

Northern ABE Enhancement Initiative

Essential Skill Program or Initiative Elements	Description																		
1. Title of Initiative	Northern ABE Enhancement Initiative																		
2. Delivery Organization (Name) <ul style="list-style-type: none"> • Sector <ul style="list-style-type: none"> <input type="checkbox"/> Not for Profit <input type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input checked="" type="checkbox"/> Other (specify): Public College 	Nunavut Arctic College Box 600 Iqaluit, NU X0A 0H0																		
3. Contact Details	Daniel Page, Manager ABE Programs Nunavut Arctic College Box 600 Iqaluit, NU X0A 0H0 867.979.7272 Dan.page@arcticcollege.ca Heather Paterson, Manager Pathways to Prosperity (PTP) heather@ptp.ca																		
4. Website or Other Information Source	www.arcticcollege.ca																		
5. Funder(s) <ul style="list-style-type: none"> • Amount of funding 	Canadian Northern Economic Development Agency (\$990,000 for the 2012/13 year) Government of Nunavut (base contributions to Arctic College for ABE programming)																		
6. Other Partners involved	<table border="1"> <thead> <tr> <th>Partner name</th> <th>Role</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>Department of Education, Government of Education</td> <td>Student Sponsorship</td> <td>Provide student financial supports to attend this program</td> </tr> <tr> <td>Kakivak Association</td> <td>Inuit ASET group, Student Sponsorship</td> <td>Provide student financial supports to attend this program</td> </tr> </tbody> </table>	Partner name	Role	Responsibilities	Department of Education, Government of Education	Student Sponsorship	Provide student financial supports to attend this program	Kakivak Association	Inuit ASET group, Student Sponsorship	Provide student financial supports to attend this program									
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8. Location (Name of city, community, etc.)	Arctic College Community Learning Centres - In 19 Nunavut communities (2012/13)																		
9. <ul style="list-style-type: none"> • Location Type 	<input type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural																		

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	<input checked="" type="checkbox"/> Fly-in (accessible only by air) <input checked="" type="checkbox"/> First Nations, Métis, Inuit community <input type="checkbox"/> Prison <input type="checkbox"/> Other:
<ul style="list-style-type: none"> Scope of Program 	<input type="checkbox"/> National <input checked="" type="checkbox"/> Provincial/territorial <input type="checkbox"/> Local <input type="checkbox"/> Special interest group (in-house program)
10. Target Audience <ul style="list-style-type: none"> Age 	<input type="checkbox"/> Youth (15-25) <input checked="" type="checkbox"/> Adult <input checked="" type="checkbox"/> Other (specify): some participants 25 and under
<ul style="list-style-type: none"> Gender 	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):
<ul style="list-style-type: none"> Group 	<input type="checkbox"/> First Nations <input checked="" type="checkbox"/> Inuit <input type="checkbox"/> Métis
11. Participant Eligibility Criteria:	Nunavut resident
12. Year Program/Initiative Started	CanNor NABE Initiative began November 2011
13. Year Program/Initiative Ended <ul style="list-style-type: none"> Why did the program end? 	CanNor Initiative to end March 2016
14. Description of Initiative <ul style="list-style-type: none"> Overview 	<p>The Nunavut Arctic College (NAC) Northern ABE Enhancement initiative is intended to improve adult basic education provision in Nunavut. Through a number of targeted initiatives that builds upon existing partnerships within Nunavut, and with our pan-territorial post-secondary partners, the primary program objective is to improve the socioeconomic livelihood of Northern residents through improved Adult Basic Education services; and as a consequence improve the ability of Nunavut adult learners to take advantage of the opportunities provided in the growing economic sectors in Nunavut. A number of interrelated activities are planned to lay the foundation for strong, vibrant and responsive adult education opportunities for Nunavummiut, including the following which enhance Essential Skills development.</p> <p>Pathways To Prosperity (PTP) will be contributing to two of the initiative's objectives. Specifically, PTP will provide support to educators to better assist them in helping learners achieve their learning objectives by:</p> <ol style="list-style-type: none"> 1. Providing training, and 2. Developing learning materials and assessment tools that are ready and appropriate for use in NAC's NABE Essential Skills program 3. Conduct research and share information through reports

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	<p>Inhabit Media is developing a variety of Inuktitut language teaching resources using Nunavut-specific content for use in the Inuktitut language programming.</p> <p>Grass Roots Research is developing a Nunavut Adult Placement Assessment (NAPA) for English language. NAPA will be a criterion-referenced assessment instrument, with its primary purpose being the placement of students into appropriate college programs. The assessment will determine whether students are functioning at Level 110, 120, 130, or 140, in terms of reading and writing skills. The end product will be a user-friendly assessment package comprised of a hard copy of an administration and scoring booklet, along with a CD or memory stick containing:</p> <ul style="list-style-type: none"> • an interview guide that will address goals, etc.; • a permission for release of information, • a locator test with multiple choice cloze sentences; • two assessment booklets, with Assessment 1 corresponding to Levels 110 and 120 and Assessment 2 corresponding to levels 130 and 140 for reading and writing; • an updated writing matrix; and • a summary sheet for recording test results. <p>Pirurvik is developing, piloting and refining the first-ever fully resourced Inuit language curriculum guide for adult instructors and learners. The curriculum will incorporate Inuit knowledge and teaching techniques with universal adult education practices in order to create a fully resourced package with assessment, course outlines, curriculum guides, instructor and student manuals and an evaluative process.</p> <p>Ilitaqsiniq Nunavut Literacy Council is developing a project-based learning teaching resource for use in the ABE Essential Skills program which engages students in creating and managing their own community poverty reduction initiative. It focusses on developing such Essential Skills as working together and critical thinking skills, as well as small project management.</p>
<ul style="list-style-type: none"> • Topics covered 	<p>PTP topics</p> <ul style="list-style-type: none"> • Communications and Numeracy • Use of Nunavut-specific documents through to develop Document Use skills • Incorporate Nunavut-specific stories and reading materials in order to develop English literacy communication skills <p>Inhabit Media topics</p> <ul style="list-style-type: none"> • traditional values and perspectives on plants land stewardship

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	<ul style="list-style-type: none"> • transition from a traditional, nomadic life to a modern life in a community • Inuit Traditional Stories <p>Ilitaqsiniq Nunavut Literacy Council topics</p> <ul style="list-style-type: none"> • Inuit traditional values (especially Pijitsirarniq and • The Makimaniq Nunavut Poverty Reduction Strategy • Project-based learning • Mapping community assets • Working with others • Managing and evaluating a project
<ul style="list-style-type: none"> • Duration of program (# of sessions) 	150 days
<ul style="list-style-type: none"> • length of each session 	6 hours/day
15. Number of times offered per year	Once (in 19 different communities for the 2012/13 year)
16. Number of participants per intake	Approximately 180 total across Nunavut
17. Completion rate (%)	To be determined (first year is ongoing)
18. Which Essential Skills are covered (check all that are covered)	<input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Working with Others <input checked="" type="checkbox"/> Thinking Skills <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Continuous Learning
19. Main Objectives	<p>Ilitaqsiniq Nunavut Literacy Council main objectives: Develop a toolkit for adult educators in the ABE program that focuses on poverty reduction in Nunavut. The toolkit will:</p> <ul style="list-style-type: none"> • Include lessons that explore Nunavut’s approach to poverty reduction; • Include activities that create dialogue, visions and community-based action plans surrounding poverty reduction. It will be an extension of the Makiliqta Community Dialogue Toolkit; • Support adult educators through the process of developing a community-based project with learners, based on their ideas for action. <p>Inhabit Media main objectives: This multi-year project is divided into two distinct strategies:</p> <ul style="list-style-type: none"> • Develop Inuktitut literacy/education resources to help encourage the better utilization of existing resources; and • Develop and promote the development of Inuktitut publications. <p>PTP main objectives: Curriculum:</p> <ul style="list-style-type: none"> • Directed course model in which practitioners can

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	<p>work through units which contain both instructional guidelines and learner activities</p> <ul style="list-style-type: none"> • Flexible approach so it can be adapted in different locations across the territory and be used as a model for other adult literacy and numeracy providers • Content and contexts of relevance to learners across communities in Nunavut • Skills and topics of interest to community members (as identified through community needs assessments) • Look and feel of <i>workwrite</i> learning materials, including authentic-looking documents, workplace context, easy-to-use format and self-assessments within units to provide learners and instructor with frequent opportunities to reflect on skills development • Focus on Essential Skills level 2 and some level 3 <p>CAMERA:</p> <ul style="list-style-type: none"> • Development of two parallel forms of the same assessment, each one designed to serve a different purpose. • One form serves as formative/interim assessment • The second serves as a summative assessment <p>Training:</p> <ul style="list-style-type: none"> • Training program to orient educators/instructors in using the draft course materials to ensure that we are able to gather detailed input from the field test • Following the training program, and once educators have had an opportunity to deliver the course(s) for several months, follow up with trainees to: a) provide an opportunity to address any questions that educators have or challenges that they have encountered in delivering the course(s), b) help guide early revision efforts, c) point to areas where educators need additional support in using the course materials • Develop a facilitator’s guide/ training package for use in in-service training • Create two CAMERA (Communications and Math Employment Readiness Assessment) training programs: one short training program for educators who will only be administering the assessment, a second training program would be designed for educators or coordinators who will be in a position to score the assessments <p>Research:</p> <ul style="list-style-type: none"> • Develop evidence-based pre-employment

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	<p>course(s), an assessment approach and training that meet the needs of learners, educators and communities in Nunavut. Embedded in this objective is detailed and explicit documentation of the research process that will serve as a model that can be applied and adapted by other adult education providers</p> <p>Grassroots Research main objectives: Develop, pilot and provide training for a new Nunavut Adult Placement Assessment (NAPA) which will be whether students are functioning at Level 110, 120, 130, or 140, in terms of reading and writing skills.</p> <p>NAPA will be:</p> <ul style="list-style-type: none"> • a culturally sensitive tool containing relevant stimulus items based on students' reading interests. The stimulus material will encompass a range and balance of text structures (community documents, interviews, passages, internet text) and genres (legends, history, true stories). The stimulus material will be a combination of original stories written by Inuit authors and long-time residents of Nunavut, adapted non-fiction articles from books and magazines and documents from the community and home. • non-threatening because students will only be exposed to passages at their instructional reading level. • a valid and reliable tool, to ensure that students are placed in appropriate programs. • easy to administer and score to ensure the assessment can be administered by a range of people. <p>Pirurvik main objectives:</p> <ul style="list-style-type: none"> • Research current Inuktitut language assessment in Nunavut • Develop Inuktitut Assessment Tool • Provide Assessor Training • Pilot Assessment & Revise based upon Pilot • Develop course objectives • Develop curriculum resource kits • Develop curriculum for alternative dialects
<p>20. Does the program include special emphasis on: (check all that apply)</p>	<p><input checked="" type="checkbox"/> Culture <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Tradition</p>
<p>21. Type of Intervention: (Check more than one if applicable)</p>	<p><input checked="" type="checkbox"/> Awareness Building <input checked="" type="checkbox"/> Assessment of skills <input checked="" type="checkbox"/> Development of Learning Plan <input checked="" type="checkbox"/> Training or Skill Development <input type="checkbox"/> Tool Development</p>

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22. Type of delivery approach: (check all that apply)	<input type="checkbox"/> Other: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar, discussion <input checked="" type="checkbox"/> Personal reflection-awareness training <input checked="" type="checkbox"/> Project/Theme Based <input checked="" type="checkbox"/> Skill practice by participants in sessions <input checked="" type="checkbox"/> Skill practice by participants in work place <input type="checkbox"/> Interview/consultation with stakeholders <input type="checkbox"/> Other:
23. Staff/Practitioner Training and Background	<p>The Adult Educator and ABE instructors are required to teach adults in various subjects. The incumbent needs to have foundational knowledge of adult learning and teaching, course delivery, and pedagogical skills in instructing adults. These skills and knowledge can be obtained by completing high school and obtaining a Certificate in Adult Education. As well, the incumbent is required to have one full academic year of teaching experience as an adult educator in a postsecondary setting. Equivalencies are considered.</p> <p>Specific training is provided for ABE instructors on assessment, resource use, teaching skills, and subject area skills through this initiative.</p>
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	PTP tools and resources include curriculum guides, authentic workplace documents, computers/ Internet and E-mail, <i>workwrite</i> , <i>CAMERA</i>
25. Difficulties or Barriers encountered	Student retention, availability of instructors within communities, in addition, there are limitations on the number of Elders who are able and available to assist with teaching duties. Sadly, this is a diminishing resource in many of our Inuit communities.

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26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following:	
<ul style="list-style-type: none"> Achieving general program goals 	<p>A Manager of Adult Basic Education position has been hired by the College to assist with the management of these projects. A variety of tracking and evaluation criteria and gathering tools have been created to track and capture outcomes. Tracking includes:</p> <ul style="list-style-type: none"> Tracking student numbers Tracking student program and course completions Tracing Elder inclusion Student evaluation forms for each course, as well as specific elder inclusion feedback forms Formative and summative evaluations of the piloting of new initiatives through advisory committees Newly developed resources have formative instructor feedback forms at the end of each module Final program reports from each community, identifying successes and challenges
<ul style="list-style-type: none"> Tracking program adherence by participants 	<p>Student retention is being tracked through the College's student records system. Instructors are tracking student progress in each of the courses and their participation in program activities.</p>
<ul style="list-style-type: none"> Tracking program adherence by Staff 	<p>The Manager of ABE is working with staff as a support to all Adult Educators and ABE instructors. Also, the Manager has organized an orientation and training event which was offered for three days in October 2012. Adult educators and instructors were flown into Iqaluit for this training event. Adult Educators will complete program reports at the end of the year on program impact and results, along with successes and challenges.</p>
<ul style="list-style-type: none"> Assessing participant skill attainment 	<p>Many of the resources being developed include internal formative and summative assessment tools. In particular, PTP are developing an integrated assessment tool tied to their Essential Skills Communication, Document Use, and Numeracy Curriculum.</p>
<ul style="list-style-type: none"> Assessing participant knowledge acquisition 	<p>Knowledge acquisition is assessed in a variety of ways, including formal and informal.</p>
<ul style="list-style-type: none"> Assessing changes in participant attitudes 	<p>Being done informally and formally through qualitative assessment and self-evaluation as part of the courses being offered, in particular in the Portfolio Development course.</p>
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	<ul style="list-style-type: none"> 19 ABE Essential Skills Development programs are being offered in the 2012/13 academic year 29 adult educators and ABE instructors participated in the 3-day ABE /Essential Skills training event in October 2012
27. Lesson Learned	<p>Project is ongoing, as are lessons learned. To date, lessons learned include the limitations of technology and bandwidth in the North.</p>

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28. Reporting (what and to whom)	<p>Canadian Northern Economic Development Agency:</p> <ul style="list-style-type: none"> • Ongoing reporting and guidance, quarterly financial and project reporting, ongoing oversight, year-end evaluation. <p>Nunavut Arctic College Board of Governors</p> <ul style="list-style-type: none"> • Ongoing reporting of number of programs, student success, program development and approval.