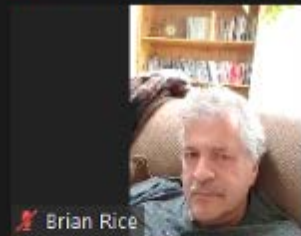


Kitigay and Indigenous Food Systems Team



hoqueamr



Kitigay



“Kitigay” is an Anishinaabe word meaning to plant. Kitigay describes the hope for this post-secondary education. This Kitigay program is to grow plants but also ideas of reconciliation, Indigenous food sovereignty, Indigenous student capacity and food businesses.



Indigenous Food Systems Team

- met regularly summer and fall to plan Kitigay
- great experts problem-solved to find a pathway

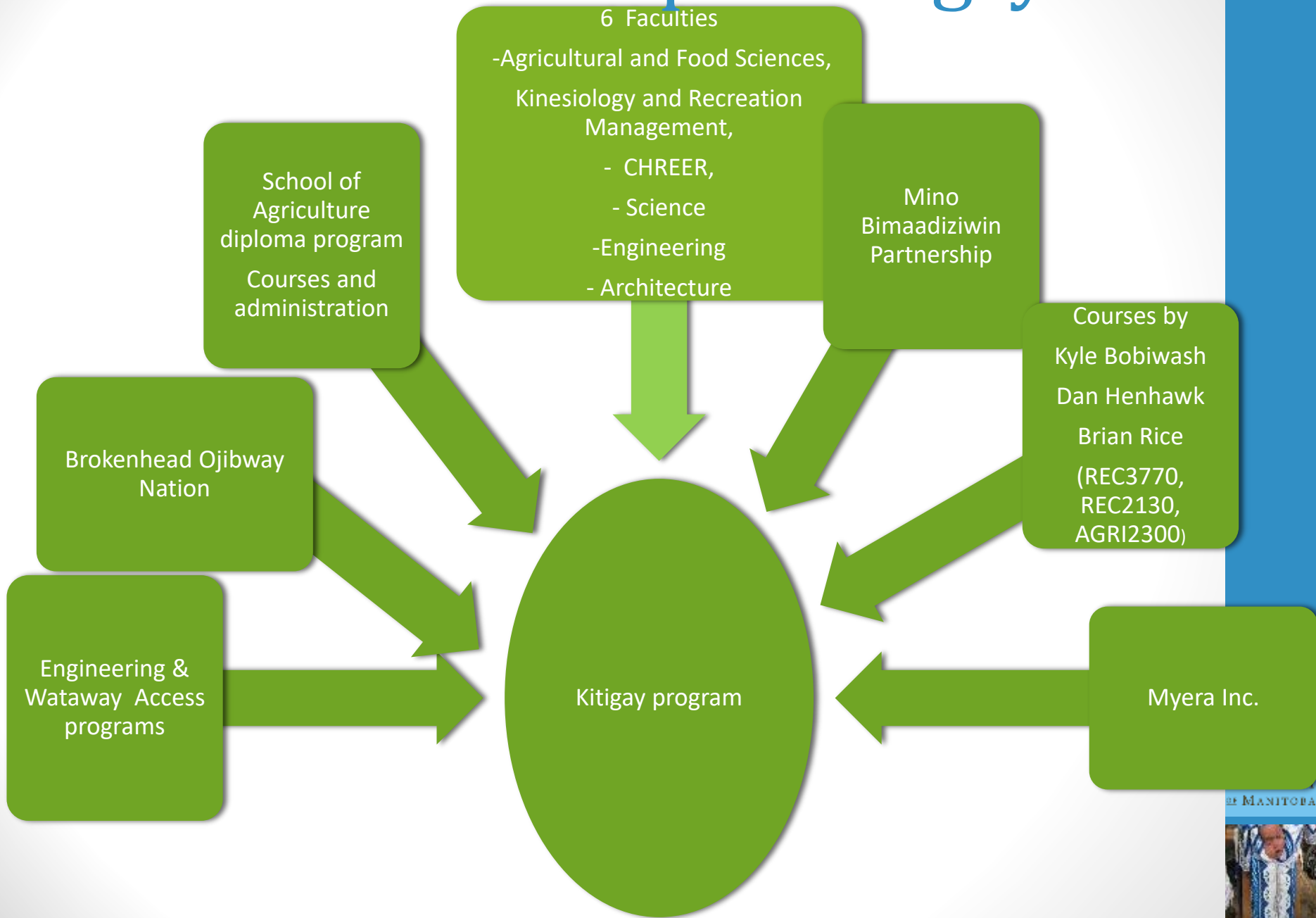


Kitigay aims to meet academic & community needs

- Post-secondary education, if community-led and projects-based, has the potential to transform education and food policy, as well as build capacity locally.
- will leapfrog from colonially imposed to self-determined and community-led education through partnerships between community and university.
- The University of Manitoba (UM) option to pilot Indigenous Food Systems courses will improve Indigenous food security and sovereignty by addressing First Nation and Metis academic and community needs.



The Stone Soup of Kitigay



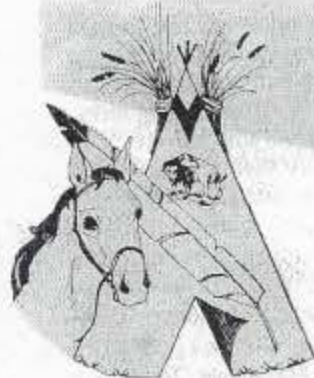
NON-DEGREE PROGRAMS – TAXONOMY

1. This Taxonomy applies to all non-degree programs
2. Non-degree programs may only be named in accordance with the credential designations set out in this Taxonomy. For further clarification:
 - (a) There will not be an Advanced Certificate or Advanced Diploma credential. If a sponsoring unit wishes to indicate that a certificate or diploma requires prerequisite or builds upon a more advanced body of knowledge, the designation may be as follows:
 - (i) Certificate/Diploma in Advanced "X"; or
 - (ii) Certificate/Diploma in "X", Level 2.
 - (b) Although educational experiences under the Short Courses and Programs credential may be referred to as "workshop, seminar, short course, short program" or referred to by any of the other non-degree program credentials.
3. New Embedded Certificates (i.e. certificates which are incorporated in a degree program) must first be established as a Certificate in accordance with

| Characteristic | CREDENTIAL | | | | |
|-----------------------|--|---|---|---|---|
| | Short Courses and Programs | Certificate | Post Baccalaureate Certificate | Diploma | Post Baccalaureate Diploma |
| Definition | Short courses/programs focusing on Professional skills or community enhancement, through educational experiences such as workshops and seminars. Faculty of Agricultural and Food Sciences with other faculties sponsorship. Successful students to receive a UM letter of accomplishment for 3 to 6 courses & Internship. | A structured program of studies consisting primarily of non-degree credit courses equivalent to a minimum of 180 instructional contact hours and a maximum of 400 instructional contact hours (average of 1 year). Stand alone. | A structured program of studies consisting primarily of non-degree credit courses equivalent to a minimum of 180 instructional contact hours and a maximum of 400 instructional contact hours (average of 1 year). Stand alone. | A structured program of studies consisting primarily of degree credit courses equivalent to a minimum of 24 credit hours and a maximum of 60 credit hours. May include non-degree credit courses (maximum is the equivalent of 15 credit hours, but diploma cannot exceed total of more than the equivalent of 60 credit hours). Stand alone. | A structured program of studies consisting primarily of degree credit courses equivalent to a minimum of 24 credit hours and a maximum of 60 credit hours. May include non-degree credit courses (maximum is the equivalent of 15 credit hours, but diploma cannot exceed total of more than the equivalent of 60 credit hours). Stand alone. |
| Entrance Requirements | To be determined by the sponsoring unit(s). | University entrance | Degree in a related field | University entrance After piloting & approval of senate | Degree in a related field |

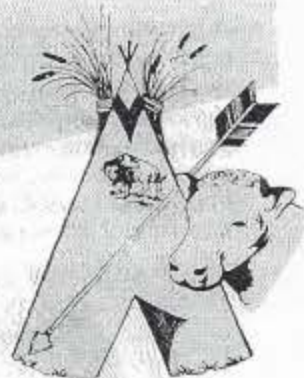
NOTE: After several years (3 to 5 years) of continuous improvement through piloting these series of course offerings, the new diploma credential in Indigenous Food Systems is expected to be approved by UM Senate as courses are at the diploma level.

Approved by Senate November 7 2001, as part of the Report of the Cross-Functional Committee to Consider Issues Relating to Certificate and Diploma Programs (dated October 10, 2001; http://umanitoba.ca/admin/governance/media/senagenda_nov2001.pdf).



THE INDIAN FARMER

MANITOBA INDIAN AGRICULTURAL PROGRAM INC.



Special Training Department Edition

New Staff

Errol Wilson has recently accepted a position with M.I.A.P. as a loans analyst. He will be based out of the Winnipeg office and will be working very closely with Randy Lachuta.



Errol Wilson, Loans Analyst.

Errol graduated from the University of Manitoba this spring with a diploma in Agriculture. Errol is very knowledgeable in the areas of farm management and beef production. Last summer he trained with the farm management section at the Manitoba Department of Agriculture.



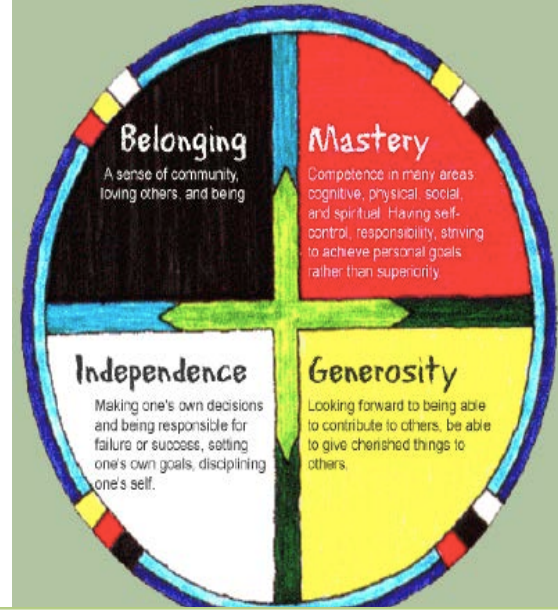
Michele Rogalsky, Academic Co-ordinator.

The training department and, of course, the students were extremely pleased with Michele's work. Michele is an extremely competent instructor and co-ordinator. Perhaps what is more important, is her understanding of the student's needs and her honest desire that the students succeed in what they are doing.

With recommendations from all the students and trainees, as well as training department staff, the training department offered Michele an employment contract to work with the students for the 1985-86 fiscal year as an academic co-ordinator.

Michele chose to accept our offer, even though she was offered other employment contracts with other agencies.

Degree & Diploma courses with Indigenous content



*Modified from Brendtro, Brokenleg and Van Bockern, 1991

- The Manitoba Indian Agriculture Program (MIAP) engagement with the UM Agriculture diploma in the 1980s provided lessons.
- Kitigay will be innovative by including substantive Indigenous content, rather than only including Indigenous students in existing programs. The needs of the Indigenous communities, students, and business partners will be considered in the Kitigay curriculum process, building on existing courses of Indigenous faculty (REC3770, REC2130, AGRI2300) and other courses. Existing distance/blended UM courses, with some inclusion of Indigenous material, will be offered in 2021/22 with the Faculty of Agricultural and Food Sciences sponsorship (UM Senate, 2001).
- These existing diploma and degree courses will be developed collaboratively with faculties allowing them to be converted to virtual and blended short course offerings for the 2021/22 term for the first time.



Distance and Blended UM Courses

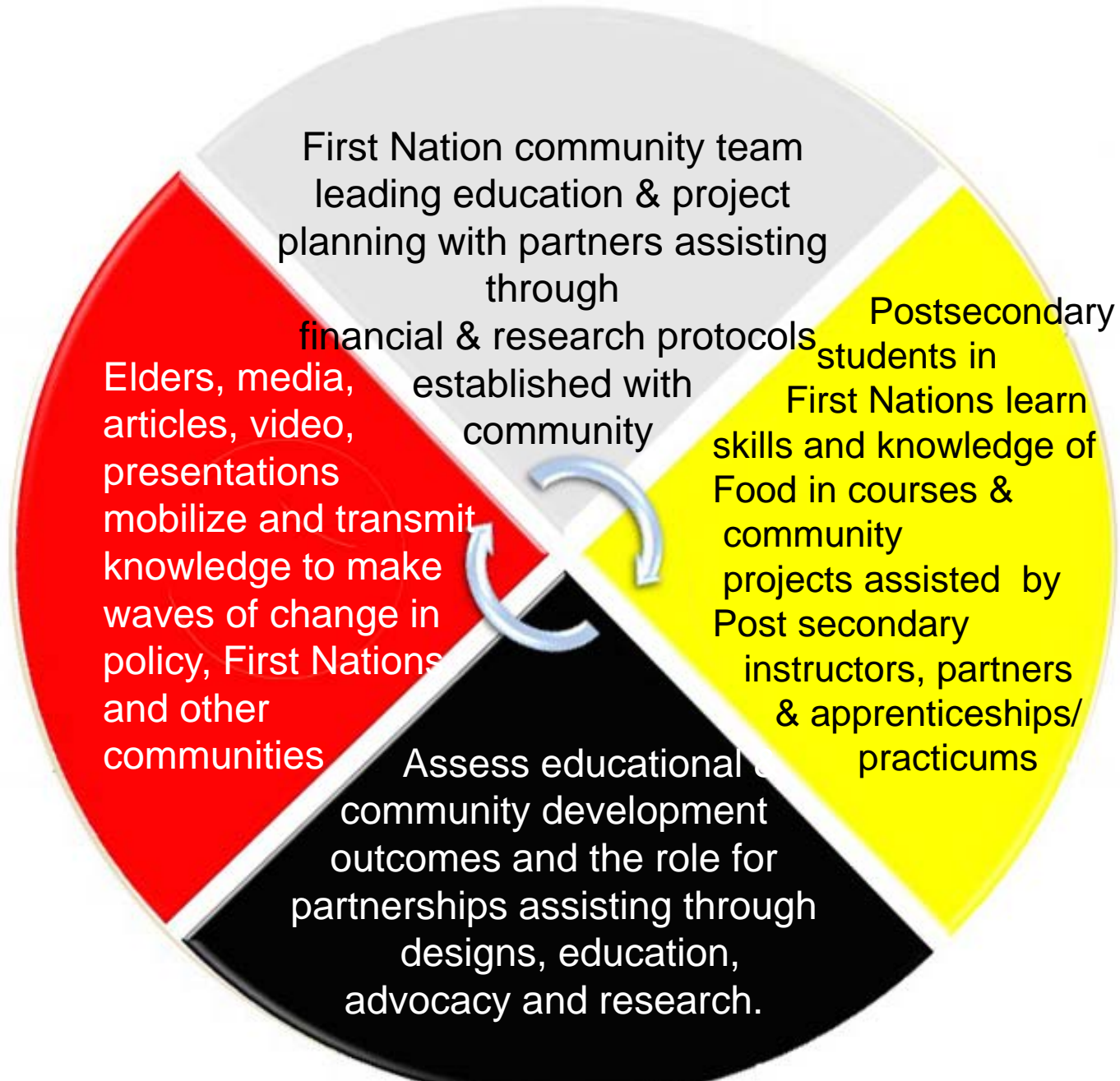
- Kitigay's distance and blended learning UM courses will provide safety from COVID-19, considering safety as the priority in the start date of a one year program with three pilot cohorts from 2021/22 to 2023/24. Distance education is defined as:

"Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period." (NRS, 2018, p. 48).

- Distance education will mainly be on-demand asynchronous learning through UMLearn media of videos and email, with some synchronous learning opportunities.
- Projects-based courses and blended learning will add to distance education through "in-class activities," whether that class be outside at the farm or in the boreal forest undertaking traditional food activities.



Kitigay



Menu of Course Options

The Indigenous food systems curriculum will focus on 2 types of courses:

1. Courses focused on theory and practice will provide a menu of course options. These UM courses include: AGRI 2300, DAGR 0540, DAGR 0910, REC 2130, REC 3770.
- The 2021/22 offering of DAGR 0540 and 9190 would be in Winter 2022. With the support of the Director of the School of Agriculture Michele Rogalsky, some instructors of other courses have committed to incorporate Indigenous materials and knowledge into their program. FAFS has several courses that could be considered for inclusion for a proposed diploma or micro credential in Indigenous Food Systems (i.e., HNSC 1000, HNSC 1200, HNSC 1210, ABIZ 1000, ABIZ 3630, ABIZ 2610, AGRI 3030, AGRI 2620).
- The final course options will be determined through on-going dialogue and review with BON and other First Nation and Metis communities and Indigenous students to allow continuous improvement.



REC 3770: Indigenous Perspectives on Land-Based Education

This course provides an introduction, overview and exploration of Indigenous knowledge systems and ways of knowing as an entry point to understanding Indigenous land-based education on Turtle Island (North America). Treaties, stories, traditional ecological knowledge and ways of living as well as an intensive land-based experiential learning weekend will be used to explore historical and contemporary Indigenous perspectives of the land and land-based education. Prerequisite: [REC 2130](#) (C) or permission of instructor.

DR. BRIAN RICE

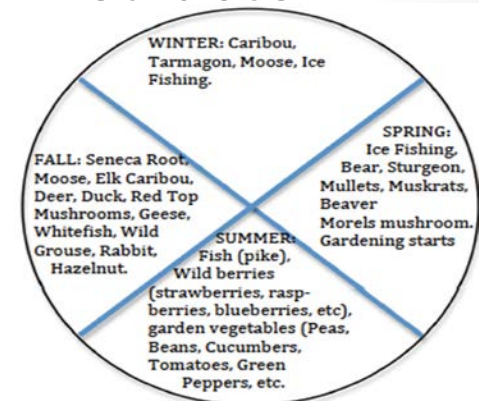


REC 2130 - Introduction to Outdoor & Land-Based Recreation

This course provides an introduction to both Indigenous and non-Indigenous perspectives on land-based education and outdoor recreation. Students examine how as individuals and groups we can build strong relationships and a robust sense of connection with others, with the land, the outdoors, and with recreation through academic and experiential explorations.

Prerequisite: KPER 1400 or permission of instructor.

DR. DAN HENHAWK



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AGRI 2300 –

Indigenous Issues in Food Systems

This course provides an introduction to both Indigenous and non-Indigenous perspectives on land-based education and outdoor recreation. Students examine how as individuals and groups we can build strong relationships and a robust sense of connection with others, with the land, the outdoors, and with recreation through academic and experiential explorations.

Prerequisite: KPER 1400 or permission of instructor.

DR. KYLE BOBIWASH



DAGR 09190: Sustainable Agri-food Systems



Distance education offering for Kitigay

Course Calendar Description-

The agri-food system encompasses how food is being produced, processed, transported, marketed and consumed. The three pillars of sustainability (economic, social and environmental) will be used to evaluate and improve agricultural sustainability, and will also be applied to the agri-food system (beyond production). Sustainable solutions are unique to each agricultural situation and require long-term thinking and evidence-based decision-making. Focus will be on the balance between food production practices and protecting the natural resources on which agriculture is reliant.

- **Instructor Name:** Maggie Abwao



DAGR 0540 Exploring New Opportunities in Adding On-Farm Value

Course Calendar Description-

A practical study of the opportunities for farm operators to increase value return for farm products with innovative approaches to production, processing and marketing. Students will learn from case studies the challenges and realities of value chain integration. Students will develop their ability to critically evaluate business plans for farm product enterprises. Prerequisites: DAGR 0480 and ABIZ 0460 Co-requisites: DAGR 0490 and ABIZ 0470 or permission of instructor – Phil Velhius.



Other: SCI courses TBA & Elder/ Access Supports

The Indigenous students in the Kitigay courses will benefit from university services, including access to Elders, the community of UM students, UM relational programming and UM access programs. Regarding the UM access program, Herrmann offered online access programming in Engineering for upgrading math and science levels if space is available. The interactions with Indigenous communities and students in Kitigay should be an effective means to recruit students to the UM into other degree and diploma programs.





Gardening (Again) In Garden Hill

Growing good jobs and healthy food
through social enterprise



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Community-based Internships

2. Project-based courses/internships with Metis and First Nation communities and Indigenous businesses and organizations.

Dr. Thompson has organized a two-week International Permaculture Design Certificate course for the Boreal and Prairie ecosystems at Brokenhead Ojibway Nation (BON) for 2021. This program successfully trained First Nation community members alongside graduate students in 2017 with Four Arrows Regional Health Authority. Graduate and entry-level students will work together to research appropriate Indigenous food systems, with BON Elders to develop designs for building their farmland into a sustainable food landscape, considering climate-smart agriculture.

This course will be jointly taken with ten graduate students to work alongside local BON members to design the farm based on community wishes and traditional ecological knowledge. Also, the Architecture design studio in fall//winter will provide many learning opportunities.



Permaculture graduate course

trail will link the main areas and allows the public to engage directly with the farm, promoting harmony and balance while connecting to the land.



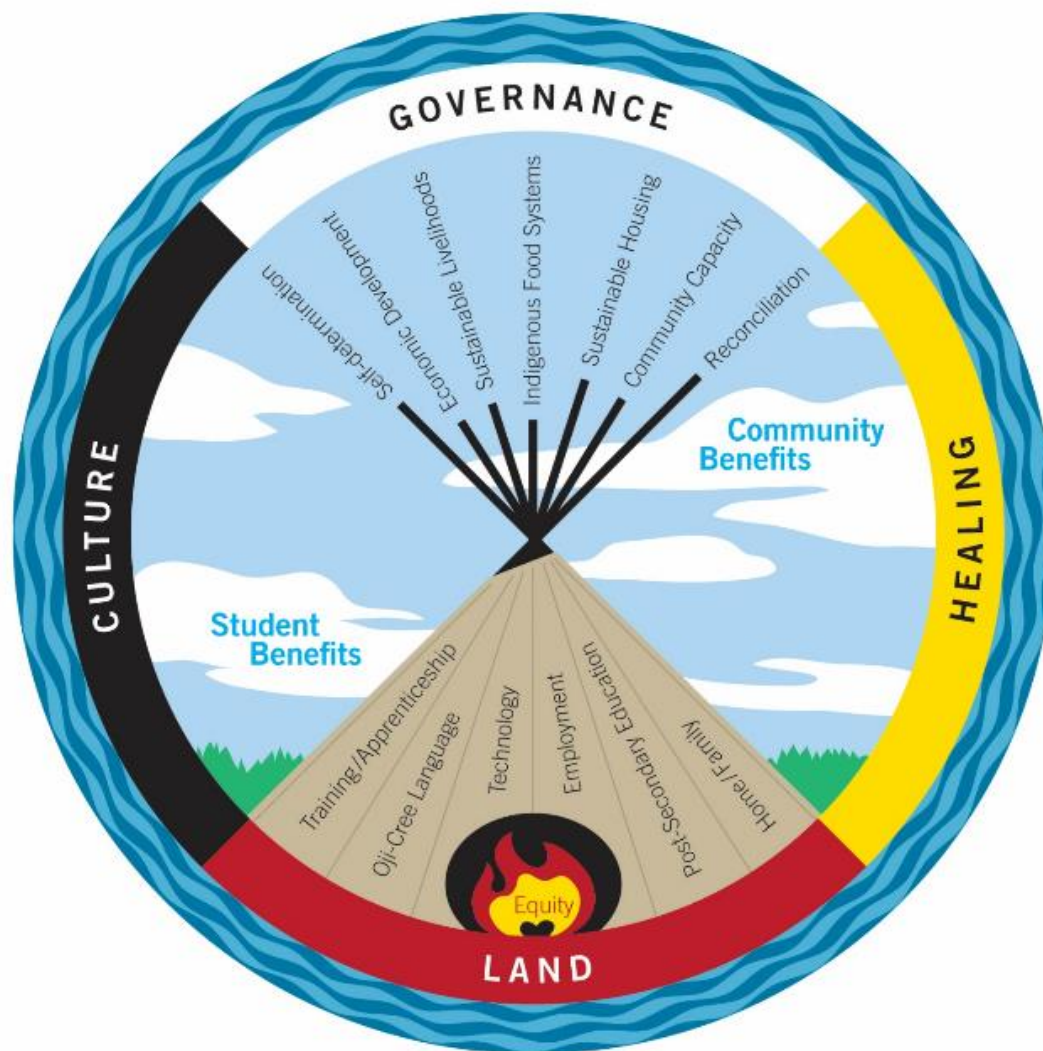
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Mino Bimaadiziwin Partnership

Reconciliation in Action



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Kitigay's Indigenous Learning

Kitigay programming will apply the 5 beneficial practices recognized by the 2014 First Nations, Inuit and Metis Essential Skills Inventory Project, namely:

- 1) working with/in the community;
- 2) learner-centred, holistic approaches;
- 3) Indigenous learning principles;
- 4) employer involvement in providing work experience; and
- 5) control and ownership (Canadian Career Development Foundation, 2014).

Three factors, key to Indigenous self-determination, will be prioritized in Kitigay education and research, namely:

- 1) cultural identity;
- 2) culturally-appropriate sustainable livelihoods; and
- 3) sovereignty (Hibbard and Adkins, 2013).



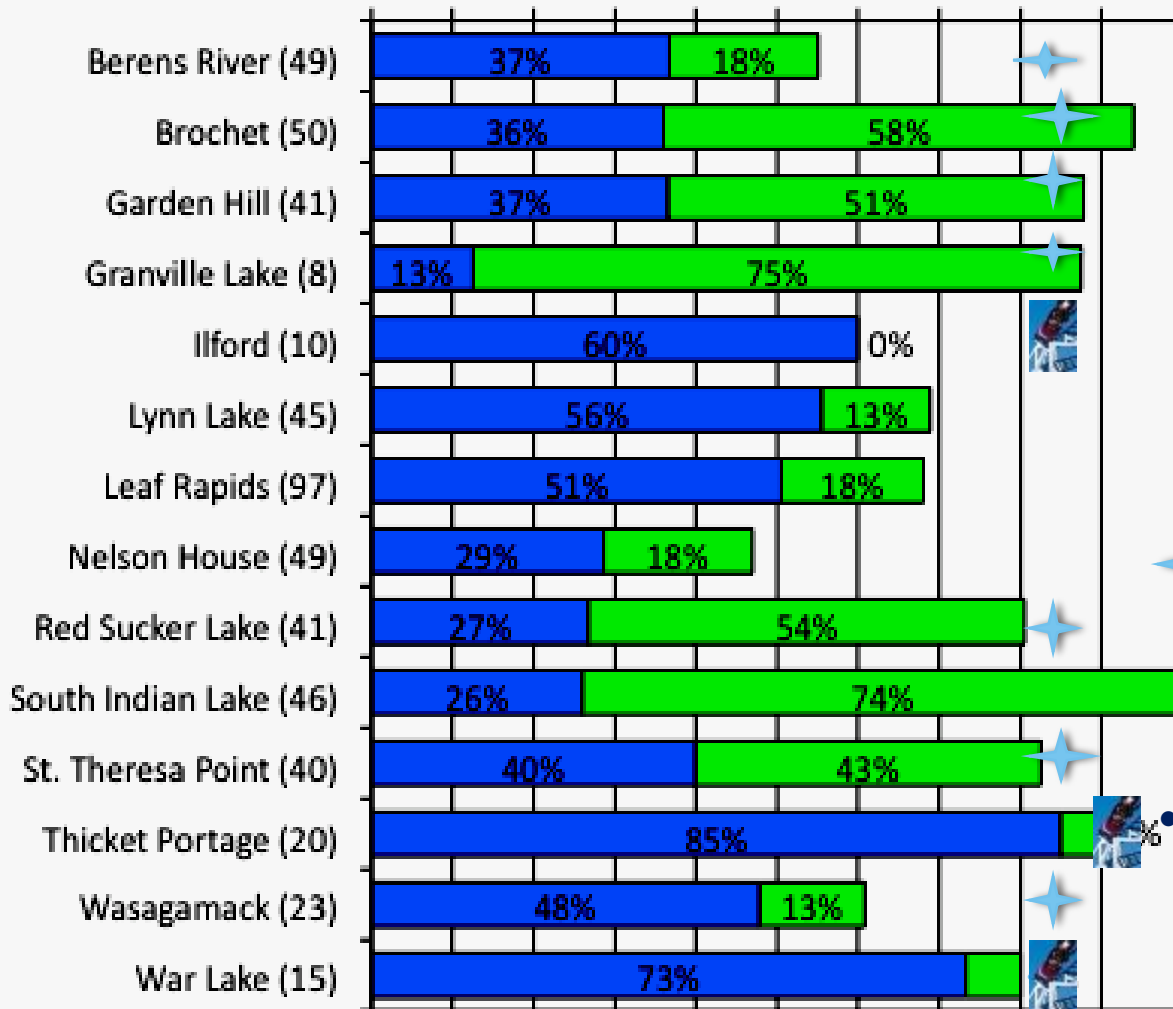
Indigenous language, respect, caring, and holism are integral to Indigenous knowledge systems (Ballard, 2012; Flavier, 1995; Warren, 1991). We will work with local Indigenous people to learn from local food projects and undertake community harvesting and stewardship activities for medicines, animals, and fish to allow applied training.



Household Food Insecurity Rates in Northern Manitoba



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



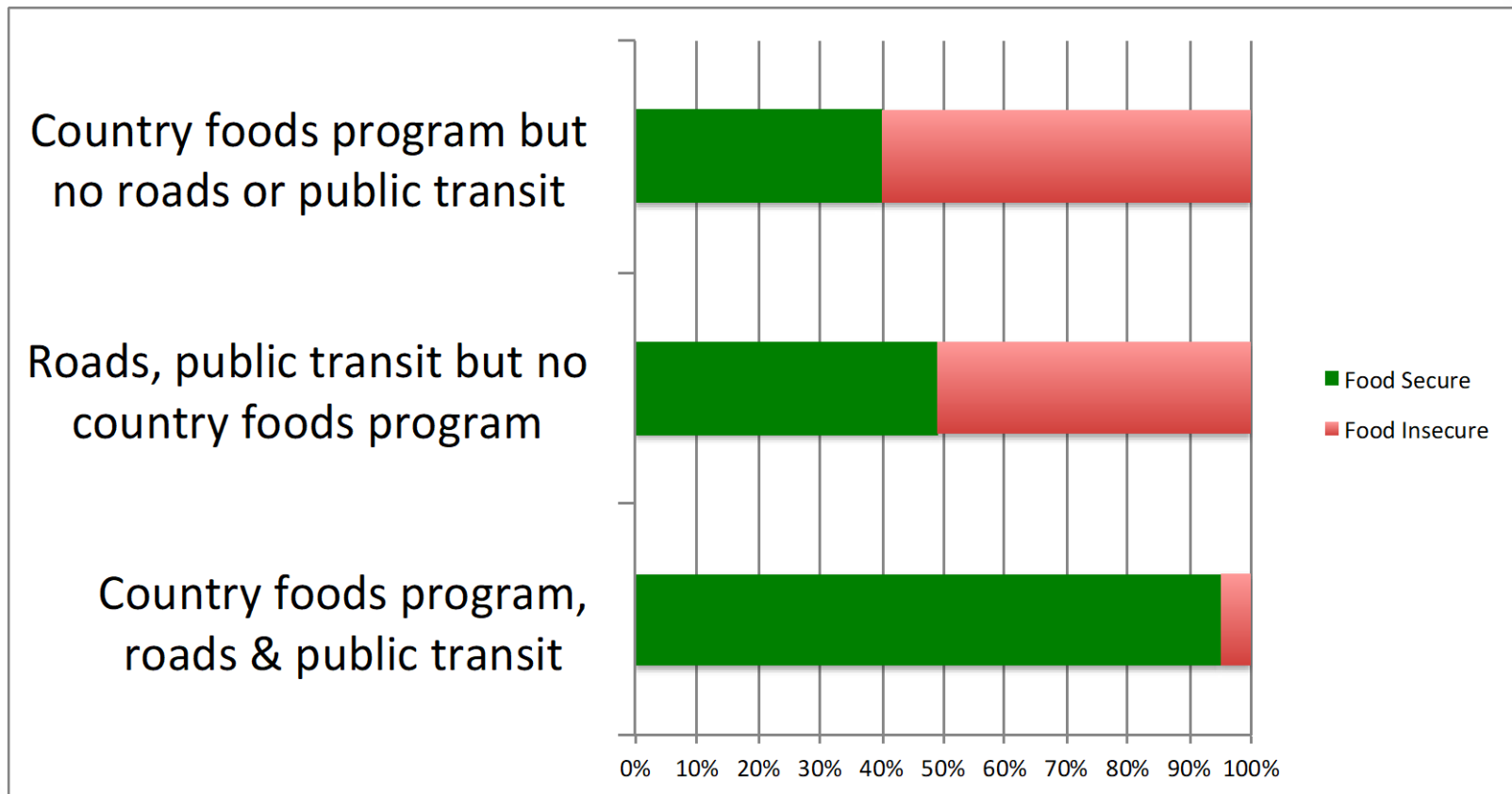
■ MODERATE FOOD INSECURITY
■ SEVERE FOOD INSECURITY

★ FLY-IN COMMUNITY
✎ TRAIN ONLY - NO ROAD

Source: Thompson et al., 2012

79% food insecurity in communities with no roads (fly-in and train) and 70% in non-remote communities

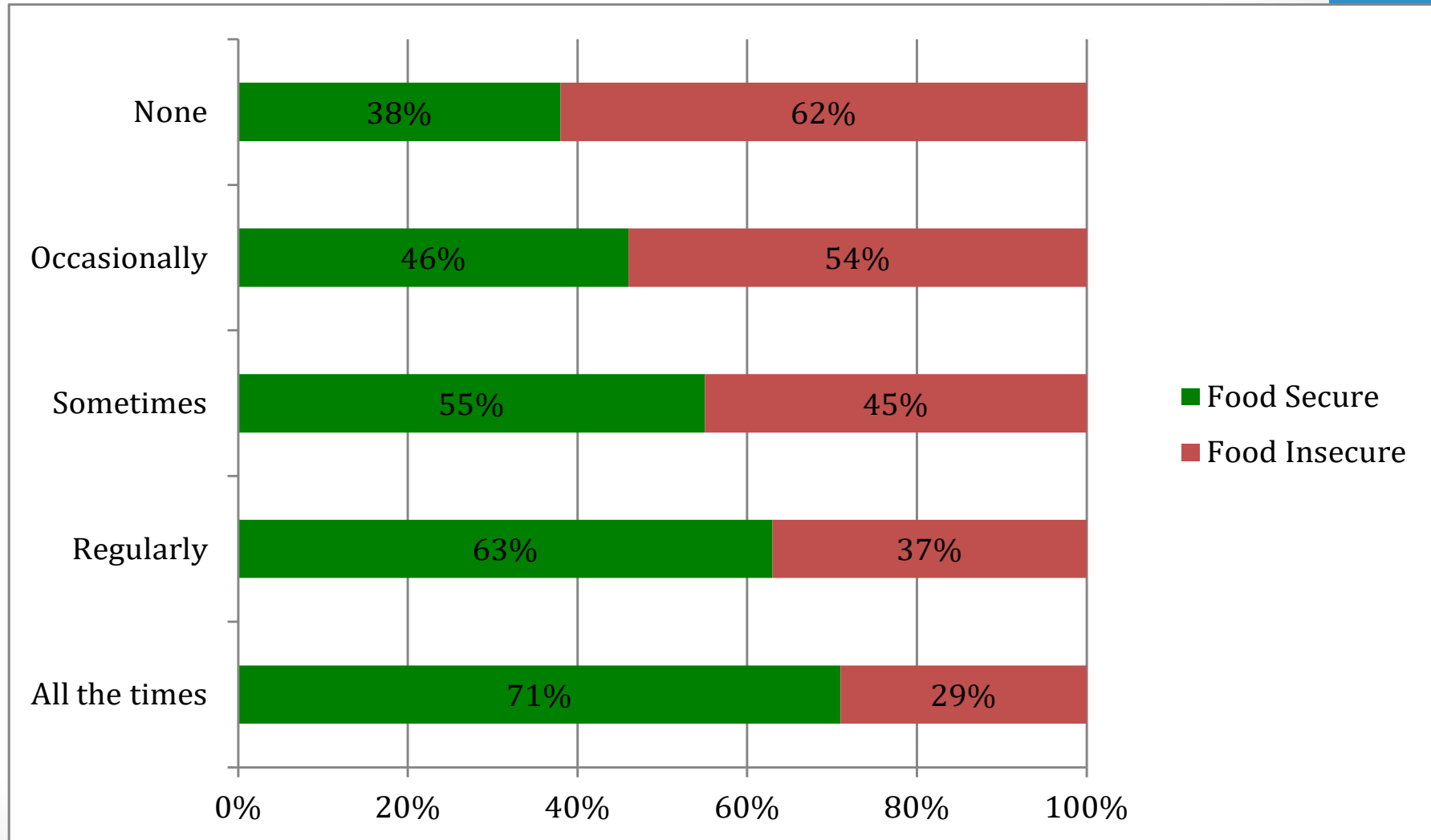
Food Security is possible.



Predictive model of food security implementing different combinations of country foods program, roads and public transit.
Source: Thompson et al, 2012.



Gardening and country foods impact on food security



Source: Thompson et al, 2012

Amount of gardening

Proposal funding applied for:



- 1) Develop Indigenous learning resources (culturally appropriate videos, workbooks, UMLearn distance/blended courses) across a diversity of courses to offer curriculum choices for Indigenous students and communities,
- 2) Pay for course administration during the pilot period for setting up students at the UM,
- 3) Cover expenses of UMLearn orientation,
- 4) Maximize Knowledge Keepers engagement in courses and internships,
- 5) Develop a marketing strategy with employment training and education departments in First Nations, tribal councils and Manitoba First Nations Education Resource Centre.

