

# IMPROVING THE RELATIONSHIPS BETWEEN INDIGENOUS RIGHTS HOLDERS AND RESEARCHERS IN THE ARCTIC: AN INVITATION FOR CHANGE IN FUNDING AND COLLABORATION

INTRODUCTION TO THE CO-CREATE NETWORK &  
ENVIRONMENTAL RESEARCH LETTERS (ERL) PAPER

CRC D Research Series Presentation by:

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Department of Alaska Native Studies and Rural Development

&

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Institute of Advanced Sustainability studies



Department of Alaska  
Native Studies and  
Rural Development

## **Dialogue Agreements**

Our approach to hosting these conversations is born from our value of having meaningful and sometimes difficult conversations using indigenous principles and values. Participants should agree to approach the conversation within the parameters of the agreements chosen by the hosts.

Please amend these agreements at your discretion based on the conversation(s) you host.

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### **In Every Chair, A Leader**

Each person engaging in this conversation has a unique and valuable experience that is their truth.

### **Speak with Care for Others**

We each hold the responsibility to choose our words and questions carefully with the intent to learn.

### **Value Each Others Time**

We all share the responsibility to ensure that everyone has an opportunity to speak and engage.

### **Listen Deeply**

This is a rare and valuable opportunity to connect with others through the sharing of life experience.

### **Safe Space for Meaningful Conversation**

All notes taken are non-attribution to ensure anonymity of all dialogue participants.

### **Our Value of Humor**

Laughing is also an important way to relate with one another.

### **Be Present and Engaged**

Cell phone ringers off, be mindful of being fully present and listening.

### **Take Care of Yourself, Take Care of Each Other**

Note restrooms, exits, other amenities. Ask that participants help one another when possible.

### **Concerns? Speak with a Host**



# Gratitude

MAHSI' FOR JOINING US FOR  
TODAY'S PRESENTATION!

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Highlighted Agreement

**Safe Space  
for  
Meaningful Conversation**

# INTRODUCTIONS

## CHARLEEN FISHER, PHD

Drin gwinzii shalak naii! Shoozhri' Dr. Charleen Fisher oozhii. Beaver gwahtsan ihłii. Shekai' Darrel Salmon oozhii. Sheyetsti' naii Shelby, Julia, Allyson, ts'a' Shani gaavoozhrii. Shitseii Hunter oozhii. Gwich'in, Koyukon, ts'a' Dena'ina ihłii. UAF gwitr'it twagah'in.

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## NINA DÖRING , PHD

Nina Döring works as the Arctic Governance Group as Research Group Leader. Her research focuses on public participation, extractive resource management, anticipation, and change in the Arctic. She is also particularly interested in research ethics and Indigenous rights.



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# ***CHARLEEN'S RESEARCH JOURNEY***

## **LEARNING ABOUT GWICH'IN PEDAGOGY**

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“Gwich’in pedagogy is relational, place-based, holistic, cooperative, purposeful, and subjective.”

(FISHER, 2018, P.134)



Figure 6.2: *Kheegwadadhaak'a'*

# Kheegwadadhak'a' Framework

WE JUST KEEP THE FIRE GOING

"This visual representation uses Gwich'in phrases to illustrate components of edification and the interweaving of Gwich'in epistemological, axiological, and ontological beliefs."

(Fisher, 2018, p. 138)

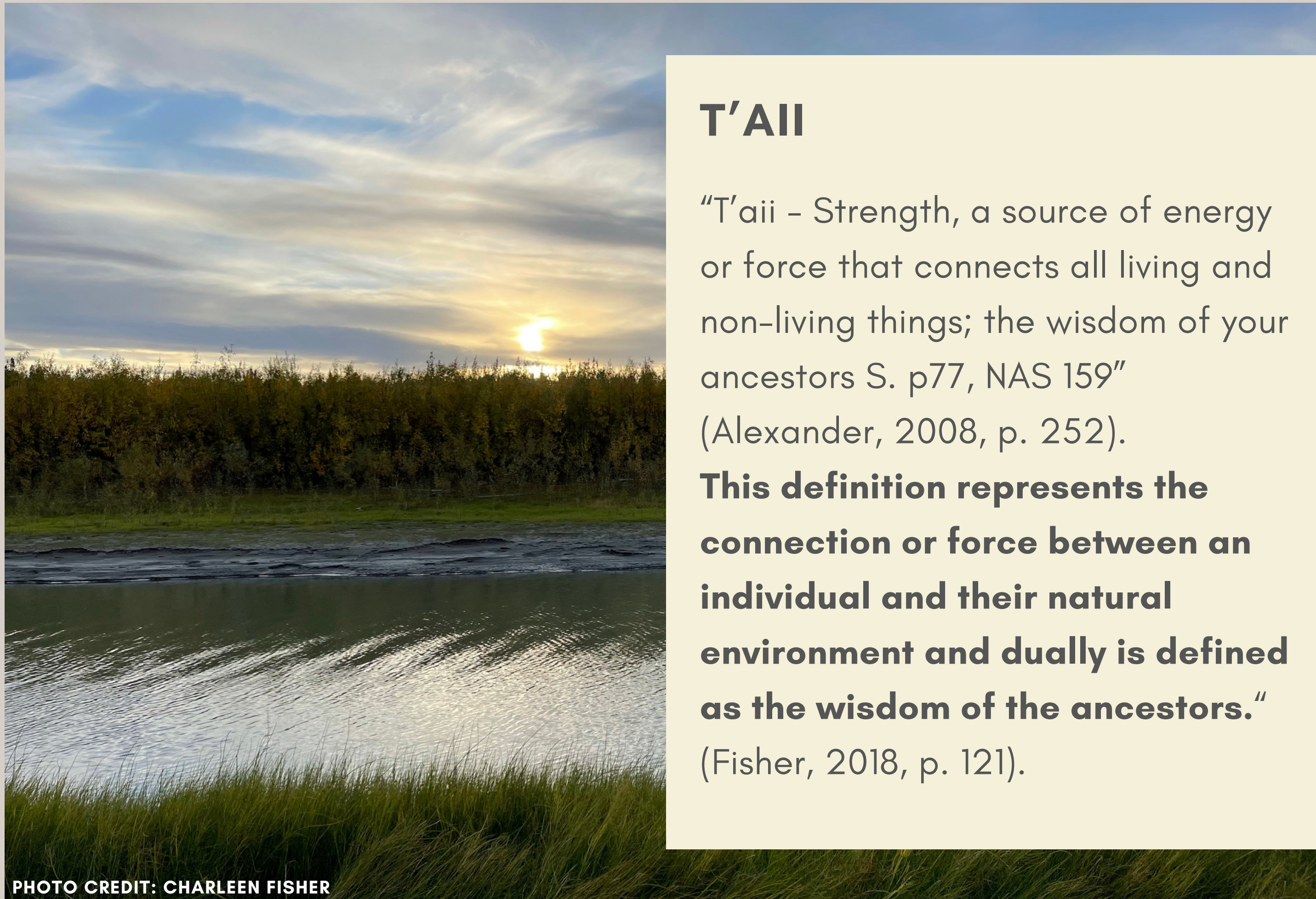


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## T'AII

"T'aii – Strength, a source of energy or force that connects all living and non-living things; the wisdom of your ancestors S. p77, NAS 159"

(Alexander, 2008, p. 252).

**This definition represents the connection or force between an individual and their natural environment and dually is defined as the wisdom of the ancestors."**

(Fisher, 2018, p. 121).

-taii  
-taii

# Kheegwadadhak'a' Framework

## -T'AII REALMS

"The Gwich'in Educational Philosophy and educational framework proposed here include cultural elements based on epistemological beliefs, metaphoric representation of the axiological values, ontological understandings and practices, and the points of praxis that will help incorporate Gwich'in knowledge into Western academia."  
(Fisher, 2018, p. 138)

SHROODINGHAA

Sacred

-T'AII/-T'AIH

Your Personal  
Force, Power or  
Luck

DIIGINJIK

Our Language

NIHLEERIHET'EE

Respect

T'EEDIRAA'IN

Our Way of Life



# Realm Alignment to Western Content

## SHROODIINGHAA

Lifeskills  
Health & Wellness  
Arts & Music  
Social Emotional Learning

## T'EEDIRAA'IN

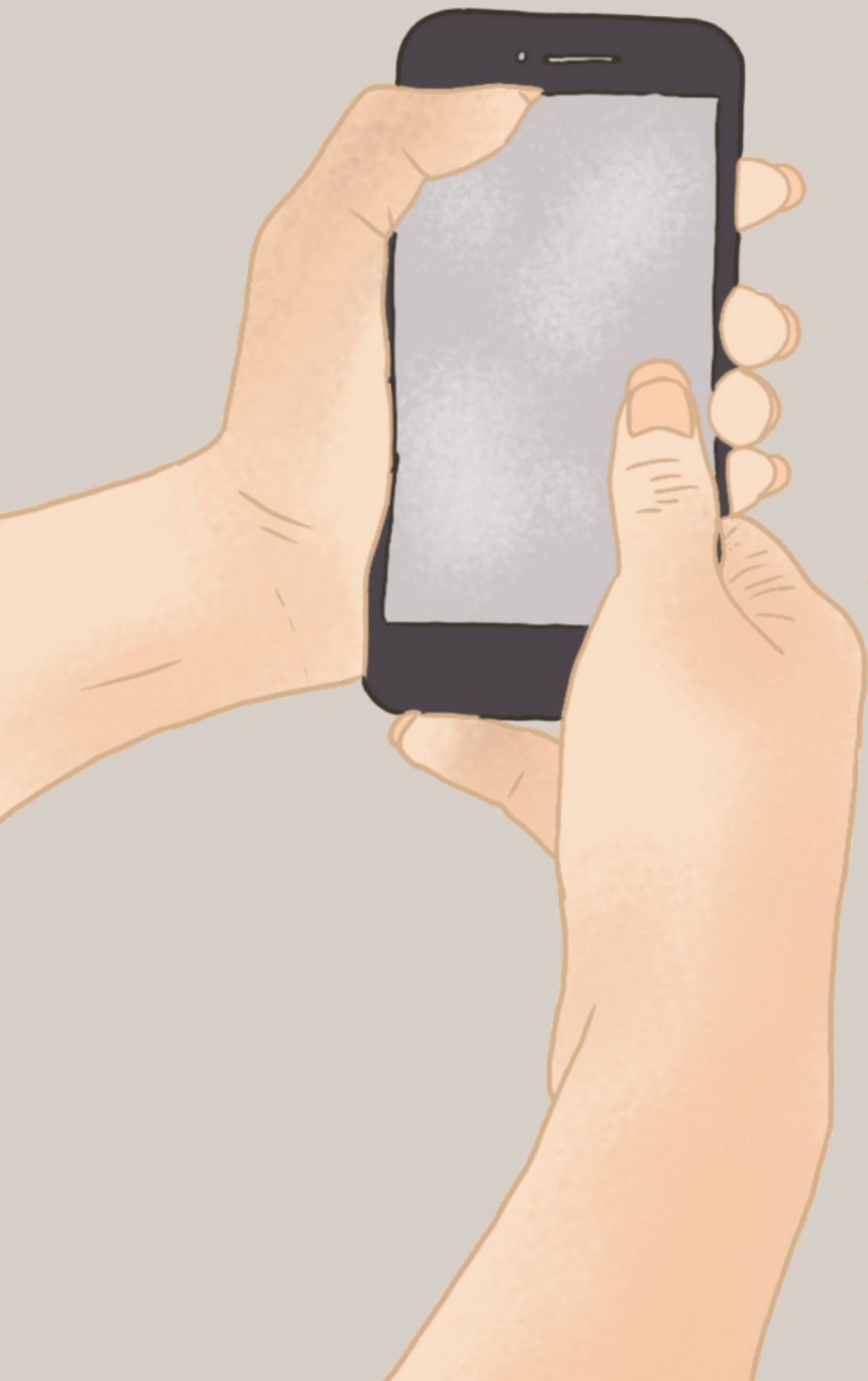
Hunting & Arctic Safety  
Mathematics & Sciences  
Tech (geocaching, etc.)  
Physical Health

## DIIGINJIK

Oral Fluency  
Listening  
Literacy: Reading & Writing  
Story Telling & Oral Traditions

## NIHLEERIHHEL'EE

Social Studies  
Government  
History  
Psychology & Sociology



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PLEASE SHARE HOW YOU  
THINK RESEARCHERS SHOULD  
ETHICALLY ENGAGE WITH  
INDIGENOUS PEOPLE

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*Please enter your responses in the webinar chat.*

# THE CO-CREATE NETWORK

Nina Döring, Anne Chahine, Evie Morin – IASS

Stephan Dudeck – Kulturstiftung Sibirien /IASS / Uni Tartu

Jan Erik Henriksen, Nina Hermansen, Ida Hylde, Britt Kramvign – The Indigenous Voices (IVO) research group – Álgoálmogii jienat at UiT

Thora Herrmann – Uni Oulu & UFZ/iDiv

Justin Milton, Shelly Elverum, Eric Solomon – Ikaarvik

Charleen Fisher – UAF

Elle Merete Oma, Anja Márjá Nysto Keskitalo, Eva Fjellheim, Áslat Holmberg – Saami Council

Roza Laptander – Uni Hamburg

Arne Riedel – Ecologic

Gertrude Saxinger – Uni Vienna & APRI

Annette Scheepstra, Francesca Brunner – Arctic Centre (Uni Groningen)

Wolfgang Schöner, Anna Burdenski, Jorrit v.d. Schoot – Uni Graz & APRI



# The CO-CREATE Network

## Our Story So Far

### WORKSHOP

#### Methods and Ethics in Arctic Transformative Research

Potsdam, 24 – 25 September 2020



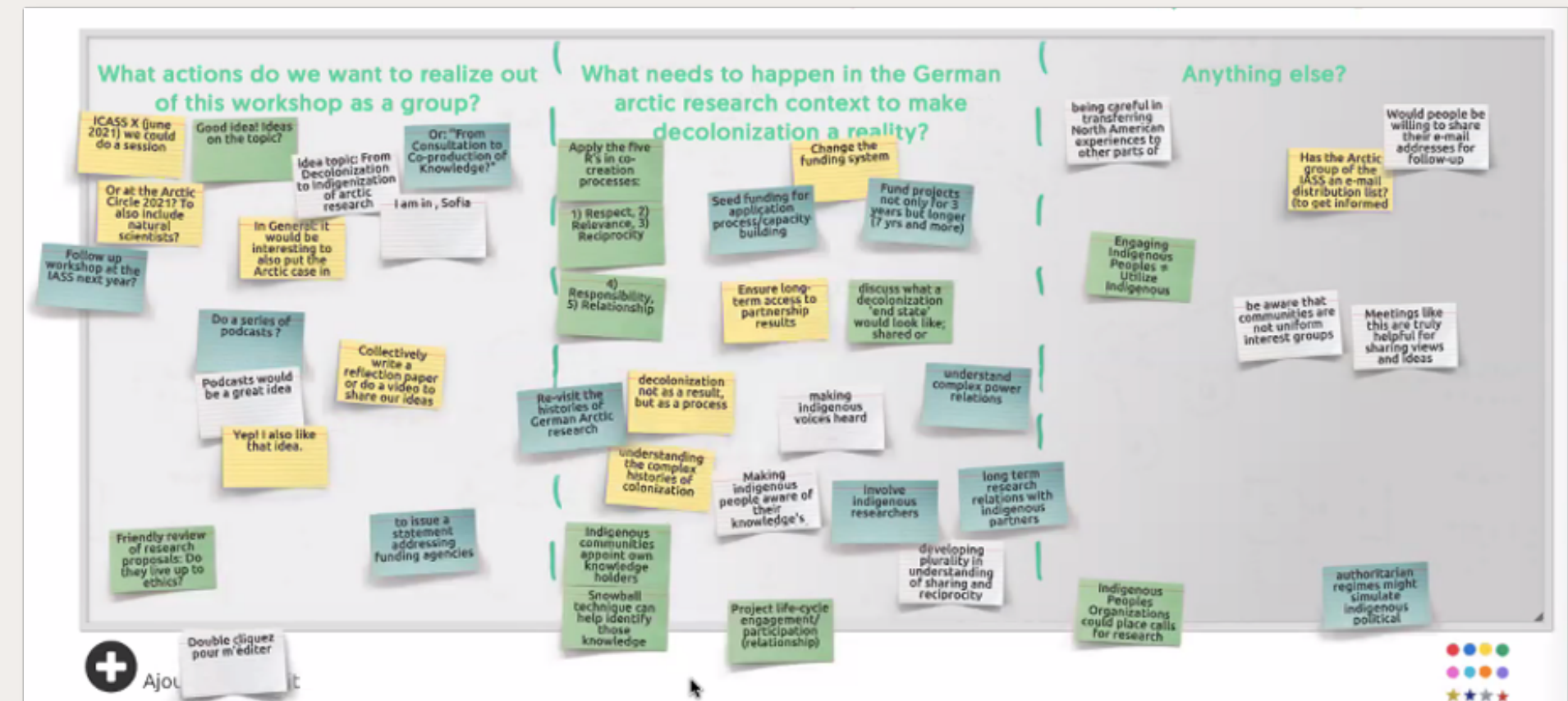
Co-creating research projects - some personal experiences from Saami Council and Arctic researchers



Elle Merete Ormma, Head of EU-unit, Saami Council  
Annette Scheepstra, Arctic Centre – University of Groningen (Netherlands)  
Gertrude Saxinger, Austrian Polar Research Institute, IASSA-council member  
Brigt Dale, Research Director, Nordland Research Institute



With the contribution of the European Maritime and Fisheries Fund of the European Union



# Collaborative Writing Process

Literature Review

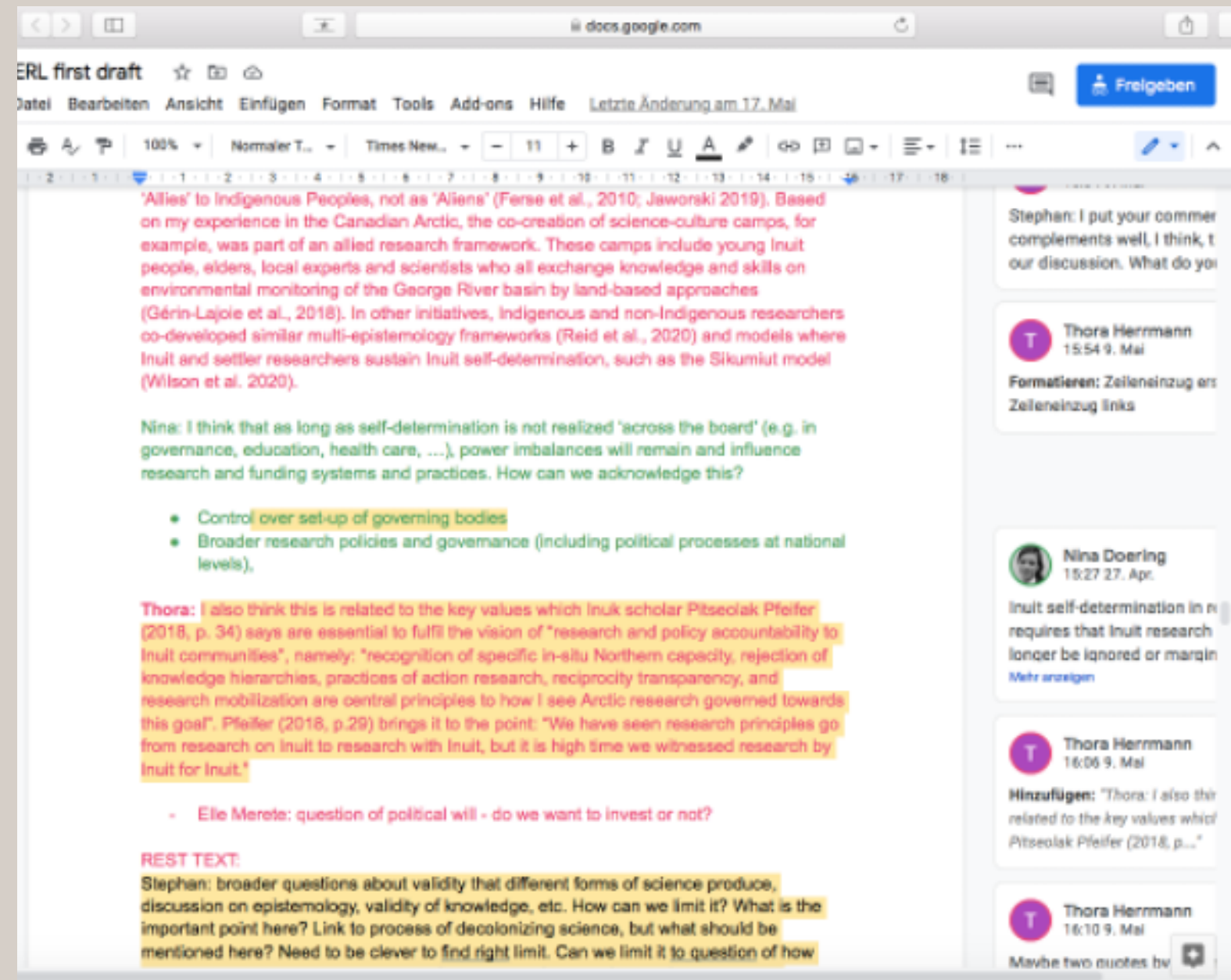
Weekly discussions

Conference sessions

Joint document

Review process

- Shared document
- Initial group + additional co-authors
- Based on lit review, previous text pieces, workshops and conference sessions
- Continued weekly discussions



# IMPROVING THE RELATIONSHIPS BETWEEN INDIGENOUS RIGHTS HOLDERS AND RESEARCHERS IN THE ARCTIC – AN INVITATION FOR CHANGE IN FUNDING AND COLLABORATION

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## ENVIRONMENTAL RESEARCH LETTERS

### LETTER

# Improving the relationships between Indigenous rights holders and researchers in the Arctic: an invitation for change in funding and collaboration

#### OPEN ACCESS

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**Keywords:** co-creation, collaboration, funding, Indigenous, Arctic, research

Supplementary material for this article is available [online](#)

### Abstract

Truly transdisciplinary approaches are needed to tackle the complex problems that the Arctic is facing at the moment. Collaboration between Indigenous rights holders and researchers through co-creative research approaches can result in high-quality research outcomes, but crucially also

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Thora Herrmann  
Katherine Wilson

Ikaarvik  
IASS  
University of Hamburg  
Ikaarvik  
University of Tartu  
iDiv and UFZ  
SmartICE



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# RECOMMENDATIONS



## Pre-funding call

1. Pre-funding call stage: Understanding Indigenous perspectives on research and co-developing funding calls

- Co-develop distinct funding calls to meet Indigenous Peoples needs
- Co-develop collaborative terms and their meaning
- Co-develop funding process roles and responsibilities
- Co-develop funding timelines and evaluation criteria for the letter of intent, funding call, reports



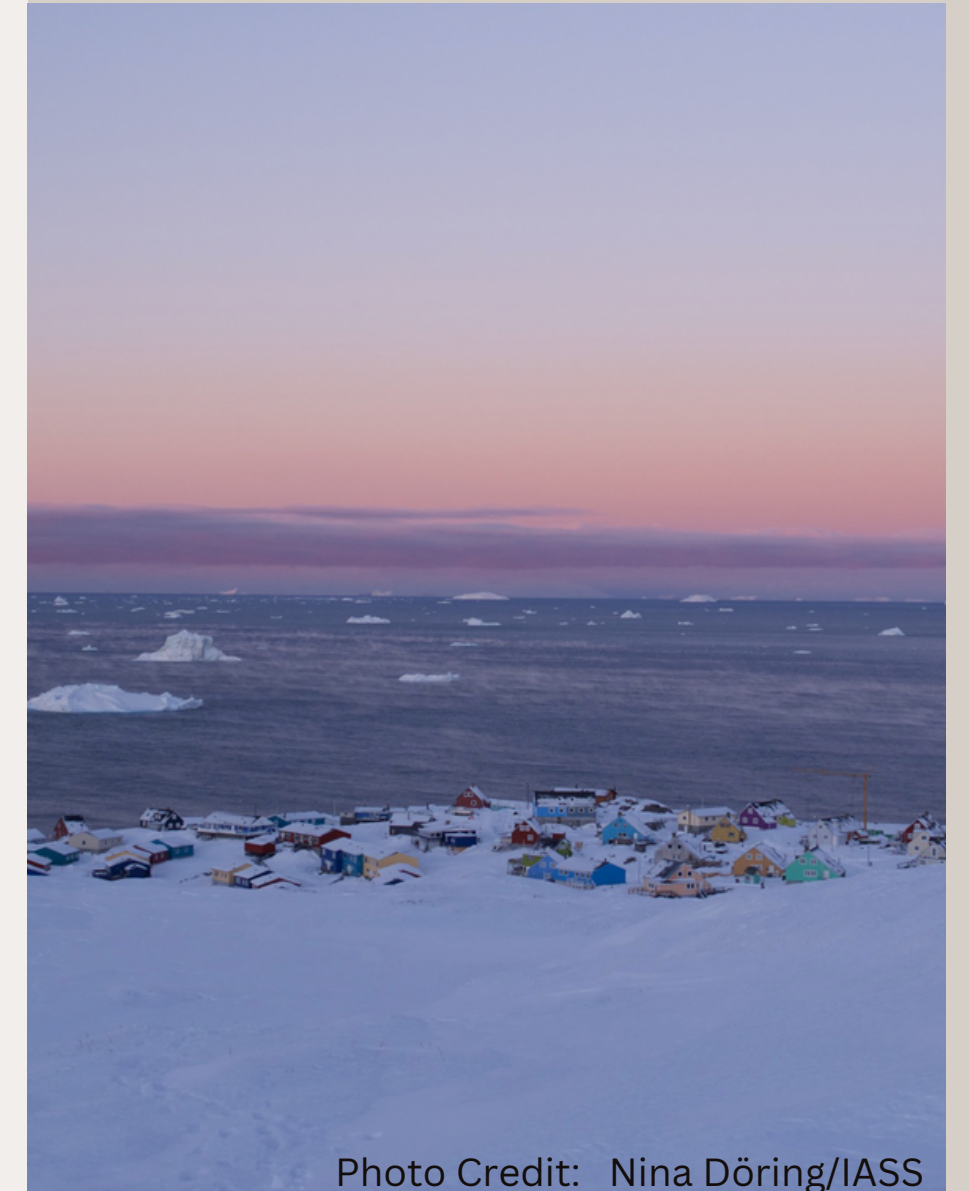
# RECOMMENDATIONS



Pre-proposal

2. Pre-proposal: Funding and time to develop research relationships (min 1 year)

- Provide seed funding at the letter of intent stage



# RECOMMENDATIONS



## Funding call and review of proposal

### 3. Funding call and review of proposal stage

- Changing eligibility criteria for collaborative success
- Funding is allocated in all stages of the research
- Increase funding timelines to 5 years and longer



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# RECOMMENDATIONS



Funded research

## 4. Funded research stage (min 4 years)

- Flexibility to adjust the research design, focus and allocation of funds
- Co-develop annual project reporting to check in on collaborative aspects



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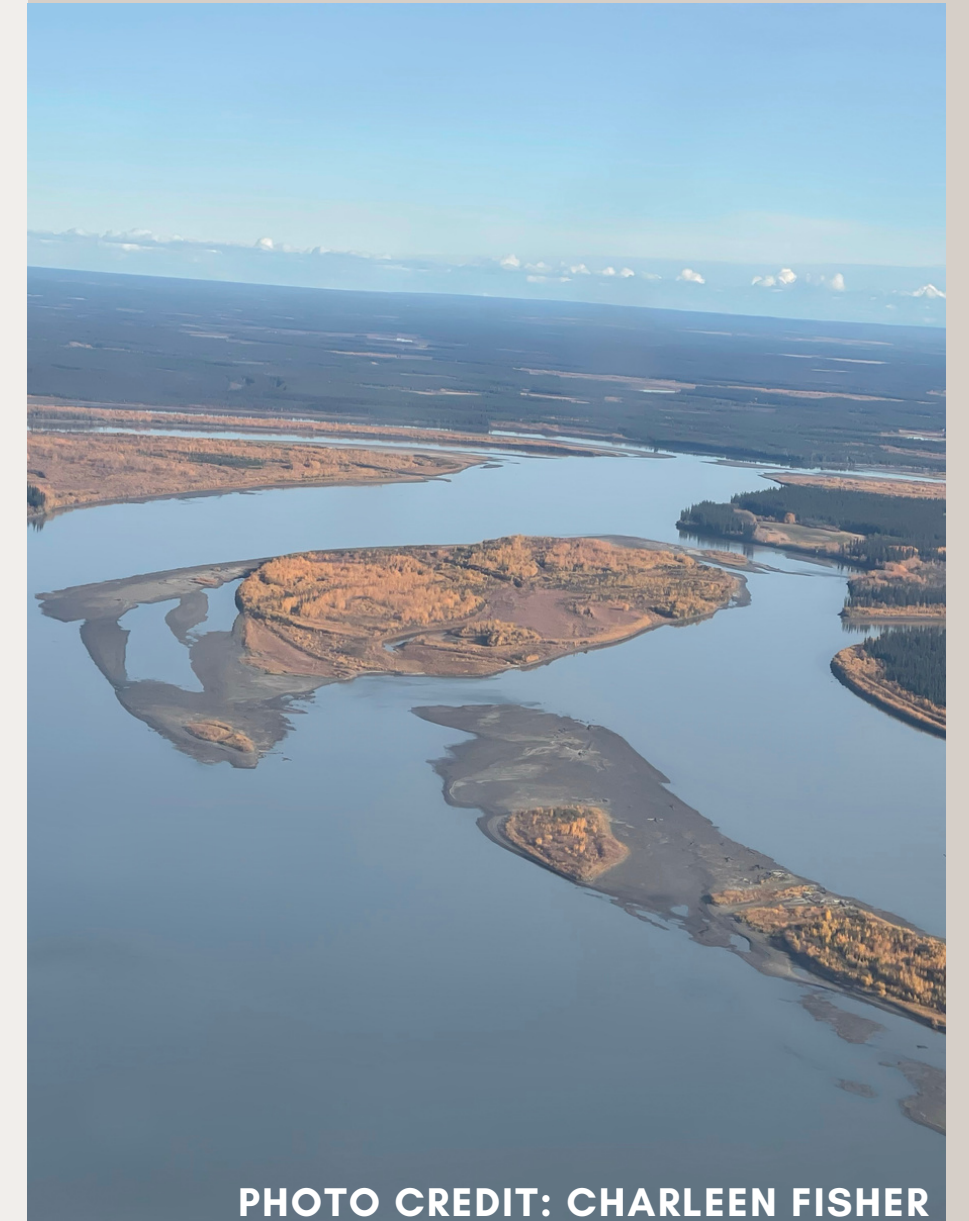
# RECOMMENDATIONS

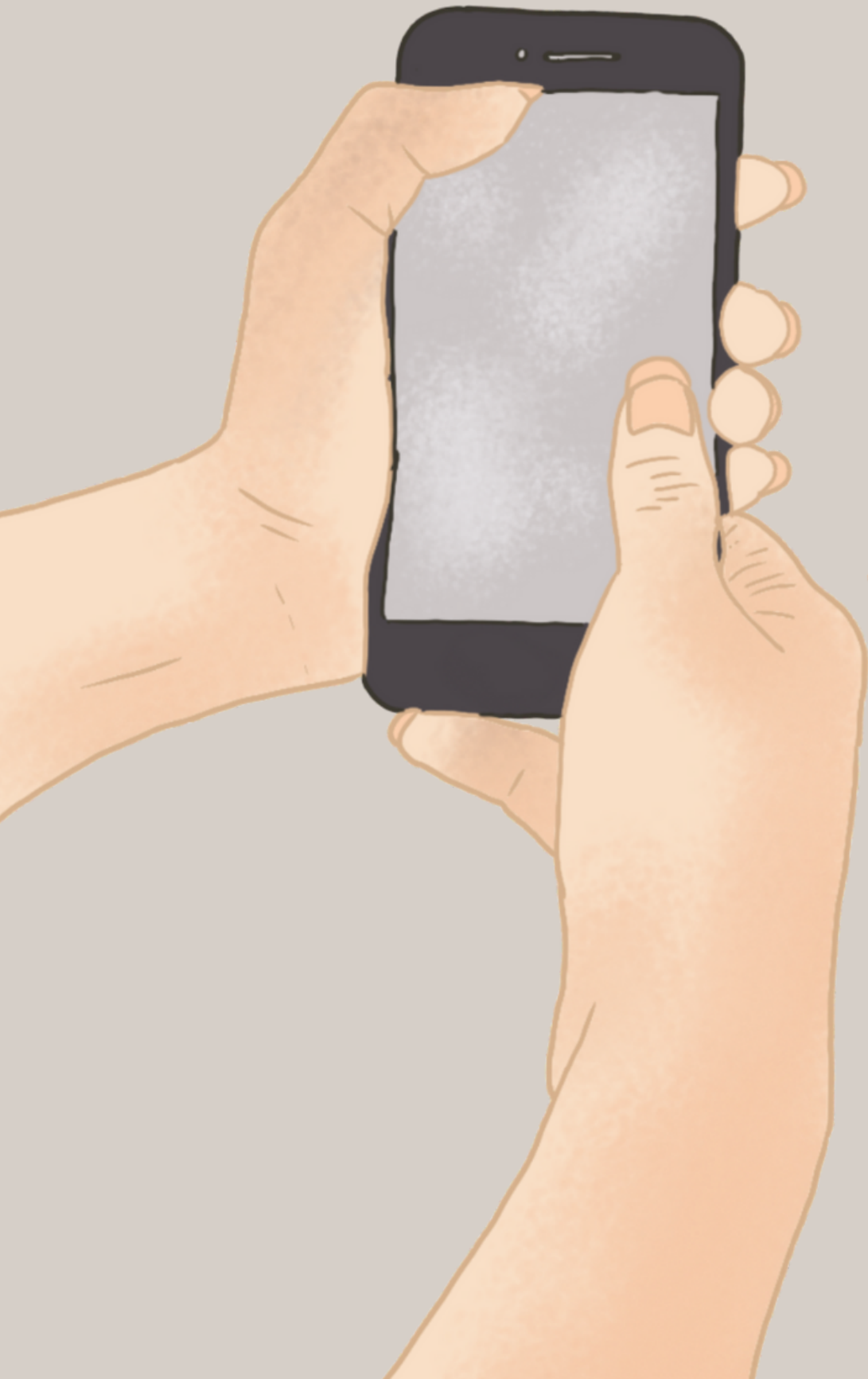


## Responsibility & Reflection

### 5. Responsibility and reflections stage (min 1 year)

- Co-authorship and communicating results
- Create time for reflections and feedback





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# WHAT DO YOU SEE AS CRITICAL ELEMENTS OF CO-CREATIVE RESEARCH?

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*Please enter your responses in the webinar chat*

# FURTHER INFORMATION

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ERL Paper:

<https://iopscience.iop.org/article/10.1088/1748-9326/ac72b5>

Fisher, C. (2018). Diideet'sii In Our Pathway (In Our Future): Gwich'in Educational Philosophy and Transformative Praxis in K-12 Education.

Workshop series: [www.arctic-ethics.org](http://www.arctic-ethics.org)

# MAHSI'

## Questions? Reflections?

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