



FIRST NATIONS AND INUIT LABOR MARKET ADVISORY COMMITTEE

The most promising practices in the field of employment and training

Among First Nations and Inuit



December 2020

A CONTRIBUTION TO THE DEVELOPMENT OF FIRST NATIONS AND INUITS IN QUEBEC
A CONTRIBUTION TO THE DEVELOPMENT OF QUEBEC

Commission
des partenaires
du marché du travail
Québec 

Table of contents

1.	ADVICES AND BEST PRACTICES IN RECRUITMENT	3
1.1	FNHRDCQ practice guide	
2.	PROJECTS HOLDERS IN EMPLOYABILITY	4
2.1	Mikimo Strategy	
2.2	Miro Mitchim Project	
3.	PROJECTS HOLDERS ESSENTIAL SKILLS	4
3.1	Ivirtivik	
4.	BEST PRACTICES IN VOCATIONAL TRAINING AND SKILLS ACQUISITION	5
4.1	In-company training and the use of the PAMT	
4.2	Alternating work study	
4.3	General training adapted to adults (satellite class)	
4.4	Building Together: Socio-professional integration project	
5.	BEST PRACTICES IN PARTNERSHIP	7
5.1	Employability-training-education working committee	
5.2	Ninopro Cree Entrepreneurship	
6.	BEST PRACTICES IN RESEARCH AND CAPACITY BUILDING	9
6.1	Undergraduate Microprogram on Employability and Career Development in Aboriginal Context	
6.2	Indigenous Business Management Program	
7.	RECOMMENDATIONS	14
7.1	Integration of a francization and basic skills component in continuing education	
7.2	Story dedicated to success	
7.3	Inventory and additional promising practices	
Appendix 1	Insights into Employer Attitudes and Behaviors Towards Workforce Diversity - The Case of Indigenous People UL 2019 Research Report	15

CONTEXT

Orientation 3 of the action plan of the Ministerial Strategy for Professional Integration of the First Nations and Inuit 2017-2022 provides for an inventory and continuous promotion of winning practices adapted to regional specificities, in collaboration with local stakeholders. and to document promising practices in terms of integration and job retention of FNI clients or other clientele far from the labor market.

It was identified that the FNILMAC could commission a literature review in order to identify the best practices of organizations working with this clientele.

Following a call to all FNILMAC members, the organizations sent their best practices and that is what we present to you in this document. It goes without saying that a comprehensive inventory cannot be done internally given the committee's limited resources.

1. ADVICES AND BEST PRACTICES IN RECRUITMENT

1.1 The practice guide of the FNHRDCQ is essential if we want to achieve some success.

- Promote your business in the community
- Engage with the local community
- Participate in community projects
- Provide details of your recruitment activities to community organizations and CSEF employment counselors
- Make sure your vacancies are written in inclusive language, the language of the community, and in an accessible format and avoid jargon and bureaucratic language
- Mention that Aboriginal applicants are welcome
- Be flexible about the period to apply and take into account, for example, the cultural week
- Use more flexible and creative selection criteria based on behavioral and personality types rather than ability descriptions
- Mention the possibilities for advancement in the company
- Use Indigenous media to publicize your job openings (newspapers, community radio, websites and social media like Facebook
- Provide an indigenous member on your selection panel
- Develop an interview format specific to Indigenous candidates (e.g., group interview rather than individual interview, less formal attitude, longer interview time, etc.) with particular attention paid to the development of questions (pictorial and practical vs theoretical)
- Be aware of the peculiarities of the community when you require references (e.g.: limited number of employers in remote areas, filial ties of candidates with several members of the community, etc.)

Source: https://5d896bb7-82c3-4f89-8058-aaeb370af17.filesusr.com/ugd/4f7b76_5db477eb6322400a88905bc80dd015e4.pdf

2. PROJECTS HOLDERS IN EMPLOYABILITY

Two promising practices within the Native Friendship Center Movement of Quebec:

2.1 A range of courses set up at the Val-d'Or Native Friendship Center to better meet needs (Mikimo Strategy Reference)

The Val-d'Or Native Friendship Center wanted to innovate in meeting the needs of its members in terms of employment and skills development. With the objective of contributing to social justice, equal opportunities and identity pride, the Center has set up five distinct courses that allow each person to engage in a project to their measure, according to of his path, his interests and his needs. For example, the Wabidijan course aims to enrich or acquire professional skills as part of a companion-apprentice twinning project in a company, while the Madjimakwin course is more concerned with life skills and self-discovery, with a view to developing an action plan. In addition to this personalized support, there is a strategy for establishing collaborations with educational institutions, employability organizations and businesses, aimed in particular at improving their cultural competence.

Source: <https://www.caavd.ca/competence.html>

2.2 The Miro Mitchim project at the Lanaudière Native Friendship Center, combining education and employability

Initiative which has enabled fifteen young women to develop and discover themselves through cooking. In the morning, the participants were in more theoretical training with a teacher and they learned various concepts on budgeting, healthy eating and healthy lifestyles. Then, in the afternoon, they went to practice and saw the culinary basics as the different techniques of cutting and cooking. After 400 hours of practice, the young women received a diploma leading to exercise semi-specialized trade. A total of 14 on 17 graduated. Most of the participants continued their careers at ITQH, in a DEP in cooking or entering the job market in the food industry.

Source: <https://www.laction.com/article/2020/02/23/un-projet-qui-a-transforme-plusieurs-jeunesfemmes?fbclid=IwAR0ooiEF4XKZLBvAN5rL4hRDqj7zORBXTnF8bq90U7BBBz78Ma7oq528zEs>

3. PROJECTS HOLDERS ESSENTIAL SKILLS

3.1 Ivirtivik: Essential skills adapted for an Inuit clientele far from the labor market

The KRG set up the Ivirtivik Project in Verdun in the Montreal region. This project uses, among other things, the essential skills program and an amalgam of other programs lasting more than one year to reach urban Inuit clients who are far from the labor market. A collaboration with the Quebec Regroupement of Organizations for the Development of Employability (RQuODE) has been developed. A similar project has also been set up by the Regroupement des Centres d'amitié Autochtones du Québec (RCAAQ) in Val d'Or as well as by the First Nations Human Resources Development Commission of Quebec (FNHRDCQ) in Montreal.

This project uses, among other things, the program. With regard to the development and updating of skills, initiatives are recent for First Nations and Inuit clients. However, we are convinced that this approach to remote customers is a very interesting and priority avenue for developing the skills of the labor force First Nations and Inuit and that, especially if it were possible to count on a firm desire on the part of Quebec businesses to initiate a process of inclusion of the First Nations and Inuit workforce in the Quebec labor market. This measure should, however, be combined with an on-the-job training component in order to ensure the acquisition of the necessary skills by the First Nations and Inuit workforce in collaboration with interested employers.

Source: <http://ivirtivik.org/en/contacts/>

4. BEST PRACTICES IN VOCATIONAL TRAINING AND SKILLS ACQUISITION

4.1 In-company training and the use of the PAMT (Workplace Learning Program). Workplace training fits more closely with the learning styles of First Nations and Inuit populations which is "learning by doing". One example is the fact that apprenticeship programs that employ this approach with the Inuit workforce, through Emploi-Québec, are currently providing interesting results and would benefit from more support.

These programs are offered for different trades such apprentice miner. These programs are very well designed and are used for people who do not have the necessary prerequisites for integration into vocational and technical training.

Note, however, the fact that it is difficult to involve the private company because of a lack of knowledge of the medium-term benefits that the latter could derive from it. Yet a study by the Canadian Apprenticeship Forum (CAF) shows that every dollar invested in learning provides a return on investment of .38 cents.

The Kativik Regional Government (KRG) has developed apprenticeship notebooks for the Sanajitt Project (construction trades) on the same principle as those of Emploi-Québec program. One of the components of the Tamatumani project in which the KRG is closely associated also promotes the use of PAMT as much as possible. One of the keys to success is the formation of partnerships with employers such as mining.

For the First Nations and Inuit, in-company training remains the preferred route to enable the greatest number of citizens to take part in Quebec's economic activities.

Although this fact is established in First Nations and Inuit communities, all will agree that a strategy of this magnitude requires a firm commitment from private enterprise as well as from the governments in place. The commitment of actors such as regional councils of labor market partners remains essential to the success of such an initiative.

These players have in their hands the power and the legitimacy that can ensure the implementation of the conditions for success in their respective regions, the minimum conditions which may allow the implementation of such an initiative.

4.2 Work-study program

A few work-study programs have been put in place. Among other things, for employees of childcare services in Nunavik. This collegial recognition (AEC) has created 240 jobs for women in Nunavik in the past 10 years.

The work-study training program in the field of carpenter-joiner enables participants from the Kitcisakik community to acquire specific skills related to the construction industry. 20 participants have started training, of which 15 students are still active participants in their training.

Moreover, taking into account that alternating work / study and the learning system in the workplace are popular modes of learning by our citizens, businesses could use it to meet their needs.

4.3 General education adapted to adults (satellite class)

This project is primarily aimed at a clientele of drop-outs who have difficulty completing their secondary studies independently. It ensures tight supervision of the participants to make their experience success based on the principle that with good work habits, punctuality, constant efforts, it was possible to succeed easily enough the school year.

This is how a monitoring agent sees to assist each student in order to provide social and family or personal support in order to solve any problem that could slow down their academic success. Each participant signs an employment contract in which the obligations of each of the parties involved are indicated. Penalties are applied for any participant leaving the program without valid reasons.

General adult education therefore began in September 2012 with a total of 75 students enrolled by combining the different levels of education. Of these number 29 students have completed their training and 7 students have graduated. Of this number, 3 students have started a **DEP**. The reasons which led the 39 students to be withdrawn from the program or to abandon the training are linked to social, family and personal problems. A good percentage of these will be employed this summer.

Here are all the financial partners who have supported the general adult education program in Val d'Or and Amos. The Horizon Center (Val d'Or adult education) through the Commission Scolaire de l'Or et des Bois, the Harricana General Education Center (Amos adult education) through the Harricana School Commission, the Kitcisakik Income Security Department, the Abitibiwinni Income Security Department, the Val d'Or Urban Service Center of the First Nations Human Resources Development Commission (FNHRDCQ), Human Resources and Skills Development Canada (HRSDC) and Human Resources Development Abitibiwinni - Kitcisakik (DRHAK).

These partners are essential to the continuity of the program, both through their financial participation and through their daily support.

4.4 Socio-professional integration project

Building together - Socio-professional integration for Aboriginal of Montreal, First Nations Human Resources Development Commission of Quebec (FNHRDCQ).

This social integration and employment integration project which contributes to the strengthening of existing capacities and constitutes a complementary program & service at the Montreal Urban Service Center. This dynamic support project is designed for people far from the labor market and aims to achieve their autonomy and thus promote their personal and professional development. The project allows the development of local, regional and national partnerships for the implementation of a project involving the community.

The General objectives are:

- Maintain the job integration and support project offered to Aboriginal clients in urban areas to enable them to make significant changes in their lives;
- Help to cope with their personal, family and professional difficulties in an urban environment;
- Foster the conditions that will lead them to continue and succeed in their secondary studies in adult education through preparatory training for studies;
- Increase the pre-employability of the clientele in order to achieve employment parity as quickly as possible;
- Prepare and help urban clients to define a professional project;
- Develop partnerships to build together the development of Aboriginal Skills of Montreal.

Source: <https://www.cdrhpnq-fnhrdcq.ca/services>

5. BEST PRACTICES PARTNERSHIP

5.1 Employability-training-education working committee

Montreal Urban Aboriginal Community Strategy Network

The Montreal Urban Aboriginal Community Strategy Network was born out of a collaborative effort between the various Aboriginal communities and local organizations wishing to work on the development of solutions to fill the gaps in services for Indigenous people living in the greater Montreal area.

The employability - training - education working committee is part of the Network. Working meetings take place on the third Tuesday of each month.

The task of the working committee is to ensure that Aboriginals (First Nations and Métis) of the greater Montreal region have access to programs and services allowing them to reach their full professional and academic potential, and to improve the services offered to them. our customers and to improve the services offered to service providers. The committee disseminates information on the services and programs available in employability, training and education.

Source: <http://reseaumtnetwork.com/fr/accueil/>

5.2 Entrepreneurship / Ninopro Cree

Specialized training of ore processing operators Minopro Cree was launched in 2015 by three metallurgical engineers and a specialist in business development and marketing, Nathaniel Bosum. Following the latter's death in 2018, his brother Curtis Bosum took over.

In addition to relying on the administrative and economic development expertise of their new colleague, the engineers wanted to have a Cree partner in decision-making. "Curtis knows the territory very well, the ways of doing things in communities and all the nuances between them," explains co-chair Alexandre Hébert, who is a supporter of the unity between the Crees and the Jamesian in northern Quebec.

"In Cree society, there are many courses in heavy machinery, carpentry and surface work, but we wanted to offer something different, and provide access to Cree well paid jobs," says Bosum.

That's why training as a mineral processing operator is essential. "Our clients are mining companies, like Newmont and Stornoway, which offer attractive salaries for our employees, both white and Cree," adds Mr. Hébert. That said, we would like to develop the Cree side even more, because there is great potential for mining projects in Cree territory. This is a niche to fill. In the future, the company wants to establish itself in several areas of the country. "Now that we have proven ourselves with the Cree communities, we would like to replicate our model, among others with the Inuit of Nord-du-Quebec and the Innu of the Northwest Territories," says Alexandre Hébert.

Source: <https://www.lapresse.ca/affaires/portfolio/2020-11-23/mines/minopro-cree-alliance-profitable-entre-blancs-et-cris.php>

6. BEST PRACTICES RESEARCH AND CAPACITY BUILDING

.1 PROJECT 1: Undergraduate Microprogram on Employability and Career Development in Aboriginal Context / Apatisiwiin Skills Development 77- Leading by Example

This initiative was developed to equip the Service Frontline team, the Employment Counsellors, in career development, and particularly in employment counselling. Both management and the staff expressed strong desire to increase their skills, and consequently the services, in employment counselling.

After exploring its options, and realizing that no post-secondary institute delivered employment counselling program, that fitted ASD needs (condensed courses, in English), ASD decided to partner with an organization specialized in employment and career development counselling, and who had worked with indigenous communities before, the Canadian Career Development Foundation.

It was clear for ASD, that recognized accreditation was essential for their staff member, as they wanted to be an example for the Nation, reaching to higher education, and investing in the Nation. After contacting various post-secondary institution (CÉGEP and Universities), ASD decided to partner with UQAT, since they demonstrated a great interest in working with other partner CCDF and showed strong wiliness to create a create a credited program, that would remain a University Program, once our ASD cohort completed. This

would also allow ASD to train any new employees, when needed.

The program developed by the CCDF, included 10 courses will be of all the work of an Employment Counsellor.

This new program will start in Fall 2021 and lead to a certificate diploma and will replace Microprogram. It will also lead to a professional membership with the Quebec's Association for Career Development Professionals (QACDP). This program will open to all, from any provinces/territories, many courses will be offered on Campus, and Videoconference.



*will
the

be
by*

A. New Program (2021): Certificat en employabilité et développement de carrière en contexte autochtone :

1. Mythes et réalités en contexte autochtone

2. *Théorie du développement de carrière en contexte autochtone*
3. *Employabilité et éthique en contexte autochtone*
4. *Relation d'aide et processus d'accompagnement en démarche d'emploi et de développement de carrière I*
5. *Stratégies de recherche d'emploi en contexte autochtone*
6. *Principes et techniques d'animation de groupe*
7. *Organisation de l'éducation*
8. *Psychopathologie descriptive*
9. *Introduction au droit du travail et à la littératie financière*

Optional Course (1):

- *Histoire des peuples autochtones en Amérique du Nord ou*
- *Introduction aux langues et cultures autochtones ou*
- *Environnement social autochtone*

The first cohort will have to take 6 courses to obtain their certificate -the four courses from the micro-program are credited.

Graduation Rate

We had a total of 18 students in this first cohort that lasted 4 years, with staff turn-over (dismissal, sick leave, withdrawal), we had 7 staff members who completed and graduated for the program. 2 are in the process of completing (they missed 1 or 2 courses) for personal or medical reasons), and 4 new staff members are currently being trained.

Certification and Professional Association

The seven students from the first cohort are now members of the Quebec's Association for Career Development Professionals (QACDP), that represents the professionals working in Career Development. Six (6) Aspiring Members (new employees registered to the Microprogram) are also registered to the QACDP, they will become professional members once they completed the new Certificat¹.

¹ *Counselling Courses are required to become a Professional Member of the QACDP.*

6.2 PROJECT 2: Indigenous Business Management Program

This partnership with McGill University. Even this program already existed, the University worked closely with the Management Team, and their Development Consultant, to adapt each course to the of the workplace and to the Cree culture.

ASD opened this program was opened to tall Cree Government Departments, so the cohort included staff members from other departments. This was a increase the cohort and allow other departments to from this program.

This program included 11 courses (33 credits), the courses were intensive, and lasted 6 days (Monday-Saturday inclusively, from 9am-5pm), students had courses per year, including pre-class reading, and courses assignments. This very demanding schedule chosen by the team (staff and management).



*though
very
Career
reality*

*Nation
four
way to
benefit*

*3-4
post-
was*

Courses were the following:

- 1. CPRL 221 - Professional Communication and Networking*
- 2. CGMG 210 - Fundamentals of Project Management*
- 3. CORG 225 - Foundation of Organizational Behaviour and Administration*
- 4. CPAG 220 - Fundamentals of Public Finance, Budgeting and Reporting*
- 5. CORG 420 - Human Resources Management: Theory and Practice*
- 6. CENT 305 - Sales and Negotiations*
- 7. CCLW 300 - Public Administration & Law for Indigenous Peoples*
- 8. CORG 440: Organizational Learning and Development*
- 9. CGM2 590: Topics in Management (Social Context of Business)*
- 10. CGMG 305: Managing in Public and Non-Profit Organizations*
- 11. CGM2 590: Topics in Management (Project Analysis)*

Cultural Pertinence

- This partner had worked with indigenous for many years, and most of the teachers assigned to our program have had thought indigenous students.*
- Students will have the Indigenous Graduation Ceremony (Scarf Ceremony), as well as the traditional Convocation Ceremony.*

- Although the program, the students were welcome to the First Nation House, on campus, and on Wednesday, they could eat Soup and Bannock with other Indigenous Students.
- After the first year, the students asked if some of the courses could be delivered in the communities, since students wanted to be closer to the families. The University agreed to give 1-2 courses in Eeyou-Istchee each year.

Graduation Rate

This cohort included 14 students, 10 from ASD Department, and four from other departments. At the time of writing (last course on its way (remotely) -because of COVID-19), we have 8 graduating, and 2 of them are on the Dean's Honour List. Additional students may graduate if they complete successfully this ongoing last course. 2 students have missed courses (maternity leave), and will take online classes this coming year, to graduate in 2021.

Keys to success of these Capacity Building projects, based on our experience

High Management trust & full support, and Coordinators' implication

AS of day, one, not only as she initiated this project, but the Director of ASD has shown her full support in this initiative. Allowing staffs to miss work to attend class, allowing students to do their homework at work when needed (away from busy house life). Investing considerable amount of money, to ensure success of her staff, and allowing them to gain accredited training, that will follow them their entire life.

All Coordinators followed the same training as their staff, in order to understand their reality, their learning and implement changes as needed in their managing. Based on our experience, this is absolutely essential for a solid success and strong application in the workplace.

Students' strong commitment and interest in their program

From the start, the staff members were explicitly asking for more training, and once the program started, they were involved, committed and very motivated.

Competent and open-minded Indigenous Allies Partners

All partners ASD choose to work with were adaptable, competent and rigorous, as we hoped for. They had experience working with Indigenous Students, and most importantly, were open to learn from our group, and exchange ideas in order to make their learnings meaningful and realistic to their practice.

Both institutes were very sensitive to cultural needs of our students, without ever downsizing their academic expectations towards our students.

Structural Change in the organization and title modification

- Division of Services and Programs Sections, with each their own Coordinators.
- Change the title of the Cree Employment Officer to Employment Counsellors (voted by staff members)

- Creation of Senior Employment Counsellors (experienced Employment Counsellors), supporting their team and training them on the field.
- Review of all Job Descriptions
- Creation of a Guidebook (procedure guide), including and guiding to apply all the changes in the Department's Structure, on a daily basis, to all teams concerned.
- Promotion of the employment services to the public (what is employment counselling, how can ASD help you find your path, etc.), review of the appointment structure (adding appointment periods -am-, possibly open door in pm, to reduce stress felt by counsellors, and still allow clients to walking, as they are used to).

Ongoing Support with a Career Development Consultant

ASD hired a Career Development Consultant to support them in these projects: from Needs Assessment Identification to teachers' briefing before, during and after each course, support the students throughout the program: support students, communicate with them, help with motivation, assessments, support with new organizational methods, and application of the learning in the workplace. This person also advised management in the internal changes that could be implemented to ensure that the role of the Employment Counsellors and Program/Financial Officers were optimized, and that the staff and their managers, had all they needed to apply their learnings, and implement the changes in their workplace.

Source: <https://apatisiwin.ca/>

7. RECOMMENDATIONS

We identified two best practices that, even if they are not currently applied for First Nations and Inuit, could be successful.

7.1 Integration of a French language component and basic skills in continuing education

For 5 years, the CSMO Textile has enriched its continuing education offer, responding to the needs expressed in its sector diagnosis of 2016. In 2020, the continuing training offered by the CSMO Textile to employed workers is divided into components, one of which is Francization. and basic skills. This component aims to improve the skills (e.g., reading, writing, arithmetic, communication, etc.) of workers, production employees, management employees and maintenance personnel. 120 hours of each program must be devoted, among other things, to francization courses that will allow employees to occupy short or medium-term positions in the industry.

Source:

file:///C:/Users/realm/Desktop/Meilleures%20pratiques/Documents/Diagnostic_Sectoriel_Textile2020webvolet%205%20francisation%20offre%20120heures.pdf

7.2 A site dedicated to success stories

Many career colleges regulated in Canada have worked to establish relationships with Aboriginal communities. The *National Association of Career Colleges (NACC)* includes on its website examples of success stories from Aboriginal Canadians attending career colleges. This kind of information that promotes success stories can be a source of inspiration for employers and pride for promoters.

<https://nacc.ca/resources/indigenous-canadians/indigenous-canadians-success-stories/>

7.3 Inventory and additional promising practices

Finalize the inventory of best practices for Aboriginal clients in Quebec and document additional promising practices for the integration and job retention of FNI clients or other clientele far from the labor market in Canada, paying particular attention

- The perseverance of young Aboriginals in the measures and services offered by the public employment service (employability measures)
- The integration of indigenous youth into the labor market

Annex 1

Insights into employer attitudes and behaviors towards a diverse workforce - the case of Aboriginal people LU 2019 research report

GOOD PRACTICES

Companies with a high proportion of Aboriginal employees have different practices. These practices are presented in the table below. More details on these are available in the report.

Table 1 - Good practices

	Good practices	<i>Mines</i>	<i>Forest</i>	<i>Fishing</i>	<i>Documentary analysis</i>
Societal factors					
<i>Aboriginal Social Context</i>	<i>Adaptation to social problems (indulgence, tolerance and patience;)</i>	X	X	X	
	<i>Organizational policies and specific sensitization to alcohol and drugs</i>		X	X	
	<i>Initiative to improve Aboriginal health</i>				X
<i>Workplace</i>	<i>Organization of a personalized transport system for indigenous workers</i>		X	X	X
<i>Image of the natural resources sector / corporate image</i>	<i>Sensitization of youth in schools</i>	X	X		
	<i>Creation of Aboriginal workers models</i>	X	X		
	<i>Commitments to social responsibility and diversity of the workforce / participatory management processes with Aboriginal</i>	X			X
	<i>Obtaining a certification (e.g.: FSC) which shows that the company promotes the hiring of Aboriginals.</i>				X
	<i>Emphasis on the positive effects of work on the community / creating a sense of pride in working for the company</i>			X	X
ORGANIZATIONAL FACTORS					

<i>Training and skills development</i>	<i>Collaboration PSC-business-Aboriginal community</i>		X	X	
	<i>Gateway Project, work-study and internship</i>		X		
	<i>Recognition of prior learning / training involving only Aboriginals</i>	X	X		X
	<i>Company companionship</i>	X	X	X	
	<i>Funding of training;</i>		X		
	<i>Training offer</i>	X		X	X
	<i>Training courses tailored to Aboriginal needs (e.g., short, practice-oriented, communities)</i>				X
<i>Selection and recruitment</i>	<i>Preferential hiring policy</i>			X	
	<i>Offer of scholarships / internships to students</i>	X			X
	<i>Partnership and collaboration with indigenous communities / community involvement in the follow-up of candidates</i>		X	X	X
	<i>Posting through the band council / meeting in the communities / using a community employment counselor / working with Aboriginal recruitment agencies</i>	X	X	X	X
	<i>Job fairs or fairs</i>	X			
	<i>Direct approach of potential candidates by indigenous employees / visit to schools and communities</i>			X	X
	<i>Opportunities for advancement / permanent contract</i>			X	
	<i>Personalized follow-up over time for native workers</i>	X	X		X
<i>Reception, integration and retention</i>					
	<ul style="list-style-type: none"> <i>Strategy / Policy reception and proactive integration (personalized meeting, sponsorship, management concerns, working committee, communication mechanism, bonuses for those who remain in office)</i> 	X	X		X
	<ul style="list-style-type: none"> <i>Human and financial resources to implement the strategy / policy for welcoming and integrating indigenous employees</i> 				X
	<ul style="list-style-type: none"> <i>Work-life balance policy (including practice of cultural activities)</i> 	X		X	X
	<ul style="list-style-type: none"> <i>Annual survey about the level of commitment and sense of belonging in a perspective of continuous improvement</i> 	X			
<i>Characteristics of forestry jobs</i>	<ul style="list-style-type: none"> <i>Transitional phase between compensation per hour and production</i> 				X

GROUP FACTORS					
Work climate	• <i>Training related to Aboriginal realities and culture</i>	X	X		X
	• <i>Promoting a sense of belonging to the working group (e.g., social, cultural hall, clustering of Aboriginal employees outside of working hours ...) and the development of the uniqueness of the individual.</i>	X		X	X
Working Group composition	• <i>Set up indigenous work teams</i>		X		
	• <i>Companionship in business</i>	X	X		
	• <i>Using different types of supervision, e.g., external, self-assessment,</i>	X			X
Managing complaints and conflicts	• • <i>Procedure for dealing with conflicts / multicultural committee to deal with issues of the work climate / dispute resolution mechanism developed in collaboration with Aboriginals</i>	X			X

Source: *Perspectives on the attitudes and behavior of employers with regard to the diversity of the workforce - for Aboriginal people*
file:///C:/Users/realm/Desktop/Meilleures%20pratiques/diversit%C3%A9%20main%20d%20Oeuvre_2017-MRA-202936_Beaudoin.pdf



Marjolaine Étienne, from Mashteuiatsh, appointed adviser to the UN Secretary-General

Radio-Canada Published

January 10, 2021

Mashteuiatsh Marjolaine Étienne's Innué was chosen by Antonio Guterres as the representative of Canada's indigenous peoples. She has just been appointed adviser to the UN Secretary-General on the Voluntary Fund for Indigenous Peoples.