



# Nunavut

## Inuit Labour Force Analysis

Nunavut Inuit Labour Force Analysis Stakeholder Engagement

What we heard from Nunavut Sivuniksavut students



May 2019

This report is a component of the ongoing Nunavut Inuit Labour Force Analysis conducted by Employment and Social Development Canada. The Nunavut Inuit Labour Force Analysis is an obligation under Article 23 of the *Nunavut Agreement* intended to inform Government of Canada and Government of Nunavut Inuit employment plans and pre-employment training plans.

This report will be complemented by a “what we heard” report summarizing discussions held with Inuit Nunavut Arctic College students, training providers, and government employees in Nunavut between November 2018 and June 2019.

The findings of these reports will be integrated into the 2020 Nunavut Inuit Labour Force Analysis summary report.

For questions or other inquiries, please feel free to contact:

[ESDC.NILFA-APAIN.EDSC@HRSDC-RHDCC.GC.CA](mailto:ESDC.NILFA-APAIN.EDSC@HRSDC-RHDCC.GC.CA)

1. Introduction .....	2
1.1 Methodology .....	2
1.2 Background.....	3
2. Key Findings: Nunavut Sivuniksavut Student Discussions .....	5
2.1 Motivation for attending Nunavut Sivuniksavut.....	5
2.2 High school and previous learning experiences .....	5
2.3 Interest and future career and educational plans .....	6
2.4 Views on “Government Employment” .....	7
2.5 Views on the types of government jobs available .....	7
2.6 Suggestions for increasing Inuit representation in government .....	8
2.7 Learning methods and supports.....	9
2.7.1 Online Learning .....	9
2.7.2 Classroom-based training .....	10
2.7.3 Small group learning (project based) .....	11
2.7.4 Internships or work placements .....	11
2.7.5 Tutors and mentors.....	12
3. Summary of Considerations for Inuit Employment and Training Plans .....	14
Annex 1: Snapshot of Nunavut Inuit Graduates of Nunavut Sivuniksavut, and of those interested in attending Nunavut Sivuniksavut in the next 5 years.....	16

# 1. Introduction

This report provides qualitative findings from focus groups conducted with first and second year Inuk Nunavut Sivuniksavut students in November 2018. Employment and Social Development Canada (ESDC), on behalf of the Government of Canada, conducted these focus groups as part of the stakeholder engagement sessions to support the Nunavut Inuit Labour Force Analysis (NILFA) research program.

The findings of the focus groups are intended to assist Inuit employment and training plan developers in planning training, recruitment and outreach activities targeting Nunavut Inuit.

The focus groups explored the following themes:

- Motivations for attending Nunavut Sivuniksavut;
- High school and previous learning experiences, with a focus on science-based learning<sup>1</sup>;
- Interest and future career plans;
- Views on “government jobs”;
- Views on the types of government jobs available;
- Suggestions for increasing Inuit employment in government; and,
- Learning methods and supports

In addition, Annex 1 of the report contains infographics presenting a snapshot of Nunavut Inuit who had attended Nunavut Sivuniksavut as well as Nunavut Inuit who indicated that they are interested in attending Nunavut Sivuniksavut in the next five years.

## 1.1 Methodology

The findings presented in this report were generated through qualitative focus groups. Four focus groups were conducted with approximately 40 Inuit Nunavut Sivuniksavut students in November 2018 in Ottawa. Almost all students who were attending first or second year Nunavut Sivuniksavut classes participated in the focus groups.

The students who participated in the focus groups had the following characteristics:

- All students were Nunavut Inuit;
- A majority were female;
- They were from a range of communities across Nunavut;
- Most had recently completed high school before coming to the program;
- A few had attended high school or other education outside of Nunavut before attending Nunavut Sivuniksavut; and,
- Very few had attended college or university programs prior to attending Nunavut Sivuniksavut.

The focus groups were led by Employment and Social Development Canada (ESDC) staff and involved four Nunavut Inuit, including one Inuk Nunavut Sivuniksavut graduate, as well as two Inuit third year Nunavut Sivuniksavut students who were completing work placements at ESDC.

---

<sup>1</sup> Science-related positions are in demand and tend to have lower levels of Inuit representation compared to other types of government positions. See chapters 3, 6 and 11 of the 2018 Nunavut Inuit Labour Force Analysis Report for more information on science-related post-secondary completion among Nunavut Inuit and positions requiring science-related skills.

Participants had the opportunity to participate in Inuktitut. However, the discussions were primarily conducted in English.

In addition, the focus groups were integrated into student learning on the subject with the Nunavut Sivuniksavut research methods instructor. Second year research methods students used the experience to develop and deliver their own focus groups with first year students. The topics explored by second year students are not reported on in this report.

The approach helped to gather views on government employment from students while also providing practical experience to the second year students that could benefit future educational or employment goals.

When presenting the qualitative findings in this report, a number of proportional terms were used to help quantify the extent of agreement amongst focus group participants on specific questions or issues. Table 1.2.1 identifies the approximate scales references when using the proportional terms.

**Table 1.2.1: Proportional terms**

<b>Proportional terms</b>	<b>Percentage range</b>
All	100%
Almost all	90-99%
Many/Most	70-89%
A majority	51-69%
Half	50%
Some	20-49%
A few/couple	10-19%
Almost none / Very few	1-9%
None	0%

## 1.2 Background

Article 23 of the *Nunavut Agreement*<sup>2</sup> describes the objective of increasing Inuit participation in government employment in Nunavut to a representative level.<sup>3</sup> It also describes the Government of Canada’s ongoing obligation to undertake a detailed analysis of the Nunavut labour force to determine the availability, interest, and level of preparedness of Inuit for government employment. This analysis is intended to inform the government employers’ Inuit employment plans (IEPs) and pre-employment training plans (PETPs) that are necessary to increase Inuit employment.

NILFA activities are determined with the participation of the NILFA Technical Working Group, consisting of Nunavut Tunngavik Incorporated (NTI), the Government of Nunavut (GN),

<sup>2</sup>The *Nunavut Agreement* is the land claims agreement (signed by the governments of Canada and the Northwest Territories and Tunngavik Federation of Nunavut) that created the territory of Nunavut on April 1, 1999. It addresses Inuit Indigenous rights and title, including wildlife management and harvesting rights, land water and environmental management regimes, parks and conservation areas, heritage resources, and public sector employment.

<sup>3</sup> A representative level is defined in Article 23 as “a level of employment within government [including all occupational groupings and grade levels] reflecting the ratio of Inuit to the total population in Nunavut.”

Pilimmaksaivik (Federal Centre of Excellence for Inuit Employment in Nunavut), Statistics Canada, and ESDC.

Consistent with Article 23 of the Nunavut Agreement, the findings presented in this report are part of ESDC's ongoing work related to the NILFA stakeholder engagement.

This report is part of a series of NILFA 2020 products and provides some initial findings from the 2018-2019 NILFA stakeholder engagement sessions.

### **What is Nunavut Sivuniksavut?**

Nunavut Sivuniksavut is a college institution located in Ottawa that is dedicated to providing Inuit youth with unique cultural and academic learning experiences that enables them to develop the knowledge, skills and positive attitudes needed to contribute to the building of Nunavut.

Nunavut Sivuniksavut offers two college certificate programs, Inuit Studies and Advanced Inuit Studies in partnership with Algonquin College. In addition, Nunavut Sivuniksavut recently created the Academic and Career Development Program Pilot<sup>4</sup> intended to provide students with a certificate in Nunavut Public Service through Carleton University combined with work experience at federal government departments.

For more information, visit <https://www.nunavutsivuniksavut.ca/>

---

<sup>4</sup> For more information on the Academic and Career Development program pilot, see: Jim Bell "Six Inuit embark on new path to government work." Nunatsiaq News. December 10, 2018. <https://nunatsiaq.com/stories/article/six-inuit-embark-on-new-path-to-government-work/> ; Nunavut Sivuniksavut Academic and Career Development Program. Makigiaqta. <https://www.makigiaqta.com/ottawa/nunavut-sivuniksavut-academic-career-development-program/>

## 2. Key Findings: Nunavut Sivuniksavut Student Discussions

As part of NILFA stakeholder engagement activities, a series of four focus groups were held with Nunavut Sivuniksavut students in their first and second year of their studies. This section provides a summary of the discussions on topics including:

This information can be helpful to Inuit employment and training plan developers when determining outreach and recruitment efforts, planning training initiatives, and considering future interests in government employment in the next generation. A summary of considerations for Inuit employment plan and pre-employment training plan developers follows.

### 2.1 Motivation for attending Nunavut Sivuniksavut

During the 2017 stakeholder engagement sessions, several Inuit government employees identified that Nunavut Sivuniksavut helped set them on the path to future education and career success. However, Nunavut Sivuniksavut students rarely identified job or labour market skills development reasons as their primary motivations for attending Nunavut Sivuniksavut.

- Most students indicated that they attended Nunavut Sivuniksavut out of a desire to learn more about culture, language, and rights.
- Some identified that they attended Nunavut Sivuniksavut since family encouraged them, to prepare for college or other post-secondary education, to learn about future career and other experiences, or to be exposed to experiences outside of their home communities.

### 2.2 High school and previous learning experiences

The 2018 Nunavut Inuit Labour Force Analysis Report demonstrated that demand for science-related occupations is high and few Inuit occupy these positions.<sup>5</sup> In order to gain insight into the availability and interest in basic science and math skills development, we asked students about the availability and interest in taking science and math related courses in high school as well as participation in extra-curricular science-related learning experiences.

- We asked participants about the availability of key science and math related courses in high school, whether they took the training and whether they would have liked to have taken it. Less than half of students had biology, chemistry, physics or pre-calculus available to them in high school and relatively few took these courses, if offered.
- Some students identified that in retrospect they would have been interested in these science and math related courses. Participants suggested that more should have been done to draw attention to those courses, and introducing some of these topics as early as middle school (i.e., grades 6-8).

---

<sup>5</sup>For more information, see chapters 11.2 and 3.1.2 or the 2018 Nunavut Inuit Labour Force Analysis Report. Indigenous and Northern Analysis Division, Economic Policy Directorate, Employment and Social Development Canada.

- A few of the students identified that they had participated in extra-curricular science-related learning experiences including science camps, Northern Youth Abroad<sup>6</sup>, Students on Ice<sup>7</sup>, and Encounters with Canada<sup>8</sup>. Some of the students were interested in participating in Students on Ice in the near future.

Since a large number of students had not taken or did not have access to advanced science or math courses in high school and many did not attend science-related extra-curricular experiences, employment and training initiatives for science-related jobs may need to start with providing basic skills or exposure to possible career options in the science field.

Students were asked about courses that they would have liked to have taken, if they were available to them in high school.

- The common suggestion was learning more about Inuit history in culture during high school. In addition, other courses that they were interested in included drama or public speaking, art class, budgeting and finance.
- Some students suggested that they desired more advanced/academic level courses to be available in their high schools. A few students identified that they would have wanted to take English 30-2 since this was a pre-requisite for particular post-secondary programs, however, it was not offered at the school in their community.
- Some expressed a desire for a larger number of elective courses over mandatory courses.

### **2.3 Interest and future career and educational plans**

Exploring future career and educational plans provides insight into interest in government and the types of jobs of interest.

- The students had a large variation in the types of careers they would be interested in pursuing in the future. As well, individual students were often contemplating a number of varied careers. For example, one individual identified that they would have wanted to be a history teacher, graphic designer or musician.
- The most frequently mentioned career being considered by Nunavut Sivuniksavut students was an elementary or secondary school teacher. Some students were considering taking the Nunavut Teacher Education Program at Nunavut Arctic College following their studies at Nunavut Sivuniksavut.
- Government positions were also frequently cited by students. Most commonly, students desired working in a position in national/territorial parks, recreation or with wildlife.

---

<sup>6</sup>Northern Youth Abroad seeks to foster youth leadership, cross-cultural awareness, and career planning through volunteer work and travel. For more information, see <https://nya.ca/>

<sup>7</sup> Students on Ice offers youth education expeditions to the Antarctic and Arctic. For more information, see <https://studentsonice.com/>

<sup>8</sup> Encounters With Canada provides Canadian teens from across Canada with opportunities to learn about Canadian institutions, career options, and develop civic leadership experience in the National Capital Region. For more information, see <https://www.ewc-rdc.ca/>



Some students identified that they were considering taking the Environmental Technology Program after their studies.

- Other government careers that were being considered by students included doctor/nursing, counsellors or mental health services, translators, heritage, law enforcement, policy or program officers, and administrative positions.
- Outside of government, Nunavut Sivuniksavut students were considering careers such as musician, graphic design, filmmaker, performing arts/actor, tattoo artist, hairdresser, lawyer, pilot, outfitter/tourism guide, midwifery, business and finance, veterinary technician, and video game development, working on Inuit issues with Nunavut Tunngavik Incorporated or regional Inuit associations.
- Some students indicated that they were interested in returning to Nunavut Sivuniksavut to pursue further education (i.e., second year or the Nunavut Sivuniksavut Academic and Career Development Program).

Since government careers are frequently being considered by students, there is an opportunity for departments to conduct outreach to this group and inform them about the types of opportunities that might be available after graduation or about additional education or skills development opportunities that might help them secure jobs in their career of interest.

## **2.4 Views on “Government Employment”**

Students were asked for the first thing they thought of in reaction to “government employment”. This can provide insight into the level of knowledge of government jobs, which can be useful when developing outreach initiatives.

- Most students listed Government of Nunavut departments and a couple mentioned Government of Canada departments. In addition, some mentioned teaching and child and youth services.
- Some mentioned paperwork, bureaucracy, and “boring officework”, stable and high incomes, and implementing the Nunavut Agreement.
- The discussions rarely mentioned the types of occupations or nature of the work. It is apparent that many had the impression that government work consists of office work without much substance.

Since the awareness of the types of jobs available in government seems limited, there is an opportunity for departments to conduct outreach to students and raise awareness of possible career options in government. This could also provide an opportunity to address possible misconceptions about the nature of government work.

## **2.5 Views on the types of government jobs available**

Students were asked about the types of government jobs that they were aware of in Nunavut or in their communities. This provides insight into their level of awareness of government jobs,

which can be useful when developing outreach initiatives to inform Inuit of the wide variety of job opportunities in government employment.

- Most students listed Government of Nunavut departments and agencies but there was little mention of Government of Canada departments or agencies. Among Government of Canada departments, Crown-Indigenous Relations and Northern Affairs Canada was the most frequently cited.
- Students did not discuss the types of jobs in these departments, which indicates that the level of awareness regarding the types of jobs available in these departments might be limited.

Conducting outreach on the types of jobs available in departments could help raise awareness on the possible career options available.

## **2.6 Suggestions for increasing Inuit representation in government**

Students were asked for their suggestions for ways to increase Inuit representation in government in the territory. The suggestions were similar to those most commonly identified in the 2016 Nunavut Government Employee Survey<sup>9</sup> and in previous NILFA stakeholder engagement sessions conducted in 2017<sup>10</sup> including:

- Frequent suggestions included on-the-job training, attaining high school equivalencies and post-secondary education, increasing internships and work experiences, and training programs.
- Some students also suggested providing more training within communities since it can be difficult to travel for education.

Other suggestions that Nunavut Sivuniksavut students made for improving Inuit representation in government included:

- Expanding the availability and access to housing in the territory.
- Providing advice on what types of opportunities are available and how to navigate the government hiring process.
- Expanding the types of jobs available in communities across Nunavut.
- Learning more about government, politics and the Nunavut Agreement in high school could foster greater interest in public service employment among Inuit youth. One suggestion was to run mock student elections in high schools during elections to get student interested in political participation.

---

<sup>9</sup> For Nunavut Government Employee Survey findings, visit the Employment and Social Development Canada's (ESDC) Reports and Publications page to access the report Executive Summary and instructions for obtaining the full report: [www.canada.ca/en/employment-social-development/corporate/reports/research.html](http://www.canada.ca/en/employment-social-development/corporate/reports/research.html)

<sup>10</sup> *Summary of What We Heard: Challenges, Suggestions and Best Practices in Inuit Government Employment: Nunavummiut Perspectives from Nunavut Stakeholder Engagement Sessions*; Employment and Social Development Canada, 2017

- Expanding Inuktitut and Inuit Qaujimajatuqangit in government.
- Supporting the rollover of terms into indeterminate positions since some Inuit employees have been stuck in cycles of renewed term positions.
- A few students cautioned against emphasizing government employment in Nunavut too much since some might be interested in careers outside of government.

## 2.7 Learning methods and supports

Inuit student perspectives on learning methods and supports can provide valuable insights into the design of training offered to support Inuit employment plans and pre-employment training plans. With students, we explored their opinions on the following learning methods:

- Online training;
- Classroom-based training;
- Small group learning (project based); and,
- Work placements.

Overall, most students favoured small group learning or work placements while the least popular was online training. This suggests that small group learning and work placements should be considered when developing training and pre-employment training initiatives, where appropriate.

### 2.7.1 Online Learning

Mixed reactions to online training were received by Inuit government employees and Nunavut Arctic College students during 2017 Nunavut Inuit Labour Force Analysis stakeholder engagement discussions<sup>11</sup>. Nunavut Sivuniksavut students also had mixed reactions to online training and it was the least preferred training option.

- For online training, most students identified that suitable online topics consist of things that are fact-based and do not require hands-on learning such as math, statistics, and English.
- Students suggested the best duration for online training could be up to a 3-4 month period, although it depends on the nature of the course. Some suggested that online training should be broken up into segments (such as 2 hours per day).
- Challenges with online training that were identified include slow internet, lack of face-to-face interaction, greater difficulty accessing learning supports, and persons with disabilities potentially facing barriers to participating in online training. These challenges

---

<sup>11</sup> 2017. Summary of What We Heard: Challenges, Suggestions and Best Practices in Inuit Government Employment. Nunavummiut Perspectives from Nunavut Stakeholder Engagement Sessions. Indigenous and Northern Analysis Division, Economic Policy Directorate, Employment and Social Development Canada. p. 21

were also noted by Inuit government employees, training providers, and Nunavut Arctic College students in 2017 Nunavut Sivuniksavut stakeholder engagement discussions.<sup>12</sup>

- Benefits with this method of learning include being able to access learning at home, which could be particularly beneficial to parents with young children.
- Students suggested that offering online training in a group setting could allow for peer support and reduce isolation from completing training individually. Some students suggested having a clear contact person for learners in case they need help or to encourage support for learning among fellow students.
- A few students also suggested offering more online training in Inuktitut since some Inuit may face language barriers when participating in training that is only offered in English.

Based on the suggestions of Nunavut Sivuniksavut students, Inuit employment and pre-employment training plan developers may want to consider offering online training in group settings, where possible, and other learning supports such as contact persons.

### **2.7.2 Classroom-based training**

- Students identified that a variety of topics are suitable for classroom-based learning, as long as hands-on or individual interaction is not required. Some students suggested that science learning is most suited for this type of learning.
- Students indicated that the ideal duration of classroom-based training depends on the type of course and content. Some suggested that breaking courses up into multiple 1-2 hour sessions is preferred over day-long sessions.
- A majority of students would prefer to participate in classroom-based learning in their community if the opportunity was available.
- Challenges with this type of learning include large class sizes with minimal opportunity for interacting with instructors, difficulties with teaching learners who are at different ability levels, and the need for consistent and reliable childcare support.
- Several students suggested that classroom-based learning should be hands-on as much as possible. Some students also suggested having instructor-led discussions supplemented with guest speakers to talk about their real world experiences in a particular topic/field. Some also suggested that instructors should be culturally educated or Inuit.
- In terms of supports, some students identified that providing an opportunity for learners to connect outside of the classroom can help support learning, as well as encouraging interaction with instructors, and providing access to mental health support services.

---

<sup>12</sup> 2017. Summary of What We Heard: Challenges, Suggestions and Best Practices in Inuit Government Employment. Nunavummiut Perspectives from Nunavut Stakeholder Engagement Sessions. Indigenous and Northern Analysis Division, Economic Policy Directorate, Employment and Social Development Canada. p. 21

Based on the suggestions of Nunavut Sivuniksavut students, Inuit employment and training plan initiatives that use classroom-based learning may benefit from building in more frequent contact with instructors, opportunities for interaction between learners outside of the classroom, and offering supports for learners such as childcare and mental health support.

### **2.7.3 Small group learning (project based)**

- Students identified that this type of learning is best for content that involves discussion or interaction. Some identified that problem-solving activities and science-related learning (e.g., biology) might be suited for this type of learning. Students also suggested that budgeting, first aid and other workplace training might be well suited to small group learning.
- Students identified that the ideal duration depends on the content, but suggested learning opportunities broken up into multiple offerings once or twice per week.
- Students suggested that this type of learning could help those with learning disabilities because there is more opportunity for peer-support. In addition, some suggested that small groups can help shy participants who might be hesitant to contribute in larger groups.
- Students identified that with this type of learning, it is important to create a welcoming environment and make participants feel that they can contribute, and providing regular instructor check-ins with the groups.

Since students frequently preferred small group learning, Inuit employment and training plan developers may wish to consider these types of learning methods, where appropriate.

### **2.7.4 Internships or work placements**

Internships or work placements were the most commonly identified preferred learning method by Nunavut Sivuniksavut students, which is consistent with what we heard from Inuit government employees, training providers and Nunavut Arctic College students during 2017 Nunavut Inuit Labour Force Analysis stakeholder engagement discussions.<sup>13</sup>

- Nunavut Sivuniksavut students identified that learning by internships and work placements is best for occupational learning such as government jobs, educators, health or trades. The students provided the Nunavut Sivuniksavut Academic Career Development program as a relevant example of learning government employment skills through internships. Some students had also participated in internships with the Government of Nunavut and the private sector in the past.
- Students suggested the ideal duration of internships or work placements is 3-4 months full-time. Full-time internships offered over the summer were most appealing, however,

---

<sup>13</sup>2017. Summary of What We Heard: Challenges, Suggestions and Best Practices in Inuit Government Employment. Nunavummiut Perspectives from Nunavut Stakeholder Engagement Sessions. Indigenous and Northern Analysis Division, Economic Policy Directorate, Employment and Social Development Canada. p. 42

some students mentioned that they would also be interested in part-time internships offered while they are in school.

- Students identified that they prefer internships or work placements that provide them with meaningful and challenging tasks.
- Providing adequate training and orientation was identified as important by several students. A few students who had participated in internships in the past had difficulties due to limited orientation experiences.
- Nunavut Sivuniksavut students indicated that it is beneficial to offer internships and work placements throughout the communities in Nunavut.
- For work placements, students identified that they value having mentors or colleagues who could provide individual support during internships or work placements. They recognized that it can be intimidating to ask questions and participate fully without such supports.
- Providing access to mental health and childcare support were identified as beneficial while participating in internships or work experiences by the students. Some students suggested developing workplace expectation training to help cover topics such as working as part of a team, making requests or meeting with supervisors, dress codes, and how to handle workplace issues.

Since a large number of Nunavut Sivuniksavut students preferred work placements, Inuit employment and training plan developers may want to consider offering or expanding these types of opportunities, where possible. As well, Inuit employment and training plan developers may want to consider offering mentors and other supports during work placements (e.g., childcare, mental health support).

### **2.7.5 Tutors and mentors**

- Students identified that the characteristics of an ideal mentor include:
  - Passionate and dedicated to teaching and helping you learn
  - Welcoming, comforting and open minded
  - Understands the history of Inuit and the difficulties that can result from having to relocate from isolated communities
  - Interested in your personal development
  - Motivational
- Most students identified that tutors and mentors were quite important. Many identified that they did not see the value of having a tutor until they attended Nunavut Sivuniksavut and had to start to make use of a tutor. Some students identified that tutors can help facilitate learning and think about content from different perspectives.

- The value of tutors and peer support was also identified as important by Inuit government employees, training providers, and Nunavut Arctic College students during 2017 Nunavut Inuit Labour Force Analysis stakeholder engagement discussions.<sup>14</sup>

Since tutors and mentors have been identified as valuable supports by Nunavut Sivuniksavut students and other stakeholders, future Inuit employment and training initiatives may want to consider offering these types of supports, where relevant.

---

<sup>14</sup> Ibid. p. 43-44.

### **3. Summary of Considerations for Inuit Employment and Training Plans**

NILFA stakeholder engagement discussions with existing Nunavut Sivuniksavut students provide a number of considerations for Inuit employment plan and pre-employment training plan development.

#### **Findings relevant to setting reasonable short and medium term goals**

- Interest in government appears to be high but there is limited awareness of the types of jobs available in government, which could pose a challenge when trying to increase Inuit recruitment in the future. Greater awareness of the types of jobs available could encourage Inuit youth to pursue more advanced skills training in these areas to help fill gaps in areas with high vacancies or lower levels of Inuit representation.

#### **Training and skills development**

- Students identified that there has been unequal access to science courses in high school. Therefore, training initiatives focusing on building science-related skills may have to start from building basic science and math skills.
- Since knowledge of the types of science-related government jobs available seems limited among students, outreach on the types of jobs requiring advanced science and math skills may help build interest in taking this type of training among Inuit youth.
- Since advanced or academic courses may not have been available in all communities, upgrading may be required for some Inuit before being able to access formal university or college programs.
- Students suggested expanding opportunities for formal training and pre-employment training as ways to help increase Inuit representation in government.
- Students identified that they were interested in greater exposure to Inuit history and culture in high school.

#### **Training methods and supports**

- Students preferred group work or interactive learning methods. Therefore, offering this type of training may be preferable to online or classroom-based courses.
- When offering online courses, students suggested providing peer support.
- Work placements, internships or co-op opportunities were valued by many Inuit youths. Raising awareness of existing programs and expanding those opportunities may help attract more Inuit youth to government.
- Students emphasized the importance of providing meaningful and challenging tasks during work placements as well as providing mentors and peer support.



- There was some interest in part-time employment opportunities throughout the school year for some Nunavut Sivuniksavut students.
- Most students valued tutoring and mentorship supports. Therefore, training and skills development opportunities should consider offering tutoring or mentorship support, where appropriate.

### **Recruitment**

- Students suggested building awareness on the types of jobs available in government in Nunavut as one way to help build Inuit representation in government. Outreach on the nature of government jobs may help build an understanding of the types of positions and tasks available may help build an understanding among Inuit youth when planning future educational and career paths.
- Building awareness on government application/hiring processes was suggested by students as a way of helping to increase Inuit representation in government.
- Expanding employment opportunities across Nunavut communities was suggested by students.

### **Retention**

- Expanding the awareness of or offering Inuktitut and Inuit Qaujimaqatunqangit learning opportunities was suggested by students as a way to help build and maintain Inuit representation in government.
- Students suggested exploring ways to help transition determinate Inuit employees to indeterminate positions as a way to help build and maintain Inuit representation in government.

**Annex 1:  
Snapshot of Nunavut Inuit Graduates of Nunavut  
Sivuniksavut, and of those interested in attending  
Nunavut Sivuniksavut in the next 5 years**

# Interest in Nunavut Sivuniksavut

A snapshot from the 2017 Aboriginal Peoples Survey - Nunavut Inuit Supplement

**760**

Nunavut Inuit are interested in attending Nunavut Sivuniksavut (NS) in the next 5 years

Among those interested in attending NS in the next 5 years ...



35% are male

65% are female

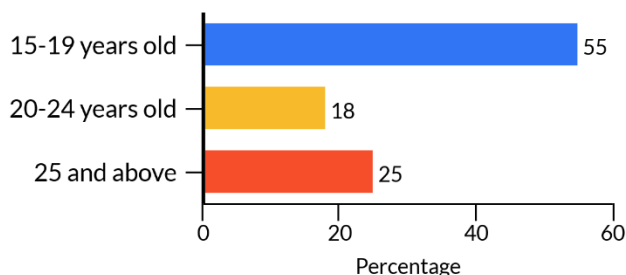


**100 percent**

are located in Nunavut

**55 percent**

are between the ages of 15-19



**120**

were working in government at the time of the survey

**640**

were not working for government at the time of the survey



**42 percent**

are attending high school (or equivalency programs)

**98 percent**

of those not currently working in government are interested in working in government



**Notes:**

1) For more information, see the 2017 Aboriginal Peoples Survey: Concepts and Methods Guide. <http://www150.statcan.gc.ca/n1/pub/89-653-x2018001-eng.htm>

# Nunavut Sivuniksavut graduates

A snapshot from the 2017 Aboriginal Peoples Survey - Nunavut Inuit Supplement

**380** Nunavut Inuit were estimated to have completed Nunavut Sivuniksavut (NS graduates)

## Among NS graduates ...

Most are under age 35 **66%**

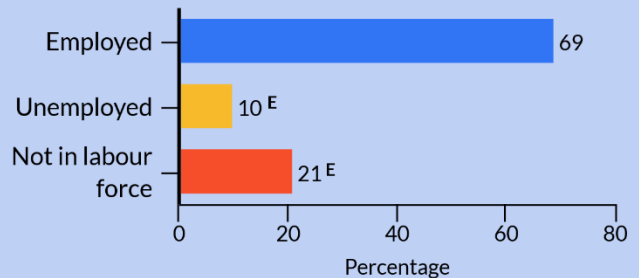
**68%** of NS graduates are female

**65 percent** of NS graduates pursued additional post-secondary education\*

\*source: Nunavut Sivuniksavut 2017 Alumni Survey

**87 percent** are located in Nunavut

**69 percent** are employed



**70 percent** of employed NS graduates work in government (190 individuals)

**190** NS graduates were not working for government at the time of the survey

**80<sup>E</sup> percent** of NS graduates not currently working in government are interested in working in government



**Notes:** 1) In some cases, estimates are marked with an "E". In these cases, these values should be used with caution because, due to small sample sizes, these data are less statistically reliable. For more information, see the 2017 Aboriginal Peoples Survey: Concepts and Methods Guide. <http://www150.statcan.gc.ca/n1/pub/89-653-x2018001-eng.htm>

2) "NS graduates" are estimated based on those who indicated that they completed a college or other non-university certificate or diploma obtained from Nunavut Sivuniksavut.