

# DECHINTA

CENTRE FOR RESEARCH AND LEARNING



INDIGENOUS

LAND BASED

INNOVATION

JANUARY 2019

## DECHINTA EDUCATION

Since 2009, Dechinta Centre for Research and Learning has been working to support Indigenous led post-secondary education in the north. Based in Chief Drygeese Territory in Yellowknife, NT Dechinta has delivered programming across the territory.

Over 300 students from across Canada have participated in our evidence based, innovative post-secondary programming.

In Fall 2018 we delivered the first Certificate in Land and Community Based Research in partnership with UBC. This is the only post-secondary program that is delivered entirely on the land with Indigenous leaders and academics.

Dechinta is a proven results based model, where Indigenous student success is achieved through innovative program delivery that includes multi-generational learning, and opportunities for students to stay close to their homes and communities.

Dechinta advocates for a long-term federal commitment to core funding to support innovative, community based, Indigenous post-secondary education.



## NATIONAL AND INTERNATIONAL COMMITMENTS TO INDIGENOUS EDUCATION

2018 Report of the Standing Committee on Finance "Cultivating Competitiveness"  
Recommendation 55

Support the expansion of post-secondary education delivered in the territories and remote communities, including community-based research and programming, to ensure a sustained, culturally-safe, post-secondary option for Indigenous students and their families.

### Truth and Reconciliation Commission

Call to Action #10- Aboriginal Education Legislation, which includes sufficient funding to bridge the educational achievement gaps. Improve educational attainment levels, culturally appropriate curricula, right to aboriginal languages as credit courses, parental and community responsibility, enabling parents to fully participate in the education of their children.

Call to Action #11- Provide adequate funding to end the backlog of First Nations Students seeking post-secondary education.

### UNDRIP

Article 14

Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

States shall, in conjunction with Indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

To learn more visit [www.dechinta.ca](http://www.dechinta.ca)

## DECHINTA PROGRAMMING

Dechinta offers the only Indigenous-led post-secondary program delivered entirely on the land.

In 2018 Dechinta faculty, Elders and bush professors co-delivered the first Dechinta Certificate in Land and Community Based Research with the University of British Columbia.

This program was co-developed for four years and has been approved by the University of British Columbia Senate. This is the only made-in-the-north post-secondary program delivered entirely on the land, and has been developed and delivered by leading Indigenous academics, Elders and Knowledge Keepers.

The core content of Dechinta's programs have been co-developed with Indigenous Elders. This ensures that each course is delivered in a way that is responsible to, and respectful of, the Indigenous communities in which they are located.

Students took courses in the theory and practice Indigenous Land-based practices and self-determination, Indigenous women and governance, Indigenous language and storytelling, and Indigenous artistic practice. These courses are all delivered by leading academics, artists, community leaders and land-users.

**"I learned the importance of community and community involvement wherever you are. Community bonds are real and strong."**

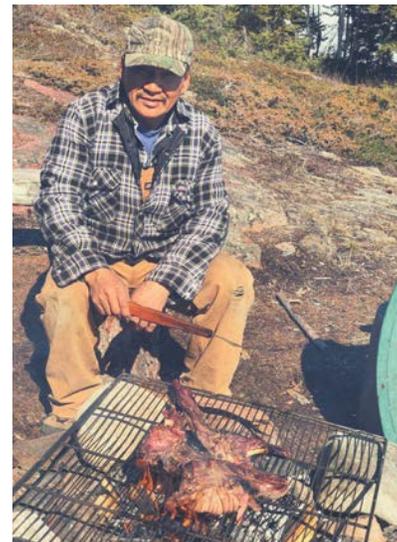
### Leading Faculty and Instructors

Dechinta students are taught by leaders in the fields of Indigenous studies, environmental studies, Indigenous law and governance. Our core faculty includes leading northern and land-based academics.

Dechinta Faculty and Instructors include some of the leading Indigenous academics from across North America. Instructors travel from their home institutions across Canada to serve as guest instructors and core faculty.

### Overcoming Barriers to Access

Dechinta's programming has been custom designed to support Indigenous students in overcoming barriers to accessing post-secondary. This included a free and inclusive early childhood education program, where children and youth get to learn alongside their parents, comprehensive mental health supports, one-on-one mentorship before, during and after the program, and support for community projects.



**"I learned that doing and saying are different things, the doing is what connects us to our thoughts and each other. You get back what you put in."**

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## DECHINTA RESEARCH

As of fall 2018, Dechinta Centre for Research and Learning has received institutional eligibility to hold our own Social Sciences and Humanities Research Council (SSHRC)/

In October 2018 Dechinta received three SSHRC Connections Grants to support a future research and collaborations in reconciliation.

Dechinta is excited to begin our work with our partners from the Yellowknives Dene First Nation in the areas of artistic and creative practice, storytelling and solidarity, and we are looking forward to assisting SSHRC in strengthening its capacity to work with Indigenous communities and our brilliant Indigenous community-based researchers while creating new national and international collaborations.



### Land as Solidarity

How can Indigenous knowledge, including place-based ethics, better inform and support solidarity building across multiple communities of justice? How can academics and activists better communicate and mobilize knowledge to these diverse communities, while respecting Indigenous knowledge systems and ethics? How can a connection to land, embodied and practiced in place, further the collective goals of reconciliation that includes multiple communities?

### Dreaming New Worlds

This project asks; how are community based Indigenous artists integral to the field of Indigenous artistic practice? How can the inclusion of artists working from these locations, often doubly remote in terms of both geographic and economic distances, contribute to the field of Indigenous artistic practice, and the role of Indigenous cultural production in the project of reconciliation more broadly?

### Land as Pedagogy

For thousands of years, Dene children grew up in an embedded community of learning, where in an immersive context, they would learn about governance and leadership by participating in a social organization that celebrated diversity, embodied consent and valued consensus and accountability in the context of the Dene laws (Blondin 2006, 1997). This Connections grant was requested by members of the Yellowknives Dene First Nation as a means to research best-practice in Indigenous language learning, innovate and create distinctly Dene pedagogies and pilot and immersive language-learning workshop. We have developed this project in collaboration with fluent language speakers from the Yellowknives Dene First Nation, creating both the theory and practice of Dene pedagogical innovation around land, language and story telling.

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# Dechinta Fall 2018



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UBC DECHINTA CERTIFICATE IN LAND AND COMMUNITY BASED RESEARCH  
Indigenous led, community based and family inclusive post-secondary education



## CONTACT US

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"Dechinta changes lives and broadens the minds of people to a new way of being. Giving strength, pride and community to individuals that find themselves embracing the knowledge that the program embodies and delivers. There is family building and inclusion that is found in the north, only with and on the land, with Dechinta."

Cheryl Mandeville- Alumni

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