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# 1 Executive Summary

## 2. Education Connections Project Background

Funded through the Urban Aboriginal Strategy (UAS) from Aboriginal Affairs and Northern Development Canada (AANDC), the primary goal of the Manitoba Urban Inuit Association's (MUIA), Education Connections Project, was to discover the supports needed for Inuit students studying in Manitoba for post-secondary education or training. Research and a needs assessment was to be conducted, to outline the measures for MUIA to begin supporting Inuit students in post-secondary education and training.

## 3. Demographic Information

Information was retrieved through Statistics Canada's website that highlighted relevant demographic information from the 2011 National Household Survey (NHS). Some of the major points from the 2011 NHS are as follows:

- 59,445 people identified as Inuit
- In Manitoba, 765 Inuit (including those who may have multiple Aboriginal identities) were inhabitants to Manitoba at the time of the survey

The 2011 NHS also addressed points related to education. For Inuit aged 25 to 64:

- 41.0% had completed at least a high school diploma
- More than one-third (35.6%) had a post-secondary qualification

## 4. Research Conducted

### 4.1 Methodology

Research took place from November 2013 - March 2014 to identify the needs and barriers of Inuit receiving post-secondary training and education in Manitoba, alongside with the solutions that could meet these needs. Six student participants and 21 administrators provided feedback. Two roundtable discussions took place, as well as individual interviews.

Part of the research, was to also determine Inuit enrollment in post-secondary educational institutions. Post-secondary institutions and funding organizations were contacted, to determine the figures for Inuit enrollment.

### **4.3 Inuit Students Enrolled in Manitoba**

A number of funding agencies were able to provide information regarding Inuit enrollment for the 2013 – 2014 year; others were also able to provide information from previous years. Some funding organizations provided information about the institutions that were attended by students. The organizations that provided data are as follows: Centre for Aboriginal Human Resource Development, Financial Assistance for Nunavut Students, Kakivak Association, Kativik School Board, Kivalliq Partners in Development, Manitoba Indian Education Association Inc., Manitoba Metis Federation, Manitoba Student Aid, Manitoba Training and Employment Services, Nunatsiavut Government, and Student Financial Assistance for the Government of Northwest Territories. The following chart outlines the number of students that received funding from the organizations listed, for the 2013 – 2014 year. The numbers for Training and Employment services, are only reflective of the 2014 year.

#### **Students Funded to Study in Manitoba for 2013 – 2014**

<b>Funding Agency</b>	<b>Number of Students</b>
<b>Financial Assistance for Nunavut Students from the Government of Nunavut</b>	16 students
<b>Kivalliq Partners in Development</b>	2 students
<b>Manitoba Indian Education Association Inc.</b>	7 students
<b>Manitoba Student Aid from the Government of Manitoba</b>	8 students
<b>Training and Employment Services from the Government of Manitoba</b>	12 students
<b>Student Financial Assistance from the Government of the Northwest Territories</b>	1 student
<b>TOTAL</b>	46 students

Inuit students attended a wide range of institutions and training programs, however the highest rates of enrollment were at Red River College. This was also reflective of data provided by the post-secondary institutions (Assiniboine Community College, Brandon University, Red River College, University of Manitoba, and University of Winnipeg). When information regarding the homeland of students was available, most students were from the Kivalliq region of Nunavut.

#### **4.4 Identified Barriers and Needs**

A number of common themes emerged from the interviews and discussions, related to the barriers and needs of Inuit students. They are as follows: accessing services, becoming adjusted to a southern community, cultural, educational and academic, family responsibility and support, funding and financial challenges, housing, non-completion, substance use and addictions, and worries from back home. Needs and barriers were identified within each of the common themes.

### **5. Resulting Recommendations**

#### **5.1. Student and Administrator Recommended Solutions**

Students and administrators recommended a number of solutions, that they would like to see being implemented by MUIA, and that they felt could help with the barriers and needs that students experience. These recommended solutions were summarized into categories, as follows: build connections to community, build partnerships, engage in service delivery, provide information, and offer outreach.

#### **5.2 Lessons Learned from Best Practices**

Several existing programs and services were profiled in the “Best Practices” as a way of “learning from successful programs”. The organizations profiled are:

- **The Northern Student Education Initiative** (Edmonton, Alberta)  
An advisor works with students who relocate to Edmonton from Nunavut and the Northwest Territories.
- **Nunavut Sivuniksavut** (Ottawa, Ontario)  
An eight-month college program for Inuit of Nunavut, that teaches them about their history, culture, college life, and is also embedded with many supports.
- **The School of Indigenous Education, Red River College** (Winnipeg, Manitoba)  
The School offers a wide range of services and supports available to all Aboriginal students of Red River College.

- **Tungasuvvingat Inuit** (Ottawa, Ontario)  
Tungasuvvingat Inuit offers many services to Inuit of Ottawa, including: counselling, youth programs, social programs, and employment support.

In each of these organizations or programs, a number of services and supports are offered that enhance students' levels of success. These supports include: academic help, financial counselling, helping students adjust to their urban settings, directing students to appropriate resources, connecting them with other Inuit students, connecting them with Inuit Elders, etc.

## **6. MUIA Overall Strategy to Support Students**

MUIA recognizes the detrimental impact that the colonial history has had on Inuit, and events such as the Indian Residential School System and "60s Scoop" continue to affect Inuit communities today. MUIA also recognizes that advancing students in post-secondary education, could enhance the overall well-being of Inuit. MUIA would like to engage in service delivery that can work to support students, and meet their needs. This service delivery would centre Inuit culture at the heart of the programming, and would also include families, and communities.

## **7. MUIA Education Connections Program**

The following outlines the recommended delivery plan for MUIA Education Connection Program, pending secured funding.

### **7.1 Develop Partnerships**

There should be a focus on developing partnerships with all levels of government in Manitoba and Inuit Nunangat, funding organizations, post-secondary communities, and all other relevant organizations. Ties should also be strengthened between MUIA and the Kivalliq Region, as many students are from this region of Nunavut.

### **7.2 Provide Orientation Services**

For students who are relocating to Manitoba for their post-secondary education, orientation services should be made available to assist students. Orientation services could include helping students familiarize to the urban environment, their post-secondary institutions, and the services and resources they may need to access.

### **7.3 Provide Retention Services**

Retention services should be made available to all Inuit students in post-secondary education or training across Manitoba. Programming should be diverse, and should target students' needs. Retention services could include offering an Inuit drop-in, providing students opportunities to connect with other Inuit, cultural programming,

etc. Services should be offered at flexible hours, and should be accessible to students with families and dependents.

#### **7.4 Resource Required to deliver the Education Connections Program**

To be able to provide the services listed above, a full-time person will need to be hired. Funds should also be set aside for programming, travel, and all other expected expenses.

### **8. Budget**

A budget of \$100,000.00 has been outlined to provide the services listed above. For a complete outline of the budget, please read **Section 8**.

### **9. Funding Strategy**

Having financial support from all levels of government, non-profit organizations, private sectors, will be compulsory for any funding strategies. It will be key to team up with organizations who are vested in similar projects.

## 2 Education Connections Project Background

The goal of the Education Connections Project for the Manitoba Urban Inuit Association was to identify the supports necessary for Inuit students studying in Manitoba to succeed in their educational objectives. This will enable Inuit students to successfully participate in the economies of Manitoba, Nunavut, and other regions of Inuit Nunangat, in the long term.

In the fall of 2013, MUIA set out to conduct original research and a needs assessment of Inuit students from Manitoba and Inuit Nunangat in order to demonstrate:

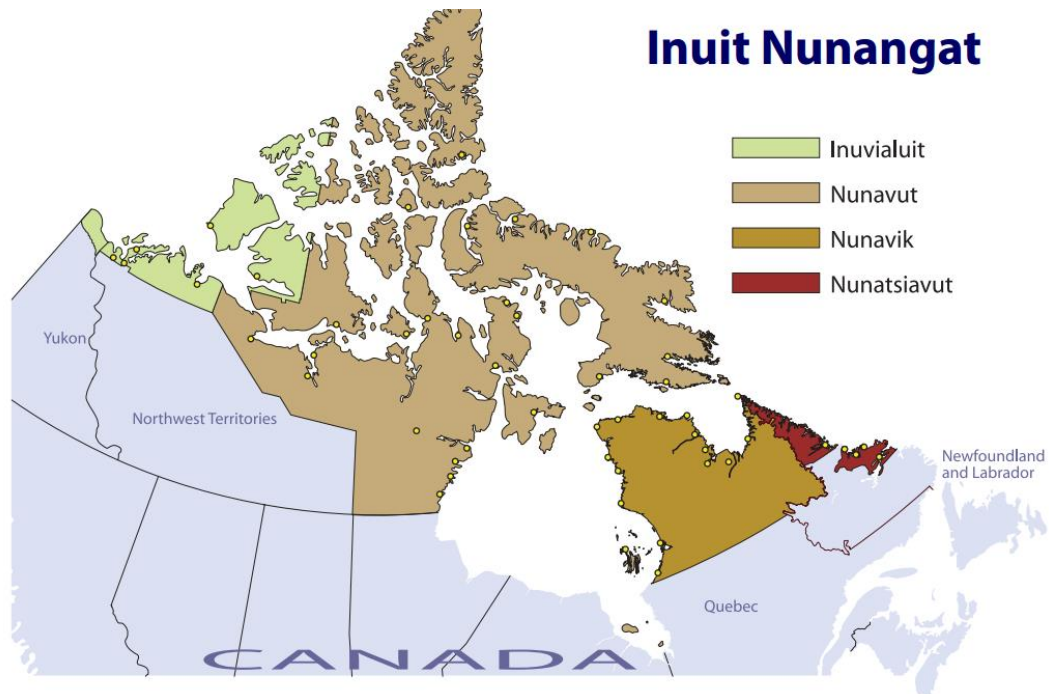
- **Needs:** identify the needs of adult Inuit students in Manitoba – residents of Manitoba, Inuit Nunangat, and elsewhere, through interviews;
- **Barriers:** identify the specific barriers Inuit students face through discussions with Inuit students, and experienced administrators who have provided services to Inuit students over the years;
- **Solutions:** obtain input from students, experienced administrators, and organizational best practices, identifying possible solutions, successes, and ideas for breaking down the barriers and developing the necessary supports to ensure educational success;
- **Number of Students:** gather data on the number of Inuit students attending various Manitoba-based institutions and their completion rates;
- **Funding Agency Support to Students:** gather data from various funding agencies on the number of Inuit students receiving funding to study in Manitoba;
- **MUIA Strategy:** identify an overall strategy for MUIA to address some of the barriers;
- **Partnerships:** identify and start developing the appropriate partnerships with institutions to further support Inuit students;
- **Develop Plan:** identify specific next steps that MUIA could begin to implement in 2014-2015 and beyond, through programming aimed at providing Inuit-specific supports, directly and in partnership with institutions.

Aboriginal Affairs and Northern Development Canada's (AANDC) Urban Aboriginal Strategy program funded this research and resulting report. MUIA staff and Board of Directors also contributed to the project.



### 3 Demographic Information

According to Statistics Canada's *Aboriginal Peoples in Canada: First Nations People, Métis and Inuit, National Household Survey* (NHS) (2011), 59,445 people identified as Inuit (this figure does not include Inuit who may have multiple Aboriginal identities). They represented 4.2% of the total Aboriginal population and 0.2% of the total Canadian population. Nearly three-quarters (73.1%) of Inuit lived in Inuit Nunangat at the time of the NHS. Inuit Nunangat stretches from the Northwest Territories to Labrador, and encompasses four regions: the Inuvialuit region of the Northwest Territories, Nunavut, Nunavik in Northern Quebec, and Nunatsiavut of Labrador.

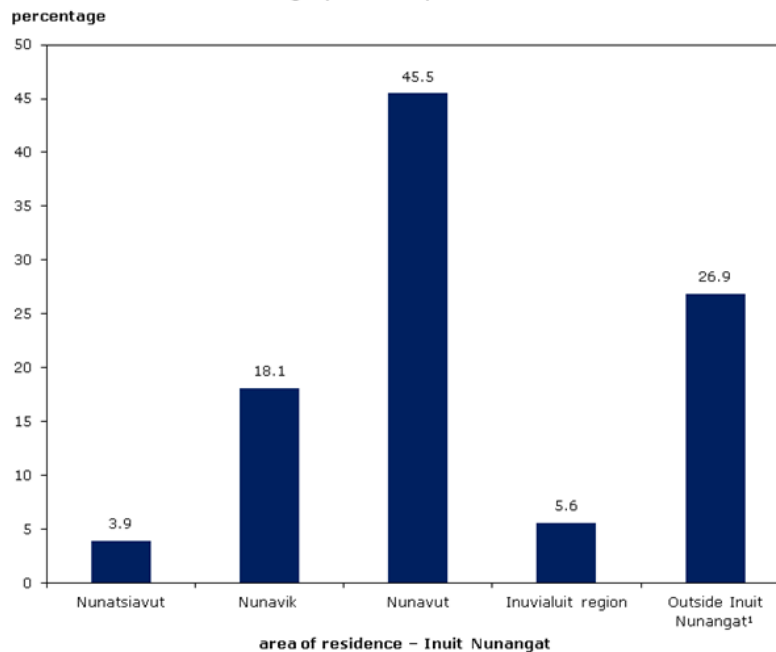


Source:

*Maps of Inuit Nunangat (Inuit Regions of Canada)*, Inuit Tapiriit Kanatami. Retrieved from: <https://www.itk.ca/publication/maps-inuit-nunangat-inuit-regions-canada>

When the 2011 NHS was conducted, approximately 16,000 Inuit were living outside of Inuit Nunangat. Many of the Inuit who live outside of Inuit Nunangat, live in urban settings. Nearly half of all Inuit reside in the territory Nunavut.

**Distribution of the Inuit population by area of residence – Inuit Nunangat, Canada, 2011**



Source:

*Aboriginal Peoples in Canada: First Nations People, Métis and Inuit, Analytical products 2011, National Household Survey 2011*, Statistics Canada. Retrieved from: <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/c-g/c-g02-eng.cfm>

Nunavut is made up of three regions; the Kivalliq Region (formerly the Keewatin Region), the Kitikmeot Region, and the Qikiqtaaluk Region (also known as the Baffin Region). The Kivalliq Region lays directly north of Manitoba (as seen below), and is populated by 8,955 inhabitants (2011) in its region of 444,621.10 square kilometres. Many of the Inuit who come to Manitoba, temporarily and permanently, are from the Kivalliq Region. The 2011 National Household Survey, Data Tables, revealed that 765 Inuit were inhabitants to Manitoba at the time of the survey (including those who may have multiple Aboriginal identities). Approximately 80 resided in Brandon, 20 in Thompson, and 420 in Winnipeg. Each year, thousands, of Inuit come to Manitoba from Nunavut for healthcare, shopping, travel, and education.



Source:

*Data Products, Census Profile*, Statistics Canada. Retrieved from: <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=6205&Geo2=PR&Code2=62&Data=Count&SearchText=Keewatin&SearchType=Begins&SearchPR=01&B1=All&Custom=&TABID=1>

Inuit have lived for thousands of years with their traditional knowledge, and much of that continues today. Elders have passed on their values and knowledge to the younger generations, and these traditions and values are still very important to Inuit. The first time Inuit were introduced to “western education” was through the Indian Residential School system in the 50s, and 60s, and we know that the Indian Residential Schools operated in the 70’s and 80’s with one or two still operating into the early 90’s. Today, there are primary and secondary schools in many communities of Inuit Nunangat. Some schools teach the respective community’s traditional language (Inuktitut, Inuinnaqtun, Inuvialuktun) at the first few years of the primary level. Options for post-secondary education or training are available in many of the larger communities of Inuit Nunangat, through institutions such as Nunavut Arctic College, or Aurora College in the Inuvialuit region. However, many students choose to attend universities or colleges in the South for their post-secondary education. (Inuit Tapiriit Kanatami)

In Inuit Nunangat, many Inuit face challenges such as: poverty, food insecurity, and housing issues. It is widely understood that post-secondary education is an important tool for enhancing economic development. However, many Inuit have not been attaining the same educational levels as other Canadians. The *Educational Attainment of Aboriginal Peoples in Canada* (2011) is a document that highlights imperative information from the NHS (2011) regarding Aboriginal people and education. Among Inuit aged 25 to 64, only 41.0% had completed at least a high school diploma. For Inuit 25 to 64 years old, more than one-third (35.6%) had a post-secondary qualification; 13.2% with a trades certificate, 15.6% with a college diploma, 1.7% with a university certificate or diploma below the bachelor level, and 5.1% with a university degree.

In comparison, almost two-thirds (64.7%) of the non-Aboriginal population aged 25 to 64 had a postsecondary qualification; 12.0% with a trades certificate, 21.3% had a college diploma, 4.9% had a university certificate or diploma below the bachelor level, and 26.5% had a university degree.

## 4 Research Findings

### 4.1 Methodology

November 2013, a consultant was hired to lead an education and economic support initiative, by working with post-secondary institutions and the Inuit community.

During the five month period, the consultant set out to identify the needs and barriers of Inuit receiving post-secondary training and education in Manitoba, alongside with the solutions that could meet these needs. In addition to the needs, barriers, and solutions, the following was also to be included in the final report: the number of students in Manitoba for post-secondary education, existing funding agency supports, and a plan that outlined the groundwork for partnerships and strategies for MUIA.

#### **Process for identifying needs, barriers and solutions**

The consultant contacted representatives at Aboriginal Student Centres at each of the major public post-secondary institutions in both Winnipeg and Brandon (Assiniboine Community College, Brandon University, Red River College, University of Manitoba, University of Winnipeg) in hopes of being able to connect with current or former Inuit students for a roundtable discussion.

Student participants provided feedback in various settings. Two roundtable discussions were organized in academic institutions (University of Manitoba, University of Winnipeg), others took place in a location that best suited the participants (place of work, by phone). For three of the discussions, an Inuk Elder was present. Participants were encouraged to share feedback after the discussions were complete, if they felt that there was anything left unsaid.

The confidentiality of each of the participants was ensured, and the consultant highlighted that no person's identity, or details that might expose a person's identity, would be made public or published in the final report. Consent forms were provided when available, please see **Appendix A**.

#### **Student Profiles**

- Six Inuit participants (current or former students) were interviewed

- Participants previously attended or were currently attending the following institutions: Assiniboine Community College, Red River College, University of Manitoba, University of Winnipeg
- Participants or their families were originally from various regions of Inuit Nunangat: Inuvialuit, Nunavut, Nunatsiavut
- Participants obtained funding from the following sources: Financial Assistance for Nunavut Students, Kivalliq Partners in Development, Manitoba Student Aid, National Student Loans Service Centre, or other sources
- Some participants and their families lived in the South for years prior to beginning post-secondary education, others moved directly from the North for their studies

## **Questions**

The consultant had a list of previously outlined questions that was asked to participants during discussions. Many of these questions were brought up by the consultant during the discussion; some follow up questions that are not included in the list below were also asked. However, much of the feedback from participants came up naturally through the course of discussions. The list of questions are as follows:

- Where are you originally from?
- Where are you currently living?
- What post-secondary institutions or training centres have you attended?
- What were your reasons for receiving post-secondary education or training in Manitoba?
- Which sources funded your post-secondary education? (e.g. Financial Assistance for Nunavut Students, Manitoba Metis Federation, Manitoba Indian Education Association, Manitoba Student Aid, National Student Loans Service)
- What are some of the challenges or barriers that either yourself, or other Inuit students you know (family, friends, etc.), experienced during post-secondary education?
- What services do you feel are missing that could support Inuit students in Manitoba?
- What kind of services would like to see being provided by the Manitoba Urban Inuit Association?
- Is there anything else you would like to share?

## **Administrators**

A number administrators also provided feedback for the Education Connections Project research. Twenty-one administrators provided some type of feedback about the barriers and challenges that Inuit face when receiving post-secondary education or training in Manitoba. Many administrators commented on the services that they felt that MUIA could offer to students. All of the administrators have worked with Inuit, or the

Aboriginal community, in some capacity, and the majority have worked with or known multiple Inuit students, either professionally or personally. The consultant received input from individuals who worked for the following institutions or organizations:

- Aboriginal Council of Winnipeg
- Assiniboine Community College
- Brandon Friendship Centre
- Brandon University
- Centre for Aboriginal Resource Human Development
- Government of Nunavut
- Kivalliq Inuit Centre
- Manitoba Indian Education Association
- Manitoba Metis Federation
- Patal Vocational School
- Red River College
- University of Manitoba
- Urban Training Circle Inc.

### **Needs, Barriers and Recommendations**

Discussions with participants and administrators were documented by the consultant (typed or handwritten), and later analyzed for common themes. The feedback from administrators and participants was organized by the themes that were most appropriate for the particular discussion points. This was done for the needs and barriers that were brought forth, as well as the recommendations.

### **Best Practices**

By way of learning from those who are currently providing services to Inuit students, organizations in Manitoba and elsewhere were contacted as a way to learn from these already existing “best practices”. The following organizations or programs have been chosen to be profiled in this report (Section 5.2): The Northern Student Education Initiative (Edmonton, Alberta), Nunavut Sivuniksavut (Ottawa, Ontario), The School of Indigenous Education, Red River College (Winnipeg, Manitoba), and Tungasuvvingat Inuit (Ottawa, Ontario).

The purpose of profiling the “best practices” is so that the Manitoba Urban Inuit Association, prospective partners, and all other interested individuals, can learn about what measures are already effectively support Inuit students. This can inform future strategies for Inuit students in Manitoba.

## **Process for identifying number of students attending various institutions, and funding agencies providing funds**

In hopes of determining the most recent and accurate data regarding Inuit attendance at post-secondary institutions and training centres, a number of institutions and agencies were contacted. For a majority of the post-secondary institutions and training centres, the consultant did not successfully obtain information regarding Inuit enrollment. This was due to a number of reasons, including post-secondary institutions not maintaining data on Inuit enrollment, and time constraints. However, key post-secondary institutions were able to provide current and past information. The following organizations were contacted, and the ones with an asterisk were able to provide data.

### **Public & Private Post-Secondary Institutions and Training Centres**

- Anokiiwin Training Institute
- Assiniboine Community College\*
- Brandon University\*
- Centre for Aboriginal Human Resource Development\*
- CHN College
- CDI College
- Criti Care
- Herzing College
- Massage Therapy College of Manitoba
- MC College
- Northwest Law Enforcement Academy
- Operation Engineers Training Institute
- Patal Vocational School
- Robertson College
- Salon Professional Academy
- Scientific Marvel Beauty School
- Southern Manitoba Academy of Response Training
- University College of the North
- Urban Circle Training Centre Inc.
- University of Manitoba\*
- University of Winnipeg\*
- Wellington College of Massage Therapy
- Winnipeg Academy of Learning
- Winnipeg Industrial Skills Training Centre Inc.
- Yellowquill College

Funding agencies in Manitoba and Inuit Nunangat were also able to provide information regarding Inuit enrollment, and institutions and programs attended by students. Some organizations were able to provide additional information, such as the number of students who withdrew in a given year, and the regions from which students resided. The funding organizations who provided data or information related to student enrollment are as follows:

- Centre for Aboriginal Human Resource Development (CAHRD)
- Financial Assistance for Nunavut Students (FANS)
- Kakivak Association
- Kativik School Board
- Kitikmeot Inuit Association
- Kivalliq Partners in Development
- Manitoba Indian Education Association Inc. (MIEA)
- Manitoba Metis Federation (MMF)
- Manitoba Student Aid
- Nunatsiavut Government
- Training and Employment Services
- Student Financial Assistance – Government of the Northwest Territories (SFA, NWT)

## **4.2 Student financial assistance**

A number of agencies, in Manitoba and in Inuit Nunangat, offer services and funding to Inuit who would like to receive post-secondary education in Manitoba. The following organizations are available for Inuit, depending on their residency status and land claim region, who would like to pursue post-secondary education in Manitoba. The level of funding and support offered within each of these organizations varies, and organizational policies also differ. This list may not include all possible organizations that could provide funds to Inuit students for their post-secondary education or training. The list, organized by respective regions, is as follows:

### **Manitoba:**

- Centre for Aboriginal Human Resource Development
- Manitoba Indian Education Association Inc.
- Manitoba Metis Federation
- Manitoba Student Aid - Government of Manitoba
- Training and Employment Services - Government of Manitoba

### **Nunavut:**

- Financial Assistance for Nunavut Students – Government of Nunavut



- Kakivak Association
- Kitikmeot Inuit Association
- Kivalliq Partners in Development

#### **North-West Territories:**

- Inuvialuit Education Foundation
- Student Financial Assistance – Government of the Northwest Territories

#### **Nunavik (Quebec):**

- Kativik School Board

#### **Nunatsiavut (Labrador):**

- Nunatsiavut Government

For more information about the funding organizations, their respective program details, eligibility for Inuit, and eligible programs, please view **Appendix B**, to learn more about the following organizations: CAHRD, MIEA, MMF, Training and Employment Services, FANS, and Kivalliq Partners in Development.

### **4.3 Students enrolled in Manitoba**

As noted in Section 4.1, Methodology, a number of post-secondary institutions and funding organizations were able to provide their data and information regarding Inuit enrollment. Notable trends emerged once some of the data was plugged into charts and a graph.

It should be noted that some agencies expressed that there has been on-going challenges when it comes to collecting data. Therefore, the numbers provided by the organizations and association who were able to give data may not always be accurate.

#### **Overview of Data Provided**

- **Centre for Aboriginal Human Resource Development**

CAHRD has services and programs available to all Aboriginal people in Winnipeg, Inuit included. From 1995 to 2013:

- 128 Inuit clients accessed and registered with CAHRD
- 3 current Inuit clients are active and working with a CAHRD Employment, Education, and Training Counsellor

The majority of the Inuit registered with CAHRD have sought guidance and assistance to navigate their options for returning to school, seeking out training opportunities, and/or job search assistance within the city of Winnipeg.

Of the 128 Inuit clients CAHRD has assisted:

- 55 have graduated with grade 12
- 45 Inuit have earned Certificates, Diplomas and Degrees
- 34 files have been closed by CAHRD counsellors as clients returned to school
- 47 clients found employment
- 61% of the 128 Inuit clients have been female

CAHRD is a holder of the Aboriginal Skills and Employment Training Strategy (ASETS). Under this agreement CAHRD has had:

- 4 Inuit clients enrolled in the Aboriginal Community Campus
- 9 Inuit clients enrolled in post-secondary education (1 enrolled in Neeginan CWB Welding Training Program)
- 21 Inuit clients obtain employment
  - 30% Social Services
  - 20% Trades
  - 20% Administration
  - 30% Entry Level (Housekeeping, & Sales)

- **Financial Assistance for Nunavut Students**

FANS is the territorial funding source for all residents of Nunavut. FANS was able to provide enrollment information dating back to 2011. The data provided included information about the post-secondary institutions attended by students, the region that students are from, and the application status (enrolled – attended to the end of the year, withdrew – did not complete the academic year, cancelled – cancelled their FANS application, pending – applied for fans funding but did not complete the application, and regret – was denied FANS funding). The following list highlights some points from the FANS data. From 2011 -2014:

- 84 individuals applied for FANS funding to study in Manitoba for post-secondary education
- 74 of the applicants were Inuit, 10 were non-Inuit
- Of those 84 applicants, 46 individuals attended a post-secondary institution in Manitoba
- 12 individuals of the 46 withdrew from their studies before the end of the academic year
- The remaining applicants either cancelled their applications, did not submit all the required information, and a smaller number were denied funding from FANS
- 21 applicants attended Red River College (6 withdrew); 14 individuals attended the University of Manitoba (2 withdrew); and 5 at the University of Winnipeg (2 withdrew)

- Other institutions attended by students include: Brandon University, CDI College, MC College, Robertson College, Winnipeg Aviation (St. Andrews)
  - A large majority of the applicants, 73, were from the Kivalliq Region
- **Kakivak Association**  
Kakivak Association has some funding set aside for Inuit who are beneficiaries of the Baffin Region. A contact at the Kakivak Association could not recall any students receiving post-secondary education or training in Manitoba, and highlighted that the majority of students who obtain funding from the association go to Ontario or Quebec.
- **Kativik School Board**  
Kativik School Board has some funds for post-secondary education for Inuit of Nunavik. A contact with the Kativik School Board could only recall 1 student attending a Manitoba university, in the 1990s.
- **Kivalliq Partners in Development**  
Kivalliq Partners in Development provides funding for training to beneficiaries of the Kivalliq Region. Over the past four years, of the beneficiaries who received funds from Kivalliq Partners in Development, the majority, if not all, have attended the Red River College. Over the past four years 7 students have been funded, two of which are currently being funded.
- **Kitikmeot Inuit Association**  
Kitikmeot Inuit Association has some funding for Inuit who are beneficiaries of the Kitikmeot Region. Currently, there are no students in Manitoba who are receiving scholarships from the Kitikmeot Inuit Association. A representative from the Kitikmeot Inuit Association stated that the majority of students who receive scholarships from the association, attend training or education in Alberta, Ontario, or further east.
- **Manitoba Indian Education Association Inc.**  
MIEA has funding available to Inuit through the Post-Secondary Student Support Program, and also offers a range of other services including: financial counselling, academic counselling, social counselling, tutorial services, and orientation. MIEA was able to provide the numbers of students that they funded from 2004 – 2014. From 2004 -2014:
  - 58 students have received funding for post-secondary education
  - 17 Inuit attended the University of Manitoba, 10 at Red River College

- The remaining number of funded students were spread out among the following institutions: Algonquin College, Assiniboine Community College, Brandon University, CDI College, Robertson College, Winnipeg Technical College, Urban Circle Training Inc., University of Minnesota, University of Winnipeg
  - The home communities of students who received funding were spread out across Inuit Nunagat; students home communities were located in Inuvialuit, Nunavut, and Nunatsiavut
  - Many students whose home communities were in Nunavut, were from the Kivalliq Region
- **Manitoba Metis Federation**  
MMF provides services not only to Metis in Manitoba, but to Non-Status First Nations and Inuit as well. Since 2000, 20 Inuit clients have received funding and support from MMF through the ASETS agreement. Most of the Inuit clients served through MMF have been in Winnipeg, however there have also been clients served in the Southwestern, Interlake, and Northwestern regions. Inuit have accessed MMF for employment counselling, job search and resume development, and career search and exploration. Of Inuit who have received funding for post-secondary education or training, there has been:
    - 1 diploma funded student
    - 1 student in industry recognized training
    - Additional programs accessed by Inuit include academic upgrading (1 student), job start supports (1 participant), and youth programming (2 participants)

It should be noted that these numbers may be higher, as data collection has posed challenges for the organization

- **Manitoba Student Aid**  
Inuit students who cannot access, or are not aware of, additional funding support, often take on student loans. Manitoba Student Aid provided figures for self-declared Inuit, who received student loans from 2009 – 2014. For 2009 – 2014, the data from Manitoba Student Aid is as follows:
  - 34 self-declared Inuit received Manitoba Student Loans
  - Students attending the following institutions: Academy of Learning, CDI College Winnipeg, Herzing College, Red River College, University College of the North, University of Manitoba, University of Winnipeg

- **Manitoba Training and Employment Services**

Some individuals who are on Employment Income Assistance, or who meet other requirements, may be apply to receive funding through the Skills Development Program from Training and Employment Services (situated within the Government of Manitoba's Workforce Development and Income Support Division of the Department of Jobs and the Economy). The information provided by Training and Employment services reflects clients funded through the Trade Up to Your Future (women entering non-traditional trades) and Apprenticeship Assistance (apprentices attending formal in-class training) programs. Data was provided for the period of 2001 – 2014. From this period:

- 127 self-declared Inuit received financial support for some type of post-secondary education or training
- Students attended a wide range of programs or training that included the following organizations:
  - Aboriginal Community Campus
  - Aboriginal Youth Rebuilding Inc.
  - Advanced Composite Structures Inc.
  - Agassiz School Division Continuing Education Centre
  - Assiniboine Community College
  - Behavioural Health Foundation Inc.
  - Building Urban Industries for Local Development
  - Centre for Aboriginal Human Resource Development
  - CDI College of Business Technology and Health Care
  - Churchill Resource Centre
  - Community Futures Heartland Inc.
  - Edutech Training Centres
  - Education & Employment Preparation Services
  - Industry Specific Training of Manitoba
  - Herzing College
  - Island Lake Tribal Council Inc.
  - JR Service
  - Kelsey Learning Centre
  - Knox Community Economic Development
  - Fieldstone Ventures Education & Training Centre Inc.
  - Manitoba Customer Contact Association
  - MB Renovation Contractors' Association
  - Manitoba Shingling Contractors Association
  - Mid-Ocean School Of Media Arts
  - Ndinawemaaganag Endaawaad Inc.
  - North Central Development Community Futures

- North End Community Renewal Corp.
  - Opaskwayak Cree Nation Employment and Training
  - Persnickety Furniture Refinishers
  - Professional Transport Driver Training
  - Red River College
  - The Salvation Army Weetamah Community Services
  - SCE LifeWorks Inc., Stevenson Aviation Tech. Training
  - St. James - Assiniboia Continuing Education
  - Social skills Re-Entry Program
  - Swan River Parks and Recreation
  - Taking Charge! Inc.
  - Thompson Boys and Girls Club Inc.
  - Thompson Recycling Centre Inc.
  - Thompson General Hospital (BRHA)
  - Town of The Pas
  - Town of Swan River
  - Thompson Recycling Centre Inc.
  - University College of the North
  - Winnipeg Chamber of Commerce
  - Workplace Education Manitoba
  - YMCA-YWCA Of Winnipeg
  - YWCA of Thompson
- Generally, student enrollment was spread out among the above organizations and training programs

- **Nunatsiavut Government**

Nunatsiavut Government has funding from the Post-Secondary Student Support Program (PSSSP) for Inuit of the Nunatsiavut region. There are no students who are currently being funded by the Nunatsiavut Government to attend post-secondary education in Manitoba. However, in the past, students funded by the Nunatsiavut Government have attended the follow institutions:

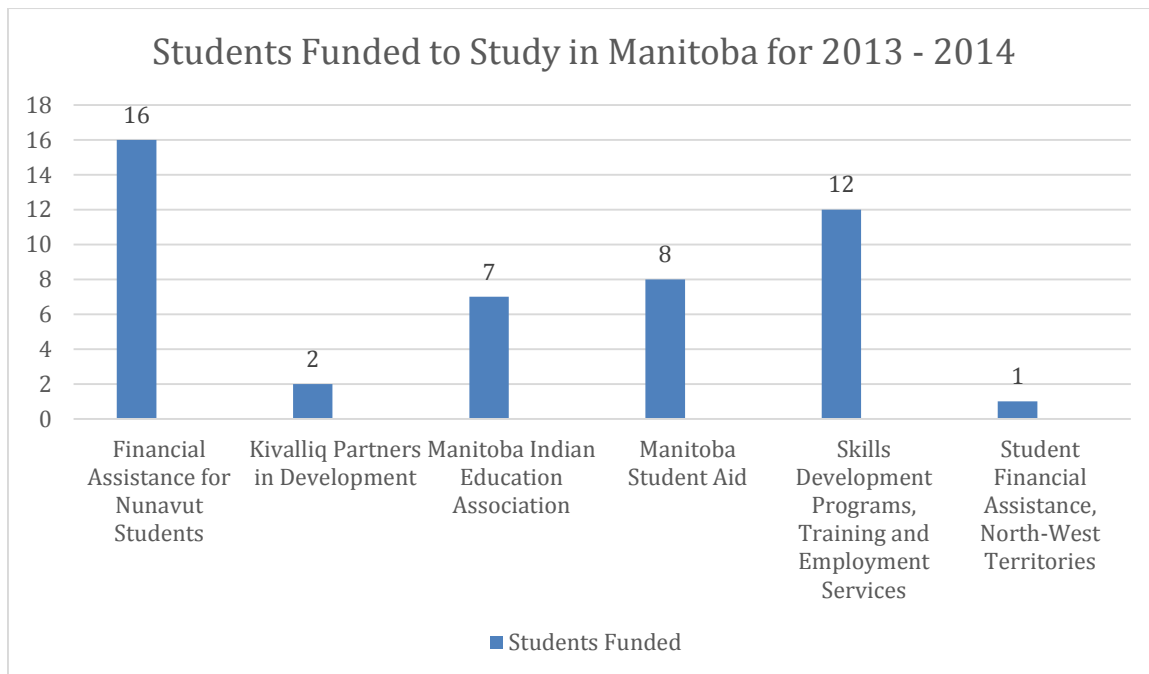
- 3 students at Red River College (2 graduates, 1 withdrawal)
- 2 students at the University of Manitoba (1 graduate)
- 5 students at the University of Winnipeg (2 graduates)

- **Student Financial Assistance, Government of Northwest Territories**

Student Financial Assistance (SFA) is the territorial funding source for all residents of the Northwest Territories. SFA was able to provide data from 2003 –2014. In that period, the SFA had the following statistics:

- 7 Inuit students funded for post-secondary education in Manitoba
- 3 attended the University of Manitoba; 3 attended Brandon University; and 1 was enrolled at University of Winnipeg

The data from all applicable funding agencies was reviewed, and can be seen in the charts below. For the 2013 – 2014 academic year, FANS funded the most students (16), with Training Development and Services funding the second highest number (12).



**Note:**

Financial Assistance for Nunavut Students had 28 total applicants for the 2013 – 2014 year (including those who cancelled, did not complete their applications, or were denied funding), 2 of which were non-Inuit.

**The figures for the Skills Development Programs, from Training and Employment Services, are only reflective of the 2014 year.**

Available data from 2011 – 2014 from the following organizations: Financial Assistance for Nunavut Students, the Manitoba Indian Education Association Inc., Manitoba Student Aid, Student Financial Assistance for the Government of Northwest Territories, and Training and Employment Services, was organized into the chart below. All organizations, with the exception of Manitoba Student Aid, were able to provide information regarding post-secondary institutions and training programs attended by students. Among the four organizations who provided institutional and program information, the highest rate of enrollment was at Red River College (as seen below).

[illegible]

Education Connections  
Manitoba Urban Inuit Association [www.manitobainuit.ca](http://www.manitobainuit.ca)



## Number of Self-declared Inuit Students at Post-Secondary Institutions in Manitoba

	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 - 2012	2012 – 2013	2013 – 2014
Assiniboine Community college	2	3	2	0	0	0	1	0	0	-----
Brandon University	2	1	2	0	1	2	1	3	3	3
Red River College	-----	-----	-----	12	33	18	10	8	10	-----
University of Manitoba	10	10	15	11	8	9	8	10	11	-----
University of Winnipeg	-----	-----	1	1	1	4	6	4	4	3
<b>Total</b>	14	14	20	24	43	33	26	25	28	6
<b>Graduates (BU, RRC and U of W Totals)</b>	1	1	1	3	9	1	3	2	4	

**Note:** BU - Brandon University  
RRC - Red River College  
U of W - University of Winnipeg

### 4.4 Identified Barriers & Needs

The following barriers to education were identified by student participants and administrators. This data came from individual and group discussion, and has been organized by the common themes that presented through the research.

#### Accessing services

Both students and administrators highlighted that there are gaps that exist in access to healthcare services, social services, RCMP, etc., for Inuit, especially those who are new to Manitoba. When one participant was asked the following: "Did people know where to go for help or social support?" The response from the participant was "*No, not so much.*" The participant provided detailed examples of individuals not knowing where to access the support that they needed. Gaps also exist, because individuals can "fall through the cracks" as one individual pointed out,

*"Because Inuit have land based benefits and self-governments. When they move, they may fall through the cracks."*

Advocacy was raised as an important factor in accessing services. One administrator commented,

*"Some students don't have anyone to advocate for them because they don't know people in the South. Having advocates who are respected in the community (in Winnipeg) might help."*

### **Becoming adjusted to a southern community**

Culture shock and loneliness are realities that can deeply impact students who move from their northern communities to the South, and this was highlighted by both participants and administrators,

*"The distance (from their communities), culture shock, loneliness, are some of the biggest barriers."*

*"When I was there alone for a semester, it was very lonely. My parents weren't there, my kids were away, I couldn't concentrate on my school work."*

*"If people are staying on their own, they need to connect with other Inuit or people. Loneliness can set in."*

For Inuit who have lived in small, rural communities for most of their lives, adjusting to an urban setting can pose many challenges: finding housing, learning to use public transit, learning to navigate the city, anything that is a basic need in an urban setting, are all common challenges.

*"When people come down, they have to be shown how to do the simplest thing. Transitioning into the city comes with major challenges."; "Having to find housing, daycare, transportation. (Having to) figure out the city. That's why a lot of them don't accomplish their goals or dreams."*

When an Inuk first arrives in the South, having support for that initial phase is especially important. An administrator stated the following,

*"The initial phase (of adjustment) is very important. People need a safe space to land, and to have someone to show them around. If people fall through that gap in the first few weeks, they can be lost."*

## Cultural

While Manitoba has a number of services for Aboriginal people, these services primarily reflect First-Nations and Metis culture. This makes sense, as Manitoba has a high population First-Nations and Metis people, and Manitoba is not considered Inuit homeland. However, many Inuit expressed frustrations in the lack of Inuit specific services.

*"It's easy to say there are plenty of services. There's not really anything that is specific for Inuit though."*

Some Inuit students end up taking courses regarding Indigenous studies, or accessing Aboriginal services. While individuals had many positive things to say about their experiences, a lack of awareness about Inuit culture was evident. As participants stated,

*"Since Manitoba has a First Nations and Metis history, there is not as much examples or understanding of Inuit history. For example, much of what is out there is 'Nunavut focused' and doesn't reflect other Inuit regions (Inuvialuit, Nunavik, Nunatsiavut)."*

*"The only thing that bothers me about my studies (Indigenous focused), is the lack of courses about Inuit."*

Accessing country food, being able to speak Inuktitut, and the connection to the land, are all significant cultural pieces that Inuit may not be able to access when receiving post-secondary education in the South, particularly those who are not connected to other Inuit in Manitoba. As participants from the North reflected:

*"One thing people miss greatly is country food."*

*"Being able to speak in Inuktitut with other Inuit is important."*

It was evident in speaking to both administrators and participants, that establishing a sense of Inuit community for students could be a way to address the cultural challenges that individuals experience.

*"Some Inuit students do not feel connected to Inuit culture because they don't have an Inuit community. Giving students the chance to find other Inuit might help."*

## **Education / academic**

When a student in post-secondary education does not feel prepared by their previous secondary education, more challenges are likely to arise, and students have a more difficult time being successful. Schools in the North face many challenges that schools in the South do not. Administrators and students noted that this affects students who relocate to Manitoba for their post-secondary education,

*"The level of education that Inuit students have (in the North) isn't necessarily the same as southern students. Their starting points for their educational level is different than other students."*

*"Students may not be prepared by their schools. Pre-sessions, orientation, tests to see what their literacy level actually is, helps."*

Students are of course resilient, and have the ability and capabilities to be successful, especially if they have supports in place. One participant noted,

*"Learning that you can (actually) learn is a big thing!"*

## **Family responsibility and support**

Students who are also caregivers face significant challenges while they are in their post-secondary studies or training. Accessing daycare, finding schools for children, raising children in unsafe neighbourhoods, time management; these are all realities that plague mothers in particular. To cope with this, some students bring extended family with them, and some participants highlighted that this could be either positive or negative.

It was mentioned by a participant that some mothers who come to the South for education bring extended family (e.g. parents) so that the family can help look after their children. Mothers in turn also support their family, and this can be a strain on a financial level as student funds are often limited. Some students may not realize that daycare can be accessed in the South, sometimes through their educational institutions. However, family support can also be immensely positive, especially for mothers. A participant who is a mother commented that having her parents with her made the transition much easier, as they were able to support her with her children. Of course, relocating to the South is a big change for a family, as highlighted by a participant,

*"When a family comes down together, it is a huge adjustment for everyone."*

Many Inuit families face high levels of poverty in the North. When students are able to access funds for their post-secondary education from funding organizations (such as Financial Assistance for Nunavut Students) some students want to, or feel that they should, support their extended family on a financial level. One participant shared that she knew Inuit students who were financially supporting family back home, even though their own resources and finances were limited.

### **Funding and financial challenges**

"Funding challenges" is meant to speak to challenges that students face regarding funding sources that they can access for their post-secondary education, whereas the term "financial" is meant to reflect all financial challenges that students encounter. While these two concepts are related, they are not the same. However, they have been listed in the same category as it can be difficult to speak to one without addressing the other.

Students are often on a tight budget, and when their funding source arrives late, this can be extremely stressful. If funding arrives late, this can even affect a student's enrollment status at an institution, particularly if the student is not aware of their rights as a student, or does not advocate for themselves. For some individuals, it was noted that because of funding arriving late, accessing essentials, like books, can set a student behind. One student shared his government funding arrived late, and the student commented on the fact that if he had not received scholarships, he would have had no means to pay for his tuition. Sometimes funding that is available only covers minimal costs, and cannot cover all of the essential student needs.

Because Inuit have land based benefits, those who become residents of Manitoba after living in the South for an extended period of time, can no longer access funds from their home regions. There are some organizations in Manitoba who do provide funds for Inuit, however it was noted by some that there is a lack of awareness about this. One participant who is currently receiving loans from Manitoba Student Aid, did not realize that organizations such as the Manitoba Indian Education Association Inc. (MIEA) and the Manitoba Metis Federation (MMF) have some funds for Inuit for post-secondary education. Other individuals spoke about challenges accessing funding at all, even though they knew such services existed.

Overall, financial pressure can have a significant impact. Learning to budget in itself, while also living on very few resources, affects students, their families, and their education. These challenges are exacerbated for students who are also mothers. A mother shared that,

*"Doing activities with kids is tough, on a budget, finding low costs activities (is tough). It wasn't only tough for me, it was tough for the kids."*

An administrator summed it up,

*"Funding in itself is the biggest barrier. For example if a mom is in school, and also needs to work, she might have her kids in day care, and her marks might suffer because she needs to work."*

## **Housing**

While housing is a concern that could also fall under the category "Becoming adjusted to a southern community", this was a concern that came up so frequently it was evident that it merited its own section. For students who have relocated for their post-secondary education or training, finding safe housing, or finding housing at all, is a common challenge. One participant shared that she knew students who stayed in a hotel for six months, while they were receiving post-secondary education. Another participant spoke of having to live in a downtown area with her children, that she felt was unsafe, and spoke of having to get a second job because rent was too high. Participants and administrators alike said that they knew many Inuit students who could not access housing, or who lived in unsafe areas. Administrators agreed that housing is an important issue, and that getting students stabilized early on is crucial,

*"Three years ago we had students who left because they couldn't find housing, or day care, and they did not have supports."*

## **Non-completion**

Many Inuit students, end up withdrawing from their studies, for a variety of reasons. This point was reiterated by participants and administrators alike. There are a multitude of reasons why students withdraw from their studies. Participants who spent many years in post-secondary education shared that they had seen many Inuit students leave midway through their studies over the course of the years. Sometimes these were friends, sometimes they were family; one of

the participants spoke about not being to complete her studies as a result of the challenges she encountered. It was noted by one participant that,

*"Universities and colleges are losing many Inuit students."*

One administrator may have said it best when highlighting the following,

*"Many of the students who get funded must, because of life situations, withdraw from their studies. It is not a reflection on their ability, merely a reflection that life throws curve balls and doesn't pay attention to what the students want for themselves. All students have what it takes to succeed. We must help them to remember that. Withdrawing from studies does not admit to failure, just that priorities must be met."*

### **Substance use & addictions**

Administrators and participants spoke about the detrimental impact that substance use and addictions can have on the lives of students. Many students experience challenges with alcohol and other substances for a variety of reasons. For students who come from the North, alcohol and other drugs are much more accessible and affordable in the South. Students not only have to deal with the accessibility of substances, but are also coping with all the other challenges they are experiencing in their lives. One administrator stated,

*"I've seen many students go back because of drugs and alcohol."*

Another commented,

*"When you send someone from an isolated community, there are so many things that can happen. Gambling, (other) addictions."*

Showing students other options was seen as a way to combat the use of drugs and alcohol,

*"Lots of students get into alcohol. You need to show them healthy alternative ways of enjoying the city."*

One participant was open about her own struggles with alcohol,

*"It wasn't only (a struggle) for me, it was also for the other Inuit who came down. Alcohol played a major role. First it was every Friday, then it was during the week. Someone as an Inuk mentor, they could work with us and support us, (tell us that) alcohol doesn't have to take over your life."*

### **Worries from back home**

For students who relocate for post-secondary education, the challenges that they face in their home communities do not disappear when they are in the South. High rates of suicide, poverty, housing challenges, etc., deeply impact all of Inuit Nunangat. Many students who come south for post-secondary education remain connected to their communities and families. Challenges that affect students' home communities and families, continue to impact them while they are in the South.

An administrator stated,

*"Aboriginal students have major problems (at home, in their communities, etc.). That doesn't go away when they go to university."*

A former student shared the following,

*"People continue to be affected by the problems in their communities even when they are in the South. If there is a suicide in someone's community, this will affect them in the South too."*

It should be noted that while the overall mental and physical health of participants was not included as a category in the summary of the data, these are no doubt areas that are intertwined with every aspect of a student's life. Being able to access help, learning to navigate an urban setting, coping with poverty and financial challenges, dealing with substance and addiction, raising a family, etc., are challenges that are related to one another, and impact a person's physical and emotional well-being.

A quote from a participant reflects the diversity of challenges that students experience.

*"Some of the toughest things. Time management, learning to budget. I was working part-time and trying to finish courses, and I had my kids with me. Doing homework, getting to class, doing my part-time job, organizing time with family and friends who came to the city. It was hard to organize all of that."*



Based on feedback above, some of the identified barriers to success, are listed below.

### **Identified Barriers to Success**

- Gaps that exist in accessing social services
- Challenges that arise when moving from a northern community to a southern, urban city, including: culture shock, loneliness, isolation, etc.
- For those who relocate to the South, not feeling connected to other Inuit can be a barrier to success, as loneliness, addictions, etc., can set in
- Being unprepared by previous secondary education can impede post-secondary education or training
- Financial difficulties can affect students' academic success as students may be required to take on multiple jobs, may be struggling to meet their basic needs, may be supporting family on a limited budget, etc.
- Financial difficulties, poverty, can deeply impact a person's well-being
- For Inuit residents of Manitoba, lack of knowledge of services that offer funding, or challenges in accessing already existing funding for Inuit, can be a barrier to accessing post-secondary education
- Finding safe, affordable, accessible housing is a challenge for many students
- Substance use and addictions were major barriers to success, and can quickly become a problem for students if they do not have adequate supports

It should be noted that students are unique, diverse individuals, and the list above may not reflect all the barriers that students face when accessing post-secondary education or training in Manitoba. However, this list is reflective of feedback from student participants, and administrators who have worked with Inuit students over the years.

Many identified needs immersed for Inuit students in post-secondary education in Manitoba, they are listed below.

### **Identified Needs**

- Help navigating the already existing services in Manitoba
- Support when adjusting to life in a southern, urban setting
- Feeling a sense of connectedness with other Inuit
- Increased awareness about agencies that providing funding to the Inuit of Manitoba

Overall, additional help with the many challenges that Inuit students face, is a pressing need for Inuit students. It is crucial that any additional supports set in place are culturally appropriate and relevant. Inuit students are diverse, and face a number of difficulties related to: academics, family responsibility, housing, finances, time management, poverty, mental health, substance use, etc. **All** of the participants and

administrators noted that Inuit students would benefit from additional support, and this is the most pressing need that was identified in the research.

## 5 Resulting Recommendations

### 5.1 Student and Administrator Recommended Solutions

While the student participants and administrators were able to identify the range of barriers and challenges that Inuit students encounter, they were also able to recommend a range of solutions to address the needs and barriers of Inuit post-secondary students in Manitoba.

- **Build Connections to Community**

Overwhelmingly, helping students build connections with other Inuit and community emerged as one of the main recommendations. As one participant shared, "The best thing MUIA can do is to provide connections." Student participants want to see Inuit brought together in a central gathering place. "It is important to get the community together. The art and cultural piece will begin to happen once you get the community together."; "The first objective for MUIA should be to have a meeting place that people know where to go. If they know where it is, they will go."

One participant remembered when the Manitoba Urban Inuit Association first started, and the positive effects this had,

*"It was really nice when MUIA first started. Once and a while we would get together and have our traditional foods and ask each other how it was going. Having someone you can talk to and relate to would help. For some people it's really hard to get the country food, so that helps."*

- **Build Partnerships**

Tapping into the already existing system of supports for Inuit students, and building partnerships with those organizations, was a recommendation that was brought forth by many administrators. All of the administrators who provided feedback highlighted they would be open to working with the Manitoba Urban Inuit Association to help support students. Other organizations that were listed as being important for the Manitoba Urban Inuit Association to partner with included Financial Assistance for Nunavut Students, and Inuit Tapiriit Kanatami.

Administrators and students alike spoke about the value of the existing Aboriginal Student Centres within each of the major academic institutions, and the importance of strengthening partnerships with these centres. Working with all levels of government and organizations was highlighted as being key to building partnerships.

- **Engage in Service Delivery**

The majority, if not all, of those who provided feedback, shared that they would like the Manitoba Urban Inuit Association to offer programs or services that meet the needs of students. Ideas ranged from establishing a student residence for Inuit, to offering programs that could inspire students and teach important skills. However, a recommendation that was most frequently highlighted as being important by student participants, was to have someone who could work directly with Inuit students and support them.

Having someone who could work with students and help them with the range of barriers they face, such as navigating the city, familiarizing oneself with services that are available, assisting with academic struggles, and coping with personal challenges, was a common recommendation. One participant stated,

*"That would be helpful to have someone to help us find our way around. Show us how to use transit, where to find good housing, (that is) affordable and in a good area."*

*"Meeting new people, sometimes I met the wrong people. An Inuk role model or Inuk person to guide you in the city and help you understand. Someone I could relate to would be good to have."*

The following was also noted:

*"To help the students finish their programs, one of the biggest things is to have someone to check up on the students and ask how they're doing. I found it hard to go to someone when I needed help with school. I found it hard to ask for help. To have someone be interested and happy for you when you finish college and university, really helps. Another student that was there left because her family didn't think that she had enough support, and she had a child. I think she would have stayed if she had someone to encourage her. Having a mentor would be the biggest thing."*

## Provide Information

- Even for Inuit who have lived in Manitoba for lengthy periods of time, there is not necessarily awareness about all the services that are available to Inuit students. Some recommendations to combat the lack of awareness about existing services include preparing an updated document or webpage that informs Inuit students about the services that are available, and offering tours of organization and existing resources to new students. Lack of awareness about funding options proved to be a concern for both participants and administrators, and it was noted that MUIA could engage in an “awareness campaign” to make students more aware about their funding options. One administrator stated the following,

*"Have someone who works like a guidance counsellor and can connect students with already existing services. Students sometimes don't have any guidance."*

## Offer Outreach

- Lastly, outreach was identified as a recommendation that could help more Inuit become connected with the Manitoba Urban Inuit Association, which would ultimately lead to having the Inuit community grow within Winnipeg, and Manitoba. One participant felt that MUIA should have a complete contact list of all Inuit in the city of Winnipeg, and that the organization could do more outreach to better connect with the community. It was mentioned that one key way that the Manitoba Urban Inuit Association could connect with more Inuit, would be to have more presence in areas that Inuit are already accessing. “MUIA should tap into the Inuit community, tap into the Kivalliq Centre, put up posters, and spread the word.” Social media was also recognized as an important way to connect with students, and could be used to advertise any future services that may be offered through the Manitoba Urban Inuit Association.

By reaching out to the already existing Inuit community, this could bring the community together on a larger scale, and also build more of community for students. One administrator felt that increasing awareness about Inuit culture, could also be beneficial, “Raise the notion of the Inuit presence in Winnipeg. Have more public, symbolic images that Inuit can relate to.”

## 5.2 Lessons learned from Best Practices

The following information was provided directly from organizations by way of communication, or accessed online. The review of best practices of programs who are already providing services to Inuit students, is a way of “learning from those who came before us”. If an organization such as MUIA would like to begin offering essential to

Inuit students, this already existing wisdom should guide any of the recommendations that come forth.

**Northern Student Education Initiative** - Edmonton, Alberta

- The Northern Student Service Advisor, who is trained as a social worker, works with northern students (from the North-West Territories and Nunavut) who are receiving training or education in Edmonton and the surrounding area, and meets their diverse needs through advocacy, and coordinating effective services
- The advisor also serves as a liaison between institutions, the Governments of the Northwest Territories and Nunavut, Alberta Apprenticeship representatives, landlords, employers and employment agencies, and other interested individuals within the local community
- The moment that northern students arrive in Edmonton, they have the help of the advisor who can offer personal and financial counselling, help them find housing, offer tours of the post-secondary institutions, and introduce them to urban living and amenities such as transit, grocery stores, shopping, banks, child care, and other resources
- The advisor, Nona German, is able to offer these unique services that works to meet the many needs of students, and is available 24/7 for student support

**Nunavut Sivuniksavut** - Ottawa, Ontario

- Nunavut Sivuniksavut is an eight month college program that has been established in Ottawa since 1985 for Inuit who are beneficiaries of the Nunavut Land Claim Agreement
- Students are given the opportunity to learn about the land claims, their history, all while taking courses that are accredited by Algonquin College
- Students are given the opportunity to gain valuable life experience, while also being in a supportive environment
- A team of individuals are available to support students, including instructors, coordinators, student support officers, a counsellor, social worker, and an administrative officer
- Other layers of support exist in addition to the staff team; students are housed together in apartments, the same cohort of students are together for the academic year, a "city living fund" for healthy recreational and social activities is accessible for students, tutors are offered to students, nutritional support is provided, cultural support is provided, and the social worker assists students in navigating the many systems that exist in Ottawa
- Nunavut Sivuniksavut currently has a retention rate of 80%

### **The School of Indigenous Education, Red River College** - Winnipeg, Manitoba

- The School of Indigenous Education, situated within Red River College, offers a range of supports for Aboriginal students, and as a result of Red River College's high number of Inuit enrollment, some Inuit specific services have also been made available, such as a Welcome Circle for Inuit that is offered depending on the need in a given year
- The Aboriginal Support Centre is a safe space that all Aboriginal students can access at Red River College, and some of the services offered at the centre are as follows: access to a computer lab, kitchen facilities, housing and bursary applications, cultural speakers and presentations, and workshops
- Elders in residence are available for students who would like to connect with them, and presently an Inuk Elder, Levinia Brown, is one of the Elders at The School of Indigenous Education
- Levinia Brown provides support for students on a personal level, and also facilitates workshops, teachings, and sharing circles
- Recently, in the Fall of 2013, Inuit Wall Hanging Workshops were offered for students and Red River College, and the sessions were facilitated by Levinia

### **Tungasuvvingat Inuit** - Ottawa, Ontario

- Tungasuvvingat Inuit means "A place where Inuit are welcome" in Inuktitut, and provides Inuit specific sponsored programs to empower and enhance the lives of Inuit in Ottawa and Ontario, including Inuit students
- Some of the services offered at Tungasuvvingat Inuit include: addictions and trauma treatment and care, counselling, a family primary health care clinic, social programming, youth programming, and employment skills and training
- Youth Programming serves individuals 10 – 30 years old; some youth outreach programs focus on the 16 – 30 year old, and provide a variety of fun and interactive activities
- Programming also incorporates traditional knowledge, and intergenerational connectedness has been highlighted as being important for youth participants
- The Employment and Training Program assists Inuit in the road to long term employment and career success, and individuals are offered assistance with resume writing, developing cover letters and finding suitable employment and training opportunities
- The Employment and Training Program may also offer assistance in the areas of education, training programs, support with childcare and transportation, and improving literacy and employment skills
- Other services that individuals can access as part of the Employment and Training Program include: counselling, resume and interview skills, obtaining funding for training programs and education, and general assistance when enrolling in post-secondary education

## 6 MUIA Organizational Lens of Education

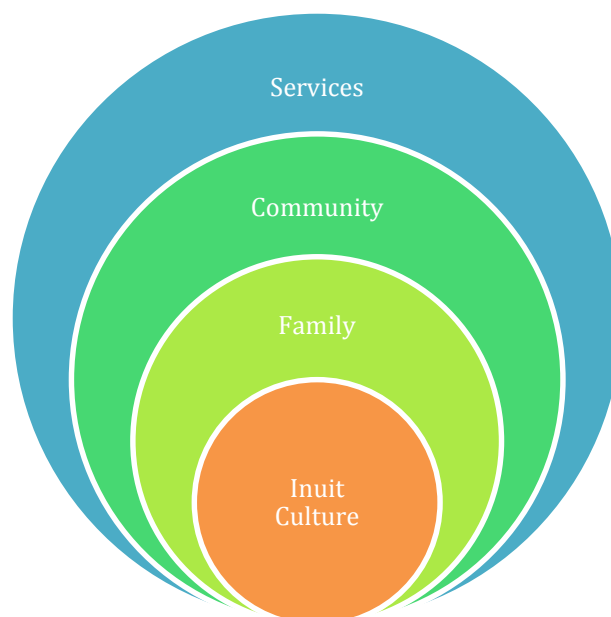
*The following section has been contributed by the Executive Directive, Rachel Dutton-Gowryluk, of the Manitoba Urban Inuit Association, for the purpose of speaking to the organization's strategy to support Inuit students in post-secondary education and training in Manitoba.*

### **Message from the Manitoba Urban Inuit Association**

As an Inuit organization we understand the history of the Inuit, their experience with the Indian Residential Schools, the Inuit dog slaughters and "60's Scoop", and how this has had an effect on generations of Inuit, their families and communities. Inuit Elders tell us that if we don't embrace the truths about where the people have traveled you won't have guidance or direction as to where you need to go.

Education is knowledge and knowledge is power and today's generation of Inuit will form the foundations for the next generation therefore, it is imperative that the collective "we" reconcile the history of Inuit's experience in the formal school system and re-write the narrative that will accompany today and tomorrow's relationship with education. In order to do this, Inuit must be participants in today's journey of educational opportunities and Inuit, as a collective, must come together to support their youth and students in order to make that journey successful.

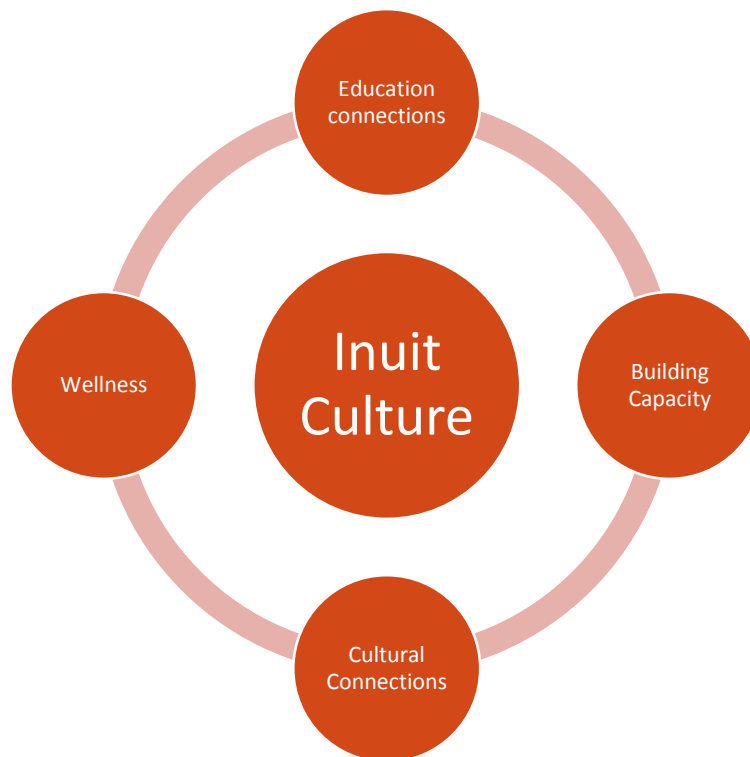
Manitoba Urban Inuit Association is a participant along this journey and it is our intention that we will develop educational support services for Inuit students in Manitoba who choose the route of post-secondary or other training programs. The blueprint places Inuit culture at the center of all programs and policies that we undertake and will form the basis for all present and future partnerships and funding relationships that we negotiate in support Inuit successful post-secondary education journeys.



We also recognize that the individual is only as strong as the sum of their parts and we believe that the “parts” are family and community. It is important to surround the individual with well people, a sense of family and community, particularly when Inuit are living temporarily in Manitoba and away from their families and communities.

There is a tremendous and exhaustive myriad of “background” noise that travels through the circle of support and culture; stressors and barriers to success. They are not intended to be stressors and barriers but because they do not come with an Inuit worldview, they become complex, exploitive, unreceptive and ultimately ineffective.

MUIA firmly believes that the best approach to any challenge is a holistic approach. One cannot look at education outcomes without looking at the health and wellness of that population; the community, family and individual. Therefore, it is not an arbitrary decision to ensure that we provide opportunities for connectivity to Inuit culture, that is a staple initiative for MUIA, but also we would like to build our capacity within the organization that can respond to the needs of Inuit students in Manitoba. That we build education support services that are by Inuit, for Inuit and that embrace Inuit traditional values and knowledge that is inclusive of family and community.





Ultimately, MUIA would like to infuse our plan with connections to culture, respect for the person as a whole being with needs that stretch into their family and community. We want to build a program that creates strong partnerships with the educational institutions to help invigorate their Inuit-approach to Inuit students, we want to understand the policies and procedures around the various funding structures for Inuit students so that we can help them successfully navigate those barriers, and we ultimately hope to create a supportive community/home environment, a residence for Inuit students where they can be accommodated, feel safe, be surrounded by the Inuit community, have their language spoken and their country foods eaten and hopefully this becomes a continued conversation of success for students and their families. That we see a future where Inuit participate in their economies, enrich their families and communities and the narrative for Inuit and education is positive, motivating and inspiring for future generations.

## **7 Considerations for MUIA Education Connections Program**

MUIA would like to offer service delivery and programming to Inuit who are in Manitoba for post-secondary education or training. The services offered could be based on the recommendations of students and administrators, and would ultimately address the barriers and challenges that students face. By addressing these barriers through service delivery, this will improve educational outcomes for Inuit in Manitoba, and ultimately lead to economic participation by Inuit in Manitoba and Inuit Nunangat.

### **7.1 Develop Partnerships**

Working with organizations who already support Inuit students will be a key for future service delivery that MUIA could provide. Working with post-secondary institutions and training centres will be crucial; this includes, staff of Aboriginal / Indigenous Student Support Centres at the public post-secondary institutions, Aboriginal Recruitment Officers at post-secondary institutions, and training centres or institutions that are designed to meet the needs of Aboriginal students.

Funding organizations such as Financial Assistance for Nunavut Students, Kivalliq Partners in Development, the Manitoba Indian Education Association Inc., the Manitoba Metis Federation, the Centre for Aboriginal Human Resource Development, and all other organizations Manitoba and Inuit Nunangat with funding for Inuit, should be included in future partnerships. Manitoba Student Aid, and Training and Employment services should also be included, as they providing funding to many Inuit students.

By connecting with post-secondary institutions and funding organizations, MUIA can determine where Inuit students are in a given academic year, and can more adequately offer supports and services to students. MUIA should also familiarize with the funding policies that guide each of the funding organizations, to better assist students and institutions.

Creating partnerships with service organizations across Manitoba, depending on where the student is residing, will be an important part of the role. An individual who is involved with service delivery for MUIA should know what organizations assist with the following: housing, health care, childcare, personal support, etc., and should also have established contacts within the various organizations who offer service delivery.

All levels of government should be included in partnerships. This includes municipal levels of government (e.g. City of Winnipeg, City of Brandon), the provincial government, territorial governments, regional associations (e.g. Kivalliq Inuit Association), and the federal government.

Finally, the communities of students should be included in any future partnerships. Family and community are important Inuit values, and establishing trust and connections with the communities should be considered. It is recommended that MUIA participate in visits to the Kivalliq region, not only to build partnerships with appropriate organizations and government services in the regions, but to also build relationships with current, former, or future students, their families, and communities at large.

### **Potential Outcomes:**

- MUIA will be able to determine which post-secondary institutions or training centres are working with students in a given year, and offer additional services to students more quickly and efficiently
- Students will be more aware of the services that exist in the community, as MUIA will also have an increased understanding of such services through partnerships and can direct students in the appropriate direction
- Students and administrators will be more aware of institutions that offer funding for Inuit, which will then address financial challenges
- Trust will be established between MUIA, and the communities that students are originally from, which will benefit students overall
- Partnerships with all levels government and other relevant organizations can begin to address the issues that affect Inuit that are linked to larger systemic factors,

such as: challenges accessing housing, lack of preparedness from previous education, and rates of poverty among Inuit

## **7.2 Provide Orientation Services**

MUIA should begin providing orientation services for Inuit who are attending post-secondary education or training in Manitoba. Orientation services could include: meeting students who arrive from the North at the airport, connecting them with housing options, showing students how to navigate city transit, providing tours for individuals at their respective post-secondary institutions, and helping them find services to meet their basic needs such as daycare, banks, clinics, and grocery stores. Students could also be introduced to affordable recreational options in their respective cities.

For students who relocate to Manitoba, orientation services could begin prior to their departure. MUIA could work with the students and help them plan before they leave their home communities. For example, helping students find housing if they cannot come South prior to departure, and or informing them about daycare options at their respective post-secondary institutions. For students who relocate for their post-secondary studies, having a supportive person who is familiar with the city can help guide, and help them to overcome the many challenges that exist in urban life.

### **Potential Outcomes:**

- Students will be able to learn to navigate their respective cities more quickly and efficiently, and will become more aware of the services and supports that are in place
- The transition period for students who relocate for their post-secondary studies, will be smoother, and perhaps this will also lessen the impacts of culture shock
- Students will have an additional support who can help them access housing, daycares, etc.

## **7.3 Provide Retention Services**

Not only could MUIA provide orientation services, but retention services could also be embedded into service delivery. Many students withdraw from their studies, for a multitude of reasons. If Inuit students are enrolled in post-secondary education or training in Manitoba, the hope would be that through service delivery, the retention rates for Inuit students will increase.

Service delivery could focus on helping Inuit students connect to other Inuit, by offering culturally appropriate and relevant programs including but not exclusive to: sharing circles, community feasts, celebrations of students achievements, cultural and educational workshops facilitated by Inuk Elders, etc. Programming could even be delivered at the institutions that have the highest Inuit enrollment for the given year. A drop-in could also be provided at various times in a given week, so that Inuit students and the extended community have a central gathering place where they can meet. It is important that whatever programming is offered, is inclusive for students who have children, as not being able to secure child care can sometimes get in the way of accessing services or attending events.

Having someone who could provide mentorship to students, whether that person is an MUIA staff or Elder in the community, could help steer students in the right direction when they encounter difficulties along the way. Retention services would also address whatever challenges students face at a given time, e.g. if a student is facing financial challenges, an MUIA staff could help the student access appropriate services; if a student is facing homesickness and loneliness, an MUIA staff could ensure that the student receives the support they need; if a student would like to connect with other Inuit, MUIA can offer programming that facilitates this.

Employment placement could also be included as part of retention services. MUIA could work with organizations in Manitoba who are willing to take on students, and help students become placed in organizations of their choice.

Often times, asking for help in itself can be a challenge. Any person who is providing service delivery to students should make a point to check in with them regularly, rather than waiting for students to come to them. This way students are aware that support is available if and when they need it.

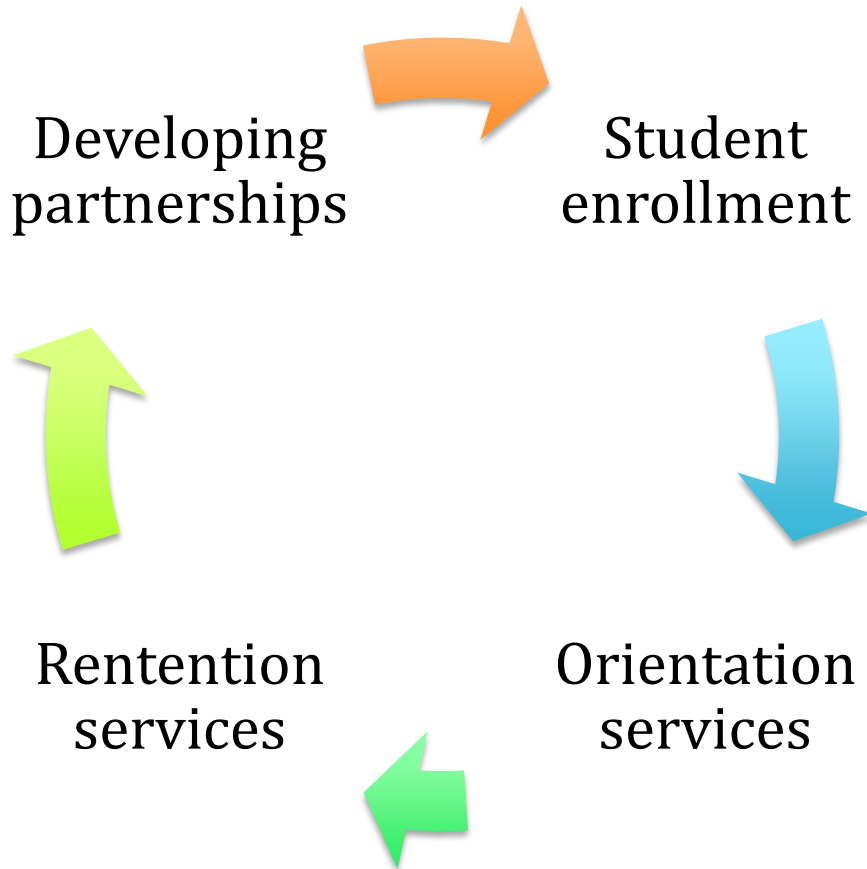
### **Potential Outcomes:**

- Students will feel more connected to their culture, and other Inuit
- If students are connected with other students and Inuit, feelings of isolation and loneliness may eventually decrease
- Students will be given affordable options for fun and recreation
- Connecting students to relevant employment opportunities could help with the financial challenges they encounter
- Ultimately, students will have additional supports (such as Inuit Elders, Inuit mentors, MUIA staff, etc.) who can help them navigate a number of troubles they

may experience, including, but not exclusive to: financial difficulties, academic challenges, substance use and addictions, difficulties in their home communities, problems that affect their families, etc.

- Rates of retention will increase for Inuit students, and more students may opt to come to Manitoba for their post-secondary education, if they realize that there are adequate supports set in place

### **MUIA Education Connections Program**



It should be mentioned that there may be additional unexpected outcomes that will occur as a result of the development of partnership, and the delivery of orientation and retention services.

## 7.4 Resources required to deliver the Education Connections Program

To be able to provide orientation and retention services, MUIA will need to increase capacity. Currently, the organization has one full-time staff (the Executive Director) and consultants who work with the organization in various capacities. A full-time staff person will need to be hired, who can deliver these services. Ideally, services could be offered at flexible hours that would accommodate students' schedules.

A staff person should be easy to reach for students (by email, telephone, etc.), particularly for when emergencies arise. Office space should be made available in a location that can be easily accessed for students, and other potential partners. Space should also be available to offer group programming. Funds should be set aside for Elder honorariums when needed, and all other costs related to programming (e.g. ensuring students have basic necessities upon arrival, purchasing country foods for a student get together). Travelling within Manitoba (from Winnipeg to Brandon, or to other communities in Manitoba with Inuit students), and to the Kivalliq Region in Nunavut will also be an important part of the job. This will allow the incumbent to connect with current or future students, and establish partnerships within each of the respective communities.

The Northern Student Education Initiative in Edmonton currently offers services and supports that are similar to those outlined in the considerations above. For the purpose of this final report, a sample job description from the Northern Student Services Advisor position, has been attached to this document. Please view **Appendix D** for the complete job description.

## 7.5 Funding for Phase One

Having financial support from all levels of government, non-profit organizations, private sectors, and Inuit birth-right organizations will be necessary for any current or future funding strategies for the Education Connections program. It will be key to partner with these key organizations and stakeholders, as they too have a vested interest in building the capacity of the larger Indigenous workforce and have specifically Inuit who participate in the economic growth of the province and territories of Canada.

The budget (on the following page) has been created to outline a possible program budget for phase one of the Education Connections Program Budget.

<b>2014-2015 Budget for Education Connections Program</b>		
<b>Income</b>		
Contributor(s)	100,000.00	
<b>Total Income</b>	<b>100,000.00</b>	
<b>Expense</b>		
Administration and Office		
Office computer	4,000.00	
Office supplies	1,000.00	
Admin 15 % cost of project	15,000.00	
Total Administration and Office	20,000.00	
Facility		
Rent (Aboriginal Centre)	2,000.00	
Total Facility	2,000.00	
Communications and Promotion		
Telephone and internet	1,000.00	
Website hosting and updates	1,000.00	
Professional printing	2,000.00	
Translation	1,000.00	
Promotions	2,000.00	
Total Communications and Promotion	7,000.00	
Travel and Meetings (based on two trips to Kivalliq, Brandon)		
Accommodation	4,000.00	
Travel	6,000.00	
Meals, mileage, and incidentals	3,000.00	
Meeting space rental	1,000.00	
Total Travel and Meetings	14,000.00	
Program Expenses		
Materials and supplies	3,000.00	
Elders honoraria	2,000.00	
Total Program Expenses	5,000.00	
Professional Fees		
Audit	2,000.00	
Total Professional Fees	2,000.00	
Total Salaries and Benefits (July 1, 2013-March 31, 2015)	50,000.00	
<b>Total Expense</b>	<b>100,000.00</b>	
<b>Net Income</b>	<b>-</b>	

## 8 Project Budget Report

Unaudited financial report of expenditures related to this project for 2013-14 are included below.

### 2013-2014 Financial Reporting\*

<b>2013-2014 Budget vs Actuals</b>			
	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>
<b>Income</b>			
UAS	13,455.00	14,950.00	(1,495.00)
Total Federal Government	13,455.00	14,950.00	(1,495.00)
<b>Total Income</b>	<b>13,455.00</b>	<b>14,950.00</b>	<b>(1,495.00)</b>
<b>Expense</b>			
Administration and Office Admin 10%	1,950.00	1,950.00	-
Total Administration and Office	1,950.00	1,950.00	-
Travel and Meetings Travel	873.12	1,000.00	(126.88)
Total Travel and Meetings	873.12	1,000.00	(126.88)
Program Expenses Materials and supplies Elders honoraria	1,065.62 400.00	1,000.00	65.62 400.00
Total Program Expenses	1,465.62	1,000.00	465.62
Professional Fees Consulting Training	10,484.00 512.50	10,500.00 500.00	(16.00) 12.50
Total Professional Fees	10,996.50	11,000.00	(3.50)
<b>Total Expense</b>	<b>15,285.24</b>	<b>14,950.00</b>	<b>335.24</b>
<b>Net Income as of Mar 31, 2014*</b>	<b>(1,830.24)</b>	<b>-</b>	<b>(1,830.24)</b>
Expected holdback from UAS	1,495.00		1,495.00
<b>Projected Net Income *</b>	<b>(335.24)</b>		<b>(335.24)</b>

*\* final numbers may vary slightly – awaiting final financial statements due April 30<sup>th</sup>*



## 9 References

- Inuit Tapiriit Kanatami (n.d.). *Community Life*. Retrieved from: <https://www.itk.ca/about-inuit/community-life>
- Statistics Canada. (2011). *Aboriginal Peoples in Canada: First Nations People, Métis and Inuit, National Household Survey 2011* (Catalogue number 99-011-X2011001) Retrieved from the Statistics Canada website: <http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/99-011-x2011001-eng.cfm#a9>
- Statistics Canada. (2011). *Educational Attainment of Aboriginal Peoples in Canada, National Household Survey 2011* (Catalogue number 99-012-X2011003). Retrieved from [http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003\\_3-eng.pdf](http://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003_3-eng.pdf)
- Statistics Canada. (2011). *Data tables, National Household Survey 2011*. (Catalogue number 99-011-X2011029). Retrieved from the Statistics Canada website: <http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/dt-td/Rp-eng.cfm?LANG=E&APATH=3&DETAIL=0&DIM=0&FL=A&FREE=0&GC=0&GID=0&GK=0&GRP=0&PID=105402&PRID=0&PTYPE=105277&S=0&SHOWALL=0&SUB=0&Temporal=2013&THEME=94&VID=0&VNAMEE=&VNAMEF>

# Appendix A: Consent Forms

## EDUCATION CONNECTION PROJECT Manitoba Urban Inuit Association

Consultant: Sylvia Massinon

### ROUND TABLE DISCUSSION

#### What is the purpose of the discussion?

You have been asked to take part in a discussion regarding the experiences of Inuit students in post-secondary education or training in Manitoba. The purpose of this discussion is to determine the best way that the Manitoba Urban Inuit Association can meet the needs of Inuit students in a post-secondary setting.

#### Voluntary Participation

This discussion is *voluntary*—you do not have to take part if you do not want to. If any questions make you feel uncomfortable, you do not have to answer them. You may leave the discussion at any time for any reason.

#### Risks

There have been no identified risks involved in taking part in this discussion.

#### Benefits

There are no benefits for taking part in this discussion. The Manitoba Urban Inuit Association hopes to learn more about how to support Inuit students, and develop a service that can support students.

#### Privacy

Your privacy will be protected.

Your name will not be used in any report that is published.

The discussion will be kept *strictly confidential*.

The other parents in the group will be asked keep what we talk about private, but this cannot be assured.

#### Questions

I have been given the opportunity to ask any questions I wish regarding this evaluation. If I have any additional questions about the evaluation, I may call the consultant at 1(204)750-2614 or by email at [sylvia.massinon@manitobainuit.ca](mailto:sylvia.massinon@manitobainuit.ca).

*By signing this paper I agree to participate in this roundtable discussion.*

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NAME (printed)

---

SIGNATURE

---

DATE

## Appendix B: Information for Financial Assistance and Funding Programs

Organization	Program Details	Inuit eligibility	Eligible Institutions	Funding Available
<b>Centre for Aboriginal Human Resource Development Inc.</b>  304-181 Higgins Avenue Winnipeg, Manitoba R3B 3G1 (204) 989-7117 <a href="http://www.cahrd.or">www.cahrd.or</a>	<p>CAHRD has services available for Inuit of Winnipeg, including employment services, and education and training offered onsite.</p> <p>Funding officers can work with students to help them access funding from other organizations for post-secondary education (First-Nations Band, EI); the final option would be CAHRD funding for tuition and books.</p> <p>While funding on an individual basis is not as common, CAHRD does support educational projects.</p> <p>CAHRD is a holder of the Aboriginal Skills and Employment Training Strategy (ASETS) agreement.</p>	All Aboriginal residents of Winnipeg, including Inuit	<i>To be determined</i>	CAHRD assist students to find support funds, if this is not available CAHRD may provide support for tuition and books.
<b>Manitoba Indian Education Association Inc.</b>  70 Albert St, Winnipeg, Manitoba, MB R3B 1E7 (204) 947-0421 <a href="http://www.miea.ca">www.miea.ca</a>	<p>MIEA offers support programs for Aboriginal students in secondary and post-secondary education.</p> <p>MIEA also provides AANDC funds directly to students according to the guidelines for the The Post-Secondary Student Support Program (PSSSP).</p>	Inuit no longer eligible to obtain funds from their home territory, who have been accepted by an eligible post-secondary institution	Recognized degree, diploma or certificate granting institutions	Funding provided may help with tuition, books and supplies, and a possible living allowance
<b>Manitoba Metis Federation</b>  150 Henry Ave, Winnipeg, MB R3B 0J7 (204) 586-8474 <a href="http://www.mmf.mb.ca">www.mmf.mb.ca</a>	<p>MMF offers a services that are accessible not only to Metis, but to Inuit and Non-Status First-Nations as well.</p> <p>Services related to employment and training can be accessed by Inuit.</p> <p>MMF is also a holder of the Aboriginal Skills and Employment Training Strategy (ASETS) agreement.</p> <p>Manitoba Employment &amp; Training (MET) is accessible to Inuit for</p>	<p>Metis, Inuit, and Non-Status First Nations across Manitoba</p> <p>To be eligible for MET, one must be Metis, Non-status Indian or Inuit and fit into one of these categories: unemployed or underemployed, are low skilled or a lower income individual or family with dependent child(ren), about to</p>	<p>MET can provide support to Metis, Non-Status Indian &amp; Inuit students entering full-time studies in:</p> <ul style="list-style-type: none"> <li>- College, Technical Institute or University Diploma or Certificate Programs for up to two years in length</li> <li>- Final year of a University</li> </ul>	Funding may include tuition and mandatory course fees, mandatory books, supplies and equipment, and allowance supports.

	skills training and employment guidance.	lose your job, or currently on EI	Bachelor Degree Program  -Apprentice Technical Training  *There must be an identified labour market need for the occupation	
<b>Training and Employment Services, Workforce</b> Department of Jobs and the Economy Government of Manitoba  Manitoba Jobs and Skills Development Centre 100 – 111 Lombard Avenue Winnipeg, MB R3B 0T4 (204)945-0575 or 1(866)332-5077 <a href="http://www.gov.mb.ca/employment/jobs_careers.html">http://www.gov.mb.ca/employment/jobs_careers.html</a>  *Individuals can also access the centres in their respective locations	Manitoba residents who meet the outlined requirements can receiving funding through the Skills Development Program.  Some programs that Inuit might access funding from are:  - <b>Trade Up to Your Future</b> , for women who would like to enter the trades  - <b>Apprenticeship Assistance</b> , funding is available to those in approved apprenticeships	<b>Trade up to Your Future</b> eligibility requirements for funding:  Have a current or previous Employment Insurance (EI) claim, in receipt of Provincial Employment and Income Assistance (EIA) benefits, employed and low skilled, be unemployed or about to lose your job  <b>Apprenticeship Assistance</b> eligibility requirements for funding:  Identified by the Apprenticeship Branch to attend approved apprenticeship training, and be a current or previous Employment Insurance (EI) recipient	<b>Trade Up to Your Future</b> approved programs are as follows:  - Colleges and other training institutions approved by Apprenticeship Manitoba  <b>Apprenticeship Assistance</b> approved programs are listed below:  -Manitoba community colleges, other institutions approved by the Apprenticeship Branch  - Training out of province if the course is not available in Manitoba	<b>Trade Up to Your Future</b> funding covers: - Financial assistance to support your training - Support is provided for the duration of the program (generally 10 months)  <b>Apprenticeship Assistance</b> funding covers: - Tuition - Living allowance - Living away from home allowance - Commuting - Travel - Child care - Textbooks
<b>Financial Assistance for Nunavut Students</b> Government of Nunavut FANS@gov.nu.ca 1-877-860-0680 <a href="http://www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=4">www.edu.gov.nu.ca/apps/authoring/dspPage.aspx?page=4</a>	FANS provides funding for post-secondary education and training to all residents of Nunavut; the program is not intended to cover all costs associated with post-secondary education. The types of assistance available:  The Basic Grant to help students with the costs associated with tuition, school fees and travel costs  The Supplementary Grant for Nunavut Land Claim Beneficiaries to further assist with the costs	To receive FANS one must be a Canadian citizen or permanent resident, be a resident of Nunavut (live in Nunavut) for at least 12 months before applying for FANS, be a full-time student (carry at least 60% of a full course load) as defined by your institution	Programs at least twelve weeks in duration at a designated post-secondary institution, working towards a certificate, diploma or degree.	Funds can be used to tuition, school fees, and travel costs

	<p>associated with tuition, travel costs and settling in a new community</p> <p>The primary loan to help with costs of with rent, food and clothing</p> <p>Needs Assessed Loan granted based on financial need</p>			
<p><b>Kivalliq Partners in Development</b></p> <p>Box 709 Rankin Inlet, Nunavut X0C 0G0 (867) 645-2122 <a href="http://www.kivalliqpartners.ca">www.kivalliqpartners.ca</a></p>	<p>KPID offers a number of supports and services.</p> <p>KPID was created by the Kivalliq Inuit Association to support Inuit-owned businesses in the Kivalliq region, stimulating employment and economic opportunities for Inuit.</p> <p>Some funding for post-secondary education or training is also available.</p>	<p>The receive funding through Kivalliq Partners in Development, an individual must be at least 16 years and over and be a beneficiary of the Kivalliq region</p>	<p>If the training is offered on the territory, students will not be approved to go South. Otherwise, no specific institutions are listed.</p>	<p>Funds can be used for travel for student, tuition/books, training/living away from home allowance and childcare.</p>

## Appendix C: Contact Information for Institutions' Data Regarding Inuit Enrollment

Contact Information for Institutions' Data Regarding Inuit Enrollment	
Institution	Contact Person
<b>Assiniboine Community College</b>	<b>Cecil Roulette</b> Aboriginal Counsellor/Cultural Consultant Student Services Assiniboine Community College 204-725-8700 ext 7181 RoulettC@assiniboine.net
<b>Brandon University</b>	<b>Joe Baumgartner</b> Senior Programmer Analyst Brandon University 270-18th Street Brandon, MB R7A 6A9 Ph: (204) 727-9606
<b>Red River College</b>	<b>Rhonda Klippenstein</b> Aboriginal Student Support Representative Aboriginal Student Support & Community Relations Red River College of Applied Arts, Science and Technology Notre Dame Ave Winnipeg, Manitoba R3H 0J9 (204) 632-2363 RKlippenstein@rrc.ca
<b>University of Manitoba</b>	<b>Wen Trask</b> Research Analyst Office of Institutional Analysis Office 12, Modular Facility 56 (B Lot Trailer) University of Manitoba Winnipeg, MB R3T 2N2 Phone: (204) 474-9634 wen.trask@umanitoba.ca
<b>University of Winnipeg</b>	<b>Karen Kowbel</b> Associate Director Institutional Data Management Technology Solutions Center University of Winnipeg k.kowbel@uwinnipeg.ca (204) 786-9707

# **Appendix D: Northern Student Services Advisor Job Description**

## **NORTHERN STUDENT SERVICES ADVISOR**

### **Position Profile**

**POSITION:** NORTHERN STUDENT SERVICES ADVISOR (NSSA)

**DEPARTMENT:** Student Services – NAIT

**INCUMBENT:** NONA GERMAN, MS, RSW

**DATE:** January 2005

### **POSITION SUMMARY**

Reporting to the financially contributing sponsors of the Northern student Education Initiative (agreement at sponsor meeting April 30, 1997), the Northern Student Services Advisor (NSSA) is responsible for the promotion of post-secondary educational opportunities available in the Edmonton region to Northwest Territories (NWT) and Nunavut students. The Northern Student Services Advisor assists, advocates for, and co-ordinates effective services to NWT and Nunavut students, including apprentices, while they are pursuing further education in various institutions in Edmonton and the surrounding area. The NSSA also acts as a liaison between NWT/Nunavut students and educational institutions, the Government of the Northwest Territories and Nunavut and Alberta Apprenticeship representatives, landlords, employers and employment agencies and other interested individuals within the local community and provides advocacy, support and referral services to meet student needs. The incumbent must be fully aware of the cultural diversity of all people from the Northwest Territories and Nunavut.

### **POSITION QUALIFICATIONS**

1. Bachelor of Social Work, Masters preferred.
2. Computer proficiency i.e. Microsoft Word and Internet.
3. Minimum of five years relevant work experience.

### **SKILLS AND ABILITIES**

1. Exceptional and demonstrated interpersonal skills.
2. Well developed organisational skills.
3. Knowledge of aboriginal cultures, in particular those from across the NWT and Nunavut.
4. Knowledge of community based support services and resources, e.g. child welfare, criminal justice system, medical services, and food banks.
5. Superior time management and priority setting skills.
6. Ability to work independently and to function as a part of a Team.
7. Flexibility to adjust to a myriad of working situations. Ability to cope with work pressures.
8. Ability to develop and maintain contacts and networks.

## Appendix E: Acronym Index

**AANDC** – Aboriginal Affairs and Northern Development Canada

**ACC** – Assiniboine Community College

**ASETS** - Aboriginal Skills and Employment Training Strategy

**BU** – Brandon University

**CAHRD** – Centre for Aboriginal Human Resource Development

**KPID** – Kivalliq Partners in Development

**MIEA** – Manitoba Indian Education Association Inc.

**MMF** – Manitoba Metis Federation

**MUIA** – Manitoba Urban Inuit Association

**NHS** – National Household Survey

**PSSSP** – The Post-Secondary Student Support Program

**RRC** – Red River College

**SFA, NWT** – Student Financial Assistance, Northwest Territories

**UAS** – Urban Aboriginal Strategy

**U of M** – University of Manitoba

**U of W** – University of Winnipeg