

Esuma

Διδακτική Διερεύνηση

Thinking Around Education

Réflexion sur l'Éducation

Mapping the way to sustainable employment



DURING THE SYMPOSIUM:

- **Training;**
- **Recruitment;**
- **Fighting poverty;**
- **Qualified personnel;**
- **etc**

A person is shown from the side, reading a book. The image is heavily overlaid with a semi-transparent green color. At the top, there are horizontal bars in dark blue and teal. The text is centered on the page.

IN OTHER WORDS...

**THE IMPORTANCE OF EDUCATION AND
HAVING GRADUATES!**

SOME THINGS THAT WERE SAID:

- To think of the children that were starting school;
- Not to forget all the good resources that we have in the region;
- The importance of working in partnership;
- The importance of holding hands and teaching each other;
- Etc..

EVERYONE AGREES THAT:

- Having graduates is important and that we need more!

BUT WHO'S RESPONSIBLE FOR PROVIDING THIS EDUCATION?

WHY ARE WE FACING THIS SITUATION?

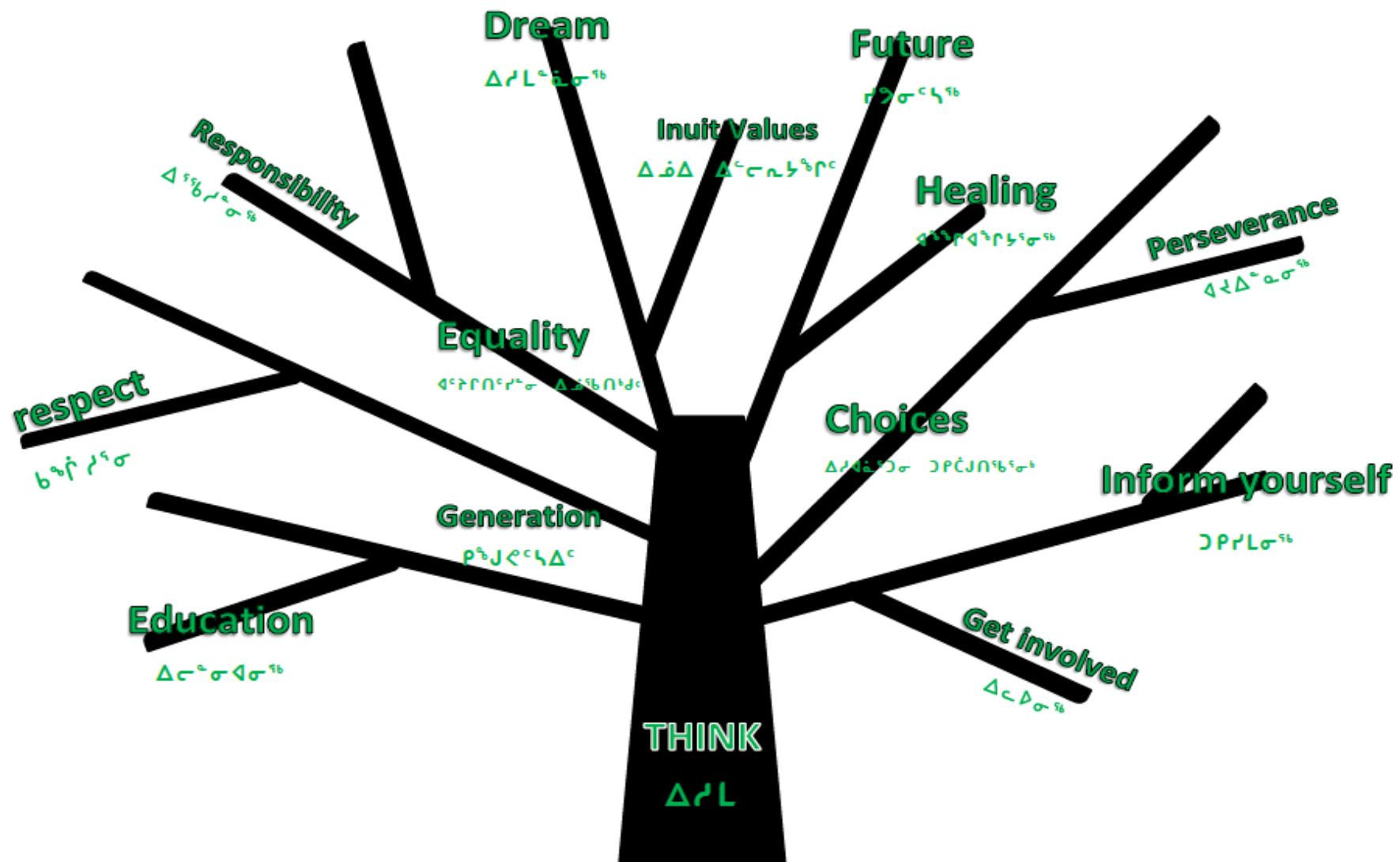
HOW CAN WE FIX IT?

DID YOU KNOW?

**In one school year a child spends:
7800 hours at home or in the community
&
900 hours at school...**

Which teacher should be the most accountable?

Esuma – *Thinking Around Education*



ESUMA... THE FIRST STEPS...

Following consultation with the KRETC on the best way to fight poverty in Nunavik, it was unanimously proposed to establish a project to encourage school graduation.

With the approval of the KRG Council, a project for student perseverance in Nunavik was submitted and funding to the Ministère de l'Emploi et de la Solidarité sociale was allocated.



WHY A MOVEMENT FOR SCHOOL PERSEVERANCE?

- Consider school dropout as a social problem and not only a school problem;
- The contribution of many local and regional actors is needed to resolve the school dropout problem –The School Board can't do it alone!
- The graduation rate can be brought up through the joint actions of all Nunavimmiut, employers and regional actors.

PARTNERSHIP

- The KRG approached major regional organizations to create a table on school perseverance to address this issue in Nunavik;
- A very positive response was received from all the organizations.

Esuma – Participating Organizations

- Kativik School Board
- Association of Employees of Northern Quebec
- Kativik Regional Government, Childcare Section
- Kativik Regional Government, Youth Employment Services Nunavik
- Federation of Cooperatives of Northern Québec
- Taqramiut Nipingat Inc.
- Volunteer
- Makivik Corporation
- Glencore Xstrata
- Canadian Royalties Inc.

Esuma — Mission Statement

*To create a Nunavik-wide synergy
and enhance actions around
education for all learners to
persevere towards their success.*



ESUMA'S 1ST ACTION PLAN: FOUR ORIENTATIONS

- 1- Regional Mobilization and Promotion of Education.**
- 2- Support for Regional and Local Actions.**
- 3- Documentation, Monitoring and Information Dissemination.**
- 4- Follow-Up and Assessment.**

Nunavik Youth Aspirations Study—The research

- The purpose is to **better understand the aspirations of the youth in Nunavik**

1. What are the aspirations of the youth?

2. How could we explain the differences between their idealistic* and realistic aspirations?**

Research sample - Surveys and interviews

- **Participating communities: Salluit and Inukjuak**
- **Inuit participants (between 14 and 20 years old)**

Principal findings - Interviews

General context

- **Drugs and alcohol:**
 - More than half mentioned that drugs and alcohol may influence their success in general, their happiness and their potential to seize opportunities or aim for a specific objective.
 - A third spoke of the drug and alcohol consumption by their parents and indicated that they feel responsible for their parents.

Principal findings - Interviews

General context

- **Drugs and alcohol (continues):**
 - Ten participants talked about drugs and alcohol consumption in the community and identified it as a “real social problem.

Principal findings - Interviews

General context

- **Cultural matters:**

- For a third of the participants, the preservation of the culture emerged as a concern that could affect their aspirations
- They seem to associate their possible aspirations and life choices with the potential loss of Inuit culture.

Principal findings - Interviews

General context

- **Family matters**

- Family matters seem to be significant for a little less than half of the same participants ;
- Many play a very important role in supporting their families. For instance, some help their mothers with domestic chores and babysit younger siblings ;
- One participant indicated that he brings home extra money from his part-time job.

Principal findings - Interviews

General context

- **Family matters (continues):**
 - Some participants must take care of their younger siblings because their parents do not. In fact, for more than a third of the participants, various kinds of family problems (such as drug and alcohol use, violence, carelessness or neglect, suicide or youth protection situations) represent influences in their lives. Another participant said, “Growing up was tough with my family. It still is, but I’m a grown-up now”

Principal findings - Interviews

General context

- **School pathway:**

- Some participants consider their second language skills (French or English) as an obstacle to their success.
- Among those participants who hope to graduate from high school, there is still fear they will not succeed. Often, though they indicated they would like to graduate and continue with their studies, they do not seem to feel that they control this aspiration. They want to graduate but they do not think they will because school is too hard. In other words, they do not believe their personal skills will permit them to succeed.

Principal findings - Interviews

General context

- **South issue:**

- When asked if they would prefer attending college or university in the north, a majority of the participants answered yes. Proximity of family was cited as the principal reason post-secondary studies would be easier in the north.

Principal findings - Interviews

General context

- **Job opportunities**

- Several argued that the only good job opportunities are in the mining industry. In addition, the participants believe that getting a job involves in a long and hard process, often including some travel away from their home communities

Principal findings - Interviews

General context

- **Important human resources :**
 - For almost all participants, family is the first point of reference for determining what is significant in their lives, what has helped them become who they are. Specifically, the participants mentioned the support of their mothers.
 - Friends are also very important according to a majority of the participants .
 - Many participants (nearly a third) mentioned that their teachers have helped them to become who they are.
 - majority of the participants count only on themselves in daily matters, they are preoccupied about the well-being of others

Principal findings - Interviews

Individual indicators

- **Hobbies and interests:**

- A quarter of the participants seemed to have difficulty answering these questions. Only a couple of the participants answered easily. A majority answered, “I don’t know”.
- The participants also have difficulty identifying the things they are good at. It appears that it is not appropriate to answer this kind of question.

Principal findings - Interviews

Individual indicators

- **Things to change:**

- . Most of the participants mentioned that there are changes they would like to make in their lives, such as stop smoking cigarettes, wake up early in the morning, listen more at school, lose weight, change their lifestyle, or stop doing drugs. More than half of the participants want to change something related to their social realities. They mentioned, for example, that they would like the bullying at hockey to stop, the fights in the community to stop, to love each other more, to have easier lives, to have more choices, to change the world, to save the planet, “to be or to feel more normal”, “to change everything”, and even “to change the past”. For his part, one participant indicated, “I wouldn’t change anything, cause I learned from my mistakes, I just learned what I can” (participant 12). Feasible or not, the participants indicated a desire to enhance their realities. Finally, more than a third of the participants want to become better people, either by being more helpful, more respectful or more grateful. Several evoked the idea that they have a deep desire to change for the best by helping older people, helping their families and younger children, or being more respectful and grateful towards elders.

Principal findings – Interviews

Youth aspirations

- **Types of aspirations:**

- More than half of the participants have aspirations related to a job, such as becoming a teacher, police officer, fire fighter, childcare educator, worker at the local cooperative, aircraft pilot, musician, mine worker, businessman, producer, physician, video game tester, Air Inuit mechanic, the military, receptionist at the local cooperative hotel and astronaut. Notwithstanding, one out of every two participants also believes that he will not achieve his desired job because it is too hard or because it is just not a “real” option. When asked what their “real” job is likely to be, a majority of the participants answered that they do not know because they are unable to know the future.

Principal findings - Interviews

Individual indicators

- **Types of aspirations:**
 - Other participants referred to aspirations linked to schooling, graduation or continued post-secondary studies. Almost a third of the participants would like to finish their secondary schooling and some would like to go on to university. However, most participants feel that this will not likely happen for different reasons including perceived poor skills in their second language, difficulties at school or lack of interest. Only five participants really believe that they will finish high school or move on to post-secondary studies

Principal findings - Interviews

Youth aspirations

- **The reasons to give up on the aspirations:**
 - The main reason the participants give up on their aspirations relates to social indicators



ESUMA'S 2nd ACTION PLAN: THREE ORIENTATIONS

1- Implementation of projects reflecting the educational and professional aspirations of youth

Axe1: School motivation and school commitment.

Axe2: Family support in School perseverance.

Axe3: Teacher's support in school perseverance.



ESUMA'S 2nd ACTION PLAN: THREE ORIENTATIONS

2-Mobilization of different stakeholders concerned by school perseverance

Axe1: Mobilization of communities.

Axe2: Mobilization of different organizations.



ESUMA'S 2nd ACTION PLAN: THREE ORIENTATIONS

3- Documentation, monitoring and dissemination

Axe1: Assessment of projects and actions .

SCHOOL PERSEVERANCE WEEK!

- Created a box of material to underline the week in Nunavik;
- One box was sent to the mayors of each community and another to the school principal;
- For next year we are working on more materials.
 - (5 to 9 of February)

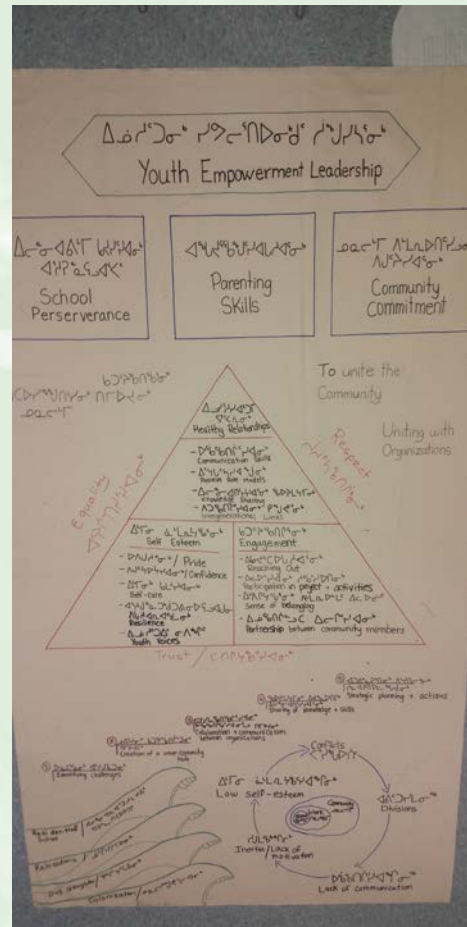
Sustainable actions! Community mobilization!

- **A pilot project in Kangiqsualujjuaq**
 - It was collectively decided that Exeko's team would work towards the objective of Youth Empowerment and Leadership (Y.E.L).
 - This strategy was grounded in the idea that not only the school, but all the organizations in the community should work in their own way towards the common goal of school perseverance.

Sustainable actions! Community mobilization!

- **workshops were structured such that the participants could achieve three main targets:**
 - 1) improve project management skills;**
 - 2) improve group intervention and facilitation skills;**
 - 3) improve intellectual self-defense skills.**

Sustainable actions! Community mobilization!



A person wearing a white lab coat is seen from the side, looking at a computer monitor. The scene is set in a laboratory or office environment with various pieces of equipment and papers visible in the background. The image has a light green overlay.

WHAT'S NEXT?

A REVOLUTION?