



Career Development in Northern Saskatchewan – Northern Labour and Business Engagement

Keewatin Career Development Corporation – 2015

By Randy Johns



1.0 Executive Summary

Career Development in Northern Saskatchewan - Northern Labour and Business Engagement is a report with recommendations made by Keewatin Career Development Corporation (KCDC) following a research process to inform the development of a Northern Industry/Education Council. The project was funded by the Saskatchewan Ministry of the Economy, Canada – Saskatchewan Labour Market Services.

In conducting the research, the socio-economic indicators of population, education, employment, and income were reviewed and analysed. Also, a survey of the awareness of career services in the north was carried out, with the primary respondent group comprised of high school students in various communities. In the report, the primary socio-economic challenges are identified, as are gaps in career service awareness. A set of recommendations is given for programming and activities to address the challenges and bridge the gaps. The recommendations are far ranging, and although focused on career development, necessarily reach into the areas of education, youth development, and business development. They are all activities that can be developed, coordinated, or supported by a Northern Industry/Education Council and its members.

The socio-economic challenges affecting the north were identified as: high proportion of youth, low education levels, and low average personal income.

Recommendations that address the high proportion of youth (Section 7.1):

- Promote awareness of career services
- Encourage youth empowerment
- Provide summer career development opportunities
- Develop online career resources relevant to northern labour market
- Support business and industry career awareness initiatives
- Promote general youth development
- Consider Developmental Assets indicators

Recommendations that address the low education levels (section 7.2):

- Promote awareness of career services
- Provide career counselling in schools and postsecondary institutions
- Develop curriculum based career resources
- Provide “Hands On” career related activities
- Encourage youth empowerment
- Provide inclusive career activities
- Provide career activities for younger students
- Provide programming that recognizes differences in communities’ education levels

Recommendations that address the low income levels (Section 7.3)

- Fill available vacancies
- Access a higher proportion of northern jobs in all sectors
- Prepare northerners for employment outside the region

- Develop new northern employment through supporting business growth and expansion

In considering statistics on education, population, and income trends from various sources, some interesting facts are evident. Some trends are known and have been reported already, such as the fact that we are graduating more students from northern high schools in terms of numbers, yet proportionally the percentage of students graduating is not growing significantly. This leads to increased numbers of people with less than high school education. A similar situation exists in employment, where we have added literally thousands of jobs over the last few decades, but population growth and increased participation in the work force means that the percentage of the northern workforce employed has actually decreased marginally.

A number of social and economic facts are lessor known. One is the uniqueness of northern Saskatchewan in its combination of low income, high aboriginal population, and level of gross domestic product. No other region in Canada has the same circumstance. Another observation is that a high proportion of northerners (almost 80%) live a blended economic lifestyle that includes both wage earning and a sharing economy. The sharing practice is most evident in the practice of giving away or sharing traditional foods such as moosemeat or fish.

In terms of career service delivery, the survey indicated that the awareness of the availability of career services was low with sometimes over half of the respondents being unaware of specific services. The responses varied by school and community as well, indicating that the career service offerings may vary, depending on location.

In designing the recommendations, factors that affect the labour market were taken into consideration. Besides the swings in commodity prices that occur naturally, the larger factor affecting economies has been the growth of the Knowledge Economy. The largest growth sector in Canada in terms of employment has been in Professional, Scientific, and Technical Services, a knowledge based sector. A similar pattern of growth can be seen in trades and technical jobs at northern mines.

The concept of a knowledge economy has been broken down into four simple knowledge types by the Organization for Economic Cooperation and Development (OCED):

- Know-What – knowledge of facts
- Know-Why – scientific principles and laws of nature
- Know-How – skills to do something
- Know-Who – who knows what and who needs my knowledge

When viewed through the lens of the Knowledge Economy, the socio-economic challenges in northern Saskatchewan start to make sense. Basically, our workforce and businesses cannot develop marketable knowledge quickly enough to make progress, and we don't have marketable knowledge that enables the mobility of our workforce. That is not to say there is a lack of knowledge in the north, but that the knowledge may not be what the market is looking for. Even when northerners have the knowledge in demand, we are affected by the fact that our personal and business (Know-Who) networks are not the same as those in the market for our knowledge. To combat this, we have seen large, successful northern companies locate their offices outside of the region in order to be closer to the networks of their clients.

Because of the impact of the knowledge economy, the recommendations are made with an overall goal of knowledge development. Each recommendation is intended to increase knowledge of northern individuals or businesses in one or more of the four areas mentioned above.

In the paper, the recommendations that address low income levels are presented as a four pronged strategy. Specific actions that support the four initiatives are further detailed. For example, under supporting business growth and expansion, actions of coordinating business relevant applied research projects, and coordinating business development events are listed.

The recommendations made here are intended to be considered and tested by various organizations and groups. It is hoped that some will be implemented and have a real and positive impact on northern labour and business engagement. Other recommendations may be improved upon through collaboration and contribution of new ideas. The recommendations can be used as a starting point for a Northern Industry/Education Council which can pursue the development and support of activities that address the recommendations.

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4.0 Introduction

This paper was developed as a report on research that was carried out by Keewatin Career Development Corporation (KCDC) as part of a project funded by the Government of Saskatchewan, Ministry of Economy to investigate the viability and potential advantages of setting up a Northern Industry Education Council. As developed in other provinces and elsewhere in Saskatchewan, Education Industry (or Business) Councils provide a forum through which companies and educational institutions can work to address the development of a regional work force.

To provide background for the development of a Northern Saskatchewan Industry Education Council, KCDC undertook to identify the career development needs in the north, the roles an Industry Education Councils play in other regions in meeting career development needs, and the activities a northern Industry Education Council could undertake.

This paper primarily discusses career development needs in the north and potential activities that could be undertaken to address those needs. All of the recommended activities will be of interest to an Industry Education Council, but no one group can or should undertake to provide all the solutions to this complex issue. The paper is meant as a basis for discussion and program idea generation by multiple groups, agencies, and businesses.

The process of career development in Northern Saskatchewan is so closely linked to the overall socio-economics of the region that it becomes unrealistic to address career development needs without looking at background issues such as the lower education levels and incomes in our region. This paper attempts to do so. It also provides recommendations for development activities that address the socio-economic issues that affect and are ultimately influenced by individual career choices.

The methods of career planning are the same for individuals in northern Saskatchewan as they are anywhere else. The basic process of knowing yourself, exploring your options, making decisions, and taking action holds true across regions, provinces, and countries. Each region, however, will have unique characteristics that affect an individual's career planning process. Availability of jobs and accessibility to post-secondary education and training are major examples.

Similarly an industry or business will have skill requirements that are standard with comparable businesses in other regions. Its ability to hire local labour will as well be affected by the region's overall economy and education system.

In identifying the career development needs of the north; population demographics, economy, education levels, community supports, and geography all need to be taken into account. These factors will all influence an individual's career planning process and may present barriers or opportunities. Similarly, these factors will affect the ability of industry and business to hire local labour. As well, the existing career information and planning services available in the region need to be examined in order to determine the need for enhancements or additional services. This paper documents the career development situation in Northern Saskatchewan from a socio-economic perspective, and makes recommendations that together support northern business and labour engagement.

5.0 Data Sources

Data sources used for this paper are as follows:

- Northern Saskatchewan Health Indicators Report, 2011 – Population Health Unit, Northern Saskatchewan
- The Socio-Economic Impacts of the Modern Era of Uranium Mining on Northern Saskatchewan, 2013 - Community Vitality Monitoring Partnership Process
- 2013 Northern Benefits Summary – Saskatchewan Mine Surface Lease Agreements - Government of Saskatchewan
- Northern Voices: A Look inside Political Values and Behaviours in Northern Saskatchewan Northern Aboriginal Political Culture Study - University of Saskatchewan – International Centre for Northern Governance and Development
- Sector Analysis for the Athabasca Region, 2011 - Northern Enterprise Council
- Sector Analysis for the Churchill Region, 2011 - Northern Enterprise Council
- Sector Analysis for the Boreal West Region, 2011 - Northern Enterprise Council
- Career Services Survey, 2014 – Keewatin Career Development Corporation
- Employment in Professional, Scientific, and Technical Operations, Canada 2008 – 2103 – Conference Board of Canada

With the exception of the KCDC Northern Career Development Requirements Survey, all data presented here are derived through secondary research methods.

The paper takes the liberty of presenting the actual charts from original reports. In most cases, the original chart lists the primary data source and this report lists the Chart Source. In cases where the original chart does not list the primary source, this report names the report the chart is derived from as the Source.

The authors of the reports referenced must be commended for the insightful interpretations they have made of the available data. This report has benefitted from the availability of those reports; the amalgamation and synthesis of the various data into a socio-economic perspective of career development would not be possible without that previous work.

A concern with the timeliness of the availability of data must be noted. One of the main sources of primary data is the 2006 census. At the time of writing this information is almost ten years old. There is an urgent need for the analysis of current data to determine changes in trends.

For purposes of the population statistics, the overall region encompassing the Mamawetan-Churchill River, Keewatin Yathe, and Athabasca Heath Regions are considered. This region is primarily within what was previously known as the Northern Administration District (NAD). When references are made in this report to “northern Saskatchewan”, the former NAD is primarily the region that is being considered. It should be kept in mind, however, that the socio-economic profile and development recommendations also fit with communities outside the northern region such as the southern First Nation Communities that are part of the Meadow Lake Tribal Council and Prince Albert Grand Council.

6.0 Demographics and Economy

6.1 Demographics

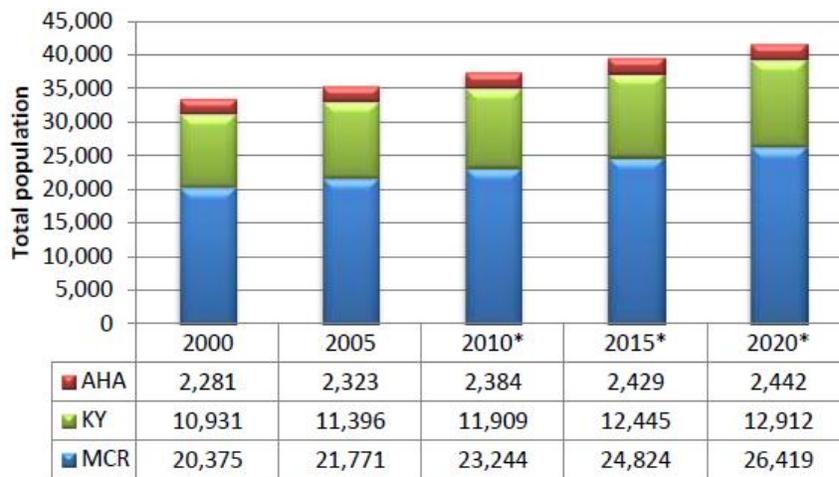
6.11 Around 40,000 - Young and Growing, Primarily Aboriginal

According to projections made in the Northern Saskatchewan Health Indicators Report 2011, the population of northern Saskatchewan is estimated at 40,000 in 2015 (Figure 1). Our population growth rate is 16.5% compared with a 4.9% provincial growth rate (Figure 2). In 2010, roughly 32% of the population was under 15 years of age compared with about 17% provincially. Our birth rate is almost double the provincial rate. The population pyramid is shown in Figure 3. Over 85% of northern Saskatchewan residents identify themselves as Aboriginal (22% Metis, 62% First Nations) compared to around 15% in the province (Figure 4)

Other data from the health indicators report show some of the benefits and challenges of living in our communities:

- Individuals living off-reserve in northern Saskatchewan report higher levels of “community belonging” than in Saskatchewan and Canada as a whole.
- Over 40% of the population speaks an Aboriginal language at home: Cree, Dene, or Michif.
- Crime rates are higher in northern Saskatchewan than across the province.
- Suicides make up 25% of injury deaths in northern Saskatchewan with rates three times as high as in the province.

Figure 1 – Population of Northern Saskatchewan (within northern Health Regions)

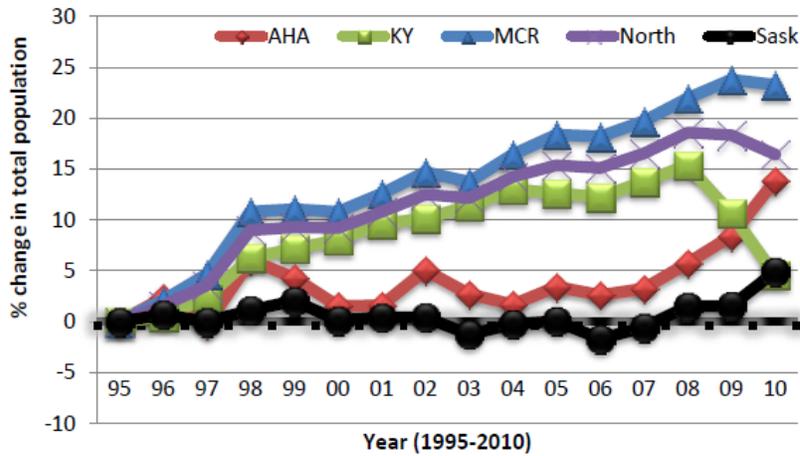


Source: Sask Covered Pop 2000-5, Vital stats 2001-5, Prepared by PHU Nov. 2007 * projected

The population of northern Saskatchewan is expected to continue to increase over the next decade. Between 2005 and 2020, the north is expected to increase its population by 17.7%, from 35,490 to 41,773 individuals. The greatest increase is expected in MCRHR (21.3%), followed by KYHR (13.3%) and AHA (5.1%).

Chart Source – Northern Health Indicators Report – 2011

Figure 2 – Northern Saskatchewan Population Growth Rate

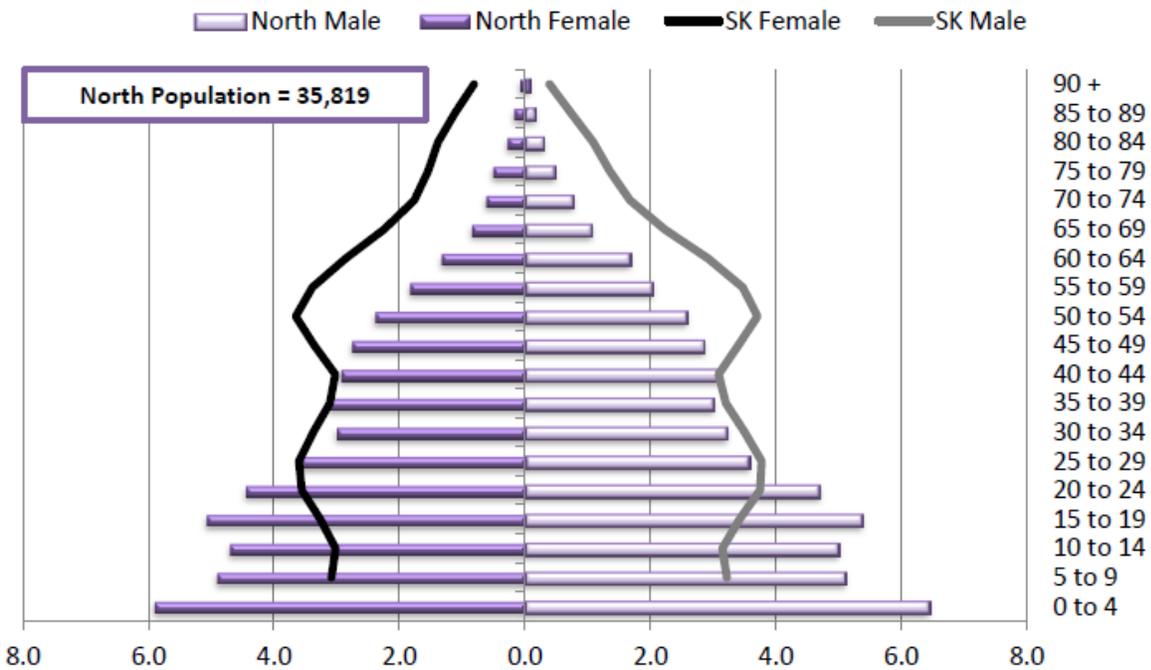


According to the Saskatchewan Ministry of Health, the population in northern Saskatchewan increased from 30,758 individuals in 1995 to 35,819 in 2010, a 16.5% increase. In comparison, the Saskatchewan population increased by 4.9%, from 1,020,378 individuals in 1995 to 1,070,477 in 2010.

Source: Sask Covered Population 2010, Prepared by PHU Mar 2011

Chart Source – Northern Health Indicators Report – 2011

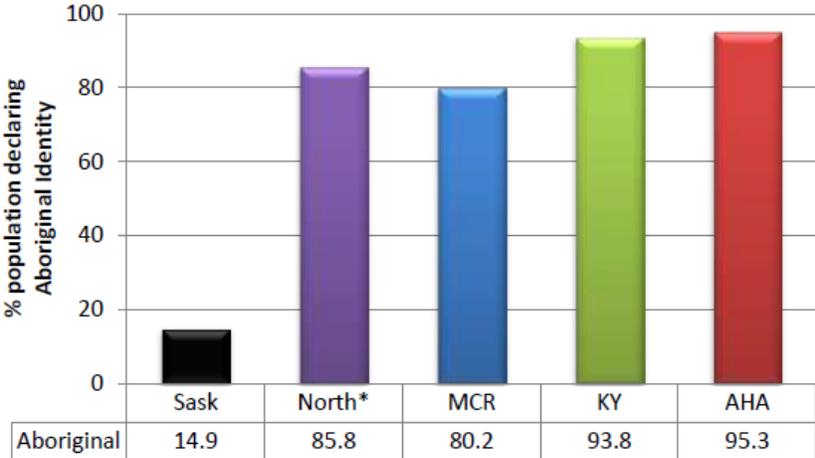
Figure 3 – Age of Northern Saskatchewan Population Compared to Saskatchewan



Source: Sask Covered Population 2010, Prepared by PHU Mar 2011

Chart Source – Northern Health Indicators Report – 2011

Figure 4 – Percentage of Aboriginal Population Northern Saskatchewan Compared to Saskatchewan



Source: Census 2006, prepared by PHU July 2008 * Div 18 used as North

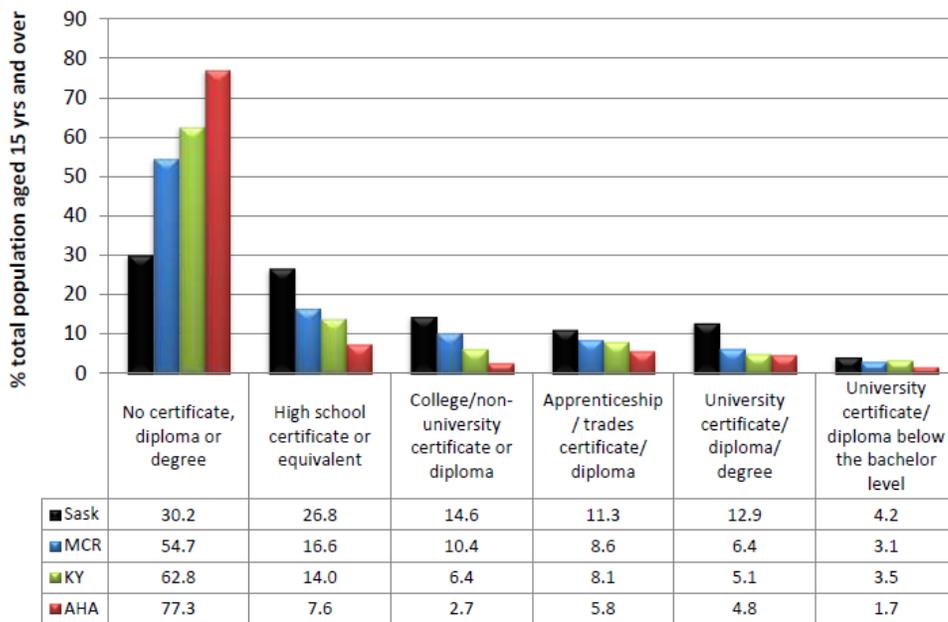
Chart Source – Northern Health Indicators Report – 2011

6.12 Education and Training Levels are lower in the North

Education levels in the north are lower than the rest of the province. Figure 5 compares educational attainment in the northern health regions with those of Saskatchewan. The percentage of people in the north with no certificate, diploma, or degree is roughly twice that of Saskatchewan.

It is important to recognize, however, that there is great variance in the rate of educational attainment between northern communities. Figure 6 shows that some lag far behind Saskatchewan in educational attainment while others even surpass the provincial average.

Figure 5 – Educational Attainment Northern Saskatchewan Compared to Saskatchewan

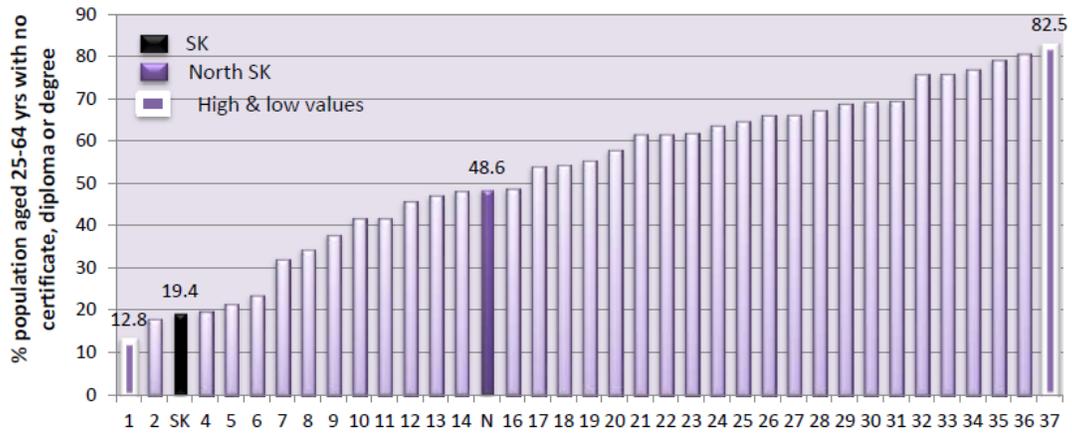


Source: 2006 Census, Prepared by PHU July 2008

Education levels in northern Saskatchewan are dramatically lower than those in the province. Northern Saskatchewan has higher rates of individuals with no certificate, diploma or degree, and lower rates of individuals with all types of educational qualifications (high school, college certificate or diploma, apprenticeship certificate or diploma, university certificate, diploma or degree and university certificate or diploma below the bachelor level). AHA has the lowest levels of education in all of northern Saskatchewan.

Chart Source – Northern Health Indicators Report – 2011

Figure 6 – Range of Educational Attainment, Northern Communities Compared to Provincial Average



Source: 2006 Census, Prepared by PHU, Aug 2009 * Div18 used as North for communities with > 40 people aged 25-64 yrs

It is important to examine the range of education levels across the north, as needs of communities with lower educational attainment will be different than communities with higher educational attainment levels. In 2006, a handful of northern communities had similar or even lower rates than the province in the proportion of the population aged 25-64 years that had no certificate, diploma, or degree. However, approximately two thirds of northern communities had rates that were greater than the overall northern Saskatchewan rate, with the highest rate being over 4 times the provincial rate.

Chart Source – Northern Health Indicators Report – 2011

6.2 Economy

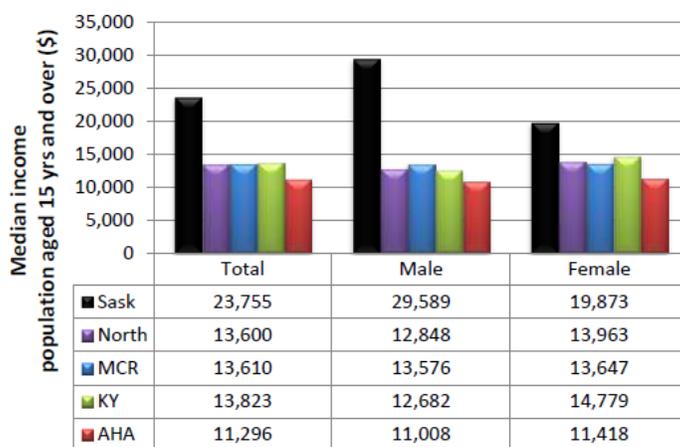
6.21 Northern Median Income is lower than Saskatchewan

Northern residents earn considerably less than the Saskatchewan average. As of 2006, the northern median income was only 57% of the Saskatchewan median income (Figure 7). According to the Northern Saskatchewan Health Indicators Report 2011, one in four families are considered to have a low income, about 2.5 times greater than the province as a whole.

Lower income in northern Saskatchewan is experienced by both Aboriginal and non-Aboriginal families. Figure 8 shows that all northerners have lower median incomes than their provincial counterparts.

Not all northern communities have lower median incomes, however. Figure 9 shows that a small number of northern communities have median incomes higher than the provincial average while most are considerably lower.

Figure 7 – Northern Saskatchewan Median Income compared to Saskatchewan



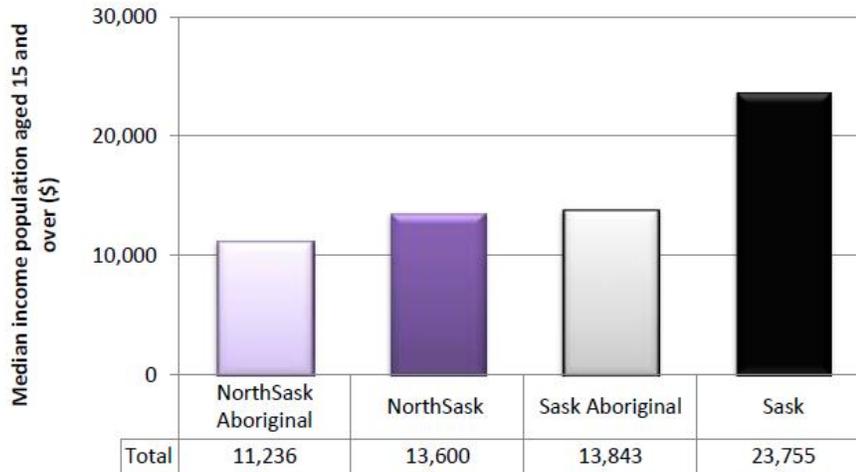
Source: Census 2006, Prepared by PHU July 2008 (Div. 18 was used as NorthSask)

The median income divides the population into two halves based on their income levels for persons who had income. Half of the population have incomes less than the median and half the population have incomes greater than the median. The median income in northern Saskatchewan is much lower than the provincial median income. All three northern health authorities have similar median incomes. The difference in median incomes between males and females is less pronounced than the disparity between the north and the whole province.

Median income in northern Saskatchewan in 2006 was less than 60% of the provincial median income.

Chart Source – Northern Health Indicators Report – 2011

Figure 8 – Northern Aboriginal and Non-Aboriginal Median Income compared to Saskatchewan

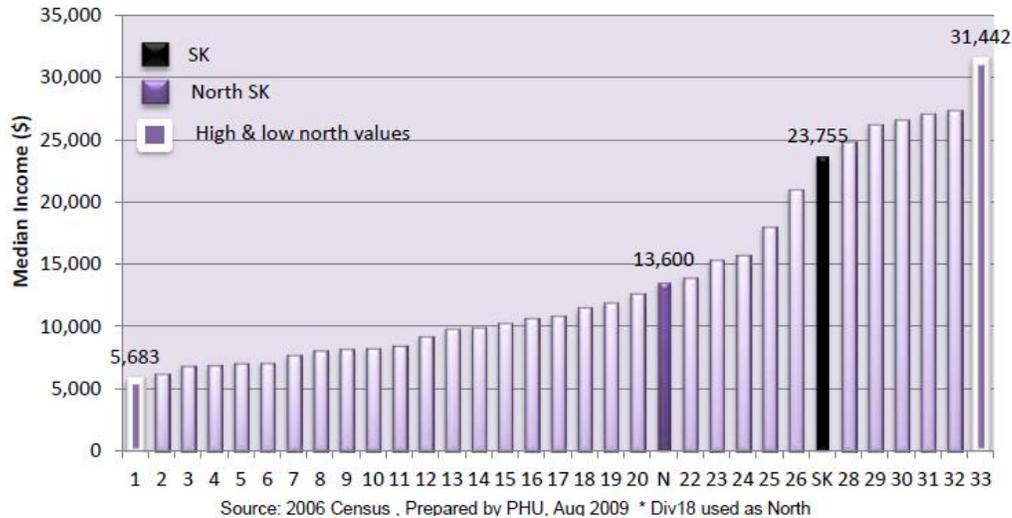


Source: 2006 Census, Prepared by PHU June 2008, * Div. 18 used for NorthSask values

There are two clear gradients in incomes across Saskatchewan, with Aboriginal people and northerners (both Aboriginal and non-Aboriginal) having lower median incomes than their provincial and non-Aboriginal counterparts.

Chart Source – Northern Health Indicators Report – 2011

Figure 9 –Median Income, Northern Communities



Source: 2006 Census . Prepared by PHU, Aug 2009 * Div18 used as North

It is important to examine the range of incomes across the north as needs of higher income communities will be very different than lower income communities. In 2005, a handful of northern communities had median incomes greater than the provincial median, with the highest value being over \$31,000. On the other hand, approximately two thirds of northern communities had median incomes below the northern median with the lowest value being less than \$6,000.

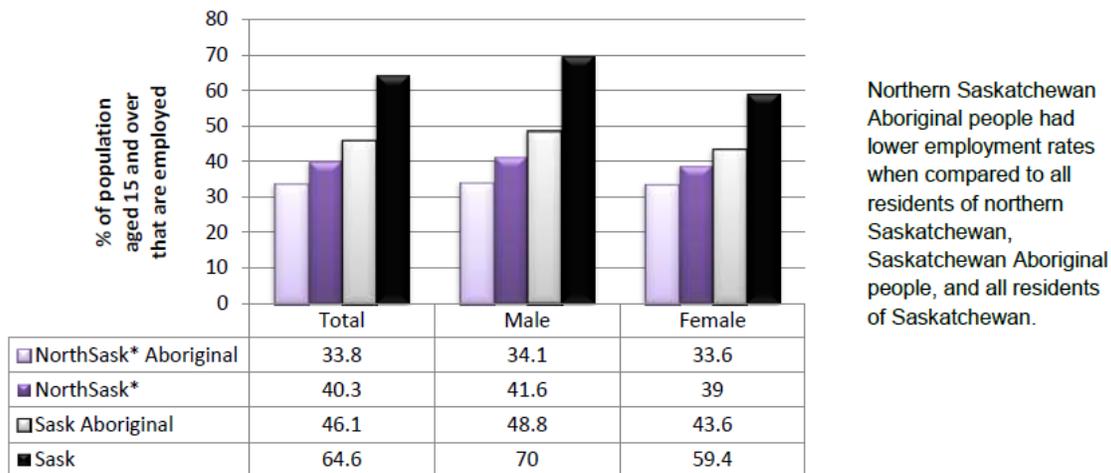
Chart Source – Northern Health Indicators Report – 2011

6.22 Higher Unemployment in northern Saskatchewan

Figure 10 shows that northerners have higher unemployment than that experienced in the province as a whole. 40.3% of working age northerners were working in 2006 compared with 64.6% the working age population in Saskatchewan.

Our region has a higher unemployment rate than all other selected northern regions in Canada including Nunavut, NWT, Yukon, and the provincial norths. From these figures it is possible to conclude that as of 2006, Northern Saskatchewan has among the highest regional unemployment rates in Canada (Figure 11).

Figure 10 – Employment Percentage in Northern Saskatchewan compared with Saskatchewan

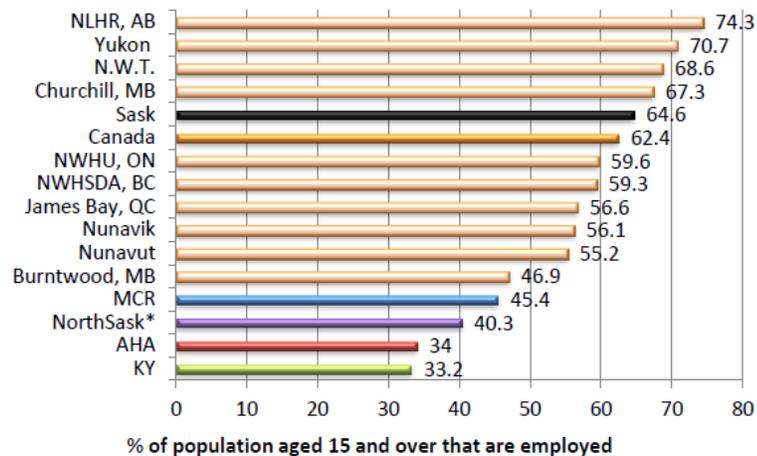


Source: 2006 Census, Prepared by PHU June 2008 * Div 18 used for North

Chart Source – Northern Health Indicators Report – 2011

Figure 11 – Northern Saskatchewan Employment Rates compared to other Regions

Northern Saskatchewan had a low employment rate, when compared to other northern health regions in Canada. Only 40% of people aged 15 and over were employed in northern Saskatchewan, while the national rate was 62%, and the provincial rate was 65%. Rates in the three northern Saskatchewan health authorities were also lower than in all other selected northern regions.



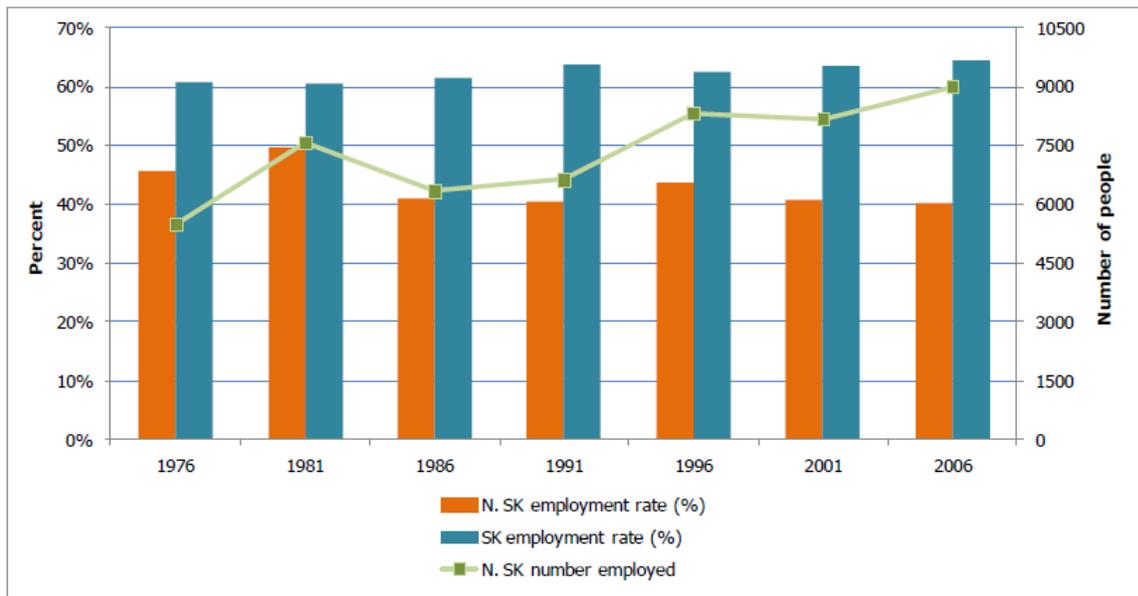
Source: Census 2006, Prepared by PHU Feb 2009 * Div 18 used as North

Chart Source – Northern Health Indicators Report – 2011

6.23 Growing Employment offset by Growing Working Age Population and Participation Rate

Looking at employment rates, it may appear that there is limited opportunity for employment in Northern Saskatchewan, and that the economy is stagnant with little job growth. This is not the case, however, Figure 12 shows that the number of employed people rose from 5,510 in 1976 to 9,005 people in 2006. However, the gains in employment have been offset by the increase in working age population and participation rate. The number of unemployed has risen from 405 people in 1976 to 2,275 in 2006. In percentages, the increase in employment was 63.4% while the increase in unemployment was 461.7%.

Figure 12 – Employment Rates, Northern Saskatchewan and Saskatchewan



Source: Statistics Canada 1977, 1982, 1987, 1992, 1997, 2002, 2007.

Notes:

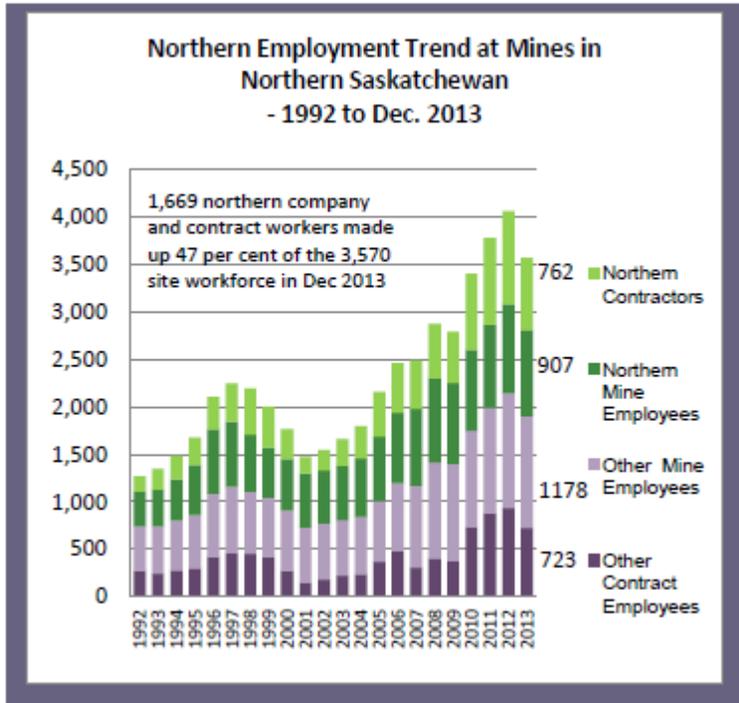
- 'N. SK' stands for 'northern Saskatchewan'. For the purposes of this study, northern Saskatchewan is defined as Census Division No. 18.
- 'SK' stands for 'Saskatchewan'.

Chart Source – Community Vitality Monitoring Partnership Process – The Socio-Economic Impacts of the Modern Era of Uranium Mining on Northern Saskatchewan.

6.24 The Mining Industry is the Major Employer

Figure 13 shows that residents of Saskatchewan's north made up 47% or 1,669 of the 3,570 northern mine site workforce in Dec 2013. So approximately 18% of the 9005 people working in our region work at the northern mine sites.

Figure 13 – Northern Saskatchewan Mining Employment

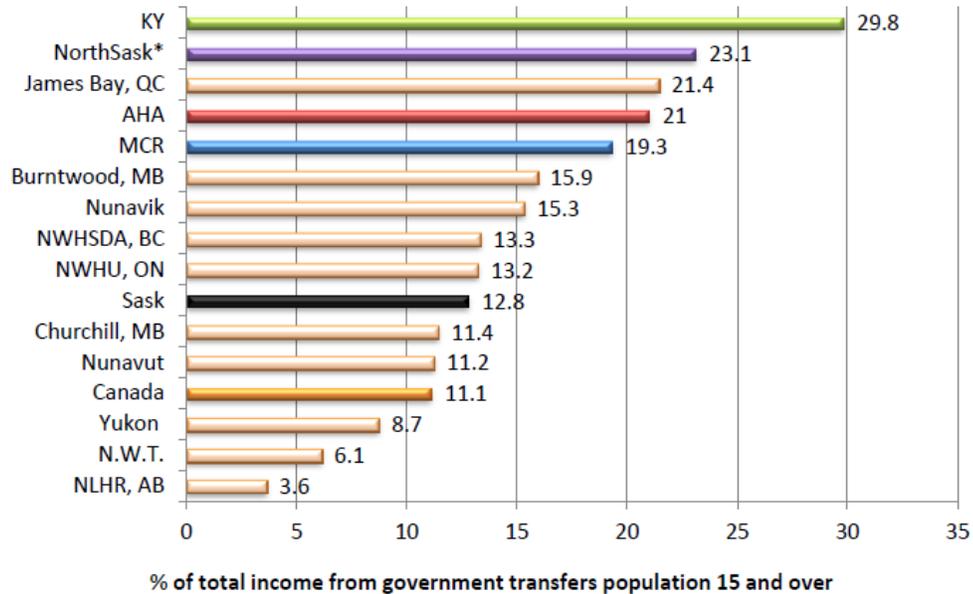


Source – Government of Saskatchewan – 2013 Northern Benefits Summary – Saskatchewan Mine Surface Lease Agreements

6.25 Northern Saskatchewan Receives a Significant Portion of its Income from Government Transfers

23% of the total income in our region comes from government transfers. This is almost twice the provincial and national rates. Only the James Bay region has a similar portion of its income received from government transfer (Figure 14).

Figure 14 – Per Cent Income from Government Transfers



Source: Census 2006, Prepared by PHU Feb 2009 (* NorthSask is Div. 18)

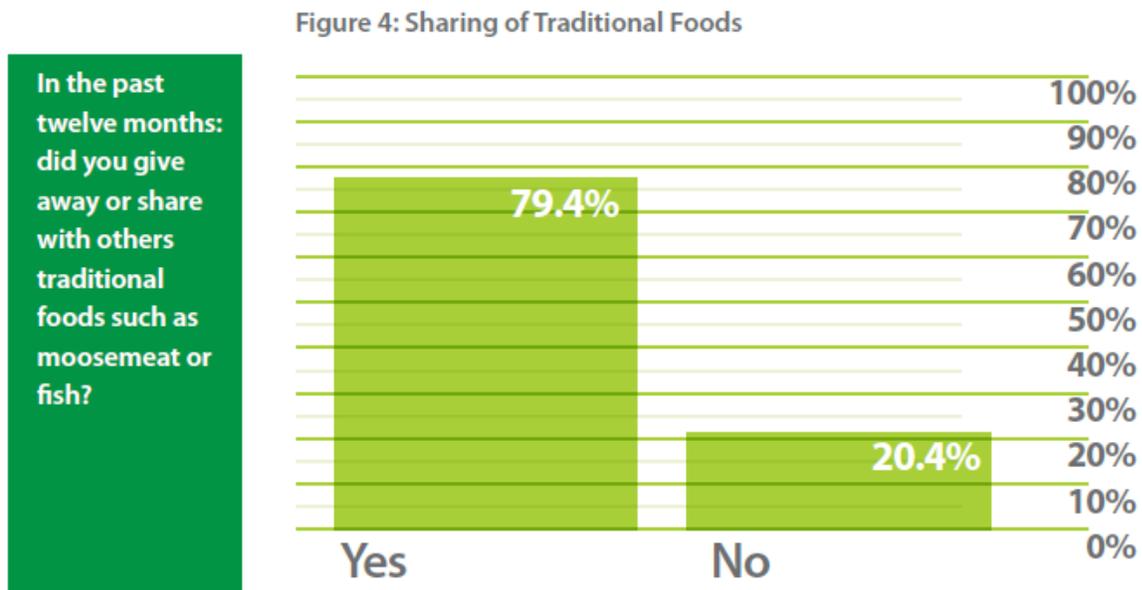
Northern Saskatchewan receives 23% of its total income from government transfers. This is almost twice as high as the provincial rate, and more than twice as high as the national. James Bay has a similar proportion of government transfer, whereas the other northern regions have far less of their total income coming from government transfer.

Chart Source – Northern Health Indicators Report – 2011

6.26 Northern Households use a Mixed Social Economic Model

Households rely on both subsistence activities and wage labour income to make a living. It is a blended economy that includes both cash and other non-monetary transactions. Subsistence and commercial activities reflect a distinct Northern heritage that melds both modern commercial life and preserves cultural traditions. Figure 15 has the results of a survey done in 2010 by the Northern Aboriginal Political Culture study that shows the prevalence of sharing traditional foods. That sharing practice is considered an indicator of a blended economy.

Figure 15 – Sharing of Traditional Foods in Northern Saskatchewan



Source – University of Saskatchewan – International Centre for Northern Governance and Development – Northern Voices: A Look inside Political Values and Behaviours in Northern Saskatchewan Northern Aboriginal Political Culture Study

6.27 Northern Saskatchewan’s Gross Domestic Product is similar to that of Saskatchewan’s, but Average Personal Income is Far Less

Figure 16 shows that our region has a per capita GDP over \$30,000 which is only a few thousand dollars less than Saskatchewan’s per capita GDP, similar to Nunavut, and higher than Northern Ontario, Northern Quebec, and more than 30% higher than Northern Manitoba.

Figures 17 – 19 show the relative GDP activity by sector for the former northern economic regions. Those figures show the impact of mining on the northern economy, contributing between 25% of GDP in the Churchill Region to over 60% in the Athabasca Region.

Our average personal income, however, is far below all regions except Northern Manitoba. 66.7% of our communities have average personal income under \$21,000 while only 24.6% of communities in Northern Ontario have an average personal income at that level (Figure 20).

The primary reason for this anomaly is leakage of income, a situation in which the capital exits our economy. Primarily this would be through northern businesses sourcing goods and services from outside the region and northern consumers spending money outside the local market.

Figure 16 – Per Capita Gross Domestic Product for Selected Canadian Regions

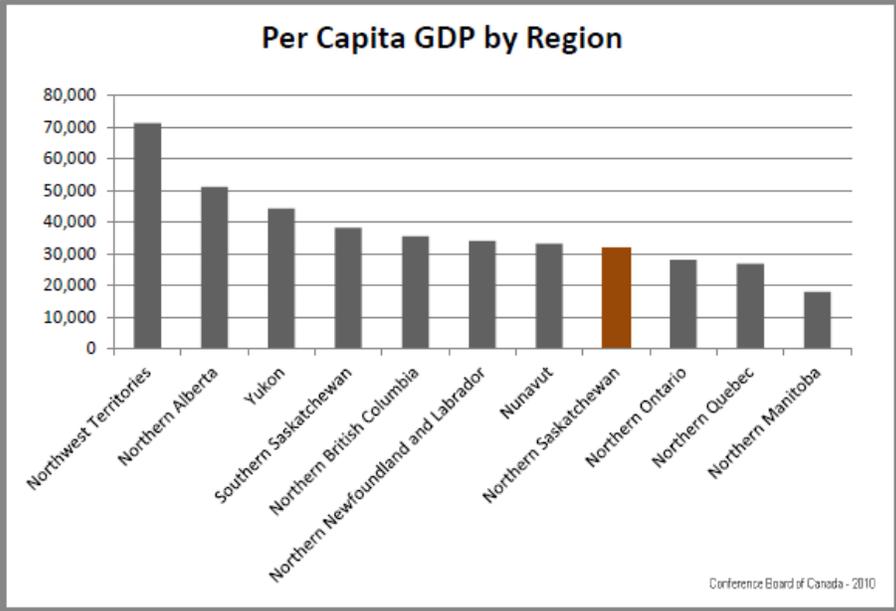


Chart Source – Northern Enterprise Council - Sector Analysis for the Athabasca Region, 2011

Figure 17 – GDP Activity by Sector, former Boreal West Enterprise Region

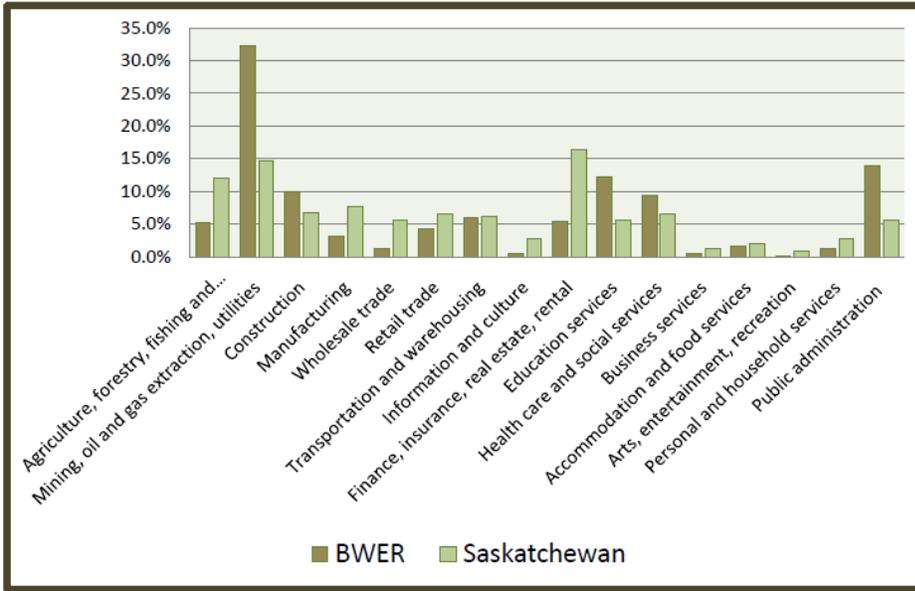


Chart Source – Northern Enterprise Council - Sector Analysis for the Boreal West Region, 2011

Figure 18 - GDP Activity by Sector, former Athabasca Enterprise Region

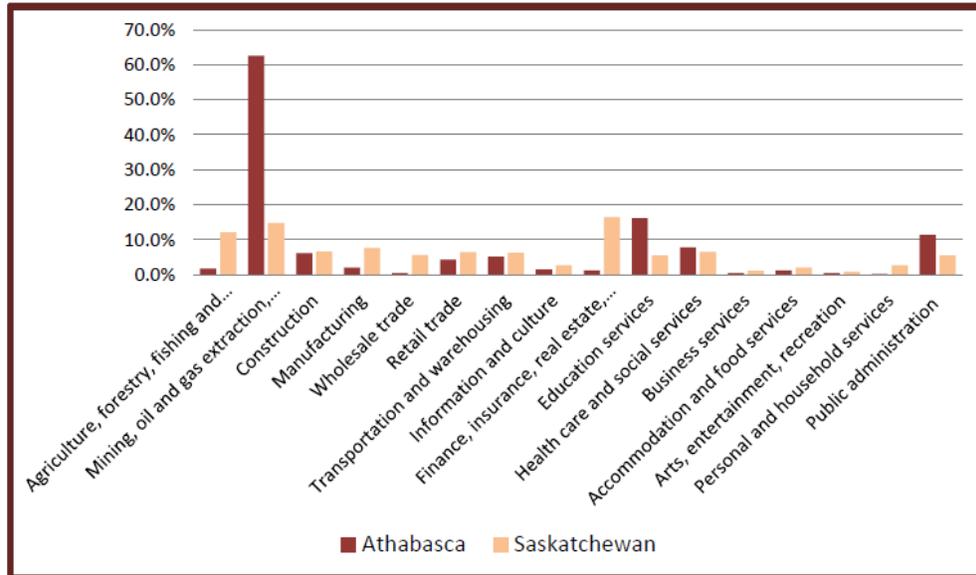


Chart Source – Northern Enterprise Council - Sector Analysis for the Athabasca Region, 2011

Figure 19 - GDP Activity by Sector, former Churchill Enterprise Region

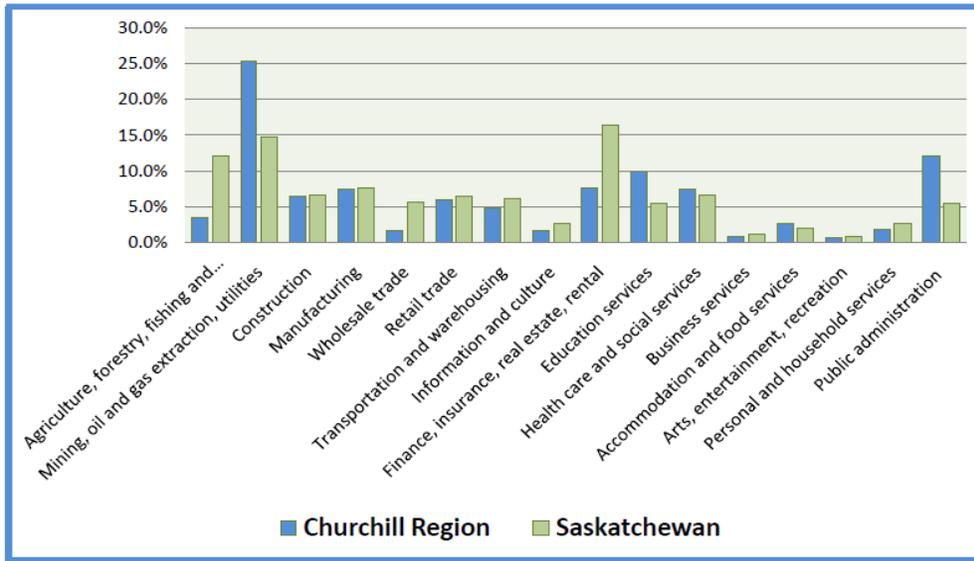


Chart Source – Northern Enterprise Council - Sector Analysis for the Churchill Region, 2011

Figure 20 – Comparison of Average Personal Income, Select Regions of Canada

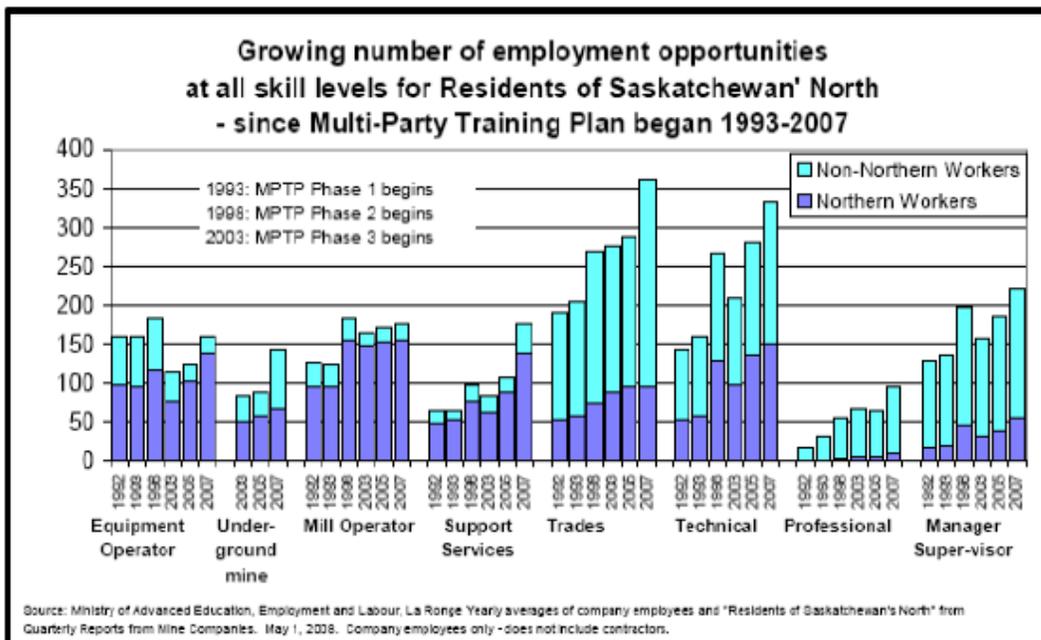
Table 9.1: Percentage of Communities with Average Personal Income Below \$21,000 (Low Income Cut Off)	
Region	% of Communities With Average Income Under \$21,000
Northern Manitoba	72.9%
Northern Saskatchewan	66.7%
Northern Canada	24.8%
Northern Ontario	24.6%
Northern Alberta	21.3%
Northern British Columbia	19.4%
Northern Newfoundland and Labrador	10.5%
Northern Quebec	10.4%
Nunavut	4.3%
Northwest Territories	0.0%
Yukon	0.0%
Source: Statistics Canada, Conference Board of Canada	

Chart Source – Northern Enterprise Council - Sector Analysis for the Athabasca Region, 2011

6.28 Education Level is a Barrier to Northerners' Employment

Figure 21 shows that employment has increased significantly in Northern Saskatchewan since 1993. Northerners are filling the majority of entry level and lower skilled jobs while accessing proportionally fewer trades, technical, and professional positions. This occupational access pattern fits the education demographic of the northern population. Many working age northerners do not have the educational prerequisites to enter trades, technical, and professional training yet the most opportunity lies in these areas.

Figure 21 – Employment Opportunities by Skill Level, Northern Mines



Source – Government of Saskatchewan – 2013 Northern Benefits Summary – Saskatchewan Mine Surface Lease Agreements

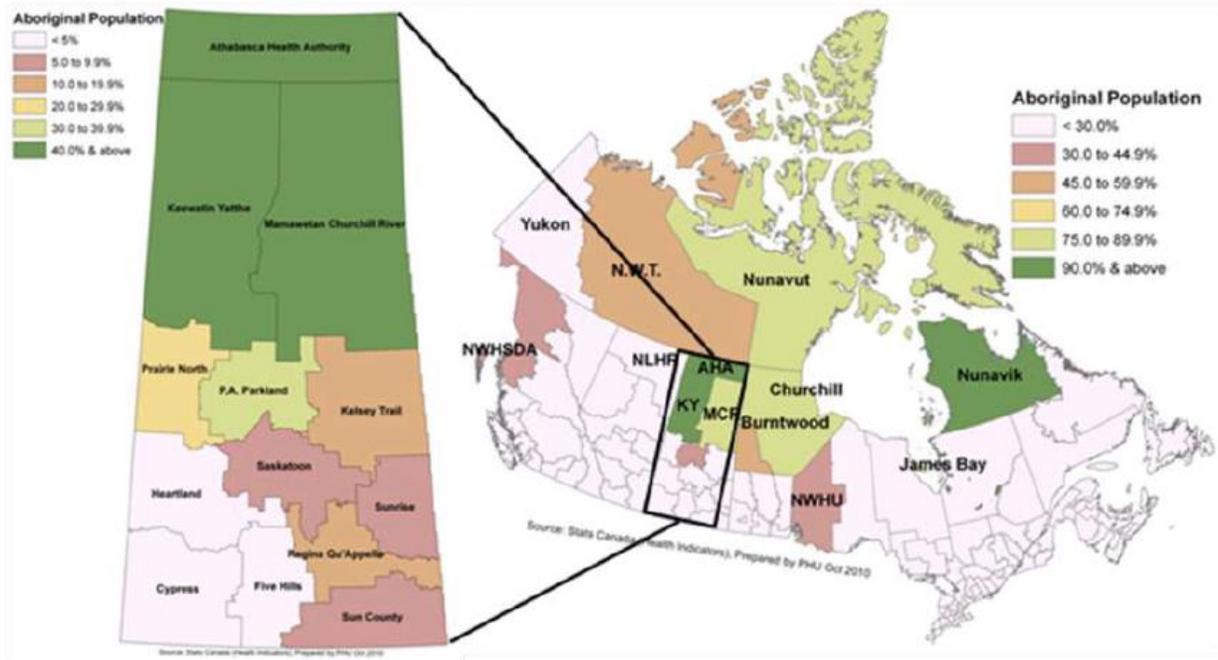
6.29 Northern Saskatchewan is Unique in its Combination of Demographics and Economics

Figures 22 through 25 compare Northern Saskatchewan to Canada, Saskatchewan, and other Northern Canadian regions in terms of Aboriginal population percentage, government transfers, employment, and income.

In terms of Aboriginal population percentage, and government transfers, the James Bay Quebec region is the most similar. James Bay, however has a better employment rate, and significantly fewer communities with less than \$21,000 average personal income.

Burntwood, Manitoba has a similar number of communities with less than \$21,000 average personal income, and similarly low employment but has lower government transfers and a lower percentage of Aboriginals.

Figure 22 – Aboriginal Proportion of Population, Canada

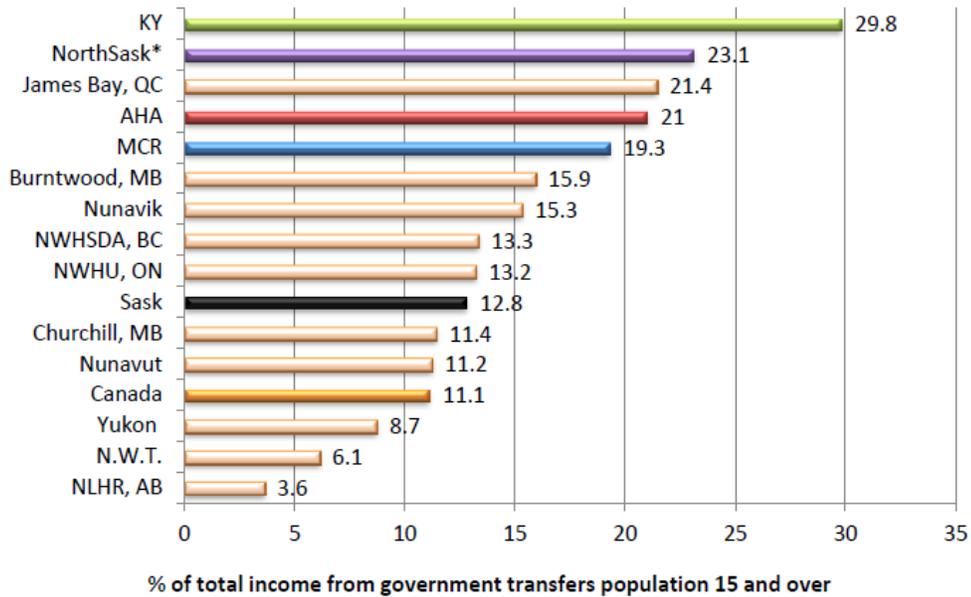


The proportion of the northern Saskatchewan population that self-identifies as Aboriginal is similar to some northern Canadian regions but is substantially higher than others. Similar proportions are seen in James Bay, Nunavik, Nunavut and Burntwood, whereas much smaller proportions are seen in others such as Churchill, N.W.T., NWHU, NWSDA, Yukon, and NLHR. Within Saskatchewan, the proportion of the population that self-identify as Aboriginal is far greater in the northern health authorities than in any of the southern health regions.

Saskatchewan HA	%	Canadian HA	%
Athabasca Health Authority	95.3	James Bay, QC	96.5
Keewatin Yatthé	93.8	AHA	95.3
Mamawetan Churchill River	80.2	KY	93.8
P.A. Parkland	35.6	Nunavik, QC	91.3
Prairie North	29	Nunavut	85
Kelsey Trail	14.4	MCR	80.2
Regina Qu'Appelle	11.6	Burntwood, MB	76.1
Saskatoon	9.3	Churchill, MB	55.9
Sunrise	8.5	Norman, MB	50.5
Sun Country	5.1	N.W.T.	50.3
Five Hills	4.4	Prince Albert Parkland, SK	35.6
Heartland	2.8	NWHU, ON	32
Cypress	2.4	NWSDA, BC	30
		Yukon	25.1
		NLHR, AB	19
		Other Canadian HA's	0.4-29

Chart Source – Northern Health Indicators Report – 2011

Figure 23 – Income from Government Transfers, Select Regions of Canada



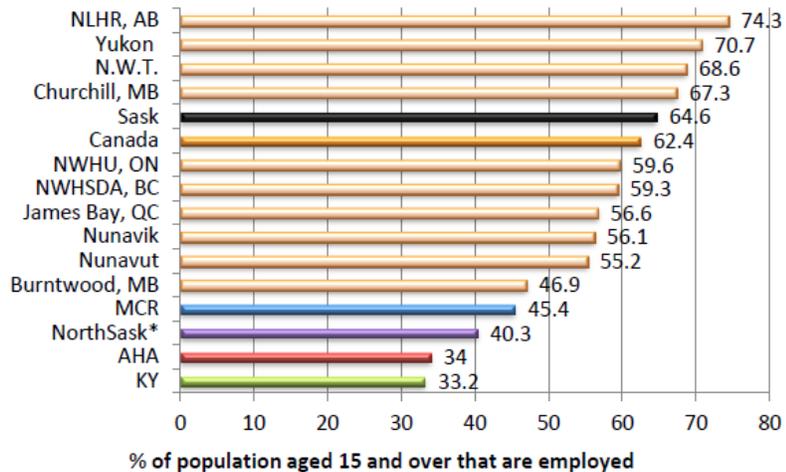
Source: Census 2006, Prepared by PHU Feb 2009 (* NorthSask is Div. 18)

Northern Saskatchewan receives 23% of its total income from government transfers. This is almost twice as high as the provincial rate, and more than twice as high as the national. James Bay has a similar proportion of government transfer, whereas the other northern regions have far less of their total income coming from government transfer.

Chart Source – Northern Health Indicators Report – 2011

Figure 24 – Employment Rates, Select Regions of Canada

Northern Saskatchewan had a low employment rate, when compared to other northern health regions in Canada. Only 40% of people aged 15 and over were employed in northern Saskatchewan, while the national rate was 62%, and the provincial rate was 65%. Rates in the three northern Saskatchewan health authorities were also lower than in all other selected northern regions.



Source: Census 2006, Prepared by PHU Feb 2009 * Div 18 used as North

Chart Source – Northern Health Indicators Report – 2011

Figure 25 - Comparison of Average Personal Income, Select Regions of Canada

Table 9.1: Percentage of Communities with Average Personal Income Below \$21,000 (Low Income Cut Off)	
Region	% of Communities With Average Income Under \$21,000
Northern Manitoba	72.9%
Northern Saskatchewan	66.7%
Northern Canada	24.8%
Northern Ontario	24.6%
Northern Alberta	21.3%
Northern British Columbia	19.4%
Northern Newfoundland and Labrador	10.5%
Northern Quebec	10.4%
Nunavut	4.3%
Northwest Territories	0.0%
Yukon	0.0%
Source: Statistics Canada, Conference Board of Canada	

Chart Source – Northern Enterprise Council - Sector Analysis for the Athabasca Region, 2011

6.3 Northern Career Development Requirements Survey

KCDC conducted a survey to assess the awareness and effectiveness of career development supports in Northern Saskatchewan during November and December 2014. The complete survey and results are included in this report as Section A.

Participation was invited from career service providers, the general public, industry, business, and students. Following is highlighted information about the survey group

- 207 surveys were completed
- 136 respondents identifying as students and 47 identifying as non-students
- Respondents that identified their communities were as follows: Pinehouse 13, Clearwater River Dene Nation 16, Pelican Narrows 28, Beauval 15, La Ronge 64

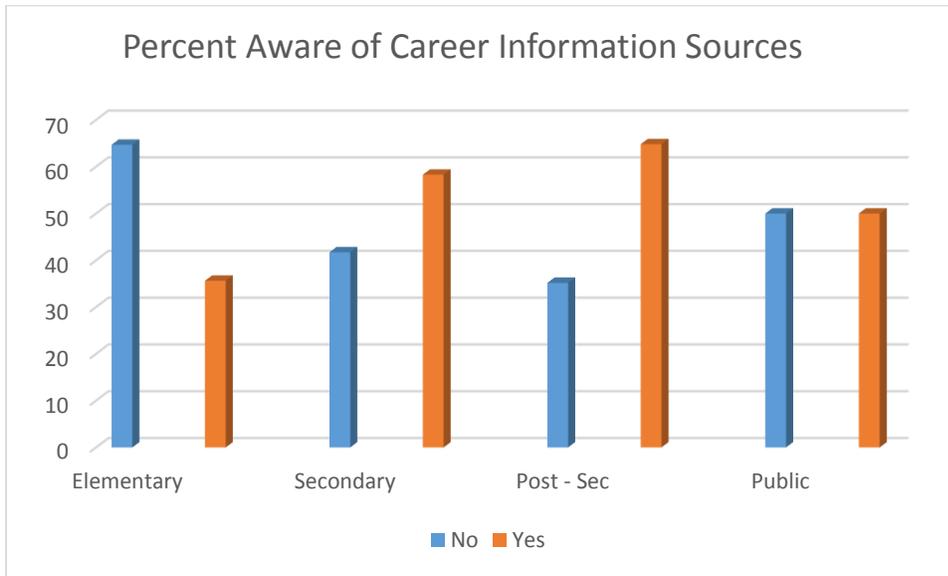
6.31 Career Information

The first set of questions asked respondents to provide information about their perception of the availability of career information, and the effectiveness of that information. Separate questions were asked about career information for elementary, secondary, post-secondary, and general public.

A significantly high number of respondents were not aware of sources of career information, with percentages ranging from 35.18% to 64.68% (Figure 26). Most people were aware of sources of information for post-secondary students and least for elementary students.

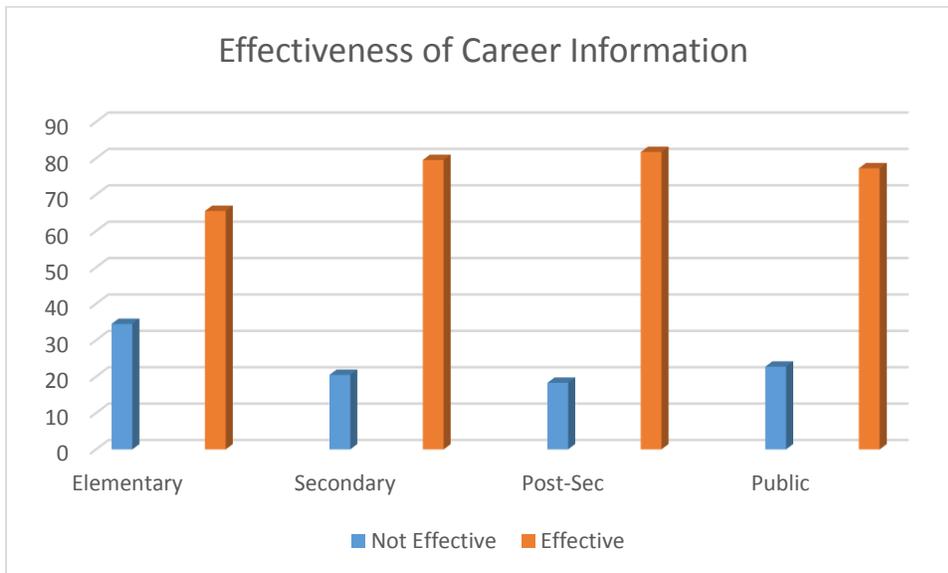
Opinions on the effectiveness of the information were somewhat polarized with a significant percentage of respondents answering that the information was not effective. However, in all categories, a large percentage of respondents classified the information as somewhat to very effective. Percentages of respondents that saw the career information as effective ranged from 65.52% (elementary) to 81.71% (post-secondary). Figure 27 breaks down percentages of respondents that see northern career information as not effective versus those that see it as somewhat effective to very effective.

Figure 26 – Awareness of Career Information Services in Northern Saskatchewan



Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 27 – Effectiveness of Career Information Services in Northern Saskatchewan



Source – Keewatin Career Development Corporation Career Services Survey, 2014

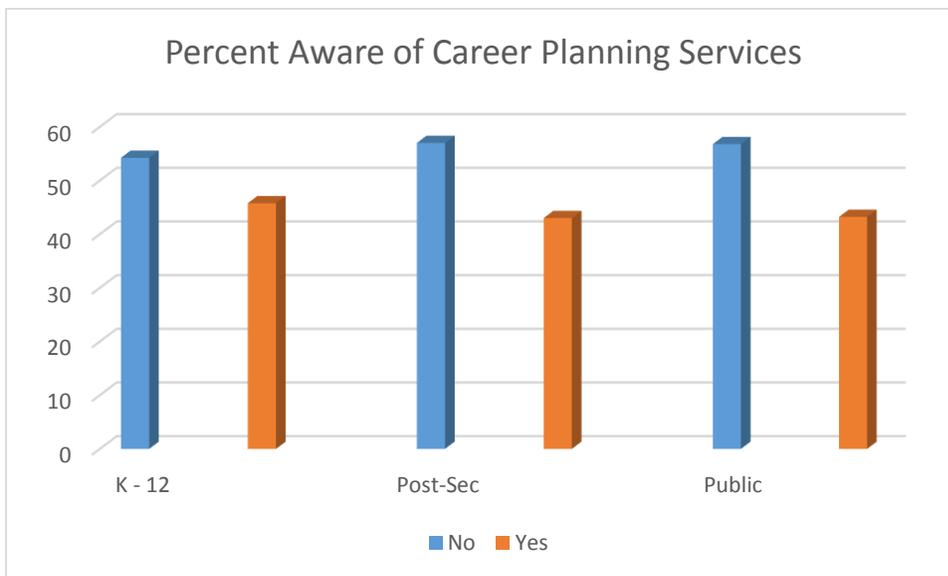
6.32 Career Planning

The next set of questions asked respondents to provide information about their perception of available career planning services. Separate questions were asked about career planning services for K-12, post-secondary, and public.

Similar to awareness of career information, a high number of respondents were not aware of career planning services. The percentages of those unaware range from 54.23% for K-12 to 57% for general public (figure 28).

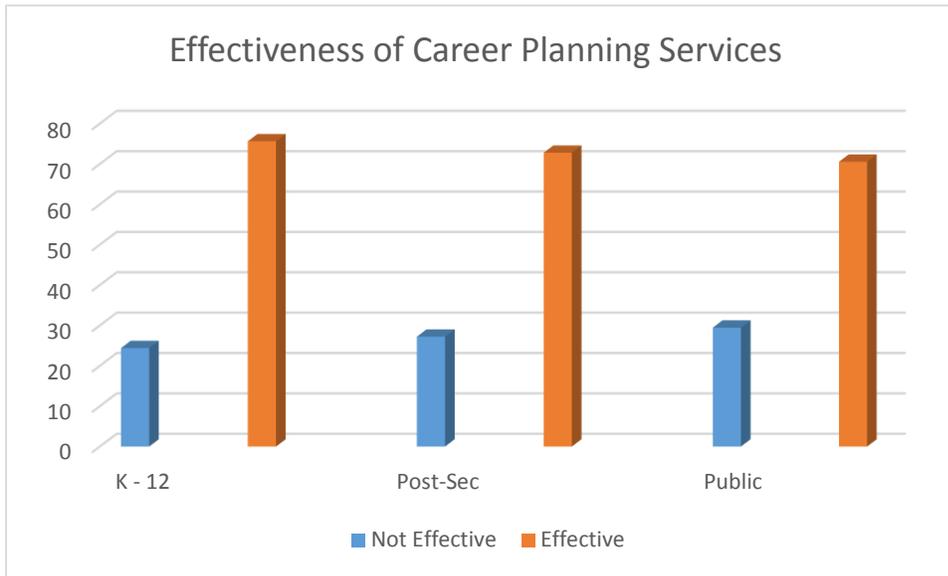
Again similar to the opinions of on the effectiveness of career information, respondents were somewhat polarized on the effectiveness of career planning services with 70.55% to 75.61% seeing the services as somewhat to very effective (figure 29).

Figure 28 – Awareness of Career Planning Services in Northern Saskatchewan



Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 29 – Effectiveness of Career Planning Services in Northern Saskatchewan



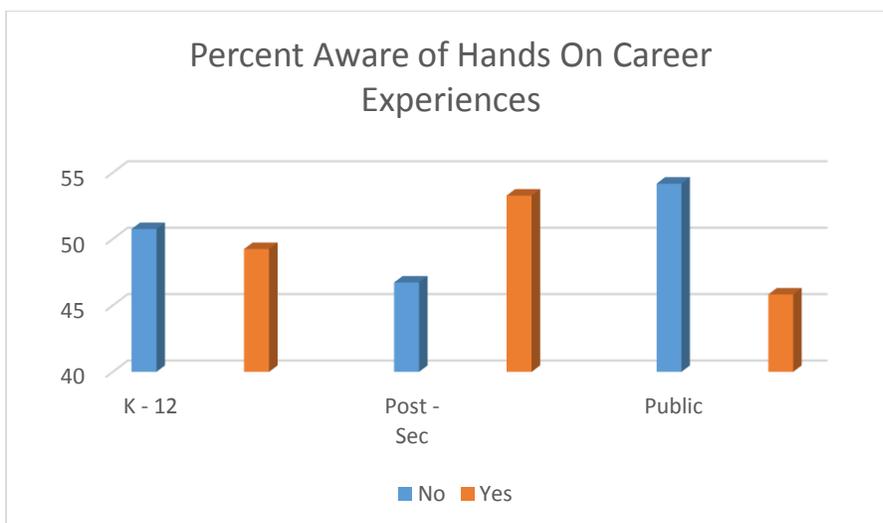
Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.33 Hands On Career Learning Experiences

The next set of questions asked about the perception of hands on career learning experiences. Separate questions were asked about Hands On experiences for K-12, post-secondary, and public.

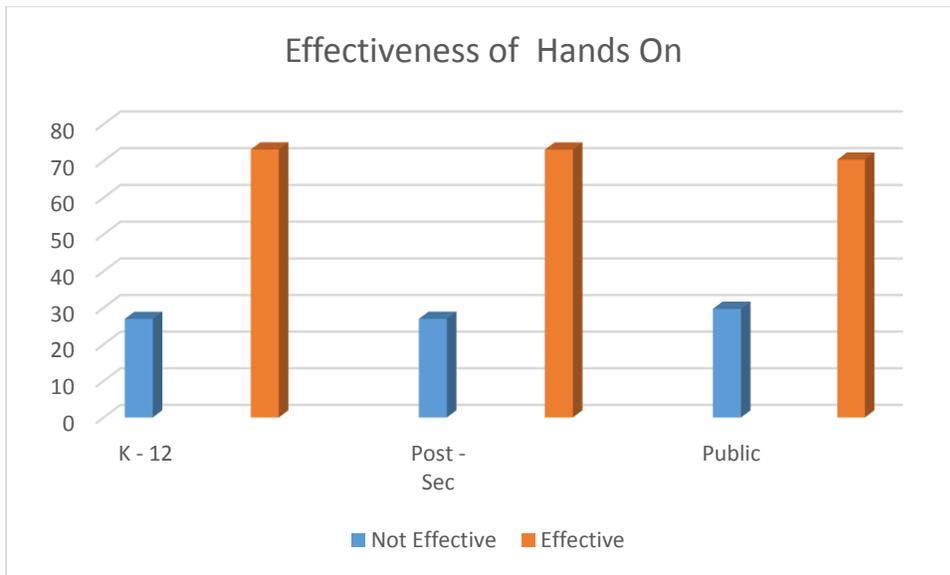
Again a high percentage of respondents were unaware of Hands On experiences (46.73% Post-Secondary to 54.17% public) (figure 30). A similar pattern emerged in the perceived effectiveness of the Hands On experiences with 26.92% to 29.68% seeing the experiences as not effective and 70.32% to 73.08% seeing the experiences as effective (figure 31).

Figure 30 – Awareness of Hands on Career Experiences in Northern Saskatchewan



Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 31 – Effectiveness of Hands On Career Experiences in Northern Saskatchewan

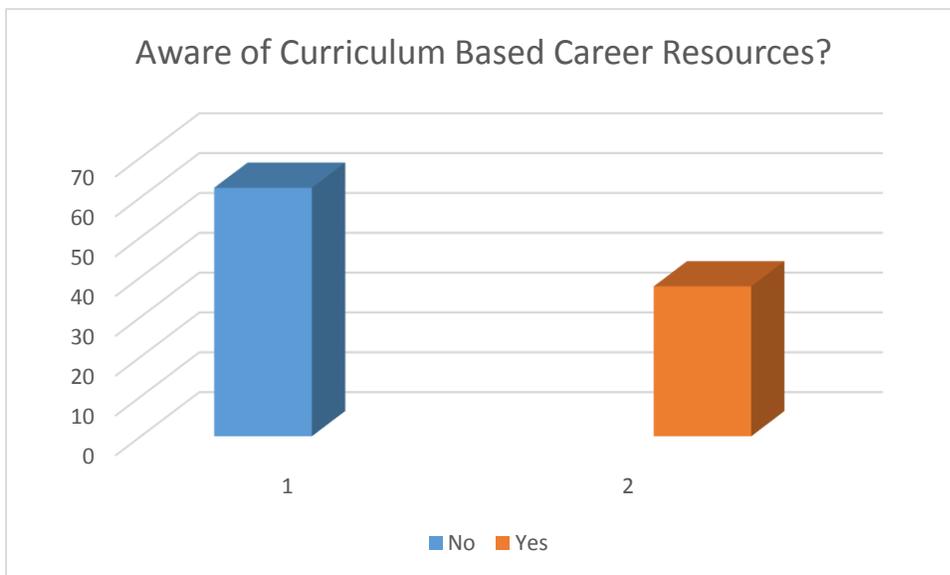


Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.34 Curriculum Based Career Learning Resources

The next question asked about the awareness of curriculum based career learning resources for core K-12 subjects such as Math, Science, and English. 62.37% were not aware and 37.63% were aware (figure 32).

Figure 32 – Awareness of Curriculum Based Career Resources in Northern Saskatchewan



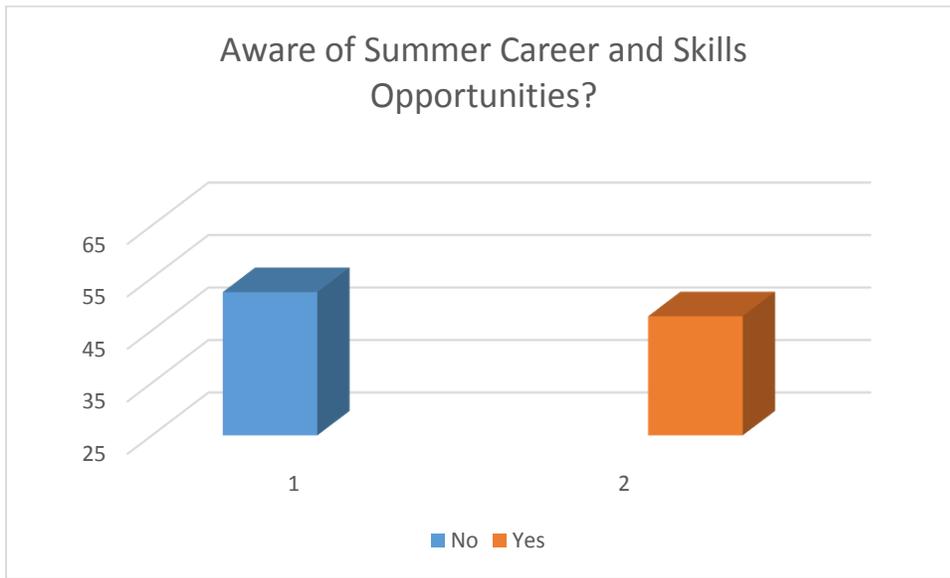
Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.35 Summer and Other Career and Work Skills Development

The next question asked about respondents' awareness of summer career and work development activities. Roughly half of the respondents were aware (47.70%) (figure 33).

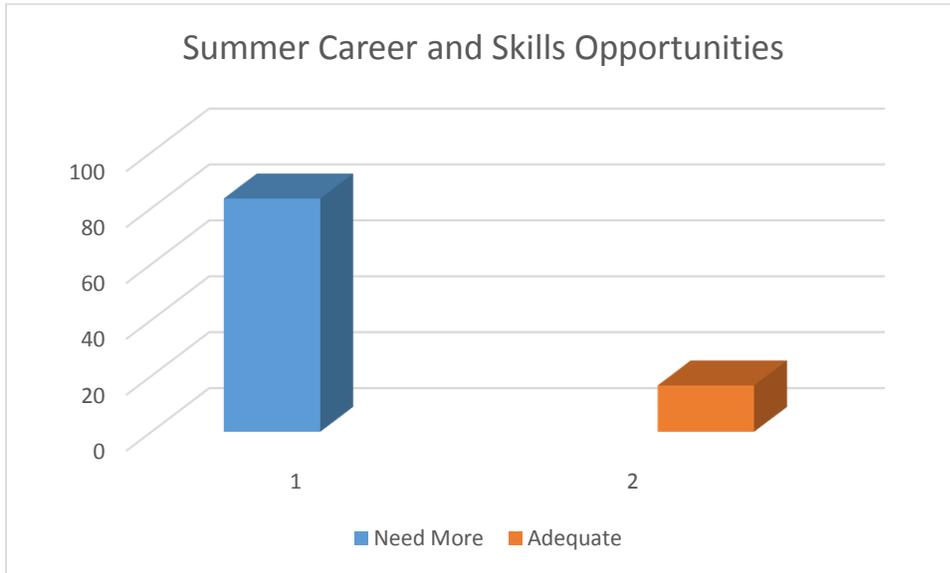
The respondents were then asked if they think the opportunities are adequate or if there should be more. 16.56% thought activities were adequate and 83.44% thought there should be more (figure 34).

Figure 33 – Awareness of Summer Career and Skills Development Opportunities in Northern Saskatchewan



Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 34 – Need for Development of Summer Career and Skills Development Opportunities in Northern Saskatchewan

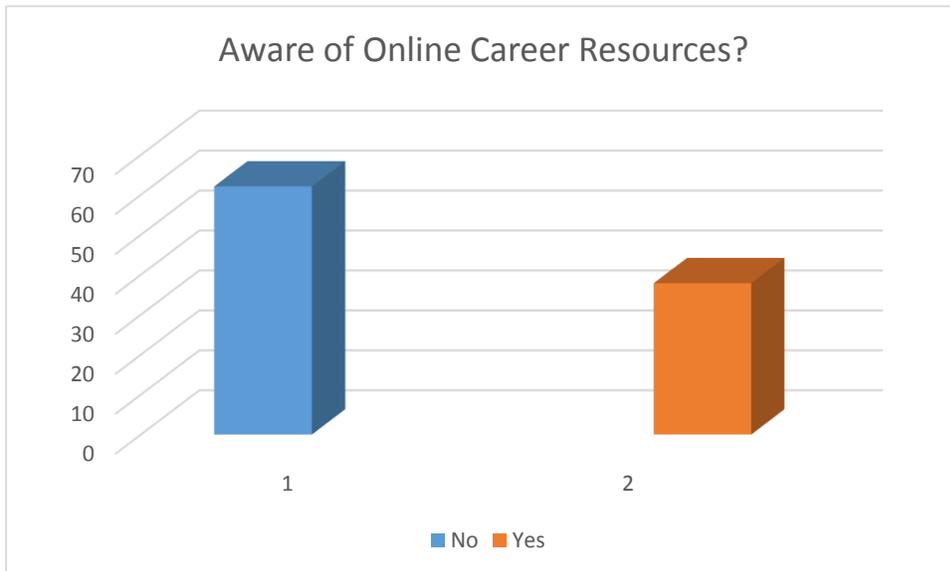


Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.36 Online Career Resources

The next question asked whether respondents were aware of online career resources. 37.89% were aware and 62.11% were not aware (figure 35).

Figure 35 – Awareness of Online Career Resources in Northern Saskatchewan

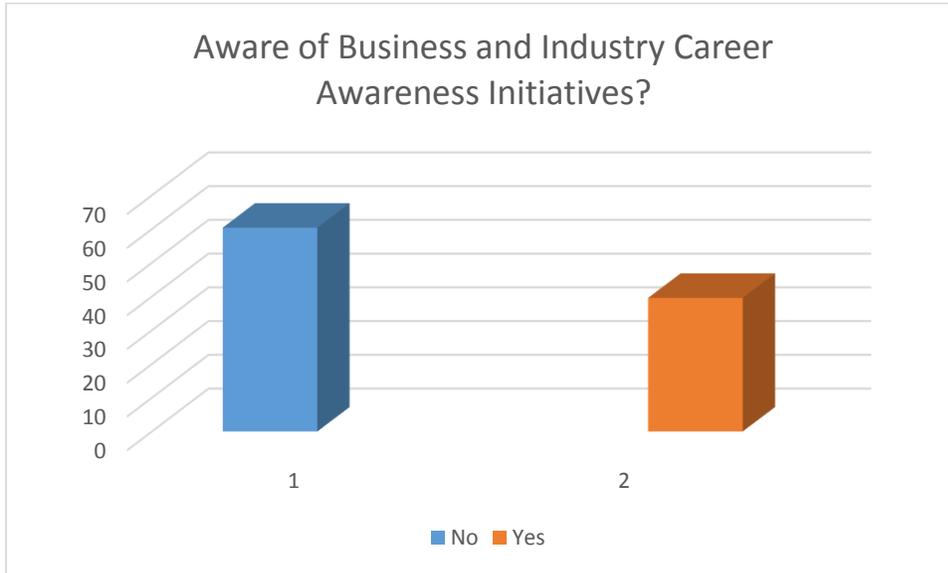


Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.37 Business and Industry Career Initiatives

The next question asked whether respondents were aware of business and industry initiatives. 39.58% were aware and 60.42% were not (figure 36).

Figure 36 – Awareness of Business and Industry Career Awareness Initiatives



Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.38 School Comparisons

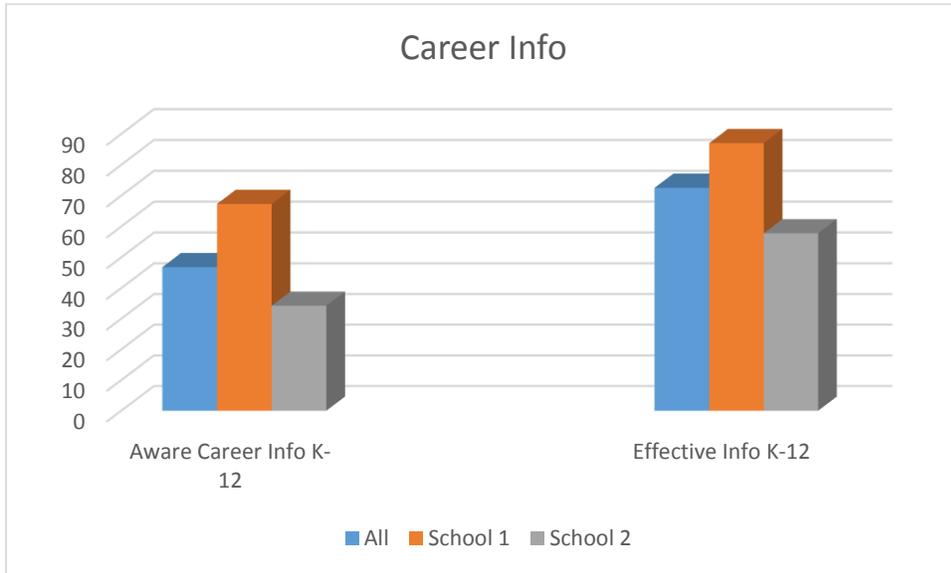
The survey results were analysed by school as well in order to get a sense of the consistency of responses between schools. It was found that there was considerable variance in responses when schools are compared.

Figures 35, 36, and 37 below show the comparison on selected questions between all survey results, School 1, and School 2. Almost double the number of respondents in school 1 were aware of career information for K-12 (67.31% - School 1, 34.26% - School 2). Respondents in School 1 also thought the information was more effective (87.03% - School 1, 57.80% - School 2).

However, more respondents in School 2 were aware of Career planning services (57.14% - School 2, 51.92% - School 1). Considerably more School 1 respondents saw the planning services as effective though at 95.83% compared to 62.5% in School 2.

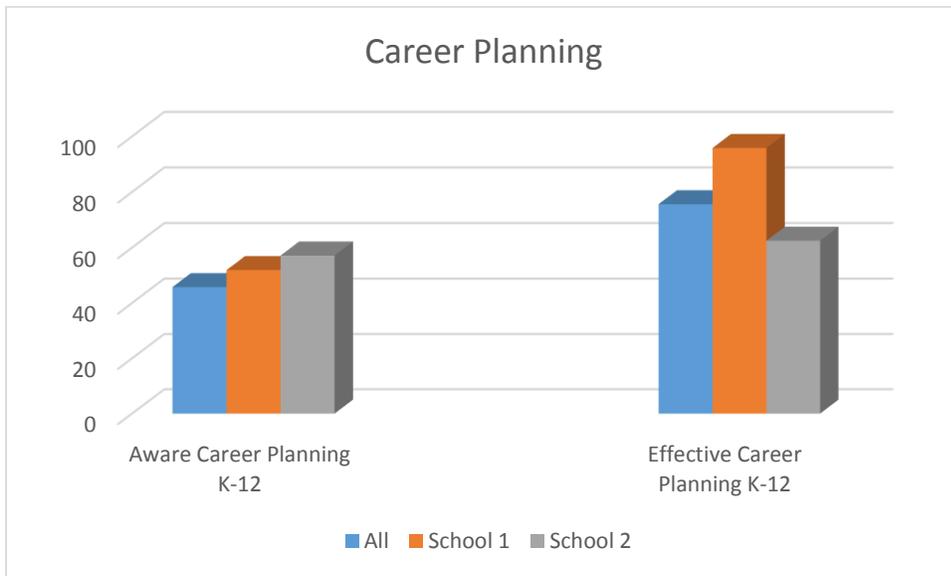
School 1 showed higher percentages on most other awareness questions except awareness of curriculum based career activities. The largest discrepancy was in awareness of summer career activities at 68.75% in School 1 and 16.67% in School 2.

Figure 37 – Awareness and Effectiveness of Career Information, Northern Saskatchewan School Comparison



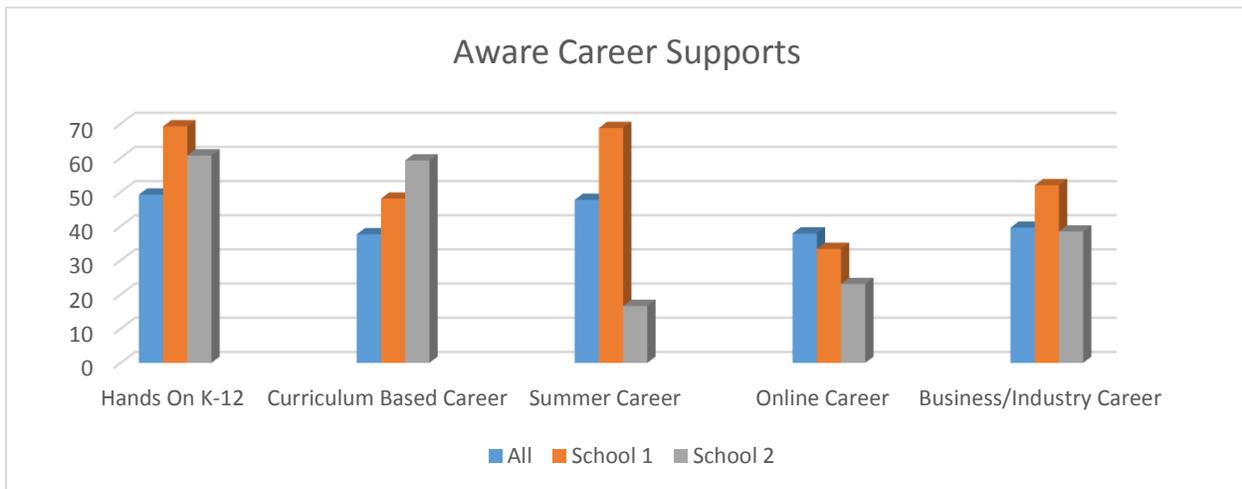
Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 38 - Awareness and Effectiveness of Career Planning Services, Northern Saskatchewan School Comparison



Source – Keewatin Career Development Corporation Career Services Survey, 2014

Figure 39 – Awareness of Career Supports, Northern Saskatchewan School Comparison



Source – Keewatin Career Development Corporation Career Services Survey, 2014

6.39 Survey Findings

Based on the results of the survey, the following observations can be made regarding the awareness and effectiveness of northern career development supports:

- Awareness of all career development supports needs to be increased. The proportion of respondents that were not aware of the availability of service was very high; approximately 35% to 62%. The average percentage of respondents unaware of services was 55.95%. Awareness could be increased by mounting regional radio campaigns, social media campaigns, as well as through posters in schools and communities. Routes of access to career services should be clearly identified for students and youth, and the benefits of accessing career services identified. Encouragement to access relevant online career information should be promoted through the awareness campaign.
- It is reasonable to assume that people may not be aware of services because there are not services in their school or community of which to be aware. Both awareness and increased services should be considered in order to address the low awareness level.
- The career development supports that are being offered look to be effective. When respondents were asked to rate effectiveness of specific supports on a scale of 1 to 5 (with 1 being not effective); 65 to 81% rated the supports in the 2 to 5 range.
- As found in the comparison between School 1 and School 2, awareness and perceptions of effectiveness can vary significantly within Northern Saskatchewan depending on the location of a person or the school he or she attends. This means that awareness campaigns and service development should be done in the knowledge that some schools or communities will be stronger in some areas and weaker in others when comparison is made throughout the north. The career service supports should fit the needs of the community and school.
- Follow up work should be done to identify the career development services available in each northern community and school. The communities and schools should be supported to develop services to meet any gaps identified.

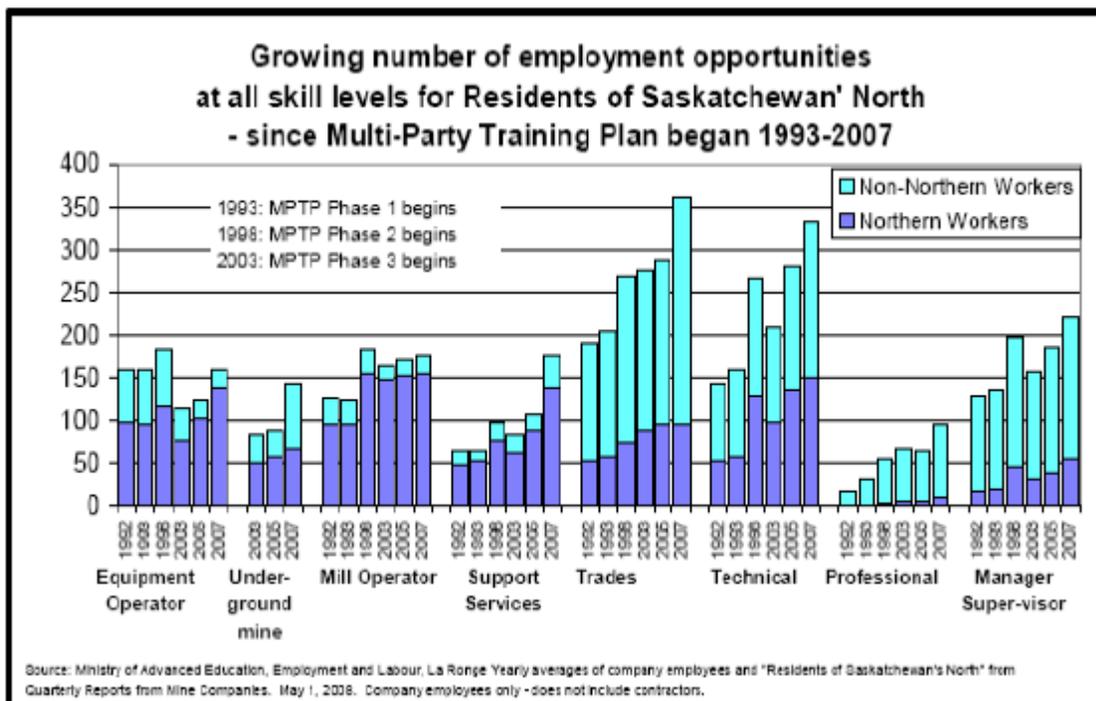
7.0 Career Development Needs and Recommendations

The information presented in the previous section shows that Northern Saskatchewan is a unique area of Saskatchewan, and also Canada. We share certain aspects of our demographic and economic profile with other regions, but no region has the same combination of young indigenous people, low education level, high unemployment, and low incomes. Ironically, our economy overall based on GDP performs relatively well. Moreover, some of our communities have higher than the Saskatchewan average education level and median income.

It is important to consider these features when identifying career development needs. In order to be relevant and effective, career development should be tied to the socio-economic development of the region. Supporting the linkage of individuals to the skill requirements of business and industry also requires considering the questions of how to raise educational attainment and how to grow business.

The socio-economic development of the north is intrinsically linked to the world economy and events that occur far beyond our region. For example, a tidal wave in Japan can cause a slowdown in the uranium industry. However, larger than the ups and downs of commodity cycles has been the evolution of the knowledge based economy. Globally, the economies that are evolving their technologies are advancing, and those that are not are lagging behind. We see the same trend in Northern Saskatchewan by the growth of the trades, technical, and professional occupations in the northern mining industry (figure 40). The growth of that occupational sector in Canada is shown in figure 41.

Figure 40 - Employment Opportunities by Skill Level, Northern Mines



Source – Government of Saskatchewan – 2013 Northern Benefits Summary – Saskatchewan Mine Surface Lease Agreements

Figure 41 – Employment in Professional, Scientific, and Technical Operations, Canada 2008 - 2013

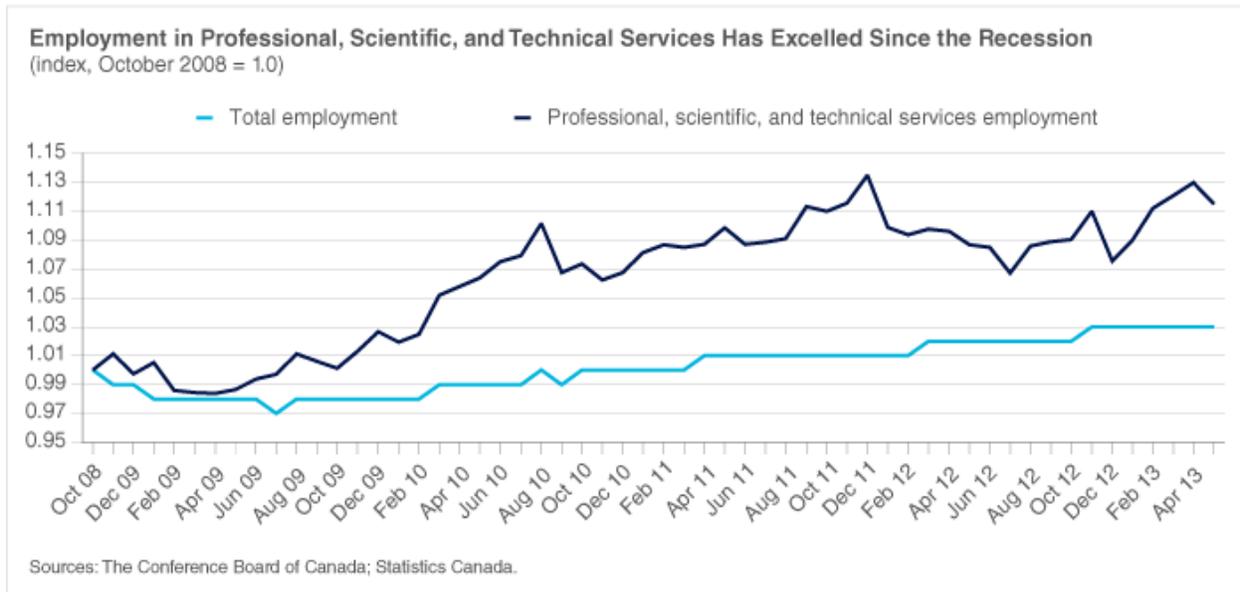


Chart Source – Conference Board of Canada

Because of the growth of the knowledge economy globally, discussion of career supports related to socio-economic development in Northern Saskatchewan should be based in the development of knowledge. Development of knowledge is more, however, than simply increasing grade level attainment or providing access to the Internet. The Organisation for Economic Cooperation and Development (OECD) identified four types of knowledge that are important to the knowledge economy in their 1996 Paper, The Knowledge Based Economy. Those Four Types of knowledge are:

- Know-What: Facts. For example, the number of people living in the north. Know-What knowledge is close to what is normally called information.
- Know-Why: Scientific knowledge of principles and laws of nature. For example, the chemical reactions that are used in a uranium mill. This knowledge underlies technological development. This knowledge is often organized in specialized groups such as research laboratories or universities. Business and industry usually have to interact with these organizations to access Know-Why Knowledge.
- Know-How: The skills and capability to do something. For example, the knowledge required to install electrical wiring in a house. Technical and trades training is aimed at developing these skills. Businesses develop Know-How and this is mainly what they are able to market. Industrial networks enable firms to share Know-How.
- Know-Who: Who knows what, who knows how to do what, and who needs my knowledge. For example, the contractors that an organization invites to bid on a non-public tender. This involves the formation of social networks that inform those within them about who can provide the knowledge they need.

The challenge in northern socio-economic development is in developing and packaging knowledge into economic transactions. Part of the issue is that there is no shortage of knowledge in the north, what is in

short supply are ways to use that knowledge for economic gain. For example, many northerners may have the Know-How to snare and skin a rabbit, but not many will be paid to use that knowledge.

Because of the worldwide growth of the knowledge economy, the function of developing and packaging knowledge should be in the background of all socio-economic development efforts. As an intrinsic part of socio-economic development, career development efforts should fit within this larger knowledge development effort. In the following section, the analysis of career development needs includes perspectives on knowledge development that will meet those needs.

The Northern Career Development needs are related to three primary socio-economic features of the north: the high proportion of youth, the low education levels, and the low income levels. Recommendations are made related to those three features.

7.1 High proportion of youth – career development should address youth and under 30

This group is making the decisions about staying in school, accessing post-secondary education, and lifestyle that most effect our region. They need to be supported to make informed decisions. Know-What knowledge is required to help youth know the details required to make informed decisions about their careers. Generally, this information is out there but knowledge of the information needs to be built among northern youth. Interestingly, there are many career resources available online, but awareness of those resources is low as found by the KCDC Northern Career Development Requirements Survey (figure 35).

It makes sense to program for youth through schools, so continued development of school based career supports is required. The school based career programming is discussed below under programming to encourage education and training.

However, the responsibility for providing youth with development opportunities does not lie entirely with the schools. Communities (including the business community), service organizations, and families all need to be involved in youth development. Career development is one aspect of the entire spectrum of youth development requirements.

The following initiatives are suggested to meet the career development needs of our large young population:

7.11 Promote Awareness of Career Services – The KCDC career survey found that a high percentage of the survey respondents were unaware of various career services. An awareness campaign should be designed that informs northern residents of career services that are available. The campaign should be mainly addressed to youth, and should be promoted both in schools and outside schools in the community at large.

7.12 Encourage Youth Empowerment – A workshop approach should be developed that helps youth build self-esteem and to understand the control they have over their destiny. The workshop should help young people understand the concept of developing one’s interests into services that are marketable, and the business of marketing those services. This seminar could be offered as a standalone event, or as

part of other career development activities. It can be conducted as part of a school career program, but not necessarily so.

The workshop approach could inspire entrepreneurial thinking amongst youth in an “Industry of You” concept. Youth can be encouraged to become proactive in developing and marketing skills and services whether for wages or by starting a business. The workshop could be part of a motivational event that wraps youth motivation in with a social event that includes performance and entertainment.

7.13 Provide Summer career development opportunities – A number of communities and some companies have organized camp type activities for youth. Some of the camps are related to Aboriginal culture, and others are relevant to geology and mining exploration. A goal of working with communities and companies to establish summer camp and employment opportunities that help youth gain knowledge of the world around them and careers should be established. With support, community organized camps that incorporate employment skills could be organized. The continuation and expansion of these types of industry related camps is one of the activities that could be undertaken by a Northern Industry Education Council. The summer camp opportunities would help to provide all four of the types of knowledge.

7.14 Develop Online Career Resources relevant to Northern Labour Market – Awareness of the online resources is very important, but as found in the KCDC Survey, over 60% of respondents were not aware of online career information. Awareness campaigns through various media should be conducted to help youth become aware of online career information, learning opportunities, and services.

New resources should be developed as well, in order to keep the information current. Video presentation of career information should be considered to keep up with information consumption tendencies of youth today. As new online career media (Saskcareers.ca, KCDC’s career videos) are developed, awareness campaigns should be conducted to inform youth of the availability of these resources.

The online resources help develop Know-What – facts about careers, and some video resources help youth develop career Know-How (interview skills for example)

7.15 Support Business and Industry Career Awareness Initiatives – Business and Industry Career awareness initiatives are currently mostly done through presentations in schools and at career fairs. Digital resources such as virtual tours are also available. Since business and industry are key to development of career opportunities, and also need skilled workers to conduct their business, they should be involved in all aspects of career development support. This can be done through an industry education council. These types of initiatives will provide all four types of knowledge.

7.16 Other Youth Programming – Supporting and helping youth to grow involves much more than career programming. Outside the core role of the family in supporting youth development, programming in areas such as sports, leadership, arts, and culture is also important. This programming helps develop all four of the types of knowledge.

7.17 Consider Developmental Assets Indicators – The Search Institute has developed a framework that identifies 40 assets that are important to encouraging youth to engage in thriving behaviors. The more assets a youth has, the better the chances he or she will help others and do well at school. The Health

system surveyed northern youth in 2010 and the results are provided below in figure 40. The developmental assets approach should be examined further with a goal of determining whether programming should be considered which would contribute toward building the developmental assets.

Figure 42 – Per Cent of Northern Youth reporting External Assets

40 Developmental Assets

The 40 Developmental Assets is a framework that identifies basic building blocks of human development (Search Institute Survey, 2010). These building blocks are known as “assets” and in general, the more assets youth have the more likely they are to engage in thriving behaviours (such as helping others, doing well in school and taking leadership roles) and less likely they are to engage in high-risk behaviours (such as violence, sexual activity, and drug use) (Search Institute Survey, 2010). Assets can be external or internal, illustrating the complexity of the interactions between individuals and their social environment. External assets are the positive developmental experiences that families, schools, neighbourhoods and communities provide young people (e.g. support, boundaries and creative activities), while internal assets are the positive commitments, skills, and values that form a young person’s inner guidance system that helps them make personal choices and actions (e.g. motivation, responsibility, cultural competence and self-esteem)(Search Institute Survey, 2010). Between September 2009 and January 2010, approximately 1,500 northern youth in grades 6 through 12 were surveyed to assess their asset levels.

Figure 72 Percent of northern youth, grades 6-12, reporting external assets, 2009-2010

Category	Asset Name (definition)	%
Support	Family support (Family life provides high levels of love and support)	72
	Positive family communication (Young person and parents communicate positively and young person is willing to seek parents' advice and counsel)	27
	Other adult relationships (Young person receives support from three or more non-parent adults)	29
	Caring neighbourhood (Young person experiences caring neighbours)	38
	Caring school climate (School provides a caring and encouraging environment)	29
	Parent involvement in schooling (Parents actively involved in helping young person succeed in school)	30
Empowerment	Community values youth (Young person perceives that adults in the community value youth)	20
	Youth as resources (Young people given useful roles in the community)	25
	Service to others (Young person serves in community for one or more hours per week)	53
	Safety (Young people feel safe at home, school and in neighbourhood)	45
Boundaries	Family boundaries (Family has clear rules and consequences and monitors young person's whereabouts)	24
	School boundaries (School provides clear rules and consequences)	56
	Neighbourhood boundaries (Neighbours take responsibility for monitoring young people's behaviour)	54
	Adult role models (Parents and other adults model positive responsible behaviour)	20
	Positive peer influence (Young person's best friends model responsible behaviour)	52
	High expectations (Both parents and teachers encourage the young person to do well)	54
Constructive use of time	Creative activities (Young person spends three or more hours per week in lessons or practice in music, theatre or other arts)	14
	Youth programs (Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations)	49
	Religious community (Young person spends one or more hours per week in activities in a religious institution)	47
	Time at home (Young person is out with friends "with nothing special to do" two or fewer nights per week)	42

Category	Asset Name (definition)	%
Commitment to learning	Achievement motivation (Young person is motivated to do well in school)	51
	School engagement (Young person is actively engaged in learning)	53
	Homework (Young person reports doing at least one hour of homework every school day)	31
	Bonding to school (Young person cares about her or his school)	58
	Reading for pleasure (Young person reads for pleasure three or more hours per week)	21
Positive values	Caring (Young person places high value on helping other people)	48
	Equality and social justice (Young person places high value on promoting equality and reducing hunger and poverty)	48
	Integrity (Young person acts on convictions and stands up for her or his beliefs)	57
	Honesty (Young person "tells the truth even when it is not easy")	66
	Responsibility (Young person accepts and takes personal responsibility)	62
	Restraint (Young person believes it is important not to be sexually active or to use alcohol or other drugs)	29
Social Competencies	Planning & decision making (Young person knows how to plan ahead and make choices)	21
	Interpersonal competencies (Young person has empathy, sensitivity, and friendship skills)	29
	Cultural competence (Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds)	23
	Resistance skills (Young person can resist negative peer pressure and dangerous situations)	25
	Peaceful conflict resolution (Young person seeks to resolve conflict non-violently)	36
Positive Identity	Personal power (Young person feels he or she has control over "things that happen to me")	25
	Self-esteem (Young person reports having high self-esteem)	42
	Sense of purpose (Young person reports that "my life has a purpose")	50
	Positive view of personal future (Young person is optimistic about her or his personal future)	73

Assessing the extent to which northern youth experience the developmental assets provides us with a better understanding of their reality. For instance, only 20% of northern youth perceive that adults in their community value youth and only 21% of northern youth report that they know how to plan ahead and make choices. However, 72% report that family life provides high levels of love and support and 73% report being optimistic about their futures. By understanding the reality of northern youth better, communities are provided with an opportunity to engage youth in a discussion and collaborate with youth to provide an intentional approach to asset building within existing programming and everyday interactions with youth. For further information on the results of 40 Developmental Assets in the north, individuals can access the executive summary of the full report online (Search Institute Survey, 2010) or contact their local health authority for regional results.

Source – Northern Health Indicators Report – 2011

7.2 Low education level – career development should encourage education and training

Because of the link between educational attainment and employment, the primary issue affecting the income level of northerners is the low education level of the population. This issue has become more acute as the knowledge economy has developed since the mid 1990's.

The numbers of high school graduates have grown over the years, but so has the population, and the percentage of the adult population that has graduated has not changed. This means that in terms of numbers, the amount of people with low education in the north is rising.

While career specific initiatives alone cannot solve the issue of high dropout rates, they can contribute to changing the pattern. Primarily this is done through emphasizing the importance of education to future career options, and by illustrating the relevance of school activities and assignments to the future world in which they will live and work.

The following initiatives are suggested to encourage students to graduate from high school and pursue post-secondary education:

7.21 Promote Awareness of Career Services – See comments in previous section.

7.22 Provide Career Counselling in Schools and Postsecondary Institutions – The progress of the educational system in establishing career counselling in secondary schools should be acknowledged and a goal of maintaining career counselling in all schools and post-secondary institutions should be established. Moreover, the people providing those services should be supported through professional development initiatives that help them access and use the information and tools they need to help students. Consistency and quality of available career services at all schools should be a goal within school systems. School career guidance professionals should be the experts in K-12 educational prerequisites for post-secondary education. They should also have expertise in helping students make connections between their interests and ways they can make a living through those interests. Northern Post-Secondary career professionals should be experts in helping the northern youth (in school and out of school) understand how post-secondary programs fit with their interests and ways to earn a living. Counsellors in schools and post-secondary institutions should be able to direct students to information sources and help them navigate bureaucracies in order to make applications and access funding. The counsellors will primarily help students develop Know-What knowledge.

7.23 Develop Curriculum Based Career Resources – The task of relating school subjects to career activities does not fall entirely to career and guidance counsellors. Students should be helped to understand the relevance of their school subjects to future careers as part of lessons provided in the classroom. Schools are already implementing this approach, and should be supported by the development of career related learning resources that are mapped to various curricula. These resources can then be integrated to lesson plans by teachers as they design their course delivery. For example, a chemistry lesson could potentially have a learning resource attached to it that illustrates a chemical reaction in a mineral production process. Industry and business should be engaged in the development of these resources. An example is the involvement of mining professionals in designing lessons in environmental science and geology. The Saskatchewan Mining Association already has developed resources and lessons for use by schools. The goal is that students could then see the relevance of what they are learning to careers in and outside the north. Development of curriculum based resources contributes to the development of Know-What, Know-Why, and Know-How forms of knowledge. A Northern Industry/Business Education Council could facilitate the development of these resources through engaging its members from the Industry and Education sides in career resource development projects.

7.24 Provide Hands On Career Related Activities – Events at which students have an opportunity to participate in a career related activity have proven to be popular in the north and other regions. More of these hands on activities should be organized either at large events (tied to career fairs), or at smaller sessions which may be classroom based. Ideally these hands on activities would also be mapped to curricula so students could understand the connection to their school subjects. The hands on activities will contribute to the development of Know-What and Know-How knowledge.

7.25 Encourage Youth Empowerment – See comments in previous section.

7.26 Provide Inclusive Career Activities – Schools are often forced to travel to career fairs, tours, and other carer related activities. Because bus space is limited and travel is expensive attendance at events is sometimes restricted to high achievers or through other sorting methods. While some restriction may be unavoidable due to budget and logistics, efforts should be made to ensure that career activities are as inclusive as possible. It may be that the students who may not be included because of achievement levels are the ones that would derive the most benefit from career activities. Inclusiveness ensures that the knowledge passed on through career activities is spread amongst a wider group.

7.27 Provide Career Activities for Younger Students – While secondary and post-secondary students are the primary targets for institutionally based career development, it should be recognized that age appropriate career activities will be beneficial to younger students as well. It is not too early to encourage elementary students to dream about jobs they could do. They might get excited about big equipment, for example, or engage well in learning basics about the outdoors. Activities for elementary students will start to build their Know-What knowledge.

7.28 Provide Programming that recognizes differences in communities' education levels – As seen in figure 6, not all northern communities have a low average education level. More work should be done to understand the differences between communities with higher educational attainment and those with lower educational levels. The differences should then be taken into account when designing programs with the communities.

7.29 Provide Extra Curricular Activities to Enhance School Experience – In order to increase the benefits from and attractiveness of the school experience, extra-curricular activities in sports, music, and Arts should be considered by schools. Concepts of teamwork, skill building, and leadership which are essential to the development of careers are built through these activities.

7.3 Low income levels – career development should increase northerners' ability to earn income

Earning ability is where the rubber meets the road in career development. While the overall goals of career development may be in personal fulfillment, everyone needs to be able to provide for themselves and their family. The median income in the north is less than 2/3rds that of Saskatchewan and over 66% of our communities have an average personal income below the Statistics Canada low income cut off of \$21,000 (figures 9 and 20). Based on median income, the people of Northern Saskatchewan are among the poorest in the country, yet the per capita GDP is only slightly less than that of southern Saskatchewan (figure 16).

In Northern Saskatchewan, the per capita GDP does not fully translate into personal income for northerners. Basically this phenomenon can be attributed to money leaving the northern economy without circulating which occurs when companies and individuals purchase goods and services from outside the region. Generally, it is reasoned that goods and services for northern operations are purchased outside the region when the expertise or product is not available in the north. The underdevelopment of northern goods and service providers is attributed to the low northern education levels and the lack of skills to provide high quality goods and services at a competitive rate.

Viewed through the lens of the Knowledge Economy, the reasons for purchasing goods and services outside the region become even more apparent. Know-What, Know-Why, and Know-How that is in demand may be in shorter supply in the northern service sector, due to the movement in service requirements from labour oriented to more technically oriented services. Just as important, however, is the fact that the Know-Who networks are not there for many northern businesses. Primary decision makers are often located outside of the region and their networks are not as extensive in the north. In fact, most large and successful northern joint ventures and partnerships are forced to have their operational offices in southern Saskatchewan in order to be part of the Know-Who networks of the decision makers. While this is essential to staying in business, the actual contribution these enterprises are able to make to the northern economy is lessened by the economic leakage caused when they, in turn, purchase goods and services outside the region.

If leakage from the economy translates to a lower northern median income, the primary cause of the issue is the number of unemployed (figures 10 and 11). The lack of earnings drags down the average income level. In 2006 there were 2,275 people that participate in the work force but were unemployed. In all likelihood that number is at the same level or higher today. In order to positively affect the income level of northerners, the unemployment issue should be addressed.

In order to lower the number of unemployed, strategies should be focussed around labour force development. A four pronged strategy would enable northerners to fill jobs that they currently lose out on, access a higher proportion of northern jobs, access jobs outside the region, and develop new northern jobs through business growth and expansion.

Each of these initiatives is discussed below with specific actions that support them.

7.31 Fill available vacancies – This activity refers to the jobs that become available in the north that could be filled with northern workers but are not. Generally this occurs because the Know-Who networks of the companies looking for workers do not include potential northern workers. Actions are as follows:

- *7.311 Provide referral services for northern post-secondary graduates* – This service should actively engage northern employers and those coming into the region. Contractors and operators should be contacted and informed of graduates of various programs. They should also be asked to provide labour projections on projects in anticipation and to allow for training if possible. Northern students should be informed of the potential growth, projects and employers in their industry before they graduate. They should be given contact information and coached in resume production, job search skills, and interviews. This service would develop the Know-Who knowledge of northern graduates.
- *7.312 Provide referral services for northern apprentices registered through the Northlands College Joint Training Committee (JTC)* – The role of the Joint Training Committee should include contact with contractors and operators to place apprentices not employed long term with a single employer. Apprentices should be encouraged to keep their JTC file up to date so the system can refer them when they are out of work. This service would develop the Know-Who knowledge of JTC apprentices.

- *7.313 Provide assistance for employers to train on the job* – This assistance is being provided through the Northern Career Quest and Canada Jobs Grant programs. Employers should be made aware of the training possibilities and the advantage of developing their workforce through training on the job. The programs should not only be open to new jobs, but for upskilling existing workers. These training on the job programs should offer certified training that is recognized by post-secondary institutions and has credit transfer to certificate and degree programs where appropriate. Education institutions, business/industry, and the coordinators of NCQ and Canada Jobs Grant should discuss the ways in which the training on the job programs fit into the career and skill development requirements of the northern workforce. These programs increase the Know-How knowledge of the workforce.
- *7.314 Create awareness of local labour force* – The organizations involved in labour force development such as schools, post-secondary institutions, as well as First Nation and Metis educational funders should engage with business and industry as partners. This can be done through the formation of an Industry Education Council that is active in developing, providing, and facilitating northern career development services. The Council can develop and support initiatives such as those mentioned above that create awareness of the northern labour force and the availability of skilled northern workers. This initiative builds the Know-Who knowledge of the northern workforce. The skills and capabilities of the northern workforce should be promoted to employers in the region.

7.32 Access a higher proportion of the northern jobs in all sectors – A significant percentage of the jobs available in northern Saskatchewan are not accessible to the northern workforce because workers with the required skills and education are in short supply. Overall, taking action on this initiative involves raising the overall level of education of the northern workforce as discussed at length in throughout this paper. Career development actions to address the needs of the large youth population and to increase the overall education level are listed in the sections above.

The actions listed in this section are specific to the role of post-secondary institutions in providing access for northerners to the training required for trades, technical, and professional occupations. Mainly the actions should ensure that the post-secondary training offered provides the skills needed by industry and business, and that the post-secondary institutions and business are working together to develop the northern workforce. Post-Secondary education and training increases the Know-What, Know-Why, and Know-How of potential workers. Actions are as follows:

- *7.321 Labour Market Trend Reports* – This would enable post-secondary institutions to base course offerings on sound labour market demand information. Skill demand projections such as those undertaken for the mining industry by the Saskatchewan Mining Association and the Mineral Industry Human Resource Council should be taken into account. Individual companies and industry groups should be canvassed to gather information on labour demand. The Labour Market Trend Reports should also monitor benchmark information such as population trends, education levels, and unemployment in order to track progress toward raising education levels and lowering unemployment. Because the report requires data from both education institutions and industry, a Northern Industry Education Council would be well positioned to oversee its

publication. The Labour Market Trend Reports can also be used by other labour force development organizations such as First Nation employment services on which to base student funding decisions. These reports will also be useful to northern business as the developments that will show labour demand also will have needs for provision of goods and services.

The reports should make recommendations to the type of training and training support that will best suit upcoming demand for workers. Some occupations will require longer term technical and professional training offered through colleges, technical institutions and universities. These may be followed up after hiring by employer based training through Northern Career Quest or Canada Jobs Grant type programs as mentioned in 7.313. In some cases, the training is best offered after hiring, but this training as well should be certified by training institutions to ensure recognition of skills acquired.

- *7.322 Link Adult Academic Upgrading Programs to Technical, Trades, and Professional Career Goals* – In order to better facilitate the increase of northern educational levels, the movement of students through these programs should be more closely aligned with technical, trades and professional training. Entrants to upgrading programs should have reasonably clear career goals that require the need for academic upgrading. These goals should be revisited periodically throughout the upgrading period. As well, the upgrading curricula should have mapped career related learning resources available, hands on career activities, as well as the other career development activities recommended for k-12 schools in the previous section.
- *7.323 Consistently Offered Technical, Trades, and Professional Training* – Northern students have difficulties making sound career decisions when post-secondary courses are not offered consistently. The basics of career planning at the secondary school level usually involve choosing a goal for post-secondary training. With limited consistent training available in the north, the reality of attending post-secondary training is lessened for northern students. A consistent program like NORTEP helps, as do recent developments such as the Northlands Mine School, and the Northlands Nursing Program. The risk with offering programs year after year is that employment will dry up in that occupation. To alleviate that risk, Regional Training Needs Assessments should recommend long range labour demands in order to facilitate course planning.
- *7.324 Credit Transfer and laddered programs* – Develop credit transfer that enable students to transfer between programs and ladder from technical training to professional education. This would enable northern students to gain confidence from success in a northern technical program before leaving the region to attend a university based professional education program.
- *7.325 Career Counselling for credit transfer* – As northern post-secondary institutions develop credit transfers from their programs, students should be counselled as to the possibilities they may have to transfer to other programs and gain further education in their field. In this way, northern students who have strong academics but may not be able to attend a professional

college after high school, may be able to transfer after completing a technical program and gaining confidence in their abilities at the post-secondary level.

- *7.326 Increased Interaction with northern K-12* – Northern post-secondary institutions should have increased interaction with k-12 schools in order to facilitate transition of students between the two systems. Besides the current attendance at career fairs, open houses, and recruitment efforts, increased dual credit opportunities should be investigated.
- *7.327 Referral services for northern post-secondary graduates* – As mentioned above, this service creates an active link between industry/business and graduates.

7.33 Prepare northerners for employment outside the region – The current northern economy does not have enough jobs for the northern workforce. The economy has been growing and adding jobs but the population has also been growing, and the numbers of unemployed have been rising. The issue could be somewhat alleviated if the northern workforce were more mobile, and able to access employment outside the region. Interestingly, this trend may have already started in two of the health regions as evidenced by the recent decrease in population growth rates as shown in Figure 2.

In order to be more mobile, the workforce needs knowledge that is in demand in the larger Saskatchewan and Canadian labour market. This requires education and training to higher average levels which will develop Know-What, Know-Why, and Know-How knowledge. However, in addition to these forms of knowledge, Know-Who networks need to be developed in order to increase the connections and opportunities outside the northern region.

Actions are as follows:

- *7.331 Career information and planning that includes occupations outside our region* – This action may look easier to carry out than is actually the case. Sources of career information such as Saskcareers.ca will provide information about careers from across the province, which is desired. In presentation, though, a balance should be struck to inform students of career options within the north, as well as those outside. In the interest of keeping living location options open, students should be informed of career paths that can lead to occupational opportunities both in the north and other regions.
- *7.332 Northern post-secondary courses that prepare for occupations outside the north as well as northern occupations* – Labour market information should be gathered that will help identify long term demand occupations in both northern Saskatchewan and other regions. In general, it is known that the Knowledge Economy will continue to demand trades, technical, and professional occupations as shown by the job growth in that sector in figure 39. In order to give northern post-secondary institutions the required data to make their course offering decisions, labour market occupational demand data should be gathered regularly through the Labour Market Trend Reports. Demand occupations should be identified, and the demand for those occupations in the provincial and national labour markets identified.

- *7.333 Career Counselling for Credit Transfer* – As discussed above. Further education will open up employment opportunities for northerners in other regions of the province and Canada as well as in northern Saskatchewan.
- *7.334 Transition supports for northern students outside the north* – Students that attend classes outside the north benefit from supports that help them navigate large educational institutions and function in the mainstream culture. The Northern Administration Students Association (NASA) is one such group that offers those supports. This group provides peer based services to fellow northern students at the U of S and Saskatchewan Polytechnique in Saskatoon. Its development was supported through industry and is an example of an industry led initiative that can be continued and enhanced through a northern Industry Education Council. Career information for northern students should include information about transition support services such as NASA and other education institution and community services.
- *7.335 Connections with employers outside region for Referral Services* – The referral services mentioned above should network with employers outside the northern region as well. This will open up opportunities for employment outside the region on short term or long term bases. Awareness and credibility of the northern workforce will also grow through this activity.

7.34 Develop new northern employment through business growth and expansion – Many of the initiatives discussed thus far are focussed around helping northerners better react to the economic opportunities in our region and beyond. Equally as important are initiatives that enable northerners to become proactive and create opportunities. Business growth and development of industries can involve northerners in a proactive manner.

Actions should determine ways that the mainstay industry of the north, mining, can be supported and developed. In addition, growth in other industries should be supported by linking northern ingenuity and entrepreneurial proclivities to development initiatives.

Consideration should be made as well for the fact that many northern residents live in a blended economy as discussed in the Demographics and Economy section and shown in figure 15. The blended way of making a living involves seasonal and short term employment interspersed with hunting, gathering, and fishing activities. It can be argued that the blended economy is dying because of the growth of the knowledge economy and the subsequent loss of non-technical employment opportunities. For example, the evolution of the MARS online mineral staking system has resulted in the disappearance of the demand for staking services and labour. Transition from the blended economy to a wage economy involves education and skill development, and most of this document is dedicated to actions and activities that will support that transition.

It should be kept in mind, however, that many northerners practice a blended lifestyle by *choice*. And that there are successful strategies currently in place such as the weekly mine rotation schedule that allow northerners to work in the wage economy and practice a blended lifestyle. Further strategies that provide opportunities to choose a blended economic lifestyle may be possible.

Acquiring and developing all four ways of knowing are particularly crucial for business and industry. The growth of northern business would benefit from linkages with institutions and organizations that undertake research and collect data that is relevant to their field. Development of northern specific data and applied research projects is also important. Linkages with, and the formation of, business associations, chambers of councils, and economic development agencies that help acquire and develop knowledge are also critical.

Smaller business without human resource departments operating in the north would benefit from being able to access expertise that would help them plan their human resource and training requirements. This would enable them to plan the development of Know-How skills by their northern employees in order to increase the quality of their services.

Actions that support business growth from Knowledge and Career development perspectives are as follows:

- *7.341 Business Development Events and Seminars* – These activities would provide northern business with opportunities to develop their skills and capacity in running their business. As well they can help provide information to business on latest developments in various industries like exploration, mining, and forestry, as well as consumer trends in industries such as tourism. They can inform business about potential customers. These activities such as the Northern Opportunities Forum build business' Know-What and Know-How knowledge.
- *7.342 Awareness of and Access to Business Development Information and Services* – An information campaign to northern business would help build awareness of available services through groups like Community Futures, and Square One. Awareness of online sources of information should be built as well. This action would build the Know-What knowledge of business owners.
- *7.343 Supporting Development of member groups like Chambers of Commerce, Economic Development Groups, and Industry Associations* – These member groups are instrumental in developing a region's business climate, and in providing opportunities for businesses to grow their knowledge levels. They are major vehicles for organizing activities through which business will develop Know-What, Know-How, and Know –Who knowledge. Through work being done by groups like the Saskatchewan Chamber of Commerce, and the Ministry of Economy there is now a Chamber of Commerce in one northern community, and as well a northern Economic Development Council has been established. Awareness and development of these member groups should be supported by any groups involved in economic development such as provincial ministries, business service organizations, as well as First Nation and community economic development organizations.
- *7.344 Facilitating an Increase in Awareness of Northern Business and Services* – Along with developing their capacity, Northern Businesses would benefit from developing business relationships outside the region. Services such as the northern business directory would provide individuals, business, and industry coming into the north with listings services available from northern business. Northern businesses should be made aware of the benefits of joining online

services and service networks such as the Saskatchewan Construction Association and the Saskatchewan Industrial Manufacturer's Association. The benefits of setting up northern trade shows outside the region should be investigated. Trade shows in a location such as Saskatoon would be a vehicle to raise the profile of northern business in general. These activities would increase northern businesses Know-Who knowledge.

- *7.345 Business support through Knowledge development and applied research projects –* Knowledge development is crucial to all sectors our economy. Research and knowledge development in and about the north has been going on for many years, but the degree to which the knowledge accumulated has come back to the north is limited. The limited knowledge coming back to the north hinders the competitiveness of northern business.

In a similar fashion to the ways that northern workers miss opportunities because they are not in decision makers' Know-Who networks, northern business misses opportunities through a lack of knowledge about projects and the companies operating in the area, and by not being in the Know-Who networks of those companies. Ways to link knowledge being developed about the north with northern companies should be developed, and a Northern Industry Education Council can play a role through the following potential activities which increase northern Know-What, Know-How, and Know-Who knowledge:

- Work with northern post-secondary institutions, particularly the Northlands College Mine School to access and develop technical and scientific Knowledge about the north that helps drive business development. An example is the use of local geological information in training northern students so they can bring that knowledge to the exploration industry.
- Promote use of Pre Cambrian Geological Laboratory in La Ronge to mining exploration companies. Develop further linkages between the lab, northern, and outside companies
- Create and publish data on mining exploration companies and landholdings in the north and upcoming required services
- Create and publish data on forestry companies in the north and upcoming required services
- Create northern liaison for research projects about the north, and serve to disseminate Knowledge developed
- Work with the University Of Saskatchewan International Center for Northern Governance and Development to help disseminate their research findings from projects such as their Northern Capacity Building through Entrepreneurship Project
- Build a list of links to publically accessible northern related research papers and documents, and publish the list for reference by northern business and institutions. Investigate the potential of this project to become a northern research library

- Work with development groups such as the International Minerals Innovation Institute (IMII), the Saskatchewan Mining Association (SMA), and FP Innovations to help disseminate industry and technical knowledge that they develop
 - Work with the Northern Labour Market Committee (NLMC) to disseminate information brought to their meetings
 - Be a facilitator of applied research projects that involve innovators and northern business/industry
 - Be a facilitator of Knowledge development and dissemination in smaller industries such as edible forest products
- *7.346 Business support through targeted training involving employer* – Work with small northern employers to help them access training that meets skill requirements. Facilitate discussions with training institutions that enable employers to get appropriate training and certification for their employees through a combination of institutional training and training on the job
- *7.347 Support for development of Blended Lifestyle friendly employment access* – Analyse labour market demand to determine seasonal and temporary employment and occupational possibilities. Dialogue with employers such as Kitsaki Projects that access projects and provide employment that fit with blended lifestyles to determine ways to support a mobile, project based, northern workforce. Work to determine growth potential of industries that support a blended lifestyle such as edible forest products. Determine optimal education and training levels for blended lifestyle practice. Provide career information and counselling that provides a blended lifestyle as a legitimate career option. Work to understand environmental impacts of fishing and hunting pressure of blended lifestyle practitioners. Create connections between traditional land users and resource development companies such as data on traplines and traditional land use as well as information on resource developers’ plans and landholdings.

As discussed in the Demographics and Economy section, and shown in figure 15, it appears that many northern families are engaged in blended lifestyles. This may partly be because the blended economy has cultural connections to the traditional northern aboriginal way of life. The understanding of the practice of the blended lifestyle by choice brings with it a few important possibilities: that welfare may be used to replace the income lost as short term work dries up, and that education may not be as important to families that live a blended economic lifestyle. However, since mainstream society clearly gives the message that one’s aspirations should be towards gaining education and entering the wage economy, northern families living a blended lifestyle and their children are conflicted between choosing the life they know and want and what they perceive mainstream society expects of them. These conflicts, added to the pressures of living in poverty and coming to terms with the echoes of colonialization and assimilation cause stresses in families that are evidenced by higher crime and suicide rates. This form of anomie is shared to some extent with indigenous populations in the rest of the province, Canada, and the world.

More work should be done to understand the translation of a blended lifestyle into the 21st century from a socio-economic perspective. Is it possible? What are the knowledge requirements of both the traditional pursuits and the wage pursuits of a blended lifestyle? Is an increased basic education or technical and trades training relevant? Are there ways to support the knowledge requirements of northerners pursuing a blended lifestyle while increasing their career options?