

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

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

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**Co-Researchers**

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**Project Partners :**

ARCTICConnexion

Arctic Eider Society

Arviat Wellness Centre /Aqqiummavik Society

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

Timeframe: October 2016 – Summer 2021

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**Report**

**Summary**

This year was spent on analysis and sharing of preliminary results in ways wished for by the collaborators. Presentations were made together at meetings, with multiple dissemination projects in the works, such as a website for the project, video projects for programs in Arviat and Pond Inlet, and a number of articles to be submitted to journals committed to the visibility of the work being done by Inuit (see list at the end of report). For instance, ARCTICConnexion has been working extensively with Tim Anaviapik Soucie on a video documentary, telling the story of the *Pond Inlet Water Quality Monitoring Project* that he founded and which he has been running since 2014. While additional funding sources were sought out by ARCTICConnexion for the video documentary production, some minor support came from this grant. In collaboration with the Aqqiummavik Society, Shirley Tagalik, Kukik Baker and Jrene Rahm are currently exploring further funding options that would support the creation of two brief video documentaries, one focusing on the Young Hunters and Environmental Stewardship Program, and the other offering some illustrations of the program's pedagogy, aligned with inunnguiniq and IQ principles. In collaboration with the Arctic Eider Society, we are in the process of documenting the science curriculum development process that emerged from a collaboration with the Kativik Iisarniliriniq, the Nunavik School Board and from Arctic Eider's long engagement in environmental stewardship in the Hudson Bay area. The Arctic Sea Ice Educational Package aims to prepare Inuit youth to become the next generation of scientists who bring together Inuit knowledge and science in ways empowering to local communities and contributing to the common good.

The goal of the project is to document the educational contributions of Inuit-led and community

driven educational programs to the making of a human being or *inunnguiniq*. Through dialogue with youth and community members involved in the programs, filming, and other forms of collaborations over the last three years, we have developed a joint-understanding of the rich contributions of the programs to the well-being of youth and their communities, and in preparing youth to become future leaders and environmental stewards, “researchers”, and contributors to the common good within and beyond each community. We see these programs as important educational venues that complement school learning in important ways. As such, the different programs and program sites offer rich insights into educational practices that are assumed by communities and grow out of and respond to community needs. They also challenge the Western vision of lifelong learning and school perseverance in offering a reading of those terms in light of IQ. Analysis has led to rich stories of how the programs emerged, the manner they are continuously changing in light of new local needs, and thereby also contribute, in important ways, and immediately, to the common good. They challenge current practices of community research still too often assumed by scientists from Universities and committed to scientific issues of concern primarily to scientists but at times of little local relevance. Most important, the programs offer rich examples of the form Inuit youth training can take in community-based monitoring and in doing so, fill an important gap in the current literature and practices in this area.

The educational curriculum of Arctic Eider that grew out of an Inuit led community-based monitoring project is place-based, making it relevant to Inuit in the Hudson Bay area, and was driven by Inuit who asked for a curriculum that would prepare future generations to respond to environmental challenges through a weaving together of Inuit ways with Western Science and technology. The developed technology, the Siku platform, supports the immediate recording of local knowledge and sharing of information and is key to the safe pursuit of hunting and local monitoring. The Siku monitoring tool is a cutting-edge example of the manner communications technology (ICTs) can be integrated into curriculum and practice in Inuit Nunangat, next to GIS tools, with both facilitating the sharing of information in a timely manner within and across communities. The Young Hunters Program in Arviat is currently implementing that tool in their program, which also shows the manner Inuit driven community programs can be scaled up, to form a rich educational network of practices that are locally relevant and owned by Inuit.

The programs are also key tools in re-building relations that have been broken, such as relations among community members – namely children, youth, adults, and elders, but also among communities, by sharing success stories of programming and then building new ones (Use of Siku in Arviat; development of Young Hunters Programs in other communities, etc.). Given the programs are led by Inuit, they contribute in important ways to language revitalization and the resurgence of culture, and contribute to youths’ and communities’ well-being.

Stories of youths’ educational pathways that emerged from attending to youths’ participation in the programs over time make evident how important these opportunities are, in helping youth discover their strengths and interests, and then turn them into new future aspirations. The programs offer them opportunities to take on multiple roles over time, as learners and later as mentors. As such, the programs are complementary to schooling and part of the rich fabric of educational opportunities deeply grounded in the community. Taken together, these current activities and stories offer the tools and insights for the final report to the funding agency

(FRQSC), and further dissemination in 2020, as summarized below. We thank all collaborators and participating communities for their support of the project.

### **Summary of Activities in year 2019 - ongoing**

#### **Publication**

Rahm, J. et al. (Tagalik, S., Billard, G., Anoeé, E., l'Hérault, V., Truchon, M.-H.) (2019). The contribution of Inuit youth and community-driven programs to life-long learning and perseverance (published in English & French). *Revue de la persévérance et de la réussite scolaires chez les premiers peuples*, 3, 102-105.

[http://colloques.uqac.ca/prscpp/files/2019/04/Rahm\\_Tagalik\\_Baker\\_Billard\\_Bell\\_Anoeé\\_LH%C3%A9rault\\_Truchon\\_AN.pdf](http://colloques.uqac.ca/prscpp/files/2019/04/Rahm_Tagalik_Baker_Billard_Bell_Anoeé_LH%C3%A9rault_Truchon_AN.pdf)

#### **Publications submitted (under review)**

Rahm, J., Tagalik, S., & Baker, K. (book chapter under review). Youth's relationship with the land, each other, and their community: A critical lens and engagement with the transdisciplinary and heterogeneous. In J. Adams, M.-C. Shanahan, & M. Takeuchi (Eds.), *Epistemologies in the learning sciences*. New York, Springer. Submitted in November 2019.

#### **Publications in preparation**

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

Rahm, J., Tagalik, S., Anaviapik Soucie, T., L'Hérault, V., & Truchon, M. H., and youth and community members of Arviat and Pond Inlet, Nunavut (in preparation). *A look at school perseverance through the lens of lifelong learning in and through Inuit-led environmental stewardship, driven by community needs*.

#### **Presentations – Peer Reviewed**

Tagalik, S., Baker, K., & Rahm, J. (accepted). Environmental Stewardship, Hunting, and Community Gardening in Inuit Nunangat: Its Educational Implications for Ecological Care. In Symposium organized by C. Brandt, *Caring for Social-Ecological Systems through Science, Engineering, and Environmental Education: Models, Tensions, Affordances*. To be presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA: May 2020.

Rahm, J., Anaviapik-Soucie, T., Kidd, J. L'Hérault, V., Jonathan Pitseolak, J. & Shirley Tagalik, S. & Kativik Ilisarniliriniq (2019). *Recreating a place of honour and respect for young people: Insights from community driven and Inuit led environmental stewardship and curriculum development projects*. Symposium at Inuit Studies Conference, Montreal, October, with following presentationsL

- *Ujjiqsuiniq: Youth becoming skilled and capable as environmental stewards* Shirley Tagalik, Aqqiumavvik Society
- *Community Based Stewardship* Tim Anaviapik Soucie & Vincent L'Hérault, ARCTICconnexion
- *Kativik Ilisarniliriniq's Inuit Science Education : An Inuit knowledge driven curriculum* Charlie Nowkawalk & Loïc Fauteux-Goulet, Kativik Ilisarniliriniq

- *Building Youth Stewardship through Community-Driven Research Projects and Learning Resources* Jackie Kidd, Arctic Eider

Rahm, J., Kidd, J., Tagalik, S., L'Hérault, V., & Soucie, T. (2019). *Stewardship of the land, water and ice: Implications for STEM educational opportunities in and outside of the Classroom in Nunavik*. Presentation together with Kidd, at the *Canadian Society for the Study of Education (Science Education Research Group)*, Vancouver : June.

Rahm, J. (2019). *Stewardship of the land, water and ice: Implications for education in Nunangat*. (in collaboration with Shirley Tagalik & Jackie Kidd, Arctic Eider). A symposium, organized in the context of the annual meetings of the American Educational Research Association. Toronto: May.

### **Non-peer reviewed presentation of results to Fonds Société et Culture**

Project presentation to « Fonds Société et Culture », Funding source of project, year 3 of 3-year grant period; October 2019; final report to be submitted in spring 2020.

### **Other deliverables in development, pending additional funding:**

#### **Movie Productions**

2019 – ongoing      A documentary on the Water Monitoring Project in Pond Inlet based on the story of Tim Anaviapik Soucie, leader of the project. Assumed by ARCTICConnexion in collaboration with 4 Elements productions, Québec. Additional funding through Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC).

2019 – ongoing      Two short video clips of programs in Arviat. Pending further funding.

2019 – ongoing      Creation of 4 short video clips of educational pathways of youth, editing under way with existing video footage from project, funded through project.

#### **Project Website**

2019 – ongoing: Development of project website under way, linking to different programs

- Arviat Film Society <https://www.facebook.com/ArviatFilmSociety/>
- Aqqiummavik Society – Young Hunters Program and Environmental Stewardship; <https://www.aqqiumavvik.com>
- Pond Inlet – Water Stewardship <https://arcticconnexion.ca/project/pond-inlet/>
- Arctic Eider – Educational Package <https://arcticeider.com/>