

Nunavut Framework for Career Development Service Delivery

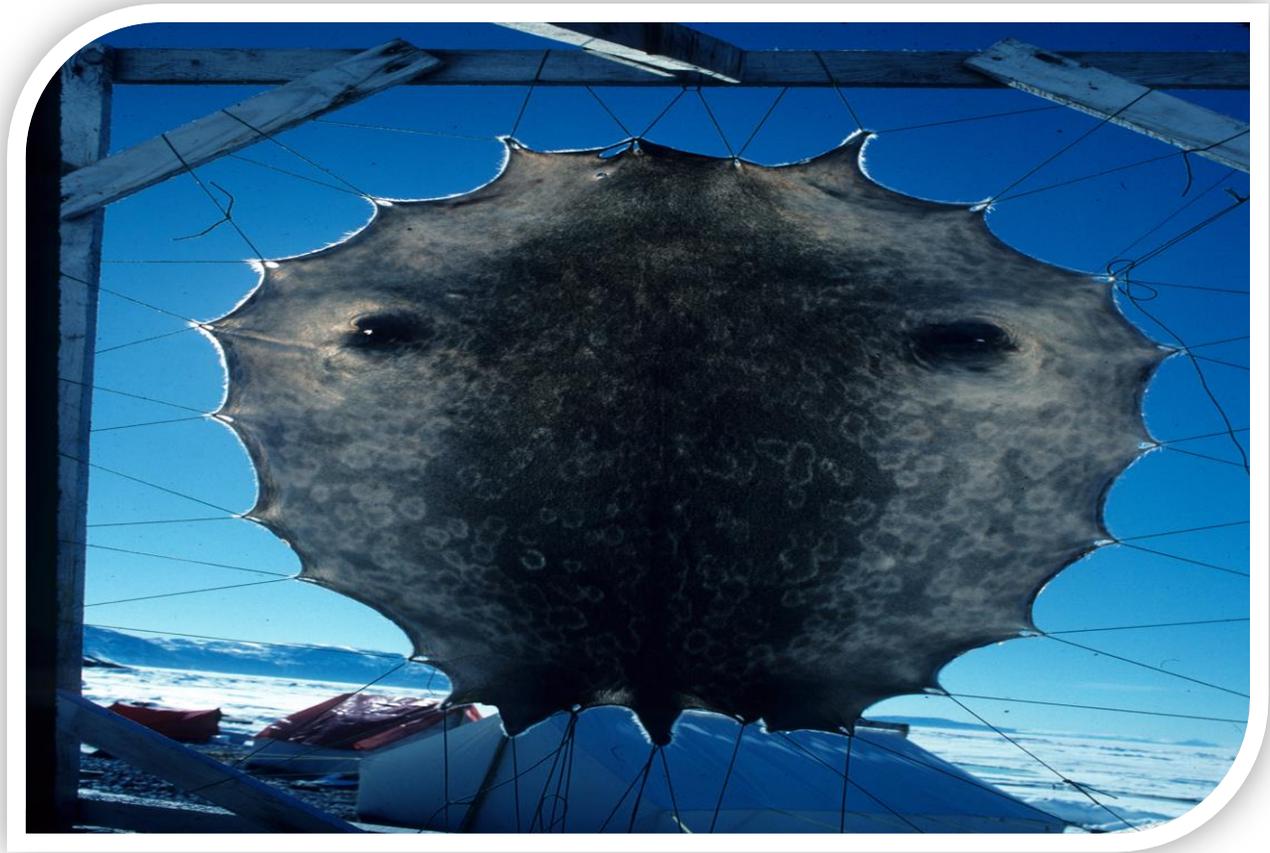


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1. Context and Rationale

In its priority document, *Tamapta 2009-2013*, the Government of Nunavut (GN) envisions a Nunavut that will have by 2030 a highly valued quality of life where Nunavummiut will be active, healthy and happy, communities will be self-reliant and Nunavut will be recognized nationally and internationally for its unique and vibrant culture and its ability to contribute to global issues.

In *Tamapta*, the GN also states that its hopes to ensure for many generations to come a “Nunavut (that remains) a wonderful place to live with a wide range of opportunities and a variety of economies.”¹

The GN has developed this Career Service Delivery Framework to support *Tamapta*’s goal of connecting Nunavummiut with futures that create and take advantage of a full range of work opportunities from all economic sectors. This framework is positioned to provide Nunavummiut with quality career services that are coherent, collaborative and that helps them in creating and pursuing livelihoods that are personally meaningful and contribute to the sustainability of communities for generations to come.

Today, successful career development and access to meaningful employment is mitigated by many social, geographic and economic factors in Nunavut. Some of the career development challenges include:

- *A Vast Land with a Sparse Population*: Thirty three thousand Nunavummiut are spread out among 25 communities over approximately 2.1 million square kilometers, approximately 20% of Canada’s land mass. The geographic distances between communities can impact access to learning opportunities, government services, health care and other services which are vital to one’s ability to learn, live and earn.²
- *The Cost of Living*: In Canada, Nunavut has the highest number of people per household and proportion of people living in rental public housing. It has the highest cost of living and lowest per capita income. Attracting workers inside and outside of Nunavut because of the cost of living is challenge for employers.³ It can be also challenging for workers wanting to access work opportunities that not only connect with their career goals but also provide sufficient remuneration.

¹ “*Tamapta, 2009-2013*,” Government of Nunavut, p. 4

http://www.gov.nu.ca/tamapta/Tamapta%20Action%20Plan_eng.pdf accessed June 1, 2010.

² “Nunavut,” history.com. Retrieved on Sept. 22, 2008 <http://www.history.com/encyclopedia.do?articleId=217945>.

³ “Report of the Auditor General of Canada to the Legislative Assembly of Nunavut – 2010: Human Resources Capacity – Government of Nunavut,” Office of the Auditor General of Canada, March 2010, p. 8.

- **Low Literacy and Graduation Rates:** Literacy rates in Nunavut are low both in Inuktitut/Inuinnaqtun and English. According to the 2005 International Adult Literacy and Skills Survey (IALSS), over half of Nunavut's working-age population have literacy challenges. Low literacy rates have a significant impact on work readiness and directly affect earning potential, access to work and skill development opportunities, health, safety and worker mobility. Related to the literacy rates, 50% of Nunavut's population does not have a high school diploma. When comparing the anticipated job growth in the territory coming from industries that minimally require high school education in addition to specialized skill attainment, literacy and education credentials will likely become a key priority for Nunavummiut in order to end Nunavut's reliance on short-term southern Canadian workers.⁴
- **Employable Population and Inuit Unemployment:** Nunavut's population of working-age adults currently stands at about 18,800. It is also growing quickly each year, as Nunavut's large numbers of youth reach working age. Youth represent a very large portion of Nunavut's population. Thus, there is a small labour pool available to work in existing and emerging labour markets. Overall employment in Nunavut is highly seasonal and Inuit unemployment can be high depending on the community and how unemployment is measured.⁵
- **A Limited Labour Market:** Nunavut has a limited labour market which is slowly expanding as new economic initiatives such as mine development get underway. The Government of Nunavut (GN) remains the largest employer. High unemployment rates combined with limited waged-job growth in the communities means that career paths will typically need to blend land and arts/culture-based and wage-based labour market options to sustain and maintain earnings above income support levels and to fully engage Nunavummiut in building their own labour markets.

But despite Nunavut's challenging labour markets and its socio-economic issues, Inuit remain strong and resilient, preserving their language and values and believing fully that they will not only survive, but thrive.

This belief is exemplified in *Tamapta's* declaration of confidence statement, ***"We believe in Nunavut! We have hope for its vibrant future, built by our people pursuing their dreams."***⁶

⁴ "Welfare to Work Phase 2 Territorial Update – Nunavut," <http://publish.uwo.ca/~ponfret/wtw/html/provsum/nu2.html>, accessed Sept. 3, 2008 and Jack Hicks, "Education in the Canadian Arctic: What difference has the Nunavut Government Made?" Indigenous Affairs, January 2005. http://www.jackhicks.com/e107_files/downloads/Hicks%20J%202005.pdf accessed May 13, 2010.

⁵ Berger, p.11.

⁶ "Tamapta...", p. 5.

In this effort to secure a vibrant future for Nunavut, the Government in this framework is focusing on building its career service capacity to support Nunavummiut to be able to acquire the skills and access the tools, resources and opportunities they need to be self-directed in their work (paid and unpaid) and life, making contributions that bring personal meaning and satisfaction to themselves and their community.

2. Background on the Development of the Framework

In October 2009, the Department of Education, Human Resources and Nunavut Arctic College came together to begin the process of building a **lifelong career development service delivery framework** that would provide Nunavummiut with ready access to expertly staffed and seamless career services, tools and programs.

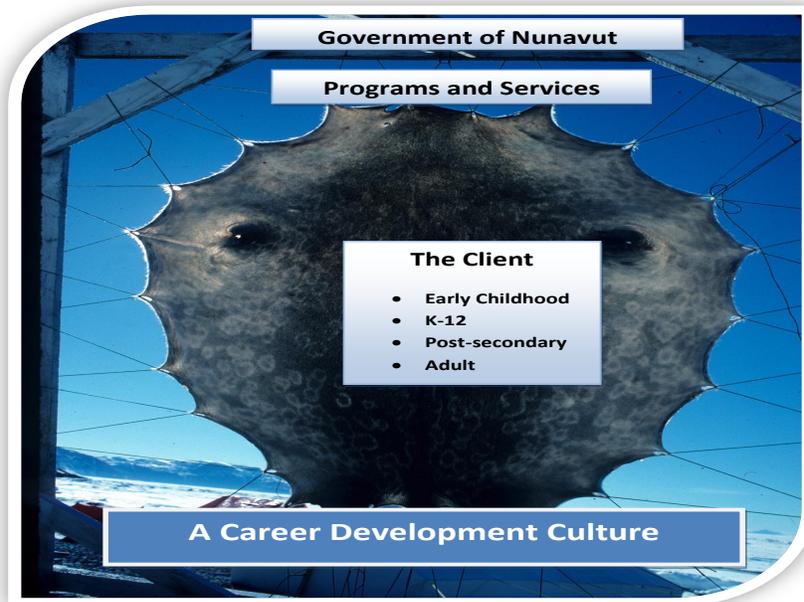
2.1 The Metaphor for Building the Framework

At the October meeting, the group was asked to visualize what a career development service delivery framework might look like. One participant suggested that the framework would work like a seal skin frame – a process that has the capacity to transform raw material, shift as the material evolves and grows, and produce tangible and valuable results which sustain Nunavummiut’s way of life. Using this metaphor, other participants said that:

- The seal skin frame is fundamental to the survival of the Inuit as is having the capacity to develop one’s career in ways that are responsive to the labour market while reflective of cultural realities and values.
- The sides of the frame that support the skin are like the departments and agencies of the GN which support career services (Education, Nunavut Arctic College and Human Resources) and the career development culture⁷ that is fundamental to the framework.
- The stretching strings that support the preparation of the skin are like the policies, programs and services delivered to support clients in their career development.
- The focal point of the process is the skin, just as the focal point of the career development framework is the client.

⁷ A career development culture is defined as a community that values and promotes healthy movement along the career development continuum (from birth to death) for all of its citizens. It strives to instill a certain level of career maturity in all of its citizens which supports their full potential and contributions to their communities. An individual has career maturity when s/he can make career related decisions that fulfill his/her immediate and future needs and contribute to his/her wellbeing and the wellbeing of his/her community.

Participants also talked about the need for the career development service delivery framework to be multidimensional and flexible like a seal skin being stretched in the frame. One member said that “Seal skin changes as you work with it; it is not static and neither are the clients the framework intends to serve.”



After the Inaugral Meeting

The evolution of the framework has continued through the formation of an interim Career Development Framework Working Group (CDFWG)⁸ whose main purpose is to guide the development of the framework and the creation of an implementation plan. Once the government has adopted the framework, a Work Group will be put in place to guide and champion the implementation of the framework in the GN with the intent of extending the framework throughout Nunavut.

3. The Vision

Career development is the lifelong process of managing our living, learning and earning, leading to *Inunnguiniq* (i.e. being a capable, skilled and contributing human).

This framework hopes to guide the GN and its partners in supporting Nunavummiut in their career development and assist Nunavut in moving toward the 2030 goals outlined in the GN’s priority document, *Tamapta*:

⁸ A list of members is in Appendix A.

- Nunavummiut will continue to have a highly valued quality of life and a much better standard of living for those most in need.
- Individuals and families will all be active, healthy and happy.
- Communities will be self-reliant, based on Inuit societal values, with reduced dependence on government.
- Nunavut will be recognized for our unique culture, our ability to help one another, and for our useful contributions to Canadian and global issues.

As vital part of supporting *Tampata's* goals, the GN will work with Nunavummiut to develop themselves and their communities throughout their learning and working lives.

4. Guiding Principles for Service Delivery and Policy Development

The guiding principles of the framework reflect the following Inuit Societal Values. These principles will be cornerstones to career development policies, services and practices across Nunavut:

4.1 Pijitsirniq (Serving and providing for family and/or community)

- **Services will be lifelong:** All Nunavummiut will have ready access to services that meet their career development needs. There will be no end points or criterion-based gaps in service.
- **Services will be seamless:** Departments and divisions of the government and non-government organizations providing career development services will work together to ensure that when clients move from one life stage to another, services will be made available as required (e.g. home-to-work, home-to-school, school-to-work, school-to-post-secondary training; work-to-school, work-to-home, etc.).
- **Services will be made available to Nunavummiut in their home communities:** A wide range of outreach and service delivery modalities with strong centralized support will be used to provide career development services in all communities.
- **Services and policies will target resources, programs and activities to support citizens in the Employability Dimensions⁹:** Recognizing that Nunavummiut will have a wide range of employability needs, services will attend to this full spectrum. Particular emphasis in the initial service directions will be to focus on the first employability dimension of work readiness to address issues of literacy, addictions and other health issues, financial, childcare, etc.

4.2 Tunnganarniq (Fostering good spirit by being open, welcoming and inclusive)

- **Services and policies will be client-focused:** Services will be widely available and widely known and it will empower clients to become active decision-makers in their own careers. Services and programs will be offered in a welcoming, respectful manner, will honor and recognize prior learning and experience and will be tailored to the client's needs.
- **Services and policies will be responsive to the changing needs of the client:** The framework will build in a culture of evaluation so that it continually and actively seeks to hear the needs of

⁹ Employability is having the knowledge, skills and attitudes needed to successfully get a job, keep a job and grow in your career. The Employability Dimensions are the major themes that can concern or challenge people as they seek to come to terms with how best to incorporate work into their lives. These dimensions are:

- **Job/Work Readiness:** basic readiness to look for work, get a job or keep a job.
- **Career Exploration:** knowing what type of work suits you.
- **Skills Enhancement:** having the skills you need for the work you want.
- **Work/Job Search:** having the skills you need to successfully find work.
- **Work/Job Maintenance:** having the skills to keep work once you found it.
- **Career Growth:** being able to manage career changes. ("Career Development: Employability Dimensions", Amundson, 2003)

the clients and measure the efficacy of the programs and services delivered to meet these needs.

4.3 Pilimaksarniq/Pijariuqsarniq (Development of skills through practice, effort and action)

- **Services will foster career self-reliance and resourcefulness:** Services and programs will support clients in building the career self-management skills that will help them become resourceful and contribute to their communities.
- **Policies, programs and services will recognize that the Nunavut labour market is a land-based, cultural-based and wage-based economy:** Career development and skill enhancement efforts will address the evolving skill and knowledge needs in all forms of work ensuring that Nunavummiut have access to occupational opportunities in all areas and at all levels.

4.4 Piliriqatigiinniq/Ikajuqtigiinniq (Working together for a common cause)

- **Policies and services will build and promote a career development culture:** Policies and services and will be focused on creating a career development culture at the community level so that all Nunavummiut are engaged with not only their own career development, but also the career development of fellow community members.
- **Policies and services will seek a balanced approach between individual, community and labour market needs:** A balanced approach to addressing individual, community and labour market development needs will guide the GN's career development policy and service delivery and ensure sustainability.

5. Scope

This framework applies to all departments, divisions, Crown Agencies of the GN who have significant direct career service delivery activities with Nunavummiut.

6. Goals

Given the guiding principles for service, the framework intends to guide career services to achieve the following:

- 6.1 All Nunavummiut will have access to lifelong, seamless and client-focused career services that will help them be able to make smooth transitions between life and work roles;
- 6.2 Nunavummiut will be able to access programs and services to develop their personal, career management, literacy and other Essential Skills and the technical skills required to make effective and intentional life, learning and work decisions and to obtain any occupation;
- 6.3 All Nunavummiut will know when, where and how to access learning and career programs and services;
- 6.4 Stakeholders will be active contributors to a career development culture in Nunavut, where all community members take mutual responsibility for the success and prosperity of its people and where communities increase their sustainability as a result of their members being able to contribute to the well being of their communities;
- 6.5 Nunavut employers, education institutions and career services will recognize an individual's prior learning and experience to increase the employability and learning potential of Nunavummiut;
- 6.6 Partnership alliances among GN departments and NGOs will ensure that services are seamless and resources are used to their maximum and minimize duplication of effort;
- 6.7 Full evaluations of career services in Nunavut will be done regularly and the results will be used to monitor and adapt to client needs and to increase service efficacy.

7. Partnerships

Nunavut's Career Development Service Delivery Framework partners include: The Nunavut Career Development Framework Working Group, various territorial government departments, school divisions, Nunavut Arctic College, non-profits and non-government agencies, Inuit Associations, unions, professional organizations, trade associations, Chambers of Commerce and employers.

8. Initial Service Directions

As addressed in its vision, guiding principles and goals, this framework emphasizes that service provision be lifelong. To this end, the GN has outlined initial service directions for six key client groups to be guided by the following conditions:

- A. Work within existing funds or requiring very little new funding; and**
- B. Identify and build on existing programs and services.**

8.1 Children from Birth to 5 years old

The GN recognizes that early years interventions benefit school readiness and future success. Accordingly, the GN will make resources and training available to Early Childhood Educators (ECEs) in licensed facilities and families to ensure that children prior to transitioning to school have developed the basic literacy skills in at least their first language and have been supported to progress to a developmental stage that will help them succeed in formal learning environments. In addition to this, the GN and its partners recognize the need for additional supports and resources for families and ECEs for children with additional developmental needs to ensure that they can transition and integrate into formal learning settings and be school-ready.

Initial Actions	Outcomes	Links to Other Initiatives
Provide ECE professionals and families with training, supports and resources they need to enable all pre-school children to be school-ready.	<ul style="list-style-type: none"> • More children with developmental delays and special needs will be identified and receive appropriate intervention • Increased school readiness among pre-school children • Successful school transitions 	<ul style="list-style-type: none"> • Multi-disciplinary Committee for Children with Complex Needs • Education Act – DEAs shall provide an early childhood program that promotes fluency in the Inuit Language and knowledge of Inuit culture
The College’s ECE Program will be revised to include early childhood career development.	<ul style="list-style-type: none"> • Inclusion of career development activities into ECE programming 	<ul style="list-style-type: none"> • Childcare Human Resource Sector Council’s Occupational Standards for Early Childhood Educators http://www.ccsc-cssge.ca/english/
Develop an activity guide for families on how to explore career development concepts in early childhood care and education.	<ul style="list-style-type: none"> • Families initiate career development concepts with children 	<ul style="list-style-type: none"> • N/A
Develop information or activity guides for parents on how to development literacy skills and how to build upon the learning culture in the home and the community.	<ul style="list-style-type: none"> • More children go to school with adequate literacy levels 	<ul style="list-style-type: none"> • Nunavut Literacy Council http://www.nunavutliteracy.ca/
Create family and intergenerational literacy programs.	<ul style="list-style-type: none"> • Literacy levels increase at all ages 	<ul style="list-style-type: none"> • Nunavut Literacy Council http://www.nunavutliteracy.ca/

8.2 Students in Grades K-12

EDU (GN Education) is in the process of having career development embedded in the curriculum from K - 12. The curriculum will address all employability dimensions and be supported through the development of career information that is written in plain language, bilingual, contextualized for Nunavut and available in multiple formats. The Department will provide teachers with access to training in career development and provide students with ready access to career development specialists for support in school-to-school and school-to-work transitions. Families of students will be the target of career awareness campaigns.

Initial Actions	Outcome	Links to Other Initiatives
Enhance and update current career development curriculum for K – 12 (within the context of the <i>Aulajaaqtut</i> curriculum strand).	<ul style="list-style-type: none"> • Students will be able to self-identify strengths and potential career paths to develop a career plan • Increased transitions to school or work • Reduced numbers of school leavers • Reduced number of trial and error learners • Increased academic success in public school and beyond 	<ul style="list-style-type: none"> • Implementation of multiple graduation options in secondary schooling • Development of <i>Aulajaaqtut</i> 7-9 • Revision of <i>Aulajaaqtut</i> 10-11-12
Embed HRSDC Essential Skills in curriculum for K – 12.	<ul style="list-style-type: none"> • Increased literacy rates • Increased work and post-secondary school readiness 	<ul style="list-style-type: none"> • Communications 10-11-12 program
Provide access to professional development and training in career development to teachers, other school staff, and community partners.	<ul style="list-style-type: none"> • Presence of career development in all school programs and activities • Career Development is infused throughout the <i>Aulajaaqtut</i> program 	<ul style="list-style-type: none"> • In-service of <i>Aulajaaqtut</i> 10-11-12
Develop and promote Nunavut-based career resources and tools for students, families and communities that include, for example, stories about Inuit people who have been successful in a variety of careers.	<ul style="list-style-type: none"> • Increased use of the <i>Sivuniksaliurniq</i> (a career program planning tool) as one means of developing a career plan • Enhanced career awareness for families, students and communities • Increased understanding of 	<ul style="list-style-type: none"> • Development of <i>Aulajaaqtut</i> 7-9 • Implementation of Multiple Graduation Options • Handbook of Opportunities (scholarships, bursaries, exchanges) • Partnership with Nunavut Arctic College re granting of

Initial Actions	Outcome	Links to Other Initiatives
	schooling, training and occupational requirements for specific pathways <ul style="list-style-type: none"> • Nunavut role models provide encouragement and possible pathways to careers 	dual credits
Develop mentorship programs for students who come from non-working families to expose these students to a variety of work options	<ul style="list-style-type: none"> • Students are aware of a number of work options available to them • Students who are motivated to develop their careers in ways that are personally meaningful • Fewer youth on income support 	<ul style="list-style-type: none"> • Aulajaaqtut 10-11-12 practicum • Northern Youth Abroad • Entrepreneurship 11-12
Work with other career service providers to make available specialist support for students in transition.	<ul style="list-style-type: none"> • Students will have the ability to make informed decisions related to post-secondary life 	<ul style="list-style-type: none"> • Nunavut Early Apprenticeship Training • Partnership with NAC to provide program links
Review and enhance work experience and Nunavut Early Apprenticeship Training (NEAT) programs.	<ul style="list-style-type: none"> • Students are able to access apprenticeship and work experience programs in high school 	<ul style="list-style-type: none"> • Implementation of multiple graduation options • Northern Youth Abroad
Implement multiple graduation options	<ul style="list-style-type: none"> • Students will have more knowledge, skills and experience related to potential paths and transitions after graduation. 	<ul style="list-style-type: none"> • Advisory committees for resource and course development • Community focus groups re graduation requirements

8.3 Adult Learners and Post-secondary Students

Using a four-pronged approach, Nunavut Arctic College will enhance its career services to meet one of its key teaching and learning principles of helping students prepare for meaningful careers and healthy lives:

1. **Curriculum Development:** Nunavut Arctic College will intentionally include a focus on career development in its curricula and provide curricular support to high schools to do the same. The College will also seek to link learners to the workplace through a variety of experiential programs.
2. **Student Services:** The College wants to create Learning and Work Centres on campus through student services with organizations of a shared mandate. At these centres, they will provide career development counselling services for existing and prospective students, work search skills and work readiness development, orientation for students to self-directed learning, occupational and labour market information, academic advising, assessment on Essential Skills, Prior Learning Assessment (PLA), academic, trade readiness, etc.
3. **Community Programs:** The College will provide Essential Skills training and make PLA accessible to community members.
4. **Resource Development and Training:** Resources and professional development in career development and PLA will be provided to staff that provide career development services to students.

Initial Actions	Outcomes	Links to Other Initiatives
Review career programs to ensure the presence of transition to work and career development learning objectives in curricula and provide curricular support to high schools to do the same.	<ul style="list-style-type: none"> • Increased learner motivation • Increased career knowledge and maturity 	<ul style="list-style-type: none"> • Adult Learning Strategy
Establish Career-Learning Centres on all campuses.	<ul style="list-style-type: none"> • Students have ready access to career development services • Increased transitional success and program completion 	<ul style="list-style-type: none"> • Adult Learning Strategy
Provide community-based Essential Skills training which integrates Nunavut Community Skills Information System (NCSIS).	<ul style="list-style-type: none"> • Increased literacy levels among students • Have work and formal learning-ready students • Improved productivity • Increased work satisfaction • Increased capacity for career 	<ul style="list-style-type: none"> • Adult Learning Strategy

Initial Actions	Outcomes	Links to Other Initiatives
	growth	
Develop resources and professional development for staff.	<ul style="list-style-type: none"> • Service providers have career development knowledge and are able to provide and initiate career development activities and refer to specialists • Increased referrals to specialized services 	<ul style="list-style-type: none"> • Adult Learning Strategy
Research and implement experiential learning opportunities for students.	<ul style="list-style-type: none"> • Students are exposed to work environments and workplace requirements 	<ul style="list-style-type: none"> • Adult Learning Strategy
Have a fully operational career development practitioner course.	<ul style="list-style-type: none"> • Internal Nunavut capacity to have trained career specialists 	<ul style="list-style-type: none"> • Adult Learning Strategy
Continue to expand and embed Prior Learning Assessment (PLA) services across the college.	<ul style="list-style-type: none"> • Increased student intake and retention 	<ul style="list-style-type: none"> • Adult Learning Strategy
Create articulation agreements between high schools and the College to give advanced standing to students moving from CTS programs into college career programs.	<ul style="list-style-type: none"> • Students will experience a seamless transition from high school to college. • Increased student intake and retention 	<ul style="list-style-type: none"> • Adult Learning Strategy

8.4 Adult Career Development¹⁰

The GN will help these clients identify their employability need and develop and follow through on a career plan as per LMA/LMDA. Under these agreements, the starting point for service is and will continue to be developing a *Common Assessment* that results in a *Work Action Plan*. After a *Common Assessment* has been completed, a client will be referred to an appropriate intervention.

The GN will train their client service delivery staff (CDOs, ISWs, FANS Officers and others) to provide assessment (including work and learning readiness and Essential Skills), career counselling, work/learning readiness skill development, occupational and labour market information services. EDU (GN Education) intends to develop a public career awareness campaign to highlight work opportunities and work creation projects.

Initial Actions	Outcomes	Links to Other Initiatives
Provide all relevant client service delivery staff access to the career development practitioner certificate program offered by the College	<ul style="list-style-type: none"> Client service delivery staff demonstrate competencies in the core area of the Canadian Standards and Guidelines for Career Practitioners Effective career development services 	<ul style="list-style-type: none"> Adult Learning Strategy
Develop a transitions to work strategy	<ul style="list-style-type: none"> Client service delivery staff are able to successfully support clients in making transitions to work 	<ul style="list-style-type: none"> Adult Learning Strategy
Create a career awareness campaign.	<ul style="list-style-type: none"> Client group is requesting and accessing career development services 	<ul style="list-style-type: none"> Adult Learning Strategy
EDU will continue to support and enhance apprenticeship.	<ul style="list-style-type: none"> More clients complete apprenticeships and find work in their trade 	<ul style="list-style-type: none"> Adult Learning Strategy
EDU will review programs to improve client service delivery.	<ul style="list-style-type: none"> Clients are aware of and have greater access to career services 	<ul style="list-style-type: none"> Adult Learning Strategy
Provide more work experience opportunities and career resources for people	<ul style="list-style-type: none"> Improved equity of access to learning and work opportunities 	<ul style="list-style-type: none"> Adult Learning Strategy

¹⁰ Adult Career Development refers to a range of clients including out-of-work, out-of-school, having low literacy skills, being multi-barriered, under-employed, under-skilled, disabled or with special needs, wanting career growth, and non-GN employees.

Initial Actions	Outcomes	Links to Other Initiatives
with a disability		
Provide appropriate support for clients seeking training and work opportunities	<ul style="list-style-type: none"> • Increased skill development • Increased access to work experience opportunities • Fewer clients on income support 	<ul style="list-style-type: none"> • Adult Learning Strategy
Create awareness about the traditional labour market	<ul style="list-style-type: none"> • More people are aware of options and opportunities to develop their career in the traditional labour market 	<ul style="list-style-type: none"> • Adult Learning Strategy

8.5 GN Employees

The GN Department of Human Resources (HR) will enhance their career growth services through further development of the following strategies:

Initial Actions	Outcomes	Links to Other Initiatives
Conduct an Essential Skills gap analysis amongst its staff and put training in place to support those who need skill development	<ul style="list-style-type: none"> Identified skill gaps in the public service staff 	<ul style="list-style-type: none"> HR Capacity Report – OAG - 2010
Provide career readiness training (i.e. Workplace Essential Skills training) in partnership with The College	<ul style="list-style-type: none"> Gaps in Essential Skills among staff are minimized Literacy is increased 	<ul style="list-style-type: none"> N/A NAC
Produce labour market information and career pathing resources about work in the government	<ul style="list-style-type: none"> Staff and external job seekers are aware of opportunities for career growth in the GN 	<ul style="list-style-type: none"> HR Capacity Report – OAG - 2010
Develop Career Development Tools for GN employees that would assist them in: <ul style="list-style-type: none"> Creating personal Learning Plans Succession Planning Training managers on how to support career development and workplace learning *Develop a PLAR policy and directive	<ul style="list-style-type: none"> Available and qualified internal staff fill vacancies at all levels of the GN Staff have up-to-date career and learning plans Training is integrated into the workplace Work satisfaction is increased Work productivity is higher GN recognizes prior learning of staff and future employees 	
Develop and implement an internal recruitment	<ul style="list-style-type: none"> Government staff access more vacancies 	<ul style="list-style-type: none"> HR Capacity Report – OAG - 2010
Create and implement a performance management policy	<ul style="list-style-type: none"> The GN has an active mechanism to identify learning needs The GN has an up-to-date skills bank Staff motivation is increased Productivity is improved Performance issues are proactively and positively addressed 	<ul style="list-style-type: none"> HR Capacity Report – OAG - 2010
Provide the Summer Student	<ul style="list-style-type: none"> Public sector jobs are seen as a 	<ul style="list-style-type: none"> HR Capacity Report – OAG -

Initial Actions	Outcomes	Links to Other Initiatives
Employment Equity Program	viable career option for new graduates	2010
Create and implement a retention strategy	<ul style="list-style-type: none"> • Staff turnover is decreased 	<ul style="list-style-type: none"> • HR Capacity Report – OAG - 2010
Build a GN training centre	<ul style="list-style-type: none"> • GN staff competency gaps are minimized • Staff say that training and ongoing learning is valued by the organization 	<ul style="list-style-type: none"> • N/A
Develop a communication strategy to promote and infuse a career development culture throughout the GN	<ul style="list-style-type: none"> • A career development culture is evident in the workplace • Staff comment on their career satisfaction • Staff acknowledge that career growth is valued in the public sector 	<ul style="list-style-type: none"> • HR Business Plan 2010-2013

8.6 Employers and Other Partners

In this framework, the GN wants to reach out to other partners and employers to ensure that work and learning readiness issues are addressed and referral points are accessible, that economic development and career development works collaboratively, and that work environments are healthy and conducive to career growth.

Initial Actions	Outcomes	Links to Other Initiatives
Employers will be approached to support effective transitions to the workplace and to coordinate efforts in staff and prospective employee training.	<ul style="list-style-type: none"> Nunavummiut access career-healthy and career growth-positive workplaces 	<ul style="list-style-type: none"> Tamapta – Address Social Concerns at their Root
The CDFWG will work with the Department of Health to be a part of the working group, to support solid referral support to clients who are not work or learning ready, and to coordinate service delivery to specific age populations.	<ul style="list-style-type: none"> Access to addictions counselling, health care, wellness and child care services are readily available 	<ul style="list-style-type: none"> Tamapta – Address Social Concerns at their Root
The CDFWG will also connect with the Economic Development and Transportation department as well as other economic development agencies to invite them to be a part of the working group.	<ul style="list-style-type: none"> Departments and organizations that focus on economic development and/or career development are partnering and working in collaboration to support the implementation of the framework 	<ul style="list-style-type: none"> Tamapta – Address Social Concerns at their Root

8.7 Communities The aim of career development is to support individuals in becoming self-reliant, contributing, healthy and happy members of society. Career development practitioners have long recognized that an individual’s self-sufficiency relies not only on their career maturity, but also on the presence of a supportive and prosperous community around them. In Nunavut, community development and career development are connected in the endeavour to support an individual’s path towards *Inunnguiniq* (i.e. being a capable, skilled and contributing human).

A strong and sustainable community that supports career development is committed to not only encouraging individual access to service, but also examining how to take stock of local resources, assets and strengths to further develop traditional, existing and emerging economies thereby creating and fostering work opportunities for community members.

With regards to communities, the GN’s initial actions in this framework are two fold: 1) to instill a career development culture at the community level and 2) to work towards building community action groups with community elders, front-line career service providers, economic development officers, community liason officers, government liason officers, etc. to create community career development action plans in each hamlet.

Initial Actions	Outcomes	Links to Other Initiatives
Establish a Community Development Action Group (CDAG) in each community.	<ul style="list-style-type: none"> • A CDAG is establish in each community 	<ul style="list-style-type: none"> • Tamapta – Support Community-Based Sustainable Economies • Tamapta –Connect our Community • Tamapta –Improve Education and Training Outcomes
The CDAG will engage the community in defining a vision for the community’s development and plan to support individual career development	<ul style="list-style-type: none"> • Each community is aware of and given the opportunity to contributed to the Community Career Development Action Plan 	<ul style="list-style-type: none"> • Tamapta – Support Community-Based Sustainable Economies • Tamapta –Connect our Community • Tamapta –Improve Education and Training Outcomes
Develop and implement a Community Career Development Action Plan	<ul style="list-style-type: none"> • A Community Development Action Plan is developed in each community and implemented 	<ul style="list-style-type: none"> • Tamapta – Support Community-Based Sustainable Economies • Tamapta –Connect our Community

Initial Actions	Outcomes	Links to Other Initiatives
		<ul style="list-style-type: none">• Tamapta –Improve Education and Training Outcomes

9. Timeline

The framework is a living document that will need to be revisited with the partners over time. The initial phase for the framework is 3-5 years. The intention of the GN is to address the above stated initial directions within this time period.

10. Outcomes

This framework reflects a long-term commitment by the GN to enhance career development services across Nunavut. The effective implementation of a coherent and lifelong career development system across the territory will:

- a. Provide Nunavummiut with pathways to the attainment of *Inunnguiniq*
- b. Make certain that Nunavummiut will be able to make effective and intentional life, learning and work decisions and take advantage of learning and work opportunities to realize their career goals
- c. Contribute broadly to economic and community development
- d. Increase and improve accountability of those departments and organizations delivering career, learning and wellness services

Specifically, success of the framework will be measured by the following:

- Fulfillment of Article 23 in the Land Claims Act
- Increased student and employee retention
- Increased participation and graduation from school, post-secondary and adult training programs
- Reduced income support recipients
- Increased numbers and viability of coordinated career service access points
- Increased numbers of clients accessing service delivery
- Improved client satisfaction from career service provision
- Lower unemployment and underemployment rates
- Increased labour force participation
- Increased community and client wellness

11. Evaluation

The framework is supported by a culture of evaluation. Policies, programs, services will be evaluated consistently and constantly. The framework goals and outcomes will be measured at 3-5 year intervals.

12. Accountability

Once the framework is adopted, a Nunavut Career Development Standing Committee involving the Deputy Ministers from Education and Human Resources and the President of Nunavut Arctic College will be formed to oversee and be accountable for the intended outcomes of the framework. A Nunavut Career Development Framework Working Group will take over from the interim working group to actively manage the framework's implementation.

Appendix A: Interim Career Development Service Delivery Framework Working Group Members

- ❖ Kerry Angillik, Director, Kivalliq Community Operations, Department of Human Resources
- ❖ Jennifer Archer, Manager, PLAR Project, Nunavut Arctic College
- ❖ Sue Ball, Secondary School Program Coordinator, Curriculum and School Services, Department of Education
- ❖ Cindy Cowan, Director, Academic Studies & Community Programs, Nunavut Arctic College
- ❖ David Lloyd, Manager, Labour Market Development, Department of Education
- ❖ Rozy Singh, Coordinator, Career Development Services, Department of Education
- ❖ Irene Tanuyak, ADM –Adult Learning and Post Secondary Services, Department of Education
- ❖ Sandy Teiman, Director, Income Support, Department of Education

Facilitators

- ❖ Donnalee Bell, Senior Consultant, Canadian Career Development Foundation
- ❖ Claude Richard, Associate, Canadian Career Development Foundation