

Community Services Plan for Francophone Early Childhood Health in Nunavut

Early Childhood Health project





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March 2020



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Coordination of consultation and preparation of Community Services Plan for
Francophone Early Childhood Health in Nunavut



Graphic design and layout support.

This initiative is funded by the Public Health Agency of Canada under the auspices of the
Early Childhood Health project of the Société Santé en français.

The opinions expressed herein or in the referenced documents or information do not
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Agence de la santé
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List of acronyms

AFN	Association des francophones du Nunavut
BOARD	Board of directors
CSFN	Commission scolaire francophone du Nunavut
ECF	Early childhood facility
ECH	Early Childhood Health
FAMC	Francophone and Acadian minority communities
GN	Government of Nunavut
ODP	Overall Development Plan
PHAC	Public Health Agency of Canada
QIA	Qikiqtani Inuit Association
QRHC	Qaujigiartiit Health Research Centre
RÉSEFAN	Réseau Santé en français au Nunavut
SSF	Société Santé en français



Overview of Early Childhood Health project

The Early Childhood Health (ECH) project is part of an initiative funded by the Public Health Agency of Canada (PHAC) and coordinated by the national organization Société Santé en français (SSF). This initiative seeks to explore and develop innovative solutions to improve access to quality French health services for young children (ages 0-6) in Francophone and Acadian minority communities (FAMC).

National level

The SSF has partnered with four national organizations to coordinate the management of the Early Childhood file. Each partner receives separate budgetary allocations or various resources enabling them to deploy initiatives within their respective sectors:

- L'Association des collèges et universités de la francophonie canadienne (ACUFC) (Association of Colleges and Universities of the Canadian Francophonie);
- La Commission nationale des parents francophones (CNPF) (National Commission of Francophone Parents);
- La Fédération nationale des conseils scolaires francophones (FNCSF) (National Federation of Francophone School Boards); and
- Le Réseau de développement économique et d'employabilité (RDÉE) du Canada (Canada Employability and Economic Development Network).

Territorial level

The RÉSEFAN is coordinating this project in Nunavut. The RÉSEFAN retained the services of François Fortin Consultant to assist in identifying early childhood needs and priorities and developing this *Community Services Plan for Francophone Early Childhood Health in Nunavut* for the next five years.

The project is made up of two major phases: a planning and consensus phase, the approach and outcomes of which are set out in this plan, and a projects, programs and services implementation phase. The PHAC's ECH project covers a three-year period (2019-2022) with a possible two-year extension (2023-2024). This plan was established to ensure that the PHAC project requirements can be met.

Linkages with Francophone Community Overall Development Plan

Through the *Plan de développement global – Les aspirations de la communauté franco-nunavoise à l’horizon 2025* [Overall Development Plan: Aspirations of the Franco-Nunavut Community through 2025] (ODP), the Franco-Nunavut community agreed on five main areas of priority action on which to focus its efforts. Although early childhood (ages 0-6) is not specifically addressed as such in the ODP, the ECH project clearly fills a need in the community and responds to the aspirations of the Franco-Nunavummiut, as illustrated through three of the five action areas identified:

- (2) Promoting the development of youth to maintain the continuity of the Francophone presence in Nunavut;
- (3) Building the capacity of its organizations through collaboration;
- (4) Consolidating existing gains in Nunavut and expanding the offering of services in French.

The ECH project will also support achieving a number of specific target outcomes identified in the ODP, including the following:

3.2 Franco-Nunavut organizations have the tools and the human, financial and material resources to ensure their long-term viability and continued growth.

3.3 Francophone organizations have successfully partnered with more organizations across the community.

4.1 The community enjoys improved access to a broader range of essential, quality services (e.g., health, education, legal) that are aligned with its needs.

4.3 Francophone businesses and organizations are supported in the consolidation and growth of their activities and in maintaining their market competitiveness.

5.2 Community leaders have greater influence.

5.3 The Francophone community’s contribution to the development of Nunavut is recognized.

Players involved in the ECH project

The ECH project has already led to collaboration among key players in the Francophone early childhood development sector in Nunavut. These Francophone organizations were already part of two Francophone issue tables, namely table 975 that brings together presidents and executive directors of Francophone organizations and table 979 for the executive directors of the same organizations. These organizations are as follows:

- Association des francophones du Nunavut (AFN)
- Commission scolaire francophone du Nunavut (CSFN)
- Carrefour Nunavut (economic development network)
- Réseau Santé en français au Nunavut (RÉSEFAN)
- Les Petits Nanooks ECF

Although the Nunavut Francophone Parents Association ceased its activity three years ago, Francophone parents actively participated in the project-related discussions. They intend to set up an official committee within the AFN.

Three other key players were approached under the project and will continue to participate in the consensus process initiated by the ECH project. These entities are as follows:

- The Government of Nunavut (GN), through its Early Childhood Resources Division
- Les amis de la toundra ECF
- Parents and Tots Association (which may become officially trilingual)

Methodology

The RÉSEFAN retained the services of François Fortin Consultant to assist in carrying out a consultation for the purpose of developing the Community Services Plan for Francophone Early Childhood Health in Nunavut with the objective of promoting early childhood health among Francophones living in Iqaluit.

Through this consultation, planning and awareness activities were held to support the early childhood development sector in Iqaluit in evaluating its strengths and needs, and in identifying tangible priority actions for the next five years. This consultation effort consequently also helped to rally community members and make contact with additional prospective partners to support successful implementation of the project.

The following activities were carried out as part of the consultation:

- 20 one-on-one meetings with early childhood practitioners
- A survey completed by 19 parents of Francophone children
- A survey completed by six early childhood practitioners
- A focus group bringing together 15 parents of Francophone children
- A day-long work session bringing together nine key practitioners and parents
- An order placed with Statistics Canada to assist in creating a portrait of Francophone families with young children (ages 0-6)
- Bibliographic research

The consultation took place between November 7, 2019, and February 20, 2020. It reached close to 80 practitioners, professionals, parents and partners associated with organizations from the Canadian Francophone community and/or the early childhood development sector in Nunavut.



Analysis of strategic environment

Demographic portrait of Franco-Nunavut community and families with young children

The following sociodemographic data may assist in gaining a sound understanding of the reality of Francophones in Iqaluit.

More than 85% of the Nunavut population is of Inuit origin. In 2016, of the territory's total population of 35,944, nearly 63% spoke Inuktitut as their first language, and more than 17,500 spoke it most often at home. French was the first language of 1.7% of the territory's population. French is one of the official languages of Nunavut and the vast majority of Francophones live in Iqaluit. Very few Francophones were born in Nunavut. The majority are from Quebec, while the rest are from other parts of Canada or other countries. The number of immigrants to Iqaluit has also been growing steadily. Francophone immigration appears to be driven mainly by people from countries in Francophone Africa.

The situation in the capital is considerably different from that of the rest of the territory. In 2016, 7,600 residents among Iqaluit's population of 8,013 responded to the Census questions on language; of this number, 3,446 (45.3%) reported English as their first language, 3,055 (40.2%) Inuktitut and 460 (6%) French, with the latter proportion exceeding the average among Canadian capital cities outside of Québec. Completing this portrait, it is observed that adding the respondents who indicated having more than one first language increases the totals to 3,596 for English, 3,205 for Inuktitut and 480 for French. First-language Francophones therefore find themselves in a minority after two other linguistic groups, Anglophones and Inuit. It is to be noted that Iqaluit is the only community in Nunavut where first-language Inuit speakers represent a minority after Anglophones.

Iqaluit is also a highly Francophile city. Including the 480¹ respondents reporting French as a first language, more than double that figure, or 1,105 (14.5% of respondents), state that they know French. This proportion was up 1.73% over 2011. Iqaluit is therefore a resolutely Francophile city in that not only is the proportion of Francophiles growing; this proportion is also greater than in every other Canadian provincial capital, with the exception of Fredericton and Québec. Moreover, Iqaluit is continuing to grow and

1 Note: This figure includes 20 respondents who reported having more than one first language.

develop. According to the latest information from Statistics Canada, in 2019, Iqaluit had a population of 8,298, representing a 3.5% increase since 2016, the last Census year.

Francophone early childhood in Nunavut: A statistical portrait²

Profile of families

According to the 2016 Census, there were 90 Francophone families with young children (ages 0-6) in Nunavut, 70 of which lived in Iqaluit. In that city, this corresponds to 10.4% of all families with young children. Of that number, 35 families reported that their children's first language was French, or 5.2% of all families with young children; and 30 families, or 4.5%, reported that French was the language spoken most often at home. Of this number, there were twice as many mixed (Francophone-Anglophone or Francophone-Inuit) couples as there were families with two Francophone parents (approximately 20 versus 10).

At the same time, Iqaluit had about 25 "Frinouk" families, that is, families with at least one Francophone parent and one parent self-identifying as Inuit. However, less than 10 families who self-identified as Inuit reported that their children's first language was French.

Fewer than 10 young Francophone families represented visible minorities, which nevertheless corresponds to as many as 14% of all Francophone families in Iqaluit. Interestingly, however, visible-minority families appeared to account for nearly a third of all families that speak French most often at home.

There were fewer than 10 single-parent Francophone families in Iqaluit, which is still approximately 14% of all Francophone families. In comparison, approximately 21% of families with at least one Inuit parent were single-parent families.

Nunavummiut who have children tend to have large families. Families in Iqaluit have slightly fewer children on average than in Nunavut as a whole. Francophones in Iqaluit have slightly fewer children than Anglophone or Inuit families. Looking at families in terms of language spoken most often at home, Francophone families have 3.6 children on average, while Anglophone families have 3.9 and Inuit families 3.8. Across Nunavut as a whole, however, these figures are 3.9 for Francophone families, 4.4 for Anglophone families and 5 for Inuit families.

2 The data presented here are taken from the 2016 Statistics Canada Census.

Education and schooling

In families with one or more Francophone parents, more than 85% of parents have a high school diploma, and more than 57% have a post-secondary degree or diploma. This proportion is even higher among families with young children whose first language is French; 71% of parents in these families have a post-secondary degree or diploma and all have a high school diploma. In comparison, the proportion of parents who have not completed high school is 72% in families with Inuit children and 9% in Anglophone families. Fewer than 7% of parents in families with Inuit children have a post-secondary degree or diploma, while this figure is 25% in Anglophone families. Annual household income, meanwhile, is approximately \$160,000 among families with children whose first language is French, \$165,000 among Anglophone families and \$80,000 among families with children for whom Inuktitut is the first language. The situation of Inuit families is therefore much more precarious compared to others.

Housing

In terms of housing status, it is noted that 11% of families in Nunavut with at least one Francophone parent live in housing requiring major renovations, while this figure is 32% among families with at least one Inuit parent. This difference is even greater in Iqaluit, where the same figures are 0% among Francophone and 20% among Inuit families.



Overview of local strengths, weaknesses, opportunities and threats


STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Many active Francophone volunteers. • Francophone community is well organized, engaged and dynamic. • Franco-Centre. • École des Trois-Soleils and Commission scolaire francophone du Nunavut (CSFN). • Francophone daycare service. • New trilingual daycare service. • High family education and income levels. • Favourable territorial and national context. • An Overall Development Plan (ODP) in place for guidance. • Many GN resources are high-quality and adapted to/ representative of the North and are or will be translated into French. • Outdoor and cultural program (Sila) in French. 	<ul style="list-style-type: none"> • No dedicated Francophone health care position specific to the 0-6 age group at the GN. • Few opportunities for physical activity for children under the age of 6. • Shortage of Francophone (and general) daycare spaces. • Lack of French-language services for children ages 0-2. • Workforce turnover. • Lack of funding for daycare services. • Low-skilled workforce. • Translation of GN resources is lacking or irregular. • All early childhood partners work in silos. • Lack of an early childhood strategic plan at the GN.

OPPORTUNITIES

- Relatively sound relations among the three linguistic communities and openness on all three sides to greater cooperation.
- Options to combine funding on projects.
- Potential immigration-related funding.
- Possibility of significant collaboration among Iqaluit organizations
- Anglophone community interested in learning French.
- Upcoming expansion of school and possibly the ECF.
- Qikiqtani Inuit Association (QIA) has made early childhood a priority.
- Favourable context nationally.
- The GN is currently developing a reference framework for early childhood to be followed by development of an action plan.

THREATS

- Language is a health determinant, and the lack of services for the Francophone and Acadian communities is consequently a risk factor.
- An increasing number of children of Charter rights parents do not speak French in the Francophone system (school and ECF). These children could face difficulties in the Francophone system, thereby reducing their chances of success.
- Francophones are viewed as privileged.
- Uncertainty of funding for the ECF expansion.



Notable comments made during consultations:

« You can see the importance a government places on education by looking at the health of the early childhood development sector. In Nunavut right now, we don't feel like our voice is being heard or that the government views this sector as important. » – *Daycare worker*

« The Government of Nunavut is currently developing a framework for early childhood development specific to Nunavut. It will then be developing an action plan. » – *GN employee*

« Prenatal services are definitely a strength in Iqaluit. » – *Anglophone parent*

« There aren't really any prenatal support services available in French. It would be nice to have prenatal classes in French. » – *Francophone parent*

« It's important to recognize and build on the strengths of local organizations. »
– *Local worker and mother*

« The more languages the kids are exposed to, the more the kids are going to be open to other cultures. » – *GN employee*

« A lot of organizations can help and want to help, but we need a structure for identifying needs and conveying them to the community! » – Francophone partner

« Negative or unfavourable experiences during childhood have long-term consequences on people's health as adults. Children who are resilient have less negative health outcomes as they grow older. »

– Health care professional

« Francophones are sometimes seen as privileged. There is often jealousy amongst Inuit. There are more and more French-speaking Inuit. Bringing everyone together in collaboration is a good idea. » – GN employee

« Early childhood development is overlooked by funding entities and education administrators, and yet these children are the ones who'll be entering the school system soon. »

– Daycare employee

Ideas for programs, services and activities to promote early childhood health in Iqaluit

During the consultation, local parents and community players identified a diverse range of projects, all of which were interesting and realistic. The goal of all these ideas is to meet the specific needs identified by the parties involved. A summary of these ideas is appended to this document for reference. At the day-long work session on February 15, the community identified 10 priority projects, basing its choices on the preliminary consultation outcomes as well as the work achieved together. However, some of the ideas in the attached list can be incorporated into projects that move forward, while other ideas not finding approval could still be adopted by the project proponents and evaluation committee over the next five years, particularly in years 4 and 5, for which funding has not yet been confirmed.

A shared vision for the next five years

At the day-long work session on February 15, 2020, the participants representing Francophone partners active in early childhood development in Iqaluit, along with a number of parents, agreed on a shared vision for Francophone early childhood development in Iqaluit.

STATEMENT:

A dynamic Francophone community supported by proactive, sustainable structures working to promote the health and well-being of its young children.

ASPIRATIONS:

The Francophone community in Iqaluit has the desire and potential to contribute to:

- *Making early childhood development a priority;*
- *Supporting children's overall development, including prenatal, perinatal and postnatal;*
- *Improving access to French health care services for Francophone parents and children;*
- *Rallying and engaging a strong Francophone community;*
- *Developing proactive and sustainable structures.*

Priorities identified

The priority reported most frequently is, clearly, **the need to create more daycare spaces**. There also appears to be an urgent need for drop-in daycare or other drop-in services for parents. Assisting with this should be a priority for the Government of Nunavut and the federal government, since it is ultimately a matter of funding. In Iqaluit, Carrefour Nunavut may also be able to play a role in this area, since it has a mandate to create daycare spaces.

The second unanimous finding was **the need to develop Francophone community services in the areas of prenatal and perinatal support and support for parents with children ages 0-2**.

Three main priorities were clearly identified through consultations with parents:

1. **A need for better understanding of the resources available to families**
2. **A desire to create more opportunities to interact with other families with young children**
3. **An interest in participating in workshops or information sessions on specific topics related to the health of young families**

The early childhood practitioners consulted also saw a need to create more opportunities for community members to meet and share as well as to offer more information and educational workshops. **They also emphasized the importance of a healthy diet and physical activity**, a concern also expressed by parents.

It is further noted that nearly all the Anglophones and Inuit consulted wished that children and parents could have easier access to French classes and more opportunities to practise French as a second language.

Finally, the following topics were identified through the survey of parents and practitioners concerning information that should be more easily available locally in French:

- Prenatal information and classes
- Managing food allergies
- Preparing healthy meals
- Playing safely outdoors
- Building children's resilience
- Parent-child attachment
- Reducing screen time
- Increasing children's physical fitness through age-appropriate activity
- Understanding the importance of sleep
- Applying principles of positive discipline
- Encouraging language skills development
- Helping parents find more time for themselves



Flagship projects proposed

These flagship projects have been proposed by the Francophone community, which is also responsible for bringing them to fruition. Individuals and organizations from Iqaluit's Francophone community will be the proponents developing these new programs and services. They are able to implement all of these projects during the three-year period prescribed by the ECH project.

The RÉSEFAN plays a coordinating role in the project in Nunavut and, as a result, officially supports the development of these initiatives over the next three to five years.

It builds its leadership approach on the Inuit way ("Inuitership") and implements it via the third-party approach used for deployment of this nationwide project. This leadership approach is also perfectly aligned with the RÉSEFAN's 2018-2023 Strategic Plan as well as the national Healthbound 18-23: Toward Access programming. The RÉSEFAN is the ideal intermediary for supporting aspirations in the areas of health, social services and wellness promotion in the Franco-Nunavut community.

FLAGSHIP PROJECTS PUT FORWARD AT THE FEBRUARY 15, 2020 WORK SESSION:

1. Francophone parents group at AFN

Parents are obviously the largest stakeholders when it comes to early childhood issues. A Francophone parents group could help identify early childhood needs and challenges quickly and enter into a structured dialogue with local decision-making bodies. This type of group would also give Francophone parents a voice in relation to many other issues besides early childhood development.

Many Francophone parents appear interested in forming this type of group. The AFN has also expressed its openness to officially sponsoring this type of group through its organization. Integration into the AFN would help minimize the administrative burden for this group, thereby increasing its chances of long-term sustainability. This burden was also among the reasons behind the dissolution of the former Nunavut Francophone Parents Association.

SUCCESS FACTORS:

- Parents need to maintain their interest and engagement in the group over time
- The group would need to have an official presence for communication purposes (e.g., email, Facebook page, website)
- The AFN would have to incorporate the group into its strategic planning process

POSSIBLE PROJECT PROPONENT:

- AFN

TIMELINE FOR PROJECT IMPLEMENTATION:

This project would have to be implemented promptly during the first year of the ECH project

2. Support group for Francophone parents and children

A support group for young Francophone families can meet many of the needs and priorities identified by the community, including: reducing isolation, networking and socializing; participating in workshops and training on various topics related to parenting and child development; sharing information on available services; sharing practices; problem solving and providing mutual support; taking part in free-form or structured activities; taking part in physical activities with the children, trying out nutrition-related activities and so on. This type of group could potentially also offer occasional drop-in daycare services.

This group would have to be able to hire one employee. The position would ideally be full-time but could also be part-time. This employee could look after securing funding, coordinating projects and facilitating activities. The parents who were consulted would like to see activities offered at various times (noon hour, evenings, weekends and during the week). This group could find inspiration in various sources and take a variety of forms.

THREE APPROACHES:

- The group could be sponsored by the AFN or Carrefour Nunavut to minimize the administrative burden for the group. The group could also be supported by a parents committee through the AFN or another organization.
- The group could also be part of Parents and Tots. However, that association would have to amend its constitution and by-laws to become officially trilingual.
- The group could also incorporate as an independent non-profit organization.

SAMPLE PROGRAMS/SERVICES/ACTIVITIES:

- Drop-in lunch or coffee club
- Thematic workshops and classes
- Free play for families
- Group food preparation and/or shopping
- Prenatal classes
- Access to various resources
- Toy loans
- Resource libraries, clothing and baby equipment

POSSIBLE SPACE FOR ACTIVITIES:

Franco-Centre, Apex Hall, Public Health – Wednesday drop-in, school gyms.

A permanent space would be preferable.



SUCCESS FACTORS:

- Must be able to hire one employee
- Activities must be offered on a regular basis
- Must have a communication strategy (email, Facebook page, website, telephone number, etc.)
- Additional funds would supplement funding through the ECH project

POSSIBLE PROJECT PROPONENTS:

- Parents and Tots Association
- AFN
- Parents committee (once in place)
- Carrefour Nunavut
- Stand-alone Board of directors

TIMELINE FOR PROJECT IMPLEMENTATION:

The project could require a great deal of work, depending on the approach taken. The next step is for a proponent to take responsibility for the project and then seek the necessary financial and community support by developing a clear and comprehensive strategy, such as a feasibility study or, more directly, a business plan. The project cannot realistically be implemented until year 2 or 3 of the ECH project.

3. Inventory of early childhood resources combined with a sharing and information dissemination system in French

An exhaustive inventory of early childhood resources is very feasible given Iqaluit's relatively small size. A directory or "menu of services" could list the early childhood resources available in general as well as those offered specifically in French. By resources is meant services, programs, educational resources and other relevant information sources. This tool needs to be updated regularly, i.e., at least once a year.

This project also includes an interactive component, e.g., through creating and hosting a Facebook group or even adding a telephone information service.

VARIOUS TYPES OF DISTRIBUTION PLATFORMS ARE POSSIBLE (EITHER STAND-ALONE OR INTERLINKED):

- A Facebook group on early childhood issues open to parents as well as early childhood practitioners. This Facebook group could simply be administered by an organization such as Carrefour Nunavut, the AFN or the CSFN under the Welcoming Francophone Communities initiative.
- A Facebook page administered by the proponent of the early childhood resources inventory project.
- A website (either a free-standing site or as part of an existing site, e.g., Carrefour Nunavut, the RÉSEFAN, the AFN or the CSFN) listing early childhood resources available in French in Iqaluit. This approach would require hiring a resource once a year (or at least every other year) to update the site content and potentially for site hosting.
- A hard copy directory. This approach would require hiring a resource once a year (or at least every other year) to update the site content and/or lay out and reprint the directory.

SUCCESS FACTORS:

- The directory must be updated annually (or at least every other year)
- The platform must offer easy access and high visibility (easy to find on Google and Facebook)
- The project should be supported by a promotional communication strategy
- Additional funds would potentially supplement funding through the ECH project

POSSIBLE PROJECT PROPONENTS:

- CSFN
- Carrefour Nunavut
- Les Petits Nanooks ECF
- Parents committee (once in place)
- Jam bébé (once in place)
- AFN
- RÉSEFAN

TIMELINE FOR PROJECT IMPLEMENTATION:

Project implementation will depend on the final scope and the approach taken. Creating a platform for information sharing and collaboration could easily be completed in year 1, but combining this with the future support group for parents and children would extend the project to year 2 or 3. The directory can realistically be ready by year 2.

4. Development of a shared position in francization and/or program development

A Francophone Program Development Officer position to be shared among several daycares would be particularly useful for Anglophone organizations providing services to Francophones and Francophiles (Les amis de la toundra ECF, Tasiuqtigiit, Pairivik Child Care Centre Inc., Kids On The Beach Daycare, Tumikuluit Saipaaqivik Daycare, First Steps Daycare Centre, etc.). Les amis de la toundra ECF and Tasiuqtigiit have previously expressed an interest in this type of position. Other daycares could very well also be interested.

Les amis de la toundra ECF is already planning to hire a Francophone Program Development Officer but does not currently have funding to do so. Sharing a position among several daycares could make it possible to create a full-time position.

SUCCESS FACTORS:

- The position is developed in partnership with several daycares
- The wages and working conditions are sufficiently attractive to promote retention of the employee(s) hired

POSSIBLE PROJECT PROPONENTS:

- CSFN
- Daycare coalition
- Les amis de la toundra ECF
- Les Petits Nanooks ECF
- Other entities

TIMELINE FOR PROJECT IMPLEMENTATION:

This project cannot be implemented until year 2. The next step is for one or more proponents to take responsibility for the project and then seek the necessary financial and community support by developing a clear and comprehensive strategy, such as a feasibility study or, more directly, a business plan. This project probably cannot be implemented until year 3, but initial steps should be taken as soon as possible.

5. Lobbying and representation to promote Francophone early childhood health

There are many ways to proceed in this regard and on many levels. For example, the RÉSEFAN can continue working with public partners in the hospital, public health, education and early childhood development sectors. The AFN and CSFN can also play a role when the time comes for interaction with the Government of Nunavut or the City of Iqaluit. The parents group, once in place, will certainly be able to assist with conveying messages to certain institutions and partners. All community organizations can do their part to play an important role in this regard.

Another approach would be to create an issue table in the Francophone early childhood development sector in Iqaluit. The initiative evaluation and screening committee for the ECH project, which is currently being formed and will be sponsored by the RÉSEFAN under the project, could also contribute to this objective. The group would simply have to decide to either become incorporated or operate under another organization such as the AFN or the RÉSEFAN in an official and permanent capacity.

SELECTED AREAS OF INTEREST DISCUSSED DURING THE CONSULTATION:

- Speed up the pace of French translation of GN resources related to early childhood.
- Support the expansion efforts of Les Petits Nanooks ECF to accommodate children ages 0-2.
- Promote the establishment of a full-time kindergarten program. Full-time kindergarten is only offered at École des Trois-Soleils.
- Promote the establishment of a full-time pre-kindergarten program either at school or at daycares (GN early childhood funding is required to proceed with this).
- Clarify the admission criteria at Les Petits Nanooks ECF and École des Trois-Soleils to recognize the right to French-language instruction of Canadian citizens who are children of immigrant parents (including those who did not attend a French-language institution in Canada); the law is clear in that all Canadian citizens whose first language is French (and still speak it) have a right to attend school in French in Nunavut.
- Participate in the development and implementation of a strategy, action plan and territorial regulatory framework for early childhood in Nunavut. This strategy is needed and wanted in our sector. Francophones would like to be part of the conversation.
- Have the Qikiqtani General Hospital certified as a “baby-friendly” facility. (<http://breastfeedingcanada.ca/documents/WHOUNICEF-bfhi-implementation-2018-En.pdf>)

-
- Have the city provide services in French to families with young children.
 - Encourage private sector organizations (e.g. dentists) to offer services in French.
 - Get the Government of Nunavut to indicate in its online directories which official languages its employees speak.

SUCCESS FACTORS:

- A dialogue is created and maintained between the community and decision-making bodies.
- The needs of the Francophone community are heard and heeded.
- The Francophone community is united and speaks with one voice (an official reference document could be produced to set out the community's early childhood development goals and priorities).

POSSIBLE PROJECT PROPONENTS:

- ECH committee/Issue table
- Parents committee (once in place)
- RÉSEFAN
- AFN
- CSFN
- Les Petits Nanooks ECF
- Les amis de la toundra ECF
- Carrefour Nunavut

TIMELINE FOR PROJECT IMPLEMENTATION:

One or more proponents need to assume responsibility for this project. A reference document could be produced. The proponent will then be able to develop an action and communication strategy. Actions need to be taken starting in year 2 and the project could be considered completed by year 3.

6. Train a Francophone individual or group in the *Inunnguiniq* approach to early childhood development as established by the Qaujigiartiit Health Research Centre (QHRC), adapt it to the Franco-Nunavut reality and offer it to local practitioners and parents

This high-quality program representing the local reality could then be offered in French to local practitioners and parents in their language. The program could be delivered as is or revised to incorporate the Francophone perspective.

Inunnguiniq ("the making of a human being") is an evidence-based parenting/child-rearing program based on the Inuit philosophy. It was developed and piloted by the QHRC over a five-year period in consultation with an advisory committee of elders. The program is currently offered on a drop-in basis in many Nunavut communities as well as in two high schools. The program is delivered by community-based facilitators. Anyone and everyone with an interest in promoting and revitalizing the strengths of Inuit parenting practices can be trained to deliver the program in their community.

TRAINING: <https://www.qhrc.ca/workshops/inunnguiniq-parenting-childrearing-program/>

BOOKLET: <https://www.qhrc.ca/wp-content/uploads/2019/09/%EF%80%A6.pdf>

SUCCESS FACTORS:

- The project is being implemented in cooperation with the QHRC.
- The training workbooks (in substantial quantities) are translated into French.
- A preliminary assessment is conducted to define costs and the scope of work taking into consideration the interest in adapting the training content to the Franco-Nunavut reality.
- Additional funds would supplement funding through the ECH project.

POSSIBLE PROJECT PROPONENTS:

- CSFN
- Les Petits Nanooks ECF
- Francophone parents committee (once in place)
- RÉSEFAN

TIMELINE FOR PROJECT IMPLEMENTATION:

A proponent needs to assume responsibility for the project, discussions with the QHRC have to be initiated, funding must be identified and an action plan has to be put in place for completing the training and then translating it and delivering it in French to interested Francophone practitioners and parents. Actions need to be taken starting in year 2 (or even year 1), and the project could be completed by year 3.



7. Develop a physical activity class at the Aquatic Centre gym that is hosted in French and designed for families with young children.

There is currently an opportunity to take advantage of the presence of two Francophone coaches at the Aquatic Centre. Activities could also be offered for pregnant women.

SUCCESS FACTORS:

- Documenting the program details to ensure a smooth transition in the event of employee turnover.
- Signed agreement with the city to guarantee Francophone content.

POSSIBLE PROJECT PROPONENTS:

- Francophone employees of City of Iqaluit
- Francophone volunteers living in Iqaluit
- Existing sports club

TIMELINE FOR PROJECT IMPLEMENTATION:

This project should easily be possible to implement in year 1 or 2 as long as the candidates interviewed to facilitate these activities are interested and motivated.

8. Education in nutrition and developing healthy lunch menus

Daycares do not currently serve lunch to the children. Practitioners have noted that the quality of children's lunches is inadequate. A nutritionist, perhaps working with a chef, could deliver sessions on nutrition and develop healthy tools and lunch menus for the parents of children attending daycare. This project would help increase parents' awareness of healthy eating and offer tips for preparing simple, healthy lunches and snacks.

SUCCESS FACTORS:

- Tools and menus must be simple, practical and visually appealing.
- Educators may also benefit from attending classes.
- Tools and menus must set participants up for long-term success.

POSSIBLE PROJECT PROPONENTS:

- Les Petits Nanooks ECF
- AFN
- Parents committee (once in place)
- Carrefour Nunavut
- RÉSEFAN

TIMELINE FOR PROJECT IMPLEMENTATION:

This project should easily be possible to implement in year 2 or 3. A proponent needs to assume responsibility for the project.

9. Catering services for daycare and/or parents

Daycares do not currently serve lunch to the children. Practitioners have noted that the quality of children's lunches is inadequate. A catering service could improve the situation. This would make it possible for daycares without kitchens to offer lunches.

A market study would likely be necessary along with a business plan and a pilot project for this potential new service, which could also encompass Anglophone and Inuit daycare services. Les amis de la toundra ECF is already planning to possibly hire a cook. Collaboration could be considered.

SUCCESS FACTORS:

- Menus must be healthy.
- Lunches must remain affordable.
- Many daycares would have to take part in the project.
- Additional funds would supplement funding through the ECH project.

POSSIBLE PROJECT PROPONENTS:

- Les amis de la toundra ECF
- Independent caterer
- Carrefour Nunavut

TIMELINE FOR PROJECT IMPLEMENTATION:

This project cannot be implemented until year 2. The next step is for one or more proponents to take responsibility for the project and then seek the necessary financial and community support by developing a clear and comprehensive strategy, such as a feasibility study or, more directly, a business plan or even pilot project. Depending on the scope, this project could probably be implemented in year 2 or 3, but initial steps should be taken as soon as possible.

10. Translation and development of quality educational resources reflecting the Nunavut reality

Translate the resources developed by community or private organizations. For example, the *Inunnguiniq Parenting Program* booklet developed by the QHRC and the *Daycare Board of Directors* training document developed by the QIA. The latter document is very well done and highly relevant for members of Francophone boards. Its content may also be transferable to other types of organizations.

Additional, original educational resources could be developed based on existing resources in other provinces and territories. These types of resources can be very useful to both parents and educators and particularly beneficial for students and parents who do not use certified daycares.

EXAMPLES OF ORIGINAL RESOURCES:

- Publish a collection of articles on prenatal topics similar to the Québec publications *En attendant bébé* and/or *Bébé 0-2 ans* or about breastfeeding. This would provide reading that reflects the local reality (<https://www.cisss-bsl.gouv.qc.ca/soins-services/familles-enfants-adolescents/grossesse-maternite/grossesse/les-services-sage-femme-du-bas-saint-laurent/revue-en-attendant-bebe>). Le *Nunavoix* could publish a special issue every year or every other year.
- Develop informative pamphlets on topics identified by the community (e.g., reducing screen time, applying principles of positive discipline, understanding the importance of sleep, increasing physical activity, developing age-appropriate activities for children, fostering sound parent-child relationships, understanding healthy development by age group).

SUCCESS FACTORS:

- Must reflect the local reality.
- Must be useful, relevant and appealing.
- Must be supported by a distribution strategy.

POSSIBLE PROJECT PROPONENTS:

- Carrefour Nunavut
- Parents committee (once in place)
- AFN
- RÉSEFAN
- CSFN

TIMELINE FOR PROJECT IMPLEMENTATION:

This project could be made up of several large or small subprojects. One or more resources can realistically be developed during one or all three confirmed years of the ECH project.



Evaluation committee/ Issue table

A new structure is taking shape under the auspices of the ECH project. The Francophone community and parents are rallying around an approach to set up an evaluation committee that ideally should become an issue table for healthy Francophone early childhood development. This committee should meet at least once or twice a year to review and select projects to be funded under the ECH project. The ultimate goal is also to establish a sustainable collaborative structure beyond the scope of the ECH project to support ongoing assessment of the health care needs of young Francophone children in Nunavut, share best practices, define community action priorities and convey these priorities to the appropriate decision-making bodies.

The hub of this new structure is issue table 975, which is already bringing together the executive directors of Francophone community organizations. Based on currently ongoing discussions, organizations not involved in early childhood development could be removed and their places taken by representatives of other more relevant organizations, e.g., the Francophone Parents Committee under development, the new trilingual daycare, the Department of Education and a future family support organization.

It has been proposed to have seven representatives from seven organizations sit on the committee. This list is the product of reflection and discussions taking place before and during the consultation. The proposed committee still has to be approved and accepted by all partners, who will then need to officially put this new structure in place.

The proposed committee would be made up as follows:

ORGANIZATION	REPRESENTATIVE
Les Petits Nanooks ECF	Karine Lagacé, Acting Executive Director
Les amis de la toundra ECF	To be confirmed
CSFN	To be confirmed
AFN – Parents group	To be confirmed
RÉSEFAN	Jérémie Roberge, Executive Director
GN - Early Childhood Resources Division	Nicole Dunn, Early Childhood Resource Coordinator
New early childhood development group (Francophone parents group or French equivalent of Parents and Tots)	To be confirmed



Potential funding

The following possible funding sources were discussed during the consultations and could potentially provide support in implementing the projects approved by the community to promote Francophone early childhood health in Iqaluit.

Canadian Heritage	Various potential funding for official language minority communities
The Canada Prenatal Nutrition Program (CPNP) could potentially be offered in French in Iqaluit.	https://www.canada.ca/en/public-health/services/health-promotion/childhood-adolescence/programs-initiatives/canada-prenatal-nutrition-program-cnpn.html
GN – Education	Various early childhood programs
Government of Nunavut – Culture and Heritage	Various programs
Immigration, Refugees and Citizenship Canada Welcoming Francophone Communities initiative	https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/prepare-life-canada/choose-city/francophone-communities-outside-quebec/welcome.html
CSFN	Funding available for projects to promote the French language and culture
RÉSEFAN	Through the ECH project
Carrefour Nunavut (?)	To create more daycare spaces
Secrétariat du Québec aux relations canadiennes (SQRC)	If collaborating with Québec https://www.sqrc.gouv.qc.ca/
Donations, fundraising campaigns	
Sponsorships (grocery store discounts, cabs, etc.)	
Program registration fees	



APPENDICES

LIST OF APPENDICES

- Consultations Highlights
- Individuals and groups consulted
- Selected list of resources developed by the Department of Education
- List of Iqaluit daycares
- Project ideas
- Project form

CONSULTATIONS HIGHLIGHTS

The next section provides a topic-by-topic summary of the observations and concerns documented during the consultations, including the surveys, one-on-one meetings and focus group. While this is not an exhaustive analysis of the early childhood environment in Iqaluit, this information provides a fairly comprehensive overview of the needs and shortcomings in relation to services available to families with young children.

PRENATAL AND POSTNATAL SERVICES

- The Department of Health offers a range of prenatal services, but only in English. It delivers all basic medical services related to pregnancy and follow-up of newborns (vaccines, screening for certain illnesses and disorders, weight control, nutrition, etc.);
- There is no active offer in French and there are no dedicated French-language positions. If a French-speaking employee at the Department of Health is available or is the attending professional, then it is possible to receive service in French;
- Documentation is often available in French, but the active offer in terms of care is very limited;
- A Baby Box is distributed to all newborns in Nunavut and is officially available in French although rarely offered in practice (people must frequently ask for it);
- A prenatal class is offered in English approximately four times a year with an average of four couples attending each class. These classes are not widely advertised; people learn about them mainly by word of mouth or through the obstetric nurse at the hospital;
- There are doulas (women certified to provide support up to childbirth) in Iqaluit, including two Francophone doulas who offer prenatal support, but on request only, and this service is not widely known since it depends primarily on word of mouth. If these individuals leave the city, the service will be gone;
- Public Health offers to weigh babies once a week on Wednesdays, which also provides an opportunity for young families to meet, share information and provide mutual support. Some people appreciate and take advantage of these Wednesday weigh-ins while others do not. Approximately 40 babies are weighed each week. This service is provided in English only. The drop-in service provides information to families on breastfeeding, healthy weight, nutrition, etc. The Babies and Me organization partners with this service and offers food and taxi coupons to interested families;
- There is no community support in French for young families as there is in Yellowknife and Whitehorse;

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- Iqaluit has no midwife program. There is a midwife position at Qikiqtani General Hospital, but it is still vacant. There is also no birthing centre in Iqaluit;
 - There is no Lactation Consultant position. A Public Health nurse is very knowledgeable about breastfeeding, but this is not her official role, and she does not offer services in French;
 - La Leche League (a mother-to-mother breastfeeding support group) holds occasional small-scale community events upon request that are promoted by word of mouth. That organization also offers one-on-one support;
 - A territorial working group is apparently currently active concerning breastfeeding issues (additional information pending);
 - There are no systematic hospital tours or tours available in French, for expectant families. These visits reduce stress, help families anticipate how things will proceed at childbirth, etc.;
 - The Canada Prenatal Nutrition Program (CPNP) in Iqaluit is not offered in French. Babies and Me offers its program in English in Iqaluit.

PUBLIC HEALTH NETWORK:

- The hospital already provides extensive assistance to young families, including in the area of mental health, but these services are not available in French;
- Drop-in weigh-in service offered by Public Health (see section on prenatal and postnatal services);
- There are no dedicated Francophone positions at the hospital or the Department of Health specifically for early childhood (ages 0-6);
- There are no Francophone interpreters at the hospital or in government departments;
- French-language services are offered by the on-site Francophone employees when a request for service is made in the care setting; however, the employee does not necessarily have expertise in the discipline in question;
- There are no French-speaking Public Health nurses at this time;
- As in the rest of the labour market in Nunavut, the Department of Health faces challenges hiring and retaining workers;
- Few to no early childhood services are offered at home in Iqaluit;
- Some people would like Qikiqtani General Hospital to be certified as a “baby-friendly” facility. The GN would like to obtain this certification, but the process is long and difficult;

- The RÉSEFAN plays an important role in helping to develop services and resources in French;
- The public health network appears to show respect and significant openness to the Francophone and Inuit cultures and identities;
- The number of Francophone immigrant families is on the rise. There are occasional cultural differences in the way in which families interact with the public health network and raise their children, but these families are generally doing quite well.

SPECIALIZED SERVICES

- There are confidentiality issues concerning the use of translators and interpreters. Confidence is not always maintained between these individuals and specialists;
- There is generally a clear lack of specialized services in Nunavut, and none of these are officially offered in French;
- Needs are particularly appalling in the area of language and student support teaching;
- Newborns are not screened for hearing disorders, which are common in Nunavut. Since there is no screening, problems (often due to infections left untreated or treated too late) are more acute than necessary. Hearing problems also frequently lead to speech-language disorders;
- There is also a significant lack of occupational therapy services;
- Francophile dentists are generally available at private dental clinics;
- Dental health is a major problem in Nunavut. Many children develop tooth decay. The GN is seeking to enact a regulation to ensure that children brush their teeth at least once a day at school or at daycare;
- There is also a need for more screening in all specialties (remedial education, occupational therapy, neuropsychology, audiology, physiotherapy);
- There is also a lack of rehabilitation services;
- There are not enough optometrists. There is no ophthalmologist. Children entering school with poor vision are at a great disadvantage;
- Services in French are not available at pharmacies;
- There is a need for training in early screening at the schools;
- The health care system currently places the priority on specialized services beginning at age 8. There is a significant need for screening at a younger age;
- Significant specific needs exist at the local level in relation to trauma (abuse, alcoholism, family instability, neglect, malnutrition);

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- Although Francophone families generally appear privileged, Francophone children also come from low-income backgrounds;
 - Some health problems affect all socioeconomic strata without distinction, such as intellectual impairments, autistic disorders, mental health issues in general, etc.;
 - The tools used by specialists (screening tests, questionnaires, treatment, etc.) are not available in French and the fact that a specialist speaks French does not mean that she or he is equipped to provide service in French;
 - Many specialized services are forwarded on to Ottawa, where service is available in French;
 - Francophone children frequently have lesser needs than Inuit children. As a result, Francophone children often fall to the bottom of the waiting list (which can be up to three years long for some services).

COMMUNITY AND FAMILY SUPPORT

- Community support for young families is inadequate. Most often, they have to go to the hospital for services, but people are realizing that many resources and great potential for mutual support are also available at the community level. It is important to take advantage of the local resources available;
- There are not enough opportunities for networking within the Francophone community. Many Francophone parents would like to be able to meet as a group;
- There is a lack of community information and learning opportunities in French for parents and early childhood practitioners;
- People need to become more familiar with the resources available in Nunavut. Families depend a great deal on informal support from other families and friends;
- Parents of young children must be resourceful and seek out information on their own, often from Québec or elsewhere;
- There is also a lack of activities for young children (especially ages 0-5) in both English or French, but especially in the latter;
- Sharing experiences with other parents is very important;
- Sharing between families is also very helpful in terms of mental health;
- More respite services (drop-in daycares, families coming together as a group to provide respite for parents, etc.) are needed in Iqaluit;
- Translation or interpretation services or support could be offered to unilingual Francophone parents to facilitate access to services and information;
- Parents and Tots is an association with great potential, but its activities are not offered on a regular enough basis or in the French language;

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- Parents and Tots welcomes Francophone families, and some of its board members are Francophone, but the organization is not officially committed to providing French-language services;
 - Low-income families do not come to events because their basic needs are not being met. Food should be served at all events;
 - Community organizations that depend on volunteers have challenges with administrative work, bookkeeping and reporting;
 - These organizations often get by on meager funding for their activities. In the end, they are unable to put in the necessary time to seek out sufficient funding in order to pay one or more employees;
 - As with other community organizations, board turnover and the limited involvement of board members are additional challenges that have greater impact on these entirely volunteer-run organizations;
 - When school is not in session, Francophone parents live apart from one another and are disconnected from French-language services and the Francophone community, without a shared space in which to connect and interact;
 - There is no Francophone Parents Association;
 - Parents feel isolated;
 - Some parents report a lack of support for families who have children with handicaps;
 - There are not enough community spaces for family activities. School gyms are difficult and costly to reserve and insurance has to be arranged;
 - The AFN does not offer activities specifically targeting early childhood, although many of its activities are open and welcome families with young children (corn roast, sugar shack, children's movies);
 - The AFN is open to sharing its space for community events and adapting its programming to the needs of families with young children.

DAYCARES

- There are not enough daycare spaces. This is also true of Anglophone daycares (with waiting lists often five years long);
- This causes a great deal of stress for parents;
- There is a lack of daycare funding;
- Directors and educators are overworked and underpaid;
- Daycares cannot offer housing support to their employees. and in many cases cannot even offer full-time employment;

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- Many educators are underqualified, while those with training find government positions where the working conditions are better;
 - Daycares are often forced to close temporarily for lack of workers;
 - Employees are often viewed as babysitters rather than educators; there is a lack of recognition of their role and the nature of their work;
 - There are no strategy, objectives or vision for early childhood development at the territorial level;
 - There are no regulations governing educators' level of education or pay. An educator with a bachelor's degree is paid the same as an untrained educator;
 - Some daycares bring educators up from the South, but this approach creates numerous challenges for management (housing, support for adapting to the unique Arctic lifestyle, lack of familiarity with the local reality, etc.). It is also difficult for these educators, who frequently leave on short notice because they cannot adapt;
 - It is difficult to have to apply for funding every year for several projects and to keep up with the ensuing reporting and bookkeeping requirements. Many daycares fall behind in reporting due to lack of capacity and do not receive the full amount of the funding for which they have qualified;
 - There are many sources of funding but no central sources of information;
 - It is very costly for families to use daycares, even private ones;
 - Many families decide to keep their children at home, which means that one parent cannot earn an income and the children will not necessarily have access to as many educational resources. Daycares note a gap between children raised at home and those who attend daycare in that children raised at home are frequently unprepared to start attending school.
 - There are no French-language daycares for children ages 0-2;
 - The new Les amis de la toundra ECF is officially trilingual and has expressed an interest in expanding its services in French, which for the moment are very limited (Francophone practitioners but not in every group, no Francophone curriculum yet in place, very limited educational resources in French). It also has challenges securing funding;
 - Some daycares, such as Kids on the Beach, accommodate Francophone children and have French-speaking educators but are not recognized or supported by the Francophone community. These daycares lack educational materials in French. even though some of the children attending them are unilingual French;
 - There is a high turnover rate on the boards of non-profit daycares, while some "super-volunteers" are overextended;

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- The shortage of spaces has also led to the opening of uncertified private daycares. The services provided at these locations are often of lesser quality;
 - Many parents criticize the fact that expansion of the ECF was not included in the anticipated expansion of the school. The ECF does not accept children ages 0-2 because the space is not large enough to accommodate children in diapers;
 - Some Francophone immigrant parents experienced frustration this year when they could not secure spaces for their children at a Francophone ECF. They were told that priority is given to the children of Francophone parents who attended school in French in Canada. The same situation apparently occurred at École des Trois-Soleils, which allegedly requested proof that at least one parent had attended elementary school in French in Canada. However, this was based on misinterpretation of Section 23, which guarantees the right to instruction in either official language;
 - According to some people interviewed, the CSFN needs to understand the importance of the French-language ECF to the future of the French school. Although the CSFN financially supports the ECF every year, the school and ECF do not work together as closely as they could;
 - There appears to be little to no precariousness among the families of children attending Les Petits Nanooks ECF;
 - A high level of precariousness is seen among families with young children in Iqaluit: parental alcohol and drug abuse issues; difficulty paying for household rent, food and so on, besides child care; parents less involved in their children's education and meeting daycare requirements; malnutrition and a lack of physical activity among children; health problems in children left undiagnosed or untreated; etc. These precariousness factors appear to affect mainly Inuit families.

FRANCIZATION, SCHOOL-BASED DAYCARE, KINDERGARTEN

- Kindergarten is offered on a part-time basis in the majority community but full-time at the French school. Many Francophone children attend kindergarten in the majority community;
- The École des Trois-Soleils daycare provides good service and offers extensive educational resources for the children. However, it is extremely difficult to recruit and retain workers there due to the low pay, part-time (20 hours a week) nature of the work and lack of other benefits (e.g., housing assistance or insurance). The facility would also like to arrange more effective group outings. Changing the educator-student ratio from 1:10 to 1:15 or 1:20 (as in Québec) would also be very helpful;

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- Francization in a daycare setting is a major challenge. Some parents speak little to no French and, in some cases, show little interest in learning it, making francization all the more difficult. Some children in the Francophone system do not speak French at all. In some Francophone-Anglophone mixed couples, the parents opt to speak only English at home because they assume that their children will learn French at school. Educators consequently have to allocate a great deal of time and effort to spending one-on-one time with each child, which is not always possible. Some educators fear that this will have a negative impact on the children, whose situation in the education system is already precarious and who could become discouraged or even drop out;
 - Through joint funding from the GN and the CSFN, full-time kindergarten is offered at École des Trois-Soleils, which is not the case elsewhere in Iqaluit;
 - Francization at École des Trois-Soleils is offered on a part-time basis (9:00-11:00 a.m.), which poses scheduling challenges for parents. Offering this service full-time would require budgeting for a resource and securing space.

EDUCATIONAL RESOURCES

- The high-quality educational resources developed by the Department of Education are valued by all daycares and schools. They are designed to incorporate characteristics and an identity clearly reflecting the unique local reality in Nunavut;
- In Nunavut, early childhood resources already exist in four languages, including French. However, French translations often come second, much later (two years in some cases) or not at all;
- Due to the time requirements for translating Department of Education materials into French, educators in the Francophone system occasionally translate and adapt the materials themselves, which is a source of frustration and compromises the quality of the material's visual components;
- There is a need to develop educational resources that are aligned with the Franco-Nunavut community's reality, as there are very few existing resources that represent both cultural components, Northern and French;
- École des Trois-Soleils lacks resources targeting children ages 4-6; having access to the full resources of the Department of Education in French would be helpful in this regard;
- Inhabit Media publishes many books for children that are well received and rooted in the Nunavut culture and reality. Many of these books are available in French.

COOPERATION AND COLLABORATION

- All of the organizations consulted acknowledge that they spend too much time working isolated in silos. A lack of cooperation is noted, although the benefits of sharing resources and information among organizations are also unanimously recognized;
- These organizations lack time for collaborative activities;
- There is currently no formal structure for cooperation in the early childhood sector (ages 0-6);
- A group of early childhood directors used to meet once a month. When its leader left to take a job with the government, the group members went their separate ways. The directors were also overworked and had a difficult time attending regular meetings, while the high turnover rate in their ranks also contributed to the group's demise;
- The directors group also stayed in contact via email and, among other information, used to share employee pay scales, which helped to stabilize human resources within the sector;
- The group is trying to reform after three years of inactivity. The Department of Education is currently considering sponsoring the new structure;
- The Anglophone and Francophone school boards also work in silos to a large extent despite cooperation in certain targeted areas;
- Professionals in the public health network (Public Health, hospital, etc.) do not refer young families to available community services because they are not familiar with them. There is very little dialogue between the public and community sectors;
- Public sector employees are also cut off from the education system. Very little follow-up takes place subsequent to diagnosis by specialized services;
- Parents often become the intermediaries between organizations despite the fact that they have no formal structure for pooling information and actions, being equally isolated;
- School concerts at École des Trois-Soleils are shared with Les Petits Nanooks ECF, but visits from specialists are not;
- The ECF makes regular use of the big room at École des Trois-Soleils, but overbooking issues still arise due to a lack of communication between the two organizations. There is no policy in place to guide cooperation between the school and the ECF located under the same roof;
- The Department of Education offers one main regional training seminar once a year for all practitioners in Iqaluit. This event serves as a kind of forum for discussion and interaction within the system;

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- Francophones are often viewed as privileged by the Anglophone and Inuit communities; a certain amount of frustration and jealousy is felt in particular by the Inuit, who do not have a school operated and offering instruction entirely in Inuktitut. However, a certain openness to cooperation and collaboration is observed from a cultural perspective.

PHYSICAL ACTIVITY

- A lack of opportunity to take part in organized sports for children under age 6 is noted;
- There is also a lack of organized outdoor activities;
- Children need to play outdoors. The cold weather is all too often used as an excuse for not going outside to play. Children need to be dressed appropriately and parents need to be educated about this. Appropriate clothing is quite expensive and there is demand for more suitable clothing;
- Some people have raised the idea of working with Iqaluit's second-hand store or other stores to establish a "clothesline" program through which parents could exchange used clothing. There is currently no program of this type in Iqaluit, although successful programs are in place in the other two territorial capitals;
- Everyone agrees on the benefits of outdoor physical activity for the physical and mental health of young children and their parents;
- There is also a need for more extracurricular physical activities;
- The École des Trois-Soleils daycare uses the big room after school; as a result, there is no place left for extracurricular physical activities. The new space and gym coming with the expansion of the French school should help in this regard.

NUTRITION

- There are major dietary challenges in Nunavut. A high level of food insecurity is noted along with consumption of fast food, obesity and other health problems related to poor diet. Many children do not eat three meals a day. Food costs two to three times as much as in the southern regions of Canada;
- Francophone children are less affected by these challenges but are also not immune to them;
- Daycares do not generally serve meals;
- Educators note that children's lunches are of very low quality, including at Les Petits Nanooks ECF;

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- Some daycares do serve snacks. A small number of these offer traditional local food;
 - There is very little support for breastfeeding in the public and community sectors.

MENTAL HEALTH

- Everyone acknowledges the importance of mental health among both parents and children;
- Mental health services in French are not routinely offered across the health care and social services system in Nunavut, and that includes adults, young children and families;
- There is a general lack of mental health services in Nunavut, although services for young children are particularly lacking;
- The Mental Health and Addictions Unit provides services only to children age 12 or older and their families;
- Psychological assessments are available for children age 6 or older but not for very young children;
- Bereavement counselling should be made available to children and parents;
- The limited system capacity makes it difficult to identify and diagnose mental illness and other conditions and provide effective follow-up;
- Parents often have a difficult time accepting these types of diagnoses. There is a need to work more closely with parents.

SAFETY

- There is a lack of information on playing safely outdoors for young children and their families;
- The new Umingmak Centre works closely with child victims of abuse and mistreatment. There is one Francophone working there;
- There is an entity that represents children's rights, namely the Office of the Representative for Children and Youth. Its website and some of its tools are available in French, but its sole Francophone employee is currently on sabbatical leave.

TRAINING

- The Early Childhood Officer working with the Department of Education provides training upon request to early childhood practitioners. She maintains a list of the available training and is able to customize additional training based on expressed needs;
- The Qaujigiartiit Health Research Centre offers a specific early childhood program called Inunnguiniq;
- Training is provided regularly each year by a number of certified daycares and the schools;
- The Department of Education organizes a main early childhood training seminar each year.

INDIVIDUALS AND GROUPS CONSULTED

POSSIBLE PROJECT PROPONENTS			
	Karine Lagacé	<i>Acting Executive Director</i>	Les Petits Nanooks ECF
	Cynthia Durand	<i>President</i>	Parents and Tots Association
	Nancy Guyon	<i>President</i>	Commission scolaire francophone du Nunavut
	Karine Baron	<i>Executive Director</i>	Association des francophones du Nunavut
	Nadine Petnkeu	<i>Principal and Kindergarten Teacher</i>	École des Trois-Soleils
	Anne-Marie	<i>Daycare Director</i>	École des Trois-Soleils
	Jessica	<i>Francization Educator</i>	École des Trois-Soleils
	Branwen Marie	<i>Executive Director</i>	Les amis de la toundra, trilingual ECF
	Rahima Founjouom	<i>Early Childhood Project Coordinator</i>	Carrefour Nunavut
	Francis Essebou	<i>Executive Director</i>	Carrefour Nunavut
	Katie Hughes	<i>Executive Director</i>	Tasiuqtigiit – Babies and Me
WORKING WITH PUBLIC SERVICES/GN			
	Émilie Cyr	<i>Neuropsychologist</i>	Qikiqtani General Hospital
	Amber Miners	<i>Pediatrician</i>	Qikiqtani General Hospital
	Margo Suttis	<i>Nurse</i>	Government of Nunavut, Public Health Division
	Nicole Dunn	<i>Early Childhood Resource Coordinator</i>	Government of Nunavut, Early Learning and Childcare Division
	Rachel Clow	<i>Early Childhood Resource Development Manager</i>	Government of Nunavut, Early Learning and Childcare Division
	Jennifer Whilman	<i>Early Childhood Resource Coordinator</i>	Government of Nunavut, Early Learning and Childcare Division

	Sherene Gissing	<i>Early Childhood Officer</i>	Government of Nunavut, Early Learning and Childcare Division
	Leslee Leafloor	<i>Early Childhood Development Manager</i>	Government of Nunavut, Early Learning and Childcare Division
OTHER			
	Nancy Mike	<i>Coordinator, Inunnguiniq (parenting and child-rearing) program</i>	Qaujigiartiit Health Research Centre

SELECTED LIST OF RESOURCES DEVELOPED BY THE DEPARTMENT OF EDUCATION

- Children's storybooks
- Lacing boards
- Puzzles
- Children's music CD by the Jerrycans (including "Frère Jacques" in Inuktitut, the animal song, etc.)
- Children's music CD of original songs in Inuktitut
- You-are-the-hero books
- Colouring books
- Flash cards for learning Inuktitut
- Seek-and-find game books (based on a character in *Anaana's Tent*)
- Textured books to touch and feel
- Guide to early-age learning and childhood education
- Thematic activity books
- Camping scene: tent, rifle, *ulus*, skin drying frame, pan, traditional food sources (*muktuk*, fish, caribou, etc.) made of wood, created by Tugisigiavik (to be distributed in spring 2020)
- Pre-phonetic Inuktitut learning kit (listening to music and playing games)
- EXTRA-LARGE books
- And much more

LIST OF IQALUIT DAYCARES

CERTIFIED DAYCARES, 2019-2020

Total certified spaces

(Updated October 21, 2019)

PROGRAM NAME	CHILDREN	PRE-SCHOOL	SCHOOL	ADDRESS	PHONE	EMAIL
Aakuluk Daycare	12	32	0	P.O. Box 1240	979-7766	aakuluk@gmail.com
Butterfly Daycare	2	3	3	P.O. Box 6051	979-2143	-
Les Petits Nanooks ECF	0	16	0	P.O. Box 6028	975-2400	petitsnanooks@ymail.com
Les Petits Nanooks ECF – Francization	0	14	0	P.O.Box 6028	975-2400	petitsnanooks@ymail.com
École des Trois-Soleils – Daycare	0	0	30	P.O. Box 11008	979-5849	adminsdg@csfn.ca
École des Trois-Soleils – Daycare 2	0	0	20	P.O. Box 11008	979-5849	adminsdg@csfn.ca
École des Trois-Soleils – Francization	0	14	0	P.O. Box 11008	979-5849	adminsdg@csfn.ca
First Steps Daycare	11	28	0	P.O. Box 1749	979-0505 979-3478	firststeps@qiniq.com
Inuksuk Infant Development Centre	8	16	0	P.O. Box 89	979-3007	inuksukdaycare@northwestel.net
Iqaluit Inuktitut Daycare – Tumikuluik Saipaaqivik	4	16	0	P.O. Box 1629	975-2483	tumikuluik@qiniq.com
Joamie Afterschool Program	0	0	22	P.O. Box 6039	979-4243	joamieafterschool@hotmail.com
Joamie Afterschool Program 2	0	0	20	P.O. Box 6039	979-4243	joamieafterschool@hotmail.com
Kids on the Beach Daycare	0	24	0	P.O. Box 933	979-0303	kotb@qiniq.com
Kids on the Beach Daycare – 519	12	8	0	P.O. Box 933	979-0200	kotb@qiniq.com
Lala's Day Home	2	3	3	P.O.Box 2373	222-6579	-
Little Lamb Day Home	2	4	2	P.O. Box	222-1496	-
Pairivik Childcare Society – Daycare	0	16	0	P.O.Box 1029	979-6460	pairivikiq@qiniq.com
Pairivik Childcare Society – Afterschool	0	16	0	P.O. Box 1029	979-6460	pairivikiq@qiniq.com
Tasiuqtigiit Preschool Program	0	16	0	P.O. Box 1851	979-6089	Tasiuqtigiit@qiniq.com
Tasiuqtigiit Afterschool Program	0	0	17	P.O. Box 1851	979-6089	Tasiuqtigiit@qiniq.com
Tundra Buddies Day Care	20	44	0	P.O. Box 299	979-2834	TundraBuddiesDay-care@gmail.com

IDEAS FOR PROGRAMS, SERVICES AND ACTIVITIES TO PROMOTE EARLY CHILDHOOD HEALTH IN IQALUIT

During the consultation, local parents and community players identified a diverse range of projects, all of which were interesting and realistic. The goal of all these ideas is to meet the specific needs identified by the parties involved. Some of the ideas in the attached list can be incorporated into projects that move forward, while other ideas not finding approval could still be adopted by the project proponents and the evaluation committee over the next five years, particularly in years 4 and 5, for which funding has not yet been confirmed.

COMMUNITY SUPPORTS	NOTES
<i>Prenatal and perinatal support</i>	
French-language prenatal classes	These classes should be regular, effectively promoted and supported by a sustainable structure.
Hospital visits in French for expectant couples.	To reduce the stress of childbirth and assist future parents in preparing by knowing a bit about what to expect.
The Canada Prenatal Nutrition Program (CPNP) could potentially be offered in French in Iqaluit.	There is potential for new funding for this concept. https://www.canada.ca/en/public-health/services/health-promotion/childhood-adolescence/programs-initiatives/canada-prenatal-nutrition-program-cnpn.html
Birth centre and midwives.	Respectful approach to the physiology of childbirth
<i>Support for families and children ages 0-6</i>	
Support group for young Francophone families <i>(Sample programs/services/activities: regular respite activities [e.g., drop-in lunch], thematic information workshops, family games, group food preparation and/or shopping, education/consultation in nutrition/prenatal nutrition, prenatal/postnatal information and support, provision of resources, toy loans; resources library, clothing and baby equipment)</i>	Form and content can vary widely. The minimum request would be to have the group hire at least one permanent employee to ensure funding and stable ongoing service. Services could be shared online and remotely with other community groups. Supplying food and transportation would greatly improve participation.

Francophone parents group	Parents are obviously the largest stakeholders when it comes to early childhood issues. A Francophone parents group could help identify needs and challenges quickly and enter into a structured dialogue with decision-making bodies.
Parents mutual support network/group with working tools and training networks.	Based on the importance of the connection with children and the development of parenting skills. Could be similar to the Nobody's Perfect program: http://nobodysperfect.ca/home/
Directory, menu of services, social media, website to share information on the early childhood resources available in general and in French specifically	This tool needs to be updated regularly, i.e., at least once a year.
Activities open to all language groups but hosted in French (e.g., board game night)	Language transmission begins at birth if not even earlier. Parents who opt for their children to speak French make this decision long before the children enter the school system. A large number of families using French-language services are mixed.
Discussion group in French or French classes for children and parents	
More evening family activities (e.g., pizza, free play)	Some families occasionally like to break out of their routines.
"Je parle français" badges, buttons, stickers or posters for early childhood practitioners	
Sewing, production or design workshops	
Translation and interpretation support services or program to facilitate access for unilingual French parents to services and information.	

DAYCARES	
Expand Les Petits Nanooks ECF to be able to accommodate more children, especially children ages 0-2.	There is an urgent need for French-language services for children ages 0-2.

<p>Use the <u>Mobilité francophone program (fairs in France, Belgium, etc.)</u> to recruit more educators. People have to stay for two years, and so oftentimes they stay on after that. This will make it possible to open a second Francophone daycare.</p> <p>https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/temporary-residents/foreign-workers/exemption-codes/canadian-interests-significant-benefit-mobilite-francophone-r205-exemption-code-c16.html</p>	<p>Will help in recruiting more educators. Since people have to stay for a minimum of two years, oftentimes they stay on after that. This program made it possible to open a second Francophone daycare in Whitehorse.</p>
<p>Clarify the admission criteria at Les Petits Nanooks ECF and École des Trois-Soleils to recognize the right to French-language instruction of Canadian citizens who are children of immigrant parents (including those who did not attend a French-language institution in Canada); the law is clear in that all Canadian citizens whose first language is French (and still speak it) have a right to attend school in French in Nunavut.</p>	
<p>Child hygiene education or support services to accelerate entry to Les Petits Nanooks ECF.</p>	
<p>Drop-in daycare or other drop-in services</p>	<p>Offering this service even two to four times a month would give some parents a chance to stop and breathe, go to medical or other appointments, get certain chores done, etc.</p>
<p>Booklet or reference list for effective educational and recreational outings for daycares</p>	<p>Daycares may lack information or inspiration for arranging these outings. This is especially the case with daycares with high employee turnover.</p>
<p>Develop programs, services and resources for parents who keep their children at home.</p>	<p>These families do not always have access to the same extensive educational resources as those in certified daycares.</p>
<p>Allocate more funding to daycares.</p>	<p>Daycare underfunding creates significant instability in the early childhood development sector.</p>

Translate into French the Daycare Board of Directors training document developed by the QIA.	The latter document is very well done and highly relevant for members of Franco-phone boards. Its content may also be transferable to other types of organiza-tions.
Promote the establishment of a full-time kindergarten program.	Full-time kindergarten is only offered at École des Trois-Soleils.
Promote the establishment of a full-time pre-kindergarten program.	Whether at school or at daycares, the GN should increase early childhood funding to proceed with this.
Lobby and monitor for the development and implementation of a strategy, action plan and territorial regulatory framework for early childhood in Nunavut.	This strategy is needed and wanted in our sector. Francophones should be part of the conversation.

COOPERATION AND COLLABORATION	
Create an issue table in the Francophone early childhood development sector in Iqaluit.	The initiative evaluation and screening committee for the ECH project set up and sponsored by the RÉSEFAN under the project could also contribute to this objective. This group should remain active after the end of the project.
Francophone parents committee	The Nunavut Francophone Parents Association ceased to be in 2016. The AFN has suggested creating an official Parents Committee as part of the organization.
A Facebook page or group for early childhood practitioners in Iqaluit	
A Francophone Program Development Officer position, shared among several day-cares	This position would be especially useful for Anglophone daycares serving a significant number of Francophone and Francophile children. This Francophone position would be a corollary to existing Inuktitut Program Development Officer positions.
Assist in restarting monthly meetings among the group of daycare directors that disbanded several years ago after the de-pature of the group's leader.	This group should include an up-to-date email contact list and employee pay scales (to help limit departures and competition for educators). The GN's Early Childhood Resources unit is considering overseeing this initiative.

Share the specialists brought in occasionally by daycares with other daycares.	This approach would help offset the silo effect and maximize resources. It would re-quire joint advance planning of training activities.
Lobbying and discussions to accelerate the pace of French translation of GN resources related to early childhood development.	Waiting two years for a poster to get translated is hard to justify.
Work more closely with Francophile entities (both Inuit and Anglophone).	The local presence of many Francophiles creates valuable opportunities for promoting the French language and culture.

EDUCATIONAL RESOURCES	
Open up the French school library once a week or once a month to all families in the community with children ages 0-5.	This initiative would have to be effectively advertised.
Translate into French local high-quality educational resources (e.g., QHRC Inunnguiniq program, booklet and/or training).	
Create educational resources reflecting the Franco-Nunavut culture for early childhood practitioners and parents.	
Provide more specific resources to young parents and babies (e.g., information kit).	Possible topics: building children's resilience, parent-child attachment, reducing screen time, increasing children's physical fitness through age-appropriate activities, understanding the importance of sleep, applying principles of positive discipline, promoting language development, helping parents make more time for themselves.
Develop informative pamphlets <i>(Sample topics identified by the community: reducing screen time, applying principles of positive discipline, understanding the importance of sleep, increasing physical activity, developing age-appropriate activities for children, fostering sound parent-child relationships, understanding healthy development by age group)</i>	Could be useful for both practitioners and parents, including parents who keep their children at home.
Resource kit for children and parents who do not use certified daycares	

Publish a collection of articles on topics similar to the Québec publications En attendant bébé and/or Bébé 0 à 2 ans or about breastfeeding. To reflect the local reality. https://www.cisss-bsl.gouv.qc.ca/soins-services/familles-enfants-adolescents/grossesse-maternite/grossesse/les-services-sage-femme-du-bas-saint-laurent/revue-en-attendant-bebe	Le <i>Nunavoix</i> could publish a special issue every year or every other year.
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NUTRITION	
Breastfeeding support service in French provided through the government	
Group of volunteer nursing godmothers	Should be easily accessible. Service widely promoted and known to health care professionals such as through regular hospital visits, pamphlets, etc.
Breakfast or lunch program at daycares	Facilities with a kitchen such as Les amis de la toundra could arrange for a catering service or share a cook with other daycares.
Supply country food to day-cares	
Ask a chef and a nutritionist to develop a healthy menu for children's lunches.	To increase parental awareness of healthy eating and offer tips for preparing simple, healthy lunches and snacks.
Group food preparation in French (for parents and children)	Could be done in partnership with the Qajuqturvik Food Centre.
Lobby the GN to get Qikiqtani General Hospital certified as a "baby-friendly" facility.	http://breastfeedingcanada.ca/documents/WHOUNICEF-bfhi-implementation-2018-En.pdf

ACTIVITÉ PHYSIQUE	
Outdoor sports activity program for families (hiking, skiing, fishing, camping, etc.)	Possible collaborations with Club Aniirajak, White Bear Adventures and others

Clothing exchange program for outdoor clothing suitable for the Arctic	
Activities in French at the Aquatic Centre	
Rent the arena for families	
Subsidize swimming at the Aquatic Centre. Offer free passes to the poorest families.	
Extracurricular physical activity programs for children ages 5-6 between 3:00 and 5:00 p.m.	
More indoor and outdoor physical activity programs for children under 6 years of age (skating, skiing, judo, gymnastics, dance, etc.)	Very few activities are available to this age group in general and none officially in French.

SPECIALIZED SERVICES	
Remote online consultation services	Could help reduce challenges related to Iqaluit's geographic isolation.
Enact a regulation requiring daycares to brush children's teeth at least once a day.	
Improve access to speech-language pathology and occupational therapy services.	Priority identified by local early childhood workers.
Ophthalmology and optometry services	Ophthalmology services are not available in Nunavut. Children with untreated vision problems face significant development and integration challenges after entering the school system.

MENTAL HEALTH	
Develop informative pamphlets <i>(Sample topics identified by the community: building resilience, minimizing negative experiences during childhood, strengthening parent-child bonds, helping parents make more time for themselves)</i>	Could be useful for both practitioners and parents, including parents who keep their children at home.
Remote online consultation services	Could help reduce challenges related to Iqaluit's geographic isolation.
Floating consultation service (e.g. bringing in a psychologist once a month)	Could help reduce challenges related to Iqaluit's geographic isolation.

SAFETY	
Develop a brochure on playing safely outdoors in Nunavut for young families	
Develop or adapt a brochure on safety in the family environment for parents with children ages	

TRAINING	
Train a Francophone in the Inunnguiniq approach to early childhood development as established by the Qaujigiartiit Health Research Centre (QHRC) and adapted to the Franco-Nunavut reality	
Training offered by Sherene Gissing, GN Early Childhood Officer, could be translated into French and ideally delivered in French	If a Francophone employee is not available, an interpreter could be used To start with, the list of available training should be translated into French.
Develop training for parents educating their young children at home	
Develop training in French for all new daycare workers to educate them about the reality and unique needs in Nunavut	

IMMIGRATION	
Services targeting immigrants	There are funding opportunities that target this population.

EXISTING INITIATIVES ELSEWHERE DISCUSSED DURING CONSULTATIONS:

<p>“Mamans, papas et bébés en santé” (CPNP) by Les EssentiElles (Francophone women’s association in Yukon)</p> <p>The Mamans, papas et bébés en santé program is a CPNP initiative that provides free services in French to future mothers and their families across Canada during pregnancy and postpartum.</p> <p>In reality, however, the program provides a broader range of services extending from the prenatal period up to age 5 (although fewer parents take part after returning to work). Group meetings twice a month give parents and children a chance to connect with other families and combat their isolation.</p>	<p>http://lesessentielles.ca/mamans-papas-et-bebes-en-sante/</p> <p>Services :</p> <ul style="list-style-type: none"> • Confidential service in French via a designated resource • Access to the services of a certified dietitian • Maternal breastfeeding support • Free prenatal and postnatal vitamins • Two drop-in meals a month along with workshops on perinatal topics • Electric breast pump loans • Maternity and infant clothing exchange network • Postnatal follow-up services at home • New-parents kit • Access to a resource centre including books and DVDs on various perinatal topics • And much more
<p>I speak English, et j’aime le français.</p> <p>This program is intended for providers of services to children ages 0-4. It is a support program for transmitting the French language. It promotes discovery of the French language and facilitates the transition from an Anglophone or bilingual environment to an instructional setting with a major Francophone component. The binder containing the program workshop information is available free of charge subject to signing a formal agreement to ensure regular use of the program within partner organizations.</p>	<p>http://lesessentielles.ca/mamans-papas-et-bebes-en-sante/i-speak-english-et-j aime-le-francais/</p>

<p>Retired nurses network</p> <p>The network members provide free babysitting services ("Grands-mamans de garde"). The nurses work in pairs, providing members with additional motivation through opportunities for socialization.</p>	
<p>Naître et grandir</p> <p>Naître et grandir is a Québec website and magazine specifically targeting future parents and parents of children ages 0-8. Financed by the Fondation Lucie et André Chagnon, Naître et grandir is a non-profit initiative.</p>	<p>https://naitreetgrandir.com/en/</p>
<p>Hand in Hand</p> <p>This organization works with parents and primary care providers of children between the ages of 1 month and 6 years. However, its tools are useful for children of all ages. It advocates for a parenting approach combining responsiveness and active listening along with high expectations for behaviour to create strong parent-child bonds that last a lifetime.</p>	<p>https://www.handinhandparenting.org/who-we-are/programs-services/</p> <p>Available in English only.</p>
<p>Olo Program</p> <p>The Fondation Olo ("Oeufs, lait, oranges") ["eggs, milk, oranges"] provides tools and services to empower parents so they can help their children learn healthy eating habits. The Fondation Olo supports action in the field by targeting the period from pregnancy to the child's second year of life. This focus on early intervention includes promoting three behaviours: eating well, cooking and having family meals.</p>	<p>https://fondationolo.ca/</p> <p>Available only in Québec.</p>

<p>From Tiny Tot to Toddler, from pregnancy to age 2</p> <p>This guide is available for download by chapter in PDF format. It is also available online and in hard copy.</p>	<p>https://www.inspq.qc.ca/en/tiny-tot/consult-the-guide</p>
<p>Nobody's Perfect</p> <p>is a facilitated parenting program for parents of children from birth to age 5. The program is designed to meet the needs of parents who are young, single, socially or geographically isolated, or who have low income or limited formal education. It is offered in communities by facilitators to help support parents and young children.</p>	<p>http://nobodysperfect.ca/home/</p> <p>Support group to reduce isolation</p>
<p>Naissance Renaissance Estrie</p> <p>Founded in 1991, Naissance Renaissance Estrie is a perinatal resource centre for families in the Estrie region that offers a range of support services for new parents and their babies.</p>	<p>https://bedonboutchou.ca/naissance-renaissance-estrie/</p> <p>The main source of perinatal resources in Estrie</p>
<p>QHRC Inunnguiniq program</p> <p>An evidence-based parenting/child-rearing program based on the Inuit child-rearing philosophy. It was developed and piloted by the QHRC over a five-year period in consultation with an advisory committee of elders. The program is currently offered on a drop-in basis in many Nunavut communities as well as in two high schools. The program is delivered by community-based facilitators. Anyone and everyone with an interest in promoting and revitalizing the strengths of Inuit parenting practices can be trained to deliver the program in their community.</p>	<p>Training: https://www.qhrc.ca/workshops/inunnguiniq-parenting-childrearing-program/</p> <p>Book: https://www.qhrc.ca/wp-content/uploads/2019/09/%EF%80%A6.pdf</p> <p>Traditional Inuit know-how and current scientific knowledge</p>

<p>Healthy Start</p> <p>A comprehensive program intended to promote healthy eating and physical activity in early childhood environments. This bilingual initiative was developed in Saskatchewan by a group of partners led by the Réseau Santé en français de la Saskatchewan (RSFS). The project is funded primarily by the Public Health Agency of Canada through its “Achieving Healthier Weights in Canada’s Communities” innovation strategy, and by the Community Initiatives Fund of the Government of Saskatchewan.</p> <p>Healthy Start provides training to staff at early childhood facilities as well as a program targeting parents, Healthy Start for Families.</p>	<p>http://rsfs.ca/Ma-sante/Ressources-par-themes/d233part-sant233</p> <p>Training for practitioners and program for children.</p> <p>Focused on nutrition and physical activity.</p>
<p>Encyclopedia on Early Childhood Development</p> <p>The latest science on early childhood development from conception through age 5.</p>	<p>http://www.child-encyclopedia.com/</p> <p>Highly ambitious but also highly accessible, clearly written and effectively illustrated.</p>

PROJECT FORM

Name of proponent	
Project title	
Which program objective does the project address?	
Project vision: What improvement or change does it seek to make?	
With which objective of the 2018-2023 programming is the project associated? (Indicate which of the four objectives apply)	<ol style="list-style-type: none"> 1. Francophone and Acadian minority communities engaged and equipped to take action concerning their health and wellness in French; 2. French-language health care services and programs that are accessible, appropriate and actively offered in Canada; 3. Motivated, equipped and valued human resources that offer French health services; 4. Health care institutions, programs and policies that demonstrate a capacity to offer quality and safe health care services in French in accordance with language accessibility standards.

Name of project leader					
Members of coordination team					
Project duration	<table> <tr> <td>Start date</td> <td></td> <td>End date</td> <td></td> </tr> </table>	Start date		End date	
Start date		End date			
Budget for duration of project					

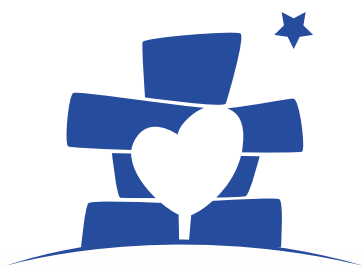
Does the project have other funding sources? (cash or in-kind contribution)	
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Context

(What makes this project a priority? Why is this project necessary, and why now?) (Have the partners and the community contributed to demonstrating a need?) (What framework is required for project implementation? Attach any related documentation.)
Project scope and target audience (For whom is the project intended? In what region?)
Primary outputs (What is the project expected to deliver?)

Who is best positioned to coordinate the project? Why?
Catalysts (Success factors, e.g., leadership, financial resources, support-oriented culture)
Barriers and mitigating strategies (Factors that could impede delivery of the anticipated outputs) (What measures do you intend to take to maximize the use of the catalysts and lower or eliminate the barriers indicated?)

Implementation plan (Key activities)	Milestone schedule



RÉSEFAN

RÉSEAU DE SANTÉ EN FRANÇAIS AU NUNAVUT

