

Education Summit Outcomes

Siqiññaasugruk 13-15, 2018

Nuuk, Greenland

Background Leading to Education Summit

1992 – The ICC *Principles and Elements for a Comprehensive Arctic Policy* include verbiage regarding Inuit Education.

“Issues relating to children that require high quality standards in an Arctic context include: education, including language and culture; health; child care; child welfare, including customary adoptions; justice; and communication.

Principles and Elements Regarding Education

- Comprehensive education policy should be formulated and implemented in collaboration with Inuit communities that appropriately demonstrates Inuit commitment to improving northern education
- Development of materials must be done with, and through, Inuit educators, (both in the first and second languages) and take into account the learning style of Inuit students
- In light of the importance of northern education and the need for high quality Inuit teachers, appropriate incentives should be introduced to attract Inuit men and women to enter the profession

2006 Utqiagvik Declaration

Instruct ICC to incorporate “capacity development” of Inuit in its plans, processes, activities and advocacy to defend the rights and to further the interests of Inuit internationally in particular in addressing social, cultural, educational, and language concerns.

2010 Nuuk Declaration

Mandate ICC to promote educational exchanges, sharing of best educational practices, and host a summit of experts and practitioners across the circumpolar Arctic to help each other develop and improve upon culturally-appropriate curriculum, and to develop further recommendations.

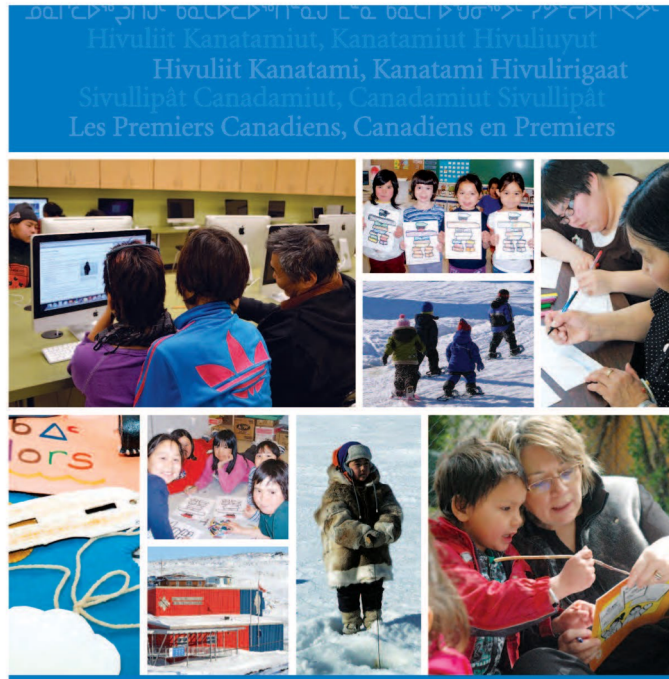
2014 Kitigaaryuit Declaration

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

Support training, recruitment, and retention programs for Inuit in all professions

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

Ensuing Efforts



First Canadians,
Canadians First

NATIONAL STRATEGY ON INUIT EDUCATION 2011

- Developing leaders in Inuit education
- Increasing the number of bilingual educators and programs
- Inuit centered curriculum and language resources
- Increasing success in post-secondary education
- Establishing a university
- Measuring and assessing success

Ensuing Efforts



Six Components

- Promote the indigenization of education frameworks to align with Inuit ideologies
- Influence policies related to Inuit education
- Promote the development, implementation and sharing of culture-based curriculum
- Promote Inuit language education
- Foster education leadership capacity
- Revitalize and reclaim traditional Inuit parenting skills

ICC Alaska Education Steering Committee

- Meetings of the ICC Alaska Education Steering Committee
- Four decolonization think tanks held in each of the Inuit regions
- The Alaskan Inuit Education Alignment Summit

Greenland Education Summit

- The objective of this international gathering was to identify successes and gaps specific to Inuit pedagogy, language, and knowledge transfer systems within the formal education systems as well as ones that are culturally-community based across the Inuit circumpolar countries.

Outcome Document

- *Responding* to a call in 2014 by Inuit leaders from Chukotka, Alaska, Canada, and Greenland to have education experts and practitioners to convene in a summit focused on Inuit education prior to the 2018 General Assembly of the Inuit Circumpolar Council.

Summary of Outcomes

Establish an Education Secretariat with membership from all Inuit regions to implement recommendation developed at the February 2018 Inuit Education Summit. The Secretariat will:

- Support the development and implementation of Inuit-focused educational initiatives, pedagogies, assessment and evaluation practices, curricula, teaching materials and resources;
- Effectuate systemic change to strengthen Inuit education grounded in our history, language and culture;
- Influence educational authorities and political bodies to support and fully fund development and implementation efforts; and
- Facilitate communication of educational and pedagogical successes and challenges