



# ANNUAL REPORT

## Second Year Activities of the *Maximizing Northern Employment (MNE) Strategy*

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Prepared for  
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## 1. INTRODUCTION

On September 22, 2000, the Executive Council of the Government of the Northwest Territories (GNWT) approved the Maximizing Northern Employment (MNE) Strategy. This included the allocation of approximately \$6.6 million annually, for four years, to address the training and employment needs of NWT residents. The nine initiatives developed under the MNE Strategy were created to provide residents with the training and skills necessary to take full advantage of the dramatic increase in economic activity in the NWT; they were designed to address real-life challenges that residents face in their efforts to be healthy, self-reliant and productive members of society.

One of the commitments made within the MNE Strategy was the preparation of an annual report to outline strategy activities. This is the second such annual report, and is designed to be a companion document to the *Evaluation Framework: Maximizing Northern Employment (MNE) Strategy*, which provides more details on measuring progress on strategy goals and objectives.

This report was prepared using program data and budgets from the various MNE Strategy initiatives, and it covers strategy activities undertaken during the 2002-03 fiscal year. The major sections of the report include:

- background (the context within which the strategy was developed);
- the main strategy activities for the period April 1, 2002 to March 31, 2003;
- a summary to date; and
- next steps.

## 2. BACKGROUND

The Members of the Fourteenth Legislative Assembly developed a common vision and direction to guide the work of the Legislative Assembly over the duration of their tenure. This vision was presented in the document *Towards a Better Tomorrow*. Four priority areas for action were initially identified by Cabinet to achieve this vision:

- early childhood development;
- building capacity;
- establishing an economic strategy; and
- creating a non-renewable resource development strategy.

Upon further examination of the issues, and considering the current economic environment, it became evident that while efforts existed in both the public and private sectors to support the employment of northerners, a coordinated government-wide approach to maximizing northern participation in all sectors would be beneficial. As a result, Cabinet identified a fifth priority: *Maximizing Northern Employment*. This priority was intended to capture both the government's role as an employer and its broader role in supporting northern employment on a territory-wide basis across all sectors.

### **The Current NWT Economy**

The NWT has entered a period of unprecedented economic activity led by the non-renewable resource sectors – diamond mining and oil and gas exploration in the Mackenzie Valley – and related secondary manufacturing of diamonds. This activity has led to a wide variety of direct and indirect business and employment opportunities for northerners in the private sector.

As the population and infrastructure of the north continues to grow, the public sector has a growing need for service providers such as teachers, nurses and other healthcare providers, engineers and tradespeople. These professionals are needed throughout the NWT for the long-term.

In addition, emerging self-governments and the corresponding development of regional and community capacity are quickly evolving and changing the governance and administrative structure of the NWT. With this change comes the need for more decision-makers and senior managers at the regional and local levels. These changes provide additional employment opportunities for northerners, often closer to home.

The prospects for economic growth, and regional and social development in the NWT have never been greater. Increasing opportunities for northerners to gain long-term employment is a key to individual and family economic self-sufficiency. While a number of northerners, particularly in smaller communities, will choose to continue a more traditional lifestyle, it is expected that many will decide to take advantage of new and existing employment opportunities. As more northerners are able to increase their income, it is expected that there could be a corresponding reduction in social costs resulting from increased nutrition and health, improved housing and reduced income support needs. However, progress in social development in the north could also be slowed by the immediate changes and impacts brought on by rapid economic development, resulting in substantial social disruption at the community and family level. Governments, in partnership with the private sector and non-government organizations, need to work together to plan for and minimize any negative social impact of this swift change.

There is also a concern that although there may be new jobs in the north from such industries as oil and gas and diamond mining, there may not be a match between the demands of industry and the supply of trained workers. The reality in the near future may be a north with both high unemployment and a high number of employment opportunities.

The GNWT has acknowledged these circumstances, and designed an intervention plan to address these issues. This intervention plan became the *Maximizing Northern Employment (MNE) Strategy*.

## The Goals of the MNE Strategy

Three over-arching goals form the foundation of the Maximizing Northern Employment Strategy. The strategy:

- 1) supports the creation of an economic environment which is favourable for investment and business activity;
- 2) promotes northern employment through all sectors of the economy; and
- 3) provides northerners with the support to prepare themselves for the opportunities available now, tomorrow and in the years to come.

These three goals are supported by activities which were undertaken through nine strategic initiatives (outlined next).

### 3. 2002-03 Activities

The nine initiatives of the MNE Strategy include:

- 1) the Aboriginal Government/Private Sector Partnership Fund;
- 2) the NWT Employment Support Initiative (NESI);
- 3) the Healthy Workplace Initiative (HWI);
- 4) the Northern Graduate Employment Program (NGEP);
- 5) the Northern Student Employment Program (NSEP);
- 6) Advanced Training Initiatives for the Oil and Gas Industry;
- 7) the Completion of the First Degree Program;
- 8) an Expanded Northern Teacher Education Program; and
- 9) the establishment of Student Success Centres.

For each initiative, this report provides a general program description, outlines the major activities undertaken during the fiscal year 2002/03, and details the allocated budget and actual expenditures. For some initiatives, commentaries from individuals who have participated in selected projects are also provided, as are participation statistics for Affirmative Action candidates.

Summary financial information for the overall MNE Strategy is included as Appendix I. This includes an outline of how much was budgeted for each initiative in 2002/03, how much was actually spent on each initiative, and any surplus or deficit that was accrued.

All nine of the initiatives were designed to support the three goals of the MNE Strategy:

- initiatives 1 and 2 support the first goal;
- initiatives 3 to 5 support the second goal; and
- initiatives 6 to 9 support the third goal.

More detail on how the activities of the nine initiatives support the overall MNE Strategy goals and objectives is provided in the document *Evaluation Framework: Maximizing Northern Employment (MNE) Strategy*.

## **Initiative #1: The Aboriginal Government/Private Sector Partnership Fund**

The Aboriginal Government/Private Sector Partnership Fund recognizes that the GNWT has a role to play in supporting Aboriginal organizations and the private sector in helping them realize their goal of recruiting and developing a northern workforce. The goal of the fund is to build partnerships that support the efforts of northern communities and private sector employers to maximize participation in priority sectors of the economy.

The GNWT supports the efforts of Aboriginal organizations and the private sector in the following ways:

- undertaking joint on-the-job training and development programs in priority sectors of the economy;
- providing a series of community based development workshops, in partnership with regional Aboriginal groups, in areas where industrial development is taking place;
- partnering directly with Aboriginal governments and businesses to support their work in developing human resource policies focused on northern employment and development;
- maximizing northern employment by working with employers and communities to develop work mobility initiatives.

The Aboriginal Government/Private Sector Partnership Fund is indirectly linked to a number of projects and proposals offered through Education, Culture and Employment (ECE), Resources, Wildlife and Economic Development (RWED) and Aurora College. This fund is particularly intended to support the goals and objectives set out in community benefit plans, land access agreements, impact and benefit agreements and socio-economic agreements. The primary goal of each of these agreements is to maximize their value through development of a skilled NWT workforce. In keeping with the principle of MNE, these partnerships are developed in an integrated and coordinated way.

Under the direction of the Deputy Minister, RWED, a committee made up of senior management from RWED, ECE and Aurora College was set up to oversee the implementation of the fund. A set of program guidelines was developed and distributed to all regional RWED and ECE offices. The program was advertised in news publications across the NWT.

In 2002/03, \$580,000 was allocated to this initiative. Funding was distributed in four key areas:

- Workplace Based Training;
- the Entrepreneurial Training and Tutoring Initiative;
- Human Resource Services; and
- Worker Mobility.

Due to an overwhelming response to the call for applications by businesses with training initiatives in priority sectors of the economy (i.e. Workplace Based Training), additional funding was secured from RWED and ECE. The total spent on the whole Aboriginal Government/Private Sector Partnership Fund was \$1,010,691.

### *Workplace Based Training*

Workplace based training was designed to promote “on-the-job” training initiatives which create new employment opportunities and enhance existing positions in priority sectors of the economy. Priority sectors included:

- oil and gas;
- transportation;
- construction;
- mining services;
- tourism/hospitality; and
- forestry and other resource based sectors.

Funding was restricted to these sectors, and related support services (such as business support services). The Minister of RWED determined which sectors received partnership funding on a priority basis. Additionally, the training initiatives must have lead to certification and/or recognized industry standards, and not be eligible for other sources of government funding.

The results for 2002/03 included:

- 33 projects were funded (at a total cost of \$694,775);
- 177 total trainees completed the program (at a cost of \$3,925/trainee);
- 130 of the 177 trainees (74%) were Affirmative Action candidates; and
- private businesses contributed an additional \$1,749,592 to the program.



The following charts show a breakdown of the trainees by priority sector and by region:

Priority Sector	# of Trainees
Oil and Gas	67
Transportation	36
Construction	8
Mining Services	39
Tourism	10
Business Support Services	7
Forestry	10
<b>TOTAL</b>	<b>177</b>

Region	# of Trainees
Deh Cho	27
Inuvik	24
North Slave	2
Sahtu	54
South Slave	18
Pan-Territorial	52
<b>TOTAL</b>	<b>177</b>

*The Entrepreneurial Training and Tutoring Initiative (ETTI)*

The purpose of the ETTI program was to provide participants with relevant skills and experience in the areas of entrepreneurship and small business development.

The course materials consisted of a series of self-guided modules that covered all aspects of planning and running a business. By the end of the course, successful students were to have developed an in-depth business plan and gained an overview of the factors involved in establishing a successful business. The course was delivered under contract by Aurora College.

Eighteen week ETTI programs were held in 11 NWT communities, and a total of 38 students participated, 30 (79%) of whom were Affirmative Action candidates. Of the 31 students who graduated, 28 were currently starting, diversifying, expanding or planning businesses. The cost of the ETTI program was \$80,000.

*Human Resource Services*

This fund was primarily directed toward Aboriginal organizations to assist in building their human resource capacity to prepare for opportunities associated with industrial development. The fund was managed in partnership with a broader Aboriginal capacity building fund approved by the Financial Management Board (FMB) as a supplementary appropriation (the *Partnerships with Aboriginal Governments* fund).

In 2002/03, \$200,000 was distributed under the program to the following:

- Inuvialuit Regional Corporation (IRC) (\$60,000) – for the Enhanced Employment Training and Support Services, Pre-employment Travel Assistance, and Information Services;

- Gwich'in Tribal Council (\$60,000) – for a Health, Safety and Environment (HSE) program development and Travel Assistance;
- Sahtu Dene Council (\$40,000) – for the establishment of a human resource office to help build Aboriginal capacity in the region; and
- Deh Cho (\$40,000) – for a Samba K'e Dev Corp Economic Planner, and a Ka'a Gee Tu First Nation Oil & Gas Coordinator.

*The Worker Mobility Program*

In order for drilling rig workers to maintain continuous employment and accumulate sufficient experience, they must be transported to areas where extended drilling programs are taking place. The fund provided travel assistance for NWT drill rig workers to travel to and from drill sites.

In 2002/03, three companies in the oil and gas sector received contributions totaling \$35,916 to support the costs of relocating northern workers to various job sites. Thirty (30) employees were assisted under the program, and of those 28 (or 95%) were Affirmative Action participants.

## **Initiative #2: The NWT Employment Support Initiative (NESI)**

Unemployment rates in smaller NWT communities are significantly higher than in larger communities like Yellowknife, Hay River, Fort Smith and Inuvik. While there are fewer people in the labour force in smaller communities, there are also fewer jobs. Renewed activity in the non-renewable resource sector is expected to create thousands of jobs throughout the NWT in the next few years. The goal of the NWT Employment Support Initiative (NESI) is to provide a range of employment supports to northern communities based on needs which are identified locally. The program partners also play a role in the success of the initiative. Partners include: ECE, the Department of Municipal and Community Affairs (MACA), Aurora College, the NWT Association of Municipalities, Human Resources Development Canada (HRDC) and Aboriginal and Community Governments.

NESI activities cover three key areas:

- Career Development – which includes any activity that helps people set and achieve life goals related to work and education. Some examples of these kinds of supports include: contracting services that provide individual and group career counseling and job search training, establishing individual career corners (which are small, accessible libraries stocked with career and labour market information), and supporting individuals who wish to develop and implement career action plans.
- Employment Development – which supports any activity in a community that improves the opportunity for individuals in that community to find, get and keep work. Some examples are: the creation and maintenance of a local human resource database, development of a system in the community for job postings, installation of software programs to help write resumes and cover letters on computers that are accessible by all members of the community, and counseling and information supports for residents who commute from a community to a worksite.
- Labour Force Development – which assists communities in their efforts to build capacity within the local workforce. Initiatives that help communities develop a local labour force include: training needs assessments, development of local long-term human resource plans, community planning strategies, marketing and promotional activities which encourage residents to return to school, and employer-based activities which support local recruitment and retention initiatives.

In 2002/03, \$150,000 in NESI funding was allocated to the three regional ECE offices (Inuvik, North Slave, South Slave). Just over 90% of the participants in the programs were Aboriginal.

*North Slave Region*

Gameti First Nation (\$17,000)

NESI contributed to the establishment of an Employment and Training Office in Rae Lakes to help local residents connect with job opportunities associated with resource development. The band contributed \$60,000 to the project. The Employment and Training Officer helped people identify skills, write resumes and communicate with employers. Fifty clients received counseling and 315 individuals were registered in the database. The Employment and Training Officer also helped to develop and deliver a Community Welding Program.

Native Women's Association (\$20,000)

NESI contributed to the development and delivery of the "*Focused on Career Building: Adult Literacy and Life Long Learning*" program – an Adult Literacy Basic Education (ALBE) program focused on aboriginal traditions and beliefs. Funding was also contributed from Community Skills for Work (\$35,000), the Aboriginal Human Resources Development Agreement (AHRDA) program (\$20,000), Yellowknife Dene First Nation (\$20,000), fundraising (\$27,000) and in-kind contributions (\$12,000). Approximately 28 women on income support participated in the program.

Side Door Youth Centre (\$15,000)

NESI contributed to the TYPE program for high risk out of school youth aged 18-30. They received upgrading, basic employability skills, counseling, coaching and pre-trades programming. Approximately 14 youth participated in the program. Social problems and attitudes of the youth are a barrier to many participants' success. Two students passed the trades entrance exam and found employment as a result. Alternative delivery methods are being considered for the future. The project also received funding from the Government of Canada (\$45,000), Canadian Mortgage and Housing Corporation (\$20,000) and the NWT Housing Corporation (\$10,000).

*Fort Smith Region*

Resources, Wildlife and Economic Development (\$15,000)

NESI contributed to the Worker Mobility Program that RWED delivers in the South Slave region to assist employers in hiring and moving workers in the region to remote job sites. Three employers received assistance under the program in 2002-2003: Veritas DGC Inc., Akita Drilling Ltd, and Ledcor Industrial Maintenance. A total of 30 trainees/workers were supported.

South Slave Divisional Education Council (SSDEC) (\$10,035)

NESI helped pay for five DEC staff to attend the LINX Conference. The DEC paid for their wages while NESI paid for flights, hotel and per diems. In addition, NESI contributed to 32 students participating in the *Power Up* conference in Yellowknife.

#### LINX Career Development Conference

Funding was obtained under NESI for staff from community bands to attend the conference (the bands paid the wages of the staff attending, while NESI funding covered flights, hotel and per diems). Participants included the following:

- Liidlil Koe First Nation (\$2,250) – 2 staff;
- Deh Cho First Nation (\$1,093) – 1 staff;
- Deninu Kue First Nation (\$1,094) – 1 staff;
- Lutsel K'e Dene Band (\$1,181) – 1 staff;
- Hay River Reserve (\$806) – 1 staff;
- Deh Gah Got'ie Dene Council (\$1,958) – 2 staff;

#### *Inuvik Region*

##### Inuvialuit Regional Corporation (\$21,942)

This contribution went towards a community employment officer workshop. An organizing committee that consisted of representatives from land claim organizations and ECE put together a 2.5 day training workshop for Community Employment Officers (CEO's). CEO's from all Beaufort Delta and Sahtu communities attended, except for Paulatuk and Holman. The first day everyone attended the Apprenticeship Forum hosted by ECE. The morning of the second day was spent at HRDC learning about application forms and how to help clients better. Lunch was served at Aurora College and a presentation was given about upcoming and currently available programs and services. The afternoon saw a session with Kirsti Muller about "Planning your own Professional Development" and tours of Inuvialuit Regional Corporation, Gwich'in Tribal Council and Education, Culture and Employment offices. The final morning consisted of an ECE programs and services session hosted by Debra English, Michael Saturnino and Kirsti Muller.

##### Hamlet of Paulatuk (\$1,246)

NESI helped pay for Paulatuk employment officer, Gilbert Thrasher Jr., to fly to Inuvik and get some extra training from HRDC and ECE staff. Gilbert was not able to attend the CEO Workshop that was put on in late January so this was his opportunity to get some one-on-one training from specific people in Inuvik. The Hamlet of Paulatuk paid for his wages while NESI paid for his flight, accommodations and per diem.

##### Sahtu Dene Council (SDC) (\$11,000)

A contribution was given to SDC to develop a client database of available workers with their skills, education and experience to assist claimants and employers in the region meet labour demand.

#### LINX Career Development Conference

Funding was obtained under NESI for the employment officers of community bands to attend the conference (the bands paid the wages of the staff attending, while NESI funding covered flights, hotel and per diems). Participants included the employment officer from the following:

- Tsiigehtchic Charter Community/Gwichya Gwich'in Council (\$1,474);
- Tuktoyaktuk Community Corporation (\$1,138); and
- Aklavik Indian Band (\$2,006)

Additionally, funding under NESI was used to help fund community employment officers for the Tsiigehtchic Charter Community/Gwichya Gwich'in Council (\$3,000) and the Tetlit Gwich'in Council (\$2,047). NESI helped pay for the wages, while the band councils provided wages, office space and supplies.

### Initiative #3: The Healthy Workplace Initiative (HWI)

The GNWT recognizes the benefits of a healthy work environment. It currently provides a range of services, benefits and programs for employees that promote and support a healthy workplace. Programs and services offered include those aimed at maintaining and improving the:

- physical environment of the workplace (7 programs);
- psychosocial environment of the workplace (12 programs); and
- personal health practices of the GNWT workforce (4 programs).

Collectively, these programs and services are known as the Healthy Workplace Initiative (HWI). The goal of the HWI is to increase employee awareness and understanding of the programs available within the GNWT which support a healthy workplace. Specifically, this includes:

- gauging employee awareness and understanding of GNWT healthy workplace program initiatives;
- assessing the value employees place on healthy workplace program initiatives;
- evaluating employee satisfaction with existing GNWT healthy workplace programs/policies and communication of these programs/policies; and
- obtaining ideas for new and/or improved healthy workplace programs and policies.

In the first year of the MNE strategy, a comprehensive healthy workplace program for employees was developed by the Financial Management Board Secretariat (FMBS), which compiled information on all of these services, benefits and programs into one inventory. GNWT employee feedback on the HWI was to be provided in two ways:

- through a 15 question survey; and
- through focus group sessions.

A consultant was chosen in the Spring of 2002 to undertake the surveys and focus group sessions. The survey went out to all employees on April 12, 2002 with a completion date of April 19<sup>th</sup>. Over 700 responses were received, with over half of the respondents completing the open-ended questions. Focus group sessions for Yellowknife were held April 30<sup>th</sup>, May 1<sup>st</sup> and May 2<sup>nd</sup>, 2002. Regional Sessions were held in Inuvik, Fort Smith, Fort Simpson and Hay River during the weeks of May 13 to 24, 2002. The consultant completed the final report of findings on May 30, 2002. The final report on the focus group and questionnaire results was made available to employees the last week of June. The final report is on the GNWT Website and there was a small feature on the results in *Bear Facts* in August, 2002.

The key findings of the surveys and focus groups were that:

- employees indicated that the most important defining characteristics of a healthy workplace were that it was: safe and secure; comfortable; attractive and clean; supportive; communicative; team-oriented; positive and fun; challenging; focused; and appreciative and respectful;
- employees were not satisfied in how these programs and policies are being communicated. There is a need to increase awareness and understanding of specific programs/policies to employees. These include the mentoring programs, career planning programs, the *GNWT Horizons* website, the protection from offensive behaviour policy, the orientation program, flexible work arrangements and secondments. An important target audience will be employees with less than five years of experience and employees when they are initially hired.
- there needs to be constant communication of these programs and policies through a variety of methods. Communication of the programs and policies through periodic distribution of hard copies of the collective agreements/Human Resources (HR) manuals and through departmental HR representatives should be continued. Additional methods to consider in the communications plan include using the website, offering orientation programs and employee workshops, training managers on programs and policies, and sending out pamphlets, brochures, and/or e-mails.
- overall, employees seem to be generally satisfied with the range of programs offered. However, there are specific programs and policies that employees are unsatisfied with. These programs include performance evaluation, the workplace conflict resolution policy, the mentoring program, violence in the workplace policy, the orientation program, and the protection from offensive behaviour policy.
- the survey indicated that the current healthy workplace program can be improved upon. Programs and policies need to be better communicated to all employees. In addition, many employees indicated in the survey that the existing programs are not being consistently applied and are not equally available.
- the employees also noted key programs and policies that are currently not provided for in the healthy workplace program initiative. The GNWT could explore adding programs and/or policies that promote the physical activity of the employees. Specific suggestions by employees included offering club or gym discounts, workout and/or shower facilities, flexible work hours, and wellness programs.
- finally, improving the comfort and safety of the workplace remains a critical employee concern.

Recommendations from the report will be provided to the Secretary of the Financial Management Board, who will then forward them to Cabinet.



#### Initiative #4: The Northern Graduate Employment Program (NGEP)

The Northern Graduate Employment Program (NGEP) is designed to assist recent post-secondary graduates with finding jobs related to their field of study. Graduates are given opportunities to apply their academic knowledge and develop relevant workplace skills.

The NGEP encompasses a series of seven programs designed to have all graduates stay in the north or return to the north to live and work:

- the *Graduate Employment and Promotion Campaign* is an information campaign aimed at graduates, advising them of job opportunities and promoting the benefits of living and working in the north;
- an expanded *Nurse Mentorship and Education Consultant Program* was designed to ensure that Graduate Nurses who are guaranteed employment by the GNWT are properly supported while they gain the expertise necessary to be successful as nurses in the NWT. Similar programs are in place to support *Graduate Social Workers* and *Graduate Teachers* as they make the transition from school to work.
- the *Graduate Intern Program* supports recent graduates through one-year employment terms that allow them to gain the work experience they need to compete for and win full-time jobs. The Graduate Internship positions are created by both GNWT departments and regional boards. A total of \$40,000 is available for each Internship position, while the department/board is responsible for providing the remaining funding for each position.
- the *Graduate Transition Program* applies to Northern Graduates whose field of study does not have direct application for jobs in government. The program assists private sector employers, community governments and non-governmental organizations who commit to hiring a northern graduate to work in the graduate's field of study. The program provides a subsidy of \$15,000 to the employer, and it is coordinated through the Department of the Executive.
- *Career Development Workshops* are designed for graduating students who are employed in the NWT. The information sessions and workshops focus on areas such as career opportunities in the NWT, career and financial planning, management skills, and labour relations.
- the GNWT offers a range of short-term employment programs for graduates of recognized post-secondary programs. The *Graduate Job Placement Support Program* allows graduating students to get the job experience they need to qualify for full-time positions.
- in order to ensure that these programs continue to meet the needs of employers and graduates, a series of *Graduate Exit Interviews* are conducted.

In 2002/03, a total of \$4,096,000 was allocated to the seven programs of the initiative listed above. Some of the highlights of the initiative included:

### *Graduate Intern Program*

- 52 Internships were created in 6 NWT communities (33 in Yellowknife, 7 in Fort Smith, 4 in Hay River, 3 in Inuvik, 3 in Norman Wells and 2 in Fort Simpson);
- at the completion of the Internships, 24 moved into term or casual work, 7 found casual work with the GNWT, and 1 each found work with the Government of Canada, the private sector, and a non-governmental organization;
- 88% of the supervisors surveyed would continue to participate in the program;
- 100% of the Interns were northern.

### *Graduate Transition Program*

- 9 transitions were undertaken in 4 NWT communities (6 in Yellowknife; 1 each in Hay River, Inuvik, and Tsiighetchic);
- 100% of the participants were northern.

### *Career Development Workshops*

- 5 workshops were conducted for graduating students who were employed in the NWT. These included: *Communications in the GNWT*; *De-Mystifying GNWT Staffing*; *Networking*; *Policy in the GNWT*; and *Cabinet Decision Papers*;
- 50 participants attended these workshops (41 from Yellowknife, 3 each from Hay River and Fort Smith; 2 from Inuvik; and 1 from Fort Simpson);
- 100% of the participants were northern.

### *Nurse Mentorship Program*

- 7 nurse mentors were hired;
- 14 nurse graduates received mentorship under the program;
- 71% of the nurse graduates were Affirmative Action candidates.

### *Graduate Employment for Teachers Program*

- 3 teacher graduates were hired under the program (1 each in Yellowknife, Fort Smith and Inuvik);
- 100% of the teacher graduates were northern.

## Comments on the Northern Graduate Employment Program (NGEP)



“My current position as an Early Childhood Coordinator has truly opened my eyes to the important role and tremendous impact that the GNWT has in developing resources for children and youth. My internship allowed me to develop strong decision-making and organizational skills, and my time management and team-working abilities have also improved significantly.

I am grateful for having the opportunity to work with the Department of Education, Culture and Employment. I have encountered a variety of learning opportunities such as seeing how the Legislative Assembly works observing early childhood educators from across Canada at Federal and Provincial levels. The learning opportunities and experiences granted to me over this past year have prepared me well for the remainder of my working career.”

Michelle Izzard  
Intern, Early Childhood Coordinator  
Department of Education, Culture and Employment

## Initiative #5: The Northern Student Employment Program (NSEP)

The Northern Student Employment Program (NSEP) offers NWT students in post-secondary education and new high school graduates a range of programs and services that provides easier access to work and labour market information related to employment in the public and private sector in the NWT.

The initiative has three goals:

- increase the number of northern students who find employment with the GNWT;
- increase the number of northern students who find employment in the NWT; and
- develop and maintain a relationship with NWT students and potential employers in either the public or private sectors in the NWT.

The NSEP encompasses a series of eight programs to assist NWT students in post-secondary education and new high school graduates:

- the *Summer Student Employment Program (SSEP)* is designed to ensure that northern post-secondary students receive priority consideration for casual employment each spring and summer from May 1 to August 31 with the GNWT. Students are those who were registered in a recognized post-secondary program the semester before May 1<sup>st</sup>, or who have proof of registration in the upcoming fall semester. Departments are required to follow the *Affirmative Action Policy* when hiring students.
- the *Student Orientation Program* ensures that newly hired GNWT summer students have a better understanding of government and their rights and responsibilities as employees.
- a *Progressive Work Experience Program* encourages departments to identify summer employment opportunities for students with stronger links to their area of study and to their eventual employment following graduation. The program allows students to build on the experience they have gained in previous years. Employers are eligible to receive a subsidy of up to \$5,000 for each student placed.
- *Increasing Awareness of Student Employment Opportunities* – government departments identify, as early as possible, summer employment opportunities for students. These are posted through the GNWT Employment Opportunities Bulletin and on the Summer Student Employment Website, resulting in increased awareness about opportunities for student employment.
- the *NorthWISE Summer Student Employment Website* allows students to apply for summer jobs online. The applications are stored in a database which registered NWT employers can access. The site is located at [www.northwise.ca](http://www.northwise.ca).

- a series of *Career Development Workshops* throughout the summer months help students and graduates find permanent employment with career planning tips, interview skills training, and other employment related training.
- the *Student Mentorship Program* provides support to students in their studies and encourages them to return to the north after graduation by fostering relationships between students and experienced GNWT employees. Students are matched with a mentor currently working in their area of study who can offer support, advice and guidance as students work through their post-secondary education.
- *Exit Interviews* are conducted with summer students and employers upon completion of summer employment terms. The information gathered is used to evaluate and make changes to the programs so that they continue to meet the needs of students and employers.

In 2002/03, a total of \$550,000 was allocated to the eight programs of the initiative listed above. Some of the highlights of the initiative included:

*Summer Student Employment Program (SSEP)*

- a total of 371 students were hired over the summer of 2002;
- the students were from all of the major regions of the NWT (Yellowknife – 244; South Slave – 91; Inuvik – 19; Deh Cho – 12; Sahtu – 5);
- 20 different GNWT departments, boards and agencies participated in the program;
- 337 (or 91%) of the participants were Affirmative Action candidates.

*Student Orientation Program*

- 50 students participated in the orientation program .

*Progressive Work Experience Program*

- 95 students participated in the program;
- 15 different GNWT departments, boards and agencies participated in the program;
- 100% of the participants were northern.

*NorthWISE Summer Student Employment Website*

- more than 200 employers signed up with the website;
- more than 800 students were registered with the website.

*Career Development Workshops*

- 5 workshops were held in the spring/summer of 2002 (*Resume Writing, Interview Skills, and Information Sessions on the Graduate Intern and Graduate Transition Programs*);
- 58 students participated in the workshops (40 from Yellowknife, 7 from Fort Smith, 6 from Hay River and 5 from Inuvik);
- 91% of the students participating were northern.

*Exit Interviews*

- of the 371 summer students in the Summer Student Employment Program, 147 (or 40%) completed exit interviews.

## Initiative #6: Advanced Training Initiatives for the Oil and Gas Industry

The goal of the Advanced Training Initiatives for the Oil and Gas Industry initiative is to support northern workers to acquire skill training for entry-level employment and for advancement in the industry. Through this initiative, greater numbers of northerners will have acquired the necessary skills to be able to work in the oil and gas industry. Additionally, more northerners will have access to training required to advance to positions beyond entry level.

Funding for this initiative is provided directly to ECE's regional Career Centres. This allows for regions to identify and address local training needs. Usually, proposals are submitted to regional offices for approval.

The budget of \$600,000 was allocated as follows:

Sahtu Region	\$150,000
Beaufort-Delta Region	\$150,000
Deh Cho/South Slave	\$150,000
TOJ Training Subsidy	\$150,000

In 2002/03, a total of 359 individuals participated in training programs funded through this initiative, and 34 individuals took part in Training-on-the-Job (TOJ) activities. Of the 393 individuals who were involved in these initiatives, 358 successfully completed their training. This represents a completion rate of 91%. A total of \$549,752 was spent on this initiative.

In the Deh Cho/South Slave Region, a total of \$184,626 was spent training 32 workers. The following chart outlines the specific training initiatives undertaken within the region.

### Oil and Gas Training – Deh Cho/South Slave Region

Training	Community	Project	Participants	Project Cost
Acho Dene First Nation	Fort Liard	Environmental Monitoring	6	32,610
Sambaa K'e Dene Band	Trout Lake	Camp Cooking	5	5,000
Deh Gah Gotie Dene Council	Fort Providence	Class 3 Driver Training	2	15,916
Naegha Zhia Inc.	Hay River Reserve	EMR Training	8	13,200
Carter Industries	Hay River Reserve	Snowmaking	3	11,200
ECE–Headquarters	---	Environmental Monitoring Standards Development	---	10,000

**Oil and Gas Training – Deh Cho/South Slave Region (continued)**

Training on the Job (TOJ)	Community	Project	Participants	Project Cost
Lidlii Kue First Nation	Fort Simpson	GIS - Calgary	1	10,000
Sambaa K'e Dene Band	Trout Lake	Heavy Equipment Operator	3	24,500
Akita Drilling	Deh Cho	Drill Rig Training	4	57,200
			32	184,626

In the Sahtu Region, a total of \$171,700 was spent training 42 workers. The following chart outlines the specific training initiatives undertaken within the region.

**Oil and Gas Training – Sahtu Region**

Training	Community	Project	Participants	Project Cost
Aurora College	Inuvik	Sahtu Service Rig Course	12	34,000
Ayoni Keh Land Corp.	Colville Lake	Oilfield Water Truck Training	1	16,300
Northern Cartrols	Norman Wells	Silicone Controlled Rectifiers	2	18,000
Ledcor Industrial Maintenance		"B" Pressure Certificate	2	5,100
Akita Drilling		Oilfield Boiler Course	2	2,000
Ledcor		Oilfield Work Experience	3	7,000
Ledcor		Oilfield Work Experience	3	7,500
Hodgson's Contracting		Class 1 Driver Training	1	5,000
Scott's Taxi		Class 1 Driver Training	1	5,000
Sahtu Divisional Education Council		Safety and Work Experience	7	12,500
Aurora College	Deline	Pre-trades Course	2	8,000



**Oil and Gas Training – Sahtu Region (continued)**

<b>Training on the Job (TOJ)</b>	<b>Community</b>	<b>Project</b>	<b>Participants</b>	<b>Project Cost</b>
J & P Lennie Services Ltd.	Norman Wells	Business Development Manager Trainee	1	N/A
Whiponic Wellputer Inc.		Industrial Warehouse Person	1	8,400
Canadian Helicopters		Dispatcher	1	12,000
Canadian Helicopters		Aircraft Maintenance Engineer	1	3,300
McCoy Enterprises Ltd.		Industrial Insulator	1	7,200
McCoy Enterprises Ltd.		Industrial Insulator	1	7,200
			42	171,700

In the Beaufort-Delta Region, a total of \$193,426 was spent training 284 workers. The following chart outlines the specific training initiatives undertaken within the region.

**Oil and Gas Training – Beaufort-Delta Region**

<b>Training</b>	<b>Community</b>	<b>Project</b>	<b>Participants</b>	<b>Project Cost</b>
Inuvialuit Regional Corporation (IRC)	Tuktoyaktuk, Inuvik & Aklavik	Environmental Monitor Training (EMT) – Phase 3	23	14,950*
Aurora College	Inuvik	Introduction to Welding	7	7,401
Aurora College	Ft. McPherson	Class 1 Driver Training	12	19,682
IRC & GTC	Beaufort-Delta	Health, Safety & Environmental Standards Coordinator	1	40,000
Aurora College	B/D and Sahtu	Oilfield Boiler Course	15	5,614
Aurora College	Fly in communities	Small Engine Repair	4	4,000
Aurora College	Tuktoyaktuk & Aklavik	Class 7 Driver Training	29	6,000
Joint Secretariat	Aklavik, Tuktoyaktuk, Holman, Sachs Harbour & Inuvik	Wildlife Monitoring Course	60	12,000
Aurora College	Inuvik	Collision Avoidance	15	7,723
Aurora College	Beaufort Delta	Mobile Introduction to Trades and Technology	96	8,000

**Oil and Gas Training – Beaufort-Delta Region (continued)**

Training on the Job (TOJ)	Community	Project	Participants	Project Cost
Veritas DCG Inc	Calgary	Training on the Job	2	3,208
Tsiigehtchic Charter Community	Tsiigehtchic	Kitchen Helper / Power House Trainee	3	14,577
Aklavik Indian Band	Aklavik	Skill for Work	1	6,037
Aklavik Indian Band	Aklavik	Labour Pool Funding	8	23,184
Renewable Resources Council of Fort McPherson	Fort McPherson	Portage Trail Project	6	6,000
			284	193,426

\*Other financial contributors to the EMT training include: RWED (\$50,000) and the IRC (\$100,000).

It is important to note that each of the regions had additional funding to support training initiatives related to oil and gas development. Additionally, without partnerships, successful industry-specific training is difficult to deliver. The Advanced Training Initiatives for the Oil and Gas Industry were delivered in partnership with a variety of organizations. Some of these included: Aurora College, The Petroleum Industry Training Service (PITS) and other appropriate southern training institutions, as well as oil and gas companies, Aboriginal organizations, Regional ECE offices and Indian and Northern Affairs Canada (INAC).

Some of the highlights of the Advanced Training Initiatives for the Oil and Gas Industry included:

*Environmental Monitoring Phase 3 – Advanced Oil and Gas Training*

This training program was run in Tuktoyaktuk, December 2-4, 2002. The program covered topics such as standard terms and conditions, examples from the field, recording and reporting, spill response and recognition and sampling procedures. There were various guest speakers from the Inuvialuit Land Administration and INAC.

*Introduction to Welding – Advanced Oil and Gas Training*

This training program was run in Inuvik June 24 - July 4, 2002. This is a pre-employment course designed to introduce oxy-acetylene equipment, metal arc-welding and gas arc welding.

*Truck Training Class 1 – Advanced Oil and Gas Training*

This course was run in Fort MacPherson May 21 - 31, 2002, and included four days of theory in a classroom setting, preparing students for their air brake exam. Following that, the students had 6 days of driving practice in a Class 1 truck.

*Town of Inuvik Skills Development for an on-site Work Program – Oil and Gas TOJ*

This program hired 5 employees for the January to March 2003 time period to train and work under Journey Welders, Crane Operators and foremen to build a steel bridge over Boot Lake Creek. The employees were also encouraged and supported (tuition paid for) to take part in a welding course two evenings a week at Aurora College.

*Tsiigehtchic Charter Community – Oil and Gas TOJ*

The community of Tsiigehtchic saw an opportunity to take advantage of a small drilling project happening in their area. They provided training for 2 Kitchen Helpers and 1 Power House Trainee from January 15 to February 15, 2003. The Kitchen Helpers were working with a Camp Cook, and the Power House Trainee worked under the supervision of a qualified Power House Engineer.

*Wildlife Monitoring Training – Advanced Training Oil & Gas*

The Wildlife Monitoring Training program was designed to provide participants from Tuktoyaktuk, Aklavik, and Inuvik with the additional information they require to be well-prepared and successful Wildlife Monitors. This training involved instruction from the local Hunters and Trappers Committees (HTC's), RWED officers, industry representatives, qualified Firearm Safety officers and First Aid/CPR instructors.

*Heavy Equipment Operator Training – Advanced Training Oil & Gas*

The Katlodeeche First Nation, along with Rowes Construction, Aurora College and the Career Centre worked in partnership to provide a Heavy Equipment Operator training program from September 23 – October 4, 2002 on the Hay River Reserve. A one-week theory course was offered by Aurora College followed by a one-week practicum delivered by Rowes Construction. Six students participated and successfully completed the course.

## Comments on the Advanced Training Initiatives for the Oil and Gas Industry



Nogha Engineering and Environmental Services of Fort Simpson trained 12 Deh Cho residents to work in the Geo Tech program on the proposed Mackenzie Gas Pipeline. over the winter of 2003/04.

The trainees are now capable of working on the geo technical drilling, topographical surveying and soils analysis components of the project. Peter Cazon Jr., one of the participants, said it was beneficial to get experience in each field: “ that way we understand why we are drilling and what the samples mean,” adding that “surveying, geophysical drilling and soil sampling each represent excellent career opportunities.”

### **Initiative #7: The Completion of the First Degree Program**

The Northwest Territories presently employs approximately 670 teachers in 51 schools located in 32 communities. As well, employees with a teaching background are often required by Aurora College, ECE and non-governmental organizations. In the 2000/2001 school year, 105 graduates of the Aurora College Teacher Education Diploma Program (ACTE) were employed as educators in the NWT.

Under the *Education Act* and associated Regulations, teachers with a Diploma must actively work towards a Bachelor of Education Degree within a defined timeframe in order to maintain their certification. Many of the teachers who graduate from the ACTE have limited access to education leave opportunities that would allow them to travel to southern Canada to complete their degree. Often financial responsibilities and extensive commitments in the community make it impossible for them to consider full time leave. These teachers may be interested in pursuing their studies on a part-time basis.

The goal of the Completion of the First Degree Program is to increase the opportunities for NWT teachers who want to complete their Bachelor of Education Degree. The program has two key elements:

- support for teachers for one year of full-time studies (including tuition, removal, benefits and 60% of salary); and
- further support for teachers through a \$10,000 bursary.

In 2002/03, \$338,675 was allocated for this program. During the 2002/03 fiscal year:

- 6 candidates were approved for the full-time component;
- these candidates were from the communities of Rae-Edzo, Fort Smith, Norman Wells, Inuvik, and Tuktoyaktuk;
- all candidates were working on the 3<sup>rd</sup> year of their degree (4 at the Aurora College Campus in Inuvik, 1 at the Aurora College Campus in Fort Smith, and 1 at the University of Saskatchewan);
- 2 candidates were approved for the bursary;
- these candidates were from the communities of Rae-Edzo and Fort Providence;
- 7 of the 8 candidates in the program were Aboriginal, the remaining candidate was also an Affirmative Action candidate.

## Comments on the Completion of the First Degree Program



“Ever since I was little, (still am) I wanted to be a teacher. I was very pleased when I was told that I was getting my education leave approved and paid by Maximizing Northern Employment (MNE). I wanted more, and I needed a challenge and a change in my life. I was determined to get my B.Ed. When I finally got to my convocation and graduation ceremony in May of 2003, I knew I had accomplished my dream. I want to thank the people from MNE from the bottom of my heart for supporting and letting me succeed in obtaining my B.Ed degree in Saskatoon. And I shall one day go back and go for my Masters. And that’s a promise!”

Cecilia Migwi  
Completion of First Degree Program Participant

## **Initiative #8: The Expanded Northern Teacher Education Program**

Teaching is a rewarding career and a sustainable source of employment for NWT residents. Teachers from the NWT understand their students and the community culture. They have a stake in the future of the territory. They provide continuity to school and community programs. Northern teachers also serve as role models for NWT children because they exemplify the ability of northerners to be professionals and leaders in their home communities.

A pilot project by Aurora College in the fall of 2000 demonstrated that enrolment in the Aurora College Teacher Education Program increased dramatically when the program was offered at the three campuses of Aurora College in Yellowknife, Inuvik and Fort Smith.

The objectives of the Expanded Northern Teacher Education Program were to

- increase enrollment in the Aurora College Teacher Education Program;
- increase access to the Aurora College Teacher Education Program at Aurora College campuses in Inuvik, Yellowknife and Fort Smith;
- plan for the delivery of a full Bachelor of Education Degree program at Thebacha Campus, Fort Smith; and
- increase the number of “made in the NWT” teachers.

In 2002/03, \$500,000 was allocated to the program (\$200,000 to the Yellowknife Campus, \$150,000 to the Inuvik Campus, and \$150,000 to the Bachelor of Education Degree Preparation and Planning Initiative).

During the year, a total of \$474,431 was spent. Highlights include:

- the “Access Year” and the “Diploma Year 2” components were offered at the Aurora Campus in Inuvik (at a cost of \$150,000);
- 3 full-time students were enrolled in the Access program, and 9 were enrolled in the Diploma program;
- the “Access Year” and Diploma Years 1 and 3 components were offered at the Yellowknife Campus (at a cost of \$200,000);
- 4 full-time students were enrolled in the Access program, and 30 were enrolled in the Diploma program;

- a total of \$98,791 was spent on development of the Bachelor of Education Degree Program for the Fort Smith campus, which included:
  - the development of the proposal – *Building Capacity: a Proposal to Expand the Aurora College Teacher Education Program*;
  - an external review of the Aurora College Teacher Education Program was conducted, including a final report with recommendations;
  - *the Symposium on Teacher Education* was held, with representation from all relevant stakeholders;
  - an expanded NWT Committee on Teacher Education was formed, (with broader representation) to respond to the report's recommendations;
  - a proposal describing the revised and extended program developed by Aurora College was presented to the University of Saskatchewan;
  - a full Bachelor of Education program is to be delivered on a pilot basis at Thebacha Campus, Fort Smith in 2004-2005.



## Comments on the Expanded Teacher Education Program



“The Teacher Education Program values the diversity of schools in the North, and shows a constant effort to include an Aboriginal perspective in the courses. When I attended school I did not have an Aboriginal teacher. As an Aboriginal student it is a difficult issue to grapple with. I think it is hard to always be taught only one perspective, and I want to be an Aboriginal teacher that respects all cultures. I think that Aurora College will help me become the teacher that I want to be.”

Marina Powless  
Teacher Education Program Student

### **Initiative #9: The Establishment of Student Success Centres (SSC's)**

Since 1997, the Northwest Territories has experienced a steady increase in the number of students graduating from high school and post-secondary institutions. Teachers and counselors play a significant role in encouraging academic success. However, many students require additional individual support if they are to attain that success.

A Student Success Centre (SSC) is one way to provide that individual support. Student Success Centres help students by:

- providing academic supports like tutoring and the development of study and Internet research skills;
- providing students with career development training and job search and resume writing skills;
- helping students with Prior Learning Credit Applications;
- helping students with applications to other post-secondary institutions;
- providing a writing centre for students to develop and improve their reading and writing skills; and
- ensuring that students are aware of employment options available through the Northern Student Employment program and the Northern Graduate Employment Program.

SSC staff work closely with school/college counselors so that students have additional supports that will help to ensure they are successful in their learning.

In 2002/03, \$180,000 was allocated to the Student Success Centres at each of the three campuses of Aurora College (at a budget of \$60,000 each).

#### *Aurora Campus*

- the Student Success Committee works with Student Services to provide supports to students;
- 6 workshops were delivered during the past year (*Drug Awareness, Bullying, True Colours*);
- a student ambassador flew to Sachs Harbour, Paulatuk and Holman to promote college programs and campus life to potential students;
- 3 tutors provided 70 hours of tutoring (January-March);

- An in-house TV system was installed to keep students informed of SSC, campus and community activities;
- students traveled from community learning centres to attend the *Career Quest Fair* in Inuvik in March;
- a total of \$58,885 was spent on the SSC in Inuvik.

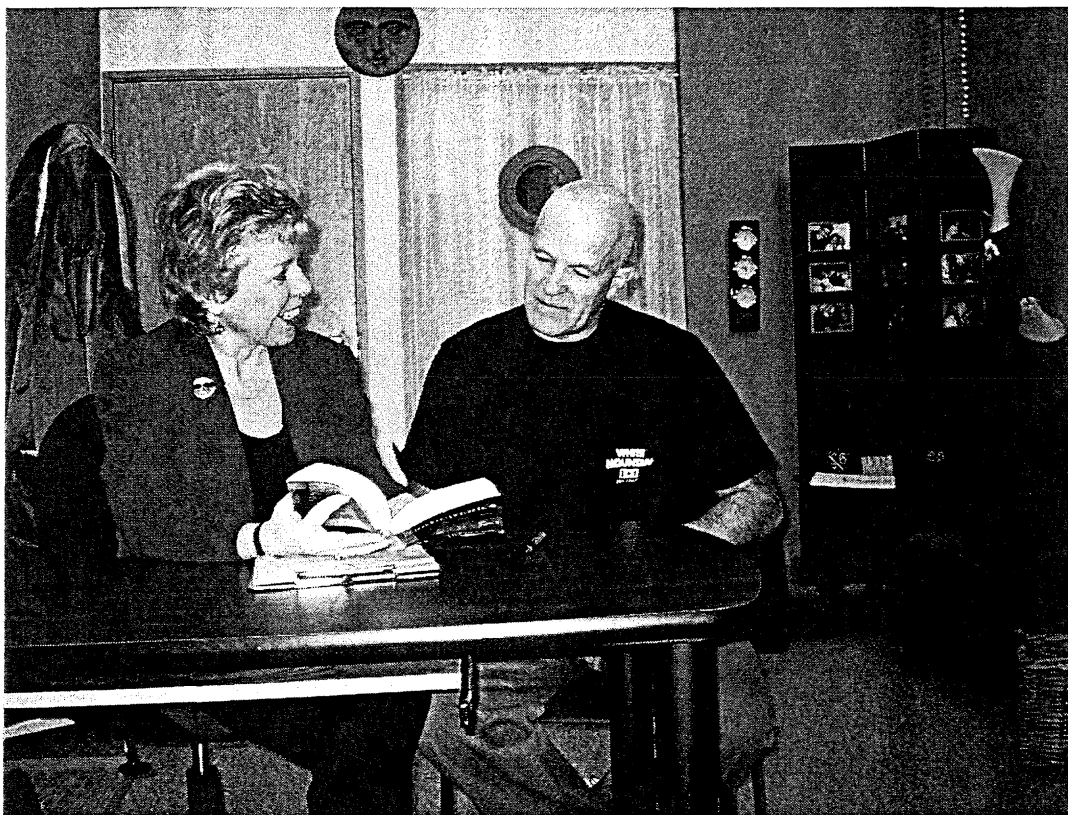
#### *Thebacha Campus*

- the SSC assisted students 250 times with individual requests including computer usage, resource sign-out, casual visits and tutoring;
- 32 different students used the center on a continuous basis;
- an average of 3 students per day accessed the centre;
- 21 workshops were delivered this past year including *Orientation to SSC, Time Management, Resume Writing, Budgeting, Study Skills and Job Search*;
- 12 part-time tutors were employed and received tutor training;
- weekly Adult Basic English and Math workshops were held in the evening throughout the year;
- student survey results rated the service provided as “good” to “excellent;”
- a total of \$61,275 was spent on the SSC in Fort Smith.

#### *Yellowknife Campus*

- 7 active volunteer tutors received training, and then worked at the centre;
- orientation sessions on SSC services were delivered to all staff and students;
- brown bag lunch drop-in sessions were offered weekly with an average of 2-3 students in attendance;
- 2-7 students per week accessed one on one support;
- 4 workshops were delivered this past year (*Resume Writing, Communication Skills*);
- the SSC Coordinator used the campus TV monitor system to communicate SSC and campus activities to students and staff, and also coordinated Aurora College Week activities;
- a total of \$68,575 was spent on the SSC in Yellowknife.

## Comments on the Student Success Centres



(Photo with Anne Kennedy, Coordinator, Student Success Center, Yellowknife Campus)

“With English being my second language, having the tutor program through the Student Success Centre has really helped me to better understand my classes. I get to practice the things that I do not know from my course work, and this helps me to better understand my courses. Having the one-on-one tutoring is especially useful. Because I am a shy person, I do not ask many questions in class; but I know that I can save my questions from class, and ask more about the subject during my tutoring session.

Without the SSC, it would have been very hard for me to progress in my program. And having the services provided free is great, as financially, it would have been very difficult to pay for tutoring services on my own.”

Allain Guerin  
Nursing Access Student  
Aurora College, Yellowknife Campus

#### 4. SUMMARY TO DATE

Improvements in the implementation of the MNE Strategy from the first year to the second year were seen in three key areas:

- an increase in the amount of the actual funding spent on strategy activities;
- an increase in the overall number of activities carried out; and
- improvements to the administration of the strategy.

##### *Funding*

In the first year of the strategy, \$5.4 million of the \$6.6 million in additional funding was spent on strategy activities. In 2002-03, \$6.2 million of the \$6.9 million was spent on strategy activities.

##### *Overall Activity*

As with many large and complex strategies, implementation tends to improve as activities unfold. Due to time and resource constraints, not all of the activities outlined in the original strategy action plan could be completed within the first full year of activity. However, as partnerships and resources have been developed, more and more of the activities have been completed. All of the 45 strategy activities are now in full swing.

##### *Administration*

The administration of the strategy has also improved during the second year of activity. The resources needed to effectively run strategy activities were developed during the first year, and some were revamped and streamlined in 2002-03 as a result of input and feedback from project participants.

**APPENDIX I: SUMMARY FINANCIAL INFORMATION 2002/03**

<b>Initiative</b>	<b>2002/03 Budget Amount</b>	<b>2002/03 Actual Amount</b>	<b>Surplus / &lt;Deficit&gt;</b>
Aboriginal Government – Private Sector Partnership Fund	580,000	Workplace Based Training 694,775 ETTI 80,000 Human Resource Services 200,000 Worker Mobility 35,916 1,010,691	<430,691>
NWT Employment Support Initiative	150,000	Inuvik Region 43,853 North Slave Region 33,417 South Slave Region 52,000 129,270	20,730
Healthy Workplace Initiative (HWI)	---	---	---
Northern Graduate Employment Program (NGEP)	4,096,000	3,217,706	878,294
Northern Student Employment Program (NSEP)	550,000	434,907	115,093
Advanced Training Initiatives for the Oil and Gas Industry	600,000	Deh Cho/South Slave 184,626 Beaufort-Delta 193,426 Sahtu 171,700 549,752	50,248
Completion of the First Degree Program	338,675	252,956	85,719
Expanded Teacher Education Program	500,000	Inuvik Campus 150,000 Yellowknife Campus 200,000 Development B.Ed Program 98,791 MNE Promo 25,640 474,431	25,569
Student Success Centres	180,000	Inuvik Campus 58,885 Yellowknife Campus 68,575 Fort Smith Campus 61,275 188,735	<8,735>
<b>TOTALS</b>	<b>6,994,675</b>	<b>6,258,448</b>	<b>736,227</b>