
Piqqusilirivvik Status Report

Piqqusilirivvik Status Report



Department of Culture, Language, Elders and Youth

Government of Nunavut

February, 2008

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1.0 INTRODUCTION

The Department of Culture, Language, Elders and Youth (CLEY) has developed the Piqqusilirivvik Status Report in order to update members of the Legislative Assembly and the public about the progress achieved to-date, proposed next steps, and anticipated results that will ultimately lead to the opening of Piqqusilirivvik (Inuit Cultural School) in Clyde River in the spring of 2011. The information provided in the Status Report is intended to outline the strategic direction described in the Work Plan, focusing particularly on project planning and implementation.

1.1 Acknowledgements

In order to meet the following 2004-09 Pinasuaqtavut objective established by the Second Legislative Assembly “Strengthen Inuit culture for future generations by finalizing plans for a Nunavut Cultural School”, a Steering Committee was established by the Government of Nunavut and Nunavut Tunngavik Incorporated (NTI), under the auspices of the *Iqqanaijaqatigiit Agreement*. Paul Kaludjak, President of NTI, and the Hon. Louis Tapardjuk, Minister of CLEY, invited participation in the Steering Committee from a wide range of individuals. The Steering Committee is also supported by a number of Working Groups that include Elders from across Nunavut, and representatives from the communities of Clyde River, Baker Lake and Igloolik.

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The Steering Committee is co-chaired by Naullaq Arnaquq from CLEY and Virginia Qulaut Lloyd from NTI.

Other members of the Steering Committee include:

Thoretta Iyerak	GN, Department of CLEY
Louise Flaherty	GN, Department of CLEY
Hugh Lloyd	GN, Department of CLEY
Peesee Pitsiulak	Nunavut Arctic College
Karen Inootik	Nunavut Arctic College (Student)
Jesse Mike	Nunavut Tunngavik Incorporated
Pauloosie Akeeagok	Nunavut Tunngavik Incorporated

In addition, the following core group of Elders was instrumental in guiding Piqqusilirivvik discussions:

Anthony Qrunnut	Igloolik
George Qulaut	Igloolik
Lucy Iyago	Baker Lake
Winnie Owingayak	Baker Lake
Iga Palluq	Clyde River
Jacobie Igalukjauq	Clyde River
Mark Kalluak	Arviat
Rosemarie Meyok	Kugluktuk

A list of all Elders that contributed to the planning process is listed in Section 9.4 (page 51).

The Work Plan developed by the Steering Committee establishes the strategic direction being taken with regard to project planning and implementation.

1.2 Work Plan – Key Components

The Work Plan developed by the Steering Committee is structured around 3 broad areas of activity, as described below. Section 8.0 of the Status Report provides a more detailed breakdown of the key components of the Work Plan on a sequence of events timeline chart.

i) Staffing and Organization

This area involves the development and approval of a governance model, drafting job descriptions, hiring a senior administrator, development of staff selection criteria, policy development, selection and appointment of a Board of Governors, approval of the Piqqusilirivvik Vision and Mission, and the hiring and training of administrative staff and faculty.

ii) Program and Curriculum

This area involves the development and approval of the program delivery model, program design, curriculum content, program field testing and evaluation, and student selection.

iii) Facility Design and Construction

This area involves approval of the location for the main campus and satellite communities, approval for the building site in Clyde River, development of the capital project brief, facility design, awarding of the construction contract and final building completion.

1.3 Background

Concerns about the need to integrate Inuit cultural knowledge into the modern education system goes back to the time formal education was first introduced in the Northwest Territories (and elsewhere in northern Canada). Inuit have always wanted their children to learn about their culture through the acquisition of on-the-land, language and other skills that are needed to learn traditional activities, which is why they struggled to have some meaningful land skills and language instruction included in the formal education system.

This “Cultural Inclusion” approach within the education system was never very satisfactory for Inuit as it was always limited to small blocks of certain periods in the timetable that were not needed for the “required” subjects. As a result, the formal education system was never an effective means of passing on Inuit traditional knowledge to students and young adults.

With the establishment of Nunavut, there was an immediate expectation and hope that Inuit knowledge and language could become a greatly increased part of the education system. In an effort to meet this expectation, a joint initiative was undertaken by the Government of Nunavut and Nunavut Tunngavik Incorporated, drawing on the experience in Greenland of the Knud Rasmussen Folk Højskole in Sisimiut. The Knud Rasmussen Folk Højskole was established in 1962 to focus on Greenland’s language, values and culture. It set an example as a unique school, providing cultural and life-skills based learning for Greenlanders, in a residential setting.

A joint GN-NTI visit to Sisimiut in the winter of 2001 resulted in the signing of a letter of co-operation and the start of a planning group that included the GN Departments of Education and CLEY, and NTI. The idea of establishing some variation of the Greenlandic “Folk School” in Nunavut to provide education in Inuit language and culture was subsequently supported enthusiastically. At the 2004 full caucus meeting of the Nunavut Legislative Assembly (held in Arviat) an Inuit Cultural School was formally established as a high priority for the government. This led to a renewed planning effort (with the same three parties, Education, CLEY and NTI). A study was carried out to provide a guide, identifying the major issues to be examined, and a second trip to Sisimiut and the Knud Rasmussens Folk Højskole was carried out in the spring of 2005. CLEY ultimately took the lead on the project through a formal exchange of letters between the two Ministers.

After CLEY became responsible for the cultural school project a Steering Committee was established; bringing together the GN Departments of Education and CLEY, Nunavut Arctic College and NTI to examine options and ideas for such a school.

In April 2006, call letters to determine a building site were sent to all hamlets, Elders committees, DEAs, MLAs and NTI. Proposals were received from nine communities, from which four communities were considered to have stronger proposals based on the call letter criteria. On September 25, 2006 Cabinet selected the community of Clyde River as the site for the main campus of Piqqusilirivvik, and the communities of Baker Lake and Igloolik were selected to serve as satellite campuses that would also deliver cultural programs.

2.0 VISION

Community consultations were held in the communities that were short-listed as potential sites to host Piqqusilirivvik, and they continue to be held in the communities of Clyde River, Baker Lake and Igloolik. These consultations have provided a platform for many individuals, including Elders and Youth, to express their enthusiastic support for Piqqusilirivvik. The Vision that has been articulated during the consultations is one that allows for the transfer of traditional culture, heritage, lifestyle and values; taught in the Inuit language and based on Inuit Qaujimagatuqangit guiding principles. There was strong support for teaching to occur on-the-land, and in a facility that respects the natural environment; while at the same time providing students with modern amenities that reflect today's contemporary reality. It is anticipated that a formal Vision and Mission statement will be developed by the Board of Governors once they are appointed.

2.1 Role of Piqqusilirivvik within Nunavut

The role of Piqqusilirivvik within Nunavut was envisioned as:

- A place of excellence;
- An place that enriches and strengthens Inuit culture;
- A place that recognizes and bestows prestige upon the acquisition of traditional Inuit knowledge and culture;
- A place to understand and learn about Inuit language, values, culture and heritage;
- A place that represents all of Nunavut, and offers satellite programming that is accessible to all communities;
- A place in touch with the land and the animals that live there;
- A place to obtain personal fulfillment and direction for future life paths;
- A place to obtain counseling and life skills management techniques;
- A place that offers academic independence, linked to conventional education systems when required;
- A place with a strong connection to elders and youth.

Piqqusilirivvik was not perceived to be a remedial school, or to have lesser value than the formal southern-based education system.

2.2 Limitations of Piqqusilirivvik

Although Piqqusilirivvik will play a vital role in the preservation of Inuit culture, values, language and heritage for future generations, it should not be viewed as a means of correcting past errors. For example, some people may assume Piqqusilirivvik will solve the social and psychological problems of troubled individuals. While this may be the case for a few people, it should not be viewed as a primary objective of the school. Piqqusilirivvik will not eliminate suicide or erase memories of past abuses, nor will it be a rehabilitation centre for alcohol and drug abusers. However, it should help students to adjust to modern life stresses by renewing their self-confidence and sense of identity.

We must also guard against developing programs that are inflexible; designed only to preserve Inuit heritage and culture for posterity. Programming should not be limited to static examples of past lifestyles, which do not relate to, or prepare students for the present and future. In order to accomplish that goal, Piqqusilirivvik must strive to embrace Inuit culture, values, language and heritage through programming that also considers contemporary Inuit values.

3.0 PROGRAMMING

The Inuit culture, language and heritage will be the focus of all Piqqusilirivvik programming. As a result, programming will not try to emulate the formal southern educational system. By providing the opportunity for students to be immersed in their own culture, language and heritage they will be able to practice the skills that were used by their ancestors for thousands of years, enabling them to survive and thrive in

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Nunavut's challenging climate. The students who complete the program will have acquired skills such as creating traditional clothing, preserving meat, learning hunting skills, animal behaviour, creating shelters, improving their language skills, practicing wayfinding and respect for the land and the animals that live there. They will also research traditional leadership styles and practice healthy community living and conflict resolution. Passing on these traditional skills will empower individuals to be knowledge carriers for future generations.



3.1 Language of Instruction

As the principle goal of Piqqusilirivvik is the preservation of traditional Inuit culture and heritage, the language of instruction will be strictly limited to Inuit languages. Language is at the core of Inuit cultural identity. It links Inuit to their land, it protects history through story and song, and it holds the key to passing on traditional culture and heritage knowledge.

Nunavut is the only jurisdiction in Canada where the majority of residents are aboriginal and predominantly of one ethnic group, making up approximately 85% of the population.

For Inuit as a whole, Inuit language use is strongest in Nunavut and Nunavik. However, this is not the case in the Inuvialuit and Nunatsiavut, where Inuit language use has declined. Based on the 2006 Census, Statistics Canada reports the following findings on Inuit language use:

- The vast majority (91%) of Inuit in Nunavut can hold a conversation in Inuit language, however this was down from 94% in 1996;
- Inuit language use is strongest in Nunavik, as virtually all Inuit (99%) can speak the language well enough to have a conversation, the same percentage as in 1996;
- In both 1996 and 2006, in Nunatsiavut, just over one-quarter (27%) of Inuit could hold a conversation in Inuit language. In the Inuvialuit, 20% could do so in 2006, down from 23% in 1996.

Based on the 2001 Nunavut household survey:

- In Nunavut, the Inuit age group with the weakest Inuit language skills are those individuals aged 15-24, where 91% can speak the language very well or relatively well, but 9% can only speak a few Inuit language words or none at all;
- In Nunavut, almost all Inuit (98% or higher) over the age of 45 indicate they can speak an Inuit language very well, or relatively well.
- In Nunavut, Inuit language loss is generally concentrated in the communities of Cambridge Bay and Kugluktuk, where 37% of adult Inuit speak few Inuit language words or none at all.

3.2 Program Development and Delivery

With the assistance of Elders, the Department of CLEY is currently developing Piqqusilirivvik programming that will begin to be field tested in the communities of Clyde River, Baker Lake and Igloolik prior to the start of the 2008-09 fiscal year. Field testing will continue until the complete program is designed and approved by the Board of Governors; sometime in the 2010-11 fiscal year. Topics that will be included in the programs will be far reaching, focusing on Inuit language, culture and heritage.

For example purposes general program descriptions are provided in Section 9.1 (page 31).

3.3 User and Client Groups

The principle user group that will participate in Piqqusilirivvik programming will be individuals who have at least basic Inuit language skills, and possess a strong desire to enhance their knowledge and understanding of traditional Inuit language, culture and heritage. The focus will be on learning about Inuit language and culture through programming that is based on traditional knowledge. Initially, 26 students will be accepted into the program. However, additional students may be accepted for seasonal programming, and program development and field-testing that will be offered in the satellite communities or other Nunavut communities as required.

Subject to availability, secondary users of the Piqqusilirivvik facility could be tourists, researchers, conference participants or other individuals or groups that could bring economic benefits to Clyde River.

3.4 Faculty Qualifications and Selection

Because the sole language of instruction for all Piqqusilirivvik programming will be Inuit languages, and the focus will be on traditional Inuit culture and heritage, all of the faculty members will need to have fluent Inuit language skills. In order to support that principle, it is anticipated that the core group of instructors will be Elders, or other knowledgeable individuals who are selected for their particular area of expertise and their desire to pass on that knowledge. In order to attract the best faculty members, these individuals may be hired as indeterminate employees, part-time employees, or on contract, subject to their availability, interest and area of expertise. In short, the faculty staffing and selection criteria will need to be flexible and based on Inuit Qaujimajatuqangit principles.

The faculty will also need to represent a cross section of the Nunavut's regional Inuit language dialects and specialized culture and heritage knowledge.

3.5 Role of Elders

All of the knowledge and skills that will be transferred to the students through the programs at Piqqusilirivvik will be based on the knowledge, skills and experience of Nunavut's Elders. As a result, Elders should be strongly represented in the Piqqusilirivvik governance structure, as well as the faculty that will pass on Inuit language, culture and heritage knowledge. Elders will also act as student counselors and provide direct input into all Piqqusilirivvik programming. Input from Elders could also be obtained from already established groups such as Inuit Qaujimagatuqangit Katimajit. As the actual governance structure develops over the next few years the important role Elders will play in Piqqusilirivvik will become more clearly defined.

4.0 OPERATIONAL GOALS AND PRINCIPLES

Piqqusilirivvik should not be viewed as a replacement for any current educational institution or facility in Nunavut. Its establishment is also not intended to solve any of the perceived problems in the existing post secondary educational system. It should be viewed as a completely new facility, with the sole purpose of passing on Nunavut's unique Inuit language, values, culture and heritage to current and future generations.

Although Piqqusilirivvik's goals and principles will ultimately be developed and approved by its Board of Governors, the following principles will guide Work Plan implementation and all program development and administration activities:

- Inuit languages will be the language of instruction;
- Program delivery and facility administration will be based on Inuit Qaujimajatuqangit values;
- Program delivery will be based on a collaborative approach to learning;
- Program delivery will be flexible - allowing individuals to explore Inuit language, culture and heritage at their own pace;
- All programming will foster respect for Inuit language, culture and heritage.

4.1 Entrance Requirements and Student Selection Criteria

Student entrance and selection requirements will ultimately be established and approved by the Board of Governors. However, as a general principle, all students enrolling in Piqqusilirivvik will need to have at least a basic understanding of Inuit language. As a result, student selection may be based on the following factors:

- The potential student's ability to orally communicate in an Inuit language;
- The potential student's strong desire to learn about Inuit language, culture and heritage – demonstrated through the submission of a letter explaining why they would like to enroll in Piqqusilirivvik;
- The potential student's community support – demonstrated through letters of support from respected community members or organizations.

4.2 Student Support Requirements

Based on the programming objectives of Piqqusilirivvik, students will not be eligible for the various forms of Student Financial Assistance currently provided by the Government of Nunavut. However, most student living expenses will be provided to the students free of charge (accommodation, transportation, meals, laundry, etc.). In addition, tuition fees will not be charged. In order to address the need to cover incidental expenses, the Department of CLEY is examining options to provide the students with a small living allowance. The need for student financial assistance, and the resulting impact on students, will continue to be assessed and determined as programming is developed and community consultation continues.

4.3 Outreach and Extension Programs

Initially, Piqqusilirivvik program development, field testing and evaluation will focus on delivery in the communities of Clyde River, Baker Lake and Igloolik. However, as programming opportunities expand, outreach programs and field testing will be expanded to include other communities and regions of Nunavut. Eventually program modules could also be made available for delivery or transfer to anywhere in the circum-polar world.

Piqqusilirivvik will also work closely with Nunavut Arctic College in order to help students who may need to improve their Inuit language or basic literacy skills. Other partnerships or affiliations could also be developed with universities in southern Canada or around the world.

4.4 Estimated Development and Operational Cost Summary

Based on current cost estimates, the yearly O&M program development, assessment, staff and facility operational costs are outlined follows:

Fiscal Year	2007/08	2008/09	2009/10	2010/11	2011/12	Ongoing
(\$,000)						
O&M Costs	300 (1)	300	480 (2)	1,480 (3)	4,400 (4)	4,400
PYs			1.0	14.0	14.0	14.0

- 1) \$300k will be required each year on an ongoing basis for program development, program field testing and assessment.
- 2) A Senior Administrator will be hired to lead implementation activities.
- 3) All remaining staff will be hired during the 2010/11 fiscal year on a phased-in basis; in advance of Piqqusilirivvik opening on April 1, 2011.
- 4) By the date the facility opens the full O&M operating budget will be required.

5.0 ROLE OF SATELLITE COMMUNITIES

5.1 Background

In an effort to accelerate the Piqqusilirivvik development and implementation process, Cabinet approved the following role for the satellite campuses in the communities of Baker Lake and Igloolik, based on the assumptions outlined below:

Assumptions:

- All capital funding for Piqqusilirivvik will be allocated to the construction of the main campus building and student residence in Clyde River.
- Funding for satellite programming will be budgeted and administered through the governance model that is ultimately chosen for Piqqusilirivvik.
- A Senior Administrator, faculty and administration support staff will need to be hired in advance of Piqqusilirivvik opening in order to deal with administrative, curriculum, accounting and human resource issues.
- Satellite programming will build upon existing community-based knowledge and culturally based programming that has been successfully delivered in the past.
- The main Piqqusilirivvik facility and the satellite campuses can serve as resource centres for individuals and organizations that would like to conduct research about Inuit culture.

Piqqusilirivvik satellite programming in Baker Lake and Igloolik will be

based on the following phased-in approach:

Phase I

- All programming offered through the satellite campuses will incorporate community-based input during the curriculum development and delivery stages.
- During the 2008-09 and 2009-10 fiscal years (in advance of Piqqusilirivvik opening) activities in the satellite campuses in Baker Lake and Igloolik will focus on on-the-land programming development and program evaluation.
- Initially, participation will be restricted to students that live in the satellite communities.
- Satellite programming will include “Pilot Testing” for program modules that can ultimately be delivered in other communities.
- Every effort will be made to hire or contract instructors from the satellite communities, based on program requirements.

Phase II

- Satellite programming will be expanded to include students from other communities.
- Students in transit to on-the-land programming will be accommodated in local hotels or home billets.
- The Piqqusilirivvik Steering Committee will work with the satellite communities to identify any required classroom space.

Phase III

- Culturally based programming that has been developed for use in the satellite communities will be offered in other Nunavut communities.

In conclusion, Piqqusilirivvik satellite communities will have fixed budgets and dedicated staff (either contracted or employed). Activities will initially focus on on-the-land programming and program evaluation, utilizing the phased-in implementation approach described above.

Consultation with Elders



5.2 Satellite Program Development and Delivery

Piqqusilirivvik satellite program delivery in the communities of Baker Lake and Igloodik will be implemented through a phased-in approach.

Programming will initially focus on on-the-land programming, program development and evaluation. All programming offered through the satellite campuses will incorporate community-based input during the curriculum development and delivery stages and every effort will be made to hire or contract instructors from the satellite communities, based on programming requirements.

6.0 GOVERNANCE STRUCTURE

6.1 Introduction

Governance is a set of processes, customs, policies, laws and institutions by which an organization is controlled. It defines the relationships among the many players who have stakes in the organization's activities and outcomes. Formal governance arrangements therefore ensure representation by key stakeholders. One of the issues that will help to determine which governance model is selected for Piqqusilirivvik will be the level of independence that is desired for the facility. Once the degree of independence that the facility can have from the government is determined the easier it will be to select a governance model. With that objective in mind, the Steering Committee is evaluating the advantages and disadvantages of a variety of governance models that are used by traditional educational organizations. This process will help to determine the key governance components that are required for an institution with the unique needs of Piqqusilirivvik.

6.2 Governing Board Responsibilities

The scope of responsibility of the Piqqusilirivvik Board of Governors will be extensive, encompassing both the business aspects of administration (finances, operations, and assets) as well as upholding the intent of Piqqusilirivvik as an organization tasked with passing along and preserving Nunavut's linguistic and cultural heritage.

In that capacity, the members of the Board of Governors will be responsible for:

- Establishing and communicating the institution's vision, mission and mandate;
- Serving as advocates;
- Approving and monitoring the governing and operating policies;
- Ensuring that Piqqusilirivvik fulfills its educational mission on behalf of the public and its core stakeholders;
- Preparing and implementing long-range plans;
- Assuring financial stability;
- Hiring and monitoring the Senior Administrator (who then recruits and monitors all other staff);
- Ensuring adequate staff and financial resources are available;
- Conducting the business of the Board in an efficient manner.

6.3 Governance and Operational Policies

The Board is responsible for setting the overall direction of Piqqusilirivvik and establishing the necessary policy and planning framework to direct staff.

In that regard, many of the core policies that are required to manage Piqqusilirivvik will include, but not be limited to:

i) Mission and Mandate

These policies will define the reason Piqqusilirivvik exists. They are fundamental to determining other policies, programs and services. They should be viewed as living documents that are reviewed annually.

ii) Code of Ethics

This policy is a public statement of how the Board and its staff will conduct themselves as representatives of Piqqusilirivvik.

iii) Education and Programs Policies

These policies set out the principles, goals and objectives of Piqqusilirivvik's educational mission by identifying program areas, approving core curriculum, establishing student selection and dismissal requirements, etc.

iv) Services Policy

This policy establishes the principles and commitment of the facility to its students. This is an important policy which establishes the overall atmosphere and relationships that Piqqusilirivvik wishes to achieve with the students it serves.

v) Administrative Policies

These policies determine human resources, finance, communication and other administrative practices.

6.4 Governance Models

As part of the effort to determine the most appropriate governance model for Piqqusilirivvik, the Steering Committee has reviewed a variety of educational institution governance models that are described in more detail in Section 9.2 (page39). The governance model that will be chosen for Piqqusilirivvik may include a combination of components from any of these models.

6.5 Governance Principles

After completing community consultations and preliminary reviews of the various governance models that could be used to govern Piqqusilirivvik, the Steering Committee has established the following principles that will be used to develop a recommended governance model:

- Piqqusilirivvik should be administered at arms-length from government;
- As Piqqusilirivvik will not be part of the formal K-12 or adult education system in Nunavut, it should be governed by a separate legislative framework that guarantees autonomy and independence;
- At a minimum, all Piqqusilirivvik employees should be compensated (salary and benefits) at equivalent Government of Nunavut rates;
- Piqqusilirivvik should have non-profit status that will enable it to raise funding independently from government;

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- The Government of Nunavut should own Piqqusilirivvik’s capital assets and be responsible for all building utility and maintenance costs;
- Piqqusilirivvik should receive its core O&M funding from the Government of Nunavut through a contribution, based on a funding allocation model that considers student enrollment, as well as other factors such as satellite and community-based delivery;
- Piqqusilirivvik should consider establishing a separate body of Elders that is responsible for academic integrity (similar to a University Senate) that oversees curriculum, student admission standards, certification, examinations and the institutional calendar;
- Piqqusilirivvik should not be permitted to operate at a loss, however it should be permitted to carry-over any accumulated surplus into the following fiscal year;
- Piqqusilirivvik should be held accountable for its financial administration, assets, and the integrity of such;
- The living expenses of students enrolled in Piqqusilirivvik should be provided free of charge (accommodation, transportation, meals, laundry, etc.), and tuition fees should not be charged. Students should also be provided with a small allowance to cover incidental expenses;
- Piqqusilirivvik Board of Governors representation should be inclusive — comprising individuals from across Nunavut, including Elders and Youth.

Once a final governance model for Piqqusilirivvik has been developed by the Steering Committee, the Department of CLEY will seek Cabinet approval.

7.0 CAPITAL CONSTRUCTION

7.1 Capital Cost Estimate

Based on current estimates that have been developed by the Department of Community and Government Services, the capital cost estimate for constructing the Piqqusilirivvik facility in Clyde River (including land acquisition, site preparation, building design, equipment, staff housing and building contingency) is approximately \$25 million.

7.2 Construction Timeline

The proposed construction schedule outlined below will depend in part on funding and cash flow. The anticipated occupancy date is scheduled for the spring of 2011.

2007/08

February	2008	Project Brief completed and request for design proposals issued.
April	2008	Design contract awarded.

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2008/09

April	2008	Site analysis / conceptual design begins (workshop in Clyde River)
July	2008	Schematic design (workshop in Iqaluit or Clyde River)
August	2008	Review of schematic design with consultants.
October	2008	50% design development (workshop in Iqaluit or Clyde River)
November	2008	Preliminary contract documents reviewed.
November	2008	Final design review.
January	2009	99% completion, final contract documents reviewed.
February	2009	Contract documents and tender call.
March	2009	Tenders received and reviewed.

2009/10

April	2009	Construction contract awarded.
September	2009	Construction materials arrive by sealift.
September	2009	Construction begins.

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2010/11

August	2010	2 nd Sealift arrives and construction continues.
December	2010	Building is substantially complete, including final inspections.

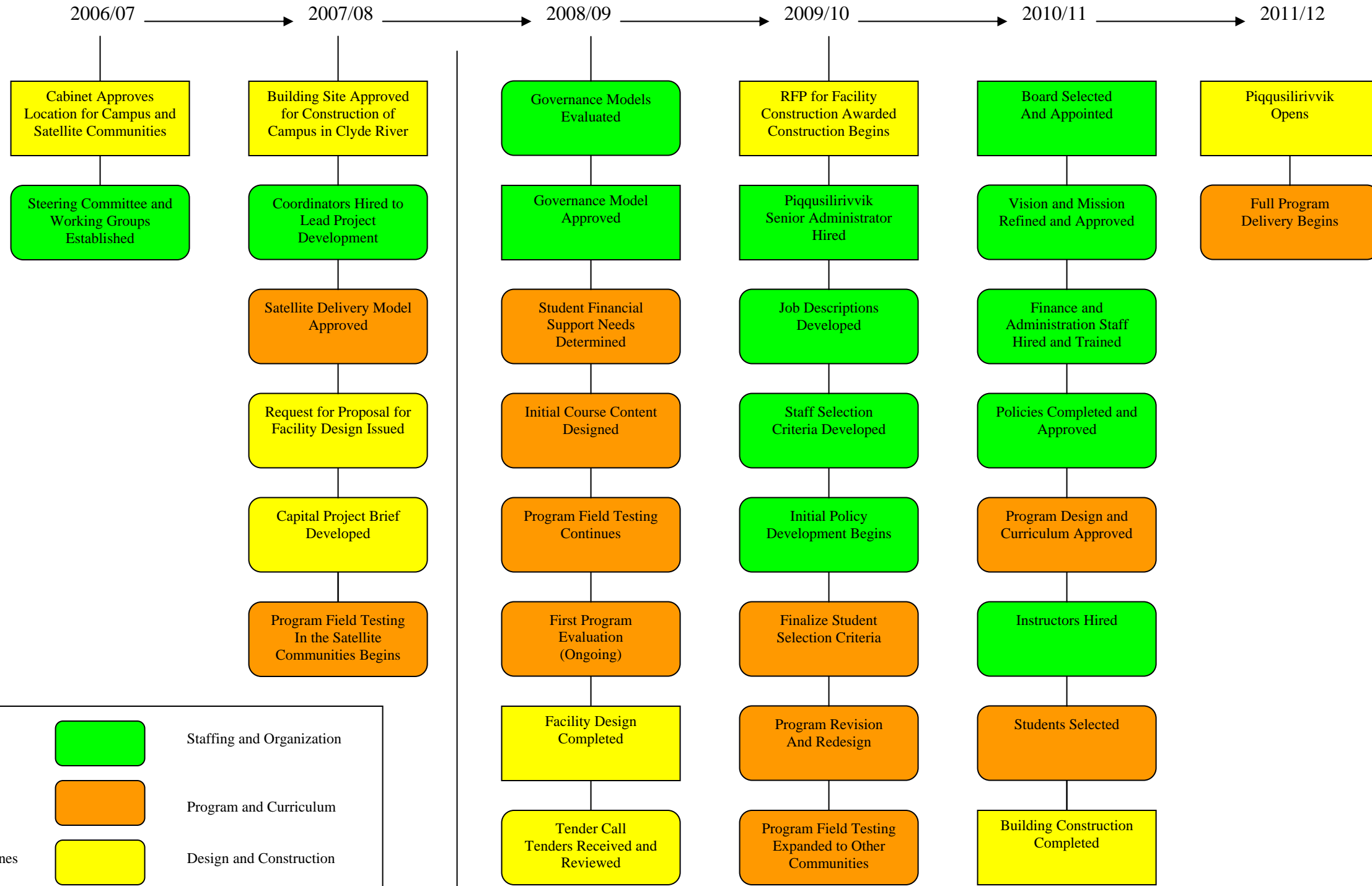
2011/12

April	2011	Piqqusilirivvik opens
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8.0 OVERALL PROJECT TIMELINE

The following “Sequence of Events Timeline Chart” outlines the next steps to be taken with regard to Piqqusilirivvik programming, curriculum development, staffing, administration, facility design, construction and other aspects of project implementation.

**PIQQUSILIRIVVIK:
SEQUENCE OF EVENTS TIMELINE**



	Tasks		Staffing and Organization
	Milestones		Program and Curriculum
			Design and Construction

9.0 APPENDICES

9.1 Program Descriptions

The following program descriptions are provided for example purposes :

Hunting and Fishing:

Students taking this course will learn how to fish, hunt birds and land and sea mammals. Traditionally hunting animals was not a sport but a way to survive. The students will fish and hunt these animals using both traditional and modern hunting techniques. They will also learn how to track and kill animals in the most effective and efficient way. This course will be integrated into other on-the-land courses.



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Land Use:

This course will be on-going and integrated with other courses associated with going out on the land. The students will practice reading the land, documenting and becoming familiar with place names, using land markers, respecting the land by keeping it clean and using the land's resources wisely. Students will also become familiar with migration routes, rivers, and animal habitats. In addition, they will learn how to use modern GPS technology.

Water:

Students will learn traditional fresh and salt water concepts. For example, they will develop an understanding of tidal conditions, polynas, fog conditions, ocean currents, lakes, ponds, rivers and the animals found in these waters.



Ice Conditions:

Students will learn to identify different sea, lake, river and pond ice conditions in order to travel safely over water. They will also learn how to hunt at the floe edge, and the different terminology associated with various ice conditions. Again, this program will be integrated and delivered with all on-the-land courses. This course will have a significant impact on both student and instructor safety.

Survival Skills:

Students will learn how to survive if they are stranded while travelling on land or over water. This course is very important, and will be taught by their instructors on both land and water. Students will learn to create shelters and practice building them. They will be taught survival skills, such what to do if they fall through the ice in the winter and how to warm themselves before becoming hypothermic.

Transportation:

Students taking this course will learn how to handle dog teams by working directly with a local community member who owns their own dog team. They will become familiar with the terminology associated with dog teams and learn how dogs are chosen to be isuraqtujut (lead dogs), as well as the other roles dogs play in a team. They will also learn the different kinds of calls that were traditionally used to control dogs, and what kinds of food are best for the dogs. In addition, they will learn how to hunt with dogs by the person who they are assigned with; to provide for themselves and the team. In addition, they will learn how to build and use other forms of transportation such as a Qajaq, Qamutiik, Umiaq, and Umiangaq. Building these forms of transportation requires specialized knowledge which they will document from beginning to end.

Shelter Building:

Students taking this course will learn how to build an Iglu or other forms of emergency shelters. They will also learn how to identify the different kinds of snow that are best used for building shelters in an emergency situation.

Respect for Animals and Animal Behaviour:

Students taking this course will learn about the many animals that are hunted in the North that provide important variations in the traditional Inuit diet. The students will learn from Elders and other knowledgeable people about animal behaviour. They will research the behaviour of whales, polar bears, walruses, muskox, seals, birds, caribou, rabbits, foxes, wolves, fish and other animals. They will also learn the importance of respecting these animals and how best to dispose of the bones of sea and land animals based on traditional practices. In addition, they will learn the traditional practices relating to what parts of the animal to consume, and what parts were used for medicinal use, sinew and clothing.

Roles of Men and Women in Animal Processing and Preparation:

Students taking this course will learn about the different roles men and women played in the preservation of meat and the preparation of skins from the animals that were hunted. They will learn how to butcher and dry meat, where the best location is for caching meat, and the different ways to preserve meat for later use. They will also learn about the importance of sharing the meat with community members.

Childrearing:

Students will research traditional child-rearing practices and the views of Elders on this topic. The students may refer to the Nunavut Arctic College's Interview Series on Childrearing Practices. They will also examine current views on this topic and comment on the benefits of reintroducing these traditional practices.

Inuit Laws, Values & Beliefs:

Students will conduct research on traditional laws, values and beliefs. For example, how were camps structured and how did they maintain order? What were the consequences when there was no structure? Did sharing food and resources bring unity to the camp and increase the chance of survival? If people failed to work together could their lives be endangered? The students may also use Nunavut Arctic College's perspectives on Traditional Law as an additional learning resource.

Inuit Language:

Students will document, research and practice Inuit language throughout their stay at Piqqusilirivvik. Inuit language courses will permit students to strengthen their language skills by engaging in both classroom and conversational situations.

Stories, Legends & Beliefs:

Oral traditions and beliefs were used to teach children about animals, human behaviour, and mythical beings that inhabit the North. These stories had moral messages. There are also stories about where the sun, moon and aurora borealis originated from. All of these stories have rich traditions, and they were told with slight variations across the North. The students will learn and record these original stories from Elders and other knowledgeable people.

Traditional Games:

Students will use audio and visual equipment to document games that were traditionally played indoors and outdoors to build stamina, speed, strength, and enhance cognitive skills. Examples of such games are ajagaq, ajaraaq, inuqaq, imigluktaq, amaruujaq, aaqsiq, and illukisaaq.

Sewing Skills and Clothing:

Students will focus on using different animal pelts and skins throughout their stay at Piqqusilirivvik. The teaching environment where the students will learn will need to vary depending on the type of skin. Some skins need to be worked on in cooler temperatures; such as caribou skins. The clothing the students will create will be appropriate to the North. They will learn to make garments from caribou and seal for clothing such as mitts, kamiik, aliqsik, atigi, qulittaq, nattiq, nattiquti, naluqaq, kiaktaq, iqaqti and niururiaq. The students will clean the skins, dry and stretch them, and then cut them up into patterns. The terminology associated with these clothing types is specific, and the students will document the steps that are required from the beginning of the project to final completion. The students will also learn to measure using the traditional way.

Creating a Warm Caring Home:

Students will learn how mothers brought up their children with respect, and fathers intervened only when necessary. This course will examine the role of traditional parents in child rearing and how these traditional practices can be adapted to contemporary Inuit lifestyles.

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Weather:

Students will learn how to forecast the weather using the clouds, moon, stars and sun. Traditionally, children were encouraged to go out in the morning to forecast the weather. There are also traditional beliefs associated with the weather; for example whipping with a sea weed will cause winds; if you kill a spider it will get foggy; if you break the Earth egg the weather will be angry. This program will be integrated with other courses that teach students about the land and our environment.

Kinship & Naming:

Students will learn about the traditions of naming and kinship from their respective community members. Each community and region in Nunavut values naming traditions and places significant importance on how naming is practiced. The students will document, compile, and film their interviews. Naming a child at birth or in their early life has great importance to the child and the person they will become; it creates kinship in the namesake's family, and it can also impact the child's character. The students will examine how this tradition has importance today.

Traditional Inuit Conflict Resolution Techniques:

Students taking this course will learn from Elders about traditional Inuit conflict resolution techniques. They will learn about who intervened when there were conflicts between spouses, when stealing occurred, and when taboos were broken. They will also learn about the practices used to deal with these kinds of situations. The students may also refer to Nunavut Arctic College's Inuit Qaujimagatuqangit sources on shamanism and reintegrating wrongdoers into the community.

Plants:

Students taking this course will learn how to identify the traditional plants that were used by Inuit. They will also collect and learn about how these plants were used traditionally for tea, medicinal use, cooking, sleeping platforms, etc. The students may also refer to Nunavut Arctic College's Perspectives on Traditional Health.

Music:

Students taking this course will learn about traditional Inuit songs, throat singing, drumming, chanting, ajaajaarusiit, and how children's songs were calming, lulling, and helped to make a person happy. While taking this course the students will compile traditional songs and learn how to record them and store them properly. There are also games that are associated with some of these songs that they will learn to practice and pass on to the next generation.

Art:

Inuit have been artists for thousands of years. Students taking this course will be exposed to the various Inuit art forms - using whale bone, antlers, and different kinds of stone. They will learn about the designs used on clothing and about the stories associated with these designs. For example, on an Akuq amauti the akuq was made in the likeness of a caribou palate. They will also learn about tattoos, the stories behind the designs, and when it was appropriate for girls to get tattoos.

9.2 Governance Examples

The following examples of educational institution governance models were reviewed by the Steering Committee:

Nunavut Arctic College

Authority:

Nunavut Arctic College (NAC) is mandated as the sole deliverer of adult post secondary education in Nunavut, including the delivery of university level programs and the granting of prescribed university degrees. This authority is derived from the *Public Colleges Act*, which was originally passed under the GNWT and carried over under the terms of division in 1999. The Act does not preclude students in Nunavut from enrolling in on-line programming offered by southern colleges and universities. Furthermore, academic programming has been offered by government departments through linkages with southern-based colleges and universities. The *Pubic Colleges Act* has not been up-dated since 1999.

Mandate:

Nunavut Arctic College has been directed to provide a range of post secondary programs that meet the needs of Nunavut. These programs fall into two general areas; academic upgrading and professional programs. While the vast majority of the programs delivered through the College are designed for entry into the wage economy or to prepare individuals for professional programs, the college does provide a number of short programs that are designed to meet the interests of Nunavummiut.

Governance:

Under the authority of the *Public Colleges Act*, the Minister of Education has the authority to establish a Board of Governors for the college and appoint the president, in consultation with the Board of Governors. The President is an employee of the public service.

Source of Funding:

The college receives its base funding through a contribution agreement with the Nunavut Department of Education. Additional revenue is raised through third-party agreements, and student fees for accommodation, meals, library services, etc.

Information about the governance of Nunavut Arctic College is derived from the *Public Colleges Act*. As a result, readers seeking additional information or clarity should refer to that *Act*.

Standard University Model

Generally every university has a Boards of Governors. The make-up of the Board of Governors is established in legislation. For example, the University of British Columbia establishes its Board under the provisions of the *University Act*. The *University Act* is also the source of the Board's authority. Under the *Act* the Board of Governors of the University is comprised of the Chancellor, the President, eleven persons appointed by the Province, three students elected by students, three faculty members elected by faculty, and two employees, elected by employees. The process to identify, assess, recommend and appoint Governors to the Board of the University of British

Columbia involves several appointment and election processes at different times and for different terms of service.

The Board establishes operational policies within which the administration operates. The execution of Board policies is monitored by the Board through a variety of formal and informal reports from the administration on the affairs of the institution. In addition, Board members evaluate and receive input on institutional affairs through an established standing committee structure. This consists of the Executive, People, Audit, Finance, Community and International, Property and Planning, Learning and Research, Management Resources, Governance and Compensation and Employee Relations Committees.

Although the Act requires certain specific activities from the Board, such as the control of vehicle and pedestrian traffic on campus, the Board has wide latitude for policy making for the University's operation. The Board must ensure that the University is well managed and that procedures are in place to review all aspects of its operations with a view to increasing quality. It is the responsibility of the Board to monitor the fiscal vitality of the University, and to determine that all possible areas of revenue enhancement are pursued.

Governance and Management:

The Board operates within a governance framework of, (a) the Provincial legislative context, (b) the University as an integrated institution, including the Senate, and (c) the University Executive offices and management.

Role of the President:

The President is an ex officio Chair of both of the Senates. In addition, the President is an ex officio member of all standing committees of both of the Senates except the Senates' standing committee of final appeal for students in matters of academic discipline, an ex officio member of each faculty and, an ex officio member of the Board, and, in the absence of the Chancellor, Chair of the convocation.

Role of the Senate:

Subject to the powers of the Board, the Senate is responsible for the educational policy of the University in areas such as affiliation with other colleges or universities, courses of study, admission standards, qualifications for diplomas, certificates and degrees, examinations, scholarships and bursaries, university calendars, etc.

Role of the Chancellor:

The Chancellor serves as the titular head of the University and presides over all ceremonies. The Chancellor is also an ex officio member of the Board of Governors, the Senates and the Council of the Senates.

Provincial Legislative Autonomy and Accountability:

In terms of the Provincial legislative context, important distinctions exist between a university and other agencies or crown corporations. These distinctions are founded in long traditions and legislative support for the autonomy and independence of universities as seats of knowledge. Although the Board is governed by provincial legislation of general application affecting areas such as financial reporting, and environmental and workplace codes, the Province respects and is legally bound not to interfere with the universities' academic policies, administration and standards.

Academic Freedom:

Another important distinction from many other organizations is the division of governance roles and responsibilities in a university. The traditional bicameral system of both a Board and Senate is refined in our modern universities under legislative roles which separate the business from the academic integrity of the institution.

Essentially the Board is responsible for the "business" of the University -- its administration, finances, operations, and assets, and place in the community, and the integrity of such.

The Senate is a more focussed responsibility for the academic integrity of the University, subject to the Board's involvement where the academic matters interface with matters of "business" and the larger community. The University Act provides for Board interaction with the University's Senate in a number of areas including the consideration of recommendations from Senate for the establishment of faculties and departments and the provision of chairs, institutes, fellowships, scholarships, exhibitions, bursaries and prizes.

Both the Board and the Senate are governing bodies of the University. This means that their role is that of strategic oversight:

- a) to set the vision and strategic direction, and;
- b) then to periodically assess operational status relative to that direction.

The latter aspect, of oversight, is just that -- to be informed about, but not supervise, nor direct, the day to day activities, risks and successes of the organization.

University Executive:

The third component of the governance framework is sometimes known as the Administration. This is the University Executive offices and management, including the President, senior administrative officers and associated systems, for the general supervision and direction of the business and academic work of the University, in accordance with, and to effectively implement, the strategic framework and oversight directions of the Board and Senate.

Source of Funding:

Universities generally receive their base funding through the public grants system, based largely on student numbers but with measures to buffer them from wild swings in enrollment levels. Additional revenue is raised through third-party agreements, endowments, fund raising efforts and student fees for accommodation, meals, parking, library fees, etc.

Alberta Charter Schools

Alberta charter schools are public schools that provide a basic education in a different or enhanced way to improve student learning. The expectation for the educational services offered by charter schools is that they will be different from what is locally available. Charter schools must demonstrate the potential to improve the learning of students. The curriculum delivered by charter schools must be structured around a basic education as defined by Alberta Learning and described in the *Programs of Study*. Generally, education programs must meet the conditions outlined in Section 39 of the *School Act*.

Source of Funding:

Charter schools are eligible for the same provincial funding per student as any other public school. In addition, because charter schools are operated as non-profit corporate entities they can raise additional funding in accordance with their non-profit status. Charter schools are not allowed to incur a deficit.

Purpose:

Charter schools are expected to improve student learning by providing a different educational environment beyond the services provided by existing schools boards. The charter boards that operate the schools have the flexibility and autonomy to implement innovative or enhanced educational services that will broaden the range of educational opportunities and enhance student learning. Enhanced student learning means improved acquisition, in some measurable way, of knowledge, skills and attitudes.

Governance:

Charter schools are operated by a corporate body in accordance with the *School Act*. The charter school may be governed by the board of directors of the corporate body, or the board may establish another body whose sole responsibility would be the governance of the charter school. In either case, this governing body is called the charter board, and its membership should represent parents and teachers of students in the schools as well as community members. In accordance with the provisions of the Societies Act or the Companies Act the charter board must have by-laws and policies for governance of the board as well as for the governance of the charter school.

Non-Profit:

Charter schools must be non-profit schools and they shall be operated by non-profit corporate entities.

Reviews:

As part of the public school system of schools, students of charter schools or their parents may ask the Minister to review any charter board decision about the expulsion of a student or the amount and payment of fees or costs. In addition, the *Charter School Regulations* allows for a review by the Minister if a student has been denied access to a charter school. Forced resignation of a charter board member may also be reviewed by the Minister.

Furthermore, charter boards must be accountable for their operation and results just as other public school boards are accountable. In addition, charter boards are accountable for demonstrating that implementation of the charter goals has resulted in improved student learning outcomes and growth.

Staffing:

Charter boards are regulated by the *Labour Relations Code*, the *Employment Standards Code* and all applicable professional codes. The teachers employed at charter schools must be certified. Other staffing arrangements are subject to the decisions made by the charter board in compliance with the provisions of the charter and with provincial legislation, regulations and policies.

Danish Folk High Schools

Danish Folk High Schools are self governing institutions that are managed by a Board of Governors. Folk High Schools offer students an all-round education.

Governance:

The Board of Governors establishes the guidelines for the activities of the Folk High School. The Board stipulates plans of action and is responsible for these plans in accordance with their objectives. The Board appoints and can dismiss the Director of the Folk High School. The Director has pedagogical responsibility and attends to the daily management of the school. The Director has to ensure the institution is run in accordance with the rules and guidelines established by the Board.

The government supervises Folk High Schools and can request any information that is required for that purpose. The government also stipulates the rules about reimbursement or termination of operational grants. In addition, Folk High Schools must submit an activity plan that is approved by the government.

Staffing:

Folk High School directors and teachers must be paid at a level that is equal to a comparable position in the government's area of negotiation. The other conditions of employment have to be agreed upon in writing.

Source of Funding:

Folk High Schools are funded through an annual operating grant that is provided by the government. The grant is calculated through a formula that assesses the number of annual students and the number of grant entitled instructional weeks. Folk High schools can transfer unused funds to the following fiscal year.

Student Funding:

Students who are attending Folk High Schools for at least 13 weeks receive a grant from the government. However, student grants are only bestowed in the form of free travel at the beginning, interruption or end of the term, and grants for room and board are deducted. A weekly student pay is also provided to students who are committed to a term of at least 13 weeks.

Nunavut Sivuniksavut

Nunavut Sivuniksavut (NS) is a unique eight-month college program based in Ottawa. It is for Inuit youth from Nunavut who want to get ready for the educational, training, and career opportunities that are being created by the Nunavut Land Claims Agreement (NLCA) and the Government of Nunavut. Students in the NS program learn about Inuit history, organizations, land claims and other issues relevant to their future careers in Nunavut. They also gain valuable life experience by spending eight months in the south and learning to live on their own as independent adults.

The program is open to youth from Nunavut who are beneficiaries of the NLCA. It runs from September until May. Approximately 22 students are chosen each year for the 1st year of the program. The school has two full-time instructors, a full-time administrator and a part-time tutor.

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Governance:

Nunavut Sivuniksavut was incorporated as a non-profit educational organization in 1999. It has an eight member Board of Directors who are residents of Nunavut. They are responsible for ensuring that the school's program operates in accordance with its mandate.

Source of Funding:

Nunavut Sivuniksavut is funded by a variety of Inuit organizations as well as federal and territorial government departments. In recent years, its most frequent sponsors have been: Nunavut Tunngavik Inc., Kakivak Association, Kivalliq Partners, Kitikmeot Economic Development Commission, Department of Culture, Languages, Elders and Youth and the Federal Department of Indian and Northern Affairs Canada. NS is also a registered charity. As such, donations to NS qualify as a charitable deduction under Canadian income tax laws.

Programming:

NS is an accredited college program, affiliated with Algonquin College in Ottawa. Successful students receive an Algonquin College certificate upon completion, and all students who enroll in NS receive a transcript from Algonquin. In addition, NS graduates can transfer some of their credits to certain Nunavut Arctic College programs such as Management Studies.

Student Funding:

NS is an accredited post-secondary program and all students who are enrolled are eligible to receive FANS. FANS provides the following student support: a living allowance of approximately \$825 a month to single students (more for those with dependents), a \$200 book allowance each term, a \$2,500 for payment for tuition fees and 2 return tickets to Ottawa (one for the fall term and one for winter). In addition, the program raises money to provide students with a grant of approximately \$300 a month extra.

9.3 Piqqusilirivvik Staff Positions

Listed below are the staff positions currently proposed for Piqqusilirivvik:

Position Title	PYs
Senior Administrator / President	1.0
Director / Finance and Administration	1.0
Finance / Administration Officer	1.0
Manager / Curriculum Development	1.0
Program Coordinators (Satellite Communities)	2.0
Faculty (Instructors)	4.0
Kitchen Staff	2.0
Janitorial Staff	2.0
Total	14.0

Note — In order to attract the best faculty members, individuals could be hired as indeterminate employees, part-time employees, or on a contract, subject to availability, interest and area of expertise.

9.3 List of Elders

Elders who have contributed to the Piqqusilirivvik planning process:

Christian Nalungiaq	Kuugaaruk
Alan Kitigon	Cambridge Bay
Lucy Iyago	Baker Lake
Norman Atungala	Baker Lake
Winnie Owingayak	Baker Lake
Mariam Aglukkaq	Gjoa Haven
Iga Palluq	Clyde River
Regilee Piungittuq	Clyde River
Peter Paneak	Clyde River
Jacobie Iqalukjuaq	Clyde River
Ilkoo Angutikjuak	Clyde River
Mark Kalluak	Arviat
Kanaanginnaq Putuguq	Cape Dorset
Peterosie Karpik	Pangnirtung
Rynee Audla	Sanikiluaq
Simon Nattaq	Iqaluit
Elijah Erkloo	Iqaluit
Marianne Tattuinee	Rankin Inlet
George Qulaut	Igloolik
Anthony Qrunnut	Igloolik
Gideonie Taqaugaq	Igloolik
Augustine Taqaugaq	Igloolik
Louis Uttak	Igloolik