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Rankin Inlet Community Access Centre

The Igalaaq Access Centre Story

Presenter's Name: William Belsey

Title of Project: Igalaaq, the Rankin Inlet Community Access Centre

Introduction: In 1994, Leo Ussak Elementary School had few tecnological tools or resources. At that time the school, newly appointed Information Technology Coordinator, William Belsey, began a series of partnerships with Sakku Investments Corp. and over 100 community stakeholders, that created Igalaaq, the Rankin Inlet Community Access Centre, the first such Access Centre in Canada’s Northwest Territories. Igalaaq, Inuktitut for window, has become Rankin Inlet’s window to the world and a way for the world to learn about life in the Canadian Arctic.

Characteristics of Students: Leo Ussak Elementary School has a student population of 360 students from Kindergarten to grade six. Over eighty percent of our students are Inuit.

Leo Ussak Elementary School I-T Program Objectives:

-Students will use Information Technology to preserve Inuit culture

-Students will use I-T to bridge the gap between youth and elders

-To teach students critical I-T employability skills

-To improve community participation in the educational system

-To use the school as a vehicle for offering opportunities for economic devleopment and community wellness

-To stimulate students interest in lifelong learning and encourage regular school attendance

-To offer students an exemplary school computer program that exposes them to critical Information Technology skills

-To create a resource where all students, staff and members of the community can have access to current Information Technology regardless of their previious “formal” education, financial resources or technological skills.

Igalaaq
Rankin Inlet Community Access Centre

Igalaaq Access Centre Summary

Description (Short) : This project began in 1994 when computer teacher Bill Belsey demonstrated the Internet to Rankin Inlet elders at a local education council meeting. The elders, watched an online tour of the Louvre Museum given by Mr. Belsey and his students. They immediately understood the importance of the new technology to the next generation and approved his push for internet access for Leo Ussak Elementary School at a time when phone bills were soaring and budgets were being cut back.

With an enormous amount of hard work, along with a start-up grant from Industry Canada and the Northwest Territories Department of Information Networks, the small community, lead by Mr. Belsey, managed to raise over $100,000 to equip a Community Access Centre which is called "Igalaaq" which means window in Inuktitut. Igalaaq is located in the computer lab of the elementary school and is the first Community Access Centre in the Canadian Arcitc. With over 30 volunteers being part of the Access Centre team, Igalaaq can be used by anyone in the community on evenings or weekends regardless of technical experience or financial resources. To date Igalaaq has seen more than 3,000 visits in less than a year, all without theft, vandalism or disturbance to the computer lab or the school facility. Today, more than 400 people in Rankin Inlet have establshed e-mail accounts through Igalaaq. This represents over 20% of Rankin Inlet's entire population. This in a community where many were born on the land in skin tents and igloos!

Impact On Students: Students now have access to state of the art information technology tools. Students use Information Technology to record and share information about Inuit culture and modern Arctic life with the rest of the world. Students receive feedback from the world that their culture is someting to be valued and cherished. Students attendance has improved. Students interest in learning has increased. Students from grades three to grade six have their own e-mail accounts. Students from grades three to six are producing their own web pages. Students are volunteering and some have been hired to work at Igalaaq for wages. Every student from Kindergarten to grade six has regular classes in Information Technology. Students are given an introduction to object-oriented programming with MicroWorlds LOGO. All students are introduced to simple robotics with LEGO/ DACTA Control Lab system hardware and software. Students are creating multimedia projects with Hyperstudio. All students have access to the Internet in every classroom throughout the school. Students have been asked to present at major confernces.

Conclusion: What began as a school-community initiative conceptualized and lead by Mr. Belsey , has blossomed into a program that has recieved numerous awards and international attention from the media and educators from around the world.

Sakku Arctic Technologies Inc.

1. Student / Project General Information:

Leo Ussak Elementary School is a true community-based school. Since its inception in 1988 and under its founding principal, the late Simon Ford, our school sought to include the community at every opportunity. It is a common sight to see Inuit elders in our school passing on their traditional knowledge. To this end, Mr. Ford, an Inuk himself, instilled in his staff a respect for the Inuit culture and the Inuktitut language. Mr. Ford also had a vision for the future that involved our school having access to appropriate Information Technology.

Leo Ussak Elementary School offers educational programming in English and Inuktitut to 360 students from Kindergarten to grade six. Programs are offered to students with special needs with support from a special needs teacher and five special needs assistants. Our school strives to serve the needs of children with a wide variety of special needs, some of whom come from the local children's group home. We have a fully equipped gymnasium. Our school has eight Inuit teachers who are graduates from the Nunavut Teacher Education Program which is offered by Nunavut Arctic College and McGill University. There is a full time coordinator of Information Technology and a computer lab.

Rankin Inlet is a community of approximately 2,000 people. About 80% of the population is Inuit, with the remainder coming from southern Canada. Canada Employment says the unemployment rate across the Northwest Territories is 23%. Communities outside of Yellowknife like Rankin Inlet typically have even higher unemployment. Our community has experienced a "boom" of late, so ours is not typical as compared to many other northern communities. We have a very active business community consisting of over one hundred small and large businesses. Increasingly, these businesses are Inuit owned. One of the major players to emerge in this pre-Nunavut period has been Sakku Arctic Investments, the corporation charged with the responsibility of investing Nunavut Land Claims money on behalf of the Inuit beneficiaries in the Kivalliq region. They are our major "Partner in Education" in the creation of Igalaaq, the Rankin Inlet Community Access Centre, in Leo Ussak Elementary School.

1. Student / Project General Information -Continued:

We are quite remote geographically speaking. Rankin Inlet is located on the west coast of Hudson Bay approximately 1,000 km due north of Winnipeg, Manitoba. The only viable transportation link to our community is by air, which is very expensive. Traditionally, this area was used by a small number of families as a temporary camp in order to pursue a hunter/gatherer subsistence economy.

The "modern" community was established during the mid-1950s when the North Rankin Nickel Mine began operations, establishing Rankin Inlet as the first, and one of the only communities in the Canadian Arctic to be founded on commerce other than that of the Hudson Bay Company. It was the first "modern" mine in the Canadian Arctic. During the life of the mine Inuit were employed in all facets of the mine operation, the first time such an undertaking was made in Canadian history. The mine ran from 1957 until 1962 when the rich nickel-copper ore deposits ran out. The community suffered greatly during the aftermath of the mine closure, yet it has survived, and grown as a major government centre in the Northwest Territories. The early history of our community is important to relate as this early history is responsible for establishing the wage based economy and the spirit of entrepreneurship and cooperation that exists in Rankin Inlet to this day.

2. Purpose / Objectives:

-Students will use Information Technology to preserve Inuit culture

-Students will use I-T to bridge the gap between youth and elders

-To teach students critical I-T employability skills

-To improve community participation in the educational system

-To use the school as a vehicle for offering opportunities for economic devleopment and community wellness

-To stimulate students interest in lifelong learning and encourage regular school attendance

-To offer students an exemplary school computer program that exposes students to critical Information Technology skills

-To create a resource where all students, staff and members of the community can have access to current Information Technology regardless of their previious “formal” education, financial resources or technological skills.

3. Methods / Procedures (How did we do it?):

In 1994, Sakku Arctic Investments, developed a plan to create an ISP, Internet Service Provider, for the community of Rankin Inlet. At that time informal discussions were held with possible community stakeholders about the potential of this service for our community. Mr. Belsey then expressed concern about how this techology could be made publicly available to provide training and access to those who did not have the prerequisite skills or those who did not have the financial resources to pay for Internet access. Initiated by Mr. Belsey, a plan was developed with the school staff, administration and Community Education Council to create a Community Access Centre in the computer room in Leo Ussak Elementary School to meet this need. In 1995, Mr. Belsey wrote a grant proposal and was successful in obtaining a grant from the CAP, Community Access Program, from Industry Canada. This funding helped to create a link from Leo Ussak School to Sakku Arctic's ISP.

The CAP grant from Industry Canada provided approximately $14,000 which funded the creation of a LAN, Local Area Network, that was connected to Sakku Arctic Technologies ISP. While the CAP grant made it possible for the Leo Ussak School Computer room to be connected to the Internet, it did not provide any funding for upgrading the outdated computers that were in the school, or to pay for the connectivity costs involved with the school being on the Internet.

Enter Ron Dewar, CEO for the Sakku Investments Corporation. Mr. Dewar had the vision to realize that Internet connectivity could be an ecnomic lifeline to this geographically isolated part of Canada. An area with very high unemployment as well as very high costs of doing business. After discussions with Mr. Dewar made it clear that Sakku was with us as a "Partner in Education" with a long term vision to the future. Sakku provided us with presentation hardware and software, an Agfa colour scanner, and perhaps most important, an agreement that Sakku would support the CAC, Community Access Centre, by underwriting the costs associated with using their ISP. This meant that students and staff could have access to the Internet during the day and the community of Rankin Inlet could do so at night and on weekends when Igalaaq was open to the public.

3. Methods and Procedures (How did we do it? -Continued):

Mr. Belsey, as computer program coordinator, went to then principal, Simone Clark, to ask our Community Education Council, if he could approach other community stakeholders to become "Partners in Education" and help us create the Community Access Centre. Simone Clark and the CEC were very supportive of this initiative, at a time when our schools phone bills were soaring and school budgets were shrinking. Mr. Belsey says "I can can vividly recall the look of wonder and amazement on the face of elder Lucien Taparti and other CEC members as I demonstrated a virtual tour of the Louvre musem in Paris on the Internet. Many community elders were born on the land in skin tents and igloos."

Their approval was unanimous and so Bill went about canvassing local stakeholders, holding a series of "Internet Cafes" for the general public, leading staff training sessions for government personnel, fellow educators, and running a computer club for preschoolers on Saturday afternoons.

Support began to "snowball". We established new partnerships weekly and new computer hardware and software was purchased. One fine spring weekend, four electricians, parents of students at our school, came in to install a complete electrical upgrade to our computer room for free, all with donated materials. Our school had tried for years to have this job done, but was told that it would be too difficult or too costly. This job had been previously costed out at $5,000!

3. Methods and Procedures (How did we do it? -Continued):

On another front, the Government of the Northwest Territories and the Keewatin Divisional Board of Education were in serious financial deficit positions. This situation forced teachers cutbacks and job losses. Despite all of our wonderful progress, it looked as if the position of computer program coordinator would be terminated. However, through the support of the school administration, staff, parents, the media and our Partners in Education, the position was saved!

After a year and a half of developing community partnerships and organizing, Mr. Belsey and the Igalaaq volunteer team proudly welcomed everyone to the grand opening of the Northwest Territories very first Community Access Centre on Saturday November 2nd at 2:00 pm in the gym and computer room of Leo Ussak Elementary School. The centre known as Igalaaq, became a technological “window to the world” for the citizens of Rankin Inlet. Igalaaq gives all citizens of Rankin Inlet access to current computer technology and the Internet. While Igalaaq was initially funded by a grant from Industry Canada, the centre has been made possible through the generous support of Sakku Arctic Technologies and many other “Partners in Education” from the business community. To date over $100,000 in goods, services and cash has been generated in only one year! It is staffed by students from Maani Ulujuk High School who are partnered with one of thirty adult volunteers from the community. Igalaaq is open on Tuesday and Thursday nights from 7:00 until 9:00 pm and on Sundays from 2:00 until 4:00 pm. A special computer club for preschoolers is held on Saturdays from 2:00 until 4:00 pm. “The centre was packed to capacity on its first day of operation!” according to Igalaaq volunteers Vinnie Karetak and Maggie Putulik.

Over 250 people attended the grand opening of Igalaaq. NWT Air and Sakku Arctic Technologies presented new computers to the Igalaaq team. Over $2,200 was raised in a raffle. A giant Igalaaq cake was cut and a sign for the Igalaaq Centre was unveiled. Over 100 people signed up for their own e-mail accounts, bringing the total accounts to now over 400. Nearly 300 such centres hope to open across Canada this year. Igalaaq’s success is being now being used as a model on a international level by Industry Canada, CIDA and the 2B1 Foundation.

4. Special Materials:

The Igalaaq Community Access Centre, which is located in the computer room of Leo Ussak Elementary school, has a wide variety of Information Technology tools and rescources at the disposal of students, teachers and indeed the entire community of Rankin Inlet. Among the special materials available at Igalaaq are; 20 Mactinosh multimedia computers, all wih CD-ROM drives on a high-speed Ethernet network. All computers have colour monitors. The are two workstations which have high quality 17" professional monitors, scanners, two ZIP drives and a ditigal camera. These stations are used for intensive graphics work. The high speed Ethernet network to been extended to the entire school which means that all students and staff can access the Hewlett-Packard 5MP LaserJet Printer and can access our Internet Service Provider, Sakku Arctic Technologies (www.arctic.ca) with the equivalent speed of a T1 line or 2 megabits per second and 56k per second speed connection from our ISP to the rest of the world. Thanks to our many Partners in Education, Leo Ussak Elementary School students and staff can now have access to more than sixty computers schoolwide.

In addition to the hardware, we have a wide array of software resources that allows us to help our students acquire many critical Information Technology skills as well as develop critical thinking skills. Some of the software used in our program is; Clarisworks, Hyperstudio, Adobe Pagemill, Adobe Photoshop, Adobe Illustrator, Kid Pix Studio, Microworlds LOGO, Claris Amazing Animator, Storybook Weaver, and Kai's Power Goo just to name a few titles.

5. Evaluative Methods and Instruments:

Leo Ussak Elementary school is constantly striving to find appropriate methodologies for evaluating our program in I-T. What follows is a profile that is being developed by M.r Belsey in an effort to deal with the issue of evaluation and assessment.

The evaluation of the Igalaaq Access Centre is done on a largely anecdotal basis. Visitor data is collected with a sign-in/out book, e-mail account sign-up sheets, and our volunteer log book.

Leo Ussak Elementary School Information Technology Skills / Concepts Profile

T= Taught... R=Review Needed... U= Understands Concept(s) / Skill(s)

-- T ....R..........U

Basic Data Concepts

* Understands that data is electronic information
* Understands that a computer is useful tool that uses data
* Understands that data comes in a variety of forms
* Can identify a variety of ways that computers use data
* Starts up and shuts a down a variety of computers
* Can use a variety of input devices; keyboard, mouse etc.
* Can use basic computer controls egs. sound, monitor controls etc.
* Can insert and eject a data disk
* Can insert and eject a CD ROM
* Can differentiate between RAM and ROM memory.
* Understands what a computer program is
* Understands that programs are known as "software"
* Understands that data can be stored in many forms
* Can save current work on a disk or hard drive
* Can open previously saved work
* Can print out appropriate work
* Can quit programs appropriately
* Can restart a computer that is "frozen"

5. Evaluative Methods and Procedures:

Specific Applications Skills:

* Can choose the appropriate software tool for a given task
* Can create simple page layouts with a word processor
* Can change fonts and typestyles
* Can "cut and paste" data
* Can use a word processor to express themselves
* Can use a graphics program to create an illustration
* Can create and use a simple database
* Can create and use a simple spreadsheet
* Can use the computer to create a simple diagram.
* Can take an electronic "snapshot" of the monitor screen
* Can insert graphics into a text document
* Can use a scanner to import appropriate data from other sources
* Can use a digital camera to create digital images
* Can use appropriate software to manipulate images appropriately
* Understands basic page layout and design concepts
* Can record audio data with appropriate software
* Can record and edit a siimple animation or video (Claris Amazing Animation / Adobe Premiere)
* Can use a CD-ROM encyclopedia to find appropriate information
* Can create a simple multimedia project (eg. Hyperstudio)
* Can create, save and run a simple using the (LOGO) programming language
* Can create a program for, and control a simple robot (LEGO DACTA)

5. Evaluative Methods and Procedures (Continued:

Internet-Related Concepts / Skills:

* Understands the concept of a "Network"
* Understands the concept of the Internet
* Is aware of the history of the Internet
* Understands the concept of a "server"
* Understands the function of a modem
* Can connect a modem to a computer
* Can configure appropriate communications software
* Can log onto a BBS or ISP
* Can open, read, reply and send e-mail messages
* Can create personal resumes
* Can organize e-mail communication efficiently
* Can locate appropriate newsgroups, read and post news
* Familiar with Internet tools like Archie, Veronica, Gopher, WAIS.
* Is aware of Internet rules or "Netiquette".
* Can download and upload data via FTP (File Transfer Protocol)
* Can exchange appropriate data via an Internet "chat"
* Can search for appropriate information on the Internet
* Can create and communicate in simple video conferences
* Can program a "Web Page" using simple HTML commands
* Can import graphics into a web page
* Can create appropriate links to other web pages
* Can use multimedia on a web page

5. Evaluative Methods and Procedures (Continued):

Pedagocial Foundation -What do we believe about children, learning and Information Technology? (with special thanks to Antonia Stone and her Credo for the "Playing to Win Computer Centre" in Harlem, New York)

Purpose is:
* To instill in students a lifelong love of learning
* Universal technological enfranchisement
* to broaden the scope of personal capability and interest
* to enable learning and functioning through technology

Technology is:
* a tool
* an information resource
* a vehicle for communication

Children can:
* learn to operate machines and programs
* learn how to create programs
* learn how to use programs as tools
* learn from programs
* learn with programs

Children are:
* participants in the learning process
* working collaboratively
* in control
* tinkerers
* actively engaged

5. Evaluative Methods and Procedures (Continued):

Results are:
* empowerment:
* skill in tool use
* success in learning
* increased self-esteem
* ability to use resources
* ability to articulate process and need
* recognition of personal contribution
* respect for contributions of others
* habits of self-assessment

Teachers and parents are:
* faciltators, guides, coaches, co-learners, resources
* participants in the learning process
* constructivists
* role models

Activities:
* are project-based
* reference real-world activity
* respect and use background, culture, skills of participants
* provide for team work

Assessment is:
* the joint task of participant and teacher
* based upon personal accomplishment
* sustained by personal portfolio

6. General Comments:

-Leo Ussak Elementary School and Sakku Investments Corporation are recipients of the Royal Bank National Partners in Education Award by the Conference Board of Canada.

-Fifty-two business and government stakeholders, as well as 61 individuals became "Partners in Education" with Leo Ussak Elementary School.

-Leo Ussak Elementary School attendance is consistently over 90%.

-Igalaaq and Leo Ussak School computer program has been recognized by the NWT Minster of Education as a model for other NWT commuities to follow

-The Igalaaq Access Centre and the Leo Ussak Elementary school program have been recognized in Netguide, Yahoo! Internet Life and National Geogrpahic magazines, the Ottawa Citizen and Globe and Mail newspapers, a CBC Television documentary, a video by the Missouri Botanical Gardens, "Dotto On Data", Radio Canada International and "Morningside" radio progams.

-Leo Ussak's web site has been recognized with awards from the FIDO, Family Information Dependable Organization, Q-Media of Vancouver, the Franklin Science Institute of Philadelphia, the Arctic Perspectives Centre and The Yahoo! Internet Directory as an exemplary web site.

-LUS students created a web site for the NWT/Canadian Cancer Society re. smoking and cancer
-William Belsey and the students of Leo Ussak Elementary school were asked by CIDA to make workshop presentations and staff an information booth on behalf of the Government of Canada at the recent World Bank international conference, Global Knowledge '97 in Toronto.

-The Leo Ussak Elementary School's program in Information Technology, the school's web site (www.arctic.ca/LUS) have been showcased to Prime Minister Jean Chrétien and on another occasiion to First Ladies Aline Chrétien and Hillary Clinton

6. General Comments (Continued):

-Igalaaq and Leo Ussak Elementary School are offering program suppport, advice and inservice for schools and other community organizations across Canada and around the world as they strive to model their programs after our grassroots model of community-based Parternships.

-We are currently applying for funding through Industry Canada that would allow us to train students to digitizatize archival material about the North Rankin Nickel Mine and create a web site about the history of this community. Students and facilitators will receive wages for working on this project.

-Igalaaq has offered an Internet "Grassroots Training" program facilitated by Industry Canada.

-Igalaaq will employ two students to work at the Access Centre this fall.

-Igalaaq is the base for a new local company called Inukshuk.com which currently employs students to create web pages for local business and helps to promote them internaionally via the Internet.

-Leo Ussak School's computer program now compares very favourably with other programs in Information Technology at an international level.

-Feb. 1996 -our students participated in the Julie Hansen International Arctic Expedition.Our students met Julie Hanson and her partner, Martin Hignall in person, and then followed them via the Internet as they travelled by dog team from Chuchill, Manitoba to Tuktuyaktuk, NWT.

6. General Comments (Continued):

-William Belsey was chosen for the Prime Minister's Award for Teaching Excellence in Science, Mathematics and Technology

-William Belsey has been asked to facilitate information technology training for teachers through the NTEP, Nunavut Teacher Education Program, offered by Nunavut Arctic College and McGill University.

-William Belsey was asked to make workshop presentations at the Global Knowledge /97 in Toronto, the World Bank's International conference on "Developing Knowledge inthe Information Age".

--William Belsey was invited by Nicholas Negroponte and Seymour Papert of the World Famous Media Lab at M.I.T. to make presentations at and become a founding member of the 2B1 Foundation, a select group of teachers and community activists who are endeavouring to facilitate Internet Access for children in the "Developing World"

7. Ways in Which This Program is New / Innovations:

-Dec. 1994 began a groundbreaking Partner in Education program with Sakku Investments Ltd. and over 100 other community stakeholders.

-Sept.. 1995 -we became the first school in the Keewatin Region to be connected to the Internet.

-Oct. 1995 -we became the first school in Nunavut to have a World Wide Web site.

-Nov. 2, 1996 -we created the very first Community Access Centre in the Northwest Territories.

-Jan. 1996 -we completed the first video conference of any school in Nunavut.

-May 1996 -our students planned, scripted and acted in a video "The Tundra Biome" for the Missouri Botanical Gardens multimedia project.

-Mr. Belsey initiated ongoing professional development in Information Technology for Leo Ussak staff via courses toward a Certificate in Educational Technology from McGill University.

-Mr. Belsey initiated a very popluar and successful after school computer program.

-Mr. Belsey initiated a very popular and successful Computer Purchase Plan for staff through the Keewatin Divisional Board of Education.

-Students have individual disks on which to save a portfolio of their digital work.

-First school in Nunavut where students are learning how to create Hyperstudio multimedia projects.

-Leo Ussak is the first school in Nuanvut with an Ethernet network.

-The school will be the first in Nunavut to have its own Intranet by the end of the 1997/98 school year.

8. Improvements to Teaching / Learning:

-Students now have access to real informaton technology tools that put them at the forefront of Information-Technology related skills.

-Regular access to the Internet has opened a window to the the world for our students and has given the world access to the ideas and lives of our students. Sometimes our students get the message from traditional media that their lives are somehow less than others “in the South” because they don’t live in an urban area or hang out at shopping malls, but when our students get e-mail from others around the world who are amazed that our kids see caribou, polar bears and go on dog sled trips, they feel an increased sense of pride and appreciation for their culture, language and their special place in the world.

-Students see that the community has a real stake in their education and their future through our many Partnerships in Education.

-Increases students' interest in learning.

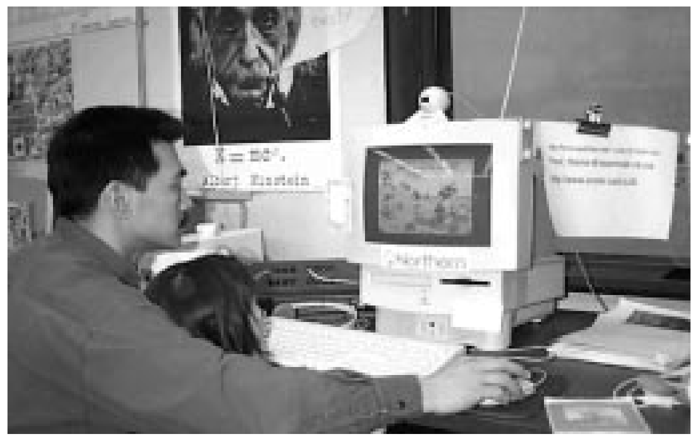
-Students are now acting as co-learners with their teachers and families.

-Students see their culture and language mirrored in the informaton technology tools that they use. All computers in or school have the Inuktitut syllabic font installed and Inuktitut syllabic keyboard overlays.

-Students are using information technology tools as a means to preserving Inuit culture and the Inuktitut language, i.e. digital audio, video, Inuktitut syllabic fonts to record elders stories, songs, and traditional knowledge and skills.

8. Improvements to Teaching / Learning (Continued):

-Increased attendance, typically well over 90% each month. This, in a region where some schools have attendance that can run as low as 65% and regularly have temperatures in the -40° C from November until April !



-We have established a very successful computer club for preschoolers on Saturday afternoons. Many parents are learning a lot from their children :-) and we have noted increased confidence and competence among subsequent new kindergaten students.

-Students now have better trained teachers who have the opportunity to take courses towards a Certificate in Educational Technology from McGill Unniversity at Leo Ussak School.

-We are running a very popluar and successful after school computer program. Over 100 students attend after school each week.

-All students and staff from grades three to six have their own individual e-mail accounts.

-Students from grades three to six have, or are producing their own web pages.

-All students from grades two to six have their own individual disks on which to save a portfolio of their digital work.

-All students from Kindergarten to grade six are learning how to create, edit and produce their own animations and videos using software which inlcudes Claris Amazing Animaton Studio and Adobe Premiere.

8. Improvements to Teaching / Learning (Continued):

-Our students were asked to attend and make presentations as a part of the Canadian Governments offical delegation and technology forum at the recent international Global Knowledge '97 Conference in Toronto sponsored by the World Bank and the Government of Canada. While at the conference they saw and/or personally met Kofi Annan, the United Nations Secretary-General, Frederico Mayor, Director-General for UNESCO, James Wolfenson, President of the World Bank, the Hon. Lloyd Axworthy Minster of Foreign Affairs, the Hon. Diane Marleau, Minister for International Cooperation and La Fracophonie, Hugette Labelle, the President for CIDA and the Hon.John Manley, Minister for Industry, Trade and Commerce, just to name a few. Madame Marleau and and Hugette Labelle noted that they were "the hit of the conference!" (see the attached letter from the Hon. Diane Marleau).

-Our students have been the focus of a great deal of media attention. Many of their web pages are currenlty being featured in "Language Arts Four" book by Nelson Publishing They have been featured in articles by Netguide, Yahoo! Internet Life and National Geographic Magazines. They have appeared in newspaper stories by the Ottawa Citizen and Globe and Mail. They have helped to write, produce and star in a video for the Missouri Botanical Gardens "What's It Like Where You Live?" multimedia production as well as been featured in a documentary for CBC Television, Radio Canada International, "Dotto On Data", and Morningside radio programs.

8. Improvements to Teaching / Learning (Continued):

-All students from grades three to six are introduced to programming with the MicroWorlds LOGO programming language.

-All students from grades three to six are introduced to robotics with LEGO / DACTA Control Lab system hardware and software.

-All students from grades four to six are learning how to create multimedia projects using Hyperstudio multimedia software.

-Student confidence has increased not only in the use of information technology and basic literacy but in self-esteem as well.

-Students are learning the importance of volunteerism. Students are paired with one of the over thirty adult community volunteeers in order to keep the Igalaaq Access Centre running. As a result, students make many positive mentoring relationships with adults who are well placed in the community that are proving helpful re. future employment opportunities.

-Four students were hired to staff Igalaaq during the summer of 1997. Two of the students, ran the Northwest Territories first ever computer camp and two other students ran the Igalaaq access centre each weeknight throughout the entire summer. Feedback from Igalaaq attendees, parents and the entire community was very positive and supportive.

-Leo Ussak School's computer program now compares very favourably with other programs at an international level.

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Rankin Inlet Community Access Centre

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Benefits -Community:

-Over 50 "Partners in Education" , primarily from the business community have invested over $100,000 in education in our community.

-Our Partners in Education, now have a higher, more positive profile among, students, educators, parents, adminstrators, politicians and other community stakeholders.

-Partners in Education are recognized in the school with Partners names and corporate logos being displayed on the hardware their sponsorships has allowed us to purchase. Partners are also recognized on our school's web site on the Internet (http://www.arctic.ca/LUS/CAC).

-Business community will benfit from increased community awareness of and facility with computer technology.

-Business will have more technologically literate employess in the future.

-Rankin Inlet Business community recognized by NWT Finance Minster John Todd as exemplary in the creation of the Community Access Centre.

-The creation of Igalaaq and its "Parternships" is currently being used by Industry Canada as one of its national rolemodels

-local businesses are having their web pages and are being promotted around the world on the Internet by curent and former students of Leo Ussak Elementary school through Inukshuk.com.

Sakku Arctic Technologies Inc.

Leo Ussak School / Igalaaq (Rankin Inlet Community Access Centre) Partners in Education

Businesses:
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