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 On the Land
 Ahikpani Nunami
 Dans la Nature

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 Program Guidelines
 Hulidjutikhanut Malikkuutikhat
 Lignes directrices des programmes



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 Pitquhiligiyikkut
 Department of Culture and Heritage
 Ministère de la Culture et du Patrimoine

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Since 2004 to 2008 and from 2010 to 2014, Culture and Heritage have been holding On-Land Programs in collaboration with the Elder Committee, where the program will be held. Culture and Heritage have been holding On-Land Programs for 9 years.

Culture and Heritage was careful in their selection of participants to ensure a fair distribution across the territory where the communities do not run these types of programs.

These elders were given a chance to pass on their knowledge and for youth to gain skills.



2004



2005

How can these Guidelines help me?

These guidelines have been developed to help anyone who is thinking of starting an on-the-land program. It will help direct you through the necessary steps to start a program. This document has been separated into five main sections:

- 1) Planning
- 2) Program Funding
- 3) Getting Ready
- 4) Implementation
- 5) After the Program



2006



2008

Each section will provide you with some things to think about when you are working on starting an on-the-land program. Also included are some examples of what other communities have done.

Good luck!



2010

Before you start an on-the-land program, there are some questions you should ask yourself:

- Do community members want to have a program?
- Are there interested community Elders?
- Are there interested youth?

You may have many other questions; this book will help you answer them.



It would be ideal to give elders a chance to voice what they would like the youth to learn and for youth to indicate what skill they would like to practice.



Learn skin preparation.
Learn how to skin a seal.



Learn to build shelter.
Learn how mikku is made.

A. Planning for the Program

Goal:

Activity:

Equipment / Tools:

Facility / Place:

Transportation:

B. Program Coordinator

The project coordinator will play a very important role in whether or not you have a successful On-Land program. The first step in planning a program is to hire a project coordinator and ensure they are involved in every area of the program, from the beginning to the end.

Some responsibilities of the project coordinator include:

- Conducting meetings with Elders, mentors, participants, community members etc.
- Looking after the program finances
- Looking after administrative tasks
- Writing reports

It is important that the project coordinator is able to manage these important tasks. Characteristics of a good coordinator include:

- Excellent verbal and written communication skills
- Organizational skills
- Interpersonal skills



C. Coordinators Task

Assignment / Job Title:

Tasks for individuals

and what they would do:

Time Commitment:

Equipment we need:

Equipment we already have:

Things that would require funding.

Materials (such as; sewing materials, lumber, skins and other things.):

Equipment:

Space/Facility Rental:

Transportation:

Instructors / Guides:

Coordinator / Facilitator:

D. Setting On-the-land Program Objectives

As you plan your on-the-land program you will want to set goals; things you hope to achieve. How will the program benefit the participants?

Goals you may want to think about include:

- Developing social responsibility through co-operative activities
- Training in survival and outdoor skills, including traditional Inuit technologies and knowledge in your local environment
- Contributing to a greater sense of cultural pride and self-esteem
- Rekindling an interest in education for school dropouts
- Providing leadership training and communication skills
- Providing an opportunity for Elders to teach youth
- Learning Inuktitut terminology from Elders

The Coordinator should consider what roles of the guides, instructors, elders and the youth would have.



Role of the Elder – What skill do they have and are they interested in teaching or being a guide?

Role of the Guide – Does he/she know the land and know survival skills?

Role of the Youth – Will they show respect and have the will to learn?



A. Program Funding

1. When you start writing your proposal you need to include things such as;

- What is your goal?
- What will they be doing?
- How many instructors/coordinators and how many participants?
- What is the duration of the program?
- When the program is done, what do you hope for the participants to learn from this program?

2. What is the purpose of the program?

Goal:

Assignment / Job Title:

Purpose of the assignment:

Equipment / Tools:

Facility / Place:

Transportation:

In order to have an on-the-land program, you will need funding. This will involve developing a proposal. The following is a list of agencies that may be able to provide funding:

- Federal Government Departments such as Indian and Northern Affairs Canada (INAC) or Justice Canada
- Government of Nunavut Departments such as the Department of Culture, and Heritage or the Department of Health and Social Services
- Inuit organizations such as Nunavut Tunngavik Incorporated (NTI), Qikiqtani Inuit Association (QIA), Kivalliq Inuit Association (KIA), and Kitikmeot Inuit Association (KIA)
- Private businesses – For example, the airlines may be willing to provide discounted or complimentary tickets and the Northern and Co-op stores may be willing to provide discounted supplies
- Other community sources

Writing a proposal to Department of Culture & Heritage

3. Which category will your project fall under?

1. Elder Initiatives Grant
2. Youth Initiatives Grant
3. Elders and Youth Committee Grant
4. Elder Initiatives Contributions
5. Youth Initiatives Contributions
6. Elders and Youth Facilities Contributions
7. Culture & Heritage Grant
8. Community Radio Grant
9. Arts Contributions
10. Toponymy Contributions
11. Culture & Heritage Contributions
12. Cultural Communications Programs
13. Heritage Facilities Contributions

Please check the program area/s you are applying under:

Heritage Programs:

- Heritage Grant
- Community Radio Grant
- Arts Contributions
- Toponymy Contributions
- Heritage Contributions
- Cultural Communications Programs
- Heritage Facilities Contributions



NOTE: Please ask for application form/s for:

- Heritage Centre Core Funding
- Archaeology Palaeontology Research Funding
- Library Services

As each have their own forms

Elders & Youth Initiatives Programs:

- Elder Initiatives Grant
- Youth Initiatives Grant
- Elders and Youth Committee Grant
- Elder Initiatives Contributions
- Youth Initiatives Contributions
- Elder and Youth Facilities Contributions

Preferred Communication/s Language:

- Inuktitut
- Inuinnaqtun
- English
- French

4. Are you applying as Individual or as a group/ Organization?

Contact Information**Section A: (Individual ONLY)**

Applicant's Name: _____

Mailing Address: _____

Community/Postal Code: _____

Phone Number: _____

Fax Number: _____

Email: _____

* Successful applicants will be asked to give S.I.N. # and date of birth for payment process.

Section B: (Organization ONLY)

Name of Organization: _____

Mailing Address: _____

Community / Postal Code: _____

Phone Number: _____

Fax Number: _____

Email: _____

If your organization is registered as a non-profit organization, please include Certificate of Registration and provide the following:

Registration Number: _____

5. Who will be the contact person or the Coordinator for your program?

Organization Contact:

First Name: _____

Last Name: _____

Alternate Contact: (For both individual and Organization)

First Name: _____

Last Name: _____

Position: _____

Phone Number: _____

Fax Number: _____

Email: _____

B. Tasks

Things you already have:

Need to get:

Task:

Time commitment:

Coordinator/Facilitator:

Task:

Possible participants:

Budget:

Things that already have been paid for:

Things that will need to be paid for:

C. Community Support

When applying for funding, it is a good idea to include letters of community support. This shows the funding agencies that the community encourages the program. More importantly, it shows that the community wants the program to happen. The following are some community groups that you may want to approach for support letters:

- Community Health and Social Services offices
- Schools
- Hunters and Trappers Organizations
- RCMP detachments
- Recreation Coordinators
- Hamlet Offices
- Etc.



D. Community Sponsors

Community sponsors are groups of people who are committed to helping with the on-the-land program. To ensure your program has proper community support, you will have to approach some local groups. Examples of possible community sponsors include:

- Elders Societies
- Youth Committees
- Justice of the Peace
- Rangers
- Social Services
- Other relevant groups or organizations



A. Choosing Participants

Unfortunately, you can't take everybody out on the land. You will have to decide what age group or type of people you want to target. Possible participant groups you may want to think about include:

- Youth aged 12-30
- Boys or girls or a group with both
- Single mothers with one or two children
- School drop-outs (any age)
- Elders
- High-risk youth

Once you have decided on a target group you will have to determine who is interested in participating. You may want to post sheets in public areas throughout the community so that interested individuals can sign-up for the program. In deciding who will participate, you may choose to set-up a committee to screen the applicants. It will be up to the program coordinator, staff and on-the-land instructors to decide how they wish to settle on the participants. Once you have chosen the participants, it is also a good idea to have a back-up list of participants and cultural instructors, just in case anyone is unable to participate.

You may also decide to split into smaller groups if there are lots of participants.

NOTE!

Make sure that participants are not placed with cultural instructors who are their parents or guardians.

It is important that you get some information about the youth participants. This includes:

- medical information
- signed permission or waiver forms (signed by a parent or guardian if participant is under-age)

Each participant is expected to bring some personal supplies, including:

- sleeping bag
- extra clothes
- shoes
- towels
- personal hygiene items such as toothbrush and toothpaste
- eating utensils (cup, plate, bowl and cutlery)

B. Selecting a Camp Location

In order to choose a location, you will have to think about what is important for your program. You may want to talk with participating Elders, community members, applicants etc. Some questions you may want to ask:

- Is it important to be close to the community?
- Is it important to be far away from the community?
- Are there any reasons that will help decide where the program should be held?

Igloodik

Local Elders thought it would be appropriate to have the program held away from the community. That way, participating youth would not be tempted to walk back to the community if they decided that they no longer wanted to participate in the program.

C. Transportation

Transportation is necessary to get participating Elders and youth to the program location. It is important to make sure that the transportation equipment is in good working condition. The time of year will help determine what kinds of transportation to use. Possible transportation includes:

- Skidoos
- Qamutiit
- Dog sleds
- Boats

It is important to decide how you will get the transportation equipment. Will you rent the equipment? Will you buy the equipment?



NOTE!

Many funding agencies do not permit projects to purchase major items such as skidoos, boats or outboard motors.

If you decide to rent equipment from a local owner, make sure you have a signed waiver form.

D. Staff

Staff is crucial to maintaining a well-run program. It is important to have dedicated staff throughout the entire process. This makes program planning, implementation and evaluation much easier. The number of staff you have for your program will determine how many youth participants can be involved.

Possible staff positions include:

- Program Director
- Camp Supervisor
- Elders as Cultural Instructors
- Guides (including Junior Guides)
- Home Base Contacts

Igloodik

Having two Elder Cultural Instructors for every four youth was ideal.

It is important to have clearly defined duties for all staff and to make sure you have the right person for each job. For each position, think about what skills the staff will need and match people to the jobs. For example, when looking for a guide it will be important to find someone who has knowledge of the land and the environment of campsite locations. Think about how you will choose staff. Will there be a committee or will the coordinator select the staff?

NOTE!

When thinking about selecting an Elder as a cultural instructor it is important to consider their health. Do they need an oxygen mask? Do they have heart problems? Remember, they will be on the land for an extended period of time.



A. Expected behaviour

Before you leave to go out on the land it is important to familiarize all participants with camp rules and emergency procedures. Emphasize respect for all camp members regardless of age, creed, gender, social status or disability. A good way of engaging youth is to make them involved in setting their camp rules. This will help bring structure to camp life and activities.

You should think about appropriate disciplinary actions for camp infractions like stealing, fighting, alcohol/drug use, etc. It is also important to emphasize respect for the land and all the living things. Unnecessary killing, animal abuse and landscape defacement must be addressed seriously.

B. Safety

It is crucial to emphasize safety, especially with regards to boating, swimming and hunting. Other important safety issues to consider include firearms, medication, gasoline, storage etc.

C. Activities

Different daily activities should be planned for youth to learn and participate. Cultural instructors should have back-up plans just in case there is inappropriate weather, or if you are unable to go out on the land. Some activities that can be taught within a dwelling include:

- Routes and place names
- Navigation and landscape (terminology on landscape)

- History of campsites
- Weather observation
- Skin preparation or sewing

There are many other traditional games that don't require a lot of space or organization.

D. Communication

Established communication between the camp and the home base community contact is essential. There may be questions from parents and relatives about the participants and when they will return. If there are any unforeseen circumstances (i.e. bad weather or broken down equipment) it is important to be able to contact someone. SBX long wave radios (uuvaqs) are necessary.

E. Protection of Archaeological Sites, Artifacts and Fossils

In Nunavut, no one is allowed to excavate or alter archaeological sites and no one is allowed to take, sell or alter artifacts or fossils from their original place. If you find artifacts or fossils, please call the Department of Culture and Heritage.



A. Clean up

Make sure to clean the camp site when getting ready to return to the community. Remove all garbage and food to discourage animals like bears, foxes, wolves from going to the camp site.

B. Equipment Storage

It is important to clean and properly store equipment in town. You should take inventory so that you know what equipment you have before you plan the next on-the-land program.



C. Evaluation

Evaluations are a great way to find out what went well and what can be improved. Prepare evaluation forms so that participants, instructors, counsellors and parents can comment/ rate the program. Their comments and suggestions can help determine activities and initiatives for future programs.

D. Celebration

The end of the on-the-land program is a good time to hold a community feast. You can plan a feast to recognize community participation, or to celebrate a youth's first catch. This is a good time for youth to bring food back for families, Elders and other community members.

E. Reports

Once the program is completed, reports need to be prepared and submitted to all funding agencies. Reports should include descriptions of the following areas:

- Participants' journals (i.e. what they experienced and learned from the program)
- Wages for instructors and other staff
- Cost of purchasing gas, oil, kerosene, naphtha and rations (rations: food, medicine and bullets)

Igloolik

After each project, food was brought in from the hunts and distributed to families of the participants. Elders and community members were invited to come to eat at the instructors' houses.

Project Report

Program: _____

Program Statistics:

Date:	Number of Participants:	Comments:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Highlights from this program: _____

Participants learned: _____

Improvements that would be made: _____

Proposals

As part of the program's completion, you may want to prepare funding proposals for the next year.



On-the-land program Checklist

- Select a program coordinator
- Decide on program objectives
- Obtain program funding
- Get community sponsors/support
- Decide on target participants
- Decide on camp site
- Hire staff
- Select participants
- Clean up camp
- Store equipment
- Organize community celebration
- Evaluate program
- Prepare reports
- Write funding proposals



