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Makigiaqta

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Inuit Ayoihajotighatigot Corporationkonggit
Inuit Training Corporation

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MAKIGIAQTA STRATEGIC PLAN

RISING UP TOGETHER TO ENHANCE THE PREPAREDNESS OF NUNAVUT INUIT
FOR EMPLOYMENT

Makigiaqta Inuit Training Corporation

Approved by the Makigiaqta Board of Directors on

August 28, 2017

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Overview: Makigiaqta Strategic Plan

Mandate and Mission

Makigiaqta's mandate is to **enhance the preparedness of Nunavut Inuit for employment**.

For the most part, Makigiaqta will not deliver services directly, but will provide integrated **engagement, funding, and practical support** to organizations and community groups. Makigiaqta will use its \$175 million fund to expand and enhance learning and employment programs for Nunavut Inuit and to create lasting improvements in the training organizations, employers, and programs that will support Inuit for generations to come.

Makigiaqta's overall goal is to increase access by Inuit in Nunavut to a full spectrum of **high-quality, Inuit-specific learning and employment programs**. Makigiaqta and its partners will identify Strategic Priorities for spending and support based on gaps, needs, and opportunities. Strategic Priorities will be reviewed regularly and renewed as needed.

Long-term Approach

Makigiaqta plans to cause significant positive changes for Inuit now and to strengthen the foundation for a good quality of life for the next generations.

In its first years, Makigiaqta will ramp up its activities, while building the administrative systems and partnerships for the longer term, and validating its strategy through monitoring and evaluation.

In 2019-20, Makigiaqta will **review and renew** the strategy, work plans, and implementation to that date. A similar major review is planned for year 10 (2027-2028). These major reviews will take into account performance data, changing labour market needs, emerging opportunities, and the advice of partners.

Current Strategic Priorities

For the near-term, Makigiaqta has identified the following **Strategic Priorities**, based on current gaps, needs, and opportunities:

- Strengthening early learning systems,
- Strengthening wrap-around supports for success in K-12 and beyond, including support provided by families, communities, and schools,
- Enhanced and expanded opportunities for foundational skills development for adults, and
- Enhanced and expanded opportunities for advanced training (including post-secondary), designed to match existing and emerging employment demand.

INTRODUCTION

The Makigiaqta Inuit Training Corporation (“Makigiaqta”) is responsible for using a \$175 million fund to enhance the preparedness for employment of Nunavut Inuit.

The Makigiaqta Strategic Plan is a high-level strategy to guide Makigiaqta’s spending and activities. This is a living document that will be regularly reviewed and renewed, beginning with the first comprehensive review in 2019-20.

BACKGROUND

Makigiaqta was established after an out-of-court settlement agreement was signed in May 2015 by Nunavut Tunngavik Incorporated, the Government of Nunavut, and the Government of Canada. Makigiaqta was established to provide funding and other support for training and initiatives that will provide Inuit with skills and qualifications for employment.

A “Draft Framework for the Long-term Strategic Plan,” developed internally by Nunavut Tunngavik Incorporated, was approved by the Makigiaqta Board of Directors in June 2016. Based on that framework, staff and consultants of Nunavut Tunngavik Incorporated, the Makigiaqta Advisory Council, and other partners have developed the approved framework into a complete strategy, one that is intended to:

- Describe the **long-term approach** to using the fund,
- Ensure **flexibility** to respond to changing employment and training needs and opportunities, and
- Strengthens Makigiaqta’s **capability to plan, manage, and monitor a coordinated program** of funding and support with multiple partners across Nunavut.

The development of the Makigiaqta Strategic Plan has been strongly informed by the following documents: Nunavut Tunngavik Incorporated’s *Annual Reports on the State of Inuit Culture and Society*; Conciliator Thomas Berger’s 2006 final report called “The Nunavut Project” (2006); the *Nunavut Adult Learning Strategy*, which was jointly authored by many Nunavut organizations in 2006; the *Nunavut Economic Outlook*, developed by Impact Economics (2014); *Makimaniq 2: A Shared Approach to Poverty Reduction*, co-sponsored by Nunavut Tunngavik Incorporated and the Government of Nunavut (2017); and, *A Skilled Workforce for Strong, Sustainable, and Balanced Growth: A G20 Training Strategy*, published by the International Labour Organization (2011). It has also been informed by the ongoing work toward the development of the next *Nunavut Inuit Labour Force Analysis*, drawing on the early drafts and data sets that have been produced so far.

SECTION 1: ABOUT MAKIGIAQTA

PURPOSE

The **purpose** of enhancing the preparedness of Nunavut Inuit for employment is to support the wellbeing of Inuit society. Enhanced preparedness for employment will contribute to:

- Achieving representative **Inuit employment** in all sectors, at all levels, including meeting the obligations of Article 23 of the Nunavut Land Claims Agreement,
- Strengthened **stability, prosperity, and self-reliance** of individuals, families, and communities,
- Increased **self-determination** through increased Inuit involvement and leadership in key sectors, and
- Development of **Nunavut's economy**, which will provide richer opportunities for future generations.



Makigiaqta's **vision** is a vibrant Inuit workforce that contributes to strengthened Inuit wellbeing and self-determination, as envisioned in the creation of Nunavut.

MANDATE

Makigiaqta's mandate is to **enhance the preparedness of Nunavut Inuit for employment**.

To achieve this, Makigiaqta will provide integrated **engagement, funding, and practical support** for the development and delivery of Inuit-specific learning and employment programs. Makigiaqta's programs will be designed to achieve two major outcomes:

- **Inuit** in Nunavut will gain the skills, knowledge, confidence, and opportunities to engage in learning and work that is aligned with each individual's needs and goals, in public and private sectors; and
- **Service providers and employers** will make lasting improvements in their capability to serve the needs and interests of Inuit in Nunavut.

Makigiaqta will use its resources to **complement and supplement, but not duplicate or replace**, training and other measures that fall under the mandates of the Government of Canada and the Government of Nunavut.

MANAGEMENT

BOARD OF DIRECTORS

Makigiaqta is governed by a Board of Directors. The Board of Directors is responsible for approving Makigiaqta's strategies, action plans on specific issues, annual work plans, and all major contribution and partnership agreements. As established by the Settlement Agreement, the seven seats on the Board of Directors are assigned to the following positions:

- President, Nunavut Tunngavik Incorporated,
- Vice-President, Nunavut Tunngavik Incorporated,
- President, Qikiqtani Inuit Association,
- President, Kivalliq Inuit Association,
- President, Kitikmeot Inuit Association, and
- Government of Nunavut (2 seats, appointed by the Government of Nunavut).

ADVISORY COUNCIL

The Board of Directors is supported by an Advisory Council. The role of the Advisory Council is to provide advice on how to best use the training funds and to help coordinate Makigiaqta's initiatives with those of the member organizations and other training organizations and employers in Nunavut. According to the Settlement Agreement, the Advisory Council will always include representation from Nunavut Tunngavik Incorporated, the Government of Nunavut, and the Government of Canada. The Board of Directors may appoint additional members to the Advisory Council to provide expertise in Inuit training and employment initiatives, particularly with knowledge in Makigiaqta's identified strategic priorities. The Advisory Council can also provide two-way communication channel at the operational level between Makigiaqta and its partners, to support planning and improvements.

LEADERSHIP AND STAFF

The work of Makigiaqta is led by the Director of Inuit Employment and Training at Nunavut Tunngavik Incorporated. The Director's work for Makigiaqta is supported by other staff at NTI, including other staff from the Inuit Employment and Training Division, Social and Cultural Development Department, Legal Department, Communications Department, and Financial Department. Their work will be supplemented by additional full-time positions and consultants' time as proposed by the Director, based on work plans and budgets, supported by the Advisory Council, and approved by the Board.

Board of Directors	Advisory Council	Management
<ul style="list-style-type: none">• President, NTI• Vice-President, NTI• President, QIA• President, KivIA• President, KitIA• Government of Nunavut (2 seats)	<ul style="list-style-type: none">• NTI representative• GN representative• Government of Canada representative• Additional members (appointed by the Board)	<ul style="list-style-type: none">• Director of Inuit Employment and Training, NTI• Support from NTI staff team• Additional staff and consultant support (as approved by the Board of Directors)

Figure 1: Overview of Makigiaqta's Management

SECTION 2: LONG-TERM APPROACH

OVERVIEW

Makigiaqta will take a holistic, integrated, long-term approach to enhancing the preparedness for employment of Inuit in Nunavut. The approach includes the following core elements, each described in more detail in the following sections.

Makigiaqta will:

- Strive to increase access by Nunavut Inuit to **a full spectrum of learning and employment programs** across the lifespan,
- Work through partners by providing **coordinated engagement, funding, and practical support** (rather than delivering learning and employment programs itself, for the most part),
- Provide funding and support in **three major categories of activity**:
 - 1) service delivery,
 - 2) capability development and systems improvements, and
 - 3) research,
- Regularly **review and renew this strategy** in response to performance data, changes in labour market needs, emerging opportunities, and advice from partners, and
- Carefully **spend** the fund to generate the greatest possible positive impact to enhance the preparedness of Nunavut Inuit for employment.



INCREASE ACCESS TO A FULL SPECTRUM OF HIGH-QUALITY LEARNING AND EMPLOYMENT PROGRAMS

Enhancing preparedness for **successful employment is a series of steps, not a one-time event**. As such, Makigiaqta will strive to ensure that Nunavut Inuit have **access to a full spectrum of high-quality, Inuit-specific learning and employment programs across the lifespan**.

Figure 2, below, shows how **learning across the lifespan** supports the **journey of successful employment**. Learning across the lifespan includes: learning in the early years; the learning gained in families and communities throughout our lives; success in basic education (K-12), vocational programs, and post-secondary programs; and, continuous learning throughout our adult years, including workplace-based learning, so that we can anticipate and adapt to changing conditions in the labour market and progress in our careers.

A full spectrum of learning supports for Nunavut Inuit **includes learning rooted in Inuit culture and additional learning needed for the wage-based economy**. Makigiaqta will invest in programs that reinforce Inuktut and Inuit culture and learning traditions.

Makigiaqta will also take into account **projected labour market needs** and strive to invest in programs that connect individuals with opportunities for employment, that is aligned with each individual's needs and goals.

Learning and Employment Across the Lifespan	Prepare for Employment	Gain Employment	Maintain Employment	Progress in Employment	Later & Post-Employment
1. Foundational Education					
Early learning	✓				
K-12 (and Upgrading)	✓	✓			
2. Job-Specific Training					
Vocational and post-secondary	✓	✓	✓	✓	
On-the-job			✓	✓	
Mentorship			✓	✓	✓
3. Continuous Development					
Learning from family, community, and Inuit culture	✓	✓	✓	✓	✓
Personal development, wellness	✓	✓	✓	✓	✓
Career development, upskilling	✓	✓	✓	✓	✓

Figure 2: Continuum of Learning and Preparedness for Successful Employment

STRATEGIC PRIORITIES WITHIN THIS BROAD SCOPE

Within this broad, long-term scope, Makigiaqta and its partners will identify **Strategic Priorities** by identifying current and forecasted needs and opportunities. Strategic Priorities will be reviewed regularly and adapted to best contribute to Nunavut's network of supports for learning and employment. (Makigiaqta's current Strategic Priorities are described in Section 3: Strategic Priorities.)

PROVIDE PARTNERS WITH FUNDING AND PRACTICAL SUPPORT

Nunavut has a diverse network of organizations that support learning and employment, including community organizations, private and non-profit sector organizations, and governments and government agencies. There are also many dedicated individuals who pass on essential skills and knowledge to the next generation through informal mentorship and traditional learning relationships in families and communities.

For the most part, **Makigiaqta does not intend to deliver services directly**, but will provide coordinated engagement, funding, and practical support to this diverse network, with the goals of enhancing services and supporting positive developments in this network that will long outlast Makigiaqta.

Makigiaqta will accomplish this through the following processes:

1. **Annual and multi-year grants and contributions programs**, which are:
 - ✓ Targeted at community-based organizations and/or the private sector;
 - ✓ Designed to achieve specific outcomes linked with Makigiaqta's Strategic Priorities;
 - ✓ Complemented by project planning and project management support; and,
 - ✓ Guided by rigorous performance monitoring and evaluation.
2. **Co-investment agreements with major service providers**, such as governments and Inuit organizations, which are:
 - ✓ Informed by collaborative planning processes with relevant stakeholders;
 - ✓ Designed to achieve specific outcomes linked with Makigiaqta's Strategic Priorities;
 - ✓ Complemented by project planning and project management support; and,
 - ✓ Guided by rigorous performance monitoring and evaluation.
3. **Open and invitational requests for proposals** that are designed to achieve specific outcomes associated with Makigiaqta's Strategic Priorities.
4. **Research and knowledge promotion activities**, including commissioned reports, communications initiatives, and conferences.
5. **Practical support** to partners, including mentorship, information and contacts, project planning support, trouble-shooting, and monitoring and evaluation support.



THREE CATEGORIES OF FUNDING AND SUPPORT

Makigiaqta's approach to investing its resources will involve providing coordinated engagement, funding, and practical in three categories: service delivery; capability development (and systems improvement); and, research.

SERVICE DELIVERY

Makigiaqta expects to spend the largest amounts of the fund on **expanding the delivery of learning and employment programs, particularly those** that support the current working age population.

The purpose of these large investments directly in services is to mitigate the impacts of past insufficiencies in the learning and employment programs and other supports that have been available to Inuit. It is expected that eventually such mitigations will not be needed, as the major service providers will improve regularly core-funded learning programs for the next generation.

For example, Makigiaqta will make a large investment in foundational skills development for adults who are currently disengaged from the workforce, but **expects that the need for such "remedial" programs will decrease as early learning and the K-12 system are strengthened** for the next generation. Some of these investments will cover the full cost of a program, while others will leverage equivalent investments from major stakeholders, such as government.

CAPABILITY DEVELOPMENT (AND SYSTEMS IMPROVEMENT)

Makigiaqta will look for opportunities to invest in the **capability of organizations**, including Inuit organizations, non-governmental organizations and businesses, and, consistent with Article 23, in the Governments of Nunavut and Canada to deliver **Inuit-specific learning and employment programs and related supports**. The purpose of this type of investment is to support innovation and foster permanent improvements in the programs, services, policies, and processes of these organizations to better support Inuit interests for generations to come, long after the life of Makigiaqta.

For example, this type of investment could include the start-up costs of a new program or service, such as researching, developing, delivering, and evaluating pilot programs, training trainers, or developing learning materials. With this type of investment, Makigiaqta would not necessarily pay for the delivery of programs or services directly, but would use its resources to foster innovation and improvements.

RESEARCH

Makigiaqta will conduct and commission **research and analysis of programs, services, and systems** related to learning and employment in Nunavut, including the impacts of broader socio-economic factors on Inuit employment. Makigiaqta will identify current or emerging barriers, strengths, and opportunities in relation to Inuit employment from a perspective **grounded in the needs and interests of Inuit**.

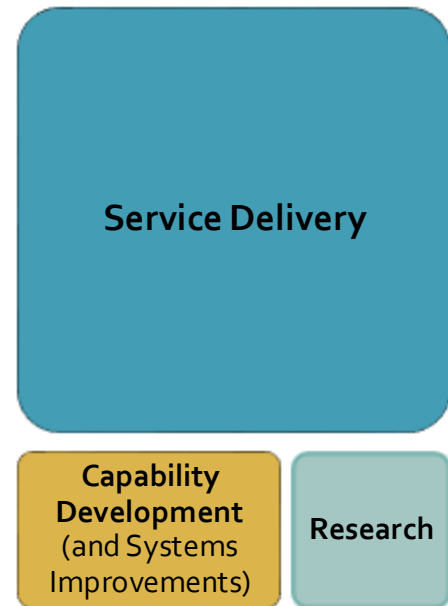


Figure 3: Makigiaqta's Three Categories of Funding and Support

Makigiaqta will use the research to inform its own investments and long-term planning. It will also use the research to:

- **Promote increased knowledge** among governments and other service providers and employers about the needs and interests of Inuit;
- Ensure that Makigiaqta and its partners are aware of existing evidence and programs **to make the most of limited resources and avoid gaps or duplication**; and,
- Support the **development, adaptation and sharing of tools, techniques, and content** related to learning and employment programs for Inuit.

REGULARLY REVIEW AND RENEW THE STRATEGY

Preparedness for employment is a complex social challenge, impacted by diverse and changing conditions and involving families, communities, many different service providers, and employers. It is simply not possible to take a linear approach fully pre-planned from start to finish, for a **generational initiative** that will sustainably enhance Inuit preparedness for employment. The Makigiaqta Strategic Plan is designed to allow for flexibility, based on accumulated learning from experience about what is found to be effective and what is not, plus emerging needs and opportunities (e.g. new technology), and ongoing reflection.

Makigiaqta will **regularly review and renew its strategy and work plans** based on:

- Performance data (of Makigiaqta programs and other organization's programs);
- Changing labour market needs;
- Emerging risks and opportunities;
- Partners' needs and perspectives; and,
- New research about promising practices.

ONGOING MONITORING, EVALUATION, AND LEARNING ACTIVITIES

To inform its review and renewal processes, Makigiaqta will conduct ongoing internal monitoring, evaluation, and learning (MEL) activities. Taking a results-based management approach, Makigiaqta will track not only the completion of activities, but also the extent to which Makigiaqta's programs are achieving the intended results and the cost-effectiveness of our spending. Makigiaqta will continually collect data, engage project partners in analyzing the data, and identify lessons. This will be done at the individual project level and also for Makigiaqta's overall plan and implementation efforts.

ANNUAL REFLECTION AND COMPREHENSIVE REVIEWS BEFORE EACH PHASE

Staff will prepare annual progress reports that outline activities completed during the year and the performance data collected about progress toward intended outcomes. Staff will engage major project partners and the Advisory Council in annual reflective sessions on the year's activities and results, with the goal of identifying any course corrections needed for the following year.

Comprehensive reviews of this strategy will be conducted before the start of each major phase of operation. The first comprehensive review is planned for 2018-19.



SECTION 3: CURRENT STRATEGIC PRIORITIES

INUIT EMPLOYMENT AND PROGRAMMING NEEDS TODAY

Inuit make up about 85 percent of the population of Nunavut, but they do not make up 85 percent of employees in either the public or private sectors. In the public sector, Inuit make up about 50 percent of employees overall. Inuit represent about 50 percent of employees in the Government of Nunavut and about 35 percent of federal government employees in Nunavut. Overall, Inuit representation in municipal government employment is much higher at about 83 percent, but varies greatly between municipalities (ranging from 35 to 100 percent).¹ In the private sector, Inuit make up about 70 percent of employees. The higher private sector representation may reflect the greater number of lower-skilled jobs available in the private sector compared to the public.²

Makigiaqta's current Strategic Priorities are designed to address three key characteristics of Inuit employment in Nunavut today.

1. Most Inuit who have the foundational skills required for employment are *already working*.

Nunavut faces a mismatch between the skills of the workforce and the skills in demand by employers; there are many people without jobs and many jobs without people. Most Inuit who have the skills and qualifications needed for public and private sector work are already working. Most Inuit who are unemployed or disengaged from the workforce do not yet have the skills and knowledge that are essential for the available jobs and for paraprofessional and post-secondary training programs.

About two thirds of the working-age Inuit population do not have a high school diploma.³ The total high school graduation rate in 2014 was about 30%, of whom about 92.7 percent were Inuit and 7.3 percent were non-Inuit.⁴

The Nunavut Adult Learning Strategy (NALS), drafted jointly by Nunavut Tunngavik Incorporated, the Government of Nunavut, and other Nunavut organizations, calls for an intensive focus on literacy and other foundational skills. The NALS states:

... almost three-quarters of Nunavut's working age population struggle with serious literacy challenges, or do not meet the minimum level required to participate in a modern knowledge-based economy. As a result, without a renewed commitment to improving literacy levels and adult education, the GN will not be able to meet its legal obligations under Article 23 of the NLCA, reduce the high levels of Inuit unemployment, or prepare for future sustainable economic and social development. An investment in these crucial areas today will have economic payoffs tomorrow.⁵

Makigiaqta will prioritize investing in a range of holistic foundational skills development programs for adults and youth who are out of school and out of work or underemployed.

¹ *Employment and Social Development Canada (2015), Unpublished Draft Nunavut Inuit Labour Force Analysis: For Review. (Note: The updated NILFA is expected to be released next year, incorporating new data from the 2016 census.)*

² *Ibid.*

³ *Ibid.*

⁴ Department of Education (2015). *Annual Report 2013-14*. Government of Nunavut: Iqaluit, Nunavut.

⁵ Nunavut Adult Learning Strategy, 2006. P. 7.

Prioritizing investments in literacy and other foundational skills will not result in quick gains in Inuit employment numbers. Strengthening foundational skills takes time and typically involves supporting adults to address other challenges in their lives. But, Makigiaqta is prepared to take the long-view and to invest a large portion of its fund to nurture and engage the working-age population (age 15+) who needs access to opportunities to develop foundational skills, including those rooted in Inuit culture and additional skills needed for the wage-based economy. Makigiaqta believes in the inherent capability of all Inuit and the great potential of this group to contribute to the Inuit workforce.

2. Most Inuit employees are in lower-skilled jobs.

Inuit representation tends to be significantly higher in entry-level positions and significantly lower in management and professional positions. For example, according to Government of Nunavut's *Public Service Annual Report* for 2015-16, Inuit made up 85 percent of the administrative support and 63 percent of paraprofessional positions, but only 27 percent of professional, 24 percent of middle management, and 20 percent of senior management.⁶ There is a similar trend in the private sector: according to the 2011 National Household Survey, Inuit filled about 86 percent of lower skilled jobs in the private sector.⁷

There is much room for growth in Inuit employment, especially in positions that require more advanced training, experience, skills and knowledge. Advancing Inuit into leadership positions is also essential for strengthening Inuit self-determination.

Makigiaqta will prioritize targeted advanced learning programs to support Inuit to advance in their careers and be prepared for employment at all levels. Makigiaqta's investments in advanced training will be designed to increase Inuit employment numbers in the near term. Makigiaqta will strive to link all advanced training programs with specific opportunities for employment and advancement and to build in transitional supports. Targeted advanced learning programs could include customized post-secondary and vocational programs, mentorship, and a range of on-the-job learning opportunities.

3. The working-age population will grow in the next two decades; and, it will include more people who will need remedial skills development opportunities.

As the growing youth population ages, Nunavut's workforce will increase. But, until K-12 learning outcomes are strengthened, the working-age population can be expected to include more people who have not completed high school and who may not have the foundational skills needed for government employment and for paraprofessional and post-secondary programs. For the upcoming workforce, Makigiaqta will address the skills mismatch by greatly increasing access to adult learning opportunities and other holistic supports needed to address the multiple barriers many adults face. Makigiaqta will also create many more on-the-job learning opportunities and integrate essential skills development into paraprofessional and post-secondary learning programs.

For the future workforce, Makigiaqta will prioritize investments in improving early learning and K-12 systems, so that more Inuit are able to complete high school with a strong set of foundational skills, positive cultural identity, and a world of possibilities ahead of them.

These moderate investments in capability development, systems improvements, and research will be complemented by larger investments in increasing Inuit employment in the education sector (under Strategic

⁶ Government of Nunavut (2016). *Public Service Annual Report 2015-16*. Government of Nunavut: Iqaluit, Nunavut.

⁷ Statistics Canada (2012). *National Household Survey 2011*.

Priority 4, below). Makigiaqta believes that increased Inuit employment in the education sector will help to stabilize and improve services, increase the presence of Inuktitut and Inuit culture in childcare programs and schools, and support the positive cultural identity of Inuit children and youth.

OVERVIEW

Given these conditions in Inuit employment and preparedness for employment, Makigiaqta has identified the four Strategic Priorities outlined in *Figure 3: Overview of Makigiaqta's Current Strategic Priorities*:

1. Early learning systems;
2. Wrap-around supports for success in K-12 and beyond;
3. Foundational skills development opportunities for adults; and,
4. Advanced training and post-secondary for employment in key sectors.

Figure 3: Overview of Makigiaqta's Current Strategic Priorities

Strategic Priorities	1. Early Learning Systems	2. Wrap-around Support for Success in K-12 and Beyond	3. Foundational Skills Development Opportunities for Adults	4. Advanced Training and Post-secondary for Employment in Key Sectors
<i>Program Examples (Based on current needs)</i>	<p>More Inuktitut curriculum and resources</p> <p>Strengthened funding and administration systems</p> <p>Training for staff, boards, and parents</p>	<p>Strengthened extra-curricular cultural programs and other support</p> <p>Family involvement</p> <p>Motivational and informational campaigns</p> <p>Career coaching</p>	<p>Enhanced and expanded holistic adult learning programs:</p> <ul style="list-style-type: none"> • Inuit skills, knowledge, practices, and values • Adult basic education • Formal <i>and</i> non-formal programs • Workplace-based programs <p>Enhanced and expanded Inuktitut learning programs for Inuit</p> <p>Co-op / work experience programs</p>	<p>Customized, advanced training programs, including post-secondary, linked with specific job opportunities*</p> <p>Wrap-around supports for post-secondary students, including strengthened student funding systems</p> <p>On-the-job advanced learning opportunities</p> <p><i>*Plans under development to strongly invest in Inuit employment in K-12 for double benefit.</i></p>
1. Services	-	-	\$ \$ \$ \$	\$ \$ \$ \$
2. Capability	\$ \$	\$ \$	\$ \$	\$ \$
3. Research	\$	\$	\$	\$
<p>Makigiaqta's largest spending will be on high-quality learning and employment supports for working-age Inuit. This spending will allow unemployed Inuit to build foundational skills needed to access opportunities and employed Inuit to advance in their careers. Makigiaqta will also invest in strengthening early learning systems and support for success in K-12, reducing the future need for special supports for the working age population.</p>				

1. EARLY LEARNING SYSTEMS

Investment in early learning service providers is strongly associated with success in K-12, employment outcomes, and many other benefits, including mental health outcomes.⁸ And, early childhood supports that are rooted in a child’s heritage language and culture are associated with additional benefits, including good relationships, positive identity and self-esteem, and success in additional languages.⁹ ¹⁰ A recent report from the Office of the Languages Commissioner of Nunavut confirms the importance of culturally-rooted early learning for Inuit:

*The importance of language learning in the first five years of life and of quality early childhood development programs overall cannot be overstated. ... increasing our collective investment in early childhood Inuktitut acquisition could strengthen not only the foundation of language skills acquisition and lifelong development for young Nunavummiut, but also, socially and economically, the very foundation of Nunavut.*¹¹

At this time, Nunavut’s current system for supporting early learning is complex, and many families do not have access to services.¹² Multiple sources of funding and professional development, but they are neither coordinated nor delivered on the scale needed. Additionally, Nunavut has not yet focused on early Inuktitut acquisition, though this would provide developmental benefits to children in addition to language skills.

Makigiaqta does not expect to provide core operational funding for early learning services; a longer-term funding solution must be found. However, Makigiaqta’s spending will be focused on supporting system improvements, strengthening momentum and coordination among key stakeholders, and supporting research and innovation in Inuit-specific early learning practices, such as through curriculum and resource development, pilot projects and other research, and knowledge sharing events.

Goal	Strengthened administrative systems, capability, and program content to support early learning, including Inuktitut acquisition.
Objectives	<p>A. Strengthened capability to support Inuit early learning, including Inuktitut acquisition in the early years, among service providers, communities, and families;</p> <p>B. Strengthened collective vision and understanding of effective ELCC practices for Inuit children, families, and communities; and,</p> <p>C. Improved practical and financial support for community-based organizations delivering early learning programs (including streamlined, stabilized, and increased funding and centralized administration).</p>
Categories of Support	<p>✓ Delivery capability and systems improvement (\$\$)</p> <p>✓ Research (\$)</p>

⁸ P. Adamson (2008), *The childcare transition: A league table of early childhood education and care in economically advanced countries*, Florence, Italy, Unicef Innocenti Research Centre, p. 8.

⁹ M. Greenwood, S. De Leeuw and T. N. Fraser (2007), *Aboriginal children and early childhood development and education in Canada: Linking the past and the present to the future*, Canadian Journal of Native Education, 30(1), p. 5.

¹⁰ Nunavut Tunngavik Inc. (2010), *Our primary concern: Inuit language in Nunavut 2009/2010: Annual report on the state of Inuit culture and society*, Iqaluit, Nunavut.

¹¹ Office of the Languages Commissioner of Nunavut (2016), *2015-16 Annual Report*, p. 189.

¹² M.C. Rowan (2014), *Linking early childhood learning in Aotearoa with practices and possibilities in Inuit Nunangat*. Northern Public Affairs, Special Issue 2014, p. 44.

2. WRAP-AROUND SUPPORTS FOR SUCCESS IN K-12 AND BEYOND

As the Government of Nunavut and District Education Authorities work toward strengthening Nunavut’s basic education system and K-12 learning outcomes, Makigiaqta will invest in family-led and community-led delivery of wrap-around supports for Inuit students of all ages. These supports will contribute to overall development and learning, school attendance, and strong skills, knowledge, and values rooted in Inuit culture.

Such supports could include intergenerational learning that engage children and their caregivers together; programs that engage parents/caregivers in schools; land-based, sewing, and other cultural programs linked with school attendance; complementary learning programs based in Inuit qaujimajatuqangit and Inuit learning traditions; and, other programs intended to support the learning and preparedness for employment of Inuit children and youth.

Makigiaqta’s focus will be strengthening community capability to deliver such supports, such as by investing in the development and piloting of new programs, training for community groups that deliver wrap-around supports, promotion of good practices, and hosting a territorial gathering on extracurricular programming rooted in Inuit culture. Makigiaqta will also work with District Education Authorities to strengthen their capability to support locally-led wrap-around support programs. Makigiaqta may also conduct research into the needs of specific groups, such as youth who are at risk of leaving school early.

Goal	Strengthened wrap-around supports for success in K-12 and beyond.
Objectives	<p>A. Strengthened capability to support success of Inuit students in K-12 among service providers, community groups, and families;</p> <p>B. Strengthened collective understanding of effective extracurricular support programs for school-aged Inuit children and youth (including “early leavers”); and,</p> <p>C. Strengthened planning and coordination in the delivery of wrap-around supports, by local organizations and schools.</p>
Categories of Spending	<ul style="list-style-type: none"> ✓ Delivery capability and systems improvement (\$\$) ✓ Research (\$)

3. FOUNDATIONAL SKILLS DEVELOPMENT OPPORTUNITIES FOR ADULTS

In 2006, NTI and the GN jointly led the development of the *Nunavut Adult Learning Strategy (NALS)*, which presents a 20-year framework for improving the delivery of diverse adult learning programs and related supports. The NALS was developed through an intensive process of multi-organizational collaboration and public engagement; it has been strongly reaffirmed in recent years, such as by the 2017 *Makimaniq II: A Shared Approach to Poverty Reduction*. The NALS calls for an intensive focus on literacy and other foundational skills among Nunavut Inuit, stating that:

*Throughout the process of developing this strategy, one major theme that continually affected all client groups and sectors of the economy (whether it was government, the fishing sector, mining, business or other areas) is the **need for immediate and direct action to provide literacy and adult basic education opportunities for Nunavummiut**. This was not seen as an ancillary program, but rather a key strategic priority that must be addressed in a concerted, coordinated manner.¹³*

The NALS also identifies the need for non-formal, community-based learning programs that teach foundational skills rooted in Inuit culture. Such programs contribute to overall wellbeing, enable Inuit adults to engage in meaningful community-based and land-based work, and also often serve as gateways to more learning programs. NALS also identifies the need for holistic, integrated supports to address the multiple barriers many adult learners face and enable them to easily transition between learning and work opportunities.

Some key elements of NALS have been completed or are in progress, such as the creation of a new mature high school graduation program and the expansion of cultural programs, such as through Piqqusilirivik in Clyde River. But much work lies ahead to develop and deliver foundational skills development opportunities for adults on the larger scale needed for Makigiaqta to accomplish its mission for all Inuit across Nunavut. Makigiaqta will explore options to jointly review NALS with other stakeholders and support the development and deployment of a new implementation plan. Makigiaqta will build on NALS to guide spending in this key area.

Goal	Strengthened foundational skills for employment and further training among adults who are unemployed, underemployed, not participating in the workforce, or employed and needing core skills to advance.
Objectives	<ul style="list-style-type: none"> A. Support Nunavut Arctic College to enhance and expand adult basic education opportunities in all communities; B. Strengthen collective understanding of effective adult learning programs for Nunavut Inuit; C. Strengthen capability of community groups to plan and deliver non-formal adult learning programs, including intergenerational learning programs; D. Increase access to formal adult learning programs (classroom-based, workplace based, and programs that combine learning and work); E. Increased access to non-formal, community-based adult learning programs, including a range of programs rooted in Inuit culture; F. Increase access to all levels of Inuktitut learning programs for Inuit, including diverse workplace-based, classroom-based, and community-based programs.
Categories of Spending	<ul style="list-style-type: none"> ✓ Service Delivery (\$\$\$\$) ✓ Delivery capability and systems improvement (\$\$) ✓ Research (\$)

¹³ NALS, p. 7

4. ADVANCED TRAINING AND POST-SECONDARY LINKED WITH EMPLOYMENT

Makigiaqta will make a large investment in increasing access to advanced sector-specific learning programs, including post-secondary, with a focus on customized programs linked with existing and emerging employment opportunities. Close collaboration with employers (public and private sector), training institutions and delivery partners, and governments at all levels will be essential to achieving this outcome and its sub-objectives.

Enhancing post-secondary and sector-specific training programs linked with employment demand will support more Inuit to progress in their careers, ultimately increasing Inuit employment in higher-skilled jobs in the near-term. When investing in specific programs, Makigiaqta will seek prior collaborative planning and commitment from governments and private sector employers to hire and provide on-the-job transitional support for interested graduates.

Makigiaqta will also ensure that the programs its funds include the necessary holistic supports for equitable access and success. For example, the evaluation report on the well-known Akitsiraq Law School Program underscored the need for advanced planning to deal with the barriers individuals typically face, recommending that future programs include a counsellor, to be available to learners for the duration of the program, and that student funding takes multiple criteria into consideration such as housing needs, size of family, and travel.¹⁴

Makigiaqta intends to make one of its largest investments in support of the education sector. This will not only support Inuit preparedness for employment in one of the largest areas of public sector employment in Nunavut; it will also contribute to the stability and quality of Nunavut’s K-12 system and help strengthen the Government of Nunavut’s capacity to deliver education in Inuktitut and rooted in Inuit culture. This in turn will support the wellbeing and success of the upcoming workforce.

Makigiaqta will also invest in a range of smaller scale initiatives to support Inuit employment in sectors with employment demand, such as health and social services, public administration, finance, governance, and leadership, and trades.

Goal	Increased Inuit preparedness for employment and advancement in sectors with high demand , including a special focus on Inuit employment in schools (to increase Inuit employment and enhance K-12 services).
Objectives	<ul style="list-style-type: none"> A. Increased access by Inuit to job- and sector-specific advanced training programs, including on-the-job, mentorship, and classroom-based programs, directly linked with opportunities for employment or advancement; B. Increased overall access by Inuit to post-secondary programs, within and outside of Nunavut, directly linked with opportunities for employment or advancement; C. Strengthened student funding programs; and, D. Enhanced holistic wrap-around supports for Inuit students in post-secondary and advanced training programs and increased access to such supports.
Categories of Spending	<ul style="list-style-type: none"> ✓ Service Delivery (\$\$\$\$) ✓ Delivery capability and systems improvement (\$\$) ✓ Research (\$)

¹⁴ Silta Associates (2009). *Research on Lessons Learned from the Akitsiraq Law School Program Final Report, July 13, 2009*, prepared for the Research and Statistics Division, Department of Justice Canada.

CONCLUSION

Makigiaqta's Strategy Plan provides guidance for action and the flexibility to adjust the approach as needed to fulfill its mandate, mission, major outcomes, and vision for the Inuit of Nunavut.

Although Nunavut has faced many challenges since its creation, there is much to build on today. Nunavut has a diverse network of organizations that support learning across the lifespan, including community organizations, private and non-profit sector organizations, and government agencies. Nunavut also has many dedicated citizens who pass on skills and knowledge to the next generation through traditional learning relationships and non-formal community-based programming.

Makigiaqta will always take a strengths-based approach, which means valuing the inherent capability and potential of all individuals, communities, and partner organizations.

Makigiaqta looks forward to working with partner organizations and communities to enhance and expand their current efforts and discover next steps together.

GUIDING STATEMENTS

Makigiaqta's work will be guided by the following statements.

Mandate	To enhance the preparedness of Nunavut Inuit for employment.
Mission	To provide integrated engagement, funding, and practical support for the development and delivery of Inuit-specific learning and employment programs .
Major Outcomes	<ul style="list-style-type: none">• Inuit in Nunavut will gain the skills, knowledge, confidence, and opportunities to engage in learning and work that is aligned with each individual's needs and goals, in public and private sectors.• Service providers and employers will make lasting improvements in their capability to serve the needs and interests of Inuit in Nunavut.
Vision	A vibrant Inuit workforce that contributes to strengthened Inuit wellbeing and self-determination, as envisioned in the creation of Nunavut.