



Photo courtesy Nunavut Tourism

ᐃᑦᑲᑦᑲᑦᑲᑦ  
 Department of Culture, Language,  
 Elders and Youth  
 Pitquhiliqiyit  
 Ministère de la Culture, de la Langue,  
 des Aînés et de la Jeunesse



Photo courtesy Nunavut Tourism



Photo courtesy Nunavut Tourism

Youth  
 Identity  
 Development  
 Strategy



## An Elder's Viewpoint:

*“We have to give more in-depth teaching of Inuit knowledge. My children and my grandchildren should be learning more of the Inuit ways of life... some are more interested in the Qallunaat ways of life. They are completely lost in that world. Some of them drop out of school after trying to learn Qallunaatitut (English), and confusing or mixing it with Inuktitut. There are many who are lost and confused in my home community. These young people... are just confused... many who commit crimes are really searching for their identity. We have to stand up and not keep our abilities to help a secret.”*

Elisapee Ootoovak, Elder, Inuit Qaujimagatuqangit Workshop September 1999  
Sponsored by the Department of Culture, Language, Elders and Youth

## A Youth's

*“What do we expect in our future?  
To be able to preserve our culture so each individual feels good about him/herself.”*

South Baffin Youth Workshop May 2003  
Sponsored by the Department of Culture, Language, Elders and Youth

# Table of Contents

Foreword from the Minister of Culture, Language, Elders and Youth	
Background . . . . .	1
Workshop Planning . . . . .	2
Participants . . . . .	3
Guidelines for a Youth Strategy . . . . .	5
What do we know about being a youth in Nunavut today? . . . . .	6
What we can observe . . . . .	6
What we can learn from recent consultations . . . . .	8
What we hear from our political leaders . . . . .	8
What we can learn from other places . . . . .	9
How can we use this information? . . . . .	11
CLEY Consultation with Youth . . . . .	12
Vision for the Strategy . . . . .	13
Recommendations. . . . .	14
#1 Support Youth Committees . . . . .	15
#2 Promote Better Communication Amongst Youth . . . . .	16
#3 Culture and Language Activities in Communities. . . . .	17
#4 Recognize Role Models & Leadership . . . . .	19
#5 Get Creative and Collaborate More . . . . .	20
#6 Healthy Living . . . . .	22
Implementing & Evaluating the Strategy . . . . .	23
References . . . . .	25

*Appendix I – Comparative Statistics Nunavut/Canada*

*Appendix II – Elders and Youth Facilities Study 2002 Summary Table*

# Foreword

*“I am pleased to present the Youth Identity Development Strategy. The largest portion of our population in Nunavut is under 25 years of age. Growing up in Nunavut communities presents challenges for our youth that are distinct in Canada, but Inuit Qaujimagatuqangit also offers opportunities for youth to face up to these challenges with the support of tradition and family, elders and peers.*

*Youth in Nunavut today have the potential to experience the world using the tools of both traditional and modern lifestyles. For example, we know that identity and self-esteem are critical to youth making healthy choices for their future. But how do we as community leaders, family members, and elders create the path for them to get there? We need to recognize that youth know best what their challenges are and who they want to be. This strategy comes directly from Nunavut youth: from their successes, problems, ideas, and dreams.*

*In the spring we consulted with youth from all communities across Nunavut. We got their help to choose the main topics of discussion, and to structure our research. One of the central topics they chose was to explore ways to strengthen the bond between youth and the land, culture, and language, with the support of their peers and elders. Throughout the consultation and research process, we checked and re-checked our understanding of the direction we were being given, eventually coming to six clear recommendations. These recommendations come from youth, but also fit with the current research on well-being and suicide prevention that is being conducted in Nunavut and across the circumpolar world.*

*The Youth Identity Development Strategy will help our department to focus our programs, grants, and contributions towards priorities identified by youth for youth. We need to have concrete programs for youth outside of the education system that support culture and community life, and instil pride and develop leadership skills. The recommendations in this strategy have helped us as a department to see the necessary next steps we must take for youth.”*

*Honourable Peter Kilabuk*

*Minister, Culture, Language, Elders and Youth*

# Background

In March 2003, Culture, Language, Elders and Youth announced the development of a strategy for youth to help the department focus our programs, grants, and contributions towards priorities identified *by youth for youth*.

Planning for this strategy began in Igloolik in January, with meetings between the department and representatives from youth and elders committees. During the discussions, the department learned about an on-the-land program for local youth that the Inullariit Society has been running for 10 years. It provides an opportunity for elders to spend time with youth on the land, teaching traditional skills and practicing Inuktitut terminology. Generally local youth who have less family support, for example those without parents to take them hunting, are given priority to participate in the camp. The Inullariit program is popular; there has been interest from other communities in learning how to set one up.

When Igloolik youth representatives met with the department to voice their concerns, they mentioned that there was no youth centre in the community and that the youth committee had recently fallen apart. Some spoke openly about issues of self-esteem and a lack of leadership amongst their peers.

As the youth searched for possible solutions to these problems, those who had been to the Inullariit camp said that they would recommend the camp experience to others. When asked about how the camp experience compared to everyday life, they gave us some insight:

*Q: “Did you feel different when you returned to the community from camp?”*

*A: “Yes, here everything is rushed and too much by the clock and we always have to be thinking about trying to make money.”*

*“Here in town we get bored, on the land, we get lots of support.”*

This group of youth agreed that the department could assist in either setting up camp programs or other activities to enhance the connection between youth and their culture and language.

Based on what arose in the meetings in Igloolik, the department decided to do a wider consultation with Nunavut youth to gain their direction on how we could better support Nunavut youth with their life challenges.

## Workshop Planning

Before we began our consultation, we met with Nunavut Sivuniksavut students in Ottawa, which consisted of representatives from across Nunavut, to gain their perspective. One benefit they have gained from spending concentrated time outside of their communities studying Inuit culture and history is the ability to see the big picture of the challenges and opportunities of their generation.

Our meeting took place in May on graduation day as the youth prepared to return to Nunavut. Overall, the students suggested that the department concentrate on increasing cultural pride through learning, and fostering unity amongst Inuit through communication. On this basis, the following goals for youth development were formed to underlie the strategy:

- Foster Identity & Pride
- Promote Culture & Language
- Cultivate Leadership and Role Models
- Improve Communication

With input from Regional Inuit Associations' Youth Coordinators, we considered different ways to connect with youth across Nunavut. Since our focus was on making a strategy *for youth, by youth*, we decided on a series of regional workshops with two representatives from each community. The reasoning was that the groups would be small enough to give everyone the confidence and the opportunity to share experiences from their home communities with others from their region.

Our Community Programs Division began working with QIA/KIA/KIA Youth Coordinators and Hamlets to identify representatives. In the Spring 2003, the department recruited 2 youth aged 13-30 years from each Nunavut community to participate in a day and a half workshop in their region. Patrick Tagoona of Kiggavik Services in Rankin Inlet facilitated the workshops and departmental staff was present at each:

- South Baffin - in Cape Dorset May 15-16, 2003
- North Baffin - in Igloolik May 21-22, 2003
- Kivalliq - in Rankin Inlet June 4-5, 2003
- Kitikmeot - in Cambridge Bay June 11-12, 2003

Meetings were held in government boardrooms in each community. There were no formal agendas, but the facilitator had a discussion guide of topics to introduce over the day and a half. Each workshop began with introductions, expectations for full participation, and an outline of the goals of the meeting: to provide the department with input on how it could better support youth within its mandate. Underneath that broad structure, each workshop became an open forum for youth to be heard by government.

# Participants

The following 47 youth attended the four regional workshops:

Anna Grace Aaluk  
*Gjoa Haven*

Darrel Adjuk  
*Whale Cove*

Pauline Akeeagok  
*Grise Fiord*

Sarah Akilak  
*Arviat*

Betty Ann Akpalialuk  
*Pangnirtung*

Jamesie Alariaq  
*Cape Dorset*

Ernestine Aleekke  
*Taloyaok*

Mark Amarualik  
*Resolute Bay*

Alec Amittuk  
*Sanikiluaq*

Patrick Angoyuaq  
*Baker Lake*

Joamie Apak  
*Clyde River*

Aaron Audlakiak  
*Qikiqtarjuaq*

Eena Ann Aulaqiaq  
*Qikiqtarjuaq*

Andrew Beveridge  
*Repulse Bay*



*South Baffin Youth Participants*

Peter Eecheak  
*Arctic Bay*

Tolok Havioyak  
*Kugluktuk*

Angela Idlout  
*Resolute Bay*

Bernadette Iqqugaqtuq  
*Kugaaruk*

Mary Gabby Ikkidluak  
*Kimmirut*

Bruno Immaroitok  
*Hall Beach*

Randy Inutuinnaq  
*Kugaaruk*

Sarah Jancke  
*Cambridge Bay*

Enid Joseph  
*Arctic Bay*

Bryan Simonie  
*Pond Inlet*

Isabell Sarah Takatak  
*Sanikiluaq*

Teena Kakkee  
*Iqaluit*

James Simonie  
*Pond Inlet*

Simon Totalik  
*Taloyoak*

Kakak Kaniak  
*Cambridge Bay*

Adrienne Tagoona  
*Baker Lake*

Jacob Tukturdjuk  
*Repulse Bay*

Kayylynn Kusugak  
*Rankin Inlet*

Lori Tagoona  
*Rankin Inlet*

Manasee Ulayuk  
*Hall Beach*

Serge P. Lampron  
*Cape Dorset*

Lashwna Taipana  
*Kugluktuk*

Pierre Wolfe  
*Iqaluit*

Marina Machmer  
*Pangnirtung*

Rhoda Maktar  
*Pond Inlet*

Allen Nakoolak  
*Coral Harbour*

Tanya Nakoolak  
*Coral Harbour*

Desmond Okalik  
*Whale Cove*

Doreen Okalik  
*Rankin Inlet*

Pauloosie A. Padluq  
*Kimmirut*

Tommy Palluq  
*Clyde River*

Christopher Piugattuk  
*Igloolik*

Wally U. Porter  
*Gjoa Haven*

Sample of youth consulted

Q: What do you do?

- *"I quit school. I like to be free to go hunting, especially in duck season."*
- *"I don't work but I am the President of our Youth Committee."*
- *"I work full time for the GN."*
- *"I am a mother of 3."*
- *"I work for our Regional Inuit Association."*
- *"I am a freelance filmmaker. I produced a short film on suicide prevention with my youth group."*
- *"I work with a youth consulting company in my community."*



# Guidelines for a Youth Strategy

The department's vision for the strategy was that it would be guided directly by youth: from hearing about their successes, problems, ideas and dreams.



*Kitikmeot Youth Participants*

We recognize that youth know best what their challenges are and that they become empowered when given the chance to participate in decision-making about their future.

The regional youth workshop consultations form the foundation of this strategy, but the department also benefited from information contained in past consultations, reports and strategies. As well, we were guided by Government of Nunavut values as expressed in Pinasuaqtavut, the Bathurst Mandate.

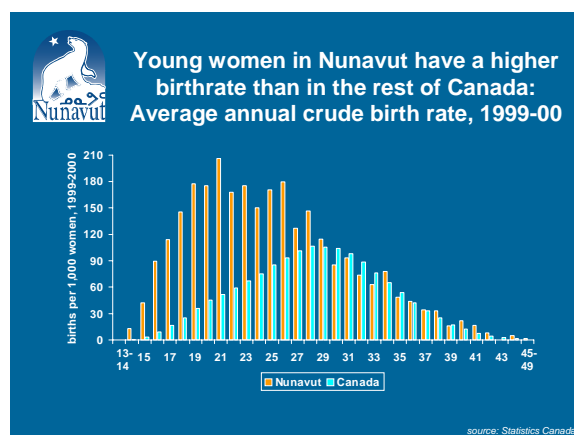
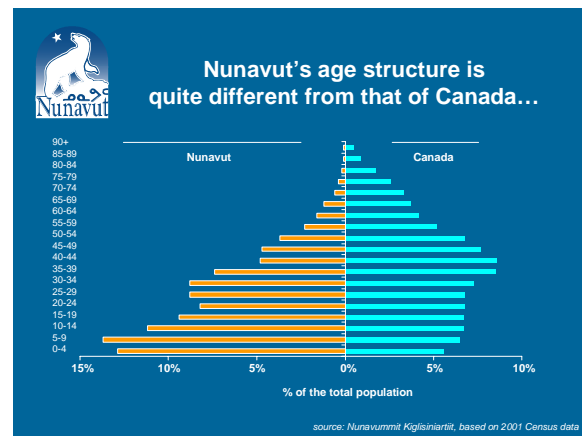
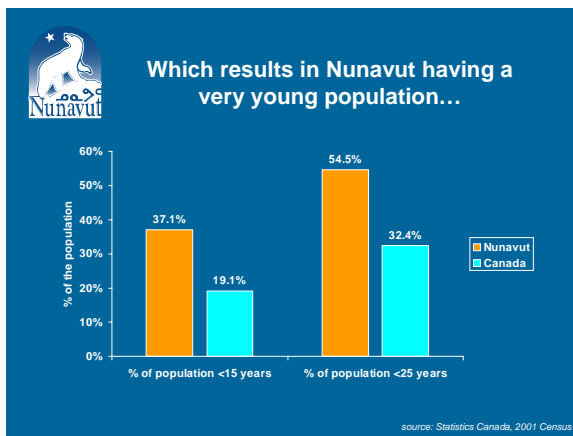
- *Inuuqatigittiarniq, the healthy interconnection of mind, body, spirit and environment*
- *Government that encourages access by all and invites participation*
- *As individuals we are responsible for our own lives and responsible through our own efforts and activities to provide for the needs of our families and communities*
- *We all need to listen closely and learn well*

*Adapted from the Bathurst Mandate*

# What do we know about being a youth in Nunavut today?

## What we can observe ...

is that the general population in Nunavut today is the youngest and fastest growing in Canada, with almost 55% of people under the age of 25 years. Our extremely young population is struggling with the complexity of straddling two cultures. Many Nunavummiut start families young, have a low educational attainment, and then have the added pressure of needing to enter the wage economy in communities with limited job opportunities. This combination of challenges often has a negative impact on self-esteem. The youth suicide rate in Nunavut is higher than anywhere in Canada. Consider the sample charts of social indicators in Appendix I that provide a comparison between Nunavut and the rest of Canada. They provide two very different profiles; in fact, many of the pressures on youth in Nunavut are particular to life in Nunavut.



However, where we have unique challenges, Inuit in Nunavut also have the benefit of a strong and distinct culture and tradition. The Nunavut Social Development Council released a report, *The State of Inuit Well-Being in Nunavut* (November 2002), which examines indicators from a different angle:

...Most European and North American social reporting focuses solely on the failures of society – its deficiencies – e.g. school drop out rates, suicide, teen pregnancy, crime and lagging GDP growth. The usual social “report card” is a list of things lacking, it usually conveys the impression that the society in question is just a pile of problems. We believe that Inuit self-reliance and well-being is more than a matter of identifying deficiencies, it is even more important to identify assets and capacities – the good things, the reasons for being. (p. 8)

For example, the report highlights the strength of relationships between families in community and between people and nature as defining well-being and quality of life for Inuit. The presence of the following factors was thought to contribute substantially to quality of life (p. 7):

1. Inuit Qaujimaqatunqangit
2. Illinniarniq Avatimuk (University of the Land)
3. Incidence of sharing
4. Abundance and reliance on locally harvested foods
5. Multi generational proximity
6. Non-monetized recreation
7. Outdoor skills
8. Diversity of Inuit life skills

Under our mandate, the Department of Culture, Language, Elders and Youth has a role in youth development. By allowing youth to define their own issues and suggest their own solutions, we seek to empower them and involve them as agents in their own future. Using evidence-based research and comparing our statistics to other jurisdictions’ we can deepen our understanding of the problems youth face in Nunavut, while at the same time recognizing the support and capacity inherent in Nunavut families and communities.

From the outside, we may be able to observe what life is currently like for youth in Nunavut, and we can see some of the problems that result, such as high suicide rates. But to better understand *why*, we need to consult with youth and look at currently available research.

## **What we can learn from recent consultations...**

*Unikkaartuit* (Kral, February 2003) is a collection of narratives from people living in two Nunavut communities, speaking on the themes of well-being, sadness, suicide and change. When asked about well-being and happiness, people in this study most often mentioned the value of family, talking, and Inuit Qaujimagatuqangit:

*Being with family, speaking with family, visiting, going on the land together, sharing food together, and many other family-related activities were closely associated with wellness, happiness, health and healing. Family was most commonly related to suicide prevention and intervention.*

(Unikkaartuit by Michael J. Krall, February 2003, p. 11)

Looking at other consultations with Nunavut youth including: *The Elders and Youth Forum* hosted by the Department of Health & Social Services in May 2003; *The Kitikmeot Youth Conference Workshop Report and Community Action Plans* from October 2001; and the *Youth Conference on the Economy* in Pangnirtung in Fall 2002, we begin to see a fairly unified voice. The issues most often cited by Nunavut youth in these reports were:

- Need for youth centres or a place to meet
- Concern about suicide
- Worry over loss of communication with family & elders
- Need for role models
- Need to try peer counseling
- Need healthy living examples

These findings support what we learned from our early meetings with elders and youth in Igloolik, as well as what we heard from Nunavut Sivuniksavut students.

## **What we hear from our political leaders...**

Suicide was a strongly debated issue in the March 2003 session of the Legislative Assembly. MLA Ovide Alakannuaq asked: "What can we do for the Youth of Nunavut?" All MLAs voiced their concerns about the high suicide rate amongst youth in Nunavut and debated the causes and underlying symptoms. Members identified all departments in the Government of Nunavut as sharing the responsibility for finding solutions.

The discussion at the Legislature resulted in an unprecedented motion to strike a Task Force on Suicide Prevention and Community Healing. This Task Force will work with government departments, communities, and professionals and report to the Legislative Assembly in the Fall 2003. At the same time, an interdepartmental government working

group has been formed to review all current programs related to suicide prevention and provide recommendations to Cabinet in Fall 2003.

From this we can see that suicide prevention is a priority in Nunavut, and something to consider in all areas of our work in government, especially in work related to youth.

### **What we can learn from other places...**

A number of meetings, workshops and consultations were held in Spring 2003, leading up to the May 2003 Canadian Association of Suicide Prevention conference in Iqaluit. Two reports were produced during this period that provide background on how Nunavut compares with other jurisdictions in its suicide rate. The reports offer examples of how the issue is being dealt with around the world.

The Executive and Intergovernmental Affairs workshop on *Best Practices in Suicide Prevention and the Evaluation of Suicide Prevention Programs in the Arctic* (Henderson, March 2003), gathered participants from Nunavut, Greenland, Nunavik, the Northwest Territories, and Alaska to share approaches to suicide prevention. For example:

- In Alaska there is a community-based suicide prevention program that offers two-year grants of up to \$20,000 for each community with plans for suicide prevention activities. The total cost of the program is \$800,000-\$900,000 USD.
- In Greenland suicide prevention materials are distributed in schools and the cultural centre has been working with youth to produce theatre and drama that promotes positive family themes.
- A professor from McGill University in Montreal observed a pattern of very intense relationships amongst First Nation and Inuit youth in Canada and for that reason, he recommends the support of peer counseling and role models.

Workshop participants broke out into groups to discuss creation of suicide prevention programs in Nunavut. Recommendations included: restore Inuit pride; get back to the conditions in which our grandparents survived to teach children the importance of language; empower people; develop screening tools for youth at risk; have culturally appropriate strategies. This workshop showed how many of the challenges faced by Nunavut youth are shared amongst First Nation and aboriginal youth around the circumpolar world.

Looking at the table below, we can see how alarming Nunavut's suicide rate is as it compares with other circumpolar jurisdictions.

Number of suicides per 100,000 total population	
<b>Jurisdiction</b>	<b>Suicide rate</b>
Nunavut	80
NWT	40
Nunavik	44
Alaska	21
Greenland	88

Source: Table 1, Henderson July 2003

However, these rates are based on *total* population; in each case, suicide rates are higher for indigenous populations. Further, looking at Alaska, NWT and Greenland, Jette Jenson (quoted in Henderson, July 2003) found that Inuit have higher suicide rates than other indigenous groups.

Looking outside of the circumpolar world, young Maori women in New Zealand also have a high suicide rate that is comparable to Nunavut's. To address suicide among Maori youth in New Zealand, the Ministry of Youth Affairs created a suicide prevention strategy and a series of government interventions and support systems for communities and youth committees. Based on recommendations provided by a Maori reference group, the work of the government focuses on interconnectivity throughout communities and family groups, and strengthening a sense of Maori identity. These and many other resources for youth are available on the Internet and provide examples for Nunavut to consider: [www.youthaffairs.govt.nz](http://www.youthaffairs.govt.nz).

Reviewing research on culture change amongst Inuit, Henderson (July 2003) notes that the accumulated culture change over the last fifty years has led to elders and youth having very different life experiences. Further, contemporary society does not give youth a rite of passage from childhood to adulthood. For young men in traditional society, adulthood began with the first hunting kill. "Currently young people are not treated as adults... youth are disempowered by contemporary society" (McDougall 1994 in Henderson 2003, p. 5-6).

The need for a rite of passage from youth to adulthood raises an interesting point to be considered in the development of on-the-land camp programs in Nunavut. This factor is one of the cornerstones of the Rediscovery program. Through over 25 years of experience in setting up locally operated community based camp experiences in Canada and around the world, Rediscovery has found that the rite of passage is the most popular part of their program with youth. One of the founders commented on his work with at risk aboriginal youth in on-the-land camps:

*Drugs and alcohol provide youth with a profound experience, it is up to us to offer them an equally profound experience in healthy living that will replace the destructive one.*

*A rite of passage from youth to adulthood that involves their elders gives youth a sense of meaning, connection to family, the community and the land, and offers a profound experience.*

Julian Norris, Ghost River Rediscovery, Conference April 2003

An important discovery made on the subject of Inuit youth trying to live in two worlds, is shown in Henderson's report (July 2003) with similar findings from New Zealand, Greenland, and Australia. Those aboriginal youth most resilient to social problems have friends, experiences, and life skills in *both* traditional and contemporary societies.

### **How can we use this information?**

Much of the research and consultation cited here points to the value of on-the-land camps for Inuit youth in Nunavut, as well as the need to develop other programs that, using an Inuit Qaujimagatuqangit approach, will provide them:

- time with family and elders;
- an opportunity to practice traditional skills and language; and
- a break from the stresses of everyday community life.

In short, we need to develop programs that will support many of the things that have been identified as critical to the well-being of youth.

Next, in this process, we need to gain the perspective of Nunavut youth.

## CLEY Consultation

Youth who attended the four regional workshops sponsored by the department in Spring 2003 were easily able to express their shared challenges, visions and dreams. By outlining the gaps between their problems and their suggested solutions, youth helped the department find its supportive role.



*South Baffin workshop in progress*

Although they came from many different backgrounds and life experiences, youth across the territory expressed very similar ideas and we found that the same themes were repeated in each region. The foremost theme that emerged was **identity**. Youth voiced a need to build a sense of pride in their Identity as Nunavummiut.

Many participants commented on how much they had gained from sharing and working together with youth from different communities. They also thanked the department for involving them in decision-making on their future. Each attendee was thanked by the Minister of Culture, Language, Elders and Youth and given a certificate of participation. Notes from the four workshops were transcribed and distributed to all participants.



## Vision for the Strategy

“What makes you Inuk?” This question was asked in each workshop and was handled as a group brainstorming exercise. The question seemed so obvious to some that it needed the prompt “*What makes you distinct?*” “*What makes you proud to be Inuk?*”

The following was expressed in some form by participants in all workshops:

- We eat country food -- healthy food
- Having a rich culture and tradition
- Speaking our language
- A strong heart
- Being a survivor
- Don't need a PhD to learn about animals and the land
- Very strong values and beliefs
- Love of the land – space
- Being adaptable
- Cross culturally aware
- Learning things quickly
- Oral tradition
- Strong family connection
- Respect for elders
- Helping each other out
- Pride in being Inuit

Once created, this profile was then used as an expression of the vision for youth identity. Groups were asked to explore the barriers and solutions for all Nunavut youth to achieve this state. Workshop groups were encouraged to brainstorm on their own ideas of what is needed and how our department can support.

## The Recommendations

Overall the departmental youth consultation confirmed many of the findings in the research currently available on youth and showed us where we need to focus our energies as a department. We received detailed feedback on on-the-land camps and other program ideas, as well as specific recommendations on our potential role in the development of youth identity.

There is real interest amongst youth in Nunavut in the workings of the government and in the current planning that will affect their future. As a group, they seem to have a basic understanding of government, of grants and contributions, and available funding. On the whole, youth recommendations were strong and realistic, for example:

To each other, youth said:

*“You say, ‘we need more role models’. Well, why don’t you be a role model? Get involved! Don’t just sit and wait.”*

To the Government of Nunavut, youth said:

*“I want to see the GN working as a whole to promote Inuit language and culture.*

*We need a youth centre or a place to meet!”*

Youth need support in achieving the goals they have outlined for themselves, and they need to know that the ideas they gave to the government were heard and will be acted upon. Many of the recommendations that follow are interlinked. They are based on what youth said they need, paired with some background on what is currently being done on each issue, and a response from the department for future steps to achieve the recommendations.

## Recommendation #1 – Support Youth Committees

### Youth Said:

Every community needs a youth committee and a facility where they can hold their meetings as well as a gathering place.

### Youth Suggestions:

- A youth committee and coordinator in each community.
- Information on how to access ongoing funding and support.
- Workshops on how to set up a youth committee, how to run one, how to keep it going, and suggestions for activities they could organize.

### CLEY Response – Currently:

- We completed the Elders & Youth Facility Study in March 2002 to identify specific requirements for meeting space in all Nunavut communities. See summary chart in Appendix II
- Community Programs staff work with youth committees, providing support for set-up and operations. Staff conduct monthly regional teleconference meetings to share ideas and assist with proposal development
- CLEY grants \$2,000 annually to each established youth committee for operations and maintenance
- Youth groups can access other funding from the department to supplement the \$2,000 annual grant

### CLEY Response – Next Steps:

- Develop a toolkit for establishing and operating a youth committee and distribute it to each community:
  - Provide communities with a CD Rom of the toolkit to use as a resource
  - Provide ongoing support for youth committees on the departmental website, making it a place to learn about other youth-related initiatives in the department and across Nunavut, and offer suggestions for program activities
  - Explore ideas on the Government of New Zealand Ministry of Youth website for successful youth programs
- Explore the QIA/KIA/KIA 9-week Summer Youth Coordinator Program and look for opportunities for collaboration between Regional Inuit Organizations and the department
- Explore increasing the amount we fund through the Youth Committee Annual Grants
- Work with youth committees to help them access additional funding from other sources

## Recommendation #2 – Promote Better Communication Amongst Youth

### Youth Said:

Once they have a youth committee, they need one source to go to for resources

### Youth Suggestions:

- Have regular conference calls with the other youth committees to share project initiatives and program ideas
- Give information on how to plan an event. This should include community wellness funding programs, and a list of other contacts for support other than funding, including representatives from GN departments, Inuit Organizations, and Federal Government who can provide organizational support to youth committees

### CLEY Response – Currently:

- Rural Team Nunavut has compiled a Directory of Community Wellness Funding Programs which includes a section on youth funding and programs which can be distributed
- CLEY Community Programs has a toll free line for community support and provides outreach to youth committees
- CLEY is launching our departmental website

### CLEY Response – Next Steps:

- Expand the departmental website to include a number of links, such as:
  - Provide on-line help services that are supported by Community Program staff and the division's toll free number
  - In preparation for broadband access in all communities, explore interest in a youth committee chat room as part of the departmental website to share ideas
  - Provide a Nunavut-wide list of youth projects for communities to build on and learn from
- Organize regular conference calls for youth committees across each region
- Support training opportunities for peer counseling in communities

## Recommendation #3 - Culture & Language Activities in Communities

### Youth Said:

They need opportunities to learn more about our culture and practice language terminology with a combination of traditional and modern approaches. These should be available in all communities. Use technology to promote the connection to culture and language.

### Youth Suggestions:

- Develop on-the-land programs where learning traditional skills from elders is paired with a classroom setting interactive learning experience back in communities on the history of Inuit and land claims
- Need more opportunities to get together across communities to see the differences in language challenges, to learn new ideas for youth activities
- Need more northern exchange programs in and around Nunavut, the territories, or circumpolar regions
- A Folk School or something like Nunavut Sivuniksavut but offered in Nunavut communities. A place where students could be comfortable expressing themselves and asking questions. These school programs should be separate from the formal education system
- Making learning from elders and learning traditional skills more interactive by creating CD ROMs on hunting and other traditional activities, as well as for language practice
- Develop materials that facilitate learning Inuktitut

### CLEY Response – Currently:

- Cabinet has requested that departments establish on-the-land camp programs and report back by October 2003
  - There are a number of on-the-land camp programs offered in Nunavut, through elders committees, QIA/KIA/KIA, the Department of Justice, Education, and others
  - CLEY staff attended an international conference that presented successful long-running examples of on-the-land programs for youth at risk. Some of these have been offered in Nunavut in the past or have been used in Nunavik or NWT and are transferable to Nunavut communities
  - Community Programs staff will make key findings from all of these programs available to communities interested in forming their own on-the-land camp program
- CLEY staff participate in the discussions within the GN on the concept of a Folk School similar to one in Greenland where students can take cultural studies
- CD ROMs are being created to make *Asuilaak* Living Dictionary more accessible to youth and communities

## CLEY Response – Next Steps:

- Select several communities with interest to pilot a new on-the-land program. Provide communities with examples of successful programs to assist in designing a program that will work locally. Suggest incorporating elements of these and also considering what youth requested, such as having:
  - simple rituals and a rite of passage to adulthood, involving elders
  - offering a mix of traditional and contemporary skills training, experiences, and food.
  - exploring how to support the opportunity for peer counseling amongst camp participants
  - follow-up get togethers in communities after the camp has ended for continued support
  - recognition of each youth's contribution to the program by family on return to the community
- Develop partnerships in the GN and with Inuit Organizations and Federal government to promote traditional Inuit sports and sport and cultural exchanges. Look to circumpolar jurisdictions such as Greenland for program development and youth exchanges. For example, kayaking competitions combine sport and traditional cultural activities and connect youth across circumpolar regions. Learn from the annual Greenland Kayak Competition and promote exchanges and learning opportunities for youth:

For the first time ever, an Inuk has competed in the sport that uses the famous watercraft design that Inuit invented:

[http://www.nunatsiaq.com/archives/nunavut990827/nvt90820\\_09.html](http://www.nunatsiaq.com/archives/nunavut990827/nvt90820_09.html)

The kayak team from Greenland taught the Frobisher Bay Kayak Club members the different skills involved in rolling a kayak. Once club members learn these skills, they will then teach youngsters in Iqaluit how to do them safely and confidently, and eventually join the Greenlandic kayaking competitions a few years down the road:

[http://www.nunatsiaq.com/archives/030919/news/nunavut/30919\\_03.html](http://www.nunatsiaq.com/archives/030919/news/nunavut/30919_03.html)
- Tailor current CLEY Youth Initiatives grants and contributions to fund on-the-land programs and Inuit cultural sport programs and help youth committees and communities access additional funding from other GN and Federal departments and Inuit Organizations
- Participate in Folk School working group and incorporate youth input from this consultation into the planning phase
- Develop and distribute language learning products for youth, such as dictionaries, videos and books. Explore partnerships with youth in creation and development of these tools.

## Recommendation #4 – Recognize Role Models & Leadership

### Youth Said:

They need recognition of actual Nunavut youth in communities, people they can look up to.

### Youth Suggestions:

- The posters of GN Inuit staff currently available are a good example but we need to bring it to the community level and start recognizing local youth role models.
- They would feel good about working with little kids to pass on values and a sense of responsibility. This could be done through sports coaching.
- Role models could go into schools to talk to students and give them a good example to follow, including how to get involved, how to set a goal and reach it. Similar to what some schools do by inviting elders in to talk.

### CLEY Response – Currently:

- We hold a language award poster challenge for youth. Youth across Nunavut submit drawings on the subject of the importance of language protection and promotion. The winning drawings are reproduced as posters and distributed throughout all communities.

### CLEY Response – Next Steps:

- Develop leadership programs, workshops and presentations for youth on:
  - Traditional and community leadership
  - Public office, such as municipal and territorial leadership. Develop a mock Legislative Assembly for youth, using the NWT example as a model
  - Entrepreneurial leadership
  - Local sports heroes
- To give youth ideas for future careers and to connect them with role models they can learn from.

## Recommendation # 5 – Get Creative & Collaborate More

### Youth Said:

With a small budget and staff, Culture, Language, Elders and Youth need to get creative and use resources more effectively. Many departments and organizations are doing things for youth – this should be more coordinated.

### Youth Suggested:

- They would like to have a single window for access to funding for youth in communities.

### CLEY Response – Currently:

- As a department, we participate in the Ilagiitsiarniq (Children’s First Secretariat) with Health & Social Services, Education and Justice to explore shared approaches within the GN to youth issues
- We participate in a government-wide review of suicide prevention and community healing programs
- We conducted an Elders & Youth Facility Study (March 2002, commissioned by CLEY) to help identify existing facilities where youth could gather in each community in Nunavut and have shared the report data with the GN Suicide Prevention working group to explore how to use this information to benefit youth in all communities
- We are exploring the potential for a Youth Survey with the GN Bureau of Statistics and Evaluation, in partnership with other departments and the federal government to deepen our understanding of what it is to be a youth in Nunavut in the 2000s
- We have funding for youth initiatives accessible through our grants and contributions. There is a toll free number for easy access to staff in Igloolik who can help with proposal writing
- Many other agencies fund youth activities, including Sustainable Development, Education, and the Federal Government through Health & Social Services. All are listed in Rural Team Nunavut’s Directory of Community Wellness Funding Programs



### CLEY Response – Next Steps:

- Take the lead in developing interagency cooperation to address youth recommendations for a single window approach to funding. Explore partnerships:
  - This could be accomplished through a Youth Forum similar to the Nunavut Trade Show but with a youth focus, gathering together all funding agencies and resources in Nunavut and providing financial assistance for youth from across Nunavut to attend.
- Provide more support to youth by taking a lead coordinating role. This could be done in a number of ways:
  - by gathering information and resources for youth programs and funding into one place, e.g. on our website
  - by suggesting program ideas, assisting with implementation and follow through
  - by sharing information with other departments and organizations currently working on youth strategies

## Recommendation # 6 – Healthy Living

### Youth said:

They need activities within our own communities to replace boredom, which leads to drug and alcohol abuse, and gambling. They also need higher, better education and knowledge of parenting and safe sex.

### Youth Suggested:

- A drop-in or youth centre where they can go to keep themselves busy
- Have more sports events such as tournaments between communities
- Include parenting, safe sex, obesity, alcohol and tobacco abuse in the high school curriculum
- Have the elders come into the classroom to talk about parenting
- Have regional cultural exchange trips

### CLEY Response – Currently:

- We assemble the cultural delegations for all major youth sporting events, e.g. Arctic Winter Games and Canada Winter Games

### CLEY Response – Next Steps:

- Take the lead in a Healthy Living Campaign for youth in all communities
- Share youth recommendations with other GN departments working on youth issues through the Ilagiitsiarniq working group and look for partnerships in the campaign
- Include representatives of all relevant GN departments in future youth gatherings and conference calls

## Implementing & Evaluating the Strategy

How do we measure the development of a sense of identity amongst Nunavut youth? Do we...

- Track statistical indicators
- Focus on youth feedback
- Watch for an increased call for funding for youth initiatives
- Count the number of youth committees in communities
- Evaluate new programs being developed and look for successful ones to promote

Or do we concentrate on whether the recommendations in this strategy have been fulfilled? One thing we can do is go back to the Vision for this strategy, as created *by youth for youth*.

With so many good examples of youth initiatives and programs already happening in Nunavut and other jurisdictions, perhaps we can best approach implementing and measuring youth identity development by working in partnership. This includes gaining the support and involvement of other Government of Nunavut departments, Inuit organizations and Federal Government. It also includes involving youth themselves, as they are our most motivated partners in planning their future. Organizing an annual Nunavut-wide interagency forum with youth will ensure that as agencies involved with different aspects of youth development, we stay focused on them to tell us how we're doing and to give us future direction.

Culture, Language, Elders and Youth will also explore striking a Youth Steering Committee to assist with coordinating, implementing, and measuring the success of the specific initiatives suggested in this strategy.

*“Our youth are our future. We have to educate them and encourage them to take ownership of Inuit Qaujimajatuqangit so they can pass it down to their future generations.”*

Mariano Aupilardjuk, Elder, Inuit Qaujimajatuqangit Workshop September 1999  
Sponsored by the Department of Culture, Language, Elders and Youth

## References

- Henderson, A. March 2003. *Best Practices on Suicide Prevention and the Evaluation of Suicide Prevention Programs in the Arctic*, held in Iqaluit, Nunavut March 14 and 15, 2003. Sponsored by the Department of Executive and Intergovernmental Affairs, Government of Nunavut
- Henderson, A. July 2003. *Suicide and Community Wellness in Nunavut*, report prepared for the Nunavut Task Force on Suicide Prevention and Community Healing
- Henley, T. 1996. *Rediscovery, Ancient Pathways, New Directions – Outdoor activities based on Native traditions*. Lone Pine Publishing, Western Canada Wilderness Committee, Canada.
- Kia Piki Te Ora O Te Taitamariki – Strengthening Youth Well-being*. New Zealand Ministry of Youth Affairs, Suicide Prevention Strategy 1996.
- Kitikmeot Youth Conference, Workshop Report and Community Action Plans* October 2001, Cambridge Bay.
- Kral, M.J. February 2003, *Unikkaartuit: Meanings of Well-Being, Sadness, Suicide and Change in Two Inuit Communities*, report to the National Health Research and Development Programs, Health Canada.
- McDougall, B. 1994. *Helping “the Future” to Gain its Voice Today: The double oppression of Inuit youth and the pressing need for youth organization*. A discussion paper prepared for Inuit Tapirisat of Canada.
- National Aboriginal Youth Strategy*, December 1999. Human Resources Development Canada, Hull, Quebec.
- Nunavut Social Development Council 2002. *The State of Inuit Well-being in Nunavut 2001*, report prepared by Mark Anielski and David Pollock, Pembina Institute for Appropriate Development.
- Nunavut Sivummut Economic Development Strategy, Building a Foundation for the Future*. June 2003 final draft.
- Report from the September Inuit Qaujimaqatuqangit Workshop*, September 29-30, 1999. Sponsored by Culture, Language, Elders and Youth.
- Youth Conference on the Economy - notes* Fall 2002, hosted by the Department of Sustainable Development, Government of Nunavut, Pangnirtung.
- Youth Development Strategy Aotearoa, Action for Child and Youth Development* January 2002, Ministry of Youth Affairs, Government of New Zealand, Wellington.

*Youth Recommendations - Elders and Youth Forum* May 2003, hosted by the Department of Health & Social Services, Government of Nunavut, Iqaluit.

Conference:

3<sup>rd</sup> International Adventure Therapy Conference, Victoria, BC, April 20-24, 2003

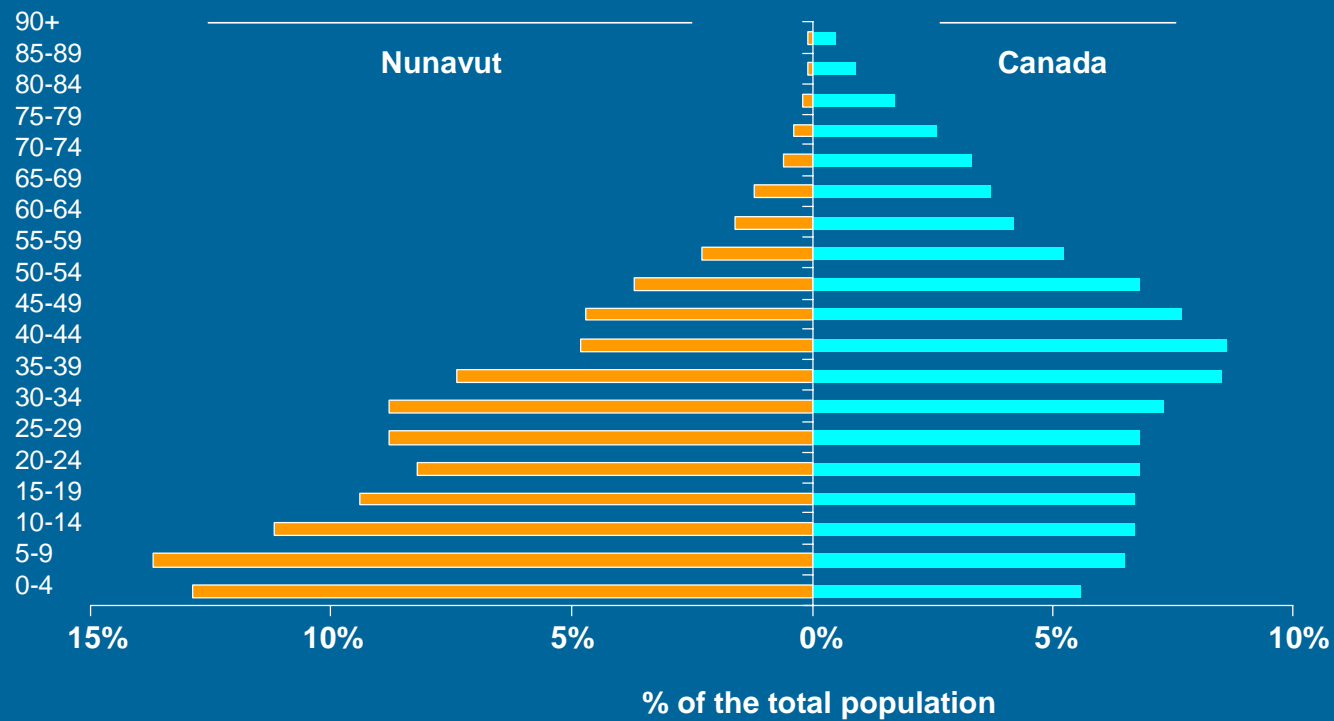
# Appendix I

## Comparative Statistics - Nunavut/Canada

Source: Nunavummit Kiglisiniartiit



## Nunavut's age structure is quite different from that of Canada...

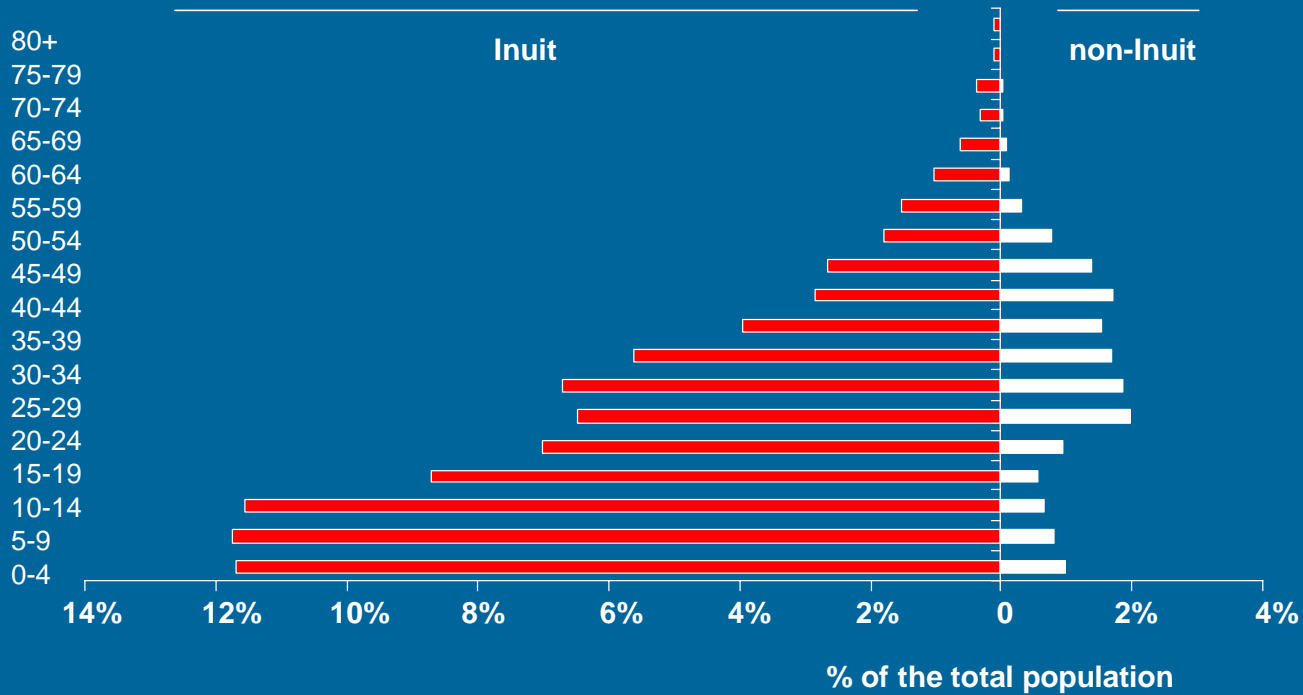


source: Nunavummit Kiglisiniartiit, based on 2001 Census data





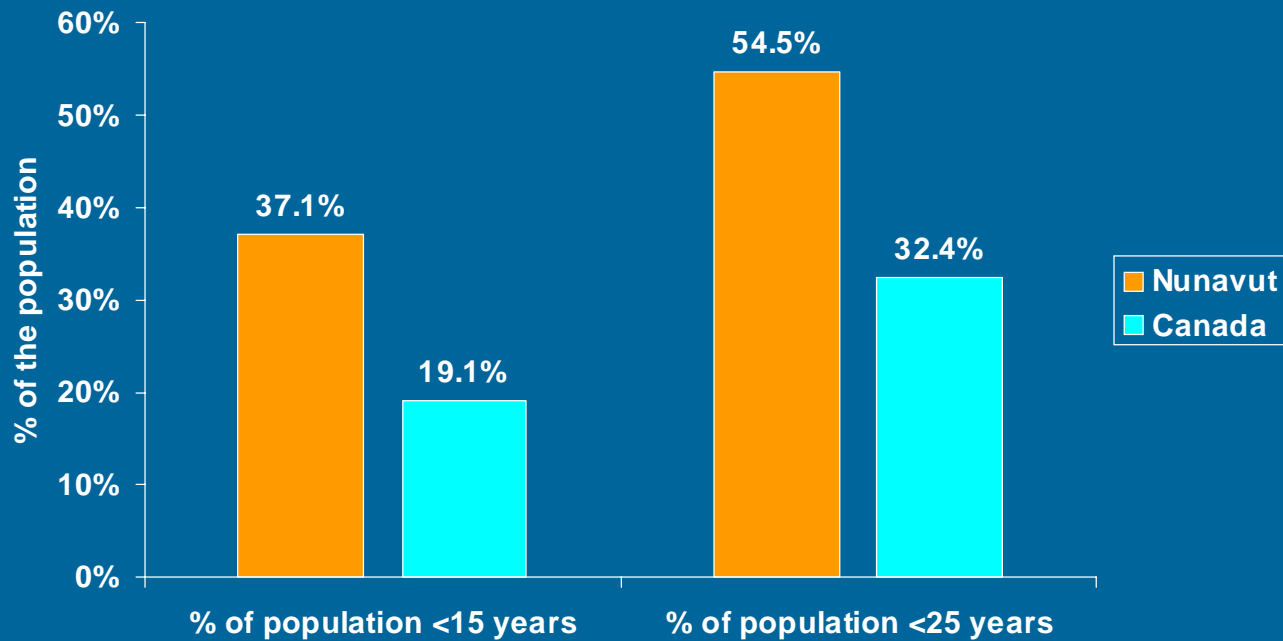
## ... and the age/ethnicity structure of our population is unique



source: Nunavummit Kiglisiniartiit, based on 2001 Census data



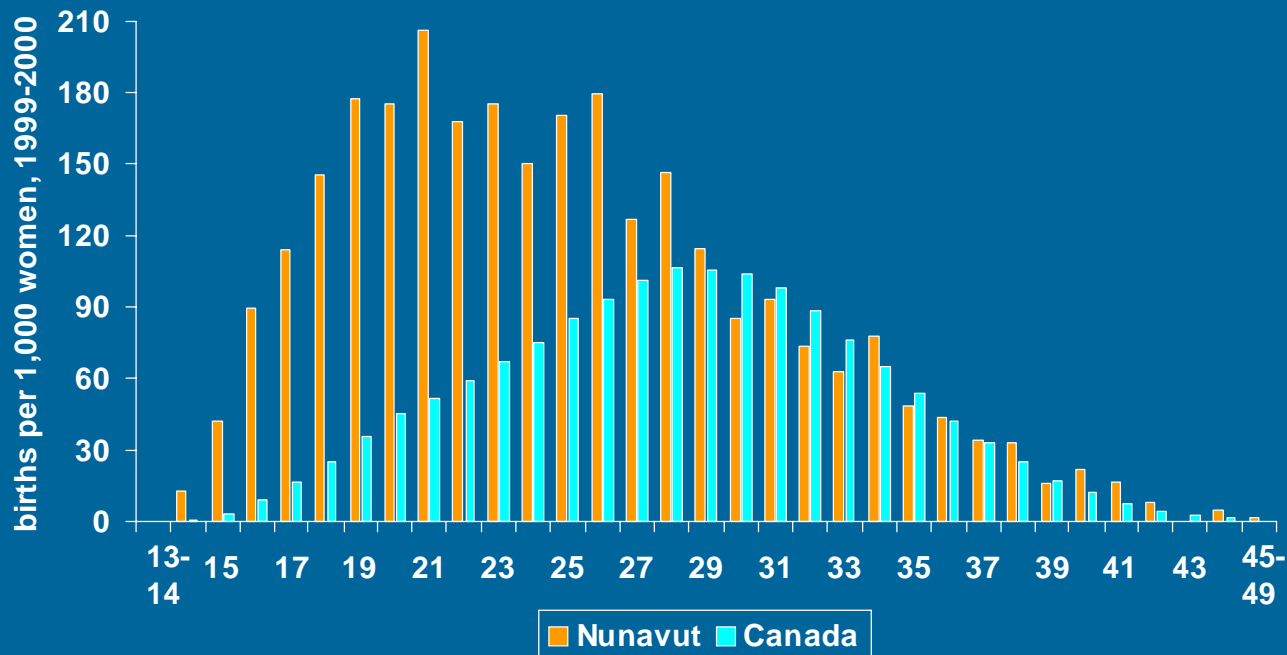
## Which results in Nunavut having a very young population...



source: Statistics Canada, 2001 Census



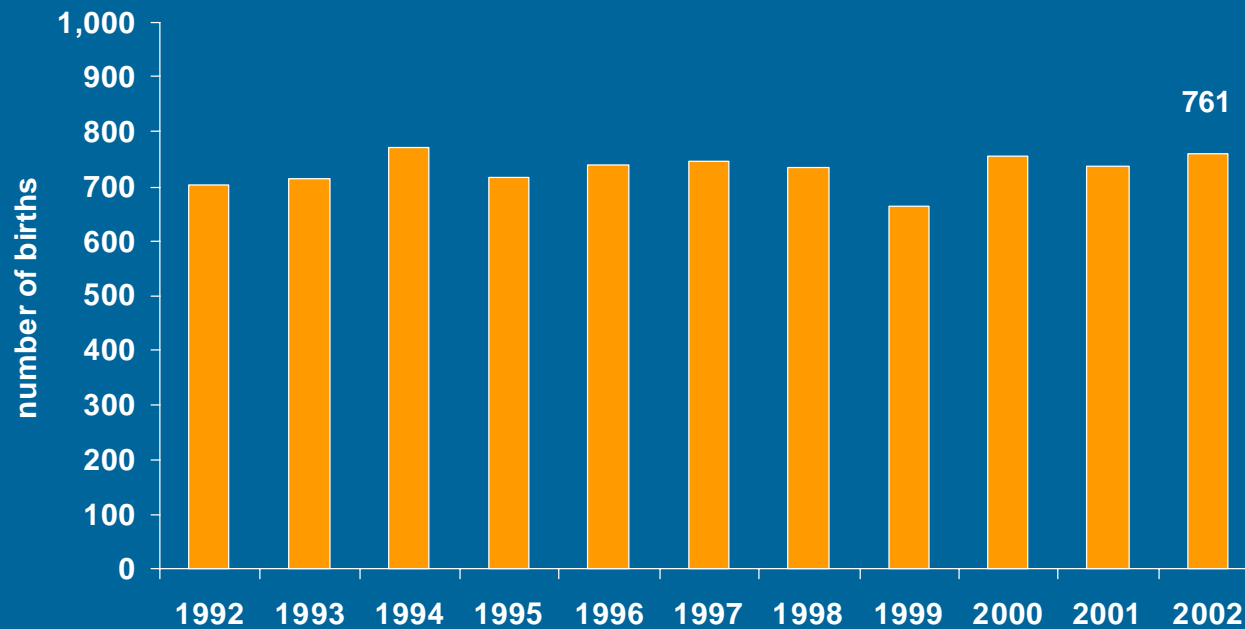
## Young women in Nunavut have a higher birthrate than in the rest of Canada: Average annual crude birth rate, 1999-00



source: Statistics Canada



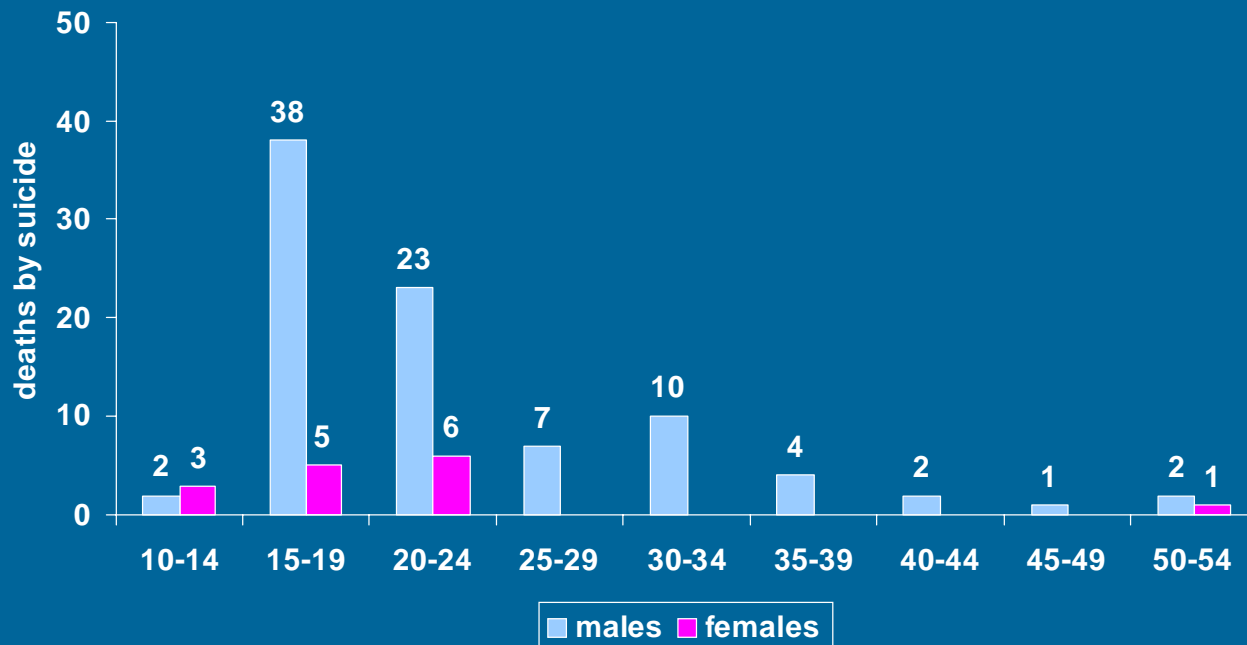
## The number of births occurring in Nunavut has been relatively stable for more than a decade



source: Statistics Canada, CANSIM II table 051-0013



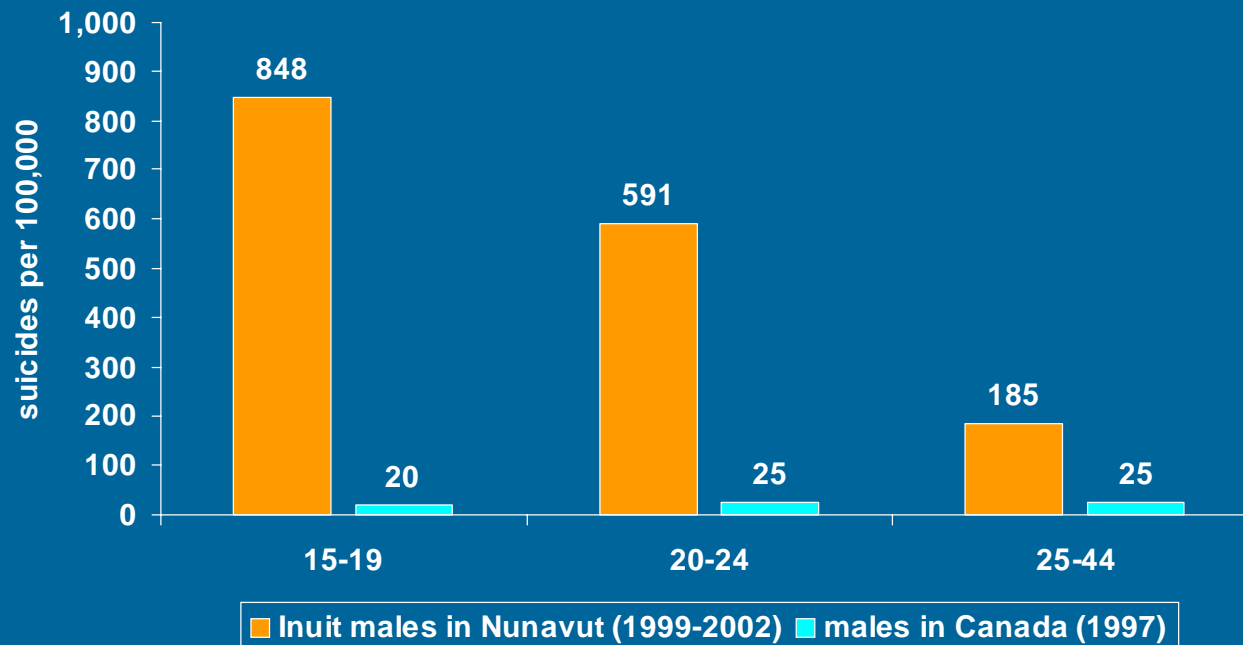
## Deaths in Nunavut by suicide, 1999 to 2003, by age cohort and sex



source: Office of the Chief Coroner of Nunavut



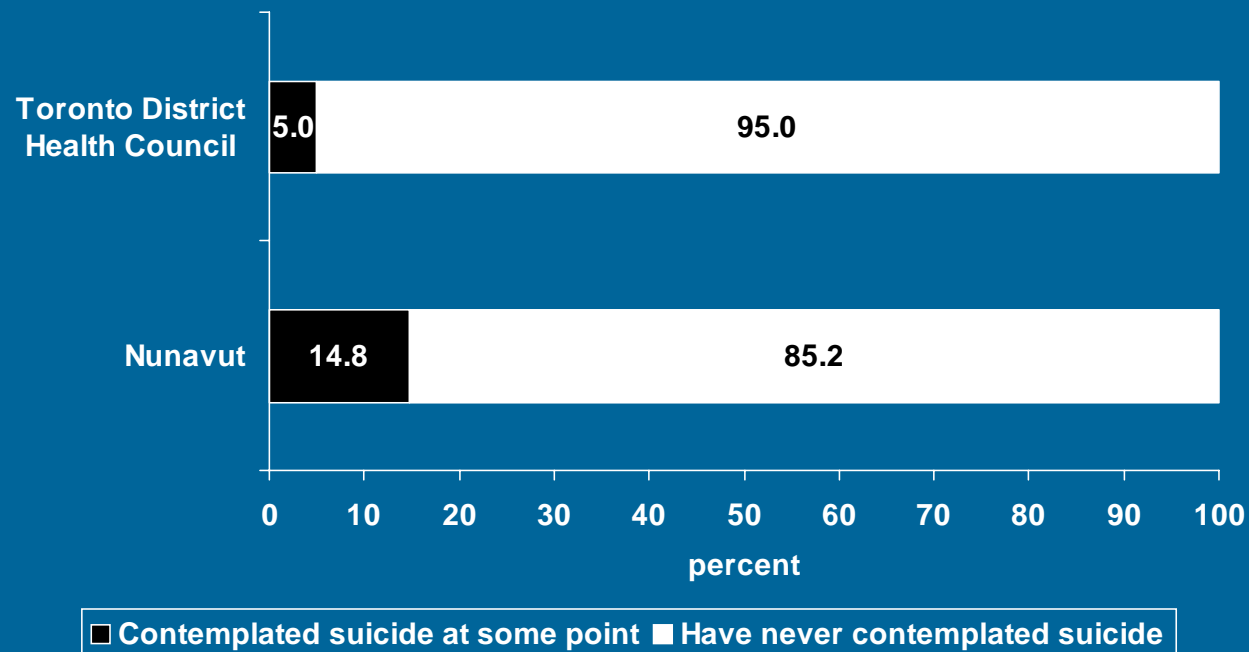
## Rates of death by suicide, Inuit males in Nunavut 1999-2003 and all males in Canada 1997, by age cohort



source: Nunavummit Kiglisiniartiit and Statistics Canada



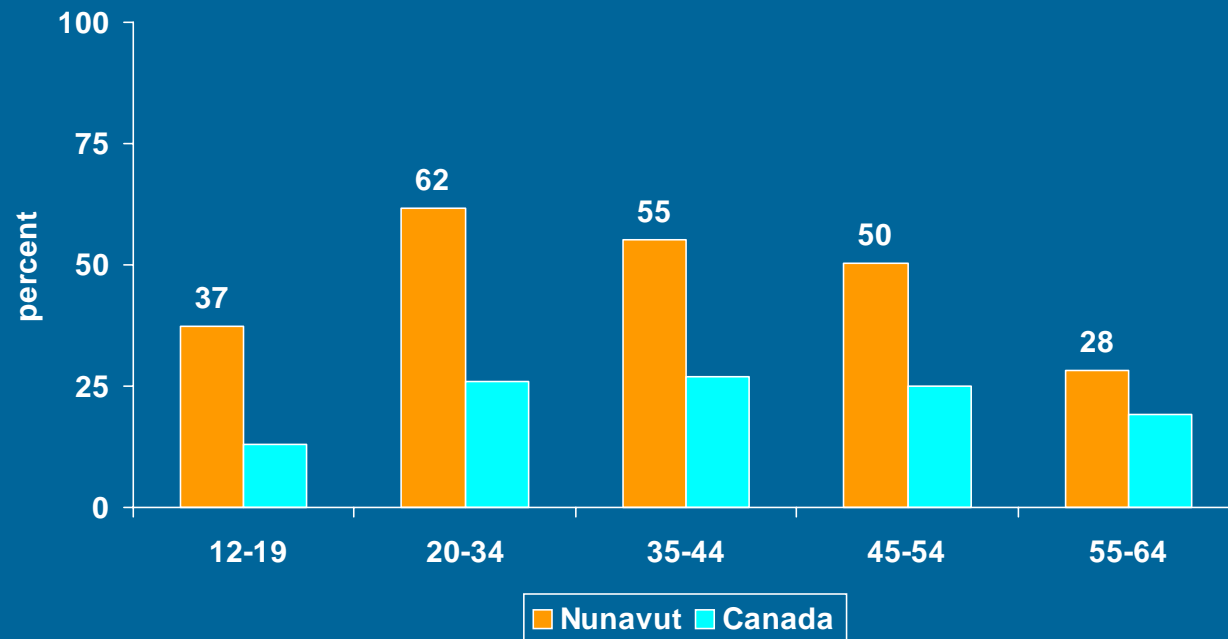
## Rates of suicidal ideation among 15 to 19 year-olds, Nunavut and Toronto, 2000



source: Canadian Community Health Survey



## Daily smokers, Nunavut and Canada, 2000-2001, by age cohort



source: Statistics Canada, CANSIM II table 105-0027



## Appendix II

### Elders and Youth Facility Study 2002 Summary Table

Source: the Department of Culture, Language, Elders and Youth

Community	#Of Designated Youth Facilities	#Of Designated Elder Facilities	Combined?	Other Meeting Places I	Minor Building Renovations	Other Top Improvements	Is there a great need for a new facility?
-----------	---------------------------------	---------------------------------	-----------	------------------------	----------------------------	------------------------	---

<b>Qikiqtaaluk</b>							
<b>Arctic Bay</b>	0	0		Friendship Centre Gymnasium Church	Finish renovations at friendship Centre and include a room for elders.  Renovate water and washroom facilities at 'sewing centre.'  Consider opening up and renovating the abandoned community hall.	Program coordinator for youth and elders.  Reinstate youth committee.  Consider equipment acquisition from Nanisivik Mine.	Renovations at friendship centre and re-opening of community hall will meet the need.
<b>Cape Dorset</b>	0	0		Arena (with swimming pool) Gymnasium Elders Home Community Hall Two local churches		Re-scheduling to provide time and space for elders to teach youth sewing and crafts at the community hall or gymnasium.	There is a need for a non-sporting facility for elders and youth. A centre for arts and crafts is requested.
<b>Clyde River</b>	0	0		Ilisaqsivik Family Resource Centre Gymnasium "Shack" where elders meet	Renovate elders' shack to make it suitable for useage.  Install shelving at Ilisaqsivik centre to display more of elders' artwork.	Schedule time for youth-only activities are the Ilisaqsivik centre (movie nights).	Not at this time. The renovated shack will serve the immediate need.
<b>Grise Fiord</b>	0	0		Gymnasium Hamlet Chambers Government Building		Additional programming for youth and elders.	Need exists for youth and elders facility.

Community	#Of Designated Youth Facilities	#Of Designated Elder Facilities	Combined?	Other Meeting Places.	Minor Building Renovations	Other Top Improvements	Is there a great need for a new facility?
<b>Hall Beach</b>	0	0		Community Centre Arena Co-op Northern Store Arctic College	Extend the community centre to accommodate community use.	Youth programming needed at community centre.	Elders are lacking a place to meet, would like to share with youth.
<b>Igloolik</b>	0	0		Research Centre School Community hall Arena Co-op Youth Centre (undesignated)	Janitorial services required at Youth Centre.	More efficient scheduling at Youth Centre to accommodate different ages.	Not at this time
<b>Iqaluit</b>	1	1	No	Arcade Apex Hall Gymnasium The Frobisher Brown Building Mary's Movies Coffee Shops Mean Gene's			Not at this time
<b>Kimmirut</b>	0	0		Akavak Centre Simata building Small building near the Unikkaarvik Visitor's Centre	Renovations to old youth centre including better washrooms.  Improve heating at the small building near the Visitor's Centre.	Additional programming assistance to run youth centre once if it is opened again.  Formalize an arrangement at the Unikkaarvik Visitor's Centre for youth and elders to meet there.	Not at this time

<b>Community</b>	<b>#Of Designated Youth Facilities</b>	<b>#Of Designated Elder Facilities</b>	<b>Combined?</b>	<b>Other Meeting Places'</b>	<b>Minor Building Renovations</b>	<b>Other Top Improvements</b>	<b>Is there a great need for a new facility?</b>
<b>Nanisivik</b>	0	0		Recreational Facility			Nanisivik community mine is closing. No improvements requested
<b>Pangnirtung</b>	0	0		Community Hall Angmarlik Centre	Improve washroom facilities at the community hall.  Expand size of elders' room at the Angmarlik Centre.	Provide better transportation for elders.	Youth lack a place to meet.
<b>Pond Inlet</b>	0	0		Community Hall		Continued programming for elders in the schools.  Suicide prevention programs.	Youth and elders are lacking a place to meet.
<b>Qikitarjuaq</b>	0	0		Gymnasium Drop in centre Arena	Consider renovating drop-in centre to meet the needs of the community.	Financial management training for youth and elders committee in order to make better use of drop-in centre.  Transportation for elders.	Elders are lacking a place to meet, but could use drop-in centre if renovations are undertaken.
<b>Resolute Bay</b>	0	0		Considering using old nurses residence.	Renovate existing building for youth and elders (old nurses residence).		Use of current building with renovations will meet needs.
<b>Sanikiluaq</b>	0	0		Gymnasium Community Wellness Center		Youth committee needs administrative support. Youth and Elders coordinator needed.	Youth and elders are lacking a place to meet.

Community	#Of Designated Youth Facilities	#Of Designated Elder Facilities	Combined?	Other Meeting Places I	Minor Building Renovations	Other Top Improvements	Is there a great need for a new facility?
-----------	---------------------------------	---------------------------------	-----------	------------------------	----------------------------	------------------------	---

<b>Kivalliq</b>							
<b>Arviat</b>	0	0		Community Hall Gymnasium			Youth and elders are lacking a place to meet
<b>Baker Lake</b>	0	0		Elders Room in Heritage Centre Youth Drop-In Centre in arena complex Hospice Northern Store Taknatit Building Arcade Arena Gymnasium	Renovations needed on recently donated building from CLEY.  Improve accessibility at the Hospice.  Clean the water tank at the Hospice.	More efficient use of Youth Drop-In Centre.  More effective scheduling of sports at the gymnasium. I	If renovations are undertaken on donated building, and scheduling at exiting facilities is reconsidered; the needs will be met.
<b>Chesterfield Inlet</b>	0	0	"	Youth Drop-In Centre at Catholic Church (unused) Coop Northern 'Dump'		Better promotion of the Catholic Church as a Youth Drop-In Centre.  Additional programming for youth and elders (combined).  Transportation for elders.	Elders are lacking a place to meet.
<b>Coral Harbour</b>	1	0		Room for elders with pool table	Renovate bathroom at youth facility, extend size of facility	Joint programming for youth and elders.  Hire an elders' coordinator.  Suicide prevention programs.	Elders are lacking a large enough place to meet and hold activities.

<b>Community</b>	<b>#Of Designated Youth Facilities</b>	<b>#Of Designated Elder Facilities</b>	<b>Combined?</b>	<b>Other Meeting Places I</b>	<b>Minor Building Renovations</b>	<b>Other Top Improvements</b>	<b>Is there a great need for a new facility?</b>
<b>Rankin Inlet</b>	1	0	Elders use the youth centre for activities	Pulaarvik Kablu Friendship Centre Convenience Store Northern Store Sugar Rush Cafe Arena/Hall! Gymnasium Middle School Gym	Renovation needed at Yacht Club i.e. office, storage room needed, improved walls and foundation, kitchen.	Better advertising of programs and scheduling by age.  Better transportation for elders.	With expansion or current facility and better advertising, elders and youth can make more efficient use of the current building.
<b>Repulse Bay</b>	0	0		Elder facility (in day care) under construction Old portable school Gymnasium Arena	Finish renovations in the day care with input from elders.  Renovate the old portable school for youth once the elders are using the renovated facility.	Better advertising of current programs.  Programming for non-sporting activities.  Suicide prevention programs.	If old school portable is donated to the youth and the elders' facility is renovated then the needs will be met.
<b>Whale Cove</b>	0	0		Community Hall School Gymnasium	Community has two vacant building identified by the elders, consider renovations.  Portion of new daycare facility will be donated to elders.	Hire a coordinator to provide better programs for social issues facing youth and groups activities needed for elders.  Obtain input from elders on their portion of the daycare facility.	Youth are lacking a place to meet. If elders are given a portion of the daycare facility some of their needs will be met.  If vacant buildings are renovated needs will also be met.

Community	#Of Designated Youth Facilities	#Of Designated Elder Facilities	Combined?	Other Meeting Places 1	Minor Building Renovations	Other Top Improvements	Is there a great need for a new facility?
-----------	---------------------------------	---------------------------------	-----------	------------------------	----------------------------	------------------------	---

<b>Kitikmeot</b>							
<b>Cambridge Bay</b>	0	1		New Hostel	New hostel requires renovations to meet the needs of the youth.  Elders Centre requires flooring that will allow them to cut meat on the floor.		If hostel is used for youth meetings and gatherings than their immediate needs are being met. Consider a new youth centre in the near future.
<b>Gjoa Haven</b>	0	0		Gjoa's Shop Hamlet Hall Arena Gymnasium School	Renovations required to extend Hamlet Hall.  Renovations required to improve size of gymnasium.  Vacant buildings have been identified, but require money to renovate.	Consider options for renovating vacant buildings.	Youth and Elders and lacking a place to meet and for drum dancing.
<b>Kugluktuk</b>	1	0		Elders meet in former nurses residence  Youth have recently been donated a building  School	Renovations needed on building donated to youth (upgrade washrooms, heat, electricity, kitchen facilities, install a security system).  Former nurses residence needs to be extended to meet the needs of the elders.		With renovations to buildings, the current needs to of the youth and elders can be met.

Community	#Of Designated Youth Facilities	#Of Designated Elder Facilities	Combined?	Other Meeting Places.	Minor Building Renovations	Other Top Improvements	Is there a great need for a new facility?
<b>Kugaaruk (Pelly Bay)</b>	1	1	Yes	Hamlet Gymnasium	<p>Install a removable room divider to have space for different activities.</p> <p>Extend building to allow for more activities.</p> <p>Provide storage space for supplies.</p> <p>Additions to kitchen facilities.</p>	<p>Better coordination between youth and elders for use of the current facility.</p> <p>Increased communication between the two groups.</p> <p>Additional programming at current centre.</p>	With renovations this facility can meet the space requirement of youth and elders.
<b>Taloyoak</b>	0	0		<p>Youth meet in a school portable</p> <p>Elders meet in community social services building</p>	Youth and Elders can temporarily use school portable - renovations are required to better suit their needs.		More permanent facility is needed in this community.