REFERENCE GUIDE

FIRST NATIONS EMPLOYMENT INTEGRATION AND RETENTION

2nd edition revised and augmented

Commission de développement
des ressources humaines des
Premières Nations du Québec

First Nations Human
Resources Development
Commission of Quebec

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FOREWORD

In 2019, with the support of various partners, the First Nations Human Resources Development Commission of Quebec (FNHRDCQ) produced and published the first edition of the *First Nations Employment Integration and Retention Reference Guide*.

This Guide met various needs, especially the need for information on attracting and retaining the Indigenous workforce. It also sheds light on First Nations labour market access-related issues.

As a result, the Guide offers lasting solutions to these challenges, such as the Six-Step Integration and Retention Strategy presented in Chapter 5.

Given the unique business realities of each company and organization and Indigenous nations' cultural diversity, it is impossible to offer a universal integration strategy. This strategy therefore needed to be adaptable to various environments.

With the changes to the labour market in recent years, including current demographics such as an aging population, globalization, technological advances, and new generations and their new perceptions of work, it became necessary to review and update this book.

This second edition introduces new best practices such as:
- Promoting Indigenous awareness in the workplace;
- Offering concrete and simple courses of action;
- Fostering culturally safe workplaces;
- Introducing approaches to promote full Indigenous participation in the labour market and personal and professional development.

This guide also proposes creating openness and building bridges between labour market actors. Increasingly active, dynamic, and innovative FNI networks combined with those of non-Indigenous people can make a difference.

The effervescence on the province's side stems from the Ministerial Strategy for Labour Market Integration of First Nations and Inuit People, launched in 2017. With this strategy, the Government of Quebec expressed its desire to be more involved in First Nations and Inuit employability services. The Commission took advantage of the opportunity and multiplied its initiatives and projects for the professional integration of its clientele with various departments and organizations.

We hope reading this Guide will spark your interest in joining those businesses and organizations that proudly employ Indigenous people.

Who Should Read This Guide?

The Guide is for any organization or person who wishes to understand Indigenous employability better. Regardless of your position, you will learn about specific identities and cultures as you read it. Understanding Indigenous people better helps establish better relations with them.

Fundamental Concepts

Equity, diversity, and inclusion concepts covered in this Guide play are important in employment and training issues.

Cultural safety is also a key concept and must consider the importance of identity enhancement. In doing so, it is essential to avoid comparing Indigenous peoples to newcomers and minority groups in Canada. The demographic reality, government rights and responsibilities, and specific status that confers FNIs distinct rights in the Constitution of Canada put Indigenous people in a unique historical, political, social, and legal position. Consequently, notions of multiculturalism and interculturalism have more to do with integrating newcomers and minority groups than with FNI integration and retention. It would be a mistake to stick to practices aimed at an immigrant workforce, for example.

The *Employment Equity Act*[20] states that employers must achieve equality in the workplace so that Aboriginal people, like other target groups, can have the same employment benefits and opportunities as the rest of the Canadian population. It also aims to address the disadvantages experienced in employment by different target groups, including Indigenous peoples, and thus ensure treating persons in the same way, providing special measures and accommodating differences.

The Commission developed these concepts for the update of this Guide.

ABOUT THE COMMISSION

The Assembly of First Nations of Quebec and Labrador (AFNQL) founded the FNHRDCQ in 1996. It now includes 31 Employment and Training Service Centres (ETSCs) located in 27 First Nations communities and four cities: Montréal, Québec, Val-d'Or and Sept-Îles. Along with regional commissions and organizations (ROCs), it reports to the AFNQL (see AFNQL ROCs and Collaborating Organizations in annex). It also collaborates with the First Nations Adult Education School Council (FNAESC) and Institut Tshakapesh.

The Commission promotes, defends, and prioritizes its members' collective interests in all its activities, broadly defined three times a year during deliberative assemblies. In addition, it is responsible for negotiating, implementing, and administering employment and training agreements under AFNQL jurisdiction, including the federal urban agreement under the terms of which the FNHRDCQ is also responsible for all Indigenous clients (i.e., all nations) living in Quebec's urban areas.

Its primary mandate is to implement and support all initiatives needed for the workforce and labour market development to help First Nations achieve prosperity in a culturally adapted setting through meaningful employment.

1

INDIGENOUS CONTEXT

INDIGENOUS CONTEXT

1.1 Quebec First Nations and Inuit (FNI) in Quebec

Indigenous refers to all First Peoples or Indigenous peoples, including Métis, Inuit, and First Nations.[16] It is also a legal term used to define First Peoples and their descendants.[34]

In Quebec, there are ten First Nations and the Inuit. More than half of Indigenous people in Quebec are First Nations, and more than two thirds of them are reported to be Registered Indian or Treaty Indian status under the *Indian Act*.[19]

The Inuit are spread across 14 villages north of the 55th parallel, while the ten First Nations are spread across 43 communities, making it the largest and most diversified Indigenous group.[26]

Terms used to refer to each nation are for reference purposes only. Each nation and community identify itself as it sees fit. However, it should be noted that this is not definitive and that these terms may change. Also, some terms, such as Indian, reserve, savage and Eskimo, should be avoided.[45]

"Indigenous peoples have had numerous inaccurate and discriminatory terms imposed on them by colonizers. It is important for Indigenous peoples to reclaim the accurate terms to describe their identities [...]"[22]

First Nations in Quebec include the Waban-Aki (Abenaki), the Anishinabeg (Algonquin), the Atikamekw Nehirowisiwok, the Eeyou (Cree), the Huron-Wendat, the Innu, the Wolastoqiyik Wahsipekuk (Malecite), the Mi'kmaq, the Mohawk or Kanien'kehà':ka and the Naskapi.

1.2 First Nations and Inuit (FNI) Demographic Data

In 2021, First Nations and Inuit people represented more than 205,015 people or 2.5% of the population of Quebec.[44]

From 2016 to 2021, the Indigenous population grew faster than that of Quebec, with an increase of 14.3%.[44] Despite a slowdown in growth rate, an increase of 2.8% to 4% is expected by 2041. This represents an increase in the Canadian population from 5.4% to 6.8%.[42]

1.3 First Nations and Inuit (FNI) Socioeconomic Realities

Socioeconomic indicators such as living environment, place of residence, average income, and educational attainment affect the overall well-being of people and their active participation in the labour market.

In 2021, over one in six Indigenous people (17.1%) lived in crowded housing, which was considered unsuitable for the number of people who lived there. Although the data revealed that housing conditions among Indigenous people had improved overall, they remained more likely to live in inadequate housing.[43]

As for the place of residence, nearly two thirds of the Indigenous population in Quebec live in the community, and one-third live outside the community, in urban areas.[32]

According to the *Regroupement des centres d'amitié autochtones du Québec (RCAAQ)*, this "phenomenon of Indigenous mobility towards cities has grown constantly for many years in both Quebec and Canada."[39]

Regarding income, the 2021 Census indicates that almost one quarter of urban First Nations would live below the poverty line. The ratio of average income of FNI people relative to the population as a whole has improved since the 2000s.[38]

Regarding education, there was an increase in the graduation rate between 2016 and 2021. Over two thirds of First Nations people now have a Secondary School Diploma (SSD), and nearly 1 in 10 Indigenous have a university degree.[8]

2

PORTRAIT OF THE LABOUR
MARKET

PORTRAIT OF THE LABOUR MARKET

Statistics Canada states the labour shortage affects 44% of Quebec businesses and organizations. The pandemic amplified this already-known phenomenon. The number of vacancies has increased by 60% between 2019 and 2022[18], and, according to the *Institut de la statistique du Québec*, there were approximately 244,000 vacancies in the third quarter of 2022.[33]

Across Canada, this shortage affects certain sectors, including Business, Finance and administration; Health care and social assistance; Transport and equipment operator; Natural and applied sciences; and Sales and services.

In Quebec, Services Québec identifies Health care and social assistance; Transportation and warehousing; Accommodation and food services; and Wholesale and retail trade as sectors with job creation.

Although there is a gap in Canada between the skills and experience of Indigenous candidates and the positions available[17], Quebec First Nations can contribute to the success of businesses and organizations. Thus, the FNHRDCQ and communities work to train and prepare the workforce to reduce this gap and increase the Indigenous workforce in quality jobs.

To adequately match training and employment, it is important to consider the aspirations, interests, skills and expertise, and the proximity to resources of First Nations members, which favour economic development and workforce commitment in the various economic sectors.

In addition to these factors, certain sectors are naturally valued and developed by First Nations because of their realities, such as health, forestry, the bush, information technology, social services and education, transportation, construction, mining, tourism, marine industry and fishing.

In these times of labour shortage, it would be appropriate and wise to consider the First Nations' interests and the sectors with high job creation to properly plan for developing the missing skills increase First Nations candidates' employment prospects.

SECTORS OF INTEREST FOR FN **+** SECTORS WITH STRONG JOB CREATION **=** FIRST NATIONS IN EMPLOYMENT

2.1

First Nation in the Labour Market

Closely linked to identity and culture, our perception of work influences our sense of belonging. For example, a welcoming and caring work environment supports the Indigenous employee's sense of belonging. Adopting a culturally sensitive and safe perspective is one way to acknowledge that it is essential for the FNI workforce to find identity markers in their work environment.

Contrary to the Western conception, the notion of work among many Indigenous nations was not historically associated with hierarchy, income, or social status. Instead, work meant daily efforts for the common good and involved a sense of duty, protection, survival, education, and transmission of knowledge.

Certain studies show that one's perception of the hierarchy, the individual nature of the work, and the creation of community benefits are labour attraction and retention factors.[23]

Thus, viewing the situation from a sociohistorical and sociopolitical perspective helps understand First Nations in the labour market better.

Some statistics:

- People aged 15 to 24 make up more than one quarter of the First Nations population on the labour market.[38]
- In Canada, the employment rate among Indigenous people between June and August 2021 was 57.7% compared to 56.2% in the pre-pandemic period ending in February 2020.[3]
- A significant decrease of 4.9% in the FNI unemployment rate was observed between 2016 and 2021.[40]
- In 2011, according to First Nations and Inuit Labour Market Advisory Council (FNILMAC) data, the employment rate of FNI in Quebec was already almost 4.5% higher than that of FNI in Canada.[12]
- In August 2021, the employment rate of the First Nations in Quebec was estimated at 53.6%.[40]
- Among Canada's Indigenous population aged 15 and over in 2019, 58.1% were employed, 10% were unemployed, and 35.4% were not in the labour market.[25]

Types of job:

The Ministerial Strategy for Labour Market Integration of First Nations and Inuit People[38] mentions the following particularities:

- FNI people tend to hold positions requiring lower qualifications, such as technical, intermediate or entry-level jobs.
- Indigenous people are reportedly overrepresented in certain economic sectors such as public administration, health care and social assistance services, and construction.

Most of the positions held by FNIs are in the above sectors because these jobs that are found in all communities and are essential or necessary to maintain services in the community.

Moreover, some sectors have relatively fewer Indigenous than non-Indigenous people, such as professional, scientific, and technical services.[38]

Production, processing, construction, operation, protection, and tourism are also sectors of activity sought by FNIs. Indigenous entrepreneurship is also particularly vibrant and lively. The FNQLEDC's Indigenous Business Directory[27] includes more than 1,000 Indigenous businesses, in and out of the community.

An electrician graduated and started his career in 2002. "Shortly after, he founded several companies by teaming up with other entrepreneurs. In 2017, he started his own business after accumulating the experience and knowledge necessary to stand on his own two feet."[31]

2.2 Workforce Challenges for FNI in Quebec

Many issues affect the First Nations workforce. They are divided into three categories: individual integrity and identity, accessibility of resources and support tools for labour market participation, and collective and societal challenges.

INDIVIDUAL INTEGRITY AND IDENTITY

- Discrimination, prejudice, microagressions and racism in the workplace.
- Uprooting and loss of cultural references in an urban environment.
- Self-esteem and individual, cultural and linguistic barriers.

COLLECTIVE AND SOCIETAL

- Disparities in communications related to employability (bureaucratic term (SIN), recruitment, integration, retention, etc.)
- The complexity and rigidity of the structures and systems in place.
- Political and Indian Act-related issues, especially regarding provincial and federal taxation.
- The threat posed by the introduction of Bill 96: language is an issue for the educational and professional success of more First Nations people[2].

ACCESSIBILITY: RESOURCES AND TOOLS

- Equity in access to employement compared to the rest of Quebec.
- Access to education in remote areas.
- Access to funding and human resources in employability and training.
- Employers' lack of knowledge of First Nations cultures, employement programs and services.
- The complex recruitment process.
- Access to basic services related to FNI employability and work family /work-study balance (housing, transportation, daycare, health care)
- Geographic distance between some Indigenous communities, cities and urban centers.

2.3 Employment and Training Service Centres

The 31 Employment and Training Service Centres of the FNHRDCQ support and guide people in a personalized job search and training process. The services are divided into 19 interventions in three categories, commonly called employability and training measures:

- Support and counselling
- Training and Development
- Employability

The FNHRDCQ promotes, defends, and prioritizes the collective interests of its member communities and First Nations workforce, and provides support services to employers. In addition, it creates bridges between the labour market and the communities, notably with the help of its 15 Workforce Development Liaison Officers (WDLOs). This collaboration between the FNHRDCQ, ETSCs and Services Québec has existed since 2021 (see the WDLO Directory).

The mission of the WDLOs is to support the community they represent and evaluate with them the possibilities of collaboration for the development of skills and training of the workforce and employment and partnership opportunities with organizations in the territory. They participate in implementing the Ministerial Strategy, one of the orientations of which is the concerted action of labour market partners to address the challenges and needs of the community in close collaboration with the Regional Office of Services Québec.

3

INDIGENOUS WORKFORCE

INDIGENOUS WORKFORCE

The Indigenous workforce environment is diversified and different from the non-Indigenous environment. These cultural, educational, political, societal, spiritual, historical, or social specificities must be recognized and valued. The tremendous and harmful effects of sedentarization and government-imposed measures and structures on their participation in the labour market must also be recognized.

The more a business acknowledges diversity and cultural richness, the more it can adapt its practices to create a culturally safe environment for the Indigenous workforce.

Understanding First Nations' cultural realities and recognizing the benefits of this workforce's diversity and employment challenges are good steps in the right direction.

3.1   First Nations Cultural Realities

Indigenous peoples are the experts of their realities and histories.[45]

Quebec is home to several nations, each with its history, traditions, and practices, particularly in terms of spirituality, land use, language, or cultural references, such as education or gastronomy.

Moreover, each community has its history, outlook, and ways of doing on a societal, political, and linguistic level. Therefore, before approaching a community, it is wise to remember there are multiple cultural realities, not just one.

3.1.1 Recognition of cultural specificities

Recognition is a part of awareness building. Acknowledging cultural differences in the workplace may provide a different perspective and approach and help adapt certain practices.

However, being well informed and equipped to fully understand and recognize these differences is essential. There are various Indigenous awareness workshops and training available. The book Aboriginal Peoples: Fact and Fiction[36] is a great tool to revisit history and address persistent myths and prejudices.

Tourism, history, art, and politics are possible awareness-raising channels.

- Museums in the communities
- Reports from certain bodies (TRC, Viens, Missing and Murdered Women) with recommendations that can help guide the organizations
- Any artistic work, such as Indigenous literature and film
- Some organizations offer video clips, toolkits
- Some institutions offer continuing education by and for Indigenous people
- Pow-wows, cultural events, and Indigenous tourism

Events such as dinners and meetings between nations and organizations are opportunities to know each other.

For activity, reading or training ideas, see the attached [Activity and Training Directory](#).

It is also possible to contact a Workforce Development Liaison Officer (see the [WDLO Directory](#)), a representative or an Employment and Training Service Centre (ETSC) to learn more. Such training can lead to tailored practices specific to the realities of the Indigenous workforce.

3.1.2 Cognitive or Unconscious Bias in the Workplace and Misinterpretation

Racism, discrimination and microaggressions exist and persist in the workplace for many Indigenous people, despite the lack of data on this issue. Focusing on equity, diversity, and inclusion (EDI) principles and concrete actions can help reduce or eliminate discrimination and microaggressions. In addition, noticing one's cognitive biases can help improve the work environment.

Cognitive or unconscious biases are shortcuts the brain takes that distort our judgment and can lead to harmful behaviour in decision-making. This lack of objectivity and impartiality can affect the judgment when assessing something or someone's quality or relevance in a teamwork context, various exchanges or any process or outcome that requires quickly analyzing a workplace situation.

Unconscious biases can hinder access to professional opportunities, have detrimental consequences for individuals and penalize the institution.[29]

Biases are sometimes systematic and are as many biases as there are individuals in an organization. Here are some examples:

Types of Cognitive Biases	Description	FNI Example
Choice supportive bias	Tendency to retrospectively overestimate the positives or negative aspects of an option after having chosen it.[4]	Justifying not hiring an Indigenous workforce due to past bad experiences with an FNI member.
Confirmation bias	Tendency, often unconscious, to be overly supportive of information that confirms a hypothesis to the detriment of information that contradicts it.[5]	Associating a problem such as absenteeism with an Indigenous employee because of their origins or Autochthony.
Outgroup homogeneity bias	Underestimate the differences among members of a group to which one does not belong and considering that they are characterized by stereotypes.[46]	Assuming Indigenous people are all the same and have the same issues.
Fundamental Attribution Error	Explain the actions of a person through their personal characteristics while underestimating the influence of the situation.[30]	Ignoring the impact of residential schools and intergenerational trauma and instead believing an Indigenous employee lacks skills, motivation, or self-discipline.

Table 1: Types of Cognitive Biases

3.1.3 Increasing Awareness of First Nations Culture Among Senior Management and Employees

Cultural awareness is a key element of First Nation integration and retention. It is strongly recommended that senior management engage in an awareness process to learn more about this issue. Attending a workshop is essential. The same is recommended for supervisors and employees of a company when a First Nation employee is hired to reduce the possibility of racism, discrimination, and microaggressions. The following topics could be covered:

- Sociohistorical and political realities;
- Cultural diversity of First Nations;
- Living environments;
- Political structures and functioning;
- Economic realities and development;
- Social and cultural realities;
- Social interactions;
- The challenge of communication;
- Pride, trust, and principles of self-determination.

On the Right Track

Training, being informed, being humble, challenging oneself, being aware of the different realities, considering various scenarios, and co-construction are all ways to avoid these biases.

Therefore, it is essential to:

- Be open to diversity;
- Consider societal issues that affect professional activities in some way;
- Be sensitive to diversity: ways of thinking, cultures, values, etc.;
- Promote the implementation of concrete and systemic levers for inclusion;
- Ensure equity and representativeness measures in the recruitment and human resource management processes;
- And above all, consider these approaches in all decision-making.

These actions demonstrate a willingness to put forward EDI principles.

Finally, here are a few things to keep in mind to understand Indigenous cultures and employees:

- Mutual aid, solidarity and loyalty are important values;
- Discretion is a sign of respect, not a lack of interest or motivation;
- Indigenous people tend to be more modest and introverted; it is not a lack of ambition;
- Laughing is not a lack of seriousness; it shows a great sense of humour;
- A lack of punctuality is not a lack of respect; it may be a different way of perceiving time;
- Family values come first;
- The role of elders in the community is important;
- Communities face socioeconomic and psychosocial challenges as a direct result of colonization and its intergenerational impacts;
- Holistic learning based on lifelong observation and practice is a cornerstone of traditional education and learning style;
- A cultural week or a week for traditional activities is not trivial but rather an expression of the importance of culture and connection to the land;
- Pride is identity-based and cultural, not materialistic or capitalist;
- The relation to time is different in general;
- The collective benefit comes before individualism;
- A bond of trust, once established, is difficult to break;
- Indigenous people prefer avoidance to confrontation;
- Many community members still feel the intergenerational trauma of residential schools and the impacts of colonization;
- Cultural transmission is a top priority, and traditional values are still alive.

3.1.4 Meeting Protocols

An employer and a First Nation community looking to establish a partnership must first meet and implement concrete supervisory mechanisms. These steps allow for defining the parameters of the relationship, specifying the intentions and mutual expectations and setting the terms of collaboration and communication. It also shows respect.

This includes:

- Establishing a relationship of trust, but mostly of equals;
- Avoid reverting to colonialism.

Meeting protocols may vary between communities and nations. As such, it is important to know how to proceed and whom to contact, including elders and elected officials, whom to invite and the best moment to reach the community, etc. The local ETSC can support organizations and businesses that want more information. (See the ETSC Directory)

Before contacting a community, it is helpful to know that:

- Any partnership must consider Indigenous rights to foster a shared vision.
- *Aboriginal rights refer to practices, traditions and customs that distinguish the unique culture of each First Nation and were practiced prior to European contact. [...] Aboriginal rights are protected under section 35 of the Constitution Act, 1982.*[15]
- Each nation is unique and autonomous and has its history;
- Each community has its way of thinking and doing;
- The community is the guardian of its traditional territories;
- Indigenous people are very resilient and have demonstrated over the centuries, and still do, a great capacity to adapt;
- Self-identifying as "Indigenous" may not be appropriate in a business context;
- Respect for elders is paramount;
- "Beyond the differences, Quebecers and Indigenous people share many common interests and aspirations"[36];
- An Indigenous person may not know everything about Indigenous people;
- Indigenous communities provide many services to their members and have vibrant, agile, and relevant organizations and structures to address future challenges.

Different **types of agreements** exist to establish such partnerships, including Impact and Benefit Agreements (IBA), treaties, agreements, contracts, internal policies, Order in Council, or any other indication of a willingness to collaborate.

Experience has shown, though, that even treaties, alliances and collaborations between Indigenous and non-Indigenous people have not prevented colonial ideology from erasing these reciprocal relationships from the collective memory.

Therefore, a company engaging with a community must fully respect the agreement, not only to meet some administrative requirements.

IMPACT AND BENEFIT AGREEMENTS (IBA) Impact and Benefit Agreements (IBAs) promote goodwill and co-development that can contribute to Indigenous communities' social and economic development. IBAs are specifically reserved for projects that may have impacts on natural resources. The Centre of Expertise on Impact and Benefit Agreements (CEIBA) offers tools, resources, and services to accompany First Nations in the negotiation process of this type of agreement.

3.2 Advantages of Workforce Diversity for Your Company

Aging populations, declining demographics, a new vision of work, and the digital transition are among the factors that will contribute to labour shortages in the next decade. Integrating individuals from diverse backgrounds is the basis of best practices demonstrating a new and adapted posture.

Several studies have shown that a diverse workforce and inclusive company culture improve:

- Innovative practices, services and products;
- Agility and empowerment;
- Response to labour shortages;
- Diversity of customers and business opportunities;
- Company flexibility;
- Productivity;
- Employee engagement;
- Talent attraction and recruitment ripple effect;
- Linguistic diversity.

An organization working to value diversity is likely to improve the motivation of its employees as well as its potential for creativity and innovation.[21]

According to a 2018 Allegis Group white paper, "Corporate diversity and inclusion efforts are evolving beyond a simple 'doing the right thing' approach to a business-focused strategy to attract diverse talent, improve retention and maximize the value and contribution of every employee."[1]

Diversity and inclusion are no longer about compliance, quotas, or checkboxes. Instead, it is about:

- Removing barriers between employers and vital sources of scarce talent;
- Bringing to bear the full power of diverse, personal knowledge, experiences and perspectives to understand customers, create value and support innovation;
- Being prepared for a future where demographic shifts will fundamentally change workforce dynamics.

Specifically, FNI members are likely to bring a different perspective on:

- The importance of teamwork and peer learning;
- The importance of taking time;
- The importance of the family;
- The value of the path taken rather than the destination;
- The connection with nature, with the environment;
- Consensus (its value, scope and power);
- Humour and laughter;
- Silence, observation and humility;
- Loyalty, mutual aid and the strength of communities;
- The richness of complementarity;
- The diversity of doing and thinking;
- The importance of sincere and authentic relationships, trust, sharing, reciprocity and caring.

3.2.1 In-demand Skills

To ensure sustainable and inclusive development, the Commission des partenaires du marché du travail (Labour Market Partners Commission) (CPMT)[14] has identified ten "skills of the future," including:

- Ethics
- Adaptability
- Communication and collaboration skills
- Problem-solving
- Environment
- Essential numeracy and literacy skills

Soft skills are acquired through life, through personal and professional experiences and interpersonal relationships. They include attitudes, problem-solving skills, know-how and interpersonal skills.

Among the most sought-after soft skills in the workplace are:

- Communication, writing, and listening skills;
- Problem-solving skills, including assessing, thinking process, and ability to consider different options;
- Organizational skills, including planning, time management, record management and task prioritization;
- Emotional and social interaction management skills: crisis management, stress reduction, and cognitive and behavioural techniques for conflict resolution.

Acknowledging the soft and diverse skills of First Nations means recognizing an Indigenous employee's contribution to the organization or business.

3.2.2 Commitment to Reconciliation

Progress made towards renewing the relationship between the federal government and Indigenous peoples is directly linked to the reconciliation process and supports our country's social and political environment. The process also fosters openness and understanding of First Nations issues and engages a growing number of Canadian businesses interested in working with Indigenous peoples.

Pairing this with the upsurge of international support for Corporate Social Responsibility and Sustainability leads to successful partnerships with Indigenous people.

The path to these successful partnerships is evolving, and programs have been elaborated to support the establishment of prosperous relationships between Indigenous and non-Indigenous businesses, communities, and peoples.

The Progressive Aboriginal Relation7 (PAR) certification program can be considered as working towards attaining good business partnerships, better places to work and a commitment to prosperity in Indigenous communities. Corporate performance in Indigenous relations offers four levels of certification. A jury of Indigenous business people determines the final company level.

For more information, please consult the Canadian Council for Aboriginal Business website: https://www.ccab.com/programs/progressive-aboriginal-relations-par/

Certified companies: https://www.ccab.com/programs/par-companies/

3.2.3 Advantages and Benefits

Different programs and services are available to businesses looking to hire First Nation and Inuit employees. An employer can also turn to various employability organizations, Indigenous or not.

FNHRDCQ employability measures:

Job creation initiatives and support to employers:

- Job postings;
- Help with the recruitment process;
- Resume bank;
- Job retention support;
- Accompaniment during visits;
- Support setting up partnerships for job creation, salary subsidies, and employment retention measures.

Support for job seekers, workers, and students:

- Student support: acquiring work experience relevant to their field of study through a summer job;
- Business start-up and referral.

Services Québec programs and measures

Services Québec supports businesses and employees or future employees to meet the labour market needs by promoting the training-employment match. Various financial assistance programs are available to develop the qualifications and skills of the current and future workforce. Financial assistance can help cover the following categories of costs:

- Participant wage subsidy;
- Travel and accommodation fees;
- Adaptation of human resources management tools and practices or refresher training.

Service Canada programs and measures

Funding programs are also available through the federal government. These programs help support companies that promote training and hiring Indigenous people.

To find out more about the many programs and services available, consult the annex Government Programs and Services.

3.3 First Nations Employment Challenges

Employment challenges include many barriers and obstacles for First Nations and Inuit. The challenges faced by this workforce are primarily the legacy of colonialism, discrimination, and systemic racism. Recognizing these barriers and obstacles to employment is a step in the right direction.

In addressing these barriers, it is essential to deepen one's understanding of the FNI historical, cultural, economic and social context, as it helps to open the mind and raise awareness among employers.

Observing one's cognitive and unconscious biases and recognizing the benefits of workplace cultural diversity are ways to individually and collectively address these barriers and create a caring environment.

3.3.1 Main Types of Barriers

There are different types of barriers to employment, including two main ones:

Systemic barriers are, for Indigenous people, the obstacles that apply to the "social group" that they represent and that interfere with their equality and participation in the labour market. They relate to structures and institutions with policies, practices, and procedures that may cause prejudice and affect access to resources and services.

Individual barriers are numerous and have a direct effect on both labour market participation and personal fulfillment. They may be cultural, educational, or related to skills, place of residence, health status, family and environmental situations, etc.

Eligibility criteria and employment requirements, work environments, human resource management, or misinterpreting behaviours or attitudes can lead to unduly excluded individuals from participating in the labour market.

Cultural and Language Barriers

The Indigenous workforce has identified racism and discrimination as barrier to off-reserve employment. Any Indigenous workforce integration strategy must include measures to prevent racism and discrimination in the workplace, including concrete actions in terms of recruitment and the work environment to promote retention and workplace wellness.

First Nations also perceive language as impacting on employment opportunities in and outside their community. Indeed, in a study conducted between 2019 and 2020 by the FNQLHSSC entitled "Success Factors and Obstacles to Employment,"[28] 29% of people with French or English as a second language felt that it affected their employability outside the community. In addition, one out of four First Nations people speaks English only, three out of four speak French and one out of two First Nation people speak English.

Because of colonization, some Indigenous communities in Quebec were forced to learn English and are, therefore, still predominantly English-speaking today. As a result, the language barrier is present for these people when they look for a job in Quebec.

Another cultural and language-related barrier worth mentioning is the misinterpretation of certain cultural traits. Humility, for example, is a virtue valued in many Indigenous cultures. However, a manager could confuse it with a lack of ambition. As a result, this common Indigenous personality trait may affect their recruitment and career advancement within the company.

Workshops on cultural safety and Indigenous awareness in the workplace can help address these barriers to employment.

Skills-Related Barriers

Education and skills are important success factors in the labour market and, in many cases, major barriers to employment for the Indigenous workforce. However, due to a lack of fair access and a historical lack of investment in education that has impacted First Nations' education and skills development, an important segment of the Indigenous workforce does not have the necessary skills required by industry.

The gap between employment requirements in terms of formal and recognized qualifications and the level of graduation or education among First Nations is worth considering. The most important obstacle to obtaining a job would be the lack of training, and the absence of a diploma would be the most significant barrier to employment for about one in four people. Community interviews during co-hosted events, soft skills recognition, and a work-based training or skill recognition offering may help address these barriers.

Access to Labour Market Information Related Barriers

Many Indigenous people named the lack of labour market information as one of the reasons they are unemployed. Lacking job-search skills, including where to look for work, how to draft an interview or cover letter, and what kind of job they might be interested in, is a barrier to employment.[28]

Job fairs, corporate social involvement in a community, and participation in local events can provide opportunities to meet future employees and employers in various informal settings.

Geographical, Condition and Access-Related Barriers

Transportation and travel capacity are often limited for many Indigenous people, not only in remote areas. Many reasons may explain this situation, including the fact that some Indigenous people do not have a driver's licence or vehicle and that public transportation services are often limited in the regions. Sometimes, one may have to move to another city to access more jobs, resulting in uprooting and distancing from family and community, often the individual's social safety net.

Access to essential services can also be a barrier to employment. For example, some communities still do not have the necessary water and electricity facilities or communication infrastructure such as the Internet. The same is true for access to childcare services and housing shortage and conditions, which are particularly acute in the communities and throughout Quebec, and directly impact on participation in the labour market and job retention.

It is, therefore, necessary to identify the infrastructure gaps that are the main barriers to economic development in and around Northern Indigenous communities and recommend strategies to address them.[11]

4

CULTURAL SAFETY

CULTURAL SAFETY

The concept of cultural safety, increasingly present in Quebec, aims to acknowledge the inequalities experienced by Indigenous people. "It is an essential step in counteracting the cultural assimilation of First Peoples [...] to promote their accessibility, perseverance and success."[8]

Cultural safety is therefore based on caring practices and respect for cultural differences and identities, and trust building.

STEPS TOWARDS CULTURAL SAFETY

CULTURAL UNAWARENESS	CULTURAL AWARENESS AND SENSITIVITY	CULTURAL PROFICIENCY	CULTURAL SECURITY
Intentional or unintentional practices (individual, organizational or systemic) that diminish, degrade or devalue First Nations' cultural identity and well-being.	Practices that reflect the First Nations cultural dimension in the employment process, from recruitment to job retention.	Knowledge, know-how and skills demonstrating the ability to relate to First Nations.	Intentional practices (individual, organizational or systemic) that promote equity with First Nations and in which the concept of identity is no longer an issue, neither relational nor organizational, but rather a strength on which employability practices are based.
It is done out of conformity to norms, expectations, and practices without regard to personal or collective Indigenous realities.		Attentiveness to First Nations peoples' realities and needs to reinforce their autonomy in various contexts.	First Nations peoples go through an employment process, from recruitment to job retention, they find culturally safe and conducive to personal and professional development.

Table 2 Model from CAPRES (2018), inspired and adapted from *Centre d'amitié autochtone de Val-d'Or*, Lévesque (2017) and MSSS (2021)

Little information is available on workplace cultural safety. In professional relationships, i.e., employer-employee, colleague-colleague, cultural safety is based on dialogue and practices that foster equality in relationships and partnerships, in the work environment, within the organization and with the employee. A culturally relevant approach, therefore, considers the Indigenous workforce's specificities and needs.[41]

Studies indicate that Indigenous employees' self-confidence, sense of belonging, performance and well-being at work significantly increase in companies with cultural safety measures.[41] Cultural safety, therefore, supports the integration and, consequently, the retention of Indigenous employees.

Several tools and resources may support cultural safety in the workplace, and this Guide is an example.

The holistic approach considers the person as a whole, i.e., the cultural, social, physical, emotional, spiritual and mental dimensions.

It engages all individual dimensions and emphasizes observational and practical learning as part of a continuum where the individual grows individually and collectively.

The principles of andragogy, the science of adult education, favour learning through real-life experience and situations to develop autonomy and co-construction, which may also be a way to cultural safety.

Finally, the workplace must also make room for Indigenous cultures and knowledge to be culturally safe.[41] It is also important to recognize FNI's cultural value and contributions. Here are a few examples, taken from the *Bulletin d'information des meilleures pratiques de recrutement, d'intégration et de rétention de la main-d'œuvre autochtone dans les secteurs des ressources naturelles*[10] (Best Practices Newsletter on Recruitment, Integration and Retention of Indigenous Peoples in the Natural Resource Sectors).

- Organizing cultural activities;
- Establishing a cultural centre;
- Indigenous art and decorations
- Traditional food storage and preparation;
- Assessing cultural safety measures;
- Second Language Learning Support;
- Promoting Indigenous languages;
- Concrete actions for the respect of the territory.

5

INTEGRATION STRATEGY

INTEGRATION STRATEGY

An effective Indigenous workforce integration strategy must be culturally safe and based on two key factors:

- Commitment from senior management
- Spirit of collaboration and communication

These factors reflect the employer's strong desire to take a step in the direction of First Nations to develop and maintain sustainable, productive, and mutually beneficial relationships with them.

Implementing such a strategy significantly impacts employee retention, commitment and engagement, adherence to the company's mission and, ultimately, the development of a sense of belonging. There are as many integration models as there are companies. Below are six steps that proved successful in the workplace and that any organization or business can adapt to its reality.

Each step provides tips and best practices to guide the employer in adopting the proposed model, entirely or in part.

5.1 Senior Management Commitment

Openness to a diverse workforce requires that senior management be fully committed to hiring and integrating Indigenous people. The company's strategic planning, hiring or EDI policy can confirm this commitment.

Having a clear position and a firm commitment strongly contributes to the success of such an approach, and the related benefits are:

- Facilitate decision-making on the investment required to develop and implement the integration strategy;
- Ensure a vertical commitment in the organization;
- Promote the project's sustainability;
- Create an environment conducive to change.

Tips and best practices

- Include elements from the recommendations of the Commissions, including the Truth and Reconciliation Commission, in its organizational statements (mission, vision, values, orientations, objectives, philosophy, etc.);
- Adopt an internal policy encouraging the hiring of Indigenous people and the implementation of adapted structures;
- Engage in training and awareness process on Indigenous realities intended for the management as well as for all employees to promote cultural safety within the company or organization;
- Plan discussions with the communities by first contacting the ETSCs, and according to the preferred protocols, start the collaboration process;

- Participate in the social and economic development of the communities by getting involved financially: financial contributions, sponsorship, scholarships, sports events, celebration, infrastructure, renovation of a gym, etc.;
- Plan community visits according to existing protocols;
- Be inspired by the success stories of other companies.

5.2 A Spirit of Collaboration and Communication

By embarking on your integration project with a focus on communication, collaboration and partnership with communities, you will:

- Gain a better understanding of both the Indigenous workforce and your potential employees;
- Improve how your strategy is integrated using communication channels currently in place in the company and target communities;
- Benefit from the field experience of the dynamic ETSC network;
- Establish a relationship of trust and respect;
- Open the doors to co-development and innovation.

Tips and best practices

- Visit ETSCs or the FNHRDCQ and collect relevant information;
- Meet with local authorities of the community and invite them to take part in the project from the onset;
- Consult authorities or members on relevant issues;
- Evaluate the needs beforehand through discussions, consultations and joint activities.

Six-Step Integration Strategy

RECRUITMENT
1

PREPARING FOR ORIENTATION
2

ORIENTATION
3

INTEGRATION
4

FOLLOW-UP
5

RETENTION
6

THE STRATEGY AT A GLANCE

STEP 1—RECRUITMENT

Recruitment is the first step in the integration model, where the company sets the tone for its approach. More than establishing the candidate's profile, the company presents its values, orientations, and organizational aspirations.

Consequently, the recruitment process and the means used to attract Indigenous candidates should be culturally adapted and demonstrate sensitivity, openness, and availability.

At this stage, support from Indigenous employability organizations is available.

Tips and best practices

- Promote your company in the community;
- Collaborate with the community and liaison officers;
- Visit schools and businesses;
- Promote skills training in the company upon hiring;
- Engage with the local community;
- Participate in community projects;
- Provide details about your recruitment activities to community organizations and ETSC employment counsellors;
- Make sure job postings are written using inclusive language, in the language of the community, and an accessible format, avoiding jargon and bureaucratic language;
- Mention Indigenous candidates are encouraged to apply;
- Be flexible about the application period; take the cultural week into account, for example;
- Use more flexible and creative selection criteria based on behaviour and personality types rather than skill descriptions;
- Mention career development opportunities within the company;
- Use Indigenous media for advertising your job openings (newspaper, community radio, websites and social media like Facebook);
- Have an Indigenous member on your selection board;
- Develop a specific interview format for Indigenous candidates (e.g., group over an individual interview, less formal attitude, longer interview time, etc.), paying particular attention to how questions are worded (visual and practical rather than theoretical);
- Be sensitive to the circumstances specific to the community when asking for references (e.g., a limited number of employers in remote locations, and candidates' family ties to community members).

STEP 2—PREPARING FOR ORIENTATION

Preparing for new First Nations employee orientation is important, as it helps avoid the need for improvisation and forgetting important elements. Preparing orientation consists of organizing the new employee's work environment and helps build the future employee's confidence from the first communication.

This step also helps build trust between the employer and the employee after hiring. In addition, the care given to preparing for the new employees' arrival tells them they have an important place in the company.

Tips and best practices

- Raise First Nations awareness among senior management and employees;
- Prepare and plan for the integration of new FN employees so that they know that they are expected;
- Inform on-site staff of the new employee's arrival;
- Briefly introduce the new employee and provide information on their new position;
- Ask staff to help in warmly welcoming and supporting the new employee;
- Assign a "buddy" (pairing) or a mentor to accompany the new employee;
- Encourage discussions to identify access and resource needs: need for transportation, carpooling, nearby childcare;
- Organize the work environment based on job types;
- Follow and adjust the integration plan as needed;
- Propose the integration strategy and be open to dialogue with the new employee;
- Encourage discussions on the new employee's views of their work and new position;
- Implement a policy against harassment and discrimination if not already in place. It will demonstrate senior management's commitment and prevent potential harassment and discrimination towards Indigenous employees.

Psychological harassment prevention policy models are also available on the Commission des normes, de l'équité, de la santé et de la sécurité du travail website at: https://www.cnt. gouv.qc.ca/en/in-case-of/psychological-or-sexu-al-harassment/index.html

STEP 3—ORIENTATION

Orientation helps the Indigenous employee feel guided, supported, and confident.

It is the first contact they have with the workplace, the one that conditions their relationship with the company, with their physical and human work environment, especially with their immediate supervisor.

Orientation helps employees develop a feeling of belonging and encourages them to stay and contribute to the success of the company in the long term.

Tips and best practices

- Ensure someone (preferably their immediate supervisor) welcomes the new employee when they arrive;
- Identify and assign them a parking spot and locker (if applicable);
- Arrange for a tour of the site or facilities;
- Present the company history, its current projects, and its main orientations: everything that can be found in the "About" section on the company's website;
- Meet with the Human Resources manager for pay formalities and other administrative documents;
- Send an email introducing the new employee to other employees and encourage group and individual meetings: work teams, collaborators in a file, etc.;
- Measure the new employee, immediate supervisor and manager's satisfaction with the integration strategy to assess its added value and to encourage employee participation;
- Provide the necessary information, resources and tools according to the roles and functions;
- Clarify the main mandates and expectations according to roles and functions, types of tasks, internal procedures and anything that helps the new employee engage in active, concrete work;
- Ensure that the new employee is coached by a buddy or a mentor for the first few weeks, and who will follow up.

Keep in mind that many communities may have their own orientation practices. For more information, contact your local or community ETSC.

STEP 4—INTEGRATION

Integration is when new employees take on their new duties and acquire the knowledge, skills and values required to adapt to their new environment. This step mainly consists of training, adaptation, and follow-ups.

It is necessary, here, to accompany the new employee so they can start to work and quickly integrate into the workplace.

According to a document on Indigenous cultural safety produced by the Institut national des mines[32], learning among Indigenous people has certain particularities that must be considered in this step of integration:

- Learning is holistic and based on observation and practice;
- Learning is a lifelong process;
- Learning is experiential;
- Learning is rooted in Indigenous languages and cultures;
- Learning has a spiritual dimension;
- Learning is a collective activity;
- Learning includes both Indigenous and Western knowledge.

Remembering this while training the new employee will increase the likelihood of successful integration. Training will depend on the type of job and should be provided by a designated buddy or mentor.

Tips and best practices

- Ensure proper integration within the team;
- Encourage team-building or social activities in the early weeks;
- Evaluate progress and identify potential barriers, difficulties or constraints;
- Acknowledge good work and mention it to the new employee;
- Implement corrective measures as needed;
- Encourage regular communication;
- Gather comments and suggestions from the new employee to integrate them better.

STEP 5—FOLLOW-UP

This step involves inquiring whether the new employees are satisfied or not with their orientation and integration. It is an opportunity to make the necessary adjustments and offer support.

Following up and getting feedback from the employee on their experience in the company during the first week and months on the job also indicates how the integration is going.

More than a performance evaluation, this process provides feedback and motivates employees.

Regardless of how the process is structured, it must reflect your organization's values and help you coach your employee in their career development. These important discussions help adjust practices as things progress.

Tips and best practices

- Make sure you are the messenger;
- Be spontaneous;
- Be sincere;
- Be specific and use concrete work situations as examples;
- Be positive and focus on strengths;
- Be proactive when corrective action is needed;
- Be consistent.

STEP 6—RETENTION

This last step is about retaining newly hired staff.

Training employees and seeing them leave after a while is undoubtedly a great loss for the company.

Companies are encouraged to learn about the First Nations employee's culture to break down the cultural barriers First Nations people face. Building trust with them is also recommended. Communication is vital and should be regular, whether through meetings with the immediate supervisor, human resources representatives or the buddy or mentor.

Workforce Development Liaison Officers or ETSC Follow-up Officers can also support the well-being of the new employee by maintaining connection and communication. This six-step strategy, a deep level of awareness and a solid commitment to these steps will help make a company culturally safe for Indigenous workers.

Tips and best practices

- Plan for the next stage of integration (after three to six months);
- Ensure that expectations are mutually understood according to roles and functions;
- Specify, upon hiring, the working conditions and the level of flexibility: adopt a work schedule that takes into consideration cultural leaves (cultural week);
- Offer a mentoring program;
- Have an Indigenous or culturally competent resource person available for Indigenous employees: either internally or externally;
- Develop and implement, in collaboration with an Indigenous organization, a holistic training program that addresses the needs of First Nations employees;
- Inform and offer the employee of possibilities for continuing education, prior learning assessment, certification or graduation;
- Implement concrete harassment prevention tools, such as a policy, in the workplace;
- Provide training and awareness sessions on Indigenous myths and realities;
- In addition to information sessions, train immediate supervisors to develop their "cultural competence" and adequately supervise Indigenous employees;
- Adapt follow-ups and coaching to meet the needs of Indigenous employees: talking rather than dictating, validating rather than presuming, and questioning rather than judging.
- Follow up on employee departures to discover why and adjust practices as needed.

Additional Employee Retention Factors

Beyond the tips and best practices provided in this Guide, the sense of belonging and commitment, the personal and professional life balance, and the training offered all usually contribute to the well-being at work and ultimately improve employee retention.

Sense of Belonging and Employee Commitment

According to the Chair of Educational Leadership in Indigenous Forestry[9], Indigenous employees express a feeling of belonging by communicating that feeling either directly or on social media.

Indigenous employees' feeling of belonging can be seen through the strong ties they forge with workers, the fact that employees return year after year to work on the site and the fact that they invite their family members to join their work team.

That is why transparency, trust and communication are needed to develop a feeling of belonging among Indigenous employees.

Here are some strategies to help foster a sense of belonging and creating a desire for engagement:

- Proximity between the immediate supervisor and the employee;
- Investments in host communities;
- Recognizing cultural activities;
- Performance bonus programs and recognition of achievements;
- Buddy systems, mentoring;
- Individual meetings with employees;
- Social and sharing activities
- Training programs;
- Company values and culture;
- Working conditions.

Annual surveys can also be conducted for continuous improvement purposes among employees to confirm their level of engagement and feeling of belonging.

Employee training is also an important investment for a company to develop expertise, be competitive in the market and continue offering its clients the best.

Work-Life Balance

As previously mentioned, family values are fundamental for First Nations. In recent decades, several factors have converged to increase the demand for work-life balance measures in the workplace. These factors include steadily rising employment rates among women, longer working lives, multi-generational families and support provided by workers to aging parents. They are totally in tune with the First Nations' view on families. At the same time, organizations need to be very adaptable to innovate in the workplace to attract and retain skills while broadening the range of schedules and number of working days to meet the needs of their workforce.

Providing work-life balance measures is, therefore, an asset for all employees, and organizations, as it allows them to meet employees' needs while continuing to carry out production activities. For more information on work-life balance measures, consult the *Ministère de la Famille*'s webpage on work-family-study balance[37] (available in French only).

Training

Training is a major factor in employee retention. It allows employees to develop and obtain the support needed to move up in their careers. In addition to significantly contributing to motivation, it demonstrates the importance the company places on career development for their staff.

According to Statistics Canada, the Indigenous workforce does not reach the same educational level as the non-Indigenous workforce.

Many reasons can explain this situation, like limited knowledge of career possibilities, isolation of the communities reducing the information on the labour market, the rarity of working role models, having to leave their community to attend specialized training, returning to school and balancing schooling and family responsibilities, etc.

The lack of effective and efficient learning strategies to cope with the many challenges experienced by Indigenous learners best explains the high absenteeism and low perseverance documented academically.

Innovative training options that are more suited to the company's and employees' needs are thus recommended. Training can take many forms: occasional training, mentoring, coaching, co-development, conventions, conferences, online training, etc. Pairing new employees with long-standing ones is also an excellent way to ensure expertise is transferred.

Take time with employees during performance evaluations to discuss which skills they would like to acquire or develop. You will get an idea of how motivated they are to fully invest in their training to meet your expectations as related to their job.

Even if you have implemented a solid staff retention strategy, some employees may still decide to quit. It would help if you met with outgoing employees to find out why they are leaving. Voluntary departure management should be used to help you improve your strategies and maintain your relationship with the Indigenous community.

6

CONCLUSION

CONCLUSION

This second edition aims to guide the reader through the changes in the current labour market.

Specifically, it focuses on attracting, integrating, and retaining an underrepresented workforce in a context where, due to labour market imbalances exacerbated by the COVID-19 pandemic, matching workers' skills to the labour market needs is becoming important for Quebec's economic growth.[24]

Given the generalized labour shortage and willingness of underrepresented groups in the labour market, such as First Nations and Inuit people, to address the issue, businesses and employers are encouraged to take a fresh look at the opportunities that this workforce force offers.

In concrete terms, the tips and good practices in this guide have proved successful in several contexts and support cultural safety in the workplace. In turn, taking into account the socioeconomic, historical, political and cultural realities of First Nations and Inuit people, which shape their participation in the labour market, positively impacts their ability to secure and keep a job.

We hope that matching the needs of labour market actors will reduce the effects of a labour shortage in the long term, benefit businesses and employers and strengthen First Nations community members' personal, professional, social, and economic development.

Ultimately, we hope this development will lead to a better understanding and reconciliation between Quebec society and the First Peoples.

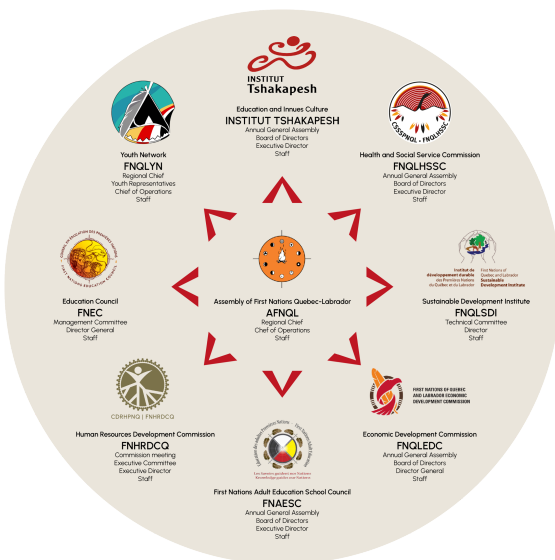# MEDIAGRAPHY AND INFORMATIONAL RESOURCES

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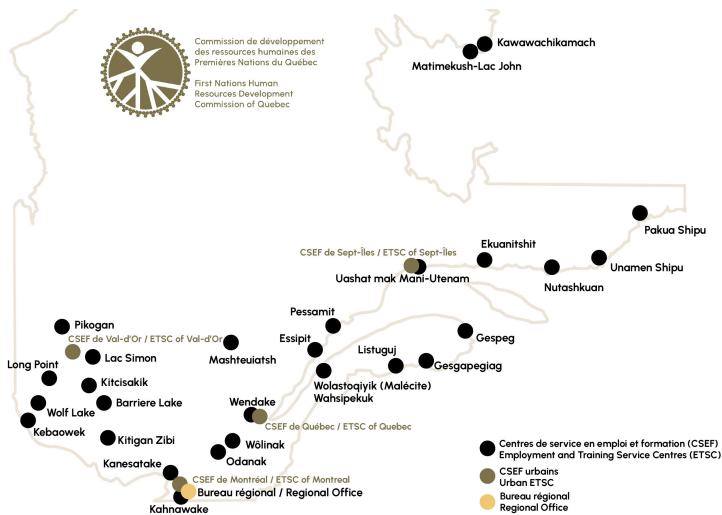
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AFNQL ROCs and Collaborating Organizations

INSTITUT Tshakapesh
Education and Innues Culture
INSTITUT TSHAKAPESH
Annual General Assembly
Board of Directors
Executive Director
Staff

Youth Network
FNQLYN
Regional Chief
Youth Representatives
Chief of Operations
Staff

Health and Social Service Commission
FNQLHSSC
Annual General Assembly
Board of Directors
Executive Director
Staff

Education Council
FNEC
Management Committee
Director General
Staff

Assembly of First Nations Quebec-Labrador
AFNQL
Regional Chief
Chief of Operations
Staff

Sustainable Development Institute
FNQLSDI
Technical Committee
Staff

Human Resources Development Commission
FNHRDCQ
Commission meeting
Executive Committee
Executive Director
Staff

First Nations Adult Education School Council
FNAESC
Annual General Assembly
Board of Directors
Executive Director
Staff

Economic Development Commission
FNQLEDC
Annual General Assembly
Board of Directors
Director General
Staff

FNHRDCQ's ETSC Network

Commission de développement des ressources humaines des Premières Nations du Québec

First Nations Human Resources Development Commission of Quebec

Kawawachikamach

Matimekush-Lac John

Pakua Shipu

Ekuanitshit

CSEF de Sept-Îles / ETSC of Sept-Îles
Uashat mak Mani-Utenam

Unamen Shipu

Nutashkuan

Pessamit

Pikogan
CSEF de Val-d'Or / ETSC of Val-d'Or

Essipit

Gespeg

Long Point

Lac Simon

Mashteuiatsh

Listuguj

Gesgapegiag

Kitcisakik

Wolastoqiyik (Malécite)
Wahsipekuk

Barriere Lake

Wendake

Wolf Lake

Kebaowek

Kitigan Zibi

CSEF de Québec / ETSC of Quebec

Wôlinak

Kanesatake

Odanak

CSEF de Montréal / ETSC of Montreal
Bureau régional / Regional Office

Kahnawake

Centres de service en emploi et formation (CSEF)
Employment and Training Service Centres (ETSC)

CSEF urbains
Urban ETSC

Bureau régional
Regional Office

ETSC Directory	Telephone Number
Barriere Lake	819 435-2181 x 5
Ekuanitshit	418 949-2234
Essipit	418 233-2509 x 284
Gesgapegiag	418 759-5424
Gespeg	418 368-6005 x104
ITUM **(Uashat mak Mani-Utenam)**	418 962-0327 x 5224 Toll free 1-800-563-0327
Kahnawake	450 638-4280 x 235
Kanesatake	450 479-8373 x 302
Kawawachikamach	418 585-2686
Kebaowek	819 627-3455
Kitcisakik	819 736-3001x 8340
Kitigan Zibi	819 449-5170
Lac Simon	819 736-2125 x 262
Listuguj	418 788-1347
Long Point-Winneway	819 722-2441 x 241
Mashteuiatsh	418 275-5386 x 1313
Matimekush-Lac John	418 585-2601 x 218
Montréal	514 283-0901 Toll free 1-855-483-7142
Nutashkuan	418 726-3529
Odanak	450 568-2810
Pakua Shipi	418 947-2253 x 235
Pessamit	418 567-4741 x 1114
Pikogan	819 732-6591 x 2359
Québec	418 845-5656 Toll free 1-855-483-7143
Sept-Îles	418 961-1342 Sans frais 1-866-387-6128
Unamen Shipu	418 229-2004 x 231
Val-d'Or	819 874-6605 Toll free 1-877-874-6605
Wendake	418 842-1026 x 4309
Wolf Lake	613 986-0563
Wôlinak	819 294-6696 x 2050
Wolastoqiyik Wahsipekuk	418 860-2393 x 207 Toll free 1-888-399-2393

WDLO Directory

Administrative regions	ETSC	Email address
Abitibi-Témiscamingue	Lac Simon	aldmo-lacsimon@cdrhpnq.qc.ca
	Kitcisakik	aldmo-kitcisakik@cdrhpnq.qc.ca
	Long Point Wolf Lake	wdlo-longpoint@cdrhpnq.qc.ca wdlo-wolflake@cdrhpnq.qc.ca
	Pikogan	aldmo-pikogan@cdrhpnq.qc.ca
Bas-Saint-Laurent	Nation Wolastoqiyik Washipekuk	aldmo-malecites@cdrhpnq.qc.ca
Capitale-Nationale **Centre-du-Québec**	Québec Wôlinak	Aldmo-quebec@cdrhpnq.qc.ca Aldmo-wolinak@cdrhpnq.qc.ca
Côte-Nord	Ekuanitshit Nutashkuan	aldmo-ekuanitshit@cdrhpnq.qc.ca aldmo-nutashkuan@cdrhpnq.qc.ca
	Matimekush	aldmo-matimekush@cdrhpnq.qc.ca
	Pessamit	aldmo-pessamit@cdrhpnq.qc.ca
	Uashat mak Mani-Utenam	Aldmo-itum@cdrhpnq.qc.ca
	Unamen-Shipu Pakua Shipu	aldmo-unamen@cdrhpnq.qc.ca aldmo-pakuashipu@cdrhpnq.qc.ca
Gaspésie-Îles-de-la-Madeleine	Gespeg Gesgapegiag	wdlo-gespeg@cdrhpnq.qc.ca wdlo-gesgapegiag@cdrhpnq.qc.ca
Laurentides	Kanesatake	aldmo-kanesatake@cdrhpnq.qc.ca
Outaouais	Rapid Lake Community	wdlo-barrierelake@cdrhpnq.qc.ca
Saguenay-Lac-Saint-Jean	Mashteuiatsh	aldmo-mashteuiatsh@cdrhpnq.qc.ca

GOVERNMENT PROGRAMS AND SERVICES

Services Québec's financial assistance programs
- Employment Assistance Services (EAS)
- *Ambition-Compétences*
- *Impulsion-Compétences*
- *Évolution-Compétences*
- *Formation de courte durée* (COUD, short-term training)
- *Jeunes en mouvement vers l'emploi* (JEME)
- *Contrat d'intégration au travail pour personne handicapée* (CIT, employment integration contract)

Skills enhancement or recognition Programs:
- *Projets de préparation à l'emploi* (PPE)
- *Mesure de formation de la main-d'œuvre* (MFOR)
- Workplace Apprenticeship Program (PAMT)
- Support for Self-Employment (SSE)
- Workforce Skills Recognition Program
- First Nations and Inuit Employment Integration Program (PAIPNI)
- Measure to support francization

Other programs and measures for businesses:
- Employment Assistance for Persons with Disabilities
- *Soutien collectif à l'adéquation formation-emploi* (collective support for training-job matching)
- Employee Wage Subsidy measure
- *Programme incitatif pour l'accueil de stagiaires*
- Research and Innovation (RINN)

Service Canada Programs and Measures:

For more information, please visit the Government of Canada website at: https://www.canada.ca/en/services/business/grants.html

AWARENESS ACTIVITIES AND TRAINING DIRECTORY

ACTIVITIES/DOCUMENTS	TRAINING
"The Circle and the Box" activity from FAQ https://faq-qnw.org/en/get-involved/	Ashukan: Understanding Indigenous realities https://ashukan.co/ (French only)
Video, workshops, conferences Mikana https://www.mikana.ca/en	ULaval training offers (French only) https://www.ulaval.ca/etudes/chaires-de-leadership-en-enseignement/foresterie-autochtone/
Wapikoni mobile	https://www.ulaval.ca/etudes/programmes/microprogramme-en-etudes-autochtones
Aboriginal peoples: Fact and Fiction https://www.cdpdj.qc.ca/storage/app/media/publications/AboriginalPeoples.pdf	https://www.ulaval.ca/etudes/mooc-formation-en-ligne-ouverte-a-tous/le-quebec-nordique-enjeux-espaces-et-cultures
Exhibition « C'est notre histoire » at the Musée de la civilisation https://activites.mcq.org/cest-notre-histoire-7903/?en	UQAT training offers (French only) https://www.uqat.ca/autochtone/formation-continue-autochtone/
Indigenous Tourism Quebec https://indigenousquebec.com/	https://www.uqat.ca/etudes/distance/autochtones/
	UQAC training offers (French only) http://www.uqac.ca/edi/formation-la-realite-des-autochtones/
	http://formationcontinue.uqac.ca/securisation-culturelle-capsules-de-formation/
	(Several other trainings are available)