

# Creation of a Reference Guide to Optimize Employability Interventions with Inuit Clients



RQuODE

Final Reporting of CERIC Project Partnership

January 2017

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# PART 1 – FINAL REPORT

## A. THE PROJECT TEAM

### Organization

Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE)

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### Mission of RQuODE

The Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) is a non-profit organization (NPO) legally constituted on February 13, 1987. RQuODE has 89 members located in 15 of Quebec's 17 regions. RQuODE's mission is to unite and support community organizations that specialize in developing employability in order to foster entry into the workforce of people who are struggling with employment. As a leader in the area of employability, and an innovative, recognized community network, RQuODE aims to strengthen its members' organizational and mobilizing capabilities so that they can play their full roles in the area of employability and adapt their practices to changes in the labour market and the new realities of communities. This mission is fulfilled by dynamic mobilization of members, which helps increase visibility. Inexorably, what follows is an ongoing adaptation of practices to the new realities of the job market and society. For more information, please visit: [www.rquode.com](http://www.rquode.com)

### Project coordinator and researcher: Gabrielle St-Cyr

Gabrielle St-Cyr has been working as an employability researcher and project lead for five years. Her previous study, carried out for the Canadian Coalition of Community-Based Employability Training (CCCBET), focused on the integration of immigrants into the job market outside of major urban areas. Since 2013, she has also coordinated a variety of intervention projects aimed at facilitating the insertion of underrepresented groups into the job market, in various sectors.

### Consultant and researcher: Sophie Mathers

A career development consultant, Sophie Mathers assists aboriginal organizations in developing and strengthening their human resources. For more than five years, she worked with the Kativik Regional Government in Inukjuak, Nunavik, where she also lived for several years. Since 2011, she has been working closely with Cree Human Resource Development and frequently visits communities in Northern Quebec to train employment counsellors.

### Culture consultant

Unfortunately, the culture consultant could not be part of the project due to personal reasons. As a replacement, the researchers made contact with many Inuit representatives to ensure cultural accuracy.

## B. EXECUTIVE SUMMARY

Since 2013, the Regroupement québécois des organismes pour le développement de l'employabilité (RQuODE) has been engaged in research intended to foster entry into the labour force of an underrepresented clientele, that is, adult Inuit<sup>1</sup>, particularly in Montreal and Nunavik, Northern Quebec. Thanks to financing from the Canadian Career Development Foundation, the *Fondation en employabilité du Québec* and the Kativik Regional Government, the study's first phase, titled "Understanding Inuit and Work: An Examination of Cultural Factors to Develop Tailored Employment Services", was completed in 2014-2015<sup>2</sup>. The study fostered better knowledge and an improved understanding of the social, economic, educational and cultural environment of Inuit communities in Montreal and Nunavik. A literature review and twenty-six semi-directed interviews made it possible to document the specifics of employability interventions with Inuit clients from a cultural perspective identify the primary foundations of Inuit culture, organized into five categories: cultural identity and self-concept, beliefs and values, social dynamics and networks, communication styles and learning methods. The many interviews and interventions taken in the field also brought home the conclusion that there were **almost no specific reference guides, tools or measures to foster the integration and ongoing employment of this emerging clientele**. Apart from resources for First Nations populations – and therefore not tailored to the Inuit clientele –, there was no guide available for practitioners working with Inuit clients.

To fill this gap, RQuODE wanted to draw on the innovative multipartite partnership created by the two Irvitvik Centres to propose an **original reference guide tailored to career development practitioners**. Specifically, this project aimed to identify intervention strategies that have conclusive results with Inuit clients living in Quebec, by means of semi-directed interviews, focus groups, and a review of the literature. The anticipated outcome for this second phase was to **better equip Inuit and non-Inuit practitioners** working with Inuit clients who are looking for jobs.

The funding for the second phase of the project covered research/writing, review/validation, creation of the reference guide, including translation into English and graphic design, and dissemination. It was provided by the Kativik Regional Government and CERIC. In addition to funding, many collaborators helped to make this project possible, including 6 Inuit and non-Inuit practitioners who willingly transmitted their knowledge related to working with Inuit clients and a Steering Committee made up of 12 local stakeholders in Nunavik, Montreal and Ottawa who revised the first draft. The initial timeline (from January 2015 to June 2016, duration: 18 months) was slightly modified to take into account the delays resulting from creating simultaneously the two versions (French and English) of the guide (from January 2015 to December 2016, duration: 24 months). Therefore, the publication of the final reference guide in both languages was delayed from February to June 2016.

The **dissemination plan** for the project's phase 2 results included distribution of print and PDF versions of the reference guide, and publication of articles in various target journals and websites, such as *Careering*. Inuit and Aboriginal organizations, including the Inuit Circumpolar Council (ICC), Inuit Tapiriit Kanatami (ITK) and the Aboriginal Human Resources Council, were also approached to disseminate the reference guide across Canada. Moreover, presentations were made at Cannexus16 (January 2016, Ottawa), the OCCOQ Conference (June 2016, Orford, Quebec) and the 14th Quebec Employment Service Providers Conference (November 2016, Montreal).

In keeping with the missions of CERIC and RQuODE, this project promoted the study and dissemination of current practices in the area of employability, career orientation and development with Inuit clients, by creating the first specialized reference guide. By enhancing the quality and effectiveness of interventions with this lesser-known

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<sup>1</sup> In 2011, the overall unemployment rate among Inuit 25 to 64 years old was 17%, while it was 20% in Inuit Nunangat (Aboriginal Affairs and Northern Development Canada, 2013).

<sup>2</sup> The study's final report and executive summary are available on the RQuODE website at [www.rquode.com/publications/](http://www.rquode.com/publications/).

clientele, this reference guide will promote full participation by Inuit communities in Canada's socioeconomic development by facilitating their integration into the job market and ongoing employment. With this project, RQuODE aims to support the inclusion of all in the job market, while fostering the development and strengthening of member organizations' expertise.

Carried out in partnership with the Inuit communities of Nunavik, this project enabled development of a knowledge base on promising practices and strategies for this clientele with its rich cultural tradition. Because standard skill development and employment readiness reference guides and tools are in no way geared to the situation and needs of Inuit clients, it seemed essential to provide career development practitioners with the very first reference guide to optimize interventions with Inuit clients. According to the feedback received, in addition to giving counsellors a better understanding of Inuit clients and the obstacles they face in integrating into the job market, this reference guide helped to hone intervention methods (even within organizations who do not work directly with the Inuit clientele) and make work with these communities more effective. Lastly, through the project Steering Committee, the project facilitated communication and collaboration between career development practitioners working with Inuit clients.

### C. IDENTIFICATION OF NEEDS

In the 2011 census, 59,445 people stated that they were Inuit, about 4.2% of Canada's entire Aboriginal population. Three quarters of the Inuit population lives in Inuit Nunangat, a huge territory that extends from Northern Labrador to the Northwest Territories. It contains four regions: Nunavik (10,750), Nunavut (27,070), Nunatsiavut (2,325) and the Inuvialuit region of the Northwest Territories (3,310). A growing proportion of the Inuit population (16,000 people) lives in urban (17%) and rural (5%) areas outside of Inuit Nunangat, including Edmonton (1,115), Montreal (900), Ottawa-Gatineau (735), Yellowknife (735) and St. John's (680) (Statistics Canada, 2013). Among the 6,855 working age people living in Nunavik in 2011, only 3,715 were employed, for an employment rate of 54.2%. 730 people were unemployed and 2,410 were not in the labour force, a large portion of them having given up on finding work because of a lack of knowledge on how to find a job or a lack of qualifications (Statistics Canada, 2014). Therefore, we estimate that the number of Inuit people who are or could shortly be looking for work in the province of Quebec is close to 3,000. But Inuit communities across Canada frequently face a variety of social, cultural and economic challenges, particularly in relation to access to housing, education, and job market integration.

With the youngest population of the three Aboriginal groups, in Canada, the median age of Inuit people is 23 years old, 18 years younger than the median age of the non-Aboriginal population (41 years) (Statistics Canada, 2013). In 2012, only 42% of Inuit had a high school diploma or equivalent, less than half the rate for the non-Aboriginal population (Bougie, Kelly-Scott and Arriagada, 2013). Aboriginal communities are among the poorest in Canada, a phenomenon linked to such things as low educational attainment, the wage gap with non-Aboriginal peers, and the exorbitant cost of living in remote regions (Wilson and MacDonald, 2010; Duhaime, 2009; Pendakur and Pendakur, 2008). Despite these difficulties, in the context of a changing job market with a labour shortage, young Inuit—and, more generally, young Aboriginals—are being called upon to take on a growing share of jobs available in the coming years. With its massive infrastructure work, tourism strategy and vocational training objectives, implementation of Quebec's Plan Nord<sup>3</sup> is increasing the need to integrate northern and Aboriginal populations into the job market.

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<sup>3</sup> The Plan Nord is a development project that is intended to harness the economic, mineral, energy, social, cultural and tourism potential of Québec's territory located north of the 49th parallel. By 2035, \$50 billion in public and private investments will be made in the territory that the Plan Nord covers (Gouvernement du Québec, 2014). This budget includes \$100 million in education and training money for northern and Aboriginal residents, as well as \$3.2 million to promote northern Quebec as a tourist destination (Nunatsiaq News, 2015).

It is from this perspective that RQuODE agreed to coordinate the delivery of employability and pre-employability services for Inuit at Centre Ivirtivik Sud, located in Verdun, in Montreal. In collaboration with the Kativik Regional Government (KRG) and the organization P.S. Jeunesse, RQuODE took charge of the Centre's activities in January 2013. Based on the success achieved in the Montreal area, a second centre opened in fall 2013, in Inukjuak, Nunavik. Despite all of the expertise developed by RQuODE practitioners in the last few decades, particularly with clients with criminal records, addiction issues or limited education, seasoned intervention teams at the two Ivirtivik Centres quickly realized that the conventional skill development and job readiness reference guides and tools did not correspond to the situation or needs of Inuit clients.

Drawing on an innovative multipartite partnership, RQuODE committed to documenting the intervention with Inuit clients at the two Ivirtivik Centres (in collaboration with KRG and P.S. Jeunesse). Although Quebec's Inuit community is small, the project's benefits extend well beyond provincial boundaries, as well as the direct benefits associated with employment integration. On one hand, integrating Inuit into the job market has a multiplier effect on the social and economic development of families and northern communities by, among other things, encouraging school retention among youth, financial autonomy, and the acquisition of healthy life habits. Optimization of intervention methods for Inuit could also enable better integration of this workforce into growth sectors such as natural resource exploitation, including mining, and tourism. For instance, the number of regular full-time jobs in Nunavik mining sector increased by 67% between 2005 and 2011 (KRG, 2011, p. 20). Overall, the 4,179 regular full-time jobs identified in Nunavik in 2011 represent an increase of 31% over the 3189 jobs identified in 2005; a similar growth rate is expected during the next two decades with the implementation of Quebec's Plan Nord.

Thanks to financing from the Canadian Career Development Foundation, the *Fondation en employabilité du Québec* and the Kativik Regional Government, the study's first phase was completed in 2014-2015. The study fostered better knowledge and an improved understanding of the social, economic, educational and cultural environment of Inuit communities in Montreal and Nunavik. A literature review and twenty-six semi-directed interviews made it possible to identify the primary foundations of Inuit culture, organized into five categories: cultural identity and self-concept, beliefs and values, social dynamics and networks, communication styles and learning methods. During the interviews, many respondents from a variety of fields (employability, education, health care, etc.) deplored the lack of reference guides for those who work with Inuit clients. This repeated observation makes imperative the development of a reference guide for various practitioners working with Inuit clients, especially practitioners in the areas of employability and training.

## **D. PURPOSE, GOALS OR OBJECTIVES**

Using a data set on services offered and career development interventions with Inuit clients in Montreal and Nunavik, the project's second phase made it possible to identify intervention strategies that foster skill development and employment insertion paths for Inuit. Drawing on the results from the first phase, the intervention and research teams co-created a reference guide based, among other things, on the findings from the two Ivirtivik Centres and the knowledge of the local employment officers (LEO) in Nunavik. The second phase also involved structuring, synthesizing and customizing the information gathered in the previous stage to make it accessible to all practitioners working with Inuit communities across Canada.

Specifically, this project aimed to:

- Identify employability intervention strategies that deliver conclusive results with Inuit clients who live in Quebec.
- Validate the strategies and practices identified with 6 practitioners and a Steering Committee composed of 12 stakeholders in both Nunavik and Montreal.

- Better equip Inuit and non-Inuit practitioners who work with Inuit job seekers by developing an employability reference guide that focuses on the cultural specificities of a little-understood population.
- Provide for the sustainability of knowledge acquired with the two Irvitvik Centres in Montreal and Inukjuak, Nunavik.

These objectives did not change over the course of the project.

## E. PARTNERSHIPS AND COLLABORATIONS

This project benefited from the participation of numerous collaborators from the institutional, university and community settings. We are extremely grateful to all the collaborators who took the time from their busy schedules to participate in the creation of the guide. Without their participation and feedback, this study would not have been possible.

### Steering Committee

The Steering Committee was composed of 12 local stakeholders in Nunavik, Montreal and Ottawa, from the following organizations: the Canadian Career Development Foundation (CCDF), the *Ordre des conseillers et conseillères d'orientation du Québec* (OCCOQ), the Kativik Regional Government (KRG), Université de Sherbrooke, P.S. Jeunesse and Makivik. The Committee met once in November 2015, after reviewing individually the first draft of the guide, to discuss possible modifications and improvements. Given their expertise and extensive knowledge of Inuit culture and/or career development, these specific individuals greatly contributed to the refining of the strategies.

### Validation Committee

Six Inuit and non-Inuit career development practitioners (LEOs from Inukjuak and counsellors from both Irvitvik Centres) helped us elaborate the first draft and validate the strategies and practices identified through a formative evaluation of the first draft conducted in November 2015. Two meetings were held in Inukjuak and one in Montreal. Their input was crucial to the elaboration and validation of this reference guide, as they work on a day-to-day basis with Inuit clients.

### CERIC

CERIC provided great support on marketing strategies and digital distribution of the guide. They walked us through the IngramSpark/Lightning Source and Print-on-Demand processes. This user-friendly platform allowed us to print a small number of copies at a reasonable cost. We also worked closely with CERIC staff to identify several promotional opportunities, including possible webinars, conferences and articles. CERIC staff also contributed to the dissemination of the guide at different events. We received continued support from CERIC throughout the project. They provided guidance to ensure its smooth running at every step of the way, from the funding proposal to the final report.

Regarding lessons learned from collaboration, we learned that it is really helpful to have stakeholders from different settings (e.g. academic, practitioners, governmental, etc.) on the Committee, even if it means that it is more challenging to reach consensus. However, all the stakeholders were very open to compromises and understood that the guide was only an overview of a very complex issue.

## F. ACTIVITIES AND/OR RESEARCH METHODS

### Research

1. **Literature review:** we updated the literature review performed during the first phase of the project, and did a literature search on employability intervention strategies used with Aboriginal populations in Canada (CERIC,

2013) and around the world. Some of the resources we consulted are listed in an appendix at the end of the reference guide.

2. **Development of data collection tools:** we developed a consent form, a focus group/semi-directed interview reference guide and a preliminary intervention strategy coding grid (in English and French).
3. **Data collection:** we conducted focus groups and semi-directed interviews with various Inuit and non-Inuit practitioners at the Ivrtivik Centres and local employment officers (LEO) in Nunavik.
4. **Analysis and triangulation of data:** we analyzed the data using the preliminary coding grid. These first four activities were carried out according to the initial planning.
5. **Writing and translation into English of the preliminary version of the reference guide:** we wrote the guide's first draft and had it translated by a professional translator. As the language used in the guide is very specific to career development and Inuit culture, we had to proofread the English version. It was also difficult to ensure an accurate translation as the field of career development uses a different terminology in French (Quebec) and English.

#### Review/Formative Evaluation

6. **Formative evaluation:** we met with 6 Inuit and non-Inuit practitioners in Montreal (4) and Inukjuak (2). Unfortunately, due to weather constraints, we were not able to go to Kuujuaq to meet with additional local employment officers, as our flight from Inukjuak to Kuujuaq was cancelled for two days. However, the 6 practitioners we met provided sufficient feedback to make sure the guide would be helpful and accurate.
7. **Validation of the preliminary version of the reference guide:** we submitted the first draft to the Steering Committee members, including representatives from collaborating organizations (CCDF, OCCOQ, P.S. Jeunesse), representatives from the educational institutions (Université de Sherbrooke) and members of the Inuit community (KRG, Makivik Society). They provided input and comments on how to improve the first draft. We organized one in-person meeting in Montreal with most stakeholders and did phone interviews with a few others who could not come to Montreal due to scheduling conflict.

#### Creation of the Guide

8. **Revision and additional translation:** we made the corrections to the French version and then send it back to the translator. As the career development field has a particular narrative and vocabulary, we asked a bilingual career development professional to review the English translation, and then we proofread it again.
9. **Graphic design/layout for the final version of the reference guide:** we developed an attractive graphic design for the guide and hired a professional illustrator to add a few original images. Due to funding limitations, we had to drop the text in the template ourselves for both versions (French and English), which took a lot more time than anticipated. Moreover, each change made in one of the versions had to be replicated in the other version. It would have been easier to work with only one version and then have it translated only when the final draft was approved, but unfortunately some stakeholders and practitioners were not bilingual.

#### Dissemination

10. **Publication of print and PDF versions of the reference guide:** the reference guide was made available in French and English on the Web, free of charge, on June 6, 2016. The initial launch was planned in February, but as stated before, we encountered some delays due to translation. We also had some difficulties setting up the print-on-demand account, but received helpful support from the CERIC's team on that matter.
11. **Marketing and dissemination through a network of partners** (June 2016-December 2016) (please refer to section I on marketing/dissemination).
12. **Preparation and presentation at three conferences** (Cannexus16, OCCOQ 2016 and the 14th Quebec Employment Service Providers Conference): we decided to present at the 2016 OCCOQ Conference instead of

the AQISEP Conference considering the target audience. We were really happy with that decision, as the workshop (given by Sophie Mathers and Álvaro González, employment counsellor at Ivirtivik and guidance counsellor student) was almost full.

13. **Publication of articles in various target journals and conference presentations:** it was difficult to synthesize the essence of the guide in a few hundred words but we wrote articles for *Careering* and *Quode-Porteur* (RQuODE's newsletter). We will continue to explore different avenues to promote the reference guide over the next year.

## G. TIMELINE

We had to face one major challenge during the course of this project: creating a document in French and English simultaneously. We had to do many back-and-forth between the two versions to ensure their accuracy. Some comments to the first draft were provided in French, other in English, which meant that we needed to work on both versions simultaneously. It would have been easier to work with only one document until the final draft was completed, but then we would have left out some contributors who are only comfortable in one language.

The timeline for the project was therefore extended to take into account the lengthy process of working with a bilingual document. The publication of the guide was delayed from February 2016 to June 2016, and the dissemination of the reference guide was extended through fall 2016 to ensure we reach as many people as we could. Even if the double workload (in French and in English) and the complexity of page layout have resulted in a six-month delay, we are very happy with the consultation process and the final result.

### Revised timeline

Phase	Primary Tasks	Original	Revised
Research	Literature review (update) Development of data collection tools Data collection Data analysis Writing of the preliminary version of the reference guide Translation of the preliminary version of the reference guide	January 2015 to October 2015	January 2015 to October 2015
Review/ Formative Evaluation	Revision of first draft (in English) Formative evaluation with 6 practitioners Validation of the reference guide by the Steering Committee	November 2015	November 2015
Creation of the Guide	Revision of the final reference guide Additional translation (only for the modifications) Editing, graphic design Publication of the final reference guide	December 2015 to February 2016	January to June 2016
Marketing/ Dissemination	Printing (Print on demand) Marketing of the report (publication on partners' websites) Preparation for conferences Dissemination of project outcomes (Cannexus16, OCCOQ and 14 <sup>th</sup> Quebec Employment Service Providers Conference)	January to June 2016	January to December 2016

## H. DELIVERABLES

RQuODE created a bilingual (English and French) reference guide of 90 pages for the counsellors working with Inuit clients, particularly in the employability and training sector. The reference guide aims to enable counsellors to better understand Inuit clients and the obstacles they face in integrating into the job market. Based on the employability dimensions, it also deals with effective strategies and practices when interacting with Inuit clients in the context of various components of employability intervention, including the acquisition and development of personal and social skills associated with employment, career orientation, employment readiness, job search methods and follow-up.

### Data collection

Qualitative data (sample intervention, challenges encountered, examples of useful and less productive strategies, etc.) was collected using semi-structured interviews and focus groups with Inuit and non-Inuit practitioners in Inukjuak and Montreal. The research team also met with all the local employment officers during a meeting they were having in Montreal, thanks to the collaboration of CCDF. The information gathered was used to inform content and identify other resources for the guide. The data is stored at RQuODE's office in Montreal, on a secure cloud server.

### Ethical considerations

In this project, the primary ethical considerations were based on respect for privacy, free, informed, recorded consent, and the principle of confidentiality for all participants. Project participants were informed of the purpose of the study, of their right to withdraw from the study at any time and to refuse to answer certain questions during interviews. Some excerpts from qualitative interviews are cited in publications and presentations based on this project, in order to illustrate certain findings or conclusions. To protect respondent confidentiality, identification of direct or indirect quotes refers solely to the workplace of the persons interviewed.

## I. MARKETING/DISSEMINATION

The dissemination plan for the study's phase 2 activities covered dissemination of French and English print and PDF versions of the reference guide (available free of charge online) and the publication of articles in a variety of target journals/websites. The reference guide was disseminated via ContactPoint, *OrientAction* and *Careering* magazine, as well as CERIC, [RQuODE](#), [CareerPro](#) (Career Professionals of Canada), [CDEACF](#) (*Centre de documentation sur l'éducation des adultes et la condition féminine*), [CCEPP](#) (Community, Career and Employment Partnership Project), [CVA](#) (Canadian Vocational Association), [Diversity in the Workplace](#) and [Sphère Québec](#) websites.

A newsletter/press release was sent to more than 540 counsellors and stakeholders in Canada, including Inuit Circumpolar Council (ICC), Inuit Tapirit Kanatami (ITK), Nunavut Arctic College, the University of the Arctic (UARctic), the Aboriginal Human Resources Council (AHRC) and the Canadian Council for Career Development (CCCD). Many organizations have forwarded the information into their network, including ASPECT (British Columbia), the Canadian Career Development Foundation (CCDF), Career Professionals of Canada and the *Comité consultatif Jeunes* (Quebec). The number of people reached through those newsletters exceeded our expectations.

Presentations were also made at national and provincial conferences: Cannexus16 (January 2016, Ottawa), the 2016 OCCOQ Conference (June 2016, Orford, Quebec) and the 14th Quebec Employment Service Providers Conference (November 2016, Montreal). The first two workshops were attended by 30-40 people, which was beyond all our expectations, considering that a limited number of counsellors work directly with the Inuit clientele. However, the interest shown by participants illustrates the fact that the employment integration of Inuit – and other Aboriginal

communities – is a growing concern. The short presentation at the 14th Quebec Employment Service Providers Conference was made in front of 100+ delegates.

In addition, 150 copies of the guide (100 in English, 50 in French) were printed for distribution among key stakeholders in Quebec and Canada. The dissemination was so successful that we had to limit the number of copies given to each organization and print additional copies in both languages.

The reference guide is also available (free of charge) on [RQuODE](http://www.rquode.com/publications) (www.rquode.com/publications) and [CERIC](http://www.ceric.ca/resources) (www.ceric.ca/resources) websites. RQuODE greatly benefitted from CERIC’s expertise and network of national partners for the marketing and dissemination of the reference guide.

## J. MONITORING AND EVALUATION

Outcomes from the project were measured as follows:

- Number of downloads of reference guides : more than 150 in French and English
- Testimonials stemming from the use of guides from organizations and individuals : please see section K
- Evaluation survey with career development professionals and individuals regarding utility of the guide

We also used an online survey tool to register comments and testimonials (please see section K):

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The reference guide is easy and simple to use.					
The reference guide addresses the fundamental issues in the challenge.					
The information in the reference guide is presented clearly.					
The suggested references are exhaustive and relevant					

Our three letter of support providers (KRG, CCDF and OCCOQ) were interested in the project from the start and were eager to be involved in the first draft validation. Their comments during the Steering Committee meeting provided valuable information to enhance the final version of the guide. As anticipated, the impact was more important on KRG as they work directly with the Inuit community on a day-to-day basis, but all three organizations were pleased by the final result and very helpful during the dissemination process. KRG distributed the guide among its staff and has demonstrated a real interest in the next phase of the research. According to KRG representatives, the reference guide really filled a gap in the literature. OCCOQ invited us to present the reference guide to their members at their 2016 Conference. CCDF also disseminated the information through their newsletter and could use both resources (phase 1 and 2) during future training with Inuit counsellors.

## K. IMPACT ASSESSMENT/OUTCOMES

As stated before, we reached more than 540 counsellors and stakeholders in Canada with the newsletter (in both French and English). Dissemination through our partners and collaborators can easily double or triple the audience reached during the marketing phase. Our tweets were seen by more than 1000 people and retweeted by other organizations in Canada, including the Canadian Counselling and Psychotherapy Association (CCPA) and the Canadian Council for Career Development (on their Canada Career Month page).

Our main goal for this project was to help career development counsellors working with Inuit clients. As this is the first reference guide tailored to Inuit clientele, the project's success was measured by the reception and use of the reference guide by front-line workers. The two Iivrtivik Centres decided to use the reference guide as a mandatory read during the training offered to new employment counsellors. Other employment and human resources agencies, working with First Nations or non-Aboriginal clients, distributed a copy of the guide to all of their intervention staff.

So far, we have received great comments from practitioners, who also asked if we had similar resources for First Nation's and Metis' clients. Users also enjoyed the attention paid to the visual presentation of the guide (layouts and illustrations), which reflects the Inuit culture. The long-term impact of the guide will need to be measured over time.

### Feedback on the guide

- *Magnifique travail. Félicitations à toute votre équipe!!*
- *Félicitations pour le guide PINASUUTITSAQ. Je travaille pour la Commission de développement des ressources humaines des Premières Nations du Québec et je suis convaincue que les conseillers en emplois des communautés autochtones seraient intéressés par ce guide.*
- *Le Guide PINASUUTITSAQ a changé notre vision de l'intervention. Généralement, nous utilisons la pyramide de Maslow comme fondement pour évaluer les besoins. Toutefois, le Guide PINASUUTITSAQ nous amène à voir que pour différents peuples, différents groupes d'âge, il nous faut revisiter ces dogmes pour partir du point de vue de la personne. Les activités qu'il propose sont dynamiques, nouvelles et fort intéressantes.*
- *I just had a chance to skim through the reference guide for Inuit clients. This is great work – it looks great, reads well, and has lots of useful information. Recognizing that there are many differences, I think it will be very helpful for practitioners working with First Nations clients in the rest of the country as well. Congratulations on creating a great product!*



Reference guide for career development counsellors working with inuit clients  
[bit.ly/1svYjwR](https://bit.ly/1svYjwR)  
#NationalAboriginalDay #ᐱᓇᐱᓄᓐᓂᓐᓂᓐ



Nouveau guide PINASUUTITSAQ pour les conseillers intervenant auprès de clients inuit  
[bit.ly/1rd0K6h](https://bit.ly/1rd0K6h)



Considering the small number of career development practitioners working directly with Inuit clients, we did not expect the reference guide to be so widely disseminated and used. The fact that numerous First Nations organizations use the guide with their clients confirms the lack of such practical, specific and community-based resources for other Aboriginal communities.

## L. KEY FINDINGS/INSIGHTS

With support from the Kativik Regional Government and CERIC, we have created the first reference guide for career development practitioners working with Inuit clients. In doing so, we mobilized many partners around a major issue, namely the participation of the Inuit population to economic development, while contributing to the preservation of their ancestral culture. Many partners and collaborators were grateful for this first reference guide, which fills a gap in the literature, and are still hoping for more resources specifically designed for this (and other) emerging clientele in the field of career development.

### **Project elements and timeline**

Of course, everything takes longer than you imagine. To create a reference guide for career development counsellors working with Inuit clients, we had to engage several key stakeholders of the Inuit communities. An inclusive approach takes usually more time, but was fundamental to produce a resource that was well rooted and reflected the realities and challenges of this population.

### **Translation**

As stated earlier, we had to face one major challenge during the course of this project: creating a document simultaneously in French and in English. To make the guide a pan-Canadian publication, translating it into English was essential. However, having the document translated by someone with expertise in the content was a challenge to ensure it accurately reflects the messaging. We had to hire relevant resources to proof-read the English version. This represent a costly and time demanding process requiring additional resources. It would have been easier to work with only one document until the final draft was completed (both for writing and page layout purposes), but then we would have left out some contributors who are only comfortable in one language.

### **Design layout**

Once the content of the Guide was finalized, we used InDesign to develop the template. We decided to work closely with an illustrator to include aspects of the Inuit culture. Even if we initially didn't plan to have original images made specifically for the guide, we are really pleased with the work the illustrator did for the guide. We have received several comments about the creative aspect of the guide and truly believe it adds value to the guide. We are also thankful to the Inuit artist Noah Meeko (and its successors) and the *Fédération des Coopératives du Nouveau-Québec* for the right to use the wonderful art piece shown on the cover of the reference guide. Again, this took more time to include that dimension into the final product, but the time and effort were worth it, producing a quality guide we are proud of.

## **PART 2. NEXT STEPS AND RECOMMENDATIONS**

We will continue to promote the reference guide through our network and through CERIC's network.

Depending on funding, three videos could also be produced, in French and English with segments in Inuktitut in the project's third phase. Based on the feedback received from the formative and summative evaluation of phase 2, which stated the importance of practical training for counsellors, the videos could explain the most effective strategies and give concrete examples of how to deal with specific clients, therefore fostering appropriation of the reference guide and better equipping front-line workers who deal with this clientele. By providing more dynamic, interactive and interesting content, videos are better suited to the target clientele than webinars for dissemination of the reference guide, which includes many Inuit practitioners who are unfamiliar with lecture-style presentations and/or practitioners with no college or university background in career development.

The reference guide could also be adapted, as needed, to the local situations in other regions of Canada, in Inuit Nunangat (Nunavut, Nunatsiavut and the Inuvialuit region of the Northwest Territories) and elsewhere (Edmonton, Ottawa-Gatineau). It could then be possible to train practitioners who work with Inuit clients across Canada by adapting the videos (or webinars) in conjunction with national organizations, including Inuit Tapirit Kanatami (ITK), Inuit Circumpolar Council (ICC) and the Aboriginal Human Resources Council (AHRC). Pan-Canadian dissemination of the project could also include participation in two national or international conferences, such as the Inuit Studies Conference and the International Association for Educational and Vocational Guidance (IAEVG) Conference.

## APPENDIX A – THEORIES AND DEFINITIONS

In order to offer the Inuit communities of Montreal and Nunavik a career development approach that responds to their unique needs and cultural realities, we must first consider their distinctive sociocultural characteristics as well as their barriers to employment. Culturally responsive education theory purports that interventions should recognize, respect, and make use of traditional values, beliefs, and contemporary realities at the heart of Inuit culture “as *meaningful sources for creating optimal learning environments [...] Being culturally responsive is more than being respectful, empathetic, or sensitive*” (Klump and McNeir, 2005, p. 2). From this perspective, Thomas defines the cultural relevance of an approach as being “*the delivery of programs and services so that they are consistent with the cultural identity, communication styles, meaning systems and social networks of clients, program participants, and other stakeholders*” (2002, p. 51).

In order to be effective, employability interventions and career development—two fundamentally Western concepts—must be adapted to the Inuit culture. According to several authors, many theories, models and interventions in education, psychotherapy, and career counselling, have a tendency to reflect the dominant society’s values and characteristics (Arthur and Popadiuk, 2010; O’Connor, Small and Cooney, 2007; McCormick, 1998; McCormick and Amundson, 1997; Minor, 1992; Sue, Arredondo and McDavis, 1992).

*Theories of career development and models of career counseling contain cultural assumptions. The cultural validity of theories and models based on Western values and tenets, such as individualism and autonomy, the centrality of the work role, affluence, and the linearity or progressive nature of career development, may have limited utility for clients whose worldview is more aligned with collectivistic values. (Arthur and Collins, 2011, p. 147–148)*

In the last few years, a number of authors have addressed the cultural skills that employment and career development counsellors need (Arthur, 2008; Leong, 2010). Drawing on earlier research regarding multicultural counselling conducted by Sue and Sue (1990) and Sue, Arredondo and McDavis (1992), Arthur and Collins (2011) advance a conceptual framework of “culture-infused career counselling.” This model, which incorporates a more inclusive definition of culture and practice, is based on three fundamental areas of competency:

1. The counsellors’ understanding and awareness of their own cultural identity, which, among other things, influences their views of the world and of work, their regard for others, and their values.
2. Knowledge and understanding of the client’s cultural identity, “including understanding the organizational, social, economic, and political contexts that affect presenting concerns; client career development behavior; and client perspectives on the meaning and relevance of career-related interventions” (Arthur and Collins, 2011, p. 148).
3. Establishing a working relationship with the client that is both effective and sensitive to cultural differences and characterized by an agreement as to the goals pursued and each partner’s task in a context of collaboration, trust, and respect (Arthur and Collins, 2011).

This culture-infused career counselling framework recognizes not only the necessity to take into account clients’ cultural identities, which includes their world views and belief systems (McCormick and Amundson, 1997), but also the potential influence the counsellors’ culture—often rooted in the social mainstream—might have on the client-

counsellor relationship. In short, the inter-cultural theories imply a framework of analysis based on the recognition of cultural differences, without hierarchy or judgement, and their repercussions on intervention practices. In keeping with the fundamental premise of the reference guide, these theories illustrate the importance of adapting strategies and techniques to the population's sociocultural characteristics.

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