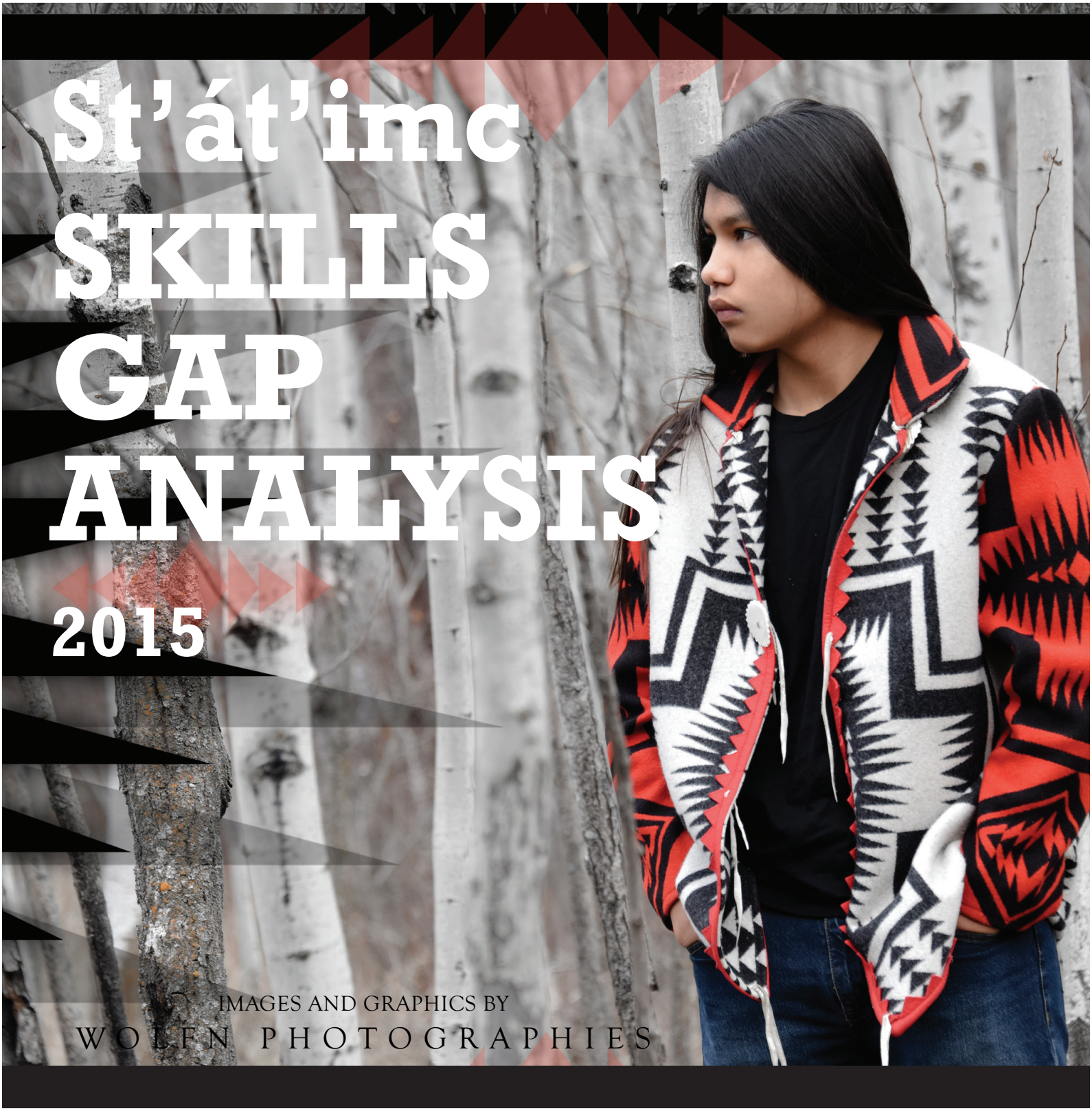
St'át'imc SKILLS GAP ANALYSIS

2015



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ST'ÁT'IMC
GOVERNMENT SERVICES

LETTER OF TRANSMITTAL

On behalf of the St'át'imc Human Resources Planning Committee, please accept this report as the final product of the St'át'imc Human Resources Planning Project.

The St'át'imc people and the businesses of the St'át'imc Territory appreciate the support of the Province of British Columbia through the contributions of the Labour Market Partnership project.

This St'át'imc Human Resources Planning Project provided valuable insight into both the skill needs of local and regional employers, and the skills capacity of the St'át'imc people. It also allowed us to hold numerous fruitful discussions with employers, community agencies, and training providers, which will allow us to work more closely together in the future.

Our hope is that we can now continue to the next stage, to identify and develop training options to meet the skills needs of the area employers, to allow our people to access long-term careers.

Sincerely,

Ernest Armann
Chair, St'át'imc Human Resources Planning Committee

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Acknowledgements

The St'át'imc Human Resources Planning Committee thanks Ernest Armann, Implementation Manager, for chairing the meeting and managing this project. The Committee also thanks Catherine Pascal, Employment Assistance Services Lead, Lower Stl'atl'imx Tribal Council, and Laura John, St'át'imc Education Training Manager, for liaison work with the committee and in the communities.

The Committee met on six separate occasions to discuss the Skills Gap Strategy project and meet with potential stakeholders on labour market developments. The Committee members include:

Bonnie Adolph
St'át'imc Eco Resources

Ernest Armann, Chair
St'át'imc Government Services

Angelo Beltrame
All Tech Line Contractors

Richard Blanchet
Innergex

Mike Coyne
Land and Sea Camp Services

Sarah Moberg
Tít'qet

Brenda Frank
Bridge River Xwisten

Laura John
St'át'imc Government Services

Lesley MacDonald
BC Hydro

Catherine Pascal
Lower Stl'atl'imx Tribal Council

Mandi Sellers
Com Tech Learning Solutions

The Committee would also like to thanks several organizations for sending representatives to our meetings to make us aware of their services and roles in the development of the skill sets of our community members.

We acknowledge:

- Mark Medonca, Owner Grimm's Deli & Gourmet
  - Director, Pemberton and Region Chamber of Commerce
  - Vice-President, Tourism Pemberton
- Ghazal Tohidi, Training Innovations,
  - WorkBC for Squamish, Whistler, Pemberton
- Gary McDermott, Director Aboriginal Initiatives, Industry Training Authority

COMMUNITY MEETINGS

Community	Engagement Team	Community Leadership
Xwísten – Bridge River	Linden Pinay Laura John	Bradley Jack: Administrator Valerie Adrian: Education Coordinator Penny James: Social Development Sharon James: Membership Bonnie Michael: Comprehensive Community Planner Gerald Michael: Council
Ts'kw'aylaxw - Pavilion	Laura John	Sherry Kane
Sekw'el'was - Cayoose Creek	Linden Pinay Laura John	Chief & Council
Tsalálh – Seton Lake	Linden Pinay Laura John	Roselle Peters: HR Cliff Casper: Councilor Phyllis Peters: Council
T'it'q'et - Lilooet	Linden Pinay Laura John	Susan Napoleon: Education Administrator Wendy Phair, Administrator
Xax'lip - Fountain	Linden Pinay Laura John	Cynthia Raynor: Economic Development Pauline Michell Lillian Saul: Education Lucy Saul: Social Development
N'Quatqua - Anderson Lake	Linden Pinay Laura John	Micah Thevarge: former Youth Worker Chief Harry O'Donaghey Julie Thevarge: Education
Xa'xtsa – Douglas	Linden Pinay	Rebecca Peters: Employment & Training
Skatin	Catherine Pascal Laura John	Keith Williams: Education Geneva Quipp: Administrator
Samahquam	Catherine Pascal Laura John	John Purcell: Education Madeline Williams: Social Development
Lil'wat – Mount Currie	Linden Pinay	Kerry McCaffrey Bernie Phillips
Lillooet Friendship Centre	Linden Pinay Laura John	Jack Ned: Employment Counsellor

INTRODUCTION

1.0 INTRODUCTION

1.1 OVERVIEW

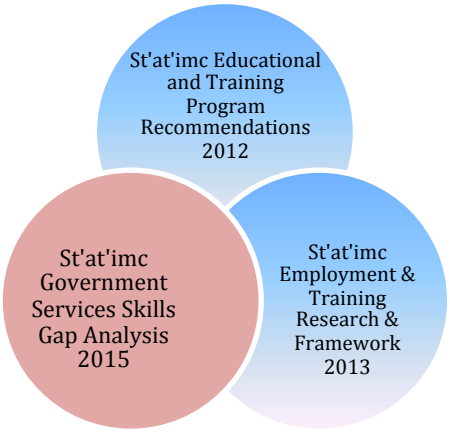
St'át'imc at a Crossroads

Job and Training Opportunities

The St'át'imc people are at a crossroads, as a recent settlement with BC Hydro and future clean energy power projects provide both opportunity and means to increase the skills of the St'át'imc people to maximize local employment and economic development opportunities. The region is home to employment opportunities in forestry, clean energy, tourism, utilities, and the service sector. The eleven St'át'imc communities are located between Whistler and Tsalálh / Seton Lake, and Harrison Lake and Churn Creek, with more than 6,900 members and over 4,700 residents.

In order to develop a comprehensive training and development strategy, the St'át'imc communities and governments must first understand the requirements of the upcoming employment opportunities, the skills of the people within the communities, and the gaps between them. In this way, the strategy would then have a clear definition of what it will try to achieve. The figure below is a diagram showing the key components of the skills gap analysis.

The 2014-2015 Skills Gap Analysis builds on several reports generated by the St'at'imc Education and Training (SET) program. St'at'imc Government Services and St'at'imc communities are building joint ventures, new partnerships with industry new relationships with major industry leaders such as B.C. Hydro and Innergex. Designing a process that works must build on these previous reports and provide a process for implementation of previous recommendations and advise. Together these reports provide a solid foundation for action.



The St'at'imc Educational and Training Program Recommendations focused on labour market research and program recommendations. The above-mentioned reports are an excellent source of data including Population Characteristics; workforce by Industry; Population Growth projections; and Education Statistics (Management, 2012). Pages 69-89 provide excellent information on each community. Program recommendations with specific reference to the SGS Skills Gap Analysis can be found on page 66-67 of the report specifically with

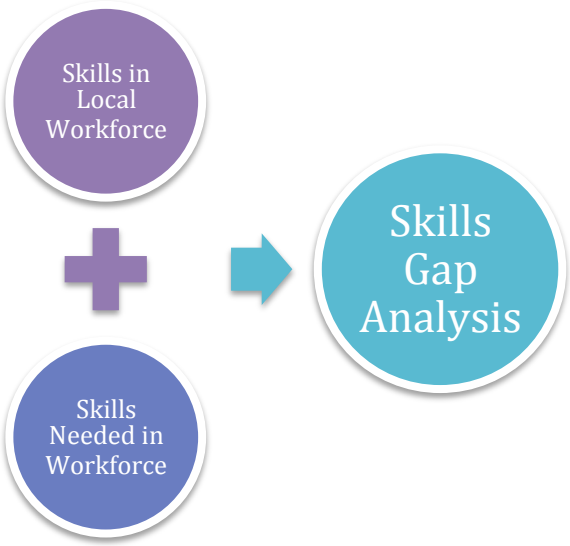
reference to recommendation #1 where long term education and training planning infrastructure is required, and in recommendation #2 to meet specific labour demand opportunities, requiring the identification of greater labour demands.

The SET Program Research & Framework Document, April 2013, was an inclusive framework from Early Childhood Education to Labour Market Jobs Training. The majority of the report's recommendations focused on the process of establishing the SET program. In the summary of recommendations item #5 Strategic Partnership Development suggests that partnerships must be strategically developed to align with SET programs. Item 5c suggests identifying and engaging Employment and Training partners and the development of a St'at'imc Employment and Training Centre.

Clearly, the two key reports highlight the need for long term planning to meet local labour demand and create training infrastructure to host local skills development.

The Skills Gap Analysis 2014-2015 identifies local employment demand and determines available skills at the community level. This report also provides recommendations and strategies to meet the skills required.

FIGURE 1: SKILLS GAP ANALYSIS



This report is the Skills Gap Analysis of the St'át'imc people and the local employment opportunities, conducted for the *St'át'imc Human Resources Planning Steering Committee*. The Ministry of Social Development and Social Innovation, through the Labour Market Partnership program, funds this project. The project Steering Committee is comprised of representatives from St'át'imc communities and local area employers, and is administered by St'át'imc Government Services.

1.2 SITUATIONAL CONTEXT

> *The St'át'imc are the original inhabitants of the territory which extends north to Churn Creek and to South French Bar; northwest to the headwaters of Bridge River; north and east toward Hat Creek Valley; east to the Big Slide; south to the island on Harrison Lake and west of the Fraser River to the headwaters of Lillooet River, Ryan River and Black Tusk*
>
> *The St'át'imc way of life is inseparably connected to the land. Our people use different locations throughout our territory of rivers, mountains and lakes, planning our trips with the best times to hunt and fish, harvest food and gather medicines. The lessons of living on the land are a large part of the inheritance passed on from St'át'imc elders to our children.*
>
> *As holders of one of the richest fisheries along the Fraser River, the St'át'imc defend and control a rich resource that feeds our people throughout the winter, and serves as a valued staple for trade with our neighboring nations. The St'át'imc can think of no other better place to live.*
>
> *Ci wa lh kalth ti tmicwa (the land is ours). The St'át'imc hold Title, rights and ownership to our territorial lands and resources. We are ucwalmicw (the people of the land). We are a nation, not an interest group. As proclaimed by our ancestors in the Declaration of the Lillooet Tribe, May 10, 1911: We claim that we are the rightful owners of our tribal territory and everything pertaining thereto. We have always lived in our country; at no time have we ever deserted it or left it to others. The source of these rights is St'át'imc law.*[1]

The St'át'imc Territory covers over 2.2 million hectares, of which 22% are provincial parks. The territory includes eleven communities, as well as the regional centres of Whistler, Pemberton, and Lillooet. See the map of the St'át'imc Territory on the next page. The St'át'imc communities include:

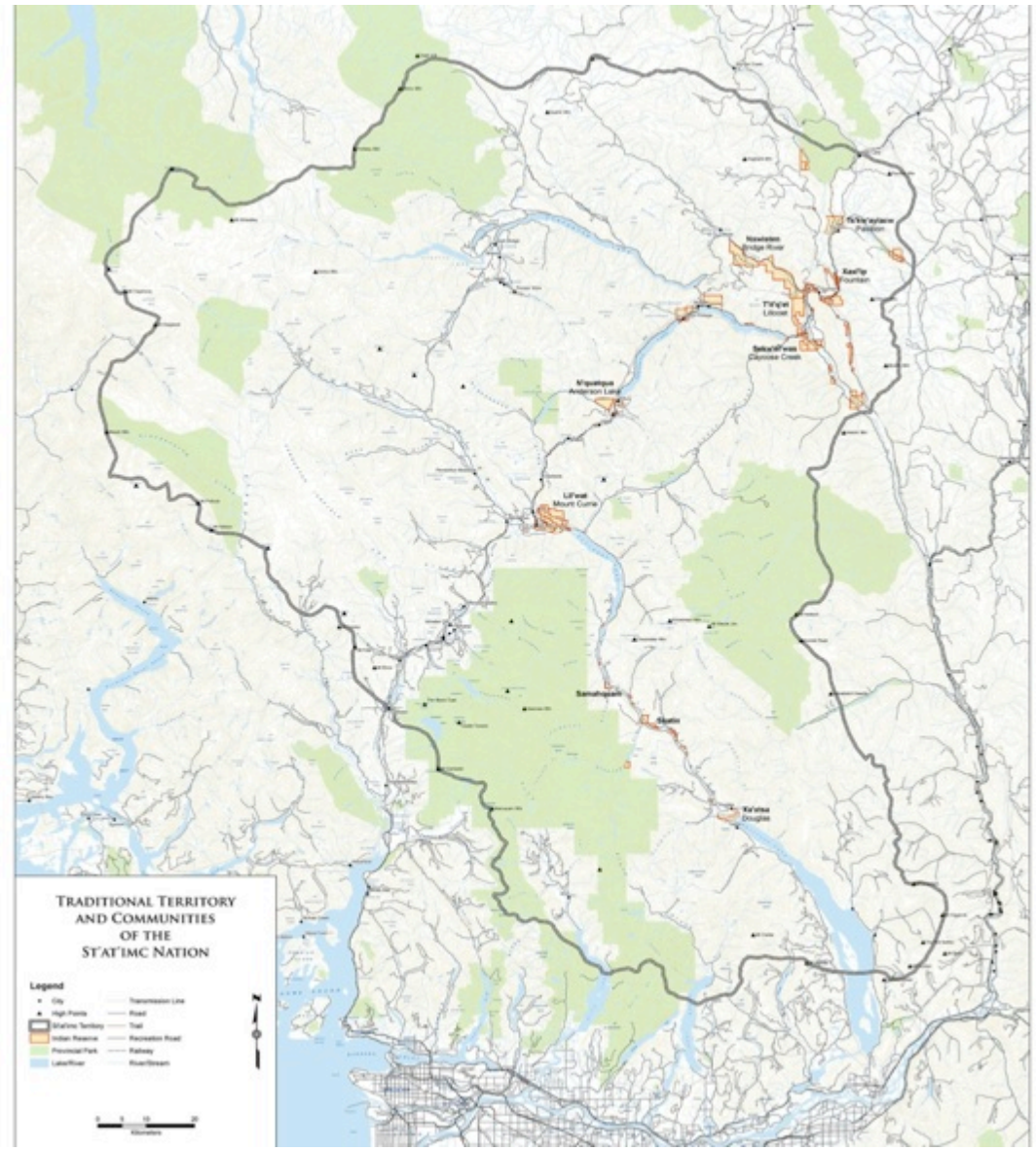
- Lil'wat – Mount Currie
- Xwísten – Bridge River
- Ts'kw'aylaxw - Pavilion
- Sekw'el'was - Cayoose Creek
- Tsalálh – Seton Lake
- T'it'q'et - Lilooet
- Xax'lip - Fountain
- N'Quatqua - Anderson Lake
- Xa'xtsa – Douglas
- Skatin
- Samahquam

The key industry in the region is natural resources, including forestry, mining and fishing, and has recently expanded to include small hydroelectric projects by BC Hydro and independent power producers through run-of-river projects. The region's economy also includes agriculture such as ranching, and tourism through the high luxury activities of Whistler, as well as lower-key tourism activities in the Pemberton region. As such, there are various retail and hospitality operators, but minimal government services, other than the St'át'imc communities themselves.

However, many of the communities within the region are not located near the areas of employment, resulting in weak connections to the local job market for many area residents. The community residents in general have low levels of high school completion and other post-secondary education, and limited experience in the labour market. As a result, even with the advent of local employment options, many residents are unprepared to access these jobs, while others are only in the lowest levels.

[1] www.statimc.ca/about

FIGURE 2: MAP OF ST'ÁT'IMC TERRITORY



In 2011, the St'át'imc communities signed the comprehensive St'át'imc *Hydro Settlement Agreement* with BC Hydro and the Province of British Columbia to address grievances related to the construction and operations of the BC Hydro facilities within the territory. The eleven St'át'imc communities are impacted by many BC Hydro operations, including: three dams, two reservoirs, four generating stations, and fifteen transmission circuits. The Settlement Agreement includes the creation of funds for education and training.

St'át'imc Government Services has an agreement with the Province of British Columbia, Ministry of Social Development and Social Innovation, Partnership and Innovation Fund to conduct a Skills Gap Analysis between July 2014 and Spring 2015. The Labour Market Partnerships Program provides funding to encourage and support employers, community groups and communities in developing plans and strategies to improve their capacity for meeting human resource requirements and implementing labour force adjustments.

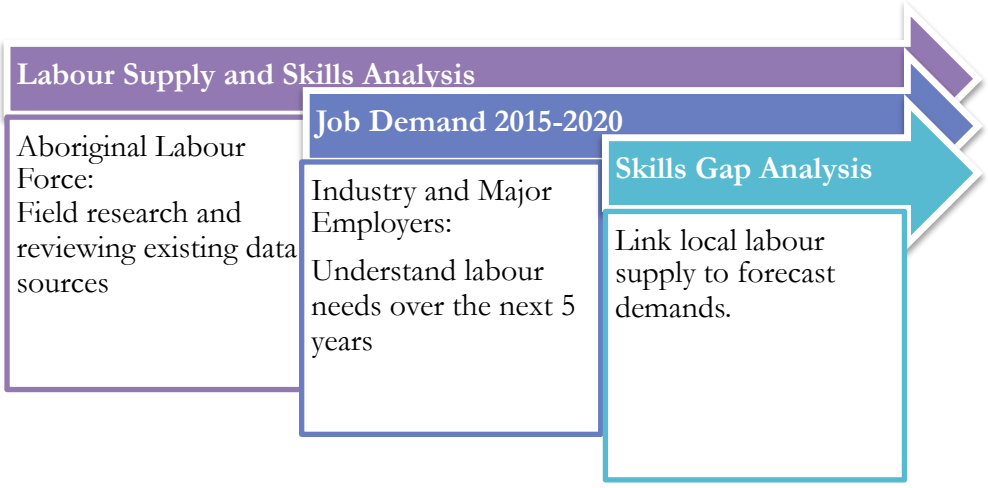
The labour market issue being addressed is the high unemployment and low skill levels of local Aboriginal working age population within the St'át'imc region. The St'át'imc desire is to participate in local economic development projects and this analysis will identify both jobs and demand for skilled workers as well as skill levels and community needs for skills training.

As an initial step, this Skills Gap Analysis was commissioned to determine the skills required to meet the expected employment opportunities in the region, both through the various power projects and over the longer-term. As well, the St'at'imc Educational and Training Program Recommendations, and SET Framework identified key industries including forestry, fishing, mining, education, health care, and administration.

This Skills Gap Analysis will also feed into larger initiatives including the SET Framework, which has four goals and seven objectives. This analysis supports the objective around both post-secondary education, and skills and employment training.

Section 2.0 of this report identifies the skill sets within the members and residents in the St'át'imc region. Section 3.0 identifies the employment prospects and skills required within the regional labour market. Section 4.0 identifies the gaps between what is required and what is present. The figure below is a simple graphic description of the Skills Gap Analysis. Section 5.0 presents a summary and strategic directions to address the skills gaps.

FIGURE 3: SKILLS GAP ANALYSIS FLOW CHART



1.3 REGIONAL SUPPORT AGENCIES

Wide-range of Training Partners

The St'át'imc Territory is large area and overlaps with several established regions in terms of data collection. The eleven St'át'imc communities and three significant towns are represented through three Regional Districts, two school districts, and three health regions, and serviced by two WorkBC Centres, three Chambers of Commerce, and three Aboriginal Skills Employment and Training (ASET) agencies. The key sets of employment and training service agencies in the region are described below, and presented in more detail in Appendix 1.

TRIBAL RESOURCES

Both the Lillooet Tribal Council (LTC) and the Lower Stl'atl'imx Tribal Council (LSTC) offered training services in the past three years. LSTC has an agreement with Stó:Lō Aboriginal Skills Employment Training to delivery Employment Assistance Services.

The LSTC and LTC have both provided leadership on behalf of member communities to promote skills training and learning opportunities. Partnerships exist with post-secondary training providers and include Capilano University (which partnered with LSTC in 2013 to provide a Construction Boot Camp and Essential Skills training). LTC has partnered with Thompson Rivers University (TRU) and the Nicola Valley Institute of Technology (NVIT) to support the delivery of skills training including Adult Basic Education and introduction to trades.

Past Experiences in training delivery were identified and could be categorized as follows.

Lillooet Tribal Council Region		
LTC training	T'it'q'et (Lillooet Band)	(Bridge River)
Partnership with Thompson Rivers University for Adult Basic Education leveraged with local ASET.	Experience with Introduction to trades with NVIT Mobile trades unit	Partnership with Vancouver Island University for Environmental Technicians certification.
Partnership with Simon Fraser University First Nations Outreach Program.		

Southern St'at'imc			
LSTC			
Partnership for skills training leveraged by ASET relationship			
2014-2015	Office Admin Hospitality	Key To Employment First Aid Level 3	Heavy Equipment Operator Camp Cook
2013-2014	Boot Camp Entrepreneur	Road Builders	Prepare for Employment & Lifelong Learning
2012-2013	Carpentry Level 1	First Aid Level 3	Small Business Development
2011-2012	Green Card and Power Saw Safety	Food Safe	Safety Training
2010-2011	Project Management	First Aid Level 1	First Aid Level 3

The limited number of past training programs is not significant to determine whether outcomes would indicate success. Most programs were full and demand driven. The need for additional skills training is evident by the community surveys and requests for additional training. A survey of all eleven St'át'imc communities asked if the community were interested in hosting skills training and the response was a resounding yes for all communities surveyed.

At the time of this report the only active skills training program was in Pemberton with LSTC hosting a Heavy Equipment Operators Apprenticeship program.

SCHOOL DISTRICT AFFILIATIONS

School District #48 Sea to Sky

- Lil'wat – Mount Currie
- N'Quatqua - Anderson Lake
- Xa'xtsa – Douglas
- Skatin
- Samahquam

School District #74 Gold Trail

- Xwísten – Bridge River
- Ts'kw'aylaxw – Pavilion
- Sekw'el'was - Cayoose Creek
- Tsalálh – Seton Lake
- T'it'q'et – Lilooet
- Xax'lip - Fountain

There is limited information about School District programs specifically for Aboriginal children or Adult education. At the time of this report, no adult training was being offered by either of the School Districts.

COLLEGES/ POST SECONDARY WORKING AT COMMUNITY LEVEL

- Nicola Valley Institute of Technology (no affiliation agreement) provides contract services to communities and mobile trades centre. Adult Basic Education
- Thompson Rivers University (no affiliation agreement) Adult Basic Education contract services.
- Capilano University affiliation agreement with Tzil Learning Centre: Lil'wat
- Vancouver Island University Environmental Tech (6 weeks course)
- Kwantlen Polytechnic University: Trades Campus: Cloverdale (Carpentry at LSTC)
- Simon Fraser University: First Nations Outreach Program

URBAN RESOURCES

WorkBC has offices in both Whistler and Pemberton and the Lillooet Friendship Centre provides employment assistance services to off reserve residents.

1.4 RESEARCH METHODOLOGY

The research for this study includes both secondary research of existing reports and data, as well as primary research including interviews and a survey, all validated with community discussions.

The Skills Gap Analysis first considered key studies, reports and strategies already commissioned by various St'át'imc government agencies, or other sources, including:

- Economic Development Assessment, Strategy and Action Plan; Squamish-Lillooet Regional District, District of Lillooet, Area A and Area B; December 2012
- How To Do Business With St'át'imc; St'át'imc Government Services; March 2013
- St'át'imc Education and Training Framework
- Sustainable SLRD, Integrated Sustainability Plan; Squamish-Lillooet Regional District; January 2013
- St'át'imc Education & Training Program Recommendations 2012
- Review of BC Hydro Annual Update for Operating Opportunities, Koho Power, 2014

- British Columbia Forest Sector Labour Market & Training Needs Analysis, BC Coastal Forest Industry Labour Market Information Working Group, 2013
- BC Major Projects Inventory, September 2014

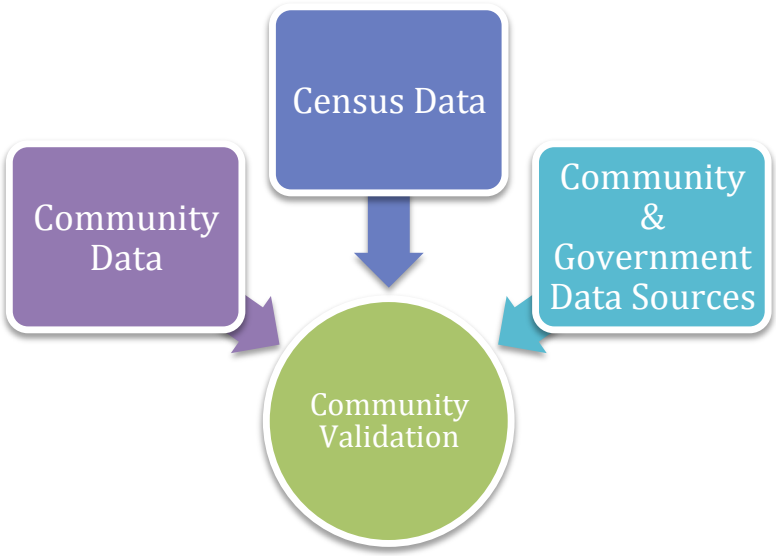
Once the basic data was compiled research began in two directions:

1. Community Data to determine the skill sets
2. Employer Data to determine the skill needs

1.4.1 COMMUNITY DATA – SKILL SETS

To gather data on the skill sets of the Aboriginal people in the region, the research team utilized the following tools as presented in Figure 4 and described below:

FIGURE 4: KEY SOURCES OF COMMUNITY SKILLS DATA



1. Population and skills data provided by St'át'imc communities:
   - Community websites and related reports
   - Interviews with community leaders and administrators
2. Population data provided by government sources:
   - BC Stats Regional Profiles
   - Aboriginal Affairs & Northern Development Canada – Registered Population, Census and National Health Survey data
3. Secondary data provided 2011 Census Data through specific data runs, then compiled for each community, district municipality, town, and Census sub-region for the entire area:
   - Basic Targeted Data
   - Detailed targeted Profile
   - Census Canada website

This data was then validated by representatives of each the St'át'imc communities. Data on the skills of the community members were confirmed and validated by representatives of the employment and training arms of the communities, as well as through discussion with the WorkBC Centres.

It must be recognized that the skill sets of members is both objective and subjective, and is temporal, as individuals constantly evolve in the development of the work related skill sets.

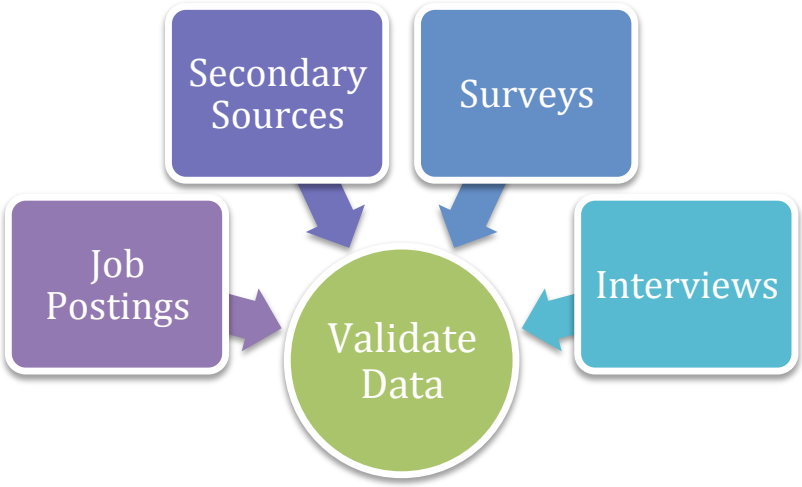
1.4.2 EMPLOYER DATA – SKILL SETS

The employer data is much more difficult to collect as it is time-specific, and difficult to accurately predict into the future. A significant number of new employment opportunities in the region are expected to be generated by the construction of BC Hydro and independent power projects, and through the regular employment in the region.

Another complicating factor is the unique labour market of Whistler. It is a major regional and international tourism destination site and generates large numbers of jobs or such a small community. Whistler is in a corner of the region that is relatively inaccessible on a daily basis for many of the St'át'imc community members.

Therefore, this report employed four main data collection sources, and was validated by the project Steering Committee, as presented in Figure 5 and described below:

FIGURE 5: KEY SOURCES OF EMPLOYER SKILLS DATA



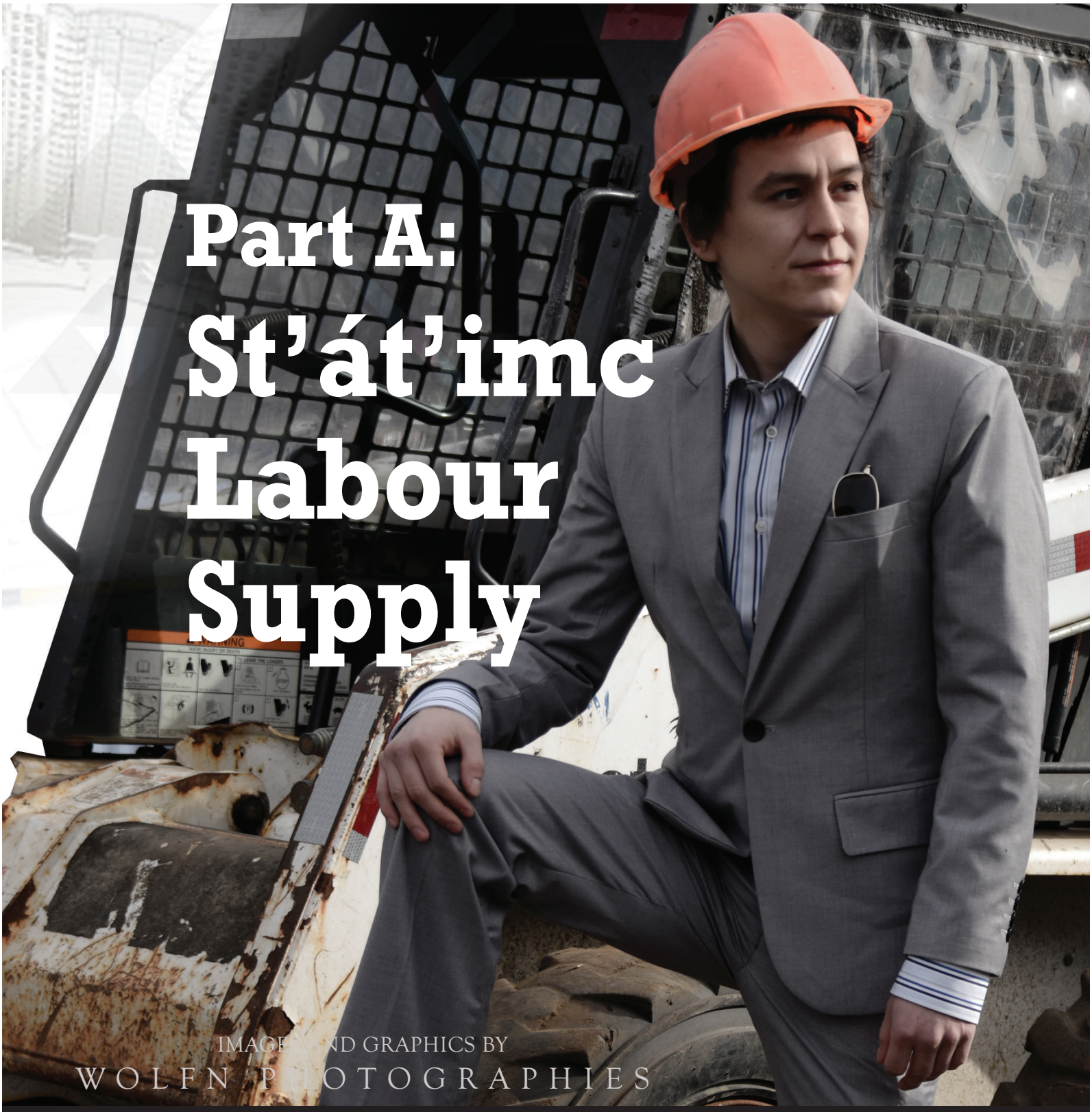
1. Fifteen Interviews with major employers in the region including construction, hospitality, forestry, utilities, community government, and business services, as well as with key service agencies such as WorkBC and Chambers of Commerce
2. An Employers Survey was administered through two BC Chambers of Commerce locations in Pemberton and Lillooet, resulting in ten responses. While these responses were too low to report on a quantitative basis, they yielded qualitative information that is included in the analysis of required skills.
3. Job Postings were captured during the last week of each month for four months starting in August 2014 and ending in November 2014. Job postings were collected online from WorkBC service centres, and pulling from over two-dozen job search websites, industry organizations, and local employers.

Every effort was made to capture all the jobs posted during the selected week, but some jobs may have been posted and pulled down before they were copied and analyzed.

4. Secondary Sources

The practice of compiling job postings is a practical way to understand employment demand within identified communities. The list of job posting sites used as sources for this data sample is not exhaustive, however it is comprehensive of all common avenues for advertising employment opportunities. The list below provides an excellent starting point for anyone wanting to survey job postings in St'át'imc Territory.

- Canada Job Mail
  www.canadajobmail.com
- Chamber of Commerce
  www.whistlerchamber.com/Employment-Resources/Job-Board.html
- Charity Village
  www.charityvillage.com
- Civic Info BC
  www.civicinfo.bc.ca
- Club Intrawest
  www.clubintrawest.com/public/en/careers/opportunities.asp
- Craigslist – Whistler
  www.whistler.craigslist.ca
- Eluta Whistler
  www.eluta.ca
- go2 jobs
  www.go2hr.ca
- Lillooet Municipal Government
  www.lillooetbc.ca/Municipal-Government/Employment-Opportunities.aspx
- Municipality of Whistler
  www.whistler.ca/jobs
- Simply Hired
  www.simplyhired.ca
- Squamish Lillooet Regional District
  www.slrd.bc.ca/siteengine/activepage.asp?PageID=78
- Tourism Whistler
  www.whistler.com/careers/
- Vancouver Coastal Health
  works.workopolis.com/customers/vcha/search
- Village of Pemberton
  www.pemberton.ca/municipal-hall/employment-opportunities/
- Whistler Platinum
  www.whistlerplatinum.com/employment/
- Whistler Sports Legacies
  www.whistlersportlegacies.com/employment
- WorkBC
  www.workbc.ca



Part A: St'át'imc Labour Supply

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SKILLS GAP ANALYSIS - 2015

ST'ÁT'IMC GOVERNMENT SERVICES

LSTC
Lower St'at'imx Tribal Council

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2.0 ST'ÁT'IMC SKILLS GAP ANALYSIS PART A: LABOUR SUPPLY

2.1 DEMOGRAPHICS OF THE ST'ÁT'IMC PEOPLE

6,904 St'át'imc Members - 4,739 St'át'imc Residents

Labour Force of 2,000 Workers

A demographic profile of the Aboriginal population of the St'át'imc Territory was developed specifically for this project, based upon the 2011 Census data. The specifics of the 2011 Census data collection of the region are described in Appendix 2. While this section provides an overview of the demographics and skills profiles based upon the St'át'imc Territory as a whole, it does not include the St'át'imc people away from home.

Below are a series of fours tables providing key demographic information highlights for the employment and skill level data. Appendix 3 presents a detailed breakdown of the population and labour force data by community.

FIGURE 6: ST'ÁT'IMC POPULATION

Membership	Residents	Non-Residents
6,904	4,739	2,165

FIGURE 7: ST'ÁT'IMC RESIDENT LABOUR FORCE

Resident Working Age	Not In Labour Force	Available Labour Force
3,530	1,550	1,980

FIGURE 8: ST'ÁT'IMC LABOUR FORCE RATES

Labour Force Participation	Employment	Unemployment
1,980	1,565	415
56.1%	79.0%	21.0%

FIGURE 9: ST'ÁT'IMC LEVELS OF HIGHEST EDUCATION

No Certificate, Diploma or Degree	High School or Equivalent	Apprenticeship Trades Certificate	College Certificate or Diploma	Bachelors Degree and Higher
995	975	635	650	160

2.1.1 ST'ÁT'IMC DEMOGRAPHIC HIGHLIGHTS

As of February 2015, there are 6,904 registered St'át'imc people, including 3,190 that live in the St'át'imc communities on Reserve.[2] While these figures are the most current, they do not take into account St'át'imc people that live off-Reserve in the St'át'imc Territory.

According to the 2011 Census, the Aboriginal population in St'át'imc Territory is 4,739 people in the eleven communities, plus the three towns (Whistler, Pemberton, and Lillooet), and the surrounding areas. The population includes 2,195 women, and 2,420 men, with a median age of 30.9 years old, much younger than the median age for British Columbia as a whole at 41.9 years of age.

The youth population is 605 people between 15 and 24 years old, with a further 920 people under the age of 14. The working age population is 3,530 people, aged 15-64 years old. Appendix 3 presents the demographic breakdown by age category and gender, with the showing the largest groups under 19 years of age, and between 35 and 55 years of age.

Please note that the 2011 Census figures are compiled from the figures of each community and Reserve, and are rounded to the nearest five. Therefore, many of the totals from one area may not quite add up to the total of another area.

As well, each set of figures starts with a different base number of people that reported on that topic, as not everyone provided details such as education, or employment data. So while there are a total of 4,739 people in the St'át'imc Territory that identify as Aboriginal, not all of those people responded to subsequent questions. For example, the data on employment below is based on 3,641 respondents, and the data for the education levels is based on 3,646 respondents. Appendix 2 provides more details on the data collection and reporting of the 2011 Census figures.

Therefore, the estimation on employment and skill levels within the St'át'imc communities and Territory are based on combining the Census data, with the data from the communities both quantitative and qualitative. No data set is perfect, as it not possible to have current and complete data on hundreds or thousands of individuals that are constantly changing. Individuals are in training, gaining skills, changing jobs, and moving. These data sets represent a time-based sample of skills and employment issues only.

2.1.2 ST'ÁT'IMC EMPLOYMENT AND SKILL DATA

Of the total labour force eligible population of 3,530 people aged 15 and older, 1,980 people were classified as in the labour force, and 1,550 people were classified as not in the labour force. Of those in the labour force, 1,565 were employed, 415 were unemployed, and 120 people were self-employed. Appendix 2 provides definitions of these terms.

[2] Aboriginal Affairs and Northern Development Canada, Registered Population, First Nations Profiles: http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/Index.aspx?lang=eng

However, since these figures are based on total respondent of 3,641 people, or about 76.8% of the total population, the employment data is revised in the table below, estimating the figures based on similar proportions to the full population. Figure 10 below shows the highlights of the employment and labour force data by Census 2011 results and the revised estimates.

FIGURE 10: ST'ÁT'IMC LABOUR FORCE INDICATORS (2011 CENSUS)

Labour Force Indicators	Resident Population	Revised Estimate
Not in the Labour Force	1,550	2,062
In the Labour Force *Labour Force Participation Rate*	1,980 *56.1%*	2,634
Employed *Employment Rate*	1,565 *79.0%*	2,082
Unemployed *Unemployment Rate*	415 *21.0%*	552
Total Labour Force	**3,530**	**4,696**

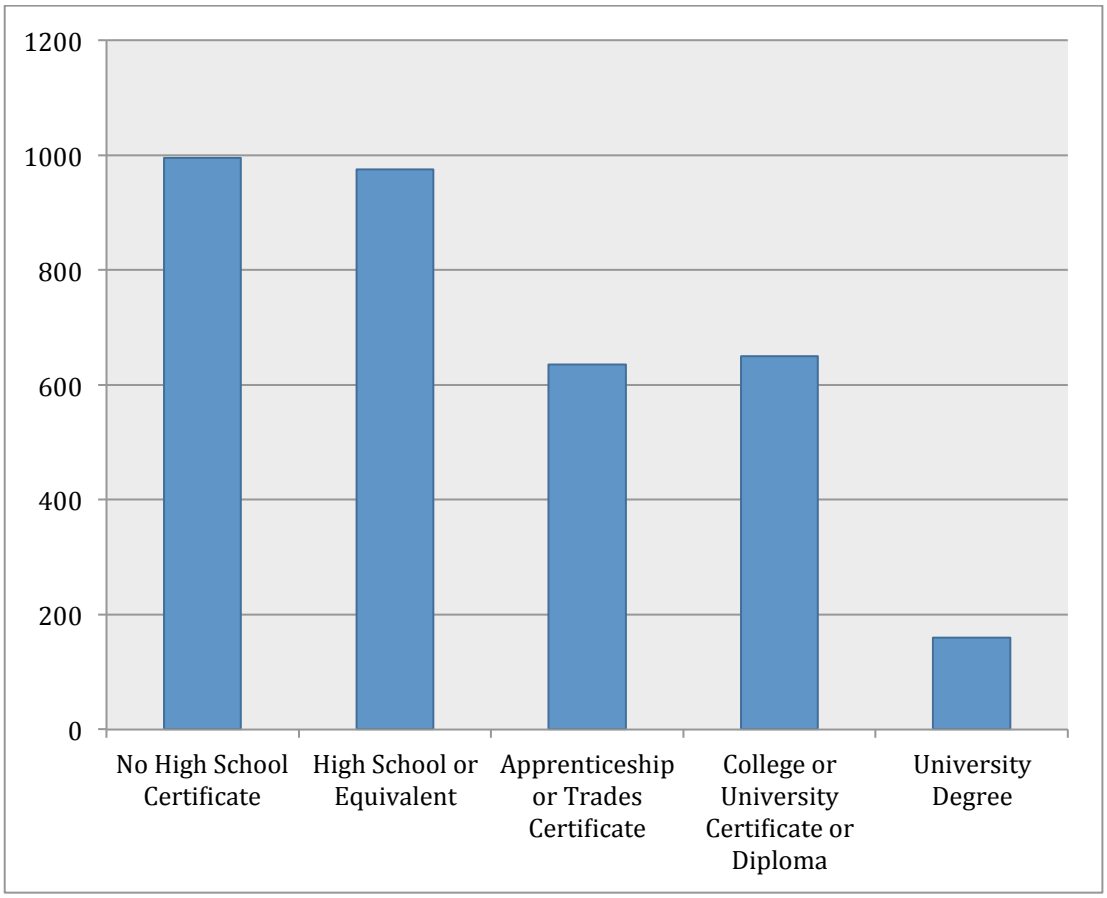
Of the total labour force population that reported education levels, 995 people had no high school certificate or diploma, while 975 people had high school or equivalent as their highest level of education. The St'át'imc have 635 people with an apprenticeship or trades certificate, 650 people with a college or university certificate, and 160 people with a bachelor's degree or higher. See the data and figure below.

Although there are a large proportion of people with no high school or just high school education, the St'át'imc people boast a significant number of with trades training and post secondary education.

FIGURE 11: ST'ÁT'IMC HIGHEST LEVEL OF EDUCATION (2011 CENSUS)

Highest Level of Education	Resident Population
No certificate, diploma or degree	995
High school diploma or equivalent	975
Apprenticeship or trades certificate or diploma	635
University or College certificate or diploma	650
University degree and above	160
Total Labour Force Reporting Education	**3,656**

FIGURE 12: ST'ÁT'IMC HIGHEST LEVEL OF EDUCATION (2011 CENSUS)



2.2 ST'ÁT'IMC COMMUNITIES

The 2011 Census data highlights each of the eleven St'át'imc communities and are presented in the table below. The figures include the 2015 Band Registration numbers, and the 2011 National Health Survey estimates for populations on-Reserve. These figures do not include the Aboriginal people living off reserve in the St'át'imc region.

The figures show the largest population in Mount Currie with over one-third of the entire St'át'imc population. Figures for Douglas First Nation were too small for the detailed Census report, so only the base population numbers are available. The figures for the St'át'imc people away from home are not included in this report, but could be part of a larger study.

As with most large data sets, the 2011 Census figures are more reliable for the region than for each community – the numbers are a better reflection of a larger population than a small community. Although the Census data is the largest collection of personal data in Canada, most individuals complete the so-called short-form Census. Therefore, the detailed employment and education data are derived from estimates, and not actual complete responses, and can appear skewed for smaller communities.

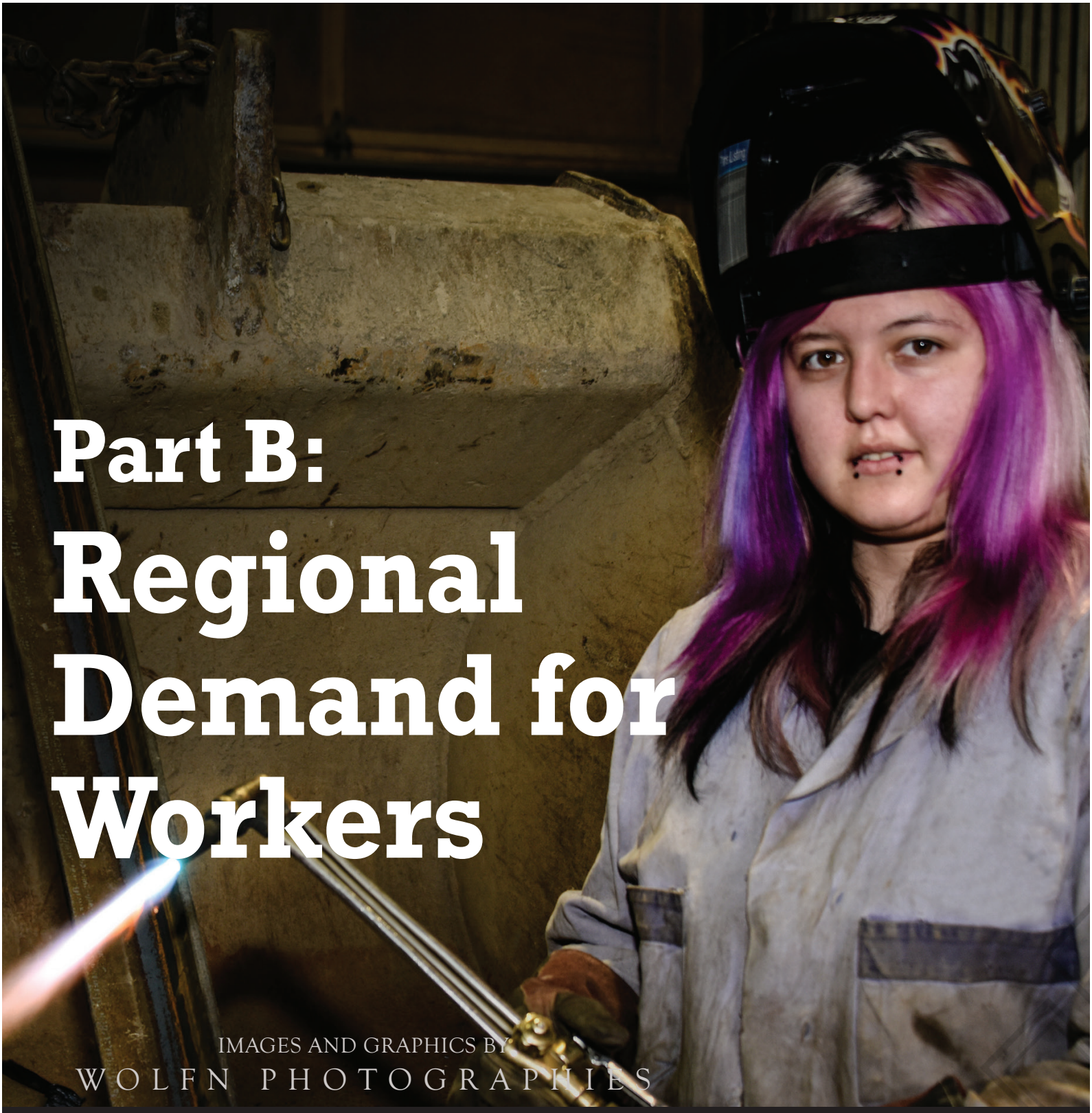
The Census Data on a community-by-community level needs to be viewed not as an absolute, but rather as a reflection. As with any Census data, they only reflect the responses of those in the community that actually responded to the Census.

FIGURE 13: ST'ÁT'IMC COMMUNITIES DEMOGRAPHIC HIGHLIGHTS

Item	Mount Currie Lil'wat	Bridge River Nxwisten	Pavilion Ts'kw'aylaxw	Cayoose Creek Sekw'el'was	Seton Lake Tsalálh	Lilooet T'it'q'et	Fountain Xax'lip	Anderson Lake N'quatqua	Douglas Xa'tsa	Skatin	Samahquam
Band Population[3]	2,155	453	555	198	673	417	1,026	348	297	420	362
In Community [4]	1,405	235	120	80	255	270	285	300	45	105	90
2011 Census Data – Aboriginal Identity Population Living On-Reserve											
Population	1,365	225	118	55	210	245	245	285	36	105	85
Men	710	110	65	30	105	130	90	145	18	55	50
Women	655	115	50	30	105	120	90	140	18	45	35
Median Age	28.5	31.1	39.0	43.6	31.6	34.1	35.5	33.1	-	29.5	30.6
Labour Force Participation (Rate)	540 55.1%	110 64.7%	30 77.8%	30 63.6%	80 51.6%	125 61.5%	110 59.0%	110 48.8%	-	35 46.7%	30 54.5%
Employed (Rate)	370 68.5%	65 59.1%	25 71.4	25 71.4%	60 75.0%	90 75.0%	75 65.2%	80 76.2%	-	25 71.4%	10 33.3%
Unemployed (Rate)	170 31.5%	45 40.9%	10 28.6%	10 28.6%	20 25.0%	30 25.0%	40 34.8%	25 23.8%	-	10 28.6%	20 66.7%

[3] Aboriginal Affairs and Northern Development Canada, Registered Population, First Nations Profiles: http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/Index.aspx?lang=eng

[4] National Health Survey and 2011 Census (expect Douglas; 2006 Census), as reported in First Nations Profiles: http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/Index.aspx?lang=eng



Part B: Regional Demand for Workers

IMAGES AND GRAPHICS BY
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SKILLS GAP ANALYSIS - 2015

ST'ÁT'IMC GOVERNMENT SERVICES

LSTC Lower Stl'atl'imx Tribal Council

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3.0 ST'ÁT'IMC SKILLS GAP ANALYSIS PART B: LABOUR DEMAND

St'át'imc Employment Prospects On the Rise

3.1 EMPLOYMENT OVERVIEW

The St'át'imc region is predominantly a natural resource based economy of forestry, fishing and mining. It also boasts a significant tourism and hospitality business in the Whistler region, with tourism and business service opportunities expanding from Whistler east. The region also provides a significant number of jobs within the band and government services. Outside of these opportunities, the most significant developments in the region have been the BC Hydro dams and generators, and power projects.

Employment over the next ten years looks extremely positive, with forestry on the rise, new power projects planned, and significant upgrades to BC Hydro facilities scheduled. New opportunities are being generated through tourism and hospitality activities. Additionally, the regional population continues to access employment through the eleven St'át'imc communities and their various service agencies and economic development corporations.

The survey and interviews with employers and Chambers of Commerce all identified work ethic, attitude, and basic work skills as the key requirement for entry-level opportunities. While certain certificates like Food Safe, a drivers' license, or WHIMIS, may be required, there is a process in place for that. It is the basic work place attitude that is the most common barrier cited. Employers typically determine the work ethic and attitude through resumes, where they look for the completion of high school, drivers license, and a pattern of work experience. Employers also determine attitude through interview questions and answers. Once on the job, an employee's attitude is often reflected in their handling of safety issues.

Other skills like problem solving and people skills are cited as required for advancing through the workforce. These skills are required by supervisors, managers, and sales staff.

This section will look at the major projects expected in the region, as well as the current development projects of BC Hydro, independent power projects, forestry, tourism and hospitality, business services, and education and health services. High demand occupations will then be identified and analyzed for their required skills, certificates, and requirements.

The figure below shows how the demand for workers can be viewed starting with local demand, followed by regional and provincial, as most of the local residents want work in their communities.

FIGURE 14: HIERARCHY OF EMPLOYMENT DEMAND

3.2 ST'ÁT'IMC REGIONAL EMPLOYMENT

Key Drivers of Employment

Forestry - Power Projects - Construction - Tourism - Services

There is a wide-range of employers within the St'át'imc region from tourism to clean energy. Information on the occupations and required skills was derived from a combination of posted employment opportunities, interviews with employers and industry associations, and data from employers and industry sources.

3.2.1 LOCAL AND REGIONAL DEMAND: WORKBC JOB POSTINGS

Over four months, a total of 343 job postings were collected through WorkBC. The majority (308) of the job posting were for opportunities in Whistler, followed by 24 opportunities posted for Pemberton, 7 for Lillooet, and 4 for Mt. Currie. This sample is heavily weighted toward opportunities in Whistler, as it is the largest of the communities examined, and its labour market is characterized by seasonality and a transient labour supply. Opportunities in Whistler are often advertised in major city centers like Vancouver and Victoria in order to attract the necessary workers to the area.

There were significantly more jobs posted (125) in November than in the other months, which reflects the winter tourism season in Whistler and Pemberton. The table below shows the break down of job postings by community and by month.

FIGURE 15: 2014 WORKBC REGIONAL JOB POSTINGS BY MONTH

Month	Whistler	Pemberton	Lillooet	Mt. Currie	Total
August	90	3	2	1	**96**
September	50	5	1	-	**56**
October	58	6	2	-	**66**
November	111	10	1	3	**125**
Total	**308**	**24**	**7**	**4**	**343**
% of Total	**90%**	**7%**	**2%**	**1%**	**100%**

Once collected, the job postings were organized by occupational group in order to facilitate analysis. The top occupational groups were Accommodations & Food Services (33%), Retail & Sales (21%), Business & Government Services (13%), and Trades & Labour (13%).

As in the rest of the province, service sector jobs dominated the job-posting sample. This is also indicative of the strength of tourism in the Whistler area, where Accommodations & Services and Retail Sales related jobs made up 56% of the jobs posted. A note of caution about the job postings in Whistler – these jobs do not necessarily reflect the same opportunities in other parts of the region. Whistler is an international tourism destination resort, and their needs for hotel staff, chefs, and servers, are far beyond those of a local coffee shop in a smaller community. As well, it is located in a corner of the St'át'imc region, really only accessible on a daily commuter basis for residents in Whistler or Mount Currie.

Looking past the jobs advertised in Whistler, and focusing on the smaller communities of Pemberton, Lillooet, and Mt. Currie, the most common jobs posted are in Businesses Services, Health Care & Social Services, and Trades & Labour. The following table provides more detail on the number job postings by industry and by community.

FIGURE 16: WORKBC REGIONAL JOB POSTINGS BY INDUSTRY (2014)

Industry	Whistler	Pemberton	Lillooet	Mt. Currie	Total
Accommodations & Food Services	112	2	0	0	114
Business & Government Services	36	7	2	0	45
Educational Services	3	0	2	1	6
Health Care & Social Services	15	5	0	3	23
Information, Culture & Recreation	21	1	1	0	23
Other	2	0	0	0	2
Retail & Wholesale	68	3	0	0	71
Scientific & Technical	3	1	0	0	4
Trades & Labour	39	4	2	0	45
Transportation	9	1	0	0	10
Total	**308**	**24**	**7**	**4**	**343**

3.2.2 BC MAJOR PROJECTS

The BC Major Projects Inventory (MPI) provides a useful lens through which to view upcoming and ongoing regional employment opportunities. The MPI lists all projects with a capital cost of at least $20 million within the Lower Mainland and projects valued at $15 million or more apiece in the rest of BC. St'át'imc Territory is included in the Mainland/Southwest Regional District, thus only projects valued at or above $20 million are included.

The following tables provide an overview of the major projects proposed, and under construction across the St'át'imc Territory. The location noted is the closest population centre from the project.

The figure below shows the eight major projects currently proposed in the St'át'imc Territory. There are three hydroelectric projects and one geothermal project near Pemberton for a total estimated cost of an impressive $919 million. In Whistler there is a housing development, a tennis club, university infrastructure, and a wind farm proposed for a total estimated cost of $420 million. The total estimated cost for the proposed major projects in the region is $1.34 billion.

FIGURE 17: PROPOSED BC MAJOR PROJECTS IN REGION, SEPTEMBER 2014[5]

Location	Project	Company	Description	Cost (million)
Pemberton	Gun Creek Hydroelectric Project	Creek Power Inc.	36 MW run-of-river hydroelectric project located near Pemberton is listed in the BC Hydro 2008 Clean Power Call.	$108
Pemberton	Hurley River Watershed Hydropower Project	Hurley River Hydro LP	46 MW run-of-river hydroelectric project located near Pemberton would divert flow of Hurley River to a powerhouse into Downton Lake above Lajoie Dam.	$138
Pemberton	Ryan River Hydro Project	Ryan River Joint Venture	Proposed 145 MW run-of-river hydroelectric power project on the Ryan River 7 km north of Pemberton, joint venture with Ryan River Power and Regional Power	$273
Pemberton Region	South Meager Creek Geothermal	Western GeoPower Corporation	A proposed 100 MW to 250 MW geothermal electric power plant located 70 km west of Pemberton.	$400
Whistler	Baxter Creek Development	Bethel Lands Corporation	Proposed development on 22 acres to include 41 luxury townhomes and 48 single family homes.	$20
Whistler	The Whistler Tennis Club	Holborn Group	Proposed development of a tennis and fitness club on 11.3 acres. The residential component will include 58 townhouse units, 123 condominium units and a seniors complex.	$50
Whistler	Whistler International Campus	OKA Holdings Inc.	Proposed private university located on the 77 acre Alpha Lands site, 30 acres will be developed for the campus. 4 phases of construction will take place over 10 years.	$270
Whistler	Whistler Wind Farm Project	Whistling Wind/Whistler -Blackcomb	Proposed wind farm in the Whistler-Blackcomb area. Potential power supply for 6,000 homes.	$80
			Total	**$1,339**

[5] BC Major Projects Inventory, Updated September 9, 2014
www.jtst.gov.bc.ca/ministry/major_projects_inventory/pdfs/June2014MPI.pdf

3.3 REGIONAL HYDRO PROJECT-BASED EMPLOYERS

3.3.1 BC HYDRO

BC Hydro is a BC Government Crown corporation responsible for the generation and distribution of the province's electrical system. It generates between 43,000 and 56,000 gigawatt hours of electricity, with over 75,000 kilometres of powerlines, 300 sub stations, 900,000 utility poles, and 325,000 individual transformers. BC Hydro, and its two subsidiaries Powerex and Powertech, has over 6,000 employees, including over 1,900 through the International Brotherhood of Electrical Workers (IBEW), over 1,800 through the Canadian Office and Professional Employees Union (COPE), and over 2,400 non-unionized managerial and professional workers. There are also numerous contractors, including over 1,600 employees with Accenture Business Services that provide back-office support on contract.

BC Hydro has several key facilities in the St'át'imc region, as well as the agreement and funds for the settlement.

The BC Hydro facilities in the St'át'imc region include:

- Bridge River 1 & 2 Generating Stations 478 MW
  - Terzaghi Dam
- Lajoie Generating Station 25 MW
- Seton Generating Station 48 MW
- Daisy Lake Dam

It has offices in Bridge River, Shalath, Pemberton and Lillooet to serve the region, and the transmission lines link with the independent power projects in the area. These offices employ approximately 50 people with a wide-range of skills from electricians, powerline technicians, mechanics and apprentices. They also employ clerical staff, engineers, and manager. These offices also utilize a series of contractors for services such as:

- Construction workers rental accommodation
  - Skills: Building Construction
- Catering services
  - Skills: Food and Beverage
- Freight/ transport services
  - Skills: Commercial Driving License – Class 1,2,3,4
- Trailer rentals, maintenance and janitorial services
  - Skills: GT
- Environmental services
  - Skills: Conservation & Restoration, Haz Mat response
- Waste management services
  - Skills: Construction site waste, portable toilets
- Security services
  - Skills: Products and general labour
- First Aid services
  - Skills: Paramedics, general health, safety services, EMV, supplies, cert.

- Warehousing
  - Skills: Physical space, protected building storage
- Vehicle Repair shop
  - Skills: Mechanic, towing, heavy duty mechanic

A study by Koho Power anticipates 73 additional contracting opportunities in support of renovations and upgrades to these facilities over the next twenty years, ranging from $10,000 to $215 million. While these projects will require a wide-range of occupations as presented below with the number of projects and the expected value:

FIGURE 18: BC HYDRO ST'ÁT'IMC REGION SUB-CONTRACTS

Skills	Projects	20 year Component (millions)
Cement Mason/ Shotcrete	15	$260
Drilling	5	$50
Painter/Coating	6	$50
Welder, Millwright, Pipe Fitter	17	$45
Heavy Equipment Operator	13	$42
Engineer	21	$37
Large Civil Project Management	20	$25
General Labourer	36	$12
Building trades	8	$10
Scaffolder	10	$10
Environmental Monitor	12	$3
Low Voltage Electrician	4	$2
Annual debris removal	30	$1.2
Arch Monitor	4	$1
Annual Veg Management	4	$0.4

Numerous support opportunities also exist through other service contracts, including:

- Freight and Transportations Services
- Catering Services
- Waste Management Services
- Construction Workers Rental Accommodation
- Trailer Rentals, Maintenance and Janitorial Services
- Environmental Services
- Security Services
- Firefighting Services
- First Aid Services
- Vehicle Repair Shop

BC Hydro Direct Employment Opportunities

Entry-level and trades related employment across all of BC Hydro's operations in all regions is conducted through its two unions, the IBEW for electrical workers, and COPE for office workers. Employment for BC Hydro is conducted through their HR Department with information at www.bchydro.com/careers.html.

BC Hydro has fifteen occupations for which they most typically recruit workers from the trades, technology and engineering jobs. They have also instituted several types of bridging programs to support individuals who may fall short of certain qualifications, but possess a strong set of other skills. While not all of the graduates of the support programs may ultimately qualify for BC Hydro employment, they may qualify for other industry employers or related training programs, as BC Hydro tends to have amongst the highest base standards for qualifications in the industry.

As well as the occupation specific skills and qualifications, BC Hydro, like many related employers expects certain standards for key skills and expectations, such as:

- Attitude and work ethics
- Personal appearance and presentation
- Computer use and software use, basic office, Internet portals, etc.
- Writing for business
- Understanding of the occupations and BC Hydro
- Career direction
- Prior work experience with good references
- Drivers Abstract
- Bank account
- Drug & alcohol testing

In the 2014 fiscal year, they planned to recruit 302 workers through three streams plus their youth hires:

1) Campaign Hires - Entry-Level Opportunities for Youth

BC Hydro has four entry-level employment programs for 175 youth and younger workers across its operations.

- Tour Guides: 23 positions a year, through three intakes, for four-month positions
  - High School graduates and/or post-secondary students with computer literacy, office skills, and customer service/sales experience
  - BC Hydro expects to hire 23 people each year from 2015 to 2019
- Conservation Outreach Representatives: 78 positions a year through three intakes, for four-month positions
  - High School graduates and/or post-secondary students with computer literacy, office skills, advanced communications skills, a valid drives license, and customer service/sales experience
  - BC Hydro expects to hire 78 people each year from 2015 to 2019
- Co-ops: 20 seven-week term positions for 54 post-secondary students in an engineering co-op program
  - BC Hydro expects to hire 54 people each year from 2015 to 2019
- Youth Hires: 20 seven-week summer term positions with intakes in May and June.
  - These jobs are for high school graduates, 18 years of age and older, with English 12, Physics/Science 11, and Math 11
  - BC Hydro expects to hire 20 people each year from 2015 to 2019

2) IBEW Roles: Skilled Trades

BC Hydro has nine trades for 93 workers in 2014 through the IBEW, all requiring high school graduation, with high levels of English, math, and physics, as well as drivers license requirements. These trades are governed by the Industry Training Authority's apprenticeships system, except for the occupation of CPC Technologist, which is unique to BC Hydro, requiring very high skill levels.

In support of the trades jobs, BC Hydro has partnered with other utilities, such as Fortis BC, and community organizations, to deliver Utility Boot Camps, several weeks of focused training to upgrade skills and prepare people for jobs in the trades. Candidates who fall short of the academic requirements, but posses a combination of key skills can attend the Boot Camps, as a method for entry into the related trades. The key skills include:

- Personal awareness, safety consciousness
- Mental toughness, confidence,
- Working in a crew, responsible, accountable

3) The nine skilled trades and key requirements are listed below for all of BC Hydro's operations. Please note that the number of 2014 expected hires is also listed, and these figures will change from year to year, depending upon internal demand:

- 30 Pre-Apprentice Powerline Technicians
  - Grade 12, English 12, Physics 11, Math 11, Class 5 with Air Brakes, Class 3 Learners
  - BC Hydro expects to hire 45 people in 2015, and 30 in each year from 2016 to 2019
- 28 Powerline Technicians
  - Grade 12, English 12, Physics 11, Math 11, Class 3 with Air Brakes
  - BC Hydro expects to hire 45 people in 2015, 30 in 2016, and 28 in each year from 2017 to 2019
- 14 CPC Technologists
  - Electrical/Electronic Engineering Technology Diploma with Power and/or Communications option, Class 5/Class 7N, computer literacy, mechanical aptitude
  - BC Hydro expects to hire 7 people in 2015, 6 in 2016, and 9 in each year from 2017 to 2019
- 10 Electricians
  - Grade 12, English 12, Physics 12, Math 12, Class 5, Electrical Foundation, 1.5 years in the trade
  - BC Hydro expects to hire 15 people in 2015, 12 in each year from 2016 to 2018, and 13 in 2019
- 3 Cable Splicers
  - Grade 12, English 12, Physics 12, Math 12, Class 3 with Air Brakes, post-secondary courses in electrical theory
  - BC Hydro expects to hire 2 people each year from 2015 to 2019
- 0 Meter Technicians
  - Grade 12, English 12, Physics 12, Math 12, Class 5, Electrical and Computer Engineering Technology Diploma with Electrical Power option
  - BC Hydro expects to hire 0 people in 2015, 2 in 2016 and 2017, and 1 in 2018 and 2019

- 3 Generation Mechanics
  - Grade 12, English 12, Physics 12, Math 12, Foundation Training for Millwrights
  - BC Hydro expects to hire 2 people in 2015, and 3 in each year from 2016 to 2019
- 3 Vehicle Mechanics
  - Grade 12, English 12, Physics 12, Math 12, Foundation Training Heavy Duty/Commercial Transport, 2 years experience in the trade
  - BC Hydro expects to hire 1 person in 2015, 2 in 2016, and 3 in each year from 2017 to 2019
- 2 Winder Electricians
  - Grade 12, English 12, Physics 12, Math 12, Class 5, Foundation Training in related trade
  - BC Hydro expects to hire 4 people in 2015, 2 in 2016, and 1 in each year from 2017 to 2019

4) COPE Roles - Technologists

BC Hydro has four types of technology occupations for 15 workers in 2014 through COPE requiring diplomas and related accreditation through the Applied Science Technologist and Technicians Association of BC (ASTTBC). These positions also require specific drivers' licenses. The four occupations and key skills are listed below. Please note that the number of 2014 expected hires is also listed, and these figures will change from year to year, depending upon internal demand:

- 1 Apparatus Testing Technician
  - Electrical and Computer Engineering Technology Diploma with Electrical Power option; Instrumentation Engineering Technology, ASTTBC membership, Class5/Class7N License
  - BC Hydro expects to hire 0 people in 2015, and 1 in each year from 2016 to 2019
- 7 Distribution Design Technician
  - Engineering Technology Diploma with Power Option, ASTTBC membership, Class5/Class7N License
  - BC Hydro expects to hire 6 people in 2015, 5 in 2016, 0 in 2017, and 1 in both 2018 and 2019
- 5 Engineering Technologists
  - Engineering Technology Diploma, ASTTBC membership, Class5/Class7N License
  - BC Hydro expects to hire 8 people in 2015, 0 in 2016, 5 in both 2017 and 2018, and 6 in 2019
- 2 Transmission Maintenance
  - Engineering Technology Diploma, ASTTBC membership, Class5/Class7N License
  - BC Hydro expects to hire 2 people each subsequent year from 2016-19.

5) Managerial & Professional Roles - Engineers

BC Hydro offers an Engineer-in Training program (19 hires in 2014), for individuals with a degree in Engineering and eligibility for the Association of Professional Engineers and Geoscientists in British Columbia. BC Hydro expects to hire 21 people each subsequent year from 2015-19.

Aboriginal Education and Employment Strategy

BC Hydro also offers an advanced Aboriginal Education and Employment Strategy that has achieved success over the last ten years. Their internal programs assist potential Aboriginal workers meet the various requirements through a Trades Trainee Bursary, Scholarships, and various outreach activities. They have sponsored utility boot camps in several communities to build awareness, and related skills.

3.3.2 INDEPENDENT POWER PROJECTS

Over the past ten years, the St'át'imc Territory has seen the development of several independent run-of-river hydro projects. Due to their locations, these projects involved relationships with several of the St'át'imc communities with various employment initiatives, resulting in jobs around the construction of the projects. Employment included labouring jobs, road building, and trades jobs.

Innergex Renewable Energy Inc. manages ten run-of river projects in the surrounding region, generating over 250 MW of electricity. These projects have resulted in working relationships with the St'át'imc communities in the region. Innergex currently has four other projects under construction in the territory to generate over 160 MW, listed below, with other projects in the proposal stages.

Projects Under Construction	Generation
Upper Lillooet	81 MW
Boulder Creek	25 MW
Tretheway	21 MW
Big Silver	40 MW

The construction phases of the project are conducted in work camps with crews of skilled trades people and labourers. Many of the local Aboriginal workforce on the projects received assessments, skills upgrading, and training through partnerships with organizations such as the Aboriginal Skills Group 3G. Key jobs include:

- Carpenters
- Labourers
- Heavy Equipment Operators
- Electricians
- Powerline Technicians
- Welders
- Heavy Duty Mechanics
- Ironworkers
- Concrete Finishers
- Millwrights
- Rod Busters
- Lube Persons
- Driller
- Batch Plant Operators
- Blasters
- First Aid Attendants

A key local sub-contractor, Dent Contracting, expects 65 person years of construction related work in support of the power projects, with the largest need for carpenters, heavy equipment operators, and general labourers.

The long-term operations of the facilities involve just two to five workers per facility, as well as several specialized contractors.

3.3.3 CAMP SERVICES

As the run-of river power projects are located in relatively remote locations, camps are required to house and feed the workforce, as daily commuting is not an option. These camps have a construction phase, operations phase, and take down phase, all requiring different skill sets. The camp companies often utilize local workers, as well as local contractors for delivery, waste management, and other regular services.

Jobs on the construction and take-down phases include: carpenters, plumbers, electrical, gasfitters, and heavy equipment operators. Once in operations, key jobs include:

- Catering
- Housekeeping
- Maintenance
- Managers
- IT
- Fire Technicians
- Accountants
- Waste Management
- Drivers
- Medical

Land and Sea Camp Services, an experienced local contractor, often employs local workers in these projects, and has developed an in-house training program to build the skills required for the operations of the facilities, particularly the cooks and housekeepers. Their program is call Stepping Stone, and has had success building the skills of local workers.

3.4 LOCAL AND REGIONAL INDUSTRIES

Local Employers Want Local Workers

3.4.1 ACCOMMODATION AND FOOD SERVICES

The Accommodation and Food Services industry includes many service related occupations within businesses that provide lodging for travelers or short-term residents in hotels, motels resorts, bed and breakfasts, hostels, industry work camps, campgrounds and RV sites; or those which prepare and serve food and beverages in restaurants, delis, bakeries, food trucks, caterers, night clubs, lounges, bars and pubs, as well as contractors who provide meals to hospitals or airlines.

Across BC, the Accommodation and Food Services industry has a comparatively young female workforce, with a greater than average proportion of part-time workers. Employment gain in this sector, as in most service sector industries, has recently experienced above average growth. According to BC Stats, 2013 Labour Force Survey employment gain in this industry from 2012-13 included over 2,300 new jobs, or a growth rate of 1.3%.

Wages in Accommodation and Food Service related occupations are lower than the provincial average, however some of these occupations include gratuities that in some instances can amount to several times more than the hourly wage. While small businesses in this sector are unlikely to offer benefits, larger companies and resorts tend to provide these for their employees.

A significant anomaly in the region is the resort community of Whistler, an international tourism destination centre. As home to many Winter Olympic venues in 2010, the community received significant upgrades and international press. Its retail, hospitality, and tourism services tend to be extremely high-end, especially compared to the rest of the region. A server at a medium to high-end bar or restaurant in Whistler can earn far and above a server at a diner in a smaller location. As a result, the positions in Whistler for entry-level or low-skilled jobs are not comparable with similar jobs in the rest of the region.

The labour market of Whistler is also often in high demand for specific skills, and has been adversely affected by changes to the Temporary Foreign Worker program, which often supplied many of the area's workers. This could create more opportunities for the St'át'imc workforce of which one third are located within a one hour drive of Whistler. One example of a key job in high demand in Whistler is Cooks with Level 2 certification.

The success of the Accommodation and Food Services industry is impacted by tourism. As such, it is no surprise that Whistler has many employment opportunities in this sector. A full 33% of all job posting collected were in this industry.

Typical employment opportunities advertised in the region included:

- Cooks
- Housekeepers
- Food and Beverage Servers
- Managers and Supervisors

The skills and training needed for employment in this sector varies. Cooks and bakers may require some training or even Red Seal certification, however the majority of jobs in this sector require no formal training, and skills can be gained on the job. Many people start their employment in this industry bussing tables, washing dishes, or housekeeping, and then advance on the merit of their work ethic and skills. Having knowledge of customer service principles, computer literacy, and cash handling are benefits for many jobs.

While only 2 of the 114 Accommodation and Food Service job postings analyzed were for employment outside of Whistler, this industry provides unique opportunities in smaller communities for self-employment and home based businesses. For example, Bed and Breakfasts or catering can be an excellent source of revenue.

3.4.2 BUSINESS & GOVERNMENT SERVICES

The Business & Government Services employment group includes the eleven St'át'imc communities and their respective departments and development corporations, as well as the several umbrella and support organizations such as St'át'imc Government Services, the In-SHUCK-ch Nation, the Lillooet Tribal Council, and the Lower Stl'atl'imx Tribal Council. These jobs range from receptionists and administrative support, to program managers, supervisors, and executives. These same types of jobs are also available in area businesses.

These occupations provide support for the day-to-day operations for a range of businesses and government organizations. Office Mangers, receptionists, HR and communications professionals, accountants, bookkeepers, general office support workers, security guards, janitors, and caretakers all fit under Business & Government Services.

Business Services and Government Services (or commonly called Public Administration) are not generally grouped together into one industry. However, the analysis of job posting revealed that the employment opportunities advertised in both sectors were interchangeable in terms of the kinds of skills opportunities that exist and the skills that are required. As such, it made sense to collapse these sectors together for the purposes of this project.

As well, environmental technologists and archaeology monitoring are often categorized into natural resource–based occupations; however, as these services are key to the development of the St'át'imc governments, these occupations are included under business and government services.

There were 45 Business & Government Services employment opportunities: 36 in Whistler, 7 in Pemberton, and 2 in Mt. Currie. Some of the occupations advertised in this employment group were:

- Administrative Assistant/ Front Desk Assistant/Receptionist
- Legal Administrative Assistant
- Bookkeeper
- Accountant
- Night Auditor
- Security Officer

The skills required for these occupations vary across a wide spectrum. Higher skilled opportunities require post-secondary degrees and certificates. Entry-level and assistant level occupations require numeracy, computer skills, basic accounting skills, interpersonal skills, attention to detail, and a willingness to work as part of a team.

A significant number of St'át'imc people are already employed in administration in both public and business services.

3.4.3 CONSTRUCTION

The Construction industry includes businesses that construct, repair and renovate buildings, engineering projects, and developing land. This industry is large and includes a diversity of business types and occupation groups. Workers in this industry can be self-employed or work for small or large businesses, and they may work on a specific stage of a project or be a part of it from beginning to end. The occupation and skill requirements for construction are similar to those for mining and utilities.

The Construction industry is closely tied to the overall economic growth – when the economy grows so does the construction industry, and the inverse is also true. Major projects (detailed in section 3.2.2 above) also have a significant impact on employment opportunities in this sector.

With regards to the regional job postings collected (described in Section 3.2.1 above), 45 job postings (13%) were in the Construction industry. The occupations represented in the job postings were wide ranging, as were the skills and education required.

The following is a list of the most commonly advertised job opportunities in the job-posting sample:

- General Labourer/Trades Assistant
- Carpenter
- Painter
- Drillers
- Traffic Controllers (Flag People)
- Gas Fitter
- Heavy Equipment Operator
- Blasters

While each occupation requires specific skills, for example, Carpenters and Gas Fitters were required to hold Red Seal certification; many of the lower-skilled occupations emphasized some previous on-the-job experience as desirable. Almost half of the required applicants hold a valid drivers' license, and First Aid certification is always considered an asset in this field. Many companies hire labourers, and then apprentice those with the required interest and attitude into the skilled trades.

3.4.4 EDUCATIONAL SERVICES

The Educational Services industry includes public and private, for-profit and non-profit institutions engaged in providing instruction and training to children, youth, and adults. Employment demand in this sector is relatively stable. The majority of people employed in Educational Services are women.

Province-wide, the sector saw a modest loss of 0.6% between 2012 and 2013. Looking forward, however, it is likely we will see modest gains. As technology advances and the need for skilled labour grows, so does the need for increasing numbers of people employed in educational services. Anywhere that population is expected to grow, an accompanying upswing in Educational Services opportunities should also be expected.

Of the 343 job postings analyzed, 6 were within the Educational Services industry. They included the following employment opportunities:

- Kindergarten Teacher – Whistler
- English as a Second Language Instructor (part-time) – Whistler
- Adult Ed Instructor - Whistler
- Waste Reduction Educator – Lillooet
- Continuing (Adult Ed) Studies Community Coordinator – Lillooet
- Math Instructor – Mt. Currie

All of these employment opportunities require some post-secondary education, and some previous experience; all offered above average wages.

3.4.5 FORESTRY

The BC forest industry is famously cyclical with high peaks and low valleys. After the 2008 worldwide recession, the BC forest industry hit a deep low, as it was combined with the mountain pine beetle epidemic, which required mass harvesting creating a glut of supply. However, expanding markets in Asia combined with a now growing housing market in the US, along with a low Canadian dollar, means that BC forest products are again in high demand. A recent labour market study for the Truck Loggers Association predicts an industry need of 4,700 forest workers within the decade.

As well, changes within the industry now require forest workers to have minimum levels of training in chain saw use and other safety features, in order to address the high rates of accidents and injuries. So far this mandated training has proved successful.

One of the features of forestry related jobs is that there are several entry-level opportunities requiring relatively little training and experience, and often pay quite well. The BC forest industry, and the St'át'imc region in particular, have a high demand for four types of jobs:

- Silviculture workers
- Fallers
- Fire Fighters
- Traffic control and communications

Other related jobs include people with planning skills to identify and develop forestry and other natural resources business and employment opportunities. As well, jobs related to environmental services, archaeology, and heritage are needed for forestry and other natural resources related projects.

The forestry operations run by St'át'imc communities and economic development corporations generally have enough workers, while other industry operators report difficulties finding skilled workers in certain local areas. Many of these jobs tend to be seasonal, working outdoors, sometimes in camps, and involving strong levels of physical activity.

According to a regional forestry employer and trainer, there are typically three types of workers with general skill sets that are interested in forestry related jobs:

1) Forest Fire: a group of workers experienced with fire fighting, which involves a great deal of forestry and safety training; these workers tend to be the most experienced
2) Chain Saw: another group of workers with experience operating chain saws and falling, additional forestry experience is limited
3) Construction: a third group, generally in their 30's, with some experience in construction; while others in their 20's with very limited experience

Forestry Boot Camp

Lil'wat Forestry Ventures LLP utilizes a Forestry Boot Camp model, developed by some of their managers with the College of the Rockies. The Forestry Boot camps typically last for 16 days, although it can be lengthened or shortened to adjust curriculum as needed. Graduates receive a College of the Rockies Certificate, as well as related specialty certificates within the program. Key skills built include:

- Chain saw training
- First Aid Level 1 with Travel Endorsement
- S11 & S185 fire fighting
- Green Card to work under power lines
- Bear Aware, Fall Arrest, WHIMIS, and general safety
- Team building and other soft skills
- Culture and heritage features
- Silviculture survey, GPS, map reading, clinometers, measurements, tree species, riparian, wildlife

While most students pass the course, some struggle with Essential Skills, attitude, and study habits. Typically, at least one graduate goes on to take further forestry related training in technical schools, leading to Register Forestry Professionals, and other designations.

3.4.6 HEALTH CARE AND SOCIAL SERVICES

The Health Care and Social Services industry includes services that provide health care, residential care for both medical and social reasons, and social assistance services. Common services in this sector include nursing, home-care, child-protection, welfare, social housing and counseling. Health Care and Social Services also includes childcare.

The Health Care and Social Assistance industry was BC's second largest employer in 2011. The industry has an exceptionally steady employment rate with little variation resulting from economic fluctuations. The workforce is predominantly female, and wages are significantly higher than other industries.

In the sample of job postings collected for St'át'imc Territory, included 23 jobs in the Health Care and Social Assistance industry: 15 in Whistler, 5 in Pemberton, and 3 Mt. Currie. Seven of the job postings were for employment opportunities with governmental organizations: Lil'wat, Vancouver Coastal Health, and the Resort Municipality of Whistler. The remaining sixteen jobs were for private organizations, the majority of which are not for profit.

The skill level required for the jobs advertised varied greatly from entry-level to professional. The following are a sample of the occupations advertised:

- Early Childhood Educator
- Youth Program Leader
- Esthetician
- Medical Radiation Technologist
- Physiotherapy Assistant
- Mental Wellness Intake Coordinator
- Counselor
- Dentist

The most common employment opportunity in this industry was for childcare workers. It is also well known that many childcare workers are self-employed and have home-based businesses. These opportunities would not be reflected in a sample of job-postings, but are important to consider. In any community that has a growing population of children, childcare will be a growing and consistent field for employment. Early Childhood Educator certification is a great advantage in this field and usually required for working in a larger center or for taking in more than a proscribed number of children in a home-based setting. Additionally, First Aid certifications and often required or desired.

3.4.7 INFORMATION, CULTURE AND RECREATION

There are two overlapping sectors contained under the Information, Culture and Recreation industry: Information and Cultural Services; and Arts, Entertainment and Recreation. Information and Cultural Services includes telephone, radio, television, film, theatre, books, magazines, newspapers, video games, as well as computer programmers and interactive media developers. The Arts, Entertainment and Recreation sector includes performing arts companies, such as theatre, dance and music groups; museums and nature parks; and sports-related businesses and activities. Graphic design related occupations cross over between these two sectors.

Workers in the Information, Culture and Recreation industry are younger than average and earn wages close to the provincial average. Because thriving tourism results in increased demand for arts, entertainment and recreation, Whistler in particular has a higher than average proportion of employment opportunities in these fields.

Of the job postings collected, 27, or 8%, were in the Information, Culture and Recreation industry. Four of these were for computer programmers, web marketing design, or software development. The rest were firmly recreation focused.

Of the 23 jobs advertised, no two were the same, however all of them reflected the popularity of the region for winter activities. Examples include the following:

- Snowshoe Guide
- Tube Park Lead
- Cross Country Patrol
- Skate Host
- Tour Guide
- Ski Concierge

Each of these occupations requires a combination of very specific physical skills, and customer service skills. Working as a guide of any kind requires a person to be patient, knowledgeable, confident and kind. Employers are looking for people who enjoy working with the public, and are good communicators. Additionally, First Aid certification was required across the board.

3.4.8 RETAIL AND WHOLESALE

The Retail and Wholesale Trade industry is made up of businesses who sell consumer goods that have been purchased from suppliers. Wholesalers function as the "middle man" supplying goods to retailers, and retailer's deal directly with the final consumers of goods. Together the Retail and Wholesale Trade industry includes everything from small corner stores to box chains and wholesale distribution centres.

The Retail and Wholesale Trade industry is the largest employer in BC, accounting for just over 15% of all jobs in the province, and projected growth rates are higher than average. The job growth reported provincially for this sector is reflected regionally as well. Of the job postings surveyed in the St'át'imc region, 21% were in this sector. The majority of these

employment opportunities were in retail trade. The most commonly advertised employment opportunities in this sector were:

- Retail Salesperson (Sales Associate, Customer Service Representative)
- Cashier
- Retail Manager

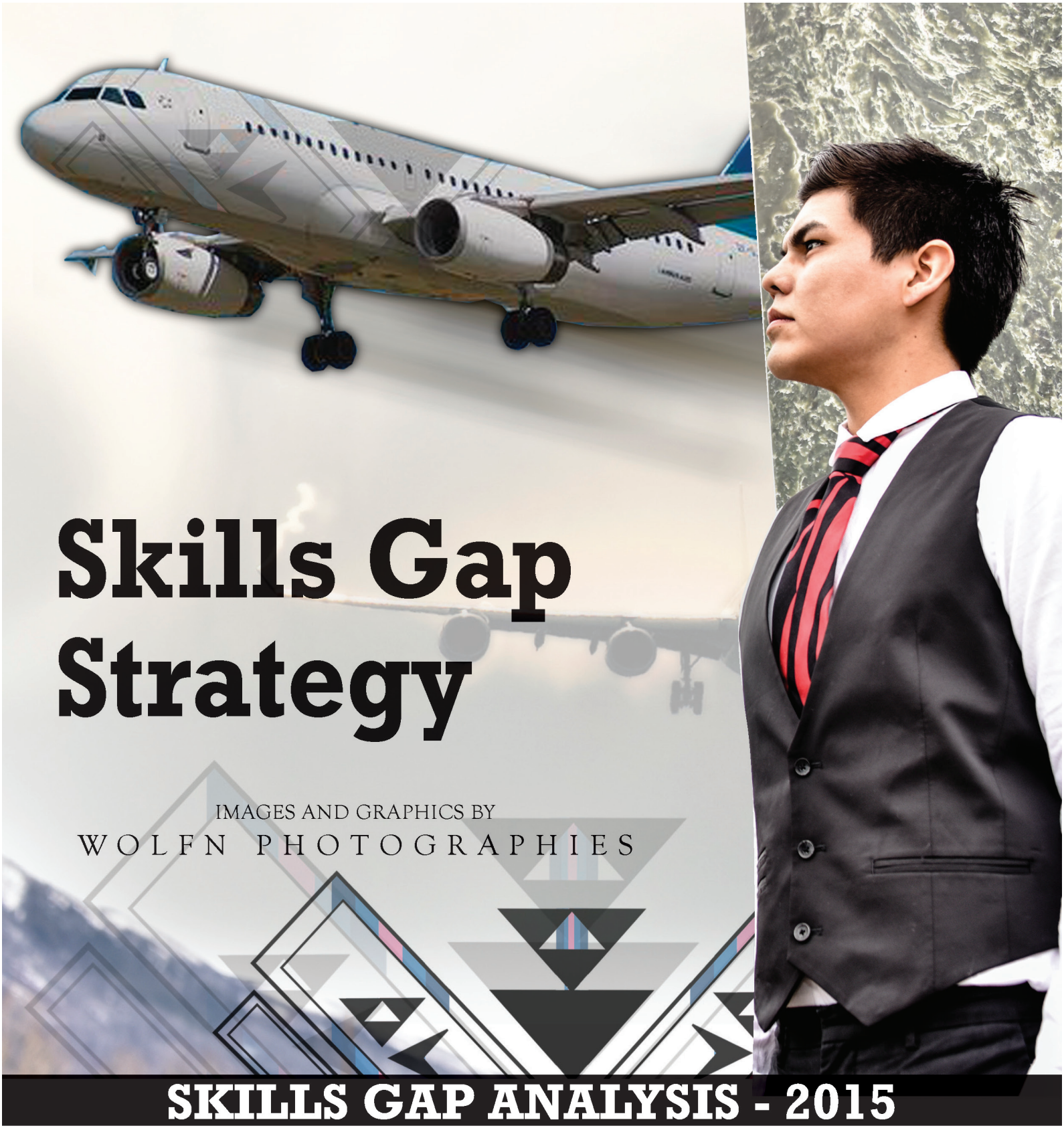
The Retail and Wholesale Trade industry employs more young workers than other sectors, and pays wages below the provincial average. For most jobs, education is not required and training can occur on the job. Desired skills in this sector include cash handling, computer literacy, and customer service skills.

3.4.9 TRANSPORTATION

Businesses in the Transportation industry are involved mainly in transporting passengers and goods. Truck drivers are the most common occupation in this industry, along with bus and taxi drivers. Older workers outnumber younger workers in this sector. Women account for only 22% of the Transportation and Warehousing workforce.

In 2013, employment in this sector accounted for just over 5% of total employment in BC. Employment loss in this industry, according to the 2013 Labour Force Survey, amounted to a 7,700 fewer jobs from 2012-13, a net loss rate of -6%. Wages in this industry are comparable to the provincial average for older workers (55 years of age and older), but tend to be comparatively higher for young workers (under age 25). More than half of all employees are unionized.

Of the job postings surveyed for this project, 10 (3%) were in Transportation and Warehousing. Most of these were for delivery drivers. The required certification included a valid class 4 or 5 driver's license, and a clean Drivers' Abstract form ICBC.



Skills Gap Strategy

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SKILLS GAP ANALYSIS - 2015

ST'ÁT'IMC GOVERNMENT SERVICES

LSTC Lower Stl'atl'imx Tribal Council

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Funding provided by the Government of Canada through the Canada-British Columbia Job Fund

4.0 ST'ÁT'IMC SKILLS GAP ANALYSIS PART C: STRATEGY

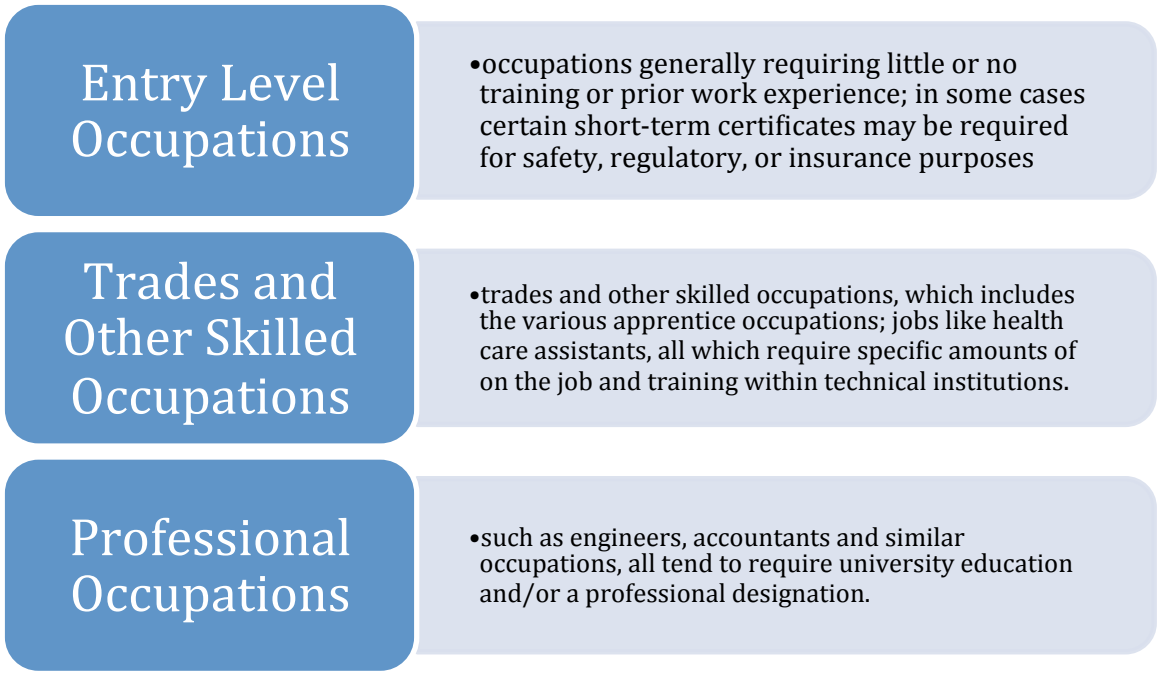
4.1 SUMMARY OF SKILLS NEEDED IN REGIONAL WORKFORCE

"We need to talk about jobs and training"

Chief Kevin Whitney, T'it'q'et

The occupations in demand described in the section above contain a wide range of skilled needs, which are summarized in three broad categories, for the purposes of this analysis. These categories are described below then presented with the various required or preferred skill sets, and the related occupations in demand. The graphic below summarizes the three categories and their focus.

FIGURE 19: CATEGORIES OF SKILLS IN DEMAND



The first category is entry-level, which includes occupations generally requiring little or no training or prior work experience; although in some cases certain short-term certificates may be required for safety, regulatory, or insurance purposes. The second category of trades and other skilled occupations, which includes the various apprentice occupations as well as jobs like health care assistants, all which require specific amounts of on the job and training within technical institutions. These two categories make up the bulk of the occupations in demand, and the focus of this analysis.

There are also a number of key jobs in the professional category with high salaries, but relatively few local opportunities in the professions such as engineers, accountants and similar occupations. These all tend to require university education and/or a professional designation.

4.2 SKILLS FOR ENTRY-LEVEL OCCUPATIONS

Most Jobs Require Training

The top ten entry-level occupations have been identified as in demand across the St'át'imc Territories. These occupations are in high demand, with significant opportunities currently as well as projected for the future.

1. Cashier
2. Custodian
3. General Labourer
4. Housekeeper
5. Painter
6. Receptionist/Admin Assistant
7. Retail Sales Associate
8. Security Guard
9. Server
10. Sport/Tour Guide

Entry-level occupations do not require any formal training or certification; however there are some basic qualities and skills that employers look for to guide their hiring practices. Assessing work readiness, work ethic, and essential skill level are key for any employer. In addition, there are some basic certifications that can set an entry-level job seeker apart.

See Appendix 4 for a list of the most prominent entry-level occupations, the skills required, local training provides, and details on the job, along with related links.

Be Work Ready

Work Readiness

Work readiness requires that basic life skills and that situational factors are in place in order to support a job seeker in finding employment, and staying employed. Many of the barriers to work readiness are a result of poverty, isolation, and the ongoing impacts of colonization. The impacts of Residential schools are felt deeply in these communities, as the region includes some of the last schools in Canada to close in the 1980's.

The following seven factors have been identified as critical for work readiness:

1) **Transportation** – The ability to access reliable transportation is necessary for maintaining employment. This is especially true in the St'át'imc Territories where people often have to travel significant distances for work**.**

2) **Accessibility** – In order to obtain and maintain employment, people need to be accessible by employers. This means they need a reliable telephone or messaging service. If the employer uses email communication, employees will need regular access to computers with Internet access.

3) **Housing** – If a person does not have their basic housing needs met, it is very difficult for them to obtain or maintain a job. Without a home, people expend a lot of energy meeting basic needs and are often unable to get to work on time everyday and be able to practice the necessary personal hygiene.

4) **Childcare** – People with children require dependable and appropriate childcare in order for them to obtain and maintain employment. This can be a significant barrier for women as the responsibility for childcare often falls to them. While family members can provide childcare, if care is not reliable or safe then it will lead to difficulties for the employee.

5) **Criminal Record** – If a person seeking employment has a criminal record or outstanding warrants, this can function as a significant barrier to obtaining employment.

6) **Mental Health** – Depression, anxiety, anger issues, active drug and/or alcohol abuse, domestic violence, and past trauma (for example, Residential School Survivors) all pose significant barriers to obtaining and maintaining employment as they can result in unreliable attendance, difficulty accepting direction, and poor performance on the job.

7) **Physical Health** – In order to obtain and maintain employment, a job seeker must be in good physical health. Untreated health issues and poor lifestyle choices can lead to unreliable attendance at work and can also impede a person's ability to complete the tasks they were hired to complete.

Work Ethic

A strong work ethic is the most important skill a job seeker can possess, and all other skills will flow from it. More than a skill, work ethic is a value or virtue based on commitment to hard work and diligence and the belief that there is value in work done well.

Work ethic is demonstrated in a multitude of ways – some small, like showing up with freshly brushed teeth, and others large, like a willingness to take on more responsibility and step into leadership roles. The following are six basic features of a strong work ethic:

1) **Punctual & Dependable** – Employers value employees who show up on time every day they are scheduled, with the required equipment and clothing, and who will take the appropriate steps to communicate with the employer promptly and respectfully on the odd occasion they are unable to make it to work on time or at all**.**

2) **Positive Attitude** – Employers highly value employees with a positive attitude as they make the job more pleasant to go to each day, and leads to a higher degree of efficiency. A positive attitude gets the work done, takes direction well, and motivates others to do the same without dwelling on the challenges that inevitably come up in any job.

3) **Motivated** – Employers look for people who take initiative and are motivated to get the job done efficiently and with a high level of quality and care. Employees who can work independently with minimal direction are highly valued as they make the employer or supervisor's job easier.

4) **Respectful** – Employers want employees who are respectful of co-workers, supervisors, clients, personal property and equipment. Employees represent the company they work for and need to comport themselves accordingly. This extends to how employees present themselves – good hygiene demonstrates self-respect.

5) **Honest -** Employers value employees who maintain a sense of honesty and integrity above all else. Good relationships are built on trust. When working for an employer they want to know that they can trust what you say and what you do. Successful businesses work to gain the trust of clients, and it is the responsibility of each person to use their own individual sense of moral and ethical behavior when working with and serving others within the scope of their job.

Essential Skills

The Government of Canada recognizes nine Essential Skills for the workplace. Every job requires the use of these skills to some degree and at different levels of complexity. Additionally, essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. The nine essential skills are:

1) **Reading** - The ability to understand reading materials in the form of sentences or paragraphs. This skill includes scanning for information and overall meaning, evaluating what is read, and integrating information from multiple sources.

2) **Document use** - The ability to perform tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics are given meaning by their spatial relationship. This skill includes reading and interpreting signs, labels, lists, graphs and charts.

3) **Numeracy** - The ability to use numbers and think in quantitative terms This skill includes numerical estimating, money math, scheduling or budgeting math and analyzing measurements or data.

4) **Writing** - The ability to write text and documents; it also includes non paper-based writing such as typing on a computer. This skill includes organizing, documenting, providing information to persuade, requesting information from others and justifying a request.

5) **Oral communication** - The ability to use speech to give and exchange thoughts and information. This skill includes greeting people, taking messages, reassuring, persuading, seeking information and resolving conflicts.

6) **Working with others** - The ability to work with other workers to carry out tasks. This skill includes communicating with team members, engaging in leadership activities, following direction, and problem solving together with others.

7) **Thinking** - The ability to engage in the process of evaluating ideas or information to reach a rational decision. This skill includes problem solving, decision-making, critical thinking, and planning and organizing job tasks.

8) **Computer use** - The ability to use different kinds of computer applications and other related technical tools. This includes operating cash registers, using word processing software, sending emails, and creating and modifying spreadsheets.

9) **Continuous learning** - The ability to participate in an ongoing process of acquiring skills and knowledge. This skill includes the willingness to learn from fellow staff members, supervisors, and engage in on –the-job training. It assumes that there is no end point to learn but rather that it is an ongoing activity regardless of expertise or depth of experience.

Certificates

The following certificates are a boost to any resume. If the skills are not directly transferable, successful completion of any course demonstrates work readiness, work ethic, and command of essential skills. All of them are low-cost, and require minimal time commitment.

- **First Aid -**First Aid is a valued skill on any job site. First Aid certification is provided through a variety of organizations. There are several levels of First Aid certification and specialization, but the first step is completing a Standard First Aid & CPR course. These courses are usually 14-16 hours in length and are offered with a variety of scheduling options. Most often, they are taught over two days. Completion requirements include 100% attendance, skills demonstration and 75% on a written test. Standard First Aid & CPR certification is good for 3-years, after which recertification occurs through a 6-8 hour refresher course.

- **WHMIS -** The Workplace Hazardous Materials Information System (WHMIS) is a national system for handling hazardous and controlled products in the workplace. All workplaces are required to be in compliance with WHMIS occupational health and safety Standards whether cleaning solvents, or heavy-duty chemicals are used. As such, employers always appreciate WHMIS training.

  Many different organizations offer WHMIS training both online or in person, and most can be completed within a few hours. The primary objective training is to provide participants with the skills necessary to protect their health and safety when working with, or in proximity to, WHMIS-controlled products

- **FOODSAFE -** The FOODSAFE Program is a comprehensive food safety-training program designed for the food service industry. FOODSAFE Level 1 is a food handling, sanitation and work safety course covering food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, cleaning and sanitizing. FOODSAFE Level 1 courses usually take one day (6-8 hours) to complete, and are available face-to-face, online, and by correspondence.

- **Serving It Right -** Serving It Right is the provincially mandated certification for anyone working in a licensed establishment, and it provides education about legal responsibilities when serving alcohol, and provides effective techniques to prevent problems related to over-service. Serving It Right is administered by *go2hr*, which is BC's tourism industry human resource association. The course can be completed online in an hour or two.

- **Drivers License -** In the survey of job postings completed for this project, 15% of jobs required applicants to hold a valid drivers' license. Many Aboriginal people do not obtain or maintain valid drivers' licenses and therefore face barriers to employment – both of the high demand driving occupations, as well as occupations in the skilled trades where driving is a required component. Even where driving is not required for employment, having a valid drivers' license can facilitate employment by enabling transportation to and from a job site.

  Obtaining a drivers' license requires no outstanding fines or tickets, and the ability to pass both a written exam and a road test. In BC, the drivers licensing system is "graduated" meaning that drivers must pass through two stages of licensing (Learner and New Drive) before receiving their Class 4 driver's license. This process takes a minimum of 18 months.

4.3 SKILLS FOR TRADES AND OTHER SKILLED OCCUPATIONS

Train In-Class or On The Job

Along with the entry-level occupations, there are numerous trades-related and other skilled occupations in high demand. The trades-related jobs all require training and certification through an apprenticeship and technical training. There are also several jobs in health care, education and forestry requiring certification and post-secondary training

See Appendix 7 for a list of the most prominent trades and other skilled occupations, the skills required, local training provides, and details on the job, along with related links.

Each of these occupations listed below have specific requirements for certification, including entry-requirements, preferred levels of prior education, Essential Skills, and testing.

- Carpenters
- Heavy Equipment Operators
- Electricians
- Welders
- Heavy Duty Mechanics
- Ironworkers
- Concrete Finishers
- Cement Masons
- Millwrights
- Powerline Technicians
- First Aid Attendants
- Truck Drivers
- Traffic Control/Flagger
- Cooks
- Health Care Aide
- Early Childhood Educator
- Engineering Technologist
- Forestry Technologist
- Registered Professional Forester
- Environmental / Heritage Monitors

4.4 SKILLS FOR PROFESSIONAL OCCUPATIONS

Education Can Take You Far

There are opportunities for job seekers with post-secondary degrees. While there are fewer job openings for professional occupations, the labour supply pool is much smaller. As such, people with the required education have a good chance of finding permanent full-time employment in their chosen profession. Most, but not all, professional-level employment opportunities are in the larger communities of Whistler and Pemberton.

The following five professional occupations represent the types of opportunities that exist in the St'át'imc Territories: Accountant, Engineer, Teacher, Counselor, and Managers/ Supervisor.

See Appendix 8 for a list of the most prominent professional occupations, the skills required, local training provides, and details on the job, along with related links.

5.0 CONCLUSION

5.1 SUMMARY

"More courses so people can get out and work"
Susan Napoleon, T'it'q'et

There are over 4,700 St'át'imc people in the Territory stretching from Whistler to Pemberton to Lillooet, encompassing eleven communities. The population is significantly younger than the general BC population, resulting in a large proportion of their population at or near the ages of typical job and career training. One-third of the St'át'imc people are under 24 years of age, requiring specific services for youth.

Overall, the St'át'imc have a potential workforce of almost 3,500 people. However, almost 1,000 have less than high school, and almost 1,000 have only a high school education. While there are over 1,200 St'át'imc people with post-secondary education and training, well over half need significant skill building to meet basic job requirements.

The region is at a cross roads, and forestry is again on the rise, the most dominant industry in the local economy. As well, the BC Hydro settlement and related projects with BC Hydro and Innergex require large numbers of construction and related labour, providing a chance to train and employ dozens or even hundreds to St'át'imc people.

The regional economy also boasts a significant tourism sector based out of Whistler but also stretching throughout the region. Business and public sector services are also required from administrative positions to semi-professionals and professionals.

The largest skill gaps tend to be with the low-skilled community members and the various entry-level and related opportunities. These members tend to need development with life skills, basic work skills and attitude, job search, and Essential Skill development. Once those issues are addressed, job-specific training and certificates can be provided to foster entry into the workplace.

For those with some related education, training, and experience, the construction phases of the various hydro projects offer numerous opportunities in apprenticeship within the skilled trades as well as administrative and management positions. These jobs require some basic skill building and offer clear pathways for career development. These skills are also transferable to jobs in forestry, mining and utilities. As well, entry-level skilled jobs in forestry can be accessed through various types of training, much of it compatible with the construction projects.

Alternatively, skills for jobs in hospitality and tourism in Whistler and other parts of the region can be built in the construction camps for cooks, housekeepers, and administration. Jobs supporting businesses and government agencies, including St'át'imc governments, all require some levels of education and training.

Throughout the region, area employers identified computer and software training as essential. This is pronounced in several St'át'imc communities, which have only recently, in the last ten years, gained reliable access to the Internet.

5.2 RECOMMENDATIONS

Six recommendations are presented below to address the key aspects identified in this study.

1) Develop a comprehensive skills development strategy to address the skills gaps identified in this report

- Include a youth strategy
- Include all key sectors
- Incorporate strategies for healing support to foster work readiness

Designing training to employment systems that work must include measurable goals and targets.

The Province of British Columbia provides up to date reports that include Summary of Labour Market Indicators including the following data by region:

Labour Force	**Employment**	**Unemployment Rate (Aboriginal)**	**Unemployment Rate Youth (18-24)**
Participation Rates	**% of Labour Force with some PSE**	**EI Beneficiaries**	

A major issue for St'at'imc Government Services is the use of regional data vs community data as the basis of annual plans and reports. Where data exists at the community level this should be the basis of all measures and success stories. The difference between provincial measures and recommended social indicators for St'at'imc will be the tracking of Employable Social Assistance beneficiaries instead of Employment Insurance Beneficiaries. This is also an indicator of strong and vibrant economies.

Social indicator questions could include:

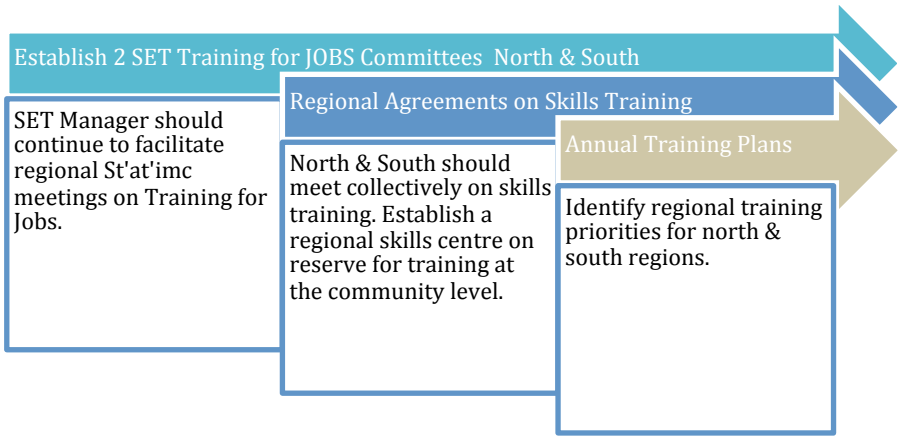
- What is the current unemployment rate for young people ages 18-24 and how can St'at'imc Government Service assist communities reduce youth employment? Identify annual targets?
- Once the current numbers of employable social assistance recipients in each community is known, is there a plan to assist these members obtain employment or skills training leading to employment?

The data and information exists and now action plans need to be developed to mitigate the unemployment, underemployment and limited access to opportunities.

St'at'imc Skills Gap Strategy (SSGS)

Implement a St'at'imc Skills Gap Strategy (SSGS) that reflects existing programs and past experiences; and builds on existing partnerships and experiences.

The SSGS should move forward with two regional Jobs committees that share information on jobs and training.



Regional geography and limited access to services, such as post-secondary education, have created a needs based approach to skills development. St'at'imc Government Services, managing the SET program, is uniquely situated to assist communities to design, develop and deliver labour market interventions. The SET manager should continue the work of labour market programming with support for two regional committees on Jobs and Skills Training. The SET recommends that long-term training planning infrastructure is required and already exists informally in both tribal councils.

The SET Program Research and Framework Document, 2013, suggest the need for more than planning infrastructure. The report recommends the development of a St'at'imc Employment and Training Centre. Achieving this will require agreement by the 10 participating First Nations on the need; ensure access to physical infrastructure and commitment to work collectively on bringing skills training to the territory.

2) Develop the systems, delivery capabilities, and capacity of the St'át'imc to implement the strategy, including the hardware, the technical requirements, and the people

SET Training Advisory Committees

The St'at'imc Skill Gap Analysis building on previous reports provides the catalyst for action. Linking local residents to local jobs based on skills training. This is best achieved by continuation of two training for jobs advisory committees, one located in Pemberton and one located in Lillooet. The SET program would be enhanced with a St'at'imc committees to continue the process and dialogue of linking people to jobs through skills training. The committees may elect to support a singular training centre with linkages to community based learning opportunities.

Design a strategy for Jobs and Training

St'at'imc Government Services has requested that social indicators be identified that will measure success with the SSGS. The indicators listed below can be reported on annually and provide the base for a longitudinal study from 2015-2020.

Social Indicators are measurable elements of a working system to track and manage outcomes in communities. The SET report provides a good basis of tracking Labour Force Participation rates and unemployment rates by community.

First Nations administer on-reserve Social Assistance (SA) and classify recipients as employable and unemployable. The Skills Gap Analysis did make enquiries on numbers of Employable SA clients by community, and while not listed in this report, the data exists. Youth unemployment data is also available by community and is the focus of the [6]National First Nations Jobs Fund, first announced in Budget 2013. The First Nations Jobs Funds focuses exclusively on youth (18-24) on reserve identified as employable social assistance recipients.

St'at'imc Skills Centre

The development of a St'at'imc Skills Centre will require federal and provincial partnership resourcing,. Once established, it will be way to engage Industry/ Employers and provide capacity to meet future labour market demands.

To achieve this, annual training plans should be discussed with agreed upon consideration for economies of scale in training and employability of graduates from these training courses.

3) Seek out strategic investments, resources, and people to implement the strategy

- Incorporate with measures and career path milestones
- Identify mechanisms to measure success to foster accountability

Regional Agreements on Skills Training

The St'at'imc communities would benefit by a regional agreement on skills training and apprenticeship models that are inclusive and provide economies of scale and efficiencies in terms of linking people to jobs. The important work of these communities must be collective and cooperative.

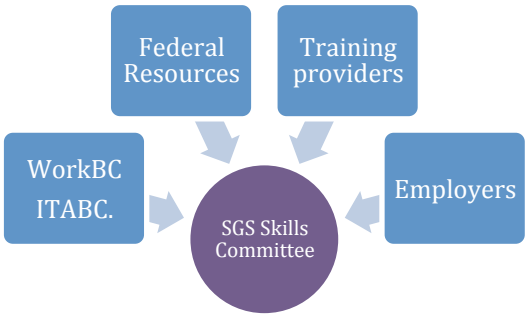
SET Jobs Training Committee in both the northern and southern communities, annual Goals and Targets, social indicators to measure success and baseline data to initiate action in 2015. There is also a need to identify outside partners and a clear process for matching people to jobs.

4) Develop and deliver coordinated and comprehensive employment assistance services across the region, including the three ASET holders and two WorkBC Centres

5) Develop models for meaningful partnerships on training and employment that also meet the needs of the St'át'imc organizations and citizens

Building Partnerships for Success

Key to planning job training is developing partnerships with employers and other stakeholders.



6 The First Nations Job Funds: Economic Action Plan 2013: Jobs, Growth and Long-Term Prosperity, Federal Budget.

Profit vs Non Profit?

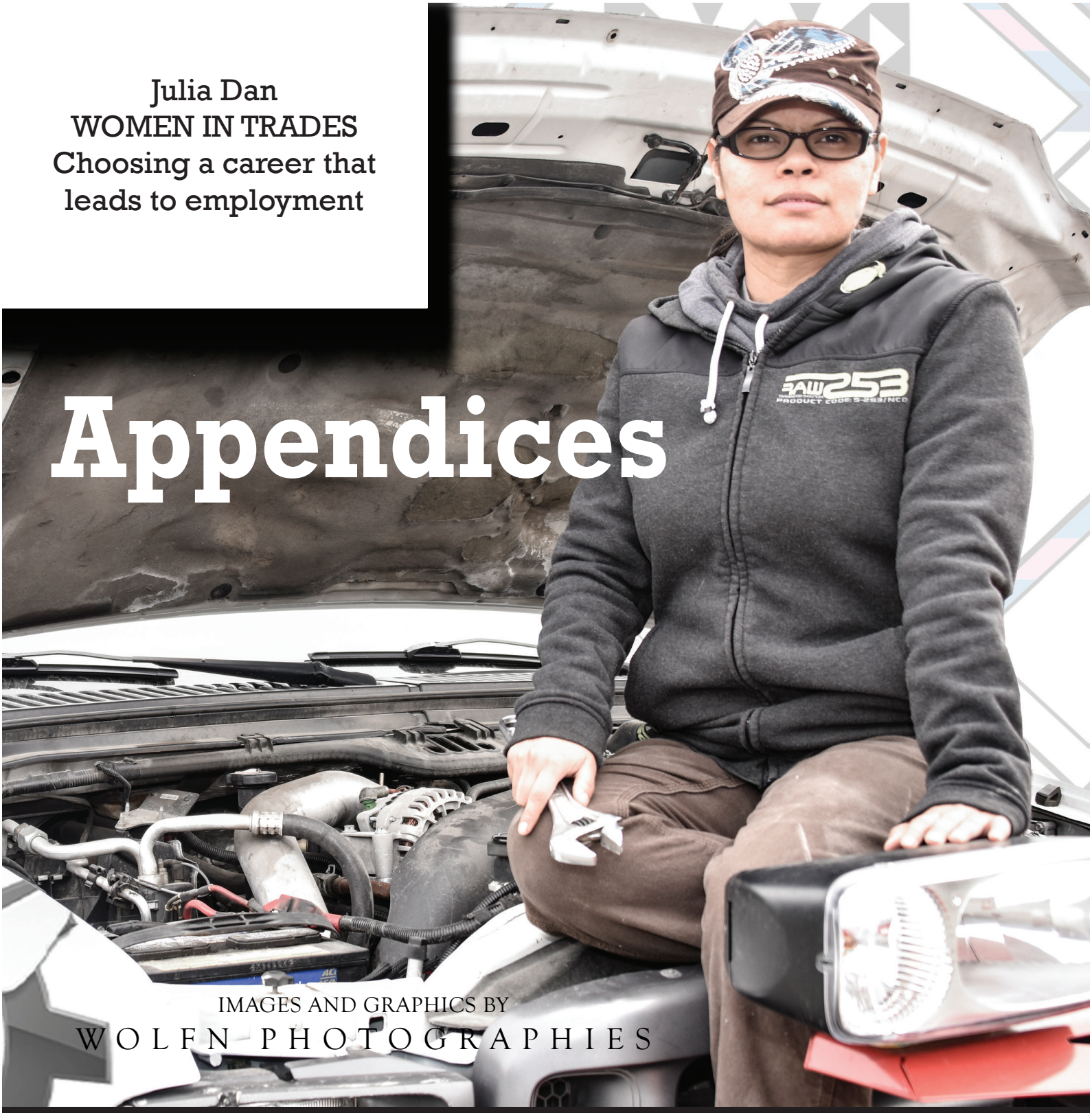
The St'at'imc system of meeting local skills gap must be based on a not for profit structure, where emphasis is based on linking clients to employers. Non-profits can be registered within the province and established with a governance structure, accountability measures and annual reports. Generally, any profit is used for the purposes of the non- profit and are non- taxable. The accountability measures profit as a basis for effective governance of employment and training. Local for profit organizations are not required to report to communities or report the use the profit for a specific purpose as with the Societies ACT.

It is important that accountability measures be included and the organization be guided by the stakeholders, in this case, communities, employers and training partners.

6) **Conduct a similar analysis and skills development strategy that includes St'át'imc people away from home**

Julia Dan
WOMEN IN TRADES
Choosing a career that leads to employment

Appendices



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SKILLS GAP ANALYSIS - 2015

ST'ÁT'IMC GOVERNMENT SERVICES

LSTC Lower Stl'atl'imx Tribal Council

BRITISH COLUMBIA

CANADA STARTS HERE | BC JOBS PLAN

CANADA'S ECONOMIC ACTION PLAN

Canada

Funding provided by the Government of Canada through the Canada-British Columbia Job Fund

APPENDIX 1: REGIONAL EMPLOYMENT AND TRAINING SERVICE AGENCIES

ABORIGINAL SKILLS AND EMPLOYMENT TRAINING STRATEGY

Aboriginal Skills and Employment Training Strategy (ASETS) is a national strategy to support Aboriginal employment and training through Human Resources and Skills Development Canada's Skills and Employment Branch-Aboriginal Affairs Directorate along with Service Canada.

ASETS holders design and deliver employment programs and services focusing on three priorities:

- Supporting demand-driven skills development
- Fostering partnerships with the private sector and with the provinces and territories
- Placing emphasis on accountability and results

There are 16 Aboriginal organizations in BC who are ASETS agreement holders, and three of them serve SGS Nations: First Nations Employment Society (FNES), Stó:lō Aboriginal Skills & Employment Training (SASET), and Shuswap Nation Tribal Council. Brief descriptions of each are provided below along with contact information.

FIRST NATIONS EMPLOYMENT SOCIETY

First Nations Employment Society (FNES) represents ten First Nations and serves four labour markets, including the Pemberton Region in the northern part of their service area. FNES serves Lil'wat First Nation and N'Quatqua First Nation. Aboriginal people living in other communities in the Squamish-Lillooet Regional District may also qualify to access services and supports from FNES.

FNES offers a variety of training programs and employment services, and has forged partnerships with many employers and trainers including, but not limited to: ITA BC, Telus, Royal Bank, CN Rail, and Indigena Solutions.

- Website: www.fnes.ca
- Address: 395 Railway Street, Vancouver, BC V6A 1A6
- Phone: 604-605-7194
- Email: jobsinfo@fnes.ca

STÓ:LŌ ABORIGINAL SKILLS & EMPLOYMENT TRAINING

Stó:lō Aboriginal Skills & Employment Training (SASET) is the ASET holder for the Fraser Valley Region, and serves Skatin, Sahmaquam, and Douglas Nations, however they are mandated to serve Aboriginal people regardless of place of origin if they are 15 years of age or older and live in the SASET catchment area.

SASET provides a full suite of employment assistance services, including employment readiness workshops, employment counselors, access to education and trades training information, labour market information, computers with internet access, photocopy and fax service, as well as a job posting board a resource library. SASET also runs regular training programs including, but not limited to: Career Decisions Making Program, Construction Training Program, Forestry Skills Training.

- Website: www.saset.ca
- Address: Bldg. #8A – 7201 Vedder Rd., Chilliwack, BC V2R 4G3
- Phone: 604-858-3691 Toll-Free: 1-888-845-4455
- Email: saset@stolonation.bc.ca

INTERIOR SALISH EMPLOYMENT AND TRAINING SOCIETY

The Shuswap Nation Tribal Council is the ASETS holder for the region, and delivers services for the upper St'át'imc people through the Interior Salish Employment and Training Society (ISETS), based out of Merritt. The St'át'imc communities served by ISETS include: Xwísten, Ts'kw'aylac, Cayoose, Tsalálh, Lilooet, and Xax'lip,

- Websites: www.isets.ca http://shuswapnation.org/departments/asets/
- Address: SNTC 680 Athabasca Street West, Kamloops, BC V2H 1C4
- Phone: 778-471-8200
- Email: workliaison@shuswapnation.org

WORKBC EMPLOYMENT SERVICE CENTRES

WorkBC Employment Service Centres (ESC) is a provincial government initiative in partnership with the federal government that offers "one-stop employment services." Each ESC offers the following services for job seekers:

- Self-serve Resource Area
    - Job postings
    - Resume and cover letter samples
    - Labour market information
    - Computer workstations with internet
    - Phones, fax, and photocopiers for job search activities
- Case Managers for those who need more guidance and support
- Personal Employment Planning to identify and overcome obstacles to employment
- Support accessing other programs and services, including:
    - Apprenticeships
    - Disability Services
    - Skills Training
    - Self-Employment orientation, assessment and training
    - Wage Subsidy

Most ESCs also offer workshops and training to assist job seekers. Workshop categories include, but are not limited to: job search, job maintenance, life skills, and employability.

There are two WorkBC ESCs providing services to St'át'imc communities.

SEA TO SKY - SQUAMISH AND WHISTLER EMPLOYMENT SERVICE CENTRE

The Sea to Sky - Squamish and Whistler Employment Service Centre offers services in Whistler Village and Pemberton at the following locations:

Whistler Public Library Community Room
4329 Main Street
Mondays 1:00pm to 4:00pm

WCSS Food Bank
1519 Spring Creek Drive
Mondays 10:00am to 12:00pm

Pemberton Library
7390 Cottonwood Street
Thursdays 1:00pm to 4:00pm

It is also possible to have a WorkBC Case Manager arrange to meet at another location if needed.

- Website: www.squamishesc.com
- Address (Whistler Location): #204-1200 Alpha Lake Road, Whistler BC V0N 1B1
- Phone: 604-932-1600
- Email: email contact form available on website

LILLOOET WORKBC EMPLOYMENT SERVICE CENTRE

Open Door Group and the Lillooet Employment Service Network have partnered to deliver the Employment Program of BC (EPBC) at the WorkBC Employment Services Centre in Lillooet. The Lillooet ESC has a strong focus on developing partnerships with local employers in order to best serve their clients seeking employment.

- Website: www.lillooetesc.ca
- Address: 639B Main Street, Lillooet, British Columbia, V0K 1V0
- Phone: 250-256-7758
- Email: info@lillooetesc.ca

POST-SECONDARY TRAINING PROVIDERS

THOMPSON RIVERS UNIVERSITY

Thompson Rivers University (TRU) has over 24,000 students 11% of whom are Aboriginal. TRU offers 140 on-campus programs and 57 Open Learning programs online and by distance. TRU has campuses in Kamloops and Williams Lake as well as regional centres in 100 Mile House, Clearwater, Barriere, Ashcroft, and Lillooet and Lytton.

TRU Lillooet & Lytton Training and Education Centre

The TRU Lillooet Training and Education has a classroom capacity for 20 students, computer lab (15 computers) and conference room. The Centre offers courses in Business and Office Skills, Computers, First Aid, Personal Development, Tourism and Trades and Technology. The MicroComputers in Business Certificate helps students to become proficient in the computer skills needed to work in an office environment. A wide range of courses are offered in Health and Safety, such as CPR, OFA Level 1-3, Foodsafe, and WHMIS. TRU Lillooet also offers distance learning in academic programs, certificates, trades programs, preparation to industry programs, and first year university degree courses.

In addition to serving learners, TRU Lillooet can provide businesses and agencies with individualized courses or workshops at other sites upon request, including test supervision, with notice and for a fee.

- Website: www.tru.ca/regional
- Address: #10 - 155 Main Street, Lillooet, British Columbia, V0K 1V0
- Phone: 250.256.4278
- Email: jbryson@tru.ca

NICOLA VALLEY INSTITUTE OF TECHNOLOGY

Nicola Valley Institute of Technology (NVIT) proudly proclaims itself "The Home of Aboriginal Public Education in BC." The five founding bands of NVIT include: Coldwater, Lower Nicola, Nooaitch, Shackan, and Upper Nicola. With campuses in Merritt and Vancouver, NVIT currently serves over 1,300 students.

In addition to 11 different programs, the Merritt Campus offers students on-campus housing, daycare services as well as a bookstore and library.

- Website: www.nvit.ca
- Address: 4155 Belshaw Street, Merritt, BC V1K 1R1
- Phone: 1-877-682-3300
- Email: info@nvit.bc.ca

CAPILANO UNIVERSITY

Capilano University serves 7,500 credit students and 7,000 non-credit students annually. In addition to the main campus in North Vancouver, it also has regional centres on the Sunshine Coast Campus and in Squamish. The Squamish campus serves the communities of Squamish, Whistler, Mount Currie and Pemberton.

Capilano University's Squamish Campus offers the Wilderness Leadership Program as well as courses in Business Administration and Arts and Sciences.

- Website: www.capilanou.ca/squamish/
- Address: PO Box 1538, 1150 Carson Place, Squamish, BC, V8B 0B1
- Phone: 604.892.5322
- Email: squamish@capilanou.ca

BUSINESS SERVICES AGENCIES

WHISTLER CHAMBER OF COMMERCE

The Whistler Chamber of Commerce represents over 800 member businesses in the Resort Municipality of Whistler. The are recognized as the "Voice of Business" in the area and there stated mission is, "*To maximize success within the context of achieving sustained prosperity for all businesses in Whistler by providing leadership, support, resources and tools.*" The resources and tools they offer include a multitude of e-learning courses and training sessions including a regular rotation of classes in bookkeeping, Microsoft Excel, first aid, FoodSafe, micro-business training, sales success, social media and PR. The Chamber's website also offers a variety of employment resources for both employers and job seekers including a job board.

- Website: www.whistlerchamber.com
- Address: 201 - 4230 Gateway Drive, Whistler, BC VON 1B4
- Phone: 604.932.5922
- Email: chamber@whistlerchamber.com

PEMBERTON AND DISTRICT CHAMBER OF COMMERCE

The Pemberton and District Chamber of Commerce serves the Village of Pemberton as well as Mt. Currie, Pemberton Meadows, Birken and D'arcy. The Chamber's goal is to support business, economic growth and diversification, and provide important resources and benefits to over 150 members. The Pemberton Chamber's website includes a job board.

- Website: www.pembertonchamber.com
- Address: P.O. Box 370, Pemberton, BC, Canada, V0N 2L0
- Phone: 604.894.6477
- Email: info@pembertonchamber.com

LILLOOET AND DISTRICT CHAMBER OF COMMERCE

The Lillooet and District Chamber of Commerce focuses on supporting local businesses, enabling tourism opportunities, and getting involved in community improvement projects. The Lillooet Chamber has 46 member businesses.

- Website: www.lillooetchamberofcommerce.com
- Address: PO Box 650 - Lillooet, BC Canada V0K 1V0
- Phone: 250-256-3578
- Email: info@lillooetchamberofcommerce.com

APPENDIX 2: 2011 CENSUS DATA

The data is from the 2011 Census, collected across Canada in the spring of 2011. The data was compiled by Census Canada under special request to filter the responses with Aboriginal identify only, through the self-identification method on the Census form.

Two sets of data were provided by Statistics Canada on special request:

- Demographic Targeted Profile – age and language data
- Basic Targeted Profile – more comprehensive data including education and employment

The data sets presented included several thousand Census regions in Canada, every region with significant amounts of community data. Once received, the Census regions corresponding to the *St'át'imc Territory* were identified and compiled together.

The *St'át'imc Territory* stretches from Whistler in the west to Lillooet in the east, and the Head of Harrison Lake in the south to the Markers and Elbow Pass and China Head Mountain in the north. The closest major Census region to the St'át'imc Territory is the *Squamish Lillooet Regional District*, although is includes the both the Squamish Nation and Squamish District Municipality, and does not include the southern communities near Harrison Lake.

Therefore, the St'át'imc data was constructed using the various regional district regions, municipalities, and of course the Reserve communities, corresponding to the eleven St'át'imc communities. The various Census regions are presented below, with the Reserve communities listed under their corresponding Bands/Nations.

St'át'imc Region includes data from the following Census districts:

Regional Districts

- Squamish Lillooet Regional District A
- Squamish Lillooet Regional District B
- Squamish Lillooet Regional District C
- Fraser Valley Regional District C

Municipalities

- Pemberton Village
- Whistler District Municipality
- Lillooet District Municipality

Reserves

- Mount Currie - Lil'wat
  - Mount Currie IRI
  - Nesuch 3 IRI
- Bridge River – Nxwisten
  - Bridge River 1 IRI
- Pavilion - Ts'kw'aylacw
  - Pavilion 1 IRI
  - Marble Canyon 3 IRI*
- Cayoose Creek - Sekw'el'was
  - Cayoosh Creek 1 IRI
- Seton Lake – Tsalálh
  - Slosh 1 IRI
- Lilooet - T'it'q'et
  - Lillooet 1 IRI
  - McCartney's Flat 4 IRI
- Fountain - Xaxl'ip
  - Fountain 1 IRI
  - Fountain 1B
  - Chilhil 6 IRI
- Anderson Lake - N'Quatqua
  - Nequatque IRI
- Douglas - Xa'xtsa
  - Douglas 8 IRI*
  - Tipella 7 IRI*
- Skatin
  - Skookumchuck 4 IRI
- Samahquam
  - Q'alatkú7em IRI

** The data from these three Reserves (Marble Canyon3; Douglas 8; Tipella 7) were very small, and therefore not included in the two Census reports. Data from these communities were collected from the Census Canada website (www12.statcan.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E). Only the overall population figures are available, and not the various breakdowns of age, gender, education, or employment.*

DATA LIMITATIONS

Overall, the Census data can be incomplete in many categories, as the data tends to be less reliable for the smaller communities, and some communities presented with zero data. As the populations for most of the St'át'imc communities tend to be quite small, some of the data can be missing. Also, as the data is usually presented rounded up/down to multiples of 5, some of the smaller data can also be skewed. For example, a community with 24 people (12 men and 12 women) can be presented as 25 people, with 10 men and 10 women. Therefore, many of the tables do not add up.

Overall the 2011 Census figures presented in this section are straight from the data. This project added them up for the particular St'át'imc region, but otherwise the data is unprocessed. Therefore in many cases, the numbers will not add up under certain categories, or have different totals from one category to the next. As with all statistical data, these are estimates of the population on July 1, 2011. They are used here in this analysis as a starting point. All of the community figures have been reviewed by the administration from each of the communities to validate the data. Where significant discrepancies have been identified, they are noted under each community.

NOTES ON KEY TERMS

The 2011 Census data used in this report utilizes some common terms, but with specific meanings. For example, the term "unemployed" for many people means people not currently working; but with this data, the term unemployed refers to people defined as in the labour force who are currently looking for work. Therefore, retirees, homemakers, and persons with disabilities unable to work, and persons who are long term unemployed, are not counted in this category.

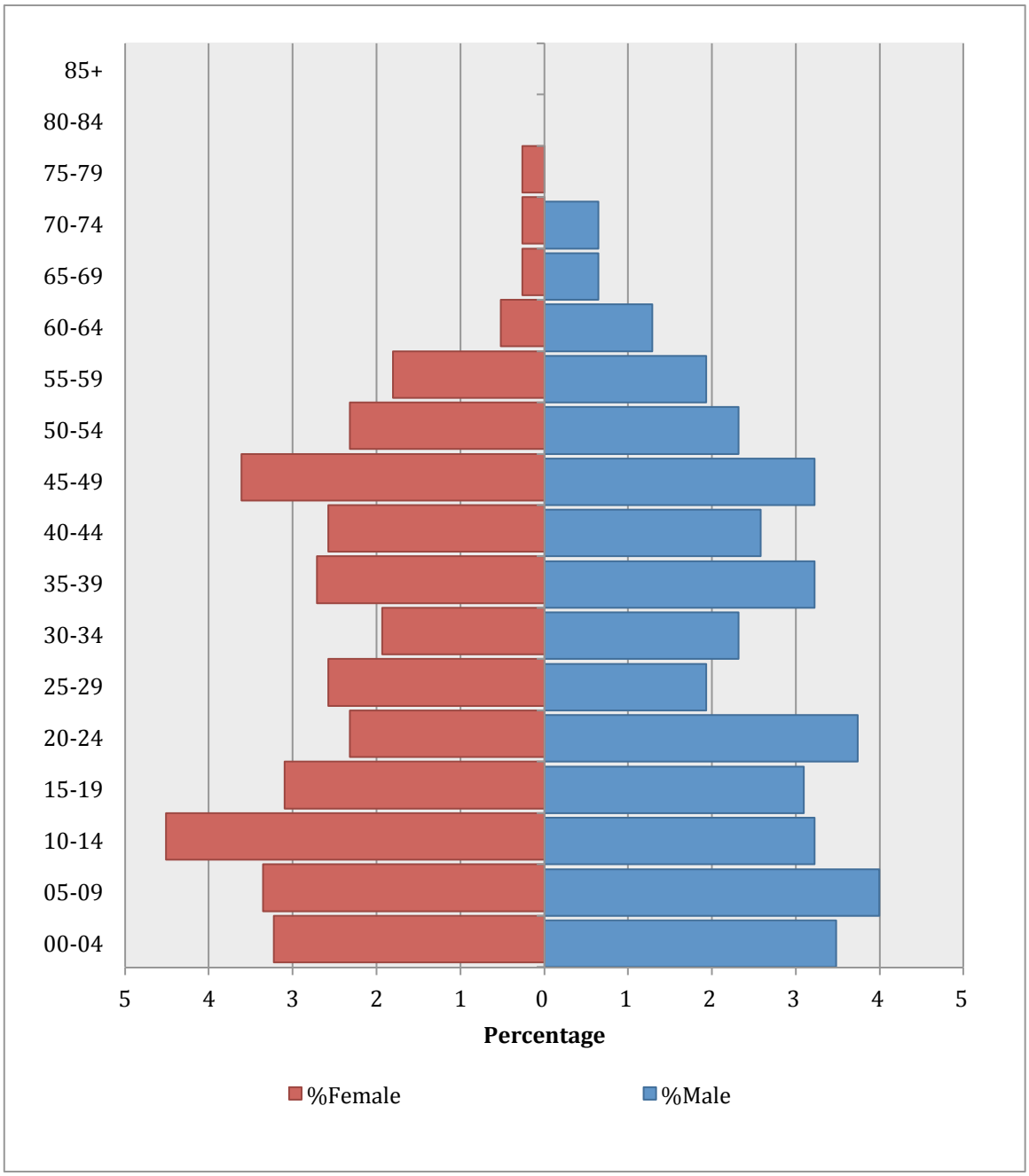
A list of definitions of some of the common terms is presented below.

- **Population**: The number of people, included in a survey or census, to whom the results of that survey or census apply to. In this case the number of people from whom information was gathered in each of the eleven St'át'imc communities.
- **Median age:** The age that is in the middle of the range of ages present in a given population sample. It is the middle point in a distribution, meaning half of the age values are above and half are below. For example in a sample of people who's ages are 21, 23, 24, 25, 26, 28, 30, 32, 33, the median age would be 26, as half the people are younger and half are older.
- **Population 15 and over:** Number of people aged 15 years and older out of the total number of people surveyed in each area. This is a key number as it shows the proportion of the total population considered to be in the working-age.
- **In the labour force:** This term refers to the proportion of the surveyed population, 15 years and older, who is actively participating in the labour market. This includes people who are employed and those who are unemployed but actively searching for work.
- **Not in the labour force:** Number of people who are not actively participating in the labour market such as institutional residents, retired, attending an educational institution or voluntarily inactive.
- **Participation rate:** This measure, expressed in percentage, outlines the share of the working-age population (15 yrs and over) who are either employed or unemployed (but looking for work). It represents the portion of the surveyed population (working-age) that is working or looking for work.

- **Employed:** Those who during the week of the survey did any work at all, that is paid work, in an employer-employee setting or self- employed.
- **Employment rate**: The percentage of the working age (15 yrs and over) population in the labour force surveyed actively working. This is a more accurate measure of the labour market than the unemployment rate as it represents the amount of people who are able to acquire a job when they actively search for one.
- **Unemployed:** Overall this term refers to people who are not currently employed but who are actively looking for work and at the time of the survey were available for work.
- **Unemployment rate:** The percentage of working-age (15 yrs and over) of the population actively looking for work but who are not currently employed. This is a harder measure to trust as it is based on the assumption that people are "in" the labour force, meaning that they are in fact actively looking for work.

APPENDIX 3: COMMUNITY DATA

FIGURE 20: ST'ÁT'IMC AGE AND GENDER



LIL'WAT – MOUNT CURRIE

Lil'wat at Mount Currie, near Pemberton, is the largest of the St'át'imc communities, with a 2011 Census population of 1,365 people, of which 1,265 live on the Mount Currie Reserve, and 105 people live on the Nesuch 3 Reserve.

Mount Currie IRI	1,265
Nesuch 3 IRI	105
Total Population	**1,365**

The community has a median age of 28.5 years old, with a youth population of 240 people between 15 and 24 years old, and a working age population of 910 people, aged 15-64 years old.

0 – 14 years old	380
15 – 24 years old	240
15 – 64 years old	910
65 years and older	60
Total Population	**1,365**

Of the total reported labour force population of 975 people, 540 people were classified as in the labour force, and 440 people were classified as not in the labour force. Of those in the labour force, 370 were employed, and 170 were unemployed.

Not in the Labour Force	440	
In the Labour Force	540	
Labour Force Participation Rate		*55.1%*
Employed	370	
Employment Rate		*68.5%*
Unemployed	170	
Unemployment Rate		*31.5%*
Total Labour Force	**975**	

Of the total reported labour force population of 975 people, one-third, 325 people had no high school certificate or diploma, while 310 people had high school or equivalent as their highest level of education. The community had 145 people with an apprenticeship or trades certificate, 170 people with a college or university certificate, and 15 people with a bachelor's degree or higher.

No certificate, diploma or degree	325
High school diploma or equivalent	310
Apprenticeship or trades certificate or diploma	145
University or non-university certificate or diploma	170
Bachelor degree and above	15
Total Labour Force	**975**

XWÍSTEN – BRIDGE RIVER

Xwísten (Bridge River) located near Lillooet with a 2011 Census population of 225 people, all of which live on the Nxwisten Reserve.

The community has a median age of 31.1 years old, with a youth population of 40 people between 15 and 24 years old, and a working age population of 150 people, aged 15-64 years old.

0 – 14 years old	55
15 – 24 years old	40
15 – 64 years old	150
65 years and older	10
Total Population	**225**

Of the total reported labour force population of 170 people, 110 people were classified as in the labour force, and 60 people were classified as not in the labour force. Of those in the labour force, 65 were employed, and 45 were unemployed.

Not in the Labour Force	60	
In the Labour Force	110	
Labour Force Participation Rate		*64.7%*
Employed	65	
Employment Rate		*59.1%*
Unemployed	45	
Unemployment Rate		*40.9%*
Total Labour Force	**170**	

Of the total reported labour force population of 170 people, over a third, 65 people had no high school certificate or diploma, while 50 people had high school or equivalent as their highest level of education. The community had 60 people with an apprenticeship, trades certificate, college or university certificate.

No certificate, diploma or degree	65
High school diploma or equivalent	50
Apprenticeship or trades certificate or diploma	25
University or non-university certificate or diploma	35
Bachelor degree and above	-
Total Labour Force	**170**

TS'KW'AYLAXW - PAVILION

Ts'kw'aylaxw at Pavillion, approximately 40km North of Lillooet, with a 2011 Census population of 118 people, of which 50 live on the Pavillion Reserve, and 68 people live on the Marble Canyon 3 Reserve.

Pavillion	50
Nesuch 3 IRI	68
Total Population	**118**

The community has a median age of 39.0 years old, with a youth population of 15 people between 15 and 24 years old, and a working age population of 50 people, aged 15-64 years old.

0 – 14 years old	20
15 – 24 years old	15
15 – 64 years old	50
65 years and older	-
Total Population	**118**

Of the total reported labour force population of 50 people, 30 people were classified as in the labour force, and 10 people were classified as not in the labour force. Of those in the labour force, 25 were employed, and 10 were unemployed.

Not in the Labour Force	10	
In the Labour Force	30	
Labour Force Participation Rate		*77.8%*
Employed	25	
Employment Rate		*71.4%*
Unemployed	10	
Unemployment Rate		*28.6%*
Total Labour Force	**50**	

Of the total reported labour force population of 50 people, 20 people had no high school certificate or diploma, while 10 people had high school or equivalent as their highest level of education. The community had 10 people with an apprenticeship, trades or college certificate.

No certificate, diploma or degree	20
High school diploma or equivalent	10
Apprenticeship or trades certificate or diploma	10
University or non-university certificate or diploma	0
Bachelor degree and above	0
Total Labour Force	**50**

SEKW'EL'WAS - CAYOOSE CREEK

Sekw'el'was at Cayoose Creek, near Pemberton, is a small St'át'imc community, with a 2011 Census population of 50 people. Due to the very small size of this nation, there are limitations to the data.

Cayoosh Creek	50
Total Population	**50**

The community has a median age of 43.6 years old, with a youth population of 0 people between 15 and 24 years old, and a working age population of 30 people, aged 15-64 years old.

0 – 14 years old	-
15 – 24 years old	-
15 – 64 years old	30
65 years and older	-
Total Population	**50**

Of the total reported labour force population of 50 people, 30 people were classified as in the labour force, and 20 people were classified as not in the labour force. Of those in the labour force, 25 were employed, and 10 were unemployed.

Not in the Labour Force	20	
In the Labour Force	30	
Labour Force Participation Rate		*63.6%*
Employed	25	
Employment Rate		*71.4%*
Unemployed	10	
Unemployment Rate		*28.6%*
Total Labour Force	**50**	

Of the total reported labour force population of 50 people, 20 people had no high school certificate or diploma, while 10 people had high school or equivalent as their highest level of education. The community had 35 people with an apprenticeship, trades certificate or college certificate.

No certificate, diploma or degree	20
High school diploma or equivalent	10
Apprenticeship or trades certificate or diploma	20
University or non-university certificate or diploma	-
Bachelor degree and above	-
Total Labour Force	**50**

TSALÁLH– SETON LAKE

Tsalálh at Seton Lake, near Lillooet, is a small St'át'imc community, with a 2011 Census population of 210 people, all of which live on the Slosh 1 Reserve.

Slosh 1	210
Total Population	**210**

The community has a median age of 31.6 years old, with a youth population of 40 people between 15 and 24 years old, and a working age population of 130 people, aged 15-64 years old.

0 – 14 years old	45
15 – 24 years old	40
15 – 64 years old	130
65 years and older	10
Total Population	**210**

Of the total reported labour force population of 160 people, 80 people were classified as in the labour force, and 75 people were classified as not in the labour force. Of those in the labour force, 60 were employed, and 20 were unemployed.

Not in the Labour Force	75	
In the Labour Force	80	
Labour Force Participation Rate		*51.6%*
Employed	60	
Employment Rate		*75.0%*
Unemployed	20	
Unemployment Rate		*25.0%*
Total Labour Force	**160**	

Of the total reported labour force population of 155 people, 65 people had no high school certificate or diploma, while 20 people had high school or equivalent as their highest level of education. The community had 20 people with an apprenticeship or trades certificate, and 50 people had college or other non-university certificate or diploma.

No certificate, diploma or degree	65
High school diploma or equivalent	20
Apprenticeship or trades certificate or diploma	20
University or non-university certificate or diploma	50
Bachelor degree and above	-
Total Labour Force	**155**

T'IT'Q'ET - LILOOET

T'it'q'et, near Lilooet, is part of the St'át'imc communities, with a 2011 Census population of 245 people, of which 40 live on the McCartney's Flat 4 Reserve, and 205 people live on the Lillooet 1 IRI Reserve.

McCartney's Flat 4	40
Lillooet 1 IRI	205
Total Population	**245**

The community has a median age of 34.1 years old, with a youth population of 35 people between 15 and 24 years old, and a working age population of 145 people, aged 15-64 years old.

0 – 14 years old	50
15 – 24 years old	35
15 – 64 years old	145
65 years and older	15
Total Population	**245**

Of the total reported labour force population of 190 people, 125 people were classified as in the labour force, and 75 people were classified as not in the labour force. Of those in the labour force, 90 were employed, and 30 were unemployed.

Not in the Labour Force	75	
In the Labour Force	125	
Labour Force Participation Rate		*61.5%*
Employed	90	
Employment Rate		*75.0%*
Unemployed	30	
Unemployment Rate		*25.0%*
Total Labour Force	**190**	

Of the total reported labour force population of 195 people, 45 people had no high school certificate or diploma, while 50 people had high school or equivalent as their highest level of education. The community had 20 people with an apprenticeship, trades certificate, 40 people with a college or other non-university certificate or diploma and 15 people with a bachelor's degree or above.

No certificate, diploma or degree	45
High school diploma or equivalent	50
Apprenticeship or trades certificate or diploma	20
University or non-university certificate or diploma	40
Bachelor degree and above	20
Total Labour Force	**190**

XAX'LIP - FOUNTAIN

Xax'lip, close to Lillooet, with a 2011 Census population of 175. 130 people live on the Fountain 1 IRI Reserve, and 45 people live on the Fountain B Reserve.

Fountain 1 IRI	130
Fountain B	45
Chilhil IRI 6	70
Total Population	**245**

The community has a median age of 35.5 years old, with a youth population of 30 people between 15 and 24 years old, and a working age population of 160 people, aged 15-64 years old.

0 – 14 years old	35
15 – 24 years old	30
15 – 64 years old	160
65 years and older	10
Total Population	**245**

Of the total reported labour force population of 195 people, 110 people were classified as in the labour force, and 80 people were classified as not in the labour force. Of those in the labour force, 75 were employed, and 40 were unemployed.

Not in the Labour Force	80	
In the Labour Force	110	
Labour Force Participation Rate		*59.0%*
Employed	75	
Employment Rate		*65.2%*
Unemployed	40	
Unemployment Rate		*34.8%*
Total Labour Force	**195**	

Of the total reported reported labour force population of 195 people, 55 people had no high school certificate or diploma, while 45 people had high school or equivalent as their highest level of education. The community had 35 people with an apprenticeship, trades certificate, 35 people with a college or other non-university certificate or diploma and 10 people with a bachelor's degree or above.

No certificate, diploma or degree	55
High school diploma or equivalent	45
Apprenticeship or trades certificate or diploma	35
University or non-university certificate or diploma	35
Bachelor degree and above	10
Total Labour Force	**195**

N'QUATQUA - ANDERSON LAKE

N'Quatqua, located between Pemberton and Lillooet by Anderson Lake, is the second largest of the St'át'imc communities, with a 2011 Census population of 280 people, all of whom live on the Nequatque Reserve.

Nequatque IRI	280
Total Population	**280**

The community has a median age of 33.1 years old, with a youth population of 40 people between 15 and 24 years old, and a working age population of 175 people, aged 15-64 years old.

0 – 14 years old	70
15 – 24 years old	40
15 – 64 years old	190
65 years and older	15
Total Population	**285**

Of the total reported labour force population of 215 people, 110 people were classified as in the labour force, and 110 people were classified as not in the labour force. Of those in the labour force, 55 were employed, and 30 were unemployed

Not in the Labour Force	110	
In the Labour Force	110	
Labour Force Participation Rate		*48.8%*
Employed	80	
Employment Rate		*72.7%*
Unemployed	25	
Unemployment Rate		*23.8%*
Total Labour Force	**215**	

Of the total reported labour force population of 220 people, 75 people had no high school certificate or diploma, while 55 people had high school or equivalent as their highest level of education. The community had 50 people with an apprenticeship, trades certificate, 40 people with a college or other non-university certificate or diploma.

No certificate, diploma or degree	75
High school diploma or equivalent	55
Apprenticeship or trades certificate or diploma	50
University or non-university certificate or diploma	40
Bachelor degree and above	-
Total Labour Force	**220**

XA'XTSA - DOUGLAS

Xa'xtsa is the smallest of the St'át'imc communities, with a 2011 Census population of 36 people, all of whom live on the Tipella 7 IRI Reserve. Due to the small size of this community no other data was available.

Tipella 7 IRI	36
Total Population	**36**

SKATIN

Skatin has a 2011 Census population of 105 people, all of whom live on the Skookumchuck 4 IRI Reserve.

Skookumchuck 4 IRI	105
Total Population	**105**

The community has a median age of 29.5 years old, with a youth population of 25 people between 15 and 24 years old, and a working age population of 30 people, aged 15-64 years old.

0 – 14 years old	20
15 – 24 years old	25
15 – 64 years old	30
65 years and older	10
Total Population	**105**

Of the total reported labour force population of 80 people, 35 people were classified as in the labour force, and 40 people were classified as not in the labour force. Of those in the labour force, 25 were employed, and 10 were unemployed.

Not in the Labour Force	35	
In the Labour Force	40	
Labour Force Participation Rate		*46.7%*
Employed	25	
Employment Rate		*71.4%*
Unemployed	10	
Unemployment Rate		*28.6%*
Total Labour Force	**80**	

Of the total reported labour force population of 75 people, 45 people had no high school certificate or diploma; none had high school or equivalent as their highest level of education. The community had 25 people with an apprenticeship or trades certificate.

No certificate, diploma or degree	45
High school diploma or equivalent	-
Apprenticeship or trades certificate or diploma	25
University or non-university certificate or diploma	-
Bachelor degree and above	-
Total Labour Force	**75**

SAMAHQUAM

Samahquam has a 2011 Census population of 80 people, all of whom live on the Q'alatkú7em IRI Reserve.

Q'alatkú7em IRI	80
Total Population	**80**

The community has a median age of 30.6 years old, with a working age population of 40 people, aged 15-64 years old.

0 – 14 years old	30
15 – 24 years old	-
15 – 64 years old	40
65 years and older	-
Total Population	**80**

Of the total reported labour force population of 55 people, 30 people were classified as in the labour force, and 25 people were classified as not in the labour force. Of those in the labour force, 10 were employed, and 20 were unemployed

Not in the Labour Force	25	
In the Labour Force	30	
Labour Force Participation Rate		*54.5%*
Employed	10	
Employment Rate		*33.3%*
Unemployed	20	
Unemployment Rate		*66.6%*
Total Labour Force	**55**	

Of the total reported labour force population of 55 people, 20 people had no high school certificate or diploma, while 15 people had high school or equivalent as their highest level of education. The community had 15 people with an apprenticeship or trades certificate.

No certificate, diploma or degree	20
High school diploma or equivalent	15
Apprenticeship or trades certificate or diploma	15
University or non-university certificate or diploma	-
Bachelor degree and above	-
Total Labour Force	**55**

APPENDIX 4: OCCUPATIONAL TABLES – ENTRY-LEVEL JOBS

A new and better approach to matching skills possessed by individuals and the demand for job ready skills will mean retooling and supporting an effective and efficient front-line case-mangement system

Recent studies[7] have indicated that there is a need for a paradigm shift in the way we think about the skills gap and the skills individuals possess. Individuals often may not possess formal or higher level education as required by a credentials list but may have foundational skills necessary to meet the minimal requirements for employment. This suggests that there is a need to be better alignment and identification/measurement of skills compared to the current demand by employers.

There is opportunity in future labour market programming and services for Aboriginal people to address and focus on a properly resourced and expertly managed case management system that ensures work ready individuals are on a career continuum that incorporates specific job skill requirements that can be identified through a job analysis or occupational profile that summarizes the competencies, knowledge, skills, abilities, and behaviors directly related to performance on the job.

We are often preoccupied with a process that tends to focus on what skills or formal education the client does not have, when the focus should be placed on the skills clients do possess and provide opportunities for refinement. For example, for individuals that do not possess secondary or post-secondary education, the current system of assessment measures 'educational attainment' and is predisposed to place those individuals on the return to school pathway. Although this is a great course of action for any individual, there are individuals who possess foundational skills to secure employment that could be refined in the short term leading to employment.

For individuals who have been out of the educational system for more than three years, it is often a difficult decision, often with no guarantee for success to accept re-entering the mainstream education system to complete high-school equivalency or to meet college/university entrance requirements.

7 http://www.act.org/research/policymakers/pdf/abettermeasure.pdf

Does Higher Education mean Job Success? Meeting the Skills Gap means understanding employment requirements. Are individual client assessments based on specific occupational requirements? What will lead to job success and reducing the skills gap for employers?

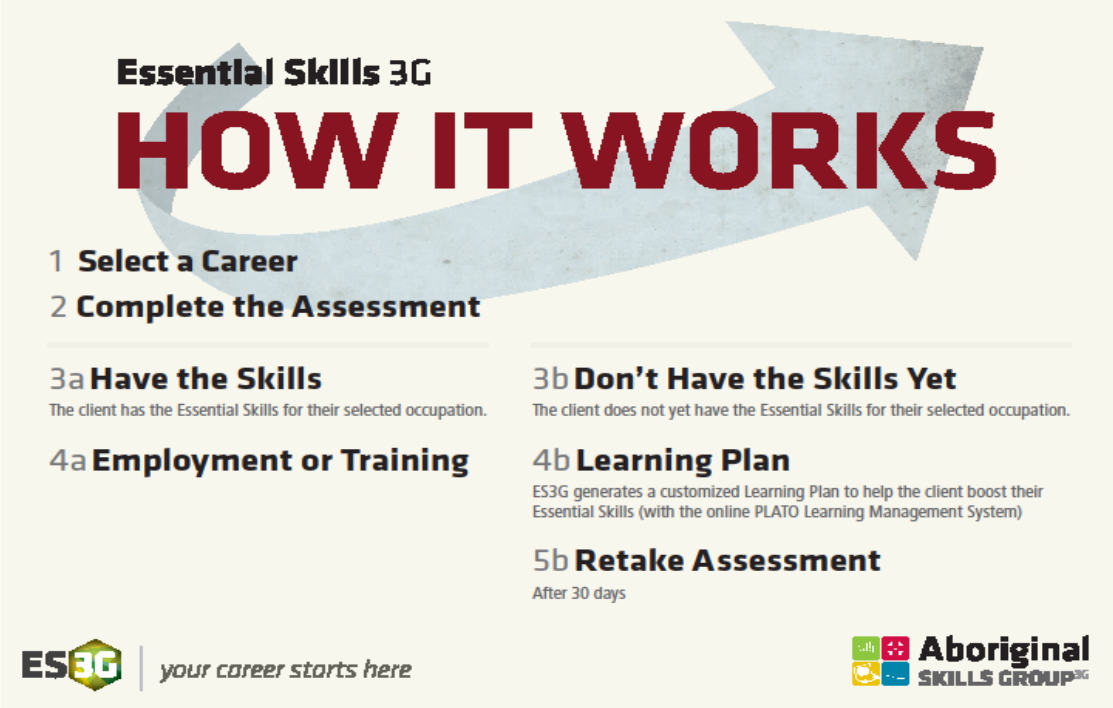
It will be necessary for service organizations to review and assess their existing case management systems to better understand their ability and capacity to meet demand for better skills identification that responds effectively to meet employment demand while encouraging long term career development. We like to refer to the case management system that is based on job demand as a learning management system.

So how can assess individuals for job entry? Where do we start? How can we assist individuals acquire the competencies required by employers? Let's consider the two main routes to obtaining job credentials in Canada. Jobs that you train for and jobs where they train you.

Considering that most jobs in Canada can be place in one of two categories above, working with employers is the key to understanding job requirements. This means building on existing occupational data found in the **National Occupational Classification 2011**[8] . Foundational skills are more commonly known in Canada as Essential Skills and Canada recognizes 9 competencies or Essential Skills[9]. The ability to assess these competencies against specific occupations is the right step towards the skills gap process.

8 www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx

9 http://www.skillscanada.bc.ca/EssentialSkills.aspx



Essential Skills assessments, based on specific occupations, have been developed in several provinces across Canada. In British Columbia, the Aboriginal Skills Group has been providing specific occupational skills assessments since 2008. These are a pre requisite for skill enhancement and a solid basis for front line case management. Essential Skills are also learning skills and early identification can better prepare people for specific occupational training, whether is it on the job or some formal path to occupational certification.

If there are gaps in the case management systems/processes, partnerships between learning institutions, employers and service organizations should be sought and encouraged to provide maximum capacity and expertise for case managers/employment counsellors. Without the supports and expertise needed to evolve an effective and efficient case management system that addresses skills gaps effectively with labour force demand, maintaining the status quo can only stymie the rate of success and Labour force attachment by Aboriginal people.

OCCUPATIONAL TABLES – ENTRY-LEVEL JOBS

FIGURE 21: OCCUPATIONAL TABLE: ADMINISTRATIVE ASSISTANT

NOC 1221, 1241	Requirements	Training Providers	Jobs
Administrative Officer 1221 Oversee and implement administrative procedures, set work priorities, review office operations, and arrange for services. **Administrative Assistant 1241** Coordinate schedules, make travel & meeting arrangements, and direct phone calls in support of managerial and professional employers. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=1&val1=1221&val11=Administrative+Officer&val12=0&val13=0&val14=&val15=0&val16=0 www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=1&val1=1241&val11=administrative+assistant&val12=0&val13=0&val14=&val15=0&val16=0	Completion of secondary school is required for Officers, and is usually required for Assistants. (NOTE: Legal & Medical Admin. Assistants are specialized occupations not included here.) **Required/Preferred Certificates** • **Officer:** a degree or diploma in business or public administration may be required. • **Assistant:** Completion of a 1- or 2-year program for administrative assistants or secretaries is usually required *or* previous clerical experience is required. **Key Skills** • Strong organizational skills • Numeracy, attention to detail • Clerical Skills, Manual Dexterity • Thinking, problem solving • Use of digital technology, computer use • Reading, writing, document use **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=administrative+assistant&source=2&modify=Go%21	**Training** **Officer 1221** Most colleges offer diplomas or degrees in business and public administration, e.g. • SFU: Graduate Diploma in Business Administration **Assistant 1241:** • BCIT: Industry Partnership Certificate: *Office Administrator with Technology* • Vancouver School Board: Continuing Education, Administrative Assistant Diploma Program	Total Demand (2012-2022) for Administrative Officers: • BC: 74,200 • Mainland/Southwest: 63,500 • Thompson/Okanagan: 3,000 • Projected Increase 1% p/a • Wages: $17-$30/hour Total Demand (2012-2022) for Admin. Assistants [incl. legal & medical]: • BC: 51,400 • Mainland/Southwest: 42,000 • Thompson/Okanagan: 2,400 • Projected Increase 1 % p/a • Wages: $13-$27/hour **Local Employers** • Local Governments • SMEs **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/1221 www.workbc.ca/Job-Seekers/Career-Profiles/1241

FIGURE 22: OCCUPATIONAL TABLE: ACCOUNTING TECHNICIANS AND BOOKKEEPERS

NOC 1311, 1231	Requirements	Training Providers	Jobs
Accounting technicians and bookkeepers maintain complete sets of books, keep records of accounts, verify the procedures used for recording financial transactions, and provide personal bookkeeping services. **HRSDC Profile** www5.hrsdc.gc.ca/noc/english/noc/2011/Profile.aspx?val=1&val1=1311	Completion of secondary school is required. **Required/Preferred Certificates** Completion of a college program in accounting, bookkeeping or a related field *or* Completion of two years (first level) of a recognized professional accounting program *or* Courses in accounting or bookkeeping combined with several years of experience as a financial or accounting clerk are required. **Key Skills** • Math, computer use, document use • Attention to detail • Clerical ability, digital dexterity • Critical thinking, problem solving **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=accounting+bookkeeper&source=2&modify=Go%21&noc=1231	**Training Providers** • Langara College: Professional Bookkeeper Certificate • Vancouver Community College: Accounting /Bookkeeping/Payroll: Credits in the Office Admin. Certificates • BCIT: Accounting Diploma: 2 years, Full-time • BCIT Finance Certificate: Course by course, Part-time. • On line bookkeeping and accounting courses are also available.	Total Demand (2012-2022) for Accounting technicians and bookkeepers • BC: 40,100 • Mainland/Southwest: 32,000 • Thompson/Okanagan: 1,900 • Projected Increase 1.2% p/a • Wages: $10-$30/hour **Local Employers** • Government • Business • Self-Employed **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/1311

FIGURE 23: OCCUPATIONAL TABLE: CASHIER/RETAIL SALES ASSOCIATE

NOC 6611, 6421	Requirements	Training Providers	Jobs
Cashiers operate cash registers, optical price scanners, and computers to record and accept payment for goods, services, and admissions. **Retail sales associates** and sales clerks sell, rent, or lease a range of goods and services directly to consumers. **HRSDC Profiles** Cashier www30.hrsdc.gc.ca/NOC/English/NOC/2006/ProfileNocCode.aspx?val=6&val1=6611&val17=6611&val18=0&val19=0 Retail Sales Associate www30.hrsdc.gc.ca/NOC/English/NOC/2006/ProfileNocCode.aspx?val=6&val1=6421&val17=6421&val18=0&val19=0	**Required/Preferred Certificates** • Some secondary school education is usually required • Eligibility for bonding may be required for cashiers **Key Skills** • Numeracy, Digital Technology • Strong verbal communication skills • Thinking, Memory Use • Reading [product knowledge] **Essential Skills Profile** Cashier www.jobbank.gc.ca/es_search-eng.do?titleKeyword=cashier&source=2&modify=Go%21 Retail Sales Associate www.jobbank.gc.ca/es_search-eng.do?titleKeyword=Retail+Sales+Associate&source=2&modify=Go%21	**Training Providers** • On the job training is usually provided. • Cashiers may progress to supervisory positions, such as head cashier, with additional training or experience. • Sales Associates may participate in training programs provided by their employers and unions covering topics, such as the Workplace Hazardous Material Information System (WHMIS), customer service, product knowledge, safe food handling and first aid.	Total Demand (2012-2022) for **Cashiers** • BC: 50,700 • Mainland/Southwest: 30,800 • Thompson/Okanagan: 5,300 • Wages: $10-$16/hour **Retail Sales Associates** • BC: 118,100 • Mainland/Southwest: 74,300 • Thompson/Okanagan: 12,500 • Wages: $10-$22/hr **Local Employers** • Retail Outlets, Restaurants • Recreational Facilities • Theatres **WorkBC Profiles** Cashier www.workbc.ca/Job-Seekers/Career-Profiles/6611 Retail Sales Associate: www.workbc.ca/Job-Seekers/Career-Profiles/6421

FIGURE 24: OCCUPATIONAL TABLE: CLEANER/JANITOR

NOC 6731, 6733	Requirements	Training Providers	Jobs
6731 Light Duty Cleaners clean the lobbies, hallways, offices, and rooms of hotels, motels, resorts, hospitals, schools, offices, and private residences. 6733 [6663] Janitors, Caretakers & Building Superintendents clean & maintain the interior and exterior of commercial, institutional, and residential buildings and their surrounding grounds. **HRSDC Profiles** www30.hrsdc.gc.ca/NOC/English/NOC/2006/ProfileKeyword.aspx?val=6&val1=6661&val11=Light+Duty+Cleaner&val12=0&val13=0&val14=&val15=0&val16=0 www30.hrsdc.gc.ca/NOC/English/NOC/2006/ProfileKeyword.aspx?val=6&val1=6663&val11=Light%20Duty%20Cleaner&val12=0&val13=0&val14=&val15=0&val16=0	**Required/Preferred Certificates** • Completion of secondary school may be required. • Some occupations in this unit group require previous cleaning and maintenance experience. • WHMIS preferred **Key Skills** • Attention to detail • Reading (product labels, instructions) • Problem solving (match cleaner to surface) **Essential Skills Profile** Light Duty Cleaners www.jobbank.gc.ca/es_search-eng.do?titleKeyword=light+duty+cleaners&source=2&modify=Go%21 Janitors, Caretakers & Building Superintendents www.jobbank.gc.ca/es_search-eng.do?titleKeyword=Janitor&source=2&modify=Go%21	**Training Providers** • Progression from cleaner to supervisory cleaning positions is possible with additional training or experience. • Training may be offered in the workplace. • Handymen/women read trade journals and magazines to stay abreast of industry news and manufacturers' instructions to assemble or install products, such as ceiling fans and cupboards.	Total Demand (2012-2022) for Light Duty Cleaners • BC: 84,500 • Mainland/Southwest: 50,500 • Thompson/Okanagan: 10,600 • Wages: $10-$17/hour **Local Employers** • Hotels, • Retail Outlets, Offices • Cleaning Services **WorkBC Profiles** Light Duty Cleaners www.workbc.ca/Job-Seekers/Career-Profiles/6731 Janitors, Caretakers & Building Superintendents: www.workbc.ca/Job-Seekers/Career-Profiles/6733

FIGURE 25: OCCUPATIONAL TABLE: COMMUNITY SERVICE WORKER

NOC 4212	Requirements	Training Providers	Jobs
Social and community service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4212&val17=4212&val18=0&val19=0	**Required/Preferred Certificates** • Completion of a college or university program in social work, child and youth care, psychology or other social science or health-related discipline is usually required. • Previous work experience in a social service environment as a volunteer or in a support capacity may replace formal education requirements for some occupations in this unit group. **Key Skills** • Effective interpersonal skills • Good problem solving abilities • A high level of patience and emotional resilience **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=community+service+worker&source=2&modify=Go%21&noc=4212	**Training Providers** • Langara College • Selkirk College • Thompson Rivers University • Douglas College • Okanagan College • College of New Caledonia	Total Demand (2010-2020) for social and community service workers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** They are employed by social service and government agencies, mental health agencies, group homes, shelters, substance abuse centres, school boards **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4212

FIGURE 26: OCCUPATIONAL TABLE: DRIVERS

DRIVERS, Transport Truck: NOC 7511	**Requirements**	**Training Providers**	**Jobs**
Transport truck drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes. This unit group also includes drivers of special purpose trucks and shunters who move trailers to and from loading docks within trucking yards or lots. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=7&val1=7511&val17=7511&val18=0&val19=0	Trade certification for transport truck drivers is voluntary in BC, but many employers prefer some formal training. **Required/Preferred Certificates** • Completion of secondary school is usually required. • On-the-job-training is provided. • Completion of an accredited driver training course of up to three months duration, through a vocational school or community college, may be required. • A Class 3 or D licence is required to drive straight-body trucks & A Class 1 or A licence is required to drive long combination vehicles. • Additional licensing endorsement or certification may be required **Key Skills** • Communication skills & vehicle safety awareness • Trip logistics & freight documentation **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=truck+driver&source=2&modify=Go%21&noc=7411	**Training Providers** • Thompson Rivers University List of all driver training school locations in BC. All schools listed on this page are licensed or registered by ICBC. Search by location. www.dtcbc.com/resources/locations/all-schools.asp BC Trucking Association www.bctaonlinetraining.com/	Total Demand (2010-2020) for transport truck drivers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • transportation, manufacturing, distribution and moving companies • trucking employment service agencies • Self-employment **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7511

FIGURE 27: OCCUPATIONAL TABLE: EARLY CHILDHOOD EDUCATORS

NOC 4214	Requirements	Training Providers	Jobs
Early childhood educators plan, organize, and implement programs for children between the ages of infancy and 12 years. Early childhood educator assistants provide care for infants and preschool- to school-age children under the guidance of early childhood educators. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4214&val17=4214&val18=0&val19=0	Certification is required in BC. Licensing is usually required. **Required/Preferred Certificates** • Educators: Completion of a two- to four-year college program in early childhood education *or a* bachelor's degree in child development is required. Licensing is usually required. • Assistants: Completion of secondary school is required, plus experience in child care. Completion of certificate program or post-secondary courses in early childhood education may be required Licensing by a provincial association may be required. **Key Skills** • patience • attention to safety protocols • good observational skills **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=early+childhood+educator&source=2&modify=Go%21&noc=4214	**Training Providers** • Langara • Capilano University • Okanagan College • UBC has selected online courses available • College of the Rockies List of training providers in BC: www.mcf.gov.bc.ca/childcare/ece/pdfs/training_institutes.pdf	Total Demand (2010-2020) for early childhood educators • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • day-care centres • nursery schools **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4214

FIGURE 28: OCCUPATIONAL TABLE: HEALTH CARE AIDE

NOC 3413	Requirements	Training Providers	Jobs
Health care aides assist nurses, hospital staff, and physicians in the basic care of patients. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=3&val1=3413&val17=3413&val18=0&val19=0	Certification for Health Care Aides is voluntary in BC, but most employers prefer formal training. **Required/Preferred Certificates** • Some secondary school education and on-the-job training *or* • A nursing aide or health care aide college or private institutional program, and supervised practical training are required. • Some health care facilities may also require completion of specialized courses such as CPR (cardiopulmonary resuscitation), first aid and food handling/sterile processing. **Key Skills** • Strong interpersonal skills • Excellent observational skills • Ability to follow directions, policies and procedures **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=health+care+aide&source=2&modify=Go%21&noc=3413	**Training Providers** www.cachwr.bc.ca/About-the-Registry/List-of-HCA-programs-in-BC.aspx	Total Demand (2010-2020) for health care aides • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase • Wages: $/hour **Local Employers** • hospitals • nursing homes • assisted care facilities for the elderly **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/3413

FIGURE 29: OCCUPATIONAL TABLE: HOUSEKEEPER

NOC 6315	Requirements	Training Providers	Jobs
Cleaning supervisors supervise and co-ordinate the activities of: Light Duty Cleaners; Specialized Cleaners; and Janitors, Caretakers and Building Superintendents **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=6&val1=6315&val11=cleaning+supervisor&val12=0&val13=0&val14=&val15=0&val16=0	Usually requires secondary school and experience. **Required/Preferred Certificates** • Certification is not required • WHIMIS **Key Skills** • Planning, scheduling • Communication • Problem solving **Essential Skills** • Verbal Communication Skills • Time Management • Numeracy (hours, supply inventory) • Thinking • Document use	**Training Providers** Experienced light duty cleaners are usually promoted to this position. Short courses in Supervisory Skills Development can often be found at local colleges.	Total Demand (2012-2022) for Cleaning Supervisors • BC: 14,100 • Mainland/Southwest: 9,400 • Thompson/Okanagan: 1,800 • Projected & Increase • Wages: $18-$40/hour **Local Employers** • Hotels, Motels, Lodges • Hospitals & Spas • Professional cleaning services • Schools & Offices **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/6315

FIGURE 30: OCCUPATIONAL TABLE: LANDSCAPING AND GROUNDS MAINTENANCE

NOC 8612	Requirements	Training Providers	Jobs
Landscaping and grounds maintenance labourers assist in the construction of landscapes and related structures, and in the maintenance of lawns, gardens, athletic fields, golf courses and parks. These workers are also classified as Primary Production Labourers. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileDescription.aspx?val=8&val1=8612&val27=golf+course+&val28=0&val29=0&val30=1&val31=1&val32=2&val33=1&val34=1&val35=1&val36=1&val37=1&val38=0&val39=0&val40=Example+Titles	Some secondary school education may be required. **Required/Preferred Certificates** • A provincial licence to apply chemical fertilizers, fungicides, herbicides, and pesticides may be required. • Experience with operating and maintaining power mowers, tractors, chain saws, snow blowers, electric clippers, sod cutters, pruning saws, and other landscape maintenance tools is useful. • WHMIS preferred **Key Skills** • Physical strength and stamina • Working with others, problem solving • Ability to work with power tools • Ability to work outdoors in all weather • Must not be sensitive to chemicals **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=landscape+labourer&source=2&modify=Go%21&noc=8612	**Training Providers** • On the job training is usually provided. • Progression to technical or supervisory positions in landscaping and horticulture is possible with additional training or experience. • First Aid training would be an asset, as power tools can be a source of injury.	Total Demand (2012-2022) for Harvesting, Landscaping and Natural Resources Labourers • BC: 30,500 • Mainland/Southwest: 16,600 • Thompson/Okanagan: 4,400 • Projected & Increase ? • Wages: $11-$25/hour **Local Employers** • Public Works • Golf Courses • Hotels • Dept of Highways **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/8612

FIGURE 31: OCCUPATIONAL TABLE: PHARMACY ASSISTANT

PHARMACY ASSISTANT: NOC 3414	**Requirements**	**Training Providers**	**Jobs**
Pharmacy aides or assistants help pharmacists and other pharmacy staff with packaging and labelling of pharmaceutical products and may help in maintaining prescription records and inventories of medications and pharmaceutical products. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=3&val1=3414&val17=3414&val18=0&val19=0	Certification for pharmacy assistants is not required. **Required/Preferred Certificates** • Pharmacy aides require completion of secondary school *and* • Several months of on-the-job training. **Key Skills** • strong customer service skills • excellent organizational skills • close attention to detail • computer skills **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=pharmacy+assistant&source=2&modify=Go%21&noc=3414	**Training Providers** On the job training is usually provided. • Vancouver Community College	Total Demand (2010-2020) for pharmacy assistants • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • retail and hospital pharmacies • long-term care facilities **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/3414

FIGURE 32: OCCUPATIONAL TABLE: SERVER

NOC 6513	Requirements	Training Providers	Jobs
Food and beverage servers take patrons' food and beverage orders and serve orders to patrons. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=6&val1=6513&val11=Server&val12=0&val13=0&val14=&val15=0&val16=0	Completion of secondary school may be required. **Required/Preferred Certificates** • On-the-job training is usually provided. • Formal waiters/waitresses may require completion of a training program • Responsible beverage service certification is mandatory for employees serving alcoholic beverages (Serving It Right). • Food Safe, WHMIS, First Aid/CPR **Key Skills** • Memory • Manners • Math **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=food+and+beverage+server&source=2&modify=Go%21	**Training** • Some food and beverage servers participate in cross training for bartender or banquet server positions in order to maximize their usefulness. • Multiple bartending schools in Vancouver • Banquet service training is also available from reputable providers in the GVRD.	Total Demand (2012-2022) for occupations in food and beverage service • BC: 46,900 • Mainland/Southwest: 29,600 • Thompson/Okanagan: 6,200 • Projected & Increase • Wages: $10-$15/hour **Local Employers** • Hotels • Local restaurants & clubs • Caterers **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/6513

FIGURE 33: OCCUPATIONAL TABLE: TEACHER ASSISTANT

NOC 4413	Requirements	Training Providers	Jobs
Elementary and secondary school teacher assistants support students, and assist teachers and counsellors with teaching and non-instructional tasks. They assist in areas of personal care, teaching, and behaviour management under the supervision of teachers or other child care professionals. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4413&val17=4413&val18=0&val19=0	**Required/Preferred Certificates** • Completion of secondary school is required. • Teacher assistants usually require completion of a 10-month college program in teaching assistance, educational assistance or other social science program. **Key Skills** • Energy & Imagination • Responsibility • Adaptability & Patience **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=teacher+assistant&source=2&modify=Go%21	**Training Providers** • Capilano University Education Assistant • Camosun College • Langara College • Northern Lights College • College of New Caledonia offers • Okanagan College offers a program that prepares students to work as Education Assistants	Total Demand (2010-2020) for teacher assistants • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** They are employed in public and private elementary, secondary, and special needs schools and treatment centres. **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4413

FIGURE 34: OCCUPATIONAL TABLE: TOUR & TRAVEL GUIDES

NOC 6531	Requirements	Training Providers	Jobs

Tour and travel guides escort individuals and groups on trips, on sightseeing tours of cities, and on tours of historical sites and establishments, providing descriptions and background information
HRSDC Profile
www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=6&val1=6531&val11=Tour+Guide&val12=0&val13=0&val14=&val15=0&val16=0
	Certification for tour and travel guides is not required in BC.
	Required/Preferred Certificates
	• Completion of secondary school is usually required.
	• Tour Guide certification may be an asset
	• Safety training is required
	• Knowledge of a second language is an asset
	Key Skills
	• excellent communication & customer service skills
	• problem solving & route planning
	• excellent memory skills
	  • ability to do thorough research
	  • excellent time management skills
	Essential Skills Profile
	www.jobbank.gc.ca/es_search-eng.do?titleKeyword=tour+guide&source=2&modify=Go%21&noc=6441
		Training Providers
		• on the job training is often provided by employers
		• Canadian Tourism College [Vancouver] offers a Tourism Certificate
		Canadian Tour Guide Association of BC
		www.ctgaofbc.com/faq.html
			Total Demand (2010-2020) for Tour and travel guides:
			• BC:
			• Mainland/Southwest: 1,100
			• Thompson/Okanagan:
			• Projected & Increase ?
			• Wages: $10-18/hour
			Local Employers
			• Resorts
			• Tour operators
			• Self-employment
			WorkBC Profile
			www.workbc.ca/Job-Seekers/Career-Profiles/6531

APPENDIX 5: OCCUPATIONAL TABLES – SKILLED TRADES

FIGURE 35: OCCUPATIONAL TABLE: CARPENTER

NOC 7271	Requirements	Training Providers	Jobs
Carpenters construct, erect, install, maintain, and repair structures and components of structures made of wood, wood substitutes, lightweight steel and other materials. **HRSDC Profile** www5.hrsdc.gc.ca/noc/english/noc/2011/ProfileKeyword.aspx?val=7&val1=7271&val11=Carpenter&val12=0&val13=0&val14=&val15=0&val16=0	Completion of a certified training program is not required, but preferred by many employers. **Recommended Education** • Completion of Grade 10, including English 10, Math 10, and Science 10. • Foundation courses are available. **ITA Certified Carpenters** • Carpenter Level 1, 2, 3, 4 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • Numeracy, Document Use • Working with others • Arm-Hand Steadiness • Continuous learning **Essential Skills Profile** hwww.jobbank.gc.ca/es_search-eng.do?titleKeyword=Carpenter&source=2&modify=Go%21	**ITA Designated Training Providers** • Most BC Colleges • Métis Skills and Employment Centre • Native Education College • Univ of the Fraser Valley • Aboriginal Skills Group *Carpenter Level 1*: • School District 34 (Abbotsford) • School District 37 (Delta) • School District 41 (Burnaby) **ITA Profile** www.itabc.ca/sites/default/files/program-information/carpenter-program-profile-december-2013.pdf	Total Demand (2010-2020) for Carpenters & Cabinetmakers • BC: 46,400 • Mainland/Southwest: 27,000 • Thompson/Okanagan: 5,900 • Projected & Increase ? • Wages: $14-$30/hour **Local Employers** • Local Builders & Contractors • Land Camp construction • Hotel & Lodge Maintenance • Private home & business repair & renovation **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7271

FIGURE 36: OCCUPATIONAL TABLE: CEMENT MASON

NOC 7282	Requirements	Training Providers	Jobs
Concrete finishers smooth and finish freshly poured concrete, apply curing or surface treatments and install, maintain and restore various masonry structures such as foundations, floors, ceilings, sidewalks, roads, patios, and highrise buildings. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=7&val1=7282&val17=7282&val18=0&val19=0 https://bc.tradesinfo.ca/trade-information/concrete-finisher/british-columbia/vancouver-lower-mainland-southwest?at=6006544	Trade certification for cement masons is voluntary in BC. **Required/Preferred Certificates** • Completion of secondary school is usually required. • Completion of a two- to four-year apprenticeship program *or* over 3 years of work experience in the trade and some high school, college or industry courses in cement finishing are usually required to be eligible for trade certification. **ITA Certified** • Cement mason 1, 2, 3 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • attention to safety procedures • physical fitness • attention to detail **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=concrete+finisher&source=2&modify=Go%21&noc=7282	**ITA Designated Training Provider** • Trowel Trades Training Association www.ttta.ca/Cement_Mason_Dept.html **ITA Profile** www.itabc.ca/sites/default/files/program-information/concrete-finisher-cement-mason-dec-2012.pdf	Total Demand (2010-2020) for cement masons • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • construction companies • cement and concrete contractors • manufacturers of precast concrete products • self-employed **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7282

FIGURE 37: OCCUPATIONAL TABLE: CONSTRUCTION LABOURER

NOC 7611	Requirements	Training Providers	Jobs
Construction trades helpers and labourers assist skilled tradespersons and perform labouring activities at construction sites. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=7&val1=7611&val11=Construction+Labourer&val12=0&val13=0&val14=&val15=0&val16=0	Some experience as a general construction labourer may be required for construction trades helpers. **Required/Preferred Certificates** • Certification is not required • First Aid Ticket preferred • Flagmen/women may require a traffic control certificate **Key Skills** • Ability to follow instructions • Working with others • Good verbal communication • Physical fitness, safety awareness **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=construction+labourer&source=2&modify=Go%21&noc=7611	**Training Providers** On the job training is usually provided for suitable candidates. General knowledge of construction sites, power tools, hand tools, and construction materials is useful.	Total Demand (2012-2022) for Trades Helpers and Labourers • BC: 29,300 • Mainland/Southwest: 18,100 • Thompson/Okanagan: 3,700 • Projected & Increase ? • Wages: $12-$28/hour **Local Employers** • Builders & Contractors • Land & Sea Camp Set Up • ?? **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7611

FIGURE 38: OCCUPATIONAL TABLE: CHEFS

Chefs: NOC 6322, 6242	Requirements	Training Providers	Jobs
Chefs mainly plan and direct food preparation and cooking activities. They prepare and cook meals as well as manage kitchens. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=6&val1=6322&val11=cook&val12=0&val13=0&val14=&val15=0&val16=0	Completion of a certified training program is not required, but is preferred by many employers **Required/Preferred Certificates** • Food Safe, WHIMIS **ITA Certified Cooks** • Professional Cook 1 • Professional Cook 2 • Professional Cook 3 (Red Seal) **Key Skills** • Planning, budgeting • Working with others, team work • Continuous learning **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=cook&source=2&modify=Go%21&noc=6242	**ITA Designated Training Providers** • Vancouver Community College • Art Institute of Vancouver • Cascade Culinary Arts School • Northwest Culinary Academy of Vancouver • Pacific institute of Culinary Arts • White Spot Ltd. Vancouver **ITA Profile** www.itabc.ca/program/cook-professional-cook-3	Total Demand (2010-2020) for • BC: 14,370 • Mainland/Southwest: 9,460 • Thompson/Okanagan: 1,310 • Projected Increase: 1.0 to1.4 % per annum • Wages: $12-$23/hour **Local Employers** • Chef Level 2 in high demand in Whistler hospitality • Land & Sea Camp Services • Local restaurants and institutions **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/6322

FIGURE 39: OCCUPATIONAL TABLE: ELECTRICIANS

NOC 7241	Requirements	Training Providers	Jobs
Electricians lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other settings. *except industrial & power system **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=7&val1=7241&val11=Electrician&val12=0&val13=0&val14=&val15=0&val16=0	Trade certification for construction electricians is voluntary in BC, but many employers require certified electrical workers for insurance purposes. **Required/Preferred Certificates** • Completion of secondary school is usually required. • Completion of a four- to five-year apprenticeship program is preferred. **ITA Certified Electricians** • Electrician Level 1, 2, 3 & 4 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • normal colour vision • mechanical aptitude • close attention to detail **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=Electrician&source=2&modify=Go%21	**ITA Designated Training Providers** • BCIT • Camosun College • Kwantlen Polytechnic • Selkirk College • University of the Fraser Valley • Electrical Joint Training Committee (EJTC) • Sprott-Shaw College • Vancouver Career College [Construction Electrician Foundation] **ITA Profile** www.itabc.ca/sites/default/files/program-information/construction-electrician-program-profile-feb-2013_0.pdf	Total Demand (2012-2022) for Electrical trades and electrical powerline and telecommunication workers • BC: 34,100 • Mainland/Southwest: **20,200** • Thompson/Okanagan: **4,100** • Projected & Increase ? • Wages: $19-$34/hour **Local Employers** • Builders & Contractors • • Self-employment • **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7241

FIGURE 40: OCCUPATIONAL TABLE: ELECTRONIC SERVICE TECHNICIAN

NOC 2242	Requirements	Training Providers	Jobs
Electronic service technicians service and repair household and business electronic equipment such as audio and video systems, computers and peripherals, office equipment and other consumer electronic equipment and assemblies. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=2&val1=2242&val11=Computer+Technician&val12=0&val13=0&val14=&val15=0&val16=0	Trade certification for electronic technician, (consumer products) is voluntary in BC. **Required/Preferred Certificates** • High School graduation, including English 12 or Communications 12, plus Math 11, are usually required for program entry. • Completion of a 2- to 3-year college program in electronics *or* Completion of a four-year apprenticeship program in electronic servicing and repair *or* Completion of high school or college courses in electronics and on-the-job training is required. • Red Seal Certification is available, although BC ITA program is currently inactive. **Key Skills** • Thinking, Continuous learning • Document Use (manuals, schematics) • Good hand/eye coordination **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=computer+service+technician&source=2&modify=Go%21&noc=2242	**Training Providers** The Electronics Technician Common Core program at BCIT is a springboard to a variety of careers in electronics.	Total Demand (2012-2022) for • BC: 17,300 • Mainland/Southwest: 11,500 • Thompson/Okanagan: 1,600 • Projected & Increase ? • Wages: $12-$23/hour **Local Employers** • Computer sales outlets • Computer Service Centres • Government offices **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/2242

FIGURE 41: OCCUPATIONAL TABLE: HEAVY EQUIPMENT OPERATOR

NOC 7521	Requirements	Training Providers	Jobs
Heavy equipment operators operate heavy equipment used in the construction and maintenance of roads, bridges, airports, gas and oil pipelines, tunnels, buildings and other structures; in surface mining and quarrying activities; and in material handling work. **HRSDC Profile** www5.hrsdc.gc.ca/noc/english/noc/2011/ProfileKeyword.aspx?val=7&val1=7521&val11=Heavy+Equipment+Operator&val12=0&val13=0&val14=&val15=0&val16=0	Some secondary school education is required: completion of Grade 10 (or equivalent) is preferred, including English 10 and Math 10. **Required/Preferred Certificates** • Certification is not required. Most employers prefer completion of a 1- to 2-year apprenticeship program *or* industry courses in heavy equipment operating combined with on-the-job training. • Valid BC Class 5 or 7N driver's license **ITA Certified HEO** • Certificate of Apprenticeship • Certificate of Qualification **Key Skills** • Problem Solving • Communication [verbal & hand signals] • Hand Eye Co-ordination **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=heavy+equipment+operator&source=2&modify=Go%21&noc=7421	**ITA Designated Training Providers** • Thompson Rivers University • Aboriginal Skills Group • IUOE Local 115 Training Association • Christian Labour Association of Canada (CLAC) **ITA Profile** www.itabc.ca/sites/default/files/program-information/heo-profile-december-2012.pdf	Total Demand (2012-2022) for Heavy Equipment Operators: • BC: 19,800 • Mainland/Southwest: 9,500 • Thompson/Okanagan: 2,800 • Projected & Increase • Wages: $21-$29/hour **Local Employers** • Builders & Contractors • Local Government • Road Building & Clearing **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7521

FIGURE 42: OCCUPATIONAL TABLE: MILLWRIGHT

NOC 7311	Requirements	Training Providers	Jobs
Construction millwrights and industrial mechanics install, maintain, troubleshoot, overhaul, and repair stationary industrial machinery and mechanical equipment. **HRSDC Profile** www5.hrsdc.gc.ca/noc/english/noc/2011/ProfileKeyword.aspx?val=7&val1=7311&val11=Millwright&val12=0&val13=0&val14=&val15=0&val16=0	Completion of secondary school is usually required. **Required/Preferred Certificates** • Certification is not required, but many employers prefer trade certification. • Completion of a 3- to 4-year apprenticeship program **ITA Certified Millwrights** • Millwright Level 1, 2, 3 & 4 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • Mechanical aptitude • Reading & document use [labels, manuals] • Continuous learning **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=millwright&source=2&modify=Go%21	**ITA Designated Training Providers** • BCIT • Kwantlen Polytechnic • Selkirk College **ITA Profile** www.itabc.ca/sites/default/files/program-information/industrial-mechanic-millwright-profile-nov-2013.pdf	Projected new jobs for Construction millwrights and industrial mechanics (2012-2022) • BC: 4,800 **Local Employers** • ? • ? • ? **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7311

FIGURE 43: OCCUPATIONAL TABLE: PAINTER

NOC 7294	Requirements	Training Providers	Jobs

Painters and decorators apply paint, wallpaper, and other finishes to interior and exterior surfaces of buildings and other structures.
 	
HRSDC Profile
www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=7&val1=7294&val17=7294&val18=0&val19=0
 	
https://bc.tradesinfo.ca/trade-information/painter-and-decorator/british-columbia/vancouver-lower-mainland-southwest
	Trade certification for painters is voluntary in BC.
	Required/Preferred Certificates
	• Completion of secondary school is usually required.
	• Completion of a three- to four-year apprenticeship program
	or
	over three years of work experience in the trade is usually required to be eligible for trade certification.
	ITA Certified
	• Painter & decorator Level 1, 2, 3
	• Certificate of Apprenticeship
	• Certificate of Qualification (Red Seal)
	Key Skills
	• manual dexterity & physical fitness
	• excellent colour sense & eye for detail
	  • good communications & customer service skills
	  • good math skills &ability to plan work
	
	Essential Skills Profile
	www.jobbank.gc.ca/es_search-eng.do?titleKeyword=painter+and+decorator&source=2&modify=Go%21&noc=7294
		ITA Designated Training Providers
		Finishing Trades Institute of BC
		www.ftibc.ca/painting-and-decorating
		ITA Profile
		www.itabc.ca/sites/default/files/program-information/painter-and-decorator-dec-2013.pdf
			Total Demand (2010-2020) for painters
			• BC:
			• Mainland/Southwest:
			• Thompson/Okanagan:
			• Projected & Increase ?
			• Wages: $/hour
			
			Local Employers
			• construction companies
			• painting contractors
			• building maintenance contractors
			• self-employed
			WorkBC Profile
			www.workbc.ca/Job-Seekers/Career-Profiles/7294

FIGURE 44: OCCUPATIONAL TABLE: PIPEFITTER

NOC 7252	Requirements	Training Providers	Jobs
Steamfitters and pipefitters layout, assemble, fabricate, maintain, troubleshoot, and repair piping systems carrying water, steam, chemicals and fuel in heating, cooling, lubricating, and other process piping systems. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=7&val1=7252&val11=Pipefitter&val12=0&val13=0&val14=&val15=0&val16=0	Completion of secondary school is usually required. **Required/Preferred Certificates** • Certification is required in BC. • Completion of a 4- to 5-year apprenticeship program **ITA Certified Steamfitter/Pipefitter** • Steamfitter/Pipefitter Level 1, 2, 3 & 4 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • Math (pressure loads, pipe volume, offsets) • Attention to detail, safety awareness • Reading schematic diagrams **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=steamfitter&source=2&modify=Go%21&noc=7252	**ITA Designated Training Providers** • Camosun College • Piping Industry Apprenticeship Board (PIAB) • Pacific Vocational College **ITA Profile** www.itabc.ca/sites/default/files/program-information/sfpf-profile-december-2012.pdf	Total Demand (2012-2022) for plumbers, pipefitters and gas fitters: • BC: 15,600 • Mainland/Southwest: 10,000 • Thompson/Okanagan: 1,700 • Projected & Increase ? • Wages: $19-$34/hour **Local Employers** • Local Builders & Contractors • Public Utilities • ? **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7252

FIGURE 45: OCCUPATIONAL TABLE: POWERLINE TECHNICIAN

NOC 7244	Requirements	Training Providers	Jobs
Install, maintain, and repair electrical distribution and transmission systems, including power lines, cables, and other associated equipment. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=7&val1=7244&val11=lineman&val12=0&val13=0&val14=&val15=1&val16=0	Completion of a Powerline Technician apprenticeship program. Completion of secondary education is usually required. **Required/Preferred Certificates** • Powerline Technician C of Q, Red Seal, or apprenticeship • Drivers License **Key Skills** • Math, Physics • Working with heights • Working outdoors **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=construction+lineman%2Fwoman+-+electrical+power+line&source=2&modify=Go%21&noc=7244	**ITA Designated Training Providers** • Thompson Rivers University • Electrical Industry Training Institute • BC Hydro **ITA Profile** www.itabc.ca/program/power-line-technician	Total Demand (2010-2020) for Electrical Trades and Communication (724) • BC: 10,100 • Mainland/Southwest: 6,180 • Thompson/Okanagan: 1,210 • Projected & Increase 11.5% • Wages: $25-$38/hour **Local Employers** • BC Hydro • Innergex **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7244

FIGURE 46: OCCUPATIONAL TABLE: UTILITY ARBORIST

NOC 7522	Requirements	Training Providers	Jobs
Utility arborists clear vegetation close to power lines, operating chainsaws and other clearing equipment to fell trees and cut back vegetation. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/Profile.aspx?val=7&val1=7522	Trade certification for utility arborists is available, but voluntary, in BC. **Required/Preferred Certificates** • Some secondary school may be required • Experience as a public works labourer is usually required. • On-the-job training is provided • A Certified Utility Arborist requires a formal apprenticeship. **ITA Certified** • Utility Arborist Level 1 & 2 • Certificate of Apprenticeship • Certificate of Qualification (Red Seal) **Key Skills** • Safety conscious • Physically fit • Preference for outdoor work **Essential Skills Profile** www.ita.essentialskillsgroup.com/itaReports/itaESO.php?tid=333	**ITA Designated Training Providers** • Northwest Community College • HortEducationBC **ITA Profile** www.itabc.ca/sites/default/files/program-information/utility-arborist-profile-august-2014.pdf	Total Demand (2010-2020) for Utility arborists • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • municipal, provincial and federal public works departments • private contractors • private companies **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/7522

APPENDIX 6: OCCUPATIONAL TABLES – PROFESSIONS

FIGURE 47: OCCUPATIONAL TABLE: ACCOUNTANT

NOC 1111	Requirements	Training Providers	Jobs
Accountants plan, organize, and administer accounting systems for individuals and establishments. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/Profile.aspx?val1=1111	Minimum education: University degree and completion of approved professional training program. **Required/Preferred Certificates** • Completion of a professional training program approved by the provincial or territorial governing body. • Licensing by the provincial or territorial governing body is usually required for accountants and auditors practising public accounting. **Certified** • Certified General Accountant • Certified Management Accountant • Chartered Professional Accountant **Key Skills** • Math, computer use, document use • Attention to detail, critical thinking • Clerical ability, digital dexterity • Significant use of memory • Continuous learning **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=accountant&source=2&modify=Go%21&noc=1111	**Training Providers** • BCIT: multiple programs • UBC, Sauder School of Business • Thompson Rivers University offers distance learning courses on line: With experience and further education accounting graduates may progress to positions in account management and financial analysis. Certified management accountants (CMAs) are hired within industry and government. Recent graduates generally work at the comptroller level as assistant comptrollers, junior accountants, or financial analysts.	Total Demand (2012-2022) for auditors, accountants, and investment professionals • BC: 51,300 • Mainland/Southwest: 48,000 • Thompson/Okanagan: 1,500 • Projected Increase 1.2% p/a • Wages: $17-$48/hour **Local Employers** • Local Government • SMBs • Accounting firms • Self-employed **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/1111

FIGURE 48: OCCUPATIONAL TABLE: CONSERVATION OFFICERS

NOC 2224	Requirements	Training Providers	Jobs
Conservation and fishery officers, inspectors and observers enforce federal and provincial regulations established for the protection of fish, wildlife, and other natural resources and collect and relay information on resource management. **HRSDC Profile** www5.hrsdc.gc.ca/NOC/English/NOC/2011/ProfileKeyword.aspx?val=2&val1=2224&val11=Conservation+officer&val12=0&val13=0&val14=&val15=0&val16=0	Conservation Officers in British Columbia, Canada, work for the British Columbia Ministry of Environment. Candidates must meet educational and work requirements in addition to completing medical, security, and physical screenings. **Required/Preferred Certificates** • Completion of a college program in renewable resources management, environmental conservation, or a related discipline is usually required. • On-the-job training and courses related to law enforcement and resource management are provided. • A class-5 driver's licence, pesticide applicator's licence and explosives licence may be required. **Key Skills** • Physical strength and stamina • willingness to spend time in various natural conditions • problem solving skills, decision-making • strong communication skills	**Training Providers** • UNBC • Natural Resource Law Enforcement Program is offered at Vancouver Island University Those with a degree or diploma in natural resources, law enforcement, or renewable resources management are preferred, though the BC Ministry of the Environment will consider applicants educated in law, justice, or criminology All British Columbia Conservation Officers must pass the Physical Abilities Test for Conservation Officers (PATCO) on entering the service and maintain a high level of physical fitness for the duration of their employment.	Total Demand (2010-2020) for Conservation officers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • federal and provincial government departments **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/2224

FIGURE 49: OCCUPATIONAL TABLE: ELECTRICAL ENGINEERING TECHNICIAN

NOC 2241	Requirements	Training Providers	Jobs
Electrical and electronics engineering technologists and technicians may work independently or provide technical support and services in the design, development, testing, production and operation of electrical and electronic equipment and systems. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=2&val1=2241&val17=2241&val18=0&val19=0	Certification for electrical and electronics engineering technologists and technicians is required in BC. **Required/Preferred Certificates** • Completion of a one- or two-year college program in electrical or electronics engineering technology is usually required. • A period of supervised work experience, usually two years, is required before certification. • Technologists, technicians, and technical specialists achieve professional recognition through the Applied Science Technologists and Technicians of BC (ASTTBC). **Key Skills** • Strong math skills • Read and interpret blueprints, maps and electrical schematics • Attention to accuracy & detail • computer use including CAD programs	**Training Providers** • BCIT offers a Bachelor of Technology in Electronics through Part-Time Studies • Okanagan College: Electronic Engineering Technology Program is a 2 year diploma program: nationally accredited by the Canadian Technology Accreditation Board Applied Science Technologists and Technicians of BC (ASTTBC www.asttbc.org/index.php	Total Demand (2010-2020) for electrical and electronics engineering technologists and technicians • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** electrical utilities, communications companies, manufacturers of electrical and electronic equipment, consulting firms, and in governments and a wide range of manufacturing, processing and transportation industries **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/2241

FIGURE 50: OCCUPATIONAL TABLE: ENVIRONMENTAL HEALTH AND SAFETY TECHNICIAN

NOC 2263	Requirements	Training Providers	Jobs
Technicians conduct surveys and monitoring programs of the natural environment to identify sources of pollution. They collect samples of water for analysis; measure physical, biological, and chemical workplace hazards; and conduct safety and environmental audits. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=2&val1=2263&val17=2263&val18=0&val19=0	Certification for environmental health & safety technicians is not mandatory in BC. **Required/Preferred Certificates** • A bachelor's degree or college diploma in a discipline such as food science, environmental studies, chemistry or health and safety is usually required. **Key Skills** • Physical fitness • Attention to detail • Accurate documentation	**Training Providers** • In some establishments, several years of related work experience and the completion of in-house training courses may substitute for formal education. Environmental Health and Safety on line course offered by University of Toronto: http://learn.utoronto.ca/courses-programs/business-professionals/courses/environmental-health-and-safety-courses-2	Total Demand (2010-2020) for **environmental health and safety technicians** • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • Public sector • Private sector **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/2263

FIGURE 51: OCCUPATIONAL TABLE: LICENSED PRACTICAL NURSE

NURSE, Licensed Practical: NOC 3233	**Requirements**	**Training Providers**	**Jobs**
Licensed practical nurses provide nursing care usually under the direction of medical practitioners, registered nurses or other health team members **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=3&val1=3233&val17=3233&val18=0&val19=0	Licensing for practical nurses is required in BC **Required/Preferred Certificates** • Completion of a vocational, college or other approved program for licensed practical nurses is required. • Registration with a regulatory body is required in all provinces and territories. • Completion of the Canadian Practical Nurse Registration Examination is required. • A criminal record check is required **Key Skills** • Excellent people skills • Good communication and observational skills • Ability to deal with emotionally charged situations **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=licensed+practical+nurse+%28L.P.N.%29&source=2&modify=Go%21&noc=3233	**Training Providers** • Camosun College • Vancouver Community College • Okanagan College • University of the Fraser Valley • Thompson Rivers University Regulatory Body: College of Licensed Practical Nurses of BC www.clpnbc.org/About-CLPNBC.aspx A handbook on how to become a Licensed Practical Nurse in British Columbia www.heu.org/sites/default/files/uploads/import/2003/lpn_how_to.pdf	Total Demand (2010-2020) for licensed practical nurses • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • hospitals, nursing homes, extended care facilities • rehabilitation centres • doctors' offices, clinics • private homes • community health centres **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/3233

FIGURE 52: OCCUPATIONAL TABLE: NURSE

NOC 3012	Requirements	Training Providers	Jobs
Registered nurses provide direct nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=3&val1=3012&val17=3012&val18=0&val19=0	Certification for registered nurses is mandatory in BC. **Required/Preferred Certificates** • Completion of a university, college or other approved registered nursing program is required. • Registration with a regulatory body is required in all provinces and territories. • Registered nurses may specialize in areas such as surgery, obstetrics care, psychiatric care, critical care, pediatrics, geriatrics, community health, occupational health, emergency care, rehabilitation, or oncology. **Key Skills** • Excellent people skills • Good communication and observational skills, math skills • Ability to deal with emotionally charged situations **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=registered+nurse+%28R.N.%29&source=2&modify=Go%21&noc=3152	**Training Providers** • Douglas College • Langara College • Kwantlen Polytechnic • UBC & UBC Okanagan • Thompson Rivers University • BCIT List of programs recognized by the College of Registered Nurses of BC: www.crnbc.ca/WhatNursesDo/NurseStudying/Pages/Default.aspx	Total Demand (2010-2020) for registered nurses • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • hospitals, nursing homes, extended care facilities • rehabilitation centres • doctors' offices, clinics • community agencies • private homes • self-employed. **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/3012

FIGURE 53: OCCUPATIONAL TABLE: SOCIAL WORKER

NOC 4152	Requirements	Training Providers	Jobs
Social workers help individuals, couples, families, groups, communities and organizations develop the skills and resources they need to enhance social functioning and provide counselling, therapy and referral to other supportive social services. Social workers also respond to other social needs and issues such as unemployment, racism and poverty. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4152&val17=4152&val18=0&val19=0	A university degree is required to practice social work. This is a regulated profession. **Required/Preferred Certificates** • A bachelor's degree in social work is required • Supervised practical experience is usually required. • Use of the titles "Social Worker" and "Registered Social Worker" is regulated in all provinces. **Key Skills** • interacting well with others • strong analytical skills • excellent listening skills **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=social+worker&source=2&modify=Go%21&noc=4152	**ITA Designated Training Providers** • University of British Columbia • University of British Columbia – Okanagan • Thompson Rivers University • Nicola Valley Institute of Technology • First Nations University of Canada • University of the Fraser Valley • Vancouver Island University • University of Victoria BC Association of Social Workers www.bcasw.org/careers/social-work-education-training/	Total Demand (2010-2020) for social workers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • Hospitals, school boards, social service agencies, child welfare organizations, community agencies, employment assistance programs • Aboriginal band councils • Self-employment **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4152

FIGURE 54: OCCUPATIONAL TABLE: SOCIAL AMD COMMUNITY SERVICE WORKER

NOC 4212	Requirements	Training Providers	Jobs
Social and community service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4212&val17=4212&val18=0&val19=0	**Required/Preferred Certificates** • Completion of a college or university program in social work, child and youth care, psychology or other social science or health-related discipline is usually required. • Previous work experience in a social service environment as a volunteer or in a support capacity may replace formal education requirements for some occupations in this unit group. **Key Skills** • Effective interpersonal skills • Good problem solving abilities • A high level of patience and emotional resilience **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=community+service+worker&source=2&modify=Go%21&noc=4212	**Training Providers** • Langara College • Selkirk College • Thompson Rivers University • Douglas College • Okanagan College • College of New Caledonia	Total Demand (2010-2020) for social and community service workers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** They are employed by social service and government agencies, mental health agencies, group homes, shelters, substance abuse centres, school boards **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4212

FIGURE 55: OCCUPATIONAL TABLE: TEACHER

NOC 4031	Requirements	Training Providers	Jobs
Secondary school teachers prepare and teach academic, technical, vocational, or specialized subjects at public and private secondary schools. **HRSDC Profile** www5.hrsdc.gc.ca/cnp/English/NOC/2011/ProfileNocCode.aspx?val=4&val1=4031&val17=4031&val18=0&val19=0	Certification for secondary school teachers is required in BC. **Required/Preferred Certificates** • Teachers of academic subjects require a bachelor's degree in education which is often preceded by a bachelor's degree in the arts or sciences. • Teachers of vocational or technical subjects require a bachelor's degree in education which is usually preceded by specialized training or experience in the subject. • A provincial teaching certificate is required. **Key Skills** • Excellent communication skills • Time management • Observational skills **Essential Skills Profile** www.jobbank.gc.ca/es_search-eng.do?titleKeyword=secondary+school+teacher&source=2&modify=Go%21&noc=4141	**Training Providers** • Simon Fraser University • Trinity Western University • Thompson Rivers University • University of the Fraser Valley • University of British Columbia • University of Northern British Columbia • University of Victoria • University of British Columbia - Okanagan • Vancouver Island University www.bcteacherregulation.ca/TeacherEducation/TeacherEducationOverview.aspx	Total Demand (2010-2020) for secondary school teachers • BC: • Mainland/Southwest: • Thompson/Okanagan: • Projected & Increase ? • Wages: $/hour **Local Employers** • Public schools • Private schools • Technical schools **WorkBC Profile** www.workbc.ca/Job-Seekers/Career-Profiles/4031