



A Report Prepared from the Proceedings of the
1st Forum on Research in Inuit Education

February 19 -21, 2013
Iqaluit, Nunavut



Chairperson's Message

I am very pleased to present the report '*Future Directions on Research in Inuit Education*'. This report is the outcome of the dedicated work of participants attending the 1st Forum on Research in Inuit Education, held in Iqaluit, Nunavut on February 19-21, 2013. The Forum was held in response to one of the ten recommendations contained in *First Canadians, Canadians First: The National Strategy on Inuit Education* released in 2011.

Over the past five years, I have had the privilege of Chairing the National Committee on Inuit Education as we worked on developing a new vision for Inuit education in Canada. One of the biggest challenges we faced in our work was the comparatively small amount of research and data that was available to understand how our education systems are doing – what is working, what is not working, and why? Inuit education research is largely neglected in the research literature or too often incorporated into Canadian-wide studies of the First Nations' educational experience. There is no scholarly debate on Inuit education policy issues, and research that promotes an Inuit perspective on learning is in its infancy.

The Forum on Research in Inuit Education in February was planned so that Inuit could discuss how we can move forward in education through developing our own research processes. We need a research agenda that supports our own solutions to education issues and uses and controls our own knowledge for this purpose. During the Forum, we heard profound concerns about how education research was conducted in the past in our communities. We heard the words 'intrusive' and 'belittling' to describe research projects that were viewed as 'de-humanizing' - research projects that too often were 'about' Inuit and not conducted 'with' Inuit, or answer questions important to Inuit. We also heard about the emergence of a new generation of Inuit and non-Inuit researchers who are developing collaborative approaches to research that genuinely respects Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and that strives to build research capacity in Inuit Nunangat.

The 1st Forum on Research in Inuit Education opened an important conversation about re-balancing the research agenda. Inuit want research in education that is based on respectful enquiry around questions that are important to our communities. We know that to do this, we must move forward on defining appropriate research principles and practices that encourage curiosity, and we must invest in a new generation of Inuit scholars. Our thoughts on what we must do better to improve on the research experience in Inuit Nunangat, form the last chapter of this report.

I want to thank ArcticNet for their contribution toward funding the Forum as well as the participating governments, universities and organizations who sent delegates to our 1st Forum on Research in Inuit Education. Collectively, we have planted the seeds for a new era in research practice in Inuit Nunangat.

Mary Simon, Chairperson, National Committee on Inuit Education, April 2013

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The National Strategy on Inuit Education

In June 2011, the National Committee on Inuit Education released *First Canadians, Canadians First: The National Strategy on Inuit Education*. It was the first time in the 80 year history with formal education, that Inuit from the four regions of Inuit Nunangat (Inuvialuit Settlement Region in the Northwest Territories, Nunavut, Nunavik in northern Quebec, and Nunatsiavut in Labrador), along with respective provincial and territorial governments, the Government of Canada and school boards, worked together to develop a new 21st century vision for Inuit education.¹ The National Strategy responds to the stark reality in Inuit education today where it is estimated roughly 75% of the children are not completing high school, and many who do, find that their skills and knowledge are not comparable to those of other Canadian graduates.

The vision for Inuit education developed by the National Committee imagines an Inuit education system that is:

- Bilingual (in the Inuit language and at least one of Canada's official language).
- Founded on Inuit history, culture and worldview.
- Community-based and empowers elders and parents in education.
- Continually informed and improved on by monitoring, evidence and research, and,
- Restores the central role of the Inuit language in education, and
- Embraces early childhood education, Kindergarten to Grade 12, post-secondary and adult learning.

The implementation of the Strategy will be long-term, and incremental, as resources are identified and opportunities arise. Of the Strategy's ten recommendations, four were prioritized by the National Committee for immediate attention:

1. Mobilizing parents.
2. Improving access to quality early childhood education.
3. Improving the capacity for undertaking research and establishing standards in Inuit education.
4. Examining the feasibility of a standardized Inuit writing system.

The prioritization by the National Committee of the recommendation to improve the capacity for research in Inuit education reflects the general feeling within the National Committee that without sufficient information, it is difficult to make informed choices on building an Inuit-centred education system, or for parents to understand how their children are doing compared to other Canadian children. The National Committee recommended that Inuit work toward developing a national capacity to collect data and evidence to inform decision-making. The Forum on Research in Inuit Education is the first step toward realizing that goal.

¹ The Committee's work was guided by three principles: 1) respect for the jurisdictional authority of each region to deliver education programs, 2) collective action among Inuit to produce goals of a national scope, and, 3) focus on building on best practices and addressing key gaps common to all four regions.

The Amaujaq National Centre for Inuit Education

Implementing the recommendations of the National Strategy on Inuit Education is the responsibility of the Amaujaq National Centre for Inuit Education established in 2012. Funding the National Strategy is dependent on establishing partnerships between key stakeholders who are concerned about improving outcomes in Inuit education. In 2011, National Committee Chairperson Mary Simon approached ArcticNet to explore their interest in helping close the gap in research in Inuit education identified in the National Strategy. ArcticNet is among the Network of Centres of Excellence in Canada. It brings together scientists, Inuit organizations, northern communities and the federal and provincial governments “to study the impacts of climate change and modernization in the coastal Canadian Arctic”. ArcticNet agreed to be a funding partner for a Forum on Research in Inuit Education. Preliminary planning for the Forum took place at ArcticNet’s 2012 Annual Scientific Meeting (ASM) in Vancouver, B.C. in December 2012.² The ASM is the largest annual Arctic research gathering held in Canada. Delegates with an interest in Arctic social sciences research were invited to a roundtable discussion to help shape the agenda for the Forum on Research in Education. From the discussions at the ASM Roundtable, the Amaujaq National Centre for Inuit Education organized the Forum on Research in Inuit Education which took place from February 19-21, 2013 at Nakasuk School in Iqaluit Nunavut.

The Forum on Research in Inuit Education

The Forum agenda was divided into two segments. The first two days were set aside to discuss Inuit perspectives on research. Regional representatives from each of the four Inuit regions were asked to identify participants for the first two days who had experience with research in Inuit education. For the third and final day of the Forum, university and government researchers with experience in Inuit education were invited to present a summary of their research, and participate in discussions on future directions in Inuit education research. (see Appendix 1 for a complete list of participants). Over the three days, participants were asked to discuss ‘how we want research to be conducted in Inuit education’, and ‘some of the priorities areas for Inuit education research’.

Participants at the Forum spoke of the important role educational research can play in the decolonizing process. Two points were highlighted, the research process needs to be decolonized and the research outcomes need to contribute to decolonization in Canadian society. As noted by participants, research in Inuit education presents a singularly unique opportunity to pursue research excellence using methodologies that are informed by Indigenous standards for research. Work has already begun in education to document and incorporate Inuit knowledge and Inuit language in the education system. With education being at the core of healthy families and communities, investing in a research agenda will only serve to strengthen this foundation.

² Inuit Qaujisarvingat: Inuit Knowledge Centre at Inuit Tapiriit Kanatami (ITK) assisted the convening of a working session on Inuit Education Research at the 2012 ArcticNet Annual Scientific Meeting entitled, *Future Directions in Inuit Education Research: A Roundtable Discussion*.

Day 1: Perspectives on Research Priorities in Inuit Education

On the first day of the Forum, participants were asked to discuss research priorities in Inuit education. The question prompted a great deal of discussion on how research had been conducted in the past, on terms that many viewed as not serving the interests of Inuit or Inuit communities. A summary of these comments is incorporated into the next chapter of this report on 'Perspectives on Research Principles and Practices in Inuit Education'.

To discuss research priorities, participants separated into three groups to examine the following question:

THE NATIONAL STRATEGY MAKES TEN RECOMMENDATIONS ON GAPS TO FILL TO IMPROVE OUTCOMES IN INUIT EDUCATION. IN YOUR OPINION, WHAT ARE THE DATA COLLECTION AND RESEARCH PRIORITIES FOR THESE FOCUS AREAS?

Reporting from the three break-out groups indicated that there is strong interest in more research on how parents can influence success, and what is happening at the transitions in school (Grade 6 to 7, and Grade 9 to 10/ Secondary 1, 2) leading to students dropping out or being pushed out.

Some participants questioned whether there was a need for external research to validate something "we already know"? There was general agreement that a research agenda should answer questions of value to community members, and that Inuit need to further articulate how educational success is defined from an Inuit perspective.

Delegates also reported that it was important to develop a database of information on Inuit education so that regions had an ability to compare achievement data between regions and between communities.

This following list is divided between research priorities, monitoring and assessment priorities. It is not to be viewed as complete, but rather serves as a preliminary indication of topics of research interest: It was acknowledged that some of the topics may have been investigated. There was also a literature review completed during the development of the National Strategy on Inuit Education and this literature review may be viewed at www.amaujaq.ca.

Defining Success

"If we define success as college and university then we are being unsuccessful. Perhaps success can also be defined as developing competent, capable people in the community."

Research Priorities:

1. Key Grade Transitions (Pre-K to K, Grades 7/8, Grade 10/Secondary 1,2)

- What is happening at transitions (Grade 7/8, Grade 10/Secondary1,2) that is resulting in high drop-out rates?
- What are the common threads in Grade 9/10 across the North that results in success and drop-outs?
- What are the success factors in the transition from Pre-Kindergarten to kindergarten?
- Why are young men not staying in school?
- Why has it become necessary to access upgrading programs for many of our Grade 12 graduates before they enter post-secondary education?

2. Parental and Teacher Engagement

- What are the factors behind children succeeding in school and graduating? How are parents getting their kids to be active learners?
- What supports are required for single parent families to support the education of their children?
- Best practices in getting teachers involved in the communities.
- Why are some parents supporting their children in education and others not?
- How can we bridge the divide between home and school? How can the school atmosphere be changed?
- Teach retention strategies.
- Teacher certification differences in the 4 regions and barriers to transfer between regions.

3. The Inuit Language

The Inuit language was viewed as an important area of research focus because of the emphasis Inuit have placed on restoring the central role of the Inuit language in the education system. Numerous research questions around language were suggested including a number of questions related to examining the feasibility of introducing a standardized Inuit writing system. The range of questions included the following:

- Inuktitut versus syllabics? Which one of the dual orthography – Inuktitut syllabics or Roman orthography - is most effective for learning in the classroom? What is more effective to transition from Inuktitut to English in a bilingual education system?
- Is it more effective for children to learn to learn syllabics first and then introduce Roman orthography or vice versa?
- Mathematics: Inuit having different ways of using numbers and other mathematic terms from one region to another. Is it more beneficial to teach mathematics to Inuit children using the English system (the established system) or developing Inuktitut mathematics?
- Literacy: Literacy levels in Grade 1, 2, 3. and the correlation to later success.

4. How Do Inuit Learn?

- How do Inuit child-rearing practices influence their learning, or the school environment?
- What is the Inuit concept of “a gifted child”?

- Inuit curriculum: Would the availability of Inuktitut curriculum developed by Inuktitut speaking educators (as opposed to English/French learning resources translated) impact learning success, and how Inuit feel about themselves? (What is the relationship to the decolonization process?).
- How does Inuit epistemology compare across Inuit Nunangat?
- What supports are required to ensure success from Grade 12 to post-secondary?
- Why post-secondary students are remaining in southern Canada following their education?
- The incremental value of investing in full-time kindergarten.
- The impact of the Nunatsiavut language nest programs on subsequent learning success.
- What are the supports that promote successful transitions for special needs students?

Monitoring Priorities

- Develop a database across the 4 regions identifying attendance and graduation rates, and other comparative achievement indicators including gender differences.
- Develop a database on the availability of ECD spaces.
- Develop comparative Inuit language literacy levels in communities including Roman and/or orthography.³
- Develop a reporting mechanism on the status of curriculum development in each of the four Inuit regions.
- Monitor Inuit participation and success and reasons for early exit in post-secondary education.
- What is the current level of special needs supports in the 4 regions, what gaps exist and what programs are making a difference in promoting success among special needs students?

Assessment and Evaluation Priorities

- An assessment system for Inuit language proficiency.
- An assessment system based on a curriculum that incorporates what it means to be Inuit.

³ Nunavut is about to implement language status reports.

Day 2: Perspectives on Research Principles and Practices in Inuit Education

On Day 2 of the Forum on Research in Inuit Education, participants discussed how research should be conducted. As shown with the reporting from Day one group discussions, Day two discussions included numerous comments on past research experiences.

Past Research Experiences

A number of Forum participants had past experiences with research projects either as the object of research, as interpreter/translators, or as part of the research team. These experiences generated a range of concerns:

1. Research too often answered questions that were the priority of the predominantly non-Inuit researchers and not questions of interest to the community, or that would benefit the students.
2. When researchers arrive in Canada's North, especially with funding and a plan to conduct research already in place, it is hard for Inuit to say no and enter into a genuine consultation with the researchers to define questions of interest to the community.
3. The nature of some research questions were hurtful to individuals and families and impacted a multitude of relationships within a small population. Inuit have felt 'picked at' in research projects and treated as 'objects'. Some questions were 'intrusive', at times 'embarrassing', and not respectful of Inuit values respecting kinship, and the cultural practices around children and elders.
4. The value and contribution of Inuit Qaujimajatuqangit⁴ in understanding the topic of enquiry was not respected, and too often treated at a superficial level for the perceived purposes of satisfying conditions of a grant application.
5. Conducting research 'on' Inuit instead of 'with' or 'by' Inuit was a typical approach that de-valued the knowledge and practices of Inuit community members. Inuit were hired to serve as interpreters on the

Past Research

"Past research has resulted in some damaging experiences. It has been belittling. If we follow Qallunat research ways we will be belittling ourselves."

⁴ Inuit Qaujimajatuqangit is identified in the Nunavut Education Act as having 8 principles: Innuqatigiitsiarniq – respecting others, relationships and caring for people; Tunnganarniq – fostering good spirit by being open, welcoming and inclusive; Pijitsirniq – serving and providing for family or community or both; Aajiiqatiginni – decision making through discussion and consensus; Pilimmaksarniq or Pijariuqsarniq – development of skills through practice, effort and action; Piliriqatigiinni or Ikajuqtigiinni – working together for a common cause; Qanuqtuurniq – being innovative and resourceful and Avatittinnik Kamatsiarniq – respect and care for the land, animals, and the environment.

research team as opposed to being co-researchers and in some cases their contributions were not acknowledged in the published research.

6. Past research strongly emphasized the collection of numbers and information, to the point where some Inuit feel they have been ‘bombarded with data’ that perpetuates an external negative view of Inuit families and communities. The method in which the numbers or statistics are being used can emphasize a deficit and those numbers are being privileged over the values and knowledge of Inuit. Statistics are only a small part of understanding. Though people do tend to look at numbers, data should be collected in the broader context of asking “why is this happening” and “what needs to be done” to change this situation.
7. The university research requirement of ‘publish or perish’ was viewed as being more important to the researchers than “adding to our knowledge.”
8. University and grant provider’s ethical guidelines de-value the use of the first person voice as a legitimate practice in research. The emphasis on objectivity and privacy, silences the Inuit-practice of story-telling and first person accounts of the lived experience.

Recommended Research Principles for Inuit Education

Forum participants went on to discuss the principles they thought were essential to improving the quality of research, prompted with the following question:

“ARE THEIR PRINCIPLES OF RESEARCH THAT YOU FEEL ARE ESSENTIAL TO IMPROVING THE QUALITY OF RESEARCH IN INUIT EDUCATION?”

The discussion on principles was wide-ranging among the three break-out groups. The following list forms a preliminary list only, and should be viewed as the basis of further discussion on principles. Some of the principles compliment or would be in addition to the ethical guidelines that are already in place for researchers from their institution and funding body. The suggested principles have been organized under three headings beginning with ‘General Principles’:

General Principles:

1. Educational research in Inuit Nunangat should demonstrate respect for, and validation of Inuit-specific concepts like Inuit Qaujimajatuqangit in designing research projects, including the research methodologies used for the research project, and in the research findings.
2. Researchers have a duty to encourage, and contribute to, the development of Inuit researchers.
3. Education research should contribute to building knowledge of value to Inuit and Inuit educational communities and to the empowerment of Inuit.
4. Educational researchers should demonstrate a willingness to re-frame a scope of study in response to community input.

5. Researchers have a duty to identify a conflict of interest as it pertains to their involvement, or the involvement of any person on the team, in the research.

Principles Related to People Participating in the Research

1. Researchers have a duty to respect the treatment of research participants to avoid intrusiveness, embarrassment or anxiety and to protect confidentiality.
2. Researchers have a duty to use research methodologies that respect Inuit values. (e.g. 1) the pace of research: elders should be provided with the questions in advance and adequate lead times so they can consider questions or, 2) facilitate interviews in the Inuit language by Inuit).
3. Researchers have a duty to inform the community and research participants of the full purpose of the research.
4. Researchers should develop long-term relationships within communities under study, and to get to know the community before commencing research.

Inuit Research

“Inuit have experienced negative impacts as research subjects and this has been harmful. To change the way research is conducted, we must define what it is we want to learn and ask ourselves questions like ‘what method of research do Inuit prefer?’”

Principles Related to the Research Findings

1. Researchers have a duty to inform the community and research participants of the intended use and dissemination of the information collected and ensure that the community is advised if there are changes to the use and dissemination of the findings.
2. Research findings should acknowledge all individuals and organizations who contributed to the research except where the participants want to remain anonymous.
3. Researchers have a duty maintain and secure the confidentiality of information obtained as part of the research.
4. Researchers have a duty to find an appropriate balance between protecting and sharing the Inuit knowledge collected in the research in accordance with ethical guidelines and expectations of the community.

Day 3: Blended Perspectives on Research in Inuit Education

On Day 3 of the Forum on Research in Inuit Education, invited researchers joined participants from the first two days of the Forum in a day-long discussion on future directions in research in Inuit education.

The morning began with a discussion about the importance of holding this first National Forum on Inuit Education. The fact that Inuit were working together to create an education research agenda grounded in the Inuit world view based on Inuit cultural and linguistic identity was viewed as both unprecedented and necessary.

It was noted that for many years, research in Inuit education was made up of non-Inuit researchers coming to the Arctic with preconceived ideas about what kind of research was needed for the Inuit and how Inuit should be researched. This approach to research is ending as evidenced by the emerging work of the researchers attending the Forum with research objectives based on the actual needs and priorities of the Inuit communities.

Throughout the three day Forum there was repeated references to the colonization of Inuit and the devastating impact of residential schools on Inuit culture, language and identity. It was noted that Inuit are working to overcome the impact of the residential school era. One way to do this is to undertake useful research based on priorities set out by Inuit.

It was pointed out that the Forum on Research in Inuit Education had brought together a cross-section of Inuit expertise already involved in Inuit research. Many elders are also viewed by Inuit as experts in Inuit Qaujimajatuqangit. Further encouragement and hard work is needed to encourage Inuit to believe in their capacity to contribute their knowledge toward policies and decisions that are right for Inuit, based on a blend of traditional knowledge and research.

The discussions also addressed the importance of Inuit working with the broader academic community. True research partnerships will involve Inuit having a real say in decision making on the research priorities in Inuit education. A number of participants remarked on the emergence of research projects that are forging new collaborations and new perspectives on research in Inuit education. An example is Ilitaqsiniq / Nunavut Literacy Council's Miqqut project which examines embedding literacy and essential skill development in cultural-based skill development. Tamalik McGrath's PhD dissertation on Inuit methodologies in research focuses on knowledge renewal and is based within an Inuit framework (the Qaggiq model) developed with the late Mariano Aupilardjuk.

It was evident from the presentations that research methodologies are increasing their emphasis on collaborative research projects incorporating Inuit perspectives and in some cases with Inuit serving as principal researchers or co-researchers.

A summary of the previous two days of discussions on principles and priorities was also reviewed. Invited researchers were then asked to present a short summary of their current research projects. A summary of these research presentations is included in Appendix 2. Based on their recent experiences in research, participants were asked to discuss the following question:

“BASED ON YOUR EXPERIENCES, WHAT HAVE WE BEEN DOING WELL AND WHAT CAN WE EXPECT TO DO BETTER TO BECOME LEADERS IN RESEARCH IN EDUCATION?”

What Have We Been Doing Well?

- **Collecting elder's knowledge:** Throughout Inuit Nunangat, there has been sustained efforts to collect and document elder's knowledge. Some of this information is archived in territorial research institutes or regional cultural institutes.
- **Developing education leaders and scholars:** The Government of Nunavut in cooperation with the University of Prince Edward Island (UPEI), Faculty of Education have collaborated on developing and delivering a Master's of Leadership in Education. This is a cohort-based, distance education program delivered mostly in Nunavut with some coursework completed at UPEI. There were 21 graduates in 2009, and another 13 students are expected to graduate in June 2013.
- **Developing a new model for Inuit education.** Governments and school boards in the four Inuit regions have all been involved in the extensive transformation of their education systems to reflect a more Inuit-specific education system.
- **National Strategy on Inuit Education:** The release of the National Strategy in 2011 represented an unprecedented development in Inuit education. It marked the first time Inuit from the four regions collaborated on developing a 21st century vision for Inuit education and a strategy to close gaps common to all their education systems.
- **First language teaching:** Regions are at various stages in the development and implementation of a bilingual education model for their schools presenting an opportunity to collaborate on research and evaluation of best practices in school-based language development.
- **Nunavut Sivuniksavut:** NS offers an 8 month, college program for Inuit youth from Nunavut who want to prepare for the educational, training and career development opportunities created by the Nunavut Land Claims Agreement and the Government of Nunavut. This program established in 1985 takes in approximately 36 first year students and 10 second year students each year.
- **North- South Collaborations:** There are a number of current research projects that rely heavily on strong north- south collaborations, through relationships founded in trust and respect for Inuit knowledge.
- **Research from Within:** There are a growing number of community-based, community-led research projects that are defining new standards for research in Inuit Nunangat.
- **Increasing number of Inuit researchers:** The growing number of Inuit undertaking research is resulting in new models of research and research practices.

What Can We Do Better?

- **Defining Inuit education:** "We need to define and share our work on 'Inuit education' - what it means to be Inuit, what enables students to prosper, adaptability, resiliency, importance of kinship and relationship and we need to be able to tell our stories, explain our philosophy, epistemology and values" As an example, the Kativik School Board includes in its mission statement the words inuquaq ilinniatic - 'to create a person'. Inuquaq ilinniatic means: caring, problem solver, compassionate, confident, helpful, at peace, contented, trustful, respected, wise, outgoing, able to listen, responsible, able and assertive. One participant noted that: "our assessments should be evaluating how the school experience leads an individual to become a contributing member of our community."
- **Define evidence from an Inuit perspective:** "What counts as evidence from the perspective of Inuit? We need to build concepts of evidence that accept the lived experience as a measure. We need to ask questions from an Inuit perspective, and de-personalize the

process, so that researchers are not put in conflict with their own communities. We want our questions returned to us in research, rather than external questions asked of us.”

- **Hire and develop more Inuit researchers as part of each research project:** The National Strategy on Inuit Education includes a recommendation on building a new generation of educational leaders and scholars (Recommendation # 2). Research projects in Inuit education should contribute to this goal of building more research capacity in Inuit Nunangat.
- **Increase the level of community participation in research projects:** Conducting “participatory research” or “community-based research” in Arctic communities with Inuit includes significant expectations. Research should be carried out in a respectful, responsible and in-depth way that better incorporates Inuit perspectives on research. Research proposals should include visits to communities prior to the actual research phase, so researchers can better understand the communities.
- **Improve access to understanding Inuit Qaujimajatuqangit:** Particularly important for new researchers and even younger Inuit, there needs to be better access to understanding Inuit Qaujimajatuqangit. Governments and research institutes could play a role in improving information for researchers on understanding Inuit Qaujimajatuqangit.
- **Improve the level of understanding about research to participants:** It is important to be clear about the purpose of research: 1) Identifying and solving a problem? 2) A tool for improving quality of life? 3) Building a knowledge base? 4) To establish baseline information? 5) Contribute to the empowerment and decolonization of Inuit? 6) To get funding?
- **Improve the level of understanding about research ethics:** Inuit should also develop their own ethical guidelines for research in Inuit education. Research ethics should be taught in high schools, college and should be readily available from research institutes.
- **Establish protocols on appropriate Inuit research methodologies.** (e.g. 1) the pace of research: elders should be provided with the questions in advance and adequate lead times so they can consider questions or, e.g. 2) facilitate interviews in the Inuit language by Inuit.
- **Build on successful north-south partnership models:** There should be continued effort at building successful relationships between universities and Inuit to advance Inuit research priorities.
- **Improve access to research results:** Research findings need to be more fully shared in communities with parents, DEAs, schools, community leaders. There should be an annual research conference in Inuit education to share information on best (and worst) practices, as well as a central repository for data and research findings in Inuit education. Accessibility means returning the results to the community in a way that is easily understood and that can be accessed in future.
- **Improve the level of recognition of the contribution of Inuit knowledge to the research:** Source of knowledge contributing to the research results must be attributed in research findings, and ownership of knowledge needs to be clearly explained, understood by all participants and shared. There also needs to be greater recognition by funding agencies of Inuit as knowledge holders.
- **Strengthen public education on the value of research to Inuit:** Research projects should be part of high school and teacher education programs, answering questions of value to communities so that the value and ethics of research is better understood.

- **Establish funding for small, locally driven research projects:** This would promote more local-driven research.
- **Enlist more funding partners in research:** Private industry, non-government agencies, and governments should be viewed as potential sources of funding for research. Investing in education research should be viewed as an essential investment in improving socio-economic conditions.
- **Improve the research funding and licencing approval process to encourage northern research projects. Examples include:**
 - Governments and funding agencies should provide incentives for research projects that encourage collaboration with other northern jurisdictions, or incentives for ethnographical research.
 - Research grants should encourage investment in strengthening qualitative research capacity within Inuit so they become leaders in the field.
 - Establish research funds in Inuit Nunangat to encourage more Inuit becoming researchers.
 - Research funding and licensing bodies should encourage researchers to accept the use of the first person voice as a legitimate practice in research. The current emphasis on objectivity and privacy has silenced the Inuit-practice of story-telling and first person accounts of the lived experience.
- **Establish an Arctic university:** All of the goals around better research and increasing the number of Inuit researchers would be better served if there was a university in the Arctic as recommended in the National Strategy on Inuit Education.

Appendix 1: List of Forum Participants – February 19-21 Session

February 19 to 21 Session:

Nunavut:

1. Kathy Okpik, Government of Nunavut
2. Natan Obed, Nunavut Tunngavik Inc. (NTI)
3. Sandra Inutiq, Nunavut Language Commissioner
4. George Echalook , Vice President, Qikiqtani Inuit Association (QIA)
5. Peesee Pitsiulak-Stephens, Nunavut Arctic College
6. Jeannie Arreak-Kullualik, NTI
7. Kiah Hachey, NTI
8. Maggie Kuniliusie, Government of Nunavut
9. Lena Metuq, Government of Nunavut
10. Louise Flaherty, Nunavut Arctic College
11. Jeela Palluq-Cloutier, Government of Nunavut
12. Sandy Kownak, QIA
13. Cathy McGregor, Government of Nunavut
14. Naullaq Arnaquq - UPEI
15. Heather McGregor – UBC
16. Nikki Eegeesiak, Coalition of Nunavut DEAs

Nunavik:

17. Annie Popert, Kativik School Board (KSB)
18. Eliana Manrique, KSB
19. Sore Moller, KSB
20. Robert Levy-Powell, KSB
21. Betsey Palliser. Kativik Regional Government

Nunatsiavut

22. Carla Pamak
23. Sarah Townly
24. Sue Webb

Labrador School Board

25. Joan Dicker

National Inuit Youth Council

26. Thomas Anguti Johnston

Nunavut Sivuniksavut

27. Rebecca Mearns

Inuit Tapiriit Kanatami

28. Mary Simon
29. Scot Nickels
30. James Kuptana
31. Kevin Kablutsiak
32. Kendra Tagoona
33. Peter Geikie
34. Patricia D'Souza
35. Katherine Trumper

List of Forum Participants – February 21 Session

February 21 Session:

The following individuals joined the previous group on February 21, 2013.

1. Dr. Thierry Rodon – Laval University
2. Dr. Frederic Laugrand – Laval University
3. Dr. Fiona Walton, UPEI
4. Jose Gerin-Lajoie – Research Assistant, Université du Québec à Trois-Rivières
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6. Vincent Herault - Ph.D. student, Université du Québec à Rimouski
7. Dr. Greg Poelzer – University of Saskatchewan
8. Dr. Paul Berger – Lakehead University
9. Dr. George Sheppard –Laurentian University (with the Association of Deans of Education)
10. Dr. Suzanne deCastell – University of Ontario (with the Association of Deans of Education)
11. Sheena Kennedy – PH. D. Student, Carleton University
12. Adriana Kusugak (Nunavut Literacy Council)
13. Dr. Martin Fortier – ArcticNet
14. Shelley Tulloch – Adjunct Professor, UPEI and Carleton University
15. Mary Ellen Thomas, Nunavut Research Institute