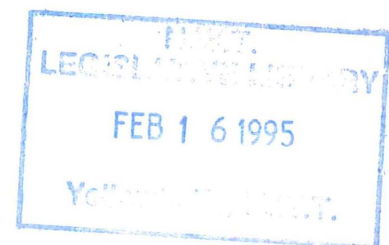


ASSISTANT DEPUTY MINISTER FOR NUNAVUT

WHEREAS Nunavut leaders agree that the Department of Education, Culture and Employment of the Government of the Northwest Territories with its many significant responsibilities relating to all aspects of education and training is critical to the successful development and delivery of education and training in Nunavut; and

WHEREAS there is a need for a focal point for the Nunavut education leaders and their organisations to work co-operatively with the Department of Education, Culture and Employment in Nunavut,

NOW THEREFORE BE IT RESOLVED THAT the Minister of Education, Culture and Employment of the Government of the Northwest Territories be requested to appoint immediately an Assistant Deputy Minister for Nunavut.



NUNAVUT EDUCATION LEADERS

WHEREAS there are many agencies, organisations and government departments dedicated to planning and delivering education and training in preparation for Nunavut and whereas despite efforts being made by these many organisations to cooperate and communicate, Nunavut leaders agree that there is a need for an improved ongoing process for working more closely together,

THEREFORE Nunavut leaders agree THAT members of the principal organisations should continue to meet as required in plenary sessions to review progress in working together to achieve their common goals for education and training in Nunavut and specifically THAT the next meeting shall be held in April, 1995 and sponsored by the Minister of Education, Culture and Employment in conjunction with the Nunavut Education Leaders,

AND FURTHERMORE THAT the Nunavut leaders strongly endorse the establishment of a working group to be called the Nunavut Education Leaders, to be chaired by the Assistant Deputy Minister of Education, Culture and Employment for Nunavut and composed of political representatives of the Nunavut Implementation Commission, Nunavut Tunngavik Incorporated, Nunavut Caucus, Divisional Boards, Nunavut Arctic College, Nunavut Implementation Training Committee and a senior federal representative for Human Resources Canada/Department of Indian Affairs and Northern Development's Nunavut Secretariat,

AND FURTHERMORE THAT the Nunavut Education Leaders be mandated to ensure collaboration, communication and networking amongst all those planning and delivering training and education in Nunavut and in particular the sharing of information through the establishment of a Nunavut Training Resource Centre.

STUDENT FINANCIAL ASSISTANCE

WHEREAS concerns have been expressed about the adequacy of Student Financial Assistance to meet the needs of Inuit students educating themselves in Nunavut and

WHEREAS certain organisations have felt impelled to establish scholarships from land claims compensation and other moneys,

NOW THEREFORE BE IT RESOLVED THAT the Minister of Education, Culture and Employment of the Government of the Northwest Territories be requested to review the adequacy of the present Student Financial Assistance program for Inuit students to establish measures to eliminate shortfalls and in particular that consideration be given to:

- providing Student Financial Assistance to Inuit in the form of a forgivable loan, rather than a grant,
- administrative changes to the program that would enable easier budgeting and
- decentralised administration

Gaps in Existing Programs and Services

WHEREAS Nunavut Leaders meeting in Gjoa Haven identified certain gaps and deficiencies in existing programs and services which should be addressed in order to prepare for the education and training requirements for Nunavut;

NOW THEREFORE, Nunavut Leaders recommend to the Minister of Education, Culture and Employment of the Government of the Northwest Territories THAT:

1. the Minister collaborate with Nunavut Implementation Training Committee and Arctic College to review the feasibility of relocating the Sivuniksavut program to Nunavut and delivering it through the Arctic College;

2. THAT the Minister implement new strategies and programs to achieve greater success in graduating Grade XII students in Nunavut by:

(a) assisting Divisional Boards of Education to ensure that advanced (academic) and other high school program options are made available in the maximum number of communities in Nunavut;

(b) keep regional student residences open as locations for advanced diploma programs for students who cannot obtain those programs in their home communities, for programs in the arts, leadership, trades training and other specialized areas;

(c) assisting Divisional Boards of Education to establish one on one counselling and tutoring programs for high school students modelled on the successful program established by the Inuvialuit;

(d) researching and developing ways to ensure tht more students are encouraged to continue with and complete their education;

(e) research be undertaken to outline lifestyle changes affecting college and high school students both positively and negatively;

3. THAT the Minister implement a strategy to ensure adult training programs to meet the needs of Nunavut by:

(a) ensuring that there is a Community Adult Educator in every community in Nunavut;

(b) improve Arctic College student housing, particularly for families, and particularly in the Kitikmeot region;

(c) improve community facilities for instruction in Arctic College programs;

(d) achieve parity between western and eastern Arctic College programs and resources, especially in the areas of trades training, heavy equipment training, nursing training, environmental technology training, and student support and services.

**Strengthening Inuit Language and Culture
In Communities and On the Land**

WHEREAS Nunavut Leaders meeting in Gjoa Haven expressed their strong desire to strengthen Inuit language and culture in all aspects of education and training activities in Nunavut;

AND WHEREAS Nunavut leaders acknowledge that to date most efforts to teach Inuit language and culture have largely taken place within communities in settings like schools, which have not always provided appropriate locations for learning about have a language and culture based on the land;

AND WHEREAS Nunavut Leaders have identified certain measures which could be taken in schools and other educational institutions within communities to enhance the fostering and teaching of Inuit language and culture;

AND WHEREAS Nunavut leaders also agree that Nunavut communities should be encouraged to work together so that Inuit language and culture can also be taught by elders, on the land, in traditional settings outside communities, and learned by: students of all ages, persons wishing to acquire skills required to pursue employment on the land, non-Inuit needing to learn about Inuit culture as well as persons who may benefit from improving their identity and self-esteem on the land, such as first time young offenders who need to be rehabilitated, persons recovering from alcohol and drug abuse, and victims pursuing healing;

AND WHEREAS Nunavut leaders recognize that new or enhanced programs now available such as the Hunter Income Support Program, Outpost Camp Program, the Fur Incentive Program, Community Justice projects, community and regional Alcohol and Drug Treatment programs, Income Support Reform, Economic Development and Tourism programs supporting land based economic activities such as fishing or country food harvesting as well as Cultural Inclusion funding of Community Education Councils are now be available to be applied, where appropriate, to various Nunavut communities who wish to support traditional camps and activities to be locations outside communities to support strengthening Inuit language and culture;

NOW THEREFORE BE IT RESOLVED THAT the following measures within communities be supported by Nunavut leaders to strengthen Inuit language and culture:

1. Nunavut communities should be encouraged to establish and promote elders' societies to act as a resource for school, courts, government departments and agencies;
2. each Nunavut community should be assisted to establish and fund oral history projects in each community to preserve traditional knowledge in areas such as health and local history, build relationships between youth and elders, and teach youth interviewing, video and research skills;
3. income support reform should be utilized to divert social assistance funds so as to pay elders to be a resource for youth, schools, courts, and other government departments, agencies and organizations;
4. elders should provide one on one language instruction and counselling for students in locations outside the school;

5. "elders rooms" should be planned and designed for each Nunavut school (the 'heart and soul' of the school) for traditional activities, story telling, sewing, counselling and sharing;

AND FURTHER THAT willing communities in Nunavut be actively encouraged and supported to establish outpost or other camps or activities on the land run by experienced elders using combinations of available funds and programs appropriate to the community and in locations chosen by the community to strengthen Inuit language and culture through the following options:

1. students may pursue Renewable Resource Careers which:

- (a) set clear expectations and high standards for knowledge and skills to be learned;
- (b) employ experienced hunters and elders as instructors;
- (c) focus on development of wildlife and environmental knowledge and skills;

2. students may pursue careers in tourism, including outfitting, eco-tourism and sports hunting ;

3. camps chosen and supported by communities also may provide appropriate settings for year round exposure to Inuit language, culture and way of life for school students as an alternative to classroom instruction, for first time young offenders or other persons in community justice projects, persons who have received and responded well to treatment and are recovering from alcohol and drug abuse; non-Inuit requiring orientation to Inuit culture.