

NORTHERN QUÉBEC EDUCATION SYMPOSIUM

November 8-12, 1985

Kuujuuaq, Québec

DISCUSSION PAPER REGARDING
EDUCATION FOR INUIT OF NORTHERN QUÉBEC

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Makivik Corporation
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INTRODUCTION

Makivik is an Inuit organization created under Québec law in 1978 and represents Inuit of northern Québec on economic, social and other issues related to the James Bay and Northern Québec Agreement. The Agreement was signed in 1975 and, at the time, was the only comprehensive land claims settlement existing in Canada.

Chapter 17 of the James Bay and Northern Québec Agreement (the "Agreement") provided, among many other things, for the establishment of one school municipality for the entire territory north of the 55th parallel under the control of a new school board to be called the Kativik School Board. The Kativik School Board is governed by the provisions of the Québec Education Act (R.S.Q., c. I-14) and is responsible for kindergarten, elementary, secondary and adult education.

In addition to the responsibility of the Kativik School Board for education in the region, Makivik as part of its corporate objects also has a number of responsibilities for ensuring quality education for Inuit of the region. More particularly, Section 5 of the Makivik Charter (See Annex 1 of the present paper) provides in part the following objects:

"5. The objects of the Corporation are:

... (b) to relieve poverty and to promote the welfare and the advancement of education of the Inuit;

(c) to develop and improve the Inuit communities and to improve their means of action;

(e) to foster, promote, protect and assist in preserving the Inuit way of life, values and traditions."

Because of this ongoing responsibility for the quality of education for Inuit in northern Québec, Makivik has on a number of occasions publicly raised to the governments its concern for the education needs of Inuit of northern Québec. In particular, it has been repeatedly stated to governments that the Kativik School Board is severely limited in its ability to carry out its mandate because of inadequate funding.

Inuit beneficiaries through a resolution at the Makivik Annual General Meeting in 1984 in Quaqtaq, called for the holding of the present Special Symposium on Education under the auspices and sponsorship of the Kativik School Board (see Annex 2 of the present paper). It was felt by the people at that meeting that through the holding of such an symposium on education, many of the concerns of Inuit of northern Québec concerning their education system and education needs could be discussed, debated and some solutions found.

The present discussion paper is being presented and circulated because of our concern for the need to improve the quality of education in northern Québec as well as because of our overall appreciation of the importance of education for the future of Inuit. Through this discussion paper, an attempt is made to identify specific areas of concern as well as to provide recommendations for improving these areas.

A. IMPORTANCE OF EDUCATION

Education and training are critical to the future of Inuit. Our children are our most valuable resource and all bodies responsible for education must work together to ensure that they receive the highest quality of education possible. Education is the key to our survival as a distinct people. The Federal Implementation Review Report¹ of 1982 recognizes this very fact at page 83 when discussing education needs of a native peoples in northern Québec:

"The history of minority ethnic and linguistic groups in Canada has proven time and time again that the key to cultural survival is participation in and influence over the education system."

Education also holds the key to the success of any future self-government structures for northern Québec. Without an educated and disciplined leadership, these future self-government structures, once achieved, will not function effectively. Moreover, without an adequate education system for our children, northern Québec Inuit may not even reap all the benefits to which they are entitled under the Agreement, whether under the education chapter of the Agreement or under all other chapters of the Agreement. The Federal Implementation Review Report of 1982 (the Tait Report) at page 84 recognizes this very truth in the following terms:

¹ Complaints of both James Bay Crees and northern Québec Inuit regarding implementation problems of the James Bay and Northern Québec Agreement resulted in a detailed review of implementation by the Minister of DIAND and ultimately the publication in February 1982 of a report entitled "James Bay and Northern Québec Agreement Implementation Review" (the Tait Report). This Report resulted, among other things, in an accelerated program of construction for schools and housing in northern Québec.

"On the basis of the overall review (of the Agreement), it is clear that the success of the education system is critical to the successful implementation of almost all aspects of the Agreement. It is essential that all the parties to the Agreement cooperate to ensure that the legitimate educational goals of the native parties are achieved."

Lack of education and training have severe consequences for economic and social development of Inuit and for Inuit goals towards greater self-reliance and self-determination. As well, school drop-outs and excessive unemployment contribute to social problems in Inuit communities. These very concerns were raised by the Inuit communities during an information trip in February and March 1984 conducted by the Ujjetuijiit (Northern Québec Task Force on Self-government). More particularly, the Report of the Task Force regarding its field trip (dated May 15, 1984 at page 29) concludes, with respect to the issue of education, as follows:

"The people view education of fundamental importance to promoting Inuit cultural identity and Inuit self-sufficiency. The people expressed their dissatisfaction with the present education system in northern Québec and called for substantial improvement, especially in the area of curriculum development. The people suggested that the education system should be re-designed so that it more effectively promotes Inuit cultural identity."

An educated and informed population is essential to the proper functioning of our democratic system of government. Similarly, an educated and informed Inuit population is essential to the success and proper functioning of their self-government structures.

B. EDUCATION AS A RIGHT

Education is a right, not a privilege. Rights are protected by law and require specific procedures to be taken away. Privileges are dependent on someone's good nature and can be easily withdrawn for any reason.

The right to education has been recognized in explicit terms at the international level. Several international documents of fundamental importance contain this recognition.

Article 26 of the Universal Declaration of Human Rights provides as follows:

- 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

- 3) Parents have a prior right to choose the kind of education that shall be given to their children."

The Universal Declaration of Human Rights has been accepted by Canada.

The Declaration of the Rights of the Child (See Annex 3 of this paper) also affirms the right to education and suggests that parents have a duty to ensure that such education is of good quality.

"Principle 7. The child is entitled to receive education which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and public authorities shall endeavour to promote the enjoyment of this right."

Article 13 of the International Covenant on Economic, Social and Cultural Rights also confirms the right to education as well as the importance of education in enabling individuals to effectively participate in society.

"Article 13

- 1) The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the request for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations...
- 2) The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:
 - a) primary education shall be compulsory and available free to all;
 - b) secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education..."

The International Covenant on Economic, Social, and Cultural Rights has also been accepted by Canada.

It is clear that children have a right to education and parents have a prior right to help choose the type of education their children will receive and the quality of that education. These rights are recognized in some manner in Québec education law.²

But simply having a right to education and a right of parents to be involved in that education, does not ensure that quality education will in fact take place. Many other elements must exist for this to happen.

² See, for example, Sections 1, 4 and 5 of An Act Respecting Public, Elementary and Secondary Education, L.Q., 1984, c.39.

For example, with reference to our own situation in northern Québec, the establishment of the Kativik School Board does not in itself guarantee that high quality education services relevant to Inuit will be provided. A large amount of human and financial resources must be devoted to the develop a suitable curriculum which includes Inuktitut materials, motivate parents and students, orient teachers and formulate suitable policies and programs. At the same time, this school system must provide adequate training for Inuit adults since most have never enjoyed the opportunities of formal education.

For the above to happen, adequate funding of the school system for northern Québec is essential. But an equally important element in guaranteeing our childrens' rights to education is ensuring and facilitating participation of Inuit parents in the education process.

In order for parents to play an important part in the education of their children they must have the following:

- a higher quality of information from the school system concerning the progress being made by their children as well as a clear indication of exactly what their children are being taught and why;
- a greater role in determining curriculum for their children;
- a greater role in evaluating the quality and impact of such a curriculum over time;
- a greater role in assisting in the determination of the quality of teachers required and in the selection of teachers;

- a greater role in determining the quality of educational facilities for their communities.

Another duty of parents is to ensure that their children attend school. Indeed, in most jurisdictions including Québec, school is compulsory for children of a certain age. But for something like education to be compulsory, it is surely implicit that that "thing", in this case education, must be good for those children. For something to be good, it means that it must be of good quality. Consequently, implicit in the right to education is the element that education must be of good quality since we would not force our children to do something which is bad for them.

It is in regard to the quality of education in northern Québec that many of the following concerns in Part C of this discussion paper are directed. In addition, many of the following concerns relate to the need to more appropriately involve Inuit parents in the education of their children.

Unless the following concerns are addressed in a timely manner, the right to education for children in our region will not be truly implemented and realized in all its elements as it is supposed to be.

C. SPECIFIC CONCERNS AND RECOMMENDATIONS REGARDING EDUCATION IN NORTHERN QUÉBEC

1. High rate of student drop-outs:

The drop-out rate for students in northern Québec is both a problem in itself and a symptom of larger problems with the school system. A method must be developed for

re-integrating existing drop-outs and for preventing future high levels of drop-outs.

Possible causes for drop-outs relate to a general lack of interest of Inuit for studies and formal education; a general climate of depression among young people in northern Québec which leads to drop-outs as well as alcohol and drug abuse and possibly homicide and suicide; other interests unrelated to education such as travel and temporary jobs; a significant high rate of pregnancy among young girls; and family problems.

Recommendations

- Need for an education program for parents to instill in them the importance and purpose of education for their children.
- Need for social and recreational facilities at the community level to ensure a complete range of stimuli for children.
- Need for identifiable education options within the education system so that participants in the education process can know what is available in the system.

2. Lack of adequate discipline:

Lack of adequate discipline both within the home and within the school prevents students from taking sufficient interest in their education. Some parents encourage their children not to attend school and instead to practice hunting and survival and other traditional skills.

The school system itself contributes to a lack of adequate discipline by promoting students to the next grade whether or not they qualify. The school system lacks standards according to which students' abilities can be evaluated.

In the schools, many teachers lack sufficient experience in the handling of children which in turn leads to their lack of ability to exert sufficient authority and discipline over the children.

The attitude of the parents is critical to the issue of discipline. A lack of interest by the parents in children and their education leads to a situation where the parents take little or no responsibility for their children's education. Some parents though educated are disinterested in the education system. Others, who are in fact not in fact formally educated, may show some interest, but lack the skills to promote education for their children.

Recommendations

- Need for disciplinary system in the school system by which students who misbehave can be punished.
- Need for set of standards in the school system according to which students' abilities can be evaluated. These standards do not necessarily have to be the same as those applied in the south. Application of these standards should result in the failing of students who do not perform.
- Need for establishment of a general code of disciplinary measures which would apply in all schools (e.g., detentions and other forms of punishment, etc.)
- Need for an acculturation program for teachers employed up North as to how to apply discipline and authority in a small community and small school.
- Need for a new parent-teacher relationship in addition to the existing Parents Committees so as to encourage and facilitate greater parent-teacher interaction which is desperately required.
- Schools require a library or study-room where students can go after school to conduct their studies and homework assignments. Such facilities should be supervised by a teacher or other interested adult.

3. Juvenile delinquence:

Lack of discipline in both school and family assists in generating juvenile delinquence in the community. In addition, a severe lack of adequate recreational and sport facilities are lacking in the community and this has a major impact on children in the community.

Recommendations

- Need for funding to establish adequate community infrastructure, aside from the school gymnasium, for recreational and sport facilities for both young and old in the community.
- Need for community and recreation animators to work with children in the communities to stimulate interest so that their education is not limited merely to school hours. Recreation animation skills should be required of at least a few teachers in each school.
- Movies and films can be a valuable teaching tool here.
- All types of ways must be developed to harness the youthful energy of students and this includes a need for both human resources and physical facilities.

4. Inuktitut language teaching:

Inuktitut is presently taught by unqualified teachers having a limited teaching experience. The situation is further complicated by the fact that adequate educational materials in Inuktitut are lacking. Complaints also exist as to the actual quality of the Inuktitut language taught in the schools.

Possible causes for the difficulties with Inuktitut language teaching relate to:

- lack of adequate pedagogical training for Inuit teachers in the communities;
- lack of adequate teaching materials in the Inuktitut language for very young children;
- lack of adequate funding from Québec to the Kativik School Board for its special responsibilities in this area;
- non-existence of teaching materials in Inuktitut for a variety of subject-matters;
- lack of courses in Inuktitut in the higher school years when children really begin to think and conceive by themselves;
- lack of quality control over Inuktitut taught in the schools through some type of Inuit language commission or some standardized lexicon.

Recommendations

- Major innovative watershed effort is a vital must for this subject. Such effort should include collaboration of various organizations to draft a plan along with a working schedule that would define the exact nature of this effort. This cannot be a band-aid solution but instead must deal in concrete terms with each of the elements involved.
- Advantage should be taken of all existing Inuktitut literature and the encyclopedia of Tumasi Qumak should be introduced into the school curriculum as soon as possible.

5. Lack of individualized education/teaching:

The present structure of education in Québec does not allow for individualized teaching of students. To a certain degree this is a result of budgetary constraints imposed by the government. This means that many students who either are slow in learning or have emotional difficulties quickly fall behind the other students in their grade. In addition, the present system lacks enriched programs for students with stronger educational abilities.

Recommendations

- Need for a greater number of teachers to enable the system to provide remedial teaching and enriched programs as required.
- Need for a series of programs which specifically address the following:
 - a) catch-up needs of those in the present system;
 - b) drop-outs who have returned to the system;
 - c) children who are not yet in the system but soon will be.
- Need for budgets for special instructors as required. A regional fund could be established which could be shared among villages as required.

6. Discrepancies in the quality of education between communities in northern Québec:

There appears to be a discrepancy in the quality of education provided in different communities in northern Québec. This means that certain students in certain communities are being taught more and faster than in other communities in northern Québec.

Recommendations

- Need for better coordination and communication of the efforts of Parents' Committee in order to share their respective successes and problems.

- Need for standardization of quality of teaching amongst communities to eliminate the above-mentioned discrepancies as much as possible.
- Need for regular meetings and conferences for teachers/professionals to develop and exchange new teaching ideas and techniques which have been successful elsewhere.

7. Lack of adequate incentives to motivate students to take an interest in their own education:

There currently exists a lack of adequate incentives for children to encourage them to study and stay in school.

Recommendations

- Need for quality prizes, awards, encouragement by others who have successfully pursued their education, uniforms, buttons, pins, etc.
- Need for information sessions and counselling for students regarding timely issues such as drug and alcohol abuse, family problems, pregnancy, etc.
- Need for presentations to older students concerning career possibilities, current affairs, and other topics of general interest.
- Need to involve older students in creation and implementation of programs for all age groups in the school system.
- Need for a specific scholarship fund within MEQ for northern Québec students.

8. Lack of financial and social support by the school board to students to pursue higher studies:

Recommendations

- Need for a "task force" of Inuit organizations to approach institutions of higher learning to sensitize them to the special educational needs of Inuit students and to suggest structural changes. (e.g., Do the libraries have materials of interest to native persons?)
- Bright students have to be sought, nurtured and encouraged.

- Upgrade quality of curriculum and teaching in north as a long-term goal.

9. Regional differences in educational quality:

There presently exists differences in the quality of education between the north and the south in Québec as well as between actual communities within northern Québec. This situation tends to penalize students studying in certain areas and to favour other students studying in certain other areas. The situation results in severe discrepancies in education ability among northern Québec Inuit students. This situation appears to exist in both primary and secondary schools.

The difference in the quality of northern education services, compared to the south, was recently highlighted by the Special Committee on Education of the N.W.T. Legislative Assembly in its 1981 report as follows:

"Measured in terms of achievement, students may reach high school without the knowledge and skills required for grade nine. Questions on this disparity were asked more than any others during the hearings. Why do teachers not teach grade nine concepts in the ninth year of schooling?"

The problem is that, when students supposedly received grade nine in the community, and they go out, they discover they only have grade six. Then they drop out of school and return to the community."

³ See the Final Report of the Special Committee on Education, Learning: Tradition and Change in the Northwest Territories, March 1982, page 28.

Recommendations

- Need for special catch-up programs in order to narrow to gap of southern and northern students of equivalent age and grade.

10. Lack of bold, extraordinary and innovative educational experiences:

The current education system is lacking in bold, extraordinary or innovative educational experiences either within a structured or non-structured educational format. Education should not be limited to the school hours and both the school, the families and the community are responsible for ensuring a continuity of educational experience for their children.

In the south, there are many resources available to students outside of school hours which provide educational experiences (e.g., YMCA, hockey rinks, stadiums, movie theaters, recreational centres, etc.). However, in the northern communities much of this recreational infrastructure and experience are lacking.

Recommendations

- Need for funding for such activities as summer and winter camps for children, recreation facilities, survival and outward-bound programs which enhance mental and physical conditioning and inter-community skills competitions on a regular basis.
- Need for movies and films as a valuable teaching tool in this regard.

11. Quality of teaching staff:

As in any school system, certain teachers are qualified and others are unqualified. Many, including the native teachers, lack adequate experience in simple tasks

such as simply handling children in a classroom setting. Many of the native teachers are unable to demonstrate sufficient authority over the children. Other teachers, both native and non-native, lack a certain degree of professionalism. This leads to situations where teachers may end up dating students or demonstrating unjustified favouritism towards some. To a large degree, quality and discipline of the teachers depends upon the strength of a principal of a particular school.

Recommendations

- Specific qualifications must be developed for the selection and training of teaching staff for northern Québec schools. Two fundamental elements in this regard must be the requirements of maturity and creativity.
- Members of Community Education Committees must become much more aware of the quality, needs and problems of their teachers.

12. Role of School Commissioners:

While they certainly try their best, the elected school Commissioners may not be the best prepared people to handle this important task. Some cannot read, write or speak English or French and are therefore cut from the main sources of information. Some did not enjoy the benefit of a formal education and therefore do not have a personal knowledge of the issues placed before them. There are so many issues to be handled in only four annual meetings that each issue necessarily receives limited discussion time. Among the issues, many relate to administrative, construction or personnel matters, and, the time left for proper educational issues, is even more limited. The gap of formal knowledge between the Commissioners and many of the formally educated staff of the school board is such that Commissioners will sometimes approve or disapprove complex

documents or proposals without fully understanding them. Perhaps the lack of financial incentive prevents the more qualified Inuit from running for the position of Commissioner.

Recommendations

- Need to rectify the structural weaknesses in the school system so as to enable and encourage high quality individuals seeking and obtaining the position of school Commissioner.
- Need for a greater frequency of school board meetings each year.
- Need for Commissioners to delegate some of their administrative responsibilities so as to enable them to devote more time to matters such as curriculum development.

13. Lack of adequate input into teaching methods (pedagogy, or how things are taught) and curriculum development, (i.e., what is taught):

Parents Committees (or Education Committees) at the community level must have a greater degree of input into both how things are taught in the schools and what is taught in the schools. Presently, the Parents Committees have little power in both these areas.

Recommendations

- Need for more information for the Parents Committees concerning the school system and its operation as well as more powers to intervene in this system.
- Need for the right of Parents Committees to be heard before some type of body consisting of the school Commissioners and representatives of the federal and provincial governments in cases where there is a conflict between the Parents Committees and the school board over some important matter.
- A Committee including community persons should study the school calendar to see whether it should

be modified so as to meet the needs of cultural-related activities and to facilitate catch-up programs for those students requiring them.

14. Lack of adequate government support for the school system:

Funding from governments is simply not adequate with respect to facilities, curriculum development and special education programs.

That is, most of the facilities normally available in southern schools are lacking in northern Québec schools. Adequate gymnasiums do not exist. Swimming pools do not exist. Basic athletic and cultural equipment do not exist. Libraries are extremely limited.

It must be noted that lack of basic community sport and recreational facilities intensify this problem.

Recommendations

- In regard to curriculum development, materials are required in all three languages with special emphasis on Inuktitut since materials in the English and French languages already exist in other parts of Québec and can be used in the north.
- Special education programs are required to enable slow learners to catch up to individualized teaching treatment.
- Need for special government funds for catch-up purposes in regard to improving school facilities (recreational and cultural).
- Need for specific joint lobby efforts to government by all concerned regional organizations in regard to need for adequate government support for the school system.

15. School calendar:

Presently, the school year begins in the last week of August and runs until the end of May. Given the need for many Inuit children to catch up in their education or to have more individualized and intensive teaching, this school year is an extremely short one.

Recommendations

- Need to study the possibility of extending the school year in order to enable certain categories of children to catch-up or receive individualized teaching.
- Need to study the possibility of extending the school year in order to meet the educational needs of the children with respect to various cultural activities.

16. Lack of general support systems for Inuit students in the south:

There presently is a lack of adequate support systems for students in the education system in the south. The quality of student councillors is not always consistent and students often lack basic information concerning recreation, medical problems, legal problems, etc.

Recommendations

- Possible need for a specific resource centre in the south (similar to a Native Friendship Centre) through which Inuit students can receive adequate information and assistance as required.

17. Curriculum development deficiencies:

There is a lack of relevant program material and an overall inconsistency, lack of continuity and lack of structure in the existing curriculum.

Recommendations

- Until relevant and planned programs are in place, it would be expedient to utilize programs which have already been tried and tested on Inuit, such as those now in existence in the Northwest Territories. In addition, these programs could be modified to meet the specific needs of northern Québec students.

18. Lack of job opportunities for Inuit trainees:

Though many Inuit go through special vocational training programs, the lack of job opportunities once they have completed such programs, affect the motivation of those students in the program or those students desiring to enter the program.

Recommendations

- Need to coordinate vocational training program with job employment opportunities. Careful collaboration amongst government bodies is essential here.
- Need to define and plot future job needs of Inuit communities, regional organizations and regional development as a whole.
- Need to ensure job and contract priority provisions of the J.B.N.Q.A. are implemented and enforced.

CONCLUSION:

As the Inuit native party responsible for ensuring proper and timely implementation of all the rights and benefits in favour of Inuit contained in the James Bay and Northern Québec Agreement, Makivik has a continuing role in promoting high quality education in northern Québec. Moreover, Makivik's mandate according to its own Charter requires that it advance the education of Inuit. Makivik will continue to perform this important role of promoting a high quality of education for Inuit in northern Québec and will not reduce its efforts in this regard until an educational system of high quality, which is adequately funded by governments, has been achieved.

In the future, Makivik would like to work much more closely and openly with the Kativik School Board. In this way we can together effectively address current problems of our education system. For this purpose, Makivik is suggesting that a Joint Working Group consisting of Makivik and Kativik School Board representatives be formed immediately and have the mandate to work on an urgent basis on the many problems identified at the present Education Symposium.

This Joint Working Group should commence its work immediately and should present a report to both Makivik and the Kativik School Board within one year of this Education Symposium. The report of the Joint Working Groups should provide detailed solutions and action plans which specifically address the problems of our education system identified at this Symposium.

In addition, the Joint Working Group should, on an interim basis, until its final report is ready, provide our organizations with a series of temporary measures to alleviate these problems.

We also feel that the Joint Working Group should directly appeal, at some point, to international organizations and bodies including those of the United Nations, which have responsibility for the rights of children and youth and education, to assist us in exerting pressure on the responsible governments here to provide the necessary funds to ensure that our children receive education of only the highest quality.

The problems raised and discussed in this paper and in this Education Symposium cannot wait too long for solutions. These problems relate to the future of our children and of our people. These problems are urgent and unless we move quickly to solve these problems, the future of our children and of our society may well be threatened.



CHAPTER 91

An Act to establish the Makivik Corporation

[Assented to 23 June 1978]

HER MAJESTY, with the advice and consent of the Assemblée nationale du Québec, enacts as follows:

DIVISION I

INTERPRETATION

Defini-
tions:
"Inuit
commu-
nity":

1. In this Act, unless the context indicates otherwise,

(a) "Inuit community" means each of the following Inuit communities existing on 15 November 1974: Fort George, Poste-de-la-Baleine, Inukdjouac (Port Harrison), Povungnituk, Akulivik, Ivujivik, Sagluc, Maricourt (Wakeham), Koartac, Bellin (Payne), Aupaluk, Tasiujaq, Fort-Chimo, Port-Nouveau-Québec and Killiniq (Port Burwell), as well as any Inuit community formed thereafter and recognized by the Government in an order published in the *Gazette officielle du Québec*;

"board of
directors
or "board":

(b) "board of directors" or "board" means the board of directors created by section 15;

"Agree-
ment":

(c) "Agreement" means the Agreement contemplated in section 1 of the Act approving the Agreement concerning James Bay and Northern Québec (1976, chapter 46);

"Inuit":

(d) "Inuit" means the Inuit beneficiaries under the Act respecting Cree and Inuit Native persons (1978, chapter 97);

"Corpora-
tion":

(e) "Corporation" means the Corporation established by section 2.

DIVISION II
INCORPORATION AND OBJECTS OF THE CORPORATION

Incorporation. **2.** A corporation is incorporated under the name of "Société
Name. Makivik".
Alternate It may also be designated in Inuttituut and in English as
name. "Makivik Corporation".

Members. **3.** Only the Inuit beneficiaries under the Act respecting Cree and Inuit Native persons (1978, chapter 97) are or may be members of the Corporation.

Non-profit association, etc. **4.** The Corporation is a non-profit association without share capital and without pecuniary gain for its members; it is governed, subject to the provisions of this act, by Part III of the Companies Act (Revised Statutes, 1964, chapter 271) as it exists at the coming into force of this act, save that the enumeration in section 220 of the said act of sections which do not apply to the Corporation reads as follows: sections 1 to 17 and 23 to 27, paragraph *q* of section 29, sections 34 to 40, 42 to 73, 76 to 79, 81, the first three paragraphs of section 83, sections 84 and 85, subsection 3 of section 86, paragraphs *a* and *b* of subsection 2 of section 88, sections 89 to 91, paragraphs *j* and *k* of subsection 3 of section 95, section 99, subsection 2 of section 100, paragraphs *d* and *e* of subsection 1 and subsection 2 of section 101, and sections 117 and 119.

Objects. **5.** The objects of the Corporation are:

- (a) to receive, administer, use and invest the part, intended for the Inuit, of the compensation provided for in Subsections 25.1 and 25.2 of the Agreement and the revenues therefrom, as well as all its other funds, in accordance with this act;
- (b) to relieve poverty and to promote the welfare and the advancement of education of the Inuit;
- (c) to develop and improve the Inuit communities and to improve their means of action;
- (d) to exercise the functions vested in it by other acts or the Agreement;
- (e) to foster, promote, protect and assist in preserving the Inuit way of life, values and traditions.

Head office. **6.** The Corporation shall have its head office in the Territory, within the meaning of this expression in the Act respecting Cree and Inuit Native persons (1978, chapter 97), at such place as it determines by by-law.

Coming into force. Such by-law shall come into force upon its publication in the *Gazette officielle du Québec*.

Resolution No. 1984-M-10

Re: Special Symposium on Education

Moved by Jobie Epoo, seconded by Zebedee Nungak, that:

A special symposium on education and the education system for northern Québec be convened;

THAT this symposium include among its participants a cross-section of leaders of all sectors of society, including, among others, KSB Commissioners, Education Committee members, parents, students, drop-outs, teachers (Federal, CSNQ, KSB), elders, political leaders, leaders of regional organizations, government representatives, clergy, professional educators, education authorities of other jurisdictions (Alaska, Greenland, Labrador, N.W.T.);

THAT this symposium be held in 1984 under the auspices and sponsorship of KSB, the agenda and contents of which will be prepared by KSB.

Approved unanimously by Makivik A.G.M.

XII. DECLARATION OF THE RIGHTS OF THE CHILD, 1959

THE United Nations General Assembly adopted the Declaration unanimously on 20 November 1959. The rights of the child are also the subject of Article 24 of the Covenant on Civil and Political Rights, below.

See, further, *Yearbook of the United Nations*, 1959, p. 198; 1963, pp. 317-19, 322-3.

TEXT

PREAMBLE

Whereas the peoples of the United Nations have, in the Charter, re-affirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give,

Now therefore,

The General Assembly

Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the

good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount considerations.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in

an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

Principle 8

The child shall in all circumstances be among the first to receive protection and relief.

Principle 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.