



OUTCOME DOCUMENT  
INUIT EDUCATION SUMMIT  
Nuuk, Greenland 13-15 February 2018

*Responding* to a call in 2014 by Inuit leaders from Chukotka, Alaska, Canada, and Greenland to education experts and practitioners to convene in a summit focussed on Inuit education prior to the 2018 General Assembly of the Inuit Circumpolar Council (ICC);

*Recalling* specific related mandates given by Inuit leaders at the 2014 ICC General Assembly, through the *Kitigaaryuit Declaration*, as follows:

Article 43. **Mandate** ICC leadership to promote educational exchanges, share best educational practices, and host a summit of experts and practitioners from across the circumpolar Arctic to recommend ways to develop or enhance culturally appropriate curriculum;

Article 44. **Support** training, recruitment, and retention programs for Inuit in all professions;

Article 45. **Mandate** ICC leadership to continue its promotion and leadership of projects and initiatives to strengthen the Inuit language, including the *Assessing, Monitoring, and Promoting Arctic Indigenous Languages* project through the Arctic Council;

*Thankful* to ICC Greenland for the opportunity of meeting here in Nuuk 13-15 February 2018 to share positive Inuit-focussed education policies and strategies, as well as our education challenges across Inuit Nunaat;

*Recalling* the ILO Convention 169 and UN Declaration on the Rights of Indigenous Peoples which affirm the rights of Inuit to establish and control their educational systems and institutions appropriate to their cultural methods of teaching and learning;

*Further Recalling* that the UN Convention on the Rights of the Child asserts the rights of children to a quality education at the highest levels;

*Acknowledging* that each Inuit region in Chukotka, Alaska, Canada, and Greenland have different colonial histories resulting in different educational challenges across the circumpolar Arctic;

*Further acknowledging* the numerous similarities facing Inuit and their educational institutions, grounded in their shared culture, history, and world views, are important starting points to share best educational practices, develop enhanced culturally appropriate curricula and learning resources, and jointly conceive and implement successful Inuit-focussed educational policies;

*Celebrating* the resilience of Inuit, our culture, and our demonstrated successes in educational approaches and adaptability in the midst of dominant cultures and in the face of a rapidly-changing world;

*Understanding* that new educational approaches by Inuit educators must include both Inuit-focussed pedagogies and innovative educational approaches adapted from wider global research and proven methods;

*Agreeing* that the Inuit language and the challenges it faces from second- or foreign-language speakers within our lands, territories, and culture is the key and most important component of any Inuit-focussed educational policies that Inuit may wish to further or develop;

*Acknowledging* that disparities are sustained through colonizing pedagogy and that institutional biases result in the predictability of student performance, Inuit lag far behind others in dominant cultures in terms of formal educational success and in some cases this lag has achieved near crisis levels;

*Understanding* that among the many ways of helping improve graduation rates is to address the significant socio-economic disparities faced by Inuit;

*Further Understanding* that other ways to improve graduation rates is to address cultural and linguistic disparities;

*Celebrating* the incredible depth and breadth of knowledge and wisdom held by Inuit elders and others who continue to be the most important teachers Inuit have;

*Mindful* of the need to find innovative ways of accrediting our elders and other Inuit knowledge holders amongst us so that they may be certified as the competent and invaluable teachers that they truly are, within the larger educational environments that all Inuit live in today;

*Acknowledging* that as Inuit we know best what is best for our children and as such we can and should define what teacher credentialing processes and post-secondary requirements in teacher preservice programs should consist of to ensure our worldview and perspectives is an integral part;

*Building* on Inuit educational approaches, pedagogies, and models that successfully integrate the sciences, arts, humanities, and other disciplines into the natural and familiar environments that Inuit children live in;

*Mindful* of the need to foster much greater growth in post-secondary training that is both appropriate for Inuit and which will allow Inuit individuals and communities to take advantage of wider global opportunities and to do so by gaining a better understanding of the role that mastering both primary and globally-dominant languages play in attaining this goal;

WE, THE PARTICIPANTS AT THE INUIT EDUCATION SUMMIT, AGREE THAT WE WILL:

- Transmit the Inuit worldview and knowledge to Inuit students in all the work we do, whether it be through language of instruction or Inuit pedagogical methods;
- Improve and enhance Inuit education systems at all levels, in particular early childhood, middle, secondary, and post-secondary learning in ways that reflect and strengthen our culture and give the best possible opportunities to Inuit;
- Call upon the educational authorities and political bodies in our respective regions to work with us in developing Inuit-focussed pedagogies that are sufficiently funded and allow Inuit to determine how best to implement them;
- Call upon the educational authorities and political bodies in our respective regions to provide for sufficient funding for the development of Inuit-focussed teaching materials.
- Commit to include youth, elders, and parents in the development of innovative Inuit-focussed educational initiatives;
- Commit to develop fully-funded evaluation methods that use valid measures in areas of language proficiency and knowledge acquisition across all levels of education in each of Chukotka, Alaska, Canada, and Greenland, and to do so in comparable ways;
- Commit to communicate with each other after leaving Nuuk by sharing additional details of our own educational and pedagogical successes and challenges and, when requested, assist each other in attaining our respective educational and pedagogical goals;
- Ask ICC to establish a forum and committee with membership from all Inuit regions in order to help facilitate our commitment to communicate, share, and assist each other in our common and respective educational responsibilities;
- Ask ICC to develop funding mechanisms to establish a secretariat that would enable the equitable sharing of educational resources across the circumpolar regions in accessible languages or dialects and to find ways to overcome some possible barriers such as copyright and jurisdictional challenges;
- Ask ICC to prepare a report of this Education Summit to assist each country office of ICC to work with their respective boards, memberships, and educational institutions to prepare Inuit-focussed recommendations to the next ICC General Assembly in Utqiaġvik, Alaska in July 2018;

AS AGREED BY INUIT GATHERED AT THE CIRCUMPOLAR INUIT EDUCATION SUMMIT  
NUUK, GREENLAND

15 FEBRUARY 2018