

Report Summary: Berger 2006

Title: Conciliator's Final Report March 1, 2006 'The Nunavut Project'

Nunavut Land Claims Agreement Implementation Contract
Negotiations for the Second Planning Period 2003 - 2013

Author: Thomas Berger

Source: Nunavut Economic Forum Resource Library

http://www.nunavuteconomicforum.ca/public/files/library/EDUCATIO/berger_final_report.pdf

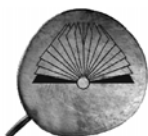
Nunavut Tunngavik Inc.

<http://www.tunngavik.com/publications/berger-conciliation/final-report2006-en.pdf>

This document is a summary. The original report remains the only authoritative version.

This summary is for teachers, parents, students, and other Nunavummiut that care about education and the issues that affect the school system and Inuit student success. The summary offers the main points from Thomas Berger's final report, grouped under eight headings:

- ❶ Introduction
- ❷ Main questions the Berger report asks
- ❸ Article 23 of the Nunavut Land Claims Agreement
- ❹ Language, education, employment for Inuit
- ❺ Inuit social and economic context
- ❻ The Nunavut Project
- ❼ Funding for success
- ❽ Cost of failure

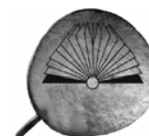
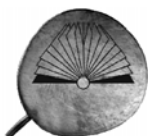


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- Education is the key to move toward and achieve Article 23's goal. This will take time and careful long-term planning and commitment.
- The Government of Nunavut developed a bilingual education strategy for 2004 to 2008. The framework provides specific actions over four years to help answer two questions:
 - i) How can the Department of Education provide programs and help teachers and parents support students to successfully learn two languages?
 - ii) How can other agencies support bilingualism in schools?

5 Inuit social / economic context

- The majority of Inuit lived a traditional, harvesting lifestyle well into the twentieth century, based on multi-family, nomadic groups.
- After World War II Inuit experienced a sea change: economic and social upheaval, with intense colonization, that threatened the heart of Inuit language and culture.
- Nunavut signed their Land Claims Agreement in 1993. Nunavut public government came into being in 1999 with their first general election.
- Today Inuit fight to regain their cultural independence, self-respect, and identity as a unique people in Canada. They struggle with loss of language and a way of life, and symptoms of oppression: poverty, overcrowded housing, high unemployment, low levels of literacy and formal education, high suicide rates, drug and alcohol addictions, family violence, and other social and economic problems.
- Today Nunavut has about 30,000 people; 85% are Inuit. Sixty percent of all Nunavut residents are under 25 years old; 92% of those are Inuit.
- One-third to one-half of Inuit children suffer from Chronic Otitis Media, a disease that causes hearing loss. Housing conditions help to transmit the disease and contribute to other persistent health problems.



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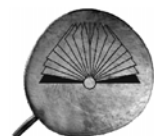
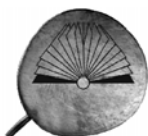
- Nunavut has the fastest growing population in Canada – twice the national average. Nunavut’s population doubled in a single generation: from 15,000 in 1981 to almost 30,000 in 2006.
- Nunavut has little industrial employment and government jobs are an important part of the wage economy. Government of Nunavut has offices in various communities to help make jobs available to more people and to be responsive to local concerns.
- Global warming and climate change will transform Nunavut and open up resources that were locked in snow and ice. The number and proportion of non-Inuit residents may increase. Inuit need to be able to take their rightful place in all parts of Nunavut’s economy, not just the public service.
- Inuit are key to demonstrating and maintaining Canada’s control over the Arctic. Canada can more effectively achieve these foreign policy objectives with strong presence of and support from Inuit and Nunavut.

6 The Nunavut Project: a vision to fulfill Article 23

The Nunavut Project is for all people, not just teachers and students. It is a long-term Inuktitut / English bilingual education plan. Communities, schools, teachers, students, parents, governments, business, and other groups all have a role.

In the short term the percent of Inuit government employees might go down rather than up. We need to take certain actions to help ensure long-term success and focus on actions that help the long-term goal.

The Nunavut Project and bilingual education develops more qualified Inuit, to fill 85% of government jobs including higher-level jobs. As the number of qualified Inuit expands, more people also qualify for jobs with business and non-profit groups. Different employers do not have to rob each other of a limited number of qualified Inuit. All Nunavut can benefit.



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- Deliver teacher education programs in various communities.
- Provide much more support for student teachers, such as childcare, housing, and student funding.
- Provide more support and on-the-job training especially during the first three years of teaching.
- Encourage communities to cherish their Inuit teachers.
- Study and try various things to help retain teachers. For example the Kativik Region teacher education program has a one-year job shadowing practicum when students start their teacher education. Student teachers go into the classroom with an experienced teacher for a full school year. They use the experience to decide if they really want to be a teacher. The Board evaluates the student so they can be sure to focus resources on the student teacher candidate with the best chance of long-term success.

Bilingual education needs bilingual materials and Nunavut students need a Nunavut-specific curriculum. The Government of Nunavut made a commitment to develop a 'made in Nunavut' curriculum by 2009. Berger suggests that Nunavut work with Nunavik and coordinate production of materials to help this very large and expensive project move more quickly and be more economic.

Berger's report suggests the need for more structured ways to teach Inuktitut and to develop ways to measure students' progress in Inuktitut. The purpose of such methods and materials is to help teachers identify students' difficulties, to help them solve any problems.

Inuktitut must adapt and grow to express modern ideas. It must become the language of miners, authors, lawyers, nurses, engineers, accountants, educators, builders, linguists, and film-makers. Several actions are already taking place:

- A made-in Nunavut *Official Languages Act*.
- An *Inuktitut Protection Act*.

