



Traditional Clothing and Tool Making
Program Guidelines



Δερεβι'ε'ε'ε'ε'ε'
Pitquhiliqiyikkut
Department of Culture and Heritage
Ministère de la Culture et du Patrimoine

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These guidelines have been developed to help anyone who is thinking of starting a traditional clothing and tool making program.

The Department of Culture and Heritage supports programs that promote culture with elders and youth throughout Nunavut. Elder and Youth Division began planning a program on Pattern Making in 2008. They have held pattern making program in 4 communities. It is a program that is allowing elders to pass on their knowledge to the youth and to preserve the traditional way of making clothing out of caribou and seal skin. It has also allowed the elders to remember the importance of passing the knowledge and, the youth to see why it is important to gain the knowledge.

*“Our youth are our future.
We have to educate them and encourage
them to take ownership of Inuit
Qaujimajatuqangit so they can pass it
down to their future generations.”*

Mariano Aupilardjuk, Elder,
Inuit Qaujimajatuqangit Workshop
September 1999

Sponsored by the Department of Culture,
Language, Elders and Youth



Elders and Youth Division feels it is important to create this guideline. It is so that youth and elder committees will have guidelines to help direct them through the necessary steps to start a program. This document has been separated into five main sections:

1. **Planning**
2. **Program Funding**
3. **Getting Ready**
4. **Implementation**
5. **Closing Stages**

Each section will provide you with some things to think about when you are working on starting a traditional clothing and tool making program. Also included are some examples and sample forms. You can use or adapt them to suit your situation.

Good luck!

Before you start a traditional clothing and tool making program, there are some questions you should ask yourself:

- Do the community members want to have a program?
- Are there elders interested in the program?
- Are there youth interested?

This type of program will be an Elder teaching youth initiative and it is important that you have community support. Elders will tell you how they learned to make things, which was through experience and practice.

All young Inuit women were to practice making clothing as young girls, such items as parkas, kamiks, outer clothing and liners. They had to be adept at making all of the important clothing items.
Adapted from Oral History Collection



A youth learned from observation of the Inuit around him conducting tool repairs, maintenance and preparation. When a youth learns via observation skills such as igloo building, qamutik building and the like due to his inclusion into the hunting circle, he also has to be given an opportunity to try his hand at the activity observed.
Adapted from Oral History Collection



A. Planning Program Worksheet

Goal:

Activity:

Equipment / Tools:

Facility / Place:

Transportation:

B. Program Coordinator

The program coordinator will play a very important role in a successful traditional clothing and tool making program. The first step in planning a program is to identify a project coordinator and ensure they are involved in every area of the program – from beginning to end.

Some responsibilities of the project coordinator include:

- Finding instructor(s)
- Recruit youth to take program
- Conducting meetings with Elders, mentors, participants, community members etc.
- Handling program finances
- Dealing with administrative tasks
- Writing reports

It is important that the project coordinator is able to manage these important tasks.

Characteristics of a good coordinator include:

- Communications skills, both verbal and written
- Organizational skills
- Interpersonal skills
- Ability to carry out the program

The coordinator should be able to identify roles;

- Role of the Elder – do they have interest and will they contribute to the program?
- Role of the Youth – will they show respect and have the will to learn?



C. Coordinators Worksheet

Assignment / Job Title:

Tasks for individuals
and what they would do:

Time Commitment:

Equipment we need:

Equipment we already have:

Things that would require funding.

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

Equipment:

Space/Facility Rental:

Transportation:

Instructors / Guides:

Coordinator / Facilitator:

D. Setting Objectives

As you plan your traditional clothing and tool making program you will want to set goals; outcomes you want to see from the program. How will the program benefit the participants?

Goals you may want to think about include:

- Develop social responsibility through co-operative activities;
- Training in making traditional clothing or tool making;
- Contributing to a greater sense of cultural pride and self-esteem;
- Rekindling an interest in education for school dropouts;
- Providing leadership training and communication skills;
- Providing an opportunity for Elders to teach youth;
- Learning Inuktitut terminology and traditional knowledge from Elders; and
- Learning about history and ancestors.

If you run into problems or difficulties, it is useful to have a contingency plan – this is a backup plan in case something wrong happens (i.e. Instructor gets sick, program runs out of money).

Some examples that Elders and Youth Division have ran into are:

- There is no material to cut out patterns – therefore construction paper was used instead.
- There is no money for the program, so the staff and participants agree that participant will take what they have made and take what is left over.
- Instructor could not come in, so the participants show each other how and what they know that the other asked about.

These are just some things that you may run into as well. Always make sure you have thought of possible replacements that you may have forgotten or run out of.

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

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

2. What is the purpose of the program?

Goal:

Assignment / Job Title:

Purpose of the assignment:

Equipment /Tools:

Facility/Place:

Transportation:



In order to operate and run a traditional clothing and tool making program, you will need funding.

In addition to applying for funding from the Department of Culture and Heritage, it is recommended that the project team approach other organizations for supplementary or alternative financial contribution. Consider various Government of Nunavut departments that may be of interest when writing and submitting your proposal.

Talk with others in your community and other support groups to determine other potential sources of support. You can also contact your local Government Liason Officer to learn about other sources of funding within the Government of Nunavut.

Other partners or sources that provide support such as donations, in-kind contribution or other types of sponsorship may be useful – contact as many organizations as you can.



A. Writing a proposal to Department of Culture & Heritage

1. Which category will your project fall under?

Information on the Department of Culture and Heritage Grants and Contributions Program is available on our website:

www.ch.gov.nu.ca.

Elder Initiatives Grant

Youth Initiatives Grant

Elders and Youth Committee Grant

Elder Initiatives Contributions

Youth Initiatives Contributions

Elders and Youth Facilities Contributions

Heritage Grant

Community Radio Grant

Arts Contributions

Toponymy Contributions

Heritage Contributions

Cultural Communications Programs

Heritage Facilities Contributions

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

Heritage Programs

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

Elders & Youth Initiatives Programs

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

NOTE: Please ask for application form/s for:

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

As each have their own forms

Preferred Communication/s Language

- Inuktitut
- Inuinnaqtun
- English
- French

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

Contact Information

Section A: (Individual ONLY)

Applicant's Name: _____

Mailing Address: _____

Community/Postal Code: _____

Phone Number: _____

Fax Number: _____

Email: _____

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

Section B: (Organization ONLY)

Name of Organization: _____

Mailing Address: _____

Community / Postal Code: _____

Phone Number: _____

Fax Number: _____

Email: _____

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

Registration Number: _____

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

Organization Contact:

First Name: _____

Last Name: _____

Alternate Contact: (For both individual and Organization)

First Name: _____

Last Name: _____

Position: _____

Phone Number: _____

Fax Number: _____

Email: _____

List financial of other assistance that you have requested from sources other than the Department of Culture and Heritage.

Name of Source:	Contact Name:	Telephone:	Dollar Value:
Total (2):			
Total all other sources Total (1) plus total (2):			

7. Please list previous support from the Department of Culture and Heritage you received.

Please list any previous financial support you have received from the Department of Culture and Heritage.

B. Tasks

Things you already have:	Need to get:

Task:

Time commitment:

Coordinator/Facilitator:	Task:

Possible participants:	

Budget:

Things that already have been paid for:	Things that will need to be paid for:

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

D. Community Sponsors

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

- Elders Societies
- Rangers
- Youth Committees
- Social Services
- Women's Auxiliary Group
- Other grassroots organizations and/or groups
- Justice of the Peace





A. Choosing Participants

Depending on the project size and/or financial or other resources, not all interested individuals may be able to take part in the traditional clothing and tool making program. In this unfortunate situation, you will have to decide what age group or group of certain people (backgrounds) to participate in this program. Possible participant groups you may want to think about include:

- Youth ages 12-30
- Elders
- Boys only or girls only or a group
- High-risk youth with both
- Single parents
- Other groups (i.e. they have no one to teach them, no equipment, etc.)
- School drop-outs (any age)

Once you have decided on a target group you will have to determine who is interested in participating. You may want to post signup sheets in public areas throughout the community so that interested individuals can sign-up for the program.

In deciding who will participate, you may choose to set-up a committee to screen the applicants. It will be up to the program coordinator, staff and traditional clothing and tool making instructors to decide how they wish to settle on the participants. Once you have chosen the participants, it is also a good idea to have a back-up list of participants and cultural instructors, just in case anyone is

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

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

- Allergies
- Medical information
- Signed permission or waiver forms (signed by a parent or guardian if participant is under-aged)

B. Selecting a Location

In order to choose a location, you will have to think about what is important for the program **location, space and equipment.**

C. Staff

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

Possible staff positions include:

- Program Director
- Supervisor / Coordinator
- Elders as Cultural Instructors

It is important to have clearly defined duties for all staff and to make sure you have the right person for each job. Think about how you will choose staff. Will there be a committee or will the coordinator select the staff? For each position, think about what skills the staff will need and match people to the jobs. For example, when looking for an instructor, it will be important to find someone who has knowledge of making clothing or making tools (i.e. ulus, harpoon heads, skin scraping equipment, etc.).



Once you have the staff, money, location and resources secured, now is the time to put the plan into action. Remember to keep your program objectives in mind as well as written on paper and make sure everything is going as planned.

A. Expected Behaviors

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

You should think about appropriate disciplinary actions for infractions like stealing, fighting, alcohol/drug use, vandalism, etc. It is also important to emphasize respect for the building and all who may occupy the building.

*Inuuqatigiittiarniq: respect for one another, respect and care of belongings and use of space is important. It is a good idea to discuss this at the beginning of a program. Have an elder talk to the youth about how Inuuqatigiiniq was encouraged with them, things that were discussed with them and how to show respect.

B. Safety

It is crucial to emphasize safety, especially with regards to handling different tools and machinery. If there are stages in the program that require the use of power tools or other things that might pose a risk to any of the participants, ensure that there is a supervisor or clear guidelines to carry out the activity safely.



To wrap up your program, the following are recommended activities for the program coordinator and participants to carry out:

A. Clean Up

Make sure to clean up the site when getting ready to finish the program. Remove all garbage and food to prevent from stinking up the place and to leave it how it was when you first got to the building or even better.

B. Equipment Storage

It is important to clean and properly store equipment (if you or the group owns them) in a safe place. You should take inventory so that you know what equipment you have before you plan the next traditional clothing and tool making program.

C. Evaluation

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

D. Celebration



The end of the traditional clothing and tool making program is a good time to hold a community showing of all the finished products that were made during the program. You can plan a feast to recognize the hard work of the instructors as well as the people who took part in the program.

E. Report

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

- Participants' journals (their journals will help you to identify what they experienced and learned. Also how you can improve the program.)
- Wages for instructors and other staff
- Cost of purchasing materials and supplies for the program
- If you needed to rent the space or equipment, this would also be included.

Project Report

Program: _____

Program Statistics:

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

Highlights from this program:

Participants learned:

Improvements that would be made:

F. Proposals

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

- Select program coordinator
- Decide on program objective
- Get community sponsors/support
- Decide on target participants
- Decide on program site
- Hire staff
- Select participants
- Purchase supplies
- Clean up location
- Store equipment
- Organize community celebration
- Evaluate program
- Prepare report
- Write funding proposals
- Others:
