



## **Nunavut Tunngavik Incorporated NILFA 2018 Highlights**

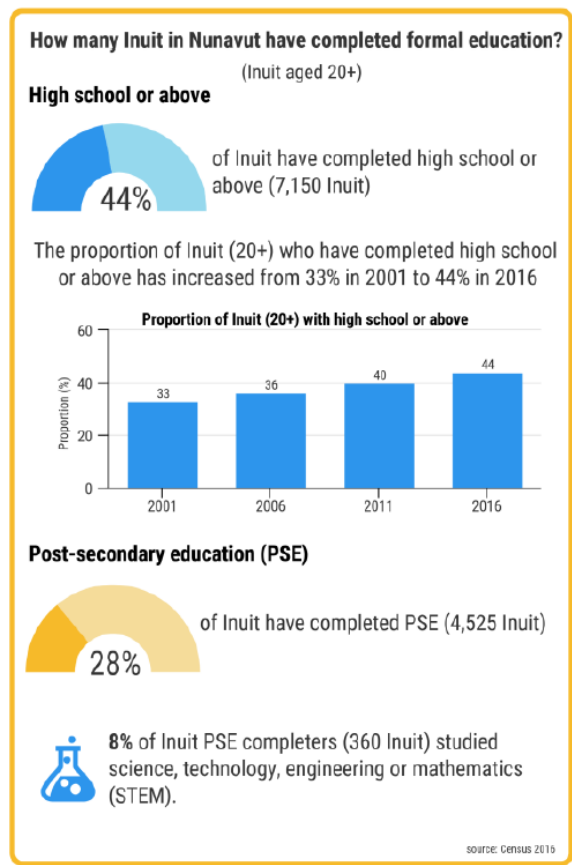
**October 2018**

The 2018 Nunavut Inuit Labour Force Analysis (NILFA) Report contains over a thousand pages of statistics about the Nunavut population, education, labour force status, training, skills, government job requirements, vacancies, profile of Inuit government employees, and more. The Executive Summary of the NILFA provides an overview of these findings, and some appendices give data by community. The highlights presented here are some specific statistics and NILFA findings that Nunavut Tunngavik Incorporated (NTI) wishes to share.

### **Why the NILFA?**

- The purpose of the NILFA is to provide data to inform government Inuit Employment Plans (IEPs) and Pre-Employment Training Plans (PTPs), to help governments achieve their obligation to train and hire Inuit for government employment and achieve a government workforce made up of at least 85% Inuit, under article 23 of the Nunavut Agreement.

## NILFA highlights Inuit successes



- The NILFA demonstrates that more Inuit than ever are completing high school and post-secondary education. The proportion of Inuit aged 20 and older who have completed high school and more has risen from 33% in 2001 to 44% in 2016 (p.308). Almost a third of Inuit (28%) have completed some form of post-secondary education (p. 307). Eight (8%) of Inuit have completed post-secondary education in science, technology, engineering or math (STEM). (p. 314)
- 75% of Inuit are clearly interested in government work (p. 219), especially in the Government of Nunavut (GN) and the Government of Canada (GoC). In the GN, on average, there were five Inuit applicants per job competition in 2016-17. (p. 21)
- The NILFA notes that while Inuit representation rates in government employment remain below representative levels in Nunavut, there are many instances where Inuit are excelling in public sector careers.

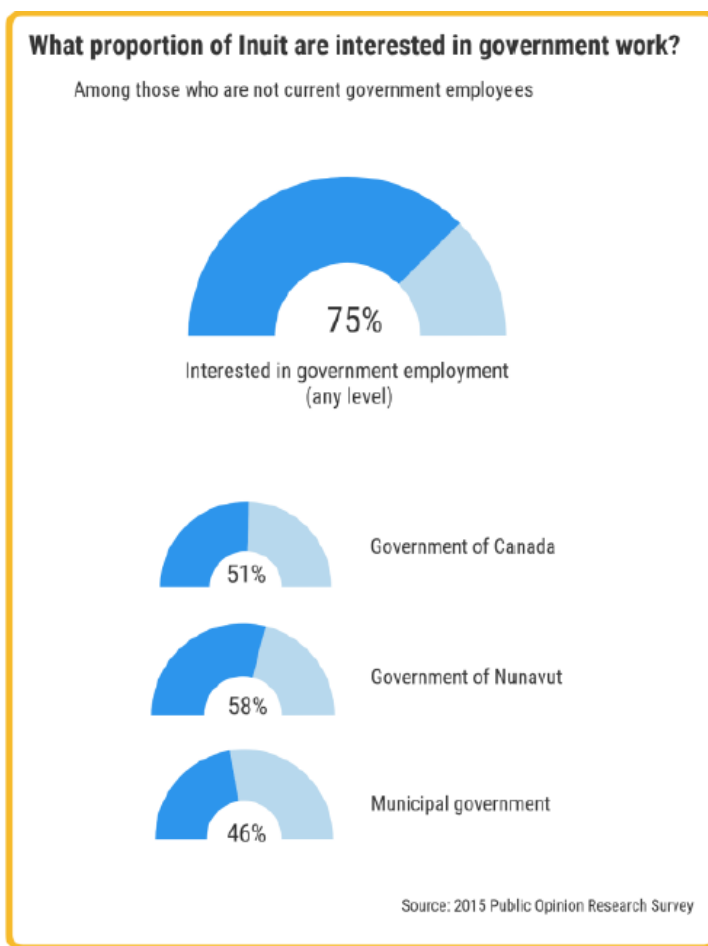
(Chart: “How many Inuit in Nunavut have completed formal education?” from p. 296)

- Article 23.2.1 of the Nunavut Agreement states: “The objective of this Article is to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level. It is recognized that the achievement of this objective will require initiatives by Inuit and by Government.” Inuit are significantly improving their preparedness for government work. Article 23 requires governments to remove barriers to training and employment of Inuit. These barriers are documented by the NILFA (see below).

(Chart: “What proportion of Inuit are interested in government work?” from p. 218)

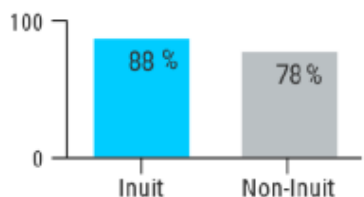
### Two thirds of Inuit government employees are interested in furthering their education

- More Inuit (63%) in government are interested in furthering their education than non-Inuit (55%). (p. 547) A total of 42 GN employees were benefiting from educational leave funding, of which 36% (15 participants) were Inuit. (p. 401)
- Support for formal educational training may assist interested Inuit employees in preparing for government employment. (p. 141)
  - The most common difficulties filling vacancies identified by hiring managers were often related to candidate qualifications.
    - Level of education/equivalences (68%)
    - Inadequate work experience (58%)
  - PSE is required for a large number of vacant positions. In the GoC, occupations requiring PSE have the highest vacancy rates.
    - Scientific occupations (32% vacancy rate).
    - Professional (24% vacancy rate)
    - Senior management (23% vacancy rate)



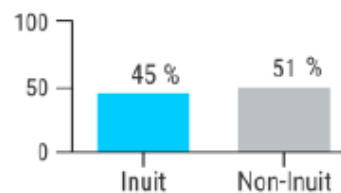
## Inuit interest in staying in government, promotion, and further education/training

Proportion of government employees who plan on staying in government in Nunavut over the next two years



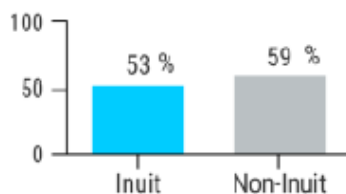
Source: 2016 Nunavut Government Employee Survey

Proportion of government employees who are interested in promotion



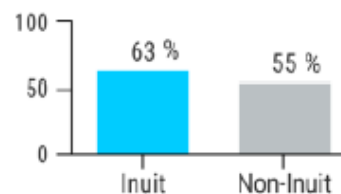
Source: 2016 Nunavut Government Employee Survey

Proportion of government employees who are interested in management and leadership training



Source: 2016 Nunavut Government Employee Survey

Proportion of government employees who are interested in further education



Source: 2016 Nunavut Government Employee Survey

Chart from p. 547.

### NILFA findings: Governments in Nunavut are training a greater proportion of non-Inuit than Inuit employees

- Inuit government employees are 40% less likely to have taken any job-related training compared with non-Inuit (50% compared with 81%). (NILFA, p. 30)
- Almost half of Inuit government employees (45%) identified that they had not taken training in the past year compared to approximately one-fifth of non-Inuit government employees (18%). (p. 413)
- This gap in training is not because of lack of interest. Many more Inuit government employees are interested in training than have taken it in the past 12 months. In the case of formal training, the gap between Inuit employees interested in taking training and those who have actually taken training is largest in the following areas:
  - Leadership and management training (1,800 interested, 250 taken) (p. 413)
  - Computer skills (1,830 interested, 350 taken) (p. 413)
  - Professional training (1,440 interested, 250 taken) (p. 413)
- The NILFA shows pathways forward to increasing training of Inuit government employees, and Inuit outside government, through removal of documented barriers (more detail below).

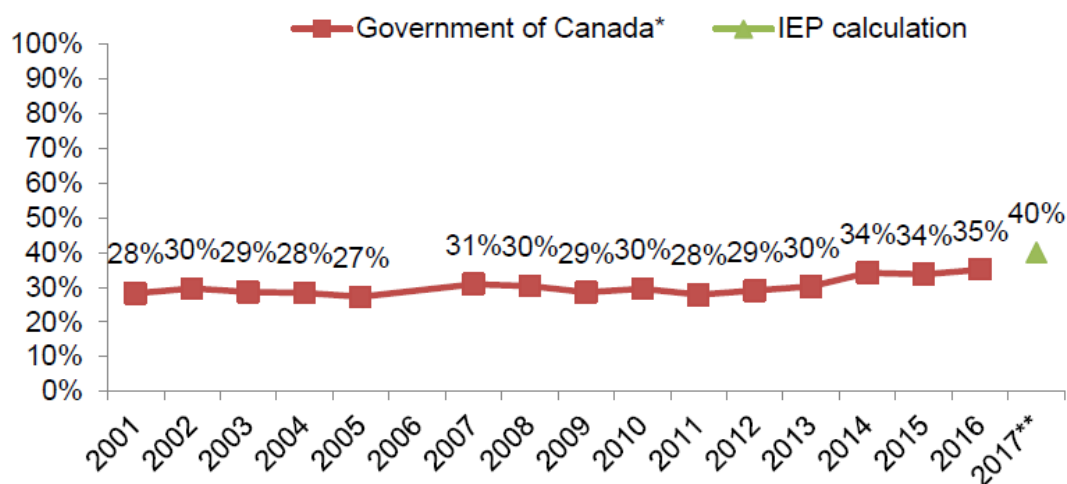
## Inuit outside of government also face barriers to education and training required to get government jobs

- The NILFA states that though many Inuit recognize the need for training, few are engaged in upgrading due to barriers associated with family obligations and lack of local training opportunities. Most of these individuals (90%) would take no-cost education in their communities, with three-quarters willing to complete their education online (75%). (p. 24)

## Inuit representation levels

- The NILFA states that Inuit were employed in 28% of filled GoC positions in Nunavut in 2011 which rose to 35% in a five year period ending in 2016. (p. 83)
- The number of GN positions has increased from 3,315 in 2007 to 4,789 in 2017 (44% growth) (p. 96), with 2,634 positions filled in 2007, and 3,504 positions filled in 2017 (p. 100). The total numbers of Inuit hired has increased but the proportion of Inuit in government positions has remained the same (at about 50%).(p. 106)
- The vast majority (95%) of jobs at the federal or territorial level in Nunavut are located in the GN. (p. 925)

**Figure A1.2: Aboriginal representation rates from 2001-2016<sup>651, 652</sup>**



(Figure A1.2 from p. 696.)

## Inuit representation rates in Nunavut municipalities

- 85% of municipal government employees in Nunavut are Inuit. (p. 128)
- Employers at municipalities encourage staff to take job-related training as well as cross-training for areas outside of their current position. This provides exposure to a variety of experiences and roles. Hence, allowing these organizations to effectively fill vacancies as they arise. (p. 359)

## **Why it is important for Inuit to move into senior roles in government**

- Article 23 specifies that an 85% level of Inuit representation is to be achieved at all levels of government and in all occupations.
- Across the GoC and GN, Inuit representation is highest in administrative positions but tends to be lower in management and supervisory positions as well as scientific/professional positions. (p. 17)
- Counting only filled positions, half of GN employees are Inuit (50%) and 40% of GoC employees in Nunavut are Inuit. (p. 81)
- Under half (44%) of government supervisors are Inuit. Inuit government employees are less likely to be in a supervisory position than non-Inuit (23% vs 32%). (p. 30)
- The gap in Inuit holding supervisory positions is particularly pronounced for Inuit women, with only 20% being in a supervisory position compared with 32% for non-Inuit women. (p. 552)
- Inuit women have shown themselves to be strong and capable leaders – there are many such examples. However, in government, family responsibilities are an obstacle to promotion. Ensuring work-life balance, adequate child care facilities and supports in communities may help encourage Inuit to seek higher level positions. (p. 343)
- Increasing the number of Inuit in leadership and management occupations is not only important to meet Article 23 obligations. Among other measurable benefits to Inuit such as the increased income that normally accompanies management roles, potential intrinsic benefits include an increase in:
  - Decision-making authority for Inuit in the workplace.
  - Understanding and compassion among the management group for challenges that are often unique to Inuit employees.
  - Inuit-led mentorship opportunities for Inuit employees.
  - Usage of Inuit languages between managers and employees. (p. 668)

## **Hiring processes**

- The NILFA shows that 43% of Inuit government employees said that they were either somewhat or not aware of how to effectively do an interview, while 36% were either somewhat or not aware of how to navigate the hiring process and 34% were somewhat or not aware of how to write a detailed résumé and cover letter. Recent focus groups with Nunavummiut stakeholders also found that there was support for expanding this type of training. (p. 24)
- Building awareness of hiring processes and requirements for current employment opportunities could increase the opportunity for Inuit entry and advancement through government competitions. (p. 24)

## **More government leadership and management training is given to non-Inuit than to Inuit**

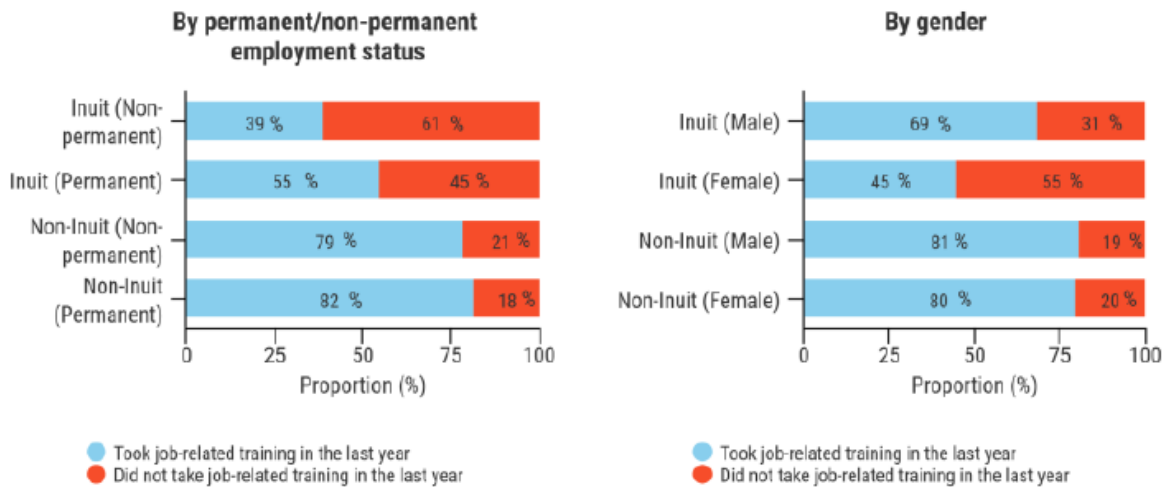
- Inuit government employees are almost 60% less likely to have taken leadership and management training than non-Inuit. (p. 30)
- Only 9% of Inuit government employees have taken leadership and management training in the GN and GoC, compared with 20% of non-Inuit employees. (p. 30)
- The GN's Sivuliqtiksat Internship Program was created to increase Inuit representation in management level and specialist positions. The number of interns supported by the Sivuliqtiksat program has increased from 3 in 2012 to 11 in 2017. In 2017, there were 5

vacant positions in the program. Additionally, as of 2017, only 43% of participants (29 of 66) completed internships through the program since 2001. (pp. 111-112)

**Interest in taking language training**

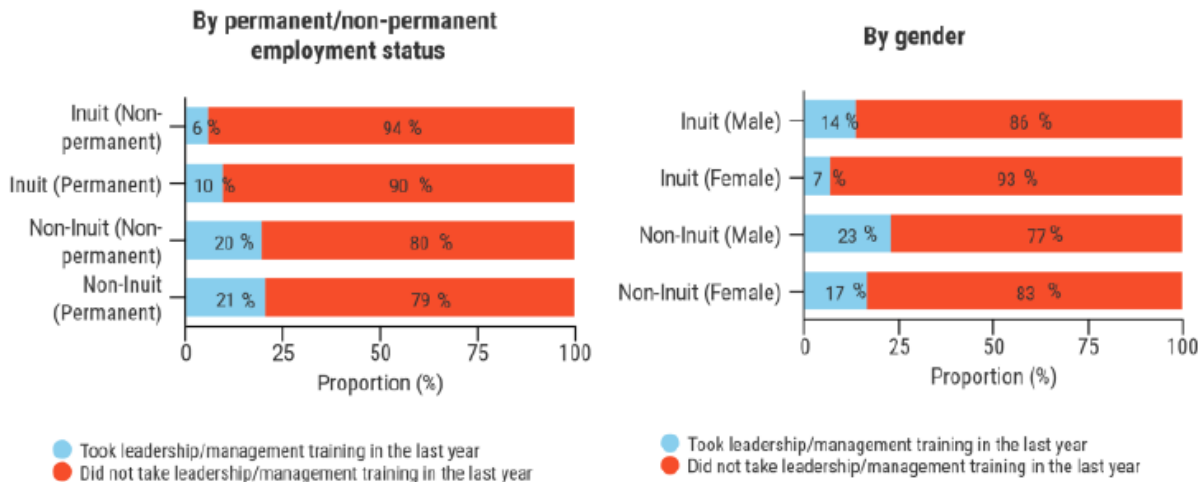
- Of Inuit government employees, 35.5% are interested in taking language training (English or Inuktitut). This proportion is 59.1 % for non-Inuit employees. (p. 510)
- Six percent (6%) of Inuit government employees took language training in the last year. In comparison, this proportion is 13% for non-Inuit employees. (p. 508)

**Inuit and non-Inuit government employees who took job-related training in the last year**



Source: 2016 Nunavut Government Employee Survey

**Inuit and non-Inuit government employees who took leadership/management training in the last year**



Source: 2016 Nunavut Government Employee Survey

(Chart: “Inuit and non-Inuit government employees who took job-related training in the last year” from p. 31)

### **Barriers to Inuit training and education inside and outside government**

- Inuit report being interested in training and education and are aware that it will likely prepare them for obtaining government employment or succeeding in their current jobs. However, both Inuit government employees and non-government Inuit report facing barriers to training and education. (p. 406)
- For Inuit outside government, some of the major barriers to training and education included family responsibilities (27%), lack of post-secondary education or training opportunities in the community (15%) and health issues (8%). (p. 407)

### **Barriers to Inuit training and education within government**

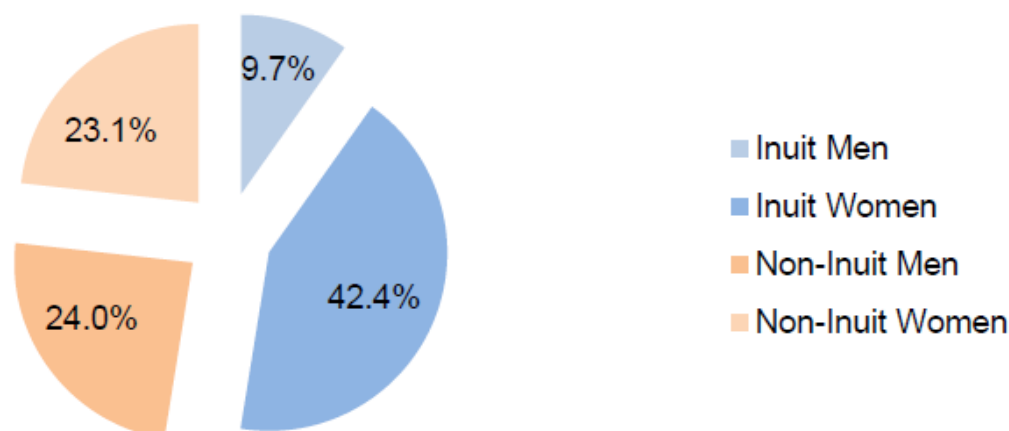
- A large majority of Inuit government employees reported facing at least one barrier to training and education (p. 407), with 67% of male Inuit employees citing at least one barrier and 75% of female Inuit employees citing at least one barrier. (p. 408)
- The most significant barrier to Inuit government employees taking training or education is lack of time (65%) due to work responsibilities (41%) or personal/family responsibilities (24%). (p. 409)
- The second most cited barrier was lack of knowledge or awareness about training or education opportunities (39%). (p. 409)
- One fifth (19%) cited “lack of employer support” for their reason for not taking training. (p. 409)
- The primary reason that both Inuit and non-Inuit employees took training was that it helped with their current job. Inuit who had taken formal training in the past year were more likely to be encouraged or required to do so by their supervisors. Non-Inuit were more likely to have taken training out of personal interest, because it helped achieve career goals, or was mandatory. (p. 421)

### **Supporting Inuit women and men**

- Inuit men and women face different kinds of barriers to training and government employment.
- Compared to Inuit men, Inuit women are 35% less likely to have taken any training (45% vs 69%) and almost 50% less likely to have taken leadership and management training (7% vs 14%) in the last year. No significant gender difference is observed for non-Inuit. (p. 30)
- “Family responsibilities” is not just child care. In addition to barriers to obtaining government work, current Inuit government employees may find that their ability to take training or develop their career is impacted by their community and family responsibilities. These responsibilities may also impact Inuit employees in ways that do not affect their non-Inuit colleagues who did not grow up in the local community and, therefore, may not have the same social and family connections. (p. 46)
- More Inuit men are in senior positions than Inuit women. Inuit men are almost twice as likely as Inuit women to be a supervisor (36% vs 20%), whereas no significant gender difference is present among non-Inuit. (p. 552)
- However, there are few Inuit men in government. Only 9.7% of the total government workforce (GN and GoC in Nunavut) is made up of Inuit men. (p. 551)



**Figure 9.1.1**  
**Distribution of current government employees in**  
**Nunavut by Inuit identity and sex, 2016**



(Figure 9.1.1 from p. 551.)

### Support for Inuit to fill government vacancies

- In 2017, there were 70 GoC vacancies (18% of the 379 positions) and 1,285 GN vacancies (27%). (p. 138)
- In the GoC, almost half of vacancies were for administrative positions (25 vacancies) or administrative support positions (6) while one-fifth of vacancies were for scientific positions (15). (p. 138)
- In the GN, approximately one-third of vacancies (35% of vacancies; 454) were classified as professional and the second largest proportion of vacancies was administrative support occupations at (28% of vacancies; 358). (p. 138)
- Scientific positions (i.e., biologists, and other related scientists) as well as health care positions (i.e., registered nurses) were identified as having high demand in the near future. (p. 138)
- Of the 70 GoC vacancies, 41% of the GoC vacancies required some form of post-secondary education as a *minimum requirement*. In the GN, over half of vacant positions (54%) *usually* required university while one quarter (26%) usually required college or apprenticeship training. (p. 17)
- Hiring managers identified the barriers relating to lack of educational requirements (66% or 210 individuals) and work experience credentials (59% or 190 individuals). (p. 24)

### Inuit on hiring committees

- Inuit participation in the hiring process is important for building interest in government employment. Not only does it build familiarity with the hiring process among Inuit who participate, but Inuit on hiring panels can also act as role models to Inuit candidates and help the candidate feel more comfortable speaking in the language of their choice. Inuit

participation in selection panels and boards is also important in the context IEP requirements, as described in Article 23.4.2 (d) (iv) of the Nunavut Agreement. (p. 275)

- Few Inuit employees are participating in the hiring process when compared to non-Inuit employees. Fifteen percent (15%) of Inuit government staff participated in the hiring process compared with 32% of non-Inuit. When comparing between the different levels of government, a higher percentage of GoC Inuit employees (33%) have participated in the hiring process than GN Inuit employees (14%). (p. 275)
- Table A12.1 shows the differences between how Inuit and non-Inuit on hiring committees assess candidates. A quarter of Inuit employees on hiring panels in which no candidate or no Inuit candidate was hired thought that equivalencies were not considered (27%). No non-Inuit suggested this (0%). (p. 793)

**A12.1: Barriers to hiring Inuit among government employees who have been on the hiring panel for in the past five years for a Government of Canada or Government of Nunavut job, and faced scenarios where either no candidates were hired, no Inuit candidates.**

Barriers to hiring Inuit	Number of Inuit	Number of Non-Inuit (n=210 respondents)	% Inuit (n=110 respondents)	% Non-Inuit (n=110 respondents)
Level of education or equivalencies	60	160	55%	76%
Insufficient work experience	50	140	45%	67%
Insufficient technical skills	40	100	36%	48%
Insufficient fluency in NU official languages	0	0	0%	0%
Insufficient information on the application	30	50	27%	24%
Equivalencies not considered	30 <sup>E</sup>	0	27% <sup>E</sup>	0%
Criminal record	10 <sup>E</sup>	20 <sup>E</sup>	9% <sup>E</sup>	10% <sup>E</sup>
Candidates did not want the job	0	30	0%	14%
Other reason	20 <sup>E</sup>	40	18% <sup>E</sup>	19%

Source: 2016 NGES

<sup>E</sup> The standard error of this estimate is greater than 35%. Therefore, this estimate is unreliable, and should be used with caution.

## Knowledge of Inuit culture and language

- Article 23.4.2 (d) (iii) of the *Nunavut Agreement* describes the cultural and linguistic requirements for IEPs for appropriate search criteria and job descriptions, including for an understanding of the social and cultural milieu of Nunavut including:
  - o *Knowledge of Inuit culture, society, and economy;*
  - o *Community awareness;*
  - o *Fluency in Inuktitut;*
  - o *Knowledge of environmental characteristics of Nunavut; and,*
  - o *Northern experience.* (p. 434)
- In the GoC, 50% of Inuit employees and 53% of non-Inuit employees said that knowledge of Inuit culture was required to get their job. About half of Inuit (50%) and non-Inuit (47%) employees said knowledge of Nunavut environment or land was required. Half of Inuit employees (50%) and about a third of non-Inuit employees (32%) said Nunavut community experience was required. One third of Inuit employees (33%) and no non-Inuit employees (0%) said fluency in Inuktitut was required. (p. 723)
- In the GN, less than half of Inuit employees (40%) and non-Inuit employees (47%) said that knowledge of Inuit culture was required to get their job. Less than a fifth of Inuit (16%)

and a fifth of non-Inuit employees (20%) said knowledge of Nunavut environment or land was required. About half of Inuit employees (52%) and four in ten (39%) non-Inuit employees said Nunavut community experience was required. Just under half of Inuit employees (44%) and only 3% of non-Inuit employees said fluency in Inuktitut was required. (p. 723)

- Among Inuit government employees who identified that they were considering leaving their current position, one of the most common reasons for seeking alternative employment was wanting to use their knowledge of Inuit society, culture and economy. (p. 28)

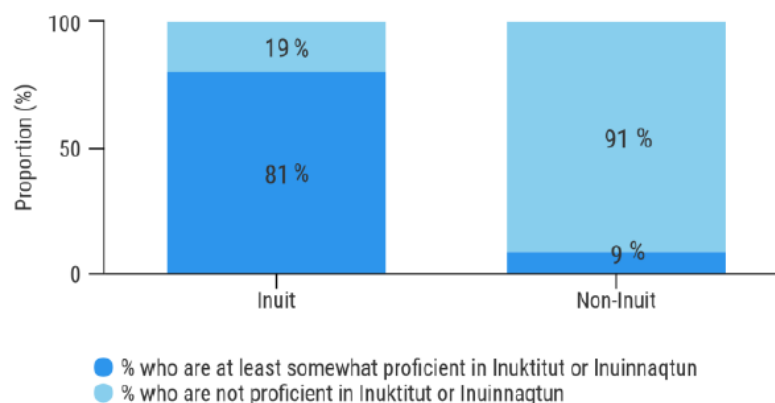
### Supporting Inuit culture in the workplace

- Some Inuit who would not otherwise apply for government work would change their mind if they knew that the workplace was supportive of Inuit culture (36%). (p. 294)
- When Inuit government employees perceive that Inuit Societal Values are present in their workplace, they are more likely to be satisfied with their jobs, interested in staying in government, and interested in informal workplace learning. (p.28)
- Participation in the wage-based economy need not interfere with participation traditional activities, and may actually be necessary for some Inuit to pay for the resources required for traditional activities, such as snowmobiles, gas, and rifles, which can be very costly. The Public Opinion Research (POR) Survey found that participation in Inuit cultural/traditional activities did not imply a lack of interest in, or availability for, government work. Rather, about 8 in 10 respondents reported engagement in cultural/traditional activities irrespective of employment status. The extent to which respondents reported being too busy to work for the government or hamlet was not statistically related to respondents being involved in cultural activities. (p. 62)

### Supporting Inuit language in the workplace

#### What is the proportion of government employees who are at least somewhat proficient in Inuktitut or Inuinnaqtun?

- 81% of Inuit government employees are at least somewhat proficient in Inuktitut or Inuinnaqtun compared to 9% of non-Inuit government employees.

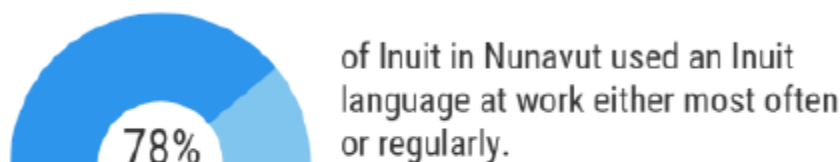


source : 2016 NGES

(Chart: "What is the proportion of government employees who are at least somewhat proficient in Inuktitut or Inuinnaqtun" from p. 433)

- The use of Inuit languages in the workplace is very important for 71% of Inuit government employees. (p. 294)
- Being able to use Inuktitut at work is found to be positively related to Inuit government employees' interest in staying in government employment in Nunavut, interest in promotion, interest in further formal education, and interest in management and leadership training. (p. 28)
- Inuit government employees would be more likely to take training if it was offered in Inuktitut. (p. 433)
- Although most (78%) Inuit interviewees either had an interpreter or translator during the interview or did not want or need one, about 15% did not have an available interpreter or translator or was not informed about the option. (p. 517)

## Use of Inuit languages at work

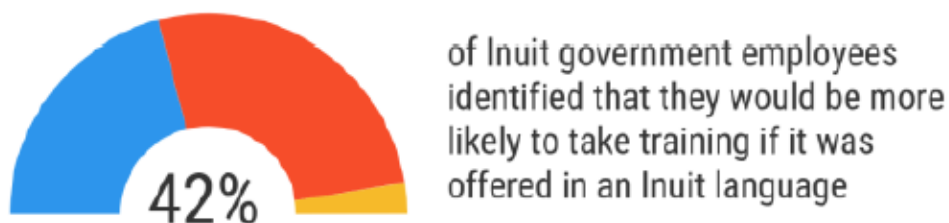


- This is similar to what was reported in 2006 (80%).
- The proportion who used Inuktitut as their primary language at work declined from **41%** to **38%** between 2006 and 2016.

source: Census 2006 and 2016

(Chart: "Use of Inuit languages at work" from p. 433)

## Would offering training in Inuit languages increase participation?



- Yes, I would be more likely to take training (42%)
- No, language would not make a difference (53%)
- Not applicable, training already offered in Inuktitut (5%)

source: 2016 NGES

---

(Chart: "Would offering training in Inuit languages increase participation?" from p. 433)

## Decentralization

- Many Inuit (25% of those not currently working for government) who would not otherwise apply for government work would change their mind if the workplace was located in their home community. (p. 291)

## Inuit are active in helping their families and communities

- Some Inuit counted as “unemployed” in Nunavut are actually actively engaged in unpaid work for their families and communities. The NILFA states that the vast majority of working age Inuit (90%), whether employed or not, were engaged in one or more traditional activities in 2012. More than two-thirds (68%) of working age Inuit partook in hunting, fishing, and/or trapping, and almost half (45%) gathered wild plants. (p. 15)
- Among working age Inuit who were not in the labour force, 29% (2,070 Inuit) attended school in the 2015-2016 year. Of Inuit aged 15-29, about half (49%) who were not in the labour force were attending school. (p. 19)
- Caring for families is a major unpaid activity, especially for Inuit women.

## Training and support for non-permanent employees to move into permanent work

- Interest in permanent employment is high among Inuit who are currently employed in non-permanent government jobs, potentially representing a pool of interested and available Inuit workers. (p. 22)
- Of the 1,310 Inuit non-permanent government employees, 1,200 (92%) have indicated their broad interest in permanent government work, either by applying in the past or indicating current interest. (p. 22) Of all Inuit non-permanent employees, 720 (55%) applied for a permanent position at some point in the past. (p. 22)
- Of the 92% of Inuit non-permanent government employees interested in permanent work, 51% had little or no knowledge of the interview process, 60% did not have the skills to navigate the job application process, and 49% had little or no experience of writing a cover letter or résumé. (p. 115)
- Participants from ESDC’s recent [interviews with Nunavummiut] noted a number of lessons learned related to providing casual employees interested in permanent employment with the tools and support to obtain permanent positions. The methods and lessons learnt by participants were consistent with the NGES [Nunavut Government Employee Survey] findings: (p. 115)
  - Ensuring casual employees are aware of hiring processes and resources that would help with resume writing and interview preparation.
  - Conducting mock interviews with casual employees to practice this experience.
  - Providing training and education during terms so that when a permanent position becomes available, the casual employee has built up the confidence to apply.
  - Increased communication on administrative procedures related to casuals (e.g., the length of time resumes are held).
- Relief workers are also a pool of potential permanent government employees in Nunavut. (p. 118). A relief worker is voluntarily available to perform duties that meet the unforeseen needs of the Employer. In 2015, the number of relief workers in the GN peaked at 2,446 before dropping to its current number of 1,941 in 2017. Inuit representation is higher among relief workers than among most other categories of GN employees. Between 2014 and 2017, the proportion of relief workers who were Inuit ranged from a high of 86% to a low of 83%. (p. 119)

- As of 2017, there was a total of 1,244 substitute teachers, of whom 76% were Inuit (950 individuals). (p. 121)
- Among Inuit non-permanent employees, 39% took job-related training in the last year, with the proportion 16 percentage points lower comparing to among Inuit permanent employees at 55%. The incidence of job-related training in the last year among non-Inuit was around 80% regardless of the employment type. (p. 30)
- Inuit government employees are predominantly women (82%). An even greater percentage of Inuit non-permanent employees are female (88%). Inuit women are more likely than Inuit men to be in non-permanent positions (39% vs 23%). (p. 30)

### **Feeling welcome and valued in government**

- Eighty-seven percent (87%) of Inuit government employees said they feel welcome and included in their workplace. However, 8% did not agree with this statement. (p. 28)
- Investing in cultural awareness Inuit history training for both Inuit and non-Inuit employees was seen as a crucial step to making government workplaces where Inuit feel welcome and are successful. (p. 32)

### **Inuit Employment Plans**

- The NILFA describes how only 38% of Inuit supervisors and 69% of non-Inuit supervisors in the GN were aware there is a departmental Inuit Employment Plan (IEP). In the GoC, two-thirds of Inuit supervisors (67%) and all non-Inuit supervisors (100%) were aware there is a departmental IEP. Just over half of supervisors who were aware of their IEPs were aware of the numerical targets for Inuit employment. (p. 33)

### **Nunavummiut perspectives**

- In interviews and focus groups conducted with Nunavummiut for the NILFA, the following needs and suggestions were most often expressed (p. 34):
  - About hiring and entry into government work:
    - Ensure flexibility in hiring for managers;
    - Offer resume and interview skill development;
    - Remove administrative barriers for casuals.
  - About Inuit culture and language:
    - Provide compensation for Inuktut use at work;
    - Provide Inuit Qaujimagatuqangit learning opportunities.
  - About government training:
    - Provide experiential learning opportunities (internships, co-op placements, work experience, acting opportunities);
    - Provide individually focused training – meet the needs of the individual;
    - Use many different kinds of training methods.
  - About retention and advancement (staying in government and being promoted):
    - Use individually-focused career development;
    - Provide development opportunities;
    - Create welcoming work environment using IQ, where this does not yet exist.
  - About essential skills:
    - Integrate Inuit identity and local knowledge into essential skills training;
    - Develop literacy skills;

- Build confidence and career progression through essential skills training.
  - About high school:
    - Establish and maintain a strong social network for students;
    - Provide high school career/guidance counsellors;
    - Offer flexible/supported progression through essential skills training.
  - About transition to post-secondary:
    - Provide internships and work experiences;
    - Offer training in communities;
    - Provide tutors, peer support;
    - Offer modularized training options.
- The top three solutions to low Inuit representation rates cited by Inuit employees were: (1) increase education or pre-employment training opportunities (56%); (2) increase on-the-job training opportunities (50%), and (3) encourage youth to pursue further education (38%). (p. 648)

### **What training methods and content could help build preparedness for government employment?**



Improving math and science skills may help Inuit secure jobs in these fields



Stakeholders identified the importance of using a diversity of training methods: online, modular, locally-available options

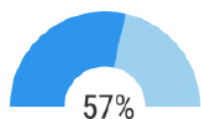


A holistic approach to training was identified by stakeholders as important, as well as providing a strong support network & tutors



Constructing culturally-relevant content and learning approach. Developing formal skills as well as personal skills, Inuit values, and attitudes

## Quality of and supports for education and training



of Inuit who were interested in government believed that they would need more training to be able to apply (2015 Public Opinion Research Survey)

(Charts from Figure 7, p. 27.)

- In the GoC, 23% of vacancies require science-related degrees and above. However, relatively few Nunavut Inuit have a science degree (10 individuals as of 2011). (p. 26)
- Stakeholders interviewed for the NILFA recommended career planning and guidance counsellors in schools, strong support networks for students, school breakfast programs, flexible and supported programs for those returning to complete high school, different types of training (experiential, online, etc.), promotion of training opportunities, cultural awareness workshops for Inuit and non-Inuit employees in Nunavut, acknowledgement of barriers of distance to take advantage of learning opportunities, integrating traditional practices into learning, Individually tailored training and support systems for Inuit learners, building confidence among Inuit learners, helping and supporting Inuit learners upgrade their education before moving on to post-secondary, providing as much training as possible in communities, providing tutors and facilitating peer support, modularized/progressive training options, transitional support after graduation, supporting Inuit through the hiring process, flexibility built in to job postings, interview supports, more active role for Career Development Officers, providing casual employees with the tools and support to obtain permanent employment, housing, child care, use of Inuit language in hiring process, using methods to facilitate the hiring of Inuit, integrating Inuit languages and culture into the workplace, supervisor and management support for Inuit government employees, including management support for employees dealing with personal challenges. (pp. 622- 645)

## Housing

- Nunavut faces a “severe housing shortage and staggering overcrowding rates.” (quoted from Nunavut Housing Corporation, The Blueprint for Action on Housing, p.4, on NILFA p. 56).
- Inuit are a young and growing population which highlights the need for affordable housing and childcare to recruit and retain Inuit in government employment. (p. 79)
- Based on population projections produced by Statistics Canada, the territorial population is expected to increase by 23% by 2036. This will increase the need for affordable housing across the territory. (p. 79)
- Two thirds (61%) of GN employees involved in hiring cited lack of staff housing as contributing to difficulties in filling vacancies. (p. 136)
- Two of the five top drivers of dissatisfaction in the GN both have to do with housing (availability of staff housing and housing allowance). (p. 258)
- To address the housing crisis impact on Inuit recruitment, the GN provides subsidized rental housing through its Staff Housing Program. Nonetheless, the subsidized rental units are only available to term and indeterminate employees. As such, many Inuit who make up the majority of casual hires in government are ineligible for the Staff Housing Program. (p. 283)



- Although the staff housing policy has been designed to allocate housing openly and fairly, the prioritization of housing based on job category has the potential to disproportionately affect Inuit who are concentrated in administrative job categories. As per the policy, positions in health/safety/security or operations are prioritized for staff housing ahead of administrative support positions. (p. 284)
- The shortage of quality, adequate, and affordable housing in Nunavut can dampen interest in government employment, especially in cases where relocating for a government job (or training) does not guarantee access to housing. (p. 290)
- Stakeholders identified that limited housing can create difficulties for accessing training and education as well as relocating to obtain employment. (p. 290)

### Child care

- Availability of child care was the number one driver of dissatisfaction among government employees, with 63% of GN employees dissatisfied, and 60% of GoC employees dissatisfied. (p. 258)
- A total of 27% of Inuit employees and 24% of non-Inuit employees identified that ensuring that child care is available was one of the top three solutions for increasing Inuit government employment in Nunavut. (p. 19)
- In 2016 the fertility rate was 2.9 children per woman in Nunavut, and in 2011, 54.9% of babies born in Nunavut had mothers 24 years of age or younger. This points to the importance of child care for education, training and employment opportunities among Inuit. (p. 79)
- Among Inuit not working for the government, the top reason for not being engaged in training or education was family responsibilities, cited by 27%. (p. 26)
- Caring for children should not necessarily be viewed as an impediment to Inuit availability for government employment. Nunavummiut identified that having a child was a significant motivator to complete high school and plan their future career in order to be able to provide for their child. Moreover, serving and providing for family and/or community is an Inuit Societal Value. (p. 193)

### The need for healing

- Historical trauma from residential schools have produced intergenerational impacts on Nunavut Inuit in terms of pursuing traditional activities, education, employment, income, food security, physical and mental health. The collective trauma experienced by Inuit, including colonialism and the residential school experience, are detailed in *Truth and Reconciliation Commission of Canada Final Report* as and/or the *Qikiqtani Truth Commission Final Report: Achieving Saimaqatigiingniq*. A full account of these experiences and impacts can be found in these reports. (p. 20)
- Almost a quarter (23%) of Inuit non-government employees had current health problems which would make it impossible to work for the government. (p. 20)
- The effects of historical trauma are important context for the whole of the NILFA as they have wide-ranging implications for recruitment and advancement of Inuit in government employment. (p. 61)
- Efforts towards collective healing have involved a revitalization of Inuit cultural identity, highlighting the importance of workplaces and educational institutions that reflect Inuit values. (p. 61)

### **Job growth expected, and plenty of vacancies**

- The public sector is expected to grow primarily by increased employment in health and education, with some emphasis on hiring individuals who speak Inuktitut. Retirements and vacancies will spur demand in a number of positions. (p. 70)
- There is demand to fill vacancies in a variety of positions in the GN and GoC. In 2017, the vacancy rate across was 27% in the GN and 18% in the GoC. (p. 70)
- As well, new opportunities are projected in health and education by the construction of new health centres in Arctic Bay, Cape Dorset and Sanikiluaq and new schools in Arviat, Baker Lake, Cape Dorset, Kugaruuk, Igloodik and Naujaat. (p. 70)

### **Job matching and targeted training**

- At the territorial level, the number of unemployed Inuit with at least a high school diploma is similar to the number of government vacancies. (p. 35)
- For example, there are 120 unemployed (available) Inuit with post-secondary education in business and administration. (p. 37)
- Among the current pool of Inuit government supervisors, there are 90 individuals who are most likely to be interested, prepared, and available for leadership and management positions. Of these, 80 are proficient in Inuktitut or Inuinnaqtun, 30 work in Iqaluit, and 50 have recently completed leadership and management training. (p. 37)
- Many Inuit in current administrative government roles are planning for career development by planning to apply for a higher level job (30%), taking further education (62%), or training (91%). (p. 37)
- There are 115 unemployed Inuit with post-secondary education in STEM [science, technology, engineering or mathematics] or Health Care at the college level (0 at the university level). NAC graduates could be an important source of candidates – in the 2016-2017 school year, there were 107 students enrolled in science- and health-related programs. (p. 37) PET {Pre-Employment Training} could build on existing educational foundations by promoting and offering science and health PET to Inuit who have already completed high school or college or university. (p. 664) These individuals have demonstrated interest in science and health fields and, therefore, may be interested in further advanced study in these fields. (p. 664)
- The NILFA documents barriers to Inuit in seeking training and education, but also documents the successes of Inuit with university education obtaining employment. Of 355 Inuit with a bachelor's degree or above, almost all (92%) are employed. (p. 666)