



AXTRA
Alliance des
centres-conseils
en emploi

Pinasuutitsaq: An Intervention Guide For Career Development Practitioners Working With Inuit

CERIC – November 2017

Webinar's Agenda

AXTRA
Alliance des
centres-conseils
en emploi

1. Introduction to the Project
2. Using Pinasuutitsaq
3. Presentation of the Guide
 - i. Inuit of Canada and Nunavik, Québec
 - ii. Clients' Challenges
 - iii. Exploring some of the 50 Strategies
4. Questions



CERIC – November 21, 2017

Phase 1- Research Project

- Based on a literature review and 26 interviews
- 5 main themes
 - Cultural identity and self-concept
 - Values and beliefs
 - Social dynamics
 - Communication styles
 - Learning methods

Financed by:



And:



www.axtra.ca/publications

CERIC – November 21, 2017

Phase 2 – Reference Guide

- What?
Reference guide for practitioners who work with Inuit job seekers
- Why?
Almost no specific reference guides, tools or measures to foster the employment integration of Inuit clients
- How?
 - Literature review
 - Semi-directed interviews + focus groups with practitioners
 - Review and validation by 12 Practitioners and 12 Steering Committee Members



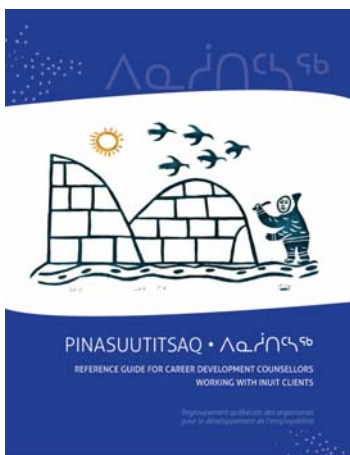
CERIC – November 21, 2017



With Which Clientele Do You Work With?



PINASUUTITSAQ – A Guide for Practitioners



"The reference guide is useful to new and experienced practitioners. The concrete intervention tools and the examples of activities help to make sense to the clientele, allowing us to better help them to integrate the labor market in the northern communities, but also in urban context."

- Employment Counsellor at Ivirtivik Center, Montréal (Qc)

www.ceric.ca/publications

CERIC – November 21, 2017

Using Pinasuutitsaq



- ✓ Focused on the intervention with Inuit clients
- ✓ Presents concrete intervention strategies
- ✓ "Busy Practitioner Friendly"
- ✓ Many documentary resources

CERIC – November 21, 2017

Using Pinasuutitsaq

The guide has four chapters:

1. Contextualization: A brief summary of the Inuit context, major employment challenges, and culture.
2. Challenges: Targeted courses of action related to 12 common challenges.
3. Strategies: 50 effective strategies for interventions with an Inuit clientele organized according to 11 themes.
4. Resources: References and other resources to further explore various themes or subjects.



CERIC – November 21, 2017

Easy To Find What You Are Looking For

Table of Content

LIST OF EXAMPLES	vi	9. Homelessness and lack of housing	34
GLOSSARY	vii	10. Violence and abuse	35
INTRODUCTION	1	11. Disabilities	38
Background	1	12. Teenage pregnancy	39
Objectives	1		
Target audience	1	CHAPTER 3 – STRATEGIES FOR WORKING WITH INUIT CLIENTS	31
Relationship	1	For Non-Inuit Counsellors	32
How to Use This Guide	2	1. Get to know the Inuit culture	32
Layout	3	2. Think about your own personal and cultural biases	33
CHAPTER 2 – CONTEXTUALIZATION	5	3. Review your intervention expectations and objectives	33
A brief overview of the Inuit in Canada with a focus on the Inuit of Nunavut	5	4. Stay true to yourself	34
Geography	5	Developing a Relationship with Your Client	35
Political context	6	1. Prioritize developing and nurturing a trusting relationship with your client	35
Demography	6	2. Clarify your expectations, but stay flexible	36
Education	6	3. Be available, but set boundaries	37
The labour market in the North and in the South	7	4. Identify shared goals by setting simple but attainable goals	38
CHAPTER 2 – CHALLENGES ENCOUNTERED BY CLIENTS	11	5. Respect your client's privacy and be sensitive to their rhythms, particularly when addressing sensitive subjects	39
1. Poverty	11	Career An Inuiting Concept?	42
2. Weak academic achievement and literacy	14	10. Explain the steps and concepts of the career development process	42
3. Low self-confidence	16	11. Suggest a simple, clear and flexible structure	43
4. Lack of motivation	17	12. Consider the impacts of the employability process on all aspects of your client's life	43
5. Lack of familiarity with government systems and community resources	18	13. Avoid making the client the centre of attention	44
6. Addiction	19	14. To avoid discouragement, regularly remind clients of their initial motivation	44
7. Criminal record	21	15. To promote reflection about career choices, support your clients as they explore different possibilities	46
8. Mental health issues	22	16. Explain the realities of the labour market and differences between the North and the South	46
		A Community-Based Approach	47
		17. Let the community get to know you	47
		18. Explain the services you provide and invite the community to come visit you at work	47
		19. Encourage clients to get involved in the community	48
		20. Encourage elders to participate	48
		21. Involve the community's resources in career activities	49

CERIC – November 21, 2017

List of Examples and Glossary

List of Examples

Sample Activities	
The Igloo of Life to foster personal development	13
Helping your client deal with anger	26
Action plans can take many forms	40
Time line or circle of life activity	51
How can learning approaches be combined?	59
Problem solving through role-playing	60
Discovering your transferable skills	63
Why do I work?	74
Sample Interventions	
If a client shows up under the influence	20
Clarify the roles of the client and counsellor using metaphors	33
Explain the career development process to the client	36
Setting boundaries	38
How can you boost client motivation? Go to the source!	43
Reassure and encourage the client without treating them like a child	53

Glossary

CAREER CHOICE: A choice regarding employment, profession, or field that has an impact on an individual's career development.

CAREER DEVELOPMENT: A continual process in which an individual gains awareness of and explores the factors that influence their way of life and the context surrounding work, learning and leisure activities.

CENTRE: In this guide, the term means the place where career development services are offered. It may refer to an educational institution, a job search help centre, or a government employment office.

CLIENT/CLIENTS: A person seeking the services offered. In this guide, the term "client" is used when a strategy or action applies primarily to an individual counselling context. The plural "clients" may be used when information applies primarily to group counselling contexts, however, not to the exclusion of individual counselling contexts.

COUNSELLOR: In this guide, the term may apply to any individual who intervenes with Inuit clients which may include an employment or career development counsellor, a social employment agent, a facilitator or teacher.

EMPLOYABILITY SKILLS: All the skills that make it possible for an individual to find and keep a job.

EMPLOYMENT SERVICES: Individual or group activities focused on preparation for employment.

EMPOWERMENT: This term refers to an individual's or a community's capacity to act autonomously. It also refers to a process of knowledge transfer whereby an individual or group's previously hidden or overlooked potential is developed. "Empowerment can also refer to a social intervention approach that has the specific goal to support the efforts of individuals and communities to rebuild their ability to take action."¹⁸

INDIGENOUS APPROACH: Despite their many cultural and historical differences, the First Nations, Inuit and Métis share the common belief that learning is a holistic, lifelong process. "Indigenous learning models prove that the learning of culture, language and traditions is essential to the well-being of Aboriginal peoples. [...] such activities play an important role in the daily lives of many Aboriginal learners and are commonplace in Aboriginal communities across Canada."¹⁹

INUIT: A plural noun that refers to members of the Aboriginal people of the North American Arctic, Greenland and Siberia.

INUIT: Singular form of Inuit.

INUITSIK: A pile of stones or rocks that assists the Inuit people in finding their way. In the past, the Inuit used Inuitsik, Inuitsik (in the plural) facilitated communication amongst the Inuit. It is a very powerful symbol for the Inuit.

LOG: A tool, which can take a variety of forms, that helps keep a record of the client's learning process in order to enhance self-knowledge, boost self-confidence, or recognize accomplishments.

NUNAVINIARUIT: Inuit word that refers to the inhabitants of Nunavut.

QALLINNIARUIT: Inuit word that refers to non-Inuit.

CERIC – November 21, 2017

A Dynamic Structure

IMPORTANT

By highlighting certain nuances, these sections can help you better grasp the strategy's context or show how to apply the suggested actions.

IN NUNAVIK

These sections suggest Nunavik-specific resources or information.

RESOURCE

These sections highlight external resources you can turn to for additional information about a particular subject.

BOX

These boxes contain additional information on specific subjects.

EXAMPLE

Sample interventions or activities drawn from the counsellors consulted.

CERIC – November 21, 2017

Example - Box

BOX #1 – THE INUIT CULTURE IN 10 KEYWORDS¹⁴

- CULTURAL AUTHENTICITY:** Although the Inuit's cultural identity has been shaken by colonialism, this ancient people strives to preserve its strong values, language, and culture.
- SURVIVAL:** To ensure the group's survival in the face of harsh weather conditions, each Inuit has a role to play (e.g., hunting, fishing, sewing, or cooking). Inuit behaviour is generally more intense and ritualized. Because Inuit people are accustomed to living in a state of neutral environment, they also demonstrate tremendous modesty and the capacity to adapt.
- ORAL TRADITION:** Although passing on knowledge via oral tradition forms the basis of the Inuit culture, nonverbal communication also remains very important. Unless necessary, the Inuit avoid talking a lot and asking too many questions. In conversation, they are comfortable with silence. The use of Inuktitut has an impact on how the Inuit see the world and their manner of speaking, which is frequently direct and precise.
- FAMILY:** In a broad sense, the family and the clan form the foundation of Inuit society. Relationships with the elderly are very important, even if the role of individualism among the young has gained intergenerational ties.
- COMMUNITY:** For Inuit, mutual support and sharing are fundamental. Out of respect for individual choice and in order to keep the peace within the group, the Inuit prefer to avoid conflict and take care not to interfere in the lives of others (the principle of noninterference), unless someone's behaviour threatens the well-being or survival of the group. The group's interests generally take precedence over individual interests.
- CLOSENESS TO THE LAND:** Once a nomadic people, the Inuit population expresses deep love for the land and maintains a strong connection with it as the source of life, provider of food, and teachings. For the Inuit, traditional subsistence activities on the land contribute to identity building.
- RELATIONSHIP TO TIME:** Many Inuit experience time as a series of present moments and focus on the short term. They like to take their time to complete a task and know how to enjoy downtime. Since the Inuit don't ascribe to predict nor control what may be, they tend not to project themselves very far into the future.
- WORK AND CAREER:** For most Inuit, salaried work enables them to address an immediate need (e.g., having money to buy something) and to take care of their families' needs. In general, they don't see their job as a way to accomplish personal and professional plans. As a result, the idea of a career that spans a lifetime remains often an abstract concept.
- OBSERVATION:** In the Inuit culture, learning is based primarily on observation and the replication of others' behaviours. As a result, all members of a community can contribute to the development of a child and become role models.
- EXPERIMENTATION:** Generally endowed with practical intelligence, rather than learning through theory or reading, the Inuit tend to prefer a hands-on, experiential approach. In learning situations, they particularly enjoy visual elements, humour, and problem-solving exercises.

CERIC – November 21, 2017

Example – Resource



8. Mental Health Issues

As in other cultures, mental health disorders remain taboo for the Inuit, due in part to a lack of information on the subject and the many prejudices that are perpetuated. The treatment offered to Inuit with mental health disorders differs little from that offered to other clientele with similar problems. The two major differences are the lack of resources available to treat mental health problems in Northern communities and the lack of plain language information available in Inuktitut.

This issue has an impact on clients' social and professional integration by affecting their reputation and limiting their employment options. Hiring someone with, for example, schizophrenia or bipolar disorder may scare some employers. Clients suffering from mental illness, or suspected of having mental health problems, will probably be subjected to prejudice and rumours within the community, which in itself can undermine their determination and self-confidence. For many Inuit patients, taking medication can also be problematic.

RESOURCE

A Contextual Study of Mental Health Services in Nunavik
(a study conducted by the Institut national de santé
publique du Québec, 2008).



CERIC – November 21, 2017

Example - Activity

SAMPLE ACTIVITY

THE IGLOO OF LIFE TO FOSTER PERSONAL DEVELOPMENT

The PLAR (Prior Learning Assessment and Recognition) program was developed by Nunavut Arctic College and Human Resources and Social Development Canada (now Employment and Social Development Canada). The goal of the PLAR program is the creation of a portfolio of life learning experiences. It is available online, free of charge, and includes many activities adapted to the Inuit culture.

Throughout the program, Inuit are established with the Igloo of Life, an Inuit model of personal development designed by Meeka Arnakaq. Each of the 15 blocks of the Igloo represents an aspect of the self working together as a whole, healthy human being. This self-assessment tool can be used to develop and strengthen the various components of one's identity, to build a full and healthy life.

FIGURE 4. MEKA ARNAKAQ'S IGLOO OF LIFE

Sources: Meeka Arnakaq and Nunavut Arctic College¹⁰

10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

CERIC – November 21, 2017

Example - Intervention

SAMPLE INTERVENTION

SETTING BOUNDARIES

Given the proximity of services in their communities, the Inuit are not in the habit of making an appointment to obtain a service. As a result, clients will often turn up on the spur of the moment.

When a client comes to the Centre unexpectedly, it may be useful—time permitting—to seize the opportunity to meet with them. You might say, "I'm happy that you came to see me today, Tommy, but my schedule is already very full. Do you mind if we chat for 5 or 10 minutes now and continue our conversation tomorrow?"

If a client approaches you at the grocery store—and you don't think it's the right moment for an intervention—you might say, "Annie, I hear you and I want to give you my full attention in order to help you out. I also really want to be sure that everything you tell me stays between us but there are people around. Could you come and see me at the Centre tomorrow so that we can talk about it privately?"

CERIC – November 21, 2017

Chapter 4 - Resources

- ✓ Resources on Inuit Culture
- ✓ Employability Intervention Tools
- ✓ Additional References (Film, book, etc.)
- ✓ Relevant Websites



CHAPTER 4 Resources

This section lists some of the many resources (books, articles, websites, films, videos, and audio) that are available to the general public. Some resources are designed for individuals, while others may be used with groups or individual group settings.

INUIT CULTURE

In French:

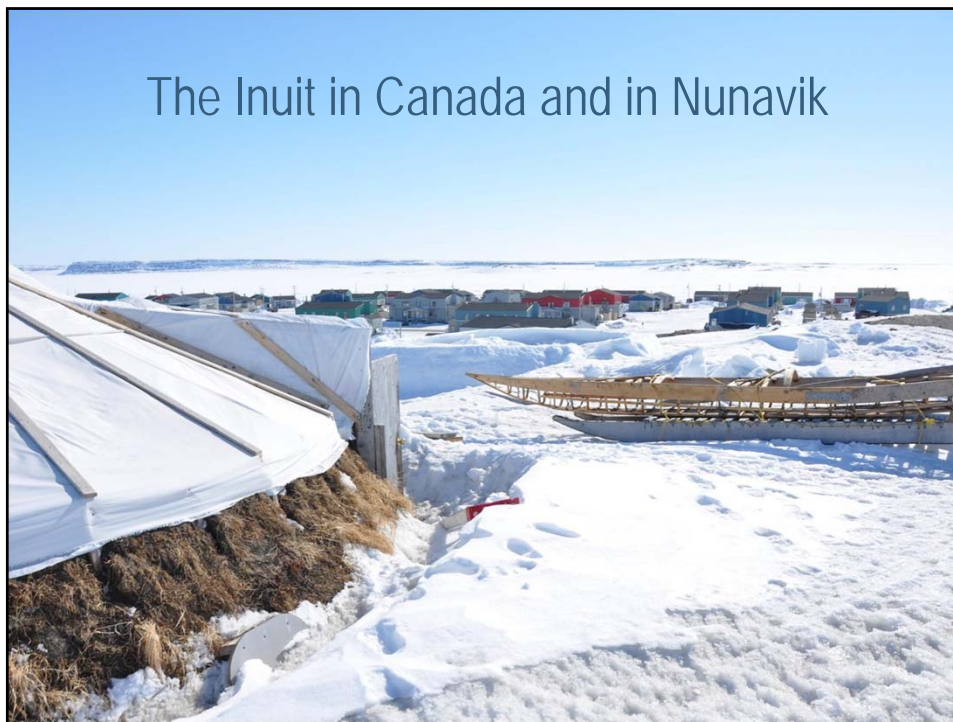
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)

In English:

- INUIT** Understanding Inuit and their role in the development of Canada's Northern Territory. Department of Northern Development, By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)
- INUIT** Inuit and the Arctic World. Inuit in Canada. By David Gillingham (2010)

CERIC – November 21, 2017

The Inuit in Canada and in Nunavik



Inuit Nunangat

According to the 2011 census, 59,000 Inuit live in Canada, i.e., roughly 4.2% of the country's Indigenous population and 0.2% of the total population nationwide. (Statistic Canada 2011)



Source: Aboriginal Affairs and Northern Development Canada⁵

CERIC – November 21, 2017

Nunavik: Land of the Inuit in Quebec

- 14 Coastal Communities
- Population of 11 720, including 900 living in Montreal (Statistic Canada, 2014)
- 99,1% of Nunavimuit speak Inuktitut (Statistic Canada, 2014)

In 2005, poverty affected 21% to 28% of households in Nunavik; these rates are *“two or three times higher than those reported in all of Quebec by the Institut de la statistique du Québec”* (Duhaime, 2009 , p. 18)



CERIC – November 21, 2017

Nunavik – The Labor Market

The unemployment rate rose to 16.3% in 2011 for Nunavimuit over 15years old. That is more than double the provincial rate. (Statistic Canada, 2014).

MAJOR OBSTACLES RELATED TO THE LABOUR MARKET

IN THE NORTH	IN THE SOUTH
<ul style="list-style-type: none"> · Remoteness of communities and workers' limited mobility · Limited diversity of available jobs in northern communities · Local and regional employment opportunities that require more skilled labour · Limited number of professional Inuit role models 	<ul style="list-style-type: none"> · More competitive labour market in urban settings · Discrimination based on mutual prejudice and stereotypes · Culture shock upon arrival · Lack of understanding about the more rigid urban labour market · Lack of a professional network

CERIC – November 21, 2017

Challenges Limiting Inuit Integration in the Labor Market



Challenges Identified

1. Poverty
2. Weak scholastic achievement and literacy
3. Low self-confidence
4. Lack of motivation
5. Lack of familiarity with government systems and community resources
6. Dependency (e.g., alcohol, drugs, gambling)
7. Criminal record
8. Mental health issues
9. Homelessness (south) and Lack of housing (north)
10. Violence or abuse
11. Disabilities
12. Teenage pregnancy



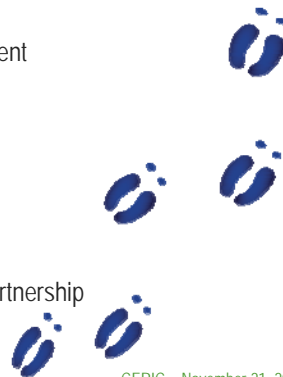
CERIC – November 21, 2017

Strategies



50 strategies, 11 themes

1. For Non-Inuit
2. Developing A Relationship With Your Client
3. Career: An Evolving Concept
4. A Community-Based Approach
5. A Question of Self-confidence and Empowerment
6. Take your Time
7. Endless Learning Opportunities
8. The Importance of Culture
9. A Question of Communication
10. Finding and Keeping Employment
11. The Importance of External Resources and Partnership



CERIC – November 21, 2017

- 2 Est ce qu'on peut identifier les strategies par themes?
Alvaro Gonzalez, 11/21/2017

#10 - Explain the Steps and Concepts of the Career Development Process

"The first contact is very important. Some clients expect immediate results. Explain the process fully. Also, point out that instant results are very unlikely."

Employment Counsellor, Inukjuak

- To clarify the Career Development Process, help clients visualize it in its entirety.
- Give the client an estimate of how much time or how many meetings are required, emphasizing that the length of the process depends on the client's needs and their motivation.
- Explore the advantages of setting long-term objectives by presenting the benefits associated with them

Theme: Career, An Evolving Concept

CERIC – November 21, 2017

#12 - Consider the Impacts of the Employability Process on all Aspects of your Client's Life

- Identify what areas of the client's life matter most to them.
- Explore the familial and social dynamics that affect the client.
- When faced with a decision, encourage the client to consult loved ones and friends.
- Explore the impact of choices and decisions on the client's various roles and the various areas of your client's life.



Inuit Holistic Lifelong Learning Model
(Canadian Council on Learning, 2007)

Theme: Career, An Evolving Concept

CERIC – November 21, 2017

Slide 25

- 1 De fois il y a l'idée que nous sommes une agence de placement et qu'ils vont sortir le même jour avec un travail

Alvaro Gonzalez, 11/21/2017

#19- Encourage Clients to Get Involved in the Community

- Explain the advantages of community involvement for both clients and the community.
- Ask the community what volunteer services it needs.
- Organize events and activities (volunteer) by involving clients in every stage of development and execution.
- Encourage the community to recruit and involve clients in the roll-out of various community activities.



Photo: Nunatsiq News, 2014

Theme: A Community Based Approach

CERIC – November 21, 2017

#27 - Make Room for Spontaneity

- Be flexible and adapt to the current needs of the client, the group, or community.
- Explain the reasons for rules.
- Take time to explain the impact of very spontaneous behaviors on the whole group, on the process, and on keeping a job.
- Don't insist that your client make an appointment. Instead, suggest a time window
- Describe the consequences (positive and negative) of last minute changes.

IMPORTANT It is seen as very poor form to directly reprimand an Inuk, particularly in public. Traditionally, to drive home a point, elders used a legend or story drawn from real life. Rather than reprimanding the client for being late, during an individual counselling session, try to make him understand the consequences of his behaviour and explore other solutions by emphasizing their benefits for both them and their family.

Theme: Take Your Time

CERIC – November 21, 2017

#32 - Suggest Problem-Solving Exercises and Activities

- Help clients analyze daily chores and traditional activities that require problem-solving skills. E.g., parenting, budgeting, sewing, hunting, or camping.
- Use case studies to encourage reflection and learning; stimulate involvement by asking the client or the group to suggest possible solutions.
- In small groups, ask clients to discuss how best to solve various problems.
- Suggest problem scenarios to allow clients to play a variety of roles...



Theme: Endless Learning Opportunities

CERIC – November 21, 2017

#32 - Suggest Problem-Solving Exercises and Activities

SAMPLE ACTIVITY

PROBLEM-SOLVING THROUGH ROLE-PLAYING

Using case studies that mirror the realities that clients experience can be an educational and stimulating approach. Here's an example of a problem that could be discussed in a large group or in small group of 2-3 clients.

ROLE-PLAY SCENARIO: Markossie is 19 years old. He quit school to help his girlfriend raise their little girl who is now two years old. Markossie likes to party with his friends and he sometimes has depressive thoughts. He would like to stop drinking. He has had several jobs in the past, but he was let go due to absenteeism. Markossie is looking for a job and has applied several places, but hasn't heard anything back.

Some questions to ask clients:

- Why do you think that Markossie can't find a job?
- What could help Markossie find a job?
- What would you do if you were Markossie?

CERIC – November 21, 2017

#36- Promote the Inuit Culture, Identity, and Language

"We are Inuit! We will never become Qallunaat (non-inuit), even if our present day lives no longer resemble how our ancestors lived. Many aspects of Qallunaat civilization are now incorporated into much of how we live. However, our ancestry, our culture, our language, and our identity define who we are, vis-à-vis the dominant societies in Canada and in Quebec. We will always be Inuit."

(Société Makivik et al., 2014)



Theme: *The Importance of Culture*

CERIC – November 21, 2017

#36- Promote the Inuit Culture, Identity, and Language

- In activities, use symbols, myths and legends important to the Inuit culture.
- On a regular basis, organize cultural days or workshops.
- When organizing and conducting cultural activities, tap into clients' know-how.
- Conduct discussions about various cultural themes. E.g., the role of work in the traditional lifestyle.

IMPORTANT If activities take place in a non-Inuit setting, encourage clients to talk about their roots and their culture, and to share differences and similarities. Give clients the time and space they need to properly prepare their presentation and to be able to discuss it with their families or communities.

Theme: *The Importance of Culture*

CERIC – November 21, 2017

#43 - Create Opportunities to Share and Learn the Inuit Language

- Encourage clients to express themselves in the language they prefer.
- Ask clients, if they prefer, to translate what they say.
- Invite clients to find Inuktitut translations for the concepts introduced.
- Suggest new vocabulary words.
- Create tools with Inuit syllabics.
- Promote the writing of documents in Inuktitut.
- Learn Inuktitut words and expressions.

IMPORTANT In addition to dealing with racial prejudice, few Inuit clients are fluent in French. This can make the job search process even more difficult, especially in urban settings in Quebec.

Theme: A Question of Communication

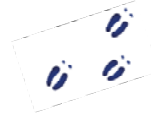
CERIC – November 21, 2017

#49 - Create Partnerships with other Local and Regional Resources and Organizations

- Find out about the services offered locally: Training Centers, Youth Centers, Group Homes, Women's Shelters, Man's Group, Local Clinic or Regional Hospital, etc.
- Meet with these resources to increase collaboration.
- Create alliances with other local and regional organizations to build projects for your clients.
- Invite local organizations to your Center, or pay them a visit with your clients.

Theme: The Importance of External Resources and Partnerships

CERIC – November 21, 2017



How Can We Contribute to Increase Inuit Empowerment on the Labour Market?

"Businesses may have a difficult time attracting and hiring Aboriginal workers because of a lack of knowledge about how and where to reach out to Aboriginal workers. Once Aboriginal workers are hired, some businesses may have difficulty retaining them—for example, if they do not offer adequate career advancement opportunities for Aboriginal staff."

(Howard, 2012)



Bibliography

Aboriginal Affairs and Northern Development Canada (2014). "Inuit Nunangat Map." Inuit Relations Secretariat. Online, <https://www.aadnc-aandc.gc.ca/map/irs/mp/mp.html-eng.asp>

Canadian council on Learning (2009). The State of Aboriginal Learning in Canada: A Holistic Approach To Measuring Success. Ottawa: Canadian Council on Learning, October 10, 2015. En ligne, https://www.oise.utoronto.ca/deepeningknowledge/userFiles/File/uploadedAmina_J2009sAL-exccsum_en.pdf

Gerard DUHAIME (2009). La pauvreté au Nunavik État des connaissances. Québec, Université Laval – Canada Research Chair on Comparative Aboriginal Conditions.

Alison HOWARD, Jessica EDGE and Douglas WATT (2012). Understanding the Value, Challenges, and Opportunities of Engaging Métis, Inuit, and First Nations Workers. Ottawa, Conference Board of Canada, p. 25.

Kativik Regional Government (2011). Jobs in Nunavik: Results of a Survey of Nunavik Employers in 2011. Kuujuaq, Sustainable Employment Department.

PARNASIMAUTIK (n.d.). Our Communities: Justice and Social Regulation (Sector Information Sheet 9). Online, <http://www.krg.ca/en/parnasimaulik>

Regroupement québécois des organismes pour le développement de l'employabilité (2016). Understanding Inuit and Work: An Examination of Cultural Factors to Develop Tailored Employment Services. Final Report – Phase 1. Montreal, RQuODE.

Statistics Canada (2012). "Aboriginal languages in Canada. (catalogue no. 98-314-x2011003)." Census in Brief 2011. Ottawa, Government of Canada.

Statistics Canada (2013). Aboriginal Peoples in Canada: First Nations People, Métis and Inuit. Analytical Document: National Household Survey, 2011 (Catalogue no. 99-011-X2011001). Ottawa, Government of Canada.

Statistics Canada (2014). National Household Survey (NHS). <http://www12.statcan.gc.ca/census-recensement/2011/11/index-eng.cfm> (site consulted on January 22nd, 2015)

Nakurmiik



AXTRA
Alliance des
centres-conseils
en emploi

Sophie Mathers Consultation

Mathers.sophie@gmail.com

T. 514-553-7507