



## **A Community Based Projects with Inuit Youth, Families and Communities: What Messages to Take Away for Inuit Education**

---

Tim Anaviapik-Soucie (1,2), Marie-Hélène Truchon (2), Vincent L'Hérault (2), Jrene Rahm and Tatiana Garakani (4)

1 Community of Pond Inlet, NU

2 ARCTIConnexion, Québec, QC

3 Université de Montréal, QC

4 École nationale d'administration publique, QC

In this presentation we explore collaborative and participatory community projects that have emerged slowly and over time in Inuit Nunangat and document some of the lessons to take away from such projects in terms of Inuit holistic lifelong learning. We do so together with Inuit youth and adults who have been involved in those projects. Together, we co-generate new ways of thinking about the potential of non-formal learning programs and activities in supporting literacy, culture and well being. We aim to show in what ways such projects and lived experiences can help us move towards a holistic model of life-long learning implying and building on informal and formal education. Part of the presentation will entail video footage of Inuit youth and adults speaking out about lived opportunities and challenges. That part will be integrated with the current and existing literature on non-formal learning programs (Tulloch et al., 2012), issues tied to Inuit education in Nunavut and Nunavik (Rodon, 2014; Walton, 2015), as well as documents that have emerged in light of the National Strategy on Inuit Education (2011; 2013), among others. The aim of the presentation is to promote a dialogue among projects and initiatives tied to informal, land-based and formal education with the goal to move forward together, towards coordinated action in light of Inuit education.