

A REPORT ON PROGRESS

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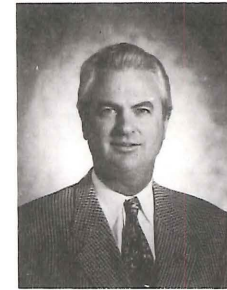
PEOPLE: OUR FOCUS FOR THE FUTURE

Education, Culture and Employment

A STRATEGY TO 2010



Minister's Introduction

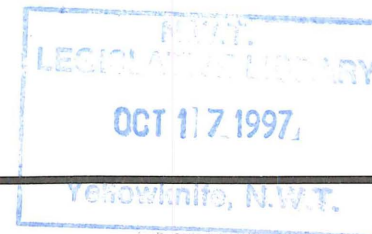


Five years ago, we set out to work more closely with communities to help them develop top-quality, community-based education, culture and employment programs throughout the Northwest Territories.

After consulting with a broad cross-section of stakeholders -- including education bodies, communities, colleges and aboriginal organizations -- we developed a strategic plan that was published in September, 1994. *People: Our Focus for the Future, A Strategy to 2010* described the vision we developed with our various partners, as well as a plan for achieving that vision.

Now, three years after the release of the strategic plan, we are publishing an update -- but not because the vision has changed. The course we have been following for the past three years has convinced us that the original strategy is helping northerners develop the skills and knowledge they will need to meet the challenges of the next century. But it is time for our partners to know what we've accomplished, and what work still remains to be done. I am pleased to present this update to our stakeholders as we continue to work together to improve education, culture and employment opportunities for northerners.

Charles Dent
Minister



OBJECTIVE #1:

To improve support for communities to achieve their culture, heritage and language goals.

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People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure they have the flexibility to do so. Guiding our work in this area are two major efforts.

First, we are seriously re-thinking the departmental role as a direct provider of culture and language services. We believe that language communities should be more directly involved in setting priorities for language programs and services. We are exploring opportunities to work with other organizations, such as cultural institutes, to see how heritage responsibilities could be shared. Federal funding for language activities has been significantly reduced over the past five years. Unfortunately, it is expected that there may be further reductions in federal support in the future. As a result, it is essential that we define the most effective approaches for use of existing GNWT funding.

Second, there is a need for a new *Heritage Act*. The old *Historical Resources Act* is outdated and doesn't address today's current political realities, land claim settlements or modern land development practices. We are currently examining federal heritage legislation to identify where changes are required in that area.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. Support for new cultural institutes.

ACTIVITY	PROGRESS TO DATE
- distribute cultural funding equitably	- Based on consultations, Cultural Enhancement and Oral Traditions funding programs have been allocated to regional offices. Orientation to Cultural Enhancement and Oral Traditions programs were provided to regional staff in March 1996. - An objective in 1995-96 was to provide capital funding to aboriginal cultural institutes. This has been deferred due to major reductions in ECE capital funding. - New criteria and procedures providing for consistency, fairness and equity for funding community museums and heritage projects were implemented.
- support development of new cultural institutes	- Financial and technical support was provided to the Dene Cultural Institute to develop a new facility on the Hay River Reserve. - The development of a schedule pursuant to the <i>Grants and Contributions Policy</i> to provide capital support to Aboriginal Cultural Institutes has been deferred due to the current fiscal situation.

2. Improved access to heritage programs in communities.

- work with Resources, Wildlife and Economic Development (RWED) to combine facilities	- Meetings occurred to share information with RWED regarding future plans for facility development in NWT communities. - In 1995-96 RWED privatized most Visitor Centres. Culture and Heritage Division now deals directly with Visitor Centres to arrange exhibits. - Culture and Heritage Division, RWED and Department of Canadian Heritage initiated a joint study in 1995-96 to review areas of responsibility and program delivery to determine cooperative approaches. It is anticipated that program changes may occur as a result. - Working with Canadian Heritage and RWED to develop a database of cultural funding programs. This is now in draft form.
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<ul style="list-style-type: none"> - use technology to link smaller communities to heritage information 	<ul style="list-style-type: none"> - The Beaufort-Delta Divisional Education Council was selected as a focus group to determine client needs. Meetings and workshops were held to gather appropriate information. As a result, a selection of archival images was converted to digital format and is now available through the Internet or can be provided on CD-Rom. - A home page on the Internet was developed, providing access to a variety of information on culture and heritage programs offered through the Culture and Heritage Division. - A HyperCard "Virtual Tour of the Prince of Wales Northern Heritage Centre" was developed and distributed to the NWT schools. - A guide to provide on-line access to oral history collections has been developed. - 10,000 images have been added to the on-line visual data base.
<ul style="list-style-type: none"> - develop <i>Heritage Resources Act</i> and implement <i>Heritage Services Policy</i> 	<ul style="list-style-type: none"> - Discussion paper presenting proposals for consideration of a new <i>Heritage Resources Act</i> was tabled. Due to a heavy legislative agenda, the new <i>Act</i> will probably not be considered by the current Legislative Assembly. However, adjustments to federal regulations are being pursued.
<ul style="list-style-type: none"> - provide community-level heritage training 	<ul style="list-style-type: none"> - A study was completed that outlines options and approaches for providing community-based heritage training. - Community consultations on heritage training needs specific to Nunavut have been initiated.
<ul style="list-style-type: none"> - strengthen links with RWED on the arts 	<ul style="list-style-type: none"> - Limited regional contacts have occurred in this area.
<ul style="list-style-type: none"> - promote peer review/minimize administration costs for the arts 	<ul style="list-style-type: none"> - This has been accomplished via administrative changes within the Culture and Heritage Division.
<ul style="list-style-type: none"> - emphasize creativity and strengthen the arts in school programs 	<ul style="list-style-type: none"> - Arts programming has been built into the school programs offered at the Prince of Wales Northern Heritage Centre.

3. Increased use of cultural traditions and language in everyday life.

There has not been a survey to document the use of cultural traditions and language use since the publication of the strategic plan. With the Divisional Education Councils and District Education Authorities choosing the language of instruction, the availability of *Dene Kede* and *Inuuqatigiit* curricula and the increase in the number of aboriginal people employed in schools, it is intended that the use of cultural traditions and language in everyday life has increased. By stimulating language research and development by the language communities, the Aurora College Traditional Knowledge Strategy, developing Dene fonts for computers, and making cultural and heritage items more accessible to communities, the use of traditions and languages is expected to increase.

4. Better documentation of traditional knowledge.

<ul style="list-style-type: none"> - identify projects such as elders' knowledge 	<ul style="list-style-type: none"> - Preliminary discussions have been initiated with Nunavut and Aurora Research Institutes, as well as RWED. - Workplan to acquire appropriate narrative sources of traditional knowledge for the NWT Archives was deferred as more time was required to gather information. - Assisted the Dene Cultural Institute to prepare a "Dene Medicine Power" publication. - Oral history components have been built into most of the Division's research projects. - Aurora College has developed a Traditional Knowledge Strategy.
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5. Increased emphasis on traditional knowledge in department programs and services.

<ul style="list-style-type: none"> - revise job descriptions to recognize traditional knowledge 	<ul style="list-style-type: none"> - Divisional Education Councils have been holding staff orientations with new teaching staff and elders on the land before the school year. Revision of job descriptions to recognize traditional knowledge has been completed.
<ul style="list-style-type: none"> - implement traditional knowledge policy as it relates to this department 	<ul style="list-style-type: none"> - Pairing up new teachers with Inuit families in the <i>Adopt a Family</i> program for cross cultural training. - Working in partnership, the community business members and Qitiqliq School in Arviat designed and constructed a carving shop. - Plans are underway to establish priority areas to collect, preserve and make accessible traditional knowledge. - Monthly round table discussions with government representatives, private sector workers and researchers on traditional knowledge have been hosted at the Prince of Wales Northern Heritage Centre. - Developed a strategy to coordinate the archival preservation of narrative sources of traditional knowledge within the GNWT. - Developed and distributed throughout the NWT a manual <i>Getting Started in Oral Traditions</i> to facilitate traditional knowledge research. - Oral history components have been built into most of the Culture and Heritage Division's research projects. - Nunavut Research Institute staff member has written a book on traditional knowledge using Inuit elders as resource people which will be published in 1997 in collaboration with the Royal Ontario Museum. - Aurora Research Institute business plan promotes a northern research agenda which includes documentation of northern traditional knowledge.

6. Language services that reflect clearly defined service levels.

- review language services to reflect guidelines	- A policy prepared by the Department of the Executive on the level of official language services is presently under review.
- reprofile resources to the language communities	- A departmental Steering Committee for the Aboriginal Language Community Consultation submitted its final report to the Minister in October 1996. Once the Language Bureau budget has been reallocated, the department will approach the language communities.
- base language programming on language plans	- A plan to increase direct involvement of language communities in program planning and delivery has been developed.

7. Certified interpreter-translators.

- develop standards for professional certification standards of I/Ts	- Individual I/T training modules have been reviewed in preparation for professional certification. - Development of standards for professional certification of I/Ts has been initiated.
- integrate and coordinate I/T training	- Training has been consolidated and is now taking place at the two northern public colleges.
- expand training in aboriginal languages	- Terminology development workshops have been delivered in Dogrib, Chipewyan, Inuktitut and Inuinnaqtun. - Assisted with development of Dene fonts for computers.

8. Improved research and development in the language communities.

- transfer language research and development resources to language communities	- The Minister is consulting with colleagues and Nunavut representatives on the transfer of language research and development resources to language communities. The department is investigating which organizations have primary responsibility for the language within each language community.
- expand the role of Teaching and Learning Centres (TLCs)	- Staff assisted the TLC in Deline with reprinting the Miki Reading Series into colour; proofread the North Slavey dictionary; assisted Weledah Catholic School and Salt River First Nations with Dene fonts for computers.
- strengthen links between TLCs and the colleges	- Both colleges work with the TLCs through their Teacher Education Programs (TEP). College students receive university credits for developing themes and materials that can be used in the schools.

OBJECTIVE #2:

**To provide people in all communities
with access to public information networks.**

OBJECTIVE #2: To provide people in all communities with access to public information networks.

Information networks are key to ensuring greater public access to information. Over the past three years, we have worked with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.

Our strategic plan recognized the vital importance of information technology. It committed the department to assist in the development of a pan-northern system of information networks.

Over the past several years, the departmental effort has been re-organized. It has moved out of the production of television to concentrate, instead, on developing information networks. It has organized and hosted a number of symposiums and workshops to promote the benefit of information technology. These events have increased awareness of the importance of technology and have helped to build a commitment to the development of a territorial-wide information network.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. People in all communities in the NWT with access to information networks.

ACTIVITY	PROGRESS TO DATE
- work with other departments to build information networks	<ul style="list-style-type: none">- Launch of the live interactive television series called "Live and Well" aired on TVNC. The topic of each show is designed, through inter-departmental collaboration, to feature discussions on themes related to health and well being.- In partnership with other departments, ECE is testing for "proof of concept" of an interactive, high speed communications link within and between all NWT communities, and linked to major world-wide networks. When completed the system will greatly improve public access to information and will enhance the use of technology as an educational tool.- As a result of the initial provision of Internet access in 1994, the department has created an education web site for students and educators.- Funding is provided to education authorities and the public colleges to develop and use technology through infrastructure development and training activities.- "Grassroots" program is provided in conjunction with schoolnet to teach teachers how to use the Internet.- The funding for the Community Access Program (CAP), which provides public access to Internet, is matched with funding from Industry Canada.
- conduct pilot projects using satellite technology	- Developed a high speed communications link for pilot projects between Iqaluit, Lake Harbour and Pond Inlet -- a cooperative venture with Nunavut Arctic College, Baffin Divisional Education Council and Northwestel.

2. More people investing in information networks.

<ul style="list-style-type: none"> - act as a catalyst to develop information networks/host forum 	<ul style="list-style-type: none"> - The "Connecting the North" symposium was organized in November 1994 to allow for participation by all partners in the development of the northern information highway. A follow-up symposium focusing on user needs was held in Iqaluit in 1995.
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3. Information resource centres in all communities.

<ul style="list-style-type: none"> - assess existing networks as a basis on which to build 	<ul style="list-style-type: none"> - Funding was provided to education authorities and colleges to develop new technology and to enhance use of existing technology. - Preparing for the digital communications network.
<ul style="list-style-type: none"> - create comprehensive community learning or information resources centres by integrating existing networks, such as public and school libraries, and by building on them 	<ul style="list-style-type: none"> - A consultation phase for the development of a plan will seek input from user groups as to how to restructure library services and other resource centres during 1997/98.

4. Increased use of alternative delivery system.

<ul style="list-style-type: none"> - promote the use of technology and act as a resource to deliver programs in innovative ways 	<ul style="list-style-type: none"> - Information networks for schools, public libraries and community learning centres across the NWT were established. - The North of 60 bulletin board system has been upgraded to provide access to educational resources to users across the NWT. - A five-year strategic plan for Information Networks has been developed including the development and delivery of courses.
<ul style="list-style-type: none"> - expand the use of interactive TV 	<ul style="list-style-type: none"> - "Live and Well" productions are interactive.
<ul style="list-style-type: none"> - develop computer operating systems in aboriginal languages 	<ul style="list-style-type: none"> - Research is currently underway.

<ul style="list-style-type: none"> - use information networks to support curriculum development and implementation; and to improve staff development. 	<ul style="list-style-type: none"> - Established an Electronic Clearing House for the exchange of educational, cultural and heritage materials. - Provided funding to educational organizations to train educators and students and develop curricula and program materials. - Produced curriculum documents on CD-Rom. - Used the Internet as a training platform for Income Support Workers.
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5. Staff with access to a broad range of professional resources and support.

<ul style="list-style-type: none"> - develop a training strategy to support information networks 	<ul style="list-style-type: none"> - In-service training for e-mail and the Internet is now available to ECE staff. - Offer "Train the Trainer" programs for administrators of the Local Operating Networks (LAN), maintain servers and bulletin board system, summer institute training, and ongoing consultation in an advisory capacity for the department.
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OBJECTIVE #3:

**To build a comprehensive early
childhood learning system.**

OBJECTIVE #3: To build a comprehensive early childhood learning system.

Our goal is to integrate child care and early childhood education to create a comprehensive early childhood learning system.

In our strategic plan we committed ourselves to building a comprehensive early childhood learning system. Early childhood services are those services for children up to six years of age. Most of these services are provided in the home or by child day care centres.

An essential element of early childhood development is the provision of early intervention services. There are significant numbers of children in the NWT who are experiencing developmental delays due to health and/or social circumstances. The development of an effective early childhood education strategy requires the early detection and response to children who need assistance.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. An integrated child care and early childhood education system.

ACTIVITY	PROGRESS TO DATE
<ul style="list-style-type: none"> - integrate child care, early childhood education and parenting programs/revise legislation and policies to reflect the changes 	<ul style="list-style-type: none"> - New early childhood policy incorporates child care with child development. - Early Childhood Program has been moved to the Early Childhood and School Services (student support and curriculum) Division, recognizing the developmental continuum and transition from preschool to school. - Study is underway to review the use of school-based child development centres, and barriers to their use.
<ul style="list-style-type: none"> - provide culturally appropriate child development information/promote culture-based programs 	<ul style="list-style-type: none"> - Established a cooperative relationship with Pauktuutit for planning and development of child day care facilities. - Working with Human Resources Development Canada's First Nations and Inuit Childcare Initiative and Health Canada's Aboriginal Head Start to coordinate activities.
<ul style="list-style-type: none"> - develop program support mechanisms in regions and boards 	<ul style="list-style-type: none"> - Transferred Child Care User Subsidy to Income Support Division and decentralized delivery of the user subsidy to regional offices and communities. - Decentralized toy lending library to Baffin/Keewatin, Kitikmeot, Beaufort-Delta, South Slave and North Slave.
<ul style="list-style-type: none"> - provide credits for high school students who work in early childhood programs 	<ul style="list-style-type: none"> - Some high schools offer instruction in early childhood development and parenting. Some work in cooperation with in-school child care programs and some work with community based child care services.
<ul style="list-style-type: none"> - encourage schools and community learning centres to use community early childhood programs 	<ul style="list-style-type: none"> - The use of licensed child care programs is encouraged. - A study is underway to determine support needs and barriers for student parents regarding their child care.
<ul style="list-style-type: none"> - develop capital standards for programs in high schools 	<ul style="list-style-type: none"> - Developed with program changes in 1994.

- strengthen links with the school system	- Early Childhood Program responsibilities moved to the Education Development branch. - Study is underway to review the use of child development centres based in schools, and identify possible barriers to their use.
- promote parental involvement	- We encourage early childhood programs to have a parental involvement policy.

2. More trained staff.

- develop standards for professional certification of staff	- An Early Childhood Intervention Certificate Program is being developed that will standardize professional certification of staff.
- review the existing training program, develop a community-based culturally appropriate training program/integrate with teacher training where appropriate	- Training will be supported through the Healthy Children Initiative and in partnership with Health Canada. - Training needs are being assessed with Nunavut Childcare Committee. - NWT colleges offer a variety of training programs for practitioners. Many of these programs are community-based. - Development of training is being considered for a variety of audiences including existing operators.
- provide funding for training	- Formalized relationship with both NWT colleges has been established and funding to support an Early Childhood Certificate Program in each college for three years has been provided.
- provide for the ongoing development of staff	- Fees for CPR and First Aid are paid for staff in licensed programs. - Staff taking courses leading to an NWT college certificate/diploma have fees reimbursed upon successful completion of each course.

3. More families are eligible for user subsidies.

- provide a subsidy for families with low incomes whose children need early intervention	- Program adjustments were completed in 1994. - Increased income exemption in the Income Support Program in 1997.
- provide funding for part-time programs and users of them	- Program adjustments in 1994 recognized part-time programs.

- provide incentives for spaces for infants and children with special needs	- Program changes in 1994 increased support for infant spaces and children requiring additional support.
- introduce new user subsidies	- The subsidy structure was adjusted in 1994.

4. More communities offer programs.

- review and revise operating funding to support high quality programs	- Program subsidies were adjusted in 1994.
- help communities access funding for early childhood projects	- Federal funding for early intervention work, ie. Aboriginal Head Start. - Involved in promoting and making decisions about various federal funding sources: Community Action Plan for Children (CAP-C), Aboriginal Head Start, First Nations and Inuit Child Care, Brighter Futures and the Canada/NWT Infrastructure Program.
- provide funding for minor renovations to facilities	- Current subsidy structure provides for minor renovation costs.

5. More children take part in programs.

- encourage programs to become licensed/provide incentives for people to use licensed programs/monitor programs	- Program changes in 1994 provide funding incentives for licensing and use of licensed programs. - Program staff create a newsletter that is mailed to licensed early childhood programs.
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6. Children who need early intervention are identified and offered appropriate placements within a community early learning program, wherever possible.

<ul style="list-style-type: none"> - work with other departments to develop a protocol for early intervention 	<ul style="list-style-type: none"> - Memorandum of Understanding was signed as the result of a tri-ministry cooperative approach to deliver services to children. - Interdepartmental Joint Working Group was struck to develop a comprehensive strategy for designing and delivering early intervention program for preschoolers at risk. Joint Working Group (ECE and Health and Social Services) has developed a strategy for early intervention called the Healthy Children Initiative.
<ul style="list-style-type: none"> - conduct a needs assessment and plan for early intervention 	<ul style="list-style-type: none"> - Early Intervention Coordinator position, originally funded by the federal government and now funded by ECE, was established to help communities to develop early intervention programs. - Research was conducted in 1996 to identify existing services and gaps in early childhood programs and services across the NWT.
<ul style="list-style-type: none"> - provide funding for early intervention pilot projects 	<ul style="list-style-type: none"> - Early intervention project was initiated with the Council for Disabled Persons to assist pre-school children requiring support to access developmental child care. - The Healthy Children Initiative provides funding for early intervention programs.

7. More resources available on child development theory and practices.

<ul style="list-style-type: none"> - provide parent resource material 	<ul style="list-style-type: none"> - Resources sent to the regions in 1996 to enable regions to share information with parents and programs.
<ul style="list-style-type: none"> - develop and deliver culturally appropriate parenting programs 	<ul style="list-style-type: none"> - Aboriginal Head Start Development Workshops held in December 1996 included discussions on how to encourage and support parental involvement from a cultural perspective.

OBJECTIVE #4:

To improve student achievement.

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People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.

In our strategic plan, we described a number of steps we would take to improve student achievement. These included: introducing a new *Education Act*, providing more control of schools at the community level, developing and implementing *Dene Kede* and *Inuuqatigiit* curricula, improving academic curricula in cooperation with the Western Consortium, and continuing with grade school extensions to allow students to go to high school in their home communities. There have been significant developments in all of these areas.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. More community control of schools.

ACTIVITY	PROGRESS TO DATE
<ul style="list-style-type: none"> - strengthen community control of education through the <i>Education Act</i> 	<ul style="list-style-type: none"> - <i>Education Act</i> and <i>Regulations</i> came into effect July 1, 1996. - The contribution funding formulas are being revised to provide funding flexibility to education councils, school districts and communities and distribute resources equitably and simply. - Senior secondary schooling responsibilities for Sir John High School in Yellowknife were transferred to YK District #1. - Career and Technology Studies (CTS) with an NWT focus was implemented at the secondary level. - A coordinator has been hired to develop and support alternative governance structures as provided for in the <i>Education Act</i>. - Conseils scolaires in Yellowknife and Iqaluit and two private schools in Yellowknife have been established.
<ul style="list-style-type: none"> - promote parental involvement 	<ul style="list-style-type: none"> - The new <i>Education Act</i> gives more authority and power to parents and local communities to determine the kind of education their children will receive. - Newer curricula, such as <i>Dene Kede</i> and <i>Inuuqatigiit</i>, depend strongly on family and community involvement. - <i>Skills for Healthy Relationships</i>, a sexuality education program, includes a strong parent component, and parent video. - Parent handbook has been developed by the NWT as part of Western Consortium Math Protocol. - Parent information sessions are now regular aspects of curriculum implementation. - All high school students must have a Career and Program Plan in which parents must be involved. - <i>Your Turn to do the Talking</i>, a video for parent involvement in the students' Skills for Healthy Relationships program has been completed.

<ul style="list-style-type: none"> - develop high school program in small communities/close large residences 	<ul style="list-style-type: none"> - Department has provided assistance to support small community secondary school programs by hiring a consultant for the western education councils, providing funding for secondary school program development to the Nunavut regions, and providing support at in-service training sessions, school workshops and teacher conferences. - Distance learning pilot (English 30 on the Net) was conducted in six community schools in January 1997. - In collaboration with Alberta Education, French Second Language (FSL) Distance Education courses in French 10 and 20 will be implemented in September 1997, and French 30 in 1998. - K-12 is provided in at least one community in every region. By 2000/2001, every community is expected to have K-12. - Kivillaq Hall (Rankin Inlet) has only a few high school students in one wing of the residence. It is currently operated as a small family type unit. This will be phased out as grade extensions are implemented in all communities. Ukivvik (Iqaluit), Akaitcho Hall (Yellowknife) and Grollier Hall (Inuvik) are now closed.
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2. More aboriginal staff at all levels in the school system.

<ul style="list-style-type: none"> - develop and implement <i>Dene Kede</i> and <i>Inuuqatigiit</i> curricula 	<ul style="list-style-type: none"> - <i>Dene Kede</i> K-6 has been implemented. - <i>Dene Kede</i> 7-9 is under development and will be piloted in 1997-98. - <i>Inuuqatigiit</i> K-12 has been published and implementation is ongoing. A Teacher Resource Manual to accompany the curriculum is under development.
<ul style="list-style-type: none"> - expand the role of the Teaching and Learning Centres (TLCs) 	<ul style="list-style-type: none"> - Role of TLC staff has been expanded as a result of <i>Dene Kede</i> and <i>Inuuqatigiit</i>. These documents are frameworks into which the work of TLC staff now clearly fit. - TLC staff are on the Subject Advisory Committees for <i>Dene Kede</i> and <i>Inuuqatigiit</i>.

3. Better trained staff.

<ul style="list-style-type: none"> - expand the teacher training strategy to all educational occupations 	<ul style="list-style-type: none"> - A new strategy for teacher education is being developed and will include Bachelor of Education delivery in the NWT for both part-time and full-time students. - An Early Childhood Intervention Certificate program is being developed for delivery via distance education for part-time students.
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<ul style="list-style-type: none"> - use information networks for curriculum and staff development 	<ul style="list-style-type: none"> - Information highway is being built to all communities. This is the prerequisite in order for this objective to be met. - CD-Rom has been developed which includes key department documents and curricula. - Western English Language Arts Curriculum will be on a web site, as well as a Native Literature Unit. - A classroom/training facility is being developed for use with ECE staff. - Complete CTS Curriculum has been available in electronic format since 1995-96 school year. Regular updates and revisions are/will be made to the documents. These documents, as well as the NWT Senior Secondary School Handbooks, <i>Inuuqatigiit</i> and <i>Dene Kede</i> are available on the World Wide Web site and our department CD-Rom publication. - The department has worked with Industry Canada to provide three (one west/two east) Grassroots workshops during the 1996-97 school year. The workshops were designed to have teachers/participants begin developing projects/programs/lesson plans that use the Internet. - An Information Technology Survey has been conducted to determine training needs of education staff. The results have been summarized in a written report. Regional projects are being funded towards meeting the identified needs.
<ul style="list-style-type: none"> - incorporate on-going staff development into the teacher training strategy 	<ul style="list-style-type: none"> - Several department staff are working with the Teacher Education Program (TEP) at various levels from planning to course delivery. - Working in collaboration with TEP coordinator, Aurora College and Nunavut Arctic College to ensure articulation between TEP and ECE philosophy and curricula. - Western Canada Math Protocol (WCMP) K-9 implementation kits made available to TEP programs. - Implementation kits containing resource documents in Inclusion, Individual Education Plans, Student Support, Health Curriculum, Child Abuse Handbook, Non-Violent Crisis Intervention, as well as career development and CTS made available to TEP programs. - NWT Teacher Qualification Service (NWTTQS) is being developed to ensure a consistent process of evaluation across the NWT and to guarantee high teaching standards. Under the <i>Education Act</i>, a re-certification process for all teachers and principals is required within five years. - Promotional TEP video designed to recruit TEP students. - TEP web page on Internet containing up-to-date information on TEP programs and Bachelor of Education studies.
<ul style="list-style-type: none"> - review the principal training program 	<ul style="list-style-type: none"> - 56 people attended the Principal Certification Program (PCP) in 1996. - PCP was held in Fort Smith in 1997, and Nunavut in 1998. - By 1999, the Colleges/Education Councils will take over the delivery of PCP with the Department maintaining some development and monitoring functions.
<ul style="list-style-type: none"> - provide training for staff in conducting research 	<ul style="list-style-type: none"> - Ten teacher research projects from six Divisional Education Councils or District Education Authorities in Yellowknife were funded for a total of \$42,000 during the 1995-96 school year. Two involved a school team, the rest were individual teachers and their students. - In partnership with Industry Canada, ECE provided training in conducting research over the Internet.

4. Improved student support.

<ul style="list-style-type: none"> - promote healthy schools 	<ul style="list-style-type: none"> - The concept of “healthy schools” is three-pronged - health instruction, offering health services in collaboration with others, and ensuring a healthy environment. - We have updated the NWT Health 7-9 curriculum and added new units on Alcohol and Drug Safety. - Skills for Healthy Relationships is a skills-oriented program about HIV/AIDS prevention and healthy sexuality for junior high school students. The program promotes abstinent behaviour and advocates the use of protective measures by students who are sexually active. The program will be in schools in the fall 1997. - Published the <i>School Relationship Survey</i> (a joint venture of Northwest Territories Teachers Association and ECE) which provides a clear picture of relationships and behaviours in schools. - We continue to work towards making collaborative services a reality, have increased the counselling resources available to schools, and developed the Child Abuse Handbook to assist school personnel in dealing with child abuse. This is available in English and Inuktitut. - We have conducted an NWT school health research study into students’ knowledge, attitudes and behaviours to determine who is at risk. - Produced a video and a <i>Tube</i> show called <i>Healthy Schools</i> which celebrates best health practices. - Produced a video <i>For a Better World</i> about inclusion in NWT schools in English and Inuktitut. - Developed resources including <i>Educating All Our Children</i>, <i>Departmental Directive on Inclusive Schooling</i>, <i>Pamphlet for Parents about Inclusive Schooling</i> (English and Inuktitut), <i>Educating All Our Children: Towards Implementation</i>. - Coordinated, with Missing Children’s Registry and RCMP, participation of NWT schools and preschool facilities in the Child Find Program.
<ul style="list-style-type: none"> - review the school funding formula to improve student support 	<ul style="list-style-type: none"> - Counselling funding is based on a formula to allow education bodies the maximum flexibility for its use. - Student support funding was maintained at pre-restraint levels. - New funding was identified for early intervention, significant to both preschoolers and young parents who are still in school or wish to return to school.
<ul style="list-style-type: none"> - develop standards for professional certification of school-community counsellors 	<ul style="list-style-type: none"> - Now in the <i>Education Act</i> and <i>Regulations</i>.
<ul style="list-style-type: none"> - evaluate the School-Community Counsellor Training Program 	<ul style="list-style-type: none"> - Recommendations are presently under consideration. - Completed review of School Community Counsellor Program.

<ul style="list-style-type: none"> - work with other departments to develop integrated services for children 	<ul style="list-style-type: none"> - Early intervention chosen as the first area on which to focus to develop integrated services. - Developed Dogrib Community Services Board. - Developed child abuse protocol and child abuse handbook with Health and Social Services, Justice (Federal and Territorial), RCMP and NWT Teachers' Association. - Delivered training on suicide prevention, non-violent crisis intervention, and anger management. - Develop information sharing protocol related to <i>Bill C-37</i>, amendments to the <i>Young Offenders Act</i> with Justice, Health and Social Services, and the RCMP.
<ul style="list-style-type: none"> - develop pilot projects for integrated services 	<ul style="list-style-type: none"> - Healthy Children Initiative. - Dogrib Community Services Board.

5. Clear expectations of the skills students should have and clear understanding of actual student achievement.

<ul style="list-style-type: none"> - describe the skills students should have in numeracy and literacy 	<ul style="list-style-type: none"> - This is the integral part of curricular framework developed through Western Consortium - English, Language Arts, French Language Arts (Français) and Math in both French and English. - Numeracy and Literacy Strategy developed to improve achievement in reading, writing and mathematics.
<ul style="list-style-type: none"> - develop indicators of student achievement and targets for improvement 	<ul style="list-style-type: none"> - NWT participates in Council of Ministers of Education, Canada's School Achievement Indicators Program (SAIP) in Math, Science and English. A second round of testing to begin with Math in 1997, Language Arts in 1998, and Science in 1999. - Preliminary work done on development of indicators of student achievement in the NWT. Educational Quality Indicators project undertaken to assess the standards of education and to plan for continued improvement.
<ul style="list-style-type: none"> - publish a report describing education 	<ul style="list-style-type: none"> - Updating draft report on Education in the NWT, based on 1995-96 statistics.
<ul style="list-style-type: none"> - clarify roles and responsibilities related to standards and accountability 	<ul style="list-style-type: none"> - In January 1997, completed a draft implementation framework for the NWT that identifies roles, responsibilities, and accountabilities for implementation and inservice of new curricular and resource materials, establishing and maintaining standards.
<ul style="list-style-type: none"> - develop indicators in subjects other than numeracy and literacy 	<ul style="list-style-type: none"> - Pan Canadian Science project, including benchmarks for achievement, is nearing completion. - Social Studies as a Western Consortium project is ongoing and includes benchmarks for achievement.
<ul style="list-style-type: none"> - develop action plans related to indicators 	<ul style="list-style-type: none"> - The Education Resource Project will provide information required to improve accountability as well as policy development and planning.

<ul style="list-style-type: none"> - complete the development of indicators 	<ul style="list-style-type: none"> - Completed a preliminary set of indicators.
<ul style="list-style-type: none"> - publish a detailed account of education 	<ul style="list-style-type: none"> - Published a draft Report on Education in the NWT. Currently updating draft based on 1995-96 statistics. Education Indicators Resource project, recently updated, is to be published in September 1997.
<ul style="list-style-type: none"> - use the information to improve planning, decision-making, and policy setting in the school system 	<ul style="list-style-type: none"> - Education Indicators Resource Projects, that will be available to all education authorities in September 1997, will provide comprehensive information on education focusing on effective and ongoing planning. The goal is to update the Education Indicators Resource annually.
<ul style="list-style-type: none"> - develop and use exemplary programs as demonstration models 	<ul style="list-style-type: none"> - Department has developed videos showing exemplary practice in the area of writing process, inclusive schooling and school/community partnerships: <i>For a Better World</i> video, <i>Educating All Our Children: Towards Implementation</i>. - This is incorporated into the implementation strategy for the Western Consortium Math Protocol. - Department has partnered with Health Canada to assist communities in developing exemplary early intervention projects. - Department has been collecting exemplary practices in the area of Career and Technology Studies and School-to-Work programs. Many of the Divisional Education Councils and District Education Authorities are sharing in this information to improve and develop their own programs. - Best practices have been incorporated into NWT School Handbooks.
<ul style="list-style-type: none"> - take part in national assessments 	<ul style="list-style-type: none"> - School Achievement Indicators Program (SAIP) in reading, writing, mathematics and science. Continuing participation in national assessments: SAIP Science and Math, and CMEC National Standards. - Involved in development of Pan-Canadian Science K-12.

6. Students who can make informed choices for their future.

<ul style="list-style-type: none"> - establish links with southern universities 	<ul style="list-style-type: none"> - Alberta Education has recently given the department a seat on the Alberta Education Career and Technology Studies Summer Institute planning team. This involves all the Alberta post-secondary institutions. - ECE ensures our Grade 12 diploma is recognized by Canadian universities by maintaining our accreditation process (ensure standards). Any of the Alberta Education curricula we use, and the Western Consortium curricula, have accreditation as a mandated expectation. - We work in collaboration with the Teacher Education Program to ensure articulation between ECE, TEP and affiliate universities (McGill and University of Saskatchewan). We have now developed and distributed an NWT orientation kit for instructors. - Working in collaboration with the Directors of Education from the National Table of French Education on three project research documents: <ol style="list-style-type: none"> 1. Indicators: French writing and reading. 2. Research on the process and psychology of how students from the French minority learn in the environment of the English majority. 3. Student learning outcomes vs. teaching objectives - how to help teachers make adjustments and changes. - Part-time Bachelor of Education studies will be offered on site and through distance education in the West and Nunavut. A McGill Master of Education was offered in 1997 for the first time for Nunavut.
<ul style="list-style-type: none"> - use technology to provide a broader range of student programs 	<ul style="list-style-type: none"> - The department ensures students have the opportunity to explore and learn through a large variety of offerings. One of these curricula is the new Career and Technology Studies (CTS). - Some schools are connected to other schools both inside and outside the NWT, allowing students and staff to share ideas, and discuss issues. - An Information Technology Survey has been conducted to identify student needs. The results have been summarized in a written report. - ECE, in cooperation with Alberta Ministry of Education, coordinated the conversion of all printed CTS materials into electronic format for delivery over the WWW. - Translation of Alberta CTS modules into French currently under development, with nearly 600 modules to be available in September 1997.
<ul style="list-style-type: none"> - provide programs that link school learning and work experience 	<ul style="list-style-type: none"> - CTS offers direct linkages between school programs and the world of work. The curriculum provides introductory levels of exploration through to more specific learning such as those found in the Schools North Apprenticeship Program. - Implemented the School North Apprenticeship Program, a cooperative program linking secondary schooling with the workplace. - We offer summer science and math camps.

<ul style="list-style-type: none"> - make school and college programs complementary 	<ul style="list-style-type: none"> - ECE has worked with the colleges to develop articulation agreements between specific CTS modules and college courses. Alberta Education also does this with Alberta post-secondary institutions. - Senior Secondary School Handbook includes a section on articulation with the colleges.
<ul style="list-style-type: none"> - establish scholarships for excellence for high school students 	<ul style="list-style-type: none"> - Student Records is currently following up with principals on recommendations from the Senior Secondary School Handbook Sessions on Awards on Excellence, Governor General's medal and Minister's medal.
<ul style="list-style-type: none"> - create a career development strategy for the whole learning system 	<ul style="list-style-type: none"> - Working with Alberta Education which is developing a strategy that is applicable to grades K-12 directly related to curricular areas. Our relationship with Alberta Education allows us to use what they develop. We will have the option of using the strategy in whole or parts. - Developed and implemented the Career and Program Planning process, which is part of a broader Career Development Strategy. - Integration of career development programs offered to students and the general public.

7. Managing our expenditures for the school system.

<ul style="list-style-type: none">- work with the western provinces to develop curriculum	<ul style="list-style-type: none">- Western Consortium English Language Arts curriculum framework K-9 developed in 1996 and 10-12 will be developed in 1997.- Western Consortium French First Language Common Framework K-12 developed in 1996.- Western Consortium Common Framework for French Second Language - Immersion K-12 developed in 1996.- Western Consortium Math curriculum framework K-12 developed in English and French.- Western Consortium on Special Education Protocol agreement for the development of teacher resource materials to support the inclusion of all students.- Western Consortium for Aboriginal Language Arts Framework currently under development.- ECE currently uses the Alberta CTS curriculum at the grades 7-12 level. Alberta has allowed the NWT to participate in the development/piloting and implementation of this new curriculum.- ECE has recently received permission from the BC Ministry of Education to use the K-7 Communication Technology curriculum and the Applied Technology curriculum.- NWT has recently begun negotiations with BC for use of their K-7 Technology curriculum.- Western Consortium English Language Arts resources selection taking place 1997-98.- Pan-Canadian Science Framework under development.- A national Core French Assessment (FSL) project is under development. At this time, the tools for the intermediate level of language proficiency has been completed and piloted. This tool is now available for the FSL teachers. The next step is the development of assessment tools at the beginner level.- In collaboration with western departments of education and "La societe des communications de Manitoba" to develop a CD-Rom of the "History of the Western/Northern Francophones". Phase one (research and proposal) is under development.- With other western provinces' departments of education and educational organizations, we are working towards answering the needs of senior high and post-secondary French students.- Working with Alberta Education to translate CTS modules into French. Nearly 600 modules will be available in September 1997.- In collaboration with Alberta Education, FSL distance education courses French 10 and French 20 will be implemented in September 1997, and French 30 in September 1998.- With Alberta, workshops on the Reading Diagnostic Test were delivered to all French First Language and French Immersion teachers.
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OBJECTIVE #5:

**To improve access for
adults to learning and work.**

OBJECTIVE #5: To improve access for adults to learning and work.

Given current education levels and the changing nature of work, basic skill programs for adults are essential, and they must be effective. Our approach is to improve existing programs and make them an integral part of lifelong learning.

As we noted in our strategic plan, many NWT residents lack the basic skills needed to find a job or become self-sufficient. In many communities, there is a very high unemployment rate. We have committed ourselves to work with residents to improve their basic skills -- and at the same time improve opportunities for employment and self-sufficiency.

A range of new programs has been developed since the plan's completion to support increasing work opportunities. Activities such as the Building and Learning Strategy, Canada-NWT Infrastructure Program and Working Together: Creating Opportunities for Students and Youth have all been developed with the specific purpose of providing Northern work experience.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. More young people will develop basic skills in the school system.

ACTIVITY	PROGRESS TO DATE
<ul style="list-style-type: none"> - encourage young people to stay in school 	<ul style="list-style-type: none"> - Increased access to higher grades by providing career/course planning in grades 9-12, improved support to students and grade extensions in communities. - Plain language labour market information developed and distributed to provide greater knowledge and understanding of northern career opportunities.

2. Adult basic education programs will respond better to individual needs.

<ul style="list-style-type: none"> - analyse and document Adult Basic Education (ABE) successes 	<ul style="list-style-type: none"> - ABE Review has been completed and includes a section which defines quality programs and gives examples of exemplary programs. The review was published in the spring of 1997.
<ul style="list-style-type: none"> - develop a comprehensive strategy for adult basic education 	<ul style="list-style-type: none"> - Colleges and Continuing Education is working on a strategy. A directive will be completed in 1997. The ABE review made recommendations regarding a comprehensive approach to ABE including policy, funding, program development, coordination, staff development, supports, resources, and evaluation.
<ul style="list-style-type: none"> - implement Investing in People 	<ul style="list-style-type: none"> - Nearly 1,200 participants have participated in almost 120 projects over the three years Investing in People was offered.
<ul style="list-style-type: none"> - link federal programs to the comprehensive strategy 	<ul style="list-style-type: none"> - An Adult Educator Certificate Program has been developed and implemented.
<ul style="list-style-type: none"> - support the certification of all adult instructors 	<ul style="list-style-type: none"> - Funding for professional development of adult educators is available. - Career Counselling Certificate has been developed and is being delivered to adult educators and others working in the field.

3. Improved support services for students in ABE programs.

- develop a policy on equitable access for adults	- A directive on Adult Basic Education is currently under development. - Funding formula for ABE programs is currently under development in cooperation with the northern colleges.
- review the approach to financial support for adults in ABE programs	- By consolidating Income Support, Student Financial Assistance and the Child Care User Subsidy, and developing a broad approach to addressing needs, financial assistance is now available to all adult students.
- implement new user subsidies for child care for students	- User subsidies are available to qualifying students.
- create a career development strategy	- Labour Force Development Plan was completed in February 1997. The plan includes career development as a basic element of labour market development.

4. New income support programs that provide incentives to learn and work.

- reshape income support programs	- Completed Minister's Forum Consultation on "Community Choices - Laying the Foundation for Income Support Reform". - Eliminated selected special needs benefits that were a disincentive to participation in productive choices. - Established regional management and administration for Income Support Programs. - ECE has continued to fund Investing in People after the two-year cost-shared agreement with the federal government ceased. - Implemented a redesigned Income Support Program that emphasizes "productive choices". - Initiated comprehensive development of program support and training modules.
- provide public information on the changes	- Public relations campaign January 1997 regarding program changes.
- develop a plan to transfer Social Assistance to ECE	- GNWT Income Support Strategy developed and implemented as of January 1, 1997 in cooperation with Health and Social Services.

OBJECTIVE #6:

**To develop a flexible, comprehensive
system of post-secondary learning.**

OBJECTIVE #6: To develop a flexible, comprehensive system of post-secondary learning.

A comprehensive range of high quality post-secondary programs is important to the development of the north. Our overall approach is to build a northern post-secondary system of learning that more closely meets the needs of northern business and industry.

Our strategic plan stressed our commitment to help build a flexible, comprehensive NWT system of post-secondary education. The creation of Nunavut will require the recruitment, training and development of a large number of Inuit public servants. In addition, over the last two years there have been major developments in mining. With a number of potential new mines on the immediate horizon, there is going to be a significant increase in the number of mining jobs available for northerners. Finally, our strategy helps ensure that northerners are in a position to compete successfully for jobs that are already available.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. More post-secondary learning programs in communities.

ACTIVITY	PROGRESS TO DATE
<ul style="list-style-type: none"> - develop community-based approaches to program delivery 	<ul style="list-style-type: none"> - Mine training programs developed for community-based delivery in 1996-97. - Various funding sources including literacy, Investing in People, Nunavut Unified Human Resource Development Strategy, Pathways, and GNWT in-service training funds used to support delivery of programs in small communities not served by an adult educator. - Community-based Teacher Education Programs (TEP) established in the Baffin, Kitikmeot, Beaufort-Delta, Dogrib and in Yellowknife in 1994-95. Coordination of two new community-based Teacher Education Programs for 1996-97, one in the Sahtu and one in Coral Harbour. - Transfer of the Social Work Diploma/Northern Alcohol and Drug programs to Kitikmeot campus approved in principle. - Transfer of the Management Studies Program to the Keewatin campus has occurred. - Use distance learning technology to deliver courses at the community level.
<ul style="list-style-type: none"> - develop information networks to support the increased use of technology 	<ul style="list-style-type: none"> - Funding proposal for a video conferencing test trial in Fort Smith prepared and sent to various funding agencies for consideration. - Upgrading career centres to provide access to electronic networks. - Nunavut Arctic College is increasing program delivery in association with the Open Learning Association of British Columbia. - Aurora College has been funded by ECE to pilot the delivery of courses through Simon Fraser University's "Virtual U" project.
<ul style="list-style-type: none"> - improve language, culture and arts programs 	<ul style="list-style-type: none"> - Funding is available for aboriginal language literacy and language enhancement projects. - Promote college based arts training.
<ul style="list-style-type: none"> - support the development and certification of aboriginal instructors 	<ul style="list-style-type: none"> - Ongoing support for TEP and Adult Education Certificate Program.

- develop programs to increase flexibility	- Finalized agreement between northern colleges for program transfer. - One-year Pre-Technology Program developed, approved and delivered by Aurora College beginning 1996-97.
- recognize students' prior learning and experience	- Investigating provincial/territorial approaches to prior learning assessment practices.
- continue to provide a range of upgrading programs	- Registered Nursing Training Program expanded to include an access year, ABE, Literacy, Investing in People, and Workplace Education.
- develop a policy to ensure equitable access for adults	- The ABE review made recommendations on equitable access to adults. A committee of Aurora College and ECE representatives is reviewing the funding formula for ABE to increase access in the Western NWT.
- improve access to information through community information networks	- Career Development web page was launched in January 1997. - Literacy/ABE web site launched January 1997.

2. More university transfer and credit courses and more employer-based programs.

- continue to forge links with other post-secondary institutions	- Aurora College has more than 30 university transfer agreements with southern institutions, and Nunavut Arctic College has more than 20.
- develop a strategy to create a degree-granting institution	- Working toward a University/College status for the two public colleges. - Developing long term human resource development plans for each college.

<ul style="list-style-type: none"> - develop stronger links between the colleges, business and industry and land claims groups 	<ul style="list-style-type: none"> - Committee on Mining Sector Employment and Training has been established to oversee mining related training and employment. - Completed delivery of the two-year diploma program in Natural Resource Technology at Aurora Campus in support of claims related activity in the area. Program evaluated and revised accordingly. - Participate in several initiatives and on committees with the private sector and other government departments to ensure that northern businesses and northern workers are positioned to take advantage of current and future mining opportunities. - Currently developing a cooperative Management Studies program for delivery in 1997/98. - Fort Smith Campus of Aurora College held a Mining Symposium in November 1996 to familiarize industry and community representatives with the college's capacity. - Steering Committee formed with Aurora College, ECE and industry participation to investigate the feasibility of delivering an electronics technology program in 1997/98.
<ul style="list-style-type: none"> - develop programs to prepare northerners for jobs as a result of division of the NWT 	<ul style="list-style-type: none"> - Delivered the Inuit Resource Management Program in partnership with Nunavut Implementation Training Committee. - First course delivery of the Nunavut Management Development Program, Sivuliuqtiit, began in Rankin Inlet. - Analysed Nunavut and Western NWT labour force to identify characteristics and needs. - In cooperation with Canada and Nunavut Tungavik Incorporated, developed the Nunavut Unified Human Resource Development Strategy. The strategy identifies more than \$38 million in training activity for the period 1996-2000.
<ul style="list-style-type: none"> - promote a learning ethic in the GNWT 	<ul style="list-style-type: none"> - Senior Management and Executive Management Training Programs established.
<ul style="list-style-type: none"> - work with other departments to clarify, plan, coordinate and evaluate learning opportunities 	<ul style="list-style-type: none"> - Collaborated with the departments of Justice and Health and Social Services to sponsor delivery of the legal and medical interpreter modules of the Interpreter-Translator program.
<ul style="list-style-type: none"> - develop Human Resource Plans for the two new territories 	<ul style="list-style-type: none"> - Completed and posted the Inuit Employment Plan in 1996. - Labour Force Development Plan was finalized in February 1997. The goal of the plan is to strengthen the capacity of the northern workforce. - The department has completed a strategy entitled <i>Human Resource Development</i> in preparation for Nunavut. ECE participated in drafting the Nunavut Unified Human Resources Development Strategy. 1997/98 will be the peak year for training initiatives in preparation for the establishment of Nunavut. - In the West, people can continue to access the offerings of Aurora College, adult basic education and skills training.

- implement the Senior Management Training Program	- Senior Management Training Program for the GNWT established in cooperation with Human Resource Development. - Executive Management Program for new GNWT managers has been initiated.
- define and develop programs of excellence	- Using the Northern Nursing Program as a model, programs of excellence are being defined and developed.
- enhance cooperation between employers and the colleges to develop occupational standards	- Began working with the mining sector in January 1997 on the process of developing occupational standards.
- develop private training legislation	- Policy/legislative framework developed for adult education and private training. A proposal for new legislation to regulate private adult and post-secondary training institutions is now being developed.

3. Increased emphasis on science, technology, research and development.

- increase the emphasis on science and technology and research and development	- Delivery of a one-year Pre-Technology Program started in 1996. Nunavut Arctic College is preparing to offer a Pre-Technology Program in 1997/98. - Established councils for the eastern and western science institutes. - Established teleconferencing arrangement between Yellowknife and Inuvik for the delivery of two Management Studies courses. - Completed final report on the Northern Research Agenda that will guide the work of the Aurora Research Institute. This report has also been sent to graduate schools at various universities in southern Canada to be used as a guide in the selection of research projects for researchers interested in working in the Western Arctic. - The Institute completed a renewable energy study for wind energy generation for the Inuvik region. A photovoltaic energy project was initiated in Inuvik in June 1996. - A business plan and a strategic plan was developed for the Nunavut Research Institute.
- support the college system with legislation, policy, funding formula and evaluation mechanisms	- The <i>Public Colleges Act</i> came into force January 1995. This provides the legislative basis for the division and decentralization of Arctic College and the integration of the Science Institute with the colleges. - College funding allocation system has been established and is being adjusted as the system is developed.

4. People with transferable skills.

<ul style="list-style-type: none">- ensure transferability of skills between east and west and north and south	<ul style="list-style-type: none">- Agreement established between the two colleges for transferability.- Aurora College has more than 30 university transfer agreements with southern institutions, and Nunavut Arctic College has more than 20.
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5. A sustainable student financial support system.

<ul style="list-style-type: none">- review the Income Support Program/link to Income Support Reform	<ul style="list-style-type: none">- Clarified Student Financial Assistance (SFA) program guidelines.- Reviewed SFA organizational structure and reorganized to meet increasing service demand.- Provided on-site training for SFA administration at each Career Centre and College campus.- Developed automated monthly payment system for supplementary grant students.- Initiated SFA Program review. Review and decision on program redesign to be completed by the end of 1997/98.
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OBJECTIVE #7:

**To ensure a lasting impact from learning
and human resource development.**

OBJECTIVE #7: To ensure a lasting impact from learning and human resource development.

Our goal is to provide supports which respond to the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce.

In the strategic plan, we noted the need to ensure that education and training programs provide long-term benefits. This means we must do a more effective job of targeting jobs to meet the needs of employers, redesign our programs to strengthen the linkages between learning and employment, and enter into cooperative working relationships with employers.

Human resources are our most important resource. To support our focus in this area and to guide our programs and services, we have established the Labour Force Development Plan. The plan outlines a range of linked activities which must be in place for effective human resource development on a continuing basis.

DEVELOPMENTS:

By performing the following activities, we expect the following outcomes:

1. Better links between learning, the economy, employment planning and society.

ACTIVITY	PROGRESS TO DATE
<ul style="list-style-type: none"> - provide individuals with information so they can create their own futures 	<ul style="list-style-type: none"> - Income support and career development activities coordinated at the regional level to establish better linkages between financial support and labour force development. All income support recipients now have access to a full range of career counselling services and are able to develop and implement meaningful career plans. - A satellite career centre outside the regional centre opened in Igloolik in the fall 1996. Career centres have also been established in Hay River, Fort Simpson and Norman Wells. - Developed framework for mobilizing career services to small communities. - ECE is working in partnership with the public colleges to deliver a Career Development Certificate Program for helpers at the community level. The program will continue using both distance education technologies and campus-based course delivery. - Signed an MOU with Aurora College to deliver the Career Development Program at the community level. - "Bridges: Career Explorer" was purchased and distributed to schools, colleges and career centres across the NWT. This is a computer software program which provides career planners (teachers, guidance counsellors, students and adults) with the tools and information to make informed career decisions. The program includes daily career news, a current career library, on-line experts, more than 30 hours of career planning curriculum, and Internet career site evaluations. - <i>Career Scapes</i>, a career development newspaper, was designed to assist young people with preparation for the world of work. <i>Career Scapes</i> has been distributed throughout the NWT.
<ul style="list-style-type: none"> - develop and use labour market information to plan 	<ul style="list-style-type: none"> - Labour Force Development Plan completed February 1997. Consultations were conducted with non-government groups across the NWT and implementation is proceeding. A corresponding document "Northern Employment Strategy" is underway. This work is under the leadership of RWED and the Financial Management Board Secretariat. - Developed a labour market information package for the delivery agencies to use for planning. - Contribution made to the Bureau of Statistics to conduct a survey that will give us better ideas about the demand for jobs in the north.

<ul style="list-style-type: none"> - provide regions and communities with labour market information and flexibility 	<ul style="list-style-type: none"> - Established communications system between regions and headquarters to facilitate the exchange of career and employment development information. - Labour market booklet series developed and distributed. - A series of labour market posters have been developed and distributed.
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2. More involvement by business and industry in learning.

<ul style="list-style-type: none"> - promote and develop employer-led and employer-based learning models 	<ul style="list-style-type: none"> - The <i>Apprenticeship, Trade and Occupations Act</i> was revised and passed 1994-95. New program guidelines were developed. Implemented a restructured Apprenticeship Training Assistance Program which treats the GNWT as an employer similar to other NWT employers. - In cooperation with the Educational Development Branch and the Apprenticeship Trade and Occupational Certification Board, a strategy to implement a High School Apprenticeship Program was developed. - A senior secondary apprenticeship program is being delivered in selected communities. - The Building and Learning Strategy continues to be funded by multiple departments capital projects. - The Canada/NWT Infrastructure Program has been extended for an additional year. A total of \$3.379 million is available to communities as of 97/98 to upgrade infrastructure and employ community residents in the process.
<ul style="list-style-type: none"> - work with employers to develop occupational standards 	<ul style="list-style-type: none"> - Participating in several initiatives and on committees with the private sector and other government departments to ensure that northern businesses and northern workers are positioned to take advantage of current and future mining opportunities. - Produced promotional brochure outlining occupational certification. - Evaluated and updated trades training programs for carpentry, power system electricians, power line electricians and housing maintainers.
<ul style="list-style-type: none"> - create training incentives for selected economic sectors 	<ul style="list-style-type: none"> - Investing in People, Mining Reinvestment Strategy, and the Workplace Literacy programs have created training incentives.
<ul style="list-style-type: none"> - establish on-going planning partnerships with business and industry 	<ul style="list-style-type: none"> - Minister's Mining Employment and Training Committee has been established. - Continuing cooperation with oil and gas sector to provide training and employment opportunities in the industry in the Sahtu and Dehcho.

3. More skilled northerners with jobs.

- expand the use of community-based models	- ECE is taking the lead role in the coordination of community-based training delivery for the Building and Learning Strategy through regional offices. ECE has conducted a training needs analysis and developed curriculum based on the results. An evaluation of the strategy was completed in March 1997.
- provide training to support local business development	- Northerners are being trained and the mining sector is being encouraged to participate in training activities. - Annual labour market training plan is being developed in consultation with the public colleges.

4. Lower welfare costs.

- review and reform the income support system	- Developed an Income Support model that focuses on conditional access and productive choices. - Developed a review of the Student Financial Assistance Program that focuses on access; sustainability and benefits; sustainability and shared responsibility; and sustainability and delivery.
- promote a learning culture and investment in learning	- GNWT Income Support Strategy that focuses on productive choices such as education and training was developed and implemented January 1, 1997. - Organized pilot projects combining career development and social assistance functions in every region.

5. Less duplication.

- establish pilot projects to co-locate federal and territorial programs	- Conducted a training needs assessment for staff and partners delivering career services to clients. - Co-located HRDC/ECE functions in Rankin Inlet. - Negotiations with the federal government are proceeding in which the GNWT will assume a larger responsibility for programming for Employment Insurance clients.
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The Future

The Future

These are the steps the department will take in the next two years as we work towards our strategic objectives.

To improve support for communities to achieve their culture, heritage and language goals:

- ◆ Increase involvement of the language communities in program planning and delivery.
- ◆ Increase number of certified interpreter-translators.
- ◆ Improve language research and development in the language communities.
- ◆ Transfer museum collections information from a national to an in-house collections management database.
- ◆ Develop an archival collections management database.
- ◆ Work with the Nunavut Land Use Planning Commission to develop a database of geographic place names in Nunavut.
- ◆ Identify museum objects and archival documents for possible transfer to Nunavut.
- ◆ Undertake a needs assessment for community heritage facilities in Nunavut.
- ◆ Review of culture and heritage programs and services to determine how they will be delivered in the new western territory.

To provide people in all communities with access to public information networks:

- ◆ Develop a high-speed digital communications network drop in all 58 communities with Local Area Networks connecting all educational facilities at the community level.
- ◆ Restructure and develop a new funding formula for northern libraries.
- ◆ Pilot and evaluate distance education courses and applications.
- ◆ Work with information network development project teams to develop and implement technical infrastructure in preparation for the Digital Communications Network.

To build a comprehensive early childhood learning system:

- ◆ Integrate early childhood programs and the Healthy Children Initiative toward a comprehensive system of programs and services.

To improve student achievement:

- ◆ Continue improved access to quality senior secondary schooling through grade extensions and locally developed courses.
- ◆ Continue increase in graduation rates.
- ◆ Expand aboriginal language programming through completion of *Inuuqatigiit* K-12 and a Teachers' Resource Manual; and *Dene Kede* 7-9, 10-12 and a Teachers' Resource Manual.
- ◆ Increase the use of information technology to support learning and to establish standards for its use in the education system.
- ◆ Translate documents into electronic format for distribution on CD-Rom and web sites.
- ◆ Continue research related to student wellness and program support for student wellness through training and assisting education authorities in developing approaches to suicide prevention, conflict resolution, anger management and crisis prevention.
- ◆ Clearly defined outcomes for student learning and assess student achievement in specific curricula through the Western Consortium Protocol (WCP).
- ◆ Complete WCP curriculum frameworks in math, science, language arts and social studies in English and French; to collaborate with WCP in aboriginal languages assessment and inclusive schooling.
- ◆ Facilitate the participation of Nunavut educators in WCP and Pan-Canadian activities.
- ◆ Work with Nunavut Divisional Education Councils to determine priorities for transition to Nunavut.
- ◆ Continue phased implementation schedule of school curricula and support resources across the NWT through yearly in-services.
- ◆ Implement a K-12 career development strategy directed at life-long learning.
- ◆ Participate in national assessment through School Achievement Indicators Program in reading and writing in 1998 and follow-up work in 1999.
- ◆ Offer a School-Community Counsellor (SCC) Program with Aurora College over the next two years that will address the language needs of both east and west participants and integrate the SCC training more closely with other Social Envelope departments.
- ◆ Publish a yearly NWT Education Indicators Report to assess the standards of education and towards continued improvement planning.
- ◆ Support an Interchange of Canadian Studies (ICS) student forum in NWT in 1999 providing opportunities for Canadian youth to participate in political, social and cultural life in Canada.
- ◆ Complete grade extensions to all communities by the year 2000 (supported by digital infrastructure network).

- ◆ Phase out all student residences.
- ◆ Finalize K-12 funding formula (community-based) to provide a fair and equitable distribution of resources.

To improve access for adults to learning and work:

- ◆ Increase opportunities provided through the Investing in People strategy by increasing the number of programs offered in communities.
- ◆ Develop an adult basic education policy directive as part of the *Continuing Education Policy*.
- ◆ Develop an adult basic education curriculum that ensures progression into employment or further education.
- ◆ Implement a workplace literacy strategy.
- ◆ Transfer Income Support management to communities.
- ◆ Harmonize seniors' support programs.
- ◆ Continue reinvestment of savings in Income Support into programs that support independence.
- ◆ Provide and enhance the National Child Benefit.
- ◆ Negotiate a revised Vocational Rehabilitation of Disabled Persons (VRDP) program with Canada.
- ◆ Strengthen partnerships with Aboriginal groups administering regional bi-lateral agreements.

To develop a flexible, comprehensive system of post-secondary learning:

- ◆ Develop a teacher training strategy for the two new territories.
- ◆ Support the provision of science and technology programs and services through the public colleges.
- ◆ Develop private training legislation.
- ◆ Support the development of technology programs at the two colleges.
- ◆ Continue implementation of the Nunavut Unified Human Resources Development Strategy.
- ◆ Formalize the Career Transitions component of Career and Technology Studies (CTS) to ensure the integration of career development with existing school curricula.
- ◆ Expand the CTS program in high schools to include a broader range of occupations.
- ◆ Increase training in professional and technical fields.
- ◆ Increase post-secondary programs in mining from pre-employment to skilled trades.
- ◆ Increase related training to meet the human resource needs of the mining sector.
- ◆ Monitor the Inuit Employment Plans.
- ◆ Review Student Financial Assistance to ensure continued access to post-secondary education.

- ◆ Expand the Schools North Apprenticeship Program models.
- ◆ Develop NWT occupational standards/certification in compliance with existing national standards.

To ensure a lasting impact from learning and human resource development:

- ◆ Provide labour market information to the public.
- ◆ Implement the NWT Labour Force Development Plan.
- ◆ Develop and implement a youth initiatives strategy.
- ◆ Extend the community based Canada-NWT Infrastructure Program to 1997-98.
- ◆ Complete a series of booklets on career opportunities within a variety of NWT sectors.

Conclusion

By working together, the department and our partners in education, culture and employment have already made significant progress towards the goals set out in *People: Our Focus for the Future*. But there is still much work to be done. As well, the plan must be regularly updated and changed to meet changes in the North.

We know that a great deal of change will take place between now and the end of the strategy -- two territories will be created in 1999; self-government and community empowerment initiatives have the potential to change how many programs are administered; the evolution of information technology will continue to change how we approach education, culture and employment opportunities. When the strategic plan was being developed, we recognized that the world would be a different place fifteen years down the road. The strategy is therefore designed to be flexible enough to accommodate the changes northerners will face, yet still carry us towards the goals we set for ourselves.

As a final point, our focus is, and must remain the provision of high quality programs and services which meet the needs of northerners. It is this goal which underlies the work of the department and associated boards and agencies. It is through an ongoing cooperative effort that our best results will be delivered.

