



NUNAVUT  

---

ADULT LEARNING  
STRATEGY

ISBN 1-55325-105-9





# TABLE OF CONTENTS

<b>1.0</b>	<b>EXECUTIVE SUMMARY</b>	<b>5</b>
1.1	Summary of Goals and Objectives	8
<b>2.0</b>	<b>INTRODUCTION</b>	<b>10</b>
<b>3.0</b>	<b>VISION FOR ADULT LEARNING IN NUNAVUT</b>	<b>13</b>
3.1	Vision	13
3.2	Values	13
3.3	Guiding Principles	14
<b>4.0</b>	<b>PROFILES OF ADULT LEARNERS</b>	<b>16</b>
<b>5.0</b>	<b>ADULT LEARNING IN NUNAVUT</b>	<b>19</b>
5.1	Setting a Course for Action	19
5.2	Establishing Priorities	20
<b>6.0</b>	<b>GOALS (AND OBJECTIVES)</b>	<b>22</b>
6.1	Engage the Adult Learner	22
6.2	Promote Adult Learner Success	29
6.3	Increase Accessibility for all Nunavummiut	32
6.4	Ensure Quality in Learning Opportunities	36
6.5	Increase Coordination of Learning and Support	39
6.6	Ensure Appropriate Resource Allocation	42
6.7	Identify and Measuring Accountability	44
<b>7.0</b>	<b>QUALITY ASSURANCE AND ACCOUNTABILITY</b>	<b>46</b>
<b>8.0</b>	<b>NEXT STEPS AND IMPLEMENTATION STRATEGY</b>	<b>48</b>
<b>9.0</b>	<b>APPENDICES</b>	<b>51</b>
9.1	Working Group Participation	51
9.2	IALSS Literacy Skill Levels	51
9.3	Glossary of Terminology / Acronyms	52
9.4	Endnotes	56
9.5	Implementation Plan	57



## 1.0 EXECUTIVE SUMMARY

Adult learning has become the focus of increasing attention over the past several years. Not only at the territorial, provincial and national levels, but also at the international level. Within Nunavut, recently released reports, such as the International Adult Literacy and Skills Survey (IALSS), the Nunavut Economic Development Strategy (NEDS), and the latest report by Thomas R. Berger, Q.C. for the implementation contract negotiations of the Nunavut Land Claims Agreement (NLCA), all make strong cases for the need to improve literacy levels and the delivery of adult education and training.

The future success of Nunavut from a social and economic perspective will depend on a respect for values and traditions and the ability of Nunavummiut to take an active role in the economic opportunities that become available in the areas of government, construction, mining, fishing, tourism, traditional activities and other sectors of the economy. The challenge will be to provide the training, education and skills that individuals will need to engage in their communities, obtain employment in positions that have typically been filled by non-residents, and become active participants in the self-determination goals outlined in the NLCA.

In order to meet those challenges and provide support for adult learners, adult learning and career preparedness must cover areas ranging from literacy and upgrading to adult basic education, as well as other specific certifiable courses and programs that will provide individuals with the knowledge and skills they need to move into more skilled areas of the workforce. Actions undertaken by the government to combat poverty and social exclusion can only have lasting effects if we improve the skills of the population - especially the skills of those individuals with the least education and training.

While the Department of Education and Nunavut Arctic College (NAC) play the leading role in providing adult education services within Nunavut, other government organizations are also participants, as are communities, non-profit organizations, Inuit organizations and the private sector. All of these organizations have historically contributed to defining the adult education mission in Nunavut.

With this in mind, it will take a collaborative effort among these sometimes-competing organizations to address the collective education and training challenges faced by adults in Nunavut - both today and in the future. The approach taken must be coherent and organized; as it is only by acting together that we will be able to adapt the supply of available education and training resources to the needs of Nunavummiut.

It will also require a renewed commitment and financial investment before we can significantly improve literacy levels and the delivery of adult education in Nunavut. However, we do not have to start from scratch – far from it. We can build on and refine what already exists, including current government policies, organizational structures and delivery models. We also need to ensure all programs and services incorporate *Inuit Qaujimaqatuqangit*, and adopt measures to improve quality assurance and accountability.

The first step towards achieving a new plan for the delivery of adult education and training in Nunavut is the development of the Nunavut Adult Learning Strategy (NALS). Under the auspices of the *Iqqanaijaqatigiit* Agreement, the Government of Nunavut (GN) and Nunavut Tunngavik Incorporated (NTI) established the terms of reference for a Working Group to develop the Strategy. Paul Kaludjak, President of NTI, and the Honourable Ed Picco, Minister of Education, invited participation in the Working Group from a wide range of organizations involved in adult learning and training in Nunavut. A draft Adult Learning Strategy was released between November 2005 to March 2006 for public consultation and input. This final draft of the Strategy incorporates the input and feedback that was received during the consultation period.

Throughout the process used to develop the strategies for addressing adult learning needs in Nunavut, a number of issues became clear. First, the needs of Nunavummiut are wide and varied, covering a broad range from literacy and adult basic education to professional programming. Cases have been passionately made for investing in many areas, all of which are perceived to be the “number one” priority of the territory, and all of which have merit. Unfortunately, in reality there are not enough resources or systems in place to address all of the identified needs at once, particularly if one of our primary goals is to build capacity within the territory so we can do more for ourselves. A key challenge will be to invest in areas that yield the greatest value to our economy and our people over the long-term.

Second, it is important to address the literacy, education and training concerns of the people living in our communities, especially the smaller non-decentralized communities. Many people in these communities lack basic literacy skills, which prevent them from gaining meaningful employment. Others are “dead-ended” in positions from which they can’t progress without additional education and training. A priority effort is needed to strategically focus on raising the literacy skills (English, Inuktitut and Inuinnaqtun) and basic education levels of these individuals. Without this effort there will be very few candidates with the basic skills needed to take trades training, or obtain employment in the executive, management and professional positions that make up the middle and upper levels of the public service.

Third, we need to ensure the systems currently in place to serve the career development and adult learning needs of Nunavummiut are up to the job. These systems may include career counseling, trades training, program development, student financial assistance, or perhaps simply just the provision of information that can assist Nunavummiut to make more informed life choices. Improving coordination within and between organizations that deliver adult education and training will also go a long way towards improving the effective delivery of adult education programs and services.

Fourth, at the heart of the evolution of our territory is the need to ensure programs and services are developed and offered in a culturally appropriate manner, clearly reflecting the needs of Inuit throughout the territory. Currently there is an overall lack of adult programming in Inuktitut and Inuinnaqtun, and of programming that reflects community needs and values.

In approaching the development of recommended actions to address adult learning issues in Nunavut, the Strategy identifies the needs of six key groups of learners and seven strategic goals (each with their own objectives) that are critical to the success of all adult education and training programs. In total, 23 objectives have been identified, each with their own recommended courses of action.

Nunavummiut have also indicated that they want quality programs that are relevant to their individual and community needs. In order to achieve this, definitions of quality must be established that reflect the needs of the learner and cultural relevance. We need to be able to assess and compare the quality, quantity and effectiveness of adult education and training programs delivered in Nunavut. We also need to be accountable by reporting on the results achieved.

In conclusion, the recently released IALSS reported almost three quarters of Nunavut's working age population struggle with serious literacy challenges, or do not meet the minimum level required to participate in a modern knowledge-based economy. As a result, without a renewed commitment to improving literacy levels and adult education, the GN will not be able to meet its legal obligations under Article 23 of the NLCA, reduce the high levels of Inuit unemployment, or prepare for future sustainable economic and social development. An investment in these crucial areas today will have economic payoffs tomorrow.

## 1.1 Summary of Goals and Objectives

GOALS	OBJECTIVE
Engage the Adult Learner	1. Ensure Inuit languages become the foundation for adult learning in Nunavut.
	2. Ensure literacy and basic education programs, services, and resources are the priority.
	3. Ensure adult learning programs in Nunavut put the needs of the adult learner first.
	4. Identify the needs of <i>Inuit Qaujimaningit</i> learners in order to develop programs that link traditional lifestyles and skills with income earning activities.
	5. Restructure vocational, apprenticeship and trades programming and promote them as viable career options.
	6. Attract more Inuit men into education, in order to expand the career and learning options available to them.
	7. Develop programs to support the education and training needs of small business and those who are self-employed.
	8. Provide access to Nunavut-wide programs and services for those wishing to take a more active role in their community.
Promote Adult Learner Success	9. Ensure communities are equal partners in the identification and development of adult education programs and services.
	10. Create a system that reduces systemic barriers and provides improved financial and resource support for student excellence.
	11. Ensure all adult education curricula is developed with <i>Inuit Qaujimajatuqangit</i> as the foundation.
Increase Accessibility for all Nunavummiut	12. Develop a seamless learning system that allows multiple entry and exit points, reflecting the individual conditions and life paths of adult learners in Nunavut.
	13. Ensure information technology and the Internet support the delivery of adult education and training programs.
Ensure Quality in Learning Opportunities	14. When initiating new programs or services, ensure key evaluative structures are present, including methods to measure the attainment of program goals, objectives and standards of quality.
	15. Provide on-going professional development and training for existing adult educators and instructors, including programs for Inuit educators and teachers interested in teaching adults.
	16. Create a focal point for achieving adult learning excellence and to reflect the needs of the labour market, provide programs and services that are “adult learner friendly”, and respond faster to changing priorities and resource allocations within Nunavut.



GOALS	OBJECTIVE
Increase Coordination of Learning and Support	<p>17. Define the mission and purpose of Nunavut’s adult training institutions and provide a solid framework for a modernized post-secondary education system.</p> <p>18. Provide access to non-formal, community-based literacy programs in order to provide opportunities for those learners who are reluctant to take part in formal programs and as a way to re-engage adult learners in life-long learning.</p> <p>19. Build a skilled workforce aligned with labour market needs.</p>
Ensure Appropriate Resource Allocation	<p>20. Ensure programs and services are funded in an appropriate and timely manner, which takes into account the cycle of the training, the needs of the adult learner, and the scale and phasing of the investment.</p> <p>21. Provide stable long-term funding for literacy, adult education, training and employment programs.</p>
Identify and Measure Accountability	<p>22. Implement a coordinated process to ensure accountability is identified, program performance and services are measured, and results are made publicly available.</p> <p>23. Create a transparent reporting structure that provides the public with quality information about the delivery of programs and services.</p>



---

Before the GN can hope to achieve a representative public service by 2020, there will need to be a significant new commitment to increasing literacy and adult education levels.

All levels of government in Nunavut also have a legal obligation under Article 23 of the NLCA to achieve a representative public service (85% of employees being Inuit). However, before any real progress can be made towards achieving that goal there will need to be a significant new commitment to increasing literacy and adult education levels. Inuit representation in the GN remains stalled in the 45% range, which was generally achieved within the first few years after the establishment of Nunavut, and little progress has been made towards increasing the number of executive, management and professional positions that make up the middle and upper levels of the public service. If implemented, the recommendations in this Strategy will, over the long-term, go a long way towards helping to achieve the goal of a representative public service, while at the same time attempting to ensure the individuals who are most in need are not left behind.

The following objectives were established to guide the development of the Strategy:

---

Program and Policy Reform objectives.

- to identify priorities for adult learning and training;
- to assist in setting the parameters and priorities for a long-term phased-in implementation strategy, which can be scaled to meet the needs of adult learners;
- to identify research and knowledge gaps, establish research priorities, and encourage research and data collection that supports Nunavut's collective goals;
- to identify planning, development, delivery, monitoring and evaluation initiatives for adult learning in Nunavut;
- to share adult education and training information among Nunavummiut;
- to promote greater co-operation and collaboration among agencies involved in education and training in Nunavut, including the development of partnerships that are consistent with the goals established for the development of the territory;
- to increase the participation of Nunavut's communities in economic development planning, education programming, community capacity building and opportunities for growth;
- to reflect and support the development of sector-based economic development strategies;
- to foster and promote the active involvement of Inuit in developing Nunavut's economy;
- to support the objectives of Article 23 of the NLCA, and;
- to support the guiding principles of Article 32 of the NLCA.

---

Sector Development and Partnership objectives.

---

NLCA objectives.

---

Under the auspices of the *Iqqanaijaqatigiit* Agreement, the GN and NTI are working together to improve adult education and training in Nunavut.

The NALS was developed under the auspices of the *Iqqanaijaqatigiit* Agreement, whereby the GN and NTI established the terms of reference for a Working Group to develop an Adult Learning Strategy - designed to improve the future delivery of adult education and training in Nunavut. Paul Kaludjak, President of NTI, and the Honourable Ed Picco, Minister of Education, invited participation in the Working

Group from a wide range of organizations involved in adult education and training in Nunavut. Ultimately, the Working Group was co-chaired by Navarana Beveridge and Neida Gonzalez from NTI, and Bruce Rigby from the Nunavut Department of Education (a full list of all Working Group participants is provided on Appendix 9.1).

A draft version of the Strategy was released for public consultation and input between November 2005 and March 2006. This resulting final version of the Strategy incorporates public feedback and attempts to establish a common understanding of the baseline adult learning conditions that exist in Nunavut, identify key areas that need improvement, and establish priorities and recommended actions for change.

## 3.0 VISION FOR ADULT LEARNING IN NUNAVUT

The NALS should reflect the values and principles upon which Nunavut was founded.

In order to initiate strategic changes to the current structure of adult education and training in Nunavut, it was necessary to identify a vision of where Nunavut, as a territory, should be headed. The vision helps to establish a clear direction for where we want to go, and what conditions should look like when we get there. In addition, the Strategy attempts to reflect Nunavut's founding values and principles, including a respect for, and incorporation of, *Inuit Qaujimajatuqangit*.

To this end, the following Vision, Values and Guiding Principles were identified to support the development of a long-term strategy. The time period chosen is twenty years, which, in effect, is the anticipated length of time required for one generation of learners in Nunavut to fully benefit from the proposed strategic changes to the structure of adult education and training in Nunavut.

### 3.1 VISION

*We envision a territory where learning and training build Nunavut-based capacity, providing Nunavummiut with opportunities to effectively engage in the cultural, social and economic development of our territory. Nunavut will become a place in which our common goals are achieved through collaboration, cooperation and investment in our human resources.*

### 3.2 VALUES

- Learning is a life-long process.
- It is important to recognize the value of teaching and learning at all levels and from all sources: elders, families, youth, schools, workplaces, community learning centers; and apprenticeship, college and university programs.
- Equal opportunity and equal access across Nunavut is fundamental to our success.
- Land, language skills and respectful pride in our culture are fundamental values for adults and children.
- Every individual has a right to learn in his or her first language, and to have access to second language training of his or her choice.
- Every individual needs to be supported in developing strong critical thinking skills.
- Our education system will be built within the context of these guiding principles, which are rooted in *Inuit Qaujimajatuqangit*.

- Respect for individuals is the basis of effective learning and a healthy workplace.
- The community is a vital unit of Nunavut society. The principles of community ownership, social responsibility and public service should form the basis for programs.

### 3.3 GUIDING PRINCIPLES

During the development of the NALS, Inuit Societal Values are being used to establish the basis for a course of action.

When approaching the development, implementation and evaluation of the NALS, there are several examples of Inuit Societal Values that should be used to establish the basis for building a course of action. Wherever possible these important principles of *Inuit Qaujimaqatuqangit* should be built into the delivery of all government programs and services. As a result, the following principles guide our collective approach:

***Inuuqatigiitsiarniq:*** respecting others, relationships and caring for people.

Respect for others and treating others equally is a characteristic elders have always stressed in their words of advice (*uqaujjuusiat*). The development and delivery of adult education programs and services should support wide-ranging participation, community involvement and respect for all individuals.

***Tunnganarniq:*** fostering good spirit by being open, welcoming and inclusive.

Workplaces and learning environments in Nunavut must be people-friendly, welcoming and accepting of all Nunavummiut. Removing language and cultural barriers is important when creating a welcoming environment - particularly when Inuit comprise 85% of the population. To be successful, adult-learning environments should be based on Inuit language and culture.

***Pijitsirniq:*** serving and providing for family and/or community.

In carrying out our responsibilities, we should endeavour to serve each other and the community at large to the best of our abilities, while promoting a sense of social responsibility.

***Aajiiqatigiinni:*** decision making through discussion and consensus.

The development of a long-term strategy should clearly reflect the needs of Nunavummiut. Prior to decisions being made, input will be sought from individuals and stakeholders through face-to-face meetings, direct communication and consensus development. Nunavummiut will have regular opportunities to provide meaningful and substantive input into the development and implementation of the Strategy, as well as future opportunities to comment on the results achieved. All decisions, courses of action and results will be clearly communicated.

***Pilimmaksarniq/Pijariuqsarniq:*** development of skills through practice, effort and action.

Workplace and learning environments will become more accommodating and flexible by encouraging, supporting and applying new ideas and practices. All forms of learning will be valued and supported. Opportunities will be given to develop

skills on the job during regular hours - through mechanisms such as mentoring, in-service training, and professional development.

***Piliriqatigiinni/Ikajuqtiigiinni:*** working together for a common cause.

Nunavummiut will feel validated in their abilities by working together from the basis of their own knowledge and experience to develop mutual understanding, and a balanced approach to the provision of programs and services. We can serve our communities better through collaboration and mutual understanding.

***Qanuqtuurniq:*** being innovative and resourceful in seeking solutions.

Innovation and resourcefulness are the basis of the Inuit way of life. We acknowledge the creative capacity of our communities and recognize Nunavummiut must constantly explore many different opportunities to move forward and adapt, as new knowledge and technology becomes available.

***Avatittinnik Kamatsiarniq:*** respect and care for the land, animals and the environment (social, physical, psychological).

This is a strong Inuit Societal Value that has sustained Inuit for generations and is just as important today. A key element contained within this value is the need for informed awareness about all aspects of the community and its related learning environments. An awareness and understanding of community capacity and the ability to engage is critical to long-term success.

***Ilippallianguinnarniq:*** Continuing learning.

We believe that it is only by returning to the principles of lifelong learning that Nunavummiut can reach their full potential. We must be engaged and involved, learning from each other and our Elders, while at the same time continually sharing the knowledge and skills we have acquired.



## 4.0 PROFILES OF ADULT LEARNERS

---

The needs of adult learners in Nunavut are diverse. In addition to the need to increase the amount of training and education provided, there is a need for improved access to educational and training opportunities.

The needs of adult learners in Nunavut are diverse. In addition to the need for training and education, the definition of need reflects the access Nunavummiut have to services, and the opportunities they have to engage in learning. In order to ensure services can be adequately defined, and the required resources are targeted to meet those needs, specific learner groups have been identified and their needs assessed.

The intent is not to categorize or label specific learners, but rather to identify the needs of specific groups of learners to ensure resources can be identified and made available to assist them. For example, the needs of a recent graduate from high school who is continuing on to university are not necessarily the same as a single mother wishing to access literacy programs to complete a high school equivalency.

Common elements used in developing these profiles include an understanding of the starting point of the learners, the amount of time anticipated to achieve the identified goals, and the level of service required to ensure the learner is supported in their success. These profiles are not intended to be mutually exclusive, as any individual learner could fit into more than one profile.

**Note:** In developing the profiles of the needs of adult learners, it is understood that there may be subsets or subgroups that require specific attention. For example, the needs of individuals with disabilities, mental, physical or congenital, must be reflected in the services that are developed and offered within Nunavut.

### *LITERACY, LIFE SKILL AND BASIC EDUCATION LEARNERS*

---

The largest group of adult learners in Nunavut needs programming that focuses on literacy, life skills, completion of high school or high school equivalency, adult basic education and personal empowerment.

The needs of Nunavummiut in this category encompass areas such as literacy, life skills, Adult Basic Education (ABE) and personal empowerment. Only 25 per cent of Inuit children graduate from high school in Nunavut, and based on the recently released IALSS, the working age population in Nunavut has the lowest literacy skills levels of any jurisdiction in Canada. As a result, programming needs focus on literacy, adult basic education, completion of high school or high school equivalency, and a better understanding of one's language and culture. In effect, Nunavummiut within this stream are attempting to acquire a background that will permit them to engage in other forms of training, or to more actively engage in their community. The amount of time and preparation required varies by individual (needs, goals, family circumstances, level of education previously attained, etc.).

This is by far the largest group of adult learners in Nunavut. These learners are typically at level 1 and level 2 of the literacy scale used by the IALSS (definitions of IALSS literacy skill levels are provided on Appendix 9.4).



---

Another group of learners requires enhanced literacy and ABE skills that will allow them to become more active in their communities.

## ***CIVIC PARTICIPATION LEARNERS***

Although frequently tied to literacy and ABE, there is a large group of learners looking for training and development opportunities that will allow them to become more active members in their communities. Individuals within this group are looking for training in the following areas: community wellness and support activities, governance training required for participation in local government and/or boards and agencies, or other related activities. These learners typically range from levels 1 to 5 of the IALSS.

## ***TRADITIONAL ACTIVITY LEARNERS***

---

There will continue to be a need for training in traditional activities, such as arts and crafts, sewing, tourism and harvesting.

Many Nunavummiut are seeking educational opportunities that will help them to obtain employment, either short or long-term, while others are seeking to retain elements of the traditional Inuit lifestyle and Inuit culture, and/or participate in the traditional economy. These individuals require training in areas that will allow them to earn an income through traditional activities, enjoy a better understanding of their culture, or participate economically in government and community development by sharing their expertise in Inuit traditional knowledge. Training for these individuals' focuses on areas such as: arts and crafts, sewing, tourism, harvesting activities, cultural program development, documentation of local knowledge and information sharing. Specific areas of interest will vary by geographic area, and the strength of the local activities.

This category differentiates between education and training for traditional skills, culture and self-employment/entrepreneurship. These learners are typically at levels 1 to 5 of the IALSS.

## ***TRADES AND EMPLOYMENT SPECIFIC LEARNERS***

---

Many individuals seeking trades or other employment specific training in Nunavut lack adult literacy and/or life skills training. These individuals may need many years of support before they realize their goals.

Nunavummiut within this category are looking for specific training or education that will lead to direct long-term employment. This group includes, but is not restricted to, those seeking certification for employment in the public service, mining, fisheries, business and construction sectors, often formally through apprenticeship and trades programming. These learners are typically at levels 1 to 5 of the IALSS.

Many Nunavummiut who have trades goals are at levels 1 or 2, and therefore their goal of direct or immediate entry into trades programs or employment is not realistic. These learners may need many years of support before they can realize their goals.

## ***EMPLOYED LEARNERS***

---

Many individuals already working are excluded from adult education and training programs due to low literacy levels.

This category of Nunavummiut includes those who are already employed and who require, or wish, increased levels of skills in order to progress in their work. Although many individuals in this category may already be well educated, there is a significant number of individuals already working but who are excluded from adult education and training programs due to low literacy levels.

These learners are typically at levels 1 to 5 of the IALSS.

## PROFESSIONAL LEARNERS

---

A growing group of mainly younger learners is interested in obtaining an academic education in order to pursue professional careers. These individuals will require support services that will help them to achieve their goals.

This group of learners is interested in obtaining a post-secondary education in programs such as management, finance, nursing, teacher education, adult education, and other university and diploma level studies. This growing group of users tends to be younger in age, having completed, or almost completed high school. These individuals will have the opportunity to obtain employment within a wide range of Nunavut employment sectors. Participants are willing to devote significant amounts of time to their studies. They also require support services that will help them to achieve their goals.

These learners are typically at levels 3 to 5 of the IALSS.

# 5.0 STRATEGIES FOR ADULT LEARNING IN NUNAVUT

## 5.1 SETTING A COURSE FOR ACTION

---

The adult education and training needs of Nunavummiut are wide and varied, covering a broad spectrum from literacy and ABE to professional programming.

---

A priority effort is needed to strategically focus on raising literacy skills (English and Inuktitut) and basic education levels.

---

We need to ensure the systems currently in place to serve the career development and learning needs of Nunavummiut are up to the job.

---

We need to ensure programs and services are developed and offered in a culturally appropriate manner.

Throughout the process of developing strategies for addressing adult learning needs in Nunavut, a number of issues became clear. First, the needs of Nunavummiut are wide and varied, covering a broad spectrum from literacy and adult basic education to professional programming. Cases have been passionately made for investing in many areas, all of which are perceived to be the “number one” priority of the territory, and all of which have merit. Unfortunately, there are not enough resources or systems in place to address all of the identified needs at once, particularly if one of our primary goals is to build territorial capacity so we can do more for ourselves. A key challenge will be to invest in areas that over the long-term yield the greatest value to our economy and our people.

Second, it is important to address the literacy, training and education concerns of the people living in our communities, especially the smaller non-decentralized communities. Many people in these communities lack basic literacy skills, which prevent them from gaining meaningful employment. Others are “dead-ended” in positions from which they can’t progress without additional education and training. This problem is supported by the recently released IALSS, which indicates literacy performance levels are directly tied to employment. Within Nunavut 72 per cent of Nunavummiut have prose literacy scores below level 3, while only 42 per cent of Canadians score at that level. A priority effort is needed to strategically focus on raising the literacy skills (English, Inuktitut and Inuinnaqtun) and basic education levels of these individuals. Without this effort there will be very few candidates with the basic skills needed to take trades training, law school, nursing or any other advanced levels of programming.

Third, we need to ensure the systems currently in place to serve the career development and adult learning needs of Nunavummiut are up to the job. These may include career counseling, trades training, program development, student financial assistance, or perhaps simply the provision of information that can assist Nunavummiut to make more informed life choices. Improving coordination within and between organizations that deliver adult education and training will also go a long way towards improving the effective delivery of adult education programs and services.

Fourth, at the heart of the evolution of our territory is the need to ensure programs and services are developed and offered in a culturally appropriate manner, clearly reflecting the needs of Inuit throughout the territory. Currently there is an overall lack of adult programming offered in Inuit languages, and of programming that reflects community needs and values.



government, the fishing sector, mining, business or other areas) is the need for immediate and direct action to provide literacy and adult basic education opportunities for Nunavummiut. This was not seen as an ancillary program, but rather a key strategic priority that must be addressed in a concerted, coordinated manner. A priority effort is needed to strategically focus on raising literacy skills (English, Inuktitut and Inuinnaqtun) and the basic education levels of Nunavummiut. Without this effort there will be very few candidates with the basic skills needed to take trades training, or obtain employment in the executive, management and professional positions that make up the middle and upper levels of the public service. In addition, individuals already employed may not be able to proceed in their careers because their literacy and education levels limit their growth, even though they may wish to move into other areas of increased responsibility.

---

Actions undertaken by the government to combat poverty and social exclusion can only have lasting effects if we improve the skills of the population – especially the skills of those individuals with the least education and training.

Therefore, the primary strategic priority identified in this Strategy is a five-year strategic investment in a dedicated program of literacy and adult basic education at the community level. This would be the first phase of an on-going strategy that will evolve over time. Actions defined in support of this recommendation follow throughout the Strategy. The Working Group felt that we must recognize the current situation for what it is, and provide support to those individuals with the least education and training. The challenges currently experienced by the K-12 school system will take a long time to address. Actions undertaken by the government to combat poverty and social exclusion can only have lasting effects if we improve the skills of the population – especially the skills of those individuals with the least education and training.

Although the Working Group identified literacy and adult basic education as the primary strategic priority, the other strategies and recommended actions that were identified are also important. While it is anticipated that the proposed Implementation Panel and Implementation Management Committee will ultimately set the priorities and timelines for overall implementation of the Strategy, the Working Group felt the following key areas should receive immediate attention during the first five years:

- Restructuring the Department of Education
- Changes to the Apprenticeship, Trades and Certified Occupations System
- Improved Career Development Services
- Development of a Mature High School Graduation Diploma

---

It is recommended that Nunavut not consider attempting to establish a stand-alone university.

In addition, while there is a need for advanced post-secondary institutional learning throughout Nunavut, it is recommended that Nunavut not consider establishing a stand-alone university until such time as a greater proportion of our population is prepared to access that service. In order to meet current demand, the Strategy recommends continued development of bilateral agreements with post-secondary institutions outside of Nunavut, such as those used for the Akitsiraq Law School, the Nursing Program and the Nunavut Teacher Education Program.

## 6.0 GOALS

### 6.1 ENGAGE THE ADULT LEARNER

In order to engage adult learners we need to offer literacy and other forms of education and training in the learner’s first language.

Adult education programs and services must be relevant to individual and community needs.



One area that impacts all aspects of adult learning is the need to engage Nunavummiut in an exploration of their potential life and career choices. There is a need to build programs and services that allow Nunavummiut to take part in education and training that is relevant to their needs and interests. The best way to accomplish this is to reach out to adult learners in their first language, and through respect for culture, seek their input into what adult education programs and services should be offered.

Programs and services must also be developed, presented and explained in order to ensure they are relevant to individual and community needs. For the purposes of this Strategy, relevancy can be defined as programs that are relevant to the specific needs of the learner, reflecting the economic, cultural, linguistic, and community values of Nunavut. Programs must also be offered in a timely manner and sequence that allows the learner to develop and improve their quality of life.

#### Objective 1. **Ensure Inuit languages become the foundation for adult learning in Nunavut.**

Inuit languages must become the foundation for adult learning in Nunavut when 70% of the total population uses Inuktitut or Inuinnaqtun as their first language.

*Rationale:* Most adult learning opportunities in Nunavut are offered primarily in English, even though Inuktitut and Inuinnaqtun are official languages of the territory. Nunavut is the only jurisdiction in Canada where the majority of residents are Aboriginal and predominantly of one ethnic group - Inuit make up approximately 85 per cent of the population. According to the 1986 Canadian Census, 92 per cent of people whose mother tongue is Inuktitut or Inuinnaqtun could speak fluently. However, by 1996 this figure had declined to 84 per cent. While the use of Inuktitut and Inuinnaqtun as first languages has been declining, today approximately 75 per cent of Inuit still speak various Inuktitut and Inuinnaqtun dialects as their first language, and fully 15 per cent of Inuit are unilingual Inuktitut or Inuinnaqtun speakers.

Nunavut is the only jurisdiction in Canada where adult education and training courses are not primarily offered in the first language of the majority of residents.

In some communities in Nunavut the use of Inuktitut and Inuinnaqtun is still strong, and represents the first language of the majority of residents; however in other communities English is rapidly replacing Inuktitut and Inuinnaqtun. Overall approximately 70 per cent of the total population speaks Inuktitut or Inuinnaqtun as their first language. As a result, Inuit languages need to become the foundation for adult learning in Nunavut in order to avoid further erosion of Inuktitut and Inuinnaqtun as the majority languages of the territory, and to ensure education and training opportunities are provided for Inuit in their first language, including the many individuals who are unilingual Inuktitut speakers.

Inuit language training materials are often lacking, not current and difficult to access.

Without delivering adult education and training in Inuktitut and Inuinnaqtun many people find it difficult to access programming which they need to support personal and community wellness. There is also a lack of adult education and



training materials in Inuktitut and Inuinnaqtun, and the material that is available is often not current and difficult to access, especially in the smaller communities.

---

Without more Inuit adult educators and instructors - it will always be difficult to engage adult learners in Nunavut.

The current severe shortage of qualified Inuit adult educators and instructors who are capable of teaching in Inuktitut and Inuinnaqtun also creates barriers to ensuring Inuit languages become the foundation for adult learning in Nunavut. Resolving this issue over the long-term will go a long way toward improving Nunavut's ability to engage more adults. A wide range of studies has indicated that adults learn better in their first language, and they are able to learn more effectively in a second language if they are competent and comfortable in their first language. Instructors capable of delivering programs in Inuktitut and Inuinnaqtun, with Inuit culture and values as a foundation, will also provide support for increased community-based learning. In addition, increasing the number of Inuit adult educators and instructors will help the federal and territorial governments achieve their legal obligations under Article 23 of the NLCA.



### **Recommended Action:**

- 1.1 Implement a program to recruit and retain Inuit adult educators and language instructors.
- 1.2 Provide intensive Inuktitut/Inuinnaqtun language and literacy education and training opportunities for first and second language speakers.
- 1.3 Create a coordinated approach to teaching and learning that assists in developing Inuktitut and Inuinnaqtun curriculum and learning resources for adult learners, including up-to-date reference materials in the language of their choice.
- 1.4 Create incentive programs to promote the use of Inuit languages and the development of strong literacy skills.



## **Objective 2. Ensure literacy and basic education programs, services, and resources are the priority.**

*Rationale:* One aim of the Strategy is to ensure government and other stakeholders understand that funding allocated to adult literacy and basic education should be considered an investment, not just an expense. With additional financial support from government, new policies and associated programs should be developed that will invest the most in those who have the least (those with the least education and/or lowest literacy skills).<sup>1</sup> Building literacy skills takes time, and can be combined with the development of other skill areas such as computer literacy, WHMIS, etc.

---

Low literacy levels hamper the ability of employers to train employees, make use of new or advanced skills, introduce new technology and remain competitive.

---

Without an investment in literacy, mining companies and other employers will not be able to hire and train individuals to manage and administer their organizations.

In order for change to occur, communities need to benefit from an investment in literacy skills training. Improving literacy skills needs to be recognized as a positive benefit that can help a person achieve their aspirations, improve opportunities for employment and personal empowerment. Without improving the literacy skills of Nunavummiut, mining companies and other employers will only be able to hire and train individuals for the lowest level positions – not the positions needed to manage and administer their organizations. Increased dialogue and public awareness campaigns also need to be targeted toward addressing the declining enrolment of males in literacy, ABE and college programs.





- » Supporting the development and delivery of non-formal, context-based programs (family literacy programs, culturally-based programs).



### **Objective 3. Ensure adult learning programs in Nunavut put the needs of the adult learner first.**

Without recognizing, valuing and incorporating Inuit teaching methodologies, we can't put the needs of adult learners first.

*Rationale:* The current structure and content of adult learning programs in Nunavut does not adequately reflect the needs of adult learners, including the provision of learning opportunities that encompass Inuit cultural and community values. Short-term employment needs tend to act as the primary driver for the delivery of courses and programs, with little attention paid to providing opportunities for adult learners to identify their skills and career options. Recognizing, valuing and incorporating Inuit teaching methodologies and best practices into the learning environment will go a long way towards putting the needs of adult learners first.



#### **Recommended Action:**

- 3.1 Develop policy and implementation frameworks to apply Inuit teaching and learning methods in the adult learning environment.
- 3.2 Document Inuit teaching methods and philosophy, ensuring multiple learning methods are reflected in the delivery of adult learning programs (i.e. oral tradition, watching/observing, hands-on learning, etc.).
- 3.3 Develop guidelines and methods for instructors and adult educators to use Inuit teaching methods in the learning environment, including identification of best practices.



### **Objective 4. Identify the needs of Inuit Qaujimaningit learners in order to develop programs that link traditional lifestyles and skills with income earning activities.**

Traditional lifestyles and skills will continue to be important means of earning income.

*Rationale:* Community-based programming needs to be identified that will support traditional lifestyles. This programming should be linked to short and long term economic opportunities, with particular emphasis placed on linkages with the work already completed by the Nunavut Economic Forum (NEF). The resulting information should be used as the basis for a sub-strategy to serve the needs of this client group. It should also be recognized that *Inuit Qaujimaningit* learning overlaps with the needs of other learning groups that need literacy, ABE, trades training, etc. The Inuit Cultural School is expected to provide direct support for *Inuit Qaujimaningit* courses and programs.



#### **Recommended Action:**

- 4.1 Use the NEDS as a framework to research best practices that link traditional lifestyles and skills to income.
- 4.2 Design and develop curriculum for *Inuit Qaujimaningit* programs



- 5.2 Revitalize the Registered Apprenticeship Program, allowing full-time high school students to earn a high school diploma and participate in an apprenticeship program at the same time.
- 5.3 Promote the common access years for college academic programs and for vocational/trades programs.
- 5.4 Support students who do not qualify for access programs by linking literacy and ABE programs to both the academic and trades streams.
- 5.5 Implement a PLAR program for trades that recognizes equivalencies and allows for the challenging of exams based on demonstrated competencies.
- 5.6 Develop alternative delivery methods allowing certification, apprenticeship and long-term trades development and other trades programs to be delivered in communities.
- 5.7 Provide practical, hands-on opportunities for learners to engage in pre-trades or access year programming at the community level and develop a program to allow interested individuals to be exposed to possible employment opportunities in trades through job mentoring and job shadowing.
- 5.8 Promote, fund and encourage the development of youth summer science camps, youth summer experience programs and youth career and promotion programs that support occupations in trades. Provide hands-on learning opportunities to produce real products that enhance community life.
- 5.9 Ensure trades manuals are on-line, accessible anywhere in Nunavut and updated promptly to reflect evolving industry standards in English and Inuktitut/Inuinnaqtun.



**Objective 6. Attract more Inuit men into education, in order to expand the career and learning options available to them.**

*Rationale:* Enrollment and retention rates for Inuit men in a wide range of education and training programs continue to drop and remain low. Aboriginal males across Canada have slightly lower enrollment rates than females. This is supported by the results of the most recent NAC Graduate Survey that indicated almost two-thirds (63 per cent) of NAC students were female.



**Recommended Action:**

- 6.1 Conduct research into the barriers that Inuit men face and identify and promote programs that help attract and retain Inuit men into educational programming, in order to expand the career and learning options available to them.

---

We must address declining Inuit male education and training enrollment rates.



## 6.2 PROMOTE ADULT LEARNER SUCCESS

Supporting student success is an important component of the Strategy.



Once adult learners have been engaged, there is a need to help them achieve success in the learning path they choose. Success can mean many things, including everything from employability to increasing opportunities for self-reliance. The Strategy endeavours to ensure that the broad-range of adult learner needs are being addressed and supported. The intent is to build a system that supports education and training options, while at the same time improving an individual's chance to succeed.

### Objective 9. Ensure communities are equal partners in the identification and development of adult education programs and services.

Research has demonstrated that programs developed to meet the needs of specific target groups are more effective.

*Rationale:* In Nunavut, as in the rest of the country, there is a tendency to provide education and training for adults with higher literacy skills, with little investment devoted to those most in need. Countries with higher literacy rates have policies that are designed to ensure adequate resources go towards those most in need.<sup>4</sup> Research also demonstrates that programs developed to meet the needs of specific target groups are more effective.<sup>5</sup>

Evidence supports the need for communities to be involved in the planning, development and delivery of adult education and training.

Direct involvement by communities in the planning, development and delivery of adult education and training encourages greater interest, participation and support for the programs being offered. Community involvement in planning their education and training priorities also supports the *Pinasuaqtauvut* principle of *Namminiq Makitajunnarniq* (Self-Reliance).

Community members must be able to have their skills and competencies officially recognized, regardless of where they have been obtained.

In order for students to be successful, community members must also be able to have their skills and competencies officially recognized, regardless of where they have been obtained. The entry point for many adult learners is through non-formal, community-based literacy and basic education programs. Instructors in these programs have the expertise and connections to community members to effectively engage many reluctant learners. They can also engage learners who do not self-identify as having literacy problems.

Learners need choices and support before they can be successful.

Learners also need to be given choices in terms of the type and variety of literacy and basic education programs that are available to them. Most countries and jurisdictions with successful adult learning strategies offer non-formal, context-based programs in an effort to engage adults who have not had success in the school system or in other formal programs.<sup>6</sup> We may also need to support on-the-job civic leave, which could require changes to the *Labour Standards Act*. Civic participation builds confidence, literacy and critical thinking skills that ultimately enhance worker performance.



### Recommended Action:

- 9.1 Ensure communities have direct involvement in the planning and identification of their community-based education and training needs.







## **Recommended Action:**

- 10.1 Develop an on-line centralized application process that provides information and links to all available student support funding options and promotes equitability in the support available to Nunavut learners in all areas of adult learning.
- 10.2 Undertake a detailed review of the financial requirements of Financial Assistance for Nunavut Students (FANS), taking into account growth projections and identification of priority investment areas. The review should include an evaluation of funding options for ABE, and the structure of the student grant/loan system to ensure access and equitability.
- 10.3 Develop a coordinated, student-focused approach to financial support to provide better service to students such as access to appropriate childcare support.
- 10.4 Provide access to career and personal counseling and support services, and link employment, technical preparation in high schools.
- 10.5 Develop a strategy to reach out to students with disabilities, and provide support for transition into adult learning and post-secondary education.
- 10.6 Ensure that the development of the Mature High School Graduation Diploma is tied to access programs of NAC and students are funded through FANS.
- 10.7 Introduce an extra credit program that allows high school graduates to obtain missing courses that are required for entry to college or university, or to review or upgrade courses lost since leaving high school.
- 10.8 Implement a learning ombudsman function, which acts as an independent evaluator for concerns or complaints about adult programs and services available to Nunavummiut (e.g. FANS, etc.).
- 10.9 Develop a “roadmap” for career planning that is available for every adult who wants one, and encourage the development of career planning “roadmaps” for high school students.
- 10.10 Ensure the availability of appropriate levels of student housing.
- 10.11 Develop and deliver flexible courses and programs as required, which build towards a long-term educational goal.
- 10.12 Engage Nunavummiut before they become adults by establishing leadership programs for youth, either within high schools or within community youth groups.
- 10.13 Develop and implement programs that identify and promote the value of volunteerism in our communities. Credits should be given for volunteerism throughout all high school and adult programs, not confined to one credit course. Skills learned should also be recognized through the use of PLAR.

- 10.14 Provide support and information to non-profit organizations who wish to access funding within Canada, and internationally, for the support of education, research, and community development projects.



### Objective 11. Ensure all adult education curricula are developed with *Inuit Qaujimajatuqangit* as the foundation.

*Inuit Qaujimajatuqangit* should be the foundation for all adult education curricula.

*Rationale:* Although NAC and the Department of Education are attempting to integrate *Inuit Qaujimajatuqangit* into all courses and programs, a great deal still needs to be done. The establishment of program advisory committees and an Elders' advisory body reporting to the NAC Board of Governors could help with policy development and significantly improve the current process. The incorporation of *Inuit Qaujimajatuqangit* into all programming should be viewed as an enhancement to the learning and teaching process, while at the same time ensuring academic standards are maintained.



#### Recommended Action:

- 11.1 Redesign existing Department of Education and NAC programs to ensure *Inuit Qaujimajatuqangit* is used as the foundation for program delivery.
- 11.2 Reconstitute program advisory committees and establish an Elders' advisory body to assist the College's Board of Governors with policy development. Also ensure youth needs are reflected.
- 11.3 Develop and produce course and program materials in Inuktitut, Inuinnaqtun, English and French.
- 11.4 Ensure all adult learning programs funded by the GN are culturally-responsive.

## 6.3 INCREASE ACCESSIBILITY FOR ALL NUNAVUMMIUT

The key to accessibility is the elimination of barriers.

In concert with engaging the adult learner and promoting adult learner success, Nunavummiut must have access to the programs they need to facilitate their life and career objectives. The issue of accessibility cuts across all levels of programming, whether it is university or college level programs, trades and skills programs, literacy or ABE programs. When addressing the issue of accessibility, the elimination of barriers must be seen as a key component of the Strategy. Accessibility barriers can be societal, structural, systemic, geographical, perceptual, or simply a lack of infrastructure. Key actions are needed to address areas such as increasing public awareness about the availability of programs and services (what is possible), defining a clearer expression of demand for learning services, clearly presenting literacy issues, and the identification of infrastructure and resource requirements. Any programs that are developed should ensure equal access to everyone, including those with special needs.





## Objective 12. **Develop a seamless learning system that allows multiple entry and exit points, reflecting the individual conditions and life paths of adult learners in Nunavut.**

---

The current system of program and course delivery is fragmented, inconsistently applied, frustrating to adult learners and rarely leads to the stated objectives.

---

We can't expect our high schools to deal with the large number of adults who have left the K-12 system.

---

Most provinces have replaced the GED with some form of mature matriculation diploma.

---

What we need is a dual credit approach, which links a high school diploma for mature students to college courses.

---

*Rationale:* There is a wide variety of organizations that currently offer adult education and training in Nunavut. Unfortunately the current system of program and course delivery is fragmented, inconsistently applied, frustrating to adult learners and rarely leads to the stated objectives. This frustration contributes to a lack of engagement and low course or program completion levels.

There are increasing numbers of older students who have left high school for a period of time but who now want to return to school to obtain their high school diploma. There are also many adult learners who want to obtain upgrading in order to enter post-secondary education and training programs, but find it difficult to do so. High schools in Nunavut are not equipped to deal with the number of these students, nor the challenges involved with integrating adults into their existing structure.

ABE programs in Nunavut are limited in overall availability and a lack of instructors and materials. While the General Equivalency Diploma (GED) has been the vehicle of choice for those wishing to obtain recognition of high school equivalency, it is costly and difficult to deliver consistently throughout Nunavut, and centralized recording of successful participants has been problematic. The usefulness of the GED program is also limited because many universities and colleges in Canada no longer accept it. Most provinces now have some form of mature matriculation through which adults can complete their high school diploma. Mature matriculation diplomas have standardized evaluation structures that reflect competencies related to the completion of grade 12. Several provinces have also developed a dual credit approach, which links a high school diploma for mature students to college courses. They offer many advantages, including:

- » Creating a continuum of learning from high school to college and/or university;
- » Providing a clear, transparent, understandable and seamless process, allowing learners to know where they are starting, where they are in the upgrading process, and what they will have when they finish;
- » Shortening the time required for high school students to complete their college or undergraduate degree; eventually eliminating the need for access years, such as those currently being offered by NAC;
- » Eliminating the duplication of courses taken in high school and college (clearly link ABE learning to measurable testing and outcomes);
- » Sharpening student's general academic preparedness for college, apprenticeship and trades programs;

- » Expanding the academic options for college-bound students;
- » Enhancing the college-credit options for technical education students;
- » Developing clear, cost effective and efficient linkages between the K-12 and post-secondary systems;
- » Creating a mechanism by which students can acquire specific courses required for intended programs (e.g. students who have graduated, but do not have all the courses required for entry into post-secondary programs);
- » Providing a mechanism by which students can monitor their progress, allowing learning to take place at a pace that is comfortable with their situation, and without feeling pressure to deliver on an externally established timetable.

We also need to develop and introduce a PLAR program. PLAR allows for the identification, documentation, assessment and recognition of skills, experience and knowledge. Through a structured process, learners are evaluated and their formal and informal learning is evaluated and recognized through credit.



### **Recommended Action:**

- 12.1 Replace the existing programs and systems for delivering literacy, ABE, access and pre-employment programs with one integrated structure.
- 12.2 Introduce a dual credit stream within which course credits are offered simultaneously at the high school, college and/or trades level, providing adult students with the ability to work on high school graduation and college entry or foundation credits at the same time.
- 12.3 Increase adult night-school options for those currently employed but who need upgrading before graduation; keep CLCs open year-round.
- 12.4 Identify the Nunavut High School Graduation Diploma as the benchmark for entry into advanced post-secondary and adult programs.
- 12.5 Introduce a Mature High School Graduation Diploma along with associated changes to the education system, then eliminate the GED and replace it with a system based on Nunavut standards and testing, tied to Nunavut certification.
- 12.6 Develop a Nunavut program for PLAR, including a system of credit recognition and transfer.
- 12.7 Introduce co-op\*/experiential programming at the high school and college level, and provide hands-on experiential learning opportunities.

- 12.8 Provide employers with guidelines and the tools they need to support experiential learning participants.
- 12.9 Ensure all public documents are written in plain language.



### **Objective 13. Ensure information technology and the Internet support the delivery of adult education and training programs.**

With the vast geographic distances in Nunavut, Internet-based distance learning will help to keep costs down and increase program availability.

*Rationale:* There is currently a lack of information technology applications in Nunavut that are designed to improve distance education program delivery. With the vast geographic distances involved in the delivery of education and training in Nunavut, use of information technology and the Internet will become increasingly important in order to keep adult education delivery costs down, while at the same time increasing the availability of adult education courses that are offered at the community level.

While electronic databases have proven to be effective, they cannot replace face-to-face support for learners.

While many countries have set up electronic distance learning applications which have proven to be very effective, they cannot replace face-to-face support for learners. In short, the guidance function is often missing. Countries are perfectly aware of this drawback: the widespread availability of web-based information about adult learning cannot be a complete substitute for face-to-face tutoring, counseling and discussions between the individual adult and a professional expert in adult learning.<sup>7</sup> As a result, information technology and Internet applications must address student support and success during the development process.



### **Recommended Action:**

- 13.1 Develop and maintain an Internet-based portal that links all aspects of adult education and training delivery.
- 13.2 Implement the Nunavut Community Skills Information System (NCSIS), an on-line system that links employment, interest in employment, essential skills assessment and career development options.
- 13.3 Develop and implement appropriate forms of electronic distance learning to reduce the “distances” between Nunavut communities, and make expertise and services available in a more cost-effective manner.
- 13.4 Revise GN Internet Policy to support improved employee and student access to on-line educational support mechanisms.
- 13.5 Ensure training is recorded and tied to appropriate certification programs. Create an on-line adult learning registry that records the completion of adult training delivered by registered agencies, and allows Nunavummiut to access their training history.

## 6.4 ENSURE QUALITY IN LEARNING OPPORTUNITIES

The future success of NALS is dependent upon the ability to assess and compare the quality, quantity and effectiveness of adult education and training programs offered in Nunavut.

Nunavummiut have indicated that they want quality programs that are relevant to their individual and community needs. In order to achieve this, definitions of quality must be established that reflect the needs of the learner and cultural relevance. We need to be able to assess and compare the quality, quantity and effectiveness of adult education and training programs delivered in Nunavut, in both a territorial and national context. Many Nunavummiut are looking for programming that is certifiable, transferable, and applicable for lifelong learning that may include a college or university education. They also want to ensure they are receiving value for their investment of time and money.



**Objective 14. When initiating new programs or services, ensure key evaluative structures are present, including methods to measure the attainment of program goals, objectives and standards of quality.**

Certification and training for adult educators and instructors is critical to success.

*Rationale:* One of the drivers having the greatest impact on improving the literacy skills of adult learners is the degree to which adult educators or literacy instructors have been trained.<sup>8</sup> Research strongly indicates that poor-quality programs and a lack of knowledge about those programs are important factors that contribute to poor engagement, low participation rates and low retention rates. Quality control, program assessment and evaluation, and practitioner training are integral components of effective and successful education and training programs, including literacy programs.<sup>9</sup>

We also need to maintain high academic standards to ensure course/program transferability and portability is achieved within and outside the Nunavut post-secondary system.



### Recommended Action:

- 14.1 Develop high-quality, culturally-relevant literacy program curriculum and continue to revise and update the ABE curriculum (linked to recommendation 4.3).
- 14.2 Ensure there is a recognized and demonstrated need for any new adult education program.
- 14.3 Institute measures to evaluate the quality of adult education programming.
- 14.4 Develop evaluative structures to help measure the attainment of program goals, objectives and standards of quality.



## Objective 15. Provide on-going professional development and training for existing adult educators and instructors, including programs for Inuit educators and teachers interested in teaching adults.

Certification standards for adult educators and instructors need to be developed, along with a program to ensure certification and continued career progression.

*Rationale:* While there are many competent adult educators and instructors working in Nunavut, there is no requirement for certification. Certification standards need to be developed, along with a program to ensure certification and continued career progression. The use of PLAR would recognize current skills and abilities and assist individuals to obtain any required degree or diploma faster.



### Recommended Action:

- 15.1 Complete skills and teaching abilities assessments of the current adult educators and instructors (including PLAR), develop certification standards and a program to ensure certification and continued career progression.
- 15.2 Require adult educators to become certified and support that process through delivering professional development.



## Objective 16. Create a focal point for achieving adult learning excellence and to reflect the needs of the labour market, provide programs and services that are “adult learner friendly”, and respond faster to changing priorities and resource allocations within Nunavut.

A newly established Colleges and Adult Learning Division in the Department of Education could provide a focal point for achieving adult learning excellence.

*Rationale:* There is currently no central location or focal point for adult learning resources, best practices, program design or evaluation in Nunavut. As a result, information about success and program content is not well shared, evaluated or recorded. By restructuring the Department of Education, a new Colleges and Adult Learning Division could be established to significantly help resolve this issue. However, it should be tied to need, focusing as a network from which information can be developed, shared and disseminated.

The restructured department would also help to make Nunavut’s education system more coordinated, seamless and responsive to community needs.

The current Department of Education structure was inherited in 1999. In its current form, the “adult side” of the Department is organized along lines that do not necessarily reflect financial and program services requirements, and greater attention needs to be paid to making adult programs and services more client-oriented. The restructure would also improve the department’s ability to respond to changing priorities and resource allocations, and make all components of Nunavut’s education system more coordinated, seamless and responsive to community needs.

We need to redefine the role of the Career Development Officers.

The role of the Career Development Officers (CDOs) also needs to be redefined. These positions need to coordinate the provision of community-based information





- 16.11 Ensure the Federal Government meets its Article 2.7.3 obligation to support aboriginal education initiatives that are similar to what they are already providing to First Nations communities elsewhere in Canada.
- 16.12 Create strategic linkages with southern and circumpolar-based post-secondary institutions that share the goals and interests of Nunavut.
- 16.13 Implement a coordinated approach to the collection, evaluation and dissemination of information and needs assessments, and establish core quality standards and program evaluation models for adult learning, linked through a virtual network.
- 16.14 Promote and implement an essential skills approach to education and training, which focuses on essential skills such as literacy, numeracy, problem solving, etc., and which can be used as the basis for the development of employment competency profiles.

## 6.5 INCREASE COORDINATION OF LEARNING AND SUPPORT SYSTEMS

The NALS encourages and supports collaboration and cooperation in the assessment, development and delivery of adult learning programs, and programs that support learning. The approach taken must be coherent and organized, as it is only by acting together that we will be able to adapt the supply of available education and training support resources to the needs of Nunavummiut. We do not have to start from the scratch – far from it. We can build on and refine what already exists, including current government policies, organizational program structures and program delivery models, and we can strengthen the ongoing liaison and participation of NAC as a key partner in the delivery of adult literacy / education in the territory.

Nunavut needs to move towards a seamless system of education in which all aspects of the system are linked (early childhood education, K-12, vocational, adult learning, post-secondary and other program areas). Links must also be established between education, training and career development programs, community information for planning, competency systems, infrastructure development and PLAR. Bridges must also be built between the various organizations delivering education and training to ensure that the learning and support systems act as a foundation to learning rather than a barrier.

### **Objective 17. Define the mission and purpose of Nunavut’s adult training institutions and provide a solid framework for a modernized post-secondary education system.**

*Rationale:* The current *Public Colleges Act* recognizes NAC as the only post-secondary training institution in Nunavut. Given that demand outstrips the College’s ability to deliver programming, and there are alternative methods for delivering certified adult education and training, changes to the Act and Regulations should be

It will take a collaborative effort among sometimes-competing organizations to address the collective education and training challenges faced by adults in Nunavut.

Nunavut needs a seamless system of education in which all aspects of the system are linked.



Changes to the *Public Colleges Act and Regulations* should be examined to ensure adult learning is approached in an efficient and cost-effective manner.

examined to ensure adult learning is approached in an efficient and cost-effective manner, recognizing the strengths of existing training organizations in Nunavut.

We need to evaluate the role of DEAs in order to improve the coordination and delivery of community-based education and training.

The role of District Education Authorities (DEAs) also needs to be evaluated in order to improve the coordination and delivery of community-based education and training. Transforming DEAs into Community Education Councils could improve coordination by creating a direct link to the Minister of Education’s Educators’ Advisory Committee and to the College Board of Governors. In this way, community needs would receive greater attention and not be constrained within various bureaucratic processes.

Although the Department of Education and NAC play the leading role in providing adult education services within Nunavut, other government organizations are also participants, as are communities, non-profit organizations, Inuit organizations and the private sector. All of these organizations have historically contributed to defining the adult education mission in Nunavut.

It will take a collaborative effort among sometimes-competing organizations to address the collective education and training challenges in Nunavut.

With this in mind, it will take a collaborative effort among these sometimes-competing organizations to address the collective education and training challenges faced by adults in Nunavut, both today and in the future. The approach taken must be coherent and organized, as it is only by acting together that we will be able to adapt the supply of available education and training support resources to the needs of Nunavummiut.



### **Recommended Action:**

- 17.1 Update the *Public Colleges Act* to reflect operating realities in Nunavut, and investigate alternative options for the delivery of adult training and education, such as introducing an Adult Learning Centers Act, which recognizes and certifies alternative delivery organizations such as correction facilities, union training facilities, and other appropriate organizations.
- 17.2 Ensure that related Acts such as the *Nunavut Education Act* and *Apprenticeship, Trades and Occupational Certification Act* are harmonized with the *Public Colleges Act*.
- 17.3 Evaluate the role of DEAs to consider their role in adult education.
- 17.4 Work with all adult education stakeholders in Nunavut to implement and maintain a lifelong learning culture (linked with 17.5).
- 17.5 Coordinate the scheduling and delivery of community-based education and training programs, workshops and courses by establishing regional training alliances and develop partnerships between government, Inuit organizations and other parties including non-profit organizations, NAM, GN, NTI, MTO, NAC and others.





## **Objective 18. Provide access to non-formal, community-based literacy programs in order to provide opportunities for those learners who are reluctant to take part in formal programs and as a way to re-engage adult learners in life-long learning.**

---

The principles of *Inuit Qaujimagatuqangit* can form the basis of a partnership model that will help engage adult learners in life-long learning.

---

Stakeholders must all work together to develop relevant programming that promotes literacy and basic skill development.

*Rationale:* A family and community focus must be taken if we wish to be truly open to the possibility of coordinating services and providing an overlapping and seamless system of lifelong learning opportunities. Research into promising practices in the United Kingdom demonstrates the value in this kind of an approach.<sup>10</sup> A family and community approach may also help those individuals who grew up in the south to see how the principles of *Inuit Qaujimagatuqangit* can form the basis of a partnership model, as opposed to trying to adapt southern models to fit the Nunavut context.

Schools, libraries, CLCs, daycare facilities, museums and cultural centers must all work together to develop relevant programming that promotes literacy and basic skill development. Partners must work together in order to ensure that all Nunavummiut have access to a broad range of programs and services designed to meet their needs.



### **Recommended Action:**

- 18.1 Develop a partnership model that supports on-going information and resource sharing among the GN, Inuit organizations and other supporting agencies, and enhances the focus on healthy families and healthy communities.
- 18.2 Provide adult learners with multiple entry and exit points to participate in the education system in line with their life situation and goals.



## **Objective 19. Build a skilled workforce aligned with labour market needs.**

---

Nunavut needs to complete a comprehensive labour force analysis and an inventory of the training required for individuals to meet those needs.

---

*Rationale:* In order to build a skilled workforce, Nunavut needs to have an assessment of labour market needs, and an inventory of the training required for individuals to meet those needs. In addition, individuals need to be able to plan for their future, which requires knowledge about career opportunities, skill demand, training incentives and other initiatives associated with career planning.

All levels of government in Nunavut also have a legal obligation under Article 23 of the NLCA to achieve a representative public service (85% of employees being Inuit). However, before any real progress can be made in achieving this goal, there will need to be a significant new commitment to increasing literacy and adult education levels. Without such a commitment, it will be impossible to increase the number of executive, management and professional positions that make up the middle and upper levels of the public service, or meet the needs of private sector employers.



## **Recommended Action:**

- 19.1 Support the successful implementation of all Inuit employment plans and their relation to needs of adult learners as a cornerstone of the NALS.
- 19.2 Engage the federal government in discussions as to how best to meet its legal obligation under Article 23 of the NLCA to undertake and maintain a comprehensive Inuit Labour Force analysis utilizing the NCSIS.
- 19.3 Conduct a comprehensive Nunavut labour force analysis that reflects community needs, and the needs of various sectors such as mining, fishing, construction, traditional wage and non-wage sector.
- 19.4 Ensure that investments in strategic labour force requirements are not made to the detriment of basic literacy and adult education programs.
- 19.5 Develop competency profiles for occupations in Nunavut, through the use of standardized formats and reporting structures.
- 19.6 Review labour laws to ensure literacy and adult education programs are vital components.

## **6.6 ENSURE APPROPRIATE PROGRAM RESOURCE ALLOCATION**

Long-term sustainable funding is critical to the successful implementation of the Strategy.

Long-term sustainable funding is critical to the successful implementation of the Strategy. Although there is a need for flexibility, there is also a need for stakeholders to work together to ensure the needs of Nunavummiut are being adequately served. The wide variety of education and training programs being offered need to reflect the current and future requirements of individual learners.

One objective of the Strategy is to assess what funding is available, how the funding can be accessed, and how it can be applied to build Nunavut-based capacity. There also needs to be a clear definition of the difference between funding requirements for education programming and funding requirements for short-term training. Stakeholders are concerned about how investments in education and training lead to long-term benefits for the learner, the community and employers. This type of information is critical in order for Nunavut to justify and obtain its rightful share of federal funding for literacy and other adult learning programming. Financial support for learners is also important. Federal programs need to reflect this “Nunavut reality.”



## **Objective 20. Ensure programs and services are funded in an appropriate and timely manner.**

In order to deliver adult education and training more effectively, future investments in education and training need to be based on long-term goals and objectives.

*Rationale:* Funding allocated to adult education programming needs to be based on the training cycle, the needs of the learner, economic opportunities, at an appropriate scale and which ensures that the training is offered in the appropriate sequence. Currently, the majority of adult education programs in Nunavut are funded on a year-to-year basis, tied to the priorities or policies of the relevant funding agencies. In order to deliver adult education and training more effectively, future investments in education and training in Nunavut need to be based on the long-term goals and priorities outlined in the NALS and NEDS.



### **Recommended Action:**

- 20.1 Future investments in adult education and training should be based on the long-term goals and objectives outlined in the NALS and NEDS.
- 20.2 Investments in adult education and training should be prioritized and based on need, within the goals of the overall Strategy.



## **Objective 21. Provide stable long-term funding for literacy, adult education, training and employment programs.**

Long-term planning requires long-term funding commitments.

*Rationale:* It is very difficult to develop an integrated plan or strategic vision to address equality of access to education when funding is being provided only on a year-to-year basis. Long-term planning requires long-term funding commitments. To participate in the Northern wage economy, communities must have the tools to improve basic education levels and literacy. Without these basic education levels, meaningful participation in sustainable economic development will continue to be elusive. Whenever possible, we also need to reallocate existing territorial funding toward adult literacy and basic education for those most in need – employed and unemployed.



### **Recommended Action:**

- 21.1 Complete and implement a five-year funding formula for NAC.
- 21.2 Create and implement a stable funding formula for the delivery of apprenticeship and trades programs.
- 21.3 Fund a five-year program to increase the number of Nunavummiut who meet the requirements to enter college and trades programs, and other post-secondary programs.
- 21.4 Create a separate funding envelope for a multi-year program to increase literacy and ABE opportunities.
- 21.5 Explore policy flexibility with the federal government within agreements, such as the LMDA, among others, so that funding can





### **Recommended Action:**

- 22.1 Develop an evaluation framework that can be adapted for use with formal literacy programs, as well as non-formal programs delivered at the community level.
- 22.2 Support the development of criteria that will authorize and enable credible supporting agencies to certify programs.
- 22.3 Ensure program evaluative procedures, such as KPIs, are consistent and relevant.
- 22.4 Ensure the evaluative process is constructive, avoiding the completion of unnecessary forms or over-reporting.
- 22.5 Develop performance measurement training programs for staff to ensure consistent evaluative procedures are followed.



### **Objective 23. Create a transparent reporting structure that provides the public with quality information about the delivery of programs and services.**

*Rationale:* Effective accountability in the field of education requires a transparent reporting structure that provides the public with accurate and timely information about the delivery of education and training programs. The reporting structure needs to indicate a seamless means of reflecting transparency, timeliness and accountability.

Effective accountability in the field of education requires a transparent reporting structure.



### **Recommended Action:**

- 23.1 Initiate an annual report card on the state of adult learning activities in Nunavut, which is tabled in the Legislative Assembly.
- 23.2 Ensure NAC annually tables a five-year plan for program delivery in the Legislative Assembly which includes timelines and clear guidelines.
- 23.3 Ensure both NAC and the Department of Education clearly reflect and report on their adult education objectives in their annual business plans.
- 23.4 Implement an annual reporting system that will ensure all GN departments submit a training activities report which includes associated training activity costs.

## 7.0 QUALITY ASSURANCE AND ACCOUNTABILITY

Quality assurance and accountability are cornerstones of the NALS. The model used to measure quality should be broad enough to be easily used by all stakeholders.

Effective implementation and accountability reporting will require the oversight of an Implementation Committee.

A structured program of qualitative assessment for adult learning would assist Nunavut as we address our key obligations under both the NLCA and *Pinasuaqtavut*.

During the development of the NALS, it became clear that one issue common to many aspects of the Strategy was the need to clearly define what we mean by “quality programming” in courses, programs and services. In the past, quality for the most part was defined outside of Nunavut by funding agencies, federal programs requesting statistics that did not represent conditions in Nunavut, or by simply measuring changes in employment statistics. It was therefore felt that an on-going discussion was required in Nunavut about quality programming, for without a clear understanding of what we mean by quality it will be difficult to know when, or if, we obtain it.

As a result, the Working Group developed an initial model to begin this process. A listing of key baseline and measurement indicators was developed, and was used as part of the discussion about identifying strategies and recommended actions. This list was also used in the development of the implementation plan.

We also need a clear understanding about how the implementation plan will be administered and monitored. In order to be effective, implementation, monitoring and accountability will require the oversight of an Implementation Panel and Implementation Management Committee that will be independently responsible for overseeing all aspects of implementation, monitoring and subsequent public reporting of the results achieved.

A structured program of qualitative assessment for adult learning would assist Nunavut as we address our key obligations under both the NLCA and *Pinasuaqtavut*. More specifically, the model could be used to measure the effectiveness of our key initiatives, such as the NALS, Cultural School<sup>11</sup>, Trade School, Apprenticeship Programs and NAC.

The proposed objectives for developing a Nunavut approach to quality assurance are:

- To identify meaningful and practical measures that will enable Nunavummiut to assess and recognize the quality of adult learning initiatives in Nunavut.
- To identify information that may be currently available to support the implementation of these measures.
- To identify information that would need to be collected in order to allow for the full implementation of the desired measures.
- To ensure that measures reflect the reality and identified needs of Nunavummiut, in a manner that respects cultural conditions.
- To identify measures that lead to optimal use of resources, and provide the greatest opportunities for instructor and learner input into measurement and results indicators.

- To increase awareness of what indicators are, and how they can be applied.

The proposed conceptual framework for evaluating quality in education delivery includes four main components:

1. Beginning characteristics of the learner
2. Inputs (institution-driven, program/ teaching approaches)
3. Learning outcomes (efficiency measures)
4. Final outcomes (employment, participation in the community, quality of life)

The model should be broad enough to be easily used by all key stakeholders (students, parents, institutions, funding parties and governments) and should have the ability to capture life-long learning. The model should also be able to measure all post-secondary institutions (universities, colleges, trade schools and apprenticeship programs).



## 8.0 NEXT STEPS AND IMPLEMENTATION STRATEGY

The NALS is a “living document” that will evolve over the years as priorities change and new resources become available.

The public is encouraged to continue to provide comments and input into the concepts and recommendations in the Strategy.

When developing the Strategy, the Working Group attempted to suggest strategies and recommended actions that are “do-able,” and can form the foundation for the on-going evolution of adult learning in Nunavut over the next 20 years. It must be remembered that the Strategy is a “living document” that will evolve over the years as priorities change and new resources become available.

As the GN begins to implement the recommendations in the Strategy, the public is encouraged to continue to provide comments and input into the concepts and proposed recommendations in the Strategy.

It is anticipated that the next steps in the process will include tabling of the finalized Strategy in the Nunavut Legislative Assembly, as well as with the NTI Board of Directors, and the appointment of an Implementation Panel and Implementation Management Committee that will oversee the implementation process.

### Implementing the Nunavut Adult Learning Strategy

#### Introduction

The objectives and actions put forward in this document are comprehensive, requiring a willingness to move forward, coordination and time. Several proposed changes require a significant rethinking of the approaches currently in place for adult learning, and how those services are being offered. As a “living document,” the Strategy should act as a blueprint which is regularly reviewed and updated to reflect changing conditions. As such, successful implementation of the Strategy requires not so much a prescriptive list of actions, but rather an outline of priority actions, and a mechanism by which the changes can be guided, monitored and reported on.

#### NALS Implementation Panel

In order to successfully implement the Strategy, the Working Group recommends the establishment of an Implementation Panel that will be responsible for the provision of direction during the implementation phase, ensuring the work is initiated and completed in the manner required, and regularly reporting to the Legislative Assembly about the work undertaken. This implementation panel would be jointly chaired by the Chief Executive Officer of NTI, representing the President of NTI, and the Deputy Minister of Education, representing the Minister of Education. The Implementation Panel would also include the President of the NAM, the President of NAC, and the Chair of the Standing Committee on Education. The Panel would report annually on implementation activities, challenges and requirements, or more frequently if need requires. Secretariat support for the Panel would be provided by the Department of Education through the Management Committee.

### **NALS Implementation Management Committee**

In order to undertake the work required to implement this long-term strategy, it is recommended that the Management Committee be struck which takes its direction from, and reports to, the Implementation Panel. This Committee will provide the necessary background research, coordination and information to successfully implement the proposed strategies and actions. The Committee will be co-chaired by representatives appointed by the Deputy Minister of Education, and the Chief Executive Officer of NTI. The Department of Education will provide Secretariat support for this initiative.

It is recommended that the representatives from the following organizations be represented on the Management Committee:

- Department of Education, GN
- Department of Executive and Intergovernmental Affairs, GN
- Department of Human Resources, GN
- NTI
- NEF
- Apprenticeship, Trades and Certified Occupations Board
- Service Canada
- NAC
- MTO
- Nunavut Literacy Council (NLC)
- AHRDAH

It is understood that members may be added as the implementation strategy evolves, and the Management Committee may call on other employment, education and training groups within Nunavut as need requires.

### **The First Five Years**

In identifying the strategies and actions contained in this document, the Working Group has identified the following areas which require immediate attention during the first five years of implementation. They are:

- **Literacy and ABE**

The Working Group identified the need for a commitment to invest in literacy and ABE as the number one priority for the future success of Nunavut. Such an investment would permit adult learners to engage in education, training and future employment opportunities.

- **Restructuring of the Department of Education**

In order to achieve many of the strategies contained in this document, the Working Group recommends that the Department of Education reposition itself by restructuring the adult programs side of the department. Several key recommendations for restructuring are contained in the Strategy, and it is understood that additional actions may be required as the process evolves.

- **Changes to the Apprenticeship, Trades and Certified Occupations System**

Although the GN recently announced the establishment of the Nunavut Trades School, it is also recognized that other fundamental changes are required to the current system for apprenticeship, trades and certified occupations in order to support the development of a strong and vibrant system in Nunavut.

- **Career Development Services**

The need for improved career development services have been highlighted throughout the Strategy. Most recently, Thomas R. Berger, Q.C. identified similar needs if Nunavut is to be a success. The Strategy identifies several key recommendations which must be implemented if career development services are going to be successfully provided throughout the territory.

- **Development of a Mature High School Graduation Diploma**

As identified in Thomas R. Berger's report, developing a high school graduation diploma for mature students and introducing a dual credit system would allow for the immediate addressing of a serious discontinuity in the existing education system. This recommendation is also critical to the successful implementation of Article 23 of the NLCA and in providing Nunavummiut with the skills and knowledge to engage in training and development.

- **Quality Assurance and Accountability**

Quality assurance and accountability measures are vital to the successful implementation of all recommendations in the Strategy, including the priority actions recommended for implementation during the first five years.

- **Other short-term recommendations in the Thomas R. Berger Report**

The Working Group also supports the other short-term recommendations in the Thomas R. Berger Report, such as additional support for the Nunavut Sivuniksavut, Summer Student, Scholarship and Internship Programs.

## 9.0 APPENDICES

### 9.1 WORKING GROUP PARTICIPATION

The Strategy was developed under the auspices of the *Iqqanaijaqatigiit Agreement*, whereby the GN and NTI established the terms of reference for a Working Group to develop an Adult Learning Strategy - designed to improve the future delivery of adult education and training in Nunavut. Paul Kaludjak, President of NTI, and the Honourable Ed Picco, Minister of Education, invited participation in the Working Group from a wide range of organizations involved in adult education and training in Nunavut. Ultimately, the Working Group was co-chaired by Navarana Beveridge and Neida Gonzalez from NTI, and Bruce Rigby from the Nunavut Department of Education.

Other members of the Working Group included:

<b>Mary Jane Adamson</b>	<i>HRSDC, Nunavut District</i>
<b>Jay Arnakak</b>	<i>Qikiqtani Inuit Association</i>
<b>Naullaq Arnaquq</b>	<i>GN, Department of Culture, Language Elders and Youth</i>
<b>George Bohlender</b>	<i>Kitikmeot Inuit Association/Kitikmeot Economic Development Commission (Alternate - Ruth Wilcox)</i>
<b>Mac Clendenning</b>	<i>NAC (Alternates - Linda Pemik, Dan Page)</i>
<b>Kim Crockatt</b>	<i>NLC (Alternates - Cayla Chenier, Dan Page)</i>
<b>Tiffany Gauthier</b>	<i>GN, Department of Human Resources (Alternate - Eva Noah)</i>
<b>Chuck Gilhuly</b>	<i>NAM/MTO</i>
<b>Phoebe Hainnu</b>	<i>GN, Department of Executive and Intergovernmental Affairs</i>

### 9.2 IALSS LITERACY SKILL LEVELS

The IALSS identifies four different domains of literacy: prose literacy, document literacy, numeracy and problem solving. The literacy tasks covering these categories are then scaled by difficulty from 0 to 500. This range is then divided into the following five broad literacy skill levels:

**Level 1** (0 -225): Tasks at this level require the respondent to read very short pieces of text and to locate a single piece of information.

**Level 2** (226 – 275): Tasks at this level require the respondent to read text and then locate a single piece of information. There may be several distracters or they may be required to make low-level inferences. Other tasks ask the respondent to locate and integrate or compare two or more pieces of information and contracts easily identifiable information.

**Level 3** (276 – 325): Tasks at this level may require the respondent to integrate multiple pieces of information from one or more documents. They may be asked to



- » “[It is] an integral part of a global scheme for lifelong education and learning. [And it] denotes an overall scheme aimed both at restructuring the existing educational system and at developing the entire educational potential outside the educational system.”<sup>12</sup>

### **Adult Learning**

The definition that is used in this Strategy is:

- » “All aspects of adult education and training and learning activity undertaken as adults.”<sup>13</sup>

### **International Adult Literacy and Life Skills Survey**

The IALLS is a joint project of the Government of Canada, the US National Center for Education Statistics (NCES) and the OECD. The IALLS builds on the International Adult Literacy Survey (IALS), the world’s first internationally comparative survey of adult skills. IALS was undertaken in three rounds of data collection between 1994 and 1998. This new study presents the international results of the first round of data collection in the IALLS survey. A Canadian national report presented provincial results and specific national findings in the fall of 2005.

### **Community Capacity Building**

“Capacity is simply the ways and means needed to do what has to be done. It is much broader than simply skills, people, and plans. It includes commitment, resources and all that is brought to bear on a process to make [a project or initiative] successful.”<sup>14</sup>

People are at the heart of capacity building. It is people who help to build and grow a community. Community capacity building is just a way to build on the strengths and knowledge that already exists in a community, and helps it to grow and become stronger. When a community has “capacity,” it has people that are active, interested and participating. It has the ability to identify issues and take action to solve those issues. In order to do that, a community needs to have the following:

- People who are involved;
- Skills, knowledge, and ability;
- Community health and wellness;
- Motivation to carry out initiatives;
- Infrastructure and supportive institutions;
- Physical resources;
- Leadership;
- Economic and financial resources, and;
- Policies and systems to allow change to take place.

## Inuit Qaujimaningit

*Inuit Qaujimaningit* means “it is what we know” where *Inuit Qaujimajatuqangit* is frequently used to express “it is what we used to know.”

## Instructional Skills Workshop

The Instructional Skills Workshop is a laboratory approach to the improvement of the teaching and learning process. Participants review basic ideas about teaching, check current practices and within the safe environment of the workshop, try strategies and techniques.

## Literacy

Literacy means more than learning how to read, write, and calculate. It involves understanding and being able to use the information required to function effectively in one’s own context and society. In Nunavut this means being connected to language and culture. Literacy is how people understand and use information at home, at work and in their community. Literacy is about being able to function in the world around us. Literacy also includes having the critical understanding and decision-making abilities an individual needs in their community or surroundings. Students who have the reading, writing and numeracy skills needed to go on to college or university are considered “literate.” Within his own context, a hunter is also “literate” if he knows the land, can repair his snow machine, or set nets under the ice. Both the student and the hunter are contributing members of our society in Nunavut. In the context of this Strategy, literacy means literacy in Inuktitut, Inuinnaqtun and English at an equal level.

## Non-formal, Community-based Programs

Non-formal, community-based programs are programs that are created and designed by a group of individuals or an organization in a community, rather than by an institution.

Non-formal, community-based programs have some of the following characteristics:

- Programs use a variety of instructional approaches, accommodating different learning styles;
- Programs take literacy outside of the classroom and into places that are more comfortable for some learners (libraries, community centers, cultural centers, women’s shelters);
- Learners take part in designing the programs and directing their own learning;
- Programs use materials and subject matter that is relevant to the culture, language, needs, and interests of the learners.



## Acronyms/Terms Used

ABE	Adult Basic Education
AHRDA	Aboriginal Human Resource Development Agreement
Article 23	Article of the Nunavut Land Claims Agreement which focuses on Inuit Employment
CDO	Career Development Officers
CEDO	Community Economic Development Officers
CGS	Department of Community and Government Services, Government of Nunavut
CLC	Community Learning Center
CLEY	Department of Culture, Language, Elders and Youth, Government of Nunavut
Co-op	Co-operative Education Program
Arctic Co-op	Arctic Co-operatives Ltd.
DEA	District Education Authority
DIO	Designated Inuit Organization (as identified under the Nunavut Land Claims Agreement)
FANS	Financial Assistance for Nunavut Students
GED	General Equivalency Diploma
GN	Government of Nunavut
HRSDC	Human Resources Skills Development Canada (federal government department)
IALSS	International Adult Literacy Skills Survey
INAC	Indian and Northern Affairs Canada (federal government department)
KPI	Key Performance Indicator
LMDA	Labour Market Development Agreement
MTO	Municipal Training Organization
NAC	Nunavut Arctic College
NALS	Nunavut Adult Learning Strategy
NAM	Nunavut Association of Municipalities
NCSIS	Nunavut Community Skills Information System
NEAT	Nunavut Early Apprenticeship Training
NEF	Nunavut Economic Forum
NEDS	Nunavut Economic Development Strategy
NEU	Nunavut Employees Union
NITC	Nunavut Implementation and Training Commission
NLC	Nunavut Literacy Council
NLCA	Nunavut Land Claims Agreement
NNI	<i>Nunavunmi Nangminiqqaqtunik Ikajuuti</i>
NTI	Nunavut Tunngavik Incorporated
OECD	Organization for Economic Cooperation and Development
PLAR	Prior Learning Assessment and Recognition
RIO	Regional Inuit Organization

## 9.4 ENDNOTES

- 1 *Thematic Review on Adult Learning: Adult Learning Policies and Practices*. OECD. December 2004.
- 2 *Learning a Living: The First Results of the Adult Literacy and Life Skills Survey*. Statistics Canada. 2005.
- 3 *Thematic Review on Adult Learning: Adult Learning Policies and Practices*. OECD. December 2004.
- 4 *Beyond Rhetoric: Adult Learning Policies and Practices*. OECD. March 2003.
- 5 *Adult Literacy: Policies, Programs and Practices - Lessons Learned*. Evaluation and Data Development Strategic Policy. Human Resources Development Canada. March 2000.
- 6 *Thematic Review on Adult Learning: Adult Learning Policies and Practices*. OECD. December 2004.
- 7 *Thematic Review on Adult Learning: Adult Learning Policies and Practices*. OECD. December 2004.
- 8 Bird, Viv. *Literacy and Social Inclusion: The policy challenge: A Discussion Paper*. National Literacy Trust. April 2004.
- 9 Sticht, Thomas, G. *Making the Nation Smarter by Strengthening the Adult Education and Literacy System*. 2004.
- 10 Bird, Viv. *Literacy and Social Inclusion: The policy challenge: A Discussion Paper*. National Literacy Trust. April 2004.
- 11 The Government of Nunavut and Nunavut Tunngavik Incorporated are currently developing a framework for the introduction of a Nunavut Cultural School that will focus on the preservation and transfer of Inuit knowledge and values to young Inuit. The program will allow young Inuit to learn about their culture, history and practices.
- 12 UNESCO, 1976, United Nations Educational, Scientific & Cultural Organization.
- 13 Organization for Economic Cooperation and Development.
- 14 Frank, Flo, Smith, Anne. *The Community Development Handbook*. HRDC. 1999.

## 9.5 IMPLEMENTATION PLAN

### GOAL

### 6.1 ENGAGE THE ADULT LEARNER

#### OBJECTIVE 1

#### ENSURE INUIT LANGUAGES BECOME THE FOUNDATION FOR ADULT LEARNING IN NUNAVUT.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
1.1 Implement a program to recruit and retain Inuit adult educators and language instructors.	✓	✓		Education NAC
1.2 Provide intensive Inuktitut/Inuinnaqtun language and literacy education and training opportunities for first and second language speakers.	✓	✓		NAC CLEY Education
1.3 Create a coordinated approach to teaching and learning that assists in developing Inuktitut and Inuinnaqtun curriculum and learning resources for adult learners, including up-to-date reference materials in the language of their choice.		✓		Education
1.4 Create incentive programs to promote the use of Inuit languages and the development of strong literacy skills.		✓		CLEY Education

#### OBJECTIVE 2

#### ENSURE LITERACY AND BASIC EDUCATION PROGRAMS, SERVICES, AND RESOURCES ARE THE PRIORITY.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
2.1 Create public dialogue to raise awareness about the importance of literacy and lifelong learning skills.	✓	✓	✓	Education NAC NLC
2.2 Facilitate a process of consultation about the needs of adult learners in communities, in partnership with municipal and territorial governments, NAC, non-profit organizations, community agencies and the general public.	✓	✓	✓	Education NAC MTO Others
2.3 Raise awareness about the importance of literacy among employers and employees, and provide employers with financial incentives and programming support for implementing workplace literacy programs.	✓	✓	✓	Education HRSDC NLC
2.4 Promote leave and release time opportunities for employees who wish to participate in literacy and adult basic education programs.	✓	✓	✓	Education HR Others



- 4.2 Design and develop curriculum for *Inuit Qaujimaningit* programs as identified by Inuit through an assessment process. Ensure the curriculum is centrally located and available to all communities across Nunavut. Furthermore, ensure Inuit studies link with the proposed cultural school, which can act as a centre of excellence for sharing best practices. The focus should be on programming rather than the construction of facilities.
- 4.3 Complete the development and implementation of the Inuit Cultural School in Nunavut, and establish within the School a “Centre of Excellence” within which *Inuit Qaujimaningit* courses and programs can be anchored and shared.

✓	✓	✓	CLEY Education NAC Others
✓			CLEY Education Others

## OBJECTIVE 5

## RESTRUCTURE VOCATIONAL, APPRENTICESHIP AND TRADES PROGRAMMING AND PROMOTE THEM AS VIABLE CAREER OPTIONS.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
5.1 Promote vocational, apprenticeship and trades training as viable career options through the expansion of programs such as Skills Canada and NEAT, which should be funded and linked to the Apprenticeship and Trades Programs.	✓	✓		Education NAC AHRDA
5.2 Revitalize the Registered Apprenticeship Program, allowing full-time high school students to earn a high school diploma and participate in an apprenticeship program at the same time.	✓	✓		Education
5.3 Promote common access years for college academic programs and for vocational/trades programs.	✓			Education NAC
5.4 Support students who do not qualify for access programs by linking literacy and ABE programs to both the academic and trades streams.	✓	✓		Education NAC
5.5 Implement a PLAR program for trades that recognizes equivalencies and allows for the challenging of exams based on demonstrated competencies.	✓	✓		Education ATCO Board
5.6 Develop alternative delivery methods allowing certification, apprenticeship and long-term trades development and other trades programs to be delivered in communities.	✓	✓		Education ATCO Board
5.7 Provide practical, hands-on opportunities for learners to engage in pre-trades or access year programming at the community level and develop a program to allow interested individuals to be exposed to possible employment opportunities in trades through job mentoring and job shadowing.	✓	✓	✓	Education ATCO Board NAC Others

- 5.8 Promote, fund and encourage the development of youth summer science camps, youth summer experience programs and youth career and promotion programs that support occupations in trades. Provide hands-on learning opportunities to produce real products that enhance community life.
- 5.9 Ensure trades manuals are on-line, accessible anywhere in Nunavut and updated promptly to reflect evolving industry standards in English and Inuktitut/Inuinnaqtun.

✓	✓	✓	Education NAC ATCO Board AHRDA Others
	✓		Education ATCO Board

## OBJECTIVE 6

ATTRACT MORE INUIT MEN INTO EDUCATION, IN ORDER TO EXPAND THE CAREER AND LEARNING OPTIONS AVAILABLE TO THEM.

### RECOMMENDED ACTION

- 6.1 Conduct research into the barriers that Inuit men face and identify and promote programs that help attract and retain Inuit men into educational programming, in order to expand the career and learning options available to them.

Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
---------------------------	--------------------------	----------------------------	------------------------

✓	✓		Education NAC NLC
---	---	--	-------------------------

## OBJECTIVE 7

DEVELOP PROGRAMS TO SUPPORT THE EDUCATION AND TRAINING NEEDS OF SMALL BUSINESS AND THOSE WHO ARE SELF-EMPLOYED.

### RECOMMENDED ACTION

- 7.1 Identify and promote programs that support the training needs of small business and those who are self-employed.

Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
---------------------------	--------------------------	----------------------------	------------------------

✓			Education NAC Nunavut Chamber of Commerce CEDOs
---	--	--	----------------------------------------------------------------

## OBJECTIVE 8

PROVIDE ACCESS TO NUNAVUT-WIDE PROGRAMS AND SERVICES FOR THOSE WISHING TO TAKE A MORE ACTIVE ROLE IN THEIR COMMUNITY.

### RECOMMENDED ACTION

- 8.1 Determine the need and demand for formal and non-formal education and training to address the needs of adult learners wanting to become more active members in their communities.

Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
---------------------------	--------------------------	----------------------------	------------------------

✓			Education NAC Others
---	--	--	----------------------------

8.2 Establish a Nunavut leadership program which can address the long-term education needs for governance and elected officials, and support the growth of community-based, non-profit and social enterprises.



Education  
CGS  
MTO  
NAC  
NLC  
CEDOs

8.3 Establish and maintain an on-line repository of learning resources and information related to governance, capacity building, accountability, and financial management.



Education  
MTO  
NLC  
Others

## GOAL

## 6.2 PROMOTE ADULT LEARNER SUCCESS

### OBJECTIVE 9

ENSURE COMMUNITIES ARE EQUAL PARTNERS IN THE IDENTIFICATION AND DEVELOPMENT OF ADULT EDUCATION PROGRAMS AND SERVICES.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
9.1 Ensure communities have direct involvement in the planning and identification of their community-based education and training needs.	✓			Education NAC
9.2 Improve career development and planning services for adults in order to help individuals make informed choices.	✓			NAC CLEY Education
9.3 Recognize and provide funding for context-based, non-formal literacy and basic education programs, and the participation of the learners in those programs.	✓	✓		Education
9.4 Encourage adult educators and literacy instructors to identify and utilize community resource people who can support their programs and students, such as: elders, language specialists, social workers, counselors and nutritionists.	✓	✓	✓	NAC
9.5 Offer more training and education programs in the communities. CLCs should be upgraded and provided with broadband technology to allow them to become community-learning nodes.	✓	✓	✓	NAC Education NLC
9.6 Offer Instructional Skills Workshops at the community level in order to build community capacity and ensure training occurs as needed.	✓	✓	✓	NAC NLC
9.7 Encourage employers to recognize the need for civic participation learning, providing time off for workers to attend training and workshop sessions.	✓	✓	✓	All Stakeholders





10.12 Engage Nunavummiut before they become adults by establishing leadership programs for youth, either within high schools or within community youth groups.

✓

✓

✓

Education  
GN  
AHRDA  
CEDOs  
Others

10.13 Develop and implement programs that identify and promote the value of volunteerism in our communities. Credits should be given for volunteerism throughout all high school and adult programs, not confined to one credit course. Skills learned should also be recognized through the use of PLAR.

✓

✓

Education  
CLEY  
NLC  
Others

10.14 Provide support and information to non-profit organizations who wish to access funding within Canada, and internationally, for the support of education, research, and community development projects.

✓

Justice  
NLC  
Education  
Others

## OBJECTIVE 11

ENSURE ALL ADULT EDUCATION CURRICULA ARE DEVELOPED WITH *INUIT QAUJIMAJATUQANGIT* AS THE FOUNDATION.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
11.1 Redesign existing Department of Education and NAC programs to ensure IQ is used as the foundation for program delivery.	✓	✓		Education NAC CLEY
11.2 Reinststitute program advisory committees and establish an Elders' advisory body to assist the College's Board of Governors with policy development. Also ensure youth needs are reflected.	✓	✓		NAC
11.3 Develop and produce course and program materials in Inuktitut, Inuinnaqtun and English.	✓	✓	✓	Education/NAC NLC/ CLEY & Others
11.4 Ensure all adult learning programs funded by the GN are culturally-responsive.	✓	✓	✓	GN

GOAL

6.3 INCREASE ACCESSIBILITY FOR ALL NUNAVUMMIUT

OBJECTIVE 12

DEVELOP A SEAMLESS LEARNING SYSTEM THAT ALLOWS MULTIPLE ENTRY AND EXIT POINTS, REFLECTING THE INDIVIDUAL CONDITIONS AND LIFE PATHS OF ADULT LEARNERS IN NUNAVUT.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
12.1 Replace the existing programs and systems for delivering literacy, ABE, access and pre-employment programs with one integrated structure.	✓			Education AHRDA
12.2 Introduce a dual credit stream within which course credits are offered simultaneously at the high school, college and/or trades level, providing adult students with the ability to work on high school graduation and college entry or foundation credits at the same time.	✓	✓		Education
12.3 Increase adult night-school options for those currently employed but who need upgrading before graduation; keep CLCs open year-round.	✓	✓	✓	Education NAC
12.4 Identify the Nunavut High School Graduation Diploma as the benchmark for entry into advanced post-secondary and adult programs.	✓	✓		Education
12.5 Introduce a Mature High School Graduation Diploma along with associated changes to the education system, then eliminate the GED and replace it with a system based on Nunavut standards and testing, tied to Nunavut certification.	✓	✓		Education NAC Others
12.6 Develop a Nunavut program for PLAR, including a system of credit recognition and transfer.		✓		Education NAC Others
12.7 Introduce co-op/experiential programming at the high school and college level, and provide hands-on experiential learning opportunities.	✓	✓	✓	Education NAC Others
12.8 Provide employers with guidelines and the tools they need to support experiential learning participants.		✓		Education Others
12.9 Ensure all public documents are written in plain language.	✓	✓	✓	GN Depts. Fed. Depts. NAC/Others

**OBJECTIVE 13****ENSURE INFORMATION TECHNOLOGY AND THE INTERNET SUPPORT THE DELIVERY OF ADULT EDUCATION AND TRAINING PROGRAMS.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
13.1 Develop and maintain an Internet-based portal that links all aspects of adult education and training delivery.		✓		Education NAC Others
13.2 Implement the NCSIS, an on-line system that links employment, interest in employment, essential skills assessment and career development options.	✓	✓		Education
13.3 Develop and implement appropriate forms of electronic distance learning to reduce the “distances” between Nunavut communities, and make expertise and services available.	✓	✓	✓	Education NAC NLC
13.4 Revise GN Internet Policy to support improved employee and student access to on-line educational support mechanisms.	✓	✓		HR Education CGS
13.5 Ensure training is recorded and tied to appropriate certification programs. Create an on-line adult learning registry that records the completion of adult training delivered by registered agencies, and allows Nunavummiut to access their training history.	✓	✓	✓	Education

**GOAL****6.4 ENSURE QUALITY IN LEARNING OPPORTUNITIES****OBJECTIVE 14****WHEN INITIATING NEW PROGRAMS OR SERVICES, ENSURE KEY EVALUATIVE STRUCTURES ARE PRESENT, INCLUDING METHODS TO MEASURE THE ATTAINMENT OF PROGRAM GOALS, OBJECTIVES AND STANDARDS OF QUALITY.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
14.1 Develop high-quality, culturally relevant literacy program curriculum and continue to revise and up-date the ABE curriculum (linked to recommendation 4.3).	✓	✓		Education NAC Others
14.2 Ensure there is a recognized and demonstrated need for any new adult education program.	✓	✓	✓	Education NAC GN/Others
14.3 Institute measures to evaluate the effectiveness of adult education programming.	✓	✓	✓	Education Others

- 14.4 Develop evaluative structures to help measure the attainment of program goals, objectives and standards of quality.



Education  
NAC  
Others

### OBJECTIVE 15

**PROVIDE ON-GOING PROFESSIONAL DEVELOPMENT AND TRAINING FOR EXISTING ADULT EDUCATORS AND INSTRUCTORS, INCLUDING PROGRAMS FOR INUIT EDUCATORS AND TEACHERS INTERESTED IN TEACHING ADULTS.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
15.1 Complete skills and teaching abilities assessments of the current adult educators and instructors (including PLAR), develop certification standards and a program to ensure certification and continued career progression.	✓	✓		NAC
15.2 Require adult educators to become certified and support that process through delivering professional development.	✓	✓		NAC

### OBJECTIVE 16

**CREATE A FOCAL POINT FOR ACHIEVING ADULT LEARNING EXCELLENCE AND TO REFLECT THE NEEDS OF THE LABOUR MARKET, PROVIDE PROGRAMS AND SERVICES THAT ARE “ADULT LEARNER FRIENDLY”, AND RESPOND FASTER TO CHANGING PRIORITIES AND RESOURCE ALLOCATIONS WITHIN NUNAVUT.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
16.1 Establish a Colleges and Adult Learning Division in the Department of Education, including a monitoring and evaluation branch which will develop an articulation certification framework for the delivery of adult education programs in Nunavut; create center of excellence for best practices.	✓			Education
16.2 Develop an inventory of all programs, courses and training delivered in Nunavut, which also identifies competencies that define equivalences for transfer. In addition, develop and maintain a matrix of credit equivalencies, create a repository for Nunavut data, and develop a research agenda that reflects identified needs.	✓	✓		Education NAC

16.3	Develop a Nunavut-wide instruction skills certification program that can be used by NAC, MTO, NAM and others.	✓	✓	✓	Education NAC Others
16.4	Redefine the role of CDOs to coordinate the provision of community-based information services to learners.	✓			Education
16.5	Relocate CDO positions to the communities, ensuring that each Nunavut community has a career development officer.	✓	✓		Education
16.6	Ensure every community in Nunavut has an adult educator, and that the role of adult educators is redefined to work in concert with community CDOs and the Community Adult Learning Instructors.	✓	✓		NAC Education
16.7	Review the existing Apprenticeship, Trades and Certified Occupations legislation and regulations and ensure the composition of the Board reflects industry needs.	✓			Education ATCO Board
16.8	Support the Apprenticeship and Trades and Certified Occupations Board by providing resources for three additional Apprenticeship and Trades Coordinators who can work with and support each region's industrial activities.	✓			Education
16.9	Support the newly established Skills Canada Nunavut structure and organization and provide them with appropriate resources.	✓	✓	✓	Education HRSDC Others
16.10	Examine current funding programs delivered by the Department of Education to remove barriers and to facilitate the investment of resources (Training-on-the-job, LMDA, Income Support, Adult Education, FANS, etc.) in a more coordinated manner with AHRDA holders and HRSDC.	✓	✓		Education Others
16.11	Ensure the Federal Government meets its Article 2.7.3 obligation to support aboriginal education initiatives that are similar to what they are already providing to First Nations communities elsewhere in Canada.	✓	✓	✓	GN
16.12	Create strategic linkages with southern and circumpolar-based post-secondary institutions that share the goals and interests of Nunavut.	✓	✓	✓	Education NAC
16.13	Implement a coordinated approach to the collection, evaluation and dissemination of information and needs assessments, and establish core quality standards and program evaluation models for adult learning, linked through a virtual network.		✓		Education NAC Others
16.14	Promote and implement an essential skills approach to education and training, which focuses on essential skills such as literacy, numeracy, problem solving, etc., and which can be used as the basis for the development of employment competency profiles.	✓	✓		Education NAC MTO Others

## GOAL

## 6.5 INCREASE COORDINATION OF LEARNING AND SUPPORT

### OBJECTIVE 17

DEFINE THE MISSION AND PURPOSE OF NUNAVUT'S ADULT TRAINING INSTITUTIONS AND PROVIDE A SOLID FRAMEWORK FOR A MODERNIZED POST-SECONDARY EDUCATION SYSTEM.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
17.1 Update the <i>Public Colleges Act</i> to reflect operating realities in Nunavut, and investigate alternative options for the delivery of adult training and education, such as introducing an Adult Learning Centres Act, which recognizes and certifies alternative delivery organizations such as correction facilities, union training facilities, and other appropriate organizations.	✓	✓		NAC Education
17.2 Ensure that related Acts such as the <i>Nunavut Education Act and Apprenticeship, Trades and Occupational Certification Act</i> are harmonized with the <i>Public Colleges Act</i> .	✓	✓		NAC Education
17.3 Evaluate the role of DEAs to consider their role in adult education.	✓			Education
17.4 Work with all adult education stakeholders in Nunavut to implement and maintain a lifelong learning culture (linked with 17.5).	✓	✓	✓	All Stakeholders
17.5 Coordinate the scheduling and delivery of community-based education and training programs, workshops and courses by establishing regional training alliances and develop partnerships between government, Inuit organizations and other parties including non-profit organizations, NAM, GN, NTI, MTO, NAC and others.	✓	✓	✓	All Stakeholders



**OBJECTIVE 18**

**PROVIDE ACCESS TO NON-FORMAL, COMMUNITY-BASED LITERACY PROGRAMS IN ORDER TO PROVIDE OPPORTUNITIES FOR THOSE LEARNERS WHO ARE RELUCTANT TO TAKE PART IN FORMAL PROGRAMS AND AS A WAY TO RE-ENGAGE ADULT LEARNERS IN LIFE-LONG LEARNING.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
18.1 Develop a partnership model that supports on-going information and resource sharing among the GN, Inuit organizations, and other supporting agencies, and enhances the focus on healthy families and healthy communities.	✓	✓	✓	Education AHRDA
18.2 Provide adult learners with multiple entry and exit points to participate in the education system in line with their life situation and goals.	✓	✓	✓	Education NAC

**OBJECTIVE 19**

**BUILD A SKILLED WORKFORCE ALIGNED WITH LABOUR MARKET NEEDS.**

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
19.1 Support the successful implementation of all Inuit employment plans and their relation to needs of adult learners as a cornerstone of the NALS.	✓	✓	✓	All levels of government
19.2 Engage the federal government in discussions as to how best to meet its legal obligation under Article 23 of the NLCA to undertake and maintain a comprehensive Inuit Labour Force analysis utilizing the NCSIS.	✓			GN NTI Federal Government/ INAC
19.3 Conduct a comprehensive Nunavut labour force analysis that reflects community needs, and the needs of various sectors such as mining, fishing, construction, traditional wage and non-wage sector.	✓	✓	✓	Education EIA
19.4 Ensure that investments in strategic labour force requirements are not made to the detriment of basic literacy and adult education programs.	✓	✓	✓	All Stakeholders
19.5 Develop competency profiles for occupations in Nunavut, through the use of standardized formats and reporting structures.	✓	✓		Education HRSDC Others
19.6 Review labour laws to ensure literacy and adult education programs are vital components.		✓	✓	Education Justice



21.8 Develop an on-line inventory of available scholarships and funding sources.

✓			Education
---	--	--	-----------

## GOAL

## 6.7 IDENTIFY AND MEASURE ACCOUNTABILITY

### OBJECTIVE 22

IMPLEMENT A COORDINATED PROCESS TO ENSURE ACCOUNTABILITY IS IDENTIFIED, PROGRAM PERFORMANCE AND SERVICES ARE MEASURED, AND RESULTS ARE MADE PUBLICLY AVAILABLE.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
22.1 Develop an evaluation framework that can be adapted for use with formal literacy programs, as well as non-formal programs delivered at the community level.		✓		Education NAC NLC Others
22.2 Support the development of criteria that will authorize and enable credible supporting agencies to certify programs.	✓	✓		Education Others
22.3 Ensure program evaluative procedures, such as KPIs, are consistent and relevant.	✓	✓	✓	Education NAC - Others
22.4 Ensure the evaluative process is constructive, avoiding the completion of unnecessary forms or over-reporting.		✓		All Stakeholders
22.5 Develop performance measurement training programs for staff to ensure consistent evaluative procedures are followed.	✓	✓		Education Others

### OBJECTIVE 23

CREATE A TRANSPARENT REPORTING STRUCTURE THAT PROVIDES THE PUBLIC WITH QUALITY INFORMATION ABOUT THE DELIVERY OF PROGRAMS AND SERVICES.

RECOMMENDED ACTION	Short - Term 1-5 Years	Mid - Term 5-10 Years	Long - Term 10-20 Years	Lead Responsibility
23.1 Initiate an annual report card on the state of adult learning activities in Nunavut, which is tabled in the Legislative Assembly.	✓			Education
23.2 Ensure NAC annually tables a five-year plan for program delivery in the Legislative Assembly which includes timelines and clear guidelines.	✓			NAC

