canadian Agricultural Human Resource Council**<sup>86</sup> (CAHRC) offers webinars, e-learning modules, seminars and tools to support human resource management on the farm including the **AgriHR Toolkit**, and **AgriSkills** development program. Topic areas include HR management, commodity specific production training and educator tools. CAHRC also conducts research to inform labour market information and skills development opportunities.

**Provincial/Territorial Ministries/Departments of Agriculture** offer knowledge portals to support farm business skills development including business planning guides and assessment tools for HR, marketing, finance and production. The Ontario Ministry of Agriculture, Food and Rural Affairs, British Columbia Ministry of Agriculture, Nova Scotia Department of Agriculture, Prince Edward Island Department of Agriculture, and New Brunswick Department of Agriculture offer assessment and planning tools for starting a farm.

**Young Agrarians**<sup>87</sup> provide business management training programs and resources to new entrants and young farmers including workshops and toolkits including the **Business Bootcamp** and **Non-Family Farm Transition Toolkit** along with **Farm Business Mentorships, Apprenticeships** and a **Land-Matching program**.

**Everdale**<sup>88</sup> is a training farm in Ontario offering the Farm Planner course to ecological and organic farmers.

**Agriculture in the Classroom**<sup>89</sup> is the national voice of agricultural education helping students in primary and secondary schools understand and appreciate agriculture as well as consider it as a career path.

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<sup>84</sup> <https://cyff.ca/>

<sup>85</sup> <https://www.casa-acsa.ca/en/canadian-agricultural-safety-association/>

<sup>86</sup> <https://cahrc-ccrha.ca/>

<sup>87</sup> <https://youngagrarians.org/>

<sup>88</sup> <https://www.everdale.org/farmer-training>

<sup>89</sup> <https://aitc-canada.ca/en-ca/>

**Agri-Food Management Excellence**<sup>90</sup> is a private company offering business skills development opportunities through the national **Canadian Total Excellence in Agricultural Management** (CTEAM) program, and various courses and peer groups relating to financial management, investment and commodity marketing.

**Farm Credit Canada**<sup>91</sup> (FCC) is a crown corporation offering webinars, workshops, conferences and a knowledge portal dedicated to farm business skills development including Farm Women Summits, Young Farmers Summits and Let's Talk Farm Transition toolkit.

There are a number of training and programs available to Indigenous agricultural producers operating in Canada to develop their business management skills. Looking at what is available internationally, more support for operations that address food security and food self-determination could close the gap in the Canadian context. Business management training in Canada and internationally could also consult with Indigenous populations to create or modify programming that addresses training from an Indigenous worldview

## 4 Survey Results<sup>92</sup>

The Survey was comprised of questions where respondents could select one response or select all that apply. In the case of the latter, percentages listed below exceed 100% as the number of responses exceeds the number of respondents.

Some of the key demographic indicators derived from the survey respondents include:

- **77%** of survey respondents identified as Indigenous/First Nations; 11% identified as Metis, 0% identified as Inuit.
- **59%** of survey respondents identified as male and **41%** as female
- **60%** of survey respondents indicated they were age 40 to 64 years, with 26% at age 19 to 39 years, and 13% at age 65 years or older
- **74%** of survey respondents were from western Canadian regions (British Columbia, Alberta, Saskatchewan, Manitoba, and Yukon)
- **78%** of survey respondents indicated they lived in a rural<sup>93</sup> area
- **45%** of survey respondents indicated they were located on reserve
- **39%** of survey respondents indicated that their agricultural business / farm operation was on Band land (i.e., on reserve)
- **51%** of the survey respondents indicated that the land was Band-owned

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<sup>90</sup> <https://www.agrifoodtraining.com/>

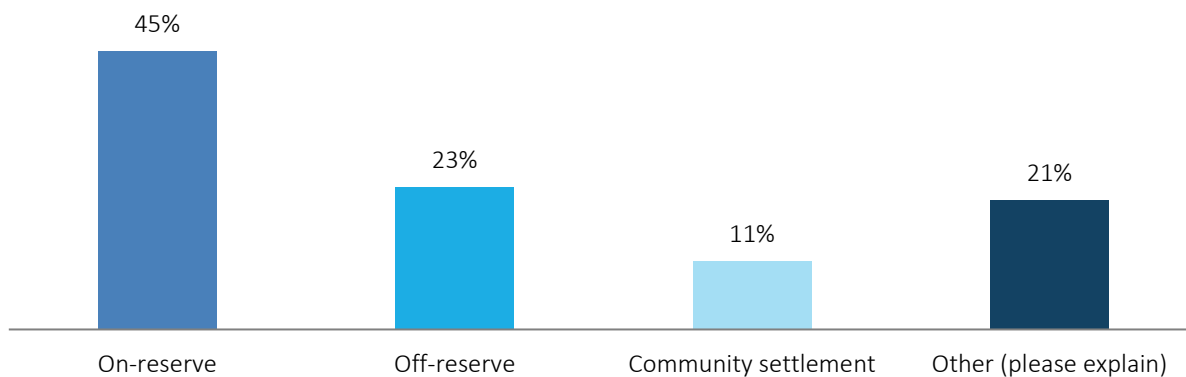
<sup>91</sup> <https://www.fcc-fac.ca/>

<sup>92</sup> See Appendix B for survey questions

<sup>93</sup> See Appendix B for community description criteria

### Exhibit 5: Agricultural Business / Farm Location

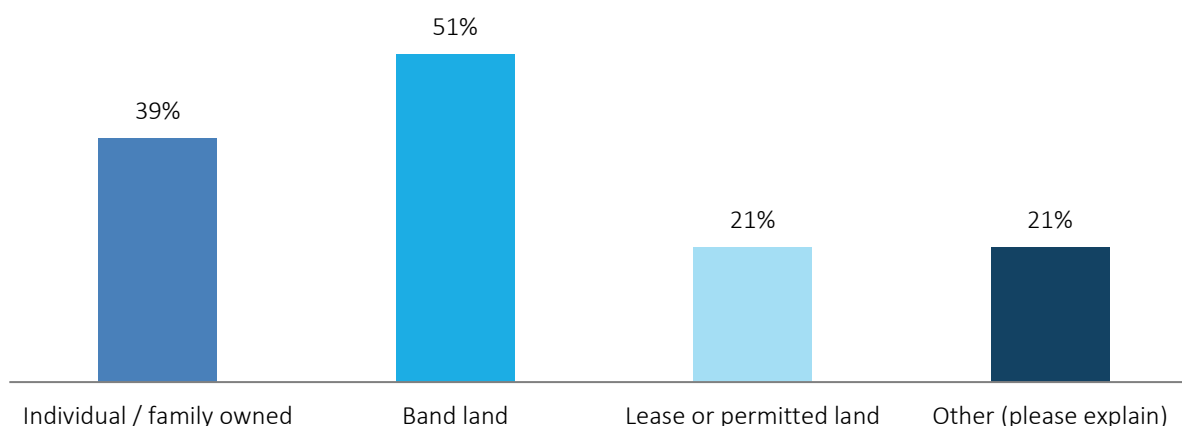
Question: *Where is your agricultural business / farm operation located? (select one)*



Respondents who selected “Other” had agricultural/farm businesses both on and off-reserve or were just entering into farming and had not yet determined the location of their farm.

### Exhibit 6: Land Status

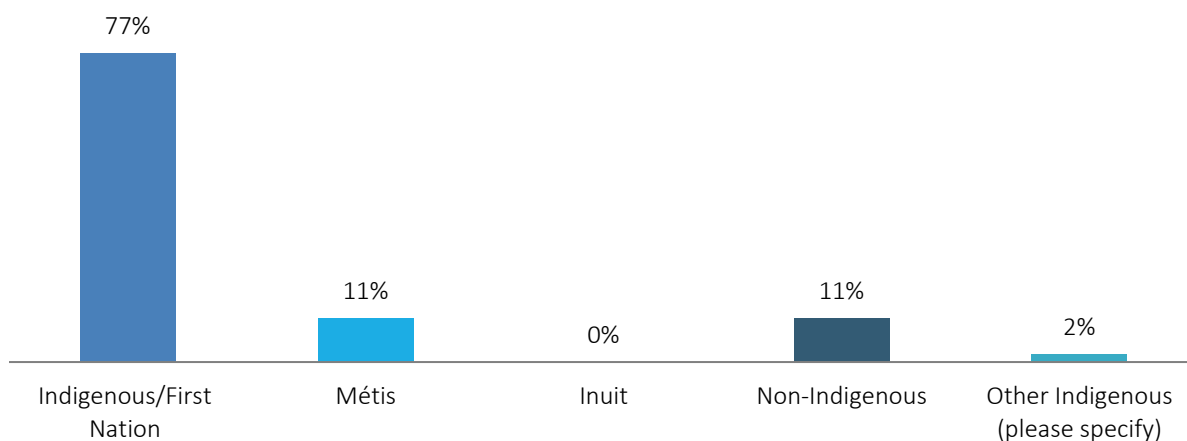
Question: *What is the land status of your agricultural business / farm operation? (select all that apply)*



Respondents who selected “Other” had agricultural/farm businesses that were owned by the Nation or were non-profit entities without ownership.

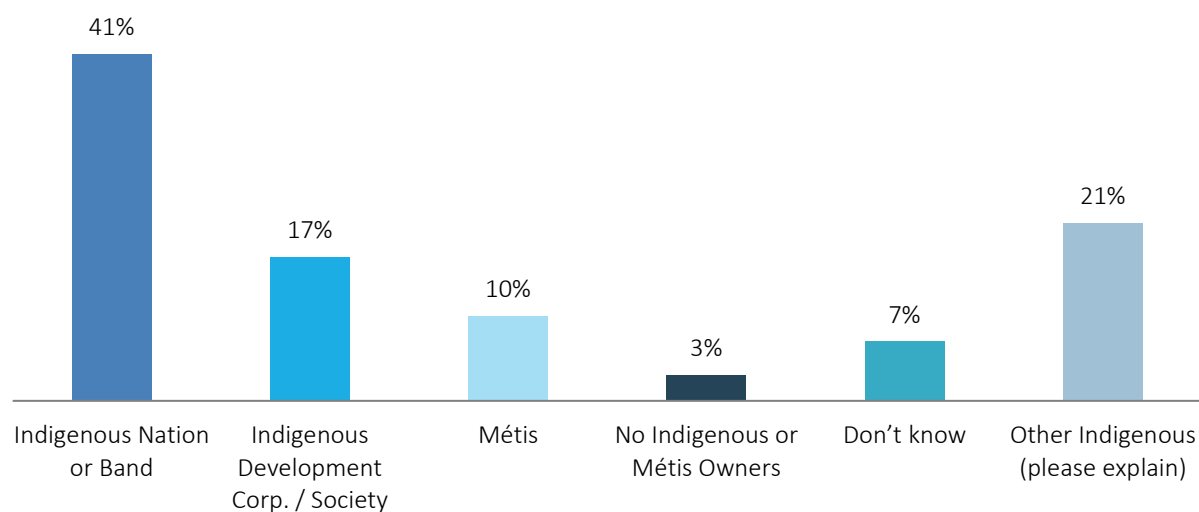
### Exhibit 7: Indigenous Heritage

Question: Please specify your Indigenous heritage (select one)



### Exhibit 8: Business Ownership

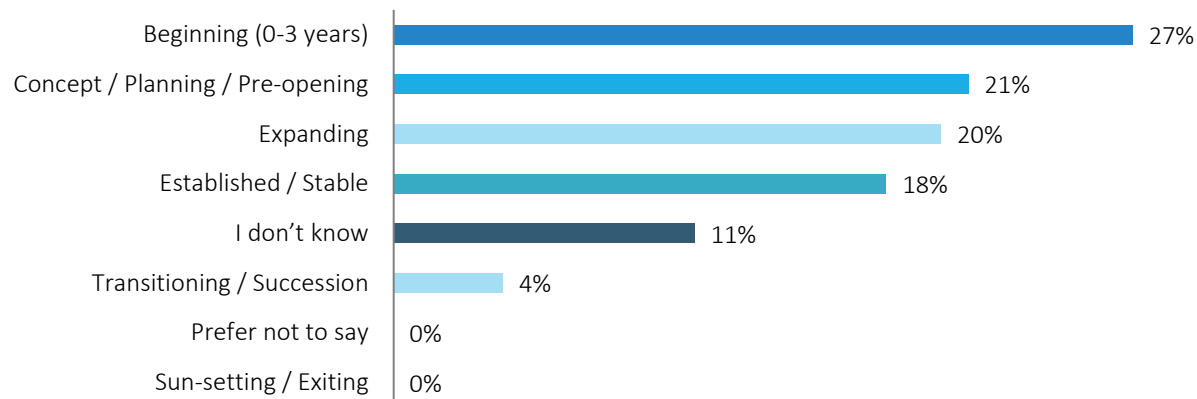
Question: Please indicate if your business is owned wholly or in part by an Indigenous or Métis person (select one)



Of the survey respondents, nearly half (47%) were in the early stages of development, such as the Beginning (0-3 years) (27%) or Concept / Planning / Pre-Opening (21%). A further 20% identified as Expanding, 18% felt they were Established / Stable, and another 4% were in the Transitioning / Succession planning phase. (See Exhibit 9). Respondents who selected “Other” primarily indicated they were Indigenous sole proprietors or individual band members with ownership.

### Exhibit 9: Business Stage

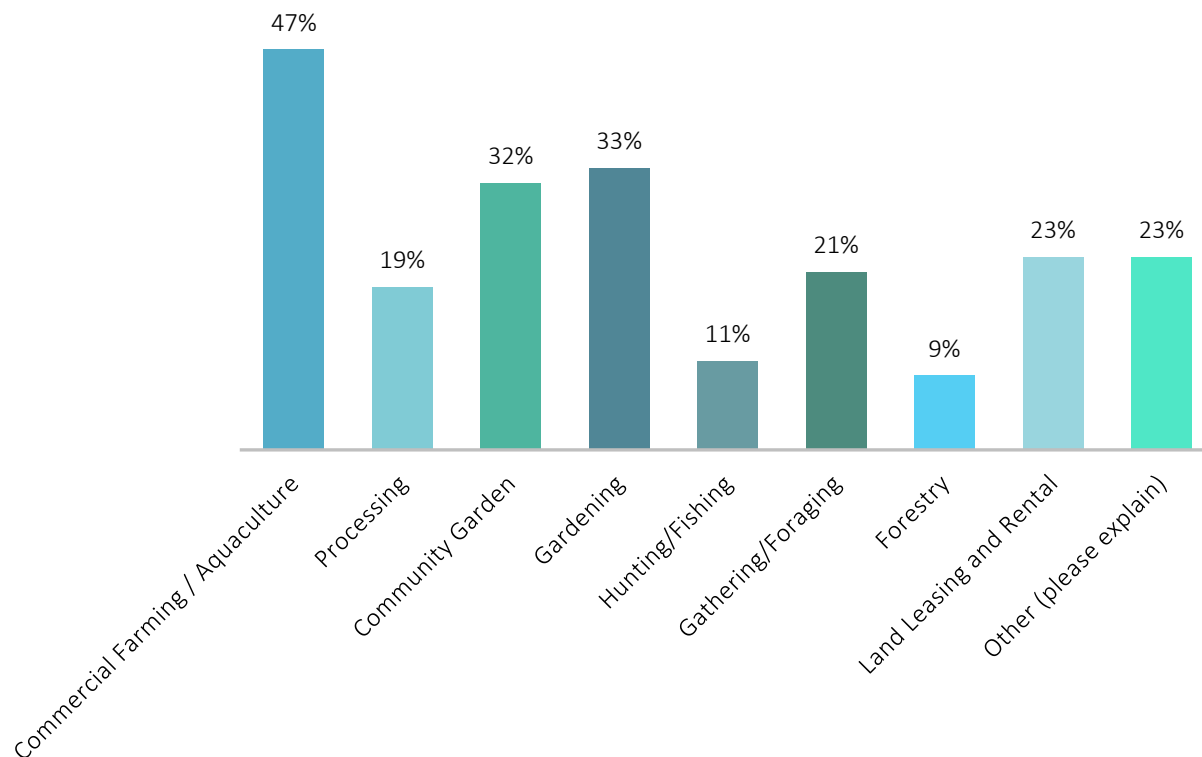
Question: At what stage is your farming operation? (select one)



Respondents were asked to identify the types of agricultural activities on their farm operation. The most frequent response was Commercial farming / aquaculture (47%), then Gardening (32%) and Community gardens (32%) followed by Land leasing / Rental (23%), Gathering / Foraging (21%), and Processing (19%). (See Exhibit 10)

### Exhibit 10: Types of Activities in the Agricultural Business / Farm Operation

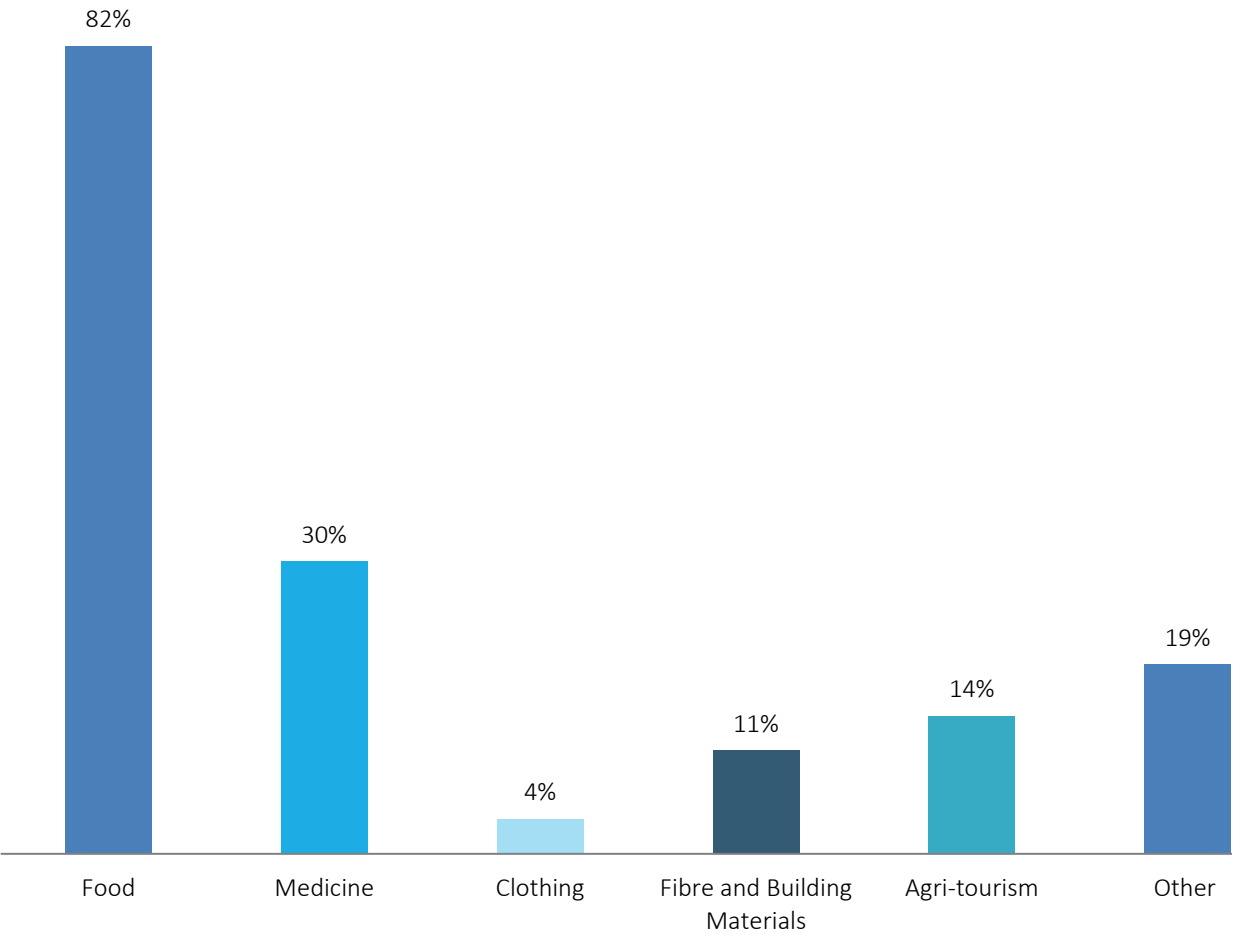
Question: How would you define your agricultural business / farm operation? (select all that apply)



The majority of respondents (82%) indicated that their agriculture / aquaculture products / outputs are used for food, while 30% indicated their products are used for medicine. (See Exhibit 11). Respondents who selected “Other” indicated their products were used for feed, heating, education, health and to produce traditional products to support cultural activities.

**Exhibit 11: Agriculture / Aquaculture Output Use**

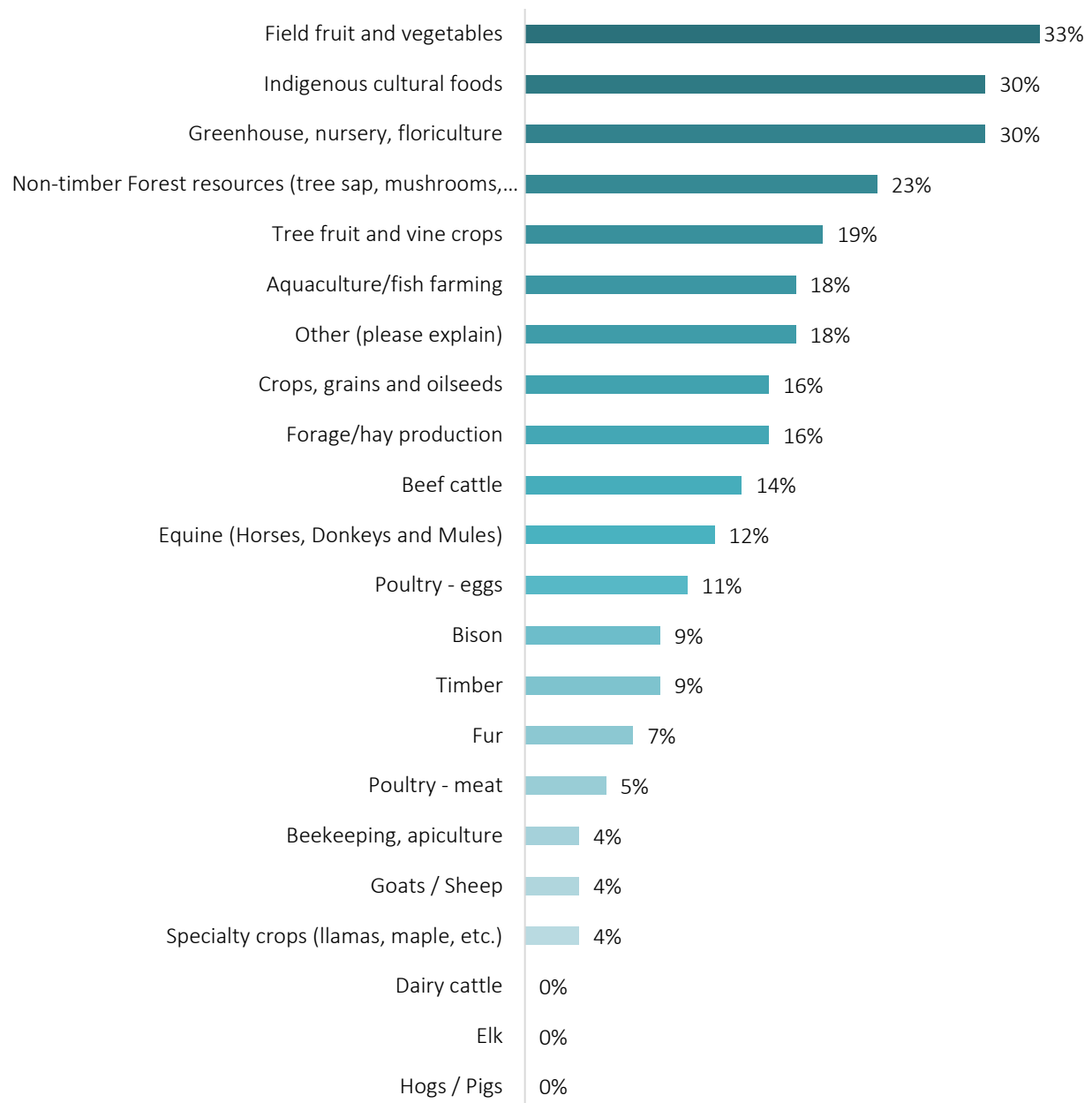
*Question: How are your agriculture / aquaculture products / outputs used? (select all that apply)*



The survey respondents are involved in a wide variety of agricultural production areas, and mixed farming is common. The three most common activities include field fruit and vegetable production (33%) Indigenous cultural foods and Greenhouse, nursery, floriculture equally (30%).

## Exhibit 12: Agriculture / Aquacultural Activities

Question: What activities in agriculture / aquaculture are you involved in? (select all that apply)



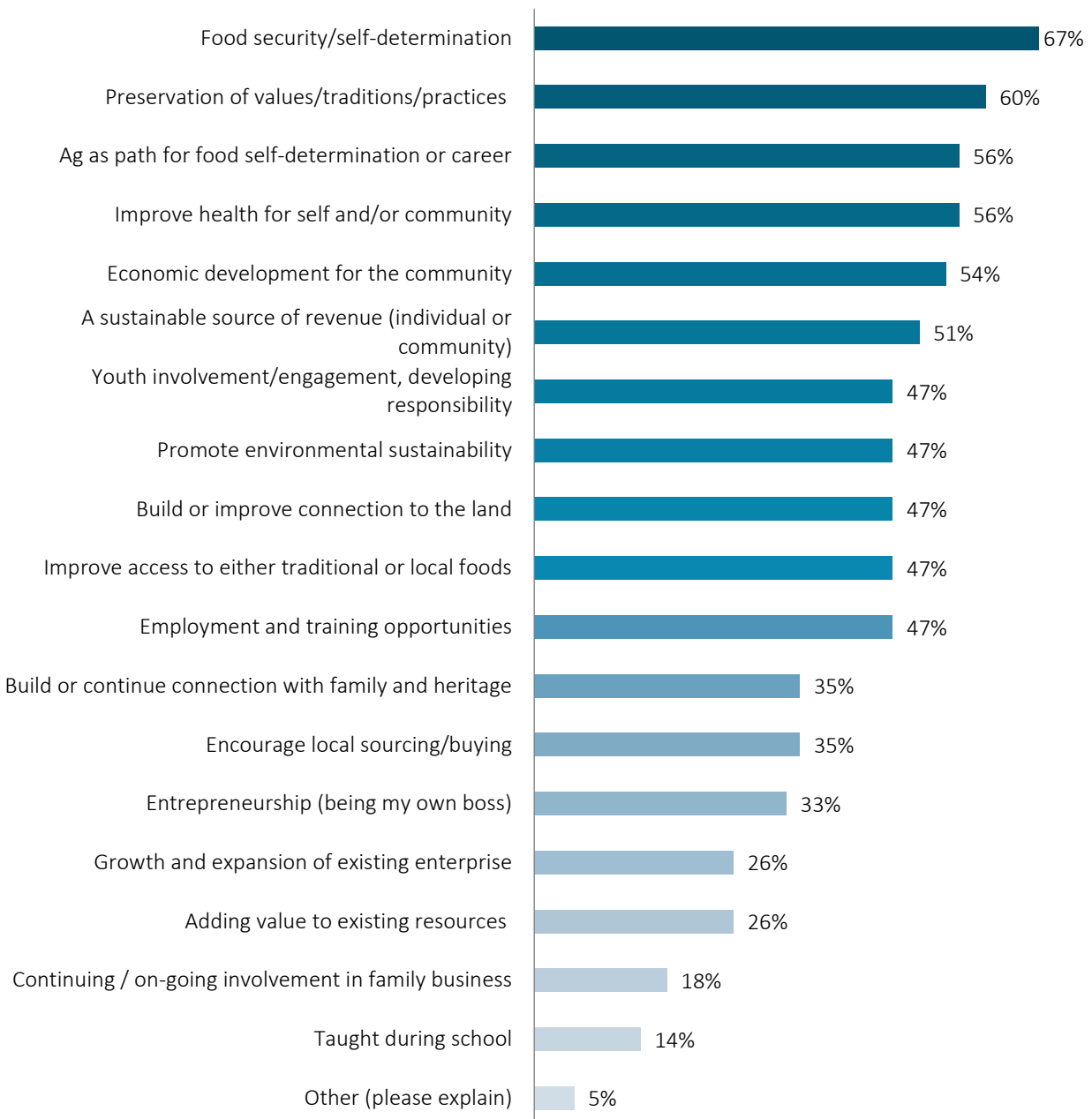
Respondents who selected “Other” indicated they grew tobacco, sweetgrass and sage for ceremonial purposes, provided oyster seed to farmers from their oyster hatchery, or grew organic products.

Survey participants became involved in agriculture for a variety of reasons. (See Exhibit 13). The most popular responses for interest / involvement in agriculture / aquaculture were Food security / self-determination (67%), Preservation of cultural values (60%), and equally Improve health for self and community and Improve awareness of agriculture as a method of self-determination (both at 56%), followed by Economic development of the community at 54%.

There were several reasons that had the same number of responses including: Employment and training opportunities for self or community, Improve access to either traditional or local foods, Build or improve connection to the land, Promote environmental sustainability, and Youth involvement/engagement and developing responsibility (47%). (See Exhibit 13Exhibit 11). Respondents who selected “Other” indicated they had a desire to ‘bringing back’ farming or cultural practices, while others indicated they were new or in the early stages of development.

### Exhibit 11: Reasons for Interest / Involvement in Agriculture / Aquaculture

Question: *Why did you become interested / involved in agriculture / aquaculture? (select all that apply)*



Most respondents acquired their agricultural knowledge through more than one source. Most common methods of knowledge acquisition include: Self-taught (54%), Learned from Indigenous Knowledge Keepers (44%), On-the-job (42%), Workshops in agriculture (37%) and Growing-up on a farm (35%). (Exhibit 14). Respondents who selected “Other” indicated their family members, summer student positions, and travel afforded their agricultural knowledge.

#### Exhibit 14: Agricultural Knowledge Acquisition

Question: How did you acquire your agricultural knowledge? (select all that apply)



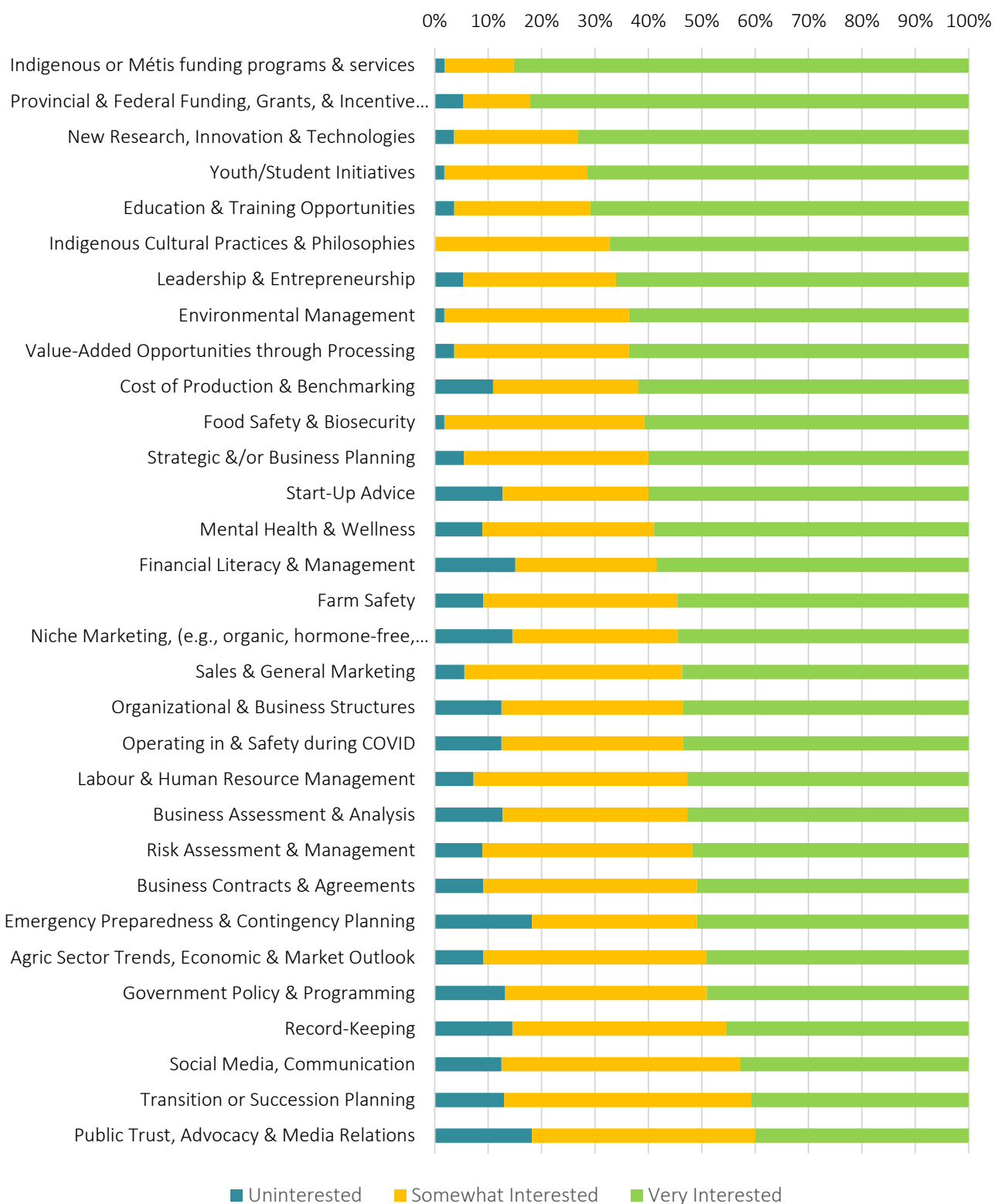
Exhibit 15 illustrates the level of interest in various learning topics. Survey respondents were asked to indicate if they were “Very Interested” “Somewhat Interested” or “Uninterested” for a list of potential learning topics.

The survey results reveal the learning topics of most interest as indicated by the ranking ‘Very Interested’ are:

- Indigenous or Métis funding programs & services (85%)
- Provincial & Federal Funding, Grants, & Incentive Programs (82%)
- New Research, Innovation and Technologies (73%)
- Youth/Student Initiatives (71%)
- Education and training opportunities (71%)

## Exhibit 125: Interest in Skills and Knowledge Development Topics

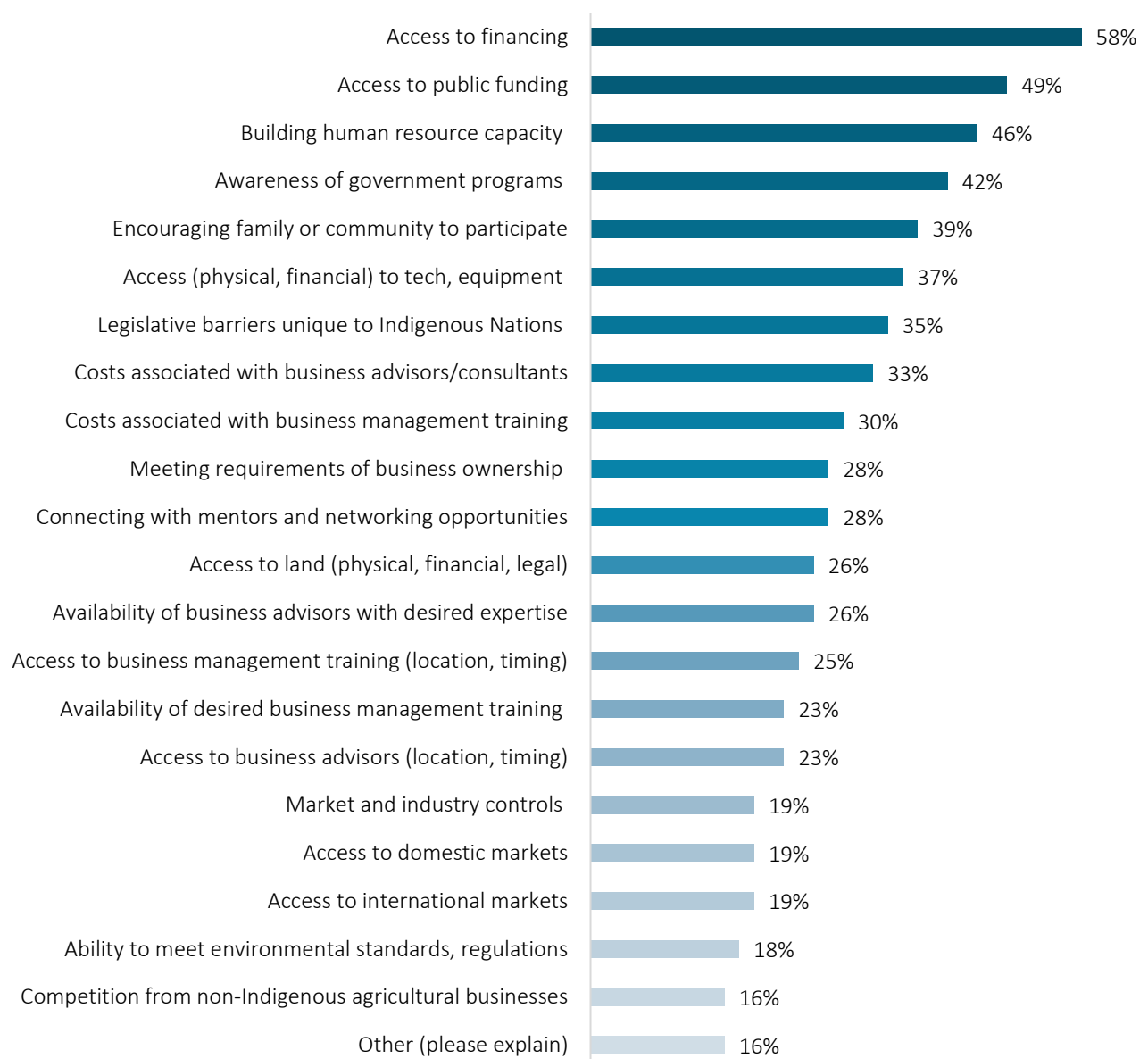
Question: Indicate your level of interest, current and / or in the future, for each of the following topics.  
(select all that apply)



Survey respondents identified multiple barriers to achieving their desired goals as agricultural producers. Access to financial resources was identified as a key barrier, including Access to Financing (58%), along with Access to Public Funding (49%). Human Resources was also a barrier, specifically Building HR capacity (46%) and Encouraging Family or Community to Participate (39%). Accessibility to and costs associated with acquiring business management expertise was another notable barrier, such as Costs associated with business advisors (33%), Costs associated with business management training, skills development opportunities (30%), Access to business management training, skills development opportunities (25%) and Availability of desired business management training (23%). (See Exhibit 16)

### Exhibit 136: Barriers to Agricultural Business / Farm Operations Achieving Desired Outcomes

*Question: Which of the following present barriers to you and your agricultural business / farm operation from achieving your desired outcomes? (select all that apply)*



Respondents who selected “Other” indicated a lack of stability and security in funding and financial support programs and having to rely on government programs for support. One participant remarked, “We have to make our own path.”

Respondents were asked to elaborate on the three (3) greatest barriers affecting the ability of their business to reach its full potential.

Responses to the three (3) greatest barriers were themed and a selection of examples provided by respondents are presented below:

#### Greatest Barrier(s):

- Funding Barriers –
  - Awareness: “Where to access funding.”
  - Eligibility: “My business, although I have 50% ownership does not qualify for any of the Indigenous program funding which makes me less competitive than a business owned 51% by an Indigenous person.” “Federal grant programs for aboriginal business do not apply to agriculture.”
  - Availability: “We need financing to expand our operations. We want to utilize the latest technologies for greenhouses and know what we should have in place, but the funds are not available.”
  - Timeliness: “Approval process to secure government funding. We have had applications pending for almost 2 years. We have approval from one government agency and were told to withdraw our submission to NOHFC and are hoping that FEDNOR will support.”
  - Dependence: “The way the system seems to be set up, it is perceived or felt by most Nations that the ISC System is designed to keep the first Nations in reliance upon or dependence upon ISC. When a first nation tries to increase capital or funds on their own, ISC decreases or takes away funds from somewhere else in direct proportion to funds/capital gained elsewhere. It seems ISC is intent on keeping first nations in a Ward state.”
- Systemic Barriers –
  - “Racial profiling in terms of finance availability.”
  - “Systemic racism – government agencies, funding people... it is very difficult to deal with many agencies (e.g., Agriculture Canada) who ignore First Nation initiatives / needs in their quest for Food security in our communities.”
  - “Legislative barriers unique to Indigenous Nations (i.e., Indian Act, Treaties).”
  - “Time and financial obligations to uphold. Essentially being regulated out of business by Government and larger corporations.”
  - “We are licensed by the province and so follow the provincial legislation however, being on-reserve, we also need to address federal regulations.”
  - “Having our treaty no. 6 promises honoured as they were intended. Eg. Agriculture and how that might look today in 2020.”
- Human Resources –
  - “Building human resource capacity to support operations, limited financial resources is the biggest barrier to building human capacity.”
  - “Short-term staffing required on a seasonal basis.”
  - “Qualified staff to do the job.”

### Second-Greatest Barrier(s):

- Financing –
  - “Access to capital to update equipment.”
  - “Access to financing.”
  - “No one will finance us.”
  - “There must be greater investment in a renewal of the First Nation Agricultural Lending Association.”
- Engaging Interest from the Indigenous Community –
  - “I have spent the last few years engaging various members of the community on the benefits and value of agriculture. It is felt by some that if we move toward agriculture that we would be moving away from our ancestral and cultural roots. Although I have managed to convince many community members, it will remain one of the challenges that face many first nations that have been reliant on what the forest provides.”
  - “Convincing family and community that it's a viable business.”
  - “Grain farming in western Canada is a career that is usually passed from generation to generation. In our community that chain of intergenerational knowledge transfer has been largely broken so finding trained/interested youth is challenging.”
- Affordable Expertise –
  - “Business advice is extremely expensive and not something that we could even afford right now.”

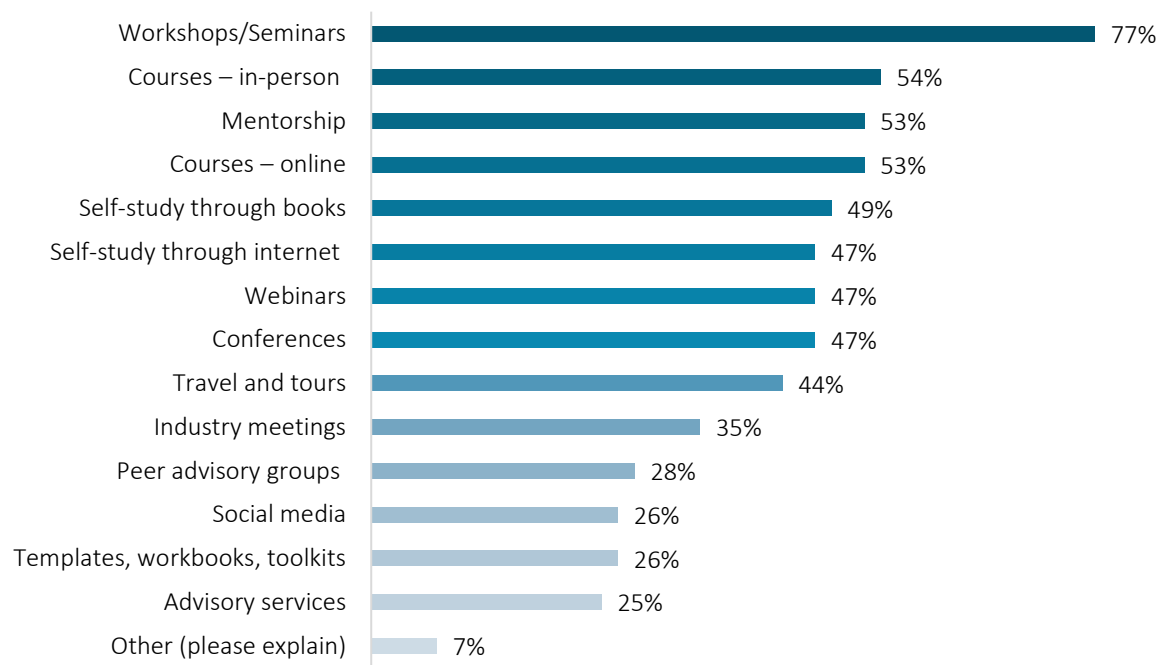
### Third-Greatest Barrier(s):

- Technology –
  - “Access (physical, financial) to technology, equipment and/or supplies.”
  - “Access to the right technology to support the community.”
- Business Management Knowledge –
  - “Farm management (crop selection and rotations, equipment assessment and purchase, use of GPS technology, grain marketing) skills are particularly hard to come by and are a difficult skills set to train for.”
  - “Availability of advisers and consultants.”
  - “We have an ad hoc Committee but require growing knowledge.”
- COVID-19 Pandemic Impacts –
  - “COVID has highlighted the need for food sustainability in our communities”
  - “Access online learning due to COVID to prepare for next season to grow what we can while we can and the different types of financial options available to apply for.”
  - “Funding - capital funding projects are on hold due to COVID-19.”
- Other –
  - “Trust, when it comes to private investors on First Nation lands.”
  - “Lots of caution and research required to build rapport and trust with land keepers and elected officials. takes time and research to present transparent approach to partnering.”
  - “Competition from non-Indigenous agricultural businesses - we are artisans, crafters, producers, harvesters that are mostly very small scale, it is hard to compete with large businesses with large parcels of land to use.”
  - “Lack of supports once a person is in business.”

Respondents indicated their preferred methods of learning (Exhibit 17). Most respondents selected a variety of learning methods. The most common response was Workshops / Seminars (77%), followed by Courses in-person in community / region (54%), and then equally at 53% Mentorship and Online courses, followed by Self-study through books, publications, reports (49%), and Internet research, Webinars and Conferences equally at (47%).

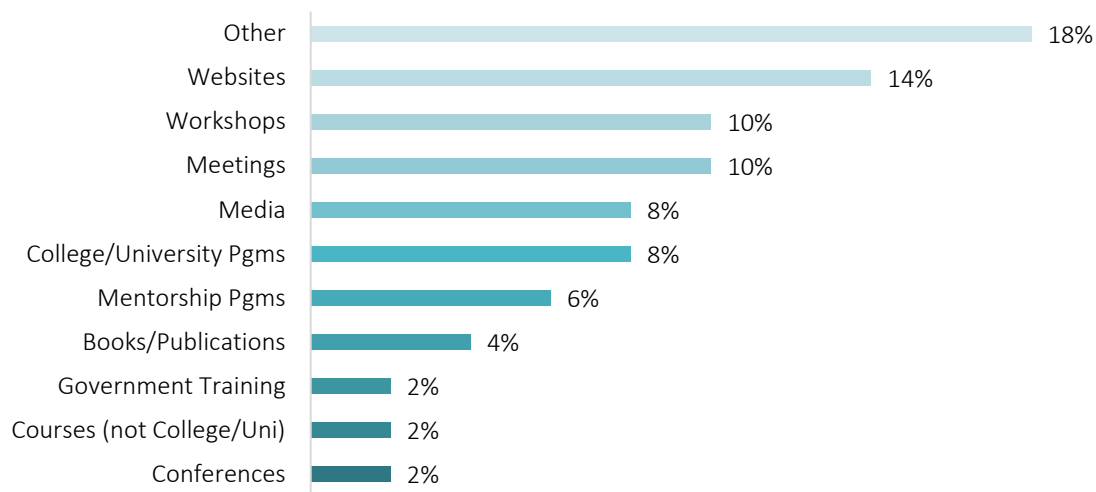
#### Exhibit 14: Preferred Methods of Learning

Question: What are your preferred methods of learning? (select all that apply)



### Exhibit 18: Method of Learning Currently Accessed

Question: Check the types of farm business management training / information you currently access. Please indicate the place, organization, or source.



Respondents were invited to share how they are currently accessing farm business management training (Exhibit 18). Websites, workshops, and meetings were the most popular survey options, however there were a variety of sources that respondents indicated they access that were not included as survey options. Some of the other responses included social media, Zoom sessions, Consultants, Networking, and self-teaching. Sources included Manitoba and Saskatchewan Ministries of Agriculture, Indian Business Corp., NWT Farm Institute, visiting other farmers and asking questions, CropSphere, University of Manitoba and Saskatoon, Brandon University, Carleton University, Yukon University, Thomson River University, First Nations University of Canada, Northern Distribution Network, Creators Garden videos on Indigenous medicines, Inuit Studies, Circumpolar Agriculture Conference, Saskatchewan Indian Equity Foundation Inc., Economic Development Board on-reserve, Ag Canada, Pathfinder, Sabtuan Regional vocational training center, and Community Futures

Respondents were asked what three (3) business skills development training, programming and resources would be most beneficial. Responses were themed by ranking and a selection of examples provided by respondents are presented below:

#### Most Beneficial:

- Farm Management –
  - General farm business management: “How to build a business plan for a project similar to ours.” “Sustainable methods of conducting business.”
  - Financial training: “Bookkeeping, payroll, quarterly filing.” “know how to cut costs where needed and make more profit.”
  - Marketing: “Farm commodities and marketing options.” “Value added training for products.”
- Agricultural Production –
  - “Maximize crop potential (inputs vs outputs).”

- “Livestock Care and Management.”
- “Grain farm agronomic practices such as crop selection/rotation, weed and pest identification and management.”
- “Expertise in greenhouse and farming to grow more diverse plants, fruit and vegetables.”
- “Ongoing updates on new developments, some horticulture and gardening training for FN communities.”
- “Plant/Mushroom Identification.”
- “Farm equipment operation and maintenance.”
- Technology –
  - “New technology.”
  - “Upgrade in computer programs and learn new ones - technology is for ever changing.”
- Traditional Knowledge –
  - “More traditional knowledge on what the land naturally provides.”
  - “Indigenous knowledge keepers in the field.”
  - “Learning our language, so I can implement a educational tool through my business and programs offered.”
  - “Indigenous practices.”

#### Second-Most Beneficial:

- Funding –
  - “Aboriginal agricultural specific business grants and supports.”
  - “Easier ways to search government program and funding opportunities as time is very limited on the farm as it is; it is hard to keep up and always being looking for opportunity to help ourselves.”
  - “Establishing a clear connection to economic development board.”
  - “Grant writing and identification support.”
  - “Access to capital. Needed for start up then growth.”
  - “We got approval for \$25,000 to purchase a Tractor and trailer from Agriculture Canada - they told us to purchase and they would refund when they got the invoice - we purchased a John Deere Tractor & trailer in May 2020 - we never got this funding from them.”
- Training Format –
  - “maybe a “Summer Institute” of one week training each year - sharing ideas and building on skills and knowledge.”
  - “The 5-year university education is too long of a wait.”
  - “Training and information sessions within the community.”
  - “More workshops and training sessions to learn including older population.”

#### Third-Most Beneficial:

- Business Management Training –
  - Strategic Planning to keep our goals and milestones in mind and adapt to any changes by frequently revisiting our Strategic Plan.
  - “Management of the business.”

- “Business planning.”
- “Basic business management 101 and financial management.”
- “Financial literacy would help manage the bookwork and filing taxes.”
- “Sales and marketing of food, health & safety and branding.”
- “Branding, marketing, social media.”
- Human Resources and Training –
  - “Basic training for potential farm workers.”
  - “Human resources on the technical side for mechanization .. i.e. potato harvester computerized operation and agriculture technician is required now.”
  - “Labour & Human Resource Management adapted to the northern regions.”
  - “Any soft training for our board and potential staff would always be beneficial.”
  - “Farm safety.”
- Other –
  - “Truth and Reconciliation must be taken seriously - the Government of Canada made this promise 10 years ago already - we need this to be understood by Government, their agencies, departments, business, etc. We still left out as per the Indian act which is so outdated.”
  - “Legislative changes so we are cognizant of existing legislation.”
  - “Rehab programs for staff and mental health programs”
  - “Time Management - so many things on the go, would help me balance myself, family work and just life.”
  - “Remoteness/isolation and the cost of shipping prohibits eating the proper foods.”

Respondents were asked to share any comments on how best to support Indigenous Farm Business Management. Responses were themed and a selection of examples provided by respondents are presented below:

- Fair Access to Funding and Capital –
  - “I feel like it is me against the world, just trying to succeed among big competition. Easy access to funding and resources areas would be a huge help.”
  - “By far the biggest hurdle out there to Agricultural Development ON Reserve is access to financial opportunity and capital due to constraints inflicted by the Indian Act an/or racial profiling.”
  - “Hard to start anything with no support, especially with no support from own community administration. Financial is also a big barrier, no contacts to apply for grants.”
  - “An easy to follow access guide to all funding options that may be available and have a liaison to help create applications and to make sure all applications are eligible and good to go.”
- Capacity Development –
  - “We need to concentrate on food safety and food security as we are dependent on imports and we need to develop the agriculture industry to keep our people healthy while growing fresh local produce which can be distributed anywhere in the province within one day.”
  - “One issue not discussed is the weak Indigenous initiative and apathy. This makes it almost impossible for taking on initiatives that requires personal commitment. The issue

of community disfunction makes it challenging to take initiative. This needs to be considered.”

- Knowledge Sharing, Building Networks –
  - “I suggest a collective of communities in close proximity share in expertise, training, and marketing as Covid 19 has brought communities together addressing community needs especially food security.”
  - “More resources. Networking opportunities on a virtual front.”
  - “Have an Indigenous farmer/agricultural Forum.”
  - “There is a great opportunity to partner and share and develop an agriculture professional educational and mentorship program for Indigenous farm business management.”
  - “It would be nice if there was funding to organize a provincial/national Indigenous agriculture organization.”
    - “The Native Indigenous Agricultural Association would be good to support in any way as it is relatively new and is searching for equal footing in the agricultural field.”
  - “An organization dedicated to promoting and creating agricultural business in the Indigenous community.”
- Training and Education:
  - “Videos on successful outcomes to influence others starting.”
  - “Teach younger generations the importance of land-based knowledge.”
  - “Mentorship with well-experienced farmer or organization that runs a corporate farm!”
  - “Need more short courses, on the job training programs for aspiring farmers/producers.”
  - “Send an Indigenous person who has first-hand knowledge and has an ability to share and convey that passion to first nations.”
  - “Build documentation on greenhouse (year-round and seasonal) projects in Northern regions.”
- Other –
  - “Indigenous lands have the least use of herbicide historically due to them not being used for commercial agriculture and the need for food security and long-term health needs, these lands should be focused on for being agriculture productive.”
  - “I have no comment because cree first nation people are very new to agriculture. But were very quick learners.”

## 5 Findings from Focus Groups and Interviews

In the focus group sessions, participants discussed supports and programs needed at the business start-up phase, such as business planning and funding, farming skills and advisor support, human resource needs, cultural knowledge and skills development, emerging opportunities for their business, and what training should look like for Indigenous agricultural operators (See Appendix C: Focus Group Questions).

The scope of the topics discussed in the interviews were similar to the questions asked in the focus groups, focusing on agricultural experience, needs and gaps in programming and services to support the

business needs of Indigenous agricultural operators. Questions delved into the interviewee's operation, experience, and services used and available. With operators, discussions focused on their agricultural business, operations, supports used and available, use of training, education, and experience, along with agencies they acquired services from, including challenges and support needs. Agencies interviewed offered observations on gaps, needs, and opportunities (See Appendix D: Interview Questions). As such, results from the focus groups and interviews were combined in the analysis process.

## 5.1 Operating and Learning Challenges, Desires and Needs

The focus groups and interview participants shared that Indigenous agriculture and agri-food businesses require a variety of supports and services influenced by a few different factors — specifically, location of the business, ownership, type of operation, business size, and business stage. Conversations in each of the regions allocated for this study identified distinct interests by geography:

- **West** – cattle operations, greenhouses, gardens, farms, aquaculture, interested in addressing food security, native plants, harvesting, legislative barriers
- **Central** – interested in reviving ancestral knowledge of gardening, preserving seeds and foods, and harvesting traditional plants such as St. John's wort, food security, food distribution in the north, business planning, access to training materials for self-study online, video talks, and opportunities to share traditional knowledge
- **North** – interested in food security, greenhousing, large scale production and processing
- **Atlantic** – interested in food packaging, aquaculture, food security, building partnerships

The focus groups and interview participants discussed challenges, needs and interests. While food security concerns were raised in every session and frequently linked with the COVID-19 pandemic, remote, northern, and isolated Indigenous communities stated they had regular food security problems (high cost or no access to food) long before the COVID-19 pandemic began, though the pandemic has magnified their food security concerns.

### 5.1.1 Rural Communities and Infrastructure

Geographic location influences the type of agricultural activity and how the community and people acquire training and education, including access to knowledge and specialized services and experts. Participants noted rural and remote communities have more barriers to transportation and goods and services resulting in higher food production costs, and many have limited or no internet communications. Internet connectivity is now, and especially since COVID-19, an essential tool for communities and business to connect and learn. The lack of connectivity presents a barrier to strengthening Indigenous agriculture and participation in the industry, as many information and learning sessions have now moved online and travel into communities to provide training or any service is restricted due to COVID-19.

### 5.1.2 Ownership, Type of Operation, and Size

Participants in the focus groups and interviews were primarily from cattle operations, small farms, harvesting operations, and businesses linked to a traditional food or cultural practices such as harvesting, seeds, maple syrup, and gardens. Individuals who recently entered the agricultural sector (0-3 years) were likely to be launching vegetable gardens, harvesting traditional foods, or operating small family

farms. The increasing number of Bands that are venturing into food production are doing so with greenhouses and gardening for reasons of food security and health needs. Large operations that support increasing production and processing volumes were cited as typically owned by Band development corporations and were more likely to be in the Atlantic region. As for Métis farm operators, participants reported they commonly focus on beef cattle, other crops, and oilseed and grain, and are almost entirely rural farms.

Focus group participants identified youth and Elders as key groups to engage. Engaging youth helps to stimulate their interest in pursuing careers in the agriculture and agri-food, and engaging Elders enables the sharing of traditional knowledge of culture, lands, plants, harvesting, and medicines.

### 5.1.3 Business Stage

The following table categorizes comments gathered through the focus groups and interviews into supports required at various stages of business development.

| Business Stage  | Needs  |
|---|--|
| <b>Concept / Planning / Pre-Opening</b> – from idea to business feasibility and planning  | <ul style="list-style-type: none"> <li>Identify opportunities based on land, resources, and markets</li> <li>Business planning</li> <li>Technical experts with intensive experience being a part of Indigenous communities who have extensive knowledge and insight of the geographic area, production and market opportunities and legislation</li> <li>Indigenous people and First Nations working with technical experts to provide greater comfort that the expert understands and will apply Indigenous traditional values</li> </ul> |
| <b>Start-up / Beginning</b> – when the business is being launched   | <ul style="list-style-type: none"> <li>Hands-on, in-person advice and learning for the agricultural operation (i.e., what is being grown, farmed, ranched, harvested, etc.)</li> <li>Practical advice on general business management practices including financial management</li> <li>Financing</li> </ul>  |
| <b>Growth and Maturity – Established / Stable, Expanding</b> – operations are mature and may look towards expanding and / or transitioning to the next business opportunity as they feel they have peaked | <ul style="list-style-type: none"> <li>Awareness of new product or production opportunities and trends</li> <li>Advisory and assessment services for operations and business practices</li> <li>Linkages to industry partners and new markets for expansion, stability, new products, etc.</li> </ul>  |
| <b>At Risk / Unstable / In Decline</b> – operations may be failing, and owners must determine the future of the venture, such as closing it down or selling it  | <ul style="list-style-type: none"> <li>Assessing risk and opportunity</li> <li>Identification of product and market opportunities</li> </ul>   |

## 5.2 Delivery of Program Skills and Knowledge

Experts, instructors, and advisors are essential to supporting Indigenous entrance, participation, growth and sustainability in the agriculture and agri-food sector.

Indigenous agriculture leaders commented on relationships and experiences with regional and national government, educational and industry organizations.

Participants underscored the importance of instructors, workshop leaders, advisors, consultants, etc. that are:

- 1) Indigenous people, and if not possible, then Indigenous speakers;
- 2) Elders (and cultural content must be built into any training);
- 3) Experts in their field;
- 4) People who have direct experience working 'in' the Indigenous community – they know the language and values and beliefs – rather than a person who has worked on Indigenous projects; and
- 5) From the geographic area with intensive knowledge on the region's climate, zoning, restrictions, legislation and resource and agricultural systems.

One participant voiced, “We don’t know what we don’t know,” which underscores the importance of ongoing training, as well as the regular provision of industry information on opportunities, emerging markets, programs, and news that will expand their current knowledge base.

There are two overall categories of supports and training that could be provided by industry service providers. The first is directly related to the agriculture and agri-food sector and related industries,<sup>94</sup> and second, to businesses in general, such as development, operations and expansion.

### 5.2.1 *Agricultural and Related Industry Training and Service Supports*

As Indigenous participation in the industry grows, current operators and new entrants are interested in training and service supports to develop knowledge and capacity in the following areas:

- Native plant species – growing and marketing
- Plant science, micrology, soil
- Organic and natural (i.e., non-chemical) alternatives to herbicides and pesticides
- Types of farming – aquaponics, organic, permaculture, Indigenous cultural, hemp, etc.
- New opportunities – such as the ocean economy
- Food – growing and harvesting, like mushrooms or grapes
- Traditional Indigenous cultural practices – environmental and sustainable practices
- Animal care – e.g., how to check a cow for pregnancy
- Elders – connection with Elders for cultural knowledge and traditional ways
- Youth 4-H club

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<sup>94</sup> Related or overlapping industries are industries where the source or output or experience is connected to another industry, for example a farm to table restaurant connects to Tourism and Hospitality, an attraction at a working farm where you pick pumpkins is connected with tourism (agri-tourism), and harvesting wild mushrooms is a non-timber forest product of the Forestry industry.

Participants further cited the importance of addressing challenges related to infrastructure and accessing support resources:

- Access to water and land
- Water regulation and food safety
- Certified local processing plants for red meat (beef) and white meat (chicken)
- Storage and freezing
- Connecting with other Indigenous agencies such as funders, business advisors, agricultural, forestry, fishers, aquaculture agencies, educational institutes, and employment agencies (i.e., ISETS – Indigenous Skills Employment Training agencies)

### 5.2.2 *Business Operations and Management Training*

Current operators and new entrants are interested in training and service supports to develop knowledge and capacity in the following areas:

- Business management – planning, staffing, finances, budgeting, etc.
- Risk including emergency and safety, and feasibility assessments of operations
- Practices to improve efficiencies and sustainability
- Capital investment
- Marketing – online, advertising, sales, product branding for market appeal
- Product packaging to meet food and safety regulations
- Cooperative business structures
- Large-market distribution
- Primary and secondary value-added – the process of adding to the primary product to increase the value and expand markets (i.e., drying corn to be packaged as popcorn)
- Partnership development – how to find, negotiate and establish
- Mentorship unique to the business operation to guide and advise owners and managers
- Employee grants for hiring and training

### 5.2.3 *Training Delivery*

Knowledge, skills development, and training should be provided on a range of topics and provide a variety of credentials through a variety of methods.

Types of training credentials:

- Micro-Credentials – mini-qualifications that demonstrate skills, knowledge, and / or experience in a given subject area or capability
- Certificate – i.e., Workplace Hazardous Materials Information System (WHMIS), First Aid, FOODSAFE, Serving It Right
- Industry, Specialized / Technical Training Credentials – soil management, fertilizing, aquaponics, etc.
- Post-Secondary Education
- Apprenticeship
- Mentorship

Delivery methods:

- Online courses – self-study with how-to videos

- Webinars
- Workshops, Talks and Lectures – in person, in community, virtual
- Podcasts
- Manuals

The delivery of training should be easily accessible to Indigenous people. Accessibility means that training is readily available, it does not require a large time commitment, people can self-pace / learn at their preferred time, it is affordable, and it is available in the community.

Indigenous agencies that develop training for Indigenous people noted greater success if there are smaller groups / class sizes, the training provides hands-on learning opportunities including agricultural tours that are tailored to the needs of the learners, and the training includes Indigenous traditional knowledge and culture teachings and practices, with Indigenous instructors. Agencies further noted that training and education programs with supports such as childcare, transportation, and on-site addiction and mental health supports have realized great success.

### 5.3 Government Barriers

Participants noted there are government legislation and regulatory and industry structures that prevent or limit greater involvement of Indigenous peoples in the industry including access to markets, land and resources, as well as permits and licenses. One participant noted established association and marketing co-ops prevent new entrants from participating in certain production sectors, and access to natural resources and land designation of or next to Indigenous lands can inhibit agricultural development. Participants further noted for status Indians and developments on reserve, the *Indian Act* legislation, funding program and agency policies thwart financing on-reserve ventures.

### 5.4 Indigenous Agricultural and Agri-food Awareness

One interviewee survey respondent noted agriculture has been negatively perceived by some Indigenous people as misappropriating the relationship between the people and the land, however this is changing.

One focus group participant commented, “Youth are the hungry generation [for knowledge in agriculture, agri-foods and culture].” Participants noted overall, First Nations and Indigenous people want to know about agricultural and agri-food opportunities, as well as emerging markets. Mechanisms are required for communicating opportunities, building awareness of services and supports, connecting Indigenous operators with each other for sharing of knowledge and ideas, and fostering cooperative partnerships.

### 5.5 Financing

Participants noted Indigenous operators require access to affordable financing as well as private financing. They noted existing Indigenous financial institutes (lenders) are unlikely to have loan officers that are agricultural experts, and when a lending agency does not have knowledge of agriculture, there is an increased chance the lending agency will reject agricultural applications. Accordingly, participants felt the need for Indigenous operators to have access to private financing and lenders that have knowledge of the agricultural industry and know how to lend competitively on- and off-reserve.

One participant noted that loans offered through AFIs are often at a much higher interest rate than conventional lenders, increasing the cost of doing business. Financing application fees are also typically higher, and these two factors can be barriers to Indigenous agriculture producers, especially if a conventional lender, such as a chartered bank, has rejected the applicant.

Participants Survey respondents noted Indigenous agricultural operators and entrepreneurs are starting from a distinct disadvantage compared to the non-Indigenous population.

## 5.6 Other Ideas

During the focus groups and interviews, other ideas were offered that participants felt could pique the interest of Indigenous people to enter or expand in the agriculture and agri-food sector:

- Provide a veterinarian at no cost to Indigenous farmers
- Design an agriculture-related children's activity book
- Create opportunities for Elders to share knowledge through hands-on sessions and medicine walks
- Offer driver's licence training
- Establish community kitchens that offer workshops on healthy eating and nutrition
- Share agricultural equipment

## 6 Analysis and Discussion

The data compiled from Phases 1, 2, and 3 illustrates that there is increased interest in agriculture production by Indigenous communities, and especially those that reconnect Indigenous people with their traditional lands and resources, revive traditional practices, and advance food security and food sovereignty for the community.

Although there are many similarities in business management needs amongst agricultural producers regardless of heritage, there are needs and wants that are specific and unique to operations that are owned by, managed by, or involve producers who identify as Indigenous.

The common findings that emerged from each phase of the study are:

- **A Sustainability Framework is the Key to Success** – a desire to achieve sustainability through economic development, community support and environmental stewardship, and maintaining a balance between sustainability goals.
- **Tailored Business Management Training** – an interest and need for farm business management training that is tailored to Indigenous agriculture needs and specific to Indigenous operations.
- **Agriculture to Advance Food Security and Sovereignty** – increasing interest in agricultural production is linked to advancing food security and food sovereignty for the community.
- **Indigenous Traditional and Cultural Knowledge Included** – including Traditional and Cultural Knowledge as part of training, resource development and agricultural activities.
- **Elder Involvement** – involving Elders in the development and delivery of learning resources and community-based agricultural activities.

- **Multi-Medium Training Delivery** – using multiple methods to deliver training and skills development, including webinars, conferences, short-courses, on-the-job training, and self-directed learning.
- **Ongoing Opportunities Identification** – ongoing information that highlights expanding and new opportunities for Indigenous producers in agriculture and agri-food nationally, regionally, and locally.
- **On-Reserve Land Ownership, Access to Capital** – on-reserve access to land ownership, financing, and capital.
- **Infrastructure for Rural/Remote Areas** – access to Internet and support services in rural and remote areas – availability and affordability.
- **Sustained Support Services** – ensuring that efforts to support the growth of Indigenous agriculture provide a sustained approach to start-up and growth and support the longevity of the operation.
- **Sustained Relationships with Indigenous Communities** – building lasting relationships with Indigenous communities.

The quantitative and qualitative approach to data collection and analysis used in this study has afforded a deeper understanding of Indigenous agriculture including pathways into agriculture and opportunities to support the Indigenous agricultural sector through support services and training that meets the learning needs and preferences of operations that are owned by, managed by, or involve producers who identify as Indigenous. Specifically, we have a greater understanding of their business management needs within the context of economic development, community support and environmental stewardship and the vital connection to Indigenous cultural values and traditions to support long-term success. And, we understand support must fit the unique needs of Indigenous operations in terms of location, production type, operational goals, experience in agriculture and business stage.

Results confirm further exploration beyond the scope of this study is warranted:

- Due to the relatively small sample size, survey results cannot be generalized to represent Canada's Indigenous agricultural population. For example, as mentioned previously, the Indigenous agricultural population is comprised of 70% Metis,<sup>95</sup> however 11% of the respondents to the survey conducted for this study were Metis. This is likely due to conducting the research in English only. Further, the majority of Metis and Indigenous operators are primarily involved in beef cattle (21% and 25% respectively),<sup>96</sup> however only 14% of the respondents to the survey for this study are involved in beef cattle. This limit in population representation may limit our understanding of the specific needs of Metis and beef operations.
- Limited comparisons between Gautier and White (2016) report prepared for Statistics Canada data and the survey data from this study can be made, as production types used in the Census of Agriculture were limited to oilseed and grain, beef cattle, other crop, other animal, dairy cattle and milk, and fruit and tree nut, whereas our survey broke production types into 22 distinct commodities.
- Incongruencies pertaining to learning format preferences were found between quantitative and qualitative data collected. While survey respondents indicated a preference for in-person

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<sup>95</sup> Gautier and White 2016 p. 3

<sup>96</sup> Gautier and White 2016 p 6 & 8.

learning opportunities (i.e., workshops, courses, mentorship), focus group and interview participants indicated a preference for online learning through self-study, webinars and short courses where they could learn at their own pace.

- Though common issues and barriers exist for Indigenous operators, there are Indigenous and non-Indigenous agencies that exist to address them, many of which have existing relationships with Indigenous organizations and operators. However, there is a lack of information available concerning the use and success of existing programs.

## 7 The Path Forward: Recommended Actions

This study aimed to:

- explore the extent of the agricultural experience, interest, and involvement of the Indigenous population;
- explore the business management resources available to Indigenous producers;
- explore the learning and skills development preferences and practices of Indigenous producers;
- clarify what resources (information, training, tools) are needed and what gaps exist for producers to access these resources, and
- identify new resources that could be developed to address these gaps and the most effective delivery methods.

The results of the environmental scan and consultations with Indigenous agricultural producers have confirmed that the Indigenous population of Canada is active in agriculture, with an interest in pursuing agriculture in support of community engagement, food security or food self-determination, environmental stewardship and economic development.

The results of this study also showed how industry can support Indigenous agriculture in Canada. Among concerns expressed by Indigenous producers consulted in this study are access to land, including but not limited to having treaty rights to hunting and fishing upheld. These actions would improve the opportunities of Indigenous people currently in or entering into agriculture because their access to land and capital would be improved as well as the community's ability to provide food and medicine self-sufficiency, to create community engagement, as well as economic development, addressing many of the barriers mentioned by those who participated in this study.

The next stage is to move from research to responding to what has been heard. Specific actions need to be taken to successfully support the launch, sustainability and growth of these activities.

Short-term, there are a number of gaps and opportunities that can be addressed by industry that fall under 5 areas of recommended support and 15 recommended actions.

### RECOMMENDATION 1: BUILD LASTING RELATIONSHIPS WITH INDIGENOUS

- 1) **Build Lasting Relationships with Indigenous Communities** – The foremost activity is for agricultural business service providers to build meaningful relationships with Indigenous communities. Any relationship or partnership with Indigenous people must be built on a foundation of respect and the intention of supporting a long-term partnership. Indigenous

communities have repeated experience with agencies and experts who offer programs and services to "help" and "save" them. The initial relationship is essential to establish to offer any agricultural programs or services to First Nations and Indigenous people.

- 2) **Establish and Grow Industry Connections** – Work with Indigenous communities and stakeholders as well as commodity associations to share knowledge of agriculture approaches, activities, and growth. Through this research project, Farm Management Canada began to make preliminary connections with Indigenous agriculture stakeholders. It would be beneficial to invest in building these relationships further, to work together to identify opportunities to collaborate and establish partnerships.
- 3) **Establish Lasting Partnerships** – Collaborate with other agricultural stakeholders (commodity associations, government, and educational institutions) to engage Indigenous agricultural producers and ensure a streamlined approach to supporting the development and growth of Indigenous agriculture. This point goes hand in hand with industry connections. It may include a review of existing Farm Management Canada and other tools and resources that could be adapted to meet the needs of Indigenous producers. The industry should endeavour to better coordinate between federal, provincial, and territorial governments on Indigenous agriculture, providing policy and program continuity and aligning goals and resources to provide support where it is needed most.

## **RECOMMENDATION 2: INCREASE AWARENESS OF AND ACCESS TO INDIGENOUS AGRICULTURAL OPPORTUNITIES AND SUPPORT PROGRAMS**

- 1) **Increase Agricultural Awareness and Promotion** – Work with Indigenous communities and stakeholders to develop agriculture industry and opportunity awareness specifically for Indigenous people. This could include children's literature, farm tours, information on eating healthy and growing food and information for new entrants on opportunities and how to get involved in primary production including feasibility assessments for production, marketing, and economic opportunities.
- 2) **Seek Indigenous Leadership Influence** – The Indigenous agricultural community is growing. Industry should endeavour to involve Indigenous people on organizational Boards and in other leadership positions to inform strategic priorities and direction.
- 3) **Increase Awareness of Indigenous Agriculture Support Programs** – There are many Indigenous support programs available, however knowledge of these programs is limited and not readily available through a single knowledge portal. The agricultural industry should endeavour to increase awareness of the programs available to support Indigenous agriculture such as the Aboriginal Entrepreneurship Program. Government and industry should identify Indigenous persons and organizations as eligible applicants.

## **RECOMMENDATION 3: ENHANCE INDIGENOUS EDUCATIONAL OPPORTUNITIES**

- 1) **Enhance Post-Secondary Indigenous Learning Opportunities** – The majority of Indigenous people involved in primary production did not pursue post-secondary education to learn about agriculture. Rather, they relied on acquiring knowledge through life experiences, workshops and information passed down by knowledge keepers. It is recommended that post-secondary institutions support programming that caters to Indigenous agriculture, attract Indigenous people and increase awareness of and access to agricultural learning pathways for Indigenous people.
- 2) **Develop Indigenous Agricultural Business Management Curricula** – In partnership with Indigenous producers, develop farm business management content that meets the specific needs of Indigenous producers, including culturally relevant content and delivery that involves Elders and supports food sovereignty and security. An example of a program could be an Indigenous Farm Business Management 101 course developed in partnership with Indigenous stakeholders and industry. It may include a review of existing Farm Management Canada tools and resources that could be adapted to meet the needs of Indigenous producers. Topics should include technical skills such as business planning, staffing, financial management, marketing/value add, and sustainable growth along with leadership, teamwork, communication, and interpersonal skills, problem-solving, work ethic, and flexibility / adaptability to change.
- 3) **Develop Indigenous Agricultural Production Curricula** – In partnership with Indigenous producers and industry stakeholders, develop production content that meets the specific needs of Indigenous producers, including culturally relevant content and delivery that involves Elders. Topics should include growing, harvesting and marketing native plant species and animal care (e.g., checking a cow for pregnancy),
- 4) **Deliver Multi-Medium Indigenous Agricultural Training** – In partnership with Indigenous producers and industry stakeholders, create accessible and affordable learning opportunities for self-directed and small group learning including online short courses and webinars, and in-person short courses, workshops and mentorship opportunities. Consider offering support services for in-person training including childcare, transportation, and mental health services. Consider offering certificate and micro-credential programming.

#### **RECOMMENDATION 4: EXPAND INDIGENOUS SUPPORT SERVICES**

- 1) **Facilitate Greater Access to Agriculture Support Programs** – There are many agricultural support programs available, however not all programming is readily available to Indigenous populations. The agricultural industry should endeavour to increase access to the programs available to support Indigenous agriculture. Government and industry should readily identify Indigenous persons and organizations as eligible applicants and endeavour to simplify the application process including shorter processing times.
- 2) **Expand Indigenous Agriculture Support Programming** - While Canada has many Indigenous support programs available, there are variations across Canada and many other countries offer support to their Indigenous populations involved or interested in agriculture. It is recommended that program and support providers look further into British Columbia's Indigenous Agriculture

Development Program, Australia's Growing the Grower and Growing for Profit Indigenous programs as well as the Orana Foundation and South America's Wangi Tangi program. Include programming to support rural infrastructure including access to affordable highspeed internet and on-reserve land ownership, financing and capital. Consider offering local agricultural extension services for Indigenous communities such as access to an Indigenous agrologist with first-hand knowledge of the area and agricultural capacity.

## **RECOMMENDATION 5: ENHANCE INDIGENOUS RESEARCH AND ANALYSIS**

- 1) **Evaluate Existing Indigenous Agriculture Support Programs** – While there are many Indigenous support programs available, knowledge of the use and success of these programs for agriculture is limited. Additional research could help further our understanding of how these programs are performing to identify opportunities for improvement.
- 2) **Further Identify Barriers** – Work with Indigenous communities and stakeholders to learn more about the barriers to entry and growth including prohibitive legislation and financing unique to Indigenous producers and how to be an ally working towards addressing these barriers, including access to capital and technology that is in line with non-Indigenous producers.
- 3) **Statistical Breakdown: “Other Crops” and “Other Animal”** – Statistics Canada's breakdown of Indigenous agricultural commodities is limited to beef cattle, grains and oilseeds, other crops, other livestock, dairy cattle and milk, and fruit and tree nut. It is recommended that Statistics Canada provide a further breakdown for “other crops” and “other livestock” to reflect the diverse nature of agricultural production and provide comparable data to non-Indigenous operations.

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## Appendix B: Indigenous Agriculture and Agri-food Survey

Ki'suk kuk'yit,

Indigenous, Métis and Inuit agriculture, agri-food, and aquaculture producers are invited to share their ideas and experiences on the business and agriculture supports that are needed by Indigenous producers now and looking ahead. You have been identified by other Indigenous producers and people, Indigenous business and funding agencies, and agriculture agencies as an Indigenous producer and / or influencer. The Canadian Agricultural Human Resource Council is conducting a research project on behalf of Farm Management Canada to understand how to assist Indigenous producers with farm business management including programs and partnerships to address challenges and realize new opportunities. This research project involves an online survey, focus groups, personal interviews, and background research. Farm Management Canada is a national non-profit organization, founded over 25 years ago to develop and distribute leading-edge farm business management information and tools to help facilitate resilience and prosperity, and support farm business success. The results of this research will aid in the development of programs, tools and resources that will be beneficial for Indigenous farm business management. We invite you to share your ideas and experience in this online survey. Your participation in this survey is voluntary. It should only take around 10 minutes. Your responses will be strictly confidential and managed by XXXX. Survey results will only be reported in the aggregate. At the end of the survey, you will be invited to indicate if you would be interested in participating in the focus groups, which will be held after the online survey closes.

The survey closes Tuesday, December 22, 2020 at 11:59pm PT - please complete the survey by then.

---

- 1) Briefly describe your agricultural business / farm operation:
- 2) What best describes your community setting? (select one)
  1. Remote – located more than 350 km from nearest service centre and has year-round road access
  2. Isolated – only winter road access, good radio / tel. communications, regularly scheduled flights
  3. Remote AND Isolated – no roads in / out of community, infrequent flights, frequent radio / tel. interruption
  4. Urban – population of more than 25,000
  5. Rural – if not urban or remote or isolated then select rural
  6. Other (please explain) \_\_\_\_\_
- 3) Where is your agricultural business / farm operation located? (select one)
  1. On-reserve
  2. Off-reserve
  3. Community settlement
  4. Other (please explain)
- 4) What region do you represent? (indicate region by clicking on the map)
  1. Alberta
  2. British Columbia
  3. Manitoba
  4. New Brunswick
  5. Newfoundland and Labrador
  8. Nunavut
  9. Ontario
  10. Prince Edward Island
  11. Quebec
  12. Saskatchewan

6. Northwest Territories
7. Nova Scotia

13. Yukon

- 5) What is the land status of your agricultural business / farm operation? (select all that apply)
  1. Individual / family owned
  2. Band land
  3. Lease or permitted land
  4. Other (please explain)
  
- 6) How would you define your agricultural business / farm operation? (check all that apply)
 

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Commercial Farming / Aquaculture</li> <li>2. Processing</li> <li>3. Community Garden</li> <li>4. Gardening</li> <li>5. Hunting / Fishing</li> </ol> | <ol style="list-style-type: none"> <li>6. Gathering / Foraging</li> <li>7. Forestry</li> <li>8. Land Leasing and Rental</li> <li>9. Other (please explain) _____</li> </ol> |
|---|---|
  
- 7) What activities in agriculture / aquaculture are you involved in? (check all that apply)
 

|   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Aquaculture / fish farming</li> <li>2. Beekeeping, apiculture</li> <li>3. Beef cattle</li> <li>4. Bison</li> <li>5. Crops, grains and oilseeds</li> <li>6. Dairy cattle</li> <li>7. Equine (Horses, Donkeys and Mules)</li> <li>8. Elk</li> <li>9. Field fruit and vegetables</li> <li>10. Forage / hay production</li> <li>11. Fur</li> <li>12. Goats / Sheep</li> </ol> | <ol style="list-style-type: none"> <li>13. Greenhouse, nursery, floriculture</li> <li>14. Hogs / Pigs</li> <li>15. Indigenous cultural foods</li> <li>16. Non-timber Forest resources (tree sap, mushrooms, herbs, medicinal, etc.)</li> <li>17. Poultry - meat</li> <li>18. Poultry - eggs</li> <li>19. Specialty crops (llamas, maple, etc.)</li> <li>20. Timber</li> <li>21. Tree fruit and vine crops</li> <li>22. Other (please explain) _____</li> </ol> |
|---|--|
  
- 8) How are your agriculture / aquaculture products / outputs used? (Check all that apply)
  1. Food
  2. Medicine
  3. Clothing
  4. Fiber and Building Materials
  5. Agri-tourism
  6. Other (please explain)
  
- 9) Please indicate if your business is owned wholly or in part by an Indigenous or Métis person.
  1. Indigenous Nation or Band
  2. Indigenous Development Corp. / Society
  3. Métis
  4. No Indigenous or Métis Owners
  5. Other Indigenous (please explain)
  6. Don't know
  
- 10) At what stage is your farming operation? (select one)
  1. Concept / Planning / Pre-opening

2. Beginning (0-3 years)
3. Established / Stable
4. Expanding
5. Transitioning / Succession
6. Sun-setting / Exiting
7. I don't know
8. Prefer not to say

11) Why did you become interested / are you involved in agriculture / aquaculture? (select all that apply)

1. Entrepreneurship (being my own boss)
2. A sustainable source of revenue (individual or community)
3. Adding value to existing resources (e.g., monetize lands, enter into processing)
4. Growth and expansion of existing enterprise
5. Economic development for the community
6. Employment and training opportunities for self and / or the community
7. Food security, food self-determination, being able to provide for self and / or the community
8. Encourage local sourcing / buying
9. Improve health for self and / or community
10. Improve access to either traditional or local foods
11. Preservation of cultural values, traditions and practices (self-determination)
12. Build or continue connection with family and heritage
13. Build or improve connection to the land
14. Improve awareness of agriculture as a method of achieving food self-determination and / or a career path
15. Promote environmental sustainability
16. Youth involvement / engagement, developing responsibility
17. Taught during school
18. Continuing / on-going involvement in family business
19. Other (please explain) \_\_\_\_\_

12) Please indicate how you acquired your agriculture and agri-food knowledge. (check all that apply)

- |   |  |
|---|--|
| 1. Grew up on a farm                                | 8. Workshops on agriculture and agri-food        |
| 2. Learned from my Indigenous knowledge keepers     | 9. Membership in a club or organization          |
| 3. 4-H club   | 10. Self-taught                                  |
| 4. Youth club                                       | 11. Personal / Direct business advisory services |
| 5. Post-secondary studies – specific to agriculture | 12. On-the-job                                   |
| 6. Post-secondary – business training               | 13. Trades training                              |
| 7. Workshops on business                            | 14. Other (please explain)                       |

13) Indicate your level of interest, current and / or in the future, for each of the following topics.

|  | Uninterested             | Somewhat interested      | Very interested          | N / A                    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Agric Sector Trends, Economic & Market Outlook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business Assessment & Analysis                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic & / or Business Planning             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  | Uninterested             | Somewhat interested      | Very interested          | N / A                    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Organizational & Business Structures                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business Contracts & Agreements                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cost of Production & Benchmarking                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Environmental Management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Farm Safety  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mental Health & Wellness   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Record-Keeping   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Literacy & Management                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Food Safety & Biosecurity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indigenous Cultural Practices & Philosophies                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Labour & Human Resource Management                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership & Entrepreneurship  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sales & General Marketing  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Niche Marketing, (e.g., organic, hormone-free, pesticide-free, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Trust, Advocacy & Media Relations                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| New Research, Innovation & Technologies                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Value-Added Opportunities through Processing                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk Assessment & Management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergency Preparedness & Contingency Planning                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Media, Communication  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Start-Up Advice  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transition or Succession Planning                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Government Policy & Programming                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Operating in & Safety during COVID                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education & Training Opportunities                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provincial & Federal Funding, Grants, & Incentive Programs           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Indigenous or Métis funding programs & services                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth / Student Initiatives  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14) Which of the following present barriers to you and your agricultural business / farm operation from achieving your desired outcomes? (check all that apply)

1. Access to land— i.e., physical, financial, legal
2. Meeting legal and financial requirements of business ownership [e.g., obtaining a business license, liability insurance, etc.]
3. Availability of business management training and skills development opportunities (ex. desired topics)
4. Availability of business advisors and consultants (e.g., desired expertise)
5. Access to business management training, skills development opportunities (ex. eligibility, physical location, timing)
6. Access to business advisors and consultants (e.g., physical location, timing)
7. Costs associated with business management training and skills development opportunities

8. Costs associated with business advisors and consultants
9. Awareness of government programs and / or how to register for them
10. Market and industry controls (e.g., legislative protection)
11. Legislative barriers unique to Indigenous Nations (i.e., Indian Act, Treaties)
12. Connecting with mentors and networking opportunities
13. Access to domestic markets
14. Access to international markets
15. Access to financing
16. Access to public funding
17. Competition from non-Indigenous agricultural businesses
18. Building human resource capacity to support operations
19. Encouraging family or community to participate
20. Knowledge of and / or ability to meet environmental standards, regulations, laws
21. Access (physical, financial) to technology, equipment and / or supplies
22. Other (please explain) \_\_\_\_\_

15) Of the barriers presented above, what are the three (3) greatest barriers affecting the ability of your business to reach its full potential? Please explain.

|    |
|----|
| 1. |
| 2. |
| 3. |

16) What business skills development training, programming, resources would be most beneficial to you? Please explain.

|    |
|----|
| 1. |
| 2. |
| 3. |

17) What are your preferred methods of learning? (check all that apply)

- |  |   |
|--|---|
| 1. Self-study through books, publications, reports | 9. Mentorship                                     |
| 2. Self-study through internet search / research   | 10. Courses – in-person in community / region     |
| 3. Travel and tours                                | 11. Courses – online                              |
| 4. Industry meetings                               | 12. Conferences                                   |
| 5. Social media                                    | 13. Workshops / Seminars                          |
| 6. Webinars  | 14. Ready-made templates or workbooks / tool kits |
| 7. Peer advisory groups / management clubs         | 15. Other (please explain)                        |
| 8. Advisory services                               |   |

18) Check the types of farm business management training / information you currently access. Please indicate the place, organization, or source.

|  | Currently Access      |
|--|-----------------------|
| Where do you currently access farm business management training / earning / information? | <input type="radio"/> |
| Conferences  | <input type="radio"/> |

|  |                       |
|--|-----------------------|
| Workshops  | <input type="radio"/> |
| College / University Programs                            | <input type="radio"/> |
| Government Training                                      | <input type="radio"/> |
| Courses offered outside of College / University programs | <input type="radio"/> |
| Mentorship Programs                                      | <input type="radio"/> |
| Meetings   | <input type="radio"/> |
| Books / Publications                                     | <input type="radio"/> |
| Websites   | <input type="radio"/> |
| Media (Newspapers, Magazines, Newsletters)               | <input type="radio"/> |
| Other (please explain)                                   | <input type="radio"/> |

19) Please specify your Indigenous heritage.

- |                              |  |
|------------------------------|--|
| 1. Indigenous / First Nation | 4. Non-Indigenous                          |
| 2. Métis                     | 5. Other Indigenous (please specify) _____ |
| 3. Inuit                     |  |

20) What is your age?

- |                |                      |
|----------------|----------------------|
| 1. 18 or under | 4. 65+               |
| 2. 19-39       | 5. Prefer not to say |
| 3. 40-64       |                      |

21) To which gender do you most identify?

- |               |                      |
|---------------|----------------------|
| 1. Male       | 4. Other             |
| 2. Female     | 5. Prefer not to say |
| 3. Two-spirit |                      |

22) Please share any additional comments you may have on how best we can support Indigenous Farm Business Management:

23) There will be a series of online discussions held via Zoom (early December 2020 - dates to be scheduled) and limited to up to 10 Indigenous / Métis / Inuit producers per session. Please indicate if you would like to receive an invitation to attend one of the focus group sessions.

1. Yes (please provide your contact info in the next question)
2. No
3. Uncertain - send me the invitation anyway (please provide your contact info in the next question)

24) Contact Information

|                              |  |
|------------------------------|--|
| First Name                   |  |
| Last Name                    |  |
| Organization (if applicable) |  |
| Postal Code                  |  |
| Phone                        |  |
| Email Address                |  |

## Appendix C: Indigenous Agriculture and Agri-food Focus Group Guide

### CAHRC & Farm Management Canada - Focus Groups

#### Agenda

- 1) Welcome & Introductions
  - a) Explanation of how the session works, recording the sessions
- 2) CAHRC and Farm Management Canada overview – expected outcomes
- 3) Highlights of pre-session survey
- 4) Discussion on the following topics:

- 1) Your Vision – “What do you wish for Indigenous people in agriculture”
- 2) What supports and programs are needed for your agricultural / farm operations:
  - (1) Business start-up – planning, funding
  - (2) Operations – e.g., farming and business advisory and skills
  - (3) Human Resources– specialized and general labour, youth
  - (4) Cultural knowledge, skills, guidance
  - (5) Emergency Opportunities
  - (6) Other
- 3) What would training look like for Indigenous agriculture / farmers?
- 4) Other Comments

- 5) Summary, closing remarks, next steps

## Appendix D: Indigenous Agriculture and Agri-food Interview Guide

### Indigenous Agricultural Project Indigenous Operator Interview Guide

#### INTRODUCTION

---

Thank you for taking the time to participate in this telephone interview.

My name is XXXX. I am conducting this interview on behalf of the Canadian Agricultural Human Resource Council and the Farm Management Canada.

These organizations are seeking to understand the interests and needs of Indigenous, Métis and Inuit agricultural and farming operators throughout Canada to understand what programs, training, education and supports are required to strengthen your business and to encourage more Indigenous people to enter the agricultural industry.

It will support Indigenous / Metis agricultural operators and farmers like yourself with strategic developing on training and supports to help you with your operations and skills development.

This interview should take about 30 minutes. I will be taking notes and may seek clarification from time-to-time on your comments. While I have a set of topics to cover, this will be more of a conversation than a list of questions. Also, if there is a question that is not clear, let us know, and if there is any question you prefer not to answer, let us know and we will move on to the next topic.

Most important, your responses will be kept confidential. They will only be shared with the research team being myself and Jennifer Wright of CAHRC. We will ensure that any information included in the report does not identify you as the respondent without your written permission.

Do I have your permission to proceed?

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Interviewee \_\_\_\_\_

Did you have a chance to review in advance the backgrounder and questions list we sent you by email?

Before we begin, do you have any questions?

## Interview Questions

---

### *About the Operator*

1. Let's start with you - Please tell us a little bit about what you do? organization / company:
  - a) Sector: \_\_\_\_\_
  - b) # employees: \_\_\_\_\_
  - c) Other: \_\_\_\_\_

### **Qualifications (Skills, Education and Training, Experience, Credentials)**

#### *Startup*

2. When you started, what skills, training, education, credentials and experience did you have?
3. What do you know now that you wish you knew at start-up?
  - a. Business / operations – financial, planning, marketing, accounting, loans
  - b. Special / unique skills to your agricultural operations and sector
  - c. Other – competitor knowledge, market information, opportunities
4. What training / education and advisory support?
  - a. Who provided this? When?
  - b. What advisory support have you used?

#### *Agency support*

5. What agencies helped you? What types of services – business operations, technical agricultural knowledge, financing, labour, employment, other?
  - a. What worked well from these?
  - b. What could be improved?

Probing Question

  - c. How did you feel about it?
6. What are the most promising practices or experiences you have had or have knowledge about with respect to the training and education and advisory services?
  - a. Why are they effective?
  - b. Were there Indigenous cultural aspects you liked?
    - i. Or were missing?
7. Tell us about the agencies that provided advisory services, funding, or training.
  - a) What worked well with them, what didn't?
  - b) Did any of these offer unique Indigenous programming? What was it?
  - c) What worked well? What improvements to you recommend?

#### *Future*

Now that you have been operating for a while...

8. What information and supports do you need to achieve your goals –
  - a. For operations? Such as – marketing, accounting, employment, labour, strategic planning, opportunity identification, business planning, social media

- b. Federal, provincial / territorial requirements
- c. Operating in Covid
- d. Financing
- e. Finding partners
- f. Special agriculture / technical knowledge

9. Who would you like to see provide these supports?

10. Is it important for you to have supports –
- a. provided by Indigenous service providers?
  - b. Delivered by Indigenous people?
  - c. Containing / delivering Indigenous cultural values and perspectives?

### ***Service Providers***

11. To what extent are you satisfied with the regional opportunities provided for education, training, and professional development?

How would you rate how satisfied you are on a scale from 1 to 5 – “1” being “very dissatisfied” and “5” being “very satisfied”? Please explain your rating.

12. What kinds of education and training programs do you make use of for successful skills development?

- a. What has worked and not worked well and how could the education and training delivery system be improved to fill any gaps in meeting your needs?

13. Farm Management Canada offers a variety of learning opportunities and business skills development resources such as:

Website – farm business resources, assessment and planning tools, information

Webinars – succession planning, financial management, etc.

Training Programs

- Risk management assessment and planning
- Leadership development

National Conference – agricultural excellence conference

Publications – financial management, HR, transition planning, etc.

Awards – recognizing excellence and achievements

Funding – joint project funding

Which ones are of interest to you?

- a. When would you be most likely to participate in these – time of year, day, week?
- b. Are there support or resources you need to be able to participate?

### ***Challenges***

14. What challenges do you face in accessing any of these services, training and education?

Examples:

- a. Too far
- b. Offered at the wrong time of year, day, week, etc.
- c. Cost
- d. Internet access
- e. Computer technology – hardware and knowledge
- f. Training demands more time

g. Other

15. What recommendations do you have to making this training and education more accessible to you?

16. Do you foresee any major barriers in the region or agricultural sector that will impact your ability to operate?

- a. Anything specific to your field / sector of agricultural operations?
- b. Any ideas on how to overcome these?

*e.g., e-learning, distance learning, virtual learning, apprenticeship other work-based training, other methods (please specify)*

#### **Advice**

17. What advice would you have to give another Indigenous / Metis person wanting to launch a business in your field?

#### **Closing**

---

Is there anyone – such as an Indigenous farmer, economic development, organization, funder – that you would recommend we contact to interview or respond to our online survey?

**Is there anything you would like to add?**

#### **NEXT STEPS:**

Our team will analyze the information provided in this project.

A draft summary will be prepared for by \_\_\_\_\_.

CAHRC will share a copy of the summary report with you when it is available.

Should you think of any points you would like to add please contact me at \_\_\_\_\_.

Thank you for your time.