

SMALL COMMUNITIES
EMPLOYMENT ENGAGEMENT
SUMMARY REPORT
What We Heard



RAPPORT DE CONSULTATION SUR
L'EMPLOI DANS LES PETITES
COLLECTIVITÉS
Ce que nous avons entendu

Le présent document contient la traduction française du résumé.

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Introduction

In 2015, the Government of the Northwest Territories (GNWT) launched the Skills 4 Success (S4S) Initiative with the goal to improve employment success for Northwest Territories (NWT) residents, close skill gaps for in-demand jobs, and more effectively respond to employer and industry needs. The initiative was supported by an inclusive engagement process that included an online survey, engagement sessions with job seekers, students, educators and trainers, and employers in five regions of the NWT (Beaufort Delta, Sahtu, Dehcho, South Slave and North Slave), as well as a territorial symposium held in Yellowknife in March 2016. Over 1,000 NWT residents and organizations across the NWT provided feedback that was included in the S4S Engagement Report. This report informed the development of the S4S 10-year Strategic Framework and 4-Year Action Plan (2016-2020). As part of the action plan, the GNWT committed to develop and implement a strategy to increase employment in small NWT communities.

The engagement process for the Small Communities Employment Strategy builds upon the S4S engagement sessions completed 2016. Between April and June 2017, the Department of Education, Culture and Employment took a three-pronged approach to gathering NWT residents' views and feedback on ways to increase employment in small communities, which included:

- conducting interviews,
- conducting community-based focus groups, and
- collecting data from surveys that were answered by those in the community.

These engagements allowed individuals, employers, community organizations and other participants from across the NWT to share ideas, provide input, discuss cross-cutting issues, and suggest ways to support employment in small communities.

Questions and discussions during engagements focused around:

Opportunities for Partnership	Community Needs and Gaps	Economic Opportunities
Employment	Training and Skills Development	Skills 4 Success Initiative

In total, 411 stakeholders, from 31 of the 33 NWT communities, participated in the engagement process.

Region	Communities
Beaufort Delta	Aklavik, Inuvik, Tuktoyaktuk, Fort McPherson, Paulatuk, Tsiigehtchic, Ulukhaktok, Sachs Harbour
Dehcho	Fort Providence, Fort Simpson, Jean Marie River, Fort Liard, Wrigley, Kakisa
Sahtu	Deline, Norman Wells, Fort Good Hope, Tulita, Colville Lake
South Slave	Fort Resolution, Hay River, Fort Smith, Katlodeeche First Nation, Enterprise
North Slave	Behchoko, Lutsel'k'e, Dettah/N'Dilo, Whati, Gameti, Wekweeti, Yellowknife

Stakeholder Interviews

One-on-one interviews were conducted with key stakeholders that included a mix of community, academic, government and subject matter experts. In total, 53 stakeholder interviews were completed.

Focus Groups

The regional focus groups provided opportunities for community organizations, elders, local businesses, GNWT staff, Aboriginal Skills and Employment Training Strategy managers, Aurora College staff and members of the public from across the NWT to provide input into ways to enhance employment opportunities and outcomes in small communities. In total, 160 stakeholders participated in regional focus groups.

Surveys







All stakeholders, including those who were unable to share their views in person, were provided the opportunity to engage in the discussion by way of an online survey. In total, 198 surveys were completed.



Focus Group Participants

	Beaufort Delta	46
	Dehcho	29
	Sahtu	18
	South Slave	37
	North Slave	30

Surveys Received by Region

	Beaufort Delta	62
	Dehcho	24
	Sahtu	22
	South Slave	11
	North Slave	37
	Undisclosed	42

Executive Summary

In the *Skills 4 Success 4-Year Action Plan 2016-2020*, the GNWT committed to develop and implement a strategy to increase employment in small communities. To inform the development of the strategy, the Department of Education, Culture and Employment (ECE) undertook engagement sessions and afforded the opportunity for interested members of the public to provide their input via an online survey.

“What we heard” during the consultation process can be summarized as falling within four broad categories:

Education and Training

Participants expressed a desire for flexible, local and culturally-relevant education and training. They highlighted the importance of ensuring access to personal development and essential skills training in order to prepare individuals for employment or educational opportunities. Participants noted the importance of ensuring that youth are provided with the information and resources they need to make educational decisions leading to gainful employment.

Employment and the Economy

There were divergent views on whether there were employment opportunities available in small communities. Most agreed that employment opportunities tended to be centralized in communities with higher populations, and that a shortage of skills and awareness of current and emerging employment opportunities resulted in some jobs going unfilled. There was the belief that residents have skills but are challenged in gaining employment because they lack formal training and/or credentials. Many participants thought that employment opportunities could be generated through Aboriginal self-government, self-employment and the private sector. The economic potential of tourism, natural resources and construction industries were raised across communities. The importance of recognizing traditional activities within a mixed economy was raised by participants. It was noted that existing economic development or labour market plans are critical to addressing labour market shortages.

Social

Participants identified a number of issues that can be a barrier to participation in the labour market such as and health and wellness outcomes, housing, and childcare concerns. It was acknowledged that these are long-standing, crosscutting issues that require interdepartmental and intergovernmental cooperation.

Communication and Coordination

Some small communities, other government departments, and non-governmental organizations have relevant strategic plans in place and participants felt that it was important to coordinate those plans with any employment strategy. In some cases, participants were unaware of all the GNWT programs available to small communities and job seekers. Participants noted that increased communication was necessary to ensure maximum utilization of available resources.

The report provides readers a summary of the input, feedback and comments received during public engagement sessions held between April and June 2017 on ways to enhance employment in small NWT communities. The feedback received was not judged as to its validity, accuracy or articulation of the issues. The report reflects the voices of the participants and is not intended to provide conclusions or recommendations.

The feedback, as included in this report, will inform the development of an employment strategy for small communities. The intent of this strategy is to enhance employment and training opportunities and outcomes in small NWT communities.

An employment strategy for small communities will be released in spring 2018.

Résumé

Dans le plan d'action quadriennal de l'initiative *Des compétences pour réussir (2016 à 2020)*, le GTNO s'est engagé à concevoir et à mettre en œuvre une stratégie pour stimuler l'emploi dans les petites collectivités. Pour orienter la rédaction de la stratégie, le ministère de l'Éducation, de la Culture et de la Formation (MÉCF) a tenu des séances de consultation et a mis en ligne un sondage pour permettre aux citoyens qui le souhaitent de se prononcer.

Ce que nous avons entendu lors des séances de consultation peut être classé en quatre grandes catégories :

Éducation et formation

Les participants ont exprimé le souhait de voir l'adoption de programmes d'éducation et de formation souples, offerts à l'échelle locale et adaptés aux différentes réalités culturelles. Les répondants ont souligné l'importance de garantir l'accès aux services de développement personnel et de compétences essentielles ainsi qu'aux aides pour préparer les résidents à profiter des occasions d'emploi et de formation qui s'offrent à eux. Ils ont souligné l'importance de donner aux jeunes l'information et les ressources nécessaires pour prendre des décisions en matière d'éducation qui leur permettront de trouver des emplois rémunérés.

Emploi et économie

Les répondants ont exprimé des points de vue divergents à savoir s'il y avait des occasions d'emploi dans les petites collectivités. La majorité avait l'impression que les occasions d'emploi sont concentrées dans les collectivités les plus peuplées, et qu'un certain nombre de postes restent vacants en raison d'une pénurie de compétences et de sensibilisation aux nouvelles occasions d'emploi, et que de nombreux Ténos ont des compétences, mais n'arrivent pas à les mettre à profit parce qu'ils n'ont pas de formation officielle ou d'expérience. De nombreux répondants étaient d'avis que des occasions d'emploi pourraient être générées par l'intermédiaire des gouvernements autochtones autonomes, des entrepreneurs, et du secteur privé. Le potentiel économique du tourisme, du secteur des ressources naturelles, et de l'industrie de la construction a été mentionné dans toutes les collectivités, tout comme l'importance de faire une place aux activités traditionnelles au sein d'une économie diversifiée. Les participants ont également mentionné que les développements économiques existants ou les plans du marché de l'emploi sont essentiels pour remédier aux pénuries d'emploi.

Société

Les répondants ont plusieurs questions qui peuvent empêcher l'intégration au marché de l'emploi comme la santé, le mieux-être, le logement et les questions de garde d'enfants. On a reconnu qu'il s'agit de problèmes transversaux de longue date qui exigent une coopération interministérielle et intergouvernementale.

Communications et coordination

Certaines petites collectivités, certains ministères gouvernementaux, et des organismes non gouvernementaux ont adopté des plans stratégiques appropriés et les participants étaient d'avis qu'il était important de les coordonner avec toute stratégie relative à l'emploi. Dans certains cas, les participants n'étaient pas au courant de tous les programmes du GTNO offerts aux chercheurs d'emploi des petites collectivités. Les participants ont souligné la nécessité d'améliorer les communications pour garantir la meilleure utilisation possible des ressources mises de l'avant.

Le rapport présente au lecteur un résumé des rétroactions reçues lors des consultations publiques tenues d'avril à juin 2017 sur les façons de stimuler le marché de l'emploi dans les petites collectivités ténoises. Nous n'avons pas jugé de la validité, de l'exactitude, ou de la formulation des rétroactions. Le rapport reflète la voix des participants et n'a pas l'ambition de présenter de conclusions ou de recommandations.

Les commentaires repris dans le présent rapport serviront à la rédaction d'une stratégie d'emploi à l'intention des petites collectivités ténoises. La stratégie aura pour objectif d'améliorer les occasions d'emploi et de formation dans les collectivités.

La stratégie pour l'emploi dans les petites collectivités sera rendue publique au printemps 2018.

Overarching Themes

While every community and region has unique social, economic and educational circumstances, a number of emerging themes were consistent across the Northwest Territories. This section provides an overview these themes.

Education and Training

Career Services in the school system can lead to better employment outcomes

Across all forms of engagement, there was agreement that career and life skills training is needed at the middle school and high school levels. Many communities had challenges with young people finishing high school only to discover they need to upgrade their courses or marks for acceptance into postsecondary education programs. Another area of concern was the drop-out rate for students, especially young males. It was felt that on-site career counsellors could advise students on educational pathways leading to a career of their choice. It was also noted that interventions aimed at keeping youth motivated and engaged in learning did not necessarily have to take place within the school, but could also be conducted on the land. Using tools like the *NWT Jobs in Demand: 15-Year Forecast*, students could be directed towards in-demand occupations that fit their interests and abilities.

Communities need up-skill training to bridge the education and employment gaps

Community participants indicated that many students who graduate have to upgrade their education in order to attend postsecondary education programs. Participants noted that many residents in the NWT lack essential life skills, numeracy skills, literacy skills and basic workplace etiquette (e.g. showing up on time, meeting procedures, email and internet use) that prevents them from joining the workforce and/or staying in the workforce. Participants believe foundational skills or life/basic skills need to be acquired before they join the workforce or undertake any training opportunities to increase employability.

Job seekers need recognition of prior learning to enhance employability

Some job seekers have gained the required skills or knowledge for a position, but lack the means to formally demonstrate that to an employer. Difficulties in demonstrating skills and experience create an artificial barrier to employment or advancement. Having the capacity within the community to recognize prior learning could lead to higher employment for local residents.

Training needs to be locally controlled and flexible

Participants felt initiatives that are locally controlled and organized are more successful than those that require participants to leave the community. Participants also expressed a desire to build capacity so that local residents could become adult educators or trainers, thus reducing reliance on external trainers.

Employment and the Economy

Private sector investment can support job creation

The GNWT is one of the main employers in the territory, but the business community and community participants believe it should not be the sole job creator. Private sector investment (e.g. mines, resource development, local businesses, etc.) can generate employment opportunities throughout the territory.

Self-government may be a job creator across small communities in the NWT

The *NWT Jobs in Demand: 15-Year Forecast* notes that that management skills and public administration positions will continue to be required in the NWT over the short and long term. Participants believe self-government holds potential for management positions and support jobs. We heard that Aboriginal governments who have achieved or are working toward self-government could benefit from improving officials' skills in writing grant proposals and developing strategic community plans related to employment and economic development.

Entrepreneurial paths need to be prioritized and supported

Entrepreneurship and business incubators can drive the creation of new industries (e.g. technology). Many participants, including the business community, agreed that many people in small communities piece together a living through multiple part-time jobs. Many of the existing programs are aimed at a market where there is full-time employment, but that is not always the reality in small communities. The *Northwest Territories Economic Opportunities Strategy* mentions that entrepreneurs and small business owners are the main support for local and regional economies.

A small group of participants believe there are jobs in the NWT but people lack skills

Although most participants believe shortage of jobs is the main reason for unemployment, some participants believe that there is no shortage of jobs, but rather, a shortage of skills and motivation to pursue those jobs. The *Northwest Territories Labour Market Forecast and Needs Assessment* highlights that jobs in metals mining and construction will grow, that the aging job force will create new jobs, and that many of these jobs will be technical and require postsecondary and occupations-specific education and training.

There are jobs in the aviation industry

In Canada, and internationally, there is a shortage of pilots. This shortage is in turn affecting small northern airlines. An employee from North Wright Airways mentioned a new partnership between the northern-based airline and Yukon College, to help train northern pilots. Survey respondents also indicated communities need personnel in parts, records control, aircraft mechanics, loaders, avionics mechanics, dispatchers, accountants, etc. Respondents consider aviation to be an important part of every community in the North.

Tourism is a potential generator of employment in the NWT and requires supports

There was agreement across the territory that tourism is a generator of employment in many small communities. This was important in communities where resource development and other industries are not present. Currently, communities need more frontline workers in the restaurant, hospitality and tourism sectors. Participants at the Northwest Territories Association of Communities (NWTAC) Annual General Meeting (AGM) in May, 2017 suggested that tourism can help communities achieve self-sustainability by keeping money in the local economy. There is currently a *Tourism 2020* strategy and ITI and ECE are already working together on skills training as part of that strategy.

Agriculture, greenhouses and farming can generate employment in the communities

Survey respondents gave examples of both current and upcoming agriculture projects in their communities. Focus group participants, survey respondents and interviewees emphasized the need to create self-sufficiency in the communities and join efforts with initiatives that aim to support food security.

The mixed economy can mitigate unemployment in many communities

Many of those interviewed agreed on the importance of fostering a mixed economy which consists of domestic, traditional (e.g. trapping, hunting, fishing, arts and crafts, etc.) and wage earning activities. They believe that the mixed economy can allow residents to be self-sustaining; especially in communities where there's a shortage of wage-based jobs. The Northwest Territories Economic Opportunities Strategy mentions initiatives regarding increasing the funding and program support for the traditional economy. Participants at the NWTAC AGM in May, 2017 also suggested that traditional knowledge needs to be acknowledged in a strategy to increase employment in small NWT communities.

Web based economy

Residents in small communities are creating their own markets by using social media to exchange goods and services. Facebook and similar social media sites are creating virtual market places where those in small communities can sell or trade goods and services outside of the conventional economy. Participants noted that these micro-exchanges create small but meaningful value for those participating within it.

Social

Community Health & Wellness

Participants across all engagement modalities expressed concern that structural barriers to employment exist within the communities. Addictions, mental health, housing and childcare were repeatedly raised as factors that restricted residents' access to, or continuation in, the labour market.

Communication and Coordination

Communication is key

A common sentiment expressed throughout the engagement sessions was the need to communicate with the local communities and partners using appropriate tools and technologies. Some ideas on ways to improve communications between the GNWT, communities, employers and other partners included:

- Providing more detail on how the GNWT spends money;
- Using local government and social media (Twitter, Facebook, Instagram), to advertise programs;
- Using public radio or a centralized place for communications;
- Ensuring open and more frequent discussions to support better planning; and
- Ensuring employers and schools have access to the *NWT Jobs in Demand: 15-Year Forecast*.

Coordination within the GNWT and with other levels of government

Concerns were raised about duplicating effort. Participants noted a need to ensure government does not duplicate the work the communities are already doing. Some communities have plans that have been created and approved by their respective leadership. ECE needs to be aware of these plans and should examine how to support their initiatives.

Participants stated that infrastructure development and construction projects have the potential to provide employment and training opportunities. Enhanced coordination among GNWT departments and between Government and the private sector could assist in maximizing these opportunities for small communities.

Participants also noted the need to ensure better communication and coordination within the GNWT (e.g., between the Northwest Territories Housing Corporation, ITI and ECE) to ensure GNWT policies and programming do not create unintended barriers to employment and training.

Labour Market Programming for Small Communities

It was widely agreed that ECE had good programming and knowledgeable staff. Some respondents found there was a lack of information or even misinformation about the Small Community Employment Support Program (SCES Program). Many felt that there was a need for better promotion of all the programs offered by ECE. It was identified that information sessions for the public should be delivered once a strategy was released. Some ideas heard were:

- Creating inter-agency meetings focused on employment;
- Proactively doing more out-reach to youth on GNWT programs and supports;
- Ensuring that the S4S labour market information on occupations in demand is reaching high school students;
- Establishing baseline statistics in order to measure progress; and
- Improving communications and outreach between ECE staff and employers.

Next Steps

The Small Communities Employment Strategy Engagement Report shares back to the communities what was heard from residents across the NWT. It summarizes the feedback, ideas, and suggestions provided by participants, and provides a roadmap for increasing employment in communities across the NWT.

The information collected from the engagement process and reported in this document will be used as a foundation on which to develop the GNWT's first strategy intended to enhance employment and training opportunities and outcomes in small NWT communities.

The strategy will support the goals and objectives of the Skills 4 Success 10-Year Strategic Framework and related 4-Year Action Plan 2016-2020, as well as other key GNWT strategies. The employment strategy for small communities will be released in spring 2018.

What We Heard

The following section provides a brief overview of “what we heard” in NWT regions through stakeholder interviews, community focus groups and surveys, organized by region and key themes.

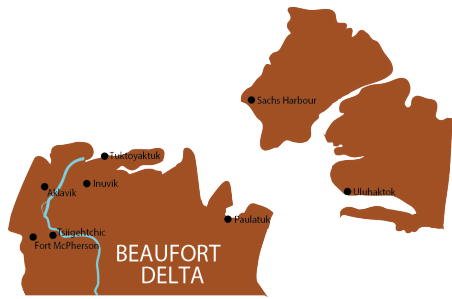
Beaufort Delta Region

Dehcho Region

Sahtu Region

South Slave Region

North Slave Region



Beaufort Delta Region

Education and Training

Successes	Shorter training programs seem to work better for the region.
	The Regional Training Partnership group is very active and works together in the region.
	Northern Youth Abroad has been a successful program for youth in the north.
Secondary School	High school students need guidance on selecting courses so they don't have to do upgrading in order to get a job or advance their education.
	We should equip schools for the trades and involve students in hands-on programs.
	There is a need to re-establish the program from years ago that brings journeypersons to the community to work with students on a trades projects and involve local role models.
	We need to explore alternative educational options for students who do not excel in the classroom setting.
Postsecondary	A lack of available training means trades people are not/cannot get licensing. It would be better to train someone in the community to do the training so we don't have to fly people up all the time.
	There needs to be action taken to improve/develop partnership with employers and schools.
	Consider a different way of training (e.g. night courses) to increase enrolment and retention.
	Students who do upgrading lose motivation because of how long it takes.
Career Counselling	Need career counselling to help people find jobs that are in-demand.
	People get trained, but there is a lack of opportunities for them to gain employment after they train.

Social

Childcare	Parents need more support in order to work. There are only two childcare options available during the day. You either are not eligible for one, or cannot afford the other.
Youth	A mentorship program is needed to bridge the gap between education and employment.
	There is a need for initiatives that enable students to explore possible career paths, such as job shadowing or having a guidance counsellor.
	Increase supports for teachers and for family members to encourage students to strive for more.
Financial Literacy	Organize youth programs and career counselling (government subsidized or through non-profits) to get young people out of the communities. It will help them see what is out there, or help them see universities and colleges.
Vulnerable Populations	The concept of saving money is not part of traditional culture.
	Need better supports for the warming shelters and staff trained in social work and compassion.

Economy

Partnerships	The Hamlets and the Community Corporations have a strategy in place for economic development. Need supports for local businesses.
	Ideally, there should be communication/collaboration with CanNor and Futurepreneur.
Self-Employment/ Small Business	Include the small business in the Small Communities Employment Strategy.
	Entrepreneurship is another path to employment. The Business Development Corporation administers the Self-Employment Option program with ECE that allows people the option of being an entrepreneur as they continue to receive Employment Insurance.
	The need for a business incubator centre is ongoing; a place where there is a bookkeeper, access to a scanner or computer, people providing business advice, a one-stop-shop for businesses.
	Some people are afraid to go into business because they do not know all the channels.
Emerging Economies	Currently, arts and crafts are an untapped and undervalued commodity. An arts and crafts strategy is in progress that highlights opportunities to run courses throughout the year on sellable items, involving seamstresses, etc.
	An alternative economy has developed. As an example, people on Facebook sell what they make: dry meat, dessert, sushi, Chinese food, etc.
Tourism	Tourism will be an opportunity. The challenge is finding things to do in the off-season. There is an opportunity to build community and employment around tourism.
	There is an opportunity to involve Elders with paid work experience to share their knowledge with visitors.

Employment

Opportunities	There is potential for gas projects around the Tuktoyaktuk highway.
	Currently there is a shortage of finance and bookkeeping professionals. There is also a need for jobs in food security; jobs where people can provide more consistent food security options – animal husbandry, local farms, etc.
	We should develop jobs based on taking local resources, and adding value so we can create a future for ourselves (recycling programs, sustainability, using technology to make money without having to transport). These initiatives should be done with individuals in the community.
Trades	There are residents that have skills and experience but lack a trades certificate. Need to make these people more employable.
Government	In order to help to access programs from the various levels of government, communities need individuals who are knowledgeable in grants and funding to assist the community.
	Some government programs are not an incentive for people to work/pursue education.
	Students who do upgrading lose motivation because of how long it takes.
	Need career counselling to help people find jobs that are in-demand.
	People get trained, but there is a lack of opportunities for them to gain employment after they train.



Dehcho Region

Education and Training

Successes	It was noted that Aurora College programming has a high completion rate because the training offered is relevant.
	A Regional Training Committee meets monthly.
	Training on the Job and SEED (offered through ITI) are both very successful programs.
Secondary School	Some high schools do not have a vocational track. Exposure to the trades would be beneficial in the high schools.
	Low graduation rates impact residents' skills and literacy levels.
	The vast majority of those who drop out of school are boys and young men, and they are the least employed. Programs tailored to young men would assist this target group.
	Some communities are experiencing a teacher shortage.
	Teachers need to be trained in Aboriginal culture before they start teaching in the NWT.
	The required prerequisites and qualifications for postsecondary programs are intimidating for some high school students.
Postsecondary	At the postsecondary level, communities felt that skills are lacking, particularly in the trades.
	Better recognition of work experience and counting it towards trades' certification would be helpful.
	There is a need to encourage Aboriginal students to go into teaching and policing.
	People have to leave the community to take long-term training. Travel is expensive, childcare is an issue and people need family support.
Upgrading/ Development	There is a need for personal development courses to empower people within the communities.
	Using land-based programming to teach life and employability skills would be helpful.
	There appears to be a lack of funding for basic skills upgrading.
	Learning Centres are operated like drop-in centres and it is not proving successful.
How Training is Conducted	There is a need to bring trainers in and to have the community manage the training. Knowledge of the community allows trainers to schedule training at culturally appropriate times (e.g., not during the fall hunt).
	Upgrades to local infrastructure, including training facilities, is required to have the ability to train locally.
Training That is Needed	Driver training is required in smaller communities.
	Literacy skills need to be improved for people of all ages.

Employment

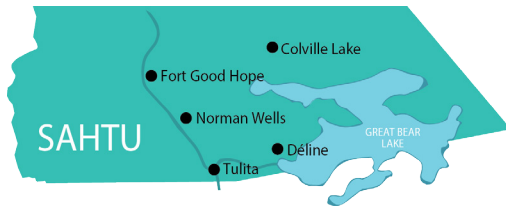
Opportunities	Vacancies will occur in government due to an aging workforce; this should in turn create opportunities for employment
	Parks Canada (and other government departments) always hire in the summer, as do lodges and charter companies.
	Construction projects are an ongoing source of employment.
	In-demand jobs include plumbers, electricians, carpenters, environmental monitors, health care, youth workers, finance, commercial fishing, forestry and construction workers.
	Decentralization would open up jobs in the region.
Potential Barriers	Transportation to work, which also includes the cost of air travel, is a barrier.
	A criminal records check, and the process of getting the check, is a barrier or deterrent for many job seekers.
	Required qualifications for some jobs can be very intimidating and discouraging for people who are unemployed.
	Strong family ties make people reluctant to leave the community for work.

Economy

Self-Employment/ Small Business	Promoting self-employment would drive the economy. Need more follow-up services for those starting a business.
	Small business training should be targeted to youth.
	Small businesses cannot compete with GNWT wages.
Governance	Land claims/internal governance have an impact on economic development and the ability to access government funding.
Job Creation	There is opportunity to create jobs in the renewable energy sector.
	Tourism has potential but also has challenges.

Social

Successes	The language revitalization program was a noted success.
Health & Wellness	General wellness, including substance abuse, social issues and a lack of counsellors needs to be addressed in order to have a productive workforce.
Housing	Many communities noted that access to housing and a lack of housing were barriers to employment.
	The structure of the Income Assistance program is perceived as a deterrent to work for job seekers.
Youth	Communities need more work experience opportunities, such as summer youth employment programs. To be successful, collaboration with employers is important.
	Self-esteem programming and mentors for youth are required.
	Teaching life skills and employment skills in grade nine or earlier should be explored.
	Having guidance counsellors in the schools would ensure that youth take the right high school courses and credits.
Childcare	Lack of childcare and lack of affordable childcare keeps parents from entering the workforce.
Regulations	Some positions require photo ID and some communities no longer have government departments that provide acceptable photo ID, locally.



Sahtu Region

Employment

Opportunities	Oil & gas mineral industries still have some jobs; roads and hydro projects; Canol Trail Remediation Project will generate jobs.
	Look at the possibility of sharing jobs in Sahtu region. Get training and hours in other communities.
	There are more jobs available than people with the skills to fill them.
	The S4S 15-year jobs in demand booklet has been a useful tool for career fairs.
	Imperial Oil has Northern Development Program and they hire two Sahtu youths every two years.
	Emerging opportunities include helicopter pilots and there are attempts to put together a youth training program.
	Traditional economies such as trapping should be considered as an employment opportunity.
Mobility	Cost of air travel is a barrier to employment.
	The Department of Motor Vehicles office was closed in Norman Wells and people often need a drivers licence to get or maintain a job.
Retention	There is currently high turnover in jobs.
	Local governments and businesses cannot compete with the GNWT on wages.
Capacity Building	Hiring from outside does not support capacity in the Sahtu.

Economy

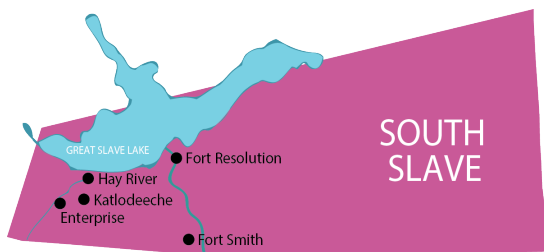
Economy	The traditional economy needs to be considered as viable.
	Training people to run daycares will help others pursue employment and training.
	There is a need for people who can write proposals.
	Tourism could be a growing industry.

Education and Training

Successes	An adult literacy program was recently put in place.
	Aurora College's retail course was successful.
	The college works closely with the Career Development Officer to help people fulfill their trades' hours.
	The Small Engine Repair program was successful a number of years ago.
	Training for heavy equipment is available across the Sahtu.
Secondary School	Mining training is available through the Mine Training Society.
	There is a lack of high school programming in science and trades.
	High dropout rates lead to low education levels.
	Schools need funding equal to other schools in Canada.
	Youth do not have a lot of exposure to a variety of jobs. There is a lack of career counseling.
	There's a need to teach financial literacy in the schools.
	Separate elementary school from high school because there is too much influence.
	There are literacy issues that arise with social passing of children from grade to grade based on age.
	Implement all-year schooling with breaks for hunting, summer and trapping.
	Create an "advanced" program to challenge students.
High school students get demotivated when they have to upgrade their skills.	
Postsecondary	Community adult education is not helping people move ahead.
	Adults don't always need to go back to finish high school, they just need to have the basic skills they need to start their lives. We should not to get hung up on everything you need to finish in order to get a high school diploma.
	Attendance in programs is a challenge.
	Housing is expensive when going away to school and SFA does not fully cover it.
	There is a shortage of teachers, and turnover amongst teachers. Often when an instructor leaves, the programs stop.
	Provide training in advance of projects so the community workforce is ready. Examples could be heavy equipment, safety, etc.
Travel	Need lead time to be able to arrange travel to attend training.
	Students who get funding to travel to training have to book travel and need a credit card to do this - not all students have a credit card. Even if they do have a credit card, it is a lot of money to put on a credit card.
Upgrading	There needs to be on-the-job time allocated for training. Another option could be to allow employees to leave work and go to the learning centre or to work on it in the office in the evenings.
Access	Bringing training into fly-in communities is difficult but without the training, it is hard to get employment.
Trades Related	Offer subsidies to help people enter and stay in trades.
	Increase apprenticeship programs in the regions, pre-employment program to expose potential workers to all parts of the job.
	Start the trades training in the community and finish it off elsewhere so they get more exposure.
	Get trades introduced into the high schools.
	The Trades Entrance Exam is tough. Either the exam is too hard or the trainees are not prepared.
In some communities, there are more apprentices than journeymen can take on.	

Social

Community Building	Another region in the NWT had a program where youth built homes that families used for retreats. The school had a program where they built log cabins.
	There are many role models in the community.
	Create a social support network for employment seekers to be supported and have fellowship.
	There's a lack of recreational facilities and infrastructure.
	Need to address underlying social issues (lack of childcare, housing is expensive, drug and alcohol issues).
	There is a notion that some people are "unemployable" within the community. This needs to be addressed.
Youth	Need to spark interest and passion in youth when they are young; take them on a ride, take-a-kid trapping, GNWT tours with children from the Sahtu.
	Need training to address cyber-bullying
	Youth need school, career and guidance counseling. There's also a need for self-esteem training to help parents keep kids in school.
	Having co-op placements, mentors and role models would help youth.



South Slave Region

Education and Training

Successes	The relationship and communication with the College is excellent.
	There is a nice shop, a full kitchen and hair dressing stations at the high school.
	The work experience program that the high school runs, CTS credits, is good, but it is hard on employers because you have to babysit the students and spend a lot of time with them.
	The Ready for Work/Ready for School program is good.
Secondary School	There have been successful programs like the Northern Youth Abroad program that had high success rates.
	There are concerns with low education levels and high dropout rates. Boys are disengaging as early as 11 and 12. We need to engage with them as early as 12; when they are 15, it is almost too late.
	We need to start working with kids when they are still in school and teach them about work ethic.
	There is a need to have programs that teach job readiness and school-readiness skills to help people get ready either for school or for work.
	Students need to learn about financial literacy – they need to know how to budget and establish priorities.
	At the primary and secondary school level, there is a lack of teachers. There is a need for a math teacher at the high school. There is presently no math teacher and the kids are struggling.
	Need to work with young kids to build interpersonal skills and resilience skills.
Postsecondary	Need to help kids look at all the options if they don't want to go to postsecondary school. There are options for these kids and no one is there to explain it to them. There is the SNAP program (Schools North Apprenticeship Program) for the trades, and there should be something similar for the kids that don't want to go into the trades.
	Start a trade awareness program to help youth explore opportunities in the trades. This program should include a brief exposure to all trades, followed by a 4-day intensive course in their chosen trade.
	At the postsecondary level, there are no resources to train people in the trades, such as a shop or a garage. There are no certified instructors.
	Try to have the certification of trades done within the community.
	There should be follow-up with people who complete courses. Help them transition into employment.
	The college could invest in upgrading the equipment and making sure everything is up to code and use this equipment to offer training. There is an opportunity for pooling resources.
Government	Many youth come back from postsecondary studies and cannot find work in their field of study.
	There is no housing to bring trainers into the community.
	There is a need for training support and subsidies for people wanting to work in agriculture (gardens). Current programs are geared toward job creation. In gardening, it is not necessarily creating jobs but self-sufficiency.

Employment

Opportunities	There are a lot of project-based employment; for example, the construction of the new jail in Fort Smith.
	Currently, there are opportunities for counsellors, health care, IT, highway construction. Both Hay River and Fort Smith have big service industries (retail, administration, garage, etc.)
	Retirement numbers are increasing so jobs will be opening up.
Capacity Building	Need to match jobs with peoples' skills levels, but also with their mentality, and mental health situation.
	There is a lack of understanding of what the jobs are and what skills are required to fill those jobs. People want to work at the mine but do not know what job they want to do at the mine.
Requirements	There are hard-to-fill positions in the service industry, because people do not see these jobs as dignified; they do not want to 'serve' coffee.
	The need for a drivers licence creates a barrier to employment.
Retention	A criminal records check is often a requirement to work. Some people assume that all types of criminal charges would limit their capacity to work at a mine.
	Retention is a key challenge for employers.

Economy

Successes	There is a strong underground economy, because no one has Red Seal certification. This is probably the biggest economy, particularly in the smaller communities.
	The local high school is starting a coffee shop as a pilot project. If successful, they will open it to the community.
	There is an attempt to revitalize the fishing industry, and develop the biomass industry and forestry.
	There are many opportunities (services, retail industry, mining, commercial fishing, agriculture, forestry) but the challenge is finding the people to take advantage of these opportunities.
Opportunities	There are small construction projects. However, the fact that there are no certified journeymen is a barrier to starting/completing these projects.
	Need to look at developing opportunities that fit the community. Need a collaborative approach; for example, a wood marshalling yard or a community freezer has potential.
	Need to develop new industries to create employment and support all other stores in town.
Self-Employment/ Small Business	Look at start-up funding for businesses as well as training for entrepreneurs and the self-employed. There are many roadblocks to opening a business in government regulations and small-town politics. It is a long process.

Social

Community Building	People are scared to leave the community. They find it overwhelming. Students need to be set-up to succeed to leave the community. For example, maybe they could take a course that will explain the transition (budgeting, major differences, variety of supports in other communities, etc.) Need to ensure students get support, if they leave town, we need to replace the community and family support they would normally get at home.
	Develop intergenerational programs between youth and elders and offer training in traditional skills and culture to increase pride amongst youth.
	People in the smaller communities have a lot of freedom in regards to how they live their lives and develop a lifestyle that suits them and their families; this may not include a traditional 9 to 5 job.
Wellness	Barriers to participating in both the labour market and education and training include health issues, mental health problems and addictions.
	There needs to be personal development and life skills training to help people deal with addictions, mental health problems, anger issues, etc.
Childcare	Another barrier is lack and cost of childcare. Parents going into entry-level positions cannot afford to pay for childcare, especially if they have more than one child.
Youth	Recreation facility and program leaders are required to keep youth engaged.
	Self-esteem is an issue with youth, there is a need for more information and support in regards to bullying.



North Slave Region

Education and Training

Training and Employability	Training does not come with a job guarantee.
	People who have taken training require additional training to move up. As an example, to move from a line position to a supervisor position.
	Employers want training and experience, so training is not enough.
Environment	Training environments need to be culturally relevant.
	Offer training locally so there is flexibility in delivery. Training should be innovative, culturally relevant, and on the land. Learners should make connections, through workshops that include opportunities to reconcile past hurts and heal, such as anger management and grieving, for example.
Secondary School	People who want a better education for their children leave the community to go elsewhere (e.g. Yellowknife).
	Start introducing work programming in high school.
	Support students who want to learn. Develop and provide university and workplace tours, student exchanges, and job shadowing programs.
	Need to explore how high school programming could allow students to gain hours toward apprenticeship programs.
	Low levels of education are a concern. Youth drop out of school and this leads to low literacy levels.
Postsecondary	Need to teach basic life skills to young people.
	After graduating, youth get demotivated when they realize they need upgrading. Need to create educational supports for those people.
	Support people who already can do trades to help them pass the entrance exam and become certified (many can do the work but they cannot get employment with certain companies).
	Connect the schools to employers, so youth can try a career, or learn about different careers.

Economy

Local Capacity	Contracts for goods and services often go to people or companies in Yellowknife; local companies seem to not be considered or cannot compete.
	Need to increase warehousing capacity so we can ship more, store more and reduce premium.
	Implement a “buy local” program.

Employment

Opportunities	Mines employ hundreds of workers on rotation; it is the biggest outside employer.
	Encourage workers from small communities to work in other communities.
	Promote and provide government jobs as work opportunities.
	Whati All Weather Road construction will create job opportunities (in Whati and North of Whati).
	Explore and expand tourism opportunities.
	People in the trades are retiring and someone needs to follow up so there will not be a gap.
	There is a lack of education and awareness of the regional employment opportunities.
Community Ties	People do not want to leave the community to work.
Communication	English as a second language creates barriers in communication skills.
	People use Facebook as a go-to place to look for work.

Social

Community	Towns are growing; Tłıchǫ communities are working together.
	Need to re-learn traditional knowledge.
	Support the Wellness and Healing department so they can go out on the land (policy and liability).
	Need a day shelter, mental health, and addictions services.
	There's a need for more attention and investment in the communities because that will grow the entire Territory.
	It is important for those in the community to see their own people being successful; it creates role models.
Youth	Youth need "real life" career/school counselor, career/life skills and work experience. This exists but delivery varies in the small communities. There is a need to start young with career counselors in schools.
	We need to understand the "Youth Society" and what they find engaging and interesting.
Housing	Housing is a major barrier. Usually one person in the household works and has to support everyone else. The wage does not go far enough. Building houses creates employment and training opportunities.



If you would like this information in another official language, call us.

English

Si vous voulez ces informations dans une autre langue officielle, contactez-nous.

French

Kīspin ki nitawih̄tīn ē nīhīyawih̄k ōma ācimōwin, tipwāsīnān.

Cree

Tłıchq̄ yatı k'èè. Dı wegodı newq̄ dè, gots'ō gonede.

Tłıchq̄

ʔerih̄t'ís Dēne Sų́nė yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yóftı.

Chipewyan

Edı gondı dehgáh got'je zhatié k'ée edat'éh enahddhę nıde naxets'ę edahfı.

South Slavey

K'áhshó got'ıne xədə k'é hederı ʔedıht'é yerıniwę nıde dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijahch'uu zhit yinothan jı', diits'at ginokhii.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqłuta.

Inuvialuktun

Ĉ'bdĀ ĀĀ'ḡḡḃḃΔĈ ΛʀLJΔʀĈ Δḃ'NĬĈ-ḡḡʀLĬNḡ, ḃḡḡNḡ-ḃḡ ḃḡḃḡḡḡḡḡḡ.

Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

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