

ALLIANCE KAPAKAN

PATHWAYS TO LEARNING, TRANSMISSION OF KNOWLEDGE, AND EDUCATIONAL SUCCESS IN INDIGENOUS CONTEXTS: A KNOWLEDGE COPRODUCTION INITIATIVE

Kahnawake, November 20, 2019



GENESIS OF THE PROJECT

The Kapakan Alliance was born in 2018 when two organizations met to share their expertise, experience and goals for knowledge mobilization and co-production: DIALOG – the Aboriginal Peoples Research and Knowledge Network (INRS) and the Lucie and André Chagnon Foundation.



DIALOG NETWORK

Contributes to the democratization of knowledge regarding the Indigenous world at both a national and international scales and participates fully in efforts for reconciliation with Indigenous peoples.



CHAGNON FOUNDATION

- Prevent poverty by contributing to the educational success of young Quebecers (from conception to age 17) and helping them to develop their full potential.
- Provide long-term support for organizations and associations that are working together to actively develop their capacity for sustainable initiatives aimed at promoting the educational success.
- The development of every child's full potential (physical, psychological, cognitive, social and emotional) throughout their young lives.



KNOWLEDGE TRANSMISSION

Learning and knowledge transmission in Indigenous contexts refers to a body of information, practices, mechanisms, skills, intellectual operations and actions, imbued with a collective character and located at the crossroads of individual, familial, intergenerational and community trajectories.



KNOWLEDGE TRANSMISSION

The modes of expression and socialization of knowledge create a singular relationship to the success and accomplishment of people in respect of their full personhood throughout their lives.





QUESTIONS THAT GUIDE OUR WORK

- What are the characteristics, the nature and the reach of Indigenous knowledge in different Indigenous contexts?
- What components make up an approach to individual learning? Familial? Generational? Community?
- What role do schools play in the transmission of Indigenous knowledge?



QUESTIONS THAT GUIDE OUR WORK

- What role do parents and grandparents play in reinforcing learning opportunities for their children?
- What role do groups of elders play in the transmission of knowledge?
- What social and familial links are mobilized in terms of learning and intrafamilial and intergenerational learning?



ETHICS OF RESEARCH *WITH*, *FOR* AND *BY* INDIGENOUS PEOPLES



Respect
Equity
Sharing
Reciprocity
Trust

A Community of Learning and Innovation



Suzy Basile, professor, UQAT

Natasha Blanchet-Cohen, professor, Concordia University

Nancy Crépeau, PhD candidate, Ottawa University

Caroline Desbiens, professor, Université Laval

Oscar Kistabish, Anishnabe elder

Jacques Kurtness, adjunct professor, UQAC

Elisha Laprise, manager, Indigenous Partner Relations, Fondation Chagnon

Carole Lévesque, professor, INRS

Margot Mowatt, course lecturer, UQAT

Julie Mowatt, teacher, Migwan School, Pikogan

Hélène O'Bomsawin, retired college director

Nicole O'Bomsawin, professor, Kiuna Institution

Denis Vollant, consultant, Innu-takuaikan Uashat mak Mani-Utenam (ITUM)

Jocelyne Thomé-Kistabish, retired teacher

Patricia Rossi, Support & Liaison Director for Organizations, Fondation Chagnon



Interactive forum on Indigenous knowledge
Kinawit 22-24 July, 2019



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Chisasibi

30-31 July, 2019



Chisasibi

30-31 July, 2019



- ✧ Community development
- ✧ Land use and transformation
- ✧ Scholastic trajectory
- ✧ Teaching and learning
- ✧ Educational success
- ✧ Indigenous languages
- ✧ Healing and reconnection with culture

OF INDIGENOUS KNOWLEDGE

FIELDS OF APPLICATION

- ✧ Continued learning
- ✧ Affirmation and reconciliation
- ✧ Cultural security
- ✧ Social innovation
- ✧ Programs and services
- ✧ Social politics