

Literacy Matters

APRIL 2013

Dechinta

a land-based university where
“classes” are all day

The Dechinta Centre for Research and Learning is filling a gap in the education options available in the NWT. It aims to develop critical thinkers and leaders who will contribute to a strong northern environment and economy.

The centre is located at Blachford Lake Lodge, a 20-minute plane ride from Yellowknife. Since 2010 the centre has run four semesters with students taking up to four University of Alberta-accredited courses, as well as the core Dechinta community governance course. The next semester is planned for 2014.

Before the five weeks on-site at Dechinta, students read and do course work. At the end of their course, they must complete a community-based project. Dechinta also offers shorter courses in traditional leadership, sustainable development and Dene self-determination and history.

During the Dechinta semesters students are invited to bring their children. Elders, other instructors and volunteers can double the group size.

“The mix of ages and having children is critical,” says Erin Freeland Ballantyne a centre founder and board member. “We have intergenerational learning that you don’t find in other situations. In some respects there is default parenting learning.”

...continued on pg 15



Photo: Dechinta Centre

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Formal and Non-Formal Learning

President's Message: Cate Sills

At the Made in the North Forum on skill development last October, we heard a great deal of discussion about formal and non-formal learning. We saw some wonderful examples of transformative projects that centred on community-based, non-formal learning. So what are some differences between the two? And why is non-formal learning an important form of learning?

Formal learning tends to take place in an educational institution like a school or a college. It's usually associated with a structured curriculum, and often leads to some kind of credential, like a high school diploma or a college certificate. On the other hand, non-formal learning often takes place in a community-based program. It may or may not involve a curriculum. Both may be led by teachers. However, non-formal learning may be led by someone with knowledge and skills in specific areas. An Elder, for example, may be an integral part of non-formal learning in the north.

At Made in the North, we heard about the Miqqut program in Nunavut. This was a sewing program that embedded literacy and essential skills into it. It took place in the local school and was led by Elders and other 'experts' from the community. Participants in the program learned to design and sew clothes, using sealskin and other traditional materials. We also learned about Dechinta Bush University which is featured in this newsletter. In many ways, Dechinta is a cross between a formal and a non-formal program. People follow a formal program that receives an equivalency from the University of Alberta, but much of the learning takes place on the land, with Elder teachers.

Non-formal learning is often hands-on and tailored to people's particular interests. Non-formal learning can follow traditional teaching and learning styles where experiential learning plays a big role. The NWT Literacy Council, along with the literacy coalitions in the Yukon, Nunavut and Newfoundland and Labrador will be testing non-formal learning projects for youth later this fall.



Let's Start Early

The NWT Literacy Council created a "Let's Start Early" kit that will be distributed to newborns over the next year through Stanton Territorial Hospital, and the Beaufort Delta Health and Social Services and Fort Smith Health & Social Services Authorities.

The kit contains the *1-2-3 Rhyme with Me* song book along with a recording of the songs, and the *Nighty Night* book authored by Richard Van Camp along with a CD which Richard recorded specially for us. There are also the *Reading to Your Child CD*, *Love Grows Brains*, *Literacy Development*, and *Talk to Me* publications, a Growth Chart and Activity Cards for babies 0-1 years old.

This project was funded by the Department of Education, Culture and Employment.



Tłıchǫ Government Supports Language Lessons

As a Tłıchǫ citizen and a Tłıchǫ Government employee I was very much interested in the pilot project to provide Tłıchǫ Language Lessons.

The lessons started in October and carried into December 2012. Jim Stauffer, the Adult Education Instructor with Aurora College here in Whatı, coordinated the lessons using teleconference and Skype. This was a course for anyone living in a Tłıchǫ community who wanted to interact with an elder, other community members, and / or improve their language skills.

We met each Wednesday at 9:30 am for an hour. In between sessions we worked on our assignments. For one of my assignments I asked for words or phrases that I could use in the office setting on a daily basis. The words and phrases included:

- Today is
- Tomorrow
- Days of the week starting from Sunday-Saturday
- Good morning
- Not here, not in the office
- At home
- Not working
- Cheque is here

Other students looked for similar phrases. They added phrases such as, "Would you like coffee or tea, sugar or cream? If so, how much of each?"

Mary Koyina Richardson was our Tłıchǫ resource person who helped us with our words. During each session Jim recorded our conference calls through Skype and gave us a copy of the session. The language class is on hold due to our busy work schedules. We hope to see it up and running very soon.



In the meantime, there is a Tłıchǫ Language application for iPad or iPhone. It can be downloaded from iTunes for free. The application is great. It looks to be targeting the younger generation, but I find it easy to use and to follow. I encourage people to download the app and practice your Tłıchǫ.

Masi,

Lisa Mackenzie
Tłıchǫ Representative
NWT Literacy Council Board Member

Aboriginal Languages Month Celebrations

March was Aboriginal Languages Month in the NWT. It was marked in a variety of ways. There were a number of community events.

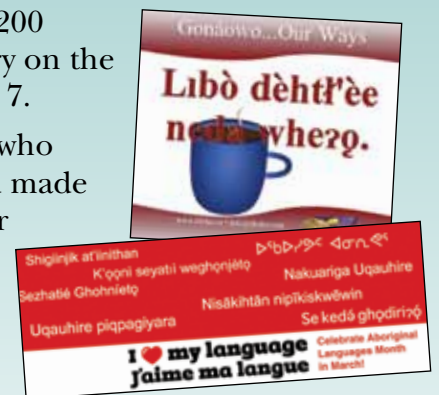
The NWT Literacy Council distributed hundreds of packages throughout the NWT with suggestions about how community groups, schools, families and others could celebrate our nine official Aboriginal Languages. We also had a special Facebook cover photo designed to mark Aboriginal Languages Month.

The Tłıchǫ Facebook page featured several special posters.

The Government of the Northwest Territories hosted a two-day symposium in Yellowknife

attended by almost 200 people. See our story on the symposium on page 7.

We thank everyone who attended events and made an effort to use their language. A special thank you goes out to our northern media for their role in celebrating and promoting Aboriginal languages.



Making Your Money Work for You



In today's changing world managing our money is much more complicated than it was 20 or 30 years ago.

The NWT Literacy Council is delivering Financial Literacy workshops to provide information about managing money. Since last fall we have given two-day workshops in Lutsel K'e, Fort Resolution, Hay River, Fort Liard and Ndilo. We also did nine evening sessions on Financial Literacy at the Yellowknife Public Library this winter.

Contact the NWT Literacy Council if you would like this workshop in your community. We supply the facilitators, materials, snacks and even draw prizes!

We will come to any community where a host organization will confirm a place to hold the event and recruit people to participate in the workshop. We do the rest.

The feedback people give us about the workshops is very positive. Our facilitators, Katie Randall and Aggie Brockman are finding the workshops very satisfying too.

"It makes me feel good to give people information that is helpful in their personal life," says Katie. "Even though people are learning many new things, I'm learning quite a lot from the participants too!"

We use the training and materials provided by the Canadian Centre for Financial Literacy for the workshops. We received funding for this project from Social and Enterprise Development Innovations (SEDI), a non-profit charity that combats poverty. Thank you to Janell Dautell who helped us with the Yellowknife Public Library evening sessions.





We may want money management information to:

- Choose the bank accounts that best meet our needs
- Pay off debt
- Choose and use the right credit card
- Help plan and save for retirement
- Understand how government money can help save for a child's education
- Spend wisely in our consumer society

Katlodeeche Reserve students enjoy financial literacy workshop

Submitted by Yvonne Hopkins, the adult educator at Chief Daniel Sonfrere Community Learning Centre, Katlodeeche Reserve

Students from the Chief Daniel Sonfrere Community Learning Centre at Katlodeeche Reserve attended a two-day Financial Literacy workshop at the Centennial Library in Hay River last December. The two facilitators were Aggie and Katie from Yellowknife.

Back in class the following Monday, the students and their instructor debriefed on the event and it was clear that not only was it a valuable learning experience, but the students and instructor really enjoyed participating in the event. Here are some of the impacts the students reported.

- Raised awareness of the importance of keeping track of finances and of sticking to a budget.
- More thinking about how they were going

to spend their money.

- Thinking about the difference between a need and a want could make the difference between saving and "being broke".
- Learning about the cost of credit was an eye-opener.
- A couple of the students even opened savings account.

There were so many topics of interest and it was so informative. The students agreed that while they enjoy their own learning space, it was good to mix with other people, and learn from other instructors.

In closing, we would just like to say a big mahsi to the NWT Literacy Council for providing the workshop, to the Library for hosting it, and to Doug Lamalice and Lenny Fabian for driving us all to the workshop.

We're Training Community Workers

Family Literacy Workers

We delivered our Advanced Family Literacy Training during the first week of December, 2012, with 10 people from eight communities. Participants were family literacy providers who have offered family literacy programs in their communities for more than two years.

Workshop topics included the *Little Chefs* program, the *Science Fun* program and the *Story Sacks* program. The training also offers family literacy providers an opportunity to network and discuss programs offered in various communities around the NWT. Participants offered valuable feedback on the *Little Chefs* and *Science Fun* resources.

Our Family Literacy Training Institute took place during the first week of October, with 18 people from 11 communities. The Institute is a series

of introductory workshops for people who are interested in running family literacy programs in their communities.

The training covers topics such as how to choose books, how to run a family literacy night, the *1-2-3 Rhyme with Me* program (a singing and rhyming program for young children), and the *Story Time Adventures* program (a theme-based program of activities centered on children's books).

Community development training in Inuvik

We had a very good turnout for our community development training in Inuvik in January. There were 20 participants in the proposal writing workshop and 16 people learned how to improve their facilitation skills. Most of the participants were from the Beaufort Delta region.

Updated *Little Chefs* and *Science Fun* Resources

Are you looking for some fun new family literacy resources for your program? The *Little Chefs* and *Science Fun* programs are updated, newly illustrated and ready to use!

Little Chefs is a 15-unit program, with five new units added in 2013. Each unit is based on a children's book, with a child-friendly recipe, songs, rhymes, crafts and activities that link to the theme of the book.

Science Fun is a five-unit program with more than 40 science experiments and activities. The five units explore States of Matter, Food, The Five Senses, Nature and Chemistry. To accompany each experiment, we suggest a children's book based on the same theme. The resource also offers a template for a science experiment report and tips on expanding children's vocabulary

as they explore the world of science.

We pilot tested *Science Fun* and *Little Chefs* at the Advanced Family Literacy Training Institute in December, 2012.

We incorporated the participants' valuable and practical suggestions into our updated resources.

Both resources are available as downloads from our website (www.nwt.literacy.ca), or contact us to obtain your free hard copy.





The Second Aboriginal Languages Symposium

In March, two of our staff joined representatives from across the north at the Second Aboriginal Languages Symposium. The theme of the symposium was “*Language through Generations: We Speak Who We Are*”.

During two days, we listened to presentations on:

- the essential link between Aboriginal language and culture
- the importance of valuing and using Aboriginal languages in our communities
- learning from successful language revitalization efforts in other places
- the progress of Aboriginal Language Plans in each of the seven Aboriginal Language Communities.

The main purpose of the symposium was to learn about, and comment on, the GNWT’s plans to establish an Aboriginal Languages Secretariat. The GNWT asked symposium participants to give feedback on the proposed plans and priorities

for the Secretariat. The goal of the Secretariat is to provide the Aboriginal language program supports and services that communities need and want.

The main message of the symposium, from both the GNWT and participants, was that any effort to strengthen Aboriginal language use begins with the family. However, the responsibility for keeping Aboriginal languages alive and well must be shared. Families need support from communities, governments, and organizations.

The NWT Literacy Council works in partnership with Aboriginal language communities to promote, research, and produce materials in Aboriginal languages,

and to monitor government policy and funding for Aboriginal languages. We recognize the importance of families as children’s first teachers. We support them by providing family literacy programs and resource materials that can be adapted by communities to meet local needs.

We came away from the symposium inspired by the language communities’ passion, and committed to continuing our efforts to support Aboriginal languages. We share that responsibility.

Contact us or check our website for our Aboriginal languages and literacies resources.

NEW Literacies

The definition of literacy has changed! The old ideas of reading and writing are just a part of the literacies we all need today. One of the new and always changing literacies is Digital Literacy.

Think about your day. Do you use a cell phone? Check your Facebook account? Send someone a text or an email? Digital literacy involves skills from basic computer use, to web programming, video editing, and much more.

For youth, digital literacy has become one of their main literacies. Reading text online, using social media, creating a blog or texting a friend are how youth communicate today, and they all require literacy and other essential skills.

Today, we don't depend only on textbooks for knowledge. We learn new skills and knowledge from ebooks, TED Talks, YouTube, Wikipedia or from Facebook friends. Digital literacies open up the world to us; we can connect with people all around the globe.

Digital literacies provide youth with a way to develop their confidence in the skills that they have, that may not fit in the old idea of literacy. We will all have to use technology in different ways throughout our lives.

The NWT Literacy Council has an extensive range of resources on digital literacy on our website www.nwt.literacy.ca. We also offer digital storytelling workshops. Contact us for more information about digital literacy.

Family Literacy Program funding available for 2013-14

Contact Pat Ilgok if you want to know more about the funding we have available this year for community Family Literacy Programs.

The programs that we fund must involve someone who has participated in Family Literacy training, and focus on families with children aged 0-6 years. We can help you get the training or connect you with someone in your community who is trained.

Look at our website for more information or contact Pat directly at pat@nwtliteracy.ca, toll-free at 1-866-599-6758 or 873-9262.

Mark your calendar now!

NWT Literacy Week is
September 22-28, 2013

Start thinking now of ways your family, your workplace or your community can celebrate literacy. Literacy is all the skills, knowledge and understandings that help us thrive in today's world.

In August the Council will send out more than 500 information packages to community governments, groups, schools and programs with ideas and materials to promote NWT Literacy Week.

Check for the materials at
www.nwt.literacy.ca

Sign up for our E-news

Keep up to date on trends, events, funding sources, research, news and resources. It's not just for literacy workers!

Sign up for *This Week in Literacy*.

Go to www.nwt.literacy.ca
and enter your email address
on our home page.



Dechinta Builds Leaders

Dechinta alumni say the Dechinta experience was eye-opening and changed their lives.

For Mason Mantla, of Behchokò, Dechinta was his first post-secondary experience, right after his high school graduation.

“It was an introduction to higher learning in a less threatening environment,” he says, than going to a southern college or university. “It helped set in motion events where I was able to pursue things and a framework for looking at and understanding my community better.”

He says Dechinta’s emphasis on northern political history and colonialism inspired him to be more active in his community. Mason works as a member of the Tłı̨chǫ Government Community Action Research Team and sits on the Wek’èezhìi Land and Water Board.

He and other alumni value the opportunity at Dechinta to network with other youth who are “doing great things,” along with political leaders, university professors, elders and resource

people such as a naturopathic doctor. The networking happens over meals and around campfires, not just during classroom presentations.

Former students speak highly of Dechinta’s hands-on experiential learning.

“My learning style is doing and seeing, so I felt I accomplished more through the Dechinta semester than in a whole year of a College access program,” says former student, Brook Hope, of Yellowknife.

“I felt more grounded after the Dechinta semester too. It really made me want to get more in touch with my cultural and spiritual side.”

For some students, Dechinta’s five week on-site program is the longest amount of time they have spent on the land. Kristen Tanche, of Fort Simpson, says being out on the land, including 10 days away from the lodge where the school is based, made her feel she could do anything.

Dawn Tremblay grew up in Yellowknife. She volunteered with Dechinta and then studied there

for a semester after completing a university degree in southern Canada.

“Dechinta feels right. It makes you re-evaluate how you have been learning. One student talked about taking environmental studies where every class was indoors in a room with no windows,” says Dawn.

Dawn suggests that the impact of Dechinta could be similar to that of Grandin College, the Fort Smith boarding school attended in the 60s and 70s by many former and current NWT leaders, such as former premier, Stephen Kakfwi and former Member of Parliament, Ethel Blondin Andrew.

“I found it transformative. It provided insights into theories and concepts such as decolonization that helped me re-evaluate myself, my community and country. I have relationships now with people and communities that I never had before, even though I grew up here.

“Dechinta is building leaders.”

Photo: Dechinta Centre



Radio hosts strive to keep Dene languages alive

By Meagan Wohlberg, Northern Journal



Lawrence Nayally reaches South Slavey listeners on his daily Deh Cho on the Go show on CKLB Radio in Yellowknife.

Photo: Josh Long

It's not everywhere in Canada that you can hear, speak or read your own Aboriginal language on a daily basis.

But here in the North, all you have to do is turn on the radio.

CKLB hosts have been offering news, weather and conversation in the territory's five regional Dene languages of Denesuline Yati (Chipewyan), North and South Slavey, Tłıchʼo Yati and Gwich'in since the station's inception in 1982, eventually upping the broadcasted Dene language content to 75 per cent in 1996.

Denesuline host Marlene Grooms, the longest serving host at the station, has been delivering programming in Chipewyan since 2006.

Though she began her journalism career in English in the '90s, she eventually moved toward reporting in her first language because of the sense of urgency she felt around its survival.

"The Chipewyan language is dying," she said. "So I thought it would be important to do it and get

stories out there to people and that way some of the non-speaking Chipewyan people would be interested in relearning their language."

It's working, Grooms said, as her show is quite popular – not just with Denesuline people from the NWT, but throughout northern Alberta and Saskatchewan, where people can access CKLB programs online.

"This Monday, I had people from Black Lake and Fond du Lac (Saskatchewan) visit me unexpectedly," she said. "They came to Yellowknife to see me and said they listen to me on the internet... So I know I've been listened to all over."

Grooms grew up speaking Chipewyan and, even though she no longer lives in her home community of Lutsel K'e, continues to speak it with her family and friends in Yellowknife.

"For me, it's more meaningful to speak in your language than English, because when people speak the language and people tell stories in the language, you can't really translate it effectively into English... In Chipewyan it's more meaningful."

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www.nwt.literacy.ca

While she said radio has an important role in preserving and promoting the language, more work needs to be done in the home and at schools to ensure younger generations aren't losing out.

Lawrence Nayally, one of the younger radio hosts at CKLB, agreed. Though South Slavey was his first language growing up in Wrigley, Nayally said Aboriginal languages are often put aside by youth in order to prioritize English in school. It was his family that kept him speaking and understanding Slavey.

"My grandparents encouraged me to come back and live with them for a couple years, and in that time I relearned the language," Nayally said. "Then they passed away and I thought, what do I do now? Who will I speak Dene with?"

Nayally then moved into radio in Yellowknife where he is excited to be promoting the language to people across the territory, including classrooms, on his "Deh Cho on the Go" show.

"I think radio has a big role," he said. "You can hear it daily on CKLB and CBC and it maintains that flow of information in terms of stories. A lot of people want to learn. There are young people interested in learning who tune into the station."

He said the station plugs into Aboriginal Languages Month every March by teaching words of the day and having language exchanges between different hosts.

Recently, the station secured a fluent Gwich'in announcer for the first time in over 20 years. Evelyne Parry of Fort McPherson is now on the air daily.

"I want to share and speak my Gwich'in language as much as I can," Parry said.

CKLB's radio director Deneze Nakehk'o said having a Gwich'in voice back on the air is a relief, as the language has the fewest native speakers left in the territory.

"We are so happy Evelyne has joined us here at the station," he said. "Out of all the languages, Gwich'in is in the most dire situation, so it's so important we have it on the radio every day." March is Aboriginal Languages Month in Canada.

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www.norj.ca

Meet our Newest Board Members!

Cate Sills is the NWT Literacy Council's new president. She will be familiar to some people as a former executive director of the Council. Since leaving her job with the Council six years ago, Cate has worked with the Government of the Northwest Territories. We are very pleased to have Cate back with the Council in a governance role.

"I love the organization and am really glad to be a part of it again," says Cate. "There will be lots of challenges, but we have a great foundation. I am impressed by the quality of the work the current staff is doing and the increase and reach of the partnerships they have nurtured."

Amy Ryan also joined the board last fall. Amy works at the Healthy Families Program with the Fort Smith Health and Social Services Authority. Amy is the South Slave representative on the board.

"I've really respected the work the Council does in Family Literacy. That's what encouraged me to want to be on the board," says Amy. "Now that I'm a member, I am amazed at how much the Literacy Council does!"

Thank you to outgoing board members, Amanda Mallon and Karen Wall, for all their contributions!



Check out our resources!



Activity Cards

These three flip card booklets have different tips on Rhymes, Songs, talking with your child, and games.

Activity Cards for Babies 0-1

Activity Example: Kitchen Toys

Our kitchen is full of great safe toys! I can explore in and out, on and off, loud and louder, stacking and nesting with them:

- Pots and lids for banging together
- Wooden spoons and spatulas
- Plastic lids and containers

Keep my kitchen toys in a bottom drawer or cupboard. I can reach them easily and spend lots of time pulling out my toys.

Activity Cards for Toddlers 2-3

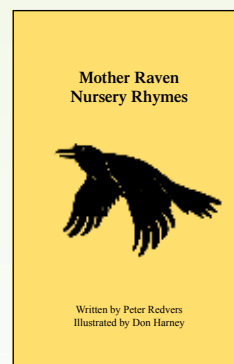
Tip Example: Let Me See You Writing -

“It is important that I see you writing, too.”

Activity Cards for Children 4-5

Activity Example: Memory Minute – How good is your child’s memory?

- Pick 10 things from around your house and put them in a bag.
- Lay the things on the table and give your child one minute to look at them and say what each thing is.
- Now put them back in the bag and see how many she / he can remember.



Mother Raven Nursery Rhymes

Mother Raven Nursery Rhymes was published several years ago. It is now online.

We're Plain Language Specialists for Business, Government, and Non-profits

The NWT Literacy Council offers fee-for-service plain language writing and editing. Contact us for a quote. We can:

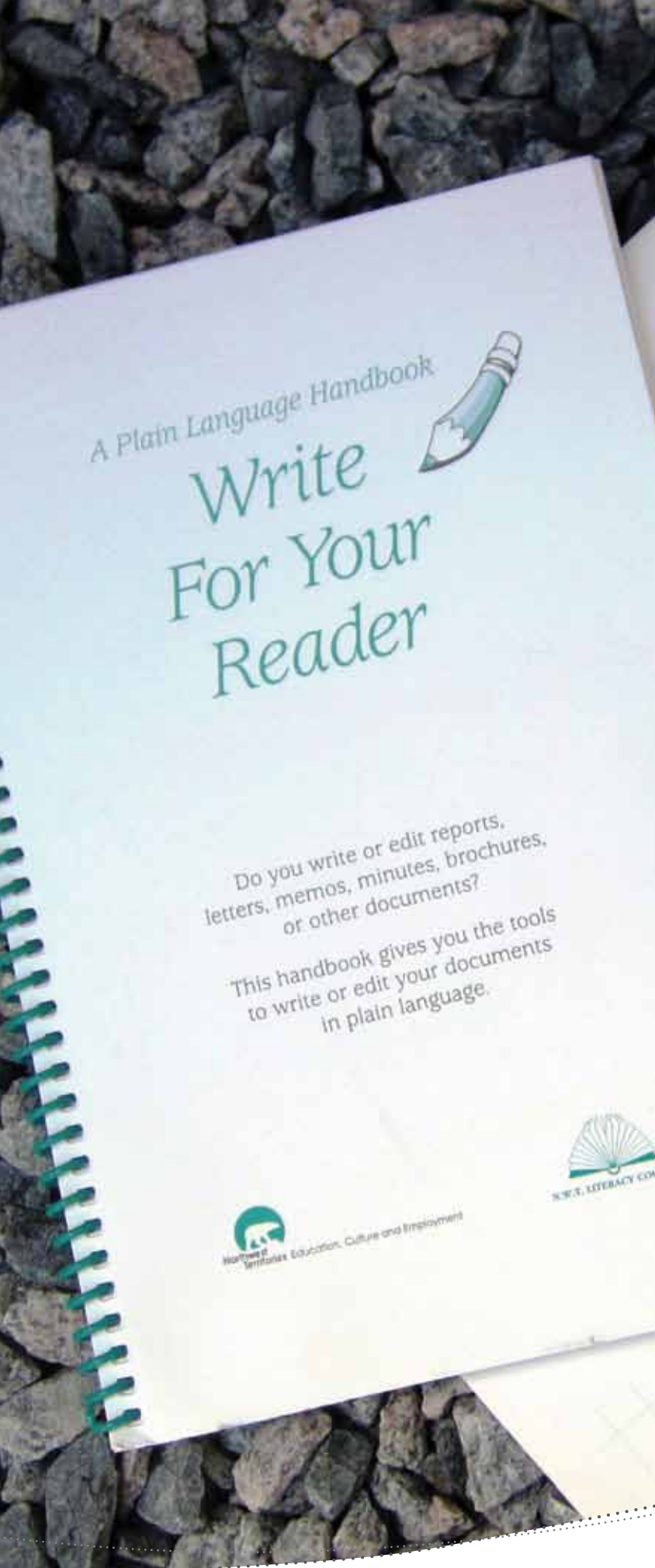
- Do research and write new documents.
- Edit existing documents.
- Work with you to plan and carry out plain language projects.

What is Plain Language?

- A clear, concise, and well-organized way to communicate.
- A writing process that starts with your readers and the purpose of your document.
- A set of principles based on research about what helps people read, understand, and use written information.

"We've used Mary and the Literacy Council from the start (2003). We heard they're the best. Mary has done everything – brochures, forms, manuals, legislation. We get compliments from all the Canadian jurisdictions on the exceptional quality of our documents." - Sandy Kusugak, Chief Electoral Officer, Elections Nunavut

"We use the Literacy Council's plain language services to make sure everyone can understand our laws and regulations. Plain language documents translate the technical words and jargon that lawyers and scientists often use, and make our work more accessible and inclusive to all people. This is especially important in a diverse, multi-lingual territory like the NWT." - Michelle Hannah, Environment and Natural Resources, GNWT





National Family Literacy Day January 27, 2013

On National Family Literacy Day 2013, many communities hosted family literacy events. Deninu School in Fort Resolution hosted a broad variety of innovative activities, like ice sculpting in teams, stacking cups in teams, active scrabble and Maori Sticks.

The Healthy Family Program in Fort Smith also did some activities.

The Inuvik Youth Centre did *Literacy Bingo* and *Literacy Mad Libs*. They also had a Peanut Butter and Jam challenge. One partner wrote down the instructions for making a peanut butter and jam sandwich which their partner had to follow exactly. There were some strange looking sandwiches!

In Yellowknife, around 100 people attended our family fun day!

...Dechinta continued from page 1

The Centre replicates life in the bush. People cooperate, work together, operate on consensus, talk about what they will do each day, and how they will govern themselves. Students study, discuss, listen to presentations and contribute to camp life. They check nets, set traps, clean fish and engage in other camp activities.

“That’s what self-government is all about,” says Erin. “Dechinta is pedagogically different than most school settings. It brings back the land as a teacher, as a resource to learn from. It is not one person talking at you. It is informal learning that happens all the time, not just nine to five. The elders, students, children, instructors, we are all in class all of the time.”

Erin says there have been lots of challenging discussions about how evaluation happens at Dechinta, where 30-40 percent of the evaluation focuses on participation. In a regular classroom, participation may be judged by a student’s attendance. At Dechinta participation requires taking leadership and initiative, showing critical thinking, demonstrating team work, respect and cooperation. Self-evaluation plays a role, as do essays and projects. Projects focus on skills that are in demand in small northern communities, such as proposal writing or research.

While there are no tests, “an elder might ask some students to set a net if he thinks the students are ready. That could be seen as a test but it is really as much honouring your teacher,” says Erin.

The idea for Dechinta came out of Erin’s experiences growing up at her father’s caribou hunting camp and at his tourist lodge, a contrast to her future post-secondary education in Canada and England.

“As an adult I realized that my world view was shaped by the hunters and guides I have been around, and by informal teachings and teachers. My travels and workshops as part of the Arctic Indigenous Youth Alliance reinforced that young people care about the land and want a sustainable future all across the North.”

During the last decade, the Alliance encouraged northern youth to advocate for sustainable development based on Dene and Inuvialuit traditional knowledge and customary practices. Dechinta is a natural outcome of that work



Photo: Dechinta Centre

for Erin, who believes the northern formal education system emphasizes training people for a boom and bust economy instead of as leaders and innovators. Dechinta embodies what Erin believes a northern university should look like.

“Our richness is so much in our people and their knowledge of the land. We should have a university that is unique and rooted in the land,” says Erin. “We could lead the world by showing how to build a sustainable workforce for a healthy economy.”

Dechinta has developed a five year sustainability plan in hopes of becoming independent from foundation grants. Erin sees students from the south looking for unique learning opportunities as an untapped audience that can contribute to a diverse student body.

Dechinta is also considering implementing a Co-op model to help students more easily afford their education because Dechinta subsidies and Student Financial Assistance do not cover all of the costs. Instead of working independently on their required community-based project, a Co-op program would have students intern at a community government or other organization. The community organization would help pay for Dechinta courses in return for the students’ efforts and skills.

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Become a Literacy Council Member

Literacy and essential skills touch all aspects of our lives.

Literacy and essential skills impact our social and economic well-being, our health, our families and our communities.

The NWT Literacy Council is committed to ensuring that all NWT residents have access to the literacy supports they need to:

- get jobs
- continue their education
- take care of their families
- participate fully in their communities

The NWT Literacy Council is a strong non-government literacy voice and service provider.

Why become a member of the NWT Literacy Council?

A strong network is key to creating solutions that address the complex issues of literacy and essential skills.

Your support is important to us.

Join the Literacy Council and strengthen the voice of our network of literacy workers and supporters across the NWT.

Literacy is everyone's business!

Yearly Dues

- Individual, \$10.00
- Family, \$20.00
- Organization, \$25.00

Membership dues can be waived on request, if necessary.

Donate online

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