

Nunavut Research Institute
Brief report in light of research licence: 05 016N-M

A Collaborative Research Project with Inuit Youth, Families and their Communities about Informal Educational Practices, Community Driven Science Research and Life-Long Learning with Important Implications for Inuit Education and Perseverance

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Project Partners :

ARCTICConnexion

Arctic Eider Society

Arviat Wellness Centre /Aqqiummavik Society

Project location: Arviat, Pond Inlet & Sanikiluaq, Nunavut; Inukjuak & Umiujaq, Nunavik

Timeframe: October 2016 – Summer 2021

Report, December 21, 2018

Summary

- Project responds to priorities of *Inuit Education Forum 2017, (re)Visioning Success in Inuit Education* by ITK, in that the study of the community programs makes evident in what ways enhanced Inuit Control of Education matters and makes for programs that are locally grounded, focused on the land, culture and language, contributing in important ways to local capacity building and community well-being. The programs are examples of Inuit governance in action.
- Analysis also makes evident the value of linguistically and culturally relevant education and what this may imply in practice. For instance, the curriculum development by Arctic Eider is an example of culturally relevant curricula that is place-based. The programs in Arviat and Pond Inlet are examples of land-based activities that take the form of stewardship programs and environmental community monitoring grounded in IQ and assumed by Inuit.
- The project also makes evident the need for the proper resourcing of schools. For instance, the Arviat Film Society is an example of how schools and out-of-school programming can work in complementary ways to enrich the learning opportunities available to youth and young adults and contribute in important ways to lifelong learning when grounded in IQ. Yet, the sustainability of such programming over time always remains a challenge due to lack of resources, space and long-term financial commitment.
- The project also suggests that a dialogue among educators and community leaders in and across Inuit Nunangat would be highly valuable. It would permit a dialogue about educational programming in and outside of the school that works, and discussions

among key leaders on how to further enrich lifelong learning for all youth and young adults through community involvement and Inuit governance.

- The project challenges the manner lifelong learning and educational pathways have been studied in the past. It questions the linear model of educational success grounded in a vision of success tied to the individual and a Western worldview. The study aims to distance itself from that linear model and Western vision of educational success. Through case studies of lifelong learning grounded in IQ, we are in the process of understanding the manner opportunities that build on youths' strengths can make a difference over time, leading to empowering educational pathways for the youth, young adults, as well as the involved educators, and communities.

SUMMARY OF ACTIVITIES

Project in Arviat & Pond Inlet, Nunavut, in collaboration with ARCTICConnexion

Since fall 2017, the time of the last report, Jène Rahm, from Université de Montréal, with Marie-Hélène Truchon and Vincent L'Hérault, from ARCTICConnexion, have been involved extensively in data analysis in collaboration with some of the partners of the project who came South for different workshops :

- Workshop about Inunguiniq with Tim Soucie & Lucy Enoogoo, October 2017.
- Workshop about Inunguiniq with Joe Karetak, community education coordinator, Government of Nunavut, November 2017.
- Brief meeting in Quebec in May 2018, in the context of a Film Project about Water Monitoring in Pond Inlet, initiated and assumed by ARCTICConnexion, in collaboration, with Tim Anaviapik Soucie & family., and 4 Elements Productions; funded through another grant.
- Ongoing exchanges and online consultations with different participants in preparation of two written articles, one initiated by ARCTICConnexion and the other by Jène Rahm; see dissemination projects below.
- New video and website by ARCTICConnexion that showcases some of their work, some of which is also tied to this project (funding through other grants) : <https://arcticconnexion.ca/>

Project part with Arctic Eider in Nunavik :

- Participation in first Hudson Bay Summit, February 27-28, 2018 in Montréal www.hudsonbayconsortium.com
- Documentation of science curriculum development in collaboration with and mandated by Kativik Ilisarniliriniq – the School Board of Nunavik: Visit of high schools in Umijuaq and Inukjuak, with Jackie Kidd, coordinator of educational activities, March 2018.
- Ongoing online and Skype exchanges and informal meetings to advance project and dissemination (see below).
- Visit of headquarters in Sanikiluaq under discussion, to conduct interviews of youth and young adults involved in community research projects.
- Interviews of teachers pilot testing the science curriculum, ongoing.

Publications and Conference presentations submitted and in preparation

L'Hérault V., Tagalik, S., Anoe E., Baker, K., Bell J., Billard G., Truchon, M. H., Rahm, J., Karetak J., and the youth and Elders of Arviat, Nunavut (in preparation). *Inunnguiniq: a self-determined education reframing learning opportunities in Nunavut.*

Rahm, J., Tagalik, S., Soucie, T., L'Hérault, V., & Truchon, M. H., and youth and community members of Arviat and Pond Inlet, Nunavut (in preparation). *A look at school perseverance through the lens of lifelong learning within Inuit-governed afterschool and community programs.*

Tagalik, S., Baker, K., Billard, G., Bell, J., Anoe, E., L'Hérault, V., Truchon, M.-H., & Rahm, J. (in press). The Contribution of Inuit Youth and Community-Driven Informal

Educational Programs to Life-Long Learning and Perseverance (simultaneously published also in French : « La contribution des jeunes inuit et des programmes communautaires à l'apprentissage tout au long de la vie et à la persévérance »). *Revue de la persévérance et de la réussite scolaires chez les premiers peuples*.

Presentations – Peer Reviewed

- Rahm, J., Kidd, J., Tagalik, S., L'Hérault, V., & Soucie, T. (2019). Stewardship of the land, water and ice: Implications for STEM educational opportunities in and outside of the Classroom in Nunavik. Presentation submitted to *Canadian Society for the Study of Education (Science Education Research Group)*, Vancouver : June, pending review.
- Rahm, J. (2019). Stewardship of the land, water and ice: Implications for education in Nunangat. (in collaboration with Shirley Tagalik & Jackie Kidd, Arctic Eider). A symposium, organized in the context of the annual meetings of the American Educational Research Association, accepted. Toronto: May.
- Kidd, J., Tagalik, S., L'Hérault, V., & Rahm, J. (2018). *From environmental monitoring and stewardship to a dialogue about training, education and knowledge mobilization in Nunangat*. Symposium, Annual Meeting of ArcticNet, Ottawa: December.
- Tagalik, S., Muckpah-Gavin, M. & Rahm, J. (2018). *Youth becoming keen observers of the land and message carriers for their communities – How, when, and where?* Presentation, Annual Meeting of Arctic Net, accepted. Ottawa : December.
- Rahm, J., Tagalik, S., Truchon, M.-H., & L'Hérault, V. (2017). *The contribution of Inuit youth and community-driven informal educational programs to lifelong learning and perseverance (Un regard sur la persévérance scolaire sous l'angle des pratiques éducatives informelles mise-en place par des communautés inuit)*. Two presentations, one in French and one in English. Second Meeting, Persévérance et la réussite scolaires chez les première peuples. Québec: October.

Presentation to « Fonds Société et Culture », year 2 of 3 year grant period

- Rahm, J. & L'Hérault, V. *Un projet collaboratif avec les jeunes inuits, leurs familles et les communautés: la persévérance scolaire sous l'angle des pratiques éducatives informelles, de la recherche scientifique communautaire et des cheminements éducatifs*. Québec: September 2018.