

# Transitional Human Resources Development Strategy for Devolution

*September 23, 2020*

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Government  
of Canada

Gouvernement  
du Canada

Canada



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# List of Acronyms

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**AFEs** -Affected Federal Employees  
**AIP** - Agreement-in-Principle  
**B.Sc.** - Bachelor of Science  
**CNGO** - Canada-Nunavut Geoscience Office  
**ETP** - Environmental Technology Program  
**FANS** - Financial Assistance for Nunavut Students  
**GC** - Government of Canada  
**GIS** - Geographic Information Systems  
**GN** - Government of Nunavut  
**ISVs** - Inuit Societal Values  
**KPIs** - Key Performance Indicators  
**NAC** - Nunavut Arctic College  
**NILFA** - Nunavut Inuit Labour Force Analysis  
**NRO** - Nunavut Regional Office  
**NS** - Nunavut Sivuniksavut  
**NTI** - Nunavut Tunngavik Inc.  
**OTJ** - On-the-Job  
**TAC** - Tripartite Advisory Committee

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# 1.0 Preamble

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Tunnngaviqattiarniq<sup>1</sup>  
Reflecting and establishing a solid foundation



Piliriqatigiinniq/Ikajuqtiigiinniq  
Working together for a common cause

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Devolution refers to the transfer or delegation of power or authority, usually from a central government to a regional or local government.<sup>2</sup> A key stage in the devolution process is the signing of an agreement-in-principle, which will eventually lead to a final devolution agreement.

In August 2019, the *Nunavut Lands and Resources Devolution Agreement in Principle* (AIP) was signed by three Parties - the Government of Canada (GC), the Government of Nunavut (GN), and Nunavut Tunngavik Inc. (NTI). The AIP establishes a pathway for the devolution of responsibilities associated with the management of public (Crown) lands, waters, and resources in Nunavut from the GC to the GN, while respecting the rights of Inuit<sup>3</sup> under the *Nunavut Agreement*.

This Transitional Human Resources Development Strategy (“the Strategy” or “the Transitional Strategy”) stems from a commitment made by the Parties<sup>4</sup> in Chapter 9 of the AIP to address human resource development requirements in the approximate five-year transitional period between signing of the AIP and the devolution Transfer Date.<sup>5</sup> The Strategy was developed by the tripartite Human Resources Development Working Group under the direction of the Chief Negotiators for devolution.

This Strategy offers a solid base for the Post-Devolution Human Resources Development Strategy (Post-Devolution Strategy) called for in Chapter 9 of the AIP, which the GN and NTI will develop and implement bilaterally.

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<sup>1</sup> Refer to Section 2.2

<sup>2</sup> [https://www.gov.nu.ca/sites/default/files/aip\\_summary\\_-\\_final\\_-\\_eng.pdf](https://www.gov.nu.ca/sites/default/files/aip_summary_-_final_-_eng.pdf)

<sup>3</sup> In this Strategy, “Inuit” has the same meaning as set out in the *Nunavut Agreement*

<sup>4</sup> Parties has the same meaning as set out in the AIP

<sup>5</sup> Transfer Date has the same meaning as set out in the AIP

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## 2.0 Principal Objective, Guiding Principles, and Strategic Approach

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**Pilimmaksarniq  
/Pijariuqsarniq**  
Development of skills  
through observation,  
mentoring,  
practice, and effort



**Qanuqtuurniq**  
Being innovative and  
resourceful



**Piliriqatigiinniq  
/Ikajuqtigiinniq**  
Working together for a  
common cause



**Tunnngaviqattiarniq**  
Reflecting and establishing a  
solid foundation

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### 2.1 Principal Objective

The Principal Objective of the Strategy is set out in section 9.3 of the AIP:

*[T]o maximize Inuit employment at all levels within the complement of positions that will be created in the GN as a result of devolution, while ensuring that the GN will have the necessary human resource capacity to discharge the responsibilities it receives from the GC.*

#### a) Maximizing Inuit Employment

The Strategy is required by the AIP to recognize and be consistent with Article 23 of the *Nunavut Agreement*. The objective of Article 23 is to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level.<sup>6</sup> The initiatives outlined in sections 4 and 5 of the Strategy reflect the objective of maximizing Inuit employment.

#### b) Ensuring Human Resource Capacity

Ensuring that the GN has the human resource capacity in order to discharge the responsibilities it receives from the GC is a component of the Strategy's Principal Objective. [Section 2.3](#) of the Strategy summarizes the initiatives associated with ensuring a devolution-ready workforce.

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<sup>6</sup> S. 23.2.1 *Nunavut Agreement*

## 2.2 Guiding Principles



The Strategy is guided both by Inuit Societal Values (ISVs) and other principles developed specifically for devolution.

### Figure 1 - Transitional Strategy Guiding Principles

The GN is guided by a set of eight ISVs. Although all of the ISVs are relevant and important, three have been chosen as guiding principles for their specific relevance to the Strategy.

	<p><b>Pilimmaksarniq /Pijariuqsarniq</b> Development of skills through observation, mentoring, practice, and effort</p>	<p>This principle aligns with a learner-centered approach focused on the development of a broad range of targeted education and training initiatives, including lifelong learning and professional development opportunities for new and existing staff as well as recruitment and retention activities.</p>
	<p><b>Piliriqatigiinniq /Ikajuqtigiinniq</b> Working together for a common cause</p>	<p>This principle is key to the tripartite collaboration on the development and implementation of the Strategy. The Parties will maximize opportunities to partner with other organizations and stakeholders at all levels to achieve the Strategy's goals, including focusing on local program development and delivery.</p>
	<p><b>Qanuqtuurniq</b> Being innovative and resourceful</p>	<p>This principle will be crucial in designing programming to build successful training solutions for Inuit, using existing initiatives while integrating new and creative approaches.</p>

The GN, in collaboration with Inuit Uqausinginnik Taiguusiliuqtiit, developed a set of five principles to guide devolution. Of these, two have been identified as particularly relevant to the Strategy.

	<p><b>Qanuqtuuttiaqsimaniq</b> Thoughtful coordination and planning</p>	<p>This principle will be essential to ensure the effective implementation of the Strategy. It will require active collaboration between all Parties, as well as dedicated resources to oversee, plan, and coordinate various Strategy initiatives.</p>
	<p><b>Tungaviqattiarniq</b> Reflecting and establishing a solid foundation</p>	<p>This principle will be vital to achieve the Principal Objective and fulfill the vision of the Strategy. The Strategy is an integral piece that will provide the framework for the successful delivery of initiatives and serve as a roadmap for implementation. It will also lay the foundation for the Post-Devolution Strategy.</p>

These guiding principles are integrated into and woven throughout the Strategy, as indicated by the use of icons at the beginning of each section of this document.

## 2.3 Overview of Strategic Approach

This Strategy’s approach to ensuring a devolution-ready workforce on Transfer Date will involve the Parties working towards achieving the Principal Objective through the following priority activities:

**Maximizing acceptance of GN job offers** – Affected Federal Employees (AFEs) who are experienced and skilled in carrying out devolution-related functions and responsibilities will be achieved primarily through implementation of mechanisms set out in Chapter 10 of the AIP.

**Training** – particularly devolution-related post-secondary and on-the-job (OTJ) training initiatives – designed and targeted to help build the competencies (knowledge, skills, and abilities) and academic credentials of Inuit, and maximize GN capacity at Transfer Date. This includes integrated and well-coordinated program promotion and learner<sup>7</sup> supports to help ensure a high level of Inuit participation, retention, and success in Strategy training programming.

**Recruitment** of employees who are non-AFEs will be achieved through this Strategy’s principal recruitment initiatives, which will focus on integrating participants in Strategy training programming into GN devolution-related positions. Parties recognize that other recruitment strategies, including the recruitment of qualified Inuit who do not require training, may be needed to ensure that the GN has the capacity it needs on Transfer Date.

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<sup>7</sup> Refer to section 4.0 for Strategy definition of “learner”

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## 3.0 Context

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Piliriqatigiinniq  
/Ikajuqtigiinniq  
Working together for a  
common cause



Tungaviqattiarniq  
Reflecting and  
establishing a solid  
foundation



Qanuqtuuttiaqsimaniq  
Thoughtful coordination and  
planning



Qanuqtuurniq  
Being innovative and  
resourceful

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This section of the Strategy sets out the anticipated workforce requirements of the GN at Transfer Date and assesses current labour force conditions. In light of the Strategy’s objective to maximize Inuit employment, there is a focus on Inuit labour force availability, participation, and preparedness. The Strategy considers Nunavut’s current operating environment, the existing labour force in Nunavut,<sup>8</sup> and responds to identified challenges as well as opportunities that exist to build a workforce that has the competencies to fulfill the functions and responsibilities assumed by the GN pursuant to devolution.

Data informing the Strategy has been drawn from diverse sources, including the 2018 Nunavut Inuit Labour Force Analysis (NILFA), Nunavut federal and Nunavut territorial employee surveys, the 2017 Aboriginal Peoples Survey – Nunavut Inuit Supplement, GN education data, and others.

### 3.1 Devolution-Related Responsibilities, Occupations, and Educational Requirements

The GC is currently responsible for management of public lands, waters, and resources in Nunavut, specifically, the Nunavut Regional Office (NRO) and the Natural Resources and Environment Branch of Crown – Indigenous Relations and Northern Affairs Canada, as well as the Canada-Nunavut Geoscience Office (CNGO) within Natural Resources Canada. The Functional Analysis in Appendix A provides a high-level description of these responsibilities.

Within the GC, devolution responsibilities encompass a wide variety of occupational categories, classifications, competencies, and educational requirements. The following list outlines the occupational categories for devolution:

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<sup>8</sup> AIP 9.10 c)



- **Executive and Senior Management** – competencies (subject-specific and management) that generally require a degree;
- **Scientific** – competencies particularly in the physical and earth sciences/geosciences, environmental sciences, and in research, within a broad spectrum of advanced and technical levels. Some positions require a post-secondary diploma, most require a degree or advanced degree;
- **Project Management** – competencies to coordinate ongoing and special multi-stakeholder projects, oversee specialized teams, accountability for project management within established budgets, timeframes, and outcomes. Positions may require a secondary school diploma, project management training, or other post-secondary education;
- **Policy and Planning** – competencies to undertake policy analysis and development in areas such as environmental policy planning and assessment, economic forecasting, participation in regulatory processes, land use planning, resource management planning etc. Some positions require a secondary school or post-secondary diploma, many require a degree;
- **Regulatory Administration** – competencies to manage regulatory administrative processes such as licensing and permitting processes and maintenance of registries. Most of these positions require a secondary school diploma; and
- **Corporate Services** – competencies to manage the financial, human, legal, and information technology resources that support fulfilment of responsibilities under devolution. Many of these positions are specialized and require distinct types of post-secondary training. Other positions in this category are more clerical in nature and generally require a secondary school diploma.

While there are a variety of educational requirements associated with devolution-related positions, the GC estimates that over 40% of its current devolution-related positions require post-secondary science education or some knowledge of scientific principles. The 40% includes the following:

- 25% require a minimum of a university degree in a science relevant to the position;
- 12% are in a technical classification within the science field, generally requiring a post-secondary diploma; and
- More than 3% of positions require:
  - Some knowledge of scientific principles (clerical and corporate service functions serving the science-based groups); or
  - A post-graduate degree in geology (scientific research roles).

Many of GC's Nunavut-based positions requiring a science degree have traditionally been challenging to fill, partially due to the lack of Inuit with such degrees and the lack of a relevant science degree program delivered in Nunavut.<sup>9</sup>

## 3.2 GN Human Resources Capacity Requirements at Transfer Date

At Transfer Date, the GN will require human resources capacity in all of the occupational categories described in [Section 3.1](#) above. Many of the responsibilities related to land and resource management will be new for the GN, especially given the new legislative responsibilities it will acquire from the GC.

The GN organizational structure in support of devolution will be designed prior to the Transfer Date and will integrate devolution-related responsibilities into its distinct operating environment. It is anticipated that many of the newly created positions in the GN will be similar to those currently performing devolution responsibilities in GC's organizational structures. Additional positions will also be needed to address various supporting functions that the GN will require but are not devolution-specific and are therefore not being devolved by the GC.

Consistent with the strategic approach described in [Section 2.3](#), the Strategy will focus on training initiatives that are devolution-specific and enable a devolution-ready workforce on Transfer Date.

## 3.3 The Composition of a Devolution-Ready Workforce

It is anticipated that the devolution-ready workforce will include four distinct groups: GC employees; Inuit; other Nunavummiut, and others, where needed.

### a) Affected Federal Employees

Employees of the GC in the NRO and CNGO who are already doing devolution-related work will no longer be GC employees at Transfer Date. These GC employees are referred to as "Affected Federal Employees" or "AFEs". GN offers of employment will be provided to all AFEs.<sup>10</sup>

AFEs are the focus of Chapter 10 of the AIP, which contains provisions that are meant to maximize AFE acceptance of job offers from the GN. The tripartite AFE Working Group will develop an Affected Federal Employee Work Plan for the approximate five-year period

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<sup>9</sup> The NILFA found only 10 Inuit with science degrees, p.25

<sup>10</sup> It is anticipated that GC employees performing devolution-related responsibilities outside of Nunavut will not be considered AFEs and therefore will not be provided with offers of employment by the GN

leading to Transfer Date to ensure the effective management of human resource matters related to the transition of AFEs to the GN.<sup>11</sup>

Parties may not know until about four months prior to the Transfer Date, exactly how many AFEs will accept job offers from the GN. In the meantime, it will be essential to provide opportunities to prepare others, especially Inuit, to be qualified for and fill remaining devolution vacancies that will exist in the GN organizational structure at Transfer Date.

Over the course of this Strategy's implementation, the GC will continue to fill vacant positions in its workforce while working to maximize Inuit employment in its Nunavut-based positions.

## b) Inuit

Maximizing Inuit employment in GN devolution-related positions at Transfer Date, and in preparation for the period following the transfer, is one of the objectives of the Strategy. Inuit who already have the required qualifications can be hired directly into positions. Those who do not have the qualifications for employment will have the opportunity to obtain related education, training, and development through Strategy programming. It cannot be predicted how many Inuit will be interested in devolution-related positions with the GN or how many will have successfully completed Strategy programming and be qualified to fill positions by Transfer Date.

While Strategy programming is intended to be directly linked to employment opportunities in GN devolution-related positions, that some individuals will complete their education and/or OTJ training through the Strategy prior to Transfer Date and others will finish after Transfer Date. While staffing prior to the Transfer Date will be undertaken by GC to the extent possible, the GC and the GN will work collaboratively to hire Inuit upon completion of their training. For those who will not have completed their training by Transfer Date, the intention is for those learners to be integrated into the GN devolution workforce once their course of study is completed. This is an example of how the Transitional Strategy will help inform the bilateral Post-Devolution Strategy that the GN and NTI will later develop.

## c) Other Nunavummiut

Other Nunavummiut who have the qualifications for devolution-related positions may be hired by the GN to fill vacancies that are not occupied by AFEs or Inuit. This group could include GN employees, GC employees whose positions will not devolve, and other residents of Nunavut.

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<sup>11</sup> AIP 10.4

#### d) Non-Residents of Nunavut

Given the highly specialized nature of some devolution-related positions and the competition for skilled labour in Nunavut, the GN may hire non-Nunavut residents or may choose to contract for services on a short- or longer-term basis to ensure that it has the workforce it needs at Transfer Date.

Closer to the Transfer Date, once its detailed organizational structure is complete and more information on AFEs is known, the GN will develop and implement a recruitment plan, which will detail the timelines and staffing practices that will be used to fill its positions. This will include ongoing assessment of which positions could be filled from each of the four groups identified above.

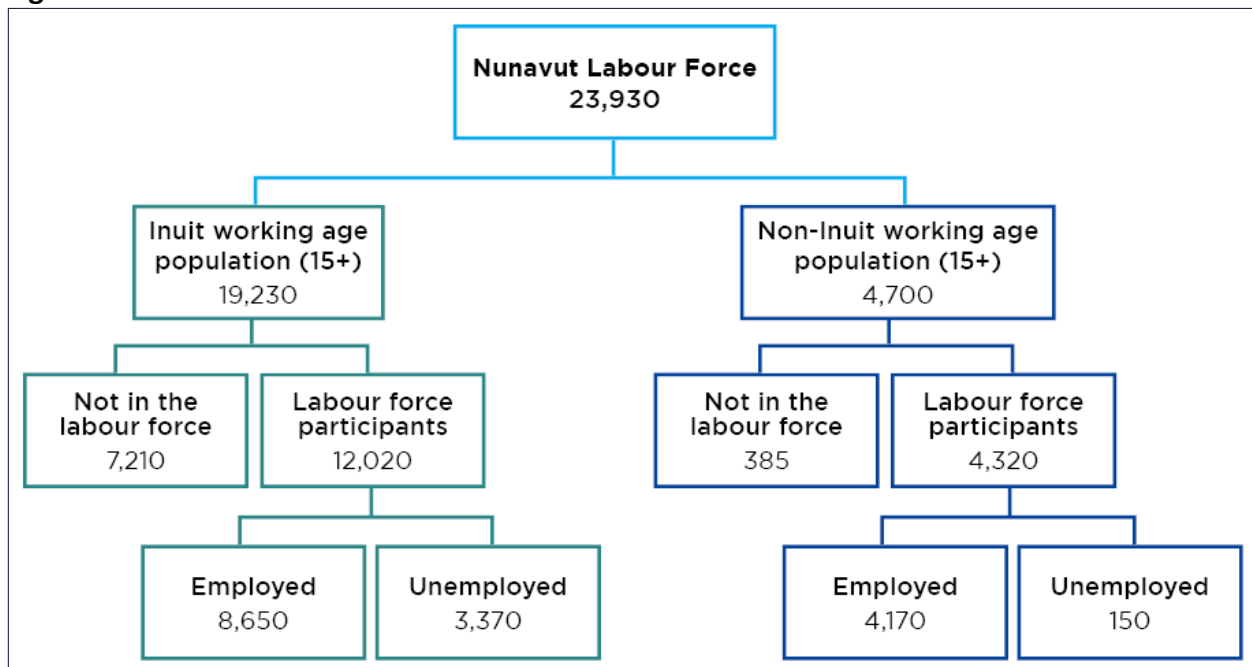
### 3.4 Current Nunavut Labour Force

Nunavut's current labour force<sup>12</sup> is constantly changing and will continue to do so, for reasons including economic and educational variables. [Figure 2](#), which is derived directly from the NILFA, begins to break down Nunavut's labour force, the availability of Inuit in the labour force, and Inuit employed in the workforce. The Strategy must further identify Inuit who could participate and benefit in Strategy programming and become part of the GN workforce. It is also important to identify Inuit who are employed and already have the qualifications required for devolution-related positions.

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<sup>12</sup> The NILFA defines labour force as *persons aged 15 and over who, during the reference week, were employed or unemployed*, p. 8

**Figure 2 - Nunavut Labour Force and Workforce<sup>13</sup>**



### a) Available Labour Force and Strategy Target Population

Over 19,000 Inuit are of working age, with more than 12,000 actively participating in the labour force.<sup>14</sup> This Strategy is largely targeted at those who have graduated from secondary school or equivalent in order to reach Inuit who can take on devolution-related positions at Transfer Date. While working age population is defined as age 15+, those who graduate secondary school tend to do so at a later age.<sup>15</sup>

### b) Accessing Inuit Who are Not in the Labour Force

Of the Inuit working age population, there are many who are not part of the current labour force. This group includes current students not seeking work, parents/guardians that have decided to stay home with young children, and those who have stopped looking for work. Those not currently in the labour force may become interested in seeking training/employment in the future, due to changing circumstances. Such individuals could be targeted for Strategy programming. For example, in the 2018-2019 academic year, there were 397 participants in the GN's Financial Assistance for Nunavut Students (FANS) program, of which 331 were Inuit.<sup>16</sup> Upon completion of their post-secondary program, some may be qualified for immediate employment or for further training under this Strategy.

<sup>13</sup> <https://www.canada.ca/en/employment-social-development/corporate/reports/research/nunavut-inuit-labour-force-analysis-summary.html>

<sup>14</sup> NILFA, p. 9

<sup>15</sup> GN Department of Education indicates that in 2018, 94% of secondary school graduates were in the 17-21 age group

<sup>16</sup> GN, Department of Family Services

Having information about what Inuit post-secondary learners are currently studying is pertinent for Strategy implementation in order to identify the location of potential future employees for devolution-related positions and to leverage existing educational programs for the Strategy. During implementation, outreach to students will be facilitated through partnership with the GN and possibly other organizations with responsibilities related to post-secondary learners.

### c) Labour Force for Devolution-Related Responsibilities

As described above, some positions to be filled require a minimum of secondary school education while in many cases, post-secondary education is required. There must also be a focus on preparing Inuit for positions where a science background is required, including various specialized or post-graduate science degrees. The NILFA found only 10 Inuit with science degrees, clearly indicating a gap between need and availability in this field.<sup>17</sup>

Though the science field is a large component of the required workforce, the Strategy will also need to consider a wide range of other types of positions to undertake devolving functions (refer to Appendix A). The Strategy will need to focus on attracting Inuit who have, or are interested in obtaining, the educational requirements for such positions by Transfer Date.

### d) Current Inuit Employment in Government

Almost half of all employed Inuit in Nunavut work in government.<sup>18</sup> Across the federal and territorial governments in Nunavut, Inuit representation is highest in administrative support positions, and tends to be lower in management and supervisory positions, while professional and science-based are particularly underrepresented categories.<sup>19</sup>

Implementation of the Strategy will need to focus on providing programming that supports Inuit obtaining the required qualifications for devolution-related positions, and leveraging OTJ training for current GC and GN employees that support opportunities for career advancement. It will also need to address outreach and recruitment initiatives to generate interest from Inuit to take on devolution-related positions.

### e) Competition for Skilled Labour

In Nunavut, government is the largest employer. While government continues to be the main source of economic activity in Nunavut, employment opportunities in the mining sector have increased significantly and are expected to continue to grow. Many government and non-government employers are working to attract the same labour pool as that sought for devolution-related positions.

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<sup>17</sup> NILFA, p. 25

<sup>18</sup> NILFA, p. 14

<sup>19</sup> NILFA, p.17

To attract Inuit to work in devolution-related positions, implementation of the Strategy will have tailored communications and outreach that describe these positions and show the various opportunities for career development, advancement, and laddering into diverse streams of employment. This ensures that participants do not feel unduly limited by choices they make and can see a future for promotional opportunities, irrespective of the field of studies they choose.

Strategy implementation will also integrate hands-on work experience in devolution-relevant positions within the GC and GN through work placements. In addition to providing valuable work experience, such placements will also build a stronger association between Strategy participants and the GC and GN.

## 3.5 Supporting Inuit Education and Employment

Having a good understanding of the supports needed to address the challenges and barriers to Inuit education and employment is essential to the development of appropriate and effective Strategy programming.

There is a strong correlation between educational attainment and employment. Low secondary school graduation rates, and the relative lack of preparedness for post-secondary studies among those who have a secondary school diploma, pose fundamental challenges for this Strategy's implementation. Such challenges are compounded by the fact that in some communities across the territory, there are certain secondary school courses, such as advanced-level sciences, that cannot be offered locally within communities because of a lack of sufficient student numbers or teacher subject matter expertise. Such courses are required for entry to post-secondary degree programs.

Recognizing this, the Strategy programming will address academic barriers in order to provide an environment that is more supportive to Inuit enrolled in or interested in pursuing post-secondary education in devolution-related fields of study. These will include initiatives such as the provision of prerequisite and academic readiness courses and tutoring.

Access to post-secondary education and employment opportunities in home communities has a significant impact on Inuit, partially due to the availability of childcare and affordable housing.<sup>20</sup> It will therefore be important for the Strategy to prioritize Nunavut-based programming and for consideration to be given as to ways that programming could be delivered as close to home as possible for learners.

Overall, enrolment in science studies is very low outside of the Environmental Technology Program (ETP) offered at Nunavut Arctic College (NAC) in Nunavut.<sup>21</sup> As described in [Section 3.1](#), many positions pertaining to devolution require a science-based diploma or degree. The absence of Nunavut-based degree-level studies in earth/environmental science creates significant challenges to increasing the number of Inuit with science degrees who qualify for devolution jobs. This puts a focus on the need for the Strategy to emphasize and accelerate science-related training.

Parties recognize that many other socio-economic factors impact participation and success in education and employment. Such complex factors, including access to available and affordable housing and childcare, are discussed in the NILFA in more detail. Although actions required to address these challenges fall outside of the scope of this Strategy, it remains important to acknowledge their potential impact on learners.

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<sup>20</sup> NILFA, p.18 and 21

<sup>21</sup> Refer to Section 3.6 for additional information on ETP



In response to these factors, Strategy programming will provide well-coordinated and holistic initiatives to support learners. There are many services already being provided by other organizations both within and outside Nunavut. Strategy implementation will include leveraging and coordinating with existing programs, as well as increasing learners' awareness of these programs. The Strategy will further endeavor to increase learner success by creating programming founded in ISVs to support academic, workplace, and life/personal skills. Such programming will consider the importance of Inuit language and culture.<sup>22</sup>

## 3.6 Educational Best Practices Leading to Workforce Participation

The Strategy has been informed by best practices in post-secondary programming for Inuit. Two such programs include the ETP offered by NAC and Inuit Studies offered by Nunavut Sivuniksavut (NS).

The ETP is a two-year diploma program offered in Iqaluit and in other Nunavut communities that develops the necessary skills for graduates to find employment in environment-related fields. A certificate can also be obtained after one year in the program. The ETP has been a very successful program; it garners high annual enrollments, has graduated over 115 learners, and has had a wait list since 2010.<sup>23</sup> The ETP can be leveraged by the Strategy by building on the diploma to develop degree level studies that will lead to meeting more advanced-level educational requirements for devolution-related positions.

It is also important to also highlight that NAC includes ICE-STEM (Inuktut, Culture, Entrepreneurship – Science, Technology, Engineering, and Mathematics) in the ETP program, and for all of its programs, to ensure all learners have the skills and tools they need in the 21<sup>st</sup> century economy.

NS is a post-secondary educational center in Ottawa that provides Inuit youth with unique cultural and academic learning experiences that will allow them to develop the knowledge, skills, and positive attitudes needed to contribute to the building of Nunavut. NS is an example of preparatory training bridging the gap in learning and readiness from secondary school graduates that leads Inuit students to pursue higher levels of education. NS is a model of strong academic, personal, and cultural wrap-around student supports, with a focus on supporting learners through to successful program completion and boasts an 85% graduation rate.

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<sup>22</sup> NILFA, p. 25

<sup>23</sup> ETP graduates have provided a strong base of employees in the public sector in areas related to their learning, such as at Fisheries and Oceans, Parks Canada, Environment Canada, Canadian Northern Economic Development Agency, and GN Department of Environment. The ETP is a program that can be leveraged to stream graduates into employment in devolution-related positions

These two successful programs offer many insights and best practices for the design of Strategy programming. Not only will it be important for the Strategy to focus on training to meet post-secondary educational requirements for employment in science positions, but also to incorporate pre-employment or on-the job training to learners and graduates who could more immediately occupy science-related positions.<sup>24</sup> ETP graduates may be an important source of candidates for science-related programming in the current environment where Inuit with degree qualifications are scarce.

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<sup>24</sup> NILFA, p. 36 states “[t]here are 115 unemployed Inuit with post-secondary education in STEM (Science, Technology, Engineering, and Math) or health care at the college level, signifying that pre-employment training will be necessary to increase the pool of Inuit candidates who are more immediately prepared for science- and health-related government jobs.”

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## 4.0 Program Elements

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**Pilimmaksarniq /Pijariuqsarniq**  
Development of skills through observation, mentoring, practice, and effort



**Tunnngaviqattiarniq**  
Reflecting and establishing a solid foundation



**Qanuqtuurniq**  
Being innovative and resourceful



**Piliriqatigiinniq /Ikajuqtiigiinniq**  
Working together for a common cause



**Qanuqtuuttiaqsimaniq**  
Thoughtful coordination and planning

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Keeping in mind the Principal Objective of this Strategy - maximizing Inuit employment at all levels in the positions that will be created as a result of devolution while ensuring human resources capacity - the program elements set out in this section of the Strategy are designed for Inuit and focused on Inuit participation. Inuit will have preferential access to these program elements, which may be accessible to the participation of others.

Section 9.11 of the AIP sets out four specific program elements that are to be detailed in the Strategy, including:

- Training and Accredited Learning;
- On-the-Job Training;
- Student Support; and
- Program Promotion.

### Overview of the Program Elements

**Training and Accredited Learning** is a crucial program element that will be essential to the Strategy's success. Its focus is to provide options for learners to participate in post-secondary programs, within and outside of Nunavut, that lead to diplomas, degrees or other certifications leading to specific devolution jobs.

**OTJ** training is an important part of the continuum of learning that supports workforce development for devolution. This program element includes a variety of on-the-job types of training initiatives, including those for learners participating in training programs, and those for current workers to obtain skills, experience, and confidence needed to advance to other positions.

The AIP refers to the "**Student Support**" program element. This Strategy uses the term "learner" rather than "student", which includes everyone participating in Strategy programming, including employees taking part in devolution-related professional development.

“Learner Support” refers to the human and financial resources that can be engaged to maximize learner success, both from an academic and personal perspective. It is agreed by all Parties that a comprehensive suite of learner supports, customized to meet the individual needs of learners, will increase participant success in Strategy programming.

The final program element of the Strategy is referred to as **Program Promotion**. The Strategy commonly refers to this element as “outreach” due to the importance of proactively engaging Inuit and informing them about the employment opportunities that will arise from devolution, as well as the associated training initiatives supported by the Strategy that will provide learners with the required competencies to qualify for those jobs. A significant component of this element will be to carry out outreach initiatives that specifically target Inuit for Strategy programming.

This section of the Strategy focuses on each of the above program elements, providing further details and rationale on their importance, listing the main objectives for each element and identifying priorities. The objectives and priorities will be used to inform the development of a detailed Implementation Plan that will guide the implementation of the Strategy, including timelines and budget development. The Implementation Plan will also provide the framework for ongoing monitoring, reporting, and evaluation of the Strategy.

All of the four program elements lead to [Section 5](#), Recruitment (Workforce Integration), an important Strategy element that provides the link from Strategy programming to employment in devolution jobs.

## Key Aspects of the Program Elements

It is important to note that timelines for initiatives will vary. For example, the development of the Nunavut-based Bachelor of Science (B.Sc.) and initiatives relating to Program Promotion (Outreach) will begin immediately, while other programming and initiatives may begin later during implementation of the Strategy. Priorities and sequencing will be addressed in the Implementation Plan.

In addition to the design and delivery for each program element, the Strategy will leverage existing, complementary programs which may involve formal or informal partnerships with specific post-secondary institutions and other program and/or service providers.<sup>25</sup>

To be effective, program elements will require ongoing coordination and collaboration, with strategy Parties, delivery partners, and other organizations, to ensure that identified programming aligns with the Principal Objective of this Strategy.

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<sup>25</sup> Existing programs are subject to their own governance structures, policies, and procedures which fall outside of the Strategy

## 4.1 Training and Accredited Learning

The primary focus of the Training and Accredited Learning program element will be to provide learners with post-secondary educational opportunities that lead to certificates, diplomas, and degrees, ultimately leading to GN employment as part of the devolution workforce. This element also includes preparatory and prerequisite programs that will enable learners to obtain the entrance requirements needed for post-secondary programs of study relevant to devolution. These programs will take place in a variety of learning environments and in post-secondary institutions both within and outside Nunavut.

The Strategy emphasizes a need for formal training and education, leading to accreditation at college and university levels through certificates, diplomas, and degrees, as those studies are often needed to meet requirements for government employment, as described in [Section 3](#).

To access such formal learning, particularly at post-secondary institutions, potential learners may need either educational prerequisites or support to enhance personal readiness for further learning. More advanced programs of study may also be needed for learners who may require further specialization after initial post-secondary studies are complete. The Strategy will also seek to provide programming that will fill this need for more specialized devolution-relation positions.

Investments made through the Strategy will support the design and delivery of a Nunavut-based B.Sc. degree. This program will be offered through NAC<sup>26</sup> and is intended to build from the foundation established in the ETP. The Nunavut B.Sc. program pathway, along with other degree and diploma pathways, are illustrated in [Figures 3](#) and [Figure 4](#) below.<sup>27</sup>

### Objectives: Training and Accredited Learning

The following objectives will inform the Implementation Plan.

1. Options for preparatory and post-secondary education and training will be offered both within and outside of Nunavut, with a preference for Nunavut-based programs.
2. Learning will be targeted to devolution-related positions and occupations, with an emphasis on sciences and specialized subject areas that are most relevant to devolution.
3. Programming will be designed with laddering options that provide learners with multiple entry and exit points that link directly to academic credentials and devolution-related employment opportunities.

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<sup>26</sup> The B.Sc. is anticipated to be designed and delivered through NAC as part of its partnership with Memorial University of Newfoundland

- 
- |    |                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Academic bridging programs will integrate and build on existing prerequisite, preparatory, and readiness programs that prepare learners for post-secondary education. |
| 5. | Alternate delivery models will be explored to increase the potential number of learners able to participate in programming.                                           |
- 

## Priorities

Strategy priorities for this program element focus on the following four key areas:

### a) Nunavut-Based Post-Secondary Programs

When possible, priority programming supported through the Strategy will be Nunavut-based. There are existing programs that are currently offered at NAC that will be leveraged, as well as new programs that will be developed to meet devolution education and training needs.

#### i) Existing Programs at NAC

The Parties recognize that existing programs offered by NAC can play a significant role in developing learners for devolution-related positions. Programs such as Computer Technology, ETP, Management Studies, and Office Administration offer both certificate and diploma options that can lead into degree pathways (see [Figure 3](#) and [Figure 4](#)). Over the course of the Strategy's implementation, these programs will be assessed to determine whether any course modifications could be made to better align learning outcomes with the types of competencies required for devolution jobs.

## ii) Nunavut-based Bachelor of Science

The Strategy will fund the design and delivery of the first environment-related B.Sc. degree offered in Nunavut. The Strategy's "flagship" program will be designed and delivered through NAC and will be responsive to Nunavut's unique geographic, regulatory, and cultural environment.

Program design for the B.Sc., expected to be completed within one year, will be initiated by NAC following approval of the Strategy. The B.Sc. will satisfy the educational requirements for most science-related devolution jobs. Subsequent program delivery will be aligned with and integrated into with NAC's academic calendar. It is anticipated that the B.Sc. will be integrated with NAC's ETP program, providing for a seamless entry into Year 3 of the B.Sc. following successful completion of Year 2 of the ETP. Completion of Year 3 of the B.Sc. will result in an Applied Degree while completion of a fourth year will culminate in an Honours Degree. This laddered approach would support a large cohort of potential learners and a shorter pathway to obtaining a science degree.

[Figure 3](#) illustrates an overall programming framework for the Nunavut-based B.Sc. degree, including the potential integration and flow of ETP learners into the program.

## b) Post-Secondary Programs Outside Nunavut

In addition to opportunities for devolution-related learning in Nunavut, the Strategy recognizes there are a wide variety of options for learners in post-secondary programs of study outside Nunavut. Learners may choose to pursue post-secondary programs of study in subject areas that are relevant to devolution but in academic institutions outside Nunavut. Some common degree and diploma pathways for post-secondary institutions outside Nunavut are summarized in [Figure 3](#) and [Figure 4](#).

## c) Prerequisite Training (Academic Bridging Programs)

Learners may require access to programming that help them prepare and qualify for entry into post-secondary programs of study, both within and outside Nunavut, particularly in science-related fields of study. Academic bridging programs allow participants to achieve the prerequisites needed for entry into post-secondary studies in fields of study that lead to devolution jobs.

The Strategy will leverage existing programs, and where necessary develop new programming, in order to ensure that learners have the necessary qualifications and competencies to help effectively prepare learners for success in higher level post-secondary science programs.



#### d) Specialized Courses / Programs of Study

Some of the jobs associated with devolution are highly technical and require specialized skills that are not covered in many traditional diploma or degree programs. Specialized studies could come in the form of existing programs, enhancements, and course modifications, as well as additional courses, new program streams or concentrations, additional semesters or years of study (extension) leading to advanced credentials (i.e. post-diploma or post-degree graduate certificates). Programming could be delivered within or outside of Nunavut, by NAC or other post-secondary institutions. Two potential examples of specialized studies – post-diploma graduate certificates in project management and Geographic Information Systems (GIS) - are illustrated in [Figure 4](#). [Figure 3](#) illustrates potential post-graduate degree pathways. The Strategy sets the stage for the implementers to work with NAC and explore the alignment of its existing programs with devolution-related competencies to determine whether adapting certain programs would be beneficial and feasible. And resulting programming is most likely to become a focus during the later years of the Strategy, so that graduates are able to be recruited into devolution jobs as close to Transfer Date as possible.



Figure 3 - Training and Accredited Learning: Science Degree Pathways

## Training & Accredited Learning **SCIENCE DEGREE PATHWAYS**

 Credential obtained  
 Employment in Devolution Job

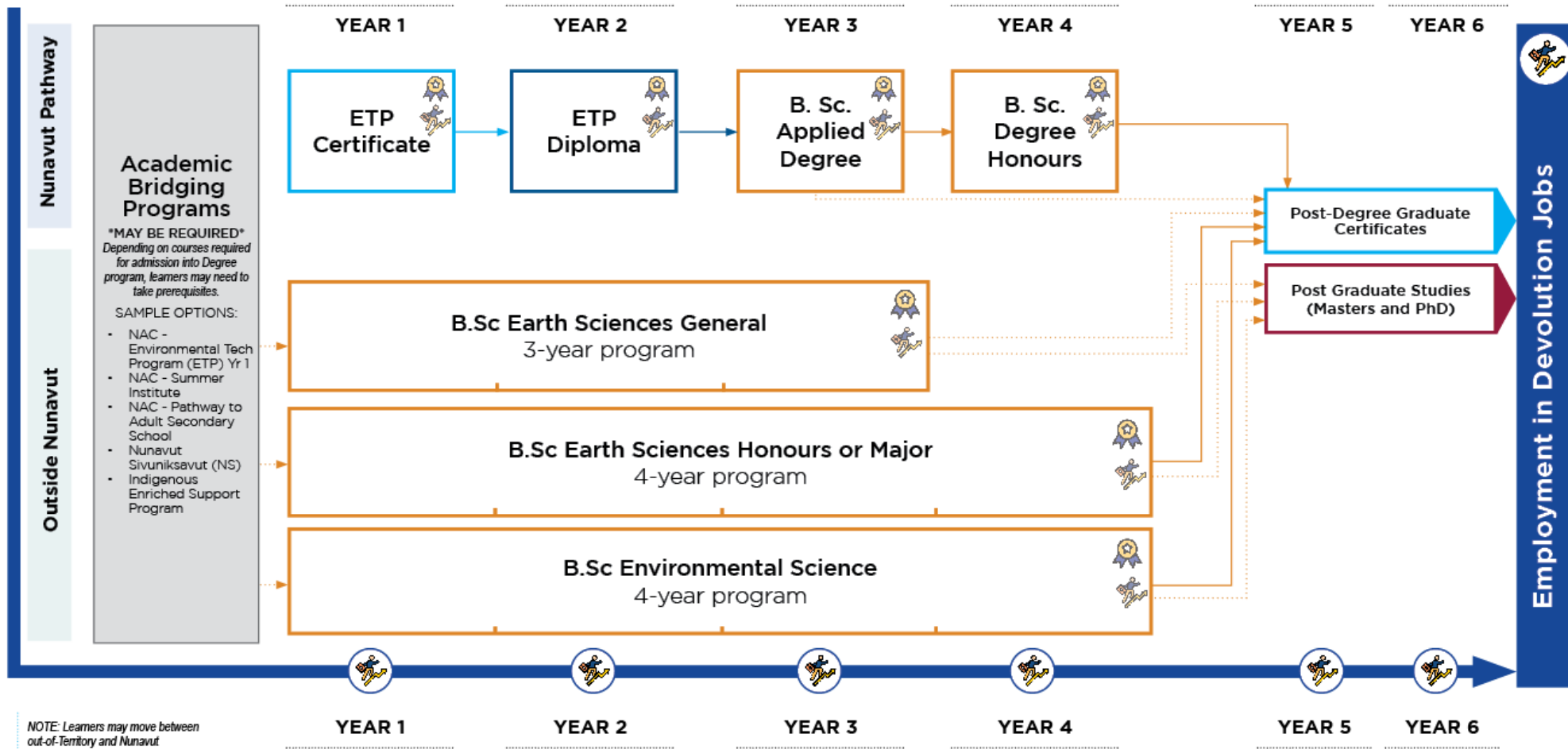
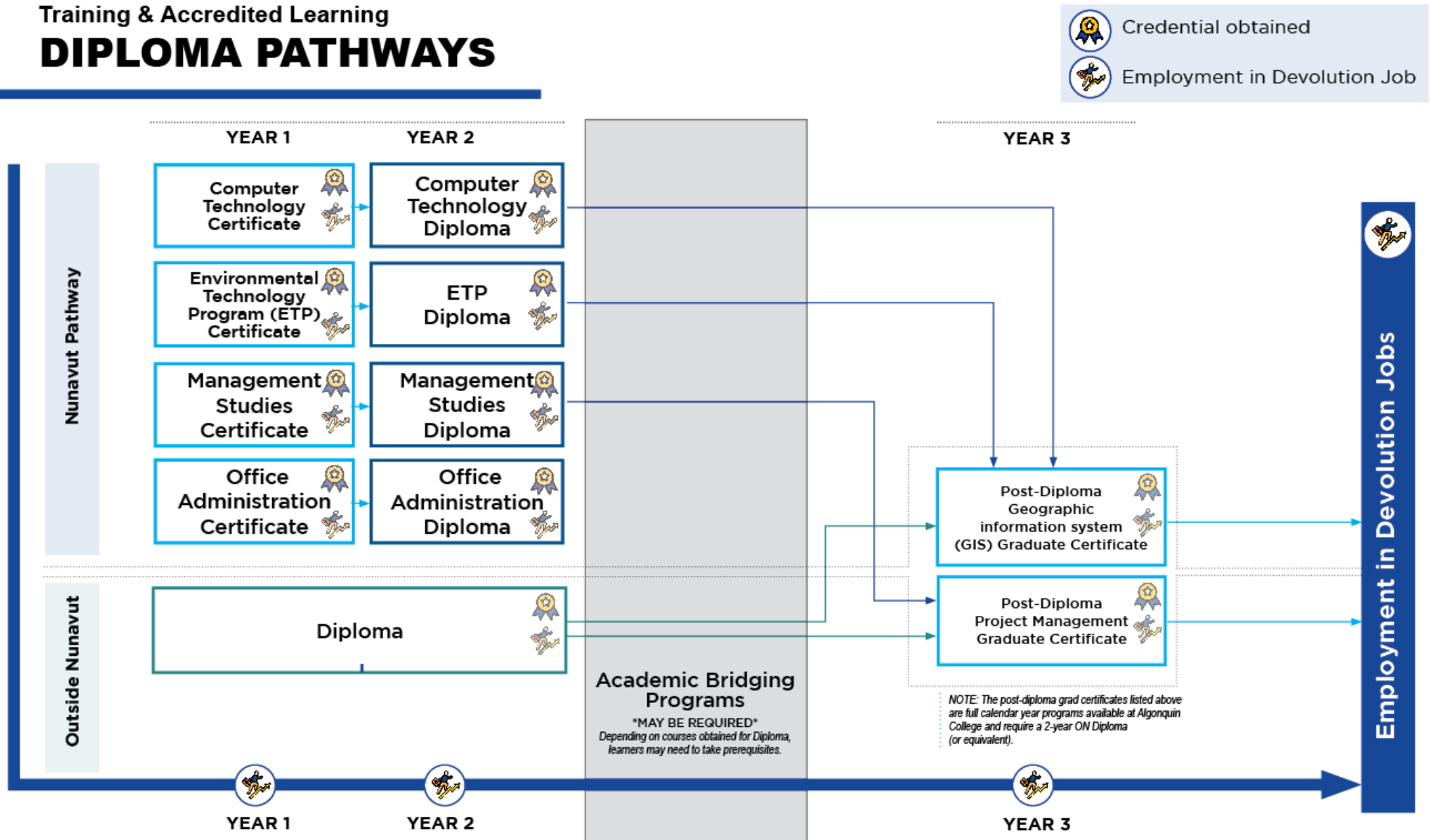


Figure 4 - Training and Accredited Learning: Diploma Pathways

## Training & Accredited Learning DIPLOMA PATHWAYS



## 4.2 On-the-Job Training

This program element includes work placements for learners participating in the Strategy’s Training and Accredited Learning programs, a variety of other OTJ training, and professional development opportunities for GC and GN employees. Through OTJ, the Strategy seeks to provide hands-on, practical opportunities and options for learners while they are working towards developing competencies that will lead to eventual employment in devolution jobs.

Successful implementation of this program element of the Strategy will call for the Parties to identify and build on existing work placement programs, OTJ training activities, and other professional development opportunities for Inuit learners and employees.

[Figure 5](#) below provides a summary of the types of initiatives considered under this program element and the type of coordination that will be required. It is important to note that the coordinator function will work directly with learners to facilitate work placements associated with Strategy programming. Although there will be a communication and alignment role played by the coordinator with respect to GN or GC led OTJ training initiatives, the GN and GC will retain complete autonomy with regard to the management of their programs.

### Objectives: On-the-Job Training

The following objectives will inform the Implementation Plan.

1.	OTJ training programs will be strategic, meaningful, and relevant to developing devolution-related competencies.
2.	OTJ training will focus on two primary groups; learners participating in relevant programs and current GC and GN employees. <sup>28</sup>
3.	OTJ training programs provided to GC and GN employees will offer opportunities both for lateral and vertical movement into devolution-related positions.
4.	The GC and GN will be the primary providers of learner work placements, but placements within other external organizations may also be needed.

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<sup>28</sup> GC and/or GN employees participating in Strategy programming would be considered learners

## Priorities

A key feature of this program element is that it draws significantly upon the existing base of OTJ training initiatives and professional development programs of the GC and GN, as well as potentially a wide range of partnerships with other employers.

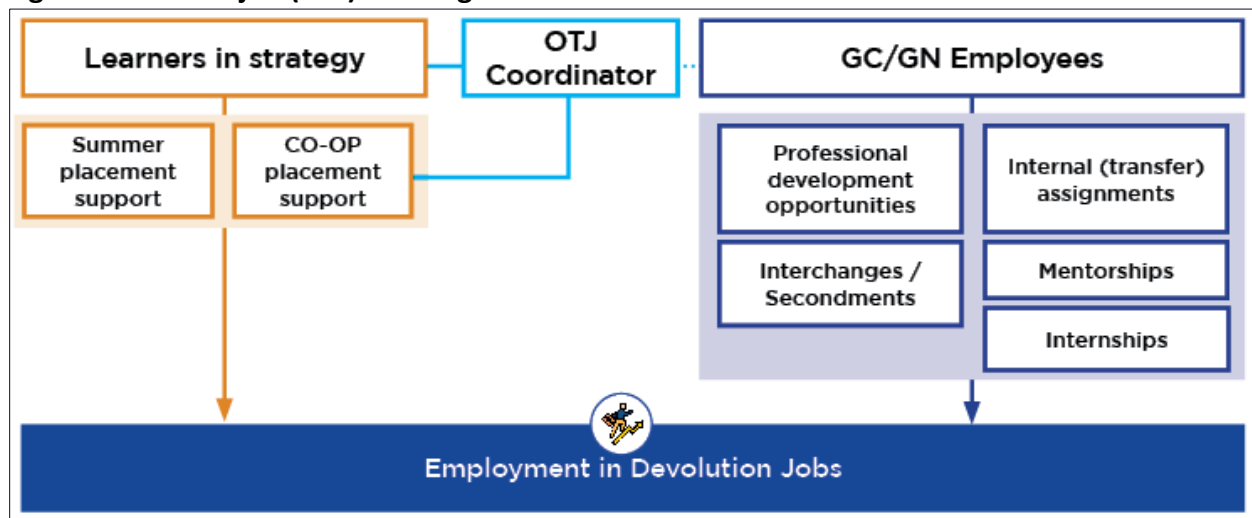
### a) Program Coordination

**Learners:** this program element requires that there be cooperation and collaboration with post-secondary institutions where participants are engaged in studies, both within and outside of Nunavut. The Strategy will provide resources to carry out the coordinating functions of the OTJ program element. As shown in the figure below, the OTJ coordinator function will be primarily focused on the learners in Strategy programming (i.e. arranging and overseeing meaningful work placements and other experiences). Although the focus of the role will be on learners, there will need to be some coordination with both the GC and the GN to ensure alignment with Strategy initiatives.

**GC/GN Internal Training:** When it comes to their internal OTJ training, it is expected that both the GC and the GN will continue to manage their own OTJ training initiatives.

**Continuous Improvement:** Assessments of learner work placement experiences will be undertaken to ensure that this important aspect of the Strategy meets its objective of being meaningful and relevant, and that the learner experience is positive.

Figure 5 - On-the-job (OTJ) Training



## 4.3 Student Support

One of the reasons that learner supports are prominent in the Strategy is because they contribute directly to the success of Inuit in post-secondary programming. One of the best examples of this is the NS program in Ottawa. NS has been dedicated to providing Inuit youth with unique cultural and academic learning experiences since 1985. Management at NS, as well as former students, have consistently attributed that success to the comprehensive wrap-around learner services available to program participants.<sup>29</sup>

The learner supports that flow from this Strategy are principally targeted to supporting Inuit learners to achieve success as they pursue post-secondary programs of study that will lead to employment in devolution jobs. This includes learners in post-secondary and in preparatory and readiness programs of study. This also includes employees of the GC and GN who are engaged in learning activities and who may be recruited into devolution jobs.

Many organizations and post-secondary institutions already have a variety of learner supports in place. A notable example is the GN's Financial Assistance for Nunavut Students (FANS) program<sup>30</sup> which provides funding to learners attending designated post-secondary institutions and academic programs. FANS funding is intended to help offset the costs of a post-secondary education including tuition, school fees, books, travel, and living expenses. While learners have access to a wide range of support mechanisms that assist them to complete academic and OTJ learning initiatives, there are still issues of awareness-building, coordination, and gaps that this Strategy can help address. The Strategy will support learner success by promoting investment in, and leveraging of, existing learner support programs and services, as well as the development of new ones as needed.

### Objectives: Student Support

The following objectives will inform the Implementation Plan.

1.	The approach to learner supports will be holistic, with a focus on academic success as well as personal and family wellbeing.
2.	Learner supports will be customized to meet the needs and circumstances of individual learners.
3.	Learner supports will be available to learners in programs both within Nunavut and outside Nunavut.
4.	Learner supports will be accessible to program participants who are employees of the GN and GC.

<sup>29</sup> NS provides wrap-around services to its learners, including a comprehensive orientation, assistance with housing, counseling, access to Elders, cultural events, and access to country food.

<sup>30</sup><https://www.gov.nu.ca/education/programs-services/financial-assistance-nunavut-students-fans#TAA>

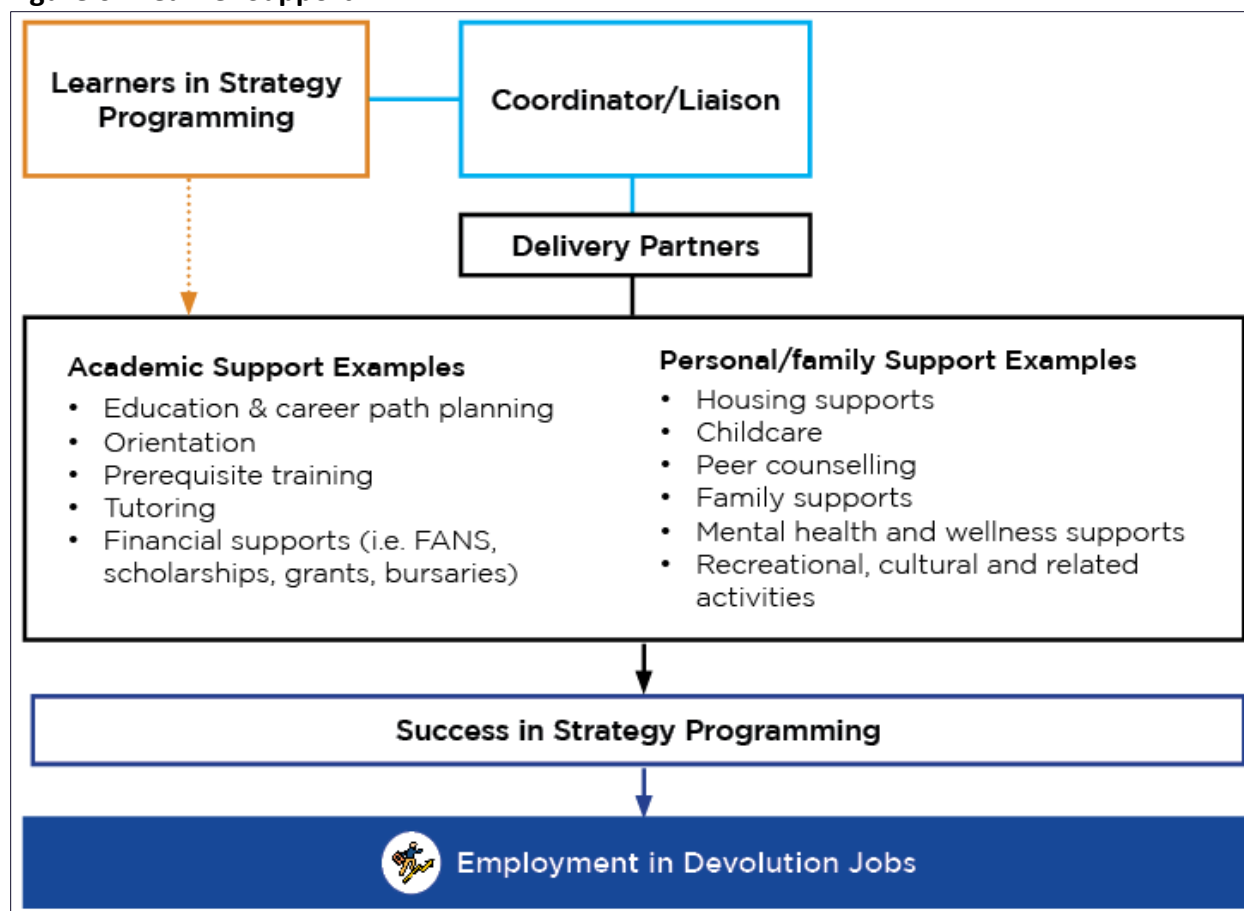
5. Existing learner support systems will be identified and promoted, and may be supported and enhanced, where needed.
6. A participant tracking system will be developed to collect relevant information for Strategy implementation, monitoring, and evaluation.

## Priorities

### a) Program Coordination

Similar to the OTJ training and professional development program elements, this program element will draw significantly upon an existing suite of programs and services that are offered by a variety of partners and stakeholders (GC, GN, NAC, post-secondary institutions outside Nunavut etc.). Effective implementation of this program element will require both outreach to a wide range of partners as well as partnership-building, program coordination, and alignment to meet individual learner needs. The Strategy will provide resources for the effective coordination of initiatives while ensuring that learner supports are identified, built upon or created to meet individual learner needs. (See Learner Support [Figure 6](#) below)

Figure 6 - Learner Support



## b) Gap Analysis

There is a wide range of available learner support programs and initiatives that could be of importance to the implementation of the Strategy. In order for a “gap analysis” to be completed, the coordinator/liaison function will be required to gather important information, including:

- An inventory of learner supports that exist within Nunavut and at major post-secondary institutions attended by Nunavut students outside Nunavut;
- A general assessment of learner supports;
- Identification of major gaps in learner supports that may be addressed through the Strategy; and
- Identification of key partnerships that can be leveraged (or newly established) to increase support within and outside Nunavut for learners.

The gap analysis will inform the development of plans and actions in terms of partnerships and potential development of additional learner services to address identified gaps

## c) Participant Information and Tracking

Tracking of participants using a variety of data points will be helpful for Strategy implementation, program accountability, and reporting. Data could also be used to connect learners with job opportunities and to promote additional learning opportunities. A tracking system will be established that addresses learner consent and includes clear guidelines on what the data will be used for, who the data will be accessed by, and how data will be collected and stored.

## 4.4 Program Promotion (Outreach)

The Program Promotion (Outreach) program element will be an immediate focus of Strategy implementation. Career opportunities stemming from devolution will be promoted through an outreach campaign aimed at educating key audiences, generating interest in devolution-related employment. The identification of a variety of Inuit cohorts, including current and past learners from ETP, NS, secondary school, along with past and present FANS recipients will be an important first step in identifying potential learners with the desire to take part in Strategy programming. Targeted outreach to Inuit may lead to the identification of individuals that have the experience and competencies necessary to qualify for devolution jobs. Two significant information sources of key audience and community identification for targeted outreach include the NILFA and Pilimaksaivik.<sup>31</sup> It may also be the case that people will have the prerequisites required to enter directly into certain programs, while others may need to take

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<sup>31</sup> Pilimaksaivik (Federal Centre of Excellence for Inuit Employment in Nunavut) was created in 2015 in order to co-ordinate Canada's whole-of-government approach to the implementation of Article 23 of the *Nunavut Agreement*, which aims to increase Inuit participation in government employment in the Nunavut Settlement Area to a representative level

preparatory, prerequisite or academic bridging programs prior to entry into post-secondary courses. Regardless, proper coordination and implementation of this program element will be central to the success of the Strategy.

## Objectives: Program Promotion (Outreach)

The following objectives will inform the Implementation Plan.

1.	Program promotion will focus on outreach to Inuit, with access for others.
2.	The active identification and targeting of potential cohorts and individual learners through customized, targeted outreach will be prioritized.
3.	An awareness campaign will be developed with a focus on programming offered through the Strategy, and how they lead to employment in devolution jobs.
4.	Existing resources, partnerships, networks, events, and activities in Nunavut will be leveraged for outreach initiatives.
5.	Seek and engage in partnerships with organizations that promote interest in science education and careers for youth.

## Priorities

### a) Development of Communications Strategy

The AIP calls for the development of a Communications Strategy, which will serve as a key mechanism to provide specific direction on program promotion (outreach) initiatives. In order to place participants into programming as early as practically possible, it will be necessary for the Communications Strategy to be made a high priority in order to enable initiatives to begin as soon as possible. The Communications Strategy may include:

- Key objectives;
- Scope, including target audiences;
- A comprehensive Outreach Plan;
- Communications tools;
- Management, administration, and implementation responsibilities and accountabilities;
- Resourcing (i.e. financial and other resources required); and
- Schedule and timeframes.

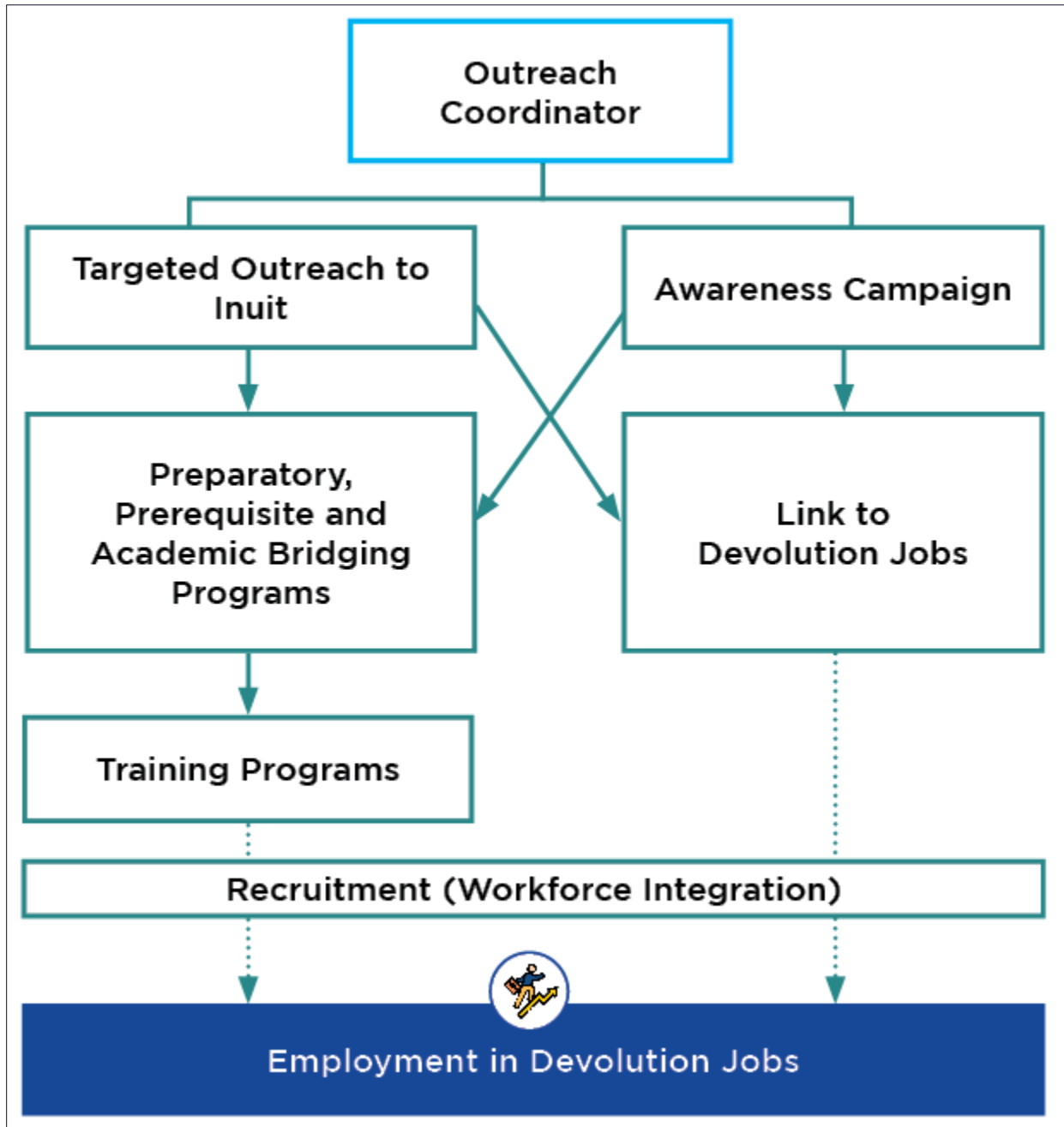
### b) Program Coordination

Outreach will be guided and informed by the Outreach Plan and will be needed on an ongoing basis throughout Strategy implementation. Outreach will include marketing and promotion of programming, active outreach to potential program participants, implementation of the communication strategy and collaboration with partners and stakeholders such as NAC, schools, Hamlets and community groups, government



departments, Inuit Organizations, and other organizations. See [Figure 7](#) below for an illustration of priorities and role of the coordinator. Note the links in the figure that lead to employment in devolution jobs, both from training programs and from the identification of individuals through targeted outreach. Recruitment is the final stage of the process leading to employment in devolution jobs, and this Strategy element is further detailed in [Section 5](#).

**Figure 7 - Program Promotion (Outreach)**



### c) Target audiences/ Outreach activities

The intent of this program element is to ensure active and targeted outreach to key audiences, including:

- Inuit employees of the GC and GN;
- Inuit youth (e.g. learners completing secondary school level studies and those participating in exposure programs such as science field camps);
- Post-secondary learners, including those engaged in post-secondary programs of study, as well as those who have completed post-secondary programs of study but who may be positioned to further their education (e.g. ETP graduates); and
- Inuit who are not GN or GC employed.

Types of outreach activities that could be pursued through the Strategy may include:

- Presentations to key audiences;
- Outreach to Inuit learners;
- Orientation/awareness building sessions for partner service providers such as adult educators, guidance counsellors, career development officers, and training and Inuit employment specialists within GN and GC;
- Use of social, print, and other media; and
- Special campaigns such as job profiles and role models that link learning and devolution jobs.

# 5.0 Recruitment (Workforce Integration)



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foundation



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resourceful



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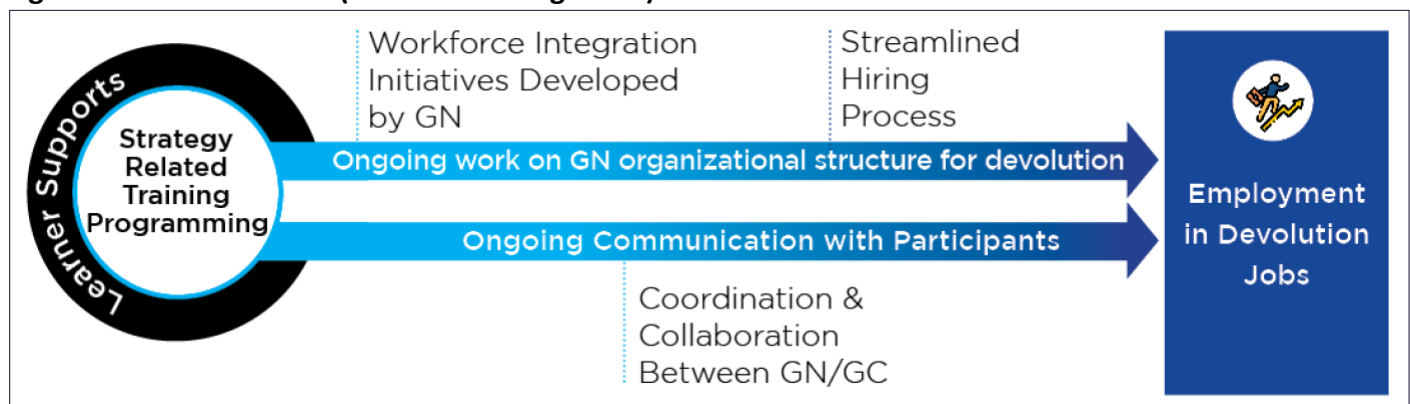
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Thoughtful coordination and  
planning

Section 9.10 (d) of the AIP addresses the need for “recruitment” to be part of the Strategy. This section calls for the Strategy to link and target participants to employment opportunities. The Strategy proposes to achieve this through workforce integration initiatives.

Recruitment may not be limited to Inuit as there will likely be positions requiring specialized skills that do not yet have qualified Inuit candidates available. However, the focus of this Strategy element will be to recruit Inuit that have been successful in Strategy programming into devolution jobs.

Recruitment and workforce integration activities and initiatives will need to be well-coordinated and based on best practices over the course of the five-year Strategy. (See [Figure 8](#) below). As noted in the figure below, ongoing communication with learners will be a key aspect of this element.

**Figure 8 – Recruitment (Workforce Integration)**



## Objectives: Recruitment (Workforce Integration)

The following objectives will inform the Implementation Plan.

- |    |                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Learners will be provided with a clear view of employment opportunities as part of the continuum of training to employment.                               |
| 2. | Inuit who are successful in Strategy-related training programming will be seamlessly integrated into available positions within the devolution workforce. |

## Priorities

### a) Communication

Ongoing communication with participants will be a key focus of this program element to help participants clearly understand the link between the training they are participating in and the devolution job that will be available for them once they complete the program.

### b) Well-Coordinated Hiring Practices

As program participants travel along the continuum from training to employment, public service recruitment processes will be engaged in advance of an actual hire. Both the GC and the GN have processes and policies in place to oversee their staffing function. Parties recognize there may be a need to adapt current systems, policies, and practices to facilitate and streamline the hiring of Inuit who have successfully completed Strategy programming. Over the course of the Strategy's implementation, it will be important that the GC, GN, and NTI work together to address any obstacles associated with integrating learners into devolution jobs.

### c) Workforce Integration Initiatives

This priority will play an important role in helping to ensure that learners are successfully transitioned from Strategy training into devolution jobs. The GC currently has the ability to directly hire learners upon graduation. This recruitment practice can be used to integrate learners who complete Strategy programming prior to the Transfer Date into devolution jobs. The GN will explore best practices in this area and develop suitable initiatives that align with the Strategy's programming and facilitate the hiring of Inuit into the devolution workforce.

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## 6.0 Oversight

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foundation

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A Tripartite Advisory Committee (TAC) will be in place to monitor implementation of the Strategy and provide advice, guidance, and recommendations with respect to its delivery.

Between the approval of the Strategy and the signing of the Devolution Agreement, membership of the TAC will consist of up to three members per Party, which will include, at a minimum, the Chief Negotiator and a technical advisor from each Party. During this time, the TAC will meet at a minimum of every four months.

The composition of the TAC and meeting frequency for the period between the Devolution Agreement and Transfer Date will be determined by the Parties prior to the signing of the Devolution Agreement.

The TAC will carry out the following roles and responsibilities to ensure the Strategy is successfully implemented:

- Recommending the annual budget prepared by the Implementation Service Provider<sup>32</sup>;
- Recommending significant changes to Strategy programming and budgets;
- Providing advice and guidance to the Implementation Service Provider regarding implementation matters;
- Recommending key documents that guide implementation of the Strategy;
- Receiving and reviewing regular reports from the Implementation Service Provider;
- Monitoring the implementation of the Strategy; and
- Other roles and responsibilities as might be assigned by a decision of the Parties.

Decisions of the TAC will be made by consensus.

Technical support to the TAC will be provided by a “Technical Advisors Group”<sup>33</sup> consisting of the technical advisors appointed to the TAC (See [Figure 9](#)).

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<sup>32</sup> Refer to Section 7.1 for further information on the Implementation Service Provider

<sup>33</sup> Refer to Section 7.2 for further information on the Technical Advisors Group

In order to facilitate a smooth transition between the Transitional Strategy and the Post-Devolution Strategy, the TAC will provide a summary report of its activities to the GN and NTI prior to the Transfer Date.

The complete Terms of Reference for the TAC can be found in [Appendix B](#).

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## 7.0 Program Management, Administration, and Delivery

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The Strategy's complex and dynamic context and ambitious timeframe requires an appropriate and efficient approach to program management, administration, and delivery. The Strategy not only aims to develop new and innovative programming but also seeks to draw on existing programs and services offered by a variety of organizations. Given the tripartite nature of this Strategy, it will also be important that implementation efforts are carried out in a neutral manner.

Within the first month of the Strategy's approval, the Technical Advisors Group will initiate the development of a detailed Scope of Work to contract a dedicated and experienced third party "Implementation Service Provider" to undertake day-to-day project management and other coordination services associated with the Strategy's implementation. Once the Scope of Work is recommended by the TAC, the GN will undertake and coordinate the contracting process with the Technical Advisors Group serving on the selection committee.

### 7.1 Scope of Work - Implementation Service Provider

The Implementation Service Provider will report to the TAC. Core functions that will be performed by the Implementation Service Provider to support implementation of the Strategy include:

- Development of implementation planning documents (e.g. Implementation Plan);
- Budget development;
- Monitoring and reporting; and
- Administrative support to the TAC.

To help ensure that Strategy priorities are delivered in an integrated, well-coordinated, and cost-effective manner, the Implementation Service Provider will also be responsible for the direct delivery of a number of specific functions under the Strategy including coordination of:

- On-the-job training outlined in [Section 4.2](#);

- Learner support services outlined in [Section 4.3](#), including participant tracking;
- The Communications Strategy and Outreach Plan outlined in [Section 4.4](#); and
- Program promotion and outreach activities outlined in [Section 4.4](#).

In addition, the Implementation Service Provider will liaise and coordinate with other Strategy delivery partners and organizations as required to ensure a consistent approach to managing the full suite of Strategy initiatives.

## 7.2 Implementation Considerations

While the Implementation Service Provider reports to and takes its direction and guidance from the TAC, the Implementation Service Provider may benefit from the experience and insights of the Technical Advisors Group in order to undertake its work in an effective and efficient manner. Therefore, with the intent of facilitating the Strategy's implementation, this group will provide advice and information as requested by the Implementation Service Provider and/or required by the TAC.

For example, once the Implementation Service Provider is selected and the contract issued by the GN, the Technical Advisors Group will provide a comprehensive orientation to the Implementation Service Provider. This will include the handover of a number of companion documents that have been prepared by the Parties – some of which provide the foundation for this Strategy, while others were developed to help guide and support Strategy implementation.

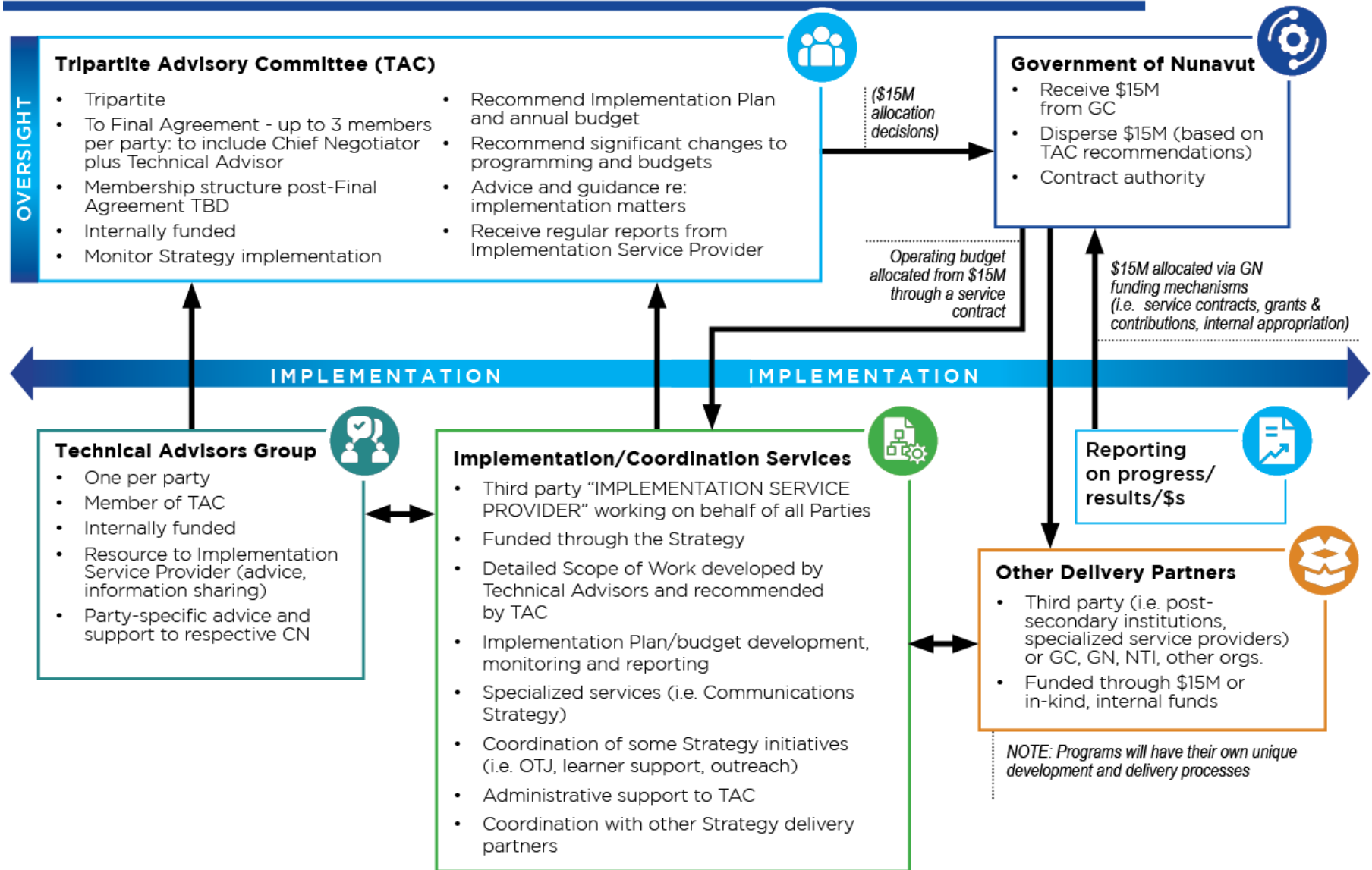
The Implementation Service Provider will then determine how best to plan for and document how commitments made in the Strategy will be fulfilled and how to implement the decisions of the Parties. This will include the development and ongoing refinement of a concrete Implementation Plan and accompanying budget to realize and support the Strategy's Principal Objective and the priorities and objectives set out for each of its program elements over the course of the five-year implementation timeframe. The Implementation Service Provider will submit the initial Implementation Plan to the TAC for review and approval within four months of the contract start date.

The graphic contained in Figure 9 below was developed by the Parties to help illustrate the integrated approach envisioned for Strategy implementation and the linkages that implementation has with the Strategy's oversight function (the TAC).



Figure 9 - Oversight/Program Management, Administration, and Delivery

# STRATEGY OVERSIGHT / IMPLEMENTATION



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## 8.0 Financial Considerations

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Chapter 12 of the AIP sets out the funding commitments from the GC to the GN for implementation of the Strategy. This includes a total of \$15 million between the date of approval of the Strategy and the Transfer Date.

Subject to a funding agreement, the GC will transfer to the GN:

- \$3 million in 2020/21
- \$3 million in 2021/22

Subject to a funding agreement and the signing of a Devolution Agreement, the GC will transfer the remaining \$9 million to the GN as set out in the Devolution Agreement.

[Figure 10](#) was developed by the Parties to illustrate how the \$15 million in GC funding could be allocated for Strategy implementation.

Over the course of the Strategy's five-year implementation, the Implementation Service Provider will develop a detailed annual budget which will be recommended by the TAC. Flexibility in funding allocations will need to be exercised to respond to changing circumstances and/or unanticipated events.

The GN will release Strategy implementation funds to the Implementation Service Provider and other Strategy delivery partners pursuant to the funding decisions made by the TAC. Such disbursements will be made in accordance with the GN's *Financial Administration Act* and associated policies and procedures.

As this Strategy will leverage and utilize existing, complementary programs and will seek to develop new partnerships where practicable and appropriate, some program elements may require only a minimal (or no) funding allocation from the \$15 million. Furthermore, it is recognized that funding allocations for Strategy implementation will vary from year to year. Annual allocations are likely to increase as the five-year timeline gets closer to Transfer Date,

reflecting the planning and administrative needs at the onset of the Strategy and increased expenditures to fund programming in the later years.

The TAC will determine the nature and frequency of the budget reports it receives from the Implementation Service Provider. The Implementation Service Provider and other delivery partners will be subject to the expenditure reporting requirements outlined in their respective funding agreements with the GN.

**Figure 10 – Illustrative Strategy Funding Allocation (\$15M)\***

<b>Strategy Element</b>	<b>Estimated \$</b>	<b>% Allocation</b>
Training and Accredited Learning	\$8,000,000	53%
On-the-Job Training	\$550,000	4%
Student Support	\$1,700,000	11%
Program Promotion (Outreach)	\$1,150,000	8%
Oversight	\$100,000	<1%
Program Management, Administration, and Delivery	\$2,900,000	19%
Evaluation (mid-term and final)	\$150,000	1%
Contingency	\$450,000	3%
<b>Total</b>	<b>\$15,000,000</b>	<b>100%</b>

\*Final allocations to be determined during Strategy implementation

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# 9.0 Monitoring, Reporting, and Evaluation

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Piliriqatigiinniq/Ikajuqtigiinniq  
Working together for a common cause



Tunnngaviqattiarniq  
Reflecting and establishing a solid foundation

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## Monitoring

Ongoing monitoring provides the opportunity for the TAC to routinely review the progress of Strategy implementation and appropriately recommend the re-allocation of resources, if needed. It will also allow for early identification of any issues to be addressed and for recommending any adjustments or changes to Strategy priorities and timelines.

Within four months of the contract start date, the Implementation Service Provider will develop a complete set of key performance indicators (KPIs) for the Strategy, including KPIs for each of the Strategy's detailed program elements. These KPIs will be recommended by the TAC to serve as the basis for the Strategy's annual reporting and evaluation framework.

The Implementation Service Provider will be responsible for the identification, utilization, and maintenance of a comprehensive, electronic system for all aspects of information management associated with the Strategy's implementation, including the participant tracking activities described in [Section 4.3](#) and financial reporting to the TAC described in [Section 8](#). This will help ensure consistency and accuracy in the data/statistics generated and will provide for a streamlined and integrated approach to Strategy monitoring.

## Reporting

The Implementation Service Provider will prepare an annual report on Strategy activities for the TAC. When determining the nature and frequency of other reporting requirements over the Strategy's five-year implementation, the TAC will strive to ensure that the Implementation Service Provider is able to focus on its core responsibilities with respect to program management, administration, and delivery. The Implementation Service Provider may also identify and bring forward information related to the Strategy's implementation on an ad hoc basis or when requested by the TAC.

## Evaluation

Over the course of the Strategy's implementation, two evaluations will be undertaken:

- 1) **Mid-Term Evaluation** – to be completed following completion of Year 3 of the Strategy;  
and
- 2) **Final Evaluation** – to be initiated six months prior to completion of Year 5 of the Strategy.

The process will involve independent evaluations of the Strategy to determine the level of success in achieving the Principal Objective and program element-specific objectives. It will also help determine whether the approved KPIs are effective for measuring progress and identify any areas in the Strategy that may require corrective action to address any shortcomings.

The Technical Advisors Group will develop the Scope of Work for each evaluation for TAC recommendation. The GN will undertake and coordinate the contracting process with the Technical Advisors Group serving on the selection committee and serving as the project advisors to the selected contractor. The Mid-Term Evaluation will be presented to the TAC, while the Final Evaluation will be presented to the Parties, as it will be completed post-Transfer Date.

It should be noted that all information gathered throughout the Strategy's implementation, including its KPIs, tracking system, reporting templates, evaluations, as well as the TAC summary report referred to in [Section 6](#), are intended to assist the GN and NTI when developing and implementing the bilateral Post-Devolution Strategy.

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# Appendix A

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## Functional Analysis Nunavut Devolution

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Following is a high-level description of the devolution-related responsibilities currently carried out by the GC with respect to the management and administration of Nunavut public (Crown) lands, waters, and resources. This is not an exhaustive or definitive list; rather it is illustrative of responsibilities currently performed. Also note that the responsibilities that will be devolved from the GC to the GN may change over the implementation period of the Strategy as a final Devolution Agreement is negotiated.

### 1. Land Management and Administration

- Regulatory/Permitting - issuance of surface land rights (titles, leases, licenses, permits, and reservations by notation) (e.g. under the *Territorial Lands Act*, and *Territorial Land Use Regulations*)
- Regulatory/Permitting - issuance of quarrying permits under the *Territorial Quarrying Regulations*
- Regulatory – participation in Nunavut Impact Review Board impacts screening, impacts assessment review, and monitoring processes
- Regulatory – participation in Nunavut Surface Rights Tribunal dispute resolution processes
- Planning - participation in Nunavut Planning Commission development of land use plan(s), land use plan amendments, and exemptions
- Planning – conservation policies and land withdrawals
- Planning - land resource assessment and inventories
- Environmental Impacts Assessment – participation in environmental assessments, providing technical expertise, and participating in reviews
- Administration - maintenance of registries (lands, land rights, and granular resources)
- Monitoring – cumulative effects monitoring
- Field services - management of lands and granular resources (e.g. rehabilitation of sites)
- Field services – inspections, authorizations, compliance monitoring, field studies, rights holder, and public education
- Stewardship – publish guidelines and codes of practice
- General management of resources
- Regional policy and planning (general)
- Revenue management and securities (e.g. for reclamation of Crown lands)

## **2. Water Management and Administration (Inland/Fresh Waters)**

- Regulatory/Permitting - participation in Nunavut Water Board processes, monitoring, and financial securities management
- Regulatory – inspections, and enforcement of and compliance with legislation, and issued authorizations
- Stewardship – stewardship of waters through existing and new legislation, policy, and standards (e.g. *Nunavut Waters and Nunavut Surface Rights Tribunal Act*) (e.g. co-management of inland/freshwater resources)
- Planning – water and basin planning
- Environmental Impacts Assessment – participation in environmental assessments, providing technical expertise, and participating in reviews
- Planning – conservation policies and water body withdrawals (e.g. rivers)
- Stewardship – publish guidelines and collaborate on codes of practice
- Stewardship – water quality/quantity monitoring and laboratory services
- Research – regional resource planning, planning for management, regional studies, etc.
- Research/monitoring/stewardship – cumulative effects monitoring
- Regional policy and planning
- Revenue management and securities

## **3. Resource Management and Administration - Minerals and Mining**

- Regulatory - mineral tenure (disposition/issuance, management, rights registries, and records) under the *Nunavut Mining Regulations*
- Regulatory - minerals rights recording (Mining Recorders)
- Regulatory - *Territorial Coal Regulations*
- Field services: tenure/rights monitoring and dispute resolution
- Field services: mining inspections
- Mineral royalties management
- Relationship Management – Designated Inuit Organizations, Institutions of Public Governments, industry, and other governments
- Environmental Impacts Assessment – participation in environmental assessments, providing technical expertise, and participating in reviews
- Mine restructuring, insolvencies, closures, and rehabilitation
- Abandoned sites and liabilities – waste and contaminants monitoring and management and inventories management
- GIS – systems to support studies, inventories, policy and planning, impact assessment, and pollution control etc.
- Research/resource assessment – economic analysis of markets and trends and risk assessments

- Research – geological and core analysis (acquire, interpret and disseminate geoscience information and data on Nunavut)
- Research – maintain mineral cores library
- Stewardship - resource assessment (geological assessments, mapping, surveys, advisory services)
- Stewardship – resource promotion through information sharing, seminars, trade fairs, and publicly available data/information
- Stewardship – monitor operating agreements between mines and government
- Stewardship – emergency response
- Stewardship – benefits administration (e.g. local and regional benefit opportunities and plans)
- Stewardship – community advisory support, relations, and benefits management
- Royalties/revenue management and securities
- Regional policy and planning

#### **4. Resource Management and Administration - Oil and Gas (Onshore)**

- Rights administration – lands nominations, bidding processes, licenses, and authorizations
- Revenue management (royalties regime and securities)
- Field services – tenure/rights monitoring, engineering, health and safety monitoring, monitoring field exploration drilling, and production etc.
- Field Services – oversight of environmental practices and plans
- Stewardship – benefits administration (e.g. local and regional benefit opportunities, and plans)
- Stewardship – resource promotion through information sharing, seminars, and trade fairs
- Stewardship – emergency response (e.g. spill response and emergencies)
- Research/resource assessment – economic analysis of markets and trends and risk assessments
- Research – geological and core analysis (geophysical and geological programs) and resource assessments (acquire, interpret, and disseminate geoscience data and knowledge)
- Planning – resource access – infrastructure and transportation (roads and ports)
- Intergovernmental – management of relations with Canada Energy Regulator
- Legislation, policy and planning (energy policy/security, conservation, management, and regulatory development)



## 5. Corporate Services

- Executive Services (e.g. leadership, policy and planning, issues management/resolution, projects, ministerial relations, approvals)
- Relationship management – GC, NTI, Designated Inuit Organizations, Institutions of Public Governments, political accords, and management of participation in federal legislative process (e.g. Canadian Environmental Assessment Agency, Impact Assessment Agency Canada)
- Human Resources (e.g. pay and benefits, labour relations)
- Information Management (e.g. records and file management)
- Contracts administration (e.g. procurement)
- Finance
- Administration (e.g. Access to Information and Protection of Privacy, assets, and facilities)
- Communications (e.g. strategic, media, advertising, outreach, public communications)
- Legal services

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# Appendix B

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## Terms of Reference Tripartite Advisory Committee (TAC)

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### 1.0 Introduction

1.1 These Terms of Reference implement the requirement at 9.10(a) of the *Nunavut Lands and Resources Devolution Agreement in Principle (AIP)* to monitor the implementation of the Transitional Strategy and provide advice, guidance and recommendations with respect to delivery. The TAC is a tripartite committee between Nunavut Tunngavik Inc., the Government of Nunavut, and the Government of Canada.

### 2.0 Definitions

“Party” has the same meaning as set out in the AIP.

“Implementation Service Provider” means the contractor or body responsible for project management and coordination services associated with Transitional Strategy implementation.

“Transfer Date” has the same meaning as set out in the AIP.

“Transitional Strategy” means the Transitional Human Resources Development Transitional Strategy established in Chapter 9 of the AIP.

### 3.0 Purpose

3.1 The purpose of the TAC is to oversee and monitor the implementation of the Transitional Strategy.

### 4.0 Term

4.1 The TAC will be established on the approval of the Transitional Strategy and will cease to exist on Transfer Date.

### 5.0 Membership

5.1 The membership of TAC is comprised of representation from each of the Parties.  
5.2 Between the establishment of the TAC and the signing of the final

Devolution Agreement, each Party will appoint up to three members, which will include, at a minimum, its Chief Negotiator, and one technical advisor who is familiar with the Transitional Strategy and human resources development matters.

5.3 Prior to the signing of the final Devolution Agreement, the Parties will jointly determine the membership structure of the TAC for the period between the signing of the final Devolution Agreement and the Transfer Date.

5.4 The membership structure referred to in section 5.3 will include, at a minimum, the appointment of both a senior official and a technical advisor from each Party.

## **6.0 Support to the TAC**

6.1 Administrative support to the TAC such as agenda preparation, drafting action items and meeting minutes, meeting logistics, and planning will be provided by the Implementation Service Provider.

6.2 Technical support to the TAC will be provided by a “Technical Advisors Group” that will consist of the TAC technical advisors appointed to the TAC.

## **7.0 Roles and Responsibilities**

7.1 The TAC will carry out the following roles and responsibilities:

- a) Recommending the annual budget prepared by the Implementation Service Provider;
- b) Recommending significant changes to Transitional Strategy programming and budgets;
- c) Providing advice and guidance to the Implementation Service Provider regarding implementation matters;
- d) Recommending key documents that guide implementation of the Transitional Strategy;
- e) Receiving and reviewing regular reports from the Implementation Service Provider;
- f) Monitoring the implementation of the Transitional Strategy; and
- g) Other roles and responsibilities as might be assigned by a decision of the Parties.

## **8.0 Recommendations and Decisions**

8.1 Prior to TAC meetings, any documentation necessary to inform TAC recommendations will be circulated to TAC members in reasonable time as to allow TAC members to consult internally with their Parties and seek approvals as required.

8.2 TAC recommendations will be made by consensus.

8.3 TAC recommendations represent decisions of the Parties and are intended to provide the direction necessary to implement the Transitional Strategy.

8.4 TAC recommendations referred to in section 8.3 will be recorded in writing.

## **9.0 Meetings**

- 9.1 Between the establishment of the TAC and the signing of the final Devolution Agreement, meetings of the TAC will occur at a minimum of every four months. Timing of meetings may be aligned with Chief Negotiators' Main Table meetings.
- 9.2 After the signing of the final Devolution Agreement, the TAC will set its own meeting schedule, with a minimum of one meeting annually.
- 9.3 The Parties will, by rotation, host and chair TAC meetings.
- 9.4 Between the establishment of the TAC and the signing of the final Devolution Agreement, the quorum for a meeting will be the three Chief Negotiators. After the signing of the final Devolution Agreement, the quorum for a meeting will be one senior official from each Party.
- 9.5 Meeting administration will be undertaken by the Implementation Service Provider.
- 9.6 If required, the TAC may establish sub-group meetings and ad hoc meetings, which can be supported by the Implementation Service Provider.

## **10.0 Amendment**

- 10.1 These Terms of Reference may be amended on the agreement, in writing, of the Parties.

## **11.0 Report of the TAC**

- 11.1 Prior to the Transfer Date, the TAC will provide a summary report on TAC activities, decisions, and actions since its establishment to the post-Devolution Technical Advisory Committee or its equivalent that may be established by GN and NTI under the Post-Devolution Human Resources Development Strategy.