

Literacy & Inuit Women

Workshop Report to Pauktuutit

Submitted by:

Nunavut Literacy Council
NWT Literacy Council
Labrador Literacy Information & Action Network
Frontier College

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Introduction

This report describes a literacy workshop that was carried out at Pauktuutit's Annual General Meeting on October 27, 2000. The purpose of the workshop was to involve Inuit women across the north in a conversation about literacy in their communities.

First we'll tell you about why the workshop was done. Then we'll talk about what we did in the workshop and the kinds of things that the participants reported. For example, during the workshop the women identified that literacy is an issue that concerns them. They saw literacy as essential to the survival of their language and culture and they linked it to the well-being of their children, families and communities.

The last part of this report describes what we learned as a result of the workshop and gives recommendations for what Pauktuutit can do next to support the development of literacy skills for Inuit women.

Background

In 1999, Pauktuutit did some research into literacy. This research identified literacy barriers that have a significant impact on the lives of Inuit women. These barriers included:

Low Levels of Literacy

Low levels of literacy make it difficult for Inuit women to:

- Pass on land-based knowledge and skills from elders to younger people;
- Feel confident in formal education programs and other kinds of training;
- Understand education materials;
- Access available information and resources related to programs and services outside their own communities;
- Set-up and run their own businesses.

Difficult Language & Complex Written Forms

Inaccessible language and printed materials make it difficult for Inuit women to access economic development programs and services. Limited use of Inuktitut words in health care creates barriers to understanding health problems and using medicines properly.

As a result of this research the National Literacy Secretariat (part of Human Resources Development Canada) agreed to fund Pauktuutit's literacy workshop. Early this year Pauktuutit contacted the Nunavut Literacy Council to find out whether they would be able to deliver this workshop.

Purpose of the Workshop

The workshop took place in Ottawa at Pauktuutit's Annual General Meeting on October 27th, 2000. The main purpose of the workshop was to give participants the opportunity to:

- Talk about their own experiences of literacy;
- Learn more about available literacy resources and strategies used in other regions;
- Identify and prioritize literacy needs and possible strategies ;
- Respond to an awareness survey about existing literacy resources;
- Provide some direction to Pauktuutit on what to do next about literacy.

Participants

The 30 or so workshop participants were Inuit women from across northern Canada as well as Ottawa. The following 28 communities were represented:

NWT — Tuktoyaktuk, Sachs Harbour, Holman Island, Inuvik.

Nunavut — Gjoa Haven, Pelly Bay, Taloyoak, Arviat, Rankin Inlet, Repulse Bay, Coral Harbour, Igloodik, Hall Beach, Cape Dorset, Kimmirut, Sanikiluaq, Kugluktuk, Pangnirtung.

Nunavik — Aupaluk, Kuujjuaq, Quaqtaq, Ivujivik, Umiujuaq, Kangiqsujjuaq, Inukjuaq.

Labrador — Postville, Makkovik, Nain.



Map of the NWT, Nunavut, Nunavik and Labrador

A variety of languages and dialects are spoken in these regions. During the workshop the participants were grouped according to language in the following way:

- Two groups of women who were most comfortable working in I nuktitit;
- One group of women who were most comfortable working in English;
- One group of women who were most comfortable working in the Nunavik dialect.

Facilitators

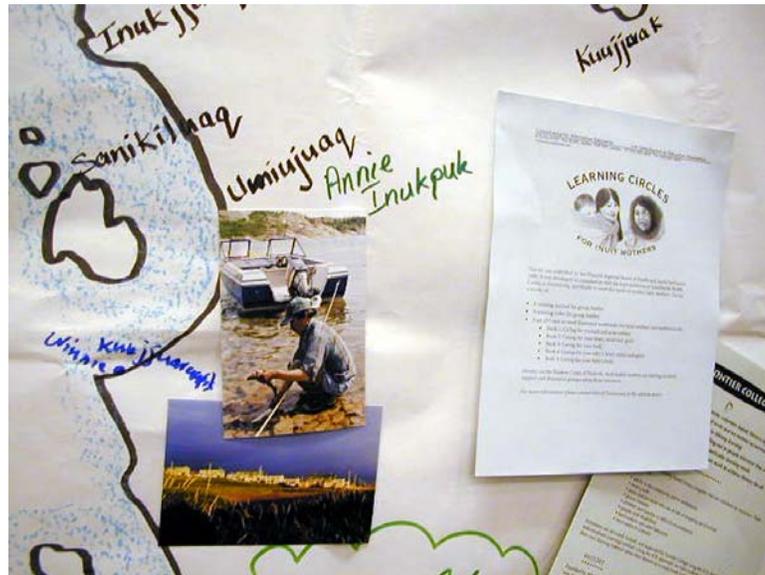
The workshop was designed and facilitated through the cooperative efforts of four literacy organizations - three from the north and a national one. For more information about these organizations please see the appendix.

Workshop Designer/Facilitators

- Kim Crockatt, Executive Director, Nunavut Literacy Council;
- Cayla Chenier, Literacy Development Coordinator, Nunavut Literacy Council;
- Sarah Thompson, Senior Trainer, Frontier College.

What We Did in the Workshop

The workshop opened with introductions and an icebreaker. Then we reviewed the workshop agenda, objectives, and discussion document. We also invited participants to post any literacy related resources materials they had brought with them on the wall map.



Participants were encouraged to post information about their communities and the resources, programs and services available

The main part of the workshop was made up of two activities. To do these activities participants broke up into four small groups based on language. Each group had a translator who had also been playing the role of small group facilitator in previous sessions. Kim, Cayla, Sarah & Catherine Carry (Pauktuutit Special Projects Coordinator) each participated in one of the small groups and helped to make sure that each working group understood the instructions. Using prepared flip charts, Kim, Cayla & Sarah introduced each activity and then modeled how to do it.

Activity 1

This activity linked to the discussion document by asking the participants to think about their own experience of literacy in their communities. To do this the groups were invited to talk about the following statements and record (in either writing or drawing) their responses on a prepared flip chart to all but the first one.

- Something in the discussion document that stood out for me was ...;
- Something about literacy or learning that our communities have done well;

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- A fear of concern that our communities or organizations have about:
 - ✓ The lack of literacy;
 - ✓ Providing opportunities for learning;
 - ✓ Literacy and aboriginal languages;
- A strength (people, groups, attitudes, etc.) in our community that would help us to work together;
- A hope or a wish for the future that we have about literacy and learning.

Each of the four language groups presented the results of their discussion back to the large group. See Figures 1 & 2.



One of the breakout groups presents the results of their discussions

Activity 2

In this activity the groups used a dotmocracy (using stickers) to choose one or two literacy themes/issues. These issues were also taken from the discussion document. They were:

- Literacy and being healthy;
- Literacy and keeping oral traditions;
- Literacy and working with children and families;
- Literacy and protecting women's rights;
- Literacy and being employed or running a business;
- Other?

Each group was then asked to use the following questions to guide their thinking about the themes/ issues that were most important to them. Again, each group was given a prepared flip chart in which to record key points from their discussion.

- What's important to me personally about this issue?
- Why is this issue important to my community?
- Others in my community who might be interested in working on this issue?
- Should this issue be addressed in Inuktitut, English or both?

Each of the four language groups presented the results of their discussion back to the large group. See [Figures 3, 4, 5 & 6](#).

Literacy Resource Materials Display

Participants were invited to look at examples of northern literacy materials.



Participants were encouraged to look at the resources

The Literacy Survey

Following the workshop, participants were asked to fill out and return the literacy survey. The purpose of the survey was to learn more about the participant's level of awareness of literacy related activities and resources that were currently available to them. [See Figure 7](#).

Workshop Findings

On the next few pages you will find flip chart results of the small group discussions.

- Figures 1 & 2: Literacy in the Communities;
- Figures 3 to 6: Literacy Themes & Issues.

The small groups were divided according to language and dialect in the following way.

- Nunavik Dialect (one group);
- English (one group);
- Inuktitut (two groups).



Wall map showing the oral history research activity going on in the Kitikmeot Region of Nunavut

Small Group Responses to Activity 1 Literacy in the Communities

Figure 1

	Nunavik Dialect Group	English Group
Something Done Well	Strong language. Many Inuktitut teachers. Junior Rangers use Inuktitut well. Education materials produced for Nunavik communities and region are translated - this is beneficial.	Reading clubs (Taloyoak). Mom & kids reading programs (Gjoa Haven). More Inuit teachers that teach Inuktitut (part of curriculum). Inuk used in daycares. Learning how to read formal Inuktitut. Nutrition & crafts through college (reading, measuring).
Fears or Concerns	Mixing of different dialects encourages loss of original language. Church attendance is shrinking (this was a place where people learned how to read from bible as minister read). People searching for words to express themselves. People dropping diacritics. Lack of reading in homes and too much TV. Parents have problems at home then children have trouble learning.	Language not used as much any more. Children speak too much English & parents speak to children in English. TV taking over for conversation & reading. Not enough reading in homes. More Inuktitut teachers. Lack of good Inuktitut materials (books, newspapers, etc.). Recording more Inuktitut songs. Gov't officials should learn Inuktitut before learning French.
Strengths	Interaction between elders and children (share learning from self-taught traditions & schooling). Although not very strong, try to use language as much as they can.	Elders participate more - hear them on radio. Regional dialects being used more in meetings. Leaders are modeling by speaking Inuktitut. Children interested in their histories, enjoy traditional games & songs. Reading more to children.
Hopes or Wishes	More story tellers on FM radio & at home.. More signs translated in the coops so elders know how to use things like medicines. Genealogies made more available. Libraries are only in schools, not in communities.	More Inuk educators. Record more Inuktitut songs. Government officials should learn Inuktitut before learning French. More books and resource printed in Inuktitut. More culturally accessible, Inuit-relevant materials available. & funding to support this. Have elders do more teaching especially for youth. Create Inuktitut immersion school (like French one in Iqaluit).

Small Group Responses to Activity 1 Literacy in the Communities

Figure 2

	Inuktitut Group "A"	Inuktitut Group "B"
Something Done Well	Weekly family literacy nights - guest readers/authors visits. Job readiness programs. Interest in drum-dance being revived. Life skills being taught Inuit way. Traditional sewing classes using Inuit language & culture. Language summer camps for kids.	Some TV ads now in Inuktitut. Airports have Inuktitut attendants & ticket people. Collection of Inuk books available. Inuktitut dictionaries being compiled (man in Igloolik who works in language & edits Inuktitut). Elders program on radio Friday evenings in Inuktitut. A woman who makes jackets with Inuktitut syllabics on them - interesting to people, especially kids.
Fears or Concerns	Language classes cut from school. Jobs becoming a higher priority than finishing school. Loss of language. No core funding for cultural programs, building life skills, literacy, etc.	Loss of language is major concern. Lack of Inuit teachers. School instruction in Inuktitut only to certain levels. Need Inuktitut in all classes and grades. When elders given prescriptions - danger when taking pills incorrectly (need place or way to help them understand how to use medicine). Inuit who are able to speak English use it all the time.
Strengths	Not a lot, but strong group of committed volunteers. Training centers available in community. Seniors groups, for men & women, in which to socialize and share.	Colleges, adult education centers, libraries, elders.
Hopes or Wishes	Restoration of language and cultural ways. More young people finishing high school. Young people be proud of their heritage. Make sure there will always be a safe place for women & children. Emergencies always taken seriously by RCMP.	Parents teach their children how to read & write. Students given homework - some parents can't help children do homework - get tutors to help with homework - need Inuit tutors for students.

Nunavik Dialect Group Responses to Activity 2 Literacy Themes & Issues for Inuit Women

Figure 3

This Group's Top Choices

Topics	Votes Given
Literacy and Being Healthy	1
Literacy and Keeping Oral Traditions	2
Literacy and Working with Children and Families	6
Literacy and Protecting Women's Rights	4
Literacy and Being Employed or Running a Business	1
Other	0

What This Group Said About Their Top Choices

	Literacy and Working with Children and Families	Literacy and Protecting Women's Rights
Important to Me Personally About This Issue?	Better future when it expands. Natural for Inuit mothers to give attention to their children. Strengthens family and community bond. Leads to inner healing. For caregivers and teachers.	To stand up for ourselves and to avoid or leave abusive relationships. To be proud of ourselves. That women would not be a toy to be used or misused. Young mothers to be informed - kits of information on women's rights.
Why Important to My Community?	For prevention. To develop positive self-esteem. People will be able to hold jobs. Prevent lack of communication among family members. Economically beneficial to community. If not attended to, literacy levels in community will decrease.	Women will be better respected and appreciated in the community. Healthier children. To make life more enjoyable for women.
Others Who Might Be Interested?	Social workers. Teachers. Police. Elders. Church. Youth Groups. Pauktuutit.	NRHBSS. Elders. Women's Groups. Health Centres. Hospitals. Shelters. Mental Health Workers. Community health workers. Health Canada.
Inuktitut, English or Both?	Both & French	Same

English Group Responses to Activity 2 Literacy Themes & Issues for Inuit Women

Figure 4

This Group's Top Choices

Topics	Votes Given
Literacy and Being Healthy	0
Literacy and Keeping Oral Traditions	4
Literacy and Working with Children and Families	7
Literacy and Protecting Women's Rights	2
Literacy and Being Employed or Running a Business	5
Other	0

What This Group Said About Their Top Choice

	Literacy and Working with Children and Families
Important to Me Personally About This Issue?	Keeping families together - quality time. Elders want to work with children in Inuktitut. Children learning from parents and vice versa. Getting kids away from TV, doing outings, drawings, what to do with traditional food, etc. Parents should be more involved in kids' schooling - not just when the report cards come out.
Why Important to My Community?	In Makkovik need more than 1 day care person (because that person got sick and now people are stuck). Community survival and strength. Importance of reading role models for helping kids become (??) community leaders. Literate families make a progressive community. Important to the community to make it happen. Important to treat kids equally and make them feel important. More aware, take advantage of opportunities. Keep our tradition strong.
Others Who Might Be Interested?	In Kugluktuk the teachers do a literacy night. Friendship Centres, Learning Centres, Daycares, women's groups.
Inuktitut, English or Both?	Both

Inuktitut Group "A" Responses to Activity 2 Literacy Themes & Issues for Inuit Women

Figure 5

This Group's Top Choices

Topics	Votes Given
Literacy and Being Healthy	2
Literacy and Keeping Oral Traditions	2
Literacy and Working with Children and Families	5
Literacy and Protecting Women's Rights	2
Literacy and Being Employed or Running a Business	5
Other	0

What This Group Said About Their Top Choices

	Literacy and Working with Children and Families	Literacy and Being Employed or Running a Business
Important to Me Personally About This Issue?	My husband is unable to read. The need to network. To improve verbal & written language. We need to make personal contribution. Tutorship. To maintain the language.	Owning a small business is very important. Working for government is very restricting and there is more flexibility.
Why Important to My Community?	Women's traditional knowledge and talents need to be documented (written, etc.) for educational resource. Inuit stories and traditions need to be written down/published. By doing above will create educational resources for children.	Employment.
Others Who Might Be Interested?	I identify potential tutors in the communities. School. Arctic College. Hamlet. Inuit organizations. Economic Development Bodies.	Economic Development. Kivalliq Partners. Education.
Inuktitut, English or Both?	Inuktitut is a priority. Pictures are important for people who are unable to read & write.	Government stuff, licensing, etc., is available only in English.

Inuktitut Group "B" Responses to Activity 2 Literacy Themes & Issues for Inuit Women

Figure 6

This Group's Top Choices

Topics	Votes Given
Literacy and Being Healthy	3
Literacy and Keeping Oral Traditions	4
Literacy and Working with Children and Families	4
Literacy and Protecting Women's Rights	3
Literacy and Being Employed or Running a Business	0
Other	0

What This Group Said About Their Top Choice

	Literacy and Working with Children and Families
Important to Me Personally About This Issue?	More play groups involving literacy for children will improve children's literacy (?)
Why Important to My Community?	Literacy will help families. If more people speak and write Inuktitut, language will survive. People will be able to get better jobs.
Others Who Might Be Interested?	Elders. Courts. Social Services. Parents. Schools.
Inuktitut, English or Both?	First in Inuktitut, then also in English.

Results of Surveys Literacy Resources Awareness

Figure 7

Eleven participants completed the following survey.

In Your Community Do You Have Access To ... ?

	Yes	No	?	Comments Summary
A library?	9	2		Most libraries are located in the schools and seem to be accessible to the community. Some communities have public libraries.
An adult learning centre?	8	3		Inuktitut writing skills taught at one school. Pre-science and technology upgrading available. Operates from year to year.
Locally produced literacy materials?	5	5	1	Available in the school or learning centre.
Parent & child literacy programs?	6	5		Reading Club. Children taught to speak/write Inuktitut at daycare. Family literacy & adult tutoring. Healthy baby programs.
Aboriginal Head Start?	2	6	3	There is a need. Not available. There is an Inuk woman teaching. Kindergarten immersion.
Other literacy activities?	3	4	4	Inuktitut is taught in the schools. Some short term literacy programs available.

Analysis of the Workshop Findings

Literacy, Language, Culture & Survival

Workshop participants talked about a number of literacy related topics including:

- Literacy and being healthy;
- Literacy and keeping oral traditions;
- Literacy and working with children and families;
- Literacy and protecting women's rights;
- Literacy and being employed or running a small business.

The workshop activities made it clear that for most of the women in this workshop literacy is about the survival of their language and culture through their children, families and community.



Participants take part in some throat singing

Participants talked about efforts that are being made now at the local and territorial levels to strengthen the use of their language such as:

- Using Inuktitut in schools, day cares and meetings;
- Linking language and traditional skills learning in college & community programs;

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- Increasing participation of Elders and sharing between Elders and children;
- Developing Inuktitut materials.

They also described some of the ways in which they see that their language and culture are being eroded:

- Fewer people go to church, which used to be a place outside of school where people were read to and could learn to read;
- More people have TV in their homes;
- Problems at home which make it difficult for children to learn;
- More parents speak to their children in English and children speak more English;
- Inuit who can speak English tend to use it all the time.

Many reasons were given to support the idea of approaching literacy development through children and families.

Traditional Patterns

- ✓ The bond between mothers and children is a natural one;
- ✓ It is traditional for the Inuit to treat their children with respect;
- ✓ Elders want to work with children in Inuktitut.

Community Survival & Development

Supporting literacy, language and culture through children and families is seen as one way to:

- ✓ Strengthen family and community bonds.
- ✓ Improve family communication and the ability to network with others.
- ✓ Improve self-esteem and make it more likely that women will leave abusive relationships.
- ✓ Prevent problems and increase people's ability to keep jobs.
- ✓ Support community survival and create a progressive community.
- ✓ Create educational resources by documenting women's talents and traditional knowledge;
- ✓ Provide interactive alternatives to TV that strengthen relationships between Elders and children;
- ✓ Involve parents more in their children's learning and schooling.

It was also clear from the discussion groups that the women were aware of and concerned about how literacy impacts on people's capacity to be:

- Healthy - especially in the case of women in abusive relationships and elders;
- Employed and/or run a business.

Resources & Supporters

Although the level and type of activity varies from region to region, all have some existing literacy-related activity and community resources. These should be considered in the planning of new local initiatives or a broader literacy strategy. Examples of these include:

Existing Programs

- ✓ Daycares, Moms & Tots programs;
- ✓ Reading clubs & family literacy nights;
- ✓ School & College programs;
- ✓ Special activities related to nutrition and traditional crafts.

Some women also indicated that there is a lack of funding to support literacy and cultural programs.



A sample of some of the handicrafts that were displayed at the workshop

Community Resources & Potential Supporters

- ✓ Parents, Elders and other community people who want to contribute;
- ✓ Women's groups, Youth groups, Friendship Centres, Literacy groups, Shelters, Daycares, Learning Centres, Churches, local media;
- ✓ Professionals such as teachers, social workers, health care & mental health workers, police;
- ✓ Schools, Colleges, Libraries;
- ✓ Local and territorial government departments;
- ✓ Inuit organizations.

Materials

Many women described the need for Inuktitut materials. They also stressed the importance of clear language and the use of pictures and graphics.

Language of Instruction

Participants were also asked to comment on whether literacy programs should be offered in Inuktitut or English. While all the groups emphasized the importance of Inuktitut, they also indicated that literacy initiatives should also be available in English, and French (Nunavik only).

Hopes for the Future

In describing their hopes and wishes, the women began to create a picture of the future that included a place where:

- Language and culture have been restored;
- Women and children are safe;
- Youth are proud of their heritage, they are finishing high school & elders are more involved with teaching them;
- There are more story tellers on the radio and family histories are available;
- There are more recordings of Inuktitut songs as well as books and resource materials in relevant dialects;
- There are more Inuit educators and tutors to help children and parents with homework;
- There are more libraries in the communities;
- There is an Inuktitut immersion school;
- Parents help their children to learn to read & write.

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Summary

The concerns and interests of the women in this workshop mirror some of the broader trends and needs in northern and aboriginal literacy development. They also reflect the experience of the literacy organizations active in the NWT, Nunavut and Labrador. Some of these trends include:

- the diversity of language, dialect and cultural activity from region to region and community to community;
- the understanding that language and culture are inseparable;
- the recognition that while literacy includes the ability to read and write text, it is also about being able to use and understand all the signs (spoken, written, cultural, environmental, etc.) that help people to function effectively in a northern place.

Workshop participants reported a number of literacy activities being carried out at the local and territorial levels. Literacy groups support some of these initiatives through training, consulting, promotion and access to resource materials. This support involves the use of participatory methods and approaches as a way to build local ownership and involvement while helping everyone to learn more about what works and what doesn't.

The following recommendations reflect both the voice of the participants and the experience of these literacy groups.



Recommendations

Workshop participants have described the critical links between literacy, language, culture and survival, and identified a strong interest in and need for literacy initiatives, activities and resource materials related to children and families. They have also indicated the importance of making literacy opportunities available in Inuktitut, English and in some cases French. The experience of literacy groups active in the regions indicates that literacy initiatives must be flexible, accessible, participatory and rooted in the communities.

Given this information, the authors of this report recommend that Pauktuutit consider supporting the development of literacy initiatives related to children and families in the following ways:

1. Use this workshop and report as a basis for further dialogue with local groups involved in literacy in Inuit communities.
2. Keep informed about the progress, outcomes and spin-offs of current literacy initiatives in Inuit communities including:
 - ✓ the Labrador Women's Learning Network;
 - ✓ the NWT and Nunavut Community & Family Literacy Development Project & Tools for Community-Building;
 - ✓ the NWT and Nunavut Literacy Council's family literacy training, workshops and resource development;
 - ✓ other related literacy and oral history initiatives.
3. Plan next steps in consultation with communities and literacy organizations and participate in information sharing around current literacy initiatives in order to ensure future plans can be timed for maximum benefit.
4. Choose strategies that:
 - ✓ support flexible programs and existing local literacy activities and infrastructures;
 - ✓ promote Inuktitut family literacy programs as a way to support language retention and revitalization;
 - ✓ use Pauktuutit's position as the voice of Inuit women to raise awareness of literacy as a serious social and economic issue;
 - ✓ use Pauktuutit's experience in promotion to develop and carry out an awareness campaign in support of family literacy.

Appendices

- A. Discussion Document, Workshop Agenda and Literacy Survey
- B. Organizational Contact Information

APPENDIX A

FOR DISCUSSION

AT THE PAUKTUUTIT WORKSHOP ON LITERACY SKILLS FOR INUIT WOMEN

Thinking about Literacy

What do you think about when you hear the word "literacy"?

1. Here are some examples of how low levels of literacy can affect the lives of Inuit women.
 - Sarah got sick after taking her headache pills. She did not understand the instructions on the bottle that told her to take her pills with food.
 - Beatrice did not enjoy going to school very much when she was growing up. Now she wants to start her own business so she signs up for a course at the college. Beatrice quits after the first few classes because she is having trouble keeping up with the others. She does not believe she can do the work.
 - Emmy's grandmother is getting very old. Emmy would like to learn more about how her grandmother lived when she was a girl but she cannot understand her grandmother's stories.
 - Mary left her husband because he beat her. Now she wants to find out if there's anything she can do to help her son respect girls and women as he grows up. She would like to get some information about this and she is not sure where to start looking.
 - Leonie has a three year old daughter. She wants to know what she can do to help her daughter now so that school won't be as hard for her as it was for Leonie.

2. School and college programs are one way that people can learn. Classrooms and courses do not work for everybody all the time. There are many things that communities can do to help people of all ages learn things that they want or need to know. Here are some examples.
- An Aboriginal Headstart Program runs a reading circle for kids and parents once a week. Sometimes elders come and they use pictures and puppets to tell stories. The main purpose of the reading circle is to make sure that everyone has fun with reading and stories.
 - A group of high school students decide to do a community history project by collecting old photos and interviewing elders. They ask the elders permission to use the stories as part of their project and they get help to translate the stories. Then the students put their community history project on a web site so that others can find out more about life in the community in the old days.
 - Several groups in the community have identified smoking as a health issue. They find out what they can about what smoking does and why it is unhealthy. Then they publish an easy-to-read booklet. The co-op store agrees to distribute copies of the book at the cash.
 - Women gathered everyday in one community to work on recreating patterns of traditional sewing. They created caribou skin clothing for their families and at the same time learned to read and write basic instructions and patterns in Inuktitut.

Do you know about other stories and examples like these?

During the workshop we'll talk about these and other examples.

NOTE: WE ARE SENDING THE FOLLOWING PAGES TO GIVE YOU INFORMATION ABOUT ONE OF THE WORKSHOPS WE ARE PLANNING DURING THE ANNUAL GENERAL MEETING.

PAUKTUUTIT INUIT WOMEN'S ASSOCIATION

**Literacy Skills for Inuit Women
Workshop Agenda**

Friday afternoon, October 27, 2000

- | | |
|---------------------|--|
| <i>(10 minutes)</i> | Welcome and introductions |
| <i>(10 minutes)</i> | Icebreaker |
| <i>(5 minutes)</i> | Overview of the workshop |
| <i>(10 minutes)</i> | Review of the discussion document "Thinking About Literacy" |
| <i>(1 hour)</i> | Small group work on the discussion document and debrief to the large group |

Break

- | | |
|---------------------|---|
| <i>(30 minutes)</i> | Small group work on key issues and ideas coming out of the previous round |
| <i>(30 minutes)</i> | Presentations on small group work, large group discussion on priorities |
| <i>(10 minutes)</i> | Workshop wrap-up and evaluation |

An invitation to the delegates and other literacy workshop participants

...

During the workshop we plan to make a literacy map of what's going on in your communities ... people, activities and resource materials. We will add information from your group discussions to the map.

******* Before you leave home ... you can help to make this map by:**

- finding out some examples of activities in your community that have something to do with literacy (see the survey below)
- bringing an example like a photograph, brochure, resource material, etc., to the workshop

Copies of this survey will also be available at the workshop.

Name of Community: _____

In your community do you have:

- Access to a library? Yes ___ No ___
Please describe _____
- Access to an adult learning center? Yes ___ No ___
Please describe _____
- Locally produced literacy materials? Yes ___ No ___
Please describe _____
- Parent and child literacy programs? Yes ___ No ___
Please describe _____
- Aboriginal Head Start? Yes ___ No ___
Please describe _____
- Other literacy activities? Yes ___ No ___
Please describe _____

APPENDIX B

Organization Contact Information

Nunavut Literacy Council

www.nunavutliteracy.ca

Kim Crockatt, Executive Director
Box 1049
Cambridge Bay, Nunavut, X0B 0C0
Phone (867) 983-2678
Fax (867) 983-2614
kimcr@polarnet.ca

NWT Literacy Council

www.nwt.literacy.ca

Cate Sills, Executive Director
Box 761
Yellowknife, NWT X1A 2N6
Phone (867) 669-9734
Fax (867) 873-2176
catesills@ssimicro.com

Labrador Literacy Information & Action Network

Janet Skinner, Executive Director
PO Box 2516, Stn. B
Happy Valley - Goose Bay, Labrador, NF
A0P 1E0
Phone (709) 896-6212, 9088
Fax (709) 896-4647
jskinner@hvgb.net

Frontier College

www.frontiercollege.ca

Sarah Thompson, Senior Trainer
35 Jackes Avenue
Toronto, ON
M4T 1E2
Phone 1 800 555-6523 extension 320
Fax (416) 323-3522
sthompson@frontiercollege.ca