Carol Rowan was hired by Inuit Tapiriit Kanatami to engage on Inuit’s situation concerning Early Learning and Child Care. The main informants in the engagement were the members of the Inuit Early Childhood Development Working Group (IECDWG), Pauktuutit Inuit Women’s Association and Tungasuvvingat Inuit’s Head Start. Other key stakeholders in Inuit ELCC were also interviewed. The results are presented in this, *Inuit Early Learning and Child Care Discussion Paper*.

Qujannamiik/Thank you to all that have participated in the discussions.
Introduction

The Government of Canada has begun to make new investments in Early Learning and Child Care (ELCC) for children under age 6. On November 2, 2004, ministers from federal, provincial and territorial governments responsible for social services agreed on four principles to guide the development of a new national system of early learning and child care. The four principles are referred to by the acronym “QUAD,” which stands for Quality; Universally inclusive; Accessible; and child care with a Developmental focus.

Social Development Canada in collaboration with federal partners recognized the critical need to engage Aboriginal people about the best approaches in early learning and child care for Aboriginal children. To receive the Aboriginal perspective, Social Development Canada is leading an engagement strategy on Aboriginal ELCC. In response to this, Inuit Tapiriit Kanatami (ITK) prepared this document, Inuit Early Learning Discussion Paper to outline Inuit’s situation on ELCC and to inform what QUAD means to Inuit.

ITK worked with the Inuit Early Childhood Development Working Group (IECDWG) to review key documents that primarily focuses on licensed child care. The majority of programs that are available in Inuit communities are child care centres and Aboriginal Head Start programs. As a result, the focus of this paper is on child care. It provides a foundation for further discussion on the challenges and opportunities for implementing QUAD in Inuit communities.

There is lack of information on non-child care early learning in Inuit communities because there are limited amounts of these programs available to Inuit. This is due to lack of space, funding, equipment and training for these programs. Inuit communities need to further develop these programs because supportive learning for all Inuit children and their families are essential for the future well-being of Inuit children.

Inuit have gone far since 1981 when the first daycare was opened in Rankin Inlet. Although, more work is required in order to develop a solid understanding of the needs and requirements for a comprehensive ELCC strategy for Inuit communities. ITK will continue to work with Social Development Canada and other government departments to ensure Inuit’s values of children, family, community, culture and language are being met in ELCC for Inuit.

The Inuit Early Childhood Working Group (IECDWG)

IECDWG is made up of individuals who work and have a keen interest in Inuit Early Childhood Development (ECD). Members are from each of the Inuit regions: Labrador; Nunavik; Nunavut (Qikiqtaaluk, Kivalliq and Kitikmeot), and Inuvialuit; these members also administer the First Nations and Inuit Child Care Initiative in their region. ITK and Pauktuutit Inuit Women’s Association also have 2 members each in the IECDWG.

Established in 2001, the IECDWG does the following: discuss Inuit’s ECD priority issues and make recommendations to ITK; develop strategies to build capacity and training; informs leaders on ECD issues, influence government policies and ensures Inuit children have access to quality, appropriate, reliable and consistent services.

ITK acts as secretariate for the IECDWG. ITK maintains communication with IECDWG by e-mail and teleconferences. At least one face-to-face meeting is held a year to strategize on Inuit ECD issues.
Summary

Inuit believe in embracing QUAD principles. Investments to meet the high fertility rates, young population and the cost of living in the Arctic; needs immediate concentration. There’s much evidence that speaks for improvements in the economic, social and health of Inuit of Canada. Inuit need financial support to meet both federal and Inuit QUAD in ELCC programming.

The Inuit Early Learning and Child Care Discussion Paper outlines the following:

- Background on the Inuit Early Childhood Development Strategy
- What QUAD means to Inuit
- Overview of current circumstances and key needs of licensed child care services for Inuit regions (Nunatsiavut, Nunavik, Qikiqtaaluk, Kivalliq, Kitikmeot, Inuvialuit and an additional report for an urban Inuit Head Start in Ottawa);
- Roles of ITK and Pauktuutit
- A discussion on Inuit QUAD for child care
- Inuit response to the Organization for Economic Cooperation and Development’s (OECD) recommendations on ELCC.

A number of significant needs have been identified, including:

- Capital investments;
- Sufficient operation and maintenance funding to support quality care;
- Funding for training as well as on-going professional development and support;
- Funding for the development of Inuit appropriate curriculum and materials;
- Recognition that Inuit languages preservation is dependent on competent language speakers and requires financial support;
- Funding for human resources and training to support special needs;
- Action to resolve provincial/territorial jurisdictional barriers;
- Action to resolve barriers related to regulations;
- Direct funding relationships between the federal government and the Inuit organizations.

The findings within this document, regrettably only focuses on one aspect of ELCC, which is licensed child care. Currently ELCC funds invested in Inuit communities are in licensed child care. A comprehensive child care strategy that provides for programs and services that support all families and children 0 – 6 is needed to realize Inuit QUAD within the framework of ELCC.

A lot of work needs to be done to shift the focus on only providing child care. Other ELCC support is needed, to act in the best interest of the developing Inuk child and his/her family. At present the system is failing badly. Recently, Nunatsiaq News reported the threatened closing of the Ilisaqsivik Society’s Family Resource Centre in Clyde River.¹ Ilisaqsivik Society exemplifies entirely within the essence of child-focused, family-centred, community-based support. In its ten years of operation it evolved into a major local employer. The activities consist of: sessions for parents and toddlers, support for parents, preschool activities, a toddler program, a resource centre with information about children and child rearing, cooking classes, etc. In March of 2005 they were threatened with closure because of a lack of funding.

The absence of core funding for child-centred, family-based programming is an essential problem. The search for project and program funding is on-going and in many regions and communities hundreds of working hours are dedicated each year to the preparation of proposals and the revision of budgets – to make things work.

¹Nunatsiaq News, April 15, 2005, P. 1
The Inuit Early Childhood Development Strategy (IECDS) was developed over a period of three years starting in March of 2001 and culminating with approval of the strategy document in June 2004. The purpose of the strategy is to strive to achieve the ultimate goal of:

100% healthy, happy and safe Inuit children and families.

Vision of the IECDS

Our vision of Inuit early childhood development encompasses Inuit languages, Inuit culture and ways.

Inuit children are thriving. The basic needs of Inuit children for food, shelter, health, love and care are met. Inuit families live in relaxed and safe environments. Inuit children are emotionally secure, physically strong, intellectually stimulated and spiritually fulfilled. The needs of all children are met in culturally, developmentally, and demographically appropriate ways. All Inuit children have access to consistent and continuous programs and services. The Inuk child has a positive self-image and has pride in Inuit languages, Inuit culture, and Inuit ways.

Inuit families² are recognized and honour their important role as the child’s first teacher. Inuit families provide culturally rich, secure, healthy environments in which to raise children.

Inuit Elders provide the foundation and knowledge. The advice of Inuit Elders is sought and offered in guiding Inuit ECD activities to ensure Inuit culture and values are promoted and preserved.

Inuit early childhood development strategy is unique. Programs and services for Inuit children are developed based upon an understanding of Inuit culture, Inuit languages and Inuit ways. Programs and services must create and maintain a balance between the use of traditional and contemporary child development knowledge.³

² The word “families” takes into account all those people who are parents/guardian/caregiver – this is meant to be all-inclusive.
An Introduction to Inuit QUAD

In February 2005, an event in Ottawa was held for early learning and child care. Jose Kusugak, president of ITK addressed Minister Ken Dryden about the QUAD principals from the Inuit perspective.

Mr. Kusugak stated, “Let us look at the four (QUAD) principles from our (the Inuit) perspective:

Quality: Systems must be designed in conjunction with Inuit child care workers and parents to ensure that children are safe, able to access the services and able to enjoy their culture. Legislation made without Inuit can become prohibitive in meeting Inuit priorities. For example Labrador and Inuvialuit daycares find it difficult to serve nutritious country food due to restrictive legislation.

On-going training of Inuit workers, such as the successful model in Nunavik, is needed. On-going curriculum development that includes Inuit child rearing practices will help ensure that workers will be providing the best care possible for our children.

Universality: Children of Inuit parents caring for their children at home, participating in the wage economy or traditional activities all deserve support. It is difficult for Inuit parents with special needs children to access diagnosis, treatment and follow up, let alone quality learning programs. Significant funding is required to ensure that Inuit children with special needs have the resources to thrive.

Accessibility: There are not enough Aboriginal Head Start programs, preschools, daycares and family programs to ensure that every Inuk child has access to quality early learning programming. Significant funding is needed so that programs can be available for all.

Developmental: We believe that children have the right to child care that is culturally and linguistically appropriate, incorporating the values and traditions of their parents and communities. Inuit parents’ needs and desires for their children must be respected and met.”
### QUAD: Linking Federal and Inuit Principals

The following are two charts that demonstrate linkages between federal and Inuit perspectives on QUAD. The Inuit principles and goals are based on the Inuit Early Childhood Development Strategy.

<table>
<thead>
<tr>
<th>Federal Principle</th>
<th>Inuit Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Inuit culture and values.</td>
</tr>
<tr>
<td></td>
<td>Health, safety and well being of the whole child.</td>
</tr>
<tr>
<td></td>
<td>Respects regional structural diversity and priorities.</td>
</tr>
<tr>
<td></td>
<td>Cooperation amongst all Inuit stakeholders and government agencies in the best interest of Inuit children and families.</td>
</tr>
<tr>
<td>Universally inclusive</td>
<td>Strong focus on Inuit children with special needs and those at risk.</td>
</tr>
<tr>
<td></td>
<td>There is respect for all people, values and culture.</td>
</tr>
<tr>
<td>Accessible</td>
<td>Access to continuous ECD programs and services for all Inuit children.</td>
</tr>
<tr>
<td>Developmental</td>
<td>Focuses on the health, safety and well being of the whole child</td>
</tr>
<tr>
<td></td>
<td>Based on Inuit culture and Inuit values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal Goals</th>
<th>Inuit Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidenced based</td>
<td>To obtain financial, technical, professional support for training, as well as regional and community capacity building.</td>
</tr>
<tr>
<td>P/T regulation and monitoring</td>
<td>To continue to build a strong relationship and to improve communications amongst all stakeholders of the IECD strategy.</td>
</tr>
<tr>
<td>Staff training and professional development.</td>
<td>To provide a forum for Inuit ECD leaders to come together to share experiences, knowledge and successes as well as to deal with issues in order to provide input into the federal ECD strategy.</td>
</tr>
<tr>
<td>All pre-school children.</td>
<td>To ensure that resources and infrastructures are readily available so that Inuit children have the opportunity to develop to their full potential.</td>
</tr>
<tr>
<td>Includes special needs</td>
<td>To ensure that all Inuit communities have equal opportunity and access to ECD programs and services.</td>
</tr>
<tr>
<td>Affordable</td>
<td>To develop mechanisms that ensures financial resources for the Inuit ECD strategy are equitable and take isolation and remoteness factors into account.</td>
</tr>
<tr>
<td>Available</td>
<td>To advocate for streamlined and simplified funding processes.</td>
</tr>
<tr>
<td>Developmental</td>
<td>Focuses on the health, safety and well being of the whole child</td>
</tr>
<tr>
<td></td>
<td>Based on Inuit culture and Inuit values</td>
</tr>
</tbody>
</table>

---

**Note:** Including urban/southern Inuit
Introduction

Jenny Lyall works for the Labrador Inuit Health Commission (LIHC) as the Program Developer for Children’s Development in Goose Bay, Labrador. She was interviewed concerning Inuit ELCC in Nunatsiavut. Also, others that contributed to the research were: Lena Blake of LIHC and Helen Sinclair of the Province of Newfoundland and Labrador.

Nunatsiavut region includes the 5 northern Inuit communities situated along the eastern coast of the Atlantic Ocean. LIHC also funds and supports child care services in Goose Bay and North West River.

LIHC receives funding from the First Nations and Inuit Child Care Initiative and the Public Health Agency of Canada. With this, LIHC administers the following: six daycare services (two of which are licensed), one Aboriginal Head Start, four part-time pre-school programs and six after school programs. LIHC supports the centres through on-going professional support and guidance; financial and operational administration; links to websites; professional resources; site visits; and monthly conference calls.

Currently, LIHC total amount LICH can access per year from Newfoundland and Labrador is $1500; which is given for supply and equipment grants. The federal ELCC funds that flow through the province are not invested in Inuit communities in Nunatsiavut.

LIHC administered child care programs are regulated and function within the parameters of Newfoundland Regulations 37/99, Child Care Services Requirements under the Child Care Services Act.

The child care consultant who works for the provincial department of Child, Youth and Family Services, monitors the licensed centres and provides an annual comprehensive program evaluation. The evaluation presents a detailed picture of local level program delivery.

The regulations ensure that LIHC has buildings, which are: accessible, safe and sanitary. About 80% of the regulations are useful and appropriate.

As Jenny explained; “While the evaluation of the program delivery is good it fails to give a good reflection of an Inuit child care program, it is not capturing the Inuit component.” Some policy areas which are problematic include:

- Accessing wild meat due to the need for approved stamped meat
- Having enough qualified staff to meet the ratios due to the requirement for staff to be qualified
- Elder recognition as staff: Elders are not allowed to be counted in the ratios because they do not have their ECE paper work
- Turn around times for approvals can be very long due to the signature requirements: it is preferable that the Chairperson of LIHC has the signing authority in order to expedite the process

Presently four centres are not licensed due to problems with the regulator. This has reduced the number of open spaces to four in each of the unlicensed centres Jenny explained:

“Now some communities are not ready because staff are not qualified but one community in particular is ready, they have a brand new building, ECE level 2 staff operator and the building was not passed through GSC because the furnace was old. However, we still run a program with no more than four children at a time and there are 11 on registration.”

Funding is needed and getting a new furnace is listed as a capital need by LIHC.
Support
In the past five years ELCC has gained increased status as a priority. In Nunatsiavut, William Anderson, President of the Labrador Inuit Association is being fully briefed on the file. The leadership recognizes the importance of ELCC and is taking the steps necessary to provide tangible support. New child care centres have been constructed in Makkovik and Nain. Nine of the working staff members have a minimum of the one-year early childhood certificate. The LIHC program developer for children’s programs is an Inuk woman with eight years experience running the AHS program in Goose Bay. LIHC has and continues to develop child care capacity.

Parents are encouraged to participate in special events and visit the child care centre. They participate in parental meeting. A parent advisory committee governs the AHS program.

Training
Training for ECE staff is made available through the College of the North Atlantic. Community based training programs have been delivered in Nain and Hopedale. Inuit from other communities need to travel to take training. The regulations include 30 mandatory hours for staff professional development every three years. These are largely obtained through participation in Association of Early Childhood of Newfoundland and Labrador (AECNL) workshops.

In 2004, in addition, an FASD effective practices workshop was sponsored by Pauktuutit and held in Happy Valley Goose Bay. In the future, funding should be made available for annual regional Nunatsiavut based training workshops. Topics could include: policy development, cultural programming and best practices. The communities of Nunatsiavut could host the session on a rotational basis.

Accessing funding to provide for on-going professional development and training is a difficult challenge for LIHC.

Special Needs Children
There are gaps in identifying children with special needs. Presently no spaces are designated as special needs. An inter-agency approach are need for: diagnosis, funding, one-on-one child care (licensed or in-home), and parental support.

Culture
The programs are child focused, Inuit directed and controlled, community-based and holistic. The daycare program reflects Inuit culture in all aspects, through food, outings, language and Elders. Inuaggualit (Language Nest) is a unique initiative. Developed in partnership with the Torngâsok Cultural Centre, it combines preschool and daycare with Inuktitut language immersion.

Requirements
In order to be accountable and ensure Inuit children receive the most benefits; it is critical that Inuit have control of the funding allocated for Inuit. Accessibility is presently limited to children of working and studying parents due to the extremely limited number of spaces. Flexibility is required to meet the needs of all children.

Funding is needed for the following: infrastructure, operations, maintenance, capacity development, Inuit-specific policies and programming, and recognition of special needs including FASD. Inuit-specific regulations must be developed and approved. A focus on training of Inuit child care providers and program delivery is essential.

Currently, a new building is needed for Postville and a new furnace in Makkovik. Human Resources are needed
Nunatsiavut

in Hopedale, North West River and Rigolet.

In order to offer culturally appropriate ELCC, funding of Inuit-specific programs and networking with other Inuit regions are needed.

What does Early Learning and Child Care and Quality, Universality, Accessibility and Developmental mean to your region?

Quality
- Daycare centres in six communities
- 2-6 year olds
- High quality, affordable services including: traditional foods, cultural activities (berry picking, ice fishing)
- Inuktitut language
- Storytelling by Elders

Universality
- Presently daycare spaces are restricted to children of parents who are working or training
- Flexibility is required in order to meet social, emotional, mental behavioural and developmental needs of all children

Accessibility
There are presently 102 spaces in the Labrador communities. 34 are licensed. The population of our communities is young and increasing. From 2000-2004 there were 254 children born in Nunatsiavut. More funding is required to meet the increase demand for services of young children.

Development
- In order to be accountable and ensure Inuit children receive the most benefits; it is critical that Inuit have control of the funding allocated for Inuit.

- Work with the provincial government to develop culturally appropriate regulations; while maintaining appropriate standards of care.
- Focus must be on on-going training of Inuit child care providers and program delivery workers.

Priorities
1) Infrastructure – Capital Funds
2) Sustainable Funding – operational, program delivery, maintenance, etc…
3) Human Resource Capacity Development
4) Recognition of Inuit-Specific Policies and Programming
5) Recognition of Children with Special Needs i.e. FASD
## Nunatsiavut

### Staff

<table>
<thead>
<tr>
<th># of ECE’s working in region</th>
<th># of ECE’s with 1 yr. Training</th>
<th>ECE rate of pay</th>
<th>Pension Plan? Yes/No</th>
<th>Benefits Package? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>$25,000 - 35,000</td>
<td>Yes after 6mths</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th># of staff in region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Educator</td>
<td>2 with ECE level 2</td>
</tr>
<tr>
<td>(Has level 1 or level 2 training)</td>
<td>7 with ECE level 1</td>
</tr>
<tr>
<td>Cook</td>
<td>5</td>
</tr>
<tr>
<td>Janitor</td>
<td>5</td>
</tr>
<tr>
<td>Manager</td>
<td>done regionally</td>
</tr>
<tr>
<td>Bookkeepers</td>
<td>done regionally</td>
</tr>
<tr>
<td>Accountant</td>
<td>done regionally</td>
</tr>
<tr>
<td>Other</td>
<td>Hopedale cost share driver, secretary, All communities have Elders come to the program</td>
</tr>
<tr>
<td>Child care workers (have preschool orientation or school age)</td>
<td>6</td>
</tr>
</tbody>
</table>

### Availability and Costs

<table>
<thead>
<tr>
<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
<th>Annual cost for operating 1 space</th>
<th>Cost of new building</th>
<th># of new buildings in region in last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>$5/day</td>
<td>$12,778.00</td>
<td>$2M-4.5M</td>
<td>2</td>
</tr>
</tbody>
</table>

*ICCI is funding 102 spaces, 58 for children ages 2 –6 and 44 for after school care. (67 spaces could be licensed that are not presently.)*
Introduction
The contents of this summary are based on an interview with Margaret Gauvin who is the Regional Child Care Coordinator for Kativik Regional Government (KRG) in Kuujjuaq, Nunavik. The Nunavik region includes 14 Inuit communities situated along the edges of Ungava Bay, Hudson Straight and the eastern shores of Hudson Bay. KRG is 100% responsible for funding, licensing and supporting the 17 Centres de la Petite Enfance operating in Nunavik. They offer a combined daycare/ head start program with both full time and part-time spaces.

All child care centres in Nunavik are non-profit corporations run by parent boards with the majority of its members of Inuit descent. It is recognized that parents have the best judgment concerning decisions about the ECE programs in which their children are registered.

Support
KRG receives money to support ELCC from the Government of Quebec; the First Nations and Inuit Child Care Initiative of Human Resources and Skills Development Canada; the Public Health Agency of Canada; parent fees; and Makivik Corporation. Additional support to the child care centres is gathered from a spectrum of Nunavik organizations including: Nunavut Board of Health and Social Services, Kativik School Board, Avataq Cultural Institute and the Federation des Cooperatives de Nouveau Quebec.

KRG has a twenty-three year agreement with the government of Quebec. All of the powers which originate from the ministry but not those that are attributed directly to the minister have been transferred successfully to KRG. New commitments for money, criminal procedures, the changing of laws and regulations fall within the mandate of the minister and has not been transferred.

KRG does not report any barriers due to the relationship with the provincial government. However it should be noted that, “In order to comply with certain regulations, investments in training has been supported and needs to be continued, but it is difficult. The regulation says that 2 out of 3 educator’s have to be trained with a minimum of a college attestation. There is an understanding that as long as staff is in training then it is okay to have less than the required minimum percentage.”

Capacity Building
In the past five years KRG has done a lot to develop capacity. Today there are 215 full time positions filled by Inuit in the centres. These are educators, managers, and cooks. There are 77 parents on parent boards, 90% of whom are Inuit. Within the KRG Child Care section Inuit hold 6 positions. 2/3rds of the professional and technical support team are Inuit. Five years ago the professional and technical team was entirely composed of non-Inuit, with one clerical postion held by an Inuk.

Training
Training for ECE staff is made available through a 1600 hour accredited training program. It is delivered in communities on an as needed basis. Training for janitors, cooks, manager’s and boards of director’s are available for all communities. Both human and financial resources are required in order to meet future staff training needs. On-going professional development and support is provided through twice yearly site visits by KRG staff. A pedagogical counsellor has recently joined the team to provide curricular support and development.

Special Needs Children
Special grants are available (through the Quebec funding structure) so that up to 15% of spaces at a centre can be allocated for special needs. In order to identify children with developmental needs and the programming
Nunavik

required: human and financial resources as well as training must be identified.

Culture
The child care centres in Nunavik are Inuit-specific. The Inuit staff, children and parents operate in Inupituit. They are supported by materials that KRG developed specifically for Nunavik child care; including the Unikkaangualartaa – Let’s Tell A Story Manual and the Constructing Arctic Playgrounds – Guidebook.

Requirements
Currently, KRG identified the need for an additional 500 child care spaces. An additional 125 trained early childhood educator’s will also be needed within the next five years.

In order to provide preschool programming to all Nunavimiut (Inuit of Nunavik), an increase of the provincial allocation of spaces as well as capital funding for new infrastructure and operational funding will be required.

Continued activity and curriculum development are needed in order to offer culturally appropriate ELCC.

ELCC in Nunavik
The key components of ELCC in Nunavik are:

- Inuit directed
- Inuit staff
- Inuktitut language
- Collaboration with community and regional organizations
- High Quality

Staff

<table>
<thead>
<tr>
<th># of ECE's working in region</th>
<th># of ECE's with 1 yr. Training</th>
<th>ECE rate of pay</th>
<th>Pension Plan? Yes/No</th>
<th>Benefits Package? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>164</td>
<td>75</td>
<td>$20.55-$28.38</td>
<td>Yes</td>
<td>NO - Group Insurance is Available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$18.16-$27.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Position | # of staff in region
---|---
Early Childhood Educator | 164
Cook | 14
Janitor | 16
Manager | 14
Bookkeepers | 2
Accountant | 0
Other bus driver | 2
Assistant director | 3
## Nunavik

### Availability and Costs

<table>
<thead>
<tr>
<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
<th>Annual cost for operating 1 space</th>
<th>Cost of new building</th>
<th># of new buildings in region in last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>815</td>
<td>$7day</td>
<td>$17,420.00</td>
<td>$1.8M-30 places</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2.5M 80 spaces</td>
<td></td>
</tr>
</tbody>
</table>

*ICCI is funding 102 spaces, 58 for children ages 2 –6 and 44 for after school care. (67 spaces could be licensed that are not presently.)*
**Qikiqtaaluk**

**Introduction**

Eva Eetuk Groves is the Manager of Day-care, Disability and Youth Programs for Kakivak Association in Iqaluit for the Qikiqtaaluk region of Nunavut. The contents of this summary are based on an interview with Eva. The Qikiqtaaluk region includes 13 Inuit communities on Baffin Island and the capital of Nunavut - Iqaluit.

**Support**

Kakivak Association receives funding through HRSDC’s Aboriginal Human Resource Development Agreement through the First Nations and Inuit Child Care Initiative. With this funding, Kakivak supports Inuit child care in the region through the child care subsidy for eligible Qikiqtaaluk residents, operating expenses for eligible Qikiqtaaluk child care centres (block-funded), financial incentives for Inuit employment as well as funds for the Nunavut Inuit Child Care Association, emergency, child care planning, supplementary training and capital.

Kakivak Association monitors the centres using a checklist during annual visits. Kakivak sees its role as providing funding for child care.

The Department of Education of the Government of Nunavut (GN) provides funding to occupied child care spaces and through a daycare subsidy. The GN is responsible for licensing and regulating child care in the territory. The GN conducts annual community visits and also supplements child care funding through the Healthy Children’s Initiative – this funding is not specifically allocated for licensed child care.

Parents are significant contributors to licensed child care in Qikiqtaaluk. All centres are run by non-profit societies with majority parent boards. In Qikiqtaaluk there are a variety of licensed child care programs, including: child daycare, AHS, part-time preschool, Mom’s and Tot’s and Family Resource Centres.

In 2000, the three regions of Nunavut hosted the Nunavut Inuit Child Care Forum. Since, Kakivak started predictable annual funding and have entered into yearly contracts with eligible child care centres. Through the development of a block funding mechanisms and a funding policy; centres now receive annual funding that is reliable. Kakivak has two staff members working on the child care file. Kakivak supports the development of the Nunavut Inuit Child Care Association. They have funds set aside for emergencies and child care planning, training programs and capital development projects. Kakivak is set-up to fund child care in the region. They are not interested in providing licensing because they consider this the role of the Government of Nunavut.

**Training**

Following the Nunavut Inuit Child Care Forum in 2000, training plans were developed. In 2003 –2004 ECE courses were delivered in seven communities and included a board training component. This year the ECE course was offered in four communities. Training for ECE’s is organized through the Nunatta Campus of Nunavut Arctic College. In the coming year the focus of training will be on money management, financial reporting and bookkeeping. This is because there are problems with Canadian Customs and Revenue Agency payments due to problems with payroll deductions and the timely submission of payments. It is often caused by delays at the Post Office.

The daycare staff need more opportunities for professional development. Eva Eetuk Groves comments on this issue:

“In Baffin, opportunities for professional development have not been offered by the Nunavut Department of Education. The workers in isolated communities don’t know how to make it happen. In the future, links could
be made between the centres and the community adult educator’s. It would be useful to have more local and regional training workshops. "The work is very isolated and the workers need to be connected.”

**Special Needs Children**
Kakivak does not specifically fund special needs. If a specific request were made – Kakivak would probably support it. Both human and financial resources are needed to support special needs children.

**Cultural**
The child care centres in Qikiqtaaluk are Inuit-specific. They have the majority of Inuit boards; managers, staff and children in the child care centres.

**Requirements**
More affordable daycare spaces are needed; especially in Iqaluit where there is a crisis situation. A new daycare was built at the high school in Pangnirtung. This was the only new daycare built in the Qikiqtaaluk region in the past five years. Capital funding is needed specifically for the construction of child care centres. Sufficient funds are required to start and finish building the centres and it must include on-going operations and maintenance. Presently, in Iqaluit the construction of a daycare is on hold because it is pending additional funding.

Capacity is needed in order to offer culturally appropriate ELCC.

**ELCC in Qikiqtaaluk**
ELCC means that parents have the opportunity for employment, training and keeping the culture alive by going hunting and taking part in other traditional activities. Children are more ready to go to school. The key components are language, culturally appropriate materials and toys, and Elder’s input.

### Availability and Costs

<table>
<thead>
<tr>
<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
<th>Annual cost for operating 1 space</th>
<th>Cost of new building</th>
<th># of new buildings in region in last 5 years</th>
</tr>
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<tbody>
<tr>
<td>383</td>
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Introduction
Mary Kasaluak, Program Officer, at Kivalliq Partners in Development (KPID) was interviewed for Kivalliq’s input on this discussion paper. Mary has recently assumed responsibility for the child care file for KPID. Other individuals in the region, who were contacted include: Ron Dewar and David Fredlund of KPID; Tara Tootoo Fotheringham and Irene Tanayuk of the Department of Education; and Linda Pomeolik, the Manager of child care programs in Arviat. Due to capacity gaps some of the content information included in the other regional write-ups is missing. The Kivalliq region includes a total of seven communities. Rankin Inlet is the regional centre.

Support
Kivalliq Partners in Development (KPID) receives funding through HRSDC’s Aboriginal Human Resource Development Agreement specifically the First Nations and Inuit Child Care Initiative. KPID supports the provision of Inuit child care services in the region. KPID has a four-tier scale to rate and fund services. KPID monitors its funding agreements with the local child care societies through community visits and quarterly financial reports. KPID is available to support the communities in response to community-generated requests.

The Department of Education of the Government of Nunavut (GN) provides funding to occupied child care spaces and through a daycare subsidy. The GN is responsible for licensing and regulating child care in the territory. The GN conducts annual community visits and also supplements child care funding through the Healthy Children’s Initiative, this funding is not specifically allocated for licensed child care. It should be noted that there have been problems with recruitment and retention within the government.

Parents are significant contributors to licensed child care in the Kivalliq region. Parents pay between $20.00 and $38.00 per day for child care. All centres are run by non-profit societies with majority parent boards. In the Kivalliq there are a variety of licensed child care programs, these include: child daycare, AHS, part-time preschool and a family resource centre. The First Steps Program, in Arviat is run with funding from CAP-C and targets high risk and special needs children.

Training
KPID has trained 25 early childhood educator’s. These trainees have completed the 1600 hour competency based training program designed and delivered through CEGEP de St. Félicien in Quebec. The graduates are from three communities: Baker Lake, Arviat and Coral Harbour. The CEGEP training for ECE’s has not been completed as educators in Chesterfield Inlet, Rankin Inlet, Repulse Bay and Whale Cove have not yet been trained. Future training will depend on access to funding; a commitment from child care society boards to support the training for staff and hire replacement educators; and a minimum number of ten willing participants.

There is an urgent need for bookkeeper training. Many centres have problems maintaining their books. This has caused some centres to assume the additional financial responsibility of engaging an outside accounting firm to provide pay roll services.

At the centre in Arviat most of the ELC staff (six), have completed their one-year ECE training. The other staff in Arviat are: a cook, janitor, and manager. The program sponsor is the Hamlet. It provides the bookkeeping and accounting services. There is a pay scale with a starting hourly wage of $12.00 per hour with the supervisor being paid $19.00 per hour. The regional ECE salary range is between $11.00-$22.00. Many staff members have not had a raise for eight years. The only staff benefit is sick leave.
Special Needs Children
In Arviat, they have a First Steps Program that offers specialized services for special needs children. This program is needed for all Kivalliq communities with both financial and human resources provided to respond to the requirements of special needs children. There is also a lack of information about special needs and response strategies are needed for the region.

Culture
There is a strong Inuit presence in the child care centres. Inuit caregivers are present in all centres, although in two communities much English is being spoken. In the three communities where the staff have been trained, the program is predominantly in Inuktitut. The staff members plan for many activities based on Inuit culture and delivered in Inuktitut.

Requirements
- Affordable child care
- Training for staff, managers, boards and bookkeepers.
- Inuktitut delivery and programming
- Accessible and sufficient number of spaces
- Information about the operation of a daycare
- Recognition that children in the daycare receive an education which is different from those staying at home
- Parents’ income or activities should not be the determinant for child care entry: child care is about servicing children and children benefit from child care

Mary Kasaluak’s conclusion in the discussion commented on her personal experience with child care, “I can not put my children in daycare because it costs too much and service is not provided in Inuktitut.”

Availability and Costs

<table>
<thead>
<tr>
<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
<th>Annual cost for operating 1 space</th>
<th>Cost of new building</th>
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Kitikmeot

Introduction
Lena Egotak is the Aboriginal Programs Officer for the Kitikmeot Economic Development Commission, situated in the Kitikmeot Region of Nunavut. The contents of the interview with Lena form the basis of this section. The Kitikmeot region is made up of five communities. The regional centre is in Cambridge Bay.

Support
The Kitikmeot Economic Development Commission (KEDC) receives funding through HRSDC’s Aboriginal Human Resource Development Agreement through the First Nations and Inuit Child Care Initiative. KEDC provides funding for the staff wage subsidy for all workers except the janitor and cook and also provides a funding allotment for each centre based on the number of children and number of staff. KEDC monitors each centre through biannual visits. They use a checklist to see that funds are being spent on the wage subsidy. If money is available, KEDC will pay for travel to attend workshops.

A territorial regulation that is problematic is the obligation to purchase government approved meat. This stipulation prevents the centres from accessing locally gathered country foods including: caribou, musk ox and fish.

KEDC’s structure enables the staff to respond to local problems as Lena explained,

“The daycares always turn to us first because they know that we will help them out. The territorial government is less accessible because of the way they operate. To be able to access funds they have to get the minister’s or deputy minister’s approval for a repair situation like if the building froze up. They must always ask the question: Does it fit into a category we can fund? For any out of the ordinary problem KEDC will foot the bill because we have a flexibility that the government does not have. The government’s criteria are very narrow. It limits their ability to respond.”

Training
KEDC has trained 30 Early Childhood Educator’s in the region. This developed capacity within their organization with two positions – both filled by Inuit, who support and monitor the centres. The CEGEP training for ECE’s has been completed – so presently there are not any ECE training plans. The current need is for bookkeeper training. In 2004–2005 one person from each child care centre attended the child care conference in Edmonton.

In the future it would be useful if there were more training for the educator’s as well as more opportunities to attend conferences. This would enable educators to learn
Kitikmeot

about other programs elsewhere and apply what they have learned into their program.

Currently, Kitikmeot centres operate with a cook, bookkeeper, manager and ECE staff.

Special Needs Children
KEDC does not specifically fund special needs. Educators need more training to be able to serve special needs children.

Culture
At the centres Inuinnaqtun and/or Inuktitut are spoken and taught. The children do traditional activities including: drum dancing and singing.

Requirements
An Inuinnaqtun and Inuktitut language curriculum is required in order for the children to learn their own language. Also, more Inuit and Inuinnaqtun resources are required to use within the child care centres. More funds are needed to look after pre-school within the communities and to support the on-going operation and maintenance of the centres. Two communities: Kugluktuk and Cambridge Bay need new buildings.

It would be best if all ELCC funds were allocated through one organization.

ELCC in Kitikmeot
The key component of an ELCC strategy for Inuit in the Kitikmeot is to get more Elder’s involvement and everyone working towards a common goal within the region and Nunavut.

Staff

<table>
<thead>
<tr>
<th># of ECE’s working in region</th>
<th># of ECE’s with 1 yr. Training</th>
<th>ECE rate of pay</th>
<th>Pension Plan? Yes/No</th>
<th>Benefits Package? Yes/No</th>
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Availability and Costs

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<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
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Inuvialuit

Introduction
Patricia Davison, Training Coordinator for the Inuvialuit region was interviewed for Inuvialuit’s position on ELCC. Patricia Davison works for the Inuvialuit Regional Corporation in Inuvik; where they coordinate ELCC in 6 Inuvialuit communities.

Support
The Inuvialuit Regional Corporation (IRC) administers funds from the federal and territorial government as well as other funding sources and disperses the money to the communities. IRC assists program staff in meeting programming and licensing criteria. IRC staff helps the communities in writing reports in order to obtain and maintain funding, they conduct quarterly on-site visits, provide tutoring for the distance education courses, host yearly training workshops, provide accounting, bookkeeping and payroll services. IRC provides comprehensive support to the community child care centres including: financial, pedagogical and organizational.

The Government of the Northwest Territories (GNWT) contributes to child care in the region through a number of funding programs. The GNWT is responsible for licensing and regulating child care in the territory; it produces a quarterly newsletter and co-hosts an annual training workshop with Aurora College. IRC would like the GNWT to maintain this role.

The GNWT has invited IRC to participate in a review of the licensing policy. All of the programs in the Inuvialuit region are licensed – and this license sets a standard. On occasion the requirements of the regulations don’t necessarily fit the community as illustrated in the following example:

“In Sach’s Harbour we had a donated building. We were asked to build a ramp to the second floor. We spent a lot of money to do that and then the ramp was never used – It didn’t fit for the community. There were no wheel chairs and people don’t use strollers in that community – because children are carried on their parents’ backs.”

There have been two communities where the actual number of licensed spaces decreased following a monitoring visit from the licensor. It was explained that when licensed capacity fluctuates it does not seem that the regulator is applying the regulations consistently. Present problems with the regulations have to do with environmental health and fire. “Right now there is a push for no carpets. This is cold in the winter and doesn’t respect the theory of providing children a variety of surfaces on which to move.”

There are parent advisory committees in all programs. Parents communicate with staff daily. Every year parents participate in the community evaluation, where regional staff go into the communities and review the programs. Parents are asked to identify what is and what is not working. Each program has an on-going work plan, which is tweaked based on feedback from the community. One father lamented the closing of the daycare centre for a blizzard. He said, “I want my daughter to grow up Inuk – knowing blizzards – how can she do that if the daycare is closed?”

The variety of child care programs offered in the region include: licensed daycare, Aboriginal Head Start, part-time pre-school, Moms and Tot’s, and a home visit program.

Training
Over the past five years IRC has supported the development of regional child care capacity by the following: certification of three early childhood educator’s; all communities have space to provide programs; and training parents on the parent committees. ECE has gained in prominence and importance. Some people have used the opportunity to work in early childhood programs as a means to entering the job market.
Inuvialuit

Early Childhood Educator’s have the opportunity to participate in a distance education course offered by Aurora/Yukon College. On-site mentoring is another way in which training is provided. This is a program that IRC would like to continue in the future. In addition it would be desirable to introduce self-care and wellness workshops. It is felt that most issues around retention are linked to self-care and wellness.

Opportunities for professional support and development in 2004–2005 included: two language speakers workshops, various literacy workshops, onsite training, brain development workshop, FASD workshops, regional workshops: team building and proposal writing. This year there will be nutrition and environmental health workshops.

Special Needs Children
Special needs children are being served. In every community there is a position for a developmental worker. Accessing appropriate resources is needed to continue to support this position.

Culture
Every program has a staff member fluent in the Inuit language dialect of the community. Hunters and trappers bring meat to the centres. Renewable resource officers bring interesting pelts to the programs to show the children. The children are taken outside to participate in seasonal community activities.

The child development centres serve country food. They have a variety of Inuvialuit cultural materials and resources including: traditional dolls, clothing, drums, culturally appropriate toys and tools like ulu’s and harpoons. There are also: puppets, homemade fur stuffed animals, videos, books and one language CD.

Requirements
- The construction of a new facility in Inuvik;
- Funds to continue ECE and regional training sessions;
- Professional development budget;
- Sufficient Operation and maintenance funding indexed to the cost of living. Currently that is about $14,000 per year, per space.
- Culturally appropriate programming and materials. Funding is required for the development of video’s, books, cd’s, and tools; and
- Fluent speakers of the regional Inuit language dialects.
## Staff

<table>
<thead>
<tr>
<th># of ECE’s working in region</th>
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<th>ECE rate of pay</th>
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<th>Benefits Package?</th>
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<th>Position</th>
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<tr>
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<td>3 (dependent on funds)</td>
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<td>Janitor</td>
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<td>Manager</td>
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## Availability and Costs

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<th># of licensed places</th>
<th>Parent Fees Daily Rate</th>
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</table>

⁵In Inuvik the cost of infant care is $600.00 per month. In Holman the charge for child care is $150 per month. In the other communities there is no charge.
Tungasuvingat Inuit (TI) Head Start

Introduction
Christine Adams, Jason Leblanc, and Lynda Brown contributed to this piece about the Ottawa Aboriginal Head Start site. Tungasuvingat Inuit is a community-based organization in Ottawa, Ontario. Inuit live in many urban centres across the country but there are only comprehensive Inuit-specific services in Ottawa, Ontario.

Tungasuvingat Inuit follows six program goals, which are adapted to all Aboriginal Head Start Programs; they include Education, Nutrition, Parental Involvement, Culture and Language, Health Promotion and Social Supports.

Support
Tungasuvingat Inuit Head Start operates with funding from the Public Health Agency of Canada. The Ministry of Family and Community Services licenses the program. It does not receive any money from the provincial government. The provincial regulations ensure the engagement of qualified early childhood educators. TI is very pleased with the supportive relationship that the Province of Ontario provides.

Tungasuvingat Inuit Head Start has a well-established parent council. As Christine explained: “One of the components of all Aboriginal Head Start programs is to maintain parental involvement, which we do through various methods, activities and techniques, so of which include home visits, parent orientation, parental volunteers within the classroom, on-going communication, special family events, parenting courses and workshops, parent-teacher meetings, communication books, and our greatest area of interest, Parent Council which meets monthly.”

It should be noted that the TI site functions as an ELCC centre. In addition to the Aboriginal Head Start site a variety of ECD programs funded through Canadian Prenatal and Postnatal Nutrition program and Cap-C are offered. They include: pre and post natal support, Mom’s and Tot’s, cooking classes, healthy babies, family resource centre etc.

Training
Tungasuvingat Inuit is continually training and exploring optimum delivery options of quality culture-based child care within the Ottawa Inuit community. The sponsor agency is extremely supportive of the Head Start Program.

TI staff can access ECE training through Algonquin College as well as the resources of many organizations including: the Association of Early Childhood Educators, Children’s Integration Support Services, Public Health Agency of Canada and the Canada Child Care Federation. Opportunities for professional development this year is being provided by the Association of Early Childhood Educator’s meeting, which is being held in Ottawa in June.

Special Needs Children
Tungasuvingat Inuit Head Start does not have specific spaces designated for special needs children. Needs are assessed on an individual basis. Presently there are not any children enrolled at the centre deemed, “special needs.” To position itself to serve special needs children TI AHS would need the support of a Program Assistant and the Ottawa based Children’s Integrative Support Services.

Culture
The promotion of the Inuit culture and language is central to the Head Start Program. Curriculum activities, materials, special events, food and parent workshops will reflect the Inuit culture whenever possible. Inuktitut is an official language of the program and is used throughout the day. It is the policy of the Head Start to employ...
Tungasuvvingat Inuit

Inuit staff whenever possible.

The program has a variety of child centred activities such as games, puzzles, music and books that are offered in Inuktitut and that are culturally appropriate. Monthly field trips enhance culture and heritage. Circle activities and gatherings are led in Inuktitut. Elders are welcomed into the program on a regular basis to promote retention of the Inuit heritage. Community sharing, storytelling, sharing traditional knowledge, sewing etc. are all practiced on a regular basis. The program has traditional play items such as bone games, string games, ulus, drums, amautiqs, atigis, kamiiks and Inuit dolls, and the program is always developing and using culturally appropriate activities and materials from across Canada.

Requirements

Funding is needed to:

• Develop culturally appropriate materials;
• Expand to include infant, toddler and youth program;
• Create service for parents requiring fulltime care for their children;
• Increase the number of certified Inuit Early Childhood Educator's.

Staff

<table>
<thead>
<tr>
<th># of ECE's working in region</th>
<th># of ECE's with 1 yr. Training</th>
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Position

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Early Childhood Educator</td>
<td>2</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
</tr>
<tr>
<td>Janitor</td>
<td>1</td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
</tr>
<tr>
<td>Family and Community Coordinator</td>
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<tr>
<td>Teacher's Assistant</td>
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</table>

Availability and Costs

<table>
<thead>
<tr>
<th># of licensed places</th>
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<td>0</td>
<td>$13,500.00</td>
<td>$500,000.</td>
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</table>
Inuit Tapiriit Kanatami (ITK) is the national voice for Inuit in Canada. ITK’s role in Early Learning and Child care are in: coordination, administration, facilitation and advocacy.

ITK ensures that Inuit Early Childhood leaders, workers and stakeholders from across Canada have a chance to meet, discuss and share information about Early Childhood Development. ITK is the secretariat for the Inuit Early Childhood Development Working Group.

As a National Aboriginal Organization, ITK informs federal departments about the priority issues of Inuit; including ELCC issues. ITK works with various government departments including Social Development Canada, HRDSC, Health Canada and INAC. ITK also works with other national organizations involved in child health and development. In order to inform people about Inuit early childhood needs and strengths, ITK depends on the valuable input from the Inuit Early Childhood Development Working Group. ITK is able to use the information to advocate for increased focus on early childhood issues in Inuit communities and to work with government departments to ensure Inuit are included in initiatives and strategies.

Requirements
A national system that supports an Inuit-specific program for Inuit children and their families. This would respect Inuit families and caregivers with the tremendous role they play in children’s lives.
Pauktuutit Inuit Women’s Association

Pauktuutit Inuit Women’s Association is the National Aboriginal Organization that represents all Inuit women in Canada. Pauktuutit’s mandate is to bring about economic and social improvements for Inuit women and their families and to foster political awareness of their concerns.

Pauktuutit emphasizes the well-being of children in the following child-related programs: Building Healthy Babies, SIDS, traditional midwifery, maternal and infant care and pre-natal programs, children in care, teen pregnancy, youth suicide, FASD, and child sexual assault. In the case of early childhood development, Pauktuutit was instrumental in:

- accessing capital funding to purchase/renovating buildings for daycare;
- resource development: ‘Guide to Starting a Daycare Centre’;
- committed to preserving traditional child rearing practices.

Pauktuutit’s other key strengths are community consultation, capacity building and Inuit-specific resource development. Pauktuutit’s unique grassroots approach is to assess and address gaps and create distinctive programs to fill them, thus responding directly to the needs of Inuit communities both North and South.

The majority of Pauktuutit projects operate under the guidance of specially appointed Advisory Committees, comprised of highly qualified and experienced Inuit from across Canada. These Advisory Committees play a critical role in the successful execution of our programs.

Pauktuutit works closely with Indian and Northern Affairs Canada (INAC), Health Canada, Status of Women Canada and a number of other federal departments, territorial and provincial governments and has an extensive network of community contacts. As well, Pauktuutit works closely with key Aboriginal organizations including Inuit Tapiriit Kanatami, Inuit land claim organizations and various First Nations and Métis organizations.
Response to the OECD Recommendations

Representatives from the Organisation for Economic Co-operation and Development (OECD) recently visited Canada to examine the ELCC systems in place in four Canadian provinces. The team then produced a thematic review of ELCC policy in Canada based on the results of their visit. The OECD report includes recommendations specific to Aboriginal ELCC policy. The following is Inuit’s response to their recommendations.

Generally the OECD Directorate for Education recommendations seem far removed from the context of Inuit reality and are First Nations focused. Inuit do agree that: Inuit education systems should be different from mainstream and built by Inuit; culturally appropriate support for Inuit children throughout Canada is essential to their education and that there is a limited amount of research and information available. Research is beneficial; but it must be lead by Inuit and follows Inuit priorities or else it will not be appropriate or accurate.

Poverty and unemployment must be addressed in order to support healthy families. An Inuit-specific approach is necessary rather than the First Nations approach as suggested. The importance of working with Inuit Land Claims Organizations and other Inuit organizations in order to effect change can only be re-emphasized.

Lastly, the recommendation to follow the models of other successful Aboriginal programs is beneficial to draw on other’s expertise but two points need consideration:

1. Each culture and people are unique, therefore programs cannot be fully reproduced from one place to another.

2. Significant funds, including capital are needed to implement many of these programs that the federal government touts as best practices.

For significant change to occur, Inuit and other marginalized peoples, need the funds, support and independence to change things for the better.
**Discussion on Inuit QUAD for Child Care**

**Quality**
Inuit organizations have developed capacity to support and fund ELCC to achieve healthy and safe programs.

*A clear example of this is found in Nunavik:*
The Kativik Regional Government has assumed responsibility for regulating, monitoring, licensing, funding and supporting child care in Nunavik. They have signed a 23-year agreement with the province of Quebec that includes this role. The Quebec Government invests approximately 80% of the operational funds for the 815 licensed child care spaces. About 50% of the 0-6 population in Nunavik can access licensed care.

By contrast, in the Nunatsiavut region, the Government of Newfoundland and Labrador regulates but does not invest. There are 34 licensed places for children 0 –6. About 7% of the population in Labrador can access licensed care. Labrador Inuit would like to assume the responsibility of regulating care. The Labrador Inuit Health Commission has identified 20 regulations, which due to geographical and cultural reasons are inappropriate in Nunatsiavut. These regulations are making it difficult to provide regulated child care in the region.

The Governments of the Northwest Territories and Nunavut are also responsible for child care regulation. There are sections of these acts that also act as a barrier to providing good service to Inuit.

There are huge jurisdictional discrepancies in Inuit Early Learning and Child Care. Each region wants the regional structural diversity to be respected. Nonetheless, differences in the provincial and territorial investments and relationships have resulted in disparity.

There has been significant capacity development in Inuit ELCC in the past five years. Every jurisdiction has certified Inuit Early Childhood Educators. All northern regions have Inuit in ECE leadership positions. This is a situation where continued growth and development is highly desired so that all available positions can be filled by trained Inuit staff and programs can grow and respond to the needs.

ECE certificate training is being delivered in all 6 Arctic regions but not in all communities. On-going training is needed to ensure that all staff is trained now and in the future. Funding is needed to support the on-going provision of training. There are few opportunities for the ECE’s to take part in on-going professional development and the IECDWG would like to have coordinated opportunities for this to occur.

Salaries for ECE’s vary across the Arctic and are frequently quite low. It is essential that their salaries be based on a market analysis of comparable positions in the regions. This will increase respect for the workers and increase retention.

It should be noted that in Newfoundland and Labrador’s child care regulations stipulate that all educator’s must be certified. Although all workers are certified, many possible spaces are not open to children because there is not enough certified staff to do so. In Nunavut and the Northwest Territories the regulations do not make certification mandatory.

**Universal**
Currently, special needs children and families are not being comprehensively served, outside of the Inuvialuit region. In the Inuvialuit region there are special needs spaces and through the support of a developmental worker, in every community, the human support is present. At Tungasuvvingat Inuit, the potential to access services for special needs exists. In Quebec, there is a potential for 15% of all child care spaces to be designated and funded as special needs. Human and financial resources as well as training to identify and
Discussion on Inuit QUAD for Child Care

support are all needed. A comprehensive special needs strategy is a priority.

Four main points came forward during the National Dialogues discussion re: Special Needs:
1. No funding for children who need shadows;
2. More support is required for children with FASD;
3. Need access to diagnosis
4. Children with behavioural problems are difficult to handle so there is a need for lower ratios.

Accessible
Federal QUAD defines accessible as: affordable and available. The cost for accessing licensed child care ranges from $.00 at Aboriginal Head Start programs which are part time to $39.00 per day in Qikiqtaaluk, for full-time care. In the Inuvialuit communities outside of Inuvik and Holman – full-time licensed care is available without charge. In many Nunavut communities the cost is prohibitive and subsidies are difficult to access. In the Qikiqtaaluk - Kakivak Association has implemented a parent subsidy, which has contributed to access to care. Inuit median income is approximately 40 per cent less than Canadian median income for 15 years and older. Inuit women's median income is approximately $13,000 and the average is approximately $18,700. The unemployment rate for Inuit age 15 and over is 22.2 per cent, three times the Canadian rate of 7.4 per cent. This compounds the difficulties in accessing affordable ELCC.

The availability and affordability of licensed child care in Inuit communities and regions varies dramatically between the jurisdictions. To achieve accessible services for all preschool aged Inuit children; a comprehensive capital investment is essential. This must be linked with sufficient developmental dollars for training and capacity building, followed by sufficient funds for on-going operation and maintenance and support. Decisions about these investments must be determined through the regional Inuit organizations. A bilateral federal - regional funding agreement is the preferred and the recommended approach.

Barriers related to funding access and linked to territorial and provincial jurisdictional realities must be addressed and federal support is necessary if this is to be achieved.

Developmental
Child care includes: culturally appropriate, geographically relevant, Elders in programming, delivered by Inuit that speak an Inuit language. This statement describes what is happening in the Inuit regions and what Inuit would like to continue to further develop in the future. This is one element of QUAD in which there is very clearly a single united cross-jurisdictional Inuit view. Developmentally appropriate ELCC in the Inuit regions is grounded in Inuit languages and Inuit culture. The research for this paper demonstrated that in all regions Inuit are being hired and trained to work in the Inuit child care programs.

“We believe that children have the right to child care that is culturally and linguistically appropriate, incorporating the values and traditions of their parents and communities.”

In every region Inuit childcare leaders, educators and parents share a common vision. They want childcare services for children, which are delivered in Inuit languages and based on, developmentally appropriate activities based on Inuit culture and geography and grounded in the wisdom and knowledge of the Elder's.

At present the availability of developmentally appropriate Inuit-specific curriculum and materials is limited. In 2004 Avataq Cultural Institute published

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6 2001 Census
7 Jose A. Kusugak, President Inuit Tapiriit Kanatami, Speaking Notes, Odawa Friendship Centre, Thursday February 24, 2005.
Discussion on Inuit QUAD for Child Care

the Unikkaangualaurtaa – Let’s Tell a Story Manual and DVD set. This is a collection of 26 stories with activities, games and crafts designed especially for children 0 –6. This is a start. Every region identified the need for the development of Inuit-specific curriculum and materials as an essential part of QUAD.

QUICK FACTS

- 100% of the Early Childhood Educators working in Nunatsiavut are certified. They have a pay scale, pension plan and benefits package. The Early Childhood workers are on the staff of the Labrador Inuit Health Commission.

- 50% of Educators in the Kitikmeot are certified.

- 45% of the childcare workers in Nunavik have ECE certificates.

- 16% of the Early Childhood Educator’s in the Inuvialuit have certificates.

- The range in starting wages varies from $12.00 in the Inuvialuit Region to $20.00 In Ottawa.
## Discussion on Inuit QUAD for Child Care

### Quality

<table>
<thead>
<tr>
<th>Federal position</th>
<th>Inuit Regional Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial/territorial regulations and monitoring</td>
<td>Inuit organizations serve Inuit best.</td>
</tr>
<tr>
<td></td>
<td>Inuit organizations would like to have a direct relationship with the federal funder</td>
</tr>
<tr>
<td></td>
<td>P/T governments (outside of Quebec) present barriers to the delivery of services and access to federal funding in a number of jurisdictions in which Inuit reside.</td>
</tr>
<tr>
<td>Staff training and professional development</td>
<td>Programs delivered in the community by local people with the proper training yield the best results.</td>
</tr>
<tr>
<td></td>
<td>Strengthen training and capacity building.</td>
</tr>
<tr>
<td></td>
<td>Develop a retention plan for Inuit staff.</td>
</tr>
<tr>
<td></td>
<td>Obtain support for training so that it will be provided at the community level.</td>
</tr>
<tr>
<td></td>
<td>Provide on-going training and capacity building to ECD community workers in support of ECD programming and the community as a whole.</td>
</tr>
<tr>
<td></td>
<td>Hold annual training workshop for Inuit ECD workers.</td>
</tr>
</tbody>
</table>
Discussion on Inuit QUAD for Child Care

Staff at Inuit Child care Centres: Salaries and Benefits Comparison

<table>
<thead>
<tr>
<th>Region</th>
<th># of ECE’s working in region</th>
<th># of ECE’s with 1 yr. Training</th>
<th>ECE hourly rate of pay</th>
<th>Pension Plan?</th>
<th>Benefits Pkg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunatsiavut</td>
<td>9</td>
<td>9</td>
<td>$13.74 - $19.23</td>
<td>Yes after 6mths</td>
<td>Yes</td>
</tr>
<tr>
<td>Nunavik</td>
<td>164</td>
<td>75</td>
<td>$18.16 - $28.38</td>
<td>Yes</td>
<td>NO - Group Insurance IS Available</td>
</tr>
<tr>
<td>Qikiqtaaluk</td>
<td>n/a</td>
<td>n/a</td>
<td>$13.00</td>
<td>No</td>
<td>Yes - Taxi Vouchers &amp; Xmas Bonus</td>
</tr>
<tr>
<td>Kivalliq</td>
<td>n/a</td>
<td>n/a</td>
<td>$11.00 - $22.00</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Kitikmeot</td>
<td>36</td>
<td>18-20</td>
<td>$15.00-$19.00</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Inuvialuit</td>
<td>25</td>
<td>4</td>
<td>$12.00-$18.00</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Ottawa</td>
<td>2</td>
<td>3</td>
<td>$20.00-$25.00</td>
<td>Yes - RSP</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Universal

<table>
<thead>
<tr>
<th>Federal position</th>
<th>Inuit Regional Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pre-school children</td>
<td>Would like to develop and maintain programs to meet children's needs.</td>
</tr>
<tr>
<td>Includes special needs</td>
<td>The IECD strategy will have a strong focus on Inuit children with special needs and those at risk.</td>
</tr>
</tbody>
</table>

* Based on $25,000 - $35,000 per year and 260 day year.
## Discussion on Inuit QUAD for Child Care

### Comparison of availability of Special Needs Spaces for Inuit

<table>
<thead>
<tr>
<th>Region</th>
<th>Space Available?</th>
<th>Number Served</th>
<th>Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labrador</td>
<td>No</td>
<td>No</td>
<td>More diagnosis, more funding, support to parents, inter agency approach</td>
</tr>
<tr>
<td>Nunavik</td>
<td>Yes (15% of spaces can get funding)</td>
<td>No</td>
<td>Human and financial resources and to identify and support areas of training</td>
</tr>
<tr>
<td>Qikiqtaaluk</td>
<td>No</td>
<td>No</td>
<td>Human and financial resources and to identify and support areas of training</td>
</tr>
<tr>
<td>Kivalliq</td>
<td>Yes</td>
<td>Yes</td>
<td>Human and financial resources and to identify and support areas of training</td>
</tr>
<tr>
<td>Kitikmeot</td>
<td>No</td>
<td>No</td>
<td>Human and financial resources and to identify and support areas of training</td>
</tr>
<tr>
<td>Inuvialuit</td>
<td>Yes</td>
<td>Yes</td>
<td>Funds to continue and expand</td>
</tr>
<tr>
<td>Ottawa</td>
<td>No</td>
<td>1</td>
<td>Could be through Children’s Support Services</td>
</tr>
</tbody>
</table>
Discussion on Inuit QUAD for Child Care

Accessible

<table>
<thead>
<tr>
<th>Federal position</th>
<th>Inuit Regional Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable</td>
<td>Capital funding is required to support program delivery</td>
</tr>
<tr>
<td>Available</td>
<td>Equal Opportunities and Access to ECD Programs and Services</td>
</tr>
</tbody>
</table>

Capital funding is required to support program delivery.

- Equal Opportunities and Access to ECD Programs and Services
- Secure capital and operation funding
- Funding is based on the cost of delivery
- Work on jurisdictional issues that act as barriers to spaces and accessibility
- Develop a plan that reflects each regions needs
- Ensure that all existing and new federal ECD programs have Inuit-specific components
- Develop and maintain a working relationship with INAC’s Inuit secretariat.

Costs and Fees in Inuit Child care Centres

<table>
<thead>
<tr>
<th>Region</th>
<th>Parent Fees Daily Rate</th>
<th>Annual cost for operating 1 space</th>
<th>Cost of new building</th>
<th># of new buildings in region in last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunatsiavut</td>
<td>$7.00</td>
<td>$12,778.00</td>
<td>$2M-4.5M</td>
<td>2</td>
</tr>
<tr>
<td>Nunavik</td>
<td>$30.00-$39.00</td>
<td>$17,420.00</td>
<td>$1.8M-30 places $2.5M 80 spaces</td>
<td>10</td>
</tr>
<tr>
<td>Qikiqtaaluk</td>
<td>$20.00 - $38.00</td>
<td>$13,000-$15,000</td>
<td>$.73M (19 places)</td>
<td>1</td>
</tr>
<tr>
<td>Kivalliq</td>
<td>$29.00</td>
<td>$8,000.</td>
<td>$.55 M</td>
<td>3</td>
</tr>
<tr>
<td>Kitikmeot</td>
<td>$29.00</td>
<td>$7,540.</td>
<td>$.25 M</td>
<td>3</td>
</tr>
<tr>
<td>Inuvialuit</td>
<td>0 - $30.00 11</td>
<td>$14,000.</td>
<td>$.3M</td>
<td>0</td>
</tr>
<tr>
<td>Ottawa</td>
<td>0</td>
<td>$13,500.</td>
<td>$.5M</td>
<td>1</td>
</tr>
</tbody>
</table>

9 This is based on a projection prepared for Akaluk Daycare in consideration of the provision of quality childcare.
10 In Cambridge Bay
11 In Inuvik the cost of infant care is $600.00 per month. ($30.00 per day based on 20 day month.) IN Holman the charge is $150. per month. In the other communities there is no charge.
Discussion on Inuit QUAD for Child Care

Percentage of licensed child care spaces available to Inuit children (including AHS)

<table>
<thead>
<tr>
<th>Region</th>
<th># of licensed places</th>
<th>2001 APS – Inuit in Canada 0–5</th>
<th>% of Inuit children have access to licensed child care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nunatsiavut</td>
<td>34</td>
<td>520</td>
<td>7%</td>
</tr>
<tr>
<td>Nunavik</td>
<td>815</td>
<td>1550</td>
<td>53%</td>
</tr>
<tr>
<td>Nunavut</td>
<td>816&lt;sup&gt;12&lt;/sup&gt;</td>
<td>3760</td>
<td>22%</td>
</tr>
<tr>
<td>Inuvialuit</td>
<td>121&lt;sup&gt;13&lt;/sup&gt;</td>
<td>305</td>
<td>40%</td>
</tr>
</tbody>
</table>

Federal position

- Enhances early learning opportunities

Inuit Regional Direction

- To promote and support the creation of Inuit-specific teaching material such as Avataq’s Unikkaangualuartaa (Let’s Tell A Story) project.

- To disseminate existing materials and tools to Inuit regions.

- To translate into Inuit languages selected and appropriate resource material.

- To promote and disseminate appropriate resources pertaining to Inuit families in order to encourage and support their participation in their children’s development.

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<sup>12</sup> In Nunavut the total number of licensed spaces is 960. As Inuit represent about 85% of the total population the number of licensed spaces has been reduced by 15% in order to reflect the approximate number of spaces available to the Inuit population.

<sup>13</sup> In the Inuvialuit region there are 184 licensed spaces. In Inuvik about 1/3 of the spots are held by Inuit reducing the total by 48, and in Aklavik about ½ of the places are used by Inuit. This reduces the total number of spaces accessed by Inuit in the Inuvialuit region by 65 – to 121.
Conclusion

Inuit QUAD is Inuit directed, Inuit lead, and in Inuktitut. It involves high quality sufficiently funded programs and services which are designed and delivered in collaboration with parents, communities and regional organizations. Early Learning and Child Care requires a comprehensive basis of support. It can only be achieved with the federal provision of sufficient capital, training and operational budgets.

In the future we would like to continue working with Social Development Canada as well as other federal departments to ensure that Inuit reach tangible results. It is highly important that every Inuk child and their family has access to supports and programs that will ensure rich and varied learning opportunities that respect their culture and language.

2. Jose Kusugak President, Inuit Tapiriit Kanatami, Speech to the Early Learning and Child Care Learning Event, February 2005

3. Kakivak Corporation, #2 Child Care Policy, Draft, September 2004

4. Kakivak Corporation, Child care Monitoring Checklist


8. Labrador Inuit Health Commission, Labrador Assessment Tool


10. Margaret Gauvin, Kativik Regional Government, Presentation to the Early Learning and Child Care Learning Event, February 2005

11. Jessica Ball, Early Childhood Care and Development Programs as Hook and Hub: Promising Practices in First Nations Communities, University of Victoria, School of


13. Unikkaangualuartaa Let's Tell A Story, Avataq Cultural Institute, 2004


17. For copies of Inuit Tapiriit Kanatami’s, Final Report on the Inuit Early Childhood Development Strategy, July 19, 2004 contact brown@itk.ca

18. Lifelong Learning (1) Facilitators’ Report, Strengthening the Relationship, Canada-Aboriginal Peoples Roundtable,