

***Nunavut Department of Education  
5 Year Labour Force Needs Analysis***

***May 2000***

***RT & Associates***

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## Executive Summary

Very little research has been done on Nunavut's labour market. An understanding of how the labour market is evolving would assist the Nunavut Government Department of Education in developing training programs and allocating resources; and provide Nunavummiut with the necessary information to make informed career and job hunting decisions.

To meet these information needs, the Department of Education contracted RT & Associates to undertake a *Nunavut 5 Year Labour Force Needs Analysis*. The consultants were asked to construct a model of labour force development, for the years 2000-2005, of sufficient complexity to address the following 5 issues:

1. The sectors and occupations which will experience the greatest demand over the next 5 years
2. Emerging employment opportunities within government at the territorial, regional, community and federal levels
3. Those sectors on which the Department of Education should focus
4. Those sectors and/or occupations which will provide new employment opportunities, either because of growth in current sectors or new sectoral development; and
5. Those sectors and/or occupations which will provide continued employment opportunities because of turnover.

The analysis was undertaken in seven phases. These phases included:

1. Data collection.
2. Identification of trends in the data, and the consequent development of a model of the Nunavut labour market by projecting from those trends using time series forecasting techniques.
3. Sectoral analysis of the Nunavut economy.
4. Consultation with stakeholders through telephone interviews and focus group sessions.
5. Revisions to the labour force model, incorporating the feedback obtained through the consultative process.
6. Issues identification and discussion.
7. Preparation of occupational profiles for those occupations projected to experience the greatest demand over the next 5 years.

The labour force in Nunavut is made up of all persons 15 years of age and older who are working – or would like to work – in the industrial economy. Labour force statistics are determined from the census data collected every 5 years. In addition, the NWT Bureau of Statistics introduced a more detailed labour force survey – at the community level – in 1994. This survey was repeated in 1999.

The labour force of Nunavut has grown at an average annual growth rate of 5.9%. By contrast, the total Canadian labour force has only grown 1.1% per year. According to the *1999 Labour Force Survey*, the 1999 labour force was estimated at 12,307. Iqaluit has the highest proportion of the total Nunavut labour force, but also the lowest unemployment rate. Much lower participation rates – and much higher unemployment rates – are to be found outside of the three regional centres.

We developed a model of labour force development to the year 2005 using time series forecasting techniques. Three variables were used in our model:

1. **Regional population.** The assumption here was that the trend of exponential population growth will continue for at least the next 5 years.
2. **The proportion of regional population 15 years of age and older.** The assumption here was that proportion of the population 15 years of age and older will remain constant at current rates.
3. **Labour force participation rate,** which is the percentage of the population age 15 and older who are in the labour force. Here we assumed that the labour force participation rate will continue to increase in each region, but at a decreasing annual rate.

Using these variables and assumptions, we project that the labour force will increase by 2,470 to 14,778 people in the next 5 years. This represents an increase of 20%, or about 500 new labour force entrants per year.

The consensus among business and government personnel consulted during this study was that there are currently 9,675 people working in Nunavut. Government, education, and the retail trade sectors account for 51% of all jobs. Further, the consensus was that an additional 2,435 new jobs would be created by the year 2005. Most of these new jobs would be in these same three sectors, but there are also significant opportunities for job creation in the tourism sector. Unfortunately, most of these new jobs will require levels of education which exceed those indicated by the current trends in the highest level of education achieved by Nunavut students.

There are no easy solutions for reducing the gap between the number of workers and the number of jobs, and preparing Nunavummiut for the types of jobs that will be available. Issues, and possible solutions, emerging from the consultative process can be grouped into four general themes:

1. Need for broad-based, quality education
2. Need for strategies for maintaining and enhancing the traditional economy, and increasing Inuit participation in the emerging 'industrial' economy
3. Need for partnerships between government and the private sector; and
4. Need for government support for sectors with the best job-creation potential.

A number of recommendations to initiate the process of addressing these critical issues complete the report.

# 1 INTRODUCTION

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The creation of Nunavut provides the impetus for economic growth that is unprecedented in the eastern Arctic. There are opportunities now to expand current businesses and start new ones, providing the goods and services that will be required to nurture the growth of Nunavut and its people, creating jobs for Nunavummiut in the process.

Very little research, however, has been done on Nunavut's labour market. More specifically, there is a distinct lack of labour market information that would provide the Nunavut Government (NG) Department of Education with an understanding of how the labour market is evolving; guide the Department in developing training programs and allocating resources; and provide Nunavummiut with the necessary information to make informed career and job hunting decisions.

To meet these information needs, the Department of Education contracted RT & Associates in December 1999 to undertake a *Nunavut 5 Year Labour Force Needs Analysis*. The terms of reference required this study to be based on a rigorous analysis of the social, political, economic, technical and demographic factors impacting Nunavut's labour force development. Specifically, the consultants were asked to construct a model of labour force development for the years 2000-2005, of sufficient complexity to address the following 5 issues:

1. the sectors and occupations which will experience the greatest demand over the next 5 years;
2. emerging employment opportunities within government at the territorial, regional, community and federal levels;
3. those sectors on which the Department of Education should focus;
4. those sectors and/or occupations which will provide new employment opportunities, either because of growth in current sectors or new sectoral development; and
5. those sectors and/or occupations which will provide continued employment opportunities because of turnover.

The consultants wish to thank all those who contributed their time and effort to the report, especially the members of the project Steering Committee: Ian Rose and Errol Fletcher with the NG Department of Education; and Ed McKenna and Doug Brubaker with the NG Department of Sustainable Development. Without their advice and support, completion of the Nunavut 5 Year Labour Force Needs Analysis Report would not have been possible.

## 2 BACKGROUND

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The precedent for this type of analysis is the federal government's *Canadian Occupational Projection System* (COPS). COPS is a family of technical models and associated databases used by the federal government's Department of Human Resources Development for occupational analysis and forecasting. COPS provides labour market information on past, current and future labour market conditions across occupational skill groups for the national and provincial economies. COPS is very proficient in identifying emerging trends in skills and skill requirements of the labour force at the national level. However, it is less proficient in identifying trends at the provincial and territorial level.

For that reason, a number of provincial governments have developed, or are currently developing, their own forecasts of labour force development. Indeed, the value in such forecasts can be seen in the creation and publication of *occupational profiles* which are derived from labour force development forecasts. Occupational profiles provide province-specific information such as employment outlook, educational and skill requirements, and salary expectations for virtually all occupations listed in the National Occupation Classification<sup>1</sup>.

A good example is the OCCINFO<sup>®</sup> system developed by the Ministry of Advanced Education and Career Development, Government of Alberta. The diversity and quality of the information contained in OCCINFO, and its easy accessibility (it's available on the internet at [www.aecd.gov.ab.ca/occinfo](http://www.aecd.gov.ab.ca/occinfo)) make it a valuable resource for career planning and job hunting in Alberta.

This *5 Year Labour Force Needs Analysis* is intended to represent the first stage in the development of a comprehensive employment and career development resource for the Government and residents of Nunavut.

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<sup>1</sup> The National Occupation Classification classifies and describes more than 25,000 occupations in the Canadian labour market. These occupations are categorized into three levels: 26 major groups, 139 minor groups and 522 unit groups. The first two digits of the NOC code (the major code) identify skill types and levels of an occupational group. The first digit of a code – from 0 to 9 – corresponds to a generic skill type category (see below). Within each skill type category, the occupational groups are then organized according to decreasing skill levels. The second digit – from 1 to 6 – corresponds to a skill level such as professional, paraprofessional, technical, skilled, etc. The 26 major groups are identified by two-digit numbers. Some examples are: code 11, Professional Occupations in Business and Finance; code 32, Technical and Skilled Occupations in Health; and code 86, Labourers in Primary Industry. These groups are then further broken down into three-digit, minor groups, and four-digit unit groups.

### 3 METHODOLOGY

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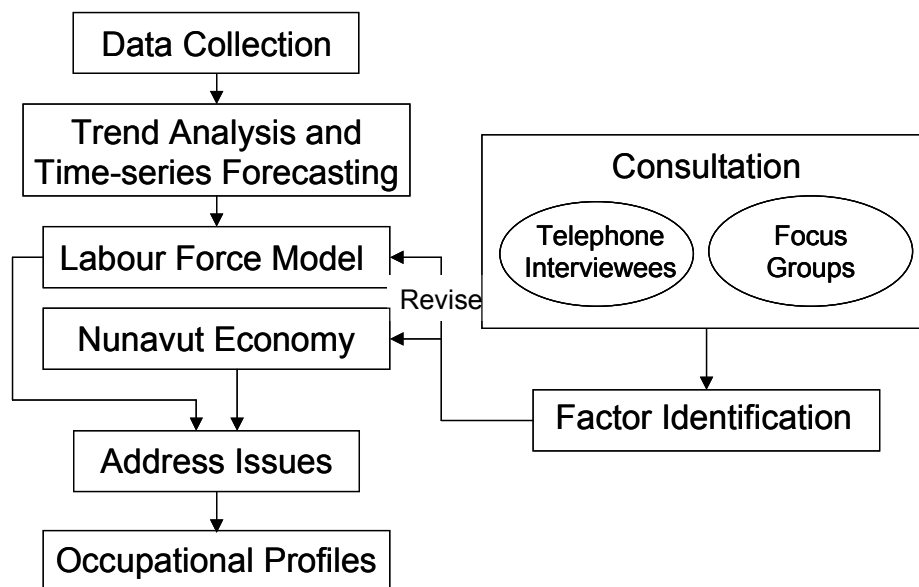
#### 3.1 Overview

The analysis was undertaken in seven phases. These comprised:

1. **Data collection**
2. **Identification of trends in the data**, and the consequent development of a model of the Nunavut labour market by projecting from those trends using time series forecasting techniques
3. **Sectoral analysis** of the Nunavut economy
4. **Consultation** with stakeholders through telephone interviews and focus group sessions
5. **Revisions** to the labour force model, incorporating the feedback obtained through the consultative process
6. **Issues identification** and discussion
7. Preparation of **occupational profiles** for those occupations projected to experience the greatest demand over the next 5 years

This overview is summarized in figure 1 below.

Figure 1: Overview of Methodology



### 3.2 Data Collection

The primary sources of raw data for construction of the labour force model were census data from Statistics Canada, and the *Labour Force Surveys* conducted by the NWT Bureau of Statistics. In addition, harvest data – both commercial and subsistence – were obtained from the Department of Sustainable Development.

Data was limited to Nunavut only, and collected in the form of time series<sup>2</sup>. Useful time series included:

- Population by Region for Years 1976, 1981, 1986, 1991, 1996
- Population by Age Group, 1986, 1991, 1996
- Labour Force Participation by Region, 1989, 1991, 1994, 1996, 1999
- Participation Rate, 1989, 1991, 1994, 1996, 1999
- Labour Force Participation by Economic Sector, 1986, 1991, 1996
- Employment by Economic Sector, 1994, 1996, 1999
- Highest Level of Education Achieved, by Region, 1986, 1991, 1996

### 3.3 Modelling Changes in the Nunavut Labour Force

All time series data were entered into Microsoft® Excel. Excel's built-in trendline analysis tool was used to determine the mathematical equation which best described the rate at which a particular time series was changing from time period to time period.

For each time series noted in section 3.2 above, the relevant equation was used to forecast future values of the time series to the year 2005. Selected time series forecasts were then used to construct a model of changes in the Nunavut labour force over the next five years. The assumptions, components, and techniques employed in constructing the model are fully described in section 6 below.

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<sup>2</sup> A sequence of annual values is called a *time series*. Other measures of time can be used (e.g., months or weeks), but the data of interest for this analysis is annual data. A complete time series would normally have data for each year, but census data is every 5 years because of the enormous collection costs involved. For example:

|                         |             |             |             |
|-------------------------|-------------|-------------|-------------|
|                         | <u>1986</u> | <u>1991</u> | <u>1996</u> |
| Population of Kitikmeot | 3750        | 4386        | 5067        |



### 3.4 Sectoral Analysis of the Nunavut Economy

A labour force model is useful for projecting the growth in the number of people who will be available to work in Nunavut. However, it is only one half of the picture because it cannot tell us where the jobs will be for these labour force participants.

In order to address such issues as continued job opportunities, emerging job opportunities, and job opportunities that will experience the greatest demand, an analysis of the Nunavut economy was required.

In the absence of an overall economic strategy document, the consultants relied on sectoral and industry reports prepared for the Department of Sustainable Development, their own experience and knowledge, and interviews with people in business and government.

For the purposes of this analysis, the economy of Nunavut was divided into 18 sectors, as shown in figure 2.

**Figure 2: Sectors of the Nunavut Economy**

|                                |                            |                                |
|--------------------------------|----------------------------|--------------------------------|
| Commercial Arts and Crafts     | Financial Services         | Real Estate/Property Mgmt      |
| Commercial Harvesting          | Government                 | Retail Trade                   |
| Communications                 | Health and Social Services | Services to Business and Gov't |
| Construction                   | Hospitality                | Transportation and Storage     |
| Designated Inuit Organizations | Manufacturing              | Utilities                      |
| Educational Services           | Mining and Exploration     | Wholesale Trade                |

Because of its importance, the traditional economy was also analysed.

### 3.5 Stakeholder Interviews and Focus Groups

Projections based on observed trends in the data often fail to capture the impact of broader forces at work in the environment in which the projections are produced. We therefore interviewed 55 key stakeholders, representing each of the 19 identified sectors of the economy. While organization heads were directly contacted, the consultants were often referred to organizations' Human Resource personnel. Issues addressed in the interviews included:

- current state of the sector, e.g., estimates of the number of active businesses, and number of jobs presently filled
- growth prospects
- outlook for future jobs
- skills and training that will be required to fill these jobs

The interview guide and listing of people interviewed has been included as Appendices 1 and 2, respectively. A complete table of interviewee comments is attached as Appendix 3.

In addition, six focus groups (53 people) were organized in Iqaluit, Kugluktuk, Cambridge Bay, and Rankin Inlet (3 separate focus groups). Focus groups were asked to consider:

- the reasonableness and usefulness of the labour force model
- the key forces which will act upon the trends observed in the data
- the reasonableness of the employment figures provided by interviewees
- the key sectors which will drive the Nunavut economy during the next 5 years
- the respective roles of government, private industry, and individuals in job creation, and preparing for jobs

All comments and considerations provided by the focus groups were summarized and used to further refine the labour force model, and confirm, for each sector, a description of important job occupations, anticipated demand, and required skills and training. Focus group participants are listed in Appendix 4. In addition, the complete text of the notes taken by the focus group facilitators is also included in Appendix 4.

### **3.6 Data Issues**

Data collection was not a straightforward process, as there were a number of limiting factors. In particular:

- The NWT and Nunavut Bureaus of Statistics surveys do not include labour force participation by industry or occupation. They do provide a measure of participation in traditional activities – hunting, trapping, fishing and arts & crafts – however, the distinction between commercial and subsistence is not readily available.
- The presentation of industry groupings is not consistent and does not clearly reflect important Nunavut sectors such as arts & crafts, renewable resources, land claim organizations, and tourism.

Generally, there is severe lack of reliable statistical data on labour force participation and employment by industry or sector - and industry value - although officials have a sense of industry trends.

## 4 THE ECONOMY OF NUNAVUT

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### 4.1 Overview

Nunavut's economy can be characterized as 'mixed', in the sense that it is a combination of traditional and industrial economies. The traditional economy comprises all domestic harvesting activities. That virtually every Inuit household is involved in domestic harvest activities confirms its economic importance. Moreover, 54% to 70% (depending on the source) of all Inuit *working in the industrial economy* are also involved in domestic harvest activities.

The industrial economy comprises – for the purposes of this analysis – all wage-earning activities. By far the largest industrial sector in Nunavut is government, but the very existence of government (and government employees) has provided the impetus for the development of businesses which provide goods and services that government and its employees need. There is also a history of mining and mineral exploration in Nunavut, but this sector has not provided a lot of jobs that are filled by Inuit, nor is it a sector which requires much in the way of goods and services which are contracted locally. Nevertheless, government, mining and harvesting must be considered to be the historic 'mainstays' of the Nunavut economy.

According to census data, industrial employment has increased 78% in the last 14 years. (This is coincidentally the same rate at which the population of Nunavut has grown during the same time period). However, as shown in figure 3 below, sectors other than government have grown at rates which exceed that of growth in government employment.

**Figure 3: Changes in Industrial Employment, 1986 - 1999**

|                                       | 1986  | 1999  | Change |
|---------------------------------------|-------|-------|--------|
| Goods Production                      | 843   | 1,600 | 90%    |
| Retail & Wholesale Trade              | 744   | 1,600 | 115%   |
| Government Service, Education, Health | 2,429 | 3,900 | 61%    |
| Services to Business and Government   | 1,419 | 2,575 | 82%    |
| Total Employment                      | 5,434 | 9,675 | 78%    |

There is great variability in industrial employment from community to community within Nunavut. According to the 1999 Labour Force Survey:

*Community results...indicate a wide variation in labour market conditions among communities. For example, the unemployment rate is 41.0% in Igloolik but only 10.4% in Iqaluit. Employment rates show similar variability. Less than 35% of the adult population in Clyde River and Gjoa Haven was employed at the time of the survey, while in the three regional centres (Cambridge Bay, Rankin Inlet and Iqaluit) more than 65% of population 15 years of age and older had a job.<sup>3</sup>*

<sup>3</sup> Nunavut Bureau of Statistics. 1999 Nunavut Labour Force Survey. September, 1999: page 5.

## 4.2 Sectoral Analysis of the Nunavut Economy

In order to prepare a sectoral analysis of the Nunavut economy, the consultants relied on sectoral and industry reports prepared for the Department of Sustainable Development, their own experience and knowledge, interviews of people in business and government, and focus group discussions.

### 4.2.1 Current State of the Economy

Overall, interviewees believed that most sectors had experienced reasonable growth in the last five years. The exceptions were:

- Health and Social Services, where interviewees believed that a lack of financial resources curtailed growth;
- Utilities, because of constraints on municipal growth; and
- Mining, because of falling metal prices and uncertainty surrounding regulatory processes.

The complete sector-by-sector analysis is attached as Appendix 5.

Interviewees chosen for their knowledge of the domestic harvest estimate that there are about 5,000 Inuit involved in domestic harvesting activities. This figure comprises: 500 'intensive' harvesters, who are involved full-time in harvesting to the exclusion of all participation in the industrial economy; about 1,000 'active' harvesters, who will periodically take part-time employment in order to support their harvesting activities; and about 3,500 'occasional' harvesters, whose involvement is limited to those periods of time when they are not working full-time in the industrial economy.

The interviewees believe that there has been little growth in domestic harvesting activities, and that this trend will continue because more people are taking government positions and fewer youth are participating in harvesting activities. On the other hand, one interviewee observed that in Iqaluit – because of the influx of Inuit from the smaller communities – there has been an increased interest and activity in harvesting in recent months.

Many of those consulted noted that harvesting and mining are the only non-government activities in many parts of Nunavut, with not nearly enough support going to maintaining/enhancing subsistence and commercial harvesting activities. Support in this sector does not only mean direct financial support, but also includes training, infrastructure development, development of markets, etc. The government should consider other options to straight subsidies. For example, a government-sponsored Import replacement initiative (i.e., apply existing food subsidy to offset prices of producing country foods) is an excellent example of the kind of support that needs to be considered.

#### **4.2.2 Economic Outlook**

The consensus was that most sectors will continue to experience slow but steady growth over the next 5 years. However, interviewees singled out government, hospitality (e.g., hotels, guesthouses, outfitters, restaurants, caterers) and services to business (e.g., accounting, security, advertising, engineers, lawyers, consultants, graphic design, translation), as sectors which will experience above average growth in the next 3-5 years.

The hospitality sector in particular could experience dramatic growth during the next few years if the government would consider strategic investments in developing the tourism industry. These types of investments include: product development, improved air transportation systems, continued support of Nunavut Tourism and increased support for those in the traditional harvesting and arts & crafts sectors – many of whom have the skills required to move easily into areas such as outfitting, and who can also transmit skills and knowledge important to this industry.

Indeed, the linkages between tourism, arts and crafts and harvesting activities are so strong that government support for infrastructure development, market development, the dismantling of trade and export barriers, and the provision of training would result in benefits the value of which would no doubt be many times the amount invested.

The consensus was that the following sectors would likely exhibit above average growth and job creation opportunities in the next 5 years:

- Communications
- Hospitality
- Retail Trade
- Health and Social Services
- Arts & Crafts

On the other hand, the future of mining and exploration – one of the ‘mainstay’ sectors of the Nunavut economy – is less optimistic. A variety of active projects, including Meadow Lake, Hope Bay belt gold exploration, various diamond projects and the Meliadine gold project, suggest that this sector will also continue to grow. Nevertheless, any new employment potential arising from these projects will be offset by a significant loss of jobs as a result of the Polaris Mine closure. The net result is probably stagnation – at least from an employment point of view – over the next few years.

An alternative scenario is the replacement of southern mine workers with Inuit, as Inuit currently account for only 15%-20% of all mining and exploration jobs. However, any replacement strategy for this sector will have to address two significant issues:

1. the accessibility and successful completion of trades training by Inuit, and
2. accommodating the deep-rooted Inuit involvement in harvesting activities within what is now a very structured work rotation.

These two workplace issues are not unique to the mining sector; the construction sector also has a very low Inuit participation rate for the same reasons.

### **4.2.3 Key Factors**

Each focus group was asked to identify the key factors which will influence the development of the Nunavut economy over the next 5 years. Even though each focus group was unaware of what the others had discussed, there was a high degree of consensus among the groups on the key factors. These were identified (in no particular order) as:

- Mineral prices
- Fuel prices
- Population growth
- Government expenditures for capital and economic development
- Transportation infrastructure
- Social problems, and the ability of government to deal with these problems

Overall, the extent of government investment in infrastructure and business startups will be a key factor in future economic development, particularly in sectors that would not grow otherwise, such as hospitality, arts & crafts and harvesting.

A conclusion arising from the key factors discussion was that a Nunavut Economic Strategy was needed that tied everything together, specifically:

- Growth in labour force and need for jobs
- Identified sector opportunities
- Required skills training
- Required infrastructure (e.g. subsidized day cares and incubator malls)
- Required support programs (e.g. mental health and social counseling)
- Required public quality education – this was the floor upon which everything else rested without which nothing else would work
- Required investment
- Methods of tracking and monitoring Nunavummiut participation

An economic development strategy would also serve as the basis for the Nunavut Government making tough choices in where to invest across programs including health, education, housing, economic development, etc.

### 4.3 Current and Projected Jobs by Sector

Among other things, all interviewees were asked for their opinions on: the number of people currently working in their industry or sector; and the number of new jobs that will be created during the next 3-5 years in their industry or sector.

Their responses – compared, tabulated, and adjusted in accordance with our own knowledge of the economy – are shown in figure 4 below.

**Figure 4: Interviewee Assessment of Current and Future New Jobs, by Sector**

|                                      | <b>Current<br/>Jobs</b> | <b>Future<br/>Growth</b> | <b>Percent<br/>Increase</b> | <b>Impact</b> |
|--------------------------------------|-------------------------|--------------------------|-----------------------------|---------------|
| Arts & Crafts                        | 500                     | 60                       | 12                          | Low           |
| Commercial Harvesting and Processing | 500                     | <b>100</b>               | 20                          | Medium        |
| Communications                       | 250                     | 85                       | <b>34</b>                   | Medium        |
| Construction                         | 350                     | 50                       | 14                          | Low           |
| DIO's                                | 200                     | 75                       | <b>38</b>                   | Medium        |
| Educational Services                 | 1,000                   | <b>200</b>               | 20                          | Medium        |
| Finance/Ins. Services                | 60                      | 30                       | <b>50</b>                   | Low           |
| Government                           | 2,400                   | <b>750</b>               | <b>31</b>                   | <b>High</b>   |
| Health/Social Services               | 500                     | <b>100</b>               | 20                          | Medium        |
| Hospitality                          | 500                     | <b>250</b>               | <b>50</b>                   | <b>High</b>   |
| Manufacturing                        | 100                     | 20                       | 20                          | Low           |
| Exploration and Mining               | 500                     | 0                        | 0                           | None          |
| Real Estate                          | 200                     | 50                       | 25                          | Low           |
| Retail Trade                         | 1,500                   | <b>300</b>               | 20                          | Medium        |
| Services to Business                 | 140                     | <b>140</b>               | <b>100</b>                  | <b>High</b>   |
| Transportation & Storage             | 500                     | <b>100</b>               | 20                          | Medium        |
| Utilities                            | 375                     | <b>100</b>               | <b>27</b>                   | <b>High</b>   |
| Wholesale Trade                      | 100                     | 25                       | 25                          | Low           |
|                                      | <b>9,675</b>            | <b>2,435</b>             | <b>25</b>                   |               |

Note: 0 new jobs in 'Exploration and Mining' is the net result when new mines scheduled to open in the next 5 years are balanced against the planned closures of Polaris, and possibly Nanisivik.

Interviewees' estimate of 9,675 people currently employed in Nunavut is about 12% higher than the 8,646 people working one year ago, according to the *1999 Nunavut Labour Force Survey*. This does not seem out of line, considering the surge in economic activity currently underway in Nunavut. Not surprisingly, the current jobs are concentrated in government, education, and retail trade sectors. These 3 sectors account for 51% of all jobs. The interviewees also indicated that these 3 sectors would continue to grow, providing 51% of the 2,435 new jobs that interviewees believe will be created in the next 3 – 5 years.

We have added an 'Impact' rating for each sector shown in figure 4, as a means of identifying those sectors which will provide significant job opportunities over the next 5 years. This impact rating considers both the number of new jobs created, and the percentage increase in the total number of jobs in each sector.

In assessing impact, two benchmarks were established: average number of new jobs created per sector, and average percentage increase in total jobs. The average percentage increase in total jobs is 25%, from the last row, 3<sup>rd</sup> column of figure 5 above. The average number of new jobs created per sector is 135 (2,435 new jobs divided by 18 sectors). However, this is probably an inflated number because the 750 jobs to be filled in government alone is so much higher than any other sector. Removing government from the mix results in an average of 99 new jobs created per sector ( $\{2,435 - 750\}/17$ ).

Having established these benchmarks, three criteria for determining impact were established:

1. Any sector with **both** above average growth **and** above average number of new jobs created would be considered to have a 'High' impact.
2. Any sector with **either** above average growth **or** an above average number of new jobs created would be considered to have a 'Medium' impact. (The exception here is Finance and Insurance Services. Even though interviewees believe that this sector will experience 50% growth over the next five years – and therefore qualifying it for 'Medium' impact using our criteria – the number of new jobs is so small (30), that we have relegated this sector's status to 'Low' impact.)
3. Sectors with below average growth and below average number of new jobs would be classified as having a 'Low' impact.

Using these criteria, we can identify four sectors with a 'High' impact in job creation:

- Government
- Hospitality (Tourism)
- Services to Business
- Utilities

Further, we can identify another seven sectors which meet the criteria for 'Medium' impact in job creation:

- Commercial Harvesting and Processing
- Communications
- Designated Inuit Organizations
- Educational Services
- Health and Social Services
- Retail Trade
- Transportation and Storage

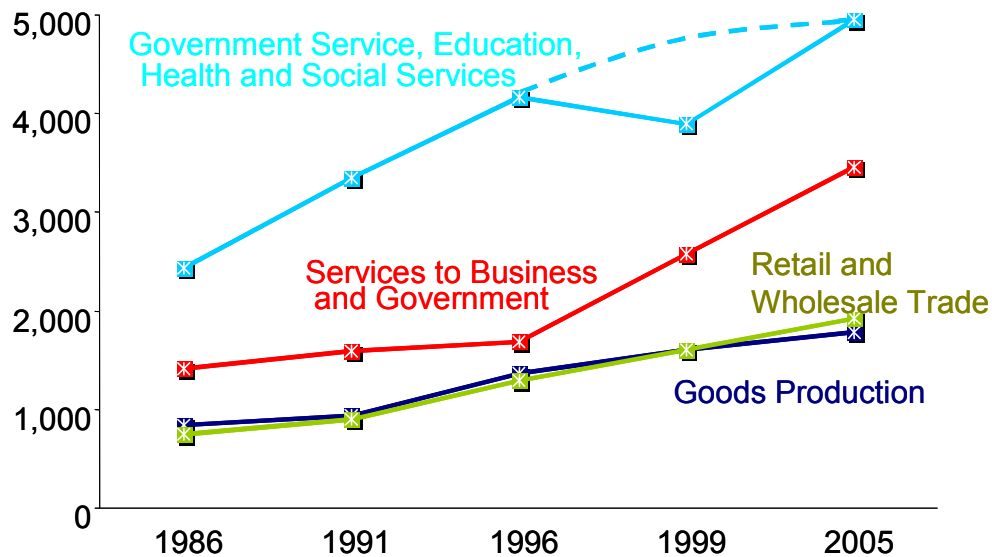


The rest of the sectors fail to meet the benchmarks for growth and number of new jobs created, and receive a ‘Low’ impact rating:

- Arts and Crafts (although the potential for a higher impact rating is possible given sufficient government investment and support)
- Construction
- Finance and Insurance Services
- Manufacturing
- Real Estate
- Wholesale Trade

Consolidating these assessments of new jobs into broad sectoral categories, and combining the results with census data for the same categories yields the trendlines shown in figure 5 below. It is readily apparent that government (and the related sectors of education, health and social services) will continue to be the major source of jobs for Nunavummiut. The High impact rating of Services to Business and Hospitality (included in the consolidation with Services to Business) is also apparent. Businesses which manufacture or add value to goods – manufacturing, construction, arts and crafts – play a small part in the economy of Nunavut, and will continue to be Low impact sectors in the future (again, in the absence of government support).

Figure 5: Employment by Sector, 1986-1996 from Census, 1999 Estimated, and 2005 Projected



Note: Actual employment figures for Government Service, 1999 were down significantly from preceding years. This is probably due to the large number of vacancies in the new government structure. The dotted line suggests that, had the government been fully staffed as of April 1, 1999, the future trend in government service would actually decline. As it stands, the large vacancy rate means that the government will be hopeful of filling many jobs over the next 5 years.

Interviewees were also asked to estimate the percentage of new jobs by functional category, that is, by management, professional, administration, skilled or general labour. This breakdown is provided in figure 6 below.

**Figure 6: Interviewee Assessment of Future New Jobs, by Function**

|                                      | <b>Management</b> | <b>Professional</b> | <b>Admin Support</b> | <b>Skilled Labour</b> | <b>General Labour</b> |
|--------------------------------------|-------------------|---------------------|----------------------|-----------------------|-----------------------|
| Arts & Crafts                        | 12                | 30                  | 12                   | 6                     | 0                     |
| Commercial Harvesting and Processing | 15                | 25                  | 10                   | 30                    | 20                    |
| Communications                       | 9                 | 34                  | 9                    | 34                    | 0                     |
| Construction                         | 5                 | 10                  | 5                    | 18                    | 13                    |
| DIO's                                | 0                 | 45                  | 30                   | 0                     | 0                     |
| Educational Services                 | 20                | 160                 | 20                   | 0                     | 0                     |
| Finance/Insurance Services           | 6                 | 21                  | 3                    | 0                     | 0                     |
| Government                           | 210               | 135                 | 90                   | 135                   | 180                   |
| Health/Social Services               | 10                | 40                  | 10                   | 40                    | 0                     |
| Hospitality                          | 38                | 50                  | 38                   | 100                   | 25                    |
| Manufacturing                        | 1                 | 0                   | 2                    | 12                    | 5                     |
| Exploration and Mining               | 0                 | 0                   | 0                    | 0                     | 0                     |
| Real Estate                          | 1                 | 2                   | 8                    | 25                    | 15                    |
| Retail Trade                         | 15                | 15                  | 30                   | 120                   | 120                   |
| Services to Business                 | 42                | 28                  | 14                   | 28                    | 28                    |
| Transportation & Storage             | 5                 | 15                  | 5                    | 25                    | 50                    |
| Utilities                            | 5                 | 30                  | 15                   | 35                    | 15                    |
| Wholesale Trade                      | 1                 | 1                   | 4                    | 6                     | 13                    |
|                                      | <b>394</b>        | <b>641</b>          | <b>303</b>           | <b>614</b>            | <b>483</b>            |

According to the interviewees' estimates, 16% of all new jobs will be in management; 26% will be professional (e.g., engineers, teachers, information technology specialists, accountants); 12% in administrative support; and 25% will require skill in a trade, machine operation, or provision of a specialized service. Only 20% of the new jobs created in the next 5 years will require no skill or previous training.

## **4.4 Other Comments from Interviewees**

### **4.4.1 Inuit Employment Trends**

Overall, interviewees believed that most sectors had demonstrated slow but steady growth in hiring Inuit. The exceptions here were:

- Financial and other services to business and government, traditionally sectors requiring university education, even in entry level positions; and
- Construction, where the prospects for training leading to certification remain poor.

### **4.4.2 Educational Requirements**

With the exception of arts & crafts and harvesting activities, the application of new technology in every sector of the economy has 'raised the bar' for educational requirements.

### **4.4.3 Local Hiring**

The consensus was that it is difficult to hire locally. Common reasons for this included insufficient education and/or training for the position being offered, and the inability to offer wages comparable to what the government could offer.

### **4.4.4 Availability of On-the-Job and Other Training**

This is an area which is very sector-specific. Opportunities cover the full spectrum from poor (e.g., in retail trade) to average (mining) to excellent (designated Inuit organizations).

With more dependence on technology in the workplace, many industries have reduced their need for highly supervised general labour and increased their need for employees at entry level who can work more independently and with computers in the workplace, with the ability to problem-solve even in carrying out basic tasks such as mail sorting. Even those industries who facilitate their own specialized in-house training, such as transportation, communications, banks etc., sometimes rely on self-taught training modules and third-party partnerships with specialized institutions which requires an entry level trainee with a strong foundation in grade 12 communications, math, science, and lifeskills courses. Adult basic education should include well rounded liberal arts program. Many human resource interviewees recommend not specializing too early but acquiring a broad based education that allows entry into a variety of fields.

## 4.5 Stakeholder Roles in Job Creation

Each focus group was asked to comment on the role that each stakeholder should play in future job creation activities within Nunavut. See Appendix 6 for a complete listing of Government and Private Sector roles compiled by the focus groups.

### Role of Government

Focus group participants felt the government's roles and responsibilities should be limited to providing broad quality public education, infrastructure like day cares, incubator malls and arts & crafts studios, and support programs like job counseling and business loans, grants and contributions, but not those elements that the private sector could better deliver such as housing. Government should be the key support agency in providing subsidizes for those industries that would not grow otherwise, such as the hospitality, arts & crafts and harvesting industries.

### Role of the Private Sector

Focus group participants felt the private sector's roles and responsibilities should include forming government/private sector partnerships to design specific training programs, and forming industry associations to lobby government for required training programs.

The Rankin Inlet focus groups took this part of the exercise a step further, by advocating that the Designated Inuit Organizations should be major players in labour force development, by channelling federal and NTI funds into meaningful training and scholarship programs, and by investing in solutions to social problems.

### Role of the Individual

Focus groups were not asked to identify roles that individuals could or should play in labour force development, but half of the focus groups believed that it was worthwhile to define roles for individuals.

- Go to school; stay in school
- Develop marketable skills
- Seek out and go after opportunities
- Parents: develop a work ethic; pass this along to your children

## 5 NUNAVUT LABOUR FORCE

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### 5.1 Overview

The labour force in Nunavut is made up of all persons 15 years of age and older who are working – or would like to work – in the industrial economy. Labour force statistics are determined from the census data collected every 5 years. In addition, the NWT Bureau of Statistics introduced a more detailed labour force survey – at the community level – in 1994. This survey was repeated in 1999.

### 5.2 Definitions

**Labour Force [National Criteria]:** all persons 15 years of age and older who were employed, or unemployed and looking for work. This is the definition employed by Statistics Canada. During census years (the last was 1996), the labour force includes those persons that report:

- that they did any *paid* work at all during the work prior to being surveyed,
- or were absent from their job or business because of illness, vacation, etc., or
- were unemployed and had actively looked for work in the previous four weeks, or
- were unemployed and starting a new job within the next four weeks

Sampling techniques are used to account for those persons who are not enumerated during the census, so that the final figures are estimates for the entire population.

The labour force is a concept rooted in the industrial economy. Accordingly, those not taking part in the industrial economy on a regular basis – particularly in the weeks prior to enumeration in the census – would be excluded from the labour force. Consequently, Nunavummiut whose predominant economic activity is hunting, trapping, carving – i.e., activities which constitute the traditional economy, would be excluded from this definition of the labour force.

**Labour Force [‘No Job Available’ Criteria]:** all persons 15 years of age and older who were employed, or unemployed and looking for work *or not looking for work because they believed that no jobs were available*. This definition was developed by the NWT Bureau of Statistics as an additional tool for use in the 1994 and 1999 labour force surveys.

This is the preferred definition of labour force, as it more realistically describes the situation that exists in many Nunavut communities, where people are not actively looking for work because there are no jobs. This definition will result in a higher *participation rate* than using the National criteria. It also results in a higher unemployment rate, because people who have given up looking for work because no jobs are available are added to the total unemployed. Nevertheless, even with this broader definition, Nunavummiut who hunt, trap, carve, etc. could be excluded from the labour force.

Although the ‘No Jobs’ criteria is preferred, there have only been two years of data collected using this definition (1994 and 1999). To be able to identify trends in the data requires at least 3 observations. Therefore, unless otherwise noted, the tables in the following subsections use data which is based on the National criteria. Data collected using the No Jobs criteria will be included only to point out some of the differences that result from the use of this broader definition. As the use of the No Jobs criteria becomes standard practice in future surveys conducted by the Nunavut Bureau of Statistics, so will analyses using this data become standard as well.

**Participation Rate:** the percentage of persons 15 years of age and older, who are in the labour force.

### 5.3 Labour Force Composition

The labour force of Nunavut [National Criteria] has grown steadily from 7,085 in 1989 to 11,265 in 1999<sup>4</sup>, an average annual growth rate of 5.9%. By contrast, the total Canadian labour force has only grown 1.1% per year.

The regional breakdown of labour force growth is shown in figure 7. A graphic version appears in Appendix 7.

**Figure 7: Regional Labour Force Growth, 1989 – 1999**

|               | 1989  | 1991  | 1994  | 1996   | 1999   |
|---------------|-------|-------|-------|--------|--------|
| Baffin        | 3,998 | 4,615 | 5,237 | 5,605  | 6,063  |
| Kivalliq      | 1,846 | 2,070 | 2,543 | 2,680  | 2,988  |
| Kitikmeot     | 1,241 | 1,625 | 1,847 | 1,960  | 2,213  |
| Nunavut Total | 7,085 | 8,310 | 9,627 | 10,245 | 11,264 |

<sup>4</sup> There will be many references to census and/or labour force survey data throughout the balance of this report. Rather than encumber the report with footnotes for each and every reference, the reader is advised that all *historic* data, i.e., for years 1999 and earlier, have been obtained from the publications and/or websites of: the Nunavut Bureau of Statistics, the NWT Bureau of Statistics, and Statistics Canada. In contrast, all data for years 2000 and beyond are from forecasts prepared by the consultants.

It should also be noted that different breakdowns of figures for any given year will not always add to the same total, even for figures from the same source (e.g., labour force by age grouping compared to labour force by Inuit vs non-Inuit). This is due to rounding and sampling errors.

A breakdown of the labour force by gender is available only for the 1991 and 1996 census years. During both years, 52% of the Nunavut labour force was male (51% in Kitikmeot, 52% in Kivalliq, and 53% in Baffin). The percentage is slightly higher in the overall Canadian labour force for the same years (54%), but this difference is probably not significant.

However, a breakdown of the labour force by age groupings displays quite significant differences between Nunavut and Canada as a whole. This is shown in figure 8 below.

**Figure 8: Comparison of Labour Force Age Groupings, Nunavut and Canada, 1999**

|          | NUNAVUT |       | CANADA     |       |
|----------|---------|-------|------------|-------|
| 15 to 24 | 2,305   | 20.5% | 2,565,700  | 16.3% |
| 25 to 44 | 6,508   | 57.8  | 8,190,300  | 52.1  |
| 45 to 64 | 2,328   | 20.7  | 4,745,700  | 30.2  |
| 65+      | 124     | 1.1   | 219,600    | 1.4   |
| Total    | 11,264  | 100.0 | 15,721,300 | 100.0 |

As can be seen in the above figure, Nunavut's labour force is much younger. In fact, youth will prevail in the Nunavut labour force for many years to come: 12.5% of Nunavut's total estimated 1999 population is in the 5-9 age grouping, compared with only 6.6% in the estimated 1999 population of Canada. This is the age bracket that will be moving into the labour force in the next 5-10 years, and further confirmation that the labour force will continue to grow at an increasing rate.

A breakdown of the labour force by Inuit vs. non-Inuit is shown in figure 9. These figures are from the labour force surveys conducted by the NWT Bureau of Statistics.

**Figure 9: Inuit vs. non-Inuit in the Nunavut Labour Force, 1994 and 1999**

|           | 1994          |                    | 1999                |                    |
|-----------|---------------|--------------------|---------------------|--------------------|
|           | Participation | Participation Rate | Participation       | Participation Rate |
| Inuit     | 7,057         | 60.0 %             | 7,765               | 60.0 %             |
| non-Inuit | 2,572         | 91.0               | 3,319               | 91.2               |
| Total     | 9,629         |                    | 10,904 <sup>5</sup> |                    |

Non-Inuit participate in the labour force at a much higher rate than Inuit. It should also be noted that the Inuit participation rate has not increased in the 5 year interval between labour force surveys, remaining steady at 60%. For comparison purposes, the aboriginal participation rate in the Northwest Territories is 65.3%; the non-aboriginal participation rate in the Northwest Territories is 89.2%.

<sup>5</sup> There is a slight discrepancy between the size of the labour force, as determined using the National Criteria, by Statistics Canada for 1999, and as measured by the NWT Bureau of Statistics in its 1999 *Nunavut Labour Force Survey*. The former's determination is 11,264 persons; while the latter's is 10,904. This is probably because Statistics Canada uses estimation techniques to predict what the labour force will be in the years following the last census, whereas the Bureau of Statistics undertook an actual survey.

Finally, in figure 10, the labour force in each of the regional centres is separated from the rest of their respective regional labour forces. Other relevant statistics are also shown in figure 10.

**Figure 10: Regional Centres versus Regions, 1991 - 1999**

|                                | 1991  | 1996  | 1999  |                                | 1991  | 1996  | 1999  |
|--------------------------------|-------|-------|-------|--------------------------------|-------|-------|-------|
| <b>Iqaluit</b>                 |       |       |       | <b>Rest of Baffin</b>          |       |       |       |
| Labour Force                   | 1,855 | 2,300 | 2,296 | Labour Force                   | 2,760 | 3,305 | 3,767 |
| % of Baffin LF <sup>a</sup>    | 40.2% | 41.0% | 37.9% | % of Baffin LF <sup>a</sup>    | 59.8% | 59.0% | 62.1% |
| % of Nunavut LF                | 22.3% | 22.4% | 20.4% | % of Nunavut LF                | 33.2% | 32.3% | 33.4% |
| Participation Rate             | 77.1% | 79.6% | 74.1% | Participation Rate             | 60.5% | 61.3% | 63.1% |
| Unemployment                   | 9.2%  | 10.4% | 10.4% | Unemployment                   | 19.7% | 16.2% | 29.4% |
| <b>Rankin Inlet</b>            |       |       |       | <b>Rest of Kivalliq</b>        |       |       |       |
| Labour Force                   | 725   | 1,010 | 1,011 | Labour Force                   | 1,345 | 1,670 | 1,977 |
| % of Kivalliq LF <sup>a</sup>  | 35.0% | 37.7% | 33.8% | % of Kivalliq LF <sup>a</sup>  | 65.0% | 62.3% | 66.2% |
| % of Nunavut LF                | 8.7%  | 9.9%  | 9.0%  | % of Nunavut LF                | 16.2% | 16.3% | 17.6% |
| Participation Rate             | 69.4% | 76.8% | 72.0% | Participation Rate             | 55.3% | 60.7% | 63.6% |
| Unemployment                   | 15.2% | 13.4% | 13.7% | Unemployment                   | 23.0% | 36.3% | 24.5% |
| <b>Cambridge Bay</b>           |       |       |       | <b>Rest of Kitikmeot</b>       |       |       |       |
| Labour Force                   | 500   | 635   | 728   | Labour Force                   | 1,125 | 1,325 | 1,485 |
| % of Kitikmeot LF <sup>a</sup> | 30.8% | 32.4% | 32.9% | % of Kitikmeot LF <sup>a</sup> | 69.2% | 67.6% | 67.1% |
| % of Nunavut LF                | 6.0%  | 6.2%  | 6.5%  | % of Nunavut LF                | 13.5% | 12.9% | 13.2% |
| Participation Rate             | 70.9% | 73.4% | 77.9% | Participation Rate             | 57.4% | 62.9% | 61.4% |
| Unemployment                   | 16.0% | 8.7%  | 13.9% | Unemployment                   | 26.7% | 36.1% | 36.9% |

<sup>a</sup> 'LF' means 'Labour Force'

Separating the data in this manner highlights the differences among the regions, and between the regional centres and the rest of each region. As can be seen in figure 10, Iqaluit has the highest proportion of the total Nunavut labour force, but also the lowest unemployment rate. It also demonstrates the much lower participation rates – and much higher unemployment rates – to be found outside of the regional centres.

Because figure 10 is based on census data, the participation rate – and consequently the unemployment rate – is based on National criteria. The disparity between regional and regional centre unemployment rates is even more pronounced if the 'No Jobs' criteria is used to determine labour force participation. This data is



available from the Labour Force Surveys for 1994 and 1999, and is shown in figure 11 below.

**Figure 11: Participation and Unemployment Rates, 'No Jobs' Criteria, 1994 and 1999**

|                      | 1994  | 1999  |                          | 1994  | 1999  |
|----------------------|-------|-------|--------------------------|-------|-------|
| <b>Iqaluit</b>       |       |       | <b>Rest of Baffin</b>    |       |       |
| Labour Force         | 2,152 | 2,492 | Labour Force             | 3,474 | 4,218 |
| Participation Rate   | 80%   | 80%   | Participation Rate       | 70.5% | 70.7% |
| Unemployment         | 19%   | 17%   | Unemployment             | 30%   | 32%   |
| <b>Rankin Inlet</b>  |       |       | <b>Rest of Kivalliq</b>  |       |       |
| Labour Force         | 980   | 1,028 | Labour Force             | 1,956 | 2,221 |
| Participation Rate   | 74%   | 73%   | Participation Rate       | 71.2% | 71.4% |
| Unemployment         | 18%   | 15%   | Unemployment             | 42%   | 33%   |
| <b>Cambridge Bay</b> |       |       | <b>Rest of Kitikmeot</b> |       |       |
| Labour Force         | 600   | 742   | Labour Force             | 1,427 | 1,605 |
| Participation Rate   | 73%   | 79%   | Participation Rate       | 66.6% | 66.4% |
| Unemployment         | 10%   | 15%   | Unemployment             | 38%   | 42%   |

The participation and unemployment rates are all higher using the 'No Jobs' criteria for defining the labour force. However, the disparity between the regional centres and the rest of each region remains the same, particularly in the Kitikmeot region. Participation rates are discussed in the next subsection.

## 5.4 Labour Force Participation Rate<sup>6</sup>

The percentage of all persons 15 years of age and older who are considered to be in the labour force (e.g., employed, or unemployed and would like to work) is called the *participation rate*. Changes in the participation rate are shown in figure 12.

**Figure 12: Participation Rate by Region and Year, 1989 – 1999**

|                  | 1989 | 1991 | 1994 | 1996 | 1999 |
|------------------|------|------|------|------|------|
| Baffin           | 63   | 66   | 69   | 68   | 67   |
| Kivalliq         | 58   | 60   | 63   | 66   | 66   |
| Kitikmeot        | 56   | 61   | 62   | 64   | 66   |
| Nunavut, Overall | 60   | 63   | 66   | 66   | 67   |

<sup>6</sup> Participation rates in this subsection are stated in accordance with the National Criteria – unless otherwise stated – as it makes comparisons with other jurisdictions easier.

The overall participation rate in Nunavut has been steadily increasing, from 60% in 1989 to 67% in 1999. This is lower than the Northwest Territories, where the 1999 overall participation rate was 78.3%. Canada's overall participation rate – determined during the winter of 1999 – was 64.5%. This was down a few percentage points from the 67% participation rate determined during the 1996 census.

The participation rate is an important statistic in labour force analysis. As noted earlier though, it is not a measure of all economic activity, because participation in traditional harvesting activities is ignored.

Further, using the National criteria restricts measures of participation to those who are working or actively looking for work. It does not account for the significant number of Nunavummiut who would like to work in the industrial economy, but can't because there are no jobs, or because basic infrastructure such as daycare is not available. Because the No Jobs criteria capture these people as well, it is a much better definition of the participation rate. As noted earlier, future labour force analyses will increasingly employ data collected using the No Jobs criteria.

## **5.5 Factors Impacting Labour Force Development**

The most significant factor impacting development of the labour force is population growth. The population of Nunavut has been growing exponentially – i.e., at an increasing rate each year – and this trend is likely to continue in the next few years. In addition, the population is very young, such that many more people will be 'growing into' the labour force rather than retiring from it.

Focus group participants had some serious discussions on the issue of labour force development in Nunavut. No matter what the opportunities or economic growth, focus group participants felt strongly that without a stronger emphasis on developing quality educational programming, Nunavut residents would fail to capture job opportunities. First, those graduating from high school did not really have grade twelve equivalencies, especially in math. Nor did they have a liberal arts education including an understanding of drama, music, shops, Inuit social studies. In short, current Grade 12 graduates lacked all the requisites to problem solving and lateral thinking which were necessary ingredients to success in the emerging economy. They also did not have a broad range of skills that would allow them to shift from job to job across sectors, which was likely to also be a requirement in the emerging economy.

Secondly, they felt that without a quality education Nunavut residents finishing high school would not be able to enter university, and therefore lack the education and skills necessary for emerging management and professional jobs.

Focus group participants agreed that even with targeted training programs, Nunavut residents required important infrastructure such as day cares and support programs such as mental health and social counselling in order to succeed in capturing and holding on to offered jobs. For example, people often quit jobs because of 'job pressures' where instead they should be taught coping skills.

Participants felt there would be growing dissatisfaction with the distribution of quality government jobs in the Nunavut Territory, which might result in a shift in government policy favoring much more strongly Inuit hiring. In short, a hiring policy might be introduced based more on ethnicity rather than qualifications or experience. On the other hand, participants felt that some Inuit, especially the better educated, would leave the territory to pursue more opportunities in other parts of the country and other countries, but this was a natural trend everywhere and could not – should not – be stopped.

## 6 THE NUNAVUT LABOUR FORCE MODEL

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### 6.1 Overview

A model was developed in order to predict the size and composition of the Nunavut labour force over the next 5 years (2001 – 2005). This model uses *time series forecasting* of selected variables in order to project future values of the labour force. The basic principle – as well as the major limitation – of time series forecasting is that trends identified in previous years' data will continue into the future.

A more sophisticated approach would be to develop an *econometric* model, in which all of the critical factors influencing labour force growth would be identified. Such factors would include population growth, interest rates and investment, levels of education, incentives and barriers to employment, transportation infrastructure, plus six or seven more factors that econometric specialists could find. A series of mathematical equations would then be developed to predict the future value and relative importance of each factor. Solving all of these equations simultaneously yields values for the future size of the labour force.

Econometric modelling would *appear* to make more sense, in that all of the important factors are identified and evaluated. However, econometric models do not necessarily give better results than time series forecasts, especially over short periods such as the 5 year timeframe of this study. Further, we do not have good data for most of the identified factors that would be input to a more sophisticated econometric model of the labour force. In any case:

1. The most important factor in an econometric model of labour force growth would be population growth. This is also the dominant time series in our model.
2. No predictions are definitive, no matter how sophisticated the model. Our objective was simply to develop some indications of labour force size which would serve as the basis for discussion by informed interviewees and focus group participants. Time series forecasting is adequate to meet this objective.

## 6.2 Variables in the Model

Three variables are used in our model:

1. regional population,
2. the proportion of regional population 15 years of age and older, and
3. labour force participation rate.

A simpler approach would be to use one variable – labour force – and simply identify the trend in this time series, then project that trend into the future. However, a trendline calculated from the historic labour force data would indicate growth at a constant – or even slightly decreasing – annual rate. That is, the labour force has been growing over the past 10 years, but only at a constant rate. (The lines drawn through the regional labour force figures in Appendix 7 show this slightly decreasing annual rate quite clearly). Any projections based on this data would show the same linear trend. This trendline would not reflect two factors which have become more important in recent years:

- The exponential growth in total population; and
- The annual increase in the participation rate, which means that an *increasing* percentage of an *increasing* population is joining the labour force.

Thus, a model which incorporates these two key factors would more realistically capture what is currently happening in the labour force.

## 6.3 Assumptions

In order to construct a model of the future labour force, three assumptions have been made regarding how the major variables in the model will behave. These assumptions are:

1. **The trend of exponential population growth will continue for at least the next 5 years.** That is, regional populations will continue to increase each year at an increasing rate. This increasing rate of growth can be seen quite clearly in the regional population data which is displayed graphically in Appendix 8.

Using this model, the population of Nunavut is estimated to be 27,395 in 1999. This compares favourably with Statistics Canada's 1999 estimate of 27,000. The model predicts population in 2005 to be 32,706, a 19.4% increase from 1999 levels. Regional population forecasts are shown in figure 13.

**Figure 13: Regional Population Forecasts, 2000 - 2005**

|               | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|---------------|--------|--------|--------|--------|--------|--------|
| Baffin        | 14,819 | 15,256 | 15,707 | 16,170 | 16,648 | 17,139 |
| Kivalliq      | 7,739  | 7,982  | 8,233  | 8,492  | 8,759  | 9,035  |
| Kitikmeot     | 5,658  | 5,823  | 5,993  | 6,168  | 6,347  | 6,532  |
| Nunavut Total | 28,216 | 29,062 | 29,933 | 30,830 | 31,754 | 32,706 |

2. **The proportion of the population 15 years of age and older will remain constant at current rates.** The reader will recall from section 5.2 above, that the labour force is made up of all persons 15 years of age and older who were employed, or unemployed and looking for work. Trendline analysis of changes in population by age grouping (not shown) shows very little variation in the percentage the regional population 15 years of age and older, over time. Regional percentages are displayed in figure 14.

**Figure 14: Proportion of Current Population Age 15 or Older**

|                 |      |
|-----------------|------|
| Baffin          | 63 % |
| Kivalliq        | 60   |
| Kitikmeot       | 61   |
| Nunavut Overall | 62   |

3. **The labour force participation rate will continue to increase in each region, but at a decreasing annual rate.** This trend of increasing growth at decreasing rates can be seen in the participation rate projections in Appendix 8. By the year 2005, the model indicates that regional participation rates are approaching their maximums. Projected regional participation rates for years 2000 - 2005 are shown in figure 15.

**Figure 15: Projected Regional Participation Rates**

|                 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-----------------|------|------|------|------|------|------|
| Baffin          | 69   | 69   | 69   | 69   | 69   | 70   |
| Kivalliq        | 67   | 67   | 67   | 67   | 67   | 67   |
| Kitikmeot       | 66   | 67   | 67   | 67   | 68   | 68   |
| Nunavut Overall | 68   | 68   | 68   | 68   | 68   | 69   |

## 6.4 Labour Force Projections

Using the preceding assumptions, the determination of labour force projections for each year is straightforward: Multiply the projected regional population by the percentage 15 years of age and older; then multiply that result by the participation rate projected for each year.

Regional labour forecasts are presented in figures 16a and 16b. Figure 16a is based on the National criteria, and figure 16b uses the more appropriate 'No Jobs' criteria. Labour force projections are shown graphically in Appendix 9.

**Figure 16a: Regional Labour Force Forecasts, 2000 – 2005 (National Criteria)**

|               | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|---------------|--------|--------|--------|--------|--------|--------|
| Baffin        | 6,419  | 6,633  | 6,844  | 7,062  | 7,285  | 7,522  |
| Kivalliq      | 3,106  | 3,219  | 3,326  | 3,434  | 3,542  | 3,647  |
| Kitikmeot     | 2,284  | 2,369  | 2,450  | 2,532  | 2,617  | 2,710  |
| Nunavut Total | 11,809 | 12,220 | 12,620 | 13,028 | 13,444 | 13,879 |

**Figure 16b: Regional Labour Force Forecasts, 2000 – 2005 ('No Jobs' Criteria)**

|               | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|---------------|--------|--------|--------|--------|--------|--------|
| Baffin        | 6,908  | 7,112  | 7,322  | 7,539  | 7,761  | 7,990  |
| Kivalliq      | 3,343  | 3,448  | 3,557  | 3,669  | 3,784  | 3,903  |
| Kitikmeot     | 2,430  | 2,515  | 2,603  | 2,694  | 2,788  | 2,885  |
| Nunavut Total | 12,682 | 13,076 | 13,482 | 13,901 | 14,333 | 14,778 |

According to the 1999 Labour Force Survey, the 1999 labour force in Nunavut was estimated at 12,307, using the 'No Jobs' criteria. Our projections suggest that the labour force will increase 2,470 to 14,778 people in the next 5 years, an increase of 20%.

## 7 THEMES

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Four general themes emerged from the consultative process:

1. Need for broad-based, quality education
2. Need for strategies for maintaining and enhancing the traditional economy, and increasing Inuit participation in the emerging 'industrial' economy
3. Need for partnerships between government and the private sector
4. Need for government support for sectors with job-creation potential

### **Broad-based Education**

Interviewees felt that people should have more active, relevant and interesting learning experiences *while in school*. Specifically:

- On the land cultural experiences: hunts, fishcamps, summer youth camps
- Projects using technology: computers for drafting designs; producing and videotaping performances; website design; research on internet
- Entrepreneurial projects: Junior Achievement program
- Lifeskills projects: volunteering, travel groups; student exchange
- Summer employment for post secondary students in their field of study
- For non-academic stream, high school spread over 4-6 years with some time spent in school and some in co-op job placement

Trades training should be general and not focused solely on mining. A trade school with trade training shops in each region with travelling instructors would be able to provide training for entry into a wider variety of industries such as transportation, communications, construction, mining, etc.

Education should provide for physical needs as well as social, intellectual and spiritual. Supports should include school breakfast and lunch program, in addition to infrastructure supports such as daycare.

Interviewees also felt students with children should have daycare support – run in partnership with a college or high school facilitating an early childhood education course. Parent/students would be able to fulfill volunteer requirements in other courses such as career and life skills management on a scheduled basis.



### **Strategies for Maintaining and Enhancing the Traditional Economy**

Interviewees involved in the traditional economy hold the perception that there has been little growth in domestic harvesting activities, and that this trend will continue because more people are taking government positions and fewer youth are participating in harvesting activities.

The importance of domestic harvesting activities within the Nunavut economy cannot be overstated. Even though the statistics, the consultation, and the analyses which underpin this report have a focus on industrial economic activities, the transition to an industrial economy will never be absolute: the economy of Nunavut will always be a mix of traditional and industrial activities.

Strategies need to be developed to protect and enhance domestic harvesting activities, so that Nunavummiut have options in undertaking economic activity. As some of the focus groups pointed out, this does not necessarily mean direct financial support for harvesting activities, but also includes training, infrastructure development, development of markets, etc. Such strategies could include incentives aimed at replacing imported foods with country foods, and support for programs which facilitate the transmission of traditional knowledge and skills from elders to youth. At the time of preparing this report, the Department of Sustainable Development has taken steps to initiate a critical review of all of its support programs. A critical review would be an opportune vehicle for addressing this issue.

### **Increasing Inuit Participation in the Emerging Economy**

This is an area which requires thought, consultation and planning which is beyond the scope of the current analysis. Some obvious subjects on which to focus include:

- Capitalize on the skill sets, attitudes and products which are unique to arts and crafts and harvesting activities to create opportunities in the tourism industry
- Encourage the mining sector to continue to negotiate IIBAs and IBAs in *partnership* with the Nunavut Government.
- Encourage increased labour force participation in selected industries with subsidized wages.
- Streamline the training funding process. This was a source of frustration to many interviewees.

### **Government-Private Sector Partnerships**

Examples of areas where partnerships between the government and private sector parties would benefit labour force development and job creation include:

- The design and funding of job-specific training programs;
- The design and funding of marketing programs in tourism and arts & crafts that more appropriately reflect Inuit culture
- Daycare support programs and facilities;
- Creating sector-specific development strategies; and
- Lobbying other levels of government for funding

### **Government Support**

Sectors such as harvesting, arts & crafts and tourism (also referenced in the data tables as the 'Hospitality' sector) have excellent job-creation potential. However, it is unlikely that the capital investments required to develop these sectors will come from the private sector alone, because the infrastructure costs are high, and the potential returns are low. Such a commitment must come from the government.

## 8 OPPORTUNITIES

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**Mining** – The mining sector will grow especially in the Kitikmeot, although participants agreed that historically not more than 15% to 20% of all jobs created in a new mine went to Inuit, with the balance going to non-Inuit or non-northerners from the south, thus they felt the targeted 500 jobs might not be a true picture of the jobs that would accrue to Nunavut residents, rather most jobs would go to southerners rotating to mine sites in Nunavut. They also emphasized that Inuit would need more training to capture potential mining jobs.

**Communications** – Participants felt creating 85 jobs over five years in this sector might be overly optimistic, although they felt that often an entrant into the industry did not need an especially high education to succeed, rather more a technical facility, or ‘techno-wizard quality’ that often came from just fooling around on computers.

**Hospitality and Retail** – Participants felt that projected growth in these two sectors, respectively 250 and 200 jobs created over the next five years, might be well below what actually happens. Here participants offered two reasons. If the Nunavut Government made strategic investments in developing the tourism industry, there would be significant growth beyond 250 jobs. Secondly, once the economy started expanding in all sectors, there would be more money circulating and more need for retail stores and places to eat – the economy ‘feeding on itself’ – thus, there would be more growth in the hospitality and retail sectors, and indeed all other sectors, resulting in still more jobs.

**Health & Social Services** – Participants felt there should be some growth in this sector, if only because this is an essential service for a population which is growing at an exponential rate. However, it was noted that efforts to recruit locally had not met with a great deal of success, because the level of skills and training fell short of the very high standards required of people working under a lot of stress in often life-and-death situations.

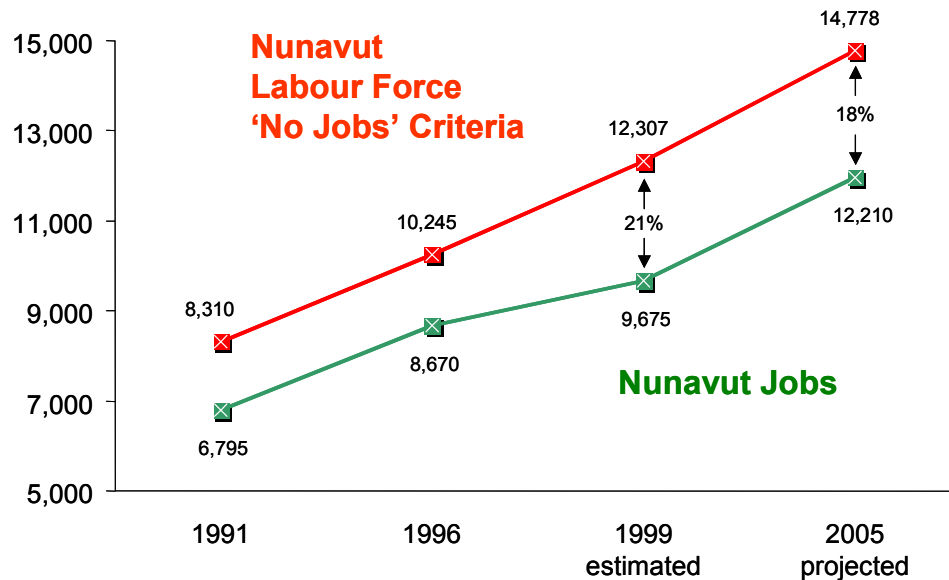
**Arts & Crafts** – Participants said the communication revolution and the ability to sell more products and services on the internet would support growth in the arts & crafts industry, which was also true for the hospitality industry. Increased activity nationally in arts & crafts and tourism was seen as a positive force for the many Nunavummiut involved in traditional arts & crafts and harvesting. Arts & crafts and harvesting skills are the same skills needed in tourism - sports fishing, sports hunting, eco-tourism, cultural tourism. In addition, much of the predicted activity would be based in communities where jobs are needed. In order to protect and enhance the traditional sectors and provide successful employment and training opportunities to those wishing to enhance their involvement in arts & crafts and harvesting or enter tourism as outfitters, guides, etc., government needs to make a real commitment to both the traditional sectors and tourism which are closely linked.

## 9 ISSUES

There are a number of issues stated throughout the preceding sections of this report, as well as in the appendices (in particular, Appendix 4: *Focus Group Participants and Their Comments*, and Appendix 5: *Sectoral Analysis of the Nunavut Economy*). Rather than gather and repeat all of the issues here, it may be more beneficial to consolidate many of these issues into two general ‘meta-issues’.

### 9.1 The Gap between Labour Force and Employment

Superimposing a chart of the growth in the labour force for years 1991 to 2005 over a chart of the historic and potential jobs created in Nunavut for the same time period shows that the gap between the two is only marginally closed.



How can we reduce this gap between the size of the labour force and the number of people employed?

There needs to be a real commitment to tourism, including an improved air transportation system, product development, and training for providers of tourism products. In addition, more work needs to be directed to bringing new outfitters along and providing them with support necessary to achieve qualification.

There is an urgent need for a 'replacement' strategy in sectors such as mining, education, construction and transportation, whereby Inuit people can be trained to assume jobs currently filled by people who have moved to Nunavut from the South.

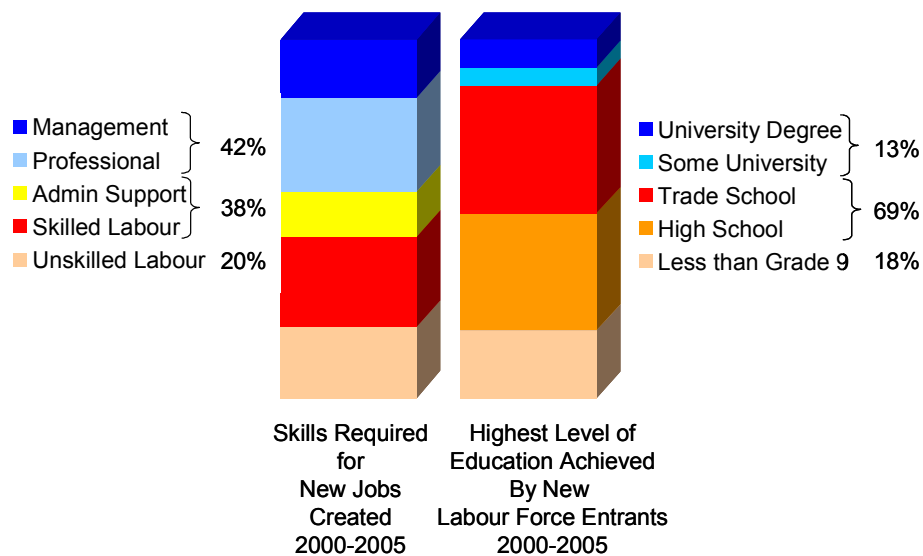
Strategies to protect and enhance the Traditional Economy must be developed. These strategies must take into account the desire of many – but not all – Inuit to seek employment in the Industrial Economy. Conversely, strategies aimed at increasing the percentage of Inuit in wage employment must take into account the desire of most Inuit to be able to take part in harvesting activities. As noted in subsection 4.2.3 above, sector participation levels should be tracked in order to monitor the effectiveness of training programs and strategies, to ensure that long-term northerners and Inuit fill newly-created jobs.

Entrepreneurship must be encouraged. In the schools; by government; by industry associations.

## 9.2 Education Issues

In addition to the labour force and employment data, the census is also a source of information regarding the highest level of education achieved by residents of Nunavut. Identification and projection of the trends in education through to the year 2005 yields a breakdown of the highest level of education achieved by new labour force entrants 2000 – 2005. This is shown in the column on the right in the chart below (see Appendix 10 for the time series forecast of highest level of education).

The column on the left is a summary of the new jobs created 2000 – 2005 by function, per figure 6 in section 4.3 above. The match between the number of new unskilled labour jobs and new labour force entrants with less than Grade 9 education is quite good. Otherwise, there is a significant imbalance between education required to fill new jobs, and the education achieved by new labour force entrants.



How do we address this imbalance?

Among the many comments and suggestions received during the consultation process are four worth emphasizing:

1. Enforce 'quality standards' at all education levels within schools across all communities. Further, ensure that curricula adopted are relevant to Nunavut students' environment.
2. Return to curricula which involve broad-based education instead of job-specific skill training.
3. Teach 'transferable skills' that would allow students to work in any number of different sectors of both the traditional and emerging economies.
4. Parents, teachers, civic and business leaders should develop a campaign to encourage children to stay in school. Part of this campaign should stress the opportunities available in Nunavut for Inuit with a good education.

## 10 SUMMARY

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Time series forecasts of the available and relevant data suggest that the Nunavut labour force is growing at a rate of about 400 new entrants per year. By the year 2005, there will be 2,471 additional people who will want to work in Nunavut.

At the same time, the consensus among business and government personnel consulted during this study was that 2,435 new jobs would be created by the year 2005. Most of these new jobs would be in government, education, tourism (hospitality), and retail trade. Further, most of these new jobs will require levels of education which exceed those indicated by the current trends in the highest level of education achieved by Nunavut students.

There are no easy solutions for reducing the gap between the number of workers and the number of jobs, and preparing Nunavummiut for the types of jobs that will be available. A systematic, well planned, well coordinated approach is required.

## 11 RECOMMENDATIONS

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1. The Nunavut Departments of Education and Sustainable Development should institute bi-annual reviews of labour force development, in order to develop a useful and valid database of labour force statistics, and to assess progress in implementing new initiatives.
2. The Nunavut Government needs to take a short-term and long-term focus to implementing recommendations from the 5-Year Labour Force Needs Analysis. The longer-term focus means realistically it will take a number of years before a large percentage of the population have a broad range of skills and the quality education necessary for higher university education. The shorter-term focus means the Nunavut Government should immediately take steps to improve the quality of delivered public education with a broad range of offered programs (e.g., drama, music, social studies) while also developing and delivering industry specific training ( e.g., tourism adventure and hospitality training, arts & crafts product development workshops).
3. The Nunavut Department of Education should enforce 'quality standards' at all education levels within schools across all communities. Further, since all sectors will require well educated workers – this is true of all sectors including arts & crafts and harvesting – the Department of Education should ensure that curricula adopted was relevant to Nunavut students' environment. For example, it would be more appropriate to teach a student how to dissect a caribou than an earthworm.
4. The Nunavut Department of Education should focus on developing 'transferable skills' that would allow the department to manage its risk of training people for jobs that suddenly disappear and/or are filled by southerners.



5. The Nunavut Government should provide infrastructure that supports economic growth in all sectors, and infrastructure should be thought of in its broadest form to include physical, social and mental, specifically: subsidized quality day cares in all communities; available mental health workers and counselors to teach coping skills; and teen recreation and programming that provided teenagers with healthy choices.
6. The Nunavut Government should work more closely with the private sector in developing effective partnerships tasked with delivering required infrastructure and training programs. Effective partnerships should be the means for lobbying political support and required investment. Effective partnerships should also be the means for developing effective strategies that outline the rational and underlying benefits for taking a particular course of action. Conceptually this would mean government/industry partnerships confirming sector opportunities, required training, required infrastructure, identifying benefits that would accrue, and using their 'game plan' to lobby for required political support and government investment.
7. The Nunavut Government should improve the environment for economic growth by increasing resident desire for economic growth through public education, including mentorship, job shadowing and *Inuit Qaujimanituqangit* (traditional knowledge).
8. The Nunavut Department of Education should ensure that offered education programs provide a broad range of training including arts, music, drama, three 'Rs' (reading, writing and arithmetic), Inuit social studies, science, shops etceteras, all with quality standards.
9. The Nunavut Government should track labour force participation levels according to whether jobs are filled by Inuit, non-Inuit and length of residency. Tracking according to ethnicity and length of residency would provide one measure of government training initiative effectiveness.
10. Government should ensure the transmission of *Inuit Qaujimanituqangit* and skills from elders to youth with strong cultural programs at all levels of education and training including experience through school hunts, summer on the land youth camps, winter survival techniques, land and water navigation skills, traditional toolmaking and repair, demonstration workshops in knitting nets and net repair, hide preparation, design and sewing etc.
11. Government should provide entrepreneurial training for those who wish to expand their ability to capture income opportunities based on traditional skills in the areas of small business owner/operator training (outfitting, e-commerce, marketing, eco-tourism, cultural tourism).

## **APPENDIX 1**

### **INTERVIEW GUIDE**

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## **APPENDIX 2**

### **INTERVIEWEES**

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## INTERVIEWEES

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|     | <i>Name</i>       | <i>Business/Organization</i>    | <i>Community</i> |
|-----|-------------------|---------------------------------|------------------|
| 1.  | John Hickes       | Nunavut Development Corporation | Rankin Inlet     |
| 2.  | Leslie Boyd       | West Baffin Eskimo Co-op        | Toronto          |
| 3.  | Mary Wilman       | Tatigiit Development Inc.       | Iqaluit          |
| 4.  | Tom Chapman       | Arctic Trading NDC              | Toronto          |
| 5.  | Debbie Brisebois  | IBC                             | Ottawa           |
| 6.  | John Pereira      | NWTEL                           | Whitehorse       |
| 7.  | Lorraine Thomas   | Nortext                         | Iqaluit          |
| 8.  | Marcel Mason      | Nunanet                         | Iqaluit          |
| 9.  | Patrick Nagel     | CBC                             | Iqaluit          |
| 10. | Terry Thompson    | Co-op                           | Winnipeg         |
| 11. | Chester Spry      | NWT Construction Ass'n          | Yellowknife      |
| 12. | Dennis Simard     | Qanait Construction             | Iqaluit          |
| 13. | Jens Steenberg    | Steenberg Construction          | Iqaluit          |
| 14. | Simon Merkosak    | Merkosak Construction           | Pond Inlet       |
| 15. | Robert Tukummiq   | NTI                             | Rankin Inlet     |
| 16. | Terry Forth       | NTI                             | Iqaluit          |
| 17. | Ben Ell           | Hunter                          | Iqaluit          |
| 18. | George Angahiatok | HTA                             | Cambridge B.     |
| 19. | Ian Ellsworth     | RWED                            | Arviat           |
| 20. | Tom Demcheson     | QWB, NWMB                       | Iqaluit          |
| 21. | J. Eegeesiak      | Human Resources                 | Iqaluit          |
| 22. | Ellen Bennett     | Bank of Montreal                | Iqaluit          |
| 23. | Gordon Bligh      | Royal Bank                      | Cambridge B.     |
| 24. | Hunter Tootoo     | Arctic Insurance Brokers        | Iqaluit          |
| 25. | Ken Toner         | DSD                             | Iqaluit          |
| 26. | Michael Smart     | Kitikmeot Foods                 | Cambridge B.     |
| 27. | Joe Kunuk         | Human Resources                 | Iqaluit          |
| 28. | Leona Agglukak    | Personnel                       | Iqaluit          |
| 29. | Marian Love       | Dept. Personnel                 | Iqaluit          |
| 30. | Terry Forth       | NTI                             | Iqaluit          |
| 31. | Alice Isnor       | Health Board                    | Cambridge B.     |
| 32. | Doug Sage         | Health & Social Services        | Iqaluit          |
| 33. | David Palmer      | Nunavut Tourism                 | Iqaluit          |
| 34. | Reiner Longhart   | Frobisher Inn                   | Iqaluit          |
| 35. | T. Jesudasen      | Qausuittuq Inns North           | Resolute Bay     |
| 36. | Wilf Wilcox       | Natik Plumbing & Heating        | Iqaluit          |
| 37. | Michael Hine      | Qikiqtaaluk Corporation         | Iqaluit          |
| 38. | Mike Veydik       | NWT Chamber of Mines            | Yellowknife      |
| 39. | Bryan Pearson     | Astro Theatre                   | Iqaluit          |
| 40. | Steve Birrell     | Qutaq Asset Management          | Iqaluit          |
| 41. | Gordon Rennie     | Northern Stores                 | Iqaluit          |
| 42. | Len Flett         | Northwest Co.                   | Winnipeg         |
| 43. | Quiran O'Sullivan | Northern Stores                 | Iqaluit          |
| 44. | Archie Angnaknaq  | Qilaut Translation Services     | Iqaluit          |
| 45. | Chuck Gilhuly     | Nunavut Management              | Iqaluit          |
| 46. | Keith Irving      | Full Circle Architecture        | Iqaluit          |
| 47. | Flo Malanson      | RL Hanson                       | Iqaluit          |
| 48. | John Carpenter    | NTCL                            | Hay River        |
| 49. | Michael King      | Canadian North                  | Yellowknife      |
| 50. | Murray Hurley     | Nunasi                          | Edmonton         |
| 51. | Doug Crossley     | Dept. Community Gov & Trans.    | Iqaluit          |
| 52. | Grant Saxon       | Petersen Auger                  | Iqaluit          |
| 53. | Jim Bleekley      | Frobuilt                        | Iqaluit          |
| 54. | P. Grogan         | ACL                             | Winnipeg         |
| 55. | Stu Kennedy       | DJ Sensations                   | Iqaluit          |

## FOCUS GROUP PARTICIPANTS

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|                                    |     |                     |   |
|------------------------------------|-----|---------------------|---|
| <b>Iqaluit</b>                     | 1.  | Jim Mason           | Royal Bank  |
|                                    | 2.  | John Clay           | ABE Arctic College  |
|                                    | 3.  | Cindy Gowan         | Management, Arctic College  |
|                                    | 4.  | Beth Biggs          | Nunavut Arts & Crafts Association                                   |
|                                    | 5.  | Beth Beattie        | Nunavut Arts & Crafts Association                                   |
|                                    | 6.  | Marcel Mason        | Nunanet Worldwide Communications                                    |
|                                    | 7.  | David General       | Nunavut Government Decentralization Committee                       |
|                                    | 8.  | Annie               | Baffin Chamber of Commerce  |
|                                    | 9.  | Jim Noble           | Nunavut Wildlife Management Board                                   |
|                                    | 10. | Glenda Carrie       | Minerals, Department of Sustainable Development                     |
|                                    | 11. | Errol Fletcher      | Policy & Planning, Department of Education                          |
| <b>Kugluktuk</b>                   | 12. | Rosemarie Miyok     | Traditional Economies   |
|                                    | 13. | Neil Willoughey     | Geologist, DSD (Mining)   |
|                                    | 14. | Jane McMullen       | Community Minerals Coordinator, Mining, Education                   |
|                                    | 15. | Andy McMullen       | RRO Harvesting  |
|                                    | 16. | Alan Niptanatiak    | RRO/ Subsistence & Commercial Harvester                             |
|                                    | 17. | Todd Roche          | NWMB Harvest Study Coordinator                                      |
|                                    | 18. | Derek Power         | Northern Stores Manager   |
|                                    | 19. | Frank Ipakohak      | Hamlet Councilor and Harvester                                      |
|                                    | 20. | Ken Brandy          | Community EDO (Tourism & Training)                                  |
| <b>Cambridge Bay</b>               | 21. | Deborah Barton      | Department of Education   |
|                                    | 22. | Joyce Bourne        | Health & Social Services  |
|                                    | 23. | Carl Isnor          | Nunavut Arctic College (Training)                                   |
|                                    | 24. | Cliff Sabirsh       | Economic Development officer (Business Development)                 |
|                                    | 25. | Mary Panegyuk Coady | Nunavut Arctic College (Training)                                   |
|                                    | 26. | Brent Boddy         | Public Works & Housing (Government)                                 |
|                                    | 27. | Gerrie Barros       | Kitikmeot Economic Development Commission (Training)                |
|                                    | 28. | Steve Mercer        | GN Human Resources (Government)                                     |
|                                    | 29. | George Angohiatok   | Harvester (Subsistence & Domestic)                                  |
|                                    | 30. | George Kavanna      | Harvester (Subsistence & Domestic)                                  |
|                                    | 31. | Doug Crossley       | Community Government (NG)   |
|                                    | 32. | Vicki Bobinski      | Nunavut Arctic College (Training)                                   |
|                                    | 33. | Sean Peterson       | Kitikmeot Employment & Training Partnership (Mobilization/Training) |
| <b>Rankin Inlet:<br/>Group One</b> | :   |                     |   |
|                                    | 34. | Metro Solomon       | Consultant, President of RI Chamber                                 |
|                                    | 35. | Gail Gavel          | Qamutik Travel  |
|                                    | 36. | Chris Hewitt        | DSD, CED  |
|                                    | 37. | Winnie Bennett      | Keewatin Regional Health Board, Social Services                     |
|                                    | 38. | Hamish Tatty        | M&T Enterprises   |
|                                    | 39. | Randy Miller        | Canadian North  |
|                                    | 40. | Kumar Saha          | Nunavut CEDO, also Aboriginal Business Canada                       |
|                                    | 41. | Irene Giesbrecht    | First Air   |
|                                    | 42. | Paul Murphy         | Akhaliak Consultants  |
|                                    | 43. | Helen Klengenberg   | Akhaliak Consultants  |
|                                    | 44. | Jaime Little        | CBC   |
| <b>Group Two</b>                   | 45. | Robert Connelly     | Acting Superintendent, DSD  |
|                                    | 46. | Ron Roach           | SAO, Rankin Inlet   |
|                                    | 47. | Louise Hickes       | Aboriginal Training fund, Kivalliq Partners                         |
|                                    | 48. | William Autut       | Career Development Counsellor, Education                            |
|                                    | 49. | Jolenda Elliot      | Keewatin Regional Health Board                                      |
| <b>Group Three</b>                 | 50. | Terry Espey         | Manager, Royal Bank   |
|                                    | 51. | Bert Dean           | NTI   |
|                                    | 52. | John Wallace        | CEDO, Rankin Inlet  |
|                                    | 53. | Dyan Gray           | Product Development Coordinator, Nunavut Tourism                    |

## **APPENDIX 3**

### **OBSERVATIONS & COMMENTS FROM INTERVIEWEES**

#### **FOCUS GROUP COMMENTS**

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**Current State of the Industry**

| Current Participation  | Current #'s                                      | Recent Trend                                 | Reason  |
|------------------------|--|--|---|
| Arts & Crafts          | 500+   | Grown  | <ul style="list-style-type: none"> <li>▪ Lack of other viable sources for supplementary income</li> <li>▪ Addition of different products over last 10-15 years – eg. Silver, clothing, weaving, graphic arts</li> <li>▪ Increased industry organization &amp; training</li> </ul>   |
| Commercial Harvesting  | 500+   | Grown  | <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| Domestic Harvesting    |  | Grown (2)<br><br>Decline (1)<br><br>Same (1) | <ul style="list-style-type: none"> <li>▪ Need to offset high cost of imported foods</li> <li>▪ Lack of employment</li> <li>▪ Consistent with industry growth</li> <li>▪ Lack of financial resources for harvesting</li> <li>▪ Youth are driven away from land/cultural skills</li> <li>▪ Consistent requirements</li> </ul>   |
| Communications         | 250*<br>doesn't include comm staff in NG and NTI | Grown  | <ul style="list-style-type: none"> <li>▪ NG communications infrastructure development</li> <li>▪ Development of Communications staff in NTI, NG (information campaigns, press releases, communications materials)</li> <li>▪ Development of Internet – Access providers, Website design</li> <li>▪ Better satellite delivery</li> <li>▪ Greater awareness of cable</li> <li>▪ Technical side (LAN install/support; cellphone/Sympatico/phone/computer support, ISP's etc)</li> <li>▪ More outlets for product, i.e., TVNC/APTN</li> </ul> |
| Construction           | 500+   | Grown  | <ul style="list-style-type: none"> <li>▪ NG infrastructure development</li> </ul>   |
| DIO's                  | 200  | Grown  | <ul style="list-style-type: none"> <li>▪ Land Claim Settlement</li> <li>▪ Creation Nunavut</li> <li>▪ More High School graduates</li> </ul>   |
| Educational Services   | 1000   | Grown  | <ul style="list-style-type: none"> <li>▪ HQ positions coming to NG from GNWT</li> </ul>   |
| Finance/Ins. Services  | 600  | Grown  | <ul style="list-style-type: none"> <li>▪ Creation Nunavut results in more money in circulation.</li> <li>▪ Increased demand for loans/financing by Birthright Corps</li> <li>▪ Result – establishment of more full service branches</li> </ul>  |
| Food Production        | 50-200/500+                                      | Grown  | <ul style="list-style-type: none"> <li>▪ NG infrastructure in place created opportunities in communities</li> <li>▪ Production improvements</li> <li>▪ New markets (UK)</li> </ul>  |
| Government             | 2000   | Grown  | <ul style="list-style-type: none"> <li>▪ NG departments are building up their capacity</li> <li>▪ Increase program delivery</li> <li>▪ Creation NG</li> </ul>   |
| Health/Social Services | 500+   | Same   | <ul style="list-style-type: none"> <li>▪ Increased demand but lack financial resources</li> </ul>   |
| Hospitality            | 500+   | Grown  | <ul style="list-style-type: none"> <li>▪ NG Creation has created more attraction</li> <li>▪ NG Creation has stimulated more business travel</li> </ul>  |
| Manufacturing          | 200-500  | Grown  | <ul style="list-style-type: none"> <li>▪ Higher expectations of quality</li> </ul>  |
| Mining                 | 500+   | Decline                                      | <ul style="list-style-type: none"> <li>▪ Metal prices down</li> <li>▪ Uncertain regulatory climate</li> </ul>   |
| Other Services         | ?  | ?  |   |
| Real Estate            | 200-500  | Grown  | <ul style="list-style-type: none"> <li>▪ Develop NG government infrastructure</li> <li>▪ Increased demand for private housing</li> </ul>  |
| Retail Trade           | 1500   | Grown  | <ul style="list-style-type: none"> <li>▪ Population increase especially in Iqaluit as capital of Nunavut</li> <li>▪ NG decentralization to communities</li> <li>▪ Greater demand for variety of products/services</li> </ul>  |
| Services to Business   | 250+   | Grown  | <ul style="list-style-type: none"> <li>▪ New Territory/New Capital</li> <li>▪ Capacity issue as GN starts up</li> </ul>   |
| Transportation Storage | 500+   | Grown  | <ul style="list-style-type: none"> <li>▪ Creation NG Infrastructure</li> <li>▪ Jobs shifting from NT to NU</li> </ul>   |
| Utilities              | 375  | Same   | <ul style="list-style-type: none"> <li>▪ No new hamlets or municipalities</li> </ul>  |
| Wholesale Trade        | 200  | Grown  | <ul style="list-style-type: none"> <li>▪ Increased demand for arts &amp; crafts</li> <li>▪ Increased business activity (restaurants, hotels etc)</li> <li>▪ Effective market studies</li> </ul>   |

Note: These are the number of current jobs as determined by interviewees, and do not reflect the revisions undertaken to arrive at the figures provided in figure 15.

**Inuit Employment Trends**

|                        |                   |                      |   |
|------------------------|-------------------|----------------------|---|
| Arts & Crafts          | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Growth in market demand</li> <li>▪ could increase with strong cultural ground</li> </ul>   |
| Commercial Harvesting  |                   |                      |   |
| Subsistence Harvesting |                   | Decline<br><br>Grown | <ul style="list-style-type: none"> <li>▪ Young Inuit are driven from the land but can be reversed with strong cultural development &amp; adequate financial resources to participate in harvesting activities</li> <li>▪ Consistent with growth in industry</li> <li>▪ Lack of employment</li> <li>▪ Easier access to vehicles for hunting (Harvest Support program initiatives ???)</li> </ul> |
| Communications         | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Increase in workforce</li> <li>▪ GN hiring policy</li> <li>▪ Slow because of insufficient training funds &amp; providers</li> </ul>  |
| Construction           | Increase          | Very Slow            | <ul style="list-style-type: none"> <li>▪ Slow for want of skilled tradespeople</li> <li>▪ Lack of training leading to certification</li> </ul>  |
| DIO's                  | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Inuit employment mandate</li> <li>▪ Elders consulted more often</li> <li>▪ More control by Inuit</li> </ul>  |
| Educational Services   | Increase          | Dramatically         | <ul style="list-style-type: none"> <li>▪ More educational programs</li> </ul>   |
| Finance/Ins. Services  | Inc/Decl/<br>Same | Inc slow             | <ul style="list-style-type: none"> <li>▪ Lack of education</li> <li>▪ Competition from NG higher wages</li> </ul>   |
| Food Production        | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Growth in production</li> <li>▪ Competition from NG higher wages</li> </ul>  |
| Government             | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ NG hiring locally</li> <li>▪ Decentralization creates new opportunities in settlement</li> <li>▪ Direct senior appointments</li> </ul>   |
| Health/Social Services | Same              |                      | <ul style="list-style-type: none"> <li>▪ Not able to attract</li> <li>▪ High stress occupation</li> </ul>   |
| Hospitality            | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ More encouragement to hire Inuit</li> <li>▪ Providing training programs for Inuit</li> <li>▪ more local Inuit entrepreneurs</li> </ul>   |
| Manufacturing          | Same              |                      | <ul style="list-style-type: none"> <li>▪ Poor apprenticeship programs</li> <li>▪ No trade school</li> </ul>   |
| Mining                 | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Prospecting courses in communities</li> <li>▪ Mines promotion mining knowledge</li> </ul>  |
| Other Services         |                   |                      | <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| Real Estate            | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Provides new professional field</li> <li>▪ Closer to communities</li> <li>▪ Slow - need capital to enter</li> </ul>  |
| Retail Trade           | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Increase in workforce at entry level</li> <li>▪ Increased business</li> <li>▪ Difficult to compete higher wages in other sectors</li> </ul>  |
| Services to Business   | Same              |                      | <ul style="list-style-type: none"> <li>▪ Lack of evaluation of training opps</li> <li>▪ Lack of education</li> </ul>  |
| Transportation/Storage | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ Article 24</li> <li>▪ More Inuit training to enter trades</li> </ul>   |
| Utilities              | Increase          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ NWT Power commitment to Inuit hire</li> <li>▪ almost all Inuit in Hamlets</li> </ul>   |
| Wholesale Trade        | Inc/Same          | Slow Steady          | <ul style="list-style-type: none"> <li>▪ NG mandate Inuit hire</li> </ul>   |



**Educational Requirements**

|                        | <b>Trend</b> |                         | <b>Reason</b>  |
|------------------------|--------------|-------------------------|--|
| Arts & Crafts          | Increased    | Slow Steady<br><br>Same | <ul style="list-style-type: none"> <li>▪ E-commerce</li> <li>▪ Producers &amp; artists tied to cultural knowledge and does not require a lot of formal training</li> </ul>   |
| Subsistence Harvesting |              |                         | <ul style="list-style-type: none"> <li>Formal education not required for harvesting</li> <li>Repair of torn or damaged nets</li> </ul>   |
| Communications         | Increased    | Dramatic                | <ul style="list-style-type: none"> <li>▪ IT development demands (eg. Expanding digital systems)</li> <li>▪ New government creates higher expectations eg., coverage of Legislative Assembly proceedings</li> <li>▪ Jobs more complex with computers</li> <li>▪ Bilingual literacy demands</li> <li>▪ Higher level of education required to function in jobs that require problem solving in basic tasks such as sorting email, editing</li> <li>▪ Knowledge of civics, politics, social studies, especially related to Nunavut (land claims, DIO's)</li> </ul> |
| Construction           | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| DIO's                  |              |                         | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| Educational Services   | Increased    |                         | <ul style="list-style-type: none"> <li>▪ Slow Steady</li> </ul>  |
| Finance/Ins. Services  | Increased    | Dramatic SI-<br>Steady  | <ul style="list-style-type: none"> <li>▪ Increased demand wealth management-loan advice, financial planning</li> <li>▪ Require Canadian Securities Course</li> </ul>   |
| Food Production        | Inc/same     |                         | <ul style="list-style-type: none"> <li>▪</li> <li>▪ Technical training for protection of game meat into secondary products</li> </ul>  |
| Government             | Inc/same     | Dramatic SI-<br>Steady  | <ul style="list-style-type: none"> <li>▪ No opportunities at present</li> <li>▪ NG mandate 85% Inuit employ now at 45%</li> </ul>  |
| Health/Social Services | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ High expectations in all areas</li> </ul>   |
| Hospitality            | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ More small businesses being est'd</li> </ul>  |
| Manufacturing          | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ New Technology</li> </ul>   |
| Mining                 | Increased    | Dramatic                | <ul style="list-style-type: none"> <li>▪ High teck equipment</li> <li>▪ Increased need geologists/engineers</li> </ul>   |
| Other Services         |              |                         | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| Real Estate            | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| Retail Trade           | Increased    | Dramatic SI-<br>Steady  | <ul style="list-style-type: none"> <li>▪ Increased computer &amp; other technology</li> <li>▪ Increased problem-solving/literacy levels required.</li> </ul>   |
| Services to Business   | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ Business training requirements</li> <li>▪ Professional requirements</li> </ul>  |
| Transportation/Storage | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ Technology in workplace (computer)</li> <li>▪ Supervision level decrease. More independence req'd</li> <li>▪ *In-house training requires independent learning skills &amp; high literacy/computer skills (training by self-taught modules)</li> </ul>   |
| Utilities              | Same         |                         | <ul style="list-style-type: none"> <li>▪ Most opportunities are trainee positions req. Gr. 10 at best Gr. 12</li> </ul>  |
| Wholesale Trade        | Increased    | Slow Steady             | <ul style="list-style-type: none"> <li>▪ Internet E-commerce</li> <li>▪ International marketing</li> </ul>   |

**Local Recruitment**

|                        | <b>Ease</b>                        |                        | <b>Reason</b>   |
|------------------------|------------------------------------|------------------------|---|
| Arts & Crafts          | Difficult<br><br>Easy<br>Difficult | Somewhat<br><br>Fairly | <ul style="list-style-type: none"> <li>▪ Difficult in administrative field</li> <li>▪ Recruitment methods restricted; timeframe restricted (newspaper)</li> <li>▪ Real earning potential; source of additional income</li> </ul>  |
| Commercial Harvesting  |                                    |                        | <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| Communications         | Difficult                          | Very<br>Some           | <ul style="list-style-type: none"> <li>▪ Inadequate communications training at all levels of education</li> <li>▪ Inadequate technology training</li> <li>▪ Little awareness of occupation opportunities</li> <li>▪ Increase in post secondary training requirements</li> <li>▪ Salaries are low</li> </ul>   |
| Construction           | Dif-Fairly Easy                    |                        | <ul style="list-style-type: none"> <li>▪ Lack of trained tradespeople</li> <li>▪ No training programs- go to Ft Smith</li> <li>▪ Good relationship with employees</li> </ul>  |
| DIO's                  | Easy                               | Fairly                 | <ul style="list-style-type: none"> <li>▪ Inuit organization committed to helping each other</li> <li>▪ Provide Inuit better chances</li> </ul>  |
| Educational Services   | No response                        |                        | <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| Finance/Ins. Services  | Difficult                          | Very/Some              | <ul style="list-style-type: none"> <li>▪ Lack of education</li> <li>▪ Competition from higher paying sectors</li> </ul>   |
| Food Production        | Diff/Easy                          |                        | <ul style="list-style-type: none"> <li>▪ Competition from Gov/DIO's</li> <li>▪ Relocation to Iqaluit</li> <li>▪ Recruitment fluctuates</li> </ul>   |
| Government             | Difficult                          |                        | <ul style="list-style-type: none"> <li>▪ Unknown - on agenda to find out why</li> <li>▪ Competition from other sectors</li> <li>▪ Lack of skills</li> </ul>   |
| Health/Social Services | Difficult                          | Very                   | <ul style="list-style-type: none"> <li>▪ Stressful work environment</li> <li>▪ Isolation</li> </ul>   |
| Hospitality            | Difficult                          | Very Some              | <ul style="list-style-type: none"> <li>▪ Can't offer competitive wages</li> <li>▪ No awareness of occup opps in industry</li> </ul>   |
| Manufacturing          | Difficult                          | Very Some              | <ul style="list-style-type: none"> <li>▪ Not enough skills</li> <li>▪ Young people not interested in trades</li> </ul>  |
| Mining                 | Difficult                          | Somewhat               | <ul style="list-style-type: none"> <li>▪ Lack of education</li> <li>▪ Working conditions 4 wks on/ 2 wk off</li> </ul>  |
| Other Services         |                                    |                        | <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| Real Estate            | Difficult                          | Very                   | <ul style="list-style-type: none"> <li>▪ Complexity of industry</li> <li>▪ Lack of capital</li> </ul>   |
| Retail Trade           | Difficult<br>Difficult             | Very<br>Somewhat       | <ul style="list-style-type: none"> <li>▪ Very difficult to hire at management level</li> <li>▪ Can't offer competitive wages - easier in settlements</li> <li>▪ Lack of language &amp; math; hire from south no training required</li> <li>▪ H.S. students have little information re retail trade</li> </ul> |
| Services to Business   | Difficult                          | Very/Some              | <ul style="list-style-type: none"> <li>▪ Lack of education/training</li> <li>▪ Restricted mobility</li> <li>▪ Competition from NG</li> </ul>  |
| Transportation Storage | Difficult                          | Very<br>Some           | <ul style="list-style-type: none"> <li>▪ Harder recruit Inuit workers</li> <li>▪ Education levels definite barrier</li> <li>▪ Competition from NG</li> </ul>  |
| Utilities              | Difficult                          | Somewhat               | <ul style="list-style-type: none"> <li>▪ Entry levels low to satisfy training requirements</li> </ul>   |
| Wholesale Trade        | Difficult                          | Fairly Easy            | <ul style="list-style-type: none"> <li>▪ Can't offer competitive wages NG</li> <li>▪ Lack of skills</li> </ul>  |

**On-the-Job Training & Skills Upgrading Availability**

|                        | Rating                              |                                | Reasons   |
|------------------------|-------------------------------------|--------------------------------|---|
| Arts & Crafts          | Non-existent to Average<br><br>Good |                                | <ul style="list-style-type: none"> <li>▪ Poorly funded &amp; inconsistent</li> <li>▪ Training funds focused on NG &amp; DIO's</li> <li>▪ On-the-job training more available in larger centres</li> <br/> <li>▪ Upgrading available through Arctic College learning centres</li> </ul> |
| Commercial Harvesting  |                                     |                                |   |
| Communications         | In-house good                       | Otherwise poor to non-existent | <ul style="list-style-type: none"> <li>▪ Arctic C. communications courses sporadic, inadequate, poorly organised, poorly funded</li> <li>▪ Lack of defined need at leadership level</li> <li>▪ Cutbacks in ABE</li> <li>▪ Communications training low priority</li> </ul>             |
| Construction           | Poor                                |                                | <ul style="list-style-type: none"> <li>▪ Contractors not committed to training</li> <li>▪ NG funding does not come to private sector</li> <li>▪ Training unavailable in communities</li> </ul>  |
| DIO's                  | Excellent                           |                                | <ul style="list-style-type: none"> <li>▪ Option to take courses while working</li> </ul>  |
| Educational Services   | No response                         |                                |   |
| Finance/Ins. Services  | Excellent                           |                                | <ul style="list-style-type: none"> <li>▪ Own learning centre eg., B of Mtl Institute for Learning</li> <li>▪ covers customer service to branch manager</li> </ul>   |
| Food Production        | Poor/Ave                            |                                | <ul style="list-style-type: none"> <li>▪ Training \$\$ focused on DIO's and NG</li> <li>▪ Commitment</li> </ul>   |
| Government             | Ave-Good                            |                                | <ul style="list-style-type: none"> <li>▪ Inadequate funding</li> <li>▪ No policy</li> <li>▪ Commitment to develop Nunavut Residents and public service</li> </ul>   |
| Health/Social Services | Poor                                |                                | <ul style="list-style-type: none"> <li>▪ Work overload no time for courses</li> <li>▪ Training expensive</li> </ul>   |
| Hospitality            | Average                             |                                | <ul style="list-style-type: none"> <li>▪ Training criteria prohibitive-tied to EI &amp; Social Assis.</li> <li>▪ Training \$\$ unavailable for in-house training</li> <li>▪ Arctic C. inflexible in on-location training &amp; slow response time</li> </ul>                          |
| Manufacturing          | Good on job                         | Otherwise poor to non-existent | <ul style="list-style-type: none"> <li>▪ No training in Nunavut - must go south</li> <li>▪ Courses poorly timed -should be run before season</li> </ul>   |
| Mining                 | Average                             |                                | <ul style="list-style-type: none"> <li>▪ Training costs prohibitive with lower commodity prices</li> <li>▪ Arctic C. course implementation lags industry needs</li> </ul>   |
| Other Services         |                                     |                                |   |
| Real Estate            | Excellent correspondence            | Poor locally                   | <ul style="list-style-type: none"> <li>▪ Growing profession</li> </ul>  |
| Retail Trade           | Poor                                |                                | <ul style="list-style-type: none"> <li>▪ In-house costly</li> <li>▪ Arctic C. concentrates on computer/business management-not operations</li> <li>▪ Retail training not viewed as a necessity</li> </ul>   |
| Services to Business   | Good                                | Poor(more poor)                | <ul style="list-style-type: none"> <li>▪ Fed/NG/DIO's provide funding in this sector</li> <li>▪ No support, no training \$\$,</li> <li>▪ no government and non-government support to private sector</li> </ul>  |
| Transportation/Storage | Excellent                           | Most average                   | <ul style="list-style-type: none"> <li>▪ Cover wide range of occupations, require training \$\$\$</li> <li>▪ Trained workers leave to other sectors</li> <li>▪ Government lacks knowledge industry needs</li> </ul>   |
| Utilities              | Good                                |                                | <ul style="list-style-type: none"> <li>▪ In-house provides well</li> </ul>  |
| Wholesale Trade        | Ave/Poor/Non-Existent               |                                | <ul style="list-style-type: none"> <li>▪ Funding limitations</li> <li>▪ Lack knowledge of industry needs</li> <li>▪ Small owner/operators little time for provision of training</li> </ul>  |

**Future of the Industry**

| Future Growth          | Trend                 |                             | Reason  |
|------------------------|-----------------------|-----------------------------|---|
| Arts & Crafts          | Grow                  | Dramatic<br><br>Slow Steady | <ul style="list-style-type: none"> <li>▪ Market-driven production; global marketing</li> <li>▪ Increased skills training</li> <li>▪ Better quality education at high school levels</li> <li>▪ Growth dependent on positive government cultural policy</li> <li>▪ Cultural shift between generations a threat – need consistency and more enlightened attitude towards arts &amp; crafts industry</li> </ul> |
| Commercial Harvesting  |                       |                             |   |
| Communications         | Grow                  | Dramatic<br>Slow steady     | <ul style="list-style-type: none"> <li>▪ DIO + GN huge need to communicate internally and with public</li> <li>▪ Increased opportunity with APTN</li> <li>▪ Public acceptance of Internet and technology - cheaper, faster</li> </ul>   |
| Construction           | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Large gov capital plan</li> <li>▪ Social housing</li> </ul>  |
| DIO's                  | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Development of Inuit professionals as role models</li> <li>▪ Continue recruitment</li> </ul>   |
| Educational Services   | Grow                  | Dramatically                | <ul style="list-style-type: none"> <li>▪ More student success in education</li> <li>▪ More jobs available</li> </ul>  |
| Finance/Ins. Services  | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Increased Gov spending fuels economic growth</li> <li>▪ More active business community</li> <li>▪ Incr. Industry infrastructure dev.</li> </ul>  |
| Food Production        | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Incr. Demand</li> <li>▪ Broader market (including natl./international distribution)</li> <li>▪ Variation of products</li> </ul>  |
| Government             | Grow/Same/D<br>ecline |                             | <ul style="list-style-type: none"> <li>▪ Fill vacant positions</li> <li>▪ Hard to say Gov to new</li> <li>▪ Stabilize</li> </ul>  |
| Health/Social Services | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Healthier Life Styles programs</li> <li>▪ Promotion + providing treatment programs</li> </ul>  |
| Hospitality            | Grow/Same             | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Incr. Business investments</li> <li>▪ Prohibitive travel costs</li> <li>▪ New Gov. = more activity/tourism initiatives</li> </ul>  |
| Manufacturing          | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Gov. Capital plan</li> </ul>   |
| Mining                 | Grow                  | Dramatically                | <ul style="list-style-type: none"> <li>▪ Rising commodity prices/more risk capital available</li> <li>▪ Regulatory certainty</li> </ul>   |
| Other Services         |                       |                             |   |
| Real Estate            | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Privatization of housing</li> <li>▪ Private housing needs</li> </ul>   |
| Retail Trade           | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Aging population, more demands and services</li> <li>▪ NG Development</li> <li>▪ Population growth in communities</li> </ul>   |
| Services to Business   | Grow/Decline          | Dram/Slow                   | <ul style="list-style-type: none"> <li>▪ Increased opps.: more demand for work</li> <li>▪ Gov. Capital funding not provided to private sector</li> </ul>  |
| Transportation/Storage | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ Decentralization</li> <li>▪ Building Gov. infrastructure</li> <li>▪ Mining exploration</li> </ul>  |
| Utilities              | Grow                  | Slow but steady             | <ul style="list-style-type: none"> <li>▪ No new communities</li> <li>▪ Small Gov. incr. Only</li> </ul>   |
| Wholesale Trade        | Grow                  | Dram/Slow but<br>steady     | <ul style="list-style-type: none"> <li>▪ Incr. market driven production*</li> <li>▪ Gov. Infrastructure dev.</li> </ul>   |

\*Seal skin garment whole sale highly dependent on NG support

## **FOCUS GROUP COMMENTS**

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The following comments are from the notes kept by the focus group facilitators, organized by question. Please note that the questions themselves were prepared in order to provoke discussion, rather than as a strict agenda to follow. In some focus groups, the discussion evolved in less structured ways.

Focus group sessions took place in: Iqaluit, Kugluktuk, Cambridge Bay and Rankin Inlet (where 3 separate focus groups were convened in order to accommodate all who wished to attend).

**Question #1. What will be the key sectors of the Nunavut economy in the next 5 years with respect to: above average job creation, and the growth and prosperity of Nunavut?**

Participants in the Iqaluit focus group targeted the following sectors:

**Mining** – the mining sector will grow especially in the Kitikmeot, although participants agreed that historically not more than 15% to 20% of all jobs created in a new mine went to Inuit, with the balance going to non-Inuit or non-northerners from the south, thus they felt the targeted 500 jobs might not be a true picture of the jobs that would accrue to Nunavut residents, rather most jobs would go to southerners rotating to mine sites in Nunavut. They also emphasized that Inuit would need more training to capture potential mining jobs.

**Communications** – participants felt creating 85 jobs over five years in this sector might be overly optimistic, although they felt that often an entrant into the industry did not need an especially high education to succeed, rather more a technical facility, or ‘techno-wizard quality’ that often came from just fooling around on computers.

**Hospitality and Retail** – participants felt that projected growth in these two sectors, respectively 250 and 200 jobs created over the next five years, might be well below what actually happens. Here participants offered two reasons. If the Nunavut Government made strategic investments in developing the tourism industry, there would be significant growth beyond 250 jobs. Secondly, once the economy started expanding in all sectors, there would be more money circulating and more need for retail stores and places to eat – the economy ‘feeding on itself’ – thus, there would be more growth in the hospitality and retail sectors, and indeed all other sectors, resulting in still more jobs.

**Health & Social Services** – participants felt there should be some growth in this sector.

**Arts & Crafts** – participants said the communication revolution and the ability to sell more products and services on the internet would support growth in the arts and crafts industry, which was also true for the hospitality industry.

Participants in the Kugluktuk and Cambridge Bay focus groups provided the following comments:

**Construction:** There was some question as to whether the construction industry would grow over the next five years (by 100).

**Government:** It was confirmed that government included municipal governments, and the comment was made that municipal governments were growing rapidly due to various initiatives (empowerment, third party undertakings, devolution)

**Harvesting:** More needs to be done to break down barriers (trade & export) and market products

**Tourism:** More work needs to be directed to bringing new outfitters along and providing them with support necessary to achieve qualification

**Health:** Nursing is a large sector without Nunavummiut, and it was pointed out that a Nursing program was beginning this year.

Participants in the 1st Rankin Inlet focus group suggested:

- Mining
- Government
- Construction
- Health and Social Services
- Tourism and the Service Industries (Hospitality/Catering for mines, camp operations)
- Arts/Crafts

Participants in the 2nd Rankin Inlet focus group suggested:

- Mining
- Government
- Tourism
- Construction
- Road construction
- Training (Trades)

More specifically, the 2nd Rankin Inlet focus group identified the following as having the best job creation potential in the Kivalliq Region:

- Mining and related work (mine construction)
- Trades (especially construction, electrical contracting, plumbing, etc.)  
Business people feel there are very real opportunities there, but that local people seldom advance far enough to qualify for the positions.
- Service industry: hospitality, catering (esp. as relates to operation of food/accommodations services for any mining projects).
- Government (stats indicate that Govt. hiring is still 40% shy of what it should be.
- Arts & Crafts marketing

Participants in the 3rd Rankin Inlet focus group suggested:

- Mining
- Tourism
- Government
- Infrastructure (road and power line from Manitoba) plus the related growth once the road is in place.
- Offshore fisheries

*Question #2. What are the key factors (e.g. social, political, economic) that will impact the Nunavut economy during the next five years?*

No matter what the opportunities or economic growth, Iqaluit focus group participants felt strongly that without a stronger emphasis on developing quality education programming Nunavut residents would fail to capture job opportunities. They offered two reasons. First, those graduating with high school did not have effective grade twelve equivalencies, especially in math ( or the three 'rs' – reading, writing and arithmetic), nor did they have a liberal arts education including an understanding of drama, music, shops, Inuit social studies, etceteras, in short all the requisites to problem solving and lateral thinking which were necessary ingredients to success in the emerging economy, nor did they have a broad range of skills that would allow them to shift from job to job across sectors, which was likely to also be a requirement in the emerging economy.

Secondly, they felt that without a quality education Nunavut residents finishing high school would not be able to enter University for higher learning, the aim to capture emerging management and professional jobs.

Participants felt that education programs should include co-operative learning with the private sector (e.g. work experience), apprenticeships and demonstration activities, so students did not just sit in their chairs all day passively but were challenged to be involved with active learning experiences.

Participants criticized the current practice of 'social promotion' where by students were promoted based on their age and time spent in school rather than demonstrated skills.

Participants agreed that even with targeted training programs, Nunavut residents required important infrastructure such as day cares and support programs such as mental health and social counselling, otherwise they would not succeed in capturing and holding on to offered jobs. For example, people often quit jobs because of 'job pressures' where instead they should be taught coping skills.

Participants felt that all sector participation levels should be tracked including whether positions were held by long-term resident northerners or recent arrivals, thus tracking whether jobs created were simply going to southerners. They felt tracking long term resident and Inuit versus recent arrival participation levels would allow the government and industry to monitor the effectiveness of training programs and strategies employed to ensure long-term northerners and Inuit filled created jobs.

Participants felt a Nunavut Economic Strategy was needed that tied everything together, specifically:

- Growth in labour force and need for jobs
- Identified sector opportunities
- Required skills training
- Required infrastructure (e.g. subsidized day cares and incubator malls)
- Required support programs (e.g. mental health and social counseling)
- Required public quality education – this was the floor upon which everything else rested without which nothing else would work
- Required investment
- Methods of tracking and monitoring Nunavummiut participation



An economic development strategy would also serve as the basis for the Nunavut Government making tough choices in where to invest across programs including health, education, housing, economic development, etcetera

Participants felt there would be growing dissatisfaction with the distribution of quality government jobs in the Nunavut Territory, which might result in a shift in government policy favoring much more strongly Inuit hiring. In short, a hiring policy might be introduced based more on ethnicity rather than qualifications or experience.

Participants felt that some Inuit, especially the better educated, would leave the territory to pursue more opportunities in other parts of the country and other countries, but this was a natural trend everywhere and could not – should not - be stopped.

Participants felt the growth in home-based businesses would support growth and policies should be designed to assist home-based business growth.

Participants felt that communication revolution would make it easier for people to receive training and this would support growth.

Participants in the Kugluktuk and Cambridge Bay focus groups did not address this question.

Participants in the 1st Rankin Inlet focus group suggested:

- Birth rate/population increase
- Educational levels
- Rate of unemployment
- Training
- Social problems; especially alcohol and related problems
- Federal support payments
- Infrastructure, especially the road from Manitoba, plus power lines.
- Implementation of the land claims
- Price of gold/other minerals
- Price of fuel

Participants in the 2nd Rankin Inlet focus group identified the following key factors:

- Mobility
- Education
- Government spending; capital plans, infrastructure, administration
- Communications
- Mineral prices, world market
- Fuel costs
- Canada and world economy
- Competition – whether allowed, encouraged, etc.

Participants in the 3rd Rankin Inlet focus group suggested:

- Value of the Canadian \$
- Fuel prices
- World mineral prices
- Population growth
- Transportation infrastructure
- Social problems

*Question #3. What should be the government's role and responsibilities in labour force development and job creation?*

Iqaluit focus group participants felt the government's roles and responsibilities should be limited to providing broad quality public education, infrastructure like day cares, incubator malls and arts and crafts studios, and support programs like job counseling and business loans, grants and contributions, but not those elements that the private sector could better deliver such as housing. These participants felt the government should be the key support agency in providing subsidies for those industries that would not grow otherwise, such as the hospitality, arts and crafts and harvesting industries.

Kugluktuk and Cambridge Bay focus group participants suggested the following:

- K-12 more emphasis in trades, arts and home economics in all grades but also particularly in grades 10-12 where graduates may run their own businesses (retail, trades, etc)
- Getting started is the biggest problem with small business. There needs to be a long-term commitment to small business starters just as there is for trades apprentices etc. For example HRDC has Labour Market Development Agreement however it is only 6 months long ... too short for any business to develop itself.
- When courses/workshops are offered they should be for credit, and the credits should eventually apply to some certificate (more coordination between departments/agencies)
- More emphasis needs to go into multi-year funding of training and education programs
- There needs to be more forums between the private sector and government to exchange ideas on labour force development and economic development opportunities

Participants in the 1st Rankin Inlet focus group suggested:

- Identify sources of funding
- Implement training
- Make sure this is PROPER training - relevant - that will actually qualify people for jobs.
- Tailor to individual communities
- Identify needed trades training by region or community
- Provide assistance to businesses, especially new ones, in financial management, record-keeping,
- business practices.
- Stop being a competitor to business
- Stop centralizing purchases
- Develop public policy that supports the private sector and northern interests.
- Keep policies and procedures SIMPLE
- Foster entrepreneurship.
- Attempt to communicate in both languages.

- Train translators so the above is easier.
- Develop internal training programs.
- Avoid long term contracts (5 yr. or more) to open the market for competition.

Participants in the 2nd Rankin Inlet focus group identified the following roles:

- Education
- Specialized Training
- Training must meet national standards/certifications
- Ensure more certified teachers in our schools; these must meet and teach to national standards, not local standards.
- Wage Standards – there is a need to balance what the public sector is paid with what the private sector is able to pay. Otherwise the private sector becomes a training facility for the government, losing employees as soon as they are trained.
- Government programs to encourage private enterprise; development of the private sector.
- Encourage a good work ethic – in training and in own actual employment. (Not currently perceived as being a high priority.)
- Remove disincentives to work; like income support, steep increases in housing when a person finds a job, etc. Somehow make it more advantageous to work than not to work.

Participants in the 3rd Rankin Inlet focus group suggested:

- Training for actual jobs (rather than general training and training in “traditional/cultural” jobs). There is a place for the cultural education, but the greater need is for people to learn how to work, some basic skills, life skills to manage when working, financial management skills, and REAL training for real jobs.
- Subsidizing tourism development and training of people to work in tourism.
- Subsidizing business development (such as the work of the Nunavut Development Corp., or assistance to small businesses, as long as the recipient of the subsidy was required to be responsible about its use.)
- Solve the problem of the private sector now serving as a training ground for government jobs. (Private sector provides the training, but as soon as a person is trained, off they go to a govt. job or a job with an Inuit organization). Private sector cannot compete with the govt. wages or benefits packages.
- Research into new possibilities for businesses or job creation.
- Ensure teachers are QUALIFIED, and that schools meet national standards; that education is not substandard.
- Develop alternative education programs that prepare people for real work in real industries – trades training and more.

**Question #4. What should be the private sectors' role and responsibilities in labour force development and job creation?**

Iqaluit focus group participants felt the private sector's roles and responsibilities should include forming government/private sector partnerships to design specific training programs, and forming industry associations to lobby government for required training programs.

Kugluktuk and Cambridge Bay focus group participants suggested the following:

- More private sector representation needs to be in attendance at career shows (i.e. local plumbing business, stores, etc)
- More coordination and organization needs to occur between business and industry in order for them to be more effective at lobbying government
- We need to make better mileage with success stories out there (i.e., successful businesses)
- More emphasis needs to be directed to the business culture vs. government cult

Participants in the 1st Rankin Inlet focus group suggested:

- Assist with training, especially for those already working for an employer.
- Funding
- On-the-job training
- If needed, look after consumer education relevant to product(s); esp. banks, etc.
- Equity contributions when taking advantage of any program.
- Foster entrepreneurship

Participants in the 1st Rankin Inlet focus group also suggested that there are individual responsibilities in labour force development:

- Get a basic education. Get up, go to school, study, ask questions, think, finish if possible.
- Get specialized training if possible. When taking it: get up, go to school, study, ask questions, think, finish.
- Train yourself to meet the basic responsibilities: Get up, show up for work, work honestly, avoid impairment.
- Train your kids to do the above, teach the value and pride in work done well.

Participants in the 2nd Rankin Inlet focus group suggested:

- Training for specific jobs or training in specific skills needed to do the job (on the job).
- Encourage a good work ethic
- Recognize cultural differences, and address these. (There was some dissention on this one, with one person saying that employers should respect the need of people to travel and hunt in the spring, and others (most) saying, "We are expected to provide services and to keep our doors open. If our employees get special treatment and are allowed to be off, how do we

maintain services?” Most felt job-sharing for some positions was a possibility, but both sharers need to be reliable employees, or this soon falls apart.)

- Evaluate the climate of competition. (Do not discourage competition.)

These participants also noted that businesses and individuals could undertake a number of initiatives to encourage job creation in the region:

- Lobby territorial govt. for capital spending promised to region (hospital, housing)
- Lobby govt. for additional initiatives that can bring jobs: federal corrections center, museum/visitor’s center, Trades school.
- Lobby for better access to information as to government action, better access to funding, better communications with govt.
- Encourage public support of local initiatives and lobbying.
- Develop better communications between businesses in the region.

Participants in the 2nd Rankin Inlet focus group also suggested the following individual responsibilities in labour force development:

- Parents must be good role models for their children. Too often, this is not so.
- Personal motivation – person is responsible for at least attempting to acquire good life skills – financial management, family management, work ethic, communications skills, take responsibility for completing own education, at least as far as the public schools go.
- Seek ways to be employable (develop marketable skills and work ethic)
- Develop own potential benefit to employer (grow in your job)
- Enthusiasm
- Commitment
- Use own initiative to take advantage of the MANY educational opportunities available to Nunavummiut, and especially to Inuit.
- Seek help for problems if you have them; addictions, work ethic, etc.

Participants in the 2nd Rankin Inlet focus group also suggested that the designated Inuit organizations have responsibilities in labour force development:

Shift more benefit funding into programs that directly affect beneficiaries; take on a share of the load of the cost of the “social envelope”.

Assist in the establishment of businesses

Equitable application of benefits programs (feeling was that the same people are reaping most benefits, others being left out)

Should be more a part of the community, more accessible or interested.

Some people felt that all items under “Government” also applied here.

Participants in the 3rd Rankin Inlet focus group suggested:

- Provide training for specific jobs (on-the-job).
- Commit to hiring (local qualified people) and to locating subsidiary industries on site. For mining, this meant hiring local companies for as much as possible.
- Keep “value-added” processing in the territory – example would be the Coral Harbour caribou hunt. Carcasses are processed in the south; providing no jobs, plus meat is lost to the north, cannot help with “import replacement” of costly meats.

Participants in the 3rd Rankin Inlet focus group also suggested the following individual responsibilities in labour force development:

- Participants agreed that this category should be added. Comment was made that too little is expected of people today, and that the government assistance philosophy has produced two generations that have learned how to work the system.
- School is provided for all Nunavummiut up thru Grade 12. Should be the responsibility of parents to see that their kids attend through Grade 12. Should also be the responsibility of the kids to get this education.
- For young adults, there are phenomenal opportunities for education. Yet few take advantage of these. It is the responsibility of the individual to seek these out and attend if qualified, and to get the qualifications if not qualified.
- Take your role as a parent seriously, and see that you are a good role model for your children.

## **APPENDIX 4**

### **SECTORAL ANALYSIS OF THE NUNAVUT ECONOMY**

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**Commercial Arts & Crafts:** carvers, printmakers, weavers, jewelry makers, metal workers, clothing manufacture, designers

### A. Current State of the Industry

Current Jobs: 500

Recent Employment Trend: Grown

Increased industry growth attributed to improved industry organization and training; addition of different products such as silverwork, clothing production, weaving, and graphic arts. Arts & Crafts provides supplementary income opportunity lacking in other industries. Although it was difficult to get accurate numbers of people working in arts & crafts, it appears that Igloo tag (authenticity tags) sales have increased. In terms of sculptors, dealers say they are seeing higher value in sales but lower numbers of carvings sold indicating that the few sculptors who can command prices in the \$5,000 - \$15,000 range are more successful in selling 'higher end' work than those sculptors whose pieces fetch mid price ranges.

Inuit Participation: Increased at slow but steady rate

Inuit participation could increase even more with establishment of strong cultural ground to offset the shift between generations.

Educational Level & Skill Requirements: Stayed about the same to Slow but Steady Increase

Producers and artists are tied to cultural traditions and often do not require a lot of formal training but do require training for administrative and business operations positions.

Recruitment: Easy to Difficult

Difficult to recruit for administrative positions.

Availability of Industry On-the-Job Training & Skills Upgrading: Non-existent to Average

Industry is poorly funded; programs are inconsistent and more available in larger centres. Arctic College provides courses in silver work.

### B. Future of the Industry

Industry Expectations: Grow at a Slow but Steady Rate to Grow Dramatically

Although markets are opening up in Europe and the US, the cultural shift between generations increases inhibiting transfer of cultural skills to youth. Thus, growth is dependent upon adequate support from government in terms of setting cultural policy and offering support programs. Some increased opportunity is predicted with decentralization of government to communities and the introduction of e-commerce.

New Jobs: 60-100

Management: Co-op manager; general manager, Organizational Planner  
Professional: Carvers, graphic artists, jewelry makers; clothing sewers  
Administrative: Accountant/bookkeeper; market liaisons  
Skilled Labour: Repair workers

Training Requirements

Highschool to University  
On land cultural experiences with elders  
High school and College  
Targeted technical

### C. The Provision of Training

High School Students should complete High School with a well-rounded range of courses including Inuit cultural studies such as social studies including the Nunavut Land Claims Agreement (NLCA) and Other Articles, bilingual literacy, Inuit art history and experience learning with elders and land programs such as hunts and summer youth camps. Students should learn basic business lifestyle and skills through programs such as Junior Achievement, and co-op job placement.

Adults should complete the General Education Diploma (GED); Adult Education courses; seek training opportunities; take targeted training programs including office procedures, and lifeskills. In the administrative area adults should learn more about business lifestyle and experience exposure to the industry. At college level, adults should take general business, administrative and management courses. Artists should participate in targeted training workshops in their communities.



Companies or Organizations can assist by providing a link between the young and old by providing mentorship; developing communications strategies on the NLCA; promoting more company or organization awareness by speaking in schools and participating in co-op job placement, career and trade fairs.

Industry can assist by developing a professional association that would provide greater cohesion in an industry that is fragmented. Industry should participate in program design and development.

Government should develop strategies and provide funding that results in better opportunities for artisans to make consistent income for their families, eg., create and support marketing strategies targeted at the mid price range carvings. Government should work in partnership with industry organizations and businesses/artists in designing programs that more appropriately reflect Inuit culture. Government should provide better mechanisms for training in smaller communities and provide infrastructure development in targeted communities, e.g., equipped open art studios.

**Commercial Harvesting and Food Production:** char, turbot, shrimp, seal, walrus, caribou, muskox harvesters, meat & fish plants

## A. Current State of the Industry

*Current Jobs: 325*

*Recent Employment Trend: Decline to Status Quo*

In recent years, there has been little increase in harvesting except in special cases such as Coral Harbour (caribou harvest) and Cambridge Bay (muskox harvest) although inroads have been made in European markets. Further, fur prices are down. Nevertheless, harvesting and, to a lesser extent, mining, are the only non-government activities in the regions and not nearly enough support goes to maintenance and enhancement of both commercial and domestic harvesting and related industries such as tourism and arts and crafts.

*Inuit Participation: Status Quo*

More people are taking employment with government. Numbers in commercial harvesting have remained at status quo levels and is attributed to a labour force lacking education, experience and training for employment in related industries such as tourism, eg., outfitting, sport hunting, sport fishing, eco- and cultural tourism that would supplement parttime harvesting as well as a lack of government investment in related industries such as tourism and small business development.

*Educational Level & Skill Requirements: Slow but Steady Increase*

Increased need for skills and training in the entrepreneurial side of commercial harvesting, eg., marketing, business operations and management, hospitality industry.

*Recruitment: Easy to Difficult*

Recruitment for harvesters and plant workers is easy because of lack of other employment opportunities in other sectors but difficult for administrative positions, skilled labour and related opportunities in tourism and hospitality because of lack of training.

*Availability of Industry On-the-Job Training & Skills Upgrading: Poor*

Funding for training is limited which is a big problem for industry development.

## B. Future of the Industry

*Industry Expectations: Slow but Steady Growth to Dramatic Growth*

Growth in this sector is highly dependent on government support for infrastructure development, development of markets, breaking down trade and export barriers, providing training in this sector and related industries such as tourism & hospitality and arts & crafts in order to take advantage of growth in tourism. In addition, there could be significant growth in the numbers of people employed in Baffin offshore fisheries and associated processing jobs if the large quotas currently being sold to commercial fishers from the Maritimes were kept in Nunavut. As it stands, contracts are not being distributed until quotas have been settled by DIOs, eg., QC, NTI etc.

*New Jobs: 100*

*Training Requirements*

Management: Captain Harvest & Sport Hunt, Coordinator or Sport Hunt Production & Sales Manager

Trade School, High School, College/University (Accounting/Marketing)

Professional: Harvesters, Butcher

Marketing, Land Skills, Biology

Administrative: Finance Officer, Accountant, Office Manager

High school with office procedures, financial course and computer skills

Skilled Labour: Mechanical Repair Person, Camp Maintainer, Deckhand

High school, carpentry, wiring

General Labour: Meat Trimmer, Packer

Minimal

## C. The Provision of Training

*High School Students* should complete High School and experience programs such as cultural land programs, traditional toolmaking, firearm safety and work experience through co-op job placement. Students should have exposure to small business owner/operator training, perhaps through programs such as Junior Achievement.

*Adults* should learn skills such as map reading, GPS, navigational skills, and mechanical skills such as small engines (outboard motors, skidoo) and traps. Adults should take targeted training in areas such as trades and

business operations and management. Adults should take guide training I and II for sportshunting and other types of tourism related to harvesting.

Companies or Organizations : Wildlife officers can provide training in communities in navigation and equipment skills and provide exposure to the industry by participating in career fairs outlining the commercial aspects of harvesting including northern game animals, and commercial processing and related careers. Provide co-op job placement, board development and general administration skills for newcomers to organizations.

Industry can assist by working within an industry organization such as Nunavut Tourism or Baffin Fisheries Association. Provide public including schools with information regarding the industry through TV, newspaper, radio, posters with phone-in question/answer programs and providing contacts numbers.

Government, in terms of policies, should make commitment to the seal garment industry, fur price control programs, and the related tourism industry. In terms of training, government should work in partnership with communities, organizations and industry in providing training that allows harvesters to participate in related activities such as organizational management, business operations and management including tourism related business courses such as outfitting. Targeted technical training such as meat processing, net repair should be easily accessible at community level.

**Communications:** radio, TV, newspaper, Internet

### A. Current State of the Industry

*Current Jobs: 250*

*Recent Employment Trend: Grown*

This figure does not include Communications personnel in Government and NTI. Growth is attributed to providing service to Nunavut Government (NG) communications infrastructure development and establishment of communications department in NTI responsible for information campaigns, press releases and other communications materials. Coupled with technological development and advances in IT, ie, internet, satellite delivery, cable (eg. TVNC/APTN), cellphone, Sympatico there is increased need for technical support such as LAN installation and support, phone/computer support, internet access providers, website designers.

*Inuit Participation: Increased at slow but steady rate*

Increased participation is slow in comparison to demand because of insufficient training providers and training funds. Cannot compete with wages offered by government.

*Educational Level & Skill Requirements: Increased dramatically*

With the establishment of Nunavut Government there are higher expectations from communications workers in terms of knowledge of civics, politics, and social studies especially related to Nunavut (e.g., NLCA, consensus government and legislative assembly proceedings, DIOs). Higher levels of education are required in jobs that are becoming more complex requiring computer problem solving even in basic tasks such as sorting email and editing. In addition, bilingual literacy demands have increased with establishment of NG.

*Recruitment: Somewhat Difficult to Very Difficult*

High school students often graduate high school with communications skills and a general knowledge base inadequate to meet the demands of on-the-job training and are often recruited solely for good attitude. Also, some communications companies cannot compete with wages offered by government. Also there is increased need for post-secondary training and public awareness of occupation opportunities.

*Availability of Industry On-the-Job Training & Skills Upgrading: In-house training is good; otherwise poor to non-existent*

Industry is poorly funded; programs are inconsistent and more available in larger centres. Specialised in-house training is provided by some companies, eg., NorthwesTel, by bringing in southern trainers.

### B. Future of the Industry

*Industry Expectations: Grow at a Slow but Steady Rate to Grow Dramatically*

NG and DIOs will continue to have high needs in terms of communicating both internally and with the public. Also there will be increased opportunity with APTN and wider public acceptance of internet and technology.

*New Jobs: 85*

*Training Requirements*

|                 |   |  |
|-----------------|---|--|
| Management:     | Executive Producer, Telecommunications Director<br>Accounting Manager, Service Manager  | University, College                        |
| Professional:   | Electronic Engineer, Systems Analyst/Designer, Journalist<br>Programmer, Producer/Director, Communications Officer                      | University, College                        |
| Administrative: | Production Assistant  | High school, College                       |
| Skilled Labour: | Technicians:<br>Systems Hardware Installer/Maintenance/Repair/Troubleshooters<br>Editor/Cameraperson, Data Technician; Website Designer | High school, college,<br>Trades, eg., NAIT |

### C. The Provision of Training

High School Students should complete High School and not focus too early on targeted training programs. It is more important to graduate high school with well rounded academic courses, including bilingual communication skills, math, science, social studies (civics, politics, related to Nunavut), and career and technology studies, that will prepare individuals to choose from a wide range of opportunities. Students should experience more media projects throughout the curriculum, including making home videos, producing school newspapers, making web pages, researching on Internet, etc. Students should also experience co-op job placements and volunteerism.

Adults should complete GED, or ABE with well rounded subject material as listed above. In addition adults should take specific training programs if available, volunteer (eg. Nuluaq free Internet society or community radio stations). Adults should also experience affordable access to the Internet and provided with assistance at publicly funded Internet access sites.

Companies or Organizations can assist by providing mentorship, scholarships; developing communications strategies on the NLCA; promoting more company or organization awareness by speaking in schools and participating in co-op job placement, and career and trade fairs. Companies can provide information support to post-secondary students by developing relevant information websites, eg., *Supporting Arctic Youth*, funded by private sector/Kakivak/Nunavut Arctic College.

Industry should also enter into partnership with government and other organizations to provide on the job training and support industry participation in program design, development, and implementation.

Government should provide high quality curriculum current with present day post-secondary entry requirements to industry on the job training, and invest in funding partnerships with the private sector to deliver relevant training. As well, government should provide a support system for post-secondary students. Government could support the private industry by contracting out communications related functions.

**Construction:** Building and construction companies, trades

### A. Current State of the Industry

*Current Jobs: 350*

*Recent Employment Trend: Grown*

Increased industry growth is attributed to NG infrastructure development.

*Inuit Participation: Increase very slow*

Slow increase attributed to lack of skilled trades people and lack of education and training that will lead to trade certification.

*Educational Level & Skill Requirements: Increase slowly*

*Recruitment: Difficult to Fairly Easy*

Some interviewees experienced difficulty for lack of skilled trades people while others found it fairly easy to recruit especially since construction provides employment in some communities where there is lack of job opportunities.

*Availability of Industry On-the-Job Training & Skills Upgrading: Poor*

Training is relatively unavailable at the community level. There is a lack of funding for community-based training programs

### B. Future of the Industry

*Industry Expectations: Slow but steady growth*

Attributed to large government capital plan, social housing and private housing demands.

*New Jobs: 50*

*Training Requirement*

|                 |  |  |
|-----------------|--|--|
| Management:     | Financial controller, foreman/supervisor, manager    | High school to college                     |
| Professional:   | Civil engineer, designers,                           | College and University                     |
| Administrative: | Secretary, finance clerk                             | High school & college                      |
| Skilled Labour: | Journeymen in every field, heavy equipment operators | High school and Trade School               |
| General Labour: | Apprentices, assistants                              | Other: On-the-job training, safety courses |

### C. The Provision of Training

High School Students should achieve good math and science skills and should have exposure to technology courses including safety training, work experience programs, student exchange or travel groups, human relations skills programs including volunteering.

Adults should complete the General Education Diploma (GED); well- rounded menu of Adult Education courses including lifeskills courses; seek training or pre-training workshop opportunities; take targeted trades training programs.

Companies or Organizations can assist by obtaining and providing subsidies and funding to train local community people or hire summer students; participate in career and trade fairs, co-op job placement; and provide mentorship.

Industry can assist by accessing funding for trades training programs such as apprenticeship or WCB's occupational work safety programs; develop Nunavut specific training programs more related to the northern environment.

Government should provide the means for certification trades training to take place at regional and community levels as well as creating opportunity or flexibility for local individuals to train at their own pace in their own communities. Government should consult more closely with private industry in order to understand their businesses and training needs and create partnerships with industry and municipal governments to provide training.

**DIOs:** Designated Inuit Organizations

### **A. Current State of the Industry**

*Current Jobs: 200  
dramatically*

*Recent Employment Trend: Grown & Increased*

Growth is attributed to the signing of the NLCA and designation of responsibilities to RIAs, RWOs and IPGs and the creation of Nunavut resulting in a strong interest on part of Inuit to work in organizations led by and serving Inuit.

*Inuit Participation: Increased at slow but steady rate*

Inuit participation has increased with Inuit employment mandate and more control by Inuit

*Educational Level & Skill Requirements: Stayed about the same to Increasing at a slow but steady rate*

Increased skill levels and formal qualifications are being required to match overall buildup of staff.

*Recruitment: Fairly Easy*

Ease in recruitment is attributed to interest by Inuit to work with other Inuit for Inuit.

*Availability of Industry On-the-Job Training & Skills Upgrading: Average to Excellent*

On the job training is excellent in that employees have the option to attend school and take courses while working and average in that there is limited emphasis on exploring new techniques and support systems to help ensure on the job training efforts are successful. There are no real incentives for supervisors to offer quality on the job training supervision to trainees.

### **B. Future of the Industry**

*Industry Expectations: Grow at a Slow but Steady Rate*

Further designations will be required with IIBA's associated with Territorial and National Parks and mineral development all of which will require more people to administer Inuit-owned lands. NTI will continue to recruit young Inuit professionals as role models for people to look up to.

*New Jobs: 75*

*Training Requirements*

Management: Land Use Administrator, Senior Manager  
Professional: Accountant, Lawyer  
Administrative: Administrative Assistant, Clerk  
Skilled Labour: Computer Technician

College  
University  
High school, College  
College

### **C. The Provision of Training**

Elementary and High School Students. There should be major Nunavut social studies and history components within elementary and high school curricula that provide insight into the detail of the NCLA. Such a program would be staged at Grade 5, 8 and 10 levels with increasing degrees of complexity. Students would then be able to see potential career opportunities with DIOs. Students should experience Youth Entrepreneurship Programs and summer employment.

Adults should complete the General Education Diploma (GED) and complete college programs. Adults should consider applying for "training" or development positions, target work opportunities in government or one of the institutions of public government that will expose them to land claims-related work.

Companies or Organizations. There could be exchange programs with the Institutes of Public Government (IPGs) or Nunavut Government (NG) in providing work placements, participating on advisory boards to make recommendations to Government and speaking in schools.

Industry can assist by working with the Nunavut Implementation Training Committee (NITC) to ensure maximum training opportunities are available in all DIOs to achieve 85% Inuit employment. More effort could be made by all employers to expose young people at the community level to successful examples of Inuit working in their sector, e.g., recent RCMP graduates touring schools.

Government should provide funding now for training initiatives as well as ensure curriculum and program development relevant to Nunavut. Guidance programs at the grades 5-6 level need to be enriched. Education practices should be holistic, e.g., include physical needs of students - if students are hungry, provide school meal program. Government should provide orientation program regarding NLCA to all employees both Inuit and non-Inuit.



## **Domestic Harvest**

### **A. Current State of the Industry**

*Current Jobs: 5000: 500 intensive, 1000 active, 3500 occasional*

*Very Small Growth*

There has been little growth in domestic harvesting. More people are taking government positions and fewer youth are participating in harvesting although one interviewee observed that in Iqaluit, with Inuit coming in from communities there has been an increased interest and activity in harvesting.

*Educational Level & Skill Requirements: Stayed about the same*

Although skill requirements have stayed the same, skills are not being taught in schools, eg., land skills such as igloo building, animal management, fishing, netting and net repair, landmarks, boating (navigation and safety), guns (repair and safety, hunting skills, small engine repair, qamutik building and repairs).

*Recruitment: Easy*

There are many individuals with adequate knowledge of the land and hunting skills.

*Availability of Industry On-the-Job Training & Skills Upgrading: Excellent*

There are many older Inuit skilled in domestic harvesting who would gladly participate in training youth in land skills. However, government programs, encumbered with an overabundance of procedures, rules and regulations, often prevent effective implementation of many domestic harvest training initiatives. In addition, for those harvesters who wish to participate in related income opportunities such as tourism, there is little support in small business management and little money available.

### **B. Future of the Industry**

*Industry Expectations: Grow at a Slow but Steady Rate*

Government growth has come suddenly and brought massive change. Now that things are slowing down, ideas about domestic harvesting are slowly being looked into, eg., growth in tourism should impact positively on domestic harvesters but this is dependent on government supporting the tourism industry. Elders and youth are showing more interest in going out in April, May and the summer months. Youth are becoming more interested in carrying on Inuit traditions and lifestyles.

*New Jobs:*

Management: General manager, HTO Secretary Manager

Professional: Carvers, Graphic Artist, Jewellery Maker; Clothing Sewer, Big Game Guide, Eco-Guide, Guide Assistant

Administrative: Accountant/bookkeeper; Market Liaison

Skilled Labour: Repair Worker

*Training Requirements*

Linking the generations through cultural experience on the land, eg., land skills such as reading the land and weather, igloo building, animal management, fishing, netting and net repair, landmarks, boating (navigation and safety), guns (repair and safety, hunting skills, small engine repair, qamutik repair; Guide Training I and II, small business training

### **C. The Provision of Training**

High School Students should complete High School with courses that include an understanding of Inuit claims and rights to the land under the Nunavut Land Claims Agreement (NLCA) and Other Articles. Students should learn Inuit culture including bilingual literacy, land skills, traditional toolmaking etc. Students should take summer employment with guides to continue training. Students should volunteer in different ways: homecare for underprivileged, elderly people, widows and motherless and fatherless children.

Adults should be advised of Inuit claims and rights to the land under the NLCA. Skilled domestic harvesters should participate in training youth for domestic harvesting. Harvesters with entrepreneurial interests in related industries such as outfitting should take targeted training courses for small business owner/operators, and guide training.

Companies or Organizations: NTI and NG should provide some procedures to give community members ability to assist in more hands-on training, e.g., provide mentorship and speaking in schools. Organizations can provide workshops and presentations to community including winter survival skills and other types of preparational workshops as well as on the land youth camps in the summer.

Industry: Industry should provide opportunities for hunters and harvesters to train youth, eg., on the land training and other community training initiatives including small engine repair, safety courses, net repair, etc. Industry should never stop probing government to provide funding for training.

Government and NWMB needs to conduct further studies in the area of harvesting levels and harvester needs in order to determine sustainability and appropriate programming for harvester needs. Government should promote and support viable economic opportunities for domestic harvesters in areas related to their skills (tourism, arts & crafts) as well as establish procedures and funding for harvesters to participate in training youth. Local hunters and domestic harvesters need more authority at the community level - over bureaucratization in domestic harvesting has led to initiatives that end up being too little too late.

**Educational Services:** Elementary, secondary, post-secondary, library services, museums and archives

### **A. Current State of the Industry**

*Current Jobs: 1,000*

*Recent Employment Trend: Grown*

Recent increases are attributed to increased GNWT Headquarter positions coming to Nunavut.

*Inuit Participation: Increased dramatically*

There are more educational programs available, eg. Nunavut Arctic College

*Educational Level & Skill Requirements: Increasing at a slow but steady rate*

*Recruitment: Difficult*

*Availability of Industry On-the-Job Training & Skills Upgrading: Good*

Nunavut Arctic College provides teacher training.

### **B. Future of the Industry**

*Industry Expectations: Grow Dramatically*

Nunavut is producing more educated people.

*New Jobs: 200*

*Training Requirements*

Management: Principal  
Training

College, University, Principalship

Professional: Teachers, Curriculum Design & Support

College, University

Skilled Labour: Cultural instructor, Teaching Assistant  
background

All require strong strong cultural

### **C. The Provision of Training**

High School Students should complete highschool with courses including cultural programs, that lead to teacher training institutions and experience job shadowing in order to get a feeling of being a teacher and in cultural activities. Take opportunity to develop self-esteem and confidence.

Adults should take targeted training and gain experience in the field. Take opportunity to develop self-esteem and confidence.

Companies or Organizations can assist by providing summer employment, speak to High school and Arctic College students, and opportunities for co-op job placement and job shadowing

Industry should provide public awareness about educational services and the range of jobs available.

Government should hire staff who are willing to train Inuit into positions that they occupy.

**Finance/Insurance Services:** Banks; credit unions; trust/finance/mutual fund/mortgage companies; insurance brokers

### **A. Current State of the Industry**

Current Jobs: 60

Recent Employment Trend: Grown

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Newly instituted Birthright Corporations and creation of Nunavut have resulted in increased demand for loans and financing services resulting in the establishment of more full service branches in Nunavut.

Inuit Participation: Declined to Status Quo to Slow but Steady Increase

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The primary reason cited for the industry's low Inuit participation was its inability to compete with wages offered by government jobs from a small pool of skilled labour.

Educational Level & Skill Requirements: Slow but Steady Increase to Dramatic Increase

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Customers are demanding increasingly more complex services such as loan and investment advice, i.e., moving to "wealth management", financial planning and mortgages, which requires personnel trained in the Canadian Securities Course. Personnel are expected to participate in ongoing coursework provided as bank services change.

Recruitment: Somewhat Difficult to Very Difficult

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Industry cannot compete with wages paid by government in attempting to recruit

Availability of Industry On-the-Job Training & Skills Upgrading: Excellent

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The banking industry offers industry targeted in-house training provided through the Institute of Canadian Banks.

### **B. Future of the Industry**

Industry Expectations: Grow at a Slow but Steady Rate

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Increased government spending will fuel economic growth resulting in a more active business community.

New Jobs: 30

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Management: Account Manager, Office Manager, Lending Officer

Professional: Financial Planner, Commercial Planner, Mortgage Specialist

Administrative: Customer Service

Training Requirements

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Professional positions require university training in Financial Management, Canadian Securities course, Chartered General Accountant. Administrative support entry level is Grade 12 equivalency. Service related training would be an asset.

### **C. The Provision of Training**

High School Students graduate with Grade 12 academic allowing university entrance. Students should experience more of the business world by participating in projects such as Junior Achievement, lifeskills and lifestyles courses, cultural projects, and volunteering

Adults should become familiar with computers and learn more about business lifestyle. Some course materials are "self-taught" modules on computer and require solid communications skills and the ability to self-study.

Companies or Organizations can assist participating in co-op job placement, send employees to Institute of Canadian Bankers, provide career development by internal mentoring with peers or others, provide industry awareness by speaking in schools and community gatherings on specific topics such as what to expect during the interview process and why.

Industry association assists in training by providing scholarships and sending high school students to the Institute of Canadian Bankers and also provides educational materials to schools.

Government should work closely with Birthright Organizations (eg. NTI, QC) to channel resources resources to them. Partnerships are also needed with organizations such as Kakivak to access summer student funding or with Arctic College for co-op job placement.

**Government:** Territorial, Federal and Municipal

### **A. Current State of the Industry**

*Current Jobs: 2400*

*Recent Employment Trend: Grown*

As a new government, NG departments have been building capacity and increasing their program delivery. As well, federal government presence in Nunavut will increase and municipal government jobs will continue to grow as the population of communities grows.

*Inuit Participation: Increased at slow but steady rate*

Inuit participation is approximately 45% with mandated goal of 85% Inuit participation. Increases in Inuit employment are attributed to the establishment of Nunavut and direct appointments to senior administrative positions, more opportunities for employment in communities and hiring locally.

*Educational Level & Skill Requirements: Stayed about the same*

*Recruitment: Difficult to Somewhat Difficult to Extremely Difficult*

Lack of skilled labour force. Government is presently studying why it is seems to be extremely difficult to recruit although one interviewee suggested that Inuktitut language requirements were not able to be met.

*Availability of Industry On-the-Job Training & Skills Upgrading: Average to Good*

Although there is ongoing NG commitment to develop Nunavut residents and Nunavut Public Service, training programs are inadequately funded and organized and not supported by policies that would help put in place strategies such as job shadowing and mentorship or other strategies that would not require training after work hours.

### **B. Future of the Industry**

*Industry Expectations: Unknown to Slow but Steady Growth to Dramatic Growth*

As departments build capacity, they will be able to fill positions that are now vacant leading to dramatic growth, although others said that the numbers of positions would stabilize with increased stability in the new government. Municipal governments are growing rapidly with initiatives such as community empowerment, third-party undertakings and devolution.

*New Jobs: 240*

*Training Requirements*

Management: Executive, Senior Management  
Professional: Nurse, Teacher  
Administrative: Officer, Manager  
Skilled Labour: Foreman, Tradespeople  
General Labour: Office Support, Receptionist

High school to University  
College to University  
High school to College  
Trade School  
High school to College

### **C. The Provision of Training**

High School Students should complete High School courses that will lead to post-secondary institutions. High school education should include English/Inuktitut communications skills, maths and sciences. Students should participate in co-op job programs.

Adults should identify training and skill gaps and complete the General Education Diploma (GED); Adult Education courses; seek training opportunities such as Education Leave and in-service training that foster continuous advancement. Take training in English/Inuktitut communications.

Companies or Organizations can assist by providing courses in English/Inuktitut communications, Labour Relations Skills program and relevant Public Service courses; participating in job placement and the referral of candidates to departments and supporting individuals; and stimulate industry awareness by participating in career days.

Industry can assist by providing funding in partnership with different agencies, eg., GN/HRDC/NTI/DIAND working group. Stimulate career awareness by creating a database that outlines industry occupations especially Human Resource professions.

Government should support Senior Management Training in partnership with NCP/PSC/HRDC and Inuit Organizations.

Other Comments: Talk to non-government agencies for their ideas.

**Health & Social Services:** health & social service facilities, practitioner offices, associations and agencies

### **A. Current State of the Industry**

*Current Jobs: 500*

*Recent Employment Trend: Status Quo*

Demands have increased but personnel has not increased because of fiscal restraint.

*Inuit Participation Declined to Status Quo*

Lack of training and high stress and highly demanding work is unattractive although a Nunavut-based nursing program is scheduled for this year. Potential employees as well as long term employees are being recruited by DIOs.

*Educational Level & Skill Requirements: Slow but Steady Increase to Dramatic Increase*

High degree of technical competence and high expectations in all areas of social work to meet the demands of complex legislation.

*Recruitment: Very Difficult in Nursing; Difficult to Very Difficult in Social Services*

Difficulty is attributed to isolation in smaller communities especially if there is only one health/social services worker as well as inadequate housing and VTA benefits.

*Availability of Industry On-the-Job Training & Skills Upgrading: Good & Poor*

Training of X-ray technicians was successful. However, staff's heavy workload and stress does not allow time to provide on-the-job training and it is too expensive to provide replacement workers during training. Training availability will increase with establishment of Nunavut Arctic College nursing program scheduled for this year.

### **B. Future of the Industry**

*Industry Expectations: Slow but Steady Growth to Dramatic Growth*

Expected growth is attributed to population growth and rapid increase in health problems (growing by 200-300% per year). Growth is also attributed to government and public involvement in prevention of illnesses or healthier lifestyles and providing comprehensive promotion and treatment delivery programs. Predicted program areas of growth: services to aged, acute care, mentally ill, family violence, child protection, surgical procedures.

*New Jobs: 100*

*Training Requirements*

Management: Coordinator, Patient-Client Advocate  
 Professional: Public Health Nurses, Health Promoter or Specialist  
 Support: Mental Health Worker, Dental Therapist,  
 Administrative: Public Health Coordinator, Stats Gatherer & Analyst  
 Interpreters, Community Health Representative  
 Skilled Labour: Community Health Support Worker  
 General Labour, Janitors

High school to University and industry experience  
 High school to University -CPR, Common Life  
 First Aid  
 College, High school with business courses:  
 Cross-cultural competence (technical language)  
 High school to College - diploma program  
 High school-Trade School certificate in cleaner use

### **C. The Provision of Training**

*High School Students* should have broad-based menu of courses that include communications, science, liberal arts and life management with consistent and high standards from community to community.

*Adults* should complete courses with high degree of competency not only in theory courses but also with the ability to independently make a wide range of assessments and write-ups to be used by other professionals in recommending appropriate treatment. Other communications skills that should be emphasized are research skills, letter writing and drafting policy. Adults should also be able to work independently in isolated communities, and should be self-disciplined, mature, show judgment and have confidence working in a cross-cultural setting, eg., working with doctors and other health care providers or with courtworkers in providing evidence. For management positions, adults must have training and experience in various aspects of the health care system.

*Companies or Organizations* can assist by providing and promoting more company or organization awareness by providing mentorship and advertising.



Industry can assist by sponsoring conferences and teaching events and working with government to ensure high standards and appropriate training initiatives.

Government should recognise the need for programs such as CHR and should implement mentorship practices in communities. Government should set industry educational standards by creating partnerships with industry in developing programs and standards that do not compromise the quality of the industry. Also, staff retention is highly dependent on individual's confidence that training obtained has prepared them to undertake responsibilities in isolated areas where individual judgments are called for in life-death situations.

**Hospitality:** Hotels, motels, guesthouses, outfitters, restaurants, taverns, bars, caterers

### **A. Current State of the Industry**

*Current Jobs: 500*

*Recent Employment Trend: Grown*

Recent growth attributed to population growth, creation of Nunavut stimulating both business and tourist travel. Construction activity in infrastructure development has resulted in more demands for accommodation, meals etc.

*Inuit Participation: Increased at slow but steady rate*

Inuit participation has increased with the construction of more hotels being built in communities, more private enterprise undertaken by local Inuit entrepreneurs and provision of more targeted training programs.

*Educational Level & Skill Requirements: Slow but Steady Increase*

Growth in establishment of small businesses has resulted in increased need for entrepreneurial training. New product development has required targeted training.

*Recruitment: Somewhat to Very Difficult*

Lack of awareness in industry potential and difficulty in offering competitive wages.

*Availability of Industry On-the-Job Training & Skills Upgrading: Average*

The expense of taking courses and access to training is prohibitive when tied to Social Assistance and Employment Insurance dollars. Also, implementation of Arctic College courses has been extremely bureaucratic and has resulted in untimely course delivery.

### **B. Future of the Industry**

*Industry Expectations: Grow at a Slow but Steady Rate to Grow Dramatically*

The ability to take advantage of increased tourism in general along with expectations for increased activity in other sectors is dependent on Nunavut Government making strategic investments in developing the tourism industry including product development, improved air transportation systems, continued support of Nunavut Tourism and involving those in the traditional harvesting and arts & crafts sectors, many of whom have the skills required to move easily into areas such as outfitting and who can also transmit skills and knowledge important to this industry. Strategic investments should also be made to take advantage of national parks. In the Keewatin the road and power line from Manitoba would positively impact growth in tourism and hospitality.

*New Jobs: 250*

*Training Requirements*

|   |  |
|---|--|
| Management: Hotel Manager, Tour Organizer, Small Business Owner | College (hotel management), University |
| Professional: Cooks, Tour Operator, Comptroller                 | College, Trade School                  |
| Skilled Labour: Guides, Kitchen Staff                           | College, Trade School                  |
| Administrative: Office Support, Front Desk Staff                | High School to College                 |
| General Labour: Hotel Maintenance, Wait Staff                   | High School                            |

*Training Requirements*

*Increasing*

Hotel management diploma or degree, hotel accounting, bookkeeping, at least one year journeyman for cooks, hospitality training, public relations training. Training requirements are increasing as travelers expectations for quality service increase and as tourism trends change, for eg., eco-tourism, cultural tourism

### **C. The Provision of Training**

High School Students should complete High School. It is very important that students participate in cultural programs. Students should learn what visitors like to see and expect as well as career opportunities in the industry by taking advantage of part-time employment in the industry. Students should learn more about the tourism industry facilitated by CTHRC (Careers in Tourism Human Resource Centre which outlines options for careers to youth.

Adults should complete the General Education Diploma (GED); Adult Education courses; seek training opportunities; take targeted training programs and gain exposure to the industry by taking part-time employment.

Companies or Organizations can assist in the training process by participating in co-op job placement, mentorship, volunteering assistance in Junior Achievement projects, hiring part-time workers and speaking in schools. Organizations could participate in developing training programs and provide scholarships to community members for hospitality training. Companies and organizations can provide more recreational services such as squash and racquetball.

Industry must promote itself as providing good job opportunities. Industry should provide more support to bringing new outfitters and along and provide them with support necessary to achieve qualification.

Government: should make strategic investments in developing the tourism industry including product development, improved air transportation systems, continued support of Nunavut Tourism Industry association and involving those in the traditional harvesting and arts & crafts sectors, many of whom have the skills required to easily move into areas such as outfitting and who can also transmit skills and knowledge important to this industry. Strategic investments should also be made to take advantage of national parks.

Current training programs place too much emphasis on management and government jobs. Government should work in partnership with local people and industry organizations in providing professional development training that is needed in communities with enough flexibility to be delivered on location and with timely response and not necessarily tied to Social Assistance and EI.

**Manufacturing:** boatbuilding, mechanical systems, soft drinks

### **A. Current State of the Industry**

Current Jobs: 100

Recent Employment Trend: Grown

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Growth is attributed to increased market demand for quality products

Inuit Participation: Status Quo

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Limited ability to hire Inuit is attributed to poor apprenticeship programs and lack of trades school in Nunavut.

Educational Level & Skill Requirements: Stayed about the same to Slow but Steady Increase

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Skill requirements have increased with new technology.

Recruitment: Somewhat Difficult to Very Difficult

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Recruiting is especially difficult when competing for workers hired for Nunavut Government infrastructure construction because there is not a large enough pool of skilled labour.

Availability of Industry On-the-Job Training & Skills Upgrading: Poor to Good

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Courses are often not coordinated with construction season - they should be run before construction season. Trades training facilities do not exist in Nunavut.

### **B. Future of the Industry**

Industry Expectations: Slow but Steady Growth

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Any government initiatives to foster import replacement products would benefit industry and residents.

New Jobs: 20

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Administrative Assistants: Data Entry; Office Support Accountant/bookkeeper; market liaisons

Skilled Labour: Trades people: Carpenter, Electrician, Plumber, Mechanic

General Labour: Clean up; General Help

Training Requirements

---

High School/Trades School/College: accounting, bookkeeping, computer, apprenticeship, trade certification

### **C. The Provision of Training**

High School Students should complete High School with courses in math, chemistry, physics, technology and career and life management and gain experience through summer employment.

Adults should complete the General Education Diploma (GED), take pre-employment courses if available as well as courses in career and life management and participate in work experience programs.

Companies or Organizations can assist by making training available through work experience programs and join Chambers of Commerce.

Industry can assist by role modeling successful graduates, encouraging trades and training, and

Government: Any government initiative to foster import replacement products and encourage manufacturing in Nunavut would benefit industry and residents. Government should build Trades training facilities in each region supported by travelling instructors. Train train and more training - provide strong subsidies for the first couple of years.

**Exploration & Mining:** Mines, oil & gas, stone quarries, mining support services & exploration

### **A. Current State of the Industry**

Current Jobs: 500

Recent Employment Trend: Decline to Status Quo

Recent years saw a decline attributed to closure of Lupin Mine, drop in metal prices as well as an uncertain regulatory climate offset by exploration activity.

Inuit Participation: Increased at slow but steady rate

Inuit provide from 15%-20% of mining jobs with balance going to southern employees. Increase is attributed to increase in exploration projects and industry and government training courses conducted in many communities.

Educational Level & Skill Requirements: Dramatic Increase

Requirements have increased with development of high tech equipment and increased need for geologist and engineers.

Recruitment: Somewhat Difficult

Lack of entry level education/skills and company doesn't want to start training at those levels. Work hours (4 weeks on and 2 off) are unattractive to some. There is availability of skilled and trained workers in other parts of the country which mines draw on at no extra cost (important because commodity prices have been low for the past couple of years).

Availability of Industry On-the-Job Training & Skills Upgrading: Average

The mine training committee working with Nunavut Arctic College in implementing a skill specific apprenticeship program found the process costly and extremely bureaucratic -- too long, with considerable time and effort on behalf of the company.

### **B. Future of the Industry**

Industry Expectations: Grow Dramatically

Predicted growth is attributed to rising commodity prices providing risk capital and more regulatory certainty. Active mining projects and exploration include Meadow Lake, Hope Bay belt gold exploration, various diamond projects the and Meliadine gold project. In spite of projected growth in new areas, new employment potential is offset by loss of jobs with Polaris Mine closure. In addition, Nunavummiut require more training to capture potential jobs. In the Keewatin, development of a road and power line from Manitoba would impact positively on mining growth as would a port and road project on the Bathurst Inlet Coronation coast.

New Jobs: 0

Training Requirement

Management: Project Supervisor, Site Supervisor

University, Trade School

Professional: Geologist, Civil/Mining Engineer

University

Administrative: Payroll, Administration

College

Skilled Labour: Millwright, Equipment Operator, Instrumentation Technician

High School, Trade School

General Labour: Apprentices

### **C. The Provision of Training**

High School Students should complete High School with strong background in communications, maths and sciences, and plan on university.

Adults should complete the General Education Diploma (GED) and take technical training. Community leadership should work with schools in implementing community back to school programs. Case study should be done in Rae-Edzo where school/community training strategies led to a dramatic increase in post-secondary graduates.

Companies or Organizations can assist by conducting courses, eg., prospecting and assist in developing programs at with Arctic College in partnership with NAIT. Companies can participate on Mine Training Committee comprised of industry/education/aboriginal leaders provide advice to Minister, speak in schools and community halls and provide training scholarships.

Industry can assist by raising the profile of the industry, offer summer jobs and scholarships.

Government should work in partnership with communities in providing training in trades tailored to real jobs already in communities and build up a skilled labour force by funding Hamlets to take on apprentices for example. Government should upgrade High school curriculum to standard.

**Real Estate & Property Management:** Building and real estate owners & operators; insurance & real estate agencies

### **A. Current State of the Industry**

Current Jobs: 200

Recent Employment Trend: Grown

Increased population with new government increased need for private housing.

Inuit Participation: Increased at slow but steady rate

*Real estate is a relatively new business in Nunavut and there is limited access to capital.*

Educational Level & Skill Requirements: Stayed about the same to Slow but Steady Increase

Recruitment: Very Difficult

Difficulty attributed to complexity of industry

Availability of Industry On-the-Job Training & Skills Upgrading: Excellent to Poor

Excellent correspondence courses are available but local training is poor perhaps because real estate is relatively new in Nunavut.

### **B. Future of the Industry**

Industry Expectations: Slow but Steady Growth

Growth is attributed to privatization of housing and increased need for private housing with growth in population.

New Jobs: 50

Training Requirements

Management: Property Manager, Asset/Real Estate Manager

High school to University

Professional: Lawyer, Accountant

University, College

Administrative: Assistant Property Manager, Housing Manager

High School

Skilled Labour: Carpenter, Plumber, Electrician journeyman

High School with apprenticeship for

General Labour: Carpenter's Assistant, Plumber's Assistant

High School

### **C. The Provision of Training**

High School Students should complete High School with experience in job placement, basic computer training and office management.

Adults should complete the General Education Diploma (GED); Adult Education courses.

Companies or Organizations can assist by providing job placement, providing mentorship, participating in trade shows.

Industry can assist by developing a professional association and joining chambers of commerce.

Government can provide training support.

**Retail Trade:** Retail sales of food, liquor, clothing, furniture & appliances, vehicles, books, sporting goods, jewellery etc.

### **A. Current State of the Industry**

*Current Jobs: 1500*

*Recent Employment Trend: Grown*

Population increases, especially in Iqaluit as well as some communities experiencing population growth with government decentralization, have created a demand for more variety of products and services.

*Inuit Participation: Decline to Slow but Steady Increase*

Ten years ago, majority of retail workers were Inuit but has decreased with development and resulting job opportunities in other industries. Retail trade wages are lower and it is therefore difficult to compete for labour. One interviewee said their company has planned to move Inuit employees into management positions.

*Educational Level & Skill Requirements: Slow but Steady Increase to Dramatic Increase*

Increased use of computers and other technology has changed the type of skills required. More analytic, problem solving skills are required as well as increased literacy levels.

*Recruitment: Easy to Difficult*

It is easier to recruit in settlements where there are fewer job opportunities. Because of low wages offered entry level, it is difficult to compete with social assistance and other industries. At managerial level, there is a lack of skilled labour force.

*Availability of Industry On-the-Job Training & Skills Upgrading: Poor*

People have very little information about the retail trade industry. Arctic College concentrates on computers and business management but not on business operations perhaps because there hasn't been a wide range of retail businesses. However, over the last two years retail trade has increased dramatically and will likely continue to grow. More supervisory training and management development programs are required.

### **B. Future of the Industry**

*Industry Expectations: Grow at a Slow but Steady Rate*

Population growth and aging population will demand greater volumes of products and services. More emphasis is being placed on hiring locally and training for management.

*New Jobs: 300*

*Training Requirements*

Management: Store Manager, Department Manager  
administration

High School and course in business

Professional: Retail Manager

Administrative: Accountant/bookkeeper

High School

Skilled Labour: Meat cutter, Customer Service

High School, Trade School

General Labour: Customer Service

High School

### **C. The Provision of Training**

High School Students should complete High School. Students should experience business lifestyle through participation in programs such as Junior Achievement, volunteering, co-op job placement and part-time employment. Students should participate in sports and other activities that encourage teamwork.

Adults should complete the General Education Diploma (GED); Adult Education courses including Career and Life Management, basic business courses and seek targeted training opportunities

Companies or Organizations can assist by providing internships, work experience placements, provide summer and part-time employment and provide exposure to industry by speaking in schools and participating in career and trade fairs.

Industry can assist by developing scholarship programs and standardized technical training programs..

Government should provide good public education that includes lifeskills, math, communications and proficiency in Inuktitut. Employers need to be trained in personnel issues as well. Government should work with industry to



develop school partnership programs and provide financial assistance (subsidies) to create job opportunities and also to stimulate the economy.

**Services to Business:** computer, accounting, security, advertising, engineers, lawyers, consultants, graphic design, translation

### **A. Current State of the Industry**

*Current Jobs:* 140

*Recent Employment Trend:* Grown

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Increased demand for services with creation of a new territory and capital city.

*Inuit Participation:* Status Quo to Slow but Steady Increase

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Status quo attributed to lack of well structure, well outlined training system with no evaluation system as well as lack of higher education skills in labour force.

*Educational Level & Skill Requirements:* Increased

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Producers and artists are tied to cultural traditions and often do not require a lot of formal training.

*Recruitment:* Somewhat Difficult to Very Difficult

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Difficulty is attributed to lack of education, training, and restricted mobility and inability to compete with government for the relatively small pool of skilled people.

*Availability of Industry On-the-Job Training & Skills Upgrading:* Poor to Good

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Lack of political commitment to education (both government and non-government). Training funding seems unavailable. Youth are entering jobs without adequate training. Government seems to be incompetent in providing training for private industry.

### **B. Future of the Industry**

*Industry Expectations:* Grow at a Slow but Steady Rate to Grow Dramatically

---

Increased government infrastructure development and private homeowners will provide increased opportunities although poor government policy or lack of support for private sector could negatively impact growth.

*New Jobs:* 140

*Training Requirements*

Management: Director/Supervisor, Manager  
Accounting

High School to University, BA, MBA, HR,

Professional: Accountant, Engineer, Computer Specialist  
Administrative: Office Manager, Receptionist

High School to University  
High School to College

Skilled Labour: Tradespeople, Building Maintainer

High School/Trade School/College/University

General Labour: Retail as needed

### **C. The Provision of Training**

High School Students should complete High School with courses leading to post secondary schools with studies demanding development of strong analytic and organizational skills. Students in non-academic stream should complete high school over 4-6 years in a co-op job placement program, eg., one year in school and other years in workplace. Students should take aptitude testing and career counselling and participate in student exchange programs.

Adults should complete the General Education Diploma (GED); Adult Education courses and be taught in their own language for positions in both public and private sectors. Adults should take career counselling and targeted training programs.

Companies or Organizations can assist by providing on the actual on the job training with ongoing learning in a flexible work environment and work experience.

Industry can assist by ensuring businesses and government understand the principles and processes of "learning organizations" as well as organizing courses for college or high schools. Industry could provide a change to experience private operations in terms of bookkeeping, office management and budgeting.

Government should provide flexible wage and training subsidies in contrast to headhunting Inuit staff from private sector. Government should work more closely with individuals in determining training needs and evaluate

training initiatives. Government should not control training funds - training opportunities should be controlled by a separate body, eg. a commission.

**Transportation & Storage:** Air, water, sea, road transportation, rental, pipeline, storage & warehousing

### A. Current State of the Industry

*Current Jobs: 500*

*Recent Employment Trend: Grown*

Primary reason for recent growth is the creation of Nunavut and subsequent infrastructure development, population movement and increased business activity.

*Inuit Participation: Slow but Steady Increase*

With creation of Nunavut and Article 24 of NLCA, there is increased commitment to training Inuit in trades. Expansion of shipping to Baffin has created more business in Inuit communities resulting in more employment opportunity. There seems to be a reluctance to move from communities to take jobs or training for jobs.

*Educational Level & Skill Requirements: Slow but Steady Increase*

With more technology in the workplace, levels of supervisors are decreasing with more expectations placed on employees to work more independently, eg., must be able to read manuals for handling hazardous materials and have computer skills. On the job training requires solid literacy and independent learning skills especially for those courses delivered through self-taught modules on computer. Solid high school education is required to participate in ongoing training which may eventually lead to institutions such as the Nautical College in Halifax or the Pacific Marine Training Institute or NAIT or other trade schools.

*Recruitment: Easy to Very Difficult*

In general a small pool of people with appropriate entry level education is a significant barrier to recruitment. It is difficult to recruit trainees with an understanding of independent lifeskills such as an understanding of banking, loans, mortgages and cross cultural skills necessary to undertake training away from home communities.

*Availability of Industry On-the-Job Training & Skills Upgrading: Average to Excellent*

In-house training provided is excellent and covers training across a wide range of occupations, however, once training is completed many employees return to take employment in home communities with Hamlet or government. Although it is good that people are being trained for meaningful employment, industry must begin training process over and over which is expensive and inadequately supported by government training funding.

### B. Future of the Industry

*Industry Expectations: Slow but Steady Growth*

Predicted growth is attributed to decentralization of government to regional centres and communities, increased mining exploration activity, growth in government and infrastructure development.

*New Jobs: 100*

*Training Requirements*

|                 |   |   |
|-----------------|---|---|
| Management:     | Foreman, Supervisor   | College, University                           |
| Professional:   | Marine Captain, Airline Pilot, Engineer   | High school-University: targeted training     |
| Administrative: | Bookkeeper, Office Support  | High school-University                        |
| Skilled Labour: | Computer System, Flight Attendant, Aircraft Mechanic, Heavy Equipment Operator, Specialised Mechanics | Technical, Vocational, Trade school           |
| General Labour: | Registered pump person, Apprentice, Journeyman  | High school with Math 20, 30 & Science 20, 30 |

### C. The Provision of Training

High School Students should complete High School with a well-rounded menu of courses in math, communications, science and technology that will broaden their training options. (Don't specialize too early). Students should experience computer technology throughout their coursework, eg., drafting and engineering design on computer and skill with GPS units. Students should learn with the ability to apply their knowledge, ie, critical thinking skills. Volunteering is valuable as it contributes to focusing on others and becoming a better person.

Adults should complete the General Education Diploma (GED); Adult Education courses; seek training opportunities; take targeted training programs including lifeskills including cross cultural workshops, computer and basic understanding of finances such as mortgages, banking systems, loans. Adults should learn more about business lifestyle including customer service or exposure to hospitality training.

Companies or Organizations can assist by providing work experience by creating summer employment specifically related to student's field of study especially for those students at the high end of academic or trades training. Companies can assist by providing equipment if needed to employees.

Industry can create awareness of industry occupation opportunities with motivational presentations in communities at schools and community meetings to students, teachers and community members.

Government should provide solid, well-rounded public education. Government should be much more proactive in their approach to training. NG should go out and talk to companies, find out who they are, how long they have been in business, what are the success stories in training, look at future requirements and how they can assist in training. Government should ask themselves if it is serving the needs of people in Nunavut if employment opportunities are being lost for lack of education and whether it is appropriate that most training funds are directed to jobs in government or the mining industry.

**Utilities:** electric power, natural gas, water board, garbage collection

### **A. Current State of the Industry**

*Current Jobs: 375*

*Recent Employment Trend: Status Quo*

In recent years, no new hamlets or municipalities have been created and although communities have grown there has been limited increased activity.

*Inuit Participation: Increased at slow but steady rate*

Primary reason for increased Inuit participation is that NWT Power Corporation has made a commitment to Inuit hire, in NCPC there are far more Inuit employees than five years ago. There is no significant changes in an already almost all Inuit work force.

*Educational Level & Skill Requirements: Stayed about the same*

Most opportunities have been in trainee status from grade 10 and at best grade 12 entry level required.

*Recruitment: Somewhat Difficult*

There is a lack of people with entry level qualifications.

*Availability of Industry On-the-Job Training & Skills Upgrading: Good*

Many jobs require additional experience and training, eg. air brake endorsement, higher grade motor vehicle licensing Where there's a need industry pays cost and provides training opportunity

### **B. Future of the Industry**

*Industry Expectations: Slow but Steady Growth*

Although there are no new communities to be developed, the slow growth is attributed to small increases in government decentralization activity and natural population growth. Also growth is anticipated with NTPC relocating from the Northwest Territories to Nunavut.

*New Jobs: 100*

Skilled Labour: Electrician, Mechanic  
General Labour: Specialized Driver, Service Delivery

*Training Requirements*

High school and Trade School  
Grade 10

### **C. The Provision of Training**

High School Students should complete High School including courses in career and life management. Students should explore work opportunities and range of occupations by experiencing job placement, taking summer employment and researching job opportunities on Internet, eg., NWPowder Corp or POL websites provide information about their industry and job opportunities within it.

Adults should complete the General Education Diploma (GED); Adult Education courses; seek training opportunities; take targeted training programs such as specialized driving courses and other trades training.

Companies or Organizations and Industry can assist by providing industry information brochures including detailing the range of job opportunities. Companies can assist by participating in mentorship programs, motivational speaking in schools and participating in career and trade fairs.

Government has provided targeted training courses such as Motor Vehicle License certification and driver training. Government could provide a training division within MACA to facilitate training.

**Wholesale Trade:** petroleum, household furnishing, motor vehicle parts, hardware, building materials, equipment

### **A. Current State of the Industry**

Current Jobs: 100

Recent Employment Trend: Status Quo to Grown

Increased industry growth attributed to increases in population and in government with creation of Nunavut.

Inuit Participation: Status Quo to Slow but Steady Increase

Educational Level & Skill Requirements: Don't Know to Slow but Steady Increase

Increased use of Internet as a marketing tool and export activity (mainly arts & crafts and traditional food)

Recruitment: Somewhat Difficult to Very Difficult

Inability to compete with wages offered by government and government funded agencies for a relatively small skilled labour pool with an understanding of business lifestyle. As the number high school graduates increases, recruitment may become easier.

Availability of Industry On-the-Job Training & Skills Upgrading: Poor to Average

There doesn't seem to be a clear understanding of what industry training needs are; there is no training available for small business owner/operators. Industry cannot afford training costs and time needed for training in basic communications and math and have been forced to hire already skilled workers from the south.

### **B. Future of the Industry**

Industry Expectations: Slow but Steady Growth to Dramatic Growth

Prediction of growth is attributed to development of NG infrastructure development and population growth in communities.

New Jobs: 25

Training Requirements

Management: Small business owner/operator; General Mgr, Operations Mgr

High school to University  
University with masters in some fields

Professional: Mechanical Engineer, Architectural Engineer  
fields

High school

Administrative: Accountant; Bookkeeper

High school to Trade School

Skilled Labour: Assembler, Electrician, Mechanic

High school

General Labour: Customer Service, Clerk, Stevedore, Clerk

### **C. The Provision of Training**

High School Students should complete High School with experience a broad and interesting curriculum including courses that integrate volunteering and participate in entrepreneurial projects such as Junior Achievement.

Adults should complete the General Education Diploma (GED), a broad range of interesting Adult Education courses including courses that integrate volunteering, business lifestyle and skills and targeted training.

Companies or Organizations can assist in formalization of structured training programs and generating training modules that can be used in schools or colleges. Companies can participate in job placement programs, mentorship programs, motivational speaking in schools, and career and trade fairs.

Industry can assist by developing a professional association, joining chambers of commerce, sponsoring youth camps and scholarships.

Government should provide funding for: structured programs that are consistent and developed in partnership with industry; subsidized wages and work experience programs such as mentorship, job shadowing, job placement. Government should work with business in supporting initiatives that generate economic development and growth in industries relevant to Nunavut, eg., arts & crafts.

## **APPENDIX 5**

### **GOVERNMENT AND PRIVATE SECTOR ROLES IN JOB CREATION**

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### **Role of the Government**

- Department of Education's emphasis on High School should continue but with additional emphasis (or option) to learn hunting skills.
- There should be improved response to community proposals for training initiatives (and other types of initiatives), such as a recently proposed heavy duty mechanic course.
- More emphasis should be on progressive training/courses (i.e., operator then mechanic).
- There is a need to consider regional needs and realities prior to developing courses.
- Although some job categories are saturated, it was agreed that the success of some initiatives (i.e., TEP) were still required.
- Government emphasis on Grade 10 entry level (i.e., for job ads, etc.) is unacceptable. It causes young people still in school to double guess the need of grade 12 and results in an increased drop-out rate.
- The school system needs to be flexible enough to allow some students to remain in school but also work (i.e., young parents).
- More emphasis is needed in trades, arts and home economics in all grades but also particularly in grades 10-12 where graduates may run their own businesses (retail, trades, etc).
- More emphasis should be placed throughout the education system on people skills, management skills and communication skills.
- Getting started is the biggest problem with small business. There needs to be long-term commitment to small business starters just as there is for trades apprentices etc. For example, Human Resources Development Canada has a Labour Market Development Agreement in place. However it is only 6 months long: too short for any business to develop itself.
- All sector participation levels should be tracked including whether positions were held by long-term resident northerners or recent arrivals, thus tracking whether jobs created were simply going to southerners. Tracking long term resident and Inuit versus recent arrival participation levels would allow the Nunavut Government and industry to monitor the effectiveness of training programs and strategies employed to ensure long-term northerners and Inuit filled created jobs.

### **Role of the Private Sector**

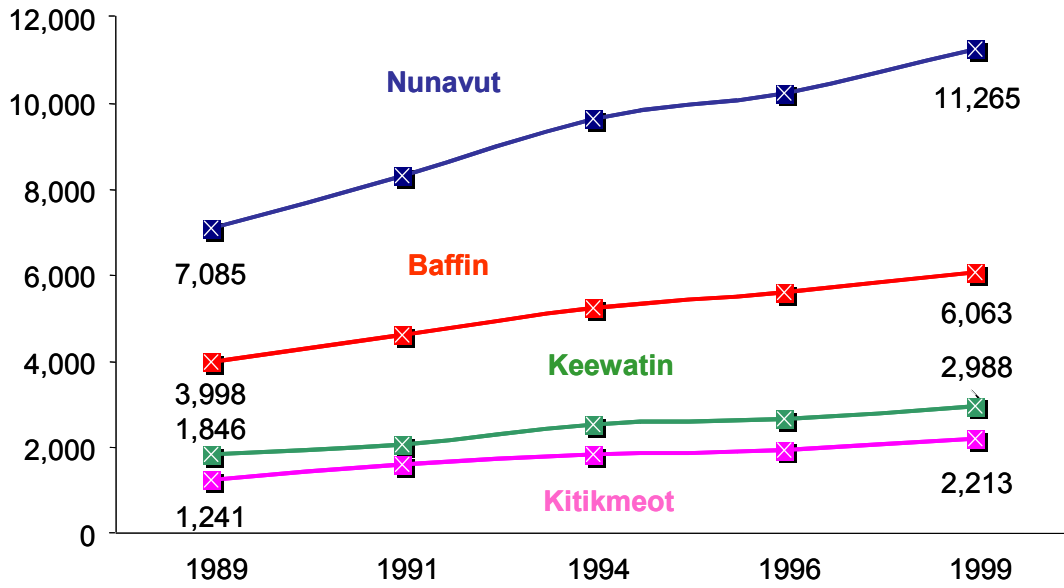
- There need to be more forums organized between the private sector and government to exchange ideas on labour force development and economic development opportunities
- More coordination and organization needs to occur between businesses in order for them to be more effective at lobbying government
- All mines located in Nunavut are required to negotiate IIBAs. Further, mines located in the NWT, but near Inuit communities, should be encouraged to negotiate IBAs and Participation Agreements involving a similar commitment to employment, training & education, business development and cultural provisions. However, focus group participants felt that the Nunavut government should be included in this process. This would be a good example of public/private partnering to achieve worthy objectives.

## **APPENDIX 6**

### **GROWTH IN THE NUNAVUT LABOUR FORCE**

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### Growth in the Nunavut Labour Force by Region and Year



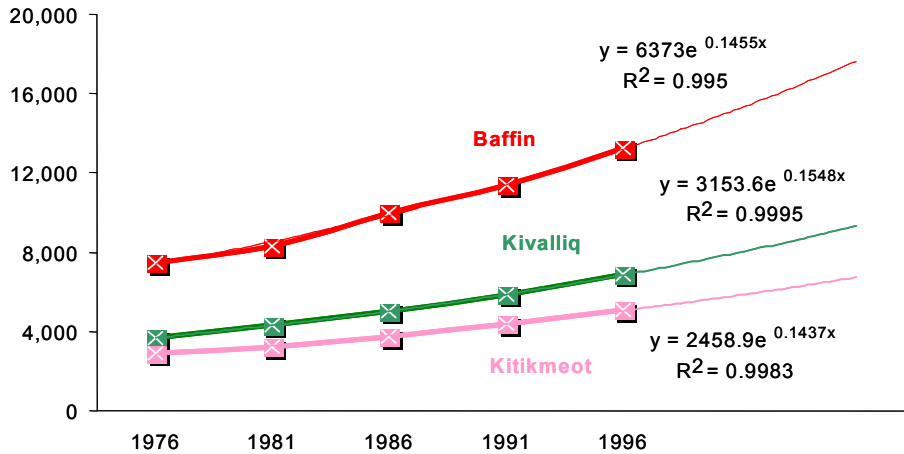
## **APPENDIX 7**

### **ASSUMPTIONS USED IN THE LABOUR FORCE MODEL**

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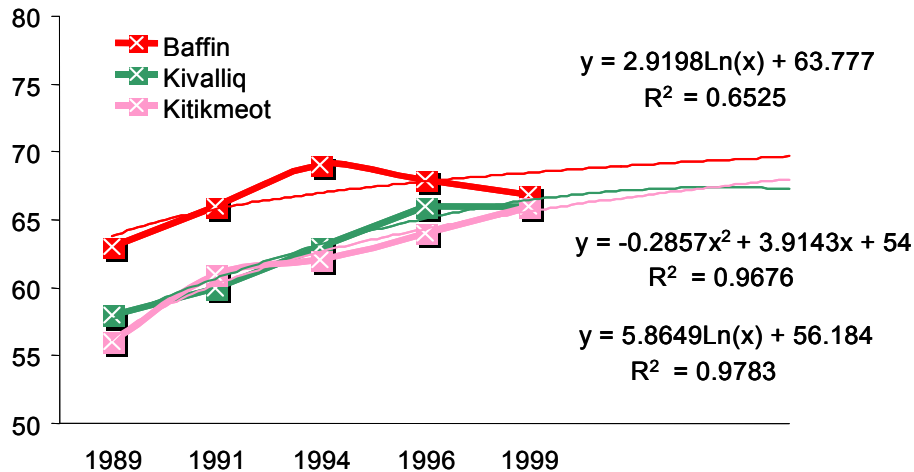
## Assumptions Used in the Labour Force Model

### 1. Increasing Annual Rate of Population Growth



All 'best fit' trendlines are represented by exponential equations (e.g.,  $y = 6373e^{0.1455x}$ , where 'e' is a base constant with a value of 2.718, 'x' is the year, and 'y' is the population forecast for that year). Also note that all 'R<sup>2</sup>' values – a measure of how well the trendline fits the data – exceed .99. A value of 1.00 is considered to be a perfect fit.

### 2. Increase in Participation Rates



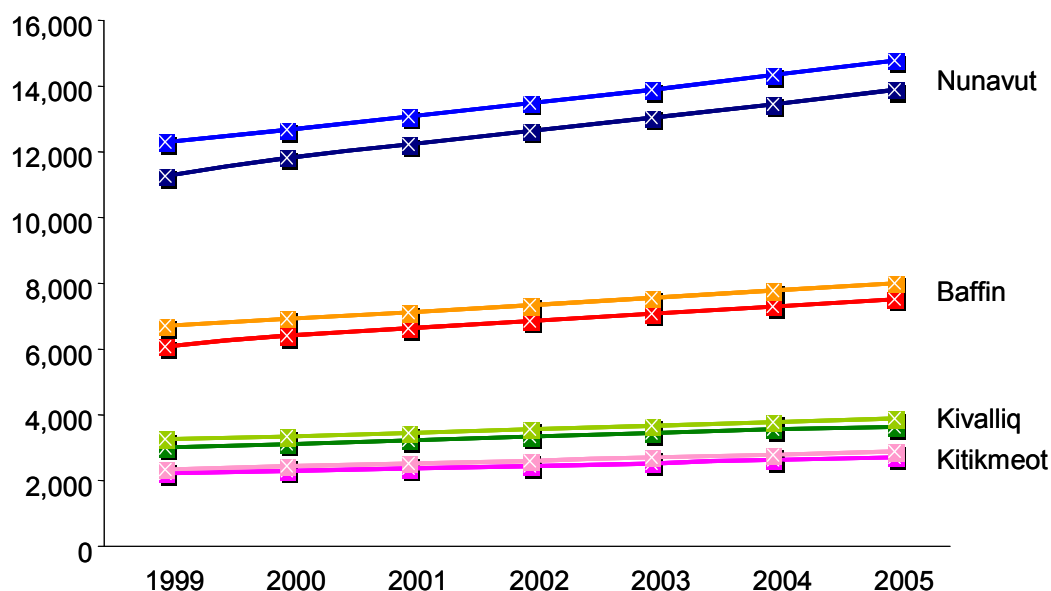
In this case, all best fit trendlines are indicative of rates which are increasing at a decreasing annual rate. The R<sup>2</sup> values are not as high, but still pretty good, save for Baffin, where the 1994 and 1999 values from the labour force surveys are significantly different from the trend observed in the 1989, 1991 and 1996 census data. This difference may be partially explained by a difference in the methodologies used in the labour force surveys and census, respectively.

## **APPENDIX 8**

### **LABOUR FORCE PROJECTIONS, 2000 - 2005**

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### Labour Force Projections, 2000 - 2005



There are 2 trendlines for each region (as well as 2 for Nunavut). For each pair, the top trendline is a forecast using the 'No Jobs' criteria for defining the labour force. The lower trendline in each pair is a forecast using the National Criteria. Actual figures are provided in the two tables below.

**Table 1: Regional Labour Force Forecasts, 2000 – 2005 (National Criteria)**

|               | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|---------------|--------|--------|--------|--------|--------|--------|
| Baffin        | 6,419  | 6,633  | 6,844  | 7,062  | 7,285  | 7,522  |
| Kivalliq      | 3,106  | 3,219  | 3,326  | 3,434  | 3,542  | 3,647  |
| Kitikmeot     | 2,284  | 2,369  | 2,450  | 2,532  | 2,617  | 2,710  |
| Nunavut Total | 11,809 | 12,220 | 12,620 | 13,028 | 13,444 | 13,879 |

**Table 2: Regional Labour Force Forecasts, 2000 – 2005 ('No Jobs' Criteria)**

|               | 2000   | 2001   | 2002   | 2003   | 2004   | 2005   |
|---------------|--------|--------|--------|--------|--------|--------|
| Baffin        | 6,908  | 7,112  | 7,322  | 7,539  | 7,761  | 7,990  |
| Kivalliq      | 3,343  | 3,448  | 3,557  | 3,669  | 3,784  | 3,903  |
| Kitikmeot     | 2,430  | 2,515  | 2,603  | 2,694  | 2,788  | 2,885  |
| Nunavut Total | 12,682 | 13,076 | 13,482 | 13,901 | 14,333 | 14,778 |

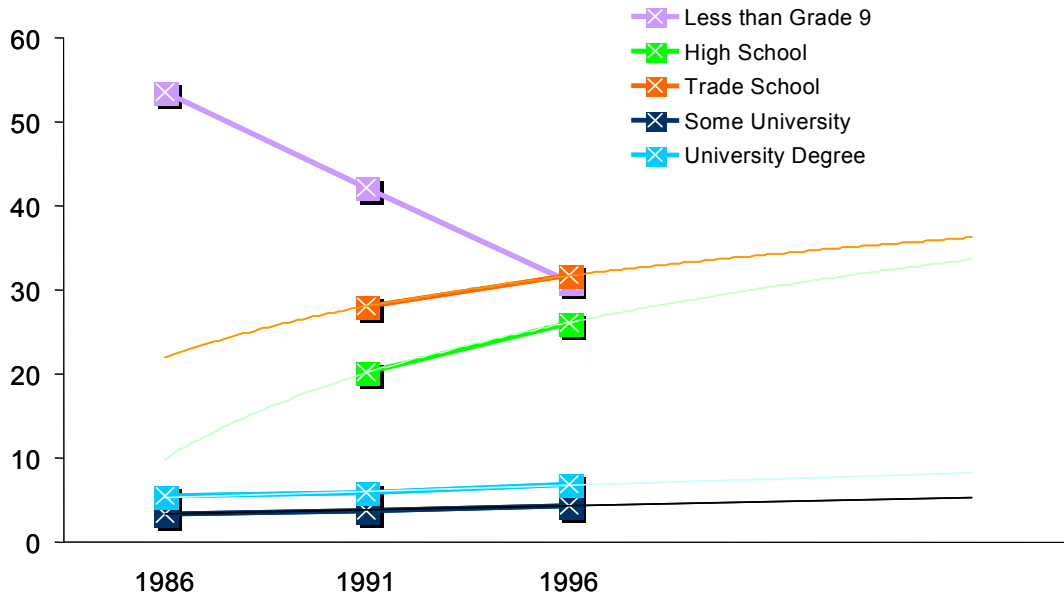
## **APPENDIX 9**

### **TIME SERIES PROJECTION - HIGHEST LEVEL OF EDUCATION ACHIEVED BY NUNAVUT RESIDENTS**

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### Time Series Projection of Highest Level of Education Achieved by Nunavut Residents



|                   | 1986         | 1991         | 1996         | 1999         | 2000         | 2005         |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Less than Grade 9 | 53.6         | 42.1         | 31.1         | 26.1         | 24.6         | 17.9         |
| High School       | 23.8         | 20.1         | 26.1         | 28.8         | 29.6         | 33.0         |
| Trade School      | 13.7         | 28.1         | 31.7         | 33.3         | 33.8         | 35.9         |
| Some University   | 3.4          | 3.8          | 4.3          | 4.6          | 4.7          | 5.2          |
| University Degree | 5.4          | 5.9          | 6.8          | 7.2          | 7.3          | 8.0          |
| <b>Total</b>      | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> |

All figures indicate the percent of Nunavummiut achieving a level of education in the year in question. The trends indicated for 'High School', 'Trade School', 'Some University', and 'University Degree' are projected into the future using time series forecasting techniques. The figures for 'Less than Grade 9' for years 1999, 2000, and 2005 are residuals – the balance remaining from 100% after the other four have been forecast.\_\_\_\_

## **APPENDIX 10**

### **SAMPLE OCCUPATIONAL PROFILES**

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Occupational Profiles for a representative selection of jobs with above average occupational growth prospects in Nunavut during the next 3-5 years, are presented in this appendix. These jobs are:

|                                |                          |
|--------------------------------|--------------------------|
| Accommodation Services Manager | Graphic Artist           |
| Accountant                     | Heavy Equipment Operator |
| Accounting Clerk               | Interpreter/Translator   |
| Addictions Counsellor          | Jewelry Maker            |
| Child and Youth Care Worker    | Licensed Practical Nurse |
| Computer Networking Specialist | Retail Sales Clerk       |
| Computer Programmer            | Systems Analyst          |
| Computer Technician            | Tour Operator            |
| Food and Beverage Server       |                          |

These Occupational Profiles are from the OcclInfo© system maintained by the Government of Alberta – <http://www.alis.gov.ab.ca/occinfo> – with references to relevant Nunavut Arctic College courses as appropriate.

Most provincial governments and regional offices of Human Resources Development Canada (HRDC) are partners in the Canadian Occupational Projections System (COPS), and maintain websites with occupational profile information, which is updated on a regular basis. The reader is referred to HRDC's JobFutures website for a complete listing of web pages featuring occupational profile information: <http://www.hrdc-drhc.gc.ca/JobFutures/english/provincial.htm>

## Accommodation Service Manager

|                           |                                   |
|---------------------------|-----------------------------------|
| NOC Number(s):            | 0632                              |
| Employment Outlook:       | Above average occupational growth |
| Physical Requirements:    | Lifting up to 5 kg                |
| Educational Requirements: | High School Diploma               |

**Duties:** Accommodation service managers direct and control the operations of privately and publicly owned hotels, motels, campgrounds, camps, hostels and post-secondary institution residences. Accommodation managers are responsible for operating their establishments efficiently and economically, satisfying guests and handling any problems that may arise. In smaller establishments, accommodation service managers may have a limited staff and personally direct all aspects of the operation.

**Working Conditions:** Working conditions for accommodation service managers are as varied as the establishments they operate. Most accommodation establishments are open 24 hours a day, seven days a week, and managers may work long, irregular hours in addition to always being on call for emergencies. Some managers live in their establishments and are constantly involved with operations. The work can be hectic and stressful.

**Skill, Interests, Values:** Accommodation service managers must be able to:

- communicate effectively in person and on paper,
- good general health,
- leadership and decision-making skills, and
- the ability to remain calm while under pressure.

**Educational Requirements:** Accommodation managers should be familiar with all areas of their establishments' operations. In particular, they need sound financial management skills, and a working knowledge of hospitality law and safety standards. The best background for hotel and motel managers is a combination of experience and education in hospitality management.

**Employment:** New graduates of hospitality programs usually start in junior positions, such as hotel desk clerks, and work their way up unless they already have considerable work experience in the field. Up to ten years of in-house training within the hotel industry are generally required before a person is considered ready to become a hotel manager.

**Advancement:** A typical advancement path in a large hotel might be desk clerk, front office manager, rooms division manager, executive assistant manager and, finally, general manager.

**Prospects:** Accommodation service manager positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who have a combination of education and experience.

**Salary:** Salaries for accommodation service managers vary widely, depending on the size and nature of the establishment and the manager's qualifications. According to the 1996 census, Accommodation service managers earned from \$18,000 to \$39,500 a year. An equal number earned more or less than these figures indicate. The average income for this group was about \$32,000 a year.

**Other Sources of Information:** Nunavut Arctic College

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Accountant

|                           |   |
|---------------------------|---|
| NOC Number(s):            | 1111.2  |
| Employment Outlook:       | Above average occupational growth   |
| Physical Requirements:    | Lifting up to 5 kg  |
| Educational Requirements: | Normally an accounting designation is required, such as Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA) |

**Duties:** Accountants provide financial reporting and consulting services for organizations and individuals. They work in business, industry, educational institutions, government and private accounting firms that offer accounting services to the public.

**Working Conditions:** Regardless of their designation, accountants usually work in an office setting. Their hours of work vary depending on the organization and level of responsibility, but overtime is often required at company budgeting time, month-end and/or in late winter and early spring when public accountants are busy with year-end corporate work and personal tax returns. Those in public practice or consulting must do some travelling to and from clients' offices.

**Skill, Interests, Values:** must be able to:

- communicate effectively in person and on paper,
- think logically,
- solve problems, and
- work on their own and in a team environment with others.

**Educational Requirements:** Training to become an accountant involves a combination of post-secondary education and practical experience. The specific requirements depend upon the professional designation the student wishes to achieve.

**Employment:** Accountants may offer services on a fee-for-service basis or be employed on a salaried basis. They often work for businesses, governments, management consultant practices, corporate and personal tax preparation offices, and banks.

**Advancement:** Experienced individuals who have professional accounting designations may advance to management positions or teach at the post-secondary level.

**Prospects:** Accounting positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who already have an accounting designation, but trainee positions may be available.

**Salary:** According to the 1996 census, most southern Canadians in the "Financial Auditors and Accountants" occupational group earned from about \$31,000 to \$56,000 a year. The average salary for this group was about \$47,775 a year. Recent graduate follow-up surveys suggest starting salaries for graduates of two-year diploma programs are in the range of \$22,000 to \$30,000 a year. Salaries would be higher in Nunavut.

**Other Sources of Information:** Society of Management Accountants of Ontario (<http://www.cma-ontario.org>); Institute of Chartered Accountants of Ontario (<http://www.icao.on.ca>); Certified General Accountants Association of Ontario (<http://www.cga-ontario.org>)

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Accounting Clerk

|                           |                                   |
|---------------------------|-----------------------------------|
| NOC Number(s):            | 1431                              |
| Employment Outlook:       | Below average occupational growth |
| Physical Requirements:    | Lifting up to 5 kg                |
| Educational Requirements: | General high school diploma       |

**Duties:** Accounting clerks maintain systematic records of business transactions, and verify and record those transactions. They often use computers to calculate, prepare and process invoices, accounts payable and receivable, budget documents and other routine financial records.

**Working Conditions:** Accounting clerks usually work regular weekday hours in a comfortable office environment. Overtime may be required during peak business periods, and standard hours may be different in the service industry.

**Skill, Interests, Values:** Accounting clerks need neat handwriting and a basic knowledge of computer-entry devices, data-processing techniques and business machine operation. They enjoy having clear rules and organized methods for their work, balancing financial records and business transactions, and operating computerized systems and office equipment. Accounting clerks must be able to:

- communicate effectively in person and on paper,
- work with numbers quickly and accurately,
- analyze data, and
- work independently on routine tasks.

**Educational Requirements:** High school diploma, but most employers prefer to hire job candidates who have taken related courses and programs from colleges, technical institutes or private vocational schools.

**Employment:** Accounting clerks are employed in a wide variety of organizations ranging from retail businesses and manufacturing firms to organizations that provide health, education and social services. There has been a notable increase in the number of part-time positions available in this field.

**Advancement:** generally depends on the accounting clerk's willingness to take continuing education courses or in-service training provided by the employer. Promotions for expert workers might follow a pattern similar to the following: from entry clerk to accountant, to analyst, to senior analyst. Employees may also have the opportunity to move into the field of electronic data processing.

**Prospects:** Accounting clerk positions are fairly numerous and the employment turnover rate is relatively high. However, the automation of office functions is expected to continue to have a negative effect on employment in this occupation. **For the foreseeable future in Alberta, the employment outlook in this occupation is expected to be below average compared to all other occupations.** Employment prospects are best for those who have computer experience.

**Salary:** Inexperienced accounting clerks may start at salaries not much higher than minimum wage. Graduates of post-secondary programs earn a higher average starting salary, ranging from \$14,000 to \$20,000 a year (1996 figures), and are more likely to be promoted to senior accounting positions.

**Other Sources of Information:** references to colleges and career development centres

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Addictions Counsellor

|                           |                                     |
|---------------------------|-------------------------------------|
| NOC Number(s):            | 4153                                |
| Employment Outlook:       | Above average occupational growth   |
| Physical Requirements:    | Lifting up to 5 kg                  |
| Educational Requirements: | 2 years of post-secondary education |

**Duties:** Addictions counsellors help individuals, families and communities identify and deal with addictions (e.g. to alcohol, other drugs, gambling) through treatment and prevention programs. In general, addictions counsellors assess client strengths, problem areas, severity of dependence and readiness to change, develop patient treatment plans, review, evaluate and document client progress, and provide aftercare and follow-up as appropriate.

**Working Conditions:** Addictions counsellors may work in residential treatment centres, detox centres, group homes, over-night shelters, out-patient centres, schools or community-based agencies. Depending on the agency, they may work standard weekday office hours or work shifts, including evenings and weekends. Some travel may be required.

**Skill, Interests, Values:** Addictions counsellors need: emotional maturity, patience, tolerance for beliefs and values not their own, excellent communication and presentation skills, and the ability to manage time effectively.

**Educational Requirements:** A related university degree is the preferred credential for addictions counsellors. Depending on the place of employment, a post-secondary diploma plus related work experience and/or training may also be acceptable. The Northern Community Alcohol & Drug Certificate program offered at Nunatta Campus of Nunavut Arctic College consists of one year of course work and fieldwork. This 1 year program is designed to prepare students for entry to a career in addictions counselling.

**Employment:** Addictions counsellors generally find employment with health and social service agencies delivering alcohol and drug treatment programs.

**Advancement:** Advancement opportunities depend on the counsellor's qualifications and the size and nature of the organization.

**Prospects:** Addictions counsellor positions will be in demand and the employment turnover rate is relatively high. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** According to the 1996 census, addictions counsellors earned \$30,000 to \$43,000 a year, averaging about \$36,500 a year.

**Other Sources of Information:** Department of Health and Social Services, Nunavut Arctic College

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Child and Youth Care Worker

|                           |                                     |
|---------------------------|-------------------------------------|
| NOC Number(s):            | 4212                                |
| Employment Outlook:       | Above average occupational growth   |
| Physical Requirements:    | Lifting between 11 and 25 kg        |
| Educational Requirements: | 2 years of post-secondary education |

**Duties:** Child and youth care workers work to improve the physical, emotional, intellectual and social development of troubled children and adolescents. In general, child and youth care workers: establish trusting and meaningful one-to-one relationships with children and adolescents, implement strategies such as planned daily activities, co-ordinated treatment interventions, structured environments, and organized recreational and social activities, help develop and maintain individual and group treatment programs, and handle behaviour management, safety and security programming for young people in residential centres.

**Working Conditions:** Child and youth care workers may be required to work shifts (usually days, evenings and sometimes nights, seven days a week). The work can be physically and mentally demanding, and may require restraining young people.

**Skill, Interests, Values:** Child and youth workers need the following characteristics:

- excellent verbal and written communication skills,
- decision-making and problem-solving skills,,
- the desire, ability and maturity required to engage in intense relationships with young people, and
- the ability to work in a team environment with children, families and other professionals.

**Educational Requirements:** Child and youth care workers must be familiar with the development, and educational, emotional, social and recreational needs of young people. The minimum education requirement is a diploma in child and youth care or a social science degree. Knowledge of Inuit culture and language is a definite asset.

**Employment:** Child and youth care workers are employed by the Government of Nunavut, and community-based agencies which deliver youth programs.

**Advancement:** Experienced child and youth care workers may advance to supervisory positions. Further advancement generally requires additional education.

**Prospects:** **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who have a combination of education and experience.

**Salary:** According to the 1996 census, most southern Canadians in the "Community and Social Service Workers" occupational group earned from \$20,000 to \$33,000 a year. The average income for this group was about \$26,500 a year. Salaries would be higher in Nunavut.

**Other Sources of Information:** Department of Health and Social Services, Youth Justice Committees, Nunavut Arctic College

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*



## Computer Networking Specialist

|                           |                                     |
|---------------------------|-------------------------------------|
| NOC Number(s):            | 2162                                |
| Employment Outlook:       | Above average occupational growth   |
| Physical Requirements:    | Lifting between 6 and 10 kg         |
| Educational Requirements: | 2 years of post-secondary education |

**Duties:** Computer networking specialists assess information flow requirements in organizations, and design and maintain computer networks to facilitate the exchange of information within the organization and with other organizations. In general, computer networking specialists: help clients analyze current and future needs regarding the flow and storage of information in their organizations, and thereby define networking needs; install and test the networking software and hardware components required for internal communications and electronic data interchange with other organizations; diagnose hardware and related software problems and replace defective components, and evaluate and maintain the network on an ongoing basis.

**Working Conditions:** Computer networking specialists may work standard office hours or work shifts. They are often required to travel to various job sites. Light lifting (up to 10 kg) is required.

**Skill, Interests, Values:** Computer networking specialists need:

- the ability to think logically and analyze complex problems,
- the ability to express their ideas and solutions in clear, understandable terms and communicate effectively with vendors, clients and co-workers,
- the ability to get along well with operational staff as well as senior executives, and remain calm in stressful circumstances, and
- a willingness to read and study on an ongoing basis to keep up with new developments.

**Educational Requirements:** Computer networking specialists are usually graduates of college, technical institute or university programs, and/or training programs offered by networking vendors. Depending on the nature of the organization, employers may require job applicants to have a specific combination of qualifications. Prospective networking specialists are strongly advised to discuss their training options with potential employers before enrolling in a training program.

**Employment:** Computer networking specialists are employed by communications companies, government departments and consulting firms. Some are self-employed.

**Advancement:** Advancement opportunities depend on the size of the organization and the employee's qualifications. Some computer networking specialists move into other computer-related occupations such as computer programmer or systems analyst.

**Prospects:** Computer networking specialists will be in increasingly in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** According to the 1996 census, most Canadians in the "Computer Systems Analysts" occupational group earned from \$36,500 to \$60,000 a year. The average income for this group was about \$49,000 a year.

**Other Sources of Information:** Nunavut Arctic College

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Computer Programmer

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 2163                                 |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting up to 5 kg                   |
| Educational Requirements: | No standard educational requirements |

**Duties:** Computer programmers (sometimes called programmer analysts or software programmers) create, modify and test the forms, scripts and code that tell computers what to do. Programming is the process of converting a task into a series of computer language instructions, arranged in the proper sequence, so the correct processing will occur. There are a variety of computer languages (e.g. C++, "C" for Windows, Powerbuilder, Visual Basic, Java) and database languages (e.g. SQL, Oracle, FoxPro), each developed with a different type of computer application in mind.

**Working Conditions:** Computer programmers work in an office environment. Overtime may be required to meet deadlines or to debug programs that are not running properly.

**Skill, Interests, Values:** Programmers need the ability to:

- think logically and concentrate for long periods of time,
- pay attention to details to avoid time-consuming and costly errors,
- remain patient and persistent when debugging programs, and
- communicate their ideas clearly.

**Educational Requirements:** Most computer programmers have completed a post-secondary education program in computer science or a related discipline that has a significant programming component. There are a wide variety of three-year and four-year degree programs, two-year diploma programs and one-year certificate programs in this field offered by universities, colleges, technical institutes and private vocational schools. After graduation, programmers must continuously upgrade their knowledge in this rapidly changing field.

**Employment:** Computer programmers are employed in government departments, educational and financial institutions, and resource extraction, transportation and utility companies.

**Advancement:** Junior programmers require two or three years of experience and additional training to become applications or systems programmers. Experienced programmers may also become lead applications programmers or systems analysts. With additional training and experience, programmers may move into related fields such as network administration, database administration or network design.

**Prospects:** Computer programmers will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** According to the 1996 census, computer programmers earned from \$33,000 to \$55,000 a year. The average income for this group was about \$44,500 a year.

**Other Sources of Information:** Nunavut Arctic College, Canadian Information Processing Society (<http://www.cips.ca>)

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## Computer Technician

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 2241.2                               |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting in excess of 25 kg           |
| Educational Requirements: | No standard educational requirements |

**Duties:** Computer service technicians install, service and configure computer systems and networks, including desktop computers, servers and peripherals (e.g. printers, disk drives, CD-ROM drives).

**Working Conditions:** Computer service technicians work in surroundings that may vary from clean and well-ventilated to cold and dusty. They may be required to lift and carry computer components weighing up to 40 kilograms. A 40-hour work week is standard, but technicians may be on 24-hour call for specified periods and work overtime when systems malfunction. The work can be stressful when systems are not working properly and customers are upset.

**Skill, Interests, Values:** Computer service technicians need the following characteristics:

- good communication and interpersonal skills,
- mechanical aptitude and the ability to think logically,
- good problem-solving skills, and
- the ability to work alone or with others.

**Educational Requirements:** The minimum education requirement for computer service technicians is a high school diploma plus related training and/or experience. Employers generally prefer to hire job applicants who have a related post-secondary diploma but practical experience in the computer industry may be accepted as an equivalent qualification. Advancement may require at least a related two-year diploma.

**Employment:** Computer service technicians are employed in government departments, educational and financial institutions, many small businesses, and resource extraction, transportation and utility companies.

**Advancement:** Experienced computer service technicians may advance to supervisory or management positions. Those who have advanced training may become technical specialists who assist engineers in designing equipment.

**Prospects:** Computer programmers will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** According to the 1996 census, Canadians in the "Electrical and Electronics Engineering Technologists and Technicians" occupational group earned from \$32,500 to \$56,000 a year. The average income for this group was about \$44,500 a year.

**Other Sources of Information:** Nunavut Arctic College, Canadian Information Processing Society (<http://www.cips.ca>)

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## Food and Beverage Server

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 6453                                 |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting between 6 and 10 kg          |
| Educational Requirements: | No standard educational requirements |

**Duties:** Food and beverage servers, often called waiters or waitresses, accept and serve customers' food and beverage orders in restaurants and bars.

**Working Conditions:** Working conditions for food and beverage servers vary from one type of food and beverage establishment to another. They may be required to lift items weighing up to 10 kilograms. Shift work and split shifts built around normal meal times are common in the food service industry. At busy times, food and beverage servers are constantly on their feet and under pressure to serve customers quickly. They take their own meal breaks between busy meal serving times.

**Skill, Interests, Values:** Food and beverage servers need the following characteristics:

- the ability to serve customers cheerfully, courteously and efficiently,
- good health and good grooming,
- the ability to work as part of a team with little supervision, and
- the ability to work calmly under pressure.

**Educational Requirements:** There are no standard education or training requirements for food and beverage servers. However, formal training and/or related work experience are definite assets. Many food and beverage servers start as food service helpers or kitchen helpers and develop the necessary skills and knowledge by observing more experienced workers.

**Employment:** Food and beverage servers are employed in restaurants, coffee shops, bars, clubs, hotels and other retail eating and drinking places. There are more part-time positions in this occupation than there are in most other occupations, and the majority of food and beverage servers are young.

**Advancement:** Food and beverage servers can move progressively to better paying jobs in larger and more formal food establishments, and/or into hotel/restaurant management.

**Prospects:** The employment turnover rate is very high. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** Food and beverage servers are often paid just above minimum wage, plus tips. Servers who provide superior customer service, particularly in restaurants where meal prices are higher, generally earn most of their income from tips.

**Other Sources of Information:** Nunavut Arctic College, hotel and restaurant associations

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## Graphic Designer

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 5241                                 |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting up to 5 kg                   |
| Educational Requirements: | No standard educational requirements |

**Duties:** Graphic designers translate ideas and information into visual "concepts" designed to inform or persuade. For example, they may design or illustrate brochures, packaging, promotional materials, corporate logos, annual reports or websites. Graphic designers are visual problem-solvers who must take into consideration the function of a product as well as its appearance. They work closely with other professionals, including photographers, illustrators, advertising copywriters, business clients, computer specialists, and television and film producers.

**Working Conditions:** Graphic designers divide their time between studio work and meeting with clients, artists, photographers and other professionals involved in the design process. Some travel may be required to meet clients or other design professionals. It is not uncommon for graphic designers to work long hours to meet project deadlines.

**Skill, Interests, Values:** Graphic designers need the following characteristics:

- a self-disciplined, independent work style,
- the ability to visualize and express ideas,
- analytical skills and the ability to pay close attention to details,
- the ability to deal with the pressure of constant deadlines, and
- a willingness to keep up to date with new developments in the graphic design field.

**Educational Requirements:** Most graphic designers have post-secondary training in visual communications, graphic design or fine art. Related diploma and degree programs are offered at colleges and universities throughout southern Canada.

**Employment:** Graphic designers may work for corporate and government communications and public relations departments, graphic design studios, multimedia companies, magazine publishers.

**Advancement:** Graduates of two-year diploma programs may start out working in production jobs to gain experience in the design process. Experienced graphic designers may advance to positions in design management (e.g. Art Director) or magazine editing. Some graphic designers are self-employed.

**Prospects:** Graphic designer positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment opportunities are best for those who have electronic publishing and multimedia skills.

**Salary:** Given the variety of work available to graphic designers, salaries vary considerably. Starting salaries for designers with no experience generally range from \$8 to \$12 an hour (1998 figures). With additional experience this may climb to \$50,000 a year. Successful graphic designers with lots of experience will earn more.

**Other Sources of Information:** Nunavut Arctic College

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## Heavy Equipment Operator

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 7421, 7422                           |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting between 6 and 10 kg          |
| Educational Requirements: | No standard educational requirements |

**Duties:** Heavy equipment operators use a variety of mobile machines and attachments to excavate, grade and landscape earth or move workers, materials and equipment. Their job titles generally reflect the types of machines they operate (e.g. bulldozer operator, grader operator). However, one operator may operate several types of equipment.

**Working Conditions:** Heavy equipment operators work outdoors in almost any kind of weather, although they may work in heated cabs. For most, the work is seasonal. Considerable overtime may be required in the warmer months and layoffs can be expected in the winter months. At mining sites, shift work is often required. Employment may be on a project-by-project basis, and operators may have to travel and be away from home frequently. The working environment is often noisy, dusty and dirty and, occasionally, equipment operators may be required to work in dangerous locations. Operators of excavating and grading equipment have to sit for long periods of time on vibrating or bouncing machinery. To avoid accidental injury, operators must be very safety conscious and follow the signals of ground crew members.

**Skill, Interests, Values:** Heavy equipment operators need:

- excellent physical condition,
- good eye and hand/foot co-ordination,
- mechanical ability, and
- fast reflexes.

**Educational Requirements:** There are no formal educational requirements, although graduation from a recognized Heavy Equipment Operator program is recommended. Normally, prospective students should possess a valid Class V licences prior to entry into a program of this kind, or take a driver education course before beginning the program.

**Employment:** Heavy equipment operators find employment with government, private contractors in road maintenance and construction, airport maintenance, mines, towns and settlements.

**Advancement:** Heavy equipment operators may move into related positions such as safety officer or trainer, or advance to supervisory positions.

**Prospects:** Heavy equipment operators will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who have graduated from a program such as the Heavy Equipment Operators Program offered by Nunavut Arctic College.

**Salary:** Wages for heavy equipment operators vary considerably depending on the type of equipment, the employer and the working conditions (e.g. isolated locations). According to the 1996 census, the average wage for heavy equipment operators was about \$22 per hour. Wages in Nunavut would be higher.

**Other Sources of Information:** Nunavut Arctic College

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## Interpreter/Translator

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 5125.1, 5125.3                       |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting up to 5 kg                   |
| Educational Requirements: | No standard educational requirements |

**Duties:** Interpreters translate the spoken word from one language to another. Translators convert written text from one language to another, sometimes changing the structure of the original text but without changing the meaning.

**Working Conditions:** Interpreter/translators may work long hours to meet deadlines. They often work evenings and weekends to provide services at conferences and meetings.

**Skill, Interests, Values:** Interpreter/translators must be able to:

- able to articulate and respond quickly,
- able to pay close attention to details,
- willing to work long hours, and
- interested in learning and researching information in new areas.

**Educational Requirements:** Interpreter/translators require excellent linguistic capabilities. In addition, translation requires excellent word processing skills. Although there are no formal educational requirements, Nunavut Arctic College has 1 year certificate and 2 year diploma programs designed to help students develop skills necessary in the field. The first year places special emphasis on language development, communication skills and technical skills necessary in the Interpreter/Translator profession. The second year is designed to assist the student to further develop the knowledge, skills, and attitudes required as an Interpreter/ Translator. Those wishing to enroll in this course should have grade 10 English as determined by College Entrance Assessment test and oral fluency in English and Inuktitut.

**Employment:** Interpreters and translators are employed mainly in government service, or for companies specializing in interpreter/translation services. They may be employed full-time or part-time, or work on a fee-for-service basis.

**Advancement:** Advancement opportunities are limited.

**Prospects:** **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who have good oral and written skills in English and Inuktitut.

**Salary:** Experienced interpreter/translators currently make between \$25 and \$40 per hour (2000 estimate).

**Other Sources of Information:** Nunavut Arctic College

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## Jewellery Maker

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 7344.1                               |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting up to 5 kg                   |
| Educational Requirements: | No standard educational requirements |

**Duties:** Jewellery makers design, make and repair fine jewellery.

**Working Conditions:** Jewellers work indoors, usually seated at specially designed and equipped work benches. Their hours are regular, but may involve evening and weekend work in the retail trade. Overtime may be required during busy periods

**Skill, Interests, Values:** Jewellery makers need:

- good eyesight or corrected vision,
- artistic talent,
- good eye-hand co-ordination and finger dexterity, and
- the ability to concentrate for long periods of time on minute work.

**Educational Requirements:** Many jewellers are trained through a combination of short courses and on-the-job experience. Comprehensive on-the-job training is difficult to obtain because most shops specialize in a particular type of work. Nunavut Arctic College has a 2 year diploma program in jewellery and metalwork which will enable students to develop their knowledge and skills of jewellery and metalwork design in a professional studio atmosphere.

**Employment:** Jewellers are employed by jewellery stores, design studios, repair shops, wholesale companies and manufacturers. Graduates of art and design programs often work for other artists, or work in other occupations while they establish their own independent jewellery design studios.

**Advancement:** Advancement generally takes the form of increasing specialization, or building a business. Opportunities to advance to supervisory positions are limited.

**Prospects:** Jewellery makers will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** Salary ranges for jewellers vary tremendously depending on the type of work, the jeweller's training and experience, and whether or not commission sales are involved.

**Other Sources of Information:** Nunavut Arctic College

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## Licensed Practical Nurse

|                           |                                    |
|---------------------------|------------------------------------|
| NOC Number(s):            | 3233.1                             |
| Employment Outlook:       | Above average occupational growth  |
| Physical Requirements:    | Lifting between 11 and 25 kg       |
| Educational Requirements: | 1 year of post-secondary education |

**Duties:** Licensed practical nurses care for people in health care settings as part of a multidisciplinary health care team, in settings ranging from hospitals, continuing care facilities and community care to physicians' offices and schools.

**Working Conditions:** Depending on where they are employed, Licensed Practical Nurses may work shifts, including evenings, nights, weekends and holidays. They may be required to help lift immobile patients or lift items weighing up to 25 kilograms.

**Skill, Interests, Values:** Licensed Practical Nurses need:

- a caring attitude,
- good communication and interpersonal skills,
- the dexterity to perform nursing procedures, and
- a commitment to life-long learning.

**Educational Requirements:** In most parts of Canada, licensed practical nurses must be graduates of an approved practical nursing education program or have equivalent training. Practical nursing programs consist of a combination of classroom and laboratory instruction and clinical experience in various health care settings. These programs take about one year to complete.

Nunavut Arctic College offers 2 related programs, both of which are 10 months long: Health Careers Access Year Program, and Community Health Representative. The Health Careers Access Year is designed to provide Inuktitut speaking students with the opportunity to academically and emotionally prepare for study in the health care field. The Community Health Representative Training Program is designed to provide the graduate with a sound, basic foundation of knowledge in the areas of community health education, health promotion and community development.

**Employment:** Licensed practical nurses are employed by regional health authorities, continuing care facilities, community care agencies, medical clinics, schools, and group homes.

**Advancement:** Without additional training, advancement opportunities for licensed practical nurses are limited.

**Prospects:** Licensed Practical Nurse positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** Wages for licensed practical nurses in southern Canada range from \$25,100 to \$30,400 a year (1999 estimate). Wages may be higher in Nunavut.

**Other Sources of Information:** Department of Health and Social Services, Nunavut Arctic College

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## Retail Sales Clerk

|                           |                                      |
|---------------------------|--------------------------------------|
| NOC Number(s):            | 6421                                 |
| Employment Outlook:       | Above average occupational growth    |
| Physical Requirements:    | Lifting between 6 and 10 kg          |
| Educational Requirements: | No standard educational requirements |

**Duties:** Retail sales clerks (sometimes called ‘sales associates’) sell or rent a variety of goods and services to customers in stores and other retail/wholesale businesses.

**Working Conditions:** Salespersons usually work indoors. They must stand or walk for long periods of time and may be required to routinely lift items weighing up to 10 kilograms. Many sales clerks work part-time shifts. Evening, weekend and holiday work is common. Some sales clerks are required to wear uniforms and most wear identification pins.

**Skill, Interests, Values:** Retail sales clerks need:

- good health,
- a neat, well-groomed appearance,
- the ability to remain courteous, patient and tactful when dealing with difficult customers, and
- the ability to work under pressure.

**Educational Requirements:** There are no standard education requirements for retail sales clerks; however, most employers prefer to hire high school graduates. Those who have post-secondary education have a greater opportunity for advancement to supervisory and management positions.

**Employment:** Retail sales clerks work for large organizations such as Northern Stores or the Co-op, as well as for small businesses engaged in retail trade. Many are employed on a part-time basis.

**Advancement:** Advancement is based on experience and job performance. Those employed in smaller stores may be required to change employers to find jobs with broader responsibilities.

**Prospects:** xxx positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.** Employment prospects are best for those who have xxx.

**Salary:** Wages vary greatly depending on the size and nature of the store and the salesperson's experience. Many retail salespersons start at minimum wage and their wages increase with experience. Some earn bonuses or commissions based on sales in addition to a base salary. Some work on a commission only basis. Some receive employee discounts on merchandise.

**Other Sources of Information:** Canada Employment Centre

*The information contained in this profile was current as of the date shown. Salaries, employment outlook and educational programs may change. Please check the information before making any career decisions.*

## Systems Analyst

|                           |                                     |
|---------------------------|-------------------------------------|
| NOC Number(s):            | 2612                                |
| Employment Outlook:       | Above average occupational growth   |
| Physical Requirements:    | Lifting up to 5 kg                  |
| Educational Requirements: | 2 years of post-secondary education |

**Duties:** Systems analysts assess information management requirements and design computer systems that provide computer-based solutions to business, scientific, engineering or other technical problems. The challenge is to design systems that deal with human needs as well as technical concerns. Since the work is complex and detailed, systems analysts generally specialize in particular fields such as business, defense, engineering, science or education. New specialty areas are expected to continue to develop in new technologies, artificial intelligence, robotics, computer-based training, computer graphics, database management systems, data communications, electronic mail, microcomputers (hardware and software), micrographics, records management and word processing.

**Working Conditions:** Systems analysts work regular office hours. They may have to work some evenings and weekends to complete projects on time or to support existing applications.

**Skill, Interests, Values:** Systems analysts need the following characteristics:

- communicate effectively in person and on paper,
- good logic and mathematical ability,
- the ability to express their ideas and solutions in clear, understandable terms, and
- the ability to write exacting and detailed user/systems documentation that is both understandable and functional.

**Educational Requirements:** Systems analysts usually must have at least a two-year diploma or a bachelor's degree. For more complex work, some employers require job candidates to have a graduate degree (master's or doctorate) in computer science. In business, a degree or expertise in business administration, commerce, economics or accounting is a definite asset. In science and engineering organizations, a background in mathematics, physical science or engineering is preferred.

**Employment:** Governments, business organizations and financial institutions employ systems analysts in data processing centres and information centres. Many systems analysts work for consulting firms which contract their services to other organizations. Some analysts are self-employed.

**Advancement:** Those who have university degrees in computer science may be promoted more quickly.

**Prospects:** Systems analyst positions will be in demand and the employment turnover rate is relatively low. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** Systems analysts are well paid. According to the 1996 census, the average income for this group was about \$49,000 a year. Systems analysts who have specialized knowledge and skills may earn considerably more.

**Other Sources of Information:** Nunavut Arctic College, Canadian Information Processing Society (<http://www.cips.ca>)

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## Tour Operator

|                           |  |
|---------------------------|--|
| NOC Number(s):            | 0621 (Tour Company Manager); 6441 (Tour and Travel Guides) |
| Employment Outlook:       | Above average occupational growth                          |
| Physical Requirements:    | Lifting up to 5 kg   |
| Educational Requirements: | No standard educational requirements                       |

**Duties:** Tour operators are responsible for organizing and conducting tours. They may lead tourists on the trips and expeditions that they specialize in, or may hire tour guides to do this. As managers of a tour business, they hire and manage staff, plan budgets, authorize expenditures, and study market research and trends to determine consumer demand, potential sales volumes and the effect of competition on their operations. Most tour operators are self-employed, although they may work for larger adventure and tour companies.

**Working Conditions:** The work is mainly outdoors, and normally limited to a short season. In the off-season, many tour operators attend trade and travel shows in order to make new contacts, learn about new trends in the industry, and market their tour products.

**Skill, Interests, Values:** Tour operators need the following characteristics:

- leadership and decision-making skills,
- the ability to adapt to changing customer needs and the unexpected, and
- the ability to remain calm while under pressure.

Those who lead their own tours also need:

- the ability to create a friendly, enthusiastic atmosphere,
- a knowledge of geography and history, and
- lots of patience.

**Educational Requirements:** There are no standard educational requirements, although Nunavut Arctic College offers Guide Training for those interested in becoming professional guides. This program is offered in 2 parts: the first part covers those skills which are universal to all guides; students may follow up this training with Part 2 which provides specific focus in specialized areas. Nunavut Arctic College also offers Entrepreneurial Studies, designed for those interested in starting their own business. Due to the danger often associated with outdoor trips, those who lead their own tours must be proficient in mapping, first aid and other techniques.

**Employment:** Most tour operators are self-employed small business owners.

**Advancement:** Advancement is limited. Some smaller tour operators may seek employment with a large adventure tour company in order to broaden their responsibilities or seek a longer working season.

**Prospects:** Tour operators will be in demand as interest in Nunavut as a tourist destination grows. **For the foreseeable future in Nunavut, the employment outlook in this occupation is expected to be above average compared to all other occupations.**

**Salary:** Salaries for tour operators vary widely, depending on the nature and size of the business, and the length of the season.

**Other Sources of Information:** Nunavut Arctic College, Nunavut Tourism

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***Nunavut  
Department  
of  
Education***

***5-Year Labour  
Force Needs  
Analysis***

***May 2000***

